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ROLLESBY PRIMARY SCHOOL AND NURSERY
SCHOOL IMPROVEMENT AND DEVELOPMENT PLAN
2017/18



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Introduction

This School Improvement Plan is designed to cover the period from the beginning of the Autumn term 2017 to the end of the Summer term 2018. It is designed to build on the strengths and weaknesses of the school and to enable the school to develop according to its needs. It provides detailed action and costing for all maintenance and development of the school for the life of the plan.

The Plan is the result of:

- * discussions between the School Governors, Teaching and Support Staff

- * decision making by the School Governors in partnership with the Staff

All those who have an interest in the School have access to a copy of the Plan and are invited to comment on it. The Chair of Governors and the Headteacher are happy to respond to any questions about the Plan and the implications for the operation of the School. There will be a copy available for loan in the school office.

<u>LIFE OF PLAN</u>	<u>BUDGET YEAR</u>	<u>RESOURCE ALLOCATION</u>
2017 -18	17–18 / 18-19	£611,553 (17/18)

School Characteristics

Rollesby Primary school and Nursery is a smaller than average rural school which became a full primary school in September 2009, having previously been a first school. The Governing Body manages childcare for children from the age of two to four. It also provides the Earlybird and Ladybird before and after school sessions for pupils from the age of four to eleven. Our Early Years and extended school provision was judged 'Outstanding' by Ofsted in January 2015. The main school was judged 'Good' by Ofsted in June 2014.

Key indicators higher than the National average (Key data 2016):

- Percentage of girls
- Percentage of pupils supported with Special Educational Needs and Disabilities
- Percentage of White British pupils.
- Total attendance is above the national average.

Key indicators lower than the National average:

- Percentage of pupils from minority ethnic groups or first language believed not to be English.
- Percentage of pupils known to be eligible for Free School Meals.
- Persistent absence

Number on Roll September 2017

Reception to Year 6 – 143

Nursery – 35

Aims

Mission Statement: to extend and continue to improve the quality of learning and teaching that is available to the children in our school, in a caring and supportive environment.

We aim to provide equal opportunities for all pupils to fulfill their potential and, through a programme of active learning, motivate all the children to develop skills and extend their knowledge and understanding of the world around them.

We aim to provide as broad a curriculum as the school and staffing allow and which is relevant to the present and future development of the children, in accordance with all stages of the National Curriculum.

Our Three Year Development Plan Vision (2017 – 2020)

- Pupil progress in Reading, Writing and maths at the end of each Key Stage will be above national average.
- To develop a culture of life-long learning.
- To develop excellence, enjoyment and diversity in the curriculum.
- To become an 'Outstanding' school.
- To continue to build leadership capacity within the school.
- To promote and develop the social and emotional well-being of pupils and staff.
- To improve and develop the school through collaboration with other local schools.

Staffing 2017 – 2018

School Staff

Mrs. Catherine Barnard	Part time teacher KS2, 0.8 FTE
Mrs. Sally Brown	Part time Nursery Assistant
Mrs. Cindy Burrell	Midday Supervisor
Mr. Joshua Cook	Full time teacher Year 1
Miss Annette Cooper	Full time teacher KS2
Mrs. Natasha Curtis	Midday Supervisor
Miss Mia De'ath	Apprentice teaching assistant
Mr. William Downes	Full time teacher EYFS
Mrs. Juliette Elwick	Part time teacher Nursery, 0.6 FTE
Mrs. Lynn Fakes	Part time Teaching Assistant
Mrs. Glenda Fielding	Full time Teaching Assistant
Mrs. Sarah Floate	Dining Room Assistant
Miss Lisa Fogden	Apprentice teaching assistant
Mrs. Kerri Funnell	Full time Nursery Manager
Mrs. Tracy Guymer	School Secretary and Bursar
Mrs. Diane Howlett	Full time HLTA
Mrs. Louise Hinton	Headteacher (including 1 day teaching commitment)
Mrs. Tessa Jones	HLTA EYFS Nursery am
Mrs Carol Marsden	Part time Teaching Assistant
Vacancy	Full time Nursery Assistant
Miss. Laura May	Full time Teaching Assistant/ MSA
Miss Jessica Middleton	Apprentice early years assistant
Mrs. Melanie Millar	Part time Teaching Assistant/MSA
Mrs. Sally Morgan	Part time teacher Y2/Y3, 0.4 FTE
Miss Aimee Pendergast	Full time Teaching Assistant / MSA
Miss. Mickayler Sheriff	Full time Teaching Assistant/MSA
Mrs. Amanda Starling	Dining Room Assistant
Miss Rhiannon Watson	Apprentice Nursery assistant
Mrs. Liz Wiggett	Part time teacher Y2/Y3, 0.6 FTE
Mrs. Barbara Woodrow	School Crossing Patrol

The school recognises the important role that teaching assistants play, supporting a diverse range of educational needs. Our teaching assistants are targeted on the timetable very carefully. They are used to support individuals or groups in Maths, English, Science and other curriculum areas; individual and small group teaching following additional support strategies; taking responsibility for devising support and teaching programmes as required with the support of the teaching staff.

