



CHAD VALE PRIMARY SCHOOL

SCHOOL SELF-EVALUATION AND SCHOOL DEVELOPMENT PLAN

2023-24 (V3)

Context	<ul style="list-style-type: none"> • Chad Vale is an oversubscribed 2 form entry primary school serving Harborne, Ladywood and Quinton. Originally a one-form entry school, it was expanded as part of the Additional Primary Places programme approximately 12 years ago with an additional extra build 4 years later to provide the required administrative and small group learning facilities • The school serves a diverse population of children and families from a wide range of socio-economic backgrounds. We have worked hard to maintain a small-school ‘family feel’ despite growing in size. • We are well connected with other local schools and are members of the Quinborne and Ladywood consortia. The school plays an active role with Birmingham Education Partnership and Birmingham NAHT. We are the lead school for the Developing Local Provision project, providing additional support for SEND across 13 schools in our wider community. • It is our vision to create a learning community that provides the highest quality of learning and teaching to enable our children to achieve and exceed their potential. We are extremely proud of our school, our well-behaved, confident, caring and creative children; our exciting curriculum that brings learning to life and the opportunities we provide to embed lasting memories and a lifelong love of learning. • Disadvantaged pupils: 13.6% • FSM: 12.5% • EAL (where English is not the first language)- 39% • SEND- 7.8%, 33 children, 19 on SEN support, 14 with EHCP • Girls: 50.4%, Boys: 49.6% • Key groups: Indian 23%, White British/English 23%, Pakistani 15.5%, White and Asian 4.8%, Any other White Background 6%, Other: 34% • 48 different home languages • Deprivation- 4% (TBC) • Mobility- 4% • Chad Vale holds Rights Respecting Schools Award Silver, School Games Mark Platinum, Eco-Schools Silver, Quality Mark and Artsmark Gold • Behaviour- no permanent exclusions, 0 fixed term exclusions since Sept 22, behaviour recorded and tracked using Scholarpack • Our PREVENT risk assessment demonstrates the school is low risk for extremism and/or radicalisation <p>COVID-19 Response</p> <ul style="list-style-type: none"> • We provided full support for key worker and vulnerable children and families who required it at the start of the pandemic, and our attendance varied depending on the needs of our families. On average, during the first lock-down, we had 60-70 children onsite per day. Paper learning packs were provided to those who required them and we utilised Teams to provide remote learning. • During the second lockdown we had further developed our remote learning offer and facilities. We had approximately 70-80 children on site with the rest taking part in live lessons delivered by our teachers from either home or school. All school laptops were re-imaged for home use by pupils and we allocated all legacy laptops and the DfE laptops to students so that they could access online learning. We provided some
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National Tutoring Programme/catch-up

families with free mobile data and had stock of 4g routers, although these were not required. Online engagement was monitored through tools within Teams.

- Engagement with remote learning was high:

	Average Engagement levels on Teams between Jan 5th-25th
Y6	93%
Y5	91%
Y4	95%
Y3	94%
Y2	90%
Y1	84%
YR	79%
Average	89%

- We engaged with the National Tutoring programme from the summer term of 2021, initially using a tuition partner agency. They provided 2 excellent teachers who ran a catch-up programme for children who had fallen behind.
- We continued to use the additional tutoring funding and have run a full catch-up programme with 2 additional school-based teachers part-funded from September 2021-July 2022. Children were identified by teacher or test assessment and additional 1 to 3 support was provided using tools within our assessment system that identified learning gaps from on-screen testing. 54 children in Years 3-5 were provided with maths catch-up and 48 were provided with reading. Over 4000 hours were provided filling gaps identified from our testing software.
- The school-based tutoring ended in July 2022 and we are unable to afford the subsidy towards the tutoring program for 2022-23. We expect to return the tutoring grant in July 2023. 'Catch-up', 'Keep up' and focused in-school interventions will continue to run as they did pre-Covid.
- Unfortunately, utilising National tutoring funding in 2023-24 is unaffordable therefore in-school interventions will continue

Progress from previous inspection (May 2018)	
Areas for improvement	Progress
All teachers recognise and respond to pupils who are capable of writing at greater depth	<ul style="list-style-type: none"> • Y6 Writing progress: 2019 (0.22), 2022 (0.5), 2023 (-0.5) • Y6 Combined RWM: 2019 (85%), 2022 (75%), 2023 (75%) • Y2 Greater Depth Writing 2019 (10%), 2022 (0%), 2023 (11.5%) • Y1 Phonics 2019 (78%), 2022 (83%), 2023 (95%) • GLD 2019 (70%), 2022 (77%), 2023 (82%) • EYFS Writing Expected: 2019 (68%), 2022 (78%), 2023 (82%) • Teachers were gaining a much better understanding of what greater depth writing looked like just as Covid hit. • We identified that Talk for Writing was not providing enough of an opportunity for our more able children to demonstrate what they could do. • ‘The Write Stuff’ has re-invigorated writing for all, alongside a catch-up programme for those writers who have fallen behind and ongoing writer support using Clicker • KS2 writing moderation in 2023 confirmed accuracy of teacher judgements and provided useful training for KS2 staff
The SDP contains focused actions, clear targets and timescales to enable the evaluation of impact.	<ul style="list-style-type: none"> • New format SDP in 2018 with termly updates/milestones • Improved governor challenge as seen in minutes • Majority of actions from 2019/20 SDP were carried over into 2020-21 SDP along with new targets to reflect Covid challenges • The SDP has been effective in identifying and quantifying targets- vast majority of targets are achieved every year

