



Christchurch Infant School-1 Year Overview 2020 - 2021



School Development Plan Key Priorities

Key Priorities in 2020-2021

Quality of Education (Intent, Implementation, Impact)

Key Priority

- Establish high quality first provision in order to raise attainment in reading, writing and maths in all year groups, for all children.
- Enhance reading provision through the new library, systematic phonics teaching and improving whole class reading.
- Provide an engaging, broad and balanced curriculum across all subjects that builds on long term memory for all pupils.

Behaviour & Attitudes

Key Priority:

- To ensure a consistent approach to behaviour management by all staff, to establish a culture to support challenging behaviour effectively, where all staff are pro-active and accountable so that all children are ready for learning to enable them to achieve the best possible outcomes from their starting points.
- Further improve attendance for persistent absentees, to ensure that all children have an equal diet of learning and children can gain the expected attainment and attendance does not impact negatively.

Personal Development

Key Priority:

- Secure children's understanding of the school's learning values (signs of success) and British Values and how it relates to their world.
- To enable all pupils to feel confident to challenge, question and think independently across all aspects of school life.

- Enhance teaching and learning of PSHE through Jigsaw across the whole school.
- Enhance pastoral and community provision for pupils and parents.

Leadership and Management

Key Priority:

- To develop a strong Senior Leadership Team, to develop the shared values deployed through effective self-evaluation, strategic planning and ongoing monitoring.
- To further improve leadership of curriculum subject leaders. To further enhance roles so that they can give a full account for improvement as seen in their areas of responsibility.

Quality of Early Years Education

Key Priority:

- To raise pupil outcomes for all pupils through a child led approach to encourage self-selection, independence and a free-flow style of learning. To ensure that free-flow learning fully enhances pupil outcomes.
- To secure high quality first teaching consistently across EYFS to ensure that all children have an equal access to a diet of learning, so they can make good or better progress from their individual starting points.
- To ensure that all EYFS staff develop their understanding of the 2021 curriculum.

Reopening due to COVID-19

Key Priority:

- Ensure that the reopening for all pupils, from September 2020, reflects the DFE guidance so that pupils and staff can be work together.
- Provide a recovery programme of PSHE, addressing well-being of pupils, alongside a carefully introduced approach to the teaching and learning of essential reading, writing and maths learning.
- Facilitate the intake of new pupils smoothly, ensuring all pupils and parents needs are clearly understood alongside school expectations.

Quality of Education Impact Plan 2020-21

Key Priority 1a: Establish high quality first provision in order to raise attainment in reading, writing and maths in all year groups, for all children.

Success criteria:

Drive the consistency of the best teaching practice **in all year groups** so that **all children** make good or better progress in reading, Writing and Maths, ensuring approaches are adapted to meet the needs of **all children**.

At the **end of KS1** in 2021 the proportion of pupils reaching the expected level in **Reading, Writing and Maths** is meeting or exceeding national, both at the expected standard and at greater depth.

At the end of KS1 in 2020 the RWM combined score is improved from 66% to at least National.

At the end of Year One, the proportion of pupils reaching the expected level in **Reading, Writing and Maths** is in line with the progress necessary based on Autumn 2020 baseline.

All vulnerable pupils, from their starting points (including disadvantaged pupils and SEN) will make at least good progress by July 2021.

Secure consistent and cyclical teaching approaches **in all classes** to develop pupils' long-term memory in **Reading, Writing and Maths**.

All teachers use AFL strategies and formative and summative assessment effectively in order to check understanding and address misconceptions informing future teaching and moving forward learning for all children.

Secure Mathematic opportunities to deepen learning **for all children** across all year groups, to meet higher expectations of problem solving and reasoning.

All EYFS and Year 1 staff to establish and embed a more focused approach to the teaching of phonics in Year 1, based on a stage not age approach.

At the **end of Year 1** in 2021 the proportion of pupils passing the phonic screening to meet or exceeding national.

At the end of Autumn Term, the proportion of pupils passing the phonic screening to meet or exceeding national.

If there is a requirement to reassess Year 2 pupils who do not pass the Autumn Term phonics check, the proportion of pupils passing the phonic screening to meet or exceeding national.

