

Newcroft Primary Academy



Core Strategic Plan 2020-21

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Symphony Learning Trust Key Objectives

Object Focus	Ref:	Outcomes	2020-2021	2021-2022	2022-2023	2023-24
1. Leadership and Management	1a	Implement updated systems of due diligence as a framework for all schools in the MAT and a set of standards for schools to provide consistency in environment, communication, parental engagement, enrichment	Implement	Review / Implement	Embed	Embed
	1b	Implement a recruitment & retention strategy based on a positive ethos, professional development and enhanced opportunities for all staff in order that SLT can become an 'employer of choice'	Embed	Review / Implement	Embed	Embed
	1c	Implement a bespoke Quality Assurance Programme across the Trust with validation/peer review to continually challenge expectations in all schools	Embed	Review / Implement	Embed	Embed
2. Teaching, Learning and Assessment	2a	Implement a consistent and secure system of Assessment across the Trust to maximise pupil progress to drive standards forward	Embed	Review / Implement	Embed	Embed
	2b	Develop projects to improve pedagogy across the MAT	Embed	Review / Implement	Embed	Embed
	2c	Develop and implement systems of cross-MAT moderation and quality assurance	Embed	Review / Implement	Embed	Embed
3. Behaviour, Safety and Welfare of Pupils (including mental health)	3a	Implement rigorous safeguarding processes in all schools to ensure the highest standards of safety in all schools	Embed	Review / Implement	Embed	Embed
	3b	Implement the highest expectations of Behaviour for Learning in all classes	Embed	Embed	Embed	Embed
	3c	Embed a strong ethos in each school by promoting British Values and global citizenship	Embed	Embed	Embed	Embed
	3d	Develop systems for schools in supporting children's mental health and well-being	Implement	Embed	Review / Implement	Embed
4. Outcomes for Pupils and groups	4a	Year 6 – above national average for progress and for standards in all schools	Embed	Embed	Embed	Embed
	4b	Develop systems to ensure that all stakeholders uphold the values of Aspiration, Innovation and Excellence	Embed	Embed	Embed	Embed
	4c	Outcomes for disadvantaged groups above national to help close the gap	Embed	Embed	Review / Implement	Embed
5.Outward Looking and Growth	5a	To increase the number of schools and pupils within Symphony to ensure we continue our moral duty to provide high quality education to an increasing number of pupils Aim is for 12 schools by 2024	Implement	Embed	Review / Implement	Embed
	5b	Embed Initial Teacher Training in order to develop the next phase of outstanding teachers for the Trust	Embed	Review / Implement	Embed	Embed
	5c	Develop and Implement an appropriate professional development curriculum for staff	Embed	Embed	Embed	Embed
	5d	Implement Leadership Development programmes to enable staff to progress and to encourage retention within the profession (career pathways)	Review / Implement	Embed	Review / Implement	Embed
	5e	Implement School to School Support where needed	Embed	Embed	Embed	Embed

Newcroft Leadership Team					Newcroft Senior Team	
Sara Aukland Head teacher	Charlotte Kruger Deputy Head teacher	Dianne Lane Business Director	Hannah Wicks Assistant Head teacher	Rosie Cran TLR2 EYFS Leader	Louise Hunt TLR2 SENCo	Vacant TLR2 Maths Leader
<ul style="list-style-type: none"> Designated Safeguarding Lead Strategic Direction Curriculum, Teaching & Learning EYFS and KS1 Standards and progress Attendance Staffing- Teachers 	<ul style="list-style-type: none"> Deputy Designated Safeguarding Lead Pupil Premium and Inclusion Staffing- Support staff KS2 standards and progress NQTs School Direct 	<ul style="list-style-type: none"> Budget and Finance Office Staff Premises Procurement HR 	<ul style="list-style-type: none"> English Early Reading and Phonics NQTs TLR3 Leader 	<ul style="list-style-type: none"> Reception standards and progress Pre School Standards and Progress Pre School staffing 	<ul style="list-style-type: none"> SEND Staffing- Support staff (shared with Charlotte Kruger) ELSA 	<ul style="list-style-type: none"> Maths Curriculum Maths Standards and Progress in all key stages
Subject Leader (s)		Subject		Shadowing partner (s)	Governor Partner (s)	
Sara Aukland, Head teacher		Curriculum, Teaching, Learning and Assessment		Charlotte Kruger and Hannah Wicks	Dan Brown and Elle Walshe	
Charlotte Kruger, Deputy Head teacher		Pupil Premium and Inclusion, FON, and School Direct		Carole Atkinson and Louise Hunt	Sarah Newton-Shilliam	
Hannah Wicks, Assistant Head teacher		English		Jamie Pratt and Charlotte Kruger	Sophie Smith and Dan Brown	
Sara Aukland, Charlotte Kruger and Jamie Akiens		Maths		Jamie Akiens, Issy Veazey, and Katie Radley	Sarah Hanna	
Alice Brailsford and Hannah Wicks		Phonics and Early Reading		Hannah Busby	Sophie Smith and Dan Brown	
Louise Hunt, SENCo		SEND		Alice Brailsford and Sara Aukland	Sarah Hanna	
Rosie Cran		EYFS (Reception and Pre-School)		Lorraine Lloyd	Dan Brown and Elle Walshe	
Jamie Akiens		Science		Katie Radley	Graham Darch	
Jamie Pratt		History		Kirsten McConnell	Dan Brown	
Carole Atkinson		Music		Amy Eccleshall	Sarah Newton-Shilliam	
Alice Brailsford		British Values, School Council and Job Centre		Hannah Busby	No subject plan	
Lorraine Lloyd		RE		Alice Brailsford	Sam Curtis	
Katie Radley		Geography		Lorraine Lloyd	Dan Brown	
Issy Veazey		Art and DT		Hannah Wicks	Sarah Newton-Shilliam	
Amy Eccleshall and Betty Gamble		Physical Education and outdoor learning		Vicky Hawsworth and Joanne Newton	Jo Stevens	
Kirsten McConnell		MFL		Katie Radley	Jo Stevens	
Sarah Pickering		Computing		Jamie Pratt	Sarah Newton-Shilliam	
Hannah Busby		PSHE, RSE and Healthy Schools		Amy Eccleshall	Sam Curtis	

Additional Governor Roles

Health and Safety – Graham Darch
Safeguarding – Dan Brown and Elle Walshe (Check and sign the SCR at each FGB)
Finance – Jo Stevens, Elle Walshe, Sophie Smith (monthly budget checks)
Head Teacher’s Performance Management –Elle Walshe, Sophie Smith and Jo Stevens
Pay Committee – Elle Walshe, Sophie Smith and Jo Stevens

