School Improvement Plan 2023 – 2024

This School Improvement Plan (SIP) is intended to give an overview of the school's priorities for the academic year: 2023–2024 considering the evaluations of 2022-2023 and our most recent OFSTED in Dec 2021

The SIP and Improvement Team action plans are continually and consistently being applied and evaluated at the end of each term (Dec, March, July). We are constantly on a journey to improve the standard of education at Calton Primary School and this plan has our school's vision of **'A nurturing, inclusive, learning community that enables everyone to be their best'** at its heart.

CONTEXT
- Calton is a predominately 3FE school entry 4-11: 509, with a playgroup on site from age 2-4.   - As of September 23, and with the decline in in numbers we have needed to go to mixed year. Therefore, the structure will be Y1/2, 3/4, 5/6. Reception will be a 2FE. The LA have approved a reduced PAN.   - The curriculum has required a complete change, following a 2021 OFSTED report where the school went into RI only in the Q&E category. All other categories were good. This has caused some challenges and alignment with a new mixed year curriculum.   253 Boys, 250 girls   22% PP - increase from last year   28% EAL – increase from last year   15% % SEND – Our SEND profile is S&L and SEMH as a result our curriculum has had to embrace this.   6 children with an EHCP – decrease from last year.   4 service chdn   1 pupil who is CLA   - Our overall attendance figure as of the 20th July 2023 is 93.4% are above National for attendance.   - Overall, PA figure as of the 20th July is 17.9%, We are below National for PA   - IDCAI decile 5. Our locality pulls from some areas which fall in the 10% most deprived in England, however overall, we are ranked 16,078 out of 32,844 LSOA (Lower Layer Super Output Areas). This is amongst the 50% most deprived neighbourhoods in the country   - The timings of the school day have changed to support an extra 5 minutes per day of teaching time and to be in line with legislation.   Chdn come from a range of ethnic backgrounds

	Pupils in group
Any other Asian background	19
Any other Black background	1
Any other ethnic group	1
Bangladeshi	5
Black - African	26
Black Caribbean	8
Indian	48
Information Not Yet Obtained	1
Other White British	3
Other mixed background	10
Pakistani	15
Refused	1
Roma	1
White - English	244
White Eastern European	23
White Other	16
White Western European	2
White and Asian	11
White and Black African	6
White and Black Caribbean	16
No Ethnicity	50

Transition:
- School works closely with Secondary feeder Schools and PRU. With regards SEND and those transitioning to special schools there is a robust transition programme in place in the school in the first instance. We then support the children along the journey and in advance of attending the secondary school with multiple visits.

- Sept 23 – Co-Headship has ceased following the retirement of Sarah Bunce. The school is now lead by 1 Head Teacher – Jane Barker-Doe

SLT Staffing structure

Role	FT/PT equivalent
Assistant Head	FT
Assistant Head	PT – 3 days
SENDCo	FT
Business Manager	FT
Playgroup Manager	Currently Deputy Manager is acting until we are able to recruit

Middle Leader Structure:
- We currently have 1 ML who is on maternity leave. They are due to return Feb 24. As a result, we currently have the following ML in post – Reception, Y1/2, Y3/4 and Y5/6
- Every class has LP hours
- One Full-time Family Support Worker, one Full-Time Inclusion Lead, 2 Full-Time Pastoral Workers
- One Counsellor on site one day a week

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- School belongs to a number of network partnerships: ACES, GAPH, GSP, TALC, GCC, Trailblazers

Playgroup
- Currently a vacancy for Manager, 1 PT Deputy Manager, 3 Full-Time Learning Partners. The vast majority of children transition from Playgroup to the primary school; however, we also pull from a number of neighbouring playgroups and nurseries. A leader from the Primary School will be supporting PG until the Manager post has been filled

Since OFSTED 2020, we have completely re-written our curriculum including that of a mixed year. Our curriculum is based on our school vision of STARS along with the Moto 'A nurturing, inclusive, learning community that enables everyone to be their best' at its heart. The whole staff have worked together to develop this curriculum over the last 18 months and we are striving to maximise its impact.
We provide opportunities for our children to take part in a wide range of clubs and enrichment activities. Onsite wraparound care is provided by 'The Holiday Club', who also run holiday clubs when school is not in session.

Awards:
- Platinum Opal award – only 5% in the country have achieved this status
- PSQM award

CPD and staff opportunities:
- Being part of the GSP network has enabled all my teachers to continue to develop in their subjects, this is including good CPD for Senior leaders including the HT. The school sign up to the LA Glossi package which provides a wealth of support in terms of monitoring and quality assurance of everything we do at school. In addition to this, we have an external SIP who supports the schools drive in the OSFTED framework, with a direct link to staff CPD.

Impact of covid
We are continuing to see the impact of covid across the whole school. Our children are less resilient and struggling to regulate their emotions. Last year 22 we have seen a large increase in Reception children not being able to articulate their feelings and resort to hurting other children – e.g. hitting, kicking, biting and scratching. Whilst we are doing everything, we can with the funding being give the gaps between PP and non-PP still remain. We have seen a huge increase in children's mental health along with parents' mental health and we are now more than juts teachers and educators. We have had to frequently adapt the curriculum to meet the needs of the children

% Data for 23 – all chdn – For a full breakdown - see additional information on groups including in the English/Maths action plans.						% of chdn achieving GLD
Reception	Word Reading	Comp	Writing	Number	Numerical patterns	46%
	59%	63%	49%	51%	51%	
Year 1 phonics	75%					

Year 2 SATS	Reading		Writing		Maths	
	EXS+	GD	EXS+	GD	EXS+	GD
	60%	9%	42%	1%	57%	10%
Year 4 Multiplication Check	12%					

Year 6 SATS	Reading		Writing		Maths		SPAG	
Combined:	EXS+	GD	EXS+	GD	EXS+	GD	EXS	GD
RWM- 45%	69%	23%	63%	15%	59%	25%	65%	20%

LAST OFSTED RECOMMENDATIONS – 07.12.21

- In some subjects, leaders have not mapped out clearly enough what pupils need to know and remember. Where this is the case, pupils have too many gaps in knowledge and understanding. Leaders need to make sure that subjects are carefully organised so that teachers are clear about what needs to be learned and when.
- Assessment systems to check how well pupils are learning in some of the wider curriculum subjects are underdeveloped. As a result, leaders and teachers do not know how well pupils are learning the intended curriculum in these subjects. Leaders should ensure that teachers have guidance about how and what to assess to identify how well pupils are learning.

