



## Post Ofsted Improvement School Improvement Plan - POSIP – 12<sup>th</sup> May 2025

Priorities	Objectives	Ofsted Statements	Who	When	Monitoring	Evaluation/Impact
<b>1. There are clear systems and processes in place to monitor, analyse and review attendance and behaviour</b>	<b>1.1</b> The DHT is supported by the Head to lead this area effectively. (MW Jan 25)	<p><b>Attendance &amp; Behaviour</b> Inspectors will consider whether school staff are doing all they reasonably can to achieve the highest possible attendance (AH Jan 25)</p> <p>This will start with considering the school's analysis of absence and persistent absence for all pupils. (AH Jan 25)</p> <p>There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. (AH Jan 25)</p> <p>Pupils have high attendance. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.</p> <p>Schools to upload records about behaviour and attendance including analysis. (AH Jan 25)</p> <ul style="list-style-type: none"> <li>records and information about behaviour and attendance, including:</li> <li>up-to-date attendance analysis for all groups of pupils (AH Jan 25)</li> <li>records and analysis of pupils taken off roll (N/A)</li> </ul>	Mrs Snape Mr Webster Ms Hall Senior Leaders Office Manager All Teachers	Sept 2024 ongoing  Review December 2024  Review January 2025	Daily, Attendance record keeping SLT Meetings every two weeks and at FGB Meetings	<p>Attendance is a key focus in school led by the Deputy Head. Regular meetings are held with the DHT and AHT to monitor and review attendance, with a focus on those PP and SEND children.</p> <p>The school's Management information system, Arbor is used to monitor, review and analyse attendance.</p> <p>Regular meetings are held with our LA link attendance advisor, with a continual review of our policy and procedures in addition to case load advice.</p> <p>Early intervention with families takes place with a staged approach focussing on monitoring and support where possible. The attendance tracker is used to record this to enable up to date monitoring of key families and any progress made or further concerns.</p> <p>The school office has received training to identify and follow up on attendance and to support the Deputy Head and Leadership team with generating reports.</p> <p>The school newsletter is used to ensure parents have a clear knowledge and understanding of the importance of regular attendance in school.</p> <p>For those families where attendance is a concern further more detailed information is sent individually to ensure they have a clear knowledge and understanding of the systems and expectations and consequences regarding pupil attendance.</p>
	<b>1.2</b> Training and CPD is in place for the Deputy Head and all staff to ensure that attendance is a focus in the school and attendance rates improve particularly for PP and SEND children. (AH Jan 25) (MW Jan 25) <i>Regular meetings with CCC Attendance Lead, CCC Attendance Mailing list, ILT meetings, Office attendance meetings – DHT Jan 2025</i>					
	<b>1.3</b> The school's Management information system, Arbor is used to monitor, review and analyse attendance. Evaluation takes place at bi-weekly SLT meetings. (AH Jan 25) (MW Jan 25) <i>Attendance tracker, ILT meetings</i>					
	<b>1.4</b> There is a focus on persistent absentees and these families are supported to engage with the school. (AH Jan 25) (MW Jan 25) <i>Attendance tracker, letter communications in M: Drive, ILT meetings</i>					
	<b>1.5</b> Early intervention with families takes place through a staged escalation approach; Monitoring, support, reminders, warnings, meetings, and consequences as a last resort (AH Jan 25) (MW					

	<p>Jan 25) Attendance tracker showing attendance %s, change, notes and actions. Evidence shows staged escalation approach as shown in Policy and flow chart.</p> <p>1.6 The school office has received training to identify and follow up on attendance and to support the Deputy Head and Leadership team with generating reports. Such that attendance including that of targeted pupils improves.</p> <p>1.7 Parents have a clear knowledge and understanding of the systems and expectations and consequences regarding pupil attendance. This is sent to parents and also shared through the school's newsletter. (AH Jan 25) (MW Jan 25) <i>Milton Road Policy, Newsletter articles, CCC parent guide to attendance shared as early intervention</i></p> <p>1.8 Arbor is used to monitor Behaviour, behaviour data is reported to Governors and Behaviour is discussed at SLT meetings every two weeks. (AH Jan 25) <i>ILT meetings, governors meetings</i></p>	<ul style="list-style-type: none"> <li>• records and analysis of exclusions and suspensions incidents of poor behaviour (AH Jan 25) and any use of internal isolation</li> <li>• records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents</li> <li>• records and analysis of sexual harassment and/or sexual violence</li> <li>• records and analysis of any restrictive physical intervention</li> </ul> <p>Having a strong focus on attendance and punctuality so that all pupils benefit from the education and experiences the school offers</p> <p>Having clear and effective behaviour and attendance policies with clearly defined consequences that are applied consistently and fairly by all staff. (AH Jan 25)</p> <p>The school may be working with pupils with particular needs in order to improve their behaviour or their attendance. When this is the case, behaviour and conduct that reflects the school's high expectations and their</p>				<p>Arbor is used to monitor Behaviour, behaviour data is reported to Governors and Behaviour is discussed at SLT meetings every two weeks.</p> <p>The AHT monitors Arbor on a daily basis and from reports ensure appropriate actions taken and follow up to any incidents and support put in place for individuals.</p> <p>The Senior leadership Team met on Tuesday 22<sup>nd</sup> April to undertake an analysis of Safeguarding, SEND, Attendance and Behaviour. A report was produced.</p>
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		consistent, fair implementation are likely to include demonstrable improvement in the attendance and behaviour of these pupils, taking account of individual circumstances. (AH Jan 25)				
