

# **ALL SAINTS' CEVCP SCHOOL**



## **SCHOOL DEVELOPMENT PLAN**

**2017-2018**

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.
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School Context					
Number of pupils on roll	171	Number of pupils eligible for pupil premium	18	Number of pupils with statement or Education, Health and Care plan	0
Number of children SEN Support	5	Number of children with Pupil Passports	24	Number of Children Looked After (CLA)	5
Number of children on additional needs register ie receiving interventions to target areas of need	19	Average Attendance 2016/17			96.7%

<b>Key Issue 1: Effectiveness of Leadership &amp; Management</b>	<b>Led by:</b>
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 high quality education across the school.	Clare Lamb (HT) Suzanne Kemp (ST) Hannah Marnes (SLT)
	<b>Governor monitoring:</b>
	Annalie King, Richard Harding, Stephen Lerner, Aidan Dunn

Priority Developments	Actions	Resources	Success Criteria/ monitor	Personnel	Timescale
1.1 To ensure good progress of disadvantaged pupils across the school	<ul style="list-style-type: none"> <li>To carry out a Pupil Premium Review, involving all stakeholders and pupils.</li> <li>Use the review to identify key barriers to learning, to evaluate the provision in place for PP pupils and plan future provision, utilising the EEF toolkit, where appropriate.</li> <li>To continue to monitor progress for all PP children from their starting points.</li> <li>To create a PP provision map, which details specific provision of interventions and wider support in place, utilising the EEF toolkit.</li> <li>Use the learning from Pupil Premium Reviews carried out as NLE to apply to approaches and strategies to improve the achievement of disadvantaged pupils at All Saints.</li> <li>Ensure that expectations of progress, including that of disadvantaged pupils, are high profile in all discussions with staff, especially pupil progress meetings</li> </ul>	Nil – HT is PP Reviewer	<p>The school's tracking system will show that at least 80% of pupils in each of Years 3, 4 and 5 are making at least sufficient progress from starting points, in reading, writing and maths.</p> <p>The negative gap in attainment (achieving the expected standard and above) will be reduced (compared to 2017 outcomes) for those entitled to PPG and other pupils in each of reading, writing and maths in the statutory key stage assessments for KS1 and KS2 2018 <b>proportionate to their starting points</b></p>	CL  RH – PP Governor	<p>CL undertake training 28/11/17</p> <p>PPR to be undertaken January 2018</p> <p>Final review outcome end January 2018 – to inform 2018 budget.</p>

			<p>In Years 1, 3, 4 and 5, the attainment of disad pupils improves, demonstrating the effective targeting of PP Funding.</p> <p>At the end of Year 6 2018, the progress of pupils entitled to PPG will be broadly in line with that of other pupils.</p>		
Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
1.2 To develop the skills of middle leaders to enable them to be able to lead teaching and learning in their specific subject and key stage	<ul style="list-style-type: none"> <li>• SLT support in understanding key role as a middle/ subject leader, including development of subject plans, observing teaching and learning, pupil perceptions and staff development.</li> <li>• Middle Leaders to attend bespoke training Spring Term 2018</li> <li>• Include a leadership objective in the performance management plans of all subject leaders, and specify how they will be supported in the development of their leadership skills</li> <li>•</li> </ul>		<p>The quality of teaching continues to be highly effective across all subjects.</p> <p>The monitoring of all subjects is highly effective across the school</p> <p>The leadership team capacity is strengthened.</p>	<p>SK/ CL</p> <p>All teachers</p>	<p>Middle Leaders Training 8/3/18 and 20/4/18</p> <p>Subject Leader training Spring Term 2018</p>
1.3 To develop a consistent understanding of what 'greater depth' looks like through development of clear criteria and rationale.	<ul style="list-style-type: none"> <li>• SLT to review what constitutes 'greater depth' on school tracking system and against interim frameworks – high score expectation Yr6.</li> <li>• Provide clear criteria for teachers for assessing children who are at the higher standard and working at greater depth.</li> <li>• Create collection of work which demonstrates work from children working at greater depth.</li> </ul>		<p>All teachers understand what constitutes greater depth in reading, writing and maths.</p> <p>Children are identified as working at greater depth using agreed criteria and exemplars.</p>	<p>SK/ CL</p> <p>All teachers</p>	<p>SLT to review current practice and create agreed criteria January 2018.</p> <p>Agreed criteria used for end of year assessments summer 2018.</p>

Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
1.4 To review current allocation of Sports Premium and use the additional allocation to ensure increased participation and engagement of children in sports across all key stages.	<ul style="list-style-type: none"> <li>KB to review coverage of current provision and identify which year groups need additional allocation of funding.</li> <li>KB to survey all teachers to understand CPD and development needs, which can be funded with the additional allocation.</li> <li>Review impact of current provision and create an impact statement, which identifies effectiveness/ impact of spending and how provision will be sustainable in the future.</li> <li>To develop the role of sports leaders for pupils in upper KS2.</li> </ul>	Release time KB	<p>KB will be able to evidence impact of current and additional Sports Funding spending.</p> <p>KB will monitor sustainability of provision through a focus on teacher CPD to upskill teachers in all aspects of the PE Curriculum.</p> <p>KB will develop a strategic plan which will ensure equality of sports provision and funding across all year groups.</p> <p>Sports leaders are trained and deployed to support playtimes and PE lessons.</p>	KB	<p>Spring Term 2018</p> <p>Survey November 2017</p> <p>Spring Term 2018</p> <p>TBC</p>
1.5 To strengthen liaison with and support for parents through a range of strategies, including the Parental Engagement Programme.	<ul style="list-style-type: none"> <li>HM to continue to participate in PEN Parental Engagement project.</li> <li>KB to implement parent reading/ phonic programme following summer term training session with PEN with resources</li> <li>Survey parents on help they would like in order to support their child's learning and plan activities accordingly.</li> </ul>	Supply cover for HM to attend sessions	<p>Parental Engagement initiatives from PEN sessions are successfully rolled out to parents in order to build upon current liaison.</p> <p>The school can respond to requests for support from</p>	<p>HM</p> <p>KB</p> <p>CL</p> <p>HM/ CL</p>	<p>Ongoing</p> <p>Dec 2017</p> <p>Dec 2017</p> <p>Ongoing</p>

	<ul style="list-style-type: none"> <li>The school will be involved in a case study for Relational Schools focussed on parental engagement and communication.</li> <li>Strengthen liaison with the newly formed PTA through participation in meetings and decision making on funding to support pupils.</li> </ul>		<p>parents and provide bespoke group support.</p> <p>The PTA is seen as an important part of the community that brings together staff and parents and acts in the best interests of the school.</p>		
<p>1.6 To carry out a curriculum review, strengthening and adapting aspects to ensure that we have a rich and relevant curriculum, which promotes SMSC and British Values.</p>	<ul style="list-style-type: none"> <li>All teachers to review the current curriculum plans for all subjects in each year group.</li> <li>To identify adjustments that can be made to topic and areas of focus whilst ensuring that all outcomes are covered from the NC POS.</li> <li>Review how opportunities to promote British Values and aspects of SMSC are included in curriculum plans.</li> <li>Review how enrichment opportunities can enhance the revised curriculum, including visits and visitors to the school and enrichment days.</li> <li>Final curriculum plans are written and shared with parents through the school website.</li> <li>Subject leaders/ SLT review curriculum plans and carry out monitoring through lesson observations, work scrutiny and pupil perceptions.</li> <li>Develop further ways of evidencing (and celebrating) achievement and learning across the broader curriculum</li> </ul>	<p>Staff meetings</p> <p>“ “</p> <p>Staff meetings</p> <p>SLT time</p> <p>Release time for subject leaders</p>	<p>The revised curriculum plans cover all objectives within the National Curriculum.</p> <p>The revised curriculum plans include opportunities to promote British Values and support the SMSC development of all pupils.</p> <p>Development of a plan of wider opportunities and enrichment activities, which support the curriculum.</p> <p>The leaders of Science and foundation subject leaders feel supported in their subject leadership and that they have developed their leadership skills following support and development by the SLT</p>	<p>All teachers</p> <p>All teachers</p> <p>All teachers</p> <p>SLT to coordinate</p>	<p>Staff meetings 2<sup>nd</sup> half autumn term 2017.</p> <p>Staff meetings 2<sup>nd</sup> half autumn term 2017.</p> <p>January 2018</p> <p>In place January 2018</p>

Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
1.7 To continue to use the Artsmark Quality Mark framework to ensure that pupils access a culturally rich education which inspires pupils to learn	<ul style="list-style-type: none"> <li>Review arts provision across the school and ensure revised curriculum has clear links to the arts.</li> <li>Implement Arts Award with identified classes/ specific activities.</li> <li>Complete and submit the school's Artsmark Case Study</li> <li>Review clubs, school visits and enrichment days to ensure that they provide a breadth of arts experiences for all pupils.</li> </ul>	Cost of enrichment days	<p>Curriculum plans reflect access to the arts for all pupils.</p> <p>The Arts Award initiative is successfully introduced in order to recognise arts participation and engagement.</p> <p>The Artsmark case study will be submitted so that the school can gain an Artsmark grading.</p>	All teachers CL	January 2018  January 2018
1.8 Governors will strengthen their strategic support	<ul style="list-style-type: none"> <li>To ensure that the newly appointed Chair of Governors promotes effective and strategic governance that supports the school.</li> <li>To develop and implement a GB Strategic Action Plan 2017/18 that focuses on developing Governor roles and expertise.</li> <li>To manage and maintain existing premises and strategic budget for repairs and longer term replacement / improvements.</li> </ul>	<p>Nil</p> <p>Nil</p> <p>Costs of identified actions</p> <p>Nil</p>	<p>Steering Committee (termly) meetings, HT Chair meetings, liaison with the HT and SEO.</p> <p>A strategic plan will identify termly expectations/ actions for Governors</p> <p>Newly appointed H&amp;S Governor and Resources Committee will develop an estates plan that will identify key actions and costs.</p>	<p>CoG</p> <p>Steering Committee</p> <p>CoG &amp; RH</p> <p>CoG</p>	<p>Autumn 2017, reviewed termly</p> <p>Develop: 01/2018 Implement: 02/2018 Updated Termly FGB meetings</p> <p>Termly meeting</p> <p>Termly</p>

	<ul style="list-style-type: none"> <li>To ensure that all governors engage in a monitoring programme for the 2017/18 School Development Plan</li> <li>To put in place bespoke whole Governing Body training on how to Governors can monitor subjects across the wider curriculum.</li> </ul>	Part of Gov Services package	Governor monitoring reports are written by all Gobs and relate to key action identified in SDP. Governors understand what they should monitor and how, including how to use this information when reviewing the SDP	CoG & RH, PM All Gobs	Termly  February 2018
<b>Key Issue 2 : Teaching and Learning</b>		<b>Led By:</b>			
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)			
		<b>Governor Monitoring:</b>			
		Anne East, Richard Harding, Janet Blair, Stephen Lerner, Lorraine Plummer			
<b>Priority Developments</b>	<b>Actions</b>	<b>Resources /Costs</b>	<b>Success Criteria/ monitoring</b>	<b>Personnel</b>	<b>Timescale</b>
<b>English:</b>					
2.1 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	<ul style="list-style-type: none"> <li>Implement new interventions Write From The Start, Beat Dyslexia, Clicker 7</li> <li>Referral to outreach where specific difficulties identified – SENDAT and Dyslexia Outreach</li> <li>Continue to work with SENDAT and Dyslexia Outreach to plan bespoke curriculum for identified children.</li> <li>Review progress of interventions and external support at PP meetings and through assessments and data tracking.</li> </ul>	Cost of interventions: Clicker £250 Beat Dys £80 Write from Start £60  TA time to undertake interventions	Interventions to support identified needs are in place Interventions are evidenced to be effective through work scrutiny and assessment outcomes. Pupil Progress meetings focus on outcomes for vulnerable learners. Teachers implement strategies recommended by outreach advisors.	CL All teachers	New interventions in place Oct 2017  Half termly pupil progress meetings  Ongoing work with outreach services

