

1. To embed the DH and HoY Leaders within their role as "Single Point of Contact"; who, through strategic direct teaching, know all their children well and is secure in their knowledge of attainment within (and across) year groups; and is well placed to lead staff to ensure all needs are met.
2. To ensure that, despite a high number of ECTs, the quality of Learning and Teaching remains high across the School (60% Outstanding); with the School's Signature Pedagogy at its heart, continuing to be delivered within a carefully considered broad and balanced curriculum:
  - a. Rich in:
    - i. Language and Communication Skills
    - ii. Opportunities to further develop PSED and the Characteristics of Effective Learning in children
    - iii. First-hand experiences
  - b. Underpinned by:
    - i. Systematic yet precise basic-skill teaching (in literacy)
    - ii. Cross-curricular opportunities to embed Literacy and ICT skills.
3. To embed advancing children's understanding by extending teachers' use of differentiated questioning and effective talk to enhance learning.
4. To raise attainment in literacy:
  - a. To develop Fluency when Reading.
  - b. To develop Cohesion (Control @ EXP) and Coherence/Effectiveness (Literary Effect @ GD) when Writing.
5. To ensure that the lowest 20% of pupil continue to receive an equitable amount of HQ first teaching; and that within KS1:
  - a. The provision is suitably adapted in response to the level of need, in order to sustain deeper learning and attainment, particularly reflected in writing outcomes and teachers' marking of work.
  - b. The principles of the EYFS' Characteristics of Effective Learning are embedded to engender life-long learning skills.
6. To empower lunchtime staff to confidently support the development of children's gross-motor coordination, and social skills and interactions when playing.
7. To identify a new PSHCE curriculum.
8. To develop partnerships with other School's locally, re-establishing TVI as a local-leader of learning, showcasing a repertoire of strengths, expertise and high-quality provision.
9. To meet specific Health & Safety and Finance-related action points raised in related audits and Responsible Officer Reports.
10. To ensure the Board of Directors develops its maturity in response to Director's strengths and skills; resulting in everyone having a full in-depth knowledge of school strengths and weaknesses, and how this presents in real-terms.

(Green indicates Actions recommended during the 2014 Ofsted Inspection).

Whilst recognising the fluctuations and post-pandemic shortfalls within the 2023 data-set\*, the SDP focuses on long-term trends and the holistic needs of the School as identified through an in-depth, and long-standing working knowledge.

**\*Within KS1:**

- current disparity in attainment of Disadvantaged and non-Disadvantaged; Boys and White British (at GD);
- return attendance to > 96%; in particular, White British and Bangladeshi Pupils (>96%);
- increasing overall attainment to pre-pandemic levels at EXP (>96%).

**\*Within EYFS:**

- increasing attainment to above National in Prime, PSED, PD (and build upon EAD).

Over-View of key targets EYFS/Reception - by July 2023:

Headline Summaries	2018-19 (pre-pandemic) Actual	2022-23 Actual	2023-24 Targets
	%	Target %	
Good Level of Development	80.0	73	▲ ▲ 80 (Quintile 1)
Prime Learning Goals	88.7	74.8	80
Specific Learning Goals	80.0	74.8	80
Across All Learning Goals	80.0	72.1	80
CL	90.4	84.7	90
PD	93.0	84.7	86
PSED	89.6	83.2	86
Literacy	82.6	77.5	▲ ▲ 90 (Quintile 1)
Maths	82.6	83	▲ ▲ 90 (Quintile 1)
UW	87.0	82.9	87
EAD	92.2	85.6	90

**The current Reception cohort includes:**

- 81% EAL children
- 27% children require School –Level Support and above
- 2 new starters beyond initial admission in September (one with additional needs)
- 22 children have a High Level of Need (including 1 EHCP)
  - 8 children attend small group provision due to their high level of need including ASD, social, communication, play needs.
- Children with Social Inclusion needs:
  - 0 Looked After Children
  - 1 child receiving Early Help, Children's services with targeted family support including TAF/Family in Need.
  - 0 MARFs to date (21/11/2023)
  - 1 Children in Need (CIN)
  - 0 CP (Child Protection)
  - 37 School Based Vulnerable

### Over-View of key targets KS1- by July 2023:

*^95% of Year 1 children will be working within Phase 5 of Letters and Sounds.*

	Reading	Writing	Maths	Science
GD	60%	55%	60%	
EXS+	92%	90%	92%	94%
WTS+	98%	98%	98%	98%
PKS+	100%	100%	100%	100%

### The current Year 2 cohort includes:

- 87.6% of EAL children
- 28% of children require School-Level Support and above
- Children with Social Inclusion needs:
- 0 children on a Child Protection Plan
- 1 child is supported by a Child in Need Plan
  - 0 Looked After Children
  - 9 children at some point have received support from Social Care
  - 8 children are receiving School Support
  - 0 children are receiving Early Help Support
  - There have been 4 New Starters in Year 2 to date (Nov 23)
  - 2 of these are working at a particular low standard of attainment

Most of these children are forecast to meet end of year expectations.

*^70% of lessons (70% of PE) will be judged as 'Outstanding' within EYFS & KS1.*

*The quality of ^60% of Extended School/Lunchtime Sports provision will be judged as 'High' within EYFS & KS1.*

Whole School Attendance (including Nursery) for HTs 1-6 will increase to *^96.2% (KS1 ^ 96.5%)* and Persistent Absenteeism will decrease to 10 across F2 & KS1. Lateness will be reduced by 10%.

### Contextual Information:

Thames View Infants is considered one of the best schools in the country. It has a certain "sparkle" formed through careful connections between staff and children/parents and a "can do approach" to driving High Quality Learning "that is quite unique". It remains one of the highest attaining Infant Schools nationally (within the top 1-3% at KS1 (GD vs EXP)), which is significant as upon entry into Nursery, children are of the lowest, developmentally.

