

# Fir Tree Primary & Nursery School



## School Development Plan

2021 -22

***Freedom to Flourish***

**GROW:** goals, resilience, outstanding & wonder

**End of Autumn 2 Review**

## Quality of Education

Key Performance Indicators	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Further improve the progress and attainment across the school, in particular that of disadvantaged students, so that they are broadly in line with FFT estimates national benchmarks.	Red	Yellow				
By Summer 2023 all schools to be validated good with outstanding leadership (self- evaluation and external judgements)	Yellow	Yellow				

	Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Costs	Monitoring	Date for Monitoring

<p><b>To ensure a fit for purpose curriculum is in place for all learners</b></p> <ul style="list-style-type: none"> <li>• Revisit curriculum in light of missed learning to ensure it provides the values, knowledge and skills children need to become informed, articulate and empowered citizens.</li> <li>• Subject leads to identify missed learning and identify and support opportunities for catch up where essential knowledge has been missed</li> <li>• To refine and implement a purposeful and inspiring curriculum which meets the needs of all our learners; promotes individual interests, independence and enrichment but starts in EYFS building upon our context's needs. (This will include the implementation of a relevant and agreed Assessment Framework for all learners)</li> <li>• Reviewing curriculum offer to consider different learning pathways for learners according to need through task design and variation.</li> <li>• Review use of all interventions and create a clear rationale for use of shared spaces to promote learner progress and engagement for curriculum delivery (Research link: EEF -<a href="https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/measuring-impact/">https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/measuring-impact/</a></li> </ul>	<p>July 2021 onwards</p>	<ul style="list-style-type: none"> <li>• Consistent high quality curriculum across all year groups leads to high quality learning opportunities and outcomes for all groups of pupils.</li> <li>• Termly planning and book reviews to ensure learning is sequential and builds knowledge and skills and that outcomes are high quality</li> <li>• Assessment and recall stops built across subjects to strengthen memory of key knowledge and skills.</li> <li>• Continue to develop clarity of expectations across all subject areas through the development of remaining Knowledge organisers</li> <li>• Pupils access varied and imaginative resources and learning activities to promote their progress and engagement</li> <li>• Pupil communication improves due to curriculum delivery that promotes their skills to develop</li> <li>• Interventions are successful in ensuring outstanding pupil outcomes and address the personal needs of pupils</li> <li>• Internal and external learning environments promote effective learning and engagement opportunities for personalised learning are maximised</li> <li>• Staff expertise is effectively deployed to support a wide range of learning opportunities</li> <li>• All relevant SMSC aspects are embedded into the curriculum</li> </ul>	<p>NP Subject Leads CH SLT</p>	<p>Leadership Time Staff meetings</p>	<p>Book Looks Pupil conferencing Planning scrutiny Subject Reports Deep Dives</p>	<p>Termly</p>
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	<p><b>To review and implement an effective, rigorous and robust individualised assessment system</b></p> <ul style="list-style-type: none"> <li>• Refine and implement a suite of assessment frameworks to monitor learner progress aligned to their holistic and personalised curriculum pathway</li> <li>• Develop partnerships with other schools to ensure robustness of assessment data and allow for effective moderation and calibration</li> <li>• Ensure teachers are instrumental in monitoring pupil's progress</li> <li>• Ensuring pupils' subject attainment is moderated internally and externally via effective collaboration to promote consistency of understanding of learners' attainment among staff</li> <li>• To ensure an effective system of quality assurance is in place to track and quality assure pupil progress</li> </ul>	Sept 2021	<ul style="list-style-type: none"> <li>• Pupils make expected or better progress in a range of areas</li> <li>• Pupils make good and better progress against their long-term outcomes and this is clearly communicated to parents/carers</li> <li>• Where pupils fail to make less than expected progress and attainment, they are quickly identified and allocated appropriate resources/interventions to make improvements</li> <li>• Pupils benefit from accurate interrogation of assessment information to make good and better progress</li> <li>• Holistic pupil progress is captured, measured, recorded, reported and celebrated with parents/carers in accessible ways with learners and their families</li> </ul>	SLT Teachers	Staff Meetings Directed Time PPA	Insight Tracker Data Monitoring and analysis  Termly pupil progress reports and meetings  Whole staff book looks  Team moderation feedback  External(Trust) moderation feedback	Termly
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<p><b>To develop and embed a total communication, vocabulary and language development approach across school</b></p> <ul style="list-style-type: none"> <li>• Ensure communication/vocabulary opportunities are embedded in all lessons across all aspects of the school day</li> <li>• Ensure pupils communication skills make good and better improvements</li> <li>• Collaborative working with Speech and Language Therapy to positively impact on the communication outcomes for learners</li> <li>• Ensure School staff (in all roles) are well-equipped to support the communication, vocabulary and language needs of all learners through appropriate training and embedding of the Oracy Project and ECAT, including refresher opportunities for staff in new roles/ other areas of school</li> <li>• Ensuring Parents/carers are able to access training and support to communicate effectively with their learners at home (Research link: <a href="https://www.thecommunicationtrust.org.uk/">https://www.thecommunicationtrust.org.uk/</a>)</li> </ul>	<p>July 2021 onwards</p>	<ul style="list-style-type: none"> <li>• Pupils' communication and understanding of vocabulary long-term outcomes are achieved</li> <li>• Prioritisation of Communication development of pupils by all staff</li> <li>• Staff are confident and effective in enabling the communication of pupils, with a heavy emphasis in EYFS</li> <li>• Parents/carers feel confident in communicating with their child at home</li> <li>• Pupils are able to communicate effectively with others when out in their local community</li> <li>• Audit current provision to assess accessibility of learning for individual pupils with significant gaps in this area.</li> <li>• Ensure staff are trained to specifically meet the additional needs of pupils</li> <li>• Ensure appropriate resources are sourced and provided in classrooms</li> <li>• Promoting specialist skills and techniques to support learners (Oracy/ ECAT)</li> <li>• Training sessions/further information provided for parents/carers to enable them to support the development of their child at home.</li> </ul>	<p>NP/CH</p>	<p>Oracy Project INSET x 2 Staff Meetings Leadership time</p>	<p>Termly pupil progress reports and meetings Whole staff book looks Observations/ learning walks Pupil Conferencing Oracy Report from Voice 21</p>	<p>Termly</p>
