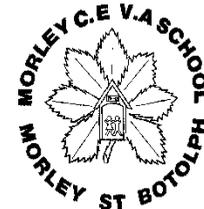




Tacolneston & Morley CE VA Primary Schools Federation



Federation Improvement and Development Plan

September 2019 – July 2021

Contents	Page
Mission Statement and Curriculum Aims	3
OFSTED Key Issues	4
Tacolneston School Performance Data	5
Morley School Performance Data	7
Priority 1: Ensure that we have an engaging, knowledge-rich curriculum	10
Priority 2: Increase the number of pupils achieving age-related expectations in Writing	13
Priority 3: Further develop the use of the outside environment to enhance learning	20
Premises Improvement Plan	24
Monthly Overview: What happens when	26

Mission Statement

As each has received a gift, use it to serve one another, as good stewards of God's varied grace

1 Peter 4:10

Work together; learn together; grow together.

With the love of God, we will create a learning environment where high expectations and the teaching of Christian values ensure that everyone is cared for, valued, encouraged and able to achieve their full potential.

Curriculum Aims

We aim to:

- provide a full, varied and rich curriculum that is adapted to meet the needs of every child;
- provide an environment where children are stimulated, secure, happy and valued as individuals so that they become independent and compassionate with a desire to learn and achieve;
- provide a curriculum which inspires a sense of wonder, excitement and awe in the world about us leading to engaged, steadfast, life-long learners;
- give children a knowledge of the cultural difference that exists in the world;
- give children the opportunity to learn to value cultural variety;
- develop the spiritual awareness of our children and community.

OFSTED Key Issues

Tacolneston: Section 8 Inspection March 2018

1. Teaching challenges the most-able pupils sufficiently
2. Leaders support middle leaders in planning effectively to bring about improvements in their areas
3. More distributed leadership brings about greater consistency of high standards throughout the school

Morley: Section 8 Inspection December 2018

1. Improve the quality of teaching, learning and assessment in key stage 1 by ensuring that most-able pupils are provided with appropriately challenging learning activities, especially in mathematics
2. All subject leaders' practice reflects the best that exists in school, so they can have demonstrable impact on the quality of provision within their subjects in all classes
3. Governors are well informed about the progress pupils make in subjects other than English, mathematics and science across the curriculum.

Tacolneston School Performance Data 2019 (%)

EYFS

	GLD	CL	PHY	PSE	Lit	Maths	Ave Points
2019	75	88	100	100	75	88	33.9
2018	77	92	92	100	77	85	34.6
2017	80	93	100	93	87	87	34.5
National 2019	72						34.6

Phonics Year 1

	School	National
2019	71	82
2018	85	82
2017	64	81

End of Key Stage 1	Reading	Writing	Maths	Overall in RWM
2019 school expected	63	44	69	44
National expected	75	69	76	65
School at greater depth	38	0	25	0
National at greater depth	25	15	22	11
2018 school expected	64	50	71	50
National expected	76	70	76	65
School at greater depth	28	7	21	0
National at greater depth	26	16	22	12
2017 school expected	67	58	67	58
National expected	76	68	75	64

School at greater depth	25	8	8	0
National at greater depth	25	16	21	11

End of Key Stage 2	Reading	Writing	Maths	Grammar, Punctuation & Spelling	Overall in RWM
2019 school expected	64	57	57	71	57
National expected	73	78	79	78	65
School at greater depth	36	14	21	50	0
National at greater depth	27	20	27	37	11
School average scaled score	105	-	101	105	-
National average scaled score	104	-	105	106	-
2018 school expected	88	61	56	59	53
National expected	75	78	76	78	64
School at greater depth	29	0	11	34	0
National at greater depth	28	20	24	34	10
School average scaled score	106	-	101	103	-
National average scaled score	105	-	104	106	-
2017 school expected	67	67	67	80	53
National expected	71	76	75	77	64
School at greater depth	27	7	20	20	7
National at greater depth	25	18	23	31	10
School average scaled score	105	-	101	104	-
National average scaled score	104	-	104	106	-

