School Improvement Plan

2023-2024

St. Giles CE Primary

DDAT
Derby Diocesan Academy Trust

Achieving with kindness, compassion and perseverance

Let us run the race before us and never give up

Overview	
Priority 1	Further improve attainment in English (inc. phonics) so more children work at, and above, ARE.
Priority 2	Further improve attainment in maths so more children work at, and above, ARE.
Priority 3	Assessment for learning and as part of learning ensures all children, including those with SEN, receive appropriate curriculum content.
Priority 4	Ensure all staff consistently teach and explicitly model the routines and expectations from our behaviour curriculum (developed using guidance from Dfe 2022: 10).
Priority 5	Strengthen capacity of subject leaders to lead subjects, so that all subjects are consistently implemented.
Priority 6	Embed senior structure to: • Support attendance; • Ensure engagement in wraparound care;

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2023 - 204	September	October	November	December	January	February	March	April	May	June	July
Quality of educational Further improve attainment in English (inc. phonics) so more children work at, and above, ARE. • **Led by**: Helen Rogers & Bethany Simpson • **Cost**: release for monitoring and network meetings • **Monitored**: English lead (Cath Lee), planned SSIO visits & moderated outcomes with governors.	➢ All staff refreshed LW training (including policy with 7 features of effective phonics) ➢ Target setting: Wednesday 27th September. ➢ LW review: observe effective practice within partnership: Week 1	➢ Trust Health Check: Monday 9th October pm. Review monitoring.	➢ Partnership writing moderation: 29th November 2023.	➢ Review of summative assessment: week commencing 11th December 2023. Teachers, tutor and TAs work together to review secure learning and plan appropriate next steps.	➢ Trust visit 23rd January: Pupil premium attainment and interventions (with opportunity to also review B&A) led by Sue Vasey ➢ FGB Meeting 24th January: review attainment and impact of curriculum design.		➢ Partnership writing moderation: 20th March ➢ Review of summative assessment: week commencing 25th March 2024.	➢ FGB Meeting 24th April.	➢ Trust visit 7th May: assessment in practice.	✓ All children receive effective teaching of early reading from Day 1. ✓ Effective leadership of reading ensures early reading is developed and sustained across the school. ✓ Targeted support ensures all children in Year 2 progress and work within ARE (all 3 children secure PSC). ✓ Effective teaching of transcription enables children to record their learning across all subjects.	
Quality of educational Further improve attainment in maths so more children work at, and above, ARE. • **Led by**: Stacy Deering • **Cost**: release for team teaching, network meetings and Maths Whizz • **Monitored**: Maths lead, planned SSIO visits & moderated outcomes with governors.	➢ Target setting: Wednesday 27th September. ➢ Joint planning and team teaching: Upper KS2 including colleagues at DCT. ➢ Introduction of Maths Whizz. ➢ Introduction of tutoring	➢ Trust Health Check: Monday 9th October pm. Review monitoring. ➢ Review attainment following Y6 assessments: Friday 13th October 2023 (SLT and class teacher). Adjust plans.	➢ Joint planning and team teaching undertaken with Maths lead.	➢ Joint planning and team teaching undertaken with Maths lead. ➢ Review of summative assessment: week commencing 11th December 2023. Teachers, tutor and TAs work together to review secure learning and plan appropriate next steps.	➢ Joint planning and team teaching undertaken with Maths lead.	➢ Joint planning and team teaching undertaken with Maths lead.	➢ Joint planning and team teaching undertaken with Maths lead.	➢ FGB Meeting 24th April.		✓ All children benefit from daily and highly effective teaching of mathematics. ✓ Assessment is used to inform appropriate next steps in learning. ✓ Effective tutoring support ensures children benefit from targeted support. ✓ Children are in line with FFT 50 estimates (within each year group)	