Quality of Education	SEF judgement: GOOD
Strengths	<ul style="list-style-type: none"> • Chad Vale Primary School is a good school, with extremely happy, hard-working, enthusiastic children and staff who thrive within the kind and caring ethos of the 'Chad Vale Family'. 'The Chad Vale Way', is an extremely effective and lasting 'social compass' for our children, who quickly learn to listen to, and respect others' views, opinions and beliefs. Our School Code and 'Ready, Respectful, Safe' school rules ensures everyone is treated equally, our children are happy, healthy and safe and are very well prepared for life in Modern Britain and their next steps in education • A broad and balanced curriculum (based on the national curriculum) is provided at Chad Vale to enable the school vision of creating a lifelong love of learning. We have adapted and updated our curriculum over the last few years to ensure a sharp focus on its intent, implementation and impact. This can be seen from the information on the curriculum pages on the school website • Each curriculum area is sequenced carefully and includes learning carried out in the EYFS. It builds on previous skills and knowledge and is designed to help the children know and remember more • Teachers utilise a wide range of techniques for questioning and assessing what the children know- they are aware of learning gaps post-pandemic and of the need to keep up/catch-up • Reading is prioritised throughout the school, and the children enjoy our whole class reading approach as they rapidly develop their skills and enjoyment as a reader • There has been a rapid improvement in Y1 Phonics with 95% of children passing the check in 2022 • The Chad Vale curriculum is enhanced through additional learning opportunities such as dancing classrooms, educational visits, high quality music and performance, a focus on art, craft and design, quality sports provision and the development of future leaders through the wide range of pupil voice roles within school • Our curriculum is ambitious and inclusive and meets the need of our SEND pupils well. Where necessary it is adapted to ensure rich and wide-ranging skills and knowledge development for all pupils • Teachers have good subject knowledge and are well supported by the curriculum leaders in school. There are regular subject focused CPD throughout the year • Teaching and learning produces high quality outcomes and children are keen demonstrate what they can do, what they know, and what they remember • SEND pupils make good progress from their starting points and enjoy the full curriculum, which is adapted where necessary for their needs • Ongoing assessment informs the teaching and learning and teachers are encouraged to provide group feedback and discussion over written marking • Educater has been in place since Sept 2019 was introduced to improve work-life balance and improve the recording of achievements and progress across the whole curriculum. Progress and attainment of core and foundation subjects are recorded in Educater

- Rising Stars assessments are used termly in reading, maths and SPAG. The tests are electronically marked and provide detailed gap analysis which is used by teachers and tutors to plan and deliver future learning
- Reading has a strong focus throughout the school and wide opportunities to read are provided throughout the whole curriculum
- Little Wandle Letters and Sounds is used for phonics in KS1 and been highly effective in improving assessment of early reading, teacher skills and knowledge, resourcing and fidelity
- Pupils are very well prepared for secondary school and the number of children being successful in combined reading, writing and maths has been consistently above national for the last 4 years.
- Secondary schools report that Chad Vale children are well prepared academically, socially, emotionally and are the role models for children from other schools.

Key Data (updated Sept 2023)

Early Years Foundation Stage Profile

	School		
	2019	2022	2023
Number of eligible children	60	60	60
% achieving GLD	70	76.7	81.7
% at least expected level across all early learning goals	65	75	81.7
% at least expected across all prime areas of learning	86.7	76.7	88.3
% at least expected across all specific areas of learning	65	76.7	81.7
average points score	32.6	31.6	32.2
Average number of ELG achieved	14.8	14.6	15.2
% achieving Communication and Language	88.3	78.3	90
% achieving Physical Development	90	90	90
% achieving Personal, Social and Emotional Development	86.7	85	90
% achieving Literacy	70	78.3	81.7
% achieving Mathematics	78.3	81.7	88.3
% achieving Understanding the World	91.7	81.7	90
% achieving Expressive arts and design	86.7	85	90

