

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.

School name	Carlton Junior and Infant School		URN: 107600
Headteacher	Rizwana Mahmood-Ahmed	Chair of Gov	Amir Afzal
Deputy Head	Ifsheen Akhtar		
SENCO	Emily Hewitt	Vice Chair	Peter Irvine
Last OfSTED Inspection	17 December 2019	Grade	Good
Date of last SEF Review	20.07.21		
Current SEF Overview			
Over all	Good		
Quality of Education	Good/Outstanding- Strong leaders have designed an ambitious curriculum to meet the needs of all pupils, including pupils with special educational needs and/or disabilities (SEND). Leaders have also thought about the best way to promote a love of learning. Staff have been well trained to deliver the curriculum.(OFSTED,2019)		
Behaviour and Attitudes	Outstanding- The behaviour of pupils around school is exemplary. (OFSTED,2019)		
Personal Development	Outstanding- The personal development of pupils is a priority. They provide rich experiences so pupils widen their horizons. Pupils have raised funds for different charities. The school has won national awards for the way it promotes the spiritual, moral, social and cultural development of pupils. (OFSTED,2019)		
Leadership	Good/Outstanding- School leaders and governors are passionate about pupils being the best they can be. They want all pupils who leave the school to be ready for secondary education. (OFSTED 2019)		

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 2020/21, the education for children at CJJ. 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.

Criteria	Number on Roll	Percentage
All Pupils	222	-
Pupil Premium	39	17.5%
Free School Meals (excluding UFSM)	39	17.56%
SEND All	39	17.56%
EHC	3	1.35%
MSP	9	4.05%
IEPs	27	12%
Medical Needs	14	
Ethnic groups	19	
EAL		
New Arrivals to UK	0	0%
Summer born		
Gender split	107 girls 115 boys	48% Girls 52% Boys
In Year Admissions	5	2%
In Year Leavers	0	0%
Income Deprivation Affecting Children Index (IDACI)	Score 0.29 to 0.25	45%
More Able	42 (RWM)	53%
Attendance figures to date	102	91.22%
Unauthorised absentees	20	9.01%
Matrix of vulnerability	Girls Boys	-
Early Help	1 and 2 in the process	-
Team Around Family (TAF)	1	-
Child Protection (CP)	0	-
Child In Need (CIN)	0	-
Care order	0	-

Academic Data

Whole School Attainment and Progress Data Summer End of Year 2020-2021

ATTAINMENT						
	ARE +			Greater Depth		
	R	W	M	R	W	M
RECEPTION	80%	80%	83%	13%	13%	20%
YEAR 1	80%	83%	83%	37%	30%	40%
YEAR 2	83%	83%	83%	37%	27%	40%
YEAR 3	59%	56%	72%	22%	19%	25%
YEAR 4	82%	67%	85%	18%	9%	21%
YEAR 5	79%	73%	67%	27%	18%	27%
YEAR 6	93%	93%	93%	21%	10%	24%

PROGRESS			
	READING	WRITING	MATHS
RECEPTION	100%	100%	100%
YEAR 1	90%	90%	90%
YEAR 2	100%	97%	100%
YEAR 3	63%	59%	66%
YEAR 4	91%	82%	89%
YEAR 5	79%	79%	76%
YEAR 6	100%	97%	97%

End of Year Phonics ~ Year 90%

Key Groups Data Reception- Year 6

Progress Breakdown

Y1, Y2, Y3, Y4, Y5, Y6 - All Pupils (187 pupils)

	Pupils (%)	Pupils (%) making 6+ steps progress		
		Reading	Writing	Mathematics
All Pupils	187 (100%)	156 (83.4%)	151 (80.7%)	156 (83.4%)
Males	95 (50.8%)	76 (80.0%)	76 (80.0%)	83 (87.4%)
Females	92 (49.2%)	80 (87.0%)	75 (81.5%)	73 (79.3%)
FSM	39 (20.9%)	35 (89.7%)	35 (89.7%)	35 (89.7%)
Not FSM	148 (79.1%)	121 (81.8%)	116 (78.4%)	121 (81.8%)
Pupil Premium	28 (15.0%)	23 (82.1%)	22 (78.6%)	23 (82.1%)
Not Pupil Premium	159 (85.0%)	133 (83.6%)	129 (81.1%)	133 (83.6%)
SEN Support	9 (4.8%)	8 (88.9%)	7 (77.8%)	8 (88.9%)
Education, health and care plan	1 (0.5%)	1 (100%)	1 (100%)	1 (100%)
Not SEN	177 (94.7%)	147 (83.1%)	143 (80.8%)	147 (83.1%)

