



Dean Field Community Primary School

SCHOOL IMPROVEMENT PLAN

September 2021-22

Introduction

The SIP will address the main findings of the Ofsted report from January 2017 and analysis of priorities by the Senior Leadership team and the Head teacher, this includes priorities that may have arisen during the school closure period caused by Covid -19. This SIP is written in collaboration with all stakeholders and takes into account the views of parents, pupils and staff.

At Dean Field Community Primary School, we believe that every child matters. There is driving determination to ensure that pupils and adults in the school reach their full potential. Our ethos is a simple one '*Learning without Limits.*'

We aim to feel great about our learning, to work hard to reach high standards for the best possible start in life. We aim to create well behaved and motivated children. We aim to broaden our horizons through an exciting and engaging creative curriculum. We aim to make good progress, become great thinkers, have confidence in our own abilities and be enterprising.

Our Aims:

- To have a committed staff who inspire and motivate individual children to achieve their highest standards.
- To broaden pupils' horizons through an exciting and engaging creative curriculum.
- To make good progress especially in English and Maths.
- To provide a stimulating, challenging and creative learning environment.
- To maintain high expectations for our children's performance.
- To develop a healthy lifestyle for both body and mind.
- To be proud of our school and promote an ethos and environment in which children enjoy learning.
- To develop enthusiastic, independent and confident learners.
- To develop pupils who feel valued as an individual and as a member of the school community.
- To understand the need to treat others as equals regardless of sex, race or religion.
- To develop our children's' sporting and artistic talent.

QUALITY OF EDUCATION

WHAT SUCCESS WILL LOOK LIKE:

- All pupils are making at least the expected amount of progress in the core subjects
- Pupils will not be disadvantaged because of the COVID 19 pandemic
- Standards at the end of EYFS, KS1 & KS2 are at least in line with the national average for all groups
- Teaching in all areas of the curriculum is strong and pupils make progress in all areas of the curriculum
- Pupils will thrive from a broad and balanced curriculum tailored to meet their needs

Objectives (intent)	Actions and Personnel (implementation)	Resources	Milestone 1 December 2021	Milestone 2 April 2022	Milestone 3 July 2022	Monitoring and Evaluation (impact)
To ensure all pupils make at least expected progress from their starting points at EYFS/KS1 in writing .	<p>FP to review progress from last KS assessment point in EYFS/KS and give teachers prior attainment grids.</p> <p>Teachers to carry out GAP analysis to hand over to next year's class teacher at the end of the summer term 2021.</p> <p>Pupils highlighted in pupil progress meetings and impact of support reviewed and adapted where necessary – teachers.</p> <p>Termly cross – trust moderation between year groups - teachers across trust.</p> <p>Moderation of year 5 and 6 by SC SLE for writing.</p> <p>Staff meeting and resources for extending and challenging greater depth writers – KH and</p>	<p>Teacher/TA release time to deliver interventions if needed and attend any training.</p> <p>Teacher release/staff meeting time to carry out moderation.</p> <p>Teacher release/staff meeting time to conduct pupil progress meetings.</p> <p>SPAG revision guides for Y6</p>	<p>Baseline of writing in autumn 1 completed.</p> <p>Target Tracker GAP analysis used from summer term 2021 to identify gaps to plug in autumn 1 and set pupil writing targets.</p> <p>TA for writing to be submitted on TT in October and December.</p> <p>Pupil progress meetings at October and December to track pupils from previous year summer term data - teachers to identify pupils who are not making expected</p>	<p>Interventions in place for pupils not making required progress in writing. Produce case studies if necessary.</p> <p>Pupil progress meetings at Feb half term (where necessary) and Easter to identify pupils falling behind.</p> <p>Pupils identified in Autumn term to have caught up.</p> <p>Writing moderation to show accurate assessments in</p>	<p>The majority of 'non SEND' pupils to have made expected progress in writing across the year.</p> <p>Trust moderation to verify data.</p> <p>Progress across key stages to have increased.</p> <p>A higher percentage of expected and greater depth writers at the end of ks1 and 2.</p>	<p>Pupil data (FP)</p> <p>Termly report to governors</p> <p>Lower and Upper School moderation.</p> <p>Trust SLT moderation.</p>

	<p>teachers.</p> <p>Attend training for Language Legends through North HX SALT project - UPKS2 teachers</p>		<p>progress and plan interventions.</p> <p>All teachers to be given prior attainment grids to track pupils from either EYFS or KS1.</p> <p>Majority of pupils are making expected progress by December.</p>	<p>both key stages with a focus on greater depth writers.</p> <p>Majority of pupils are making expected progress by April.</p>		
<p>To ensure teachers have a clear plan for the coverage and progression of writing across all year groups.</p>	<p>English long term plan will outline text types, purpose and audience and which grammar and spelling objectives are being taught each half term.</p> <p>Grammar Must Knows to be embedded as a reference point within lessons and evident in books.</p> <p>Teachers to make sure Handwriting is pre-cursive in KS1 and cursive script in KS2 and there is evidence of progression in style and presentation throughout year groups.</p> <p>Spelling scheme for whole school invested in and training for teachers delivered.</p> <p>Teachers to continue to plan in opportunities for pupils to write at length across the curriculum.</p>	<p>KH – long term plan for Writing in place</p> <p>FP – spelling resource</p>	<p>Book look in Autumn 1 to check coverage.</p> <p>Evidence of Must Knows from lessons/books and pupils interviews</p> <p>Spelling resource invested in.</p> <p>LT – monitor handwriting in book scrutinies – shows progression</p> <p>Beginning to show evidence of clear purpose and audience – typicality lesson drops in.</p> <p>Spelling resource introduced.</p>	<p>Observations and pupil interviews in lessons to check coverage.</p> <p>Evidence of highlighting Must Knows and teachers addressing the gaps.</p> <p>Evidence of clear purpose and audience in drop ins and pupil interviews.</p> <p>Spelling scheme reviewed and adapted where necessary.</p>	<p>Assessment and book scrutiny to check coverage</p> <p>Must Knows for the year group covered</p> <p>Spelling resource being used to plan lessons and set homework across school. Impact evaluated and presented to governors.</p>	<p>Pupil interviews</p> <p>Observations</p> <p>Deep dive</p> <p>Data from TT</p> <p>Evaluation of spelling resource</p> <p>Book scrutinies</p>
To ensure	Regular staff meetings across	CPD costs: £250	Staff meeting to take	Staff meeting	All units to have	Pupil

