

Holy Trinity CE Primary School



Believe. Achieve. Inspire.

School Development and Improvement Plan (SDIP) 2016-2017

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School Development and Improvement Plan (purpose and formulation)

Contributors: Pupils, parents, staff, governors, local authority, SIP, Ofsted, Oxford Diocese

The School Development and Improvement Plan (SDIP) sets out a clear vision and purpose to all regarding what and how we can continue to improve outcomes for pupils in a safe and secure working environment. The aim is to work and learn together as a community in order to improve and be the best that we can be. The SDIP provides everyone with an understanding of where the school is going and what actions will be taken to ensure we achieve our goals and continue to make progress.

We set clear timescales for implementation and determine how to effectively use both human and physical resources to support specific goals. It also helps us plan and prioritise our budget and guides how we plan and organise staff training. The SDIP 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. Staff and Governors meet regularly to review how successful our improvements have been and agree priorities for the following year based on internal and external factors. We ask parents, staff and children to share their ideas through questionnaires, meetings and the school council. We want everyone to support us and help us improve and this can only happen if we are all involved.

Curriculum team leaders develop their own Subject Leader Plans (HUGGS) which identifies key milestones. These are then used to build the SDIP. The leadership of the school will add other key areas to the SDIP which fall outside the curriculum subjects.

There are up to ten key priorities for the year and other secondary areas for improvement/consolidation. 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 throughout the year.

Professional development INSET days are an important part of this process. In addition to this, all staff should keep up to date with new initiatives that they have responsibility for or have an interest in. All teachers and support staff undertake performance management and training throughout the year in order to further their own professional development and to strengthen the subject expertise of the staff. This is linked to the SDIP priorities for the year. Once governors and staff have finalised the key priorities, the SDIP is formulated and shared with everyone.

School Improvement 3 Year Plan 2014-2017

Subject to change based on evaluation of pupil outcomes

Holy Trinity CE Primary School

Focus for Action to raise Achievement	2014/15	2015/16	2016/17	Approx. Finance
CURRICULUM ASSESSMENT ATTENDANCE SMSC	✓ Revise Handwriting scheme ✓ Implement new Primary Curriculum ✓ Introduce learning walls ✓ Develop assessment programme ✓ Develop AFL through learning labels ✓ Continue focus to raise attendance & review policy ✓ Review integrated curriculum model ✓ Review school vision and values ✓ Rapidly improve EYFS ✓ SEN provision and mapping to make clear to all teachers	✓ Revise English teaching and learning ✓ Revise maths teaching and learning ✓ Review curriculum ✓ Review support for learning ✓ Review assessment and data for foundation and core subjects ✓ Medium term plans in place for all subjects ✓ Continue to develop AFL through learning labels ✓ Golden time to Golden clubs ✓ Computing devices ✓ Introduce forest school into lessons for EYFS	✓ Learning styles ✓ Quality first teaching in maths ✓ Review AFL ✓ Extend specialist provision to the local community ✓ Review assessment and data ✓ Learning Behaviours ✓ P4C ✓ Reading review ✓ C of E school expectations and pupil engagement ✓ Continue to develop forest school as part of curriculum ✓ Cultural diversity ✓ Extend forest school to KS1 ✓ Celebrate pupil display of work	SB Y1 3K Y2 6K Y3 6K General admin and consumable resources to apply see previous costings Capital
PREMISES & FACILITIES	✓ Refurbish outdoor of library area/steps ✓ Install safety gate ✓ Evaluate use of spaces in school & plan with possible building works	✓ Refurbish and redecorate KS1/EYFS classrooms ✓ Create medical/first aid room ✓ Relocate offices to front of school ✓ Expansion	✓ Refurbish and redecorate classrooms ✓ Develop teaching spaces ✓ Create reading Hub ✓ Hall acoustics & Blinds	Fund Raising PTA 20K SB 40K LCVAP 100K S106
HEALTH AND SAFETY	✓ Develop PE opportunities ✓ Improve safety of forest school area ✓ Increase playground resources ✓ Review of medical facilities, dietary arrangements and policy	✓ Increased enrichment opportunities ✓ Increase after school clubs ✓ Safety road & cycle ✓ Anti-bullying and social media awareness ✓ PREVENT	✓ Increase outdoor learning opportunities ✓ Improve field/playground facilities ✓ Improve school signs ✓ Overhaul of policy and procedures ✓ Review H&S in light of new work spaces	SB Y1 4K Y2 2K Y3 10K Fundraising PTA
LEADERSHIP	✓ Restructure leadership & responsibilities ✓ SEN coordinator role ✓ Governor Visits/Policy ✓ Restructure Performance management ✓ Website ✓ Class profiles	✓ Curriculum accountabilities ✓ External review of school new OFSTED criteria to establish key areas for improvement ✓ Review school future ✓ Motivation of staff ✓ Budget improvements	✓ Ensure sustainable future of school i.e. academy etc. ✓ Financial planning review ✓ Monitoring programme ✓ SMSC	SB Y1 3K Y2 3K Y3 2K
COMMUNITY	✓ New Curriculum information to parents ✓ New Assessment arrangements to parents ✓ Website ✓ Schools direct teacher training ✓ Transition work	✓ Extend community links ✓ Strengthen cluster school network	✓ Review & strengthen community links ✓ Staff CPD & teacher training ✓ Online payments for parents ✓ Online registration ✓ Congestion	SB Y1 12K Y2 2K Y3 6K

