

Self-Evaluation and Improvement Plan

Current Ofsted grade: Good

Date Inspected: 13th March 2019

Improve the Quality of Education by: Introducing phonics and times tables catch-up for KS2			Milestone 1: October Half Term Milestone 2: Christmas Milestone 3: February Half Term Milestone 4: Easter Milestone 5: May Half Term Milestone 6: End of Summer Term UWMAT Strategic Plan References (UWMAT SP) 1. Inclusion 2. Safeguarding 3. Training and development 4. Community Engagement 5. Health and Wellbeing 6. Human Resources 7. Finance 8. Governance 9. Operations 10. Community University Campus		
Focused Objective	Actions	Who	Impact	Date	Monitoring
1. Targeted pupils in Keys Stage 2 to undertake specialist catch-up interventions in phonics and multiplication	Key stage 2 to be given additional phonics and times table catch-up lessons in and pupils to be continually assessed to show they are making rapid progress	HB/KB	All children in years 3 and 4 will pass phonics retake standards All children in Year 5 will demonstrate quick times tables knowledge and recall of number facts	On-going	
1. Outcomes in phonics to be at least in line with national	RWI refresher training to be implemented. Effective planning and use of Trust Hub phonics lead to support with training. Catch-up teaching for those not passing the phonics screening See above	HB	Staff to continue CPD to develop their phonics knowledge. National standards will be reached in phonics due to high quality teaching.	Milestone 1 ongoing	

1 and 3 Teaching to graded as good across the school	<p>SLT to plan alongside staff on a weekly basis and monitor planning and teaching</p> <p>Measures to ensure there is no lost learning time, with children able to access challenges and activities at all points of the day.</p> <p>Teachers to demonstrate actions based upon feedback from monitoring</p>	SLT Teaching staff	<p>Planning will be pitched to the children's individual needs.</p> <p>Teachers will benefit and demonstrate high levels of planning matched to PAGs</p>	Milestone 1 ongoing	Planning has been provided by senior leaders so far for several weeks in year 1/3 and 4 where teaching/outcomes have been identified as weak. (11/10/21)
3 Improve leadership and management	<p>New KS2 phase leader is to undertake the NPQSL</p> <p>Senior leaders to work closely with Trust and undertake necessary training in light of changes to the Trust model</p> <p>Subject leaders to be given time and support to complete and monitor subject leader plans</p>	SLT	<p>Leaders new to their role will develop their knowledge and skills in order to maintain the 'Good' grading within the SEF.</p> <p>Scrutiny from deep dives will demonstrate good leadership individual subjects.</p> <p>Action plans will demonstrate milestones being met</p>	Milestone 1 ongoing	<p>NPQSL has been approved for KS2 leader.</p> <p>Sub</p>
1. To improve the outcomes for children taking SATS	<p>Before/after school clubs to provide extra tuition for children taking SATs</p> <p>Parental workshops teaching core skills</p> <p>Purchase of SATs revision books</p> <p>Use of student teachers to assist with small group learning</p>	KB/HB/DON	<p>Year 6 identified as needing additional coaching for Math and English and will receive additional time outside of school hours.</p> <p>Parental engagement will enhance home-learning opportunities</p>		

3 Staff to improve their pedagogy and practice with a CPD matrices for all.	Staff to be given opportunities to develop their skills including being able to observe/teach other year groups A teacher will participate in the inclusive teacher course. ECF teacher will receive regular coaching and mentoring and participate in Trust led training	SLT Staff	A clear development from feedback via book and lesson evaluations will require teachers to demonstrate the improvements that they have made following feedback from SLT/subject leaders.		
3 Curriculum development to improve assessment as well as recall for pupils and systems in place to close gaps in knowledge	Topic testing to be developed and introduced in order to assess pupil knowledge of key facts. Regular testing to be implemented and monitored- additional home learning and catch-up to be provided for those failing to recall specific facts	KB Teachers	Children will demonstrate, through a variety of methods, that they have the factual knowledge and understanding of their curriculum topics and demonstrate improved knowledge through mid term and end of term tests	Milestone 1/2	
3 Non-core subjects to developed to the same level as history/geography	None core subjects to evaluated and resources purchased to develop the subject. Clear plans shared with all teachers and specialist areas to be timetabled and used by all classes weekly	DO'N/KB	Work and portfolios to be developed to show progress over time. Gallery of best work to be shared within school and at Trust level	Milestone 1 ongoing	

