

Problem	What we will change	Implementation activities	Implementation outcomes	Impact on children
<p>High Quality Teaching is not consistent throughout all of the year groups.</p> <p>There is some evidence that with our younger year groups (Key Stage 1 pupils) that they have been significantly affected by their foundations, with lower attainment than previous cohorts across all subjects and pupils are not performing as well in reading, writing and Maths as pre-pandemic cohorts.</p> <p>There is evidence that our EYFS children have lower attainment than previous cohorts across ELG and pupils are not performing as well in both reading and writing.</p> <p>The children are unaware of how their work can be developed further and are unaware of their next steps to achieve a higher level.</p> <p>We are beginning to consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning however greater work needs to be embedded to ensure we are truly meeting the needs of our children.</p> <p>Teachers are beginning to analyse assessments through the use of class stories, however diagnostic assessments need to be used more effectively to plan for impactful interventions for children.</p> <p>Learning attitudes for all children need to be developed.</p>	<p>Teaching approaches will be focused on long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies.</p> <p>The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping will be key components of the high-quality teaching within all lessons.</p> <p>Maximise the teaching quality through ensuring high quality daily teaching: the ‘five-a-day’ approach;</p> <p>To ensure teaching is focused on Teacher-led approaches with a focus on clear explanations, modelling, and frequent checks for understanding. This is then followed by guided practice, before independent practice.</p> <p>Increased use of SNAP analysis to be used to plan for impactful interventions for children.</p> <p>The marking and feedback policy to be used consistently across the school to ensure the children understand their next steps.</p> <p>Literacy and mathematics outcomes will be increased by forensic analysis of children’s needs and ensuring quality first teaching is used to overcome these challenges.</p> <p>Securing effective professional development that is shared with the rest of the staff considering how children learn, how they develop knowledge and skills and how they can we supported to lay firm foundations.</p>	<p>All lessons have at least 5 minutes of retrieval practice (quizzing etc) reviewing vocabulary, events or previously learned concepts in order for recall to become automatic.</p> <p>Subject leaders will design retrieval practice opportunities within their subjects which supports knowledge retention, Subject leaders carefully think about how retrieval practice opportunities implemented in individual subjects across the curriculum to ensure it supports learning.</p> <p>Teaching staff take account of the prior knowledge that children bring to lessons and help them to build upon this understanding.</p> <p>Teachers anticipate common misconceptions, and uses diagnostic assessment to uncover them and to support children.</p> <p>Children’s planning for writing to be improved through the strategy of goalsetting. Teachers to describe and model how, when, and why pupils should use each strategy and support pupils to practise with feedback.</p> <p>Teachers focus on clear short chunks of explanations and modelling for pupils to use in their own learning. Teachers use ‘I do, we do, you do’ approach.</p> <p>Learning attitudes to be shared with the children and to be discussed on a daily basis within teaching and learning. Learning attitudes to also be shared with parents.</p> <p>Identification of the lowest 20% of pupils in each class and use of the SNAP analysis of KS2 classes to identify barriers to their learning.</p> <p>Increased marking and feedback to children so they have a clear understanding of the next steps within their learning. Increased use of pink highlighting to address areas of development and green to show areas of strength.</p>	<p><u>Short Term</u> High-quality teaching is defined in the context of Andrews' Endowed CE Primary School.</p> <p><u>Medium Term</u> A routine of retrieval practice is embedded in all classrooms enabling children to transfer key knowledge to their long-term memory and make connections with new learning.</p> <p><u>Long Term</u> Teachers develop and embed evidence-informed Teaching and learning strategies. A shared language of evidence-informed practice emerges.</p> <p>CPD has a clear impact on the improved standards and outcomes across the school both in Maths and reading and Writing.</p> <p>There is a culture of careful attention being given to the purposes of assessment and the actions that will be undertaken in response to the information it provides.</p>	<p><u>Short Term</u> Positive feedback and support from teachers will boost pupils’ confidence and willingness to take on challenges.</p> <p><u>Medium Term</u> Pupils will develop critical thinking, problem-solving, and collaborative skills through more effective teaching strategies. Pupils will experience higher-quality teaching, leading to better understanding and retention of material. Enhanced formative assessment practices will help students become more reflective and self-regulated learners.</p> <p><u>Long Term</u> Enhanced teaching practices will result in improved performance on assessments and standardised tests. Pupils will be more engaged and motivated to learn due to more interactive and differentiated teaching methods. All students, including those with special educational needs and disabilities (SEND), will benefit from teaching practices that are tailored to their individual needs. A more consistent approach to high-quality teaching will ensure that no student is left behind, promoting equity in education.</p>

Priority 2 – To analyse and address barriers to ensure children’s SEN needs are identified and that they are appropriately challenged and supported to make good progress.

