



Strategic School Improvement Plan

2019-2020

Strategic Vision and Implementation

2019-2020

'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.

Strategic Objectives 2019-2020

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.

Utilise 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 expand upon 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.

No Outsiders - *'No one is the same, but everyone is equal'*

Values

Strategic Vision and Implementation

2019-2020

'A Love for Learning'



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.

Strategic School Improvement Plan

2019 to 2020

Abridged Version



Lead person- Principal: David Wearing and Vice Principal: Chloe Creek

Publishing of document, monitoring outcomes and holding staff accountable

Objective A

Objective A: To ensure different prior attainment pupils in reading, in particular high attaining pupils make good or better progress.

Lead - Lois Cadwallader

Key Tasks:

- Monitor and analyse STAR Reading Test results to better support teachers, directing support to individual learners and groups of pupils, ensuring early intervention where required.
- Review whole class shared reading practice and its impact upon attainment and progress in reading.
- Audit school reading books and digital texts – consider the use of accelerated reader/bug club – weighing up pros and cons of systems.
- Support teachers in pedagogy of reading, following attendance at PD Conferences and from research based think pieces.
- Fully utilise assessment data from FFT Aspire to track and support pupils prior attainment, setting targets against projected benchmarks.
- Position Reading in school as a key driver for success in other subject more explicitly – ‘A Love for Reading at Kelsall’ – reflected in displays across school and classrooms.

Success Criteria

- Progress measure in reading is positive.
- Interventions are timely and enable pupils to keep on track towards their individual targets based on prior attainment.
- The vast majority of pupils in all year groups achieve mastery in reading enabling them to access all other areas of the curriculum
- Attainment in reading is above national at the expected standard in all key areas of the school (GLD, phonics, KS1 and KS2).
- Teachers are more confident in their teaching and assessment of reading, including the utilisation of all available data – AR, Insight, STAR, FFT.
- Reading is celebrated across school and is prominent in all areas – ‘A Love for Reading’ is developed and embedded in line with the Kelsall ethos and approaches.

Objective B

Objective B: To improve writing standards for all pupils, focusing upon the development of sequencing of teaching and learning.

Lead – Chris Ward

Key Tasks:

- Validate and confirm writing teacher assessment judgements of children's attainment using in house, external and MAT moderation using comparative judgement model.
- Review and audit approaches to writing across school, ensuring that sequencing and exploration of texts allow children to develop and hone writing skills, mastering writing in a range of genres.
- Investigate writing schemes (Literacy Counts, Literacy Company) with a view to adopting a part scheme that supports teachers in sequencing and developing writing processes.
- Ensure marking and feedback are meticulous in identifying areas for improvement for all pupils and follows the school feedback policy, giving children time to act upon feedback and action improvements required.
- Develop GPS so that it is integral to and supports writing across all subject areas.
- Support teachers in the development of writing across school, through PD meeting and peer to peer support (lesson study).
- Ensure that children have the opportunity to write extended pieces of writing more frequently, including across other subject areas.
- Teacher's and children's handwriting across the school reflects the highest standards.

Success Criteria

- There is a cohesive structure to units of writing that allow children to write extended pieces of work and to learn the key rudiments of effective writing across a range of genres.
- Moderation allows teachers to more accurately reflect on their assessment judgements.
- There is evidence in books of extended, quality pieces of writing across a range of genres.
- Teachers are able to more fully articulate the structure of writing in units of work and how they are using assessments (including moderation exemplars) to support and challenge groups and individuals.
- The vast majority of pupils make good or better progress from individual start points and achieve mastery in Writing.

Objective C

Objective C: To embed mastery for all in Mathematics across all year groups leading to positive progress and improved ARE attainment

Lead – Iola Ward

Key Tasks

- Monitor and analyse STAR Maths Tests to support teachers, directing support to individual learners and groups of pupils, ensuring early intervention where required.
- Fully utilise assessment data from FFT Aspire to track and support pupils prior attainment, setting targets against projected benchmarks
- Continue to use Power Maths and white rose schemes of work.
- Regular use of Times Table Rockstars and teaching of times tables across all year groups.
- Teachers to use resources to support all learners especially GD to allow them reason and explain fully.
- Implementation and monitoring of Mathletics as new homework scheme.

Success Criteria

- Progress measure in mathematics is positive.
- The vast majority of pupils in all year groups achieve mastery in mathematics.
- Interventions are timely and enable pupils to keep on track towards their individual targets based on prior attainment.
- Higher proportion of children to achieve GD in maths across year groups.
- Attainment in reading is above national at the expected standard in all key areas of the school (GLD, phonics, KS1 and KS2).
- Teachers are more confident in their teaching and assessment of maths, including the utilisation of all available data – Insight, STAR, FFT.
- All teacher's expectations are accurate for their year group, consistently high and reflect age related objectives within their teaching.
- Timetables Rock Star and Mathletics statistics demonstrates children are regularly practising maths at home.
- Children have a positive attitude towards their maths learning.

Objective D

Objective D: To review the Kelsall Curriculum developing a cohesive map of knowledge, skills and understanding progression across all subject areas.

Lead - Principal David Wearing/Chloe Creek

Key Tasks

- An audit of all subjects towards a creation of a progression document for Kelsall Primary & Nursery outlining the core knowledge, skills and understanding in each area.
- Progression within year groups and across subjects to be drawn up giving a concise picture of the curriculum that has developed extremely well over the past few years.
- Revisit Curriculum Statement document to ensure that it encapsulates and identifies the uniqueness of the curriculum with cultural capital and personal development at its heart.

