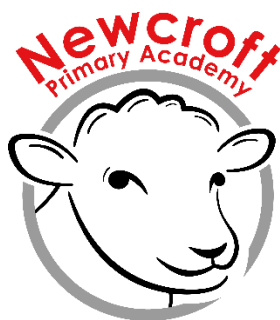




Symphony Learning Trust

Aspiration. Innovation. Excellence.

# Newcroft Primary Academy



## Core Strategic Plan 2023-24

Received by LGB

Received by Trustees

Monday 2<sup>nd</sup> October 2023

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## Symphony Learning Trust Key Objectives

Object Focus	Ref:	Outcomes	2023-2024	2024-2025	2025-2026
<b>1. Leadership and Management</b>	1a	Implement updated systems of due diligence as a framework for all schools in the MAT and a set of standards for schools to provide consistency in environment, communication, parental engagement, enrichment	Review / Implement	Embed	Embed
	1b	Implement a recruitment & retention strategy based on a positive ethos, professional development and enhanced opportunities for all staff in order that SLT can become an 'employer of choice'	Review / Implement	Embed	Embed
	1c	Implement a bespoke Quality Assurance Programme across the Trust with validation/peer review to continually challenge expectations in all schools	Review / Implement	Embed	Embed
<b>2. Teaching, Learning and Assessment</b>	2a	Implement a consistent and secure system of Assessment across the Trust to maximise pupil progress to drive standards forward	Review / Implement	Embed	Embed
	2b	Develop projects to improve pedagogy across the MAT	Review / Implement	Embed	Embed
	2c	Develop and implement systems of cross-MAT moderation and quality assurance	Review / Implement	Embed	Embed
<b>3. Behaviour, Safety and Welfare of Pupils (including mental health)</b>	3a	Implement rigorous safeguarding processes in all schools to ensure the highest standards of safety in all schools	Review / Implement	Embed	Embed
	3b	Implement the highest expectations of Behaviour for Learning in all classes	Embed	Embed	Embed
	3c	Embed a strong ethos in each school by promoting British Values and global citizenship	Embed	Embed	Embed
	3d	Develop systems for schools in supporting children's mental health and well-being	Embed	Review / Implement	Embed
<b>4. Outcomes for Pupils and groups</b>	4a	Year 6 – above national average for progress and for standards in all schools	Embed	Embed	Embed
	4b	Develop systems to ensure that all stakeholders uphold the values of Aspiration, Innovation and Excellence	Embed	Embed	Embed
	4c	Outcomes for disadvantaged groups above national to help close the gap	Embed	Review / Implement	Embed
<b>5.Outward Looking and Growth</b>	5a	To increase the number of schools and pupils within Symphony to ensure we continue our moral duty to provide high quality education to an increasing number of pupils	Embed	Review / Implement	Embed
	5b	Embed Initial Teacher Training in order to develop the next phase of outstanding teachers for the Trust	Review / Implement	Embed	Embed
	5c	Develop and Implement an appropriate professional development curriculum for staff	Embed	Embed	Embed
	5d	Implement Leadership Development programmes to enable staff to progress and to encourage retention within the profession (career pathways)	Embed	Review / Implement	Embed
	5e	Implement School to School Support where needed	Embed	Embed	Embed

## Staff Responsibilities

Newcroft Senior Leadership Team 2023-24						
Sara Aukland Head teacher	Charlotte Kirkham Deputy Head teacher	Dianne Lane Business Director	Hannah Wicks Assistant Head teacher (0.6) (maternity)	Alice Brailsford Assistant Head teacher	Rebecca Johnson EYFS Leader	Louise Hunt SENCO (0.4)
<ul style="list-style-type: none"> <li>Designated Safeguarding Lead</li> <li>Strategic Direction</li> <li>Standards and progress</li> <li>Curriculum, teaching &amp; learning</li> <li>Curriculum Development</li> <li>Attendance</li> <li>Behaviour and pupil culture</li> <li>SMSC</li> <li>Teachers and Business Director Line management / performance management</li> <li>Health and Safety</li> <li>Website</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Designated Safeguarding Lead</li> <li>Pupil Premium and Inclusion</li> <li>Designated teacher for looked after children</li> <li>Standards and progress</li> <li>Monitoring</li> <li>Behaviour and pupil culture</li> <li>SMSC</li> <li>Early Career Teachers / new starters</li> <li>Curriculum CPD</li> <li>Teachers performance management</li> </ul>	<ul style="list-style-type: none"> <li>Budget and Finance</li> <li>Premises</li> <li>Office, Lunchtime, and premises staff</li> <li>Procurement</li> <li>HR</li> <li>Health and Safety</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum development and CPD</li> <li>Subject leader support and development (including shadowing)                             <ul style="list-style-type: none"> <li>Monitoring</li> <li>SMSC</li> </ul> </li> <li>Parental engagement (workshops/ curriculum/ volunteers)</li> <li>Support staff line management</li> </ul>	<ul style="list-style-type: none"> <li>Deputy Designated Safeguarding Lead</li> <li>Pastoral (Mental Health and Wellbeing leader incl. ELSA and CJs)</li> <li>Behaviour and pupil culture</li> <li>Extra-Curricular</li> <li>SMSC</li> <li>School Council and Job Centre</li> <li>Friends of Newcroft PTA</li> <li>Support staff line management</li> <li>Twitter/ social media</li> </ul>	<ul style="list-style-type: none"> <li>Reception curriculum, teaching, standards and progress</li> <li>Pre School curriculum, teaching, standards and progress</li> <li>Support staff line management (Pre School and Reception)</li> <li>Anti Bullying Leader</li> <li>SMSC</li> </ul>	<ul style="list-style-type: none"> <li>Teaching, standards and progress (SEND pupils)</li> <li>Teacher and support staff SEND CPD</li> <li>SEN parent support</li> <li>Pastoral support</li> <li>SMSC</li> </ul>
Subject Leader (s)		Subject/ Area		Governor Partner (s)		
Curriculum, Teaching, Learning and Assessment		Sara Aukland, Head teacher		Full Governing Body		
Pupil Premium and Inclusion		Charlotte Kirkham, Deputy Head teacher		Sarah Newton - Shilliam		
SEND		Louise Hunt, SENCo		Sarah Newton - Shilliam		
Pastoral (Mental Health and Wellbeing)		Alice Brailsford, Assistant Head teacher		Full Governing Body		
Anti Bullying		Rebecca Johnson, EYFS leader		Full Governing Body		
EYFS (Reception and Pre-School)		Rebecca Johnson, EYFS leader		Neha Babajee		
English (Reading, Writing, grammar, punctuation and spelling and handwriting)		Issy Veazey		Elle Walshe		
Phonics and Early Reading		Lorraine Lloyd		Elle Walshe		
Maths		Jamie Akiens		Vikki Rundle-Brown		
Science and Healthy Schools		Charlotte Kirkham/ Hannah Wicks (maternity)		Neha Babajee		
History		Jamie Pratt		Full Governing Body		
Geography		Dan Wait		Full Governing Body		
RE		Rosie Cran		Full Governing Body		
Computing		Jamie Pratt		Full Governing Body		