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<p>SEND pupils( particularly at School Action) do not always have the time, support and practice they need to decrease the cognitive load in their learning.</p> <p>Children are not provided with enough opportunities to deepen their understanding of new concepts or make links to prior learning to help facilitate ‘knowing more and remembering more’.</p> <p>Children who struggle with reading, including pupils with special educational needs and/or disabilities (SEND), do not always have the support and practice they need to help them keep up.</p> <p>Not all subjects are amended to meet the needs of our SEND learners.</p> <p>A percentage of our SEND children are showing areas of difficulty with emotional and mental health aspects of their learning and the school, which are having a large impact on themselves as well as others.</p> <p>The wider curriculum does not allow success for all students as certain curriculum areas rely heavily on written tasks as opposed to practical, hands-on and engaging tasks appropriate for each subject area.</p> <p>HQIT is not consistently used therefore some learners are not engaged with purposeful learning and the barriers that some pupils may face are not unpicked.</p> <p>All support staff are not always used effectively during the session to progress the children’s understanding.</p>	<p>Provide targeted academic support finely tuned to the needs of individual pupils offers potential benefits.</p> <p>Planning interventions to complement high quality classroom teaching. Increase opportunity of retrieval practice in all subjects to help ease cognitive load.</p> <p>Children have the opportunity to record their essential learning by creating their own mind mapping.</p> <p>Use high quality assessment and diagnosis to target and adapt teaching to pupils’ needs. Rapid provision of support is important, but it is critical to ensure it is the right support.</p> <p>Teachers and leaders will continue to use their expertise to ensure that the children in their care achieve the full extent of their potential through high quality teaching every day, for all pupils</p> <p>Teachers have regular opportunities to analyse the needs of the children shown during dedicated book look sessions.</p> <p>The priority of vulnerable groups will be evident across the school and members of staff will be able to confidently identify amendments across the whole curriculum to meet the children’s needs.</p> <p>Diagnostic assessments are used to inform professional judgement about the best next steps and these assessments are interpreted effectively.</p> <p>Capabilities and difficulties are accurately diagnosed in order to match pupils to appropriate, evidence informed interventions that target specific areas of difficulty. Teachers build in opportunities for retrieval practice to assess children’s starting points which is used to inform learning journeys.</p> <p>The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school’s performance management arrangements and pupil progress meetings. Learning journeys will revisit prior learning, both within year and previous year, and ensure children are provided with opportunities to use retrieval practise and to make links to deepen their understanding.</p> <p>All teachers will have a secure understanding of how to use High quality inclusive teaching and interventions to meet the needs of vulnerable children.</p> <p>Teachers will have a range of strategies that they can draw upon to engage and support children throughout their learning. Tasks are designed to remove barriers and focus on key learning for all children.</p> <p>SENCO to monitor the impact of the support staff deployment and address any inconsistencies with the class team through facilitated feedback discussions.</p> <p>SENCO to monitor impact of interventions in line with needs of the current cohort, planning for new interventions or adapting as necessary.</p>	<p>To hold termly meetings with parents and the pupil to adopt a multi-disciplinary approach when identifying the needs of the child i.e., liaising with other specialists e.g., Occupational Therapist, Educational Psychologist, School nurse, etc in order to meet their needs.</p> <p>Teachers to have weekly allocated meeting time to meet with support staff to discuss deployment and differentiation for the week</p> <p>CPD from SENDCs for Teaching Assistants (TAs) during TA meetings and INSET to further develop understanding that the role of the TA is to work with the teacher to raise the learning and attainment of pupils while also promoting their independence, self- esteem and social inclusion.</p> <p>CPD will revisit the need to develop essential skills underpinning learning, such as self-scaffolding and developing effective questioning.