Responsibilities

Louise Hinton	Safeguarding and Looked After Children Assessment Educational Visits Music RE Collective Worship
Annette Cooper	English Primary Languages Y6 transition
Joshua Cook	Art and Design PSHE (PATHS co-ordinator) Alternate Designated Professional for Safeguarding
Liz Wiggett	Computing / Online Safety
Catherine Barnard	Maths / Design Technology / SENCo
Sally Morgan	History / Geography
William Downes	Outdoor Learning
Diane Howlett	PE
Juliette Elwick	Early Years Designated Professional for Safeguarding in Nursery (am)
Kerri Funnell	Nursery Manager (pm) Designated Professional for Safeguarding in Nursery (pm)

The Governing Body

Tina Brown	Partnership Governor (Chair)
Mark Siddall	Partnership Governor (Vice Chair)
Geoff Hudson	Local Authority Governor
Mike O'Reilly	Co-opted Governor
Emma Tacon	Co-opted Governor
Adam Dorkins	Co-opted Governor
Shaun Flaxman	Parent Governor
Louise Hinton	Headteacher
Annette Cooper	Staff Governor
Vacancy	Parent Governor
Julia McNelly	Clerk to Full Governors
Kate Arnold	Clerk to Committees

Curriculum and Effectiveness Committee

Miss Cooper, Mrs. Tacon, Mr. O'Reilly, Mrs. Brown

Finance, Personnel, Pay and Premises Committee

Mr Hudson, Mr. Siddall, Mr. Flaxman, Mr. Dorkins

Performance Management / Headteacher Review Officers

Mr. Shaun Flaxman, Mr. Mike O'Reilly and Mr. Siddall

Pupil and Staff discipline committees to be arranged where necessary. Mrs. Brown, Mrs. and Tacon to sit on any committees that are necessary to convene.

Additional Governor Responsibilities

SEN - Mr. Siddall

Early Years Foundation Stage – Mrs. Tacon

Safeguarding and LAC, Safer Recruitment trained – Mrs. Brown

Safer Recruitment – Tina Brown, Mike O'Reilly

Health and Safety – Mr. Siddall

Pupil Premium Governor – Mike O'Reilly

Sports Premium Governor – Mr. Hudson

KS1 Focused Governor – TBC

KS2 Focused Governor – Tina Brown

Governors also have their responsibilities linked to specific sections of the School Improvement and Development Plan

Standards

This report has been compiled based on current data gathered from end of Key Stage tests taken in the Summer term 2017 and current assessments of pupil progress.

Attainment

EYFS

Cohort number: 27 pupils

	2015	2016 School	2017 School	2017 National
EYFS GLD (% Exp/Exc in all strands of CL, PHY, PSE, Lit and Ma)	89	79	78	71
EYFS CL (% Exp/Exc in each strand)	95	83	85	82
EYFS PHY (% Exp/Exc in each strand)	95	83	93	87
EYFS PSE (% Exp/Exc in each strand)	95	88	93	85
EYFS Lit (% Exp/Exc in each strand)	89	79	85	72
EYFS Ma (% Exp/Exc in each strand)	95	79	89	78
EYFS Average total points	36	32	34.1	34.5
EYFS GLD (%) PPG	50	0		

The percentage of pupils achieving a Good Level of development at our school has dropped slightly this year but still remains well above the national average. Our average points score is still however below the national average. This is because the number of pupils 'exceeding' was lower than the national average. Correctly identifying those exceeding and helping children to achieve the higher level will form part of our SIDP this year.

Phonics screening test pass rate results 2017:

Year 1

	Pupils total	Wt	Wa	%Wt	%Wa	%Wa 2016 School	%Wa 2015 School
All Pupils	26	7	19	26.9	73.1 (81 nationally)	77	89
Boys	15	5	10	33.3	66.7		
Girls	11	2	9	18.2	81.8		
PPG	4	0	4	0	100		
SEN	6	5	1	83	17		

Wt – Working towards the required standard

Wa – Working at the required standard

Pass threshold for Wa was 32

Of the seven pupils who did not pass this year, five have SEN; three of them significantly. The other two pupils came close with scores of 30/32 and our tracking data shows that they made significant progress during Year 1. Disadvantaged pupils achieved highly.

Year 2 Retakes

	Pupils total	Wt	Wa	%Wt	%Wa	%Wa 2016
All Pupils	5	5	0	100	0	100
Boys	3	3	0	100	0	
Girls	2	2	0	100	100	

Four out of the five pupils have significant SEN and the fifth pupil achieved 30/32. In school tracking shows that this pupil was on track to pass the test but did not achieve enough marks on the day.

It is clear that our phonics pass rate results have been falling over the past two years and despite the impact that pupils with significant SEND are having on the percentages, a review of our phonics provision is necessary and will form part of this SIDP.

Year 2 Teacher Assessments 2017

Cohort: 23 pupils, (including PPG 4 pupils – 17%, SEND 6 pupils – 26%)
 Our results at Year 2 in 2016 were moderated and found to be correct.

