Parley First School
Strategic Action Plan 2022/23

Children first, always.

Priorities
➢ To create an ambitious curriculum which is exciting and empowering focusing on progression of skills,
➢ To improve the outcomes of children learning in Reading, Writing and Maths to be at or above 2022 national expectations.
➢ To increase the percentage of GLD in Reception to be at or above 2022 national expectations.
➢ To ensure provision is appropriate to support SEND children to achieve and progress at age related expectations.

Success Criteria
➢ Outcomes of lessons are clearly defined, and children articulate their learning confidently and clearly.
➢ Written outcomes in Journals are of a high standard and consistent across the school.
➢ Children with SEND are making good or better progress accessing a fully differentiated curriculum

➢ Planning is clear, consistent and builds on previous cumulative learning	
➢ Assessment is consistent and used effectively to report on pupil progress using standardised and non-standardised assessment.	

Reasons for Priorities
➢ To ensure that all pupils make at least good progress in Reading, Writing and Maths.
➢ To ensure that children can confidently talk about their learning and recall prior learning
➢ 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 Ofsted areas for improvement are addressed directly.

Priority 1 - To create an ambitious curriculum which is exciting and empowering focusing on progression of skills,								
Lead	**Action**	**Time Frame**	**Monitoring**	**Resources / CPD**	**Impact and Outcomes**	**RAG Evaluation and Milestones**		
						Dec '22	**Mar '23**	**July '23**
JB/KH	To continue to provide training for all staff on expectations for Teaching and Learning across the school, including a focus on key strategies to remember more. (Linked to Metacognition). ➢ Expectations documents created to outline key areas we are targeting as a school. ➢ Review the non-negotiable elements of Teaching and learning based on Quality First Teaching ➢ Review the Teaching and Learning policy with all staff. ➢ Link Quality First Teaching to educational	Sept 22 – July 2023	SLT to monitor impact through: ➢ 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	Raised attainment and understanding of key learning focus across all subject areas. Children can articulate their learning from historic experiences.	SLT Monitoring: Work Scrutiny Planning scrutiny Deep Dives with Class teachers and Subject leaders	Pupil Interviews Deep Dives with Class teachers and Subject leaders	Attainment at least in line with National Standards

	research (Rosenshine's Principles in Action)						
GR	To continue to develop curriculum content related to the National Curriculum, ensuring progression of skills. ➤ Long Term Progression of Skills Map ➤ Medium Term Plans to be developed ➤ Big Ideas focusing on consistency in curriculum content.	Autumn term 2022	SLT to monitor impact through: ➤ lesson observations (half termly) ➤ GR to work with subject leaders to develop their knowledge and understanding of curriculum planning. ➤ GR to work with the trust to develop the curriculum further. ➤ work scrutiny by subject leaders (half termly) ➤ feedback from Governors learning walks. analysis of progress (termly)using DC Pro. ➤ External challenge partner feedback	Subject leader Time. Each leader to have 2 non-contact sessions per term Curriculum Architect to be released weekly to work with Subject Leaders	Curriculum design informs planning and impact on children's ability to know more and remember more.	All NC objectives clearly identified in Year group planning. Short term planning relates directly to specific skills and knowledge development.. Curriculum Architect to meet with all foundation subject teachers.	Review of Spring Term planning to ensure NC links are clear. Curriculum Architect to review the systems which have been put in place.	Curriculum planning clearly links to knowledge and skills and progression through the school.
CA/JB	To ensure that SEND pupils have opportunities to have access to effective 'Ways in' for all curriculum areas. To utilise the Trust SEND strategic lead to provide additional training and support	Sept 22-Oct 23	SLT/Governors/ to monitor impact through: SLT to monitor impact through: Planning Scrutiny Work scrutiny by subject leaders (half termly) Pupil Progress meetings Pupil Voice	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 23
GR	To review long term planning formats working alongside the partner schools in the Castleman Trust to ensure progression of transferrable skills, collaboration and sharing of best practice.	Sept 22 - April 23	SLT/Governors/Subject Leaders to monitor impact through. SLT to monitor impact through: ➤ work scrutiny by SLT/ subject leaders (half termly) ➤ Planning scrutiny ➤ Any available minutes from meetings	Planning time through virtual sessions	Clear and concise plan for progression across the school that can be evaluated effectively	Plan in place and being used to develop effective short term	Review of Curriculum Plan based on Long term and short-term objectives	Plan in place for September

