



# Magdalen Gates Primary School

## Self-Evaluation Form & School Improvement and Development Plan

September 2023 to July 2024

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What we have achieved so far!

## Our Vision for Magdalen Gates - By 2025...

2021 Update	2022 Update	2023 Update	2024 Update	2025 Vision
During the pandemic the curriculum development has continued. Challenges overcome include: BLM, digital divide, remote learning. The curriculum is more developed than in March 2020.	Timeline in hall reflects curriculum and children refer to it. Teachers appraisal targets focused on Covid deficit. Report to be compiled by WT and then shared with all staff. 2022 results show rapid progress from end of 2021 data (For the same cohorts).	Long-Term-Plans, bought-in schemes and STEP plans provide a coherent and systematic provision with the curriculum as the progress model. Structure provides consistency whilst professional judgement allows for adaptation to meet individual needs of the children.		<b>Covid Recovery:</b> The curriculum will evolve each year to reflect the needs of the children. It will have addressed the social, academic and cultural deficit from the Covid lockdown. Models of blended learning will be embedded in daily practice.
EYFS GLD in 2021 = 42% (This was significantly affected by Covid-19) Y1 (taken in Y2) Phonics check = 48%. Predicted results for KS2 SATs in 2021 were: R-84%, W- 72%, M- 72%, GPS - 72%. RWM – 72%.	GLD: 55% PSC: 71% KS1 SATs: Reading 50% (EXS+) 10% (GDS) - Writing 37% (EXS+) 0% (GDS) - Maths 50% (EXS+) 3% (GDS) - RWM 33% MTC: 25% KS2 SATs: Reading 83% (EXS+) 34% (GDS) - GPS 72% (EXS+) 20% (GDS) - Maths 62% (EXS+) 17% (GDS) - Writing 66% - RWM 48%.	<b>GLD: 66% PSC: 71% KS1 SATs:</b> Reading 67% (EXS+) 23% (GDS) - Writing 63% (EXS+) 7% (GDS) - Maths 63% (EXS+) 10% (GDS) - RWM 50% <b>MTC: 17% 25/25</b> <b>KS2 SATs:</b> Reading 52% (EXS+) 21% (GDS) - GPS 45% (EXS+) 21% (GDS) - Maths 59% (EXS+) 14% (GDS) - Writing 45% (EXS+) 0% (GDS) - RWM 28%(EXS+) 0%(GDS)		<b>Results Improved Again!</b> The school will have come out of the Covid-19 pandemic stronger than it went in. Results will be improving year on year.
New (Covid) behaviour policy in place. Behaviour incidents reducing over time. Behaviour support plans in place and working. CPD for all staff on the vision and values.	Incidents of disruptive behaviour are reducing. Pupil Support Plans in place and being applied consistently. Regular PLD for staff. Most staff are confident to apply policy throughout the school.	New behaviour policy in place and simplified school rules communicated to all stakeholders. Curriculum expectations clear. Vision and values reinforced through PLD sessions for staff.		<b>Shared Clarity:</b> Of vision and process. Of inclusion and behaviour.
HT led leadership CPD for a local Academy Trust. AHTI addressed student teachers for NTTC on inclusion. AHTI is on training with the Research School to become an ELE. Partnership with UEA to host SaLT students in school. Partnership with Norwich School during Covid lockdown.	School staff have led workshops on EAL and Inclusion for UEA, Cambridge University & NOA. School led on LA Collaborative Improvement Group and Headteacher interviewed PGCE students at UEA. SaLT students hosted in school again. Support received from LA Early Years Advisors in formation of the Nursery provision. Norwich School partnership video on the website.	School staff have led workshops on EAL and Inclusion for the UEA. SaLT students hosted in school again. Continued partnership with Norwich school led to shared musical performances. PGCE students successfully hosted. Two teachers completed first year of ETC programme.		<b>Working in Partnership:</b> Magdalen Gates will be working in partnership with schools and organisations locally and nationally. Interactions with Teaching School Hubs, ITT providers and other strategic partners will drive school improvement. The school will be a giver and receiver of support.
CPD programme underway. On track for implementation and addition to pedagogy in Sept 2021. There has been a lot of CPD input in the Summer Term '21. Embedding is now key.	STEP concept is increasingly embedded across the school and is having a positive effect on knowledge retention. Curriculum developments are engaging children in learning. 85% of PP children achieved EXS in reading at KS2.	Deep Dive framework shows that provision across the school is at least good in each subject monitored. Staff wellbeing improved through policy and working party. Children S & K accessed Norfolk show due to adaptations made by staff.		<b>Outstanding Education for All:</b> Teaching and Learning. Pastoral support of children and staff. The school as a vehicle for social mobility
Too early for data. No children have left since this plan was started.	Child C was at high risk of exclusion in Y5 and Y6, he transitioned to Secondary School in July '21. Case study shows how our work helped him to be successful in the next stage of his education.	Child M (on SEND register) passed all of his SATs and has transitioned to high school. Child N is thriving at high school after support to pass maths SAT test.		<b>Thriving Beyond Mag Gates:</b> Children who leave Magdalen Gates Primary will be thriving at high school and beyond. They will be resilient and motivated learners. This will be especially true of the most vulnerable children.
Engagement with the N&N Festival. Morrison's Community Champion. New Governor is a local councillor. Bus tour for KS1 & EYFS. Head Teacher and EYFS Lead hand-deliver welcome packs to new September starters.	Jubilee celebrations in May '22 were diverse and celebrated British values. School Pride Week marked with a rainbow procession. Black History Month built into the curriculum. Whole school celebrated the Norfolk Day of Welcome as a School of Sanctuary. Care Rangers group supports many children in school who are Young Carers.	British values shared through Coronation activities. School Pride Week marked with a rainbow procession. Black History Month built into the curriculum. Whole school celebrated the Norfolk Day of Welcome as a School of Sanctuary. Care Rangers group created a garden with community involvement.		<b>Community Coherence and Engagement:</b> The school will be the social and cultural hub of the community. Events, performances, workshops and visits will further enhance the local area.

## The Context of the School – January 2024

Magdalen Gates Primary School (MGPS) serves an urban community with a complex range of characteristics. Although similar to other Norwich city centre primary schools, the distinctive features of MGPS are reflected in the diverse community that it serves. [With 202 children currently on roll \(222 including the Nursery\), 41% have English as an Additional Language \(EAL\) with 39 different languages represented, 27% are in receipt of Pupil Premium funding and 19% are on the SEND register including 5% whom have an EHCP or one that's in progress \(National average is 2.5%\) As @ January 2024.](#) The building is 135 years old and consists of a series of large halls with mostly open-plan class bases. This creates a highly stimulating yet nurturing space which provides benefits and challenges in equal measure. Some children find the layout very stimulating which means that staff have to be highly effective to keep them emotionally regulated and focused on learning. Safeguarding is a prime focus for us and keeping the children safe and ensuring that they understand steps that they can take themselves to keep safe is a key thread that is woven through everything we do.

