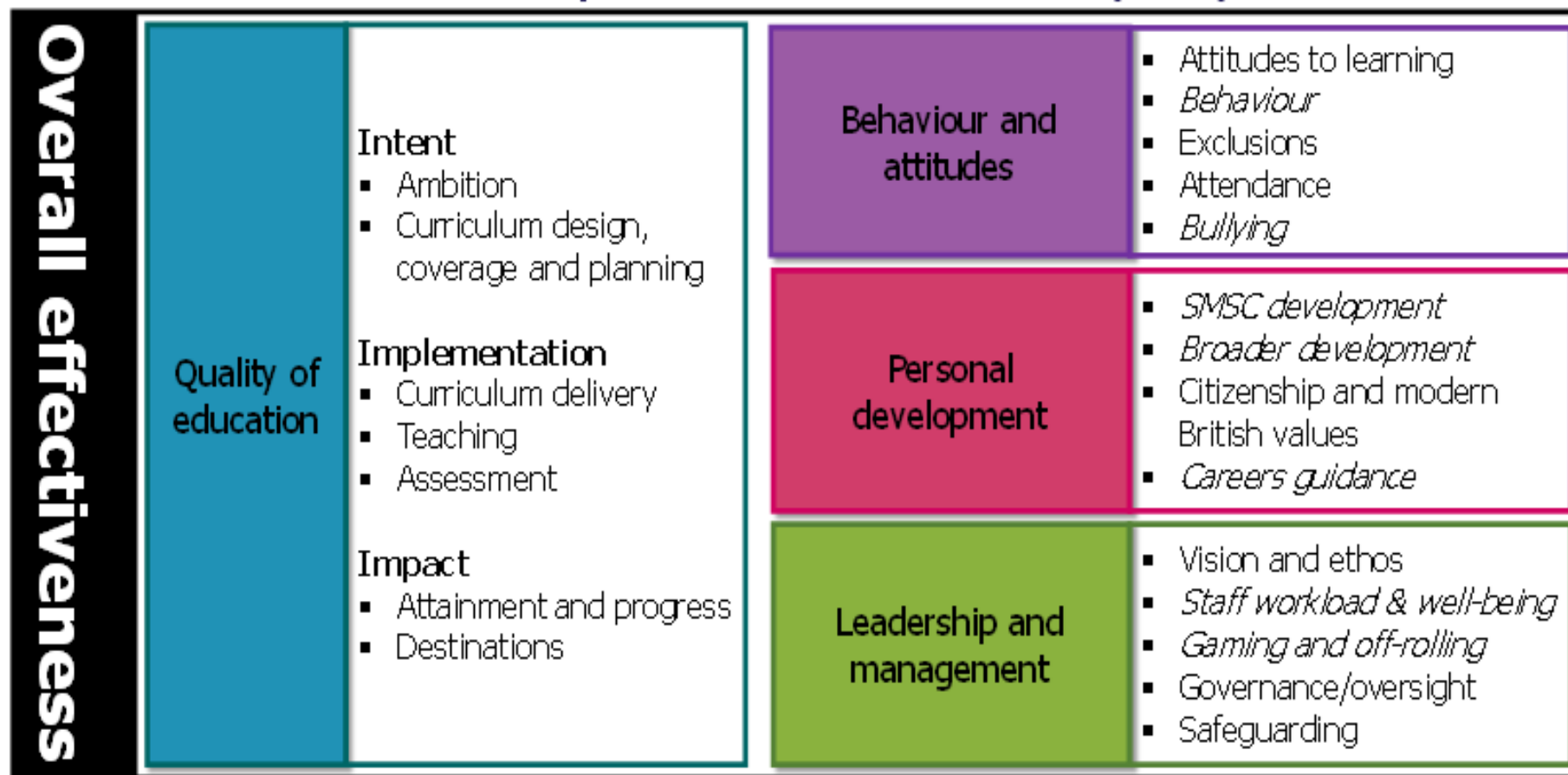




Update from Ms Nneoma Onyemachi  
Head Teacher

# The education inspection framework (EIF)





# Behaviour and attitude

- ▶ Behaviour is excellent.
- ▶ Bullying seems to be very well controlled but SLT need a deeper look into how we meet the children's needs through the curriculum.
- ▶ Attitude to learning is very good.
- ▶ Resilience needs to be developed further!
- ▶ Attendance is good. PA being followed up!
- ▶ Well-being pupil survey to be conducted.