Leadership and Management

Leadership at all levels
1. Embed a coherent overview of curricular provision throughout the school which fully takes account of mixed-age classes.
2. Subject leaders have a clear picture of their subject
3. Develop a structured system of subject deep dives - EIF
4. Implement a system of monitoring for all SEND plans

Quality of Education

1. Embed subject provision, experiences and achievement in foundation subjects so there is clarity about what pupils will achieve at end points, including that of assessment
2. To improve outcomes in Maths and writing across both key stages
3. Embed Rosenhine principles – Revisit and revise – resources for all
4. To enhance the understanding and application of subject specific vocabulary across the curriculum – ORACY
5. To develop metacognition strategies

Behaviour and Attitudes

1. Embed the attendance strategy to continue to reduce the PA figure (17.9%)
2. To reduce the amount of holiday absences of more than 5 days (9.8%)
3. To implement a system of monitoring behaviour
4. To develop a behaviour curriculum

Personal Development

1. To develop a protected characteristics framework which aligns to our whole school curriculum
2. To provide greater opportunities for pupil voice

Early Years

1. To ensure the renewed framework is embedded so the curriculum is coherently planned and accurately assessed.
2. Ensure educational establishments are inclusive so as to meet the needs of children and young people with SEND
   1. Ensure children acquire a wide vocabulary and can communicate effectively in a range of contexts.
   2. Children are ready for school, learning and showing emotional resilience, are able to self-regulate and show a developing executive function.

Play group

1. Ensure children and young people access a curriculum that allows them to acquire the necessary Oracy, fluency and comprehension in reading
2. Ensure educational establishments are inclusive so as to meet the needs of children and young people with SEND
3. Ensure the mental health and emotional wellbeing of children and young people are supported in order that they can flourish in their education
4. Ensure Calton recruits, develops, supports and retains the best learning partners and leaders

Leadership and Management

School Value: Aspiration

Led by: SLT and Justin Pinchbeck
Subsidiary supporters: All teachers

Success Criteria:

- Structured Deep Dive cycle of subjects is in place and making a difference
- Mixed-year curriculum is in place
- Senior and middle leaders are fully accountable
- Subject leaders have a clear picture of their subject

SEE CURRICULUM ACTION PLAN

Success Criteria	Actions	Responsibility	Monitoring
Senior and middle leaders are fully accountable for the curricular provision throughout the school	• Rigorous monitoring of standards within leaders' areas of responsibility • All leaders model consistently high professional and personal standards • All leaders to monitor subject progress, attainment and outcomes. • Whole school Curriculum map is created • Leaders report areas of strengths and developments to SLT • Curriculum lead to meet frequently with SLT • V&V is within subjects	SLT Subject leaders Curriculum lead Governors External SIP	Subject/curriculum mtgs with HT PPM SLT PM SLT meetings Data reviews Action plans and supporting evidence SIP reviews Internal/external moderation
Subject leaders have a clear picture of their subject and its role within the school curriculum	• Subject leaders with the curriculum lead develop the curriculum map • Subject leaders to evaluate standards by monitoring the progression and acquisition/application of age-appropriate skills/development of key vocab (Oracy) • Subject leader plans are linked to the SIP (oracy, Metacognition, Personal Development) • Subject leaders report to SLT areas of strengths and development 3 times a year	Subject leaders Curriculum lead Govs	Action plans and supporting evidence Reviewed SIP Staff mtg agenda and minutes SLT meetings Curriculum map Pupil voice Book scrutinies Gov visit reports
Monitoring system for SEND is having an impact on their progress	• SENDCo informs teachers of new monitoring structure • Teachers are aware of the new monitoring system for SEND • SENDCO helps support/trains t teachers in effective written plans • Plans continuing to be reviewed termly • Teachers are aware of when SEND chdn are being monitored throughout the year • Strengths and areas for development shared with staff (staff meetings) • Pupil discussion connected to plans	SENDCo	TA and teacher training Monitoring cycle Executive reports Pupil discussion around provision Reviewed plans Plan analysis
All subjects are monitored (deep dive) and the school knows subject strengths	• Subject curriculum intent audit completed (The Key for school leaders - https://schoolleaders.thekeysupport.com/curriculum-and-learning/primary/how-to-identify-problems-in-your-curriculum-intent-primary/#heading-1) • EIF model in place – Explore, prepare, deliver, sustain which links to the audit (Putting Evidence to Work - A School's Guide to Implementation	EEF (educationendowmentfoundation.org.uk) • https://emile-education.com/ofsted-deep-dives-effectively-prepare/	Curriculum lead with subject leaders External SIP	Internal/external moderation/evaluation Subject audits EIF model

MILESTONES		
Dec 23	March 24	July 24

• Subject leads to have reviewed and analysed their subject area during the autumn term and action points addressed with supporting evidence submitted • PM targets set and agreed • Staff training needs identified • SLT termly review and report to HT on core standards and impact of monitoring wk beg 11th Dec • Subject audits completed • EIF model created for school improvement on deep dives • SEND monitoring has begun – Strength/developments evidenced • SENDco report of my plans to SLT – wk beg 18th Dec • Curriculum map mapped and reviews are in place • Lesson observations conducted • V&V clearly displayed across the school – classroom, breakout areas, corridors, outside etc • Chdn can talk about V&V • External reviews started to support the SIP	• SLT reviews and reports to HT/gov (on going) • Curriculum reviews and reports (on-going) • Analysis of pupils' accuracy/on-track data for mid-year – week beg 11th March 24 • SEND monitoring continues – development addressed and reports to SLT • Mid – term PM reviews • Lesson observations conducted • Chdn continue to talk about V&V • External reviews continue and the SIP has been updated accordingly	• Summer 24 outcomes – attainment, progress meet predicted targets • SLT PM reviews demonstrate their effectiveness in driving up standards • All monitoring demonstrates a wide range of curriculum coverage and age-related skills development • SEND chdn are very well catered for and this reflects in outcomes, pupil discussion and ways in which the plans are monitored • Whole school lesson observation grid completed, highlighting gaps for next year's training • Children know and remember V&V

