



HALFWAY INFANT SCHOOL

Self-Evaluation

School Development Plan

2023 - 2024





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School Vision Statement

At the heart of all we do are our children. We would like them to enjoy their childhood and be valued for their individuality, culture and heritage. We would like our children to go into the wider world as well rounded, happy, healthy and responsible citizens who care for the world and all the people who live in it. We strive for every child to be aspirational and forward thinking in all they do and remain lifelong learners who are reflective, resilient and adaptable to the challenges of life in the 21st century.

Curriculum Intent

At Halfway Nursery Infant School, the children and our community are at the forefront of our curriculum. We provide a bespoke and inspiring curriculum, designed to spark our children's interests and provide opportunities to develop a deep love of learning.

Our passionate and talented staff encourage and nurture the children of Halfway Nursery Infant School to develop their understanding and knowledge of the ever changing world in which we live.

The curriculum at Halfway Nursery Infant School provides a breadth and depth of skills and knowledge whilst also motivating our children's curiosity. Our innovative and inspiring curriculum encourages our children to take risks, understand that learning is a journey and that mistakes are stepping stones to a bright and successful future.

Every child should have the opportunity to thrive, therefore we provide well planned learning opportunities designed to overcome any learning barriers. We also understand that a range of enrichment opportunities are key to a child's development and this is interwoven into our curriculum in order to develop each child to become a well-rounded member of society.

Collaborative learning is used to ensure that children are self-motivated whilst being challenged effectively. Children will be given the tools they need to be independent learners with the freedom and safety to express and reflect on their ideas and opinions. Our curriculum provides this through the use of critical thinking, analysis and reasoning.



Data Summary 2022 – 2023

End of KS1 data

	Reading	Writing	Maths
2022			
National	EXS = 67% GD = 18%	EXS = 58% GD = 8%	EXS = 68% GD = 15%
School	EXS = 74% GD = 20%	EXS = 76% GD = 16%	EXS = 82% GD = 22%
2023 (Cohort of 46)			
National	EXS = 68% GD = 19%	EXS = 60% GD = 8%	EXS = 70% GD = 16%
Sheffield	EXS = 64%	EXS = 55%	EXS = 67%
School	EXS = 74% (34) GD = 11% (5)	EXS = 74% (34) GD = 11% (5)	EXS = 80% (37) GD = 11% (5)



Groups	Reading	Writing	Maths
Boys (25) School	EXS = 72% GD = 4%	EXS = 60% GD = 0	EXS = 64% GD = 8%
Boys National	EXS = 65%	EXS = 54%	EXS = 71%
Girls (22) School	EXS = 86% GD = 8%	EXS = 86% GD = 11%	EXS = 77% GD = 14%
Girls National	EXS = 72%	EXS = 66%	EXS = 70%
<p>Gender commentary <i>Both boys and girls out performed the national figure for the expected standard in reading and writing. Girls outperformed in maths, but boys fell short by 7%. Girls out performed boys in all areas.</i></p>			
PP (14) School	EXS = 64% GD = 7%	EXS = 57% GD = 0	EXS = 57% GD = 0
PP National	EXS = 54%	EXS = 44%	EXS = 56%
Non-PP (33) School	EXS = 85% GD = 12%	EXS = 79% GD = 12%	EXS = 88% GD = 15%
Non-PP National	EXS = 73%	EXS = 65%	EXS = 75%
<p>Disadvantaged commentary <i>Disadvantaged children out performed the national figure in all areas, as well as the non-disadvantaged children. However, when comparing to overall school data, disadvantaged children did less well in all subjects than non disadvantaged children.</i></p>			
SEND (4) School	EXS = 25% GD = 0	EXS = 25% GD = 0	EXS = 25% GD = 0



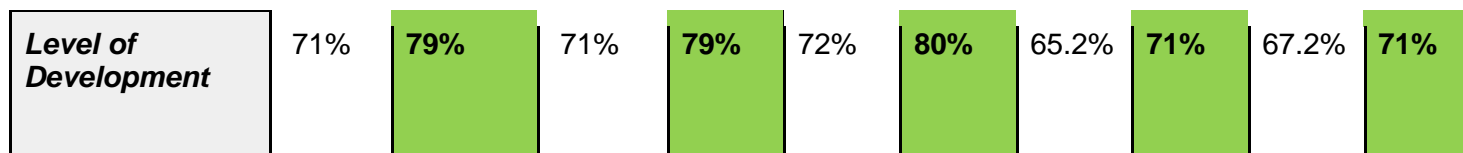
SEND - National	EXS = 28%	EXS = 19%	EXS = 32%
SEND commentary <i>Children with SEND did not do as well as they did nationally in reading and maths, although the difference is less than 1 child due to numbers. In writing, the data was just above the national measures. However, when comparing to overall school data, children with SEND did less well in all subjects than children without SEND.</i>			

Main Headlines:

- Above national measures at the expected standard in all subjects for those achieving the expected standard.
- Just below national and previous years attainment for those achieving greater depth in all but writing, where the school was above national but below previous years attainment.
- Girls out performed boys in all areas.
- Whilst above national, when comparing to overall school data, disadvantaged children did less well in all subjects than non disadvantaged children.
- Whilst in-line with national, when comparing to overall school data, children with SEND did less well in all subjects than children without SEND.

EYFS

EYFS <i>Good</i>	2017		2018		2019		2022		2023	
	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch



2023		
Groups	Achieving GLD National	Achieving GLD School
Boys (22)	60.6%	68%
Girls (29)	74.2%	72%
PP (16)	51.6%	44%
Non-PP (35)	69.5%	83%
SEND (7)	19.8%	14%
Non-SEND (44)	/	80%

Attainment of GLD has been broadly similar since 2017, and historically above the national average. Whilst, in 2022, this fell in comparison to the 2019 data, it has only fallen to pre-covid national levels from 2018 and remains above the national average, which has fallen significantly since 2019. GLD remains the same at the end of 2022/2023 as it was at the end of 2021/2022 (71%), however, attainment for the 3 key areas was higher than the previous year.

Breakdown of EYFS Specific areas: KS1 readiness - 2022



Area	2022		2023	
	National average	School attainment	National average	School attainment
Reading (Comp)	75%	75% (42 pupils)	76%	76%
Writing	70%	73% (43 pupils)	71%	75%
Maths (Number)	78%	83% (47 pupils)	78.9%	84%

Attainment at the end of EYFS for all the key areas was above the previous years attainment, with maths (like in KS1) being higher than reading and writing.

Phonics Screening

Phonics Screening	Y1		Y2	
	Nat	Sch	Nat	Sch
2019	82%	80%	91%	90%
2020	No national data			Y2 Dec – 84%
2021	No national data			Y2 Dec – 90%

2022	75%	85%	87%	86%
2023	79%	64%	89%	98%

Phonics attainment in year 1 dropped considerably in 2023 when compared to previous years. However, the attainment in year 2 was higher than 2022 and the national average.

