St Lawrence C of E Primary School Improvement Plan

September 2018 – July 2019

TARGET 1	Ensure that Leaders, at all levels, demonstrate a deep and accurate understanding of the school's effectiveness and use this knowledge to keep the school improving, by focusing on the impact of actions in key areas				
	Actions and Responsibilities	**Deadline**	**Cost**	**Success Criteria**	**Monitoring Evidence**
1.1 Continue to strengthen the governors' contribution to school improvement by ensuring monitoring is well planned, targeted and used to inform decision making processes	Governors will analyse information about pupils' progress frequently and ask questions if pupils are not doing well enough. Training will help Governors to recognise specific barriers to learning that may affect the school's performance and help to keenly seek resolutions. Governor monitoring visits will be incorporated into the timetable for school improvement. Governors will visit the school regularly and as a result remain very well informed about how well it is doing Governors will regularly update the Self Evaluation Form (SEF) in order for all Governors to have a reference tool that supports keeping them fully informed about school performance and improvement priorities New Governors will be fully inducted in their role and be allocated a Governor Mentor to support this process	Training Autumn 2018 Monitoring timetable September 2018 Update SEF at least termly Allocated as required	£1500	Self-evaluation is accurate and challenges the school to constantly improve through well-organised action plans and priorities. Pupils make good progress because teaching and learning is the focus of all decision making The Governing Body are rigorous and robust in their approach to evaluating the work of the school, planning for improvement and holding stakeholders to account for their work All staff and Governors are clear about what we are doing well, what we need to improve and how we going to do it All staff and Governors feel supported, part of the team and share the vision Governors have a very clear picture of the school's strengths and areas to improve based on a detailed understanding of the school's budget, information from school leaders at all levels and their own analysis of pupils' attainment and progress. They hold leadership to account in order to make provision the very best for pupils Attention to detail and excellent management systems are at the heart of the school's success. The school tracks the progress of individual pupils rigorously. Governors know exactly how well different groups of pupils are learning and as a result can target resources effectively for pupils	Governing Body meeting agendas and minutes *How do the Governing Body ensure accountability and challenge? Could this be improved?* Governing Body monitoring reports *In what ways do Governors communicate with all stakeholders in order to ascertain views and share information?* *Are all Governors aware of their roles and responsibilities? How do existing structures support compliance and efficiency? What best supports Governors to identify and articulate school strengths and weaknesses?*
1.2 Develop learning-focused distributed middle	Develop collaborative middle leader teaching teams with clearly defined roles and responsibilities to lead, monitor and evaluate the quality of teaching, learning and curriculum provision within and across EYFS, Key Stage 1 and Key Stage 2	Half termly staff meetings	£4000	Pupils will benefit from a school ethos that promotes life-long learning for all because it has a staff team who constantly strive to improve and	Middle Leader Team monitoring evidence Teaching team perception survey

leadership teams, that maximise the use of peer coaching strategies in order to sustain and further improve the quality and consistency of teaching across the school	Continue lesson study providing the opportunity for colleagues to learn from each other within a culture that promotes collaborative working. Ensure teachers and Teaching and Learning Assistants (T&LAs) are continually given the opportunity to seek ways to improve their practice through a system of joint planning and observing each other's work, enabling them to learn from the best practice already evident in the school and further improve the quality of teaching and learning across the school With Tiptree and Stanway Consortium embed the peer review and coaching model to learn from the very best provision available in the network Performance management will be fully implemented for all teaching and support staff. Members of the SLT and Middle Leaders will continue to take responsibility for the performance management of colleagues	Half termly Peer Review November 2018 PM Cycle throughout Year Training Autumn 2018		develop practice through an established coaching and mentoring model that promotes learning from and with others Staff are more confident about receiving support and feedback and giving support and feedback There is a shared understanding that all pupils can improve with the right support in place Learning Standards Meetings show an increased focus on what can we do to support all pupils in making progress Strengthened partnership working helps the school gain from collaborative approaches and the quality of teaching improve Middle Leaders confidently support and challenge colleagues, with monitoring records demonstrating a good understanding of the strengths and areas in need of development across the school so that there is a constant drive to improve the quality of teaching The quality of leadership of the foundation subjects by the Middle Leader teams ensures attainment and achievement are at least good	Lesson observation notes Peer coaching and lesson study records Performance Management Targets *Governors to audit teaching teams on Middle Leader Teams, lesson study and collaborative working* *What do you think are the benefits of working collaboratively? How has it helped you to improve your teaching? How could it be improved? What have you done to improve your teaching of XXX since? How supportive a process has it been so far? Could this be improved?* *What are the standards of attainment and achievement across the curriculum? What are our curriculum strengths? What are the weaknesses?*
1.3 Embed the use of effective data management policies and procedures that are compliant with General Data Protection Regulations (GDPR)	Work in collaboration with Tiptree and Stanway Consortium and the Local Authority Data Protection Officer to ensure GDPR compliance Complete all policy reviews in a timely manner to ensure Headteacher/Governing Body ratification, as applicable Provide continued and on-going staff training to ensure understanding, competency and compliance	On-going	£3000		

	Actions and Responsibilities	Deadline	Cost	Success Criteria	Monitoring Evidence
	Communicate regularly to all stakeholders how data is used, retained and destroyed and remind those stakeholders of their rights within the system				
1.4 Without compromise promote a culture, policies and procedures that safeguard all pupils and vulnerable adults Implement the use of	Introduce the use of MyConcern as an electronic record, communication and tracking system for all safeguarding concerns. Provide regular training and systematically monitor the system to ensure all staff are competent in its use. Provide computer access for all staff when required Deliver training for staff which ensures they are alert to their safeguarding responsibilities including the dangers of radicalisation and sexual exploitation when children are using technology in a variety of ways and places and ensure staff know how to support those children who are at risk Update risk assessment training, including the use of EVOLVE and ensure all staff are constantly assessing for risk in their day-to-day working practice Review curriculum provision to raise pupil awareness and involvement in safeguarding issues. Ensure that provision helps children to learn to take responsibility for their own safety in a range of situations	Whole staff INSET Day September 2018 On-going induction programme for new staff and regular update training for all Consortium Core Training Academic Year 2018-2019 including Designated Person updates, Safer Recruitment Training, Educational Visit Co-ordinator Training Evolve training Autumn 2018	£4000	Following formal and informal feedback children and parents report that children feel safe and happy in school Staff feel well prepared to safeguard all pupils in all aspects of their work and school life and use MyConcern to report and monitor concerns effectively Curriculum provision is rich and varied and actively promotes teaching children to be aware of safeguarding issues giving them strategies to help them take responsibility for their own safety and that of others and seek appropriate help from others when required Curriculum resources are stimulating and promote healthy, challenging discussions that break down stereotypes and promote happy, healthy lifestyles Risk is systematically assessed and managed by all staff and pupils but balanced with the promotion of participation in exciting, stimulating activity that develops inquisitive, adventurous and independent learners	Safeguarding Policy and Child Protection Policy Employment checks and paperwork audit Risk assessments and records Attendance records Safeguarding paperwork and on-line records Health and Safety records MyConcern records and reports Pupil and staff perception surveys Local Authority on-line audit and outcomes *How do our policies and practices effectively safeguard children? Are there any weaknesses in our practice? What adjustments can be made to strengthen practice?*

