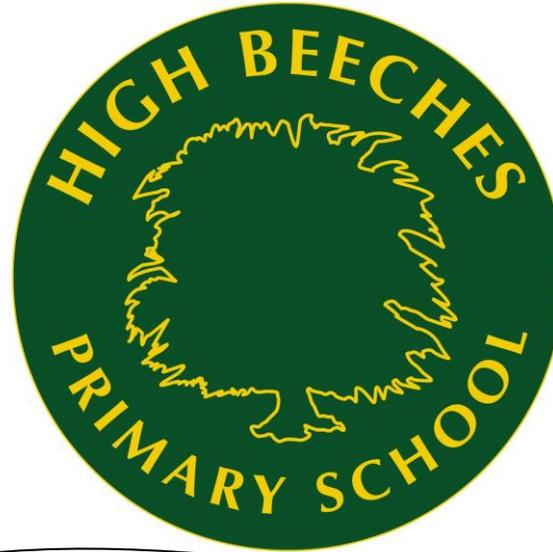# SCHOOL DEVELOPMENT PLAN

Making learning an adventure

Academic Year 2017/2018

Headteacher Ms Sara Lawrence
Chair of Governors Mrs Julia Higgins

School Vision

To foster a love of learning through challenge and collaboration, where everyone is encouraged to try new things and fulfil their potential.

Aims

We aim to:
- Provide a safe, supportive and happy environment where all children enjoy learning
- Enable everyone to have high expectations in order to achieve their full potential
- Instil a desire in all children to excel in all they do and actively attempt new challenges
- Teach value and respect for others, their beliefs and their property
- Encourage all children and adults to play a full role in the wider community
- Develop skills for life through teamwork, investigation and creativity
- Provide a fun and enjoyable learning experience for all

Values

High Beeches is a school where everyone matters. We believe that every member of our learning community, whether adult or child should feel that they are important and valued. We strive to build full and meaningful partnerships with parents. The active involvement of other members of the local community is also valued.

Schools should be exciting and stimulating; a place where all members of our community <u>want</u> to be. We value high quality teaching and believe that children should be motivated to take an active role in their own learning. At High Beeches we celebrate achievement, in all its forms, and have high expectations for all children. We believe that children must feel secure and well-cared for in order to learn effectively. We value effort and believe that children should feel safe to make mistakes and to accept errors and misunderstandings as a positive part of the learning process.

We take a holistic view of children's development, focusing on the whole child. Whilst we value academic progress and we aim for the highest standards, we are aware that it is our duty to support and promote children's social, emotional and physical development.   It is important to understand that rights come in partnership with responsibilities. We believe that members of our community should demonstrate pride in our school in their appearance and behaviour. It is our duty to actively promote health, fitness, personal safety, environmental awareness and a corporate responsibility for our world.

Our Core Values
Respect, Cooperation, Kindness/Caring, Honesty, Responsibility, Confidence, Positivity, Resilience, Happiness, Self-belief, Empathy and Friendship.

Priorities
Our Ofsted report (April 2017) identified two areas as a priority for future focus.

1. Improve the effectiveness of early years provision by:
     – making sure that assessment is precise and used more effectively to accelerate children's progress
     – improving the indoor and outdoor learning environments.

   2.Improve the skills of new phase and subject leaders to ensure that they contribute more fully to the leadership of the school.

These are our key areas of development and in the School Development Plan we have identified a number of Aims which will enable us to work towards our priority targets. Our School Development Plan will identify strategies to achieve the targets set.

There will also be Phase leader action plans and subject leader action plans in the SDP to address any areas of improvement.

Attainment data 2017

EYFS

Key stage	School data	Herts average
Early years foundation stage	90% - good level of development	71%-good level of development

Key stage	School data	Herts average
Year 1 phonics	97% reached expected standard	81% reached expected standard

Key stage 1

	School data EXS +	Herts Data EXS +	National EXS	School data GDS	Herts data GDS	National GDS
Reading	78%	79%	76%	45%	32%	25%
Writing	73%	71%	68%	30%	21%	16%
Maths	72%	77%	75%	32%	25%	21%
Science	98%	86%	83%			
Reading, Writing, Maths	65%			27%		
Reading, Writing, Maths and Science	65%	66.8%	63%			

