

Alkrington Primary School

School Improvement Plan

Version: from September 2018 v1



School Years - Sept 2016 – July 2019

Most recent OfSTED Inspection Report Published on 6th March 2018

Strategy for 2016 – 2019

The Governing Board at Alkington Primary School have established the vision for the school as follows:

'We will be the school of choice for parents, pupils and staff; regardless of religious belief, socioeconomic status or cultural background.'

During the Autumn Term 2016, the Governing Board has consulted with stakeholders to establish the Strategic Direction for the school over the next three years.

Strategic Direction

Key Area 1 Pupil Outcomes

By the end of Y6 pupils who leave Alkington Primary School will attain at a level in the top 20% of pupils nationally and progress measures will indicate that progress from KS1 to KS2 will be in the top 10% nationally.

Key Area 2 Finance

To maintain financial sustainability whilst investing in the strategic direction of the school

Key Area 3 The Curriculum

To continue to provide an effective core curriculum whilst further enriching pupil learning experiences in order to engender a love of learning.

Key Area 4 Facilities

To invest appropriately to support and enhance teaching and learning experiences and drive innovation

Key Area 5 Communication and Engagement

To fully engage with all stakeholders, within and beyond the school, and communicate effectively to enhance relationships in order to achieve the school's aims and objectives.

Key Area 6 Investing in People

To invest in the development and support of the health and well-being of our staff and pupils to ensure delivery of the school vision.

Our Mission

The school aims to become the school of choice in the local area, because it excels in the following areas:

- The school is a warm and welcoming environment where all feel valued.
- There are high levels of achievement and progress by all pupils. Their talents are recognised and nurtured.
- The school has a broad and rich curriculum, which provides high quality opportunities for pupils in a range of curricular and extra-curricular activities.
- The quality of care offered to pupils is very high. This includes the provision for vulnerable pupils and those with Special Educational Needs and Disabilities
- The standards of behaviour, including learning behaviours, is very high, with polite, well-mannered pupils who show confidence, perseverance and determination. They are inspired to become independent learners with high aspirations.
- The school is truly inclusive, offering quality experiences for pupils of all backgrounds, supporting and promoting achievements amongst those from deprived backgrounds, promoting respect and tolerance between cultures and faiths

Assessment Outcomes at end of Key Stages 2018

EYFS – 2018 60 Pupils

Pupils with a Good Level of Development

Year	2013	2014	2015	2016	2017	2018
% achieving a GLD	38%	47%	57%	70%	61%	72%
National Average	52%	60%	66%	69%	71%	LA 65%

Y1 Phonics 60 pupils

% of pupils achieving at the expected standard

	2012	2013	2014	2015	2016	2017	2018
School	58%	88%	97%	95%	93%	92%	92%
National	58%	69%	74%	77%	81%	81%	

KS1 – 2018 59 Pupils

% of pupils achieving at and above the expected standard

	School at expected 2017	School at expected 2018	2018 NA at Expected	School at GDS 2017	School at GDS 2018	2018 NA at GDS
Reading	75	81	76	22	19	25
Writing	70	66	70	13	7	16
Maths	73	80	76	22	15	21
Science	82	81		n/a	n/a	n/a
R/W/M Combined		63	65		2	12

KS2 – 2018 61 Pupils

% of pupils achieving at and above expected level

	Attainment						Progress			
	At Expected School 2017	At Expected School 2018	NA for 2018	School at GD 2017	School at GD 2018	NA for 2018	Average Scaled Score 2017	Average Scaled score 2018	NA Scaled scores 2018	Progress Measure NA=0.0
Reading	74	85	75	31	18	19	104.6	104	105	0.8
Writing	88	82	78	19	3	15	n/a	n/a	n/a	0.0
Mathematics	71	85	76	17	18	17	102.9	105	104	1.3
GPS	90	92	78	38	39	22	108.6	108	106	n/a
Combined R/W/M	60	74	64	7	2	5				
Science	78			n/a	n/a	n/a				

NA = National Average 2016 GD = At greater Depth / Higher standard

All 2018 data may be subject to validation

Behaviour and Safety Performance Indicators

School Year 2017 - 2018	14 - 15	15-16	16 - 17	17 - 18
Actual Attendance	96.1%	96.7%	95.9%	95.8%
Actual Attendance for Pupil Premium Pupils	95.1%	95.4%	95.1%	94.6%
Unauthorised absence (all pupils)	1.1%	1.0%	1.6%	0.87%
Late – includes any late after 9.00 a.m.	1.04%	0.95%	0.83%	0.72%
Number/Proportion of Persistent Absentees <85%	2.44%	1.2%	14 = 3.00%	15 = 3.48%
Number of lates	1713	1487	1393	1113

