Goodrich School Development Plan 2022-2024

March 2023

[School Development Plan Contents 2022-2024](#)

The school has undertaken a thorough Self Evaluation and also had an Ofsted inspection and as a result of this we have identified 7 key priorities to raise attainment further.

A: Quality of Education – Reading

A1:	Review further the impact of the phonic resources in EYFS and Key Stage 1 through embedding Little Wandle's Letters & Sounds consistently therefore specifically seeing an impact on the progress through the phonic curriculum and of the lowest 20% of pupils.
A2:	Leaders should clearly define both the expectations and purpose of adults listening to children read in early years and the process and frequency of books going home.
A3:	In KS2, leaders should develop further the use of home readers and the meaningful triangulation with shared reading and pupils' overall reading ability.
A4:	The staff understand the importance of encouraging oracy, the teaching of phonics and reading on standards across all subjects
A5:	Early intervention and identification of children who are not meeting ARE. Implementation of on-entry and Nursery screening for Speech and Language issues
A6:	Every child is tracked and has access to: high quality decodable texts; progressive reading scheme and also real books.
A7:	Staff are trained well, through carefully planned Inset, so that they can use effective strategies to teach phonics and reading.

B: Quality of Education – Curriculum

B1:	Senior leaders should further define the roles, responsibilities and accountabilities of the members of the subject teams.
B2:	Develop further adults understanding of planning smaller steps for the lowest 20% of pupils and support staff to help pupils become more independent learners.
B3:	All leaders speak the narrative of each curriculum area and can explain: how the curriculum is sequenced logically and progressively; supports teachers planning; and why it meets the needs of the pupils.
B4:	Teacher subject knowledge especially in the direct teaching of subject specific composition goals and components.
B5:	Ambitious vocabulary is modelled in context prior to pupils rehearsing and practising vocabulary across the curriculum.
B6:	Staff are trained well, through carefully planned Inset, so that they can use effective strategies to support children knowing more and remembering more.

C: EYFS

C1:	Ensure that all activities are ambitious and that children have opportunities to write and explore mathematical concepts. Support staff in their design of activities and make sure that children can access the resources.
C2:	Develop further adults understanding of planning smaller steps for the lowest 20% of pupils and support staff to help pupils become more independent learners.
C3:	To continue to develop strategies and opportunities to ensure improved progress and attainment in writing.
C4:	To audit EYFS resources.
C5:	To develop the EYFS outdoor spaces
C6:	Staff are trained well, through carefully planned Inset, so that they can use effective strategies to support children knowing more and remembering more as well as acquiring the fundamental skills needed for transition into Year 1

D: Leadership & Management

D1:	To ensure that attainment across EYFS is in line with the national average for all groups and that all groups make expected/ accelerated progress.
D2:	To improve attendance figures for Nursery and Reception pupils.
D3:	To embed and upskill staff across the school with the new EYFS framework.
D4:	To continue to develop the improvement of the Quality of Provision throughout EYFS
D5:	To ensure all pupils continue to make progress to achieve Expected or to exceed the Early Learning Goals in the Prime Areas and Literacy and Mathematics by the end of the year.
D6:	To ensure there is a robust MER cycle in place
D7:	Subject Leaders and Teams have the strongest effect on the quality of education by embedding an effective coaching model.
D8:	Monitoring of roles & responsibilities lead to smooth running of the school
D9:	To have clear, first hand understanding of Goodrich strengths and areas for development
D10:	Subject leaders have a strategic vision of the school linked to their subject
D11:	Subject leaders have a clear picture of their subject & its role within the school curriculum
D12:	Staff are trained well, through carefully planned CPD programme, so that they are upskilled to deliver 'Quality First Teaching' where they use effective strategies to support children knowing more and remembering more.

E: Quality of Education – SEND

E1:	The staff and the wider school community understand the importance of prioritising the teaching of children in the lowest 20%.
E2:	To continue to address underachievement and extend personalised learning through the development of 'The Lowest 20% Toolkit' that is embedded into every lesson across the curriculum.
E3:	Development and training of new assessment tracking for children with SEN.
E4:	CPD builds and secures teachers' subject knowledge to sustain Quality First Teaching to ensure high standards in progression in learning for all pupils and gaps in learning are diminished.
E5:	Support Staff are trained well, through carefully planned CPD programme, so that they can use effective strategies to support children knowing more and remembering therefore achieving accelerated progress.

F: Quality of Education - Assessment

F1:	To further develop a school based system that effectively tracks and monitors the progress of pupils, year on year.
F2:	To communicate systems of tracking pupils will all stakeholders and ensure that Governors can understand new formats of Arbor & Educator and how tracking of progress and attainment has changed.
F3:	To provide a clear framework that allows teachers to judge progress and plan for next steps in learning through regular checking of what pupils know and understand.
F4:	Staff are trained well, through carefully planned CPD programme, so that they can use effective assessment strategies to support children knowing more and remembering, identifying and narrowing gaps so therefore achieving accelerated progress.

G: Behaviour & Attitude, Wellbeing & Personal Development

G1:	To sustain the cycle of mentoring and coaching across the school to support leadership development for all.
G2:	All staff and children develop a core language of mindfulness and consideration of the well-being of others.
G3:	SMSC, British Values & PSHE, including Relationship Education & Mental Health are embedded across the curriculum and all children are enabled to become confident, resilient and independent learners.
G4:	Maintain further learning opportunities and experiences beyond the classroom through an enhanced extra-curricular provision.

