

Post Ofsted Action Plan



Great Whelnetham Church of England Voluntary Controlled Primary School

Summary of key findings for parents and pupils from Ofsted report

- This is an inadequate school
- Leaders have not maintained the school's standard of education since the previous inspection. They have been too slow to address the decline in pupils' achievement.
- Pupils' progress is inadequate, particularly in writing and mathematics.
- Weak governance in the recent past has failed to challenge leaders about the school's poor performance.
- Newly appointed governors know what needs to improve, but have not yet had sufficient time to make an impact.
- The skills of subject leaders are underdeveloped.
- The monitoring that is carried out has not improved the quality of teaching, learning and assessment across the school.
- Leaders do not make effective use of the school's assessment system to check pupils' progress.

Monitoring and Evaluation

- All professionals involved (DCEO, LLEs, SLEs) will report to the CEO after every visit and the impact of action taken will be recorded.
- Judgements will be made by the NLE/ CEO on the impact of actions taken and the progress with implementation of new actions.
- Learning walks and observations will be factored in for GW SLT to monitor and evidence the impact of training.
- Pupil and staff perception questionnaires will monitor the impact that the support has had on pupil engagement and staff confidence.
- Weekly schedule of activity documents outcome and evidence of support provided.
- Governors will be trained and guided to monitor progress.

Raise standards in the teaching and learning of mathematics

Objectives	Specific Actions	Person/s responsible	Timescales	Resources	Monitoring	Success Criteria
Establish a consistent progression framework for the teaching of mathematical calculations throughout the school.	<ul style="list-style-type: none"> Create a new calculation policy which will show clearly the: <ul style="list-style-type: none"> ❖ algorithms used by children for their calculations at each stage of their primary education; ❖ models and images to support the teaching of them; ❖ 'classroom patter' and key vocabulary to be used. Plan a series of staff meetings in which the best practices in teaching each calculation from Year R to Year 6 are reviewed. Staff will support parents by communicating the school approach to calculation through meeting, handbooks and possibly also ICT. 	PPW & GW	July 2019	SLE x1 day LLE x1 day	<ul style="list-style-type: none"> Updated calculation policy to be presented to governors. Book scrutiny and lesson observation. Lesson observations and learning walks. Pupil perception meetings. Analysis of pupil performance data. 	<ul style="list-style-type: none"> Staff, parents and children are very clear about of how mathematical calculations are taught and when children will encounter the various methods. Calculation policy included links to representations and vocabulary to ensure consistency which is evidenced in books and in teaching. The impact will be seen in higher scores for calculation in standardised testing.
Staff, parents and children are aware of key facts needed to be mastered by each year group e.g. times tables and the importance of these for success in maths and how they underpin calculation and reasoning.	<ul style="list-style-type: none"> Identify key maths facts for each year group (e.g. x tables). Explore opportunities within school that widen scope for mastery of key facts e.g. ICT, competitions and timetable changes etc. Develop manageable approaches to assessing these. 	PPW & GW	September 2019	SLE x1 day LLE x1 day	<ul style="list-style-type: none"> Pupil perception meetings. Analysis of pupil assessment in these aspects of mathematics e.g. regular tables checks. 	<ul style="list-style-type: none"> Children's mastery of these improves outcomes in maths. Children are effectively prepared for the new Year 4 tables test in 2020.