School Year 2017 - 2018	Fixed Term	Permanent	Totals for 14 - 15	15-16 Total	16 - 17 Total	17 - 18 Total
Total Exclusions	9	1	7	3	10	0
Number of pupils excluded	3		3	3	3	0
Number of days lost to exclusion	25		23.5	3	25	0

Year	No. of FTEs	No. of PExs	No. of Pupils excluded	Days lost to exclusion
2010	23	0	12	42
2011	21	0	12	26
2012	31	2	15	77
2013	14	3	8	42.5
2014	0	0	0	0
2015	3	0	3	4
2016	3	0	3	4
2017	9	1	3	25
2018 to date	0	0	0	0

Summary Evaluation as of September 2018

Outcomes for pupils are good because....	The quality of teaching, learning and assessment are good because.....	Personal Development, behaviour and welfare of pupils are good because....	Effectiveness of Leadership and management are good because....
<ul style="list-style-type: none"> ○ The pattern of pupil outcomes over the last three years shows that: ○ Attainment and progress in KS2 is mostly above average in the core subjects ○ Progress for disadvantaged and special needs pupils is at or above the national average. ○ The majority of disadvantaged KS2 pupils, the proportions making or exceeding expected progress in reading, writing and maths was similar to that of all pupils nationally ○ Outcomes in 2018 in KS2 were above NA for reading, writing, maths and GPS and progress was above NA in reading and maths. ○ Proportion of Y1 meeting the expected standard in phonics has been consistently above the national figure. ○ 'In KS2, progress is strong and leads to high percentages of pupils making greater than expected progress which are well above NA' (LA Monitoring review 2016) ○ Progress from EYFS to KS1 is good, as measured by % GLD at end of Reception to end of Y2. ○ Outcomes at the end of the EYFS have improved significantly between 2013 and 2018. There has been steady improvement except in 2017. 	<ul style="list-style-type: none"> ○ Monitoring activities during 2017 -18 and this school year so far indicate that almost all teaching & learning practice is at least good. ○ There is a good standard of provision for all pupils, and for pupils who are falling behind. ○ Outcomes indicate that pupils have made good progress, especially at the end of KS2, and in other areas of school. ○ Feedback from surveys of parental views and pupils strongly indicates that teaching and learning is good and at times outstanding. ○ Assessment systems are now making progress against the new and more rigorous national expectations. ○ Teachers gather assessment and other information and use it effectively to make provision for pupils of all abilities. ○ The school gives parents information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what they need to do improve. ○ The school curriculum is broad, rich and inclusive with a range of activities to develop skills across the curriculum and positive attitudes in areas of personal development. 	<ul style="list-style-type: none"> ○ Surveys of pupils' views indicate that they are enthusiastic and keen to learn. They enjoy school. These positive behaviours have a good impact on the progress they make. ○ Pupils conduct themselves well throughout the day, including at lunchtimes. ○ Lesson observations and informal monitoring of pupils' behaviour shows that in the vast majority of cases, pupils are engaged, interested and focussed during lessons. ○ Pupil attendance has improved since 2011 and is now consistently at or above NA. ○ Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying. ○ Pupil surveys and interviews they us that are safe and feel safe. They have opportunities to learn how to keep themselves safe. ○ Pupils from vulnerable and disadvantaged backgrounds are well supported and make good progress relative to their starting points. ○ ' Pupil behaviour as observed during the 2 day review was consistently good. Pupils live up to the high expectations of their teachers and of all members of staff'. (LA Monitoring 2016) 	<ul style="list-style-type: none"> ○ Leaders set high expectations of pupils and staff. They create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress. ○ Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions have secured improvement in disadvantaged pupils' progress, including in English and mathematics. ○ Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This leads to school improvement plans, which are well focussed and based on robust self-evaluation. ○ Leaders use performance management systems to improve teaching. Accurate monitoring helps to improve the quality of T&L ○ Governors are a group of professional, committed and well-informed individuals who hold senior staff to account and are responsible for setting the strategic direction of the school. ○ Leaders promote fundamental British values and pupils' SMSC development effectively. ○ Subject leaders develop their areas effectively. ○ Safeguarding systems are effective, well established & leaders continually seek improvement.
<p>It is not outstanding because...</p>	<p>It is not outstanding because...</p>	<p>It is not outstanding because...</p>	<p>It is not outstanding because...</p>
<ul style="list-style-type: none"> ○ Outcomes for pupils at the end of the Reception year have remained close to the national and local averages. ○ Outcomes for pupils at the end of KS1, in R/W & M have been broadly in line with NA ○ Gaps in skills and learning exist in all years groups against the new National Curriculum standards. 	<ul style="list-style-type: none"> ○ Gaps in skills and learning exist in all years groups against the new National Curriculum standards. ○ Opportunities for pupils to write across different genres and at greater depth are not yet fully developed. 	<ul style="list-style-type: none"> ○ Efforts to promoted more independent learning and increased meta-cognition are yet to show a sufficient impact on pupil attitudes and behaviours. ○ Attendance rates have been high but not high enough. We consider that rates of persistent absenteeism are too high. ○ Aspects of the PSHE and SMSC curriculum are not yet sufficiently well developed. 	<ul style="list-style-type: none"> ○ Outcomes at the end of KS2 are good, but other key stages are not as high. ○ There is still work to do developing the breadth of the new curriculum and subject leaders in foundation subjects are not able to report with sufficient confidence about the delivery of their subject areas or the outcomes for pupils. ○ Leaders actions to promote improvements in teaching and learning have not impacted sufficiently to raise the QoFT ○ The actions of middle leaders are not impacting sufficiently on pupil outcomes.

