ALL SAINTS' CEVCP SCHOOL

SCHOOL DEVELOPMENT PLAN

2016-2017

The School Development Plan enables the school's vision to be shared and understood by the whole school community. Our aim is to work and learn together as a community in order to improve and be the best that we can be. The School Development Plan should give everyone an understanding of where the school is going and what actions will be taken to ensure we get there. We set clear timescales for implementation and determine how to effectively use our resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise staff training. The **School Development Plan** is designed to give a sharp, clear focus to those aspects of our work which we believe are most in need of improvement.

Everyone has the chance to contribute ideas as to how our school can improve. Once we have agreed the priorities, the Leadership Team identifies targets for improvement by writing the School Development Plan. This is then shared with everyone. Governors have an important role in monitoring the effectiveness of the plan through liaison with key staff, observing teaching and learning and talking to pupils. There are five Key Priorities for the plan. We wish to achieve each target as fully as possible; therefore they will drive our training, resources, teaching and learning, monitoring, evaluation and review over the next year.

Our Vision:

Our vision is that all children leave All Saints' as confident, resilient, resourceful individuals with a lifelong love of learning and a curiosity about the world around them. At our school we ensure:

- All members of the school community work together to enable everybody to be the best they can be.
- Each child is valued as an individual with unique personalities and talents to be developed and celebrated.
- We constantly look to bring new experiences, fresh ideas and knowledge of different cultures in everything that we do.
- Our school is a place where every child is safe and nurtured and where everyone is kind and respectful.
- Children feel that they can take risks and learn from their mistakes in a supportive environment.
- Our enriched and diverse curriculum is rooted in a love of the natural environment and an understanding of the wider world.
- Our outstanding staff have exceptionally high expectations of all pupils and actively work with them to ensure success for every child.
-

School Context					
Number of pupils on roll	164	Number of pupils eligible for pupil premium	15	Number of pupils with statement or Education, Health and Care plan	0
Number of children SEN Support	6	Number of children with Pupil Passports	23	Number of Children Looked After (CLA)	3
Number of children on additional needs register ie receiving interventions to target areas of need	36	Average Attendance 2015/16			96.7%

EYFS GLD

	No. pupils	% Good level of development			
		2015		2016	
		School	National	**School**	National
All pupils	18	76	66	72	69
Girls	11	90	74	81	
Boys	7	67	59	57	
Disadvantaged	0	50	52	-	

Year One Phonics Check:

	No. Pupils 2016	Year 1 % Expected						Average Mark	
		2014		2015		2016		2016	
		School	National	School	National	School	National	School	National
All	22	77	74	75	77	88	81	35	34
Boys	15	75	70	69	73	87	77	34	33
Girls	9	80	78	82	81	89	84	37	35
Disad.	2	100	63	67	66	50	70	21	31
Other	20	76	78	76	80	91	83	36	35

Phonics Year 2 Cumulative:

	2016 Cohort	2015		2016	
		School	National	**School**	National
All	24	100	90	92	91
Boys	12	100	88	92	89
Girls	12	100	92	92	93
Disad.	2	100	84	100	86
Other	22	100	92	91	93
SEN	5			60	69

End Key Stage One Outcomes Key Groups 2016

	No pupils	READING		WRITING		MATHS		SCIENCE	
		School	Nat	School	Nat	School	Nat	School	Nat
All	24	71	74	58	65	67	73	71	82
Boys	12	67	70	58	59	75	72	75	79
Girls	12	75	78	58	73	58	74	67	84
Disad.	2	50	78	50	70	50	77	50	85
Other	22	73	78	59	70	68	77	73	85
No SEN	19	84	82	74	73	84	80	89	89
Support	5	20	74	0	65	0	73	0	82
EHC	0	0	0	0	0	0	0	0	0
EAL	1	100	74	100	65	100	73	100	82

END OF KEY STAGE TARGET SETTING FOR 2016/17 –

End KS1		READING		WRTING		MATHS	
	No pupils	School	Nat	School	Nat	School	Nat
All	25	80	74	72	65	80	73
Boys	16	81	70	69	59	76	72
Girls	9	77	78	77	73	88	74
Disad. *	4	50	78	25	70	50	77
Other	21	86	78	81	70	86	77
No SEN	24	84	82	72	73	80	80
Support	1	100	74	100	65	100	73

