



SHANKLEA PRIMARY SCHOOL

School Improvement Plan
2020-2021

Policy Control Details

Date policy approved:	September 2020		
Prepared by:	Helen Brown	Signature	Date
Approved for issue by:	Gareth Pearson	Signature	Date
Review period:	1 year		
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Responsibility for review:	Performance Improvement Committee		

School Improvement Aims

At **Shanklea Primary School**, we believe that every child must be provided with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. We are an inclusive learning community that is forward thinking, innovative and confident and committed to ensuring that all of the children in our care are happy, enthusiastic and purposeful learners.

We are working together to:

- Raise achievement through a commitment to high standards and expectations across **EYFS and the primary curriculum**.
- Enable every child to succeed as an independent, enthusiastic and confident learner
- Provide active, co-operative and independent learning through dynamic and high quality **outstanding teaching**.
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self- image, self- discipline and respect for others.
- Ensure equality of opportunity at all times, so that each child is given appropriate support and enrichment opportunities.
- Create an **inclusive** learning community which challenges and enables every learner to flourish, prosper and develop **aspirations** for a successful future.
- Provide a welcoming, secure and **safe**, stimulating and enhanced learning environment.
- Provide an **innovative**, creative and integrated EYFS and primary curriculum which inspires and motivates children to learn and which takes account of different learning styles.
- Maintain a **culture of vigilance** and **community cohesion**, helping children to understand risk, becoming more **resilient** and knowing where to go for help and support at any time.
- Celebrate our rich diversity, **British Values** and work in partnership with parents, children and the wider community
- Staff and governance are clear about what we can do to support emotional wellbeing, **healthy relationships and mental health** throughout the school community, as well as role and referral systems of specialist providers and local services. When relevant, providing an effective **careers programme** in line with the government's statutory guidance.
- **Lessen the aggregate impact of lost time in learning experienced by our children and young people due to the unprecedented disruption to their education as a result of coronavirus (COVID-19).**

Aims of the School Improvement Plan 2020-2021

To set challenging goals in the curriculum and whole school environment to raise achievement and attainment for **all** pupils. The focus is on a **'broad and engaging curriculum'** and **'aspirations for our learners'**.

To ensure that pupils have **'positive attitudes'**, are **'committed'** and **'resilient'** learners who **'take pride'** in their achievements.

To provide appropriate resources throughout the school to ensure high quality and effective provision at all stages of children's development. This comprises providing pupils with the **'knowledge and cultural capital'** needed to succeed in life.

To provide school staff (with appropriate resources and training) thus enabling them to enhance their practice and carry out teaching more effectively.

To provide inclusive and fully integrated curricular provision, thus raising achievement and attainment over time and enabling all children to fulfil their full potential. The focus is on **'character development'** and the importance of learners in **'discovery of their interest and talents'**.

To provide a safe and secure learning environment which ensures children to treat others with understanding, consideration and mutual respect through **'British Values'**. Equality and diversity are promoted and celebrated.

Children are encouraged to consider the welfare and feelings of others enabling all children to thrive and grow morally, culturally, socially, academically and spiritually. **Learners must 'keep themselves mentally and physically healthy'**.

Leadership and School Organisation

To ensure leaders and governors successfully discharge **their core- statutory functions** and are also committed to building capacity for continuous improvement and sustainability.

To develop the **strategic effectiveness of leaders and governors**: within the school and the wider community.

To continue to provide strong, cohesive and effective leadership with a clear direction on **improving standards, provision and achievement across the school so pupils and staff excel**.

To maintain a culture of high expectations, aspirations and scholastic excellence is recognised as vitally important.

To define roles clearly for school management team and **build capacity within**.

To enable staff (with leadership responsibilities): to be accountable for **high standards** and **achievement** thereby measuring **the impact of their work**.

To ensure **new** leaders are supported and challenged to secure and sustain improvements to teaching, learning and assessment. The climate for learning should motivate all staff to **innovate** and **improve pupil outcomes** therefore targeting **all** learners, ensuring the progress of pupils and that none fall behind and underachieve.

Leaders and Governors are to be **‘aware of the main pressures that fall upon staff’** and take account of them, be realistic and constructive in the way they manage their staff and that any workload issues are dealt with appropriately and quickly.

Leaders and Governors are to focus on supporting staff too, with subject knowledge, presentation of material, assessment, feedback, responsive teaching and recall of material which boosts **staff well-being**.

To ensure the whole learning community (including children and families) are aware of the importance of developing **core** strength (thinking skills, character, resilience, self-esteem etc..).

To ensure all learners are able to recognise the positive lifestyle choices they make and recognise when choices put them at risk. Staff must know what to do if they suspect that pupils are **vulnerable**.

To ensure that **safeguarding** is effective and exemplary. Leaders and governors work together to protect pupils from the dangers of abuse, such as bullying, sexual exploitation, gang activity, radicalism and extremism.

Leaders should protect their staff from **bullying** and **harassment**.

To ensure a collaborative multi-agency approach thus promoting **high attendance** over time and achieving the best possible learning outcomes with strong progress from pupils’ original starting points.

To encourage **the active engagement of parents and carers** in children’s learning from the 30 hours EYFS provision through to Year 6.

Staff Development

To develop the role of subject leaders and teachers in **monitoring, evaluating** and **leading children’s learning** taking into account their **personal development, behaviour** and **welfare**.

Specialist teachers will focus on **appropriate coverage, content, structure** and **sequencing** of a **bespoke Shanklea Primary School curriculum** and **its effective implementation**.