<p>consistency in the teaching of writing through regular CPD and sharing good practice.</p>	<p>the Trust dedicated to writing.</p> <p>KH to attend English Co-ordinator meetings and any other useful courses throughout the year and update staff accordingly</p> <p>KH/SC to work closely with other schools in LA</p> <p>KH/SC to attend Calderdale Moderator events</p> <p>FP to take part in the Cluster Recovery working party.</p> <p>Staff to share good practice in writing through IRIS</p> <p>Support in place for ECT</p>	<p>KH/SLT/All teaching staff</p>	<p>place in Autumn term for writing expectations to be shared</p> <p>Writing deep dive autumn term – feedback to staff and monitor</p> <p>Identify strengths in the teaching of writing and disseminate/use IRIS to share.</p>	<p>planned to look at areas to develop.</p> <p>Writing learning walk spring term to monitor findings from autumn term.</p> <p>Identify strengths in the teaching of writing and disseminate/use IRIS to share.</p>	<p>been taught in each year group.</p> <p>Teachers confident to adapt units themselves for next year depending on what worked well and what needs changing</p> <p>Have a bank of lessons on IRIS that show case the teaching of writing at DF.</p>	<p>interviews</p> <p>Observations</p> <p>Deep dive</p> <p>Data from TT</p> <p>IRIS</p>
<p>To ensure all pupils and all groups make at least expected progress from their starting points at EYFS/KS1 in maths</p>	<p>FO and FP to review progress from last KS assessment point in EYFS/KS and give teachers prior attainment grids.</p> <p>FO to provide GAP analysis to hand over to next year's class teacher in summer term 2021.</p> <p>Pupils highlighted in pupil progress meetings and impact of support reviewed and adapted where necessary- class teachers.</p> <p>All teachers to use a mastery approach when teaching maths.</p> <p>R, Y1 and Y2 to take part in NCETM project - Mastering Number.</p>	<p>Teacher/TA release time to deliver intervention</p> <p>Teacher release/staff meeting time to carry out moderation.</p> <p>Teacher release/staff meeting time to conduct pupil progress meetings.</p> <p>Phase leader release time for training courses provided by WYMH.</p> <p>Number Stacks</p>	<p>Prior attainment grids given to teachers to track progress from starting points.</p> <p>All teachers to have the GAP analysis from previous class teacher.</p> <p>Pupil progress meetings at October and December to track pupils from previous year's spring data.</p> <p>Teachers to identify pupils who are not making expected progress and plan</p>	<p>Interventions in place for pupils not making required progress in maths.</p> <p>Pupil progress meetings at Feb half term (where necessary) and Easter.</p> <p>Pupils identified in Autumn term to have caught up.</p> <p>Maths deep dive feedback monitoring.</p>	<p>The majority of 'non SEND' pupils to have made expected progress in maths across the year.</p> <p>Trust moderation to verify data.</p> <p>Increase in number of pupils achieving GDS at the end of ks1/2.</p>	<p>Use of IRIS to monitor the teaching of SDI.</p> <p>Pupil data (FP/FO)</p> <p>Termly report to governors</p> <p>Trust SLT moderation.</p> <p>Maths Deep Dives – FO/FP/SEO</p>

	<p>FO and UH to complete mastery readiness training through WYMH and disseminate through upper and lower school.</p> <p>Same Day Intervention daily teaching to take place in years 3, 4,5 for maths – FO and class teachers.</p> <p>FO/FP to monitor progress of pupils each term and support teachers to identify greater depth pupils.</p> <p>Continue to use Numberstacks as a tool to identify and plug gaps.</p>		<p>interventions.</p> <p>Teachers to be using number stacks.</p> <p>GDS pupils to have been identified and provision in place.</p> <p>Maths deep dive to have taken place and actions disseminated to teachers.</p> <p>WYMH training date to be confirmed and in the school calendar.</p>	<p>Number stacks to be having an impact.</p> <p>Mastering number sessions to be evaluated and impact report to governors.</p> <p>Mastery readiness programme to be evaluated and impact reported to governors. .</p>		
<p>To continue to improve whole school times table knowledge through our subscription to 'Times table Rockstars'</p> <p>To ensure children in Year 4 are adequately prepared for the times tables check</p>	<p>All classes (Y2 - Y6) to do a TTRS baselines in September. Class teachers</p> <p>Raise the profile of TTRS through termly (A, SP, SU) leaderboards announced in Gold Book assembly/newsletters/whole school display. FO</p> <p>Raise the profile of TTRS through cross trust, top of the rocks competitions.</p> <p>FL to ensure Year 4 have a schedule programme to prepare them for June 2022.</p> <p>Years 3, 4 and 5 to introduce Times Table Fables to support</p>	<p>All class teachers to show and encourage children.</p> <p>Subscription cost</p> <p>Year 4 TA/SA training for times table check.</p>	<p>All year groups to have completed a baseline.</p> <p>TTRS log in information to be sent home as a reminder.</p> <p>Specific targeted support put in place particularly in year 4 to prepare for TT test.</p> <p>Times Table Fables to be embedded into every day routines.</p> <p>SDI lessons to incorporate TT practise.</p>	<p>All year groups to be accessing TTRS at least 3 times a week.</p> <p>FO report back on progress made in individual year groups and what interventions are in place.</p>	<p>Data to show an increase in the use of TTRS.</p> <p>Data to show an increase in pupils' knowledge of times tables.</p> <p>Successful completion of year 4 times table test.</p>	<p>Times table fluency will improve throughout school.</p> <p>When children repeat baseline test their scores will have improved.</p>

