

Parley First School

Strategic Action Plan 2020/21



AREA FOR DEVELOPMENT: Quality of Education (Literacy)

LEADER: Dave Graves (Deputy Headteacher) Charlotte Brumpton (Assistant Headteacher)

Priority 1:	Priority 2:
<ul style="list-style-type: none">To ensure that children are able to know more and remember more.	<ul style="list-style-type: none">To ensure that children are exposed to high quality literature and have a love of reading.
Success criteria:	Success criteria:
<ul style="list-style-type: none">Outcomes of lessons are clearly defined and children articulate their learning confidently and clearly.2021 KS1 Achievement at or above National standards.2021 Year 1 Phonics – 95% pupils to achieve the Year 1 phonic screening check.100 % of Teaching to be consistently “Good” or better across all subject areas by July 2021.Lesson Observations clearly identify strengths and areas for improvement across all curriculum areas.Clear Curriculum progression from Year R–4.Metacognition plan implemented.	<ul style="list-style-type: none">Internal monitoring of Reading clearly indicates children’s knowledge skill and attitudes are positive.Assessment is consistent and used effectively to report on pupil progress using standardised and non-standardised assessment.
Reason for priorities:	

- To ensure that all children make at least good progress in Reading and Writing.
- To ensure that children can confidently talk about a love of literature and have an enriched Literacy experience.
- To ensure the standards of Teaching and Learning are developed to the highest level meeting the needs of all pupils including the most vulnerable and most able.
- To ensure children are able to read and write with fluency.
- To ensure that an effective curriculum and planning is in place for all children, including those with SEND.

Key objective: Quality of Education to be at least 'Good' or better

Priority 1: To ensure that children know more and remember more.

1.1: To ensure that there is discreet and direct teaching of knowledge and skills at a deep level with clear differentiation (Quality First Teaching)

Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '20	Mar '21	July '21
JB/DG	To provide training for all staff on expectations for Teaching and Learning with a focus on key strategies to remember more. (Linked to Metacognition).	Sept 20	SLT to monitor impact through: <ul style="list-style-type: none"> ❖ lesson observations (half termly) ❖ work scrutiny by subject leaders (half termly) ❖ feedback from Governors learning walks ❖ analysis of progress (termly) using DC Pro 	Non-Contact time for Subject Leadership and on-going coaching.	Raised attainment in the technical aspects of Writing related to attainment criteria.	SLT Monitoring: Work Scrutiny Planning scrutiny.	Pupil Interviews. Deep Dives with Class teachers and Subject leaders.	Attainment at least in line with National Standards.
KH/HW	To review curriculum content related to National Curriculum and identify any gaps and highlight key non-negotiable areas that children are expected to know.	Autumn term 2020	SLT to monitor impact through: <ul style="list-style-type: none"> ❖ lesson observations (half termly) ❖ work scrutiny by subject leaders (half termly) ❖ feedback from Governors learning walks ❖ analysis of progress 	Subject leader Time. Each Subject leader to have 2 non-contact sessions per term.	Curriculum design informs planning and impacts on children's ability to know more and remember more.	All National Curriculum (NC) objectives clearly identified in Year group planning.	Review of Spring Term planning to ensure NC links are clear.	Curriculum planning clearly links to knowledge, skills and progression through the school.