Progress KS2

	School	Norfolk	National	Floor Standard 2018	Diff to Norfolk	Diff to Floor Standard
Reading	0.5	-1		-5		+4.5
Maths	-3	-1.1		-5		+2
Writing	-3.1	-1		-7		+3.9

Morley School Performance Data 2019 (%)

EYFS

	GLD	CL	PHY	PSE	Lit	Maths	Ave Points
2019	67	87	87	87	67	80	33.3
2018	77	83	83	83	72	83	34.6
2017	76	95	100	100	88	90	36.4
National 2019	72						34.6

Phonics Year 1

	School	National
2019	90	82
2018	78	82
2017	64	81

End of Key Stage 1	Reading	Writing	Maths	Overall in RWM
2019 school expected	60	60	68	52
National expected	75	69	76	65
School at greater depth	20	0	4	0
National at greater depth	25	15	22	11

2018 school expected	75	58	75	58
National expected	76	70	76	65
School at greater depth	0	0	17	0
National at greater depth	26	16	22	12
2017 school expected	75	53	65	53
National expected	76	68	75	64
School at greater depth	24	12	0	0
National at greater depth	25	16	21	11

End of Key Stage 2	Reading	Writing	Maths	Grammar, Punctuation & Spelling	Overall in RWM
2019 school expected	82	60	91	86	77
National expected	73	78	79	78	65
School at greater depth	32	16	32	45	27
National at greater depth	27	20	27	37	11
School average scaled score	105	-	107	108	-
National average scaled score	104	-	105	106	-
2018 school expected	75	83	71	79	58
National expected	75	78	76	78	64
School at greater depth	42	21	42	38	29
National at greater depth	28	20	24	34	10
School average scaled score	105	-	105	105	-
National average scaled score	105	-	104	106	-
2017 school expected	77	74	77	81	55
National expected	71	76	75	77	64
School at greater depth	36	19	29	26	13

National at greater depth	25	18	23	31	10
School average scaled score	106	-	104	105	-
National average scaled score	104	-	104	106	-

Progress KS2

2019	School	Norfolk	National	Floor Standard 2018	Diff to Norfolk	Diff to Floor Standard
Reading	-0.1	-1		-5		+4.9
Maths	1.1	-1.1		-5		+6.1
Writing	-3.2	-1		-7		+3.8

Priority 1	Ensure that we have an engaging, knowledge-rich curriculum						
School Vision:	To promote excellence in our teaching and learning and ensure that our curriculum continues to be broad and balanced but provides effective coverage, content, structure and sequencing.						
Rationale:	Under the new OFSTED framework, there is an emphasis on the curriculum being knowledge-rich; however, <i>'this must not be reduced to, or confused with, simply memorising facts. Inspectors will be alert to unnecessary or excessive attempts to simply prompt pupils to learn glossaries or long lists of disconnected facts'</i> . The curriculum must deliver cultural capital defined as <i>'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'</i> There is still an expectation for skills teaching and the curriculum must be broad and balanced and provide a wide range of subjects. The curriculum should show appropriate coverage, content, structure and effective sequencing.						
Success Criteria:	<ul style="list-style-type: none"> • The whole school curriculum is reviewed and updated to ensure coverage, content, structure and sequencing are effective • The curriculum is knowledge-rich • The curriculum provides opportunities for enriching cultural capital 						
Staff Lead:	Kate Easter				Governor(s) responsible:		Jane Coath
Intended outcomes	Actions	Responsible	Resources and Costs	Timescale	Monitoring and Evaluation	RAG	
1.1	The whole school curriculum is reviewed and updated to ensure coverage, content, structure and	<ul style="list-style-type: none"> • Subject leaders to review their subjects to ensure coverage and structure is effective from YR to Y6 • Subject leaders to provide skills checklists for their subjects 	All subject leaders and teachers	Subject leader time for monitoring – 1 day per half-term Greg East to attend subject leadership course to aid	Spring Term 2021	Kate Easter - Curriculum Leader to report to Effectiveness Committee Updates to governors in HT Report for FGB 6 x per year	Curriculum Development INSET day in March 2020 cancelled due to COVID-19 Skills checklists completed and on websites