Progress Breakdown

Rec - All Pupils (30 pupils)

	Pupils (%)	Pupils (%) making 6+ steps progress		
		Reading	Writing	Numbers
All Pupils	30 (100%)	30 (100%)	30 (100%)	30 (100%)
Males	13 (43.3%)	13 (100%)	13 (100%)	13 (100%)
Females	17 (56.7%)	17 (100%)	17 (100%)	17 (100%)
FSM	4 (13.3%)	4 (100%)	4 (100%)	4 (100%)
Not FSM	26 (86.7%)	26 (100%)	26 (100%)	26 (100%)
Pupil Premium	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Not Pupil Premium	30 (100%)	30 (100%)	30 (100%)	30 (100%)
SEN Support	1 (3.3%)	1 (100%)	1 (100%)	1 (100%)
Education, health and care plan	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Not SEN	29 (96.7%)	29 (100%)	29 (100%)	29 (100%)

Predictions 2021-2022

EYFS

Using the 7 measures

Target and baseline to be collected, discussed and filled in with the HT.

	Target	Baseline
%GLD	73%	0%
% emerging	17%	100%
%expected	63%	0%
% exceeding	10%	0%

Best fit model

Target and baseline to be collected, discussed and filled in with the HT.

	Target	Baseline
%GLD	83%	0%
% emerging	17%	100%
%expected	66%	0%
% exceeding	17%	0%

KS1 / KS2

FFT 50 and FFT 20 from FFT aspire. School to be collected, discussed and filled in with the HT

Year group	Reading EXP+			Writing EXP+			Maths EXP+			RWM combined EXP+		
	FFT 50	FFT 20	scho ol	FFT 50	FFT 20	scho ol	FFT 50	FFT 20	scho ol	FFT 50	FFT 20	Scho ol
1			83%			83%			86%			83%
2			83%			83%			86%			83%
3			87%			87%			87%			87%
4	87%	91%	90%	90%	93%	90%	91%	94%	94%	82%	87%	87%
5	78%	83%	87%	82%	86%	87%	85%	89%	90%	72%	78%	84%
6	87%	90%	93%	89%	92%	93%	90%	95%	97%	81%	86%	93%

Based on the data outcomes for each cohort and the overall self evaluation, our broad areas for further improvement are:

1	The Quality of Education English Maths Creative Arts Physical Education Wider Curriculum	Continue to apply research based pedagogical approaches, good curriculum coverage and assessment, so that all pupils make good progress and attainment in RWM is in line with or above the national bench mark.
2	Behaviour and attitudes to learning Nurture Attendance and punctuality	Improve all pupil/parent impressions of behaviour so that it consistently reflects the school's positive culture. Continue to improve attendance and punctuality across school.
3	Personal development	To ensure safety, welfare, and nurture remain consistently good to outstanding in all year groups. Continue to develop pupil voice, confidence and self-esteem across school.
4	The quality of Leadership and Management	To maintain effective senior and middle leadership, as well as to continue to strengthen additional layers of leadership, such as governance, with a broader focus outside school through strategic collaborations with C&K TSH, Y&H Maths Hubs, and ITT providers.
5	Effectiveness of the Early Years provision	Ensure a smooth transition of new starters and ensure that strong home/school communication continues. Continue to improve the outdoor provision and curriculum.

Dream Aspire Achieve

The Quality of Education

Context of priority:

Due to the Covid-19 pandemic, planning for the academic year 2021-22 has been adjusted in a variety of ways. The primary area of planning this year is responding to/protecting the pupils and staff from Covid-19 and ensuring that a robust catch up learning program is in place for every cohort. The school opened in September, but measures are put in place to ensure all pupils and staff learn and work as safely as possible. Carlton will look a little different but our intention is that the impact on the pupils and adults will be minimised. The aim therefore is to focus on the core business of school and ensure the quality of teaching is delivered to the best possible standard regardless of previous and future disruptions.

