



**Stuart Road Primary Academy School**

**School Impact Planning (SIP/SDP)  
2023-24**



School Judgement	Key Priorities in 2023-24 (suggested 5 or 6 key priorities in an academic year)	Staff member responsible (red denotes lead member)	Governor responsible
<b>Quality of Education</b> (Intent, Implementation, Impact)			
Grade 2	<b>Key Priority 1:</b> Move curriculum from good to outstanding through implementation of ROCKs remembering our curriculum knowledge and skills. Disadvantaged pupils consistently achieve highly, pupils with SEND achieve exceptionally well.	BN/AI/JH/MR	Gary Blake
<b>Behaviour &amp; Attitudes</b>			
Grade 2	<b>Key Priority 3:</b> Behaviour and attitudes are strong with pupils' behaviour exceptional.	BN/MR/AI/JH	Charlotte Kelly
<b>Personal Development</b>			
2	<b>Key Priority:</b> Extensive personal development experiences for all including disadvantaged and SEND.	BN/MR/AI/JH	Jay Amies
<b>Leadership and Management</b>			
Grade 2	<b>Key Priority:</b> Highly effective continuous CPD leads to an improvement of subject leadership and outcomes for all children.	BN/MR/AI/JH	Gary Blake
<b>Quality of Early Years Education</b>			

<b>Grade 2</b>	<b>Key Priority:</b> A strong curriculum ensures that all pupils are ready for the next stage of education delivered through high quality interactions between adults and children.	<b>BN/MR/AI/JH</b>	<b>Jay Amies</b>
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## Quality of Education Impact Plan- 2023-24

**Overarching Key Priority 1:** Move curriculum from good to outstanding through implementation of ROCKs remembering our curriculum knowledge and skills. Disadvantaged pupils consistently achieve highly, pupils with SEND achieve well.

<b>Lead Person Accountable for &amp; Monitoring the Plan</b>		Britta Nicholls		<b>Governor</b>	Gary Blake			
<b>Position Statement</b> (Where are we now?)		The school is graded good by Ofsted. Establishing subject leads across the curriculum and introducing assessment for some subjects.						
<b>CPD &amp; Research</b> (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the 'end points?')		Subject leads to attend high quality CPD so that they are effective in the role.						
<b>Monitoring Arrangements</b> (What will be monitored? How regularly?)		Monitoring calendar ensures all subjects are monitored with book looks and pupil voice at least once a year for foundation subjects						
<b>Key Drivers to Achieve the End Points (Success Criteria)</b>				<b>Key Actions to Secure the Key Drivers</b>		<b>Timescale</b>	<b>Who?</b>	
<b>Key Driver 1</b>	Subject leads to identify purposeful curriculum coverage ensuring key knowledge and skills are leaned.  Learning is individualised to meet needs through the teacher's knowledge of the pupil.	→	1	Subject leads identify key learning in their subject and shares with staff	Aut 1	Sub Leads		
			2	Subject leads monitor subject for key areas and impact of learning for pupils and progression of skills throughout the school.	Ongoing	Sub leads		
			3	Teachers reflect after each KRP the key learning required and feedback during staff INSET.	Aut 1 onwards	All teachers		
			4	Half termly formative assessment using O Track for SEND working outside of their year group.	On going	All teachers/MR		
<b>Key Driver 2</b>	Disadvantaged children achieve in line with non-disadvantaged	→	1	PPMs with DIS focus	Termly	BN/MR		
			2	All teachers have in-depth knowledge of DIS	Termly	All teachers		
			3	Subject leaders know to track DIS pupils to ensure that they are achieving in line with their peers.	On-going	All teachers		
<b>Key Driver 3</b>	'Adopt and adapt' SEND approach to the curriculum with particular emphasis on speech and language.	→	1	Personalised planning in all subjects where appropriate	Termly	BN and all teachers		
			2	All subject leaders have strong understanding of SEND provision for their subject	Termly	All teachers		
<b>Key Driver 4</b>	Pupils study full curriculum, using ROCKS, with assessment points throughout the year for history, geography, science, PE, PHSE, Art and DT.	→	1	All teachers to agree format of assessment and how this information is used to inform teaching and learning.	Termly	All teachers		
			2	Subject leads to have secure working knowledge of how pupils progress and achieve in their subject area.	Termly	All teacher		
			4					
<b>End Points (Success Criteria) What will success look like? Percentaged/ Timeframed</b>					<b>Timescale</b>	<b>Autumn RAG Rate</b>	<b>Spring RAG Rate</b>	<b>Summer RAG Rate</b>
1	<b>All pupils, including SEND and Disadvantaged, achieve well from their start points.</b>				<b>On-going</b>			
2	<b>Review and amend ROCKs cards for all year groups.</b>				<b>On-going</b>			
3	<b>Agree assessment for foundation subjects and how to use to inform quality of teaching for subject leads</b>				<b>On-going</b>			