Curriculum Focus Evaluation

Top level view-what is our offer, to whom and how often
Curriculum sequence and intent and why we did it this way

Deep Dive-Intent- evidence gathering on impact and implementation the baseline of the quality of education. Pupils and teachers learning behaviours. Inclusion
Deep dive will always be Reading and Maths and two others – Reading across all subject areas will be tracked and monitored for progression of knowledge and skills

Lets see that in action together **– Actions that will be undertaken by all staff**
Joint observations and learning walks
Evaluation of subjects by senior leaders work samples teacher questioning, lesson observations
Evaluations of curriculum leaders on content and choices in the curriculum
Sample of lesson observations 4-6 lessons maybe more
Book Looks 6 books per year groups from two year groups or more
Discussions with pupils
Discussions with teachers

Impact Coverage- Is teaching systematic, monitoring robust, indicators of knowledge deepening-where can this be seen.

A: READING								
Key Performance Objective	Details of action to be taken:	Led by	Resource	Time	Evaluations			
					Sum 2023	Aut 2023	Spr 2024	Sum 2024
A1: Review further the impact of the phonic resources in EYFS and Key Stage 1 and specifically the impact on the progress through the phonic curriculum of the lowest 20% of pupils.	To ensure there is a robust system in place to support weaker readers in KS2 especially that is used consistently across the phases.	**SLT & RS**	**Time**	**Summer 2 2023**				
	Review of Goodrich phonic curriculum by SLT	**SLT & RS**	**Time**	**Spring 2 2023**				
	Ensuring that the phonics programme meets the 16 reading principles set out by OfSted	**NO/RS**	**Time**	**Sept 23**				
	Recap phonics resources for decodable books: All staff made fully aware of phonic scheme at Goodrich.	**NO**	**Staff CPD**	**Summer 2023**				
	Ensure that SLT CPD and monitoring cycle remains rigorous - SLT to model to new staff the high expectations.	**NO/SLT**	**Weekly monitoring cycle**	**Ongoing**				
	Enhance the phonics library, classroom book corners and key stage libraries.	**NO/SLT**	**English Budget**	**Autumn 2022**				
	To use a phonic tracker to assess Reception children up to phase 4.	**NO/RS**	**Phonics Tracker**	**July 2023**				
	Ensuring the phonics programme enables every child to read at age related expectation by the end of year 2 due to: a clear structure; rigorous progression; and children are taught to read systematically from Nursery to Year 2.	**NO/RS/SG**	**Time Phonics Prog. Phonics tracker**	**Half-termly, weekly, fortnightly**				
A2: Leaders should clearly define both the expectations and purpose of adults listening to children read in early years and the process and frequency of books going home.	Head Teacher to explicitly remind all staff of the importance and hearing children read.	**NO**	**Staff CPD**	**Spring 2 2023**				
	We need to review the reading record format for Reception.	**SLT**	**Time**	**July 23**				

A: READING								
Key Performance Objective	Details of action to be taken:	Led by	Resource	Time	Evaluations			
					Sum 2023	Aut 2023	Spr 2024	Sum 2024
A3: In KS2, leaders should develop further the use of home readers and the meaningful triangulation with shared/guided reading and pupils' overall reading ability.	Training to be given on the purpose of still having levelled books up to Year 6.	**NO**	**Staff CPD**	**Summer 2023**				
	Audit and replenish stock for Stages 12 – 20 of Oxford reading tree books especially for Y3-6 lowest 20%.	**RS/SLT**	**£3,000**	**September 2022**				
	Ensure 10 minutes readers are happening consistently.	**SEND/SLT**	**Time**	**June 23**				
	Send email to parents as well as speaking to the children in reminding them that they need to read each day and that it should be signed by an adult.	**SLT**	**Time**	**June 23**				
	Teachers to check the reading logs as soon as the children are lining up and initial books.	**SLT**	**Time**	**June 23**				
A4: The staff understand the importance of encouraging oracy, the teaching of phonics and reading on standards across all subjects	Children read at length for enjoyment and development of own vocabulary and can talk about favourite subject/information texts, genres and authors	**RS/SLT**	**Time**	**Half-termly,**				
	Ambitious vocabulary is modelled in context prior to pupils rehearsing and practising vocabulary across the curriculum.	**RS**	**Time**	**Half-termly, fortnightly**				
	Sustained cycle of monitoring and review of standards in reading across the school (shared, guided, home reading)	**RS/SLT**	**Time**	**Half-termly, fortnightly**				

Key Performance Objective	Details of action to be taken:	Led by	Resource	Time	Evaluations			
					Sum 2023	Aut 2023	Spr 2024	Sum 2024