	<ul style="list-style-type: none"> <li>Teachers and SLT to review and implement ideas from EEF Improving Literacy outcomes research documents.</li> <li>CPD for new teachers to understand requirements of the curriculum.</li> </ul>	£300			CPD with Lark TSA for GPS
2.2 To use the English project writing exemplifications in years 3-6 to ensure that all teachers understand the expectations of writing for their specific year group, ensuring that children are making at least expected from their starting points	<ul style="list-style-type: none"> <li>Staff meetings in Autumn term use the training document to look at the examples for each year group and expectations – ensuring that everyone understands the terminology.</li> <li>Tracking grids are completed by all teachers throughout the year to evidence progress and identify any gaps.</li> <li>Moderation sessions take place to ensure judgements are secure. (in school and across BSP)</li> </ul>	Staff meeting time	All teachers have a clear understanding about the expectations in writing for their year group. Teachers are able to identify gaps in skills and adjust teaching in order to address these. All teachers are involved in inter school writing moderation and moderation with other schools for each year group.	SK  CL	Autumn Term staff meetings to look at all yr groups.  Spring Term 2018
<b>Priority Developments</b>	<b>Actions</b>	<b>Resources /Costs</b>	<b>Success Criteria/ monitoring</b>	<b>Personnel</b>	<b>Timescale</b>
2.3 To implement a new spelling programme from Year 2 to 6, ensuring a structured and systematic approach to spelling is in place.	<ul style="list-style-type: none"> <li>Assess all children in order to understand spelling ability – use information to set spelling groups</li> <li>Train all teachers and TAs on how No Nonsense Spelling works and how to implement.</li> <li>Implement programme Yr2-6.</li> <li>Review progress of each group through session outcomes and spelling ability within written work.</li> </ul>	£120 cost of programme	Teachers will address spelling gaps for children through use of the structured spelling programme. Spelling within written work shows improvement through work scrutinies. Commonly misspelt words are identified and used to influence teaching within spelling groups.	SK to lead All Teachers KS2 teaching assistants	Implement and training September 2017  Review termly.
2.4 To implement a new system of editing and redrafting stations in each class across Key Stage Two.	<ul style="list-style-type: none"> <li>English Subject Lead to explain process and rationale to all teachers</li> <li>Introduce strategy of editing stations in KS2 classes.</li> </ul>	Nil – staff meeting	Children will understand which elements of their work need editing and improvement. Children will become forensic when editing and improving their work.	SK All Teachers	Introduce and implement October 2017  Review termly and refine if necessary

	<ul style="list-style-type: none"> <li>Review effectiveness of strategy in ensuring that children are reviewing and editing work effectively.</li> </ul>		Children's editing will up level their writing outcomes.		
2.5 To promote a reading culture across the school, which encourages parental engagement and opportunities to develop reading skills.	<ul style="list-style-type: none"> <li>Review of reading books to ensure that reluctant or struggling readers have a range of inspiring and interesting books.</li> <li>Promotion of 100 books for year 5/6</li> <li>Children are encouraged to recommend books to their classmates and write book reviews</li> <li>Facilitating of the extreme reading challenge.</li> <li>Promotion of the school library for children and parents.</li> <li>Teachers acting as role models by recommending books to pupils</li> <li>Year 6 children read with Reception and Year 1 pupils fortnightly.</li> <li>Identifying 'reading champions' - the children who read the most.</li> <li>Providing parents with reading support.</li> </ul>	Nil	<p>Children will be enthusiastic and engaged readers, regardless of reading ability.</p> <p>Parents are encouraged to engage with their child's reading and are confident in how to support their child's reading development.</p>	SK All teachers	Implement Autumn Term 2017 – review Spring term 2018
<b>Maths:</b>					
2.6 To ensure that effective support is put in place for vulnerable learners and those children at risk of not reaching the expected standard in maths	<ul style="list-style-type: none"> <li>Implement new interventions 1stclass@number, success@arithmetic, Power of Two, One Plus One</li> <li>Referral to outreach where specific difficulties identified – SENDAT</li> <li>Continue to work with SENDAT to plan bespoke curriculum for identified children.</li> <li>Review progress of interventions and external support at PP meetings and through assessments and data tracking.</li> </ul>	TA time to undertake interventions	<p>Interventions to support identified needs are in place</p> <p>Interventions are evidenced to be effective through work scrutiny and assessment outcomes.</p> <p>Pupil Progress meetings focus on outcomes for vulnerable learners.</p> <p>Teachers implement strategies recommended by outreach advisors.</p>	CL SK All teachers	Review termly progress of interventions.

Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
2.7 To review the maths curriculum and implement White Rose Maths Hub materials and assessments.	<ul style="list-style-type: none"> <li>Implement White Rose maths materials across the school Sept 2017.</li> <li>Review impact on maths standards across the school through assessments and work scrutinies.</li> <li>Implement WRMH termly assessments.</li> <li>Gaps analysis of assessments outcomes to identify adjustments for teaching and learning and interventions.</li> </ul>	Nil – staff meetings	New maths resources and planning are embedded across the school. New assessments are in place termly with outcomes analysed. A review of maths outcomes shows improvement in mathematical skills and knowledge and application of maths through problem solving. Lesson observations and work scrutiny show a clear understanding of mathematical skills/knowledge and progression.	SK All teachers	Implement Autumn 2017 Review termly
<b>Science:</b>					
2.8 To ensure that the newly implemented KS1 Empiribox Science is fully embedded.	<ul style="list-style-type: none"> <li>KS1 teachers to undertake training with Empiribox</li> <li>New programme is implemented in KS1</li> <li>Children have practical hands on science experiences which meet the requirements of the NC.</li> </ul>	Nil	Teachers understand the Empiribox programme and know how to deliver the lessons and investigations. Empiribox is embedded. Children’s scientific skills and knowledge are assessed and gaps in knowledge identified and addressed. Lesson observations and work scrutiny show a clear understanding of scientific skills/knowledge and progression.	JWH RN/ JS	Implement Autumn 2017 Review termly
2.9 To ensure that assessments of scientific skills and knowledge are tracking and monitored across KS1 and KS2.	<ul style="list-style-type: none"> <li>Teachers assess children at the start of each unit of science in order to find gaps in knowledge.</li> <li>Children are assessed at the end of the unit to track progress of knowledge and scientific skills</li> </ul>	Nil	Science assessments identify key skills and knowledge and track progress. Gaps analysis of assessment enables teachers to identify gaps,	JWH/ JB All teachers	Termly pre and post assessments

Priority Developments	Actions	Resources /Costs	Success Criteria/ monitoring	Personnel	Timescale
<b>Wider Curriculum:</b>					
2.10 To ensure that all subjects are assessed and tracked in light of the curriculum review.	<ul style="list-style-type: none"> <li>• Whole staff review of tracking system for all subjects</li> <li>• Agree how subjects will be assessed and what should be evidenced</li> <li>• SLT to collate and analyse assessment and tracking data in the summer term</li> </ul>	Nil- Staff meetings/ SLT time	<p>The Headteacher works with SLT to produce a clear plan for the monitoring and tracking of Science and all foundation subjects, following a review of the curriculum.</p> <p>The school's tracking system provides information to staff and governors on the progress of pupils in all year groups in KS1 and KS2 in Science and the foundation subjects</p> <p>Analysis of 2017-18 progress data shows that the majority of pupils in all year groups in KS1 and KS2 are making sufficient progress from starting points in Science and the foundation subjects</p> <p>Teachers use the progress tracking information to inform their planning for teaching and learning for Science and the foundation subjects</p>	SLT All teachers	<p>Feb 2018. Reviewed termly.</p> <p>July 2018</p> <p>July 2018</p>

