



Brooklands Primary School

School Development Plan

Sept 2018-July 2019

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Our School Mission Statement

At Brooklands Primary School everyone is valued. We work together to educate each child by developing curiosity and enthusiasm for learning through a lively, challenging and innovative curriculum. We provide a safe and caring environment helping children to develop positive attitudes and values for themselves and others

By July 2020 all teaching will be at least good across the school and 70% outstanding.

Our School Improvement Plan is devised on the basis of detailed self evaluation and a real desire for our mission statement to be maintained.

2020 Plan:

Quality of teaching	Leadership and Management	Behaviour and Safety	Outcomes
-All teaching and learning good and 70% outstanding	Roles and responsibilities aligned with increased pupil numbers.	Behaviour outstanding in all lessons and at playtime and lunchtime	-All progress measures consistently in the top 20% of schools
-Mastery fully embedded across the school. -Highly effective strategies for the teaching of writing result in consistently high standards of attainment across each year group.	Subject Leadership highly effective in driving standards forward – at least 90% of children at ARE in all subjects.	New outside fixed play equipment provides additional focus for lunchtime activities.	-All attainment measures in top 10% of schools
Assessment of reading and writing ensures highly targeted next steps in teaching.	Governing Body highly effective in challenging and supporting the school. 2017-18 Governance Review supports and also identifies next steps to ensure outstanding governance by 2020.		

Brooklands Primary School Overview

2018-19

This year the main focus is very much on embedding the significant range of changes the school has made over the last three years. There are still however several areas in the SDP that focus on new areas for improvement.

What have been the main changes in the last three years?

- 6/8 Key Stage 2 Teachers are new
- 3 new teachers in Key Stage 1
- 2 new teachers in EYFS
- New topics at Key Stage1 and 2
- Marking Policy and increased expectations
- New English Medium Term Plans and significant changes to the teaching of English
- New tracking and assessment system
- New Teaching and Learning Policy
- Significant changes to SEND provision and interventions
- Changes to subject leadership in Mathematics and English
- New Behaviour Policy
- Rigorous monitoring and self-evaluation
- Move to 90 admission number
- 7 new classrooms and a new hall

Priority	Success Criteria by July 2019	How will Governors know this has been achieved? (in addition to termly Link Governor visits)
<p><u>Teaching and Learning</u></p> <p>To continue to increase the proportion of outstanding teaching and learning</p>	<p>July 2019 – Attainment: FS targets – Good Level of Development – at least 80% KS 1 targets – Year 1 Phonics Check- 90% Age Related-94% in Reading, 89% Writing and 93% Mathematics Above Age-Related- Reading 45%, Writing 30%, Mathematics 30% (Based on FFT Targets, EYFS data and taking into account national 2018 outcomes) KS 2 Age Related- 91% Writing, 91% Reading, 94% Mathematics (combined 91 %) Above Age Related- Reading 53%, Writing 37%, Mathematics 46% (Based on FFT Targets FFT 5 Very High and taking into account national progress data for Prior Attainment Groups – based on value added of +3, +3 and +3)</p> <p>-All teaching is at least good and 60% is outstanding, based on teaching, pupil tracking and book scrutiny (July 2018-100% good or better, 48% outstanding including NQTs)</p>	<p>Termly Standards Report (Data Catch) to Curriculum and Standards Committee</p> <p>Link: Caroline Hall</p>
<p>Develop the teaching of writing across the school</p>	<p>By July 2019: -30% of pupils achieve Greater Depth in 2019 KS 1 writing assessments - 37% of KS 2 pupils achieve Greater Depth in writing -The gap between boys and girls attainment in writing at KS 2 continues to close – reduction to 10% gap at National</p>	<p>Termly Standards Report (Data Catch) to Standards and Curriculum Committee</p> <p>Link: Richard Sheratt</p>