EXS-Expected standard
GDS- Working at greater depth

Key Stage 2

	School data Expected + %	Herts data Exp + %	National EXS	School data GDS	Herts data GDS	National GDS
Reading	90%	76%	71%	70%	30%	24%
GPS	93%	79%	77%	63%	34%	31%
Maths	93%	77%	75%	40%	26%	22%
Writing TA	87%	79%	76%	40%	24%	18%
Reading, Writing, Maths	87%	65%	61%	23%	11%	7%

	100-109 (School/ Herts %)	**110-114 (School/Herts %)**	**115-120 (School/Herts %)**
Reading	20/ 45	27 / 16	43/ 13
GPS	30/ 45	27 / 18	37/ 16
Maths	53 / 51	23 / 18	17/ 8

Proportion of pupils making expected or better progress at end of KS1 and KS2 in reading, writing and maths Summer 2017 (HfL data-TA)

Yr 2 (Summer 17)	Min progress	Good progress	Strong progress
Reading (54)	87%	65%	24%
Writing (54)	87%	54%	17%
Maths (54)	87%	59%	22%

Yr 6 (Summer 17)	Min progress	Good progress	Strong progress
Reading (26)	89%	65%	27%
Writing (26)	92%	77%	50%
Maths (26)	92%	81%	62%

Provisional progress measures at the end of KS2

Yr 6 Test/TA (Summer 17)	
Reading	4.9
Writing	0.7
Maths	2.7

Achievement analysis 2017

EYFS

Good provision ensures children make good progress and are well prepared for Year 1. In 2017 there were 31 boys and 29 girls. 27 boys and 27 girls achieved a good level of development. There appears to be no significant gender issues in achievement and this is because of a strong focus on engaging boys in writing last year and provision which ensured a good balance of wide ranging learning activities across the curriculum. All areas of the EYFS curriculum are covered effectively and the data does not show any significant areas of improvement. Over 90% achieved a good level of development across all areas. The good level of development in the EYFS is consistently above Hertfordshire and National averages. The GLD for this year has improved since last year.

Key Stage 1

At the end of 2017, Our year 1 pupils (97%) achieved better than Herts (81%) and National in the year 1 phonic test. Out of 11 children who previously did not reach the standard in year 1, 9 were successful in year 2. 3 of those children had started at High Beeches during the academic year. 3 pupils, who are SEND, did not reach the expected standard in year 1 in 2017. Successful phonics achievement was due to effective grouping of children throughout the year and targeted intervention provision.

At the end of Key Stage 1 (KS1) in 2017,results, at expected were broadly in line with Herts average with the exception of maths. At Greater depth, achievement was above Herts and national in all area. Minimum sufficient progress was made by 87% with over 54% of children achieving good progress. There is a high proportion of SEND pupils in this cohort and children with behaviour for learning issues. The phase leader action plan for years 2/3 will address these areas of improvement later in the development plan .

There are 35 boys and 25 girls in this cohort. At Greater depth, boys performed better than girls especially in reading. However, girls performed better in writing at expected standard. An area of improvement is Expected in maths as achievement data is below national averages even though data shows higher than national averages at greater depth. SLT and Phase leader meetings will identify areas of improvement and an action plan is included in the SDP to address any areas of improvement.

Key stage 2

At the end of Key Stage 2 (KS2) in 2017, consistently good provision ensures that outcomes for children are well above the Herts and National averages at EX (+) and GDS .

There were 13 girls and 16 boys in this cohort.

Achievement at Greater Depth in all areas was above Herts and National averages showing that challenge is consistent for high achievers. Teacher assessment shows that in all subjects 65% or above made good progress, with very strong progress above 50% in writing and maths.

Provisional progress measures in reading and maths based on the tests are strong and progress in writing is just above national expectations.

Gender

Summer achievement data in 2017 is based upon 161 boys and 106 girls therefore there will be differences in percentages. In reading, writing and maths a higher proportion of girls make good or better progress in English and more boys make good or better progress in maths. The percentages are very similar though, and each girl is worth 9% and each boy 6%. About 80% of children make good progress in reading, writing and maths and over 33% make very strong progress. Any areas of underperformance are accounted for in phase leader action plans and appraisal for all teachers.