GOVERNORS' PRIORITIES	SCHOOL KEY IMPROVEMENTS	EXPECTED OUTCOMES & SUCCESS CRITERIA
Improving (Ofsted assessments) Pupil Outcomes	1.Maths: To raise attainment across the school through 'Talk for number' and achieve results above national expectation 2.Writing & SP&G: To raise attainment in writing across all books to show clear evidence of progress 3.Reading & Phonics: To strengthen comprehension skills, and EYFS phonics 4.Science: To demonstrate ownership of learning through practical and engaging child led investigations and discovery 5.AfL: To raise attainment through high quality marking, feedback and data analysis 6.Computing: To develop confidence in computing so there is good learning and teaching across the school	Maths EOY data will show classes make at least good progress from their start points. The bridge between maths and other core subjects will close and maths will be above national expectation. Low achieving pupils and those who attract PPF will make at least good progress. Writing & SP&G EOY data will show classes make at least good progress from their start points. Writing will continue to be well above national expectations. Pupils will have a high level of writing skills across all written work. Low achieving pupils and those who attract PPF will make at least good progress. EYFS boys engage in writing and make at least expected progress Reading & Phonics EOY data will show classes make at least good progress from their start points. Reading will continue to be significantly above national expectations. Low achieving pupils and those who attract PPF will make at least good progress. Science EOY data will show classes make at least good progress from their start points. Science will continue to be above national expectations. AfL: Pupils will know the next steps in learning and be supported to make progress. Computing: Staff and pupils are confident with ARE and at least 85% will achieve.
Broadening (SIAMS assessments) Personal Development	7.Religious Education: To show all learning is at least good and in accord with the agreed RE syllabus 8.P4C: To develop high quality pupil voice, thinking skills, tolerance and respect so pupils are engaged in all aspects of school life 9.SMSC: To evaluate how well SMSC impacts on pupil outcomes 10.Health and Well-being: To know pupils are safe, happy and care for in our school.	RE EOY data will show pupils have at least a good level of ARE in RE. Pupils are working within the RE syllabus. Pupils are able to talk about RE themes. P4C is integrated into lessons so pupils can question, reason and think creatively. They are confident to share ideas and make suggestions and can take turns and show tolerance and respect for others. SMSC evidence will show learners make informed choices which are based on Christian values through daily worship, religious education and other aspects of the curriculum. Pupils will have access to a breadth of experiences available to all learners through curricular and extra-curricular activities. Health and Well-being Parents are confident in the school's ability to look after children, keep them safe and thrive in our care.
Reviewing the value for money from a quality of provision perspective	11.Pupil premium, SEND, Vulnerable groups: To see pupils making good progress from their start points and to aspire to bridge the gaps in learning, support learning and create opportunity and inspiration 12.Staff To provide training to enhance the workforce and develop a learning culture across the school - To review cost effectiveness of TAs and supply staff against pupil welfare needs and outcomes for learning	Finance audit by RBWM and evaluate outcomes and areas for improvement Staff CPD to establish a culture of learning so the work force is highly skilled and effective to support school SDIP, pupil outcomes and self-professional development School Leaders will monitor current spend and ensure this links to the SDIP to support best outcomes for pupils such as: training, CPD, resources, outreach work, access to opportunities and new learning experiences Pupils will make at least good progress from their start points and meet or exceed ambitious targets set. Those that attract additional funds will be supported to make progress.
Focusing on Governance and leadership	Strategy: Nominated governors and the leadership team to explore moving towards academy status, seeking a range of potential opportunities for debate by the Governing Board with a view to making the best decision for the school's future. - To develop tighter triangulation between the GB, Committees and governors with specific responsibilities - To improve the effectiveness of governor visits	Schools within the cluster will be working collaboratively to provide positive outcomes for pupils Lead governors through collaboration will share findings and Schools will be able to see the benefits of collaboration. Headteacher will continue to build relationships with other school Heads through regular meetings and be open to support and sharing ideas and initiatives. Staff engages in cluster moderation visits, training, observations of learning and teaching and sharing cost and resources. Pupils will have opportunity to compete, share and engage in joint activities and work with pupils from other local schools.
Developing and strengthening pupil understanding of, and staff benefit from, the school's community	13.Community: To find and use opportunities to support and integrate within the local community to improve learning outcomes and extra-curricular opportunity for children 13.To collaborate with other schools and leaders to strengthen partnerships for monitoring, assessment and learning opportunities	Staff utilise the school community to enhance learning. They work with other schools to improve assessment, learning and teaching and are confident in their judgements. Pupils are knowledgeable about the strengths and areas for improvement of their school. They are confident to express views and know they are part of the decision making process in school matters. Pupils can say what amenities are within their community and why people choose to live and work in the school community. Pupils are exposed to real life experiences and demonstrate this to support and enhance their learning.
Continuing to improve the effectiveness of our Safeguarding and Health & Safety standards and procedures	10a.Safeguarding: To continue the ongoing review of the wellbeing and safety of all pupils, staff and visitors on site and during outdoor/offsite visits 10b.Policy and Procedures: To continue the ongoing review of H&S, safeguarding and whole school behaviour system Leadership: To monitor progress, success and impact on finance	The school is driven to maintain the highest possible standards of pupil safeguarding, welfare and site safety. Pupil welfare needs are catered for and family support where necessary. Policy and procedures are clear to staff and visitors and part of everyday practice Building maintenance and refurbishment Action plan is effective and demonstrates improvement and maintenance of high quality safeguarding and health and safety procedures

GOVERNORS PRIORITY: IMPROVING OFSTED ASSESSMENTS (OUTCOMES FOR PUPILS)