The 2023-24 Academic Year is characterised as follows:

- A vibrant and energised team, with comparatively higher levels of ECTs and changes within the SLT.
- High levels of Teaching Assistant support: 1:9 in Nursery throughout Reception and Year 1, 1:12 within Year 2.
- The School continues to run a self-funded In-School Specialist Provision for children. In addition, there is a further SEND provision based in Year 2, for children who learn within a more developmentally appropriate curriculum. (The ISP works flexibly with 10 adults and 25 children).
- 100% of classes contain pupils with complex and a "high level of need" (with low baseline PD and PSED scores), global delay significant, SEMH needs or new to the UK (and with early English acquisition).
- 37 children are identified as requiring EHC plans. 6 are already in place, with a working programme to make applications for the rest across the Year.
- There are currently high levels of pupil mobility, often with a 'short-stay' nature, entering School (Year 2 particularly) also typically presenting with high levels of need.
- The formation of Fords View Primary, the MAT's new-build Free School (opening delayed until 2028).
- The SDP aims to:
  - return KS1 attainment back to pre-COVID levels by July 2024,
  - ensure that the School's high standards of learning, depth of enrichment/provision and signature pedagogy is maintained within an era of comparative transition.

### Over-arching Objective:

To challenge traditional dispositions to learning and anti-institutional values held amongst the community.

To ensure that the school continues its "Outstanding-ness" within the current Ofsted Framework:

- deepening the school's 'Outstanding' provision,
- ensuring that attainment, progress and quality of provision remain at an 'Outstanding' quality,
- embedding the school's Professional Learning Community ethos.

## Action Plan Owner: Paul Jordan

### Key Issue: 1

To embed the DH and Hoy Leaders within their role as "Single Point of Contact"; who, through strategic direct teaching, know all their children well and is secure in their knowledge of attainment within (and across) year groups; and is well placed to lead staff to ensure all needs are met.

#### Key Objectives:

- To continue the mechanism for monitoring and raising the quality of learning and outcomes
- To embed a system to ensure that children's needs are well-understood and whole school projects are implemented successfully with leaders and all staff held accountable:
  - Within the EYFS: Building upon the amount of children achieving a Good Level of Development, PD and PSED.
  - Within KS1: Raising attainment to pre-pandemic levels.
- To continue to support staff wellbeing in terms of workload expectations and work/life balance.

#### Key Outcomes:

- To continue the mechanism for monitoring and raising the quality of learning and outcomes
  - The SPC will own the year group in terms of the strengths and weakness of both children and teachers.
- To embed a system to ensure that children's needs are well-understood and whole school projects are implemented successfully with leaders and all staff held accountable:
  - A regular commitment to teaching will ensure:
    - The SDP will be implemented
      - High quality learning and teaching is maximised
      - Teachers' strengths will be nurtured and shortfalls are responsively supported
      - The children and their needs are known well and they will achieve their best outcomes and attainment will rise
      - Cross-curricular learning will be vibrant, poignant, and correctly sequenced in terms of skill development
      - Children will be incredibly well prepared for the next stage of their learning
      - Previous successes will be rapidly built upon and areas for development will be addressed
  - Within the EYFS: Building upon the amount of children achieving a Good Level of Development, PD and PSED.
  - Within KS1: Raising attainment to pre-pandemic levels.
- To continue to support staff wellbeing in terms of workload expectations and work/life balance.
  - The HT, DH and Hoy Leaders are well connected and well informed of the strengths and areas of development and measures of support in place.
  - Feedback will support self-review, CPD and fine-tuning of the School's Inclusion model.
  - All practitioners are seamlessly nurtured and supported to maximise their skills and effectiveness.
  - The HT & Directors will have confidence in the accuracy and capability of the SPC and knows that staff are held to account.
  - Staff wellbeing thrives and continues to improve. The learning culture and ethos within TVI continues to thrive.

## 2023-24 TVI SPC ACTION PLAN:

Action:	Success Criteria:	Key persons:	Dates for Completion:	Completion/Review/Next Steps
1. The HT, DH and HoY Leaders strategically cover planning (alongside the SENDCo) across the term.	The SPC has a good understanding of children's: <ul style="list-style-type: none"><li>• attainment</li><li>• progress</li><li>• quality of outcomes</li><li>• quality of provision</li><li>• changing trends in cohorts/individual needs</li></ul>	HT/DHT HoEYFS (SPC) SENDCo ECT Mentors	On-going	
2. Each week, allocate weekly grow time within the school's diary to strategically monitor, model and support with the year group.	All children thrive and flourish as the SPC is knowledgeable regarding: <ul style="list-style-type: none"><li>• needs &amp; equality of access</li><li>• next steps and support required</li></ul>	HT/DHT HoEYFS (SPC) SENDCo ECT Mentors	On-going	
3. Weekly "grow time" is used in response to a range of key indicators (informal evidence, incidental observations, deep dives, hearing children read, assessments, marking, reflective dialogue with staff) to offer reciprocal observations, peer support work, focused work and personalised CPD and to inform staff meetings and further planning.	All teachers thrive within a supportive and reflective environment that carefully balances CPD (strengths and areas for development) and well-being.	HT/DHT HoEYFS (SPC) SENDCo ECT Mentors	On-going	* pink-time, purple-modelling-time, reciprocal in-class support, learning walks, planning cover, deep-dives, both formal and informal observations, moderation, book scrutiny etc.
4. The provision is tailored for individuals and groups of children in line with the information and knowledge gathered within 3 above.	The HT, DH, HoY have a good understanding of the quality of learning across the school (teachers' CPD) and pupil attainment.	HT/DHT AHTs (SPCs) HoEYFS (SPC) SENCO	On-going	
5. Further training and/or support is offered where identified and required.				
6. SPC hold staff to account, offering advice both informally and formally as required, informed by evidence gathered in action point 3 above, supported by conversations with the HT/SBM.				
7. Evidence gathered is recorded centrally within the "everything sheet" in place of formal observation proformas.				
8. The HT/DHT retain an overarching role to ensure that the SPC act responsively, reflectively, and respectfully ensuring the schools ethos for well-being is maintained and staff continue to be held to account.				
9. Both formal and informal mechanisms* ensure that formative assessments are well communicated to and triangulated with the HT/DHT ensuring that areas of concern are addressed.				
10. Responsive, not excessive, SLT meetings take place to: <ul style="list-style-type: none"><li>a. share information</li><li>b. triangulate knowledge</li><li>c. identify trends</li><li>d. seek solutions (consider more formal approach)</li><li>e. ensure joined up approach</li><li>f. reflect on impact</li></ul>				

## Action Plan Owner: Paul Jordan, Rosa Corcoran-Jones, Adam Dobson, Suzy Waters

### Key Issue: 2

To ensure that, despite a high number of ECTs, the quality of Learning and Teaching remains high across the School (60% Outstanding); with the School's Signature Pedagogy at its heart, continuing to be delivered within a carefully considered broad and balanced curriculum:

- a. Rich in:
  - i. Language and Communication Skills
  - ii. Opportunities to further develop PSED and the Characteristics of Effective Learning in children
  - iii. First hand experiences
- b. Underpinned by:
  - i. Systematic yet precise basic-skill teaching (in literacy)
  - ii. Cross-curricular opportunities to embed Literacy and ICT skills.

