

Kenilworth School Development Plan 2018/19

Vision Statement:

Supporting children to succeed academically, be happy, confident and resilient individuals; who are able to embrace the challenges of modern life.

Ofsted Priority Action 1:

Improve leadership and management, by:

- identifying effective strategies to check the quality of teaching and its impact on pupils' progress
- ensuring curriculum implementation is consistent across the school in all subjects so that leaders can effectively measure the impact of the curriculum on pupils' progress over time
- ensuring that plans to improve the school contain key benchmarks which all staff and governors can use to check progress against
- ensuring leaders and governors check the impact of their resourcing decisions on pupil progress, including the spending of the pupil premium.

Ofsted Priority Action 2:

Improve the teaching of phonics so that it is rigorous, effective and consistent, by:

- ensuring that resources are appropriate to the age group of the pupils
- setting higher expectations of what is to be achieved and by when
- ensuring that all adults are clear about how to pronounce phonemes correctly
- raising adults' expectations of pupils' use of phonics skills in their writing across the curriculum.

Ofsted Priority Action 3:

Raise expectations of what children can achieve in the early years, particularly in the basic skills of reading, writing and mathematics, by:

- setting clear expectations of what all children should achieve in these key aspects of the curriculum
- providing children with accurate and timely information about what they need to do to improve and what adults expect of them
- reviewing assessment systems so that leaders and managers can accurately monitor the progress of children in all curriculum areas
- improving the teaching of reading and vocabulary so that all children make effective progress in their understanding of new words that they come across.

Strategic Priorities for 2018/19

Intent 1:

Develop robust and consistent systems to enhance quality of teaching and accurate self-evaluation

Intent 2:

Embed consistent approaches to the teaching of phonics and reading across the school

Intent 3:

Ensure high quality consistent provision across Early Years



School Structures & Teams

Headteacher

Donna Humbles

Deputy Head

Claire Williams

Phase Leaders

Nathan Trought (KS2)
Kayleigh Chidley (KS1)
Caroline Manning (EYFS)

Inclusion Leader/SENCo/PPG

Katherine Tasker

Hertfordshire Improvement Partner

Lisa Massey/Anne Heywood

Kenilworth Primary & Nursery

LA Number: 617

DfE Number: 9192155

Last Ofsted: May 2018 (RI)

Chair of Governors

Mark Woodhouse

Herts For Learning

Kate Kellner – Maths
Alison Dawkins – English
Lucky Khera - Early Years

Governors

Irmine Mason – Deputy Chair
Anil Mevani - PPG
Tania Close
Rod Woodhouse
Molly Prechner
Rifat Shaheen
Karen Hardy – Empathy

**Claire Williams
Deputy Headteacher**

CPD Oversight
Deputy DSP
Transition and MAT
Deputy for CLA
Behaviour /Behaviour Plans
Pupil Progress Meetings
MSA Appraisals
MSA meetings/Briefing
Parent Forums

**Donna Humbles
Headteacher**

Teacher Appraisals
Office/ Admin Appraisals
Pupil Progress Meetings
DSP Child Protection
CLA
SEF
Supply cover
Monitoring Schedule (oversight)
Attendance
Family Support
Parent Forums

**Caroline Manning
Early Years' Leader**

Deputy DSP
Pupil conferencing in EYFS
Attendance in EYFS
Assessment in EYFS
Teaching and Learning in EYFS
TA Appraisals

Katherine Tasker

PPG Lead
PPG conferencing support
CDL–Diminishing the Difference *
LSA Appraisals
SEN

**Leadership Roles and
Responsibilities
2018 / 2019**

**Jenny McGarty
School Business Manager**

Network Manager
Premises oversight
Safeguarding (Recruitment, SCR,
H&S)
Office administration oversight
Staff Induction (oversight)

**Kayleigh Chidley
KS1 Leader**

Pupil conferencing in Y1 & Y2
Attendance in KS1
Teaching and Learning in KS1
TA Appraisals
English

