

Stratford- sub-Castle Church of England VC Primary School

School Improvement Action Plan (COVID 19 adapted)

Summary and Review @14/07/20

URN: 126361

Ofsted inspection date: 06 / 07 June 2017

Chair of Governors: Angela Britten

Headteacher: Kay Bridson

2019/2020

A more detailed plan sets down:

WHAT we need to improve and **WHAT** we want to achieve. **WHY** we need to improve. **HOW** we will implement improvements. **WHO** is responsible for making the improvements. **WHEN** the major milestones on our improvement journey need to be reached.

WHO will monitor and evaluate our plan and **HOW** we will judge if we have been successful!

An implementation plan is written each term to include actions, responsibilities and dates.

INTENTION >> IMPLEMENTATION >> IMPACT



Life in all its fullness!

Outcomes for Learners 2019/2020.

1. QUALITY OF EDUCATION:	IMPACT AT DECEMBER 2019	IMPACT AT APRIL 2020	IMPACT AT JUNE 2020
<p>Science, Art, PHSE & SRE: Improve the 'engineering' of our curriculum and deliver a learning journey, founded on the National Curriculum, woven together in a coherent way which builds knowledge and skills year on year. (3D curriculum) So that...</p> <ul style="list-style-type: none"> • Pupils make progress in their learning. • Pupils gain appropriate subject knowledge and skills and are able to recall what they have been taught. • Pupils use appropriate subject vocabulary. 	<p>By December 2019 all pupils can show how they have made progress in Science, Art and PHSE & SRE by:</p> <ul style="list-style-type: none"> • Being able to discuss a sequence of lessons and demonstrate progress in their books, display work and discussions. • using appropriate 'subject specific/age appropriate vocabulary'. 	<p>By April 2020</p> <ul style="list-style-type: none"> • Pupils are beginning to make links to previous units of work and other subjects. NOT POSSIBLE TO EVALUATE • Pupils demonstrate the school's values, skills and knowledge in their learning. i.e. reading, Learning to Learn (perseverance, absorption), SMSC etc. NOT POSSIBLE TO EVALUATE • 	<p>By June 2020</p> <ul style="list-style-type: none"> • Pupils are able to use subject specific vocabulary in order to communicate (speaking, writing, diagrams etc.) their understanding of the curriculum and are able to make links within and between subjects. NOT POSSIBLE TO EVALUATE
<p>Maths: Fractions, Decimals & Percentages Evaluate the current level of pupils' skills in 'APE' (Answer, Prove, and Explain). Develop consistent approaches for and the application of 'APE' across the school building on stem sentences. So that...</p> <ul style="list-style-type: none"> • Increase the number of high prior attaining pupils achieving a high scaled score in maths at the end of KS2. • Pupils are able to tackle questions containing fractions, decimals and percentages with accuracy and confidence. 	<p>By December 2019 all pupils in upper school have made progress in Fractions, decimals and % by:</p> <ul style="list-style-type: none"> • Understand the process of APE. • Are beginning to use the framework to explain their thinking in both their oral work. • Use stem sentences regularly to explain their thinking. 	<p>By April 2019</p> <ul style="list-style-type: none"> • Increasingly confident to use APE to explain their thinking orally and in writing. NOT POSSIBLE TO EVALUATE • Developing the approach to improve how they tackle multi-step problems (fractions, decimals, percentages). NOT POSSIBLE TO EVALUATE • 	<p>By June 2019</p> <ul style="list-style-type: none"> • Know what to do and how to approach a multi-step problems. NOT POSSIBLE TO EVALUATE
<p>Writing: Embed 'Talk for Writing' approaches introduced 2017-2019. Develop writing at greater depth in KS1 and KS2. So that...</p> <ul style="list-style-type: none"> • Increase the percentage (number) of pupils achieving greater depth in writing at KS1 and at the end of KS2. At KS1 close the gap between writing and Maths and Reading. At KS2 close the gap between the school and national average GD. • Improve the school's percentile score for achieving greater depth in writing from 66th and 79th to 50th percentile or better. 	<p>By December 2019 pupils in target groups achieve 'greater depth' by:</p> <ul style="list-style-type: none"> • Improving written work in response to accurate and timely teacher assessment. • Being provided with opportunities to focus on and practice an aspect of writing before completing an extended piece of writing. 	<p>By April 2020</p> <ul style="list-style-type: none"> • Hot Write Books and work books show writing is making progress and writing is making progress in a range of subject areas. NOT POSSIBLE TO EVALUATE • Pupils targeted to achieve greater depth in writing are making expected or better progress. Pupils know what to do to improve their writing. NOT POSSIBLE TO EVALUATE 	<p>By June</p> <ul style="list-style-type: none"> • The gap between reading, writing and maths has been reduced at KS1 and KS2 and the percentage of pupils achieving greater depth in writing has increased. NOT POSSIBLE TO EVALUATE

