

Vision

**Dream Aspire Achieve...
Beyond excellence.**



Values

- Respect
- Responsibility
- Honesty
- Equality
- Kindness
- Collaboration
- Perseverance
- Achievement



Our Mission

Create confident rounded and resilient global citizens of the future. Provide a rich experiential curriculum that will enable engagement in the highest quality learning activities.
Nurture a hunger for success and develop a culture of ambition and achievement.
Have high expectations for all within our community to ensure that we demonstrate the very best standards of conduct, moral purpose and integrity

Pupils
Nurture all children to have a firm self-belief, strive for academic or wider excellence and respect people, society and law in order to become exemplary citizens of the 21st century.

Leaders
Strive for excellence and ensure a highly developed team that will respond to the challenges of school life with dedication, commitment and professionalism.

Staff
All staff to feel trusted, valued and respected, emphasising the school as a community of learners at every level.

The Carlton Community
Together, we strive to involve the whole school community in making CJI a safe, happy, forward-thinking and truly outstanding place for our pupils to learn.
We strive for nothing short of excellence in all that we do. Our school values will be the hallmarks of excellent relationships through the celebration of the dynamic and diverse group of individuals that form the Carlton Community.

The Context of the School Improvement Plan (SIP) 2018-19

This document sets out the strategic priorities agreed by the Governing Body, Head teacher and Senior Leaders. It is informed by the school's rigorous self-evaluation system and by the School's Vision to ensure our pupils are informed, articulate and empowered. The School Improvement Plan (SIP) is a working document used to set priorities and monitor progress throughout the year. These priorities arise from an accurate self-evaluation of school practice and after an analysis of performance data. In light of the COVID 19 pandemic, the usual self-evaluation meetings on site have not taken place this year but instead staff and governors have been consulted online or via email. During 2019/20, the education for children at CJJ was significantly disrupted due to the impact of Covid19. Whilst the school remained open for some, and a virtual school was quickly established, many children did not access full time education for many months. Clearly, this will have had a detrimental impact on their learning. The full impact of this pandemic, and potential ongoing disruption, is still unknown. However, in formulating school improvement priorities for 20/21, consideration has been given to our recovery journey so that we can build on any success that had been achieved prior to this time. There are many priorities that we need to consider as we recover. However, it is also important to remember the improvement journey we were already on and the priorities from our Ofsted inspection in December 2019 where we were set the ambition, to take action, so that we are judged as an 'outstanding' school by our next inspection. Beyond any external pressures or accountability, we must also strive to develop the provision at our school so that achieving beyond excellence is the reality for every child who attends our school. This means we have to consider equity and equality to ensure we take necessary action to rapidly bridge any gap for pupils. With this in mind, our principles for school improvement in 20/21 are encompassed in the 5 strands of our curriculum. The recovery phase is woven into our 3 principles and the 5 strands.

Review of Developments and Successes 2019-2020

What Went Well	Next Steps
<p>Most SIP priority areas were successfully achieved however, due to the COVID lockdown in summer 2020, some objectives continue as priorities for 2021.</p> <p>Additional: Invitation to become a strategic partner under the national TSH reform Outcomes throughout school in RWM significantly above national TA only due to pandemic English/maths workshops Maths Mastery Lead status achieved Improvements to play ground (phase 3) No negative behaviour incidents No exclusions Effective remote learning as indicated in parent surveys Reduction of Teacher workload Multi-purpose space for children and parents i.e nurture/library/crash out area.</p>	<p>Q of E Continue to develop pedagogies for mastery across all subjects Ensure that remote learning is on par with classroom T&L</p> <p>Maths Achieve the embedding stage of the Tfm maths curriculum</p> <p>Phonics Sustain consistent strong delivery of RWI in KS1 Sustain above national outcomes at the end of Y1 and Y2</p> <p>Reading Sustain a strong whole school reading approach through Power of Reading Develop further digital reading materials for home access</p> <p>Writing To further develop children's understanding of narrative writing across school</p> <p>Foundation Subjects Continue to develop subject leader expertise in developing subject mastery</p> <p>Wider Curriculum Further develop the wider curriculum (indoors and outdoors- Strand 4/5) P4C, Positive Footprints, Horizons</p> <p>SEND Further streamline SEND identification and T&L of the precision curriculum Further improve the assessment of precision teaching for SEND pupils in order to narrow gaps in RWM Continue to map the progress of SEND pupils and ensure rapid recovery from COVID absences for key SEND groups</p> <p>Assessment Continue to improve whole school assessment approach to foundation subjects Ensure a strong focus on rapid recovery in RWM to sustain above national outcomes Ensure above national outcomes are sustained in phonics Ensure science outcomes are in line with national</p> <p>Behaviour and Attitudes Sustain good behaviour and attitudes to learning throughout school Continue to develop Pupil Voice and the work of Junior Leaders Improve attendance and extended leave</p> <p>Personal Development Introduce P4L to enable children to think deeper and ask probing questions Ensure children develop a clear understanding of making healthy life style choices in light of Covid -19</p> <p>Leadership and Management Continue with premises improvements Further develop system leadership Further improve governor involvement and understanding in driving school improvement</p> <p>EY Provision (See individual action plans for detailed objectives) <i>This list may evolve term by term</i></p>

SEF judgements based on recent events:

Area	School Judgment
Quality of Education	1
Leadership and Management	2
Behaviour and Attitudes	1
Personal Development	2
Early Years	2

Our broad areas for further improvement are:

Quality of Education

AFI 1: Ensure a rigorous recovery curriculum is in place in core subjects so that progress and attainment in RWM in every KS continues to remain above the national bench mark
Continue to drive the mastery approach across all curriculum subjects

Behaviour and attitudes

AFI 2: Continue to follow our values driven ethos for all children to become confident self-sufficient learners and further enhance their understanding of making healthy life choices with an emphasis on resilience

