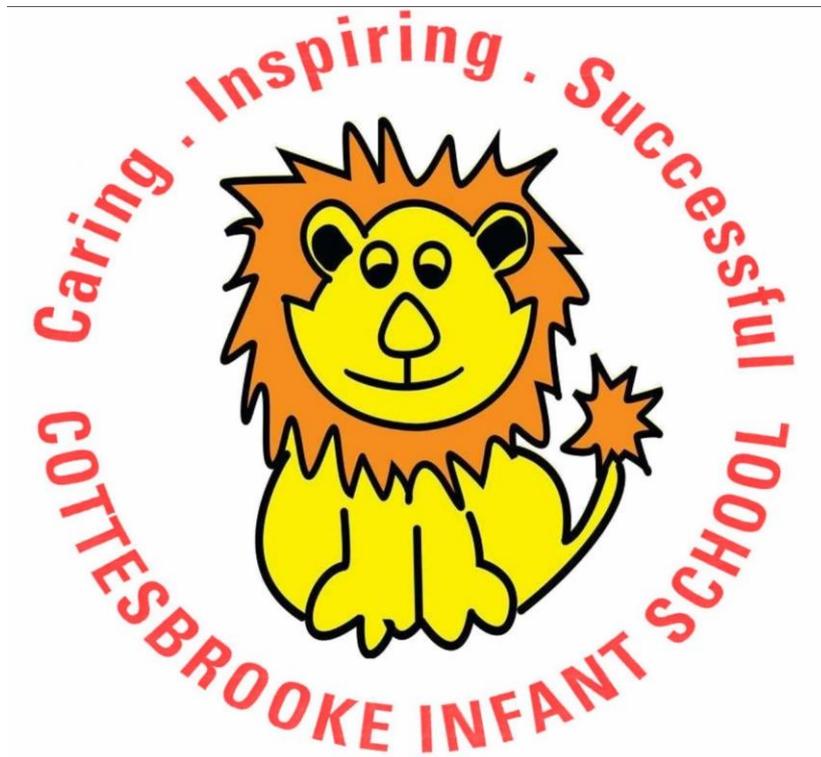


Cottesbrooke Infant & Nursery School

School Development Plan

2018/19



330/2299

- 1. Strategic Plan 2015 - 2020**
- 2. Review of 2017/18 Aims**
- 3. Context for School Improvement**
- 4. Priorities 2018/19**
- 5. Plans for Priority Areas**

Cottesbrooke Infant & Nursery School

Vision Statement

Our aim is to provide a Caring, Inspiring, Nurturing and Successful school.

In doing so we will strive to develop positive life skills for everyone to enjoy taking an active and effective role in our changing world.

Strategic Plan 2018 – 2023

The strategic plan is a long-term plan, extending over a period of 5 years, from 2018-2023. It sets out the school's vision, values and long-term strategic priorities. It is aimed at the key stakeholders in the school; children and their parents, staff, governors and other stakeholders. The plan will be reviewed annually at the first Governing Body meeting of the school year. It will be revised every 3 years, whilst maintaining a long-term perspective, extending over 5 years.