### Key Objectives:

1. To further develop the Prime Areas of Learning (PSED, PD and CL) within EYFS & KS1, and the Characteristics of Effective Learning in children, through:
  - a. Perseverance, concentration and resilience to disappointment/difficulty
  - b. Problem solving
  - c. Independence
  - d. Seeking help when required
  - e. Working collaboratively
  - f. Having a can-do attitude
  - g. Enriching children's language and vocabulary (without over-talking)
2. To quickly embed early Literacy (and pre-writing) skills:
  - a. Giving children ample opportunity to develop gross and fine motor skills, especially hand-eye coordination
  - b. Establishing attention, concentration and eye-focus
  - c. Using formative assessments "in the moment" to responsively address gaps in children's development:
    - i. Guided Writing
    - ii. Guided Reading
    - iii. Applying Phonic/Spelling knowledge "on the run".
    - iv. Taking time to embed basic skills, particularly emphasising handwriting, presentation and spelling when writing
  - d. Ensuring children are secure in their learning before moving on
3. To ensure that Letters and Sounds lessons are taught systematically and with precision:
  - a. Ensuring children are positioned correctly when modelling/demonstrating at the front
  - b. Teaching takes place with urgency and certainty, minimizing/removing explanation prior to repeated/familiar episodes
  - c. Children write quickly, learning in short/sharp episodes
  - d. Key elements of the signature pedagogy are taught systematically (and without any deviation)

## 2023-24 TVI Preserving Pedagogy ACTION PLAN:

Action:	Success Criteria:	Key persons:	Dates for Completion:	Completion/Review/Next Steps
Inset revisiting expectations, pre-requisites and success attributes for all Staff is held.	All teaching staff have a good understanding of:  (a) children's starting points (b) expectations for AY 23-24: <ul style="list-style-type: none"><li>• attainment</li><li>• quality of outcomes</li><li>• quality of provision</li><li>• teaching a "systematic" curriculum</li><li>• cross-curricular learning</li></ul>	HT	Sept 23	
Teachers inducted on content, expectations and key-signatory aspects of: <ul style="list-style-type: none"><li>• literacy curriculum</li><li>• letters and sounds</li><li>• enrichment</li></ul>	Despite high number of ECTs, writing, phonics and tricky words are taught precisely and uniformly across the School.  Attainment in literacy returns to pre-lockdown levels by Summer 24.	HT, DH	Oct 23	
Weekly pink-time with ECTs and partnered-buddies, undertaking reciprocal peer-observations.	Teachers are skilled at identifying children's next steps.  Targets are offered in child-speak and are accessible.	HT, DH	Oct 23	
Initial training on marking and levelling.	Teacher's can accurately level children's work using School DS systems.	HT, DH	Oct 23	
Thursday staff meetings for agreement trailing within year group teams.	The learning journey for children with HLD is captured and their progress is easily measured.	HT, DH	Nov 23	
The Inclusion Lead supports the introduction of the new systems to record attainment and progress for children with a high level of need.	Teachers are skilled at adapting the provision to offer opportunities for children to further the Characteristics of Effective Learning.	HT, DH	Nov 23	
Inset and support to ensure that opportunities to further the Characteristics of Effective Learning in children occur across in KS1, particularly within Year 1.	As a result, children become more independent and resilient, more in-keeping with pre-lockdown levels by Summer 24.	HT, DH	Oct 23	
Teachers understand expectations of personalised learning and collaborative out of class working and cross Year Group "buddy" supported out of class working.	Teachers make a smooth transition to a previous way of planning the curriculum. Activities are correctly sequenced.  Children continue to learn from a broad and balanced curriculum; and encounter meaningful experiences within this.	HT, DH	Oct 23	

## **2023-24 TVI Preserving Pedagogy ACTION PLAN:**

Action:	Success Criteria:	Key persons:	Dates for Completion:	Completion/Review/Next Steps
Both formal and informal observations/deep-dives monitor the success of this and where shortfalls exist, to offer support and further training. Reciprocal peer-support (pink-time) systems contribute to this process.	Teachers' confidence and expertise grows, supported by both form and informal support means.	HT, DH, Inclusion Lead (BBs)	Termly, going.	on-

**Key Issue: 3**

To embed advancing children's understanding by extending teachers' use of differentiated questioning and effective talk to enhance learning.

**Key Outcomes:**

More attention is given to the type of talk and how that will support children's learning.

Teachers will draw upon a repertoire of appropriate teaching talk:

- role
- recitation
- exposition
- discussion
- dialogue

and associated skills:

- helping children find their voice
- modelling
- providing a commentary
- providing a forum for sustained shared thinking
- 'scaffolded extended dialogue'
- the use of quality 'uptake'
- focussed-feedback
- empowered talk
- exploratory talk (discussion)

More attention is given to asking questions that will support children's learning.

Children participate actively in class discussions and all answers, right or wrong are used to promote thinking and develop understanding.

Raise the standard of achievement throughout the school.

Teachers' skilled use of differentiated questioning with target individuals and groups of children within teaching episodes, which will increase attainment.