<p><b>2. Processes are in place to ensure that ECTS. new members of the CREW and all staff feel well supported including receiving an effective induction and ongoing professional development to secure consistency in the quality of education curriculum and promote staff well-being</b></p>	<p>2.1 Joint Professional Development days at the start of term, led by the Headteacher and members of the senior leadership team, ensure that the school's Vision, values, culture, expectations and routines around environments, curriculum, and behaviour have been communicated (MW Jan 25)</p> <p>2.2 Safeguarding, Health and Safety, Risk Assessments, Policies such as confidentiality and Whistleblowing are also part of Joint Professional Training through INSET days and Briefings. (MW Jan 25)</p> <p>2.3 Systems are in place to ensure that two-way communication is effective in the school including through SLT meetings, phase meetings, TA meetings and Friday morning briefings. (MW Jan 25)</p> <p>2.4 Agenda for SLT meetings, Teacher meetings and Teacher Assistant meetings are well planned to link to the school priorities (MW Jan 25)</p> <p>2.5 There is a well-considered line management structure to ensure that Teachers and TAs have kind colleagues to turn to for guidance and support. (MW Jan 25)</p>	<p><b>Professional Development</b> Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum. <i>In well-being meetings staff have commented that they feel their CPD needs are being met. Rae Snape 01/2025</i></p> <p><i>New colleagues report that they feel well supported by their Line Managers. RS</i></p> <p>Whether continuing professional development for teachers and staff is aligned with the curriculum, and the extent to which this develops teachers' content knowledge and teaching content knowledge over time, so that they are able to deliver better teaching for pupils</p> <p>The extent to which leaders create coherence and consistency across the school so that pupils benefit from effective teaching and consistent expectations, wherever they are</p>	<p>Mrs Snape Mr Webster Ms Hall Senior Leaders ECT Mentors</p>	<p>September 2024 Ongoing</p> <p>Review December 2024</p> <p>Review January 2025</p>	<p>SLT Meetings Teacher Meetings Phase Meetings Briefings FGB Meetings</p>	<p>Inset Days, leadership, staff briefing, inductions, assemblies, CREW time have reinforced and built a community of belonging and secured consistency in vision, values, culture, expectations, routines and environments. Further reinforced by leadership and lead by Headteacher. Staff events support community and culture.</p> <p>Briefings have been used to highlight statutory changes in Safeguarding, Risk Assessments and COSSH. Leadership meetings regularly assess the development of these areas. DSL team meet to ensure safeguarding consistency.</p> <p>Communication and systems have supported through distributed leadership and collaborative professionalism during SLT meetings, phase meetings, TA meetings and Friday morning briefings. This has happened in a very secure and inclusive way. This enhances feelings of belonging and wellbeing among all colleagues.</p> <p>SLT meetings review POSIP regularly, briefings, teacher meetings and key stages leads follow key priorities in a consistent and targeted manner.</p> <p>Well-being check ins, inbed 'supervisions' without formalities and 'tribe' belonging ensures colleagues feel supported. Management structure re-enforces this in a formal way and provides significant opportunity for guidance and support</p>

	<p>2.6 All staff receive training on managing classrooms behaviour through the STEPS/Trauma Informed approach, Senior Leaders are on hand to support Teachers and TAs managing challenging classroom behaviours</p> <p>2.7 The online Staff Handbook is being updated ready for September 2026 and includes essential information (e.g. Subject on a page) to help existing and new staff to understand the many systems and processes in the school. Drop-ins and classroom observations are offered by Senior Teachers to support other colleagues. <i>Coaching is taking place for Phonics.</i></p> <p>2.8 The Deputy Head in partnership with Subject Champions ensures that there is a useful range of Continuous Professional Development opportunities for staff aligned with personal development needs and the school priorities. This may include Teacher Meetings, reading, blogs, leadership release time, research materials as well as courses out of school. (MW Jan 25)</p> <p>2.9 Staff well-being is a priority in the school through a family friendly attendance policy, a positive school ethos and CREW culture, suggestions for how to take care of our own well-being, signposting to additional support, caring line managers, a balanced</p>	<p>in the school</p> <p><b>Early career teachers</b> Inspectors will meet ECTs where possible and may wish to visit ECTs' lessons. Inspectors will take into account the fact that ECTs have less experience than other teachers. However, they must assess the effectiveness of the <i>support and professional development put in place for ECTs</i> to ensure that ECTs have the knowledge and skills necessary to teach in their chosen subject or phase.</p> <p><i>The Deputy Head along with other leaders are supporting the ECTs to complete their qualification.</i></p> <p><i>ECTs are receiving protected time to meet with their mentors each week, these meetings ensure student teachers are able to speak to experienced practitioners. This gives them the opportunity to; ask questions, receive support and advice with regard to behaviour management, reflect and evaluate on lessons taught that week and receive support for lesson planning, adapting schemes and designing resources to meet the needs of all individuals within their class. ECT and mentors also review the ECF and discuss their progress in terms of modules completed and seminars attended (JS Jan 25)</i></p>				<p>from Year group leaders, HLTAs, Key Stage Leads, Subject Leaders, SLT, DHT/AHT/ Head or Governors. Formal evidence of this is seen in Performance Reviews and resolutions of HR matters and disputes.</p> <p>Informal coaching has secured progress of phonics data. ECTs mentors and induction tutor provide support for development – outstanding outcomes for ECTs. CPD opportunities provided for ECTs and mentors through Teach-First.</p> <p>Induction process has been developed by HR to ensure it is delivered in a timely and consistent manner and led at different stages by specific members of the CREW.</p> <p>CPD has been supported through briefings via 'learning espressos', through Teacher meetings led internally and externally, through communication of newsletters, INSET days and research sharing and CPD events outside of school hours. These are linked to school priorities for example this year: Early reading, CLPE, Assessment, Safeguarding, and Attendance, Feedback or subject specific to support new Subject Champions or ECTs.</p> <p>Well-being is central. The School is a 'Well School' as it is commonly known that the wellbeing of colleagues directly impacts the children. 'Happy and Healthy' is in the school mission statement and therefore is central to the colleague experience and pupil development. Focus on safety/basic needs, belonging, self-care routines, work loads, safe communication, self expression and agency (Maslow) all contribute to a positive school ethos and CREW culture. CREW is a taproot to supporting ourself</p>