Our spiral curriculum has been designed to reflect the needs of the community and is centered on key themes that draw the school together, such as 'Community' and also prepare the children for life in a rapidly changing world – for example 'Technological Advancement'. [Our reading curriculum is based on using Read, Write Inc. for phonics and the programme Destination Reader in key stage 2 and is a cornerstone of our curriculum design. As a school team, we have worked hard to clarify our curriculum intent and have embedded our long- and medium-term plans and evaluated the impact of teaching and learning in the school.](#)

We are proud to be at the centre of a diverse and vibrant community which is represented in the curriculum of the school. Every child and family that we welcome to our school has the right to feel [they belong](#) and to learn the knowledge and skills they will need later in life; this is not just reflected in our direct engagement with families, but also in the structure and content of our curriculum, in the pedagogical approaches we take to meet a range of needs and in the pastoral support we are able to offer. The school has been recognised for its work on educating people around refugees and asylum seekers as a School of Sanctuary, and we are proud of our work with young carers too. The school has a firm commitment to meeting the needs of all children, especially those with special educational needs. Class teachers and the SENDCo work closely with children and their families to plan provision and we have good links with a range of external agencies where this is needed. During the Covid-19 lockdowns in 2020 and 2021, we adapted this provision to ensure that children's targets and support available were relevant and manageable too. [Since the pandemic, targeted support has enabled children to address the deficits that were created.](#)


The leadership team are forward thinking and see every obstacle as an opportunity to develop practice and make improvements to the way that the school runs on a day-to-day basis. The school received positive feedback from parents, children and the Local Authority for the way that the leadership team balanced the safety and well-being of the school community whilst prioritising learning for both those children at home and at school during the pandemic.

[The last published SATS results do not tell the whole story. The KS2 SATs in 2023 occurred in a class which supported some children to make progress despite significant personal challenges whilst other children achieved their best work within a culture of high inclusion. The other statutory outcomes all improved in 2023. The school is featured in the updated Norfolk Steps training materials as an exemplar of positive behaviour management and is increasingly praised for the balance of high inclusion and the improved outcomes that it manages to achieve for the children.](#)

## Progress since the last Ofsted inspection (March 2018)

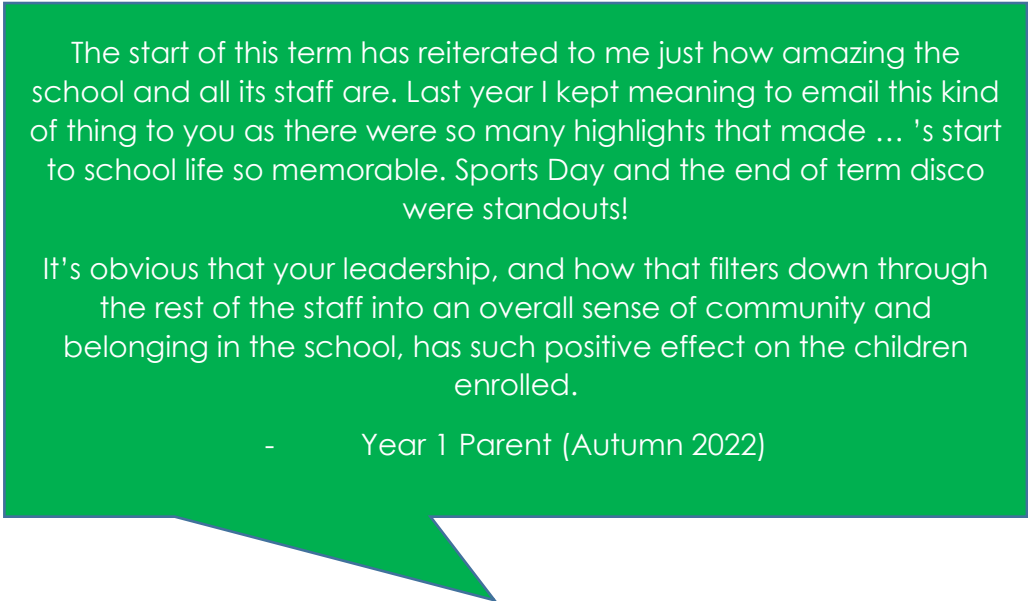
1. The school implements one systematic, synthetic phonics programme to support the teaching of phonics from Reception to Year 2.	
<p><b>What have we achieved?</b></p> <p>Read, Write Inc. was introduced across the EYFS and KS1 in 2019. The EYFS &amp; KS1 lead provides regular training and support for the Educational Assistants (EAs) who deliver the sessions. 1:1 intervention sessions are in place for children who need to continue to develop their phonological awareness in KS2. A quick response to the drop in attainment following the Spring lockdown in 2021 has enabled children to start the journey back to pre-lockdown levels – this is due to a concentration of resources on early reading. Achievement in phonics significantly dipped after lockdown.</p>	<p><b>How do we know?</b></p> <p>80% passed the Phonics Screening check in 2019 92% passed in Dec 2020. 48% passed in Dec 2021 (this cohort has been most affected by Covid lockdown nationally). A VNET Deep Dive in March 2022 showed that 'Teaching is meeting the needs of all children' and that 'Phonics routines are firmly established.' The school benefits from an online subscription to RWI to ensure that the Reading Lead is supported and that standards are maintained. Year 1 PSC results in 2023 were 71%</p>
2. There is a clear rationale for the use of reading journals and that teachers carefully track the reading choices of pupils in KS2	
<p><b>What have we achieved?</b></p> <p>Destination Reader was introduced in KS2. This allows the class teachers to track the reading choices of the children in their classes. The books that the children take home are at the appropriate level for the child's reading ability. RWI books in KS1 and coloured banded books in KS2. For Covid safety reasons, reading journals moved online in Sept 2020. Children and parents record their reading and reflections on reading on Tapestry instead. In class, teachers use Padlet to record children's reading achievements and reflections and response to the books that they have read..</p>	<p><b>How do we know?</b></p> <p>The ECP visit reported that there was a great depth and enjoyment of reading. Children have reported an increase in enjoyment and engagement in reading. At the end of KS2 in 2019, 72% of children were at EXS for Reading and 20% were at GDS. Results for disadvantaged children in 2022: 85% (EXS) and 31% (GDS). 2023 KS2 results represent progress for that cohort.</p>
3. New initiatives, for example the teaching of handwriting and presentation, are fully embedded in teacher's practice and have a positive impact on accelerating pupil's progress and raising their attainment.	
<p><b>What have we achieved?</b></p> <p>The Nelson handwriting scheme was introduced in September 2018. The presentation of writing in books was not the top priority during the Covid lockdowns and the period of time when Covid Risk Assessments prevented close contact between staff and children and the marking of books. The Nelson handwriting scheme was re-emphasised in the Autumn term of 2021 and a Rapid Improvement Plan (RIP) started in March 2022 following a VNET Deep Dive. The school is focusing on 'inconsistencies in the joining of letters and sizing of ascenders and descenders.'</p>	<p><b>How do we know?</b></p> <p>Deep dives in maths and history in Autumn 2021 showed a good level of presentation in books. The VNET visit in March 2022 highlighted that there have been noticeable improvements in the presentation of the children's work. Internal writing moderation in June 2022 showed considerable improvement in presentation since last year. SLT mentoring and monitoring in Year 5 has supported improvements in handwriting in the class.</p>

# What the Parents Say...



The school is incredibly responsive to needs, questions and concerns. We've been so impressed with that again and again.