- 4 children did not sit the screening check. Two of these were disapplied due to their special educational needs (one child does not attend school but accesses AP). Two children were absent, of which one of these children would have passed it.
- 5 children were within 2 marks of passing the check.
- The cohort had a difficult year, with one class having 3 teachers.
- Additional TA support had to be put elsewhere in school due to the complex and challenging needs faced in F2.
- The phonics scheme, when not supplemented by additional resources, was not robust enough.
- The cohort had a high proportion of SEND = 12%, which includes 2 EHCPs.
- The cohort had a high proportion of PP = 38%..
- The history of the cohort shows us that they are a weaker cohort, entering F2 at 17% at ARE.
- The cohort finished F2 with 72% achieving the expected standard in word recognition and 70% achieving GLD.



Data Targets 2023 – 2024

Below are the end of year targets set for KS1.

	Reading	Writing	Maths
Year 1 (48 pupils) <i>13% SEND, 17% EHCP, 27% PP</i>	EXS - 68% GD - 30%	EXS - 70% GD - 19%	EXS - 85% GD - 23%
Year 2 (59 pupils) <i>12% SEND, 29% EHCP, 37% PP</i>	EXS - 80% (47) GD - 0	EXS - 76% (45) GD - 3% (2)	EXS - 80% (47) GD - 3% (2)

Phonics screening targets 2023/2024	Year 1	Year 2
	AT - 18/23 = 78% VB/TW - 18/23 = 78% Year 1 = 78%	36/58 passed in Y1 = 62% 49/58 = 85% (potential +4 = 91%)



Attendance Summary 2022 - 2023

	2021/2022	2022/2023		
	School	National	Sheffield	School
Overall attendance (KS1)	92.4% (EYFS = 92.4%)	92.5%	93.4%	92.5% (EYFS = 90.2%)
Persistently Absent		22.3%	19.8%	25%

Attendance Targets 2023 - 2024

	Overall attendance	Persistently Absent
EYFS	94%	>19%
KS1	94%	>19%



Self-Evaluation (SEF)

CONTEXTUAL DATA						
	<i>Pupils on roll</i>	<i>Boys</i>	<i>Girls</i>	<i>Disadvantaged</i>	<i>SEND</i>	<i>Attendance & PA (Autumn 1)</i>
October 2023 Census	185 N = 36 F2 = 40 Y1 = 49 Y2 = 60	83	102	PP = 46 (24%)	SEND = 7% (16) EHCP = 25% (4)	F2 = 96.9% KS1 = 94.3%
Compared to October 2022	192 N = 35 F2 = 51 Y1 = 61 Y2 = 45			PP = 55 (29%)	SEND = 7% (14) EHCP = 29% (4)	End of year: F2 = 90.2% KS1 = 92.5%

SECTIONS	SUMMARY EVALUATION
SCHOOL CONTEXT Key characteristics of the school, strengths inc. awards, challenges, significant changes since the last inspection and over time.	<p>Halfway Nursery Infant School is a two form entry school, which includes its own nursery on site, taking children from 3 years old. Typically, 90% of our nursery children make up 80% of our Reception classes, with the rest of the cohort coming from a range of local settings. We can typically take children from a range of settings in one year, including those who have not attended any formal nursery experience. In order to ensure that the transition to Halfway Nursery Infant School is robust, we have a detailed transition plan for our families, which includes: open evenings, parent’s meetings, home visits, stay and play sessions and a phased start to full-time education. We feel it is important to make sure that all children who join us in nursery and Reception receive a home-visit from their class teacher or key worker, this may sometimes also include a visit from the SENCO where appropriate. This is the start of a close working relationship we like to establish with parents.</p>

When children join us in Reception the majority are working just below age expectations, with a small proportion of children who are working in-line or above age expectations.

There are few EAL pupils (7%) and the proportion of pupils from minority ethnic backgrounds is below average. The number of disadvantaged pupils has risen over the past few years, rising to 31.6% in 2022/20/23 and currently (October 2023) is at 24%, which is in-line with the national average from last year. When the school was last inspected, the proportion of disadvantaged children was 16% - this was below the national average. The area of Halfway is ranked amongst the 30% most deprived neighbourhoods in the country according to our IDACI indicator. In light of the changing context of the cohorts the school is responding by ensuring that the redesigned curriculum is ambitious for all pupils particularly those who are disadvantaged or who have SEND.

7% of the school are on the SEND register and receiving additional school support. Of these pupils, 4 of them have an EHCP (plus 1 that is in draft form and 2 further at Stage 1). 2 of the children with an EHCP attend our Nursery and school are working with the 0-5 team to ensure the provision is appropriate.

Since the covid-pandemic the school has seen an increase in pupil absence, including more pupils becoming persistently absent. This is directly attributable to the anxiety in the local community surrounding pupil's health and wellbeing when in school. Attendance for 2022/2023 was 92.5% (EYFS = 90.2%), which was below the national average and below the Sheffield average, with the proportion of children called as persistently absent at 25%. Improving our attendance and reducing the number of pupils who are persistently absent, is a key focus for the year.

Halfway Nursery Infant School was last inspected in March 2019, receiving an overall judgement of 'good', which included 'outstanding' in the EYFS and for leadership and management. Since this inspection, the head teacher resigned in 2022 and so the governors implemented an interim leadership structure, with the headteacher of Halfway Junior School becoming the executive headteacher for the 2022/2023 academic year, as well as the 2023/2024 academic year. This has facilitated closer working relationships between the two schools and a sharing of expertise.

The experience of staff at Halfway Nursery Infant School ranges from UPS3 to ECT. During the academic year 2022/2023 there were a number of staff changes due to maternity leaves, resignations and long-term illness. Temporary staff were appointed and additional temporary staff were used to support the challenging Reception cohort and increased needs of vulnerable pupils. This was a challenging period for the school and the families affected. This year, there is a stable staff structure, which is having a positive impact on pupils, families and staff.



