

Furze Primary School Development Plan

Academic Year	2022-2023
Last Review	Autumn 1
Next Review	Autumn 2
Key input from	SLT (GG, MR, LH, LR, GP)

Contextual Information

The school is in a period of transition following what has historically been a stable staff with very little turnover. This year there is a new Headteacher, School Business Manager, and Home-School Link Worker. Additionally, a Deputy Head and the Chair of Governors have only been in post from September 2021. There is also a new DHT in an acting capacity (filling in for a maternity leave vacancy). There are three new class teachers including two ECTs. Two middle leaders have been appointed to roles as phase leaders for the first time (both in acting roles) following established school leaders taking maternity leave or moving onto new roles this year. The school's phonics and early reading lead is new to role as is the EYFS lead who is also covering for maternity leave.

We are a diverse community of pupils, staff, parents and governors (the school represents 14 out of 17 possible ethnic groups). Our pupils represent both the ethnic but also neuro-diversity of our locality and community. Our school caters to a high proportion of pupils with SEND and proportionately, an extremely high number of pupils with an EHCP. We recognise the huge potential of all our pupils but are also clear on the barriers to learning they face. We are not a typical Surrey school in terms of the socio-economic background of many of our stakeholders. Merstham is one of, if not *the* most economically deprived locality in Surrey. The pupils we serve primarily live in the 10-20% **most** economically deprived communities both within Surrey ([Indices of Deprivation 2019](#)) but also, in stark contrast, within a short distance of some of the **least** deprived areas in Surrey. We are therefore working within an area of significant economic deprivation within an otherwise affluent County.

Whilst these challenges are acknowledged for the purpose of context, we also use them as a driver for change and to fuel our determination to improve the life-chances of our pupils. Our moral purpose is strongly driven by the disadvantaged backgrounds of many of our pupils. This shapes our decision-making at a strategic and operational level and defines who we are as a school. ***Instilling a love of learning*** is our primary goal. We understand as educators that **a child who becomes a life-long learner has a greater chance of achieving social mobility and an overall better quality of life as an adult.**

In response to the above we seek to:

- Ensure that our school is a safe space for pupils and the wider community
- Deliver a high-quality curriculum that is:
 - ambitious and engaging
 - inclusive
 - underpinned by high quality teaching
 - makes use of our outdoor facilities

- is delivered by nurturing and caring staff

- Provide a wider school experience that provides numerous enrichment opportunities that build cultural capital for our pupils.
- Create a safe, warm and friendly environment for everyone where well-being and good mental health is prioritised.
- Build strong community links and networks of support for pupils and parents.

Pupils on Roll	439	PP (number and %)	103 (23.46%)	SEND (number and %)	73 (16.63%)
EHCP (number and %)	27 (6.15%)	EAL (number and %)	65 (14.81 %)	Attendance / PA %	94.8% / PA- 17.85%

Last OFSTED outcome (2017): Good

Next steps identified in the OFSTED report:

Leaders and those responsible for governance should ensure that:

- **The quality of the teaching of phonics is consistently high, so that pupils' progress in their phonics skills and reading accelerates and a greater proportion reach the expected standards in key stage 1.**
- **Teachers provide greater challenge and opportunities for pupils to develop their reasoning skills and solve problems in mathematics in key stage 2.**

What are we focussed on for 2022-2023?
Key Objectives

Safeguarding	<ul style="list-style-type: none"> ● Strengthening our already strong safeguarding processes through: <ul style="list-style-type: none"> ○ Widening the scope of information inputted into CPOMS to include behaviour incidents. ○ Improving site security and addressing associated safeguarding / H&S issues connected to premises to further minimise risks.
Quality of Education	<p><u>OVERARCHING OBJECTIVE:</u></p> <p>Build on outcomes in all subjects and phases across the school by improving the overall quality of teaching and learning (with focus on delivering consistency in quality first teaching) and utilising recovery and intervention programmes effectively. The objective focuses on the delivery of quality first teaching to:</p> <ul style="list-style-type: none"> ● Close gaps that have arisen between Furzeffield and national averages in core subjects. ● Diminish the difference between disadvantaged and non-disadvantaged pupil outcomes. ● Ensure pupils with SEND make good progress across the school. ● Strengthening remote learning policy and procedures. <p>The overarching objective encompasses:</p> <p><u>Phonics and Reading:</u></p> <ul style="list-style-type: none"> ● Improve the quality of teaching in phonics so that it is consistently of a high standard (next step from previous Ofsted report) and ensure that teaching is aligned to the RWI program. Surpass previous year's PSC results of 77% as an outcome from this. Our aspirations are to meet DfE national expectations of 95% or better. ● Reading for pleasure is prioritised to promote a love of reading and rich book talk across the school. Pupils and staff can talk confidently about their reading diet. The school curates an environment and culture where pupils can flourish and become wide consumers of literature. <p><u>Mathematics:</u></p> <ul style="list-style-type: none"> ● (Next step from previous Ofsted report) Increase opportunities for greater challenge, reasoning and problem solving in mathematics across KS1 and KS2. ● Improve outcomes in KS1 mathematics so that they are at least in line with but should surpass national.

