

North Road Community Primary School



SCHOOL DEVELOPMENT ACTION PLAN 2022 – 2023

Year 1

School Improvement Priorities for 2021/2022

- Introduction across the whole school of the New North Road Primary Curriculum for life-long learning with a particular focus for the year on Art, Technology and Music
- **EYFS - Opportunities for the development of writing skills through open ended writing opportunities linked to high quality texts including raised expectations for 'more able' writers**
- **EYFS – the effective introduction of the Early Years Curriculum and the consolidation of the ethos/practice of Continuous Provision at North Road Primary School which supports children's stage of learning and has a focus on preparing children for Year One**
- **Introduction of Continuous Provision into Key Stage One, which supports an effective transition from EYFS for Year One pupils.**
- **Develop and embed effective transition strategies to support pupils moving from KS1 to KS2**
- **Continue to raise standards in Mathematics including a focus on growth mind-set, visualisation and Times Table knowledge**
- **Reading - Increased progress of the most able readers with a particular focus on inference**
- Writing – high quality writing opportunities, including the introduction of The Write Stuff across KS1 and KS2 to increase attainment and progress in writing following the National Lockdowns due to the Covid pandemic.
- **Development of a marking and feedback strategy that supports increased pupil attainment though verbal/in the moment feedback and supports staff work-life balance**
- Effective Leadership of Middle Leaders in bringing about increased attainment in their subjects.
- Introduction of a new North Road ethos to underpin the teaching of Science including assessment for learning opportunities
- Reintroduction of combined school cross working within the Domino Alliance of schools, following the restrictions of the pandemic, to bring about further improvement in standards, attainment, staff CPD and enrichment opportunities for pupils.

BOLD TEXT – supported by staff mini research appraisal projects that link to subject leadership areas or class/pupil identified weakness and needs.



School Improvement Priorities for 2022/2023

- Introduction across the whole school of the New North Road Primary Curriculum for life-long learning with a particular focus for the year on History, Geography and RE.
- Whole school focus on the importance of oracy as an integral part of the North Road Curriculum
- EYFS – the consolidation of the ethos/practice of Continuous Provision at North Road Primary School which supports children's stage of learning and has a focus on the use of the outside environment.
- Development of Continuous Provision in Key Stage One, which supports an effective transition from EYFS for Year One pupils, and develops the use of the outside environment.
- Develop and embed effective transition strategies to support pupils moving from KS1 to KS2
- Maths - continue to raise standards in Mathematics including growth mind-set, visualisation and a particular focus on Times Table knowledge
- Reading - Increased progress of all pupils with a particular focus on vocabulary, comprehension and inference
- Writing – high quality short burst writing opportunities to increase evidence of attainment and progress in writing and allow for consolidation of taught skills (TWS)
- Ensure consistency in the use of the marking and feedback policy that increases pupil attainment though verbal/in the moment feedback and supports staff work-life balance
- Effective Leadership of Senior Leaders to confidently lead the school and support whole school improvement, particularly linked to oracy.
- Reintroduction of combined school cross working within the Domino Alliance of schools, following the restrictions of the pandemic, to bring about further improvement in standards, attainment, staff CPD and enrichment opportunities for pupils (see Domino Action Plan)

Strategy 1: To ensure outstanding outcomes through attainment and progress of the children

Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start)	Monitor, Evaluate and Review
<p><u>CONTINUING THE WORK OF 2021-2022</u></p> <p>To promote mathematical problem solving and reasoning across the school, developing mathematical thinking, independent learning and mathematical language.</p> <p>To enable pupils to have a quick recall of times tables and related number facts in order to support calculation, reasoning and problem solving.</p> <p>To review and develop mathematical vocabulary throughout the school.</p>	<p>See Maths Action Plan (Appendix i)</p> <ul style="list-style-type: none"> Revisit the strategies used to problem solve and incorporate designated problem-solving sessions into planning. Continue to use goal free questions, visualisation and annotation to support/develop children's strategies and confidence in approaching multi step mathematical problems as well as develop pupils' mathematical language. Introduce a robust approach to the teaching/recall of times tables and related number facts and review the effectiveness of TTRS as a resource for home learning. CPD led by LT through Domino Alliance leading to the development of a whole school vocabulary progression. 	<ul style="list-style-type: none"> Pupils of all abilities are verbalising their mathematical understanding and learning. Pupils of all abilities are accessing problem solving activities and verbalising their understanding. Pupils are becoming more confident to work independently on mathematical problems and are not afraid to take risks and 'have a go'. Pupils in Year 2 complete KS1 with a strong understanding of number facts, which will support times table facts as they move into KS2. Pupils can confidently apply their times tables/number facts knowledge to their everyday learning. Correct use/pitch of Mathematical vocabulary is used across the school 	<p>LH/HD – Maths Leaders</p> <p>Liz Thomas – Maths LA/Domino Alliance support</p>	<p>September 2022</p>	
<p>To increase ALL pupil's achievement in reading comprehension</p>	<ul style="list-style-type: none"> Class book areas to be extended with new, high quality texts that children will be encouraged to read during their time in that class. 	<ul style="list-style-type: none"> Daily Teaching of Reading Skills (VIPERS - Vocabulary, Inference, Prediction, Explanation, Retrieval, Summarise) 	<p>All Staff/SS</p> <p>All Staff</p>	<p>September 2022</p>	