**Nathan Trought
KS2 Leader**

Pupil conferencing in Y3,4,5,6
Attendance in KS2
Assessment
Teaching and Learning in KS2
TA Appraisals

Curriculum Leadership

Diminishing the Differences		Curriculum Enrichment	
Progress Lead – Donna Humbles		Curriculum Lead – Claire Williams	
Claire Williams	Deputy Headteacher and library	Claire Williams	Computing / Music/ House Captains/Empathy
Katherine Tasker	PPG lead, SENCo, Inclusion	Claire Williams/Dawn Moore	PE and Outdoor Education
Kayleigh Chidley	English	Nathan Trought/Claire Williams	Science
Claire Williams/Lucy Wright	Maths	Katherine Tasker	History/Geography
Nathan Trought	Assessment	Lucy Wright	PSHCE & British Values (Reflection Time)
Caroline Manning	EYFS/Nurture	Emmy Pham	RE/SMSC
		Zoe Steeden	Forest Schools
		Art and Design Technology	Lisa Hardaker
		Donna Humbles	Mindfulness
		Caroline Manning	Nurture
Link Governors		Link Governors	

Key Stage 2 (Year 6) Attainment Indicators

Level 4+/EXS	Reading	Writing	GPaS	Maths	L4+ Reading, Writing & Maths Combined
2016 – EXS	52%	66%	72%	7%	35%
2016 - National	66%	74%	72%	70%	53%
2017 – EXS	64%	72%	%	64%	48%
2017 – National	71%	76%	77%	75%	61%
2018 – EXS	52%	69%	62%	69%	52%
2018 – National	75%	78%	78%	76%	64%

GDS	Reading	Writing	GPaS	Maths	RWM
2016	6.9%	20.7%	17.2%	10.3%	3.4%
2017	8.0%	8.0%	28%	24%	4.0%
2018	17.2%	34.5%	6.9%	13.8%	3.4%

Y6 Progress Measures

	Reading	Writing	Maths
2016	-2.42	-0.2	-1.55
2017	-4.47	-4.82	-3.87
2018	-3.4	0.6	-0.8

Average Scaled Scores

	Reading	Maths	GPaS
2016	99.3	99.2	102.5
National	102.6	103	104
2017	101.7	102	104.4
National	104.1	104.2	106
2018	101.5	103.6	101.4
National	105	104	106

Key Stage 1 Attainment Indicators

KS1	Reading EXS	Reading GDS	Writing EXS	Writing GDS	Maths EXS	Maths GDS
2016	73.3%	23%	53%	23%	57%	13%
2017	86.2%	24%	72%	17%	86%	21%
2018	77%	32%	74%	24%	77%	31%

Y1 Phonics Screening Check	
2015	79.3%
2016	72%
2017	74%
2018	79%

Early Years' Attainment Indicators

End of Foundation Stage	CL (Communication & Language)	PSED (Personal, Social & Emotional Development)	Mathematics	Overall GLD (2+ in all areas)
2015	76.7	73.3	70/0	56.7%
2016	70.0	70.0	70.0	63.3%
2017	82.1	75.0	71.4	61%
2018	72.4	86.2	72.4	66%

Early Years Progress

3+ steps 2016-17

	CL	PD	PSED	L	MD	UW	EAD	Average Steps progress across all areas
All (26)	88%	96%	88%	96%	96%	96%	96%	92%
Boys (13)	85%	92%	92%	100%	92%	100%	100%	92%
Girls (13)	92%	100%	85%	92%	100%	92%	92%	92%
EAL (6)	83%	100%	100%	100%	100%	100%	100%	100%
BME (12)	75%	100%	92%	92%	100%	92%	92%	92%
PUPIL PREMIUM (2)	100%	100%	100%	100%	100%	100%	100%	100%

4 steps 2016-17

	CL	PD	PSED	L	MD	UW	EAD	Average Steps progress across all areas
All	73%	73%	85%	77%	73%	85%	83%	69%
Boys	62%	69%	77%	85%	69%	77%	85%	62%
Girls	77%	69%	69%	85%	77%	92%	92%	77%
EAL	83%	83%	100%	100%	67%	83%	100%	67%
BME	75%	67%	83%	75%	67%	83%	92%	58%
PUPIL PREMIUM	50%	50%	100%	100%	50%	100%	100%	50%