TARGET 2	To ensure a safe and happy learning and working environment, across the school, from EYFS, through Key Stage One and to the end of Key Stage 2				
	Actions and Responsibilities	**Deadline**	**Cost**	**Success Criteria**	**Monitoring Evidence**
2.1 In the light of the 2018 Green Paper 'Transforming	Headteacher to be designated school lead in mental health. The designated lead will be a trained to be responsible for the school's approach to mental health	Autumn 2018	£3500	Staff are aware of mental health problems facing children and families and can identify those showing signs of these difficulties	Lesson observation records Climate walk monitoring evidence Pupil and staff perception surveys

children and young people's mental health provision' promote the development of highly resilient, independent learning behaviours in all pupils by introducing and promoting a range of strategies to promote positive management of mental health and well-being for children and adults	This designated lead will; oversee the help the school gives to pupils with mental health problems, help staff to spot pupils who show signs of mental health problems, offer advice and signpost training to staff about mental health and refer children to specialist services if they need to Research a variety of mental health services, support teams, strategies that can be introduced to children and families to help them to manage their own well-being. Develop links with school nurses, social workers, educational psychologists, counsellors, voluntary and community organisations Plan and implement individual and group help to children with mild to moderate mental health issues including anxiety, low mood and behavioural difficulties. Use staff training to provide strategies that promote high levels of quality pupil discussion where pupils listen well to each other and help each other to learn and to solve problems. Increase opportunities for pupils to work in groups, allocating responsibility roles and sharing ideas Continue to embed the school mantra "Stuck? Good, now let's learn!" in order to promote resilience amongst pupils and staff Embed the teaching and use of mindfulness as a practice to support self-awareness and positive well-being for adults and children. Continue to provide personal mindfulness training for staff. Train staff in delivering mindfulness to pupils Provide CPD for staff to be able to deliver Yoga and relaxation to classes and small groups. Purchase Yoga resources and a scheme of work Use staff training to develop the promotion of a Learning to Learn ethos in classrooms so that pupils have an extremely positive attitude to learning, which promotes excellent engagement, confidence, self-evaluation and independence	Autumn and Spring 2018 Ongoing Spring 2019 Autumn 2018 Autumn 2018, Spring and Summer 2019 Promote growth mind-set throughout the year		Staff report being more-able to signpost families to appropriate support and agencies for support Staff are confidently able to teach children strategies for managing their own well-being and mental health both now and in their future lives Pupils are aware that they may face challenges at different times in their lives and are able to describe and use strategies for keeping mentally strong and healthy. Staff have an opportunity to learn new ways to manage their own mental health and have access to a variety of services and advice for support Staff and children have regular opportunities to practice mindfulness and yoga Pupils are actively engaged during all lessons with high levels of independent activity and group based learning. Lesson observations evidence high levels of pupil talk that is on task and uses a rich vocabulary appropriately in context Pupils are resilient in all aspects of learning and when given a choice they choose challenging tasks across the curriculum When pupils face a challenge they make use of a range of practical strategies to help them overcome the challenge	*What evidence do we have that pupils are more independent, resilient learners?* *What impact does this have on pupil well-being and mental health? How do we know? What impact does this have on achievement? What is the impact on learning behaviours across the school?* *Are there any differences for different cohorts/ groups of pupils?* *What makes a good learner? How can you look after your own well-being and mental health? Do you find the work challenges you? How do you feel when you are faced with a problem or when you make mistakes or when you receive feedback?*
2.2 To increase physical activity levels alongside pupils' abilities to	Continue to promote high levels of expectation regarding the quality of play and communication skills in the curriculum, on the	Review provision when developing new sport	£12000	Pupils enjoy fun, active and purposeful playtimes which develop their social skills and enable them to learn to communicate effectively with peers and adults	Climate walk monitoring evidence Pupil and staff perception surveys Playground observation records

work together whilst communicating effectively and managing their emotions	playground, in classes and during assemblies so that an outstanding ethos is established across the school Train the new Play Leader Team and structure the timetable with regular training opportunities so that older pupils recognise their responsibility in promoting positive play experiences for their younger peers. Continue to zone the playground and provide a lot of highly engaging, flexible and changing resources that keep pupils motivated and purposeful on the playground Use Sports Premium Funding to enhance the rates of participation in physical activity at lunchtime by employing Sports Coaches who extend curriculum provision over the lunch hour Develop the role of the SENCo and Teaching and Learning Assistants to provide timetabled support so that they can run social skills groups and give extra help in class to build self-esteem and to enable pupils to become confident and successful learners	and playground timetable for 2018-2019 Train new Play Leader Team September and October 2018 Review and monitor playground zones Autumn 2018 Review social skills groups half termly		Play Leaders and Peer Mentors take their responsibilities seriously in supporting other pupils. They have undertaken and make use of highly effective training Activity levels amongst pupils have increased and in pupil surveys children talk enthusiastically about sport and leading healthy lifestyles Classes and individuals are able to articulate their feelings clearly. They can describe and name emotions and know strategies to help them to manage their feelings positively and proactively Other agencies compliment the work of the school in helping children and families to manage their social, emotional and behavioural needs. The partnership working is strong and involves parents fully	Behaviour records Lesson observation notes What evidence is there of increased levels of physical activity across the school? What is the impact of this involvement? What outlets do children have to express their emotions and manage feelings appropriately? How are they supported to do this? What impact do these strategies have? How do we know that they are effective?
2.3 To engage and support parents in holding conversations about school that reinforce positive learning behaviours improving pupils' learning and character development	Continue to embed the use of Tapestry in Foundation Stage and Marvellous Me across Key Stage 1 &2 in order to celebrate pupil achievements and increase positive learning dialogues in the home In the light of the Green Paper 'Transforming children and young people's mental health provision' research how we can give the best support to families who need more help. Gather information to look at: how parents and carers can bond better with their children, which helps their mental health and how we can support families where parents or their children have a higher risk of developing a mental health problem. Guide parents to the best, local, parenting programmes. Embed the work of the whole school team so that the school's efforts in promoting pupils' personal and social development are reinforced within the family setting Written communication, workshops, coffee mornings and individual dialogue will be targeted to help parents to see the positive impact of good attendance and increased learning	Register new parents with the online tools September 2018 Survey parents about parenting and mental health advice needs October 2018 Plan and deliver support, communicat	£9000	Pupils will have attendance rates that are at least in-line with the national average and they will always be punctual to school Pupils and their families are well supported to overcome barriers to learning that result from a wide range of well-being and mental health factors and as a result pupils achieve well and enjoy coming to school Pupils can identify the factors that make an effective learner and can demonstrate these attributes consistently in the classroom. They can talk about their own well-being and mental health Staff, parents and pupils are able to explain what a growth and fixed mind-set is. Staff, parents and pupils use	Tapestry and Marvellous Me on-line reports and analysis Parent perception surveys and feedback Parent view survey Newsletters and website information *What strategies used best help parents to support their children to develop and promote positive learning behaviours? How well do parents feel informed about their child's progress?* *How else can adults support children to maintain a growth mind-set, enthusiasm and perseverance in order for pupils to demonstrate exceptionally positive attitudes to learning?*