2. BEHAVIOUR AND ATTITUDES:	IMPACT AT DECEMBER 2019	IMPACT AT APRIL 2020	IMPACT AT JUNE 2020
<p>Attendance: Maintain the rigorous implementation of the Attendance Policy so that...</p> <ul style="list-style-type: none"> • rates of attendance are maintained above the national average • pupils and parents are aware of the positive impact of a good attendance outcomes on life chances • the gap between PP pupils and other pupils is closed. 	<p>By December 2019 all year groups and other groups</p> <ul style="list-style-type: none"> • Have their attendance tracked regularly and reported to governors • Pupils identified at being 'at risk' are identified and regular meetings with parents set up. • The attendance of PP pupils is tracked and reported to governors and teachers regularly and the PP TA reinforces Attendance Policy. 	<p>By April 2020</p> <ul style="list-style-type: none"> • Attendance Policy is being implemented successfully and is having a positive impact on individuals, year groups and other groups • Families aware of the school's commitment to excellent attendance and have an understanding of the impact of attendance on life chances. 	<p>By June 2020</p> <ul style="list-style-type: none"> • All individuals, year groups and other groups have the best attendance possible contributing to overall better than national average attendance rate for the school.
<p>Routines: Reinforce whole school procedures for 'drip-feed' teaching and 'mini-plenaries so that...</p> <ul style="list-style-type: none"> • there is a consistent approach across the school to 'interrupting' pupils when they are engaged in oracy / group work learning • quality 'listening' is given a high priority (to each other and to an adult) 	<p>By December 2019</p> <ul style="list-style-type: none"> • All adults in the school use consistent approaches across the school • All pupils understand what is expected of them when 'listening' (e.g. body language and responsibilities to each other) 	<p>By April 2020</p> <ul style="list-style-type: none"> • Monitoring indicates that whole school approaches are being used consistently to stop and also interrupt pupils and move on quickly NPE • Expectations for good listening skills are being consistently applied across the school. NPE 	<p>By June 2020</p> <ul style="list-style-type: none"> • A consistent approach to stopping, taking on board instructions/information is applied across the school. Stopping and listening is quick and effective for all. Pace of sessions is appropriate. NPE
3. PERSONAL DEVELOPMENT:	IMPACT AT DECEMBER 2019	IMPACT AT APRIL 2020	IMPACT AT JUNE 2020
<p>Extend the curriculum beyond the academic so that...</p> <ul style="list-style-type: none"> • it provides for learners' broader development enabling them to develop and discover their interests and talents • it develops character, including resilience, confidence and independence. 	<p>By December 2019</p> <ul style="list-style-type: none"> • The learning environment reflects the school's agreed curriculum strands • Lesson planning and enrichment activities reflect the school's agreed curriculum strands, BLP and growth mind-set 	<p>By April 2020</p> <ul style="list-style-type: none"> • Pupils' books and displays of work reflect the school's agreed curriculum strands. NPE • Pupils are beginning to articulate the school's vision for the curriculum as delivered by talking about their learning. NPE 	<p>By June 2020</p> <ul style="list-style-type: none"> • Pupils are able to articulate the school's vision for the curriculum as delivered by talking about their learning. • Pupils demonstrate resilience, confidence and independence.
4. EYFS:	IMPACT AT DECEMBER 2019	IMPACT AT APRIL 2020	IMPACT AT JUNE 2020
<p>Improve outcomes in 'People and Communities' so that...</p> <ul style="list-style-type: none"> • more pupils achieve a 2/3 at the end of the Foundation Stage. • links are made to the school's vision for the curriculum concerning the strand: 'global citizenship' • pupils are better prepared for expectations of KS1 Geography. 	<p>By December 2019</p> <ul style="list-style-type: none"> • The learning environment reflects the focus on 'People and Communities' • Continuous provision activities reflect and enhanced provision reflect a focus on 'People and Communities'. 	<p>By April 2020</p> <ul style="list-style-type: none"> • Pupils' Learning Journeys and displays of work reflect the focus on 'People and Communities' NPE • Pupils are beginning to articulate the school's vision for the curriculum as delivered, by talking in simple terms about global citizenship. NPE 	<p>By June 2020</p> <ul style="list-style-type: none"> • More pupils achieve a 2/3 than 2019 for 'People and Communities'. NPE • Pupils are better prepared for KS1 Geography expectations. NPE