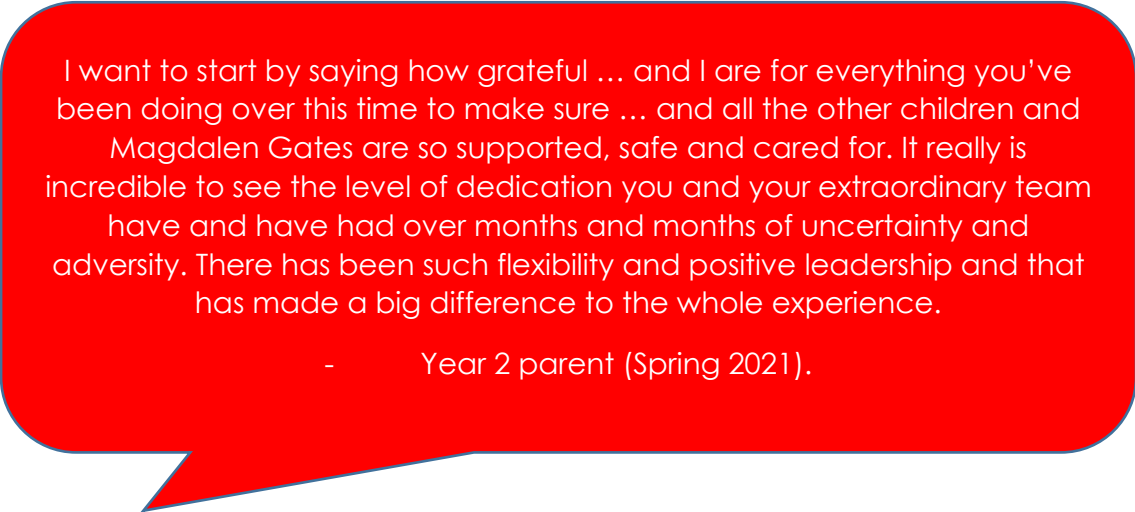
- SEND Feedback (Summer 2023)



The start of this term has reiterated to me just how amazing the school and all its staff are. Last year I kept meaning to email this kind of thing to you as there were so many highlights that made ... 's start to school life so memorable. Sports Day and the end of term disco were standouts!


It's obvious that your leadership, and how that filters down through the rest of the staff into an overall sense of community and belonging in the school, has such positive effect on the children enrolled.

- Year 1 Parent (Autumn 2022)



I want to start by saying how grateful ... and I are for everything you've been doing over this time to make sure ... and all the other children and Magdalen Gates are so supported, safe and cared for. It really is incredible to see the level of dedication you and your extraordinary team have and have had over months and months of uncertainty and adversity. There has been such flexibility and positive leadership and that has made a big difference to the whole experience.

- Year 2 parent (Spring 2021).



Really lovely child-led play based learning. Lots of opportunities to explore different activities / messy play etc...

- Parent of Nursery child (Spring 2023)

## Our Priorities for the 2023 / 24 Academic Year

Continue to address the academic, social and cultural deficit created during the Covid-19 pandemic of 2020/21

QUALITY OF EDUCATION	LEADERSHIP AND MANGEMENT	BEHAVIOURS AND ATTITUDES	PERSONAL DEVELOPMENT	EARLY YEARS
<ul style="list-style-type: none"> <li>Develop curriculum implementation through a 2-term Rapid Improvement Plan. (Led by NPA KS2 Writing Project)</li> <li>Use OKRs (Objectives and Key Results) to drive the monitoring and improvement of Reading, Writing and Maths. (See subject leader action plans)</li> <li>Increase the effectiveness and confidence of the Educational Assistants through engagement with the EEF guidance.</li> <li>–</li> </ul>	<ul style="list-style-type: none"> <li>Develop a communications strategy for the school which encapsulates inclusive practices and the needs of all stakeholders.</li> <li>Strengthen systems for the monitoring and evaluation of systems and processes across the school. Use an OKR approach.</li> <li>Support staff wellbeing through the working party and development of existing policies and procedures.</li> <li>Develop an EDI-focused parent forum to gather diverse perspectives of school provision.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop a shared understanding of behaviour and communication expectations for all stakeholders of the school.</li> <li>Through OKRs, evaluate and improve the systems and processes which support the children to <b>be ready, respectful and safe</b> at key points of the school day.</li> <li>Seek grant funding to develop a KS1 Friendship Garden area where the current 'Tellytubby Land' is.</li> <li>–</li> </ul>	<ul style="list-style-type: none"> <li>Engage with all stakeholders to evaluate the effectiveness of the RSHE curriculum.</li> <li>Develop the awareness of and aspirations for careers within the children.</li> <li>Consult on and write a mental health policy for the school.</li> <li>Increase the provision of events that support the development of cultural capital for the children.</li> <li>–</li> </ul>	<ul style="list-style-type: none"> <li>Support the knowledge and confidence of the Early Years staff through PLD opportunities and supervision.</li> <li>Develop the use of the outside learning environment to promote independence and to support the educational provision within the classroom.</li> <li>Use snack time as a vehicle for the development of independence, social skills and the application of curriculum knowledge.</li> <li>–</li> </ul>