especially vocabulary and inference.	<ul style="list-style-type: none"> • Ensure daily reading time is in place across the school and that class teachers have the opportunity to listen to all children read individually. • Monitoring of the impact of the daily teaching of Reading (Vipers) across KS1 and KS2 to ensure a robust system/timetable is in place. • Sustained progress of 'more able readers' (those reading above reading age) in particular in the area of inference. • Class and school libraries to be overhauled to ensure children have access to high quality, good condition and new texts. • School library to be re-organised and refurbished to allow for a full reopening in September 2022 (following class mobile libraries during Covid restrictions). The library will be developed to be a relaxing and inviting space. • Development of Vocabulary Progression Grids for all subject areas. A focus/introduction/reinforcement on expected vocabulary at the start of each lesson 	<ul style="list-style-type: none"> • Increased achievement by pupils (ARE tracking/RM Benchmark Tracking/End of EYFS Attainment/SATs results) • Sustained/Increased phonic achievement by pupils (Internal Tracking/EYFS/Year 1 phonics test data) 	LH/HT/AS		
			LH/HT	After Baseline testing completed.	
				July 2022	
				August 2022	
			All staff		
To introduce the North Road Curriculum 2020, Cycle B – The head, the heart and the hands (<i>building on the previous years'</i>	<ul style="list-style-type: none"> • A focus for the year on History, Geography and RE. Subject Leaders to ensure that staff are confident teaching the knowledge and skills of their learning focus. 	<ul style="list-style-type: none"> • Increased opportunities for 'outdoor' and 'hands on' learning experiences will be incorporated including the reintroduction of WOW launch events to 	All Staff	September 2022	

<p><i>focus on Art, Music and Technology) with a focus on History, Geography and RE.</i></p>	<ul style="list-style-type: none"> • Staff to ensure links are made to previous learning – referencing the road mapping of skills and knowledge. • Increase the frequency of WOW days, events and visits/visitors to make meaningful links to learning. 	<p>introduce a piece of learning.</p> <ul style="list-style-type: none"> • Over-arching topics will umbrella the whole school with specific topic titles to inspire learning based on ‘what if.....?’ questions which are revisited at the end of each learning focus. • Development of a bank of exit tasks for the end of each lesson that will support the planning of retrieval quizzes for the start of lessons. • Pupils’ prior taught knowledge is tested during each lesson through the use of quizzes and games. • Areas of learning/key themes will deepen learning systematically as children progress through school, in order to build on knowledge. 			
<p>To raise expectations for writing outcomes in EYFS.</p>	<ul style="list-style-type: none"> • Consolidation of the new EYFS Curriculum, which supports high expectations and aspirations for pupils’ attainment in writing. • Pupils have increased opportunities to write during the day and writing for different purposes is modelled by the adults in the class. • Pupils are provided with opportunities to write at greater length/detail during guided teacher sessions 	<ul style="list-style-type: none"> • Increased opportunities for pupils to write during Continuous Provision. • Increase the use of Writing Lenses within the classroom environment. • Pupils are able to write at an increased length. • Increased number of pupils reaching required standard. • Pupils are prepared for the curriculum at KS1 and have increased writing stamina. 	<p>CJ LH/HT All EYFS staff team</p>	<p>September 2022</p>	

	<ul style="list-style-type: none"> Consolidation of the use of The Write Stuff in EYFS. 	<ul style="list-style-type: none"> Pupils develop a love of writing. 			
To fully introduce the new North Road Science Curriculum – A curriculum which demonstrates our intent for knowledge and skills.	<ul style="list-style-type: none"> Monitor the use of Termly Science Quizzes (Scientific knowledge – Low threat/high gain) to increase rates of retention and retrieval. Staff to provide opportunities for high quality feedback to pupils to support learning in science. Subject Leaders to ensure that staff are confident teaching the knowledge and skills of their learning focus. 	<ul style="list-style-type: none"> Increased attainment in Science across the school Increased retention and retrieval of scientific facts by pupils Increased evidence/use of AfL (Assessment for Learning) in the planning, monitoring and assessment of scientific knowledge and skills. 	All staff	September 2022	