Personal Development

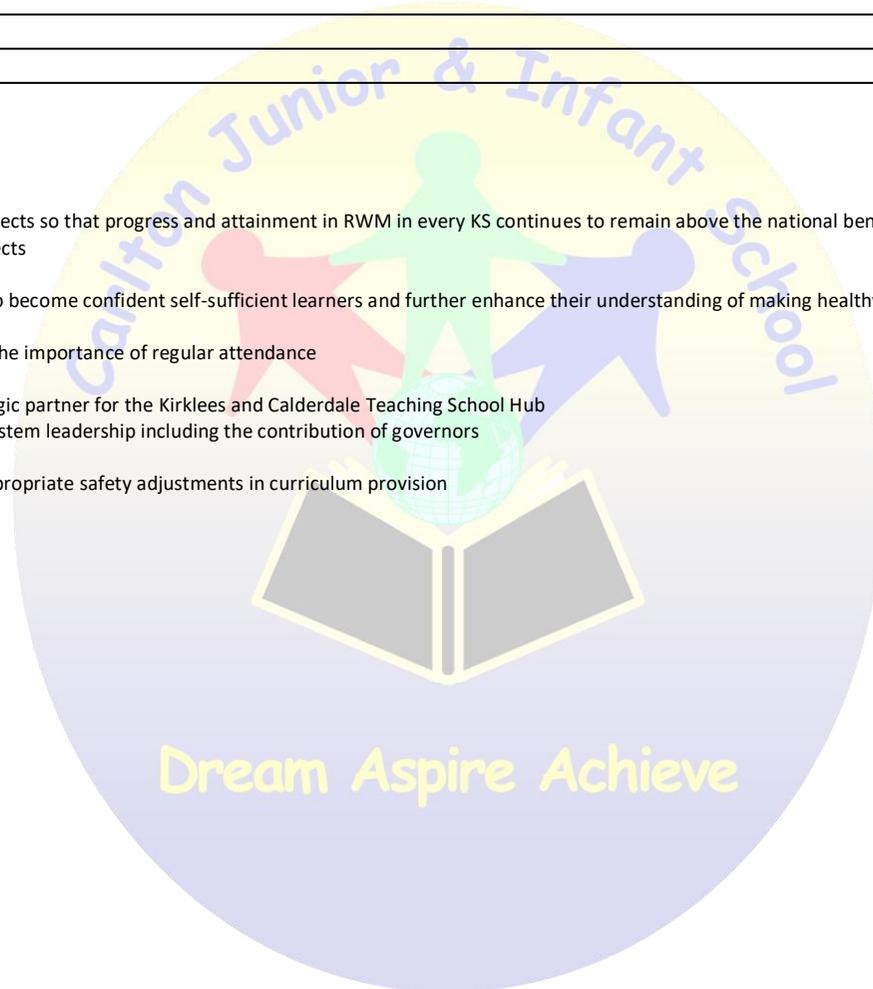
AFI 3: Continue to improve parental and pupils' understanding of the importance of regular attendance

Leadership and Management

AFI 4: Work in partnership with the Share MAT to become a strategic partner for the Kirklees and Calderdale Teaching School Hub
Continue to develop leadership capacity through strong CPD for system leadership including the contribution of governors

Effectiveness of the Early Years provision.

AFI 5: To sustain strong EY teaching and learning whilst making appropriate safety adjustments in curriculum provision



The Quality of Education

Context of priority: Over the past three years there has been a positive upwards trend in terms of attainment and progress. Results in 2019 continued to remain above the national benchmark. Attainment for reading and SPAG was above national. Writing is similar to 2019. Progress in writing and maths was above national with reading, SPAG being significantly above. Attainment and progress in RWM have continued to improve due to high quality leadership, teaching, monitoring and evaluation. This is evidenced in books, internal assessment data, learning behaviour, aspirational targets for individual cohorts and end of key stage tests. Writing continues to be a key area for development in comparison to reading and maths. We will be putting a greater emphasis on narrative writing based on our triangulated evidence. **Teacher assessment in 2020** indicates continued high outcomes in RWM in all phases. Outcomes for 2021 will continue to improve as we further develop our mastery approach across the curriculum, ensure a rigorous recovery curriculum and build on the remote learning offer should we face another lockdown. Whilst teaching and learning in reading is strong, we continue to ensure a relentless focus on teaching pure phonic sounds through RWI.