Teaching and Learning: *Mathematics*

Focus Area 1.	Action Points	Milestones (HUGGS)	Successful Outcomes	Lead	Monitor progress	Budget
Maths results will be in line with other core subjects and exceed national expectations. At least 80% of pupils will have met or exceeded year group expectations.	- Staff training in number fluency 'Talk for Number' - Staff training in Mathletics and set up as a homework outreach for pupils – seek views from pupils about programme - Establish creativity team to lead and monitor progress and attainment - Resource check and purchase learning equipment - Displays to raise profile of maths in school - Monitor teaching and quality of learning and share good examples with staff - Explore ways to overcome barriers to learning and seek ways to support those who struggle - Cluster moderation of maths standards - Monitor quality of marking and feedback - Meet leadership team to report findings and share next steps - Feedback in staff meetings - Meet with visiting governor and write reports clarifying progress and impact - Analyse data and track pupil progress - Work with cluster schools	- Staff receive 'Talk for maths' training and begin to employ the strategies in maths lessons to make the learning more relevant and engaging, Staff reflect and evaluate the strategies as a team. - Staff receive 'Mathletics' training and all pupils are set regular homework tasks (differentiated as necessary) which is focused on the maths skill being taught in class. - Classes use maths steps and arithmetic practice to develop number fluency. Targeted teaching enables pupils to recognise strengths and weaknesses to move forwards. - The school will raise the profile of Maths through a successful Maths day, cross curricular links and Interactive maths displays. - Talk for Maths strategies are evident in Lesson plans, books and observations Interviews show that pupils are engaged in their learning. - Regular intervention and catch up work to support low attainers and those who develop a block in learning. Learning walls support pupils. - AfL in place and book looks show that pupils respond and act upon teacher and peer comments and move forwards in their learning as a result. - Classes have a maths resource area which is clearly labelled and enables the pupils to easily access high quality resources for learning. - Staff analyse data and regularly review specific groups of pupils to assess impact of support and intervention	- EOY data will show classes make at least good progress from their start points. - The bridge between maths and other core subjects will close and maths will be above national expectation. - Low achieving pupils and those who attract PPF will make at least good progress. - High attaining pupils will go deeper in their understanding of maths and apply this to solve higher level problems	MW MW VW/MW VW/MW	Track data and identify those who require support and put in intervention Book look to show pupils are managing problem solving and real life learning outcomes Lesson observations to view - Quality of learning - Quality of teaching - Quality of questions - Pupil engagement Learning walls support pupil understanding in lessons Pupil interviews about maths learning and teaching	£2500 resources £1500 training PTA to fund Mathletics 1 hour leadership time per week to carry out tasks, support staff and write up progress etc.

OUTCOMES AND IMPACT

GOVERNORS PRIORITY: IMPROVING OFSTED ASSESSMENTS (OUTCOMES FOR PUPILS)

Teaching and Learning: *Writing & SP&G*

Focus Area 2a.	Action Points	Milestones (HUGGS)	Successful Outcomes	Lead	Monitor progress	Budget
To strengthen writing skills across all books and in other written work	- Teachers plan grammar, punctuation and spelling outcomes linked to non-negotiables - Train staff in talk for writing and apply concepts - Use the set non negotiables for all year groups and revisit aspects of them each week - Mark pupil's books with high expectations and AfL - Observe each other in talk for writing sessions to gather ideas and share outcomes/best practise - Monitor books in house and across the cluster of schools to maintain or exceed writing expectations - Support and demonstrate expectations with those who are low achievers using a scaffolding system - Challenge pupils who achieve high in writing so it is deeper and above National expectations - Monitor through AfL and provide next steps for learning - Review data and identify barriers to learning, seek ways to reduce barriers and provide support for those who require additional support - Staff share what works well.	- All classes include a SP&G section when teaching English - Spelling patterns, key words and year group expectations of spellings are taught regularly - Staff delivers one discrete SP&G session per week to include the teaching of spelling patterns and/or another element of SP&G - Review 'Talk 4 Writing'. New staff are familiar with its principles and implement this and non-negotiables in planning and writing - All teachers plan for an extended writing lesson at least every two weeks and use AFL quality marking - All pupils have access to high quality text and a variety of genre. Linked with guided reading (readers as writers) - Staff analyse data to review specific groups of pupils and assess impact of support and intervention - Writing in all subjects is of a high standard and reflects the expectations of ARE in English and application of SP&G - Termly monitoring of books and data shows pupils make at least good progress Also see EYFS milestones (HUGGS)	- EOY data will show classes make at least good progress from their start points. - Writing will continue to be well above national expectations. - Pupils will have a high level of writing skills across all written work. - Low achieving pupils and those who attract PPF will make at least good progress. - Data will show pupils achieve higher than National expectations at the end of EYFS, KS1 and KS2	SH	Track data and identify those who require support and put in intervention Book look to show pupils are working towards ARE in writing and progress is evident Lesson observations to view - Quality of learning - Quality of teaching - Quality of questions - Pupil engagement Learning walls support pupil understanding in lessons Pupil interviews about writing learning and teaching	£600 resources £1000 training 1 hour leadership time per week to carry out tasks, support staff and write up progress etc. for all of communication targets

OUTCOMES AND IMPACT

GOVERNORS PRIORITY: IMPROVING OFSTED ASSESSMENTS (OUTCOMES FOR PUPILS)

Teaching and Learning: *EYFS Writing and Reading*

Focus Area 2b	Action Points	Milestones (HUGGS)	Successful Outcomes	Lead	Monitor progress	Budget
For boys and girls to perform equally at expected and exceeding ELGs in reading and writing.	- Provide visual and stimulating resources and store with pride - Stimulate the class environment so it is inviting and a place for high quality learning - Use the set non negotiables for pupils to attain by the end of year and revisit aspects of them each week - Mark pupil's work with high expectations and AfL - Observe each other in talk for writing sessions to gather ideas and share outcomes/best practise - Monitor pupil work samples in house and across the cluster of schools to maintain or exceed writing expectations - Support and demonstrate expectations with those who are low achievers using a scaffolding system - Challenge pupils who achieve high in writing so it is deeper and above National expectations - Monitor through AfL and provide next steps for learning - Review data and identify barriers to learning, seek ways to reduce barriers and provide support for those who require additional support - Staff share what works well.	- Staff has evaluated grip and established dough gym and funky fingers in order to develop muscles for writing. - Staff has evaluated knowledge of blending and segmenting and agreed additional support for those boys who need phase 1 support. - Opportunities for writing are evident outdoors and pupils are accessing them to good effect to support progress. - Parents are involved in supporting their child in reading and writing through training workshops, resources and encouragement. - Reading materials are relevant to boy's interests and supports their reading development. - Boys have access to both reading and writing materials that stimulate learning so they make progress towards ELGs - Staff are working to address barriers to learning and have sort ideas to improve reading and writing through training, observations in cluster and CPD - The learning environment is vibrant and stimulating so engages pupils in their learning so behaviours towards reading and writing are positive. - Rigorous assessment of reading and writing is in place and intervention groups support those who fall behind or need prompting to meet ELGs.	- EOY data will show classes make at least good progress from their start points. - Writing will continue to be well above national expectations. - Pupils will have a high level of writing skills across all written work. - Low achieving pupils and those who attract PPF will make at least good progress. - Data will show pupils achieve higher than National expectations at the end of EYFS	SH	Track data and identify those who require support and put in intervention Book look to show pupils are working towards ARE in writing and progress is evident Lesson observations to view - Quality of learning - Quality of teaching - Quality of questions - Pupil engagement Learning walls support pupil understanding in lessons Pupil interviews about writing learning and teaching	£1800