Quality of Education

School Value: Skills

Led by: SLT and Justin Pinchbeck

Success Criteria:
SEE INDIVIDUAL SUBJECT ACTION PLANS and CURRICULUM ACTION PLAN

Success Criteria	Actions	Responsibility	Monitoring
Subject provision is strengthened and the experiences and achievement in foundation subjects is clear about what pupils will achieve at end points Subjects are organised so that teachers are clear about what needs to be learned and when	• 2-year mixed curriculum cycle in place • Subjects mapped which shows what is taught, learnt and when • Whole school curriculum audited (skills, knowledge, vocab, STARS, Intent) • 1 whole school curriculum document created which is mapped with Enrichment, SEND, Golden Thread (STARS) throughout) • Whole school overview created • Teachers continue to have support from SLT directly linked to OFSTED framework and questions they me posed to be OFSTED ready • Staff meetings linked to subjects across the year – as per conversations had with HT at the end of 22-23 • Knowledge organisers in place for this year's themes • Resources for all support the curriculum • Assessment opportunities highlighted on subject plans and whole school overview	Justin Pinchbeck Subject leaders	Curriculum overview Audit Action plans and reviews Knowledge organisers Policies INSIGHT data and its analysis HT reports to govs Staff meetings Minutes of meetings with HT Exemplification documents for subjects

	• Curriculum/subject policies updated • Create exemplification guidance for noncore subjects/strands of subjects to strengthen expectations across the wider curriculum.		
Assessment systems are in place to check how well pupils are learning in the wider curriculum subjects Assessment data is used to identify gaps in learning. Subject leaders are aware of pupil progress in their subject across the school. Chdn benefit from accurate interrogation of assessment information to make good and better progress. Governors are aware of the systems in place to monitor progress in foundation subjects.	• Assessment cycle created and mapped out for all subjects • Assessment is not just data driven but resourced linked; exciting and fun. • Assessment opportunities link to Personal Development and encourage more pupil voice rather than end of term tests • Rosenshine is used for assessment not just as a revisit for remembrance. • Leaders look at assessment and identify gaps that need to be filled. Shared with staff accordingly • Assessment policy updated • Create exemplification guidance for noncore subjects/strands of subjects to strengthen expectations across the wider curriculum.	Subject leaders	Policy INSIGHT Assessment cycle Staff meetings Roseshine strategies booklet Minutes of meetings with HT HT report Exemplification documents for subjects Curriculum books and scrutinises Observation of interventions Pupil progress minutes
Adaptive practice **(Revisit and revise)** is having an impact and gaps in learning are being addressed	• Revisit and revise strategies booklet created from staff to support with different R&R and scaffolding activities • Lesson observations with a focus on R&R • Subject observations with subject leaders – link this to Deep dives. What am I going to see? • Scaffolding resources are planned for and on weekly plans • Staff meetings on R&R and scaffolding – workshop led	JBD	Assessment policy Lesson obs Staff meetings R&R strategy book Scaffolding strategies book
The sharp focus on ensuring children, gain language comprehension necessary to read, together with the skills to communicate, gives them foundation for future learning.	• Oracy INSET day – web shop led • Research Wellcomm as a tool for identifying chdn with poor oracy • Train staff in S&L and oracy • If possible and funding dependant – appoint an oracy teacher • Review effectiveness of interventions regularly, and plan TA/AM timetables & support carefully, in order to ensure impact of provision • Undertake an evaluation of provision for children, across KS2, who are working below ARE for reading/did not pass the PSC in Y2 so that there is clear evidence of impact of any work to ensure these children can read as quickly as possible. • Introduce and develop Fresh start in KS2 – could the oracy teacher do this?	Lucy Watkins Laura Timings	Observation of interventions Pupil progress minutes
Maths is a higher profile across the school No KS1 data for these chdn due to COVID. **Therefore, we are unable to measure progress only attainment.**	• Rigorous mapping of chdn who are not on track to meet ARE at end of KS2 as there is no progress measure • Booster teachers appointed to support the progress • Look at chdn who are on cusp and booster accordingly – review these frequently – 2/3 weeks	Hollie Mencarelli Kirstie Norris	Data analysis Learning walks Book scrutiny Planning scrutiny Pupil Progress Lesson observation

