



School Improvement Plan

2023/24

'Impact and Accountability' 10th Anniversary Year

OVERALL MISSION STATEMENT

Mosaic Jewish Primary School is a Free, inclusive Jewish school, providing high quality Jewish and secular education. Our goal is to ensure that our pupils are equipped to successfully live with fundamental British values and Jewish Values in their lives in the world. Our pupils are taught to value truth, honesty, respect for everyone, a lifelong love of learning and possess great self-discipline.

In essence:

‘Providing solid foundations – Creating tools for growth – Building confidence for the future with ‘impact and accountability’ making that happen.

SCHOOL VISION

The vision of the school is to synthesize Jewish values and learning with the highest possible standards as set out by the National Curriculum and beyond, preparing our pupils for their journey through secondary school and beyond.

KEY ASPECTS

- High Quality Jewish learning and values
- High Quality National Curriculum - above and beyond
- Our ethos drives everything
- Aspiration for all pupils to be equipped to succeed / excel in their lives in the world
- Enjoyment of school life
- Shared community values/ inclusive school
- Respect for everyone/ a school for everyone
- Lifelong love of learning
- Giving opportunities to all children
- Safe environment
- Caring environment
- High self-esteem for all pupils
- Truth and honesty

R A G

Red – Not yet completed

Amber – In progress

Green – Completed

School Context

School Context					
Number of pupils on roll: 207 – changing ongoing 12 – Israeli Refugees		Number of pupils eligible for pupil premium: 27		Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan 54 SEN 8 EHCP	
Percentage of pupils on track to meet EXP + standard attainment targets for KS2		Year 6 2023 Reading: 71% GD 32% Writing: 71% GD 16% Maths: 68% GD 31% R/W/M: 45%		(% based on Y5 results)To be closely monitored during the course of the year	
Pupil intake information (% of pupils with low (L), middle (M), high (H) prior attainment) (Information gained after Baseline Assessment)		Ofsted grading: Outstanding 2015		Staff turnover over the previous year: 5 NEW MEMBERS OF STAFF 1 VOLUNTARY REDUNCACY 2 DISMISALS 2 HLTA RESIGNATION 2 TA RESIGNATIONS	

Percentage of pupils with English as an additional language (EAL) 60		FSM		SEND (On register) 54	
				EHCP pupils 8	
Overall attendance 95% Aiming for 96%		Persistent absence: 2			
Key Ofsted actions from last report	<ul style="list-style-type: none"> - Enable teaching assistants to observe best practice both within and outside of the school. – Visits made to other schools, 2 TAs now qualified as teachers - Ensure that opportunities for pupils to respond to teachers' feedback are provided promptly – Children use purple polishing pens to address next steps and to make corrections to their work in every lesson. 				

Monitoring Cycle 2023 – 24

September	October	November	December
<p>Safeguarding/GDPR/Fire Safe Training Review Governor Monitoring Key policies read by all staff Behaviour/Teaching and Learning Resilience Survey Learning walks (HT) Single Central Record Check Fire Drill/ invac Drill Premises Walk Health and Safety Audit SDP Review – Subject reviews SIP Review Support Staff PM Teachers PM Governors – Deep Dive</p>	<p>Learning Walks (HT) Curriculum Meetings for Parents Learning walk (Foundation Subjects/PHSE) Admin Appraisals Policy Review School Pay Policy /Finance Policy -Accessibility Plan - Finance Meeting Prospectus Review incl. Gov Curriculum Gov's Meeting –Review inspection Learning Walk – TA's DRAFT SDP Finalised to Governors</p>	<p>Formal Lesson Observations Governor Monitoring with (HT/SLT) - <i>Questioning (Support & Challenge) - T&L Pedagogy consistency</i> Learning walk (Foundation Subjects) Personnel Files Check Policy Review Website Review Book Look - Evidence Scrutiny (Writing model/progress) SEND Report In school Moderation – Reading Comprehension/ Guided Reading. Subject Leaders – Deep Dive</p>	<p>Subject Action Plan Review Weekly Informal Lesson Observations including Book scrutiny (progress) (HT) Headteacher Appraisal Learning walk- Writing Book Look – Jewish Studies Policy Review SEND Pupil Progress Meetings – early December Single Central Record Check Premises Walk – H&S Committee</p>
January	February	March	April
<p>Staff Survey – Well Being Governor Monitoring Learning walk - <i>Questioning (support & Challenge)</i> SENCo & SLT Review PE equipment check First Aid Boxes check Policy Review Finance Meeting Curriculum Governors – SEND & Tutoring Support Staff PM - Midyear review</p>	<p>Full Board Mtg Lesson Obs (HT) Reading & Writing Pupil Perceptions – Reading Book Look - Evidence Scrutiny – Foundation Subjects Staff Appraisals – Mid Year Premises walk H & S Committee – -Evaluate sickness/accident records Fire Drill Lock Down Drill Single Central Record Check Mid-Year Safeguarding Training Writing Event</p>	<p>Subject Action Plan Review Review of Governor Monitoring Informal Lesson visits - (HT) Foundation Subjects Pupil Progress Meeting Curriculum Governors - Data Policy Review Single Central Record Check Budget</p>	<p>SDP Priorities Reviewed Full Board Mtg Parent Survey Fire Drill Welcome Packs and New Intake information Single Central Record Check Finance Meeting – Charges & Remissions</p>

May	June	July	All monitoring to be evidence through observation, notes, feedback, Governor visits, internal and external evaluation.
Subject Action Plans –Review Review of Governor Monitoring Pupil Voice Learning Walk - Science Premises walk Policy Review Safeguarding Audit	Learning Walk – Subject Leaders Deep Dives Fire Drill /Lock Down Drill PPG Review Reports Single Central Record Check Finance Meeting Curriculum Meeting	Support Staff Performance Management -Review Review of Governor Monitoring Staff Appraisals - New staff Premises Walk Single Central Record Check SDP Review – Full Governors & Early Data	

Objectives for 2023 -24

Achievement gap

Issues:

- Consistency in teaching across subjects
- Making every second count in lessons
- Maths – to improve reasoning and problem solving having consistent teaching across year groups.