# Personal Development

Area	Initial enhancements	Next steps
<b><u>SMSC:</u></b>	Changed in the first week! EYFS now have singing assemblies, celebration, assembly, face assembly.	New certificates and display for the reception area are being created.
<b><u>Citizenship and Modern British Values</u></b>	Introduced 'Votes for Schools	<p>To create an assembly calendar which embeds British values as a theme for each term.</p> <p>Will introduce the citizen of the week award in Spring 2.</p>
<b><u>Careers Guidance</u></b>	To introduce World of Work week (WOW)	To book them in for the Autumn term to provide lesson from Nursery to Year 6. To plan this carefully into the curriculum.
<b><u>Broader development</u></b>	Is there scope to deliver lunch time clubs?	Are clubs accessible to everyone?

# Leadership & Development!

Area	Initial enhancements	Next steps
<p><b><u>Vision &amp; Ethos</u></b></p>	<p>Beginning to remind pupils of ethos and values during assemblies and the newsletter.</p>	<p>Whole school vision needs to be shared.</p> <p>Each subject area needs to have a vision.</p> <p>The Golden rules need to be breathed around the school including on the website. Big bold displays needed in the classrooms.</p> <p>High Standards for All! - What does this look like?</p>
<p><b><u>Staff workload and well-being</u></b></p>	<p>Introduced new online systems that will be rolled out over 6 months.</p> <p>New school half-termly report system in place. First report to go out on Friday 10<sup>th</sup> February.</p> <p>New timetables created for all staff for consistency. There is more scope now for interventions and 1-to-1s etc.</p>	<p>The majority of homework will be online and marked automatically.</p> <p>To provide a staff well-being breakfast each term to show our appreciation to the staff.</p> <p>To create an 18 month plan that allows the staff to adapt to change and embed new knowledge and skills with confidence.</p>



# Leadership & Development Continued!

Area	Initial enhancements	Next steps
<p><b><u>Governance</u></b></p>	<p>Meeting with Chair Of Governors weekly.</p> <p>Meet with the chairs of a variety of committee, i.e, For Curriculum and Standards committee.</p>	<p>For governors to understand how they can help support the SDP.</p> <p>Governors to arrange and conduct visits at least once a term.</p>
<p><b><u>Comms</u></b></p>	<p>Updating the system where possible whilst we prepare to move to Arbor.</p> <p>Parent App has been activated</p> <p>Created new year group emails for now which is also linked to the phase leaders and SLT. # Debriefing has now moved to teams to give staff more time in the morning.</p> <p>Introduced two slots during the week where support staff will now use this for training - Phase assembly and singing assembly.</p> <p>LGFL calendar in place. All meetings etc. being placed on the calenda.</p>	<p>To have an enhanced MIS system that enables us to improve.</p> <p>New offices to be created at the heart of the school!</p> <p>Website to be updated</p> <p>Access to updated technology!</p> <p>Support staff need access and to be trained on using teams to get daily updates.</p> <p>I need to meet all support staff individually to get to know them further.</p> <p>Support staff need access and to be trained on using teams to get daily updates.</p>