Three year attainment trend for GLD

Phonics

	School		
	2019	2022	2023
Year 1 Eligible pupils	60	59	60
% Absent	1.7	0	0
% Disapplied	0	0	0
% Working Towards	20	16.9	5
% Working At	78.3	83.1	95
Eligible pupils at end of Key Stage 1	60	59	60
% Absent	1.7	0	0
% Disapplied	0	0	0
% Working Towards	5	1.7	8.3
% Working At	93.3	98.3	91.7

Key stage 1

	School		
	2019	2022	2023
Eligible pupils	60	59	61
% At least Expected Reading	83.3	72.9	73.8
% Greater Depth Reading	25	30.5	29.5
% At least Expected Writing	71.7	28.8	72.1
% Greater Depth Writing	10	0	11.5
% At least Expected Maths	85	49.2	75.4
% Greater Depth Maths	28.3	13.6	19.7
% Expected Science	86.7	69.5	78.7
% at least Expected Reading, Writing & Maths	66.7	25.4	65.6
% Greater Depth Reading, Writing & Maths	10	0	8.2

Key stage 2 performance part 1

	School		
	2019	2022	2023
Eligible pupils	60	61	60
% at least Expected Reading Test	90	83.6	85
% High standard Reading Test	48.3	47.5	38.3
Scaled Score Reading	108.6	107.9	107.3
% at least Expected Writing TA	86.7	80.3	80
% Greater Depth Writing TA	21.7	9.8	3.3
% at least Expected Maths Test	93.3	85.2	93.3
% High Maths Test	46.7	42.6	38.3
Scaled Score Maths	108.6	107.5	107.8
% at least Expected GPS Test	90	86.9	86.7
% High GPS Test	58.3	63.9	46.7
Scaled Score GPS	111.3	110.4	108.7
% at least Expected Reading, Writing & Maths	85	75.4	75
% Higher Standard Reading, Writing & Maths	16.7	4.9	3.3
Progress Reading	3.21	2.96	2.1
Reading standard deviation ±	1.63	1.63	1.54
Progress Writing	0.21	0.51	-0.46
Writing standard deviation ±	1.49	1.59	1.56
Progress Maths	2.64	3.53	3.38
Maths standard deviation ±	1.42	1.52	1.54

Disadvantaged 2023	All	Disadvantaged school	Disadvantaged national	Notes (to do- add additional info on PP kids e.g. SEND?)
GLD (4 chn)	82%	25%	59% (B'ham)	3 (of 4 PP) have additional learning needs
Phonics Y1 (14 chn)	95%	90%	74% (B'ham)	5 vulnerable, 5 SEND and 2 service children
Phonics Y2 (11 chn)	92%	80%	85% (B'ham)	5 SEND
Reading Y2 (11 chn)	74%	50%	59% (B'ham)	5 SEND
Maths Y2 (11 chn)	75%	40%	60% (B'ham)	5 SEND
Writing Y2 (11 chn)	72%	50%	51% (B'ham)	5 SEND
Reading Y6 (12 chn)	85%	58%	63% (B'ham)	
Maths Y6 (12 chn)	93%	67%	65% (B'ham)	
Writing Y6 (12 chn)	80%	67%	63% (B'ham)	
SPAG Y6 (12 chn)	87%	50%	50% (B'ham)	

Data Headlines	<ul style="list-style-type: none">• 3-year trend shows good improvement in overall GLD with improvements or sustained good standards in all ELG's since 2019• Gender gap at for GLD is –6% for boys, compared to –14% nationally• CV is the 11th top school in Birmingham for GLD in 2023, up from 128th in 2019• Well above national phonics outcomes for Y1 and Y2 in 2022 and 2023 are a result of improvements in delivery, early identification of children falling behind and rapid targeted interventions delivered by adults• Y2 and Y6 outcomes are above national in all areas• Consistently strong progress measures by end of Y6- all above national- particularly strong in reading and maths
Areas for development plan	<ul style="list-style-type: none">• Continue to monitor and provide additional support for catch-up provision for current Y4 pupils in maths and writing (low results in Y2)• Early identification of children and targeted intervention for those who have fallen behind at the beginning of Y1 and Y2 for phonics, reading, writing and maths• Develop additional opportunities for children to achieve the 'greater depth' standard in writing by the end of Y6