Priorities	What will this look like?
Strengthen involvement between the school, parents and community	<ul style="list-style-type: none"> • Develop opportunities to engage with parents • Listen, respond and inform with timely and effective means of communication • Strengthen engagement between the school and other local settings
Improve the quality of teaching so that it meets the needs of all learners	<ul style="list-style-type: none"> • Engaged learners who thrive and attain • Learners who are challenged • Staff feel confident in sharing practice and are self-reflective • Robust performance management
To ensure children make and exceed expected progress	<ul style="list-style-type: none"> • All groups of children achieve including most able children, special educational needs/ disability, children with a first language other than English • Disadvantaged children perform as well as their peers • Regularly monitor and evaluate pupil progress data to ascertain whether all students make rapid and sustained progress
School is well led and managed with all levels of leadership being effective including strong governance	<ul style="list-style-type: none"> • Develop efficient and effective processes for the governing body to support and monitor the Leadership Team. • School leadership at all levels are confident in leading, monitoring and challenging • Planned succession of governors and leadership
Continue strong financial management	<ul style="list-style-type: none"> • Oversee, monitor and implement strong financial control • Investigate and develop alternative funding streams • Ensure robust strategies are in place that mitigate potential financial difficulties
Develop the curriculum further	<ul style="list-style-type: none"> • Provide a broad and balanced curriculum that is relevant to our children • Spiritual, moral, social, cultural elements(SMSC) virtues and values throughout the curriculum supporting social skills and a positive attitude to learning
Continue to be an employer of choice	<ul style="list-style-type: none"> • Strong commitment to personal and professional development through personalised training • Strong commitment to the health, welfare and safeguarding of our staff • Commitment to favourable terms and conditions
All children are safe and know how to keep themselves safe	<ul style="list-style-type: none"> • Maintain and improve robust safeguarding procedures • Become a UNICEF Rights Respecting school • No one feels like an outsider irrespective of gender, age, disability, race/nationality, religion, gender identity or sexual orientation • Ongoing cycle of training relating to all areas of safeguarding • Parents bring their children to school every possible day

2. Review of 2016/17 Aims:

Aim 1 To raise pupil achievement and standards throughout the school

EYFS

There continues to be progress in the percentage of pupils reaching age related expectations at the end of EYFS compared to their entry baseline. The percentage of children reaching a Good Level of Development (GLD) is 72% which is higher than last year's school result (69%) and in line with the National Figure for 2017/18 of 72%. Teacher assessment at the start of reception showed that children's attainment on entry was as low as the previous year meaning that they have made greater progress. There is a significantly large gap between boys (59%) and girls (85%) mainly due to the number of boys with significant barriers to learning but a reversed gap between children eligible for pupil premium (75%) and their peers (72%).

Reception Working At or Above Age Related Expectation Final Data	
Group	Combined GLD Aspects of learning [2017 school] (National 2017)
All	72% [69%] (72% 2018 national)
Boys	59% [61%] (64%)
Girls	85% [78%] (78%)
Disadvantaged	75% [65%] (56%)
Other	72% [71%] (73%)

GLD (Good Level of Development)

GLD include all Aspects of Learning apart from Understanding the World and Art & Design

Phonics Screening

The 2018 Year 1 children achieved broadly in line with national figures in the Phonics Screening Check with 80% of children passing this year. The National figure has risen to 83%. Boys achieved less well than girls in the screening check (77% boys, 83% girls) however the gap between them is smaller than the national gap of -7%. Disadvantaged children achieved less well in comparison with their peers (76% dis 82% non) however the gap between the two groups is much narrower than the 2017 national gap of -15%.

Following the Year 2 phonic screening results, all but three children in Year 2 passed. The combined figures mean that as a year group 94% of Year 2 reached the required standard. Boys achieved better than girls in the screening check results combined (98% boys, 96% girls) and disadvantaged children achieved better in comparison with their peers (100% dis 96% non).

End of KS1

Overall end of KS1 results have remained in line with last year's results with the exception of maths and greater depth in all subjects which is lower. The school has not been formally moderated by the authority although interschool has taken place. Boys and girls achieve almost equally except in maths greater depth where boys exceed. Disadvantaged pupils achieved better than their peers and the national figure in writing and with greater depth in maths.

KS1 Final 2018 Data for Expected or better			
Group	Reading [Greater Depth] School (National 2017)	Writing [Greater Depth] School (National 2017)	Maths [Greater Depth] School (National 2017)
All	71% [13%] (75% [26%] 2018)	66% [7%] (70% [16%] 2018)	65% [12%] (76% [22%] 2018)
Boys	71% [12%] (71% [22%])	66% [7%] (62% [11%])	66% [17%] (74% [22%])
Girls	71% [15%] (80% [29%])	67% [6%] (75% [20%])	65% [8%] (76% [19%])
Disadvantaged (national FSM)	67% [25%] (61% [13%])	75% [8%] (52% [7%])	50% [25%] (60% [10%])
Other (national not FSM)	71% [12%] (81% [27%])	65% [6%] (71% [17%])	68% [10%] (78% [22%])

Aim 2 To continue to improve the quality of teaching, learning and assessment throughout the school

Work scrutiny and learning walks have been used to measure the quality of teaching throughout school, as have formal observations. They show a good level of progress and quality work throughout the school. Teachers have been given individual feedback but are no longer formally graded. In formal lesson observations the staff continue to highlight where they think they are as teachers so that practice develops. However, there are inconsistencies in different subjects and in different classes regarding the level of challenge despite training on challenge and it being a high focus.