## 2023-24 TVI Talk4Learning:

Action:	Success Criteria:	Key persons:	Dates for Completion:	Completion/Review/Next Steps
A sequence of INSETs illustrating different Talk-Types and characteristics:	<ul style="list-style-type: none"> <li>modelling</li> <li>providing a commentary</li> <li>providing a forum for sustained shared thinking</li> <li>'scaffolded extended dialogue'</li> <li>the use of quality 'uptake'</li> <li>focussed-feedback</li> <li>empowered talk</li> <li>exploratory talk (discussion)</li> </ul>	All staff understand the role of different talk types and how and when they are used.	JW	January 24
Working Parties established, with partnered-buddies, undertaking reciprocal peer-observations during weekly pink time. Opportunities for modelling talk4learning identified at staff meetings, to be evaluated-back the following week.	Mentors supports ECTs with T4L prompts and opportunities when planning their day.	All teachers are confident at using different talk types.  ECTs plan and include a range of different 'talk' styles within their teaching.	JW All teaching Staff	December 23
Lesson planning revised to include further T4L prompts and opportunities – led by HoYs at planning time.	HT leads on empowered talk, modelling this regularly during assemblies.	Staff have thought about questioning at the planning stage and support each other with this.	ECT Mentors All teaching staff	Start October 23 (ongoing) Ongoing
HoY delivers T4L training for UEL PGCE trainees, which includes an opportunity for teachers to showcase the depth of expertise at TVI	Children use empowered talk to behave as leaders.  Children become negotiators and reason with each other around issues to do with school life.	Paul	Ongoing	February 24

## Action Plan Owner: Rosa Corcoran-Jones, Adam Dobson, Suzy Waters

### Key Issue: 4

To raise attainment in literacy:

- a. To develop Fluency when Reading.
- b. To develop **Coherency** (Control @ EXP) and **Effectiveness** (Literary Effect @ GD) when Writing.

### Key Objectives:

To maximise the % of children reading with **fluency** (at Expected) by the End of Year 2:

- To raise the profile of the key components underlying the development of successful readers, to ensure its implementation is consistent and sequential across the School (within literacy and across the curriculum), particularly with new staff – ensuring that:
  - The teaching of HFW/Tricky Words retains a high profile.
  - Staff value the importance of ‘spelling’ (and ‘soundings out’) “on the run” when modelling writing
  - Staff are well versed in decoding strategies and the teaching of these have a prominent place
  - Children are given opportunities to read aloud and are taught to become more self-aware of their own expression and fluency
  - Reading Assessments (misues) are more precise at identifying next steps for children and use this information strategically to target individual needs.
  
- To maximise the % of children writing **coherently** (at Expected) and **effectively** (Greater Depth) by the End of Year 2:
  - To continue the skilled and expert teaching of literacy across the curriculum throughout the School!
  - To ensure all staff are confident of the need to secure children in their writing development, before moving onto more advanced learning.
  - To further teachers’ confidence when advancing literacy-learning for the most able, whilst securing learning for those that still require it.
  
- Key Outcomes:
  - Across the curriculum:
    - Children are very skilled readers and have a genuine love of reading, with expression, fluency and tonal variations of voice.
    - Children use their knowledge and skills in reading to further their learning and explore genres and authors that interest and inspire them for later life.
    - All children love to write and do so to the best of their ability, across a range of genres with purpose, to express themselves and to further their own learning.
  - Across the curriculum, all children are able to write for meaning, securely coherently, with control and stamina.
  - Across the curriculum, the most able write effectively, incorporate literary techniques and effects to convey purpose and to develop their writer identity.

## 2023-24 TM Literacy ACTION PLAN:

Action:	Success Criteria:	Key persons:	Dates for Completion:	Completion/Review/Next Steps
1. Differentiated staff training to engender staff ownership of: <ul style="list-style-type: none"><li>The teaching of HFW/Tricky Words</li><li>The importance of 'spelling' (and 'sounding out') "on the run" when modelling writing</li><li>The prominence of continually teaching decoding strategies</li><li>Opportunities for:<ul style="list-style-type: none"><li>i. teachers to model fluency and expression across the curriculum</li><li>ii. children to read aloud and develop self-awareness of their own expression and fluency</li></ul></li><li>Using reading Assessments (misues) more precisely to strategically target individual needs</li><li>Strategic use of registration-based reading time</li><li>Using Parent Helpers effectively</li></ul>	<p>(1) ECTS</p> <p>(2) New TAs</p> <p>(3) Teachers new to year groups</p> <p>(4) Established TAs acquire knowledge and expertise to develop successful (fluent) readers and (coherent) writers.</p>	HT/DHT HoY SENDCo	October 23 & Renewed Jan 24	
2. Staff training to engender staff ownership of: <ul style="list-style-type: none"><li>Using Afl information from misues to better inform teaching and the needs to share this information within teams</li></ul>	Staff use Afl information more precisely when assessing reading and use this to better inform the teaching of reading and supporting children's needs.	HT/DHT HoY SENDCo	October 23 & Renewed Jan 24	
1. Differentiated staff training to engender staff ownership of: <ul style="list-style-type: none"><li>The teaching of HFW/Tricky Words</li><li>The importance of 'spelling' (and 'sounding out') "on the run" when modelling writing</li><li>Key learning/expectations required within each year group</li><li>The need to insist on precision and basic skills when teaching literacy</li><li>The use of different teaching strategies to advance the most able without overwhelming or alienating those that instead require further consolidation</li><li>What writing coherently and effectively (and 'near misses') looks like in real terms.</li></ul>	Staff are confident in engendering successful writers (at all levels).	HT/DHT HoY SENDCo	October 23 & Renewed Jan 24	
1. INSETs followed up with: <ul style="list-style-type: none"><li>reciprocal cross-year-group peer-observations</li><li>formal appraisal observations</li></ul>	Regardless of experience, teachers understand the pre-requisites for developing fluency, coherency / effectiveness, and this is embedded	Whole School	On-going	

## 2023-24 TVI Literacy ACTION PLAN:

Action:	Success Criteria:	Key persons:	Dates for Completion:	Completion/Review/Next Steps
<ul style="list-style-type: none"> <li>• ad-hoc informal observations and ‘feedback in the moment’</li> <li>• Support during ECT Time</li> <li>• Termly Pupil Progress Meetings</li> <li>• SLT strategically modelling learning and teaching during ‘pink time’.</li> </ul>	<p>within day-to-day narratives about learning.</p> <p>The teaching of literacy continues to have a high-profile and is embedded across the curriculum, and across the school.</p>			
<p>1. SLT/SPC, as detailed within Action Plan 1, strategically uses ‘grow time’ and time in class to monitor, support, triangulate and address where required. Dialogue between SPC/Staff and Afl information reveal children who require additional support.</p> <p>2. Advice and support is offered to teachers and where necessary, the provision is adapted.</p>	<p>SLT/SPC have ownership of this data in order to influence the provision.</p> <p>The provision for children requiring additional support in literacy is adapted to meet their needs.</p>	HT/DHT HoY SENDCo	On-going	