	<p>The school has a strong partnership with its feeder Junior school, along with the local schools that form its Family of Schools. The Westfield family of Schools is made up of 11 local schools; including 1 Secondary school, 4 Primaries , 3 Junior schools and 3 Nursery Infant schools. This partnership supports Halfway Nursery Infant School through:</p> <ul style="list-style-type: none"> - headteacher networks - subject leader networks - inter-school moderation of writing - EYFS moderation - sporting competitions and events - school council events <p>The Westfield Family of Schools is part of the wider Locality group of four families of schools, made up of 22 schools in total. This partnership supports the school through:</p> <ul style="list-style-type: none"> - headteacher networks - SENCO network meetings <p>Halfway Nursery Infant School is keen to support its local community and actively supports our local food bank throughout the year, through the work of the school council. Further community involvement has seen the school join in with a litter pick of the local area, as well as a traffic awareness week and special weeks designed to encourage a more active lifestyle (e.g. Walk to school week). Working closely alongside the school within the community is the HIP Group (Halfway Infant Parent Group), who were newly reignited last year following the pandemic and who are actively raising funds for the school again, as well as providing additional experiences for the children.</p> <p>The school offers full wrap-around care for all pupils (including Nursery children). We operate an in-house breakfast and after-school club, which children at our feeder Junior school also attend. This service is very well-attended, often with waiting lists for some days and supports our families who work and need additional child care.</p>	
<p>PROGRESS SINCE THE LAST INSPECTION (March 2019) (against previous inspection key issues)</p>	<p>Key Issue</p> <p>Further develop the quality of teaching in key stage 1 by making sure that the most able pupils receive a consistent level of challenge, especially when working independently.</p>	<p>Impact</p> <ul style="list-style-type: none"> ● The end of KS1 data shows that since the last inspection, the number of children achieving greater depth is generally in-line with or above the national average, apart from in maths and reading during 2023. ● Since January 2023, teaching-style and lesson design has been adapted to ensure that the expectation is that “the majority of pupils move through the curriculum at broadly the same pace” (National Curriculum) in all subjects.

- Since January 2023, the curriculum design has been adapted to ensure that appropriate challenges are in place for all pupils in all lessons. The school has moved away from a ‘carousel’ model for every subject in KS1, to a more traditional model, where all learners are working on the same objective in each lesson.
- Staff training is being implemented around the adapted model and the adapted curriculum.
- New schemes of work have been purchased and are being implemented to support clear and progressive sequencing, which includes White Rose Maths, Charanga and RE Today.

	Reading				Writing				Maths			
	EXS+		GD		EXS+		GD		EXS+		GD	
	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch
2019	75%	78%	25%	34%	69%	78%	15%	25%	76%	80%	22%	29%
2022	67%	74%	18%	20%	56%	76%	8%	16%	68%	82%	15%	22%
2023	68%	74%	19%	11%	60%	74%	8%	11%	70%	80%	16%	11%

Embed recent improvements to the teaching of science and phonics so that pupils’ outcomes by the end of Year 2 are above average.

- Since September 2022, the science curriculum has been adapted, to ensure that progression, skills and knowledge over time are coherently planned for, from EYFS to the end of Y2, taking into account the children’s progression to KS2 as well.
- The new science lead has been supported by an experienced science lead to help to drive these changes and run robust staff training throughout the year to support and develop staff practice.
- Monitoring and evaluation undertaken by the subject lead as well as the governors, staff training and pupil voice throughout the year have highlighted a developing love of science, as well as greater clarity and consistency in the teaching of science, particularly in KS1.
- Phonics data shows that since the last inspection, the school has been broadly in-line with the national outcomes in phonics at year 1 and year 2. However, this has dipped considerably in 2023 for Y1 pupils, but remained above average for Y2 pupils.
- However, despite the scores, the teaching of phonics has not been as strong as we would like, particularly in developing strong, fluent readers by the end of KS1 and fidelity to the scheme was lacking due to the need to supplement this. Therefore, in



February 2023, the school sought support from the English Hub in order to ensure we are delivering high-quality phonics and reading sessions, as well as developing fluency, in order to begin to develop the end of KS1 reading results to be more in-line with the phonics scores. From this collaborative work, the school has bought into a new, fit-for-purpose, phonics scheme in April 2023 (Little Wandle). Staff training and a re-launch to our families took place in the Summer term and all pupils are now accessing this daily.

OVERALL EFFECTIVENESS

Judgement: Good

We believe that Halfway Nursery Infant School continues to be a good school in all areas.

The school continues to be good in all areas. Pupils receive a good foundation to their education and they are keen to learn. The school has a strong culture and ethos, underpinned by our curriculum throughout school. The school is passionate about our curriculum; they are given wider opportunities to develop their skills and are taught with our community in mind; in order to raise standards successfully to KS2 at the end of their time with us.

Staff are supported through weekly staff training sessions which are mainly focused on training and development by members of the senior leadership team, subject to external agencies. Staff briefing happens separately and notes are shared weekly.

Leaders take full responsibility for their roles, the impact they have on pupils' achievements and the important part they play in the safeguarding of all children. Whilst, this year, many elements of the school's curriculum have been and are in the process of being adapted and developed, this is to ensure that the curriculum on offer is ambitious for all as well as clearly sequenced and coherently planned for from EYFS through to KS1. We believe that the work already undertaken this year and the progress of this, shows strong green shoots of development; Halfway Nursery Infant School is determined to continue to move forwards, striving to always improve. We are proud of our school, culture and ethos and excited about the possibilities over the next few years.

Phonics Screening	Y1		Y2	
	Nat	Sch	Nat	Sch
2019	82%	80%	91%	90%
2020	No national data			Y2 Dec – 84%
2021	No national data			Y2 Dec – 90%
2022	75%	85%	87%	86%
2023	79%	64%	89%	98%

are good and improving their development, ensuring that their curriculum is designed and they are ready to move on

of the school. These independent judgements and are led by external agencies. Staff briefing

Strengths	Areas for further development
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<p>THE QUALITY OF EDUCATION</p> <p>Judgement: Good</p>	<p>The new leadership structure, established in September 2022, has given the school the opportunity to revisit and refine its working practices, to ensure that the curriculum design and delivery is ambitious for all pupils.</p> <p>Leaders have, and continue to, redevelop and redesign areas of the curriculum (including RE and RSHE), alongside staff, to ensure that a full and broad curriculum is coherently planned and sequenced, with the changing nature of the context of the school being considered, to make sure that the curriculum offer is right for all children that attend Halfway Nursery Infant School.</p> <p>Leaders have planned each curriculum subject, sequencing learning from Nursery through to year 2 and taking into consideration the KS2 curriculum as well. Key substantive and disciplinary knowledge is planned out in all curriculum areas. Cultural capital has been taken into account when planning our sequences of learning and enrichment opportunities. For example, we know that lots of children from our community do not visit Sheffield City Centre and therefore our Geography and History curriculum have been specifically designed to teach children about the city and provide opportunities for them to explore the local area and the city centre.</p> <p>Time has been given to staff to develop their subject knowledge and understanding of the best practice in sequencing learning, through the redevelopment of how the school considers its learning milestones. Leaders are working with staff to ensure that learning is sequential, builds on prior knowledge and is coherently planned for, with all children accessing the same learning opportunities. Assessment opportunities are also beginning to be developed throughout the curriculum, although some subjects are further on with this than others. Each sequence of learning culminates in an assessment, linking back to the key knowledge that has been taught. Assessments may take on different forms, such as pre and post assessments, quizzes, written pieces, final products and evaluations. The end of unit assessments for White Rose are used to support our maths judgements and the phonics scheme half-termly assessments are also used across all phases. The 'what next' part of assessment is an area we are still working on, to ensure that we are using the information we get from our assessments to inform and adapt our lessons moving forward.</p> <p>Regular moderation continues to happen within school as well as across the local family of schools.</p>	<p>Continue to improve the quality of education to ensure that:</p> <ul style="list-style-type: none"> ● The school's curriculum is coherently planned and sequenced from nursery through to year 2, ensuring that children leave the school ready for future learning and that key knowledge and skills are identified and assessed against in all curriculum areas. ● Further develop the quality of teaching in key stage 1 by making sure that the most able pupils receive a consistent level of challenge, especially when working independently (<i>Ofsted target 2019</i>). ● Embed recent improvements to the teaching of phonics and science (<i>Ofsted target 2019</i>). ● Ensure phonics results in Y1 are in-line with or
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The re-development of the phonics scheme since April 2023 highlights the importance the school places on Early Reading. Robust support from the English Hub and School Improvement Partners continue to help the school with these changes. All staff have accessed the CPD provided by the scheme, along with ongoing CPD provided by the Early Reading Lead. We have refreshed the books we use to support the teaching of writing, to ensure they are helping our drive to develop a love of reading throughout the school.