Key Area 1 Improving Outcomes in Writing

	Areas for Development	Actions	Led by	Intended outcomes	Timescale	Strategic Direction	Cost
2.1 Writing	2.1.1 Increase the proportion of pupils achieving age related expectations in writing in KS1 and KS2 2.1.2 Increase the proportions of children achieving Greater Depth in KS1 and KS2 2.1.3 Regular use of guided, shared and modelled writing taking place to show the children how to construct their writing. 2.1.4 Further develop the implementation and delivery of purposeful writing interventions. 2.1.5 Children exposed to rich cross – curricular learning experiences that encourage and engage writers which can be incorporated into the school's moderation and assessment process. 2.1.6 Develop and embed a consistent approach to the teaching and assessment of spelling across KS2 2.1.7 Clear and even distribution of appropriate age related genres across KS1 and KS2	* Provide writing training which includes: - Editing and redrafting - Writing 'Learning Journey' - How to use a quality text - Cross curricular engagement experience - TA training on purposeful writing intervention * Ensure all documentation and record keeping is in line with the curriculum, Target Tracker and age related expectations, for example: - Termly spelling tests - Writing assessment documents - Genre overview * Ensure the school is equipped to teach high quality lessons by ensuring the resources are suitable, challenging and exciting * Continue to monitor the teaching of writing and the progress that children make. * Support the development of writing through 'Peer to Peer' support including modelled teaching * Use assessment data to effectively identify trends and underperformance * Review and improve interventions for targeting underperforming writers as well as Greater Depth.	2.Subject lead/SLT	-Increase in the proportion of pupils achieving age related expectations by the end of the year in writing. -Growing evidence of numbers of pupils in each year group who are 'on course' to meet end-of-year target. - Increase in the proportion of pupils achieving Greater Depth by the end of the year in writing across all year groups - Children are regularly exposed to high quality texts and are involved in the creation of high quality shared work which is evident in their work -Pupil progress meetings result in interventions and focused work, which brings about good progress for most pupils. - Teachers and TAs feel confident in delivering and creating a range of high quality writing interventions -Rigorous monitoring of books, resources, environment and lessons provide evidence to show that the children are being exposed to good quality lessons that are in-line with NC and age related expectations. - Most children are enthusiastic about their writing and are given plenty of rich experiences as writing stimuli - Teaching and assessment of spellings is consistent and well-evidenced across the school - Teachers will be clear on genre expectations in each year group, which will support the planning process	1.1 Aut 19 1.2 Aut 19 1.3 Aut 19 1.4 Jun 19 1.5 May 19 1.6 May 19 1.7 Aut 19	KA1, KA3 and KA6	SLT and Staff meeting time