End KS2		READING		WRTING		SPaG		MATHS		RWM	
	No pupils	School	Nat	School	Nat	School	Nat	School	Nat	School	Nat
All	18	85%*	66%	64%	72%	85%	72%	85%	70%	64%	53%
Disadvan	3	33%	71%	33%	79%	33%	78%	33%	75%	33%	60%
Boys	8	66%	62%	33%	68%	66%	67%	66%	70%	33%	49%
Girls	10	100%	70%	90%	81%	90%	78%	100%	70%	90%	57%

Key Issue 1: Effectiveness of Leadership & Management	Led by:
To ensure that leadership at All Saints' continues to be innovative in ways that continue to improve the school, develop the school's curriculum and provision for pupils, ensures the highest quality of education for our pupils and champions the School To School support initiative.	Clare Lamb (HT) Suzanne Kemp (ST) Hannah Marnes (SLT)
	Governor monitoring:
	Annalie King, Paul Mackie (Arts Mark)

Proposed Outcomes

- To ensure the difference is diminishing between the attainment and progress of Disadvantaged pupils and National other pupils by implementing targeted interventions to meet the needs identified with gaps analysis activities for each child.
- Quality of teaching is highly effective and is at least 'good' across school as evidenced by monitoring activities by the SLT.
- The HT plans high quality professional development is for each teacher to meet the needs of PM, the SDP and priorities particular to the cohort of key stage.
- To ensure the S2S agenda improves curriculum provision, leadership, professional development and opportunity for teachers, leaders and Governance.
- To implement and embed The All Saints' Way, ensuring consistency across the school as evidenced in Learning Walks and monitoring activities.
- To use the Artsmark Quality Mark framework to ensure that pupils access a culturally rich education which inspires pupils to learn and engage.

Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
1.1 Accurate assessment of individual needs and targeted support in place with research interventions embedded throughout the school.	• SENCO / SEN Consultant to assess identified pupils to ensure most effective interventions are in place, ensuring measureable progress data is analysed to quality assure effectiveness. • Training to take place for EEF Catch Up Literacy programme. (TP,LP, CL) • To implement an interventions timetable in place for Autumn term, for identified children who are at risk of not reaching EXS or making progress.	£500 £700	Review of impact of interventions from initial starting points show progress for all pupils of at least 6 months where measurable and progress observed in pupil work. Catch Up Literacy is in place for identified children Autumn Term All children identified by end of year data analysis are supported by specific interventions – reviewed at PP meetings	CL,SK CL CL,SK	Assessments undertaken Autumn 2016 September 2016 September 2016

Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
1.2 Development of CPD using the Standards For Teachers' Professional Development framework.	• To assess training needs through Performance Management, school priorities, NSS priorities and national agenda (assessment) • To put training plans in place for all staff – national and local providers • To facilitate training providers as a NSS which other schools can also access, which meet the school priorities and wider agenda.	CPD Budget	CPD plans in place for each staff member to support whole school needs and PM targets Training identified under key priorities strands. Put in place effective CPD to support our school priorities and those identified as local need – iPads, C&M, assessment	CL	Termly review
1.3 To lead key projects as a NSS/ potential Teaching school: English Project with national Literacy Consultant, Cultural and Arts Hub, Leading IT CPD, supporting NQTs, Governance support across schools, S2S support	• To focus on initiatives which will meet the needs of our school and those within our TS cluster – English Project, Spelling CPD, and iPad training to build greater digital literacy, arts provision through Art Pivot. • To apply for Teaching Schools status, which will build upon opportunities already in place as a NSS • To continue to build partnership working and support with TS cluster schools, sharing expertise, best practise and moderation for consistency. • Chair and V.Chair to continue to work as Additional Governors for LA, sharing best practice and bringing good practice to All Saints' GB.	Nil Additional funding through NLE deploy, NSS NCTL funding and CPD	Impact of each aspect monitored through feedback from schools/staff, lesson observations and work scrutiny. TS application submitted 11th December Moderation takes place with partner schools for writing using English Group criteria for EXS in KS2. Greater consistency in moderation and assessment of writing. Governors bring best practice and experience to enhance the GB particularly experience of schools with Yr 6.	CL CL SK, CL Cog/ VCoG	TS application 11th December 2016

Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
1.3 To establish a framework to guide and support teachers in ensuring consistently high expectations in all aspects through rigorous monitoring and evaluation.	• To work with teachers to build details of the All Saints' Way framework, focussing on assessment, SEN provision, Marking and feedback, learning environment, liaison with parents in order to ensure consistency and high standards. • To ensure the framework works as a supportive tool for our NQT (JWH) and any new staff	Time	All elements of the All Saints' Way are in place and consistency is evident through learning walks, work scrutinies, school systems including SEN. Review of ASW doc termly to ensure it reflects the expected standard.	SLT	Implement September 2016 Review termly
1.4 To review the curriculum to ensure the provision of a breadth of creative opportunities across all aspects of the curriculum.	• To participate in the Artsmark initiative assessment process. • To assess the school's cultural provision against the AM framework and identify areas for development – build an action plan • To ensure that children access cultural visits and engagement with artists and theatre – provide a timetable of provision • To be a partner school with the Theatre Royal for the Shakespeare Festival and perform Hamlet to a paying audience. • To be the Lead Pivot school/ coordinate of CALSA network • To ensure evidence of arts and culture in the school Equality Action Plan.	£1000	Arts mark training in place for SLT. Action plan following whole staff review is in place with clearly identified actions and outcomes. Timetable of visits and visitors in place to ensure all children have access to cultural enriched activities. For Yr 6 children to have the experience of performing on stage to a live audience. For the Arts Pivot to successfully deploy CALSAs to develop cultural education in schools – case studies.		Training Autumn 2016 Assessment Summer 2017

Key Issue 2 : Teaching and Learning	Led By:
To ensure that all pupils make substantial and sustained progress from their starting points throughout year groups and learn exceptionally well as a result of our school curriculum, strong subject leadership, outstanding teaching and learning and rigorous monitoring.	Clare Lamb (HT) Suzanne Kemp (ST) Jo Millyard
	Governor monitoring:
	Anne East (English), Janet Blair (maths), Richard Harding/ Stephen Haynes (Science)

Proposed Outcomes
English: To ensure that effective support is put in place to support vulnerable learners and those children at risk of not reaching the expected standard in reading and writing, using gaps analysis to identify areas for support and determine the most appropriate intervention. To ensure that all teachers demonstrate a deep knowledge and understanding of the expectations of the English curriculum and in particular writing expectations at the end of their year, using the frameworks developed by the English Project evidenced by moderation and assessment of writing, with a focus on skills progression. To ensure that the teaching of spelling, editing and redrafting enables at least the predicted number of pupils detailed in the Target Setting Report 2016/17 to reach at least EXS in writing by the end of the Year. **Maths:** To ensure that effective support is put in place to support vulnerable learners and those children at risk of not reaching the expected standard in maths, using gaps analysis to identify areas for support and determine the most appropriate intervention. To ensure that all teachers demonstrate a deep knowledge and understanding of the expectations of the Maths curriculum and as a result plan effective lessons which enables at least the predicted number of pupils detailed in the Target Setting Report 2016/17 to reach at least EXS in maths by the end of the Year. **Science:** To ensure that all teachers demonstrate a deep knowledge and understanding of the expectations of the Science curriculum and as a result plan effective lessons, which demonstrate embedding of scientific knowledge and application of skills – evidenced by scrutiny of planning and monitoring of teaching/pupil outcomes. To ensure that approximately 80% of children reach the EXS in Science at the end of KS1 and KS2

Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
2.1 ENGLISH: To ensure that interventions are targeted to meet the needs of pupils who are at risk of not making at least expected progress or EXS	• SENCO / English Lead to assess identified pupils to ensure most effective interventions are in place – inc EEF Catch Up Literacy • To implement an interventions timetable in place for Autumn term • To monitor effectiveness with assessments before and after to monitor effectiveness. • To use standardised assessments to monitor ongoing progress	£600 EEF funding	Interventions timetable in place and reviewed each term at Pupil Progress Meetings to ensure effectiveness/ impact. Assessment data is used to monitor effectiveness/ impact.	SK/ CL	Interventions in place September 2016 Review termly/ pupil progress meetings
2.2 To develop a greater understanding of the 'expected standard' in writing in each year group in order to raise expectations and standards through joint working with national English consultant.	• HT to write bid for S2S funding – to work with national literacy consultant to enable English SL to analyse areas of strength and development in writing across the school, to carry out spelling CPD with KS2 teachers and to define end of year expectations in writing throughout KS2. • To gain an agreement for end of year expectations and exemplification materials developed to support end of year assessment and moderation of writing.	Nil S2S funded	**Outcomes of the English Project:** Upskilling of SL enables them to carry out ongoing analysis of writing which will impact on standards. Agreed EXS for writing and exemplifications in place at end of Yrs 3,4,5 in place which supports cluster moderation and accuracy of judgements.	CL NLE lead SK	Complete by Spring 2017 Materials to be used for end of year assessment judgements in writing.
2.3 To ensure that children make at least expected progress from their starting points.	• To ensure that all teachers know the starting points for each child in their class (GLD- end KS1/ KS1- end KS2) • To ensure all teachers understand what the expected standard is in each year group. • To ensure that all teachers understand the progress measure for the children in their class. • To carry out a gaps analysis to ensure that all gaps in learning are addressed in order to ensure that children make at least expected progress.	Nil	Progress reports show that **all** children make progress from their starting points (GLD-end of KS1/ end KS1-end KS2) All teachers understand where the class starting points are for the children in their class and the expected progress measure. To be able to identify gaps in learning and evidence where children have met these.	CL/SK to monitor All teachers	Target setting Autumn 2016 Termly pupil progress meetings/ inc gaps analysis Summer term final data analysis

Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
2.4 To improve the quality of the teaching of spelling through CPD and development of whole school spelling/ editing and redrafting policies.	• CPD for development of spelling strategies with National Consultant • Resources to be developed to support the teaching of spelling across the school. • Development of whole school Spelling Policy • Development of editing and redrafting strategies to review and enable children to correct spellings –Use of the CUPS strategy.	Nil S2S funded	Spelling training undertaken by KS2 teachers. Children's spelling SS scores show progress using the Diagnostic Spelling Tests. Spelling resources and strategies in place – evidenced in observations and planning. Spelling policy in place and used consistently – evidenced in planning. Editing strategies in place.	CL SK	Training Sept 2016 Policies in place Autumn 2016
2.5 Development of the learning environment to support writing, with spelling focused displays and resources	• Review Learning Environment and how to support children's learning • Ensure Year groups words are displayed for reference for editing work • Provide table top resources to support writing		Monitoring of learning environment – feedback on effectiveness of displays to support children – evidenced through pupil perceptions/ observations. Resources in place to support pupils – evident in all classes.	SK All teachers	Autumn 1

Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
MATHS					
2.6 To ensure that children make at least expected progress from their starting points.	• To ensure that all teachers know the starting points for each child in their class (GLD- end KS1/ KS1- end KS2) • Ensure all teachers understand what the expected standard is in each year group. • To ensure that all teachers understand the progress measure for the children in their class. • Gaps analysis is carried out to ensure that all gaps in learning are addressed in order to	Nil	Progress reports show that **all** children make progress from their starting points (GLD-end of KS1/ end KS1-end KS2) All teachers understand where the class starting points are for the children in their class and the expected progress measure. To be able to identify gaps in learning and evidence where children have met these.	CL/SK to monitor All teachers	Target setting Autumn 2016 Termly pupil progress meetings/ inc gaps analysis

Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
	ensure that children make at least expected progress.				Summer term final data analysis
2.7 To ensure that interventions are targeted to meet the needs of pupils who are at risk of not making at least expected progress or of reaching the expected standard, using detailed gaps analysis.	• Use of standardised assessments and Sandwell Diagnostic assessments to identify individual gaps in order to ensure correct interventions are in place (1stclass@number/ Number Sense/ Success@arithmetic) • SENCo to ensure Pupil Passports targets address specific gaps in mathematical knowledge by analysing the school tracking system. • Ensure maths plans are differentiated for identified children in order to ensure progression and application of mathematical skills.	Nil	Interventions address gaps in mathematical knowledge as evidenced in Sandwell assessments and PUMA assessments. Outcomes SS scores will improve as a result of interventions. Monitoring of Pupil Passports shows specific small step targets in maths for identified children. Scrutiny of maths plans, work in books and observations shows clear differentiation and progression.	SK/ CL CL All teachers SK	Interventions in place September 2016 Review termly
2.8 To develop a greater understanding of the 'expected standard' in mathematics at the end of each key stage.	• Use of PUMA framework to ensure children have coverage of maths curriculum – use of termly PUMA assessments to evaluate if children are on track. • Moderation in key stages and with other schools • Use of interim frameworks to understand expectations at the end of each KS.	Nil	PUMA assessments data shows progress in individual SS scores. Planning and teaching support pupil progress in maths. Moderation takes place in the Spring term with cluster schools. Teachers in Yr1 and Yr6 collect evidence for pupil outcomes using IF	All teachers All teachers SK, ED	Training Sept 2016 Policies in place Autumn 2016

Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
2.9 To build greater 'mathematical fluency' skills to enable children to have quick recall of key mathematical concepts	• Implement 'Magic Ten' daily maths sessions in all classes to improve number fact recall and fluency • Ensure that maths lessons draw upon known number facts where possible • Whole class number problem solving sessions modelling how to use children's knowledge of multiplication, number bonds…	Nil	Pupil's fluency in maths is increased as evidenced in lesson monitoring and pupil's maths. Scrutiny of planning shows evidence of focus on developing number facts. Planning demonstrates a focus on problem solving using the key operations – weekly inclusion.	SK SK SK	Autumn 2016 Spring term maths SL scrutiny
2.10 To implement assessment and tracking of children's mathematical skills using KPIs.	• KPI grids compiled for all teachers to track pupil outcomes – focus on what the children need to know. • Use of KPIs to ensure that children are on track to meet expected standards and to identify any gaps in knowledge	Nil - time	KPI grids are monitored half termly by teachers to track pupil progress – impact on planning is evident. Pupil Progress meetings are used to review the outcomes from KPI monitoring in order to track pupil progress.	SK All teachers HT	Implement Aut 2016 Half termly reviews

Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
2.11 To implement and embed the Science teaching programme 'Empiribox' in KS2 through termly bespoke CPD, use of science resources and teaching and learning plans.	• Ensure that termly CPD sessions are in place to equip KS2 teachers with knowledge and skills to deliver the new science curriculum • To organise the resources for each teaching session • To ensure risk assessments are in place • To ensure that progression is in place across all KS2 classes • To be able to assess children's scientific knowledge and skills each term	£5k	Empiribox training and teaching programme is in place Autumn 2016. Teachers have been trained in preparation to deliver all of the units. The SL has carried out risk assessment. Tracking takes place each term with pupil progress monitored.	JM	Termly CPD
2.12 To implement and embed the 'Developing Experts' science programme in KS1 through bespoke CPD, use of resources and teaching and learning plans.	• To use the Developing Experts Science programme to support teaching in KS1. • To be able to evaluate which units match the prior knowledge and learning of each class and make adjustments where necessary. • To be able to share resources with parents in order that they can support their child's learning	£200	Developing Experts programme is in place in KS1 with training undertaken September 2016. Curriculum is reviewed termly to ensure it meets the needs of the cohort and gaps are identified. Units are shared with parents to support learning at home.	ED/ CL	Training September 2016 Review termly
2.13 To implement the TAPS school self- evaluation pyramid as a framework for the Science subject leader and HT in identifying strengths and areas for development in assessing Science.	• HT and JM (science lead) to use the TAPs model to self-evaluate science provision and outcomes across the school • To show teachers how the resources can support evaluation of science and evidence pupil progress. (VALIDITY assessments consider all areas eg working scientifically), RELIABILITY (consistency of judgements) and MANAGEABILITY (clear purpose) • To build a portfolio of science assessments for reference	SL time £200	Self-evaluation and action plan will be put in place to identify strengths and areas for development in assessing Science. Teachers use the TAPS resources to evidence pupil progress, moderate outcomes and ensure consistency of outcomes. Portfolio is in place to support moderation and understanding of pupil outcomes in each aspect of the science curriculum.	CL/ JM	Spring Term 2017

Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
2.14 To embed termly tracking system to monitor pupil progress and review teaching of scientific skills and scientific knowledge.	• KS2 teachers to use RAG rating termly assessments to assess pupil knowledge and skills. Termly tracking to monitor progress. • KS1 tracking sheets for skills implemented to monitor children who are below, working towards, at expected and those achieving greater depth.		Teachers understand which children are BLW, WTS, EXS, and GDS in science and are able to track progress and identify gaps in skills and knowledge.	CL/ JM All teachers	Termly assessments to feed into data reporting and analysis.