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<p><b>To ensure outstanding teaching and learning throughout school</b></p> <ul style="list-style-type: none"> <li>• To improve whole school teaching, learning and monitoring strategies through, ongoing department monitoring, lesson observations, professional partners – informal peer lesson observations, discussing, identifying and disseminating good practice</li> <li>• To identify professional development pathways for staff based on monitoring activity and whole school priorities</li> <li>• To implement whole school and cross phase collaboration to ensure learning opportunities are highly engaging and inclusive for all learners</li> <li>• To review and develop planning formats through school to ensure learning opportunities are personalised, differentiated, engaging and build upon learners' knowledge and interests as well as developing skills' deepening knowledge and developing communication/vocabulary.</li> </ul>	Sept 2021	<ul style="list-style-type: none"> <li>• Lessons demonstrate a blended pedagogy which is differentiated and personalised to meet pupils' needs and improve pupil outcomes</li> <li>• Learning opportunities are evident throughout the school day including start of session, breaks, lunchtimes etc.</li> <li>• Monitoring of planning is consistent and reflects the aims of the learning and the individual needs of pupils</li> <li>• Monitoring of progress ensures all pupils are progressing within targeted planned interventions and the impact</li> <li>• Pupils have greater access to focused interventions leading to higher achievement and demeanour</li> <li>• All colleagues are confident to share expertise and to reflect on and enhance practice</li> <li>• All staff ensure rich opportunities for high quality engagement with all learners</li> <li>• Planning ensures learning opportunities for all pupils is matched to their needs and development</li> <li>• The school's assessment and reporting systems accurately reflects pupils' outcomes</li> <li>• Agreed planning formats are implemented consistently across the school</li> <li>• All planning evaluates pupil prior learning and informs future steps for learning</li> </ul>	NP Class Teachers	PPA Leadership time Staff Meetings CPD where needed	Lesson observations Learning Walks Pupil conferencing Pupil Survey	Termly
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<p><b>To accelerate progress for disadvantaged pupils.</b></p> <ul style="list-style-type: none"> <li>Support pupils to catch up on missed Learning.</li> <li>Ensure that every pupil with SEND/PP/EAL or other need is appropriately supported in school and/or by other agencies if appropriate</li> <li>Tracking from previous term 6 &amp; September baseline used to identify where children have fallen behind and to measure impact of support.</li> <li>Formative assessment in first 3 weeks of school to inform planning and resourcing including deployment of additional staff or catch up programs</li> <li>CPD focusing on key lines of enquiry, action and impact</li> <li>Further develop pupil progress meetings Develop effective interventions to close the gaps and accelerate progress of pupils, including pupils attending interventions on Friday afternoons.</li> <li>EEF Toolkit used to investigate most effective practices and resources to support catch up.</li> </ul> <p>(Link to Catch Up /Recovery and PPG Strategies)</p>	<ul style="list-style-type: none"> <li>Assessment enables effective planning of support and informs us of impact of Covid and the effectiveness of catch up measures</li> <li>Intervention/support identified with CT and recorded on PP progress sheet</li> <li>Interventions established</li> <li>PP pupils continue to make good progress and % at ARE increases</li> <li>Support staff clear of responsibilities and pupils matched to key staff</li> <li>Effective use made of additional funding and tutoring leading to good progress.</li> </ul>	Class Teachers NP  Class Teachers  LW  SLT	Staff meetings CPD for Lead and focus for staff  Third space learning  Interventions and resources where needed	Data Tracking Pupil Progress Meetings  PPG Tracker  Book Looks  Intervention Tracking	Termly
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<p><b>Improve the attainment and progress measures in Maths across the school due to the impact of Covid.</b></p> <ul style="list-style-type: none"> <li>• Plan a recovery curriculum that supports the education and wellbeing of pupils</li> <li>• Maths Lead to identify missed learning and identify and support opportunities for catch up where essential knowledge has been missed</li> <li>• Maths recovery curriculum based on core skills implemented autumn term</li> <li>• EEF Toolkit used to investigate most effective practices and resources to support catch up.</li> <li>• Monitor the quality of Maths teaching.</li> <li>• Provide personalised CPD to ensure that Maths teaching is good or better across the school, including TAs.</li> <li>• Invest in and use to support pupils - manipulatives</li> <li>• SLT to review progress from last KS assessment point in EYFS/KS1.</li> <li>• Pupils identified as falling behind expected progress identified and support/intervention identified with CT.</li> <li>• Pupils highlighted in pupil progress meetings and impact of support reviewed and adapted where necessary.</li> </ul>	<p>September 2021 onwards</p> <p>Pupil progress meetings each term following assessment points.</p>	<ul style="list-style-type: none"> <li>• Planning of Maths reflects needs of pupils and supports pupil progress.</li> <li>• Consistent high quality curriculum across all year groups leads to high quality learning opportunities and outcomes for all groups of pupils.</li> <li>• Termly planning and book reviews to ensure learning is sequential and builds knowledge and skills and that outcomes are high quality</li> <li>• Gaps are narrowed.</li> <li>• Interventions are swift and impactful.</li> </ul>	<p>All teaching staff</p> <p>RS</p>	<p>Staff Meetings</p> <p>Leadership Time</p>	<p>Maths lead (RS) and full GB data link governor</p> <p>Data Tracking</p> <p>Pupil Progress Meetings</p> <p>Learning walks/ observations</p>	<p>Termly</p>
<p><b>Pupils outcomes are at least in line with national average</b></p> <ul style="list-style-type: none"> <li>• Assessments used to identify teaching priorities and to allocate support effectively.</li> <li>• Ensure progress of all pupils and cohorts is maintained and accelerated.</li> <li>• Monitor children's progress and enhance or adapt their learning when needed</li> <li>• Interventions put into place swiftly.</li> <li>• 'Hit the ground running' pupils identified in Summer 2021.</li> <li>• Pupil Progress Meetings</li> </ul>	<p>Termly from September 2021-July 2021</p>	<ul style="list-style-type: none"> <li>• Accurate assessment leads to informed planning, efficient use of resources and accelerated progress.</li> <li>• A year on year improvement for all groups of pupil's progress and attainment.</li> <li>• End of term/year data analysis</li> <li>• Effective use made of additional funding and tutoring leading to good progress.</li> </ul>	<p>All teaching staff</p> <p>LW</p>	<p>Staff meetings</p> <p>PPA release</p>	<p>LW &amp;GB data link governor</p>	<p>Termly</p>