AFI 1: Continue to apply research based pedagogical approaches, good curriculum coverage and assessment, so that all pupils make good progress and attainment and RWM is in line with or above the national bench mark.		SLT Lead –HT/DHT/SENCO
Mile stones and success criteria to support monitoring and evaluation by governors and SLT		
By December 2021	By April 2022	By July 2022
<ul style="list-style-type: none"> - Set up Teacher Research Groups to enable research-based improvements in teaching and learning. - Deliver CPD based on EEF findings on recovery teaching, early reading, writing, oracy, science and mental health -Termly CPD on exemplary T&L is delivered -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 2022 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. - SEND pupils in reception are identified and targeted for one to one and agency support - 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"> - Conduct mid-point review with Teacher Research Groups to measure impact so far and identify next steps - Evaluations of CPD based on EEF findings demonstrate improvement in early reading, oracy, writing and mental health -Termly CPD on exemplary T&L is delivered -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 2022 are set. -Evidence from the end of term data suggests that key groups SEND, disadvantaged and more able are on track to make the expected progress by the end of the year. - SEND pupil reviews suggest that pupils are making the expected progress and satisfactorily meeting their targets -Contingency plan implemented in case of lock down. 	<ul style="list-style-type: none"> - Conduct end of cycle review with Teacher Research Groups to measure impact so far and identify next steps - Deliver CPD based on EEF findings on recover, early reading, writing, oracy, science and mental health -Termly CPD on exemplary T&L is evaluated and next steps identified -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 all pupils have made good progress and their knowledge, skills and understanding has become increasingly sophisticated over the year -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 2022 are set. -Evidence from the end of term data for all pupils especially SEND, disadvantaged and more able suggests that outcomes are inline with or above the national bench mark -Contingency plan implemented in case of lock down.

Objective	Actions including CPD	Date/s	Lead	Link Govern or	Cost	Outcome	Monitoring
<p>CPD</p> <p>1.1 Ensure all staff receive up to date and continuous professional development on current pedagogy for effective teaching and learning</p>	<p>Plan and deliver termly CPD in line with the school and staff requirements</p> <p>Recruit consultancy support in the identified areas:</p> <p>Reading</p> <p>Writing</p> <p>Science</p> <p>Embark on the journey for best practice awards in science and renew the one education reading award</p> <p>Further imbed and monitor the understanding, application and impact of the Read to Write approach</p> <p>Continue the TfM in maths journey with the Y&H maths hub</p> <p>Maintain strong links with the host school and share CPD under the C&K Teaching School Hub Partnership</p> <p>Continue to drive challenge-based activities in all subjects.</p> <p>Provide up to date information on EEF research i.e metacognition etc</p>	<p>Sept 2021 onwards</p>	<p>Subject leads</p>	<p>BM PI IA</p>	<p>Consultancy cost will range from £150 -. £3.50 with a maximum cost of £ 1000 over the year</p> <p>£1000</p> <p>£1000</p>	<p>Teaching in the identified areas is consistently good to outstanding across the school.</p> <p>The science curriculum is highly effective in helping teachers and children with scientific inquiry and outcomes</p> <p>Books demonstrate strong progression in all year groups in the identified areas</p> <p>Awards for science quality mark and reading are achieved</p> <p>The read to write framework is used consistently well across school and books show a clear progression</p> <p>Outcome data at the end of 2022 shows that standards of attainment in RWM and science are in line with above national for all pupils</p> <p>Outcome data at the end of 2022 shows that progress for SEND, disadvantaged pupils is in line with or above national in RWM and science.</p> <p>Evidence in books suggests that all pupils and more specifically the more able are challenged. School successfully renews the NACE Challenge Award</p>	<p>Appraisal reviews</p> <p>Lesson observations</p> <p>Learning Walks</p> <p>Pupil conferences</p> <p>Books</p> <p>Planning/resources</p>
<p>1.2 Ensure the new staff and ECT receive on going mentoring and coaching with regards to delivering a quality education</p>	<p>Register ECT onto AI training program and the BBEST training program</p> <p>Register potential facilitators onto AI training</p> <p>Register mentors onto refresher training</p> <p>Ensure all new staff are carefully inducted and directed with regards to safeguarding practices, key information and expectations.</p> <p>Ensure regular meetings with ECT and career support and guidance.</p>	<p>Sept 2021 onwards</p>	<p>HT/DHT and mentors</p>	<p>AA</p>	<p>Management time and occasional supply costs</p>	<p>ECT and new staff are confident in their role and this is triangulated in their teaching, books and assessment data</p> <p>Trained facilitators on site to further develop ECT professional needs and career path</p>	<p>Mentor meeting notes</p> <p>Lesson observations</p> <p>Books</p> <p>Data</p> <p>ECT action plans/learning records</p> <p>Evaluations</p>