<p>2.11 To ensure that CPD is in place to build teacher's knowledge and skills across the curriculum.</p>	<ul style="list-style-type: none"> <li>• CPD is identified to ensure that teachers understand how to assess and track progress in foundation subjects.</li> <li>• Subject specific training is sourced where a need is identified.</li> </ul>	<p>Training costs to be confirmed.</p>	<p>Teacher's knowledge of assessing across foundation subjects is secure. Teachers understand the skills and knowledge that need to be planned and taught across all subjects.</p>	<p>SLT All teachers</p>	<p>CPD survey Dec 2017  Training opportunities sourced as a result.</p>
<p><b>Key Issue 3: Personal development, behaviour and welfare</b></p>			<p><b>Led by:</b></p>		
<p>To ensure that pupils are confident, self-assured learners who value their education.</p>			<p>Clare Lamb (HT) Suzanne Kemp (ST)</p>		
			<p><b>Governor monitoring:</b></p>		
			<p>Annalie King, Paul Mackie, Lorraine Plummer</p>		
<p><b>Priority Developments</b></p>	<p><b>Actions</b></p>	<p><b>Res /Costs</b></p>	<p><b>Success Criteria/ monitoring</b></p>	<p><b>Personnel</b></p>	<p><b>Timescale</b></p>
<p>3.1 To implement and embed a new PHSE Scheme of Work throughout the school.</p>	<ul style="list-style-type: none"> <li>• Research PHSE schemes of work</li> <li>• Purchase and implement Cambridge PHSE scheme of work</li> <li>• Teachers review key stage plans and apportion units to each year group.</li> </ul>	<p>£600</p>	<p>New SoW implemented across all year groups covering all aspects of PHSE with a focus on online/ personal safety and healthy lifestyles Long term plans updated. To ensure pupils can explain confidently how to keep themselves</p>	<p>CL research schemes  All Teachers</p>	<p>Implement October 2017  Review April 2018</p>

			healthy and safe, particularly online.		
3.2 To work with external agencies in order to better understand individual SEMH needs and effective strategies to support these.	<ul style="list-style-type: none"> <li>Be part of a SSIF bid to support SEMH of children – focus on S&amp;L, coaching and mentoring, understanding of self, well-being/ therapeutic interventions.</li> <li>Identify individual needs of children for work with CISS</li> <li>To work with family support workers, school nurse , CAMHS, Tavistock Trust and CISS to support the SEMH needs of pupils</li> </ul>	Nil	<p>To build a greater understanding of needs of LAC children and ways in which to address attachment issues.</p> <p>To gain a greater understanding of SEMH needs of pupils and strategies that can be implemented to support and address these needs.</p>	CL Class teachers Identified TAs	<p>SSIF bid submitted Oct 2017</p> <p>CISS support ongoing</p> <p>Liaison with external agencies on a needs basis.</p>
3.4 To further embed Learning Behaviours across the school in order to ensure all children fully understand how to develop as learners.	<ul style="list-style-type: none"> <li>Revisit and reinforce learning behaviours across the school.</li> <li>Lesson observations and learning walks focus on how learning behaviours are used to motivate and encourage children to think about how they learn and the progress they make.</li> </ul>	Nil	Ensure that learning behaviours are evident in all classes and lessons. Children are able to confidently articulate the learning behaviours that they use and evidence how.	All staff	Ongoing
<b>Key Issue 4 : Outcomes For Pupils</b>			<b>Led by:</b>		
To ensure 'outcomes' remain outstanding by pupils making substantial and sustained progress.			Clare Lamb (HT) Suzanne Kemp (ST)		
			<b>Governor monitoring:</b>		
			Imogen Senior, Paul Mackie, Anne East		
<b>Priority Developments</b>	<b>Actions</b>	<b>Resources /Costs</b>	<b>Success Criteria/ monitoring</b>	<b>Personnel</b>	<b>Timescale</b>
To use existing expertise to ensure phonic scores continue to be above national	<ul style="list-style-type: none"> <li>Children's phonic knowledge is assessed at the end of reception in prep for Year 1.</li> <li>Children identified as at risk of not passing the Yr1 check have daily intervention and support</li> <li>Phonics TA deployed each afternoon to carry out 1:1/small group interventions</li> </ul>	TA time	Measures are put in place to support phonic knowledge of children at risk of not passing Yr1 check.	HM – Phonics lead  KB/ CG	Half termly monitoring.