Behaviour and Attitudes	SEF judgement: OUTSTANDING
Strengths	<ul style="list-style-type: none"> • Chad Vale pupils have an excellent attitude to learning and know and understand our school rules: Be Ready, Be Respectful, Be Safe • The 'Chad Vale Way' engenders a high level of tolerance and respect for others' ideas and views • Pupils are confident and self-assured, able to discuss and debate issues with insight and deep understanding • Our teaching of equality and diversity means that incidents of bullying of any type are extremely rare • The United Against Bullying programme carried out in 2022-23 provided evidence that bullying is rare and provided good opportunities for refreshing policy, practice, staff training and parent understanding • Attendance is better than the national average, both for overall absence and persistent absence. All significant groups are better than the national average. • A strong 'improving attendance' messaging is consistently provided to parents via weekly newsletter attendance charts, targeted letters, attendance awards with SARMS where required. • Pupils behave consistently well and they show kindness and consideration for each other and for the adults in school • Where children struggle with their behaviour a clear and effective roadmap of support is provided • The 'trusted adult' system in school gives all children the opportunity to share and discuss concerns and worries and as a result pupils are safe and very happy in school. • The children are keen to get involved in school life and are eager to take on responsibility through the formal school council, pupil ambassador and governor roles. They are also encouraged and supported to take responsibility for areas of their own interest (Bird Crew, Nature Team, Net Zero Club, Mini Business Challenges, Assembly Musicians etc) • Chad Vale children are resilient and know how to problem solve socially and emotionally. They use the values and ethos of the school to solve problems and maintain strong friendships • Relationships between adults and children are strong because we know our families and children well. • Informal and formal early help and support is offered where required and this is effective in supporting our vulnerable children and families. • We teach a detailed programme of PSHE and RSE throughout the school using the Jigsaw resources • Our School Code sets out our expectations for everyone in relation to equality • The school is using the TIAAS approach (Trauma Informed Attachment Aware School) to support those children who find school difficult

Areas for development	<ul style="list-style-type: none">• To embed TIAAS approaches into the school's overall behaviour policy and practise• To identify additional strategies to help parents support children's behaviour in and beyond school• To continue to develop strategies to improve attendance across the school• To continue to develop strategies to reduce lateness across the school• To develop a Chad Vale Welcome Pack outlining key expectations for children and parents
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Personal Development	SEF judgement: OUTSTANDING
Strengths	<ul style="list-style-type: none"> • Our curriculum is enhanced by a rich range of wider opportunities including our in-house before and after school provision, range of after-school clubs (sports, languages, music, arts, coding), local visits, residential experiences, whole class music tuition programme and peripatetic music tuition and our own 'artist-in-residence' • We follow the Birmingham Agreed Syllabus for RE and the children enjoy visiting a range of places of worship and learning about other religions and cultures. This creates high levels of respect, tolerance and understanding amongst the children • Children have access to a range of high-quality pastoral support through our Massage in Schools programme, access to trained mental health support and our trusted adult system • Pupils have an excellent understanding of how to be healthy and are keen to take part in competitive sport activities both in and out of school; we have held the School Games Mark Gold since 2015 and gained the Platinum award in July 2023 • Children learn about modern dangers, healthy relationships and are taught to stay safe from abuse or exploitation through our teaching of PSHE • Our commitment to Art is evident throughout the school and was recognised with our achievement of Artsmark Gold • Children have a good understanding of E-safety through our teaching of Project Evolve • The School Code assists teachers in consistently challenging stereotypes and the use of derogatory, sexist, racist, homophobic, transphobic, biphobic or disablist language is extremely rare • We actively support and encourage children identified as elite sportspeople and have county cricketers and tennis players within school • Children are strongly encouraged to take roles of responsibility within school and the Pupil Governor and School Council positions are highly sought-after. • Pupil subject ambassadors from across the school meet regularly with subject leaders to review and improve curriculum learning • Anti-Bullying has a strong focus at Chad Vale and bullying is rare. We successfully gained the Bronze United Against Bullying certificate in July 2023 • Staff are well trained in identifying bullying and how to respond and parents are kept well informed about the strategies we use • A team of pupil anti-bullying ambassadors support the wider school community at playtimes and dinnertimes • We maintain strong links with secondary feeder schools and take part in a range of enrichment activities (e.g. KES, Harborne Academy, EHS) • 98% of parents state their child is happy at school, 97% of parents state their child feels safe at school (Annual Parent Questionnaire 2023, 252 responses)
Areas for development	<ul style="list-style-type: none"> • To identify additional opportunities to utilise the school's locality and links to enrich learning • To develop role of pupil anti-bullying ambassadors