PSHE and RSE	Alice Brailsford	Full Governing Body
MFL	Lucy Lloyd	Full Governing Body
Music	Carole Atkinson	James Perry
Design and Technology	Katie Collins	James Perry
Art and Design	Vicky Hawksworth	Sarah Newton - Shilliam
Physical Education	Amy Eccleshall	Vikki Rundle-Brown
<b>Additional Governor Roles</b>		
Health and Safety – tbc on recruitment		
Wellbeing and Equality - tbc on recruitment		
Safeguarding – (Check and sign the SCR at each FGB)- Vikki Rundle- Brown		
Finance – (budget checks)- Neha Babajee		
Head Teacher's Performance Management –Elle Walshe and Vikki Rundle- Brown		
Pay Committee – Sarah Newton Shilliam and Neha Babajee and James Perry		

### Long Term (3 year) Improvement Plan

Focus Area	2023 - 24	2024 - 25	2025 - 26
<b>Leadership, management (including governance)</b>	<ul style="list-style-type: none"> <li>The school website meets all statutory requirements</li> <li>The school meets all data protection requirements</li> <li>The governing body ensure that all statutory duties are met for the year</li> <li>Recruitment of new governors to strengthen the expertise of the governing body (specific to gaps in skills audits)</li> <li>Continued focus on staff wellbeing and workload management</li> <li>Improvement in pupil numbers linked to marketing</li> </ul>	<ul style="list-style-type: none"> <li>The school website meets all statutory requirements</li> <li>The school meets all data protection requirements</li> <li>The governing body ensure that all statutory duties are met for the year</li> <li>Review and recruitment of governors to further strengthen the governing body</li> <li>Continued focus on staff wellbeing and workload management</li> <li>Improvement in pupil numbers linked to marketing</li> </ul>	<ul style="list-style-type: none"> <li>The school website meets all statutory requirements</li> <li>The school meets all data protection requirements</li> <li>The governing body ensure that all statutory duties are met for the year</li> <li>Recruitment of governors to further strengthen the governing body</li> <li>Continued focus on staff wellbeing and workload management</li> <li>Sustained pupil numbers linked to continual marketing</li> </ul>
<b>Teaching and Learning</b>	<ul style="list-style-type: none"> <li>90% of lessons to be judged as at least good or better</li> <li>Book looks demonstrate that all pupils are challenged and make at least good progress</li> <li>Learning walks, book scrutiny and pupil voice demonstrate pupils can recall key knowledge and skills.</li> <li>Embed curriculum end points in foundation subjects</li> <li>Continued focus on workload reduction in operational tasks.</li> <li>Continue to embed skills and progression maps for all curriculum areas to ensure higher quality provision for all</li> <li>Review Marking for workload reduction and 'feedforward' for pupils to secure further progress.</li> </ul>	<ul style="list-style-type: none"> <li>90% of lessons to be judged as at least good or better</li> <li>Book looks demonstrate that all pupils are challenged and make at least good progress</li> <li>Learning walks, book scrutiny and pupil voice demonstrate pupils can recall key knowledge and skills</li> <li>Embed curriculum end points in foundation subjects</li> <li>Full review of workload reduction</li> <li>Review skills and progression maps for all curriculum areas to ensure higher quality provision for all</li> <li>Embed 'feedforward' for pupils to secure further progress for pupils and reduction of workload for staff</li> </ul>	<ul style="list-style-type: none"> <li>90% of lessons to be judged as at least good or better</li> <li>Book looks demonstrate that all pupils are challenged and make at least good progress</li> <li>Learning walks, book scrutiny and pupil voice demonstrate pupils can recall key knowledge and skills</li> <li>Further embed end points in foundation subjects</li> <li>Embed learning from workload reduction</li> <li>Review core curriculum and progression maps</li> <li>Further embed 'feedforward' for pupils to secure further progress for pupils and reduction of workload for staff</li> </ul>