Success Criteria

- Kelsall Curriculum document created for each year group and foundation subject with clear progression of core knowledge, skills and understanding.
- Pupils have access to a broad and balanced curriculum and make progress in all areas, linking and making connections between disciplines.
- Children's work in books and displayed celebrates the whole curriculum and is evident through learning walks.
- Pupil voice indicates 'a love for learning' and demonstrates the richness of the planned and 'hidden' curriculum

Objective E

Objective E: To embed new assessment systems (Insight/STAR/FFT) enabling teachers to utilise outputs to support, challenge and target teaching and learning .

Lead – Chloe Creek

Key Tasks:

- Establish STAR tests across school in Reading and Maths including systems to ensure children can complete in an appropriate and calm environment.
- Use FFT estimates across school to support leaders and teachers in monitoring progress towards predicted outcomes based on prior attainment (in particular in Reading)
- SLT to become accustomed to Tapestry to support EYFS Team and to track and monitor attainment and progress in EYFS.
- Use Insight Tracking for monitoring attainment and progress across school and to inform clear actions.
- Develop peer to peer discussions on the use of STAR and Insight for assessment and intervention purposes.

Success Criteria

- Staff are able to administer STAR tests and use data, where relevant to support teaching and learning.
- FFT estimates are used effectively to track children and interventions are put in place in a timely manner to ensure all children stay on track.
- All staff familiar and competent with using STAR, Insight and in for some FFT.
- SLT have a good knowledge and understanding of Tapestry and how it can be used to assess and subsequently support practice in the EYFS classes.
- The range of assessments are being used without creating additional workload for teachers.

Objective F

Objective F: Review and rewrite behaviour policy to encompass Pivotal Education principles and ensure consistency of approach across school including Nursery provision and wraparound club care.

Lead – Sarah White/David Wearing

Key Tasks:

- 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.

Success Criteria

- Pupil voice confirms the positive impact of new behaviour policy
- All staff are trained in CD and it is effective in managing and supporting behaviour.
- CD is applied consistently across the school by pupils and staff alike.
- Children are supported to use safe spaces in their classes and to use assertive voices to solve issues with friends.
- Parents have a deeper understanding of CD and can use at home if required to support school.
- A revised behaviour policy and associated policies are in place and accurately reflect practice.

Objective G

Objective G: To develop a successful and vibrant EYFS Provision that connects meaningfully to the rest of the school.

Lead Person- Hayley Nixon/Hannah Bridges

Key tasks:

- 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 leaning environments, indoors and outdoors to support all children.
- SLT to develop knowledge, skills and understanding of monitoring and assessing a Nursery department.
- Redesign and develop the entrance area to Kelsall Nursery and Club.
- Develop key staff through PD and support.

Success criteria

- EYFS Provision is a natural and key element of the Kelsall School community – through parental and staff feedback.
- Learning environments reflect all areas of the foundation stage curriculum and are regular updated and assessed for their purpose and safety.
- SLT are conversant in the language of EYFS and can clearly articulate key strengths and areas of development for the provision.
- The entrance area is welcoming and provides parents with a waiting area and space to leave buggies and bikes.
- Staff are supported and trained to the highest levels.

Objective H

Objective H: To review and develop further systems and strategies to support the physical and mental health/well-being of the school community.

Lead Person – David Wearing

Key Tasks

- 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 – www.artofbrilliance.co.uk

Success Criteria

- School achieves the Outstandingly Happy School status and has action points to further develop.
- Outdoor areas are clean and tidy and offer a wealth of areas to be used both across the curriculum and for children at break times.
- Staff report high levels of well-being and enjoy coming to work.
- Children are able to articulate their feelings and have strategies to keep them happy and safe both inside and outside of school.

Strategic School Improvement Planning at Kelsall Primary & Nursery School

At the end of the autumn term, each academic year, the staff and Governors are led by the Principal through a process of **self-evaluation** at a **Professional Development Meeting**. The agreed and shared **principles** for writing the Strategic School Development Plan at our school are:



Leadership is distributed at all levels throughout the process to create ownership, opportunities for developing leadership potential and capacity for continuous improvement



It addresses all potential opportunities and barriers to achievement in the pupils' environment, both inside and beyond the classroom



Clear outcomes and success criteria are identified and planned for



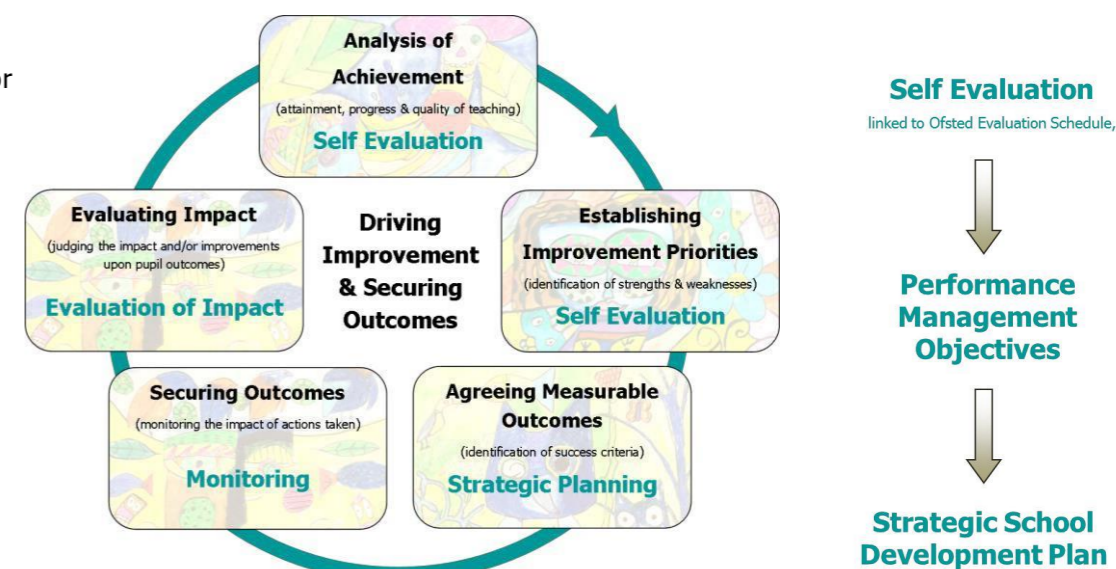
There is a direct link to accountability for both teachers & leaders