To maximise the impact of teachers and teaching assistants in our primary school setting through:

- Commissioned professional development in **‘Thrive’** and **‘the Wellbeing for Education Return Programme’** as well as **‘EEF (Education Endowment Foundation)/Sutton Trust related’** and **‘TesEdubase’** network training and coaching cycles.
- A consultative/research remote learning framework which enables all staff (Leaders, Governors, Teachers, Teaching Assistants, Lunchtime Supervisors and Ancillary) to be

effectively **deployed and supported**, to help them **thrive in their role** and **improve outcomes for pupils**: CPD enquiry network regarding independent learners.

- To ensure performance management and appraisal review is effective in supporting, encouraging and challenging professional development for all staff but at the same time maintaining work life balance.
- To ensure that all staff continue to have opportunities for the professional review of their work through the **Educational Endowment Foundation** framework and **Professional standards for teachers and teaching assistants**.
- To use the **'Tips For Texts'** national research programme with EYFS parents as a means to develop a learners' confidence and enjoyment of Reading, with reading materials closely matched to pupils' phonics knowledge in the early years.

The Quality of Education

Raising Standards, Outcomes and Curriculum Development

To reach our ambitious outcomes for children's learning, all areas of work will be focused on four core priorities:

- 1. Sustained and substantial rise of pupil achievement and standards in all subjects:**
 - In each year group and across the curriculum, including English and Maths, current pupils make substantial and sustained progress
 - the progress of disadvantaged pupils and pupils who have special educational needs or disabilities currently on roll should match or is improving towards that of other pupils with the same starting points.
 - From different starting points, the progress in English and maths is high compared with national figures. The progress of disadvantaged pupils from different starting points should match or is improving towards that of others nationally.
 - To ensure staff are confident and able to use assessment data to plan for differentiation and progression.
 - All pupils are able to recognise the progress they are making and how they need to improve.
- 2. Increase the proportion of outstanding teaching in all year groups:**
 - Teachers demonstrate high expectations and deep knowledge of the subjects we teach, questioning effectively to deepen understanding
 - Teachers provide incisive feedback so pupils improve their knowledge, understanding and skills.
 - Children are given challenging homework, access to **high quality online materials** and/or **teaching** as well as being eager learners.
- 3. Maintaining high standards of learning behaviour, confidence and independence for all pupils**

- Pupils are **confident learners**. Their excellent attitude to learning has a strong impact on **progress and educational achievement**.
 - Pupils discuss issues in a considered way, showing **respect** for others' ideas and views.
 - Pupils and staff understand the importance of **physical and mental health** in **supporting student wellbeing, resilience and recovery** in the context of Covid as well as helping to manage and support those who have pre-existing difficulties that may have been exacerbated by coronavirus.
4. **Sustain outstanding standard of leadership and management across the school**
- The effective induction of new leaders and staff into the Shanklea Primary School culture which enables pupils and staff to excel.
 - The greater diversity of the Governing Body challenge senior leaders regarding the effective deployment of resources, including Covid catch up monies, pupil premium, SEND, Primary P.E and sport premium, Literacy and Numeracy interventions/ National tuition funding.
5. **Increase the setting-wide strategies and practice that**
- Celebrate **diversity and difference** through embedded curriculum examples, behaviours, explicit lessons, informal and non-formal learning opportunities, assemblies, debate and discussion, visiting speakers and immersion days.
 - The education setting has clear values in terms of **mutual understanding, tolerance and respect**, which are explicit through prospectus, displays, behaviours, reward systems, measured and monitored through Governors' reports etc. and such subjects as citizenship, PSHE and RSE.
 - There are explicit or embedded curriculum opportunities (planned lesson content, suspended timetable workshops, etc.) to deliver PSHE, SEAL, Operation Encompass, Thrive **self-regulation and therapeutic interventions**.
 - The setting has in place comprehensive and visible anti-bullying strategies and practice that have involved the whole learning in terms of planning and implementation, with regular monitoring and evaluation by leadership, governance and **School Council**.
 - Every teacher (including teachers in the early stages of their career) are supported and **trained in positive behaviour management techniques**. Plans are in place to address collectively any difficulties that emerge. There is cross-team ownership of behaviour management whereupon any emerging issues are addressed in accordance with the school's caring culture, ethos and values.
 - **Health and Safety Risk assessments** around Main School and the EYFS settings re-opening keep pupils and staff safe and **follow Government guidelines**.

These core priorities will be achieved through detailed action plans in the following areas:

Early Years Foundation Stage (EYFS); English; Mathematics; Science; Remote and Computing based learning; Creative inspired Curriculum; Humanities, Inclusion; Finance, Premises and Governors and Safeguarding.

Key Priorities	Key Objectives	Key Outcomes for Pupils
Raise of pupil achievement and standards in all subjects		
To continue to raise standards and attainment in Maths.	<p>To target all learners so as to remove all barriers to learning and participation.</p> <p>To embed a 'number sense' curriculum with non-negotiable knowledge and skills pupils need to progress. For example, Year 1 must know one more/less, ten more/less, double and halves.</p> <p>To recognise that any gaps in children's understanding of core concepts could lead to serious cumulative misconceptions.</p> <p>To continue to narrow the gap for disadvantaged groups of pupils across the whole school age.</p> <p>To ensure more able pupils are well challenged in all lessons.</p> <p>To ensure that teachers and support staff have developed high quality 'Wave 1' teaching and learning strategies to improve the 'universal offer' to all young people, and work closely together to implement effective, planned intervention strategies when required.</p> <p>To ensure widespread effective practice with evidence of better outcomes for children and young people as a consequence of</p>	<p>Effective Peer and Self-Assessment</p> <p>Use of web-based video-conferencing tools and Apps.</p> <p>Analysis of NFER data.</p> <p>To target academic support for all vulnerable groups: Speech and language; medical; EHC plans; bereavement; no access to technology.</p> <p>Early identification of those vulnerable children who require specific interventions.</p> <p>Better outcomes in areas of fractions, decimals and percentages, statistics and number calculations so pupils become closer or exceed national standardisation</p> <p>Ensure key strategies in place to prepare these children for KS2 SATs, e.g extra time during test situations, 1:1 support during tests.</p> <p>Bar modelling strategies embedded for KS2. Early identification and</p>