	<p>the children's rapid recall of multiplication facts.</p> <p>SDI lessons to be adapted - TT practise to take precedent over the reading pit stop mark.</p>					
<p>To develop the use of Concrete Pictorial Abstract in maths lessons.</p>	<p>FO to use stock take from July 2021 to order any resources necessary.</p> <p>FO to place order for three visualisers to support the use of / modelling of the manipulation of concrete resources.</p> <p>Fundraising to purchase the two remaining visualisers.</p> <p>FO to create an IRIS to demonstrate how visualisers can be used to support the CPA approach.</p>	<p>Visualisers</p> <p>Concrete resources</p> <p>IRIS</p>	<p>Visualiser IRIS to be available.</p> <p>Years 1, 2, 3 and 4 to receive their visualisers and begin to use them.</p> <p>Resource order to be placed by October.</p>	<p>Visualisers to be reviewed and impact measured.</p> <p>Fundraising for two more visualisers.</p>	<p>Years 5 and 6 to receive their visualisers and begin to use them.</p> <p>CPA to be evaluated and impact reported to governors.</p>	<p>A progression through CPA will be clear in books.</p> <p>A progression in CPA will be clear through year groups.</p> <p>Modelling will be of high quality.</p>
<p>To ensure all pupils and all groups make at least expected progress from their starting points at EYFS/KS1 in reading</p>	<p>FP to review progress from last KS assessment point in EYFS/KS and give teachers prior attainment grids.</p> <p>Teachers to carry out GAP analysis to hand over to next year's class teacher in summer term 2021.</p> <p>Teachers to continue to use reading vipers to explicitly teach comprehension skills.</p> <p>Termly NFER reading tests to be taken. – yrs 2 – 6 – teachers.</p> <p>Continue to use Accelerated</p>	<p>Accelerated Reader subscription renewal cost. - £1586 in October 2021</p> <p>Cost of NFER tests.</p> <p>Half termly pupil progress meetings.</p> <p>Parent workshops to support reading.</p> <p>Cost of myON</p> <p>Reading plus - £1500</p>	<p>Teachers to have prior attainment grids to track pupils from their starting points.</p> <p>Pupil progress meetings at October and December to track pupils from previous year summer term data - teachers to identify pupils who are not making expected progress and plan interventions.</p>	<p>Improvement in reading comprehension scores. All children to have maintained or increased their scores.</p> <p>Accelerated Reader data to show pupils ZPD range and reading ages have been maintained or improved.</p>	<p>The majority of pupils in Y6 who achieved expected in reading at ks1 to achieve expected at the end of ks2.</p> <p>The percentage of pupils who are working at age related expectations in reading in year 2 to be in line with the national average.</p> <p>Increased % of pupils working at</p>	<p>Pupil data</p> <p>UH – monitor use of AR and use of data. Observe reading viper sessions/carry out deep dive.</p> <p>Targeted interventions based on pupils mock SAT scores.</p> <p>Learning</p>

	<p>Reader across school and TAs to analyse its impact and ensure ALL pupils are making progress.</p> <p>Year 6 reading comprehension group for targeted pupils – FP/KL</p> <p>Use of reading Vipers in KS1/2.</p> <p>Reading Plus in place for all Year 6 pupils.</p>		<p>Reading records show all pupils are reading to an adult at least once a week.</p> <p>Pupil progress meetings to identify children who are not making progress and interventions put in place.</p> <p>Classes display AR data to track pupils.</p> <p>Reading deep dive to have taken place and actions disseminated to teachers.</p> <p>UH to ensure GD pupils are identified and challenged.</p> <p>Majority of pupils are making expected progress by December.</p>	<p>Improvement in % of pupils making progress in reading on TT.</p> <p>GD pupils have been identified and challenged.</p> <p>Prior attainment grids updated.</p>	<p>GDS across the school from previous year.</p> <p>The majority of 'non Sen' pupils to have made expected progress in reading across the year.</p> <p>A higher percentage of expected and greater depth readers at the end of ks1 and 2.</p>	<p>walks in reading sessions – SLT/UH</p>
<p>To ensure the majority of pupils meet the expected standard in the Year 1 phonics check and results are in line with national.</p> <p>Ensure robust teaching of phonics takes</p>	<p>Deliver phonics through RWInc from Nursery upwards – KF</p> <p>Phonics interventions delivered to pupils 'new' and falling behind in Year 1 – KF.</p> <p>Regular communication between home and school regarding phonics/reading – EYFS/KS1 teachers.</p>	<p>Collect data in half termly via RWI tracker – KF</p> <p>Year 2 pupils to be tested half termly starting in September –KF</p> <p>KF to monitor children and set up booster groups.</p> <p>Phonics club to take place, targeting specific children with invitation for parents</p>	<p>Practice Phonics Check administered</p> <p>Pupils needing further intervention identified</p> <p>Regular testing of year 2 pupils to ensure they are on track to pass at the end of ks1.</p>	<p>Phonics Check showing majority of non-SEN pupils on track to meet expected standard.</p> <p>Regular testing of year 2 pupils to ensure they are on track to pass.</p>	<p>Percentage of pupils at the expected standard in phonics at the end of year 1 in line with the national average.</p> <p>Majority of pupils retaking the phonics test in year 2 to pass or show a significant improvement in test</p>	<p>KF tracking data on termly basis via RWI tracker</p> <p>Phonics Check outcomes</p>

place in year 2 to ensure those pupils affected by school closures are prioritised.	Phonics workshops for parents to attend – KF . Phonics after school clubs – KF	to support.	Monitor teaching of phonics in Nursery Pupils who should have taken the test at the end of year 2 take it before October half term in year 3.	Monitor teaching of phonics in Nursery	score from year 1. Parents informed of their child's score and next steps	
To increase the percentage of pupils achieving Greater Depth in reading, writing and maths at the end of KS1 and 2.	Ensure pupils working at greater depth are clearly identified in each class and carefully tracked using Target Tracker. Class teachers/FP/subject leaders Greater Depth reading, maths and writing group/interventions years 2 and 6. EC/KL	Staff meeting time x2 Pupil progress meetings Time to meet year group teachers within the trust to moderate GDS judgments.	Pupils who were working at GDS in their previous year to be on track and still working at GDS. Pupil progress meetings to identify any pupils falling behind and interventions in place for them. All teachers to know GDS children and provision in place for them.	Data to show GDS making at least expected progress. Pupils not making expected progress to have interventions in place. Accurate data predictions for year 2 and 6 for % of GDS.	% of GDS at end of ks1 and ks2 to have increased from 2021 internal/2019 external data. % of pupils working at GDS across all year groups to have increased.	Book scrutinies to include focus on GDS in all subjects. FP data monitoring half termly. SC – writing KF – EYFS FO – maths UH – reading
To introduce Widgit as a whole school approach to support children with visual learning resources that are consistent throughout school.	To purchase Widgit Staff training/staff meeting for implementation including support staff – EC Teachers to ensure Widget is used from EYFS upwards for all children - EC plus teachers Teachers to ensure all visual timetables are created via Widgit – EC plus teachers Teachers to half termly update	Widgit online subscription (individual user £5/month). Staff meeting time. Support staff release time to cover.	To have purchased Widgit. To have introduced via staff meeting. Teachers to be using Widgit. SENCO to check use by end of Autumn 1 and Autumn 2. All children who require visual	To have introduced Widgit to support staff. Follow up training if required. SENCO to monitor use by end of Spring 1 and Spring 2.	To have Widgit embedded across the school for all staff. SENCO to monitor use by end of Summer 1 and Summer 2 and report impact to governors.	Staff feedback Observations and drop ins SEND deep dive Seen across curriculum deep dives and book scrutinies.

