

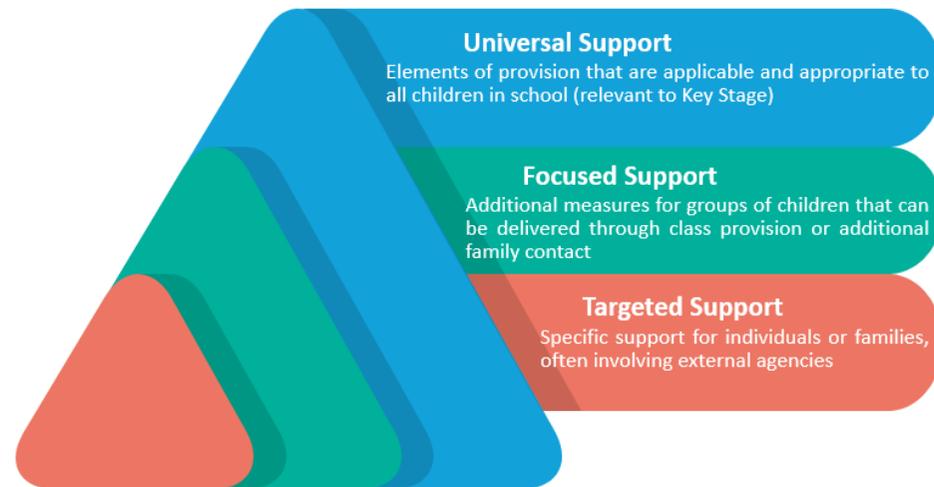
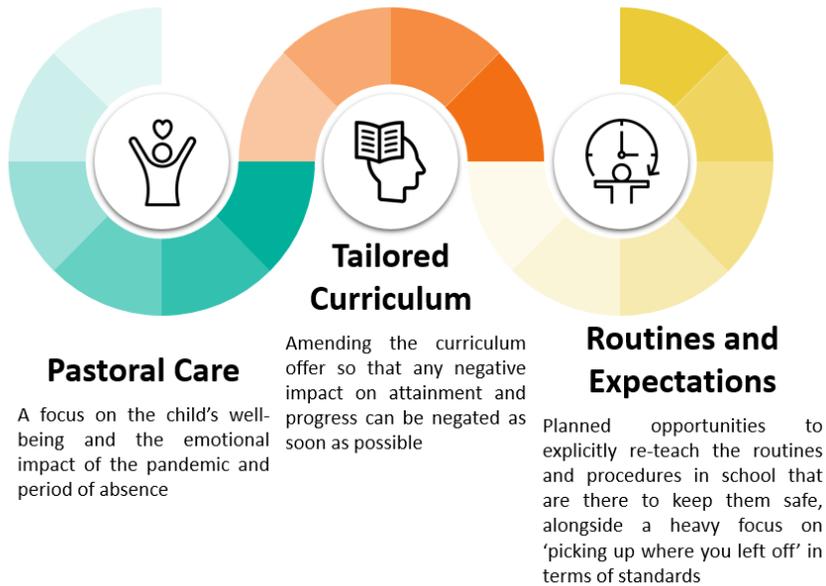
Salford Primary School
'Step-Up September' – Recovery Plan



Salford Primary School is going to commit time during September to ensuring that routines, expectations, standards, relationships and values are quickly re-established. At the heart of these plans, getting children 'back-on-track' in both an academic and emotional sense is the absolute priority. During 2019/20, the education for children at Salford was significantly disrupted due to the impact of Covid19. Whilst the school remained open for some and we supported other WMAT schools on our site also, and a virtual school was established, many children did not access full time education for many months. This may have had a detrimental impact on their learning. The full impact of this pandemic, and potential ongoing disruption, is still unknown. However, in formulating school improvement priorities for 20/21, consideration has been given to our recovery journey so that we can build on any success that had been achieved prior to this time. There are many priorities that we need to consider on as we recover. However, it is also important to remember the improvement journey we were already on and the priorities from our Ofsted inspection in May 2019 where we were set the ambition, to take action, so that we are judged as an outstanding by our next inspection.

Step-Up September is split in to three strands:

Levels of support for each strand will be implemented in a tiered approach:



The following information outlines the actions that will be taken by Salford Primary staff at various levels. Actions will be organised by strand and then by level of support so that there is a clear priority, purpose and direction of support.