			(termly)using DC Pro			Short term planning relates directly to NC		
JB/DG	Review the Non-negotiable elements of Teaching and Learning based on Quality First Teaching.	Sept 2020	Subject Leader/SLT/Governors Monitor outcomes on a termly basis. Evidence from Writing moderation/Scrutiny.	Leadership Time.	Improved outcomes for all children across the school. Children can articulate their learning from historic experiences.	SLT Planning Scrutiny Work Scrutiny Lesson observations if possible	SLT Lesson Observations Work Scrutiny	SLT Lesson Observations Work Scrutiny
SLT	Review of planning formats for all curriculum areas based on knowing and remembering more	Sept 20 - Oct 20	SLT/Governors/ to monitor impact through: ❖ Planning Scrutiny ❖ work scrutiny by subject leaders (half termly)	Meeting time half termly training session. Subject leader time.	Improved progression of transferable skills across the school. Clear knowledge and skills content.	Review of planning and triangulation between work scrutiny outcomes across all subjects.	Review impact on pupil outcomes through and evaluation of pupil responses.	Planning formats implemented fully across the school reviewed for any required changes prior to Sept 21.
KH/HW	To review long term planning formats working alongside the partner schools in the Castleman Trust to ensure progression of transferrable skills	Sept 20 - April 21	SLT/Governors/Subject Leaders to monitor impact through SLT to monitor impact through: ❖ work scrutiny by SLT/ subject leaders (half termly)	Planning time through virtual sessions.	Clear and concise plan for progression across the school that can evaluated effectively.	Plan in place and being used to develop effective short term objectives	Review of Curriculum Plan based on Long term and short-term objectives	Review of progress to date and plan in place for next steps from September 2021.

1.2: To ensure that attainment and progress in Reading and Writing for all children including vulnerable groups is at least good								
Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '20	Mar '21	July '21
DG	To raise attainment in writing across the whole school	September 2020 – July 2021	SLT/Subject Leaders and Governors to monitor progress through: <ul style="list-style-type: none"> ❖ Work Scrutiny ❖ Data analysis ❖ Planning ❖ Moderation 	Staff Meetings	Improved Progress and attainment in writing for all groups.	Moderation of writing has taken place during staff meeting time. Examples of moderated work captured. Progression of skills across the school identified and shared with all staff. Baseline assessment.	SLT Monitoring: Learning walks Lesson observations Work scrutiny Deep dives Pupil progress meetings Pupil Voice	Attainment at least in line with National Standards. Progress from baseline assessments.

1.3: To ensure that children are exposed to high quality Literature on a daily basis and teaching of Reading is effective								
Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '20	Mar '21	July '21

CB	For all pupils to develop a love of reading.	Sept 2020 - July 2021	Subject Leader monitoring through <ul style="list-style-type: none"> ❖ Planning ❖ Lesson Observations ❖ Work scrutiny ❖ Pupil Voice 	High quality literature.	Children will be able to verbalise their love of reading. Naming their favourite book and explaining the reason.	SLT Monitoring: Planning Lesson observations Work scrutiny Pupil voice Quality texts mapped out across the whole school and detailed within LTPs.	SLT Monitoring: Planning Lesson observations Work scrutiny Pupil voice	SLT Monitoring: Planning Lesson observations Work scrutiny Pupil voice
CB	Daily Storytime taking place in all classrooms.	Sept 2020- July 2021	Subject Leader monitoring through <ul style="list-style-type: none"> ❖ Planning ❖ Lesson Observation ❖ Pupil Voice ❖ Tracking of novels read across the school 	High Quality literature	Children will hear high quality stories daily which will develop their communication and language skills. Children will develop a love of reading.	Monitoring half termly genres and quality of texts read to the children. Pupil Interviews	Monitoring half termly genres and quality of texts read to the children. Pupil Interviews	Monitoring half termly genres and quality of texts read to the children. Pupil Interviews
CB	To develop and follow the new reading award scheme to promote a love of reading at home to in turn develop children's fluency	Sept 2020 – July 2021	Subject Leader to track children across the school on their progression through the awards to promote home reading.	Certificates Classroom displays	Children will have an increased fluency for reading, Children will have a strong love for books.	Review reading scheme looking at strengthens and areas of development. Highlight children who are not frequently heard at	Pupil Voice to review the system. Review the success of the system Parents voice regarding support for reading at	Reading progression in place and impacting on Reading standards

						home.	home.	
1.4: To implement an effective system of tracking and summative assessments across the school including SEND children								
Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '20	Mar '21	July '21
CA	To develop a new tracking system using an Excell spreadsheet to be used remotely and face to face when appropriate to monitor and track vulnerable children including SEND	Sept 2020 - July 2021	SENDCo to monitor through Pupil progression meetings on half termly basis Teachers to complete on half termly basis	Staff Meeting Time each half term Non-contact for Pupil progress meetings each half term. (Virtually)	Clear effective internal data systems Clear identification of barriers to learning and effective interventions in place	Introduction and training for staff to use new system	SLT Evaluation of impact on sample children who are identified as vulnerable	Analysis of Attainment and progress of SEND children