5. LEADERSHIP & MANAGEMENT:	IMPACT AT DECEMBER 2019	IMPACT AT APRIL 2020	IMPACT AT JUNE 2020
<p>Leadership and Management of the Curriculum: Develop curriculum leadership and governance knowledge, skills and systems. So that...</p> <p>A. The school’s curriculum delivers its strategic principles.</p> <p>B. Curriculum leadership is distributed across the school with leaders and teams working together to ensure the ‘connectedness’ of our 3D curriculum.</p> <p>C. All subject leaders understand their roles and responsibilities and monitor and evaluate their subjects effectively.</p> <p>D. Governors know the strengths and weaknesses of their named subject and how it fits into the school’s 3D curriculum.</p> <p>E. Governors have a good working knowledge of the school’s strengths and weaknesses as a Church School (SMSC).</p>	<p>By December 2019 all curriculum subject leaders/ teams and governors have</p> <ul style="list-style-type: none"> contributed to and understand the school’s vision for the curriculum a clear understanding of the tasks requiring completion in order to ensure the school has a 3D curriculum which contributes to the school’s overall aims and ambitions for the curriculum a plan for governor visits which is useful to both curriculum leaders and governors and which monitors and evaluates the ‘progress’ being made towards school improvement. a good understanding of roles and responsibilities for developing the school’s curriculum and of the new OFSTED framework. Foundation Governors have attended training and have an improved understanding of how to evaluate the school’s strength and weaknesses as a Church School. 	<p>By April 2020</p> <ul style="list-style-type: none"> the school has clearly articulated plans for the curriculum including <ol style="list-style-type: none"> An overall vision for the whole curriculum. Identified strands which weave through all subjects. Curriculum map. Subject intention and implementation statements, which support the overall aims and vision for the school and the curriculum. progression for each subject. Unit Plans, Knowledge Organisers Quiz. 	<p>By June 2020</p> <ul style="list-style-type: none"> all documents supporting the curriculum are shared with stakeholders via the school website and newsletters curriculum leadership is distributed across the school with leaders and teams working effectively to deliver a 3D curriculum through teamwork, monitoring and evaluation governors know the strengths and weaknesses of their named subject and how it fits into the school’s 3D curriculum. governors have a good working knowledge of the school’s strengths and weaknesses as a Church School (SMSC).

Area for Improvement 1.1: The Quality of Education

Science, Art, PHSE including SRE: Improve the 'engineering' of our curriculum and deliver a learning journey, founded on the National Curriculum, woven together in a coherent way which builds knowledge and skills year on year. (3D curriculum)

(This means that our Curriculum Map clearly sets out the learning journey from Y1 to Y6. Knowledge Organisers support teachers to have appropriately high expectations for each Year Group. Teachers have clear assessment criteria for each subject and year group).