Focus Area	2023 - 24	2024 - 25	2025 - 26
<b>Standards in core subjects</b>	<ul style="list-style-type: none"> <li>KS2 EXS+ above national for Reading, Writing and Maths</li> <li>GDS in KS1 and KS2 to be above national for Reading, Writing and Maths</li> <li>KS2 Progress scores above 0 in Reading, Writing and Maths.</li> <li>KS2 combined Reading, Writing and Maths is at least above national</li> <li>Phonics Screen % pass to remain above national</li> <li>Science KS2 EXS above national</li> <li>Y4 MTC at least 80% of pupils scoring 20+</li> </ul>	<ul style="list-style-type: none"> <li>KS1 and KS2 EXS+ above national for Reading, Writing and Maths</li> <li>GDS in KS1 and KS2 to be above national for Reading, Writing and Maths</li> <li>KS2 Progress scores above 0 in Reading, Writing and Maths.</li> <li>KS2 combined Reading, Writing and Maths is at least above national</li> <li>Phonics Screen % pass to remain above national</li> <li>Science at KS2 EXS above national</li> <li>Y4 MTC at least 80% of pupils scoring 20+</li> </ul>	<ul style="list-style-type: none"> <li>KS1 and KS2 EXS+ above national for Reading, Writing and Maths</li> <li>GDS in KS1 and KS2 to be above national for Reading, Writing and Maths</li> <li>KS2 Progress scores above 0 in Reading, Writing and Maths.</li> <li>KS2 combined Reading, Writing and Maths is at least above national</li> <li>Phonics Screen % pass to remain above national</li> <li>Science at KS2 EXS above national</li> <li>Y4 MTC at least 80% of pupils scoring 20+</li> </ul>
<b>Standards in foundation subjects</b>	<ul style="list-style-type: none"> <li>At least 70% of pupils in all year groups working at EXS in foundation subjects based on curriculum end points</li> </ul>	<ul style="list-style-type: none"> <li>At least 72% of pupils in all year groups working at EXS in foundation subjects based on curriculum end points</li> </ul>	<ul style="list-style-type: none"> <li>At least 73% of pupils in all year groups working at EXS in foundation subjects based on curriculum end points</li> </ul>
<b>Standards in Reception</b>	<ul style="list-style-type: none"> <li>Good Level of Development to be above national</li> <li>At least 20% more pupils achieve the expected level of development in Literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (number and numerical patterns) from their baseline</li> <li>At least 15% more pupils achieve the expected level of development in the Communication and Language ELGs and Understanding the World ELGs</li> </ul>	<ul style="list-style-type: none"> <li>Good Level of Development to be above national</li> <li>At least 25% more pupils achieve the expected level of development in Literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (number and numerical patterns) from their baseline</li> <li>At least 20% more pupils achieve the expected level of development in the Communication and Language ELGs and Understanding the World ELGs</li> </ul>	<ul style="list-style-type: none"> <li>Good Level of Development to be above national</li> <li>At least 25% more pupils achieve the expected level of development in Literacy ELGs (Comprehension, Word Reading and Writing) and Maths ELGs (number and numerical patterns) from their baseline</li> <li>At least 20% more pupils achieve the expected level of development in the Communication and Language ELGs and Understanding the World ELGs</li> </ul>
<b>Progress of different groups of learners</b>	<ul style="list-style-type: none"> <li>Continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading</li> <li>An increase in the % of PP pupils reaching the EXS in reading, writing and maths across the school (end of KS2)</li> <li>Pupils with SEN increase their standardised scores by at least 2 points compared to the end of the previous year</li> </ul>	<ul style="list-style-type: none"> <li>To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading</li> <li>An increase in the % of PP pupils reaching the EXS in reading, writing and maths across the school (end of KS2)</li> <li>Pupils with SEN increase their standardised scores by at least 2 points compared to the end of the previous year</li> </ul>	<ul style="list-style-type: none"> <li>To continue to close the gaps between disadvantaged and non-disadvantaged pupils in maths and reading</li> <li>An increase in the % of PP pupils reaching the EXS in reading, writing and maths across the school (end of KS2)</li> <li>Pupils with SEN increase their standardised scores by at least 2 points compared to the end of the previous year</li> </ul>
<b>Behaviour</b>	<ul style="list-style-type: none"> <li>Zero permanent exclusions (of children who have been at the school for more than 2 years)</li> <li>Behaviour for learning judged to be good in 95% of learning walks and lesson observations</li> </ul>	<ul style="list-style-type: none"> <li>Zero permanent exclusions (of children who have been at the school for more than 2 years)</li> <li>Behaviour for learning judged to be good in 95% of learning walks and lesson observations</li> </ul>	<ul style="list-style-type: none"> <li>Zero permanent exclusions (of children who have been at the school for more than 2 years)</li> <li>Behaviour for learning judged to be good in 95% of learning walks and lesson observations</li> </ul>
<b>Attendance</b>	<ul style="list-style-type: none"> <li>Average attendance of all pupils at least 96% (outstanding)</li> <li>Average attendance of disadvantaged pupils at least 95% (good)</li> <li>Persistent absence to be less than 4%</li> </ul>	<ul style="list-style-type: none"> <li>Average attendance of all pupils at least 97% (outstanding)</li> <li>Average attendance of disadvantaged pupils at least 96% (good)</li> <li>Persistent absence to be less than 4%</li> </ul>	<ul style="list-style-type: none"> <li>Average attendance of all pupils at least 97% (outstanding)</li> <li>Average attendance of disadvantaged pupils at least 96% (good)</li> <li>Persistent absence to be less than 4%</li> </ul>
<b>Inclusion</b>	<ul style="list-style-type: none"> <li>The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS2</li> </ul>	<ul style="list-style-type: none"> <li>The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS2</li> </ul>	<ul style="list-style-type: none"> <li>The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS2</li> </ul>
<b>Safeguarding</b>	<ul style="list-style-type: none"> <li>Annual Safeguarding audit identifies that the school meets all statutory duties</li> <li>Annual Website Audit identifies that the school meets all its statutory duties linked to safeguarding</li> <li>Embed the use of CPOMS for reporting safeguarding concerns</li> </ul>	<ul style="list-style-type: none"> <li>Annual Safeguarding Audit identifies that the school meets all statutory duties</li> <li>Annual Website Audit identifies that the school meets all its statutory duties linked to safeguarding</li> <li>Embed the schools safeguarding reporting system</li> <li>The school will reapply for the E Safety award</li> </ul>	<ul style="list-style-type: none"> <li>Annual Safeguarding Audit identifies that the school meets all statutory duties</li> <li>Annual Website Audit identifies that the school meets all its statutory duties linked to safeguarding</li> <li>Review schools safeguarding reporting system</li> <li>The school will embed the outcomes of E Safety award</li> </ul>

Focus Area	2023 - 24	2024 - 25	2025 - 26
<b>Health and Wellbeing</b>	<ul style="list-style-type: none"> <li>2 hours per week of quality PE lessons for all children</li> <li>Active lunchtimes with play leaders daily in all year groups</li> <li>At least 3 year groups to experience an active sports club at lunchtime daily</li> <li>Further in school ELSA trained to support pupils' mental health and wellbeing</li> <li>Extracurricular clubs widened to all year groups and to include a broader range of sports and interests</li> <li>90% of pupils (Year 1-6) will attend an active club during lunch or after school</li> <li>At least 80% of Year 6 children will be able to swim 25m</li> <li>The school will finalise the Healthy Schools Award</li> <li>The school will apply for the wellbeing award</li> </ul>	<ul style="list-style-type: none"> <li>2 hours per week of quality PE lessons for all children</li> <li>Active lunchtimes with play leaders daily in all year groups</li> <li>At least 3 year groups to experience an active sports club at lunchtime daily</li> <li>Embed the role of the additional ELSA to support pupils' mental health and wellbeing</li> <li>Extracurricular clubs offer a broad range of sports and interests</li> <li>95% of pupils (Year 1-6) will attend an active club during lunch or after school</li> <li>At least 80% of Year 6 children will be able to swim 25m</li> <li>The school will maintain the anti-bullying, healthy schools and wellbeing awards</li> </ul>	<ul style="list-style-type: none"> <li>2 hours per week of quality PE lessons for all children</li> <li>Active lunchtimes with play leaders daily in all year groups</li> <li>At least 3 year groups to experience an active sports club at lunchtime daily</li> <li>Further embed the role of the in school ELSA to support pupils' mental health and wellbeing</li> <li>Extracurricular clubs offer a broad range of sports and interests</li> <li>95% of pupils (Year 1-6) will attend an active club during lunch or after school</li> <li>At least 80% of Year 6 children will be able to swim 25m</li> <li>The school will maintain the anti bullying and healthy schools award</li> <li>The school will maintain the anti-bullying, healthy schools and wellbeing awards</li> </ul>
<b>Parents and the Wider Community</b>	<ul style="list-style-type: none"> <li>99% of parents will download the WEDUC communication app.</li> <li>96% of parents will attend parents' evenings</li> <li>97% of disadvantaged families will attend parents' evenings</li> <li>Parents will be invited to attend a celebration event once per term in all year groups</li> <li>Each year group will engage parent volunteers to support with reading, specialist activities and celebrations</li> <li>Friends of Newcroft to organise at least 6 events during the year</li> <li>The school takes part in visits to St Botolph's Church and other local places of worship in the immediate and wider community</li> </ul>	<ul style="list-style-type: none"> <li>100% of parents will download the WEDUC communication app.</li> <li>96% of parents will attend parents' evenings</li> <li>97% of disadvantaged families will attend parents' evenings</li> <li>Parents will be invited to attend a celebration event once per term in all year groups</li> <li>Each year group will engage parent volunteers to support with reading, specialist activities and celebrations</li> <li>Friends of Newcroft to organise at least 6 events during the year</li> <li>The school takes part in visits to St Botolph's Church and other local places of worship in the immediate and wider community</li> </ul>	<ul style="list-style-type: none"> <li>100% of parents will download the WEDUC communication app.</li> <li>96% of parents will attend parents' evenings</li> <li>97% of disadvantaged families will attend parents' evenings</li> <li>Parents will be invited to attend a celebration event once per term in all year groups</li> <li>Each year group will engage parent volunteers to support with reading, specialist activities and celebrations</li> <li>Friends of Newcroft to organise at least 6 events during the year</li> <li>The school takes part in visits to St Botolph's Church and other local places of worship in the immediate and wider community</li> </ul>
<b>British Values</b>	<ul style="list-style-type: none"> <li>1 pupil from each class (Y1-Y6) to be voted into the school council</li> <li>Job Centre – at least 70% of pupils across both key stages have a 'job' during the year</li> <li>Each year group to share their experiences of British Values in the classroom through a shared display (in addition to the whole school display)</li> <li>Each British Value covered in detail in all year groups as per the termly curriculum plans</li> <li>Weekly British Values led assemblies promote pupils having their say about current issues linked to living in modern Britain (Picture news)</li> <li>The school council will promote the key British Values in their work</li> </ul>	<ul style="list-style-type: none"> <li>1 pupil from each class (Y1-Y6) to be voted into the school council</li> <li>Job Centre – at least 70% of pupils across both key stages have a 'job' during the year</li> <li>Each year group to share their experiences of British Values in the classroom through a shared display (in addition to the whole school display)</li> <li>Each British Value covered in detail in all year groups as per the termly curriculum plans</li> <li>Weekly British Values led assemblies promote pupils having their say about current issues linked to living in modern Britain (Picture news)</li> <li>The school council will promote the key British Values in their work</li> </ul>	<ul style="list-style-type: none"> <li>1 pupil from each class (Y1-Y6) to be voted into the school council</li> <li>Job Centre – at least 70% of pupils across both key stages have a 'job' during the year</li> <li>Each year group to share their experiences of British Values in the classroom through a shared display (in addition to the whole school display)</li> <li>Each British Value covered in detail in all year groups as per the termly curriculum plans</li> <li>Weekly British Values led assemblies promote pupils having their say about current issues linked to living in modern Britain (Picture news)</li> <li>The school council will promote the key British Values in their work</li> </ul>
<b>Staff CPD</b>	<ul style="list-style-type: none"> <li>All staff can name at least 2 CPD activities during the year, linked to their role</li> <li>Subject leaders to monitor the impact of CPD</li> </ul>	<ul style="list-style-type: none"> <li>All staff can name at least 2 CPD activities during the year, linked to their role</li> <li>Subject leaders to monitor the impact of CPD</li> </ul>	<ul style="list-style-type: none"> <li>All staff can name at least 2 CPD activities during the year, linked to their role</li> <li>Subject leaders to monitor the impact of CPD</li> </ul>

