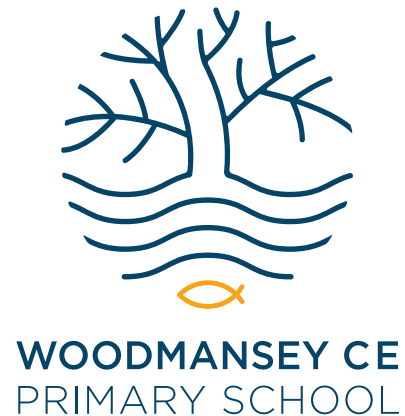
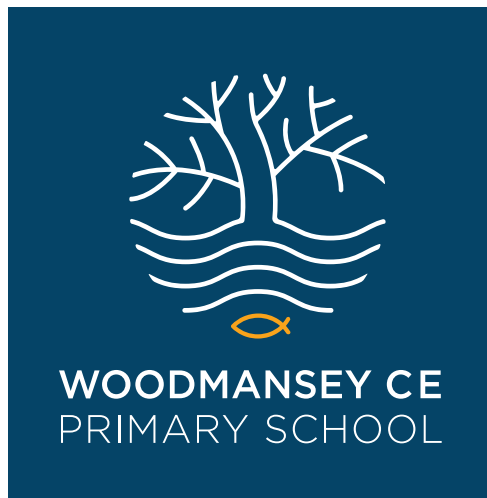


Woodmansey CoE Primary School School Improvement Plan January to December 2023

2023 - The Year of Articulation



We celebrate every child in our care as part of God's great plan, loved and accepted just as they are and for all they could become. We recognise that every child has a unique task to do with God and for God, whether they know it or not.

Supported by the strong foundations of our chosen Christian values as expressed in our relationship with St Peter's Church: Hope, Compassion, Trust and Respect, we seek to unlock the potential of every child.

'I have come that they may have life and have it to the full.' John 10:10

SUMMARY OF PRIORITIES

PREMIER DIVISION

INTERRUPTING THE FORGETTING

“Sticky Teaching” Strategies / games for making automaticity and fluency.

The “Year of Articulation” to reinforce memory with effective spoken language particularly for PP, SEND and V20 children.

ENGLISH

A refresh of the teaching of GPS

Refresh of Guided Reading incl. books in Y3/Y4.

Best Practice in Story Masters & use of Drama in Lessons

THE FUTURE DIRECTION OF WOODMANSEY CE PRIMARY SCHOOL within the MOLESCROFT COLLABORATION/ACADEMY AGENDA

School structure within an academy environment.

Finance – Structure

Leadership Structure.

MATHS

Maintaining our momentum including in Factual Fluency and Journaling.

Ensure 4 Teacher Meetings per year.

DEEP DIVES

Continue to work alongside the Molescroft Subject Leaders to develop subject leadership for WPS and MPS staff

CHAMPIONSHIP DIVISION

SOCIAL EMOTIONAL MENTAL HEALTH Plan & Opportunities

SEND

Investment in PDA/Autism training

ISA ACTION PLAN

V20 & PUPIL PREMIUM IN EVERY STAFF MEETING

ENHANCING – IDENTIFICATION AND OPPORTUNITY

Who are they? How does their learning experience differ?

Remind ourselves of the enhancing criteria on the MTPs

HISTORY

Promoting Key Concepts & Performance of SEND pupils.

FIRST DIVISION

EARLY YEARS

On-going investment in FY equipment with a particular STEM focus

RE

Review after one year of implementation

POLICY REVIEWS

Overarching & Professional, COSHH & Risk assessments

SCIENCE

Explicitly working scientifically

D&T ART

Stock control and resource quality check

Staff CPD to refresh knowledge and upskill teacher confidence

PE

Review of club provision

Review of Active 60 in school and at home & Fundamental Skills

Review of Flic objectives

GOVERNOR LINKS: Committee Structure

Curriculum & Quality Assurance: All governors are members

Chair: Mrs. Sara Fletcher

To consider the quality of teaching, learning, assessment and pupil outcomes.

Finance & Personnel : The Chair of Governors, Executive Head Teacher, Head of School and ½ the governing body (not including other staff governors)

Chair: Prof. Brad Gibson

To scrutinise monitor and prioritise the financial arrangements for the school to ensure the most effective use of resources, human, financial and physical and underpin the ethos, values and priorities of the school improvement plan.

Safeguarding, Health & Safety and Premises: The Chair of Governors, Executive Head Teacher, Head of School, staff governors plus the remaining governors not on the committee above.

Chair: Mr. Andrew Jolley

To consider and ensure that all areas of Safeguarding are effective and robust. That the broad environment ensures every possible opportunity for personal development. Promoting the highest standards of behaviour and welfare.

Training Link Governor: Mrs. Sara Fletcher

Curriculum including automatic links to the School Improvement Plan Objectives:

Maximum 1 per governor

To fulfil these roles governors will need to maintain regular contact with the named teacher(s). There should be at least ½ termly contact by phone or email or in person. Governors should visit the school when the children are working at least once a year to see the subject(s) being taught.

Governors should attend at least one of the school organised focus tours particularly if it links with his or her monitoring focus.

Subject Links

English (named teacher, Lloyd Brannigan): Sara Fletcher

Early Reading & Phonics (named teacher, Joanne Kett): Sara Fletcher

Maths (named teacher, Joanne Kett): Brad Gibson

S.T.E.(M) (named teachers, Emily Williamson): Brad Gibson

Arts (named teachers, Sharon Eastwood) Defender of the Arts: Corrine Fawcett

History & Geography (named teachers, David McEntegart): Andrew Jolley

Religious Education (named teacher, Joanne Kett): Andrew Jolley

Worship (named teacher, Joanne Kett): Andrew Jolley

PSCHE, Pupil Council, Citizenship, Sex & Relationships, Educational Visits, (named teachers, Sarah Mallison): Corrine Fawcett

Computing (named teacher, David McEntegart) Sarah Mallison

Primary Languages (named teacher, Sam Henderson-Tucker MPS): Brad Gibson

P. E (named teachers, Emily Williamson & Lloyd Brannigan): Sarah Mallison

Pupil Groups Links including automatic links to the School Improvement Plan Objectives

To fulfil these roles, governors will need to be able to make regular visits to school to meet with the named teacher; not necessarily always when the children are present.

Governors should visit at least twice a year when the children are present in order to see the pupils at work. (not *)

Pupil Premium Champion (named teacher, Sarah Mallison & Bethan Nicholls): Sara Fletcher

SEND & Low Achievers Champion (named teachers, Sarah Mallison) Sara Fletcher

Other Vulnerable and Minority Groups Champion * (named teacher, Bethan Nicholls): Corrine Fawcett

Ethnic Minorities, English as an Additional Language, Persistent Absence, Emotionally Vulnerable, Behaviour for learning, Looked After Children, Young Carers, Missing the Phonics threshold.

Talented & High Achievers Champion (named teacher, Sharon Eastwood): Andrew Jolley

Early Years (named teacher, Sharon Eastwood): Sara Fletcher

Safeguarding including Child Protection * (named teacher, Bethan Nicholls): Chair of Governors: Kerri Harold

Assessment (named teacher, Bethan Nicholls) Brad Gibson

Wellbeing (named teachers Bethan Nicholls) Corrine Fawcett



WOODMANSEY CE
PRIMARY SCHOOL

Improvement Area	Page Number	Governor Link
SPIRITUALITY, CITIZENSHIP within a LOCAL & GLOBAL COMMUNITY & SUSTAINABILITY	<u>7</u>	Andrew Jolley
ENJOYMENT FOR LEARNING, ENGAGEMENT, ACHIEVEMENT and PROGRESS	<u>11</u>	Sara Fletcher, Brad Gibson, Andrew Jolley and All. Governors
ENTERPRISE, GOVERNANCE and INVESTMENT in our PROFESSIONS	<u>27</u>	All Governors
HEALTH, SPORT, FITNESS and WELL-BEING	<u>31</u>	Sarah Mallison, Corrine Fawcett
SAFEGUARDING: PROTECTION & MANAGING RISK within a SECURE and INSPIRATIONAL ENVIRONMENT	<u>39</u>	Kerri Harold

**SPIRITUALITY, CITIZENSHIP within a LOCAL & GLOBAL COMMUNITY
& SUSTAINABILITY**



WOODMANSEY CE
PRIMARY SCHOOL

Woodmansey CE Primary School
Building Foundations, Unlocking Potential
School Improvement Plan 2023