By 30.09.19 all teaching staff understand the intention for the school's curriculum (global citizenship) and have an understanding of how global citizenship weaves through our curriculum. **By 30.09.19 all teachers** are using a reviewed *Curriculum Map* to plan sequences of lessons which excite and enthuse and allow pupils to make connections within and between subjects. **By 10.10.19 all teachers** are familiar with knowledge organisers and have an understanding of good practice from other settings. **By 07.11.19 all teachers** have begun to use the agreed format for *Knowledge Organisers* and they are being used to plan and assess appropriately challenging lessons. **By 14.02.20 all teachers** have worked with subject leaders to ensure that *Knowledge Organisers* are explicit in setting out expectations for teaching and learning and show progression across Science, Art, PHSE including SRE. **By 22.06.20 all teachers** have completed an end of year assessment using the assessment criteria for each subject and year group.

<p>Governor Monitoring</p> <p>Who How and When</p>	<p>Subject Governors for English (Katie Moriarty Hill). Governor will meet termly with Lead Persons/ Subject Leaders to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan for Area 1. The Subject Governors will report to the Evaluation Governors (Curriculum & Standards Committee)</p>	<p>Governor Evaluation</p> <p>Who How and When</p>	<p>Subject Governors - Science – Lloyd Turner, PHSE – Katie Moriarty / Sarah Wood-Roe, Art – Peter Habert will report to the Curriculum and Standards Committee 2 times a year (Terms 3 and 6) providing evidence of progress against the success criteria. The Curriculum and Standards Committee will monitor progress at all meetings by receiving written and verbal reports from Subject Leaders.</p>
<p>Monitoring / Evaluation by SLT and Middle Leaders</p>	<p>Monitoring of planning and assessment (3x per year) Book Looks (Monthly) Pupil interviews. Lesson observations as required following monitoring.</p>	<p>School Effectiveness Review</p>	<p>A School Effectiveness Review will take place half way through the academic year. The SLT will provide Governors with information to allow governors to evaluate progress / impact and identify further actions: Wednesday 4th March 2020</p>
<p>Lead Person</p>	<p>Science – Jodie Waters PHSE – Hannah Cook Art – Emily Richards</p>	<p>Others involved</p>	<p>Class Teachers. Justine Watkins (DHT / SENDco) Hannah Crook (Curriculum Leader)</p>

Area for Improvement 1.2: The Quality of Education

(Fractions, decimals and percentages at KS2)

(This means that all pupils but especially those working at or towards greater depth are able to tackle multi-step problems involving fractions, decimals and percentages.)

Ofsted Priority Target: Ensure that pupils have a good knowledge and understanding of the mathematics concepts they are learning.

By 01.10.19 All staff understand the implications from Question analysis of 2019. **By 23.10.19 teachers in the Upper School** develop a cross key stage approach for APE (answer, prove, explain) as a structure to solving some reasoning problems. **By 20.12.19 teachers in the Upper School** are more challenging in their demands for pupils to use clear explanations with appropriate language/ mathematical vocabulary. **By 06.01.20 all teachers** have a better working knowledge of the role of manipulatives and images to develop pupils' understanding of fractions, decimal and percentage. **By 01.03.20 all teachers** are using concrete resources and images to support certain concepts within fractions, decimals and percentages as appropriate; Pupils have access to concrete resources in all fraction, decimals and percentages lessons where appropriate. **All teachers** have a Maths working wall in the classroom featuring stem sentences, key vocab for unit and appropriate images for fractions, decimals and percentages. **By 01.07.20 all teachers** have had CPD to understand the role of variation in question setting for Maths mastery (** this milestone to contribute to next year's SIAP ***)

<p>Governor Monitoring</p> <p>Who How and When</p>	<p>Subject Governors for Maths (Richard Fowle). Governor will meet termly with Lead Persons/ Subject Leaders to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan for Area 3. The Subject Governor will report to the Evaluation Governors (Curriculum & Standards Committee)</p>	<p>Governor Evaluation</p> <p>Who How and When</p>	<p>Subject Governors for Maths (Richard Fowle) will report to the Curriculum and Standards Committee 3 times a year (Terms 1, 4 and 6) providing evidence of progress against the success criteria in at the end of term 2,3,4,5 and 6; then provide a summary report to governors at the FGB in term 2, 4 and 6. If necessary, the Curriculum and Standards Committee will arrange a further meeting with the Subject Leaders/ Lead Person for further information/ data.</p>
<p>Monitoring / Evaluation by SLT</p>	<p>Monitoring of planning and assessment (3x per year) Book Looks (Monthly) Pupil interviews. Lesson observations as required following monitoring.</p>	<p>School Effectiveness Review</p>	<p>A School Effectiveness Review will take place half way through the academic year. The SLT will provide Governors with information to allow governors to evaluate progress / impact and identify further actions: Wednesday 4th March 2020</p>
<p>Lead Person</p>	<p>Hannah Crook</p>	<p>Others involved</p>	<p>Subject Leaders, Class Teachers. Justine Watkins (DHT / SENDco) Jodie Waters</p>