<p>Classroom Climate 1.3 Further improve classroom routines, displays and organisation for maximum learning opportunities</p>	<p>Deliver research-based training on what entails a good classroom environment including aesthetics, acoustics, temperature, organisation and routines. Carry out classroom audit and provide feedback and support where needed. Ensure a uniform and consistent response across school with a balance of individuality and progression as children move up the school.</p>	<p>Every Term 3rd week</p>	<p>SLT</p>	<p>n/a</p>	<p>Management time</p>	<p>All classrooms have high quality purposeful displays which enhance children's subject knowledge All classrooms are fully resourced to further enhance children's learning experiences All classrooms are appropriately ventilated to enhance children's physical wellbeing and concentration All classrooms have adequate sound and visual aids to enhance children's learning experiences</p>	<p>Learning walks</p>
<p>Curriculum Continue to ensure good coverage and progression is evident in reading</p>	<p>-Identify children for the Catch-up Premium across 21-22. Devise targeted support to ensure that identified children continue to make progress with a focus on SEN and disadvantaged children. -Audit of early reading scheme books against the RWI. phonics scheme. -Replace and replenish reading scheme to ensure a match to RWI phonics. -Arrange refresher RWI CPD with consultant Purchase Book vending machine Further resource reading books to provide author and topic boxes in KS1. Further develop reading spaces Guiding reading to be further developed through training of teaching and support staff and resourcing of materials in KS2. Further resourcing of class-based reading materials in KS2. Teachers to measure impact of interventions and evidence in the books Data meetings with SLT three times a year. Implementation and impact of interventions discussed.</p>	<p>Autumn 1 Autumn 2 Autumn 2 Autumn 2 Autumn 2 Spring 2 Every term</p>	<p>MM AN IH IH/LF</p>	<p>PI</p>	<p>£3000 Management time £13,500 £1,000</p>	<p>A strong reading community and a love for learning is evident across school Children can articulate what they have read Children are confident in inference and deduction and this consistently evident in all GR books Additional library space is created and fully used by all children. i.e double decker bus/barge/boat Outcome data shows good progress for targeted pupils Outcome data for all pupils is in line with or above ARE</p>	<p>Reading Deep Dives Lesson observations Buddy reading RWI observations</p>

	Purchase double decker for outdoor library – further raising reading profile						
1.5 Re-establish strand 5 of the curriculum including after school and lunchtime clubs, trips and visitors.	<p>Re-establish a programme of education trips and visitors into school that enrich the children’s learning especially those from a disadvantaged background.</p> <p>Re-establish lunchtime, extra curricula and after school activity opportunities for all children to benefit from especially those from a disadvantaged background.</p> <p>Opportunities for children to experience focussed days eg Young Enterprise Week Yearly programme of opportunities for children to experience performing to a live audience.</p>					Enrichment opportunities offered through strand 5 of the CJI curriculum provides opportunities for the development of interests and talents for all pupils and this is reflected in pupils’ confidence, knowledge, awareness of wider opportunities and their outcomes.	
1.6 Continue to ensure good coverage and progression in a range of writing genres	<p>Audit the application and impact of the Read to Write framework</p> <p>Continue ongoing moderation sessions both in and out of school.</p> <p>Set up whole school progressive writing board</p> <p>Relaunch writer of the term.</p> <p>Review use of Magpie boards</p> <p>Relaunch Debbie Watson handwriting approach for KS1.</p> <p>(see English action plan for details and costings)</p>	<p>October</p> <p>Every term</p> <p>November</p> <p>January</p>	<p>MM/AN</p> <p>PI</p>	<p>PI</p> <p>£800</p>	<p>Standards of work and progress in books throughout school are strong.</p> <p>Progress is evident for all groups on a weekly and termly basis.</p> <p>Termly data on target tracker indicates good progress for all groups.</p> <p>Standards of attainment by July 2022 are inline with or above the national bench mark.</p>	<p>Lesson observations</p> <p>Book Scrutiny</p> <p>Pupil discussions</p> <p>End of term data</p>	
1.7 Ensure the teaching and nurture of oracy is strong across school.	<p>All classrooms to include ‘I wonder’ ‘The Big Question’ and/or P4C boards</p> <p>P4C is timetabled and consistently delivered in every year group</p> <p>Nursery rhymes taught on weekly basis</p> <p>Constant talk and interaction with children outside class time</p> <p>Other opportunities for language acquisition for key groups i.e forest class, pet therapy, art therapy</p> <p>Talk for writing activities</p> <p>Sentence stems</p> <p>Higher order questioning in reading and topic</p> <p>(see English action plan for details and costings)</p>	<p>Sept onwards</p>	<p>HW</p> <p>MM</p> <p>AN</p> <p>IH</p> <p>EH</p>	<p>PI</p> <p>£900</p>	<p>Pupils’ ability to understand, reason, articulate views and balanced opinions on a wide range of topics is evident in day to day discussions, P4C lessons, assemblies and council meetings.</p> <p>Infant pupils demonstrate an increased understanding and use of a range of English vocabulary when communicating in and out of lessons.</p> <p>Adults are actively engaging with infant pupils through nursery rhymes and P4C activities during playtimes.</p>	<p>Learning Walks</p> <p>Pupils surveys</p> <p>Pupil discussions</p> <p>SC minutes of meetings</p> <p>Learning Walks</p> <p>Pupils surveys</p> <p>Pupil discussions</p>	