Strategy 2: To ensure all personal development, behaviour and welfare including safeguarding is outstanding

Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start)	Monitor, Evaluate and Review
To widen the teaching of Internet Safety with a focus on appropriate social media use (KS2 pupils).	<ul style="list-style-type: none"> Termly Assemblies Visitors to school Links within PSHE lessons Parental workshops Themed days Introduction of a new computing scheme of work for North Road Community Primary School. 	<ul style="list-style-type: none"> Increased awareness of the correct & appropriate use of social media. Increased awareness of the dangers of inappropriate use of social media and the potential impact on mental health. 	SS (ICT Lead) All Staff	October 2022	
Increased physical exercise opportunities (including outdoor opportunities)	<ul style="list-style-type: none"> Increased use of the school field, including Climbing Stack, balancing logs and den building area, to allow for increased opportunities for physical activities. Weekly Children's Mile (PE Day) Weekly 10 minute Wake-Up, Shake Up or Yoga (PE Day) 	<ul style="list-style-type: none"> Children's physical health and stamina is further improved. 	All staff	September 2022	

	<ul style="list-style-type: none"> Development of the lower KS2 learning environment/timetable to ensure the use of the outdoor environment, movement between learning times, a learning environment that matches the learning needs, flexible seating and appropriate practical resources. Developing children's increased learning stamina. 	<p>KS1 supports all children in the move from EYFS</p> <ul style="list-style-type: none"> To ensure the class environment and ethos of lower KS2 supports all children in the move from KS1. Children are academically and emotionally prepared for the transition to KS2 learning. 			
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Strategy 3: To ensure high quality teaching, learning and assessment with the majority of it to be outstanding and none less than good

Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start)	Monitor, Evaluate and Review
Develop a clear focus on oracy as a central part to the North Road Curriculum.	<ul style="list-style-type: none"> Develop a clear and ambitious vision for oracy at North Road Primary School. Build a culture of oracy at North Road Primary School. Pupils are taught how to engage in a range of different types of talk, varying the context and audience. Develop a sustained and wide-ranging curriculum for oracy. Word of the week – EYFS Words of the week – KS1 Word of the day – KS2 	<ul style="list-style-type: none"> Oracy is valued by school leaders and all members of staff. Opportunities for oracy are maximised by all staff, providing pupils with opportunities to use their voices both in and beyond the classroom. Oracy is visible, showcased and celebrated through-out school life. The curriculum is designed to develop pupil's oracy knowledge and skills. The curriculum provides new challenges and opportunities for oracy as a pupil moves through the school. 	<p>SS</p> <p>CJ</p> <p>All staff</p>	September 2022	

Improve writing outcomes through the consolidation/extension of the Sentence Stacking approach to teaching writing	<p>See English Action Plan (appendix ii)</p> <ul style="list-style-type: none"> English Leaders CPD led by Vicky Gordon (Domino Alliance) To consolidate the use of Jane Considine's Sentence Stacking (Write Stuff) as a way to increase quality writing following a loss of learning due to the Covid pandemic. To further develop TWS Writing Curriculum with short burst writing opportunities. 	<ul style="list-style-type: none"> Sentence stacking approach to the teaching of writing consolidated/monitored across KS1 and KS2 (including training for new members of staff and staff that have changes year groups) Increased pace of teaching of TWS units. Evidence of planning and delivery of short burst writing opportunities to increase evidence of pupil's independent writing achievement. 	<p>CJ/Vicky Gordon</p> <p>All teachers</p>	<p>September 2022</p> <p>Write Stuff training to be completed in Term 6 2022 by EWa.</p>	
To increase the quality of cross-curricular writing' across Key Stage 1 and 2.	<p>See English Action Plan (appendix ii)</p> <ul style="list-style-type: none"> Whole school emphasis on 'quality of writing' during English lesson and foundation curriculum subject lessons. 	<ul style="list-style-type: none"> When moderated by subject leaders/staff, work in all books demonstrates high quality writing. Expectations by staff for writing in foundation subjects remains as high as for English lessons. History/Geography/RE lead to lead on cross-curricular writing opportunities as part of their focus on the introduction of the school curriculum. 	<p>CJ</p> <p>All staff</p>	<p>Autumn Term 2022</p>	
Ensure the Feedback Policy is consistent and that pupils receive verbal feedback/ immediate interventions and	<ul style="list-style-type: none"> Use of the updated Feedback and marking policy – improving and increasing the quality and quantity of feedback given to pupils, increasing attainment and 	<ul style="list-style-type: none"> Feedback is consistent across the school and in line with the agreed policy Pupils respond to feedback and marking positively on a regular 	<p>Subject leaders - scrutiny of books</p>	<p>Continuing from 2021 – 2022</p>	