Objectives	Specific Actions	Person/s responsible	Timescales	Resources	Monitoring	Success Criteria
Embed best practices identified from recent research into mastery-based approaches to teaching mathematics.	<ul style="list-style-type: none"> Organise appropriate CPD so that teachers are secure with concepts of mastery approaches to teaching e.g. sequences of learning include a progression of <i>concrete</i> --> <i>pictorial</i> --> <i>abstract</i>. Provide teachers with the necessary resources e.g. text books and ICT in order to provide all pupils with the appropriate challenge 	PPW & GW	September 2019	<p>May be a need to purchase more recently published text books. If so, this would add considerably more cost (approx. £2000).</p> <p>SLE x1 day</p> <p>LLE x1 day</p>	<ul style="list-style-type: none"> Noted during observations, learning walks and pupil perception meetings. Noted during training logs, staff action plans and appraisal documents. Governor discussion with staff. Noted in staff planning and pupil books. 	<ul style="list-style-type: none"> Lessons and books demonstrate teachers take care to ensure children have a secure foundation and that children are not left behind. Ensure staff have access to mastery-based planning and resources e.g. White Rose and Maths: No Problem.
Manipulative resources to be used to scaffold learning for children of all ages and abilities.	<ul style="list-style-type: none"> Develop skills in using Numicon, Denes, Place Value Counters and Cuisenaire Rods through CPD. Resource audit 	PPW & GW	October 2019	<p>£1500 school for additional manipulative resources.</p> <p>SLE x1 day</p> <p>LLE x1 day</p>	<ul style="list-style-type: none"> Noted during observations, learning walks and pupil perception meetings. Staff capture photographic evidence e.g. Tapestry and iPads. 	<ul style="list-style-type: none"> Observations of lessons and walk arounds show resources are used by all pupils and that there is no 'walk of shame'.
Embed bar model approaches to support children's understanding of mathematical relationships and problem-solving skills.	<ul style="list-style-type: none"> School to work closely with trust schools, NCETM and White Rose to develop approaches. Carry out shared inset with trust if necessary. Develop maths calculation policy further to include bar model. 	PPW & GW	October 2019	<p>£250 bar model resources for further in-school training exercises.</p> <p>SLE x1 day</p> <p>LLE x1 day</p>	<ul style="list-style-type: none"> Noted in staff planning, pupil books and pupil perception meetings. 	<ul style="list-style-type: none"> Children are able to use the bar model to represent a range of mathematical structures including written problems. Children's scores improve in problem solving papers (e.g. papers 2 and 3 in SATs)

Objectives	Specific Actions	Person/s responsible	Timescales	Resources	Monitoring	Success Criteria
Develop children's skills in problem solving and using and applying at new levels of expectation.	<ul style="list-style-type: none"> Ensure school has sufficient problem-solving resources. Staff training on how to problem solve! 	PPW & GW	November 2019	SLE x1 day LLE x1 day	<ul style="list-style-type: none"> Noted during observations, learning walks and pupil perception meetings. Analysis of pupil performance data. 	<ul style="list-style-type: none"> Analysis of attainment demonstrates children are improving in problem solving aspects of curriculum. Monitoring shows evidence in books.
Develop children's understanding of fractions.	<ul style="list-style-type: none"> Inset to develop teacher's understanding of increased expectations for understanding of Fractions. Plan similar inset for TAs. 	PPW & GW	November 2019	SLE x1 day LLE x1 day	<ul style="list-style-type: none"> Noted during observations, learning walks and pupil perception meetings. Analysis of pupil performance data. 	<ul style="list-style-type: none"> Staff are more confident at teaching the more demanding aspects of fractions. Children's understanding of fractions is improving as seen in assessment analysis.
Develop whole school sustainable capacity in mathematics.	<ul style="list-style-type: none"> Carry out a baseline survey to explore staff thoughts about their capacity to teach maths. Observe maths lessons to identify key areas for future focus. Maths Leader to work with other schools in trust to facilitate sharing of best practices. Maths leader to become MAST trained 	PPW & GW	December 2019	MaST (£2000) SLE x1 day LLE x1 day	Staff meeting minutes. Reports on projects completed by staff.	<ul style="list-style-type: none"> Observations in maths all graded at least 'good'. Children make good progress in lessons and are aware of what they need to do improve their work/learning. Teachers are aware of the strengths of their practice and where it can be improved.
Overall Success Criteria- Impact <ul style="list-style-type: none"> A culture which promotes mathematical understanding and helps develop pupil confidence is embedded across the school. Teachers understand underlying pedagogy which underpins best mathematical teaching practice and can replicate this. There is an embedded calculations policy which ensures pupils progress in their knowledge, skills and development as they transfer through the school. Mathematics leadership is developed and sustainable through the training of a staff member as a MAST trained expert. Pupils make progress in every lesson and therefore at every key stage. 						