A: READING

Key Performance Objective	Details of action to be taken:	Led by	Resource	Time	Sum 2023	Aut 2023	Spr 2024	Sum 2024
A5: Early intervention and identification of children who are not meeting ARE. Implementation of on-entry and Nursery screening for Speech and Language issues	To train staff on using the Wellcomm Screening Tool for speech and language.	**SENDCo**	**Time**	**Half-**termly,				
	To provide adequate resources for the administration of Wellcomm Screening Tool. For early years and primary.	**NO**	**GL assessments**	**Sept 23**				
	To provide adequate resources for the administration of Wellcomm Screening Tool. For primary (6 - 11 years old)	**NO**	**GL assessments**	**Sept 23**				
	To use the online analysis to identify gaps and deliver early interventions through specific activities.	**SENDCo**	**GL assessments**	**On-entry Mid-Admissions**				
A6: Every child is tracked and has access to: high quality decodable texts; progressive reading scheme and also real books.	Track all children through analysis of PIRA assessments to identify reading ages and ensure progress.	**RS/CD/ SENDCo**	**PIRA**	**Termly**				
	To use the PIRA assessment linked to shine to identify gaps in learning.	**RS/CD/ SENDCo**	**PIRA/ Shine**	**Termly**				
	To audit reading books and library's to ensure the correct access, challenge quality and range of real books are available.	**RS**	**Time**	**Autumn 23**				

A: READING								
Key Performance Objective	**Details of action to be taken:**	**Led by**	**Resource**	**Time**	**Evaluations**			
					Sum 2023	**Aut 2023**	**Spr 2024**	**Sum 2024**
A7: Staff are trained well, through carefully planned Inset, so that they can use effective strategies to teach phonics and reading.	Clear sustained intervention strategies are put in place across the school for those children who fall behind in their phonics learning.	IS	Time CPD	Half-termly				
	Sustained opportunities for training, assessment and review (e.g. PPMs, Data collection, effective feedback, AFL, teaching and learning walk/reviews, pupil surveys, book monitoring) enables information used to identify barriers to learning and identifies pupils/groups to be supported effectively through appropriate intervention strategies and as early as possible.	RS/CD/ SENDCo	Time CPD	Half-termly, weekly, fortnightly				
	The lowest 20% toolkit is embedded in all lessons and ensures that children make rapid and sustained progress.	RS/CD/ SENDCo	Time CPD	July 23				

B: Curriculum								
Key Performance Objective	Details of action to be taken:	Led by	Resource	Time	Evaluations			
					Sum 2023	Aut 2023	Spr 2024	Sum 2024
B1: Senior leaders should further define the roles, responsibilities and accountabilities of the members of the subject teams.								
	To establish the following new roles for the **English** Team: • Head of English - • Phonics lead - • Writing Lead – • Reading –	NO/SLT	Staff CPD	September 2023				
	To establish the **Science** Team	NO/SLT	Time	September 2023				
	To establish the **Maths** Team	NO/SLT	Time	September 2023				
	To establish the **Assessment** Team	NO/SLT	Time	September 2023				
	To establish the **EYFS** Team	NO/SLT	Time	September 2023				
	To identify Foundation Subject Co-ordinators	NO/SLT	Time	September 2023				
	To deliver specific CPD to the specific teams	NO/SLT	Time	Autumn 2023				
	To raise staff's confidence in explaining to SLT and external bodies the structures and systems in place efficiently through mock interviews etc.	NO	Time	Weekly				
B2: Develop further adults understanding of planning smaller steps for the lowest 20% of pupils and support staff to help pupils become more independent learners.								
	To reinforces the lowest 20% toolkit.	SEND/SLT	Staff CPD	Ongoing				

	B: Curriculum							
Key Performance Objective	**Details of action to be taken:**	**Led by**	**Resource**	**Time**	**Evaluations**			
					Sum 2023	**Aut 2023**	**Spr 2024**	**Sum 2024**
B3: All leaders speak the narrative of each curriculum area and can explain: how the curriculum is sequenced logically and progressively; and why it meets the needs of the pupils.								
	Raise standards of teaching and learning ensuring the curriculum is challenging and progressive through: ➤ staff training on compositional goals and components, mastery and subject knowledge ➤ Focused observations ➤ monitoring of outcomes, planning and teaching and learning ➤ Assessment	NO	CPD Time Arbor	Weekly, Half-termly Termly				
	Review of all curriculum action plans and overviews ensuring it includes Nursery to Year 6.	SLT	Time	Sept 23				
B4: Teacher subject knowledge especially in the direct teaching of subject specific composition goals and components								
	To improve the delivery of teaching strategies across all curriculum areas: ➤ School based training- with regular teaching and learning INSET's addressing the key priorities of: ➤ Expectations ➤ Compositions & Components ➤ Pace ➤ Policy ➤ Assessment/Pupil voice ➤ Pupil/teacher comments	SLT ELT	CPD Time Arbor	Weekly, Half-termly Termly				
	Monitoring of outcomes specifically focussing on components.	SLT	Time	Weekly				
	Monitoring of teaching and learning- joint observations taking place.	SLT	Time	Termly				
	Demonstration lessons, with emphasis on new members of staff (PGCE and ECT)	SLT ELT	Time	Fortnightly Half-termly				
	To consolidate depth of learning and teaching by strengthening Teachers' knowledge and understanding in identifying and correcting misconceptions.	SLT	CPD	Termly, Fortnightly				