							SC minutes of meetings
1.8 Continue to ensure coverage and progression maths	Continue the mastery journey with Y&H training. (see maths action plan)	Ongoing	IA AO	BM		Standards of work and progress in books throughout school are strong. Progress is evident for all groups on a weekly and termly basis. Termly data on target tracker indicates good progress for all groups. Standards of attainment by July 2022 are inline with or above the national bench mark.	Learning Walks Pupils surveys Pupil discussions SC minutes of meetings End of year report by subject lead
1.9 Ensure science is taught in a systematic manner ensuring good understanding and progress in all year groups.	Identify children for the Catch-up Premium across 21-22. Devise targeted support to ensure that identified children continue to make progress with a focus on SEN and disadvantaged children Science QA audit and action plan Replenish science resources to enhance teaching. CPD Apply for QMPS (See science t action plan for details and costings)	November December January	AZ CG (Kirklees)	AP		Standards of work and progress in books throughout school are strong. Progress is evident for all groups on a weekly and termly basis. Termly data on target tracker indicates good progress for all groups. Standards of attainment by July 2022 are inline with or above the national bench mark.	Learning Walks Pupils surveys Pupil discussions SC minutes of meetings End of year report by subject lead
1.10 Further improve the teaching of history and geography in KS1 and KS2.	Ensure the three whole school outcomes are planned for and evidenced in pupils: Reading Double spread writing Creative piece i.e music, art or performance (See humanities action plan for details and costings)					Standards of work and progress in books throughout school are strong. Progress is evident for all groups on a weekly and termly basis. Termly data on target tracker indicates good progress for all groups.	Learning Walks Pupils surveys Pupil discussions SC minutes of meetings End of year report by subject lead

<p>1.11 Further improve the teaching of PSHCE and RSHE across school</p>	<p>Audit the use of resources and jigsaw scheme and strengths and areas for improvement in RSHE Review whole school PSHCE plan</p>					<p>Standards of work and progress in books throughout school are strong.</p> <p>Progress is evident for all groups on a weekly and termly basis.</p> <p>Termly data on target tracker indicates good progress for all groups.</p>	<p>Learning Walks</p> <p>Pupils surveys</p> <p>Pupil discussions</p> <p>SC minutes of meetings</p> <p>End of year report by subject lead</p>
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Behaviour and Attitudes

Context of priority: Our attendance figures tend to fluctuate at different times of the year but work is ongoing to communicate the importance of regular attendance with parents and pupils alike. This therefore is a key area for improvement according to the last OFSTED in December 2019. In school, however, 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 improve attendance and punctuality across school. Improve all pupil/parent impressions of behaviour, so that it consistently reflects the school's positive culture.		SLT Lead HT/SENCO/Pastoral
Mile stones and success criteria to support monitoring and evaluation by governors and SLT		
By December 2021	By April 2022	By July 2022
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	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.	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.

Dream Aspire Achieve

Objective	Actions including CPD	Date/s	Lead	Link Governor	Costs	Outcome	Monitoring
Present a clear vision for attendance underpinned by high expectations and core values, which are communicated and understood by staff, pupils and all parents and families.	Review attendance and target individual families according to the reasons for absence. Continue to work with Inclusion Matters to raise attendance and reduce persistent absence. (PA) Continue half termly highest average attendance class prizes	Termly APSO meetings	SH/H W/RM /APSO	IA	Kirklees package	Attendance is in line with or above national on a termly basis and at the end of the academic year 2021-2022. Pas and extended leave % is significantly reduced and more inline with national expectations.	HT reports to governors