Priority 2 - To improve the outcomes in Reading, Writing and Maths to be at or above national expectations.								
Lead	Action	Time Frame	Monitoring	Resources / CPD	Impact and Outcomes	RAG Evaluation and Milestones		
						Dec '22	Mar '23	July '23
JB/CB	To set benchmark data with aspirational targets for attainment in core subject at or above National Expectations using internal tracking systems and Persepctive Lite data.	Sept 22 to July 23	Pupil Progress Meetings Termly Meeting with teachers to discuss progress and attainment.	Senior Leadership Time	Using FFT data all children meeting their flightpath	Data summary and scrutiny from Governors and CEO through monitoring visits	Target children reviewed and actions implemented as a result of Pupil Progress meetings	Data Evaluation of attainment and progress.
NC	Observe and Review the systems in place for teaching writing using the Write Stuff Approach and adapt experiences for children to ensure that there is creativity in writing as well as structure.	Sept 22 to July 23	SLT/Subject Leaders and Governors to monitor progress through: ➢ Work Scrutiny ➢ Data analysis ➢ Pupil Voice ➢ Pupil Progress Meetings	Staff Meetings / link schools within the Trust meetings i.e., Ferndown First School.	Improved Progress and attainment in writing for all children, including vulnerable groups.	HT/DH to monitor teaching of Writing with link Governor to review outcomes.	Subject leader to carry out Quality of Education Assessment with external support (DZ)	Evaluate writing data for all year groups.
NC	Review the approaches to teaching Spelling across the school to ensure the process is progressive and consistent across the year groups. Using systems link No Nonsense Spellings (including Home Learning weekly tasks)	Sept 22 to July 23	SLT/Subject Leaders and Governors to monitor progress through: ➢ Work Scrutiny ➢ Data analysis ➢ Pupil Voice ➢ Pupil Progress Meetings	Training during September INSET and follow up staff meeting time.	Improved Progress and attainment in writing for all children, including vulnerable groups. Children to have strategies to tackle unfamiliar words. Clear progression and approach	SLT Monitoring: Work Scrutiny Planning scrutiny Scheme implemented and being used by Year 2-4.	SLT Monitoring: Work Scrutiny Planning scrutiny	Improved outcomes in comparison to starting point.

					across the school from Year 2-4.			
SLT	Ensure the approach to handwriting using Letter Join is effective and skills are being transferred from Handwriting sessions to learning journals.	Sept 22 to July 23	SLT/Subject Leaders and Governors to monitor progress through: Work Scrutiny Data analysis Pupil Voice Pupil Progress Meetings	Expectations made clear to staffing team during September INSET.	Clear progression in approach to handwriting. Improved and consistent approach to handwriting across the school.	SLT Monitoring: Work Scrutiny Planning scrutiny	SLT Monitoring: Work Scrutiny Planning scrutiny	Analysis of books to focus on handwriting, linked to writing assessment framework
GR	Whole Class Reading Approach focusing on the VIPERS and focus on progression of skills referring to the medium-term plan across the school.	Sept 22 to July 23	SLT/Subject Leaders and Governors to monitor progress through: ➤ Work Scrutiny ➤ Data analysis ➤ Pupil Voice ➤ Pupil Progress Meetings ➤ Class reading records. ➤ Book band monitoring	Staff meetings	Raised attainment of pupils across the school. Effective use of data analysis and evaluation tools	Create and Share a medium term plan for Reading Skills	Monitor planning to ensure skills are purposeful and inline with the medium term plan	Review the progression of skills and discuss with year groups the implementation
HW	To support the implementation of maths fluency sessions through the Mastering Number course from NCETM in EYFS, Year 1 and Year 2	Sept 22 to July 23	Maths Lead to monitor sessions through • Lesson observations • Data analysis • Pupil voice	Mastering Number sessions for each year group throughout the year	Children develop a deep understanding of number, supporting fluency and automaticity in all areas of maths	CPD sessions Lesson Observations Discussions with teachers	CPD sessions Lesson Observations Discussions with teachers	CPD sessions Lesson Observations Discussions with teachers
HW	To develop a small steps approach across maths to support a mastery curriculum with all learners building up to the same objective	Sept 22 to July 23	Maths Lead and Governors to monitor progress through: ➤ Work Scrutiny ➤ Data analysis ➤ Pupil Voice ➤ Pupil Progress Meetings ➤ Lesson observations	Training during September INSET and follow up staff meeting time.	All children to develop skills within whole class maths inputs, being	Lesson observations and coaching sessions with staff.	Lesson observations Planning scrutiny	Lesson observations Planning scrutiny

