



SCHOOL IMPROVEMENT PLAN OVERVIEW

2022-2024

UPDATED OCTOBER 2023 & MARCH 2024
(following review of outcomes 2022-2023)

(This Plan is to be read alongside the individual Implementation Plans
for each key priority area)

Key priorities (in relation to Tiered Planning approach) within the School Improvement Plan this year:

QUALITY TEACHING	TARGETED SUPPORT	WIDER STRATEGIES (PERSONAL & PASTORAL)
<p>The main focus is the development of pupil metacognitive skills. This primarily involves teaching the children how to effectively plan, monitor and evaluate their learning.</p> <p>Focus 2021-2022: Year 1 of a 3 year plan looking at this focus. Staff began building their own knowledge of our working and long term memory, cognitive load, retrieval and the use of questioning.</p> <p>Focus 2022-2023: Year 2 this year the focus was on teachers embedding their approaches in the classroom, the development of a new Learning Policy and the use of the Great Teaching Toolkit to provide a structured approach to teacher professional development with a particular focus on 'Activating Hard Thinking'.</p> <p>Focus 2023-2024: Year 3. Development of specific strategies and approaches linked to questioning, retrieval and making links to inform AJS policy on metacognition and self-regulated learning. Trial of The Big Question in Year 6 to look at the impact of the approach of helping learning 'stick', working and long-term memory and making links.</p> <p>Global Learning focus 2022-2023: This work is being further embedded this year through focussed links to the UN Sustainable Development Goals and the development of a sustainability plan.</p> <p>Focus 2023-2024: continued focus on SDGs & link with contrasting location.</p> <p>English:</p>	<p>Our provision of targeted support is informed by our in-school data analysis on pupil need. Programmes are used where there is a strong evidence base of their potential success.</p> <p>Reading support/ Reading Fluency- this year we will be establishing the use of this intervention throughout school following disruption through the pandemic. Pupils are identified through analysis of YARC reading assessment data.</p> <p>Focus 2023-2024: Phonics- training and support for TA to deliver focussed phonics support and intervention to identified pupils in Y3, 4 and 5.</p> <p>Maths- teachers & support staff are using the White Rose maths resources to provide targeted support to pupils where gaps in learning have been identified through in-school assessment.</p> <p>Focus 2023-2024:</p> <p>Our Treetops Resourced Provision provides specific support for pupils who are working significantly below expectations for their year group in English and maths. This provision allows for small group intervention each morning led by the resourced provision teacher and support</p>	<p>Safeguarding- our main focus this year is on the development of our online safety provision in school. Project Evolve will be introduced to all year groups and the 360Safe online audit tool is being used to identify areas to focus on. National Online Safety PD resources will be used to support staff knowledge and provide information for parents and governors.</p> <p>Focus 2023-2024: establishment of new DSL- access to PD to ensure role is carried out effectively.</p> <p>Use of School Bus Safeguarding Audit to establish priorities areas for development.</p> <p>Review of the use of CPOMS</p> <p>Mental Health: ELSA (Emotional Learning Support Assistant)- our newly trained ELSA will begin providing weekly support sessions to those pupils identified as needing this support from both in-school data and external agencies.</p> <p>Focus 2023-2024: PD for another member of staff to carry out the ELSA role. Establish provision for Y3/4 and Y5/6 with 2 school ELSAs.</p> <p>Provision of Decider Skills strategies to all pupils in Y6 and Y5.</p> <p>Provision of individual Decider Skills support to identified pupils in Y3 & Y4.</p> <p>Provision of Talk and Draw support for identified pupils Y3-Y6.</p> <p>Mindfulness- weekly targeted sessions will be provided for those pupils identified with a specific need (MindfulnessGuru).</p>