OUTCOMES AND IMPACT

GOVERNORS PRIORITY: IMPROVING OFSTED ASSESSMENTS (OUTCOMES FOR PUPILS)

Teaching and Learning: *Reading & Phonics*

Focus Area 3.	Action Points	Milestones (HUGGS)	Successful Outcomes	Lead	Monitor progress	Budget
To strengthen comprehension skills across the whole school. To continue to strengthen EYFS/KS1 phonics across all groups of learners.	- Research and purchase a range of books, particularly boy friendly, non-fiction, phonic support and comprehension questions - Enrich library and reading area for KS2 and KS1/EYFS - Experienced teacher to train other staff in synthetic phonics and record keeping - Key words and reading books will be rehearsed regularly and sent home to share to rehearse with parents - To purchase and display phonics and sight words - Teachers to split pupils for daily phonics and sight word recognition, and for guided reading groups - Staff will keep tracking records of all pupils: regularly monitor progress and support the less able more frequently - Staff to ensure reading records sent home show constructive comments to support learning and understanding of the next steps to improve reading - Volunteers into school will receive guidance from teachers to support readers rather than listen to readers - Staff will have good relationships with parents and follow up on homework/support needs - To ensure pupils access comprehension verbally and through written work according to stage of learning - Teachers and teaching assistants work with groups of children in guided reading groups to move reading skills, understanding and pace of learning forward - Additional support to be provided for PPF children, SEN and those who are of school concern	- EYFS and KS1 will have access to a wide range of colour coded reading materials and phonics resources - All staff in EYFS and KS1 will be trained to deliver synthetic phonics - Set phonics sessions will take place four times a week with EYFS joining when appropriate - All classrooms in EYFS/KS1 will display phonics and key words to support and rehearse learning - Staff will receive training in guided reading, book talk and teaching of reading comprehension - Reading record books home will show high quality learning support for parents and children - English lessons and guided reading sessions will reflect strategies from training and develop learners' word, sentence and text development - Pupils are supporting one another through group and paired reading. They enjoy the experience of reading - Tracking records and data show pupils are making at least expected progress	- High quality range of reading materials to support phonics and engage readers - Staff confident to teach and follow letters and sounds phonics programme - The profile of reading will be enhanced and seen as a high priority in EYFS and KS1 - High quality support for parents to aid reading at home - Reading comprehension is taught throughout lessons and through guided reading to enhance learning - Pupils can talk about their reading, are confident and enjoy it! - EOY data will show classes make at least good progress from their start points. - Reading will continue to be significantly above national expectations. - Low achieving pupils and those who attract PPF will make at least good progress	SH with Creativity team Expertise from JG	Learning walk to check displays in class, tidiness of books (OCT) Drop in to phonic sessions to monitor quality of learning and teaching Reading records reviewed to ensure books are read at home and comments are of high quality to move learning forward Evidence that comprehension is accessed and to ARE/challenge Analyse evidence of guided reading records to see how well reading skills and understanding is being developed Report findings in team meetings	£2500 resources £600 training PTA soft furnishings for KS2 £600 KS1 storage units 1 hour leadership time per week to carry out tasks, support staff and write up progress etc.

OUTCOMES AND IMPACT

GOVERNORS PRIORITY: IMPROVING OFSTED ASSESSMENTS (OUTCOMES FOR PUPILS)

Teaching and Learning: *Science*

Focus Area 4.	Action Points	Milestones (HUGGS)	Successful Outcomes	Lead	Monitor progress	Budget
To demonstrate ownership of learning through practical and engaging child led investigations and discovery	- Humanities team generate science HUGGS and share with all staff and governors - Staff support one another for resource support, planning and delivery - Support learning and teaching - Pupils work in teams to generate investigations and make observations - Pupil discussion to share findings and predict possible outcomes for learning - Use of PPA time to improve and build upon subject knowledge - Resource audit - Make links with students/teachers @ Charters to use resources and share lesson/teaching opportunities - Invite experts into school - Monitor pupil progress against ARE - Use data to improve outcomes for pupils learning	- Humanities team set expectations and generate SDIP for Science. Ensure all teachers are clear about the curriculum in each phase. - New staff are in receipt of support to plan and deliver effective learning. - staff are planning for practical tasks and pupils are engaged and have ownership of their learning. - The school environment, books and homework provide evidence of activities linked to curriculum & ARE. - Pupils can demonstrate working independently, in pairs and groups to carry out science investigations. - Pupils demonstrate high quality questioning, predict outcomes and suggest investigations. - Marking and feedback policy is evident in all science books and writing is of a high standard - Books, photos, planning and display show evidence of science engagement and high level vocabulary. - Children can question, engage, explore and resolve science problems. They are confident, independent learners.	- EOY data will show classes make at least good progress from their start points. - Science will continue to be above national expectations. - Pupils are engaged and investigating through ideas, problem solving, curiosity and opportunities of discovery.		SDIP in action Lesson observations to find out about: - Quality of teaching - Quality of learning - Quality of questioning - Pupil engagement - AfL Book look evidence including homework Tracking pupil data , particularly low achievers	£2500 for visitors, training and resources

OUTCOMES AND IMPACT

TEACHING & LEARNING (OUTCOMES FOR PUPILS)