Key objective: Quality of Education to be at least 'Good' or better

Priority 1: To embed metacognitive strategies within teaching and learning

1.11: Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge								
Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '20	Mar '21	July '21
JB/DG	To provide training for all staff on Metacognition.	Autumn Term 2020	SLT/Governors/ to monitor impact through: <ul style="list-style-type: none"> ❖ Metacognitive language being used ❖ Metacognitive strategies being implemented within the classroom ❖ Pupil voice ❖ Staff voice 	INSET day Staff meetings Peer to peer support	Children and staff using metacognitive language. Children using different metacognitive strategies. Pupil and Staff voice outcomes show a greater understand and use of Metacognition within the classroom.	INSET training delivered to all staff. Follow up staff meetings held to review progress. Peer to peer support groups established and taking place. SLT Pupil Voice	SLT monitoring: Learning walk identifying metacognitive strategies in classrooms. Further pupil voice Staff meetings help to share next phase of implementation	SLT monitoring: Learning walk Continuation of peer to peer support Staff meeting to review and celebrate progress
JB/DG	Metacognition display at the front of the classroom detailing the learning powers along with retrieval strategies the children have been using.	Autumn Term 2020	SLT/Governors/ to monitor impact through: <ul style="list-style-type: none"> ❖ Learning walk ❖ Work scrutiny ❖ Planning scrutiny 	Staff meetings	Children and staff using metacognitive language. Children using different metacognitive strategies. Pupil and Staff voice outcomes show a greater understand and use of Metacognition within the classroom.	SLT Monitoring: Learning walk	SLT Monitoring: Learning walk	SLT Monitoring: Learning walk Pupil Voice

					Work scrutiny evidence shows children using different metacognitive strategies.			
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1.12: Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning

Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '20	Mar '21	July '21
JB/DG	To ensure Metacognitive approach and strategies are used daily within the classrooms. This will be achieved through: *Explicit instruction of metacognitive strategies *Linking learning to learning powers *Practising and using Retrieval strategies *Using a daily recap and spacing (weekly/monthly/termly) of the learning covered	On-going throughout the academic year	SLT/Governors/ to monitor impact through: ❖ Metacognitive language being used ❖ Metacognitive strategies being implemented within the classroom ❖ Pupil voice ❖ Staff voice	INSET Staff meetings On-line training	Improved outcomes for children across the school. Children can display that they know and remember more. This will be evidenced through: Pupil Voice Work scrutiny Assessment	SLT Monitoring: Work Scrutiny Planning scrutiny Pupil Voice	SLT Monitoring: Work Scrutiny Planning scrutiny Pupil Interviews Deep Dives with Class teachers	SLT Monitoring: Work Scrutiny Planning scrutiny Pupil Voice Improvement in standards across the school, across all subjects.

JB/DG	To ensure children are clear how to plan, monitor and evaluate their learning with reflections throughout.	Spring Term 2021	SLT/Governors/ to monitor impact through: <ul style="list-style-type: none"> ❖ Metacognitive approach being used ❖ Work scrutiny ❖ Pupil voice ❖ Staff voice 	INSET Staff meetings			SLT Monitoring: Work Scrutiny Planning scrutiny Pupil Voice	SLT Monitoring: Work Scrutiny Planning scrutiny Pupil Voice
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1.13: Model your own thinking to help pupils develop their metacognitive and cognitive skills

Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '20	Mar '21	July '21
JB/DG	Modelling by the teacher revealing the thought processes linked to the WALT and metacognitive thinking. ('What do I know about problems like this? What ways of solving them have I used before?') as they approach and work through a task. This will be supported by use of: What a good one looks	Autumn Term 2 onwards	SLT/Governors/ to monitor impact through: <ul style="list-style-type: none"> ❖ Metacognitive language being used ❖ Metacognitive strategies being implemented within the classroom ❖ Pupil voice ❖ Staff voice ❖ Use of WAGOLL's within the classroom ❖ Effective questioning being used by staff 	Staff meetings	Improved outcomes for children across the school. Children can display that they know and remember more. This will be evidenced through: Pupil Voice Work scrutiny Assessment	SLT Monitoring: Lesson observations Learning walk (learning environment focus)	SLT Monitoring: Lesson observations Learning walk (learning environment focus)	SLT Monitoring: Lesson observations Learning walk (learning environment focus) Attainment at least in line with National Standards

	like (WAGOLL) Visualiser Quality questioning Thinking aloud							
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1.14: Set an appropriate level of challenge to develop pupils' self-regulation and metacognition

Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '20	Mar '21	July '21
JB/DG	To ensure planning meets the needs of the children, ensuring they are well challenged at an appropriate level.	On-going throughout the academic year.	SLT/Governors/ to monitor impact through: ❖ Planning ❖ Work scrutiny ❖ Pupil Voice	Staff meetings	Planning details level of challenge for the children allowing them the opportunity to make progress. Improved outcomes for children across the school.	SLT Monitoring Planning Work scrutiny Pupil Voice	SLT Monitoring Planning Work scrutiny Pupil Voice	SLT Monitoring Planning Work scrutiny Pupil Voice Attainment at least in line with National Standards
JB/DG	To embed a growth mindset approach across the school ensuring children are motivated to accept a challenge as well as showing resilience to complete.	Spring Term	SLT/Governors/ to monitor impact through: ❖ Pupil Voice	Staff meetings	Children are using the language of growth mindset across the school. Improved outcomes for children across the school.		SLT Monitoring Staff Voice Pupil Voice Lesson observations	SLT Monitoring Staff Voice Pupil Voice Lesson observations

							focusing on language	focusing on language
1.15: Promote and develop metacognitive talk in the classroom								
Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '20	Mar '21	July '21
JB/DG	To work with the School Council to discuss how the metacognitive approach is working within each classroom.	Autumn Term 2 - onwards	SLT/Governors/ to monitor impact through: ❖ Minutes from School Council meetings ❖ Pupil Voice	School Council meetings	Metacognitive approach being implemented in all classrooms.	School council meeting held to discuss metacognition and approach.	School council meetings / initiatives Pupil Voice	School council meetings / initiatives Pupil Voice
JB/DG	To provide opportunities for child-to-child and child-teacher talk that will help to build knowledge and understanding of metacognitive strategies. <u>Ensuring:</u> Dialogue is purposeful, with teachers guiding and supporting the conversation to ensure it is challenging and builds on prior subject knowledge.	Autumn Term 2 - onwards	SLT/Governors/ to monitor impact through: ❖ Staff voice ❖ Pupil voice	Staff meetings	Opportunities for children's deeper thinking. Wider range of metacognitive strategies being used. Children knowing and remembering more.	SLT Monitoring: Lesson observations Pupil voice	SLT Monitoring: Lesson observations Pupil voice	SLT Monitoring: Lesson observations Pupil voice

JB/DG	To raise awareness of our metacognitive approach with the wider school community. This will be achieved through: Whole school competition to design a metacognition icon? Learning powers within Marvellous Me Parent / Carer information evening Metacognitive strategy of the week being shared with parents	Autumn Term 2 - onwards	SLT/Governors/ to monitor impact through: ❖ Competition taking place ❖ Attendance at parent / carer information evening ❖ Website	Website Marvellous Me	Parents / Carers have an awareness and understanding of the metacognitive approach by the school. Opportunities provided to embed metacognitive approach at home.	Parent / Carer information evening delivered Metacognition competition held and winners logo chosen. Parley learning powers being used on Marvellous Me. Metacognitive strategy of the week on the school website from Autumn Term 2	Parley learning powers being used on Marvellous Me. Metacognitive strategy of the week on the school website Parent voice	Parley learning powers being used on Marvellous Me. Metacognitive strategy of the week on the school website Parent voice
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1.16: Explicitly teach pupils how to organise and effectively manage their learning independently

Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '20	Mar '21	July '21

JB/DG	To ensure a carefully designed learning approach that provides the opportunity for guided practice, with support gradually withdrawn as the child becomes proficient, to allow children to develop skills and strategies before applying them in independent practice.	Autmn Term 2 - onwards	SLT/Governors/ to monitor impact through: ❖ Planning ❖ Work scrutiny ❖ Pupil Voice	Staff meetings Non-negotiables	Children have a chance to utilise guided practice to ensure they are able to move onto independent practice. Improved outcomes for children across the school.	SLT Monitoring: Lesson observations Planning Work scrutiny Pupil voice	SLT Monitoring: Lesson observations Planning Work scrutiny Pupil voice	SLT Monitoring: Lesson observations Planning Work scrutiny Pupil voice
SLT	To ensure children receive timely and effective feedback and strategies to be able to judge accurately how effectively they are learning. This will be achieved through: Following the Feedback, Marking and Presentation policy Daily Recapping and Spacing Pit Stop Plenaries Plenaries Explore the use of an on-line platform to capture feedback e.g. Flip Grid, Google Classrooms.	Autmn Term 2 - onwards	SLT/Governors/ to monitor impact through: ❖ Planning ❖ Work scrutiny ❖ Pupil Voice	Staff meetings	Improved outcomes for children across the school. Children will know and remember more.	Review of Feedback, Marking and Presentation policy SLT Monitoring: Lesson observations Planning Work scrutiny Pupil voice	SLT Monitoring: Lesson observations Planning Work scrutiny Pupil voice	SLT Monitoring: Lesson observations Planning Work scrutiny Pupil voice

SLT	To support children's motivation to undertake the learning tasks.	Autmn Term 2 - onwards	SLT/Governors/ to monitor impact through: ❖ Pupil Voice ❖ Marvellous Me usage	Staff meetings	Children are using a growth mindset approach to their learning and motivated to achieve.	Review the use of Marvellous Me across the school. Pupil Voice SLT Monitoring: Lesson observations	Review the use of Marvellous Me across the school. Pupil Voice SLT Monitoring: Lesson observations	Review the use of Marvellous Me across the school. Pupil Voice SLT Monitoring: Lesson observations
1.17: Schools should support teachers to develop knowledge of these approaches and expect them to be applied appropriately								
Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '20	Mar '21	July '21
JB/DG	To develop staff members knowledge and understanding through high quality professional development and resources.	On-going throughout the academic year	SLT/Governors/ to monitor impact through: ❖ Training schedule ❖ Appraisal process	Targeted training and support Appraisal	Increase in staff members knowledge and understanding of metacognitive strategies thus improving outcomes for children across the school.	INSET training delivered Staff meetings Peer to peer support	INSET training delivered Staff meetings Peer to peer support	INSET training delivered Staff meetings Peer to peer support
DG	To provide opportunities for peer to peer support for teaching staff in order to enhance and develop practice in a supportive environment.	Spring Term onwards	SLT/Governors/ to monitor impact through: ❖ Schedule of support in place ❖ Staff voice	Allocated peer to peer support time	Improvement in staff confidence and classroom practice. Improving outcomes for children across the school.	Peer to peer support in place	Peer to peer support in place Staff voice	Peer to peer support in place Staff voice

JB/JH	To appoint a member of the Governing body to support the implementation of the Metacognitive approach across the school	Autumn Term 1	Staff governor appointed and supporting with above monitoring programme.	Governor meeting item for discussion and allocation of governor.	Governor support with implementation. Key stakeholders are aware of approach and supportive of the school.	Governor appointed Support visit	Support visits Feedback to Governing Body and staff	Support visits Feedback to Governing Body and staff
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AREA FOR DEVELOPMENT: Behaviour and Attitudes

LEADERS John Bagwell (Headteacher) Claire Aiken (SENDCO) Sarah Rose (Specialist Teacher CCN)