<p>2022-2023: embedding the use of the 5 step writing model to improve the quality and structure of pupils independent written work. Focus on the consistency of phonics and spelling approaches.</p> <p>Focus 2023-2024: Drama- Training and support for staff to incorporate the use of drama and playscripts into the curriculum to support oracy. Initial development of curriculum in this area. 5 step writing process- embedding the process of drafting, editing and publishing. Ensuring pupils see the purpose of what they are writing. Review of Phonics provision and establishing new programme of interventions for pupils identified on YARC tests.</p> <p>Maths-improvement in pupils abilities to reason in maths. (This area has been particularly affected by the impact of disruption during the pandemic). Focus 2023-2024: Science- embedding pupils ability to think scientifically. Focus 2023-2024: Computing- embedding the use of 'Teach Computing' scheme throughout each year group. Focus 2023-2024: use of SWGfL audit of curriculum. Priority areas to be identified.</p> <p>Art & DT- introducing the Kapow scheme of work in each year group to develop the progression in skills throughout the school. Focus 2023-2024: embedding use of the Kapow scheme. Increase opportunities for DT activities.</p> <p>Geography & History- development of assessment tools to accurately assess the</p>	<p>staff. This year they are developing the use of the EEF SEN 5-a-day principles. SEND Focus for 2023-2024: use of Ordinarily Available Provision document to support staff & engagement with Adaptive Teaching professional development. Increase knowledge and understanding of Autism and practical approaches to take in the classroom. Use of Provision Map to further improve Learning Plans and map out additional support provision across school.</p> <p>Speech & Language- establishing the use of specific interventions for those pupils with an identified need by our newly trained member of support staff.</p> <p>Autism- continue our provision of quality PD for staff to support autistic pupils throughout school.</p>	<p>Completion of Senior Mental Health Lead training & development of Mental Health action plan and strategy for school. Focus 2023-2024: Senior Mental Health Lead role. Whole school focus on breathing and supporting pupils to limit distractions and improve focus.</p> <p>Social & Emotional Learning: 2022-2023 focus on supporting pupils to develop the 5 core SEL skills through explicit teaching of: self-awareness, relationship skills, self-regulation, social awareness responsible decision making.</p> <p>This year the school will be using the 7 character strengths from the Commando Joe programme to support our pupils to develop those skills that will support to tackle problems in school and in wider life: Resilience Empathy Self-Awareness Positivity Excellence Communication Teamwork Commando Joe units will be used to supplement the curriculum where appropriate and character strengths used in school assemblies. Focus 2023-2024: continue to work on priorities for 2022-2023 as not embedded across school.</p>
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<p>progression in skills using the David Wetherly schemes.</p> <p>Geography Focus 2023-2024: ensuring the David Wetherley scheme is followed to ensure progression in skills and that pupils are given opportunity to explain their thinking at the end of each unit.</p> <p>History Focus 2023-2024: use of the new curriculum plan, proof of progress tasks. Establishing the use of Time Box Teams activities for each unit.</p> <p>MFL- the introduction of a new scheme of work. Focus 2023-2024: Establishing the use of the Language Angels Spanish scheme. Year 2 of delivery.</p> <p>PE- the use of robust in-school data to assess the impact of our well-established, successful PE curriculum on skills progression and attainment over time.</p> <p>Focus 2023-2024: opportunities for pupils to develop metacognitive skills in PE and enhance support and adaptive teaching for pupils with SEND.</p> <p>PSHE- establishing the increased use of the 1Decision scheme of work across school to support pupils in their responsible decision making skills.</p> <p>Focus 2023-2024: embed the use of 1Decision scheme across school, use the 1Decision long term planning materials to ensure progression and consistency.</p> <p>RE- embedding the Discovery RE curriculum to focus on Christianity, Islam and Buddhism.</p>		
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Focus 2023-2024: embed the use of the enquiry questions from the Jigsaw RE scheme. Pupils to apply subject knowledge to enquiry questions.

Music- embedding the use of the Karanga scheme of work and increase opportunities to play a musical instrument.

Focus 2023-2024: pupils to be able to identify families of instruments& genres.

March 24 review:

Quality Teaching:

Detailed and ongoing evaluation of this strand is being completed through appraisal and subject leader Implementation Plans. All aspects of this area of the Plan are on track and well informed in-school evidence is being used to identify strengths, areas to develop and any potential new developments for further planning.

All teachers with responsibilities for subjects are now using the effective implementation principles to tighten up on what they want to see happening in the classrooms to ensure their medium and long term outcomes have more chance of success.

Targeted Support:

Jess James our SENDCO is supporting teachers to develop their use of Learning Plans to ensure target setting is appropriate and timely. Jess has gathered information on all interventions being used across school in order to inform her Provision Map of support.

