Self-Evaluation and Development Plan

'Moving to outstanding'

2016/2017

Contextual information about the school

- The school is larger than the average-sized primary school with 360 children currently on roll
- The proportion of disadvantaged pupils supported by the pupil premium is below average at 12%
- The proportion of disabled pupils and those who have special educational needs is below average at 20%
- The proportion of pupils in school for whom English is an additional language is well below the national average at 1.4%
- The school is predominantly made up of White British students at 88%
- The school provides full-time early years provision in two Reception classes
- Biggin Hill Primary School converted to academy status in September 2011. Academy status was Re-brokered in January 2014. It is part of the Charles Darwin Academy Trust. When its predecessor school, Biggin Hill Primary School, was last inspected by Ofsted, it was judged inadequate overall.
- The previous governing body was dissolved in January 2014 when the Interim Academy Board was established.
- The current Headteacher was appointed in September 2014.
- The school was last inspected in May 2015
- A new FGB was established in September 2016
- The school currently holds the following kite marks:
  - Silver healthy school status
  - Bronze eco school status
  - Silver Youth Sport Trust status
  - Silver Primary Science Quality Mark status
- The school is currently working on achieving the Primary History Quality Mark
- The school exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress at the end of KS2
- The school is above national averages for attainment and progress at all key stages of assessment
- The school is part of The Warren Road Teaching Alliance and Early Excellence learning Alliance

School Ethos

'The Biggin Hill Way'

Positivity

Approaching everything we do with a smile and a "can do" attitude!

Respect

Treating others and our environment with care and consideration

Inclusivity

Involving, sharing with and supporting others

Discovery

Having a thirst for learning and a questioning mind!

Endeavour

Wanting and trying to be the best in all that you do. Giving everything 100%

We use five core values at Biggin Hill Primary School. These lead to the key message that we take PRIDE in everything we do. We celebrate all successes with the children, from good attendance, to producing an outstanding piece of writing. All aspects of school life are praised through our values in the form of team points. Team points provide us with a way of promoting collaborative work as the children work collectively to achieve success.

We deliver a curriculum that:

- Excites, engages and inspires children, giving them a love of learning.
- Gives children the skills and knowledge to succeed as lifelong learners.
- Motivates children to question their own learning, becoming inquisitive, independent learners.
- Supports all children to reach their full potential and prepare them for future life.

Literacy

Through the use of carefully selected core texts from 'The Literacy Tree' we develop children's core literacy skills. The focus of this approach is on improving children's writing by using exciting, engaging texts that provide a model of excellence.

Numeracy

We have a clear focus on developing children's skills, both mental and written across the numeracy curriculum. Once these skills are taught we provide a range of opportunities for children to apply them in different contexts thus deepening their understanding of mathematical concepts.

Curriculum

We use a challenge curriculum that involves all children in their learning journey, providing a variety of stimulating experiences that lead to the development of both knowledge and skills.

Ofsted May 2015

Key strengths – *Ofsted 2015*

- The headteacher provides highly effective leadership. The headteacher, senior leaders and the Interim Academy Board have secured rapid improvements in teaching and pupils' achievement since September 2014.
- Pupils' progress has accelerated across the school in the past year.
- Effective teaching in Year 6 means that most pupils are where they need to be in their learning at the end of Key Stage 2. This has ensured they are well prepared for the next stage of their education.
- Parents comment on many improvements in the school's work. They are confident that the headteacher has put the school back on track to ensure that their children achieve well.
- Children make rapid progress during Reception Year.
- Pupils throughout the school are keen learners. Behaviour has improved substantially in the past year so that it is good. Robust safeguarding arrangements ensure that pupils are safe

What the school needs to do to improve further – *Ofsted 2015*

- Raise pupils' achievement by ensuring that:
  – teaching is consistently good across the school
  – any remaining gaps in pupils' knowledge and understanding are rectified
  – there are more opportunities for pupils to complete good-quality writing tasks in subjects other than English
  – all teachers insist that pupils do their best when writing in different subjects
  – teachers always have sufficiently high expectations of pupils' learning, particularly the most able
  – teachers consistently set work for pupils which is at the right level of challenge for pupils so it is not too hard or too easy
  – teachers give pupils clear and specific advice about what they can do to improve their work.

