



Queniborough

Church of England
Primary School

**School Improvement
Plan**

2022—2023

Contextual Statement

Vision and Values	Biblical Root	Vision Statement
'A little school with a big heart'	'To act justly, to love mercy and to walk humbly with your God' Micah ch. 6 v.8	<i>With JESUS at our side, We ACT with a sense of right and wrong. We show LOVE by being kind to everyone. We WALK through each day with modesty in all we do.</i>

Queniborough C.E. Primary School is an ex Voluntary Controlled school with a caring, Christian ethos, which converted to Academy Status on November 1st 2012. A special feature of the school is its inclusive nature and the care and concern shown for each member of the school community. The head teacher is deeply committed to developing links with the local Anglican Church and village community. The school has very attractive grounds, which are used beneficially for outdoor learning activities. The original National School building is in the centre of the village and now houses our small swimming pool. The present school was built between 1953 & 1966 in four major phases. 52% of our learners live in the village of Queniborough with 48% are from Syston and neighbouring villages. We are single form entry. At present we have 201 children in school. We are viewed positively in the local area. The building has the usual facilities including a hall, and ICT suite. The playgrounds, sports field, daily mile track, outdoor gym and grassed areas provide ample space for children to play and participate in the programme of physical education. We have recently established a designated Forest school area within the grounds. Children start at Queniborough in the September before their fifth birthday and transfer to Wreake Valley Academy or other schools in Syston/Melton Mowbray/Loughborough at eleven years of age, after Y6.

Queniborough has a varied catchment area covering a wide range of social backgrounds with a wide range of housing, from council estates to large privately owned properties. In each cohort, there is a wide range of ability, which is reflected in the attainment of pupils at every stage. 1.9% of our learners have a Education & Health Care Plan and 11.96 % of our children are on the SEN record. The number of our learners from ethnic minority backgrounds (6.22%) and is well below the national average. We have one child with EAL and attendance is above the national average. The school ranks 160 out of 273 in Leicestershire with number 1 being the most deprived school

Queniborough was last inspected in October 2018 and was judged to be good. Our SIAMS inspection was in May 2016 and the school was judged as outstanding.

The Aims of The School

Our School aims to develop among all children:

- confidence, self-esteem and an awareness among pupils of their own feelings and the feelings of others
- physical health, mental health, wellbeing and quality of life
- skills, knowledge and personal qualities that will prepare them for adult life
- lively enquiring minds with the ability to question, hypothesise, argue rationally, make decisions and apply themselves to tasks, including physical activities
- high levels of attainment in English, Mathematics, Science and Computing
- the ability to use language, number, scientific and information communication technology skills effectively in a variety of contexts
- to encourage the morals and values of the Christian faith encompassing the Church of England's Vision for Education
- an understanding and respect for moral and religious values, for all individuals, for the world's many ethnic and religious groups and for people having any form of disability, including children with special educational needs
- knowledge and appreciation of the world and an understanding of the interdependence of individuals, groups and nations
- an appreciation of human achievements

These aims will be reflected in all we do in our teaching and dealings with pupils and parents.

Strategic Aims 2022-2023

By the end of the summer term 2023:

Area	Aim
Leadership and management (including Governance)	<ul style="list-style-type: none"> • Leadership team review - roles and responsibilities • The school website meets all statutory requirements • All data protection duties are followed • The governing body ensure that all statutory duties are met for the year- Governor monitoring schedule with two visits scheduled • Review of governing body structure and programme of work for the year
Teaching & Learning	<ul style="list-style-type: none"> • A system of regular 5 min drop-ins from SLT for all teachers to ensure that they are meeting all of the Teacher Standards at the correct career stage. • ECT programme used for ECT and ECT+1 which includes self-study and instructional coaching. Mentors assigned. • High quality CPD to address issues arising from above • High quality assessment to prioritise children who have fallen behind • Quality first teaching of pupils to close the gaps in attainment • Book scrutiny shows that pupils are responding to feedback and progress is at least good across the school as a result
Standards in Core Subjects	<ul style="list-style-type: none"> • End of KS1 and KS2 outcomes in line or above National averages in each of Reading, Writing and Maths (EXS+) (Summer 23) • GDS percentages broadly in line with national for writing and as close as possible in Reading and Maths • Combined Reading, Writing and Maths is at least 65% (KS2) and 70% (KS1) • 78% of all pupils will reach the EXS standard in writing
Standards in other subjects	<ul style="list-style-type: none"> • At least 82% of pupils working at the expected standard in all year groups in Science
Standards in EYFS	<ul style="list-style-type: none"> • Expected and above is greater than National averages in Reading, Writing and Maths (Number, SSM) • At least 72% GLD in EYFS (Summer 23)
Progress of different	<ul style="list-style-type: none"> • All groups of learners make at least expected progress on average in each year group (Boys, Girls, SEN, EAL, PPG) • At least 6% more pupils than the previous year are EXS in each year group in each subject • At least 68% of Summer born children in Reception achieve a GLD

groups of learners	<ul style="list-style-type: none"> • Summer born children in Year 2 and Year 6 perform in line with all pupils in Reading, Writing and Maths
Behaviour Attitudes	<ul style="list-style-type: none"> • Zero permanent exclusions (<i>of children who have been at the school for more than 2 years</i>) • No more than 8 days in total of fixed term exclusions (<i>not including children who joined the school in the last year</i>) • Behaviour for learning judged to be at least good in 95% of lessons
Attendance	<ul style="list-style-type: none"> • The attendance figures for the school continue to be above the national average • Average attendance of PPG pupils at least 95.5%
Inclusion	<ul style="list-style-type: none"> • Average attendance of PPG pupils at least 95% • The gap between pupil premium pupils and non-pupil premium (national) is no greater than 8% • At least 66% of PPG pupils achieve combined in KS2
Safeguarding	<ul style="list-style-type: none"> • Annual Safeguarding Audit identifies that the school meets <u>all statutory duties</u>
Health	<ul style="list-style-type: none"> • At least 2 hours per week of PE lessons for all children • Swimming lessons ensure that children are able to be safe in water and can perform safe self-rescue in different water based situations • 90% children can swim competently, confidently and proficiently over a distance of at least 25 metres in Year 6 • Daily mile track embedded. • Sports leaders running play activities regularly. • All Children have 12 afternoons of Forest School. • Children are happy at school (99% state that they enjoy school - fewer than 1% of pupils say they have been bullied)
Parents and the wider curriculum	<ul style="list-style-type: none"> • 100% of families regularly use the Weduc app • All parents have signed and returned consent forms (including data consent) • At least 4 regular (weekly) parent or community volunteers • FOQS organise at least 3 events during the year • School organises at least 1 event for local senior citizens (maypole/afternoon tea) • The school takes part in regular visits to St Mary's Church • Formal complaints from parents are quickly resolved
Staff CPD	<ul style="list-style-type: none"> • Each member of staff has a programme of CPD for the year through performance management • Every member of staff can identify at least 2 CPD activities they have undertaken during the year • Support staff receive yearly performance management reviews

Buildings	<ul style="list-style-type: none"> • all classrooms are safe, bright, nurturing environments which stimulate learning • office/storage/staff workspaces are organised efficiently and effectively • the exterior of the school supports learning • The exterior of the school is tidy and well maintained
Grounds	<ul style="list-style-type: none"> • gardens developed and maintained
Personnel	<ul style="list-style-type: none"> • staff who are eager to exchange ideas and expertise and work together as teams • effective management structure • high quality development programme for all staff
Marketing	<ul style="list-style-type: none"> • high profile within the community- open morning Autumn term. • Grandparent gardening day and other community events/fetes • Queniborough Gazette- monthly reports submitted by News reporters • School Twitter feed updated regularly • an effective and informative website • a range of partners (in education, business, etc) supporting and being involved in the school.
Curriculum	<ul style="list-style-type: none"> • the curriculum interprets statutory requirements in stimulating, as well as structured, ways, providing for high achievement, particularly in the core subjects, and offering pupils a wealth of additional opportunities • the curriculum is creatively delivered through linking subjects • IT is used widely across the curriculum. • resources are used from within and outside the school very effectively to enrich the curriculum • high priority is given to developing pupils' abilities in the basic skills across subjects • pupils personal development is promoted through opportunities for pupils to take significant responsibility and initiative • pupils understand what is right and wrong, and show a high degree of respect for the difference between people, and their values and backgrounds • the curriculum draws positively on pupils' own cultural, religious and family backgrounds
Governors. Leaders and Managers	<ul style="list-style-type: none"> • leaders of the school share a common purpose, and put pupils and their achievements first • they build co-operative and co-ordinated teams, and use assessment evidence well to set high goals for pupils, and challenging targets for the school and for individual staff • staff in the school reflect critically on what they can do to improve learning and develop more effective ways of working • the work of the school is fully monitored, particularly the quality of teaching and its impact, and the behaviour of pupils • staff strengths are used effectively and developed through CPD to enable all to be managers to lead and monitor their subjects well.

