

Thomas Johnson Lower School

Dream - Discover - Flourish

A Values-based Education School

School Development Plan 2020-21



Inspection (The information on this page has been duplicated from the School Self Evaluation Form)

The school was last inspected by OFSTED in October 2019, when the school was judged as “Good”, but with clearly outlined next steps to ensure that it continues to remain good or better. The overall judgements and comments from inspectors provided a clear picture of the strengths and development points, which the school has continued to monitor and work on since the inspection.

Areas of particular strength identified in the inspection included:

- **Safeguarding is effective.** *Pupils say they feel safe and know who to go to if they have any worries or concerns.*
- **The Early Years setting provides a purposeful, language-rich learning environment.** *Children enjoy the activities on offer. They are well supported by adults who successfully work to develop children’s language, vocabulary and numeracy skills.*
- **Personal development is a high priority at the school** *through our values-based approach. This includes consideration of pupils’ self-esteem and mental health.*
- **Staff have good subject knowledge.** *Pupils develop a love of reading regardless of their starting points.*
- **There are high expectations for pupils with SEND and the inclusion of these pupils is a strength.** *Their needs are considered in all activities.*
- **Leaders, governors and staff give a high priority to safety and welfare.**

Areas to develop identified in the last inspection in order to continue to remain good or better:

- *The school’s curriculum needs to be better sequenced and coherent in all subjects. Leaders need to ensure that curriculum plans for all subjects are mapped out, providing training for teachers about what pupils should know and when they should teach it. Leaders should check that pupils are learning more, remembering more and building on their prior learning in all subjects as they progress through the school.*
- *Leaders need to ensure that their monitoring of the curriculum is rigorous and effective, so they know what is being taught and how effectively throughout the school.*
- *Leaders need to raise expectations of behaviour in all situations, including around the school, so that pupils take responsibility for themselves and are ready to learn. All staff need to adhere to the school’s expectations and policies on behaviour so they are routinely met and effectively used.*

How we are addressing these priorities

Since the inspection, there have been a number of improvements, with successful grants improving classroom space and learning environments both indoors and outside. The following initiatives have had a particularly positive impact on provision: **(See training records since last inspection at the end of this document)**

- **Leadership development:** Curriculum Development training for Heads and System Leaders (Jan - July 2020), Ofsted training for SENDCO’s (Oct 2020); Subject Leaders: Preparing for Ofsted (Sept 2020); Governance Review (Nov 2019)
- **Curriculum:** EYFS framework reforms (Jan 2021); TAs supporting Reading and Writing (Jan 2021); Reading in Ofsted inspections (Sept 2020); The Recovery Curriculum (Sept 2020)
- **Personal development:** The school worked with a local Outstanding school to develop a SEMH toolkit to monitor work with SEMH pupils and the impact of reasonable adjustments on soft outcomes (Jan-March 2020). Behaviour management for TAs (July 2020);

- **Raised expectations in writing, particularly grammar and handwriting:** Policy has been revised, including how writing is taught and progression across each year group, with increased focus on daily handwriting activities. Marking policy has been revised, so that feedback on formation and grammatical errors are quickly addressed, with increased opportunities for pupils to make corrections and improve their work.

SCHOOL DEVELOPMENT PLAN: Principle Area 1: Quality of Education

Priority 1: Curriculum plans are sufficiently sequenced and coherent in all subjects so that pupils' knowledge is built sequentially over time.