WMAT (ACADEMIES) DEVELOPMENT AND IMPROVEMENT PLANNING 2020 – 2021

SALTFORD CHURCH OF ENGLAND PRIMARY SCHOOL

Our Vision	This school/academy will deliver this vision by ensuring that:
Core purpose: We are a vibrant, caring and supportive Church school, inspiring and serving the whole community.	<ul style="list-style-type: none"> • Our children make excellent progress in all that they do so that they leave us achieving in line with or exceeding national expectations. • We develop a team of brilliant practitioners who are skilled at delivering an inspirational, world-class curriculum which is personalised to meet the needs of all our children. • Our community is a partner in all that we do and we work together to ensure a shared sense of social responsibility where equality is promoted, diversity is valued and discrimination is challenged. <p align="center"><i>“At Saltford C of E Primary School we believe anything is possible... We keep children as the focus of everything we do.”</i></p>

2020- 21 PLAN

Ofsted Priority Area	Key Performance Priorities	KPIs (Key Performance Indicators)	Evaluating impact
Overall Effectiveness	<p>Improve overall effectiveness by: Staff continuing to reinforce core values that underpin the culture and the schools work by:</p> <p>Consistently applying the Positive Behaviour Policy and Anti Bullying Policy 2018 which links our vision, values and Golden Rules.</p> <p>Ensuring continued effective tracking, monitoring & intervention for SEND, disadvantaged and higher achieving pupils to ensure their progress and outcomes match or exceed national.</p>	<p>The school’s culture and ethos are visible in the life of the school: e.g. Collective worship (develop assembly resources suitable for virtual assemblies) and special events/house afternoons explored virtually also. Ensure high quality RE provision, in line with the school’s vision.</p> <p>Stakeholder questionnaires demonstrate improved perception of behaviour and bullying systems.</p> <p>Install and embed the use of ‘provision map’ software. To implement the BANES graduate approach.</p>	<p>Review assembly provision and ensure quality assemblies are available online.</p> <p>The vision and values of the school is clear, understood and shared by all and under pinned by the school’s values and ethos (evidence: staff, parent and pupil questionnaires 2020.)</p> <p>Evidence of exceeding national outcomes for SEND & disadvantaged and higher achieving pupils.</p>

<p>A: Quality of Education</p>	<p>It is inevitable that there will be gaps in children's knowledge and understanding. We need to revisit key skills and concepts to bridge the gaps and raise standards.</p> <p>Reduce any variability in the quality of Teaching, Learning & Assessment (TLA) by: Developing teachers' skills in using assessment information (including marking & feedback) to plan & adapt teaching so that it meets the needs of all pupils (especially SEND & disadvantaged & higher achieving pupils.)</p> <p>Ensure sufficient challenge for the most able pupils in the school , so that a greater percentage of children meet the higher standards in reading, writing and maths in KS1 and KS2.</p> <p>Strengthening teachers' pedagogical understanding and subject knowledge so that they are able to plan for effective progression within the curriculum.</p> <p>Improve outcomes across the school by: Increasing attainment in all key stages in order to continue to exceed national.</p> <p>Raise attainment in writing, spelling and problem solving aspects of maths so that outcomes are consistently above national & improving.</p> <p>Ensure the implementation of the non- core curriculum is effective using the new WMAT curriculum planning.</p>	<p>Quality assurance demonstrates consistency in the quality of TLA across all year groups.</p> <p>Quality of books and observations demonstrate a rigour in the identification and progression of skills development.</p> <p>Observations of teaching reflect a good level of challenge for all pupils (inc. SEND, Pupil Premium and higher achieving pupils.)</p> <p>Increase in the % of children achieving greater depth.</p> <p>Attainment to exceed at least 85% in all areas in year groups. KS2 progress measures are minimum of '0' with evidence of growth in positive progress measures. 'Matched' outcomes in Reading/Writing and Maths in order to continue to increase combined measure at KS2.</p> <p>End of Key Stage outcomes in English and maths continue to be high and the progress of our higher attaining pupils exceeds that nationally.</p>	<p>Teaching matched to need is evident in quality first teaching during all monitoring activities.</p> <p>All children (including higher achieving pupils) make rapid progress within lessons and by assessment benchmarks (e.g. data drops & SATs etc.) Actions lead to improved outcomes for all children at the expected standard but also greater depth.</p> <p>Rigorous tracking supports effective quality assurance processes so that issues are identified quickly and action is taken.</p> <p>Clarity of expectations about the teaching of core skills (especially aspects of maths, writing and spelling) is explicit and the impact is noted in classrooms as teaching is matched to need. Application of writing accuracy and maths fluency and problem solving skills including evidence of children working at greater depth is clear in their work</p> <p>Curriculum Leaders review curriculum plans and carefully monitor the development of the subject specific vocabulary, skills and subject knowledge in all subject areas.</p>
---------------------------------------	---	--	---