	<p><u>Writing:</u></p> <ul style="list-style-type: none"> • Improve outcomes in writing across the school so that they are at least in line with but should surpass national. <p><u>SEND / PP:</u></p> <ul style="list-style-type: none"> • Ensuring that staff have a good understanding of cognitive load, scaffolding and adaptation - this should aim to increase levels of independence for pupils with SEND and disadvantaged pupils. • Barriers to learning are identified, communicated and understood by teaching teams. Lessons and activities are planned to meet the identified needs of SEN and disadvantaged children and intervention is in place for each child as necessary. • Delivering targeted support and intervention (through NTP or other interventions) for pupils below age-related expectations (the lowest 20%) and with a focus on children in receipt of the pupil premium. <p><u>Remote learning policy and procedures:</u></p> <ul style="list-style-type: none"> • Reviewing policy to ensure it meets DfE requirements. • Set-up of a remote learning platform that can be accessed via non-specific device types on any operating system. • Training for staff, parents and pupils on use of platform. • Development of new remote learning policy centred around learning platform of choice.
Behaviour and Attitudes	<ul style="list-style-type: none"> • Improving consistency in administration of behaviour policy across the school leading to minimisation of low-level disruption in classrooms and maximised learning time. • Improving consistency in the school's understanding of our values and core beliefs as an organisation. • Improve the attendance of a small minority of pupils who present as persistently absent.
Personal Development	<ul style="list-style-type: none"> • Continuing to build on the support we offer to pupils and staff around mental health and wellbeing and maintaining this as a high priority at all times. • Increase the profile of equality objectives and in particular unconscious bias for staff in order to raise better awareness of this issue.
Leadership and Management	<ul style="list-style-type: none"> • Increase CPD opportunities available for all staff, especially in phonics, including support staff, admin and premises staff to build capacity and improve expertise in their respective areas. • Strategically plan for succession and build strong leadership capacity for middle leaders through professional qualifications in order to prepare them for senior leadership roles within the next 2-3 years. • Increase opportunities to collaborate with other schools (both local and out of County) to broaden opportunities for school leaders to develop and learn from other settings.



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| | <ul style="list-style-type: none">• Engage with the DfE's workload reduction toolkit in order to conduct a review of teacher workload and keep staff wellbeing as a focal point for leadership going forward.• Actively seek external validation and invite scrutiny in areas identified for improvement. |
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Breakdown of Objectives - SAFEGUARDING			
What are we focussed on? (Key Objectives)	Why are we doing this? (Rationale and context)	What are we going to do / by when / expected outcomes? (Success Criteria)	RAG
Widening the scope of information inputted into CPOMS to include behaviour incidents.	Currently behaviour issues are recorded in the school's MIS system and the process and procedures in place for this are robust. We recognise however that analysis of patterns of behaviour can often be useful for staff to form a wider picture of a child from a safeguarding perspective therefore it makes sense to have both behaviour and safeguarding recorded within the same system to make this process more efficient.	<p>Autumn</p> <ul style="list-style-type: none"> Review categories in CPOMS and create new categories to prep for behaviour recording in CPOMS. DSLs / Behaviour Lead is trained on running reports in CPOMS to analyse frequency of behavioural issues. A2 – staff are informed about transition process and systems put in place to ensure behaviour records begin to be entered via CPOMS. HT to remind staff of new procedures through weekly HT briefings. 	
		<p>Spring / Summer</p> <ul style="list-style-type: none"> Staff are consistently recording behaviour incidents into CPOMS. This is allowing DSLs to triangulate issues and make faster, more nuanced decisions around escalation of safeguarding matters. A culture of over-recording into CPOMS is being built in school. 	
Improving site security and addressing associated safeguarding / H&S issues connected to premises to further minimise risks.	The school recognises that site security has been raised as an issue in the past and it is right that we respond to this effectively and efficiently. There is no immediate risk of harm as a result of current site security or H&S standards however we wish to ensure that the school site is as secure as it possibly can be for all pupils as well as those with individual needs. We wish to ensure that we are doing everything to further	<p>Autumn</p> <ul style="list-style-type: none"> Health and Safety check with external consultant, Site manager and HT. Ensure any risk assessments are in place regarding site security. Identification of any key issues specific to site security, in particular exit and entry points. SBM / finance involvement to identify funding for improvements required. Explore viability of CCTV systems and methods of communication across school site - obtain quotes by beginning A2. Any critical upgrades identified, costed and implemented before end of A2. Book positive touch training for entire staff by end of A1. 	