Leadership and Management	SEF judgement: GOOD
Strengths	<ul style="list-style-type: none"> • There is a strong and shared commitment throughout the school community to provide high quality learning and lifelong memories for our children. • Leaders in school are highly visible and have high expectations for their curriculum areas and monitor this well through regular reports to governors • Leaders ensure that children are well prepared for their next stage of education and work alongside teachers and parents to ensure children catch-up and keep up • Weekly high quality CPD is provided mainly in-house by staff experts. Opportunities for external CPD are encouraged and we use BEP, Services for Education, Little Sutton English Hub and other providers to support school and individual professional development needs • Our wider curriculum lead oversees the leadership of foundation subjects and provides additional support when required • Leaders are encouraged to engage with ongoing high level CPD and we have staff qualified with NPQH, NPQSL, NPQML, NASENCO awards • Additional CPD opportunities are delivered for individuals and groups through membership of The National College • Action has been taken to improve work-life balance through the introduction of simpler tools (e.g Scholarpack), electronic recording and communication systems (ClassDojo and Marvellous Me) and a regularly reviewed marking and feedback policy that encourages whole-class marking as an effective strategy • Leaders are effective in identifying areas for development and they act rapidly to provide a fix (e.g. Phonics- Little Sutton English Hub, Writing- Write Stuff/Writing interventions, Covid gaps- National and School-based tutoring programme) • Staff wellbeing and morale is supported by leaders well and staff happiness is reflected through our happy children, parents and staff • Leaders have created a strong culture of safeguarding within the school, supported by regular training, weekly safeguarding quiz in staff briefings, information for visitors around the site and regular parent updates via the school newsletter • Safeguarding is effective at Chad Vale, evidenced by the S175 Audit Action Plan and within our safeguarding practice and documentation. Children feel safe in school and know who to talk to if they are sad, anxious or worried • Internet usage at school is filtered using Surfprotect, which enables rapid local blocking and unblocking of sites • Computer usage is monitored using Senso, which provides rapid alerts to any keywords typed or viewed by users • A comprehensive risk assessment is in place for iPad usage within the school • Pupils are taught how to stay safe within the curriculum and in assemblies and staff are aware and know what to do if they suspect a child is being exploited, radicalised or subject to extremism. • The parent body are highly supportive of learning and behaviour in school and leaders are highly visible and available to discuss any concerns • The governing body are actively involved in the life of the school and share the school vision and values. They hold leaders to account for the quality of education being provided and provide highly effective support as a 'critical friend' • Governors regularly audit themselves using the Governor Mark accreditation criteria

	<ul style="list-style-type: none">• Parent and pupil surveys evidence high levels of happiness, safety and confidence in the school• There is an active and supportive PPTA who work closely with the teachers and children to raise additional funds for the school
Areas for development	<ul style="list-style-type: none">• To identify further opportunities to review and improve staff wellbeing and reduce workload• To continue with BEP subject peer reviews to support curriculum development in Writing, Computing and Music

Quality of Education in Early Years	SEF judgement: GOOD
Strengths	<ul style="list-style-type: none"> • EYFS is led well by the foundation stage co-ordinator who uses a wealth of data and evidence to provide interesting, creative and ambitious learning activities both inside and out • Our coherently planned and sequenced curriculum ensures good progress from starting points and prepares children well for KS1 • Learning in EYFS is mapped through KS1 and 2 across all subjects • Early Phonics and reading is well-embedded and we use the DfE approved Little Wandle Letters and Sounds as our SSP. In 2023 word reading and comprehension were 82% at expected • Children’s phonics knowledge and progress is regularly assessed and shared with parents • Children falling behind in phonics are identified early and provided with the tools and interventions to keep up • Half termly assessments are carried out to record evidence across all areas of the curriculum and help to identify children falling behind. These are then shared with parents to support learning at home • Targeted interventions are used throughout the EYFS to provide personalised learning to meet individual needs • Detailed analysis of progress and outcomes using Tiny Tracker mean that areas of strength and weakness are identified early on and there is an action plan for improvements that is regularly reviewed • Children are well nurtured and cared for in the EYFS and they settle very quickly into school routines, building social skills quickly due to our effective transition opportunities starting in the summer term (all EY children in-school, full time by 11/09/23) • Children are well engaged in learning both indoors and out and are well motivated using class and school-based systems of rewards • Additional adults support those children and specialist staff provide intensive additional support for SEND and complex medical needs • EYFS staff use a range of pedagogy and approaches to teaching that excites and engages the children • Expectations for SEND are ambitious and activities are adapted in order to meet their individual needs • The EYFS environment was identified as a strength in Ofsted 2018, providing a rich learning experience and opportunities for more able pupils to progress beyond the EYFS curriculum • Children are provided with a wide range of activities to develop and practise early mathematical skills, providing the basis for future learning for maths mastery • The environment is enhanced through the provision of carefully planned mathematical activities to enable children to practise and revisit skills taught in maths on a daily basis • EYFS children settle quickly into school and rapidly learn the routines, rules and procedures so that they are ‘ready, respectful and safe’ • The ethos of the school supports the children’s emotional security and they are encouraged to build relationships with their peers and adults around school • Learning behaviour in EYFS is strong which results in highly positive attitudes to learning and children who are well motivated and eager to join in

Areas for development	<ul style="list-style-type: none">• To refresh the outside learning environment to provide an inviting, stimulating and purposeful extension to the classroom• To develop additional SEND provision for new starters who are not yet 'ready for school'• To create an ongoing programme of CPD for EYFS practitioners to deepen their understanding of curriculum design, pedagogy and SEND
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SDP 2023-24

