



Garton on the Wolds C.E. (V.C.) Primary School

School Improvement Plan 2020-21



Garton on the Wolds CE (VC) Primary School Improvement Plan aims to:

Set out a cycle of actions that reflects a commitment to continuous self-review and improvement. The overall schedule is based on the OFSTED Education Inspection Framework, which is applied within the inspection process and defines a regular cycle of review identifying strengths and weaknesses within the School. The identified areas to improve become actions for improvement and form a basis for evaluation of the intended outcomes. Although there is a regular review schedule for all subjects and aspects contained within the OFSTED Framework, the flexibility remains for staff, governors, parents and children to make contributions to the whole SIP process. Additionally, the SIP also reflects a response to local (learning network, local network, Local Authority) and national priorities and initiatives. Our SIP links to the School Self Evaluation Summary (SSES) which the school updates on a yearly basis. Copies of our current SSES are shared with governors and to all staff. At our last inspection in September 2018 our School was judged as Good in all areas. At the very heart of what we do is the impact our identified improvement priorities have on the outcomes and achievement for our children.

The School Improvement Plan was written with input from staff, pupils, governors and parents. It provides a detailed framework for improvement in 2020-21. Priorities for improvement were identified from the following:

- SSES
- The impact of the national school closure on pupil achievement and well-being.
- Ofsted Inspection – September 2018, areas to improve:

Improve the quality of teaching so that all pupils make rapid progress in their learning by making sure that:

- ✓ all teaching is matched precisely to pupils' needs
- ✓ staff provide the appropriate level of challenge or support across all subjects.

Ensure that the quality of phonics teaching is consistently strong so that pupils, particularly lower-attaining pupils, quickly become fluent and confident readers by:

- ✓ ensuring that all staff who support pupils' reading are trained to the same high standard
- ✓ ensuring that the books pupils use to practise their reading are always matched to pupils' developing phonic knowledge
- ✓ continuing to check carefully on pupils' progress towards becoming accurate readers
- ✓ continuing to act swiftly to support any pupils who are falling behind.

Other documentation to assess the school's progress are:

- ✓ Analysis of; EYFS data, Y2 and Y6 SATs results, progress and attainment data across the year (2019 data due to the national school closure in 2020)
- ✓ Analysis of ASP 2019 – no ASP in 2020 due to the national school closure.
- ✓ Responses from the Parents' Meetings, and questionnaires
- ✓ Lesson observations, monitoring of lesson & subject planning, book scrutiny and evaluation of the curriculum by all co-ordinators, SLT and Improvement Partner.
- ✓ Monitoring of performance management, action plans, subject and curriculum progress.
- ✓ The School Improvement Plan sets out how and when the objectives are to be achieved and how we will judge our success.

Respect, Aspire and Achieve

Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we enable and equip everyone to have life to the full as Jesus promised. This vision is underpinned by the values of hope, friendship, respect, forgiveness, perseverance, tolerance and thankfulness.

"I have come that they may have life, and have it to the full" (John 10 v.10)

We will realise our Vision through the following aims:

- demonstrating, as a Church school, our Christian values in action
- consistently high standards of teaching
- providing a happy, healthy and secure environment where all are respected, valued and encouraged to contribute
- excellent leadership and governance
- encouraging a love of learning by participating in experiences full of opportunity and creativity
- pursuing excellence in every aspect of school life, supporting one another and celebrating the achievements of all
- a partnership of pupils, teachers, parents, governors and the local community
- Targets are challenging and achievable.
- To have creative and enquiring minds enabling them to become confident individuals who reach their full potential and succeed in Modern Britain.

The School Improvement Plan Process 2020/21

Task	Start Date	Person	Consultation Process	Completion Date
Steering overall process	July/August 2020	Head Teacher SLT	Leadership Meetings Staff Meetings, Action Plans	
Collating Information for planning of SIP	August 2020	Head Teacher SLT	School self review process Staff Meetings	
Deciding priorities and aims	August/ September 2020	Head Teacher SLT Teaching Staff	Staff Action Plans, governors, parents & children	
Drawing up 1 year action plans	September 2020	SLT, Subject Co- ordinators	Staff Meetings	
Matching Budget priorities to detailed 1 year action plans and 3 year plan	September 2020	Head Teacher Business Manager Chair	GB meetings Finance Com	
Producing and circulating written plan to staff and governors	September / October 2020	Head Teacher SLT	Staff Training Days GB meetings	