	dialogues with children on their child's personal development and academic progress Review and develop the way in which safeguarding messages and information are shared with parents and increase signposting to high quality information services Continue to promote the work of our Family Support worker so that staff and parents are aware of the service and can make their own referrals and access requests. The headteacher and Family Support Worker to meet monthly to plan intervention and support timetable so that it is responsive to need	ion, workshops and coffee mornings for parents November 2018 – July 2019		positive language to encourage and feedback to each other Partnership working has firmly embedded the schools' commitment to developing the well-being of children and their families to ensure barriers to learning are removed and academic progress is above the national average Parents contribute regularly to Tapestry or Marvellous Me and report increased positive learning dialogues with their children	*What other information would parents' like to receive in order to be able to support their children's learning, well-being and mental health?*
2.4 To continue to raise staff, parent, pupil and community awareness of strategies that keep pupils safe and healthy when working and socialising online and keep up to date with the changes and challenges of online communication	Review training and curriculum resources available to support teachers and provide training so that teaching staff can develop pupil awareness of cyber-bullying, the health impacts of using technology and how to keep safe when using the internet Ensure the highly successful e-safety day/training for pupils, staff and parents is repeated at least annually and accessed by as many people as possible through careful marketing and promotion In line with the Green Paper explore how social media and the use of the internet affects the health of children. Continue to run pupil and parent workshops relating to the promotion of internet safety and healthy use of technology e.g. impact on attention, concentration, sleep and addictive behaviours so that home and school can work in partnership to safeguard all pupils and help in teaching children how to keep safe in the digital world Regularly provide e-safety updates in school communications; letters, newsletters and on the website Ensure curriculum planning maximises the opportunity to prioritise child well-being and has a very positive impact on the growth of children into healthy, responsible and caring members of society Develop curriculum and collective worship opportunities that educate children about discrimination and help children to understand that discrimination of any kind is not tolerated at St Lawrence	Regularly share best practice resources Pupil Perception Survey Spring 2019 Staff, pupil, parent and community E-safety workshop Autumn 2018	£1500	Pupils know about different forms of bullying, such as what is meant by cyber or racist bullying and talk sensibly about how to handle any problems they may encounter. They appreciate the high level of support they get from the staff Curriculum opportunities, dialogues with pupils' and pupil perception surveys all strengthen the pupil voice across the school Pupils, parents and staff can talk confidently and in an informed way about how to support children to keep safe and healthy on-line Children and parents make pro-active choices about their use of the internet and feel empowered to limit use where appropriate Information provided and signposted to pupils, parents and staff is current and relevant and keeps abreast of the rapidly changing on-line world Workshops have increasing attendance and annually higher uptake from all stakeholders	Lesson observation records Newsletter and website information Staff, pupil and parent perception surveys *Can pupils explain strategies they can use to help them stay safe and healthy when working on-line? How well do adults feel supported in helping children to use the internet safely and healthily?* *What further information and resources do children and adults require to support them in the future?* *How clearly are pupils able to articulate their knowledge, views and feelings about discrimination, diversity and tolerance? What levels of empathy do pupils show towards others?*

TARGET 3	Create an enabling environment that meets the needs of all learners and which provides a broad, challenging curriculum, with high quality teaching, expectations and appropriate feedback				
	Actions and Responsibilities	**Deadline**	**Cost**	**Success Criteria**	**Monitoring Evidence**
3.1 Review the curriculum and use a variety of teaching strategies so that children's vocabulary from Foundation Stage through to Year 6 is broadened and children use high quality speech and written language	Tiptree and Stanway Consortium INSET with Chris Quigley leading Designing a Curriculum for Sustained Mastery: Intent, Implementation and Impact Review the curriculum from EYFS to the end of Key Stage 2 reinforcing curriculum content and design policy ensuring monitoring and evaluation focuses on progression, breadth of study, developing core skills and a broad vocabulary that challenges all learners across the curriculum The excellent quality of teaching in the school will be shared through a termly programme of lesson study, mentoring and coaching and CPD so that the quality of teaching is strong and constantly improving across the school so that there is an increase the level of demand routinely expected of pupils of all abilities by staff throughout the school Opportunities for communication between teachers and Teaching and Learning Assistants (T&LAs) is planned and of high quality so that Teaching and Learning Assistants play a very effective and integral role in the excellent teaching. They make a quiet, unobtrusive but very important contribution to pupils' learning and progress High quality mentoring and coaching of all teaching teams by the SLT and middle leaders is based on individual needs relating directly to self-identified targets for improvement, outcomes from monitoring activities and performance management objectives. Coaching opportunities will be provided within school and across a wider school network every term Planned Lesson Observations and weekly structured 'drop-in' observations are accurate and diagnostic. Feedback is developed so that is of the highest quality providing clear, measurable areas for improvement that can be reviewed within a given time-scale Professional development of teachers will promote the use of creative teaching strategies across the curriculum so that children develop excellent thinking and independent learning skills and develop a rich, varied and stimulating vocabulary across all subjects	October 2018 Curriculum Review Autumn 2018 Robust CPD and Monitoring Timetable Autumn 2018, Spring and Summer 2019 Weekly structured team meetings and training with the impact monitored timely Individual termly coaching programme for all teaching teams	£5000	Monitoring of provision continually focuses on level of demand and challenge demonstrated within teaching, learning and assessment across the curriculum Monitoring of planning scrutinised against a revised curriculum map, ensuring challenge, clear differentiation and curriculum entitlement Teachers and T&LAs know their pupils very well and constantly check on their understanding during lessons leading to high levels of engagement and achievement for pupils Lesson observations and book scrutinies show that more pupils are working at ARE, making expected or better progress and benefitting from consistently good and outstanding teaching Lesson observations show Teaching and Learning Policy is implemented Pupils develop a wide range of enquiry skills through a well-balanced, creative and practical curriculum that motivates them to ask questions, solve problems and develop an extensive vocabulary Pupils will be given opportunities to develop their spiritual, moral, social and cultural skills and attitudes through the curriculum and their work around the school	Governors have a clear picture of the quality of teaching and learning and actions taken to support staff in development *What % of teaching and learning is good or better? What is being done to support teachers and teaching assistants in making improvements? How quickly did staff receive feedback? What barriers are there to staff making improvements or continuing good practice?* Governors are aware of the Teaching and Learning Policy expectations External Consortium Peer Review November 2018 Local Authority and independent consultant monitoring reports Tiptree and Stanway Consortium monitoring reports

| **3.2 Embed 'Book Look' moderation and monitoring exercises within and across schools, broadening the stakeholders involved, in order to guarantee high expectations of presentation, target setting and pupil progress** | Continue to develop the planning cycle to ensure consistency in planning teaching, learning and assessment in unison to build on children's prior knowledge and understanding.