Objective	Actions including CPD	Date/s	Lead	Link Governor	Costs	Outcome	Monitoring
	Continue 100% attendance termly certificates and annual £5.00 vouchers for 100% attendance	Weekly assemblies ongoing					
2.1 Continue to communicate high expectations with all pupils and staff	Implement revised lunchtime routines, timings and procedures including the newly built outdoor structures New lunchtime organisers to receive behaviour management training from behaviour lead New start of the day procedures ensure that children are in school on time and ready to learn. Staff continue to use restorative practices and the school values when praising children and when addressing behaviour. Review procedures on a regular basis through staff and pupil voice.	7 th September 11 th October	All	AA	£500	No major behaviour incidents No first aid incident No bullying incidents No racism incidents Numbers of pupils on behaviour matrix reduced each term Smooth transition into school Staff and parent feedback is consistently positive feedback	Learning Walks Surveys Logs CPOMS Questionnaires
2.2 Relaunch a more systematic and robust absence response program.	Establish an attendance working party Communicate draft plan Launch program (staff, pupils, parents and governors) Nominate attendance monitors from each cohort (Y2 onwards) Display attendance flow chart around school building Display flow chart outside school gates. Send letter regarding seriousness of extended leave visits during term time. Hold half termly meetings with parents Raise the profile of attendance incentives. Conduct weekly meetings with school based attendance team. Make referrals to APSO where necessary. Attendance target to be included on every IIP board	October onwards	SH HW SM RM	Management time		Attendance is in line with national each term and by July 2022 Significantly reduced extended leave during term time All parents are on board with school's absence response program.	Termly attendance data Questionnaires HT reports External reports

Objective	Actions including CPD	Date/s	Lead	Link Governor	Costs	Outcome	Monitoring
	Purchase and display outdoor digital clock to reinforce importance of punctuality.						



Personal Development

Context of priority: Pupils are generally happy and confident but we do have some infant cohorts with specific emotional needs, whereby staff have had to work swiftly in partnership with parents and agencies to put measures into place for early identification and support. 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. A small minority of pupils struggle to articulate their understanding of wider world topics. We are therefore continuing with Philosophy for Children techniques throughout school. We will also develop pupils' wider contribution in the world of industry and work through Phase 2 of the Horizons 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. The school's international work with the Global School's Alliance, the British Schools Council and the Kashmir Orphan's Relief Trust further reinforces the global dimension to our curriculum.

AFI 4: To ensure safety, welfare, and nurture remain consistently good to outstanding across school and all pupils develop a high sense of wellbeing and self-efficacy.	SLT Lead HT/SENCO Pastoral and SMSC Lead	
Mile stones and success criteria to support monitoring and evaluation by governors and SLT		
By December 2019	By April 2021	By July 2021
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	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 CJI curriculum promotes equality of opportunity and diversity effectively	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 CJI curriculum

Objective	Actions including CPD	Date/s	Lead	Link Governor	Costs	Outcome	Monitoring
3.1 Continue to drive the positive ethos of the school and support all learners to develop their talents and character through the curriculum and wider activities.	Review school values with pupils and reinforce through assemblies, curriculum, daily routines, behaviour, praise and rewards. Reinforce character development through the citizenship element of weekly PSHCE lessons	Ongoing	RM	AA	n/a	Clear understanding of values are demonstrated through individual and group behaviours. A positive atmosphere is evident daily in and out of school.	Learning Walks Lesson observations Assemblies Events School Council meetings
3.2 Continue to reinforce pupils' understanding of diversity and inclusion.	Particular focus on diversity and inclusion through collective reflective assemblies (including Picture news and the big question), RSE, PSHE lessons.	Ongoing	RM/S M	BM PI UK	TBC	Pupils have an understanding and appreciation of diversity and inclusion. A respect for the different protected characteristics	Learning Walks Lesson observations Book scrutiny

Objective	Actions including CPD	Date/s	Lead	Link Governor	Costs	Outcome	Monitoring
	<p>Celebrating and highlighting focussed days and weeks- Black History Month, Mental health week Give racism the Red card, Deaf awareness week, Down's Syndrome Day.etc</p> <p>Promoted through social media and newsletter</p> <p>Investment in books that reflect our society- demographics, race, culture family relationships in class reading material and library books</p> <p>Continue to teach and evaluate the quality of pupil's SMSC development through a focused PSHCE/RSE/RE curriculum.</p>					<p>in law is promoted to all learners in an age appropriate way.</p> <p>Topic books and RE/SMSC portfolios demonstrate quality discussions and work.</p>	<p>Pupil discussions and feedback</p>
<p>3.3Ensure that children have the opportunity to engage in character developing opportunities throughout the school</p>	<p>Opportunities throughout the school for children to make a difference through courageous advocacy activities around social and environmental issues. i.e biophilia in the neighbourhood and working with local councillors on the Kirklees cleaner and greener strategy.</p> <p>Re- join schools linking programme for Year 5 with Carry My Story~ Pathway 2</p> <p>Continue work with international schools</p> <p>Continue charity work with local, national and international charities</p> <p>Re-establish reading buddies and Big Friend/Little Friend with Barnfield's Elderly care Home and ensure appropriate safety procedures and routines are adhered to.</p> <p>Regular assemblies inviting local heroes and role models to inspire children.</p>	<p>November onwards</p> <p>January onwards</p> <p>Ongoing</p>	<p>RM/ SM HW GA</p>	<p>BM PI UK</p>	<p>n/a</p>	<p>Confident pupils able to articulate passionately about areas that interest them and able to present balanced views about current topics.</p> <p>Successful completion of CMS Pathway 2</p> <p>Achieved Sanctuary award</p> <p>Strong partnerships benefit both CJI pupils and local partners</p> <p>Inspirational visitors/visits inspire CJI pupils to aspire to being the very best of themselves.</p>	<p>Learning Walks</p> <p>Pupils discussions</p> <p>Visitor feedback</p> <p>School partners feedback</p> <p>Governor feedback</p>