Key Action	Individual action points	Success Criteria	Commentary
1. Planning around the new curriculum ensures all subjects are clearly mapped out and rigorously considered for cohesion and design, with high quality training for staff and governors around the agreed and intended curriculum	<p>Curriculum plans mapped out in all subjects</p> <p>Training for teachers and governors about what pupils should know and when they should teach it.</p> <p>On-going checking that plans are meeting the objective.</p>	<p>A systematically planned curriculum is in place which demonstrates that children are remembering more and building on their prior learning in all subjects as they progress through the school. This is shared with all stakeholders</p> <p>Through training, Teachers and Governors speak confidently about what pupils should know and when it is taught.</p> <p>When gaps are identified, plans are updated.</p> <p>KEY MILESTONE TARGET: Planning complete and on website by Oct half term; termly revisions. Key training achieved by Dec 2020 Skills and knowledge progression maps for Year B complete by April 2021</p>	<p>Autumn: Milestone achieved - initial plans including new Back on Track updates uploaded onto website by 30th Oct - NB: these plans will be updated as needed as each new topic is worked through. Staff are successfully following plans and initiating where revisions need to be made.</p> <p>Spring: Teacher training continues through staff meetings. Further Gov training would be beneficial. Subject Leaders completing skills and knowledge progression sheets for their subjects.</p>
2. High expectations underpin all areas of the curriculum with basic skills (e.g. handwriting and presentation) being modelled, practised and corrected.	<p>Daily handwriting activities in all classes. Number formation corrected</p> <p>Reading and comprehension opportunities are delivered throughout the curriculum</p> <p>Grammar hammer worksheets number bonds and times tables (TTRS)</p>	<p>Pupils' handwriting and presentation is consistently at a high level, across all areas of the curriculum, and bad habits are reversed.</p> <p>More opportunities are presented for pupils throughout the day to practise their reading and comprehension skills.</p> <p>Fluency in basic number work is demonstrated daily and orally in class.</p>	<p>Autumn: Handwriting and presentation statements have been revised and shared. Whilst the focus has been raised there are still further areas to agreed and embed (e.g. agreed cursive style)</p> <p>Fluency sessions in maths in KS1-2 classes. Greater focus on reading is being promoted. Both are helping to reverse 1st lockdown gaps and reactivate skills, however securing very basic grammar and promoting writing at length (ie; full stops, capital letters, a "substantial" piece of text) has been the initial focus.</p>

		<p>Handwriting/presentation consistently modelled by staff (cursive on board year 1 onwards)</p> <p>Written work demonstrates secure grammatical knowledge.</p> <p>MLESTONE: By Easter, new handwriting style clearly evident in books and promoting again higher standards of presentation post 2nd lockdown</p> <p>By Easter, TTRS scores indicate 60% accuracy for Year 4s</p>	<p>Spring: Lockdown means that Grammar Hammer <u>sheet activities</u> have not yet started for KS2 although grammatical errors were addressed in Autumn lessons. Handwriting focus and TTRS/quick mathematical recall to be revisited on return to school 8th March.</p>
3. A Recovery Programme is in place across KS1 & 2 In Maths and English	<p>HFL materials help teachers identify gaps</p> <p>Planning and staff meetings ensure that gaps are identified in all subjects</p> <p>Use of HLTA & Teacher to provide focused intervention for identified pupils</p>	<p>Teachers know what learning has been missed and plan accordingly to close the gaps.</p> <p>Core skills in reading, writing and maths are secured with improvements from baselines clearly demonstrable</p> <p>Pupils whose learning was significantly impacted during lockdown have made significant progress (bottom 20%)</p> <p>MLESTONE: By Dec all aspects of Back on Track resources are embedded in KS1 & 2. By Easter: Fluency slides and Year R resources in place.</p>	<p>Autumn: Milestone achieved: Very positive teacher and pupil response to Back on Track resources: English for quality of the texts chosen (very popular) and the obvious engagement of the pupils with these. Maths has been agreeably challenging - introducing different teaching concepts which staff are rising to. HfL error has now been rectified for KS2 maths planning (access to mixed 3 /4 plans, rather than adapting separate plans).</p> <p>Pupil progress from starting points has depended on readiness to learn on their return. Pupil's own SEMH has been a significant factor in ability to engage in new learning after such a long period. HLTA interventions have been deliberately adjusted to reflect this.</p> <p>Spring: Use of Back on Track resources throughout 2nd lockdown ensured good progress continued to be made by majority of pupils.</p>
4. Remote learning package is developed to support all pupils who are self-isolating	<p>Google classroom activities for all pupils self-isolating</p> <p>Laptops/tablets applied for to support disadvantaged pupils</p> <p>Workbooks created for families who consistently do not engage with the classroom.</p>	<p>Pupils continue to engage in high-quality learning when self-isolating or on a reduced timetable due to significant medical needs.</p> <p>All chn are able to access equipment during lockdowns.</p> <p>Where pupils do not engage, teachers work closely with parents to ensure learning continues through other means (e.g. workbooks)</p>	<p>Milestone achieved: Remote package in place which reflects our staff setting and pupil need. Surveys confirm all chn have access to equipment. Individual need supported were appropriate.</p> <p>Spring: devices or in-school learning offered to all children without access to equipment. Although not all chose to take up/use items that were provided, the majority of pupils affected either subsequently attended school or were offered one daily live lesson instead. Workbooks/hard copies for pupils where</p>