Key Area 2 Improving Outcomes in Mathematics

Maths	<p>1. Percentage of children reaching the expected standard within each year group increases</p> <p>2. Percentage of children achieving the higher standard within each year group increases</p> <p>3. Reasoning and problem solving strategies are taught and well embedded into mathematics lessons.</p> <p>4. Times tables are taught consistently across KS2 (preparation for the new Times Tables Check in Yr 4)</p>	<p>*Further develop teacher knowledge and expertise with the teaching of maths through staff development sessions</p> <p>* Cross School collaboration to ensure consistency</p> <p>* Maths lead to carry out further research and training on the teaching of reasoning and problem solving in maths</p> <p>* Explore the school provision, particularly associated with reasoning and problem solving</p> <p>* Ensure the school is equipped to teach high quality lessons by ensuring the resources are suitable, challenging and exciting</p> <p>* Effectively monitor pupil progress to ensure the majority of the children remain on track to meet their end of year targets and age related expectation or higher</p> <p>* Effectively monitor planning, lessons and books to ensure the curriculum expectations for all learners are accurate.</p> <p>* Effectively monitor the teaching of reasoning and problem solving to ensure that children are able to apply what they are being taught.</p>	<p>1. Subject Lead/SLT</p>	<p>*Teaching is judged to be good or better throughout the school.</p> <p>*External moderation supports the school's view of the quality of the teaching of mathematics</p> <p>*Pupil progress evidence throughout the year shows that the vast majority of pupils remain on track to meet the end of year expectations or higher</p> <p>*Observations and book scrutiny show that reasoning and problems solving is being regularly taught and embedded</p> <p>*Observations and book scrutiny show that children are able to apply their knowledge and skills to effectively reason and problem solve</p> <p>*Percentage of children reaching the expected standard within each year group increases</p> <p>*Percentage of children reaching the higher standard within each year group increases</p> <p>*Percentage of pupils with an embedded knowledge of times tables in each year group increases</p>	<p>1. Summer 19</p> <p>2. Summer 19</p> <p>3. Improvements by Spring 19</p> <p>4. Summer 19</p>	<p>KA1, KA3 and KA6</p>	<p>- Staff meeting time.</p> <p>-Update resources available (budget dependent)</p>
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Key Area 3 The Curriculum – particular emphasis on History, Geography, Science and Computing

	Areas for Development	Actions	Led by	Intended outcomes	Timescale	Strategic Direction	Cost
Foundation Subjects across school	<p>1.The development of hooks and memorable experiences in foundation subjects.</p> <p>2.Develop skills, abilities and understanding across Foundation subjects</p> <p>3.Encourage greater independent learning in Foundation Subjects</p>	<p>*Explore ways that memorable opportunities can be embedded in the curriculum.</p> <p>*Monitoring planning for provision in Foundation subjects</p> <p>*Continue to develop subject coverage grids and develop assessment grids</p> <p>*Provide training on developing independent learners</p> <p>*Continue to develop subject leader end of year reports</p>	<p>1. AHT (Curriculum)</p> <p>2.Subject leaders</p>	<p>Topic planning is available for all year groups at the start of the year</p> <p>Planning overviews are available at the start of each term</p> <p>The curriculum provides, and staff deliver, quality experiences and opportunities that both develops skills and engages pupils in their learning.</p> <p>Subject leaders reports evaluate provision and provide future action points to be considered by SLT</p>	<p>By July 2018</p>	<p>KA1 and KA 3</p>	<p>.SLT and Subject leaders monitoring time</p>
Computing curriculum	<p>1.Develop Computing provision across school</p> <p>2.CPD for staff</p> <p>3.Improved facilities</p>	<p>*Develop a new whole school curriculum</p> <p>*Provide CPD training</p> <p>*Monitor provision provided across year groups</p> <p>*Investment in ICT curriculum and facilities</p> <p>*Develop use of ICT in other areas of the curriculum – Education City*</p> <p>*Develop use of ICT within other areas, e.g. class blogs and Times Tables Rockstars;</p>	<p>1.AHT (Curriculum & ICT)</p>	<p>- Computing skills improved across year groups</p> <p>- Planning overview developed</p> <p>- Staff subject knowledge and confidence improved.</p> <p>- Improved facilities available and regularly used in order to add value to learning experiences.</p>	<p>By July 2018</p>	<p>KA1 AND KA3</p>	<p>- Subject leader time</p> <p>-Staff meeting time.</p>