Progress and Attainment of Pupil Premium Grant (PPG) pupils

Attainment of PPG pupils and Non PPG pupils – Summer 2018

Attainment	Reading		Writing		Maths	
	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG
Year 1	A1	A1	A0	A0/A1	A0/A1	A1
Year 2						
Year 3	B2	B2/3	B1/2	B2	B1/2	B2
Year 4	B3/4	B4	B3	B3/4	B3/4	B4
Year 5	C1/C2	C2/C3	C1	C2/C3	C1	C2
Year 6 scaled score	100.9	101.7			102.4	104.1

Progress of PPG pupils and Non-PPG pupils – Summer 2018

Progress	Reading		Writing		Maths	
	PPG	Non-PPG	PPG	Non-PPG	PPG	Non-PPG
Year 1	3.5	2.8	2.5	2.0	3.5	2.7
Year 2	66.7	80	50	80	66.7	80
Year 3	3.8	3.4	2.9	3.0	3.2	3.2
Year 4	4.9	5.1	4.5	4.6	5.1	5.3
Year 5	9.3	10.3	9.8	11.1	8.9	10.4
Year 6	-2.5	-3.9	0.1	0.8	-0.4	-1.0

Attainment Key:

- Below expected
- Broadly expected
- Securely expected
- Above expected

Progress Key:

- Significantly below sufficient
- Below sufficient
- Minimum sufficient
- Good
- Very Strong

School Improvement Planning 2018/19

<p>Intent 1:</p> <p>Develop robust and consistent systems to enhance quality of teaching and accurate self-evaluation</p>	<p>Intent 2:</p> <p>Embed consistent approaches to the teaching of phonics and reading across the school</p>	<p>Intent 3:</p> <p>Ensure high quality consistent provision across Early Years</p>
<p>Key entitlements by next inspection:</p> <ul style="list-style-type: none">• 100% of teaching is good or better, and 50% to include outstanding elements.• All groups make progress that is at least in line with national expectations.• Increase the percentage of pupils at age related expectations to exceed the floor standard and coasting threshold indicators and move closer to the 85% RWMa threshold indicator.		

Priority One: Alignment

Intent: Develop robust and consistent systems to enhance quality of teaching and accurate self-evaluation				
Priorities: <ul style="list-style-type: none"> - Improve quality of teaching to secure 100% consistently good or better - Establish robust monitoring schedule to ensure accurate self-evaluation, with key milestones to ensure governors can hold school to account - Embed PPG impact tracking to evidence impact and effective allocation of spend - Rapid implementation of key policies to ensure consistent and aligned expectations across the school 				
Implementation	Milestone Dates	Person/s responsible	Intended Impact	Monitoring
DH and CW joint observations to benchmark quality of teaching		DH/CW	Benchmark quality of teaching at the beginning of the year and set targets for improvement. Align judgements for Head and Deputy Head.	Observation Book scrutiny Teacher profile grid
Support new staff to have successful induction. <ul style="list-style-type: none"> - Weekly meetings - CPD - Meet with curriculum co-ordinator to plan first half term. - Visits to other schools/settings - Regular feedback on lessons and scrutiny 	Oct half term – Development plan in place. Dec half term – Targets met and progress reviewed teaching RI Easter – teaching graded RI-good July – teaching graded good	CW KS	NQT teaching graded good or better by July 2019. Children to make good progress in these year groups.	DH and governors
Supporting staff to ensure 100% teaching is consistently good or better. <ul style="list-style-type: none"> - Create development plan based on initial observations and scrutiny; linked to appraisal targets - Link appraisals, cohort meetings and 	Oct half term – Development plan in place. Dec half term – Targets met and progress reviewed	DH CW, KS, KC, NT, CM	100% of teaching graded good or better by July 2019. Children to make good progress in these year groups with some children making accelerated progress.	Governors