Monitor and evaluate assessments drawn from pupil completion of 'cold tasks' and how this informs subsequent teaching and learning

Timetabled regular moderation activities, with a range of stakeholders, to ensure consistency in strategies used by teachers and Teaching and Learning Assistants to provide feedback and next steps for learning

During lessons pupils will be given increased opportunities to check each other's work as well as their own, to help each other learn better and monitor their own progress towards achieving goals developing a greater sense of high expectations for themselves and their peers

Senior leaders and middle leaders will hold 'Book Look' dialogues with pupils on a planned and regular basis in order to increase the impact of pupil voice, inform monitoring work and empower pupils to recognise and be proud of achievements and set their own goals | On-going coaching and mentoring following monitoring of planning

Weekly SLT monitoring tasks

Half-termly whole school moderation tasks

Termly subject leader team monitoring tasks

Half-termly 'Book Look' meetings established with pupils | £2000 | Provision is informed by what children already know, where they need to go next and is effective in challenging and supporting pupils at each stage of their learning journey.

Moderation staff meetings have taken place with SLT present and local primary and secondary schools

Headlines on accuracy of data and support actioned and if needed shared with teachers and Governors

Book scrutinies show consistency between year groups and assessments

Teachers always check on how well pupils understand their work during lessons and use the information to inform future planning

Teachers use skilful questioning to see what pupils understand, what they already know and plan teaching to encourage pupils to use their excellent thinking skills. This results in pupils making very rapid progress

Pupils benefit from the experience of all teachers informing the planning process

All staff set very high expectations for their pupils to work hard and persevere

Staff mark or discuss pupils' work with them so they know exactly what they have done well, and how they can improve

Relationships are excellent so pupils are confident to ask for clarification or help if needed. Pupils respect their teachers' views and try hard to follow their guidance | Termly standards and achievement analysis reports

Planning and Book scrutiny evaluations

CPD Impact evaluations

Subject / Aspect Impact Evaluation

SIP Visit Reports

Book Look records and evaluation reports

Monitoring and moderation reports within and across schools

How accurate are assessments? Do assessments match work in books? How do we know? What is being done to ensure the accuracy of assessments? How confident do teachers feel making judgements? What resources do teachers have to support them in making judgements?

Is it evident that adults are giving immediate feedback? Is there a balance of teacher/pupil marked work? Do pupils have an opportunity to self-evaluate? Where teachers have written an action or question, have pupils responded appropriately? |

				There is rigour in the methods for marking pupils' work, ensuring they are highly consistent and effective. As a result, pupils know how well they are doing and what they need to do to improve quickly	
3.3 To consistently teach for mastery in mathematics across the school in order for pupils to acquire a deep, long-term, secure and adaptable understanding of the subject	Subject Leader will attend national and local training to further develop her already strong competency in leading mathematics A comprehensive and cohesive programme of CPD will be planned for all staff so that school improvement work, linked to broader, deeper, faster mastery and gap analysis e.g. fractions, mastery of times tables, the use of White Rose materials and the Bar Method can be specifically targeted. Opportunities for sharing examples of broadening and deepening activities during staff meetings will be planned Continued partnership working with Thomas Lord Audley (KS3) and primary partner schools to plan, implement and review collaborative training, moderation, lesson observations and teaching linked to improving outcomes for all pupils in maths Continue to research, evaluate and purchase new on-line resources to support the development of mastery in maths and embed the approach to blocking units of work in mathematics alongside the consistent implementation of the Four Rules and Calculations Appendix to the Teaching and Learning Policy Develop strategies and resources to improve the teaching of multiplication tables and support for reinforcement when learning at home	Academic year CPD plan shared with all staff Termly meetings with KS3 network colleagues to plan CPD Report to Governors Spring 2019 on Broadening and Deepening and evidence in books Times Table resources shared and evaluated with parents Termly observation of teaching	£2500	Pupil progress will be maximised because the school has a clearly targeted professional development programme that draws on the very best experience and focuses on continued school improvement Planning and monitoring shows clear and age appropriate lesson objectives, success criteria and differentiation which challenges and supports, where appropriate, and develops mastery in the subject Tracking evidence shows more pupils on track to attain targets than at the beginning of the year and pupils are on track to make expected progress in maths. Reports are shared with Governors Book scrutinies demonstrate a wide variety of mastery activities and climate walks and lesson observations show resources being appropriately used to support learning Teaching teams feel confident in the teaching of maths Parents feel supported in strategies to use at home to support their children in learning multiplication tables and pupil outcomes have improved as a result	Teaching teams and Governors have a clear picture of what good progress looks like in maths books. *What impact has recent maths training had on maths? How do we know? What evidence is there to show this? What % of pupils are on track to meet ARE by the end of the year in maths? Has this % increased since the beginning of the year? Is this progress evident in books?* *What % of pupils are exceeding ARE now compared with the beginning of the year and at end of the last KS? How many pupils in Y3, 4, 5 or 6 are exceeding ARE now compared with when they were in Y2?* *Does the work in books and lesson objectives demonstrate that a pupil is exceeding and has had opportunities that challenge them?* Climate walk SLT and Governors Summer 2019
3.4 To consistently teach accurate use of grammar, punctuation and	Subject Leader will attend national and local training to further develop her already strong competency in leading English Review resources for teaching grammar, punctuation and spelling. Purchase new resources and provide CPD to ensure consistency of implementation	Academic year CPD plan shared with all staff Termly meetings	£5000	Literacy planning, lesson observations and book scrutinies show evidence of literacy teaching sequence, use of high quality texts as models and opportunities for weekly extended writing that all promote the	Teachers and Governors have a clear picture of what good progress looks like in English books. *What impact have agreed approaches to the teaching of reading had on pupil*