	<ul style="list-style-type: none"> governors monitor performance and have a good understanding of the strengths and weaknesses of the school and the challenges it faces, and set the right priorities for development and improvement governors fulfil their statutory duties well in providing a sense of direction for the school, and understand and apply best value principles. Schools Financial Standard is maintained
Resources	<ul style="list-style-type: none"> school is well resourced in all areas school makes best use of all available resources best value is sought at all opportunities resources are used imaginatively to inspire pupils

OFSTED KEY Issues October 2018

What does the school need to do to improve further?

Leaders and those responsible for governance should ensure that:

1. their completed curriculum review identifies what pupils are expected to learn and remember in each subject
2. there are accurate evaluations of the impact of subject leaders on the quality of teaching and learning
3. increased proportions of pupils attain the higher standard in writing at the end of the Reception Year, Year 2 and Year 6.
4. a greater proportion of parents judge that senior leaders respond well to concerns they raise and agree that leaders provide helpful information about their children's progress.

SIAMS Key Issue May 2016

- To develop pupils' leadership skills beyond school to share practice with parents, local Christian communities and the network of Church schools.

Review of Priorities for 2021-22

What did we want to improve?	What did success look like and what was its impact?	Next steps?
<p>PRIORITY 1 Pupil Outcomes - Improving outcomes at the end of Reception. Maintaining outcomes at KS1 and KS2 (especially greater depth)</p>	<p>EYFS <i>'Expected and above is greater than National averages in Reading, Writing and Maths (Number, Numerical patterns) and/or... At least 20% more pupils achieve expected level of development in Reading, Writing and Maths at the end of the year than at the start</i></p> <p><i>At least 72% GLD'</i></p> <ul style="list-style-type: none"> • Our GLD 2022 was 71.4%. (LA-67.8%/ National-65.2%). We compare favourably to the national and LA data set and were just short of the target which matched the 2019 National figure of 71.8% prior to the Covid 19 pandemic. • 82.1% of our children achieved the ELGs in Maths (LA-79%/National-75.9%)- achieved • 78.6% of our children achieved the ELGs for Literacy (LA 70.7%/ National 68%)- achieved • EYFS classroom change. New flooring, furniture and some new resources purchased and space opened out. A new climbing frame and slide were purchased for the outdoor area. New home corner furniture. Children can access a wide range of areas and outdoor spaces making choices over their own learning. More access to opportunities for Physical Development • Profile training took place for class teacher. Support staff need level three training and informal training on the new statutory framework. Class teacher is knowledgeable and able to assess effectively against the EYFS Profile. • NELI interventions took place and these helped target children in EYFS to improve their language skills • Reading intervention with lowest 20%. Intervention has been carried out for children at risk of not meeting GLD • New EYFS baseline was administered Aug/Sept 2021 	<p>Set more realistic and less aspirational targets in writing for the year ahead bearing in mind the recovery in writing is going to a slower process than we realised and may take place over a number of years.</p> <p>Pertinent and careful moderation of year 1 data in writing will be essential next year.</p> <p>Writing progress will be a focus in Year 3 Weekly extended writing opportunities to be provided in Year 3 and Year 6 2023</p>

ASSESSMENTS

Item	Queniborough Church of England Primary School (3069)		Local Authority - Leicestershire		NCER National	
	Value		Value	Gap	Value	Gap
Good Level of Development ●	71.4%		67.3%	+4.1%	65.2%	+6.2%
Average Total Points Score	32.9		31.5	+1.4	31.0	+1.9
All Goals, Exp+	71.4%		65.6%	+5.8%	63.4%	+8.0%
Prime Goals, Exp+	78.6%		75.8%	+2.8%	74.2%	+4.4%
Com. & Lang. Goals, Exp+ ●	92.9%		81.5%	+11.4%	79.5%	+13.4%
PSE Goals, Exp+ ●	82.1%		84.2%	-2.1%	83.0%	-0.9%
Phys. Dev. Goals, Exp+ ●	96.4%		86.2%	+10.2%	84.8%	+11.6%
Specific Goals, Exp+	78.6%		67.5%	+11.1%	64.9%	+13.7%
Literacy Goals, Exp+ ●	78.6%		70.7%	+7.9%	68.0%	+10.6%
Maths Goals, Exp+ ●	82.1%		79.0%	+3.1%	75.9%	+6.2%
Und. The World Goals, Exp+	100.0%		83.3%	+16.7%	79.6%	+20.4%
Exp. Arts & Des. Goals, Exp+	100.0%		87.5%	+12.5%	84.5%	+15.5%

PHONICS SCREEN

Phonics screening result (year 1 May 2022) will be 86.66% + (26 children)

- 76.7% children in Year 1 passed the 2022 phonics screen in Year 1 (23 children). (LA 78.8% National 75.5%)
- Phonics screening result (Year 2 Dec 2021) was 93.33% (28 children)
- KS1 teachers were supported by HF and had early phonics intervention in place.
- The KS1 phonics meetings didn't take place formally, but informal chats assisted teachers to make decisions about children and relevant interventions. Child level data was shared informally and specific support was given to ECT by HF and were groups amended as required.
- Phonics tracking document by Phonics bug has been trialled by HF and will need to be adapted and developed further next academic year



Phonics Benchmark

Estab. No.	Estab. Name	Cohort	Mark						Outcome					
			No Score	0-15	16-23	24-31	32-36	37-40	APS	Q	A	D	WT	WA
-	NCER National	630,160	2.8%	9.7%	5.1%	6.9%	30.6%	44.9%	32.3	0.0%	0.4%	2.4%	21.7%	75.5%
-	Local Authority	7,925	2.5%	7.9%	4.5%	7.0%	29.3%	48.8%	33.1	0.0%	0.3%	2.2%	19.4%	78.1%
3069	Queniborough Church of England Primary School	30	0.0%	10.0%	0.0%	13.3%	36.7%	40.0%	32.2	0.0%	0.0%	0.0%	23.3%	76.7%

SCIENCE

Science - at least 83% of pupils working at the expected standard in Year 2 and Year 6

Disadvantaged pupils >65%

Our KS1 Science data shows that 80% of the children in Year 2 are working at the expected standard. We were very close to the target set (1 child) There were no disadvantaged children in this cohort.