	<p>Standard and 10% at Greater Depth.</p> <ul style="list-style-type: none"> - 91% of children achieve national standard in KS 2 Reading and 53% above national (scaled score over 110) -Handwriting is taught consistently and regularly across the school resulting in high standards 	
<p>To ensure outstanding behaviour and attitudes outside of the classroom.</p>	<ul style="list-style-type: none"> -To embed whole school values -Lunchtime incidents show a reduction over time -Behaviour in all lessons is outstanding by July 2018 -Embed KS 2 traffic light system -Pupil interviews demonstrate that children have a good awareness of the Golden Rules 	<p><i>Behaviour Monitoring analysis on a half termly to Full GB</i></p> <p><i>Link: Pam Dixon</i></p>
<p>Develop further strategies to improve staff well-being and work/life balance</p>	<ul style="list-style-type: none"> -Staff retention rates remain high. -Absence rates below 2% for teaching and support staff. -Staff questionnaire in March 2019 indicates high satisfaction rates. 	<p><i>Headteacher Report – including staff attendance figures.</i></p> <p><i>Link: TBC</i></p>
<p>Increase the number of children who move from exceeding at the end of EYFS to Greater Depth at the end of KS1</p>	<ul style="list-style-type: none"> -EYFS to KS1 progress in line with all schools nationally. -Clear evidence of challenge for Exceeding pupils in KS1 lesson observations. 	<p><i>Termly Standards Report (Data Catch) to Standards and Curriculum Committee</i></p> <p><i>Link: Nicola Bradshaw-Ross</i></p>
<p>Inclusion – to further develop pastoral support</p>	<ul style="list-style-type: none"> - Reduction in number of bullying incidents -Improvements in the identification of pupils with social, emotional and mental health difficulties -Improvements in pupils’ knowledge and understanding of social, emotional and mental difficulties -Improvements in the range of interventions delivered in school -Designated relaxation space created and in use -Improvements in pupils’ self-regulation skills through use of classroom resources -A reduction in the number of incidents recorded at lunchtimes that are linked to competitive games 	<p><i>Inclusion Report (termly) to Full GB</i></p> <p><i>Link: Anne Madden</i></p>

Governance- to further develop the effectiveness of the governing body	<ul style="list-style-type: none"> -Review and refresh Code of Conduct -Review Governor link visit policy -Ensure a strategic approach to governor induction and training -Agree and implement an approach to succession planning -Explore options for further stakeholder engagement -Consider the future strategic direction of the school. -Revise school vision 	<p><i>Governance Review on Full GB agenda each term</i></p> <p><i>Link: Anne Madden</i></p>
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NOTE: Where a target is completely new rather than being embedded or slightly altered it is shaded in grey in the action plans below.

***Expected progress measures in Early Years is 2 steps**

Subject Leader Action Plans

In addition to the School Development Plan there are also individual Subject Leader Action Plans for all subjects and key stages. The school has a two year cycle for subject leader observations. This year the following subjects will be observed:

Subject
PSHE
History
Science
PE
MFL
Art

Additional training requirements:

- Annual Safeguarding Update- INSET day (Sept 2018)
- Senior Leader training (DHT- NPQH, AHT- NPQSL and HT- NPQEL)
- Subject Leader training – observation techniques

Self Evaluation Cycle- Autumn 2018-Summer 2019

	Autumn Term 2018	Spring Term 2019	Summer Term 2019
<u>Lesson observations</u>	Challenge – English	Maths	Reading
<u>Book Scrutiny (with Subject Leaders)</u>	Maths English Science Topic (Full Scrutiny) <i>SMT will also look at small selection in the Autumn Term</i>	Maths English RE Topic (Light-touch - check)	Maths English Science Topic (Light-touch check)
<u>Planning Scrutiny</u> Planning scrutinised on a termly basis (where identified as a need)	All – by Assistant Heads	All- by Assistant Heads	All- by Assistant Heads
Focus on areas not addressed through other monitoring activities	Behaviour Monitoring Scrap Books	Behaviour Monitoring Scrap Books	Behaviour Monitoring Scrap Books

Performance Management Objectives – 2018-19

Pupil Progress

An average of 3.0 steps progress over the year is achieved in writing, reading and mathematics.

Success Criteria

- An average progress of 3.0 steps
- Guided Reading is embedded in classroom practice
- Children complete one piece of extended independent writing per week – English, Science, Topic, RE or PSHE
- Writing is in line with New Medium Term Plans
- Mastery is embedded within all teaching and clear progression can be seen within units of work

Whole School

To ensure that all children are effectively challenged across all subjects

Success Criteria

- Lesson observations indicate effective challenge
- Book scrutiny indicates effective challenge based on prior outcomes
- Termly Pupil Progress meetings indicate that all pupils are making expected progress

Individual

Based on Teacher Standards and review of Career Stage Expectations. PM Team Leaders to analyse lesson observation feedback and book scrutiny to ensure targets are based on individual next steps for teaching staff.