## Action Plan Owner: Rosa Corcoran-Jones, Adam Dobson, Suzy Waters, Rofiya Begum, Lakshmi Harikrishnan

### Key Issue: 5

- To ensure that the lowest 20% of pupil continue to receive an equitable amount of HQ first teaching and attain in line with pre-pandemic levels:
  - i. The provision is suitably adapted in response to the level of need, in order to sustain deeper learning and attainment, particularly reflected in writing outcomes and teachers' marking.
  - ii. Support interventions target the most disadvantaged/vulnerable and those with SLCN, early-literacy and "enrichment"-needs
  - iii. The principles of the EVFS' Characteristics of Effective Learning continue to be embedded to engender life-long learning skills beyond the EVFs.

### Key Objectives:

#### Teachers:

- Are able to effectively plan & deliver inspiring and engaging lessons:
  - Knowing how the curriculum is sequenced
  - Without diluting or straying from the key learning intention
  - Ensuring that any element of cross-curricular, personalised learning or collaborative out of class learning is meaningful, supports the learning intention and is sequenced as such so that it either embeds or enhances prior learning
  - Are sufficiently empowered to know when the needs of their children require re-visit previously taught skills and learning
  - Plan an equitable amount of time leading guided sessions with the lowest 20% of pupils, providing them with an equitable amount of HQ feedback.
  - Are able to deliver relevant and High Quality Writing and associated Feedback during (KS1) Foundation Lessons.
- Support for the lowest 20% of pupils (the most disadvantaged/vulnerable) will include:
  - Meaningful enrichment experiences in class
  - Support Groups:
    - Parallel literacy support groups
    - Fine Motor
    - Language Groups
    - NTP (enrichment, SLCN, early literacy support)
    - Specifically targeted Extended after School Learning
    - Eating & Food-phobia
  - Children continue to learn exceptionally well, with a minimal amount of time spent "withdrawn" in groups.

### Key Outcomes:

- Teachers:
  - Any additional cross-curricular, personalised or collaborative out of class learning is meaningful and correctly sequenced.
- Relevant, High-Quality Writing takes place, contributing to the School ethos for Writing (see Action Plan 4)
  - Children are able to further their learning, based on receiving relevant, High Quality Feedback, which is recorded in their books (see Action Plan 2)
  - Children deepen their subject learning, life experiences and communication skills.
  - Children acquire life-long learning skills and further deepen their own interest in learning.
- The provision is suitably adapted in response to the level of need, in order to sustain deeper learning and attainment (particularly within literacy) and Speech and Language.
  - Attainment for the lowest 20% of children rises in line with pre-pandemic levels.
  - Children continue to learn exceptionally well, with a minimal amount of time spent "withdrawn" in groups.

## 2023-24 TVI Equitability for Lowest 20% ACTION PLAN:

Action:	Success Criteria:	Key persons:	Dates for Completion:	Completion/Review/Next Steps
<p>1. Staff training to renew commitment to:</p> <ul style="list-style-type: none"> <li>a. Talk4Learning, commentary/recasting.</li> <li>b. Personalised and collaborative out of class learning.</li> <li>c. The relationship between number of adults present and range/intensity of consolidation activity.</li> <li>d. The need for correctly sequencing prior learning to embed or enhance.</li> <li>e. The Characteristics of Effective Learning beyond the EYFS</li> <li>f. How teacher time is distributed equally across all groups of children, across the curriculum and across the week.</li> <li>g. The importance of first-hand experiences/enrichment within lessons.</li> </ul> <p>2. In line with Action Plan 1, DHTs/HoYs ensure that the above training takes place and has an impact the day to day practice of staff.</p> <p>3. Staff are held accountable and any inconsistencies in practice are raised and addressed in line within Action Plan 1.</p> <p>4. Additional insets ensure that new resources are considered and sourced in good time.</p> <p>5. SPC support Year groups in making cross-curricular links with personalised and collaborative out of class learning.</p> <p>6. Advice and support are offered to teachers and where necessary, the provision is adapted.</p> <p>7. SPC, as detailed within Action Plan 1, strategically uses 'grow time' and time in class to monitor, support, triangulate and address where required.</p>	<p>Teachers' have the prerequisite knowledge for planning and delivering exciting cross-curricular Foundation Lessons.</p> <p>Children at all levels successful write across the curriculum.</p>	<p>HT/DHT/HoYS (SPCs) SENDCo</p>	<p>Autumn Term 23 &amp; Renewed Jan 24</p>	On-going

## 2023-24 TVI Equitability for Lowest 20% ACTION PLAN:

Action:	Success Criteria:	Key persons:	Dates for Completion:	Completion/Review/Next Steps
<p>8. A full and comprehensive support provision is implemented to support those that have SLCN, enrichment, early-literacy, fine/gross-motor, SEMH/Social Skill and feeding-needs.</p> <p>9. Provision worked to minimise the amount of time spent withdrawn from class, including:</p> <ul style="list-style-type: none"> <li>a. "Parallel learning time"</li> <li>b. Extended School Learning (not "clubs")</li> <li>c. In-class support.</li> </ul> <p>10. Both formal and informal monitoring systems reveal HQ learning, and substantial and sustained progress for these children.</p> <p>pink-time, reciprocal in-class support, learning walks, planning cover, deep-dives, inclusion/pupil progress meetings, both formal and informal observations, moderation, book scrutiny etc.</p>	<p>Evidence shows that an inclusive provision raises attainment for the lowest 20% of children, minimising the amount of time spent withdrawn from class.</p>	<p>HT/DHT (SPC) SENDCo CTs/HOYs</p>	<p>October 23 with regular reviews.</p>	

## Action Plan Owner: James Woodhill

### Key Issue: 6

To ensure lunchtime staff are confident at leading high-quality sport and play activities, alongside developing social skills and interactions when playing.