# Leadership & Development Continued!

Area	Initial enhancements	Next steps
Comms	<p>Coffee workshops have been embedded: Year 6 SATs Year 3 - class 6 update Phonics. Homework - Year 3-4</p>	<p>To conduct a survey to identify what the parents would like further information on.</p> <p>Also the best times to conduct the coffee workshops.</p>
Safeguarding	<p>CCTV quotes and to come out of capitol.</p> <p>Inventory system to be installed.</p> <p>Plans being created to update access such as 'Tap Tap' to use the pond gate.</p>	<p>Update CCTV. More doors to be fobbed Investigate the replacement of upland road gate and Nursery gate entry system. They are not linked to the school main system.</p> <p>Further training and recap for staff on areas such as; protective characteristics.</p>



# Leadership & Development Continued!

Area	Initial enhancements	Next steps
Leadership	<p>Have now created time for SLT to focus on T &amp; L, being able to monitor, -team teach etc.</p> <p>New timetables for SLT</p>	<p>Clarify roles and the aspect of the SIP they will lead.</p> <p>Continue to mentor regarding wider aspects such as finance, etc.</p> <p><b><u>ELT?</u></b> What are the expectations? What does outstanding look like? Creating a vision statement for my subject. Composite goals in components. Curriculum plan for SEND. Assessment, what does it look like? How do we catch up? What impact are we expecting?</p>





# Leadership & Development Continued!

Area	Initial enhancements	Next steps
<b><u>Health &amp; Safety</u></b>	<p>SMARTLOG by Smart Safe has been purchased to support the documents and various requirements.</p> <p>Employing a new premises officer.</p>	<p>To provide training to all staff. To access the various training e-courses i.e. Fire Wardens and food hygiene.</p> <p>Creating 3 year plan for building maintenance which can be logged onto SMART LOG.</p> <p>Reception toilets need to be enhanced. Mushrooms growing out of the walls.</p>



# Quality of Education!

Rationale:

Children need to be given the best start in life (in Education) - bold beginnings

If children have speech and language concerns by the age of five, they are six times less likely to do well than their peers by the age of 11 by the age of 34, there two times more likely to be unemployed.

- ▶ This is why there is a heavy focus on EYFS.
- ▶ The curriculum is what is taught. Spiral embedding curriculum.
- ▶ The pedagogy is how it is taught.
- ▶ We need to have ambitious and exceptional curriculum.
- ▶ How do we challenge greater depth?
- ▶ Are we ensuring that all children are Knowing more, remembering more, therefore being able to do more?
- ▶ Knowledge being remembered not just taught.
- ▶ Learning being a long-term change in memory.

# Quality of Education

Area	Initial enhancements	Next steps
<p><u>Intent:</u> <u>Ambitious, Curriculum Design and coverage</u></p>	<p>All timetables across the whole school consistent ensure curriculum coverage.</p> <p>PPA has been re-organised.</p> <p>Teachers timetables have been adjusted to cover the holes in finances and being prudent with the budget.</p> <p>Year five has merged into two classes due to that being only 63 children at the time.</p>	<p>To delve into curriculum.</p> <p>To look at support staff and how they are deployed across the school including the various contracts.</p>



# Quality of Education

Area	Initial enhancements	Next steps
<b><u>Resources</u></b>	<p>Getting quotes for iPads for EYFS to support Evidence Me. Need new laptops. Need to spend money on curriculum resources. EYFS is a major priority. Purchased online resources to support the curriculum. New playground for EYFS - Capital.</p>	<p>To audit the curriculum and playtime resources.</p>
<b><u>SEND</u></b>	<p>PIRA, PUMA and GAPS have been purchased.  Baseline assessments for identifying needs and gaps purchased.</p>	<p>Need to identify all SEND pupils programs etc. Are we meeting their needs?  SHINE will enable us to provide consistent intervention programs.</p>



# Quality of Education

Area	Initial enhancements	Next steps
<b><u>Achievements</u></b>	<p>Awards introduced Enhanced celebration certificates. Introduce The X Factor challenge.</p> <p>EYFS now have singing assemblies, celebration, assembly, face assembly</p>	<p>Ensuring that progress is celebrated across the school not just attainment.</p> <p>Ensuring there is an awareness of all children receiving an award and recognising milestones.</p> <p>Pupil progress meeting will be a focus in Spring 2 after assessments</p>