<p><b>Continue to improve reading provision, engagement and outcomes throughout the school</b></p> <ul style="list-style-type: none"> <li>• To remain a key priority for whole school - Further develop reading phonics texts/spines / narrative and poetry throughout school.</li> <li>• Continue to raise profile of reading across the school (home and school) – e.g. engaging books corners, reading reward systems, set expectations with parents/carers, reading events (sponsored read / bedtime story (when permitted)), parent bookmarks to help them support their children.</li> <li>• Daily ERIC and class story times / rhyme of the week / Book Talk planned / delivered</li> <li>• Challenge and purpose through use of VIPERS question stems. Monitored and individual support given as needed by English Lead.</li> <li>• Robust daily reader programme in all classes for children at risk of under - achievement: Needs identified for individuals (VIPERS) to aid staff . Staff to keep records</li> <li>• Further develop effective whole -class guided reading and continue with high expectations.</li> <li>• When permitted: Effective intervention helps pupils to catch up: Cracking Comp / Project X / Words First / Inference training – delivered by TAs</li> </ul>	<p>Sept 2021 onwards</p>	<ul style="list-style-type: none"> <li>• Teaching of Reading is always good or better and meets the needs of all pupils. As a result, this raises pupil outcomes/improves progress of pupils including that of key groups</li> <li>• Monitoring shows that teachers are using dynamic assessment practices in all Reading lessons, intervening and challenging during lessons so that pupils make at least good progress</li> <li>• Reading attainment matches or betters National percentages at ARE and at GD (KS1 and 2).</li> <li>• Pupil and parent engagement and enthusiasm is high.</li> <li>• Reading attainment at EYFS betters West Berkshire's at Expected levels, and for CLL, matches / betters</li> <li>• Narrowed gaps in reading attainment.</li> </ul>	<p>All teaching staff</p> <p>SLT</p> <p>NP</p> <p>CH</p>	<p>Staff Meeting</p> <p>Targeted CPD where needed</p> <p>Leadership Time</p>	<p>Literacy Lead Observations and scrutiny</p> <p>Data Tracking</p> <p>Pupil Conferencing</p> <p>LW &amp; GB data link governor</p>	<p>Termly</p> <p>Deep Dive</p>
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<p><b>Ensure QFT and high expectations, consistent good teaching of the Write Stuff approach, leading to improved outcomes</b></p> <ul style="list-style-type: none"> <li>• Ensure staff confidence and consistency in teaching writing strategies: The Write Stuff, especially supporting new staff.</li> <li>• Continue to develop structure of English curriculum – ensuring progression and high expectations.</li> <li>• Develop strategies to support children's resilience for writing</li> <li>• Address missed learning due to COVID lockdown.</li> <li>• insist on high expectations of presentation throughout the school, and effective, progressive teaching of handwriting</li> </ul>	<p>Sept 2021 onwards</p>	<ul style="list-style-type: none"> <li>• Teaching of Writing is always good or better and meets the needs of all pupils. As a result, this raises pupil outcomes/improves progress of pupils including that of key groups</li> <li>• Planning of Writing reflects needs of pupils and supports pupil progress.</li> <li>• Consistent high quality curriculum across all year groups leads to high quality learning opportunities and outcomes for all groups of pupils.</li> <li>• Termly planning and book reviews to ensure learning is sequential and builds knowledge and skills and that outcomes are high quality</li> <li>• Gaps are narrowed</li> <li>• Monitoring shows that teachers are using dynamic assessment practices in all Writing lessons, intervening and challenging during lessons so that pupils make at least good progress</li> <li>• Writing attainment matches or betters National percentages at ARE and at GD (KS1 and 2).</li> </ul>	<p>NP/Class Teacher (CTs)/LW Literacy lead</p>	<p>Staff Meetings Leadership Time</p>	<p>Literacy lead(NP) and full GB data link governor Moderation Book Looks Observations/learning walks Deep Dive Pupil Conferencing</p>	<p>Termly</p>