	sequencing are effective	<ul style="list-style-type: none"> Subject leaders to ensure that the content of their subject curriculum is engaging and knowledge-rich All teachers to produce/adopt/adapt medium term schemes of work to show coverage, content, structure and sequencing of the teaching 		<p>his development of the Science curriculum – Oct 2020</p> <p>Kate Easter to attend Small Schools Curriculum Development sessions provided by VNET (dates to be agreed as previous dates cancelled due to COVID-19)</p>			
1..2	The curriculum is knowledge-rich	<ul style="list-style-type: none"> All teachers to produce/adopt/adapt knowledge organisers with key facts to be retained by pupils Knowledge organisers to be shared with parents via the homework book and website class pages 	All teachers	<p>Protected PPA time</p> <p>Key Stage meetings and Curriculum Team meetings directed by Kate Easter to discuss and agree how this</p>	Autumn Term 2020	<p>Kate Easter - Curriculum Leader to report to Effectiveness Committee</p> <p>Updates to governors in HT Report for FGB 6 x per year</p> <p>Termly Data tracking on Pupil Asset</p>	<p>Completed</p> <p>Completed</p> <p>Completed – need to measure this outcome in summer term 2021. Spring Term Key Stage meetings and Curriculum Team meetings directed to discuss and agree how this information will be gained.</p>

		<ul style="list-style-type: none"> Pupils to be encouraged to retain knowledge via homework revision; quizzes; competitions and end of topic assessment tasks. 		<p>information will be gained.</p> <p>Assessment Leader – Elizabeth Cooper to keep overview of topic knowledge assessment.</p>		Termly Class Progress Reports from class teachers	
1.3	<p>The curriculum provides opportunities for enriching cultural capital</p> <p>This will be complicated due to the restrictions of COVID-19 but we will continue to pursue this target to the full extent of our capabilities</p>	<ul style="list-style-type: none"> Trips and residentials (once government ban on over-night stays is lifted) are organised which enhance the cultural experiences for our children A programme of visitors is planned across the academic year to enrich cultural experiences 	All teachers; Kate Easter and Laura Green	Protected PPA time	Autumn Term	<p>Kate Easter - Curriculum Leader to report to Effectiveness Committee</p> <p>Updates to governors in HT Report for FGB 6 x per year</p>	<p>London trip for Y5 Morley; Isle of Wight for Y5/6 – 2019 cancelled due to COVID-19</p> <p>Fornsett Steam Museum; Westow Y3/4; Playhouse KS1; Royal Albert Hall Eagles; Cathedral & Mosque KS2</p> <p>Art – visit cluster art exhibition – 2019 cancelled due to COVID-19</p> <p>Puppet Theatre – whole school; Andy from RAISE; Samba dancing; Book Week activities; visiting artist – Sarah Connell</p>

							Writing Roadshow – Y5/6 – 2019 cancelled due to COVID-19
--	--	--	--	--	--	--	----------------------------------------------------------