Our KS2 Science data shows that 83.33% of the children in Year 6 are working at the expected standard. This target was met. 50% of disadvantaged pupils were working at the expected standard (1 of 2 children)

READING, WRITING AND MATHS KS1 and KS2

- Timetables ensured consistency across the school. Timetabled Spelling, Punctuation and Grammar slot ensured regular teaching of key objectives.-extra curriculum time.
- All teachers were observed teaching writing. These writing observations showed that the teaching of writing across the school was secure. 86.66% of lessons observed this year have been either good or outstanding English and maths lessons were taught in the mornings
- Learning walks took place in Writing termly
- Informal book looks took place in maths to ensure curriculum coverage and informal discussions took place with teachers where required
- Children are writing extended pieces fortnightly. Writing stamina has improved across the school.
- NFER testing took place in June 2021 and thorough analysis was carried out by each classes new teacher in time for the start of the new academic year. This was useful because gaps in learning were identified and planning was adjusted accordingly.
- Daily English meetings took place but were adapted over the year and some were merged into the daily English lesson creating more time and links. The children used information taught and applied this within the lesson. (Do now!)
- 6 Teachers received specific Writing CPD. This has impacted on their personal teaching of writing.
- Covid-10 prevented volunteer readers
- Whole class guided reading sessions have taken place

KEY STAGE 1

Combined Reading, Writing and Maths is at least 66% in KS1

53.3% of the cohort achieved the EXS standard in all three (Reading, Writing and Maths)

ASSESSMENTS

Subject	Level	Queniborough Church of England Primary School (3069)	Local Authority - Leicestershire		NCER National	
		Value	Value	Gap	Value	Gap
Reading	≥EXS	73.3%	68.4%	+4.9%	66.9%	+6.4%
	GDS	20.0%	18.8%	+1.2%	18.0%	+2.0%
Writing	≥EXS	60.0%	58.9%	+1.1%	57.6%	+2.4%
	GDS	20.0%	7.3%	+12.7%	8.0%	+12.0%
Maths	≥EXS	70.0%	69.8%	+0.2%	67.7%	+2.3%
	GDS	16.7%	15.8%	+0.9%	15.1%	+1.6%

EXS+					
KS1 30 children	National 2019	Target for end of Year 2 July 2022	Actual result July 2022	LA July 2022	National 2022
Reading	74.9	80% (24)	73.3% (22)	68.8%	66.9%
Writing	69.2	80% (24)	60% (18)	59.3%	57.6%
Maths	75.6	80% (24)	70% (21)	70.3%	67.7%
Combined	64.9	66.66 (20)	53.3% (16)	55.2%	

The combined figure of 53.3% (LA 55.2%) was lower due to our low writing data. Progress and attainment was good overall in Reading and mathematics in KS1 compared to the local authority and national data set.

KEY STAGE 2

Combined Reading, Writing and Maths is at least 62% in KS2

ATTAINMENT & ASSESSMENTS

Subject	Level	Queniborough Church of England Primary School (3069)	Local Authority - Leicestershire		NCER National	
		Value	Value	Gap	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	50.0%	61.8%	-11.8%	58.7%	-8.7%
	GDS/High Score	3.3%	8.3%	-5.0%	7.2%	-3.9%
Reading	≥Exp.Std.	66.7%	77.1%	-10.4%	74.5%	-7.8%
	High Score	13.3%	29.0%	-15.7%	27.8%	-14.5%
Writing (TA)	≥EXS	53.3%	71.6%	-18.3%	69.5%	-16.2%
	GDS	10.0%	13.5%	-3.5%	12.8%	-2.8%
Maths (test)	≥Exp.Std.	70.0%	74.9%	-4.9%	71.4%	-1.4%
	High Score	10.0%	24.6%	-14.6%	22.4%	-12.4%

EXS+					
KS2 30 children	National 2019	Target for end of Year 6 July 2022	Actual result July 2022	LA July 2022	National 2022
Reading	73	79% (29)	66.7% (20)	77.1%	74.5%
Writing	78	76% (23)	53.3% (16)	71.6%	69.5%
Maths	79	79% (24)	70% (21)	74.9%	71.4%
Combined	65	62% (18)	50% (15)	61.8%	58.7%

9 children in this cohort were on our SEND register. This equates to 30%

Our year 6 cohort 2022-23 have much better starting points as they move into year 6 with fewer SEND and SEMH needs

Progress scores all above -1.5 in KS2 and writing above zero.

PROGRESS

Subject	Level	Queniborough Church of England Primary School (3069)	Local Authority - Leicestershire		NCER National	
		Value	Value	Gap	Value	Gap
Reading	Avg. Prog. Score	-1.5	0.5	-2.0	0.1	-1.6
	Conf. Int.	±2.3 -3.80 to +0.80	±0.1 +0.40 to +0.60	n/a	±0.0 +0.10 to +0.10	n/a
Writing	Avg. Prog. Score	-1.7	0.5	-2.2	0.1	-1.8
	Conf. Int.	±2.2 -3.90 to +0.50	±0.1 +0.40 to +0.60	n/a	±0.0 +0.10 to +0.10	n/a
Maths	Avg. Prog. Score	-0.7	0.8	-1.5	0.1	-0.8
	Conf. Int.	±2.1 -2.80 to +1.40	±0.1 +0.70 to +0.90	n/a	±0.0 +0.10 to +0.10	n/a

Teachers have increased confidence in teaching high quality writing lessons.

Greater depth percentages in writing will be at least in line with or higher than national 2019 in writing. Greater depth percentages for Reading and Maths will be as near to national as possible

GDS					
KS1 30 children	National	Target for end of Year 2 July 2022	QPS Actual July 2022	LA July 2022	National July 2022
Reading	25	26.66% (8)	20% (6)	18.8%	18%
Writing	14.7	16.66% (5)	20% (6)	7.3%	8%
Maths	21.7	23.33% (7)	16.7% (5)	15.8%	15.1%
Combined		10% (3)			

GDS					
KS2 30 children	National 2019	Target for end of Year 6 July 2022	QPS Actual July 2022	LA July 2022	National July 2022
Reading	26.9	27.58% (8)	13.3% (4)	29%	27.8%
Writing	20.1	20.68% (6)	10% (3)	13.5%	12.8%
Maths	26.6	24.14% (7)	10% (3)	24.6%	22.4%
Combined	10.5	13.79% (4)	3.3% (1)	8.3%	7.2%

In Key stage One, although we only met our in house target in Writing, Our Greater depth percentages exceeded the 2022 LA and National percentages.

In Key Stage 2 our greater depth percentages were lower than the ambitious targets set and the national and LA data set shows that we have underperformed. (In writing this equates to one child).

Our year 6 cohort 2022-23 have much better starting points as they move into year 6 with fewer SEND and SEMH needs. 30% of this cohort are already working at GDS in Maths. 16.66% are GDS in Writing and 23.33% are GDS in Reading We will need to move two children from EXS to GDS and 2 children from EXS to GDS in writing. These children have already been identified and intervention has already started.

	READING		WRITING		MATHS	
	EXS+ target	EXS+ (Aut 2021)	EXS+ target	EXS+ (Aut 2021)	EXS+ target	EXS+ (Aut 2021)
1	76.66%	72.41%	76.66%	68.96%	76.66%	72.41%
2	80%	73.33%	80%	60%	80%	70%
3	90%	88.89%	76.66%	74.07%	86.67%	88.89%
4	79.31%	75.86%	75.86%	72.41%	75.86%	75.86%
5	76.66%	80%	76.66%	66.67%	76.66%	76.67%
6	79.31%	66.7%	76.86%	53.3%	79.31%	70%

Internal O Track data- Summer term 2022 compared to targets set in August 2021

The targets set above were aspirational and good progress has been made towards these, particularly in Maths and Reading. The children in Years 3 and 4 made particularly good progress over the year across all subjects. Progress in writing is satisfactory across the school if you compare Summer 2021 data to Summer 2022 data. 8 children have dropped back from EXS to WTS across the school (5 of these in one year group- Year 2)

Progress in writing Summer 2021 to Summer 2022

WRITING		
	EXS+ Summer 2021	EXS+ Summer 2022
1		68.96% (20/29)
2	76.67% (23/30)	60% (18/30) -5
3	70% (21/30)	74.07% (20/27)
4	65.52% (19/30)	72.41% (21/29)

5	70% (21/30)	66.67% (20/30) -1
6	62.07% (18/29)	53.3% (16/30) -2

Teaching and Learning -
Improving the progress and attainment of children in Writing across Key stages 1 and 2- Ensuring that as many children as possible meet or exceed ARE at the end of the year as possible.

Children will be making at least expected progress in writing in each year group (linked to PM targets). Some children will make accelerated progress.