	visual timetables		timetable to have one in place using Widgit. SENCO to gather teacher feedback.			
To continue to increase staff knowledge, skills and pupil outcomes with the North Halifax SALT cluster training via 'Lingo'.	<p>EC to review the timetable and distribute to all staff.</p> <p>Teachers/TAs/SAs to continue to attend training</p> <p>New teachers/TAs/SAs to get on the training – EC to support</p> <p>Identify staff to deliver the three language interventions.</p> <p>Target specific children for and through interventions – EC and teachers</p> <p>EC to allocate SAL therapist visits for specific children weekly.</p>	<p>Teacher/TA release time to attend training.</p> <p>Teacher/TA release time to carry out intervention.</p> <p>EC release time to observe/monitor interventions taking place.</p> <p>Chatterbox and Language Legends physical resources (already received from Lingo)</p>	<p>Identify the staff who will deliver training.</p> <p>Identify the children who need the intervention.</p> <p>Baseline completed for relevant children within each intervention.</p> <p>Monitor pupil progress by comparing baseline to Autumn 2 data.</p> <p>Ensure EC attends Speech Sounds intervention session in Autumn 1.</p> <p>Gather teacher feedback – support where needed</p>	<p>Interventions in place across school.</p> <p>EC to monitor interventions and support where necessary.</p> <p>Monitor pupil progress by comparing relevant data drops.</p> <p>Gather teacher feedback</p>	<p>Interventions embedded across school.</p> <p>EC to monitor interventions and support where necessary.</p> <p>Monitor pupil progress by comparing relevant data drops and report to governors.</p> <p>The majority of children in these interventions to have made progress in speech, language and communication.</p> <p>Gather teacher feedback</p>	<p>Baseline assessment</p> <p>Pupil data</p> <p>Intervention moderation/observation</p> <p>Reports from SALT assessments</p> <p>Pupil interviews</p> <p>Teacher feedback</p>

<p>To ensure robust teaching of children with SEND takes place in all classrooms.</p>	<p>Deliver refresher SEND training of expectations to teachers – EC</p> <p>Regular communication from SENDCO to class teachers/TAs/SAs.</p> <p>Regular staff meetings both internally and externally run.</p> <p>Work across the trust to support children with varied needs.</p> <p>Teachers to differentiate and plan for those with additional needs in their classrooms.</p> <p>Support ECTs in planning for pupils with SEND – EC and subject leads.</p> <p>Early identification of children who require EHCPs – EC, KF and HF</p> <p>Deep dive into SEND provision – EC, SB, FW (BH)</p>	<p>Staff meeting time.</p> <p>Edukey and training for Edukey.</p> <p>Bsquared.</p> <p>EC monitor provision for pupils with SEND via scrutinies.</p> <p>All class teachers to show awareness and encourage for children with special educational needs.</p>	<p>Staff meeting to deliver expectations.</p> <p>Identify gaps in staff skills and knowledge through audit.</p> <p>TA/SA expectation meetings.</p> <p>Data scrutiny to identify those who have not made progress – Autumn 1/Autumn 2</p> <p>Teacher meetings to discuss progress of those with SEND.</p> <p>IEP scrutinies for Autumn 2.</p> <p>Deep dive to have taken place.</p>	<p>SENCO to monitor IEPs.</p> <p>SENCO to observe in each class at least once.</p> <p>Data scrutiny to identify those who have not made progress – spring 1/spring 2</p> <p>Teacher meetings to discuss progress of those with SEND.</p> <p>Provide training identified through audit.</p> <p>Actions from deep dive put in place/monitored.</p>	<p>IEP scrutinies for Summer 2.</p> <p>SENCO to identify those who have not made any progress – summer 1/summer 2</p> <p>Teacher meetings to discuss progress of those with SEND.</p>	<p>Pupil data</p> <p>Book looks</p> <p>Deep dive</p> <p>Observations</p> <p>Pupil voice where appropriate</p> <p>IRIS</p>
<p>To upskill all teachers on the computing curriculum /computing resources to ensure cross curricular links are made and assist progress towards the computing skills</p>	<p>HM to lead 2 x staff meetings across the year – one on supporting the teaching of writing and one on supporting teaching of maths</p> <p>HM to record one computing lesson per half term using Iris for all teachers to access</p>	<p>2 x hour staff meeting time at DF</p>	<p>Staff meeting to take place term led by HM focused on 'using technology to raise attainment in writing'</p> <p>2 x computing lessons shared on Iris for teachers to access</p>	<p>Teachers to be more confident in using tools in Purple Mash/online resources to support teaching of writing</p> <p>2 x computing lessons shared on Iris for</p>	<p>Staff meeting to take place led by HM focused on using purple mash tools to raise attainment in maths</p> <p>Teachers to be more confident in using tools in PM/online resources to support teaching of maths</p>	<p>Writing and Maths data from TT</p> <p>IRIS</p>