B: Curriculum

Key Performance Objective	Details of action to be taken:	Led by	Resource	Time	Evaluations			
					Sum 2023	Aut 2023	Spr 2024	Sum 2024
B5: Ambitious vocabulary is modelled in context prior to pupils rehearsing and practising vocabulary across the curriculum.	To continue to promote the understanding of mathematical vocabulary through: - ➤ Vocabulary board in class which shares equal credence to the ambitious words/connectives) ➤ Teachers modelling the correct use of vocabulary	**SLT ELT**	**Displays**	**Termly**				
	Key vocabulary to be including in home learning documents which will enable parents and children to explore prior to the next topic starting	**ELT teachers**	**Parent-Mail**	**Half-termly**				
	To develop understanding of spelling rules and applying these to new vocabulary: - ➤ Rules to be taught weekly in English lessons ➤ Daily spelling activity starters to taught at the beginning of English lessons ➤ Half-termly spelling tests focused on spelling rules ➤ Spellings to be sent home weekly focused on the spelling rule for the week. ➤ Yearly Spelling Bee competition	**English Team**	**Rewards**	**Half-termly**				
B6: Staff are trained well, through carefully planned Inset, so that they can use effective strategies to support children knowing more and remembering more.	Clear sustained teaching strategies are put in place across the school to support the learning of all pupils.	**SG**	**Time CPD**	**Half-termly**				
	The implementation and embedding of the Teaching & Learning toolkit in all lessons therefore ensuring that children make rapid and sustained progress.	**SG**	**Time CPD**	**July 23 Reviewed Half-termly**				
	Sustained opportunities for training, assessment and review (e.g. PPMs, Data collection, effective feedback, AFL, teaching and learning walk/reviews, pupil surveys, book monitoring) enables information used to identify barriers to learning and identifies pupils/groups to be supported effectively through appropriate intervention strategies and as early as possible.	**SG/CD/ SENDCo**	**Time CPD**	**Half-termly, weekly, fortnightly**				

C: EYFS

Key Performance Objective	Details of action to be taken:	Led by	Resource	Time	Evaluations			
					Sum 2023	Aut 2023	Spr 2024	Sum 2024
	Revise the new EYFS composite goals to ensure that there is ambitious expectations in all areas.	JF/NO	Time	Spring 2 2023				
	After lunch their will be topic book activities as well as other areas set up	NO	Nelsons	Spring 2024				
C1: Ensure that all independent activities are ambitious and that children have opportunities to write and explore mathematical concepts. Support staff in their design of activities and make sure that children can access the resources.	The continuous provision should be available all afternoon: • Maths task • Reading • Writing • EAD • UW • Fine Motor	NO/IS	Staff CPD	Summer 2023				
	To ensure that there are 2 focused ambitious activities in each session within the continuous provision and adult-led activities in the afternoon. To ensure that there are high levels of engagement and interest from pupils (learning walks, lesson observations).	NO/IS	Staff CPD Resources	Spring 2024				
	EYFS lead to be mentored by Sam from New City regarding outstanding EYFS provisions.	NO	Staff CPD	September 2023				
	SLT to model and EYFS Lead to be an integral member of the monitoring of EYFS and whole school areas.	NO	Staff CPD	Ongoing				
	Exercise books for Topic to start in the Autumn Term. Reception books will be blank inside to start. As soon as the children are ready (spring 1) the latest they will use the lined booked. We will also have an Art book into Reception.	NO	Exercise books	September 2023				

C: EYFS

Key Performance Objective	Details of action to be taken:	Led by	Resource	Time	Evaluations			
					Sum 2023	Aut 2023	Spr 2024	Sum 2024
C2: Develop further adults understanding of planning smaller steps for the lowest 20% of pupils and support staff to help pupils become more independent learners.								
	To reinforces the lowest 20% whole school toolkit	**SEND/SLT**	**Staff CPD**	**Ongoing**				
	To develop the early years intervention toolkit to support the support staff in using high quality questioning and interactions.	**SEND/JF/ SLT**	**Staff CPD**	**Summer 2024**				
C3: To continue to develop strategies and opportunities to ensure improved progress and attainment in writing.								
	To ensure that: ▪ Pre-writing activities are embedded in practice. ▪ Parents are informed to support writing. ▪ There is further development of writing opportunities to build skills. ▪ Further develop Literacy Cycle to raise achievement in writing by developing planning through research and using children's interests, discussion with staff and visits to partner schools/cluster meetings. ▪ Moderate writing each half term. ▪ Research strategies for Writing and provide staff training.	**SLT/EYFS lead/ Writing Lead**	**Staff CPD** **Time**	**Spring 2024**				
C4: To audit EYFS resources.								
	Staff to audit resources in their department	**EYFS Lead/IS**	**Time**	**Summer 2023**				
	Staff to order appropriate resources according to the updated curriculum in place.	**EYFS Lead/IS**	**£5,000**	**Summer 2023**				
	HT to work with EYFS team to identify the most appropriate classroom furniture.	**IS/NO**	**£5,000**	**Summer 2023**				

C: EYFS								
Key Performance Objective	Details of action to be taken:	Led by	Resource	Time	Evaluations			
					Sum 2023	Aut 2023	Spr 2024	Sum 2024
C5: To develop the EYFS outdoor spaces								
	HT to work with landscapers to obtain 3 quotes regarding a new EYFS playground.	NO/SB/JM	Time	Summer 2023				
	To receive the architectural designs and timeline for build	NO	Capital £60K	Summer 1 2023				
	New landscaped playground for EYFS to be built.	NO/SB/JM		August 2023				
C6: Staff are trained well, through carefully planned Inset, so that they can use effective strategies to support children knowing more and remembering more as well as acquiring the fundamental skills needed for transition into Year 1								
	Clear sustained teaching strategies are put in place across the school to support the learning of all pupils in order to support the acquiring the fundamental skills needed for transition into Year 1.	SG	Time CPD	Half-termly				
	The implementation and embedding of the Teaching & Learning toolkit in all lessons therefore ensuring that children make rapid and sustained progress.	SG	Time CPD	July 23 Reviewed Half-termly				
	Sustained opportunities for training, assessment and review (e.g. PPMs, Data collection, effective feedback, AFL, teaching and learning walk/reviews, pupil surveys, book monitoring) enables information used to identify barriers to learning and identifies pupils/groups to be supported effectively through appropriate intervention strategies and as early as possible.	SG/CD/ SENDCo	Time CPD	Half-termly, weekly, fortnightly				