AFI 1: 1a Ensure a rigorous recovery curriculum is in place in core subjects so that progress and attainment in RWM in every KS continues to remain above the national benchmark 1b Continue to drive the mastery approach across all curriculum subjects		SLT Lead –HT/DHT/SENCO
Mile stones and success criteria to support monitoring and evaluation by governors and SLT		
By December 2020	By April 2021	By July 2021
<ul style="list-style-type: none"> - A clear approach to pedagogies for mastery is communicated and understood by all staff who in turn implement agreed approaches in classroom practice and beyond. -Termly CPD on exemplary T&L is delivered - The outdoor curriculum is fully developed by the end of Autumn to nurture confidence, oracy, numeracy, problems solving, sports and appreciation for the natural environment. -All Subject leaders continue to analyse the effectiveness of their subject and present termly reports to staff and governors. -Joint M&E in a range of areas is conducted through the Nautilus School Improvement App. -Evidence in books suggests that teachers are building on previous learning and gaps are being plugged through QFT, recovery interventions and precision teaching where required. -Evidence in books and planning suggests pupils are given challenge activities which enable critical thinking and problem solving Baseline outcomes are discussed at target setting meetings and targets for 2020 are set. -Evidence from the end of term data suggests that key groups SEND, higher attainers, NTE, Pakistani boys ,FSM,WB boys are on track to make the expected progress by the end of the year. - All Y2 pupils on track to achieve expected outcomes in phonics -Contingency plan in place in case we are required to go into another lockdown. 	<ul style="list-style-type: none"> Triangulated evidence suggests TfM is sustained and teachers are ready to embark on Action Research to further improve practice Termly CPD on exemplary T&L is delivered Triangulated evidence suggests that TfM is being taught across RWM The outdoor curriculum is expertly used to nurture confidence, communication, numeracy, problems solving, sports and appreciation for the natural environment. -Evidence in books suggests pupils are independently making progress and diagnostic marking is moving learning on. -Evidence in both core and foundation books suggests the application and transferring of knowledge and skills is increasingly becoming sophisticated and independent work is of a high quality. AFL is expertly used in identifying pre unit and post unit learning needs. Evidence from the end of term data suggests that key groups SEND, higher attainers, NTE, Pakistani boys ,FSM,WB boys are on track to make the expected progress by the end of the year. -Contingency plan implemented in case of lock down. 	<ul style="list-style-type: none"> Triangulated evidence suggests TfM is sustained and teachers are sharing AR findings (including EEF strategies) Termly CPD on exemplary T&L is evaluated and next steps identified Evidence from learning walks and pupil interviews suggests that the CJI curriculum is board, innovative and challenges pupils. All subject leaders have a wealth of evidence to demonstrate high standards in both core and foundation subjects. -Joint M&E with KLP and Governors -Evidence in books suggests pupils have made the expected progress due to consistently forensic and meaningful marking. All attainment and progress targets met or exceeded in every class (Rec-Y6) Key stage 1 results place the school's performance above the national average Key stage 2 results place the school's performance above the national average In year progress data, work in books, the direct observation of learning clearly indicates that across all year groups and in a wide range of subjects pupils are making strong progress considering their different starting points Phonics attainment is above national Pupils can effectively and confidently articulate views and opinions regarding the CJI curriculum and other school issues. The outdoor curriculum has impacted on the quality of education provided for all the children. -Contingency plan implemented in case of lock down.

Objective	Actions including CPD	Date/s	Lead	Link Governor	Cost	Outcome	Monitoring
General 1.1 To continue to develop pedagogies for mastery across all subjects (including remote learning)	Revisit T&L policy and ensure all staff have a clear understanding of pedagogy. Deliver a program of CPD training to embed strategies for outstanding and mastery teaching Peer review, mentoring and sharing best practice to further improve quality of teaching and minimise in school variation especially monitor and develop new staff. Establish an educational research champions group who will keep abreast of current pedagogical theories and practice and feedback to staff on a half termly basis. Meet with pastoral lead to assess the quality of the nurture and outdoor curriculum. Carry out triangulated monitoring to assess the quality of visual learning, teaching pedagogies and learning outcomes.	7th Sept Ongoing Ongoing	HT/DHT	SA/IA/H A	Management time Consultancy	Sound pedagogies confidently applied by all teachers have impacted positively on both the pupils and outcomes. Ongoing mentoring/coaching further develops staff confidence, knowledge and understanding. Teacher Research Group 2 (AN, AZ and EH) are confident researching and cascading current methodologies within school which has further enhanced current practice and motivated staff.	KLP enquiry meeting Learning Walks Lesson Observations Book scrutiny Pupil/staff surveys Termly data outcomes
1.2 Ensure teachers continue to follow a clear sequential approach to planning teaching activities which are accessible for all and incorporate challenge for the more able. (including remote learning)	Consistent and clear LTP/MTP/STP Refresher training session on CJI curriculum offer (3 Is) so that all staff are clear about the curriculum strands, principles, values and approach. School curriculum map reviewed to promote cross curricular learning. Fortnightly monitoring of planning by SLT. Termly monitoring of books Continue auditing the level of challenge across the curriculum	Ongoing 7 th Sept	HT	n/a		Regular monitoring and feedback supports sharing of best practice and secures high standards across the curriculum (3 Is) School achieves recognition for mastery and challenge across the curriculum through the NACE Challenge award.	KLP visits Learning Walks Lesson Observations Book scrutiny Pupil/staff surveys Termly data outcomes
1.3 Teachers plan opportunities for enquiry based learning across the curriculum through a range of topics. (see individual subject plans)	Arrange CPD to develop staff expertise in probing pupils' understanding through the use of investigations particularly in science. Subject leaders attend network meetings to keep abreast of subject changes, knowledge etc and cascade info to staff.	Ongoing	SLT MLT	SA	PPA time Directed time Management time	Subject leaders can confidently guide staff on what good sequential learning looks like in their subject. LTP/MTP and STPs demonstrate that learning is sequential, builds on prior knowledge and adds value through new knowledge.	Lesson observations and book scrutiny
Specific - Phonics 1.4 Sustain consistent strong delivery of RWI in KS1 so that above national outcomes are sustained.	Audit current practice in KS1 Ensure booster classes for recovery and catch up are running by the 3 rd week of term for Y2 Audit Current methods of teaching spelling in KS2. Introduce mnemonics for struggling pupils Agree action points (See reading action plan) Audit home/school help in phonics Provide relevant training for staff M&E of groups T&L ½ termly Purchase up to date resources for RWI and KS2 spellings	Ongoing	IH/DHT/ AN	SA	PPA time Directed time Management time	Teaching is consistently strong in phonics Booster classes have narrowed gap and helped key groups to catch up	Lesson observations Book scrutiny Phonics data SPaG data