Overall current outcomes across all year groups in the school are on track with a high percentage of pupils reaching Age Related Expectations or above for all year groups.   We are closely monitoring all cohorts and groups and there are interventions planned to address specific needs. There are pockets of inconsistencies across the school which will be monitored closely through pupil progress meetings and phase leader meetings. Groups have varying sizes which influences percentages, but generally good progress is made across all groups. In the Pupil premium cohort overall children achieved well with over 80% making sufficient progress in reading, writing and maths.

AIM 1

Improve the effectiveness of early years provision to ensure that provision moves towards outstanding and all children reach their potential.

	Target	Lead person	Start Date	Review /End	Resources/Costs	Actions	Monitoring	Success criteria
a	To undertake a review of EYFS provision to identify areas for improvement and ensure that all areas of EYFS are covered effectively.	LB and EYFS team LP- Phase leader	Autumn 2017	July 2018	Cost of HfL support to support EYFS team E-28 Cost of any training for EYFS team E- 09	• HIP to undertake review of EYFS provision. • Action plan created highlighting areas of improvement identified. Actions implemented • Review of actions undertaken in summer term. • Visits to Outstanding providers arranged as appropriate	LP/SL/HIP/SS	EYFS provision meets criteria of an outstanding setting

b	To make sure that assessment is precise and used more effectively to accelerate children's progress (Ofsted action)	LB/LP/ EYFS team	Autumn 2017	July 2018	Cost of Tapestry subscription- £200 E-19 Cost of any relevant training in assessment-est £250 E-09	- Consistent use of next steps in place across reception team underpinning all classroom practice-use of next steps cards. - Staff clearly record next steps and adjust plans accordingly - Children aware of next steps and monitoring of next steps system is undertaken rigorously and shared with SLT.	Next steps system monitored by Phase leader/EYFS Governor	Assessment systems are underpinning planning effectively. Children make good progress across the EYFS because next steps are identified and there is follow up to ensure they have been acted upon.

| c | To improve the indoor and outdoor learning environments (Ofsted action) | LB/LP/ EYFS team/ PH HIP input | Autumn term | July 18 | Cost of playground markings/equipment est £5000/FoHBS Fund account | Ensure that planning for outdoors learning is rigorous and covers all areas of the EYFS- create new planning format Review resources and purchase where necessary Investigate outdoor climbing equipment and install Finish mud kitchen Buy resources to aid teaching of all areas outdoors Crop/ sort Willow structures- create Literacy shelter Investigate/ purchase loft areas inside classrooms for role play/ creative areas Review classroom organisation with support from HIP. Organise shelving and resources. | Review of indoor and outdoor areas undertaken alongside HIP. Create, carry out and review action plan | Children are able to access all areas of the EYFS curriculum effectively in both the indoor and outdoor learning environments. |

Governor Responsibilities
- **Early years link Governor to work alongside EYFS team and monitor progress of action plans**
- **Report back to FGB during meetings on a termly basis**

Milestones for end of autumn term	Milestones for end of Spring term	Milestones for end of Summer term
Review of EYFS undertaken alongside HIP with focus on organisation of indoor and outdoor learning environment Action plan created Staff training in assessment identified Tapestry formative assessment procedures in place and used effectively by all EYFS team Next steps identified and children's responses monitored. Next steps are noted in planning and "ticked off" when achieved Analysis of AM7 data and rigorous pupil progress meetings in place	Review of outdoor learning environment undertaken. Action plan created and plans undertaken through Spring and Summer term Lofts installed in classrooms if required/ outdoor equipment installed Analysis of AM7 data and rigorous pupil progress meetings in place	Analysis of AM7 data and rigorous pupil progress meetings in place Indoor and outdoor learning environment improvements are completed. Plans show clear use of outdoor and indoor environment

AIM 2

Improve the skills of new phase and subject leaders to ensure that they contribute more fully to the leadership of the school and that provision impacts positively on pupil achievement.