</p> <ul style="list-style-type: none"> <li>• CPD from SENDCo will continue to develop knowledge and understanding of specific conditions/needs within the Four Broad Areas of Need outlined in the SEND Code of Practice</li> <li>• Opportunities for TAs to shadow each other to see and share good practice will be developed</li> <li>• Opportunities for TAs to lead TA meetings to share good practice will be introduced</li> <li>• Key SEND documents to be securely available for class teachers and TAs to ensure that support in place reflects the provision outlined</li> </ul> <p>SENCo will monitor the delivery and impact of Interventions run by support staff An observation schedule will be drawn up to observe the deployment and role of additional adults in the classroom/year group Teachers show positive attitudes towards the inclusion of children with SEND and they see themselves as responsible for the learning of all pupils. Teachers have longer interactions with pupils with SEND, using this time to ensure they fully participated in the class.</p> <p>Planning pro-forma for all curriculum areas are adapted to ensure explicit links are made to subject vocabulary. HQIT sessions are focused on the development of vocabulary comprehension and strategies such as pre-teaching is used for children to understand the academic vocabulary.</p> <p>Book spreads are used to analyse the children’s areas of needs and misconceptions. This analysis is used to write focused SMART Pupil passport targets.</p> <p>HQIT is used across the curriculum for children to achieve purposeful learning. HQIT catch up teaching is used when children have been absent to ensure learning is not fragmented.</p> <p>Develop teachers and support staff to build a creative and flexible approach to deployment and interaction to maximise impact on children’s progress</p> <p>Ensure connections are made between learning from everyday classroom teaching and structured Interventions</p>	<p><u>Short Term</u> Discussions of children’s needs to be organised with pupil and their family between the class teacher and the SENDCo.</p> <p>Monitoring of planning shows how strategies to develop language are being modelled by teachers and applied by pupils. Planning is tailored to the needs of the class and amendments are recorded on the planning and are based on the Pupil passport targets.</p> <p>The fluency rubric is used to inform accurate diagnosis and identify areas where pupils may need further support.</p> <p>Planning pro-formas are adapted to show prior learning and demonstrate opportunities to rehearse, make links and overlearn previous knowledge.</p> <p>Strategies of metacognition is being implemented. Minutes from PP meetings show links between targets on the pupil passports and outcomes.</p> <p>Teachers are well prepared for PP meetings and can discuss strategies used to close gaps and evaluate the amendments that have been in place. Book spread analyses are used to identify areas of need for children.</p> <p>Pupil conferencing shows that children are starting to draw on the environment within the classroom to support their learning and are using their mind mapping.</p> <p>Teachers understand the individual characteristics of pupils’ needs, and how these relate to their classroom environment and the content that they are teaching.</p> <p><u>Medium Term</u> Teachers are able to use evidence to create action plans to answer the question ‘What does this individual pupil need in order to thrive?’ Lesson observations and book scrutiny show that learning vocabulary and reviewing learning is embedded within the lesson structure across the curriculum. Planning pro-formas are adapted and demonstrate links to prior learning opportunities to rehearse and overlearn previous knowledge are embedded in teaching practice. Staff Meetings are used regularly as part of the focus of vulnerable groups to develop teacher’s understanding and drive improvement to leads to impact. Metacognition and HQIT are evident in lessons and learning journeys and evidenced in pupil’s work. Monitoring will show that use of support staff is being adapted to ensure the needs of all pupil groups are being met within and across lessons and interventions. Interventions are carefully targeted through identification and assessment of need.</p> <p><u>Long Term</u> Individual starting points are evident throughout the curriculum which ensures children’s reading, writing and maths abilities are not a barrier to their wider curriculum learning. Targets and the tracking of our SEND children are discussed with parents each half term and are focused on the Pupils Passports to ensure targets are purposeful, progressive and new. Parents and the school are empowered to meet the children’s needs, supporting accelerated progress. Clear understanding of the specific barriers pupils face to learning and what they need in order to thrive so that they can be included in all that the school has to offer is identified.