<p><u>Objective 1</u> Quality of Education</p>	<ul style="list-style-type: none"> • Raise combined attainment and progress outcomes for pupils across all phases (ELG, KS1 and KS2) so that they are above national comparatives – Specific focus on recovering learning for specific groups of children where gaps have been identified in terms of lost learning. • Pupils achieve well across the school. Catch up & Interventions demonstrate good impact on outcomes. • Develop pupil's fluency, stamina and comprehension in reading. Ensure that pupils have greater opportunities to participate in reading activities and access to a wide range of reading materials. • Develop consistent approach to teaching and learning of fluency in problem solving and reasoning in Maths. • The school's curriculum intent and implementation are embedded consistently across the school so that work is of a consistently high quality and learning experiences help the pupils remember what they have been taught. Ensure that 'beacons' are used as a register of best practice: • Ensuring that 'every second counts' is evident in the teaching and learning.
<p><u>Objective 2</u> Behaviour & Attitudes</p>	<ul style="list-style-type: none"> • Pupils consistently have highly positive attitudes & commitment to education (Reflectiveness, Resilience, Resourcefulness, Responsibility) • Continue to increase the resilience of our pupils by reducing the level of teacher direction (Resilience) • Recover pupil leadership roles and participation in school community so that children can contribute to the life of the school (Responsibility) • Strengthen consistency in the application of behavior and learning policies so that positive behavior actions are reinforced (Relationships, Respect) • Improve the attendance of our pupils (Responsibility). • Ensure all our pupils are staying safe online both at home and school ((Responsibility) • Pupils have high attendance and there is evidence of swift interventions where this is not the case.
<p><u>Objective 3</u> Personal Development</p>	<ul style="list-style-type: none"> • Ensure the mental health of our pupils and staff is a high priority for all. • Ensure all our pupils have access to a wide and rich set of experiences which develop their range of talents and interests • Curriculum is carefully planned such that it creates a range of rich experiences which strengthen the school's provision • The schools' development of pupils' character is carefully planned, considered and embedded in the curriculum (Reflectiveness, Resilience, Respect, Relationships, Resourcefulness, Responsibility and spirituality).
<p><u>Objective 4</u> Early Years</p>	<ul style="list-style-type: none"> • The curriculum is ambitious; it is coherently planned and sequenced, building on what pupils know and can do, across EYFS and into KS1, demonstrating cumulatively sufficient knowledge and skills required for their future learning. • The percentage of pupils achieving a good level of development (GLD) are comparative and in line with LA and National levels. • High levels of ambition amongst staff, consistently rich & strong teaching & learning opportunities and a sharp focus on ensuring the foundations of learning are embedded, result in an exceptional learning environment (indoors and outdoors).

	<ul style="list-style-type: none"> • Pupils are deeply engaged and sustain high levels of concentration, within all areas of learning/all aspects of provision, due to the careful planning and skilled interventions of practitioners within this phase of education.
<u>Objective 5</u> Jewish learning	<ul style="list-style-type: none"> • Consistent approach across the school • Development of knowledge among teachers and staff. • Creating a clear vision of JL across the school
<u>Objective 6</u> Communication with all Stakeholders	<ul style="list-style-type: none"> • To enrol more Jewish Children into the school • To retain children that are already in the school • To have a full intake in each year group as a one form entry school • To be the school of choice in the local area • To be actively engaged and involved with FOM. • To have excellent communication with all stakeholders. Please see Communication Action Plan.

Objective 1 Quality of Education

- Raise combined attainment and progress outcomes for pupils across all phases (ELG, KS1 and KS2) so that they are above national comparatives –
- Specific focus on recovering learning for specific groups of children where gaps have been identified in terms of lost learning and the transition years from Key Stage 1 into 2 impacted by covid lockdowns.
- Pupils achieve well across the school. Catch up & Interventions demonstrate good impact on outcomes
- Develop pupil's fluency, stamina and comprehension in reading. Ensure that pupils have greater opportunities to participate in reading activities and access to a wide range of reading materials
- The school's curriculum intent and implementation are embedded consistently across the school so that work is of a consistently high quality and learning experiences help the pupils remember what they have been taught

INTENT	IMPLEMENTATION	Timescale	Personnel	IMPACT
<p>Raise combined attainment for pupils across all phases</p> <p>Pupils achieve well across the school. Catch up & Interventions demonstrate good impact on outcomes</p>	<ul style="list-style-type: none"> • Ensure a forensic approach to the analysis of data in order to improve outcomes for all pupils (and groups of pupils), i.e. catch up on lost learning. • Previous year's data and Baseline teacher assessments undertaken to establish children's 'starting' points ASAP upon return. • Assessments undertaken at Autumn Half term to set end of year targets using Scholar Pack/ FFT. • Plans & Interventions (inc PP & Catch up plans implemented and carefully monitored in order to demonstrate impact of evidence – informed strategies to ensure progress. 	<p>Autumn 1 and 2 ongoing</p> <p>HALF TERM</p>	<p>SLT /PHASE LEADERS and all staff</p> <p>All Staff</p> <p>All Staff & SLT PHASE LEADERS</p>	<p>Targets established & published, taking into account prior attainment, and any aspirational national benchmarks so that progress can be monitored using Scholar Pack.</p> <ul style="list-style-type: none"> • Gaps identified and planning adjusted in order to meet the needs of pupils. • Catch up programme planned & implemented to support progress. • Evidence of progress so that pupils begin to reach current year ARE expectations at least by December.
<p>Develop the use of research to ensure high quality teaching so that pupils develop knowledge and skills to achieve best possible outcomes in RWM</p>	<ul style="list-style-type: none"> • Strengthen the use of T&L development materials (audits, learning Walk Feedback etc) to ensure a consistently high standard of quality first teaching with new and existing staff. • Teachers plan learning opportunities which meet the needs of pupils and which explicitly teaches pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning. • Review homework provision within the school by evaluating the impact. 	<p>AUTUMN 1</p> <p>AUTUMN 2</p> <p>SPRING 1&2</p>	<p>SLT</p> <p>SL& All Staff</p> <p>SLT/PHASE LEADERS</p>	<ul style="list-style-type: none"> • Quality of work demonstrates effective targeting of support as well as progression in skills and knowledge and outcomes. • Explicit teaching of metacognitive strategies enables pupils to take greater responsibility for their learning, and develop their understanding of what is required to succeed. • Pupils can use metacognitive strategies to help plan, monitor and evaluate specific aspects of their learning, • Data indicates good progress (measure) towards EOY targeted outcomes.