Improvement in achievement and wider measures of success, including personal development and well-being are evidenced



There is a continuous cycle of self-evaluation and improvement, clearly linked to the Ofsted Evaluation Schedule



Contextual Information

School characteristics

Kelsall Primary 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 DSEN 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.

The school is also a founding member of Cheshire Academies Trust (CAT), a multi-academy trust alongside Mill View Primary and Boughton Heath 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, external art studio 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 the Teaching School.

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.

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

Evidence of improvement since LIR

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

- 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.

Strategic School Improvement Plan 2019-2020 – Quality of Education

Lead people accountable for securing continual improvement: **Lois Cadwallader/Chloe Creek** - Link Governor: **Lisa Begbie**

Intent	Objective A	Evidence Base/Linked Research:				Key Performance Indicators																																						
Intent	<p>To ensure different prior attainment pupils in reading, in particular high attaining pupils make good or better progress.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5">KS2 Progress scores</th> </tr> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td colspan="5">KS1 Attainment Reading</td> </tr> <tr> <td rowspan="4" style="text-align: center;">Reading</td> <td>Reading</td> <td style="text-align: center;">2.73</td> <td style="text-align: center;">-0.37</td> <td style="text-align: center;">2.26</td> <td style="text-align: center;">-1.4</td> </tr> <tr> <td>Upper CI</td> <td style="text-align: center;">5.1</td> <td style="text-align: center;">1.8</td> <td style="text-align: center;">4.3</td> <td style="text-align: center;">0.6</td> </tr> <tr> <td>Lower CI</td> <td style="text-align: center;">0.3</td> <td style="text-align: center;">-2.6</td> <td style="text-align: center;">0.3</td> <td style="text-align: center;">-3.5</td> </tr> <tr> <td>Sig+/-</td> <td style="text-align: center; background-color: #90EE90;">Sig+</td> <td style="text-align: center; background-color: #FFD700;">average</td> <td style="text-align: center; background-color: #90EE90;">Sig+</td> <td style="text-align: center; background-color: #FFD700;">average</td> </tr> </tbody> </table>				KS2 Progress scores						2016	2017	2018	2019	KS1 Attainment Reading					Reading	Reading	2.73	-0.37	2.26	-1.4	Upper CI	5.1	1.8	4.3	0.6	Lower CI	0.3	-2.6	0.3	-3.5	Sig+/-	Sig+	average	Sig+	average	<p>Progress measures in reading in KS2 have fluctuated between average and significantly above since 2016. In 2019, prior attainment of KS2 pupils was high in KS1 resulting in a lower progress score. STAR assessments show a difference in attainment across year groups, with PR ranging from 51%-71%. In some year groups there is a significant difference between boys and girls achieving age related expectations and greater depth scores.</p> <p>Changes to shared reading are required to ensure the sequencing and flow of reading skills are built upon and feedback during lessons needs to be precise to ensure standards throughout the entire curriculum are high. Regular monitoring of the teaching of shared and guided reading across school is needed.</p> <p>STAR Tests will aid teachers' assessment and identification of gaps to enable quick interventions and support where necessary.</p>		<ul style="list-style-type: none"> Progress measures will be above 0 for reading, writing and mathematics Mastery approach will be evident in all year groups. Attainment will be above national comparators Assessment data will be a key tool in supporting teaching and learning.
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Implementation	Actions		Who	Cost	Monitoring Activity	Ongoing Impact																																						
	1. Subject leaders to recap shared reading with staff.		LC/CW	£0	Review of materials/ resources for shared reading and monitoring of lessons.																																							
	2. Implement STAR Tests to support teachers' assessment of learning.		DW/CC	£0	Progress and review information updated regularly and linked to STAR assessments and Insight																																							
	3. Monitor STAR system to identify underperformance or weak SGP for different groups of pupils including MPAG, HPAG, disadvantaged and SEND		CC	£0	Termly monitoring of results.																																							
	4. Purchase Accelerated reader and organise training for all staff.		CC	£894	Initially set up and implement across classes. Monitoring will follow once set up.																																							
	5. Monitor the effectiveness of AR throughout the school and regularly feedback outcomes to staff to identify any pupils not reading frequently enough or demonstrating weak understanding.		CC/LC	£0	AR sheets printed and distributed to staff with feedback offered.																																							
	6. Undertake book monitoring for selected groups of pupils to better understand progress across year and key stage.		CC/CW/LC	£0	Book monitoring and concise feedback to staff.																																							
	7. Undertake learning walks throughout the term to identify progress and attainment of different groups of pupils including disadvantaged and SEND.		CC/CW/LC	£0	Learning walks undertaken and feedback provided where necessary.																																							
	8. Filter and develop class libraries so all children can access a wide variety of age appropriate books to enhance a 'love for reading'. All reading books to be linked to AR so children are reading age and content appropriate books.		CC/LC	£0	Monitor children's book selections and comprehension linked to AR. Monitor the effectiveness of AR. Pupil surveys distributed and collated.																																							
	9. Introduce parents to AR and provide resources for parents to support reading and comprehension at home.		LC/CC	£0	Monitor children's reading journals. Parent surveys distributed and collated.																																							
10. Confirm accuracy through moderation of EYFS baseline and end of year judgments.		DW/HB/CC	£0	Moderation with key SLT and Trust colleagues to confirm the baseline and end of year judgements.																																								
Impact	Positive impact					Continued barrier to success/further actions required																																						