	<p>school improvement measures.</p> <p>To set regular year group wide/ national competitions, for example, in maths investigations and 'Sumdog' challenges as a vehicle for breath and enrichment.</p>	<p>timetabled support that will be required to prepare the current cohorts for assessment and accountability.</p> <p>Analysis of the KS2 SATS results have shown that children marginally missed 'expected' yet often secured low arithmetic scores. This area is a priority to improve improving pupil accuracy.</p> <p>Weekly Y6 arithmetic tests in place and children identified for Success@arithmetic. All other year groups in KS2 will continue to do arithmetic tests as well as mental maths tests ('Times Tables Rockstars'), particularly in anticipation of the new Y4 statutory multiplication test.</p> <p>Key priority is to maintain the maths improvements reached at 'exceeding' as well as improve percentage reaching 'expected'.</p> <p>Embed 'Aspire' groups to ensure progress made in exceeding is maintained.</p> <p>Data measures for current Year 6 shows a more positive picture. Specialist teachers are to access 'Bar Modelling' training by White Rose (October 2020) and 'Barembur' with other teachers nationally and from the Cramlington</p>
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		Schools' partnership.
To continue to raise standards and attainment English, especially Reading , writing and spelling, across the school.	<p>To devote more curriculum time to this foundation subject, with a particular focus on phonics and early reading.</p> <p>To continue to narrow the gap for disadvantaged groups of pupils across the school age.</p> <p>Increase the percentage of boys working at greater depth, so that the gender gap continues to diminish.</p> <p>To ensure more able pupils are well challenged in all lessons</p> <p>To maintain the drive to secure high outcomes for all pupils through an emphasis on improving writing skills and resilience, embedding this into the wider curriculum.</p> <p>The curriculum is successfully adapted, designed and developed to be ambitious and meet the needs of all pupils, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.</p> <p>Reading texts and other teaching materials are selected and purchased by teachers and the PTFA to reflect the school's ambitious intentions for the year group studies.</p> <p>Introduction of Extension Reading Materials texts from the Oxford Reading Tree Scheme.</p>	<p>Continue to improve on the percentage of children achieving a GLD.</p> <p>Continue to make links between subjects and do more cross-curricular teaching. For example, integrate aspects of Humanities into English where we can.</p> <p>Greater weekly emphasis on PSHE and reaffirming good learning behaviours.</p> <p>Analysis of those pupils who did not achieve 'expected' KS2 threshold, suggested many with Social Emotional issues – access to 'Achievement for All', 'Aces' and 'Thrive' training tailored to an audit of identified needs.</p> <p>Embed 'Aspire' groups to ensure progress made in exceeding is maintained.</p> <p>Comparison of test and teacher assessment data shows that some pupils do not attain as well in tests – particularly true of current Year 5. Identification and actions so this gap can be narrowed.</p> <p>Y2 and Y6 – high level of disadvantaged, SEN and PP pupils require specific interventions to be delivered.</p> <p>Build upon RWI and other</p>

		<p>reading interventions to impact on writing across school especially with boys as identified in ASP.</p> <p>Development of outdoor areas in EYFS/ Y1 to enhance language and communication opportunities and stimulus.</p> <p>Identification of and training for specific writing interventions, such as 'First Class@writing'</p> <p>Continue to hear lower attainers read across the age range as well as use pupil voice. This to evaluate effectiveness of emergent literary strategies and interventions on progress.</p> <p>Continue to develop use of quality themed books as core for teaching of English.</p> <p>Continue with themed weeks/ author days for G and T/ cross-curricular opportunities.</p> <p>Develop mobile libraries and e-learning book gallery for pupils and engage parents through book share.</p> <p>Introduce book clubs for targeted cohorts of children.</p>
<p>Increase the proportion of outstanding teaching in all year groups</p>	<p>To increase the proportion of outstanding teaching and the sustained progress pupils make.</p> <p>To ensure all interventions are</p>	<p>Development of outdoor areas in EYFS, KS1 to enhance to create a language rich environment in order to enhance</p>