INTENT	IMPLEMENTATION	Timescale	Personnel	IMPACT
<p>Review phonics and early reading provision to ensure the majority of pupils who struggle learning to read, more swiftly master phonic knowledge and phonological awareness by the end of KS1.</p>	<ul style="list-style-type: none"> Review current phonics provision within school and evaluate its effectiveness for the bottom 20% of readers. Maintain an embedded program of phonics that underpins early reading and writing through a clear structure and rigorous progression from Reception to year 6. Teaching of phonics starts from the children's first days at school and there are interventions in place for those pupils who do not reach expected knowledge and phonic skills by the end of year 2. Audit staff members' phonic knowledge and provide regular training opportunities for staff. Where needed, encourage more confident staff to peer-mentor and train others. Ensure phonics resources are well matched to the children's phonics abilities. Look into other possible phonics programs that link to specific reading books. 	<p>AUTUMN TERM</p> <p>AUTUMN 1</p> <p>AUTUMN 2 Ongoing</p> <p>SPRING TERM</p>	<p>(JG -Reading Coordinator)</p> <p>SLT</p> <p>All Staff</p> <p>JG /all staff</p> <p>JG/ SLT</p>	<p>Current phonics provision reviewed & outcomes at end of EYFS, Years1&2 are strong compared with national comparatives. Actions to address the needs of bottom 20% are clearly communicated and delivered by all staff .A clear phonics provision pathway evidenced across the school with high expectations for all pupils.</p> <p>Staff members are confident in delivering the phonics program within their immediate phase and know the prior learning and further phonic development that their children will need.</p> <p>Appropriate support is available to increase staff knowledge and confidence in delivering phonics. Phonics resources are well matched and updated in line with the DfE guidance and needs of pupils.</p>
<p>Develop pupil's fluency, stamina and comprehension in reading.</p>	<ul style="list-style-type: none"> Ensure increased opportunities for pupils to read aloud in different contexts such as guided group reading, whole class reading and 1 to 1 reading activities. Utilise rapid reading strategies where children are still blending and segmenting to enable children to read sentences more than once to increase understanding and to progress fluency. Pre reading and rehearsal. Provide increasing opportunities for older pupils to read fluently in different contexts. (Collaborative working in other subjects, reporting back) 	<p>AUTUMN 1</p> <p>AUTUMN 2 – Ongoing</p> <p>AUTUMN 2 SPRING 1 Ongoing</p>	<p>JG/All Staff</p> <p>LJ/Support Staff</p> <p>LJ /Phase Leaders</p>	<p>Reading sessions planned and timetabled across the school in different contexts. Staff consider and plan in opportunities for children to read and present text from books and own writing</p> <p>TA's effectively deployed within lessons to enable all readers to contribute fluently to class reading and in one to one reading times</p> <p>Older children have more opportunities to read fluently to different audiences</p>

<p>Ensure that pupils have greater opportunities to participate in reading activities and access to a wide range of reading materials.</p>	<ul style="list-style-type: none"> Continue promoting our whole school ethos of reading for pleasure and embed through regular CPD at staff meetings and use of Power of Reading. All staff understand the importance of sharing their love of reading with the children. All children have access to a wide range of home / school reading books that are not only challenging but match their correct reading ability. Re-establish and enhance reading areas in classroom and across the school with texts and resources that are appropriate and engaging and are expressed through pupil voice. Ensure there is a balance of fiction and non-fiction texts across the school and reading is explicit across all curriculum areas Reinitiate wider school community engagement strategies to enhance reading for pleasure eg Parent & Carer reading volunteers / Book events/ Book Fairs and Family reading Challenges/ Read to your child Day. 	<p>September 2023 – ongoing</p> <p>November 2023</p> <p>Autumn 2023 -Spring 2024</p>	<p>SLT</p> <p>JG/All staff</p> <p>All staff</p> <p>JG/Phase Leaders/SLT</p> <p>JG</p> <p>JG/ SLT</p>	<p>Staff meeting at start of school year reinforces school ethos of reading and timetable structured to ensure increased opportunities for reading across the week. All classes to have a class book that the teacher is sharing with the children.</p> <p>Children have set book change days twice a week plus an additional book to enjoy reading in school.</p> <p>Classroom environments developed to allow for reading corners/areas etc where possible. Reading is celebrated within the classroom.</p> <p>Appropriate range of texts for children to access.</p> <p>Reading promoted and celebrated with the wider school community.</p>
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INTENT	IMPLEMENTATION	Timescale	Personnel	IMPACT
<p>The school's curriculum intent and implementation are embedded consistently across the school so that work is of a consistently high quality and learning experiences help the pupils remember what they have been taught</p>	<ul style="list-style-type: none"> Refine curriculum planning approaches in order to strengthen the evidence of mastery and challenge within all wider curriculum subject areas. Continue to develop wider curriculum provision to develop evidence of exemplary practice and showcase outstanding learning, i.e. pupils have detailed knowledge of aspects of the curriculum Embed enrichment opportunities (e.g. Visits /Visitors & Special week) into wider curriculum plans and ensure quality learning by linking carefully to knowledge and skills progression overviews Ensure consistency in the quality of learning through regular and rigorous moderation of books and other learning evidence. Strengthen the use of evidence-based/research within policy, practice and pedagogy and promote individual reflection/study via the use of CPD journals. 	<p>AUTUMN 2023</p> <p>SPRING 2024</p> <p>SPRING 2024– ongoing</p> <p>AUTUMN 2023- TERMLY</p>	<p>Phase Teams /Subject Coords</p> <p>PHASE LEADERS/ SLT</p> <p>SLT/Phase Leaders/Sub Leads</p>	<p>Medium term plans for all subjects refined so that there is effective sequencing of learning across all non-core areas incorporating any changes due to new frameworks and/or gaps in learning.</p> <p>Short term planning demonstrates consideration of challenge for all pupils and clearly demonstrates effective sequencing and progression in learning.</p> <p>Books/evidence in all wider curriculum subjects demonstrate good progress (pupil knowledge, skills & outcomes).</p>