</p>	<p><u>Short Term</u> Timetables show evidence of pre-reading and pre-teaching opportunities. Children are hearing about explicit links in their learning, which will build their own confidence in making links in their learning. Opportunities to activate prior learning are planned for, across the curriculum, to enable children to make links to develop their understanding. Work in books demonstrate adapted provision for all pupil groups.</p> <p><u>Medium Term</u> High quality classroom discussion supports pupils to articulate key ideas, consolidate understanding, and extend their vocabulary. Lessons are amended and show HQIT which engages all groups of children. Planning provides children with extensive opportunities to apply concepts independently Data will show an increase in rates of progress for identified children in line with their long term projection to meet ARE.</p> <p>Books show a clear learning journey supported by planning.</p> <p>Pupil conferencing shows that pupils are clear on how the environment within the classroom and focus on metacognition across school has helped them to achieve within their learning.</p> <p>Lessons are engaging and more focused on the specific subject area’s knowledge and skills which is having a positive impact on outcomes across the curriculum.</p> <p><u>Long Term</u> Throughout the curriculum, all children including SEND and disadvantaged groups have made good progress due to the amendments of each subject and the use of pre-teaching and parent partnership. The breadth and depth of the curriculum and the application of increased retrieval practise enables children to know more and remember more which demonstrates new initiatives are improving outcomes throughout all areas of the curriculum. Children are engaged in the curriculum, progress is evident in books and PPG and SEN children are able to explain their learning and the links within their learning. Class Stories show smaller gaps between identified pupil group and documents the progress being made on the Pupil Progress targets. Evidence of using and application of higher level vocabulary across all areas of the curriculum.</p> <p>The school is inclusive by design.</p>

Priority 3: All pupils feel they belong at school and access benefits from the advantages that this sense of connection provides.

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<p>Some children have struggled to understand that adults in the school care about them as a person.</p> <p>Although the school is trying to generate a <u>sense of community</u> and creating a respectful, tolerant, safe environment, this is inconsistent.</p> <p>All children do not <b>feel as though they are listened to</b> and therefore they can't voice all of their worries.</p> <p>Policies meant to promote inclusivity and belonging are not consistently applied across the school, pupils have varied experiences of belonging.</p> <p>Inconsistent discipline, recognition, or support can lead to feelings of unfairness and disconnection.</p>	<p>To strengthen the relationships between all children and staff members through the use of language and visual cues that are shared with the children.</p> <p>All members of staff use their relationships to build that sense of belonging through every interaction.</p> <p>Parental involvement will be increased resulting in support that creates an environment of care, compassion, and encouragement, contributing significantly to a child's sense of belonging.</p> <p>All staff reinforce a shared language, activity, routines and strategies throughout the school.</p> <p>To create an environment that is genuinely positive and supportive for all pupils.</p> <p>Ensure all children understand and can talk about civic virtues and their role within society and the wider world.</p> <p>Educate children and families about civic virtues and how they can be developed outside of the classroom and school community.</p> <p>Promote the use of civic virtues, ensuring that all children see the positive impact in helping others, therefore resulting in all children being active citizens who positively thrive in the community.</p>	<p>Set up adult-supervised safe-spaces for pupils needing support with developing friendships with their peer particularly during break times.</p> <p>The explicit teaching of learning behaviours will form part of the daily routines for children in all classes.</p> <p>Each year group to plan and run one Civic virtue-based project throughout the year. Produce a booklet full of experiences and opportunities (e.g. trips, visitors, etc) which moves up with each child every year. Children begin to add their own experiences to the booklet (e.g. sending a postcard to an elderly resident, taking part in a community litter pick up, etc).</p> <p>To include a civic virtue family character-building challenge in the newsletter each half term.</p> <p>Regularly conduct surveys to gauge pupils' feelings of belonging and wellbeing. Use the data to address concerns and improve the school environment.