Raise standards in SEN provision

Objectives	Specific Actions	Person/s responsible	Timescales	Resources	Monitoring	Success Criteria
Ensure SEN classifications are accurate.	<ul style="list-style-type: none"> Reclassify children on SEN register. 	<ul style="list-style-type: none"> MB/ZC 	July 2019	May need some EP support with complex cases.	<ul style="list-style-type: none"> Governors should notice that SEN lists are more in line with national averages. 	<ul style="list-style-type: none"> SEN list reduced in scope enabling teachers to sharpen their focus.
To ensure the needs of children with specific issues are being met.	<ul style="list-style-type: none"> Develop staff expertise in the capacity to meet the needs of children they teach Ensure appropriate experts e.g. CISS and SENDAT etc are consulted and used to support the schools. 	<ul style="list-style-type: none"> MB/ZC 	September 2019	Costings could approach £1800 depending on how much external support is needed to be bought in.	<ul style="list-style-type: none"> Track progress of pupils with SEN. Analysis of pupil SEN files. 	<ul style="list-style-type: none"> Staff feel more confident and the children and happier and make improved progress.
Develop a robust system to track the needs of vulnerable learners including impact of interventions.	<ul style="list-style-type: none"> Introduce systems for tracking progress of children with SEN e.g. baseline assessment using reading ages etc. Establish 'Pupil Passport' system. Create case studies to capture what each school does in supporting children with complex needs. 	<ul style="list-style-type: none"> MB/ZC 	September 2019	Schools may need to purchase a specific SEN tracking tool approx. £200. SLE day x1		<ul style="list-style-type: none"> Pupil Passport system that is understandable by all parties in place. Teachers and TAs are able to demonstrate how children with complex needs are making progress.
Develop the use of technology to scaffold learning of children with complex needs.	<ul style="list-style-type: none"> Identify apps which will help pupils with complex needs develop independent learning skills. 	<ul style="list-style-type: none"> MB/ZC 	October 2019	Will involve the purchase of kit and licenses. Estimated cost £1000	<ul style="list-style-type: none"> Track progress of pupils with SEN. Analysis of pupil SEN files. Parent and pupil feedback. 	<ul style="list-style-type: none"> Children with complex needs develop independence through technology.
Evaluate SEN provision in schools.	<ul style="list-style-type: none"> Use self-assessment toolkit with external moderation to review provision over two meetings. 	<ul style="list-style-type: none"> MB/ZC/ SENCO 	October 2019	Approx. £100 for toolkit. SLE day x1	<ul style="list-style-type: none"> Completed toolkit to be reviewed by governors and trust as necessary. 	SENCO, governors and trust have an accurate picture of provision and are aware of strengths and areas for focus
Overall Success Criteria- Impact <ul style="list-style-type: none"> The needs of SEN pupils will be identified, understood and catered for. Pupil progress can be evidenced. SENCO, governors and trust have an accurate picture of provision. Teachers and TAs are able to demonstrate how children with complex needs are making progress. SEN pupils will articulate that they feel supported and happy in school. SEN provision will not be an area of weakness but highlighted as a strength in future inspections. 						

Embed a high curriculum that includes a commitment to children's broader cultural entitlement including STEM and the arts.

Objectives	Specific Actions	Person/s responsible	Timescales	Resources	Monitoring	Success Criteria
To ensure that all staff are aware of the new curriculum expectations in the 2019 Ofsted Framework.	<ul style="list-style-type: none"> Attend ASST curriculum training. Create a curriculum map that identifies the patterns of learning across the school. Review curriculum to identify areas where more rigour and support is needed. 	<ul style="list-style-type: none"> PPW 	End of Summer 2019	Supply for DHT to attend Curriculum Training £200	Curriculum review completed based on new Ofsted criteria.	<ul style="list-style-type: none"> Curriculum review demonstrates improvements in quality of curriculum. Staff will be aware of the new Ofsted Curriculum Framework (Sept 2019) and a the school will have a Curriculum which staff can articulate in terms of intent, implementation and impact.
Create a 21st Century Curriculum that makes best use of latest technologies that enhance learning and prepare children for the modern world.	<ul style="list-style-type: none"> Review technological resources in school and upgrade as necessary e.g. science equipment, ipads, touchscreens and netbooks/ chromebooks. Ensure staff are confident in teaching science and computing. Arrange training as necessary. ASST Conference with focus on teaching STEM 	<ul style="list-style-type: none"> PPW 	September 2019	LLE days x 2 Supply to visit: Occold Stradbroke x2 Conference attendance £33 per person x 20 (teaching and support staff)	Report back to governors.	<ul style="list-style-type: none"> Children are staff able to use digital technologies effectively to enhance learning,
Emphasise commitment to the broader curriculum including the arts.	<ul style="list-style-type: none"> Review arts and humanities are taught in order to share best practice within schools and between others in the trust. Staff, governors and children to create a list of all activities, experiences and opportunities children should have during their time at school Use this list to create an extended curriculum of 'entitlement'. Staff have opportunities to visit schools with high quality Arts provision/ Gold Arts Mark 	<ul style="list-style-type: none"> PPW 	September 2019		Report back to curriculum committee.	<ul style="list-style-type: none"> The school is proud of its extended curriculum that promotes the development of the whole child. List of entitlement created. Opportunities for events to linked into curriculum map identified.

