

Be Curious, Creative and Kind.



Cheshire Academies Trust
Inspiring hearts and minds

Strategic Improvement
and Evaluation Plan
2022-2025

Be Curious, Creative & Kind

'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 & Nursery School is the lead school for CLTA (Cheshire Leadership & Teaching Alliance) Teaching School www.cheshirelta.co.uk 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 www.cheshiretsh.co.uk 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, Amasing 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) www.cheshireacademiestrust.co.uk, 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 both Nursery rooms and Reception having their own expansive, well-resourced learning areas. 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 venue for CLTA. Other outdoor areas have been developed to allow for outdoor learning opportunities.

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/page/vision/22756>

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 2022-2025 '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.

Be Curious, Creative & Kind

Strategic Objectives 2022-2025

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.

Curriculum Development

To develop the curriculum further so that children see and share the relevance of their learning beyond school - expeditionary learning to be established.

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

Ensure subject leaders take a responsibility for monitoring, developing and improving their subject area.

4.

Connected Learning Community

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

Develop the Lead EYFS role and ensure that the SLT have a clear understanding of the key development areas for the Nursery, Reception & Y1.

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.

Key Performance Indicators

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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. Connected Curriculum

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 2021-2022	Academic Year 2022-2023	Academic Year 2023-2025
Quality of Education	<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. Deliver high quality core education – specific focus on writing and inclusive practice 2. Develop Early reading and phonetic knowledge from Early Years to Year 2 continually refining the vision and delivery. Develop Subject Leaders and teachers' skills through additional training 3. Embed the 7C's Protocols across school Develop the language of Creativity across the curriculum. 5. Establish 'backwards planning' utilising Learning without Limits protocols, including Expeditionary Learning. 	<ol style="list-style-type: none"> 1. Deliver high quality core education. Further develop Expeditionary Learning elements of the curriculum, including pupil voice. Establish Early Reading lead. 4. C Change development across school – continuation of project – Creativity Student Council. 
Behaviour and attitudes	<ol style="list-style-type: none"> Roots and branches review of Conscious Discipline approach to behaviour. 2. Develop grounds to support active play and healthy lifestyles. 	<ol style="list-style-type: none"> Deliver family workshops on school behaviour approaches to widen and enhance their impact on school behaviour & attitudes. Develop grounds to support active play and healthy lifestyles. 	<ol style="list-style-type: none"> Subject knowledge and pedagogical practice to support neurodivergent pupils. Learning Mentor to set up Nurture Group
Personal development	<ol style="list-style-type: none"> 1. Embed RSE Curriculum Develop a link with another school to support No Outsiders curriculum Develop the role of Learning Mentor within school to support pupil well-being 	<ol style="list-style-type: none"> 1. Establish and sustain a link another school to support No Outsiders curriculum 2. To develop Camp Curiosity, Art Area13 and Calm Zones to support mental health and well-being. 	<ol style="list-style-type: none"> Create a No Outsiders school buddy pack and further develop links to other schools – local and nationally. Review 'Happy Schools' work and re-introduce scheme.
Effectiveness of leadership and management	<ol style="list-style-type: none"> Develop a staff well-being hub 2. COVID Leadership and Management 	<ol style="list-style-type: none"> 1. Review Subject Leadership roles and approaches. Support and develop the Vice-Principal role 	<ol style="list-style-type: none"> 1. SENDCO to undertake qualification Lead on the creation of a Learning Mentor Hub across the Trust.
Early Years including Nursery	<ol style="list-style-type: none"> Investigate increasing numbers in Nursery through re-modelling of space. 2. SLT to develop knowledge, skills and understanding of monitoring and assessing a Nursery department. 	<ol style="list-style-type: none"> Create and establish EYFS lead role; develop new Reception class teacher 2. SLT to develop knowledge, skills and understanding of monitoring and assessing a Nursery department. 	<ol style="list-style-type: none"> 1. Outdoor EYFS development – Camp Curiosity. 2. IT resources for EYFS audit and development