LEADERSHIP: *Assessment for Learning*

Focus Area 5.	Action Points	Milestones (HUGGS)	Successful Outcomes	Lead	Monitor progress	Budget
Pupils take ownership of their learning and know what and how to improve. Marking and feedback will be consistent, support learning and focus on next steps. Impact will show that this has an impact of results and pupils learning.	- JG to train staff in AfL - Book sharing and evidence of good AfL through marking and feedback - Lesson observations to Quality of questioning in lessons - Link with another school - Review 'gold' 'silver' and 'bronze' system is maintained and how pupils select level of difficulty - Monitor teaching and quality of learning and share good examples with staff - Explore ways to overcome barriers to learning and seek ways to support those who struggle - Cluster moderation of assessment - Monitor quality of marking and feedback - Meet leadership team to report findings and share next steps - Feedback in staff meetings - Meet with visiting governor and write reports clarifying progress and impact	- Staff are aware of the Assessment, Marking & Feedback policy. New staff and NQTs have 1:1 mentor support to demo and team mark. Class Assessment Files are up to date. - All teachers follow the Assessment, Feedback and Marking policy. Examples from previous years shared and good practise discussed. - Class data will help teachers identify areas for improvement and include information on attendance, SEN, Pupils Premium etc. AfL used effectively. - Teacher plans will focus on specific learning outcomes and AfL – pre-teaching, targeted support, stretching more able, linked to homework and interventions. - Staff and pupils are actively using the working walls and bronze, silver, gold system as a differentiated approach to support learning, teaching and assessment. - All TAs are following the marking and feedback policy and use this with small groups of pupils they work with. - Staff work with TAs effectively so they model and plan for next steps. A system of pre-teach, new learning, intervention, catch-up and homework. - SEND pupil progress is measured in small steps using P levels or similar to track progress and diminish the difference. - Teachers understand data and are secure in their judgements. Data is used to generate next steps for school improvement.	Pupils take ownership of their learning and know what and how to improve. Marking and feedback will be consistent, support learning and focus on next steps.	JG	Lesson observations to find out about: - Quality of teaching - Quality of learning - Quality of questioning - Pupil engagement - AfL Book look evidence including homework Staff feedback and pupil follow up Tracking pupil data, particularly low achievers Effectiveness of TA roles and support in learning outcomes	Deputy has been released from class to monitor, teach, train and support staff. She is part of the monitoring team and leads in this area

OUTCOMES AND IMPACT

TEACHING & LEARNING (OUTCOMES FOR PUPILS)

LEADERSHIP: *Computing*

Focus Area 6	Action Points	Milestones (HUGGS)	Successful Outcomes	Lead	Monitor progress	Budget
Staff and pupils are accessing the computing curriculum with confidence. At least 85% can demonstrate expected standards for the age group.	- Set up research hub so there is access to computing, books and is a learning space for groups of pupils - Pupil leadership through digital leaders role – supports deep learning while training others - Teacher who is proficient in computing to lead staff and digital leaders - Mathletics and science bug set for learning tools and activities at home – link to new curriculum	- Research hub is set up and running. - Good use is made of the Research Hub to support and supplement the curriculum. All devices and equipment stored securely and treated with respect. - New Digital Leaders support coding throughout the school. Lunchtime coding club is effective in diminishing the difference for pupils who need support. - Homework club makes use of Research Hub and technology on offer. Staff run on a rota basis and provide support for pupils who may need it. - New staff are trained to make use of software and hardware (IWB) to enhance the curriculum and engage pupils in their learning. - Introduce Mathletics for the whole school to support the curriculum and further develop problem solving skills. - Teachers observe peers to gain confidence in teaching computing curriculum. - Specialist teaching provides a high quality curriculum and challenges most able pupils. - Computing has a high profile across the school through engaging lessons, confidence building, enjoyment and display. - TAs are confident to use technology to deliver interventions and engage pupils.	- Research hub is up and running - Access to computing via homework opportunities - Good number of resources linked to computing - Safety procedures in place and checked regularly - Digital leaders supporting other pupils - Teachers supporting one another and are effective using ICT - Science and maths software being used to enhance learning - Standards are at ARE and above	JG/POB	JG	Volunteers Cost of ICT support £800 Mathletics and Science Software £2000 PTA Training in house JG time

OUTCOMES AND IMPACT

GOVERNORS PRIORITY: IMPROVING SIAMS ASSESSMENTS (OUTCOMES FOR PUPILS)

Teaching and Learning: *Religious Education*

Focus Area 7.	Action Points	Milestones (HUGGS)	Successful Outcomes	Lead	Monitor progress	Budget
Data shows that at least 80% of children are meeting ARE in R.E. Pupils can recall and discuss R.E. themes and concepts. Some pupils have a deeper interest in R.E.	- Planning, pupils work and books across the curriculum (History, Art, poetry, British values and RE) teachers share knowledge and historical events. They explore modern Christian belief and practise which is evidenced. - Pupils discuss and question value, moral and beliefs during P4C and in RE discussions, they share ideas and viewpoints - Staff and governors receive training in finding evidence and impact - Interview pupils about religious themes and views and review impact and next steps - Purchase resources to support Christian culture of the school and provide access to RE themes for all children - Other religious events are explored and compared to Christian events - Visit places of worship and enrich learning of Christianity and other religions - Invite visitors into school to deepen understanding and engage with experts. Ensure PREVENT and safeguarding is taken into consideration when visiting or inviting visitors into school - AfL through scheme of work each end of unit - Improve level of displays in all classes to reflect the values and help shape our school's Christian character and culture - Purchase resources: Child friendly bibles and crosses in classes and rooms	- Staff are delivering weekly R.E. and have set up lunch and end of day prayers in class. - New staff is trained to use Discovery R.E. schemes of work and deliver this weekly. - Staff are delivering collective worship and R.E. through the values and Christian calendar. - Children are exposed to regular Bible stories, psalms and passages. And can discuss them. - Teachers are using the Discovery SOW and this is having an impact on the quality of learning and teaching. - Pupils are involved in Collective Worship through the values. They are linked to other aspects of learning and teaching across the school. - The school has revised the assessment for R.E. and use it as a benchmark to meet the ARE. - Visits to places of worship reinforce and give 'hands-on' experience to children and apply this in their learning. - Visitors come into school to share experiences of their religious beliefs and practices to give children a better understanding	- RE EOY data will show pupils have at least a good level of ARE in RE. - Pupils encounter Christianity as the religion that shaped British culture and heritage - Pupils are able to talk about RE themes with confidence. - The Interim review will show the school is operating within a 'good' SIAMS judgement - Pupils learn about the other major religions, their impact on culture and politics, art and history, and on the lives of their adherent - Pupils develop an understanding of religious faith as the search for and expression of truth - School contributes to the development of pupils' own spiritual / philosophical convictions, exploring and enriching their own faith and beliefs	SH	Lesson observations to find out about: - Quality of teaching - Quality of learning - Quality of questioning - Pupil engagement - AfL Book look evidence including homework Tracking pupil data, particularly low achievers Pupil interviews, governor visit reports	£1500 resources including prayer baskets, signs, bibles and crosses