Strategic School Improvement Plan 2019-2020 – Quality of Education

Lead people accountable for securing continual improvement: **Chris Ward/Chloe Creek**

	Objective B	Evidence Base/Linked Research:				Key Performance Indicators			
Intent	To improve writing standards for all pupils, including disadvantaged and SEND, with particular reference to making consolidated progress in grammar and punctuation.	KS2 Progress scores				Writing progress scores have been consistently above 0 from 2017. Children have made expected progress in writing since 2017. School assessments have identified areas for development in writing to improve progress scores. School are assessing writing schemes to implement to improve progress and attainment across the school. Monitoring shows teaching of discrete grammar lessons is needed to ensure all children are equipped with the necessary skills. Monitoring shows in some year groups there is a significant different between girls and boys attainment scores.	<ul style="list-style-type: none"> Progress measures will be above 0 for reading, writing and mathematics Mastery approach will be evident in all year groups. Attainment will be above national comparators Assessment data will be a key tool in supporting teaching and learning. 		
			2016	2017	2018			2019	
		KS1 Attainment Writing							
		Writing	0.99	-1.9	1.06			1	0.99
			3.44	0.3	3			3	3.44
-1.4	-4.1		-0.8	-0.9	-1.4				
average	average	average	average	average	average				
	Success Criteria								
	Quality of Education			Behaviour and attitudes		Leadership and Management			
	<ul style="list-style-type: none"> There is a cohesive structure to units of writing that allow children to write extended pieces of work and to learn the key rudiments of effective writing across a range of genres. Moderation allows teachers to more accurately reflect on their assessment judgements. There is evidence in books of extended, quality pieces of writing across a range of genres. Teachers to implement effective assessment of spelling in line with the spelling scheme. Teachers are able to more fully articulate the structure of writing in units of work and how they are using assessments (including moderation exemplars) to support and challenge groups and individuals. The vast majority of pupils make good or better progress from individual start points and achieve mastery in Writing. Teachers to use whole class feedback to improve writing standards. Handwriting is at the expected standard for 85% of children across all ability groups with teachers paying more attention to any decline in presentation within written work, addressing it in accordance with the feedback policy. Classroom aids are of high quality and mirror high expectations required from pupils. 			<ul style="list-style-type: none"> Pupil voice surveys indicate increased pride and enjoyment linked to children's writing. Pupil's work is displayed to increase pride and enjoyment of writing. 		<ul style="list-style-type: none"> Through an evaluation of monitoring activities leaders and governors have an accurate and comprehensive understanding of the quality of teaching writing across the school. Governors hold senior leaders to account for improving outcomes in writing. Leaders to have evaluated and researched schemes of learning across the trust and using external providers to implement a new scheme in school. To have utilises expertise from external providers eg Literacy company/Literacy counts to equip leaders with knowledge and skills to assess effectiveness of teaching writing within school. Performance management of all staff has been used effectively to improve teaching of reading. 			
Implementation	Actions		Who	Cost	Monitoring Activity	Ongoing Impact			
	1. INSET day to collaborate with Literacy Company to aid teacher literacy planning.		DW/CC	£0	Book / planning monitoring following the INSET day to assess scheme's effectiveness				
	2. Provide staff with writing assessment grids to allow for accurate assessment across year groups.		CW/CC	£0	Termly update of progress and review documentation.				
	3. Review marking and feedback policy to enable whole class feedback.		CC	£0	Book monitoring and feedback from staff on new policy.				
	4. Half termly moderation of writing, resulting in ranked list to identify underperformance and target intervention.		SLT	£0	SLT members link with a year group to produce a ranked list for writing.				
	5. Introduce Big Write sessions running across school bi-weekly		All staff	£0	Half termly book monitoring/learning walks during Big Write sessions.				
	6. Learning walks and drop ins within English with key areas of focus including SPAG, handwriting, content and structure of writing.		SLT	£0	Fortnightly learning walks. SLT to feedback during staff meetings, briefings and in one to one meetings.				
	7. Check and ensure quality of editing and improving process in line with feedback policy and feedback books.		CW/CC	£0	Monitoring of books and feedback books for evidence. Share with staff.				
	8. Undertake regular pupil voice to understand the impact writing units adopted		CC/CW	£0	Pupil surveys distributed and collated.				
	9. Updated handwriting policy shared with staff and handwriting monitored regularly.		CC/CW	£0	Learning walks and book monitoring to assess children's handwriting in line with policy.				
Impact	Positive impact					Continued barrier to success/further actions required			


Strategic School Improvement Plan 2019-2020 – Quality of Education

Lead people accountable for securing continual improvement: **Iola Ward/Chloe Creek** Link Governor – **Martin Little**