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	<b>Improve outcomes for the 2022 phonics screening test and maintain high outcomes for end of Y2 (test in Autumn 2021).</b> <ul style="list-style-type: none"> <li>Key priority for KS1 staff</li> <li>New programme to replace Letters and Sounds is implemented.</li> <li>Staff training and modelled teaching sessions for staff / students new to KS1 - Y1 and selected Y2</li> <li>Continue with 5x weekly high-quality teaching sessions: ensure pace, positivity and active participation of all in sessions.</li> <li>High expectations of phoneme recognition and blending in YR ensuring that approx. 75% + of children are secure in Phases 3 and 4 by the end of EYFS.</li> <li>Staff training / refresher training in-house plus peer observations regularly. –</li> <li>Full re-assessment every 6 weeks, and re-grouping.</li> <li>Swift daily intervention (phonics zapping) where needed for individual children.</li> <li>Children at risk of under-achievement identified for intervention quickly. Intensive intervention to get them back on track.</li> <li>Raise profile and expectation of Nessy usage at home and school.</li> </ul>	Sept 2021 onwards	<ul style="list-style-type: none"> <li>Teaching of Phonics is always good or better and meets the needs of all pupils. As a result this raises pupil outcomes/improves progress of pupils inc that of key groups</li> <li>A new programme of teaching phonics is embedded at Fir Tree.</li> <li>Phonics teaching at KS1 is always good or better and meets the needs of all pupils.</li> <li>Phonics results at Y1 and Y2 meet/exceed National expectations.</li> <li>CPD demonstrates positive impact on the quality of teaching and learning in English</li> <li>Monitoring shows that teachers are using dynamic assessment practices in all English lessons, intervening and challenging during lessons so that pupils make at least good progress</li> <li>Interventions are swift and impactful.</li> </ul>	CH/NP  CH/AH/LC  NP/CTs/LW  NP/CH	Leadership Time  Investment in new phonic scheme  Phonics zapping	Literacy lead(NP) and full GB data link governor  Tracking of data termly  Observations and learning walks of provision	Termly
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<p><b>Improve spelling proficiency throughout school, raising profile and improving outcomes.</b></p> <ul style="list-style-type: none"> <li>• Adequate teaching time 'ring-fenced', with swift additional intervention.</li> <li>• A spelling programme that follows on from the teaching of phonics is implemented.</li> <li>• Staff support and training</li> <li>• SWST assessment used for diagnostic and summative purposes – data analysed</li> <li>• Spelling Shed / new scheme following on from phonics embedded across the school, showing regular, effective teaching of spelling patterns and statutory spellings.</li> <li>• Range of visual and kinaesthetic strategies employed by staff and pupils to maximise recall (e.g. through spelling journals, and class / group inputs).</li> <li>• Continue regular usage (+ raise profile of) Apps to support spelling: Spelling Shed, Nessy, Spelling Frame.</li> <li>• Spelling teaching is progressive, building on prior learning effectively to develop memory. Rules and word families are made very explicit to children.</li> <li>• Expectations of weekly spellings: children using spelling journals, regular practice, errors of taught rules picked up on relentlessly following input.</li> <li>• Classroom environment aids memory / referencing of spelling rules: including – displays, word and sound mats, dictionaries – adapted dyslexic spelling dictionaries</li> <li>• High Frequency year group word lists – Velcro word cards for younger children)</li> </ul>	<p>Sept 2021 onwards</p>	<ul style="list-style-type: none"> <li>• Teaching of Spelling is always good or better and meets the needs of all pupils. As a result, this raises pupil outcomes/improves progress of pupils including that of key groups</li> <li>• A new programme of teaching spelling is embedded at Fir Tree.</li> <li>• CPD demonstrates positive impact on the quality of teaching and learning in English</li> <li>• Monitoring shows that teachers have embedded the teaching of spelling into the school week and that they are using dynamic assessment practices in all English lessons, intervening and challenging during lessons so that pupils make at least good progress</li> <li>• Interventions are swift and impactful.</li> </ul>	<p>Class teachers NP/CH/CW NP/LW</p>	<p>Leadership Time Cost of new spelling scheme that supplements phonics (if needed) Staff meetings CPD Release</p>	<p>Literacy lead(NP) and full GB data link governor</p>	<p>Data Tracking Book looks Pupil Conferencing Tracking of interventions</p>
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## Personal Development