SCHOOL Area for Improvement 1.3 : The Quality of Education

Writing: Increase the number of pupils achieving greater depth in writing at KS1 and at the end of KS2. Improve the school's percentile score for achieving greater depth in writing from 66th and 79th to 50th percentile or better.

(This means that the 'Talk for Writing' approaches introduced 2018-2019 continue to be developed in every classroom, so that more pupils are demonstrating independent application and therefore writing at greater depth in KS1 and KS2)

- By 23.10.19 all teachers are using Pie Corbett's COLD/HOT WRITES for assessment purposes, as part of an agreed whole school strategy for the assessment of writing. By 20.12.19 all teachers are aware of 'the big picture' and their individual and key stage strengths and weaknesses in the implementation for Talk for Writing. Key Stage teams are working with the English Curriculum leader to use Talk for Writing teaching strategies more confidently, so that teachers are able to present to colleagues a variety of age appropriate writing, written as a result of 'Talk for Writing' produced by 'Greater depth writers'. By 03.04.20 all teachers are using the Talk for Writing process and teaching strategies confidently and are able to present to colleagues work produced by 'greater depth writers/ nearly greater writers' and are able to explain what the barriers are for those yet to reach greater depth. By 13.07.20 the teaching of fiction texts and the related of Talk for Writing processes are embedded across the school.
- By 23.10.19 teachers have assessed 'greater depth writers/ 'cusp' greater depth writers.' Teachers have a solid understanding of the barriers facing individual children and have put in place strategies to support and motivate pupils. By 03.04.20 teachers have re-assessed "greater depth writers/ 'cusp' greater depth writers.' Teachers have a continued understanding of the barriers facing individual children and have adapted strategies to support and motivate pupils. Teachers ensure that pupils are using the strategies/ resources with increasing confidence. Teachers provide pupils with an appropriate task to 'show off' their writing skills and creativity. By 26.06.20 all teachers have re-assessed 'greater depth writers/ nearly greater writers.' Teachers have a continued understanding of the barriers facing individual children and have adapted strategies to support and motivate pupils. Teachers ensure that pupils are using the strategies/ resources effectively.

Governor Monitoring	Subject Governors for English (Katie Moriarty). Governor will meet termly with Lead Persons/ Subject Leaders to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan for Area 2. The Subject Governors will report to the Evaluation Governors (Curriculum & Standards Committee)	Governor Evaluation	Subject Governors for English (Katie Moriarty) will report to the Curriculum and Standards Committee 3 times a year (Terms 2, 4 and 6) providing evidence of progress against the success criteria in at the end of term 2,3,4,5 and 6; then provide a summary report to governors at the FGB in term 2, 4 and 6. If necessary, the Curriculum and Standards Committee will arrange a further meeting with the Subject Leaders/ Lead Person for further information/ data.
Who How and When		Who How and When	
Monitoring / Evaluation by SLT	Classroom observations and Learning Walks (termly), data analysis and regular updates to the Termly Task Sheets by the SLT (every two weeks)	School Effectiveness Review	A School Effectiveness Review will take place half way through the academic year. The SLT will provide Governors with information to allow governors to evaluate progress / impact and identify further actions: Wednesday 6th March 2019
Lead Person	Jenny Robinson / Justine Watkins	Others involved	Subject Leaders, Class Teachers. Justine Watkins (DHT / SENDco) Hannah Crook (SLT) Kay Bridson HT

SCHOOL Area for Improvement 2 : Behaviour and Attitudes

Attendance: Maintain the rigorous implementation of the Attendance Policy so that...