<p>B: Behaviour and attitudes: ROUTINES</p>	<p>Routines re-established: It is important that routines at school adapt and change to keep our community safe. We need to support children to adjust to routines quickly so they are settled and able to learn at school.</p>	<p>Absence is in line with or better than national albeit with the challenges around Covid. Parents also supported with regards to blended learning if children are based at home.</p>	<p>Strategies demonstrate continued impact on the mental health and well-being of pupils and support for our parents.</p> <p>The profile of bullying is raised amongst the children. (Evidence: staff, parent and pupil questionnaires 2021. Develop further the work of the children's equalities team.)</p>
<p>C: Personal development: RELATIONSHIPS</p>	<p>Relationships matter! After such a long period of living in a virtual world we need to ensure we support individuals in re-forming relationships and working cooperatively alongside others.</p> <p>Pupil enrichment: rebuild clubs and activities affected by Covid – exploring new ideas for what is currently possible.</p>	<p>Pupils have opportunities to participate in events and activities outside of their own schools – albeit these may be virtual (for example competitions.)</p>	<p>Monitor the take up of different of different clubs and activities to ensure a spread of participation rates from all pupil groups.</p>
<p>D: Leadership & Management</p>	<p>Further develop leadership at all levels, in order to ensure a sustained and strategic approach to school improvement.</p> <p>Improve effectiveness of Leadership & Management by: Continuing to developing expertise & skills of curriculum leaders in driving school improvement. Explore further and articulate our curriculum leadership role linked to the subject intent and the educational principles that underpin it. Continue the effective use of data & information shared with staff in order to ensure consistency of Teaching & Learning.</p> <p>Ensuring that governors continue to hold leaders to account effectively to ensure impact on school improvement.</p>	<p>Curriculum leaders demonstrate confidence & expertise in driving school improvement. Staff pulse survey reflect confidence in quality of leadership.</p> <p>Governors minutes reflect focus on School Improvement Plan <u>impact</u>.</p>	<p>New policies on Teaching and Learning and the Curriculum embedded with all stakeholders.</p> <p>Leaders are confident in evaluations of Teaching, Learning and Assessment. All curriculum leaders' remits are outcome focused and impact driven and progress is clearly monitored and evaluated. CPD is targeted to current priorities.</p> <p>Governors work is focused on school improvement & monitoring outcomes.</p>

E: Early Years Foundation Stage

Develop our strong team, building on their skills and experiences so that there is evidence of outstanding provision and outcomes.
Further strengthen the quality of EYFS:
Continue to focus on the GLD (good level of development) attainment at the end of EYFS in order to continue to exceed national levels.

Reviewing & developing continuous provision to ensure excellent practice is consistently evident in all areas (especially within the aspects of Communication & Language, Literacy & Number.)

Developing skills and expertise of team members so that early interventions support pupils in 'keeping up' where they are working behind their expected age and stage provision.

Continue developing the opportunities for writing in order to improve the children's ability to meet and exceed age related expectations in Number, Literacy and Communication & Language.

Embed rigour in the curriculum and maintain and/or increase attainment in all GLD areas.

Evidence of accelerated progress (especially for disadvantaged pupils or pupils below age related expectations) to show evidence of making progress from starting points and meeting/exceeding national outcomes.

Ensure sufficient challenge for the most able pupils in the school, so that a greater percentage of children exceed the early learning goals in reading and writing.

Actions lead to improved outcomes for all children across EYFS.
GLD outcomes continue to improve by exceeding national.

All children in EYFS make expected or rapid progress across all the Early Learning Goals and key practice is informed and adapted by deep reflective processes.

All children will be baseline tested in Reception and data from the baseline will show at least good progress from the starting points.

Children identified for accelerated learning groups meet the exceeding targets for Literacy and Number.



Pastoral Care

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none">➤ Children who demonstrate changes in behaviour are to be referred to DS/GG through CPOMS➤ Maintain communications with parents to maintain that 'connection' – website, newsletter etc➤ PSHE to focus on change, anxiety and mindfulness – any cause for concern to be referred to DS/GG (CPOMS)➤ Environments to be low stimulus to support re-integration for SEND (and all others) and to celebrate achievements of children as a motivator➤ Year group assemblies with DS to still maintain a 'togetherness'➤ Establish up-to-date contact details (especially emails) from parents➤ Group Thrive screening carried out for every class to identify priorities for PHSE/well-being sessions and to identify individuals who may need further support➤ Use of Mentally Healthy Schools 'Return to School Toolkit' in PHSE/well-being sessions	<ul style="list-style-type: none">➤ DS to speak to families who have experienced trauma/change in circumstances – what help do they need? Use Covid questionnaire to inform.➤ Ring-fenced whole-class reading sessions – focussed conversations on vocabulary and emotional literacy using books about perseverance, resilience and mindfulness➤ Where teachers feel it is appropriate for whole-class 'down-time' then provide children with mindfulness activities – this could form part of a class assembly.➤ Priority groups for pastoral/social groups run by the class TA	<ul style="list-style-type: none">➤ Bereavement support for those children/families identified➤ Pastoral support by designated TA for those identified.➤ Referrals to external agencies where concerns have been identified➤ Provide/receive an update for CP/CIN/Early Help/Vulnerable families through contact with social worker and other external bodies➤ School nursing referrals for children returning with additional/altered medical concerns (not neglecting mental health)➤ Individual Thrive plans for those children identified as most in need