<p>scrutiny closely to ensure rapid progress in each class</p> <ul style="list-style-type: none"> - Targeted CPD - Staff to visit other schools, accompanied by a member of SLT - Proportional observations and scrutiny in reflection of initial teaching profile. 	<p>teaching 75% graded good</p> <p>Easter – 100% teaching graded RI-good/good</p> <p>July – 100% teaching graded good</p>			
<p>Establishing exemplification of what high quality teaching looks like (shared understanding)</p> <ul style="list-style-type: none"> - Review Ofsted grade judgements as a team (inc governors) - Review lesson observation format in line with Ofsted and best practise. - Sharing best practise in school and through visiting other schools - 	<p>Oct half term – Development plan in place.</p> <p>Dec half term – Targets met and progress reviewed</p> <p>teaching 75% graded good</p> <p>Easter – 100% teaching graded RI-good/good</p> <p>July – 100% teaching graded good</p>	<p>DH CW, KS, KC, NT, CM</p>	<p>100% of teaching graded good or better by July 2019.</p> <p>Children to make good progress in these year groups with some children making accelerated progress.</p>	<p>Governors</p>
<p>Ensure consistency in classroom environments</p> <ul style="list-style-type: none"> - Each class to have working walls for English and maths, using the same backing (squared for maths and blue for English) content will change depending on learning but each must have key titles, key questions, speaking frames (and CPA for maths) - Provision of resources/scaffolds on tables - Spelling and handwriting expectations made clear in the room and clear modelling of handwriting, marking and feedback - Word of the Day displayed in each room and modelled through teacher talks - Mindfulness and Empathy to be evident in the classroom 	<p>Learning environment scrutiny in the second week of every half term.</p>	<p>KS</p>	<p>Consistency of support and resources as children travel through the school ensures continued progress and ease of learning, applying clear strategies.</p> <p>Development of vocabulary and to support children's reading development</p> <p>Rapid progress in handwriting.</p>	<p>DH/CW Governors</p>

<ul style="list-style-type: none"> - Displays include selection of topic work, artwork and writing - All displays to have titles and key questions to move learning on 				
<p>Review policies</p> <ul style="list-style-type: none"> - Teaching and Learning - Presentation and Handwriting - Marking and Feedback - Curriculum - Homework - Behaviour policy (in line with steps) 	<ul style="list-style-type: none"> - Sept 18 - Sept 18 - Sept 18 - Sept 18 - Nov 18 - Dec 18 	DH/CW/KS	Consistent approaches across the school leading to rigorous improvement in books and progress.	
<p>Regular monitoring of key expectations half termly (see schedule)</p> <ul style="list-style-type: none"> - Learning walks - Joint observations with HIP/SLT - Book scrutiny - Environment checks - Cohort meetings linked to appraisals - Moderation of assessments - Cross school exemplification - Pupil voice <p>Establishing consistent records of monitoring to track impact and evidence capacity</p> <ul style="list-style-type: none"> - Monthly review of school plan, actions and impact evidence 	<p>See schedule</p> <p>Sept 18</p>	DH/CW/KS/C M/NT/KC	Consistency across the school with rigorous monitoring leading to good progress with some elements of rapid progress.	Checked in curriculum committee meetings
<p>Improve quality of recording in books</p> <ul style="list-style-type: none"> - Review handwriting and marking/feedback policy - Regular scrutinies (SLT and s/m) - Share examples of good practise from other schools - Handwriting gaps analysis reviewed half termly - Cross school exemplification 	<ul style="list-style-type: none"> - Sept 18 - See schedule - Oct half term - Starting sept 13th - See schedule 	<p>DH/CW/KC</p> <p>DH/CW/KS/C M/NT/KC DH/CW DH/CW/KC</p> <p>DH/CW/KC/K S</p>	High quality recording evidencing good progress with some rapid progress. Consistency in expectations ensuring barriers to learning (e.g. handwriting) are reduced/removed	DH/CW/Governors