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	<p>approach to managing work, twice yearly 1:1 Check-ins with the Headteacher.</p>	<p>Inspectors should also gather ECTs' views on how the school is supporting their development, including the quality of mentoring and how the school ensures that they access their entitlement to training under the ECF. Inspectors will also discuss how the school supports ECTs in managing pupils' behaviour. Inspectors will meet with mentors and, where possible, the induction tutor.</p> <p>Leaders and other staff create a safe, calm and orderly environment in school and classroom. This has an impact on behaviour and attitudes of pupils and is essential for pupils to be able to learn.</p> <p>Staff pay attention to the physical environment, as well as the structure and routines of the day that establish high expectations.</p> <p>The focus of these inspections is on schools and how all the individuals within them work together to make sure children receive the highest possible quality of education.</p> <p><b>Workload and Well-being</b> The extent to which leaders take into account the workload and well-being of their staff, while also developing and strengthening the quality of the workforce.</p>				<p>and each other and regularly phrased as 'individually we are..together we are magic'. There are regular sign posts in team room and displays to support networks for colleagues, briefings are used, line managers are available and observant at all times. There is a high level of understanding of work-life balance which encourages a respect for every colleagues provenance.</p>
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		<i>Actions have been put in place e.g. for Reporting to Parents and In the Moment Marking</i>				
<p><b>3. The Cambridge Curriculum Design is developed to include mapping the children's Learning Journey and securing digital credentials.</b></p>	<p>3.1 Joint Professional Development is in place for all staff to ensure they understand the aims and holistic design of the Cambridge Connected Curriculum as well as the ethos and culture of the school, and the importance of CREW, which supports in the realisation of the school's vision.</p> <p>3.2 Banners, Values role-models, Display Boards (e.g. No Outsiders, Feelings Monsters, Big Write, Big Number) Library, Reading nooks, and A3 Posters around the school are clear communicators of the vision, values, ethos and culture that reflect the rounded whole school curriculum design which is set around four key outcomes (compass points) of human flourishing. (Heart, Hand, Head and Hope)</p> <p>3.3 Through the statutory national curriculum subjects and non-statutory provision, the school's rounded curriculum balances character education and personal development, (South) with creative and social education (East), academic rigour and cultural capital (West) and sustainability and ecology, and pupil voice, choice, agency and change making. (North)</p> <p>3.4 Partnerships are created and developed with e.g. The Science</p>	<p><b>Curriculum</b> Inspectors will assess any school's curriculum favourably when leaders have built or adopted a curriculum with appropriate coverage, content, structure and sequencing and implemented it effectively.</p> <p>If leaders are able to show that they have thought carefully, that they have built a curriculum with appropriate coverage, content, structure and sequencing, and that it has been implemented effectively, and that the curriculum does not leave some pupils behind, then inspectors will assess the school's curriculum favourably. Inspectors will also bear in mind that developing and embedding an effective curriculum takes time and that the school may only be part-way through the process of adopting or redeveloping a curriculum.</p> <p>Inspectors will consider the knowledge and skills that pupils will gain at each stage through the school's curriculum ('intent'). They will look at the scope of the curriculum, including how carefully the leaders responsible for the curriculum in the school have thought about what end points the curriculum is building towards.</p>	<p>Mrs Snape Mr Webster Ms Hall Senior Leaders All Teachers</p>	<p>June 2024 Ongoing</p> <p>Review December 2024</p> <p>Review January 2025</p>	<p>Subject Champions release time SLT Meetings Teacher Meetings FGB Meetings</p>	<p>Maps have been printed and are now available to be launched. In addition lanyards and map wallets have also been purchased to help communicate the metaphor that "Learning is Journey."</p> <p>The maps will be launched on the 23<sup>rd</sup> April 2025 with a special event in the school hall. This event will hopefully be attended by governors, parents and children as well as any other local professionals working in this area.</p> <p>People who have heard about the design such as Professor Flora Samuel Head of Department Professor of Architecture, Cambridge University. and Dr Nik Johnson – Mayor of Cambridgeshire and Peterborough have said they find the work that has been achieved to be inspiring. On their visit, in May 2024, Ofsted said that our curriculum was exceptional. Unfortunately due to many changes of staff at the LA and changes in badging platform, it has taken too long to write badges for each of the activities that align with learning destinations on the map. A decision has been taken to launch the maps and if possible create badges at a later stage.</p> <p>A launch event for the Curriculum Compendium is taking place on 23<sup>rd</sup> April 2025</p>