Staffing Structure and Responsibilities

Name	Role	Class	Responsibilities
David Wearing	Principal		DSL, Curriculum, Outdoor Learning, Director CLTA
Sarah White	Vice-Principal		Deputy DSL, English, Data & Progress, Behaviour, SENDCO, Designated LAC, SRE
Glenn Pickup	Teacher	Year 6 (FT)	Physical health and wellbeing/ Sports Champion
Chris Ward	Teacher	Year 5 (FT)	Science and Technology, Creativity Champion
Macauley Duncanson	Teacher (ECT)	Year 4 (FT)	No Outsiders Champion
Duncan Sharp	Teacher	Year 3 (FT)	Maths/Computing
Iola Ward	Teacher	Year 2 (0.8)	Maths
Laura Pope	Teacher	Year 1 (FT)	Physical health and wellbeing
Lois Cadwallader	Teacher	Reception (FT)	EYFS/Phonics/ Our World (History/Geography)
Hayley Nixon	Teacher	Saplings (FT)	Lead EYFS/Phonics
Jon Clayton	Teacher	3, 4, 5 and 6	Arts (PPA)
Katy Smith	Teacher	1, 2,4 (0.6)	RE/MFL

Sally Whiteside	Learning Mentor	Nursery-Y6	ELSA, Bereavement, Emotional Support, Deputy DSL, Team Teach
Kelly White	Teaching Assistant	Reception/Year 2	Phonics
Lucy Harrison	Teaching Assistant	Y1	
Martin Hall	Teaching Assistant (1:1)	Y2	Team Teach
Jess Owen	Teaching Assistant	Y2	Team Teach
Emma Page-Uren	Teaching Assistant	Y4	
Kathryn Crawford	Teaching Assistant (1:1)	Y6	1:1, Makaton

Amanda Crowder	Business Manager	Finance, HR
Carole Farrell	Operations Director	Admissions, Medical Needs, Operations for CLTA
Karen Goodlad	Office Admin	Finance, Ordering, General admin
Clare Christian	Office Admin	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 2023	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 and delivered through inclusive pedagogical approaches. 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 and resources from White Rose and Power Maths. The school is well connected to the local Maths Hub and engages fully in training to develop teacher pedagogy. 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; Pathways to Spell and Pathways to Progress schemes are used to enhance and support the main writing units. 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. 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 few years. Whilst the systems put in place will never replace face to face learning and feedback, 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. These now form the backbone of our homework offer for pupils with parents engaging and involving themselves in learning beyond the school walls. <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 and inclusive pedagogical approaches 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 learning activities that support, challenge and engage all learners including those with SEND and disadvantaged pupils, 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 meetings 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 and 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. Key stage 2 attainment for 2022 was well above national averages across all subjects; Reading – 94% EXS, 44% GD, Average Scaled Score 109 Writing – 88% EXS, 19% GD Maths – 91% EXS, 25% GD Average Scaled Score 106 RWM – 81% EXS, 16% GD 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 Y2 and Y3 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 has been successful in streamlining our library and enabling pupils to choose books within their PZD (proximal zone of development). Reading 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. 	<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. To further improve and develop inclusive practice and learning outcomes for all pupils, in particular pupils with SEND and disadvantaged pupils. Ensure that the continuing CPD programme for all staff results in a sustained outstanding teaching profile including NQTs and RQTs 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 & Nursery School 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. Over 150 student teachers have been trained over the past 10 years with placements in over 30 local schools. 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; as such, the school has reach way beyond what would normally be expected. This impacts on pupils beyond Kelsall both directly and indirectly.</p> <p>The Principal is a trustee of several organisations and has introduced Curious Minds (SLiCE Program) Amazing 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 engagement with the equalities ethos.'</p> <p>Links with the Storyhouse theatre in Chester have allowed for several interschool initiatives including public speaking and poetry.</p> <p>The Principal has been supportive of opportunities presented in employing a 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. In addition, an Outdoor learning expert has been brought into school to support the development of its expansive outdoor learning area. This has supported pupil's mental health and well-being and is a developing area for school this year.</p> <p>The school regularly leads on projects impacting and supporting other schools. This year the Principal led on a public speaking poetry project linked to Refugees resulting in a published poetry anthology - Poetry Project 2022 No-outsiders</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 2022-23:**

