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| Issue | Action | Impact | | | |
| Autumn | | Spring | Summer |
| Quality of Education | | | | | |
| Children lack independence in learning | Embed the importance of metacognition to improve our learning. | Metacognition week – Sept set the tone for asking questions/ using resources/ enjoying self-challenge | | Metacognition focus takes place at the start of each new topic |  |
| Lower levels of intra-school data in maths | Ensure that good progress in made in maths for both boys and girls (girls GDS focus) | Pupil conferencing (Oct) showed that boys like writing about facts/ experiences. Feedback given to staff and process of re-thinking relief experiences to write about now taking place | | End of unit assessments are showing positive results |  |
| Lower levels of intra school data in writing | Ensure that boys’ attainment in writing is in-line with girls’. | Pupil conferencing of boys shows that boys are enjoying writing – but do not enjoy the mechanics of writing. New sentence construction focus in place to help with this |  |
| Intra school data and  Pupil voice shows less attainment and motivation in some pupils with SEND *and* PP (3/14) and slower attainment for pupils with SEND | Ensure our curriculum offer is ambitious for all including our SEND, PP and more able pupils (con. 2021-22) | Interventions clearly focussed on pupils making less progress (inc vuln. Groups) Baseline assessments taken place. Pupils gaps identified and work in place to start filling gaps.  Precision intervention training delivered (Oct 22) consideration of where this would be best delivered and to whom.  Precision teaching to be implemented from Oct after 1 month review of standard interventions – see intervention action plans | | Intervention using 1:1 precision teaching are showing very good progress across the vast majority of pupils. Pupils on these interventions are in an increasing number of cases completing work very close to/ repeated from class work. |  |
| Children do not always remember prior learning | Embed recall and recap opportunities for all subjects (con. 2021-2022) | All subject topics now start with recall from prior learning – pupils are better able to use resources to recall substantive knowledge. | | Repeating and revisiting prior KO is in poalce – pupils are beginning to share thoughts about prior learning more readily – this is true also as the year progresses and they can pull intra-year information |  |
| MBS curriculum needs to better reflect our locality | Curriculum planning includes contextualised learning and links to develop contextual cultural capital (focus subjects RE /History/ Geog/ Science ) | Local History foci in all year groups exp Y5. Building immediate local links still to be completed  RE – local links to a variety of faith groups started  Music – planned cycle of local performances in place | | Music local performances curriculum in place.  RE visiting of local and national places of worship in place  History local history focus occurs in all year groups – first year  Extended opportunities to learn about the locality in place: Oyster fishing on the Fal  Biodiversity study – Exeter uni  Community cohesion – community garden project |  |
| Behaviour and Attitudes | | | | | |
| New concerns raised about online access to inappropriate materials | To continue to ensure all our pupils are staying safe (inc those with SEND) on line and in the physical world – contextual safeguarding focus | Online safety unit taught in all classes (with the exception of Class 1 – logon details awaiting) | | Devon and Cornwall police ran a half term of staying safe for Y5/6  New picture book curriculum soft launch to support PSHE |  |
| Raised numbers of pupils PA from school post COVID return | To continue to reduce the % of persistent absenteeism in small number of pupils, improve patterns for pupils with irregular attendance and ensure 32.5 hrs per week access time @school | Attendance is now a standing item on the school newsletter. Initial waves of flu-like cold has hit school Sept – Oct | | Persistent Absence has reduced from Sep-Dec 22 21% to Sep – March 14%  Absence levels are still low @ 93% |  |
| Behaviour policy is outdated – student council to revive and feed into update | Ensure the implementation of adapted positive behaviour policy | Student council have met 1x to begin this process. | | Behaviour policy has been re-written and agreed by FGB |  |
| Younger children are less confident with older children | Re-establish strong cross-school links | Subject ambassadors set up and beginning to work across classes.  R and Y6 partners set and beginning to work together | | Y6 pupils are reading buddies with YR children. Student council are working with classes 1 and 2 to glean feedback on school life |  |
| Personal Development | | | | | |
