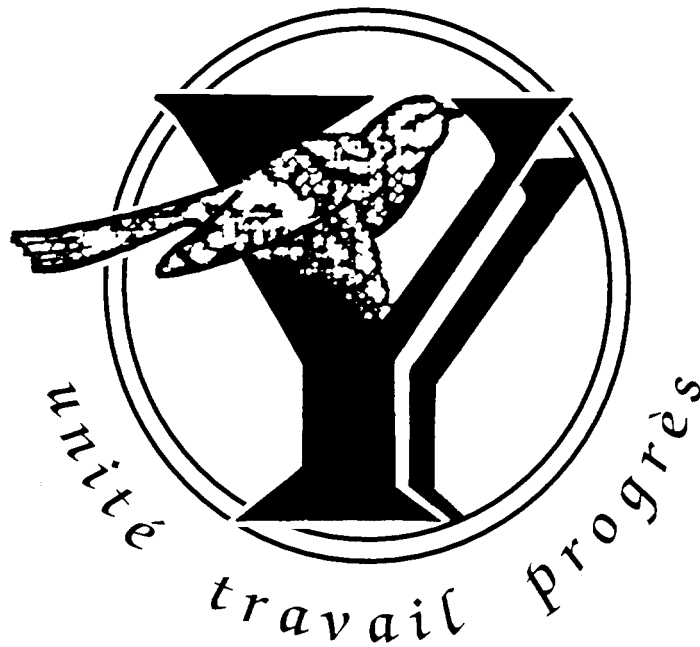


Yaxley Infant School



School Evaluation and Development Plan 2023-24

Yaxley Infant School

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Contents of School Development Plan

	Page No
1. Statement of Vision, Values and Aims	3
2. Our Strategic Overview of previous years priorities	7
3. Outcomes and brief analysis	15
-Early Years Foundation Stage	
-Year 1	
-Year 2	
4. Targets for FS, Year One Phonics and End of Key stage	21
5. Governor Impact Statement	22
6. Priorities for 2023-24	23
7. Operational Plan	24
8. Governor Operational Plan	

1 Statement of Values, Vision and Aims

The starting points for the School Development Plan are:

A. the School's Mission

To make Yaxley Infant School the best place to grow

B. This is reflected in our motto

Play together, Learn together, Grow together

C. Our Vision: We promote a safe and secure environment where every child is happy, healthy and heard. We respect the rights of everyone and develop their potential so that they become equally valued and respectful members of the community with high aspirations.

D. The School's aims

(Developed in consultation with the staff, governors and wider school community):

- To create a happy, emotionally safe, positive and inclusive environment where all individuals feel part of a valued and respected community.
- To create a high quality, stimulating and creative curriculum incorporating all key aspects of learning and promoting high personal, social and academic standards
- To value and celebrate the individuality, talents, skills and achievements of all individuals and provide opportunities for them to make a positive contribution.
- To nurture each individual's self-esteem, encourage independence and promote social, emotional and behavioural skills.
- To equip children to develop full, satisfying and healthy lifestyles and to understand and care for the diverse world in which they live.
- To promote good relationships between home, school and the community and for everyone to understand the differences and commonalities between people, respecting the rights of others to have beliefs and values different from their own.

E. The School's Values (Reviewed annually by the Governing Body)

We believe in and are committed to:

- providing equality of opportunity for all ages, sexes, abilities, special needs, ethnic groups and gifted and talented individuals, through appropriate policies and personalised learning
- fostering self-esteem, enabling children to develop confidence and act with initiative and encouraging them to value others and treat them with consideration and respect
- providing a safe, secure, protective ethos and an environment which is welcoming and well resourced, whilst nurturing a happy, healthy and well-maintained community

- strengthening community relationships by raising awareness and promoting respect for all others' beliefs
- generating awareness of global dimensions and an understanding of our diverse society
- promoting the development of well-rounded individuals by providing a stimulating, enjoyable and challenging curriculum which is broad, balanced, creative and holistic and includes moral and spiritual development
- the process of self-evaluation and continuous improvement together with a culture of lifelong learning and sharing of good practice.

School context

Context of school and demographic

- Yaxley Infant School caters for children aged 4-7, with 151 on roll 2023/24 with a core provision as a two form entry/ Year group unit.
- Situated in the older part of a large, mixed socio economic village with increasing levels of deprivation, 5 miles from Peterborough and 2 miles from the A1.
- The school admits children largely from Yaxley village, the neighbouring pre-school, and many less locally with whom it has good communication and an excellent transition programme, which is reviewed annually by all stakeholders.
- The school promotes positive attitudes and responsible behaviour, with an emphasis on providing a secure and welcoming inclusive environment.
- The school has two qualified SENDCo's and a whole school approach to leadership and management.
- Nine Children have ECHPs and the number of children with significant SEND is on an upward trend especially for speech and language and Autistic Spectrum. This year and last, we have had a number of children who have arrived in school with no SEND support or early help.
- Pupil premium figures for 22/23 are 25% of the school population with a funding total of £48,115.
- 2023/24 we currently have children (23%) are eligible for pupil premium.

Rec, Y1, Y2 - All Pupils (149 pupils)

Year Group	No. of Pupils	Boys	Girls	Pupil Premium	Free School Meals	Not White British *	1st language not English *	Special Educational	SEN Support	Statement	Education, Health and	No. of Looked after Children
Rec	50	29 (58.0%)	21 (42.0%)	6 (12.0%)	5 (10.0%)	7 (14.0%)	2 (4.0%)	6 (12.0%)	3 (6.0%)	0 (0%)	3 (6.0%)	0 (0%)
Y1	55	27 (49.1%)	28 (50.9%)	16 (29.1%)	14 (25.5%)	5 (9.1%)	2 (3.6%)	5 (9.1%)	4 (7.3%)	0 (0%)	1 (1.8%)	0 (0%)
Y2	44	25 (56.8%)	19 (43.2%)	11 (25.0%)	11 (25.0%)	10 (22.7%)	2 (4.5%)	10 (22.7%)	6 (13.6%)	0 (0%)	4 (9.1%)	0 (0%)
All	149	81 (54.4%)	68 (45.6%)	33 (22.1%)	30 (20.1%)	22 (14.8%)	6 (4.0%)	21 (14.1%)	13 (8.7%)	0 (0%)	8 (5.4%)	0 (0%)

- The school was a local authority led school for 'Social and Emotional Aspects of Learning' and lays great emphasis on developing independence, collaboration and emotional literacy. We believe that it is important for children to feel safe, secure, happy and confident for their learning to be at its optimum and we work hard to achieve this, promoting all elements of British values through pupil voice, PSHE and the wider curriculum. This has recently been again confirmed by a visit from the Cambridgeshire PSHE service as a lead school in developing children's SEAL through a whole school ethos.
- The teaching staff is experienced, school has a positive attitude towards flexible working and salaries ranging from M5 to UPS3
- We work in partnership with a number of local schools as part of the A1 partnership and National training providers for Teaching assistant, Teaching qualifications and National Head Teacher qualifications.
- Starting points in the EYFS are lower than national according to our own progression statements based on the new EYFS curriculum, baseline assessments and preschool setting judgements.
- The school feeds into the William de Yaxley Academy, which, as a church school in 2013, was placed into a category and then converted to an academy with DEMAT. They are yet to be graded good. This has an impact on the parent's desire for their children to attend Yaxley Infant School and impacts intake numbers, intake during the year is positive.

- Attendance for 2020/21 was 97% which is strong. However, last year our attendance was 93.4%, affected by Covid and chicken pox. This year we are aiming for much higher attendance rates in line with Government priorities, taking part in working parties to ensure full implementation of the DFE guidelines for attendance. Lateness continues to be an issue especially with PP children.
- The curriculum is purposeful, fun and meaningful. Based on the national curriculum and children's passions, with planning in the moment and a whole school progression of skills.
- Governance is strong, very supportive, has long standing members which are a mixture of parent, staff and community/coopted, who have all attended training and continue to update their skill set to meet the changing needs of the school, a recent restructure has taken place to create a more dynamic, flexible model of governance.
- Our school website contains all the statutory documents and many more useful items for parents and families.

Ofsted November 2022

We are pleased with the outcome of our two-day section 5 inspection and are rated as good by Ofsted in all areas.