## Review of Priorities for 2022 - 2023

What did we want to improve?	What did success look like and what was its impact?	Next Steps?
<p><b>Priority 1: Enhance the provision for character education.</b></p>	<p><b>Successes</b></p> <ul style="list-style-type: none"> <li>Developed teacher skills and knowledge regarding around metacognition (learning to learn), through the schools existing character education model and termly staff meetings.</li> <li>A new assembly plan has been launched to promote the full range of character keys across the school. Teachers make explicit links to these in lessons- this is now embedded.</li> <li>Commando Joe's approach taught across the school with great success- bespoke session for Year 6 for transition to support with resilience.</li> <li>Disadvantaged invite only Commando Joes ran after school club for pupils to experience new activities, experiences and success in a non-academic area. The club has created opportunities for personal challenge and goals and has achieved excellent pupil voice comments. This has ran for each of the 6 half terms.</li> <li>Staff have undertaken the review and work towards the Healthy Schools Award.</li> <li>Homework club has been introduced at lunchtimes for KS1 and KS2.</li> </ul> <p><b>Impact</b></p> <p>Termly summative survey of Commando Joes modules to assess the impact of the sessions- add survey data in about wellbeing:</p> <ul style="list-style-type: none"> <li>Improve resilience in Year 5, along with school attendance- Autumn 1 was 94%, Autumn 2 was 97.1%, higher than the school at 97% (PA pupils invited to invite only club on a Friday when absence for this year group is higher.)</li> <li>Improve teamwork in Year 5- teacher survey in Autumn 1 shows that less than 50% of pupils demonstrate effective teamwork skills. This rises to 77.5% average over both classes.</li> <li>Improve independence in Year 4. Autumn 1 teacher say 50% of pupils are independent and by the end of Autumn 2, this rises to 77%. Children are working more collaboratively and demonstrating stronger teamwork skills as part of the intervention.</li> <li>Pupil voice in all year groups demonstrates how pupils have made changes to their approaches in the classroom, at home and with friends as a result of their CJs sessions- "teamwork is about helping each other out and I realised I really needed to do this more at home with my family"- Y4 pupil.</li> <li>Improve resilience in Year 2- staff survey in Spring 1 demonstrated 60% of the year group could demonstrate resilience. This rose to 75% by Spring 2.</li> <li>Improve independence in Year 1- staff survey in Spring 1 demonstrated 47% of pupils could demonstrate independence and by Spring 2 this rose to 70%</li> <li>Improve absence in Year 3 through offering invite only CJs before and after school club sessions of 9 pupils, 7 of these had improved attendance.</li> <li>Improve teamwork in Reception in the Summer term- staff survey of pupils before – 70% of the year group demonstrated teamwork. This rose to 82% after CJs.</li> <li>Improve resilience in Y6 in the Summer term- staff survey of pupils before – 57% of the year group demonstrated resilience. This rose to 82% after CJs.</li> <li>Improve listening and concentration in Y5 in the Summer term- staff survey of pupils before – 55% of the year group demonstrated listening and concentration. This rose to 70% after CJs.</li> <li>Improved whole school attendance above 2021-22 (96.4%)- ended 2022-23 on 97.0%</li> <li>Improved attendance of pupil premium pupils above 2021-22 (96.4%)- not achieve due to pupils moving into school mid year</li> </ul>	<ul style="list-style-type: none"> <li>Continued CPD in autumn term regarding metacognition for teachers.</li> <li>Continue Commando Joes investment for all classes to experience a term per year</li> <li>Continue to run the disadvantaged invite only breakfast and after school club Commando Joes and open this to pupils who have SEMH needs as required.</li> <li>Homework club in KS2 to continue</li> <li>Complete the Healthy Schools Award (end of June 23 final application submitted) to receive award in Autumn 23</li> </ul>