- rates of attendance are maintained above the national average
- pupils and parents are aware of the positive impact of a good attendance outcomes on life chances
- the gap between PP pupils and other pupils is closed.

Routines: Reinforce whole school procedures for 'drip-feed' teaching and 'mini-plenaries so that...

- there is a consistent approach across the school to 'interrupting' pupils when they are engaged in oracy / group work learning quality 'listening' is given a high priority (to each other and to an adult)

Attendance: **By 23.10.19** attendance has been monitored weekly and overall attendance rates reported to governors via the HT Report to Governors. Pupils are given a weekly attendance acknowledgement. **By 20.12.19** all parents have been reminded of the importance of good attendance. Pupils receive a termly attendance award. **By 03.04.20** governors have monitored and evaluated the school's Attendance Policy and judged its effectiveness. **By 13.07.20** the governors have received a report from the HT outlining the successes and challenges regarding Attendance 2019/2020. The attendance of all groups is known and analysed and strategies to overcome weaknesses discussed.

Routines: **By 23.10.19** all teaching staff and all pupils have a shared understanding of the expectations of 'stopping the flow' and of good listening. **By 20.12.19** all the importance of listening as a Right and Responsibility to each other will be reinforced by the teaching staff and SLT. Staff have received training on stem sentences and talking in sentences to explain thinking. **By 03.04.20** SLT have monitored and evaluated the quality of oracy and listening in the school and judged its effectiveness. **By 13.07.20** the governors have received a report from the HT outlining the successes and challenges regarding the quality of oracy and listening in the school.

Governor Monitoring	The Headteacher and Chair of Governors will meet to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner and note any changes to the action plan required.	Governor Evaluation	Headteacher will report to the Curriculum and Standards Committee 3 times a year (Terms 3, 5 and 6) providing evidence of progress against the success criteria. As well as providing a summary report to governors at the FGB in term 3 and 6.
Who How and When		Who How and When	
Monitoring / Evaluation by SLT	Classroom observations and Learning Walks (termly), data analysis and regular updates to the Termly Task Sheets by the SLT (every two weeks)	School Effectiveness Review	A School Effectiveness Review will take place half way through the academic year. The SLT will provide Governors with information to allow governors to evaluate progress / impact and identify further actions: Wednesday 6th March 2019
Lead Person	Kay Bridson	Others involved	All teaching staff.

SCHOOL Area for Improvement 3 : Personal Development

Extend the curriculum beyond the academic so that...

- it provides for learners' broader development enabling them to develop and discover their interests and talents
- it develops character, including resilience, confidence and independence.

Personal Development (interests and talents) By 23.10.19 the school has identified the strands which underpin and run through all aspects of the curriculum and ethos of the school. These are clearly represented and understood by all teaching staff. By 20.12.19 all learning environments and lesson plans reflect the agreed curriculum strands. By 03.04.20 governors have monitored the learning environment and books to see if the strands are reflected in the learning culture of the school. Pupils are beginning to articulate the school's vision for the curriculum as delivered, by talking about their learning and making links. By 13.07.20 Pupils are able to articulate the school's vision for the curriculum as delivered by talking about their learning. Governors are able to recognise the strands as part of their visits to school.

Personal Development (character including resilience, confidence and independence): By 23.10.19 all teaching staff and all pupils have a shared understanding of the expectations to use BLP and a growth mind-set approach to learning. By 20.12.19 Pupils receive weekly BLP and Star Awards. By 03.04.20 governors have monitored and evaluated the school's SMSC Policy and judged its effectiveness as part of SIAMS review. By 13.07.20 the governors have received a report from the HT and Foundation Governor outlining the successes and challenges regarding SMSC Policy. Feeding into SIAMS and SEF.