Judgements

Achievement	3
Teaching and learning	3
Behaviour and Safety	2
Leadership and Management	2
EYFS	2
Overall	3

Rationale

The main purpose of this plan is to meet the schools core objective of achieving outstanding status at its next Ofsted inspection. We aim to do this by:

•   Maintaining school attainment outcomes that are above national average.
•   Supporting all children in making expected or better than expected progress from their starting point.
•   Continually improving the quality of teaching to ensure the highest outcomes for all learners.
•   Promoting and expecting outstanding behaviour for learning from all stakeholders.

In 2016 the school performed above national averages in achievement at all key stages of the primary curriculum. This plan will ensue the school continues to improve by ensuring work is focussed on children meeting their full potential. The school will do this by:

•   Investing in high quality CPD to further improve the quality of teaching and ensure strategies are current.
•   Improving the use of assessment information to have a greater impact on pupil progress.
•   Establishing links with other schools and organisations in order to share good practice and to further develop our own practice.
•   Maintaining a culture of positive reinforcement that celebrates all achievements and supports children that make the wrong choice.

Targets

EYFS

GLD – 78%

Phonics screening

85%

KS1

	EXS	GD
Reading	80%	30%
Writing	78%	23%
SPAG	80%	23%
Maths	80%	28%

KS2

	EXS	GD
Reading	83%	34%
Writing	83%	28%
SPAG	85%	28%
Maths	83%	28%

Key Development foci

Outcomes for pupils - *Attainment, progress and the quality of learning over time, for individuals, different groups, particularly SEND pupils and DA pupils*	
Develop teaching so that more children reach exceeding levels of development by: • Use questioning highly effectively and demonstrate understanding of the ways children learn • Identify children's misconceptions and act to ensure they are corrected swiftly	*Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.* *Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.*
Quality of Teaching, Learning and Assessment - *Expectations, engagement, motivation, challenge, independence, reading and literacy skills, core numeracy skills, assessment and next steps in learning*	
Ensure all children are suitably challenged in all lessons by: • Planning activities that stretch the most able • Maximising use of time and resources to support learning • Identifying and supporting pupils who fall behind and who may be from disadvantaged families	*Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.* *Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.*
Personal Development, Behaviour and Welfare - *Including behaviour in lessons & around the school, independency in learning, resilience to challenging tasks, attendance & punctuality, attitudes towards others, how well protected from bullying, views of pupils/parents*	
Improve whole school procedures for ensuring the wellbeing of all children by: • Developing further the impact of LSA's • Creating a central support hub for children with SEN • Providing a rich variety of intervention • Developing holistic approaches to responding to wellbeing concerns	*Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.* *Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.* *For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.*
Effectiveness of Leadership and Management - *How well leaders demonstrate ambition for pupils, improve teaching and learning, develop staff, sustain improvement. Accuracy of SSE, appropriate curriculum, governance, equal opportunities, safeguarding, and partnerships*	
Continue to develop leadership at all levels including: • The role of the governing body • Increasing the impact of middle leadership • Expanding partnerships with other schools	*Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.*
Effectiveness of the Early Years Provision - *Quality of teaching, breadth of curriculum, behaviour and safety, parental engagement, development of core skills, progress of children from starting point*	
Develop the planned impact of adults in the Early Years setting by: • Timetabling specified literacy and numeracy teaching • Identifying differentiated outcomes for children weekly • Developing the learning environment to allow for more application of skills	*A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.* *Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves.*

Outcomes of pupils
Attainment, progress and the quality of learning over time, for individuals, different groups, particularly SEND pupils and DA pupils