See Individual English and Maths Subject Actions Plans for more specific information relating to individual actions.

Key Priority 1b: Further develop Christchurch infant's curriculum implementation to be specific to our community, coherently sequenced and planned in knowledge & skills and matching our INTENT, leading ultimately to pupils embedding their long-term memory.

Success criteria:

All teachers have good subject knowledge and use this to present subject matter clearly, promoting opportunities for discussion and to check pupils' understanding routinely and systematically in all lessons through high quality questioning and feedback

All children in all year groups are able to demonstrate long term memory linked to their learning stage and vocabulary as defined in our curriculum.

All teachers adapt their teaching to respond to pupils' learning needs within and beyond lesson, including all groups of learners (especially SEND, EAL and disadvantaged pupils).

All teaching provides on-going opportunities, every day, to deepen **all pupils** K, S & U through providing opportunities to develop long term memory

All teaching staff fully involved in defining and monitoring the school's curriculum and subject intents, taking into account the school's place in the local community
All teachers to have an ambitious design for their subject linked to whole school intent and consistent application of sequenced knowledge and skills across all subjects
Evaluate the system for assessing foundation subjects in order to accelerate the rates of progress in foundation subjects for **all groups of children**.

Behaviour & Attitudes Impact Plan 2020-21

Key Priority 2a: To ensure a consistent approach to behaviour management by all staff, to establish a culture to support challenging behaviour effectively, where all staff are pro-active and accountable so that all children are ready for learning to enable them to achieve the best possible outcomes from their starting points.

Success Criteria:

All staff are clear about and fully implement the systems, procedures and policies related to behaviour and reducing negative behaviour seen within and beyond the classroom

All Staff to take ownership to ensure a consistent approach to reducing low level disruption, particularly during transitions by all staff across the school.

All staff to take ownership and are active in identifying strategies to reduce negative behaviour

All Base leaders to promote accountability across their year groups for behaviour management and to be pro-active in supporting with challenging behaviour across the school.

All staff to take ownership of all children's behaviour both within and outside the classroom and in doing so always adopt the school's hierarchy of approaches and de-escalation strategies.

All staff are consistent in their expectations and approaches to behaviour management, ensuring that no learning time is lost **in almost all cases**.

The vast majority of parents tell us that bullying is dealt with swiftly and appropriately and there are **no well-founded complaints** related to how the school addresses these matters

Key Priority 2b: Further improve attendance for persistent absentees, to ensure that all children have an equal diet of learning and children can gain the expected attainment and attendance does not impact negatively.

Success criteria:

All staff are clear about and fully implement the systems, procedures and policies related to increasing attendance.

All staff to take ownership and are active in identifying strategies to reduce absence in their class

Reduce the rate of persistent absenteeism to less than 4%

Personal Development Impact Plan 2020-21

Key Priority 3a: Embed children's understanding of the school's learning values and British Values and how it relates to their world.

Success Criteria:

All children confidently able to discuss, at an age-appropriate level, the relevance of British Values in their world.

Re-establish the learning values (signs of success) at the heart of our school ethos

Majority of parents to participate in aspects of the British Values curriculum

Community links in place which enhance the understanding of British Values

Embed Fab Friday as a way to promote the learning values

Implement a Half Termly head teacher award based on learning values

All curriculum projects to include at least one learning value

The vast majority of children are able to articulate the learning values they are working towards.

Key Priority 3b: To enable all pupils to feel confident to challenge, question and think independently across all aspects of school life.

Success Criteria:

All children receive a PSHE programme that builds on their ability to make decisions, think independently, question and challenge.

Governing body have a clear understanding of the PSHE / recovery curriculum

PSHE Policy in place Autumn Term

Vast majority of children can articulate their ability to understand PSHE skills taught and able to challenge things that make them deem to be wrong/inappropriate.

The vast majority of pupils able to question across different aspects of school life.

Leadership and Management Impact Plan 2020-21

Key Priority 4a: To develop a strong new senior leadership team, to develop the shared values deployed through effective self-evaluation, strategic planning and ongoing monitoring.