Garton on the Wolds School Review and Self Evaluation Cycle**AUTUMN TERM**

	September	October	November	December
Performance Appraisal	Teacher Appraisal Objective setting	Support Staff Appraisal	HT Appraisal	
Monitoring of Teaching	No observations – focus on reintegrating children back into formal education.	Learning Walks by SLT	Learning Walks by SLT	
Scrutiny of Work		Half Termly Planning Scrutiny of writing / maths/ guided reading books	Planning folders	Scrutiny of foundation subject books.
Learning Environment	Classrooms set up for new academic year.	Working Walls	School Displays	
Assessment & Data Analysis	Analysis of pupil need after school closure. Review of current assessment system.	Pupil Progress and Target Report sent home Parent Consultations – Via telephone	EYFS Moderation Phonics screening (Year 2)	Pupil target setting Data Input
Inclusion	EHC planning Meetings Review of current systems for IEP target setting.	Inclusion Meetings New SEN plans written – new format		Monitor SEN records Identify intervention for Spring term
Subject Leaders		Autumn Term Action Plan		Self Evaluation of Areas
SIP, Review & evaluation	SIP Implemented			SIP Progress Review
Governors	Curriculum Sub Finance Sub	Buildings Sub	Virtual Learning Walk	
Stakeholders		Parent Consultations (telephone)		End of Term CPD Evaluation

Strategic Leadership	School Improvement	Governors	Inclusion Team	Head
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SPRING TERM

	January		February		March						
Performance Appraisal			Teacher Appraisal – Midyear Review Support Staff Appraisal – Mid Year Review		HT Appraisal						
Monitoring of Teaching	Subject Leader learning walks. Whole School writing moderation		Observations		Observations						
Scrutiny of Work	Progression check. Foundation subject scrutiny.		Half Termly Planning Scrutiny of writing books		Planning folders Scrutiny of maths books						
Learning Environment	Working Walls				School Displays						
Assessment & Data Analysis	Analysis of pupil need based on Autumn data. Pupil Progress Meetings		Midyear report sent home to parents Parent Consultations		Pupil Progress Review Meetings						
Inclusion	EHC Review Meetings		Inclusion Meetings		Review of SEN plans						
Subject Leaders	Subject leader meetings with Head				Subject Leader Learning Walks						
SIP, Review & evaluation	SIP Review – Progress so far										
Governors	Curriculum Sub Finance Sub		Buildings Sub		Staff/Governor meetings.						
Stakeholders			Parent Consultations								
	Strategic Leadership		School Improvement		Governors		Inclusion Team		Head		

SUMMER TERM

	April	May	June	July
Performance Appraisal			Support Staff Appraisal	Teacher Appraisal Review
Monitoring of Teaching		Lesson Observations – All teachers		
Scrutiny of Work	Book Scrutiny of English/ Maths	Whole School writing moderation	Book Scrutiny (subject leaders leading)	
Learning Environment	Learning Walk	Displays Hall	Learning Walk	
Assessment & Data Analysis	Analysis of pupil need based on Spring data. Pupil Progress Meetings	EYFS Moderation HT/AH	Pupil Progress Review Meetings	Analysis of school data.
Key Stage school Data Analysis			KS1 SATS initial results EYFSP initial results Phonics Test	End of Year Data Analysis
Inclusion		Inclusion Meetings	SEN Plan Reviews	Monitor SEN records Identify intervention for Autumn term
Subject Leaders Planning and	Summer Term Action Plan			Self Evaluation of Areas
SIP, Review & evaluation			SIP Areas identified Action Plans	
Governors			Learning Walk with SLT	
Stakeholders				Pupil Reports sent home End of Term CPD