	<ul style="list-style-type: none"> <li>Reduce the % of Pupil Premium pupils who become persistently absent (2021-22 12.1%) – 2-22-23 PA 13.6%- increased as NoR has decreased. Remains significantly below primary national of 17.1% for 2022-23.</li> <li>Healthy Schools Award applied for in June 23 – await confirmation of pass in Autumn 1 2023</li> </ul>	
<p><b>Priority 2: Enhance the school's existing wellbeing provision to assist in the process of raising children's awareness of their own mental health and wellbeing.</b></p>	<p><b>Successes</b></p> <ul style="list-style-type: none"> <li>Curriculum review of mental health and wellbeing within the Cambridgeshire PSHE and RSE planning – explicit teaching of mental health (half termly specific lessons). These are taught in each half term in every year group.</li> <li>Half termly mental health focussed assemblies to remind pupils of what they can access regarding mental health and wellbeing support in and out of school.</li> <li>Half termly wellbeing newsletter shared with pupils and parents as well as a wellbeing section on each half termly newsletter, sharing what the focus topic has been for the half term.</li> <li>Introduced and embedded a pupil mental health 3 tiered approach (Tier 1- All teaching and support staff to be mental health first aid training (in house and official certification), Tier 2- In school ELSA appointed and trained and Tier 3- Family Outreach Worker counselling support for the highest need pupils.</li> <li>Introduced pupil wellbeing champions/ ambassadors as part of job centre who work with the Family Outreach Worker.</li> <li>Worry boxes made consistent across all classrooms and overcommunicated to pupils throughout the year.</li> <li>Commando Joes after school club targeted at disadvantaged pupils to support with resilience, self-esteem and wellbeing.</li> </ul> <p><b>Impact:</b></p> <ul style="list-style-type: none"> <li>99.7% of pupils in the 2022-23 pupil survey said that they knew who to talk to if they needed help with their mental health and wellbeing (target 90%).</li> <li>The extra-curricular offer has been widened offer to include more opportunities for wellbeing focussed clubs e.g. singing, yoga, mindfulness, colouring, fencing, Lego, Judo, board games, group peripatetic – target 20%- 47% (18/38 clubs) in Autumn, 67% in Spring (25/37 clubs) and 69%(25/36 clubs) in summer.</li> <li>The Healthy Schools Award has been applied for at the end of June 23 and will be achieved in Autumn 23.</li> <li>The Wellbeing Award review and work, including introducing a Wellbeing Policy, has been undertaken and will be signed off in a monitoring visit in September 2023.</li> <li>97% of pupils in the end of year wellbeing survey could name 1 or more ways they can access mental health support in school including worry boxes, MHFA, named adult, Wellbeing Ambassadors and wellbeing clubs.</li> </ul>	<ul style="list-style-type: none"> <li>Complete the Healthy Schools Award sign off in Autumn 2023</li> <li>Complete the Wellbeing Award sign off in Autumn 2023</li> <li>Continue with the Wellbeing Champions / ambassadors roles for pupils.</li> <li>Seek the views of pupils in the end of year clubs survey to investigate what other wellbeing clubs the school may be able to offer, linked to pupil interests.</li> </ul>
<p><b>Priority 3: Improve outcomes for the lowest 20% of pupils (core and foundation subjects)</b></p>	<p><b>Successes</b></p> <ul style="list-style-type: none"> <li>CPD sessions half termly to support teachers with a wider range of strategies for differentiation, using formative assessment to scaffold and challenge children (Rosenshein principals and metacognition)</li> <li>Introduced flashback 4 into the Maths and Foundation curriculum as a method of explicit quizzing to enhance the existing recall strategies- time frame and spaced learning.</li> <li>Reviewed enhance knowledge organisers to use as a home school tool for recalling key facts.</li> <li>Teacher and support staff led tuition for lowest 20% of pupils - 94 pupils received tuition.</li> <li>Commando Joes after school club targeted at disadvantaged pupils to support with resilience, self-esteem and wellbeing to enable pupils to be ready to learn.</li> <li>Introduce Homework Club weekly at lunchtimes for KS1 and KS2 to provide a dedicated time and space for pupils to receive support with their homework.</li> <li>Flashback 'Friday' embedded in foundation subjects and 'Flashback 4' embedded in daily mathematics lessons.</li> </ul> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>NTS data- NTS data will demonstrate further closing of the disadvantaged gap in Reading and Maths. Reading average standardised score average remained high at 107.3 vs non pp at 110.6, Maths PP average standardised score was 104.5 vs 109 for non pp. Gap is closing in both subjects but has not closed.</li> </ul>	<ul style="list-style-type: none"> <li>Further teacher CPD on metacognition linked to priorities for the forthcoming year</li> <li>Continue with disadvantaged Commando Joes invite only clubs</li> </ul>

	<ul style="list-style-type: none"> <li>Phonics 2023- Year 1 93% of pupils passed the phonics screen. 90% of disadvantaged pupils passed the screen, proving that the gap has been closed in Year 1 regarding reading.</li> <li>In Reception 2022-23, 83% of pupil premium pupils achieved GLD,- significantly higher than 56% in 2021-22 and 49% national.</li> <li>In Year 2, end of Key Stage 1 Assessments, 80% of pupil premium pupils achieved EXS+ in reading, on par with their non-pupil premium peers at 80%. Pupil premium standardises score average was higher than non PP at 109 vs 106.</li> <li>Pupil voice qualitative information captures across a range of core and foundation subjects shows that pupils enjoy the challenge of flashback and feel it helps them to remember core knowledge and practise applying skills (supported by pupil voice in independent checks – Trust peer review – general pupil voice captured alongside PE, Maths, Art and Design, SEND and Reading)</li> <li>Impact survey of Commando Joes Club will demonstrate that pupils who attend have increase in resilience: Improve resilience in Year 5, along with school attendance- Autumn 1 was 94%, Autumn 2 was 97.1%, higher than the school at 97% (PA pupils invited to invite only club on a Friday when absence for this year group is higher.)</li> <li>Improve resilience in Year 2- staff survey in Spring 1 demonstrated 60% of the year group could demonstrate resilience. This rose to 75% by Spring 2.</li> </ul>	
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### Headline Results 2022-23

EYFSP GLD		Newcroft	Difference from previous <u>2021-22</u> (+/-)	National	Difference (+/-)
		88%	+15.1% (72.9%)	67.2%	+20.8%
Phonics Screen Y1		Newcroft	Difference from previous <u>2021-22</u> (+/-)	National	Difference (+/-)
		93%	+1.3% (91.7%)	78.9%	+14.1%
KS1 SATs Reading		Newcroft	Difference from previous <u>2021-22</u> (+/-)	National	Difference (+/-)
	EXS and above	80%	+4.6% (75.4%)	68.3%	+11.7%
	GDS	18.3%	-18.3 (36.6%)	18.8%	-0.4%
KS1 SATs Writing		Newcroft	Difference from previous <u>2021-22</u> (+/-)	National	Difference (+/-)
	EXS and above	75%	0% (75%)	60.1%	+14.9%
	GDS	10%	-14.6% (24.6%)	8.2%	+1.8%
KS1 SATs		Newcroft	Difference from previous <u>2021-22</u> (+/-)	National	Difference (+/-)