Attainment 2023 was 73% - need to be above 59% from 22-23 and close to 73%. **Our internal data shows that we have 31% of chdn not on track to meet expected standard**	• TEST analysis completed – PUMA and SATS – identify gaps in learning • Accelerated action plan created – see action plan • Action plan reviewed evert 2/3 weeks • Lesson observations • Introduce fluency lessons • Provision/intervention monitoring throughout the year • Allocated staff meeting time @ least 6 times a year - to discuss what is going well in maths teaching/interventions/classroom etc • Planning and curriculum coverage from R-6 throughout the year • Progress of each year group each half term (focusing on expected progress) • Tracking and monitoring of progress for all groups • Ensure all teachers provide time for children to respond to their marking/ comments at least once a week. • Monitor the children's responses and how it affects their learning through work scrutiny and discussions with the children. • Provide increased number of opportunities for children to increase fluency beyond classroom • Develop home -school strategy with parent/carer input Parent/carer workshops • Resources/manipulatives/real life/working walls etc are used relentlessly. Chdn should NOT be reliant on PPT • Teachers are scaffolding children's thinking with good questioning such as: What do you notice? What is the same/different? Can you spot a pattern? Is there a rule? What do you wonder? Can you convince me? • Mathematical vocabulary is regularly used within lessons and on working walls. • Maths discussion in lessons through good teacher modelling and regular opportunities for reasoning is in place • Implement use of verbal feedback, rapid intervention, and timely challenge within lessons.		**Throughout the year, subject SL to monitor: -** **Is there coverage from the POS/NC? - Are the skills progressive from previous years? –** **Is planning differentiated for ALL groups of children to learn and make good progress? –** **Are there opportunities for children to receive real life experiences? –** **To review and update a whole school curriculum map that aligns with the school's curriculum key drivers**
To increase the percentage of children attaining ARE in writing at KS1 and KS2	• Year group expectations are clear for writing • Teachers develop support mats for each genre of writing • Develop parental help guides for each year group accessible on e-Schools • Pupil progress meetings ensure children are on track in writing • Writing policy and progression • Talk for writing training • CPD writing and SPAG	Laura Timings Cath Orchard	Documents on T-drive Support mats available in classes e-schools staff meetings writing action plan- groups of children
End of year targets based on children's starting points are met in writing	• End of year targets for each year group set and shared with all teachers • Regular assessment to ensure children are on track to reach targets and identify those falling behind • Standardised assessment documents in place for all year groups to assess writing consistently and against the objectives set for each year group • Progression in writing document used to plan and teach writing	Laura Timings Cath Orchard	Insight data Pupil progress meetings Interventions Writing action plan

	• Interventions in place for children to catch up		
Planning shows opportunities for teaching oracy through writing. Implement the Words Unite Project	• Attendance at Inset day workshop for key staff and CPD evaluation completed as appropriate • Planning of oracy in each subject written into each action plans • Complete the Words Unite research project • Project implemented in Y1 and 5 initially • Teachers and LPs assigned to promote vocabulary and teach interventions • Training completed • Baseline assessments completed and analysed for impact • Parent involvement in the project • Whole class training video – further clarification needed • Whole school oracy progression map written • Create an Oracy action plan • Implement the Oracy documents- framework and progression	Laura Timings Anna Hart Fran Norwood Tink James	Observations of intervention CPD records Writing action plan
Chdn will have the strategies to think about their own learning Chdn will know how to implement strategies they have selected and carry out their overall study plans. Chdn are aware of their own strengths and difficulties	• Create a metacognition action plan • Look at research from EEF • Deliver staff training • Set PM targets which reflect metacognition linking this as much as possible to R&R • Action plan is reviewed 3 times a year • Planning takes account of metacognition strategies • Staff meetings to share good practice and develop a booklet or framework of these good practices/strategies	Kirstie Norris	PM targets PM reviews Lesson observations Pupil voice Action plan and its reviews Lesson plans Staff meetings Good practice booklet

Milestones

Dec 23	March 24	July 24
• CPD/staff meeting has been sent to all staff and in place for subjects in focus – see staff meeting agenda and minutes • Whole school 2 year rolling programme mapped out by Subject Leaders • Parent guides have been created for Eng and Maths – these have been are placed on eschools and the website • Assessment exemplification documents created for this terms themes • Assessment cycle completed for all subjects • Assessment policy written and shared with all • Knowledge organisers have all been created for all subjects for Autumns terms themes • SL have updated action plans – all monitoring sent to HT	• Knowledge organisers have all been created for all subjects for Spring terms themes • SL have updated action plans – all monitoring sent to HT • Insight populated for core subjects • Assessment exemplification doc created for this term's themes • Lesson observations continue – grid updated • Staff training has further developed from INSET • Plans continue to be monitored •Evidence that R&R strategies are in place as a result of staff meetings • Staff meetings share good practice with metacognition • Plans show metacognition strategies – booklet created/frame of good practice	•Knowledge organisers have all been created for all subjects for Summer terms themes •Subject leaders meet with HT to give annual updates of subject and what the data shows •SL have updated action plans to inform next years' action points from all monitoring and data analysis •Summer 24 outcomes – attainment, progress meet predicted targets. SLT and subject leaders know gaps in their subjects •Assessment exemplification created for this term's themes – look at next years cycle due to it being a 2-year rolling programme •All lessons are good or outstanding •Staff are confident in metacognition and R&R •Plans are robust in the SIP

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- Subject leaders know when their subject assessment is due - R&R booklet completed - Insight populated for core subjects - Ofsted phone call had - External reviews to support RI judgement - Lesson observations have begun with a clear focus - There is evidence of resources and manipulative being used in lessons - There is evidence of verbal feedback in maths lessons - Evidence of staff INSET is beginning to be seen - Plans have been monitored and there is evidence of the school's priorities - Lessons are scaffolded - Fluency monitoring has begun across the school – strengths and development shared - Maths analysis completed, booster timetable created, chdn not on track created and there has been monitoring of these - Maths staff meetings have focussed on developments found - October staff meeting covered fluency and flashback 4 - Interventions reviewed for all aspects of T&L – Strengths and developments shared - Oracy programme looked into and if needed this has begun to be implemented - Evaluation of provision for children, across KS2, who are working below ARE for reading/did not pass the PSC in Y2 - Fresh start started - Metacognition action plan written and shared with staff – INSET completed - PM targets set which link with the school's priorities e.g. – metacognition - Year group expectations are clear for writing and on the T-drive - Teachers develop support mats for each genre of writing in a staff meeting - Pupil progress meetings ensure children are on track in writing and set up interventions where needed - End of year targets for each year group set with all teachers	- Chdn can talk about their learning and how manipulatives are making a difference - Lessons continue to be scaffolded - Supportive maths workshops have been implemented and there is positive feedback as a result - Fluency developments addressed - There is evidence of vocab being used as a result of oracy inset - Further maths analysis completed as chdn who are not on track have moved significantly - Interventions reviewed for all aspects of T&L – Strengths and developments shared - Fresh start is making an impact on those chdn who did not pass PSC - Curriculum subject policies are all updated - Help guides for parents to support with writing are on e-schools - Writing policy and progression documents updated - CPD on writing and SPAG attended - Regular assessment to ensure children are on track to reach targets and identify those falling behind - Whole school Oracy progression map written - Create an Oracy action plan - Implement the Oracy documents- framework and progression - Question stems written and implemented for each year group	Oracy progression map used and question stems embedded