The deputy head teacher continued to support our Newly Qualified Teacher through a programme of support including coaching and mentoring and she began to develop a continuing professional development programme to support post NQTs and all staff which includes observation and shadowing.

The Target Tracker assessment system is well embedded and staff are using it to target gaps in children's understanding and attainment. However, a number of changes in staffing in Year 2 throughout the year have possibly affected the amount of progress the children have made in that year group. Further investigation of those children who didn't achieve as expected often have mitigating circumstances, for example extended trips abroad or family acrimony.

Aim 3 To continue to develop the quality of leadership and management across the school

The school continues to form links with and work with a variety of other settings to improve our own practice and develop and support theirs. Part of this has been the BEP peer to peer review process.

Teacher's performance management targets continue to be directly related to pupil progress.

A number of governors have met with their subject leader buddies throughout the year and members of SLT have presented to governors on matters such as SEND, safeguarding and pupil premium.

A number of governors have attended various governor training and fed back in order to strengthen practice on the governing body.

There has been a change in leadership through the year in KS1 and Inclusion which has led to some short term instability. With the resignation of the EYFS leader and KS1 leader development of a new leadership team is priority.

Aim 4 To promote behaviour and welfare of children including attendance

Attendance is lower than 2016/17, with the final whole school figure 94.6% and the KS1 figure 95.3% although the KS1 pupil premium children are higher than national.

Throughout the autumn and beginning of spring terms attendance was on track to exceed 96% but a chicken pox epidemic and higher than usual unauthorised holidays and Eid affected the final figure.

Attendance to 2017/18		
Group	Whole school %	KS1 % (national primary %)
All	94.6	95.3 (96)
Boys	94.6	95.6 (96)
Girls	94.7	95 (96.1)
Disadvantaged	93.8	94.8 (94.6)
Other	95	95.5 (96.5)
Disadvantaged Boys	93.2	94.3
Disadvantaged Girls	94.8	95.4

Persistent absentees (children whose attendance is less than 90%) is 12% whole school, 8.9% KS1 only (national primary 8.8%).

Safeguarding remains high on the agenda with the safeguarding team continuing to meet fortnightly to discuss cases and share the workload of the referrals made by staff.

1. Context for School Improvement:

Overall School Profile

Attainment at the end of EYFS has improved on last year's Good Level of Development (GLD) figure.

GLD

2013	2014	2015	2016	2017	2018
44.4%	57.3%	65.6%	64.8%	69%	72%

The Phonics Screening check results continue to maintain and is around the national figure of 83%.

Phonics Passes

	2012	2013	2014	2015	2016	2017	2018
Year 1	51.1%	61.1%	51.7%	81.1%	72%	84%	80%
Year 2	NA	91.7%	92.0%	86.5%	93%	86%	94%

Key Stage 1

Provisional national figures for end of KS1 data has been released. The results show that the attainment of KS1 is lower than national averages and compared to last year's data, shows particular decline in maths and greater depth.

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	School figures 2016		School figures 2017		School figures 2018		National figures 2017	
	At or greater	Greater	At or greater	Greater	At or greater	Greater	At or greater	Greater
Reading	65%	17%	71%	26%	71%	13%	75%	26%
Writing	57%	12%	69%	21%	66%	7%	70%	16%
Maths	63%	11%	72%	20%	65%	12%	76%	22%
Science	65%		89%		83%		83%	

School Demographics

General demographics of the school are changing. There has been a fall in the number of White UK heritage children for the sixth year. This year has seen the most substantial decrease. Pakistani heritage children remain the largest single group for the second year although the number overall is maintaining. Mixed heritage is maintaining. This group contain a combination of number of different ethnic groups including White and Black Caribbean (4.2%), White and Black African (0.3%), White and Pakistani (6.5%), Asian and Black (0.3%) and Other Mixed Background (0.8%). White Eastern European has been the biggest increase.