	Target	Lead person	Start Date	Review /End	Resources/Costs	Actions	Monitoring	Success criteria
1.	**Phase Leaders**							
A	**To ensure that phase leaders are monitoring achievement effectively of their phase and identifying areas of improvement**	SL/phase leaders	Sept 17	Ongoing	No cost	• Phase leaders to meet with HT and review achievement data in phase • Phase leaders to create action plan to address any underperformance. Action plan to be shared with phase	HT and Governors to monitor actions and achievement data at S and C meetings.	High proportion of Identified children make good progress

						team		
						• Phase leaders to meet on a termly basis with HT to review actions		
						• Phase leaders to be accountable to Standards and Curriculum committee and to provide reports of phase data.		
		Spring term 18				• Phase leaders trial lesson study approach within phases to monitor learning.		
B	**To ensure that phase leaders are monitoring learning environments so that the classroom environment contributes positively to pupils achievement and there is consistency of systems across the school.**	Phase leaders	Sept 17	Termly drop ins	No cost	• Expectations of learning environments are outlined in staff meeting • Phase leaders undertake termly drop ins to ensure that learning environment	Phase leaders and Governor learning walks	Learning environments impact positively on pupils achievement and systems are consistent

						checklist is evident in all classes.		
						• Phase leaders report back to HT in management meetings		
						• Address any underperformance with staff		
C	**To leading appraisal for teaching assistants**	Phase leaders	Sept 17	Ongoing	Cost of training Est £180- E09	• Phase leaders to set appraisal objectives for Teaching assistants and monitor performance throughout the year. • Training for KJ • Phase leaders to make pay recommendations to HT in summer term 2018.	Phase leaders monitor performance of TAs and teachers where appropriate	Teaching assistants are effective and impact on the progress of children because of specific, targeted and appropriate appraisal systems

D	To be responsible for managing behaviour incidents within phase and supporting class teachers	Phase leaders	Sept 17	Ongoing	No cost	• Expectations of behaviour/policies are clarified with all staff • Phase leaders are 2nd stage in dealing with any behaviour incidents in their phase giving support to class teachers where appropriate. • Phase leaders use school systems to manage behaviour. • Phase leaders lead meetings with parents if appropriate • Systems communicated to parents	HT monitors during management meetings when phase leaders report behaviour incidents	Systems of managing behaviour are consistent and made apparent to all stakeholders

E	To ensure that as the school grows communication systems are effective	SL/PE/ Admin/ CB/Phase leaders	Ongoing through out year		No costs	• Phase leaders to create effective systems for communication and communicate to all staff • Meeting schedule with defined agendas scheduled • Introduce staff bulletin distributed at end of week informing staff about following week. • Regular phase meetings • Weekly TA meetings • teachers@ HB email set up for parents which is monitored by SLT	Systems of communication established and reviewed through staff questionnaires. Review bulletin system after 1st bulletin and then at end of term	Communication systems are rigorous

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E	**Acting Deputy is responsible for monitoring performance of 2 teachers in KS2**	PE/SL/EG /LD	Sept 17	Ongoing	Supply cost of release time if needed est £500 E02	• Acting deputy undertakes lesson observations, drop ins and marking consultations with 2 teachers. • Attends pupils progress meetings and analyses achievement data in year 3 and year 6 alongside HT. • Undertakes appraisal cycle with identified teachers with support from HT.	Monitor, evaluate and review performance of 2 teachers	A large majority of pupils in Redwood and Sycamore make at least good progress across the curriculum as a result of high expectations and very effective provision.
2	**Subject leaders- Subject leaders must develop annual plan to ensure consistency and delivery in subject and also contribute to wider SDP priorities.**							
A	**To lead an audit into Computing and investigate IT quality mark with a view to determine areas of upskilling staff and improvement**	EG/PE/ Interm	Autumn term 1 Spring term 2018	 July 18	Budget allocation based on hardware plan. (tba after plan created) E20	• Hardware audit undertaken to establish IT requirements for next 5 years • Audit undertaken of Computing across the	EG and Computing Governor	Long term hardware plan in place and funding allocated for next 5 years. Pupils are given opportunities to apply computing skills across the curriculum.

						• school and any curriculum areas for improvement identified. • Focus for staff cross curricular computing-staff meetings allocated to address any training.		
B	**PE- To audit provision for Healthy schools status**	HP	Aut 17	Ongoing Spring/ summer term staff meetings	Sports premium- cost of Healthy schools accreditation- est £1000 (funded from sports premium) E- 27	• PE lead undertakes audit of provision against Healthy schools status. • Creates action plan to address areas • Leads staff meetings • Communicates with parents	Monitor, evaluate and review against Healthy schools status	School achieves Healthy schools status
C	**Geography- To Introduce Eco schools and audit provision in Eco schools**	LD/MJ	Aut 17	Ongoing	Associated costs est £1000 E19	• Eco group created • Review provision against Eco schools criteria and implement specific actions • Create action plan	Monitor, evaluate and review against Eco schools status	School achieves first stage of Eco schools accreditation