- 1. Deliver high quality core education – specific focus on writing**
- 2. Develop Early reading** and phonetic knowledge from Early Years to Year 2 continually refining the vision and delivery. Develop Subject Leaders and teachers' skills through additional training
- 3. Embed the 7C's Protocols across school**
- 4. Develop the language of Creativity** across the curriculum
- 5. Establish 'backwards planning'** utilising Learning without Limits protocols, including Expeditionary Learning.

	Success Criteria	Main Action/s	Lead/Staff	When/CPD/£	Termly Review
1. Deliver high quality core education	<p>The majority of SEND and disadvantaged pupils achieve the expected standard or higher in writing (80%+).</p> <p>Disadvantaged pupils' average percentile ranks and SGP rates are in line or above other pupils.</p> <p>The majority of disadvantaged pupils achieve the expected standard or higher in writing (80%+)</p> <p>SEND progress is considered strong against National Other progress (contextualised and based on SEND needs)</p> <p>Pupil Progress Meetings and SEND Reviews ensure early identification of pupils who are making below expected progress</p> <p>Timely and targeted interventions delivered using assessment and tracking, termly Pupil Progress 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.</p> <p>Average class percentile ranks to be above 60%.</p> <p>Average class SGP rates to be above 50</p> <p>The majority of pupils from EYFS expected attain the expected standard in reading.</p> <p>The vast majority of pupils achieve the expected standard in the phonics check.</p>	<ul style="list-style-type: none"> ▪ Through termly Pupil Progress Meetings and SEND Reviews, analyse termly assessment data to highlight individuals or groups who are significantly behind their peers and develop class action plans to enable rapid catch-up to bring them back in line with year group expectations. Particular focus on Writing and SEND/PPG pupils. ▪ Use NASEN guidance to support Subject Leaders develop and drive inclusive teaching practice in their curriculum subject across the school. ▪ Use NASEN guidance to enhance the effective use of TAs. ▪ Look into the MITRE Project to develop practice and effectiveness of TAs. ▪ Fully utilise the Accelerated Reader programme, Pathways to Write and Power Maths schemes of work to continue to drive improvement of teaching and learning for all learners. ▪ Use regular monitoring from SLT members and subject leaders to monitor the quality and effectiveness of teaching and learning within the core subjects throughout school; ensuring all learners are sufficiently challenged to promote progress and routines throughout school are consistent across all year groups. ▪ Design a marking and feedback policy that incorporates 7Cs principles (Consolidate, Clarify, Confer) and whole class feedback to ensure feedback clearly addresses pupil misconceptions and identifies areas for pupils to develop. ▪ 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. ▪ Validate and confirm writing teacher assessment judgements of children's attainment using in house, external and MAT moderation using comparative judgement model. ▪ Pathways intervention groups established and delivered in class. ▪ Mathematics, Writing and Reading action plans provide more detail 	DW/SW/ Subject Leaders/All staff	Ongoing	
2. Develop Early reading	<ul style="list-style-type: none"> ▪ Disadvantaged pupils' average percentile ranks and SGP rates are in line or above other pupils. ▪ The majority of disadvantaged pupils achieve the expected standard or higher in reading (80%+) ▪ SEND progress is considered strong against National Other progress (contextualised and based on SEND needs) ▪ 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 2023 ▪ All 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. ▪ Targeted interventions 	<ul style="list-style-type: none"> ▪ Use NASEN guidance to support Subject Leader develop and drive inclusive teaching practice in Early reading. ▪ Provide staff training (MP) for RWI Phonics. ▪ Develop RWI lead and provide time and training to monitor and support phonics teaching across school. ▪ RWI Reading/Phonics event for parents to be organised ▪ 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. ▪ Learning walks to focus upon phonics and early reading. ▪ Ask PTA to purchase a set of phonics cards per child in Reception 	HN/LC/LP/IWDW/SW	Ongoing £4000:00	