OUTCOMES AND IMPACT

GOVERNORS PRIORITY: IMPROVING SIAMS ASSESSMENTS (OUTCOMES FOR PUPILS)

Teaching and Learning: *Pupil voice and thinking: Philosophy for Children (P4C)*

Focus Area 8.	Action Points	Milestones (HUGGS)	Successful Outcomes	Lead	Monitor progress	Budget
To develop high quality pupil voice, thinking skills, tolerance and respect so pupils are engaged in all aspects of school life	- Two staff who are trained in P4C can be utilised to lead training and support for other staff - P4C each week to touch on themes in SMSC including British Values, RE views, the world around us, ourselves, current media topics, and school changes - Active school council who make democratic decisions ie pupil voice - Forest school to explore the natural world and enable children to take managed risk - School council involved in the process of working with their class to generate ideas and reach democratic decisions. - Head boy/Head girl and their deputies to represent the school and talk with community members - Mind maps in lessons and topic themes to express learning and ideas - Teachers using high quality questioning and encourage children to do so - All staff involve pupils in decision making that has a direct impact on their learning and on others for the greater good	- Staff supports one another to engage in P4C principles with their class. - Planning, teaching and displays around the school reflect aspects of SMSC and P4C - Resources and materials available to staff and pupils to engage in P4C - Pupils can respond to questions and talk openly about their work. They are confident and open speakers and listeners. - Pupils listen and respond with respect and understand others may have similar or differing viewpoints. - Pupils demonstrate tolerance of other viewpoints and expand their knowledge and skill in open conversation. - Pupil voice is evident across the school and they take responsibility to lead and manage new initiatives. - Pupils make suggestions, share viewpoints and sort decisions taken into consideration all aspects of discussion points. - Pupils can question others, think carefully and reason. They are becoming creative learners.	P4C is integrated into lessons so pupils can talk about themes and their learning. They are confident to share ideas and make suggestions. They can take turns and show tolerance and respect for others. Pupils are creative, reflective thinkers and are able to reason		P4C in action through lesson observations Planning to reflect P4C outcomes/themes Children say what they like about P4C and how it supports learning Pupils questioning and curiosity is visible	£500 resources

OUTCOMES AND IMPACT

GOVERNORS PRIORITY: IMPROVING SIAMS ASSESSMENTS (OUTCOMES FOR PUPILS)

Teaching and Learning: *Spiritual, Moral, Social and Cultural Development*

Focus Area 9.	Action Points	Milestones (HUGGS)	Successful Outcomes	Lead	Monitor progress	Budget
To evaluate how well SMSC impacts on pupil outcomes and behaviours	• Training from diocese through the core package deal SMSC and governor visits • Themes per term linked with SMSC and Christian values • P4C in lessons to discuss/share thoughts on specific themes • Teachers observe P4C in action • Set up children in clubs, activities and after school clubs • Buy into 5 minute daily activity programme • Mindfulness programme by RBWM into school • Children involved in fundraising and giving to others (elderly, community and overseas) • Set up worry boxes in each class and share purpose with children • Prayer tree in corridor where pupils can add • Adult prayer meeting for parents	• Topics across the year incorporate SMSC aspects in learning and teaching and the Christian values • There is a greater awareness of SMSC in school through everyday learning and teaching • Pupils demonstrate SMSC themes rather than know them e.g. respect – how do they show this? • Staff are using P4C as a powerful teaching platform for discussion, listening and sharing • Children can share concerns and experiences with confidence which are acted upon by staff • Children are involved in school decisions and resource needs • Children understand about fundraising and reasons why and join in • Activities are promoted and there is a high uptake of after school clubs • Children make good choices	• The curriculum demonstrates evidence of SMSC throughout • Pupils will have access to a breadth of experiences available to all learners through curricular and extra-curricular activities. • Learners make informed choices which are based on Christian values (British values) through daily worship, religious education and other aspects of the curriculum. • Pupils can talk about their learning in a positive way • The Interim review will show the school is operating within a 'good' SIAMS judgement	SH/POB	Staff can demonstrate in planning and books evidence of SMSC Whole school curriculum map and class leaflets each term show SMSC Observe children and adults in and around school for behaviours and choice Monitor clubs, activities and uptake of them	£1800 Diocese core service £900