<p>Specific- Reading 1.5 To further develop fluency in reading so that all children continue to make good progress and are able to read, decipher and articulate texts to a high standard.</p> <p>(See Reading Action Plan for detailed objectives in this subject)</p>	<p>Complete baseline assessments Analyse data and identify key groups including RWI groups. Subject leader to complete reading/phonics action plan Order and implement Songbird texts Plan reading curriculum for each KS Monitor reading curriculum and impact on half termly basis. Review reading materials for early reading and check links to phonics scheme. If needed order more texts in line with the phonics scheme RWI. Start work on new library and nurture room.</p>	Aut 1	MM	SA	<p>Management Time RWI - 2000</p>	<p>Data (quantitative and qualitative) shows positive impact on pupils' ability to read, decipher and articulate. All groups have made expected or accelerated progress.</p> <p>Subject leader has demonstrated whole school impact through carefully planned CPD and M&E. All reading for early reading are meeting the needs of all pupils and help to consolidate phonetic understanding.</p> <p>There is absolute synchronisation between RWI and home/school reading.</p> <p>The current standards of progress and attainment in reading are sustained.</p> <p>The new library is utilised by children, staff and parents.</p>	<p>KLP visits Learning Walks Lesson Observations Book scrutiny Pupil/staff surveys Termly data outcomes</p>
<p>Specific- Writing 1.6 To ensure narrative writing is progressively sophisticated and all pupils consistently apply phonetic and Grammatical knowledge resulting in nationally compatible standards of attainment.</p> <p>(See Writing Action Plan for detailed objectives in this subject)</p>	<p>Complete baseline assessments Analyse data and identify key groups including RWI groups. Carry out writing work scrutiny Subject leader to complete writing action plan in light of evidence gathered. Subject leader to communicate action points with staff. Discuss the whole school approach with staff at staff meeting. Look at strong models for writing processes and compile a list of effective strategies then cascade to staff. Monitor writing curriculum and impact on termly basis. Develop effective oracy skills across school.</p>	Ongoing	MM/HT	SA	<p>Management time Staff meetings</p>	<p>Improved strategies for teaching editing and re-drafting to improve sentence structure and spelling are embedded and evident in children's writing.</p> <p>Early writing is frequent and of a high quality. All areas of provision allow for language enrichment and this is reflected in children'</p> <p>Writing in KS1 is increasingly more sophisticated with regards to improved sentence structure and use of wider vocabulary.</p> <p>Writing in KS2 is now covering a wide range of genres and demonstrates children's ability to transfer grammatical knowledge in different contexts including cross curricular writing.</p> <p>The current standards of progress and attainment in writing and SPaG are sustained.</p>	<p>KLP visits Learning Walks Lesson Observations Book scrutiny Pupil/staff surveys Termly data outcomes</p>
<p>Specific - Mathematics 1.7 Sustain the current mathematical progress and attainment through embedding the TfM approach so that end of year and end of KS progress and attainment is inline or above national.</p> <p>(See Maths Action Plan for detailed objectives in this subject)</p>	<p>Deliver a program of CPD training to further develop children's use of mathematical vocabulary evident through the quality of their verbal and written reasoning and explanation. M&E books half termly Discuss understanding with pupils. Continue LO and learning walks to ensure staff are confidently and there is consistency in embedding the mastery approach.</p>	Ongoing	DHT	SA	<p>DHT Advisory Days Management Time Staff meeting Time 3,750 income 2,000 HT advisory time</p>	<p>End of year Exp and GD data is inline/above national. Pupils' continue gain increased confidence in articulating mathematical concepts and understanding. Work books demonstrate a high standard of mathematical works across school. Increased level of staff expertise and confidence in teaching mastery.</p>	<p>Book Scrutiny Pupil interviews Termly data</p>

<p>Specific- Foundation subjects 1.8 All foundation subjects enable creativity, deeper thinking and high quality outcomes.</p> <p>(See individual subject/aspect action plans for detailed objectives)</p>	<p>QA audits for all subjects Set targets and agree action plans Develop the RSE curriculum in partnership with Kirklees. Agree costs for Sports Premium Agree annual trips/enrichment opportunities Ensure all LTPs/MTPs are in place and demonstrate good coverage Ensure all topics have graduate approach for mastery Compile subject portfolios</p>	Sept onwards	IH MM AO EH AN CM	SA HA	Humanities 1,000 PE (Sports Premium) Music- 1700 MFL 300 RE 200 Art/DT 2,000 PSHE- 300	<p>There is a good coverage in all subjects across school. Children demonstrate that they can confidently transfer and apply learned skills, make connections in learning and independently stretch learning. There is a continued consistency of approach in planning and assessing which ultimately helps to narrow gaps. The high standard of creative arts continues to expand across school. Pupils achieve mastery, confidently applying their knowledge and skills in a range of situations. Subject portfolios demonstrate a broad and balanced curriculum.</p>	Book scrutiny and learning walks
<p>Specific-Assessment 1.9 Continue to ensure Pupil Progress meetings and accountability is robust leading to value added progress each term.</p>	<p>Arrange PP meetings following assessment x 3</p> <p>(See Assessment Action Plan for detailed objectives in this subject)</p>	Ongoing	IA	SA	Management Time	PP meetings help to ensure outcomes in every year group are above or in line with national.	Pupil Progress reports
1.10 Continue to develop the summative assessment system across all subjects and ensure it is understood and utilised by all staff.	Arrange refresher CPD for all staff re target tracker	30 Sept	IA	n/a	Staff meeting Time Target tracker	All staff are confident with the Target Tracker and use this effectively to assess pupil progress.	Termly data
1.11 Ensure the gap continues to decrease in RWM with a focus on key groups.	<p>Analyse data and identify gaps in each subject and cohort Improve the teaching of these groups Implement pre/post unit and interventions and measure progress of key groups Robustly monitor progress of these groups Implement CFIPs where needed and measure half termly progress Arrange book scrutiny with LA</p>	Sept onwards	All subject leads	Full GB	Management Time	<p>Pupils make good progress and standards of attainment are sustained or further improved in RWM. Targeted interventions raise attainment where under performance has been identified. Progress is accelerated for disadvantaged pupils and those with SEND.</p>	<p>Intervention entry and exit data Book scrutiny Lesson observations Performance Management</p>
1.12 Further streamline SEND identification and T&L of the precision curriculum	<p>Improve the assessment of precision teaching for SEND pupils in order to narrow gaps in RWM map the progress of SEND pupils and ensure rapid recovery from COVID absences for key SEND groups Deliver staff training on a termly basis</p>	Sept onwards	SENCO	AA	2,000	All staff are clear about entry/exit data and can make adjustments to the curriculum accordingly SEND pupils make good progress from their starting points	<p>SEND data Books Pupil discussions Staff discussions</p>
1.13 Ensure a whole school focus on SEMH in light of Covid -19	<p>Deliver staff training on identifying SEMH needs Meet with DSLs to identify needs and map onto matrix Plan and deliver nurture sessions with SEMH pupils</p>	Nov onwards	SENCO CT	AA	300	Clear whole school system is in place for addressing SEMH needs Identified SEMH pupils display increased confidence and resilience in and out of the classroom environment	<p>Matrix data Pupil/parental feedback</p>
1.14 Further refine and improve the PSHE programs including RSHE and e safety to ensure that all pupils understand, respond to and calculate risk effectively.	<p>Prevent, Radicalisation, e-safety assemblies Book visits from the Community Cohesion Team Book the Locala team to address puberty for UKS2 Plan annual nurture sessions with targeted year groups (stranger danger, fire safety etc) Follow guidance for Kirklees RSE framework. Hold Parent information/workshop sessions</p>	Aut 2 onwards	Pastoral SLT Y6 CT	HA	500	<p>Pupils have a clear understanding of local, national and international concerns Pupils understand how to keep safe and make the right choices</p>	<p>Lesson observations Pupil work Pupil surveys Parent feedback</p>

