

Objectives for 2021/2022 - Overview

	Objectives	Priorities	Context
Work Stream 1 Curriculum Development	Curriculum design	Continue to develop our curriculum to be ambitious for all, coherently planned and sequenced towards cumulatively sufficient knowledge and skills for next stages of learning	<p>The school is in the process of designing, structuring and sequencing a balanced, challenging and creative curriculum, to be implemented through high-quality classroom teaching. Our curriculum is being developed to focus on skills and knowledge; enabling pupils to know more and do more. Beyond the core subjects, foundation subjects need to be planned with an explicit focus on the knowledge and skills children will learn during the sequence of lessons. The school environment needs to reflect this focus on learning, ensuring that necessary resources are available and impact positively on learning.</p>
	Developing subject leadership	Developing effective subject action plans Methods of gathering evidence and writing outcome reports Effective book looks and presenting reports to the governing body Developing the use of assessment through questioning and written tasks. Developing the use of Knowledge Organisers to add coherence to learning and as a means of assessment	
	Improving assessment	Implementing and refining assessment procedures for all foundation subjects Tracking and evaluating progress	
	Catch-up strategy	Identification of targeted children, groups and classes who have dropped-off Target PP budget and deployment of support staff to meet needs of those pupils and groups	
	Improving Learning environments	Opening of new library and ensuring accessibility by all children Use of library as an environment to support learning Ensuring classrooms and communal areas are fit for learning purpose	
Work Stream 2 Powering Life Skills	Reading	Introduction of new phonics scheme with planned reading lessons Improved whole class reading lessons in KS2 Improved attainment across whole school Increased staff use of Lexia to monitor progress Class use of library to encourage Reading for Pleasure Whole school reading initiatives (including the Chesil Reading Project)	<p>At Southill, we want our pupils to leave us as happy people, confident in themselves and their abilities, and prepared for the next stages of their lives and the future world of employment.</p> <p>The school needs to power the aspirations of our pupils and to build the life skills necessary to continue their education through to the global community beyond.</p> <p>They must have high standards of literacy and numeracy in order to maximise their chances of personal success, while possessing an awareness of how they themselves learn, face challenges and react to change</p> <p>By maintaining a focus on improvement in these areas, we intend to build on the structure and support we have established, while addressing pockets of underachievement that still exist.</p> <p>Previous Ofsted inspection (April 2017) identified improvement in standards of Reading, Writing and Maths as a priority.</p>
	Writing	Improved planning and teaching of writing in all genres, working with other schools to moderate attainment More training on specific areas of TFW (including new staff) Continued focus on cross-curricular writing Continued focus on acquisition and use of new vocabulary Improved teaching and assessment of spelling Whole school focus on handwriting progression Additional in-class support for pupils whose attainment has been affected by Covid-19	
	Maths	Develop teacher's skills in teaching for mastery, and include training for TAs to offer effective support Increase pupil's understanding of number sense and fluency in mental arithmetic Use of journaling techniques to extend and challenge learners	
	Aspiration and ambitions	Develop Primary Futures work in lessons and as key assembly messages Expose pupils to the world of work and the opportunities offered to them	
	Building Learning Power	Refresh key understanding of the four areas Develop and celebrate year group specific skills, attributes and behaviours	
	Supporting staff and pupil mental health	Develop Mental Health and Wellbeing policy with all stakeholders Engage with DfE Education staff wellbeing charter CPD for staff to use Stormbreak resources and approach effectively	