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• Standardised assessment documents in place for all year groups to assess writing consistently and against the objectives set for each year group • Progression in writing document used to plan and teach writing • Interventions in place for children to catch up • Oracy Inset day workshop • Planning of oracy in each subject written into each action plan • Complete the Words Unite research project: •		

Behaviour and Attitudes

School Value: Togetherness

Led by: Matt Holton
Subsidiary supporters Becki Duignan

Success Criteria	Actions	Responsibility	Monitoring
Attendance continues to be at least in line nationally and above that of the LA 22-23 PA figures reduces from 22-23 (17.9%) There is an increase in punctuality both beginning and ends of day	• Update policy • Fortnightly meetings with the HT – data scrutiny on all areas of attendance and punctuality • Inclusion lead meet fortnightly with PG regarding attendance and punctuality • Set up PG attendance and punctuality so that align with the primary school • Review the attendance for groups of chdn who are currently at CPS – ethnic groups as per SEF (who are the chdn) Groups of concern – Indian, Black African, White and Black African, Other mixed, White Eastern European, White English, White Other. • Attendance letters sent to whole school beginning of academic year and then every term as a reminder on the importance of attendance • Lateness letter created for those families whose punctuality falls below the threshold • Website updated for both PG and Primary school • Termly celebration with the chdn on attendance • Attendance letters continue to be sent termly or when chdn are at the PA threshold rather than waiting for the end of term • Attendance strategy continues to be embedded – **SEE STRATEGY** • When parents are late dropping or collecting chdn on more than 1 occasion, families meet with attendance officer for supportive conversation. • Expectations evening PPT has attendance slide	Matt Holton Shelley Myers Playgroup Manager Govs	Policy Website Letters sent and CPOMd HT report Meetings with HT Meetings with PG Data analysis SEF – end of year Reports to external SIP and Govs
Holiday reduction from that of 22-23 (9.8%)	• Update policy	Matt Holton	Policy Data analysis

	• Fortnightly meetings with the HT – data scrutiny on all areas of attendance and punctuality • System of parents requesting holiday is in place – survey monkey NOT email • Expectations evening PPT has attendance slide • Attendance letters sent to whole school beginning of academic years and then every term as a reminder of the importance of attendance and what will happen if holiday is taken • Attendance strategy continues to be embedded – **SEE STRATEGY**		SEF – end of year Reports to external SIP and Govs Meetings with HT Fixed fine letters if appropriate Termly letters to whole school and PG regarding term time holidays
Reduction in behaviour incidents Robust system of monitoring behaviour in place Behaviour curriculum is in place and shared by all	• Introduce a behaviour lead • Create a pupil working group for changes to the behaviour and implementing a behaviour curriculum • Update relational policy • Introduce a behaviour curriculum and share this with chdn and parents • Monitor this each term • Meet behaviour lead at least monthly • Behaviour reports created and presented to HT • CPOMS updated with added categories for monitoring and assessing key points and times of poor behaviour • Parent questionnaire and pupil questionnaire created and sent with behaviour type questions (Ofsted framework)	All staff Govs	Behaviour curriculum Behaviour logs and reports HT reports Meetings with Behaviour lead Parent questionnaire Pupil questionnaire

Milestones

Dec 23	March 24	July 24
• Attendance policy updated • Chdn currently at CPS who fit in the EAL groups with lower than average attendance identified • Relational Policy updated • Fortnightly meetings with HT and PG (add late collection or drop off) • System for reporting PG is created – Inclusion lead is aware of those who are frequently picked up late or who do not attend their sessions • Parents are aware of the expectations of good attendance including holidays and this is communicated in all forms • Attendance strategy continues to be embedded. In particular parents who drop or collect chdn late to be contacted quickly by inclusion lead • Holiday forms completed and emails being sent	• Fortnightly meetings with HT and PG - (add late collection or drop off, continue to look at ethnic groups) • Parents are aware of the expectations of good attendance and this is communicated in all forms • Attendance strategy continues to be embedded. In particular parents who drop or collect chdn to be contacted quickly by inclusion lead • Website continues to be updated • Monthly meetings with behaviour lead • Parent and pupil questionnaire and analysis is complete • Behaviour Curriculum Action plan is updated	• Fortnightly meetings with HT – whole school attendance analysis completed and SLT/Inclusion Lead know who the families are for concern • Transition mtgs highlight those chdn whose attendance is a concern – this also is for those coming from PG and outside providers • Monthly meetings with behaviour lead • Behaviour Curriculum Action Plan updated, which identifies next step for the next academic year

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- Pupil Working Partner along with HT and Behaviour lead meet to establish a Behaviour Curriculum Action
- Website is updated
- Write a Behaviour Curriculum Action plan and this is shared with all staff on INSET day in October
- Behaviour lead delivers a behaviour log analysis to HT – wk. beg 11th Dec
- CPOMS is monitored and reviewed for behaviour incidents