<p>Ensure deployment of adults ensures rapid progress</p> <ul style="list-style-type: none"> - Re-organise leadership roles in order to develop consistency across the school in pitch, progression and challenge - Review deployment of TAs and LSAs to ensure the children are working with the adult that will accelerate the progress - Monitor quality and impact of TAs through adjusting appraisal systems and feedback from observations - Review paperwork linked to interventions to ensure key information is shared between adults 	<ul style="list-style-type: none"> - DH - DH/KS/CW - DH/CW/NT/KC/CM - DH/KS 	<p>Sept 18</p>	<p>All adults in school accurately deployed and highly trained leading to good or rapid progress. Interventions are quick and ensure rapid improvements</p>	<p>DH/CW/Govs</p>
<p>Ensure targets from pupil premium review are fully implemented</p> <ul style="list-style-type: none"> - Tracking of ppg chn to make accelerated progress - Consistency of learning environments - Pupil premium spend analysed and available on the website - Impact sheets to target ppg interventions - Agenda item on gov meeting - Analysis of barriers to learning - Specific governor learning walk with write up and actions 	<p>Oct half term initially and see monitoring schedule</p>	<p>KS/DH</p>	<p>PPG children make accelerated progress and the gap is diminished</p>	<p>AM/DH</p>
<p>Evaluation:</p>				

Priority Two: Phonics, Reading and Extended Writing

Intent 2:

Embed consistent approaches to the teaching of phonics and reading across the school to enhance reading vocabulary and reading stamina

- Establish aligned, high expectations of what should be achieved and by when
- Enhance teacher and support staff subject knowledge, so that pronunciation of phonemes is correct
- Tracking implementation of phonics skills in reading and writing
- Develop and extend the use of vocabulary and reading stamina including through regular cross curricular reading opportunities

Implementation	Milestone Dates	Person/s responsible	Intended Impact	Monitoring
Review whole school reading initiative <ul style="list-style-type: none"> - Reading Rockstars as whole school quantity of reading initiative - Half termly awards for children who have been in the bag every week. - KS1 certificates for children based on amount of books read - Starbooks for KS2 	Sept 18	KC/DH	Children develop greater reading stamina, can name a wider range of authors and develop fluency leading to rapid progress in reading comprehension	DH
Review free reader bookshelf to ensure children are accessing challenging and high quality texts <ul style="list-style-type: none"> - Audit class texts to identify range of age appropriate and interesting literature - Adapt free reader texts into year groups instead of whole school shelf - Link resources between library and class – with a weekly library visit timetabled for every class - Book corners to be inviting for all children 	Sept 18 Oct 18 Sept 18 Oct 18 Sept 18	DH/CW/KC	Children reading high quality, age appropriate texts, developing their vocabulary and ensuring better reading stamina to support good or rapid progress in reading comprehension	DH
Introduce whole school word of the day <ul style="list-style-type: none"> - Learning walk to review the quality of vocabulary heard within a day - WOD displayed in every class 	Sept 18	KC/CW/DH	Children introduced to high quality vocabulary, evidenced in high quality language in classrooms and good or rapid progress in reading	Governors/DH

