PYE BANK CE PRIMARY SCHOOL

DEVELOPING EXCELLENCE PLAN

2021-2022

PYE BANK CE PRIMARY IS PART OF THE DIOCESE OF SHEFFIELD ACADEMIES TRUST

Contents

Overview of aims

Priority	Aim
Priority 1: **The Quality of Education**	**The quality of education will be securely good** **1a. Intent and implementation:** There will be a coherently planned sequence of learning, within and across year groups, which challenges all children and teaching, including use of assessment, will be consistently good or better. **1b- Impact: Pupil Outcomes** Pupils will make at least good progress across the curriculum, particularly those who are disadvantaged or have additional needs. An increased proportion will reach expected and greater depth standards. * See Appendix 1 attached for targets
Priority 2: **Behaviour and Attitudes**	**Behaviour will be outstanding** There will be a consistently safe, calm, orderly and positive environment across school, ensuring that the behaviour of ALL pupils is supportive of learning and achievement. This will result in children making progress both academically and through their social, emotional and mental health.
Priority 3: **Personal Development**	**Personal Development will be securely good** There will be even stronger culture of mutual respect and shared values. Personal Development will be fully integrated and embedded into the whole school curriculum, with clearly identified links within every subject area. Children will have increasing confidence, resilience and knowledge to keep themselves mentally healthy
Priority 4: **Leadership and Management**	**Leadership will be good at all levels, with increasing evidence of outstanding senior leadership** Our vision for excellence, strategic planning, increased intentionality within our systems and leadership actions will support all staff, and motivate them to deliver a high quality education for all pupils: there will be a well-developed culture of high expectations.

Overall Effectiveness: Key Performance Indicators

KPI Ref	Key Performance Indicator	How we'll track and measure progress towards the KPI?
1	**Attainment and Progress:** ◗ **All pupils:** An increased proportion of pupils reach the expected standard, and the greater depth standard, and if not make at least good progress from their starting points. ◗ **Lowest 20%:** The lowest 20% of pupils (pupils below age related) are precisely identified and remain on track throughout the year, to meet their individual targets, demonstrating accelerated progress where appropriate. ◗ **Pupil Premium**: An increased proportion of PP pupils reach the expected standard, and the greater depth standard, and if not make at least good progress from their starting points. ** All PP pupils meet their targets, other than in exceptional circumstances.*	- Year group, class and individual pupil targets are set and individual progress towards them evaluated. - Termly NTS and teacher assessments, moderated against work sampling, are evaluated by SLT and in data meetings with teachers. Data is broken down into vulnerable groups. ***For all pupils:*** - Good progress is measured by the performance indicators of WTS, EXS and GDS but also through increases in Standardised Scores. - Each term data should evidence that standardized scores show at least small step catch up progress for the majority of pupils: for example: Entry 94, Aut 97, Spring 99 and Summer 103.
2	**Curriculum** ◗ **Reading:** The vast majority of pupils keep up with the school's systematic phonics and early reading programme, achieving at least the expected standard for their stage of development. No child falls behind without staff taking immediate and effective action. ◗ **Wider curriculum:** The curriculum documentation and planning for the subjects identified for development this year is fully reflective of the school's intent (music, French, DT and PE). As a result, teaching in these subjects is stronger, impacting positively on pupils' engagement and outcomes.	- Half-termly evaluation of phonics diagnostic assessments across school are used to assess progress against the programme and individual catch up targets. - Termly review of phonics screens for children in KS 2, identified for additional support- a decreasing proportion remain below the standard and NTE children make increased progress through the schools phonics progression - RK and MA work with Reading leads to quality assure implementation and actions taken termly. Observation of the teaching of reading show that all teaching is good. - Termly evaluation of action plans and quality assurance of all curriculum monitoring to evaluate impact.
3	**Quality of Teaching:** ◗ Teaching across the full curriculum is good, with an increased proportion that is outstanding, as measured by pupil engagement, outcomes and pupils' increasing knowledge and understanding of what has been taught.	- Termly reviews with DSAT and teacher profiling: triangulating data from assessments, observations, work sampling and pupil discussions, demonstrates that all teaching is at least good. Termly targets for identification of outstanding teaching are set and evaluated. - For staff where increased involvement has been required, mentors meet with CLT to evidence improvement against targets set: if teaching has been identified as RI this moves to good.