Key Performance Indicators	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Meaningful and effective engagement takes place with learners and parents to ensure they feel supported and issues which arise are dealt with consistently, appropriately and quickly</b></p>						

	Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Costs	Monitoring	Date for Monitoring
	<p><b>To support the physical and mental health and resilience of pupils as they continue from Covid.</b></p> <ul style="list-style-type: none"> <li>• Pupils to make informed choices about healthy eating, fitness and their emotional and mental well-being</li> <li>• Whole School Mental Health Project → Happiness Project</li> <li>• Emotional literacy coaching</li> <li>• Emotional resilience/anxiety workshop for parents</li> <li>• Sports premium used to ensure all pupils have quality access to physical education</li> <li>• Trauma informed practice, identifying anxiety, bereavement, trauma.</li> </ul>	Sept 2021 onwards	<ul style="list-style-type: none"> <li>• Pupils are able to deal with setbacks, challenge and change.</li> <li>• Pupils are keen to take on challenging learning and show resilience.</li> <li>• Children know how to seek help.</li> <li>• School systems are effective in identifying and supporting vulnerable pupils.</li> <li>• Children develop a positive attitude towards healthy lifestyles.</li> </ul>	LM  Class Teachers	PPA Time  CPD	Pupil Survey  Pupil Conferencing  CPOMS	Termly
	<p><b>Curriculum provides opportunities to develop children's confidence, resilience, values and character</b></p> <ul style="list-style-type: none"> <li>• Autumn term topics focus on character and values using revised Relationships and Health Education to underpin learning.</li> <li>• Revisit development of character through topics/assemblies with focus on what makes a good learner and personal resilience following impact of lock down .</li> <li>• Opportunities to reflect and celebrate diversity and present positive role models identified throughout curriculum</li> </ul>	Sept 2021 onwards	<ul style="list-style-type: none"> <li>• Curriculum provides opportunities to develop children's confidence, resilience, values and character</li> </ul>	NP/ LW  Class Teachers		Pupil Survey  Pupil Conferencing  CPOMS	Termly