	<p>Centre, Cambridge Literary Festival, Cambridge CitizensUK and Form The Future to help realise the Cambridge Connected Curriculum and to offer the children insights into cultural, political, environmental, technical, vocational and careers opportunities. <i>Youth Summit at the Junction November 2024</i></p> <p><b>3.5</b> Printed maps which communicate the curriculum aims and the "Learning Journey" that the children will go on, are printed and distributed to each child. <i>These are currently with the printers RS Jan 2025</i></p> <p><b>3.6</b> Teachers receive training on writing Digital Badges (Badge Nation). Badges are created to credit the skills the children have gained through the learning process and parents can sign up to create a portfolio to track the skills the children are gaining. (Skills Builder)</p> <p><b>3.7</b> Staff and children receive training on SeeSaw, so that they can independently upload examples of work that they are proud of in order to create an ongoing on-line learning portfolio. <i>New Tablets to be purchased Summer 2025</i></p> <p><b>3.8</b> An event takes place to "launch" the Curriculum Maps, the SeeSaw portfolio and Badge Nation digital badges.</p>	<p>The way teaching supports pupils to learn the curriculum, the standards that pupils achieve, pupils' behaviour and attitudes, and pupils' personal development</p> <p>A school's curriculum sets out the aims of a programme of education. It also sets out the structure for those aims to be implemented, including the knowledge and skills to be gained at each stage. It enables the school to evaluate pupils' knowledge and skills against those expectations</p> <p>Extent to which the curriculum goes beyond the academic, vocational or technical. Skills &amp; Knowledge</p> <p>Inspectors will consider the outcomes that pupils achieve as a result of the education they have received (we call this the 'impact'). This will include their view of how pupils are progressing through the curriculum, and their view on schemes of work or other long-term planning (in whatever form they are normally used).</p> <p>The work given enables pupils, over time and across the school, to consistently achieve the aims of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.</p>				
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<p><b>4. The CLPE scheme of reading and writing has been implemented effectively across the school</b></p>	<p><b>4.1</b> The Subject Champion is supported by the Head to lead this area effectively.</p> <p><b>4.2</b> Training and CPD is in place for the Subject Champion, which is effectively cascaded to all staff to ensure that the CLPE reading spine is implemented consistently across the school. RE is part of the CLPE Eng lead forum and attends half termly meetings. RE attended the CLPE subject association focus group conference. RE attended the LA English lead course. RE disseminated information to SLT and staff through targeted insets.</p> <p><b>4.3</b> Standards in Reading and writing are monitored closely in the school through a suite of assessment tools including PIRA, Phonics tests, Writing Moderation. Teachers have protected teacher meeting time to analyse cohort data with the English lead present to support actions moving forwards. Teachers choose focus children and their data will be revisited during future termly meetings (RE)</p> <p><b>4.4</b> Data is put onto Insight and analysed so that children who are falling behind receive appropriate interventions. See above and PPM. EL and EPL assess 6 weekly data for KS1 and RCU.</p> <p><b>4.5</b> Staff have access to high quality exemplar writing materials and visualisers to demonstrate the standard that the children should</p>	<p><b>Reading &amp; Writing</b></p> <p>The school is determined that every pupil will learn to read, regardless of background, needs or abilities.</p> <p><i>Chn have a strong phonics start in EYFs</i></p> <p><i>All KS1 chn have 20-30mins daily phonics lessons in line with LW SSP. This includes reading books closely matched to their phonic knowledge, practising handwriting and spelling, and writing sentences from dictation.</i></p> <p><i>In KS2, children with a RA of 8 and or who did not pass their PSC are identified early and support put in place to develop reading speed and fluency following the SSP reading catch up programme, from the highest point (RE)</i></p> <p><i>RCU chn are assessed in line with SSP 6 weekly basis and adjustments made accordingly. (RE)</i></p> <p>All pupils, including the weakest readers, make sufficient progress to meet or exceed age-related expectations – End of Year Assessments</p> <p><i>Termly PUMA track the reading progress and reading age of KS2 chn. Data is tracked closely, and teachers have time to dissect it termly in teacher meetings. English lead will follow up on target children</i></p> <p>Stories, poems, rhymes and non-fiction are chosen for reading to develop pupils' vocabulary, language</p>	<p>Mrs Snape Mrs Etienne Senior Leaders All Teachers and TAS</p>	<p>June 2024 Ongoing</p> <p>Review December 2024</p> <p>Review January 2025</p>	<p>SLT Meetings Teacher Meetings Phase Meetings Briefings FGB Meetings</p>	<p>English remains at the heart of the curriculum and Reading is a key priority in school. Key Stage 1 marks a crucial stage in children's literacy development. It is during this phase that five- to seven-year-olds transition from effortful decoders, breaking down words into individual sounds, into emerging readers who are able to recognise words on sight and simultaneously comprehend them.</p> <p>Upon entering EY children are exposed to robust phonics scheme which allows for rapid progress to be tracked and monitored closely. Teachers are well trained and know how to teach pupils to read.</p> <p>Pupils from EY-KS1 take part LW daily sessions for at least 30m and practise word reading using decodable books that match the sounds they know.</p> <p>If children fail to make adequate progress, they are identified quickly and interventions to 'keep up' are put in place. Teachers then work closely with home to ensure that parents and children are supported to make desired progress.</p> <p>LW groups are monitored on a five week cycle and this information is disseminated to teachers.</p> <p>Once pupils are able to read accurately, they are exposed to rich and diverse texts to build fluency and comprehension skills. We provide pupils with lots of opportunities to read aloud and be read to, so they learn how to control the pace and intonation in their reading</p> <p>Pupils in KS2 who are reading at a RA of 8 or</p>
