Little Thurrock Primary School

Striving **for Excellence**

School Improvement Plan February 2020 – September 2021

School Priorities:

Quality of Education

1. Ensure all subjects have a clear progression of knowledge and skills that are at least as ambitious as the National Curriculum.
2. Ensure that the curriculum is adapted to meet the needs of all learners including pupils with special educational needs and/or disabilities (SEND).
3. All staff use formative and summative assessment well; to address pupils' misconceptions, check understanding and inform their next steps.
4. To improve the quality of teaching and learning across all subjects by ensuring all staff have strong subject knowledge and are clear about the agreed learning expectations.
5. Refine the Literacy Tree curriculum to include guided reading opportunities using the same whole class text.
6. Further develop the English curriculum by introducing spelling and handwriting strategies across the whole school.
7. Ensure the Mathematics curriculum enables pupils to practise and consolidate learning as well as offering challenge for the higher attaining pupils.
8. Develop a times tables strategy to address gaps in pupils' knowledge.
9. Implement structured Modern Foreign Language scheme of work
10. Develop learning environment and book areas to raise pupils' expectations.

Leadership and Leadership including safeguarding.

1. Ensure all leaders including middle leaders have a sharp focus on improving the quality of education in all subjects.
2. Embed roles and responsibilities for leaders at all levels across the school.
3. Ensure the Local Governing Body uses the information available to them to strategically support and challenge leaders to ensure all pupils are achieving well.
4. Ensure all safeguarding policies and procedures are robust.
5. To ensure the electronic recording system (CPOMS) for safeguarding and behavior is fully embedded within the school

Behaviour and Attitudes

1. To align outstanding behaviours to the ethos of the co-operative values across the whole school.
2. To embed the revised behaviour strategy including the new celebration and restorative approach.
3. To continue to improve attendance and punctuality ensuring all children come to school every day.
4. Strengthen the early help offer to support children and families at risk through a network of support within and out of school.

Personal Development

1. Ensure that all pupils are well prepared for life in modern Britain and the next stage of their lives.
2. Introduce and develop leadership roles and responsibilities for pupils across the school.
3. Improve teaching and learning of equity, equality and diversity with a focus on the protected characteristics.
4. Ensure that all children have access to high quality extra-curricular opportunities.

Early Years

1. Ensure that the Early Years curriculum is well sequenced and seen as the starting point for all subjects.
2. Ensure that a higher percentage of children achieve exceeding in reading, writing and mathematics by the end of the Reception Year.
3. Develop the outdoor provision so that there is high quality provision on offer across all seven areas of learning.
4. Develop the Nursery provision and ensure that high quality opportunities are evident across all areas of learning.
5. To embed high quality language and vocabulary and the principles of speech and language to further raise attainment in communication and language.
6. To plan and prepare for the new Early Years Framework, including Baseline.

Annual Cycle Plan for SLT, TLR's, Subject Leaders – an overview 2020-21

Main responsibilities and tasks	SPRING 2020			Summer 2020			Autumn 2020			
	Feb 20	Mar 20	Apr 20	May 20	June 20	July 20	Sept 20	Oct 20	Nov 20	Dec 20
1. Learning Walks 'Drop ins' Monitoring of Planning, Monitoring Books /Moderation Pupils' work & planning Teacher Appraisal Observations Lesson visits SLT – Quality of teaching and learning, Learning environment	**The cycle of support will take place weekly across year groups for a range of subjects. During these sessions a range of monitoring activities will take place and feedback given. Further support will be identified from these activities and senior leaders will support accordingly.**									
2. Gathering the Views of pupils and parents and their learning		■			■			■		
3.Pupil Progress meetings Monitoring intervention programmes SEND - Significant and vulnerable groups		■				■				■
4. Other Monitoring Support staff / Governors visiting		**Govs LW**			**Govs LW**			**Govs LW**		
5. CPD/Support/Staff INSET/PDM Coaching and mentoring External course attendance		■	■	■	■		■	■	■	■
6. Meetings feedback and or Follow up / Agencies										
7. Other Specific responsibilities / Pilots / Projects / Admin	**Literacy Tree & Trailblazers**			**Literacy Tree & Trailblazers**			**Literacy Tree & Trailblazers**			
8. Reports and or returns for HT, SLT, Governors, Parents		**LGB**	**Parent Consultation**		**LGB**	**Parent Consultation /Reports**	**LGB**	**Parent Consultation**		**LGB**
9. School – major events				**SATs**						
English Priority Focus	■	■	■	■			■	■	■	■
Maths Priority Focus		■	■				■	■	■	■
Science Priority Focus			■				■			■
Computing Priority Focus						■	■		■	
Creative Priority Focus (ART/D&T)					■		■			■
P.E Priority Focus		■	■				■		■	
Music Priority Focus		■					■		■	
MFL Priority Focus		■					■			■
Humanities/R.E/P.H.S.E/Citizenship/SMSC					■	■	■		■	
Inclusion – SEN, EAL,PPG		■	■	■	■	■	■	■	■	■