2017 % Expected Standard (EXS) and % working at Greater depth standard (GDS).

	Reading	Writing	Maths	RWM
School BLW 2017	8.7	8.7	8.7	
School PKF 2017	8.7	8.7	4.3	
School WTS 2017	17.4	30.4	26.1	
School EXS+ 2017	65	52	61	48
National EXS + 2017	76	68	75	64
School GDS 2017	35	30	30	26
National GDS 2017	25	16	21	11
School EXS+ 2016	69 (67)	69 (67)	77 (67)	69 (67)
School EXS+ FSM 2017	33	0	0	0
School EXS+ 2017 (no SEN)	82	71	82	65

The achievement of SEN pupils had a significant effect on our results this year. Five out of the six pupils have profound SEN. It can be seen that removing these pupils from the data brings our results in line with or above national average.

Following data analysis for KS1, areas for improvement are Writing, progress of SEN pupils and progress between end of EYFS and KS1, particularly for those children at the lower end of expected at EYFS.

KS2 Year 6 2017

To achieve the 'expected standard', the pupils must have a scaled score of 100 or more. To achieve the higher standard, the pupils must have a high scaled score of 110 or more.
Cohort: 15 pupils (including PPG 3 pupils)

KS2	2017 School	2017 Norfolk	2017 National	2016 School
Reading Writing Maths % Expected Standard (EXS)	80	56	61	60
RWM % Higher standard	27	7	9	0
RWM % EXS PPG	100	42	No data	0
Reading progress overall	-1.4	-0.8	0	-2.3
Writing progress overall	1.1	-0.3	0	0
Maths progress overall	-0.5	-1.4	0	-2.3
Reading (test) % EXS+	80	68	71	70
Reading (test) % higher standard	33	22	25	0
Writing (TA) % expected standard	80	76	76	90
Writing (TA) % Greater Depth standard	47	18	18	10
Maths (Test) % expected standard	87	69	75	70
Maths (Test) % higher standard	33	17	23	10
GPS (Test) % expected standard	80 (following successful marking review)	70	77	90
GPS (Test) % higher standard	40	23	31	30
Reading (test) – average scaled score	107	103	104	102
Maths (test) – average scaled score	106	103	104	102
GPS (test) – average scaled score	107	104	104	106

We are delighted with these excellent attainment results which are a reflection of the self-reflective approach we apply to school development and the hard work and effort on the part of pupils and staff. This cohort achieved highly at KS1, therefore progress scores were always going to be a challenge. We are pleased that our progress scores improved on last year and will continue to strive for further improvement in 2018.

Impact of School Improvement and Development Plan 2016/17

Review of SIDP Priorities 2016/17

Priority 1: To ensure pupils make consistently strong progress.

Overall Success Criteria: Progress should be in line with or above national averages at KS2. Age to age progress is the minimum progress which should be made in every year group. The percentage of Year 1 pupils passing the phonics screening test meets national average or above. The average total points score at the end of EYFS to be at national average or above.

Our progress measures at KS2 improved dramatically this year with the greatest improvement seen in maths. The additional time allocated to maths each day, the training we took part in on reasoning and problem solving, the greater focus on arithmetic, pre and post assessment tasks, high expectations for each year group with a focus on age related objectives for each year group and good to outstanding teaching in all classes made this difference. We need to continue with these strategies in order to achieve a positive value added score in 2018. Reading needs the most improvement, which will continue to feature in the SIDP. It can be seen from the table below, how the attainment of pupils with SEN affected the overall progress measures.

	2017	2016	Difference	Approximate progress scores with SEN pupils removed (Norfolk spreadsheet)
Reading progress overall	-1.4	-2.3	+0.9	1.6
Writing progress overall	1.1	0	+1.1	3.53
Maths progress overall	-0.5	-2.3	+1.8	2.8

Our EYFS total points score for the cohort this year is 34.1 which is close to last year's national average of 34.5. (Last year the school's average was 32). This is clearly a great improvement which is superb. In order to make further improvement, we need to identify more pupils for whom their attainment is 'exceeding' in order to bring the average points score up. Our phonics screening pass rate in Year 1 fell this year for the second year running which is disappointing. Removing the three pupils with significant SEN brings the percentage pass rate to 83%, close to national average. Another example of the effect of pupils with SEN on small cohorts.

Priority 2: To develop effective policy and practices in assessment across the curriculum.

Overall Success Criteria: Assessment policy is developed and implemented for assessment in all subjects across the curriculum, both formative and summative, underpinned by a rationale for accelerated and consistent progress throughout the school.

The assessment policy was developed and implemented and we bespoke The Learning Challenge curriculum to match our curriculum. Monitoring activities showed that teachers are planning and implementing the new learning challenges. In order to ensure that a judgement of 'expected' is applied consistently and accurately across the school, further development will take place this year.

Priority 3: To develop the teaching, learning and integrity of Art and Design in the curriculum and across the school.