Priority 2		Increase the number of pupils achieving age-related expectations in Writing					
School Vision:		Writing is a personal, expressive and important skill for communication. We strive to embed a life-long love of language and communication by learning about literacy skills through use of quality children’s texts, books and topics that inspire and excite young readers and writers					
Rationale:		<p>We have sought to improve our writing scores over the past five years with little success. Last year, we focused on improvements to reading in order to ensure that our pupils had rich reading experiences to draw upon for their writing and we attained our highest ever greater depth scores for reading in statutory tests. However, we still have a large proportion of children who are not attaining age-related expectations for writing.</p> <p>Morley: Y2: 60 % Exp; 0% GD Y6: 60% Exp; 16% GD</p> <p>Tacolneston: Y2: 44% Exp; 0% GD Y6: 57% Exp; 14% GD</p>					
Success Criteria:		Number of Y2 and Y6 pupils achieving age-related expectations is above 60%					
Staff Lead:		Sally O’Dell/Darren Watson			Governor(s) responsible:		Robert Culyer
Intended outcomes		Actions	Responsible	Resources and Costs	Timescale	Monitoring and Evaluation	RAG
2.1	Majority of pupils to write with a fluent joined handwriting style by the	<ul style="list-style-type: none"> EYFS – ensure correct posture and pencil grip From Y1 – teach handwriting for short sessions at 	All teachers	Nelson Handwriting Scheme books to be purchased (1 book for teacher to	Ongoing	English Subject leaders: Sally O’Dell and Darren Watson to monitor (1 day per half-term) via class visits and book looks	Handwriting scheme books purchased

	Summer Term of Y5.	<p>least 3 times per week.</p> <ul style="list-style-type: none"> • Use the Nelson Handwriting Scheme • All adults to model the use of the handwriting style in their marking of books and on the white board/displays etc. • EYFS – Y2 – use pencils 		model from) - £100		Writing moderation to take place once per half-term	
2.2	Achieve consistency of approach to the teaching of spelling across the schools	<ul style="list-style-type: none"> • Use techniques in No Nonsense Spelling within the classroom to give pupils strategies to support the learning of spelling • Subscribe to Twinkl scheme 	All teachers	No Nonsense Spelling resources in all classrooms from Y2 and on English shared drive. Most teachers have individual	Summer Term	<p>English Subject leaders: Sally O’Dell and Darren Watson to monitor via class visits and book looks</p> <p>Writing moderation to take place once per half-term</p>	<p>All classes have resources</p> <p>Twinkl subscription in place</p> <p>Spelling journals working well in Y5 and 6</p>

		<p>to support learning at home/school – set of resources including ppt. and linking to grammar requirements</p> <ul style="list-style-type: none"> All pupils to have spelling journals from Y2 onwards 		<p>subscriptions to Twinkl. In the process of downloading Twinkl spellings to Google Drive.</p> <p>Spelling journals for all pupils in KS2</p>			
2.3	Widen pupils' use of vocabulary in their own writing	<ul style="list-style-type: none"> Purchase of class sets of books to support and further develop guided reading ongoing and working well in KS2. Use of books to be planned across rolling programme to 	English Leader and all teachers	<p>Use of parent fund raising to purchase books</p> <p>Subscriptions to Literacy Shed other resources on school servers and shared English Drive.</p> <p>All pupils to have a book or folder to contain their personal</p>	ongoing	<p>English Subject leaders: Sally O'Dell and Darren Watson to monitor (1 day per half-term) via class visits and book looks</p> <p>Writing moderation to take place once per half-term</p>	<p>FOTS/FOMPS have donated funds for purchase of new reading books</p> <p>Box of culturally diverse books purchased for each school – summer 2020</p> <p>Literacy Shed subscription in place</p> <p>English resources on website and in Cloud</p> <p>KS2 planning has text links</p> <p>Tier 2/3 vocabulary included on Knowledge Organisers</p>

		<p>ensure best use of these – ongoing and has worked well so far.</p> <ul style="list-style-type: none"> • Subscriptions to Literacy Shed Plus renewed. All Power of Reading resources downloaded to English drive prior to lapse in subscription. • English Leader to download resources to shared google drive. • English Leader to suggest text links in KS2 long term planning • Look at resources if 3 		<p>collection of words Good quality dictionaries and Thesauri in each classroom (parent fundraising)</p>			<p>Vocabulary on display in classrooms</p>
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------	--	--	--------------------------------------------

		<p>classes are doing the same topic at the same time.</p> <ul style="list-style-type: none">• KS1 long term planning to be agreed with links to guided reading/class novels• Tier 3 vocabulary to be evident on Knowledge Organisers which are shared with pupils and parents/carers• Tier 2 vocabulary to be identified within teacher planning and made explicit to pupils					
--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