# Quality of Education

Area	Initial enhancements	Next steps
<p><b><u>Implementations: Curriculum delivery, Teaching &amp; Assessment</u></b></p>	<p>New curriculum template with curriculum coverage assured with EYFS. New curriculum for Mandarin given. Computing they use Rising Stars.</p> <p>Streaming in Phonics in Reception &amp; Year 1. Streaming in English and Maths in Year 6 Guided reading is now shared reading from Y2 - 6. We have introduced dictation as a part of the group.</p>	<p>To delve into all the subjects starting with the core and RE.</p> <p>New Mandarin books to be established.</p> <p>Deep dive in reading EYFS and review of the next year by the sip. Statutory policies.</p> <p>Progression of skills document for each subject area from nursery to year six.</p> <p>Identifying a strand that they can map the links from EYFS to year 6 to show progression.</p> <p>Curriculum overviews. Subject policies. What is the unique selling point USP? Reviewing planning templates. Assessment for the whole school Adaptive teaching - Same curriculum - earlier point.</p>

# Quality of Education

Area	Initial enhancements	Next steps
<p><b><u>Implementations: Curriculum delivery, Teaching &amp; Assessment</u></b></p>	<p>Now looking at Development matters for the Top Level view.</p> <p>Using Evidence Me - e-portfolio - staff have had training in EYFS.</p> <p>More formal English and Maths lessons - disadvantaged!</p> <p>Phonics is streamed in Reception.</p> <p>Assemblies in EYFS.</p> <p>Specialist Music, Art and PE lessons.</p> <p>Curriculum is in the process of being reviewed to ensure adequate coverage. 2 year cycle needed in Nursery.</p> <p>Planning template has been reviewed.</p> <p>Routines and structures have been shared and we are currently embedding expectations.</p>	<p>Next year to include Mandarin in the timetable for Nursery to Year 6.</p> <p>Further training for staff</p> <p>Subject policies.</p> <p>What is the unique selling point USP?</p> <p>Reviewing planning templates.</p> <p>Assessment - first area to be established on Arbor is EYFS.</p> <p>Adaptive teaching - Same curriculum - earlier point.</p> <p>We don't teach Geography in EYFS but what are we don't to prepare ALL children (in school) to be ready to access Geography in Year 1.</p> <p>How is the curriculum developing vocabulary and oracy.</p> <p>Introduce zones of regulations.</p>

# Quality of Education

YN	8:45 - 9:00	9.00 - 9.40	9.40 - 10.30	10:30 - 11:00	11.00 - 11.30	12.00 - 12.30	12.30 - 12:45	12.45 - 1.25	1.25 - 2.00	2.30 - 3.00	3.00 - 3.30		
M	Self-registration, Parents time & Child initiated play	Carpet time - Whole class introduction/phonics	Indoor/Outdoor environment Child Initiated Learning & Adult Focus Activities	Phase Assembly	Indoor environment Child Initiated	Story Time	LUNCH TIME	Phonics	PE 30 min 1:00 - 1:30	PM class introduction	Indoor/Outdoor environment Child Initiated Learning & Adult Focus Activities	Story Time	
T		Carpet time - Whole class introduction/phonics	Indoor/Outdoor environment Child Initiated Learning & Adult Focus Activities	Indoor/Outdoor environment Child Initiated Learning & Adult Focus Activities	Story Time	Carpet time - Whole class introduction/phonics		Indoor/Outdoor environment Child Initiated Learning & Adult Focus Activities	Story Time				
W		Carpet time - Whole class introduction/phonics	Celebration assembly	Indoor/Outdoor environment Child Initiated Learning & Adult Focus Activities	Story Time	Carpet time - Whole class introduction/phonics		Indoor/Outdoor environment Child Initiated Learning & Adult Focus Activities	Indoor/Outdoor environment Child Initiated Learning & Adult Focus Activities	Story Time			
T		Carpet time - Whole class introduction/phonics	Indoor/Outdoor environment Child Initiated Learning & Adult Focus Activities	Music 10:40 - 11:00	Indoor environment Child Initiated	Story Time		Self-registration	Phonics	Celebration Assembly/ Singing assembly 1:00 - 1:30	PM class introduction	Indoor/Outdoor environment Child Initiated Learning & Adult Focus Activities	Story Time
F		PE 35 min 9:00 - 9:35	Carpet time - Whole class introduction/phonics	Singing assembly 10:15 - 10:45	Indoor/Outdoor environment Child Initiated Learning	Story Time		Self-registration	Indoor environment Child Initiated	Music 1:05 - 1:25	Carpet time - Whole class introduction/phonics	Indoor/Outdoor environment Child Initiated Learning & Adult Focus Activities	Story Time