respond to feedback, when appropriate.	<p>supporting teacher's workload.</p> <ul style="list-style-type: none"> Increased profile of high quality verbal feedback in all areas of learning. North Road Vulnerable Learners (including PP pupils) are provided with additional weekly 1:1 dedicated feedback/pre teaching time with the class teacher. This will be monitored by the Pupil Premium Champion. Increase pupils' use of self-assessment strategies <ul style="list-style-type: none"> - Red/yellow/green book trays - Underlining of LF using red/yellow/green pencil crayon at the end of each lesson. 	<p>basis making changes appropriately or extending their piece of work/learning.</p> <ul style="list-style-type: none"> Pupils make good progress as a result of feedback and progress can be seen in books Pupil's books show that the school policy is in place and that the feedback that pupils are receiving is having a positive impact on learning. Teacher's use of the 'Marking and Feedback Record' shows a good understanding of pupil's achievement and developmental needs. 	CJ		
Pupils are supported with the tools to be independent in learning and able to self-assess during and at the end of lessons times	<ul style="list-style-type: none"> Pupils to have access to self-help resources on tables (binders) and know the contents and how to use the resources to support their learning. Content of self-help folders are updated regularly as learning needs increase and pupils are aware of additions and staff model regularly how and when to use them. Self-help resources reflect the teaching and learning content of the year group/learning stage (pupils with SEND) Development of a school wide system of self-reflection and assessment by pupils to 	<ul style="list-style-type: none"> All children can be independent in learning and reduce reliance on an adult to move learning forward during lessons. Children are able to self-reflect on their learning and know what they need to do to improve further. 	All staff	September 2022	

	support teacher's assessment and planning for progression.				
Teaching and Learning is moving from consistently Good to Outstanding	<ul style="list-style-type: none"> Identify which elements of teaching & learning can be moved from good to outstanding. Identify CPD opportunities to support above action. Staff Performance Management to take on the form of staff research projects to support personal classroom practice and whole school identified priorities (highlighted in blue) Monitor & Review outcomes through monitoring of planning, work scrutiny and pupil conferencing 	<ul style="list-style-type: none"> Areas for further development are identified. Research Project to form part of Teacher Appraisal Individual CPD opportunities are planned to support further development of teaching & learning. Scrutinies demonstrate teaching is consistently good or better. 	<ul style="list-style-type: none"> SS/Subject Leaders SS/CJ/LH/All staff 	October 2022	

Strategy 4: To ensure outstanding leadership and management across the school community

Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start)	Monitor, Evaluate and Review
Continue to work effectively with the five other schools in the Domino Alliance.	<ul style="list-style-type: none"> Ensure that schools act as critical friends to provide support and challenge to each other which effectively supports school development priorities Ensure that opportunities to support the leadership of the school, staff CPD, curriculum development are maximised (see Domino Action Plan) Launch Domino Website – Staff Portal 	<ul style="list-style-type: none"> High quality collaborative working which demonstrates impact on teaching, learning and attainment. Successful launch of Domino Website for <ol style="list-style-type: none"> Staff Portal Sharing of resources 	SS Domino Heads Subject Leaders	September 2022	
Ensure the effectiveness of the North Road Art/DT subject Leader on	<ul style="list-style-type: none"> Improvement in the consistency of high quality delivery of Art and DT across the school. 	<ul style="list-style-type: none"> Evidence of pupils regularly taking part in peer critique 	HT	September 2022	