	<p>improve the strength of our site security measures and overall health and safety of all stakeholders.</p>	<div data-bbox="1120 284 2145 651"> <p>Spring</p> <ul style="list-style-type: none"> • Engage in termly cycle of monitoring, identification and response. Health and Safety check with external consultant, Site manager and HT. • Incremental site security improvements have improved overall safety of pupils / security of premises. Any children identified as at risk of attempts to escape premises are safer as a result and entry to site is easier to secure. • By Sp1 CCTV use and walkie talkies should be part of school provision. </div> <div data-bbox="1120 651 2145 1011"> <p>Summer</p> <ul style="list-style-type: none"> • Engage in termly cycle of monitoring, identification and response. Health and Safety check with external consultant, Site manager and HT. • Incremental site security improvements have improved overall safety of pupils / security of premises. Any children identified as at risk of attempts to escape premises are safer as a result and entry to site is easier to secure. • By Sum1 CCTV use and walkie talkies should be fully embedded parts of school provision. </div>
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Breakdown of Objectives – QUALITY OF EDUCATION			
What are we focussed on? (Key Objectives)	Why are we doing this? (Rationale and context)	What are we going to do / by when / expected outcomes? (Success Criteria)	RAG
<p>Improve outcomes in all subjects and phases across the school by improving the overall quality of teaching and learning (with focus on delivering consistency of quality first teaching) and utilising recovery and intervention programmes effectively. The objective focuses on the delivery of quality first teaching to:</p> <ol style="list-style-type: none"> 1. Close gaps that have arisen between Furze and national averages in core subjects. 2. Diminish the difference between disadvantaged and non-disadvantaged pupil outcomes. 3. Ensure pupils with SEND make good progress across the school. <p>Under the umbrella of this objective, further individual objectives in specific areas have been identified for this academic year:</p> <ul style="list-style-type: none"> • Improving phonics outcomes. 	<p>Great outcomes for pupils can only arise from great teaching. The quality of teaching practice is therefore understood by the school to be critical to its continued improvement.</p> <p>An ambitious and well sequenced curriculum is essential to ensure that children leave our school with the knowledge and skills required to thrive in the next stage of their education. Our curriculum is ambitious and well thought out, but we recognise that there could be more clarity amongst staff around how the different units fit together across the year and in particular across year groups. We want staff to be able to talk about “why” we teach something at this point in the year and “how” it connects to previous and future learning.</p> <p>It is recognised that an understanding of how learning happens and the basic principles of cognitive science are key to our ability to teach more effectively. The</p>	<p>Autumn</p> <ul style="list-style-type: none"> • Begin to introduce concepts and research in the field of cognitive science into weekly staff briefings. • Staff meeting CPD sessions around cognitive science are booked in for A2. • Wider CPD opportunities made available to staff which have a positive impact on teaching practice. • Leverage ECT knowledge to help build the culture within school, getting them to share their learning and resources in this area. • Conduct a full review of curriculum and progression maps and identify areas for improvement. • Organise subject leader release time to conduct more focussed CPD on curriculum sequencing and knowledge. • Set regular monitoring and evaluation schedules for MLT and SLT. Change previous culture of standalone observations and gradings to regular drop-ins and coaching conversations. • Class teachers to have a clear understanding of groups of pupils with barriers to learning within their class. Fluid groupings and targeted support emanates from this starting point. • Characteristics of behaviour for learning are clear to pupils and staff through improvements to behaviour policy. • Ensure technology in school is fit for purposes of delivering quality first teaching through an IT audit and proposal for refresh. New tech should aim to be available to teaching teams by end A2. 	