Outcomes will demonstrate good attainment in writing (see tables below and PM targets)

WRITING	% EXS+ 2021	% target EXS+ 2022	Actual July EXS+ 2022	Change from starting point
1	63.3% 19	76.66% 23	68.96% 20	+1
2	76.67% 23	80% 24	60% 18	-5
3	70% 21	76.66% 23	74.07% 20	-1
4	65.52% 19	75.86% 22	72.42% 21	+2
5	70% 21	76.66% 23	66.67% 20	-1
6	67.07% 18	76.86% 22	53.3% 16	-2

To put this into some context, 8 children dropped back to WTS from EXS over the year and three moved from WTS to EXS over the year. The targets were aspirational but the gaps in writing were bigger than anticipated and despite intervention some targeted children did not make enough progress to move a band (They did make good progress within the band)

WRITING (whole school)				
	WTS	EXS	GDS	EXS+
2021 (178)	32.02% 57	60.67% 108	7.3% 13	67.97%
2022 actual (173)	31.21% 54	56.06% 97	12.7% 22	68.76%
2022 Target original	17.41% 31	75.82% 134	7.3% 13	83.12%
2022 target revised Jan 2022	28% 50	64.6% 115	7.3% 13	71.9%

The table above shows that we increased the number of children working at GDS. The % of children at WTS has decreased slightly. The number of children working at EXS+ has remained roughly the same. We realised that the target set at the start of the year was too ambitious mid Year (Jan data drop and amended it accordingly)

- Whole school feedback shows that teaching of writing is consistently good or better
- Book scrutinies shows correct coverage for the year group and good standards in writing across the school
- Writing tasks are appropriately differentiated for different groups of learners. There is a clear progression of skills in writing across year groups and the whole school
- Accurate assessment identified gaps in learning so that intervention was targeted and effective. Children in these groups made good progress.
- Children across all year groups (1-6) make best possible progress in writing. Pertinent intervention and small group teaching took place across the school to plug the gaps. These were led by English coordinator/ teachers and classroom support staff.
- Some children in Yrs 1-6 made accelerated progress due to intervention.

Children who are below ARE due to Covid -19 are able to catch up with their peers and work at the age related expectations for their year group again.

- Children are more able to be emotionally resilient and able to learn effectively
- The children feel confident about making mistakes and will have a go (positive attitude to learning)
- Teachers considered how to motivate reluctant writers and put in place strategies to support this

At least 80% of children state that they enjoy writing in the pupil survey 2022

- Children see more writing displayed around the school and know what good examples look like.
- Handwriting books and writing books show children are being taught the correct letters and joins for the term of learning in their year group.
- Standards of handwriting is improving in books. This is more evident in some year groups than others. Children are taking more pride in their work (A sample has been retained of three pupils books per year group- LAP/MAP/HAP writing book from 2020/21 to provide opportunities for comparison of standards. Standards observed by SLT to be improved overall.

Improved numbers of children with a pen licence and able to write with a pen in all classes

	Target	Actual July 2022
2	10%	0%
3	20%	0%
4	30%	20.68%
5	40%	46%
6	50%	40%

*Standardised scores in spelling improve across the school
(see table below)*

Spelling	Average Standardised score Summer 2 2021	Average Standardised score Summer 2 target 2022	Average Standardised Score Spring 2022
1	92.17	101	101 ↑
2	99.5	109	98.6 ↓
3	96.48	106	104.5 ↑
4	92.76	102	107 ↑
5	98.53	108	103 ↑
6	106.24	116	106.8 ↑

- Children in target group (NELI) speech and language improves after taking part in the groups
- Support staff feel well equipped to lead this under the direction of Phonic Leader
- Children were identified early for speech and language difficulties and accessed NELI if suitable

**PRIORITY 3
Teaching and Learning -**

- We have purchased a significant amount of phonically decodable books that have been sorted and put into use in EYFS and Year 1. This has enabled children to practise at school and home the appropriate GPCs
- Children have access to a wide range of suitable decodable books that match the phase that they are currently working on

<p>Improving the progress and attainment of children in Reading (phonics) across EYFS and Key stage 1</p>	<ul style="list-style-type: none"> • An orderly system for storage of books is now in place and maintained. This matches the order in which GPCs and exception words are introduced. • New reading material has been purchased to supplement the above and enough books are available for children to practise reading in EYFS and Year 1 • SSP purchased, introduced and staff working through this systematically. SSP is consistently implemented across EYFS and Year 1 classes • Daily interactive phonics sessions have taken place across KS1. All children access the daily phonics session (including disadvantaged and SEND children) • Rigorous monitoring of Phonics has taken place by the Phonics lead. Informal feedback has been given to teachers and support staff when appropriate • Story time is taking place daily in EYFS and Year 1. Reading aloud to children is part of the daily timetable in Years 2-6. • Poetry and singing time is taking place daily in EYFS and Year 1 • Children identified as requiring extra support in phonics were identified early and have been receiving an extra phonics session daily • Children (in the lowest 20%) were identified early (Autumn 1) across the school Children in EYFS and Y1 have been receiving an extra daily Phonics session and /or other additional intervention • Support staff are able to lead sessions and have received informal training to facilitate this. • All teachers, HLTA and Nursery Nurse have a thorough knowledge of the new reading Framework • All relevant staff received bug club training early in the year • Phonics and English leads have attended any relevant training and have a thorough knowledge of the framework and how the teaching of Reading is carried out at Queniborough. • Parents have attended and engaged with the EYFS and Year 1 reading evenings. They are well equipped to support their child's reading at home. There is a phonics section on the school website. • Weduc used to communicate requirements and relevant information to parents • Parents have been informed about and know which GPCs their children are working on. They are able to support their children effectively at home 	
<p>PRIORITY 4 Curriculum: To continue to review the Intent Implementation and Impact of our school's curriculum</p>	<ul style="list-style-type: none"> • Teachers are now confident to teach Science and foundation subjects. There is no overlap with other year groups. • A clear progression of skills and content is available for each subject • A comprehensive QPS curriculum document is available on the shared drive for any new teachers to plan from containing learning objectives for all subjects taught. This enables new staff to understand the requirements for their year group quickly and easily • Subject coordinators have good ownership and knowledge of their curriculum area across all age groups They can talk about progression across year groups and how the curriculum for their subject area builds up. • QPS intent and impact documents have been completed for each subject and will soon be available with curriculum planning on the school website. • Some Subject policies have been reviewed this year. Policies are available on the website • Curriculum coordinators have curriculum overviews for their own subjects and know what is being taught in each year group and why. • Staff are becoming more adept at articulating clearly the intent of our curriculum 	<p>Re-establish and launch school council</p> <p>Regular opportunities still need to be built in for revision of key knowledge and skills during foundation subjects - Start of each new topic</p>

	<ul style="list-style-type: none"> • Staff able to clearly articulate reasons why certain Learning objectives are taught in specific year groups. • Assessment documents available for subjects so that judgements are entered onto O track for non-core subjects and Science at the end of each academic year • Knowledge and skills overviews for each subject have been created to show how these develop over the primary phase- available to all stakeholders on the school website • Cambridge scheme, RSE units and Everyone's welcome materials embedded in all year groups across the school. A robust and comprehensive PSHCE curriculum is being delivered to our pupils. • We have achieved the Beyond Bullying Silver award • Knowledge organisers for History and Geography help children can recall key facts and knowledge for each topic. • Parents and Carers know what knowledge will be learnt over the History and Geography topics 	<p>Knowledge organisers need to be rolled out in Science</p> <p>Staff need to better articulate the intent of our curriculum and understand how their skills and knowledge for their Year group links to other Year groups</p>
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QUENIBOROUGH STRATEGIC LEADERSHIP TEAM			SENIOR TEACHERS	
Elizabeth Hallam Head teacher	Lindsay Charlton Deputy Head Teacher (0.8)	Vanessa Yardley Business Manager	Alisha Durrant	Katie Spencer
<ul style="list-style-type: none"> • Designated Safeguarding Lead • Strategic Direction • Curriculum, Teaching & Learning • Standards and progress • Attendance • Staffing • Performance Management of teachers, business manager • Induction • Diversity and Equality Lead 	<ul style="list-style-type: none"> • Maths leader • Deputy Designated Safeguarding Lead • Performance Management of Support staff • Standards and progress (Shared with EH) • Staff mental health lead • School Council 	<ul style="list-style-type: none"> • Business manager • Budget and Finance • Office Staff • Premises • Swimming pool • Procurement • HR • Performance Management of kitchen, office and premises staff. • Induction – new staff 	<ul style="list-style-type: none"> • PE leader • Assessment (supported by LC) • Pupil Premium leader 	<ul style="list-style-type: none"> • SEND • Deputy Designated Safeguarding Lead