raising standards in the teaching and attainment in Art/DT.	<ul style="list-style-type: none"> • Introduction of strategies to improve the teaching and curriculum coverage of Art and DT and monitored by the subject Lead to allow for personalised support to be provided. • Art and DT Lead to support colleagues in their personal CPD needs within the subjects. • Staff and pupils use a wide range of technical vocabulary which is matched to year group expectations (link to oracy focus) 	<ul style="list-style-type: none"> • Evidence of pupil's use of sketch books when working within the areas of Art and DT. • Reintroduction in a weekly whole school programme of food technology opportunities which teaches/builds on techniques/skills and matches the NC requirements. 			
Ensure the effectiveness of the North Road Music subject Leader on raising standards in the teaching and attainment in Music.	<ul style="list-style-type: none"> • Increase the consistency of the high quality delivery of the music curriculum across the school. • Introduction of 'Sing Up' across the school to support curriculum coverage. • Introduction of the Cycle B Curriculum for Music following the completion of the mapping for the Music curriculum for North Road Primary School. • Introduction of strategies to improve the teaching and curriculum coverage music and monitored by the subject Lead to allow for personalised support to be provided. • Music Lead to use audit of teachers knowledge/skills to support colleagues in common CPD needs within the subject. 	<ul style="list-style-type: none"> • Staff feel confident to deliver the music curriculum to their classes – skills, knowledge and technical vocabulary. • Pupils are receiving a music curriculum which demonstrates progression and builds on prior skills and knowledge. • Pupils are receiving a music curriculum which matches NC requirements. • Pupils are using a range of technical vocabulary which is matched to year group expectations 	HD	September 2022	

	<ul style="list-style-type: none"> Staff and pupils use a wide range of technical vocabulary which is matched to year group expectations (link to Oracy focus) 				
Ensure the effectiveness of North Road Vulnerable Pupils Champion/Senior Teachers on Leadership and raising standards	<ul style="list-style-type: none"> Termly Meetings with PP Lead/Pastoral Lead and Senior Teachers to monitor actions and impact of Action Plan. Monitoring of the timetable of agreed actions and use of leadership release time PP Lead is seen by all staff/parents as a champion for the individual needs of children in receipt of Pupil Premium. Detailed and informative PP reports to Governors (C&P) which provide Governors with all the information they require to support and challenge actions. Detailed and constructive termly meetings between PP Champion and PP Governor. 	<ul style="list-style-type: none"> Successful and effective SLT meetings. Increased participation of pupils within the classroom. Pupils demonstrate an active role in learning Increased attainment of pupils, specifically in Reading, Writing and Maths. 1:1 meetings with parents of pupils in receipt of Pupil Premium focusing on learning/home support needs. 	<ul style="list-style-type: none"> CJ/SS/LH/EW 	September 2022	
To ensure a positive impact of all Leaders on achieving improvement and raising standards in their subjects.	<ul style="list-style-type: none"> Ensure Subject Leaders' effectiveness on leading their subjects to bring about increased achievement and attainment. Support for staff members new to subject leadership. CPD for Senior Teachers CJ/LH with Andy Downing Link Governor reporting Governor input onto Impact Review Suitable challenging of Leadership by Governors 	<ul style="list-style-type: none"> Increased attainment and achievement of pupils in classroom learning. Pupils demonstrate an active role in learning and begin to take responsibility for their learning. Pastoral Lead to report on role to Governors four times a year though C&P meetings. Vulnerable Pupils Lead to report on role to Governors four times a 	<ul style="list-style-type: none"> All Leaders/ Governors PP Governor SEND Governor SS/Chair of Governors 	October 2022	

		<p>year though C&P meetings.</p> <ul style="list-style-type: none"> • Pupil Premium Governor to develop the role of ensuring Governors have information about the Impact of interventions, including mental health interventions, for PP and NRVP pupils. • SEN Governor to develop the role and be responsible for reporting to all Governors on the Impact of Interventions/data and tracking for SEND pupils. • Science Leader to introduce and monitor changes to Science curriculum including the intent/knowledge of our new Science Curriculum. • EYFS staff to introduce an ethos of continuous provision, planning for both daily indoor and outdoor learning opportunities. 			
<p>Sports Premium/PE Lead to ensure the achievement of a Health in Schools Award and School Games Award, including the development of the role of Sports Leaders</p>	<ul style="list-style-type: none"> • Sports Premium Lead to meet with Sports Leaders at the start of each term to plan an inter house event that can take place during Key Stage lunchtimes under the guidance of the Lunchbreak Supervisor. • Sports Premium Lead to collect scores/results and announce the winner and present the trophy to the 	<ul style="list-style-type: none"> • Increased opportunities for demonstrating responsibility and developing leadership skills. • Achievement of a Gold School Games Award • Achievement of a Health is Schools Award (working alongside the Pastoral Lead) • Achievement of a Mental Health Award (working 	<ul style="list-style-type: none"> • AS • EW/AS • EW/AS 	October 2022	

	winning House Captain during Stars Assembly.	alongside the Pastoral Lead)			
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Now the school looks at each strategy to consider its resource implications in terms of:

- ❖ Buildings
- ❖ Equipment
- ❖ Staffing and Staff development needs

Resource Implications

Buildings –	2019/20	2020/21	2021/22	2022/23
1. Re re-roofing of the KS2 building	Completed – May 2020			
2. Replacement windows – main building (toilets and medical room)	Completed – July 2020			
3. Replacement door on Burrow				£1,500
4. Damp due to re-roof needed for staffroom and staff ladies toilet		Summer of 2021 (LA funded project – starting September 2021)	Delayed LA project from Summer 2021 Completed – January 2022	
5. Re-roof of main building (flat roof)				Autumn Term of 2022 (LA funded project – starting end of September 2022)
6. Repainting of main building – external		Awaiting confirmation from LA for funding support		
7. Development of climbing wall/mural.				Artist in residence funded by Cotswold Homes. To include re-render of end gable wall and painting of main entrance gate. Completed – September 2022
8. Outdoor Field provision upgraded £10,000	FONR Fund raising/Grants	Completed September 2020		
9. New Water Heater - Burrow		£1,000	Completed – June 2021	
10. Refurbishment of Main Building toilet facilities		FONR Fundraising £3,000 Grants from local councillors	Completed – September 2021	

		Capital Funding		
11. Replacement of Dishwasher – main school kitchen		£2,000 – funded by Integra		
12. Development of a KS1 outdoor classroom				£400 (flooring and outdoor resources) (Donation of £1,000 for sail cover. Donation of fencing and installation) Completed – September 2022
13. Classroom and main corridor regeneration project.				£3,250 Capital Funding

Equipment – estimated costs	2019/20	2020/21	2021/22	2022/23
14. New resources for new curriculum/book areas	£1,500 (utilising existing resources)	£1,000	£500	£1,000 spent in Summer Term 2022 – refreshing of reading scheme (part funded by FONR) texts/additional phonic texts added to reading scheme.
15. Online Learning Platform – Spelling Shed		£100	£100	£139.50
16. Online Maths Platform – Numbots and TTRS		£200	£200	£219
17. Online Reading Platform – Bug Club		£450	£450	£500
18. Additional resources needed to support Remote Learning Plan – additional books/stationary etc.		£500		
19. Handwriting Catch Up Resource – Letter Join (Catch up Funding)		£264 (including £100 Registration Fee – 1 st Year only)	£164	
20. Jane Considine Write Stuff Training and display resources.			£200	
21. Outdoor Book Shed and Reading Area	£500 for Book Shed and Reading Shelter (books to be recycled from classrooms)	n/a	n/a	

22. Updating Classroom Whiteboards x4 (Capital Funding)	Board 1 (delayed)	Boards 1&2 (Neptune and Jupiter)	Boards 3 and 4 (Mars and Pluto)	
23. New Assessment materials to track progress/attainment in Science and additional Science resources to match curriculum.		TBC	£500 (Grant Hinkley STEM project)	
24. Enrichment activities (Domino) including travel	£1,000	£250 – reduction due to remote links/no travel requirements	£1,000	£1,000
25. Makaton training and resources			Level 1 Cost covered by Early years Team (South Gos)	Level 2 Cost covered by Early years Team (South Gos) Makaton Club - £50

Staffing – estimated costs	2019/20	2020/21	2021/22	2022/23
1. CPD	£1,500	£1,500	£2,000	£2,000 (to include release time for Subject Leaders to lead peer to peer support in class)
2. TLR for PP Lead/Senior Teacher	£2,600	£2,600	£2,600	£4,000 (to include TLR for SENCo)
3. Catch up teaching session funding – total £8,000		£6,000 Bought in tutors/overtime for part time teachers to teach catch up sessions in their leadership area strengths	£6,000 Bought in tutors (Third Space)/overtime for part time teachers to teach catch up sessions in their leadership area strengths	

NORTH ROAD PRIMARY SCHOOL

SUBJECT LEADER ACTION PLAN - MATHS



Appendix i

Subject:			Mathematics 2022- 2023				
Name of Subject Leader:			L Hobbs / H Daone				
Target	Success Criteria	Tasks	Person Responsible	Resources, Time and Finance	Target date for implementation	Target date for review	Evaluation
Ensure gaps analysis and AFL is used across the school to identify children's learning needs and teachers to adapt planning accordingly	<p>Staff are able to adapt teaching to ensure a progression in mathematical thinking and reasoning is developed especially for more able pupils.</p> <p>Staff use AFL to identify next steps in learning as well as Interventions to support and extend learning.</p> <p>Lessons are carefully planned sequences which build upon prior learning. Correct pitch and expectation in Mathematical learning is seen across the school</p>	<p>Monitor the use of gaps analysis and AFL to identify children's learning needs and teachers to adapt planning accordingly.</p> <p>Develop formative assessment practices at the end of a unit in order to inform the content of retrieval starters.</p> <p>Sharing of NCETM Curriculum prioritisation resources.</p>	<p>All Staff</p> <p>LH / HD to share resources with all teaching staff</p>	<p>LH / HD to monitor effective use of AFL through planning scrutinies and learning walks.</p> <p>Term 1 - staff meeting time</p>	Term 1 / Ongoing	Term 2 and 4	
To ensure pupils have a sound knowledge of number facts,	Teachers explicitly plan teaching of number facts.	Teachers use variation strategies by planning strings of related questions.	All Staff	LH / HD - staff meeting time (Term 1) LT – CPD?	Term 1 and 2	End of term 2 and ongoing thereafter	

