

Be Curious, Creative and Kind.



Cheshire Academies Trust
Inspiring hearts and minds

Strategic Improvement
and Evaluation Plan
2021-2022

Stay Safe

'A Love for Learning'

Be Curious, Creative & Kind

A Connected Curriculum

Collaboration, Community



Contextual Information

School characteristics

Kelsall Primary & Nursery School is a smaller than average sized rural school where pupils are taught in single year group classes. Children are predominately White British. The proportion of pupils known to be eligible for free school meals is significantly less than the national average as is the percentage of pupils in receipt of the pupil premium. Children rarely leave or move to other schools. The proportion of pupils with SEND is low.

Kelsall Primary is the lead school for CLTA (Cheshire Leadership & Teaching Alliance) Teaching School and was the first to be designated in the Cheshire West and Chester area. This brings a great deal of benefit to the learners at Kelsall and beyond through the initiatives and work that the Teaching School is engaged in. Recently, the Teaching School has been de-designated but CLTA continues to provide support for ECT's, ITT students, leaders and teachers through its links with the newly designated Cheshire Teaching School Hub. The Principal is the Director of the Teaching School and sits on Cheshire West Association of Primary Heads (CWAPH) Exec group, CWEIB (Cheshire West Education Improvement Board), Cheshire Teaching School Hub strategic board and is a trustee for Curious Minds, Amazing and No Outsiders. This brings a great deal of expertise and knowledge of the educational landscape to the school and its wider community.

The school is also a founding member of Cheshire Academies Trust (CAT), a multi-academy trust alongside Mill View Primary, Boughton Heath Primary, Bexton Primary & Manor Park Primary Academy Schools.

The school has proactively sought out funding to ensure that the environment for teaching and learning is of a high standard, including outstanding IT resources and infrastructure alongside extensive outdoor facilities with a shared EYFS/Y1 area, adventure playground and an area for a Forest School. The school is also a centre of excellence for the Arts, endorsed by the Artsmark organisation. An internal Arts Studio is used by all age groups as well as being used as a training centre for CLTA.

There is a healthy turnover of staff with colleagues moving onto senior roles within other schools. The school is successful in recruiting the highest calibre of teachers as applications for any teaching posts is extremely high. School Direct also offers the school a pool of teachers trained by the Teaching School. This model of recruitment is proving successful with the current Vice-Principal having gone through the school direct programme and being supported and developed to take on the position last year. The previous Vice-Principal is now the Principal within another trust school showing succession planning exists and works effectively.

Within school, a large majority of staff are engaged in or have completed training in NPQSL and NPQML (National Professional Qualification for Senior/Middle Leaders) through CLTA which in turn has an impact on the high level of professionalism, skills and knowledge to lead on school improvement strategies.

The development of a broad and balanced curriculum has been a key piece of work over the past five years. The curriculum in place ensures that all subjects are valued and studied in depth. Our curriculum statement can be viewed here; http://www.kelsall.cheshire.sch.uk/serve_file/32898

Last Inspection Report (section 5) Date (Jan2012) Overall school effectiveness (grade 1)

Areas for further improvement

Reinforce teacher assessment systems in Key Stage 1 to ensure that they accurately reflect pupils' attainment at all levels.

Evidence of improvement since LIR

- Assessment systems have been honed and developed to support teacher assessment judgements.
- In addition cross moderation has enabled more accurate judgements to be made
- Y2 teacher's receive PD to support teaching, learning and assessment processes.

Overall school effectiveness

The school's own self-evaluation judges the overall effectiveness to be Outstanding

The school's own self-evaluation judges the **Quality of Education** to be **Outstanding**

Behaviour and attitudes to be **Outstanding**

Personal development to be **Outstanding**

Leadership and management to be **Outstanding**

Early years to be **Outstanding**



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Strategic Vision and Implementation 2019-2022 'A Love for Learning'



Vision

'A Love for Learning': As children move to secondary education, we want them to leave with 'A Love for Learning' and a motivating desire to develop as a learner, finding out more about the World they live in and the boundless opportunities that are all around them.

PRIMARY FOCUS: COVID SAFETY

Strategic Objectives 2019-2022

1.

Mastery in every year

Embed a Mastery approach to Teaching & Learning in Reading, Writing and Maths across all year groups.

Ensure that all children make good or better progress from their starting points.

Maximise assessment information to support all learners to attain well and make good progress year on year.

2.

Personal Development

Develop 'No Outsiders' across all year groups so that it becomes embedded within the culture and ethos of the school.

Review E-Safety to ensure that information for pupils, parents and staff is up to date and relevant to safeguard all - especially social media.

Maintain and enhance Conscious Discipline approach, including Paul Dix (Pivotal Education) strategies and approaches.

3.

Gallimaufry to Coherence

To bring together all of the strands of the Kelsall Connected Curriculum into a coherent document.

Develop the curriculum model so that it retains its broad and balanced approach, whilst highlighting areas to develop and embed.

Ensure learning across foundation subjects is progressive and systematic with clear feedback for improvements.

4.

Connected Learning Community

Develop the links between EYFS department and school - connecting learning from 2-11

Ensure that leaders have a clear understanding of the EYFS Inspection Framework to support and challenge practice.

Encourage professional development of all staff through a structured PD approach and peer to peer learning/mentoring

5.

Healthy Minds, Healthy Bodies, Healthy Schools

Establish and implement a strategy for supporting physical and mental well being for pupils and staff.

Develop relationships between academies in order to reduce workload and share resources.

Further develop outdoor spaces to reflect the wider curriculum; including provision for break and lunch times.

6.

Leadership and Governance

Set a clear vision and strategy for the school which is simple and clear.

Hold leaders accountable for the quality of education.

Maintain and develop effective policies and procedures to safeguard pupils.

Primary Focus- COVID-19 Safety

Positive COVID cases in a school

Staff Absence as a result of COVID (days)

Pupil's Attendance

Key Performance Indicators

1. Mastery in every year

A. Progress measures will be above 0 for reading, writing and mathematics

B. Mastery approach will be evident in all year groups.

C. Attainment will be above national comparators

D. Assessment data will be a key tool in supporting teaching and learning.

2. Personal Development

A. No Outsiders will be prominent across school and be embedded in ethos.

B. Children will be able to discuss their feelings and show empathy for others

C. E-Safety is discussed and highlighted effectively in school and home.

D. Conscious Discipline and Pivotal Education strategies support and develop a calm and coherent atmosphere for learning.

3. Gallimaufry to Coherence

A. There is a curriculum document in place that provides a sequential outline of key knowledge, skills and understanding for each year group and subject.

B. The curriculum with remain broad and balanced and children will access all subjects, supporting their future aspirations and engagement.

C. Subject leads and class teachers will be able to readily discuss the curriculum, its key elements and how progression is weaved through effectively.