						• Review outdoor wildlife area and undertake improvements • Governors cup design activity		
D	**Maths- to ensuring that a higher proportion of pupils are working at a greater depth in maths**	LP/PE	Aut 17	Ongoing Spring term 18	Cost of HfL training for staff est £500 and resources E09	• Staff training undertaken in use of new HfL resources. • Maths leads lead staff meetings in greater depth activities • Staff confident in use of learning without limits challenges. • Maths observations in Spring term focus upon greater depth application of knowledge	Lesson obs/drop ins focus upon greater depth activities and children applying mathematical skills in different contexts.	Achievement data shows that a higher proportion of pupils are working at a greater depth in maths
E	**Subject leader role- to ensure that subject leaders undertake**	All staff	Ongoing 2017-2018		No cost	• Subject leaders review achievement data in their subject	Monitor , evaluate and review	Pupils continue to receive a broad, balanced, skilled

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	frequent and effective monitoring of standards in their subjects				Staff meetings-termly. Summer term-review RE curriculum summer term	Identify any areas for improvement and create action plans • Plan opportunities for enhancement in their subject areas eg Take one picture, Values day, enterprise activities, science workshops, drama and music activities. • Introduce new schemes of work eg RE agreed syllabus and undertake drop ins. • Curriculum review in Summer term	provision across curriculum	based curriculum.
J	**Communication/roles/ growing school**	SL/PE/ Admin/ CB/Phase leaders	Ongoing through out year		No costs	Phase leaders to create effective systems for communication and communicate to all staff-Meeting schedule with defined agendas scheduled	Systems of communication established and reviewed through staff questionnair	Ensure that communication systems are rigorous

					Introduce staff bulletin distributed at end of week informing staff about following week.	es.	

Governor Responsibilities

Governor involvement in Eco schools (Governor's cup activity)/ Healthy schools

Governors to monitor all achievement data with a specific focus upon maths at greater depth across the school

Resources committee to monitor expenditure of training/E19

Governors to support HT in planning for long term development of IT resources across the school

Governors to support with specific curricular events throughout the year

Milestones for end of autumn term	Milestones for end of Spring term	Milestones for end of Summer term
Phase leaders have met with HT and identified any areas of improvement within phase. **Action plans created to address any areas of weakness and included in SDP.** **Phase leaders undertake termly monitoring of learning environments**	**Phase leaders meet with HT to review action plans and pupil achievement data to monitor effectiveness of identified actions.** **Termly learning environment monitoring** **Mid term review of TA appraisal targets** **Mid term review of teachers targets,**	**Phase leaders meet with HT to review action plans and pupil achievement data to monitor effectiveness of identified actions and evaluate impact** **Termly learning environment monitoring** **Final review of TA appraisal targets** **Final review of appraisal targets for**

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Phase leaders set appraisal targets for selected TAS	lesson obs and marking consultations.	teachers
Acting Deputy undertaken lesson obs, marking consultations and monitored learning environments.	Computing lead undertakes a review of IT quality mark	Computing lead undertakes a review of IT quality mark
Acting deputy set appraisal targets for identified teachers with support from HT.	Healthy schools identified actions been acted upon	Healthy schools achieved
Management of behaviour incidents in place and layers of leadership used effectively. Communicated to all staff and parents.	Eco group lead school on implementing agreed actions	Minimum first stage of Eco schools achieved
Computing hardware plan undertaken and resourcing needs identified for next 5 years.	HfL maths training undertaken in use of new resources	Review whole school maths achievement data
Computing lead undertakes a review of IT quality mark	Review whole school maths achievement data	Review communication systems
Healthy schools status has been investigated and an audit of current provision taken place		Review of RE curriculum
Eco group set up and review undertaken. Action plan created		
HfL maths training undertaken in use of new resources		
Communication systems and meeting schedule planned by phase leaders		
Staff bulletin introduced and created by HT/DH on a weekly basis		

Teachers@HB email introduced and shared with parents		

	Target	Lead person	Start Date	Review /End	Resources/Costs	Actions	Monitoring	Success criteria
A	**To further embed VbE across the school**	SL/LB	Ongoing throughout year		£200 VbE membership E19	• SL and LB to attend Values conference and plan for future development of VbE at HB. • LB to lead values group and meet half termly • School values are evident throughout whole school physical environment • Values structure in entrance.	Anecdotal Impact of VbE on children and responses from parents	VbE positively impacts on pupil's self esteem and they use their values as a guiding principle throughout their school life.