		<ul style="list-style-type: none"> • Vocabulary to be displayed in classrooms (this to be constantly changing) • Pupils to have a personal collection of words from Y1 (book or folder – also recorded in spelling journals KS2) • Time given in lessons to explore vocabulary – use dictionaries and thesauri • Possibly link to use of computers too. 					
2.4	Majority of pupils able to use correct simple sentence	<ul style="list-style-type: none"> • Systematic teaching of simple sentence structure in all 	All teachers	Zip bags for pupils with additional needs (£50)	Ongoing	English Subject leaders: Sally O'Dell and Darren Watson to monitor (1 day per half-term) via	

	structure by the end of Y5	<p>English and Reading lessons</p> <ul style="list-style-type: none"> • Basic skill practice every day via Soft Start/Early Morning work • Pupils who require extra practise to have zip bag with sentence writing activities to practise every day 				<p>class visits and book looks</p> <p>Writing moderation to take place once per half-term (Should this be more structured – eg. To get the most out of this process 1:1 H/M/L rather teachers paired up.</p>	
2.5	Majority of pupils in each class to be at Age Related Expectations for writing	<ul style="list-style-type: none"> • Use of scaffolds to aid pupils sentence construction and cohesion of narratives • Pupils to know their targets following the assessment of the Big Write and these targets to be 	All teachers	<p>Scaffolding materials</p> <p>Consultancy days with Emma Adcock (funded via VNet contract £1,500)</p> <p>All pupils to have homework books</p>	Ongoing	<p>English Subject leaders: Sally O’Dell and Darren Watson to monitor (1 day per half-term) via class visits and book looks</p> <p>Writing moderation to take place once per half-term</p>	<p>Consultancy days have taken place – Autumn 2019</p> <p>All resources from this on Google drive. Writing planner used by teachers.</p>

		<p>accessible to them when they are doing writing activities</p> <ul style="list-style-type: none">• Emma Adcock to provide CPD to support improvements in teaching of writing Identify teachers who feel confident about teaching writing to mentor teachers who are less confident• Introduce Homework books from September linked to Knowledge Organisers with expectation of fortnightly written work? (Google Classroom – typed					
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

		assignments 2 x half term?)					
--	--	------------------------------	--	--	--	--	--

Priority 3	Further develop the use of the outside environment to enhance learning						
School Vision:	We aim to develop, where appropriate, the physical, social, cognitive, linguistic, emotional, social and spiritual aspects of the learner.						
Rationale:	To allow children the time and space to develop skills, interest and understanding through a range of activities which provide practical, hands-on experiences in a natural environment. To think about the wellbeing of our environment and community and in this way taking care of our own wellbeing and that of our children.						
Success Criteria:	<ul style="list-style-type: none"> • Forest Schools introduced in both schools • A wider range of outdoor sports offered as part of the curriculum • More opportunities given for working outdoors across the curriculum • Ecology club introduced • Re-wilding of specific areas of the outdoor environment has taken place 						
Staff Lead:	Greg East / Ben Clements				Governor(s) responsible:		
Intended outcomes	Actions	Responsible	Resources and Costs	Timescale	Monitoring and Evaluation	RAG	
3.1	Introduce Forest School sessions at Morley Primary in the Autumn Term 2019 and review their impact at	<ul style="list-style-type: none"> • Forest School Leader to start weekly sessions with his Y3 Class • Forest School Leader to teach Forest School 	Greg East	Greg to complete his Forest School training (funds from Sports Grant)	Spring Term 2021	Curriculum Leader – Kate Easter to monitor Forest School Sessions once per term Greg to survey pupils and parents for feedback Spring 2021	Forest School sessions have started at Morley – volunteer parents are supporting Greg Greg has completed his training