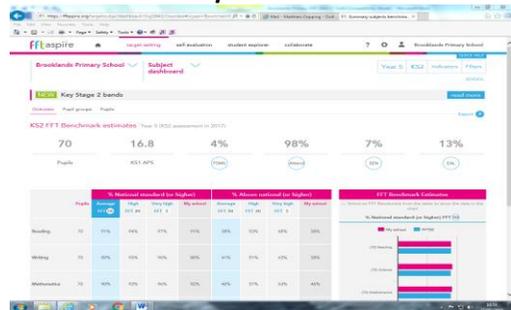
Link to SEF –Quality of teaching, learning and assessment/outcomes for pupils

<p>SCHOOL TARGET 1</p> <p>To continue to increase the proportion of outstanding teaching and learning</p>	<p>START: September 2018 FINISH: July 2019</p>	<p>TO BE LED BY Matthew Copping/Andrea Nelson</p>
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OFSTED ACTION PLAN PRIORITY – No

WHY THIS NEEDS TO BE ADDRESSED.
The vast majority of teaching across the school is at least good. Good and outstanding practice now needs to be shared more widely to increase the amount of outstanding teaching.

Overall Success Criteria 2018-19
July 2019 –
 Attainment:
FS targets –
 Good Level of Development – at least 80%
KS 1 targets –
 Year 1 Phonics Check- 90%
 Age Related-94% in Reading, 89% Writing and 93% Mathematics
 Above Age-Related- Reading 45%, Writing 30%, Mathematics 30% **(Based on FFT Targets and taking into account national 2018 outcomes)**
KS 2
 Age Related- 91% Writing, 91% Reading, 94% Mathematics (combined 91%)
 Above Age Related- Reading 53%, Writing 37%, Mathematics 46% **(Based on FFT Targets FFT 5 Very High and taking into account national progress data for Prior Attainment Groups – based on value added of +3, +3 and +3)**



-All teaching is at least good and 60% is outstanding, based on teaching, pupil tracking and book scrutiny (July 2018- 100% good, 48% outstanding- including NQTs)

2018-19 criteria-

- All teaching is at least good and 60% is outstanding, based on teaching, pupil tracking and book scrutiny
- New staff induction to ensure consistency across the school
- Clear consistency across classes
- Further focus on the teaching of writing results in targets being achieved.

Budget implications-

- £60,000 -additional TA support
- £9,000 – SMT release time
- £3,000- MFL Language Assistant
- £1,000- EEF programme

WHAT NEEDS TO BE DONE	RAG- Autumn	RAG- Spring	RAG- Summer	SUCCESS CRITERIA – July 2019	MONITORING (Gobs)
<p>Staff Induction- (Sept 2018) KS Leaders to ensure that all teaching staff are aware of: -Teaching and Learning Policy -Marking Policy -Assessment procedures -SEND procedures -Additional guidance for KS2 staff <i>Particular focus on new teachers-</i> 1 x EYFS 1 x KS1 Responsibility: Key Stage Leaders and SENCO (SEN procedures)</p>				-Lesson observations in Autumn Term 2018 demonstrate that all new staff are consistent with the whole school approaches to teaching and learning. -All teaching is good and 60% is on track to be outstanding by July 2019.	Headteacher Report with summary of teacher performance – termly.
<p>To monitor teaching and learning on a termly basis and provide coaching and peer support (All year) -Revise lesson observation format to include pre-observation discussion, focusing on prior learning and particular individuals/groups to focus on.</p>				-All staff observed three times over the year. -Additional support and action plans for identified staff. -Team teaching and	Headteacher Report with summary of teacher performance – termly.