<ul style="list-style-type: none"> • Strengthening the culture of reading within the school. • Improving outcomes in Mathematics. • Improving outcomes in Writing. • Improving practice around SEND provision. <p>Strengthening remote learning policy and procedures.</p>	<p>recent DfE white paper makes specific reference to “a rigorous commitment to using, building and sharing evidence”. We recognise as a school that it is often our newest qualified teachers that have the most recent exposure to the principles of cognitive science and how it applies to the classroom and we must refresh and widen that exposure to <i>all</i> teaching teams in school if we are to build a culture of evidence-informed practice.</p> <p>We recognise the need to improve upon the consistency and strategy around our remote learning provision. The pandemic has taught us as a profession to prepare for the worst but hope for the best. This needs to be more strongly reflected in our contingency planning in the event of another national lockdown.</p>	<p>Spring</p> <ul style="list-style-type: none"> • Cycle of monitoring and feedback leads to CPD offer adjustments. • Common language of evidence informed practice and research-led approaches are becoming more prevalent. • Curriculum maps showing clear progression of knowledge and skills following review. • CPD opportunities showing impact on teaching practice through monitoring and evaluation cycle. • High quality work is evident in books and standard is maintained consistently. • Termly assessment shows all pupils are making progress in core subjects and phonics relative to their Autumn term starting points. <p>Summer</p> <ul style="list-style-type: none"> • Strong outcomes in core subjects and accelerated progress for bottom 20% / PP and SEND cohorts as a result of high-quality teaching.
<p>Phonics and Reading:</p>		
<p>Improve the quality of teaching in phonics so that it is consistently of a high standard (next step from previous Ofsted report) and ensure that teaching is aligned to the RWI program. Surpass previous year’s PSC results of 77% as an outcome from this. Our goal is to make an improvement over last year’s results and reach a pass rate in line with DfE national expectations of 95%.</p>	<p>We must respond to data, previous Ofsted input, as well as external audits and validation from local authority school improvement teams in this area.</p> <p>Phonics screening check results were above national last year (77%) however they were not at the level that we would ideally like them to be. We have high aspirations for all pupils and we should be aiming for the DfE’s target of 95%. Confident readers have better access to the broader curriculum therefore more opportunities to build a</p>	<p>Autumn</p> <ul style="list-style-type: none"> • Review current provision and invite external validation from school improvement team. • Ensure the school environment and website reflects fidelity to the RWI program – A1. • Ensure that children are taking home a decodable book aligned to the program. • Improve confidence of phonics lead and phonics teaching staff through establishing new training opportunities. • By end A1 ensure RWI lead has a firm date for RWI leadership training and support in place and has visited at least one other school who delivers RWI phonics to a high standard. • By end A1 have a monitoring plan in place for RWI lead to support other staff and engage in coaching.

	<p>rich base of knowledge and skills by the end of their primary school journey. Reading is a driver for social mobility and leading a happier and more successful adult life.</p> <p>Whilst the RWI package was purchased in Summer 2019, disruption due to COVID meant that embedding of the program was severely disrupted. In effect, the school has been delivering the program for just one uninterrupted academic year (2021/2022). Between 2019-2021 there have been changes to RWI leadership and staff delivering the program. Whole-school training or RWI leadership support was not bought in by the school at that time. Training within that timeframe was led by RWI leads by cascading the external training and then subsequently by coaching led by the RWI lead in 2021/2022. We acknowledge that the omission of external whole school training (from RWI) and allocation of a leadership support partner in 2021/2022 has led to some inconsistencies in the quality of provision (however surpassing national PSC pass rate was encouraging and an indicator that larger gains can be made this year if training needs are addressed).</p>	<ul style="list-style-type: none"> • By end A1 ensure that RWI portal access has been secured in order to facilitate training for all staff. • Increase capacity of EYFS lead to ensure a good understanding of RWI provision in order to give additional support to RWI lead. Ensure EYFS lead attends leadership training with RWI lead. • Cycle of assessment and adjustment of provision is in place and overseen by RWI lead and T&L lead. • Ensure whole school training is purchased and booked in for next available INSET. • Staff confidence in delivering the program is dramatically improved as a result of access to training. • Half-termly assessment shows continued progress for all children on the program. • All phonics lessons by end A2 will reflect consistency in quality of provision.
		<p>Spring</p> <ul style="list-style-type: none"> • Improved consistency and confidence is observed in quality of phonics lessons. • RWI lead is confident in her leadership of the subject and has the requisite release time and support to deliver sustainable improvements. • Monitoring and evaluation schedule is firmly in place and is routinely used to modify provision / adjust CPD requirements. Refinements to practice are achieved through RWI lead coaching and modelling as well as referral to Ruth Miskin portal training. • Half-termly assessment shows continued progress for all children on the program. On track to exceed previous year PSC pass rates.
		<p>Summer</p> <ul style="list-style-type: none"> • Phonics teaching at Furzeffield are consistent, demonstrate complete fidelity to the RWI program and are part of “how we do things here.” • Previous PSC pass rate is significantly higher than previous academic year (with the aim of meeting DfE expectations of 95%).