3 Year long Term Improvement Plan

Focus Area	2020-21	2021-22	2022-23
Leadership and governance	<ul style="list-style-type: none"> a. Leadership team review to be implemented b. New governor partnerships formed with subject leaders c. The school website meets all statutory requirements d. The governing body ensure that all statutory duties are met for the year 	<ul style="list-style-type: none"> • The school website meets all statutory requirements • All data protection duties are followed • The governing body ensure that all statutory duties are met for the year 	<ul style="list-style-type: none"> • The school website meets all statutory requirements • All data protection duties are followed • The governing body ensure that all statutory duties are met for the year
Teaching and Learning	<ul style="list-style-type: none"> a. At least 90% of lessons judged to be at least good (not including NQTs) b. At least 20% of lessons judged to be outstanding c. Book looks show that the new marking policy is embedded and in doing so, has reduced workload for teachers. d. Curriculum plans for all subjects match the school's new curriculum intent and meet National 	<ul style="list-style-type: none"> • At least 90% of lessons judged to be good • At least 20% of lessons judged to be outstanding • Book looks show that the school has embedded an ethos of workload management through marking. • The school's curriculum will continue to match the National Curriculum and statutory content 	<ul style="list-style-type: none"> • At least 90% of lessons judged to be good • At least 20% of lessons judged to be outstanding • Book looks show that the school has embedded an ethos of workload management through marking. • The school's curriculum will continue to match the National Curriculum and statutory content
Standards in core subjects	<ul style="list-style-type: none"> a. KS1 and KS2 at least 3% above national for Reading, Writing and Maths b. GDS in KS1 and KS2 to be in line with National for Reading, Writing and Maths c. KS2 Progress scores above -1 in Reading in KS2 and above zero in maths and writing d. KS2 combined Reading, Writing and Maths is at least 75% e. Phonics Screen % pass to remain at least 5% above National. f. Science at KS1 and KS2 EXS above national 	<ul style="list-style-type: none"> • KS1 and KS2 at least 3% above national for Reading, Writing and Maths • GDS in KS1 and KS2 to be above National for Reading, Writing and Maths • KS2 Progress scores above 0 in Reading, Writing and Maths. • KS2 combined Reading, Writing and Maths is at least 5% above National • Phonics Screen % pass to remain at least 5% above National. • Science at KS1 and KS2 EXS above national 	<ul style="list-style-type: none"> • KS1 and KS2 at least 3% above national for Reading, Writing and Maths • GDS in KS1 and KS2 to be above National for Reading, Writing and Maths • KS2 Progress scores above 0 in Reading, Writing and Maths. • KS2 combined Reading, Writing and Maths is at least 5% above National • Phonics Screen % pass to remain at least 5% above National. • Science at KS1 and KS2 EXS above national
Standards in non-core subjects	<ul style="list-style-type: none"> a. At least 75% of pupils working at the expected standard in non-core subjects 	<ul style="list-style-type: none"> • At least 75% of pupils working at the expected standard in non-core subjects 	<ul style="list-style-type: none"> • At least 75% of pupils working at the expected standard in non-core subjects
Standards in EYFS	<ul style="list-style-type: none"> a. At least 75% of pupils to achieve GLD b. Expected and above is greater than National in Reading, Writing and Maths Early Learning goals c. At least 10% more pupils achieve expected level of development in Reading, Writing and Maths ELGs (from Baseline) 	<ul style="list-style-type: none"> • At least 75% of pupils to achieve GLD • Expected and above is greater than National in Reading, Writing and Maths Early Learning goals • At least 10% more pupils achieve expected level of development in Reading, Writing and Maths ELGs (from Baseline) 	<ul style="list-style-type: none"> • At least 75% of pupils to achieve GLD • Expected and above is greater than National in Reading, Writing and Maths Early Learning goals • At least 12% more pupils achieve expected level of development in Reading, Writing and Maths ELGs (from Baseline)

Focus Area	2020-21	2021-22	2022-23
Progress of different groups of learners	<ul style="list-style-type: none"> a. All groups of learners make expected progress on average in each year group (Boys, Girls, SEN, EAL, PP) b. At least 2% more PP pupils than the previous year are EXS in each year group in Reading, Writing and Maths. c. The gap between attainment in Reading and Writing of boys vs girls will narrow by at least 5%. d. At least 65% of Summer born children will achieve GLD 	<ul style="list-style-type: none"> • All groups of learners make expected progress on average in each year group (Boys, Girls, SEN, EAL, PP) • At least 2% more PP pupils than the previous year are EXS in each year group in Reading, Writing and Maths. • The gap between attainment in Reading and Writing of boys vs girls will narrow by at least 5%. • At least 65% of Summer born children will achieve GLD 	<ul style="list-style-type: none"> • All groups of learners make expected progress on average in each year group (Boys, Girls, SEN, EAL, PP) • At least 2% more PP pupils than the previous year are EXS in each year group in Reading, Writing and Maths. • The gap between attainment in Reading and Writing of boys vs girls will narrow by at least 5%. • At least 65% of Summer born children will achieve GLD
Behaviour	<ul style="list-style-type: none"> a. Zero permanent exclusions (<i>of children who have been at the school for more than 2 years</i>) b. No more than 10 days in total of fixed term exclusions c. Behaviour for learning judged to be good in 95% of learning walks and lesson observations 	<ul style="list-style-type: none"> • Zero permanent exclusions (<i>of children who have been at the school for more than 2 years</i>) • No more than 10 days in total of fixed term exclusions • Behaviour for learning judged to be good in 95% of learning walks and lesson observations 	<ul style="list-style-type: none"> • Zero permanent exclusions (<i>of children who have been at the school for more than 2 years</i>) • No more than 10 days in total of fixed term exclusions • Behaviour for learning judged to be good in 95% of learning walks and lesson observations
Attendance	<ul style="list-style-type: none"> a. Average attendance of all pupils at least 96.5% (outstanding) b. Average attendance of PPG pupils at least 95% (good) 	<ul style="list-style-type: none"> • Average attendance of all pupils at least 96.5% (outstanding) • Average attendance of PPG pupils at least 95% (good) 	<ul style="list-style-type: none"> • Average attendance of all pupils at least 96.5% (outstanding) • Average attendance of PPG pupils at least 95% (good)
Inclusion	<ul style="list-style-type: none"> a. The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS1 and KS2 (excluding SEN PP pupils) b. At least 60% of PP pupils achieve combined in KS2 (excluding SEN PP pupils) c. At least 80% of PP pupils achieve a pass in the Year 1 Phonics Screen check (excluding SEN PP pupils) 	<ul style="list-style-type: none"> • The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS1 and KS2 (excluding SEN PP pupils) • At least 60% of PP pupils achieve combined in KS2 (excluding SEN PP pupils) • At least 80% of PP pupils achieve a pass in the Year 1 Phonics Screen check (excluding SEN PP pupils) 	<ul style="list-style-type: none"> • The gap between PP and non PP pupils is in line with national or better in Reading, Writing and Maths at the end of KS1 and KS2 (excluding SEN PP pupils) • At least 60% of PP pupils achieve combined in KS2 (excluding SEN PP pupils) • At least 80% of PP pupils achieve a pass in the Year 1 Phonics Screen check (excluding SEN PP pupils)
Safeguarding	<ul style="list-style-type: none"> a. Annual Safeguarding Audit identifies that the school meets all statutory duties 	<ul style="list-style-type: none"> • Annual Safeguarding Audit identifies that the school meets all statutory duties • The school will prepare to move to CPOMS in line with other Trust schools 	<ul style="list-style-type: none"> • Annual Safeguarding Audit identifies that the school meets all statutory duties • The school will have moved to CPOMS in line with other Trust schools
Health	<ul style="list-style-type: none"> a. At least 2 hours per week of PE lessons for all children b. Sports lunch clubs operating on 3 out of 5 days per week, including daily play activities led by play leaders. c. Children are happy at school (97%+ of children will say they are happy at school) d. At least 85% of Year 6 children will be able to swim 25m 	<ul style="list-style-type: none"> • At least 2 hours per week of PE lessons for all children • Sports lunch clubs operating on 3 out of 5 days per week. • Children are happy at school (97%+ of children will say they are happy at school) • At least 85% of Year 6 children will be able to swim 25m 	<ul style="list-style-type: none"> • At least 2 hours per week of PE lessons for all children • Sports lunch clubs operating on 3 out of 5 days per week. • Children are happy at school (97%+ of children will say they are happy at school) • At least 85% of Year 6 children will be able to swim 25m
Parents and the Wider Community	<ul style="list-style-type: none"> a. Each year group will engage parent volunteers to support with reading and specialist activities and celebrations. b. Friends of Newcroft to organise large scale Christmas and Summer Fetes. c. The school continues to have weekly faith assemblies led by one of the 3 priests from Shepshed churches. d. The school takes part in visits to St Botolph's Church as part of the faith curriculum. e. Parents will be invited to attend a celebration event once per month across school. f. Parents will be engaged in new online workshops 	<ul style="list-style-type: none"> • Each year group will engage parent volunteers to support with reading and specialist activities and celebrations. • Friends of Newcroft to organise large scale Christmas and Summer Fetes. • The school will continue to have weekly faith assemblies led by one of the 3 priests from Shepshed churches. • Parents will be invited to attend a celebration event once per month across school. 	<ul style="list-style-type: none"> • Each year group will engage parent volunteers to support with reading and specialist activities and celebrations. • Friends of Newcroft to organise large scale Christmas and Summer Fetes. • The school will continue to have weekly faith assemblies led by one of the 3 priests from Shepshed churches. • Parents will be invited to attend a celebration event once per month across school.