Target	Actions	Autumn Milestone	Spring Milestone	Summer Milestone	Cost	Responsible
1. To enable pupils to acquire a deep, long-term, secure and adaptable understanding of maths by embedding a maths mastery approach to teaching and learning. (HTPM)	<ul style="list-style-type: none"> a) Secure a place on the Maths Mastery programme with Central Maths Hub b) Identify 2 maths lead teachers c) Developing 'maths teacher experts' across the school d) Review and update maths policies and curriculum for a mastery approach e) Developing teaching to ensure deeper understanding of mathematical concepts f) Improve practitioner understanding of concrete, pictorial, abstract approach for all pupils g) To enhance the opportunities for fluency, reasoning and problem solving h) To review and refresh maths scheme of work to move away from White Rose Maths towards Maths! No Problem 	<p>Previously low attaining pupils are fully engaged in whole class maths lessons</p> <p>Teacher visits to Worlds End to see maths mastery in practice</p> <p>Identify gaps in concrete resources and order materials required</p> <p>2 x INSET delivered re mastery approach 'vision' and use of concrete resources</p> <p>Trial of Maths No Problem resources in Year 2 with view to rolling out across the school next academic year</p> <p>Maths Hub Initial Review Day Mastery Action Plan created</p>	<p>Develop use of anchor tasks to ensure retrieval of prior knowledge</p> <p>Maths Hub Review Day</p> <p>Specialist Knowledge for the Teaching of Mathematics program for Y3, 4, 5, 6 teachers</p> <p>Maths Number Day</p>	<p>Maths Hub Review Day</p> <p>Roll out Maths! No Problem for rest of school</p> <p>Mastering Number Programme for EYFS, Y1, 2</p>	£10k	PP

<p>To develop independence and raise aspirations for SEND learners through scaffolding and interventions that enable them to know and remember more. (HTPM)</p>	<p>a) To provide teaching assistants with the skills to scaffold learning to help children become confident and independent learners</p> <p>b) To develop teaching assistants understanding of how children learn, effective classroom dialogue, scaffolded learning and effective intervention programmes</p>	<p>Teaching Assistant whole day training session complete</p> <p>SEND pupils are provided with clear targets relating to developing independence</p> <p>Develop self-scaffolding map and teach these skills to each class</p> <p>Baseline data collected and analysed for SEND children in RWM</p> <p>End of term data collected and analysed for SEND children in RWM</p> <p>Talk Boost intervention continues with Y2 group of 4 pupils-ongoing throughout year</p>	<p>Observations and feedback for teaching assistants demonstrate developing/improving practice</p> <p>End of term data collected and analysed for SEND children in RWM shows at least expected progress</p>	<p>Observations and feedback for teaching assistants demonstrate good/outstanding practice</p> <p>End of term data collected and analysed for SEND children in RWM shows better than expected progress</p>	<p>£3000</p>	<p>PS/HL</p>
<p>To develop additional opportunities for children to achieve the 'greater depth' standard in writing</p>	<p>a) To raise profile of writing for pleasure</p> <p>b) To increase number of author visits to foster love of writing</p>	<p>Greater Depth 'Author's Club' weekly sessions in Y6 (10 Potential Y6 GD writers identified Sept 23)</p>	<p>Clarify writing non-negotiables for each year group</p> <p>Create Author Graduation 'standards' for each year group</p>	<p>Summer term – Y5 GD writers identified and writing workshops delivered</p>		<p>NB</p>

<p>by the end of Y6 (HTPM)</p>	<p>c) To raise awareness of standard of greater depth writing for teachers.</p> <p>d) To raise standard of writing across the curriculum</p> <p>e) To promote and encourage the reading of high quality texts across the school</p>	<p>Whole-school writing competition</p> <p>Promote high quality texts across the school</p> <p>Distribute suggested reading lists to parents in all year groups (identify how we can support access to these for all)</p> <p>Weekly 'star writer' on the school newsletter</p>				
<p>To develop and embed emotion coaching to support children in regulating behaviour and maintaining high expectations and positive attitudes to learning where children feel safe, respected and cared for.</p>	<p>a) Begin the Birmingham EP service Trauma Informed Attachment Aware School (TIASS) programme</p> <p>b) Review/update behaviour policy in light of training</p> <p>c) Install and train staff on use of sensory circuits</p>	<p>Carry out Trauma Informed Attachment Aware Schools initial school audit and information session</p> <p>Whole day theory training complete (Sep 23)</p> <p>Emotion coaching training complete (Nov/Dec 23)</p> <p>Identify sensory circuit location and collect evidence of best practice</p> <p>Staff to trial 'Four S's: Seen, Safe, Soothed,</p>	<p>Staff develop their skills and understanding of the TIAAS principles:</p> <ul style="list-style-type: none"> • See behaviour as a communication • Recognise importance of safety as foundation for learning • Prioritise relationships • Recognise and empathise with emotions • Regulate, reason, reparation 	<p>Staff embed their skills and understanding of the TIAAS principles:</p> <ul style="list-style-type: none"> • See behaviour as a communication • Recognise importance of safety as foundation for learning • Prioritise relationships • Recognise and empathise with emotions • Regulate, reason, reparation 	<p>£2000</p>	<p>PS/HL</p>