<p><b>Ensure all our pupils are aware of how to keep physically healthy</b></p> <ul style="list-style-type: none"> <li>• Better living days to have session focused on importance of daily exercise</li> <li>• To encourage a physical daily class activity using wake up shake up/supermovers</li> <li>• To increase the amount and variety of active after school and lunchtime clubs</li> <li>• Use the annual pupil questionnaires to ascertain the types of active clubs pupils would engage with</li> <li>• To encourage more pupils to move onto school dinners to cut down on unhealthy lunchboxes</li> <li>• To work towards Bronze Food for life award</li> </ul>	<p>Spring 2022</p> <p>September 2021</p> <p>September 2021</p> <p>Spring 2022</p> <p>October 2021</p> <p>January 2022</p>	<ul style="list-style-type: none"> <li>• Better living days taken place</li> <li>• Daily mile/class activity taking place minimum 3x week</li> <li>• Pupil questionnaires identified clubs to be introduced</li> <li>• % of pupils attending after school clubs and lunchtime active clubs has increased % of pupils not taking regular exercise has decreased</li> </ul>	<p>SB/JH</p> <p>Teachers</p> <p>All staff</p>	<p>Pupil premium pupils funding towards clubs provision</p> <p>Running Track (See PE Strategy)</p> <p>Taster days</p> <p>Planters for growing own produce £500</p>	<p>Safeguarding gov lead/HT</p> <p>Pupil Survey</p> <p>Pupil Conferencing</p>	<p>Termly</p>
<p><b>To develop the effectiveness of the student voice</b></p> <ul style="list-style-type: none"> <li>• The student council develops the strong voice it has and allows the voice of all Pupils to be heard</li> <li>• Meetings are weekly and pupils see the impact</li> <li>• Work towards targets set through the Rights Respecting School Award</li> </ul>	<p>Sept 2021 onwards</p>	<ul style="list-style-type: none"> <li>• Pupils' voice is heard, listened to and acted on</li> <li>• RRSA influences and begins to permeate into the school curriculum and outcomes going forward</li> <li>• Pupils are proud of achievements from initiatives and views shared</li> </ul>	<p>SB</p>	<p>PPA Time</p>	<p>Pupil Survey</p> <p>Pupil Conferencing</p>	<p>Termly</p>

<p><b>To develop links between the school and the local community</b></p> <ul style="list-style-type: none"> <li>Develop and build on links with local schools to ensure collaborative learning between students</li> <li>Develop confidence and expertise among staff to provide outreach support</li> <li>Develop local community groups awareness of the school and begin to develop sustainable links</li> <li>Develop role of the volunteer to support school and develop community relations</li> </ul>	Sept 2021 onwards	<ul style="list-style-type: none"> <li>School delivers outstanding outreach to support others</li> <li>Learners access other schools and experience peer to peer interaction and learning</li> <li>Community links complement and add to the value of the curriculum</li> <li>PTA is active in fundraising and creating peer support for parents</li> <li>Volunteers are active in supporting school</li> </ul>	SLT	Meeting/workshop Time  Tea and Coffee  School/Trust Collaboration	Parent Survey	Termly
<p><b>Staff and children to understand racial equality.</b></p> <p><b>To ensure all school practices promote equality through curriculum opportunities</b></p> <ul style="list-style-type: none"> <li>Review of opportunities within the curriculum to include black history and equal rights.</li> <li>Review of resources to ensure it best reflects the school diversity.</li> <li>Engagement with parents and wider community in review of curriculum.</li> <li>Black History celebrations.</li> </ul>	Sept 2021 onwards	<ul style="list-style-type: none"> <li>The curriculum supports pupils in becoming reflective, tolerant, positive members of society with understanding and respect for equality, rights and values.</li> </ul>	SLT	Staff meetings  CPD where needed  Assembly Time	Book looks/observations  Subject Reports  Pupil/staff/parent surveys	Termly
<p><b>To promote healthy eating through a weekly Tuck Shop run by Year 6s at Fir Tree.</b></p> <ul style="list-style-type: none"> <li>Pupil rota to run and order</li> <li>School kitchen to make a weekly fresh bake</li> <li>Source TA to run and oversee</li> <li>Publicise to parents</li> <li>Canvass impact</li> </ul>	By Term 2 2021	<ul style="list-style-type: none"> <li>Year 6 pupils run a weekly tuck shop every Friday for all pupils.</li> <li>Pupils have a sense of responsibility.</li> <li>Pupils encouraged to eat healthier snacks.</li> </ul>	LW/SB/NW	Weekly set up  Ordering or items  Management of money  Release Time	Pupil Conferencing  LW	Weekly

## Behaviour and Attitudes

Key Performance Indicators	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Improvements in behaviour will lead to learners who have positive attitudes to learning and are motivated, show resilience and enjoy learning. The quality of opportunities available are exceptional and learners take full advantage of the offer.						
Attendance across school will show an improvement and will have closed the gap on national averages for overall and for similar students						