Feedback included strengths in

- Pupils at Yaxley Infant School are happy. They enjoy learning about the world around them. Staff encourage pupils to be independent, curious learners. This prepares pupils well for the next stage of their education.
- Leaders have worked with staff to design a curriculum that is ambitious. The curriculum is planned to ensure pupils make links with what they already know. Leaders provide staff with effective support and training. Therefore, staff are confident in their delivery of the curriculum. Most of the curriculum is taught by using first-hand experiences. Pupils have opportunities during each lesson to recap and then share their new learning with a partner or teacher. Pupils are able to remember key words and concepts due to staff's skilful use of questioning and clear explanations.
- Most pupils learn to read well. Pupils are enthusiastic about their reading. Staff have strong subject knowledge and follow the chosen phonics programme well. Pupils read books that are well matched to the sounds and words they know. Pupils who are at an early stage of reading are correctly identified and assessed. Most are receiving appropriate catch-up sessions that are having an impact. There are, however, a small number of pupils who are not having enough opportunities to practise and remember the sounds they need to learn. This is affecting the fluency and confidence of these pupils.
- Children in the early years get off to a strong start. Skilled adults model behaviours and language to set the children up to be confident learners. All areas of the Inspection report: Yaxley Infant School 2 and 3 November 2022 3 classroom encourage children to rehearse throughout the day what they have been learning. Children are taught how to regulate and express their feelings. Common, shared language of 'making good choices' supports children to understand right from wrong.
- Leaders ensure all pupils are offered the same opportunities in the wider curriculum. These range from sports clubs to trips to the theatre and visits to the seaside and ancient castles. Pupils remember these experiences and talk excitedly about them.
- Parents spoken to, and those who responded to the Ofsted questionnaire, were, without exception, complimentary about the school. Many commented that the school is a 'special place'.
- Leaders and staff know their families well. The safety and well-being of pupils is at the centre of their work. Staff are skilled at noticing any signs that may indicate a pupil is at risk of harm. All concerns, however small, are recorded and followed up promptly. Where further support is needed, leaders are persistent at achieving this support for their families.
- The governing body carries out its statutory responsibilities well. Governors use information from their own checking to support them to ensure leaders' work is making a difference. Governors take a key role in keeping an eye on well-being and the workload of staff. Staff are overwhelmingly positive about the support they receive, and all enjoy working at the school.

According to Ofsted feedback

What does the school need to do to improve?

- A small number of pupils are not having enough regular opportunities to practise the sounds and words they need to learn to improve the fluency of their reading. This means that these pupils are not catching up quickly enough. Leaders must ensure this becomes a focus of their monitoring. They need to make sure that staff have a clearer understanding of the expectations and actions required to ensure those readers who struggle to read are supported effectively to become fluent and confident readers.
- The needs of some pupils with SEND are not always correctly identified. Therefore, targets set are not specific enough to enable these pupils to achieve as well as they should. Leaders must ensure the current targets are more precise and closely linked to pupils' needs. Leaders also need to ensure staff have the right training to be able to review and monitor this support to ensure pupils achieve well from their starting points.

2 Review of Priorities for 2022-2023

Priority 1:

"You cannot make people learn. You can only provide the right conditions for learning to happen." V Gowman

To securely embed the school's curriculum and pedagogy in early reading and mathematics. Ensuring a whole school understanding of intent and practice, with accurate and timely assessment supporting children to consistently achieve.

Success Criteria

- To ensure further developments in early reading, writing and mathematics are successful, with pupils making good progress and achieving in-line with targets agreed with Governors and staff for:
 - end Year 2 reading, writing and mathematics;
 - Year 1 and 2 phonic screening;
 - end Early Years 'Good Level of Development';
 - Including agreed targets for the lowest 20% of pupils.
- To evidence that tuition for vulnerable pupils has successfully addressed identified gaps in learning, with pupils making good progress from their starting points.
- An effective assessment system for foundation subject is agreed with staff and implemented.
- Monitoring by leaders identifies that the Little Wandle phonics scheme is being taught consistently and effectively by all teachers and support staff.
- Approaches to vocabulary development and handwriting are further developed, in-line with current Ofsted research, so that the teaching of vocabulary and handwriting are developed progressively and consistently through the school.
- A range of evidence demonstrates the positive impact of scaling up the mathematics TEEMUP project across the school on pupils' mathematical knowledge and understanding.

Actions/CPD

Phonics and Early reading

- All staff are fully trained and confident in the use of Little Wandle, with regular updates throughout the year
- All staff regularly updated with current Little Wandle CPD from reading lead, with additional new materials which come online during year
- The culture of Early reading is a priority across the school, with children reading daily in taught phonics, additional to reading practice sessions. With the lowest 20% reading daily
- Texts used for the teaching of reading and fluency are well matched to the children's levels
- Children make progress from starting points and the lowest 20% are monitored for additional keep up and catch up as a dynamic group
- Reading practice sessions are well resourced, timetabled and planning is appropriate for the three-day pattern, fluency, prosody, comprehension
- Home reading and parental engagement is encouraged with support materials on the school website, home-reading packs, and resources for Pupil premium children, tapestry videos, Little Wandle website links, parent information session and story cafes etc.
- Phonics tracker is used to support home learning to inform parents of children gaps in learning.
- Early reading lead to be released to monitor effectively across the school to support consistency and progression, once EYFS children are settled
- HT and reading lead to attend English briefings from LA and LW to ensure all information is current
- To improve the reading resources further at Phase 2, 3, 4 and 5.
- Resources to support home learning investigated and proved to most vulnerable learners- Little Wandle flashcards

- Begin to look at catch up materials and SEN provision from LW when staffing knowledge and confidence allows
- HT and Governing body to monitor Early reading with regular pupil voice and reading sessions
- Reading lead to feedback to Governing body

Reading for enjoyment

- Continue to develop library provision with new books and colour systems for non-fiction to support children's independent self-selection
- Plan frequent story cafes and library sessions for families in all three-year groups
- Maintain good relationships with the village library taking part in events and visiting regularly
- Develop sensory provision by enabling sensory story sessions for children with complex needs
- Develop understanding of the school library structure and usage by harnessing year two library monitors, story sessions, lunchtime reading clubs, after school open library for families
- Encourage reading buddy volunteers from the community and Governing body
- Continue to develop the whole school reading environment, with displays and resources to encourage children to want to read
- Daily story time in all three year groups

Speech and language/ vocabulary development

- Continue to use Language screen for children with speech and language difficulties to assess and monitor progress
- Continue to use specific vocabulary for curriculum subjects/ units of work to increase children's vocabulary
- Develop the use of dictated sentences in the EYFS, Yr1 and Yr2 through the phonics teaching
- The use of tiered vocabulary in the year group core texts and develop the use of curriculum texts in the EYFS in Knowledge and understanding of the world
- Reintroduce the use of magpie words to support vocabulary development
- Maintain focus on vocabulary development in the teaching of phonics
- If staff allows develop the use of Nuffield language programme or talk boost in the EYFS- Language development programme free with the english hub

Handwriting

- Maintain direct instruction in the teaching of handwriting using Pen pals with many opportunities for repeated practice
- In the EYFS use write dance and dough disco to support fine motor development for the early stages of writing in the EYFS
- Continue to monitor pencil grip and develop resources to support this throughout school, with the use of ergonomic pencils, pencil grips writing slopes etc.
- Displays around school should have a mixture of typed and handwriting labels by adults and children to support visual cues and purpose
- Enhance the use of dictated sentences to support fluency in transcription to free up memory to focus on composition

Mathematics

- Entering second year of TEEMUP project with EEF
- Role out TEEMUP training to whole school teaching team- IMP, BFL, Learning trajectories, assessment materials and coaching
- Develop resources in line with TEEMUP philosophies and access for children
- Continue to teach mastering number from NCTEM ensuring refreshed materials are used, reflect on impact at end of term 1
- Carry second year of assessments with EYFS and behaviour for learning ratings as part of TEEMUP
- Develop teachers understanding with the use of Learning trajectories to support small steps development of key learning concepts, to support less misconceptions
- Focus assessment through problem solving, whilst maintaining NFER/ end of unit assessments to support gaps analysis and benchmarking
- Support teachers access to resources with the use of NRICH and problem solving materials
- During spring and summer term support embedding of TEEMUP and staff confidence
- Ensure all resources are freely available and enriched should they be required
- Support the Maths lead with release time to plan CPD for all teachers and monitoring impact

- Maths lead to feedback to Governing body
- Governing body to monitor staff confidence in the teaching of math's

Foundation subjects assessment

- To review and evaluate the current systems in place for foundation subject assessment
- To further develop key subject end of unit questions to support accurate assessment which is formative and unburden some
- To continue to use and develop the pre requisite knowledge children have as a starting point, to allow adaptive teaching
- To support leadership and management time across all subjects to allow leads to monitor, evaluate and develop their subject knowledge and confidence

Tuition

- Develop tuition in Year two cohort on 2:1 basis after school for math's initially and then reading in the late spring and summer term

Impact

Phonics and Early reading

- **Year One phonics screening-**

All pupils	YIS 2022	National 2022	YIS 2023	National 2023
All	79%	75%	77%	80%
Boys	77%	72%	70%	77%
Girls	82%	79%	84%	83%
FSM	67%	62%	73%	69%
PP	64%	62%	73%	69%
ECHP	50%	19%	25%	27%
SEN support	33%	44%	17%	48%

- Early indicators show that the LA pass rate for the Year 1 phonics screening check is 78% with an APS of 33 whilst the average point score for YIS was 32.
- The data shows that children who started in Year one with the cohort would have achieved 82% (38 children) and of the children who started with us in the EYFS 83% (36 children)
- Being a school which is not full means we are open to many children joining midyear this has an impact on our data.
- Data shows we were above national in Year 2 phonics screening and in Reading and writing at end of Key stage.
- Text types reviewed and updated to ensure reflects curriculum and progression
- Phonics tracker used across the school
- Catch up programme in Year Two had a significant impact on progress and enjoyment with excellent Year Two phonics screening results above national
- Reading was a key area of the Ofsted rated as good with some improvements needed for more targeted support

Reading for enjoyment

- Feedback from pupils shows they enjoy reading and that is also evident in reading lessons
- Story cafes have been very well attended by families and had very positive feedback
- Library reviewed and reorganized by all teachers
- Regular reading buddies/ volunteers

Speech and language/ vocabulary development

- CPD completed by HT and early years TA to support whole school development of language
- Focus on language development across school- return to magpie words
- Phonics taught consistently daily for 25 mins, with focus on spelling at other times

Handwriting

- Introduction of dictated sentences has improved confidence but needs to be developed early

Mathematics

- Resources reviewed and updated

- Governor monitoring completed in maths
- TEEMUP project final assessments completed
- 3 staff trained in TEEMUP approaches
- Ofsted approved of the math's trajectories and curriculum provided
- NCTEM used for Year one and EYFS- small bite size
- Maths lead release time to support math's development and improve staff confidence
- NFER used to support benchmarking and judgements
- Children speak positively about math's

Foundation subjects assessment

- Fully review of assessment procedures, agreed and changes made to Assessment, marking and feedback policy to reflect
- Science policy updated to reflect agreed procedures
- Support used from computing hub to guide decision processes
- Leadership and management of subjects was reflected very positively by Ofsted

Tuition

- Tuition took place for 16 child in Year two across the year in 2 subjects- Maths and reading comprehension.
- Of the children taking part in tuition 56% achieved working at rather than working towards and a further five children achieved working towards rather than pre key stage. All children made at least one-step progress most 93% made at least two. It also added to their confidence and they enjoyed the sessions.
- The overall results of children at end of key stage achieving above national is a good reflection of this hard work.