Focus Area	2020-21	2021-22	2022-23
British Values	<ul style="list-style-type: none"> a. Job Centre – at least 80% of KS2 and 50% of KS1 pupils have a whole school responsibility 'job' b. At least one whole display linked to British Values in each year group c. Picture news assemblies will show weekly pupil voice about key British issues d. Book looks will show that all year groups are covering the new British Values knowledge, skills and content 	<ul style="list-style-type: none"> • Job Centre – at least 80% of KS2 and 50% of KS1 pupils have a whole school responsibility 'job' • At least one whole display linked to British Values in each year group • Picture news assemblies will show weekly pupil voice about key British issues • Book looks will show that all year groups are covering the new British Values knowledge, skills and content 	<ul style="list-style-type: none"> • Job Centre – at least 80% of KS2 and 50% of KS1 pupils have a whole school responsibility 'job' • At least one whole display linked to British Values in each year group • Picture news assemblies will show weekly pupil voice about key British issues • Book looks will show that all year groups are covering the new British Values knowledge, skills and content
Staff CPD	<ul style="list-style-type: none"> a. Every member of the teaching staff can identify at least 4 CPD activities they have undertaken during the year b. At least 2 members of staff to engage in NPQ level training c. All subject leaders to shadow 1 other nominated leader to upskill themselves 	<ul style="list-style-type: none"> • Every member of the teaching staff can identify at least 4 CPD activities they have undertaken during the year • At least 2 members of staff to engage in NPQ level training • All subject leaders to shadow 1 other nominated leader to upskill themselves 	<ul style="list-style-type: none"> • Every member of the teaching staff can identify at least 4 CPD activities they have undertaken during the year • At least 2 members of staff to engage in NPQ level training

Review of Priorities for 2018/19 data* and measurable outcomes (due to Coronavirus)

*National in brackets Aspects in red show parts of targets not achieved

Focus Area	Outcomes	Next steps 2020-21
Standards in EYFS	<ul style="list-style-type: none"> 4. Expected and above is greater than National averages in: Reading 79.7% (76.9%), Writing 79.7% (73.7%) and Maths 88.1% (78.4%) • At least 20% more pupils achieve expected level of development in Reading 23%, Writing 35% and Maths 23% at the end of the year than at the start • At least 74% GLD – 74.6% 	<ul style="list-style-type: none"> • At least 75% of pupils to achieve GLD • Expected and above is greater than National in Reading, Writing and Maths Early Learning goals • At least 10% more pupils achieve expected level of development in Reading, Writing and Maths ELGs (from Baseline)
Science outcomes at the end of KS1 and KS2	<ul style="list-style-type: none"> 4. Science – at least 80% of pupils working at the expected standard in Year 2 (88.6% achieved) and Year 6 (93.7%) • Science- PP pupils >65% -achieved 66% 	<ul style="list-style-type: none"> • Science to be greater than local and national averages in both key stages • Trackers to show that the full curriculum is being taught • Disadvantaged pupils >65% • Teachers to 'revise' gaps in learning in Science
Reading, Writing and Maths outcomes at the end of KS1 and KS2	<ul style="list-style-type: none"> 4. 3% above national averages in Reading, Writing and Maths (including GDS) KS1: Reading EXS +5.9, GDS +3.8%, Writing EXS + 3.9%, GDS +4.5%, Maths EXS +5.2%, GDS +5.2% KS2: Reading EXS +2.7%, GDS -2.7%, Writing EXS +9.5%+ GDS+ 10.2% Maths EXS +15.3%, GDS-5.4 Progress scores all above -1.5 in KS2 and writing above zero- Reading -1.5 (-1.49), Writing +0.53 (+ 0.89), Maths +0.57 (+0.53) Combined Reading, Writing and Maths is at least 74%- KS2 combined 72.7% GDS in writing at the end of KS1 and KS2 is at least 25%- GDS writing at the end of KS1 19.23%, GDS writing at the end of KS2 is 30.3% 	<ul style="list-style-type: none"> • KS1 and KS2 at least 3% above national for Reading, Writing and Maths • GDS in KS1 and KS2 to be in line with National for Reading, Writing and Maths • KS2 Progress scores above -1 in Reading in KS2 and above zero in maths and writing • KS2 combined Reading, Writing and Maths is at least 75% • Phonics Screen % pass to remain at least 5% above National. • Science at KS2 and KS2 EXS to be at least 75%