Overall Success Criteria: Art and Design is taught effectively and progressively throughout the school. Planning, resources and staff skills/confidence are aligned with new curriculum. Art and Design is integral to creative curriculum planning. Profile of Art and Design is raised through school working towards Artsmark award, provision of extra-curricular Art and Design clubs and its accessibility for all pupils including FSM pupils.

Mr. Cook led several staff meetings; advising teachers how to plan for progression in art, increasing their skills through his feedback from courses as well as carrying out an audit of staff strengths and weaknesses, identifying training needs. Teachers felt that the additional maths and English that we are teaching has 'squeezed' other subjects like Art out, despite the cross-curricular links that are going on, so an Arts Week was planned, linked to a theme. Mr. Cook also completed the Arts Award training and there are plans to involve the whole school with the Arts Award this year.

The school registered for Artsmark and is working towards the Silver Award. An additional arts club has been established and Nursery staff developed a corridor display along with development of process art in Nursery. An Arts Council was elected and met regularly, planning arts competitions and events.

As a result, art and design became a focus of creative curriculum planning and the profile of Art and design has increased.

Priority 4: To promote positive mental health for pupils and staff across the school.

Overall Success Criteria: Pupils requiring support have access. Attachment and resilience in children is developed to enable them to maximise their potential. Staff well-being improves.

Pupil Focus

Mrs. Barnard visited several settings where there were Nurture groups to help us to develop an effective and affordable strategy for our school. As a result 'Friendship club' was established at lunchtimes and became targeted at particular children. Emotional support is provided to individuals in need and children can access advice and support. Mrs. Barnard and Mrs. Morgan evaluated the provision in the Summer term and suggested that more structure is needed. Consequently, Mrs. Barnard attended a 'Nurture For All' course which provided a good starting point to develop the provision further. This will continue next year.

In order to help children experience a safe and happy play time, Mrs. Barnard developed a playground 'buddy' system. The pupils were 'elected' by their peers and their pictures and names displayed on a board in the area where the children go out to the playground. The buddies have also got special badges to wear and can be seen supporting other pupils at playtimes.

The PSA organised a coffee morning for a parental drop in service termly and this has been planned to coincide with the Stay and Play group to maximise impact. In this way, parents can access advice and help so they can support their children.

Staff Focus

Positive and supportive staff relationships have been promoted through monthly cake and chat after school sessions established monthly are providing a nice opportunity for staff to sit together and talk about non-school related things. Mr. Downes initiated 'Friend in a Nutshell' which will help to brighten members of staff's day on occasion. Several successful evening social events were also organised and were well attended. The general feeling of well being amongst staff feels better.

We have subscribed to the County's Well-being service for the next budget year. The subscription will provide training for a well-being facilitator on the staff plus access to a staff questionnaire which will be analysed by a well-being co-ordinator at County. The results will feed into an action plan which will have a more measurable impact.

Action Plans for Key Priorities 2017 – 18

Priority 1: To improve the attainment and progress of groups of pupils identified through data analysis.

Priority 2: To improve the achievement of boys in English.

Priority 3: To establish a comprehensive and progressive PSHE and SRE provision throughout the school.

Priority 4: For pupils to demonstrate the skills of lifelong learners.

Priority 5: To continue to plan for Academy status.

Staff Development

INSET Days:

- 4th September – PATHS training Day 1.
- 5th September 2017 – Safeguarding and Prevent annual update plus SEND training.
- October 2017 – The achievement of boys in English
- 4th January 2017 – PATHS training Day 2.
- 29th March 2018 - TBC

<p>Priority 1: To improve the attainment and progress of groups of pupils identified through data analysis.</p> <p>Lead: Louise Hinton</p>					
<p>Impact: this objective will have been achieved when:</p> <p>Achievement is judged as <u>good</u> because:</p> <ul style="list-style-type: none"> ✓ The average total points score at EYFS will meet or exceed the national Average (34.5 in 2017) ✓ The percentage of pupils exceeding a Good Level of development in EYFS will meet or exceed the national average (at least 20% in 2016). ✓ The percentage of pupils passing the phonics screening check in Y1 will meet or exceed the national average (81% in 2017) ✓ All pupils will pass the phonics check retake in Year 2 ✓ Pupils achieving GLD at EYFS will achieve EXS at KS1. ✓ Attainment at KS1 will meet or exceed national averages ✓ Progress in reading and maths at KS2 will be at zero or above. <p>The quality of teaching is judged as <u>good</u> because:</p> <ul style="list-style-type: none"> ✓ Monitoring indicates that pupils in all year groups routinely experience good or outstanding teaching in all subjects. ✓ All lesson plans make effective provision and teaching for SEND, PPG, boys and able pupils. ✓ Teachers use differentiation and challenge effectively in all lessons. ✓ Assessment, marking and feedback are used effectively and consistently. ✓ Teachers are consistent in insisting that pupils' work is well-presented, DUMTUM is used and demonstrates good use of skills. ✓ Pupils are engaged and motivated in lessons and have the opportunity to work both independently and collaboratively. 					
<p>Key Milestones:</p> <p>Achievement: termly data drops in EYFS, phonics, Reading, Writing, Maths and SPAG at KS1 for years 1-6.</p> <p>Teaching: Termly lessons observations where teaching is judged good or outstanding.</p>					
<p>Evaluation:</p> <p>Termly data drop from core and non-core subjects, termly work scrutiny and learning walk with Governors.</p> <p>Termly pupil progress meeting with Headteacher.</p> <p>Termly evaluation by Headteacher and report to Curriculum and Standards Committee.</p>					
<p>Objectives / Tasks (What we need to do to achieve the priority)</p>	<p>Personnel Who is responsible?</p>		<p>Resources</p>	<p>Completion date</p>	<p>Monitoring Process How? By Whom? When? How Often?</p>
	<p>Staff</p>	<p>Gov</p>			