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	<p>be reaching. <i>Exemplification materials saved on staff share server and disseminated during termly SLT meetings and whole school moderations. Focus Education resources EL</i></p> <p>4.6 <i>Teachers make use of the phase 2 checklists to make marking precise and actionable</i></p> <p>4.7 Moderation and Evaluation takes place at half termly SLT meetings and teacher meetings.</p>	<p>comprehension and love of reading. Pupils are familiar with and enjoy listening to a wide range of stories, poems, rhymes and non-fiction</p> <p>In line with the RfW 2023, all ks1 chn get at least 20-30mins</p> <p>Assessments are robust and chn on LW are assessed on a 6 weekly cycle.</p> <p>The school's phonics programme matches or exceeds the expectations of the national curriculum and the EYFS early learning goals. The school has clear expectations of pupils' phonics progress term by term, particularly from Reception to Year 2</p> <p>The sequence of reading books shows a cumulative progression in phonics knowledge that is matched closely to the school's phonics programme.</p> <p>Teachers give pupils sufficient practice in reading and re-reading books that match the grapheme-phoneme correspondences they know, both at school and at home</p> <p>Reading, including the teaching of systematic synthetic phonics, is taught from the beginning of Reception</p> <p>The ongoing assessment of pupils' phonics progress is sufficiently frequent and detailed to identify any pupil who is</p>				<p>below are identified quickly and entered on to the RCU programme where they have 3X sessions per week. This is alongside their usual whole class fluency sessions where prosody, automaticity and vocabulary are all explored and discussed.</p> <p>Writing was identified as a key priority for teachers across the school. EL Systematically explored programmes to implement and CLPE was adopted to ensure that pupils were exposed to age appropriate writing tasks through research based teaching notes.</p> <p>CLPE gives teachers confidence to choose texts to study in English lessons based on how they might advance pupils' knowledge of English language and understanding of literature.</p> <p>When CLPE was implemented, Teacher received training on the programme and continue to have 'light touch' insets to deepen their knowledge and develop their practice. EL is available to support staff using a flexible leadership approach such as Continuously acknowledge support and reward good implementation practices. By using the CLPE booklist has a guide, teachers have create an individualised reading spine to reflect and develop a whole-school culture where reading is valued and enjoyed.</p> <p>CLPE aligns with our Oracy priority and uses significant techniques (debates, conscious alleys) to develop oral composition to practise grammar, sentence structure and character descriptions. We have developed our own version of Voice 21 curriculum to develop pupils' spoken language. This enable pupils to speak competently in a range of contexts (expert showcase)</p> <p>Pupils are only expected to carry out expected extended writing tasks once they</p>
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		<p>falling behind the programme's pace. If they do fall behind, targeted support is given immediately</p> <p>The school has developed sufficient expertise in the teaching of phonics and reading.</p> <p>Attention will be paid to pupils who most need to improve their reading (lowest 20%) to assess how well school is teaching phonics and supporting all children to become confident, fluent readers. (AH, RE, NT Jan 25)</p> <p>Sequence of reading books shows a cumulative progression in phonics knowledge matched closely to the phonics programme.</p> <p>Staff develop children's love of reading through reading aloud and telling stories and rhymes. Reading is prioritised to allow pupils to access the full curriculum offer.</p> <p>Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.</p>				<p>have the required knowledge and skills for that particular genre.</p>
<p><b>5. There is a consistent and effective approach to assessment across the school.</b></p>	<p>5 The DHT and Subject Champions are supported by the Head to lead assessment effectively across the school (MW Jan 25)</p> <p>6 Training and CPD is in place for Subject Champions to ensure assessment processes are used effectively to improve standards and progress for all pupils and</p>	<p><b>Formative &amp; Summative Assessment</b></p> <p>Teachers check students' understanding systematically, identify misconceptions and provide clear, direct feedback. In doing this they respond and adapt their teaching as necessary without recourse to</p>	<p>Mrs Snape Mr Webster Senior Leaders Ms Smith Subject Champions All Teacher</p>	<p>September INSET Day Teacher Meetings Briefings Ongoing</p> <p>Review December 2024</p>	<p>SLT Meetings Teacher Meetings Phase Meetings Briefings FGB Meetings</p>	<p>Assessment has been reframed to be recognised as 'sitting beside' from the route word 'Asidere'. The consistent and effective approach implemented sits beside: the learners in the learning journey; the teachers in recognising attainment, progress and adapting the curriculum; the subject champions in judging the impact; the leadership in strategic planning.</p>

	<p>particularly for PP and SEND 1:1 meetings, whole staff CPD, CPD for EYFS, Maths, English, Science. To take further DHT to provide options for CPD for all subjects.</p> <p>7 A Subject on a Page Document is created, and added to the Staff Handbook. (MW Jan 25) (GW Jan 25) <i>Subject on a page document, Staff handbook, regularly updated to reflect changes</i></p> <p>8 This document clarifies the programmes, including IT resources, that are used for each subject area in addition to the tools for assessing (PIRA, PUMA, Phonics Checks, Times Tables, End of Unit Question) and the End of Unit Assessments. (MW Jan 25) (GW Jan 25) <i>Subject on a page</i></p> <p>9 The information is used by Subject Champions to monitor, review and analyse the effectiveness of the Curriculum and identify areas where gaps in knowledge need to be addressed. (MW Jan 25) <i>Feedback forms, 1:1 meetings, Staff Teacher meetings</i></p> <p>10 Monitoring and evaluation and feedback to the rest of the faculty takes place 6 times a year during Subject Champions Teacher meetings. (MW Jan 25)</p> <p>11 Formative assessment, self assessment, in-the-moment marking, verbal feedback and written comments ensure that</p>	<p>unnecessary, time consuming, individualised approaches to subject matter. Ofsted will not require schools to provide written evidence of oral feedback</p> <p>This includes the use of assessment to check pupils' understanding of what the curriculum intent says they should know, and to identify and correct misunderstandings and inform teaching.