Governor Monitoring	The Headteacher and Foundation Governor will meet to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan required.	Governor Evaluation	Headteacher will report to the Curriculum and Standards Committee 3 times a year (Terms 3, 5 and 6) providing evidence of progress against the success criteria. As well as providing a summary report to governors at the FGB in term 3 and 6.
Who How and When		Who How and When	
Monitoring / Evaluation by SLT	Classroom observations and Learning Walks (termly), data analysis and regular updates to the Termly Task Sheets by the SLT (every two weeks)	School Effectiveness Review	A School Effectiveness Review will take place half way through the academic year. The SLT will provide Governors with information to allow governors to evaluate progress / impact and identify further actions: Wednesday 6th March 2019
Lead Person	Kay Bridson	Others involved	All teaching staff.

SCHOOL Area for Improvement 4 : EYFS

Adapt provision so that so that...

- it provides for learners' to develop better outcomes regarding 'People and Communities'
- more pupils achieve a 2/3 at the end of the Foundation Stage.
- links are made to the school's vision for the curriculum concerning the strand: 'global citizenship'
- pupils are better prepared for expectations of KS1 Geography.

Improve outcomes for 'People and Communities'

23.10.19 the HT and EYFS teacher have met to discuss the issues regarding the strand and linked to Appraisal Targets. **By 20.12.19** The learning environment reflects the focus on 'People and Communities'. Continuous provision activities reflect and enhanced provision reflect a focus on 'People and Communities'.

By 03.04.20 governors have monitored the learning environment and books (Learning Journeys) to observe the impact of focus on 'People and Communities'. Pupils' Learning Journeys and displays of work reflect the focus on 'People and Communities'. Pupils are beginning to articulate the school's vision for the curriculum as delivered, by talking in simple terms about global citizenship. **By 13.07.20** More pupils achieve a 2/3 than 2019 for 'People and Communities'. Pupils are better prepared for KS1 Geography expectations. Governors have monitored and evaluated the school's progress with this area for improvement and judged its effectiveness as part of SIAMS review/ SEF. The governors have received a report from the HT and Foundation Governor outlining the successes and challenges, feeding into SIAMs and SEF.

Governor Monitoring	The Headteacher and EYFS Governor will meet to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan required.	Governor Evaluation	Headteacher will report to the Curriculum and Standards Committee 3 times a year (Terms 3, 5 and 6) providing evidence of progress against the success criteria. As well as providing a summary report to governors at the FGB in term 3 and 6.
Who How and When		Who How and When	
Monitoring / Evaluation by SLT	Classroom observations and Learning Walks (termly), data analysis and regular updates to the Termly Task Sheets by the SLT (every two weeks) Governor Visits x 2	School Effectiveness Review	A School Effectiveness Review will take place half way through the academic year. The SLT will provide Governors with information to allow governors to evaluate progress / impact and identify further actions: Wednesday 6th March 2019
Lead Person	Jodie Waters	Others involved	All teaching staff.

SCHOOL Area for Improvement 5: Leadership and Management:

Leadership and Management: Develop curriculum leadership and governance knowledge, skills and systems.

- A. The school's curriculum delivers its strategic principles.
- B. Curriculum leadership is distributed across the school with leaders and teams working together to ensure the 'connectedness' of our 3D curriculum.
- C. All subject leaders understand their roles and responsibilities and monitor and evaluate their subjects effectively.
- D. Governors know the strengths and weaknesses of their named subject and how it fits into the school's 3D curriculum.
- E. Governors have a good working knowledge of the school's strengths and weaknesses as a Church School and understand how Church school status supports the structure and delivery of the curriculum.

(This means that leadership at all levels ensures that our curriculum delivery provides every pupil with a clearly mapped out learning journey from Y1 to Y6. The curriculum fully supports the ethos and aims of the school and our principles and aims for the curriculum as a whole. Curriculum subject leaders and their teams have appropriately high expectations for each Year Group and are able to support teachers have clear assessment criteria for each subject and year group).