across the wider curriculum.				teachers to access	2 x computing lessons shared on Iris for teachers to access	
<p>To ensure all curriculum subjects are taught using the NC objectives and progression of skills document</p> <p>To ensure all subjects are monitored from Nursery – Y6 throughout the year</p> <p>To ensure data is tracked and analysed by subject leads to ensure pupils are on track across the school.</p>	<p>Subject leads to ensure the milestones are completed on subject action plans -KF</p> <p>Quality CPD delivered to staff and subject leads - KF</p> <p>Cross trust moderation and deep dives – KF and LB (Beech Hill)</p> <p>Planning to show cultural capital opportunities for each subject – KF to monitor</p> <p>Information for parents to be updated on website half termly – KF/Subject Leads</p>	<p>Iris CPD – half-termly observations of staff on varying subjects/small steps</p> <p>National College Hub CPD – subject specific/curriculum webinars for staff</p> <p>Making Learning Stick cross trust training lead by LB</p> <p>Parent workshops (one per subject)</p> <p>Cultural Capital opportunities</p> <p>Deep dives – cross trust – release time</p> <p>Target Tracker – data inputting and analyzing</p> <p>Progression of skills documents and Must Knows – review and update</p>	<p>Autumn Term Deep Dives: History, Science, Maths, Reading, Writing, PSHE</p> <p>X2 iris lessons recorded from each teacher</p> <p>Review Milestone 1 of all action plans (RAG rate) and evaluate milestone 1.</p> <p>Making Learning Stick Cross Trust Training</p> <p>Progression of Skills document updated and given out to teachers.</p> <p>Staff meeting on curriculum updates/reminders and Target Tracker</p> <p>Autumn data drop complete and analysed by subject leads</p>	<p>Spring Term Deep Dives: Geography, Reading, French, D&T, RE, Music</p> <p>X2 iris lessons recorded from each teacher</p> <p>Review Milestone 2 of all action plans (RAG rate) and evaluate milestone 2.</p> <p>Before Spring 2 – submit subject bid (2022/2023)</p> <p>Spring Parent workshops complete: Topic, French, D&T, The Arts, PSHE</p> <p>Spring data drop complete and analysed by subject leads</p> <p>KF check on website (half-</p>	<p>Summer Term Deep Dives: Computing, Reading, Art, PE</p> <p>X2 iris lessons recorded from each teacher</p> <p>Review Milestone 3 of all action plans (RAG rate) and evaluate milestone 3.</p> <p>New Action plans to be completed.</p> <p>Progression of Skills document – highlighting completed and reviewed for 2022-2023.</p> <p>Summer Parent workshops complete: Computing, RE, PE</p> <p>Summer/EOY data drop complete and analysed by subject leads</p>	<p>Pupil interviews</p> <p>Deep Dives</p> <p>Data</p> <p>Parent Feedback</p> <p>Iris</p> <p>Learning Walk</p>

			<p>Topic book look complete</p> <p>KF check on website (half-termly)</p> <p>KF to track and if needed update cultural capital collation</p> <p>Autumn Parent workshops complete: EYFS, Science, Maths, Reading, Phonics, Writing</p>	termly)	KF check on website (half-termly)	
<p>Ensure DT curriculum is taught through 2x DT weeks and 4x MasterChef days.</p>	<p>DT deep dive Spring term. -KL</p> <p>KL to conduct learning walk during DT week</p> <p>Pupil interviews. Look at DT skills being used and tweak for next year. -KL</p> <p>Ensure new room is equipped for food technology. -KL</p> <p>MasterChef days taught 4x throughout the year. – KL/Teachers</p> <p>DT weeks taught twice throughout the year. – KL/Teachers</p>	<p>Food technology room/resources.</p> <p>DT resources organised and prepared for DT weeks.</p> <p>DT staff meeting x2</p>	<p>World Habitat Day (Oct)</p> <p>'Bake Off' cooking competition – when on TV</p> <p>KL lead DT staff meeting for DT week</p> <p>DT objectives and skills covered during DT week 1.</p> <p>DT week completed and evidenced in books.</p> <p>KL check on ECT and support.</p>	<p>KL lead DT staff meeting for MasterChef days</p> <p>KL complete DT deep dive.</p> <p>KL check on NQT and support with feedback from deep dive.</p> <p>DT objectives and skills covered during MasterChef days.</p> <p>DT must knows created ready for DT week next half term.</p> <p>Parental workshop for DT</p>	<p>DT week completed and evidence in books.</p> <p>KL complete DT learning walk.</p> <p>Staff to highlight progression booklet for next teacher.</p> <p>DT objectives and skills covered during DT week 2.</p>	<p>Pupil interviews</p> <p>Observations</p> <p>Deep dive</p> <p>Data from TT</p>

<p>To raise the profile of humanities around school</p>	<p>Historical timeline to mimic class historical timelines in the school corridor- FP/KF</p> <p>Children to distinguish between being a historian and being a geographer</p> <p>Each class to have a globe to refer to during geography lessons and make the link to being a geographer - KF</p> <p>Historical timeline in classes to be used every lesson to support retention and make the link to being a historian – class teachers</p>	<p>Historical timeline in the corridor</p> <p>Globe per class (humanities budget)</p> <p>Geography/History deep dive, learning walk, parent workshop, pupil voice, data monitoring</p>	<p>KF staff meeting of humanities expectations, include topic lesson starter slides with geographer/historian definitions on, vocabulary, WAGOLL of topic working wall</p> <p>KF to carry out globe audit</p> <p>History Deep Dive Complete</p> <p>Topic book look complete</p>	<p>Geography Deep Dive complete</p> <p>Topic/Humanities Parent Workshop complete</p> <p>Globes for each class ordered and begin to use/refer to at the start of each geography lesson</p>	<p>KF to complete learning walk to monitor all expectations are in place</p> <p>KF to complete further pupil interviews to check previous deep dive feedback has been actioned</p>	<p>Deep dive feedback</p> <p>Learning walk observations</p> <p>Pupil interview answers</p>
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BEHAVIOUR AND ATTITUDES

WHAT WILL SUCCESS LOOK LIKE:

- The pupils continue to maintain high standards of learning behaviour as reflected in our Rights Respecting ethos
- Children are able to show enjoyment, resilience, effort and confidence in applying skills to unfamiliar contexts, tackling challenges and solving problems
- Attendance is at least in line with national average and persistence absence continues to improve
- Pupils are able to keep themselves safe online