<p>Teaching and learning is consistent in all areas across year groups.</p> <p>'Every second Counts'</p>	<ul style="list-style-type: none"> • Beacon teaching to be observed. • Staff training • Observations led by SL, SLT, HT and fed back to staff. <p>Time in the classroom is used efficiently and purposefully. Children are on task quicker and the quality of learning has improved. Teachers develop and improve on their subject knowledge.</p>	<p>September 2023– ongoing</p> <p>AUTUMN TERM Ongoing</p>	<p>SLT/Phase Leaders/All Staff</p> <p>SLT/Phase Leaders</p>	<p>Pupils' learning outcomes demonstrates that learning has improved across all subjects. Quality of work, in all subjects, demonstrates that that pupils are learning the right things in the right order, prior knowledge is built upon and good progress is made. There is a consistent approach across the school.</p> <p>Pupils outcomes improve. Lessons demonstrate clear purposeful learning. Teacher Input is concise and meaningful. Improved Teacher Management Time/pace in the classroom.</p>
<p>Further develop subject leaders knowledge and expertise in order to continue developing the school's curriculum and embed best practice across subjects</p>	<ul style="list-style-type: none"> • Subject leaders demonstrate secure subject knowledge including pedagogy and use of new technology. Keeping to date with developments in their curriculum area (E.g. Ofsted subject reviews) Subject Leaders will ensure the implementation of the curriculum is closely aligned to the intent and there is strong evidence of skills and knowledge progression across all subjects. • Support colleague's professional development of subject pedagogy and the use of new technology (via coaching, training and utilisation of CPD from National College) through, signposting effective practice, providing advice and feedback, resources and staff training. • Ensure that all staff regularly complete ongoing formative assessment for your subject area using Arbor. 	<p>SUMMER 2024 – Ongoing</p> <p>AUTUMN – Ongoing</p> <p>ONGOING</p> <p>TERMLY</p>	<p>SUBJECT COORDS</p> <p>SLT/ SUB COORDS</p> <p>SJ/LN/SUB COORDS</p> <p>SLT/ SUB COORDS</p>	<p>Monitoring Evaluation and Review (MER) demonstrates the development of pedagogy and effective teaching & learning across all subject areas with implementation clearly aligned to intent</p> <p>Outcomes in all year groups, for all areas, is in line with targets (set against prior attainment/NAT). Moderation of outcomes demonstrates accuracy of assessment. Quality of work supports reported outcomes</p>

AUTUMN	SPRING	SUMMER
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Objective 2 Behaviour & Attitudes

- Pupils consistently have highly positive attitudes & commitment to education (Motivated, Perseverance Pride in Achievements)
- Continue to increase the resilience of our pupils by reducing the level of teacher direction
- Recover pupil leadership roles and participation in school community so that children can contribute to the life of the school
- Strengthen consistency in the application of behaviour and learning policies so that positive behaviour actions are reinforced
- Improve the attendance of a small minority of our pupils
- Ensure all our pupils are staying safe online both at home and school

INTENT	IMPLEMENTATION	Timescale	Personnel	IMPACT
<p>Embed core values in all aspects of school life so that they are commonly understood, taught and promoted by every stakeholder</p>	<ul style="list-style-type: none"> • Continue to proactively enact the school's Positive Behaviour Policy and Positive School Values based on Mosaic Magna Carta - Revisit non-negotiables to ensure learning environment and learning resources within lessons enables all pupils to engage promptly and remain on task • Promote and reinforce opportunities for children to succeed and be rewarded for positive attitudes and learning behaviours. 	<p>AUTUMN – Ongoing</p>	<p>ALL STAFF SLT/TEACHERS All Staff</p>	<ul style="list-style-type: none"> • Behaviour is consistently strong and promotes purposeful and positive relationships across the school. • Pupils enjoy school and are highly motivated towards their learning – displaying resilience, perseverance and pride in all areas of the curriculum. • Children and staff's achievements are celebrated within school and across the wider school community.
<p>Support pupils resilience and engagement in their learning through collaboration and effective deployment of school resources.</p>	<ul style="list-style-type: none"> • Continue to build upon the independence and resilience actions to support all pupils. • Utilise new learnt skills in learning to promote greater outcomes within lessons. • Revisit the principles in terms of how TA's are effectively deployed to provide appropriate levels of scaffolded support and to facilitate collaborative learning in classrooms • Teachers continue to use expertise to set engaging, exciting and challenging work that connects with pupils' meaning, purpose and passion. 	<p>AUTUMN - Ongoing NOVEMBER 2023 – JANUARY 2024 AUTUMN 2023 – Ongoing</p>	<p>SLT/PHASE LEADERS SLT/ Phase Leaders /ALL STAFF SLT/All Staff SLT/ PHASE LEADERS/TEACHERS</p>	<ul style="list-style-type: none"> • Independent learning skills are utilized within lessons for children to work collaboratively and independently. • Support for learning is carefully targeted and tailored in order to enable children to access learning but not to become dependent upon adult intervention • Phase leaders embed dilemma based learning into their thematic long and medium term planning • Lesson structures and activities enable children to develop deep thinking and meaningful experiences bring learning alive.