OUTCOMES AND IMPACT

GOVERNANCE PRIORITY: Broadening SIAMS assessments & Personal Development

Leadership: *Health, Wellbeing and Safeguarding*

Focus Area 10a & 10b	Action Points	Milestones (HUGGS)	Successful Outcomes	Lead	Monitor progress	Budget
a) Safeguarding	- All staff to read part one of 'Keeping Children Safe in Education 2016' - Plan training for staff in safeguarding and child protection - Designated lead training - DBS coverage of costs for new and old staff - Review welfare concern form so it is clearer to see concerns raised - Update cases studies, vulnerable group lists, SEN support, ELSA - Assess impact of mindfulness lessons in class 5 - Encourage vulnerable children to take roles of responsibility in school eg. School council, digital leader etc. - Review behaviour policy, Safeguarding & child protection policy - Check SCR is up to date and displays all necessary information - Carryout RBWM safeguarding toolkit	- Part one available in staffroom and staff has signed to say they have read. - Safeguarding policy ratified and on school website - Single central record up to date with all mandatory information - Teachers are including safeguarding as part of teaching and learning - Vulnerable group list up to date and pupils supported - Medical systems clear and staff trained to support - Designated staff fulfilling their duties - Safeguarding reported to governors each term	- Staff have acknowledged they have read updates 2016 - The school is driven to maintain the highest possible standards of pupil safeguarding and pupil welfare - Policy in practise	Head	Signatures as evidence of read Monitor website Monitor staff welfare forms Governor and head check safeguarding audit and review/update	£600 for DBS
b) Health and Safety	- All teachers to carry out a class audit to identify and know classroom H&S hazards - Caretaker and Head to do audit for a three year plan including budget planning and identify priority need - Use RBWM framework to review school H&S policy - Fire warden training X3 - H&S Governor and Headteacher to do forest school H&S check - H& S audit by RBWM will help inform action plan - Review H&S plan with cost and timescales	- Leadership team collates and analysis class H&S concerns and adds to action planning - H&S policy ratified - Generate action list and prioritise - View budget to match to needs - Fire procedures and maps displayed around school	- The school is driven to maintain the highest possible standards of site safety. - Policy and procedures are clear to staff and visitors and part of everyday practise - improvement and maintenance of high quality safeguarding and health and safety procedures - Pupils are and feel secure and safe on site	Head	H&S governor	£1200 for training Finance will be included on list of actions from review.

OUTCOMES AND IMPACT

GOVERNANCE PRIORITY: Value for money a quality of provision perspective

Leadership: *SEN, Disadvantaged and Vulnerable groups*

Focus Area 11.	Action Points	Milestones (HUGGS)	Successful Outcomes	Lead	Monitor progress	Budget
SEND children receive support to improve their performance academically, socially and physically. Evidence of support and the learning outcomes are clearly documented. Children eligible for Pupil Premium will make good progress from their start point. Some will bridge the gaps in writing, reading and number	- generate whole school profile of SEND, vulnerable and disadvantaged pupils - review class profiles and intervention - review filing systems and SEN organisation - Pupil progress meeting with Head and SENCo to establish progress and actions of support - Review how SEN, vulnerable and disadvantaged are supported - Seek training for gaps in support - Links with RBWM to find out services to support pupils with SEND - Ensure value for money be analysing pupils and financial cost to ensure provision - Identify barriers and provide ways of overcoming them - Make links with parents to support and where necessary signpost for support	- Whole school register generated of all pupils deemed to be in need of EHC/SEND support. Those who are disadvantaged and those who are vulnerable. This is shared with staff. - Teachers have completed individual plans (Assess, Plan, Do and Review IEP forms) and these have been shared with staff, pupils and parents. - Structured support is in place and targets are being addressed from the individual plans. - Staff has received training to support pupil needs. Outreach work and agencies support the school and help address pupil need. - Senior Leaders are tracking and reviewing progress. - Successful strategies are shared and embedded. - Staff are trained in meta-cognition and specific needs and use this in class to support pupils to self-regulate and problem solve. - Teachers identify and address barriers to learning. Pupils are showing evidence of good learning outcomes which is evidenced. - Staff review children's progress and identify successful strategies. Staff share ways in which barriers to learning have been overcome. - Children will come to school with full uniform and P.E. kit. They will receive financial support for clubs, breakfast club and residential trips. - Children will have leadership responsibilities in the school and work in teams so they are inclusive and feel valued in the school community.	Clear to all who these groups are in their class and it informs/supports teacher, TAs and appeals into class. Pupils are well supported and where support is difficult help is requested from MASH and outside agencies Pupils are being diagnosed and supported appropriately Staff are trained to support and guide learning Pupils included and part of school life systems in place local offer and policy updated	VW POB	VW SENCo governor	

OUTCOMES AND IMPACT

Governor Priority: Review the value for money a quality of provision perspective

Leadership: *Developing a learning culture and CPD opportunities*

Focus Area 12	Action Points	Milestones (HUGGS)	Successful Outcomes	Lead	Monitor progress	Budget
To establish a culture of learning so the work force is highly skilled and effective to support school SDIP, pupil outcomes and self-professional development	- Review staffing and leadership structure and discuss with individual staff future aspirations and support for school improvement - Seek specific training to support leadership development and other staff development to meet school SDIP and continue to improve the learning and teaching - Provide resources, finances, time and support for staff to fulfil course work, CPD and placements - Provide opportunities through the SDIP to rehearse and enhance leadership development - Leaders and governors to meet to monitor progress and impact of SDIP - Head and Deputy to provide coaching and support leaders through training and development - Leaders to share their learning in-house with other staff members for continued learning and engagement - Leaders to lead SDIP by example and support other staff - Leaders proactive in making a difference to overall school culture and ethos through professional behaviours and actions - Consider succession planning for leadership, and for governance	- Staffing structure agreed and linked with governor board members. All staff aware of SDIP key priorities for 2016-2017. - Staff work in teams and begin to address SDIP. They take responsibility and are accountable for the success in their areas. - Middle and senior leaders in receipt of training and are confident to lead their team in specific areas of SDIP. - NQTs and staff in receipt of training linked to SDIP, CPD and pupil need. They support specific groups of pupils effectively. - Staff are supported and confident to lead, share ideas and improve learning and teaching. - Staff are proactive and are making a difference in line with the SDIP and pupil outcomes. - Middle and senior leaders share evidence and progress outcomes. They drive SDIP forward. - Impact of leadership is measurable against SDIP and pupil outcomes through progress and attainment data. - Senior leaders supportive and challenge trainee leaders through SDIP accountabilities and school, class and group data.	Leadership and staffing team is clear to all Staff take responsibility and are held to account for development areas Performance management successful and links with SDIP Highly skilled and motivated workforce who put pupils at the forefront of learning and teaching Pupils making at least good progress through SDIP, performance management and skilled workforce Professional communication and support Increased awareness of subject knowledge and school expectations Staff using data to support teaching and learning outcomes and pupil attainment and progress	POB JG/VW/M W/SH POB POB POB/JG ALL ALL RP (chair) POB	NQT progress on course and learning journey Senior leaders progress on course And the learning journey Work/life balance (coaching & support) SDIP progress and staff areas of responsibility Feedback to staff Impact of financial investment in staff on SDIP and staff moral Data Quality of leadership across the school Potential succession planning	NPQH £2500 Plus release time on placement and course requirements Senior Leader £350 Plus release time on placement and course requirements Middle Leader £350 Plus release time on placement and course requirements COACHING & SUPPLY COST £600 Medical training see Health & Well-being