(including times – tables,) and confidently use related facts within their learning.	<p>Pupils in Year 2 complete KS1 with a strong understanding of number facts, which will support times table facts as they move into KS2.</p> <p>Pupils can confidently apply their times tables/number facts knowledge to their everyday learning.</p> <p>Pupils are able to explain to others the relationships between the times tables e.g. the answers to the 4x are double the answers to the 2x.</p>	<p>Teachers plan intelligent practice exercises to use the relationship between facts to enable appropriate recall.</p> <p>Opportunities provided for children's independent exploration of taught times tables through talk, games and/or structured independent investigations.</p> <p>Introduce a robust approach to the teaching/recall of times tables and related number facts and review the effectiveness of TTRS as a resource for home learning.</p> <p>Support given through CPD on how this can be achieved effectively</p>					
To promote mathematical problem solving and reasoning across the school, developing mathematical thinking, independent learning and mathematical language.	<p>Pupils of all abilities are verbalising their mathematical understanding and learning.</p> <p>Pupils of all abilities are accessing problem solving activities and verbalising their understanding.</p> <p>Pupils are becoming more confident to work</p>	<p>Revisit the strategies used to problem solve and incorporate designated problem-solving sessions into planning.</p> <p>Continue to use goal free questions, visualisation and annotation to support/develop children's strategies and confidence in approaching multi step mathematical problems as well as</p>	LH / HD All staff	Term 1 – staff meeting time .	Term 2	End of term 2 and then ongoing	

	<p>independently on mathematical problems and are not afraid to take risks and 'have a go'.</p> <p>All adults to develop children's confidence in maths and nurture a positive 'can do' attitude.</p> <p>Pupils have the correct vocabulary in order for them to solve problems. Pupils solve problems using visual clues.</p>	<p>develop pupils' mathematical language.</p> <p>Teacher modelling of reasoning enables all pupils to explain their mathematics, using the correct mathematical vocabulary.</p> <p>Goal free questions – CPD for new member of staff.</p>					
To review and develop mathematical vocabulary throughout the school.	Correct use/pitch of Mathematical vocabulary is used across the school	CPD led by LT through Domino Alliance leading to the development of a whole school vocabulary progression.	<p>Domino Alliance CPD led by LT</p> <p>LH / HD All staff</p>	<p>Domino meetings and time to implement.</p> <p>Time for SL to carry out audit for first Domino meeting 12/10/22</p> <p>Staff meeting term 2 to share outcomes from first Domino meeting.</p> <p>Additional Staff meeting time needed to support Domino CPD actions.</p>	End of Term 2.	Ongoing	

NORTH ROAD PRIMARY SCHOOL

SUBJECT LEADER ACTION PLAN - ENGLISH



Appendix ii

Subject: English			2022-2023				
Name of Subject Leader:			C Johnson- Writing				
Target	Success Criteria	Tasks	Person Responsible	Resources, Time and Finance	Target date for implementation	Target date for review	Evaluation
All children making the expected progress within their year group and the gaps are closing for the PP/SEND.	Children in all groups are tracked. Data is regularly analysed to check progress.	Termly assessment of PP/SEND children throughout the year. All staff to assess children against Data to be entered on North Road Tracker, then analysed. Targeted interventions put in place as needed throughout the year.	CJ/SS and teaching staff SENCO	Subject leadership time.	Termly for PP/SEND children.	December 2022	
Improve writing outcomes through developing further the principles of the Sentence Stacking approach to teaching writing	Increased pace of teaching of TWS units. Evidence of planning and delivery of short burst writing opportunities to increase evidence of pupil's independent writing achievement.	English Leaders CPD led by Vicky Gordon (Domino Alliance) To consolidate the use of Jane Considine's Sentence Stacking (Write Stuff) as a way to increase quality writing following a loss of learning due to the Covid pandemic. To further develop TWS Writing Curriculum with the introduction of a curriculum of short burst writing opportunities to match/consolidate taught writing skills.	CJ	Subject leadership time – 2 nd September 2022	October 2022	March 2023	

