

*We are a team*



## SEAMAT- Our priorities

<i>PRIORITY ONE:</i>	<i>TO HAVE A VERY ACCURATE VIEW OF EACH SCHOOL AND TO DRIVE UP STANDARDS WHERE THEY ARE SHOWN TO BE LESS THAN EXCELLENT- WPS Priority 1.</i>
<i>PRIORITY TWO:</i>	<i>ENSURE THE TRUST AND CENTRAL TEAM IS ECONOMICALLY VIABLE WPS Priority 2</i>
<i>PRIORITY THREE:</i>	<i>EMBED A SHARED SIMPLIFIED VISION &amp; VALUES WPS Priority 2</i>
<i>PRIORITY FOUR:</i>	<i>DEVELOPED A ROBUST, INDEPENDENT, CENTRAL TEAM THAT ACTIVELY SHARES BEST PRACTICES AND HOLDS LEADERS TO ACCOUNT WPS Priority 2</i>
<i>PRIORITY FIVE:</i>	<i>DEVELOP THE SEAMAT GRADUATED "IN A BOX" PACKAGE AND IDENTIFY 2 SCHOOLS TO JOIN SEAMAT IN JAN 2025 WPS Priority 2</i>
<i>PRIORITY SIX:</i>	<i>SYSTEMS DEVELOPED TO ENSURE STAFF ARE FULLY SUPPORTED &amp; CHALLENGED, IN ORDER TO BEST SUPPORT PUPILS WPS Priority 4 Teaching and Learning -</i>

# 'Every child has brilliance inside them. Our job is to dig it out and give it to the world!'

Wyburns Primary School is a Rights Respecting School. Our policies are underpinned by the UNCRC.

## **Article 29( goals of education)**

- *Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

## Key Priorities 2023/2024

### Leadership and Management

**KSP 1** -To promote leadership opportunities for senior and middle leaders across the community and in a range of settings.

### Quality of Education

#### **KSP 2**

- ❖ To raise achievement in **reading and writing** across the school through quality first teaching and challenge.
- ❖ Curriculum plans clearly identify the essential vocabulary to be taught in every lesson.
- ❖ Teachers ensure that pupils have the rich understanding of this vocabulary.
- ❖ Leaders should ensure that all staff are delivering this aspect of the curriculum plans as fully as intended

### Personal development, behaviour and attitudes

#### **KSP 3**

- ❖ To extend and embed cultural awareness - No Outsiders- so that it feeds through the curriculum

### The effectiveness of Early Years Provision

#### **KSP 4**

- ❖ To develop the learning environment for continuous provision- inside and out
- ❖ Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities

- Spending

<u>Cost centre</u>	<u>Budget</u>
<u>Staff training</u>	<u>£1000</u>
<u>Governance</u>	<u>£350 x6</u>
<u>Curriculum</u>	<u>£14000</u>

## Leadership and Management

<p>KSP 1-</p> <ul style="list-style-type: none"> <li>❖ To promote leadership opportunities for senior and middle leaders across the community and in a range of settings.</li> </ul>						<p>Self-evaluation</p> <p><b>1</b></p>
<p>Success criteria:</p> <ul style="list-style-type: none"> <li>○ Leaders demonstrate their impact through clear understanding of data, current status and next step targeting.</li> <li>○ Leaders take responsibility for improving teaching and learning; supporting and developing teams and challenging poor performance.</li> <li>○ Middle leaders take a lead role in the leadership of teaching and learning including curriculum development, monitoring and analysing data and use this to improve standards.</li> <li>○ Governors have a clear and accurate knowledge of the school's strengths and areas for development through being an integral part of the monitoring and evaluation cycle.</li> </ul>						
Actions	Who	When	Cost/Resources	Outcome/ Impact	Monitoring	Review
<p>1.1</p> <p>Subject leaders to monitor, evaluate, review and set targets.</p> <ul style="list-style-type: none"> <li>○ Produce subject SEF</li> <li>○ Whole school monitoring- track progress against local/national data</li> </ul>	SuL	<p>Termly</p> <p>Termly</p> <p>Termly</p> <p>CPD</p> <p>schedule</p> <p>Ongoing</p>	No cost- cover internal	<p>All SL</p> <p>Subject leaders collect/ analyse and provide next steps to raise attainment in their subject.</p> <p>All staff upskilled in teaching each subject- evidenced in termly tracking.</p>	<p>Data comparison over time</p> <p>Book scrutiny</p> <p>Observations</p> <p>Pupil voice</p> <p>Staff feedback/ questionnaire</p>	Autumn 23-