	<p>well matched to pupil needs and accelerate progress for identified pupils.</p> <p>Further develop the application of pupils' maths, problem-solving and Reading, Writing and Communication skills across the primary curriculum.</p> <p>Embedding of new staff (substantive teachers, NQTs and apprentices – sharing experiences and skills of all staff.</p> <p>Further development subject leadership roles.</p> <p>Further develop mastery in foundation subjects.</p> <p>Engagement of parents through virtual workshops in other curriculum areas.</p>	<p>vocabulary and S&L and communication skills.</p> <p>Increased access to the Forest School during lessons and through extra-curricular/enhancement activities.</p> <p>Build upon RWI and other subject interventions to impact across Key Stages, aiming specifically towards any gaps identified in 2019 ASP.</p> <p>Enrich curriculum through further STEM approach opportunities, making links with national and local business (eg. ASDA, Cramlington Community Council, Sainsbury's, Virgin Money,) to draw in all learners, including boys to close the gender gap.</p> <p>Develop further some areas of curriculum to create more balance across subjects – themed weeks/ competitions/ visitors.</p> <p>SEN and LAC to be supported through 'Achievement for All' training.</p> <p>Challenge and Scaffolding</p> <p>Purposeful Curriculum Links</p> <p>High Level Questioning</p> <p>Pupil Led Independent Learning.</p>
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		Highly effective phonics teaching. Parent Partnership working.
Behaviour and Attitudes		
Maintaining high standards of learning behaviour for all pupils	<p>To further develop children's ability to effectively manage their own behaviour.</p> <p>To further improve attendance for persistent absentees</p> <p>To provide an outstanding, enabling learning environment.</p> <p>To ensure that staff are 'attachment aware' and implement strategies to overcome low-level attachment issues.</p> <p>To ensure that staff are 'trauma and neglect-aware', and refer any suspected cases through appropriate and agreed systems and processes.</p>	<p>Strong Pupil Voice.</p> <p>Covid-secure Home/school agreement</p> <p>Covid addendum to Behaviour Policy and Challenging Behaviour Policy</p> <p>New behaviour expectations shared with staff and pupils. Time to be allocated for these to be defined, explained, modelled and practised as the children return, working for consistency across the school and praising where we see positive choices.</p> <p>Allocate teaching time to support pupils with reviewing their own progress building their new routines, including goal setting dependent on their remote learning experiences and self-regulation in managing their time, organisation and positive self-talk'.</p> <p>Use of Microsoft Teams and Zoom to hold safeguarding and Governing Board meetings. Through WhatsApp and increased use of email increased focus on child safety.</p>

		<p>Amend safeguarding in accordance with revised ‘Keeping Children Safe’ 2020 and ‘Education Inspection Framework’ 2020</p> <p>Covid addendums to ‘Child Protection and Safeguarding’ policies.</p> <p>Low level disruption extremely rare.</p> <p>Subscriptions to ‘CPoms’ and ‘Andrew Hall’s Safeguarding Pro’ for latest statutory, enhanced safeguarding obligations.</p> <p>Refer to ‘Education and childcare settings: New National Restrictions 2020’ to control the spread of coronavirus (COVID-19) impact education, childcare and children’s social care settings.</p> <p>No groups disadvantaged by low attendance. The attendance of pupils who previously had high rates of absence is rising quickly to the national average. However, previous attendance has been detrimentally affected by Covid and self-isolation periods.</p> <p>Ambitious, broad/balanced curriculum that inspires learning.</p> <p>SMSC/ British values strongly feature in lessons.</p>
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		<p>Fixed-term and internal exclusions are used appropriately, and pupils are re-integrated effectively. Permanent exclusions are used appropriately as a last resort.</p>
<p>Sustain outstanding standard of leadership and management across the school</p>	<p>To further develop accountability of subject leaders and teaching assistants for raising achievement.</p> <p>To continue to use reflective and robust feedback from regular monitoring of all staff to raise achievement.</p> <p>To implement effective induction for all new staff.</p> <p>To develop the use of virtual, remote learning and webinars – laptops, tablets and 4G wireless routers for disadvantaged and vulnerable children: progress data.</p>	<p>Quality Professional Staff Development at all levels of Personnel – bespoke and remote CPD training package – Tes-edubasenetwork</p> <p>Rising progress across the curriculum, including in English and maths.</p> <p>Consultation around Feedback, Directed Time, Leave of Absence Policies.</p> <p>Union consultation and timely reviews of the Staff Handbook, risk assessments and timetables.</p> <p>Exemplary relationships between staff and pupils.</p> <p>Virtual phase triads through Microsoft Teams, Googlemeet and Zoom to improve teaching practice and outcomes for all.</p> <p>Affiliation to Northumberland Virtual School, 'Achievement For All's Bubble' as well as the Teaching Development Trust and Early Career Framework</p>

Evaluation of Progress made in previous year

Due to the Covid-19 pandemic, exams and teacher assessment were deferred. Results from the previous year have been included here for reference.

Pupils can access the full curriculum offered.

Priority Area 1 : To continue to raise standards, attainment and progress in all subjects and all keystages – specifically in Reading.

A rigorous and sequential approach to the reading curriculum should continue to develop fluency, confidence and enjoyment in Reading, with reading materials closely matched to pupils' phonic knowledge when learning to read. Reading attainment has been assessed and through interventions gaps addressed quickly and effectively for all pupils at all stages of education.

Through the Read, Write Inc programme, a sharp focus on younger children gaining phonic knowledge and language comprehension necessary to read, and the skills to communicate has occurred, giving the pupils the foundations for future learning.

Through high quality texts and themed topics, teachers have ensured that their own speaking, listening, writing and reading of English supports pupils in developing their language and vocabulary.

Pupils have read more widely and often with age-appropriate fluency and comprehension.