</p> <p>Review and revise the curriculum to include diverse perspectives, ensuring that all children see themselves reflected in what they learn.</p> <p>Create opportunities for parents and guardians to engage with the school, such as workshops, family days, or volunteer opportunities to strengthens the school community and promotes a sense of belonging.</p> <p>Partner with local organisations to provide extracurricular activities and support services that foster belonging, such as sports clubs, arts programs, or community service projects.</p> <p>Create safe spaces within the school where children can go if they need support, such as updating the ELSA area to become a Wellbeing area and the creation of different quiet area, staffed with trained staff or peer supporters.</p> <p>Strengthen anti-bullying policies and practices by implementing programs like peer mediation and awareness campaigns.</p>	<p><u>Short Term</u> Positive relationships in the classroom/school are built on trust, kindness, safety and security. Pupils are aware of and begin using the safe spaces during break times. Initial feedback shows that pupils feel supported in making new friends. Teachers plan and initiate their civic virtue-based projects, with active participation from pupils. Surveys are conducted, and initial data is collected to identify key areas of concern regarding pupil belonging and wellbeing.</p> <p><u>Medium Term</u> Increased reports of positive peer interactions and reduced feelings of isolation among pupils. Safe spaces become a regular part of school life, with consistent usage and positive feedback from pupils. Successful completion of the projects, with pupils demonstrating an understanding of civic virtues and their importance in the community. Data-driven adjustments are made to school policies and practices, leading to noticeable improvements in pupil satisfaction and wellbeing.</p> <p><u>Long Term</u> The relationships in our children's lives are very important to their wellbeing and development. The relationships with school staff, and with each other, is nurtured and supported by everyone.</p> <p>All children flourish and achieve in school because they feel that they belong and are a valued part of the school community. Our behaviour policy that focuses on preventing all forms of bullying among pupils and all stakeholders have been involved in the process of creating the policy.</p> <p>Andrews' Endowed is an inclusive school which removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Pupils feel seen, understood, and safe. Pupils demonstrate improved social skills and stronger peer relationships, contributing to a more inclusive school culture. Decreased incidents of loneliness and social exclusion during break times.</p>	<p><u>Short Term</u> Children become more aware of the support systems and opportunities available to them, such as safe spaces, civic projects, and character-building challenges. They start to engage more with peers, teachers, and the broader school community. The introduction of safe spaces and the focus on wellbeing lead to children feeling more secure and supported at school. Initial improvements in social interactions, with children feeling less isolated during break times. Children begin to see themselves reflected in the curriculum, increasing their interest and engagement in learning. Early signs of increased respect and understanding of diverse backgrounds and perspectives among peers.</p> <p><u>Medium Term</u> Children develop stronger friendships and a sense of belonging, thanks to peer mentorship, safe spaces, and increased social opportunities during school activities. Participation in civic virtue-based projects and family challenges strengthens their connections to the community and peers. Consistent teaching of learning behaviours results in children becoming more self-regulated, responsible, and engaged learners. Reduction in behavioural issues and improved academic performance due to a more inclusive and supportive school environment. Children gain better emotional resilience and coping strategies through the support offered in wellbeing areas and by trained staff. Decreased incidences of bullying and increased confidence in seeking help or supporting peers.</p> <p><u>Long-Term Impact</u> Children emerge as well-rounded individuals with strong social, emotional, and academic skills. The consistent focus on learning behaviours, and civic virtues leads to lifelong habits of kindness, responsibility, and active citizenship. Children continue to feel deeply connected to their school community, with a lasting sense of belonging that positively influences their self-esteem and mental health. The inclusive school environment nurtures a generation of students who are empathetic, culturally aware, and equipped to thrive in diverse settings.</p>