spelling across the school in order for pupils to acquire a deep, long-term, secure and adaptable understanding of the skill so that they can be applied in the context of reading and writing	Embed the use of Apple and Pears as an intervention strategy for the development of spelling skills Continue to engage pupils through interesting cross-curricular and real life links ensuring pupils can apply their skills and be challenged to mastery through embedded talk4writing strategies, the use of 'Big Writing' and First Friday Writing, use of stimulating, high quality texts, extended writing opportunities and carefully targeted specific feedback Continue to develop and embed the reading culture across the school through improved guided reading teaching, increased reading opportunities across the curriculum and one to one reading monitoring. Develop the library area and class libraries ensuring access to high quality model texts Continued partnership working with Thomas Lord Audley (KS3) and primary partner schools to plan, implement and review collaborative training, moderation lesson observations and teaching linked to improving outcomes for all pupils in English Monitor regularly to ensure consistency in the use of Talk4Writing, Big Writing Fridays, SPAG, handwriting, guided reading, class authors, independent reading books and Rainbow Reading Cards Ensure curriculum planning includes cross-curricular and real life purposes for writing, outdoor and indoor writing opportunities in EYFS Develop precision teaching of age related subject specific skills	with KS3 network colleagues to plan CPD English report to Governors Spring 2019 Library re-modelled October 2018 New book stock purchased October 2018 Learning resources shared and evaluated with parents Termly observation of teaching	development of grammar, punctuation and spelling skills Teaching teams feel confident in the teaching of English More pupils are on track to achieve age related expectations by end of year in reading, phonics, GPS and writing Planning demonstrates Teaching and Learning Policy is adhered to Book scrutinies show teaching sequence and talk4writing model implemented. Evidence of the impact of reading and development of vocabulary can be seen in written reflections, reviews, comprehension tasks and other writing Book scrutinies show weekly opportunities for extended Big Writes, GPS opportunities maximised, handwriting progress, higher order reading skills; headlines shared with teaching teams and Governors Pupils are on track to make expected progress in reading and writing English and First Friday scrutinies show real life purposes or cross-curricular links	*outcomes? What impact has Talk4Writing and/or Big Writing had on writing? How do we know? What evidence is there to show this? What % of pupils are on track to meet ARE by the end of the year in reading and writing? Has this % increased since the beginning of the year? Is this progress evident in books?* SLT and Governor Climate Walks *Is Literacy and Maths being taught in the mornings? Is time being used effectively for learning rather than sorting out admin issues? Is learning time lost to behavioural issues?* *Is there a good balance of genres being taught over time? How are higher order reading skills taught? What do children say about their reading experiences? Are lesson objectives clear and in child speak with differentiated success criteria where appropriate? Is Big Writing taught every week? How are children supported in using the features of the genre they are writing in that day? Do First Friday Books show monthly extended opportunities for writing? Are high quality texts used? What impact has this had on writing progress over time?* *Is writing linked to cross-curricular or real life or fantasy themes that engage pupils?* *What impact has this had on writing over time? Has pupils' vocabulary and use of story/non-fiction language improved? Is there evidence in their writing that they are using it?* *What cross-curricular themes are being taught to engage all pupils? How are these being used in literacy? What examples of writing have been done that are linked to the theme? How have boys engaged with the themes? Are there ones*

					that have been more effective at engaging all pupils? Why do you think this is?
3.5 To use embedded assessment and data tracking systems and strategies effectively to raise expectations and ensure progress targets are challenging for all learners	Termly progress tracking sheets are re-designed and shared with all class teachers and T&LAs Target setting meetings to take place in September 2018 Termly progress meetings are held to identify barriers and next steps for all teachers to ensure all children make good and better progress Half termly pupil progress reviews for any learners not making the expected progress towards achievement of targets Continue to develop elicitation tasks to inform subsequent learning and teaching Structured approach to sharing knowledge, best practice, moderating within teams and monitoring outcomes within phase meetings, whole staff meetings and SLT meetings SENDco to ensure robust data analysis and share standards and achievement of specific groups e.g. SEN, PPG, most able, to inform next steps	September 2018 Termly throughout the year	£2000	The use of summative and formative assessment is rigorous and robust Provision is informed by what children already know, where they need to go next and is effective in challenging and supporting pupils at each stage of their learning journey	Standards and achievement analysis reports Target setting meetings Pupil progress meetings Staff Meetings SLT Meetings Moderation meetings Planning / Book scrutinies

TARGET 4	To prepare children at St Lawrence Church of England Primary school to be citizens of modern Britain				
	Actions and Responsibilities	**Deadline**	**Cost**	**Success Criteria**	**Monitoring Evidence**
4.1 To raise the profile of the Christian ethos and make links across the school to all areas of the school life so that self-evaluation indicates outcomes that are good or better	Develop the distinct Christian profile of the school by revisiting and communicating the school's Christian ethos, vision and values so that these underpin all school life Link with another school demonstrating outstanding practice in Spiritual, Moral, Social and Cultural (SMSC) development in order to review practice and enhance our own provision During the transition in clergy at St Lawrence Church explore ways of inviting Christians from the wider community to worship with us and share their living faith Make the school's distinctive Christian character more explicit in the curriculum review as well as in signage and communication around the school	Spring 2019 Spring 2019 Autumn 2018 Autumn 2018	£500	Christian ethos, vision and values so that these underpin all school life and pupils grow confidently and spiritually in this accepting Christian environment St Lawrence's strong Christian ethos inspires and enables pupils to have an unforgettable high quality education where they thrive and are successful Regular opportunities are made to share practice between schools with joint climate walks and pupil surveys	Climate Walk records Pupil and staff perception surveys Governor monitoring reports Pupil monitoring reports *When surveying pupils what is the impact of links with people of different faiths?*

	Broaden pupils' experience of Christianity as a worldwide faith and their encounter with people of other faiths to support their spiritual, moral, social and cultural development	Summer 2019		Visits and visitors to the school provide regular opportunities for children to explore worldwide faith	
4.2 To provide increased opportunities for prayer and reflection during the school day	Create increased opportunities for pupils to engage with Christian values more meaningfully through the use of changing prayer spaces around the school Develop a reflective prayer garden in the outside area Plan and implement a Soul Space Week for access by the whole school and wider community Use assemblies to share different aspects of prayer, styles of praying and resources to support individual and group prayer	Autumn 2018, Spring & Summer 2019 Summer 2019 Autumn 2019 Ongoing	£500	Prayer Spaces are a common feature within the school environment, they change regularly and have high levels of pupil and staff engagement	*Do pupils and staff engage with Prayer Spaces around the school and what impact do these have on SMSC? How frequently do Prayer Spaces change?* Pupil perception surveys
4.3 To increase pupil involvement in planning and leading Collective Worship and faith led activities across the school	Introduce a Pupil Faith team to further enhance the Christian distinctiveness of the school Identify key aspects of the liturgical calendar to link with core values in order to inform collective worship Use pupils in the Faith Team to explore and plan ways in which children can have a more active role in Collective Worship Embed the evaluation of collective worship, involving pupils and governors, to ensure integrity and quality in worship		£200	Collective Worship is interactive, challenging and meets the needs of the whole community Worship plans are strongly based on the liturgical calendar Monitoring visits and assembly plans demonstrate very active involvement of pupils in Collective Worship	*How involved do pupils feel in the daily act of Collective Worship?* Governor monitoring visits Diocesan monitoring visits
4.4 To ensure that children have a clear understanding of British Values and global learning and to understand how they impact on our attitudes and behaviours both in and beyond the school environment	Embed understanding of British Values into the whole school curriculum review so that the teaching of British Values becomes clear and explicit Continue to develop whole school assembly planning that covers the four areas of British Values – democracy, rule of law, individual liberty, mutual respect for and tolerance of those with different faiths Develop further arts projects that use British Values as a stimulus for discussion and exploration	Autumn 2018 Weekly whole school assemblies Summer 2019	£200	Secure teaching of British Values is clearly evident in planning and work scrutiny and in lesson observations Assembly themes will be embedded Into the Collective Worship rolling programme Prominent display is evident in school and on the website	Curriculum plans Pupil perception surveys Staff surveys Work scrutiny Newsletters and website Displays Assembly monitoring

| 4.5 To improve children's awareness and response to local, global and political events | Embed opportunities for children to explore and respond to local, global and political events as part of the planned curriculum and everyday school life