Self-Evaluation	SEF for Quality of Education
	Our Intent / Our Implementation / Our Impact
What's working well?	<p>The <b>INTENT</b> of the curriculum is to be fully inclusive and is entirely focused on meeting the needs of all children. It is intended as the primary tool for increasing social mobility and the creation of cultural capital. The curriculum is coherently planned, systemic and ambitious in its intent. The <b>IMPACT</b> of this is that 85% of disadvantaged children achieved EXS+ in reading at KS2 in 2022, whilst 17% achieved GDS. Subject Leaders are passionate about their subject areas and are members of the subject associations. The school achieved the PSQM award in December 2022 which recognises the quality of science in classrooms. The VNET School Review in Jan 2023 reported that <b>'Leaders have carefully planned the curriculum to ensure there is progression and sequencing and that subjects include diversity and equality. A spiral curriculum ensures that concepts and vocabulary are revisited and reinforced as pupils learn the curriculum.'</b> The Pupil Premium grant has been invested in high quality educational resources including Mathematics Mastery, Destination Reader, Read Write Inc. and RSHE Solutions. These resources provide a coherent framework for the curriculum. Good <b>IMPLEMENTATION</b> is achieved through the culture of learning within the school, which includes the dynamic addressing of misconceptions and gaps through daily planning. Quality of Provision staff meetings enable teachers to build knowledge of how the curriculum is implemented through the school. Teachers also share best practice in these meetings. Pupil Progress (assessment) activities on a half-termly basis enable leaders to monitor and evaluate the progress of the children and put plans in place to address misconceptions and gaps. Reading fluency is developed through Read Write Inc. phonics and Destination Reader, which develops comprehension skills. <b>The curriculum's IMPACT can be seen through the 2022 KS2 and the 2023 KS1 and GLD results, which show that children make more progress with increased time in the school.</b> Children enter the school in the Reception class below national expectations in all areas (especially in Communication and Language – typically 10% to 20%) and they leave the school as confident and competent learners, transitioning positively to the next phase of education. Deep Dives throughout the academic year in core and foundation subjects show that children through the school are able to discuss what they are learning across the curriculum and can link it to what they have learned previously in the same and related subjects. Children have individual instrument lessons, some of which are subsidised by the school through the Pupil Premium funding. All children have access to Forest School provision throughout the year <b>which promotes well-being and communication skills.</b> Writing review from Sally Rundell (NPA/DfE) showed that the curriculum intent is ambitious and carefully considered by leaders <b>in KS1 and KS2.</b></p>
What needs to improve?	<p>The school closures due to Covid-19 since March 2020 have interrupted the children's learning and there are gaps in their knowledge and learning resilience – NFER tests, and 2023 SATs results have shown that there is a deficit in maths across the school. Attainment in maths is not high enough for girls in KS1 and Year 4 as well as at the end of KS2. Handwriting and presentation are a key Ofsted priority (from 2018) and is a continued focus for the 23/24 academic year. There needs to be greater improvement in writing at GDS across the school. The reading attainment of <b>current Year 4 and Year 5 children</b> has been significantly affected by the Covid-19 school closures – attainment is lower than other year groups in the school (according to internal data). The writing levels of disadvantaged children – particularly boys – are low according to No More Marking data. The provision of targeted interventions needs to be planned and documented in a way that shows impact. NPA/DfE writing review from Sally Rundell highlighted the need to increase pace and expectation in lessons. The curriculum intent is good, the implementation requires development.</p>
What are we going to do about it?	<p>Utilise Objectives and Key Results (OKRs) to identify performance goals and monitor progress towards them. These should be focused on maths and writing to improve outcomes and progress in these subjects. Prioritise engagement of the English subject leader in the NPA KS2 Writing project with the DfE to improve outcomes in writing. Provide Professional Learning and Development opportunities for all EAs to increase consistency of provision and to promote higher outcomes across the curriculum.</p>

## RAG Rating Scale:

- **RED** = Either it hasn't been started yet or it is in the early stages of change.
- **AMBER** = It has been started and there is some evidence of impact.
- **GREEN** = Evidence of impact has been measured and recorded.

### SIDP for Quality of Education

What are we going to do? (What's the evidence for it?)	Who is going to do it?	What's the timescale?	How much will we invest?	How will we know it is done?	Who is going to monitor?	What impact have we seen? (Link to evidence)	RAG
Develop curriculum implementation through a 2-term Rapid Improvement Plan. (Led by NPA KS2 Writing Project)	WT	July 2024	Funding from DfE	See Rapid Improvement plan below.	CH	<b>Autumn:</b> Visits from Sally Rundell for KS1 and KS2 as part of the NPA writing project. See <a href="#">plan on next page</a> . <b>Spring:</b> <b>Summer:</b>	
Use OKRs (Objectives and Key Results) to drive the monitoring and improvement of Reading, Writing and Maths. (See subject leader action plans)	CH	July 2024	£400	English lead and Maths lead to develop OKRs for their subject areas in line with their subject leader actions plans. Key results achieved by the end of the process.	Govs	<b>Autumn:</b> Visit from Sonia Innes (VNET) to <a href="#">evaluate the curriculum provision for maths through KS2</a> . This will be used to inform the OKR for maths for this year. Calculations audit complete and new policy in place. <b>Spring:</b> <b>Summer:</b>	
Increase the effectiveness and confidence of the Educational Assistants through engagement with the EEF guidance.	WT / CD	April 2024	£1000 (2 hours of PLD) £350 (VNET online course)	EAs reporting improved confidence and competence in their roles. Measured through appraisal and evaluation forms.	CH	<b>Autumn:</b> <a href="#">EAs have started accessing the VNET TA training course (November 2023)</a> . This will provide consistency and knowledge for the EAs. <b>Spring:</b> <b>Summer:</b>	

## Short-term SIDP for Quality of Education (Mar 23 to Dec 23) – Rapid Improvement Plan for Curriculum Implementation Completed.

What are we going to do? (What's the evidence for it?)	Who is going to do it?	What's the timescale?	How much will we invest?	How will we know it is done?	Who is going to monitor?	What impact have we seen? (Link to evidence)	R A G
Ensure a focus on co-creating an agreed set of expectations of high quality teaching and learning as part of the next PD day.	Co-created by teachers	April PLD Day	£800  (2 hours of PLD day)	All teachers and HLTAs will have a copy of an 'Effective teaching grid' to guide their practice. Improved pace and higher expectations from teachers will be evident.	CH	<b>Summer:</b> PLD day in April focused on agreed descriptors of highly effective teaching. This is to be added to monitoring sheet as a prompt for feedback. This has been used as part of in-school monitoring and fed back to staff. This has also been shared with EAs who cover classes too. <b>Autumn:</b> Effective teaching grid used for monitoring purposes.	
Challenge teachers' expectations of children's work and provide opportunities for teachers to observe effective practice in similar schools.	WT	By July 23	£1000  (5x supply)	Teachers will see teaching practice in other schools in a similar context. This learning will be translated to practice in school.	CH	<b>Summer:</b> CH visited Ashleigh Primary (Outstanding Primary school in Wymondham) to broker a mutual support agreement to enable teachers to share and compare practice. Observation opportunities being created with Catton Grove Primary and Colman Infants and Juniors. <b>Autumn:</b> Internal moderation of maths and writing has enabled leaders to challenge standards across the school and provide feedback to teachers.	
Ensure teachers' unit planning is more focused towards an outcome. • Scrutinize this planning on a regular basis.	WT & CD	Every 2 weeks.	n/a	SLT will have a clear idea of the intended outcomes of unit plans. The outcomes produced will match the intention.	CH	<b>Summer:</b> Curriculum Hub created to allow all leaders to scrutinise planning. STEP planning established for History and Geography <b>Autumn:</b> Planning scrutiny taken place in English.	
Fortnightly book scrutinies across the curriculum. A Particular focus on writing in LKS2.	Subject Leaders	Every two weeks.	n/a	Standards of work in books will increase following feedback from SLT to teachers and children.	CH	<b>Summer:</b> No update yet. Writing book scrutiny taken place. Capacity reduced for other scrutinies. <b>Autumn:</b> Not complete due to staff absence and resultant capacity deficit. <a href="#">Ongoing.</a>	
Continue to support the development of ECTs through co-planning.	WT	July 23	n/a	Observations of teaching will evidence improvement in practice.	CH & CD	<b>Summer:</b> Planning supported by SLT (English, Science, History) <b>Autumn:</b> Particular focus on ECT development from WT and mentor teacher.	