4. Connected Learning Community

A. EYFS is an integral part of school with links developed to support all learners (pupils and staff)

B. SLT have a clear understanding of the pedagogy within the EYFS and can utilise and use tapestry data to support and challenge effectively.

C. GLD is above national and there are greater links between FS1 and FS2, supporting transition and assessment arrangements.

5. Healthy Minds, Healthy Bodies, Healthy Schools

A. The vast majority of pupils and staff are happy and healthy accessing support and advice when required. School is a vibrant and happy place to work and learn.

B. Teachers have the opportunity to develop professional relationships with staff in other trust schools to support workload and wellbeing.

C. Zones in the playground established and enable pupils to be active and play together well.

6. Leadership and Governance

A. Communicate the vision and strategy to all stakeholders

B. Build experience and leadership at all levels through quality coaching and feedback.

C. Create a culture of vigilance that supports effective child protection arrangements.

Three-year key school improvement priorities

	Academic Year January 2020-2021	Academic Year 2021-2022	2022 Onwards
Quality of Education	<ol style="list-style-type: none"> 1. Improve consistency of quality of teaching, learning and assessment, especially in KS1. (All Staff) 2. Deliver high quality core education – Raise academic standards in reading, writing and mathematics to pre COVID levels. (All Staff) Continue to refine the design and sequence of the connected curriculum that builds a repository of planning to support teachers' subject knowledge 4. Develop Early reading and phonetic knowledge from Early Years to Year 2 continually refining the vision and delivery. 5. Remote Learning – home learning that provides an ambitious, sequenced home curriculum reflecting precise work set in the classroom (All Staff) 	<ol style="list-style-type: none"> 1. Develop forest school practice - predominately Early Years but utilised to for the entire school. Continue to refine the design and sequence of the connected curriculum that builds a repository of planning to support teachers' subject knowledge 3. Deliver high quality core education – Maintain and support high academic standards in reading, writing and mathematics (All Staff) 4. Develop Early reading and phonetic knowledge from Early Years to Year 2 continually refining the vision and delivery. 5. Integrate and enhance IT systems to support teaching and learning. 	<ol style="list-style-type: none"> 1. Review Curriculum and its efficacy, to include pupil voice – whole school project.
Behaviour and attitudes	<ol style="list-style-type: none"> 1. Providing training to new members of staff about the school behaviour policy and culture regarding conscious discipline 2. Support for returning pupils – rebuild children's attitudes and skills to learning including, attentiveness, concentration and stamina. (All Staff plus learning mentor) socialisation 	<ol style="list-style-type: none"> 1. Roots and branches review of Conscious Discipline approach to behaviour. 2. Develop grounds to support active play and healthy lifestyles. 	
Personal development	<ol style="list-style-type: none"> 1. Implement RSE Curriculum – New curriculum from DfE: progression over 2 phases of National Curriculum and links to 'No Outsiders'. (All Staff) Agents of hope 	<ol style="list-style-type: none"> 1. Embed RSE Curriculum 2. Develop a link with another school to support No Outsiders curriculum 3. Develop the role of Learning Mentor within school to support pupil well-being 	<ol style="list-style-type: none"> 1. Develop No Outsiders Hub Network. 2. Review 'Happy Schools' work and re-introduce scheme.
Effectiveness of leadership and management	<ol style="list-style-type: none"> 1. Middle and Subject leaders – ensure all subject leaders are confident and competent to lead their subjects and for core subjects to make effective use of data especially in nursery (All Staff) Refine teacher's roles and responsibilities so that lines of accountability are clearer and that they have impact across the school 2. Staff well-being – Consider impact of COVID restrictions and ever changing gov. guidance on staff mental health. 3. COVID Leadership and Management: Create designated COVID team to lead analysis and evaluation of practice and impact. 	<ol style="list-style-type: none"> 1. Develop a staff well-being hub 2. Support and develop the Vice-Principal role 3. COVID Leadership and Management 	<ol style="list-style-type: none"> 1. Ensure continuity of COG role – succession planning in place.
Early Years including Nursery	<ol style="list-style-type: none"> 1. Develop cohesive links between Nursery and Early Years- increase collaboration between teams 2. Supporting the development of best practice (provide training) and quality assure the teaching, learning and assessment practice. 	<ol style="list-style-type: none"> 1. SLT to develop knowledge, skills and understanding of monitoring and assessing a Nursery department. 2. Investigate increasing numbers in Nursery through re-modelling of space. 	<ol style="list-style-type: none"> 1. Increase capacity of Acorns room to 20. 2. Create EYFS lead role. 3. Develop Forest School practice for EYFS

Staffing Structure and Responsibilities

Name	Role	Class	Responsibilities
David Wearing	Principal		DSL, Curriculum, Director CLTA
Chloe Hook	Vice-Principal	Year 5 (0.6)	Deputy DSL, English, Data & Progress, Behaviour
Chris Ward	Teacher	Year 6 (FT)	STEAM, Computing
Sarah White	Teacher/SENDCO	Year 5 (0.4)	SENDCO, Deputy DSL, Designated LAC, SRE
Katy Smith	Teacher	Year 4	RE, MFL
Lois Cadwallader	Teacher	Year 3	Our World (History/Geography), Physical Health and Well-being, Sports Champion
Iola Ward	Teacher	Year 2	Maths
Dia Steinhorsdottir	Teacher	Year 1	Outdoor Learning
Laura Pope	Teacher	Reception	EYFS/Phonics
Hayley Nixon	Teacher	Saplings	EYFS/Phonics
Jon Clayton	Teacher	2,3,4,5,6	Arts (PPA)
Alicia Hunter	ECT	2,4 (0.4)	

Sally Whiteside	Learning Mentor	Nursery-Y6	ELSA, Bereavement, Emotional Support, General TA support
Jo Lappin	Teaching Assistant	Y6 (whole school)	STAR, Dyslexia Screening
Kelly Whiteside	Teaching Assistant	Reception	
Lucy Harrison	Teaching Assistant	Y2	
Kelly Kirwin	Teaching Assistant	Y3	
Kathryn Crawford	Teaching Assistant	Y5	1:1, Makaton
Terezie Henderson	Teaching Assistant	Y4	1:1

Amanda Crowder	Business Manager		Finance, HR
Carole Farrell	Operations Director		Admissions, Medical Needs, Operations for CLTA
Karen Goodlad	Office Admin		Finance, Ordering, General admin
Ian Whitby	Site Maintenance		Health & Safety, Maintenance, Cleaning



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Impact Evaluations and Key Strategic Actions