<p>Reading for pleasure is prioritised to promote a love of reading and rich book talk across the school. Pupils and staff can talk confidently about their reading diet. The school curates an environment and culture where pupils can flourish and become wide consumers of literature.</p>	<p>Establishing a rich reading culture within school is key to achieving our goal to produce confident and fluent readers at each appropriate end of key stage. The socio-economic placement of the school requires positive reading culture to be embedded in order to unlock the wider curriculum and improve life-chances for our pupils.</p>	<p>Autumn</p> <ul style="list-style-type: none"> • Ensure that there are high quality texts being read in every classroom. • Increase opportunities for book discussions, modelling of reading and questioning through introduction of whole-class guided reading. • Reading leader is supported by DHT T&L and is booked onto CPD to support leadership in this area. Links with other schools to also be made by A2 to further support our leadership and development in this area. • Regular access to and use of both school and local libraries. <p>Spring</p> <ul style="list-style-type: none"> • Conduct SLT pupil voice sessions to discuss the profile of reading across the school. Children should be able to articulate favourite authors and genres. • Parent workshops and author visits to be organised and delivered. <p>Summer</p> <ul style="list-style-type: none"> • The school environment and ethos strongly reflects a culture of reading. Pupils and staff are able to talk about books and reading with confidence. Improved outcomes in reading compared to last academic year reflects this.
<p>Mathematics:</p>		
<p>(Next step from previous Ofsted report) Increase opportunities for greater challenge, reasoning and problem solving in mathematics across KS1 and KS2. Improve outcomes in KS1 mathematics so that they are at least in line with but should surpass national.</p>	<p>Whilst outcomes in key stage 2 were above national in mathematics they were below national in key stage 1. We recognise the need to respond to external validation / Ofsted, and it is reasonable to suggest that increasing opportunities for greater challenge, reasoning and problem solving will lead to improved outcomes in key stage 1 as well as key stage 2. A longer-term plan to develop and embed a maths mastery</p>	<p>Autumn</p> <ul style="list-style-type: none"> • Subject leader action plan is reviewed and revised. • Subject leader is given opportunities to engage in further CPD and network meetings. • Subject leader CPD begins initial implementation phase of Concrete / Pictorial / Abstract approach by A2 as an entry point into maths mastery. Facilitate engagement with Maths Hub at this phase. • Subject leader focus support on EYFS and KS1 provision. • Focus on stretch and challenge for most able learners is the focus of CPD and monitoring and evaluation cycles.

	<p>approach in school is needed to further strengthen provision in mathematics and ensure better outcomes.</p>	<p>Spring</p> <ul style="list-style-type: none"> Monitoring and evaluation of maths provision shows CPA approach is demonstrated in all classrooms. Staff CPD is built from observations during this cycle to respond directly to needs. Monitoring of planning and learning walks show that opportunities to stretch and challenge the most able are in place. Monitoring of planning and learning walks show that opportunities for pupils to engage in reasoning and problem-solving activities are consistent across the school.
		<p>Summer</p> <ul style="list-style-type: none"> Improvements in quality of teaching but also focus on implementation of the CPA approach and greater opportunities to challenge and engage in reasoning and problem-solving activities result in strong improvement in pupils meeting the expected and GDS standards at least matching but ideally exceeding national averages.
Writing:		
<p>Improve outcomes in writing across the school so that they are at least in line with but should surpass national.</p>	<p>Writing is the area that has taken the biggest hit post pandemic both nationally but significantly across our school. Additional objectives relating to phonics and reading will assist towards improving outcomes in this area however this is not in itself sufficient. Training and support for staff are required to improve outcomes in this area.</p>	<p>Autumn</p> <ul style="list-style-type: none"> Review of curriculum map and skills progression. Staff meeting CPD to refresh on Talk for Writing scheme and teaching techniques. Monitoring and evaluation cycles focus on opportunities for spelling, grammar and punctuation as well as sentence structure. Pupils requiring Interventions are targeted and interventions are organised and delivered. Impact of interventions are evident in books.
		<p>Spring</p> <ul style="list-style-type: none"> Overall push on quality first teaching, reading and phonics to feed into improvements to writing outcomes. Monitoring and evaluation cycles show strong evidence of frequent opportunities to write and pupil response to feedback.

		<p>Summer</p> <ul style="list-style-type: none"> Impact of writing subject leader is demonstrable through improved outcomes. Writing outcomes for children at the expected standard are at a minimum aligned to but ideally will surpass national averages.
<p>SEND / PP:</p>		
<p>Barriers to learning are identified, communicated and understood by teaching teams. Lessons and activities are planned to meet the identified needs of SEN and disadvantaged children and intervention is in place for each child as necessary.</p>	<p>Clear identification of individual barriers to learning is the first step to securing term on term progress for pupils.</p>	<p>Autumn</p> <ul style="list-style-type: none"> Review of SENCO processes and procedures. Organise regular SENCO learning walks to build better understanding of what is happening in classrooms. Provision maps, ISPs and EHCPs clearly identify needs. Planning review with a SEND / PP focus to be carried out in order to monitor and evaluate provision. SENCO review of interventions through learning walks and planning scrutiny.
<p>Ensuring that staff have a good understanding of cognitive load, scaffolding and adaptation - this should aim to increase levels of independence for pupils with SEND and disadvantaged pupils.</p>	<p>Teachers cater to the differing needs of the pupils in their classrooms however we recognise the importance of building independence for pupils who require support as a key piece of the puzzle in unlocking potential. Teachers and support staff differentiate for all pupils depending on need however there is more nuance and understanding required around how to scaffold learning, especially for support staff. Scaffolding appropriately allows for greater independence and removes any artificial ceiling that differentiation alone may inadvertently impose.</p>	<p>Autumn</p> <ul style="list-style-type: none"> SENCO review of previous CPD delivered in this area. Planning for additional CPD this term to be put into place. Explore options for external CPD in this area. Continue monitoring and evaluation in this area to inform CPD requirements. <p>Spring</p> <ul style="list-style-type: none"> Staff meeting CPD allocated to allow SENCO to deliver training and review provision. Support staff release organised to allow for engagement in training. Monitoring and evaluation shows improvement in provision. Impact is measurable through progress markers.