<b>Maths</b>	<b>EXS and above</b>	76.6%	+1.2% (75.4%)	70.4%	+6.2%
	<b>GDS</b>	15%	-13.1% (28.1%)	16.4%	-1.4%
<b>KS1 SATs</b>		<b>Newcroft</b>	<b>Difference from previous 2021-22 (+/-)</b>	<b>National</b>	<b>Difference (+/-)</b>
<b>Combined</b>	<b>EXS and above</b>	72%	+1.8% (70.2%)	56%	+16%
	<b>GDS</b>	10%	-9.3% (19.3%)	6.2%	+3.8%

KS2 SATs		Newcroft		Difference from previous 2021-22 (+/-)	National	Difference (+/-)	Av scaled score	Diff from national (+/-)
	EXS and above	82%		0% (82%)	72.6%	+9.2%	108.0	+3.0 (105)
Reading	Greater depth	40%		-1.7% (41.7%)	29%	+11%		
KS2 SATs		Newcroft		Difference from previous 2021-22 (+/-)	National	Difference (+/-)		
	EXS and above	85.5%		-2.7% (87.9%)	71.5%	+14%		
Writing	Greater depth	27.3%		-3.7% (30.3%)	13.3%	+14%		
KS2 SATs		Newcroft		Difference from previous 2021-22 (+/-)	National	Difference (+/-)	Av scaled score	Diff from national (+/-)
	EXS and above	89.1%		-0.9% (90%)	72.3	+16.2%	108.4	+4.2(104)
Maths	Greater depth	38.2%		+11.3% (26.7%)	23.8%	+14.4%		
KS2 SATs		Newcroft		Difference from previous 2021-22 (+/-)	National	Difference (+/-)	Av scaled score	Diff from national (+/-)
	EXS and above	89%		+0.7% (88.3%)	72.3%	+17%	109.0	+4.0 (105.0)
GAPS	Greater depth	44%		+12.3% (31.7%)	30%	+13.6%		
KS2 SATs		Newcroft		Difference from previous 2021-22 (+/-)	National	Difference (+/-)		
	EXS and above	82%		0% (82%)	59%	+23%		
Combined	Greater depth	24%		+10.7% (13.3%)	8%	16+%		
Progress scores (end of KS1-KS2)		Newcroft	National	Difference from previous 2021-22 (+/-)				
	Reading	3.16	0.04 (+3.12)	(1.83) +1.38				
	Writing	3.26	0.05 (+3.21)	(3.23) +0.04				
	Maths	4.44	0.04 (+4.40)	(2.83) +1.68				

## Key Priorities for 2023-24

Priority 1	Equality and Diversity			Leader (s): Alice Brailsford and Sara Aukland	
	Start Date: August 2023			Mid-Review: January 2024	Evaluation: June 2024
What do we want to improve?	How will we go about it/ Implementation Activities			When will it happen and be completed?	What will <b>success</b> look like/ what is the <b>impact</b>
Enhance the school's approach to the teaching of equality and diversity	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>Develop and embed 'Everyone Belongs,' promoting equality and diversity.</li> <li>Develop 'Everyone Belongs' with a focus on accepting difference, pupil voice, race, discrimination, gender equality (including identity), disability and diversity.</li> <li>Embed the scheme through teaching materials, books and resources.</li> <li>Review the PSHE MTP and progression map in line with 'Everyone Belongs.'</li> <li>Review the protected characteristics progression map in line with 'Everyone Belongs.'</li> <li>Review the assembly timetable to ensure it covers the celebration of different cultural events, as part of recognising diversity in our wider community.</li> </ul> <p><b>Targeted academic support</b></p> <ul style="list-style-type: none"> <li>Train teachers in the 'Everyone Belongs' scheme; work on 'over teaching' themes and how to deal with misconceptions.</li> <li>Train teachers in how to use the news to support the protected characteristics (by giving context) in the Primary classroom.</li> </ul> <p><b>Wider strategies</b></p> <ul style="list-style-type: none"> <li>Develop a half termly assembly theme lined to 'Everyone Belongs,' enabling pupils to share common themes across school and to recall prior learning.</li> <li>Share the school's equality objectives with pupils in assembly in a child friendly way.</li> <li>Consult with parents regarding the scheme and use these ideas to adapt the scheme to meet the needs of our community's demographics and parent views.</li> <li>Reviewed the school's equality policy and objectives in line with the new strategy.</li> <li>Celebrate Pride Month and Schools Diversity week, as well as embedding the diversity and inclusion calendar across the year to raise the profile of equality and diversity.</li> <li>Explicit whole school training on equality, diversity, anti-discriminatory practices, values and dealing with disclosures.</li> </ul> <p><b>Research:</b></p> <ul style="list-style-type: none"> <li>Diversity and Inclusion Calendar 2023-24</li> <li>Equality and Diversity and Inclusion: The Education Inspection Framework</li> <li>Equality Act 2010 and Schools (May 2014)- Public Sector Equality Duty</li> </ul>			<p>Review of policy and Equality Objectives by Autumn 2, 2023 and present to governors.</p> <p>Survey of pupils in Autumn 1</p> <p>Survey of pupils in Summer 2</p> <p>End of year incident logs- Summer 2 2024</p>	<ul style="list-style-type: none"> <li>Review of school's equality policy and objectives to take place.</li> <li>Pupil voice pre scheme launch surveys vs end of year surveys will demonstrate that 70% of pupils will be able to recall and discuss at least 2 key themes from the Everyone Belongs scheme by Summer 2.</li> <li>90% of pupils will be able to share 1 way that the school has increased their understanding and knowledge of equality and diversity in an age-appropriate way (survey).</li> <li>Reduction in the number of racist incidents recorded on CPOMS from 2022-23 to 2023-24.</li> <li>Evidence that all staff have undertaken INSET training into equality and diversity.</li> </ul>
Activity	Everyone's Welcome Scheme	Scheme books and Resources	Leadership Training	Staff Training and Release time to engage in training and reviewing of curriculum	
Cost	£200	£1000	£200	£500	