Quality of Education- September 2021	Embedded practice	General Evidence of impact	Further improvements
<p>Intent</p> <ul style="list-style-type: none"> The Kelsall Connected Curriculum ensures that the core subjects of Reading, Writing and Maths form the backbone of learning through which other subjects are woven through and connected to. The Mathematics curriculum has been developed over a number of years so that it is well sequenced and provides pupils with the skills and knowledge to achieve a mastery of the subject. Teaching and learning is well supported in this area through the use of high quality schemes of work for White Rose and Power Maths. Pathways to Write forms the basis of our Writing curriculum and is carefully sequenced to develop children writing skills, linking carefully to grammar and spelling structures. Our curriculum is based upon the careful sequencing of skills, knowledge and understanding across a broad range of subject disciplines. Teachers draw out various curriculum elements, joining up the many first hand-experiences and activities to form a holistic view of learning where subject boundaries merge and marry together in a tangible web of discovery. A high quality foundation subject curriculum is effectively sequenced and links in carefully to the key book(s) for the term. This is mapped out for the year so that teachers can effectively plan ahead and draw in various foundation subject elements into the connected learning experience. Our curriculum plans are detailed and have been completely overhauled by subject leaders, ensuring coverage and progression within all subjects linked to our connected and discrete curricular. Remote Learning has become a key part of our curriculum offer during the various national and localised lockdowns over the past year. Whilst the systems put in place will never replace face to face learning and feedback, the vice-principal and all staff have worked extremely hard to put in place a remote offer that ensures a broad and balanced curriculum drawing upon the range of high –quality online tools and websites (many already in place) available. <p>Implementation</p> <ul style="list-style-type: none"> Over time, the quality of teaching is good across the school, with many aspects of outstanding practice being shown. Groups of pupils make good or better progress over time because teaching is highly effective; teachers question, assess and feedback constantly throughout lessons. No time is wasted. Teachers methodically challenge pupils to improve their own work in a progressive, structured curriculum. The school’s approach to feedback has impacted significantly on progress. Expectations of each child’s capability and capacity to be the best that they can be is high across the school. Teachers plan differentiated learning activities that support, challenge and engage all learners, ensuring that progress and attainment is high. Response to children’s work shows a high level of consistency, care and commitment to the learner and high quality verbal and written feedback enables children to practice and refine their skills. Teachers constantly check on understanding as lessons progress and the reflective planning, do and review cycle ensure that assessment for learning is embedded as a natural element of rich curriculum. Teaching assistants have been trained in specialist areas and are able to provide high quality specialised support for children both in the classroom and in target groups formed through data analysis. Summative assessment (STAR system) impact informs teachers understanding of how well pupils are doing and any gaps in their understanding and the use of progress meeting identifies underperformance with clarity. This has been especially important post COVID reopening. Subject leaders are knowledgeable and have played key roles in the design phase of our curriculum. They have structured action plans and are adept and providing support to other members of staff around knowledge and understanding of their subject areas. They are champions for their subject are ensure that each has a secure and much needed place within our curriculum. <p>Impact</p> <ul style="list-style-type: none"> Writing attainment across school is lower than Maths and Reading. First Quality Teaching in Writing using an embedded scheme will seek to improve this area – in addition, small intervention groups have been identified and are receiving bespoke support. Attainment is above the national average by time pupils leave the school. The key stage 2 three-year average reading attainment score (107.3) was in the highest 20% of all schools in 2019. Key stage 2 attainment of greater depth in writing (37%) was significantly above national and in the highest 20% of all schools in 2019, as well as in 2018. Pupils’ reading skills are replicated in their statutory tests which demonstrate standards above the national average. Internal norm referenced standardised scores as a result of our computer adaptive testing demonstrates pupils reading on average a year above their national counterparts in all year groups. A small number of pupils do not meet expected attainment FFT targets at the end of KS2, especially around GDS (greater depth standard) Attainment in Y1 and Y2 is lower than across the rest of the school and requires further exploration to improve and support pupils to reach their full potential. The addition of the Nursery has supported a much smoother transition into Reception and has had a positive impact on the attainment of pupils across key areas of the EYFS framework – in particular the social and emotional elements of learning. 		<ul style="list-style-type: none"> Pathways to Write and a range of support materials from the Literacy Company support pupils understanding of the writing process and as a result the teaching of writing is more coherent and sequenced. This approach also supports any periods of remote learning – the materials lend themselves well to this with supplementary materials added. The introduction of Accelerated Reader at the start of the year began well and will need to be picked up again once we are physically back in the school building. Assessment systems have identified underperformance. Baseline standards remain in line or above with previous years and this demonstrates the impact of our remote learning activities and quality online apps. Pupils are given rich access to arts and culture. The artist in residence at school works alongside the class teachers to develop artistic responses to the themes and books being studied. Visual art is exemplary. Subject leadership is strong and staff are adept at monitoring and developing their discrete subject areas, whilst also seeing links to other subject areas. Our remote learning package has been well received by pupils and parents. Whilst it is no replacement for face to face, staff are working hard and adapting where needed – guided by dialogue and surveys sent to parents. 	<ul style="list-style-type: none"> To ensure different prior attainment pupils in reading, in particular high attaining pupils make good or better progress. To further improve writing & reading standards for all pupils, focusing upon the development of sequencing of teaching and learning. Ensure that the continuing CPD programme for all staff results in a sustained outstanding teaching profile including NQTs and RQTs. To ensure that a higher proportion of pupils achieve age related expectations with a higher proportion of children working at greater depth (particularly in Reading at EOKS2). To ensure that all children make good or better progress from their starting points at the end of the year and EOKS1 – EOKS2. Further enhance and adapt our curriculum to enable all children to develop ‘a love for learning’ where core skills and social development form the bedrock for their future.
<p>Exceptional Embedded Practice:</p> <p>Kelsall Primary is the lead school for Cheshire Leadership and Teaching Alliance. The school provides support for ECT’s, ITT students, leaders and teachers through its links with the newly designated Cheshire Teaching School Hub. The school takes an active part in the selection and interview process of prospective trainee teachers. Currently 24 student teachers have placements in 20 local schools. Kelsall is a National Support School. Combined with Schools Direct; Chester University, the Literacy Company and Best Practice Network the school is part of a wider support network for student teachers and mentors. The school leadership team and staff are actively involved in supporting other schools. There is a strong track record in improving outcomes for children in different settings.</p> <p>The Principal is a trustee of several organisations and has introduced Curious Minds, Amasing and No Outsiders in Kelsall and other schools locally. The school has been central to the success of the No Outsiders project in Cheshire West and beyond. It is a leading example of a ‘No Outsiders’ school with the Principal being instrumental in advocating and encouraging equality and diversity teaching through the use of high quality narrative picture books. Pupils in Kelsall show ‘understanding and engaging with the equalities ethos.’</p> <p>Links with the Storyhouse theatre in Chester have allowed for several interschool initiatives including public speaking and poetry. The Principal has been supportive of opportunities presented in employing Creative Learning Practitioner through Storyhouse and involving eight other schools. The Creative Learning Practitioners work in schools and provide extended opportunities for pupils, staff and families to engage in cultural and artistic activities.</p> <p>The quality of art throughout the school and in the Art Studio reflects a wide range of mediums used and a commitment to quality. Pupils grow in confidence in their abilities as artists. The art they produce is linked to the Connected Curriculum and displayed with poems or powerful writing linked to the learning or the book they have been studying. The school is a centre of excellence for the Arts, endorsed by the Artsmark organisation. An internal Arts Studio is used by all age groups as well as being used as a training centre for CLTA. Teaching school staff offer other schools development days, twilight sessions and opportunities to work with an artist in residence.</p>			