Priority 2:

- ***"Remember that the happiest people are not those getting more, but those giving more." H. Jackson Brown Jr.***

To review current policy and procedures around behaviour and attendance.

Success Criteria
• The school behaviour and attendance policy and practice are in-line with DfE statutory responsibilities and guidance. • To ensure practice is consistent across the school. • To monitor attendance more regularly, ensuring staff, parents and Governors understand the policy and practice.
Actions/CPD
Behaviour • Review the whole school behaviour policy involving all stakeholders • Review Governors behaviour principles and publish • Communicate the review outcomes and new policy with all stakeholders • Ensure new SENCO is STEP's trained and supporting resources used effectively • Develop the role of pupil voice in whole school development and strategic planning • Train MDS to ensure consistency throughout the day • Ensure behaviour reporting is consistent across the school and develop use of Scholar pack as a resource to keep info if appropriate • Develop role of education intervention family advisor in school by attending coffee mornings, offering access to parenting programs and newsletter Attendance • To develop knowledge and actions as a result of the new guidance (statutory 2023) from the DfE around attendance • Attend training with the LA attendance support team • To take part in termly reviews with the LA attendance team • Develop to the role of the school admin attendance officer and ensure all training available to supported role development • Review the attendance policy to reflect any changes of guidance and emphasis • Inform parents of the changes to the policy and practice • Support the attendance admin to carry out frequent data analysis and respond appropriately to ensure following guidance and policy • Ensure good attendance, policy and procedures are communicated to parents and children • Ensure regular feedback and monitoring by Governing body
Impact
Behaviour • Behaviour principles reviewed, approved and published • Whole school behaviour review complete and Ofsted rated as good • STEP training completed by SENDCO and HT refreshed • School council reviewed behaviour and attendance, profile of Mr. Potato head increased! Popular with the children! • Family intervention worker attended coffee mornings, regular newsletters and attended new parents evening to introduce self. • Good take up of parenting courses Attendance • The school attendance for 22-23 was 93.5% compared to national at 94%, this was an improvement on the previous year and broadly in line with national. • Full training given to attendance officer and HT • Regular attendance of forums • Termly review of procedures by LA- positive feedback

- New late form introduced
- Policy reviewed to ensure meets new DFE guidance
- HT reported termly to FGB through HT report section on attendance.

Priority 3:

"Great leaders do not create followers, they create more leaders"

Tom Peters

To continue to develop distributed leadership across the school and governing body ensuring everyone contributes to the strategic development and leadership of the school.

Success Criteria
• New Safeguarding and CP policy in line with KCSIE 22 • With Governors, regularly review the revised leadership structure for impact and reconsider the structure if required. • Capable and confident senior and middle leaders fulfil roles and responsibilities in-line with school expectations, with Headteacher able to devote more time to her strategic role. • A range of evidence demonstrates the confidence and competence of the new SENCO to undertake the role in-line with national and school expectations. • New SENCO reports positively about support and training enabled by Headteacher.
Actions/CPD
Staff structure • Develop skills within new leadership team to support HT and school development • Governors to monitor impact on whole team of new structure • Induct and support new SENCO See annex 1 • Recruit further TA support for new children in the EYFS with complex needs and no EHCP provision Subject leadership • Curriculum leadership release to support development, CPD and monitoring • Allocate new humanities and RE leads • RE and Humanities CPD for new leads • PSHE service visit to evaluate provision • Allocate staff meeting CPD time to whole school monitoring of subject leadership, to develop confidence CPD • Develop SENCO with support, CPD and time to establish in new role • Provide leadership training where needed • Develop a deputy DSL from within leadership team • Develop clerk to governing body with relevant CPD and support from Governor services Governors • Develop an action plan to reflect recommendations form Governor review by LA • Plan meeting schedule and Governor days in school for effective monitoring and good staff liaison • Ensure new Governors take up training offers and support school appropriately • Develop Governor knowledge to ensure they are familiar with Ofsted expectations • Develop use of new governor hub provided by LA • Ensure website reflects governance Safeguarding • Develop and train new deputy DSL from within current staff team • Audit CP files and procedures ensuring all items followed up • Carry out regular 'Happy Sad Clubs' with key children • Release SEAL / Happy Sad TA to facilitate Happy Sad and follow up on key children • Assure all staff have regular CP updates
Impact
Staff structure • Working well, although all staff stretched especially if staff absence • Governor structure working well, less meetings and more school monitoring • HT report each term gives overview

- TA recruitment was successful during year eventually!
- SENCO development plan complete and now entering 2nd year in better position, the 13 consultations for placement in summer term due put added pressure on SENCO. Systems and procedures son place, addressing Ofsted recommendations around SMART targets and paperwork.

Subject leadership

- Curriculum leadership time used effectively
- Ofsted very happy with curriculum offer in school for our children
- Subject leads confidence good
- Staff CPD time used affectively to review foundation subject assessment
- Assessment, marking and feedback policy reviewed to reflect changes in assessment in these subjects.
- PSHE visit to evaluate provision resulted in very positive feedback

CPD

- Significant CPD time allocated to SENCO as detailed in HT reports throughout year
- Deputy DSL training still pending- Nov 23
- Introduction of Gove hub to support Clerk
- All subject leads attended CPD and briefings for key subject areas and feedback

Governors

- Governance rated as good by Ofsted and feedback was very supportive
- Governance action plan from audit completed
- Increased number of Gov monitoring visits this year in Maths, safeguarding, pupil premium and EYFS

Safeguarding

- New policy in place
- All staff fully trained with regular updates
- Full file audit
- Happy Sad club review and reintroduction
- Safeguarding rated as effective by Ofsted

3 End of Year Outcomes and Brief Analysis

This year has seen a return to full DfE assessment procedures. EYFS have taken part in the national baseline. Year One in the summer term phonics screening and Year Two with the usual end of key stage assessments in the form of SAT's and the Teacher assessment framework.

We have also use many other forms of assessment to monitor the children's progress and establish gaps in learning and enable a benchmark to support our own judgements. Regular assessments in phonics have allowed dynamic grouping and interventions to support keep up and catch up. The use of the NFER reading and math's termly papers in Key stage one has supported targeted tuition, additional interventions and informed planning.

Baseline EYFS - September 2022

The national baseline was carried out by the EYFS team in early September 2022. The results of the baseline are individual and the ability to analyses the data as a whole is not possible. We also carried out our own development matters (DM's) baseline and report that data to the LA and we can analysis the data to support planning and provision to ensure we are able to provide a curriculum without limits or barriers.

The year group is made up a significant number of summer born children 30%. We also had a child arrive in the October with significant and complex needs. This child now has an EHCP for ASD. We also had a few children who came with no EHA in place but clearly have barriers to their learning. The baseline showed that as a year group significant support was going to be needed for language, PSED, and Literacy. Comprehension skills were particularly low, obviously linked to language and communication. The ambitious predicted GLD for the Year Group was 65%.

The teachers moderated with other local schools and with the LA to establish firm judgements. Two children have EHA's in place and additional support from other professionals and many structured conversations carried out with the parents of the children with barriers to their learning.

The use of Tapestry throughout the year in EYFS allowed teachers to illustrate children's progress, ways for parents to support learning at home and show specific pedagogy in phonics and math's.

The team and SENCO also introduced 'Cherry Garden' (element of Tapestry useful for recording small steps, specifically for SEND) to support the recording of progress and target setting for children with more complex needs.