Intent	Objective C	Evidence Base/Linked Research:				Key Performance Indicators	
Intent	To improve progress in mathematics by targeting basic skills which lead to mastery over time.	KS2 Progress scores				Mathematics attainment rose after 2017 in KS2 and has stayed above 0 since. The impact of power maths and a keen focus on mastery structures has continued to impact positively on results across the school. Middle and senior leaders are working on refining internal procedures and practices to allow for a greater proportion of children to reach GD levels. Power Maths will continue to be adapted and refined by teachers to ensure coverage and specific calculation sequences. Internal testing using STAR assessments will be implemented to provide reliable and accurate attainment and progress measures for all pupils. The new assessment system will allow teachers and leaders to identify gaps and implement appropriate interventions.	<ul style="list-style-type: none"> Progress measures will be above 0 for reading, writing and mathematics Mastery approach will be evident in all year groups. Attainment will be above national comparators Assessment data will be a key tool in supporting teaching and learning.
		2016	2017	2018	2019		
		KS1 Attainment Maths					
		Maths	-0.68	-3.9	0.99	0.4	
		Upper CI	1.3	1.9	2.8	2.2	
		Lower CI	-2.7	-5.9	0.8	-1.4	
		Sig +/-	average	average	Sig+	average	
	Success Criteria						
	Quality of Education		Behaviour and attitudes		Leadership and Management		
	<ul style="list-style-type: none"> Progress measure in mathematics is positive. The vast majority of pupils in all year groups achieve mastery in mathematics. Interventions are timely and enable pupils to keep on track towards their individual targets based on prior attainment. Higher proportion of children to achieve GD in maths across year groups. Attainment in reading is above national at the expected standard in all key areas of the school (GLD, phonics, KS1 and KS2). Teachers are more confident in their teaching and assessment of maths, including the utilisation of all available data – Insight, STAR, FFT. All teacher's expectations are accurate for their year group, consistently high and reflect age related objectives within their teaching. 		<ul style="list-style-type: none"> Timetables Rock Star and Mathletics statistics demonstrates children are regularly practising maths at home. Through celebration of work and use of resources to support learning, children have a positive attitude towards their maths learning. 		<ul style="list-style-type: none"> Through an evaluation of monitoring activities leaders and governors have an accurate and comprehensive understanding of the quality of teaching reading across the school. Governors hold senior leaders to account for improving outcomes in reading. Performance management of all staff has been used effectively to improve teaching of mathematics. 		
	Implementation						
	Actions	Who	Cost	Monitoring Activity	Ongoing Impact		
	1. Lead Staff meeting to remind staff of Power Maths, White rose and other resources to be used in maths teaching. Introduce staff to Mathletics and allow time to familiarise themselves with it.	IW	£0	Monitoring of books and lessons and feedback given to staff.			
	2. Implement STAR Tests to support teachers' assessment of learning.	DW/CC	£0	Progress and review information updated regularly and linked to STAR assessments and Insight			
	3. Undertake shared book monitoring with teachers and Vice Principal for selected groups of pupils to better understand progress across year and key stage.	IW/CC	£0	Book monitoring and concise feedback to staff.			
	4. Undertake learning walks and lesson observations throughout the term to identify progress and attainment of different groups of pupils including disadvantaged and SEND.	DW/CC	£0	Learning walks and lesson observations undertaken. Feedback given to staff.			
	5. Trial whole class feedback to effectively address misconceptions with early interventions and to further challenge deeper learners.	IW/CC	£0	Monitor impact of whole class feedback using summative and formative assessment and pupil voice.			
	6. Assess adult / pupil use of resources to support and engage children during maths lessons	IW/CC	£0	Subject leaders to research ways to utilise resources to support GD children and monitor the use and impact resources in lessons.			
	7. Monitor STAR system to identify underperformance or weak SGP for different groups of pupils including MPAG, HPAG, disadvantaged and SEND	IW/CC	£0	Termly monitoring of results.			
	8. Monitor the effectiveness and frequency of homework programmes including TT rock stars and mathletics.	IW	£0	Assess and monitor the proportion of children accessing homework systems.			
	9. Confirm accuracy through moderation of EYFS baseline and end of year judgments.	HB/DW/CC	£0	Moderation with key SLT and Trust colleagues to confirm the baseline and end of year judgements.			
	Impact				Continued barrier to success/further actions required		
	Positive impact						

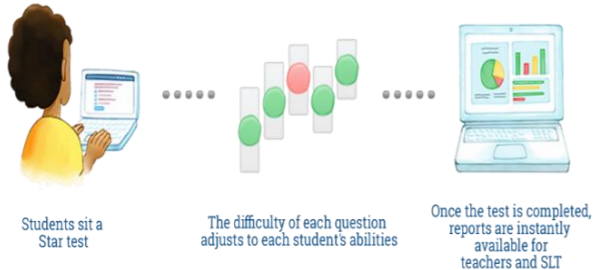
Strategic School Improvement Plan 2019-2020 – Quality of Education

Lead people accountable for securing continual improvement: **David Wearing/Chloe Creek** Link Governor: **Lisa Begbie**