Quality of educational Assessment for learning and as part of learning ensures all children, including those with SEN, receive appropriate curriculum content. • **Led by**: Ben O'Connell • **Cost**: Planned training time and support from the Trust • **Monitored via**: Planned SSIO visits, reviews of QE within foundation subjects.	➢ INSET 2: 5th September 2023 led by the Trust and senior leaders ➢ Review feedback and marking policy	➢ Trust visit: Monday 9th October pm focused on assessment within foundation subjects ➢ Writing moderation ➢ Assessments week com: 9th October (Dfe for Y6, MTC for Y4 and PSC for Y1)	➢ Trust visit: Monday 20th November pm focused on assessment within foundation subjects ➢ Moderation meetings:	➢ Assessment week commencing: 4th December ➢ Staff meeting time allocated: Wednesday 13th December	➢ FGB Meeting 24th January: review of all attainment data and support/challenge regarding impact of our curriculum on all groups of children.	➢ INSET 4: 26th February 2023 led by the Trust and senior leaders		➢ FGB Meeting 24th April.	➢ Trust visit: Monday 20th May pm focused on assessment within foundation subjects ➢ INSET 5: 20th June 2023 led by the Trust and senior leaders	✓ All subject leaders research and develop a robust approach to assessment within their subject area(s) ✓ Approaches enable: o All children to benefit from appropriate next steps in learning. o Leaders have clear understanding about which elements of their subjects are more effectively implemented. o Teachers receive targeted training. ✓ All leaders, including governors, have a strategic understanding about the impact of the curriculum in all subject areas and this is used to inform appropriate next steps.	
Behaviour and attitudes Ensure all children, especially those with SEN, attend school, arriving punctually, to access all planned learning so the current attendance gap further narrows. • **Led by**: Bethany Simpson and Sian Arnold (SENCo) • **Cost**: None • **Monitored**: weekly by EHT; half termly by governors as part of safeguarding report.	➢ Training for all office team: Monday 4th September. ➢ Training for senior leaders (led by Early Help team): Monday 11th September ➢ Daily and weekly review of attendance established (including SENCo involvement and leadership). ➢ Early attendance reviewed by governors: 27th September 2023.	➢ Trust Health Check: Monday 9th October pm. Review monitoring. ➢ Daily and weekly review of attendance maintained. ➢ Formal review of attendance for Pupil Premium and SEND children undertaken by leaders: Thursday 19th October. Initial meeting to be led by EHT. ➢ Attendance shared with governors as part of the half-termly safeguarding report.	➢ Trust visit 20th November: opportunity to review attendance procedures and impact of work within school.	➢ Formal review of Pupil Premium and SEND with leaders: Thursday 14th December ➢ FGB: Attendance data shared with all governors via termly safeguarding report: 15th December 2023	➢ FGB Meeting 24th January: review of all attendance data and support/challenge regarding impact of our curriculum on all groups of children.	➢ Formal review of Pupil Premium and SEND with leaders: Thursday 8th February 2024 ➢ FGB: Attendance data shared with all governors via termly safeguarding report: Thursday 15th February 2024	➢ Formal review of Pupil Premium and SEND with leaders: Thursday 20th March 2024 ➢ FGB: Attendance data shared with all governors via termly safeguarding report: Thursday 20th March 2024	➢ FGB Meeting 24th April.	➢ Trust visit 7th May: opportunity to review attendance procedures ➢ Formal review of Pupil Premium and SEND with leaders: Thursday 16th May 2024. ➢ FGB: Attendance data shared with all governors via termly safeguarding report: Thursday 23rd May 2024	✓ All staff and leaders have clear and appropriate expectations regarding punctuality and attendance. ✓ Robust policy is implemented ensuring all children attend school, arriving on time. ✓ Attendance for all groups is tracked and supported so all groups is at least in line with national averages. ✓ Punctuality for all groups is tracked and supported so all groups is at least in line with national averages. ✓ All groups attend at least in line with national/96% (whichever is the higher)	