Strategic Leadership	School Improvement	Governors	Inclusion Team	Head
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	Based on evidence the staff and governors will:
Thematic Curriculum	To develop the thematic curriculum further, key skills to spiral progressively through the key stages, data to be acted upon to develop lifelong learning further.
SMSC	Thematic curriculum to embody our school's Christian Values, church school distinctiveness, classrooms to exemplify SMSC
PSHE	PSHE to be taught each week; RSE to be a key focus. Initial lessons to focus on mental wellbeing and reintegration into school life after the COVID-19 pandemic.
Reading	To develop reading skills further for vulnerable children, meet targets for EXP and GDS, give children a love for reading.
GPS	To continue to raise pupil achievement and standards of challenge in spelling.
Writing	To raise standards of writing across the thematic curriculum along with handwriting. New writing checklists to be implemented.
Mathematics	To continue to raise standards; narrow the gap and give greater depth in mathematical understanding. A move fully to the White Rose maths scheme.
Phonics	Y1 focus on Phonics to gain 85%+ 2021 and all Y2 children to meet Wa.
Science	To develop further assessment, progress and attainment.
EYFS	To develop parent links including through the use of 2Simple.
Computing	Develop computing throughout the curriculum. Purchase new and update current ICT resources in school.
Standards of Teaching	To increase the proportion of outstanding teaching and the progress pupils make.
Leadership and Management	To develop senior leadership across both schools. To develop subject governors further.
Attendance	To further improve attendance across the school with the aim to achieve national expectations (96%). Closer monitoring of persistent absenteeism.
Assessment	To develop the school assessment system and continue to act upon formative and summative data in order to develop the teaching and learning to a high standard
SEND	To ensure all interventions are well matched to pupil needs and accelerate progress for identified pupils, continue with small maths groups, extend the teaching of spelling. Implement new target setting for SEND pupils led by class teachers.
Disadvantaged children	To continue to develop all children including disadvantaged children in and out of the curriculum.
Performance Management	PM to be in line with the teaching standards and SIP priorities.
Outside Environment	To develop the EYFS outdoor environment.
Governing Body	Set the strategic direction, monitor progress against the School Improvement Plan & develop the collaboration of both schools in helping to raise standards.

LEADERSHIP AND MANAGEMENT

Priority Focus
1. To lead the reopening of the wider school following the COVID-19 school closure. 2. Senior Leadership Team (SLT) to hold to account teachers within each Key Stage in a continuous drive to improve pupil outcomes across a themed curriculum. 3. Head Teacher (HT) to provide strategic leadership in developing further the SLT to extend the Intent, Implementation and Impact of the teaching, learning and assessment across the school. 4. To further develop the effectiveness of the Governing Body (GB) in holding the HT and SLT to account.

5. To further develop links between school and parents.
 6. To develop Inclusion further strengthen the work of SLT in response to pupil needs of SEND, Disadvantaged children and management of assessment workload issues.
 6. Creation of a provision room to provide intervention support and ELSA.

The effectiveness of leadership and management

Target	Actions	Start date	Cost	Resp	Monitor	Milestone 1	Milestone 2	Milestone 3	Success Criteria
To lead the wider reopening of the school following the national school closure – March 2020 to June 2020.	School reopening plans devised and shared. School prepared in preparation of reopening.	August 2020		SLT/All teaching staff.	SLT	Reopening plans in place and up to date procedures ready to be implemented based on the latest Government guidance. Plans communicated to staff, governors and parents. Catch-up funding spent to best improve pupil outcomes.	Procedures reviewed based on latest Government guidance. Impact of catch-up funding reviewed	Catch-up funding effectively used to improve outcomes of pupil across school.	School reopened and pupil need effectively met.
Ensure a broad and balanced curriculum which engages all learners and meets the needs of all pupils within school.	Review and develop the school's themed curriculum so that it is knowledge rich and skills based To extend the school curriculum map & key skill development	Sept 2020		All teaching staff	SLT GB coordinators	Review and update Curriculum Map Key Skills Staff Input Review that Christian Vision is fully within the curriculum and school life –	Subject leader training equips staff with the skills to effectively monitor and evaluate their subject. Learning walks/book scrutiny	Assessment and monitoring reveals an excellent curriculum enhancing the teaching and learning at a high level.	Through a highly developed themed curriculum a high % of children reach their challenging targets in all areas.

	To ensure the Intent, Implementation and Impact of the curriculum is meeting the pupil's needs, engaging and relevant. Staff to review the impact of the curriculum on their subject areas. The whole curriculum embodies the school's Christian Vision and the church school distinctiveness					especially after school closure	evidence that the themed curriculum is having a positive impact on the learning, subject knowledge and SMSC		
Develop further the quality of teaching to enhance the curriculum further and appropriate use of assessment.	Staff training in curriculum standards. Assessment is evident throughout the curriculum and data acted upon to enhance the teaching and learning further. (Impact) Subject leaders to deliver training on key skills, content of their subject, the implementation and intent.	Sept 2020	Staff training	All teaching staff	SLT	Subject leaders write action plans to develop their subject within the themed curriculum.	Action plan implementation; meaningful curriculum, excellent teaching, evidence of pupil's work is of a high standard.	Monitoring reveals an exciting curriculum which is fruitful and has community/global significance.	All teaching is good and a high % is outstanding. Pupils have excellent subject knowledge which is meaningful and long-lasting.
Leaders engage effectively with the	Termly parent meetings continue to develop engagement with	Sept 2020	Staff Meetings	Teaching staff	SLT	Newsletter to have a section on attendance.	Termly parent/teacher meeting to continue to	GB termly newsletter has kept the community	School community is informed and included