Objective	Actions including CPD	Date/s	Lead	Link Governor	Costs	Outcome	Monitoring
	University visits and workshops through the Horizons project Book parliament visit and workshop	January onwards March/April					
3.4 Re-establish pupil-based groups who make a highly positive contribution to the school environment and ethos	Pupil representative groups are chosen via a transparent and open process. (HB/HG/Ambassadors/School Council/Eco Pals/Pedagogy Pals/Peace Pals/Sports Leaders/Librarians/House Captains) Compile goals and actions and present the pupil improvement plan in achievement assembly. Goals of each pupil group are established along with achievable outcomes through IIP.	May 2021-May 2022 Sept 2021				Pupil representative groups have an active role in the school and can confidently communicate in assemblies, council meetings and Junior Leadership Team meetings. Pupils can evaluate progress against targets and decide next steps	School Council minutes of meetings Pupils surveys and discussions

Dream Aspire Achieve

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 has become more stable over the last four 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 currently has one Early Career Teacher who has embarked on the ECT induction with the C&K Teaching School hub which the school is part of. 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. 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 further embed our work with the C&K Teaching School Hub.

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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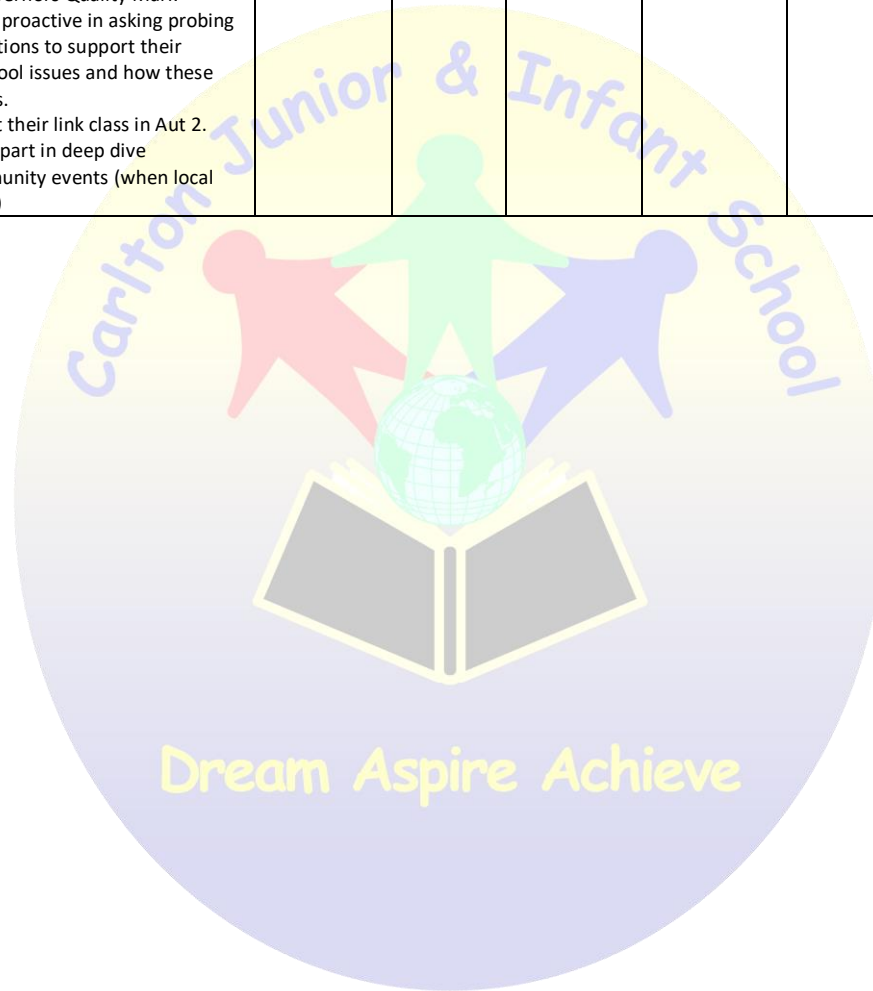
Mile stones and success criteria to support monitoring and evaluation by governors and SLT		
By December 2020	By April 2021	By July 2021
HT to deliver INSET for whole school community re vision, values, ethos and mission statements All key policies reviewed and ratified by GB All Leaders review subject 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
4.1 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, P4C, PSHCE activities in class to embed vision, values, rules, routines etc School council meetings Welcome meetings Home/School Agreement understood and signed Parent Forum	6th Sept Aut 1 and continued. Weekly from WC:9th Sept WC:9 th Sept	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