Personal Development			
School Value: RESILIENCE			
Led by: Kirstie Norris, Stella Smithson **Subsidiary supporters: All teachers/HLTA's**			
Success Criteria	**Actions**	**Responsibility**	**Monitoring**
A significant increase in the opportunities given for pupil voice Staff can talk confidently about where PV is linked to their subject and the impact of this	• Create responsibility role for pupil voice • Cycle of pupil voice in place that is over and above learning • Introduce a pupil-led book scrutiny – https://schoolleaders.thekeysupport.com/curriculum-and-learning/curriculum-guidance-all-phases/subject-monitoring/conducting-pupil-led-work-scrutiny/ • Subject leaders within action plans have mapped out pupil voice opportunities e.g. – surveys, debates, focus groups, circle times, open questions rather than closed questions • Pupils create a Calton Newsletter	Aishah Kadodia All subject leaders Katherine Godfrey	Action plans and action plan reviews Monitoring of pupil voice – ex summaries Calton newsletter Curriculum maps with links to where PV will be used
Pupils show respect and tolerance for those who share the protected characteristics Curriculum has clear links with Protected characteristics Staff and pupils can talk confidently about the protected characteristics	• Map out pupil characteristics within the PHSE curriculum • Subject leaders to look at their subject and see if any aspects of the curriculum have the 9 protected characteristics and identify these • Audit books for protected characteristics • English books or any new reading books to consider protected characteristics - https://primarysite-prod-sorted.s3.amazonaws.com/woodside-primary-school/UploadedDocument/55e46d5d-4bc3-4c12-b67f-2e1305fb4158/equality-diversity-and-protected-characteristics-reading-spine-picture-books.pdf • Update the PHSE part of the website • Consider one of the protected characteristics and develop this – E.G. LQBTQ+/race/religion	Laura Rosca and Emily Chevannes Julia Bashford? Anna Hart Justin Pinchbeck English team	Curriculum maps Designated area in the library labelled Book audit Website
All of our staff families will feel their wellbeing is supported as a member of Calton Primary School	• MH inset day – LA led • Develop a framework for evaluating our approach	Kirstie Norris	Mental Health award Mental Health pre, interim and post questionnaires

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Families feel supported through relevant and appropriate work shops and learning	• Family jigsaw is further embedded • There are at least 6 parent workshops across the academic year to support the local community – https://www.redriff.co.uk/parent-workshops-handouts/112856.html - anti-bullying, restorative practice, mental health, online/esfatey, Maths, phonics, ZOR, behaviour/managing behaviour, anxiety in chdn, Growth Mindset/metacognition, • Website is updated	Stella	Self-evaluation forms Website

<table>
<tr><td colspan="3" align="center">Milestones</td></tr>
<tr><td align="center">Dec 22</td><td align="center">March 23</td><td align="center">July 23</td></tr>
<tr>
<td>
• Staff member for PV is established and action plan for this is created – reviewed 3 times a year
• All subject action plans have PV embedded in this and this is linked to pupil characteristics - monitoring is sent to HT
• Pupil newsletter created
• Curriculum lead is aware of the 9 pupil characteristics and disseminates to all subject leaders. This is monitored and reviewed
• Website is updated with pupil characteristics – this may need to be in the PHSE section as well as the workshops that are on offer/have been delivered
• INSET day – Mental Health completed
• Mental Health action plan written
• Family jigsaw continues
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<td>
• Monitoring of PV is in place and this is shared with staff and pupils
• Pupils are involved in the running of the school and this is evidenced in the pupil questionnaire
• Pupil led book scrutinises with key staff continue
• Pupil voice monitoring is sent to HT along with reviewed action plans
• Pupil newsletter continues
• M.H action plan is reviewed
• Further staff questionnaires completed
• Staff meetings for updates on MH as per the action plan
• English books have been audited and where there are gaps these have been filled
• Parent workshops have been delivered
• Parent questionnaire is supportive of parent workshops
</td>
<td>
• Subjects leaders are aware of the strengths and developments based on all monitoring. This informs next years plans following conversations with SLT
• Pupil newsletter continues
• 1 area of protected characteristics has been developed and delivered to pupils, staff and parents
• Self-evaluation forms for parent jigsaw, workshops are positive
</td>
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<table>
<tr><td colspan="4" align="center">Early Years Foundation</td></tr>
<tr><td colspan="4">School Value: STARS</td></tr>
<tr><td colspan="4">Led by: Laura Timings and Lucy Watkins</td></tr>
<tr><td align="center">Success Criteria</td><td align="center">Actions</td><td align="center">Responsibility</td><td align="center">Monitoring</td></tr>
<tr>
<td>To raise attainment in National Standards for Reading, Writing, Maths and GLD</td>
<td>
• Monitoring of RWI against age related expectations, using the strong start documents
• Interventions in place for catch up across reading, writing and maths
• Regular pupil progress meetings to identify any needs
• Reading cafés established Supporting Play Café to be introduced
• Writing is promoted and celebrated within the classroom
• The environment supports a love of writing
• Activities planned for fine and gross motor skills to develop writing. Development days with the external advisor focus on EYFS
</td>
<td>Laura Timings</td>
<td>Lesson observations
Book looks
Pupil voice
Planning</td>
</tr>
</table>

	• Baseline assessment used as a starting point. Maths mastery established and manipulatives used. • Monitoring shows children routinely use and apply their phonic skills when writing. • Planning shows the teaching of mathematical language and children become confident mathematicians • Talk for Writing embedded throughout the curriculum		
Establish EYFS- Y1/2 mixed age transition	• Reception and Year One/ Two complete a structured teacher handover meeting. • Transition day in new classes • All Year One Teachers have completed handover meetings with Reception staff for every child in their class. • Analysis of learning gaps inform planning across all areas of the curriculum • Planning addresses transition from Reception to Year 1 • Principles of play are continued into Year One	Laura Timings All class teachers	Observations Pupil voice
Develop the use of Metacognition strategies so that it helps to improve children's thinking	• Metacognition strategies are explicitly taught through the curriculum • Modelling of teachers own thinking is evident in lessons through talk • Opportunities are given for pupils to reflect on their own thinking - talk • Children can articulate they are given opportunities to reflect on their own thinking • CPD given to all teaching staff and LPs • Modelling is explicit in all quality first teaching	Laura Timings All class teachers	Lesson observations Pupil voice
Develop children's vocabulary Children make progress from there Listening, Attention and Speaking skills baseline	• Children identified to take part in Talk boost interventions. • Introduce the Monday Talk session. • Vocabulary list used and updated • Ongoing modelling of language and introducing new vocabulary • Introduce Chatter boxes.	Laura Timings All class teachers LPs	Intervention lists Intervention observations Assessment data Observations
Children with SEND are identified at the earliest opportunity and given the appropriate support to help them thrive	• Visiting all nurseries and pre-schools to gain as much prior knowledge about children's needs as possible knowing the cohort make up • Working closely with the SENDCO to discuss the varying needs of the children and support needed throughout the year, implementing new strategies • Identify the needs of individual children and implement impactful support • Hold 1-1 meetings with parents • Continue to develop our SEND resource provision offer. • Staff to visit Willow specialist centre to gain understanding of pedagogy of working with children with ASC/SLD Tailor planning and teaching to the individual needs of the children	Laura Timings Nadia Wilson All reception teachers LPs	Lesson observations Book looks Pupil progress meetings
Children show emotional resilience.	• Continue with the Colour Monster Scheme and Zones of Regulation. • Continue with the Jigsaw Scheme. • Relational Policy introduced and rules established.		Planning Book Looks Observations