To develop subject leadership of the broader curriculum	<ul style="list-style-type: none"> To broaden experience and collaborate wider with other schools Plan staff meetings where quality of teaching and learning across the different areas of the curriculum is regularly reviewed. Staff are aware of subject leadership responsibilities and create subject leader toolkit. 	<ul style="list-style-type: none"> PPW/ MB 	Autumn 2019	LLE x 1	Report back to curriculum committee.	<ul style="list-style-type: none"> Create Subject Leader toolkit for each area.
Overall Success Criteria- Impact <ul style="list-style-type: none"> Staff are aware of the new curriculum expectations in the 2019 Ofsted Framework. Curriculum has breadth and depth and includes the arts. Staff can articulate the intent, implementation and impact of the Curriculum and why it is relevant for the children of Great Whelnetham. Subject leadership has been developed and is starting to become embedded. Subject leaders are effective and can articulate whole school priorities. 						

Strengthen leadership at all levels within the school, including governance, to secure sustained improvement in assessment, achievement and teaching.						
Objectives	Specific Actions	Person/s responsible	Timescales	Resources	Monitoring	Success Criteria
Establish leadership within school.	<ul style="list-style-type: none"> Embed new leadership. Review admin systems and structures. Time to ensure plan and impact of support is understood and will be monitored. Plan regular shared CPD and moderation activities. 	MB/ IW	Autumn 2019	<ul style="list-style-type: none"> Time- supply x1 day 	<ul style="list-style-type: none"> Record of impact of support 	<ul style="list-style-type: none"> School leadership improves as triangulated in SEF. School integrates into systems with efficiency and speed School can evidence impact of support and highlight where/ how improvement has occurred
To develop the role of governors in monitoring the quality of teaching and learning.	<ul style="list-style-type: none"> Establish a system for identifying areas for challenge/development and lines of enquiry from governor visits. Other governors to be kept well informed about the outcomes of key monitoring activities. Governors to observe practice 	MB/ NLG- JH	Autumn 2019	<ul style="list-style-type: none"> NLG GB training x2 days 	<ul style="list-style-type: none"> Governor monitoring records Training records 	<ul style="list-style-type: none"> Governors feel more informed and better able to support and challenge the school.

	<p>of governance at other successful schools.</p> <ul style="list-style-type: none"> Governing Body to be guided and receive “best Governance practice” training from NLG. Governor training on how to develop monitoring. 					
Develop the capacity of a HOS to take on senior leadership responsibilities.	<ul style="list-style-type: none"> HoS to be given opportunities to work alongside EHT and other leaders. EHT to explain links between strategy, operations and finance. Head of School mentor/ coach to be given 	MB	Sept 2019	<ul style="list-style-type: none"> 1 afternoon per half term for HOS to visit mentor (supply x 4 afternoons) 	<ul style="list-style-type: none"> HOS reports on impact of mentoring Coaching records 	<ul style="list-style-type: none"> HoS able to make a positive contribution to leadership of schools and develop her strategic thinking.
<p>Ensure an effective assessment system:</p> <ul style="list-style-type: none"> accurately records pupil progress by pupils, is analysed to highlight areas for development by SLT, forms the basis of Pupil Progress meetings and planned intervention, is monitored by Governors. 	<ul style="list-style-type: none"> Introduce “not as we know it” grids and links from learning objectives to assessment Train staff to be able to record termly assessments on pupil asset SLT are shown how to use assessment data to effectively plan and carry out Pupil Progress Meetings with staff Staff are shown how to plan effective intervention SLT are shown effective ways to report assessment and progress to Governors GB training to ask questions which hold SLT to account 	MB/ PPW	Oct 2019 Jan 2020	<ul style="list-style-type: none"> NLG training x half day NLE x 1 day with SLE 	<ul style="list-style-type: none"> NLG monitoring of GB records NLE monitoring of assessment, pupil progress records and assessment records 	<ul style="list-style-type: none"> Staff are accurately and consistently recording assessments Assessment systems contain historical data which is stored in a cloud based system Data is analysed by SLT and is feeding into Pupil Progress Meetings Teaching staff are accounting for pupil under performance and planning intervention to address this SLT are using assessment to provide Governors with termly updates about pupil progress
<p>Ensure an effective marking system:</p> <ul style="list-style-type: none"> accurately records pupil progress by pupils, they respond to this and understand it (purple pen) 	<ul style="list-style-type: none"> Introduce marking scheme used successfully in other schools which highlights learning objectives against a colour code (linked to pupil asset assessment system colours) to show if objectives have been met/ exceeded 	MB/ KM/ HH	Sept 2019 Nov 2019 Feb 2019	KM/ HH x 2 half days	<ul style="list-style-type: none"> Marking book scrutinies GB scrutiny of scrutiny Pupil perception interviews 	<ul style="list-style-type: none"> Teacher workload is significantly reduced Pupils understand and can respond to the marking scheme Next steps are clearly evident and responded to