The progress towards achieving our targets and success criteria:

*Attainment in writing shows improvement and is now good or better in all classes and will continue to be a focus to ensure attainment is maintained and further outstanding teaching was evident in **2018-2019**. This was due to modelled Writing and Extended Writing CPD and teachers are now using the progression in writing document across the school to ensure commonality and accelerated progress from year to year in children's use of language and communication.*

*There was an increase in % pupils on track and expected in reading and writing in **all** year groups. Attainment of pupils in phonic screening, SPAG is above national in EYFS, KS1 and KS2 cohorts following the implementation of the **Read, Write Inc programme and supplementary readers. (School 90.2% Year 1 Phonics Screening Test as compared to National 83%; Year 2 re-check 100%)***

*More emphasis on **mastery across curriculum** – becoming more obvious in core subjects as seen through contextual observations. Evidence seen in higher proportions of the current cohorts achieving 'exceeding' thresholds as compared to National.*

Y2 Reading

2019 - 91% GDS 38%

Y2 Writing

2019 - 91% GDS 32%

Y2 Maths

2019- 94% GDS 34%

KS2 Tests

Combined Reading Test, Writing TA and Maths Test 79.2% GDS

GPS

2019 - 88% GDS 50%

Reading

2019 - 83% GDS 25%

Writing (Externally moderated)

2019 - 90% GDS 30%

Maths

2019 - 90% GDS 42%

Wider reading was increasingly a strength across the school, successfully resulting in good and outstanding progress. This was due to Guided Reading support from teachers, teaching assistants, pupil mentoring and a focus on **Boys reading** and heightening the profile of the library and book corners. The impact of CPD and the introduction of higher order reading strategies within Key Stage 2 led to Year 6 outcomes well above the national average.

In English, lower attaining pupils are exceeding National Average for better than expected progress.

Good or better achievement and progress overall is broadly reflected in all year groups. Clear and specific marking, responsive feedback and self - assessment by pupils, results in pupils being clear about what they need to do next in their learning.

Children evaluate their progress in lessons and make corrections and improvements following specific feedback.

Further action still required in this area:

- Maintain the increase in the % of pupils attaining the expected good level of development in **CLLD** at **EYFS**
- Sustain the % of pupils attaining the expected threshold for the **phonic screening test**.
- Embed '**Covid Catch-up**' action plan supported by '**EEF tiered approach**' and

'Launchpad for Literacy' which supports gap identification, gap closure and ensuring progression for all. Issues ever present, especially in relation to speech and language, literacy readiness and when working with children with more specific and significant needs.

- Increase the % of pupils attaining expected or exceeding standards especially in **Reading at the end of KS2** through the **'Accelerad'**, **'Power of Reading'**, **Power of Pictures'** and the **'EEF Reading'** programme.
- Use **'NFER Reading' tests** and **Carroll diagrams** as a means to pinpoint attainment and progress cohort-wide on re-entry to full time schooling (**September 2020**). Quality First Teaching and general teaching and learning considerations, diagnostic assessments and skill profile information will also inform:
 1. Whilst overall inference is a strength it is not for vulnerable groups so should form part of the focus of interventions
 2. Strands f and g – about author choices and structure are weak areas across all year groups and need to be the focus of quality first teaching.
- Increase the % of pupils making expected progress for pupils in English.
- Increase the % of pupils converting from expected standard to mastery and greater depth **in all subjects**.
- Sustain the attainment in reading and writing more rapidly to be above national, especially for **Year 6 disadvantaged pupils**.
- Further narrow the gap between **boys and girls** in **Reading** and **writing**.
- Improve outcomes and maintain the higher levels of outcomes for the more able students through an uncompromising pursuit of excellence.

Application of mathematical knowledge, concepts and procedures

Priority Area 2 : To continue to raise standards and progress in maths

The progress towards achieving our targets and success criteria:

Teachers' planning and delivery now show a good or better understanding on how to teach mental maths, calculation and reasoning due to the impact of coaching cycles and triads of staff to evaluate mathematical progress and achievement.

Targets for last year were to increase our percentage of children achieving greater depth across school. Targets set were for 90% of children to reach at least expected with 30% exceeding.

During pupil progress meetings earlier in the year, aspire groups were created in each year group and these have been successful across school in securing value-added outcomes.

Children's work showed a clear difference between formal written and mental maths strategies. This work needed further development in response to the heightened expectations at the end of Key Stage 2.

Mental arithmetic and maths reasoning is a key focus of the daily maths lesson.

Children's work showed good opportunities where children apply skills learnt and increasingly demonstrate curiosity, imagination and concentration. There was evidence that the gaps between the attainment of groups of children and all children nationally, including disadvantage children are closing rapidly. Any gaps between areas of learning are closing.

Think boards were well used in KS1 and KS2 to support children with problem solving.

There was an increase in the % of pupils attaining or meeting expected and mastery of maths at the end of KS1 and at the end of KS2. However, we continue to strive to secure a greater proportion of children achieving a standardised score of 110 plus.

EYFS GLD 2019 Achieved 87%, 27% exceeding in maths, 87% 27% exceeding in shape and space

KS1 2019 Maths results 94% (34 % Greater Depth)

KS2 2018 Maths 2019 results: 90% expected+ GDS 42% exceeding

98% of pupils at the end of KS2 made expected progress since the end of KS1.

There was substantial evidence of children assessing their own learning and taking steps to further their progress and achievement.

Further action still required in this area:

- Continue to improve children's written and mental maths skills with clear differentiation between the different strategies.
- Provide more opportunities to solve puzzles and take part in interactive problem solving and reasoning maths tasks and/or activities.
- Ensure medium term plans meet the Maths Curriculum standards.
- Embed and refine the Maths Curriculum.
- Use '**NFER Maths**' tests and **Carroll diagrams** as a means to pinpoint attainment and progress cohort-wide on re-entry to full time schooling (September 2020). Quality First Teaching and general teaching and learning considerations, diagnostic assessments and skill profile information will also inform:
 - Opportunities to develop **Measurement** and **Statistics** in other areas e.g **Science and Topic**
 - Opportunities to address gaps in the curriculum due to Covid-19 – **Fractions, Decimals and Statistics**.
- Measure the impact of new Mathematical Interventions – **First Class @Number, My Maths, Sum Dog and Times Table Rock Stars**.
- Review **Motivational Mental Maths Mountain** and its impact.
- Measure the impact of mathematical programs and e-learning self-study tasks.
- Sustain the attainment in maths more rapidly to be above national, especially for

Y2 and **Year 6 disadvantaged pupils.**

- Increase the % of pupils converting from expected standard to mastery and greater depth **in maths.**
- Improve outcomes and maintain the higher levels of outcomes for the more able students through an uncompromising pursuit of excellence.
- Continue to strive to secure a greater proportion of children achieving a standardised score of 110 plus in the National Maths tests.