Strengths	Areas of Development
EYFS • Outcomes continue to improve on a 3 year trend. GLD is now 73.3%, maintaining the schools performance above national averages • The number of children exceeding expectations in speaking and listening, literacy and numeracy has improved significantly and is now above national average • There was a +2.63 increase in APS in all areas of learning from 2015 to 2016. APS score is now 34.8 **Phonics** • Outcomes in phonics significantly increased in 2015, lifting from 74% to 83% addressing the dip in results in 2015 • Both boys and girls have performed above the national average • 86.7% of children retaking the screening in Year 2 passed meaning 96.6% of children left Year 2 in 2016 having passed the phonics screening **KS1** • Outcomes for reaching the expected standard and working at greater depth are above national in all core areas of learning • Outcomes in 2016 maintain an upward trend in performance from 2014 to now • Performance of boys and girls both above national averages **KS2** • Outcomes for reaching the expected standard are significantly above national averages • The average scaled scores in the areas tested are all above national averages • The performance of disadvantaged children is in line with or above the performance of other children in reaching the expected standard • Progress indicators show that the school is performing above national averages in all areas of assessment	**EYFS** • Improve the expected outcomes in writing through the integration of Literacy Tree teaching sequences • Through the development of the learning environment provide more opportunities to demonstrate creative learning skills • Work with Early Year Teaching School to develop our provision for understanding the world **Phonics** • Continue to work to increase the overall number of children achieving the expected standard • Provide intervention in Year 1 and 2 for disadvantage pupils to accelerate their progress and improve on the % of disadvantaged children passing the test (50% in 2016 Year 1) **KS1** • Use the Pupil Premium funding to better support DA children in reaching the expected standard in maths. • Provide additional support for children in preparation for the SPAG test 2017 • Continue to improve the proportion of children that reach a level of greater depth **KS2** • Provide a greater level of challenge to ensure a greater proportion of children meet the greater depth standards in all areas • Develop the use of higher order questioning linked to reading in order to increase the number of children reaching the expected standard • Continue to build strong links with other local schools to ensure a rigorous process in maintained for moderating children's outcomes in writing

Grade: 1/2
Outcomes of pupils are good or better because the attainment of almost all groups of pupils is broadly in line with national averages. From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally. Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.

Action	Time/£	Who	Outcome
Adapt and refine the schools assessment system so that it: • Provides all children with opportunities to embed age related expectations • Provides clear expectations for children who are exceeding age related expectations	3xStaff meetings	ALL	*Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils.*
Through the use of the pupil premium funding provide additional support for children in developing core skills including: • Phonics • HFW recognition • Spelling • Times tables • Basic number skills	LSA training fortnightly Daily intervention sessions	CT's LLT	*From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.*
Develop 'GAPS' interventions in school that pre teach to gaps in knowledge before children with SEN or who are working below age expected levels, access learning in the classroom	Planning time for HLTA and LSA's Timetabled sessions weekly	CT's LLT	*The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.*
Through a partnership with Jariram develop a coaching model in school with children to ensure all adult interactions (verbal and written feedback) with children lead to improvements in learning. • Year group coaching sessions • Whole school INSET • Developing communication CPD	3 x coaching sessions per Year group 1 x Whole school INSET 2 x Staff meetings	HT	*Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.*

Quality of Teaching, Learning and Assessment - *Expectations, engagement, motivation, challenge, independence, reading and literacy skills, core numeracy skills, assessment and next steps in learning*	
Strengths	**Areas of Development**
• Teachers make effective use of assessment information and time in lessons to ensure all children make good and better progress at an appropriate level • Teaching assistants and other adults work effectively to support different groups of pupils, including those with special educational needs through effectively targeted intervention • Children are given a variety of opportunities to apply literacy and mathematical skills in a variety of contexts across the curriculum	• Use questioning highly effectively and demonstrate an understanding of the way children learn to identify misconceptions and act to ensure they are corrected quickly through verbal and written feedback • Using assessment information and new systems to ensure the more able children are consistently challenged to achieve greater depth standards • Apply a variety of structures to teaching that support all children in making good or better progress

Grade: 1/2

Quality of teaching is good or better because In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning. Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.