We continue to have a reduced focus on the use of intervention programmes and removal from the classroom unless necessary. Priority is to ensure pupils have most access to quality teaching in the classroom.

We are now using Little Wandle as our Phonics programme following audit with the English Hub. We have received some DfE funding to pay for training and resources to introduce this to school. Richard bishop, Courtney Neale and Lisa Walker have attended training sessions at Fairfield Primary School (lead school) and Courtney is now delivering interventions to those pupils identified as benefitting from a targeted phonics support programme.

Personal & Pastoral Development (Wider Strategies):

Richard Bishop is leading on Attendance supported by Alyson Sibbald and Sandra Stainton (DSL). Attendance remains above national average.

Persistent absentees have been identified and follow up support offered to parents/carers where a concern has been identified.

Weekly attendance lottery has returned.

Friday breakfast is now provided free to all pupils at morning break time.

ELSA sessions are being provided 2 afternoons a week by Lisa Walker. Katie Williamson is now attending training sessions so that we then have a 2nd ELSA and more support can be provided.

Specific additional support is being provided to a looked after pupil in Y4 who is struggling at the moment. This is being monitored fortnightly by the LAC team. An application has been sent to the PRU for a possible support programme. An emotional regulation plan has been developed for this pupil.

June 24 review:

Quality Teaching:

5 teachers (from Y3, Y4 & Y6) are now leading on a new handbook for Sept 24. This will outline a range of approaches and strategies they have used in their classrooms with a basis in evidence-based approaches to metacognition. This will form the 'HOW we teach at Ashfield' handbook to go along the 'WHAT we teach at Ashfield' curriculum information.

The first version of this is being collated this term for introduction to staff in September- teachers & TAs.

The use of the video function on GTT is being developed to encourage more teachers to use this within their teams. Providing time for teachers to visit each other's lessons is also helping to ensure best practice is being shared across school. This time is being provided by Robert Kyle and we are using some of our WELL funding to fund this as this is included within our 3rd year of our WELL Implementation Plan.

4 teachers attended the Maximising Opportunities to Learn Disadvantaged Provision Project network meeting with CJ Bauch from Evidence Based Education & Marc Rowland on 5th June.

Maths:

All year groups continue to follow the White Rose scheme for maths. We have very recently added to our White Rose subscription 'White Rose Infinity' which is a digital question generator including fluency practise. This will support staff in all year groups to supplement the small steps they are covering in maths with high quality questions and resources.

Recent monitoring has shown good evidence of our metacognitive approaches in maths across the year groups.

Year 4 are completing their multiplication times tables check this week (10th June) having had access to the 'try it out' section over the past few weeks.

We recently took part in a competition for National Numeracy Day – looking at maths in the workplace. This is something to build on further into the next academic year.

Further monitoring of maths will take place before the end of the school year to ensure consistency of delivery is still good and that reasoning and problem-solving opportunities are evident.

CG will be attending a course 'effective implementation for maths leaders.'

CG continues to be part of a new maths cluster group due to meet once more before the end of the school year. One key priority for the cluster – staff CPD including support staff.

Targeted Support:

Little Wandle intervention sessions are now being delivered daily for pupils in Y3, Y4 and Y5 where YARC test results point to an additional needs in phonics/decoding. We are beginning to gather impact data for these pupils. Anecdotal information so far points to some pupils making significant additional progress during the time they have been attending sessions. This information will be collated during Pupil Progress meetings end of June.

Personal & Pastoral Development (Wider Strategies):

Attendance remains above national average. (see attached sheet for latest FFT 360 review).

Persistent absentees are receiving follow up support offered and/or monitoring. PA levels remain significantly below national figures in Y3,4 & 5. Y6 PA figures are in line with national (due to long term absence of 2 pupils visiting family members abroad).

Weekly attendance lottery has returned. Class attendance figures are also shared in these assemblies. Pupils seem motivated to achieve the best weekly class attendance. High expectations are shared to try to beat the school target of 97%.