<ul style="list-style-type: none"> <li>o Lead staff meeting- supporting T&amp;L for all groups</li> <li>o Manage resources- audit and order</li> <li>o Present an overview to Governors</li> <li>o Lead Governor monitoring- arrange dates/times</li> </ul>		Termly		<p>Subject well resourced- impact on progress measured.</p> <p>Governors have clear and accurate knowledge of core subjects, a clear profile of the school groups. They are aware of the priorities and how the school plans to meet these.</p>	<p>Curriculum monitoring</p> <p>LSB monitoring- termly</p>	
<p>1.2 Senior leaders to monitor, evaluate, review targets set by teachers.</p> <ul style="list-style-type: none"> <li>o Data tracking training for teachers(Aut 2 led by JW)- all staff have an overview of own year group</li> <li>o Use local and national data to accelerate attainment to exceed expectations- Nova reports</li> <li>o Lead Pupil progress meetings with teachers/LSAs</li> </ul>	<p>Teachers KS/JM/JW /JF</p> <p>JF/JW</p> <p>KS/JM/JW /JF</p>	<p>Ongoing</p> <p>Termly</p> <p>Termly</p> <p>On-going AfL and QFT.</p>	<p>No cost-cover internally</p>	<p>Disadvantaged groups achieve equal to or better than comparative data; improving year on year.</p> <p>Able pupils are set aspirational targets- and these are met.- measured termly.</p> <p>Termly data packs identify trends in progress and achievement and inform interventions. (Tracking grids termly)</p> <p>Children reach at least expected levels of attainment and make good progress, striving to be the best they can be.</p>	<p>LSB monitoring</p> <p>Weekly staff updates</p> <p>Observations, climate walks, book scrutiny, Pupil feedback</p> <p>Staff/ Parents surveys</p>	
1.3			No-cost-cover internally	Quality first teaching embedded and consistent. Increased understanding of CT responsibility for	Observations Book scrutiny	


<p>SLT monitor the quality of Teaching and Learning</p> <ul style="list-style-type: none"> <li>o Lead feedback meetings</li> <li>o Monitor planning and assessment</li> <li>o Liaise with inclusion lead to support/lead interventions</li> </ul>	SLT	Weekly Half termly At least Half termly		<p>all learners and needs and use of ordinarily available to support specific children's needs.</p> <p>Teaching and learning is consistently good in all subjects. At least 85% pupils on track.</p> <p>Assessment is rigorous and moderated cross phase. (See CPD/ monitoring overview)</p>	<p>Climate walks</p> <p>Pupil perceptions</p> <p>Pupil progress meetings</p> <p>Reports to Govs</p> <p>Drop-ins</p>	
<p>1.4</p> <p>Upskilling staff to ensure high quality delivery of SEND provision continues.</p> <ul style="list-style-type: none"> <li>o NASEN SENCO qualification</li> <li>o Training SENCo release from class- training schedule</li> </ul>	JM/HH		£3000	<p>SENCo to work with teachers, LSAs and school leadership to ensure early identification and allocation of support is given to all children on the SEND register, whilst promoting independence</p>		