		<p>Summer</p> <ul style="list-style-type: none"> • Good practice in scaffolding and adaptation is embedded and forms part of staff induction. • End of year outcomes show significant term on term progress for pupils with SEND and collaterally a significant closing of the PP gap as a result of improvements in this area.
<p>Delivering targeted support and intervention (through NTP or other interventions) for pupils below age-related expectations (the lowest 20%) and with a focus on children in receipt of the pupil premium.</p>	<p>It is important we utilise any additional capacity we have (i.e. roles created through NTP or recovery funding) to overcome barriers to learning and address significant PP gaps that materialised following assessments at the end of 2021/2022.</p>	<p>Autumn</p> <ul style="list-style-type: none"> • Review strategy and impact of previous tutoring offer. • Identify and allocate NTP logistics leads – DHT and SBM. • Target more support this year to pupils in receipt of PP and across a wider age-range. • Provision is closely aligned to data analysis. • Begin delivering tutoring and monitor quality of provision through regular drop-ins. <p>Spring / Summer</p> <ul style="list-style-type: none"> • Pupils receiving tutoring are making demonstrable progress in targeted areas of learning.
<p>Remote Learning Provision:</p>		
<p>Development of new remote learning policy centred around learning platform of choice. This will include set-up of a remote learning platform that can be accessed via non-specific device types on any operating system.</p>	<p>Analysis of previous remote learning provision during lockdown has raised questions around whether provision could have been more consistent and purposeful across the school. Review of this area is particularly necessary given what we know about the impact of school closure on the most economically disadvantaged groups of pupils and those with SEND, two pupil groups heavily represented within our community.</p>	<p>Autumn</p> <ul style="list-style-type: none"> • Review previous provision and policy. • Identify improvements needed and changes to policy required. Set clear standards for minimum expectations of work to be uploaded to platform. • Identify universal platform upon which to build and structure remote learning provision (Google Classroom identified). • Build foundational platform - IT support to set up basic online classroom structures and give HT access. • Identify staff members with experience of using / delivering on this platform for future training requirements.



	<p>As part of our analysis, consistency in platforms used and a way of structuring remote learning has been identified as the most pressing requirement. Without this in place, an unexpected school closure would leave the school less prepared to cater remotely to our pupil's needs.</p>	<ul style="list-style-type: none">• Create user guides and codes of conduct for pupils and staff.• Create parent, staff and pupil guides.• Deliver CPD for staff and parent workshops.• Be ready to switch seamlessly to remote provision in the event of unplanned school closure by mid A2.
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Breakdown of Objectives – BEHAVIOUR AND ATTITUDES			
What are we focussed on? (Key Objectives)	Why are we doing this? (Rationale and context)	What are we going to do / by when / expected outcomes? (Success Criteria)	RAG
<p>Improving consistency in administration of behaviour policy across the school leading to minimisation of low-level disruption in classrooms and maximised learning time.</p>	<p>Behaviour generally is of a high standard. Low level disruption is rare and serious behaviour incidents are equally rare, however <i>do</i> happen. The behaviour policy requires some tweaks to systems in order to refine its efficacy. In particular, consistency around how pupils track and manage their own behaviour is needed. The level of deprivation in the community we serve demands a response in terms of what we now understand about the impact of COVID. We acknowledge the need to adapt our behaviour management practices and school culture to take greater account of adverse childhood experiences and trauma-informed approaches as a result.</p>	<p>Autumn</p> <ul style="list-style-type: none"> • Allocate SLT lead for behaviour / pastoral • Review behaviour policy and respond to identified issues. • Begin draft of revised policy to include greater clarity on sanctions and implementation of Good to Be Green tracking system. • Ensure HT has greater involvement in setting expectations for behaviour. • Begin transition for behaviour monitoring and recording from SIMS to CPOMS. • Meet with DHT currently on maternity leave and agree main part of role on return in Spring 2 to include this area. Identify trauma informed approach and mental health / wellbeing as a key focus for culture change in school. • CPD organised for communication of new systems. 	
		<p>Spring</p> <ul style="list-style-type: none"> • Launch new behaviour policy Sp1 to align with school values relaunch. • Action plans in place and CPD identified for launch of trauma informed practices in school. • Behaviour policy reflects changes to approach in school. • Good to be Green system is making improvements to behaviour overall with less recorded yellow and red cards term on term. 	
		<p>Summer</p> <ul style="list-style-type: none"> • New policy and approach to behaviour management is becoming embedded. Culture change is occurring in how behaviour is viewed by staff. • Staff feel confident to deliver behaviour management in line with new policy and a trauma-informed approach. • Staff report better pupil engagement due to reduction in low level disruption. • Pupils report better well-being and engagement as a result of new behaviour management policy. 	