Friday breakfast is being provided free to all pupils at morning break time. We have now enrolled in the National Breakfast Scheme which provides bagels for pupils at the start of the day. School pays 25% of the cost. Staffing is being arranged by Orian to provide this service at 8:30am on Mondays and Wednesdays with a plan to increase this to every morning by September.

ELSA sessions continue to be provided 2 afternoons a week by Lisa Walker. Katie Williamson is now attending training sessions so that we then have a 2nd ELSA and more support can be provided.

1 pupil in foster care (Looked after) is currently being supported at WCLC for a 12 week programme linked to emotional needs. This pupil returns to his own class within school every Friday afternoon to ensure the connection with school and his teachers is not lost.

2022-2023 Review

Actions (Quality Teaching):

Metacognition:

- Teacher appraisal targets set Oct 22 and reviewed Feb 23. All teacher have a target to develop classroom practice linked to an area of metacognition.
- Initial implementation work carried out for GTT by SF, CG & PW. CG taken GTT lead role.
- SF delivered Metacognition Day 1 training (Research School) and shared materials with AJS staff.
- JP delivered PE pedagogy training to CTT ITT students including input on metacognition in PE.
- DG and JB developed classroom research on questioning & plan/monitor and evaluate strategies. Shared with colleagues from local schools.
- GTT begins implementation Jan '23. CG completed Foundation programme.
- End March '23- All teachers completed sessions 1-4 of Questioning element (delivered during staff meetings).
- School part of WELL Action Research on use of GTT in schools. SF has attended first 2 sessions- formulating AR question and sharing with colleagues from other local schools.
- Jan 23- DG attended Metacognition Day 2 and presented classroom research on questioning for retrieval and supporting pupils to make links across the curriculum.
- Jan 23- SF delivered Metacognition Day 2. To share resources with AJS staff.

Global Learning:

- Global Goals group meeting weekly with CS. Led on fundraising activities e.g. Turkey/Syria Earthquake Appeal.

Impact (Quality Teaching):

- Excellent practice around the use of plan/monitor and evaluate evidenced in Y3 & Y4 maths lessons.
- Excellent practice around the use of modelling and evaluating in Y5 English lessons.
- Excellent practice in the use of questioning to promote links to prior knowledge and retrieval in Y6 lessons.
- 2 teachers have shared practice with and supported local schools with developments linked to metacognition.
- All teaching staff now actively engaged in applying evidence-based approaches to improve teaching & learning.
- 1 senior leader developing leadership skills through taking on GTT Lead role with WELL Project. This is supporting the co-ordination and delivering of PD focussed on improving teaching.
- Pupil surveys carried out Nov 22 and March 23 show good progress with pupil retention of

- School taking part in Schools 2041 Antarctica Project.
- SuDS Initial survey completed (sustainable drainage scheme) to look at developing school grounds to promote better use of rainwater.
- CS linked to CDEC adviser to support auditing current practice in school and developing next steps.
- CS planning whole school overview of links to UN SDGs throughout the curriculum. To deliver training session for all teachers Summer Term.

All subject leaders have had a half day release time each term to monitor provision and analyse assessment information.

English, Maths, Science, Geography and History leads have taken part in Deep Dive development sessions with General Adviser.

English:

- spellings monitoring - follow-up conversations with teachers about expectations.
- accuracy reading monitoring with those children identified by YARC as below 90 - follow-up conversations with teachers.
- instigated NFER for Yr 5 - about to look at the data
- Policies & Procedures updated: revised English subject statement; Reading Skills progression Map; English Policy; Oracy statement & skills progression map and Writing progression map.
- second round of YARC assessments carried out Mar 23- about to look at the data
- Voice-Up! Feb 23- following this, four children have been entered in a national recital competition
- every class has visited Workington Library;
- daily/weekly conversations with teachers about writing, reading and speaking & listening
- daily/weekly conversations with children about books and writing
- books continually added to the library: donations from parents; we've bought
- staff meeting on writing progression: included year group sentence openers from 'Progression in Language Structures' Tower Hamlets
- World Book Day - 250 children read
- have advised a health coach for Workington surgeries about author visits
- attended Oracy training with Rachel Laverack

Maths:

learning and 'knowledge sticking' across the curriculum.