FOCUS: CONTINUE TO EMBED THE NEW RELIGIOUS EDUCATION SYLLABUS (SACRE)

GOVERNOR LINK: Andrew Jolley

KEY AREA FOR DEVELOPMENT Review and evaluate the implementation of the new SACRE Religious Education Syllabus		Monitoring Responsibility JK
TARGET All staff are comfortable with teaching the new RE curriculum and have had the opportunity to review best practice.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> • New curriculum incorporating Annual Faith/Christianity and Minor faith/Worldview – discussion around way forward after a year of embedding across the school to ensure teachers feel it works well within their year group. • Flic objectives to be recreated to ensure they are closely matched to the new learning outcomes for each unit – based on MTP from the SACRE units • After one year embedding to look at how to support LA/HA differentiation within the subject and any elements of curriculum that need changing. • Look at the potential of class floor books to capture the Big Questions discussions. 	1 STAFF MEETING SUMMER	The effectiveness of the first year implementing the new RE curriculum has highlighted areas required for tweaking, reinforcing, changing or training.
Monitoring Strategy JK: SEF COORDINATOR LEARNING WALKS GOVERNOR FOOTPRINTS: Andrew Jolley	Evaluation Governor Footprint Standards Report	



WOODMANSEY CE
PRIMARY SCHOOL

Woodmansey CE Primary School
Building Foundations, Unlocking potential
School Improvement Plan 2023
FOCUS: NEW ISA Action Plan
GOVERNOR LINK: Brad Gibson

KEY AREA FOR DEVELOPMENT To maintain our Outstanding International Provision with the Successful renewal of the ISA Action Plan		Monitoring Responsibility DMcE JW LH ML BN
TARGET Internationalism remains at the heart of the life of our school, recognising that we are in a Global Society and Economy.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<p>ONGOING ACTIVITIES included in Action Plan</p> <ul style="list-style-type: none"> • My Life in a Box • My Town and My Country in a Box • Around the World on a Plate • United in Sport: <ul style="list-style-type: none"> ○ Celebrating World Football ○ Celebrating Word Hockey ○ Commonmole Games ○ Handball; Germany links Lemgo • Harvest for the World • Promoting language use at lunchtime: with menus in French • Hosting German Work Placement Students • Maintaining links with Lemgo and Bremerhaven <ul style="list-style-type: none"> ○ Students visiting from Poland and Germany to share their Life in a Box with our pupils. ○ Teacher visit to Lemgo – to complete My life in a box project with children in Südschule Lemgo and a Global sustainability project. June 2023 and/or 	<p>INTERNATIONAL TEAM: MICHAEL LONCASTER, BETHAN NICHOLLS, DAVID McENTEGART, JONATHON WILLIAMS, LAURA HAKNER</p> <p>Autumn March All year</p> <p>Summer Autumn (spring) Summer</p> <p>Autumn Spring</p> <p>November Spring/Summer</p> <p>March June</p>	<p>The International School Award is accepted and renewed by the British Council in 2023.</p>

<p>promoting equality, diversity and/or the role of women in our societies.</p> <ul style="list-style-type: none"> • Commonwealth Day special focus on Papua New Guinea • Coronation of King Charles III – the King’s Realms <p>INTERNATIONAL FESTIVAL</p> <ul style="list-style-type: none"> • To host a three-week International Festival in February 2023 based on Canada • Festival to cover the flora, fauna, physical and human geography of Canada with a full cultural experience to include Art and Dance. • To host a redesigned evening festival for the whole community. 	<p>March</p> <p>April/May</p> <p>January/February</p>	
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<p>Monitoring Strategy Subject Deep Dives and Learning walks DIEDRE EVALUATION GOVERNOR FOOTPRINTS: Brad Gibson</p>	<p>Evaluation Heads Report to Governors ISA Report: British Council</p>
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ENJOYMENT FOR LEARNING, ENGAGEMENT, ACHIEVEMENT and PROGRESS



WOODMANSEY CE
PRIMARY SCHOOL

Woodmansey CE Primary School
Building Foundations, Unlocking Potential
School Improvement Plan 2023

FOCUS: Ensuring challenge and security of achievement for all in English and Maths

Regarding: Pupil Premium Children
GOVERNOR LINK: Sara Fletcher

Regarding: SEN and PRIOR LOWER ATTAINERS
GOVERNOR LINK: Sara Fletcher

Regarding: ENGLISH
GOVERNOR LINK: Sara Fletcher

Regarding: MATHS
GOVERNOR LINK: Brad Gibson

Regarding: EARLY YEARS
GOVERNOR LINK: Sara Fletcher

<p>KEY AREAS FOR DEVELOPMENT</p> <p>A refresh of the teaching of GPS</p> <p>Refresh of Guided Reading principles incl. review of reading books in Y3/Y4.</p> <p>Revising Best Practice in Story Masters & use the use of Drama in Lessons.</p> <p>MATHS Maintaining our momentum including in Factual Fluency and Journaling.</p> <p>SUPPORT FOR Y3/4</p> <p>Maintaining effective and smart interventions incl.</p>	<p>Monitoring Responsibility LB JK BN MAL With JW & RA</p>
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Speech & Language and phonics filler programmes to meet all needs V20 & Pupil Premium in EVERY Staff Meeting	
TARGET Attainment for all year groups is above National and Local for attainment and progress at Expected and Above Expected. Measures as measured by SATS and NFER scores. School is a recognised beacon for the teaching of Maths and English through the English and Maths Hubs.	

ACTION			
Tasks	Staff Responsible, Timescale/Milestones & Resources		Success Criteria / Outcomes
	Absence 2022/2023	2.5%	
		Number of Pupils	% GLD
	EYFS	9	78%
		Number of Pupils	
	Year 1 Phonics 22/23	11	82%
	Year 2 Phonics 22/23	14	100%
	Key Stage 1 22/23 No. of Pupils = 14	% working at expected standard+ (EXS+)	% Greater Depth (GDS)
		%	%
	Reading	93%	42%
	Writing	86%	21%
Mathematics	93%	36%	
RWM Combined	86%	21%	

	Key Stage 2 22/23 No. of Pupils = 12	% working at expected standard+ (EXS+)	% Greater Depth (GDS)
		%	%
	Reading	100%	42%
	Writing	92%	33%
	GPS	67%	25%
	Mathematics	75%	50%
	Science	83%	
	RWM Combined	92%	25%

<p>PUPIL PREMIUM V20 & YEAR 3/4 CHILDREN</p> <ul style="list-style-type: none"> Maintain intensive support and catch up wherever and whenever we can. Highlight in the Pupil Progress meetings of January 2023 the V20 and PP children with maintained vigour to ensure that further specific, time limited interventions/tutoring are put in place where appropriate. Pupil Premium and V20 and Y4 children discussed in every staff meeting. Move diary to the end of the staff meeting. <p>MATHS</p> <ul style="list-style-type: none"> Factual fluency remains the big barrier to learning in mathematics. Continue to explicitly teach the children the essential skills of addition/subtraction, multiplication/division facts across school. <ul style="list-style-type: none"> Therefore, to maintain our momentum, including in Factual Fluency and Journaling four teacher meetings are required per year. Journal sessions must now be a regular part of the mathematics day. Continued involvement with the Maths Hub. Maths lead is also engaged through the mastering number project online. Maths lead must ensure appropriate CPD for Woodmansey Staff for mastering number so that we continue to develop our own best practice. <p>READING</p> <ul style="list-style-type: none"> Check KS2 reading texts for variety, particularly focusing on gender and diversity of author and narrative structure. Liaise with Y3/4 teachers to bring in some new guided reading titles Observe story masters sessions/open staff discussion regarding best practice Staff meeting - drama in lessons and opportunities for this <ul style="list-style-type: none"> Staff meeting - guided reading sessions - best practice/share ideas - lesson study? 	<p>BN & SC through Pupil Progress Meetings in JANUARY</p> <p>1 STAFF MEETING SPRING</p> <p>1 STAFF MEETING SUMMER</p> <p>2 STAFF MEETINGS AUTUMN</p> <p>STAFF MEETING SPRING JW BR LB</p> <p>STAFF MEETING SUMMER JW BR LB</p> <p>STAFF MEETING SPRING JW BR LB</p>	<p>Identified groups are monitored effectively and as with all vulnerable groups, there is a clear picture of the overlapping needs of named vulnerable pupils in the school. This is visually easy to access and refer to.</p> <p>There is a clear and well understood web of support programmes, initiatives and routes used for these identified children and those still to be identified in the future.</p> <p>Pupil Premium & V20 children are monitored by all staff on a weekly basis to ensure that interventions and Quality First teaching are effective in removing barriers and inequalities to their successful learning and progress. Any issues are tackled in a robust and timely manner.</p> <p>Evaluation of attainment demonstrates that the development of factual fluency has a positive effect on attainment levels in Maths in FY as well as in other classes.</p> <p>Maths Learning Walks clearly demonstrate that Journaling is a regular and successful feature of Maths Lessons. Woodmansey staff maintain the highest level of effective Maths teaching and are able to experiment with and refine the most recent developments in the development of Maths Mastery.</p> <p>Guided Reading texts across the school are fully updated and represent the diversity of modern Britain, relating to author and narrative structure.</p> <p>Story Masters sessions are seen to be highly effective in the development of reading comprehension.</p> <p>Ensure appropriate books are immediately available for V20 % SEND pupils in KS2.</p>
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<ul style="list-style-type: none"> • Review the Reading books available within KS2 for V20 pupils and those still insecure with their application of phonics. • Continue the drip feeding of Phonics training for all staff and regularly check on the quality and consistency of the teaching of phonics across the school. • Double check reading books match the phonics that has been taught. • Ensure those children who have not met the expectation in Year 2 are prioritised with a specific, robust intervention. • Check differentiation and suggest strategies in KS1. 	<p>LB & JK produce a reading spine for each class</p>	<p>The guided Reading Books in EYFS & KS1 match the phonics teaching 100%</p>
<p>GPS</p> <ul style="list-style-type: none"> • Coordinators to complete an extra learning walk to evaluate the teaching of GPS across the school. • Submit a report and then present findings and solutions to staff. 	<p>LB BR JW STAFF MEETING SPRING</p>	