<ul style="list-style-type: none"> is analysed to highlight areas for development by pupils forms the basis of Pupil Progress meetings and planned intervention, is monitored by SLT/Governors. 	<ul style="list-style-type: none"> Conduct monitoring of assessment system with SLT/Governors through pupil perception interviews/ book scrutiny 					<ul style="list-style-type: none"> Progression is evident in pupil work
To ensure attainment and progress is secure through moderation and standardised testing	<ul style="list-style-type: none"> FFT data used to set realistic targets for school, groups and individuals. Establish internal systems of testing to underpin teacher assessments including termly tests using NFER/PUMA etc 	<ul style="list-style-type: none"> MB/ PPW 	Dec 2019	NLE/ LLE x1 day	<ul style="list-style-type: none"> Analysis and comparison of results produced. Teacher's assessment compared to external tests. 	<ul style="list-style-type: none"> Staff confidence in teacher assessment increases. Assessments show increased accuracy
Governors skill base	<ul style="list-style-type: none"> Recruit/ train new Governors with skills to help monitor school performance and assessment Governance skills audit to be undertaken and gaps in skills identified/ filled 	<ul style="list-style-type: none"> MB/ JH 	July 2019	NLG x 1 day	<ul style="list-style-type: none"> Governance skills audit 	<ul style="list-style-type: none"> Governance skills audit to be undertaken Gaps in skills identified/ filled GB are able to fulfil duties
Staff are accountable....	<ul style="list-style-type: none"> Staff contribute fully to pupil progress meetings and accountability Performance related pay is linked to performance management targets 	<ul style="list-style-type: none"> MB/ IW 	<p>Yearly cycle of PM with evidence collection beginning in Autumn</p> <p>Teacher's PM in Autumn</p>	School budget	<ul style="list-style-type: none"> Triangulation of evidence of teacher's performance (planning, assessment, observation, pupil progress, book scrutiny, progression in books, pupil interviews) feeding into PM 	<ul style="list-style-type: none"> Staff can articulate how assessment informs next steps in pupils learning Senior leaders can evidence that staff are held accountable through triangulation of evidence
Overall Success Criteria- Impact <ul style="list-style-type: none"> Ability to demonstrate to Ofsted that there is a secure understanding and process in place to monitor pupil progress at every level from teachers to SLT to GB. Teacher workload is significantly reduced whilst marking becomes more purposeful and effective Pupils understand and can respond to the marking scheme Next steps are clearly evident and responded to Progression is evident in pupil work Staff are accurately and consistently recording assessments Assessment systems contain historical data which is stored in a cloud based system Data is analysed by SLT and is feeding into Pupil Progress Meetings Teaching staff are accounting for pupil under performance and planning intervention to address this 						

- SLT are using assessment to provide Governors with termly updates about pupil progress
- GB appointed/ trained which is able to fulfil duties required
- Teachers, Senior Leaders and Governors are effective in their roles and triangulated evidence from assessment to monitoring evidences this- everyone can articulate how assessment impacts on school improvement and pupil progress and there is a consistent account of this throughout the school.