Behaviour and Attitudes

Context of priority: There is an exceptionally positive ethos and climate for learning across the school. "Behaviour is exemplary" OFSTED 2019. Pupils make a good contribution to a safe and positive learning environment. Their conduct demonstrates a pride in themselves and in school. They understand moral codes from their own and others' traditions. The school curriculum further drives this through the 3 principles of learning. Consequently, moral development is good and the school remains a Gold Standard school for SMSC. Their behaviour in and outside of lessons is good and we have a very high % of active learners in each lesson. Lessons flow smoothly and any low level disruption is dealt with swiftly. Pupils' attitudes to learning are good but key pupils with (Emotional and Behavioural Difficulties) EBD do need additional support from the school's pastoral system at times. A minority of pupils (new starters) have significant challenges to overcome and need extra help settling into routines. This support is to ensure the learning for other pupils is not affected. Systems are robust and secure to keep our pupils safe. "Safeguarding is effective" OFSTED 2019. Staff receive annual updates on safeguarding measures and legislation. We need to work with a small proportion of our school community, including parents on what constitutes bullying behaviours. We review our anti-bullying charters annually and ensure a values driven approach to school life as a whole.

Playtimes needs some adaptation to ensure quality and healthy play is being engaged in especially in light of the covid guidance.

AFI2: Continue to follow our values driven ethos for all children to become confident self-sufficient learners and further enhance their understanding of making healthy life choices with an emphasis on resilience		SLT Lead HT/SENCO
Mile stones and success criteria to support monitoring and evaluation by governors and SLT		
By December 2020	By April 2021	By July 2021
Welcome back and expectations assembly (Zoom/Teams) Assemblies on e-safety and e-safety charter issued to all children and parents Safeguarding talks are a regular feature of SMSC/PSHCE lessons Work for improvements on the playground is underway Staff reinforce, remodel and re-establish positive engagement and attitudes across school	First pupil led assembly No e safety concerns in school Safeguarding talks are a regular feature of SMSC/PSHCE lessons Improved facilities in the front playground All children are positively engaged at playtimes and transition into class is smooth and high level of engagement and motivation can be seen.	End of year graduations ad KS2 production led by pupils No e-safety concerns in or out of school Safeguarding talks are a regular feature of SMSC/PSHCE lessons All children are positively engaged at playtimes and transition into class is smooth Most pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated, persistent in the face of difficulties and take a pride in their achievements Due to a positive environment where pupils behave with consistently high levels of respect for others, commonalities are identified and celebrated, difference is valued and nurtured and there is an optimistic perception about the anti-bullying work at the school.

Objective	Actions including CPD	Date/s	Lead	Link Governor	Costs	Outcome	Monitoring
3.1 Continue to ensure that children develop a sound understanding of life in modern Britain and their place in the wider world.	Reinforce school, British and universal values Black history month Themes assemblies Subscribe to First News for KS2 Central display board- What's in the news? Enterprise week Community week Carry my story Parliament visit	Ongoing	All	AA	N/A	Pupils have a clear understanding of changes in Britain and the wider world. Pupils have a sense of belonging for themselves, social confidence and respect for cultural differences.	Pupil surveys/ interviews
3.2 Continue to embed positive learning strategies so that excellent attitudes are exhibited by all pupils at all times of the school day.	Continue with the growth mind-set approach across all subjects.	Ongoing	PM	HA	N/A	Pupils are confident, self-assured learners Consistently high quality lunchtimes which impact positively on all pupils.	L.O Learning Walks Pupil feedback