End of Reception Key Statistics Report Y1 - All Pupils (55 pupils)

19 September 2023

			Early Years Foundation Stage Early Learning Goals																		
	Pupils		Minimum Steps progress in Reception (all AoLs)			Communication (2 aspects)		Physical (2 aspects)		Personal (3 aspects)		Prime AoLs (7 aspects)		Specific AoLs (10 aspects)		Communication & Literacy (5 aspects)		All AoLs (17 aspects)		% Good Level of Development	
	No.	%	%4+	%5+	%6+	Expected in all %	Avg Score	Expected in all %	Avg Score	Expected in all %	Avg Score	Expected in all %	Avg Score	Expected in all %	Avg Score	Expected in all %	Avg Score	Expected in all %	Avg Score		
All Pupils	55	100.0	0.0	0.0	0.0	80.0	3.5	81.8	3.6	80.0	5.4	74.5	12.6	58.2	17.2	60.0	8.4	56.4	29.8	58.2	
Males	27	49.1	0.0	0.0	0.0	70.4	3.3	66.7	3.3	70.4	5.0	63.0	11.5	40.7	15.9	40.7	7.6	40.7	27.4	40.7	
Females	28	50.9	0.0	0.0	0.0	89.3	3.8	96.4	3.9	89.3	5.8	85.7	13.6	75.0	18.5	78.6	9.3	71.4	32.1	75.0	
FSM	14	25.5	0.0	0.0	0.0	71.4	3.4	78.6	3.5	71.4	5.2	64.3	12.1	28.6	15.4	28.6	7.5	28.6	27.4	28.6	
Not FSM	41	74.5	0.0	0.0	0.0	82.9	3.6	82.9	3.6	82.9	5.5	78.0	12.7	68.3	17.9	70.7	8.8	65.9	30.6	68.3	
Pupil Premium	16	29.1	0.0	0.0	0.0	68.8	3.2	75.0	3.3	68.8	4.9	62.5	11.4	25.0	14.6	25.0	7.1	25.0	26.0	25.0	
Not Pupil Premium	39	70.9	0.0	0.0	0.0	84.6	3.7	84.6	3.7	84.6	5.6	79.5	13.0	71.8	18.3	74.4	9.0	69.2	31.3	71.8	
SEN Support	4	7.3	0.0	0.0	0.0	25.0	2.8	50.0	3.3	25.0	4.3	25.0	10.3	0.0	15.0	0.0	6.5	0.0	25.3	0.0	
Education, health and care plan	1	1.8	0.0	0.0	0.0	0.0	2.0	0.0	2.0	0.0	3.0	0.0	7.0	0.0	11.0	0.0	5.0	0.0	18.0	0.0	
Not SEN	50	90.9	0.0	0.0	0.0	86.0	3.6	86.0	3.7	86.0	5.6	80.0	12.9	64.0	17.5	66.0	8.7	62.0	30.4	64.0	

Steps progress in Reception measured from Reception Autumn 1. 6 Steps per month band.

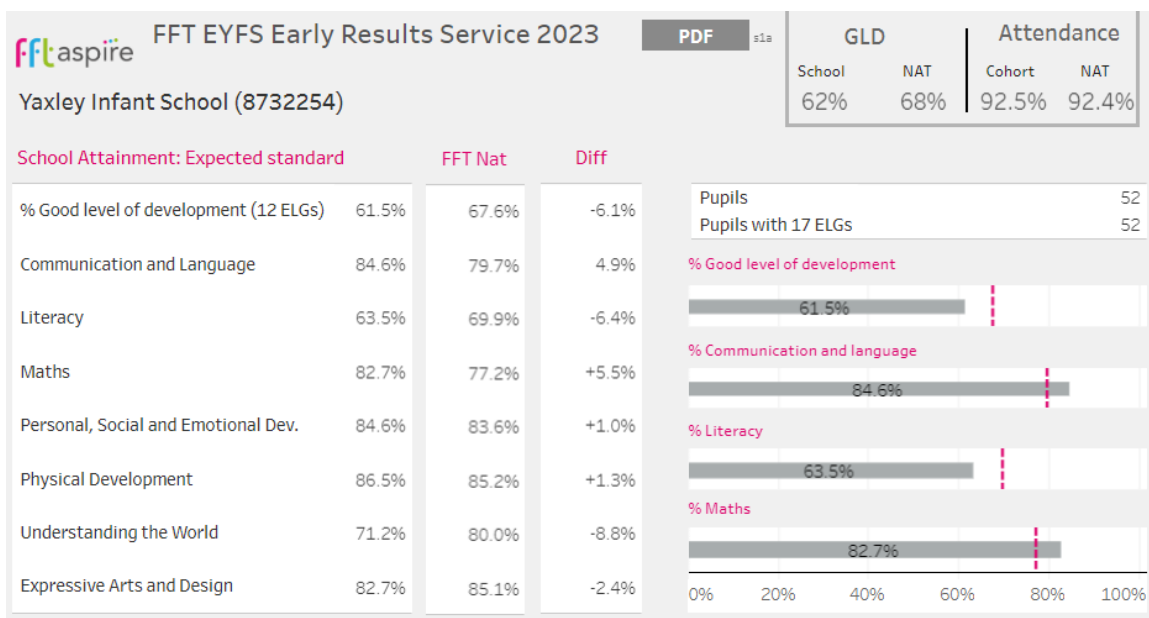
The value used is the AoL with the minimum number of steps progress, not the average.

EYFS ELG points are attributed to final Reception assessments in each Aspect as follows:

Emerging = 1 Expected = 2

Pupils set to Unable To Assess are ignored for average and % calculations

Good Level of Development (as defined by DfE) - children will be defined as having reached a GLD at the end of the EYFS if they achieve at least the expected level in: the early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language); and the early learning goals in the specific areas of mathematics and literacy.

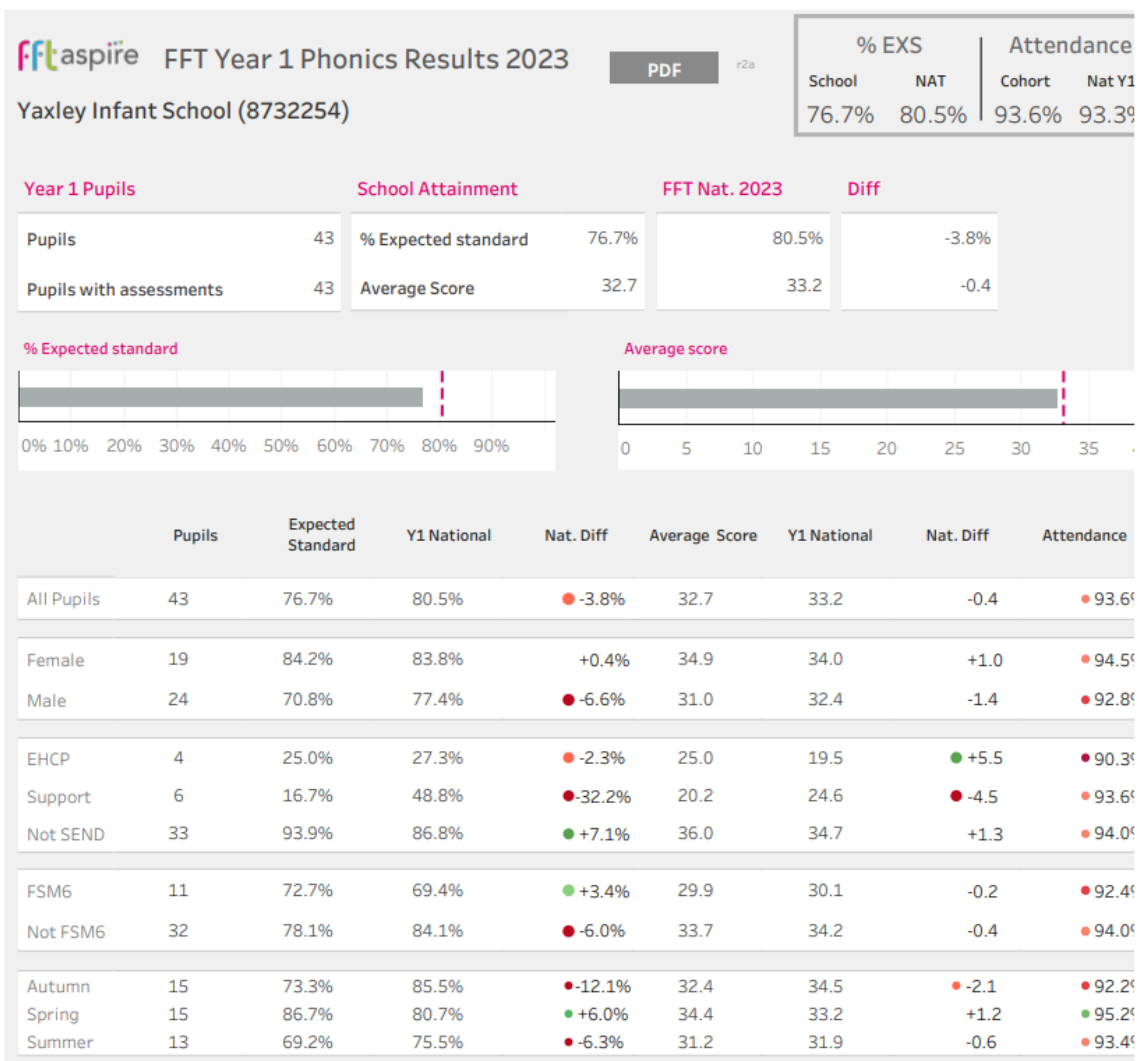


- Girls out performed boys significantly
- SEND support did not perform well
- Attendance across the year group was low at 92.5%
- Overall GLD was 62% compared to national of 68%
- Maths does however continue to be an early strength within the year group and it is worth noting whilst literacy overall was low the significant progress made in communication and language will support the Childrens learning in Year one.

The staff issues in the Year group also had a significant impact on learning, team organization, interventions etc. With absence, recruitment and capability issues all playing a part.