INTENT	IMPLEMENTATION	Timescale	Personnel	IMPACT
<p>Enable children to grow leadership within the school, ensuring pupil voices and opinions are heard in improving both our school and the local community.</p>	<ul style="list-style-type: none"> Further develop pupil leadership roles in school so that they make a tangible contribution to the life of the school Provide opportunities for Junior Leaders meet with classes to discuss ideas about changes and improvements to the school. Participate in Pupil voice by carrying out surveys within school to gather pupils' opinions and then discuss at Junior Leader meetings and make decisions about what we need to do next. To plan and work towards a chosen national quality mark award – Junior/ Mini Duke Awards. <ul style="list-style-type: none"> School Council/ Head Team/ Writing Champions, Reading Warriors/ Scientists. <ul style="list-style-type: none"> Class Champions to speak to visitors about what the class is learning. <ul style="list-style-type: none"> JG to decide on projects that can have an impact on our local community. Fund raising events and volunteering projects that involve families from the community are organised and ran by our FOM. 	<p>AUTUM 2023 DECEMBER 2023- Ongoing JANUARY 2024 SPRING 2024</p>	<p>/SLT/ NI/PHASE LEADERS SLT/ JLT/ALL PUPILS JLT/SLT/KB</p>	<p>Program of activities that School staff want them to engage with – eg Pupil voice as part of subject audits. Surveys undertaken with year groups to identify priorities and improvements that children would want in school. School and Community projects planned and developed by JG with support of school leaders. Projects completed successfully and impact shared with community. Profile of school raised across wider community.</p>
<p>Ensure all our pupils are staying safe online both at home and school</p>	<p>In light of pupils increased engagement in online learning and interactions during lockdown-</p> <ul style="list-style-type: none"> Reinforce Online Safety element both as core parts of all Computing units of work and within the PSHE Curriculum. Increase parental engagement and partnership in promoting children's safety when interacting online through additional resources from online safety organisations and drop in clinics /advice session for parents Where online safety concerns are identified within phases or with groups or individual pupils appropriate action undertaken. 	<p>ongoing</p>	<p>Computing Lead / All staff SLT/ DSL SLT / E Safety Lead</p>	<p>Pupils understand how to keep safe on line and know what to do if cyber bullying occurs Staff are clear about responsibilities to report and act upon reports of cyber bullying. Parents are kept informed of current online risks through ESafety meetings. Specific interventions with pupils and meetings held with parents to address risks.</p> <p>Pupils and parent awareness is increased.</p>
<p>To continue to improve whole school attendance and ensure number of children at risk of persistent absentees is reduced</p>	<ul style="list-style-type: none"> Utilise attendance figures against other schools nationally Track attendance for groups of children where historical attendance has been a concern. Continue to promote punctuality at school through drop off windows. <ul style="list-style-type: none"> Provide support via a range of strategies to ensure compliance with attendance expectations including targeted support meetings and if necessary use of lateness and attendance policy, Penalty Notices via the EWO 	<p>Autumn Term – ongoing Sept 2023 Autumn 2 ongoing</p>	<p>Attendance Lead/ LN SLT SLT/Atte Lead/EWO</p>	<p>School Leaders can more accurately track attendance patterns against other schools nationally for whole cohorts and specifics groups.- Implementing appropriate strategies and interventions as necessary. Regular communication of attendance and punctuality expectations sees these figures fall. Specific groups /families are identified and supported resulting in improved attendance for children</p>

EVALUATIONS	AUTUMN	SPRING	SUMMER

Objective 3 Personal Development	<p>Ensure the mental health of our pupils and staff is a high priority for all</p> <p>Ensure all our pupils have access to a wide and rich set of experiences which develop their range of talents and interests</p> <p>Curriculum is carefully planned such that it creates a range of rich experiences which strengthen the school's provision</p> <p>The schools' development of pupils' character is carefully planned, considered and embedded in the curriculum</p>			
INTENT	IMPLEMENTATION	Timescale	Personnel	IMPACT
<p>To ensure the mental health of pupils and staff is a high priority for all,</p>	<ul style="list-style-type: none"> • Staff training to be completed and action plan drafted and initiated. • Further CPD for MH champions children and adults. • Additional training for all staff about teaching pupils how to keep mentally healthy • Re-visit the 5 Ways to well being across the school • Ensure Mental well-being is embedded and consistently delivered as part of the PSHE curriculum. • Implement effective procedures for raising concerns around pupils' SEMH, using safeguarding systems and regular Pastoral meetings • Programme of in-school support for SEMH planned • External support signposted / referrals made for the most vulnerable pupils • SLT to ensure that expectations of all staff are clear, reasonable (work-life balance taken into account) and effectively communicated. • SLT to be vigilant about staff well-being and morale, and offer 'a listening ear' to individuals; • SLT to specifically intervene and signpost appropriate support for individuals if needed. • Staff valued and 'Star Staff' Award in Assembly and Newsletter. 	<p>Nov 2023 Dec 2023 Spring 2024</p> <p>Ongoing</p> <p>Nov 2023</p> <p>Ongoing</p> <p>Ongoing</p>	<p>DHT</p> <p>All staff Phase Leads / PSHE co-ord</p> <p>DHT (SMHL) / HT (DSL) / SENDCo / SEMH</p> <p>SLT</p> <p>SLT</p> <p>DHT (MHFA)</p>	<ul style="list-style-type: none"> • Appropriate CPD identified and undertaken, for individuals / groups of staff • All staff are aware of and confident in their roles in terms of children's Mental well-being • Children and adults know who to turn to for support with mental well-being • Children and adults know some ways to stay mentally healthy • Vulnerable pupils identified promptly • In-school / external support is in place for identified pupils • Information is shared with relevant staff <ul style="list-style-type: none"> ☐ Meetings provide an element of supervision for staff dealing with sensitive issues • Work-life balance is protected; • Staff know what is expected of them, how and when to meet expectations • Staff are enabled and motivated to fulfil roles effectively