school community.	parents and pupils – these will initial take place over the phone due to current restrictions. Newsletters continue to engage parents. GB to send a termly newsletter. Notice Board to be updated each term. Website to be redesigned to be given a fresh look. School Twitter to be launched. See Saw to be introduced to enhance parent/school communication.					Newsletter to continue to be informative of the school's daily events. School Twitter to be launched to promote the school to the wider community. Website to be reviewed and new designs researched. See Saw training for teaching staff and the APP launched with parents. Parent/teaching meetings via telephone to take place.	have a written report and parent's response acted upon. New website launched. See Saw used as a way to set homework and communicate with parents.	informed of the school's development. See Saw to be fully implemented in school and used on a weekly basis by teachers, pupils and parents.	within the direction the school is taking.
Governors ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for	Sub Committees continue to develop the direction of the school's improvement; Finance, Buildings, Health and Safety, Curriculum, Safeguarding, SEND, Disadvantaged and	Sept 2020	Training	GB	SW/JA	Sub Committees reformed. New Governor/teaching links established and staff provided with opportunities to meet governors (virtually if needed).	Sub Committees are effective in driving standards forward.	GB Learning Walk and committee involvement in the curriculum, teaching and learning.	Governors have overseen the high quality teaching and learning under the clear vision for the delivery of a high quality of curriculum.

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the quality of education.	Inclusion. Governors are clear about their roles and responsibilities. Performance Management is outlined in each termly Headteacher Report.					All meetings have agendas, minutes and shared with the full GB.			
The school has a culture of safeguarding, have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.	All staff to have had training in the Safeguarding of Children. All staff have taken part in Prevent on line training. CP Governor to meet each half term to discuss and act upon safeguarding issues. HT ensures all staff have had updated training and policies have been updated and shared. Procedures for updating safeguarding concerns updated.	Sept 2020	Staff meetings	JB/LC/JA	JB/LC/JA	JB to update staff on KCSiE 2020. All training to be updated. CP governor to meet with HT (termly). CP governor to feedback to GB All policies to be updated and shared including KCSiE 2020.	CP governor to feedback to GB Audit to be carried out on Safeguarding procedures by the ERSCB.	CP governor to feedback to GB Safeguarding/CP documentation to be sent to new schools if needed.	Safeguarding and child protection systems are of a high quality.

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Maintain Standards report to governors termly; RE, Science, English and Maths.	Governors receive feedback regarding children's work, displays, working walks, Collective Worship, assessment. To give feedback of their subject in full governing body meetings.	Sept 2020	GBM	JB/HF/HH	JB/JA/SW	Termly report shared from Maths/English. Governor and Learning Walks will identify creative and meaningful displays to develop the learning.	English/Maths /RE governor carry out book scrutiny and learning walk. English co-ord feedback on developments of reading across the curriculum.	Science governor to feedback on evidence gained from visit to school.	Governors are kept informed of the standards across the school. Governors play a strategic role in the development of the school.
SLT to hold teachers to account in drive to improve pupil outcomes.	Review SLT roles and responsibilities. Action plans drawn up with specific focus on pupil outcomes within the themed curriculum. Develop further RE, SMSC, PSHE and the Christian Vision to be across the curriculum.	Sept 2020	SLT Mtgs	JB/HF/HH	JB	The curriculum shows a developing culture and thirst for learning.	School self-evaluation (SSES and SEF for SIAMS) good or better for all core subjects.	SLT analyse internal data and act upon it for positive progress and attainment for each child. Teaching – high % is good with an improving % of outstanding.	Quality of teaching consistently judged to be securely good to outstanding.
Pupils' SMSC development and, within this, the promotion of Christian and British values, are at the heart of the school's work.	RE syllabus, SMSC and Understanding Christianity to be explored further and implemented further. Investors in Pupils to begin to be developed.	Sept 2020		All teaching staff	JB/HF/HH/Rev Jane	Christian Vision and Values to be understood by all. Station of the cross to be developed.	Class charity, RE learning and the school ethos to be of a high quality.	Assess impact of RE syllabus. Reintroduce Investors in Pupils with the aim to gain the accreditation in 2021/22.	SMSC has a big impact on the ethos of the school.
Creation of a provision	Audit current resources for	Sept 2020		JB/HF/JS	JB	Dedicated space in set up to	Provision of up to date	SEND pupils and extra provision	SEND pupils, Disadvantaged