		<p>Secure' to manage challenging behaviour</p> <p>Staff to trial PACE when supporting children's challenging behaviour:</p> <p>Playfulness Acceptance Curiosity Empathy</p> <p>Staff to monitor and discuss appropriate language (attention attachment seeking)</p> <p>TIAAS Action Plan created</p>	<p>Review TIAAS action plan</p> <p>Attend Network meetings and feedback to staff</p> <p>Behaviour incidents reduce</p> <p>TIAAS Action Plan reviewed/updated</p>	<p>Review TIAAS action plan</p> <p>Attend Network meetings and feedback to staff</p> <p>Behaviour incidents reduce</p> <p>TIAAS Action Plan reviewed/updated</p>		
To peer review our music curriculum	a) To take part in a BEP Peer Review with 2 other local schools	<p>Book lead onto training</p> <p>Arrange dates for reviews</p> <p>Carry out reviews</p>	School reviews are carried out	<p>Peer Review workshops are complete</p> <p>Policy/curriculum updated</p>	£1000	SG
To peer review our writing curriculum	a) To take part in a BEP Peer Review with 2 other local schools	<p>Book lead onto training</p> <p>Arrange dates for reviews</p> <p>Carry out reviews</p>	School reviews are carried out	<p>Peer Review workshops are complete</p> <p>Policy/curriculum updated</p>	£1000	NB
To peer review our computing curriculum	a) To take part in a BEP Peer Review with 2 other local schools	<p>Book lead onto training</p> <p>Arrange dates for reviews</p>	School reviews are carried out	<p>Peer Review workshops are complete</p> <p>Policy/curriculum updated</p>	£1000	KG

		Carry out reviews				
To continue to monitor and provide additional support for catch-up provision for current Y4 pupils in maths and writing (low results in Y2)	a) Identify target children via Rising Stars/teacher assessment	TBC	TBC	TBC		
To identify children who have fallen behind and provide targeted intervention at the beginning of Y1 and Y2 for phonics, reading, writing and maths	<p>a) staff new to Year 1 and 2 to be trained in the delivery of Little Wandle approved interventions</p> <p>b) SD to complete initial LW assessment to determine pupils' gaps in phonic knowledge</p> <p>c) SD to monitor and assess LPAs on a three-weekly basis in line with LW guidance</p> <p>d) Year 2 LPAs to received targeted phonic catch-up sessions from NM three times a week</p>	TBC	TBC	TBC	£1000	SD
To identify additional strategies to help parents support children's behaviour in and beyond school	<p>a) Signposting of additional help from Birmingham provided in weekly newsletter</p> <p>b) Regular features/handy hints/tips in newsletter</p> <p>c) Identify target group of parents</p>	Parent Workshops for managing behaviour planned	Parent workshops delivered	Behaviour incidents reduce	£1000	NB

	d) Review IBP process as part of TIAAS behaviour policy review					
To develop a Chad Vale Welcome Pack outlining key expectations for children and parents	a) Create a collated welcome pack with range of information in one package- behaviour, uniform, Parent Code of Conduct etc.					
To develop strategies to improve attendance across the school	<p>a) To raise awareness of importance of high attendance in school among pupils and parents</p> <p>b) To identify poor attenders from 2022-23 and early identify where this has continued into 2022-23</p> <p>c) To arrange early attendance meetings for pupils with attendance concerns and put in place strategies for improvement</p> <p>d) To provide weekly statistics on attendance and lateness on newsletter</p> <p>e) To develop reward system for high attendance</p>	<p>Low attenders <85% recorded as 'vulnerable on Myconcern</p> <p>Fast Track letters and initial update letters sent for lowest 85% of school</p> <p>Target attendance pupils identified and Attendance Improvement Meetings arranged</p> <p>Focus on attendance data and policy and school procedures shared on newsletter</p> <p>Reward system established</p> <p>Fast Track Attendance training for PS/SD</p> <p>Half termly monitoring of target pupils established</p>	<p>Half termly monitoring of target pupils established</p> <p>Persistent absenteeism reduces</p> <p>Whole school attendance improves</p> <p>Increase in number of SARMS carried out</p>	PA and whole school attendance is better than national	£500	PS