Subscription purchased to The Week Junior and used during guided reading lessons

Plan regular whole school assembles regarding 'real events' and world news

Promote and give opportunities for children to be active citizens, giving their time to projects, causes and charities creatively and willingly | Ongoing throughout the year | £250 | Teachers aware of how to incorporate global and political events into weekly teaching sequences

Discussions with pupils indicate that they are becoming more aware of the wider world

Increased number of responses during Whole School assemblies | Pupil perception surveys

Staff surveys

Work scrutiny

Newsletters and website

Displays

Assembly monitoring |

TARGET 5	**Continue to improve the outcomes for pupils in meeting the phonics threshold so that attainment is above national expectation by July 2019**				
	Actions and Responsibilities	**Deadline**	**Cost**	**Success Criteria**	**Monitoring Evidence**
5.1 Continue with successful phonics provision implemented for 2017-2018 and continue to improve outcomes for all children achieving the phonics threshold at the end of Year 1 so that it is at least in line with national by 2019	Embed resources and methods introduced in 2017-2018 to further develop the teaching of writing and phonics areas inside and out to promote the constant development and reinforcement of skills across the curriculum

Ensure the Phonics Policy is followed with a consistent, daily approach that is visual and interactive to support all learners. Plan interventions for children falling behind, daily, on top of two whole class sessions in EYFS and Year 1

Embed reading buddies for pupils in Year 1 to provide weekly reinforcement of phonics application in context
Timetable use of the library and additional teaching areas to ensure phonics teaching and interventions are effectively differentiated and scheduling prioritised

Undertake a phonics baseline for pupils in EYFS and Year 1 at the start of the Autumn Term and use the data to inform planning and differentiation. Track individual progress on a monthly basis

Develop materials to support parents in reinforcing the use of phonics with their children at home | INSET September 2018

Peer observation, phase meetings and shared planning Autumn 2018
Autumn 2018

Spring 2018 | £500 | EYFS and Year1 staff feel confident in teaching phonics. Good practice is shared with colleagues across the school in order to support pupils who have not yet met the phonics standard.

Lesson observations of phonics show children on track match assessments and children are applying their phonics knowledge when writing

The percentage of pupils in Year 1 on track to meet phonics threshold is at least in-line with the national outcome for 2018 | EYFS and Year 1 phonics climate walks, lesson observations, learning study reports and learning scrutiny

How many pupils are on track to pass the Y1 phonics screen? Do lesson observations show the % of children on track match the assessments? Are there any pupils who are on the cusp of passing? What is being done to support them to become more secure in their phonics knowledge? What phonics interventions are taking place? What has been done to support the EYFS and Key Stage 1 staff to feel more confident in the teaching of phonics? |

		Deadline	Cost	Success Criteria	Monitoring Evidence
5.2 Build on good phonics grounding in EYFS 2017-2018, with additional phonics support for boys moving into Y1 2018-2019 who have speech and language difficulties	Analyse data to identify boys moving into Y1 who have identified speech and language needs Plan interventions to support target group with additional provision Develop practical, visual resources that	Review phonics intervention half termly Purchase additional resources Autumn 20918	£100	Children with speech and language difficulties are supported to gain rapid and secure knowledge of phonics in Year 1 Half termly tracking grids indicate attainment is on-track to be at age expectation, in-line with national by the end of Year 1 Parents and carers report that they have resources and understanding to support their children with phonics practice at home	Half termly phonics tracking data analysis Provision mapping and closing the gaps report analysis Planning and Book scrutiny evaluations Termly standards and achievement report (including closing the gaps analysis)
5.3 Provide targeted support to those in Year 2 who have not yet met the phonics standard in order to narrow the gender difference and ensure attainment is in-line with national expectations	Autumn term booster groups of children are identified to support disadvantaged children's accelerated phonics skills within half termly provision mapping Target setting and pupil progress meetings to make clear key groups of pupils to accelerate to achieve the expected standard by the end of Year 2 Differentiated phonics groups commence immediately during the first half of the autumn term Half termly tracking of children's progress in phonics across Year 2 Phonics parent and carer workshops planned and delivered to target the parents and carers of those who have not yet met the phonics standard	July 2019	£500	Disadvantaged children are supported to gain rapid and secure knowledge of phonics The attainment gap between boys and girls in phonics is narrowed by the end of Key Stage 1 Half termly tracking grids indicate attainment is on-track to be at age expectation, in-line with national by the end of Key Stage 1	Half termly phonics tracking data analysis Provision mapping and closing the gaps report analysis Planning and Book scrutiny evaluations Termly standards and achievement report (including closing the gaps analysis) Parent and Carer Workshop evaluations

TARGET 6	**Raise standards in EYFS and across Key Stage 1 so that all children achieve and make good progress which meets the school's high expectations of all learners**				
		Deadline	**Deadline**	**Cost**	**Success Criteria**	**Monitoring Evidence**
6.1 Continue to improve the quality of provision and outcomes in the teaching of Early Years Foundation	Timetable planning and shared observation opportunities between teaching team to ensure consistency of provision Develop the use of baseline and on-going assessments, including those by parents, to inform the planning of activities so that children are extended and challenged, especially in independent tasks and areas of need are identified early	Baseline assessments completed by end of September 2018	£2500	Climate walks demonstrate that EYFS is a happy, fun place to be where high expectations for all pupils lead to the development of resilient, high attaining learners Lesson observations and climate walks demonstrate evidence of engaging	Headlines and targets shared with Governors in Headteacher report EYFS climate walks, lesson observations, lesson study reports and learning scrutiny *Have baseline assessments been completed by end of September 2018 and*