<p>Priority 1:</p>
<ul style="list-style-type: none"> • To develop an effective system of behaviour management using the STEPS program to modify personalised behaviour • To continue to engage with families to improve attendance and punctuality • To continue to develop positive engagement with all Stakeholders
<p>Success criteria:</p>
<ul style="list-style-type: none"> • 100% of teachers are using consistent behaviour procedures • Clear Policies for Positive Communication in place • Overall attendance is above 97% and punctuality of all pupils improved significantly with the aim of all families attending on time
<p>Reason for priorities:</p>
<ul style="list-style-type: none"> • Improved outcomes for children and high expectations as part of the school culture • To continue to develop an effective learning culture of behaviour, attendance and punctuality

Key objective: Behaviour and Attitudes graded at least 'Good'

- Priority 1: To develop an effective system of behaviour management using the STEPS program to modify personalised behaviour**

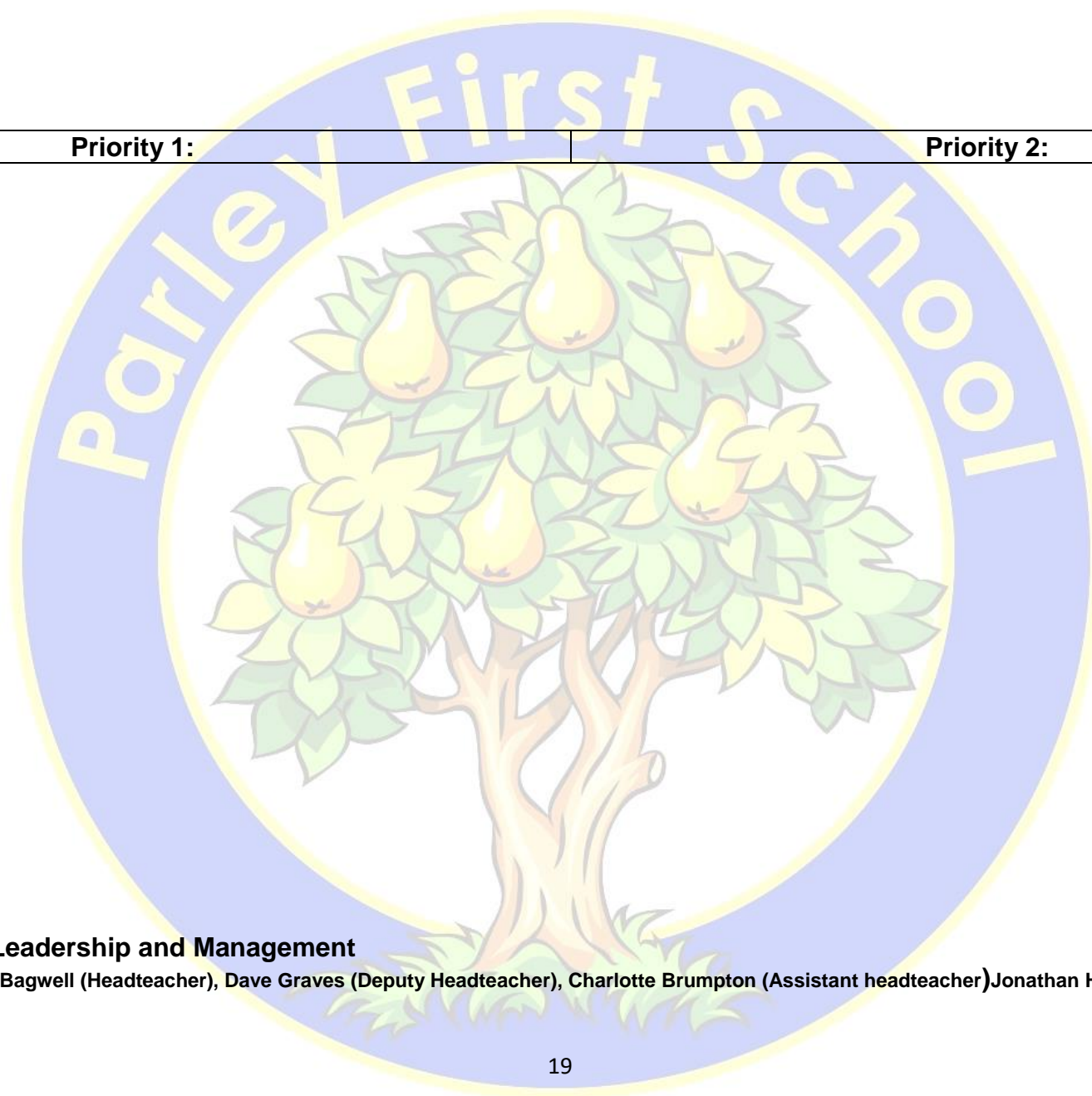
1.1: To implement the Recovery Curriculum to meet children's Social and Emotional Needs

Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '20	Mar '21	July '21
JB/SR/SL	To lead training for ALL staff during staff meetings on the principles of STEPS behaviour management and to consistency of approach	Spring Term 2021	SLT to monitor impact through: <ul style="list-style-type: none"> Behaviour incidents Observations of behaviour management across the school 	Staff Meeting Time	Improved Behaviour across the school consistent systems in place	No Actions maintain current Behaviour systems as children reconnect	Staff knowledge of STEPS process improved and developed	STEPS plan implemented and beginning to impact on pupil behaviour.
JB/SR	To lead the consistent implementation of a new behaviour management structure including non negotiable elements of behaviour management	Jan 2021 - July 2021	SLT to monitor impact through: <ul style="list-style-type: none"> Pupil interviews Lesson Observations Strategies being used across the school and recorded on MyConcern 	Non-Contact Time INSET	Outstanding consistent behaviour management across the school All children and adults working within a culture of positive behaviour linked directly to the aims of the school	No actions Autumn term	No actions Autumn term	Staff training complete for all staff to use the STEPS plan
JB/SR	Provide training for specific groups of staff to ensure they are skilled in managing violent and challenging behaviour Key staff to attend TEAM TEACH training	June 2021	<ul style="list-style-type: none"> SLT to monitor actions from staff managing challenging behaviour 	Team Teach Training Cost @£500	Staff competent and confident to manage challenging behaviour keeping children and staff safe always.	Development of STEPS plans for vulnerable /High Risk children	STEPS plans impacting through less frequent incidents of extreme behaviour	All staff trained and using strategies across the school

1.2: To continue to engage with families through remote learning to improve attainment and promote attendance								
Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '20	Mar '21	July '21
JB/IB	To ensure that children who are self isolating have quick and easy access to online resources to ensure that attainment gaps do not increase	Sept 2020	HT monitoring Google classrooms to check engagement from pupils	Google Classrooms	Children who have symptoms or their family are engaging in purposeful learning activities alongside their peers in school	<i>Analysis of pupil numbers to identify the impact of COVID-19 on attendance</i>	Review of attendance data and Google classroom	Parent Questionnaire to canvas views of parents using google forms.
JB/IB	To provide support for families who have attendance below 95% working alongside the Early Help Team	Half termly throughout the Year	Half termly monitoring of Attendance data using new systems from Government and LA	None	Persistent absentees reduced Good Liaison with LA officers and a swift referral process	Review of attendance with Early help team to identify children and the impact of intervention	Review and analysis of attendance data and actions revised if required	Review of annual data

Priority 1:

Priority 2:



FOR DEVELOPMENT: Leadership and Management

KEY LEADERS: John Bagwell (Headteacher), Dave Graves (Deputy Headteacher), Charlotte Brumpton (Assistant headteacher) Jonathan Heath (Chair of Governors)