Knowledge and Skills Across the Curriculum

Priority Area 3 : To maintain high standards in Science/STEM across the school

The progress towards achieving our targets and success criteria:

There has been a marked improvement in the quality of learning as evidenced by quality of children's work, informed marking, addressing misconceptions, AFL and marking ladders as is evident from book scrutiny sessions.

Data is now being used to inform planning – teachers asked to say what they will do in order to make sure the children make expected or exceeding 'Steps' progress.

Working walls and marking ladders in classrooms include key vocabulary and model progress in child speak and planning boards for the children to refer to.

There is evidence of children using ICT to aid their learning of Science, particularly digital microscopes, IPADS and graphing software.

Further action still required in this area:

- Establishment of extra-curricular STEM clubs with national accredited badge scheme.
- Development of a Knowledge and skills progression curriculum for all age children – accomplishment STEM badges to be gained.
- Networking opportunities established with local, national and global businesses to promote enterprise and career aspirations,
- Continued focus on children developing their Sc1 skills using 'ways of finding out about the world'; curiosity; enquiry; resilience and independence.
- Further develop children's recording skills.
- Continue book monitoring sessions looking at marking, AFL and SC1 evidence through marking ladders and target tracking.

EYFS

Priority Area 4: To ensure there is outstanding provision and learning experiences for children in the EYFS

The progress towards achieving our targets and success criteria:

Increased the % of children who received a GLD with a particularly challenging cohort.

Expansion of the Squirrels and Nursery Provision. As a consequence full refurbishment and re-organisation of the environment.

There has been a clear focus on the planning and delivery of outstanding outdoor learning experiences. This has been achieved firstly by planning specifically for a wider range of activities based on the children's interests and the new EYFS curriculum.

Weekly planning has been developed to include key questions, differentiation to support children working at all stages of "Development Matters" and activities that consolidate the focus activities. Learning walks and observation feedback reflects this outstanding environment.

The outdoor area is well resourced with high quality experiences that promote outstanding learning experiences therefore full enhancement of all outdoor provision.

Increased the % of children exceeding in Literacy and Numeracy this year introduced G&T Literacy, Numeracy and RWI. Also introduced star writer's groups.

EYFS Manager and a KS1 teacher are moderators for NCC which secures teacher judgements.

96% of the children can now blend CVC words targeted RWI interventions and changed the way we used the teachers and teaching assistants.

Changed EYFS timetables so that the pupils could be more creative in the afternoons and gather more CI observations.

Transformed the Forest area and Introduced forest afternoons which has impacted upon adventurous and resilient learning.

Achieved the **Early Years Quality Mark.**

Successfully implemented the 30 hours free childcare and numbers are at their highest and oversubscribed.

Consistency between Pre-school, Nursery and Reception on delivery of guided talk and writing.

Data shows children have made good or better progress in communication, talk and Writing after coming into Reception well below expected levels.

A weekly nurture group has been running with specific targeted children identified from

data analysis.

Children have improved their vocabulary development. This is reflected in the end of year **2019** EYFS data trawl and analysis which has shown significant improvement against national norms. **(School GLD 85%)**

Further action still required in this area:

- Ensure RWI and vocabulary and language rich experiences are embedded into Nursery
- Purchase of RWI Reading books to add breadth and enjoyment of Reading into Reception classes.
- Continued focus on C&L and Calculation in Nursery.
- Sustain the attainment in EYFS and the proportion of children achieving a good level of development. Shanklea Primary School continues to improve more rapidly and is above the national average, especially for **the Reception disadvantaged pupils, (2019 66.7%)**. Gender gap to become a key priority.
- Improve outcomes and maintain the higher levels of outcomes for the more able students through an uncompromising pursuit of excellence.
- Developing high quality experiences, quality resources and delivery which will cater for those children that come in well below the national average.
- Raise the standards of teaching from good to outstanding.
- Ensure there is outstanding provision for **Reading** across the EYFS to ensure all children make outstanding progress.
- This year's cohort needs targeted interventions regarding mathematical vocabulary, concepts and application.
- Strive to offer a broad range of experiences that challenge children and promote their understanding of people in communities beyond their own experience.
- Further expansion of EYFS provision to include statutory obligations for 30 hours child care provision (0-2 year olds Little Monkeys, Community Playgroup and fulfil OFSTED statutory safeguarding, welfare and learning expectations). Work together to try and find a way of expanding our provision so we don't turn children away due to lack of space. Ensure tight systems and routines in Nursery with increased number of children.
- Develop and enhance our forest area.
- Development of EY SEND role and continue with the early years early identification and analysis of needs.
- Apply for bid to transform the outdoors adventure play.

Personal Development

Priority Area 5: To provide high quality and well differentiated provision for vulnerable pupils

The progress towards achieving our targets and success criteria:

Intervention programmes are well planned based on pupil progress information and the tracking of specific groups.

Monitoring, training and support with delivering interventions has been effective at improving quality of intervention support.