Main responsibilities and tasks	SPRING 2021					Summer 2021			
	Jan 21	Feb 21	Mar 21	Apr 21		May 21	June 21	July 21	
2. Learning Walks 'Drop ins' Monitoring of Planning, Monitoring Books /Moderation Pupils' work & planning Teacher Appraisal Observations Lesson visits SLT – Quality of teaching and learning, Learning environment	**The cycle of support will take place weekly across year groups for a range of subjects. During these sessions a range of monitoring activities will take place and feedback given. Further support will be identified from these activities and senior leaders will support accordingly.**								
2. Gathering the Views of pupils and parents and their learning	�purple					▪purple			
3.Pupil Progress meetings Monitoring intervention programmes SEND - Significant and vulnerable groups				▪purple			▪purple		
4. Other Monitoring Support staff / Governors visiting		Govs LW				SATs	Govs LW		
5. CPD/Support/Staff INSET/PDM Coaching and mentoring External course attendance	▪purple	▪purple	▪purple	▪purple		▪purple	▪purple	▪purple	
6. Meetings feedback and or Follow up / Agencies									
7. Other Specific responsibilities / Pilots / Projects / Admin	**Literacy Tree**					**Literacy Tree**			
8. Reports and or returns for HT, SLT, Governors, Parents	CENSUS	LGB					LGB		
9. School – major events									
English Priority Focus	▪purple	▪purple	▪purple	▪purple		▪purple	▪purple	▪purple	
Maths Priority Focus	▪purple	▪purple	▪purple	▪purple		▪purple	▪purple	▪purple	
Science Priority Focus		▪purple					▪purple		
Computing Priority Focus				▪purple				▪purple	
Creative Priority Focus		▪purple				▪purple			
P.E Priority Focus			▪purple					▪purple	
Music Priority Focus		▪purple					▪purple		
MFL Priority Focus			▪purple					▪purple	
R.E/P.H.S.E/Citizenship/SMSC		▪purple				▪purple			
Inclusion – SEN, EAL,PPG	▪purple	▪purple	▪purple	▪purple		▪purple	▪purple	▪purple	

Three Year Data Trend:		2017	2018		2019	
		Result	Result	National	Result	
EYFS % At least Expected	Reading	82%	90%	76%	88%	
	Writing	81%	86%	70%	83%	
	Maths	86%	92%	76%	86%	
EYFS % Exceeding	Reading	10%	10%	26%	5%	
	Writing	0%	7%	16%	3%	
	Maths	19%	11%	22%	6%	
Year R % Good Level of Development		80%	80%	72%	*Target 80%* 83%	
Year 1 % passed phonics check		93%	92%	83%	*Target 92%* 87%	
Year 2 total % passed phonics check		99%	96%	93%	94%	
		2017	2018		2019	
		Result	Result	National	*Target*	Result
KS1 % Meeting Expected Standard	Reading	77%	81%	76%	*80%*	85%
	Writing	72%	79%	70%	*80%*	78%
	Mathematics	89%	87%	76%	*88%*	82%
KS1 % Greater Depth Than Expected Standard	Reading	20%	16%	26%	*16%*	26%
	Writing	10%	4%	16%	*15%*	9%
	Mathematics	17%	12%	22%	*15%*	27%

		2017	2018			2019	
		Result	Result	National	Thurrock	Target	Result	National Prov.
KS2 % Meeting Expected Standard	Reading	71%	75%	75%	75%	81%	74%	73%
	Writing	84%	80%	78%	80%	80%	84%	78%
	Mathematics	74%	83%	76%	78%	82%	88%	79%
KS2 % Greater Depth Than Expected Standard	Reading	22%	26%	28%	25%	34%	34%	
	Writing	28%	24%	20%	24%	40%	36%	
	Mathematics	13%	18%	24%	25%	40%	28%	

Priority Area: Quality of Education		Lead: Nicola Townshend /Andrea Perry		Governor Lead: MA	
Objective: 1	Ensure all subjects have a clear progression of knowledge and skills that are at least as ambitious as the National Curriculum.				
	Success criteria		**Evaluation**		**RAG**
Success Criteria 1	The curriculum is well structured and sequenced which ensures that the school's curriculum is as ambitious as the national curriculum				
Success Criteria 2	The revised curriculum content clearly identifies the aims of the national curriculum. There is clear progression and skills across all subjects which ensure opportunities to embed learning are maximised.				
Success Criteria 3	The curriculum meets the expectations of the inspection framework.				
Success Criteria 4	Staff are clear about the progression of knowledge and skills taught and what they are teaching builds on previous learning and provides opportunities for future learning.				
Actions (Including CPD)	**Timescale**	**Resources**	**Who?**	**Monitoring**	**RAG**
1.1 Subject leaders to work collaboratively to revise the current curriculum provision for all subjects.	Summer 20	Directed and Leadership Time release	SL	School Improvement Team	
1.2 Subject leaders to ensure that the progression of knowledge and skills clearly matches the ambition and aims of the national curriculum.	Summer 20	Directed and Leadership Time release	SL	School Improvement Team	
1.3 Subject leaders to deliver CPD for staff to ensure the progression of knowledge and skills are clear and understood by all staff.	Summer 20	Professional Development meetings	SL	School Improvement Team	
1.4 Subject leaders to rewrite accordingly, the knowledge and skills booklets for each	Summer 20	Directed and Leadership Time release	SL	School Improvement Team	

subject area.					
1.5 New school website school developed and live	Spring term	£300	NT	Ongoing monitoring of website compliance	