Raise standards in the teaching and learning of writing

Objectives	Specific Actions	Person/s responsible	Timescales	Resources	Monitoring	Success Criteria
Teachers are aware of strengths and weaknesses in writing and have resources to support their assessment of this.	<ul style="list-style-type: none"> Enhance current system based on advice from NATE/UKLA. Scrutiny of assessed writing across school to identify specific strengths and weaknesses. Address these through adaptations in teaching. Create a set of exemplary writing. Work closely with other school using Exemplars created from ASST work 	<ul style="list-style-type: none"> MB 	October 2019 January 2020	Join CPD with other schools will require staff meeting time. NLE- 1 day Travel for staff to writing moderation	Exemplars to be reviewed by Governors.	<ul style="list-style-type: none"> Staff and children improve their understanding of how to improve writing to achieve a high standard. Exemplars of writing for each expectation in new assessment standards produced. Staff agreement during moderation improves.
Introduction of consistent recording of independent writing, marking and assessment	<ul style="list-style-type: none"> Introduce "Not as we know it" marking ladders and learning objective based highlighting of objectives being met/ next step marking Demonstrate best practice of this in writing and links to pupil asset 	<ul style="list-style-type: none"> KM/ HH 	September 2019 November 2019	SLE x 2 half days	Book scrutiny	<ul style="list-style-type: none"> Teacher workload is significantly reduced Pupils understand and can respond to the marking scheme Next steps are clearly evident and responded to Progression is evident in pupil work
Children have authentic and purposeful opportunities to write through defined set creative tasks.	<ul style="list-style-type: none"> Staff to identify creative contexts, reasons and audiences for sustained writing. Writing to be displayed positively around school. Make use of electronic writing opportunities including blogging and multimedia. 	<ul style="list-style-type: none"> MB/ SLEs 	September 2019	<ul style="list-style-type: none"> School visits £1000 supply for GW staff x5 	Scrutiny of children's work shows examples of creative writing. Analysis of writing assessment.	<ul style="list-style-type: none"> Progress and attainment in writing is in line with or exceeds national average Children continue to show a positive attitude to writing.
Develop the use of drama in school to improve writing.	<ul style="list-style-type: none"> Staff to identify how drama can develop children's speaking and listening which in turn will develop their skill in writing. Staff to observe outstanding teaching using talk for writing/ speaking and listening/ drama 	<ul style="list-style-type: none"> MB/ SLEs 	November 2019	<ul style="list-style-type: none"> School visits £1000 supply for GW staff x5- included above (Combine with visits above so single cost) 	Pupil perception meetings and scrutiny of work.	<ul style="list-style-type: none"> Staff confidence in using drama improves. Children able to use drama to improve writing. Children are highly engaged and excited about recording their

	to rehearse ideas.					ideas, they are inspired.
Overall Success Criteria- Impact <ul style="list-style-type: none"> All teaching of writing is Good or better Every writing lesson is stimulating and the pupils achieve/ are making progress consistently Marking enables pupils to learn from their mistakes. Marking is purposeful. Children enjoy writing and are given high quality experiences as writers. 						

Quality of learning in the Early Years Foundation Stage <i>Children starting their journeys at Great Whelnetham make a flying start to their education as shown by at least typical progress and many children making good progress from their starting points. Any children who join the school at a level below what is typical for their age catch up quickly.</i>						
Objectives	Specific Actions	Person/s responsible	Timescales	Implications for school budget	Monitoring	Success Criteria
Ensure educational programmes have depth and breadth and that they provide interesting and demanding experiences that meet the needs of all children.	<ul style="list-style-type: none"> Monitor planning of provision for EYFS. Provide appropriate training, challenge and support as necessary. 	MB/ PPW	Autumn 2019	HT time. NLE monitoring time x 1 afternoon	Lesson observations and learning walk reports. To be presented Governors. Pupil perceptions.	Clear plans for how activities are designed to complement and enhance learning are in place. Children are motivated and interested by the broad range of activities.
Plan activities to help pupils make progress from starting points including improving learning environment/ role play areas/ spaces for children in EYFS. Opportunities created for creative	<ul style="list-style-type: none"> Visit other settings for inspiration for EYFS learning space design. Develop learning spaces inside school making use of best practice in EYFS. Link role play areas to topics in imaginative ways Link curriculum/ topics to resources/ role play areas/ development of emerging writing opportunities Recording of emerging writing in various forms linked to recording in Tapestry 	MB/ EH/ GW EYFS Teacher	July 2019	Visits to EY SLEs x 2 days SLE x2 Supply x2 days New resources (school budget £500)	Lesson observation and learning environment walks will document better use of space.	EYFS areas redesigned to enhance learning spaces