School Demographics	2014 (%)	2015 (%)	2016 (%)	2017 (%)	2018 (%)	Ethnic Group % of Roll	2014	2015	2016	2017	2018
Boys	47.4	48	47	50	52	African/Caribbean	2.2	3.9	2.6	4.8	
Girls	52.6	52	53	50	49	Bangladeshi	3.3	2.2	1.9	3.6	3.9
LAC (No on roll)	0	1	2	2	1	Chinese	0	0	0	0	0.6
FSM	31.5	27.5	21.1	22	23	Indian	7.8	4.7	7.1	7.6	6.8
EAL	39.4	30.7	23	29	31	Mixed Heritage	9.4	8.1	11	14.8	14.2
Pupil Premium	38.5	35.3	31	27	33	Pakistani	30.6	33	32	29.9	29.9
SEN % of Roll	14.8	18.2	14.7	16	9.7	White UK	40.6	35.2	33	29.5	23.6
EHC	0.7	0.7	2	1.2	0.3	White E European	NA	NA	5.3	4.4	8.4
						Other Asian	3.3	2.2	3.4	2.4	2.8
						Other Ethnic Group	1.1	1.1	2	1	1.6
						Not Known/Refused	1.7	2.2	1.9	2	1.2
						Somali					2.9
						African other					1.5
						Caribbean					2.6

OFSTED Inspection Report

The school was inspected as part of a Section 8 short inspection in February 2017 and remains a Good school. The letter that was written by Her Majesty's Inspector included Next Steps for the School rather than action points that would be in a full section 5 report. These are addressed as part of the School Development Plan and are:

Next steps for the school

Leaders and those responsible for governance should ensure that they:

- continue to focus on improving teaching so that, in all lessons, teachers set work that presents pupils with a sufficient level of challenge to extend their learning and deepen their understanding
- build on the good outcomes in the early years by making sure that all of the children who achieve a good level of development at the end of Reception Year go on to reach or exceed age-related standards in reading, writing and, particularly, in mathematics, by the end of Year 2
- build on the strong relationships established with parents, carers and families to further reduce persistent absenteeism

It remains the responsibility of all staff to become actively involved in delivering the School Development Plan and working towards raising standards in basic skills.

4. Priorities:

1. To raise pupil achievement and standards throughout the school with a particular focus on Mathematics
2. To continue to improve the quality of teaching, learning and assessment throughout the school with a particular focus on challenge
3. To continue to develop the quality of leadership and management across the school with a particular focus on the SLT
4. To promote behaviour and welfare of children with a particular focus on attendance

5. Maintenance Plans (see separate plans)

- Early Years Foundation Stage
- Reading
- Writing
- Maths
- Science
- Computing
- Creative Arts (Art/Design Technology/Display)
- Music
- PE
- Humanities (Geography/History)
- RE/Spiritual, Moral and Cultural Development
- Personal, Social and Health Education
- KS1
- Inclusion

Cottesbrooke Infant & Nursery School

School review and evaluation cycle

Autumn Term 2018

	September	October	November	December
Performance Appraisal	Close and Moderation of support staff appraisal targets	Set appraisal targets for teachers.	Appraisal targets for support staff set	
Monitoring of Teaching		Learning walk	all teachers lesson observation	Pupil Voice
Scrutiny of Work	Planning/ all subjects	Planning/ maths	Planning/ writing	Planning/ science, topic
Learning Environment monitoring	Learning walk		Learning walk	
Assessment & Data Analysis	Whole school data	Moderation Pupil Progress Reviews		Moderation
School Data Analysis	Phonics screening/ EYFS/KS1		ASP	
Inclusion			ILP reviews	
Subject Leaders planning and evaluations	Set subject plans			Review plans
SDP, review and evaluations	SDP Published Present to Staff and implement			Review SDP progress
Governors	HT appraisal review	Governors Walkabout	Buddy Meetings	Directors AGM
Other Stakeholders	Reception homework meeting	Parental consultations/ questionnaires	Parent Workshop	