4	**Behaviour and attitudes:** ● *At all times, in all areas of school and with all members of staff*, *pupils behave consistently well.* ● Within lessons, pupils demonstrate high levels of interest, engagement, and motivation. ● Across the year behaviour and attitudes will move from good to outstanding, evidenced by: i. Further reductions in sanctions used (Loss of playtime/buddy class), ii. Further decrease in serious incidents iii. Further increase in proportion of children being awarded 4s and 5s in behaviour and effort grades (from a strong base of 90%) and particularly 5s. iv. Ongoing reduction in the number of FTEs.	- Termly behaviour walks and ongoing lesson drop ins and observations to evidence increasingly exemplary behaviour and high levels of engagement, in line with agreed criteria. - Half Termly evaluation of behaviour data identifies improvements as identified in i-iv - Children previously identified for support, are assessed by the targeted support team against their targets: this group decreases in number.
4	**Attendance:** By the end of the year, overall attendance will be 95%, with persistent absence reduced by at least 50% (to 12%).	- Half termly attendance monitoring and reporting shows that attendance remains on track to reach the target set. - Particular focus on PAs who are tracked weekly for intervention-targets are set for these children and monitored so rapid intervention takes place.
5	**Punctuality:** The vast majority of pupils attend school on time and the percentage of persistently late pupils is reduced throughout the year.	- Half termly tracking to show ongoing decrease in the number of lates.

*** whole school, year group, class and individual targets will be set at data meetings and finalised by week 4 of Autumn 1**

Breakdown of Aims

DEP REF	Aims inked to specific aspects of improvement work	Reference	Key Lead/s
Priority 1a: Quality of Education Intent and Implementation	**Intent and implementation:** *There will be a coherently planned sequence of learning, within and across year groups, which challenges all children and teaching, including use of assessment, will be consistently good or better.* **1ai. Early Reading and Phonics** ✓ The rigorous and sequential approach taken to reading development, which is understood by all staff, will ensure that all children make at least good progress. ✓ Timley action will be taken for any child identified as at risk of falling behind, so they quickly catch up. ✓ As a result of increasingly high quality early reading development, regardless of age, and our systematic phonics teaching, children decode fluently and reach or exceed the expected standard and their targets (other than those cognitively unable) **1aii. Writing** ✓ The refinement of the teaching of writing and the writing curriculum, ensures that children make accelerated progress and the gap in attainment is narrowed. ✓ Children who have fallen behind from being on track or above in previous year groups are now back on track to meet the EXS or above for their current year group. **1aiii. Maths** ✓ Maths teaching will show that mastery is embedded as an approach across school. The sequential planning ensures that prior learning is revised and links are created to previous learning, as part of the learning process. ✓ Teachers will increasingly use their professional judgment to make decisions about the small steps needed to teach a sequence of learning effectively, including the use of appropriate mathematical vocabulary. ✓ Pupils will make good progress from their starting points. **1aiv. Wider Curriculum** ✓ Staff have an increasing knowledge and understanding of the following: the construction of the curriculum, how learning is secured in long term memory and subject content and pedagogy. ✓ As a result of this, pupils receive quality first teaching across the curriculum, enabling them to make good or better progress against year group objectives. **1bv: Teaching**: ✓ Teaching overall across school will be good or better and will lead to high quality outcomes across the curriculum for all children, supporting acceleration of progress. ✓ Teaching will be increasingly responsive to individual needs (particularly SEND and the lowest 20%) and there will be a shared understanding of the school's approach, which will be increasingly based on Rosenshine's principles and the Teach Simply Model. ✓ The focus on retrieval practice and generative learning strategies will support all children in knowing and remembering more. **1bvi. Foundation Stage**: ✓ The teaching and provision in FS will be increasingly outstanding, the further development of the quality adult/child interaction across the new EYFS curriculum. ✓ There will be clear strategies used to increase language acquisition across foundation; alongside the systematic approach to the teaching of Reading, Writing, Maths and Phonics		BT/ET BT/SS LV SC/JS MA/RK/SL TM