base resource room.	interventions. Rearrange classroom spaces for intervention groups.					provide quality intervention.	resources to support targeted intervention programmes in line with best value strategy. This will be linked with new termly support plans.	data is analysed.	and vulnerable pupils show progress.
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QUALITY OF EDUCATION

Key Areas for Improvement:

- Curriculum adapted to suit the needs of pupils, with a key focus being on catch-up after the national school closure.
- Improve standards of reading, writing, spelling, handwriting and Maths throughout the themed curriculum.
- Develop the Key Skills further in the themed curriculum to give lifelong learning.
- To develop the Intent, Implementation and Impact of the teaching and learning.
- To ensure all children are developing their learning and meet their targets.

Target	Actions	Start date	Cost	Resp	Monitoring	Milestone 1	Milestone 2	Milestone 3	Success Criteria
The curriculum is successfully adapted and designed to be ambitious and meet the needs of all pupils with SEND, Disadvantaged, particularly in terms of catch-up. To develop further a rich Cultural Capital curriculum.	Adaptations made to the curriculum, through assessment for learning, to allow all pupils to catch-up on missed learning. The curriculum has clear differentiation and is inclusive within the resourcing and tailoring of the subject knowledge.	Sept 2020	Management Time for SLT	All Teaching Staff	JB/HF	Gaps in learning identified by class teachers and the curriculum adapted/strategies implemented to suit these needs. All children show excellent progress from their starting point through; meaningful planning, quality teaching and assessment. The curriculum has	Review of progress in terms of catch-up and additional needs identified. Provision maps continue to be developed to ensure all children have access to the curriculum.	Analysis of catch-up funding impact carried out. Resources are used effectively along with parent/pupil/school meetings to develop the learning of SEND/Disadva	Significant promotion of catch-up leads to at least good progress for all based on starting points. All children have access to high quality teaching and can access the curriculum effectively and have developed lifelong learning.

						Cultural Capital aspects running throughout.		ntaged pupils.	
Teachers provide adequate time to embed pupils' knowledge, understanding and skills securely.	Marking and feedback is relevant and timely to ensure progress. Subjects are planned effectively to give progress of key skills and a thirst to learn independently and within the classroom.	Sept 2020	MT SM	All teaching staff	JB/HF/tea ching staff	Marking and feedback procedures updated. Assessment is meaningful and develops all children.	Monitoring of planning and progress in pupil's books. Act upon findings.	Monitoring of tracking and provision. Act upon findings.	Marking and feedback has a positive impact on the learning and thirst to learn more.
Teachers embed reading, writing and mathematics across the curriculum, equipping all pupils with the necessary skills to make progress and catch up. New phonics scheme implemented to ensure phonics teaching is highly effective in enabling pupils to progress	Stamina and knowledge to read with interest and tackle in depth challenging questions. GPS to develop further. Phonics continues to be developed further and identified for all children.	Sept 2020	SLT SM	All teaching staff	JB/HF/HH	Opportunities for reading, writing and maths to be used across the curriculum identified. New phonics scheme (RWI) to be purchased and staff training carried out.	Reading across the curriculum and across the school is developed through reading clubs, reading corners, home reading, engaging library. Mid-year review of phonics data analysed.	Maths units to be assessed for sustained progress. Phonics screening takes place with improved outcomes.	Reading, Writing, GPS and Maths result are achieved. Phonics target is achieved and new scheme implemented effectively.
SLT oversee the development of pupil progress and assessment systems in order to raise standards across the school.	Review of current assessment system. New assessment procedures implemented and new tracking grids created.	Sept 2020	Staff meet Gov Meetings	All teaching staff SLT	JB/HF	Review carried out of the current assessment system and appropriate adaptations made. Assessment training carried out with	High % of children on track to reach their targets. Pupil Progress meetings to identify key	Compare results with National and make targets for next year.	Assessment system in place and used effectively by all staff. School to achieve targets for