# Quality of Education

YR	9.00	9.30	10.00	10.30	11.00	11.30	12.00	12.30	1.00	1.30	2.00	2.30	3.00
Class 21	- 9.30	- 10.00	- 10.30	- 11.00	- 11.30	- 12.00	- 12.30	- 1.00	- 1.30	- 2.00	- 2.30	- 3.00	- 3.30
M	Phonics 30 mins	LITERACY	PLAY TIME	Phase Assembly	MATHS 45 min	LUNCH TIME	Child Initiated Learning: Key Focus - CL	Reading 30 mins	Child Initiated Learning: Key Focus - PD				
T	Phonics 30 mins	LITERACY		MATHS 45 min	Child Initiated Learning: Key Focus - Num		Child Initiated Learning: Key Focus - UW	Reading 30 mins	Child Initiated Learning: Key Focus - CL				
W	Phonics 30 mins	Celebration assembly		LITERACY 45 min	Child Initiated Learning: Key Focus - Lit		MATHS	Reading 30 mins	Child Initiated Learning: Key Focus - UW				
T	Phonics 30 mins	PE 45 min		MATHS 30 min	MUSIC 45 min		LITERACY	Reading 30 mins	Child Initiated Learning: Key Focus - EAD				
F	Phonics 30 mins	LITERACY 45 min		Singing assembly	PLAY TIME		MATHS 45 min	ART 45 min	Reading 30 mins	Child Initiated Learning: Key Focus - PSED			

# Quality of Education

Y1 Class 23		9.00 -9.30	9.30 -10.00	10.00 -10.30		10.45	11.00 -11.30	11.30 -12.00	12.00 -12.30	12.30 -1.00	1.00 -1.30	1.30 -2.00	2.00 -2.30	2.30 -3.00	3.00 -3.30
M	Phonics 30 mins	ENGLISH 1 hr			PLAY TIME	Mandarin 30 mins	MATHS 45 min		LUNCH TIME			Guided Reading	SCIENCE 55 min	ART/DT 1 hr	
T	Phonics 30 mins	ENGLISH 1 hr				Celebration assembly	MATHS 55 min					PSHE 30 mins	RE 45 mins	GEOGRAPHY 1 hr	
W	Phonics 30 mins	ENGLISH 1 hr				Phase assembly	PE 1 hr					Guided Reading	MATHS 55 min	SCIENCE	
T	Phonics 30 mins	ENGLISH 1 hr				Spelling/ Dictation	Handwriting	MUSIC 45 min				Guided Reading	MATHS 55 min	COMPUTING 1 hr	
F	Phonics 30 mins	ENGLISH 1 hr				Singing assembly	MATHS 45 min					Guided Reading	PE 55 min	HISTORY 1 hr	