Work Stream 3 Team Development	Improve link governance	Governors areas of responsibility are clear and aligned to the SDP Strong communication links exist between staff and governors. Governors are actively involved in school improvement work	Our people and knowledge are our strongest asset, to fully optimise our capacity to deliver high levels of school improvement, we need to further develop an empowered team that draws on the experience of all our staff and governors.
	Staff team development and empowerment	Subject Leaders lead, develop and deliver their subjects in line with the school curriculum and SDP. Subject Leaders are empowered through external and internal CPD to develop greater responsibility, accountability and leadership towards school improvement	
Work Stream 4 Community Engagement	Develop citizenship	Children will be 'citizenship ready' for secondary school by being taught the required skills, knowledge and values while being given opportunities in school to practise and exemplify Consult and draw up Citizenship teaching policy	To optimise opportunities for our pupils it is essential that we fully engage with the local community, sharing our challenges and our successes. We need to formalise our school ethos into policy form, to ensure that, through living our values day by day, we create role models within the school and the wider community.
	Fundraising for a school and community project	Identify an issue of importance to both school and the community Form action groups to develop ideas and survey interested parties Develop plans for fundraising and further community activities	

Work Stream 1		Curriculum Development						
Success Criteria		<ul style="list-style-type: none"> The school curriculum is broad, balanced, and ambitious for all. The school curriculum is monitored and evaluated effectively. Assessment is used in all subjects to judge attainment and to develop next steps for learning Gaps in children's knowledge are quickly identified and addressed The school learning environment complements and enhances the school curriculum. 						
Actions	Who	Outcomes	Timescale	Monitoring	Resources	Milestone 1: Autumn 21	Milestone 2: Spring 22	Milestone 3: Summer 22
To refine our use of the Cornerstones curriculum	CW PM KE	The school curriculum is ambitious for all, coherently planned and sequenced towards cumulatively sufficient knowledge and skills for next stages of learning.	Sept 21 - July 22	SLT and Gobs to audit curriculum each term against the school aims. SLT and SLs take feedback from teachers and from assessment results after each unit completed.	Cornerstones topics Audit document SLT and Gobs meetings	Teachers review topics each half-term. Gobs receive report on the audit to track progress. Gobs in school to assess wider impact of the curriculum against the school aims.	Teachers review topics each half-term. Gobs receive report on the audit to track progress. Gobs in school to assess wider impact of the curriculum against the school aims.	Teachers review topics each half-term. Gobs receive report on the audit to track progress. Gobs in school to assess wider impact of the curriculum against the school aims.
To provide NCT and CPD for subject leaders to develop and extend their knowledge of their subject and their ability to effectively communicate this knowledge to others.	CW PM	Staff will have a clearer understanding of the barriers and achievements in their own subjects and have been able to share this with others in the form of action plans for improvement.	Sept 21 - July 22	Governors will receive reports at their monthly meetings and can triangulate this with focussed learning walks, book looks and pupil voice. SLT will receive reports and action plans	NCT every 8 weeks for each teacher on a rolling programme. Internal CPD (staff meetings) and from National College	All teachers have received NCT. SLs have begun presenting reports to Gobs. Action Plans drawn up. A programme of linked governor monitoring visits to be in place.	CPD for creating and presenting reports has taken place. SLs have carried out book looks to gather evidence.	SLs write final, evidenced reports to share with staff and gobs. Begin to write action plans for following year.
To implement and refine assessment procedures for all foundation subjects.	CW	Staff collect assessment data at the end of each unit of work, using skilful questioning and written tasks, that is effective at informing next steps in learning as well as judging attainment.	Sept 21 - July 22	SLs to collect evidence of assessments and their associated data. Insight used to record attainment data <u>termly</u> .	Staff meeting to develop whole school approach. NCT for SLs to collect evidence of effectiveness.	Teachers prepare an end-of-unit assessment for each Aut 1 and Aut 2 units (which may include use of KOs - see below)	As a staff, teachers review success of unit assessments, refining procedures further. Associated CPD in staff meetings.	Data recorded on Insight. SLs collect and analyse data to evaluate progress. Collected data is used to inform transition meetings.
To develop use of Knowledge Organisers	CW	Build the use of KOs from R-Y6 so that they are an integral part of the teaching and assessment of each unit of work.	Sept 21 - July 22	Lesson observations from SLs and SLT show increased and effective use of KOs in learning.	Cornerstones KOs. Website.	KOs sent out to parents at the start of each unit. KOs on display in class and referred to during learning.	KOs used for assessment and to enhance home learning. Used in class to develop vocabulary. Used in writing.	KOs used skilfully in class to extend and support pupils of different abilities appropriately.