<p>Establish a PSHE curriculum that will support learners' broader development and implements the relationships and health education curriculum effectively in September 2022</p>	<ul style="list-style-type: none"> • Embed the new PSHE & RHE Curriculum within the school and provide ongoing training opportunities for staff delivery as well as support for parental understanding. • Fully utilize opportunities within the curriculum eg assemblies, focus weeks etc to develop and deepen pupils understanding of the world they live in (inc appreciation of equality and diversity) • Ensure parents have access to PSHE /RHE overviews for the term ahead to enable them to actively engage in and continue the children's learning at home • PSHE planned to educate pupils so they understand and to know how to adopt - a healthy lifestyle including healthy relationships • Understand how a healthy life style impacts on their physical and mental well-being 	<p>Autumn Term ongoing Autumn Term November 2023 January 2024 May 2024</p>	<p>PSHE COORD /SLT PHASE LEADERS ALL STAFF</p>	<ul style="list-style-type: none"> • New RHE scheme of work in place and being delivered across the school. Whole School themes evident through learning walks notes, assemblies and whole school focus weeks eg Whole School write themes. CPD evidenced in staff meetings. • Termly overviews shared with parents on Class Dojo and via school website. • Planning and PHSE records show portfolio of evidence of children learning about and being able to adopt healthy lifestyles, relationship. • Scrap Books to show evidence.
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INTENT	IMPLEMENTATION	Timescale	Personnel	IMPACT
<p>To provide a curriculum which is carefully planned such that it creates a range of opportunities and rich experiences which strengthen the school's provision for its pupils.</p>	<ul style="list-style-type: none"> Further develop the 'Healthy Schools' provision in school by strengthening links with Catering (to support food tech), growing own vegetables and reintroduce Reception and Key Stage 1 family lunch events. Continue to embed and deliver well-being opportunities for KS1 and 2 pupils using meditation techniques and lessons through YOGA as part of curriculum offer. Lunch time clubs. Reintroduce opportunities for pupils to nurture and showcase talents eg performance skills (via assemblies and shows), sporting and academic skills (via competitions) Mosaic has talent. 	<p>DEC 2023 SPRING 2024</p> <p>AUTUMN – Ongoing</p> <p>TERMLY</p>	<p>DT COORD/ PHASE LEADERS</p> <p>LN/PHASE LEADERS</p> <p>PHASE TEAMS /PE LEADER</p>	<ul style="list-style-type: none"> Opportunities planned by HT leader and school cook for each year group during the year Family lunch days increase new parent engagement in school meal offer and support healthier lunch choices Wider enrichment opportunities renewed across the school. Special events, Visitors. <p>Yoga lesson continue to support pupil in developing meditation skills.</p>
<p>Ensure our pupils know what it means to be a good citizen</p>	<ul style="list-style-type: none"> Deepen children awareness and understanding of Equality and Diversity by ensuring it is woven through our school curriculum. Review curriculum plans, in collaboration with the PHSE curriculum to ensure that Equality and Diversity permeates through all areas of the Curriculum. Promote pupils broader personal development, as well as SMSC development by reintroducing educational visits/visitors and off-site activities to the curriculum JLT to drive whole school projects that have an impact on our local community eg. Charity events and volunteering projects that involve the community are organized. Annual visits to planned to local places of worship for each phase and linked to the religions being studied 	<p>Autumn ongoing</p> <p>Spring 2024</p> <p>AUTUMN 2023</p> <p>SPRING 2024</p> <p>Autumn ongoing</p>	<p>SLT</p> <p>All Staff</p> <p>SLT/All Staff</p> <p>All Staff</p> <p>Phase Leaders</p>	<p>Whole school ethos of celebrating differences and diversity in both the school community and the wider community</p> <p>Pupils awareness of diversity and understanding of equality is identified through curriculum plans and captured during pupil conferencing.</p> <p>Diversity and Equality within the school and our community is shared and celebrated in pupils work/displays</p> <p>Pupils engaged in events and activities that promote citizenship</p> <p>Visits to different faiths places of worship takes place.</p>

EVALUATIONS

AUTUMN

SPRING

SUMMER

**Objective 4
Leadership &
Management**

- Leaders are united by a common purpose of improvement and share a clear and ambitious vision for the school
- Leaders focus relentlessly on improving the quality of education and demonstrate effective skills and experience in order to ensure a consistently strong quality of curriculum provision, teaching & learning delivery & assessment related outcomes.
- Leaders ensure that staff receive focused and highly effective professional development.
- Leaders work effectively to engage staff and the wider community. They take account of staff workload, making changes and adaptations to practice where necessary, and ensure engagement opportunities are focused and purposeful.
- Governors are robust and rigorous in ensuring a strategic and sustained approach to school improvement by holding leaders to account for the quality of education.
- There is a strong safeguarding culture in the school and the school is proactive in fulfilling its statutory duties

INTENT	IMPLEMENTATION	Timescale	Personnel	IMPACT
<p>To promote a clear and ambitious vision for the school , which relentlessly focuses on improving the quality of education – through the quality of our curriculum, teaching and learning delivery and outcomes</p>	<ul style="list-style-type: none"> □ Continue to develop consistency in the quality of education across the school by strategically planning Monitoring Evaluation and Review Cycle, □ Consider shadowing opportunities for middle leaders and governors in monitoring cycle. □ Ensure consistency in the standard and approach of T&L audits by moderating within SLT / include opportunities for phase discussions following monitoring weeks. □ Ensure moderation of any activity or feedback 	<p>SEPT 2023</p> <p>AUTUMN – Ongoing</p> <p>SEPT 2023</p>	<p>SLT</p> <p>SLT/Govs/ Phase Leaders</p> <p>SLT /Subject Leaders</p>	<ul style="list-style-type: none"> • Monitoring Evaluation and Review is systematically used to ensure high quality of education across the school • Impact of MER is increased through growing middle leaders and governors understanding and expectations in terms of quality of education • A clear and consistent approach to quality first teaching is evidenced across the school. High expectations lead to high outcomes of learning. • Feedback is accurate and developmental in terms of better practice and outcomes
<p>To continue to extend collaboration opportunities for leaders at all levels in order to strengthen policy and practice in the school</p>	<ul style="list-style-type: none"> □ Reestablish collaborative school improvement with Claygate primary school and the Trust. □ Plan opportunities for shared CPD training between schools and subject leaders □ Ensure calendar of Moderations and support is re-established Undertake moderation exercises between schools to ensure consistency of teacher assessment judgements. 	<p>AUTUMN Ongoing</p> <p>SPRING Ongoing</p>	<p>NJ/SLT</p> <p>SLT/Maths Hub</p> <p>SLT</p> <p>All staff</p>	<ul style="list-style-type: none"> • Partnership with pyramids re-established and peer reviews undertaken across all schools • Opportunities for shared CPD identified and accessed with partner schools • Teacher Assessment judgements moderated with partner schools and agreed. • Good practice and exemplar work shared

To ensure that all staff have access to carefully focused and high quality professional development.	<input type="checkbox"/> Ensure effective CPD /coaching for leaders so that they become familiar with areas beyond their immediate expertise (e.g. EYFS) and can support staff effectively in those areas.	November 20223 ongoing	Phase Leaders / SLT	<ul style="list-style-type: none"> Phase Leaders and Subject Coordinators are familiar with the learning journey for their subject /expectations for different phases and provide advice and support based on latest developments Expertise of staff utilized to support CPD and develop practice of colleagues Requirement s of ECT framework mapped out in partnership with Teaching Hub
	<input type="checkbox"/> Consider opportunities to acknowledge staff expertise within the school to support CPD/Coaching as well as celebrating any strengths within provisions.	Spring 2024	SLT/All Staff	
	<input type="checkbox"/> Introduce the Early Career Teacher framework as necessary and consider implications of introduction as part of a wider professional development programme/plan	Summer 2024	SLT	