<p>3. Embed the 7C's Protocols across school</p>	<ul style="list-style-type: none"> • Consistent use of 7C's framework protocols has improved teaching and learning. • Emerging evidence of the 7C's framework language being utilised in all classes across school • Improving staff confidence in using the 7C's framework protocols • Exit tickets used routinely • Creativity and 7C's Wheel used as model for teacher development • Learning without Limits elements brought into the Connected Curriculum in meaningful way. 	<ul style="list-style-type: none"> • Deliver a programme of staff CPD through Autum Tern staff meetings • Develop Creativity and 7C's Wheel • Design and install signage to ensure 7C's and Creativity visible in all classrooms • Compile 7C's and Creativity protocols handbook for staff • Lesson observations and learning walks with a focus on use of Creativity and 7C's protocols • Sharing 7C's and Creativity model with all stakeholders (Parents and Governors) 	<p>All Staff</p>	<p>Ongoing £500:00</p>	
<p>4. Develop the language of Creativity across the curriculum</p>	<ul style="list-style-type: none"> • Pupils and staff are cognisant of the language of creativity at utilise this in their lessons to encourage and promote creative thought and response. • A 'TALLIS Habits' Pedagogy wheel has been developed and shared with staff and wider community. • Pupils develop key skills; disciplined, persistent, imaginative, inquisitive, collaborative. • Teachers are able to utilise the habits wheel to frame key skills and pedagogies within the classroom. • There is a coherent link between the 7C's and CChange Creativity work streams. 	<ul style="list-style-type: none"> • Sharing 7C's and Creativity model with all stakeholders (Parents and Governors) • Develop Creativity and 7C's Wheel • Design and install signage to ensure 7C's and Creativity visible in all classrooms • CW and DW to attend all CChange events, research and training. • Disseminate key ideas and protocols to staff. • Develop staff meeting agenda and whole school assemblies linking to creativity and 7C's • Engage pupils, parents and stakeholders through communication; Friday Flyer, PING, Twitter, Facebook, open events etc. • Publish Research and share school version of TALLIS wheel and 7C's work open-source across MAT and other schools; utilise links with Curious Minds to share and promote. 	<p>All Staff CW – Creativity Champion</p>	<p>Ongoing £500:00 Incoming grant – CChange</p>	
<p>5. Establish 'backwards planning' utilising Learning without Limits protocols, including Expeditionary Learning</p>	<ul style="list-style-type: none"> • There is a wider range of work linked to connected curriculum with key links to real-life scenarios where appropriate • Pupils are owners of the curriculum. They help to shape key responses to real world problems with the support of teachers and peers. • Teachers are adept at selecting end points for their curriculum and can 'backwards plan' to support learning towards the end 'goal' • Parents, pupils and staff are able to celebrate and share outcomes. • Pupils Oracy, team work and communication improve. They are able to articulate carefully sharing their ideas and work. 	<ul style="list-style-type: none"> • Develop a bank of ideas to support teachers in selecting appropriate learning opportunities for pupils. • Support backwards planning through staff meetings, peer session. • Share past examples from school and online (XP schools) • Teachers to develop a few ideas to develop – one small and one bigger project. • Establish a creativity council to share key ideas with pupils. • Set up key events – art exhibition, share the learning days, outdoor days to share work – ensure pupils organise and develop these alongside staff. • Share work; open-source across MAT and other schools; utilise links with Curious Minds to share and promote. 	<p>All Staff CW – Creativity Champion</p>	<p>Dependent on activity</p>	