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Children can self-regulate and show a developing executive function Increase the number of children reaching ARE in their personal, social and emotional development from their starting points	• Staff training about children's executive function and how to develop this through planning. • REST programme is continued • Teach the children about biting, scratching, physical contact • Increase the children's ability to communicate their needs effectively through words • Creating a calm space for children to self -regulate if needed.		Environment Pupil voice Lesson observations

Milestones

Dec 22	March 23	July 23
• Reception baseline completed withing the first 6 weeks of beginning school • Strong start document used and assessments of RWI completed every week • Children identified needing intervention and Interventions in place for RWI and maths • children identified and discussed • Quality first teaching observed • Activities planned and visible to promote fine motor skills for writing • Introduce the structure of talk for write verbally when retelling stories • WH to attend the maths mastery sessions and implement the changes to the maths curriculum • Staff meeting held about metacognition and strategies implemented into teaching • Talk Boost Baseline assessment • Monday Talk Time sessions introduced • Chatter boxes introduced and used • Close relationships with pre-schools to manage transitions for children with SEND • My plan/ EHCPs/ risk assessments in place to support childrens' needs • Adaptations of whole class teaching researched and implemented as a result of the varying needs identified • Adaptations to learning are evident in the reception classes • Extra staff employed to support the needs of the children • Parent meetings held to discuss the needs of the children • Children introduced to the zones of regulation • Space created in Red Class for children to use to self regulate • .	• Reading café held with children and parents • Phonics workshop held with parents • Pupil Progress meeting held • Termly RWI assessments completed • Interventions monitored and completed • Monitoring of the learning environment shows writing is promoted and celebrated • RWI development day to look at the progress and achievement • Maths mastery is taught daily alongside the fluency lessons • Observations show Talk for write is embedded in Literacy • All lessons show high quality modelling and questioning • Talk boost interventions begin • Talk is embedded throughout the curriculum • Chatter boxes are used independently • The trial group is showing progress both inside and out of the classroom • Specialist support to visit children in the setting • Monitoring shows planning and teaching shows explicit scaffolding • Reception staff to visit Willow for CPD • Behaviour policy embedded with the new reception children • Children are able to articulate their needs using the zones of regulation	• Pupil progress meeting held • Moderation of all areas of the EYFS • Termly RWI assessments completed • Children achieving GLD has increased from last year and the baseline • Books show children's writing has improved • Children are able to use the Talk for Writing structure when talking and writing • Sentence starters are introduced and used in lessons • Children are attaining well in maths and are able to articulate their thinking • Transition meetings are held with all teachers and children attend a transition day • All data is shared with new class teachers about the children's attainment and progress and gaps in learning across the curriculum • Pupil voice shows children are able to talk about their learning • Impact of Talk Boost Intervention shown • Evidence of talk throughout all areas of the curriculum • Children are showing evidence of using the Relational policy independently

• Children are taught how to self-regulate where needed	

Playgroup			
School Value: STARS			
Led by: Playgroup Manager, Shelley Myers, Charlotte Barnes, Nadia Wilson, **Subsidiary supporters: Emily Chevannes, Stella Smithson, Naomi Smart, Justin Pinchbeck, Rhiannon Thomas**			
Success Criteria	**Actions**	**Responsibility**	**Monitoring**
Children are supported to become confident communicators and English speakers, leading to improved outcomes in all areas of learning. Staff grow in ability to identify and support children at risk of language delay, closing the gap, enabling improved outcomes.	**COMMUNICATION AND LANGUAGE** • Develop use of language screening tools to identify language vulnerable children e.g. TROLL, Wellcomm, OxEd • Access Singalong training for staff • Identify opportunities to add music to our regular provision, both listening to and taking part in musical learning • Look for opportunities to enhance children's musical experience with appropriate age-related visits or visitors • Maintain focus on books and individual reading by monitoring use of books and key people reading to key children. • Support families with Stay, Play and Learn events, Book-Home etc. • Monitor Book Home use to encourage and support families not yet accessing • Staff training in speech and language through GSP	Playgroup leader Shelley Myers Justin Pinchbeck Rhiannon Thomas Governors	Screening tools Staff training logs Observations Curriculum map Visits and visitor logs Letters to parents Website design Meetings with HT Learning walks
Children's Oracy developed so by the end of the year pre-school children can retell x6 stories Children learn to communicate through their drawing and writing	**TALK 4 WRITING** • Review half termly focus book/rhyme linked to theme and stage of learning in the room. • Develop and embed T4W delivering T4W in an age appropriate way, building up skills in storytelling and drawing/mark making.	Charlotte Barnes Shelley Myers Governors	Curriculum maps and plans Book scrutinises Meetings with HT Learning walks
Children develop their phonological awareness so they are very well prepared and ready to begin Phase 2 phonics when they move to Reception.	**PHONICS** • Staff training on aims, theory and practice of Phonics in education using RWI • Curriculum updated to reflect RWI • Identify age appropriate opportunities to increase children's phonological awareness Monitor impact with individual children and learning walks	Emily Chevannes	Staff training logs Observations Curriculum maps and plans Website design Pupil voice Meetings with HT Learning walks
Children make at least good progress and become confident mathematician s	**MATHEMATICS** • Introduce white rose to Pre-school	Playgroup Manager Shelley Myers Hollie Mencarelli	ECER toolkit Staff training logs Observations