Focus Area	Outcomes	Next steps 2020-21
Quality of teaching and learning	5. <ul style="list-style-type: none"> At least 95% of lessons judged to be good (not including NQTs)– 100% of lessons good or better since January 2019. At least 25% of lessons judged to be outstanding – 33% of lessons judged as outstanding Book looks shows that workload has been reduced by that pupils are responding to feedback and progress is at least good across the school as a result 	<ul style="list-style-type: none"> At least 95% of lessons judged to be good (not including NQTs)– 100% of lessons good or better. At least 25% of lessons judged to be outstanding Book looks will show that workload has been reduced by that pupils are responding to feedback and progress is at least good across the school as a result. Book looks and curriculum folders for each year group will show that a broad and balanced curriculum is being taught at Newcroft.
Behaviour for learning	3. <ul style="list-style-type: none"> Zero permanent exclusions (of children who have been at the school for more than 2 years) - achieved No more than 10 days in total of fixed term exclusions (not including children who joined the school in the last year) – 5 days achieved Behaviour for learning judged to be at least good in 90% of lessons – 100% of lessons with at least good behaviour Staff complete behaviour log forms for each incident which needs to be followed up (and recorded on O Track) - achieved 	<ul style="list-style-type: none"> Zero permanent exclusions (of children who have been at the school for more than 2 years) No more than 10 days in total of fixed term exclusions (not including children who joined the school in the last year) Behaviour for learning judged to be at least good in 100% of lessons Positive approaches to clubs and the removal of BASE at break and lunches will reduce the number of behaviour incidence logged on O Track.
Health	2,3,4 <ul style="list-style-type: none"> At least 65% of children in KS2 take part in an inter-school sports activity – only 50% At least 2 hours per week of PE lessons for all children - achieved Sports leaders running play activities on a daily basis – this has only been sporadic 	<ul style="list-style-type: none"> Children in both Key Stages to be offered at least 1 lunchtime or after school sports club each week. At least 2 hours per week of PE lessons for all children Sports leaders running play activities on a daily basis at lunch and playtimes Year 6 Swimming re-started
Well-Being	3,4 <ul style="list-style-type: none"> Children are happy at school (99% state that they enjoy school – fewer than 1% of pupils say they have been bullied) 99.7% of pupils enjoy school 0% of pupils say they have been bullied (pupil survey Summer 2019) . ELSA to be made available for parents at parents' evenings – not achieved; ELSA left the school. Training for another member of staff during 2019-20. This was achieved and set up. 	<ul style="list-style-type: none"> The full PSHE and RSE curriculum will be taught at Newcroft, as evidenced in Year Group folders and book looks. Pupils will be taught a 'Character Education' through the keys. Children will be happy at school- at least 98% of pupils will say they are happy at school
The impact of the Senior Leadership Team	1 <ul style="list-style-type: none"> Leadership team is established - linked to positive whole school outcomes. New leadership structure for 2019-20 Each member of staff has a programme of CPD for the year through performance management. Support staff PM not done during 2018-19 Every member of staff can identify at least 2 CPD activities they have undertaken during the year – not achieved At least 90% of feedback from staff about training is positive – 95% 	<ul style="list-style-type: none"> The new Leadership team and structure is established and is sharing the load and accountability for their area of school. Subject Leaders will have engaged in a programme of support throughout the year to prepare them for Deep Dives. Each member of staff has a programme of CPD for the year through performance management The school will invest in NPQSL and NPQML for 2 members of staff NQTs will engage in a structured programme of support throughout the year The 3 TLR projects will deliver on their goals, enabling improved data and standards in their subject areas.
Improve Attendance	3,4 . <ul style="list-style-type: none"> Average attendance of all pupils at least 96.8% - was 97.11 (98.6% before Covid) Average attendance of PPG pupils at least 94.5% - was 95.33 	<ul style="list-style-type: none"> Average attendance of all pupils at least 97% Average attendance of PPG pupils at least 95.3%

Focus Area	Outcomes	Next steps 2020-21
<p>Engagement of Parents</p>	<p>3</p> <ul style="list-style-type: none"> • At least 94% of parents have downloaded the Weduc app • All parents have signed and returned consent forms (including data consent) - achieved • At least 3 regular (weekly) parent volunteers – achieved (at least 6) • Friends of Newcroft organise at least 6 events during the year - achieved • School organises at least 1 event for local senior citizens – not achieved • The school takes part in at least 3 events/visits to St Botolph's Church – only 2 • Zero formal complaints from parents – not achieved 	<ul style="list-style-type: none"> • Focus to be on online training and support for families due to Covid-19 and busy lives to engage families. • Bug Cub and our new phonics books will engage a greater number of parents in home school reading. • Each year group to have at least 1 volunteer in weekly and 1 parent engagement event during the year. • Friends of Newcroft to organise at least 3 large scale events during the year • The school takes part in at least 2 visits to St Botolph's Church
<p>Pupils' understanding of British Values and Global Citizenship</p>	<p>3. Job Centre running – at least 80% of KS2 and 50% of KS1 pupils (including sports leaders) have a whole school responsibility 'job' – achieved At least one whole school display linked to British Values – achieved Each class has one aspect of British Values each term on the curriculum plans (and this is identifiably covered) - achieved</p>	<ul style="list-style-type: none"> • Job Centre running – at least 80% of KS2 and 50% of KS1 pupils (including sports leaders) have a whole school responsibility 'job'. • Weekly Picture News assemblies will explicitly teach British Values alongside promoting weekly pupil voice about current affairs • Each year group to embed the teaching of the new British Values plans in their classroom- evidenced in book looks and in planning coverage files.

Headline Results 2018-19 (measurable outcomes remain due to Coronavirus)

EYFS GLD		Newcroft	Difference from previous year (+/-)	National 2019	Difference (+/-)
		74.6%	-7.4%	71.7%	+2.9%
Phonics screening Y1		Newcroft	Difference from previous year (+/-)	National 2019	Difference (+/-)
		94.4%	+4.2%	81.9%	12.5%
KS1 SATs Reading		Newcroft	Difference from previous year (+/-)	National 2019	Difference (+/-)
	EXP and above	80.77%	+0.77%	75%	+5.77%
	Greater depth	28.85%	+7.05%	25.1%	+3.75%
KS1 SATs Writing		Newcroft	Difference from previous year (+/-)	National 2019	Difference (+/-)
	EXP and above	73.1%	-1.4%	69.3%	+3.8%
	Greater depth	19.23%	+6.53%	14.8%	+4.43%
KS1 SATs Maths		Newcroft	Difference from previous year (+/-)	National 2019	Difference (+/-)
	EXP and above	80.77%	+0.77%	75.7%	+5.07%
	Greater depth	26.92%	+1.42%	21.8%	+5.15%
KS1 SATs Combined		Newcroft	Difference from previous year (+/-)	National 2019	Difference (+/-)
	EXP and above	71.2%	+4.0%	65%	+6.2%
	Greater depth	13.46%	+6.16%	11.2%	+2.26%