- The school has developed it's role in the local area, providing support and improving links with EEF and WELL.
- The school focus on Global Learning and SDGs is becoming strong again after the pandemic. Pupils have a growing awareness of the SDGs and explicit links are being made in some lessons.
- Subject leaders are developing skills to use the EEF Effective Implementation principles.
- Subject developments are based on evidence-informed data from within school and external research.
- Subject leaders have a clearer view on what is happening with their subject across school. Data shows there is a mixed picture in terms of attainment across the curriculum. This seems to relate to how embedded provision is and what disruption there has been over the pandemic.
- 60+ pupils were able to get their first library card and many were able to take a book home.
- English monitoring Autumn and Spring Terms shows that there is growing consistency of the use of the 5 step approach to writing composition. Books show pupils planning, drafting, editing and publishing their work.
- English monitoring shows there is less consistency in the approach to addressing spelling.
- Long term overview is being used consistently across school.

- Work scrutiny and pupil interview Dec 22 to look at coverage, use of long term overview, use of calculation policy and resources used in lessons.
- Disadvantaged pupils interview Jan 23 to determine attitudes towards maths, retention and retrieval of knowledge and what pupils feel is most helpful in lessons.

Science:

- Moderation (in-school) activity by SS using Phil Watkins materials to identify current strengths, areas for development in provision and gaps in learning.
- All teachers completed mid-year assessments.

Computing:

- All classes using Teach Computing scheme to deliver curriculum.
- JB delivered PD for all teachers on the use of Teach Computing.
- JB attended training on assessment in Computing.
- All teachers completed mid-year assessments.

Art/ DT:

- Kapow scheme in place across school. Being delivered on a 2 week timetable by HT and JJ.
- Mid-year assessments completed for all classes.

Geography:

- Mid-year assessments completed using David Wetherly skills progression materials.
- Work scrutiny and pupil interviews carried out to gather data.

- The school's calculation policy is being followed.
 - White Rose resources are being used across school.
 - Presentation of work is generally good.
 - Some groups/classes are behind/significantly behind on the long term plan due to disruption to learning 2020-2022. Subject leader meeting with teachers to discuss priority areas of need.
 - Disadvantaged pupils say they like maths. They find the most useful support is adult modelling.
 - They find it useful when adults explain unfamiliar vocabulary.
 - Perceptions of maths at home are often negative.
 - Pupils are not making links between maths in school and how it is used in 'real life'.
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- Initial work is being carried out to look at how assessment of foundation subjects can be improved for 2023-24. (SF accessing Chris Quigley PD materials).
 - Monitoring throughout the Autumn and Spring Terms in Maths shows consistency in following the White Rose scheme.
 - Monitoring shows pupils are confident describing and using the strategies for calculation from the school's policy.
 - The consistency of approach in assessments and evidence gathering in foundation subjects still needs to be developed across all subjects. Feb 23 assessments show robustness particularly in PE. Growing strength in Art/DT, History, Geography and Computing.

- Analysis used to assess impact of the pandemic on skills acquisition and knowledge retained.

History:

- Mid-year assessments completed using David Wetherly skills progression materials.
- Work scrutiny and pupil interviews carried out to gather data.
- Analysis used to assess impact of the pandemic on skills acquisition and knowledge retained.

MFL:

- Language Angels scheme introduced in school.
- Spanish chosen as the whole-school language. Lessons introduced February '23.
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PE:

- PE lead has collated end of Key Stage data for 2022 leavers. Analysed the performance of groups.
- PE lead has collated mid Key Stage data for current Y5 at end of Y4. Analysed the performance of groups.
- Analysis used to plan next steps for PE curriculum delivery and assess gaps due to pandemic.

PSHE:

- Subject leader evidence gathering to look at implementation of current schemes- Jigsaw and 1Decision.
- Work scrutiny and pupil interviews carried out to assess consistency of delivery and ensure all aspects of curriculum are met (using EEF Social and Emotional Learning Guidance Report recommendations).

RE:

- Subject leader liaising with Discovery RE team to develop Buddhism units and trial in school.
- Subject leader linked with Imam to develop Islam curriculum materials.
- School link with Vicar Frankie at St Johns to deliver fortnightly assemblies and support school addressing parts of RE curriculum linked to Christianity.