Monitoring Strategy Subject SEFs SMT Learning Walks COORDINATOR Deep Dives GOVERNOR FOOTPRINTS	Evaluation Standards Report Half termly reviews by SEND Pupil Progress Meetings
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WOODMANSEY CE
PRIMARY SCHOOL

Woodmansey CE Primary School
Building Foundations, Unlocking Potential
School Improvement Plan 2023

FOCUS: THE ARTS inc. DT

GOVERNOR LINK: CORRINE FAWCETT

KEY AREA FOR DEVELOPMENT Developing a D&T & Art Stock Control which is predictive rather than responsive. Staff CPD to upskill technique and confidence across the staff		Monitoring Responsibility BN/SE/MAL With HR/SP
TARGET To maintain and develop further the high-quality arts provision at the school. To be equipped with high-quality resources planned ahead of units of work.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> • Continue to ensure high staff confidence in teaching and assessing skills. • Continue to promote the value of the artistic process with the children and staff. • To monitor our EHCP children to ensure they continue to access and perform well in the arts. • To develop a system for the ordering of consumables, including tools in Art and D&T – possibly an adult monitor has this responsibility? 	SE HR SP SE HR SP SE with HR SP Deep Dive HR SP AT ONGOING	Art is seen as a process where language is rich and opportunities to be creative are in abundance. High-quality resources are available to allow staff and children have high levels of engagement and aspiration.

Monitoring Strategy Evaluation of teaching and work produced. Coordinator Deep Dive GOVERNOR FOOTPRINTS: CF SMT / COORDINATOR Scrutiny	Evaluation SMT Reports Standards Report
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WOODMANSEY CE
PRIMARY SCHOOL

Woodmansey CE Primary School
Building Foundations, Unlocking Potential
School Improvement Plan 2022

FOCUS: SCIENCE - Explicitly Working Scientifically

GOVERNOR LINK: Brad Gibson

KEY AREA FOR DEVELOPMENT		Monitoring Responsibility EW & CC
<ul style="list-style-type: none"> WORKING SCIENTIFICALLY WITH TECHNOLOGY and INSPIRING THE NEXT GENERATION OF SCIENTISTS 		
TARGET To ensure that Scientific Investigation is at the heart of the subject To ensure that staff instinctively ensure that pupils will work scientifically in most science lessons. To ensure that STEM careers are linked with the area of study and opportunities to meet 'real' people in the field are taken.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
ACTIVITIES <ul style="list-style-type: none"> 'Working Scientifically' objectives need to be explicit and reference the 6 strands. Introduce the new '6 strands' of working scientifically and revisit how this is recorded. Staff need to be given regular staff meeting time to moderate and assess across year groups to ensure we all know what 'secure' looks like. Staff to be given opportunities to share ways in which SEND children can show their scientific understanding and how this can be developed. - staff meeting. To meet with EYFS staff- share the new PLAN document and discuss how this feeds into KS1 Subject lead to remain up to date with current practice by attending regular science meeting and also discuss with Molescroft subject lead. STEM opportunities within the EYFS are exploited and developed. Links with Dogger Bank funded training are maintained. 	3 staff meetings, 1 per term to be allocated for the coordinator to prioritise according to the activities listed. SPRING Coordinator to meet the FY & Y1 team SE (Supply costs covered)	It is clear that the pupils know how to work scientifically.

Monitoring Strategy Learning walk Coordinator Deep Dive GOVERNOR FOOTPRINTS: EB SMT / COORDINATOR Scrutiny	Evaluation SMT Reports Standards Report
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WOODMANSEY CE
PRIMARY SCHOOL

Woodmansey CE Primary School
Building Foundations, Unlocking Potential
School Improvement Plan 2023

FOCUS: THE YEAR OF ARTICULATION
INTERRUPTING THE FORGETTING

“Sticky Teaching” Strategies / games for making automaticity and fluency.

The “Year of Articulation” to reinforce memory with effective spoken language particularly for PP, SEND and V20 children.

Regarding: The Year of Articulation
GOVERNOR LINK: ALL GOVERNORS

KEY AREA FOR DEVELOPMENT EMBEDDING FURTHER THE CROSS CURRICULAR CONCEPTUAL MAP		Monitoring Responsibility BN MAL
TARGET “Sticky Teaching” Strategies / games for making automaticity and fluency. The “Year of Articulation” to reinforce memory with effective spoken language particularly for PP, SEND and V20 children. Promoting Key Concepts & Performance of SEND pupils		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes

<p>ACTIVITIES MAKING TEACHING STICK Bringing together the best ideas of the past 20 years to make learning stick. E.g. Accelerated Learning, Isabella Wallace, Mind Mapping, conceptual and vocabulary mapping, oral journalism, adaptive teaching, evidence informed practice, ECF agenda and the body of research behind it. Possible introduction of the lesson study in 2nd half of spring term with MPS staff with a focus on oracy and sticky teaching.</p> <p>YEAR OF ARTICULATION Development of strategies to use in the classroom.</p> <ul style="list-style-type: none"> To research to find and if necessary, design our own programme which will specifically teach the children the skills to formulate the sentences and public speaking skills to be able to be able to articulate their views, thoughts, desires, aspirations and understanding. <p>HISTORY</p> <ul style="list-style-type: none"> To evaluate the use of historical vocabulary across the school, particularly concepts such as ‘empire’ and ‘civilisation’ etc. which are in the curriculum intent section and are relevant to multiple different units. <ul style="list-style-type: none"> Look at historical vocabulary more generally as well. <p>To investigate reasons for why SEN children do not achieve security at the same rate as non-SEN children and recommend ideas for narrowing this gap.</p>	<p>APRIL TRAINING DAY SMT</p> <p>Lesson Study programme for all teachers and TAs.</p> <p>APRIL TRAINING DAY SMT Plan in January for March launch</p> <p>MB with SMT</p> <p>SPRING DMcE & BM 1 INSET</p>	<p>Learning is as sticky as fly paper!</p> <p>All children have the skills to articulate their learning in all lessons.</p> <p>V20, SEND and PP with the need have the skills and vocabulary to express themselves, their learning and their needs.</p> <p>The teaching of History remains highly focussed on the skills, concepts and agreed vocabulary of the subject. SEN children are equally able to access this learning.</p>
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<p>Monitoring Strategy SUBJECT SEFS/ DEEP DIVES COORDINATOR LEARNING WALKS GOVERNOR FOOTPRINTS: All governors linked to their subjects.</p>	<p>Evaluation Standards Report Subject SEFS</p>
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KEY AREAS FOR DEVELOPMENT Taking the key concepts of mastery learning to investigate how this could be used to benefit learning in other areas		Monitoring Responsibility MAL, BN
TARGET Staff recognise the children who are targeted to be enhancing and how this level can be demonstrated by looking at the criteria on the MTPs.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<p>Areas for development</p> <p>MASTERY IN WRITING: Staff in-house CPD to discuss:</p> <ul style="list-style-type: none"> • Recognising the success, we have in teaching GPS, are we already using mastery techniques which we can learn from? Or are we using an Accelerated Learning Style or are they the same? • How can we move a Swimmer in Writing to become a Diver? • Use the updated Writing Policy as a basis to analyse our teaching of Writing. <p>MASTERY IN READING Staff in-house CPD to discuss:</p> <ul style="list-style-type: none"> • The Guided Reading Programme is key to the development of a deep reader alongside new reading initiatives this year. We are successful at enabling keen and able children to achieve high levels in Reading, however how can we develop the mastery of all children in Reading? How can we 	<p>1 X INSET SPRING BN</p> <p>1 X INSET SPRING BN</p>	<p>⇒ Teachers use the updated Writing Policy and are able to take account of the principles of mastery teaching and plan accordingly.</p> <p>⇒ Children are therefore, like in Maths secure in their understanding of the use of the language and embed this and demonstrate this through consistent high quality written work and performance in GPS assessments.</p>