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<tr><td colspan="3">Priority Area: Quality of Education</td><td colspan="2">Lead: SENCo</td><td>Governor lead: MA</td></tr>
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Objective: 2	Ensure that the curriculum is adapted to meet the needs of all learners including pupils with special educational needs and/or disabilities (SEND).

	Success criteria		RAG
Success Criteria 1	The curriculum successfully meets the needs of all learners including those pupils with special educational needs and/or disabilities (SEND).		
Success Criteria 2	Teachers have a strong understanding of how best to adapt the curriculum to meet the needs of different learners.		
Success Criteria 3	All groups make at least good or better progress from their starting points.		
Success Criteria 4			

Actions (Including CPD)	Timescale	Resources	Monitoring	RAG
2.1 Ensure that all staff know who their SEND support pupils are and have copies of EHC plans for identified pupils with specific needs	Spring term - ongoing	Inclusion folders	SENCo, MD – EYFS & KS1 and NT – KS2	
2.2 Regular reviews of pupils with SEND support against age-related expectations outcomes	Spring term ongoing	Inclusion Learning walks Termly Pupil progress metings	SENCo to monitor provision as part of subject learning walks. Pupil progress meetings - termly	
2.3 Through professional development class teachers	Spring term - ongoing	Professional development meetings	SENCo, MD – EYFS & KS1 and NT – KS2	

have a better understanding of the needs of their pupils with SEND and as a result adapt the curriculum appropriately.				
2.4 Implement and evaluate SEND case studies for impact (SEND and SEMH)	Spring term - ongoing	Case studies included in Inclusion folders	SLT to evaluate	
2.5 Implement new OCAT assessment and monitoring systems of pupils with SEND	?			
2.6 Further develop and embed whole school approach to speech and language provision including communication tools and prompts.	Spring term	Professional development meetings with teaching and support staff	SENCo learning walks with MD – EYFS & KS1 and NT – KS2	
2.7 Staff focus on progress from key points and attainment of pupils identified as SEND support.	Ongoing	Termly meetings	Pupil progress meetings	
2.8 Ensure that learning environment is fully inclusive to enable all pupils to access learning.	Summer term - ongoing	Termly meetings	SENCo learning walks with MD – EYFS & KS1 and NT – KS2	

Priority Area: Quality of Education		Lead: AHook /SLT/SIP	Governor Lead: MA	
Objective: 3	All staff use formative and summative assessment well; to address pupils' misconceptions, check understanding and inform their next steps.			
	Success criteria		**Evaluation**	**RAG**
Success Criteria 1	Children's books demonstrate regular feedback received and children are able to identify how feedback helps them to improve their learning in line with the school's revised feedback policy.			
Success Criteria 2	Support provided in class clearly matches the needs of the pupils and outcomes continue to improve, with those pupils needing to quickly			

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	catch up doing so.				
Success Criteria 3	Staff have a clear understanding of the feedback policy and use it to support children's learning and address misconceptions.				

Actions (Including CPD)	Timescale	Resources		Monitoring	
3.1 Revise the feedback policy and ensure that all staff understand the expectations.	Spring 20	Professional Development Meeting – SLT lead			
3.2 Regular reviewing of lessons, books and pupil voice to ensure feedback policy meets the needs of children.	Summer 20	SIP leadership release time		SIP team and SLT Learning Walks – AH & NT – KS2 AH & MD – EYFS & KS1	
3.3 All staff ensure next steps are understood by children and ensure they address gaps in skills and knowledge.	Summer 20	SIP leadership release time		SIP team and SLT Learning Walks – AH & NT – KS2 AH & MD – EYFS & KS1	

Priority Area: Quality of Education		Lead: SIP Team/ NT and MD		Governor lead: DM	
Objective: 4	To improve the quality of teaching and learning across all subjects by ensuring all staff have strong subject knowledge and are clear about the agreed learning expectations.				

	Success criteria		Evaluation		RAG
Success Criteria 1	Clear knowledge and skills progression guidance in place that is well matched to the needs of all pupils. Outcomes for children improve through a clear learning journey.				
Success Criteria 2	Staff subject knowledge will be enhanced and in turn outcomes for children improve further.				
Success Criteria 3	Children are clear about how their learning fits into the teaching sequence and how it builds on prior learning.				
Success Criteria 4	Planning and lessons build on prior learning; as a result outcomes for pupils improve.				
Success Criteria 5	There is a consistent approach to teaching and the understanding of what is expected is clear across all year groups.				