<p>Improving consistency in the school's understanding of our values and core beliefs as an organisation.</p>	<p>Whilst Furzeffield shares common values around nurture, care, respect and community, our school values require more definition in order to embed a common language and purpose amongst stakeholders. Questions put to pupils, staff, governors and parents showed a lack of clarity in this area.</p>	<p>Autumn</p> <ul style="list-style-type: none"> • HT surveys of staff and pupils through group and 1:1 meetings. • Launch of project to review and revise school values. • Whole school assembly to communicate project to pupils and get their involvement. • School council meeting to discuss new values launch and ideas. • Staff phase meetings to begin discussing words that represent FF values. • Parent and Governor surveys. • A2 – collate data and communicate most popular ideas to all stakeholders. • A2 – draft vision / strap-line and 5 words to communicate core values. • Stakeholder communications to begin in A2 (letters to parents etc.) <p>Spring</p> <ul style="list-style-type: none"> • Begin to embed newly established values into every facet of school (including policies, SDP, website, action plans, letterhead, school signage etc). • MLT and SLT to lead on embedding common language around values. • FoF involvement in promoting new values. <p>Summer</p> <ul style="list-style-type: none"> • New values are forming part of the common language of Furzeffield.
<p>Improve the attendance of a small minority of pupils who present as persistently absent.</p>	<p>Attendance across the school is good however we should be striving for even better attendance. Persistent absence is above the national average of 12.1% therefore this is a priority for us to address.</p>	<p>Autumn</p> <ul style="list-style-type: none"> • Establish with admissions officer, HT policy around unauthorised absence. All holidays in term will automatically be unauthorised. Fines to be pursued unless exceptional circumstances. • Empower new HSLW to take on families with PA as priority and build strong relationships with them. • Make full use of both Surrey and WPA (private) EWO to address PA levels. <p>Spring / Summer</p> <ul style="list-style-type: none"> • Make continued use of both Surrey and WPA (private) EWO to address PA levels.

Breakdown of Objectives – PERSONAL DEVELOPMENT			
What are we focussed on? (Key Objectives)	Why are we doing this? (Rationale and context)	What are we going to do / by when / expected outcomes? (Success Criteria)	RAG
Continuing to build on the support we offer to pupils and staff around mental health and wellbeing and maintaining this as a high priority at all times.	Research shows that children from economically deprived backgrounds are more likely to suffer poor mental health. The challenges faced within our community, both economic and social, make it likely that more pupils will require more support year-on-year. This is even more likely in the current financial climate.	<p>Autumn</p> <ul style="list-style-type: none"> Continue to place a high degree of importance on termly wellbeing progress meetings. Ensure through monitoring and evaluation that targeted pupils and actions are being followed up. Ensure that returning DHT in April has a job description that clearly highlights mental health and wellbeing as part of their role. Work toward a culture of pre-emptive support by leveraging the knowledge and expertise of our DHT for behaviour / pastoral, HSLW, surrey MHST and trained ELSA (wellbeing team) to work collaboratively build support for children and families. Ensure Forest School remains a high-profile part of our educational offer. Ensure we continue to build rich and inclusive experiences into our wider educational offer. Monitor this as part of a termly enrichment review. <p>Spring / Summer</p> <ul style="list-style-type: none"> Establishment of trauma-informed behaviour management approach is closely tied to our wellbeing team’s strategy. Termly wellbeing meetings show term on term improvement against the our adapted Leuven Scale. 	
Increase the profile of equality objectives and in particular unconscious bias for staff in order to raise better awareness of this issue.	Our school reflects the rich diversity of our community, therefore we must ensure that equality and an understanding of the key issues surrounding equality and diversity must be given a high profile.	<p>Autumn / Spring</p> <ul style="list-style-type: none"> Review equality objectives / policy with SBM. Formulate strategy for delivering training and support linked to our equality objectives. Identify CPD opportunities to facilitate achievement of objectives. Deliver training and maintain momentum through regular updates in HT briefings and staff meetings. 	