Phonics Year One

The development and focus on phonics has remained a high priority throughout this year and we continue to aim for 95% pass rate in the phonics screening assessment in Year One. The resources have continued to be a significant budget focus and will continue to be for the future. We have continued to work with the English Hub at Roade Primary school reporting data, taking part in Early Language development training and continued to access other free training and conferences. Interventions and keep up has been dynamic throughout the year and continued to support the lowest 20%. The Year 1 teachers have continued to prescreen three times a year and then in the last week of June carry out a final Year 1 phonics screening as per national guidance from the DFE. The results are



Phonics Benchmark

Estab. No.	Estab. Name	Cohort	Mark							Outcome				
			No Score	0-15	16-23	24-31	32-36	37-40	APS	 Q	 A	 D	 WT	 WA
-	Local Authority	7,028	2.6%	7.7%	4.3%	7.3%	32.4%	45.7%	33.0	0.0%	0.3%	2.3%	19.3%	78.1%
2254	Yaxley Infant School	43	0.0%	7.0%	11.6%	4.7%	27.9%	48.8%	32.7	0.0%	0.0%	0.0%	23.3%	76.7%

Of the 10 children who did not pass

- 3 were late admissions in summer 23, 2 from abroad with no previous phonics at all.
- 3 ECHP's with ASD diagnosis who all scored well on the real words within the screening
- 2 children were at CIN level with lots of home environmental difficulties
- 1 child with significant speech and language difficulties
- The overall attendance of the 7 children who had been with us from the beginning of EYFS was 89%

It is worth also noting all children received significant support through the keep up, catch up and SEND programme from Little Wandle. The two children who joined us later scored 22 and 18 when only starting the programme four weeks earlier.

Further comparisons of Year One National data of phonics screening- 44 children

All pupils	YIS 2022	National 2022	YIS 2023	National 2023
All	79%	75%	77%	80%
Boys	77%	72%	70%	77%
Girls	82%	79%	84%	83%
FSM	67%	62%	73%	69%
PP	64%	62%	73%	69%
ECHP	50%	19%	25%	27%
SEN support	33%	44%	17%	48%

Yet again, girls out performed boys. PP and FSM children did better than national.

Early indicators show that the LA pass rate for the Year 1 phonics screening check is 78% with an APS of 33 whilst the average point score for YIS was 32.

The data shows that children who started in Year one with the cohort would have achieved 82% (38 children) and of the children who started with us in the EYFS 83% (36 children)

Self-evaluative strengths from the year were

- Tapestry weekly posts for parents with videos
- Structured conversations with parents of lowest 20%
- Training and deployment of TA support during lessons
- Writing group used in summer term to develop more able
- Phonics taught twice daily in spring and summer
- Using sound buttons on words for screening check
- Phonics revisits within the continuous provision as a passport job for week
- Presentation to parents on phonics screening check with story café resulted in excellent attendance.

Areas for development this year will be:

- Further intervention training to ensure consistency and pace
- Intervention recording and monitoring
- Adding sound buttons routinely in lessons
- Spelling and tricky words taught at another time of the day
- Adult lead 'Big write'
- Training for all staff on writing

Phonics Year 2

Phonics screening Summer 23

Year Two took part in the phonics screening in summer 2023 as instructed by the DfE.

Year 2 Phonics Screening Check

Y3 - All Pupils (37 pupils)

Year 3	No. of Pupils	Missing Score	Average Score	Working Towards	Working At *
All Pupils	37 (100%)	-	36.0	2 (5.4%)	35 (94.6%)
Males	23 (62.2%)	-	36.6	1 (4.3%)	22 (95.7%)
Females	14 (37.8%)	-	35.0	1 (7.1%)	13 (92.9%)
FSM	7 (18.9%)	-	31.9	2 (28.6%)	5 (71.4%)
Not FSM	30 (81.1%)	-	37.0	0 (0%)	30 (100%)
Pupil Premium	9 (24.3%)	-	33.1	2 (22.2%)	7 (77.8%)
Not Pupil Premium	28 (75.7%)	-	36.9	0 (0%)	28 (100%)
SEN Support	3 (8.1%)	-	30.0	1 (33.3%)	2 (66.7%)
Education, health and care plan	1 (2.7%)	-	34.0	0 (0%)	1 (100%)
Not SEN	33 (89.2%)	-	36.6	1 (3.0%)	32 (97.0%)
Core Pupils Reception Aut1 or earlier	33 (89.2%)	-	36.8	0 (0%)	33 (100%)
Core Pupils Year1 Aut1 or earlier	35 (94.6%)	-	36.9	0 (0%)	35 (100%)
Core Pupils Year2 Aut1 or earlier	37 (100%)	-	36.0	2 (5.4%)	35 (94.6%)

Key:

Shading:

Below
National

At or above National
No value for Year 3

The overall pass rate was 94.6% well within national expectations; last year the National Year Two pass rate was 87%. Of the two children who did not pass both joined the cohort in the later stages of Year One, both with barriers to learning.

End of Key stage results

The children have worked incredibly hard this year supported by a very strong team and parents. Attitudes to learning have been very positive. The learning has been broad and balance. The cohort was boy heavy and with a higher level of SEN and SEN support, the dynamic grouping and teaching across the year group meant learning was accessible for all. Attendance for the cohort was also very strong at 95%, with little interruptions, no closure for strikes or Covid etc. The team worked very well together and had very little staff absence. Data shows strengths in all subject areas, all above national/ local. Greater depth is a key area for development.



KS1 Summary List

2023

Estab. No.	Establishment	Cohort **	READING			WRITING			MATHS			RWM*		RWMS*
			<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	<EXS	≥EXS	GDS	≥EXS	GDS	≥EXS
-	Local Authority	7,466	33.4%	66.1%	19.1%	43.5%	56.0%	7.2%	30.9%	68.6%	15.9%	52.1%	5.4%	52.0%
2254	Yaxley Infant School	37	29.7%	70.3%	16.2%	37.8%	62.2%	2.7%	18.9%	81.1%	10.8%	62.2%	2.7%	62.2%

NCER KS1 on a Page

Key Stage 1

CONTEXT		Yaxley Infant School (2254)		Local Authority - Cambridgeshire		
Item		Value	Cov.	Value	Gap	Cov.
Cohort		37	-	7,466	n/a	-
Gender (Male)		62.2%	100.0%	51.0%	+11.2%	100.0%
SEN Support		8.1%	100.0%	12.2%	-4.1%	98.2%
EHCP/Statement		2.7%	100.0%	4.4%	-1.7%	98.2%
Ethnicity (BME)		2.7%	100.0%	16.4%	-13.7%	98.2%
Language (EAL)		5.4%	100.0%	16.9%	-11.5%	100.0%
Disadvantaged		21.6%	100.0%	21.7%	-0.1%	100.0%

ASSESSMENTS

		Yaxley Infant School (2254)		Local Authority - Cambridgeshire	
Subject	Level	Value		Value	Gap
Reading	≥EXS	70.3%		66.1%	+4.2%
	GDS	16.2%		19.1%	-2.9%
Writing	≥EXS	62.2%		56.0%	+6.2%
	GDS	2.7%		7.2%	-4.5%
Maths	≥EXS	81.1%		68.6%	+12.5%
	GDS	10.8%		15.9%	-5.1%

Groups	YIS 2023			National 2023		
ARE+	R	W	M	R	W	M
All	70	62	81	69	61	71
Boys	69.6	60.9	78.3			
Girls	71.4	64.3	85.7			
FSM/PP (9)	33.3	33.3	55.6			
ECHP (1)	100	100	100			
SEN support (3)	33	0	33			

All better than last year and better than national. Greater depth however, in Reading, writing and math's all need further consideration.

4 Targets 2024

Foundation Stage	Pupil premium	All	Benchmark	Pupil Prem 2022	All 2022
% GLD Targets YIS		70%			
LA bench mark					

Year 1	% all pupils achieving required standard-national benchmark	% all pupils achieving required standard- school target
Phonic targets Yr1	82%	82%
Phonics target Yr2	95%	95%

End of Key Stage 1

Year Two target %						
	YIS target 2023		National 2023		LA 2023	
	ARE +	GD	ARE +	GD	ARE+	GD
Reading						
Writing						
Maths						
RWM						

5 Governor Impact Statement 2022-2023

Yaxley Infant School Governor Impact Statement 2022-23

The Government requires all governing bodies to focus on three core strategic functions outlined in the Department of Education's Governors handbook as.

- Ensuring clarity of vision, ethos, and strategic direction
- Holding the Headteacher to account for the educational performance of the school and its pupils
- Overseeing the financial performance of the school and making sure its money is well spent

Governance Arrangements

The Governing Body of Yaxley Infant School is made up of:

- 3 Parent Governors
Mrs S Pontikis (Chair), Mrs M Willis, Mrs C Gray
- 6 Co-Opted Governors
Mr N Christopher (Vice Chair), Mrs B Lynch, Rev S Hare, Mrs D Watson, Miss M Giles, Mrs S Aylett
- 1 Staff Governor
Vacancy
- 1 Local Authority Governor
Mrs S Watt
- The Head Teacher
Mrs D Edson

Co-Opted Governors are those appointed by the Governing body that in the opinion of the Governors have the necessary skills needed to contribute to the effectiveness of the governance and success of the school from the local community.

Over the last academic year there has been no changes to the Governing Body.