15

Key Issue 3: Personal development, behaviour and welfare	Led by:
To ensure that pupils are confident, self-assured learners who value their education. .	Clare Lamb (HT) Suzanne Kemp (ST)
	Governor monitoring:
	Kerry Wigg, Richard Harding (Peer Mentors), Lorraine Plummer (Behaviour)

Proposed Outcomes

- Pupils value their education and absence rates reduce across the whole school with a focus on children that have persistent absence 2015/16.
- Pupils can explain accurately and confidently how to keep themselves healthy and safe evidenced by pupil perception interviews.
- To promote pupils' SMSC development, encouraging them to develop a caring attitude and a sense of responsibility to others as evidenced in behaviour monitoring during learning walks and lesson observations.
- Pupils behave impeccably as school strategies promote high standards of behaviour evidenced by successful outcomes on Behaviour Support Plans.

Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
3.1To continue to monitor and address attendance issues, working in partnership with parents.	• Ensure attendance continues to be monitored robustly and strategies established last year are maintained. • Liaise with new EWO in tackling poor attendance. • Include attendance monitoring at L&A Gov meetings to reinforce the correlation between attendance and pupil progress	Nil	Attendance systems are robust and identify children at risk of low attendance/ PA are addressed. EWO advice is sought where there is a concern. The L&A committee are fully aware of the attendance levels and the measures in place. The correlation of attendance and attainment is highlighted at meetings	CL	Ongoing – HT carries out weekly monitoring

3.2 Ensure planned opportunities within the curriculum to enable pupils to explain accurately how to keep themselves safe and healthy, including online safety.	• Focus on ensuring children understand how to stay safe online and are aware of cyberbullying through planned teaching sessions and workshops • Sessions led by school nurse deal with staying healthy and puberty • NSPCC workshops and assembly • Yr 6 participation in Crucial crew personal safety workshops	Nil	Children are able to articulate how to stay safe online. Teaching plans are in place to address cyberbullying. School nurse carries out puberty talks NSPCC sessions in place and children are able to articulate how to stay safe.	CL, JM, SK	Planned timetable in place Autumn term.
3.3 To provide leadership opportunities for all pupils: Circle time Peers, School Ambassadors, Head Boy/ Girl, class helpers, lunchtime office cover.	• To review current leadership and pupil voice opportunities • To implement Circle Time Mentors for Yr 6 pupils • Carry out application and voting of School Ambassadors • Appoint Head Boy and Head Girl from interview process. • Create opportunities for pupils to assume roles with responsibility across the school.	Nil	Circle Time mentors enable pupil voice within the school community, feedback ideas and concerns from all classes. Feedback is used to drive improvement within school. Leadership posts are in place for pupils in preparation for transition. Year 6 pupils assume key roles of office duty, running school clubs, leading younger children.	CL/ SK/ JM	Autumn Term 1
3.4 To introduce and embed the All Saints' Award.	• To create a leadership and citizenship initiative for Year 6 pupils in order to prepare them for transition to upper school • To provide opportunities for pupils to develop resilience, citizenship and responsibilities	Nil	Pupils in Year 6 improve their leadership, citizenship and responsibility skills by meeting the criteria set out in the AS award.	SK to write and evaluate	Implement Autumn term Ongoing review against criteria

3.5 To review the schools' Behaviour/ Anti Bullying policy and procedures	• To work with parents and Governors to review the Behaviour Policy and Anti Bullying Policy • To create a flow chart of actions and next steps in dealing with behaviour issues • To ensure Pastoral Support Forms are reviewed with staff to ensure a consistent and thorough approach to dealing with behaviour issues • To ensure all staff understand how to deal safely with behaviour issues within school.	Nil	The Behaviour Policy will be revised in consultation with staff and parents to incorporate the Anti-Bullying Policy. To ensure that all stakeholders understand the procedures for dealing with behaviour issues. To ensure a consistent approach is in place for dealing with concerns and behaviours All staff will undertake SchoolSafe training.	CL/ Chair CL CL	Autumn Term 2 Spring Term 1 Autumn Term 1
3.6 To ensure high expectations of behaviour, deploying support where necessary both internally and externally.	• To liaise with external agencies where behaviour causes concerns to seek support and guidance (Behaviour support Service/ Art Therapist)	£250	The school will engage with BSS, First Base Outreach, SchoolSafe, Art therapist. Ensure that all risk assessments, Behaviour Support Plans are in place for identified children.	CL	Autumn Term / where needed