## Quality of Education

<p><u>KSP 2</u></p> <ul style="list-style-type: none"> <li>❖ To raise achievement in <b>reading and writing</b> across the school through quality first teaching and challenge.</li> <li>❖ Curriculum plans clearly identify the essential vocabulary to be taught in every lesson.</li> <li>❖ Teachers ensure that pupils have the rich understanding of this vocabulary.</li> <li>❖ Leaders should ensure that all staff are delivering this aspect of the curriculum plans as fully as intended</li> </ul>	<p>Self-evaluation</p> <p style="font-size: 2em; text-align: center;">1/2</p>
<p>UNCRC RRS</p> <p>Article 12</p> <p>You have the right to give your opinion, and for adults to listen and take it seriously.</p> <p>Article 28</p> <p>You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p>	

**Article 29**  
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

- Success criteria:
- o Attainment in reading improves cross phase
  - o Consistent teaching of reading focusing on vocabulary
  - o Children access learning at their challenge level

Actions	Who	When	Cost/Resources	Outcome/ Impact	Monitoring	Review
<p>2.1 To continue to raise attainment in Reading, Writing, Maths</p> <ul style="list-style-type: none"> <li>• (See English/ Maths plan)</li> <li>• (See whole school Priority Reading Objectives doc)</li> </ul>	SuL/ SLT					
<p>2.2 To enrich the curriculum.</p> <ul style="list-style-type: none"> <li>• Audit, monitor and review the curriculum.</li> <li>• Run movie/Themed weeks.</li> <li>• Develop interesting hooks and lesson starters.</li> <li>• Subject leaders to run staff meetings cascading subject information.</li> </ul>	SuL All  All SuL	Termly		Creative curriculum encompasses National Curriculum and key skills cross phase. Tracking skills effectively monitors progress in all areas of the curriculum.	Tracking Pupil progress meetings Governor reports Observations Book scrutiny See CPD overview	

<ul style="list-style-type: none"> <li>Run Parent/ Carer workshops in Phonics/ Maths/ English</li> </ul>	BL/HH/JF	Autumn 1/2		Subject leaders develop professionally through the delivery of staff training/ update sessions.		
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## Personal development, behaviour and attitudes

<p><u>KSP 3</u></p> <ul style="list-style-type: none"> <li>To extend and embed cultural awareness - No Outsiders- so that it feeds through the curriculum</li> </ul>						Self-evaluation
						1
<p>UNCRC RRS</p> <p>Article 30 You have the right to practice your own culture, language and religion - or any you choose. Minority groups need special protection of this right.</p> <p>Article 31 Article 33 You have the right to play and rest You have the right to protection from harmful drugs and from the drug trade.</p> <p>Article 34 Article 36 You have the right to be free from sexual abuse. You have the right to protection from any kind of exploitation</p> <p>Article 37 Article 39 No one is allowed to punish you in a cruel or harmful way. You have the right to help if you've been hurt, neglected or badly treated</p> <p>Article 40 You have the right to legal help and fair treatment in the justice system that respects your rights.</p> <p>Article 42 You have the right to know your rights! Adults should know about these rights and help you learn about them, too.</p>						
<p>Success criteria:</p> <ul style="list-style-type: none"> <li>All lessons promote positive learning behaviours of all pupils, including all groups</li> <li>Pupils learning is enriched with Cultural diversity- home and away.</li> </ul>						
Actions	Who	When	Cost/Resources	Outcome/ Impact	Monitoring	Review

<p>3.1 To introduce/explore and embed NO Outsiders</p> <ul style="list-style-type: none"> <li>● Whole staff training roll out</li> <li>● Embed cultural learning/No Outsiders within the curriculum</li> </ul>	<p>JM/ HH</p>	<p>Jan 24</p>	<p>In house- Trained staff No cost</p>	<p>Staff pre/post questionnaires show staff knowledge of delivery has increased. Children's awareness increased. Curriculum reviews identify cross curricular use Pupil voice/ feedback</p>	<p>Training log</p>	
<p>3.2 To explore the language around 'bullying' and the context.</p> <ul style="list-style-type: none"> <li>● Pupils</li> <li>● Parents</li> <li>● Partnership Lead role promoted with families</li> <li>● Create a Children's Champion x2 role for year 6 to support friendship/ Positive Pat/ How to deal with difficult relationships.</li> </ul>	<p>JC</p>	<p>weekly meetings.  Termly updates to SLT/ staff.</p>	<p>No cost- internal cover  Staff meetings</p>	<p>Majority of pupils have a clear understanding- minority of parents. Pupils lead projects as Wyburns representatives.</p>	<p>Staff meetings Assemblies Class meetings Junior Governors Rayleigh council meetings Meetings with MP Visits to Parliament Sports events Utilise council links New HLTA role for cross trust links.</p>	