	<p>the end of the Spring Term.</p> <p>Introduce Forest School Sessions at Tacolneston Primary Autumn Term 2020</p>	<p>Curriculum as an intervention for disadvantaged pupils and those with identified special needs</p> <ul style="list-style-type: none"> • Forest School Leader to do a weekly class swop with Music Leader at Tacolneston in order for him to deliver Forest Schools to her Y3/4 class 					<p>Handbook finalised and passed to LG</p> <p>Equipment purchased via FOMPS</p> <p>Unable to carry out review at the end of Spring 2020 due to COVID-19 school closure</p>
3.2	<p>Give greater opportunities for a range of outdoor physical activities through the PE and wider curriculum.</p>	<ul style="list-style-type: none"> • Introduce the mile-a-day • Improve our play areas and the outdoor environment to encourage a wider range of physical activities • Identify opportunities for outdoor learning 	Ben Clements and all subject leaders		Ongoing	Ben to monitor during subject leadership release time – 1 day per half-term	<p>Mile-a-day introduced in both schools</p> <p>Water/balance scales areas in place. School Councils surveying pupils for ideas</p> <p>Outdoor learning in place for KS1 and in part through Science and Geog for KS2. More ops in Summer term for wider curriculum</p>

		through subject teaching for at least 10% of the teaching time					
3.3	Increase our children's knowledge and interests in the outdoor environment.	<ul style="list-style-type: none"> • Start up Ecology Groups in both schools • Re-wild some areas of our outdoor landscape • Invite visitors to school with outdoor expertise eg. ornithologists • Plan trips and residentials (once government ban on over-night stays lifted) that focus on the outdoors. • Include specific knowledge of the outdoor environment in curriculum planning and 	Greg East and all subject leaders		Ongoing	Ben and Greg to monitor during subject leadership release time – 1 day per half-term	<p>Ecology group started at Tacolneston – Y5</p> <p>Residentials – London; Buxton; Eaton Vale</p> <p>Trips – Cromer; Tacolneston Hall Woods; Fairhaven; Easton Farm; Morley Agricultural Farm</p> <p>Check our membership of the RHS?</p> <p>Woodland Trust – Morley achieved gold award in past – can we aim for platinum?</p>

		knowledge organisers					
--	--	-------------------------	--	--	--	--	--

Priority 4	Develop our ability to provide online learning						
School Vision:	We want all children to have equal and ongoing access to learning regardless of their ability to be on the school site during school closures or because of the need to shield against illness						
Rationale	To ensure that we are able to provide continuous teaching and learning in the event of school closures following the 2020 COVID-19 pandemic. In July 2020 89% of parents rated provision of home learning during the school closure period March to July 2020 as good and above at Morley. 50% rated it as excellent. At Tacolneston these figures were 67% good and above and 39% excellent. We carried out two monitoring exercises to ascertain pupil engagement with home learning and found that engagement was in the region of 45% compared to 33% nationally in our first review of 28.4.20 and 80% in our second review of 15.5.20.						
Success Criteria:	<ul style="list-style-type: none"> • All pupils have access to technology • Majority of pupils in each class (90%) engage with home learning • 90% of parents confirm that home learning provision is good to excellent • Majority of pupils (70%) continue to make progress in reading, writing and maths during a school closure period 						
Staff Lead:	Julia Thompspon			Governor(s) responsible:		Robert Culyer / Jane Coath	
Intended outcomes	Actions	Responsible	Resources and Costs	Timescale	Monitoring and Evaluation	RAG	
Ensure we have a class set of computers to avoid children having to share computers	<ul style="list-style-type: none"> • Assess number of laptops required • Gain quotes for laptops from NCC • Apply to Diocese for 	ICT Leader – Julia Thompson	Approx £400 per laptop x 15 per school = £6000 per school plus technician time to set up = £500 per school Plus cost of new laptop trolleys at	Autumn 2020	Julia to monitor during subject leadership release time – 1 day per term		