Actions (Including CPD)	Timescale	Resources		Monitoring	RAG
4.1 Subject leaders to revise the current knowledge and skills	Summer 20	Directed and leadership release time		School Improvement Team	

progression maps to ensure they meet the needs of our school and community including aims of national curriculum.			
4.2 Staff to ensure planned activities match the knowledge and skills progression map.	Spring/Summer 20	PPA release time	SLT Learning walks – AH & NT – KS2 AH & MD – EYFS & KS1
4.3 Staff to ensure that the lesson sequence clearly builds upon prior learning by using the knowledge and skills progression map.	Summer 20	PPA release time	SLT Learning Walks – AH & NT – KS2 AH & MD – EYFS & KS1
4.4 Staff to ensure that they are using the agreed learning and teaching framework to ensure that high-quality learning and high expectations are consistent in all classrooms.	Spring/Summer 20	PPA release time	SLT Learning Walks – AH & NT – KS2 AH & MD – EYFS & KS1

Priority Area: Quality of Education		Lead: HM	Governor lead: DM
Objective: 5	Refine the Literacy Tree curriculum to include guided reading opportunities using the same whole class text.		

	Success criteria	Evaluation	RAG
Success Criteria 1	Children have access to high-quality texts to develop reading and writing opportunities.		
Success Criteria 2	The English curriculum using the Literacy Tree approach is well sequenced and structured.		
Success Criteria 3	The majority of children achieve at least ARE in reading and writing.		

Actions (Including CPD)	Timescale	Resources	Monitoring	RAG
5.1 Literacy Tree consultant and English leader refine sequence of texts to include guided reading opportunities.	Spring 2020 - ongoing	SIP leadership release time	SLT to agree sequence	
5.2 English leader to monitor quality of lessons being taught and address any development points needed to ensure consistency and quality.	Summer 2020 – ongoing – ½ termly	SIP leadership release time Professional Development Meetings	English leader – NT – KS2 English leader - MD – EYFS & KS1 Learning walks	
5.3 English leader to ensure that Literacy Tree sequence is being followed in all Year groups.	Summer 2020 – ongoing - – ½ termly	SIP leadership release time	English leader – NT – KS2 English leader - MD – EYFS & KS1 Learning walks	

Priority Area: Quality of Education		Lead: AP/JC	Governor lead: DM		
Objective: 6		Further develop the English curriculum by introducing spelling and handwriting strategies across the whole school.			

	Success criteria	Evaluation	RAG
Success Criteria 1	Spelling strategies are embedded consistently and impact is clearly seen through improvements as children become confident/ accurate spellers.		
Success Criteria 2	Children are using the agreed pre-cursive script in EYFS/Year 1 and cursive script in Year 2 to Year 6 consistently.		
Success Criteria 3	Children's presentation is improved in writing across the curriculum.		

Actions (Including CPD)	Timescale	Resources	Monitoring	RAG
6.1 Teachers use a range of	Spring 2020	Literacy Tree spelling seeds	Spelling policy in place and	

strategies, rules and conventions systematically and explicitly to teach children spelling (e.g. patterns, mis-spelt words in pupils' books etc.)		Professional development meeting Consultant – Literacy Tree	informing practice. English lead and SLT
6.2 Spelling lists for each year group from English national curriculum are used to drive improvements in spelling.	Summer 2020	Spelling lists – national curriculum appendix Weekly homework and weekly assessment Spelling book for all year groups	English lead to monitor pupils books
6.3 Read, write Inc programme to be delivered and completed in key stage 1	Autumn 2020	Read, write inc resources – Year 2	Phonics lead and English lead to monitor RWI programme
6.4 Implement a new handwriting resource and agree a regular focus on this.	Spring 2020	Handwriting scheme - £300	English lead and SLT – MD EYFS & KS1 and NT – KS2

Priority Area: Quality of Education		Lead: Fiona	Governor lead: DM	
Objective: 7	Ensure the Mathematics curriculum enables pupils to practise and consolidate learning as well as offering challenge for the higher attaining pupils.			
	Success criteria	Evaluation		RAG
Success Criteria 1	Mathematics is consistently planned, delivered and assessed across the school.			
Success Criteria 2	A higher proportion of children achieve above Age Related Expectations.			
Success Criteria 3	Children are using practical resources regularly in mathematics lessons.			
Success criteria 4	Teachers planning and teaching provide children with rich challenging tasks which deepen knowledge and skills using the			

mastery curriculum.