<ul style="list-style-type: none"> -Termly observations by SMT and relevant Subject Leaders -Observations to have a clear focus on more able pupils and progress. -Identified staff to be provided with support from Deputy Head (Action Plans in place for any RI outcomes) -Team teaching model used to share good and outstanding practice – termly. <p>Responsibility: Headteacher/Deputy Head</p>				<p>evaluations undertaken termly.</p> <p>-60% of teaching outstanding by July 2019.</p>	
<p>To review, on a half termly basis, marking and feedback and the impact on pupil learning (All year)</p> <ul style="list-style-type: none"> -Book Scrutiny on a termly basis- Subject Leaders to undertake and feedback to SMT -SMT to undertake random checks to ensure high quality marking -To undertake book scrutiny on a weekly basis for any identified staff (MC) -Pupil Interviews – half termly to discuss marking and feedback <p>Responsibility: SMT</p>				<p>Book scrutiny indicates that marking is moving children’s thinking (and learning) forward. Average progress 3 steps across reading, writing and mathematics.</p>	<p>Headteacher Report with summary of teacher performance – termly.</p>
<p>To ensure consistency between partner classes</p> <ul style="list-style-type: none"> -Year groups to meet at the start of each term to map out coverage each week. -Half termly consistency returns to MC. -Book Scrutiny to ensure that outcomes across partner classes are the same. <p>Responsibility: Head/Deputy/KS Leaders</p>				<p>Book Scrutiny indicates that outcomes across year groups are the same.</p> <p>At least 85% of pupils are at ARE across the school in RWM BY July 2019.</p> <p>Progress data is similar across partner classes.</p>	<p>Headteacher Report and within termly quality overview of teaching and learning</p>
<p>Coaching used to increase the proportion of outstanding teaching and learning</p>				<p>Increase in outstanding teaching and learning over the</p>	<p>Headteacher Report</p>

<p>-All Assistant Heads to receive half a day a week to enable in-class coaching and support to targeted teaching staff. -AHTs to identify one teacher each half term to support and coach to drive teaching to outstanding. Minimum of 5 hours per half term dedicated to this support (teaching/planning/resourcing). Initial focus RQTs.</p> <p>Responsibility: AHTs</p>				<p>year to 60%.</p>	
<p>Additional Teaching Assistants -3 Additional teaching assistants are used across the school to ensure that all children can access quality first teaching.</p> <p>Responsibility: Deputy Head</p>				<p>All pupils make expected progress, including lower attaining pupils.</p> <p>Lesson observations indicate effective use of all TAs.</p>	<p>Inclusion Report and termly tracking data to governing body.</p>
<p>EEF Peer review EEF review undertaken in Autumn Term 2018 based on analysis of 2018 outcomes. Review provides clear recommendations and training to further improve the quality of teaching and learning.</p> <p>Responsibility: Head and EEF Reviewer</p>				<p>Review results in improved provision as demonstrated through lesson observations and book scrutiny.</p>	<p>Headteacher Report</p>
<p>Improve quality of MFL provision at KS2 -Appoint British Council MFL Assistant from Sept 2018 to work across KS2.</p>				<p>Scrapbooks and lesson observations indicate high quality MFL provision.</p> <p>At least 90% of pupils at ARE in MFL and 30% above ARE</p>	<p>Headteacher Report</p>

Link to SEF – Quality of teaching, learning and assessment/outcomes for pupils

SCHOOL TARGET 2	START: September 2018	TO BE LED BY Kate Putt
Develop the teaching of writing across the school		
OFSTED ACTION PLAN PRIORITY - No		
WHY THIS NEEDS TO BE ADDRESSED. <i>Great strides have been made over 2018-19 to develop the teaching of writing across the school; this can be evidenced in our improved outcomes. This needs to be embedded over 2018-19 and at the same time a focus on improving the teaching of writing needs to be addressed.</i>		
Overall Success Criteria 2018-19 By July 2019: - -30% of pupils achieve Greater Depth in 2019 KS 1 writing assessments - 37% of KS 2 pupils achieve Greater Depth in writing in 2019 -The gap between boys and girls attainment in writing at KS1 and KS 2 continues to close – reduction remains below 10% gap at National Standard and 10% at Greater Depth. -Handwriting is taught consistently and regularly across the school resulting in high standards BUDGET IMPLICATIONS: £1,700 as required		

WHAT NEEDS TO BE DONE	RAG- Autumn	RAG- Spring	RAG- Summer	SUCCESS CRITERIA- July 2019	MONITORING (Govs)
To improve spelling across the school with a focus on spelling rules and common exception words/year group word lists -To ensure that all staff are following the Rising Stars spelling scheme. Provide support as necessary and scrutinise books to ensure coverage. -Pilot a weekly spelling test of 5				-Books indicate fewer spelling errors. -2019 KS1 and KS2 GPS tests indicate an overall increase in the proportion of spellings correctly spelt.	Headteacher Report and Standards and Curriculum Committee.