<ul style="list-style-type: none"> To develop and effective partnership within the Castleman Trust To ensure that all Stakeholders are fully informed and engaged in the process of School Development 	<ul style="list-style-type: none"> To ensure that Senior and Middle Leaders impact positively on standards across the school.
Success criteria:	Success criteria:
<ul style="list-style-type: none"> The School becomes a partner school in the Academy Trust 	<ul style="list-style-type: none"> Senior and Middle Leaders are effective in raising standards within core and non core subjects Standards of attainment and progress improved to at least National Standards
Reason for priorities:	
<ul style="list-style-type: none"> This was a key recommendation from the last Ofsted Inspection report identified as an action to move the school from Good to Outstanding. To further increase the capacity of the school to provide high standards through more formalised partnership working 	

Key objective: 'Effectiveness of Leadership and Management' graded at least 'Good'
Priority 1: To continue to strengthen the effectiveness of leadership and management to drive school improvement

1.1: To ensure due diligence is robust to make informed decisions about partnership

Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '20	Mar '21	July '21
Chair of Governors			Ongoing Gov meetings Trust meetings	None		Gateway 1 Decisions Rationale	Gateway 2	Final Trust Agreement
				None				

1.2: To ensure continuity of governance with effective challenge

Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '20	Mar '21	July '21
			Review of govs roles/Chair/HT Learning Walk Programme	None				

Key objective: 'Leadership and Management' graded at least 'Good'

Priority 2: To ensure Middle and Senior Leader impact on standards of Learning and Teaching across all subject areas (Linked to Priority 1)

Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '20	Mar '21	July '21
JB/DG	To ensure that each subject area has a clear progression and is linked directly to children's ability to know more and remember more	Sept 20 -July 21	SLT <ul style="list-style-type: none"> • Work Scrutiny • Appraisal • SEF • SAP 	Non-contact time for SLT and Middle leaders	Subject leaders have a clear and detailed knowledge of their subject area	Subject leader plans written with clear milestones	Subject areas mapped clearly and shared with teachers to support planning	All subject areas have clear progression

AREA FOR DEVELOPMENT: Personal development

LEADERS: John Bagwell (Headteacher) Isabel Brooks (Pastoral Support Officer)

Key objective: Personal development graded at least 'Good'								
Priority 1: To ensure that all pupils and staff needs are met to improve mental and emotional well being								
Person leading	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '20	Mar '21	July '21
SLT	To ensure ALL staff have access to supervision	Sept 2020	Half termly meetings as a minimum	Time to provide Supervision	Staff Well being to maintain workforce who are able to support both children and their families	Supervision session for each member of staff	Supervision session for each member of staff	Supervision session for each member of staff
IB/LW	To ensure the most vulnerable children have access to high quality Emotional support	Sept 2020	Regular ELSA sessions provided by the school	INSET for ALL staff	Children access high quality support to meet their emotional well being and development	Analysis of need and additional resources developed if required	ELSA sessions in place for all children who require it with additional support for families	ELSA sessions in place for all children who require it with additional support for families

Appendix 1



Progression in Learning at Parley First School

What does better than expected progress look like at Parley First School? This document has been formulated using data from national and local data sets. Our aim is to use this information as a benchmark for the actions set out in our strategic plan. We will make our judgements using Age Related Expectations (ARE).

What do we mean by expected progress?

The Government set a minimum expectation for the rate of progress that all pupils should make during a key stage, regardless of their starting point. The vast majority of children at Parley will be working at a high level within their Age Related Expectation. At Parley we recognise that these are the minimum expectations and will use a combination of ARE and tracking points as a measure to ensure that children make better than expected progress. We are exploring what this will look like with other schools.

Appendix 2

Non-Negotiable: Quality First Teaching and Learning



Assessment	Planning	Challenge/Barriers
<ul style="list-style-type: none"> High quality Assessment using a variety of Assessment for Learning strategies. 	<ul style="list-style-type: none"> Detailed planning to ensure that children build on previous learning and knowledge and skills are progressive 	<ul style="list-style-type: none"> Clear identification of barriers to learning
Creativity	Questioning	Effective use of Teaching Assistant intervention
<ul style="list-style-type: none"> Opportunities are provided for children to have 'Space' to develop creative ideas 	<ul style="list-style-type: none"> High Quality Questioning is evident during lessons and modelled by adults across the school 	<ul style="list-style-type: none"> Additional Adults are used to develop learning processes