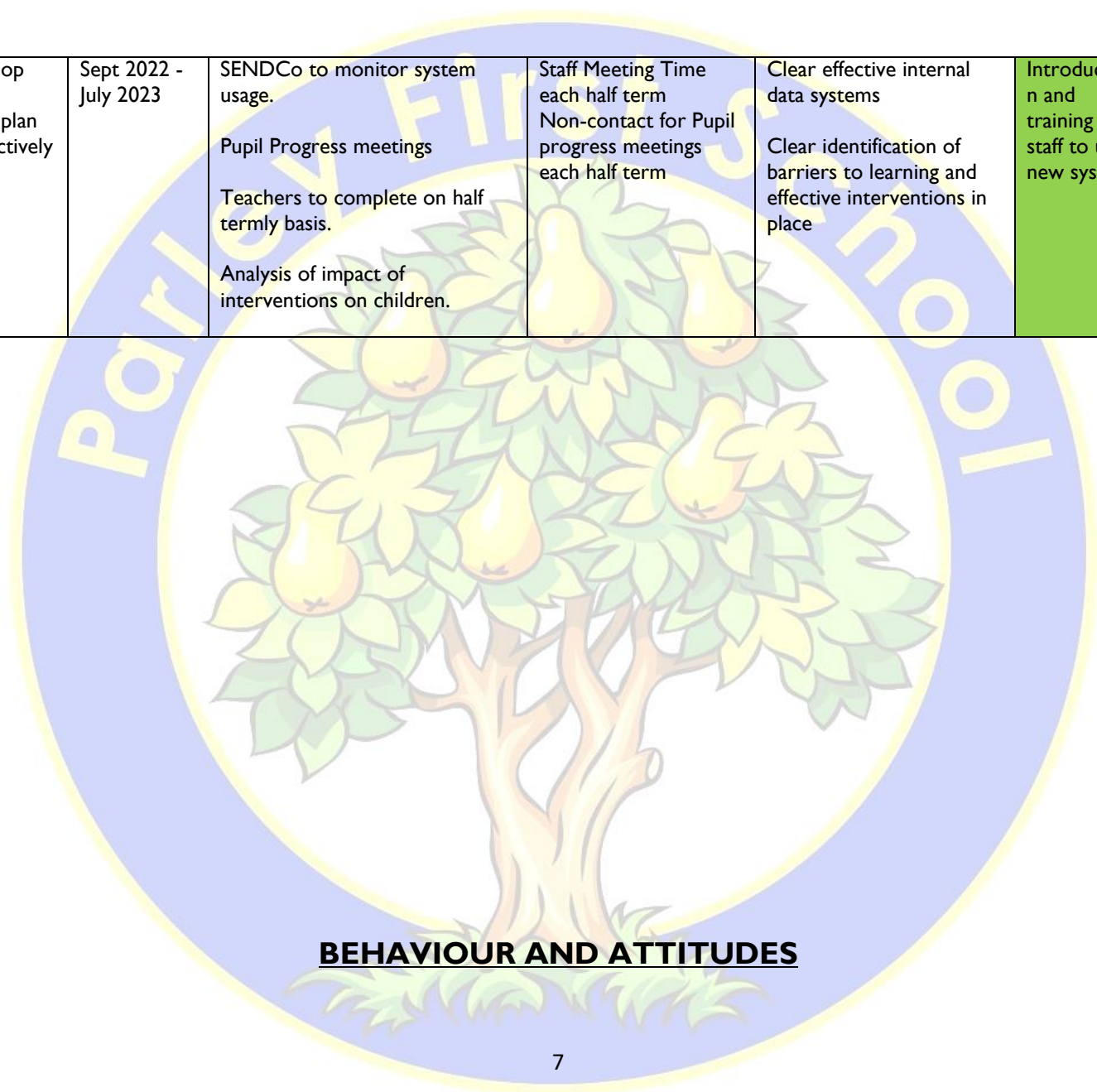| Lead	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '22	Mar '23	July '23
			➢ Planning scrutiny		able to explain and reason.			
HW	To further implement times tables strategies across Year 3 and 4 for automaticity including TT Rockstars	Sept 22 to July 23	Maths Lead to monitor progress through: ➢ Data analysis ➢ Pupil Voice	Staff meeting time Times table booklets made	All children in Year 3 and 4 to be able to recall age appropriate times tables facts with automaticity.	TT Rockstars data analysis	TT Rockstars data analysis	TT Rockstars data analysis