## Behaviour & Attitudes Impact Plan- 2022-23

**Overarching Key Priority 1:** Behaviour and attitudes are outstanding

<b>Lead Person Accountable for &amp; Monitoring the Plan</b>		Britta Nicholls		<b>Governor</b>	Charlotte Kelly	
<b>Position Statement</b> (Where are we now?)		<ul style="list-style-type: none"> <li>Behaviour throughout the school is good, and at times, outstanding.</li> </ul>				
<b>CPD &amp; Research</b> (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the 'end points?')		<ul style="list-style-type: none"> <li>Annual PACE training, use of MAST provision and TIS trained staff.</li> <li></li> <li></li> </ul>				
<b>Monitoring Arrangements</b> (What will be monitored? How regularly?)		<ul style="list-style-type: none"> <li>SENDCO/HT to monitor behaviour using CPOMS</li> </ul>				
Key Drivers to Achieve the End Points (Success Criteria)			Key Actions to Secure the Key Drivers		Timescale	Who?
<b>Key Driver 1</b>	The school has high expectations for pupils behaviour.		1	All staff actively promote high expectations of behaviour at all times	Aut 1	All staff
			2	Behaviour policy is followed consistently by all staff	Aut 1	All staff
			3	All staff use the silent signal consistently.	Aut 1	All staff
			4	Termly reminders of expectations through assembly and in class to be Ready, Respectful, Safe.	Termly	All staff
			5	Teachers give daily positive feedback to parents.	Daily	All staff
<b>Key Driver 2</b>	Bullying and racism is not tolerated.		1	All staff responsive towards any incidents and action taken.	On-going	BN
			2	Participation in anti-bullying week	On-going	BN
			3	Anti-racism is taught through PHSE lessons and the wider curriculum	On-going	All staff
			4	MTA receive training for dealing with bullying and racism incidents (PSSP)	Aut 1	BN
<b>Key Driver 3</b>	Pupils' attitude towards education is positive		1	Children voice used termly for feedback	Termly	BN/SLT
			2	School's Council meet with HT termly	Termly	MHS/BN
			3	Wellbeing Warriors shared ideas in assembly and promote wellbeing Wednesday.		
			4	Play leaders to be trained in Autumn term to promote positive play.	Aut 1	MHS
<b>Key Driver 4</b>	Improve attendance to be above 95%		1	Attendance celebrated weekly	On-going	BN
			2	Tiered letters approach communicating with parents on attendance	On-going	Office/BN
			3	Late letters are sent out regularly	On-going	Office/BN
			4	Regular communication with families who are persistently late.	On-going	Office/SLT

End Points (Success Criteria) What will success look like? Percentaged/ Timeframed		Timescale	Autumn RAG Rate	Spring RAG Rate	Summer RAG Rate
1	There is a positive, respectful culture.	On-going			
2	There are few or no cases of bullying or racism	On-going			
3	Children talk positively about their education	On-going			
4	Attendance is at least 95%	On-going			