<p>embed the core skills of reading comprehension for any child on any text, i.e. Mastery of Literary Criticism?</p> <ul style="list-style-type: none"> • How can we move a Swimmer in Reading to become a Diver? • Use the updated Reading Policy as a basis to analyse our teaching of Reading. • Push the use of the reading journal, ensuring pupils, teachers, TA see the link between reading and writing. <p>MASTERY MARKING</p> <p>Staff in-house CPD to discuss:</p> <ul style="list-style-type: none"> • What does our marking policy look like? Do we use the TA* • Do we provide enough opportunity for feedback and extension? • Can we apply the same principles to marking in maths to the wider curriculum? <p>OPPORTUNITY IN LESSON</p> <p>Staff in-house CPD to discuss:</p> <ul style="list-style-type: none"> • Do we know who the children targeted are? • How does their learning opportunity allow them to reach these criteria? • Does our feedback in and in our marking offer children to be stretched and challenged? 	<p>RELEASE STAFF TO OBSERVE READING AT MPS WHEN ABLE £££ SUPPLY/HLTA COVER</p> <p>TRAINING DAY SUMMER 2022 BN</p> <p>SUMMER1 X INSET BN</p> <p>SPRING STAFF MEETING</p>	<p>⇒ Reading Policy has been reviewed and has been able to take account of the principles of mastery teaching.</p> <p>⇒ Children are therefore, like in Maths secure in their ability to interrogate texts. They have a core set of skills which develop year on year and enable them to become natural literary critics.</p> <p>⇒ Each subject leader has a clear understanding of how mastery approaches can be applied and are relevant to their subject.</p> <p>⇒ Policies for each subject are published reflecting the newly agreed 'mastery' approach.</p> <p>⇒ Staff know who those targeted for enhancing are and cater for them to ensure there is opportunity to reach enhancing.</p>
<p>Monitoring Strategy</p> <p>Through regular staff meetings see schedule.</p> <p>SMT ANALYSIS</p> <p>GOVERNOR FOOTPRINTS;</p> <p>Pupil Progress Meetings</p> <p>Book Scrutiny / Learning Walks</p>	<p>Evaluation</p> <p>Standards Report</p>	



WOODMANSEY CE
PRIMARY SCHOOL

FOCUS: Curriculum

FOCUS: Deep Dives to recognise the changes within the current OFSTED framework

GOVERNOR LINK: Mrs. Sara Fletcher, Brad Gibson, Andrew Jolley

KEY AREA FOR DEVELOPMENT <ul style="list-style-type: none"> Develop links with the MPS subject leaders to work alongside WPS subject leaders to check coverage and content of their subjects. Using the school improvement for support, arrange 'Deep Dives' across the curriculum led by the subject leaders 		Monitoring Responsibility MAL, BN, ALL TEACHERS & SUBJECT COORDINATORS FROM MPS as per subject
TARGET To receive advice from the MPS subject leaders alongside deep dives as per subject and for WPS and MPS subject leaders to feel fully confident in their understanding of their subject in relation to progression, coverage, content and quality from FY-Y6 at Woodmansey Primary School.		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
ACTIVITIES SUBJECT COORDINATOR LED DEEP DIVES - PLUS KS2 - KS1 – FY – Coordinators to complete deep dives in their subjects looking at provision from FY to Y6. <ul style="list-style-type: none"> MPS Coordinators to complete the Deep Dive process at Woodmansey each spending a day at the school (paid by Woodmansey) to support the implementation of the curriculum there. Coordinators to include a cross check between curriculum unit plans, teaching, lesson structure, provision for SEND, provision for talented pupils, progression, assessment and learning. Include the further development and use of TAs within this programme to ensure – SEND Children have full access to the curriculum and are not over dependent – Talented pupils are 	BN, ALL TEACHERS AND MPS COORDINATORS SPRING TERM 2023 £,£££	⇒ Subject Leaders thoroughly understand the process of a Subject Deep Dive. As a result, they are ultimately able to advise and further develop provision because of their clear understanding of the teaching, learning and progression in their subjects. ⇒ MPS Subject Leaders can share their expertise to take on an advisory role to support staff at the sister school, Woodmansey CE Primary School.

<p>pushed ahead by TAs and do not do work which covers what is already known.</p> <ul style="list-style-type: none"> Remind staff of strategies to uplift the pupils to the same high starting point at the start of a unit (Isabella Wallace). Coordinators to feed back to all staff. Work alongside the school improvement partner in preparing for inspection under the new framework with deep dives, and pupil voice. <p>FLiC</p> <ul style="list-style-type: none"> Monitor Flic at half termly intervals to check accuracy and the children identified as 'Developing' are identified and are targeted for work to fill the gaps. 	<p>SPRING/SUMMER 2022</p> <p>BN IMMEDIATE EFFECT & PUPIL PROGRESS MEETINGS</p>	
<p>Monitoring Strategy</p> <p>STANDARDS REPORT</p> <p>COORDINATOR LEARNING WALKS</p> <p>GOVERNOR FOOTPRINTS: All governors linked to their subjects.</p> <p>FEEDBACK FROM MPS SUBJECT COORDINATORS</p> <p>SCHOOL IMPROVEMENT PARTNER REPORTS</p>	<p>Evaluation</p> <p>Standards Report</p>	

FOCUS: ENTERPRISE, GOVERNANCE and INVESTMENT in our PROFESSIONS



WOODMANSEY CE
PRIMARY SCHOOL

Woodmansey CE Primary School
Building Foundations, Unlocking Potential
School Improvement Plan 2023

FOCUS: EYFS equipment

GOVERNOR LINK: Sara Fletcher

<p>KEY AREA FOR DEVELOPMENT</p> <p>Ensuring the equipment and resources in the Foundation Year are fit for purpose and match the high expectations of teaching.</p> <p>Promote the curiosity of STEM learning</p> <p>Look to establish a 'bridge' between the indoor and outdoor provision through the position of an awning.</p>		<p>Monitoring Responsibility SE BN MAL</p>
<p>TARGET</p> <p>High quality resources to inspire and promote curiosity within the STEM areas of learning.</p>		
<p>ACTION</p>		
<p>Tasks</p>	<p>Staff Responsible, Timescale/Milestones & Resources</p>	<p>Success Criteria / Outcomes</p>
<ul style="list-style-type: none"> Since the transformation of the EYFS outdoor area two years ago, storage was the main investment, but now it is clear that resources are becoming tired and weathered. It is therefore important that resources are sought which mirror the high standards in teaching and that they meet the needs of all children and the higher admission number. Implement an awning for the raised area directly from the school building Continue to engage with the STEM centre and The Dogger Bank training to invest in new knowledge and ways of thinking in STEM. 	<p>£££ SE</p> <p>SUMMER 2023 BN/SE/MAL</p> <p>££££</p>	<p>The resources in the new outdoor area mirror the high standards of physical provision. Resources enhance the learning experiences of the children in both the Nursery and the Foundation Stage.</p> <p>Children can access learning outdoors with protection from the weather.</p> <p>Quality of STEM learning and language is high in EYFS and progressively throughout school.</p>
<p>Monitoring Strategy</p> <p>Learning Walks</p> <p>GOVERNOR FOOTPRINTS: SF</p>		<p>Evaluation</p> <p>Standards Report</p>