Behaviour and Attitudes- Sept 2023	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 consciously 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 access to our learning mentor or designated members of staff for emotional support, therapeutic interventions, check-ins, reinforcement of positive behaviour strategies and personalised daily timetables if required. ▪ Playtime and lunchtime provision ensures that children are ready to learn following these unstructured times. Children have had a say in how the school grounds have been developed and the provision available for unstructured times of the school day. This has included the creation of a quiet zone on the school grounds and a calm club at lunchtime. Children who find the playground a difficult place, return to the classroom less dysregulated and settle quicker to their learning. ▪ For children with more complex behavioural needs, staff complete Risk Assessment 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; the school also led on a Cheshire wide Refugee Poetry Project that culminated in a public speaking event at Storyhouse and a published anthology of poems. Pupils in school that took part in the project developed their empathy and understanding of refugees. This in turn led to discussions and links to the Ukraine War crisis. 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% ▪ Quiet zone of the playground and additional playtime provision is accessed by pupils at break and lunchtimes. ▪ Children and adults in school use the language of safety ▪ The learning mentor is extensively trained and as such, can support more pupils and their families who have range of different needs. ▪ The Nest is a safe environment where children and families can access emotional wellbeing support and resources. 	<ul style="list-style-type: none"> ▪ Continue to develop strategies and approaches to support behaviour of all pupils across school, underpinned by inclusive practice and supporting staff and pupils where required. ▪ Provide workshops for parents and carers on Conscious Discipline approach to widen the impact. ▪ Continued development of outdoor areas to support Teaching & learning and the wider school curriculum and to provide a plethora of areas for all children to play alongside one another. ▪ Deliver 'From Timid to Tiger' parenting course 	

Behaviour and Attitudes – Key Strategic Actions

Focus for 2022-23:

1. Deliver family workshops on school behaviour approaches to widen and enhance their impact on school behaviour.

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

	Success Criteria	Action/s	Lead/Staff	When/CPD/£	Review
1. Deliver family workshops on school behaviour approaches to widen and enhance their impact on school behaviour	<p>Parents and families will:</p> <ul style="list-style-type: none"> understand the principles and theory that underpins Conscious Discipline. know the types of strategies that school use to promote positive behaviours, resilience and confidence in school. know the types of strategies used in school to address behaviour that is unhelpful or disruptive to others. use Conscious Discipline approaches to behaviour at home, providing children in school with a consistent approach. <p>Parents and families of children who are anxious will have the knowledge and increased capacity to parent their child more therapeutically.</p> <p>There will be a consistent approach from school and home to support children who are anxious.</p>	<ul style="list-style-type: none"> Deliver Conscious Discipline workshop to parents and families Deliver 'From Timid to Tiger' therapeutic parenting course to parents and families Revamp the Conscious Discipline page on the school website and signpost parents and families to it for additional support Make parents aware of the family support that Learning Mentor can offer Include signposting to additional support for emotional wellbeing and mental health on the Friday Flyers. 	<p>Sarah White</p> <p>Sally Whiteside</p>	Autumn Term	
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 and ensure all pupils can access regulating 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"> Climbing wall next to MUGA – re-use from pre-school. Complete decking area in quiet zone including outside the NoOutsiders van Re-fit the NoOutsiders van to make it into a reading area. Add a canopy. Re-purpose the area of the field with the art panels into a creativity area. Bid for National Lottery funding for an outdoor classroom. Enhanced playtime provision at break times to be delivered by TAs. Develop Year 2 outdoor area with Pentagon to make it a more purposeful learning/breakout area. Pentagon to create a covered area outside year 6 classroom to be used for PE coaching 	DW	Ongoing	