<p>Objective 1.1 EYFS Focus</p> <p>The percentage of pupils exceeding a Good Level of development in EYFS will meet or exceed the national average (at least 20% in 2016)</p> <p>The average total points score at EYFS will meet or exceed the national Average (34.5 in 2017):</p> <ul style="list-style-type: none"> • Baseline data is collated and progress is measured termly. • Planning format includes differentiation and identifies challenges and assessment opportunities for the higher ability. • Use high quality questioning and assessment opportunities in lessons to assess pupils' knowledge and understanding. • Ensure all EYFS staff understand criteria for exceeding a descriptor. • Provide children with ample opportunities to apply both their maths and literacy skills through child initiated learning. To use gap analysis to identify where additional support and intervention is needed. • Train staff and use LSAs effectively to support specific groups within the class. 	<p>Lead:</p> <p>Mr. Downes plus Mrs. Elwick</p>	<p>Mrs. Tacon</p>	<p>Template for weekly plans</p> <p>LSA provision and training (staffing and CPD budget)</p> <p>Training on meeting 'exceeding' judgement</p>	<p>Data drop at the end of each term</p> <p>Planning format established by end Sept 17</p> <p>Training on meeting exceeding judgement TBC</p>	<ul style="list-style-type: none"> • Weekly plans monitored by Subject leader / Head • Termly data analysis by Headteacher. • Rolling programme of Work scrutiny, Learning Walks and lesson observation by Head. • Termly lesson observations focus on high expectations of all pupils. • Governor visit termly to examine progress towards objective.
<p>Objective 1.2 Phonics Focus</p> <p>The percentage of pupils passing the phonics screening check in Y1 will meet or exceed the national average (81% in 2017).</p> <p>All pupils will pass the phonics check retake in Year 2:</p> <ul style="list-style-type: none"> • Baseline assessment completed during the first half of the autumn term. • Review of phonics teaching and resources, Autumn term first half 2017 (Headteacher and Literacy co-ordinator). • 'Effective phonics' course content feedback to staff and new ideas initiated. • Half termly phonics stage assessment and tracking sheet 	<p>Annette Cooper plus Mrs. Morgan, Mr. Cook and Mr.</p>	<p>Mrs. Tacon</p>	<p>Phonics tracking template</p> <p>Phonics practise resources sent home</p>	<p>Half termly tracking sheet completed</p> <p>Practise materials sent home daily.</p>	<ul style="list-style-type: none"> • Termly data analysis by SLT. • Termly observation of phonics teaching by Headteacher or Literacy co-ordinator plus learning walks.

<p>completed.</p> <ul style="list-style-type: none"> Teachers are aware of all groups of pupils and plan to ensure they are fully engaged and productive in each lesson – no passivity. Parental support is engaged through parents meeting and regular practice. Parents engage with phonics teaching during reading drop in sessions. Teachers make concerted and successful efforts to engage parents who are not engaging with practise at home. Additional intervention is provided with regularly reviewed targets for pupils not making expected progress or for whom catch up is required. 	Downes		<p>‘Effective Phonics’ course – 29th January 2018 – Mr. Cook</p> <p>Additional phonics resources purchased as required.</p>		<ul style="list-style-type: none"> Headteacher and Literacy co-ordinator attendance at phonics meeting. Literacy co-ordinator monitor practise materials
<p>Objective 1.3 KS1 focus</p>	<p>Personnel</p>		<p>Resources</p>	<p>Completion date</p>	<p>Monitoring Process</p>
<p>Pupils achieving GLD at EYFS will achieve EXS at KS1. Attainment at KS1 will meet or exceed national averages:</p> <ul style="list-style-type: none"> Y2 teachers know how the pupils achieved at the end of EYFS. Pupils are grouped and tracked accordingly. Pupils are targeted to achieve at least GLD – EXS and EXC to GDS. Any pupil failing to keep pace with their target is identified quickly, targeted intervention put in place and parents informed. High expectations are insisted upon for all pupils. LAPs are given particular focus. Targets are set for pupils in Reading, Writing and Maths and shared with pupils and parents. Quality first teaching is observed at all times – ensure work is relevant and engaging, focused on challenging learning objectives, high quality questioning and assessment including success criteria, uses modelling and extension / mastery tasks for more able. No passivity. TA support is used effectively. 	<p>Staff</p> <p>Mrs. Wiggett, Mrs. Morgan, Mr. Cook</p>	<p>Gov</p> <p>Mrs. Tacon</p>	<p>Tracking data</p> <p>Target setting resources</p> <p>SEN tracking tools – Fiona Chant?</p>	<p>Data drop at the end of each term</p>	<ul style="list-style-type: none"> Termly data analysis by Headteacher with pupil progress meeting. Rolling programme of Work scrutiny, Learning Walks and lesson observation by Head. Termly lesson observations focus on high expectations of all pupils. Curriculum committee examine termly progress towards