KS2 SATs		Newcroft	Difference from previous year (+/-)	National 2019	Difference (+/-)	Av scaled score	Difference from previous year (+/-)		
	EXP and above	75.8%	+2.3%	73%	+2.8%	104.3	+0.3		
Reading	Greater depth	24.2%	-5.2%	26.9%	-2.7%				
KS2 SATs		Newcroft	Difference from previous year (+/-)	National 2019	Difference (+/-)	Av scaled score	Difference from previous year (+/-)		
	EXP and above	87.9%	+5%	78%	+9.9%	104.6	+1.6		
Writing	Greater depth	30.3%	+13.2%	20.1%	+10.2%				
KS2 SATs		Newcroft	Difference from previous year (+/-)	National 2019	Difference (+/-)	Av scaled score	Difference from previous year (+/-)		
	EXP and above	93.9%	+8.5%	79%	+14.9%	106.3	-0.8		
Maths	Greater depth	21.2%	+0.6%	26.6%	-5.4%				
KS2 SATs		Newcroft	Difference from previous year (+/-)	National 2019	Difference (+/-)	Av scaled score	Difference from previous year (+/-)		
	EXP and above	87.9%	-0.3%	78%	+9.9%	107.7	-0.1		
GAPS	Greater depth	45.5%	+1.1%	35.6%	+9.9%				
KS2 SATs		Newcroft	Difference from previous year (+/-)	National 2019	Difference (+/-)				
	EXP and above	72.7%	+2.1%	65%	+7.7%				
Combined	Greater depth	3%	-5.8%	10%	-7%				
Progress scores (end of KS1-KS2)		Newcroft	Difference from previous year (+/-)	% of pupils at expected or above at end of year (SoT)		Reading	Writing	Maths	Combined R,W,M
	Reading	-1.5	N/A		Y1	79.6%	75.9%	79.6%	72.2%
	Writing	0.9	N/A		Y2	82.4%	74.5%	82.4%	72.6%
	Maths	0.57	N/A		Y3	84.2%	79.0%	86.0%	73.7%
					Y4	88.9%	84.4%	88.9%	84.4%
					Y5	76.6%	76.6%	78.7%	66.0%
			Y6	87.9%	87.9%	90.9%	84.9%		

EYFS GLD (Good Level of Development)

Year	Newcroft	National
2018	74.6%	71.5%
2019	83.7%	71.8%
2020	89.8% (prediction)	unknown

Year 1 Phonics Screen

Year	Newcroft	National
2018	90.2%	82.5%
2019	94.4%	81.9%
2020	89.74% (prediction)	unknown

Year 2 End of Key Stage 1 assessments

Year	Newcroft combined	National
2019	71.2%	64.9%
2020	72.22% (prediction)	unknown

Year	Newcroft Reading	Newcroft Writing	Newcroft Maths
2019	80.8%	73.1%	80.8%
2020	82% (prediction)	74.07% (prediction)	81.48% (prediction)

Year 6 End of Key Stage 2 assessments

Year	Newcroft combined	National
2018	70.6%	64.4%
2019	71.7%	64.8%
2020	88.33% (prediction)	unknown

Year	Newcroft Reading	Newcroft Writing	Newcroft Maths
2018	73.5% N- 75.8%	85.3% N- 78.2%	85.3% N- 75.5%
2019	75.8% N- 73.1%	87.9% N- 78.4%	93.9% N- 78.6%
2020	87.5% (prediction)	83.34% (prediction)	89.59% (prediction)

Key Priorities for 2020/21

Priority 1	Leadership & Management – staff development and sustainability	Leader (s): Sara Aukland, Charlotte Kruger, Diane Lane, Hannah Wicks and Rosie cran	
Start Date: August 2020		Mid-Review: Dec 2020	Evaluation: July 2021
What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact?
<p>Establish a clear, distributed and sustainable leadership structure and share of whole school responsibilities</p> <p>Embed the new Newcroft Vision</p> <p>Grow the school's middle and subject leaders, while making subject leadership sustainable.</p> <p>Reduce workload for staff and improve their impact.</p>	<ul style="list-style-type: none"> • Newcroft will have a clear Leadership and Senior Team structure in place to ensure that leaders of each area of school have clear responsibilities and accountabilities. • The SLT and the Senior team will have clearly defined roles that are set out in their job descriptions. • Governors will be tasked with working closely with leaders, alongside the Head teacher to hold the school to account. • The vision will be launched to staff and governors and will be at the core of all we do at Newcroft. The 5 values are a reflection on how the school already operates and is designed for all staff, governors, stakeholders and pupils to live by. • The new vision will be shared with parents and pupils in Autumn 2020, with events being centred around our values. • Newcroft's ambassadors will embody the 5 values in their newly designed roles and will support the teaching staff in promoting these in character assemblies. • A new staffing structure of three TLR3s will be in place to develop projects across the school, distribute leadership and grow young leaders. • CPD around subject leadership will continue to develop the role of the subject leader and their confidence and accountability for curriculum, attainment and enrichment in their subject. This will include 'deep dive' training. • The school's subject leadership will be designed around 'shadowing' to enable leaders to impart their knowledge and skills upon their shadowing partner, while developing a teamwork approach to subject leadership and knowledge. • Newcroft will further develop leadership ability, curriculum and outcomes for children by investing in NPQSL and NPQML CPD for 2 members of staff. • The Senior Leadership team will continually ask 'what is the impact for our children?' when asking staff to complete tasks across all areas of school, at all times of the year. • The new marking policy will be shared, used and embedded across school which reflects a significantly lighter workload while improving feedback and consequential progress of pupils. 	<p>August 2020 and ongoing</p> <p>August 2020 and ongoing</p> <p>August 2020 and ongoing</p>	<ul style="list-style-type: none"> • Key responsibilities will be distributed across the Senior leadership team and the Senior Team, which will enable Newcroft to develop distributed and sustainable leadership. • Governors will be clear about the roles of each member of the SLT and Senior Team and in doing so, will be able to hold leaders to account more effectively. • Staff will be clear about the roles of each member of the SLT and Senior Team. • Staff, governors and parents will know and understand the 5 key values that make up our vision. • Staff will 'act out' these core values in all they do and will show through Character Education within PSHE lessons, that they have embedded this within their practice. • Children will demonstrate through pupil survey and behaviour and attitudes to learning, that they know, understand and embody the new values of the school. • The TLR3 staff will grow in expertise and skill in leading their projects. Each project will show a 'growth' in each curriculum area. • Staff will evidence in pupil survey an in performance management, that they feel more confident and independent of the Senior Leadership Team in answering 'deep dive' questions about their areas of leadership. The school's subject leadership 'knowledge' will have grown by half and will be sustainable. • Marking in book looks for all subjects will show that the new marking policy and lighter workload model is embedded across all subjects. • Teachers will be consistent in their approach to marking and not feel that they will be rewarded by writing lengthy comments in pupils' books, which have no impact. This will be questioned and evidenced in the staff survey.
Activity	TLRs	Release Time	External CPD
Cost	£3000	£1000	£1500