Priority 2	Marking and Feedback		Leader (s): Sara Aukland and teacher working group	
	Start Date: August 2023		Mid-Review: January 2024	Evaluation: June 2024
What do we want to improve?	How will we go about it/ Implementation Activities		When will it happen and be completed?	What will <b>success</b> look like/ what is the <b>impact</b>
<b>Improve the efficiency and impact of marking and feedback with the aim of reducing teachers' workload and enabling increased pupil progress</b>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>Set up a small teacher led working group with a focus on researching effective marking and feedback policies and research behind these with the aim of: designing a whole school feedback policy that prioritises and exemplifies the principles of effective feedback, aimed at reduced workload and 'feedforward' principals.</li> <li>The policy should be meaningful, manageable and motivating for pupils and for staff marking pupil's work.</li> </ul> <p><b>The working group will:</b></p> <ul style="list-style-type: none"> <li>Assess the school's marking and feedback policy in line with academic research regarding teacher workload.</li> <li>Assess the school's marking and feedback policy in line with academic research regarding pupil feedback and how to sustain the greatest improvements in progress through feedback.</li> <li>Review a range of marking policies that reflect the latest research.</li> <li>Conduct a staff survey into workload and opinions on marking and feedback.</li> <li>Conduct a pupil survey about feedback and progress.</li> </ul> <p><b>They will consider</b></p> <ul style="list-style-type: none"> <li>Deliver appropriately timed feedback that focuses on moving learning forward.</li> <li>Plan for how pupils will receive and use feedback.</li> <li>Carefully consider how to use purposeful, and time-efficient, written feedback.</li> <li>Carefully consider how to use purposeful verbal feedback.</li> <li>Include the school's teaching protocols of 'smarking,' scaffolding and high expectations of all.</li> <li>Carefully consider the impact on presentation and standards of any recommendations made.</li> <li>Recognise that securing pupil progress is about rewarding the good and sharing and improving upon errors.</li> <li>Recognise that pupils should do as much work responding as the teacher did to give the feedback</li> <li>Recognise that 'in depth' marking fewer pieces but with more focus secures greater progress.</li> <li>Live marking and not post lesson marking, secures the greatest progress.</li> </ul> <p><b>Targeted Support</b></p> <ul style="list-style-type: none"> <li>Present findings and new policy to SLT and governors.</li> <li>Train teaching staff in new policy protocols, supported by research findings.</li> <li>Train support staff in new policy protocols, supported by research findings.</li> </ul> <p><b>Linked Research:</b></p> <ul style="list-style-type: none"> <li>Gov UK evidence-based research on marking and feedback,</li> <li>Gov UK eliminating unnecessary workload,</li> <li>Teacher Toolkit- A Qualitative Exploration of Marking, EEF</li> <li>EEF teacher feedback to improve pupil learning</li> <li>EEF review on the evidence of written marking</li> <li>Culture of error - Teach Like a champion - Lemov</li> </ul>		<p>Working group set up Autumn 1 2023</p> <p>Surveys and research complete by the end of Spring 1</p> <p>Policy written by the end of Spring 2</p> <p>Policy checked with Governors at the end of Spring 2</p> <p>Policy rolled out in a trial period in Sumer 1, 2024 to gain feedback from staff and for SLT/ working ground to monitor standards, expectations and progress</p> <p>Final policy and protocols delivered to governors for final approval May 2024.</p> <p>Summer 1 2024- final roll out of new policy and implementation in classrooms</p> <p>Autumn 1 2024- monitoring and pupil and staff feedback re the policy and protocols</p>	<ul style="list-style-type: none"> <li>Design and implement a new feedback policy</li> <li>Staff voice from the beginning of the survey to the end will show in improvement in the demand on workload of marking.</li> <li>90% of KS1 and KS2 of pupils will be able to share how their teacher marks their work and why at the end of Summer 2.</li> <li>System of new marking to be embedded by Summer 2- book looks.</li> </ul>
	<b>Activity</b>	Release time to review research	Release time to visit other schools and look at marking	Release time to observe live feedback in place in other schools
<b>Cost</b>	£300	£500	£500	

Priority 3	Quality of the curriculum in science		Leader(s): Charlotte Kirkham and Hannah Wicks
Start Date: August 2023		Mid-Review: January 2024	Evaluation: June 2024
What do we want to improve?	How will we go about it?		What will <b>success</b> look like/ what is the <b>impact</b> ?
<p><b>Improve the quality of the science curriculum, focussing on creating a knowledge rich, practical enquiry-based curriculum.</b></p>	<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>Undertake a curriculum review of the school's current science curriculum</li> <li>Adapt and tailor the new White Rose Science scheme in line with the school's topic based approach and needs of our pupils and their demographics</li> <li>Introduce a curriculum that makes links to sustainability and empathy for our local and wider environment</li> <li>Review the views of teachers and pupils in a pre-curriculum design survey</li> <li>Develop a new science curriculum intent, implementation and impact statement in line with the new curriculum design</li> <li>Develop a curriculum science topic overview using the expert materials, that is progressive from Reception to Year 6.</li> <li>Break down the curriculum into a Medium-Term Plan (with key vocabulary), supporting teachers to plan and teach in logical small steps to support pupils in knowledge and skill acquisition (building mental models).</li> <li>Develop a skill and knowledge progression map, detailing key vocabulary and curriculum end points, developed from key concepts.</li> </ul> <p><b>Targeted support</b> Specialist training courses for teachers on launch and on a half termly basis to cover the following:</p> <ul style="list-style-type: none"> <li>Practical enquiry, discussion-based curriculum and investigations- how to achieve this in a practical way</li> <li>Climate education and sustainability course by the National College Online</li> <li>How to link the curriculum delivery to the school's teaching and pedagogy protocols- flashback, scaffolding, worked examples etc.</li> <li>Adapting the materials in a workload positive way (using pre made materials to reduce workload)</li> <li>Paired coaching and best practise sharing to move teaching forward in science- responsive training after these periods of monitoring</li> </ul> <p><b>Wider Strategies</b></p> <ul style="list-style-type: none"> <li>Eco council from Years 1 – 6 to allow pupils the opportunity to use their skills and knowledge developed about sustainability.</li> <li>Eco Council to engage pupils and parents in wider school sustainability projects.</li> <li>Eco Club for KS1 and KS2 as part of the 23-24 extra-curricular club offer, to allow a wider group of pupils to build on the skills and knowledge from the taught curriculum.</li> <li>Science Club for KS1 and KS2 as part of the 23-24 extra-curricular club offer, to allow a wider group of pupils to build on the skills and knowledge from the taught curriculum</li> <li>Engage pupils in STEM activities with parents and school during Science Week.</li> </ul> <p><b>Linked Research</b></p>		<ul style="list-style-type: none"> <li>Staff survey at the beginning and end of implementing the curriculum will show that teachers have an improved understanding of how to teach Science effectively ,with a focus on enquiry and delivering a knowledge based practical curriculum.</li> <li>Summative assessment in Science in July 2024 will demonstrate that 75% of pupils reach the expected standard.</li> <li>Summative assessment in Science in July 2024 will demonstrate that pupil premium pupils will achieve in line with their non pupil premium peers (-5%)</li> <li>Learning walks, paired coaching and staff voice feedback will demonstrate that staff have an improved understanding and ability to deliver a practical enquiry, discussion and investigation based curriculum.</li> <li>The Eco Council will be set up and will have created a charter for moving forward to 24-25 by the end of the year, ready to engage in the National Eco-Award.</li> </ul> <p>Pupil Voice and Staff survey September 2023</p>

	<ul style="list-style-type: none"> <li>• DfE school inspection handbook</li> <li>• Rosenshein- Principles of Instruction</li> <li>• Willingham- Developing Mental Models of the Learner</li> </ul>		
Activity	White Rose Science License	Resourcing Review	Staff CPD
Cost	£180	£1000	£500