Priority 3 - To increase GLD in Reception to be at or above national expectations.

Lead	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '22	Mar '23	July '23
K W-J	To increase the percentage of GLD in Reception to be at or above 2022 national expectations.	Sept 22 to July 23	SLT/Subject Leader and Governors to monitor progress through: ➢ Work Scrutiny ➢ Data analysis ➢ Pupil Progress Meetings	Expectations made clear to Reception staffing team during Autumn Term. Link schools within the Trust meetings i.e., Ferndown First School.	Clear identification of barriers to reaching expected levels for GLD and effective interventions in place	Purposeful Baseline assessments made during the first few weeks in School.	Use assessments and data to identify children and put in place intervention groups.	Increased percentage of children reaching GLD.

Priority 4 -To ensure children identified as having SEND are accessing the curriculum effectively and making good academic progress.

Lead	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '22	Mar '23	July '23

| CA | To continue to develop the use of Provision Mapping as a tool to plan for SEND pupils effectively | Sept 2022 - July 2023 | SENDCo to monitor system usage.

Pupil Progress meetings

Teachers to complete on half termly basis.

Analysis of impact of interventions on children. | Staff Meeting Time each half term
Non-contact for Pupil progress meetings each half term | 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 |

BEHAVIOUR AND ATTITUDES

Priorities
➤ To continue to develop an effective policy and procedure to develop positive behaviour and relationships
➤ To continue to engage with families to improve attendance and punctuality further
➤ To ensure that the culture of inclusion is embedded across the whole school

Success criteria
➤ All staff are using consistent behaviour procedures.
➤ A clear whole school policy for promoting positive behaviour and relationships is in place and followed by all staff.
➤ Overall attendance is above 96% including those children identified as Vulnerable including Pupil Premium.

Reason for priorities
➤ To aim for Behaviour to be exemplary to ensure that all children can engage effectively with high quality Education.
➤ To ensure all children are attending school regularly including the most vulnerable children.

To review and revise the Curriculum to meet children's Social and Emotional Needs

Lead	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '22	Mar '23	July '23
JB	To lead training for ALL staff during INSET training on the principles of Therapeutic Thinking model to ensure that there is consistency in the use of strategy and language.	Autumn Term 2022	SLT to monitor impact through: Behaviour monitoring of incidents Observations of behaviour management across the school Lesson Observations	Staff Meeting Time	Improved Behaviour across the school and consistent systems in place	Revised Positive Behaviour and relationship Policy implemented	Governor/ SLT Monitoring of Behaviour Incident (Safeguarding Link Governor)	Review of Behaviour with all stakeholders through surveys.