Priority 2	Recovery from school closure and missed learning	Leader (s): Sara Aukland, Charlotte Kruger, Hannah Wicks and Rosie cran
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Start Date: August 2020	Mid-Review: Dec 2020	Evaluation: July 2021
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What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact?
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<p>Behaviour and Attitudes</p> <p>Pupil and parent worries about returning to school</p> <p>Re-establishing school routines, rules and behaviour</p> <p>Assessment of emotional and mental health support our children may need.</p> <p>Learning to learn; be resilient, confident and independent</p>	<ul style="list-style-type: none"> Remote transition work to allow pupils to 'share' their thoughts and feelings about returning to school. All children to receive a 'letter' including a photograph and 'all about me' information from their new class teacher. Pupils with SEN to receive an identical letter if they receive 1:1 support, from their nominated LSA. Phone calls to parents and pupils to 'check in' and give advice and support regarding remote learning and returning to school. 3 transition days to be designed cross-school to allow pupils and teachers to make new relationships and 're-set' our consistent behaviour message using the rainbow rules. An adapted pupil survey (Y1-Y6) to take place during the 3 'transition days' to enable us to discover and reflect on where our pupils need support. Additional time will be allocated to PSHE lessons to enable pupils to talk and reflect on their experiences. Each class will read all of the school's central 'recovery' books as shared texts and explore arising issues from this in PSHE lessons. We will timetable dynamically to allow for 'learning to learn' interventions to take place. Teachers will make early formative assessments in PSHE and core subjects to allow them to plan for specific, confidence boosting feedback to be delivered to those identified as most in need. The SLT will develop a system of 'enhanced feedback' following the EEF's metacognition and Self-Regulated learning work. Teachers will assess, those who are most need of ELSA and FOW work to give pupils specific, tailored support. Teachers will promote the 'character keys' in all lessons, allowing pupils to work on the skills of learning. The school will run 2 weeks (10 days) of a summer club for up to 60 pupils, offering free places to disadvantaged learners and SEN pupils to establish routine, socialisation and support for learning during the Summer break. 	<p>June/July 2020</p> <p>June/July 2020</p> <p>June 2020</p> <p>August 2020</p> <p>August 2020</p> <p>Ongoing</p> <p>August 2020 and ongoing</p> <p>Training in Sept 2020 and ongoing</p> <p>Initially in August 2020 and ongoing</p>	<ul style="list-style-type: none"> Pupils will have shared worries or concerns with their new teacher before school begins. 100% of our families will receive their child's report and personal letter from their new class teacher. 95%+ of parents and pupils will be reached via telephone conversations. Recorded incidents of poor behaviour will remain consistently low across school (average 3 per week) during the academic year. Teachers will use their assessments to identify groups and sessions for enhanced feedback. Teachers will use their dynamic timetabling slots to deliver enhanced feedback to those in the most need. Pupil survey will show that pupils feel more confident and have built independence and resilience skills post their enhanced feedback sessions. Book looks will show that enhanced feedback has made an impact on pupils' next steps Book looks will show that a consistent approach to enhanced feedback is being delivered across school (slips and feedback notes) Autumn 2 data in non-core subjects will show that all year groups achieve 75% of pupils achieving the expected standard or higher (in line with 2020) PIRA and PUMA testing in Autumn 2 will show that results are in line or better than Autumn 2, 2020 before the Coronavirus outbreak. Lesson observations and learning walks will show that the use of character keys is embedded across the curriculum and is a central focus in the classroom. Pupil survey will demonstrate that all pupils can name their character strengths and what they are working on. Attendance will continue to be outstanding (above 96.5%) or above national (dependant on DfE plans for statutory or non-statutory attendance)
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PIRA, PUMA and Writing TA data Collection sheet - AUTUMN

GIRLS' WEEKLY TESTS CONTENTS		Newcroft Primary Academy				
		Year 1	Year 2	Year 3	Year 4	Year 5
Reading PIRA		Average Standardised Score (to 2dp)				
			112.13	106.85	107.68	107.95
No. of pupils	WTS	0	7	6	6	6
No. of pupils	EXS	0	15	29	36	21
No. of pupils	GDS	0	32	13	17	17
% EXS and above		#DIV/0!				
			87	88	90	86
Writing Teacher Assessment		Average Standardised Score (to 2dp)				
No. of pupils	WTS	0	16	9	10	14
No. of pupils	EXS	0	31	29	38	23
No. of pupils	GDS	0	7	10	11	7
% EXS and above		#DIV/0!				
			70	81	83	68
Maths PUMA		Average Standardised Score (to 2dp)				
			107.24	110.15	106.22	106.98
No. of pupils	WTS	0	11	8	10	10
No. of pupils	EXS	0	20	20	32	19
No. of pupils	GDS	0	23	20	17	15
% EXS and above		#DIV/0!				
			80	83	83	77