words. Responsibility: English Lead					
<p>To improve sentence structure and punctuation in writing through explicit teaching and reinforcement of grammar</p> <ul style="list-style-type: none"> -Review use of Alan Peat sentence types to determine how they should be used in the future (Sept 18) -Ensure that all year groups have at least one discrete grammar lesson per week. -To disseminate good practice through shared planning. <p>Responsibility: English Lead</p>				<p>At least 85% of children across the school are at ARE in writing by July 2019 (2018- 76%)</p> <p>-At least 40% of children across the school above ARE by July 2019.</p>	Termly Standards Report to Standards and Curriculum Committee
<p>To implement specific teaching of vocabulary in each class, linked to genre.</p> <ul style="list-style-type: none"> -All classes to have discrete teaching of vocabulary each day. -Purchase vocabulary packs from Vocabulary Ninja. -Teaching staff to plan vocabulary work from each chapter of class book. <p>Responsibility: English Lead</p>				<p>At least 85% of children across the school are at ARE in writing by July 2019 (2018- 76%)</p> <p>-At least 37% of children across the school above ARE by July 2019.</p>	Termly Standards Report to Standards and Curriculum Committee
<p>To provide additional EAL support at Early Years and KS1 to support language development.</p> <ul style="list-style-type: none"> -EAL Teaching Assistant employed for 15 hours per week to support groups and targeted individuals. <p>Responsibility: Deputy Head</p>				EAL pupils make at least expected progress over the year.	Termly Standards Report to Standards and Curriculum Committee

<p>To improve composition and effect in writing through effective use of the teaching sequence</p> <ul style="list-style-type: none"> -Provide links to Grammarsaurus so that teachers can access WAGOLLS -To ensure high quality opportunities for magpie-ing through use of high level texts, multi-media and adult modelling (Staff Meeting Autumn Term 2018) -To increase the amount of writing that is completed independently to an average of 25 pieces per year across all subjects (4 per half term) <p>Responsibility: English Lead</p>				<p>At least 85% of children across the school are at ARE in writing by July 2019 (2018- 76%)</p> <p>-At least 37% of children across the school above ARE by July 2019</p>	<p>Termly Standards Report to Standards and Curriculum Committee</p>
<p>To ensure that judgements are accurate, particularly when moving between Key Stages and classes</p> <ul style="list-style-type: none"> -Regular moderation of judgements in year group pairs, cross year groups and cross phase. (Termly) -Challenge for teachers where moderation judgements are not secure. -Y2/3 and EYFS.KS1 teachers to work together on securing judgements. <p>Responsibility: Head/Deputy/English Lead</p>				<p>At least 85% of children across the school are at ARE in writing by July 2019 (2018- 76%)</p> <p>-At least 37% of children across the school above ARE by July 2019</p>	<p>Termly Standards Report to Standards and Curriculum Committee</p>

Link to SEF – Personal development, behaviour and welfare

SCHOOL TARGET 3 To ensure outstanding behaviour and attitudes outside of the classroom.	START: September 2018 FINISH: July 2019	TO BE LED BY Matthew Copping/Andrea Nelson
OFSTED ACTION PLAN PRIORITY - No		
WHY THIS NEEDS TO BE ADDRESSED. <i>To ensure consistency across all classes</i>		
Overall Success Criteria 2017-18 -Lunchtime incidents show a reduction over time -Behaviour in all lessons is outstanding by July 2018 -Embed KS 2 traffic light system -Pupil interviews demonstrate that children have a good awareness of the Golden Rules BUDGET IMPLICATIONS: Sport Premium- £6,700 TLR3- £529 Fixed Play Equipment- £30,000 (Phase 1) and £10,000 (Phase 2)		

WHAT NEEDS TO BE DONE	RAG- Autumn	RAG- Spring	RAG- Summer	SUCCESS CRITERIA- July 2019	MONITORING
To embed positive approaches to playtimes and lunchtimes: -Student Leadership programme continues in September 2018 to engage children in organising and participating in lunchtimes clubs -New lunchtime resources purchased and Sport Premium Middy Assistant deployed to encourage children to be physically active. Autumn Term 2018 -Complex needs – pupil support provided as required. TA deployed. -Sport Premium Sports Coach deployed				- Continued reduction in lunchtime incidents -Pupil Voice indicates a positive response regarding lunchtime and playtime provision	Termly Inclusion Report

<p>to encourage more physical activity and team games (Sept 2018)</p> <p>-New playground fixed equipment purchased and installed to improve variety of activities at lunchtime and playtime. (July 2018)</p> <p>-New TLR3 post created in September 2018 to ensure well organised and creative play at lunchtimes and playtimes.</p> <p>-TLR3 to work with School Council on Phase 2 playground work- focus on playground provision and equipment.</p> <p>See Inclusion Action Plan for further detail</p> <p>Responsibly- Andrea Nelson/Matthew Copping /TLR 3 holder</p>					
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Link to SEF – Effectiveness of Leadership and Management