18

Key Issue 4 : Outcomes For Pupils	Led by:
To ensure 'outcomes' remain outstanding by pupils making substantial and sustained progress.	Clare Lamb (HT) Suzanne Kemp (ST)
	Governor monitoring:
	Stephen Larner, Imogen Senior

Proposed Outcomes

- The % of pupils attaining the phonic standard in Year 1 continues to be above national (2016 88%)
- To ensure that the % of pupils reaching the expected standard in reading, writing and maths is at least in line with national if not above at the end of KS1 and KS2 – see targets at start of SDP page 5 and Target Setting Report 2016/17.
- To ensure that the new progress measures are understood by all teachers.
- To track progress using starting points – GLD for KS1, KS1 for KS2 and ensuring that ALL teachers are accountable for ensuring that children are on track to make at least expected progress.
- To ensure that progress measures for Year 6 are clearly understood by the SLT using the Primary Accountability document.
- To be able to identify children who are not predicted to make 'progress' from starting points on transition matrices (EYFS-end KS1/ KS1 to end KS2and ensure that additional support and interventions have been implemented to ensure that they can have every opportunity in order to reach the expected standard. See Target setting report 2016/17

Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
4.0 To ensure that barriers for disadvantaged learners and those with Special Educational Needs are clearly identified and that measures are put in place to reduce these barriers.	• Continue to provide Structured Conversations with parents to better understand barriers to learning and engagement.	Nil	Structured Conversations take place and enable parents to discuss their concerns and share successes – promoting parental engagement. Successful application for outreach support for identified pupils, which enable the school to better understand pupil needs.	CL, SLT	Half termly review of progress and interventions. Termly Structured Conversations.

	- Referral to relevant services and outreach providers to ensure that all needs are met. - To continue to ensure that Pupil Premium Funding is targeted to address the different barriers by assessing effectiveness and impact of previous funding		Interventions and support are monitored to ensure impact of outcomes – pupil progress, pupil attitudes, attendance, wider school participation		
4.1 Maintain enhanced phonic provision and monitoring of pupils to ensure high expectations are in place with successful outcomes.	- Phonics Lead part of SLT with monitoring role of KS1 teachers and Phonics TA – planning, quality of teaching and outcomes. - Designated Lead Phonics TA in place with allocated time for additional support for children at risk of not passing Phonics Check.	Staff costs – included in budget	Phonics lead carries out monitoring of T&L, planning to ensure consistency and coverage. Half termly review of pupil progress in phonics shows gaps in learning and impacts on Yr1 Phonics outcomes. At least 81% of children will pass the Yr1 Phonics check.	HM	Weekly monitoring and half termly reviews
4.2 To ensure the new Y2 teacher has a clear understanding of the expected standard in R,W,M against the interim frameworks 2016/17.	- CPD to find out about KS1 assessment arrangements and expectations - Support from HT/ ST for KS1 teacher using experiences from last year. - Collation of evidence for interim assessment statements. - Moderation with partnership schools. - To ensure that KS1 teachers ensure that children make progress from their starting points in EYFS.	£100	Yr2 teacher fully understand the requirements of the KS1 assessments 2017. Collation of collections of pupils work using the ITAF to evidence attainment. Moderation is undertaken with cluster schools to ensure consistency. Progress measures show that at least 90% of pupils who made expected at the end of EYFS are at least the EXS at the end of KS1 in reading, writing and maths.	ED HT/ST	CPD Autumn term
4.3 To ensure the new Y6 teacher has a clear understanding of the expected standard in	- CPD to find out about KS2 assessment arrangements and expectations	£100	Yr6 teacher fully understand the requirements of the KS2 assessments 2017. Collation of collections of pupils work using the ITAF to evidence attainment.	SK CL	Training Autumn Term 2016 Termly moderation