Quality of Education – Key Strategic Actions

Focus for 2021-22:

1. Develop forest school practice - predominately Early Years but utilised to for the entire school.
2. Continue to refine the design and sequence of the connected curriculum that builds a repository of planning to support teachers' subject knowledge
3. Deliver high quality core education – Maintain academic standards in reading, writing and mathematics (All Staff)
4. Develop Early reading and phonetic knowledge from Early Years to Year 2 continually refining the vision and delivery.
5. Integrate and enhance IT systems to support teaching and learning.

	Success Criteria	Main Action/s	Lead/Staff	When/CPD/£	Termly Review
1. Develop forest school practice - predominately Early Years but utilised to for the entire school.	<ul style="list-style-type: none"> ▪ Pupils are using the Forest School area to enable them to take risk, collaborate, make social connections and to support and enable areas of the wider connected curriculum. ▪ The Forest School area is safe, purposeful and evolving to meet the needs of all pupils. ▪ Staff are trained and confident in utilising that training to support pupils in forest school skills, impacting on their well-being and good mental health. ▪ A programme of activity is planned and developed to ensure that all pupils have experience of Forest School. ▪ There is a Forest School lead who can support staff and pupils. ▪ Pupils and staff report that Forest School activity supports their mental health and well-being and that they enjoy using the area. ▪ Links to other outside agencies are developed to support pupils and activity within the Forest School. 	<ul style="list-style-type: none"> ▪ Erect fencing around Forest School area – clear and make safe – remove brambles and low hanging branches. Internal fencing – use leftover fence from pre-school area. ▪ Investigate and construct geodesic dome. ▪ Move chickens and make their area smaller. ▪ Dia to attend FS training, disseminate to staff. ▪ Develop timetable of activities for FS that link to the curriculum and/or support well-being. ▪ Develop links with Mintopia (mint collection) and Wild Rumpus to develop the area (geodesic dome) Wild Rumpus Arts and culture meet the natural environment ▪ Pupil survey at end of year to collate efficacy of FS provision. ▪ Ensure that area is developed in line with EYFS curriculum and with Nursery in mind. ▪ Draw up audit plan to ensure area is kept safe and tidy. 	DW/DS	<p>Weekend tidy – parents involved.</p> <p>£1000 materials for geodesic dome</p> <p>£500 – Training</p> <p>Ongoing work – 1st phase of clearing – Dec 2021</p> <p>Second Phase – March 2022</p>	<p>Autumn Term Review</p> <p>Fencing erected and area almost cleared ready to commence Phase 2 in March.</p>
2. Continue to refine the design and sequence of the connected curriculum	<ul style="list-style-type: none"> ▪ Whole year overviews for each year group created with curriculum content, vocabulary, potential activities completed providing a sequenced and coherent plan. ▪ Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. ▪ The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of all pupils. ▪ Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. ▪ The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge, skills and understanding. ▪ Pupils are given opportunities to experiences all curriculum subject areas in a coherent and connected way. ▪ Pupils' work across the curriculum is of good quality. ▪ Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age. ▪ Pupil voice indicates all children are excited about what and how they learn in school and can remember the knowledge learnt. 	<ul style="list-style-type: none"> ▪ Collate subject specific 'road-maps' that identify the core skills, knowledge and understanding that children will learn from Y1 – Y6. ▪ Develop a 'Kelsall Love for Maths, Reading, Writing' document that outlines the instructional practices that are consistent across school. ▪ Rewrite the curriculum statement in line with changes. ▪ Review marking and feedback approaches in all subject areas. ▪ Create a 'Connected Curriculum' document that highlights the importance of a curriculum that is rooted in the acquisition of knowledge and the application of core skills. ▪ Ensure that the unseen curriculum is seen – create a document that visually represents all extra-curricular and child centred activity. ▪ Subjects leads to attend appropriate training/network meetings to support their subject knowledge and understanding. ▪ Subject leads to monitor the implementation of the revised curriculum, collating evidence so that they can confidently discuss their area. ▪ Learning walks to specifically focus on curriculum – broad and balance approach and coverage of all subjects. 	DW/CC Subject leads	Ongoing – to be completed by July 2022	<p>Autumn Term Review</p>