OUTCOMES AND IMPACT

GOVERNANCE PRIORITY: Developing and strengthening pupil understanding of, and staff benefit from, the school's community

Leadership: *Community Links (Outcomes for staff and pupils)*

Focus Area	Action Points	Milestones (HUGGS)	Successful Outcomes	Lead	Monitor progress	Budget
School to School Lettings Visits Visitors Businesses Community learning	- Provide responsibilities for pupils within the school and representatives for the school - Regular meetings with children to monitor impact and understanding of the school community and invite them into other school/community events - Seek pupil ideas for school display, resources, charity/school events and learning opportunities - Visits to local businesses to generate Knowledge and understanding of people and their roles and to learn from real life experience - Invite people into school to learn from pupils and support the community - Invite people/expertise into school to support learning and deepen understanding - Collaborate with other schools to strengthen partnerships for monitoring, assessment and learning opportunities - Provide opportunities for pupils to work together across schools - Encourage lettings that benefit children and adults in the area so the school is used as a community facility	- Pupils are allocated areas of responsibility and have school ownership - Pupils support staff in decision making for the school and playground and purchase of resources - Children demonstrate more awareness of roles and responsibilities of adults, facilities and businesses in the community and how they serve - Children can use real life experiences to aid learning in school - Children show their knowledge and skills to others and support the community - Staff are aware the community can be a powerful aid to learning and deepen pupil understanding - Staff can support one another to plan for ideas and create joint opportunities to monitor impact of learning - Children understand why people belong to associations and work in the local area - The school is integral to the community through many initiatives to support the school, staff, pupils and community members	- Pupils are knowledgeable about the strengths and areas for improvement of their school. - Pupils are confident to express views and know they are part of the decision making process in school matters. - Pupils can say what amenities are within their community and why people choose to live and work in the school community. - Pupils are exposed to real life experiences and demonstrate this to support and enhance their learning. - Staff are included as part of the school community and have an awareness beyond the school gate. - They work with the clergy, other schools and businesses to improve learning and teaching and moderate performance.	JG/POB	Success of the school council Impact of digital leaders in supporting the community Assess the impact of visitors Pupils views of the school in minutes Impact on learning and teaching Financial gains Book look to see learning in action Real life learning in subjects	Use of minibus may incur fuel charges Outings: £3000

OUTCOMES AND IMPACT

Whole School Achievements for AUTUMN 2016

PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE	QUALITY OF TEACHING, LEARNING AND ASSESSMENT	OUTCOMES FOR PUPILS	LEADERSHIP & MANAGEMENT	SMSC & BRITISH VALUES	COMMUNITY LINKS
Deputy Head wins UK Allergy Award	FFTAspire training (teacher & Gov). Shared with staff and Governors & identified priorities for SDIP	Sound boards in hall for SEN pupils with speaking and listening concerns and general echo/noise reduction for everyone	- New staff induction - Safeguarding, planning, behaviour, phonics training	Displays linked to Christian and British values	Cluster school InSet on positive mind-set
More pupils including disadvantaged involved in school responsibilities including introduction of Headboy/girl and deputy head boy/girl	Mathsletics and talk for maths training for staff	More opportunities to sign for clubs before, during and after school	Staff handbook induction complete and shared to staff	Planning linked to values and SMSC themes – see whole school curriculum topics.	Harvest service and supporting the church with sorting and distribution of food parcels
ELSA in place across the school for vulnerable and disadvantaged pupils	In house phonics training for new staff in EYFS and KS1	- See data good to outstanding results across school compared to national - Focus: Disadvantaged, SEN and high needs particularly in maths	NQT on training courses and supported by middle and senior leaders	Increased and range of after school clubs to improve SMSC and healthy lifestyles	EYFS phonics and reading evening successful with 50% turnout
Buddy system between year 6 and reception class set up and successful		School Games Bronze ward for school sports	CPD for Middle and senior leaders.		Mayor into school –opening of offices and classroom
Sort counselling for staff member and family			Headteacher appraisal set in motion		Sporting competitions with local state, academy and private sector schools
			Joined up thinking and planning between governors and staff (SDIP)		Swimming lessons at private girls school
					Parents, pupils, staff and governors involved in SDIP
					High number of volunteers from parents and those who live in the community (retired)

Achievements for SPRING 2017

PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE	QUALITY OF TEACHING, LEARNING AND ASSESSMENT	OUTCOMES FOR PUPILS	LEADERSHIP & MANAGEMENT	SMSC & BRITISH VALUES	COMMUNITY LINKS
•	•	•	•	•	•
•	•	•	•	•	•
•	•	•	•	•	•
•			•	•	•
•	•		•	•	•

Achievements for SUMMER 2017

PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE	QUALITY OF TEACHING, LEARNING AND ASSESSMENT	OUTCOMES FOR PUPILS	LEADERSHIP & MANAGEMENT	SMSC & BRITISH VALUES	COMMUNITY LINKS
•	•	•	•	•	•
•	•	•	•	•	•
•	•	•	•	•	•
•	•	•	•	•	•
•			•	•	•