<ul style="list-style-type: none"> Progress of SEN pupils is tracked in small steps. 					objective.
Objective 1.4 KS2 Focus	Personnel		Resources	Completion	Monitoring
Reading:	Staff	Gov			
<p>Progress in reading and maths at KS2 will be at zero or above:</p> <p>Reading:</p> <ul style="list-style-type: none"> Refurbishment of the library is completed. Storage units, new shelving, removal of sink and repainting. Library is re stocked with fiction and non-fiction books to engage and inspire. Teachers use strategies and activities to develop a love of reading for pleasure with their pupils. A strong reading culture is developed throughout the school. Group reading time is protected and effective. Quality first teaching is observed at all times – ensure reading is relevant and engaging, focused on challenging learning objectives, high quality questioning and assessment. Children are read to regularly as a class. All pupils are heard read in school by an adult at least once in each class each week. Termly reading cafes in each class. Audit of reading scheme at each stage and purchase of additional books. Research and purchase of an accelerated reader type intervention, building secure foundations to build upon. Engage parents to read with their children through reading meetings and informal reading sessions; develop a library habit, surround their children with reading material and seek support when there are difficulties. Literacy lessons include the use of a book as a starting point / focus for the unit. In this way, in depth reading and analysis can take place. 	Miss Cooper	Mrs. Brown	Capital formula- £5700. Foyle Library grant applied for (£10,000) New reading scheme books (£2000) delegated budget share Accelerated reader type intervention. Staff meetings to develop scheme of work linked to book focus.	December 2017 for refurbishment and re stocking. October staff meeting focus on developing reading for pleasure. Guided reading timetabled from Autumn 2017 Established by end December 2017. Reading meetings take place before end Autumn 2017.	<ul style="list-style-type: none"> Finance committee ensure best value is achieved. Teachers monitor pupil engagement with new books and improved library. Monitoring of teacher's planning and timetables by Head and English co-ordinator Monitoring of lessons by Head and English co-ordinator. Implementation and effectiveness of accelerated English type intervention monitored by English co-ordinator.

Priority 2: To improve the achievement of boys in English.					
Lead: Annette Cooper					
Impact: this objective will have been achieved when:					
Achievement is judged as at least <u>good</u> because:					
Yearly attainment of boys in all three English strands is at least equal to national averages and at floor standards by July 2018					
The percentage of boys making and exceeding expected progress at each Key Stage increases and is at least equal to the national average for Reading, Writing and SPAG - July 2018					
Each notifiable group of boys, including disadvantaged pupils, is making as good or better progress when compared with female peers					
More able boys are making rapid progress and achieving well above expectations for their age group – July 2018					
The gap between boys and girls narrows					
Tracking systems are fit for purpose: enabling teachers and leadership to clearly track individuals and group progress and ensure interventions and support when required					
Achievement in all three English strands improves so they are at least in line with national averages and school averages in other core subjects					
Key Milestones:					
Achievement: Termly data collection of formal assessment and ongoing assessment of achievement in lessons					
SLT analysis of both attainment and progress of boys					
Evaluation: Termly data analysis of formal assessment.					
Objectives / Tasks (What we need to do to achieve the priority)	Personnel Who is responsible?		Resources/INSET/cost	Completion date	Monitoring Process How? By Whom? When? How Often?
	Staff	Gov			
Objective 2.1	Lead:	Lead:			
English co-ordinator and KS1 teacher to attend initial training, in order for action plan to be ready for Autumn 2017. Baseline data prepared.	AC		£260	June 2017	Head and Literacy co-ordinator present action plan to Curriculum and Standards committee.
Objective 2.2					
Staff training to feedback on initial					Head to monitor initial impact

training; Understanding the challenge, Understanding boys' brains, The theory and general strategies, practical ideas for teaching, whole school initiatives identified.	AC		£nil	December 2017	through Lesson observation, Learning walks and book scrutiny - Spring term 2018.
Objective 2.3 Whole school and class initiatives are identified and implemented. Data is tracked termly.	All teachers		£nil	Initiatives implemented during Autumn Term	Head to monitor initial impact through Lesson observation, Learning walks and book scrutiny - Spring term 2018. Progress and attainment data monitored during termly pupil progress meetings.
Objective 2.4 All teachers to use both formal data and achievement in lessons to identify underperforming boys, setting clear targets to accelerate progress and schedule both in class and out of class interventions. This is to be a fluid and ongoing process, with a formal termly review in pupil progress meetings.	All teachers		Possible training on using the various school data analysis systems	By Jan 2018	Head to monitor in pupil progress meetings