1bvii. Assessment		
The precise use of assessment supports all pupils to make good and better progress: ✓ Teacher assessment will be precise and supported through a range of formative and summative assessment strategies. ✓ Summative data points will take place at three points throughout the year. ✓ Leaders and teachers use of assessment outcomes will identify at risk pupils, pinpoint gaps in learning and track progress in small steps.		MD/SL

DEP REF	Aims inked to specific aspects of improvement work	Reference	Key Lead/s
Priority 2: Behaviour and Attitudes	**Behaviour and Attitudes: *There will be a consistently safe, calm, orderly and positive environment across school, ensuring that the behaviour of ALL pupils is supportive of learning and achievement. This will result in children making progress both academically and through their social, emotional and mental health.*** **This will be achieved through:** ✓ Ongoing development of opportunities to work with parents/carers, supporting engagement with school and their children's learning and empowering parents of vulnerable pupils to provide effective support. ✓ The refinement of the behaviour policy, particularly focused on the most vulnerable and those with complex needs, ✓ The development PHSE curriculum and zones of regulation. ✓ Further development of breaktime provision ✓ Extending the use of CPOMS to support more precise tracking of pupils' behaviour **Attendance will be at least good through:** ✓ The consistently rigorous application of the attendance policy ✓ A targeted approach to children who are identified as PA and/or persistently late. ✓ The ongoing development of the strategy to support parents to avoid extended leaves and term time holidays **The school target of 96% will be achieved by the end of the year and the % of PAs will be reduced.**		DM/ZH/SL DM/MA/SL SL/MH DM DM/MA ZH

DEP REF	Aims inked to specific aspects of improvement work	Reference	Key Lead/s
Priority 3: Personal Development	✓ **There will be even stronger culture of mutual respect and shared values** ✓ **Personal Development will be fully integrated and embedded into the whole school curriculum, with clearly identified links within every subject area** ✓ **Children will have increasing confidence, resilience and knowledge to keep themselves mentally healthy** *This will be as a result of the following:* **3i**. The development and deepening of pupils' understanding of the school's values **3ii**. The continued implementation of the wider curriculum, ensuring Personal Development is placed at the centre **3iii**. Embedding the Jigsaw curriculum and ensure high quality teaching within PSHE lessons **3iv**. Providing increased opportunities for the pupils to develop into responsible and active citizens **3v**. Implementation of the full RSE curriculum, ensuring all stakeholders understand and support the approach **3vi**. The development of the Zones of Regulation in order to fully integrate the approach into the PHSE curriculum		RK/MH

DEP REF	Aims inked to specific aspects of improvement work	Reference	Key Lead/s
PRIORITY 4: LEADERSHIP AND MANAGAMENT	✓ **Our vision for excellence, strategic planning, increased intentionality within our systems and leadership actions will support all staff, and motivate them to deliver a high quality education for all pupils: there will be a well-developed culture of high expectations**. ✓ **All staff will have the appropriate knowledge and skills to demonstrate consistently good and better practice, and will be ambitious for the curriculum, their teaching and of what children can achieve.** ✓ **Leaders create a fully inclusive environment and culture, in which the progress of the lowest 20% is a priority and ensures that all staff remain ambitious for the achievements of all, regardless of additional needs.** *This will be as a result of the following:* **4i**. All senior leaders will have a shared understanding of outstanding teaching based on the 'teach simply model' and will work effectively as coaches and mentors for staff. There will be a particular focus in meeting the needs of the lowest 20%. **4ii**. The provision of high quality professional development for all staff, focused on teacher knowledge of the curriculum and pedagogical approaches, including development meetings, coaching and mentoring, purposeful performance management and access to research. **4iii.** The development of effective subject leadership, which precisely identifies and addresses next step developments. **4iv.** The strategic use of monitoring and review outcomes to identify the appropriate next steps and support for ongoing improvement (both for individuals and wider school curriculum developments) **4v**. The further development of our culture of inclusion and high expectations for all, through an increasingly intentional approach. **4vi**. Sharply focused strategic plans for use of Pupil Premium funding, based on research, lead to increased progress and improved outcomes for all pupil premium children, particularly the lowest 20%. **4vii.** The development of partnerships to enhance teaching and assessment across the curriculum		MA/RK/MD/SL MA/RK/MD SC/JS MA/RK/MD SL/DM/RK/MA MA MA/RK/DM