Music:

- Subject Leader work scrutiny and pupil interviews to assess coverage across school and identify areas support needed.
- Keyboard tuition provided for Y5 and Y6 pupils.

- Assessment to be developed in MFL as scheme is new.

- Main feeder secondary school is using AJS PE assessments to group pupils on entry in Y7.

<p>Actions (Targeted Academic Support):</p> <p>Reading/ Reading Fluency:</p> <ul style="list-style-type: none"> • YARC assessments carried out Sept 22 to identify pupils to receive support. • New books purchased for school library. • New reading scheme books purchased for Y3. • Research into motivation to read: Increased emphasis and use of rewards for reading at home in classes in Y4 and Y5. <p>Maths:</p> <ul style="list-style-type: none"> • Links made with NNW Maths Hub to explore use of Mastering Number as an intervention for pupils attending Treetops. To be introduced Sept 23. <p>Resourced Provision:</p> <ul style="list-style-type: none"> • Lead Teacher in place. Planning work for RP pupils plus 1 pupil from Y3, 2 pupils from Y4 and 6 pupils from Y5. 3 STAs supporting and delivering throughout the week. • Increased capacity provided for identified pupils needing specific, targeted support in English and Maths. • SAT visits provide very positive feedback on provision for pupils using the <p>Speech & Language:</p> <ul style="list-style-type: none"> • Staff training completed to allow in-school staff to deliver specific speech, language and communication support to identified pupils within Treetops. <p>Autism:</p> <ul style="list-style-type: none"> • Lead teacher in place for Resourced Provision. PD programme in place to support awareness and improve understanding and skills of staff within Treetops. • Displays in public places around school changed to reduce over-stimulation. • Assembly structure changed to improve accessibility for pupils with autism/sensory needs. • L1 National Autism Training planned for all staff Summer Term 23. • L2 National Autism Training planned for all staff Sept 23. 	<p>Impact (Targeted Academic Support):</p> <ul style="list-style-type: none"> • Increase in number of pupils receiving golden tokens for reading at home in 2 classes. • YARC assessments Sept 22 show reduction in number of pupils identified as requiring additional support from Sept 21. • Work scrutiny and assessments Nov 22 and Feb 23 show evidence of better than expected progress for most pupils accessing Treetops provision in English and Maths. • Evidence gathering shows need to show smaller steps of progress within assessment grades for SEND pupils accessing Treetops. • All pupils with sensory needs accessing all assemblies. More pupils using ear defenders than ever experienced in school before.
<p>Actions (Wider Strategies):</p> <p>Safeguarding/Online Safety:</p> <ul style="list-style-type: none"> • Project Evolve introduced in Sept 22. Computing subject lead delivers training for all teachers and support staff to deliver. 	<p>Impact (Wider Strategies):</p> <ul style="list-style-type: none"> • 360 analysis produced after audit completed- shows key priority development areas. More focused implementation now possible.

- Computing Lead joins school safeguarding team.
- 360 Safe auditing tool used Autumn Term and action plan developed.
- Computing Lead analyses Project Evolve data to assess delivery and pupil understanding across school.
- Online Safety is specific item on half termly safeguarding meetings. 360 Safe audit reviewed.
- School took part in Safer Internet Week Feb 23. 3B produced and led school assembly.

Mental Health/ELSA:

- SF begins Senior Mental Health Lead training with National College.
- LW delivers ELSA sessions to total of 14 pupils since Sept 22. LW attends half termly supervision sessions with Educational Psychologist.
- ML delivers Draw and Talk sessions to 6 pupils.

Mindfulness:

- 2 cohorts of pupils have taken part in 10 week mindfulness intervention programmes with external provider supported by STA from in school.
- 2 pupils are receiving 1-2-1 specific mindfulness sessions weekly to address identified needs surrounding anxiety and focus/concentration.

Social & Emotional Learning:

- SF delivering Effective Learning Behaviours training for Research School- providing support and guidance to 23 colleagues from schools across the county.
- PSHE lead attending Effective Learning Behaviours during 'Explore' phase of implementation.
- All members of school lunchtime team attended training Feb 23 on the 5 core SEL skills and how they can help pupils develop these skills (Therese Hoyle 'Be a Lunchtime Superhero' training). Part of whole cluster WELL Well-Being development focus.
- 1Decision workbooks purchased and in use in all classrooms to improve focused recorded work in PSHE lessons. Used alongside 1Decision online resources and Jigsaw PSHE scheme.
- Team Teach training completed by all staff Jan 23 to improve strategies used to support pupils 'in crisis' through effective de-escalation techniques.