Subject Leader	Subject Area(s)	Governor Partner(s)
Helen Wright and Lauren Sleath	Computing , Website	
Lauren Sleath	Social media/ Weduc	
Caroline Worby/Katie Spencer and Helen Metcalfe	English (inc Phonics)	
Katie Spencer	SEND	
Tracey Sharpe	Maths	
Tracey Sharpe	Science	Rita Laughton
Tracey Sharpe	DT	
Alisha Durrant (with LC)	Assessment	
Caroline Worby and Helen Metcalfe	Community liaison, FOQS	
Elizabeth Hallam	Teaching & Learning	St John Russell
Elizabeth Hallam	Early Years (EYFS)	Rachel Lovett
Alisha Durrant	Forest School	
Helen Metcalfe	Music	
Alisha Durrant	Physical Education	
Charlotte Watson	Art	
Caroline Worby	Humanities	
Elizabeth Hallam	MFL	
Helen Wright and Helen Copley	PSHE/ RSE	
Alisha Durrant	Inclusion (including PPG)	
Lindsay Charlton	Staff Mental Health Lead	Sally Burford
Elizabeth Hallam	Collective Worship	Brenda Hackett
Charlotte Watson	RE	Vanessa Dixon

Our safeguarding Governor is Rachel Lovett

Key Priorities for 2022/23

Priority 1

Pupil Outcomes - Maintaining outcomes in EYFS and KS1 (at least in line with national) and significantly improving outcomes in reading, writing and maths at KS2

Why was this chosen as a priority? ...because this is how the overall success of the school is measured and is an indication of the impact of the quality of teaching and learning over time at Queniborough

What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact?	Cost?	Who will monitor its impact and to whom will this be reported?
Standards in EYFS	See EYFS action plan in Subject plans (too many things to list here) Baseline administered	September 2022	Expected and above is greater than National averages in Reading, Writing and Maths (Number, Numerical patterns) At least 72% GLD June 2023		Early Years lead-Elizabeth Hallam. Reported to SLT and Early Years Governor partner
	Improve EYFS environment further- new surface for outdoor provision installed	Summer 2022- play surface installation	Outdoor space in daily use. Children have freeflow access to the outdoor space. High quality outdoor continuous provision in place including role play in one of the sheds Outdoor area maintained well to be clean and appealing	£7000	Early Years lead-Elizabeth Hallam. Reported to SLT and Early Years Governor partner
	Early identification of children who are	Baselining September 2022	At least 72% GLD June 2023		Early Years lead-Elizabeth Hallam.

	not meeting ARE and associated interventions set up Lowest 20% readers identified and timely support put in place	Ongoing	Interventions established early to close gaps The lowest 20% of readers have daily reading provision in place from September		And Class teacher Caroline Worby Reported to SLT and Early Years Governor partner
	Level 3 Training for Nursery Nurse	Ongoing Training over the year	Nursery Nurse has a suitable Level 3 Qualification.	Cost of L3 Training £200	Early Years lead-Elizabeth Hallam. Reported to SLT and Early Years Governor partner
	Ensure high quality and regular small group sessions are taking place for Maths and Literacy (writing at least once a week in books)	Weekly ongoing	At least 72% GLD June 2023		Class teacher Caroline Worby and Early Years lead-Elizabeth Hallam. Reported to SLT and Early Years Governor partner
	Use NELI as an intervention for Speaking and listening	Autumn Term and ongoing	At least 72% GLD June 2023 Percentage of children achieving the ELG for Communication and Language at least 80% June 2023		Early Years lead-Elizabeth Hallam. Class teacher Caroline Worby. Reported to SLT and Early Years Governor partner
Phonics Screening results at the end of Year 1	Learning walks to observe phonics early on in Autumn and Spring terms. EH and English coordinators	October 2022 And January 2022	Phonics screening result (year 1 June 2023) will be at least 78% + (22 out of 28 children) 100% of continuers pass phonics screen from Y2/3		English Leads-Caroline Worby, Katie Spencer and Helen Metcalfe. Reported to SLT and English Governor partner

	Training gaps identified and support put in as appropriate		Children make rapid progress due to being taught the correct phase of phonics (not just year group appropriate)		
	Y2 and 3 continuers to have intervention and teaching to suit phase they are working on	Ongoing	There is a joined up approach to phonics teaching across EYFS and Key stage one		English Leads- Caroline Worby, Katie Spencer and Helen Metcalfe. Reported to SLT and English Governor partner
	Early intervention- Children identified early and intervention put in place to ensure rapid progress and children achieve the expected standard by the end of Year 1	September 2022 Monitored ongoing			English Leads- Caroline Worby, Katie Spencer and Helen Metcalfe. Reported to SLT and English Governor partner
	Phonics team meetings half termly- expectations shared- children highlighted and discussed.	Half termly (end of)			English Leads- Caroline Worby, Katie Spencer and Helen Metcalfe. Reported to SLT and English Governor partner
	Phonics groups established across KS1. (including continuers) Groupings reviewed	September 2022 then at te end of every Half term			English Leads- Caroline Worby, Katie Spencer and Helen Metcalfe. Reported to SLT

	and adjusted half termly				and English Governor partner																				
Science outcomes at the end of KS1 and KS2	Track progress and attainment in Science termly across the school (including disadvantaged pupils from each year group)	Ongoing- Termly	Science - at least 83% of pupils working at the expected standard in Year 2 and Year 6 Disadvantaged pupils >65%		Science Leader- Tracey Sharpe. Reported to SLT and Governor partner for Science																				
Reading outcomes at the end of KS1 and KS2	Analysis of NFER tests to identify gaps in learning	Early in Autumn Term 2022	<table border="1"> <thead> <tr> <th colspan="5">READING</th> </tr> <tr> <th></th> <th>2022 EXS + National</th> <th>QPS Target EXS+ 2023</th> <th>2022 GDS National</th> <th>QPS Target GDS 2023</th> </tr> </thead> <tbody> <tr> <td>KS1 29</td> <td>66.9%</td> <td>72.41% (21)</td> <td>18%</td> <td>20.6% (6)</td> </tr> <tr> <td>KS2 30</td> <td>74.5%</td> <td>76.6% (23)</td> <td>27.8%</td> <td>30% (9)</td> </tr> </tbody> </table>	READING						2022 EXS + National	QPS Target EXS+ 2023	2022 GDS National	QPS Target GDS 2023	KS1 29	66.9%	72.41% (21)	18%	20.6% (6)	KS2 30	74.5%	76.6% (23)	27.8%	30% (9)	Cost of NFER Reading tests £300	Class teachers, Assessment coordinator Alisha Durrant and DHT Lindsay Charlton. Report to SLT and Governor partner for Assessment
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Priority readers identified and heard daily. Teachers identify their lowest 20% of readers and provide them with intervention and extra opportunities to practice phonics and reading	Early in Autumn Term 2022 and ongoing throughout year				Class teachers, English Leads- Caroline Worby, Katie Spencer and Helen Metcalfe. Reported to SLT and English Governor partner																				
Whole class guided reading sessions (minimum once a week)	Ongoing				Class Teachers, English Leads- Caroline Worby, Katie Spencer and Helen Metcalfe. Reported to SLT																				