Actions (Including CPD)	Timescale	Resources	Monitoring	RAG
7.1 Review of planning and delivery of curriculum to check that it is in line with National Curriculum and meets the needs of all children.	Summer term	SIP leadership release time	Maths lead learning walk conducted with NT – KS2 and MD – EYFS & KS1 Evidence - books, planning, lesson obs.	
7.2 ALL classes being equipped with a range of resources to cover the relevant mathematics curriculum.	Summer term	Directed leadership time £800 - Any resources that we are required will be purchased to assist with mathematics learning.	Mathematics resource audit completed by Maths lead	
7.3 Leader to have a thorough understanding of pupils' progress in mathematics and measure it accurately across the school.	Summer term	SIP leadership release time Fischer Family Trust analysis SIP leadership meetings	SLT	

Priority Area: Quality of Education	Lead: Fiona	Governor lead: DM		
Objective: 8	Develop a times tables strategy to address gaps in pupils' knowledge.			
	Success criteria	**Evaluation**		**RAG**
Success Criteria 1	Times table strategy is planned, developed and implemented.			
Success Criteria 2	Times tables to be taught in a more structured manner from Year 2 to Year 6 so that in future all pupils in Year 4 know all of their times tables to 12 X 12.			
Success Criteria 3	Children's standards in Mathematics improve.			

Actions (Including CPD)	Timescale	Resources	Monitoring	RAG
8.1 All classes to focus on times tables and taking part in weekly times tables tests. Learning of times tables to be set as weekly		Timetables booklet – whole school - £181.00 (x 1000) SIP leadership release time	Maths lead to monitor use of tables booklet and measure impact. Data analysis	

				Learning walk Pupil voice	

Priority Area: Quality of Education			Lead: LP		Governor lead:	
Objective: 9		Implement structured Modern Foreign Language scheme of work				

	Success criteria	Evaluation	RAG
Success Criteria 1	Progression of knowledge and skills are mapped out across key stage 2.		
Success Criteria 2	Modern Foreign language scheme of work (French) is implemented in all classes across key stage 2.		
Success Criteria 3	Teachers are developing confidence and proficiency in teaching French consistently.		

Actions (Including CPD)	Timescale	Resources	Monitoring	RAG
9.1 Knowledge and skills map is planned out to show progression of French language learning.	Spring/summer	SIP leadership release time.	MFL lead and SLT	
9.2 To introduce and implement French teaching in key stage 2.	Summer 2020	The Primary French Project - http://www.culturetheque.com/EXPLOITATION/GBR/primary-french.aspx Professional development meeting	MFL lead to deliver professional development meeting	
9.3 SL to assist all staff to develop or update subject knowledge and provide examples of best practice.	Summer 2020 - ongoing	SIP leadership release time. Team teaching opportunities	MFL lead and SLT	
9.4 Teachers deliver French consistently using available resources with confidence.	Summer 2020 - ongoing	Professional development meetings SIP leadership release time.	MFL learning walk – MFL lead and SLT	

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Priority Area: Quality of Education		Lead: AH/NT/MD Governor lead: DM		
Objective: 10	Develop learning environment and book areas to raise pupils' expectations.			
	Success criteria	**Evaluation**		**RAG**
Success Criteria 1	Learning environments demonstrate high quality learning including modelled writing following agreed cursive script.			
Success Criteria 2	English and Mathematics walls are used to demonstrate current learning prompts and models to support pupils' learning			
Success Criteria 3	All staff are aware of learning environment expectations and these are consistently adhered to.			
Actions (Including CPD)	**Timescale**	**Resources**	**Monitoring**	**RAG**
10.1 Share learning environment expectations with all staff. Make explicit the expectations of 'non-negotiables.	Spring 2020 ongoing	Professional Development Meeting Share staff PDM resources and expectations.	Ongoing by senior leadership team and school improvement team.	
10.2 English and Mathematics Learning walls used to demonstrate quality learning using prompts and scaffolded models.	Spring 2020 ongoing	Flip charts purchased	Monitoring by English and Mathematics leaders and SLT	
10.3 Cursive script is modelled in all classrooms with examples of writing displayed for pupils to understand expectations.	Spring 2020 ongoing	Cursive script handwriting programme	English leader to deliver a PDM and monitor use of script across the school.	
10.4 All learning environments including displays and book areas across the school are stimulating and supporting learning.	Spring 2020 ongoing	£3000 furniture £600 Fabric/Hessian	Monitoring daily by Senior Leaders commenting on quality of environment	

Priority Area: Leadership and Leadership			Lead: Governor lead: AM		
Objective: 1	Ensure all leaders including middle leaders have a sharp focus on improving the quality of education in all subjects.				
	Success criteria		Evaluation		RAG
Success Criteria 1					
Success Criteria 2					
Success Criteria 3					
Success Criteria 4					
Actions (Including CPD)	Timescale	Resources	Monitoring		RAG

Priority Area: Leadership and Leadership			Lead: Governor Lead: DM		
Objective 2	Embed roles and responsibilities for leaders at all levels across the school.				
	Success criteria		Evaluation		RAG
Success Criteria 1					
Success Criteria 2					
Success Criteria 3					
Success Criteria 4					
Actions (Including CPD)	Timescale	Resources	Monitoring		RAG

Priority Area: Leadership and Leadership		**Lead:**	**Governor Lead: AM**		
Objective 3	**Ensure the Local Governing Body uses the information available to them to strategically support and challenge leaders to ensure all pupils are achieving well.**				
	Success criteria		**Evaluation**		**RAG**
Success Criteria 1					
Success Criteria 2					
Success Criteria 3					