Priority 3: To establish a comprehensive and progressive PSHE and SRE provision throughout the school.					
Lead: Cat Barnard					
Impact: this objective will have been achieved when:					
The curriculum meets the new statutory SRE requirements (Sept 2019)					
The school promotes a culture and environment that has health and emotional well-being at its heart.					
The children are equipped in the skills of citizenship and guide them in becoming independent and confident members of society					
The children understand the importance of health lifestyles and adopt healthy practices and attitudes.					
Key Milestones:					
1. Complete PATHS training in September.					
2. Parents meeting autumn term.					
3. Complete BOXALL profiles for targeted pupils in the autumn term.					
Evaluation:					
Objectives / Tasks (What we need to do to achieve the priority)	Personnel Who is responsible?		Resources	Completion date	Monitoring Process How? By Whom? When? How Often?
	Staff	Gov			
Objective 3.1 Review of the teaching of PSHE including – New curriculum to be delivered (PATHS) and embedded	Lead: JC LH		All Staff Inset – Sept 2017 PATH'S PATHS programme and resources	July 2018	Monitoring of planning and informal monitoring. Head – Learning walk termly
Objective 3.2 Development of PSHE assessment in line with PATHS scheme of work.	LH JC		Audit of current assessment. Prioritise areas for improvement. Plan a cohesive range of assessment procedures across the curriculum.	July 2018	Assessments are documented and used for reporting purposes. All staff – formative assessment ongoing

Objective 3.3 Development of Long term planning of SRE in a spiral curriculum throughout school to meet statutory requirements.	CB/JC LH		PATH's inset – Sept 2017	July 2018	Monitoring of planning and informal monitoring. Head – Termly Learning walk
Objective 3.4 Parent's consultation to discuss new SRE statutory requirement.	CB/JC LH		Meeting to be held and all parents invited. Views to be recorded and used in SRE development.	Autumn Term	Parents are aware of the new statutory requirements and what will be taught in school and when. Parental Questionnaire - CB
Objective 3.5 To update PSHE and SRE resources including a variety of books to support teaching throughout the school	CB/JC		Order books etc	July 2018	Staff use new resources to support the delivery of their learning objectives.
Objective 3.6 To embed restorative approaches as a whole school.	All staff		Inset training? Whole staff	July 2018	All staff take part in training. The impact is seen in behavior management by all staff across the school.
Objective 3.7 The development of nurture provision in the school to promote well-being for vulnerable children.	CB SM		Nurture for all Training – CB June 2017 Nurture group to be developed and formalised Boxhall profiles	July 2018	Use of Boxhall profiles to assess child's development in key areas. CB
Objective 3.8 To promote understanding of online safety	LW CB		Online safety to be embedded in PSHE curriculum.	Ongoing	Children's questionnaire/survey Work scrutiny
Objective 3.9 To give children the confidence and skills to make healthy food choices – <ul style="list-style-type: none"> • Audit of current food and drink provision in school • Juice and fruit bar (school council) • Water available for all children • Information on healthy packed lunches for parents – school workshop? (leaflet) • Toast provided for children who have had no breakfast • Early birds provided a healthy balanced breakfast for children 	All staff		Water dispensers. Bread, cereal on a supermarket order.	July 2018	All staff, parents. Monitor daily.

<p>Priority 4: For pupils to demonstrate the skills of lifelong learners. Lead: Louise Hinton, Sally Morgan, Elizabeth Wiggett</p>					
<p>Impact: this objective will have been achieved when:</p> <ul style="list-style-type: none"> ✓ Children take ownership of their learning and understand what learning looks like in practice. ✓ Classrooms are questioning friendly where children have the skills to ask and answer a range of questions (Blooms) ✓ Children and staff understand, explain and use different types of thinking skills (Edward de Bono) 					
<p>Key Milestones: Staff to evaluate own learning power, November 2017 Learning powers identified and adopted in all classrooms. Language of learning being used. February 2018. Learner toolkits evident in all classrooms, March 2018 Pupils can discuss learning powers and thinking skills they are using to aid and develop their learning, July 2018 Progression of learning powers evident throughout the school, July 2018.</p>					
<p>Evaluation:</p>					
Objectives / Tasks (What we need to do to achieve the priority)	Personnel Who is responsible?		Resources	Completion date	Monitoring Process How? By Whom? When? How Often?
	Staff	Gov			
<p>Objective 4.1 To develop a shared understanding of learning power.</p>	<p>Lead: Sally Morgan</p>		<p>Bk -Building 101 Ways to Learning Power. Staff to complete own learning power questionnaire and have time to reflect on this. How does this impact on their teaching in the classroom? Introduce the teacher's palette to help build learning power.</p>	<p>Nov 2017</p>	<p>Staff questionnaire undertaken by all staff before Autumn half term. Teacher's palette information circulated by Sally Morgan to staff, to read over half term, and discuss at a staff meeting in November.</p>