To develop strategies to reduce lateness across the school	<ul style="list-style-type: none"> a) To raise awareness of importance of good punctuality in school among pupils and parents b) To identify poor punctuality from 2021-22 and early identify where this has continued into 2022-23 c) To arrange early punctuality meetings for pupils with punctuality concerns and put in place strategies for improvement d) To provide weekly statistics on punctuality and lateness on newsletter e) To develop reward system for good punctuality 	See target 7- same actions but with lateness	See target 7- same actions but with lateness	See target 7- same actions but with lateness		PS
To identify further opportunities to improve staff wellbeing and reduce workload	<ul style="list-style-type: none"> a) To create and send staff wellbeing questionnaire and respond to outcomes b) To review use of Educater and how it is currently used to track attainment and progress within school 	<p>Wellbeing outcomes analysed and areas for discussion identified</p> <p>Wellbeing staff group established to monitor and report back wellbeing issues amongst the team</p>	<p>Areas where wellbeing has been improved identified</p> <p>List of strategies to maintain/improve teacher wellbeing created and shared</p>	End of year staff wellbeing questionnaire shows an increase in satisfaction and wellbeing		PS
To identify additional opportunities to utilise the school's locality and links to enrich learning	<ul style="list-style-type: none"> a) Create a whole school classroom 'timeline' detailing key international, national and local events b) Increase range of destinations for school trips and fieldwork 	<p>Timeline designed with key events listed</p> <p>New trips planned/delivered</p>	<p>Timelines installed in classrooms</p> <p>New trips planned/delivered</p>	<p>Timelines used to help place events in time for learners</p> <p>New trips planned/delivered</p>		PS/NB/RB
To refresh the outside learning environment to provide an inviting, stimulating and purposeful	<ul style="list-style-type: none"> a) To carry out a half termly learning walk to assess effectiveness of areas 	Create outdoor timetable for staff to ensure outdoor learning area is open as	Contact RC in relation to restarting gardening club in the spring term	<p>Repeat learning walk to monitor and assess use of new areas</p> <p>Outdoor area to provide learning opportunities</p>	£1000	LG

extension to the classroom	<ul style="list-style-type: none"> b) To ensure outdoor activity is included on planning c) To use EYFS budget to order new resources d) To contact R.C regarding restarting gardening club e) To use PPA time to clear out and replace resources f) Research ideas for outdoor learning opportunities g) Create outdoor display to show learning and key vocab h) Refresh outdoor lending library 	<p>much as possible</p> <p>Outdoor planning to be included on whole class planning sheet</p> <p>Outdoor display up and shared with parents</p> <p>Outdoor lending library up and running and shared with parents</p>	New resources purchased	across all key learning areas		
To develop additional SEND provision for new starters who are not yet 'ready for school'	<ul style="list-style-type: none"> a) Set up and resource 'The Nest' b) Visit SEND/Resource Bases to gain support and ideas c) Find alternative tracking system to meet the needs of children d) To ensure planning for SEND children is included on whole class planning sheet e) Support staff in implementation of lessons 	<p>Visit The Pines and Top Cliffe to meet with SENDCO and view resources</p> <p>Nest up and running and children to be settled and making small steps of progress</p> <p>Tracking system in place and being regularly updated to show small steps of progress</p>	<p>Staff to have attended 'Attention Birmingham' training to support teaching and learning</p> <p>HL to have met with parents to discuss views on how children have settled</p>	<p>Meet with YR1 staff to support transition</p> <p>Children to be spending appropriate amount of time in class to best meet their needs</p>	£8000	LG

		Resources ordered and used to support children during transition Planning to be included on the whole class planning sheet				
LGTo create an ongoing programme of CPD for EYFS practitioners to deepen their understanding of curriculum design, pedagogy and SEND	<ul style="list-style-type: none"> a) Research EYFS specific training for EYFS staff b) Provide staff with links to useful websites, documents and support c) To include EYFS specific target on staff performance management 	<p>Research staff training</p> <p>Provide links to documents and website</p> <p>EYFS specific target on staff performance management</p> <p>Discuss with staff where they feel they would like support</p>	<p>Staff to have attended EYFS specific training</p> <p>Gather feedback from staff after training</p>	<p>Discuss with staff effectiveness of training and how they feel they can continue to implement this in their every day practice</p>	£1000	

Key Measures 2023

Government Measures 2023	Chad Vale 2023		Chad Vale 2022	National 2022
EYFS Good Level of Development	82%	↑	77%	65%
Y1 Phonics Pass	95% (predicted)	↑	83%	75%
Y2 Phonics Pass	78% (predicted)	↑	98%	87%
Y2 Reading at expected standard	73%	-	73%	67%
Y2 Writing at expected standard	72%	↑	29%	58%
Y2 Maths at expected standard	75%	↑	49%	68%
Y4 Multiplication Check	21.3	-	Average score: 22.2	Average score 19.8
Y6 Writing at expected standard	78%	-	80%	69%
Y6 Reading at expected standard	85%	↑	84%	73%
Y6 Maths at expected standard	93%	↑	85%	73%
Y6 SPAG at expected standard	87%	-	87%	72%