## The effectiveness of Early Years Provision



<b>KSP 4</b> <ul style="list-style-type: none"> <li>❖ To develop the learning environment for continuous provision- inside and out</li> <li>❖ Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities.</li> </ul>						Self-evaluation <b>1 /2</b>
<b>Success criteria:</b> <ul style="list-style-type: none"> <li>○ The outside learning space supports quality T&amp;L</li> <li>○ Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities.</li> </ul>						
Actions	Who	When	Cost/Resources	Outcome/ Impact	Monitoring	Review
<b>1.1</b> To further develop outstanding provision in Early Years (see <i>EYFS plan</i> )	CA	ongoing		Children make consistently high rates of progress in relation to their starting points( Tracking from baseline.) Attainment at EY end is comparative to National figures, including GLD. (Data tracking.)(Summer 24r) Teaching nurtures engages and motivates all children. (Observations/ Learning Journals/ Tapestry (Spring 24) Assessments inform provision. ( Pupil progress meetings/ Interventions/ Planning, Progress to targets)Termly)	Home visits Pre visits Observations Talking to Parents. Book scrutiny. Visits to other providers. Planning scrutiny.	
<b>1.2</b> <ul style="list-style-type: none"> <li>● To develop the outside learning area to be as effective as inside.</li> </ul>				Review learning space- visit other EYFS to audit and compare Compile development plan/Introduce improvement plans within the environment Audit and review		Observations by SLT/ External advice Monitoring Impact on accessing learning

**School Summary Self Evaluation Sheet**

We are working towards:

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Areas:	Requires improvement: Key areas of our work that are concerning us as they are not yet good	Good: Key areas that, as a result of our self-evaluation, are good and we are going to work on next to move more of our practice to outstanding - Key areas in the School Development Plan	Strengths/Outstanding: Key areas of strength in our school that we can share with others Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise
1. Published Outcomes - KS2, KS1, Phonics		See data dashboard-	
2. Quality of Education, including curriculum, teaching and assessment		<p>-Pupils' work across the curriculum is consistently of a high quality.</p> <p>-Pupils consistently achieve highly, particularly the most disadvantaged. Pupils with SEND achieve exceptionally well.</p> <p>-The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</p> <p>-A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</p>	<p>-Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.</p> <p>-The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</p> <p>-The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND</p> <p>-Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertiseAny remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school's curriculum.</p> <p>-</p>
3. Behaviour and Attitudes (including SMSC)			<p>Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.</p> <p>Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the</p>

			<p>life of the school and/or the wider community. Pupils actively support the well-being of other pupils.</p> <p>Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.</p>
Attendance			
4. Personal Development		<p>Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</p> <p>Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</p>	<p>willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities Re/SRE/PSHE curriculum</p> <p>The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.</p> <p>There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.</p> <p>The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.</p> <p>The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.</p>
5. Leadership and Management		<p>-Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum</p>	<p>-Staff consistently report high levels of support for well-being issues</p> <p>-Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.</p>
6. Governance		<p>Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.</p>	
7. Safeguarding			<p>The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.</p>

<p>8. Early Years</p>			<p>The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs. The high ambition it embodies is shared by all staff.</p> <p>The impact of the curriculum on what children know, can remember and do is strong. Children demonstrate this through being deeply engaged and sustaining high levels of concentration. Children, including those from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.</p> <p>Children are highly motivated and are eager to join in. They share and cooperate well, demonstrating high levels of self-control and respect for others. Children consistently keep on trying hard, particularly if they encounter difficulties.</p>
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