Objective	Actions including CPD	Date/s	Lead	Link Governor	Costs	Outcome	Monitoring
	Reinforce the school vision, values and character traits through launch assembly, Values tree and liPs. Plan and deliver lunch time clubs Introduce circuit training and Punch Pal for targeted pupils Review Peace Pals Sync lunchtime sports coach plan with school PE action plan Re allocate junior leadership roles and monitor roles for targeted pupils						
3.3 Further develop children's resilience in lessons so that they are even better able to approach challenges in learning and life.	Continue with value of the week, character trait of the month, and the Carlton Best Code. Review Pedagogy Pals Enable children to get involved in problem solving, decision making and emotional regulation activities through a range of indoor and outdoor learning i.e Bush Craft, Forest school, Lunch time Chess/mind games clubs. P4C training	Ongoing	All	CM/BM	300	Children can confidently articulate and demonstrate the values in their actions. Peer partnerships mentoring/coaching is consistently strong and has made a positive impact on confidence and learning. Vulnerable pupils have increased confidence and ability to reflect and self-regulate. Children throughout school can confidently challenge the ordinary, question, debate and articulate in a range of situations.	Lesson observations Learning walks Pupil interviews Staff feedback
3.4 Further enhance pupil voice and greater pupil autonomy in junior leadership roles across the school.	Review Planet Pals and School Council (see forest school and pupil voice action plan) Decide the projects for each of the above See School Sports A.P and Sports Premium plan for sports leadership roles	Ongoing	GA SM RM AO	CM/BM	100	Pupils have established roles which in turn inspire other pupils. Pupils are proactive in making decisions and solving problems beyond the classroom	Learning walks Pupil feedback
3.5 To continue to work with the pupils and parents on what constitutes bullying and harassment.	Invite parents to anti bullying events Parent forums Parent surveys Parent workshops	Sept-Dec	HW SM	CM/BM	200	Excellent behaviour is sustained There no incidents of bullying No parental complaints of bullying	Survey results Forum minutes

Personal Development

Context of priority: Our attendance remains relatively low compared to national, and this is a key area for improvement according to the last OFSTED in December 2019. We must continue to deter parents from taking pupils on holiday during term time. We will continue to issue penalty notices for all parents this applies to. We will also continue to challenge parents early on if a pupil's attendance falls below an acceptable level, so they are encouraged to develop positive attitudes to attendance and punctuality and not allow bad habits to form. Due to the pandemic attendance in general has been low. We will continue to share key information re-Covid-19 to keep our pupils and their families safe. Pupils are generally happy but we do have some pupils with specific emotional needs. We will continue to implement and develop further our offer of nurture activities and opportunities for wider learning and development. Due to low self-esteem, language and cultural barriers, some pupils struggle to think beyond the surface level and ask /probe further. Some pupils struggle to articulate their understanding of topics. We will therefore be embarking on Philosophy for Children as a whole school initiative. We will also develop pupils' wider contribution in the world of industry and work through the Positive Footprints Project. Pupils are already involved in annual charity work and making a positive contribution in their community through partnerships with local charities, businesses, elderly day centres, libraries and local political events. The school council and Junior Leadership Team continues to be a particular strength and we will build on this throughout the year.

AFI 4: Continue to improve parental and pupils' understanding of the importance of regular attendance		SLT Lead HT/SENCO
Mile stones and success criteria to support monitoring and evaluation by governors and SLT		
By December 2019	By April 2021	By July 2021
Attendance monitoring shows improvements Reminders issued to parents re extended leave Meetings with previous year's extended leave families take place The pastoral team reinforce school based competitions and incentives for attendance The PSHCE curriculum is coherently and carefully planned to provide strong personal development with whole school recovery in mind The schools' development of pupils' character is carefully planned, considered and embedded in the curriculum. The pastoral systems are planned to quickly identify emotional concerns and address these through 1-1 nurture sessions so that vulnerable pupils are able to function as well as their less vulnerable peers	Attendance figures show significant improvements and % moving closer to national Reminder letters for serial offenders of extended leave There is a marked improvement in the attendance of key groups. The school goes beyond what is expected to ensure pupils have access to a wide, rich set of experiences which set of experiences which develop their range of talents and interests especially as part of the recovery process. Every aspect of the CJJ curriculum promotes equality of opportunity and diversity effectively	Attendance is in line with national Attendance of PAs is in line with national No authorised extended leave Extended leave significantly reduced Pupils have high attendance and come to school on time. There is a demonstrable improvement in the attendance of all groups of learnings including those with SEND and those eligible for pupil premium. There is a strong take up of opportunities provided by the school and these consistently benefit those eligible for pupil premium. Equality of opportunity and diversity is effective across the CJJ curriculum

Objective	Actions including CPD	Date/s	Lead	Link Governor	Costs	Outcome	Monitoring
4.1 Continue to ensure a relentless focus on attendance especially extended leave for a small minority of pupils.	SH to relaunch and monitor attendance initiative/incentive SH to arrange parent forum every half term to improve their understanding of the negative impact caused by extended leave and poor attendance. Maintain open dialogue with targeted families. Change weekly attendance award to trophies Work in partnership with the new APSO to target families causing concern. APSO to write to parents re PAs and extended leave Order weekly attendance vouchers Arrange inter and intra school competitions within the BBEST pyramid.	Ongoing	NA SM HW HT	AA/CM	500	Attendance is in line with national Attendance of PAs is in line with national No authorised extended leave- extended leave significantly reduced	Attendance records APSO notes of visits