above national average.

Phonics Screening	Y1		Y2	
	Nat	Sch	Nat	Sch
2019	82%	80%	91%	90%
2020	No national data			Y2 Dec – 84%
2021	No national data			Y2 Dec – 90%
2022	75%	85%	87%	86%
2023	79%	64%	89%	98%

EYFS Good Level of Development	2017		2018		2019		2022		2023	
	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch
	71%	79%	71%	79%	72%	80%	65.2%	71%	?	71%

	Reading				Writing				Maths			
	EXS+		GD		EXS+		GD		EXS+		GD	
	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch
2019	75%	78%	25%	34%	69%	78%	15%	25%	76%	80%	22%	29%
2022	67%	74%	18%	20%	56%	76%	8%	16%	68%	82%	15%	22%
2023	68%	74%	19%	11%	60%	74%	8%	11%	70%	80%	16%	11%

BEHAVIOUR AND ATTITUDES
Judgement: Good

The school layout is a challenge to manage, particularly for children who have sensory needs. Since Easter 2023 the school has started to become more mindful regarding the cognitive load its classrooms place on pupils and have started to adapt our display boards, moving to calmer colours. Display boards in classrooms support learning through their use as ‘working walls’, as well as celebrate work. Display boards around school (e.g. main hall/ corridor), share collective work from around school for different subject areas. Displays are also used to promote and reward positive behaviour and attitudes.

- Ensuring high, consistent and fair expectations of all pupils’ behaviour and conduct in all areas of the school.
- Continue to develop the use and purpose of



	<p>The school has high expectations of pupil behaviour, driven through its golden rules. These rules form the basis for weekly assemblies and underpin our behaviour policy. Pupils have positive attitudes towards their learning and are keen to do their best. As a school we have a variety of ways in which we encourage, celebrate and reward good behaviour, including, but not limited to: stickers on badges, star of the day and learners of the week.</p> <p>Assemblies are used to promote our behaviour expectations, as well as learning skills (such as resilience), British Values, cultural and religious celebrations and provide a chance for pupils to discuss ‘big’ questions.</p> <p>Allegations of racial incidents and bullying are rare, but are dealt with swiftly and efficiently, recorded appropriately and shared with governors when appropriate. This also includes instances that involve discrimination due to protected characteristics.</p> <p>ATTENDANCE</p> <p>2022/2023 Attendance % for FS2: 90.2% Attendance % for statutory age children KS1/2: 92.5% PA for statutory aged children: 25% This falls in-line with the national average of 92.5% and the Sheffield average of 93.4%.</p> <p>Increasing attendance and reducing PA for 2023/2024 is a big focus. We continue to use the support from the Local Authority to ensure that we have clear procedures in place and can offer appropriate and timely support to families. We are continuing to develop our practice to ensure that we are working with our families to develop an understanding of their child’s attendance throughout the year, the impact of low attendance and providing support for ways in which to improve this; where necessary working with other professionals. Our closer working with our feeder Junior school, has also enabled us to give shared messages and consistency with managing attendance. Whole class attendance is celebrated each week in celebration assembly and shared with families on our weekly newsletter. Regular information about the importance of attendance is shared on our newsletters, along with half-termly letters to families when attendance falls below 90%. We have also introduced a new way of tracking attendance.</p>	<p>displays around school.</p> <ul style="list-style-type: none"> ● Develop pupil’s understanding of British Values and what this means to them. ● Attendance target of 94% and >19% PA.
PERSONAL DEVELOPMENT		

<p>Judgement: Good</p>	<p>There is a strong culture in school of vigilance in order to keep children safe. The designated safeguarding lead and two deputies ensure that arrangements are effective and records are robust. Staff receive weekly safeguarding reminders in order to keep awareness and understanding of practices high. Senior leaders work closely with families, whom they have built up good and strong relationships with, as well as external agencies to ensure pupils receive the support they need.</p> <p>Staff have strong relationships with pupils and families, which enable them to provide specific and targeted pastoral support where necessary. Assemblies are used purposefully, to develop children’s spiritual, moral and cultural development, linking to the fundamental British Values, and how they can be active and positive citizens. This is enhanced through the work of the active school council and the re-development of ‘play leaders’. Throughout the year, pupils are taught by staff and other agencies, including the fire service, about how to keep themselves safe, including regular online safety lessons.</p> <p>Halfway Nursery Infant School is keen to ensure opportunities are provided that extend beyond the academic. During 2022-2023, the school has returned to its full-offer of extra-curricular events for both pupils and families, including year group Christmas Nativities, Christmas Fair, discos, special Coronation family events, a book fair and other fund-raising events. This year, the school has also begun to return to inviting visitors into school to enhance our learning as well as promoting equal career opportunities (e.g. a visit from the fire service and farm, which included female fire-fighters and female farmers), as well as trips that enhance learning and provide special experiences to broaden pupils’ cultural capital, including sports trips to the English Institute of Sport and the local Secondary school, as well as special end of year trips for all year groups. We are proud that these offers always include our nursery children, who are invited to attend events even if they fall outside of their normal sessions.</p> <p>As a school we promote and support our pupils' physical and mental wellbeing. Pupils have active playtimes and lunchtimes. Active learning is also encouraged where appropriate, with children in the EYFS having regular access to the outdoor provision. Children are taught about online and offline risk through the curriculum (RSHE and computing) as well as through assemblies and special days/ weeks.</p>	<ul style="list-style-type: none"> ● Developing further opportunities for pupils to make a positive and tangible contribution to the life of the school and wider community. ● Develop the school’s safeguarding curriculum so that pupils understand how to keep themselves and others safe both offline and online. ● Develop pupil’s understanding of their own mental health and how to develop their own mental wellbeing.
<p>LEADERSHIP AND MANAGEMENT Judgement: Good</p>	<p>Where the school has been slow to respond to national initiatives in the past, the new leadership model established from September 2022, has helped the school to move on. For example, through the re-development of the school’s curriculum (including content, progression and assessment) and the development of the teaching-style of lesson structure and delivery. The leadership team works closely with colleagues from the Family of Schools and other colleagues (such as the English Hub and Maths Hub</p>	<ul style="list-style-type: none"> ● Improve the effectiveness of leadership and management by developing highly