	<p>capital funding for laptops</p> <ul style="list-style-type: none"> • Use of pupil premium grant to purchase laptops for disadvantaged pupils • Carry out survey of parents/carers to ascertain their technology needs 		approx £1000 each			
In the event of a school closure, ensure that 90% of pupils engage with the home learning provision	<ul style="list-style-type: none"> • Be prepared to provide paper copies of work for some pupils • Provide clear and concise information for parents 	Laura Green - HT		Ongoing	Monitoring by SLT will take place on a weekly basis throughout a school closure period	

	<p>and children to follow</p> <ul style="list-style-type: none"> • Avoid the need for children to use home printers • Provide weekly online meetings between pupils and their class teachers • Have clear structures and timetables for home learning • Avoid the overuse of generic work packs eg. Talk4writing packs • Maintain consistency of 					
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--	--

	<p>quality of provision between each class in the two schools</p> <ul style="list-style-type: none"> Teachers provide regular feedback about children's home learning 					
<p>In the event of a school closure, ensure that 70% of pupils continue to make progress in reading, writing and maths</p>	<ul style="list-style-type: none"> Use baseline tests to measure outcomes Use of government catch up funding to provide extra tuition and/or support for pupils learning, eg. after school sessions in maths, 	<p>Elizabeth Cooper – Assessment Leader</p>	<p>Baseline measurements</p> <p>Pupil Asset tracking data</p> <p>Reading ages</p> <p>Spelling results</p> <p>Big Write Assessments</p> <p>Times tables scores</p> <p>Maths scores</p>	<p>Ongoing</p>	<p>Monitoring by class teachers and Assessment Leader during a school closure period and at the end of the period</p>	

	reading and writing		DFE funding: £80 per pupil for academic year 2020/21			
--	---------------------	--	------------------------------------------------------	--	--	--

PREMISES IMPROVEMENT PLAN

Morley CE VA Primary School

Improvement	Area	Priority	Cost	Outcome/Evaluation
Building works: nurture room and offices plus pathway to Pre-School	Offices and path from car park to Pre-School		£227,825 plus cost of path (cost to be advised). Our 10% contribution to be paid by NCC (£22,782 plus 10% for path Cost to be advised	Work commenced 7.9.20 and is due for completion at the end of January 2021.
Flooring to be replaced	Children's toilets		£1500?	Put on hold until we can evaluate the cost of COVID-19 cleaning stock
Crack and uneven floor	Staffroom		BMP contract	Currently under investigation. This work began in March and then put on hold due to COVID-19.

Grassed area to be replaced with stones	The mud patch around the sand pit		£100 for stones	Completed summer holiday 2020
Overhanging trees to be cut back	Neighbour's boundary. Tree branches hanging over our staffroom and old kitchen roof		Nil	Work required to be discussed and agreed with neighbour
Tree root to be removed	Next to wooden play equipment		?	To be carried out by Draper & Nichols as part of our building works project
Fencing to be replaced	Around wooden play equipment		Covered by insurance	To be carried out once tree root removed
Ceiling tiles to be re-fitted	Hall		?	Scaffolding required
Purchase a trolley for the lunch tables	Hall		?	Quotes required
Provide coat hooks for adults' coats	Classrooms		£100	To be carried out by caretaker
Cracked tarmac	Playground and fissure near fence by play equipment shed		?	
Loose bricks	Outdoor stage area			To be carried out by caretaker
Decorating	Staff room and specific areas where walls are unsightly		£1000	To be carried out by caretaker
Painting of woodwork	Corridor		£500	To be carried out by caretaker
Carpeting	For Key Stage 2 classrooms		£7000	Needed for noise reduction
Canopy	In Oak class outdoor area		?	Purchase with PE premium?