</p> <p>Deliver the subject curriculum in a way that allows pupils to transfer key knowledge to long-term memory.</p> <p>Teaching is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points</p> <p>Present information clearly, promote appropriate discussion, check pupils' understanding systematically, and identify misunderstandings and adapt teaching as necessary to correct these</p> <p>Deliver the subject curriculum in a way that allows pupils to transfer key knowledge to long-term memory. Teaching is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points</p> <p>Use assessment to check pupils' understanding to inform teaching, and to help pupils embed key concepts, use knowledge fluently and develop their understanding, and not simply memorise disconnected</p>		<p>Review January 2025</p>		<p>DHT has ensured consistency in standardised assessments (PUMA, PIRA, GAPS). This includes the tracking of standardised age scores (SAS) on Insight Tracking to provide fullest recognition of pupils levels. Informed by research from Daisy Christodoulou on limitations of ability bandings as a sole measure, assessing SAS gives ability to recognise and plan for pupils with the knowledge of where within each band each pupils fall. This has had impact on setting specific interventions for 'cuspy' children.</p> <p>English Subject Champion and DHT have ensured writing assessment is accurate to a framework, moderated internally in Key Stage meetings and moderated externally as a CB4 Cluster. Stricter consistency applied to all writing outcomes through termly Big Writes. This has ensured accurate understanding of attainment and targeted next steps from the framework are made.</p> <p>DHT has routinely feedback Termly data drops to governors, Key Stage Leads, Core Subjects Champions, teachers. Discussions to plan next steps and improvements in process has informed strategic direction of school and subjects.</p> <p>Little Wandle Phonics assessment tracking has been developed significantly by Early Reading Lead and membership to the New Wave Hub. Half-termly gap analysis is carried out for all pupils part of the Little Wandle programme. This provides data to structure catch-up intervention groups and whole-class planning. Half Termly Phonic Screening check mocks are also completed as another form of tracking to ensure progress and accuracy of teacher</p>
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	<p>children understand the precise actions they need to take to produce learning of a higher standard.</p> <p>12 "Genie" by Century Tech is trialled to see whether this will help with the generation of end of Unit assessments. <i>We continue to beta test Century's Genie mode, providing feedback to the developers to fine tune this system so it can be best utilised across the school (JS Jan 25)</i></p>	<p>facts</p> <p>Consider the most important knowledge or concepts that pupils need to know and focus on these, and prioritise feedback, retrieval practice and assessment</p>			<p>judgement.</p> <p>Further to this, Boost Insight (online platform designed by RS Assessment, the assessment provider for PUMA, PIRA and GAPS), is being trialled to provide individual and cohort gap analysis for comparison of subject strands with national expectations. This aims to produce specific context for interventions. This also aims to reduce teacher workload, often a barrier to effective assessment, in standardising and analysing the assessments.</p> <p>DHT has worked with leadership team and Subject Champions to incorporate tracking of all subjects on Insight Tracking. This method is preferred as it creates opportunity for a sole accessible platform for data analysis of all subjects on a subject, cohort and individual basis. Subject champions have been using collected data to recognise pupils who require further support, can be further extended towards Greater Depth, have a particular subject strength that may not have been previously recognised, identify PP/SEND/EHCP pupil's attainment and progress across whole curriculum. Teachers/ Subject champions have been trained by DHT in use of Insight data analysis.</p> <p>New expectations over tracking and data collection has been added to the Subject on a Page.</p> <p>Methods of summative assessments in foundation subjects has been an ongoing discussion between DHT and Subject Champions and many subjects have updated expectations as outlined on Subject on a page; Science, RS, Music, PE, Geography. CPD has been access by</p>
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						<p>EYFS, Science, Geography to ensure up to date awareness of subject developments. This has increased the reliability for teacher's judgements of pupils attainment and progress. Subject Champions have shared these developments as part of Subject Champions teacher meetings.</p> <p>DHT and Head has delivered Staff Inset on formative assessment and feedback. Highlighting the value in verbal feedback or specific, knowledge or process orientated written feedback. EEF research on feedback has been shared to all teaching staff to enhance feedback methods.</p> <p>Subject Champions have been provided with opportunity to provide feedback to teaching staff of monitoring process. This includes adaptation of curriculum, feedback and assessment.</p> <p>Progress, adaptations and interventions are discussed during Termly Pupil Progress Meetings.</p> <p>The progress towards clear methods of formative assessments is as follows: whole teacher CPD sessions on feedback, implementation into feedback within class and monitoring via learning walks. It is clear that children understand the methods that are used to give them feedback, understand how to respond to feedback and also understand their next steps in their learning. The understanding is at age related levels: ie the older the children are the more precise and detailed the understanding of the feedback mechanisms there is.</p>