	<p>and School Improvement Partners from Learn Sheffield) to ensure that standards continue to be driven upwards.</p> <p>Leaders are mindful of staff workload and ensure that time and training is provided for any changes and developments. Staff training is well thought out and robust, based on research and known good practice.</p> <p>Governors are clear about the changes needed to happen and supportive of the school's leaders. They ensure that the school is effective, through a detailed understanding of how the school runs, the limitations of the school and the developments needed to continue to drive standards. Governors hold senior leaders to account, through governor meetings (e.g. questions linked to the Head teacher reports) and governor monitoring visits (linked to the areas of the inspection framework). Governors also ensure that finances are spent appropriately and with the children's education in mind, and they ensure safeguarding is effective. There is more to be done in deepening governors' understanding of the school's data, and partnership with leaders at all levels.</p> <p>Due to staff changes, a number of middle leaders were new to their roles this year. The senior leadership team, supported by the governors, prioritised additional release time for middle leaders last year, which has been built into the release timetable for this year, to ensure that leaders were able to begin to develop a good understanding of their subject, including its strengths, where it needed to develop and time in order to drive through changes and monitor impact. As a result, subject leaders are much more informed and clear on next steps needed over the year and into the following academic year.</p> <p>Over the past few years the school has seen an increase in numbers of families eligible for pupils premium. The school's pupil premium plan identifies where this funding will be spent and how it will be used to improve the outcomes and experiences of disadvantaged children.</p> <p>The school has a robust structure in place for those children who attend alternative provision off-site, which include; attendance monitoring, learning monitoring, safeguarding measures, regular visits and communication with appropriate representatives from the LA.</p>	<p>effective middle leaders, who monitor and drive standards across the curriculum.</p> <ul style="list-style-type: none"> ● Develop ways in which school involves parents in their children's learning. ● Develop the strategic governance of the school to ensure they hold leaders to account.
<p>EARLY YEARS PROVISION Judgement: Good</p>	<p>Strong partnerships are formed with parents and families for children in Nursery and Reception, through open-evenings, open-days, home-visits, stay and play sessions, school visits, learning packs and regular communication about learning through Tapestry (online portal).</p>	<ul style="list-style-type: none"> ● Ensuring that the curriculum is coherently planned and sequenced, building on what the

	<p>The changes to the school’s curriculum this year, also include the EYFS curriculum to ensure clear sequencing and progression begins with our youngest learners, in order to prepare them for the transition into KS1. These changes are being supported by the Deputy Head, who is also the EYFS lead. The EYFS curriculum prioritises Early Reading and vocabulary acquisition, alongside developing early mathematics. Both Nursery and Reception ensure that the continuous and enhanced provision indoors, along with the outdoor provision provides daily opportunities for these areas of the curriculum. Staff in the EYFS are also skilled at responding and adapting learning to the children’s interests to ensure that there are always high levels of engagement and enjoyment and encourage curiosity within all learners.</p> <p>At Halfway Nursery Infant School, we are proud that our children in the EYFS form a strong part of our school community and feel that this sense of belonging is key in ensuring that our youngest children feel safe at school. Children build positive and strong relationships with staff.</p> <p>Attainment for those achieving GLD remains consistently above the national average, which includes the end of EYFS attainment for the English and maths specific areas, which reflects the end of KS1 data trends. Like the KS1 data, maths was the most significantly above area when compared with the national averages.</p>	<p>children know and can do, preparing them well for the transition into KS1.</p> <ul style="list-style-type: none"> • Ensuring there is a sharp focus on ensuring children acquire a wide vocabulary, communicate effectively and in FS2, a secure knowledge of phonics. • Develop the outdoor provision in F2 to ensure it enhances the curriculum.
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**WHOLE SCHOOL IMPROVEMENT PRIORITIES – KEY DRIVERS
2023 – 2024**

Priority 1 - QUALITY OF EDUCATION	<p>Improve the quality of education to ensure that:</p> <ul style="list-style-type: none"> - The school’s newly designed curriculum is implemented robustly in all year groups, ensuring that children leave each key stage, ready for future learning. - The school’s new Early Reading Plan ensures attainment in the PSC at the end of year 1 and year 2 is at least in-line with national averages. - Further develop the quality of teaching in key stage 1 by making sure that the most able pupils receive a consistent level of challenge, especially when working independently (<i>Ofsted target 2019</i>). - Embed recent improvements to the teaching of science (<i>Ofsted target 2019</i>).
Priority 2 - BEHAVIOUR AND ATTITUDES	<p>Improve the behaviour and attitudes of pupils by:</p> <ul style="list-style-type: none"> - Ensuring high expectations of pupil’s learning behaviours, ensuring all children are active participants in their learning. - Ensuring attendance is in-line with national averages, including those who are classed as persistently absent: Overall = 94% and PA = <19%

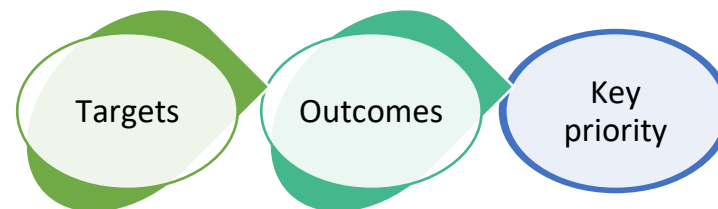


	<ul style="list-style-type: none"> - Developing pupil's understanding of British Values and what this means to them.
Priority 3 - PERSONAL DEVELOPMENT	<p>Improve the personal development of pupils by:</p> <ul style="list-style-type: none"> - Developing further opportunities for pupils to make a positive and tangible contribution to the life of the school and wider community. - Developing the school's safeguarding curriculum so that pupils understand how to keep themselves and others safe both offline and online. - Developing pupil's understanding of their own mental health and how to develop their own mental wellbeing.
Priority 4 - LEADERSHIP AND MANAGEMENT	<p>Improve the effectiveness of leadership and management by:</p> <ul style="list-style-type: none"> - Developing highly effective middle leaders, who monitor and drive standards across the curriculum. - Developing ways in which school involves parents in their children's learning. - Developing the strategic governance of the school to ensure they hold leaders to account.
Priority 5 - EARLY YEARS PROVISION	<p>Improve the early years provision by:</p> <ul style="list-style-type: none"> - Ensuring that the curriculum is coherently planned and sequenced, building on what the children know and can do, preparing them well for the transition into KS1. - Ensuring there is a sharp focus on ensuring children acquire a wide vocabulary, communicate effectively and develop a secure knowledge of phonics. - Developing the outdoor provision in Foundation Stage 2 so that it is used to its full potential and as a result impacts on children's learning and develops staff confidence and expertise. - Attainment for children achieving GLD is at least in-line with national averages.