	Task and Actions	Date	Success Criteria / Expected Impact	Person Resp.	Costs	Monitoring	Date for Monitoring
	<p><b>To improve the standard of presentation of work.</b></p> <ul style="list-style-type: none"> <li>• Presentation of work remains a key area for improvement. This aspect also links to our support for pupils with dyslexic tendencies as cursive script is proven to support spelling and writing for this group.</li> <li>• Staff to ensure that handwriting is following the agreed approach- retaining current model.</li> <li>• Audit of work to show progress in new approach.</li> <li>• Questionnaire to parents re: views on approach.</li> <li>• Revise policy in light of findings during the year.</li> <li>• Pupil questionnaire to audit views on presentation and handwriting.</li> </ul>	Sept 2021 onwards	<ul style="list-style-type: none"> <li>• Positive impact upon pupil attitudes to learning.</li> <li>• Improvement in the quality of work within books (all areas)</li> <li>• Length and accuracy of writing improved in all year groups.</li> <li>• Learning environment shows a consistent approach to handwriting- children's confidence and security in the learning environment improved.</li> <li>• Outcomes for PP/SEND pupils improved</li> </ul>	NP Class Teachers	Leadership Time	Moderation  Book Looks  Observations/learning walks  Deep Dive  Pupil Conferencing	Weekly
	<p><b>Ensure all our pupils are staying safe online both at home and school</b></p> <ul style="list-style-type: none"> <li>• To research school readiness for E safety mark 360 safe</li> <li>• E safety curriculum embedded</li> <li>• E safety week</li> <li>• To have an ICT Link Governor focus through Safeguarding visits</li> </ul>	September 2021  January 2022	<ul style="list-style-type: none"> <li>• Action plan developed to highlight any areas for development</li> <li>• School prepares evidence for award</li> <li>• School achieve safety mark</li> <li>• Pupils are safe online and can confidently talk about this,</li> </ul>	LW/LC	Leadership Time	Link Governor Visits  Learning Walks  E Portfolio Scrutiny  Pupil conferencing	Termly

<p><b>Continue to improve overall rates of attendance for all groups of pupils.</b></p> <ul style="list-style-type: none"> <li>• Daily monitoring of attendance – follow up absences</li> <li>• Fortnightly tracking of attendance.</li> <li>• If children become a concern: 1) Contact made with parent/carer by class teacher 2) Where needed, support put in place 3) If pupil remains a concern, letter sent home 4) Meeting set up with AH 5) Attendance panel</li> <li>• Fixed penalty notices issued for term time leave.</li> <li>• Rewards given for good/improved attendance/punctuality</li> </ul>	<p>Sept 2021 onwards</p>	<ul style="list-style-type: none"> <li>• Ensure rigorous processes in recording and monitoring daily attendance and punctuality for individual pupils and families are adhered to</li> <li>• Persistent absentee numbers improve</li> </ul>	<p>AH Class teachers LW</p>	<p>AH weekly release</p>	<p>Primary LGB – pastoral report Fortnightly attendance Meetings SLT weekly Discussions and necessary actions</p>	<p>Weekly Termly</p>
<p><b>Educate, encourage and support pupils with safety in our community</b></p> <ul style="list-style-type: none"> <li>• All pupils are supported to excel at Fir Tree, in particular those children who are vulnerable to community risks.</li> <li>• Child protection, safeguarding and safety in the community are promoted through the wider curriculum.</li> <li>• All staff are trained to work effectively with the contextual safeguarding issues that are prevalent at Fir Tree.</li> </ul>	<p>Sept 2021 onwards</p>	<ul style="list-style-type: none"> <li>• Engage parents and carers in ensuring that pupil safety in the community is prioritised through effective parenting, supported by school.</li> <li>• Ensure that pupils whose safety may be at risk are identified early, so that they (and their families) can be prioritised for intervention and support.</li> <li>• A contextual audit of need will be conducted to identify critical areas to be covered by the wider curriculum.</li> <li>• Support from within the community will be sources as and when needed.</li> <li>• The Safeguarding policy, provision and procedure is regularly updated and accurately reflects current practice.</li> <li>• Safeguarding data is analysed termly to identify trends and training is planned accordingly.</li> </ul>	<p>LW Class Teachers</p>		<p>Internal Audits Trust Scrutiny Link Governor Visits Pupil/Parent surveys Working and responding to external agencies</p>	<p>Daily</p>