reading and writing and maths against the interim frameworks 2016/17 and the SATs assessments	• Visits to other schools with experience of Y6 • Collation of evidence for interim assessment statements. • Moderation with partnership schools. • Work with experienced Y6 teachers who have experienced of the new end of KS2 assessments in order to understand the formats and requirements and put plans in place as a result.		Moderation is undertaken with cluster schools to ensure consistency. Target predictions show that: 84% will reach EXS in Reading, 78% will reach EXS in writing 84% will reach EXS in SPaG 84% will reach EXS in maths 78% will reach EXS in RWM . Progress measures show that at least 90% of pupils who made expected at the end of KS1 are at least the EXS at the end of KS2		
4.4 For the SLT to understand progress measures and carry out a data risk assessment from end KS1 to end KS2 for current Y6 pupils.	• Use Primary School Accountability Measures to review progress from prior attainment and in relation to targets • Attend data training session • To use prior KS1 data to calculate progress measures and compare to national - To ensure that KS2 teachers ensure that children make progress from their starting points at the end of KS1.	£300 training SK, CL, SL	SLT will use the PAG measures to ensure that Yr6 children are on track to make at least the expected progress. Identified children will receive additional support, using gaps analysis to identify specific areas. Training session will enable SLT and Governors to full understand data and progress measures by end Yr6	CL, SK	Autumn term 2016 data analysis and training
4.5 That gaps analysis tasks and evidence collated are analysed in order to influence teaching and learning and ensure	• Assessing of pupils is based on a secure fit model as used in the interim end of KS assessments. • All teachers use gaps analysis to monitor progress and tailor teaching to address identified areas. • Pupil Progress Meetings will have a greater focus on these gaps and	NIL	Gaps analysis from TT, diagnostic spelling test, KPI analysis and class based assessments enable teachers to identify any gaps. Interventions and small group support is in place for identified children. Pupil Progress meetings take place half termly to monitor progress of all children	CL/ SK All teachers	Half termly data review.

21

children make at least expected progress.	how they will be addressed through teaching and learning and intervention.		from starting points, gaps in learning and appropriate support and intervention.		

Key Action: Effectiveness of the Early Years	**Led by:**
To ensure that children in Early Years make substantial and sustained progress from their starting points .	Clare Lamb (HT) Hannah Marsden (EYFS Lead/ SLT)
	Governor monitoring:
	Stephen Larner

Proposed Outcomes
- School **GLD** is at least in line with National GLD (69% 2016) Predicted school GLD 2017 75%   - To ensure that children with good entry data on entry for writing make substantial and sustained progress as a result of high quality teaching and a rich and varied curriculum with higher numbers of children attaining 'exceeding' at the end of EYFS in writing than 2016 (11% 2016 school)   - To ensure that effective support is put in place to support vulnerable learners and those children at risk of not making GLD by the end of EYFS

Priority Developments	**Actions**	**Resources /Costs**	**Success Criteria/ monitoring**	**Personnel**	**Timescale**
5.1To identify and support children who may not make the GLD in identified areas using on entry assessments and ongoing tracking and monitoring. To put support/	- Carry out detailed baseline assessment to identify where children will need support. - To put support/ Pupil Passports to address identified needs. - To make referrals if necessary – speech and language, CDC, OT	Nil	EYFS staff are clear about staring points for all children and any gaps from the baseline assessments. Pupil Passports are put in place Autumn 2 in EYFS to identify gaps and small step targets. Shared with parents weekly with activities suggested for home.	HM CL	Autumn term 1 Weekly monitoring Pupil Passports

Pupil Passports to address identified needs.	• Review small step targets on PP		Children identified for possible referral S&L, CDC and advice gained from SEN Consultant.		
5.2 To plan focused adult directed teaching activities and facilitate imaginative child initiated activities to develop children as confident writers	• Use outcomes of baseline to identify strengths and areas of development in writing. • Identify more able writers and plan engaging writing activities to develop challenge • Be familiar of Yr 1 writing expectations • To moderate writing outcomes for end EYFS	Nil	Writing skills are a particular focus. Identification through baseline of more able writers. Plans in place for supporting children to accelerate progress – reference to EYFS and KS1 expectations for more able writers. Moderation of writing with SLT and KS1 teachers to ensure consistency and agreement of outcomes.	ED HT/ST	CPD Autumn term
5.3 To ensure that judgements at the end of EYFS are moderated within our cluster of schools and internally to ensure accuracy and consistency across schools	• LA moderation sessions are attended • Cluster moderation with TS schools, ensuring consistency. • Analyse 'like' children and their outcomes at the end of KS1 to build a profile for 'expected progress'.	HLTA cover £100	EYFS teacher attends EYFS moderation with LA. Moderation of children in Year 1 to ensure accurate end of EYFS judgements – focus on those children predicted to reach Expected by end of EYFS.	HM SK – Lit/ Maths	Summer Term 2017