Behaviour and attitudes Ensure all staff consistently teach and explicitly model the routines and expectations from our behaviour curriculum (developed using guidance from Dfe 2022: 10). • **Led by**: Ben O'Connell and Bethany Simpson and Inclusion Team. • **Cost**: • **Monitored**: by all leaders; fortnightly with TA Forum.	➢ INSET 1: Monday September 4th training for all staff on the school's behaviour policy led by HT and senior teachers (pm) ➢ CW: share behaviour curriculum with all children and with parents ➢ Leaders learning walks and pupil voice weekly focused on B&A. ➢ School Council: present to LGB 27th September 2023.	➢ Leaders learning walks and pupil voice weekly focused on B&A week com: 2nd October 2023 ➢ Leaders learning walks and pupil voice weekly focused on B&A week com: 16th October 2023	➢ *INSET 3: Monday 6th November: Positive behaviour training led by external provider* ➢ Leaders learning walks and pupil voice weekly focused on B&A week com: 6th November 2023 ➢ Leaders learning walks and pupil voice weekly focused on B&A week com: 20th November 2023 ➢ Trust visit 20th November: pupil voice.	➢ Leaders learning walks and pupil voice weekly focused on B&A week com: 4th December 2023 ➢ FGB: Behaviour data shared with all governors via termly safeguarding report: 15th December 2023	➢ Trust visit 23rd January focusing on behaviour and attitudes: working with pupils and staff to review behaviour and attitudes to learning within all classes across schools. ➢ FGB Meeting 24th January: review of behaviour summary (shared via safeguarding and HT report).	➢ FGB: Behaviour data shared with all governors via termly safeguarding report: Thursday 15th February 2024	➢ FGB: Behaviour data shared with all governors via termly safeguarding report: Thursday 20th March 2024	➢ FGB Meeting 24th April.	➢ Trust visit 7th May: opportunity to review B&A. ➢ FGB: Behaviour data shared with all governors via termly safeguarding report: Thursday 23rd May 2024	✓ Staff benefit from high quality training (both external and from partnership staff) which enables them to positively support behaviour. ✓ All staff consistently teach and explicitly model the routines and expectations from our behaviour curriculum. ✓ Children report that they feel safe. ✓ Staff report that they feel safe and that they are supported in dealing with any incidents of poor behaviour. ✓ Leaders use the collation of behaviour incidents (via MyConcerns Dashboard) to closely monitor and review practice and provision so that all children learn in clam, safe and orderly classrooms. ✓ Governors have secure understanding of behaviour from half termly reporting. This is further strengthened with it being a fixed agenda item when undertaking visits.	
Behaviour and attitudes Embed the use of effective circle time so that all children are better able to express their emotions and develop greater empathy and levels of tolerance. • **Led by**: Cath Lee and Bethany Simpson • **Cost**: None (allocated staff training time) • **Monitored via**: pupil voice focusing on B&A, equality and FBV, School Council minutes; behaviour logs; staff voice; observed practice.	➢ Staff training: Monday 4th September on the effective implementation of circle time ➢ Staff copies of: Jenny Mosely: Circle time ➢ Fortnightly team teaching of circle time undertaken by Bethany Simpson and class teachers (throughout Autumn 1).	➢ Fortnightly team teaching of circle time undertaken by Bethany Simpson and class teachers (throughout Autumn 1)Leaders learning walks and pupil voice weekly focused on B&A week com: 2nd October 2023 ➢ Staff survey: week com: Monday 23rd October. Do staff feel better enabled to teach circle time? ➢ Pupil survey: Monday 23rd October. How has the teaching of circle time shaped school?	➢ Leaders learning walks and pupil voice weekly focused on B&A week com: 6th November 2023 ➢ Leaders learning walks and pupil voice weekly focused on B&A week com: 20th November 2023 ➢ Trust visit 20th November	➢ Leaders learning walks and pupil voice weekly focused on B&A week com: 4th December 2023 ➢	➢ Trust visit 23rd January focusing on behaviour and attitudes: working with pupils and staff to review behaviour and attitudes to learning within all classes across schools.	➢ Pupil voice: Pupils share feedback on Circle Time (how it is implemented, what they have learnt and how it affects their choices) to governors as part of the termly safeguarding report: Thursday 15th February 2024	➢ FGB: Behaviour data shared with all governors via termly safeguarding report: Thursday 20th March 2024	➢ SL report to FGB Meeting 24th April.	➢ Trust visit 7th May: opportunity to review B&A. ➢ FGB: Behaviour data shared with all governors via termly safeguarding report: Thursday 23rd May 2024	✓ All pupils better understand, appreciate and respect differences within school, our community and the wider world. ✓ Pupils engage respectfully with the views, beliefs and opinions which are different from their own. They learn to 'disagree agreeably'. This is evidenced in behaviour logs, pupil surveys and staff surveys.	