SCHOOL TARGET 4 Develop further strategies to improve staff well-being and work/life balance	START: September 2018 FINISH: July 2019	TO BE LED BY Matthew Copping/Andrea Nelson/Lynne Hampton
OFSTED ACTION PLAN PRIORITY - No		
WHY THIS NEEDS TO BE ADDRESSED. We do a lot to ensure that staff can have a strong work/life balance, however, more can be done to support staff in developing their own strategies to manage workload and this is something that will be modelled by the SLT. Our belief is that staff who feel valued, are happy and supported at work, whose concerns are responded to and who feel part of a successful team will work more effectively both for each other and for the children they are working with.		
Overall Success Criteria 2018-19 -Staff retention rates remain high. -Absence rates below 2% for teaching and support staff. -Staff questionnaire in April 2019 indicates high satisfaction rates.		

WHAT NEEDS TO BE DONE	RAG- Autumn	RAG- Spring	RAG- Summer	SUCCESS CRITERIA- July 2019	MONITORING
Questionnaire Share findings of initial wellbeing questionnaire Responsibility – Lynne Hampton				- Staff are aware of outcomes and next steps	Questionnaire completed again in April 2019 to identify changes.
SLT wellbeing training: - K. Cleary to work with SLT as a pilot group to run a one-day programme focussed on communication, reflection and team dynamics in SLT and how to support the wellbeing of SLT and all staff at Brooklands. Responsibility – Kerry Cleary & Lynne Hampton				- Training complete and SLT have clear actions of support	Feedback from SMT following programme.

<p>Wellbeing support / coaching - SLT to decide on actions to support staff following training with K Cleary - SLT to implement actions and feedback to head teacher</p> <p>Responsibility – SLT</p>				<p>- Brooklands SLT are self-sufficient in supporting staff with their wellbeing particularly with workload and work/life balance</p>	<p>On-going.</p>
<p>Staff room - Refurbish staff room and support staff in using the staff room as a place to relax and take a break. Encourage all staff to eat away from classrooms where possible.</p> <p>Responsibility – Matthew Copping and Lynne Hampton</p>				<p>- Staff room used by most staff as a place to eat and take time out</p>	<p>Feedback from staff.</p>
<p>Sharing practice across key stages - Cross phase staff meetings to encourage shared respect and understanding for each year group</p> <p>Responsibility – SLT</p>				<p>Meetings involve working with staff from different key stages</p>	<p>Questionnaire responses in April 2019.</p>
<p>Staff training on wellbeing / mindfulness - Training to support staff with strategies and ideas to promote wellbeing</p> <p>Responsibility – Lynne Hampton</p>				<p>Training delivered by SLT / K. Cleary</p>	<p>Questionnaire responses in April 2019</p>
<p>Introduce strategies suggested by SLT and Staff Introduce ‘Home on time’ , valeting, no marking week, toast and treats days (on different days of the week) etc</p> <p>Responsibility – Matthew Copping, Andrea Nelson and Lynne Hampton</p>				<p>Strategies evaluated and implemented on regular basis if they have positive impact.</p>	<p>Questionnaire responses in April 2019</p>

Link to SEF – Effectiveness of Leadership and Management/Teaching and Learning/Pupil Outcomes

<p>SCHOOL TARGET 5</p> <p>Increase the number of children who move from exceeding at the end of EYFS to Greater Depth at the end of KS1</p>	<p>START: September 2018</p> <p>FINISH: July 2019</p>	<p>TO BE LED BY Jordan Donnelly</p>
<p>OFSTED ACTION PLAN PRIORITY - No</p>		
<p>WHY THIS NEEDS TO BE ADDRESSED. -High outcomes at the end of EYFS need to be maintained in KS1.</p>		
<p>Overall Success Criteria 2018-19 - KS 1 Y2 targets - Age Related-94% in Reading, 89% Writing and 93% Mathematics Above Age-Related- Reading 45%, Writing 30%, Mathematics 30% <i>(Based on FFT Targets and taking into account national 2018 outcomes)</i></p>		