## Personal Development Impact Plan- 2022-23

**Overarching Key Priority 1:** Extensive personal development experiences for all including disadvantaged and SEND.

<b>Lead Person Accountable for &amp; Monitoring the Plan</b>		Britta Nicholls	<b>Governor</b>	Jay Amies			
<b>Position Statement</b> (Where are we now?)		<ul style="list-style-type: none"> <li>Personal development is currently good</li> </ul>					
<b>CPD &amp; Research</b> (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the 'end points?')		<ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>					
<b>Monitoring Arrangements</b> (What will be monitored? How regularly?)		<ul style="list-style-type: none"> <li></li> </ul>					
Key Drivers to Achieve the End Points (Success Criteria)		Key Actions to Secure the Key Drivers		Timescale	Who?		
<b>Key Driver 1</b>	School promotes extensive personal development for all pupils.	➔	1	Linked to Knowledge Rich Projects are a range of enhancing educational visits (see trips linked to KRP list on Sharepoint)	Aut 1 onwards	SM	
			2	A range of extra-curricular activities is available to all children	Aut 1 onwards	MHS	
			3	Disadvantaged benefit consistently from this opportunity - tracked	Termly	MR	
			4	SEND benefit consistently from this opportunity - tracked	Termly	MR	
<b>Key Driver 2</b>	PHSE and RSHE are taught age appropriately throughout the school. Provide more opportunities for pupils to understand FBV with additional assemblies and display.	➔	1	Disadvantaged benefit consistently from this opportunity – pupil voice	Termly	MR	
			2	SEND benefit consistently from this opportunity – pupil voice	Termly	MR	
			3	Children’s understanding of PHSE and RSHE is exceptional – pupil voice / monitoring	Bi-annually	KM	
			4	Build upon pupils’ understanding of FBV with termly assemblies	On-going	BN	
<b>Key Driver 3</b>	Linked to all subjects are visitors across the school, including faith visitors.	➔	1	Curriculum maps speakers/visitors linked to projects	Aut 1	SM/teachers	
			2	Book faith speakers	Aut 2	BN	
			3				
			4				
			5				
<b>Key Driver 4</b>	SMSC is delivered consistently across the curriculum across the school.	➔	1	SMSC action plan is followed to achieve Gold Standard provision	Aut 2	MHS/BN	
			2				
			3				
End Points (Success Criteria) What will success look like? Percentaged/ Timeframed				Timescale	Autumn RAG Rate	Spring RAG Rate	Summer RAG Rate
1	All children experience high quality experiences linked to the curriculum and extra-curriculum -			On-going			
2	PHSE and RSE teaching is of a high quality.			Aut 2			
3	The school has a range of high quality visitors to speak to the children throughout the year			On-going			
4	The school achieves the Gold standard in SMSC			Spring 1			

## Leadership & Management Impact Plan- 2023-24

**Overarching Key Priority 1:** Highly effective continuous CPD leads to an improvement of subject leadership and outcomes for all children.

<b>Lead Person Accountable for &amp; Monitoring the Plan</b>		Britta Nicholls	<b>Governor</b>	Gary Blake		
<b>Position Statement</b> (Where are we now?)		<ul style="list-style-type: none"> <li>There is a strong and secure leadership team with developing subject leaders</li> </ul>				
<b>CPD &amp; Research</b> (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the 'end points?')		<ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>				
<b>Monitoring Arrangements</b> (What will be monitored? How regularly?)		<ul style="list-style-type: none"> <li></li> </ul>				
Key Drivers to Achieve the End Points (Success Criteria)			Key Actions to Secure the Key Drivers		Timescale	Who?
<b>Key Driver 1</b>	All teaches receive high quality CPD.	➔	1	CPD provided within Inset timetable	On-going	SLT
			2	Collaboration with Stoke Damerel for moderation	On-going	SLT
			3	All subject leaders are part of a professional body	Aut 1	Subject Leads
<b>Key Driver 2</b>	Subject leadership have an ambitious vision for their subject and outcomes at all stages are exceptional.	➔	1	Robust monitoring of lessons and books which is timetabled throughout the year	On-going	Subject leads
			2	Pupil voice twice a year.	Termly	Subject Leads
			3	Disadvantaged and SEND achieve well in all subjects	Termly	MR/BN
			4	Subject leader action plan (using MS Planner) developed with evidence gathered	Aut 2	Subject leads
				Subject leads are developed	Aut 2	SLT
<b>Key Driver 3</b>	Governance is effective	➔	1	CPD for new governors	On-going	LJ
			2	Governors regularly challenge Leadership	On-going	GB/CK/JA
			3	Termly Governor meeting	Termly	Govs/BN
			4			
<b>Key Driver 4</b>	Leaders work hard to ensure the wellbeing of all staff	➔	1	Staff surveys held twice a year	Termly	BN
			2	Leaders review workload of staff regularly	On-going	SLT
			3	MR/KM meet with all TAs every 6 weeks and feedback to BN	On-going	SLT