Objective	Actions including CPD	Date/s	Lead	Link Governor	Costs	Outcome	Monitoring
	Rigorously monitor the attendance across the school, inc. of groups of pupils (e.g. SEND, PP, different year groups) so that support can be targeted carefully						
4.2 Ensure all children are aware of how to keep physically and emotionally healthy.	Monitor and address the mental health of identified pupils. Mental health training for nurture team and basic awareness for all staff. Ensure a small minority of children (as identified in the matrix) appreciate their self-worth and develop positive high self-esteem. Nurture sessions on a weekly basis for those highlighted on the matrix of vulnerability. Review on line policy and Pupils' E-Safety Charter. Refresh pupils, teachers understanding of online safety through training, 1-1 dialogue, assemblies and PSHCE PoS. Install outdoor Gym and allocate sessions for each bubble Introduce the daily mile for all bubbles	Ongoing Aut 1	HW EH CM HT SM	CM	500 Sports Premium	Number of children on the matrix of vulnerability is reduced by a third. Matrix of vulnerability shows qualitative progress i.e red moving to amber etc.	Pupil Interviews Learning walks Matrix and CPOM records
4.5 Continue to nurture children through high quality PSHCE/SMSC activities (curriculum strand 4/5)	HW to work in partnership with SM, GA, EH, CM and HT – map activities for all year groups and key individuals i.e gardening, feeding the chicks, looking after the tortoise, residential, forest school, orienteering, outdoor survival etc	Sept onwards See calendar for key dates.	HW SM GA CM	CM	3,000	A sound outdoor enrichment curriculum (strand 4/5) is in place and has enhanced pupils' confidence, oracy and problem solving skills. Pupils are socially apt and have a wide knowledge of learning beyond the class room.	Observations Pupil interviews Portfolios Curriculum reports.
4.6 Develop children's EI, curiosity and deeper thinking through P4C	Arrange staff training on P4C Launch P4C as a whole school approach	4 th Jan	AN AO HW EH	HA	3,000	P4C will be embedded in classroom practice and assemblies Pupils will gain increased confidence in articulating their views and opinions in an appropriate manner Pupils will demonstrate increased EI and resilience School will achieve P4C accreditation	Lesson Observations Pupil interviews Portfolios Curriculum reports.
4.7 Develop children's understanding of the wider world of industry and work	Embark on the Positive Footprints Raising Aspirations project Continue the partnership with Primary Futures	5 th Nov	SM HW	HA	270.00	Pupils will demonstrate a good understanding of skills and knowledge needed to embark in different professionals School will achieve Raising Aspirations Kite Mark	Pupil interviews Portfolios Curriculum reports.

Leadership and Management

Context of priority: All leaders including governors, are highly ambitious for the school and lead by example. There is a strong emphasis on distributive leadership, with clearly defined roles for members of the SLT and curriculum leaders, to collectively and strategically support teachers in order to ensure pupil outcomes remain ambitious. Retention is has become more stable over the last three years, but nevertheless for continuity of standards, succession planning remains high on the school's agenda. All key roles in school have a shadow lead to ensure continuity of leadership if roles are changed. All levels of leaders, including governors, have opportunities to develop further beyond the school to enhance the capacity for system leadership. Teachers, support staff and governors are invested in and their professional development is vital to the school's continued success. All teachers are given opportunities to develop key leadership skills from the onset of their careers through an intensive induction programme. The school has currently has 3 recently qualified teachers who from September will be leading a foundation subject and moving into middle leadership. The SLT will support the new to role staff through a mentoring and coaching programme using experienced leaders. Our support staff team is a highly valued resource with a wide range of skills and expertise to enhance opportunities for our pupils. Our governing body consists of three highly skilled and experienced governors and four strong additions. All governors have CPD opportunities and this is an area we continue to develop and monitor. Due to some of the governors being relatively new to the role, there is still areas of improvement as identified in the last inspection. "The governing body has recently undergone some significant changes in its membership. Consequently, governors' knowledge is developing." OFSTED 2019. Governors have revisited skills audits and any new governors will be appointed using the gaps knowledge we hold. Governors require a more in depth knowledge of the intent, implementation and impact of the curriculum in all subjects. Termly meetings will be extended to allow for subject leaders to brief governors on a rotational basis for each subject. The annual Foundation subject reviews will continue, however every subject leader this year will be given dedicated research/monitoring time each term for their subject. This will involve knowledge sharing both internally and externally. Experienced leaders will focus on the development of Teaching for Mastery in each subject. Each subject leader will also need to work with the SLT in the design of an effective remote curriculum. This will then allow governors to use this information to greater effect during monitoring and accompanied subject deep dives. There is a positive whole school culture, however, the vision, values, ethos and mission statement are revisited each year. The staff code of conduct and key policies are shared with staff every year. The head teacher and deputy are both system leaders and it is the school's intention to build on leadership capacity further as we embark on the Teaching School Hub journey.

AFI 4: Work in partnership with the Share MAT to become a strategic partner for the Kirklees and Calderdale Teaching School Hub Continue to develop leadership capacity through strong CPD for system leadership including the contribution of governor	SLT Lead HT/DHT/SBM
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Mile stones and success criteria to support monitoring and evaluation by governors and SLT		
By December 2020	By April 2021	By July 2021
HT to deliver INSET for whole school community re vision, values, ethos and mission statements All key policies reviewed and ratified by GB All Leaders review subject vision statements, action plans and M&E (deep dive) Performance management reviews and targets completed All leaders work towards outstanding practice SLT embark on journey of professional recognition as system leaders GB embark on journey to achieving GQM	SLT monitoring shows a good understanding of school's direction including vision, values etc All leaders can monitor and decide next steps. Performance management targets monitored SLT continue work as system leaders GB continue journey to achieving GQM School continues journey as professional training provider.	All Leaders have knowledge of and can communicate the whole school vision, values, ethos, mission and priorities. All leaders can demonstrate impact All 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. PM and SIP targets achieved All SIP AFI achieved and numerical targets for whole school met. SLT achieve professional qualifications within their role. GB achieve first level of GQM HT ready to apply for NLE status School gains recognition for good training provider

Objective	Actions including CPD	Date/s	Lead	Link Governor	Costs	Outcome	Monitoring
2.1 To further embed the whole school vision, values, ethos and mission statement for the entire school community.	INSET - vision, values etc Relaunch assembly linP, circle times, PSHCE activities in class to re inforce vision, values, rules, routines etc School council meetings Welcome meetings Home/School Agreement understood and signed Parent Forum Curriculum open day All key policies agreed, understood and signed by relevant stakeholders.	2 nd Sept Aut 1 and continued. Weekly from WC:9th Sept WC:9 th Sept October 22 nd Aut 1	SLT	CoG	INSET Provision 50.00	All members of the school community are on board and fully commit to the whole school vision, values, ethos etc All stakeholders can articulate the school's vision, values and demonstrate their understanding in day to day practice.	HT reports Learning Walks SC minutes Assemblies Behaviour logs Matrix