D: Leadership and Management

Key Performance Objective	Details of action to be taken:	Led by	Resource	Time	Evaluations			
					Sum 2023	Aut 2023	Spr 2024	Sum 2024
EYFS								
D1: To ensure that attainment across EYFS is in line with the national average for all groups and that all groups make expected/ accelerated progress.	To ensure that all pupils are assessed within 3 weeks of starting at Goodrich using the NFER reception baseline	**NO/CD**	**Staff CPD**	**Ongoing**				
	Wellcomm Speech and Language assessment to be used. Pupils identified in EYFS as having a significant language delay to be placed on the SEND register and appropriate referrals to be made and IEP targets to be put in place.	**SENCo**	**Time**	**Ongoing**				
	To ensure there is a rigorous Gap Strength Analysis system in place for each half term for Nursery and Reception.	**NO/CD**	**Time**	**Half-termly**				
	Closely monitor key attainment groups/trends: **(All EYFS Staff)** Core groups Gender Pupil premium SEND Lowest 20%	**NO/CD/IS**	**Time**	**Half-termly**				
	Yearly overview implemented with monthly breakdown of assessments and monitoring arrangements across Nursery and Reception.	**NO**	**Time**	**September 23**				
	Continue half-termly moderation meetings for assessment of progress, with Reception and Nursery teachers (including EYFS Lead) in line with new EYFS Framework.	**NO**	**Time**	**Half - termly**				
	Ongoing informal Moderation to take place.	**SLT/EYFS**	**Time**	**Ongoing**				
	Pupil Progress Meetings each term with HT, DHT, SENCO. Under- achieving pupils to be identified and daily interventions put in place. Ensure planning objectives meet gaps in learning.	SLT	**Time**	**Ongoing**				

D: Leadership and Management

Key Performance Objective	Details of action to be taken:	Led by	Resource	Time	Evaluations			
					Sum 2023	Aut 2023	Spr 2024	Sum 2024
D2: To improve attendance figures for Nursery and Reception pupils.	Weekly checks of attendance data.	**IS**	**Time**	**Ongoing**				
	VG to be aware of key children to monitor and contact if they are absent.	**IS/AS**	**Time**	**Ongoing**				
	Half termly attendance strategy meeting	**IS/AS**	**Time**	**Half-termly**				
	Persistence absentees to receive warning letters as stipulated in attendance policy (Focus on Nursery pupils in receipt of Early Years Funded places).	**IS/AS**	**Time**	**Half-termly**				
	Nursery and Reception children to continue to receive certificates and rewards in line with rest of school.	**SLT**	**Certificates**	**Weekly**				
D3: To embed and upskill staff across the school with the new EYFS framework.	To review, enhance and embed further the new EYFS learning and development requirements.	**SLT**	**Staff CPD**	**Bi weekly**				
	EYFS staff to be upskilled via CPD in following the new framework in regards to planning, teaching and assessing it.	**SLT**	**Moderation time**	**Termly**				
	Subject leaders across the school to have an understanding of the starting point of their subject in regards to the new framework by observing/ completing deep dives and liaising with **SLT.**	**SLT**	**Time**	**Termly rota**				
D4: To continue to develop the improvement of the Quality of Provision throughout EYFS	Monitor quality of provision and that it is shown in planning and ensure that the provision throughout EYFS provides challenge.	**NO**	**Time**	**Weekly**				

D: Leadership and Management

Key Performance Objective	Details of action to be taken:	Led by	Resource	Time	Evaluations			
					Sum 2023	Aut 2023	Spr 2024	Sum 2024
D5: To ensure all pupils continue to make progress to achieve Expected or to exceed the Early Learning Goals in the Prime Areas and Literacy and Mathematics by the end of the year.	Continue half-termly moderation meetings for assessment of progress, with Reception and Nursery teachers. Under- achieving pupils to be identified and daily interventions put in place. Ensure planning objectives meet gaps in learning.	**NO/SLT**	**Time**	**Half-Termly**				
General								
D6: To ensure there is a robust MER cycle in place	Head teacher to create cycle and share with SLT. Cycle to be place on main school calendar as well. The cycle will include ▪ Learning walks – weekly ▪ Book looks – 4/6 sessions ▪ Planning monitoring - weekly ▪ Teacher assessment monitoring – every 3 weeks ▪ School data monitoring – half termly ▪ SEND data monitoring - – half-termly ▪ Behaviour monitoring – every 3 weeks ▪ Pupil progress meetings – termly ▪ Lowest 20% monitoring - every 3 weeks ▪ Learning pan reviews – half-termly ▪ Reception baseline monitoring ▪ EYFS profile monitoring– half-termly ▪ PDI's – termly ▪ Parent Voice monitoring – termly	**NO**	**CPD budget**	**Termly**				