Further Information regarding our Governors can be found on the Governance section of the school website.

During the 22/23 academic year the Full Governing Body has met at least termly.

The committees have also met regularly throughout the year, they are;

- Teaching and Learning
- Leadership and Management

Alongside the main committees, there is also a Headteacher performance management panel.

Any other committees are constituted if and when the need arises.

A clerk, Mrs J Christopher, supports the Governing body in exercising its duty.

Attendance

Governors at Yaxley Infant School generally have a good attendance record and no meeting throughout the year has had to be cancelled because they were not quorate.

Information on individual governance attendance is available on the Governance section of the school website.

The Work of the Governing Body in 2022/23

Throughout the year, all Governors and committees have reviewed and agreed school policies in line with the policy review schedule.

One of the key functions of the Governing Body is to undertake strategic monitoring; the Governing Body undertakes a range of monitoring activities, including:

- Monitoring visits to the school
- Reviewing external reports.
- Pupil voice.
- Parent surveys.
- Inviting staff members to governing board and committee meetings to report on key areas.

The Full Governing Body

- Held the Headteacher to account for the educational performance of the school and its pupils.
- Ensured that all measures connected to Safeguarding Children are in place.
- Monitored health, safety, and the well-being of staff and pupils.
- Link Governors continued to monitor particular focus areas.
- Reviewed the Schools Financial Value Standard
- Monitored the school website to ensure compliance.
- Received and reviewed regular Headteacher reports.

The Leadership and Management Committee

- Reviewed and monitored the school's budget in accordance with the school's needs and priorities.
- Monitored the school premises and maintenance work.
- Monitored the staffing structure.
- Have an overview of staff performance and appraisal procedures within the school
- Approve the Pay Policy.
- Monitored staff well-being.

The Teaching and Learning Committee

- Supported the school and Headteacher in trying to maintain the well-being of the whole school family, whilst maintaining a high standard of teaching and learning.
- Monitored all curriculum areas, interventions, children in receipt of pupil premium, the outcomes of sports premium.

- Received updates on SEND
- Monitored safeguarding including personal development, behaviour, and attendance.
- Reviewed the school's strategy for dealing with the 'Catch Up' following the Covid-19 school closures and monitored how the Government 'Catch Up Premium' was spent.
- Monitored and reviewed the school development plan.
- Reviewed information given on assessment data.

Strategic Plan

In Dec 2022, the governing body worked with the leadership team to create a new 4-year strategic plan for the school.

Governor Audit

A full audit of the Governing body was carried out by Governor Services, this year a working party was formed to work through the audit and create an action plan.

Ofsted

The school had an Ofsted inspection in November 2022, the school was judged to have an overall effectiveness of 'Good'.

The report stated 'The governing body carries out its statutory responsibilities well. Governors use information from their own checking to support them to ensure leaders' work is making a difference. Governors take a key role in keeping an eye on well-being and the workload of staff'.

Forward Plans for Governors 2023/2024

- Ensure the areas noted in the Ofsted inspection for development are being addressed.
- Ensure the Governor Audit Action Plan is followed through.
- Continue to undertake all statutory duties.
- Continue to hold the Headteacher to account for pupil progress and performance in relation to the School Development Plan.
- Continue to ensure the school practices sustainable financial management.

Engaging with the Governing Body

Stakeholder engagement is important to the Governing Body. In the first instance it is advised to contact Mrs Sarah Pontikis, Chair of Governors, via the school office.

September 2023

6 Priorities for Development during 2023-24

The priorities are formulated following the analysis of ongoing monitoring data and outcomes of statutory assessment (see previous section) and the school's long-term vision.

"Mathematics is not about numbers, equations, computations, or algorithms: it is about understanding."

— William Paul Thurston

To further, develop the whole school teaching of mathematics to promote a thorough understanding for all

"The limits of my language mean the limits of my world."

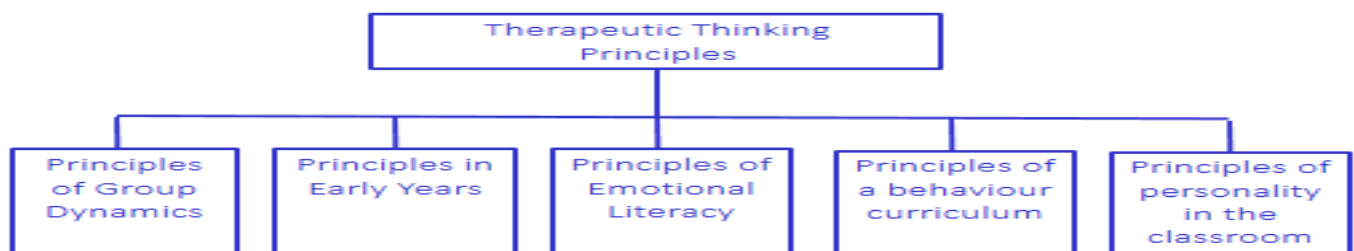
Ludwig Wittgenstein

To continue to develop and refine the whole school approaches to the teaching of Language development, Early Reading and phonics, ensuring the needs of all children are met.

"You can't teach children to behave better by making them feel worse. When children feel better, they behave better."

Pam Leo

To improve the whole school provision through therapeutic thinking principles.



7 Key priorities operational plan

Priority 1: Key Judgement- Quality of education

"Mathematics is not about numbers, equations, computations, or algorithms: it is about understanding."

— William Paul Thurston

To further develop the whole school teaching of mathematics to promote a thorough understanding for all

Success Criteria

- To create a quality mathematics environment and resources
- Enhance staff knowledge and understanding of effective pedagogy for young children
- To have an impact on the lowest 20% and disadvantaged
- To improve home learning provision and parental understanding
- To get more children to greater depth in mathematics
- To continue to achieve well at age related expectations
- For children to respond positively about mathematics and enjoy their learning
- To focus assessment through problem solving, AFL and maintaining the NFER and White rose assessment for the later part of KS1
- Develop teachers understanding of the learning trajectories to support small steps and develop key learning concepts with less misconceptions
- Mathematics lead to carry out monitoring of lessons, planning, pupil voice and staff confidence
- Mathematics lead to feedback to the Teaching and Learning committee of the FGB
- To improve math's provision and planning in the EYFS

Actions/CPD

- To introduce the new white rose materials for the EYFS and support the use of AFL in assessing next steps and provision
- To complete the staff training for TEEMUP and lesson study
- To monitor the use of TEEMUP materials, approaches and assessment- using the BFL, IMP, learning trajectories and assessment grids
- To develop TA understanding of BFL and IMP- through staff CPD sessions lead by maths lead
- To develop math's games library for parents and promote through tapestry and info sessions with maths lead
- Pupil voice feedback on math's
- Governor visit to monitor progress
- To review taught content to ensure coverage but depth
- To map TEEMUP assessment son to White Rose math's
- Review and purchase math's support materials especially rich story texts to support math's teaching in context

• Add statement tick list for the environment to support AFL • Continue the use of Mini math's in Year one and EYFS • Research and CPD on assessment for end of KS1- whole school and Gov decision on SAT's • Continue to monitor math's displays and ensure consistency of resources. • Review policies to ensure reflect practice and TEEMUP assessments etc. • Regular monitoring	
Impact- End of Year	
Key Personnel HT, LT, All staff	Head Teacher, Subject leaders, Deputy Head Teacher Governors- FGB
School Ongoing Evaluation	
December 2023	
March 2024	
July 2024	

Priority 2 - Key Judgement-Quality of education

"The limits of my language mean the limits of my world."

Ludwig Wittgenstein

To continue to develop and refine the whole school approaches to the teaching of Language development, Early Reading and phonics, ensuring the needs of all children are met.

Success Criteria

Early Language development

- To develop and improve the whole school provision for early language development
- To improve staff knowledge and understanding
- To develop whole school strategies to support listening skills and opportunities for talk
- To continue to improve the whole school culture of reading for pleasure

Early reading

- All staff are fully trained in Little Wandle and consistent in delivery
- Reading and phonics has a high profile across the school
- All interventions and catch up programmers are used effectively and recorded

- Lowest 20% is a target group
- To aim to achieve national in Year one and Two
- Challenge and achieving more at greater depth- children reading in the EYFS as fast as possible
- Work hard to achieve national in the Year One Phonics screening
- To continue to support parents in their role in early reading
- Quality story times
- EYFS basing enhancements on rich story texts used
- To continue to develop the whole school culture of positive attitudes towards reading and writing through 'Teachers as influencers'
- Review and ensure all reading practice texts are suitable, replaced when damaged and enough for group.
- Regular story cafes to include parents
- Regular phonics videos, info on Tapestry to support parents

Writing

- Children are writing more and writing longer
- Children talk about writing as being enjoyable
- Writing both written and typed has a high profile across the school
- Planning shows multiple approaches including drama and oracy
- Develop message center in the EYFS
- Planning shows well-chosen texts are used to model language and structures and reflect a range of writing styles
- Teacher's feedback and marking based on the school policy and developed early in the EYFS

Actions/CPD

Early Language development

- Whole CPD on Early language development
- Reintroduce Magpie words
- Review texts used in the EYFS
- Consistently use language skills and speech assessments for SALT service to support development next steps and referrals to service
- Daily story sessions with focus on vocab extension