WOODMANSEY CE
PRIMARY SCHOOL

Woodmansey CE Primary School
Building Foundations, Unlocking Potential

School Improvement Plan 2023

FOCUS: School Reorganisation

GOVERNOR LINK, CHAIR: Kerri Harold

KEY AREA FOR DEVELOPMENT THE FUTURE DIRECTION OF WOODMANSEY CE PRIMARY SCHOOL School structure within an academy environment, beyond the collaboration Finance – Structure Leadership Structure.		Monitoring Responsibility MAL BN KH
TARGET To produce an action plan to guide the school into the next 10 years		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes

<ul style="list-style-type: none"> • Executive Head Teacher to open the discussion with Governors, SMT and Staff regarding the direction of travel for schools in the East Riding in view of the White Paper. • All parties to be aware of the choices – either joining a MAT or being part of creating a MAT. Understanding that a plan is required, but conversion is not urgent unless we have a definite desire to join individually or collectively with another local MAT. • Within this scenario, to understand the opportunities regarding the future management structure of Molescroft and Woodmansey. Now is the time to make decisions on what is best for the future of the schools. • This could be something tackled in advance of the MAT scenario and could involve other schools trialling a “relationship” with us in advance. • The management structure of our collaboration needs to be considered in light of the financial pressures on schools (although the recent £4.6 billion over 2 years should relieve this somewhat. 	<p>Main item on Curriculum Committee for the year ahead. – each term.</p> <p>To be a permanent agenda item on the SMT agenda.</p> <p>This to be the topic of the next joint Governing Bodies meeting – Spring.</p> <p>Options need to be modelled on Orovia for the impact on the next 5 year’s budgets.</p>	<p>There is an understanding of the road map for the school. The LA would like to have a broad idea from schools by the end of the academic year.</p>
<p>Monitoring Strategy Minutes of Governing Body</p>	<p>Evaluation Head Teacher Reports to Governors</p>	

HEALTH, SPORT, FITNESS and WELL-BEING

<p><i>knowledge and competence." Research Review Series: PE, Ofsted, 2022</i></p> <p>Fundamental movements skills underpin all activities in PE. These units in KS1 allow children to develop these skills in isolation and in combination. These FMS to be reinforced in all PE units to help children increase their competence.</p>	<p>PD THROUGH KS1 MEETINGS ONGOING</p>	<p>High skill levels feed into KS2.</p>
<p>Monitoring Strategy EW /LB : SEF COORDINATOR LEARNING WALKS GOVERNOR FOOTPRINTS: Sarah Mallison</p>	<p>Evaluation Governor Footprint Standards Report</p>	



WOODMANSEY CE
PRIMARY SCHOOL

Woodmansey CE Primary School
Building Foundations, Unlocking Potential
School Improvement Plan 2023
FOCUS: PUPIL and STAFF WELLBEING
GOVERNOR LINK: Corrine Fawcett

SEMH Audit Review: June 2022: Woodmansey CE Primary School and 2023 ACTION PLAN

ITEMS IN RED ADDED AFTER THE STANDARDS NIGHT

1 STAFF MEETING PER TERM

SEMH Area	RAG Rating	Key Strengths	Development Possibilities TARGETS FOR 2023	Overall Summary – Evaluation points
<p><u>Leadership & Management:</u></p> <p>How is the school providing visible senior leadership for emotional health and mental wellbeing?</p>		<ul style="list-style-type: none"> SMHL liaises with all stakeholders within the SLT. We have an effective pastoral system for children through the ELSA support roles. Education Staff Wellbeing Charter is in place. 	<ul style="list-style-type: none"> The SMHL is not on the SLT however this does not pose an issue. Are all staff aware of the SMHL lead and roles? Is there a formal clear system for recording targeted pastoral support? Check the charter following the training to see if anything further needs adding. Do we need a Mental Health and Wellbeing Policy? 	<p>Consider the need for a Mental Health and Wellbeing policy and check the Staff wellbeing charter includes everything it requires.</p>

<p><u>Identifying need and monitoring the impact of interventions:</u></p> <p>How does school ensure timely and effective identification of students who would benefit from targeted support?</p>		<ul style="list-style-type: none"> • Effective identification systems are in place to ensure children receive support in a timely manner. Staff are aware of the plan-do-review cycle when monitoring interventions supported by the SENDCo. • SENDCo regularly meets with those delivering interventions to ensure targeted support is relevant. • Staff CPD for specific needs is available and offered through HERE for schools website and also other agencies working with children. 	<ul style="list-style-type: none"> • Ensure we are up to date and aware of all outside agencies available to support specific needs in school. Check the local offer and directory of services. • Investigate monitoring tools which can be used in school to support our identification of emotional needs. • Ensure staff are aware of the Boxall Profile tool we have and know how to use it. Also the social competency framework used by behaviour support. 	<p>Keep up to date with changes of outside agencies. This will always be an on-going target.</p> <p>Find out more about the 5P's strategy and the SDQ Questionnaire (strengths and difficulties) and whether they would be useful tools to support in identifying need.</p> <p>(SDQ saved in Strand 3 folder)</p>
<p><u>Targeted support and appropriate referrals:</u></p> <p>How does school ensure appropriate referral to support services?</p>		<ul style="list-style-type: none"> • Graduated response model is adhered to in all interventions in school and monitored by the SENDCo. • Good range of interventions are available in school. • JIGSAW is recognised as a good mental health intervention programme and is followed by all staff. 	<ul style="list-style-type: none"> • Ensure staff are aware of interventions we use in school and the purpose of them. • SDQ is recognised as a good resource for assessing children so discuss and investigate this with the SENDCo. • Do we have an SEMH provision map? • Ensure the subscription to JIGSAW is maintained and the PSHE co-ordinator 	<p>Check the SEMH provision map.</p> <p>Ensure we are up-to-date on the referral processes currently in place in the East Riding and whether the link programme is available.</p>

			regularly checks the updated information on the website to keep all staff up-to-date.	
<p><u>Staff Development:</u></p> <p>How are staff supported in relation to their own wellbeing and to be able to support student wellbeing?</p>		<ul style="list-style-type: none"> • We are signed up to the Education Staff Wellbeing Charter and it is in place. • There is good communication between staff in school. • Social events are organised within school with no exclusions. 	<ul style="list-style-type: none"> • Do we have a formal way to monitor staff wellbeing other than in BAHLOW meetings? • Access to staff CPD on SEMH to support themselves as well as the children they work with. • Plans to reinstate the staff room as a quiet social space for the staff following the COVID pandemic. 	<p>Staff wellbeing surveys seem to be recommended in different ways and examples have been gathered.</p> <p>‘Wellbeing measurement for school’s survey’ from the Anna Freud centre is an option. It is free to use once we have requested permission. We would need to consider the purpose of this.</p> <p>It would be useful to share the links to the Education Support Website and Schools in Mind. These are free and offer brilliant wellbeing advice for adults working in schools.</p> <p>www.annafreud.org/schoolsinmind</p> <p>https://www.educationsupport.org.uk/resources/for-individuals/</p>
<p><u>Creating an ethos and an environment:</u></p> <p>How does the school’s culture promote, respect and value diversity?</p>		<ul style="list-style-type: none"> • School ethos is identified in the vision: ‘I have come so that they may have life, and have it to the full’ John 10:10. • Inclusion is evident throughout the classrooms and extra-curricular activities. • We have a positive and stimulating environment across all school areas. 	<ul style="list-style-type: none"> • Nurturing opportunities to be developed at lunchtimes using the intervention pod as one base. We did have these opportunities in the past. • Would be benefit from regular assemblies focussing on emotional needs like anxiety... 	<p>Withdrawal/Nurture provision will be needed for from September</p> <p>Further discussion regarding the use of the pod as a nurturing space.</p>