		MILESTONE : By Dec remote packages and 3-level strategy have been developed and proven, with improvements identified.	parents had no printer, or in the case of poor engagement. Home learning survey showed 88% of respondents accessed home learning at least 3 times a week, with 71% of these accessing provision daily.
5. Best practice is securing in marking and feedback in each subject area. Quality first teaching and raised expectations secures best outcomes for all pupils.	<p>Training for all staff on in-the-moment marking</p> <p>Support for NQT+1 with targets outlined in Summer 2020.</p> <p>Support to ensure new staff members are offered the training they need (e.g. SEMH, PE)</p>	<p>In-the-moment marking clearly demonstrates that chn know where they have been successful and are improving their work in every lesson.</p> <p>NQT+1 makes excellent progress against targets.</p> <p>All teaching staff deliver Good and better lessons</p> <p>Attainment in core subjects at the end of KS1 and Year 4 remains above the national and LA average in 2020.</p>	<p>Autumn: In- the-moment marking system introduced this term (after half term to new staff) and revised following suggestions. Easier in smaller classes. Requires further monitoring.</p> <p>Extensive support provided for staff covering long term absence means any disruption to class is minimised. Focus support for NQT ensures challenges of pandemic do not impact on teaching.</p> <p>PE change of staff (in house and bought in) means this continues to be an area of focus next term. No music support yet due to pandemic restrictions</p> <p>Spring: Verbal (recorded) or written feedback provided throughout lockdown remote learning.</p>
6 Subject leaders develop their monitoring skills and develop greater confidence in assessing their areas of responsibility	<p>Training for subject leaders is provided (Reading/Ofsted + in house opportunities)</p> <p>Additional subject leader opportunities for drop ins</p> <p>Staff meeting weekly updates on identified strengths and weaknesses across subjects</p> <p>Focus subjects identified and timeline for all subject mapped out</p>	<p>Subject leaders are confident in the Ofsted inspection expectations.</p> <p>Subject leaders know strengths and areas for improvement in their own subjects across the whole school</p> <p>Subject leaders know that curriculum plans are clearly mapped out and that teaching reflects the plan.</p> <p>A clear timeline/action plan is in place for all subjects.</p> <p>MILESTONE: 1 By Dec, core subject training achieved; 2 By (Feb) April clear files of evidence in place;</p>	<p>Autumn: Milestone for Dec achieved.</p> <p>Teaching staff have raised awareness of role of subject leaders (through weekly discussion and work scrutiny, sharing of pro-formas etc). Teachers have said how they feel more aware of how subjects link across year groups and how subject knowledge is building up over time. History, Geog, Science scrutinized to date.</p> <p>Spring: Feb Milestone delayed to April due to pandemic</p>
7. Pupils who already read well need to be considered when teachers plan reading lessons	<p>Reading scheme updated - new books</p> <p>Wider access to higher quality</p>	<p>Wide range of high quality texts available and targeted for strongest readers.</p> <p>Planning demonstrates that confident readers</p>	<p>Autumn: Milestone for Dec achieved.</p> <p>Reading subject leader training has resulted in significant changes and improvements in our reading programme. Completely new scheme in place - with our entire reading</p>