			Gaps analysis are used to create a bespoke intervention for identified children.		
To ensure that baseline outcomes inform the EYFS curriculum and targeted support to ensure that the school GLD is at least in line with national	<ul style="list-style-type: none"> <li>EYFS teacher baselines children within first 4 weeks at school.</li> <li>Children at risk of not reaching GLD identified</li> <li>Identified children undertake interventions and receive additional support in identified areas.</li> <li>External support need is identified SALT, CISS,</li> <li>Pupil Passports in place for identified children</li> </ul>	Nil	The school GLD is at least in line with national. Children are given additional support in aspects where they have been identified as not reaching expected. Progress is monitored from starting points/ baseline.	HM	Baseline Sept 2017 Monitoring from baseline half termly.
To ensure the new Y2 teacher has a clear understanding of the expected standard in R,W,M against the interim frameworks 2017/18.	<ul style="list-style-type: none"> <li>CPD to find out about KS1 assessment arrangements and expectations of KS1 curriculum.</li> <li>Support from HT and mentor</li> <li>Collation of evidence for interim assessment statements.</li> <li>Moderation with partnership schools.</li> <li>To ensure that the Yr2 teacher understands each child's starting point and areas for improvement at the start of Yr2</li> </ul>	£100	Yr2 teacher fully understand the requirements of the KS1 assessments 2018 and revised documentation.  Collation of collections of pupils work using the ITAF to evidence attainment.  Moderation training is in place and moderation is undertaken with cluster schools to ensure consistency.  An expectation that all pupils who made 'expected' at the end of EYFS are at least the EXS at the end of KS1 in reading, writing and maths.	RN HT/KB  RN  RN CL  RN	Moderation training January 2018  Moderation with local schools TBC  Review through half termly pupil progress meetings
To ensure that the % of pupils reaching the expected standard in reading, writing and maths is at least in line	<ul style="list-style-type: none"> <li>Review of all children and progress made from their starting points (EYFS for KS1/ KS1 for end KS2)</li> <li>Identify children at risk of not making at least expected <b>progress</b> and implement support and interventions where necessary.</li> </ul>	Nil	Moderation is undertaken with cluster schools to ensure consistency. Target predictions show that: 86% will reach EXS in Reading, 81% will reach EXS in writing	Training January 2018	July 2018

with national if not above at the end of KS1	<ul style="list-style-type: none"> <li>Identify children at risk of not reaching EXS in r,w,m and implement support and interventions.</li> <li>Use EEF Improving Literacy recommendations to identify further measures that can be implemented to accelerate progress and improve teaching and learning.</li> </ul>		<p>81% will reach EXS in SPaG 77% will reach EXS in maths 77% will reach EXS in RWM</p> <p>100% of pupils who made expected at the end of KS1 are at least the EXS at the end of KS2</p>		
To ensure end of year expectations in Year 6 are at least in line with National Expectations in RWM.	<ul style="list-style-type: none"> <li>Use information and experience gained from the 2016-17 KS2 SATs to refine teaching and learning for the 2017-18 cohort: question analysis information, expectations from revised interim frameworks, performance of key groups, especially disadvantaged pupils and prior high achievers (using information from the new Ofsted ISDR and ASP report)</li> <li>Share outcomes from the 2016-17 KS2 analysis with all KS2 staff to increase their awareness, with the expectation that they will also use the information in their teaching</li> </ul>	Nil	<p>SK will attend moderation training that will support final judgements in writing.</p> <p>The school's 2018 Year 6 progress outcomes will be at least in line with the National progress ('0') in each of reading, writing and maths</p> <p>DfE floor standards will be met</p> <p>Target predictions show that: 80% will reach EXS in Reading, 80% will reach EXS in writing 80% will reach EXS in SPaG 84% will reach EXS in maths 80% will reach EXS in RWM</p>	Training January 2018	July 2018
<b>Key Action 5: Effectiveness of the Early Years</b>			<b>Led by:</b>		
To ensure that children in Early Years make substantial and sustained progress from their starting points through an enriched curriculum and stimulating learning environment.			Clare Lamb (HT) Hannah Marsden (EYFS Lead/ SLT)		
			<b>Governor monitoring:</b>		
			Rev Jeremy Parsons, Stephen Haynes		
<b>Priority Developments</b>	<b>Actions</b>	<b>Resources /Costs</b>	<b>Success Criteria/ monitoring</b>	<b>Personnel</b>	<b>Timescale</b>