- Enhanced safeguarding team in place to allow for focused work on online safety through the use of Project Evolve. Computing Lead can analyse pupil response and feedback to team to develop next steps.
- WakeUpWednesday online safety resources for parents from National Online safety regularly have over 100 views on Class Dojo School Story.
- Some incidents involving the use of WhatsApp still evident in Y5 and Y6. Addressed by school staff and parents working together.
- Pupils receiving targeted support report that they now find it useful and have strategies that they are now using in the classroom and at home.
- Greater capacity to provide in-house support now ML has joined the team. However, ML & LW time used to provide this support is reducing STA support within the classroom during pm sessions.
- Financial cost of providing this support is being funded from school budget.
- Greater awareness of leaders in school around the 5 core SEL skills and evidence-based approaches to support SEL.
- Greater awareness amongst lunchtime team of how they can support pupils and use 'SEL language'.
- Structured opportunities to record PSHE sessions across school are evident (SAFE curriculum- Sequential, Active, Focused and Explicit).

- Mar 23- subject leader conducts work scrutiny and pupil interviews to look at coverage of PSHE curriculum across school.

Character Strengths:

- Sept 22- introduction of RESPECT 7 character strengths (linked to Commando Joe programme). Autumn 1- introduction of vocabulary through assemblies.
- Autumn Term 22- reference to the character strengths in assemblies and link to school values and real life contexts.
- Spring Term 23- focus on specific strengths alongside Golden Rules e.g. how do we use resilience in the classroom when tasks are difficult? How can we develop empathy to those around us to help us to understand how they are feeling? Why is communicating with each other so important? What are different ways we can communicate?

- Pupil interview show pupils can confidently discuss their learning in PSHE and reflect on making positive, well-informed decisions.

- Clearer links being made between character strengths and the school's Golden Rules. Beginning to return to the strong 'character strengths' culture in place at the school pre-pandemic.

Foundation Subject assessments Feb 23:

	Year 3	Year 4	Year 5	Year 6	School data
Science					
Computing					
Geography	23.8%	70.9% 27.4% GDS	44.6%	73% 6.3% GDS	53% 8.3% GDS
History	85.7%	61.3%	73.9% 10.8% GDS	56.7% 1.6% GDS	69.6% 3.2% GDS
Music		58.1%	73.8%	76.2% 7.9%	
Art	85.7%	87.1%	87.7% 7.7% GDS	93.8% 6.3% GDS	90.2% 3.2% GDS
DT	85.7%	87.1%	89.2%	100%	90.5%
RE	76.2%	54.8%	81.5%	85.7%	74.7%
PSHE					
PE					

SEF Summary

Overall Effectivness	Leadership and Management	Quality of Education	Personal Development	Behaviour and Attitudes
Good	Good	Good	Good	Good

Headteacher Report to Governors 2022-23

Statutory Data

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KS2	2017	2018	2019	2020 (Feb)	2021 (July)	2022
Reading	69	72	63	67	65	61

Commentary
<p>Combined EXS (Reading, Writing & Maths)- 45%.</p> <p>School KS2 SATs results are below national in all areas.</p> <p>The difference from 2019 results is particularly marked in Maths. Our results</p>

Writing	75	75	75	74	65	67
GPS	63	68	61	65	66	56
Maths	61	70	75	64	66	52

have gone back twice as much as the national decline.
 Writing results (which is Teacher Assessment not test) are much closer to national results, both in 2022 and 2019.

June update:

SATs results expected on 11th July.
 Teacher Assessments listed below. All areas have improved from 2022 with the highest rise in Maths (16% increase).
 Writing was moderated on 15th June- positive outcomes.

	National KS2 SATs 2022	Teacher Assessments 2023
Reading	74%	65%
Writing	69%	67%
GPS	72%	
Maths	71%	68%
Combined	59%	