## Staff Professional Development Plan

Whole school priority	What needs to be achieved?	How (training, by whom?)	What will success look like and what will be its impact?	Cost	Who will monitor its impact and to whom will this be reported to?	SLT Plan reference
<b>Priority 1</b>	Embed the 'Everyone Belongs' whole school scheme	<ul style="list-style-type: none"> <li>• Develop staff training on the Everyone Belongs scheme to focus on: accepting difference, pupil voice, race, discrimination, gender equality (including identity), disability and diversity.</li> <li>• Embed the scheme through teaching materials, books and resources.</li> <li>• Explicit whole school training on equality, diversity, anti-discriminatory practices, values and dealing with disclosures.</li> <li>• Train teachers in the 'Everyone Belongs' scheme and work on 'over teaching' themes and how to deal with misconceptions.</li> <li>• Train teachers in how to use the news to support the protected characteristics (by giving context) in the Primary classroom (AB-Picture News course).</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence that all staff have undertaken INSET training into equality and diversity.</li> <li>• Learning walk feedback will demonstrate that 90% of staff are confident in teaching the objectives.</li> </ul>	£700	Sara Aukland and Alice Brailsford	3c, 4c
<b>Priority 2</b>	Train teachers and support staff in the new marking policy and feedback policy to improve teacher workload	<ul style="list-style-type: none"> <li>• Train teaching staff in new policy protocols, supported by research findings.</li> <li>• Train support staff in new policy protocols, supported by research findings.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff voice from the beginning of the survey to the end will show in improvement in the demand on workload of marking.</li> <li>• 90% of KS1 and KS2 of pupils will be able to share how their teacher marks their work and why at the end of Summer 2.</li> </ul>	£0	Sara Aukland and working group	2a, 2b
<b>Priority 3</b>	Train teachers in using the new Science curriculum and refining pedagogy	<p>Specialist training courses for teachers on launch and on a half termly basis to cover the following:</p> <ul style="list-style-type: none"> <li>• Practical enquiry, discussion-based curriculum and investigations- how to achieve this in a practical way</li> </ul>	<ul style="list-style-type: none"> <li>• Staff survey at the beginning and end of implementing the curriculum will show that teachers have an improved understanding of how to teach Science effectively, with a</li> </ul>	£500	Charlotte Kirkham and Hannah Wicks	2a-c



		<ul style="list-style-type: none"> <li>How to link the curriculum delivery to the school's teaching and pedagogy protocols- flashback, scaffolding, worked examples etc.</li> <li>Adapting the materials in a workload positive way (using pre made materials to reduce workload)</li> </ul>	<p>focus on enquiry and delivering a knowledge based curriculum practically.</p> <ul style="list-style-type: none"> <li>Learning walks, paired coaching and staff voice feedback will demonstrate that staff have an improved understanding and ability to deliver a practical enquiry, discussion and investigation based curriculum.</li> </ul>			
<b>Other headline CPD</b>	<ul style="list-style-type: none"> <li>Annual safeguarding update including key issues linked to our school, families and community (for all staff and governors)</li> <li>Annual update for all staff re revised equality objectives and new policy.</li> <li>All staff to undertake PREVENT training as part of the annual safeguarding update (for all staff and governors)</li> <li>All staff to undertake filtering training as part of the annual safeguarding update (for all staff and governors)</li> <li>All teaching and learning staff to undertake Online Safety training as part of the annual safeguarding update (including governors)</li> <li>All teaching and learning staff, including lunchtime supervisors to be re- trained in antibullying strategies</li> <li>Get set for PE curriculum CPD for all teachers- termly</li> <li>White Rose Science Curriculum - termly</li> <li>History Pedagogy- termly</li> <li>Success for All Phonics training for all 'new to' staff.</li> <li>First Aid Training (renewals)</li> <li>Team Teach Training (renewals)</li> <li>Maths CPD x3 twilight sessions for teaching staff</li> <li>NPQH- HT, NPQSL x3</li> </ul>					

## Governance Review, Development and Monitoring Plans 2022 -23 Review

<b>What did we want to improve?</b>	<b>What did <b>success</b> look like and what was its <b>impact</b>?</b>	<b>Next Steps?</b>
Embed confidence of governors in performing their statutory duties.	<ul style="list-style-type: none"> <li>The governing body is confident in ensuring all statutory duties are met</li> </ul>	<ul style="list-style-type: none"> <li>Annual training on the statutory duties.</li> </ul>
The monitoring of wellbeing of staff and pupils	<ul style="list-style-type: none"> <li>Tested new governance process, through continual review and improvement reduced staff and governor workload and improved wellbeing</li> <li>Wellbeing Governor role introduced</li> </ul>	<ul style="list-style-type: none"> <li>Continual review and improvement of all processes.</li> <li>Ensure the governance programme is robust and covers all areas of the SIP, without increasing requirements.</li> </ul>
Ensure new governors receive a swift and effective induction	<ul style="list-style-type: none"> <li>All governors inducted effectively, understanding their role.</li> <li>Governors joined the board and were able to participate quickly, with impact.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure new governors receive a swift and effective induction.</li> </ul>

## 2023 – 24 Plan

What do we want to improve?	How will we go about it?	What will <b>success</b> look like/ what is the <b>impact</b> ?	<b>SLT Development Plan Reference</b>
Support the school in improving wellbeing	<ul style="list-style-type: none"> <li>• Support school decisions taken to ensure workload is balanced with deliverable requirements</li> <li>• Monitor for evidence of feedforward marking in books during arranged book looks and/ or learning walks (without having this add to workload)</li> <li>• Refresh the role of wellbeing Governor, supporting the school wellbeing leads and the wellbeing plan</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will have a reduced workload, improving their wellbeing</li> <li>• Records of books evidencing the school policies on marking</li> <li>• Supported approach to wellbeing of pupils and staff</li> </ul>	1b, 3d
Governor Succession Planning	<ul style="list-style-type: none"> <li>• Recruit new Governors to fill vacant positions</li> <li>• Plan for succession of key roles (Chair and Vice Chair)</li> <li>• Training and Shadowing to ensure readiness for 24- 25 year</li> </ul>	<ul style="list-style-type: none"> <li>• A full governing body with no vacancies</li> <li>• Expertise in different areas covered</li> <li>• Chair and Vice Chair applications received for the last board meeting of the year</li> </ul>	1
Focus on Safeguarding	<ul style="list-style-type: none"> <li>• Ensure all governors have completed governor specific safeguarding training</li> <li>• Ensure Safer Recruitment training is planned for succession purposes</li> <li>• Link governor for safeguarding to understand CPOMS system and fully support the school</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge shown in LGB meeting minutes</li> <li>• Sufficient training in place ready for 23/24 school year</li> <li>• School staff to feel supported by the LGB</li> </ul>	1b, 3a