

## Aims as a result of Self-evaluation - key areas for improvement

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Key themes for development across the year		
1. Behaviour and attitudes	2. The quality of education - Provision for children with SEND	3. The quality of education - writing
<p>Areas of concern/for development</p> <p>The Therapeutic Behaviour approach is now more embedded but needs to be supported by the development of a clear behaviour curriculum, refined use of Therapeutic Plans and revision of the equality scheme. Whilst overall absence has seen a significant improvement this year persistent absence and absence of vulnerable groups remain a concern; we want to ensure that we make school as accessible and successful for these children as possible so they can reach ARE.</p>	<p>Areas of concern/for development</p> <p>We have seen outcomes for some SEND support children improve at key assessment points (EYFS SEND support above last years national; Year 1 SEND support phonics above last year's national; Year 2 SEND support phonics 73%; KS1 significantly above national for 23 across the board; KS2 has achieved significantly above last years national outcomes for school support) however we would like to consolidate this further and ensure that EHCP children are reaching ARE where possible and making demonstrable progress against all of their EHCP targets through carefully matched provision and interventions.</p>	<p>Areas of concern/for development</p> <p>Whilst we have an upward trajectory for writing outcomes we would like to aspire to even higher levels of greater depth at KS2 and KS1. The new handwriting scheme needs to be embedded so that children are able to write fluently and with automaticity. Writing planning needs to have a clear purpose and audience so that children are able to write in a meaningful way. We need to build on the recent successes of phonics and the spelling program to ensure that spelling across the curriculum is accurate.</p>
What do we need to achieve (Objective)	What do we need to achieve (Objective)	What do we need to achieve (Objective)
<ol style="list-style-type: none"> <li>Updated equalities scheme which addresses the specific needs of our community so that all children are able to access the curriculum with equity</li> <li>Persistent absence of all groups is below national absence</li> <li>Therapeutic Plans are robust and fit for purpose so that the children who they are supporting are able to effectively access their learning</li> <li>The behaviour curriculum is understood by all stakeholders</li> </ol>	<ol style="list-style-type: none"> <li>Learning for SEND children that is tightly matched to their needs and appropriately scaffolded for success</li> <li>EHCP children outcomes are at least matched to national averages</li> </ol>	<ol style="list-style-type: none"> <li>Increase the percentage of children who achieve the early goal for writing at the end of EYFS</li> <li>Increase the number of children who achieve the expected and greater depth standards for writing at the end of KS1 and KS2</li> <li>Continue to raise the percentage of children who achieve the phonics benchmark at the end of year 1 or year 2 if they need to retake it.</li> </ol>
Priority Groups: PP SEND Children of BA and BC descent		

AREA	What do we want to develop (Specific)	What quantifiable change do we want to achieve (measurable impact)	What observable change do we want to achieve? (implementation)	What actions are necessary  And when will this happen	Who is responsible for progress	What resources do they need to make this successful?  (time/ money/ influence/ tangibles/ support)	What evidence will be provided to Governors to assure them about progress and by when
<b>Behaviour and attitudes</b>	<i>Review the equalities scheme with a focus on vulnerable children accessing the curriculum (BC and BA descent children, PP children, SEMH needs)</i>	Equalities scheme is updated and approved by governors	Equalities scheme reflects the need for vulnerable groups of children to have equitable access to the curriculum	Review of equalities scheme – including support from BFfC ( LH)	JMC/SLT	Time from Lucy Hillyard  Working from home time – 2 days JM	Equalities scheme shared for approval by December 2024

	<i>Ensure Therapeutic plans are formulated using the whole tool kit and quality assured, monitored and reviewed regularly</i>	Therapeutic plans are more concise and therefore more impactful	Children who require a therapeutic plan are in class for more of the time and have fewer suspensions	RISE team to coach staff around writing TTPs - Friday 20 <sup>th</sup> September - MF and EH	VG/JM	NCT for EH and MF to work with RISE	HT reports – 3 x a year
	<i>Monitor and put in place interventions to support attendance for children who are at risk of persistent absence</i>	The % of children who are considered vulnerable and who are persistently absent is lower than 23/24 figures:  PP 72.66% persistently absent  SEND: 65.62% persistently absent	Children who are vulnerable are happy to attend school and arrive punctually and remain for the whole day	Close monitoring of attendance for these groups – weekly  Challenge and support given to parents  Training for staff around importance of good attendance – 3/9/24	AWB  AWB  AWB	Leadership time for monitoring          INSET time	HT reports – 3 x a year  Reports on attendance at Curriculum meetings 3 x a year
	<i>Pull together all the work which promotes pro-social behaviour into a behaviour curriculum document</i>	All stakeholders understand how EP Collier promotes pro-social behaviour and how to apply	Behaviour curriculum document written  Increased opportunities for	Review of and making explicit the teaching of pro-social behaviour in:  <ul style="list-style-type: none"> <li>RE and PSHE curriculums</li> </ul>	JM/SLT	Leadership time at home for JM	Updates on progress in HT reports 3 x a year  Finished documents