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Behaviour and attitudes Pupil voice: ensure children regularly have the opportunity to share their views so that we fully support them and address their voiced wishes and concerns. • **Led by**: Peter Delafield (KS2) and Bethany Simpson (KS1) • **Cost** • **Monitored via** pupil voice focusing on B&A, equality and FBV, School Council minutes;	➢ School council hustings and weekly programme established ➢ Reflective areas established by end of Week 2.	➢	➢ Trust visit 20th November	➢ Leaders learning walks and pupil voice weekly focused on B&A week com: 4th December 2023	➢ Trust visit 23rd January focusing on behaviour and attitudes: working with pupils and staff to review behaviour and attitudes to learning within all classes across schools.	➢ Pupil voice: Pupils share feedback on Circle Time (how it is implemented, what they have learnt and how it affects their choices) to governors as part of the termly safeguarding report: Thursday 15th February 2024	➢ FGB Meeting 24th April.			✓ Pupils have clear understanding about how their voices are heard. ✓ All pupils feel safe ✓ All pupils report that they feel supported and/or listened to. They understand how to report concerns.

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2023 - 204	September	October	November	December	January	February	March	April	May	June and EoY
Personal Development Collective Worship: further promote FBV via the use of Picture News as one weekly element of Collective Worship. • **Led by**: Peter Delafield • **Costs**: Picture News & CW training led by DBE (3 x sessions) • **Monitored via**: half termly reviews of pupil and staff voice undertaken by: o Bethany Simpson o Peter Delafield.	➢ Peter: Establish CW rota which enables separate Collective Worship using age appropriate Picture News. ➢ Peter: Planned CW commences Wednesday 6th September. ➢ Review, renew and agree the school's vision by Tuesday 27th September.	➢ Foundation governors visit to observe Collective Worship and to talk to pupils: what is the purpose of CW and how does it shape how they are? ➢ SLT: observe weekly use of Picture News CW	➢ Trust visit 20th November: pupil voice to explore the children's increasing understanding of equalities and FBV.	➢ Leaders learning walks and pupil voice weekly focused on B&A week com: 4th December 2023 ➢	➢ Trust visit 23rd January focusing on behaviour and attitudes: working with pupils and staff to review behaviour and attitudes to learning within all classes across schools.	➢ Pupil voice: Pupils share feedback on Collective Worship (how it is implemented, what they have learnt and how it affects their choices) to governors as part of the termly safeguarding report: Thursday 15th February 2024		➢ FGB Meeting 24th April.		➢ Established PSHE curriculum ensures all aspects of PSHE are taught well so that our children can flourish. ➢ Provide regular and valued training for colleagues to ensure that all staff are confident implementing agreed curriculum.
Personal Development Establish the weekly provision of Forest Schools: trained staff deliver a coherently sequenced programme of Forest Schools. ➢ **Led by**: Jane Parsons ➢ **Costs**: Funded solely from Sports Premium (0.2FTE from sports) • **Monitored via**: half termly reviews of pupil and staff voice undertaken by: o Bethany Simpson ➢ Peter Delafield.	➢ Launch Forest Schools week commencing: Monday 11th September. ➢ Review meeting with senior leader (Bethany): what is the planned provision and does it need adapting further for our school and setting: Thursday 28th September.	➢ Governor visit to talk to children and staff about wider curriculum offer. What is the purpose and/or benefit? Talk to children in Year 5 who have completed the programme and the year 4s about to start.	➢ Trust visit 20th November	➢ Pupil voice captured during week com: 4th December: this is to focus solely on Forest Schools. ➢ Parent voice captured week com: 4th December.	➢ Leaders talk to children and staff about wider curriculum offer. What is the purpose and/or benefit? Talk to children in Year 4 who have completed the programme and the year 3s about to start.			➢ Leaders talk to children and staff about wider curriculum offer. What is the purpose and/or benefit? Talk to children in Year 3 who have completed the programme and the year 2s about to start	➢	➢ All children take parent in planned, coherently sequenced programme of Forest Schools. ➢ High engagement supports strong attendance. ➢ Parents report that they understand the purpose of Forest schools and what is taught.