To build a 'catch-up' strategy that identifies and addresses gaps in learning.	PM CW	The school curriculum is modified to address gaps. Staff and other resources are deployed appropriately.	Sept 21 - July 22	Governors to review spending in monthly meetings. SLT and Gobs to evaluate progress of pupils	Catch-up premium	Deploy staff according to need. Adapt curriculum, eg maths, writing, foundation. Analyse progress data.	Analyse progress data. Redeploy staff as necessary. Adapt curriculum as necessary.	Analyse progress data. Redeploy staff as necessary. Adapt curriculum as necessary.
To improve identified learning areas of the school.	CW	Pupils are taught in tidy, well-ordered and well-resourced environments which enhance learning.	Sept 21 - July 22	Learning walks by SLT, gobs and external visitors.	School budget	Open new library for use by whole school. Develop play areas outside.	Assess each middle area for new furniture and resourcing. Plan spending.	Establish and begin programme of improvement works.

Work Stream 2		Powering Life Skills						
Success Criteria		<ul style="list-style-type: none"> • Reading is taught and assessed consistently across the school enabling all children to make good progress and catch up if they fall behind. • Pupils can write fluently across a range of subjects and genres with a greater focus on vocabulary and accurate spelling. • Maths CPD is carefully targeted to develop the skills and understanding of all teaching staff appropriately to the needs of the pupils. • Pupils are more secure in their understanding of number and can apply their thinking more flexibly. • Pupils can discuss how they learn and understand how to develop learning skills that will help them in secondary school and beyond. • Pupils can discuss their interests and are aware of some learning and work opportunities that are relevant and available to them 						
Actions	Who	Outcomes	Timescale	Monitoring	Resources	Milestone 1: Autumn 21	Milestone 2: Spring 22	Milestone 3: Summer 22
<u>Reading 1</u> Consistently excellent teaching of phonics and early reading for children in Reception and KS1 using new Little Wandle Revised scheme	AP CW	Our youngest children learn to read fluently by the time they leave Y2. No child is left behind. All children pass the PSC Those who failed PSC catch up in Year 3.	Sept 21 - July 22	Phonics Lead (AP) and Reading Lead (CW) to monitor the teaching of the new programme and keep up to date with assessments of children Linked Literacy governor to support monitoring of Phonics with a clear focus. (eg What would they see on a learning walk focussed on phonics? Every class teaching a certain time, children in appropriate sets, children reading records...etc)	Online CPD for all staff. Phonics resources for lessons New scheme reading books Time for staff to observe each other for consistency in teaching. Staff to deliver reading lessons (5 staff 3 x week)	CW ensure all staff complete online CPD Begin new programme Sept 21 CW to observe AP/EC/SS for consistent practice Staff observe at least one lesson of another teacher.	Review assessments and plan for ongoing teaching including catch up for any children who are falling behind. Ensure staff are up to date on any training provided by Little Wandle CW to observe AP/EC/SS/EJ/DH/LK reading AP to observe EC/SS/EJ teaching Practice PSC	Review assessments and plan for ongoing teaching including catch up for children who are falling behind. Ensure staff are trained to administer PSC Ensure staff are up to date with training from LW CW to observe AP/EC/SS teaching
<u>Reading 2</u> Focused teaching of reading skills in KS2 based on the reading content domains	CW	Children are more skilled at reading comprehension and have strategies to help them answer different types of questions appropriately.	Sept 21 - July 22	CW to observe reading lessons in KS2 Monitoring of reading plans	CPD (staff meeting) time to discuss and review	CW observe all KS2 teachers teaching reading	Review assessments (PIRA?) Teachers to observe each other teaching reading lesson	Staff meeting review of the lessons over the year. Appropriate texts? What have teachers found difficult? Adjust for next year
<u>Reading 3</u> Assessment of reading for every child ensuring their reading book matches their phonic knowledge and reading ability.	CW AP	Children are able to practise and apply their knowledge. Children enjoy reading and make good progress because they are reading books that will challenge them at the right level.	Sept 21 - July 22	All staff are responsible for checking the reading material and progress being made (through LW or ARP) of the children in their class. CW will also check regularly	Time for labelling books in KS2 Adults to deliver KS1 reading lessons 3 x week	Ensure all books in KS2 are labelled with ARP level stickers. Ensure book filing systems aid children in choosing books at the right level. Monitor children's reading levels regularly to ensure they match child's ability. Follow progress of reading in KS1 to ensure scheme is being adhered to consistently.	Review assessments and plan for children who are not keeping up. Review labelling especially in units but also library	Review all book stock labelling Review assessments of children to ensure they have been reading at right level.