Lead	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
JB	To review and embed a clear policy across the school for positive behaviour and relationships.	September 2022	SLT to monitor impact through: 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	Policy reviewed and ratified by SSB	Review of Policy and the impact across the school	Policy Reviewed to measure impact
JB/JT	Provide training for specific groups of staff to ensure they are skilled in managing distressed behaviour	Autumn 2022	SLT to monitor actions from staff managing challenging behaviour	Non contact time for Specialist Lead JT to provide training for staff groups including Lunchtime Supervisors.	Staff competent and confident to manage challenging behaviour keeping children and staff safe always.	Implementation of STEPS plans for vulnerable /High Risk children	Less frequent incidents of dangerous and difficult behaviour	All staff trained and confident to use strategies across the school

To continue to ensure attendance remains high and there is support in place for the most vulnerable children to attend school regularly								
Lead	**Actions**	**Time Scales**	**Monitoring across the whole school**	**Resource / CPD**	**Impact and outcomes**	**RAG Evaluation and Milestones**		
						Dec '22	**Mar '23**	**July '23**
CL/LW	To ensure that the attendance of all vulnerable children is above National averages and in line with whole school averages	Half termly reviews	Weekly monitoring of PP children and Half termly monitoring of Whole School pupils	Non contact time for LW/CB to meet with parents and external agencies	PP and SEND children attendance is at least in line with whole school attendance and above national averages.	Analysis of Vulnerable children Attendance	Monitoring and intervention for any families that fall below 95% threshold	Attendance from Vulnerable children at or above national expectations and in line with whole school attendance

| CL/LW	To provide support for families who have attendance below 95% working alongside the Early Help Social Care 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 Early Help Teams and a swift referral process	Analyse attendance highlighting all children who are below 95%. Monitor the late book. Refer to Inclusion Team if needed. Attendance to be above national average. Currently (94.4%)	Analyse attendance highlighting all children who are below 95%. Monitor the late book. Refer to Inclusion Team if needed. Attendance to be above national average of 96%	Analyse attendance highlighting all children who are below 95%. Monitor the late book. Refer to Inclusion Team if needed. Attendance to be above national average of 97%

LEADERSHIP AND MANAGEMENT

Priorities
➤ To continue to develop an effective working partnership with Castleman Trust Schools to further improve the Quality of Education
➤ To ensure that all Stakeholders are fully informed and engaged in the process of School Development and that there is effective evaluation to inform future School development
➤ To ensure that Senior and Middle Leaders impact positively on standards across the school.

Success criteria
➤ There is a clear and focused plan for improvement with clear milestones and connections with partner schools within the trust that focuses on effective learning and teaching
➤ School development priorities are clearly focused on areas of improvement identified following inspection in March 2020
➤ Senior and Middle Leaders are effective in raising standards across the curriculum
➤ Standards of attainment and progress improved to at least National Standards

Reason for priorities
➤ To address areas for improvement as identified following and Ofsted inspection in March 2020
➤ To ensure standards of teaching and learning are improved and developed in order for attainment to be at least in line with national standards
➤ To ensure quality of education is at least good or better

To ensure the School Standards Board (SSB) has a clear and informed view of the school and are effective in their role

Lead	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '22	Mar '23	July '23
Chair of Govern ors	Schedule of SSB meetings in place, with attendance from governors and minutes taken with clear action points and evidence of appropriate challenge and support.	September 2022	Ongoing governor meetings External Monitoring by TRUST as part of the Governor review Trust meetings	NGA training and National College Training (Online)	Effective monitoring of specific SAP objectives with targeted challenge related to development priorities	Governors completed monitoring tasks including learning walks	Governors analysis of actions from Autumn term learning	Review impact of monitoring on standards across the school

Governors	Complete a skills matrix to analyse strengths and areas for development	October 2022	Trust reports and minutes	Training courses identified	Clear skill set identified and used effectively to provide appropriate challenge	Strengths and areas for development identified	Training for skill gap identified	Full training matrix analysed
Chair of Governors	To ensure continuity of governance with effective challenge	September 2022	Review of governors roles/Chair/HT Learning Walk Programme	None	Effective challenge evidenced in Governors minutes	Governor minutes identify effective challenge		All Governors evidenced as providing effective challenge and support

To ensure effective leadership is provided across the school resulting in a positive impact on staff and pupils