INTENT	IMPLEMENTATION	Timescale	Personnel	IMPACT
<p>To ensure governors are robust and rigorous in holding leaders to account for the quality of education and school improvement</p>	<ul style="list-style-type: none"> ☐ Strengthen governance within school by increasing opportunities for governors to engage in MRE cycle ☐ Embed collective responsibility for SIP by strengthening the role of stakeholders including governors in contributing towards and driving this plan. ☐ Strengthen and build the expertise of existing and new governors, so that they confidently fulfil their strategic duties. ☐ Develop governors profile in the school community through communication with wider stakeholders, through Annual report and greater visibility on school website and other school communications. ☐ Support school leaders in managing budgetary position at the school to ensure that financial positions are carefully managed in the short, medium and long term and that the quality of provision is maintained. ☐ Strengthen safeguarding arrangements through acquisition of Safeguard My School Platform and share school data reports with governors to support them in fulfilling statutory duties eg Sec 175 	<p>Sept 2023</p> <p>Autumn 2023</p> <p>Autumn 2023</p> <p>Spring 2023</p> <p>January 2024 – ongoing</p> <p>November 2023</p>	<p>DM</p> <p>J/SLT & Governors</p> <p>SLT/ Chair of Governors</p> <p>Governors/ Clerk</p> <p>SLT / Finance Governors</p> <p>HT/ SLT</p>	<ul style="list-style-type: none"> ☐ Governors are more actively engaged in the monitoring and review process and are better placed to drive and challenge the implementation and impact of this plan. ☐ Governing body has the necessary skills to fulfil strategic function as measured against the governor matrix ☐ Website has improved governance section making the function of the governing body more accessible to parents and for parents to know who the governors are. ☐ Governors support the SLT in addressing challenging financial pressures – making best use of available funding whilst ensuring quality of provision is maintained ☐ Governors have stronger evidence to support them in fulfilling safeguarding duties.
<p>Develop a 3 -year Pupil Premium / COVID Catch Up Strategy and ensure this is shared and understood by all school staff.</p>	<ul style="list-style-type: none"> ☐ Review increase in the numbers of pupils entitled to Pupil Premium support/PP+ support etc. Map staffing against need across school ☐ Redraft Pupil Premium Statement which is underpinned by long -term strategy due to increased levels of funding ☐ Review existing catch up plans and develop long term covid catch up plan to ensure greatest impact for learners. ☐ Ensure the school is accessing and making best use of the different additional funding streams available to it from DfE. 	<p>Autumn 2</p> <p>Autumn term-ongoing</p> <p>Termly</p>	<p>SLT</p>	<ul style="list-style-type: none"> ☐ The long -term strategy is understood by all staff with attendance, high - quality interactions, quality first teaching, targeted intervention are seen as key drivers of the strategy ☐ Gap in attainment at the end of reception for PP children is closed and ultimately removed ☐ Gap in attainment in phonics at the end of year 1 for PP children is closed and ultimately removed. ☐ Termly Pupil Progress Meetings have specific focus on PP groups and interventions are carefully assessed to ensure best possible outcomes are achieved

EVALUATIONS	AUTUMN	SPRING	SUMMER

Objective 5 Early Years	<ul style="list-style-type: none"> ☐ Ensure the EYFS reforms are understood and embedded in provision, promoting success for all and a readiness for the next Key Stage ☐ The curriculum is ambitious; it is coherently planned and sequenced, building on what pupils know and can do, across EYFS and into KS1, demonstrating cumulatively sufficient knowledge and skills required for their future learning. ☐ The percentage of pupils achieving a good level of development (GLD) will increase compared to last year and will close the gap with any local and national averages which exist. ☐ High levels of ambition amongst staff, consistently rich & strong teaching & learning opportunities and a sharp focus on ensuring the foundations of learning are embedded, result in an exceptional learning environment (indoors and outdoors). ☐ Pupils are deeply engaged and sustain high levels of concentration, within all areas of learning/all aspects of provision, due to the careful planning and skilled interventions of practitioners within this phase of education.
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INTENT	IMPLEMENTATION	Timescale	Personnel	IMPACT
<p>To ensure the new EYFS is embedded in our EY provision and prepares children for the next Key Stage.</p>	<ul style="list-style-type: none"> ☐ All EYFS practitioners undertake training in order to deliver and enable high quality EY provision. ☐ Ensure appropriate CPD & coaching opportunities in order to embed the new EYFS framework and ensure understanding by staff both within and beyond the phase ☐ Develop expertise and collaboration of staff within EYFS by providing opportunities to work with partner schools to reflect on practice, discuss pedagogy and learn from one another ☐ Review and reflect on the transition between YN-YR-Y1 (in light of the new framework) to ensure that the curriculum and pedagogy is progressive and ambitious 	<p>AUTUMN 2023- Ongoing</p> <p>NOVEMBER 2023 – Ongoing</p> <p>SPRING 2024</p>	<p>HT/SLTSTAFF</p> <p>LN /HJ/ALL STAFF</p> <p>NI/FSU STAFF</p> <p>SLT /PHASE LEADERS</p>	<ul style="list-style-type: none"> • All EYFS understand and are confident in delivering the new EYFS reforms • Subject coordinators in other year groups can articulate how then new EYFS prepares children for future learning in their particular area • Networking and collaborative work with colleagues in partner schools allows for best practice to be shared. • Curriculum provision and pedagogy builds progressively and logically across the EYFS and into Year 1 enabling pupils to transition successfully between the key stages
<p>To embed a coherent, sequenced, ambitious curriculum ensuring all pupils are ready for year one.</p>	<ul style="list-style-type: none"> ☐ Refine short-term (weekly) planning to ensure sequencing and progression is clear and that opportunities are utilized to explore pupils' interests. ☐ Strengthen evidence of challenge within the EYFS curriculum to ultimately bring about an increase in outcomes. ☐ Strengthen the quality of provision in considering free flow opportunities across the EY and carefully planning these within the curriculum. 	<p>AUTUMN TERM – ongoing</p> <p>JANUARY 2024</p> <p>NOVEMBER 2023 onwards</p>	<p>HT/EY staff/ SLT</p>	<ul style="list-style-type: none"> • Short term planning is sequenced, progressing pupils' knowledge and skills through carefully structured learning opportunities and focused tasks. • Activities are carefully planned to ensure children are deeply engaged in their learning with targeted interventions to ensure children reach expected outcomes • Planned activities provide opportunities for challenge and extending learning