<u>Writing 1</u> Further development of progression in learning of non-fiction genres in TFW with focus on improving quality of cross-curricular writing	CW	Children can write fluently across a range of non-fiction genres in English or Cornerstones lessons There is clear progression of skills across the school	Sept 21 - July 22	Regular review of project books and planning Linked literacy governor to be involved in book looks focussed on cross curricular writing.	Staff meeting time CPD budget for TFW	Review Autumn/Spring project overviews with planned knowledge and cross-curricular writing opportunities	Review summer project overviews with planned knowledge and cross-curricular writing opportunities Monitoring of project books Staff meeting to agree progression in genres	Staff meeting to agree progression in genres Gather sample of each genre of n-f writing across the school to exemplify progression. Examples should be from morning and afternoon sessions.
<u>Writing 2</u> Organised and progressive vocabulary instruction in English and FC subjects	CW	More children know and use more words and therefore have better access to the wider curriculum	Sept 21 - July 22	Observations of writing and Cornerstones lessons Displays in classes	Staff meeting time for planning and discussions	Review Autumn/Spring project overviews with planned vocabulary to teach. Cross-reference these to Cornerstones KOs	Review Summer project overviews with planned vocabulary to teach. Cross-reference these to Cornerstones KOs Staff meeting to discuss progression of vocabulary	As above gather sample of writing which highlights improvements in vocabulary used. Highlight examples. This could be same sample of work as before with separate focus.
<u>Writing 3</u> Improve spelling performance for all pupils	CW	Children spell more words accurately and therefore improve their writing. Children's spelling assessment scores improve	Sept 21 - July 22	GL Assessment scores Writing books	GL Assessment test Staff meeting time for planning and discussions	Introduce GL Assessment spelling test to give us baseline info about children's attainment. Timetable No Nonsense Spelling lessons Review spelling techniques to try	Monitor spring term GL Assessments Target specific children for spelling catch up - phonics? Review spelling books and progress of NNS lessons	Monitor summer term GL Assessments Plan for increased curriculum time next year?

<u>Maths 1</u> Secure firm foundations in the development of number sense for children in Reception and KS1 by taking part in the NCETM Mastering Number programme.	EC (KS1 SL)	Our youngest children are more secure in their understanding of number, more fluent in calculation and more confident in using numbers flexibly.	Sept 21 - July 22	KS1 maths lead to monitor delivery of the programme in class, reporting to SLT and Govs	NCT to attend all training events and meetings. Time for staff to review progress together.	Attend initial meetings. Begin programme in classes. SL to observe at least once in each class.	SL continues observations. All training events attended. Lessons being taught in agreed manner. Evaluate class data	SL continues observations. All training events attended. Lessons being taught in agreed manner. Evaluate class data over the year and success of the training.
<u>Maths 2</u> To extend our understanding of the mastery approach.	PM	Teachers understand and use the MNP scheme more skilfully to develop concepts, consolidate knowledge and extend learning.	Main input: Sept 21 - Dec 21	SLT lesson observations. Gov lesson observations. Sharing of reports required by maths hub.	CPD budget. Maths hub support. NCT and staff meetings to share practice and review progress.	CPD session (Inset) - use of journaling (MNP) CPD sessions - teaching for mastery (maths hub) Adapt MNP materials for catch-up	Teachers consolidate their understanding through this term's MNP teaching, reviewing at staff meetings and sharing effective practice.	Teachers consolidate their understanding through this term's MNP teaching, reviewing at staff meetings and sharing effective practice.
<u>Maths 3</u> To develop the skills of our TAs when supporting maths teaching and learning	PM	TAs have a greater understanding of the mastery approach (KS2) and the ways pupils develop number concepts (KS1) so to be more effective when supporting in class.	Sept 21 - July 22	SLT and SL observations.	CPD budget. Group meetings. NCT for SL.	Return to specialist TA support in KS2. TAs are given time to take part in CPD alongside teachers	Attend CPD with local maths hub. SLs to observe and give feedback at least once. Maths TAs meet together at least once per half term.	SLs to observe and give feedback at least once. Maths TAs meet together at least once per half term.