By 20.09.29 Curriculum leadership teams will be reviewed to reflect strengths of teachers and their workload. Knowledge Organisers will be trailed.
By 23.10.19 the Headteacher will have shared and published a shared vision for and principles of the curriculum provided by Stratford-sub-Castle primary School. (*Strategic Plan, Curriculum Policy and Statement of Intent for the curriculum) Curriculum leadership teams will be reviewed to reflect strengths of teachers and their workload. **By 23.10.19 Curriculum/Subject Leaders** will have agreed a format for Subject Action Plans and Knowledge Organisers will be in development will have shared these. **By 30.11.19 Curriculum/Subject Leaders** will have completed and shared their subject action plans with teachers. These are available on the SharePoint. **By 30.11.19 the Headteacher** * documents with all stakeholders and published on the school web-site.
By 23.12.19 SLT, Subject Curriculum Leaders and Governors will refer to the 'Curriculum Intention' and use the questions on page 8 during M&E reports. **By 30.11.19 the Chair of Governors** will have shared the M&E timetable with governors and dates for visits will be made. **By Wednesday 6th March 2020** all governors and Curriculum Subject leaders are able to contribute to the School Effectiveness Review either verbally or in writing to support the mid- year evaluation of the schools SIAP and to judge the overall effectiveness of the school. **By 22.06.20** The Foundation Governors are able to report to the governors on Church school effectiveness.

Governor Monitoring and Evaluation Who How and When	The Subject Governors and Curriculum Subject Leaders will report to the Evaluation Governors (Curriculum & Standards Committee) 18.09.19, 20.11.19, 22.01.20, 18.03.20 and 17.06.20.		
Monitoring / Evaluation by SLT	Classroom observations and Learning Walks (termly), data analysis and regular updates to the Termly Plan.	School Effectiveness Review	A School Effectiveness Review will take place half way through the academic year. The SLT will provide Governors with information to allow governors to evaluate progress / impact and identify further actions: Wednesday 6th March 2019
Lead Person	Kay Bridson and Angela Britten	Others involved	All Governors Subject Leaders, Class Teachers. Justine Watkins (DHT / SENDco) Hannah Crook (SLT) Kay Bridson HT

Our Curriculum Intention

Our curriculum is unique because of our historical and geographical location, as well as the wonderful natural environment in and around the school. These enhance and drive our curriculum. Although we are socially diverse, we are not culturally diverse. We want to develop our curriculum to increasingly extend our pupils' horizons and help them to know about and understand that the village of Stratford-sub-Castle, the city of Salisbury and the county of Wiltshire are part of a much, much bigger world. A world, which is ever more connected and interconnected.

Objectives of ...NATIONAL CURRICULUM

RE: SACRE/ Understanding Christianity

READING	SMSC	BRITISH VALUES	PHYSICAL DEVELOPMENT	VALUES, SKILLS & KNOWLEDGE WOVEN WITHIN AND BETWEEN SUBJECTS	CHRISTIAN VALUES	RIGHTS & RESPONSIBILITIES AS GLOBAL CITIZENS	LEARNING TO LEARN	ORACY & VOCABULARY	MENTAL HEALTH WELL BEING INCLUDING PERSONAL SAFETY
ACTIVE and RELEVANT (Brain and body!)		OPEN HORIZONS (Upwards and outwards!)			IMPROVEMENT with CONTINUITY and CONSISTENCY		SAFETY and SECURITY (Well-being)		
1. <u>Wisdom, Knowledge & Skills</u> A curriculum founded on the National Curriculum, woven together in a coherent way; enabling teachers to excite and enthuse, independent, self-motivated & self-reflective learners.		2. <u>Hope & Aspiration</u> Every young person accesses high-quality provision, achieving the best possible outcomes, regardless of prior attainment or background.			3. <u>Community & Living Well Together</u> Children, families, staff, governors and the community work together to constantly improve the quality of relationships, levels of participation and the flourishing of local, national and global communities.		1. <u>Dignity and Respect.</u> Every young person's 'Stratford Journey' provides a launch-pad, building: confidence, resilience, tolerance, enthusiasm; as well as, the knowledge and skills to lead responsible, successful and fulfilled lives.		

OVERALL MISSION OF STRATFORD-SUB-CASTLE CHURCH OF ENGLAND PRIMARY SCHOOL.

To be a beacon of inclusive excellence, providing a balanced and broadly-based education; producing confident, resilient, tolerant and enthusiastic young people who live and work well with others and who know and live out their rights and responsibilities as global citizens.

QUALITY OF EDUCATION