Improve personal development by: Introduction to Kiva program			Milestone 1: October Half Term Milestone 2: Christmas Milestone 3: February Half Term 1. Inclusion 2. Safeguarding 3. Training and development 4. Community Engagement 5. Health and Wellbeing 6. Human Resources 7. Finance 8. Governance 9. Operations 10. Community University Campus Milestone 4: Easter Milestone 5: May Half Term Milestone 6: End of Summer Term		
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Reduce absence and the percentage of persistent absence	Attendance officer to follow local authority guidance regarding attendance. First day calls. Home visits. Proactive tackling including face-to-face meetings with persistent non-attenders	Attendance officer	Attendance will improve amongst children at The Orchards. Persistent absence will fall. Families will be supported or challenged if attendance falls below 90%	Milestone 1 ongoing	
8. Improved governance via the Trust TLAC model	Establish Governance and responsibilities for governance within the school and partner school. Ensure TLAC monitoring visits	DO'N	Collaborative knowledge and capacity to improve school. Support and challenge to be established to drive improvement	Milestone 2 onwards	
Improve outcomes for children in predominantly high groups (SEN/PP)	Children to be identified and robust interventions in place in order to make accelerated progress.	SENDCo SLT Class teachers	Identified groups will make accelerated progress throughout the year.	Milestone 1 onwards	

	Half termly monitoring of continuums with clear targets and expectations Additional personalised homework to be sent regularly to provide extra opportunities for learning		Ensure rigorous interventions are conducted leading to improved data at the end of each term Accelerated progress for children in named categories		
Trips and workshops- eef 4 month progress (pt 28) ofsted	School trips and visitors to restart in line with our values curriculum. Values curriculum to be adapted to meet the needs of our children within our personalised curriculum	SLT	Cultural capital amongst our students will increase and children will have a broader understanding of the world. EEF suggests impact of well planned trips will increase academic progress by up to four months		

5. Mental health and wellbeing to be at the forefront of our school	<p>Meet and greets alongside key staff to support the well-being of our most vulnerable children and families.</p> <p>Assemblies and mental health days to be planned in the calendar</p> <p>'Buddy' system to be established so that children can support each other/report concerns</p>	SLT JA	<p>Improved attendance and reduced anxiety amongst pupils.</p> <p>Children leading on their wellbeing and improved behaviour.</p> <p>Data to monitor the number of behaviour incidents prove a reduction in instances of poor behaviour.</p>	Milestone 1 ongoing	<p>1500 grant obtained to provide training for a new Mental Health lead within school.</p> <p>Staff workload survey- staff have felt that they can be open with the new management regarding workload issues.</p>
10 Re-establish children's University allowing a greater number of students the opportunity for personal achievement	<p>Children's university plan to be developed and rolled out to different year groups.</p> <p>Training to be received and liaise with Children's University lead.</p>	SLT RH	<p>Greater opportunities for children to partake in a wider scheme of learning.</p> <p>Increased outcomes and aspirations.</p>	M2 ongoing	
2. Participate in the initial KIVA program	<p>Data, interviews and surveys to be conducted and collated (incidents of bullying/wellbeing) and returned to the university prior to our start in 2022.</p> <p>Staff to attend training afor KIVA and obtain resources, then train staff in the delivery of this PSHE program.</p>	DO'N ET	<p>Clear data will be held regarding instances of bullying.</p> <p>Staff trained in a new form of PSHE</p>	Milestone 5/6 plus ongoing	