Actions (Including CPD)	**Timescale**	**Resources**	**Monitoring**	**RAG**

Priority Area: Leadership and Leadership		**Lead:**	**Governor Lead:**	**DM**	
Objective : 4	**Ensure all safeguarding policies and procedures are robust.**				
	Success criteria		**Evaluation**		**RAG**
Success Criteria 1	Arrangements for effective safeguarding are securely in place		Arrangements for effective safeguarding are securely in place		
Success Criteria 2	Robust procedures for safer recruitment are embedded		Robust procedures for safer recruitment are embedded		

Success Criteria 3	Procedures for identification or pupils at risk of harm are robust			Procedures for identification or pupils at risk of harm are robust	
Success Criteria 4	Good liaison with practitioners support identified children effectively			Good liaison with practitioners support identified children effectively	
Actions (Including CPD)	**Timescale**		**Resources**	**Monitoring**	**RAG**
JC/NT-staff training schedule for safeguarding in operational plan	Autumn half term. 2nd half Autumn			JC LGB.	
NT-Include glossary of terminology in Safeguarding policy- update as required					
NT-Deliver refresher WRAP training PREVENT	September 9th		Staff meeting		
JC-Regular safeguarding briefings in operational plan	Termly			HT reports Safeguarding school visit	
NT-Staff audit of confidence with aspects of safeguarding	September 3rd			Safeguarding survey re: knowledge gap evaluated, leading to additional training	
JC-Training planned in response to above	Beginning autumn term		Staff meeting		
SA-Regular review of positive handling techniques	termly			Observations Audit of positive handling records-SAW	
Trust HR training for school admin staff	November		Release		
Trust safeguarding visit	2019-20 tbc				
Priority Area: Leadership and Leadership			**Lead: Governor Lead: DM**		
Objective 5	**To ensure the electronic recording system (CPOMS) for safeguarding and behavior is fully embedded within the school**				
Success Criteria 1				**Evaluation**	**RAG**
Success Criteria 2					
Success Criteria 3					
Actions (including CPD)	**Timescale**		**Resources**	**Monitoring**	

Priority Area: Personal Development			Lead:	Governor lead: AM	
Objective 1	Ensure that all pupils are well prepared for life in modern Britain and the next stage of their lives.				
Success Criteria 1	To ensure early intervention processes are in place to identify vulnerable pupils in the school.		**Evaluation**		**RAG**
Success Criteria 2	The schools attendance targets are met or exceeded for key groups within the school.				
Success Criteria 3	The school's curriculum ensures that children are well prepared for life in modern Britain.				
Success Criteria 4	Transition project within the Trust between Year 6 and Year 7 ensure that the children are well prepared for the next stage of their live.				
Actions(including CPD)	**Timescale**	**Resources**	**Monitoring**		
1.1 Deliver staff training on using CPOMS to ensure all staff are aware of how we track safeguarding concerns (SAW)	Autumn	Staff meeting	SA to ensure all staff are able to use this to track safeguarding concerns and offer training where needed		
1.2 Ensure that all existing CP paperwork transferred to new system (SAW)	Autumn	Admin staff time	All live cases to be added on CPOMs with clear references to historic case notes		
1.3 Ensure that Trust CPOMs forum is attended by a member of the Senior Leadership Team for sharing of best practice.	termly	Senco	Best practice to be shared within Trust schools and updates to be made when necessary.		
1.4 To implement termly parent workshops from Thurrock community college (SAW)	termly	Senco	Analyse evaluation forms		
1.5 Daily Mile to be introduced to pupils, staff and parents	By summer term	All staff	Evaluate stakeholder responses		
1.6 Continue external counselling provision for identified children and evaluate impact (SAW)	ongoing		Monitor case studies for impact		
1.7 Implement cpoms system for	Spring term		HT reports to governors		

			HT monitoring	
effective behaviour tracking across the school				
1.8 Staff 'Mental Health' qualification to be offered to all staff and to support staff in setting this up.	November 2019		SAW to monitor this and support where need.	

Priority Area: Personal Development			**Lead: Governor lead: AM**	
Objective 2	**Introduce and develop leadership roles and responsibilities for pupils across the school.**			
Success Criteria 1	The new requirements for Relationship training are embedded in the curriculum		**Evaluation**	**RAG**
Success Criteria 2	The RSE curriculum training is delivered to all staff to ensure they are confident in delivering this in September 2020			
Success Criteria 3	Ensure all pupils understand current issues in an age appropriate way through the new curriculum			
Actions (including CPD)	**Timescale**	**Resources**	**Monitoring**	
2.1 Lead teachers attend No Outsiders training led by the Trust	10th/11th September	CPD budget release		
2.2 Curriculum planned to deliver all aspects of equalities agenda	autumn		Focussed school visit LGB	
2.3 Planned schedule of assemblies linked to national and global topics	Ongoing			
2.4 Update website with relevant information	ongoing			
2.5 Parent workshops to be delivered on the new RSE curriculum to ensure they are aware of the changes	Summer term		Evaluate feedback from workshop	
2.6 Staff training to be delivered on the implementation of the new RSE curriculum (KF)	Summer term			