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<p><b>6. There is a “Strong Starts” curriculum in the early year’s foundation stage. Pupils are taught the basics well from the start, these basics include speaking and listening, rhymes, songs, the beginning of reading and writing (phonological knowledge), use of numbers and good social skills. These are crucial for children’s success throughout their education and beyond.</b></p>	<p>6 The EYFS Leader is supported by the Head to lead this area effectively.</p> <p>7 Nursery visits and meetings with parents take place at the start of term, to ensure that the provision for the children is matched well to meet the children’s interests and starting points.</p> <p>8 Training and CPD is in place for the EYFS Leader who cascades this to other members of the EYFS team and Key Stage 1 team, including Assistant Teachers. Training will include effective delivery of Little Wandle phonics programme.</p> <p>9 Staff receive regular ongoing training, including through weekly EYFS briefings on extending thinking and speaking. Songs, poems, rhymes, educational visits and visitors, and imaginative play will also be prioritized in the EYFS curriculum.</p> <p>10 Daily phonics and catch-up phonics will be delivered to groups and individuals.</p> <p>11 The EYFS classroom organisation promotes reading for pleasure and early mark making in addition to a range of other activities to ensure all children meet the early learning goals.</p> <p>12 A number of Family Learning events for EYFS families take place throughout the year, including “How to Support Your</p>	<p><b>Early Years Foundation Stage</b></p> <p>The school’s phonics programme matches or exceeds the expectations of the national curriculum and the EYFS early learning goals. The school has clear expectations of pupils’ phonics progress term by term, particularly from Reception to Year 2- NT Jan 25</p> <p>How well leaders ensure that the EYFS curriculum is coherently sequenced to meet all children’s needs and starting points- NT Jan 25 <i>EYFS lead is working on MTPS to ensure there is a coherently sequenced curriculum with starting points of the new cohort in mind since embedding CLPE.</i></p> <p>How well children’s learning and development are shared with parents as required by the EYFS, and the extent to which parents are supported to help their child to learn- NT Jan 25 <i>Termly reports to parents with data attached. Termly parent teacher meetings. Phonics workshop already done and a maths workshop to come.</i></p> <p>Leaders assure themselves that the aims of the EYFS are met and it is appropriately ambitious for the children it serves. Staff ensure the content, sequencing and progression in the 7 areas of learning are secured</p> <p>The content of</p>	<p>Mrs Snape Mrs Turpin Senior Leaders All Teacher</p>	<p>September INSET Day EYFS Meetings Ongoing</p> <p>Review December 2024</p> <p>Review January 2025</p>	<p>EYFS Meetings SLT Meetings FGB Meetings</p>	<p>An ambitious, coherently sequenced progressive knowledge and skills curriculum has been constructed to ensure ‘strong starts’ are in place with high expectations for all learners in all 7 areas of development.</p> <p>This is being shared with Subject champions and Governors in a March 2025 teacher meeting led by the EYFS Lead so that all stakeholders within the school have an understanding of the EYFS curriculum and Pedagogy at Milton Road.</p> <p>Weekly phase meetings and external CPD are attended by the EYFS team to ensure that all staff have the knowledge around EYFS pedagogy and teaching. This is impacting and providing high quality interactions both in directed and child initiated learning.</p> <p>Through a literacy support specialist package (New Wave English Hub) coaching and practice sessions are happening weekly to ensure consistency and fidelity to the schools SSP across EYFS and KS1. There have been regular visits to Milton Road from Laura Black during which she has met with Niki Turpin, observed the teaching of phonics</p>
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	<p>Child's Speaking, Reading and Counting at Home."</p> <p>13 The EYFS Baseline is taken and the information is used to help formulate curriculum planning. Ongoing assessments including phonics checking help to monitor evaluate and review the children's progress. This data is evaluated to inform planning and to identify any interventions that could be introduced. Evaluation of EYFS data takes place at half-termly SLT meetings.</p> <p>14 There is a focus on SEND and Pupil Premium children in the EYFS. Teachers know which children require additional support and due focus is given so that learning gaps may be identified and closed. (AH Jan 25)</p>	<p>the EYFS curriculum is taught in a logical progression, systematically and in a way that is explained effectively, so that it gives children the necessary foundations for the rest of their schooling- NT 25</p> <p>Children develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning in the EYFS Leaders assure themselves that the aims of the EYFS are met and that it is appropriately ambitious for the children it serves. Staff ensure that the content, sequencing and progression in the 7 areas of learning are secured- NT Jan 25</p> <p>Children develop, consolidate and deepen their knowledge, understanding and skills across all the areas of learning in the EYFS Staff are knowledgeable about the areas of learning they teach. <i>New member of the EYFS teaching team this September they are developing their knowledge and understanding of EYFS and are attending training for this as well as looking key areas within weekly phase meetings.-NT Jan 25</i> They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that</p>				<p>and provided lots of good ideas to support with coaching as well as tracking progress. The children's progress is monitored very closely and any children that are falling behind are grouped to receive targeted interventions from trained staff. Niki Turpin uses coaching to support colleagues to improve their teaching of phonics paying specific attention to key aspects of the learning sequence. Particular focus is given to the lowest 20% of readers as well as children in receipt of Pupil Premium. Early reading is a priority and support is given to parents from teachers on how they can support their child at home through their phonics journey. This aspect of ongoing school improvement is going particularly well with many teachers seeing and reporting on the benefits of this teaching programme and the positive impact on reading scores.</p> <p>A Joint Teacher meeting with Governors was held in March to ensure that all subject champions and Link Governors were aware of the importance of the EYFS and how it sets the foundation for learning including for PSED. This was led by Niki Turpin and through this event which included a tour of the classroom all subject champions and governors to gained knowledge and understanding of the EYFS pedagogy, what the EYFS</p>