5.1 School <b>GLD</b> is at least in line with National	<ul style="list-style-type: none"> <li>• EYFS teacher baselines children within first 4 weeks at school.</li> <li>• Children at risk of not reaching GLD identified</li> <li>• Identified children undertake interventions and receive additional support in identified areas.</li> <li>• External support need is identified SALT, CISS,</li> <li>• Pupil Passports in place for identified children</li> </ul>	Nil	The school GLD is at least in line with national. Children are given additional support in aspects where they have been identified as not reaching expected.	HM	Baseline Sept 2017 Monitoring from baseline half termly.
5.2 To ensure that the outdoor learning environment supports an enriched EYFS curriculum.	<ul style="list-style-type: none"> <li>• Review EYFS outdoor area following remodelling of outdoor space.</li> <li>• Research effective learning environments and select ideas to enhance the learning space.</li> <li>• Design a space that represents all aspects of the EYFS curriculum.</li> <li>• Ensure opportunities for children to develop fine and gross motor skills.</li> </ul>	TBC	Children are able to develop fine and gross motor skills in the outdoor environment. Each aspect of the EYFS curriculum is evident in the newly developed space. Regular opportunities are provided for sustained periods of play in a rich and stimulating outdoor environment	HM	By Summer Term 2018
5.3 To support vulnerable children through close liaison with external agencies, ensuring that strategies to support SEMH development are in place	<ul style="list-style-type: none"> <li>• Be part of a SSIF bid to support SEMH of children – focus on S&amp;L, coaching and mentoring, understanding of self, well-being/ therapeutic interventions.</li> <li>• Identify individual needs of children for work with CISS</li> <li>• To work with family support workers, school nurse , CAMHS and CISS to support the SEMH needs of pupils</li> </ul>	Nil	To build a greater understanding of needs of LAC children and ways in which to address/ support attachment issues. To gain a greater understanding of SEMH needs of pupils and strategies that can be implemented to support and address these needs.	CL Class teachers Identified TAs	SSIF bid submitted Oct 2017 CISS support ongoing Liaison with external agencies on a needs basis.
5.4 To implement a new online journal (Tapestry) to record the achievements and progress of children within EYFS	<ul style="list-style-type: none"> <li>• EYFS teacher to research online learning journeys to find a format that will work within the EYFS setting.</li> <li>• EYFS teacher to liaise with other EYFS practitioners on use of Tapestry</li> <li>• EYFS teacher to train EYFS TA I use and application of Tapestry when working with children.</li> </ul>	Yearly Cost of £75.	To ensure that children’s achievements are accessible to parents, teachers and children.  Children’s progress is tracked and evidences individual achievements and successes.  Parents feel involved in their child’s learning.	HM	Implement Sept 2017  Review half termly

<p>5.5 To embed the Parental Engagement Programme with new parents in order that they can support their child's learning</p>	<ul style="list-style-type: none"> <li>• EYFS Lead to lead on parental engagement</li> <li>• EYFS Lead to attend PEN Parental Engagement programme.</li> <li>• EYFS Lead to implement the EYFS element of the programme with parents and children.</li> </ul>	<p>Nil</p>	<p>Parents are fully involved in their child's transition to school.</p> <p>PEN resources and materials provided are implemented successfully.</p>	<p>HM</p>	<p>By end of Spring Term 2018</p>
<p>5.6 To develop the skills and knowledge of the new member of staff to EYFS.</p>	<ul style="list-style-type: none"> <li>• EYFS Lead to induct new EYFS TA</li> <li>• EYFS Lead to source suitable training for new EYFS TA.</li> </ul>	<p>Nil</p>	<p>EYFS TA: Provides effective support to children in EYFS. Understands and promotes the ethos of our EYFS setting Understands the requirements of the EYFS curriculum in a reception class.</p> <p>Supports EYFS teacher to become a happy, cohesive Early Years team.</p>	<p>HM</p>	<p>Ongoing</p>