The effectiveness of leadership and management Increase the opportunity for subject leaders to monitor subjects, so that all subjects are consistently implemented. • **Led by:** Bethany Simpson & Ben O'Connell • **Costs:** no costs for training. Cover costs to release management time. • **Monitored via:** Ben O'Connell	➢ INSET 2: 5th September 2023 led by the Trust and senior leaders focused on assessment. ➢ Staff training: Wednesday 20th September for the partnership, using Trust materials. ➢ Subject leadership action plans shared with FGB Meeting 27th September 2023 ➢ Establish fortnightly maths time	➢ SL to review consistent implementation of their subjects: o are children receive learning which builds upon prior learning? o Are they able to record their learning? ➢ Trust visit: Monday 9th October pm focused on assessment within foundation subjects	➢ Trust visit: Monday 20th November pm focused on assessment within foundation subjects ➢ Trust visit: B&A: opportunity for senior leader to work alongside colleagues from the Trust. ➢ SL report to governors on 22nd November 2023		➢ SL report to governors on 24th January 2024	➢ INSET 4: 26th February 2023 led by the Trust and senior leaders		➢ SL report to governors on 24th April 2024	➢ Trust visit 25th June	✓ Established senior leadership provides strong, consistent and effective leadership. ✓ Staff of all levels (including TAs and our MDS) benefit from clear leadership and strong management. ✓ Children benefit from a consistent and coherent teaching and learning. ➢ All children with SEND are included and learning appropriate for their identified needs. ➢ All leaders, including governors, understand the implementation and impact of the curriculum.
The effectiveness of leadership and management Embed senior structure so that: ➢ Strengthen safeguarding ➢ Support attendance; ➢ Ensure engagement in wraparound care; • **Safeguarding led by:** Bethany Simpson • **Wraparound care led by:** Peter Delafield • **Costs:** Training for DSL (x2) • **Monitored via:** Trust health checks	➢ DSL training: 14th and 20th September 2023 undertaken by Derbyshire County Council. ➢ DSL calendar: establish use of this (taken from the DDAT Safeguarding Strategy) from 21st September. ➢ S175 completed: BS & BOC. Shared with governors and Trust no later than 20th September 2023.	➢ Safeguarding: Coaching: completing termly report safeguarding: Tuesday 10th October ➢ Attendance: Formal review of attendance for Pupil Premium and SEND children undertaken by leaders: Thursday 19th October. Initial meeting to be led by EHT. ➢ Attendance shared with governors as part of the half-termly safeguarding report.	➢ Pupil voice: week commencing Monday 13th November. ➢ FGB Meeting 22nd November 2023 with safeguarding as standing agenda item. Ensure S175 action plan is completed and reported to governors.	➢ Safeguarding: Coaching: completing termly report safeguarding: Tuesday 5th December	➢ FGB Meeting 24th January with safeguarding as standing agenda item		➢ Update progress on the S175. Share with governors via Governor Hub.	➢ FGB Meeting 24th April with safeguarding as standing agenda item. Ensure discussion around progress of identified actions on S175 action plan.		✓ Established senior leadership provides strong, consistent and effective leadership. ✓ Staff of all levels (including TAs and our MDS) benefit from clear leadership and strong management. ✓ Strong culture of safeguarding is maintained, ked by a wider group of effective and well trained senior leaders. ✓ All leaders, including governors, fulfil their statutory obligations.
The effectiveness of leadership and management Ensure governors of the school understand their strategic role so that they better support and challenge the work of the school and leaders. • **Led by**: Ben O'Connell and John Bolton • **Costs**: Training costs for courses within the Trust • **Monitored via**: trust health checks	➢ New staff governor training provided by Vice Chair (HT within the Trust) ➢ Prevent Training - 13/09/2023 18:00 to 19:30 ➢ FGB Meeting 27th September 2023: review curriculum, subject leadership plans and targets	➢ Governor Conference: Thursday 10th October 2023 ➢ New Governor Induction evening session: 12/10/23 6pm to 9pm ➢ Evaluating your school's approach to Behaviour and Attitudes using the lens of Intent, Implementation, Impact - 24/10/2023 18:00 to 20:00	➢ Governor Visits to School - 06/11/2023 18:00 to 20:00 ➢ FGB Meeting 22nd November 2023 ➢ Governor and Clerk Briefings: 28/11/23 - 10am to 12pm repeated at 6pm to 8pm	➢ Governors to attend moderation of writing: focus is on use of curriculum to inform next steps in learning.	➢ FGB Meeting: 24th January 2024. Review of safeguarding, behaviour and curriculum linked to attainment.		➢ Governor and Clerk Briefings: 12/03/24 - 10am to 12pm repeated at 6pm to 8pm	➢ FGB Meeting: 24th April 2024. ➢ S175 reviewed for progress by all governors.	➢ Governor and Clerk Briefings: 20/06/24 - 10am to 12pm repeated at 6pm to 8pm	✓ Final meeting (12th July) ✓ All governors have clear and shared understanding of: o the school's vision o Self-evaluation and identified next steps o Impact of the school's curriculum for all groups of children. o Well-being of staff (including senior leaders)
The effectiveness of the early years quality and standards Ensure the outside environment effectively supports access to all areas of learning so children revisit and apply prior learning.	➢ Environment planned for, using feedback from Trust visits. ➢ Bristol audit: ➢ Plan for all outside equipment to be carefully deployed for the start of the new academic year i.e. by	➢ Environmental audit: Early Excellence ➢ Trust visit 23rd October	➢ Revisit the Bristol audit:	➢ Assessment outcomes: formally review attainment following moderation	➢ Adapted provision reviewed by SLT	➢ Adapted provision reviewed by SLT	➢ Review of attainment (moderated)	➢ Adapted provision reviewed by SLT	➢	✓ 85% and upwards achieve GLD (% National 2019) ✓ Audit evidences strengthening of provision.