		<ul style="list-style-type: none"> We have a British Values Statement to support inclusion. The RE and PSHE curriculum further support the nurturing and inclusive ethos. 	<p>relevant to the age group so children are aware of potential needs in the school community.</p>	
<p><u>Enabling Student Voice:</u> How does the school ensure all pupils have the opportunity to express their views and influence decisions?</p>		<ul style="list-style-type: none"> We have a vibrant pupil council meeting once a month, including class council discussing the agenda points. Staff are open to pupil voice and value their opinions. Learning walks by curriculum co-ordinators and SLT include interviews with pupils as part of their observations. 	<ul style="list-style-type: none"> Do the pupil councillors feedback to the class after their meetings? Do we ensure 'quiet children' get their voices heard and how do we do this? Do we give feedback to the children after the learning walks? Wellbeing Ambassadors would be an opportunity for peer support and also to gain the view of general emotions across school. 	<p>As a school we are very good at including pupils in decisions and hearing their voice, but we need to check that they are also hearing the actions following this input. How do we feedback?</p> <p>Consider the roles of wellbeing ambassadors in the classroom and how this would work.</p>
<p><u>Working with parents, families and carers:</u> How does the school work in partnership with parents and carers to promote</p>		<ul style="list-style-type: none"> Clear systems in place to communicate with parents as they have direct links with the class teacher via email. Most parents actively use this link. Parent/Carers are involved in the implementation of the RSHE policy as it is sent for parental consultation. 	<ul style="list-style-type: none"> Do we consider the 'quiet' parents who we don't hear from or do we just presume all is well? During COVID we monitored the quiet groups and is this something we should still consider? 	<p>Familiarise ourselves with sources of information for parents and carers – websites which could be useful to them.</p> <p>A starting point for this is in the Anna Freud document 'supporting mental health and wellbeing in schools: Engaging with Parent Carers' and also a list of websites is saved in the Strand 7 folder.</p>

emotional health and wellbeing?		<ul style="list-style-type: none"> • Open door policy set by the SLT for parents to access tours of the school, and to participate in social/celebration/special events throughout the year. • Active PTFA association who plan events for parents into their fundraising schedule. 	<ul style="list-style-type: none"> • If we have a SEMH policy should we offer it for parental consultation? • Are we aware of places to signpost parents for support if they require it? 	
<p><u>Curriculum, teaching and learning:</u></p> <p>What focus is given within the curriculum to social and emotional learning and promoting personal resilience, and how is learning assessed?</p>		<ul style="list-style-type: none"> • Accelerated learning approach to curriculum planning is integrated into the subjects. • PSHE/RSHE curriculum is up to date and reviewed regularly. • Weekly time is specified for classes to have a circle time with the class teacher to ensure the needs of the class are discussed. • Pupil voice is considered through interviews during learning walks. • Health week is an annual event to promote mental health and wellbeing. 	<ul style="list-style-type: none"> • Links with the school nurse and NHS initiatives are being reinstated following the COVID pandemic. • Consider are all staff confident and knowledgeable about SEMH including prevention and intervention. If not how can we support this development? 	<p>We must check up on staff awareness of SEMH.</p> <p>Maintain links with local health practitioners and initiatives as a long term, on-going goal.</p>

<p>Monitoring Strategy GOVERNOR FOOTPRINTS: CF</p>	<p>Evaluation REPORTS TO GOVERNORS</p>
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**SAFEGUARDING:
PROTECTION & MANAGING RISK within a SECURE and INSPIRATIONAL ENVIRONMENT**



WOODMANSEY CE
PRIMARY SCHOOL

Woodmansey CoE Primary School
Building Foundations, unlocking potential
School Improvement Plan 2023

FOCUS: REVIEW COSHH and RISK ASSESSMENTS
And all PROFESSIONAL AND OVERARCHING POLICIES
GOVERNOR LINK: Andrew Jolley & Kerri Harold

KEY AREA FOR DEVELOPMENT THREE YEAR REVIEW OF RELEVANT POLICIES OUTLINED ON 3 YEAR ACTION PLAN		Monitoring Responsibility BN AJ KH
TARGET TO MAINTAIN COMPLIANCE and SECURITY in all aspects of HEALTH & SAFETY		
ACTION		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes

<p>HEALTH AND SAFETY Complete full review of all COSHH documentation and display thereof. Complete full review of all RISK ASSESSMENTS and display thereof.</p> <p>OTHER POLICY REVIEWS Complaints policy</p> <p>Complete 3 year review of OVERARCHING POLICIES Admissions Policy Afternoon Tea Club Policy Attendance Policy Back Up and AntiVirus Policy * Breakfast Club Policy British Value Statement Fair Trade Policy Green Procurement Policy Worship Policy</p> <p>Complete 3 year review of PROFESSIONAL POLICIES Appraisal Pack Appraisal Best Value Statement Pay Policy</p>	<p>SPRING RR RJ MAL BN</p> <p>SPRING RR RJ MAL BN</p> <p>SPRING MAL BN</p> <p>ALL MAL & BN</p> <p>ALL MAL & BN</p>	<p>The school maintains full compliance with all Health & Safety, Safeguarding and Child Protection requirements.</p> <p>Everyone maintains their full knowledge and understanding of all Health & Safety Practices. It is second nature, and everyone maintains their role in taking all aspects of safety extremely seriously.</p> <p>The school is run professionally and complies with human resources requirements.</p> <p>The website remains up to date.</p>
<p>Monitoring Strategy Health & Safety & Premises Committee GOVERNOR FOOTPRINTS: Andrew Jolley & Kerri Harold</p>	<p>Evaluation Governor Minutes Committee Minutes Stakeholder Surveys / Standards Report</p>	

SCHOOL INSET PROGRAMME 2023

V20, Y4 & Pupil Premium – 10 minutes in every staff meeting

SPRING: 11 TUESDAYS

Safeguarding/Security/Health & Safety / Data Protection Annual New Year Re Induction Quiz – Inset Day

International Festival	17 th January
Consultation Evening	w/c 27 th March
Appraisal Reviews	w/c 21 st March (disaggregated TD 25 th July)
Reading	31 st January
Drama in Reading/Writing	14 th March
GPS	21 st February
Science	7 th February
Computing	14 th March
SEMH	28 th February
Maths	21 st March

Key stage meetings in Team Time

Mid-Year Pupil Reviews & Appraisal Reviews – Spring (Disaggregated ½ TD 25th July 2022)

SUMMER: 13 TUESDAYS

Training Day Sticky Teaching & Articulation	½ TD. 17 th April and 4 th July
English Book looks	5 th & 6 th June
Maths Journals	3 rd May
Appraisal Reviews (July)	w/c 10 th July
Key Stage Meetings / Hand over meetings	18 th July
Maths	18 th April
Reading	25 th April
RE	13 th June
Science	2 nd May
Computing	16 th May
SEMH	9 th May & 27 th June
Primary Languages	20 th June

AUTUMN: 14 TUESDAYS

Business – Year ahead & Safeguarding

Training Day Sticky Teaching & Articulation
& SEMH

DIEDRE BAHLOW	w/c 16 th Oct
Consultation Evening	w/c 23 rd Oct
Appraisal Reviews (Oct)	10 th Oct
New Faith	19th Sept
Towards the SIP and SEFS.	10 th Oct
Maths.	12th Sept
Maths	3rd Oct
Science	26th Sept
Computing	14 th Nov
SEMH	5 th Dec
Key Stage Meetings	19 th Dec

BUDGET IMPLICATIONS

International Week	£ 1 500 + £250 pc
Deep Dives	£ 1 000 (largely in-house covering of costs)
FY Equipment	£ 1000
Guided Reading Books additional growth	£ 500
Renewal of Sports Equipment	£ 500
EYFS Awning	£ 5000

PTFA BIDS 2023

Development of Library Space	£7000
EYFS Awning	£1000

CAPITAL DEVELOPMENTS

New Flooring & wall in library space	£5000
Cloakroom extension of pegs	£1000

COMPLETED ACTIONS OF SIP 2022

SPIRITUALITY, CITIZENSHIP within a LOCAL & GLOBAL COMMUNITY & SUSTAINABILITY

FOCUS: IMPLEMENT THE NEW RELIGIOUS EDUCATION SYLLABUS (SACRE)

GOVERNOR LINK: Andrew Jolley and Cynthia Moody

- ⇒ Now the new SACRE curriculum has been decided to interpret it and implement it within our programme for studying world faiths across the school.
- ⇒ Produce new Medium Term Plans to reflect the new curriculum and ensure staff are ready to launch in September 2022.
- ⇒ New Faith Programme to include minority and non faiths:
 - Buddhism
 - Judaism
 - Hinduism
 - Minority Faiths and No Faith
 - Christianity
 - Islam
 - Sikhism
- ⇒ Teachers to reflect on their teaching of RE to explore the idea of making the subject more practical, using the skills in objectives to ensure there is no ceiling on the children's learning and exploration of the faith studied that year.
- ⇒ Questions like 'what would a lesson look like if...' 'what would a child demonstrate if...' 'what skills would be displayed if...'
- ⇒ To include an RE day in 2022 inviting guests from across our community, the relevant place of worship and Hull University students who are part of the particular society of the faith being studied, this year being Buddhism.
- ⇒ Classrooms to actively celebrate world religion when studying through interactive displays, books, opportunities to ask 'big questions' and reflect on their own faith.
- ⇒ Ensure a smooth and effective transition to the new Syllabus without losing the advantages of the manner in which we have interpreted the past syllabus.