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<ul style="list-style-type: none"> - Model use of word of the day in different contexts - Rich vocabulary explicitly taught in all lessons 			comprehension	
<p>Review teaching of guided reading and develop policy</p> <ul style="list-style-type: none"> - Focus on teaching skills and stamina - Identify strengths from reading fluency project - Train staff on reading fluency project approach - Monitor guided reading and English planning to ensure texts selected demand stamina - Analyse past SATs papers - Guided reading observations - SLT to hear children read 	<p>Sept 18</p> <p>Oct 18</p> <p>Nov 18</p> <p>Nov 18</p> <p>Dec 18</p> <p>See schedule</p>	<p>DH/CW/KS/C M/NT/KC</p> <ul style="list-style-type: none"> - NT - NT - KC/CW - NT/CW - KC/CW/DH - all 	<p>Children develop reading stamina and make good or rapid progress in reading comprehension</p>	<p>DH/Governors</p>
<p>Greater use of subject specific texts in science and topic to encourage and support reading skills and stamina</p>	<p>Oct 18</p>	<p>CW</p>	<p>Children grow stamina, raise profile of non-fiction texts, apply reading comprehension skills across the school day</p>	<p>DH</p>
<p>Ensure high quality teaching of phonics and spelling</p> <ul style="list-style-type: none"> - Whole school phonics training - Parent forum to teach phonic skills (am/evening) - Book scrutinies tracking the progression of spelling and showing consistent progression in pitch and challenge - Review marking and feedback policy on corrections and next steps in phonics and reading - Half termly audit of age appropriate resources to ensure appropriate provision - Audit from Alison Dawkins in EY - Use of books in Early Years to track phonic and writing development - Share EY and Y1 books from another setting to ensure correctly pitched expectations - Targeted support based on initial teacher profiles 	<ul style="list-style-type: none"> - KC - DH/CW - All - DH/KC/CW - KC - KC - CM - DH - DH 	<ul style="list-style-type: none"> - Sept 18 - Oct 18 - Nov 18 - Oct 18 - Half termly - Oct 18 - Sept 18 - Oct 18 - Ongoing 	<p>High quality phonics delivery from all staff, consistency in the pronunciation of phonemes, books reflect phonics that has been taught and demonstrate good or rapid progress</p> <p>Exceed national expectations in Y1 phonics screening test (79% 2018)</p> <p>End of year expectations</p> <p>75% Nursery at Phase 2</p> <p>75% Reception at Phase 4</p> <p>85% Year 1 at Phase 5</p> <p>100% of phonics teaching reflects good subject knowledge</p>	<p>DH/CW</p>

- Half termly data tracking				
<ul style="list-style-type: none"> - Whole school spelling training – teaching the track back approach - Track pupils through gaps analysis - Book scrutiny tracking the progression of spelling 	- CW/KC	Oct half term (staff meeting)	All children make rapid progress through clear gaps analysis, targeted interventions, consistent teaching of spelling and rigorous monitoring.	DH/Governors
<p>Increase the quantity of opportunities for extended writing</p> <ul style="list-style-type: none"> - Sharing best practise between teachers in the team - Visit other schools - Embed talk for writing in KS1 - Monitor planning for opportunities in English and cross curricular - Book scrutiny 	<ul style="list-style-type: none"> - CW/KC - DH - KC - CW/KC - DH/CW/K - S/CM/NT/ - KC 	<p>By Oct half term</p> <p>See schedule</p>	Children given frequent opportunity to practise skills leading to greater stamina and good or rapid progress	DH
Evaluation:				

Priority Three: Early Years

	Intent 3: Ensure high quality consistent provision across Early Years			
	<ul style="list-style-type: none"> - Ensure consistent high expectations of what children should achieve in RWM across the Early Years - Providing children with accurate and timely developmental feedback in order to move them forward - Review assessment systems so that tracking of progress is more robust - Enhance environments for learning to communicate more consistent expectations and promote enquiry 			
Implementation	Milestone Dates	Person/s responsible	Intended Impact	Monitoring
Ensure consistent high expectations across Early Years <ul style="list-style-type: none"> - EY leaders and staff programme booked. - Daily guided reading with extra session for MA. - All LA children to be heard to read minimum 3 times a week. 	Sept 18	CM/ZS	Children to make rapid progress with percentage of children receive GLD in reading in line with national	DH/CW
Consistency of feedback <ul style="list-style-type: none"> - Verbal feedback to given following written tasks and documented as a Next Step on work. - Children to practise Next Step immediately following feedback to check understanding. - VF written on work in green ONLY mark in green pen to be consistent with whole school marking policy - Modelling of new vocabulary during CIL/AD to extend children's vocab - 	Sept 18	All EY staff	Next Steps are obvious for all adults to see ensuring consistency of approach, timely intervention for next steps and children's immediate response to this is recorded. Feedback consistent with wider school marking policy supporting children's transition.	CM DH CW KC
Recording in line with wider school ensuring clear progression of skills and rigorous assessments <ul style="list-style-type: none"> - Phonics books - Carousel maths and English activities to be completed or stuck into subject books for ease of 	Autumn1 X1 week Autumn2 X2 week	CM ZS	Children writing in books on wide lines to support controlled letter formation and opportunities for extended writing Monitoring progress across writing and maths is rigorous and next steps	CM ZS DH CW