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	Wednesday 6th September 2023									
Pupil recruitment Increase the sustainability of the school by further strengthening pupil numbers • **Led by**: Ben O'Connell • **Costs**: Release time • **Monitored via**:HT	➢ Sally B: Order and set up age appropriate equipment for Little Smiles at St. Giles, ➢ BOC: Undertake risk assessment and share with Diane Banks no later than 8.8.23..	➢ Launch Little Smiles at St. Giles no later than Monday 2nd October. ➢ Open Morning and afternoons	➢ SLT review of provision. ➢ Report to governors on 22nd November 2023	➢ Review nursery provision via visits to Newbold	➢ Review nursery provision via visits to William Gilbert ➢ Dfe submission for change of age range so that we open a nursery	➢ Review nursery provision via visits to Walter Evans ➢ Review environment (see EY) to ensure provision matches age ranges (materials bought during last academic year)	➢ Draft curriculum for nursery provision ➢ Reviewed by colleagues within the partnership	➢ Revise and finalise curriculum and environment	➢ Undertake appropriate health and safety training (including but not limited to: first aid, food hygiene)	✓ Established parent and toddler group ✓ Reviews of pre-school settings enables leaders to develop a coherent curriculum which dovetails into the school's EY curriculum. ✓ School has clear curriculum and planned provision for safe and welcoming nursery