Stage so that the marked improvements in outcomes since 2016 are sustained and the percentage of pupils achieving a Good Level of Development (GLD) is above national outcomes and narrow the gender gap by raising achievement of boys still further to a level above rather than in-line with national GLD	Embed the use of Tapestry to record, track and monitor attainment and progress. Use the on-line system to record on-going observations and assessments giving opportunities for parents/carers to contribute to the development of individual assessment profiles Review and evaluate adult talk to promote high achievement for boys across the curriculum. Further develop the curriculum to engage boys and promote dialogues with pupils and parents that target progress and specific skill development. Ensure resources reflect interests of the boys Attend termly EYFS Consortium network meeting and book visits to see other EYFS provision Autumn 2018and Spring 2019 to develop practice Develop the indoor and outdoor curriculum and environment to maximise the use of print and number. Provide early, frequent opportunities for number, reading and writing development in children's play, especially for boys	Subscribe to Tapestry Autumn 2018 Communicate with parents about the use of Tapestry Autumn 2018 Data tracked during half-termly Learning Standards Meeting		themes and exciting hooks being used to stimulate thinking and high quality talk Targets set show equally high expectations for boys and girls – all pupils should be on track to achieve age related expectations unless SEND needs are identified Tracking grid demonstrates an above average number of pupils, both boys and girls, are on track to attain age related expectations and 100% are making expected progress	*analysed by the end of the first half term 2018? Have areas of pupil need been identified and what is being done about it? How can we support all pupils to attain ARE by the end of the year? How are the staff in the EYFS finding the tracking of data? How is learning shared with parents?* *Are there opportunities for pupils to practice reading, writing and counting outside? Do all pupils engage with these activities? If not, what can we do to make the activities more inviting? Are they linked to an on-going theme that excites the pupils? Are there real reasons for pupils to read, write and count?* *Are expectations high for boys? Is there a consistent learning experience for boys and girls? Are any gender stereotypes challenged immediately?*
6.2 Develop provision in KS1 that ensures the gender difference between boys and girls attainment in writing and maths is narrowed and attainment of boys is at least in-line with national for those achieving at an expected level	Review the curriculum offer and approach in EYFS and KS1 to ensure expectations for boys are sufficiently high Review resources, hooks and real-life experiences to ensure that they motivate and engage boys as well as girls Through training, staff meetings and monitoring work place an emphasis on the 3Cs – ensuring Consistency, building Confidence and reinforcing Core skills when teaching across the EYFS and KS1 curriculum Ensure adult language of instruction, praise and feedback is of equal effectiveness to boys and girls and has a positive impact on attainment Provide role-models for boys from older peers, members of the community and the wider public profile. Share stories of success and provide opportunities for reflection and goal-setting	Autumn 2018 Ongoing throughout the year Spring 2019	£250	Curriculum provision maps, long and short term plans indicate careful consideration of the needs and interests of boys are met Lesson observations and climate walks demonstrate evidence of engaging themes and exciting hooks being used to stimulate thinking and high quality outcomes Timetables and climate walks indicate a strong focus on reinforcement of the 3Cs ensuring Consistency, building Confidence and reinforcing Core skills in reading, writing and mathematics across the curriculum Learning Standards Meetings and monitoring tasks indicate the gap in attainment between boys and girls has been reduced	Standards and achievement analysis reports Target setting meetings Learning Standards Meetings Staff Meetings SLT Meetings Moderation meetings Planning / Book scrutinies Climate Walks Pupil surveys

6.3 Increase the level of challenge for more-able children in KS1 so that the percentage of girls achieving greater depth is at least in-line with national in reading and a greater percentage of boys achieve greater depth in mathematics so that the gender difference in attainment is narrowed	Focused CPD on challenge across the curriculum with a particular focus on the use of higher order thinking strategies Moderation to include a focus on standards and expectations of children working at Greater Depth Review range of books available for all pupils but particularly more-able girls to ensure that they have a high level of challenge and promote the development of vocabulary Develop Guided Reading sessions in KS1 that target the development of higher order comprehension skills Embed use of White Rose planning structures across KS1 to support differentiated planning and challenge for the more-able pupils Develop use of practical, problem solving opportunities to promote challenge for all pupils but particularly more-able boys Learning Standards Meetings used to track the progress of more-able pupils and target interventions that ensure mastery of skills	Autumn 2018 and Spring 2019 Spring 2019 Spring 2019 Autumn 2018 Autumn 2018 Ongoing	£250	Planning, lesson observations and book scrutinies show evidence of teaching sequences that provide high quality modelling and opportunities for children to develop and apply high level skills across the curriculum The use of high quality talk in the classroom promotes the development of mastery across the curriculum Learning Standards Meetings and monitoring tasks indicate the gap in attainment between more-able boys and girls has been reduced and attainment is at least in-line with national expectation	Work and planning scrutinies Lesson observations Data tracking records and Learning Standards Meetings Pupil surveys Peer observation records *What % of pupils are on track to attain greater depth by end of year? Has this % increased since the beginning of the year? Why? What lessons have been learnt and how can this new knowledge be applied to all teaching?*
6.4 Maintain the performance of disadvantaged pupils in mathematics through KS1 and continue to ensure they are given support to attain at a similar level in reading and writing	Mathematics Subject Leader to attend White Rose training to embed use of bar modelling and disseminate training to all teaching teams Embed use of White Rose planning structures across KS1 to support differentiated planning for the SEND and disadvantaged pupils offering challenge at an appropriate level for all Develop use of practical, problem solving opportunities to promote challenge for all pupils and put learning in a meaningful, useful context Learning Standards Meetings used to track the progress of SEND and disadvantaged pupils and target interventions that ensure development of mathematical skills that systematically build upon prior knowledge	September 2018 Autumn 2018 Autumn 2018 Ongoing	£750	The percentage of disadvantaged children achieving age related expectation and greater depth in mathematics, at the end of KS1, compares favourably with national averages Learning Standards Meetings and monitoring tasks indicate the gap in attainment, for disadvantaged pupils, between mathematics and English been reduced Lesson observations and climate walks demonstrate evidence of engaged learners and skilled, immediate feedback resulting in good progress for all pupils	Learning Standard Meeting Tracking Grids Lesson Observations Climate Walks Work and planning scrutinies Pupil surveys

TARGET 7	Raise standards in English and Mathematics across Key Stage 2 so that all children achieve and make good progress which meets the school's high expectations of all learners				
	Actions and Responsibilities	**Deadline**	**Cost**	**Success Criteria**	**Monitoring Evidence**
7.1 By the end of KS2 ensure overall outcomes for reading, writing and maths are above national at the expected standard and Reading, Writing and Mathematics (RWM) combined show a continued improvement and remain above national	Deliver staff training that ensures all members of the teaching team, teachers and Teaching and Learning Assistants, are aware of age related expectations for all year groups and that they use assessment data to plan teaching which challenges pupils at all levels Use data tracking system for recording the attainment and achievement of pupils on a half-termly basis and ensure all teachers can identify pupils with good attainment and those whose attainment needs to be targeted for improvement Provide staff training which promotes high levels of subject knowledge and pedagogy and facilitates teaching that uses a range of teaching strategies to promote deep understanding and mastery across the curriculum using active Kagan approaches, exciting learning hooks and real life challenges Use Key Stage Two and Three transition project with Thomas Lord Audley School to continue to share good practice with primary and secondary mathematics/English teachers Work with the Local Authority and Tiptree and Stanway Consortium to share good practice established across schools in order to promote high levels of achievement for pupils entitled to Pupil Premium Funding by providing resources, delivering training/workshops and sharing staff, as required Embed a strong participating link with The Tiptree and Stanway Consortium SEND Network in order to learn from and share good practice in partnership with others	Embed ethos through all actions of the SLT INSET September 2018 Head teacher to share expectations Half-termly Learning Standards Meetings Termly lesson observations and regular lesson drop-ins All INSET and staff training both in school and across schools to be effectively planned and reviewed	£2000	Tracking grids for Learning Standards Meetings completed before meeting at end of every half term Actions identified and pupil progress review forms completed during Learning Standards meeting by end of every half term by SLT As they move through the school, all groups of pupils, including pupils eligible for the pupil premium, make excellent gains from their low starting points. The Year 6 test results show that the proportions of pupils making and exceeding expected progress in Key Stage 2 is above average. A high proportion of pupils do better than expected in reading, writing and mathematics across the school Tracking grids show more pupils on track to attain targets than at the beginning of the year	Governors have a clear understanding of data and current headlines School Performance Data, Analyse School Performance (ASP), DfE Data Comparison and termly minutes following consultant and Schools Excellence Commissioner visits shared with Governors *What % of pupils are on track to meet age related expectation by end of year? Has this % increased since the beginning of the year? Why?*
7.2 Raise attainment in EGPS so that it is above national by the end	Provide a range of collaborative working opportunities with colleagues in and across schools to ensure class teachers are involved, as middle leaders, in driving standards up standards in EGPS and writing	School Monitoring Timetable shared at the start of	£1500	Consistently high levels of achievement will be evident in lessons and in pupils' written work	Governors to receive tracking updates for every year group and headlines of action needed at end of every term and key headlines shared in termly Head teacher report to Governors