Priority Area: Personal Development			Lead: Governor Lead: AM	
Objective 3	Improve teaching and learning of equity, equality and diversity with a focus on the protected characteristics.			
Success Criteria 1	To ensure fundamental British Values are embedded in curriculum as well as the school community	**Evaluation**		**RAG**
Success Criteria 2	To ensure that the teaching and learning of equity, equality and diversity is embedded in our curriculum for all pupils			
Actions (including CPD)	**Timescales**	**Resources**	**Monitoring**	
3.1 Ensure that planned schedule of assemblies linked to FBV	Ongoing			
3.2 Audit non- teaching staff on understanding of FBV (SLT)	End summer term		Analysis of audit and identification of future CPD needs	
3.3 Set up regular school council meetings with agendas focused on key areas of the school improvement plan	End summer term			
3.4 Audit of pupil perceptions of each aspect of FBV	End summer term		Follow up audit and evaluate outcomes	
3.5 Ensure that all stakeholders understand the Trust's co-operative values and show case this within their learning	End summer term			
Priority Area: Personal Development			Lead: Governor Lead: AM	
Objective 4	Ensure that all children have access to high quality extra-curricular opportunities.			
Success Criteria 1	A well planned PSHE curriculum ensures that the statutory requirements for Relationships education are embedded across the school	**Evaluation**		**RAG**
Success Criteria 2	The statutory requirements for Relationship education are in place			
Success Criteria 3	Ensure that all pupils have a wider access to extra-curricular clubs before, during and after school			
Actions(including CPD)	**Timescale**	**Resources**	**Monitoring**	**RAG**
4.1 Ensure that all resources are	Summer term	School Improvement		

available for teaching positive relationships.				
4.2 SLT and KF to deliver a parent workshop on implementing the new requirements	Summer term	Release time	Audit responses	
4.3 To deliver staff training on the new requirements (KF)	Summer term	Staff CPD time		
4.4 OCAT consultant works with PSHE lead on implementation plan for new Relationships education	ongoing			

Priority Area: Behaviour and Attitudes			Lead: Governor Lead: KD		
Objective 1	To align outstanding behaviours to the ethos of the co-operative values across the whole school.				
Success Criteria 1	The Co-operative Values are embedded through the ethos of the school.		**Evaluation**		**RAG**
Success Criteria 2	All stakeholders demonstrate the co-operative values in every day school life				
Actions (including CPD)		**Timescale**	**Resources**	**Monitoring**	
1.1 Assemblies planned and delivered focusing on the co-operative values		Ongoing, weekly			
1.2 Updating behaviour policy to ensure it is clear with stages and focuses on a more positive reinforcements		Spring		LGB have approved policy	
1.3 Weekly Golden Achiever awards focusing on applying co-operative values within their learning		Spring			

Priority Area: Behaviour and Attitudes				Lead: Governor Lead: KD	
Objective 2	**To embed the revised behaviour strategy including the new celebration and restorative approach.**				
Success Criteria 1	Revised behaviour expectations embedded and evident in school culture		**Evaluation**		**RAG**
Success Criteria 2	All stakeholders to be confident in using restorative approach.				
Actions (including CPD)		**Timescale**	**Resources**	**Monitoring**	
2.1 Update behaviour policy to ensure that clear and precise with each step.		Spring		Share with LGB to agree amendments	
2.2 Share with pupils clear steps for children and ensure this is displayed in classrooms and around the school		Spring			
2.3 Share with staff and ensure they are clear on how to track behaviour on CPOMs		Spring			
2.4 Staff session on tracking stage 3 or further behaviour on CPOMs sharing expectations clearly.		Spring			
2.5 Training MDA Meal Supervisors in using the restorative approach		Spring			
Priority Area: Behaviour and Attitudes				Lead: Governor Lead: KD	
Objective 3	**To continue to improve attendance and punctuality ensuring all children come to school every day.**				
Success Criteria 1	Schools attendance improves to ensure that all children are coming to school daily		**Evaluation**		**RAG**
Success Criteria 2	Key groups attendance improves dramatically and falls in line with at least national				
Success Criteria 3	Key children's punctuality improves as a result of interventions put in by the school				
Actions(including CPD)		**Timescale**	**Resources**	**Monitoring**	
3.1 Training plan in place for new		fortnightly		Regular supervision meetings using school monitoring	

attendance officer (SAW)			form	
3.2 New attendance policy (OCAT) sent out to all families	Autumn		SAW/NL	
3.3 Attendance officer to monitor lateness and punctuality	Weekly ongoing		Weekly monitoring of individual children	
3.4 Admin team to embed procedures for accurate reporting and extraction of attendance figures	Ongoing		SAW monitors procedures correctly followed	
3.5 OCAT EWO to support admin team on monitoring key children's attendance	Weekly			