AIM 3   To review school aims, vision and associated policies to incorporate VbE and therefore embed further VbE across the school.

B	To undertake review of School vision, mission statement and aims to ensure that they are fit for purpose and appropriate for our children growing up in the 21st Century.	All stakeholders	Aut 17	July 18	Cost of graphic design of vision, values and aims statement. Est £1000 Fund account	• Whole community review of mission statement, vision and aims. Staff/Governor meeting undertaken. Consultation with parents and children about their ideal school.	Review of current statements and creation of new ones.	School's vision, values and aims statement are reviewed and new ones created which supports the future of our pupils.
						• Parent workshop undertaken		
						• Core group established to move project forward including all stakeholders		
				Spring term 18		• Create new aims, vision and mission statement which are communicated to whole school community school.		
						• New graphic design created.		

C	To introduce STEP de-escalation strategies into whole school practice and review all policies related to behaviour to ensure they underpin values culture	HR/CB	Aut 17	July 18	Cost of training £1000 E09	- HR and CB have undertaken training. - Training disseminated to all staff throughout Spring term. - Policies and procedures related to behaviour are reviewed in line with VbE and Steps.		The behaviour of children improves and systems for management are consistent across the school. Incidences of inappropriate physical behaviour reduce
Governor Responsibilities **Review of VbE and Steps at S and C meeting** **Participation in creation of new school vision and aims statements**								

Milestones for end of autumn term	Milestones for end of Spring term	Milestones for end of Summer term
STEPS training for lead teachers undertaken **Review of Vision, mission statement and aims undertaken with whole school community** **Values conference attended** **Values group to meet and create actions for following term**	**STEPS practices and procedures disseminated to teachers** **STEPS practices and procedures disseminated to support staff** **Start to create new vision, mission and aims** **Values group meet**	**Complete new vision, mission and aims statements** **Values group meet**

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AIM 4

To consolidate outstanding practices across the school through ensuring consistency of approach so that children move smoothly and seamlessly throughout the school

	Target	Lead person	Start Date	Review /End	Resources/Costs	Actions	Monitoring	Success criteira
A	**To ensure that all staff have a good understanding of effective formative assessment practices.**	SL	Autumn term	Autumn term	Cost of training for SL- £180 E09	Staff meeting revising outstanding formative assessment practices. Eg Clarity of Learning objectives Creation of success criteria Learning without limits Self and Peer assessmnent Effective feedback and marking	Drop ins/ learning environment monitoring/ lesson obs	Effective formative assessment procedures are in place across the school which enable children to make at least good progress.

B	**To ensure that all staff have a good understanding of Big Writing**	KJ/HR	Aut 17	Aut 17	No cost	- English subject leaders lead staff meeting setting out Big Write practices. - VCOP used where appropriate - Systems are consistent across the school and monitored by English subject leads. - Scrutiny of work across the curriculum	Drop ins monitor Big Write Work scrutiny	Big writing is used well to enable children to build on their writing skills and to write at length across the curriculum. Standards in writing are consistently high
C	**To ensure that all staff have a good understanding of Growth mindset/ Learning behaviours**	Whole staff	Spring 18	Spring 18	No cost	- Staff meeting on theory and philosophy behind Growth mindset and learning behaviours. - Revise work of Carol Dweck/Shirley Clarke with staff. - Identify agreed practices in school.	Monitor use of growth mindset/learning behaviours in lesson obs/drop ins	Pupils are actively encouraged to apply effective learning behaviours and a growth mindset to their learning

D	To ensure that all staff have a good understanding of cross curricular learning	Whole staff	Spring 18	Summer 18	No cost	- Review of learning opportunities/planning to ensure that cross curricular learning is embedded. - Staff meeting on skills based learning and transferable skills. - Remind staff of work of Chris Quigley and philosophy of skills based/cross curricular learning.	Monitor through learning environment/ pupils work. Curriculum review	Pupils experience rich, cross curricular learning and opportunities to apply their skills in different contexts
Governor responsibilities **Monitor through HT report to FGB, class visits and work scrutiny**								