Lead	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '22	Mar '23	July '23
JB/CL/GR	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 22 - July 23	SLT Work Scrutiny Appraisal SEF SAP 3I's document	Non-contact time for SLT and Middle leaders	Subject leaders have a clear and detailed knowledge of their subject area	Plans in place and held in central location External challenge partner feedback	Planning review	Planning review Pupil voice Work scrutiny
SLT	Implementation of Trust wide appraisal policy	Sept 22 - July 23	Schedule of appraisal meetings	Time for appraisal meetings	Targeted professional support, dialogue and improved standards.	Appraisal process meeting and relevant documentation	Appraisal process meeting and relevant documentation	Appraisal process meeting and relevant documentation

CA	Development of an effective CPD model that is purposeful and has significant impact.	Sept 22 - July 23	Targeted support for staff members. Training courses attended and strategies implemented within school.	Staff meetings TA Training Time to disseminate information to peers if attending a course	All Staff to have increased knowledge , confidence and be able to implement CPD in their practice.	Evaluation of training and completion of training matrix.	Evaluation of training and completion of training matrix.	Completion of training matrix and identification of any gaps.
SLT	To ensure ALL staff have access to supervision	Sept 2022	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
SLT	The school to be part of the DfE school charter for staff well-being.	Sept 22 - July 23	School is part of the charter Shared with staff Staff voice Questionnaire	Staff meeting	Well-being promoted across the staff Staff well-being improved	School is part of the charter	Well-being promoted across the school. Results of questionnaire	Staff voice Well-being promoted.
SLT	To implement a clear Mental Health Strategy across the school	Sept 22- July 23	Ongoing monitoring through one to one supervision and staff questionnaires	N/A	SLT members trained Strategies implemented across the school Mental health well supported	Training identified and attended.	Actions from training in place. Communication to staff	Further training completed. Outcomes established. Staff voice.
SLT	Effective safeguarding procedures in place and followed with appropriate and effective training for all staff.	Sept 22 - July 23	MyConcern External safeguarding review Relevant training delivered and attended. DSL / DDSL's in place, staff aware Relevant policies in place and up to date reflecting the September 2022 guidance	Relevant training delivered and attended	Safeguarding process in line with relevant documentation	Review of training and courses attended to ensure all staff have had appropriate training	Review of relevant evidence	Review of relevant evidence

			Review of single central register by Governors				
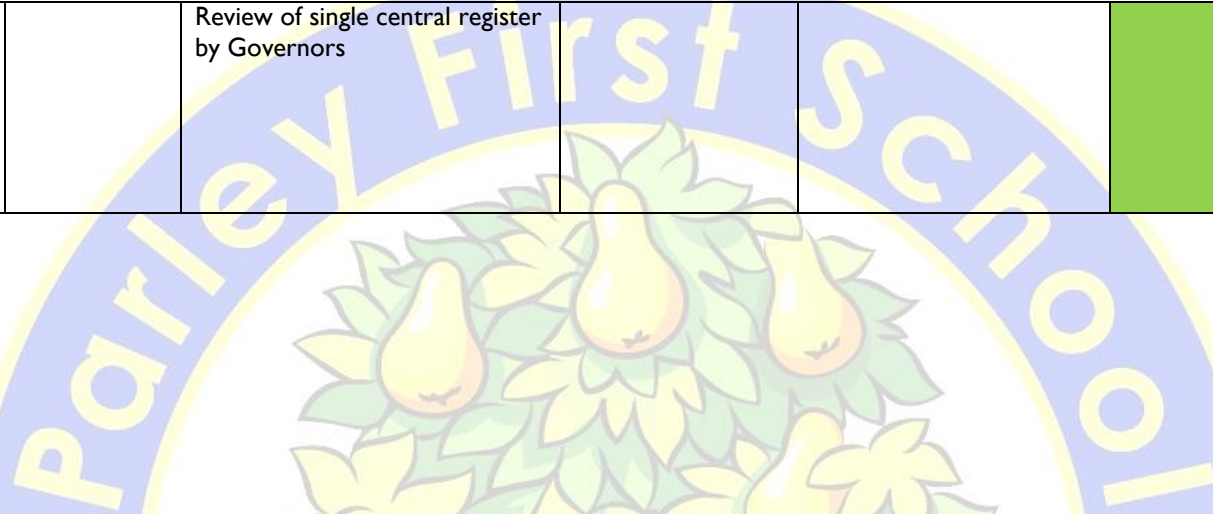
PERSONAL DEVELOPMENT