	Curriculum open day All key policies agreed, understood and signed by relevant stakeholders.	October 22 nd Aut 1					
4.2 Subject monitoring shows equality of opportunity through effective curriculum coverage for all KS1 pupils across 3 classes	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.	Sept onwards	HT	CoG	n/a	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.	HT reports KLP visits Governor visits
	DHT In partnership with SLT review actual outcomes against numerical targets Evaluate the impact of actions within School Improvement Plan. Lead by example by teaching 2.5 days in reception class 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 support schools in Y&H	Sept onwards	DHT	VCh	n/a income for school £11,000	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.	
	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	Sept onwards	SENCO	CoG VCh	£3,000	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	

	Attend NPQML training						
	Business Management Team Review costs and spending on a termly basis and report to HT and GB. Monitor day to day expenditure, procedures and process ensuring all adhere to transparent	Oct January March	SBM	CoG VCh	n/a	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.	
4.3 Further strengthen the role of subject leaders as leaders of learning, having an impact on whole school standards and quality of provision throughout the curriculum.	Review subject statements, policies and curriculum plans and share these with staff through a series of staff meetings. Subject leaders attend training on effective middle leadership and OFSTED readiness. Subject Leaders monitor to collate evidence of quality of teaching and learning in subject overviews through a deep dive. Subject leaders deliver CPD in QFT and mastery within their subject area. Subject leaders compile portfolios and present to HT. Subject leaders write of end of year impact report and present to GB.	Sept onwards	MM CM IA EH AO SB IH SM GA	GB	Management Time Subject budgets (See budget plan)	Subject statements, policies and curriculum plans are understood by all and accessible through the school website. Quality CPD has enabled SLs to lead to a high standard. Deep dives demonstrate that QFT is effective and ultimately reinforces RWM as well as specific subject knowledge. Deep dives demonstrate elements of mastery in all subjects.	HT/DHT/KLP/SABid
4.4 To further enhance the school premises and maximise the use of the site to provide safe and stimulating learning environments.	Create tasks plan with care take and business team for scheduled work as follows: Outdoor work Install outdoor play structures to further enhance children's outdoor experiences Purchase outdoor sheds for forest school and sports equipment. Purchase rabbit and rabbit hutch Enhance pond area with additional plants/bushes. Install forest school signs Extend orchard. Extend allotment area. Outdoor classroom- Carlton Community Café (multi-purpose) Living wall Y3/4 playground Sanctuary garden enhancement with water feature and seating area Indoor work Open plan design for pupil entry areas Paint and upgrade main school hall Geckops or equivalent company to complete junior library and nurture room.	3 rd Sept October ½ term Dec ½ term February ½ term April ½ term October ½ term	HT SMB BSO Caretaker HW	GB (finance meetings)	 12,000 6,000 11,000 TBC 10,000	Safe completion of grounds and building work. Enhanced environment which further promotes safety, curriculum experiences and enjoyment.	Finance reports HT reports Governor minutes H&S reports

<p>4.5 Further strengthen the capacity of the GB to become outstanding.</p>	<p>Governor's self-evaluation (summer 2019) informs strategic plan for 20-21 Agree annual CPD (individual and group) GLAD package Chair 360 Begin process for Governors Quality Mark 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>	<p>Sept onwards</p>	<p>GB/HT</p>	<p>All</p>	<p>GLAD package costs (see budget)</p>	<p>Governors gain recognition for outstanding contribution and practice through the Governor's quality mark. School Development Plan now holds a section for responsibility for tasks, including governors.</p>	<p>GB minutes</p>
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Effectiveness of Early Years Provision

Our provision in EYFS remains strong. EY is led and DHT in partnership with the SENCO this year. 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 Crow nest 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 2022	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 (bronze) by July 2022	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