School Development Plan

The school development plan has been written using the targets set for the school from the last Ofsted inspection (April 2019), along with the evaluation of the school development plan (SDP) and self-evaluation (SEF) from 2022-2023. To make the SDP manageable and realistic, it has been written with 5 key priorities, each one linking to each section of the Ofsted Framework (Quality of Education, Behaviour and Attitudes, Personal Development, Leadership and Management and Early Years Provision). Within each priority are a number of 'outcomes' which need to be met in order for the key priority to be met. Each 'outcome' is then broken down into targets, which are the small steps needed to ensure that the outcome is met.

Monitoring is linked to each outcome, to ensure that clear evidence is gained, by a variety of staff over time, to ensure that work towards the outcome and ultimately the priority is progressive and accurate. The SDP will be evaluated and updated each term to track progress and provide clear next steps towards meeting the school priorities.



Key priorities 2023 - 2024

Priority 1 - QUALITY OF EDUCATION

Improve the quality of education to ensure that:

- The school's newly designed curriculum is implemented robustly in all year groups, ensuring that children leave each key stage, ready for future learning.
- The school's new Early Reading Plan ensures attainment in the PSC at the end of year 1 and year 2 is at least in-line with national averages.
- Further develop the quality of teaching in key stage 1 by making sure that the most able pupils receive a consistent level of challenge, especially when working independently (*Ofsted target 2019*).
- Embed recent improvements to the teaching of science (*Ofsted target 2019*).

Outcomes	Targets	Monitoring	Staff responsible	Termly updates
The newly designed curriculum is implemented robustly in all year groups.	<ul style="list-style-type: none"> ● Leaders and staff at all levels can discuss the curriculum vision and intent and a clear pedagogical approach supports and enhances this. ● Clear policies underpin each subject, highlighting the intent and implementation. ● Task design is developed over time in order to provide appropriate challenges for all pupils. ● Assessment is beginning to be used to inform planning and teaching sequences. 	<p>Termly monitoring of pupil books, class environment, curriculum maps, staff and pupil perceptions (through staff and pupil voice).</p> <p>Termly monitoring of the quality of teaching through a triangulation of evidence: data, pupil books and regular walk-throughs.</p> <p>Subject specific action plans.</p>	<p>Debbie (HT)</p> <p>Pete (HoS)</p> <p>Becky (DH)</p> <p>All subject leaders have this outcome on their action plans.</p> <p>Governors</p>	<p>Autumn 2023</p> <p>Spring 2024</p> <p>Summer 2024</p>
The school's new Early Reading Plan is embedded across school, from Nursery - Year 2.	<ul style="list-style-type: none"> ● All staff are trained in the delivery of Little Wandle and receive regular CPD and support. ● All children access daily, high-quality phonics lessons, as well as 3 reading sessions per week (not nursery). ● The 'keep up' programme and SEND phonics programme is used for those children who are at risk of falling behind. 	<p>Regular lesson walk-throughs.</p> <p>Staff voice</p> <p>Pupil voice</p> <p>Data analysis</p>	<p>Debbie (HT)</p> <p>Adele (Early reading lead)</p> <p>Becky (DH)</p> <p>All subject leaders have this</p>	<p>Autumn 2023</p> <p>Spring 2024</p> <p>Summer 2024</p>



	<ul style="list-style-type: none"> A plan to develop parental support and engagement with reading is established. 		<p>outcome on their action plans.</p> <p>Governors</p>	
<p>Attainment in the PSC at the end of year 1 and year 2 is at least in-line with national averages (Y1 = 79%, Y2= 89% 2022)</p> <p>Targets:</p> <p>Y1 = 78%</p> <p>Y2 = 85%-91%</p>	<ul style="list-style-type: none"> Regular, half-termly, monitoring of phonics data is used to track children and support/ interventions are planned out for those who are at risk of falling behind. Pupils in year 2 phonics receive daily phonics suitable to their level and their data is monitored half-termly. 	<p>Regular lesson walk-throughs.</p> <p>Data analysis</p>	<p>Debbie (HT)</p> <p>Adele (Early reading lead)</p> <p>Becky (DH)</p> <p>Governors</p>	<p>Autumn 2023</p> <p>Spring 2024</p> <p>Summer 2024</p>
<p>Most able pupils receive a consistent level of challenge, particularly when working independently (Ofsted target 2019).</p>	<ul style="list-style-type: none"> Clear and progressive sequencing in all subjects enables the more able pupils to be challenged. Staff develop clarity over 'mastery' and strategies in order to challenge the most able. Children develop robust and independent learning behaviours. Appropriate and challenging feedback and next steps are shared with children through written and verbal feedback. Appropriate CPD is in place to support staff. 	<p>Termly monitoring of pupil books, class environment, curriculum maps, staff and pupil perceptions (through staff and pupil voice).</p> <p>Termly monitoring of the quality of teaching and feedback through a triangulation of evidence: data, pupil books and regular walk-throughs.</p> <p>Subject specific action plans.</p> <p>Termly data analysis.</p>	<p>Debbie (HT)</p> <p>Pete (HoS)</p> <p>Becky (DH)</p> <p>All subject leaders have this outcome on their action plans.</p> <p>Governors</p>	<p>Autumn 2023</p> <p>Spring 2024</p> <p>Summer 2024</p>
<p>A redeveloped science curriculum is robust and clearly sequenced (Ofsted target 2019).</p>	<ul style="list-style-type: none"> Leaders and staff at all levels can discuss the science vision and intent and a clear pedagogical approach supports and enhances this. 	<p>Termly monitoring of pupil books, class environment, curriculum</p>	<p>Debbie (HT)</p> <p>Pete (HoS)</p>	<p>Autumn 2023</p>