Tailored Curriculum

Universal Support

- Teaching staff to be mindful that any perceived 'drops' in standards are not deliberate, but an upturn in standards requires deliberate practice.
- A focus on talk and speech in the Early Years.
- A focus on handwriting to quickly re-establish high standards – not necessarily explicit sessions, but a heavily promoted class culture
- Phonics to be delivered regularly and with rigour, revising sounds that children may have forgotten. Baseline testing to identify gaps ready to teach to. Extended phase 1 period in Early Years to support sound discrimination.
- Regular reading lessons that foster the love of reading and book enjoyment, but that focus on discussion and promote speaking and listening. A heavy use of whole class reading strategies is expected.
- Writing is to be regular and across the curriculum. Lots of short-burst writing to promote writing stamina, but also revision of sentence structures. Dedicated time to write daily building writing opportunities into other subjects.
- Maths is to focus on number work with a daily arithmetic session. TT Rockstars and Numbots to be accessed regularly to support automaticity of recall – retrieval practice heavily used also. Doodle Maths to be promoted for daily mathematics practice.
- Computing curriculum to focus on online safety and the use of MS Teams
- PE curriculum to focus on fitness – children are to actively increase their activity levels, beyond 'games' Daily physical activity across all classes (outdoors where possible e.g. move a mile)
- The application of Rosenshine's Principles of Instruction needs to be the teacher default position – this will be shared with staff.

Focused Support

- Early SEND staff meeting to develop provision this year and plan provision mapping so parents know what support their child will be receiving.
- Child voice is to be acknowledged and given consideration in terms of pace of learning (SEND) to ensure they are not further disengaged.
- Promote independent learning for those that have become particularly reliant on an adult (through home-learning).
- Ensure that appropriate groups receive curricular support but that scaffolding is withdrawn quickly so that emphasis is placed on children being independent learners.
- Gaps in non-core curriculum to be addressed at the commencement of new topics i.e. where children have missed out on learning about the Romans, they will receive a few lessons on this prior to learning about the Anglo-Saxons.
- Teachers are to identify lessons on Oak National Academy that could be used to share with parents as pre-learning for non-core where useful.
- Post-September assessments to support identification of starting points and gap analysis – use to identify target groups for interventions.
- Identified groupings of readers reading aloud from a shared text to streamline effective individual reading with the teacher.

Targeted Support

- Children who have not engaged in any home-learning to receive specific focus/intervention to support them in quickly returning back to pre-COVID level.
- RWI used in to LKS2 to support with intervention transition
- Learning support & Ed Psych support to identify and focus on specific children. This is to be reflected in the child's learning plan and results of which are evident in intervention activities and booster support.
- Appropriate adults to work safely with children, by way of intervention – this is not to occur during core subject time, but through agreement with the class teacher about the child's priority learning.



Routines and Expectations

Universal Support	Focused Support	Targeted Support
<ul style="list-style-type: none">➤ Phase assemblies from DS to re-establish the school's values and behavioural expectations.➤ Re-visit the school values and 'over-communicate' this in correspondence with children.➤ A dedicated lesson that will explicitly refer to the hygiene procedures and bubble integrity.➤ All staff to be responsible for the behaviour and attitudes of all children, whilst also acknowledging an adjustment period.➤ Class charters drawn up to reinforce expectations within classes.	<ul style="list-style-type: none">➤ Develop the use of house points to foster good learning behaviours and attitudes to one another. Relate these to the school values and new protective measures.➤ Regular reminder for those struggling to distance and follow hygiene procedures. Again, this is everyone's responsibility. If children are not seen adhering, we are all to address it. It is important for staff to set an example at all times about social distancing.➤ Specific group conversations or assemblies (distanced) as required if there are pockets of children that are not following expectations.➤ Quickly identify groups of children that are not attending as regularly as expected – DS to follow this up.	<ul style="list-style-type: none">➤ Provide additional support materials and offer sessions beyond the school day for those requiring it using ring fenced government funding.➤ If individuals stand out as being unable to quickly return to the 'Saltford way', DS will contact parents and a behaviour chart will be drawn up.➤ Specific praise needs to be given to those children that have adapted well (in their own context).➤ This praise can be awarded in class, through assemblies or through messages to parents in the newsletter. <p>At all stages, we must acknowledge that some children will need more time than others to adjust and 'return as normal'.</p>