#### Key Objectives:

- To improve the quality of children's experience of PE within the Whole School by embedding the PE Scheme of Work.
- To support the successful teaching of the PE Scheme of Work which is also used to structure the improvement sporting activities and opportunities to engage in creative play activities at break and lunchtimes:
  - Continually monitoring and refreshing required sports and additional play resources
  - Updating resources
  - supporting teachers and lunchtime staff with peer observations and formative feedback and advice
  - Allowing lunchtime staff to be confident when developing social skills and interactions through play
- Teachers are confident at delivering the PE Scheme of Work and the SLT can offer responsive peer support to address skill-shortfalls.
- The PE Scheme is well resourced, and these resources are correctly used.
  - 65% of PE teaching will be judged as Outstanding
- Teachers are more skilful in using formative assessment to inform future planning and teaching (working towards "end of unit core tasks and summative assessments in PE").
- F2 pupils will have access to vigorous high-quality exercise & activity within the outdoor provision.
- School data will demonstrate that children are presenting as healthier.
- Children will have the skills to effectively manage a range of social situations with confidence.
- Children will real Sporting-talents will flourish.

## 2023-24 TVI HQ PE & Play ACTION PLAN:

Action:	Success Criteria:	Key persons:	Dates for Completion:	Completion/Review/Next Steps
<p>1. PE and Play equipment audits take place systematically.</p> <p>2. New equipment purchased when required (in good time for use).</p> <p>3. Equipment is organised and stored efficiently.</p> <p>4. Equipment lists made and stored on server for Office Staff to easily re-order.</p>	<p>PE and play resources updated to reflect content. Office Staff can easily order new resources and this is sustainable.</p>	JW	<p>1. Ongoing</p> <p>2. Ongoing</p> <p>3. Ongoing</p> <p>4. Dec 23</p>	
<p>1. Sequence of INSETS to support shortfalls in knowledge for teacher and lunchtime staff based on strengths and areas of self-review/perceived weakness.</p> <p>2. Timetable of peer-support observations, working on teachers' strengths and expertise, made and implemented.</p> <p>3. Observe lunchtime staff and model support:</p> <ul style="list-style-type: none"> <li>a. Talk4Learning &amp; questioning during play</li> <li>b. Developing the use of commentary to describe play</li> <li>c. Using commentary and scaffolding to resolve children's disagreements</li> <li>d. Inventing games; How to engage children, how to use equipment and play with it (and how to put away)</li> <li>e. The expectations for wet lunchtimes.</li> </ul> <p>4. Lunchtime Staff observe their Junior peers.</p>	<p>Teachers feel confident in the delivery of teaching the new Curriculum.</p> <p>Lunchtime staff feel empowered and confident in supporting lunchtime sport and play, including associated interactions.</p>	JW	<p>1. January 24</p> <p>2. February until March 24</p> <p>3. November 23</p> <p>4. May 24</p>	
<p>1. Cycle of monitoring the Quality of Learning using the School's Monitoring Proforma takes place.</p> <p>2. Targeted support and further peer observations for staff where required.</p>	<p>The Quality of PE and lunchtime play is judged as High.</p>	JW	<p>1. Spring 2 &amp; Summer 24</p> <p>2. Spring 2 &amp; Summer 24</p>	

## 2023-24 TVI HQ PE & Play ACTION PLAN:

Action:	Success Criteria:	Key persons:	Dates for Completion:	Completion/Review/Next Steps
<p>1. Audit plus observations to identify areas of social/communication and physical development need, and those children with a talent for sport.</p> <p>2. Lunchtime provision map arranged with training given to lunchtime staff.</p> <p>3. Key children from KS1 supportive with play development and leading games within EYFS free-flow.</p> <p>4. Provision is evaluated and further support given.</p> <p>"Champions" within upper KS2 children TVJ attend TVI to facilitate a range of sports with KS1.</p>	<p>The lunchtime provision is personalised to address developmental gaps, including further the talents of gifted children.</p> <p>Children in KS1 feel empowered. They are motivated and inspired by older children modelling skills. Partnerships with TVJ are developed further.</p>	<p>JW</p>	<p>1. January 24 2. Feb 24 3. Feb 24 4. Ongoing</p> <p>Summer Term 24 (plan Spring Term).</p>	<p>1. January 24 2. Feb 24 3. Feb 24 4. Ongoing</p>

## Action Plan Owner: James Woodhill (Curriculum Leader)

### Key Issue: 7

To identify and implement a new PSHCE curriculum.

- 65% of PSHCE lessons within FS & KS1 are judged as Outstanding

#### Key Objectives:

- To improve the quality of children's experience of PSHCE lessons within the Whole School
    - by identifying and purchasing a new PSHCE Scheme of Work.
  - To trial and then introduce a new PSHCE Scheme of Work.
  - To support the successful implementation of introducing a new Scheme of Work:
    - re-organisation of resources and storage
    - updating and re-publishing resources (including online content)
    - supporting teachers with peer observations and formative feedback and advice
- | Key Objectives:  | Key Outcomes:   |
|--|---|
| <ul style="list-style-type: none"> <li>• To improve the quality of children's experience of PSHCE lessons within the Whole School           <ul style="list-style-type: none"> <li>◦ by identifying and purchasing a new PSHCE Scheme of Work.</li> </ul> </li> <li>• To trial and then introduce a new PSHCE Scheme of Work.</li> <li>• To support the successful implementation of introducing a new Scheme of Work:           <ul style="list-style-type: none"> <li>◦ re-organisation of resources and storage</li> <li>◦ updating and re-publishing resources (including online content)</li> <li>◦ supporting teachers with peer observations and formative feedback and advice</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• A new PSHCE Scheme of Work is successfully purchased and introduced.</li> <li>• Lesson plans are reorganised, medium term plans are updated and published in folders and online.</li> <li>• Teachers are confident at delivering the new Scheme of Work and the SLT is able to offer responsive peer support to address skill-shortfalls.</li> <li>• The new PSHCE Scheme is well resources and resources are correctly and consistently used.</li> <li>• 65% of PSHCE teaching will be judged as Outstanding</li> <li>• Teachers are more skilful in using formative assessment to inform future planning and teaching</li> <li>• Children will be better informed of their own personal health, and their role as good citizens. They will be able to empathise with others and communicate their feelings and recognise these in others.</li> </ul> |