<p>Closing the gap</p> <p>Pupils will return to school with varied 'gaps' in their knowledge and recall of core aspects of the curriculum, hindering them from moving their learning forward.</p>	<p>Optional, recommended, home school learning will be planned for all year groups to allow parents to engage their children in this throughout the summer break. This will be targeted at basic skills in Reading, Writing and Maths.</p> <p>We will consistent in our whole school approach to revising and gap filling by:</p> <ul style="list-style-type: none"> Teachers working in partnership with the previous year group during transition meetings to discuss what aspects of the curriculum were missed out and what should be prioritised to cover in Autumn 1 (for core subjects) We will teach a 'revised' curriculum focusing on Reading, Phonics, Writing and Maths in Autumn 1 (see year group recovery plans and meeting notes). PIRA and PUMA testing in the first 2 weeks will help us to baseline each child and form part of our formative assessments. Planning initial formative assessment to assess core subject skills from the previous year group curriculum that children may have forgotten. Teachers following a cycle of 'assess, plan, do review' in English, Maths and Science to bring pupils back in line with the knowledge and skills required to follow the National Curriculum for their Year Group. Teaching non-core lessons in line with their year groups termly topic after the Autumn 1 half term break. Initially, non-core will only be taught via English and Maths objectives. We will facilitate partnership working and planning for our Year 1 pupils with our EYFS and Year 1 teachers to ensure that 'continuous provision' is timetabled for Autumn 1. This will enable pupils to cover crucial aspects of ELGs that have not been taught. 	<p>July and ongoing thought the summer break.</p> <p>June and July 2020</p> <p>September 2020 and throughout the Autumn term 2020.</p>	<ul style="list-style-type: none"> Book Scrutiny and learning walks in the Autumn term will show that pupils have been taught 'gaps' from the previous year's curriculum where required. Book scrutiny and learning walks in the Autumn term will show that teachers are revising forgotten knowledge from the previous year groups curriculum, alongside teaching new content. Pupil survey will show that pupils know that they are revisiting missed learning and are revisiting forgotten knowledge and skills in core subjects Teachers to work in partnership with the previous year group during transition meetings to discuss what aspects of the curriculum were missed out and what should be prioritised to cover in Autumn 1 (for core subjects) Year 1 learning walks, lesson observations and book looks will show that missed aspects of the EYFS curriculum have been taught. PIRA and PUMA testing in Autumn 2 will show that results are in line or better than Autumn 2, 2020 before the Coronavirus outbreak. 																																																																																																																						
<p>Year 1 pupils will have missed the 'full coverage' of the EYFS curriculum, acknowledged as crucial in early development.</p>	<p>Those who are identified as most in need/ disadvantaged pupils will be offered tutoring in addition to school hours through the NTP.</p> <ul style="list-style-type: none"> Alongside workload, the mental health and well-being of staff will be continuously considered alongside that of pupils. Staff will be sign posted to the FOW support and other organisations who can help if it is needed. The DSL, DDSL and ELSA will commit to half termly supervision sessions with an appropriate body. The staff shout out culture will be embedded to ensure that staff feel thanked and praised 	<p>Ongoing</p> <p>Autumn 1 2020</p>	<table border="1"> <thead> <tr> <th colspan="6">PIRA, PUMA and Writing TA data Collection sheet - AUTUMN</th> </tr> <tr> <th colspan="6">Newcroft Primary Academy</th> </tr> <tr> <th></th> <th></th> <th>Year 1</th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td rowspan="4">Reading PIRA</td> <td>Average Standardised Score (95%ile)</td> <td></td> <td>112.13</td> <td>106.85</td> <td>107.68</td> <td>107.95</td> </tr> <tr> <td>No. of pupils</td> <td>WTS</td> <td>0</td> <td>7</td> <td>6</td> <td>6</td> <td>6</td> </tr> <tr> <td>No. of pupils</td> <td>EXS</td> <td>0</td> <td>15</td> <td>29</td> <td>36</td> <td>21</td> </tr> <tr> <td>No. of pupils</td> <td>GDS</td> <td>0</td> <td>32</td> <td>13</td> <td>17</td> <td>17</td> </tr> <tr> <td colspan="2">% EXS and above</td> <td>#DIV/0!</td> <td>87</td> <td>88</td> <td>90</td> <td>86</td> </tr> <tr> <td rowspan="4">Writing Teacher Assessment</td> <td>No. of pupils</td> <td>WTS</td> <td>0</td> <td>16</td> <td>9</td> <td>10</td> <td>14</td> </tr> <tr> <td>No. of pupils</td> <td>EXS</td> <td>0</td> <td>31</td> <td>29</td> <td>38</td> <td>23</td> </tr> <tr> <td>No. of pupils</td> <td>GDS</td> <td>0</td> <td>7</td> <td>10</td> <td>11</td> <td>7</td> </tr> <tr> <td colspan="2">% EXS and above</td> <td>#DIV/0!</td> <td>70</td> <td>81</td> <td>83</td> <td>68</td> </tr> <tr> <td rowspan="4">Maths PUMA</td> <td>Average Standardised Score (95%ile)</td> <td></td> <td>107.24</td> <td>110.15</td> <td>106.22</td> <td>106.98</td> </tr> <tr> <td>No. of pupils</td> <td>WTS</td> <td>0</td> <td>11</td> <td>8</td> <td>10</td> <td>10</td> </tr> <tr> <td>No. of pupils</td> <td>EXS</td> <td>0</td> <td>20</td> <td>20</td> <td>32</td> <td>19</td> </tr> <tr> <td>No. of pupils</td> <td>GDS</td> <td>0</td> <td>23</td> <td>20</td> <td>17</td> <td>15</td> </tr> <tr> <td colspan="2">% EXS and above</td> <td>#DIV/0!</td> <td>80</td> <td>83</td> <td>83</td> <td>77</td> </tr> </tbody> </table> <ul style="list-style-type: none"> 90%+ of Year 2 pupils will pass their first time phonics screen check in June 2021. Year 2 RWM and combined will be above national. Year 6 RWM and combined will be above national. Year 4 MTC check will be above national. The FOW will support staff as required and hold half termly supervision sessions for the DSL and DDSL. FOW wellbeing staff meeting will show that staff have engaged in the support offered by the FOW. The school's ELSA will be released to engage in supervision sessions set out across the year. The staff 'shout out' wall will be used by a variety of staff to praise. 	PIRA, PUMA and Writing TA data Collection sheet - AUTUMN						Newcroft Primary Academy								Year 1	Year 2	Year 3	Year 4	Year 5	Reading PIRA	Average Standardised Score (95%ile)		112.13	106.85	107.68	107.95	No. of pupils	WTS	0	7	6	6	6	No. of pupils	EXS	0	15	29	36	21	No. of pupils	GDS	0	32	13	17	17	% EXS and above		#DIV/0!	87	88	90	86	Writing Teacher Assessment	No. of pupils	WTS	0	16	9	10	14	No. of pupils	EXS	0	31	29	38	23	No. of pupils	GDS	0	7	10	11	7	% EXS and above		#DIV/0!	70	81	83	68	Maths PUMA	Average Standardised Score (95%ile)		107.24	110.15	106.22	106.98	No. of pupils	WTS	0	11	8	10	10	No. of pupils	EXS	0	20	20	32	19	No. of pupils	GDS	0	23	20	17	15	% EXS and above		#DIV/0!	80	83	83	77
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<p>Mental health and wellbeing of staff</p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>Ongoing</p>																																																																																																																						

Activity	Resources	ELSA Resources	Staff Release	Research and Survey
Cost	£300	£200	£1500	£150

Priority 3		Curriculum Development		Leader(s): Sara Aukland, Charlotte Kruger, Hannah Wicks, Jamie Pratt and Alice Brailsford	
Start Date: August 2020			Mid-Review: Dec 2020	Evaluation Date: July 2021	
What do we want to improve?	How will we go about it?		When will it happen and be completed?	What will success look like/ what is the impact ?	
Improve quality of the curriculum to ensure it is board and balanced	<ul style="list-style-type: none"> Whole school subject maps will show that the curriculum for each subject builds in difficulty and challenge through the key stages. This will be worked on by subject leaders throughout the year. Curriculum maps for each year group will be reviewed and developed to teach a topic based approach, in line with the National Curriculum objectives. Each subject will form part of 'topic teaching.' Links will not be tenuous, but purposeful and in context. Science and other subjects will be taught explicitly if they do not 'fit.' Subject leaders will work with their shadowing partner to monitor the coverage of the subject, the quality of opportunities and work created, alongside the monitoring of enrichment opportunities and standards. They will raise the profile of their subject across school. 		Ongoing	<ul style="list-style-type: none"> Whole School curriculum maps will be further adapted to show an increasingly challenging curriculum, particularly across Y3/4 and Y5/6 where objectives in non-core subjects can be similar. Topic maps in each Year Group will match the NC objectives and will form a purposeful part of topic teaching. Pupil voice will show that trips and events enrich the topic and further learning. Science and other subjects will be taught explicitly where required. Y1-6 will achieve 75% of pupils at EXS in non-core subjects. Book looks, learning walks and curriculum coverage files will show that the full curriculum is being taught at Newcroft. The school will achieve the 'Arts Mark' award, proving the quality of Music, Art, DT and Dance and the value of the arts in our school. 	
Improve pupils' recall of core knowledge and skills across all curriculum subjects	<ul style="list-style-type: none"> Develop a knowledge organiser for each topic taught in each year group, covering the key knowledge and skills for that topic. Share these with parents as part of homework and in parent workshops. Develop recall skills through games and activities as part of the morning/ afternoon challenge parts of the day. Develop recalling <i>previous</i> organisers in this time to recap and revisit prior knowledge. 		Ongoing	<ul style="list-style-type: none"> Pupils will demonstrate a significant increase in knowledge from the beginning of the topic to the end (demonstrated by mapping). Quizzes will demonstrate that pupils retain the knowledge and skills they have been taught in current and previous organisers for their year group. The use of these will be embedded in the school day and in homework tasks. Improved knowledge and skills will result in Y1-6 will achieve 75% of pupils at EXS in non-core subjects. 	
Improve vocabulary across the non-core curriculum	<ul style="list-style-type: none"> Each subject leader to work with SA and AB to create vocabulary banks linked to their subjects. This vocabulary should be clear and precise for each year group, which progresses as children move through school. Vocabulary will be shared with pupils through knowledge organisers. Classrooms will display and use topic and subject linked high quality vocabulary. 		Ongoing	<ul style="list-style-type: none"> Each subject will have a list of core vocabulary which is taught and built upon across the age range. Topic mapping will show that pupils 'hold' prior vocabulary knowledge. Writing will be at least 75% EXS in each year group due to improved vocabulary use. Reading PIRA Standardised scores will improve in each year group due to an increase in vocabulary knowledge from 2019.20 results (pre-covid) 	
Activity	Resources			Staff CPD	