	<p>texts- focus monthly book in each class</p> <p>Focused reading groups</p>	<p>consistently have opportunities to access challenging, high quality texts.</p> <p>Focus reading groups develop high quality vocabulary.</p> <p>MILESTONE 1: New reading scheme by Dec 2020.</p> <p>2. TA training on phonics & supporting readers by Feb 21</p>	<p>stock mapped! Books to fill any identified “gaps” identified and ordered. New reading logs drawn up for use in class Spring 21. New parent reading records for use Spring 21 (more robust) and updated reading statement drawn up to support parents. English planning meets objective and high quality texts are well received. The identified needs of pupils on return has been to reactivate their learning so that a focus on establishing reading groups, rather than individual 1-1, will be looked at in Spring.</p> <p>Spring: TA training on phonics ensures greater understanding of phonics sequence, and use of vocabulary.</p>
8 Parents have greater knowledge of what their child is learning and how this is delivered.	<p>Mind maps sent out termly</p> <p>Weekly updates on learning (via facebook/parent hub)</p>	<p>Parents are confident in the knowledge of what their child is doing and what they are learning</p>	<p>Autumn: Achieved this term, with positive comments from parents.</p>
9. Pupils are sufficiently prepared for the phonics test	<p>Daily phonics activities</p> <p>Lower ability in KS2 have phonics support</p>	<p>80% of year 1 pupils achieve 32 or above in phonics test in June 2020</p> <p>80% of year 2 pupils achieve 32% or above in phonics.</p> <p>Pupils who did not achieve 32% in their phonics make strong progress from their starting points in Yrs 3 and 4.</p> <p>Milestones: Termly tests</p>	<p>Autumn: Nov 4th 53.8% on track year 1 (scored 20 or above) by 8th December 69% on track year 1 (scored 25 or above). Average score has risen from 17.8 to 26.6 which is an increase of 8.8 graphemes recognised per pupil. Phonics Year 2 = 4th Dec: 62% working at expected standard (of which 52% achieved 39 or 40 marks out of a possible 40)</p> <p>Spring: phonics lessons continued during lockdown for R-KS1</p>
10. Pupils are sufficiently prepared for the multiplication test	<p>Times tables rock star</p> <p>Daily revision and mental oral challenge</p>	<p>90% of Year 4 pupils achieve a score of 20 or above in times tables test in June 2020 (evidenced in termly mini tests)</p> <p>Milestones: Termly tests</p>	<p>Autumn: Times tables and Rockstar work in class and as homework.</p> <p>Lack of Instant recall of times tables has been an area of need identified this term.</p> <p>Spring: Links continued during 2nd lockdown.</p>

SCHOOL DEVELOPMENT PLAN: Principle Area 2: Behaviour and Attitudes; Personal Development

Priority 2: Raise expectations of behaviour in all situations, including around the school, so that pupils take greater responsibility for themselves and are ready to learn.

Action/timescale	Individual action points	Success Criteria	Commentary
1. All staff collaborate to focus more closely on Values-based Education linked with the school's behaviour policy	<p>Values displays and vocabulary in classrooms promote the behaviour expected.</p> <p>Adults model expectations - particularly showing respect for people's faiths, feelings and values.</p> <p>TAs offer swift supportive action for SEMH anxiety behaviours on every occasion - no action goes unchecked.</p>	<p>Values underpin behaviour and relationships so that they are exemplary in all situations</p> <p>All SEMH behavioural anxieties are tackled consistently and supportively.</p> <p>Fewer occurrences of low level disruptions are noted from SEMH pupils with high anxiety.</p> <p>Attendance rises to 97%. Punctuality is promoted, with a reduction in the number of "lates" recorded over time.</p> <p>MILESTONE 1; Pupil survey demonstrates improvements Dec- March on key areas (Vision, values, behaviour around school)</p>	<p>Autumn: SEMH behaviour has been addressed and tackled as a priority. Supporting behaviours such as low self esteem and inability to self-soothe have rightly taken priority. Encouraging pupils to live their Values will now become a focus next term. Attendance 95.3%</p> <p>Spring: (2nd lockdown - focus revisited on pupil return - with follow up Vision/Values days in Summer term)</p>
2. Review policy and procedure for addressing key transition points, playtimes and lunchtime behaviour. All staff agree and adhere to raised expectations and policy.	<p>All pupils supported to behave well both in the classrooms & during break times.</p> <p>All staff consistently follow the behaviour policy and no action goes unchecked</p> <p>Behaviour training for TAs</p>	<p>Raised expectations of behaviour in all situations.</p> <p>Staff consistently adhere to and apply school's expectations and policy so that behaviour standards are routinely met and effectively used.</p> <p>MILESTONE 1: Revisions to behaviour policy by Oct half term. 2. Quiet tidy corridors, orderly lining up by Easter 2020</p>	<p>Autumn: Milestone met: Completely revised behaviour policy implemented. Secure embedding of new procedures (including new rules) becomes the focus</p> <p>Spring: (2nd lockdown - focus revisited on pupil return)</p>
3. Develop effective Communication and language skills in all year groups through raising expectations and parental engagement.	<p>Feelings flowers are used by all pupils and actively promote discussion about emotions and managing own behaviour.</p> <p>Parents support pupils through reward books and close teacher/parent interaction</p>	<p>Pupils are more able to engage with their learning and develop skills to manage their behaviour and attitude.</p> <p>Parents know how to support behaviour outside of school.</p>	<p>Autumn: Very good progress with pupils using the flowers effectively throughout the school and confidently naming their emotions.</p> <p>Spring: (2nd lockdown - focus revisited on pupil return)</p>