Breakdown of Objectives – LEADERSHIP AND MANAGEMENT			
What are we focussed on? (Key Objectives)	Why are we doing this? (Rationale and context)	What are we going to do / by when / expected outcomes? (Success Criteria)	RAG
Increase CPD opportunities available for all staff, especially in phonics, including support staff, admin and premises staff.	As a teaching and learning community and a body of staff, we must embody our current strap line - “instilling a love of learning”. In order to build capacity and improve expertise across the school, increasing CPD opportunities (in a targeted and financially responsible way) must be prioritised. In particular, phonics training must be high on the agenda as a key area for improvement.	Autumn <ul style="list-style-type: none"> Engage with school improvement team and Surrey CC to identify training opportunities this year. Communicate termly CPD through these channels to staff. Review staff meeting CPD schedule and adjust to reflect priorities. Identify additional CPD platforms that will further support overall staff development and capacity. Commit financially to full RWI phonics CPD offer to enable all staff delivering the program to deliver the quality pupils deserve. Drip-feed CPD into weekly HT communications / briefings. 	
		Spring <ul style="list-style-type: none"> Establish use of bought-in continuous CPD offer and monitor engagement. Build CPD engagement into PM processes and targets. 	
		Summer <ul style="list-style-type: none"> Elevated CPD offer has led to measurable improvements in staff performance. 	
Strategically plan for succession and build strong leadership capacity for middle leaders through professional qualifications in order to prepare them for senior leadership roles within the next 2-3 years.	It is the responsibility of the SLT to ensure that we are offering middle leaders the opportunities to develop their skills and progress their careers should they wish to do so. This is also crucial to ensure the school’s ability to maintain high standards of leadership and, by consequence, high standards of education, year-on year regardless of	Autumn <ul style="list-style-type: none"> Review all previous PM files and targets. Establish through 1:1 meetings, the career aspirations and development needs of teachers, support staff, admin and premises staff. Identify staff suitable for NPQs. Prioritise NPQLL as a focus due to low writing outcomes last year. Offer NPQs and encourage identified staff to register interest for next cohort intake. 	

	<p>any potential movements in leadership roles.</p>	<p>Spring</p> <ul style="list-style-type: none"> • A larger proportion of staff feel empowered to develop their careers and explore leadership. • Some staff are signed up to NPQ January intakes. <p>Summer</p> <ul style="list-style-type: none"> • Class teachers seeking to step into MLT roles. • Middle leaders actively looking to gain experience of SLT. • Any MLT or SLT vacancies could feasibly be filled internally due to high levels of competence built through CPD over the year.
<p>Increase opportunities to collaborate with other schools (both local and out of county) to broaden opportunities for school leaders to develop and learn from other settings.</p>	<p>Collaboration is a key leadership quality that can lead to accelerated improvements in our provision. As part of our CPD offer and our duty to work with the wider professional community for the benefit of all pupils we serve within the locality, collaboration with other schools is both desirable and necessary.</p>	<p>Autumn</p> <ul style="list-style-type: none"> • Establish and facilitate links with other schools in the locality through HT networks, school improvement team and Surrey CC. • Organise visits for key members of staff either new to role or seeking to gain experience of their areas of expertise in other settings. <p>Spring / Summer</p> <ul style="list-style-type: none"> • Give opportunities to DHTs and SBM to visit other settings. • Continue facilitating visits for other members of staff. • Leadership has a broader view of the educational landscape and developments in their field of expertise as a result of collaboration with other school leaders.
<p>Engage with the DfE's workload reduction toolkit in order to conduct a review of teacher workload and keep staff wellbeing as a focal point for leadership going forward.</p>	<p>Staff wellbeing surveys have shown a majority of staff voicing moderate to very high levels of stress when at work. Whilst it was not specifically noted that workload was a contributor to this, it is assumed that any reduction in workload would lead to a reduction in work stress.</p>	<p>Autumn / Spring</p> <ul style="list-style-type: none"> • Wellbeing / Mental Health leads to conduct a staff workload survey specifically focussed on the amount of time they spend on their work in and out of school. • HT and SLT to conduct a review of the marking and feedback policy. • HT and SLT to review all assessment return and accountability measures requiring documentation to be submitted with a view to achieving a meaningful reduction in workload by end of Sp1. • Identify suitable professional and deliver regular supervision to DSLs.

<p>Actively seek external validation and invite scrutiny in areas identified for improvement.</p>	<p>Our culture must be one that welcomes professional challenge therefore we must invite challenge from other members of our profession. It is acknowledged that “an external set of eyes” on our practice is essential to refine what we do.</p>	<p>Autumn</p> <ul style="list-style-type: none"> • Request Safeguarding and T&L / Curriculum Reviews from school improvement teams. • Complete audits in safeguarding and curriculum and feed outcomes into SEF / SDP
		<p>Spring</p> <ul style="list-style-type: none"> • Request SEND review from school improvement team and invite SENCO collaboration with other local schools.