Self-Evaluation	SEF for Leadership and Management Our Intent / Our Implementation / Our Impact
What's working well?	<p>The Leadership Team's <b>INTENT</b> is clear. They have a shared understanding of high expectations and are passionately driven towards making sure the children receive the best possible education. Meetings take place to support high quality education: the teachers lead Quality of Provision staff meetings regularly to share best practice. Governors have adopted the 'Circle' model of governance – meaning that meetings are more efficient, challenging and focused on driving change. Staff wellbeing is protected through applying an evidence-based approach to all decisions made and by eliminating in-effective tasks and processes. The leadership team meets off-site each fortnight to enable a focus on strategic and purposeful leadership. One AHT is the SENDCo, meaning that there is a whole-school strategic approach to maintaining and developing the school's SEND offer. This vision is being <b>IMPLEMENTED</b> through a clear and focused development plan. All decisions are taken through the filter of 'how does this help a greater sense of shared clarity within the school?' If it doesn't then we don't do it. Supervision is provided for staff to promote positive well-being. The governing body have effectively challenged and supported the SLT in equal measure (see Gov minutes). This has enabled the school to continue to develop during a difficult time. Pupil Premium funding is spent with a priority on quality first teaching in every classroom to increase the social mobility of the most disadvantaged children in the school. Student teachers are successfully supported through their training on placement in school. The SENDCo is skilled at working with staff to meet the needs of children on the SEND register as well as making sure that inclusion is a reality for all. EHCPs have been successfully acquired for those children who need the support and a child with significant needs was successfully transitioned to high school. Seven members of staff are trained DSLs who are able to manage safeguarding concerns and attend meetings. The CPOMs system enables a confidential, efficient and secure way of maintain safeguarding records. VNET (Feb '21) reported that, <b>'All staff felt that the SLT was supportive and that, as a staff, they felt the school was going in the 'right direction' and that, where changes had been made, they were made for the right reasons. There was a reflective nature to all the discussions and staff clearly engage in professional dialogue which is developing their own skills.'</b> Staff consultation in July '22 showed that staff feel individually valued (Consult). The school is increasingly becoming a giver and receiver of support including; One Assistant Headteacher presented at Cambridge University PGCE conference, the Norwich Opportunity Area and the UEA on the subject of Inclusion. The EAL lead EA presented at The UEA on the subject of supporting children with EAL and the Headteacher is took a leading role in the <a href="#">Local Authority's Priority Task Group (collaboration)</a>, <a href="#">The Norfolk Learning Collaborative</a> as well as serving on the Primary Executive Committee of Educate Norfolk. <a href="#">Visits from local school are increasing so that practice can be shared – particularly with relation to Personal Development, inclusion and school culture.</a></p>
What needs to improve?	<p>Governors are increasing their knowledge and experience quickly through formalisation of the induction process – <a href="#">to be reviewed following the anticipated change in the leadership of governance in the school</a>. Making sure that fully distributive leadership enhances the development journey of the school whilst maintaining the work/life balance of the teachers and EAs – especially in the light of the increased pressures being felt following the Covid-19 pandemic. After 2 years of crisis management (due to Covid-19), work is required to develop a shared clarity of inclusive communication and time-management within the school. <a href="#">Feedback from parents suggest a need for greater clarity of understanding of diverse perspectives on some key issues.</a></p>
What are we going to do about it?	<p>Develop the use of OKRs in all aspects of school life to drive improvements and achieve performance goals. Review expectations of communication through the school for all stakeholders – to include strategies for decision making, managing the flow of information and clarifying expectations. Develop the role of the Mental Health Working party to improve staff wellbeing in the school. <a href="#">Start an EDI Parent Forum (Talk Together) to gather diverse perspectives of school provision.</a></p>

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### SIDP for Leadership and Management

What are we going to do? (What's the evidence for it?)	Who is going to do it?	What's the timescale?	How much will we invest?	How will we know it is done?	Who is going to monitor?	What impact have we seen? (Link to evidence)	RAG
Develop a communications strategy for the school which encapsulates inclusive practices and the needs of all stakeholders.	CH	Update in Dec 2023	£500 (HT time and consultations)	Inclusive Communication Strategy will be in place following wide consultation. Staff well-being surveys will show impact.	Govs	<b>Autumn:</b> Stakeholder engagement events taken place and EA briefings have restarted following staff absence. <b>Spring:</b> <b>Summer:</b>	
Strengthen systems for the monitoring and evaluation of systems and processes across the school. Use an OKR approach. <ul style="list-style-type: none"> <li>• Transitions</li> <li>• Writing</li> <li>• Maths</li> <li>• SEND</li> </ul>	CH	Update in Dec 2023	£2000 (1hr of SLT per week)	OKRs in place as 'Shared Goals and Steps 2 Success'. Objectives achieved according to monitoring records. OKRs in place for key priorities in school and impact measured.	Govs	<b>Autumn:</b> OKR for behaviour implemented in Autumn 1. This took the form of Stop-Look-Ready-Instruction which builds on the success of RWI practices in the school. Next OOKRs to be maths and writing. Maths OKR (Shared Goal) is written and underway. Writing OKR is the NPA plan. <b>Spring:</b> <b>Summer:</b>	
Support staff wellbeing through the working party and development of existing policies and procedures.	CD	April 2024	£3600 (Staff costs for 1hr per week.)	Fortnightly reports to SLT from the working party. Staff well-being surveys show impact of their actions.	CH	<b>Autumn:</b> WBWP has met weekly this term. Staff wellbeing survey planned for this term. Well-being events held for staff. Reports to SLT from the WBWP in place. <b>Spring:</b> <b>Summer:</b>	
Start an EDI-based Parent Forum to gather diverse perspectives of school provision.	WT	April 2024	£720	Parent Forum established to gather views on: <ul style="list-style-type: none"> <li>• School sport</li> <li>• SEMH support</li> <li>• Curriculum design</li> <li>• ...</li> </ul>		<b>Autumn:</b> First 'Talk Together' session took place on 13 <sup>th</sup> December. Views gathered on School Sport and fed back to parents. Next session will discuss SEMH support. <b>Spring:</b> <b>Summer:</b>	