<p>3. Deliver high quality core education</p>	<p>Attainment in reading is above national at the expected standard at the end of Key Stage 1 and 2 at the end of the academic year. Average class percentile ranks to be above 60%. Average class SGP rates to be above 50 The majority of pupils from EYFS expected attain the expected standard in reading. The vast majority of pupils achieve the expected standard in the phonics check. Disadvantaged pupils average percentile ranks and SGP rates are in line or above other pupils. SEND progress is considered strong against National Other progress (contextualised and based on SEND needs)</p>	<ul style="list-style-type: none"> ▪ COVID and Catch up Groups identified in each class. ▪ Pathways intervention groups established and delivered – CH to monitor and amend as required. ▪ Monitor and analyse Accelerated Reader scores to enable teachers to better track reading progress. ▪ Ensure the pitch and expectation of teaching enables learners from differing prior attainment and context groups to make at least good progress and achieve above National expectations. ▪ Fully utilise the Accelerated Reader programme, Pathways to Write and Power Maths schemes of work to drive improvement of teaching and learning for all learners. ▪ Fully utilise Accelerated Reader data reports, STAR assessment and Insight tracking system, to monitor attainment and progress, and to identify learners requiring early intervention and support, delivering this using suggested skills to address lapses in progress and attainment from COVID lockdown and related absences in summer term. ▪ Validate and confirm writing teacher assessment judgements of children’s attainment using in house, external and MAT moderation using comparative judgement model. ▪ Mathematics, Writing and Reading action plans provide more detail 	<p>ALL staff</p>	<p>Ongoing</p>	<p>Autumn Term Review</p>
<p>4. Develop Early reading and phonetic knowledge from Early Years to Year 2 continually refining the vision and delivery.</p>	<ul style="list-style-type: none"> ▪ All children have made good or better progress from their starting points and the vast majority of pupils are fluent readers by the end of Y2. ▪ Attainment in reading is in line with national at the expected standard at the end of KS2 in July 2022. ▪ Children have a ‘A Love for Reading’ and enjoy reading for pleasure. ▪ There is a systematic approach to the teaching and learning of phonics from Nursery to EOKS1 ▪ Carefully selected resources support the early reading curriculum, including the use of online support and instruction. ▪ Staff are confident in the delivery of phonics and early reading strategies. 	<ul style="list-style-type: none"> ▪ Invest in RWI phonics resources – Nursery to Y2. ▪ Provide staff training (MP) for RWI. ▪ Develop RWI lead and provide time and training to monitor and support phonics teaching across school. ▪ Establish regular phonics group activity – groupings established carefully and areas around school developed to provide areas for small group learning. ▪ Set-up online portal – RWI and set up pupil accounts. Utilise where appropriate. ▪ Purchase additional materials/resources to support the delivery of phonics. ▪ RWI Reading/Phonics event for parents to be organised. ▪ Learning walks to focus upon phonics and early reading. 	<p>HN/LP/DW/CH</p>	<p>Autumn Term 2021</p>	<p>Autumn Term Review</p>
<p>5. Integrate and enhance IT systems to support teaching and learning.</p>	<ul style="list-style-type: none"> ▪ Pupils and staff are confident in and use IT systems in school to reduce workload and enhance learning. ▪ Pupils are adept at using IT to develop lifelong skills that will support future studies and enable them to navigate, choose and share ideas and information in an appropriate manner. ▪ Pupils use IT carefully and know the most appropriate tools and programs to share their ideas. ▪ Pupils understand the dangers and limitations of the internet and social media and are able to navigate carefully to keep them and others safe. ▪ Staff are adept at using IT to support learning in class and for blended ‘home learning’ ▪ All IT equipment is kept up to date and of high quality. Connectivity is good and is utilised to reduce staff workload and to support collaboration in and between schools, including the trust. 	<ul style="list-style-type: none"> ▪ Purchase and setup laptops for Y5/Y6 – set up with TEAMS logins – one per pupil. ▪ Staff support/training in TEAMS – setting up shared areas, working with documents/apps. ▪ Link TEAMS logins to home where possible. Continuation of learning at home. ▪ Ensure that all laptops have the appropriate safeguards and security. ▪ Develop Computing curriculum to encompass e-safety. ▪ Utilise the support of Sevven11 systems to keep hardware and software up to date. ▪ Upgrade Wi-Fi points across school and upgrade broadband connection to improve connectivity and stability. ▪ Ensure that other google chromebooks are distributed across Y1/2/3/4. 	<p>DW/CW/711-Karl</p>	<p>Autumn Term 2021</p>	<p>Autumn Term Review</p>

Behaviour and Attitudes- Sept 2021	Embedded practice	Evidence of impact	Further improvements
<ul style="list-style-type: none"> ▪ The language of safety is a key feature of the Conscious Discipline approach used by all staff. Children are taught to respond rather than react to situations, peers and adults. Where they find this challenging they, staff and parents are given support to find an assertive voice to deal with problems. Children are taught effective strategies/reporting mechanisms to use if they feel unsafe. They are also taught the importance of staying mentally 'safe' as well as physically 'safe' ▪ Staff are highly skilled and trained to investigate triggers to behaviours and barriers to learning. As a result, we successfully identify pupils who find it difficult to concentrate fully in class and find consistently good behaviour hard. These pupils are provided with designated members of staff to lead a daily check in and check out, reinforce positive behaviour strategies and to talk through their personalised daily timetables. In addition to this school timetables have been developed to allow for carefully planned social chatter groups, these groups have been developed as preventative support & have measurable reduced disengagement of learning for those who attend. ▪ For children with more complex behavioural needs, staff complete Risk Management Plans to ensure the child and other children's safety. This is done in consultation with any outside agencies involved. ▪ The School actively seeks to promote inclusion and diversity. Prejudice is not tolerated. A range of opportunities for pupils to share opinion and have an active voice in the school have been established resulting in excellent relationships between staff, pupils and parents and a highly positive school culture that is consistently developing. ▪ The school is a leading example of a 'No Outsiders' school with the Principal being instrumental in advocating and encouraging equality and diversity teaching through the use of high quality narrative picture books. There is a strong sense of community and welcoming at the school. ▪ Staff and pupils work together to prevent direct or indirect discriminatory behaviour. Prejudiced behaviour is challenge by staff and pupils. Action is taken to give children opportunity to discuss and understand diversity. Examples being a Trust wide Twisted tales writing project shared in a public space with the focus of challenging stereotypical gender roles, participation in a speaking competition focussing on 'feeling excluded' and a writing project, displayed publicly celebrating the No Outsiders work undertaken by the school. Themes, resources, and topics are designed to prepare children for their future education and give a broad view of people of opinion, use of such resources is observed daily in all classrooms. 		<ul style="list-style-type: none"> ▪ Bullying, racism and intolerance continues to be extremely rare. Pupils cooperate and work together as a team and this is enhanced by the open plan nature of the school. ▪ The culture of learning together is strong and expectations of children are extremely high. ▪ Attendance continues to be high – above 95% despite Covid. 	<ul style="list-style-type: none"> ▪ Audit CD across school to identify best practice and to support new staff, especially in Nursery and Kelsall Club. ▪ Rewrite behaviour policy reflecting practice – including new elements from Paul Dix (Pivotal Education). ▪ Provide staff training at least every month at staff meetings. ▪ Continue to develop strategies and approaches to support behaviour across school, supporting staff and pupils where required. ▪ Provide workshops for parents and carers on Conscious Discipline approach. ▪ Develop class prompts to support teachers and support staff in the implementation of and embedding of the CD approaches. ▪ Development of outdoor areas to support Teaching & learning and the wider school curriculum and to provide a plethora of areas for children to play alongside one another. ▪ Review well-being for staff. Create a well-being working group to discuss workload issues and solutions. ▪ Apply for Outstandingly Happy School Status

Behaviour and Attitudes – Key Strategic Actions

Focus for 2021-22:

1. Roots and branches review of **Conscious Discipline** approach to behaviour.

2. **Develop grounds** to support active play and healthy lifestyles.