4. Dream-discover-flourish vision underpins every lesson to promote attitudes to learning and self regulation	Vision in every classroom Links to learning and behaviour clearly drawn	Staff and children identify with the vision and increasingly manage their own behaviour and attitude to learning.	Autumn: Work completed with children at the start of the year needs further embedding. Spring: (2nd lockdown - focus revisited on pupil return - Vision days planned early Summer)
5. Staff are trained in measuring and supporting pupils with particular needs to self regulate and manage their own behaviours.	SEMH toolkit In-school CPD from experienced practitioners	Demonstrable improvement in the behaviour and attendance of pupils who have particular needs MILESTONE 1: Staff trained for managing pupils with highest level of need Dec 2020. 2. All staff identify themselves as <u>competent</u> Easter 2021	Autumn: Milestone met Strong progress in this area with a significant reduction in incidents of high level need. Spring: (2nd lockdown - focus revisited on pupil return) Application for "Motional" therapy grant successful and training will start Summer term.
6. Deployment of staff and upskilling in positive behaviour management reduces the incidences of boisterous/noisy lunch time behaviours	Focus on manners and eating Children fed promptly Healthy eating lunch boxes ensure children not subject to sugar "highs"	Lunch time is calm and orderly. Social conversation and good manners are consistently demonstrated.	Autumn: Some progress, but lining up and transition still an area of focus Spring: (2nd lockdown - focus revisited on pupil return)
7. Low level behaviours (LLB) are quickly and consistently addressed in the classroom	Clear understanding and agreement of all staff of what constitutes low level behaviour or SEMH anxiety Team meetings ensure a consistent approach to LLB/ SEMH needs. Consequences consistent according to LLB/SEMH need	More children develop the characteristics of behaviour for learning (pupils attitudes are positive; pupils know how to study effectively and are resilient to setbacks and take pride in their achievements) MILESTONE 1: by Dec less than 15% (3 pupils) of class require reasonable adjustments (reduction from 33%). 2. By Easter less than 10% (2 pupils) of class require reasonable adjustments	Autumn: Strong progress in this area, with few LLBs demonstrated with class teachers - though more consistency required with visiting teachers. Spring: (2nd lockdown - focus revisited on pupil return)
8. New RSE scheme of work is in place and reflects the school's own needs.	School specific needs identified to all staff New SOW embedded into timetables SOW assessed and reviews to meet needs	New RSE curriculum is delivered in class in lessons and in assemblies. This meets the school's specific needs.	Autumn: RSE lessons consistently delivered and addressing gaps and supporting pupil needs (e.g. identifying happiness; how to make friends). Spring: RSE delivered through remote curriculum with very positive parental feedback.
9. All staff actively seek out high quality texts and ways of	Emotions clearly explained	Chosen texts are selected precisely for their use of intricate vocabulary and high quality phrases.	Autumn: Strong English texts and revision of home-reader books supports