Cost	£500	£300
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Priority 4		Reading – improve reading outcomes		Leader(s): Sara Aukland, Charlotte Kruger, Hannah Wicks, Rosie Cran, Alice Brailsford and Jamie Pratt																									
Start Date: August 2020		Mid-Review: Dec 2020	Evaluation Date: July 2021																										
What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact ?																										
Develop Reading as the core of the Newcroft curriculum	<p>To reflect the new vision, the school will place reading at core of the curriculum through:</p> <ul style="list-style-type: none"> Developing the reading corridor in the main building to demonstrate that high quality texts are at the heart of our curriculum. Developing a reading corner in each classroom, thus promoting the value of reading and a space to read for pleasure. Ensuring that pupils have access to high quality, challenging, stimulating and current texts in the classroom through daily shared reading with teachers. Making reading the focus of homework- through Bug Club and quality reading books. Investing in high quality phonetically focused reading books for KS1 and train staff in their use. 	<p>Autumn 1</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Reading corners will be used and valued in each classroom. Pupils and parents will engage in Bug Club- 95% sign up rate across school Pupils will show an increased love of reading and enthusiasm for reading through pupil survey. 80%+ will say that they enjoy reading through Bug Club. Staff will use and share the new phonetically matched reading books with children and we will see increased confidence in GPC knowledge, as well as sustaining the Phonics Screen pass rate at 85%+ (above national) 																										
Improve reading outcomes at the end of KS2 (EXS and progress)	<ul style="list-style-type: none"> Explicit teaching of content domains and cognitive demands once a week Y1-Y6. Explicit teaching of VRIC x 3 weekly in KS2, x1 weekly in KS1 and verbally in EYFS. Reading pedagogy to be a focus; English leaders to develop and train a system of high order questioning for 1:1 reading for LSAs and teachers. Parents to have these questions shared with them at home to enable better quality questioning in 1:1 reading. Parents and pupils to be engaged in higher quality texts to aid improved access to better quality texts, thus having a positive impact on outcomes. Bug Club to be set up and embedded throughout the year across school. Use teacher analysis tools to identify children requiring intervention at school. Deliver workshop training sessions for parents across the school in how to access and use Bug Club. Boys reading developed across KS2 through a subject leader TLR post to engage boys in reading for pleasure. 	<p>Autumn 1</p> <p>Ongoing</p>	<p>End of KS2 outcomes should be a focus for the whole school. Each year group should achieve at least 75%+ working at the EXS in PIRA each term.</p> <p>PIRA standardised scores should be in line with or better (by the end of the Summer term) with standardised scores for each year group in 2019-20</p> <p>Spring 2 PIRA data:</p> <table border="1"> <thead> <tr> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> </tr> </thead> <tbody> <tr> <td>107.06</td> <td>105.42</td> <td>105.54</td> <td>106.71</td> </tr> <tr> <td>10</td> <td>8</td> <td>10</td> <td>7</td> </tr> <tr> <td>18</td> <td>24</td> <td>32</td> <td>24</td> </tr> <tr> <td>24</td> <td>18</td> <td>17</td> <td>14</td> </tr> <tr> <td>81</td> <td>84</td> <td>83</td> <td>84</td> </tr> </tbody> </table> <p>KS2 outcomes 2018-19 to be significantly improved upon:</p> <ul style="list-style-type: none"> Progress in Reading -1.68 (aim to be at least 0) 73.5% EXS+ (1.8% below National) (aim to be above national) Boys 66.7%. (aim to be above national) PPG 66.7% was above National at 64.2% (continue to work on keeping this above national) 			Year 2	Year 3	Year 4	Year 5	107.06	105.42	105.54	106.71	10	8	10	7	18	24	32	24	24	18	17	14	81	84	83	84
Year 2	Year 3	Year 4	Year 5																										
107.06	105.42	105.54	106.71																										
10	8	10	7																										
18	24	32	24																										
24	18	17	14																										
81	84	83	84																										
Activity	Resources	Staff CPD																											
Cost	£3500	£500																											

Governance Review, Development and Monitoring Plans

Term	Focus
Autumn	Improve Governor knowledge and skills development linked to their subject area
Spring	Learning walks and monitoring
Summer	Review of the success of the academic year with subject and school leaders

What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact ?
Confidence of governors in performing their statutory duties.	<p>Upskilling of governors through effective training with each governor to attend at least 1 training session during the school year, and all new governors to complete the induction training.</p> <p>Governors statutory duties to be re-issued to all governors to ensure clear guidance with continual monitoring and self-evaluation of effectiveness. Attendance at meetings a priority.</p> <p>Session for the whole LGB to explain the impact of Covid-19 and how the absence of school data will be managed.</p>	<p>Ongoing throughout the school year.</p> <p>October *when sufficient information is available</p>	<p>The governing body ensure that all statutory duties are met for the year.</p> <p>Documented evidence of activities taking place available for inspection.</p> <p>Full understanding of the data and ability to discuss this if required.</p>
Governor involvement in the whole school, including increasing the number of learning walks conducted outside of the monitoring weeks.	<p>Focus on being present in school, learning walks and attendance at school events a priority. Involvement of the full governing body where possible.</p> <p>Increased visibility to the wider school community, including parents, to demonstrate our effectiveness and give them comfort of our presence.</p>	Review termly	<p>Governors present in school, support for the staff visible, evidence of learning walks and effective feedback and challenge available.</p> <p>Governors being more visible to the wider community to show full support of our new school leadership team (including at parents' evenings) whilst also demonstrating appropriate challenge being made through the right channels.</p>
Understanding of the wider governing body in the workings of the school, reducing the number of 'specialist' governors and allowing more to be involved.	<p>Full buy in and involvement in new partner areas, liaising with teaching partners in sufficient time and with enough detail to make it a worthwhile process. Training and guidance available for new governors.</p>	Review termly	<p>Effective questioning and challenge of partner teachers during monitoring visits, full documentation of these discussions available for review.</p>

			Attendance at key meetings with minutes demonstrating increased knowledge and understanding as the year progresses (where applicable).
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