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	Staff training to be carried out on assessment system and how to analyse data effectively.					teaching staff.	areas of focus for individual pupils.		2020/21
Regular, effective tracking by class teachers effectively develops all children.	Class tracking grids effectively used to promote effective teaching and learning. Class teachers to have training on use of the school assessment system.	Sept 2020	Staff meetings	All teaching staff	JB ENG/ MATHS CO-ORD	Tracking grid updated and actions made. Assessment training carried out for class teachers.	Scrutinise pupil's work in the core subject – moderate this against pupil assessment data.	Assessment system to move online. Produce of data analysis, spending for PP and SEND.	100% of class teachers able to identify individuals in their class & support them appropriately.
White Rose to be implemented across school to allow for consistent and effective maths teaching.	White Rose implemented across school and premium resources purchased. To ensure reasoning and number is a part of the maths teaching. Book scrutiny each half term to monitor; progress, coverage and challenge. Maths co-ordinator to belong to the White Rose HUB	Sept 2020	MT	All teaching staff	JB/TH	Maths reasoning/ number skills to be developed through moving fully to White Rose. White Rose Premium resources purchased. Book scrutiny. Assessments analysed and acted upon.	Baseline and summative assessments to be monitored. Coverage of the WR LTP to be monitored. Teaching to be of a high standard, training given to develop further if needed.	Y6 to show excellent progress due to intervention.	White Rose effectively implemented. Targets are met or surpassed.
Reading targets to be achieved.	To enhance reading for pleasure within the classroom and at home. To enhance the use of the class book corner & the library. Quality guided reading sessions are monitored as good with a high %	Sept 2020	CPD Staff Meetings	All teaching staff	HH/JB	Reading corners are quality areas to invite children to use. In depth questioning to be evident within Guided Reading, both written & aural.	Guided reading sessions are challenging and assessment shows good progress. Guided reading written evidence	Deep Dive – PV shows a love for reading. Progress is evident over a series of lessons.	Children have a love for reading and are choosing the opportunity to read independently. GDS in Reading has developed further.

	outstanding.					Where appropriate, staff to read good quality reading materials with their class to develop reading for pleasure.	shows progress, flow and is in depth.		
Writing – to achieve above targets.	Writing books show progress and a wide variety of genres. New writing checklists implemented across school.	Sept 2020	SM	All teaching staff	JB/HH	Monitoring of writing shows high standards and covers a wide variety of genres. Writing checklists implemented.	Writing wall shows excellent presentation. Use of LA assessment grid is evident and acted upon.	Tracking shows progress over the year. Disadvantage children are closing the gap.	Writing is of a high standard across the school and targets have been met.
GPS: all targets to be met.	GPS is integrated and is relevant to the English lesson. GPS is clearly shown to be applied within writing targets. GPS working walls are updated and relevant to teaching. New spelling resource engages and stimulates pupils' learning.	Sept 2020	Staff Meeting	All teaching staff	JB/HH	Monitoring of writing shows progress in GPS. Wordsmith/literacy planning is used effectively. Spelling results show improvement and retention of spelling patterns.	Spelling is improving and children on track to achieve end of year spelling bank. Phonics streaming identifies areas to develop	GPS is of a high standard within the topic folders covering all subjects.	Grammar, punctuation and spelling is used effectively across all subject areas. GPS results are in line with National.
Raise standards in Science investigation skills and develop science assessment in school.	Science week to develop pupils' investigation skills and using and applying skills to solve real life problems. Science Fair to allow pupils to showcase work to parents training for staff. Audit resources and	£300	SM	PW	JB	To review and develop the whole school assessment in Science in line with changes in the whole school assessment policy.	To raise the profile of, and aspirations in, the field of Science across the school.	To evaluate the implementation and impact of the Science 'Plan It' Scheme of Work.	High % of pupils achieve their targets in Science.

	policy for Science. Curriculum review for science to ensure gaps are addressed through discrete lessons. Develop Science assessment.								
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BEHAVIOUR AND WELFARE

Key Areas for Improvement:

1. Support individual pupil needs during the full reopening of school.
2. Update the school behaviour policy allowing for a consistent approach across the school.
3. Improve standards of attendance throughout the school.
4. Pupils' knowledge and understanding of e-safety improved.
5. Improve safeguarding for all pupils through consistent use of KCSiE model.
6. Improve standards of behaviour during playtimes.