Improve Behaviour and attitude by:			Milestone 1: October Half Term Milestone 2: Christmas Milestone 3: February Half Term 1. Inclusion 2. Safeguarding 3. Training and development 4. Community Engagement 5. Health and Wellbeing 6. Human Resources 7. Finance 8. Governance 9. Operations 10. Community University Campus Milestone 4: Easter Milestone 5: May Half Term Milestone 6: End of Summer Term		
Focused Objective	Actions	Who	Impact	Date	Monitoring
1. New homework strategy for maths and English regarding recall	Opportunity for homework club and help in school. Monitoring of homework including homework returns/reading Children will demonstrate a love for learning and an understanding that learning takes place outside the classroom as well as inside	HB	Children will have increased engagement with homework and home learning. Home learning will support progress within the school.	Milestone 2 onwards	
4. Embed school Parliament into the decision making of the school	Children to lead upon their learning and decision making in order to have relevant opportunities and interests covered in school Pupil surveys to be conducted and actioned School parliament to have minuted agreed idea brought forward in TLAC meetings	ET/HB	School Parliament and children's voice will be prevalent when decision making across the school. Parliament will feed into TLAC meetings and produce reports for SLT Pupil voice surveys will show that all children have a good knowledge of	Milestone 1/ongoing	

			how they can be represented via the British Value of democracy		
4. Increase parental involvement within the school, including creating a parent and community partnership	Inspire/maths/Sats workshops to be conducted for each class and timetabled. EYFS/Reception- parents to be invited into nursery for a shared reading session. Communitu group set up with parents and members of the community invited in to work as a partnership	SLT Teachers	Parents will have an increased input and involvement within the school and ths build our standing within the local community Parents will have a better understanding of how to support their children working alongside teaching staff	Begin end of milestone 1 (milestone 2 is when there will be full access to school)	Letters informing meeting sent milestone one. Informal action taken reading parental request for first aid training for Yr 6. Action taken regarding investigating wraparound care.
1 and 2. Improve attendance within school and reduce persistent absence.	Analyse reasond for persistent absence and offer early help when required. Increase parental awareness via first person calls, attendance letters, liaising with teams such as CAT/PH where children may be suffering anxiety (post covid). Create a more established reward system for children who complete benchmark attendances.	SLT Attendance officer	Attendance issues and persistent absence will resduce over the course of the year to be at least in line with national. Increased attainment linked to increased attendance.	Examine after milestone 1. Ongoing	
1. Develop more rigorous monitoring of home learning and consistency	Train new staff in how to successfully use the home learning platform. Support PP children and other vulnerable groups with access to laptops/internet Review home learning policy Introduce MCAS for digital communication and homework within school	SLT	Children able to access home learning digitally, making them digitally enabled. Support and additional help to be idenfied and prioritised for those not engaging	M2	

<p>Improve effectiveness of early years foundation stage by:</p> <ul style="list-style-type: none"> - Due to the quality of teaching that children receive in the Nursery class, children are able to make accelerated progress allowing outcomes to be at least in line with national. - Ensure attainment is in line with national and all groups make expected/accelerated progress - Encourage parents to be involved in their child's learning 					
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Focused Objective	Actions	Who	Impact	Date	Monitoring
1. Impliment the new EYFS framework. Review teaching of topic across EYFS to meet the needs of all pupils in line with the EYFS framework	Embed EYFS framework and develop learning requirements Review framework and update topics All staff to assess pupis in line with the new framework. Long term plan to show coverage across the year	EH/AP	Children will receive a personalised curriculum that is relevant to them. Children will make excellent porogress and hit age related milestones at the relevant times	M1	
1. Ensure attainment is in line with national and all groups make expected/accelerated progress	Use of Tapestry to gain termly data and undertake GAP strength analysis to produce individual targets Continue to monitor core group trends TAs to be effective in monitoring	EH/EYFS staff	Gaps in learning will be quickly identified and addressed within planning sequences and teaching. Children will make expected progress at the relevant points of the year.	On going	
1. Encourage parents to be involved in their child's learning	Regulare half-termly workshops for parents to increase curriculum knowledge	EYFS staff	Parents are able to be actively involved and upskilled in order to hep thir children develop.	ongoing	Covid outbreak has prevented planned workshops for the first half term. These have been planned and scheduled in for second half term and beyond