Early Reading

- All staff to complete refresher training for LW
- All resources up to date and enhanced with SEND materials etc.
- Ensure all new staff are trained and consistent
- Half-termly challenges to encourage home reading.
- Lowest 20% interventions used consistently and without interruption
- Regular PP reviews on lowest 20%
- Introduce and use consistently the SEND programme for little Wandle
- Use of AFL in phonics to support quicker summative assessment time
- EYFS Teachers to be using Little Wandle assessment tracker to support keep up

Continue to use reading bookmarks and reading tree to encourage home reading	
Writing	
- Investigate and source high quality CPD for all staff on early writing skills - Review assessment, marking and feedback policy - To pilot the spelling programme from Little Wandle in Year two - Providing meaningful reasons to write - Increase examples of handwritten labels and signs on displays - Ensure handwriting policy fits with Little Wandle - Use LW writing mats to support EYFS and Yr1 - Rich reading opportunities - Dictated sentences as per reading framework 23	
Impact- End of Year	
Key Personnel - HT, LT and all staff	Governor Monitoring
School Ongoing Evaluation	
December 2023	
March 2024	
July 2024	
Priority 3- Key judgement- Leadership and management, behaviour and attitudes	
"You can't teach children to behave better by making them feel worse. When children feel better, they behave better." Pam Leo To improve the whole school provision through therapeutic thinking principles.	
Success Criteria	
Principles of group dynamics	
- To provide a range of positive experiences to support positive behaviours - Celebrate the whole school communities 50th Birthday - Staff CPD in safeguarding and therapeutic approaches - Parent partnership	

Principles in the Early Years

- To establish routines
- To support the learning of positive relationships
- To use positive phrasing and characteristics to develop Childrens understanding

Principles of emotional literacy

- To continue to support the development of our whole school offer of social and emotional literacy development based on the SEAL themes
- To develop the whole school provision for the most complex pupils- HUB

Principles of behaviour

- To teach pro social behaviours as a full school curriculum
- To engage pupil voice
- To continue to develop the concept of integrity

Principles of personality in the learning environment

- Staff recruitment and retention
- New Gov recruitment
- Staff CPD for forest school and outdoor learning
- LT appraisal targets - to develop team and dynamic, to ensure best outcomes for all

Actions/ CPD**Principles of group dynamics**

- CPD on workload in line with Gov consultation

Principles in the Early Years

- Establish TT baseline information to support greater development in the EYFS- PITA
- Start targeted teach and keep up support using AFL in EYFs for phonics in week 2 with keep up happening daily
- Enhancements from teach and rich story language
- Develop a plan across the year to show progression of skills, provision, expectation in the EYFS
- Access support for the LA EYFS advisor to develop team and provision
- Monitor children throughout the year to ensure children at risk of not achieving GLD are supported and parents enlisted to help.

Principles of emotional literacy

- Relaunch Happy sad club
- Develop texts for support in key areas
- Further training in attachment
- Use of visuals to descript feelings
- Ensure SEAL vocabulary is consistent across the school and displayed well
- HT to complete mental health leader training

Principles of behaviour

- Member of the LT signed up to take part in NPQ for behaviour and culture, HT to mentor
- HT and SENDCO update training on STEPS

- Develop school council role through questioning and pupil surveys
- Develop staff knowledge of STEPS and the toolkit

Principles of personality in the classroom

- Develop staff understanding of specific SEND difficulties/attachment/ behaviour/ ACE/ sensory circuits/ colour semantics etc.
- To develop whole staff use of the SEND toolkit
- To ensure all SEND reviews are timely and SMART
- Ensure all work stations and approaches are consistent across the school
- Develop knowledge of outdoor learning with visit to Brington and support from Cambs forest school support service
- Invest in the outdoor environment with pupil voice input
- Mud kitchen for woodland classroom/ level pond area and develop

Impact- End of year

Key Personnel - HT, LT and all staff

Governor Monitoring

School Ongoing Evaluation

December 2023

March 2024

July 2024

8 Governor operational plan

Action plan: All points from audit with actions have been lifted directly into the action plan- points in Red are actions

Governance information on school website (fulfilling statutory duty)	Comments	Actions	Who is responsible? RAG
The structure and remit of the governing body and any committees, and the full names of the chair of each	• There is some evidence of this in place within the 'Governors' page - recommend including the DfE Governance Handbook 3 core strategic functions and either the Instrument of Government information or structure of the governing body. • Chair and Vice-Chair details are included. • Committee membership information included - <i>recommend include the Chair of each committee.</i> • <i>Could also include on this page, the Annual Governance Statement/Governor Impact Statement.</i>	Committee membership now on school website Gov impact statement included in SDP	Clerk Chair of FGB

For each governor who has served at any point over the past 12 months: their full names, date of appointment, term of office, date they stepped down (where applicable), who appointed them (in line with IoG)	• There is evidence of current membership in the Governor Information Sheet 2021-22, this also includes committee membership and link governor roles - co-opted governor information requires updating - SA details to be included and also the term of office for FP. Could also separate previous governors to make it clearer. • There is also a Governor Blog 2021-22 document which includes governors background information - SA details to be included. The comments text is difficult to read.	Reviewed on website Font changed on website and clearer SW to check website meets new requirements	HT Clerk/HT SW
Relevant business and pecuniary interests (as recorded in the register of interests) including governance roles in other educational institutions	• There is evidence in place in the Governor information Sheet 2021-22 - this states that Pecuniary Interests form was signed by all governors in September 2021, the November 2021 FGB minutes refer to information still being required	Signed every year at first FGB- Clerk to look at moving this to 365 forms for ease	Clerk
Any material interests arising from relationships between governors or relationships between governors and school staff (including spouses, partners and close relatives)	• There is evidence in place in the Governor Information Sheet 2021- 2		
Their attendance record at governing body and committee meetings over the last academic year	• There is evidence in place of attendance from September 2021 (also includes attendance records from September 2020 - July 2021) - recommend the current title of document 'Governor Committee Attendance 2021/22' is reworded to reflect that it covers all meetings (FGB) and remove the Clerk attendance. Spring Term HT2 meeting attendance to be included as well as meeting dates for all Summer Term meetings. Recommend noting if apologies/absence are accepted and ensure attendance information is updated on a regular termly basis.	SW to check website meets new requirements	SW
Pupil Premium - allocation of funding and plan for expenditure for current year, and review of impact of funding use for the previous year. Also to include PE and Sports and Covid-19 Catch Up Premiums	• Pupil Premium Impact of Spending Summaries for 2019-20 and 2020-21 are on the school website. The Pupil Premium Strategy Statement for 2021-22 is available, this statement has been adapted and is similar to the DfE format (it is a 1-year strategy to be reviewed in July 2022) - this document should be provided in the DfE template on the website. • The PE and Sports Premium Impact Review Reports are available for 2018-2021 - there is no signed off date included on the 2020-21 document. There is no report for 2021-22 - information to be published on school website by end of the summer term or 31 July. • There is a separate section 'Covid Catch Up Funding' which incorporates the Covid-19 Catch Up Premium 2020/21 document, as well as under 'Covid' a Covid Contingency Plan September 2021 and Covid Flow Chart for Parents - March 2022. • Remote Learning Policy in place (October 2021)	Complete- doc is on DfE template Sports premium doc remove sign off section for website	HT HT
Equality Objectives - compliance with public sector equality duty	• Equality Information and Objectives Policy (January 2021) in place - does not include agreed by or signature (discussed reviewing standard front page of policy documents).	Remove sign off section from front page of policies etc and add approved vis school bus	HT/ Clerk

Safeguarding – evidence of link governor monitoring/checks, policies up to date and put into practice, standard agenda item, included in monitoring visit report	• The website has a safeguarding section located under 'Key Information' – there is also an Online Safety section which includes useful links for parents and also a link to the Online Safety Policy (March 2021). Should list details for the DSL/Deputy DSL, safeguarding link governor on this page of the website. • The latest Safeguarding and Child Protection Policy (September 2021) is available, as well as Information on Parents on the Prevent Duty. • An Annual Safer Internet Day is held (most recent February 2022) to raise awareness of the risks children may face and how to deal with them – whole day learning held but also built into learning throughout the year. • There is a Safeguarding Link Governor in place (Chair – SP). There was no evidence of written separate safeguarding governor monitoring visits or SCR checks being undertaken. The Safeguarding Link Governor advised she has been carrying out visits/SCR on a half termly basis and has provided verbal feedback. ALGA has recently provided Safeguarding Governor Checklist/Audit Guidance, these were reviewed at the March 2022 governor monitoring visit – Chair to write up report and aware need to formalise procedure. Safeguarding Link Governor to ensure reports are written up and reported back to the GB. • There is no safeguarding question included in the governor monitoring reports – this needs to be included on the template. • Safeguarding is included as a standard FGB agenda item and included in the Headteacher's Report, although there is limited discussion on this item. • A Safeguarding Review was undertaken by the LA's Leadership Advisers in October 2019. • The July 2021 FGB meeting reference the LA Annual Safeguarding Audit was checked and signed off by Chair. • The Chair confirmed that the governing body has at least 3 governors who are trained in safer recruitment, information to be included in the Governor Training Record. • The Headteacher confirmed that annual safeguarding training was provided for staff in the Autumn Term, governors are normally invited to attend this session and all have up-to-date safeguarding training (this information is recorded in the SCR training records for both staff and governors). The Safeguarding Link Governor has completed additional safeguarding training – all training to be included in the Governors Training Record. It was confirmed that the Clerk holds a checklist for governors on who has completed safeguarding training, PI forms, read and have understanding of the Code of Conduct and KCSiE 2021 documents (not evidenced).	Agreed as Ofsted didn't not flag not essential at moment. Deputy DSL training to take place this term. All details outlined in Safeguarding policy Chair and CP lead to meet and carry out safeguarding checks May 23 Add safeguarding section to governor report template Governor training record now on Gov hub- clerk to monitor and prompt	HT HT/SP chair HT Clerk
Strategic Plan/School Self Evaluation & Development/ Improvement Plan – evidence of monitoring in agendas & minutes	• The school buys into the LA's Primary Offer (Element 2) with HPM support provided by an External Adviser.		