					and English Governor partner																				
Writing Outcomes at the end of KS1 and KS2	Ensure that children are writing extended pieces in writing books at least fortnightly and in some cohorts (Y3 and 6) weekly. These pieces could be linked to topic work and will be written in writing book.	Ongoing	<table border="1"> <thead> <tr> <th colspan="5">WRITING</th> </tr> <tr> <th></th> <th>2022 EXS + National</th> <th>QPS Target EXS+ 2023</th> <th>2022 GDS National</th> <th>QPS Target GDS 2023</th> </tr> </thead> <tbody> <tr> <td>KS1 29</td> <td>57.6%</td> <td>72.41% (21)</td> <td>8%</td> <td>17.2% (5)</td> </tr> <tr> <td>KS2 30</td> <td>69.5%</td> <td>73% (22)</td> <td>12.8%</td> <td>23.3% (7)</td> </tr> </tbody> </table>	WRITING						2022 EXS + National	QPS Target EXS+ 2023	2022 GDS National	QPS Target GDS 2023	KS1 29	57.6%	72.41% (21)	8%	17.2% (5)	KS2 30	69.5%	73% (22)	12.8%	23.3% (7)		Class teachers, Assessment coordinator Alisha Durrant and DHT Lindsay Charlton. Report to SLT and Governor partner for Assessment
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Spelling/Grammar taught explicitly in all KS2 classes for 20 mins daily- (Linked to EOY expectations for each yr group) with the aim of increasing the writing EXS/GDS %	Ongoing		English Leads- Caroline Worby, Katie Spencer and Helen Metcalfe. Reported to SLT and English Governor partner																						
Maths Outcomes at the end of KS1 and KS2	Analysis of NFER tests to identify gaps in learning Daily maths meetings to take place enabling same day interventions	Early in Autumn Term 2022	<table border="1"> <thead> <tr> <th colspan="5">MATHS</th> </tr> <tr> <th></th> <th>2022 EXS + National</th> <th>QPS Target EXS+ 2023</th> <th>2022 GDS National</th> <th>QPS Target GDS 2023</th> </tr> </thead> <tbody> <tr> <td>KS1 29</td> <td>67.1%</td> <td>79.31% (23)</td> <td>15.1%</td> <td>17.2% (5)</td> </tr> <tr> <td>KS2 30</td> <td>71.4%</td> <td>76.6% (23)</td> <td>22.4%</td> <td>26.6% (8)</td> </tr> </tbody> </table>	MATHS						2022 EXS + National	QPS Target EXS+ 2023	2022 GDS National	QPS Target GDS 2023	KS1 29	67.1%	79.31% (23)	15.1%	17.2% (5)	KS2 30	71.4%	76.6% (23)	22.4%	26.6% (8)	Cost of NFER Maths tests £300	Class Teachers, Maths Coordinators Tracey Sharpe and Lauren Sleath. Reported to SLT and Maths Governor partner
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Intervention groups established early. Children identified through data to ensure gaps are plugged	Ongoing		Class teachers and Maths Coordinators Tracey Sharpe and Lauren Sleath. Reported to SLT and Maths Governor partner																						

<p>Combined outcomes at the end of KS1 and KS2</p>	<p>Assessment coordinator and Deputy Head to undertake termly analysis of in house data on O track to check that children are on track- support given to teachers as appropriate to ensure correct children receive intervention</p>	<p>INSET session August</p> <p>End of each term</p>	<table border="1"> <thead> <tr> <th colspan="5">COMBINED</th> </tr> <tr> <th></th> <th>2022 EXS + National</th> <th>QPS Target EXS+ 2023</th> <th>2022 GDS National</th> <th>QPS Target GDS 2023</th> </tr> </thead> <tbody> <tr> <td>KS1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>KS2 30</td> <td>58.7%</td> <td>60% (18)</td> <td>7.2%</td> <td>10% (3)</td> </tr> </tbody> </table>	COMBINED						2022 EXS + National	QPS Target EXS+ 2023	2022 GDS National	QPS Target GDS 2023	KS1					KS2 30	58.7%	60% (18)	7.2%	10% (3)		<p>Assessment coordinator Alisha Durrant and DHT Lindsay Charlton. Report to SLT and Governor partner for Assessment</p>
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<p>Progress tracking of disadvantaged children and high achieving groups to ensure best possible progress for all</p>	<p>Termly analysis of in house data on O track to check that disadvantaged and high achieving children are on track- support given to teachers as appropriate to ensure correct children receive intervention</p>	<p>INSET session August</p> <p>End of each term</p> <p>Termly SLT meeting to look at progress of each PPG child and every child on SEND register</p>			<p>Assessment coordinator Alisha Durrant and DHT Lindsay Charlton. Katie Spencer (SENDCO) Report to SLT and Governor partner for Assessment/ inclusion and SEND</p>																				

Priority 2

Teaching and Learning -Improving the progress and attainment of children in Reading across the school

Why was this chosen as a priority? ... The new Reading Framework July 2021 has brought about significant changes to the teaching of reading in Primary schools and has many recommendations. Outcomes in Reading need to be maintained/ improved especially those for the lowest 20% of readers in each cohort.

What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact?	Cost?	Who will monitor its impact and to whom will this be reported?
Teachers ability to identify gaps in phonics, fluency and reading comprehension	Year 3 children not at ARE to have phonics screening to identify gaps in GPCs (Bug Club?) Early Intervention to take place to address these gaps	September 2022	100% of continuers pass phonics screen from Y2/3		English Coordinators (Caroline Worby, Katie Spencer and Helen Metcalfe) Reported to Assessment lead, SLT and English Governor Partner
	Children's knowledge of GPCs from Bug Club units assessed at key points- gaps identified and provision put in place	Ongoing throughout the year- At least termly	Phonics screening result (year 1 June 2023) will be at least 78% + (22 out of 28 children) 100% of continuers pass phonics screen from Y2/3		English Coordinators (Caroline Worby, Katie Spencer and Helen Metcalfe) Reported to Assessment lead, SLT and English Governor Partner
	NFER gap analysis to take place at start of academic year in KS2	September 2022		NFER tests purchased £600	Assessment Lead (Alisha Durrant) and Lindsay Charlton. Reported to SLT and Governor Partner

	Whole class teaching of reading to take place (or guided reading in groups)	Ongoing			Class teachers, SLT and English Governor Partner
	Devise an assessment programme for tracking progress in KS1 phonics based upon Bug Club Phonics units	December 2022	Phonics screening result (year 1 June 2023) will be at least 78% + (22 out of 28 children) 100% of continuers pass phonics screen from Y2/3		English Coordinators (Caroline Worby, Katie Spencer and Helen Metcalfe) Reported to Assessment lead, SLT and English Governor Partner
Improved support and provision for the lowest 20% of readers	Early identification of lowest 20% of readers by each class teacher- aiming for daily reading for this group throughout the year	September 2022- First three weeks	Volunteers to listen to readers where possible		Class teachers, SLT and English Governor Partner
	Daily practice with appropriate texts ongoing which will support fluency	Ongoing	Internal reading data shows that these children in each cohort make good progress in relation to their starting points		Class teachers, SLT and English Governor Partner
	More reading books purchased for Year 2 and 3 using book bands (lime upwards)	Autumn term 2022		Time to sort and label books (possible cover cost)	English Coordinators (Caroline Worby, Katie Spencer and Helen Metcalfe) Reported to SLT and English Governor Partner
Improved supply of phonics based reading materials	Purchase books from bug club and other publishers for variety. Ensure these are accurately matched to	Autumn Term 2022 and ongoing if required	Broader range of books to improve fluency and interest/ motivation	Cost of books	English Coordinators (Caroline Worby, Katie Spencer and Helen Metcalfe)

Units 1-8/ARE Year 2 level	bug club phonics scheme				Reported to SLT and English Governor Partner
Review Year 3/4 reading books	Review books and groupings (using book bands or similar) For children who are reading more freely and widely (Y4/5/6) Lime plus (bookbands)	Spring Term 2023	A broader range of books will be available for children to select which are closely matched to the children's ability Fluency improves- A higher percentage of children will be reading at 90 words per minute + Internal reading data for year 3 and 4 shows that these children in each cohort make good progress in relation to their starting points	£3000 (This includes above row- Year 2 level)	English Coordinators (Caroline Worby, Katie Spencer and Helen Metcalfe) Reported to SLT and English Governor Partner
	Purchase new and up to date texts to plug any gaps (particularly in years 2-4)	Spring Term 2023	A supply of current and attractive reading resources and picture books available. Reading for pleasure motivation improves		English Coordinators (Caroline Worby, Katie Spencer and Helen Metcalfe) Reported to SLT and English Governor Partner
Improve supply of books that promote Reading for Pleasure in EYFS and KS1	Audit KS1 picture books and remove old, dated and damaged books from stock	Autumn Term 2022	A supply of current and attractive reading resources and picture books available.		English Coordinators (Caroline Worby, Katie Spencer and Helen Metcalfe)