Milestones for end of autumn term	Milestones for end of Spring term	Milestones for end of Summer term
Staff meetings undertaken in formative assessment and Big writing. **Provision monitored through drop ins and obs**	**Staff meetings on Growth mindset/ learning behaviours** **Staff meeting on Cross curricular learning (may be summer term)**	**Staff meeting on Cross curricular learning** **Review of curriculum**

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Phase Leader Action plans

Phase leader action- Reception/year 1								
	Target	Lead person	Start date	Review	Resources/costs	Actions	Monitoring	Success criteria

A	To raise standard of boys English across year 1.	LP	Sept 17	Termly reviews of progress	None	• Focus upon boy's pencil control within reading roundabout sessions ensuring fine motor control activities are prominent • Use of Penpals handwriting scheme to ensure consistency • Adapt handwriting policy to match new scheme • Up levelling writing to ensure finger spaces are used consistently • Use of sound buttons to ensure boys can recognise sounds in words • Boys targeted through text genres and writing activities eg role play writing opportunities • Structured, differentiated phonics.	LP to review data alongside SL Drop ins to Elm class and small groups to ensure consistency SL lesson obs	Vast majority of boys make good progress and over 60% make very strong progress in English

B	To ensure there is consistency of approach in reading across Reception.	LP and HIP	Sept 17	Termly reviews	Costs associated with reading materials- eg group reading? Est £500 E19	- Review current provision for teaching of reading in EYFS- eg group reading - Discuss approaches with staff - HIP to undertake training with staff as appropriate - Review reading materials and resource if necessary	Monitor progress of reading throughout year Drop in to review reading practice	Systmes for teaching of reading are consistent across EYFS and achievement data strong

Phase leader action- year 2/3							
	Target	Lead person	Start Date	Review /End	Resources/Costs	Actions	Monitoring	Success criteria
A	**To enable children who did not reach expected in maths in KS1 tests to reach B2 in year 3**	KJ	Sept 17	July 18 with mid term reviews of progress. Measure impact of focus group October 17	Intervention/catch up programmes E19	• Morning maths to start for A4 children to ensure pre learning • During carousel maths 1x a week LD/KJ work with focus children- basic skills- till end of Autumn term • Baseline basic skills and then retest at the end to measure Impact of intervention • Ensure that homework is specific, targeted and parents give support	KJ review intervention programme continuously Baseline and end of intervention tests Review progress data throughout year.	Identified children in A2 and A3 at end of KS1 make a minimum of 3 steps progress during the year.

B	**For a vast majority of pupils in year 3 to make good or strong progress in writing.**	KJ		July 18 with mid term reviews of progress	None	- Big write in place ensuring opportunities for writing across the curriculum - Boy friendly writing opportunities sought and this is evident in planning - Bigger focus on up levelling- smaller chunks of writing up levelled. - Incorporate VCOP when appropriate - Penpals in place- focus on handwriting - Differentiated spellings using no nonsense spelling	KJ moderate with LD Review progress in handwriting and spelling	65% make good progress and 24% make very strong progress in writing.

Phase leader action- year 4/5/6

	Target	Lead person	Start Date	Review /End	Resources/Costs	Actions	Monitoring	Success criteria
A	**To increase proportion of children making strong progress in writing in year 4.**	PE	Sept 17	Ongoing	Possible training for year 4 teachers E09	• Review Big write across school • Select focus group (4) • Undertake pupil interviews, work scrutiny, marking consultations, drop ins, teacher discussions. • Focused interventions • Identify any commonalities/ needs in provision- agree foci with teachers for focus group • Moderate writing assessments alongside teachers	PE- baseline using interim ITAF	Percentage of children making strong progress increases from 9%

| B | To identify pupils who made below good progress in maths and ensure that they reach their potential. | PE | Sept 17 | Ongoing | Possible training for year 6 teacher E09 | • HfL training on new maths resources (LP)
• Arrange training for EG if necessary
• Select focus group
• Undertake pupil interviews, work scrutiny, marking consultations, drop ins, teacher discussions.
• Focused interventions- class teacher supporting group
• Identify any commonalities/ needs in provision- agree foci with teachers for focus group | Ongoing TA throughout year, review achievement data. | High proportion of Identified group make good progress in maths. |