Objectives (intent)	Actions and Personnel (implementation)	Resources	Milestone 1 December 2021	Milestone 2 April 2022	Milestone 3 July 2022	Monitoring and Evaluation (impact)
To continue work towards embedding the Rights Respecting ethos and achieve the silver RRSA .	<p>Hold elections for a rights respecting school council UH</p> <p>All topics to have human right/ SMSC links on topic webs. Class teachers</p> <p>All classes to have human rights poster in classroom that children can see. Class teachers</p> <p>Teachers to refer to human rights/ school charter when reinforcing high standards of behaviour. Class teachers</p> <p>All classrooms to have a human right of the week displayed which is then shared on Seesaw for parents</p>	RRSA Fee: £200	<p>An established rights respecting school council that meet regularly to discuss achieving silver.</p> <p>Some children across school will be able to discuss human rights and give a few examples.</p> <p>Parents will be aware of RRSA and know how we are working towards achieving silver.</p> <p>The rights will be visible in each classroom.</p>	<p>An established rights respecting school council that meet regularly to discuss achieving silver.</p> <p>Most children across school will be able to discuss human rights and give a range of examples.</p> <p>Create an action plan to receive the silver award</p>	<p>Receive silver for RRSA.</p> <p>RAG rate the schools position according to the RRS gold strands so we are aware of what we need to work on in the next academic year</p>	<p>UH to conduct pupil interviews to ensure they are secure with the RRSA agenda.</p> <p>The school achieves the RRSA.</p>

<p>To continue to ensure attendance is at least 96%</p> <p>To continue to reduce the number of children considered as persistent absentees</p>	<p>Class teachers</p> <p>First day call, home visits, attendance discussed in all parents' meetings</p> <p>Target specific children through interventions</p> <p>Weekly monitoring of absence</p> <p>Attendance panel with SLT/attendance officer from BH</p> <p>Referrals made to EWO for persistent lateness Fines for extreme cases of P.A/failure to adhere to school policies (90% or below)</p> <p>Assemblies to promote the importance of attendance and impact on learning</p> <p>Rewards: class and individual</p> <p>Further raise focus on attendance, through regular communication with parents and carers via newsletter, general letters on concerned areas. (lates, holidays during term time etc)</p> <p>Pastoral Manager/Office staff</p>	<p>Rewards: £500</p>	<p>Pupils who were classed as PA last year are written to at the start of term to remind of our procedures.</p> <p>PA tracked weekly by pastoral manager.</p> <p>Fortnightly meetings between FP and LS to discuss punctuality and PA children.</p> <p>Pupils identified as PA in autumn term to have interventions in place to support.</p> <p>Pastoral manager updates reports for ALL groups at the end of each half term.</p> <p>Office to keep a log of children arriving late and send out letters to parents.</p>	<p>School attendance on track to be in line with national average</p> <p>Pastoral manager updates reports for ALL groups at the end of each half term.</p> <p>PA tracked weekly by pastoral manager.</p> <p>Fortnightly meetings between FP and LS to discuss punctuality and PA children.</p>	<p>Overall attendance is in line/above the national average</p> <p>% of PA is lower than last year</p> <p>Improved attendance for target pupils</p>	<p>Termly reports to governors</p> <p>FP to monitor whole school attendance</p> <p>Tracking folder</p> <p>Attendance file showing referrals/fines</p>
<p>To continue to ensure pupils can</p>	<p>Deliver workshops/assembly on</p>	<p>Lesson drop ins during online safety unit to</p>	<p>Pupil survey in September to be</p>	<p>Safer Internet Day and assemblies</p>	<p>Online safety quiz for each year group</p>	<p>Termly report to governors</p>

<p>keep themselves safe online using social media and internet safety</p>	<p>internet safety and 'cyber bullying' 'during safer internet week -HM</p> <p>Regular online safety messages on newsletter and/ or put on Seesaw for parents.</p> <p>Deliver Parents workshop during parent week</p> <p>Ensure Online Safety is being taught to a high standard in computing lessons during first term</p> <p>Use Seesaw and Purple Mash to promote safe use of email and social media</p>	<p>monitor - KF</p>	<p>used as baseline for teaching the internet safety units</p> <p>All year groups Online Safety unit to have been taught in first term</p> <p>HM to look into an Online Safety Award</p>	<p>February 2021</p> <p>Pupils will know how to get help if they need it in relation to online behaviour</p> <p>Work towards an Online Safety Award</p>	<p>to recap what has been learned</p> <p>Staff and parents will feel more empowered to support and help children in keeping safe online</p> <p>School council to conduct a pupil survey linked to online safety</p> <p>Achieve an online safety award</p>	<p>Evidence file including newsletter messages/letters</p> <p>Pupil survey</p>
<p>To upskill support and lunchtime staff in dealing with behaviour incidents positively and fairly.</p>	<p>Meetings for TA/SA on behaviour expectations, refresher on behaviour policy and how to deal with incidents of behaviour – FP</p> <p>Meetings for midday supervisors on behaviour expectations, refresher on behaviour policy and how to deal with incidents of behaviour – FP/LS/DE</p> <p>Midday expectations booklet - DE</p>	<p>Behaviour policy</p> <p>Midday expectation booklet</p> <p>Stickers and rewards for staff to use as incentives - £200</p>	<p>Survey TA/SA and midday staff on their confidence in dealing with behaviour incidents.</p> <p>Expectations booklet for middays to be created and shared before October half term.</p> <p>Meetings with TA/SA and middays to take place in week 2/3.</p>	<p>SLT to monitor the lunchtime period and use of positive behaviour from middays.</p> <p>LS to identify year groups with pupils who are regularly on amber and work with the TA in that class around positive behaviour techniques and incentives.</p>	<p>Survey TA/SA and midday staff on their confidence in dealing with behaviour incidents – results to show an improvement from autumn term.</p>	<p>Survey results</p> <p>Report to governors</p>
<p>To ensure there are systems in</p>	<p>Class assemblies – teachers</p>	<p>Pupil survey</p>	<p>Pupil voice survey to gauge the % of</p>	<p>Introduce system across the school</p>	<p>Repeat pupil voice survey – results to</p>	<p>Pupil survey results</p>

<p>place for pupils to report any incidents of bullying and harassment in school and a process for dealing with this.</p>	<p>Whole school assembly – DHT/phase leaders</p> <p>Investigate a way pupils can communicate their feelings towards bullying to us – UH/FO</p> <p>Create a pupil voice survey to gauge pupils' understanding and perception of bullying and how we deal with it in school – UH/HM</p> <p>Buddy stop in playground</p>	<p>Assembly materials</p>	<p>pupils in each year group who feel they are being bullied and whether they understand what to do about it.</p> <p>Class assemblies to take place to discuss bullying and what forms this can take and how we deal with this in school.</p> <p>Investigate systems of communication that pupils can use to disclose their feelings.</p> <p>Purchase buddy stop for playground.</p>	<p>that pupils can use to communicate their feelings.</p> <p>Whole school assembly to take place to discuss bullying and what forms this can take and how we deal with this in school.</p> <p>Monitor use of buddy stop in playground.</p>	<p>show increase in the % of pupils knowing what to do if they feel they are being bullied.</p> <p>Survey shows children are aware of strategies in place to prevent bullying and support those who feel they are.</p>	<p>Report to governors</p>
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PERSONAL DEVELOPMENT