Target	Actions	Start date	Cost	Resp	Monitor	Milestone 1	Milestone 2	Milestone 3	Success Criteria
The school supports individual pupil need, particularly during the full reopening of school after the COVID-19 national school closure.	Changes to school procedures to be provided to parents/pupils in advance of the reopening. School routines to be established. Step-Up September to be created to support staff in providing behaviour, curriculum and pastoral support for pupils in their classes. ELSA to be used to support pupils who require it.	August 2020		All staff	JB/H F	Changes to school procedures to be provided in letter form to parents/pupils in preparation of the full reopening. Step-Up September provided to all staff. Reopening plan shared with all staff. Children requiring ELSA identified.	Procedures in school adapted based on Government guidance. Pupil need in terms of pastoral care and curriculum catch-up reviewed and appropriate changes made. Ongoing ELSA support.	Ongoing catchup to support pupils and pastoral care.	School successful reopened for all pupils and individual pupil needs met, whether this is in terms of behaviour, pastoral care or curriculum.

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A new behaviour scheme introduced in school and procedures for behaviour reviewed and adapted so that all staff take a consistent approach.	Good to be Green system implemented across school and training carried out. Reporting incidents and logging concerns procedures reviewed and staff training given. Behaviour policy updated. Changes shared with parents.	Sept 2020		All staff.	JB/H F	Good to be Green purchased and training given to staff. Good to be Green procedures shared with children and parents. Blue forms/Classroom chronologies introduced. Behaviour policy updated.	New scheme GTBG fully implemented across school. Positive behaviour strategies develop pupil progress.	Reduction in loss of teaching time through excellent de-escalation techniques.	Scheme effectively implemented across school leading to a consistent approach to behaviour from all staff.
Ensure that safeguarding is effective	Refresh all staff on child protection policies and procedures. DBS of all staff processed. KCSiE 2020 provided to all staff and update given. All necessary actions taken to keep children safe. Robust interventions to support any vulnerable families.	Sept 2020		All staff	JB/L C/HF	All staff provided with safeguarding refresher training.	Safeguarding audit carried out by the LA.	Safeguarding report to Governors.	Safeguarding systems are effective in keeping all children safe.

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To ensure pupils know how to stay safe in a range of contexts.	Staying safe on the Internet training for pupils by all class teachers. NSPCC visitors and SC presentation. PSHE/RSE – 3D.	Sept 2020		All Staff		E-Safety Lessons in each class bubble.	Children can talk effectively about how to keep themselves safe when using the Internet.	Road Safety lessons and Bike Safety lessons ensure children are safe when using the roads.	Following Safety Awareness Week pupils can articulate how to stay safe on the roads, the internet and at home.
To ensure attendance percentages are closer to the national and increase the tracking of attendance in school.	Absence closely monitored. Timely interventions to ensure families are aware of their obligations. EWO involvement when required.	Sept 2020		All teaching staff LC/RC	JB/H F	Clear attendance procedures established with all members of the attendance team. Attendance policy updated.	Track ongoing attendance for key groups, including all pupils, disadvantaged and SEND. Persistent absentees tracked and work with the EWO to support families.	Attendance expectations to be promoted with new starters.	Attendance develops to above 96%.
Pupils work hard with the school to prevent all forms of bullying, including online bullying & prejudice-based bullying.	School Council carry out anti-bullying initiatives. E-Safety to be developed further.	Sept 2020	CT	HH	JB	Children talk positively during discussions on British and Christian values – tolerance, anti-racism. Anti-bullying woven into CW.	PSHE/RSE teaching tools. Pupils have an excellent understanding of how to stay safe online	Questionnaire on how safe children feel undertaken by the SC.	All children feel safe and bullying is not tolerated.
Pupils discuss & debate issues in a considered way, showing respect for others' ideas & points of view. The school's Christian Vision & church school distinctiveness is developed further through teaching of RE and achievement of the Global Neighbours	RE syllabus developed further. Investors in Pupils to be renewed. Achieve the Global Neighbours Award Silver	Sept 2020		All teaching staff	HH/J B	RE syllabus to be developed further.	Book scrutiny and pupil questionnaire on understanding of respect.	Assess impact of RE syllabus	SMSC and RE has a big impact on the ethos of the school and pupils' have a healthy outlook on life.

Award.									
To continue to promote the school council across the school.	PW to lead the School Council (virtually) across the school. SC to be more effective in the promotion of friendship, tackles diversity and bullying.	Sept 2020	SC Meetings	All staff	PW/JB	Developed activities during Anti Bullying Week. Gave each child a voice.	School Council Collective Worship and Assemblies will help with the development of self-esteem.		School Council help to sustain a caring, healthy and happy school.