To ensure the quality of handwriting lessons/correctly taught lesson formation/high expectations across the school.	Progression is seen across EYFS/Key Stages 1 and 2. All children form letters correctly and join handwriting from KS1.	Regular handwriting sessions to take place in all classes. CJ to monitor quality of handwriting on Writing Books and Learning Books.	CJ	Subject Leadership release time.	Ongoing throughout the school year	Ongoing	
To increase the quality of cross-curricular writing across Key Stage 1 and 2.	When moderated by subject leaders/staff, work in all books demonstrate high quality writing. Expectations by staff for writing in foundation subjects remains as high as for English lessons.	Whole school emphasis on 'quality of writing' during English lesson and foundation curriculum subject lessons.	CJ/ Foundation Subject Leaders All Staff	Subject Leadership time.	September 2022	July 2023	
Monitor and evaluate English across the school. Standards of teaching, learning, progression and marking.	Clear progression through school. All children making at least the expected progress and some more. Are there any cohort specific issues- record and monitor.	Random dip sampling Pupil conferencing Planning scrutiny Work scrutiny Learning walk- photographs Governors subject feedback Analysis of data on the NR tracker	CJ	Subject leadership time	September 2022	Ongoing.	
Further developing the quality and quantity of Writing opportunities in EYFS	Increased opportunities for pupils to write during Continuous Provision. Increase the use of Writing Lenses within the classroom environment. Pupils are able to write at an increased length.	Consolidation of the new EYFS Curriculum, which supports high expectations and aspirations for pupils' attainment in writing. Pupils have increased opportunities to write during the day and writing for different purposes is modelled by the adults in the class.	CJ LH/HT All EYFS staff team	Subject leadership time	September 2022		

	<p>Increased number of pupils reaching required standard.</p> <p>Pupils are prepared for the curriculum at KS1 and have increased writing stamina.</p> <p>Pupils develop a love of writing.</p>	<p>Pupils are provided with opportunities to write at greater length/detail during guided teacher sessions.</p> <p>Consolidation of the use of The Write Stuff in EYFS.</p>					
Incorporate the profile of oracy in writing lessons and all writing opportunities	<p>Develop a clear and ambitious vision for oracy at North Road Primary School.</p> <p>Build a culture of oracy at North Road Primary School.</p> <p>Pupils are taught how to engage in a range of different types of talk, varying the context and audience.</p> <p>Develop a sustained and wide-ranging curriculum for oracy.</p> <p>Word of the week – EYFS Words of the week – KS1 Word of the day – KS2</p>	<p>Oracy is valued by school leaders and all members of staff.</p> <p>Opportunities for oracy are maximised by all staff, providing pupils with opportunities to use their voices both in and beyond their English lessons.</p> <p>Oracy is visible, showcased and celebrated during English lessons.</p> <p>The writing curriculum is designed to develop pupil's oracy knowledge and skills.</p> <p>The writing curriculum provides new challenges and opportunities for oracy as a pupil moves through the school.</p>	<p>CJ</p> <p>All staff</p>	Subject leadership time	September 2022		
Monitoring of the quality of teacher marking and feedback to pupils	Use of the updated Feedback and marking policy –improving and increasing the quality	Feedback is consistent across the school and in line with the agreed policy.	CJ - scrutiny of books	Subject leadership time	Continuing from 2021 – 2022		

<p>in ensuring progress across lessons, including the use of teacher's AFL/feedback record sheets.</p>	<p>and quantity of feedback given to pupils, increasing attainment and supporting teacher's workload.</p> <p>Increased profile of high quality verbal feedback in all areas of learning.</p> <p>North Road Vulnerable Learners (including PP pupils) are provided with additional weekly 1:1 dedicated feedback/pre teaching time with the class teacher. This will be monitored by the Pupil Premium Champion.</p> <p>Increase pupils' use of self- assessment strategies</p> <ul style="list-style-type: none"> - Red/yellow/green book trays - Underlining of LF using red/yellow/green pencil crayon at the end of each lesson. 	<p>Pupils respond to feedback and marking positively on a regular basis making changes appropriately or extending their piece of work/learning.</p> <p>Pupils make good progress as a result of feedback and progress can be seen in books</p> <p>Pupil's books show that the school policy is in place and that the feedback that pupils are receiving is having a positive impact on learning.</p> <p>Teacher's use of the 'Marking and Feedback Record' shows a good understanding of pupil's achievement and developmental needs.</p>	CJ					
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