Personal Development- September 2023	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 regular and highly effective professional development to ensure they know the local authority key priorities for safeguarding, 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. Through the curriculum and the support of the school Learning Mentor, 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 RSE 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> <p>The impact of the Learning Mentor continues to increase with a range of therapeutic interventions on offer. Over 40 children are accessing support and this has now been extended to outreach support for families. The role is well established and more children and families are requesting support.</p>	<ul style="list-style-type: none"> Develop a link with another school to support No Outsiders curriculum Continued Professional development of the Learning Mentor by linking up with other Learning mentors across the trust

Personal Development – Key Strategic Actions	Focus for 2022-23:
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| <ol style="list-style-type: none"> 1. Establish and sustain a link another school to support No Outsiders curriculum 2. To develop Camp Curiosity (outdoor learning area) to support mental health and well-being |
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	Success Criteria	Action/s	Lead/Staff	When/CPD/£	Review
1. Establish and sustain a link with another school to support No Outsiders curriculum	<ul style="list-style-type: none"> There will be a mutually beneficial link with another school. Children and staff have made links to individuals and classes and started to share ideas and information about themselves. Children have developed a sense of place and can see similarities and difference between the link schools. Differences and similarities can be discussed and celebrated. There is a sense of cohesion and positive links to the link school No Outsiders work is celebrated and made public to all stakeholders. 	<ul style="list-style-type: none"> DW to seek out link school and set up first meeting. Liaise with Andrew Moffatt. – Birmingham school. Establish No Outsiders Champion (MD) Establish No Outsiders Champions Group – pupils Classes to be paired up and an initial class letter written introducing themselves. Individuals to write open letter to recipient at link school in same year group. Zoom meet ups MD to develop individual 'No Outsiders' action plan. Joint No Outsiders Project to develop Oracy and writing competencies. Teachers' visits established – opportunity for CPD. Develop No Outsiders scheme of work – This is me! - Poetry Project in collaboration with The Literacy Company & Storyhouse – CAT Public Speaking event. 	DW/DM	£500 - travel £200 - resources	

<p>2. To develop Camp Curiosity, Art Area13 and Calm Zones to support mental health and well-being</p>	<ul style="list-style-type: none"> ▪ Pupils are using the Camp Curiosity area to enable them to take risk, collaborate, make social connections and to support and enable areas of the wider connected curriculum. ▪ The Camp Curiosity 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 the Camp Curiosity area. ▪ There is a Camp Curiosity lead who can support staff and pupils. ▪ Pupils and staff report that Camp Curiosity activity supports their mental health and well-being and that they enjoy using the area. ▪ Art area developed to support wider personal development. ▪ Calm area is successful in offering area for children at break and lunchtimes to develop personal and social skills. ▪ Links to other outside agencies are developed to support pupils outdoor learning. ▪ Staff start to use areas independent of outside support 	<ul style="list-style-type: none"> ▪ Erect fencing around Outdoor areas– clear and make safe – remove brambles and low hanging branches. Internal fencing – use leftover fence from pre-school area. ▪ Develop a 'base' (dry area) for pupils to leave bags, coats etc. ▪ Develop timetable of activities for Camp Curiosity that link to the curriculum and/or support well-being. ▪ Pupil survey at end of year to collate efficacy of Camp Curiosity 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. ▪ Appoint an outdoor learning specialist to support the development and growth of Camp Curiosity. ▪ Erect outdoor paint boards, establish a rationale for usage and develop a recording mechanism (photos, child voice) to share processes - ▪ Investigate links to Room 13 - Home - Room 13 InternationalRoom 13 International An international community of creatives ▪ Establish Calm Zone area – resources developed to cater for all pupils. ▪ Calm Zone timetable established with key staff to model and monitor activity; this then passed on to pupils ▪ Develop a set of 'rules and responsibilities' for each outdoor area – also to delineate key areas – example; this is the calm area – here you CAN read, enjoy a mindfulness activity, sit quietly, rest.... ▪ 	<p>GD/DW/JC/SW</p>	<p>£250 - resources £2000 - fencing £300 - dry room</p>	
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Leadership and Management- Sept 2023	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.