# Quality of Education

Y4 Class 15		9.00 - 9.30	9.30 - 10.00	10.00 - 10.30	10.30 - 11.00	11.00 - 11.30	11.30 - 12.00	12.00 - 12.30	12.30 - 1.00	1.00 - 1.30	1.30 - 2.00	2.00 - 2.30	2.30 - 3.00	3.00 - 3.30
M	Spelling/ Handwriting/ Dictation	ENGLISH 1 hr		Phase Assembly	SHARED READING	MATHS 1 hr		LUNCH TIME	HISTORY 1 hr		DT 1HR			
T	MATHS 1 hr	Times tables	SHARED READING	MUSIC 45 min	MANDARIN 45 min		ENGLISH 1 hr		SCIENCE 1 hr					
W	SCIENCE 55 mins	MATHS 50 mins		PSHE 30 min	ENGLISH 1 hr		RE 1 hr		COMPUTING 1 hr					
T	MATHS 55 min	SHARED READING	Celebration Assembly 20min	ENGLISH 1 hr	LUNCH TIME		SWIMMING		Spelling Test	SMSC 30 min				
F	MATHS 30 min	Singing Assembly 30 min	MATHS 45 min	SHARED READING	ENGLISH 1 hr		LUNCH TIME		ART 1 hr	GEOGRAPHY 1 hr				

# Quality of Education

Y6 Class 17		9.00 -9.30	9.30 -10.00	10.00 -10.30	10.30 -11.00	11.00 -11.30	11.30 -12.00	12.00 -12.30	12.30 -1.00	1.00 -1.30	1.30 -2.00	2.00 -2.30	2.30 -3.00	3.00 -3.30
M	Spelling/ Handwriting/ Dictation	ENGLISH 1 hr		Celebration assembly 20min	SHARED READING	MATHS 1 hr		LUNCH TIME	SCIENCE 1 hr		COMPUTING 1 hr			
T	RE 45 min	ENGLISH 1 hr		MATHS 1 hr	PSHE 30 min		MUSIC 1 hr		PE 1 hr					
W	SCIENCE 50 hr	MANDARIN 55 min		SHARED READING	ENGLISH 1 hr		MATHS 1 hr		ART 1 hr					
T	MATHS 1 hr	SMSC 30 min	Phase assembly	SHARED READING	ENGLISH 1 hr		PE 1 hr		HISTORY 1 hr					
F	Singing assembly	ENGLISH/ SPELLING TEST 1 hr 15 min		SHARED READING	MATHS 1 hr		GEOGRAPHY 1 hr		DT 1 hr					



# Friends of Goodrich (FOG)

Had a meeting with the FOG trustees on Friday 20<sup>th</sup> January 2023.

## Wish list.

- ▶ iPads for EYFS
- ▶ International evenings
- ▶ Musical instruments for pupils.
- ▶ Trips for ALL year groups
- ▶ 1 hour swimming slots
- ▶ Reading Books
- ▶ EYFS programs,
- ▶ EYFS playground.
- ▶ Graduation Gift
- ▶ Big Breakfast
- ▶ Early Years Carnival
- ▶ WOW week
- ▶ Year 6 End of Year Production



# FoG Proposed Dates

## **Spring Term**

- Wednesday 8 February - meeting
- Friday 10 February - cake sale
- Half Term - Readathon
- Thursday 23 February - adult 80s night
- Monday 27 February to Friday 3 March - WBD week
- Friday-10 March - coffee morning
- Wednesday 15 March - meeting
- Friday 24 March - kids event (eg disco/quiz/movie night/magic show)
- Friday 31 March - end of term sale

## **Summer Term**

- Friday 28 April - coffee morning
- Wednesday 10 May - meeting
- Saturday 13 May TBC - fun run
- Friday 26 May - cake sale
  
- Half Term - Scavenger hunt
  
- Friday 9 June - coffee morning
- Wednesday 14 June - meeting
- Saturday 17 June- Summer Fair
- Thursday 6 July - Goodrich Rocks
- Thursday 20 July - end of term sale
- TBC - adult quiz night



# SDP Key focus areas so far

- ▶ EYFS
- ▶ SEND
- ▶ Early Reading
- ▶ Teaching & Learning
- ▶ Leadership & Management