| Some children less physically active post COVID – developmentally physically delayed (current Y1) | To ensure we continue to support and encourage our pupils to make healthy choices in terms of their physical and mental well-being. | After school club run every day by Plymouth Argyle has increasing roll.  Netball and football leagues in place and targeting PP/ less active pupils | | Extra-curricular clubs offer has been increased post parental feedback:  Parkour/yoga/league sports/ self-defence/ tennis – after Easter /(Spanish) |  |
| OFSTED feedback 2017 | To ensure that fundamental British and School Values are explicitly planned for and also incidentally occurring as part of our school life. | Pupils aware of British and school values and how they are prominent in their lives. | | |  |
| Children live and are schooled within a limited demographic | Embed opportunities to learn about the protected characteristics – contextual focus | Class texts – carefully selected , are being shared. Black History Month is being celebrated | Diversity days for awareness are held: epilepsy awareness day/ downs syndrome awareness day/ comic relief/ children in need.  Picture book curriculum launched to help children identify with and learn about people from a range cultural heritages/ life choices.  Planning in place for educating about the protected characteristics – see website. | |  |
| Children have limited understanding of the history of their locality | Understand our local heritage and the impact of changes upon our local lifestyles and life choices. |  | | Local history curriculum planning in place and being rolled out this year within KS1 and all Ks 2 yr grps  Local Geography planning – highlights the changes/ adaptations/ usage of our local area.  RE planning highlights the range and diversity of religious characteristics within our locality |  |
| Leadership and Management | | | | | |
| Subject leaders need time to better understand their roles and build subject knowledge | Ensure all subject leaders have dedicated research and monitoring time to allow for effective monitoring of the intent, implementation and impact within their subject/s. (cont. 2021-2022) Prioritised focus on History, Science, RE/ Geography /Phonics/ English/ Maths | RE/ Maths/ English/ Phonics leads have had subject leadership time – allowing for pupil conferencing/ lesson visits and feedback to staff inc. continued consistency of delivery, adaptations for pupils with SEND | | RE/Geog/DT/Art/Maths/Eng  Sci/ EYFS leaders have all had subject leadership time this term – with feedback sessions mapped into staff meetings. Action points for all staff have been shared. |  |
| Some in discrepancies in KS1 curriculum | Embed 2 year rolling curriculum KS1 | Shared planning in place, monitoring shows that maths/ Geography/ Science/ RE are equitable across KS1 | | |  |
| Due to COVID, governors less present in school | Ensure all governors have a clear understanding based on first-hand evidence-based | Governors’ meetings have returned to face to face meetings.  Monitoring timetable includes governors and agreed with the board. | |  |  |
| EYFS | | | | | |
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| COVID reduced the close contact between home and school | To ensure we are providing effective information for our parents to support the learning journey of our pupils at home and in school. | EYFS transition in school took place face to face  Class 1 open afternoon to introduced the curriculum has taken place.  How we teach phonics afternoon has taken place for parents. Parents better understand the phonics and early reading strategy. | | Phonics and maths afternoons have been held to introduce our parents to these taught strategies.  Reading cafes for Class 1 take place every month and are open to all parents and family members.  Feedback from parents is listened to and actioned eg: reading book focus as children were progressing. |  |
| Low levels of daily reading | To establish positive reading routines to establish fluent readers. | See above |  |
| Some limited understanding of vocabulary. Limited vocabulary for PP / Vuln. Pupils | To ensure that language development allows access to further learning | VIPERS oral comprehension shares vocabulary | | Class teaches and support staff have attended a number of training sessions on the use of language to support learning in maths.  Whole EYFS team have had 2x afternoons to review current attainment of pupils, set individualised goals and allocate time and resources as appropriate. |  |
| Limited training opportunities in 2020-2021 | To further develop expertise within our support staff | EYFS staff booked onto EYFS training | | See above |  |
| Some low levels of speaking and listening | EY interventions to develop early language skills | Post October half term | | Assessments showed that this was not necessary |  |
| Low levels of self-care in 201-22 | To support children (post Covid) to manage personal care | Pupils establishing routines quickly including toileting and hand washing. | | This cohort of children are better ready for school – with limited need to focus on significant health and self care |  |