actively promoting enhanced vocabulary (assemblies/storytime) to support both high quality writing, but also the ability to describe and manage chn's own emotions.	<p>Tier 2 and 3 vocabulary identified in each lesson</p> <p>High quality texts and active promotion of enhanced vocabulary</p>	<p>Improved use of vocabulary is evident in pupils' informal newsletters as well as longer pieces of writing. Children are more able to voice their emotions and therefore manage their feelings.</p> <p>MILESTONE 1: WOW writing established by end of Spring</p>	<p>objective.</p> <p>Increased focus on Tiered vocabulary in Spring and TA training for supporting readers</p> <p>Spring: High quality texts used throughout 2nd lockdown.</p>
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SCHOOL DEVELOPMENT PLAN: Principle Area 3 Leadership and Management

Priority 3: Leaders ensure that curriculum plans for all subjects are mapped out, providing training for teachers about what pupils should know and when they should teach it. Leaders and Governors monitoring of the curriculum is rigorous and effective.

Action/timescale	Individual action points	Success Criteria	Commentary
A new school vision is shared with all stakeholders and embedded into the curriculum.	All stakeholders understand the concepts beneath the vision Links to the vision made clear in every lesson	The school vision underpins the curriculum and all stakeholders engage with it.	Autumn: Staffing changes and other priorities have meant that this needs further embedding throughout the school Spring: (2nd lockdown - focus revisited on pupil return)
Develop a separate curriculum committee to focus on important KPIs, to enable monitoring of the curriculum, extra curricular activities, British values, Relationships Education policy.	Leaders drop ins Govs team meetings	Leaders monitoring of the curriculum is rigorous and effective, so they know what is being taught and how effectively throughout the school. MILESTONE 1: Curriculum committee meets Spring term	Autumn: Curriculum committee has reviewed targets and baselines. Further focus of support for Govs
To develop staff at all levels to become the best practitioners possible and have clear routes of progression	Subject leader training opportunities TAs training in reading and phonics TAs offered spelling, grammar and maths upskilling Progression routes identified	Staff identify and receive the training needed to improve their practice. Clear progression routes are established. Monitoring shows that TAs are deployed and used effectively in all lessons MILESTONE 1: Staff recruitment and development of new permanent team by Feb half term	Autumn: Third wave of recruitment due Dec to replace staff who have left. Replacement Senior Teacher and SENCO roles to be permanently established. TA training identified and dates set. Spring: Milestone partly achieved - new SENCO in post Summer term..
New SOW are reviewed regularly at staff meetings and with Premier Sport staff to ensure high-quality coverage, to avoid duplication, and ensure	Coverage reviewed in staff meetings and subject leader obs Subject leader drop ins Book looks	Monitoring shows that the quality of teaching and learning is consistently good and better across the school.	Autumn: Strong progress with staff reviewing new Schemes of Work. Where teaching was less than good, this has been challenged and resolved. Supply staff recruited to replace staff member absence/leaving and all supply