To extend the pupils' ambitions and aspirations	PM	Pupils have a greater awareness of the wide range of opportunities available in the world of work.		Primary Futures' surveys. Governors to conduct a Pupil Voice focussed on aspirations. Is there evidence that aspirations are growing each term in what the children talk about?		Teachers use Primary Futures videos in assemblies	Continue to engage with Primary Futures - following their suggestions	Continue to engage with Primary Futures - following their suggestions
To refresh our Building Learning Power ethos.	PM	Pupils use their understanding of BLP to improve their learning.	Sept 21 - July 22	SLT and Governor Observations in class. Conversations with pupils.	New range of postcards. Updated characters. Assembly time. Website	Use assemblies to remind pupils of our characters. Renew celebration postcards for all staff to use. Ensure classrooms carry displays of the characters.	Use assemblies to highlight key points of BLP. Develop class set of principles - what does BLP look like in this class?	Use assemblies to highlight key points of BLP. Practise and reinforce class-level BLP understanding.
To support staff and pupil mental health and well-being.	PM	We protect, promote and enhance the wellbeing of everyone who works at the school. We are proactive in identifying and dealing with mental health issues that arise among the staff or pupils. Refresh our 'Outstandingly Happy' status.	Sept 21 - July 22	Feedback from pupils, staff and parents via surveys. Staff meetings to consider the Wellbeing Charter and review progress. Governors to ensure that they ask about workload and wellbeing when speaking to middle leaders or other key staff. Governors to carry out Pupil Voice focussed on children's happiness and well being.	Assemblies Staff meeting time. Ping surveys (staff) Google survey (pupils) DfE Staff Wellbeing Charter	Carry out pupils and staff surveys, analyse feedback and devise action plan. Adopt the principles of the DfE wellbeing charter. Increase ELSA time available to pupils. Revisit 'Outstandingly Happy' criteria	Carry out actions from action plan. Develop staff wellbeing strategy. Develop pupil wellbeing strategy.	Complete actions from plan. Review progress of the wellbeing strategies. Agree next steps with governors.