Self-Evaluation	SEF for Behaviour and Attitudes
	Our Intent / Our Implementation / Our Impact
What's working well?	<p>Staff are trained by Norfolk Steps to understand that all behaviour is communication – this includes an Assistant Head who is a Steps trainer and leads on behaviour throughout the school and an EA is trained as well which increased capacity. The inclusive and positive approach of the school to behaviour and inclusion is exemplary. The Local Authority use the SLT as a case study for the Step On training programme countywide. Key staff are trained in Step Up to meet children's needs. This helps a shared clarity of appropriate response from all stakeholders. Disruptions to learning due to poor behaviour are rare <b>and have reduced significantly over the last 3 years</b>. Clear routines are in place throughout the school which leads to a safe, calm, positive and orderly environment within the school. Bullying is not tolerated in the school, it is addressed quickly and records kept via the school's Anti-Bullying Strategy. The management of attendance in the school is robust. Local Authority procedures are followed and attendance is good and consistently above national and local averages (96.2% as at 11.09.21. 95.6% in Dec '21. 95.1% in Mar '22, 95.2% in July '22, 94.72% in Jan '23, <b>94.3% in Jan'24</b>). Attendance levels of key children and vulnerable groups is discussed in DSL meetings. Fixed-term suspensions are only used as a protective consequence or on the basis of pupil and staff safety. Staff demonstrate positive relationships with pupils on a daily basis. This is continually reinforced through the emphasis on the teaching of behaviour understanding that <b>Every Interaction Counts</b>. The school employs two Emotional Literacy Support Assistants (ELSAs). They support the children to self-regulate, <b>control</b> their behaviour and to have a positive attitude towards their learning. EAs are deployed throughout the school on the basis of pupil need, including 1:1 support for children with SEND. The Parent Support Advisor (PSA) leads the Care Ranger work with children identified as 'Young Carers.' This supports their attendance, wellbeing and progress in school. Additional resources have recently been purchased to enhance the children's experiences of playtimes <b>and playtime ambassadors from KS2 support play in KS1</b>.</p>
What needs to improve?	<p>Create a greater shared understanding of the positive culture required for behaviour management and leadership in the school at all levels; particularly with relation to children with SEND and times of transition around the school. This should include systems for building understanding and compassionate provision throughout the school. There is a need to continue to develop more positions of responsibility for children within the school that build on the success of the Reading Ambassadors. <del>We need to recruit Playtime Ambassadors for the friendship garden in KS2 and develop a friendship garden for KS1 too.</del> Further develop the pastoral provision to support the social and emotional recovery from the Covid-19 pandemic through engagement with the MHSTS. The new playground equipment needs to be refreshed and to be made available to the children at playtimes and lunchtimes.</p>
What are we going to do about it?	<p>Train one EA as a Step On trainer to increase the skill and knowledge of the EA team when managing behaviour. This will increase our capacity for in-house training and support for other staff. Recruit Playtime Ambassadors for KS1 and KS2. Seek grant funding to develop the KS1 friendship garden. Use OKRs to improve the low level behaviours of children at times of transition – coming in from playtime, assembly, new learning activities.</p>

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## SIDP for Behaviour and Attitudes

What are we going to do? (What's the evidence for it?)	Who is going to do it?	What's the timescale?	How much will we invest?	How will we know it is done?	Who is going to monitor?	What impact have we seen? (Link to evidence)	R A G
Develop a shared understanding of behaviour and communication expectations for all stakeholders of the school.	WT	Update in Feb' 24	£6000 (Staff time for PLD)	Reports of unacceptable behaviour will reduce over time. Outcomes will improve. Staff wellbeing improved through fewer challenging situations.	CH	<b>Autumn:</b> Behaviour focused EA is now trained as a Step On trained. <a href="#">This has increased the capacity of school to manage behaviours that challenge and harm. All staff have been retrained in Step On. Playtime ambassadors in place in the KS1 playground.</a> <b>Spring:</b> <b>Summer:</b>	
Evaluate and improve the systems and processes which support the children to be ready, respectful and safe at key points of the school day.	CH / WT	Update in Dec' 23	£500	Behaviour records. Observations and monitoring at transition points. Review by SLT and report to Governors.	CH / Govs	<b>Autumn:</b> <a href="#">OKR approach in place in school. This has been observed to be working in all classes. Staff confidence seems to have improved.</a> <b>Spring:</b> <b>Summer:</b>	
Seek grant funding to develop a KS1 Friendship Garden area where the current 'Tellytubby Land' is.	CH / CA	April ' 24	Grant funding	Grant funding acquired. Tellytubby Land will be replaced by a Friendship Garden. KS1 children accessing the new area and building positive relationships. KS1 Playtime Ambassadors in place.	Govs	<b>Autumn:</b> <a href="#">No progress so far.</a> <b>Spring:</b> <b>Summer:</b>	

Self-Evaluation	SEF for Personal Development
	Our Intent / Our Implementation / Our Impact
What's working well?	The inclusive and positive approach of the school to behaviour and inclusion is exemplary. The Local Authority use the SLT as a case study for the Step On training programme Countywide. The RSHE Solutions resource is embedded in school, staff are well supported in the delivery of RSHE, and the children develop resilience, confidence and personal knowledge through the RSHE curriculum. RSHE re-branded as Personal Development (PD) to allow a more holistic approach. The children and their families receive regular online safety guidance in newsletters and it is taught in the curriculum too. Fundamental British values, inclusivity, tolerance and responsibility are threaded through the life of the school

	<p>– assemblies, RSHE, Forest School, Care Rangers, curriculum <b>INTENT</b> and <b>IMPLEMENTATION</b>, SEND provision, pupil premium plan, behaviour policy. Cultural capital and SMSC are developed through the school's curriculum, key-stage assemblies, educational visits and engagement with wider opportunities including partnership with The Norwich School. REAL PE is used to deliver high quality PE and Sport through the curriculum. This also builds the children's resilience and promotes positive relationships too. There is a wide range of educational visits planned into the school year which involve residential visits of increasing challenge and cultural benefit as the children move through the school. School parliament and the playground ambassadors support the development of the children's social skills. Prejudice related incidents are not tolerated in school. They are addressed and followed up to ensure that the situation is resolved. School of Sanctuary status was achieved again in the 2022 year. Engagement with the NCFC Community Sports Foundation Reading Stars and Match Day Maths programmes provides academic support, Personal Development for the children as well as additional sports clubs after school. The diversity of the school community is celebrated through the curriculum and the displays around the school – including the timeline in the hall. Children's self-regulation is supported through Zones of Regulation and ELSA support <a href="#">and an approach to calm consistency through the school</a>.</p>
<b>What needs to improve?</b>	<p>The teaching of PE has been prioritised in the recovery curriculum following the Covid-19 pandemic. Further monitoring and tracking of the participation in educational visits by children from different vulnerable groups. We do not yet know the full effect on the children of the Covid-19 pandemic and the prolonged period of time that children spent at home and away from school. <a href="#">Now that</a> the Covid-19 pandemic is over, there will need to be an extended period of time during which the emotional and mental wellbeing of the children and the staff is evaluated. The system of pupil representation and responsibility needs further development to give children a greater role in the leadership of the school. Some children find it difficult to regulate their own emotions – this can lead to lost learning for them and other children. Cultural capital and career aspirations need to be formally taught and planned for, <a href="#">as does career ambition and awareness of possible life journeys</a>. <a href="#">Headteacher Peer Review suggested that increasing the after-school club offer and more visitors to assemblies would enrich the children's experiences of school.</a></p>
<b>What are we going to do about it?</b>	<p>Evaluate the impact and effectiveness of the Personal Development and PE curricula, through engaging with stakeholders and monitoring provision. Engage in the DfE 'Start small: Dream big' careers programme – place teacher on TeachFirst CPD programme and roll out actions. Empower the Mental Health Working Party to write a mental health policy for the school. Continue to provide experiences for the children which widen their horizons and develop their cultural capital. <a href="#">Increase the offer of after-school clubs and visitors to assemblies.</a></p>

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## SIDP for Personal Development