Priority Area: Behaviour and Attitudes			Lead: Governor Lead: KD	
Objective 4	Strengthen the early help offer to support children and families at risk through a network of support within and out of school.			
Success Criteria 1	Interventions put into place help identify vulnerable pupils and families sooner		Evaluation	RAG
Success Criteria 1	Rigorous protocols embedded to strengthen early help			
Actions(including CPD)	Timescale	Resources	Monitoring	
4.1 Fortnightly meetings discussing the current vulnerable list and any other CPOMs alerts	Fortnightly			
4.2 Work alongside Trust EWO to offer help for those parents/carers needed	Weekly	Trust EWO		
4.3 CPOMs tracked by Senior Leadership Team a weekly basis and discussions of support is put into place where needed	Weekly			

Priority Area: Early Years			Lead: MD Governor Lead: SG	
Objective 1	Ensure that the Early Years curriculum is well sequenced and seen as the starting point for all subjects.			

Success Criteria 1	Early years curriculum is in place and is well structured, sequenced to ensure it meets the needs of all children.		Evaluation	RAG
Success Criteria 2	All subject leaders ensure that their area of responsibility starts in the early years and the curriculum is of high-quality.			
Success Criteria 3	High-quality opportunities exist across all areas of learning.			
Actions(including CPD)	**Timescale**	**Resources**	**Monitoring**	
Plan and implement a text led curriculum.	Spring 2 2020	**Literacy Tree**	MD and AH to monitor approach	
Subject leaders to monitor and evaluate the quality of their subject within the early years curriculum and ensure that provision is strong.	Spring 2 and MD		Subject leaders and MD	
Practitioners ensure that learning is well sequenced to ensure that children make strong progress overtime.				

Priority Area: Early Years			**Lead: MD Governor Lead: SG**	
Objective 2	Ensure that a higher percentage of children achieve exceeding in reading, writing and mathematics by the end of the Reception Year.			
			Evaluation	**RAG**
Success Criteria 1	By the end of the Reception Year a higher proportion of children exceed a good level of development in reading, writing and mathematics.			

Success Criteria 2	Practitioner plan and deliver opportunities that extend all children's learning.			
Success Criteria 3				

Actions(including CPD)	Timescale	Resources	Monitoring	
Reception baseline follows new guidance ready for September 2020.	Summer 2020			
To ensure that Reception provision is well planned and sequenced.	Summer 2020 and ongoing	Resources - £2500		

Priority Area: Early Years			Lead: MD Governor Lead: SG	
Objective 3	Develop the outdoor provision so that there is high quality provision on offer across all seven areas of learning.			
Success Criteria 1			Evaluation	RAG
Success Criteria 2				
Success Criteria 3				
Actions(including CPD)	Timescale	Resources	Monitoring	
To ensure that Nursery provision is well planned and is delivered to a high-quality.	Summer 2020 and ongoing	Resources - £1500		

Priority Area: Early Years			Lead: MD Governor Lead: SG	
Objective 4	**Develop Nursery provision and ensure that high quality opportunities are across all areas of learning**			
Success Criteria 1	Nursery children make strong progress from their starting points and are well prepared for the next part of their educational journey.		**Evaluation**	**RAG**
Success Criteria 2				
Success Criteria 3				
Success Criteria 4				
Actions(including CPD)	**Timescale**	**Resources**	**Monitoring**	
Baseline assessment of all Nursery children is accurate and robust.	Autumn 20	Baseline assessment	SB MD and AH – monitoring	
To ensure that children have well-planned, purposeful opportunities to develop across the prime areas of learning.	Summer 2020	Planning Resources	SB MD and AH - monitoring	
Nursery children's progress of development is tracked closely and all children make at least good progress from their starting points.	Summer 2020 and ongoing	Tapestry - Subscription		
Baseline assessment of all Nursery children is accurate and robust.				
To ensure that the provision in nursery of high-quality and ensures that this meets the needs of all children.				

Priority Area: Early Years				Lead: MD Governor Lead: SG	
Objective 5	To embed high quality language and vocabulary and the principles of speech and language to further raise attainment in communication and language.				
Success Criteria 1				Evaluation	**RAG**
Success Criteria 2					
Success Criteria 3					
Actions(including CPD)	**Timescale**	**Resources**	**Monitoring**		

Priority Area: Early Years				Lead: MD Governor Lead: SG	
Objective 6	To plan and prepare for the new Early Years Framework, including the Baseline.				
Success Criteria 1				Evaluation	**RAG**
Success Criteria 2					
Success Criteria 3					
Actions(including CPD)	**Timescale**	**Resources**	**Monitoring**		

1. Ensure that the Early Years curriculum is well sequenced and seen as the starting point for all subjects.
2. Ensure that a higher percentage of children achieve exceeding in reading, writing and mathematics by the end of the Reception Year.
3. Develop the outdoor provision so that there is high quality provision on offer across all seven areas of learning.
4. To embed high quality language and vocabulary and the principles of speech and language to further raise attainment in communication and language.
To plan and prepare for the new Early Years Framework, including Baseline