Objective 4.2					
<p>To develop a shared understanding of what a thinking school looks like:</p> <ul style="list-style-type: none"> ✓ Staff meeting, Sept 2017, to share thinking for learning theories e.g. Blooms taxonomy, Guy Claxton, Vygotsky, TASC. ✓ Develop and apply the theory into whole school practice. 			<p>Materials to reflect on: -101 Ways to build learning power -Teaching Skills Across the Primary Curriculum. Staff meetings to discuss thoughts and how we want to adopt these theories as a school.</p>	<p>July 2017</p>	<p>Evidence of ‘thinking practice’ within teachers’ planning and evident within lesson observations. Louise Hinton to monitor.</p> <p>See key milestones above for timetable for embedding these theories across the school.</p>
<p>Objective 4.3</p> <p>To establish the language of thinking and use of thinking skills in lessons.</p> <ul style="list-style-type: none"> ✓ Identify and define learning powers for our school. Start to create own language of learning. ✓ Children will be able to identify the thinking skill they are using and discuss how it helps them. ✓ Develop learner toolkits in each classroom so children know which thinking skills to apply when. 	<p>All staff</p>		<p>Students, staff and parents decide on and design learning powers – superheroes? Have a themed week following Feb half term to introduce the powers.</p> <p>Visual learning toolkits developed in each classroom.</p>	<p>February 2018</p> <p>March 2018</p>	<p>Learning power and thinking skills learning walk. What language of learning is being used? How often? Is it being used by all staff? Louise Hinton</p>
<p>Objective 4.4</p> <p>To embed the language of thinking and use of thinking skills in all lessons.</p> <ul style="list-style-type: none"> ✓ Begin to develop a progression chart for each learning power, YR→Y6 	<p>All staff Sally Morgan</p>		<p>Provide staff with support if required.</p>	<p>July 2018</p>	<p>Re-do GAP task (first done June 2017) and see if answers have changed. Do our children learn differently? Do we have active learners? Can children discuss how and what they have done to make good progress? Sally Morgan</p>

Priority 5: To continue to plan for Academy status.					
Lead: Louise Hinton					
Impact: this objective will have been achieved when:					
<ul style="list-style-type: none"> ✓ Our school is working with the group of identified schools to forge partnership and understanding. ✓ Our school has worked through the SPP peer review process to develop a better understanding of each other's schools. ✓ Robust arrangements for governance of the MAT is in place. ✓ A strong board of trustees is in place. ✓ Sound financial viability is considered through the assessment of risk. ✓ Effective consultation with staff and stakeholders takes place. ✓ Successful bid to the DFE has taken place. ✓ Academy conversion takes place. 					
Key Milestones:					
End Autumn term 2017 – Members and Trustees are identified					
End Autumn 2017 – SPP process concludes					
End Autumn 2017 – MAT consultation process initiated					
April 2018 – Successful bid to DFE					
Autumn term 2018 – Conversion takes place					
Evaluation: Monthly MAT meetings					
Objectives / Tasks (What we need to do to achieve the priority)	Personnel Who is responsible?		Resources	Completion date	Monitoring Process How? By Whom? When? How Often?
	Staff	Gov			
Objective 5.1	Lead: HTs of schools	Tina Brown	Release time for HT to attend Services of clerk	Fortnightly meetings	Detailed minutes and agenda available for Governor scrutiny.
To work with identified group of schools to forge partnership and understanding. Through regular planning meetings between headteachers.					
Objective 5.2	HTs	Tina	Programme	1 review per	Reports and action plans from
To work through SPP peer review process to					

develop a better understanding of each other's schools.	School staff Peer reviewers Improvement champions	Brown	cost - £800	school per year.	every review
Objective 5.3					
To ensure that robust arrangements for the governance of the MAT are in place through: <ul style="list-style-type: none"> a skills audit of Governors who express an interest in becoming trustees. Identification of other potential trustees who represent local business and community. 	HTs of each school.	Tina Brown	Release time for HT	End Autumn term 2017	Skills audit will determine suitability. Skills audit overseen by Educator Solutions to ensure fairness and a balance of skills across the trustees.
Objective 5.4					
To ensure that sound financial viability is considered through: <ul style="list-style-type: none"> the assessment of risk through the use of Educator Solutions Academy conversion package. Modeling of the school's finances in preparation for conversion. Financial and legal aspects of conversion will be in place. 	HTs of each school.	Trustees Educator Solutions CEO designate	Fees payable on successful conversion - £500 per school.	Ready for bid application by April 2018	Package underwritten by provider with experience in the field.
Objective 5.5					
To ensure effective consultation with staff and stakeholders takes place through consultation exercises with all groups (staff, parents, community members.)	HTs of each school	Trustees CEO designate	Release time for HT	End Autumn 2017 MAT consultation process initiated.	Consultation exercises will be monitored through the board of trustees and Headteacher group. Positive feedback from groups during consultation.