FOCUS: NEW ISA Action Plan

GOVERNOR LINK: Brad Gibson

- ⇒ My Life in a Box (Y5)
- ⇒ My Town and My Country in a Box (Y6)
- ⇒ Around the World on a Plate from January 2022 delivered by Crofty's Restaurant

- ⇒ United in Sport:
 - Celebrating World Cricket
 - Celebrating World Hockey
 - Commonwealth Games
- ⇒ Handball; Germany links Lemgo
- ⇒ Harvest for the World
- ⇒ Hosting German Work Placement Students (Expected September 2022)
- ⇒ Maintaining links with Lemgo and Bremerhaven
 - Students visiting from Poland and Germany to share their Life in a Box with our pupils.
 - Teachers to visit from Südschule hopefully in June or October 2022
- ⇒ INTERNATIONAL FESTIVAL
- ⇒ To host a three-week International Festival in February 2022 based on Greece and Cyprus
- ⇒ Festival to cover the Flora, fauna, physical and Human Geography of Greece and Cyprus with a full cultural experience to include Art and Dance.
- ⇒ To host a redesigned festival for the whole community.

SPECIAL ADDITIONS FOR THE ACTION PLAN

- ⇒ INTERNATIONAL FESTIVAL 2023 CANADA
 - ⇒ Festival to cover the Flora, fauna, physical and Human Geography of Canada with a full cultural experience to include Art and Dance.
- Teacher visit to Lemgo – to complete my life in a box project with children in Südschule Lemgo and a Global sustainability project.

ENJOYMENT FOR LEARNING, ENGAGEMENT, ACHIEVEMENT and PROGRESS

FOCUS: CATCH UP PROGRAMMES

Invest in speech & Language training.

Continue investment in time limited, effective, Interventions and tutoring for priority groups, individuals, Pupil Premium Children & Y2/Y4/Y6.

V20 & Pupil Premium children discussed In EVERY Staff Meeting.

GOVERNOR LINK: Sara Fletcher

ANALYSIS SHOWED THE AREAS THAT THROUGH THE LOCKDOWNS DEMONSTRATED A DROP IN PERFORMANCE. Following Catch up programmes in 2021, the following areas remain a priority:

GPS – particularly *application* of terminology.

PHONICS - particularly in current Y4.

MATHS – Factual Fluency

PUPIL PREMIUM V20 & CATCH UP CHILDREN

- ⇒ Maintain intensive support and catch up wherever and whenever we can.
- ⇒ Highlight in the Pupil Progress meetings of January 2022 the V20 and PP children with even greater vigour to ensure that further specific, time limited interventions/tutoring are put in place where appropriate.
- ⇒ Tutoring and support to specifically focus on the needs of the current Y4 and Number knowledge of Y6.- Phonics a key area.
- ⇒ English coordinator to complete a writing learning walk with Head of School so report on whether a further focus is required on writing across the school.
- ⇒ The enhanced staffing provided to be maintained until at least July 2022 for all year groups enabling the teachers who know the children the best to take control of and often deliver the tutoring support.
- ⇒ Pupil Premium and V20 children discussed in every staff meeting.

FOUNDATION YEAR

- ⇒ For the 2021/2022 academic year EYFS curricular and assessment processes have been re-written to reflect changes. This was advised by conversations with early adopter schools. This is to be embedded across the year to July 2022.
- ⇒ Embed the recent development of phonics teaching and learning through the use of the Floppy's Phonics resources to help further shape a rigorous and effective learning trajectory for early reading and writing.
- ⇒ Through the local Maths Hub EYFS and the KS1 teams are following a new programme of study designed to enhance and develop the teaching of basic number fact and fluency. Professional development sessions to be planned and collaboration through local and national platforms to help share best practice and create a rigorous and effective learning trajectory for early mathematics.
- ⇒ Speech and language therapy has already been identified through nursery transfer as being a big issue for the cohort coming into school in the new academic year. Of this 2021/2022 group 3 children have already begun an in house speech and language programme and/or being referred to SALT. **As external support is hard to come by the school is to train its own Speech and Language Therapists to support children at and Woodmansey CE Primary Schools.**

FOCUS: MATHS

Maintaining our momentum including in Factual Fluency and Journaling.

Ensure six teacher meetings per year.

GOVERNOR LINK: BRAD GIBSON

- ⇒ Factual fluency is the big barrier to learning in mathematics. A new approach is to be implemented to explicitly teach the children the essential skills of addition/subtraction, multiplication/division facts across school.
- ⇒ Training, coaching and resources are secured to achieve good outcomes.
- ⇒ Timing of the programmes to be agreed within the school but not as an addition to the Maths Times which is already enhanced.
- ⇒ Careful consideration to be taken of where activities centred on factual fluency can be best developed.
- ⇒ Journal sessions to become a more regular part of the mathematics day. There is evidence in books of journal activities but as we begin to come out of the pandemic this needs to be more of a classroom priority. It is in these reflective sessions that children explore and deepen their understanding of the mathematical concepts the most.
- ⇒ To continue with the involvement with the Maths Hub and further develop the teaching of mathematics at Woodmansey CE Primary School. Subject knowledge and knowledge of teaching for mastery approaches cannot be delivered effectively during staff meeting time alone. Maths Hub training is free at the point of delivery and seems an effective route to further secure good pedagogical and subject specific knowledge and understanding.
- ⇒ It is ESSENTIAL that regular, dedicated staff meeting time is maintained across the year to devote to mathematics, one staff meeting per ½ term.

FOCUS: Curriculum

FOCUS: Deep Dives to recognise the changes within the current OFSTED framework

GOVERNOR LINK: Mrs. Sara Fletcher, Brad Gibson, Sarah Grainger

SUBJECT COORDINATOR LED DEEP DIVES - PLUS KS2 - KS1 – FY – Coordinators to complete deep dives in their subjects looking at provision from FY to Y6.

- ⇒ MPS Coordinators to complete the Deep Dive process at Woodmansey each spending a day at the school (paid by Woodmansey) to support the implementation of the curriculum there.
- ⇒ Coordinators to include a cross check between curriculum unit plans, teaching, lesson structure, provision for SEND, provision for talented pupils, progression, assessment and learning.
- ⇒ Include the further development and use of TAs within this programme to ensure – SEND Children have full access to the curriculum and are not over dependent – Talented pupils are pushed ahead by TAs and do not do work which covers what is already known.
- ⇒ Remind staff of strategies to uplift the pupils to the same high starting point at the start of a unit (Isabella Wallace).
- ⇒ Coordinators to feed back to all staff.
- ⇒ Work alongside the school improvement partner in preparing for inspection under the new framework with deep dives, and pupil voice.

FliC

- ⇒ Monitor Flic at half termly intervals to check accuracy and the children identified as 'Developing' are identified and are targeted for work to fill the gaps.

FOCUS: English

Review KS2 texts for guided reading.

Review the planning progression map for English (possibly formalise more).

WRITING /GPS – check & review.

Reinforcing changes in phonics across the WHOLE school.

Regarding: ENGLISH

GOVERNOR LINK: Sara Fletcher

READING

- ⇒ Check KS2 reading texts for variety, particularly focusing on gender and diversity of author and narrative structure.
- ⇒ Review the Reading books available within KS2 for V20 pupils and those still insecure with their application of phonics.
- ⇒ Implement Phonics training for all staff and regularly check on the quality and consistency of the teaching of phonics across the school.
- ⇒ Double check reading books match the phonics that has been taught.
- ⇒ Ensure those children who have not met the expectation in Year 2 are prioritised with a specific, robust intervention.

PLANNING FOR COVERAGE

- ⇒ Review the English Contact to guarantee the appropriate balance of resource, inspiration and response.
- ⇒ Review the use of success criteria ensuring it is relevant and appropriate.