Action	Time/£	Who	Outcome
Continue to develop the schools effective approach to marking and feedback by: • Reviewing and sharing good practice • Establishing the most effective approaches used in school • Establishing marking buddies to meet weekly for a 'marking party'	Weekly buddy marking sessions 1 x staff meeting	SLT LLT CDT	*Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.*
Launch the use of Pobble in Year 6 as a tool to provide children with relevant models of writing and an audience with which to share their own writing with a view to school wide use	Training for Year 6 teachers 1 x staff meeting	Lit lead	*Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning*
Use of in school strengths and examples of best practice to improve teaching through: • Peer obs • Team teaching • Videoed lessons shared in cpd • Buddy coaching system • Coaching and mentoring	6 x staff meetings Regular class release for CT's Weekly sessions for LLT	SLT	*Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils*
Establish links with outstanding schools in Bromley to observe and share outstanding practice in the classroom	Regular class release for CT's HT attendance at group meetings	HT	*Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations*

Personal Development, Behaviour and Welfare - *Including behaviour in lessons & around the school, independency in learning, resilience to challenging tasks, attendance & punctuality, attitudes towards others, how well protected from bullying, views of pupils/parents*	
Strengths	**Areas of Development**
• Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use information to develop, consolidate and deepen their knowledge, understanding and skills. • Children conduct themselves with pride at all times. Children work hard to promote the school values both in the classroom and around the school. Children regularly display outstanding learning characteristics. • The school has robust systems in place to promote children's welfare at all times. Children feel safe at school and have an understanding of how to keep themselves safe in different situations and settings.	• Develop an ambassador system linked to the school's values in order to recognise all children's outstanding behaviour and use them as a model for others to aspire to. • Work more regularly with parents to ensure all are aware of the dangers for children online. • Through the work of the school council develop further the schools effective approach to combating bullying by achieving the BIG award.

Grade: 1

Personal Development, Behaviour and Welfare is outstanding because Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action.

Action	Time/£	Who	Outcome
Establish the ambassador system that rewards outstanding behaviour in line with the schools core values	Assemblies every 3 weeks	SLT	*Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.*
Develop a V matrix that records the levels of vulnerability in children and identifies key objectives for those children to ensure their wellbeing is maintained	Updated half termly for PPR's	SENCO	*For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.*
Develop whole school approaches to maintaining wellbeing: • All classes to include a worry monster and 'shout out' box to encourage children to voice concerns and praise one another • Use PSHE sessions, both in assembly and class, to support children in dealing with current issues • Establish daily fitness routines for all children in the school	4 x staff meetings 1x whole school INSET	SLT ALL	*The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.*
Create an intervention menu that clearly identifies all possible interventions that can support different needs in the school. This will include information regarding cost, time and staffing implications	**PPR reviews of intervention programs**	SENCO	*For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.*
Further develop the schools specialist support through trained staff that support the behaviour for learning of children with: • ASD • Sensory needs • Dyslexia		SLT	*For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.*

Effectiveness of Leadership and Management - *How well leaders demonstrate ambition for pupils, improve teaching and learning, develop staff, sustain improvement. Accuracy of SSE, appropriate curriculum, governance, equal opportunities, safeguarding, and partnerships*	
Strengths	**Areas of Development**

• Actions taken by school leaders at all levels have led to substantial improvements in progress for all specific groups of children in the school. Progress is rising across the curriculum leading to higher levels of achievement in all year groups.
• A board and balanced curriculum inspires pupils to learn. Children acquire a range of knowledge, understanding and skills in all aspects of their education. Children are given a variety of opportunities to apply their literacy and numeracy skills across the curriculum.
• Leaders deploy additional resources and staff to effectively support children with SEND and who are in receipt of pupil premium to ensure they make at least good progress from their starting points.
	• Ensure an effective transition from the IAB to the new local governing body of the school by:
	  • Recruiting new members to the LGB
	  • Providing access to relevant training for new governors
	  • Developing better opportunities for governors to observe in school practice and receive relevant information about the schools performance
	• Develop the impact of the curriculum development team as a 3rd layer of leadership in the school. Increase their capacity to monitor and develop teaching and learning in their subject area.