	Weekly reading with parents and children				
1 and 3. Prioritise the development of Communication and Language and close gaps in vocabulary due to lockdown	Early identification of Speech and Language needs. WEllComm speech and language assessment used. Additional days of SALT support bought in at the beginning of the year for early intervention SALT training for staff	EYFS lead	Children will leave their relevant area of EYFS with good communication and vocabulary based upon their year age.	Milestone 1 ongoing	
1. Ensure PP children gain Greater Depth in their goals	PP children to be closely monitored and provided with additional support via quality first teaching and intervention in order to gain greater depth	EYFS lead SLT	Increased percentage of PP children will gain GD in their learning goals	ongoing	
1 and 3. Imrpove the outdoor learning provision for pupils within EYFS	Assess the lack of outdoor learning provision within the school and plan needs/costs Re-vamp and resupply the EYFS learning areas with new equipment to meet the needs of the new curriculum. Train a new member of staff in Forest Schools	EYFS lead/SLT/Trust	Children to be able to experience meaningful learning within the school and its grounds. Staff competent and have a voice in the development of the outdoor area. Outdoor provision to be a showcase for the school	Milestone 2 ongoing	

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			<div>1. UWMAT Strategic Plan references: Inclusion</div> <div>2. Safeguarding</div> <div>3. Training and development</div> <div>4. Community Engagement</div> <div>5. Health and Wellbeing</div> <div>6. Human Resources</div> <div>7. Finance</div> <div>8. Governance</div> <div>9. Operations</div> <div>10. Community University Campus</div>					
Focused Objective	Actions	Who	Impact	Date	Monitoring			
Ensure that subject leaders are supported with relevant time/training to develop their subjects. Ensure gaps in recruitment are filled with teachers with relevant subject interest/expertise	Collaborate with HUB executive head to fill roles within school from pre-existing candiates with 'best fit', strengthening partnerships between schools		Subject leaders able to write accurate plans for their subjects and be able to 'follow through' with accurate evaluations and demonstrable improvement.	M1	Lead Maths teacher visited (Nov 2021) Reading lead working in collaboration for a plan to improve reading across the hub			
School improvement plan is regularly monitored	Effectiveness of the school is regularly monitored and links to the school improvement plan.		Staff have an input into improving the school. The school works to action parts of the plan and adapt this in light of new directives/feedback	M1 ongoing				

Focused Objective	Actions	Who	Impact	Date	Monitoring
Improve school beyond the new build, sequestering relevant funding to assist with areas such as outdoor learning provision, KS1 and the school playground	Collaborate with Trust to secure funding.	DO'N/HBP/HFD	Funding allocation for modernisation of areas KS1 building and outdoor provision for EYFS/playground	M2 ongoing	
	Developing schedule for works and liaising with relevant parties	DO'N/HBP/HFD	Schedule to be completed in line with funding and model for improvement	M2 ongoing	
Continue Premis improvement through Maintenance Schedule linked to new build and KS1 modernisation	Create maintenance schedule for BSS Prioritise improvements associated with Safeguarding Oversee works	DO'N/SITE MANAGER/HBP	School Site is safe and secure School Site is modernised. Snags from the new build are completed before handover.	Ongoing	
Increase collaboration to improve the school	Work with other Heads of School/Executive Head to write and review plans and communicate the need for support when it arises	DO'N/Heads	Best practice is established throughout school the school drawing on experience of other Hubs schools. Head of School developed to lead as effectively as possible in line with school priorities	Ongoing	