	<p><b>To support parental involvement with their child's learning</b></p> <ul style="list-style-type: none"> <li>• To continue to develop family/school partnerships</li> <li>• The further development of a holistic approach to meeting pupils' and family's needs</li> <li>• Develop of parent/carer in-school workshops – to include invitations to spend time working with pupils in class on specific areas of need</li> <li>• Develop action plan for 'hard to reach' parents</li> <li>•</li> </ul>	Sept 2021 onwards	<ul style="list-style-type: none"> <li>• Parents and carers are fully informed of their child's progress and well-being</li> <li>• Parents and carers are actively involved in their child's learning</li> <li>• 'Hard to reach parents' become more engaged with school</li> <li>• Attendance at parent consultations and annual reviews is above 95%</li> </ul>	SLT MP Class Teachers	Meeting time	<p>Triage with EP and FSSW regularly</p> <p>SLT weekly Focus</p> <p>Parental voice</p>	Fortnightly
	<p><b>Behaviour remains good at Fir Tree.</b></p> <ul style="list-style-type: none"> <li>• Pupils are consistently well behaved through high expectations set by all in the school community</li> <li>• Behaviour policy and procedures consistently applied.</li> <li>• Low level disruption in classrooms is dealt with discretely and effectively without detracting from the learning of others.</li> </ul>	Term 1 2021 onwards	<ul style="list-style-type: none"> <li>• A calm and consistent learning environment where all pupils feel safe, included, encouraged and treated with respect.</li> <li>• Pupils who are happy and confident will become active and ambitious learners.</li> <li>• Every pupil to become an active and independent learner through strong expectations of good behaviour and each pupil to understand the impact their behaviour has on their own learning and that of others around them.</li> <li>• Reduced incidents recorded on CPOMS and evident on pastoral report</li> <li>• Pupils more resilient and enjoying their learning.</li> </ul>	All staff	Staff Meetings	<p>Pastoral Report termly</p> <p>Learning Walks</p> <p>SLT Meetings</p> <p>Pupil Conferencing</p>	Weekly/Ter mly

## Leadership and Management

Key Performance Indicators	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>By Summer 2023 all schools to be validated good with outstanding leadership (self- evaluation and external judgements)</b>						
<b>The quality of teaching and learning across the Trust is good or better</b>						

Meaningful and effective engagement takes place with all staff to ensure they feel supported and issues which arise are dealt with consistently, appropriately and quickly

<p><b>Develop school to school support offer to further develop staff's knowledge of Leadership and Management</b></p> <ul style="list-style-type: none"> <li>• Regular opportunities for staff development as a Trust and as a school.</li> <li>• Subject clusters across the Trust</li> <li>• Targeted CPD</li> </ul>	September 2021 onwards	<ul style="list-style-type: none"> <li>• Improved outcomes and curriculum for pupils</li> <li>• Monitoring timetable and assessment information analysis shows improvement in standards</li> <li>• Increased confidence in Subject Leads</li> <li>• Accountability within subjects.</li> <li>• Subject Leads keep up with new developments and disseminate regularly.</li> </ul>	LW/NP/C W	Directed Time  Staff Meetings  CPD Cost  Release Time	Deep Dives/Pupil Progress Meetings  Staff questionnaires/voice  Staff Meeting reflection  Primary LGB	Termly
<p><b>To embed a new Assessment System that enable teachers to track progress.</b></p> <ul style="list-style-type: none"> <li>• Use INSIGHT to track pupil progress</li> <li>• To use assessment to support learning and refine teaching/curriculum if needed</li> <li>• Support from Subject Leads for cohorts/teachers where needed</li> </ul>	July 2021 onwards	<ul style="list-style-type: none"> <li>• Teachers will be confident in their ability to make accurate judgements against national curriculum criteria and exemplifications</li> <li>• Teachers and Subject Leads will know their data</li> </ul>	Teachers	Staff Meetings  Directed Time  PPA	Insight Tracker Data Monitoring and analysis  Termly pupil progress reports and meetings  Whole staff book looks  Team moderation feedback  External(Trust) moderation feedback	Termly
<p><b>Ensure parents are active partners in their child's learning and education.</b></p> <ul style="list-style-type: none"> <li>• Revise parent handbook and parent GROW charter.</li> <li>• Provide Year Group supporting guides for parents.</li> <li>• English and Maths workshops for parents</li> <li>• Regular opportunities timetabled for parents to come in to school</li> <li>• Open mornings for parents to join in with lessons.</li> </ul>	Term 1 2021 onwards	<ul style="list-style-type: none"> <li>• Consistent and clear communication with parents.</li> <li>• Information and supporting events for Parents</li> <li>• Opportunities for parents to come in to school to work with children/see books</li> <li>• Supporting resources sent home for parents to use</li> <li>• 95%+ attendance to parents evenings</li> <li>• High % of parents attending workshops and open mornings.</li> </ul>	All Staff	Staff Meetings  Directed Time  PPA	Parent questionnaires/voice  Staff Meeting reflection  Evaluation of events	Termly