Intent	Objective D	Evidence Base/Linked Research:			Key Performance Indicators
	<p>To review the Kelsall Curriculum developing a cohesive map of knowledge, skills and understanding progression across all subject areas.</p>	 <p>Over many years the Kelsall Curriculum has developed and re-established itself as a leading model with many schools adopting a similar thematic approach to planning a context based curriculum. Throughout this time, many iterations of assessment, schemata of units of works and have been trialled and the 'good' parts kept. It is clear that our curriculum provides children with a 'love for learning' in a way that seeks to connect disciplines closely together through a shared context (with a global responsibility element also entwined). Staff and leaders now feel it is time to draw all that is great about the curriculum together into a shared document that outlines the sequential approach in all year groups, for all subject areas – thus leading to a clear roadmap of expectations for staff, pupils and the wider community. There is a growing emphasis on ensuring that school curricula is broad and balanced in its design, planning and implementation, with an increased emphasis on subject leaders, leaders and teachers being able to confidently articulate the intent, implementation and impact of their curriculums. This objective will seek to articulate and share that shared ethos and approach to our connect curriculum <i>If we teach within and across the subject matters in ways that highlight powerful conceptual systems, we will have a "connected curriculum"—one that equips and empowers learners for the complex and challenging future they face.</i></p>			<ul style="list-style-type: none"> There is a curriculum document in place that provides a sequential outline of key knowledge, skills and understanding for each year group and subject. The curriculum will remain broad and balanced and children will access all subjects, supporting their future aspirations and engagement. Subject leads and class teachers will be able to readily discuss the curriculum, its key elements and how progression is weaved through effectively.
Implementation	Success Criteria				
	Quality of Education		Behaviour and attitudes		Personal Development
Impact	<ul style="list-style-type: none"> 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 experience 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. 		<ul style="list-style-type: none"> Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils. 		<ul style="list-style-type: none"> The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. The curriculum promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
	<ul style="list-style-type: none"> Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders aim to ensure that all pupils successfully complete their programmes of study. 				
Actions					Ongoing Impact
1. Whole school review of curriculum – collating best practice and parts that want to retain.		Who	Cost	Monitoring Activity	
2. Collate subject specific 'road-maps' that identify the core skills, knowledge and understanding that children will learn from Y1 – Y6.		DW	£0		
3. Develop a 'Kelsall Love for Maths, Reading, Writing' document that outlines the instructional practices that are consistent across school.		Subject leads	£0	Subject leader's discussions, staff meeting feedback.	
4. Rewrite the curriculum statement in line with changes.		DW/CC	£0	Learning walks and lesson observations to monitor consistency of approaches.	
5. Review marking and feedback approaches in all subject areas.		DW	£0	Link governor to review and offer feedback	
6. 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.		CC	£0	Staff meetings	
7. Ensure that the unseen curriculum is seen – create a document that visually represents all extra-curricular and child centred activity.		DW	£0	Link governor to review and offer feedback	
8. Subject leads to attend appropriate training/network meetings to support their subject knowledge and understanding.		DW	£0	Monitor topic books to identify good practice	
9. Subject leads to monitor the implementation of the revised curriculum, collating evidence so that they can confidently discuss their area.		All	£0	Feedback from courses and impact on improvement of subject areas.	
10. Learning walks to specifically focus on curriculum – broad and balance approach and coverage of all subjects.		Subject leads	£0	Book monitoring, learning walks.	
		DW/CC		Learning walks	
Positive impact					Continued barrier to success/further actions required

Strategic School Improvement Plan 2019-2020 – Quality of Education

Lead people accountable for securing continual improvement: **Chloe Creek**


Intent	Objective E	Evidence Base/Linked Research:				Key Performance Indicators	
	<p>To embed new assessment systems (Insight/STAR/FFT) enabling teachers to utilise outputs to support, challenge and target teaching and learning.</p>	<div style="display: flex; align-items: center; justify-content: space-around;">  <div style="font-size: small;"> <p>School have been using the OTrack assessment system for a number of years and it did not reliably give the rich information that teachers needed to fully support pupils. Workload issues were prevalent with teachers needing to assess against too many objectives. Through exploring various new data systems alongside other trust schools, we opted for Insight as a simpler way of collating and analysing pupil data. As well as this we are introducing STAR tests that will support teachers and leaders in analysing progress and attainment in Reading & Mathematics.</p> </div> </div>				<ul style="list-style-type: none"> Progress measures will be above 0 for reading, writing and mathematics Mastery approach will be evident in all year groups. Attainment will be above national comparators Assessment data will be a key tool in supporting teaching and learning. 	
Success Criteria							
Quality of Education				Leadership and Management			
<ul style="list-style-type: none"> Progress measures are positive in reading, writing and mathematics Attainment in core subjects is above national at the expected standard in all key areas of the school (GLD, phonics, KS1 and KS2). Lesson observations demonstrate strong assessment for learning techniques used to ascertain pupils understanding, without elaborate approach. All staff familiar and competent with using STAR and Insight to support accurate assessment and to guide T&L and to focus on individuals and groups. Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. 				<ul style="list-style-type: none"> Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. 			
Implementation	Actions			Who	Cost	Monitoring Activity	Ongoing Impact
	1. Implement the STAR assessment system across the school, providing training to staff to fully utilise the data provided to ensure teachers understand pupil attainment and progress and to support next steps in teaching & learning.			CC	£0		
	2. Implement the use of Insight giving appropriate training and support where needed.			CC/DW	£0		
	3. Teachers to start to use STAR and Insight			Teachers	£0		
	4. Collate and analyse FFT, ASP and IDSR information to fully understand the strengths and weaknesses of the school dataset.			DW/CC	£0		
	5. Use FFT estimates to ensure groups of children remain on track for their end of key stage 2 scaled score. Link FFT estimates to current attainment within O Track and on prior attainment mapping grids.			CC	£0		
	6. Establish regular staff meetings to support analysis of STAR to include TAs (once very half-term)			DW/CC	£0		
	7. Audit feedback mechanisms in classrooms, including the review of the marking policy to ensure that any feedback is timely, effective and not over-burdensome for teachers.			DW/CC	£0		
	8. Develop cooperative learning structures in classes to support T&L – Kagan Structures			Teachers	£0		
	9. Purchase external support from the Lancashire Assessment team to moderate and validate the quality of writing.			DW	£100		
	10. Work with MAT colleagues to moderate the quality of writing across the school twice a year.			DW/All	£400		
	11. Provide simple, reliable and validated data to governors to understand how well children attain against national comparators.			DW	£0		
Impact	Positive impact					Continued barrier to success/further actions required	