Priorities
➢ To develop a more comprehensive equality and diversity strategy / policy across the school involving consultation with parents
➢ To continue to develop opportunities to learn through the forest school and school farm strategy.
➢ To continue to provide swift and effective referrals to a range of therapies.
➢ Implementation of mentoring programme across the school for targeted children.
Success Criteria

- ➢ Curriculum reflects diversity and equality
- ➢ Forest school training completed for relevant staff members and children attending
- ➢ School farm strategy in place with appropriate risk assessment
- ➢ Capacity increased for therapeutic activities
- ➢ Mentoring programme in place for most vulnerable children
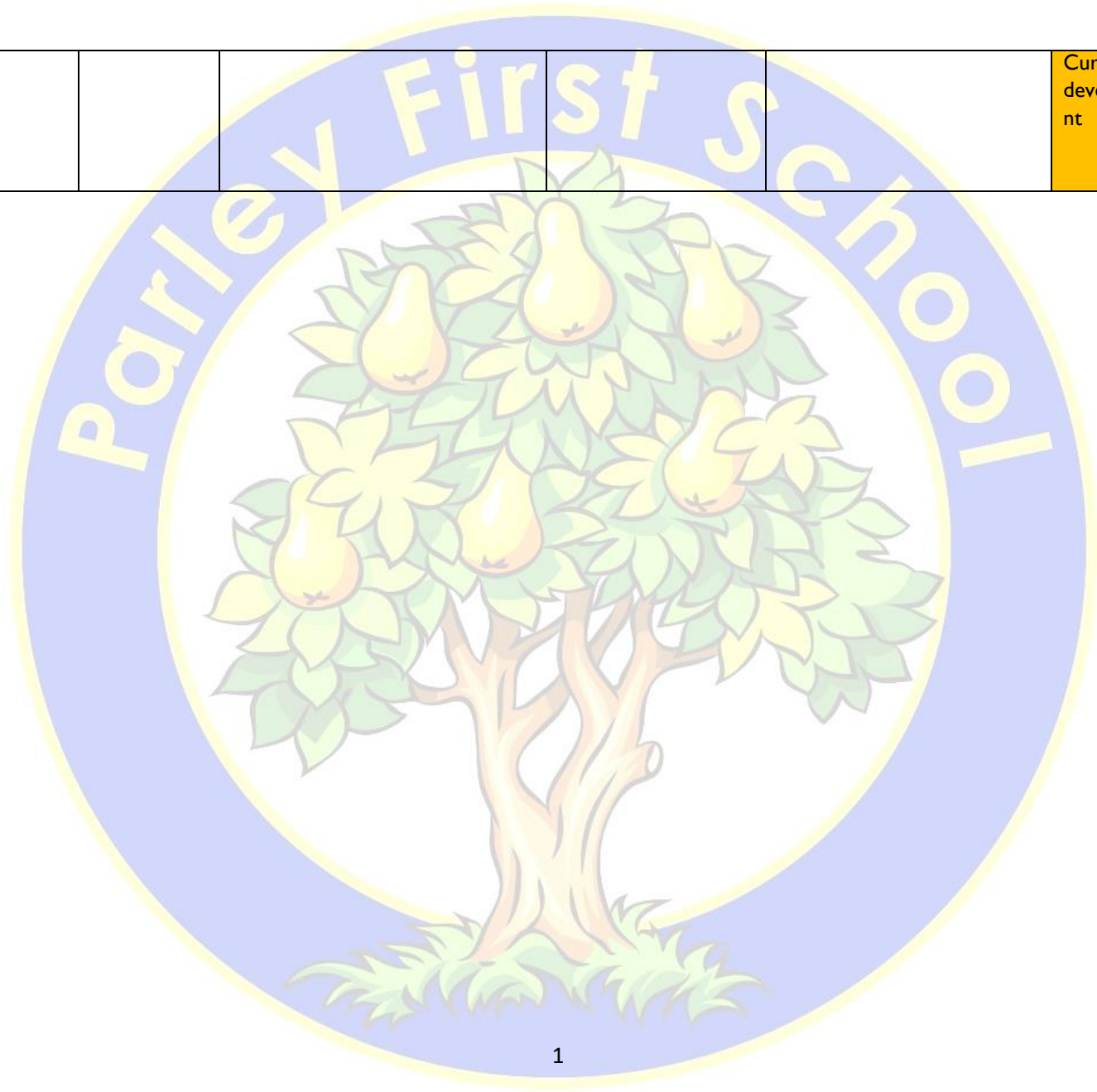
Reasons for Priorities