WHAT WILL SUCCESS LOOK LIKE:

- Pupils benefit from participation in a wide range of activities outside school including sports, community and FOLT activities
- Pupils are given opportunities to develop their interest and talents
- Pupils are aware of how to keep healthy physically
- Pupils have an awareness of wellbeing and are able to understand the concept of mental health

Objectives (intent)	Actions and Personnel (implementation)	Resources	Milestone 1 December 2021	Milestone 2 April 2022	Milestone 3 July 2022	Monitoring and Evaluation (impact)
To provide opportunities across the academic year to harness pupils' talents in areas outside of the core curriculum.	<p>Frequent opportunities across the school year for children to practice and showcase their talents and things they enjoy.</p> <p>Healthy competition to encourage participation in these arts related activities – Dean Field's Got Talent.</p> <p>Clubs set up that provide opportunities for pupils to harness their talents and further explore their passions.</p> <p>To deliver a broad and balanced curriculum to all pupils to give experiences of varied skills and activities they may not otherwise have the opportunity to try.</p> <p>Specialist teachers for art, dance, poetry and music as well as quality first teaching from the class teacher to highlight careers</p>	<p>Art and design resources updated termly.</p> <p>Musical resources updated as and when needed.</p> <p>Charanga subscription for music teaching - £234</p> <p>Artist in Resident £3700</p> <p>Poet in Residence £1000</p>	<p>EYFS Nativity</p> <p>Singing around the tree</p> <p>Class assemblies</p> <p>Samba and dance performances</p> <p>Extracurricular clubs set up</p> <p>Consider what the arts related trips will be.</p> <p>Raise money for these trips through our choir performance and through fund raising ideas come up with by art ambassadors.</p>	<p>Dean Field's Got Talent</p> <p>Class assemblies</p> <p>Samba and dance performances</p> <p>Poetry performance</p> <p>Trips planned in the diary and on evolve.</p>	<p>End of year productions</p> <p>Class assemblies</p> <p>Samba and dance performances</p> <p>Evaluate trips and add evidence to arts mark essay.</p>	<p>Evolve</p> <p>Arts Mark</p> <p>Parental Survey</p> <p>Pupil voice survey</p> <p>EC to ensure the events happen in each term.</p>

	<p>in these subject areas that are possible.</p> <p>All year groups to go on an arts related trip.</p>		<p>Each year group to have begun to organise an arts related trip.</p>			
<p>Pupils continue to contribute to school life and promote pupil voice</p>	<p>Whole school election for Rights Respecting School Council – UH</p> <p>School council involved in SIP priorities e.g ‘mini inspections’ – UH</p> <p>Pupil surveys carried out throughout the year – UH/LS</p> <p>School council involved in planning whole school events – UH/LS</p>	<p>School council budget - £300</p>	<p>Pupil questionnaires completed and action plan drawn on what we could improve in school</p> <p>School council set up</p>	<p>Actions carried out in areas identified by RR school council</p> <p>School Council meet regularly to discuss school improvement</p>	<p>Pupil voice contributes to school life</p> <p>Pupil questionnaires carried out at the end of the year and data analysed in comparison to autumn term</p> <p>School Council mini inspection of behaviour and attitudes to learning</p>	<p>Pupil questionnaires</p> <p>School Council mini inspection report</p>
<p>To support pupil health and wellbeing in school</p>	<p>A wellbeing council will be set up with a representative from each year group to discuss what provisions for pupils wellbeing they would like to see in school.</p> <p>Mental Health workshop to be held for parents to raise awareness around positive Mental Health. UH/LS/LJ</p> <p>Weekly wellbeing lessons taught across the school within the Jigsaw scheme</p> <p>Mental health workshop/drop in for parents – LS</p> <p>EHNA summative results used to</p>	<p>Resources for workshop</p> <p>Cost of training</p>	<p>Wellbeing Council set up – meetings once a half term.</p> <p>Wellbeing board in school.</p> <p>Pupil wellbeing survey conducted.</p> <p>Website updated with wellbeing resources for both pupils and parents plus updates in the newsletter. LS/UH</p>	<p>Actions carried out in areas identified by wellbeing council.</p> <p>Parents workshop organised around mental health awareness.</p>	<p>EHNA carried out and results analysed and fed into next year’s SIP and sports and health action plan. Report to governors.</p>	<p>Pupil Wellbeing Survey</p> <p>EHNA</p>

	identify specific support need in cohorts - LJ/LS/HM					
To promote health and wellbeing across all key stages.	<p>To ensure that children have a developing understanding of how to keep healthy. LJ/class teachers</p> <p>To ensure that parents have a developing understanding of how to keep healthy. LJ/class teachers</p> <p>To increase the amount and variety of active after school and lunchtime clubs LS/FP</p> <p>To encourage pupils on packed lunch to bring a health lunchbox to school – through workshops/regular newsletter items LJ/DE</p> <p>Lunchtime Supervisors monitoring lunches- target children with poor choices to help them improve DE/VM</p>	<p>Assemblies on well-being, healthy lunch boxes, fitness, mental health, awareness of external factors.</p> <p>External visitors, ie. Better Living</p> <p>Parent workshops</p> <p>After school clubs</p> <p>Sporting events</p> <p>Daily fruit and milk</p> <p>Bagel scheme</p> <p>Daily mile</p> <p>Tooth brushing scheme</p>	<p>After school clubs established including those part of the Yorkshire Sport Scheme</p> <p>Daily fruit and milk</p> <p>Bagel scheme</p> <p>Tooth brushing scheme in EYFS</p> <p>System in place for identifying unhealthy packed lunches and reporting to parents</p> <p>Plan trust events to promote sports, health and wellbeing for the year.</p> <p>Reminder about the use of the Daily Mile track</p>	<p>Trust event to take place</p> <p>Reduction of unhealthy lunch boxes</p> <p>Parent workshop on healthy eating/lunches</p> <p>Outdoor adventurous education is being taught</p> <p>Monitor use of Daily Mile</p>	<p>Sports Day</p> <p>Increased participation in North Halifax sporting events</p> <p>Increased cross trust sporting events</p>	<p>Pupil voice.</p> <p>Feedback from parents.</p> <p>Lunchtime supervisors to monitor lunch boxes.</p> <p>Surveys.</p>