PERSONAL DEVELOPMENT

Key Areas for Improvement:

1. Develop Mental Health and Well-Being through an inclusive community.
2. Themed curriculum to develop SMSC
3. PSHE and RSE develops pupils' understanding of keeping themselves safe and respect others.

Target	Actions	Start date	Cost	Resp	Monitoring	Milestone 1	Milestone 2	Milestone 3	Success Criteria
The school's Christian Vision and the church school distinctiveness is developed further through developing self-esteem, empathy and independence.	Establish school's Christian vision with pupils after the school closure.	Sept 2020		All staff	HH/JB/HF	Establish school's Christian vision with pupils.			
The school's work to enhance pupils' spiritual, moral, social and cultural	The themed curriculum has SMSC woven within it. Themed curriculum Visits and Visitors (where allowed given current	Sept 2020	Staff training, meetings £1000	All staff	JB/HF	Learning Walk shows how the classroom environment celebrates SMSC	SMSC is evident in Pupil's Voice.	SMSC is evident within topic books.	Children can express how they feel and have a healthy view of life.

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development is of a high quality.	circumstances) enhance the curriculum and are linked to SMSC. Charity work is developed further in each class. Reflection Corners are used effectively.								
Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.	3D PSHE is followed RSE planning is inserted into the spiral long term plan Science/DT have units on healthy eating, physical and mental health.	Sept 2020		All staff	JB/HF	RSE planning is shared with all staff and parents.	PSHE/RSE monitoring of topic folders shows a wide coverage and understanding by the pupils.	Science/DT monitoring shows good coverage of Healthy Eating and Physical Health.	Children understand how to maintain a healthy lifestyle.
Pupils prepared for life in Britain, developing understanding of British Values of; democracy, rule of law, individual liberty, tolerance & respect.	Christian & British Values continue to be developed. Well planned Collective Worship, delivered by staff and CW Committee The curriculum and Collective Worship promotes equality of opportunity and diversity.	Sept 2020	Staff Meetings	All staff	JB/HF/HH	Collective Worship diary develops understanding of Christian and British Values. Visitors to Collective Worship from different cultures and religions.	School Council have a clear understanding of British Values and how to deliver assemblies to the children on them.	Christian and British Values are evident within the classroom and through Pupil Voice.	Children have a clear understanding of life in modern Britain. Pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common Britain.

EARLY YEARS

Target	Actions	Start date	Cost	Resp	Monitoring	Milestone 1	Milestone 2	Milestone 3	Success Criteria
EYFS to fully implement White Rose as a Maths scheme.	Reception schemes of work to be used but put into our own planning format to enhance children's learning and provision areas. These will be adapted to meet the needs of FS1 children.	Sept 2020	EYFS SM	HF TP	JB	Baseline assessments completed and results used to inform next steps in learning and provision. COEL included Quality indoor and outdoor maths provision engages children linked to white rose.	Children use resources confidently to embed concepts. Maths talk and new vocabulary is used confidently in learning. Children engaged with maths challenges	Children work confidently with all aspects of maths Children remember long term what they have been taught	Targets are met or surpassed Staff are confident in teaching using the white rose methods.
EYFS to implement RWI as a phonic scheme.	Training and resources to be organise and purchased. Online meetings with staff from another school to guide us in the process.	Sept 2020	EYFS SM Read write ink materials	HF	JB	Training to be organised and delivered to staff. Resources to be purchased. Parents meeting to be held to explain new scheme and resources.	Staff to use RWI for a phonic sessions and the children adapt to the new scheme. Parents to begin to be involved in the new scheme and supporting their child.	All staff and parents will be fully engaged with the new phonics scheme and it will be having a positive impact on the children.	New phonic scheme is fully implemented and working. New scheme is giving the children the skills and knowledge to succeed in reading and writing. Children will be able to use their knowledge of phonics to read accurately and with increasing speed and fluency.

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EYFS to showcase the school and attempt to increase numbers.	Toddler groups – when it is safe to do so. Twitter Paper Website	Sept 2020	EYFS	HF/TP/JS	JB	EYFS will be promoted via paper and online resources.	Toddler group to commence when it is safe to do so. Continue to upload photos to showcase the school.	Toddler group to commence when it is safe to do so. Continue to upload photos to showcase the school.	Garton EYFS will be seen in media to be an exciting place/school to come.

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