	• An Annual Monitoring Visit (AMV) was held in May 2021 with the SIA (LV), Headteacher and Chair and governor (SW) also in attendance. The next AMV is planned for 24 June 2022. • The Headteacher advised they are in regular contact with the Chair of Governors and half termly meetings are held, the Chair is also in school regularly and conversations are held - recommend notes are written up from these meetings. • The SEF evaluates the school as good in all areas, the Chair agrees with these judgements. The draft SEF May 2022 has not yet been presented to governors, has been updated to be shared with SLT. The governing body need to ensure they have the evidence available to quantify and support the judgements and all have the same understanding and can articulate this. Advised Headteacher to discuss SEF further with SIA at the AMV visit. • The SEF advises that governors are to review a 3 year strategic plan - this is still to be completed. • The SDP is updated on a yearly basis, discussed process with SIA last year as previously completed a TOP - recommend SDP is updated on a termly basis to include actions/CPD/impact updates and included as a termly standing agenda item. Advised Headteacher to discuss further with SIA at the AMV Visit. • The school works in partnership with a number of local schools as part of the A1 partnership - recently held at Sawtry Infant and completed writing monitoring, this also includes a Headteacher Support Group. • Vision statement agreed at the January 2022 FGB meeting - 'To make Yaxley Infant School the best place to play, learn and grow'. • Ofsted Parent View feedback is low (currently 0 responses for 2021/22) - the recent most recorded responses are from 2020/21 (3 responses) and 2018/19 (8 responses). With the last sufficient responses in 2016/17 to provide results (32 at the time considered for the Ofsted Inspection) - need to further encourage responses. • The SDP references a parent questionnaire being circulated in July 2021. The Headteacher advised that a parent questionnaire was recently circulated (5 responses to date) - to be resent to parents. • There is a School Council in place - they are active and current work is around safeguarding, behaviour and British Values. • Staff survey to be sent out before the end of the Summer Term 2022.	Mins from informal meetings Carried out as part of 4 year strategic plan development Jan 23 SDP to be updated termly Responses now far more due to recent Ofsted inspection Summer term questionnaire planned 23	All Gov SP/SA/BL/HT HT
Governing body Agendas & Minutes - evidence of strategic discussions, challenge, decision making and actions	• The Clerk to Governors normally clerks all governing body meetings - aware of current situation where governors have been covering clerking minutes on a temporary basis since February 2022. The Clerk is due to return to work on a phased basis shortly and will revert back to clerking meetings.		

	• There is evidence of planned governing body meetings for the academic year. The Headteacher Performance Management Committee is place. • The Headteacher advised that the clerk normally supports the Headteacher and Chair in agenda setting. • The agendas and minutes contain a number of standard agenda items - minutes guidance was previously sent to the Clerk by the ALGA in October 2021 to review minutes. • It was confirmed that agendas and papers are circulated at least 7 days before meetings. • There is limited evidence of governors decisions/approvals and governors questions and challenge recorded in the minutes - this needs to be developed further and recommend that minutes are further reviewed to reflect this - guidance to be provided. Headteacher/Chair agreed that now meetings are face-to-face that question/challenge would improve, felt virtual meetings impacted on this. • There is no action log included in the minutes - recommend action log is included in the minutes. • There is no review of impact of meetings - recommend that governors self-evaluate at the end of each meeting, this can then be included in the school's newsletter/shared with stakeholders which shows the impact of their work.	Action logs to be added to mins with more detail Impact section to be added to agenda saying Mins approved/ agreed and impact of actions	Clerk/ min taker Clerk/HT
Headteacher's Reports - evidence of circulation prior to meetings and challenge in the minutes	• The Headteacher provides a written report for each FGB meeting (one report a term) which is circulated in advance - recommend governors invited to submit questions of a substantial nature beforehand, these along with responses to be included in the minutes as evidence. • The comprehensive report links to the 4 Ofsted objectives, as well as information updates on the SDP, safeguarding, H&S and staffing. • There is some evidence to suggest that governors are questioning/challenging leaders from the documentation presented		
Governance Structure - TORs, Standing Orders, Role Descriptors, Link Roles etc	• The governing body met with George Hayes (LA SLG) in Summer Term HT1 to discuss and review the effectiveness of the governing body. Following advice the governing body restructured and streamlined the existing 3 committee structure to 2. This was approved at the September 2021 FGB meeting - Leadership and Management and Teaching and Learning Committee. Governor morning meetings are held which cover FGB/Committee meetings/ monitoring - this structure still needs time to embed, impacted due to Covid. • The FGB generally meet once/twice per term and the committees on a regular termly basis. • The Chair/Vice-Chair of Governors were elected at the first meeting of the Autumn Term 2021. • An Annual GB Planner (Agenda Cycle) for 2021-22 is in place as well as termly planners, these include scheduled agenda items and policy reviews.		

	• Membership: 12 with one recent parent governor vacancy (election to be held). The governing body reconstituted in October 2021. Discussed succession planning for governors - governors need to review, they do have plans in place for the HTPM Panel. • There is a list of governor link roles and responsibilities 2021-22, these were reviewed and agreed at the September 2021 FGB meeting. • Model Standing Orders 2021-22 are in place - these require updating as an old guidance note version and recommend they are reviewed on an annual basis. • Code of Conduct adopted in September 2021. • Committee Terms of Reference are in place - approved in the Autumn Term 2021. • All governors have been provided with a @yaxley.cambs.sch.uk email account. Governor storage area is currently centrally hosted there is no shared drive for governors - recommend review and consider either GovernorHub, Teams or similar. • The GIAS governance information is up-to-date.	This has been completed Clerk to look for new standing order? School bus and Gov hub now in place	Clerk
Governing Body Training Records - evidence of discussion and feedback in the minutes	• No Governor Training Record was provided. From the SGT training information record, limited governor training has been undertaken by Produced by School Governance Team, Cambridgeshire County Council (05/22) Page 5 of 7 governors recently - recommend a Governor Training Record is created. • Governor Training is included as a standing item at FGB meetings and governors that have undertaken training feedback and share their learning. There is some governor attendance at the Termly Briefings for Governors, Conference as well as the Clerk attending the Clerks' Briefing. • The Chair attended Ofsted training in December 2021 and a Working Group was set up as evidenced in the January 2022 FGB meeting - currently preparing questions and work in progress. • There was a request for other governors to undertake the HPM training	Clerk to update Gov training record on Gov hub and prompt Go to keep upto date.	Clerk
GB Development/Action Plan, Skills Audits & GB Self-Evaluation - evidence of discussion and follow up in the minutes	• The governing body do not have a GB Development/Action Plan in place. The governing body should consider using the recommendations from this report to produce a GB Development Plan. • No Skills Audit evidence provided - recommend governing body undertake the NGA Skills Audit. • It was unclear whether a Governor Induction Policy is in place, although mentors are in place - recommend this is reviewed and adopted at a forthcoming FGB.	Skills audit complete Dec 23 New gov induction policy to be developed	BL

Monitoring visit timetable and reports - evidence of reports linked to school improvement priorities, feedback from visits in the minutes	• There is no Governor Visits Policy in place - recommend this is reviewed and adopted at the next FGB meeting, this will include a standard template with a safeguarding question included. • There is a Schedule of Governor Visits and Activities 2019-22 undertaken in place - recommend an Annual Governor Monitoring Calendar of monitoring visits is implemented. • Governor visits is not included as a standard agenda item - this is recommended. From the minutes there is limited evidence of written reports being provided or many questions raised about the visits. The Chair/Headteacher advised that governors are completing governor monitoring visits (recent monitoring morning held in March 2022 - some governor monitoring reports have been written up - monitoring covered Maths, Science, EYFS, Phonics and Early Reading) - there have not been as many visits, partly due to Covid. It is important that there is evidence available to support governors involvement/impact. • T&L Committee minutes evidence shows presentations provided by Maths and Science leads. • There is a link governor in place who has responsibility for monitoring the school website, there is no evidence to support when this was last reviewed, through discussion evident this was being monitored on a regular basis - recommend the website checklist is completed and feedback provided to the GB. • Pupil progress is included in the HT Report.	Gov visit policy review and include section on safeguarding FGB planned across year and yearly overview of agenda items and contents of HT report SW monitors school website and feedback to FGB and clerk	HT
Policy Review Schedule - evidence of regular policy review in the minutes	• School Policies are located under the 'Key Information' tab on the school website. • Policy reviews are included as an agenda item at meetings. • There is a policy review schedule in place, The School Bus Compliance Manager is used - recommend including a column for 'on school website'. • Discussed updating the standard front sheet as there is not a consistent approach to policies - include ratified, review period and next review date.		