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St. Giles CE Primary school

Context

Outcomes

	Early Years GLD	Year 1 phonics	Year 2 phonics	KS1	MTC	KS2		
EXS	67%	67% 3 children in receipt of tutoring	100% All children who did not achieve ARE have achieved this year		Average: 21.8	R	100	45
						W	72	36
						M	64	9
						Com	64	

The outcomes for children in 2023 were considerably strengthened from previous years following significant work to strengthen our curriculum diet and ensure that it was well delivered.

Significant changes

Previous areas for development	Aim and milestone

Establish an Early Years curriculum	✓ Curriculum established identifying termly progression (components of learning) so all children work towards being ready for Key Stage 1. ✓ Identify and key vocabulary which dovetails with Key Stage 1. ✓ Accurate assessments throughout the academic year. ✓ 65% and upwards achieve GLD. ✓ Improve attainment in ARE in reading and writing. 65% and upwards achieve GLD in speaking (in line or above national from 2018 & 2019) ✓ All staff understand and use the progression in vocabulary in Early Years provision. ✓ NELI used effectively by trained staff to ensure children achieve GLD in C&L (approx. 85% National 2019)
Embed consistent use of Little Wandle to effectively teach phonics and early reading	✓ All learning, delivered by TAs and teachers, is consistent and meets the non-negotiables for the teaching of phonics. ✓ All children benefit from high quality daily phonics. ✓ Phonics outcomes above national (82% plus) with all children leaving Year 2 having achieved ARE. ✓ All parents of children in EY and Year 1 attend a phonics workshop so have a stronger understanding about how to support their child when reading daily.
Further strengthening the consistent teaching of reading	✓ All children learn to read with increased fluency and with comprehension. Termly attainment evidences this. ✓ Children's books match their phonic knowledge or an accurate assessment of their reading comprehension. ✓ Reading: ensure all children are read to and listened to read daily (especially our lowest 20%). ✓ Teachers and staff share carefully chosen books from a progressive 'reading spine'. ✓ High quality book corners, which at least meet the guidance within the Reading Framework, promote reading so that children access freely from a wide range of texts. ✓ Children enjoy reading and can articulate which books they have read.
Improve and sustain strong outcomes in writing at KS1	✓ All planning is based upon a curriculum which breaks down composites into smaller termly, components. ✓ Effective teaching of transcription by all enables children to write increasingly unlaboured, so majority of children attain termly expectations.

	✓ Rapid Writing takes place for identified children in Year 2 from 5th September, so there is no lost learning. ✓ All writing is moderated consistently and accurately using the improved writing curriculum. ✓ Writing outcomes at least in line with 2019 national: 69% at EXS with 15% at GDS
Further strengthen and sustain Maths fluency, noticeably across KS2Embed the use of Power Maths to further strengthen teaching of maths	✓ Y2 – Y4: rapidly improve times table fluency so that: o Year 2: majority are at ARE o Year 4: all children achieve ARE ✓ Rapidly increase % of children achieving ARE and GDS at either KS o 85% + in Year 2 o 100% + in Year 6 Increase attainment of children with SEND
Provide high quality wrap around provision for our disadvantaged children.	✓ All pupil premium children benefit from access to high quality wrap around provision based upon latest research. ✓ Punctuality and attendance for PP children further strengthens so any gap with peers is eradicated. ✓ All children experience the high-quality texts which have been identified. ✓ All PP children are provided with regular opportunities to take part in wider pursuits. ✓ Children's attainment and progress is further enabled. ✓ The attainment gap between PP children and their peers narrows.
Implement a system of assessment for children working significantly below ARE.	✓ Ensure children with additional needs benefit from early identification and assessment so that all needs are met. ✓ All children with SEND are provided with the precise, appropriate steps in learning (including SEMH support) to progress. ✓ Assessments show that, over time, children with SEND are progressing ✓ Attendance further improves ✓ Attainment gap narrows ✓ Partnership SEND policy reflects shared and effective practice.