D: Leadership and Management

Key Performance Objective	Details of action to be taken:	Led by	Resource	Time	Evaluations			
					Sum 2023	Aut 2023	Spr 2024	Sum 2024
D7: Subject Leaders and Teams have the strongest effect on the quality of education by embedding an effective coaching model	▪ Subject leaders coached by outside provider. ▪ Raising Achievement plans are reviewed and adjusted in a timely manner and evaluated regularly. ▪	**NO**	Ian Jones SLT	**Termly**				
D8: Monitoring of roles & responsibilities lead to smooth running of the school	▪ Roles & responsibilities clearly outline expectations for each post ▪ Clear lines of communication & expectations are in place to ensure HT is up to date ▪ Regular 'hand over'/update slots in place between Head Teacher & DHT ▪ Weekly Leadership meetings in place.	**NO**	**Time**	**Weekly**				

D9: To have clear, first hand understanding of Goodrich strengths and areas for development	▪ To conduct learning walks and or drop-in weekly.
	▪ The following areas are to be monitored even more closely and on various occasions with subject leads to model expectations:
	  • Phonics
	  • Early reading
	  • Shared reading
	  • Home readers
	  • Core subjects
	  • Foundation subjects
	  • Lowest 20%
	  • Top 10%
		NO	**Time**	**Ongoing**				

	▪ Revision of non-negotiables across the school for all staff but especially new staff members.	**NO**	**Inset day Staff CPD**	**September 23**				
	▪ To conduct half termly Teaching & Learning Reviews, (one internal and 1 external) each term.	**NO**	**Time**	**Half - Termly**				

D: Leadership and Management

Key Performance Objective	Details of action to be taken:	Led by	Resource	Time	Evaluations			
					Sum 2023	Aut 2023	Spr 2024	Sum 2024
D10: Subject leaders have a strategic vision of the school linked to their subject								
	▪ Subject leaders to be accountable and lead subject areas. ▪ Subject leaders to create appropriate action plans and monitor teaching/learning & outcomes. ▪ Subject leaders to lead staff meetings and training ▪ HT to lead Performance Management of DHT's ▪ DHT to lead Performance Management of teaching staff ▪ DHT OF Inclusion to lead staff appraisals of teaching assistants under the direction of the HT. ▪ SEND leader holds half termly vulnerable leaner meetings with class teachers to identify gaps/blocks in learning and ways to overcome these. ▪ SEND leader to monitor progress and attainment of disadvantaged groups across the school. ▪ Subject leaders to embed the curriculum map & curriculum offer – review & update through triangulation of evidence	**NO & SLT**	**Time**	**Termly**				

D: Leadership and Management

Key Performance Objective	Details of action to be taken:	Led by	Resource	Time	Evaluations			
					Sum 2023	Aut 2023	Spr 2024	Sum 2024
D11: Subject leaders have a clear picture of their subject & its role within the school curriculum								
	▪ Subject leaders to share good practice across school settings – link subject leaders via zoom meetings or face to face where possible. ▪ Subject leaders to keep up to date with new initiatives. ▪ Subject leaders to evaluate standards by monitoring the progression and acquisition/application of age- appropriate skills. ▪ Subject leaders to report to Leadership Team/Governors areas of strengths & developments. ▪ Subject leaders to create & update subject action plans ▪ Subject Leaders to collate evidence in subject files/portfolio ▪ Subject leaders to monitor skills and knowledge of subjects being taught across classes of subjects being taught.	**NO/DHT**	**Time**	**Half - Termly**				
	▪ To conduct the (intent, implementation and impact) subject leader interviews to support and ensure that they have secure knowledge of their subjects twice a year.	**NO**	**Time**	**Autumn 23 Summer 24**				

D: Leadership and Management								
Key Performance Objective	**Details of action to be taken:**	**Led by**	**Resource**	**Time**	**Evaluations**			
					Sum 2023	**Aut 2023**	**Spr 2024**	**Sum 2024**
D12: Staff are trained well, through carefully planned CPD programme, so that they are upskilled to deliver 'Quality First Teaching' where they use effective strategies to support children knowing more and remembering more.	Clear sustained teaching strategies are put in place across the school to support the delivery of Quality First Teaching.	SG	**Time CPD**	**Half-termly**				
	▪ The implementation and embedding of the Teaching & Learning toolkit in all lessons therefore ensuring that children make rapid and sustained progress in order to knowing more and remembering more.	SG	**Time CPD**	**July 23 Reviewed Half-termly**				
	▪ Sustained opportunities for training, assessment and review (e.g. PPMs, Data collection, effective feedback, AFL, teaching and learning walk/reviews, pupil surveys, book monitoring) enables information used to identify barriers to learning and identifies pupils/groups to be supported effectively through appropriate intervention strategies and as early as possible.	SG/CD/ SENDC o	**Time CPD**	**Half-termly, weekly, fortnightly**				

Key Performance Objective	Details of action to be taken:	Led by	Resource	Time	Evaluations			
					Sum 2023	Aut 2023	Spr 2024	Sum 2024