INTENT	IMPLEMENTATION	Timescale	Personnel	IMPACT
<p>To provide a vocabulary rich environment where everyone thrives through feeling safe, confident and valued and the well-being of each and every individual is a priority.</p>	<ul style="list-style-type: none"> □ Ensure that all areas of the curriculum are language and vocabulary driven □ Continue with Nuffield Early Language Intervention (NELI) programme in reception and year 1 □ Consider the impact of NELI and use this to inform practice and carefully plan interventions which strengthen pupil development. □ Ensure continuous provision delivers opportunities to promote building learning power, self-regulation and characteristics of effective learning 	<p>AUTUMN 2023</p> <p>JANUARY 2024 SPRING 2024 ongoing</p>	<p>HT/EY staff</p> <p>HJ/SLT/Year 1 Staff</p>	<ul style="list-style-type: none"> □ Reception team continue to develop and teach through new framework and Little Wandle □ Little Wandle continues to be delivered in year 1 for pupils who have already started the programme □ Interventions are carefully planned to develop communications and language development. □ Children are confident and engaged in learning. They persist with a task and show good outcomes in terms of PSD
<p>To encourage and inspire all pupils to achieve their true potential academically, socially, emotionally and physically through effective inclusive practice.</p>	<ul style="list-style-type: none"> □ Embed an analytical focus on outcomes (inc Baseline outcomes) by all EY staff so that planning carefully matches need (especially through enhanced provision/Learning through play □ Track and monitor data effectively throughout the year, building on baseline measures so that pupils make a strong start to EYFS and GLD areas are at least in line with National ahead of transition into Year 1. □ Strengthen partnerships with parents by considering opportunities to involve and engage them in pupils learning. - upskilling them in how we teach phonics , early mathematics, handwriting etc. □ All EYFS staff are aware of those children who are vulnerable and ensure the necessary planning activities and support are available for them to reach their potential. 	<p>Autumn 2023</p> <p>Termly – ongoing</p> <p>Termly</p> <p>Autumn ongoing</p>	<p>HJ/ FSU Staff</p> <p>HT /SLT</p> <p>SLT/ Staff</p>	<ul style="list-style-type: none"> □ Baseline outcomes used to plan and pitch activities ensuring all pupils are appropriately challenged □ Formative assessment are monitored regularly and appropriate interventions actioned promptly to address individual needs □ Parents are more involved in learning provision and are engaged in addressing additional needs □ Disadvantaged children are identified early and their progress closely tracked.

EVALUATIONS	AUTUMN	SPRING	SUMMER

Objective 5 Jewish Studies				
INTENT	IMPLEMENTATION	Timescale	Personnel	IMPACT
Jewish Studies	<ul style="list-style-type: none"> To ensure the curriculum effectively addresses gaps identified by Non-Negotiable RAG rating. Staff have excellent knowledge to deliver outstanding integrated Jewish learning into NC lessons. There is consistent progression and sequencing of learning across the school. To ensure children make good or outstanding progress in their learning. To develop the children's spirituality through 'Ruach Time'. Effective use of knowledge organisers, displays and scrapbooks to promote good or outstanding progress in JS • To ensure all pupils are appropriately challenged in all lessons, in particular pupils who are working in greater depth. Jewish ethos is celebrated as a school community. Clubs for children that want to extend their Jewish Learning. Key school identity evolving due to cohort. Ensure that this is installed and consistent 	<p>Autumn 2023 Ongoing</p>	RC/HT	•

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Policy Schedule of Work

Policy	Date created	Date to be reviewed	Staff responsible	Governor approved
Business Continuity Plan	March 2020	March 2021	Jo Gordon (HT)	
Unsatisfactory performance for teachers	July 2020	July 2021	Jo Gordon (HT)	
Disciplinary code for staff	July 2020	July 2021	Jo Gordon (HT)	
Safeguarding	September 2020	July 2021	Jo Gordon (HT)	
Home Learning	September 2020	January 2021	Liz Garbrah (DHT)	
Staff Appraisal	September 2020	September 2021	Jo Gordon (HT)	
Pay and Remuneration Policy	September 2020	September 2021	HT	
SEND	September 2020	September 2021	Heateacher (HT)	
Subject Leader Policy	October 2020	October 2021	Liz Garbrah	
Support Staff Policy	October 2020	October 2021	Headteacher (HT)	
Staff Sickness Policy	October 2020	October 2021	HT	
Asset Management	October 2020	October 2022	HT	
Calculation Policy	October 2020	October 2021	Shreeji Patel (ML)	
Exclusion Policy	December 2020	December 2021	Liz Garbrah (DHT)	

NQT Policy	December 2020	December 2021	Headteacher (HT)	
Working From Home Policy	December 2020	December 2021	HT	
English Policy	January 2021	January 2022	HT	
Calculation Policy	January 2021	January 2024	Shreeji Patel	
Behaviour Policy	January 2021	January 2024	Liz Garbrah/Jo Gordon	
Food Policy	February 2021	February 2023	Jo Gordon (HT)	
Financial Handbook	March 2021	March 2022	Andy	

Autumn	Spring	Summer
<ul style="list-style-type: none"> • Safeguarding and child protection policy • Home learning – Covid 19 Policy • Unsatisfactory performance for teachers • Disciplinary code for staff • Flexi-schooling Policy • Exclusion Policy • Business continuity Plan • Staff Appraisal Policy • Pay and Remuneration Policy • SEND Policy • Support Staff Policy • Asset Management Policy • Calculation Policy • Exclusion Policy • NQT Policy • Working From Home Policy 	<ul style="list-style-type: none"> • English Policy • Science Policy • Maths Policy • PE Policy • Computing Policy • Humanities Policy • Music Policy • Art and DT Policy • EYFS Policy • Jewish Learning Policy • PSHE Policy • SRE Policy • Behaviour Policy • Financial Handbook • Governance Allowance and Expenses • Gifts and Hospitality 	

- Subject Leader Policy
- Whistleblowing Policy
- Staff Sickness Procedure
- Social Media Policy
- Disability Access Plan

- Food Policy
- Charging and Remissions