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	• Use relevant ECERS-3, (https://center-elp.org/wp-content/uploads/2021/04/ECERS-3-Materials-Checklist-revised.pdf ECERS-e scales to re-evaluate our Maths provision • Access further training for staff	Kirstie Norris	Pupil voice Meetings with HT Learning walks Book scrutines
Children with SEND are identified at the earliest opportunity and given the appropriate support to help them thrive.	**SEND** • Refine and outline processes for identifying children with SEND, putting them on SEND register, Play Plans, reviews, referrals etc • Continue to develop our SEND resource provision offer. • Staff to visit Willow specialist centre to gain understanding of pedagogy of working with children with ASC/SLD • Set up a SEND resource bank • Staff to attend further SEND training either with primary school or more preschool bespoke LA training e.g. Sensory Processing Difficulties, Trauma intervention training	Shelley Myers Nadia Wilson	My plans Minutes of meetings Training logs Observations Meetings with HT
Children learn to identify what and how they are feeling, and are supported to manage their emotions leading to better self-regulation and mental health. Children's mental health improves and they grow in their understanding of how to behave with dogs, Forest School sessions and gardening impacts on children's holistic personal development, learning and MHWB, developing their cultural capital.	**ZOR** • Continue to embed 'Colour Monster' e.g. Zones of Regulation • Implement Jigsaw curriculum • support children to identify and name the different emotions/ZoR they may be feeling during a day, developing self-regulation and leading to improved behaviour • Introduce Family jigsaw to playgroup **School Dog** • Complete appropriate paperwork e.g. policy and risk assessment • Inform families and gain consent • Train staff in managing school dog • School Dog visits become part of the weekly cycle and children given opportunities to care for him and enjoy his company **Forest School** • Develop FS for all rising 4's over the year - Thursday • In summer term, develop FS for younger chdn • Look at FS leader training for PG • When recruiting look for staff who have FS training	All PG staff Stella Smithson Sue Burnham JBD Charlotte Barnes All PG staff Naomi Smart Playgroup manager Shelley Myers	Meetings with HT Learning walks Family jigsaw evaluations Risk assessment Curriculum maps Staff training logs
Professional development for leaders as they grow in their strategic leadership role. Leadership capacity increased impacting on school ethos and children's progress Allocated EYPP funded is used effectively to improve attainment and outcomes for chdn linked to the SIP	**DEVELOP LEADERSHIP TEAM (SLT)** • Appoint a PG manager • Monthly meetings to celebrate, work on SIP, problem solve • Leaders to develop knowledge and skill in taking on ECERS • Leaders responsible for Areas of Learning in EYFS curriculum to drive improvement. • SLT and curriculum lead to work on reviewing curriculum maps	SLT Justin Pinchbeck Playgroup Manager Shelley Myers	Meetings with HT End of year PG report EYPP strategy Curriculum map and design Website

	• Curriculum Lead redesigns the PG curriculum - 5 C's Calton Curriculum begins to be developed • Playgroup Manger and DM to continue with supervision of staff and monitoring of Learning Journals • AHT develops an EYPP strategy so that we know the allocated amount and how its funded		
Children attend regularly and on time	• Fortnightly meetings with Inclusion lead and PG lead • Inclusion lead shares attendance of PG with HT • Each family to be given information sheet, explaining our policy and procedure around attendance • Families asked to sign this • When attendance falls below 85% for reasons other than illness families to meet with attendance officer for supportive conversation • When parents are late collecting chdn on more than 1 occasion, families meet with attendance officer for supportive conversation.	Matt Holton Playgroup manager Shelley Myers	Policy Letters/information sheet Meetings with PG Data analysis CPOMd meetings with parents as appropriate

Milestones		
Dec 22	**March 23**	**July 23**
• Screening tools have been introduced to identify language vulnerable children e.g. TROLL, Wellcomm, OxEd • Access Singalong training for staff if needed • Plans show increased opportunities for music both listening to and taking part in including that of visitors and visits. • Themes are driven by a focus on books and individual reading by monitoring use of books and key people reading to key children. • Stay and play is planned in • Staff training in speech and language through GSP • Staff meetings have a training focus – T4W, white rose (Maths), RWI. • PM targets are in place for staff – look at areas of the curriculum, key chdn, academia • Website updated • SENDco supports PG 1 day a week • SEND resource bank created	• Evidence shows that the screening tool is having an impact on those chdn with under developed language skills • Maintain focus on books and individual reading by monitoring use of books and key people reading to key children. • Stay and play is planned in • Parent questionnaire created and sent to all parents • Lesson observations on Maths, RWI and T4W are in place • PM reviews of staff • SEND plans etc are reviewed frequently and uploaded on CPOMS • Staff visited Willow Specialist centre • Training is evident in lesson obs • @ least one terms of Jigsaw has happened for PG families • The curriculum continues to be mapped out under the 5'C curriculum • FS for Rising 4's begins – Thursday	• Assessment data of those that have been identified as needing more support are getting ng it and making progress • Maintain focus on books and individual reading by monitoring use of books and key people reading to key children. • Stay and play is planned in • All staff have been trained in Speech and Language through the GSP • Lessons are at least good for the areas of academic foci • There is strong SEND practice in PG • Chdn who have neurodiversity are better planned for • Self-evaluation forms show positive comments for family jigsaw • By the end of the academic year the PG Curriculum has been redesigned to link in with new PG V&V • EYPP strategy has been written • Attendance is high profile in PG • Plan for younger chdn to access FS is in place

- Training needs have been identified for PG staff and CPD logs have been completed - Colour monster continues to be embedded - Pre-school jigsaw curriculum is planned for and embedded - EYPP funding begins to be tracked - Working party established to look at the 5 C's Calton Curriculum (converse, care, connect, create, confident) - Fortnightly attendance mtgs with PG - Attendance policy updated and shared with PG – 1-page factsheet created – families asked to sign this as part of admissions - Attendance strategy in place for PG like that of the primary school - Meetings held if collecting chdn late - Parents and consent for school dog - School dog visits PG weekly		