			Library books (non fiction/picture books) taken home as well as decodable reading book in KS1		Reported to SLT and English Governor Partner
	Build up a home school library of quality and appealing picture books and non fiction books	ongoing	<p>A supply of current and attractive reading resources and picture books available.(including e-books)</p> <p>Find out what Leicestershire library services can offer in terms of additional picture books and/or non fiction books on loan</p> <p>Reading for pleasure motivation improves</p>	<p>Library service subscription cost</p> <p>Cost of new books- Included in £3000 above</p>	<p>English Coordinators (Caroline Worby, Katie Spencer and Helen Metcalfe)</p> <p>Reported to SLT and English Governor Partner</p>
	Pupil Reading Survey used to measure enjoyment of reading and other reading related issues	Spring term 2023	A larger percentage of children say that they enjoy reading (based on pupil survey)	Time to prepare a reading survey	<p>English Coordinators (Caroline Worby, Katie Spencer and Helen Metcalfe)</p> <p>Reported to SLT and English Governor Partner</p>

Priority 3

Teaching and Learning – To improve access to ICT and utilise a wide range of ICT approaches and learning resources in order to target different pupils with different abilities and learning styles.

Why was this chosen as a priority? ... The new Ofsted framework will be looking at Intent Implementation and Impact of the Computing curriculum and we need the entire school community to be able to articulate and demonstrate this. We need the best possible Computing curriculum to suit our pupils.

What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact?	Cost?	Who will monitor its impact and to whom will this be reported?
Access to Technology in the classroom	Purchase 45 i-pads	August 2022	Children will be using i-pads in a range of lesson when appropriate	36 new ipads £256x36 £9216.00	Helen Wright, Lauren Sleath (Computing Leads) Reported to SLT and Computing Governor partner
	Purchase storage lockers and charging points for Y4/5/6 classrooms	September 2022		3 lockers purchased 3X £130 £390.00	Helen Wright, Lauren Sleath (Computing Leads) Reported to SLT and Computing Governor partner
Technology is embedded across the curriculum appropriately and effectively	Subject coordinators investigate relevant apps for different year groups and communicate this with class teachers	Ongoing over year	A list of relevant apps and software and resources will be available to support Teachers- This will be updated and reviewed regularly Relevant apps purchased and downloaded onto ipads		Subject Leaders. Report to Computing Leads, SLT and Computing Governor partner

	Relevant apps are available to be used in classrooms as appropriate	From August 2022 (linked to training from JC)	Relevant apps purchased and downloaded onto ipads Informal discussions with staff and pupils show that ICT tech, apps and resources are being used when appropriate and children are enjoying using these.	Cost of apps	Subject Leaders. Report to Computing Leads, SLT and Computing Governor partner
	James Crowhurst (ICT techie) to deliver training to teachers regarding suitable apps for classroom use that will enhance teaching and learning	INSET (August 2022) Ongoing from Autumn term		Cost of training session	Subject Leaders. Report to Computing Leads, SLT and Computing Governor partner
	Staff questionnaire to determine which apps have already been used and are successful Informal discussions with staff, pupils and IT technician	Spring term 2022	Teacher questionnaire shows staff confidence		Subject Leaders. Report to Computing Leads, SLT and Computing Governor partner
Teaching staff are confident in the use of tech in the classroom	Audit of training needs	Autumn 2022	Computing leads know strengths and areas for improvement in the teaching team Appropriate training is sourced and delivered		Subject Leaders. Report to Computing Leads, SLT and Computing Governor partner

			to address arising needs		
	Termly staff meetings- Discussion time and training time	Ongoing over year	Teachers feel supported I use of apps/ tech in the classroom		Subject Leaders. Report to Computing Leads, SLT and Computing Governor partner
Use Google Classroom effectively for homework/sharing resources/remote learning	Encourage use of GC to engage and share work and resources for homework	Autumn term and ongoing	GC is used effectively as a platform to share homework and resources. Parents responses are positive		Helen Wright, Lauren Sleath (Computing Leads) reported to SLT and Computing Governor partner
	Ensure all children have log-ins and are using GC regularly	Ongoing	Children are able to access GC easily Barriers to access have been considered and addressed where possible		Helen Wright, Lauren Sleath (Computing Leads) reported to SLT and Computing Governor partner
New ICT curriculum introduced and used by class teachers over the year	Staff are using the new Computing curriculum to teach computing units/lessons	Ongoing	Staff confidently using the new computing curriculum to teach computing uits/lessons	Cost of James Crowhurst £150	Helen Wright, Lauren Sleath (Computing Leads) reported to SLT and Computing Governor partner
	Training given in staff meeting time if required	Summer 2022 and ongoing			

Priority 4

Rebuilding Community and Improving the wellbeing of Staff and children at Queniborough CE Primary School

Why was this chosen as a priority? ... The Covid-19 pandemic has meant that maintaining staff and pupil wellbeing has been an unprecedented challenge. We aim to rebuild and strengthen overall wellbeing and cohesion of the staff team and overall wellbeing in children so that they increase in resilience. Re- introducing community events and links will be essential in the year ahead. These were very limited/restricted during the pandemic.

What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact?	Cost?	Who will monitor its impact and to whom will this be reported?
Improve overall levels of Staff wellbeing	WellBee survey twice in the academic year (Oct and June) to ascertain strengths and areas for development. Results shared with all staff	October 2022 June 2023	Improved scores on Wellbee as year progresses Leaders able to access training which may then impact on overall wellbeing of staff	Cost of WellBee package £895	Staff Mental Health lead- Lindsay Charlton- reported to SLT and Governor partner
	Actions carried out based upon survey results- To be confirmed	October 2022 June 2023		Cost specific to suggested actions- tbc	Staff Mental Health lead- Lindsay Charlton- reported to SLT and Governor partner
	All staff to have 1 paid days leave of their choosing as a 'wellbeing' day	Ongoing over year		£1800 (9x £200) supply costs to cover class teachers	Staff Mental Health lead- Lindsay Charlton- reported to SLT and Governor partner

	A well-being action plan will be written by the school's Mental Health lead- This will be closely monitored by the wellbeing Governor	September 2022			Staff Mental Health lead- Lindsay Charlton- reported to SLT and Governor partner
	Staff wellbeing lead to access a comprehensive program of training over the academic year and implement ideas and strategies that may suit our school	Sessions scheduled over the year		Cost of wellbeing training Grant received to cover the cost	Staff Mental Health lead- Lindsay Charlton- reported to SLT and Governor partner
	Ensure ELSA has support when required	Ongoing and as/if required	ELSA requests support freely if required	ELSA attends any support sessions for own wellbeing	Staff Mental Health lead- Lindsay Charlton- reported to SLT and Governor partner
	Monitor teaching and Learning across the school through weekly learning walks by SLT. Foci linked to the teacher standards	Weekly	Decrease in Teacher workload- teachers aren't over-preparing for lesson observations Teachers aren't worrying about one lesson a term representing their overall teaching Teachers feel less anxious when SLT are in their classroom Teachers will be better supported and developed. Seeing staff more regularly means SLT	Possible CPD costs	E Hallam and L Charlton Reported to Teaching and Learning Governor

			<p>are able to see what professional development staff really need, and give it to them more quickly</p> <p>Overall SLT workload decreased because leaders won't spending time writing up observations and in long feedback meetings with teachers</p> <p>Teachers will report feeling happy at the school</p>		
<p>Improve the Children's wellbeing through providing regular Forest School sessions</p>	<p>Set up effective Forest school provision in the school grounds</p>	<p>Autumn 2022 and ongoing throughout the year</p>	<p>Parent survey to show positive responses to any questions linked to the child's wellbeing</p> <p>The school community and other stakeholders express positive views ongoing about our Forest School Provision</p>		<p>Forest School Lead- Alisha Durrant. Reported to SLT and Governor partner</p>
	<p>Purchase Forest school resources and storage</p>	<p>Autumn 2022 and ongoing throughout the year</p>			<p>Forest School Lead- Alisha Durrant. Reported to SLT and Governor partner</p>
	<p>All children to access 2 Forest school blocks of</p>	<p>ongoing</p>	<p>Every child in school will have accessed 12 full afternoons of Forest</p>		<p>Forest School Lead- Alisha Durrant.</p>