Leadership and Management – Key Strategic Actions	Focus for 2022-23:
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| <ol style="list-style-type: none"> 1. Review Subject Leadership roles and approaches. 2. Support and develop the Vice-Principal role |
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1. Review Subject Leadership roles and	Success Criteria	Action/s	Lead/Staff	When/CPD/£	Review
		<ul style="list-style-type: none"> NASEN guidance supports Subject Leaders to develop and drive inclusive teaching practice in their curriculum subject across the school. Focused learning walks, observations and book scrutiny allows Subject Leaders to assess the impact of their curriculum subject and identify areas for development Subject Leaders are supported by CAT Subject Leads and can 'tap into' peer support as needed. Subject Leaders have a good knowledge of how to incorporate 7Cs and Creativity principles into the teaching of their subject and support peers with this 	<p><i>Review and adapt Subject Leader action plan document to ensure it identifies the key focus areas for the academic year and a monitoring framework</i></p> <p><i>Deliver staff CPD on inclusive practice and effective use of TAs as outlined in the NASEN document to support Subject Leaders develop their subject knowledge in their subject</i></p>	DW/SW	All year

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">2. Support and develop the Vice-Principal role</p>	<ul style="list-style-type: none"> ▪ <i>Vice-Principal has developed key knowledge and understating around areas of leadership and operational management as outlined through appraisal.</i> ▪ <i>The role of Vice-Principal is firmly established and leadership and management of school improves as an outcome.</i> ▪ <i>The Vice-Principal has received appropriate training and coaching to support their role.</i> ▪ <i>Opportunities have developed for the VP to lead on a whole school initiative.</i> ▪ <i>Discrete areas of leadership and management are developed and supported.</i> 	<ul style="list-style-type: none"> ▪ <i>Develop a training program for the VP.</i> ▪ <i>Ensure that leadership and management roles are explicitly detailed and distributed.</i> ▪ <i>P and VP to put aside dedicated time to develop the role.</i> ▪ <i>Appraisal to identify developmental needs and to celebrate successes</i> ▪ <i>Organise visits for VP to other schools.</i> ▪ <i>Join the CWAC Deputy Heads group.</i> ▪ <i>VP to attend CAT SLT meetings – take lead on assessment.</i> 	<p>DW/SW</p>		
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Early Years- September 2023	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 solid 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>Develop key staff through peer (CAT) collaboration, PD plan and support.</p>

Early Years – Key Strategic Actions	Focus for 2022-23:
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1. Create and establish **EYFS lead role**; develop new Reception class teacher
2. **SLT to develop knowledge**, skills and understanding of monitoring and assessing a Nursery department.

	Success Criteria	Action	Lead / Staff	When/CPD/£	Review
1. Create and establish EYFS lead role; develop new Reception class teacher	<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"> Create and establish EYFS lead role Establish role description, roles and responsibilities with the post holder Develop action plan for EYFS Arrange for visits to other settings Establish vibrant environments for each class within the EYFS Provision, utilising ECERS & ITERS feedback to structure and develop each area. Create EYFS team with support for new Reception teacher Work on shared routines/commonalities across Nursery into Reception and also Y1 – with a particular view on Phonics and Early Reading Work with external agencies (LA) to share best practice and to validate work undertake Share success through open source think pieces and blogs – including Friday Flyer, Twitter etc. Engage stakeholders in the running of Nursery Establish specific EYFS outdoor learning provision – linked to Camp Curiosity. 	DW/HN/CC/LP LA	£600	

2. SLT to develop knowledge, skills and understanding of monitoring and assessing a Nursery department.

- *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.*

- *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/SW/HN



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KELSALL
 PRIMARY AND
 NURSERY SCHOOL
 A LOVE FOR LEARNING