Tacolneston CE VA Primary School

Improvement	Area	Priority	Cost	Outcome/Evaluation
Treatment for damp spores	Owls Classroom		BMP contract	Work completed 1.9.20 Windows and woodwork to be cleaned in autumn half term holiday
Old play equipment to be removed and replaced.	Stones area of playground		£13,000	FOTS have removed old play equipment. New equipment being installed 21.9.20. Equipment being purchased from Pentagon. FOTS donating £7,800. The remaining cost to come from the Sports Grant.
Eucalyptus tree to be either lopped or removed.	By memorial garden			May need tree surgeon as too tall for caretaker to deal with
Decorating	Hall and Library		£5000 ?	Can we organise this via BMP?
Trees to be cut back	Ditch on left hand side of field		£500	Local tree surgeon to be engaged.
BMP survey to be completed. There may be other improvements required following that.				
Canopy	In Oak class outdoor area		?	Purchase with PE premium?

MONTHLY OVERVIEW

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
<ul style="list-style-type: none"> • HT Autumn letter to parents • Safeguarding INSET • FIDP & SEF • Fire Risk Assessment • Letter out re holidays, photos, attendance etc. • Curriculum letters 	<ul style="list-style-type: none"> • Single Central Record check • Teacher performance appraisals • Pupil Progress Reviews • Fire Drill • HT performance appraisal • Attendance Check 	<ul style="list-style-type: none"> • Budget Revision 2 (5th) • Resources Committee (19th) • Health and Safety check • Attendance check • Lock down practise • Pupil Progress Reviews 	<ul style="list-style-type: none"> • Single Central Record check • Full Governors meeting (3rd) • Attendance check • Christmas Activities: Nativity plays; Carol services; Christingle services

<ul style="list-style-type: none"> • Website update • Meet the teacher meetings • Remind parents of term dates • Update monitoring for the year • Harvest Church services • Full Governors meeting (24th) • Print Critical Incident Book • Advertise parent meetings • Tests • EYFS Baseline • QLA Analysis of KS2 SATs • Attendance Check 	<ul style="list-style-type: none"> • Ethos Committee (8th) • Effectiveness Committee (15th) • Parent consultations • Staff questionnaires • Parent Forums • ASP key data analysis • Open evenings 		<ul style="list-style-type: none"> • End of term report to parents • SEND child centred plans updated
JANUARY	FEBRUARY	MARCH	APRIL
<ul style="list-style-type: none"> • HT Spring letter to parents • Website updates • Curriculum letters • Budget Revision 3 (7th) • Effectiveness Committee (14th) • Resources Committee (21st) • Attendance check • Tests • Health & Safety checks • Safeguarding review and monitoring 	<ul style="list-style-type: none"> • Single Central Record check • Full Governors meeting (4th) • Ethos Committee (11th) • Effectiveness Committee (25th) • Attendance check • Parent consultations • Fire Drill • Parent questionnaires • Fire Risk Assessment • Parent Forums 	<ul style="list-style-type: none"> • Update school brochure • Single Central Record check • Budget Setting (3rd) • Resources Committee (10th) • Full Governors meeting (24th) • Attendance check • Easter Activities: Church services; Easter Egg Hunts • FIDP and SEF review • End of term report to parents 	<ul style="list-style-type: none"> • HT Summer letter to parents • Website updates • Curriculum letters • Attendance check • Lock down practise • Support Staff performance appraisals

		<ul style="list-style-type: none"> • Pupil Progress Reviews • SEND Child Centred Plans updated 	
MAY	JUNE	JULY	AUGUST
<ul style="list-style-type: none"> • Single Central Record check • Attendance check • Tests / SATS • SEND Report to Governors • PE pupil survey • NCA Tools – HT declarations • Transition packs for new Reception pupils • Open mornings 	<ul style="list-style-type: none"> • Single Central • Attendance check • Phonics Check • Fire Drill • Pupil Progress Reviews • Safeguarding Report to Governors • Parent Forums • Class Photos • New intake meetings • End of term reports to HT • Sports days 	<ul style="list-style-type: none"> • Single Central Record check • Attendance check • SEND Child Centred Plans updated • End of term report to parents • KS2 plays • FIDP and SEF updates – write new FIDP • Health and Safety check • Analysis of test and progress data 	