	Success Criteria	Action/s	Lead/Staff	When/CPD/£	Review
1. Roots and branches review of Conscious Discipline approach to behaviour.	<ul style="list-style-type: none"> Teachers use 'Conscious Discipline' methodologies and procedures consistently in order to improve pupils' self-regulation and attitudes to learning. Learning walks and observation highlight the positive use of 'Conscious Discipline' The environment is calm and allows children to make positive choices in their learning behaviours. Children are supported to use safe spaces in their classes and to use assertive voices to solve issues with friends. Children can explain what they can do to overcome problems in school and at home. Pupils' attitudes to learning are deemed to be nothing less than exemplary in all lesson observations Attendance for the year to be over 97% The safe places are used as a means of creating emotional stability for pupils allowing them to refocus on their work once used. Incidences of low-level disruption are extremely rare evidenced in lesson observations Nearly all pupils say that they are and feel safe and happy in school. Methodologies from conscious discipline are impacting to reduce the incidences of bullying and or friend concerns. School held records evidence adults and pupils deal effectively with bullying behaviour Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary. 	<ul style="list-style-type: none"> Audit CD across school to identify best practice and to support new staff, especially in Nursery and Kelsall Club. Rewrite behaviour policy reflecting practice – including new elements from Paul Dix (Pivotal Education). Provide staff training at least every month at staff meetings. Continue to develop strategies and approaches to support behaviour across school, supporting staff and pupils where required. To undertake learning walks in relation to teachers' language to assess the consistency throughout the school and also the impact of the procedures for those children who struggle to manage their behaviour and actions To create a working group to look at the development of the CD approach across school Investigate and implement strategies to support behaviour management, including from 'When the Adults Change, Everything Changes' – P/C sections to share with staff. Provide workshops for parents and carers on Conscious Discipline approach. Develop class prompts to support teachers and support staff in the implementation of and embedding of the CD approaches. 	DW CC SW	<p>Regular updates at Staff meeting</p> <p>Ongoing development</p> <p>Peer teaching/observation.</p> <p>Parents workshops – Jan May</p>	Autumn Term Review
2. Develop grounds to support active play and healthy lifestyles.	<ul style="list-style-type: none"> The school grounds are developed to support a range of physical and well-being activities. Children have a wide variety of spaces in the school that can be utilised both for learning and social development. All areas are carefully curated to ensure that they are safe, purposeful and have a clear link to the connected curriculum. Timetables and expectations are developed and clear for each area of the grounds. Links to outside agencies enhance the opportunities and experiences for pupils both in formal and informal learning time. Pupils are integral to the design and development of each area. Nursery outdoor area enhances teaching and learning opportunities. 	<ul style="list-style-type: none"> MUGA (Multi-Use Games Area) to be built (summer 2021). Ensure RA drawn up for MUGA – display on outside cage Wetpour onto playground – delayed – Autumn 2021. Remove mural so that better sight into area. Put up mural around boats area and develop Drawing for meaning zone for pupils. Develop Literacy Van – remove oven and gas bottle – fit seating, clean and add veranda for pupils to sit and read. Design and develop an outdoor area for Sapling's class including double doors to ensure continued provision. Develop seating area (Y6) with a possible shelter over. Climbing wall next to MUGA – re-use from per-school. 		<p>Autumn term 2021 –</p> <p>£1000 for build materials</p>	Autumn Term Review

Personal Development- September 2021	Embedded practice	Evidence of impact	Further improvements
<ul style="list-style-type: none"> Safeguarding is highly effective, with robust procedures and finely tuned practice throughout the school prevalent on a daily basis. This is consistently applied because staff have had highly effective professional development to ensure they identify child protection issues early and make decisions that impact on children positively. Staff at all levels place high expectations upon themselves which is in turn filtered through to the expectations placed upon children to achieve to the best of their abilities. The vision of the school is to provide children with 'A Love for Learning' and this ethos permeates through the range of provision provided to fulfil this ambition. Children in school are emotionally intelligent and are cognisant of the diversity of thoughts, feelings and beliefs of others, being mutually respectful in how they work with one another on a daily basis. As a result of engaging teaching and outstanding care, guidance and support, pupils make at least good progress in lessons and have exemplary conduct and attitudes to learning. The use of a range of learning structures has resulted in high levels of engagement, collaboration and cooperation as evidenced in lesson observations. Consequently, almost all pupils are very supportive of each other and are clear about the role they have within our school. Incidents of bullying (including cyber bullying) are extremely rare. This is due to the zero tolerance towards racism and bullying, which is applied consistently by teachers and staff, who deal effectively with the rare instances ensuring parents are contacted and notified of the agreed actions that have taken place. The vast majority of children tell us they feel safe, that behaviour is good and adults support and care for them. Children demonstrate ability to access and manage risk appropriately to keep themselves safe as a direct result of a comprehensive programme of support delivered by police and fire officers (e-safety, stranger danger, fire safety) and the SRE programme of study. 		<p>No Outsiders has been implemented effectively as a model and structure to support all children and families in our inclusive school environment. The ethos permeates through the whole of the school and the school and SLT are seen as centre of best practice locally and nationally. The Principal is a trustee for the No Outsiders charity.</p> <p>Staff at all levels place high expectations upon themselves which is in turn filtered through to the expectations placed upon children to achieve to the best of their abilities. The vision of the school is to provide children with 'A Love for Learning' and this ethos permeates through the range of provision provided to fulfil this ambition. Children in school are emotionally intelligent and are cognisant of the diversity of thoughts, feelings and beliefs of others, being mutually respectful in how they work with one another on a daily basis.</p>	<ul style="list-style-type: none"> Begin RSE curriculum and monitor the impact across the school. Adapt teaching and learning where extra-curricular activities or day trips cannot be undertaken due to COVID. Develop a link with another school to support No Outsiders curriculum Develop the role of Learning Mentor within school to support pupil well-being

Personal Development – Key Strategic Actions	Focus for 2021-22:
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- 1.Embed RSE Curriculum**
- 2.Develop a link with another school to support No Outsiders curriculum**
- 3. Develop the role of Learning Mentor within school to support pupil well-being**

	Success Criteria	Action/s	Lead/Staff	When/CPD/£	Review
1.Embed RSE Curriculum	<ul style="list-style-type: none"> <i>Pupils' attitudes to learning are deemed to be nothing less than exemplary in all lesson observations</i> <i>Incidences of low-level disruption are extremely rare evidenced in lesson observations</i> <i>Nearly all pupils say that they are and feel safe, happy in school and they have friends.</i> <i>School held records evidence adults and pupils deal effectively with bullying behaviour.</i> 	<ul style="list-style-type: none"> <i>Provide new RSE curriculum written by Andrew Moffatt, that incorporates 'No Outsiders' schemes of work.</i> <i>Monitor the impact of RSE curriculum by regularly surveying the children's views and perceptions.</i> 	LC/SW	<i>Ongoing</i>	Autumn Term Review
2.Develop a link with another school to support No Outsiders curriculum	<ul style="list-style-type: none"> <i>There will be a mutually beneficial link with another school.</i> <i>Children and staff have made links to individuals and classes and started to share ideas and information about themselves.</i> <i>Children have developed a sense of place and can see similarities and difference between the link schools.</i> <i>Differences and similarities can be discussed and celebrated.</i> <i>There is a sense of cohesion and positive links to the link school</i> 	<ul style="list-style-type: none"> <i>DW to seek out link school and set up first meeting. Liaise with Andrew Moffatt. – Birmingham school.</i> <i>Classes to be paired up and an initial class letter written introducing themselves.</i> <i>Individuals to write open letter to recipient at link school in same year group.</i> <i>Zoom meet ups</i> <i>Potential for class visit</i> <i>Joint NoOutsiders Project to develop.</i> <i>Teachers visits established</i> 	DW/AM	<i>Spring 2022</i>	Autumn Term Review