quality of teaching and learning is consistently good and better.		MILESTONE 1: By Feb half term, improvements to planning and progression areas identified with Premier Sport are in place	teachers aware of shared school targets and ambition. Areas of development identified in PE lessons are priority for Spring Spring: (2nd lockdown - focus revisited in March)
To ensure staff wellbeing is a high priority and workload remains reasonable for a healthy work/life balance	Workload is streamlined where possible Time spent in school, and carrying out school work at home, is within reasonable expectations.	Responsibilities are clearly defined and shared between staff. Staff meetings adhere to agenda Working hours are reasonable: Target of the working day 8am -6pm, with no more than 5 hours at weekends. MILESTONE1 : By (Feb) Easter term, in school marking and preparation is consistently finished within revised timescales (8-4.45).	Autumn: Changes of staff, high demands of the curriculum, remote working and addressing Ofsted properties mean that workload is excessive and teaching staff wellbeing and manageable workload remain a priority Spring: workload considerations provided for all staff during 2nd lockdown, with supply staff retained to ensure remote learning working hours were reasonable. Milestone moved to Easter.
To ensure that curriculum opportunities meet pupils' needs and are good or better than previously .	Pupil voice at drop ins and obs Pupil survey School parliament	Pupil voice questionnaires show that curriculum opportunities are good or better than previously.	Autumn: Dec questionnaire (Yr2-4) reflects positive feedback from pupils on curriculum and behaviour. Spring: (2nd lockdown - focus revisited on pupil return)
Increase parental engagement and understanding of the school's vision, curriculum, pupil progress and attainment.	Parent hub/Facebook, Parent updates Subject leader interim report)	Parent involvement is significantly raised through a series of activities which keep them updated with the daily life of the school. MILESTONE 1: By Easter, all new and existing staff manage own facebook and information parent updates	Autumn: Significant staff involvement to maintain parent involvement (incl.through staff changes). Gov request for Interim report format revision - but must balance staff workload pressures. Spring: Very positive freehand comments on remote learning provision and parental understanding of school's vision, curriculum. Parent zoom meetings ensured understanding of pupil progress and attainment.
To ensure HT and Govs training helps develop standards further.	CBLE subject leader training; SLT training Gov curriculum training	Leaders and Governor training enables monitoring of the curriculum to be more rigorous and effective Actions identified in Governance Review are completed	Autumn: Head and Interim Head have attended several Ofsted focused training virtual sessions. Gov training needs to be further identified in Spring

			Spring: Curriculum monitored by SLT through Google classroom
To ensure safeguarding procedures and practice remain at the highest possible level	Training for both DSL and DDSL Edukey (for SENCO) purchased SEMH tracking	Safeguarding continues to be effective. Milestone 1: Safeguarding audit completed Jan 2020	Autumn: Training completed. Further CPOMS training completed by Interim Senior Teacher. SCR format revised and improved. Spring: Safeguarding audit completed and actions completed.

Key Subject Actions - termly planner 2020-22

Subject	Aut 2020	Spring 2021	Summer 2021	Aut 2021	Spring 2022	Summer 2022
Phonics	Recovery curriculum	TA phonics training (graphemes, phonemes, multisensory challenge)		Curriculum response post-Covid		
Reading	Recovery curriculum New reading scheme & incorporation into existing - bands, progression BAME	National lockdown	TA training - supporting reading - moved due to lockdown	Curriculum response post-Covid		
Writing	Recovery curriculum Handwriting Grammar Vocab - 2 & 3 tier Spelling scheme	National lockdown	Vocab - 2 & 3 tier Grammar Hammer Spelling scheme Further focus after lockdown	Curriculum response post-Covid	TA grammar hammer upskill	
Maths	Recovery curriculum Basic skills secured Presentation	National lockdown	TA maths upskill - new Word problems Moved due to lockdown	Curriculum response post-Covid		

ICT		National lockdown		Purple Mash - SOW		
PSHE/RSE	New RSE scheme of work	National lockdown		Adjustments to RSE SHUE impact		
PE	Training for Teachers & TAs	National lockdown	Training for Teachers & TAs Further focus Response to adjustments (Covid/recovery curriculum)	Embedding training and assessment Curriculum response post-Covid		
Science		National lockdown				Review 2-year SOW
History		National lockdown BAME	Training for Teachers & TAs Further focus	BAME		
Geography		National lockdown	Deep dive - moved due to lockdown			Review new curriculum
Design Tech		National lockdown	Review new curriculum			
Art and Design		National lockdown	BAME	BAME		
Religious Ed		National lockdown	Response to adjustments	Curriculum response post-Covid		
Music	Training?? (delayed due to COVID)	National lockdown	Training - moved	Curriculum response post-Covid		
MFL		National lockdown	Response to adjustments (recovery curriculum)			

Training 2019-2021:

Key

Secure/no immediate action	Actions in progress	Priority focus
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<u>Date</u>	<u>Training</u>	<u>Who?</u>	<u>Impact</u>	<u>Next steps 2020-21</u>
12/4/2021	"Motional training" to raise staff awareness of mental health needs, including 7-week training for TAs in order to run "Motional" programme in school	Whole school TAs		
13/1/2021	Essential maths, back on track, supporting remote learning	KB	Guidance on using new material to support the delivery of existing plans in remote learning. Overview of each year group with suggestions of how the key concepts could be taught with accessible online and offline resources. KB shared training with other staff.	Key concepts shared with all teaching staff
11/1/2021	EYFS framework reforms: Developing language in line with DfE curriculum guidance	CT	Provides school leaders with an understanding of how to build and develop children's spoken language effectively in line with the DfE's reformed EYFS framework and supportive curriculum guidance.	Actions against identified priorities
4/1/2021 12/4/2021	Supporting reading and writing - MH (in house)	All TAs	To develop phonic understanding further so that TAs provide focused support for pupils during lessons and when hearing readers.	Training extended to SB Look at physical examples to develop questioning further - MOVED TO April Inset
27/11/20	Further Gov SEND training completed Dec 2020 - CT Edukey purchased and initial training for staff	CT/MT	Raised Gov awareness Edukey introduced	SEND document updates - CT Staff complete profiles by end of Dec 2020

15/10/20	Measuring small steps of progress - Further Ofsted training for SENCOs	CT	Enhanced awareness of SENCO role and Ofsted foci	Actions against identified priorities
1/10/20	Ofsted training for SENCOs	CT	Enhanced awareness of Ofsted foci	Actions against identified priorities
1/10/20	Lift off to Learning	CG	Initial training undertaken	Needs further support
30/9/20	Reading in Ofsted Inspections	CT	Enhanced awareness of Ofsted foci. New reading scheme introduced Dec 2020 Complete overhaul of all home reading books in school. New Library area designated. New books ordered (PTFA + Parish Council funding) and reading records (PTFA organise) Proforma for monitoring pupil reading progress drawn up for use Spring	Effectiveness of new proforma and reading scheme in place and assessed by (Feb half term) Summer half term
17/9/20	Subject leaders and Ofsted training	CT	Enhanced awareness of Ofsted foci.	Actions against identified priorities
3/9/20 - 4/10/20	The Recovery Curriculum (English and Maths) Herts for Learning	MH, KB, AT, SO, PN	Leaders and teachers, including Supply Cover, understand the new concept and design underpinning a suite of recovery resources	Ensure staff newly recruited/supporting school have same level of understanding.
2/9/20	First Aid Training	8 staff	All TJLS staff now first aid trained	New training as certificates expire
7/7/20	Behaviour Management for TAs - internal (BK)	All TAs	All staff have better understanding of tackling challenging situations New behaviour management system drawn up - particularly identifying the needs of pupils with extreme behaviours	Effectiveness of new policy to be assessed by (Feb half term) end of Spring 2
7/7/20	System Leader's webinar - Pupil and staff interviews	MH	Greater awareness shared with key stakeholders	Actions against identified priorities
30/6/20	System Leader's webinar - Subject Leader inspections	MH	Greater awareness shared with key stakeholders	Actions against identified priorities
2/6/20	PPE training	All staff	TJLS staff PPE trained	New staff reminded of requirements
5/3/20	SEMH toolbox - Phil Collier (Oakbank)	MH, AT	Key children mapped	Tool shared with new staff members
7/1/20	System Leaders - Curriculum review training	MH	Significant feedback to staff through staff meetings	Staff reminded of requirements and improved system embedded

27/2/20	Train the Trainer - Prevent	MH	Safeguarding training to new staff	Next training session for all staff 2021
26/2/20	Change is coming - 2 tier to 3 tier	MH	No further progress due to pandemic priorities	Waiting updates from LA
3/12/19	AptGo training	MH	Formal school review postponed due to pandemic priorities	Review once new SENCO has held position for 2 terms
20/11/19	Governance review - led by Simon Cotton & Simon Crosby	Governors	Focus on identified priorities	Actions against identified priorities - inc. gov visits
19/11/19	Governor training (SEND) - led by ZD	MT	Focus on TJLS response to SEND Further Gov training completed Dec 2020 Edukey purchased	Look at Edukey