		the behaviour policy	<p>development of pro-social behaviours beyond school</p> <p>Develop clarity around what will constitute an assault</p>	<ul style="list-style-type: none"> <li>• Other curriculum areas</li> <li>• Assemblies</li> <li>• Extra curricular activities ( eg school council)</li> <li>• Other wider community opportunities</li> <li>• Behaviour policy</li> </ul> <p>Consider amalgamating behaviour policy and behaviour curriculum documents</p> <p>Train staff on behaviour curriculum and updated behaviour policy.</p> <p>Share documents with other stakeholders</p> <p>Purchase: the body keeps the score and The boy who was</p>		<p>Parent workshop time</p> <p>Subject leadership time</p> <p>Staff meeting time</p>	
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				raised as a dog to create a staff library		6 books – total cost @£60	
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<b>The quality of education - Provision for children with SEND</b>	<i>Teacher accountability for early identification and high-quality ordinary provision to allow for targeted intervention and referrals to be more effective</i>	Outcomes for identified SEND children are at least in line with NA	Ordinary provision and the graduated approach are consistently applied in classroom practice	Early prognosis forms are correctly completed and detail what has already been put in place as part of OP and the GA – staff meeting 1/10/24	Vickie Gillanders  Teachers  Team leaders	Staff meeting time	End of year data analysis  Leadership reports – various throughout the year
	<i>Provision for neuro diverse children is of a high quality and reflects the AET principles</i>	Children with neurodiversity have fewer suspensions  Children with neurodiversity reach ARE	The 5 AET principles are evident in all parts of the school  All children are accessing the classroom for learning opportunities	Appoint AET champions  Review the teaching and learning policy with a view to including the 5 principles from the AET  Review CPD calendar to fit in modules across the year	Vickie Gillanders (Inclusion lead)  ELT	Staff meeting time	SEND lead report

	<i>Learning tasks are well matched to SEND children's needs and appropriately scaffolded.</i>	Children with neurodiversity have fewer suspensions  Children with neurodiversity reach ARE	<i>Use of instructional teaching techniques especially the following walkthrus:</i>  <i>Scaffolding</i>  <i>I say you say</i>	TEAM meeting time to review Walkthrus and effectiveness of them  Walkthru implementation to be part of monitoring activities by leaders  Participation in Mastering number programme FS and KS1	ELT  SLT       FS/KS1 teams and Maths lead	Staff meeting time  Leadership time  Subscription to Walkthru website	Data on HT reports 3 x a year  Team leader reports 1 x a year each    Team leaders reports  Maths lead reports
	<i>Staff to have a more secure understanding of the different communication needs children may have and how to scaffold for SLC in the classroom</i>	IEP targets to do with SLCN are met  Targets set on SALT reports are achieved (EHCPs chn)  Children with SEND support and SLCN	Teachers implementing recommendations from SALT plans  Children with SLC difficulties accessing the curriculum  Learning environments	Whole staff training INSET day – 3 <sup>rd</sup> September 2024  Teachers and support staff build opportunities for SCLN	Teachers  Vickie Gillanders (inclusion lead)  Team leaders	INSET day  Staff meeting time  Release time for Pupil progress meetings -	Anonymised PP meetings notes  Data analysis of IEP and SALT targets  Data analysis of tracking

		needs reach ARE	supports these child in accessing the curriculum	<p>activities across the week</p> <p>Inclusion lead to resend CYPIT SALT support pack to staff</p> <p>Inclusion lead to meet with all staff to discuss SEND needs in their classes – by end of week 1</p> <p>Inclusion lead to meet with SALT therapist to plan for the year</p> <p>T-I-C of resource to meet with teachers to discuss how to support resource children – by end of week 3</p> <p>Inclusion lead to meet half termly with each teacher to</p>		3 days per small term	
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				<p>have a pupil progress meeting around SEND</p> <p>Investigate AAC software</p> <p>Implement SCERTS</p> <p>Targeted staff to attend PECs training</p>			
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<b>The quality of education - writing</b>	<i>Automaticity and fluency with handwriting</i>	By the end of KS2 all children have fluent handwriting and are able to write in a sustained way.	Children are automatic in their writing skills allowing them to use their thinking capacity for composition	Regular teaching of handwriting in every phase  Interventions in place for those children who have motor control difficulties	Teachers  English lead  KS leads	Subscription to Nelson handwriting online resources	Curriculum reports 3 x a year  English lead report 1x a year
	<i>Children's understanding of audience and purpose when writing</i>	Medium term planning has a clear purpose and audience for the end of unit outcome so that writing outcomes are of a high quality	What is on the plans for writing is translated into clear learning journeys which lead to the chosen outcome with a clear audience and purpose	Staff meeting time to review outcomes  Monitoring of plans into practice to check for fidelity	SLT  English lead	Leadership time	HT reports – 3 x a year

	<i>Children apply phonic knowledge to their writing with increasing accuracy until they are able to spell all phonetical words correctly and all of the words for each year group from NC</i>	Children are able to spell accurately or phonetically plausibly according to age and stage	Children apply their phonic and spelling in all pieces of written work	Consistent application of RWI scheme – monitored by phonics lead  Regular teaching of spelling – monitored by English lead	Phonics lead          English lead	Leadership time	Curriculum reports 3 x a year  Leadership reports – phonics and English x1 a year
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