GPS APPLICATION

- ⇒ Following lockdowns there is pupil confusion over definitions and terminology. If asked, a child could give an example of an adjective but when seeing an adjective in a written sentence pupils are sometimes unable to identify from the words on the page which word is the adjective. This is true of other aspects of grammar for example naming a verb, noun, adverbial opener, subordinate clause. It is the application of the skills and this is because although the skills have been learned and taught in lockdown, there has not been the same opportunities to test and apply, then revisit and test and apply to check that progress is made and plug the gaps. To therefore address this issue head on.

HANDWRITING

- ⇒ Ensure modelled handwriting is consistent in KS1 & KS2

FOCUS: Raising the opportunities for achieving Greater Depth across the Curriculum

GOVERNOR LINK: Sara Fletcher, Brad Gibson, Andrew Jolley

Areas for development

MASTERY IN WRITING:

Staff in-house CPD to discuss:

- ⇒ Recognising the success, we have in teaching GPS, are we already using mastery techniques which we can learn from? Or are we using an Accelerated Learning Style or are they the same?
- ⇒ How can we move a Swimmer in Writing to become a Diver?
- ⇒ Use the updated Writing Policy as a basis to analyse our teaching of Writing.

MASTERY IN READING

Staff in-house CPD to discuss:

- ⇒ The Guided Reading Programme is key to the development of a deep reader alongside new reading initiatives this year. We are successful at enabling keen and able children to achieve high levels in Reading, however how can we develop the mastery of all children in Reading? How can we embed the core skills of reading comprehension for any child on any text, i.e. Mastery of Literary Criticism?
- ⇒ How can we move a Swimmer in Reading to become a Diver?
- ⇒ Use the updated Reading Policy as a basis to analyse our teaching of Reading.
- ⇒ Push the use of the reading journal, ensuring pupils, teachers, TA see the link between reading and writing.

MASTERY MARKING

Staff in-house CPD to discuss:

- ⇒ What does our marking policy look like? Do we use the TA*
- ⇒ Do we provide enough opportunity for feedback and extension?
- ⇒ Can we apply the same principles to marking in maths to the wider curriculum?

OPPORTUNITY IN LESSON

Staff in-house CPD to discuss:

- ⇒ Do we know who the children targeted are?
- ⇒ How does their learning opportunity allow them to reach these criteria?
- ⇒ Does our feedback in and in our marking offer children to be stretched and challenged?

FOCUS: THE YEAR OF VOCABULARY

Embedding further cross curricular vocabulary and conceptual understanding.

Review of all subject policies to include cross curricular vocabulary and conceptual understanding and links from the new EYFS curriculum to Y1.

And a review of the definition of Differentiation at Woodmansey

Regarding: DEFINITION OF DIFFERENTIATION - **NOW ADAPTATION**

GOVERNOR LINK: ALL GOVERNORS

ACTIVITIES

REVIEW OF SUBJECT POLICIES

- ⇒ Including use of vocabulary and conceptual development and links from EYFS to Y1.
- ⇒ Review of all units in Y1 to reflect new FY curriculum

DEFINITION OF DIFFERENTIATION

- ⇒ Major consideration of what successful differentiation means and produce a unique cross curricular policy to include:
 - Effective questioning
 - Differentiated tasks – where appropriate BUT not a limiting factor – rather differentiated success criteria open to all.
 - Avoidance of time wasting on what is already known
 - Bringing up those who are not completely secure to the new benchmark.
 - Booster, pre-learning
 - Effective use of Response Time and flash marking to move learning forward and thereby extend learning, understanding and mastery to all.

ALL SUBJECTS

- ⇒ Assess the use of key language and vocabulary. Is language from previous units being reintroduced in new contexts? Is the vocabulary appropriate/effective?

HISTORY

- ⇒ Evaluate how history is being taught and assessed against objectives.
- ⇒ Evaluate use of history vocabulary.
- ⇒ Introduce a timeline into classrooms across the school in a format that works for all teachers i.e. not necessarily a clothes line across the middle of the classroom. The pictures could be attached and brought out to lay on the floor when possible.
- ⇒ Future history day topics to be discussed at DIEDRE to discuss both the topic/event we explore and the way in which we do this. How will we engage the pupils etc.

FOCUS: ENTERPRISE, GOVERNANCE and INVESTMENT in our PROFESSIONS

FOCUS: EYFS equipment & Awning

GOVERNOR LINK: Sara Fletcher

- ⇒ Since the transformation of the EYFS outdoor area last year, storage was the main investment, but now it is clear that resources are becoming tired and weathered. It is therefore important that resources are sought which mirror the high standards in teaching and that they meet the needs of all children and the higher admission number.
- ⇒ Implement an awning for the raised area directly from the school building.

FOCUS: SALT Training

GOVERNOR LINK: Sara Fletcher, Corrine Fawcett

- ⇒ Sarah Charlton as SENCO to research appropriate bodies who could deliver training to staff.
- ⇒ Devise a register of children who are in need of SALT intervention and look at the what, where, who structure of a realistic intervention to take place.
- ⇒ Review the impact of the sessions through pupil voice and discussions with the teachers

HEALTH, SPORT, FITNESS and WELL-BEING

FOCUS: PE & SPORT

GOVERNOR LINK: Sarah Grainger

- ⇒ With the Sports Mark starting back up we need to ensure that we keep track of events and ensure we maintain GOLD standard.
- ⇒ Produce a progression of skills document for PE disciplines.
- ⇒ Identify children that might have been affected by Covid-19 and encourage participation in sporting clubs, tournaments, events and competitions at Woodmansey and at other schools.
- ⇒ Introduce personal challenge across classes.

FOCUS: PUPIL and STAFF WELLBEING

Incorporating JIGSAW TRAINING

GOVERNOR LINK: Corrine Fawcett

- ⇒ Sign up to the updated Education Staff Wellbeing Charter, which sets out commitments from the Government, Ofsted, and schools and colleges, to promote and protect the mental health of the education workforce. Through the charter, we will join the department in pledging to work to drive down unnecessary workload, improve access to wellbeing resources, and champion flexible working, among a range of actions to support staff wellbeing.
- ⇒ Engage in the opportunities which are presented to us via the Jigsaw programme.

SAFEGUARDING: PROTECTION & MANAGING RISK within a SECURE and INSPIRATIONAL ENVIRONMENT

FOCUS: REVIEW HEALTH & SAFETY POLICIES

GOVERNOR LINK: Kerri Harold
HEALTH AND SAFETY

⇒ Complete three-year review of all HEALTH & SAFETY POLICIES

[Accident Incident Investigation Guidance ERYC](#)

[Online Accidents and Incidents Reporting ERYC](#)

[Asthma Information](#)

[Anaphylaxis Information](#)

[Asbestos Guidelines ERYC](#)

[Asbestos Policy](#)

[Confined Spaces Safety Guidance Document ERYC](#)

[Construction, Design and Management Safety Guidance](#)

[Corporate Health and Safety Policy](#)

[Corporate Health and Safety Policy Report](#)

[Control of Substances Hazardous to Health](#)

[Dealing With Stress](#)

[Diabetes Information](#)

[Display Screen Equipment](#)

[Drugs and Alcohol Policy](#)

[Educational Visits Policy](#)

[Electricity At Work Guidance ERYC](#)

[Employee Personal Protection Safety Guidance Document](#)

[Epilepsy Information](#)

[Events on Council Land \(and Buildings\)](#)

[Fire Safety Guidance ERYC](#)

[Food Policy](#)

[Guidance for School Safe Working](#)

[Head Lice Advice](#)

[Health and Safety Manual](#)

[Health and Safety Policy](#)

[Hold open device guidance ERYC](#)

[Homeworking Safety Guidance](#)

[Infection Control Safety Guidance](#)

[Policy on the Control of Legionella Bacteria](#)

[Moving and handling of Objects Safety Guidance](#)

[Moving and Handling of People Safety Guidance](#)

[Musculoskeletal Safety](#)
[New and Expectant Mothers Safety Guidance](#)
[Noise at Work](#)
[Personal Emergency Evacuation Plans](#)
[PPE Safety Guidance ERYC](#)
[Safer Working Practices](#)
[Toileting and Intimate Care Policy](#)
[Use of Reasonable Force](#)
[Use Of Tools In D&T Policy](#)
[Vibration at Work Safety Guidance](#)
[Wellbeing at Work Policy ERYC](#)
[Work Equipment Lifting Safety Guidance](#)

⇒ UPDATE the Website