End Points (Success Criteria) What will success look like? Percentaged/ Timeframed				Timescale	Autumn RAG Rate	Spring RAG Rate	Summer RAG Rate
1	All teachers are provided with the latest CPD			On-going			
2	Subject leaders are able demonstrate impact through exceptional outcomes in all subjects			On-going			
3	There is strong governance			On-going			
4	All staff feel that their well-being is prioritised – MR and KM to monitor this and feedback			On-going			

## Quality of the Early Years Impact Plan- 2022-2

**Overarching Key Priority 1:** A strong curriculum ensures that all pupils are ready for the next stage of education delivered through high quality interactions between adults and children.

<b>Lead Person Accountable for &amp; Monitoring the Plan</b>		Sophie Dan		<b>Governor</b>	Jay Amies	
<b>Position Statement</b> (Where are we now?)		<ul style="list-style-type: none"> <li>EYFS provision is currently good. Teaching has been inconsistent however, with new appointment for September this will be addressed.</li> </ul>				
<b>CPD &amp; Research</b> (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the 'end points?')		<ul style="list-style-type: none"> <li>Sophie Dan to attend EYFS Improvement Team meetings</li> <li></li> <li></li> </ul>				
<b>Monitoring Arrangements</b> (What will be monitored? How regularly?)		<ul style="list-style-type: none"> <li>Maths (circle time and maths mastery) and English to be monitored</li> <li>All other subject leads to have an understanding of how their subject looks in EYFS.</li> </ul>				
<b>Key Drivers to Achieve the End Points (Success Criteria)</b>			<b>Key Actions to Secure the Key Drivers</b>		<b>Timescale</b>	<b>Who?</b>
<b>Key Driver 1</b>	Curriculum is coherently planned and sequenced.	➔	1	Embed full cycle of planning for academic year in EYFS	Ongoing	SD
			2	Planning is reviewed termly to ensure EYFS delivers the essential knowledge for future learning	Termly	SD/BN
			3	EYFS SLE support for SD in first year in post.	Termly	SD/BN
			4	Early Excellence CPD is secured for all staff	On-going	EK/BN
<b>Key Driver 2</b>	There is a sharp focus on ensuring children acquire a wide vocabulary.	➔	1	BLANKS training cued articulation and colour semantics	On-going	SD/ST/HT/JH
			2	All staff are conscious about each interaction with children	On-going	SD
			3	Children are read to by staff with ambitious book choices	On-going	SD
			4	Reading for pleasure embedded.	Aut 2	SD
<b>Key Driver 3</b>	EYFS pupils made a strong start with phonics provision.	➔	1	RWI delivered daily	Aut 1	SD/BN
			2	RWI lead to support and monitored	On-going	SD
			3	Early intervention in place – keep up not catch up	On-going	SD
<b>Key Driver 4</b>	To secure GLD at 74% for end of year 2024	➔	1	All children are tracked and intervention put in place	Termly	SD
			2	Disadvantaged are tracked and interventions put in place	Termly	SD/MR
			3	SEND provision is personalised and evident in books/observations	Termly	SD/MR
			4			
<b>Key Driver 5</b>		➔	1			
			2			
			3			
			4			

<b>End Points (Success Criteria) What will success look like? Percentaged/ Timeframed</b>				<b>Timescale</b>	<b>Autumn RAG Rate</b>	<b>Spring RAG Rate</b>	<b>Summer RAG Rate</b>
1	Curriculum is broad and balanced, covers the prime and core areas.			On-going			
2	All children are exposed to ambitious vocabulary and demonstrate using it			On-going			
3	EYFS pupils achieve well in phonics and are in Green Group by the end of the year			On-going			
4	Minimum 74% GLD attained at end of year			On-going			