Success Criteria:

Leadership & management is judged to be at least good.

Improved communication in place.

A new secure leadership structure is in place so that all staff are leaders of learning across the school and all explicitly clear about their roles, responsibilities and lines of accountability.

SLT empower middle leaders to have a thorough understanding of their subject/aspect and able to hold others to account.

Standards of attainment at end of key stages are positively impacted to secure an upward trend from academic year 2018/19

A robust and rigorous monitoring cycle is in place and is effective in ensuring all pupils make progress from their starting points

Key Priority 4b: To further improve leadership and management with a focus on middle leaders (base and subject) being proactive in their monitoring and reviewing roles so that they can give a full account for improvement as seen in their areas of responsibility.

Success Criteria:

Standards of attainment at end of key stages are positively impacted to secure an upward trend

A robust and rigorous monitoring cycle is in place and is effective in ensuring all pupils make progress from their starting points

All leaders are clear about their subject intent, implementation and impact and these are clearly visible to the school community.

Subject leaders monitor to ensure that all children receive their full entitlement to programmes of study in all curriculum areas.

All monitoring & evaluation by all middle leadership is highly effective in improving the quality of teaching and learning with an evidence-based impact on improving outcomes for **all pupils**.

The accuracy and use of teacher assessment in **all year groups** is robust and triangulated **in all cases** by base and subject leaders, taking into account learning over time in pupils' books, pupil voice and tracking data systems.

All middle leader monitoring is accurate in its identification of strengths and areas for development and is moving learning on in their subject.

All leaders have conducted a thorough self evaluation and have strategically planned and monitored the impact of their work on pupil outcomes, including the disadvantaged, across all subjects, consequently **all children are making at least good progress** from their starting points.

All Middle leaders to have full understanding of their subject/area throughout the school from EYFS to Year 2 and beyond.

All governors' monitoring systems are sufficiently robust to support and challenge leaders, resulting in all teaching being good or better.

Key Priority 5:

Secure high quality first teaching consistently across EYFS in order to raise pupil outcomes for all groups including disadvantaged, SEND, EAL, through establishing a holistic, child led approach to encourage self-selection, independence and a free-flow style of learning.

Success criteria:

The learning environment of EYFS, **always** maximises on the learning opportunities **for all pupils**, ensuring that enquiry skills and child initiated learning are **always underpinned by high expectations, key skills development**, planned for by EYFS staff.

Success criteria:

All EYFS staff to contribute to establishing an **accurate baseline for all pupils** in EYFS.

The proportion of pupils reaching and exceeding the expected level in the prime and specific areas to be at least in line with National.

The proportion of pupils reaching a Good Level of Development (**GLD**) **is at national or above**

All pupils have made at least good progress from their individual starting points.

To ensure that **all groups of children** are provided with learning that enables them to make **good or better progress**

To ensure that task design is challenging for **all children** based on their individual starting points and targeted to their specific needs.

All teaching is at least good, with levels of challenge for **all pupils** being explicit and well-tailored to their needs and stages of development.

All staff to embed a cyclical approach to the children's individual learning, for all groups of children to ensure consistent challenge for all based on their Individual starting points, enabling them to demonstrate long term memory linked to the EYFS curriculum.

Reopening due to Covid-19 Impact Plan 2020-21**Key Priority 6:**

Ensure that the reopening for all pupils, from September 2020, reflects the DFE guidance so that pupils and staff can be work together.
Children are not disadvantaged long term by school absence related to Covid 19 & Lock down

Success criteria:

Appropriate use of the Catch Up Premium

Staff wellbeing is good and workload is managed

The school has an effective remote learning offer in case of pupil's self-isolation or partial school closure

Provide a recovery programme of PSHE, addressing well-being of pupils, alongside a carefully introduced approach to the teaching and learning of essential reading, writing and maths learning (see Quality of Education for more specific intended outcomes).

Facilitate the intake of new pupils smoothly, ensuring all pupils and parents needs are clearly understood alongside school expectations.

Early Autumn baselines administered across all year groups with effective analysis carried out in order to teach children from their individual starting points.