	<ul style="list-style-type: none"> Task design is developed over time in order to provide appropriate challenges for all pupils. Assessment is beginning to be used to inform planning and teaching sequences. 	<p>maps, staff and pupil perceptions (through staff and pupil voice).</p> <p>Termly monitoring of the quality of teaching through a triangulation of evidence: data, pupil books and regular walk-throughs.</p> <p>Subject specific action plan.</p>	<p>Lucie (science lead)</p> <p>Governors</p>	<p>Spring 2024</p> <p>Summer 2024</p>
<p>Vulnerable groups (disadvantaged and SEND) make better progress over time to close the gap with non disadvantaged pupils</p>	<ul style="list-style-type: none"> Pupil targets are aspirational and based on baseline data and prior attainment at EYFS. Regular data analysis of vulnerable groups is undertaken, with clear next steps identified and shared. Regular data analysis shows sustained improvement for pupils, particularly vulnerable groups, throughout the year. Regular data analysis, informs specific provision maps and pathways for pupils in order to meet the end of year targets. 	<p>Termly data analysis.</p> <p>Termly monitoring of pupil books, class environment and pupil perceptions (through pupil voice).</p> <p>Termly monitoring of the quality of teaching through a triangulation of evidence: data, pupil books and regular walk-throughs.</p> <p>External FOS moderation of outcomes.</p>	<p>Debbie (HT)</p> <p>Pete (HoS)</p> <p>Becky (DH)</p> <p>Subject leaders</p> <p>Governors</p>	<p>Autumn 2023</p> <p>Spring 2024</p> <p>Summer 2024</p>
<p>The gap between boys and girls continues to close.</p>	<ul style="list-style-type: none"> Pupil targets are aspirational and based on baseline data and prior attainment at EYFS. Regular data analysis of these groups is undertaken, with clear next steps identified and shared. 	<p>Termly data analysis.</p> <p>Termly monitoring of pupil books, class environment and pupil perceptions (through pupil voice).</p> <p>Termly monitoring of the quality of teaching through a triangulation of evidence: data,</p>	<p>Debbie (HT)</p> <p>Pete (HoS)</p> <p>Becky (DH)</p> <p>Subject leaders</p> <p>Governors</p>	<p>Autumn 2023</p> <p>Spring 2024</p> <p>Summer 2024</p>



		pupil books and regular walk-throughs. External FOS moderation of outcomes.		
Attainment at the end of KS1 continues to be in line or above national measures (2022) with targets of: R = 80% W = 76% M = 80%	<ul style="list-style-type: none"> Year 2 targets are aspirational, but realistic and based on baseline data and prior attainment at Y1 and EYFS. Regular data analysis shows sustained improvement for individuals and groups throughout the year. Regular data analysis, informs specific provision maps and pathways for all pupils in order to meet the end of year targets. Where appropriate, the NTP funding is used to close the gaps of those pupils at risk of falling behind. Teaching in Year 2 is consistently good or better. 	<p>Termly data analysis.</p> <p>Termly monitoring of pupil books, class environment and pupil perceptions (through pupil voice).</p> <p>Regular monitoring of the quality of teaching through a triangulation of evidence: data, pupil books and regular walk-throughs.</p> <p>External FOS moderation of outcomes.</p>	<p>Debbie (HT)</p> <p>Pete (HoS)</p> <p>Becky (DH)</p> <p>Amy (Maths lead)</p> <p>Adele (English lead)</p> <p>Jo (SENCO)</p> <p>Governors</p>	<p>Autumn 2023</p> <p>Spring 2024</p> <p>Summer 2024</p>
Priority 2 - BEHAVIOUR AND ATTITUDES Improve the behaviour and attitudes of pupils by: <ul style="list-style-type: none"> Ensuring high expectations of pupil's learning behaviours, ensuring all children are active participants in their learning. Ensuring attendance is in-line with national averages, including those who are classed as persistently absent: Overall = 94% and PA = >19% 				
Outcomes	Targets	Monitoring	Staff responsible	Termly updates
Pupils are active participants in lessons and demonstrate good learning behaviours.	<ul style="list-style-type: none"> Lessons are designed to engage children and ensure participation. The school's behaviour system supports children with making positive choices. 	<p>Lesson observations</p> <p>Lesson walk-throughs</p> <p>Monitoring of CPOMS</p>	<p>Debbie (HT)</p> <p>Becky (DH)</p>	<p>Autumn 2023</p> <p>Spring 2024</p>



	<ul style="list-style-type: none"> The curriculum teaches children how to behave well in school. 			<u>Summer 2024</u>
<p>Parents are provided with opportunities to engage more in the life of the school and enable them to better support their child's education.</p>	<ul style="list-style-type: none"> The HIP group is running events to enable parents to engage more in school life. Opportunities are provided by school to support parents to better understand how to support their child's learning at home e.g. specific parent meetings, information at parent's evenings, website update etc. MAST is continued to be used to support parent's where necessary through informal and formal support. 	Parental voice.	Debbie (HT) Becky (DH) Amy - maths lead Adele - English lead	<u>Autumn 2023</u> <u>Spring 2024</u> <u>Summer 2024</u>
<p>Attendance is improving and is in-line with the Sheffield average. The number of PA children is decreasing.</p> <p>School attendance target has been set at 94%, with >19% PA.</p>	<ul style="list-style-type: none"> Updated attendance policy Robust attendance plan with the new attendance lead. PA families supported regularly and the number of PA families falls during the year. Regular communication about attendance is shared with parents. Rewards for attendance that is at or above school target 	Half termly attendance monitoring.	Debbie (HT) Pete (HoS) Becky (DH) Jo (SENDCO)	<u>Autumn 2023</u> <u>Spring 2024</u> <u>Summer 2024</u>

Priority 3 - PERSONAL DEVELOPMENT

Improve the personal development of pupils by:

- Developing further opportunities for pupils to make a positive and tangible contribution to the life of the school and wider community.
- Developing the school's safeguarding curriculum so that pupils understand how to keep themselves and others safe both offline and online.
- Developing pupil's understanding of their own mental health and how to develop their own mental wellbeing.



Outcomes	Targets	Monitoring	Staff responsible	Termly updates
<p>The school council is firmly established and is making positive contributions to the school community.</p>	<ul style="list-style-type: none"> • The school council plays an active part in school life through regular meetings and a robust plan for the year. • The school council has a strong presence in the life of the school through bringing about change, running assemblies, communicating with families and, ultimately, making positive contributions to the school community. • The school council is an active participant of the Westfield FOS group. 	<p>Regular monitoring of pupil voice and school displays.</p>	<p>Becky (DH)</p>	<p><u>Autumn 2023</u></p> <p><u>Spring 2024</u></p> <p><u>Summer 2024</u></p>
<p>The school provides carefully and coherently planned opportunities to enhance pupil's SMSC (spiritual, moral, social and cultural development), including their understanding of British Values and what these mean to them.</p>	<ul style="list-style-type: none"> • A carefully and coherently planned assembly overview for the year is established, ensuring a broad and balanced approach to enhancing pupil's SMSC, understanding of British Values and understanding of particular safeguarding issues or local risks. • SMSC is mapped out carefully across the year to ensure rich and diverse experiences are offered during a pupil's life at the school. • Pupil's RSHE lessons provide quality opportunities for children to engage in age-appropriate discussions that enhance their SMSC development and understanding of British Values. 	<p>Evaluation and development of the wider curriculum model.</p> <p>Termly monitoring of pupil perceptions (through pupil voice).</p> <p>Regular monitoring of the quality of teaching through regular walk-throughs.</p>	<p>Debbie (HT)</p> <p>Pete (HoS)</p> <p>Becky (DH)</p> <p>Vicky - RSHE lead</p>	<p><u>Autumn 2023</u></p> <p><u>Spring 2024</u></p> <p><u>Summer 2024</u></p>