Other Areas for Improvement with regard to the Strategic Direction

Other aspects of Strategic Direction	Areas for Development	Actions	Led by	Intended outcomes	Timescale	Strategic Direction	Cost
Finance	<ol style="list-style-type: none"> 1. Identify opportunities for maximising income generation 2. Explore 'Best Value' purchases with Triad schools 3. Provide budgets for subject leaders to tie into action plans 	<ul style="list-style-type: none"> *Review current income sources * Seek income sources, lettings, ASC etc. 	1. SBM	-Consideration given to sourcing alternative income streams	<ol style="list-style-type: none"> 1.By July 2019 2.Ongoing 3.Begins April 2019 	KA 2	-SBM time, completion of action plan and grant applications.
Improving Facilities	<ol style="list-style-type: none"> 1. Outdoor Learning development; including becoming a Forest School 2. Maximise the potential of the ASC and Breakfast Club 3. Developing Community use of the school premises, incl. provision for Rising 3s 4. Managing the Catering service to improve provision 	<ul style="list-style-type: none"> *To develop and use the outdoor facilities at the school *Improvement to outdoor play facilities for pupils, including in the EY *Seek to improve the lunchtime provision – exploring possibilities incl. with partner schools 	1. SBM	<ul style="list-style-type: none"> - Improved use by pupils of outdoor learning facilities -ASC and BC provision is at least 'Good' and full to capacity -Increased community use of school premises, including evening and holiday period usage. 	Review by July 2019	KA 4	<ul style="list-style-type: none"> -Training re Forest Schools £800 -Costed provision for Rising 3s -Improvements to kitchen facilities c. £15,000
Communication and Engagement	<ol style="list-style-type: none"> 1. Programmes to engage parents/carers and pupils – learning support 2. Developing Community use of the school premises, incl. Healthy Schools and other pastoral uses – as above 3. Open school to provision for Rising 3s in Community Rooms 	<ul style="list-style-type: none"> *Conduct surveys, analyse, act on findings and communicate to stakeholders * Review website requirements, set up and train staff on use of Twitter *Explore feasibility of Rising 3 provision with LA 	<ol style="list-style-type: none"> 1.HT 2. HT and SBM 	<ul style="list-style-type: none"> -Surveys completed, communicated and actions required are acted upon -Class blogs competed for each year groups and updated regularly - School council operates on a regular and engaging basis, reporting to rest of school and involved in initiatives and development 	<ul style="list-style-type: none"> -Surveys at parents' evening in Oct 18 -Website /Twitter by all year groups by Dec 2018 	KA 5	<ul style="list-style-type: none"> -Co-operation & provision of information from all school users. -Website renewal £1,200.
Investing in People	<ol style="list-style-type: none"> 1. Develop professional learning communities and use of social media 2. Development of staff 'well-being' projects 3. CPD for middle and senior leaders 	<ul style="list-style-type: none"> *Identify staff training needs and address with CPD opportunities *Use findings of audits to improve safety 	<ol style="list-style-type: none"> 1.DHT 2.HT 	<ul style="list-style-type: none"> - Establish a CPD Menu for staff - Positive outcomes re CPD in staff survey (improved from 2017) - Positive outcomes in staff survey re well-being. 	<ul style="list-style-type: none"> -By Dec 2018 -Staff survey in Nov 18 	KA 6	<ul style="list-style-type: none"> -Appraisal time, line mgt. -Funded places for NPQ training