Strategic School Improvement Plan 2018-2020 – Behaviour and Attitudes
Lead people accountable for securing continual improvement: **Sarah White** Link Governor **Holly Stowells**

Intent	Objective F	Evidence Base/Linked Research:				Key Performance Indicators
	Review and rewrite behaviour policy to encompass Pivotal Education principles and ensure consistency of approach across school including Nursery provision and wraparound club care.	 <p>Over the last three years Kelsall Primary & Nursery School has adopted 'Conscious Discipline' as its preferred method of behaviour management. Conscious Discipline is a comprehensive emotional intelligence and classroom management system that integrates all domains of learning (social, emotional, physical, cultural and cognitive). It evolves from constantly asking, "Is there a better way," and seeking the most current information provided by varied disciplines from neuroscience to mindfulness research to developmental psychology and beyond. The many facets of 'Conscious Discipline' have impacted positively on pupils from reducing the need for extrinsic rewards for increased effort to managing and self-regulating their emotional states. Teachers have embraced the CD approach and SW has emerged as a key expert in this area supporting staff and growing her own knowledge. Ongoing training is required to ensure consistency in approach which has been carefully monitored over the last two years.</p> <p>More recently element of Pivotal Education strategies have been woven into the behaviour management approach and these need to be reflected in a new policy that outlines the unique approach that Kelsall have developed.</p>				<ul style="list-style-type: none"> Conscious Discipline and Pivotal Education strategies support and develop a calm and coherent atmosphere for learning. Children will be able to discuss their feelings and show empathy for others All staff use CD approach consistently and support the various approaches adopted within school.
Success Criteria						
Intent	Behaviour and attitudes		Personal Development		Leadership and Management	
	<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. 		<ul style="list-style-type: none"> 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. 		<ul style="list-style-type: none"> 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. 	
Implementation	Actions-		Who	Cost	Monitoring Activity	Ongoing Impact
	1. Audit CD across school to identify best practice and to support new staff, especially in Nursery and Kelsall Club.		SW	£0	DW to ensure that all staff are trained and follow up with additional support where needed	
	2. Rewrite behaviour policy reflecting practice – including new elements from Paul Dix (Pivotal Education).		SW/DW	£0	Shared with staff for comment/amendments	
	3. Provide staff training at least every month at staff meetings.		SW	£0		
	4. Continue to develop strategies and approaches to support behaviour across school, supporting staff and pupils where required.		SW	£0		
	5. 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		DW/CC	£0	Learning walks	
	6. To create a working group to look at the development of the CD approach across school		SW/DW	£0		
	7. Investigate and implement strategies to support behaviour management, including from 'When the Adults Change, Everything Changes' – P/C sections to share with staff.		DW/SW	£0		
	8. Provide workshops for parents and carers on Conscious Discipline approach.		SW	£0		
	9. Develop class prompts to support teachers and support staff in the implementation of and embedding of the CD approaches.		SW	£0	Ensure prompts in class to support teacher and pupil talk/actions	
Impact	Positive impact					Continued barrier to success/further actions required


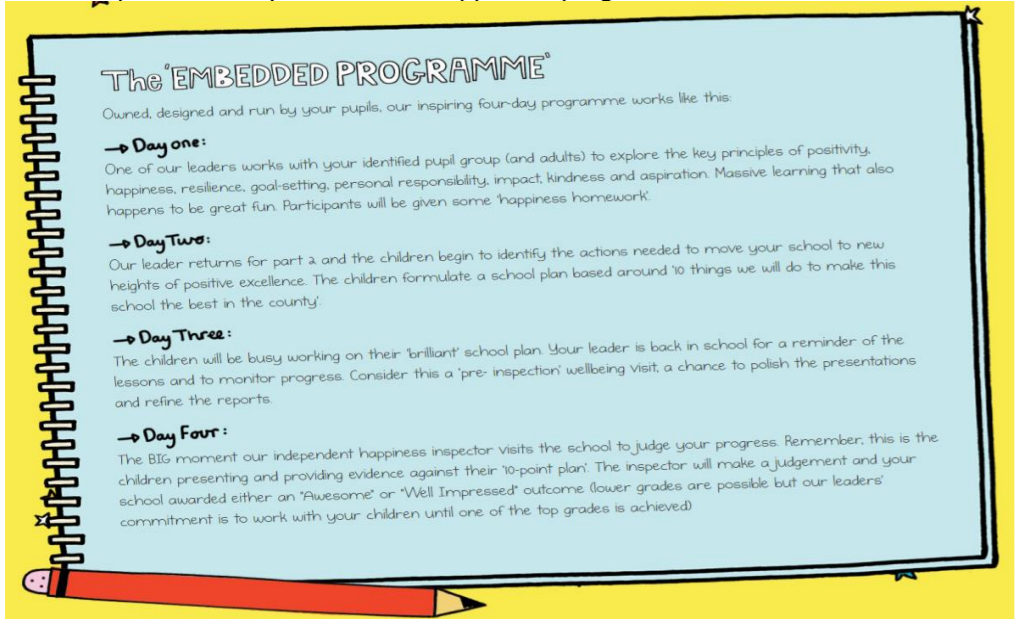
Strategic School Improvement Plan 2019-2020 – Quality of Education

Lead people accountable for securing continual improvement: **Hayley Nixon & Hannah Bridges** Link Governor **Jane Briggs**