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		<p>match their phonics knowledge. <i>Coaching and practice sessions are happening in early reading and phonics across EYFS and KS1 to ensure consistency and fidelity to the scheme. -NT 25</i></p> <p>Staff are knowledgeable about the teaching of early mathematics. - NT 25</p> <p>They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught and to integrate new knowledge into larger concepts.- Jan 25</p> <p>Staff provide information for parents about their children's progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including details about the school's method of teaching reading and how to help their children learn to read.-NT Jan 25</p> <p><i>Support being provided to TAs in a meeting around the importance of providing purposeful feedback to the parents around their child's reading that week and how they can support them at home. Especially the lowest 20% children or those who have been identified as 'Working towards'</i></p>				<p>statutory framework states needs to be included within the subject curriculum, how each subject is mapped as well as understanding the statutory ELGS we input data on in June each year.</p>
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		<p><i>NT Jan 25</i></p> <p>Children develop detailed knowledge and skills across the 7 areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.</p> <p>Extent to which leaders and other staff plan, design and implement the early years curriculum</p> <p>Extent to which the curriculum meets the needs of the range of children particularly any children with SEND</p> <p>Progress all children make in their learning and development relative to starting points and their readiness for the next stage of their education.-NT Jan 25</p> <p>Children's personal, social and emotional development, including whether they feel safe and are secure, stimulated and happy- NT Jan 25</p>				
<p><b>7. The school is ambitious for all pupils including and there are effective approaches and training</b></p>	<p>7.1 The Assistant Head is supported by the Head to lead this area effectively. (AH Jan 25)</p> <p>7.2 Training and CPD is in place for the Assistant Head who cascades this to ensure all teaching staff understand the barriers that some children can face and have a range of strategies to adapt the curriculum provision so that</p>	<p><b>SEND and Pupil Premium</b></p> <p>The curriculum is ambitious and designed to give pupils, particularly disadvantaged pupils (including pupils with SEND) the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life (AH Jan 25)</p>	<p>Mrs Snape Mrs Hall Senior Leaders All Teacher All TAs</p>	<p>Training in Teach Meetings</p> <p>Review December 2024</p> <p>Review</p>	<p>PP Meetings Subject SLT Meetings Teacher Meetings Phase Meetings Briefings Champions</p>	<p>Training and CPD around understanding barriers to learning has been delivered by the Assistant head and external agencies to ensure appropriate adaption to curriculum provision is in place to enable all children to access learning.</p> <p>Pupil progress meetings have been held by the assistant head with all</p>

<p><b>to ensure that SEND Pupils and Pupil Premium children make accelerated progress</b></p>	<p>children can better access the learning. (AH Jan 25)</p> <p>7.3 The school uses a range of assessment tools to monitor, evaluate and review the children's progress. Data is put onto Insight and analysed, so that interventions can be put in place for pupils needing additional support. Evaluation takes place at half-termly SLT meetings. (AH Jan 25)</p> <p>7.4 There is a focus on SEND and Pupil Premium children. Teachers know which children require additional support and due focus is given so that learning gaps may be identified and closed. (AH Jan 25)</p> <p>7.5 The Assistant Head holds Termly Pupil Progress meetings with Teachers to focus on the progress of SEND and Pupil Premium pupils so that resources can be deployed in line with need. (AH Jan 25)</p> <p>7.6 The AHT works closely with Parents. Regular meetings are held for SEND pupils. Reports to parents including Termly Reports, Individual Plans and Educational Health Care Plans clarify individual pupil targets and also suggest ways that parents can support their child as home, in line with the "Parent Pledge". (AH Jan 25)</p>	<p>Children including those from disadvantaged background, do well. Children with SEND achieve the best possible outcomes (AH Jan 25)</p> <p>How well the school includes disadvantaged children (including those with SEND) in all aspects of school life (AH Jan 25)</p> <p>How leaders and governors have spent the funding, their rationale for this spending and its intended impact on the learning and progress of disadvantaged pupils (including those with SEND). (AH Jan 25)</p> <p>Ensuring that appropriate reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND code of practice. (AH Jan 25)</p> <p>The extent to which pupils, particularly those who are disadvantaged (including those with SEND): are able to read, write and use mathematical knowledge, ideas and operations to an age-appropriate level and fluency so that they are able to access a broad and balanced curriculum (AH Jan 25)</p>		<p>January 2025</p>	<p>Monitoring FGB Meetings</p>	<p>teachers following assessments and data analysis. Teachers are aware of the children requiring additional support and strategies to close identified learning gaps.</p> <p>Following pupil progress meetings with a focus on SEND and PP children resources are deployed in response to any emerging or current needs.</p> <p>Termly APDR meetings have also been held to focus on individual learning plans for those with higher levels of SEND and EHCPs, these communicated with parents.</p> <p>Regular meetings are held with parents of children with higher levels of SEND need to discuss provision and progress, including EHCP annual review meetings.</p>
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*Curriculum Intent - We want our children to be happy and healthy today, fulfilled in the future, and able to make their world an even better place.*