All staff apply shared expectations for learners' behaviour and conduct consistently and fairly	✓ All relationships among learners and staff reflect a positive and respectful culture. ✓ St. Giles's distinctively Christian vision and associated values underpin relationships at all levels in the school community, enabling pupils to disagree well and to practice forgiveness and reconciliation. ✓ All members of the school community are be trained in specific strategies to support all pupils (Point 5 of the 'Improving Behaviour in schools' guidance from the Education Endowment Foundation). ✓ All staff have a consistent approach to positive behaviour management. ✓ Behaviour logs, shared with governors, evidence that there are high expectations of behavour and that the policy is enacted fairly and consistently by all staff. ✓ Continually reflecting on and reviewing approaches over time (staff of all levels).
Protect, promote and enhance the wellbeing and mental health of all children and staff	✓ Establish a well-being charter for staff of all levels based upon a clear view from staff at all levels. ✓ Provide more regular and beneficial forms of engagement so that staff of all levels feel supported. ✓ When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
Range of targeted parental workshops for all parents strengthens parent/school partnership.	✓ Selected and planned workshops provided for identified areas. ✓ All workshops are rated as effective. ✓ Increased parental support for children in identified areas. ✓ Attendance further strengthens. ✓ All parents feel better enabled to support their child's learning in: phonics, reading, MTC, SEMH.
Children further enabled to stay safe and healthy when online	✓ All staff confidently teach coherent online safety; ✓ All children receive high quality curriculum which enables them to better understand how to stay safe when online. ✓ Parents feel more confident in supporting their children's safety when online. ✓ Staff subject knowledge is further strengthened and updated.
Well-structured programme of Collective Worship enables whole community to celebrate differences and similarities	✓ Pupils say how the school's Christian vision and associated values help them to make positive choices about how they live and behave. ✓ Pupils say how the school's Collective Worship further promotes their understanding of FBV as one weekly element of Collective Worship.

Deliver a full curriculum which is coherently sequenced:	✓ All children access a full and broad curriculum, which breaks composite goals into smaller, components of learning. ✓ All areas of the curriculum build upwards from clearly defined learning in Early Years. ✓ High quality PPA provision ensures all of children benefit from consistently strong teaching. ✓ Attainment within all year groups strengthens to at least in line with national average in all areas: phonics, reading, writing, maths & GAPS ✓ Majority of children access ARE ✓ All children with additional need receive appropriate learning and are included.
All staff present learning in appropriately sized next steps, so as not to overload children's working memories.	✓ All planning and provision is based upon an accurate assessment of all children's needs.
Embed purposeful assessment across all subjects	✓ All monitoring evidences that all teaching provides clear measurable next steps which pupils respond to, leading to pupil progress being evident in books over time. ✓ Lesson observations and monitoring of planning show that teachers consistently check pupils' understanding and adjust tasks accordingly so that pupils make good or better progress
Embed effective senior leadership including the roles of: • Head of School; • SENDCO; • Pupil Premium lead.	✓ Established senior leadership provides strong, consistent and effective leadership. ✓ Staff of all levels (including TAs and our MDS) benefit from clear leadership and strong management. ✓ Children benefit from a consistent and coherent teaching and learning. ✓ All children with SEND are included and learning appropriate for their identified needs.
Ensure all staff and leaders (including governors) further benefit from an effective culture of safeguarding arising from strong, planned safeguarding training and practice.	✓ All staff have strong safeguarding understanding which ensures all children and adults are safe ✓ Identify those at risk ✓ Provide appropriate help
Effective governors provide support and challenge, ensuring that school meets provide highly effective quality of education	✓ All governors have a clear understanding of the school's strengths, weaknesses and long-term goals. ✓ All governors have a shared understanding of the school's vision. ✓ Ensure governors (of the school and the partnership) understand their strategic role o ensure that St. Giles has a clear vision and strategy, o that resources are managed well

	✓ that leaders are held to account for the quality of education.