LEADERSHIP AND MANAGEMENT

WHAT WILL SUCCESS LOOK LIKE:

- The school has a strong but distributed leadership team
- Parents are well engaged with the school and support their child's learning
- Governors continue to challenge school leaders and hold them to account
- Staff have a healthy work life balance

Objectives (intent)	Actions and Personnel (implementation)	Resources	Milestone 1 December 2021	Milestone 2 April 2022	Milestone 3 July 2022	Monitoring (impact)
To continue to promote staff wellbeing through achieving an appropriate work life balance	PPA can be taken at home Staff wellbeing baskets provided. Regular staff events Subsidised meals Access to learning/CPD across the trust Joint planning/shared resources across the trust Onsite HR support – JL Free Refreshments and biscuits ECST given additional 10% release time Staff wellbeing champion appointed – FO Counselling sessions available to staff each term Mental Health first Aiders	Cost of subsidising school meals. Cost of refreshments. Mental Health first aid training Cost of wellbeing baskets	Wellbeing working party across the trust set up. Staff workload and wellbeing survey to be carried out and analysed. Train up a second mental health first aider.	Supervision for mental health first aiders. Carry out actions that came from the autumn term workload and wellbeing survey.	Issue end of year workload and wellbeing survey to all staff members and report to governors.	FO to monitor termly. Termly supervision meetings for EYFS staff – KF Use of EAP
To continue to drive the school forward by building capacity at all	Continue to provide early career stage teachers with an additional 10% release time	Early career stage teachers to be provided with activities to complete during release time with a	FP to set up coaching sessions for autumn term.	FP to set up coaching sessions for spring term.	FP to analyse the impact of coaching across the academic year – send out survey.	Performance management. Standards

<p>levels of leadership to future proof the school and plan for MAT growth</p>	<p>Subject manager external CPD</p> <p>Subject leadership spread across the trust</p> <p>Coaching from HT for all levels of leadership</p> <p>Regular leadership meetings to upskill leaders and plan strategically</p> <p>DHT and AHT networks across the trust</p> <p>Continue to provide EC support as new SENCO.</p> <p>SENCO Networks across the trust.</p>	<p>focus on whole school improvement.</p> <p>Relevant subject manager training.</p> <p>All subject managers have a buddy at Beech Hill to work with.</p> <p>All leaders to have a mentor they can call upon for advice.</p> <p>EC to attend SENCO network meetings.</p> <p>EC to have support from SB (Inclusion Lead).</p>	<p>Leadership meetings and trust central team meetings scheduled.</p> <p>Continue to monitor the use of additional PPA time for ECSTs through time log.</p> <p>DHT to have completed NQPSL.</p>	<p>Leadership meetings and trust central team meetings scheduled.</p> <p>SENCo support to have reduced.</p> <p>SENDCo to sign up for the NASEN award.</p>	<p>Leadership meetings and trust central team meetings scheduled.</p> <p>SENDCo support to have stopped.</p> <p>Identify future potential leaders and make a plan for the next academic year.</p>	<p>Tracker.</p> <p>Coaching sessions.</p> <p>Use of IRIS.</p> <p>Monitoring extra release time records.</p> <p>Quality of teaching and learning.</p> <p>Learning walks</p> <p>Book scrutinies.</p> <p>RAG rating SENCO tasks.</p>
<p>To continue to ensure Governors are equipped with the skills and knowledge of the school to provide rigorous challenge to the leadership team</p>	<p>Governors given file with key documents- SIP,SEF, ,Leadership structure, key information from NGA (SH)</p> <p>Termly reports from leaders focus on impact against SIP priorities (subject leaders) KF/FP</p> <p>Govs meeting with managers and involved in enquiry walks – SLT DM/FP</p> <p>Governors to update School strengths/Areas for development document – Termly (LB/FP/DM)</p> <p>Governors 'Ofsted' Training</p>	<p>Termly update at Govs meeting- Chair/Headteacher</p> <p>Calderdale Governors traded subscription</p> <p>Clerking service</p>	<p>Governors to update the Ofsted overview of the school.</p> <p>Training for specific governors with Michelle Joyce on presenting your school well.</p>	<p>KG safeguarding audit</p> <p>Governors are able to articulate the school's strengths and areas for development.</p> <p>Governors' learning walk</p>	<p>Governors use the knowledge of the school and the training received to ask specific and challenging questions to leaders.</p>	<p>Training records</p> <p>Governors minutes</p> <p>Head teachers report</p>

	from consultant -SH Governors to submit feedback to the chair and headteacher after each visit					
Ensure that feedback from staff, pupil and parental questionnaires are actioned.	Staff, pupil and parental questionnaires to take place during the autumn term and then repeated at the end of the summer term. FO/UF/KF	Survey Monkey	Surveys to be compiled and sent out between October and November and results analysed and reported to governors.	List of actions from the surveys to be completed and actioned for the spring and summer term.	Surveys to repeated at the end of the year and analysed and presented to governors.	Surveys Action plans
Ensure school supports ECT in order that we develop and retain high quality staff	Mentor and Tutor assigned. Training for ECT and mentor/tutor to take place early in autumn term 2021 Online and face to face session or trainee and mentor/tutor to take place across the year Induction and support package to created for ECT Cross Trust ECT meetings half termly to provide network of support and additional training bespoke to the Trust.	10% release for ECT Release for mentor/tutor – UH	Trainings events for ECT and mentor to be added to school calendar Year group team meetings across trust to take place Thorough induction and review meetings throughout the autumn term.	ECT on track to meet teacher standards ECT working collaboratively and contributing to the year group team across the trust. ECT to begin to shadow a curriculum subject leader	ECT successfully complete induction year and secure a permanent post. ECT added to standards tracker for next year's PM cycle ECT to be given own subject area to lead next year based around strengths/interests/needs of school	ECT paper work through LA Monitoring – book looks/learning walks/typicality Standards Tracker