Timeline for school priorities over 2016 – 2019

Strategic Direction	2016 – 2017	2017 – 2018	2018 - 2019
Key Area 1 Pupil Outcomes	Maintain outcomes in top 20% nationally and progress in top 10% nationally	Maintain outcomes in top 20% nationally and progress in top 10% nationally	Maintain outcomes in top 20% nationally and progress in top 10% nationally
Key Area 2 Finance	Maximising income generation for existing sources	Exploring new income streams Explore 'Best Value' purchases with Triad schools Provide budgets for subject leaders to tie into action plans	Developing effective analysis of actions taken by subject leaders Evaluate the additional income streams and reductions in cost, esp. ASC/BC and Catering changes
Key Area 3 The Curriculum	Planning and Assessment systems in place in History, Geography, Science Developments in SMSC and PHSE Curriculum and ICT	Review of curriculum provision and development as required in RE, PE, Music Provide budgets for subject leaders to tie into action plans	Developing the roles of middle leaders Embed the assessment procedures in History, Geography and Science Developing the Computing curriculum
Key Area 4 Facilities	Extended car parking Development of staff welfare and well-being facilities, e.g. PPA room	Outdoor Learning development Developing Community use of the school premises, incl. Healthy Schools Environmental sustainability development Playground facilities Catering contract outsourced	Set up provision for Rising 3s in Community Rooms
Key Area 5 Communication and Engagement	Response to staff questionnaire/surveys Develop inter-school working – Triad schools	Programmes to engage parents/carers and pupils – learning support Developing Community use of the school premises, incl Healthy Schools and other pastoral uses	Further development of community links, including in the immediate local area and with a range of stakeholders
Key Area 6 Investing in People	CPD Programme developing CPD 'Menu' Establishing the effectiveness of CPD programmes	Develop professional learning communities and use of social media Further development of staff 'well-being' projects	Respond to feedback from information gathering to further support staff well-being. CPD programmes to support distributed leadership, incl. NPQ

Key Attainment and Progress Targets – based on FFT Projections - By July 2019:**In Y6****Reading**

- Expected 43/58 children 74%
- Above XX children XX% Expected + 74%

Writing

- Expected 50/58 children 86%
- Above 8 children 13% Expected + 86%

Mathematics

- Expected 48/58 children 83%
- Above 16 children 26% Expected + 83%

GPS

- Expected 51/58 children 88%
- Above 24 children 40% Expected + 88%

Key Attainment Targets

- Proportion of pupils at the end of the EYFS who have achieved a 'Good Level of Development' exceeds the National Average
- Proportion of pupils achieving or exceeding the age appropriate phonics in R and Y1 L&S stage is at least 80%
- Proportion of pupils in **Y1** who are at age related expected levels meets or exceeds: **Reading 76% Writing 70% Mathematics 78%**
- Proportion of pupils in **Y2** who are at age related expected levels meets or exceeds: **Reading 80% Writing 70% Mathematics 85%**

Quality of Teaching & Learning

- By June 2019 - 100% of classes are judged to have a 'Good' or better Quality of provision and 40% is 'Outstanding'; This is an overall judgement considering lessons observation, work scrutiny, discussion with pupils and pupils progress and attainment data.

Attendance and Punctuality / Behaviour and Safety

- School and any external judgements regard the arrangements for behaviour/safety/safeguarding at Alkington to be at least 'Good'
- The proportion of pupils who feel that the school deals well with all types of bullying – all or most of the time exceeds 90%
- The proportion of parents when surveyed in this school year values in each category exceed 95% (Yes or Mostly)
- Overall attendance of all pupils is at least 96.0% (95.8% in 2017 – 2018)
- Overall attendance for pupils in receipt of the Pupil Premium exceeds 95.6% (94.6% in 17-18)
- The proportion of Persistent Absentees is lower than for 2018 (3.48% in July 2018 at <85% = PA)
- The number of lates is fewer than in July 2018 (1113 in July 2018)
- The number of exclusions, days lost to exclusion and number of pupils excluded is lower than Exclusions 3, Days lost 5, Pupils 3

Plan for Teacher INSET / TA & Support Staff Training Days for 2018 - 2019

Day 1 – Monday 3rd September 2018	<ol style="list-style-type: none"> 1. Initial staff meeting / routines and procedures 2. Induction Processes for new staff 3. Safeguarding 4. Paediatric First Aid training for EY staff
Day 2 – Tuesday 4th September 2018	<ol style="list-style-type: none"> 1. First Aid Training for all staff 2. Paediatric First Aid training for EY staff
Day 3 – 3 x 'Twilights' • Autumn Term 2018	<ol style="list-style-type: none"> 1. School priorities for 2018 - 2019 2. Maths – Reasoning and Problem solving 3. Developing Writing and Reading 4. Writing and Maths Moderation
Day 4 – 4 x 'Twilights' • Spring Term 2019	<ol style="list-style-type: none"> 1. Safeguarding – new CP policy 2. Writing and Maths Moderation 3. Assessment
Day 5 – Friday 19th July 2019	<ol style="list-style-type: none"> 1. Yearly subject reports and data gathering 2. TBC