<p>3. Develop the role of Learning Mentor within school to support pupil well-being</p>	<ul style="list-style-type: none"> ▪ Learning Mentor is established. ▪ Pupils know who the LM is and there is a systematic approach to ensuring that those children that need the support receive it. ▪ Clear timetable in place. ▪ Training provided will support the LM in developing a skills and knowledge base to support pupils with a wide range of needs. ▪ A LM room is established and resourced to support teachers and pupils. ▪ Children make good academic progress because their mental health and well-being needs are being carefully supported. 	<ul style="list-style-type: none"> ▪ Increase in hours for LM role. ▪ Establish clear timetable for LM based upon current needs within school – to be regularly reviewed. ▪ Review training requirements for LM and book onto appropriate courses that will benefit pupils. ▪ Create a LM base where high quality resources and strategies can be developed and created for all pupils to access. ▪ Ensure that there is sensory outdoor provision. ▪ Track children and assess the efficacy of the LM impact – through regular reviews of need. ▪ Celebrate the role and make parents and pupils aware of the resource through newsletters and on school tours. 	<p>DW/SW/SW</p>	<p>Autumn 2021</p> <p>November 2021</p>	<p>Autumn Term Review</p>
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Leadership and Management- Sept 2021	Embedded practice	Evidence of impact	Further improvements
<ul style="list-style-type: none"> ▪ The leadership team challenged and supported by a highly effective governing body and Trust board ensure that there is a relentless ambition for the school and learners to adapt and continually improve in all areas. ▪ A model of distributed leadership has been developed and established over a number of years. Staff are given the opportunity to improve and develop their leadership skills through leading on a whole school priority linked to the SSDP, supported by professional development delivered via the Teaching School on NPQML, NPQSL and NPQH courses. ▪ Subject leaders, middle leaders and senior leaders are knowledgeable of school standards and areas for development. They produce informed action plans for their subjects that link with whole school aims and ensure that a high quality of teaching across the curriculum is sustained. Action plans are closely linked to outcomes and a monitoring schedule is closely followed. ▪ Kelsall is a National Support School. The school leadership team and staff are actively involved in supporting other schools and sharing expertise alongside a number of Specialist Leaders working within the Kelsall Team and MAT. There is a strong track record in improving outcomes for children in different settings. ▪ Comprehensive action planning ensures well informed strategies are put in place to sustain and develop provision. A thorough timetable for professional development is implemented for staff which addresses areas of development and reflects a focus on effective teaching & learning. ▪ There is a highly constructive and ambitious dialogue between the school leadership and the governing body. Governors are well informed of the current school context and challenge robustly when needed. ▪ Monitoring and assessment by leaders at all levels ensures a clear understanding of the quality of education and any identified key areas for improvement for the basis for school development plans which have recently been refined to ensure the priorities correctly identify, and seek to improve, key weaknesses across the school. ▪ Comprehensive action planning ensures well informed strategies are put in place to sustain and develop provision and outcomes for all pupils. A thorough timetable of professional development and monitoring is implemented for both class teachers and support staff which addresses common areas for development and reflects a focus on effective teaching and learning. This results in lessons that demonstrate excellent subject knowledge and an understanding of how children learn. ▪ Middle Leaders have clear ambitions for all pupils and promote improvement within their subject. Action plans, which are evaluated and adjusted regularly, show clear and informed understanding of the School's strengths and weaknesses, clear aims and appropriate strategies to drive improvement & achieve success for all pupils. As a result of this pupils develop detailed knowledge & skills in all curriculum areas that are evidenced clearly in workbooks, the environment and through discussion. 		<ul style="list-style-type: none"> ▪ COVID management has been conscientiously completed at great cost to senior leaders work life balance. Hours of work have produced clear risk assessments, changes to policies and communications to staff to ensure they are kept safe and understand changes to regulations. Governors too have worked diligently behind the scenes to support leaders and all of this work to date has resulted in no COVID absence of a class teacher nor the isolation of an entire class. 	<ul style="list-style-type: none"> ▪ Further develop core SLT roles to ensure impact on key areas of improvement. ▪ Develop capacity at middle leadership to support effective expansion of provision ▪ Continue to develop Governance so that Governors systematically self-evaluate effectiveness and demonstrate deep knowledgeable of the context and challenges including provision for vulnerable groups. ▪ Bespoke support for Vice-Principal – finance/SSDP/parent relationships/project management. ▪ Develop a staff well-being hub

Leadership and Management – Key Strategic Actions		Focus for 2021-22:			
1. Develop a staff well-being hub 2. Support and develop the Vice-Principal role 3. COVID Leadership and Management					
	Success Criteria	Action/s	Lead/Staff	When/CPD/£	Review
1. Develop a staff well-being hub	<ul style="list-style-type: none"> Teachers and support staff report that their workload is manageable and that the systems put in place enable them to complete their roles (subject leadership/class teacher etc) effectively, impacting on attainment and progress for pupils. Staff are open and honest and will share concerns and worries, knowing that there will be supportive mechanisms to help them. There is a staff well-being charter, developed by and for staff. Regular meetings support staff to become more resilient and enable them to resolve issues quickly and effectively. Staff absence as a result of stress is minimal. Teachers become better teachers and subject leads. 	<ul style="list-style-type: none"> Provide structure to procedures around MHL work in order to understand how the impact of COVID and school policies affect staff Create standing item on SLT agenda related to staff mental health and wellbeing Survey staff regularly to review their anxiety and stress in order to support and provide additional coaching where required. Develop a systematic approach to teacher development – carefully cost and plan to ensure that it is bespoke to each individual and takes into consideration – through appraisal – of developmental needs. Establish staff well-being survey - termly. (CAT Link) 	DW/CC All staff	Ongoing £5000 – class cover (supply)	Autumn Term Review
2. Support and develop the Vice-Principal role	<ul style="list-style-type: none"> Vice-Principal has developed key knowledge and understating around areas of leadership and operational management as outlined through appraisal. The role of Vice-Principal is firmly established and leadership and management of school improves as an outcome. The Vice-Principal has received appropriate training and coaching to support their role. Opportunities have developed for the VP to lead on a whole school initiative. Discrete areas of leadership and management are developed and supported. 	<ul style="list-style-type: none"> Develop a training program for the VP. Ensure that leadership and management roles are explicitly detailed and distributed. P and VP to put aside dedicated time to develop the role. Appraisal to identify developmental needs and to celebrate successes Organise visits for VP to other schools. Join the CWAC Deputy Heads group. VP to attend CAT SLT meetings – take lead on assessment. 	DW/CC		Autumn Term Review
3. COVID Leadership and Management	<ul style="list-style-type: none"> Risk assessment is current, live and follows the DfE and PHE guidance COVID communications to SLT allow for the continuation of leaders in the event of a critical incident Attendance rates continue above 90% Policies and procedures are updated in line with COVID guidance. Remote Learning provides the continuity of learning at home. 	<ul style="list-style-type: none"> Deliver concise communications with academy staff, parents and communities re: COVID Communication and coordination to ensure vulnerable pupils are supported and links maintained to ensure their safety and protection. Review and adapt risk assessments, procedures and expectations sharing with staff, parents, governors and children. Coordination of remote learning including training and liaison with Microsoft. Implement additional wellbeing/support package to staff to ensure they can continue to manage the pressures associated with lockdown, key workers, government and parental expectations. Confirm and quality assure safeguarding and child protection procedures Update relevant policies with COVID addendums and shared with staff including, safeguarding, cleaning, remote learning, health and safety, first aid and others. Liaise with PHE when positive cases are confirmed. Ensure adequate cleaning and hygiene routines are in place to prevent further transmission of the virus. See detailed risk assessment and associated policies. 	DW/CC	Ongoing	Autumn Term Review