Grade: 1

Effectiveness of Leadership and Management is outstanding because The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics. Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas. Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school. The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning. Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work. Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe.

Action	Time/£	Who	Outcome
Raise the profile of the CDT through: • Providing accountability for the standards in their subject • Coaching members through the process of monitoring and feedback • Establishing non-negotiables for their subject	Fortnightly meetings Half termly management release	HT CDT	*The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.*
Establish an effective governing body that: • Monitors the schools progress against the development plan • Holds the school to account for performance • Provides a critical friend to support progress	6 x finance and personnel meetings 6 x FGB meetings 3 x governor days	HT GOV	*Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.*
Complete a series of outreach projects linked to the curriculum to establish the school at the heart of the community	6 key events Half termly management	CDT	*Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.*

	release		
Develop better communication between parents to provide greater insight into the school and their child's achievements through: • Developing the ARBOR parent portal • Introducing termly parent days • Developing the schools use of blogging and social media	Constant access to basic information Termly access to detailed assessment information	HT DHT	*Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.*
Establish a central SEND support hub – The Hanger. The hub will: • Provide an alternative working environment for children ASD • Support children with social communication needs • Support sensory needs	Daily access for children with high level of need	SLT	*Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils.*

Effectiveness of the Early Years Provision	- *Quality of teaching, breadth of curriculum, behaviour and safety, parental engagement, development of core skills, progress of children from starting point*
Strengths	**Areas of Development**
• Children make better than good progress from their starting points in order to reach above national outcomes at the end of EYFS. • A highly stimulating environment and strong organisation of the curriculum provides children with a rich and wide range of learning experiences linked to a main theme in the class, both inside and outside. • Children make excellent progress in speaking and listening skills through the consistent and effective teaching that continually responds to the needs of the children.	• Integrate Literacy Tree teaching sequences to further develop children's early writing skills • Develop a more structured group work approach to planned activities for writing and maths. Ensure all children spend significant time daily applying taught core skills. • Ensure the school provides suitable professional development specific to early year's education for all adults in the setting through collaboration with an early years teaching alliance.

Grade: 2

Effectiveness of the Early Years Provision is good because Leaders and managers have an accurate picture of the strengths and weaknesses of the provision as a result of effective self-evaluation. The impact of concerted and effective action to improve provision, including the training and development of staff, can be seen in children's achievement. The curriculum provides a broad range of interesting and demanding experiences that meet children's needs and help them make progress towards the early learning goals. All adults have high expectations of children based on accurate assessment of children's skills, knowledge and understanding when they join the school. Practitioners use regular and precise assessments of children's learning and development to plan activities that are suitably challenging for all children. Children make at least typical progress and most children make progress that is better than this from their starting points. Children's behaviour is good and shows that they feel safe. They gain an understanding of risk through activities that encourage them to explore their environment.

Action	Time/£	Who	Outcome
Establish a system for grouping children based on ability for literacy and numeracy skills to provide targeted activities that ensure children make progress in skills from their starting points	Daily literacy, phonics and maths QFT	EYFS Lead	*Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs.*
Develop the timetable in early years to ensure a balance of quality first teaching, targeted group work and free choice.	Daily literacy, phonics and maths QFT	EYFS Lead SLT	*Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs.*
Develop the learning environment to provide opportunities for children to apply skills in all areas of the curriculum both inside and out.	Weekly planning Daily management	EYFS Lead	*A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.*
Introduce whole school initiatives to children in EYFS such as: • Literacy tree schemes of work • Challenge curriculum • Maths reasoning • Structured guided reading To better prepare them for the transition into Year 1.	1 x day of CPD with Literacy Tree Half termly support from LLT	EYFS Lead Lit Lead Num Lead	*Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education.*