of KS2 for those working at both the expected and higher standard and ensure that more - able boys can apply this knowledge to their writing so that a greater percentage achieve the higher standard in writing	Embed collective accountability and responsibility by sharing good practice in the teaching of writing, ensuring ownership of data and analysis through Learning Standards tracking form, delivery of quality first teaching, management of SEND and differentiation within their class Share regularly and rigorously feedback from monitoring activities in English to ensure good practice is disseminated and inconsistency tackled immediately Standards data and intervention tracking grids prior to Learning Standards Meetings in order to maximise reflection and evaluation of practice Class teachers to establish strong dialogues with parents in order to promote positive learning conversations and home partnership with home learning tasks that provide opportunities to practice the application of grammar, punctuation and spelling skills	the Academic Year 2018-2098 and reviewed termly CPD and feedback at planned staff meetings throughout the year and if more appropriate individually following all monitoring tasks Half termly coaching support through a learning study model		Strong and accurate use of grammar in pupil speech and writing will be clearly evident Presentation in books and displays reflects adult and pupil pride in learning and expectations are consistently high Teacher subject knowledge is good and evident throughout observations Progress is accelerated and as a result this is reflected in improving attainment data	*What % of pupils are making at least good progress since the start of the year? What is being done so that pupils who are just behind make accelerated progress? If there is a large number of pupils behind in one class, are there any general barriers to learning? How are pupils with SEN and those entitled to Pupil Premium being helped to access the curriculum?*

7.3 Ensure that more-able pupils make good progress in mathematics so that attainment is at greater depth for a higher percentage than national by the end of KS2 in 2019	Provision mapping to target identification and provision of most able learners through booster groups for three mornings per week Set challenging yet achievable target setting for all pupils to take place at the commencement of the academic year with regular monitoring by SLT Focused CPD led by subject leader on challenge across the mathematics curriculum with a particular emphasis on the use of higher order thinking strategies and mastery Middle Management CPD to focus on assessment and standards across KS2 Enrichment activities target more-able mathematicians	Deploy staff to lead booster groups Targets set September 2018 Intervention groups identified September 2018 and tracked regularly	£2000	The percentage of pupils achieving above age related expectations at the end of KS2 compares favourably with national averages Tracking grids show more pupils on track to attain higher targets than at the beginning of the year Presentation in books and displays reflects adult and pupil pride in learning, expectations are consistently high During lesson observations and work scrutinies it is clear that more-able mathematicians are working confidently, competently at the higher levels and applying excellent reasoning and justification skills to their work	Half termly tracking data Closing the gaps report analysis Planning and book scrutiny evaluations CPD impact evaluations Lesson observations Pupil surveys
7.4 Raise the attainment of girls in reading, writing and mathematics and the attainment of more-able boys in EGPS and writing in order to narrow the attainment gap at the end of KS2	Review the curriculum offer and approach in KS2 to ensure expectations for girls are sufficiently high across all subjects and for more-able boys in writing Provide a range of collaborative working opportunities and embed collective accountability and responsibility with colleagues in and across schools to ensure class teachers are involved, as middle leaders, in driving standards up standards that narrow the gender gap in all subjects Share regularly and rigorously feedback from monitoring activities to ensure good practice is disseminated and inconsistency tackled immediately Governors will regularly monitor and hold the Head teacher to account for standards of achievement across the school Embed the practice of class teachers completing learning standards data and intervention tracking grids prior to Learning Standards Meetings in order to maximise reflection and evaluation of practice particularly in relation to narrowing the gender gap Class teachers to establish strong dialogues with parents in order to promote positive learning conversations and home partnership that relate to high achievement for all that is not gender dependent	Constantly through dialogue and actions with staff, pupils and parents Feedback at planned staff meetings throughout the year and if more appropriate individually following all monitoring tasks Half termly coaching support through a	£1500	Curriculum provision maps, long and short term plans indicate careful consideration of the needs and interests of girls and boys are met Consistently high levels of achievement will be evident in lessons and in pupils' work; girls and boys Pupils will be well prepared for their next stage of education with a firmly embedded ability to work independently, evaluate their own learning and demonstrate a life-long desire to learn Presentation in books and displays reflects adult and pupil pride in learning, expectations are consistently high Learning Standards Meetings and monitoring tasks indicate the gap in attainment between boys and girls has been reduced	Governors to receive tracking updates for every year group, boys and girls and headlines of action needed at end of every term and key headlines shared in termly Head teacher report to Governors *What % of pupils are making at least good progress since the start of the year? What is being done so that pupils who are just behind make accelerated progress? If there is a large number of pupils behind in one class, are there any general barriers to learning? How are girls and boys being helped to access targeted areas of the curriculum?* *How are pupils with SEN and those entitled to Pupil Premium being helped to access the curriculum?* *Have the Learning Standards tracking grids been completed? Did teachers find the process useful? How?*

		learning study model			
7.5 Increase attainment in science so that is above the national average by the end of KS2	Review resources and teaching materials to support delivery of the science curriculum and use CPD to increase subject knowledge across the school Provide specialist whole class teaching of science in Upper Key Stage 2 Ensure collaborative investigations are planned regularly so that skills and knowledge can be applied and transferred within a real context. Embed links with the mathematics and English curriculum through planning	Curriculum review Spring 2019 Autumn 2018, Spring and Summer 2019	£4000	During lesson observations science resources and curriculum planning is practical, based on real life experiences and promotes transference of skills and knowledge	Lesson observations Pupil surveys *What % of pupils are on track to meet age related expectation by end of year? Has this % increased since the beginning of the year? Why? What % of pupils are making at least good progress since the start of the year? What is being done so that pupils who are just behind make accelerated progress?*

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