E: SEND

Key Performance Objective	Details of action to be taken:	Led by	Resource	Time	Sum 2023	Aut 2023	Spr 2024	Sum 2024
E1: The staff and the wider school community understand the importance of prioritising the teaching of children in the lowest 20%.	To develop the Lowest 20% toolkit to ensure consistency in approach across the whole school	SLT SENCo	Time	Autumn 21				
	To ensure all pupils are supported in lessons with high quality concrete resources to support and ensure skills progression.	SLT ELT	Concrete Resources	October 21				
	Consolidation of Pupil Progress meetings to moderate and track progress through: - ➢ Moderation between year groups ➢ Breadth of evidence across the Maths and English curriculums ➢ Using Arbor's tracking system to support the assessment meetings with teaching staff/Phase leader/assessment manager.	SLT SENCo	Educater FFT Shine, Lowest 20% toolkit Time	Weekly, Termly				
	To continue and develop: - ➢ My Maths Stars ➢ X Factor awards ➢ Writing awards ➢ Reading awards	Subject Leaders	Rewards	Weekly, Half-termly,				
E2: To continue to address underachievement and extend personalised learning through the development of 'The Lowest 20% Toolkit' that is embedded into every lesson across the curriculum..	To continue to address underachievement and extend personalised learning to close the gaps between groups of children.	CD/ELT	Time, Shine, Lowest 20% toolkit	Weekly, Half-termly,				
	To improve the attainment of key groups of children through direct access to the learning mentor and School Counsellor across the school.	CD SENCo	Links with outside agencies	Weekly, Fortnightly				
	To improve the outcomes for children who are identified as vulnerable to safeguarding concerns and issues.	DHT	Time Agencies	Weekly, Fortnightly Half-termly,				

E: SEND								
Key Performance Objective	Details of action to be taken:	Led by	Resource	Time	Evaluations			
					Sum 2023	Aut 2023	Spr 2024	Sum 2024
E3: Development and training of new assessment tracking for children with SEN	Tracking progress and attainment of key skills in the wider curriculum to be scheduled with progress monitored near the end of units in continuous assessment cycle so misconceptions can be addressed more routinely.	**SENCo**	**Educater OR Arbor**	**Half-termly,**				
	Update the provision map so children and their specific learning need is supported by updated assessment so teacher can meet the needs of specific children considering their potential barriers to learning (if any): - ➤ Provision map, showing areas of need/provision ➤ Up to date assessment for the children in the core subjects. This to reviewed termly and based on triangulated evidence from outcomes progress and evidence in books	**SENCo Class Teachers**	**Provision Map**	**Half-,**				
	To embed the engagement model further across the whole school	**SU**	**Time MAPP**	**termly**				
E4: CPD builds and secures teachers' subject knowledge to sustain Quality First Teaching to ensure high standards in progression in learning for all pupils and gaps in learning are diminished.	Sustain Quality First Teaching through training, subject knowledge review, shared pedagogical theory and practice, curriculum planning, monitoring, evaluation and performance management. This includes peer to peer support in the classroom and beyond.	**SLT**	**Time**	**Half-termly, weekly, fortnightly**				
	Maintain Tailored opportunities for staff both internally and externally ensuring professional development links to performance management targets. This includes sharing effective practise across the school through identification, coaching and mentoring particularly for Early Career Framework trainees and teachers.	**NO**	**CPD**	**Half-termly**				
	Along with an outlined program of staff training for the year, the Teaching and Learning Policy continues to support staff as a working document and is updated (when appropriate) in line with effective, shared research and practice proven to impact on pupil progress and support with closing significant identified gaps in learning.	**NO/SLT**	**Time**	**Termly**				

E: SEND								
Key Performance Objective	**Details of action to be taken:**	**Led by**	**Resource**	**Time**	**Evaluations**			
					Sum 2023	**Aut 2023**	**Spr 2024**	**Sum 2024**
E5: Support Staff are trained well, through carefully planned CPD programme, so that they can use effective strategies to support children knowing more and remembering therefore achieving accelerated progress.	Clear sustained teaching strategies are put in place across the school for support staff to support the learning of all pupils in order to support the progress of all pupils.	SG	**Time** **CPD**	**Half-** termly				
	The implementation and embedding of the Teaching & Learning toolkit in all lessons therefore ensuring that children make rapid and sustained progress especially the for the lowest 20%.	SG	**Time** **CPD**	**July 23 Reviewed Half-** termly				
	Sustained opportunities for training, assessment and review to identify barriers to learning and identifies pupils/groups to be supported effectively through appropriate intervention strategies and as early as possible.	SG/CD/ SENDCo	**Time** CPD	**Half-** **termly,** **weekly,** **fortnightly**				

F: Assessment								
Key Performance Objective	**Details of action to be taken:**	**Led by**	**Resource**	**Time**	**Evaluations**			
					Sum 2023	**Aut 2023**	**Spr 2024**	**Sum 2024**
F1: To further develop a school based system that effectively tracks and monitors the progress of pupils, year on year.	Assessment lead to ensure that all teachers have a firm knowledge of children's current attainment and through professional dialogue in regular pupil progress meetings all groups of learners are discussed, including: ➢ More able disadvantaged ➢ EAL ➢ Gender ➢ FSM ➢ White British ➢ Lowest 20% of cohort	**CD**	**Time INSET/CPD**	**Half-termly,**				
F2: To communicate systems of tracking pupils will all stakeholders and ensure that Governors can understand new formats of FFT/ Educator and how tracking of progress and attainment has changed.	➢ Pupil progress meetings ➢ Careful monitoring of planning and books to ensure that pitch and progress is apparent ➢ Monitoring and analysis of standardised scores ➢ Monitoring and analysis of the tracker ➢ Lesson observations ensuring that the big five are followed at all times including pace, variation, progress, questioning, and mastery.	**NO/CD**	**Time INSET/CPD**	**Half-termly,**				
F3: To provide a clear framework that allows teachers judge progress and plan for next steps in learning.	To ensure that: ➢ All staff have a clear vision and understanding of the new assessment procedures ➢ All staff have an understanding of standardised scores. Staff need to know that the national expectation is 100, that anything above this is exceeding expectations. ➢ To review AFL strategies to support teachers planning and assessment of progress.	**NO**	**Time INSET/CPD**	**Half-termly,**				