- ➢ To ensure that well-being is prioritised across the school
- ➢ Learning time and opportunities for children are maximized.
- ➢ Development of a personalised learning approach for children.
- ➢ Evaluation and reflection highlighted the need for a more diverse cultural curriculum and education within the community
- ➢ Children are happy, safe and given the opportunity to reach their full potential and have ambition

To ensure that all pupils and staff needs are met to improve mental and emotional well being

Lead	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '22	Mar '23	July '23
JB/CL/ LW	To ensure the most vulnerable children have access to high quality Emotional support	Sept 2022	Regular ELSA sessions provided by the school.	Increase capacity for ELSA (Full Time Pastoral lead)	Children access high quality support to meet their emotional well-being and development	Regular and swift support for children with the highest level of need	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.

CL/JB/SLT	Supervision for Staff to ensure wellbeing for the school.	Sept 22 –July 23	Supervision Teams have been created across the school with a non-negotiable attendance.	Release time for Supervisors	Staff will have opportunity to share	Supervision sessions in place for all staff	Supervision sessions in place for all staff	Supervision sessions in place for all staff
LW/CA	To implement 'Chin Wags' to support families across the school.	Sept 22 - July 23	Half termly meetings with families to support on a range of levels.	Release time for Pastoral Lead and Lead professionals	Wider family support for the impact and benefit of the children.	Chin Wags meetings set up. Review the impact for the children	Chin Wags meetings set up. Review the impact for the children	Chin Wags meetings set up. Review the impact for the children
CA	Referrals taking place to a range of internal/external agencies and therapeutic practices.	Sept 22 - July 23	Referral documentation Relevant professionals being used Identification of need and referral being made. Children attending the targeted support Staff aware of children's targets / needs. Lesson observations Pupil voice Planning Edukey	Internal / external agencies Internal training	Children's individual needs are met. EHCP outcomes are met fully	Children attending internal / external support EHCP targets being worked towards. Referrals being made.	Children attending internal / external support EHCP targets being worked towards. Referrals being made.	Annual EHCP review Edukey being used. Referrals being made.
SLT	Develop a strategic plan to improve diversity and equality within the curriculum.	Sept 22 - July 23	Relevant lessons being taught across the school. Work scrutiny Planning Pupil Voice Staff trained Parental Liaison/questionnaires	Staff meeting	Compliant with relevant procedures Positive image of diversity and equality in modern Britain. Staff training	Planning scrutiny Consultation with parents	Planning scrutiny Pupil Voice	Planning scrutiny Curriculum being followed. Pupil Voice

					Curriculum developme nt		

Non-Negotiable: Quality First Teaching and Learning

Assessment	Planning	Challenge/Barriers
- High quality Assessment using a variety of Assessment for Learning strategies. - Highly effective use of marking using research-based strategies. - regular and consistent	- Detailed planning to ensure that children build on previous learning and knowledge and skills are progressive. - Clear continuity between year groups and key stages	- Clear identification of barriers to learning. - Effective use of 'Ways in' for SEND Pupils.
Creativity	**Questioning**	**Effective use of intervention**
Opportunities are provided for children to have 'Space' to develop creative ideas.	High Quality Questioning is evident during lessons and modelled by adults across the school.	Adults are used effectively to develop learning.