	6 afternoons over the academic year		School provision over the year		Reported to SLT and Governor partner
	Forest School leader trained (Level 3)	June 2022	Forest School leader has thorough training in Forest School philosophy and delivery Forest school leader writes a comprehensive and measurable action plan for the year. Forest School leader takes on responsibility for FS assistant.	£900 (paid in 2021/22)	Head teacher, Forest School Lead- Alisha Durrant. Reported to SLT and Governor partner
	Forest school Assistant Trained (level 3) to work alongside leader supporting provision	Autumn Term 2022	Forest school Assistant taking sessions two afternoon each week.	£900	Head teacher, Forest School Lead- Alisha Durrant. Reported to SLT and Governor partner
	Children have time built into the curriculum for their wellbeing- being outside and using natural materials etc Outside space better used by school community	Ongoing over year- see Forest School timetable	Pupil/parent views- leading to a summative evaluation (June) about views Forest School activities Children using outside spaces more	Cost of Alisha for two afternoons? £200/wk x38 £7600	Forest School Lead- Alisha Durrant. Reported to SLT and Governor partner
Support the general wellbeing of children across the school	Anti bullying champions- Take part in National Anti-bullying events	Ongoing	Fewer children say that they have been bullied in school (Pupil Survey)		PSHCE leads (Helen Wright and Helen Copley) reporting to SLT and PSHCE Governor partner

	Further training for children about identification of bullying- TTW/ lessons	Spring term 2023	Fewer children say that they have been bullied in school (Pupil Survey) Children have an accurate understanding of what constitutes bullying		PSHCE leads (Helen Wright and Helen Copley) reporting to SLT and PSHCE Governor partner
	Design a poster to be displayed around school (antibullying champions)	Summer Term 2023	Fewer children say that they have been bullied in school (Pupil Survey) Children have an accurate understanding of what constitutes bullying		PSHCE leads (Helen Wright and Helen Copley) reporting to SLT and PSHCE Governor partner
	Add a wellbeing section to the pupil survey and run this twice for comparative purposes	October 2022 June 2023	Increased percentages of positive answers on Pupil Survey- children agreeing with statements linked to wellbeing (Oct- Jun)		PSHCE leads (Helen Wright and Helen Copley) reporting to SLT and PSHCE Governor partner
	Continued Counselling and /or ELSA support available for children when required Dedicated ELSA time x2 afternoons each week	Ongoing	Children needing support are quickly identified and referred for either ELSA or counselling as appropriate.	Counselling/ELSA costs £2000	Head teacher and SLT. Reported to PSHCE leads and Governor partner for PSHCE
	Promote the use of the worry box further - keep this high profile. Ensure pastoral team action this regularly	Ongoing	Children are reminded through TTW at least termly Worry box checked and emptied at least twice a		PSHCE leads (Helen Wright and Helen Copley) reporting to SLT and PSHCE Governor partner

			week by members of the pastoral team		
Improve the Children's wellbeing during lunchtimes and break-times	Improve the lunchtime experience so that children have more choices. For example where to sit in the hall and where to play outside	September 2022	Children enjoy their lunchtimes more and are able to make choices about where they sit, who they sit with and where they play when outside. Children able to leave the hall when they have finished eating. Lunchtime 'Foodie' focus group empowered to regularly feedback regarding their experiences and make suggestions to improve the provision		SLT and Midday Manager
	Make the serving experience smoother by enabling children to select food/ cutlery and clear away after themselves when finished. Introduce a wrist band system Purchase an additional salad cart to avoid queueing Purchase a clearing away trolley Children enter the hall on a rolling basis when there is space.	September 2022	Children move along the serverly quickly and easily Children able to select food themselves and have more choices offered to them- They can personalise their meal (e.g. no gravy) Children do not queue for the salad cart and there is plenty available Children are able to clear up their trays easily when they have finished eating	£900 clearing away trolley and extra salad cart £50 wrist bands	

	Pupil Lunchtime monitors recruited termly through 'job centre'		Lunchtime monitors enjoy helping and assist with refilling jugs of water and clearing away (younger children)		
	Encourage a more orderly and peaceful routine Play music in the hall to reduce noise Tables reduced in size (maximum 8) and arranged more informally	September 2022	Lunchtime noise is more purposeful and reduced where possible Background music played in hall Limit the capacity in the hall to 75 children at any one time		SLT and Midday Manager
	Establish a focus group of children and gather their ongoing views about the lunchtime experience	September 2022	Focus group feedback regularly to Midday Manager and SLT and make suggestions about the ongoing lunchtime provision		SLT and Midday Manager
	Ensure children are able to pour their own water from jugs on the table and select their own food items e.g. salad cart/ puddings if having a hot meal	Ongoing over the year	Children able to pour own water and choose their own supplementary items- bread, salad cart, puddings		SLT and Midday Manager
	Introduce a Golden table system on a Friday to reward good lunchtime behaviour	Autumn Term 2022	Improved behaviour in the dining hall.		SLT and Midday Manager

	Ensure that Midday Supervisors are leading activities with the children daily that children may choose to join in with	Ongoing over the year	Improved behaviour outside at lunchtimes	£200 cost of outdoor play equipment	SLT and Midday Manager
	Appoint a midday manager to lead the midday team	August 2022	Midday team able to report to midday manager Midday manager reports arising issues to SLT	£300 cost difference for secondment	Head teacher
	Open up the outdoor space so that children choose where to play and are not restricted to specific zones or playgrounds Have the field available for more weeks of the year Introduce indoor and outdoor shoe system to enable children to play on the field in poorer weather Midday supervisors no longer responsible for classes but for a zone/ area	September 2022	Children can play where they wish and have suitable footwear to do so Children are able to mix with their siblings at lunchtime and playtimes Midday supervisors are clear about their specific role and offer suitable activities outside during the lunchtime period	Mats/brushes for wiping shoes £45	SLT and Midday Manager
	Reintroduce Looking at Learning sessions for	End of each term Autumn term 2022 Spring Term 2023	Parents have an opportunity to come in and look at their		Community Liaison Lead Caroline Worby and

Links with parents and the wider community	parents (termly) After school 3.20-4.20pm	Summer Term 2023	children's work/books termly		SLT. Reported to Governor partner
	Open Sessions: Once a term parents will be invited to view a typical lesson. Parents fill in a feedback form afterwards	Autumn term 2022- French Spring Term 2023- Maths Summer Term 2023- English	Parents have an opportunity to come in and see their children taking part in a typical lesson		Community Liaison Lead Caroline Worby and SLT. Reported to Governor partner
	Exploit all opportunities for volunteers to come into school to assist with reading or to provide support with particular skills	Ongoing over the year			Community Liaison Lead Caroline Worby and SLT. Reported to Governor partner
	Ensure that at least three events take place at St Marys Church over the year	Ongoing linked to church calendar	Community Liaison Lead Caroline Worby and SLT. Reported to Governor partner		Lauren Sleath, Community Liaison Lead Caroline Worby and SLT. Reported to Governor partner
	Increase use of Twitter and Weduc to promote the school Use of twitter for staff CPD	Ongoing	Lauren to help staff to access CPD and relevant tweets to support good practice across the school School events promoted and celebrated regularly on the school twitter feed		Lauren Sleath, Community Liaison Lead Caroline Worby and SLT. Reported to Governor Partner
	Provide regular articles for the Queni-Gazette celebrating events in school with the community	Autumn term and Spring term	At least 6 articles have been published in the Gazette (written by news reporters)		Lauren Sleath, Community Liaison Lead Caroline Worby and SLT. Reported to Governor partner