Most Vulnerable children have a clear understanding of their targets and have several opportunities to work on them.

Inclusion meetings and support from inclusion team have been effective at identifying and implementing targeted support and reviewing regularly through a multi-agency approach

Improved differentiation for children with additional needs is well planned in most classes.

Effective in class support taken place to ensure attainment of vulnerable groups is raised.

Training for LSAs has resulted in them being more skilled to deal with conflict and problem resolution at play times.

Accountability has also developed resulting in LSAs taking a more proactive role at lunchtimes. Our appointed extra-curricular co-ordinator and sports leaders are clear of their roles and responsibilities through weekly meetings and improved communication.

Effective early identification of children with SEND in EYFS through effective links with outside agencies.

Improved attendance and effective meetings to target parents of children with low attendance or persistent absenteeism.

SENCOs (Phase specific) have gained national accreditation in Speech and Language and Leadership.

Further action still required in this area:

- Training and development of teaching assistants to support disadvantaged or vulnerable children so they thrive.
- Further develop strategies to ensure children and their parents are involved in their IEP targets and are more aware of how they are progressing.
- To further develop staff skills with wave 1 teaching to support children with autism, cerebral palsy, diabetes, hearing, visual impairment and communication disorders.
- All staff to receive (as appropriate), Thrive and SEND specific training (e.g. Makaton), refresher Child Protection and Prevent training; Emergency First Aid and Defibrillator training; EYFS staff Paediatric First Aid, Manual handling and fire

warden training.

Wider Curriculum

Priority Area 6: To implement a future - proofed ICT infrastructure to enhance the primary curriculum and community communications.

The progress towards achieving our targets and success criteria:

All classes use the **VLE School 360**, **Google Classroom** to support learning, set homework and provide strong links with parents and carers through the **School Gateway**.

Subject leaders support learning within their subject area through the use of new successful curriculum **VLE** pages and digital technology to enthuse children within that subject area. (**Reading Eggs; Accelerad; My Maths; Mathletics, SumDog**)

ICT is now used as a tool for learning in all subject areas with successful curriculum links, such as the use of programmes to support children's progress. These programmes include **Lego League, Scratch, Auresma, Clicker 5, Sock Puppets** and communicate in multi-media and print.

These programmes are planned to meet the needs of individuals, groups and classes.

The revised computing scheme of work is used in planning to facilitate and develop ICT skills across the curriculum

All members of staff and governors have signed and follow the school's **acceptable usage policy** and **key personnel are CEOP accredited** to ensure the safety of all children.

Pupils can recognise the dangers of inappropriate use of mobile technology and social media.

The procurement of additional ICT technician hours whose technical support has improved the engagement of disadvantaged students and impacted positively on overall learning outcomes over time through the use of IPADS , laptops and Chrome Books

Further action still required in this area:

- Meeting the statutory requirements of GDPR.
- Continued commitment in the development and use of ICT to promote Shanklea's ethos, values, pursuit of excellence and community cohesion through the publication of event schedules and current DfE legislation.
- Wider use of IPads and Chrome books across the school
- Blogging across the school.
- Mathematical intervention programmes to promote mental number facts and calculation and reasoning skills

- Further cross curricular links so ICT skills are embedded into daily practice in all areas of learning.
- Embed and extend the use of the Primary school tracker and Tapestry to measure progress and achievement
- Sustain and further embed school APPs for self- study and internet access for disadvantaged pupils.

Priority Area 7: To provide an outstanding learning environment

Foyer, hall, classrooms has been decorated and carpeted and are used for one-off lettings and community events.

Procurement and contracts have been evaluated successfully resulting in savings and improved facilities for staff and pupils.

School environment has been maintained as a stimulating and well cared for place for children to learn.

Ongoing maintenance, repairs and building works has improved and modernised the school environment.

We have made a significant investment in ICT infrastructure (IWBs, projectors, laptops, Chrome books and IPAD portal.

Considerable savings have been achieved through clever procurement and competitive service level agreements enabling investment, retention of personnel and value for money.

Further action still required in this area:

- Develop use of premises for extended learning and community use.
- Development of playground facilities, in particular quiet area and outside large play equipment – i.e. seating; murals; Yurt through community bid supported by Aviva; development of Parkside field with football provider.
- Improved communication with parents and carers including online payments systems, meal ordering- Live Kitchen, CPOMS

Priority Area 8: To respond to the revised Safeguarding agenda and provide a high quality 'values' curricula

Overall priorities to achieve outcomes:

- To update all staff with the latest statutory safeguarding document '**Keeping Children Safe In Education**' September 2020.
- To embed a '**culture of vigilance**' into everything the school does so all personnel understand the safeguarding risks and how to report any concerns.

- To promote a rich and varied curriculum so children understand risk, become more resilient (including SEND, disadvantaged, gender, ethnicity and more able) and know where to go for help and support.
- To implement the compulsory **Relationships** and **Health Education** content – to put in place the key building blocks of **healthy, respectful relationships**, focusing on **family and friendships**, in all contexts, including online.
- To teach about **mental well-being**, especially as a priority for parents is their **children's happiness** and mitigating the risk of feeling lonely. The subject content should give pupils **the knowledge and capability to take care of themselves** and receive support if problems arise.
- To foster staff and pupil wellbeing and develop resilience and character that are fundamental to being happy, successful and productive members of society. Central to this is staff and pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that help them achieve goals, even when the reward may be distant or uncertain; to recover from knocks and challenging periods in their lives.
- To promote **British Values (Democracy, the rule of the law, individual liberty, mutual respect and tolerance)** as well as the diversity of society through the primary curriculum.
- To complement the 'Values' curricula by the development of personal attributes including kindness, integrity, generosity, and honesty.
- Maintaining high standards of learning behaviour for all pupils.
- Raise pupil achievement and standards in all subjects.
- Increase the proportion of outstanding teaching in all year groups.
- Sustain outstanding standard of leadership and management across the school.
- To implement a comprehensive programme which meets the ambitions of a Careers Strategy and Economic Education.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.