## 2023-24 TVI HQ PSHCE ACTION PLAN:

Action:	Success Criteria:	Key persons:	Dates for Completion:	Completion/Review/Next Steps
1. Teachers & SLT make criteria-list to help with new PSHCE Scheme selection.				
2. Visits to other Schools, as well as consideration of popular commercially available Schemes, helps decision process (including most recent Jenny Mosley version).	A suitable Scheme of Work is purchased.	SLT, Teachers, James Woodhill	1. Jan 24 2. Feb 24 3. Easter 24 4. May 24	
3. Purchased Scheme of Work is mapped-out into delivery units and assigned to Year Groups R-2.				
4. Consideration is given for any in-house modifications to be made; which if the case, takes place.				
1. Updated purchased Scheme of Work is mapped-out into delivery units and assigned to Year Groups R-2.	The Scheme of Work is mapped out and long term and medium term objectives assigned.	JW	1. Summer 24 2. July 24	
2. Consideration is given for any in-house modifications to be made; which if the case, takes place.				
1. Groups Units of work are printed and stored in curriculum files.	Scheme of work is:			
2. Medium & Long Term plans are updated and this is saved on the server, stored in curriculum files and PDF'd for the School's Online Curriculum Map.	<ul style="list-style-type: none"> <li>• saved on the server</li> <li>• Short Term Planning is stored within folders.</li> </ul>			
3. New folders are made and distributed.	<ul style="list-style-type: none"> <li>• Medium &amp; Long Term plans updated in PSHCE Folders and Online</li> </ul>	JW	September 24	
1. Current resources audit takes places.	PSHCE Resources updated to reflect new content. Office Staff can easily order new resources and this is sustainable.	JW	Summer 24	
2. New equipment and new storage purchased.				
3. Equipment lists made and stored on server for Office Staff to easily re-order.				
1. Whole School Inset on Overview of Scheme of Work and new skills, including a sequence of twilight sessions, depending on staff strengths and areas of self-review/perceived weakness.	Staff feel confident in the delivery of teaching the new Curriculum.	JW	Autumn 2 24	
2. Timetable of peer-support observations, working on staff strengths and expertise, made and implemented.			Sow starts Jan 2025	
1. Cycle of monitoring the Quality of Learning using the School's PSHCE Monitoring Proforma takes place.	The Quality of Teaching PSHCE continue to be judged as High.	JW	Spring/Summer 25	

## **2023-24 TVI HQ PSHCE ACTION PLAN:**

Action:	Success Criteria:	Key persons:	Dates for Completion:	Completion/Review/Next Steps
2. Targeted support and further peer observations for teachers where required.				

**Key Issue: 8**

To develop partnerships with other School's locally, re-establishing TVI as a local-leader of learning, showcasing a repertoire of strengths, expertise and high-quality provision.

**Key Objectives:**

- To raise our profile in order to support other schools, with a focus on:

- *Talk for Learning*      • *Coaching*      • *Inclusion*
- *Guided Reading*      • *Moderation*      • *Preparing for Ofsted*
- *Stamina in Writing*      • *ECT Support*      • *Parental Engagement*
- *Phonics*      • *Supporting the most vulnerable*      • *Raising Standards in Areas of High Deprivation*
- *PE*      • *EYFS & Prime Areas*

- To provide opportunities for Teachers and Teaching Assistants to embed and showcase key teaching and learning priorities. TVI has links within DfE designated 'cold spots', and from there, opportunities for partnerships and MAT-growth arise.

- To create and nurture professional links with Primary colleagues within neighbouring boroughs, with a view to developing opportunities for further outreach work.

**Key Outcomes:**

- Senior and Middle Leaders are provided with opportunities to play an increasingly influential role in shaping the vision and ethos of TVI as a learning community.

- The school has an established learning culture within which practitioners feel supported in taking risks with the learning provision, becoming increasingly more reflective and responsive.
- TVI is re-established as a local leader of School Support, show casing School strengths and offering peer support and expertise to local Schools.

## 2023-24 TVI School-Support:

Action:	Success Criteria:	Key persons:	Dates for Completion:	Completion/Review/Next Steps
<b>Promotion of Support Offered:</b>	<ul style="list-style-type: none"> <li>Identify areas of School strengths</li> <li>Create an informative ‘flyer’ to advertise School support</li> <li>Make contact with key departments and individuals for distribution to schools across neighbouring boroughs</li> <li>Advertising ‘no cost’ training/support</li> </ul> <p><b>Based on take-up, Support Hosting Days are organised:</b></p> <ul style="list-style-type: none"> <li>Staff Meeting – within each year group, teachers spend time discussing and adapting planning appropriately in order to showcase each area of learning / topic.</li> <li>DH provides an overview of how each session / open day will run.</li> <li>DH meets with necessary office staff to discuss the planning process.</li> </ul>	<p>The portfolio of expertise is advertised widely across neighbouring boroughs, targeting specific Schools, allowing sufficient time for planning and preparation.</p> <p>Staff understand the ethos surrounding support work and their role within this project.</p> <p>Timetabling for the day is made clear to all staff.</p> <p>Dates in the diary are confirmed in good time and staff across the school are mindful of these events, so clashes do not happen.</p>	DH, Hoy2 JW	December 2023
<b>Delivery of Courses:</b>	<ul style="list-style-type: none"> <li>Empowered staff deliver a series of sessions, to include: <ul style="list-style-type: none"> <li>All-day INSET / Open Day</li> <li>Twilight INSET</li> </ul> </li> <li>Based on feedback, further support is brokered, delivering bespoke outreach work off site</li> <li>Arrange visits with interested schools, both here and “there”</li> </ul>	Courses are well attended.  Attendees observe a rich, vibrant and happy learning provision.  Colleagues feel supported in developing their practice within their own setting. Standards are raised.  Partnerships grow.	DH, Hoy2 JW	January 2024 onwards  To be arranged.