WHAT NEEDS TO BE DONE	RAG- Autumn	RAG- Spring	RAG- Summer	SUCCESS CRITERIA- July 2019	MONITORING
<p>Move from mixed-age to single age classes -All KS1 classes single ages from Sept 2018 -Planning reflects single age teaching Responsibility: Assistant Head KS1 and Head</p>				2019 KS1 targets are achieved.	Headteacher Report with lesson observation outcomes
<p>Tracking -All KS1 staff are aware of end of EYFS outcomes. Autumn Term 2018 -Termly Pupil Progress meetings particularly focus on those children who achieved above ARE at the end of EYFS. Responsibility: Assistant Head KS1 and Deputy</p>				2019 KS1 targets are achieved.	Termly tracking – Standards and Curriculum Committee

<p>Teaching -Planning ensures clear challenge for all pupils, particularly those who were exceeding at the end of EYFS -Reception team provide Y1 teaching staff with examples of writing for all children entering KS1 (Sept 18) -Book Scrutiny and lesson observations particularly focus on Exceeding pupils at the end of EYFS. Responsibility: SMT</p>				<p>-Lesson observations and books indicate clear challenge for all pupils.</p>	<p>Book scrutiny and lesson observations – termly. Feedback to Standards and Curriculum Committee.</p>
<p>Challenge in Year 1 -LH to support children ‘settling in’ with Year 1 teachers in autumn term to avoid any children lacking confidence to excel in the KS1 curriculum. - LH to spend time developing continuous provision and challenge booklets with year 1 teachers to ensure that exceeding children have opportunities to extend learning - Year 1 teachers to feedback any ‘gaps’ to LH and JD so that it can be addressed through quality first teaching - Model Alan Peat story bags and sentence work across year 1 to develop foundations set by reception teachers. Responsibility: Assistant Head EYFS</p>				<p>Children make good progress across first 2 terms in year 1 -Lesson observations and books indicate clear challenge for all pupils.</p>	<p>Book scrutiny, data analysis and lesson observations – termly. Feedback to Standards and Curriculum Committee.</p>
<p>End of Reception Moderation -2019 end of Reception assessments to be moderated with Y1 to agree outcomes and next steps. Summer 2019. Responsibility: Lynne H/Jordan D</p>				<p>Reception Assessments moderated and agreed.</p>	<p>Standards Report and data analysis.</p>

Link to SEF – Effectiveness of Leadership and Management/Teaching and Learning/Pupil Outcomes

SCHOOL TARGET 6	START: September 2018 FINISH: July 2019	TO BE LED BY Andrea Nelson
Inclusion – to further develop pastoral support		
OFSTED ACTION PLAN PRIORITY - No		
WHY THIS NEEDS TO BE ADDRESSED. <i>-Pastoral support is already effective but relies heavily on a small number of staff. Staffing now needs to be expanded and new strategies trialled to inform future provision.</i>		
Overall Success Criteria 2018-19 <ul style="list-style-type: none"> - Reduction in number of bullying incidents - Improvements in the identification of pupils with social, emotional and mental health difficulties - Improvements in pupils' knowledge and understanding of social, emotional and mental difficulties - Improvements in the range of interventions delivered in school - Designated relaxation space created and in use - Improvements in pupils' self-regulation skills through use of classroom resources - A reduction in the number of incidents recorded at lunchtimes that are linked to competitive games BUDGET IMPLICATIONS: <ul style="list-style-type: none"> - £500 for resources for classrooms and for the relaxation space 		

WHAT NEEDS TO BE DONE	RAG- Autumn	RAG- Spring	RAG- Summer	SUCCESS CRITERIA- July 2019	MONITORING
To develop the leadership and management of pupils with mental health difficulties across school -Audit staff knowledge of social, emotional and mental health needs in Sep 2018 and Jul 2019 -Training for SMT on mental health needs -Develop role of Designated Senior Lead for Mental Health which includes overseeing whole school approach to mental health and wellbeing -Review behaviour policy and add				Improvements in SMT's confidence in supporting staff to deal with pupils with social, emotional and mental health needs	Staff/ Pupil/ Parent questionnaire feedback