What are we going to do? (What's the evidence for it?)	Who is going to do it?	What's the timescale?	How much will we invest?	How will we know it is done?	Who is going to monitor?	What impact have we seen? (Link to evidence)	R A G
Engage with all stakeholders to evaluate the effectiveness of the RSHE curriculum.	CD / EK	April '24	£480 Time for consultations	Stakeholders will feel engaged in the process and feedback received. Changes made and communicated.	CH	<b>Autumn:</b> Stakeholder engagement event planned for the Spring Term. <b>Spring:</b> <b>Summer:</b>	
Develop the awareness of and aspirations for careers within the children.	GD	July '24	£ tbc Time for GD	GD will be trained in the Start small: dream big programme and will be disseminating it through the school.	EK	<b>Autumn:</b> GD has completed Module 1 of the training and is now on Module 2. Strategic Goals to be agreed by Jan' 24. <b>Spring:</b> <b>Summer:</b>	
Consult on and write a mental health policy for the school.	CD	April '24	£270 3hrs of MHWP time	Policy will be written and actions taken. Impact of policy shown in staff well-being survey results.	EK	<b>Autumn:</b> 1 <sup>st</sup> draft of the policy has been written. Stakeholder event has taken place with parents and was supported by governors. Also shared with staff. <b>Spring:</b> <b>Summer:</b>	
Increase the provision of events that support the development of cultural capital for the children. <ul style="list-style-type: none"> <li>Increased after-school clubs.</li> <li>More visitors to assembly.</li> </ul>	TC	July '24	£500 PP budget	Children have accessed activities and records kept. - Music, art, sport and historical significance.	CH	<b>Autumn:</b> 30 Children from Y5 & Y6 experienced opera at The Royal Opera House in Covent Garden. (10 <sup>th</sup> Oct) <b>Spring:</b> <b>Summer:</b>	

Self-Evaluation	SEF for Early Years Provision
	Our Intent / Our Implementation / Our Impact
What's working well?	<p><b>There has been significant development of the provision of Early Years provision at Magdalen Gates Primary School (Aug '22).</b> The school opened a nursery class in September '22 – this provision has grown from 7 children in September '22 to 20 in April '23. NOR in September '23 was 9, <b>now 20 (Jan' 24)</b>. To prioritise the early years, the Reception class moved locations to be next door – this created a dedicated EYFS wing of the school. The EYFS learning environments are child-friendly and inviting. Children quickly settle and get busy with the activities that are provided. <b>The 11 children who transitioned from the Nursery to the Reception class had the highest baselines and settled most quickly.</b> The children are familiar with the routines and expectations within the class as they support one another with self-registration with the domino board, before they are brought together on the carpet for a more formal start to the day in Reception. Those who find it more difficult are skilfully supported to take part. Continuous provision is enabled through clearly defined resources, inside and out. Resources are available to allow the children to access the outdoors in all weathers. The extensive inside and outside provision seems to provide challenging activities for the children to actively engage in. Children share their ideas and work collaboratively which provides opportunities for the development of vocabulary. Staff also develop children's communication and language skilfully through singing songs, nursery rhymes and playing games. They develop children's love of reading through reading aloud and telling stories and rhymes, which compliments the more formal teaching of phonics through the Read, Write, Inc. program. Dynamic planning is based on observations made by the experienced EYFS staff that are recorded and shared with parents on Tapestry. Long-term planning is aligned with KS1 and KS2 to create coherence and clarity. Children are accurately assessed upon entry to the school. The experienced staff team meet the needs of the children well. A phased start to the school year enabled the children to settle quickly and the staff to start to understand the needs of the children too. There is a positive balance in the Early Years between exploration and play with the need to prepare the children for Key Stage 1. The covered outside area is arranged into zones to develop different areas of the Early Learning Goals. The EYFS curriculum is linked to the curriculum through the rest of the school – this means that the children start in subject disciplines in their first year of school. A high level of SEND need is successfully supported year through flexible curriculum design and engagement with outside agencies.</p>
What needs to improve?	<p>The children to be given more opportunities to develop independence following the Covid-19 restrictions. Staff in the EYFS need to be provided with opportunities for supervision and professional development – as advised by the VNET review. 90% of children starting school need intervention in the area of communication and language. The children need more opportunities to learn in the outdoors. Empower support staff to lead formal and child-led learning with confidence. Toilet provision is OK but could be improved to make them more accessible for smaller children. A change of staff in June 2023 means that the new member of staff needs to be inducted into the expectations and routines of the setting.</p>
What are we going to do about it?	<p>Provide PLD opportunities and mentoring for new staff in Nursery and Reception as well as return to work support for EA returning from maternity leave. Expand the provision for independent snack time through the Early Years end of the school. Interleave opportunities for connecting the curriculum too i.e. counting out the snacks, measuring ingredients and personal development opportunities too. Further develop the outside areas for Reception and Nursery.</p>

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### SIDP for Early Years Provision

What are we going to do? (What's the evidence for it?)	Who is going to do it?	What's the timescale?	How much will we invest?	How will we know it is done?	Who is going to monitor?	What impact have we seen? (Link to evidence)	R A G
Support the knowledge and confidence of the Early Years staff through PLD opportunities and supervision.	TC	April '24	£ TBC	New staff display skills learned. Returning staff re-integrated smoothly. Early Years apprentice making progress. Provision for children improved.	CH	<b>Autumn:</b> Supervision sessions planned in with EAs being paid overtime to be able to attend after school. <b>Spring:</b> <b>Summer:</b>	
Develop the use of the outside learning environment to promote independence and to support the educational provision within the classroom.	TC / SC	July '24	£ TBC	Children accessing outdoor environment during learning sessions. Monitoring shows transference of skills and knowledge between environments.	CH	<b>Autumn:</b> Outside learning environment being used daily by Reception staff. Children from Nursery and Reception are accessing the rest of the school site too. <b>Spring:</b> <b>Summer:</b>	
Use snack time as a vehicle for the development of independence. social skills and the application of curriculum knowledge.	TC / SC	Update in Dec '23	£ TBC	Children self-selecting snacks and growing in independence. Curricula learning applied in practical contexts.	CH	<b>Autumn:</b> Snack time is a multi-layered learning environment. Many strands of the EYFS curriculum are being engaged with whilst the children select, pay for, consume and dispose of their snacks. <b>Spring:</b> <b>Summer:</b>	

## SOURCES OF EVIDENCE

Document Reference	Title and nature of document	Where document can be found
	Minutes of the Governor Meeting minutes that show the challenge and support that they provide.	
	VNET Teaching Audit from March 2021 – Showing what is working well and what needs to improve.	
	2019 SATs results. – Compare school performance	<a href="https://www.gov.uk/school-performance-tables">https://www.gov.uk/school-performance-tables</a>
	2022 SATs results	On Governor Hub and in Governor minutes.
	Staff consultation on the SEF/SIDP – July 2022	
	Maths RiP plan	-add to gov hub?
	Writing RiP plan	
	STEP plans	-CD has them. Set up Share Point?
	Sir David Carter School Improvement model analysis	
	VNET record of visit from Maria Curry (Former Ofsted Lead Inspector)	Monitoring file
	VNET Headteacher Peer Review Report on Personal Development	Sharepoint
	VNET curriculum review by Sonia Innes (Ofsted Inspector) into maths provision.	Sharepoint