Key Priorities	Focus / outcome
Personal Development	
Enjoy and Achieve: For children to attend, enjoy school and achieve highly Raise standards and achievement in Literacy Raise attainment in using and applying mathematical skills, with a particular focus on problem solving	Increased % pupils on track in Literacy and maths Increased % pupils achieving expected or working in depth. Improved standards of creative writing & reading comprehension and SPAG skills Pupils able to use and apply calculation methods effectively

<p>Raise attainment in Science, in particular scientific investigation</p> <p>Raise attainment of under achieving and vulnerable pupils</p> <p>Exceed national average for attendance and punctuality</p> <p>To continue to provide high quality learning opportunities in the Foundation Stage</p> <p>To develop the use of computing to support learning, assessment and communication across EYFS and the primary school curriculum. (e.g. Ipad purchase to capture photographs for Tapestry)</p>	<p>Improved use of mathematical and scientific vocabulary related to real life contexts</p> <p>Children learn through the provision of a fully integrated curriculum</p> <p>Retention of specialist MFL teacher to enrich and extend language teaching and aspirations KS1/KS2.</p> <p>Provide laptops, Chrome books and tablets to help children and families access remote education during the Coronavirus outbreak. Devices for disadvantaged children in certain year groups who are affected by disruption to face to face education.</p> <p>Innovate the development of home learning /remote learning systems to support pupils and children working at home.</p> <p>Use a range of interactive resources to provide online learning during the 'unplanned' Covid school closures.</p> <p>Improve attendance and reduction of persistent absentees.</p> <p>High standards of provision inside and outdoors in EYFS and on transition to YEAR1.</p> <p>Underachieving pupils make accelerated and good or better progress</p>
<p>Stay Safe: For children to be provided with a physically and emotionally safe environment</p> <p>Develop the school premises and facilities to support high quality extended school and community provision</p> <p>Develop pupils' well-being through the</p>	<p>Reactive, emotional response by universal services as some families and staff are experiencing bereavement, stress, trauma and anxiety.</p> <p>Improved quality and physical activity provision in the playground, particularly at lunchtimes.</p> <p>Retention of extra-curricular clubs co-</p>

PSHCE curriculum	<p>ordinator to monitor and expand community provision.</p> <p>Reduced incidents of negative behaviour during break times and tackling low-level disruption.</p> <p>Buildings and extended school provision meet needs of school and wider community</p>
<p>Be Healthy: For healthy lifestyles to be promoted</p> <p>To provide increased opportunities for children to develop awareness and understanding of a Healthy Lifestyle and Environmental and Economic sustainability</p>	<p>Outside learning is well planned and provides high quality experiences.</p> <p>Increased Physical Development opportunities and after school clubs – disadvantaged pupils encouraged to attend and supported regarding accessibility/ payment for musical tuition.</p> <p>Pupils are able to demonstrate awareness of their role in environmental and global sustainability.</p> <p>Well-being for Education and student well-being, resilience and recovery due to pre-existing difficulties which may have been exacerbated by Covid.</p>
<p>Make a Positive Contribution: For children to develop into socially responsible and emotionally independent learners</p> <p>To provide increased opportunities for children to develop awareness and understanding of a Healthy Lifestyle and Environmental and economic sustainability</p> <p>Develop pupils' well- being through the PSHCE curriculum – specialist subject teachers and purchase of age appropriate scheme of work</p> <p>To further develop the use of computing to support learning and impact on outcomes</p>	<p>Pupils are able to demonstrate global awareness through international links</p> <p>Buddy / friendship system are in place at playtimes – School Council; Sports Leadership modules/accreditation (Bronze to Gold); Arts Council.</p> <p>Improved transition between key stages – EYFSP/KS1/KS2/KS3.</p>

<p>Achieve Economic Well-being: support children and families by promoting economic well-being</p> <p>To provide increased opportunities for children to develop awareness and understanding of a Healthy Lifestyle and Environmental and economic sustainability</p>	<p>Increased parental involvement and understanding of pupil achievement</p> <p>ICT is well used to support learning across the curriculum</p> <p>Increased family learning opportunities</p> <p>Promotion of enterprise activities and business innovation</p>
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Every Child Matters: Key Priorities for Improvement 2020-2021

Overall priorities to achieve outcomes:

- Promote and embed British Values in everything the school does so the school promotes **equality of opportunity** and **diversity** effectively.
- Rise of pupil achievement and standards in all subjects and provide a wide range of opportunities to nurture, develop and stretch **pupils' talents and interests**.
- Continue to incorporate ***'Be The Best You Can Be'*** and ***'Give It Everything You've Got'*** to all aspects of school life.
- Maintaining high standards of learning behaviour; resilience and independence for all pupils so **they show strength of character** and the curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development.

- Sustain outstanding standards of leadership, governance and management across the school so high ambitions exist for all pupils, including those who **are harder to reach**.
- Ensure that the School appraisal system continues to both challenge staff and support them in providing the best possible teaching and learning outcomes for all children. However, consider **the workload and well-being of the staff**, while also developing and strengthening the quality of the workforce.
- To boost and maintain **staff morale** and to promote good **mental health and well-being**