<p>section on mental health needs to include curriculum and pastoral support</p> <ul style="list-style-type: none"> -Consult with parents, staff and pupils regarding mental health difficulties -Develop a pastoral care policy -Develop the identification of pupils at risk of mental ill health -Develop a knowledge of local mental health services and to complete referrals when appropriate -Review intervention for pupils experiencing mental health difficulties looking at its impact -Create a mental health provision map <p>Responsibility: Deputy/ Head</p>					
<p>To develop staff knowledge and understanding of pupils with social, emotional and mental health difficulties</p> <ul style="list-style-type: none"> -Deliver a staff meeting raising awareness on mental health and how it is supported in our school including emotion coaching (Spring Term 2019) -Train staff to use reflective language when dealing with incidents -Train more TAs to deliver a range of mental health interventions -Develop use of a pastoral assessment tool to assess pupils' well-being pre- and post- intervention <p>Responsibility: Deputy</p>				<p>Improvements in staff confidence in dealing with pupils with social, emotional and mental health needs</p> <p>Improvements in the identification of pupils with social, emotional and mental health difficulties</p> <p>Improvements in the range of interventions delivered in school</p>	<p>Mental health provision map</p>
<p>To develop pupils knowledge and understanding of social, emotional and mental health difficulties</p> <ul style="list-style-type: none"> -Train pupils to be Anti-bullying ambassadors -Develop buddy system for pupils with mental health difficulties 				<p>Improvements in pupils' knowledge and understanding of social, emotional and mental difficulties</p> <p>Reduction in number</p>	<p>SIMs – behaviour logs</p> <p>SMT behaviour analysis</p>

<p>-Develop restorative practices at lunchtimes/ playtimes so that children are encouraged to own their own behaviour</p> <p>Responsibility: Deputy</p>				<p>of bullying incidents</p>	
<p>To develop resources to support pupils with mental health difficulties</p> <p>-Establish a calm, safe space for children with emotional and mental health difficulties</p> <p>-Develop classroom environment – all classrooms to have a celebration wall including citizenship award and sportsmanship award</p> <p>-Develop a bank of resources for each classroom aimed at helping pupils to feel calm and to develop self-regulation</p> <p>Responsibility: Deputy</p>				<p>Designated relaxation space created and in use</p> <p>Improvements in pupils' self-regulation skills through use of classroom resources</p>	<p>Use of relaxation space and who uses it</p> <p>Pupil voice feedback from users of classroom resources</p>
<p>To adapt the curriculum to ensure that the needs of all pupils are met</p> <p>-Adapt PSHE curriculum to include mental health</p> <p>-Deliver assemblies raising pupils' awareness of the importance of mental health and being able to say sorry</p> <p>-Develop citizen award - launch citizen award in whole school assembly - each week children to nominate one child who has done an act of kindness or celebrating when children make a right choice or apologise</p> <p>Responsibility: SMT</p>				<p>Improvements in pupils' knowledge and understanding of social, emotional and mental difficulties</p>	<p>PSHE planning</p> <p>PSHE scrapbooks</p> <p>Monitor children who receive citizenship award</p>
<p>To develop children's understanding of sportsmanship so that lunchtimes are happier and that all pupils participate in sporting activities</p> <p>-PSHE curriculum modified to include a lesson on sportsmanship each term</p>				<p>A reduction in the number of incidents recorded at lunchtimes that are linked to competitive games</p>	<p>SIMS -Incidents at lunchtimes</p> <p>Monitor children who are receiving sportsmanship</p>

<p>-Weekly sportsmanship award celebrating when pupils displaying sportsmanship</p> <p>-Whole assembly focusing on a different aspect of sportsmanship each half-term</p> <p>Responsibility: PSHE Lead/ PE Lead</p>					award
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SCHOOL TARGET 7 Governance – to further develop the effectiveness of the governing body	START: September 2018 FINISH: July 2019	TO BE LED BY Anne Madden/Matthew Copping
OFSTED ACTION PLAN PRIORITY - No		
WHY THIS NEEDS TO BE ADDRESSED. <i>To ensure that the governing body provides outstanding support and challenge.</i>		
Overall Success Criteria 2018-19 -Governance Review Action Plan completed		

WHAT NEEDS TO BE DONE	RAG- Autumn	RAG- Spring	RAG- Summer	SUCCESS CRITERIA- July 2019	MONITORING
School Governance Review Action Plan to be completed – see plan for dates. Key tasks: -Review and refresh Code of Conduct -Review Governor link visit policy -Ensure a strategic approach to governor induction and training -Agree and implement an approach to succession planning -Explore options for further stakeholder engagement -Consider the future strategic direction of the school. -Revise school vision Responsibility- Chair of Governors				Actions result in a strengthened governing body. All Success Criteria from Governance Review Action Plan achieved.	Full Governing Body