## Magdalen Gates Primary School's 5-Year Improvement Journey

Sir David Carter's Improvement Model		Activities Undertaken / To be taken (with timescale)
Stage of school improvement journey	Key leadership qualities	
<b>Phase 1: Stabilise</b> <ul style="list-style-type: none"> <li>School requires significant improvement</li> <li>No clear underpinning for the future</li> </ul>	<ul style="list-style-type: none"> <li>Calm and reassuring leadership</li> <li>Focusing on urgent priorities</li> <li>Ensuring team members have the right jobs</li> <li>High visibility</li> </ul>	<p><b>April to Sept 2020:</b> Covid-19 lockdown. Re-designed the school provision 4 times in Summer 2020 as children returned to school. Re-integrated highly vulnerable children back into school with new Headteacher. New SLT connected with staff team during lockdown school and social distancing. 1<sup>st</sup> stage of curriculum development – start of content/concept/question approach.</p> <p><b>Sept 2020 to July 2021:</b> Substantive Headteacher appointed. Significant support for children and families who were previously at S17 and had been closed to Children's Services due to Covid-19. Many returned to S17 and S47 (4 @ S47). Significant behaviour needs in Y6, Y5 and YR. (YR boy suspended 17 times for assaulting staff.) Deploying EAs based on pupil need rather than tradition. 2<sup>nd</sup> Covid lockdown in Spring 2021. Re-aligning leadership responsibilities following teacher absence. High level HR. Establishing relationships and expectations with staff. Empowering teachers to lead. Re-aligning expectations and job roles of EAs and support staff.</p>
<b>Phase 2: Repair</b> <ul style="list-style-type: none"> <li>Establishing more control</li> <li>Reactive decision-making</li> <li>Make the school feel more like a regular school</li> </ul>	<ul style="list-style-type: none"> <li>Embedding early improvements</li> <li>Building a medium-term plan</li> <li>Retaining visibility, but increasing focus on quality assurance</li> </ul>	<p><b>Sept 2021 to July 2022:</b> Continuing to establish behaviour expectations through the school. 17 of 29 children in Y6 have ACEs including S47, being orphaned, bereavement, family break-up and experiencing abuse. Excellent KS2 SATs reading results. Writing and maths in line with national and representing impressive progress since Covid-19. KS1 SATs results are low. Continued work on layers of planning and expectations of assessment through the school. New model of governance (Circle model) and appointment of Co-Chairs. External Pre-school closes and school explores starting onsite nursery provision. Empowering middle leaders to drive school improvement. Created EYFS Wing of the school – Nursery, Reception, Language Lab,</p> <p><b>Sept 2022 to December 2022:</b> In-house nursery provision opened following closure of pre-school in Dec 2021. Improvements made to the learning environment through a coherent colour scheme and expectations. Significant levels of staff absence for various reasons (2 people per day on average).</p>
<b>Phase 3: Improve</b> <ul style="list-style-type: none"> <li>More proactive leadership</li> <li>Embedding strategies Improving outcomes</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring and tracking performance is key</li> <li>Shifting from management to leadership</li> <li>Increasing benefits from collaboration</li> </ul>	<p><b>Jan 2023 to July 2023:</b> First PEX initiated to keep child and others safe – after being suspended 30 times in 2 ½ years and a failed SEMH SRB placement (PEX withdrawn). Sally Rundell (Norwich Priority Area) invited into school to evaluate writing provision. Her recommendations taken in full and actioned through short-term SIDP – <a href="#">Now complete</a>. Curriculum Implementation Rapid Improvement Plan initiated (Mar'23).</p> <p><b>Sept 2023 to April 2024:</b> OKRs introduced for identified priorities – engagement, behaviours for learning (incl. transitions), pedagogical approaches, world-class basics, EA effectiveness - posted in classrooms. Link to Quality of Teaching Spectrum (April' 23). Monitored by all staff. Schedule of monitoring shared termly.</p>

		Enhanced communication and engagement with all stakeholders. School visits to learn and share practice locally and further afield.
<b>Phase 4: Sustain</b> <ul style="list-style-type: none"> <li>Confidence in performance</li> <li>Increase innovation in delivery</li> </ul>	<ul style="list-style-type: none"> <li>Securing excellence</li> <li>Looking to lead collaboration</li> <li>Increasing focus on 3-5 year planning</li> </ul>	<b>April 2024 to July 2025:</b> Delegation of leadership and accountability across the school – leading and reporting back. Teacher's Meeting reporting structure in place. Magdalen Gates leading support with other settings. Statutory results rising – progress is positive over time. Starting points in Reception are higher due to quality of Nursery provision. <a href="#">Children's academic outcomes are stabilised and improving.</a>

## Glossary of key terms

<b>ACEs</b>	Adverse Childhood Experiences. Can include: Experiencing physical or emotional abuse, neglect, poor parental mental health or domestic abuse.
<b>EA</b>	Educational Assistant. Often known as Teaching Assistant or Learning Support Assistant in other schools.
<b>EYFS</b>	Early Years Foundation Stage. The period between birth and starting Year 1 at school. In school, this refers to our Nursery and Reception provision.
<b>HR</b>	Human Resources – with support from the Local Authority
<b>KS1</b>	Key Stage 1. Sometimes known as ‘Infants’ and comprises Years 1 and 2.
<b>KS2</b>	Key Stage 2. Sometimes known as ‘Juniors’ and comprises Years 3, 4, 5 & 6.
<b>Language Lab</b>	Room in the Early Years wing which is dedicated to language development. (Used to be the ICT suite).
<b>NOR</b>	Number on roll. How many children are registered in the setting.
<b>OKRs</b>	Objectives and Key Results. A management tool used in organisations to identify goals that will lead to an increase in operational performance. The key results are like stepping stones that need to be achieved on the path to achieving the objective. In school, these terms have been softened to ‘Shared Goals’ and ‘Steps 2 Success.’
<b>Pedagogy</b>	The method and practice of teaching children. (Root word of pedagogical)
<b>PEX</b>	Permanent Exclusion.
<b>S17</b>	Section 17 of the Children Act 1989 – a tier of safeguarding support that is known as Child in Need. Involves the support of a social worker, a written plan and requires parents to engage voluntarily.
<b>S47</b>	Section 47 of the Children Act 1989 – a tier of safeguarding support that is known as Child Protection. Involves the support of a social worker, a written plan and demands engagement from the parents. i.e. it is not voluntary.
<b>SATs</b>	Standard Assessment Tests. The tests taken at the end of Year 6. Previously also taken at the end of Year 2.

<b>SEMH</b>	Social Emotional Mental Health. One of the four identified primary areas of special educational need.
<b>SEND</b>	Special Educational Need and Disability
<b>SLT</b>	Senior Leadership Team
<b>SRB</b>	Specialist Resource Base. Often based in another school. Children with SEND are taught in smaller groups with higher adult ratios, typically for 2 to 4 terms whilst returning to their home school for one day a week.
<b>Suspended</b>	Not allowed to attend the school for a fixed period of time as determined by the Headteacher. Used to be called Fixed Term Exclusions.
<b>Stakeholders</b>	Any person or organisation who has an interest in or is impacted by an organisation. For the school, stakeholders are: governors, staff, pupils, parents, members of the local community, local businesses, the Local Authority...