Intent	Objective G	Evidence Base/Linked Research:				Key Performance Indicators
	<p>To develop a successful and vibrant EYFS Provision that connects meaningfully to the rest of the school.</p>	<div style="display: flex; align-items: center;"> <div style="display: flex; justify-content: space-between; font-size: 8px; margin-bottom: 5px;"> A Unique Child Positive Relationships Enabling Environments Learning and Development </div>  </div> <p style="text-align: center; font-weight: bold; margin-top: 5px;">EARLY YEARS FOUNDATION STAGE</p> <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 the summer 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. 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>				<ul style="list-style-type: none"> ▪ EYFS Provision is a natural and key element of the Kelsall School community – through parental and staff feedback. ▪ Learning environments reflect all areas of the foundation stage curriculum and are regular updated and assessed for their purpose and safety. ▪ SLT are conversant in the language of EYFS and can clearly articulate key strengths and areas of development for the provision. ▪ The entrance area is welcoming and provides parents with a waiting area and space to leave buggies and bikes. ▪ Staff are supported and trained to the highest levels.
Implementation	Success Criteria					
	Quality of Education	Behaviour and attitudes		Personal Development		Leadership and Management
	<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. 	<ul style="list-style-type: none"> ▪ 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 		<ul style="list-style-type: none"> ▪ 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"> ▪ 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 all 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.
	Actions	Who	Cost	Monitoring Activity	Ongoing Impact	
	1. Establish vibrant environments for each class within the EYFS Provision, utilising ECERS feedback to structure and develop each area.	HN/HB	£0	Learning walks, external supervision and support (Jo Williams)		
	2. To develop links between EYFS provision and the rest of school to include buddies between classes and peer to peer relationships.	DW/HN/HB	£0	Learning Walks		
	3. Continue to refine and develop the learning environments.	DW/HN/HB	£0	ECERS, ITERS		
	4. SLT to develop knowledge, skills and understanding of monitoring and assessing a Nursery department.	DW/CC	£0			
	5. SLT to attend training courses and Ofsted briefing	DW/HN	£0			
	6. To develop the outdoor entrance area for Nursery to include a canopy for parents and planting areas for play and learning.	DW	£500			
	7. To ensure that all Nursery staff have had Safeguarding and H&S Induction	DW	£0	Safeguarding governor review		
	8. To ensure that Nursery staff have medical needs training.	DW	£300	Safeguarding governor review		
	9. To support the PD of all staff in Nursery through in house training and external consultancy/training	DW/HN	£400			
	10. SLT to develop relationships with parents.	DW/CC	£0			
	11. 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.	DW/HN/HB	£0			
	12. Embed the use of tapestry for assessment and observations of children. SLT to link into the system.	HN/HB	£0	SLT to review Tapestry regularly to support staff and learn about provision and progress for all children		
	13. Make links to other Nursery settings to improve and refine practice	DW/HN	£0			
Impact	Positive impact				Continued barrier to success/further actions required	

Strategic School Improvement Plan 2019-2020 – Leadership and Management

Lead people accountable for securing continual improvement: **David Wearing**

Intent	Objective H To review and develop further systems and strategies to support the physical and mental health/well-being of the school community.	Evidence Base/Linked Research:  An estimated three children in every classroom suffer from a diagnosable mental health problem. Behind those numbers is a general trend to increased levels of stress and lower levels of wellbeing. Schools are much more than centres of learning. They can and do provide the most reliable conduit to address this worrying trend, and only they can set us back on track. However, for schools to succeed in helping their students, our priorities as a nation must be realigned, and the education system must rebalance academic learning and emotional wellbeing. This is what our children and young people want, it is what our teachers and school leaders want and it is what our parents want. More to the point, it is what our children and young people deserve. They deserve an excellent education that prepares them academically and emotionally for the challenges they will face inside the classroom, and for the world they will enter when they graduate. Wise up to Wellbeing in Schools (Young Minds – 2019)	Key Performance Indicators <ul style="list-style-type: none"> 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. Teachers have the opportunity to develop professional relationships with staff in other trust schools to support workload and wellbeing. School achieves the Outstandingly Happy School status and has action points to further develop. Outdoor areas are clean and tidy and offer a wealth of areas to be used both across the curriculum and for children at break times. Staff report high levels of well-being and enjoy coming to work. Children are able to articulate their feelings and have strategies to keep them happy and safe both inside and outside of school. 		
	Success Criteria				
	Quality of Education <ul style="list-style-type: none"> Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils. 	Behaviour and attitudes <ul style="list-style-type: none"> Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. 	Leadership and Management Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive		
Implementation	Actions	Who	Cost	Monitoring Activity	Ongoing Impact
	1. Embark upon the 4 day embedded 'Happiness' programme with Art of Brilliance	DW/CC	£3000	DW/CC to sit in on meetings and work alongside children with the trainer	
					
	2. Audit outdoor areas and draw up a scheme of works for the autumn and spring term to tidy and refurb so that the playground is zoned carefully for play and curriculum use.	DW	£0		
	3. Interview children to ascertain their likes and dislikes at breaktimes and what they would like to see in the playground. (add into plan above)	DW	£0	DW to monitor playtimes and lunchtimes	
	4. Review well-being for staff. Create a well-being working group to discuss workload issues and solutions.	DW	£0		
5. Establish subject leader and NQT working groups through CLTA to support all staff at Kelsall, CAT and beyond.	DW	£0			
Impact	Positive impact			Continued barrier to success/further actions required	



*This School Development Plan was drafted in conjunction with key personnel at Kelsall Primary & Nursery School.
This is a working document.*