emerging writing/ celebration of mark making.	(photographs of water writing/ chalk marking on the playground for example) <ul style="list-style-type: none"> Development of writing areas (e.g. labels in role play areas for example price tags in pretend shops) 					
EYFS assessment of children 's development is accurate and recorded efficiently.	<ul style="list-style-type: none"> Celebration of the children's achievements- documenting and recording what they can do alongside suggested "next steps" linked to Early Learning goals Photographic documentation which clearly shows progress in all key learning areas for every child Baseline measurement in Sept (recorded on Pupil Asset) 	MB/ EYFS Teacher	September 2019	Purchase of Tapestry (school budget) £200 pa Training to use Tapestry GW SLE 1 day NLE monitoring of Learning Journeys x 1 afternoon	<ul style="list-style-type: none"> Monitoring and moderation of Learning Journeys. 	There is documented and detailed evidence of the progress of every child through the use of Tapestry. Suggested next steps are clearly documented. Workload for staff is reduced through use of technology. Assessments are accurate and clearly evidenced.
Increase capacity of staff to make more effective use of outdoor learning opportunities including those off site in local area.	Training in Forest School for EYFS staff	MB/ EYFS Teacher	January 2019	FS level 1 £350 (School budget)	<ul style="list-style-type: none"> Course evaluations Planning shows increased use of outdoors. Timetables with scheduled FS sessions 	School makes more effective use of outdoors for physical activity.
Parents and carers contribute to initial assessments of children's starting points when they join the school and they are kept well informed about their children's progress. Parents are encouraged to support and share information about their children's learning and development at home.	<ul style="list-style-type: none"> Trial online learning journey to reduce time spent preparing this and to enable parents to contribute to documents about their children's learning. Show to parents during new cohort inductions. Parental demonstrations. Reminders on class newsletters about parent's ability to view their child's online Tapestry record of learning 	MB/ EYFS Teacher/ GW parents	September 2019	Tapestry £200 per year subscription.	<ul style="list-style-type: none"> Parent feedback. Evidence of good home/ school dialogue about pupils' learning. Parental engagement. 	Staff are familiar with new technology. Parents are able to contribute and to see as regularly as they want to the progress their children are making.

Develop leadership capacity in EYFS	<ul style="list-style-type: none"> • Role description of EYFS leader is clearly set out. • Work with other schools in ASST to share best practice. • Staff are clear about their responsibility for leadership of EYFS. • 	PPW/ MB	October 19	<ul style="list-style-type: none"> • Visits to Early Years settings to observe practice x2 (detailed above). 	Records of visits and training. Lesson observations and learning walk reports. To be presented Governors.	<p>Early Years subject leader co-ordination is being undertaken to a high standard.</p> <p>Staff who are responsible for EYFS ensure provision is at least good.</p>
Improve outdoor provision of children in EYFS.	<ul style="list-style-type: none"> • Develop a sheltered area outside EFYS area that will enable more flexible deployment of outdoor play resources. • Purchase outdoor play equipment to provide more sustainable all-weather learning spaces. • Link outdoor learning to EYFS with writing/ learning areas. 	MB/ Early Years teacher	Jan 20	Outdoor EYFS area (school budget)	Lesson observation and learning environment walks will document better use of space.	Outdoor area improved with cover and appropriate all weather furniture and facilities.
Overall Success Criteria- Impact <ul style="list-style-type: none"> • Gov/ SLT monitoring of teaching in Early Years is judged to be consistently Good or Outstanding by Autumn half term. • Staff are clear about their responsibility for leadership of EYFS. • Staff responsible for EYFS ensure provision is at least good. • Photographic documentation which clearly shows progress in all key learning areas for every child through online Learning Journeys. • Parental engagement has increased and this can be evidenced. • Early Years learning environment encourages independence and inspires children to make next steps in their learning. • Children are motivated and interested by the broad range of activities. 						