Work Stream 3		Team Development						
Success Criteria		<ul style="list-style-type: none"> Governors play a more active role in the improvement of the school through closer monitoring of the SDP Subject Leaders are clearer about how they can contribute to the development and improvement of the school. Subject Leaders have developed their skill set through CPD and through targeted NCT 						
Actions	Who	Outcomes	Timescale	Monitoring	Resources	Milestone 1: Autumn 21	Milestone 2: Spring 22	Milestone 3: Summer 22
To improve the effectiveness of link governance	KE	Governors are more closely aligned and involved with monitoring the SDP, to increase the effectiveness of the support they offer the school.	Sept 21 - July 22	Feedback and recommendations at Governor meetings. Evidence of engagement and effectiveness. Key governors linked to priorities in SDP so that they can triangulate information shared by middle and senior leaders and 'see, hear, feel, for themselves' when given a focus.	Appropriate training events available. Governor resources available.	Governor roles and responsibilities defined, aligned and engaged. Readiness for Ofsted training undertaken Skills Audit completed and appropriate training identified. Governor recruitment underway	Training delivered. Regular feedback to FGB and School. Subject leads engaged, appropriate plans in place. Minimum of 1 additional Governor recruited.	Evidence based effectiveness review. Gaps analysed and improvement actions defined.
To develop the team to be stronger, more effective and more proactive in school improvement	PM	Subject Leaders are equipped to fully analyse the suitability of the curriculum and the progress of the pupils in their own subjects. Teaching is effective because it is thoughtfully structured and supported well.	Sept 21 - July 22	Feedback at Governors meetings. Discussions with SLT. Presentation of reports.	Staff meetings for CPD on subject leadership. NCT. Subject-specific training events, as they arise	Begin programme of NCT SLs prepare action plans for the academic year. SLs prepare reports about the curriculum, how it is adapted to need and how it is structured to allow for 'recovery'. Deliver curriculum reports to FGB.	Revise aims of the school to emphasise achievement and excellence. Book looks to collect evidence of achievement and progress. Review curriculum and adapt for learning gaps. Use Insight to evaluate effectiveness of assessment. Deliver curriculum reports to FGB.	Book looks to collect evidence of achievement and progress. Review curriculum and adapt for learning gaps. Use Insight to evaluate effectiveness of assessment. Deliver curriculum reports to FGB.

Work Stream 4		Community Engagement						
Success Criteria		<ul style="list-style-type: none"> • Citizenship is a more central and meaningful aspect of our school ethos and curriculum • Pupils have a greater understanding of themselves in relation to their communities and the wider world • Pupils play a more active role with greater responsibilities in school • Work with FOSS and other local community groups to select focus for fundraising towards additional facilities, eg MUGA 						
Actions	Who	Outcomes	Timescale	Monitoring	Resources	Milestone 1: Autumn 21	Milestone 2: Spring 22	Milestone 3: Summer 22
Formalise Citizenship as a subject in the work of the school	PM	Write a Citizenship Policy after consultation with staff, parents and pupils.	January 22 - July 22	Presentation of final policy to Governing Body	Pupil and parents' surveys NCT to research policy Staff meeting time. Govs' meetings	Develop ideas, discuss with governors, seek views of pupils and parents.	Draft policy available to staff and govts.	Presentation of final policy to Governing Body
Establish Citizenship as a more distinct element of our ethos and curriculum.	PM	Examine Citizenship curriculum requirements. Build learning into class curricula. Create wider range of opportunities for pupils to play a more active role in the school	January 22 - July 22	Govs receive reports from PM on progress. Govs meet with pupils.	As above	As above. Recommence School Council after covid lay-off. Y5/6 pupils trained as Sports Leaders	Staff look for opportunities in their own curriculum to build in opportunities to develop Citizenship. Themed assemblies to whole school and units.	Staff look for opportunities in their own curriculum to build in opportunities to develop Citizenship. Pupils with positions of responsibility in school present own assemblies to school and units.
Develop links with local secondary schools. Take part in Maths Y5-8 Work Group	PM	Improved transition arrangements between Y6 and Y7. Pupils visit secondaries to extend their learning and become more familiar with different settings. Maths leaders meet with others from Chesil schools.	Sept 21 - July 22	HT's reports to govts.	Meeting time with other HTs. Transport for pupils to visit other schools. Work Group meetings	Attendance at Chesil HTs meetings.	Attendance at Chesil HTs meetings. Pupils from Y5 and Y6 visit other schools for sport and classroom-based learning opportunities.	Attendance at Chesil HTs meetings. Continue visits. Engage with meaningful and effective transition work for Year 6 pupils.
Assess how facilities at school may be developed to improve opportunities in the local community.	PM RS PB	Work with FOSS and local community representatives to analyse needs in local community as a focus for fund-raising.	January 22 - July 22	HT's report to govts.	Meeting time with relevant groups	Begin conversations and make initial contacts.	Assign roles and meet with relevant groups.	Agree focus for community engagement work.