F: Assessment								
Key Performance Objective	Details of action to be taken:	Led by	Resource	Time	Evaluations			
					Sum 2023	Aut 2023	Spr 2024	Sum 2024
F4: Staff are trained well, through carefully planned CPD programme, so that they can use effective assessment strategies to support children knowing more and remembering, identifying and narrowing gaps so therefore achieving accelerated progress.	Clear sustained assessment strategies are put in place across the school to support the learning of all pupils in order to support pupils knowing more and remembering more.	**SG**	**Time CPD**	**Half-termly**				
	The implementation and embedding of the Teaching & Learning toolkit in all lessons therefore ensuring that children make rapid and sustained progress.	**SG**	**Time CPD**	**July 23 Reviewed Half-termly**				
	Sustained opportunities for training, assessment and review (e.g. PPMs, Data collection, effective feedback, AFL, teaching and learning walk/reviews, pupil surveys, book monitoring) enables information used to identify barriers to learning and identifies pupils/groups to be supported effectively through appropriate intervention strategies and as early as possible.	**SG/CD/ SENDCo**	**Time CPD**	**Half-termly, weekly, fortnightly**				

G: WELLBEING & PERSONAL DEVELOPMENT								
Key Performance Objective	**Details of action to be taken:**	**Led by**	**Resource**	**Time**	**Evaluations**			
					Sum 2023	**Aut 2023**	**Spr 2024**	**Sum 2024**
G1: To sustain the cycle of mentoring and coaching across the school to support leadership development for all.	Leaders across the school continue to maintain a support system of team teaching and coaching of staff to ensure Quality First Teaching across all school subjects in order to sustain best practice of our extended leadership team (middle leaders) and ensure supported accountability.	DHT	Time	Half-termly,				
	Continue to provide opportunities for subject leaders to develop their CPD through networking within the bowling trust and various credible institutions	NO	Network Meeting	Half-termly,				
	Bespoke training arranged for staff where there are gaps in knowledge identified	NO	CPD	Half-termly,				
G2: All staff and children develop a core language of mindfulness and consideration of the well-being of others								
	To introduce the motivation of the month.	CG/MB	Time	Weekly				
	To promote a Growth Mindset	CG	Time	Weekly				
G3: SMSC, British Values & PSHE, including Relationship Education & Mental Health are embedded across the curriculum and all children are enabled to become confident, resilient and independent learners								
	To identify, support and develop pupils' wellbeing as well as attitude to learning through using a profiling tool that measures the following areas: Positivity, Self-efficacy, Motivation, Resilience and persistence.	SLT	Wellbeing Survey	Sept 21 Termly				
	Continue to maintain the teaching of moral values and purpose through the schools Golden rules to ensure this continues to be entrenched within daily school life and beyond. This is reflected and embedded through the school's positive behaviour policy. The behaviour logs are monitored weekly and a report produced to identify positive impact on interventions and any underlying trends.	SLT	5C's Behaviour Policy	Weekly Termly				

G: WELLBEING & PERSONAL DEVELOPMENT

Key Performance Objective	Details of action to be taken:	Led by	Resource	Time	Evaluations			
					Sum 2023	Aut 2023	Spr 2024	Sum 2024
G3 continued: SMSC, British Values & PSHE, including Relationship Education & Mental Health are embedded across the curriculum and all children are enabled to become confident, resilient and independent learners	Continue to ensure through creating design including assemblies that social themes and significant events (past, present and future) reflected locally, nationally and globally are taught and discussed in an age-appropriate manner with sensitivity and empathy in mind. Make links to British values PSHE and SMSC to ensure these are embedded and have an impact on children's choices in the playground classroom and wider community.	**NO RH SU**	**Time**	**Weekly, Half-Termly**				
	Maintain pupil voice through workshops, class activities, questionnaires, peer mentors, student council, members of Parliament, debate mate to ensure children are confident to speak their needs and the important issues that affect them and their learning.	**SLT ELT**	**Time Forms**	**Termly**				
G4: Maintain further learning opportunities and experiences beyond the classroom through an enhanced extra-curricular provision.	Maintain ensuring curriculum design and planning supports and challenges all pupils to master the curriculum in and outside of the classroom. This includes devising and evaluating subject specific action plans that tie in with the school development plan and include partnership links, external visitors and educational visits within the local area and beyond.	**SLT**	**Time Workshops etc.**	**Termly**				
	Maintain a range of extracurricular clubs that inspire and motivate our learners with different disciplines. Continue to use pupil voice to gauge enjoyment and interest across the curriculum.	**MT/CH/ NO**	**Time**	**Half-Termly**				
	Maintain consideration through curriculum design and pupil voice, wider community and global links as well as help pupils can give back through charitable organisations, community fundraising and raise awareness of lack of education provision, reading resources, etc. within the local community and across the world.	**SLT**	**Time**	**Half-Termly**				