## 2023-24 TVI School-Support:

Action:	Success Criteria:	Key persons:	Dates for Completion:	Completion/Review/Next Steps
<b>Extending existing Partnerships:</b>	Courses are well attended. Attendees observe a rich, vibrant and happy learning provision.			Initial meeting November 23; then as and when opportunities occur.
Other key staff utilise their connections to make further links and develop existing partnerships:  <ul style="list-style-type: none"> <li>• <b>SENDCO</b> – with LA Inclusion Link for collaboration.</li> <li>• <b>SBM</b> through BM network meetings.</li> <li>• <b>DH</b> – through DH network, EYFS moderation/meetings and letters to targeted Schools.</li> <li>• <b>HoY</b> – through UEL hosting days, informal KS1 moderation.</li> <li>• <b>HT</b> – responding to conference fliers.</li> <li>• <b>JW</b> – PE &amp; talk4learning.</li> </ul> Office Staff chase up initial dates set with individual Schools.	AD/JW  Various Teachers  DB/JS			

## Action Plan Owner: Kelly Ager, Billy Haynes

### Key Issue: 9

To continue to ensure the Academy:

- remains financially efficient and cost effective
- meets all Health and Safety requirements

as identified with Internal Control (*Covering AY 2022-2023 Auditors' Report and all ICE Reports and Health and Safety audits.*

### Key Objectives:

The school, including all staff (in terms of accountability), will continue to offer "at least Good" value for money.

### Key Outcomes:

The Academy will meet its statutory financial reporting obligations and meet all ICE and Audit points for action.

The school will continue to operate with the SFVS guidelines.

The Finance, Premises and Personnel Committee (FPPC) will meet its financial obligations.

The premises manager will be proactive in undertaking duties and meeting H & S audit points for action.

The school will only subscribe to LA services that meet good value for money.

## 2023-24 TVI FINANCE & HS ACTION PLAN:

Action:	Success Criteria:	Key Persons:	Dates for Completion:	Completion/Review/Next Steps
<b>Finance</b>				
To establish After School Care Provider:	After School Care Provider is established and successful. Their provision and ethos matches TVI's.	KA	09/22	From 09/22 we engaged with Premier Education to deliver afterschool club provision. This was subsidised by both TVJ & TVI. Despite our best efforts the take up was very low and after 3 months was cancelled.
To fully utilise all financial opportunities:	All potential revenue streams are explored, and revenue is maximised.	KA	10/22	All funding streams available are maximised. Particular success with Greggs funding and CIF
To purchase and embed multi-academy trust financial software, that allows for consistency across more than one site:	Finance Staff use the new budget software with confidence.	KA	12/22	Full use of the suite of budgeting options available from Essex financial services
To develop a long-term Trust Growth Strategy:	Clarification from ex-SMRA consultant. Director's empowerment exercise. Buy-in Financial Consultant service. Ownership-instilling exercise for Directors, mapping out vision and aspirations for Growth. Action plan-writing	JJ KA	06/24	Ongoing
ICE action points (2022/23)	Bulk orders and pre-agreed budgetary items to be input into the PSF portal – generating a PO (in order to ensure that the system has a true reflection of future expenditure)  Balance Sheet <b>must be presented</b> with monthly management accounts	KA	09/23	

## 2023-24 TM FINANCE & HS ACTION PLAN:

Action:	Success Criteria:	Key persons:	Dates for Completion:	Completion/Review/Next Steps:
<b>Finance</b>				
<ul style="list-style-type: none"> <li>• Directors to consider tendering for catering due to the length of time since last tender</li> <li>• Increase the rate of EHC applications</li> </ul> <p>To implement recommendations from November 23 EFSA FGR:</p> <ol style="list-style-type: none"> <li>1. FPPC: <ol style="list-style-type: none"> <li>1. Balance Sheet presented each meeting (a standing order agenda item)</li> </ol> </li> <li>2. Directors: <ol style="list-style-type: none"> <li>1. It should be minute'd that the management accounts have been reviewed and discussed at each meeting (a standing order agenda item)</li> </ol> </li> <li>3. At FPPC and Directors: <ol style="list-style-type: none"> <li>1. Minutes have to capture the discussion more (generally – for example we discussed how to change the focus of forthcoming ICE visits to SEND-financing, based on SMRA's advice).</li> <li>2. Risk Register reviewed annually by the FPPC and noted by the Board (a standing order agenda item)</li> <li>3. At each meeting, the focus for ICE visits should be discussed/reviewed and captured in minutes (a standing order agenda item)</li> </ol> </li> <li>4. General Items: <ol style="list-style-type: none"> <li>1. Some updates to the Financial Regulations</li> <li>2. A separate Chair of the FPPC and Audit committee</li> <li>3. Business register updated with date of any potential business conflict (although no conflicts exist)</li> <li>4. Update to the website with remit of Members</li> <li>5. In the Pay Policy, Executive's Pay rather than Headteacher's Pay used.</li> </ol> </li> </ol>	<p>Minutes from FPPC to reflect EHC and Balance sheet representation</p> <p>All recommendations stated are implemented</p> <p>KA, PJ, GR (Clerk)</p>	Dec 23		

## 2023-24 TVI FINANCE & HS ACTION PLAN:

Action:	Success Criteria:	Key persons:	Dates for Completion:	Completion/Review/Next Steps
Finance				

- **Health & Safety:**

**(Actions based on most recent audit)**

Requirements	Actions	Responsibility	Target Date
Fire Safety	To ensure that the Fire Risk Assessment and associated maps continue to be updated with staff changes and then presented to Directors.	BH via LBBB H&S	January 24
Fire Safety	To upgrade the Fire Alarm system to allow for future School expansion/growth.	KA/BH	When School expansion is likely.
Security	To upgrade the Intruder Alarm system to allow for future School expansion/growth.	KA/BH	When School expansion is likely.

**Actions based on non-emergency School Improvement**

To utilise the CIF bid process in order to improve playground drainage and restore line markings within EYFS and KS1 playground.	Both EYFS and KS1 playgrounds will drain correctly and be finished with fresh and markings.	BH	Easter 24	CIF + Capital
To replace computer desks in KS1 classrooms.	Once all spares have been utilised, new purchased computer desks will be set up in one classroom, displacing spare parts for the on-going maintenance of existing units.	KA/BH	On-going	Budget Depending