Early Years- September 2021	Embedded practice	Evidence of impact	Further improvements
<ul style="list-style-type: none"> Children demonstrate independent and safe learning behaviours and are keen to take part as a result of the clear structures and adult guidance embedded in daily practice. Parents are actively engaged in both pupil profiling and supporting children in learning through a variety of well attended visits, activities and workshops as well as written termly reports & meetings. Safeguarding is robust. The curriculum is highly responsive to pupil need and results in a wide variety of activities which stimulate interest and curiosity in all areas of learning this is supported by a well-resourced and highly stimulating environment. Accurate assessment informs both group and individual need. Moderation is robust and results in a high level of consistency of judgments. The leadership of Foundation Stage is highly effective in ensuring a consistently high level of provision and meaningful engagement with parents and carers. The quality of teaching from teachers and support staff is consistently good with much being outstanding. The EYFS Reception teacher regularly works with other schools who come to visit and observe practise and environment. They also meet regularly with other EYFS leaders within Cheshire Academy Trust to combine strong leadership and high quality teaching, articulate and embed high expectations for all EYFS pupils in the trust, develop more innovative and effective approaches to learning, establish continuity in practise across the trust, be ambitious for all our children and ensure the curriculum maintains breadth and balance. The Nursery provision provides a stimulating and welcoming environment for our youngest learners. It has been carefully designed to reflect the core areas of early learning using the ECERS and ITERS Environmental scaling in collaboration with an external early years specialist. The provision is well staffed with an established dedicated team that have merged well in a short space of time into the main school. Assessment of children's ELG's is a key strength with Tapestry being used to record observations and to highlight to teachers areas of personal development for individual children. Teachers and key workers use Tapestry effectively to meticulously record their observations and this is in turn shared with parents and SLT. 	<p>As of September 2019 Kelsall Primary merged with the Pre-School and we're delighted to now be Kelsall Primary & Nursery School! This is a fantastic position for school to be in and works over summer 2020 have been completed so that we now have a vibrant and well organised EYFS area – including a room for 2 year olds with external area, a 3/4 year old room and the refurbishment of the Reception room as well as a stand-alone entrance.</p> <p>There is good evidence to suggest that having a Nursery on site improves transitioning and also helps with more accurate assessment that can be shared more readily as children progress through the early years and into the main school.</p>	<p>To develop links between EYFS provision and the rest of school to include buddies between classes and peer to peer relationships.</p> <p>Continue to refine and develop the learning environments, indoors and outdoors to support all children.</p> <p>SLT to develop knowledge, skills and understanding of monitoring and assessing a Nursery department.</p> <p>Redesign and develop the entrance area to Kelsall Nursery and Club.</p> <p>Develop key staff through peer (CAT) collaboration, PD plan and support.</p>	

Early Years – Key Strategic Actions	Focus for 2021-22:
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- 1. SLT to develop knowledge, skills and understanding of monitoring and assessing a Nursery department.**
- 2. Investigate increasing numbers in Nursery through re-modelling of space.**

	Success Criteria	Action	Lead/Staff	When/CPD/£	Review
1. SLT to develop knowledge, skills and understanding of monitoring and assessing a Nursery department.	<ul style="list-style-type: none"> There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers. Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning. Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements. Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong Leaders construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life. The school has the same academic ambitions for al- most all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs. The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs. Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically. 	<ul style="list-style-type: none"> Establish vibrant environments for each class within the EYFS Provision, utilising ECERS feedback to structure and develop each area. To develop links between EYFS provision and the rest of school to include buddies between classes and peer to peer relationships. Continue to refine and develop the learning environments. SLT to develop knowledge, skills and understanding of monitoring and assessing a Nursery department. SLT to attend training courses and Ofsted briefing To develop the outdoor entrance area for Nursery to include a canopy for parents and planting areas for play and learning. To ensure that all Nursery staff have had Safeguarding and H&S Induction To ensure that Nursery staff have medical needs training. To support the PD of all staff in Nursery through in house training and external consultancy/training SLT to develop relationships with parents. Develop curriculum and 'helpful' links across school to support ELG for children and to engender empathy in older children, leading to successful relationships and a wider school community ethos. Embed the use of tapestry for assessment and observations of children. SLT to link into the system. Make links to other Nursery settings to improve and refine practice 	DW/CH/HN		Autumn Term Review

2. Investigate increasing numbers in Nursery through re-modelling of space.

- Increased numbers in Acorns room.
- Area is in line with government ratios and per m2 calculations.
- Numbers increase leads to trickle through into Reception
- Any internal and external works are completed on time and ready for the Autumn intake 2022.
- Additional places taken up.

- DW and HN to investigate area and calculate additional space that can be developed to increase numbers.
- Draw up plans to increase room size to accommodate 18-20 pupils
- Cost out staffing to ensure that plans are viable.
- If viable, develop advertising to promote additional places – offer to existing parents first.
- Check birth rates for area and send localised questionnaire to gauge need.
- Review Nursery fees in light of excellent environment and provision and in relation to other settings (KPNS - £30 day/ AHouse - £60 day)

DW/HN

Spring 2022

Autumn Term Review



Cheshire Academies Trust
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KELSALL
 PRIMARY AND
 NURSERY SCHOOL
 A LOVE FOR LEARNING