Developing the school's safeguarding curriculum so that pupils understand how to keep themselves and others safe both offline and online.	<ul style="list-style-type: none"> ● A clear safeguarding thread runs through the school's curriculum, particularly the RSHE curriculum. ● Children are able to talk about how they can safeguard themselves and others, both online and offline. 	Curriculum mapping review Pupil voice	Debbie (HT) Becky (DH) Vicky - RSHE lead	Autumn 2023 Spring 2024 Summer 2024
Developing pupil's understanding of their own mental health and how to develop their own mental wellbeing.	<ul style="list-style-type: none"> ● Mental health and wellbeing is planned into the school's curriculum. ● Children learn about the importance of their own mental health and how to look after it. 	Curriculum mapping review Pupil voice	Debbie (HT) Becky (DH) Vicky - RSHE lead	Autumn 2023 Spring 2024 Summer 2024
Priority 4 LEADERSHIP AND MANAGEMENT Improve the effectiveness of leadership and management by: <ul style="list-style-type: none"> - Developing highly effective middle leaders, who monitor and drive standards across the curriculum. - Developing ways in which school involves parents in their children's learning. - Developing the strategic governance of the school to ensure they hold leaders to account. 				
Outcomes	Targets	Monitoring	Staff responsible	Termly updates
Highly effective middle leaders drive standards across the curriculum.	<ul style="list-style-type: none"> ● The school provides high-quality CPD, both internal and external, which is carefully and coherently planned, to develop its middle leaders. ● Middle leaders have clear expectations and direction in order to develop their subjects. ● The school provides appropriate time for middle leaders to monitor, feedback and develop their subject. 	Termly class strategic meetings (PPM). Performance Management targets for middle leaders. Regular monitoring of pupil books, class environment and	Debbie (HT) Pete (Hos) Jo (SENDSCO) Governors	Autumn 2023 Spring 2024 Summer 2024



	<ul style="list-style-type: none"> Standards across the wider curriculum match the standards seen in core subject books in terms of outcomes and presentation. Tasks designed are suitably challenging for all learners, ensuring inclusive access for SEND and vulnerable pupils. 	<p>pupil perceptions (through pupil voice).</p> <p>Regular monitoring of teaching through regular lesson walk-throughs.</p>	All subject leaders have this outcome on their action plans.	
Develop ways in which school involves parents in their children's learning.	<ul style="list-style-type: none"> A timetable of parental involvement is created that allows parents to join in with learning in school, as well as enrichment opportunities. Parental opinions are gathered around the offer school has for parental involvement. 	Parent voice	Debbie (HT) Becky (DH) Subject leaders	Autumn 2023 Spring 2024 Summer 2024
Developing the strategic governance of the school to ensure they hold leaders to account.	<ul style="list-style-type: none"> Governors training records are up-to-date. Governors attend relevant and regular training. 	Governor feedback	Debbie (HT) Pete (Hos) Becky (DH)	Autumn 2023 Spring 2024 Summer 2024
All teaching is at least good or better.	<ul style="list-style-type: none"> Develop the quality of teaching through effective CPD. ECTs supported through bespoke plans to develop teaching practice. 	<p>Regular monitoring of teaching through regular lesson walk-throughs and observations.</p> <p>Termly class strategic meetings (PPM).</p> <p>Performance management targets for all teachers.</p>	Debbie (HT) Pete (Hos) Becky (DH) Jo (SENDCO) Governors	Autumn 2023 Spring 2024 Summer 2024



		ECT termly reports.	All subject leaders have this outcome on their action plans.	
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Priority 5 EARLY YEARS PROVISION

Improve the early years provision by:

- Ensuring that the curriculum is coherently planned and sequenced, building on what the children know and can do, preparing them well for the transition into KS1.
- Ensuring there is a sharp focus on ensuring children acquire a wide vocabulary, communicate effectively and in FS2, a secure knowledge of phonics.
- Developing the outdoor provision in Foundation Stage 2 so that it is used to its full potential and as a result impacts on children's learning and develops staff confidence and expertise.

Outcomes	Targets	Monitoring	Staff responsible	Termly updates
The curriculum is coherently planned and sequenced, building on what the children know and can do.	<ul style="list-style-type: none"> • The curriculum plan strips back the outcomes in order that key essential knowledge is identified for each term, in order that teachers are clear about what they are teaching and when and as a result accurately assess what children know and can do. • The percentage of children achieving GLD continues to remain above the national average. 	<p>Data gathering termly through PPM.</p> <p>Regular drop ins and lesson observations.</p> <p>Monitoring of books and Tapestry.</p> <p>Pupil voice</p>	<p>Becky (DH)</p> <p>Jo (SENDSCO)</p> <p>EYFS team</p> <p>Governors</p>	<p>Autumn 2023</p> <p>Spring 2024</p> <p>Summer 2024</p>
Children acquire a wide vocabulary, communicate effectively and in FS2,	<ul style="list-style-type: none"> • Curriculum and provision plans demonstrate a focus on language acquisition, phonics knowledge and language comprehension skills. 	<p>Data gathering termly through PPM.</p>	<p>Debbie (HT)</p> <p>Becky (DH)</p>	<p>Autumn 2023</p> <p>Spring 2024</p>



<p>have a secure knowledge of phonics.</p>	<ul style="list-style-type: none"> • Appropriate vocabulary is modelled by all practitioners. • Appropriate speech and language interventions are timely and effectively used to support vulnerable children. • Harley to implement and share the learning from the Early Language Development Programme (run by the English Hub). 	<p>Regular drop ins and lesson observations.</p> <p>Monitoring of books and Tapestry.</p>	<p>Jo (SENDCO)</p> <p>Harley</p> <p>EYFS team</p> <p>Governors</p>	<p><u>Summer 2024</u></p>
<p>The outdoor provision in Foundation Stage 2 matches that of the quality of the outdoor provision in Nursery.</p>	<ul style="list-style-type: none"> • Outdoor provision is developed and remodelled. • Staff training/ modelling is put in place (internally and externally) to share and develop expertise. • Children are focused and engaged in activities when outside. 	<p>Engagement in the outdoor provision increases.</p> <p>Staff's confidence in developing this area increases.</p>	<p>Becky (DH)</p> <p>EYFS team</p> <p>Governors</p>	<p><u>Autumn 2023</u></p> <p><u>Spring 2024</u></p> <p><u>Summer 2024</u></p>