<p>Subject monitoring shows equality of opportunity through effective curriculum coverage for all KS1 pupils across 3 classes</p>	<p>HT In partnership with SLT review actual outcomes against numerical targets Evaluate the impact of actions within School Improvement Plan and agree new priorities Roles and responsibilities of SLT and subject leaders reviewed and communicated. Appraisal meetings carried out (Review and set new targets) Map out termly and annual CPD plan in line with SIP priorities. Agree whole school systems, procedures and policies. Begin work as LLE with Penine Alliance Lead by example and support peers in ensuring consistency in quality of teaching and learning.</p>	<p>Sept onwards</p>	<p>HT</p>	<p>CoG</p>	<p>n/a</p>	<p>The current standard of outcomes is sustained. New objectives are relevant, clear and have helped the school to move to outstanding. All subject leaders can articulate their vision and objectives and have helped to drive standards in their subject area. SLT continue to enhance their practice and have achieved professional recognition e.g HT LLE. As system leader HT is now making wider impact beyond the school whilst sustaining high standards for CJI.</p>	<p>HT reports KLP visits Governor visits</p>
	<p>DHT In partnership with SLT review actual outcomes against numerical targets Evaluate the impact of actions within School Improvement Plan. Lead by example and support peers in ensuring consistency in quality of teaching and learning. Provide guidance on whole school assessment procedures. Attend training to become Maths Mastery Lead Teacher Provide leadership on the Maths Mastery approach For CJI and x 7 Kirklees schools.</p>	<p>Sept onwards</p>	<p>DHT</p>	<p>VCh</p>	<p>n/a income for school £11,000</p>	<p>All groups of children have met the predicted targets. SLT continue to enhance their practice and have achieved professional recognition DHT is a qualified Mastery Lead in Kirklees.</p>	
	<p>SENCO SENCO to review and update SEND policy. In partnership with SLT review actual outcomes against numerical targets Evaluate the impact of actions within School Improvement Plan. SEND framework is clear, communicated with all staff and monitored every term. SENCO to monitor the progress of SEND pupils and plan and implement appropriate learning strategies to meet group or individual needs. Lead by example and support peers in ensuring consistency in quality of teaching and learning. Attend specialist SENCO training Attend NPQML training</p>	<p>Sept onwards</p>	<p>SENCO</p>	<p>CoG VCh</p>	<p>£3,000</p>	<p>SEND policy and local offer understood by all and available on the website. SEND priorities for 2019-20 are met. SEND curriculum (Strand3/4) has addressed and narrowed gaps and enriched children's understanding and vocabulary. Assessment and curriculum helps with progress and attainment of SEND pupils. SLT continue to enhance their practice and have achieved professional recognition SENCO has embarked on the journey towards Masters in SEND. SENCO has completed NPQML</p>	
	<p>Business Management Team Review costs and spending on a termly basis and report to HT and GB.</p>	<p>Oct January</p>	<p>SBM</p>	<p>CoG VCh</p>	<p>n/a</p>	<p>All audits demonstrate careful and purposeful spending and management of finances. The budget has a healthy carry forward for the next financial year 2020-21.</p>	

	<p>New governors to be proactive in asking probing and challenging questions to support their understanding of school issues and how these impact upon progress. Each governor to visit their link class in Aut 2. All governors to take part in deep dive invitations and community events (when local restrictions are lifted)</p>						
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Effectiveness of Early Years Provision

Our provision in EYFS remains strong. There is a change in the L&M of EY this year, however, the teacher is a member of the SLT and an EY specialist. Phonics, early reading and early number recognition continues to be at the forefront of the EY curriculum but simultaneously an undivided focus on the seven areas and effective remote learning is also paramount. From Sept 2020, our approach to parent partnership has changed due to the COVID restrictions. We were unable to carry out one to one home visits nor deliver the School Readiness Program. We are therefore determined to maintain close contact with parents through online meetings, phone consultations, small scale outdoor workshops, Parent Hub Platform and home/school dialogue books. Our pupils have access to the local natural world around them both within the school grounds and immediately beyond them in the local calms woods and Hyrstlands and Crownest park. The pupils have access to a wildlife area incorporating a forest classroom, hen coop, orchard, polytunnel and purpose-built raised beds. Regular forest school sessions are integrated into the EYFS curriculum to enhance this work further. Staff use these resources to great effect to enhance the learning opportunities for all. Developing parental support early on in a child's journey through our school is another key priority for us this year. The aim being to help parents see and respect the vital links between high quality engagement and play and successful reading and writing development.

AF15: To sustain strong EY teaching and learning whilst making appropriate safety adjustments in curriculum provision.

**SLT Lead
HT/DHT**

[See EY AP for detailed objectives and action points.](#)

Additional Areas

Objective	Actions	Date/s	Lead	Costs	Outcome	Monitoring
Achieve the Arts Mark Award by July 2021	Review the way in which we use our sketchbooks in order to build up a portfolio of children's skills Seek opportunities in the curriculum when we can have our gifted UKS2 children work with KS1 children to help develop skills. Staff meeting to improve teacher's confidence in teaching art.	September – July 2018	GA RM	900	School will gain kite mark Arts mark and recognition for exemplary practice in the Arts.	Half termly meetings
Embark on the journey to becoming a UNICEF Rights Respecting School	Sign up for UNICEF Rights Respecting School Arrange whole school CPD for RRS Launch assembly and meetings Build portfolio Arrange assessment date with assessor	TBC	RM SM	TBC	School will gain recognition as a sanctuary school.	Half termly meetings
Explore options to expand the schools service with a 15 place nursery.	Write the rationale Plan costs and staffing implications Present to governors Contact the LA	Spring 2021	HT/CoG	TBC	School has a nursery which further has a positive impact on pupil progress.	n/a