<ul style="list-style-type: none"> monitoring. - Samples of CIL writing and maths to be stuck into book to demonstrate use of transferable skills and independent work. - Assessment of children with S&L delay using Wellcomm system. Children to be assessed on entry to nursery and reception ensuring targeted interventions - Speech and Language tracking books for these children to track progress. - 	<p>Review in January.</p>		<p>evident for all staff to act upon.</p> <p>LSA support to be targeted towards these children to address gaps, ensuring children make good or rapid progress</p>	
<p>Review learning environment to ensure clear opportunities for skills development and accelerated progress</p> <ul style="list-style-type: none"> - Visit Ludwick Nursery for environmental visit and Bold Beginnings discussion for Heads and Leaders New nursery floor and repainted EY walls - Visit other foundation environments in order to collect best practice - Places to play purchased to support planning and self- assessment of the environment – Lucky Khera - New resources ordered – high quality, real life resources to increase interest and vocabulary. - Old resources scaled back with room and placed in new storage area for themed use. - Set up support from County Advisors - Review from Acorn Alliance - Move towards a neutral colour scheme - Autism friendly rooms - Natural / Real resources - New areas e.g. Alice Sharp (curiosities) - Word prompts in areas for children and vocab prompts for adults - Extra staff meetings 	<p>July 18</p> <p>August 18</p>	<p>DH CM</p> <p>ME</p>	<p>Learning environment more suited to children with sensory issues leading to – increased reading</p> <ul style="list-style-type: none"> - Increased opportunities for C&L - children using a wider range of vocabulary in class - Children use the environment as a rich resource, ensuring learning is occurring at all times leading to good or rapid progress. 	<p>CM</p> <p>DH</p> <p>CW</p> <p>Language used in play observed and in journals</p>

	Evaluation:
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Acronyms

AM7	Assessment Manager 7 (data tracking tool)	GDS	Greater Depth Standard (above age related)	PE	Physical Education
ARE	Age Related Expectations	GLD	Good Level of Development (age related at age of 5)	PFB	Pupils Falling Behind
ASP	Analysis of School Progress (replacing RAISEonline)	GPaS	Grammar Punctuation & Spelling	PPG	Pupil Premium Grant
BSP	Blue Sky Playtime	H&S	Health & Safety	PPM	Pupil Progress Meeting
CDL	Curriculum Development Leader	HAPs	Higher Achieving Pupils	PSHCE	Physical, Social, Health & Citizenship Education
CDT	Curriculum Development Team	HfL	Herts for Learning	RLP	Ridgeway Learning Partnership
CLA	Child Looked After (in care)	HIP	Hertfordshire Improvement Partner	RWMa	Reading Writing & Maths (combined attainment)
CP	Child Protection	IDSR	Inspection Dashboard Summary Report	SCITT	School Centred Initial Teacher training
CPD	Continuing Professional Development (training)	INSET	In-service Educational Training	SCR	Single Central Record
DfE	Department for Education	JARV	Joint Annual Review Visit	SEF	Self-Evaluation Form
DSP	Designated Senior Person (for child protection)	KS1/KS2	Key Stage 1/2	SEND	Special Educational Needs & Disability
DSSN	Dacorum Schools Sports Network	LGB	Local Governing Body	SENCo	Special Educational Needs Coordinator
EFA	Education Funding Agency	LAPs	Lower Achieving Pupils	SLs	Subject Leaders
EYs	Early Years	MSA	Midday Supervisory Assistant	SLT	Senior Leadership Team
EYFS	Early Years Foundation Stage	MAT	Multi-Academy Trust	SMSC	Spiritual, Moral, Social & Cultural
EXS	Expected Standard (age related)	NQT	Newly Qualified Teacher	TA	Teaching Assistant