

Development Area	Rationale	Actions	Governor involvement
<p>1. Standards at the end of EYFS (Reading/writing focus)</p>	<ul style="list-style-type: none"> 20% difference between school and Local Authority in children achieving a GLD <p>Staff have discussed the following:</p> <ul style="list-style-type: none"> Opportunities to push higher attainers in both Nursery and Reception The need for more focused teaching for Reception children Development of the learning environment 	<ul style="list-style-type: none"> EYFS lead and HT to write a development plan to address issues EYFS staff to visit other settings to broaden experience Small amount of budget money is available to support changes to the environment Separate provision for N and R LA adviser to support with developing the teaching of reading and writing 	<p>Governors briefed in Head teacher's report in Autumn 1 Curriculum committee to receive regular updates</p>
<p>2. Standards at end of KS1 (Reading/writing focus)</p>	<ul style="list-style-type: none"> 24% difference between school and LA in reading and 22% difference in writing Drop in reading from 63% to 46% in reading at end of KS1 English is being taught in KS1 through the Read, Write Inc programme which means that a large proportion of children are being taught English by a Teaching Assistant and are not being taught the National Curriculum for English. 	<ul style="list-style-type: none"> English to be taught in classes, following the National Curriculum using a text based approach with appropriately scaffolded and differentiated activities Phonics is being taught in classes as a separate session Training is to be delivered regarding the teaching sequence for writing, Talk for Writing, phonics and reading skills Support is being given by LA adviser Staff to visit other settings to build their expertise 	

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<p>3. Raise standards in writing across school</p>	<ul style="list-style-type: none"> • See above • Lower writing scores at the end of KS2 • Early findings about writing indicate that the focus is currently about producing a piece of writing each week rather than a teaching sequence which develops knowledge and skills and allows for editing and improvement 	<ul style="list-style-type: none"> • HT is English specialist and will support KS2 staff in developing their expertise – a KS2 teacher will be developed as KS2 English lead • Training to refresh understanding of the teaching sequence including edit and improve • Refresh marking policy • KS2 TAs to be in English lessons 	
<p>4. Enhance provision for children at lunchtime</p>	<ul style="list-style-type: none"> • Early findings show that although behaviour around school and in classes is good, there are incidents of boisterous play during lunchtime • Equipment and activities for children are limited 	<ul style="list-style-type: none"> • Lunchtime rotas to be refreshed • Playground Pals and School Council to develop play activities • Training for staff around playtime games • Training to be put in place for lunchtime staff • LA adviser for behaviour to visit and make recommendations 	

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5. Enhance engagement of key groups	<p>Interviews with staff and the Ofsted questionnaire have revealed the following perceptions:</p> <ul style="list-style-type: none"> • Lack of CPD opportunities for support staff • Lack of opportunities for staff contribution to school development <p>Discussions with parents and staff suggest that whilst parents are very supportive of school, opportunities for involvement and finding about school life could be developed further</p> <p>There are some opportunities for pupil voice to be heard but this could be developed further.</p> <p>Governors are supportive but could have greater involvement with school life.</p>	<ul style="list-style-type: none"> • One staff meeting rather than separate staff meetings for teachers and support staff • Encouraging and valuing participation: display, painting the library • Clear CPD opportunities, linked to appraisal and priorities • Head teacher drop-in for parents • Meet the Teacher at the start of the year • Termly curriculum newsletters • Weekly newsletter from the Headteacher • Weekly celebration assembly • Develop further opportunities • Link governors with subject areas • Use the skills audit to highlight training needs 	
6. Continue to develop assessment and tracking procedures in English and maths	<ul style="list-style-type: none"> • Assessment procedures and tracking are not as robust and clear as they could be, especially in Key Stage 2 where there is a focus on Teacher Assessment. • Tracking of children with SEND is not as effective as it could be. • Termly overviews of attainment and progress could be clearer 	<ul style="list-style-type: none"> • NFER test materials to be used termly • Teacher assessment to be used to track children not achieving year group objectives • Reading and comprehension ages to be tracked • New whole class trackers to be used and triple trackers • EYFS to use new trackers to show termly progress across development bands 	