Head/Deputy	Senior Management Team	Senior Leadership Team	Subject Leaders	Inclusion	Governors
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Cottesbrooke Infant & Nursery School

School review and evaluation cycle

Spring Term 2019

	January	February	March	April
Performance Appraisal		Teacher's Midpoint reviews	Support staff midpoint reviews	
Monitoring of Teaching		Pupil Voice	All teachers Lesson Observation	
Scrutiny of Work	Planning/Maths	Planning/ writing	Planning/ Science/topic	Reading/ phonics records/planning
Learning Environment monitoring	Learning walk			Learning Walk
Assessment & Data Analysis	Pupil Progress Reviews	Moderation	Pupil Progress Reviews	Moderation Phonics screening mock
School Data Analysis	Previous term data			
Inclusion		ILP reviews	ILP reviews	
Subject Leaders planning and evaluations	Monitor plans in action	Monitor plans in action	Review maintenance plans with HT	
SDP, review and evaluations			SEF	Monitor plans in action
Governors	HT walkabout SDP planning/review meeting	Buddy visits (core/phase)	Buddy visits (core/phase)	
Other Stakeholders	Parent Workshop KS1	Parents Evening	EYFS parent workshop in classes	Y2 Test parent meeting Y1 phonics meeting

Head/Deputy	Senior Management Team	Senior Leadership Team	Subject Leaders	Inclusion	Governors
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Cottesbrooke Infant & Nursery School

School review and evaluation cycle

Summer Term 2019

	April	May	June	July
Performance Appraisal				Support Staff final review
Monitoring of Teaching		Pupil voice	All Teacher Lesson Observations	
Scrutiny of Work		maths/ writing	Planning/ science	Planning/ topic
Learning Environment monitoring				
Assessment & Data Analysis	Analysis of previous terms data whole school Pupil Progress Reviews	Moderation	Moderation	Pupil Progress Reviews
School Data Analysis		Year 2 Tests	Phonics screening results EYFS results	End of year data analysis
Inclusion			ILP Reviews	ILP reviews
Subject Leaders planning and evaluations		Identify priority areas for plans		Produce action plan
SDP, review and evaluations			Review of governor action plan	SDP areas identified
Governors		Head Teacher Walkabout	Buddy visits	
Other Stakeholders		Reception parent workshop		Pupil reports sent home Parents Evening

Head/Deputy	Senior Management Team	Senior Leadership Team	Subject Leaders	Inclusion	Governors
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Key to Highlighting

- Completed actions are highlighted **green**
- Ongoing actions are highlighted **yellow**
- Actions that will not be completed/ there has been a change in practice are highlighted **blue**
- Actions that will not be completed/ there are barriers are highlighted **red**
- Actions without highlighting are yet to be completed

Key to Acronyms Used

Acronym	Term	Acronym	Term
HT	Head Teacher	CoG	Chair of Governors
DHT	Deputy Head Teacher	SENCO	Special Educational Needs Co-ordinator
EYFS	Early Years Foundation Stage	KS1	Key Stage 1
SLM	Senior Learning Mentor	ST	Safeguarding Team – HT, DHT, SLM
SMT	Senior Management Team – HT, DHT, KS1 Leader, EYFS Leader, IL	SLT	Senior Leadership Team – HT, DHT, KS1 Leader, EYFS Leader, Maths Standards Leader, English Standards Leader
GB	Governing Body	PP	Pupil Premium
SL	Subject Leader	T&L	Teaching and Learning
MAC	Most Able Children	ILP	Individual Learning Plan
CoBS	City of Birmingham School (behaviour support)	DSL	Designated Safeguarding Lead (including Deputy DSL)
KCSIE	Keeping Children Safe in Education document	SBM	School Business Manager

AIM 1: To raise pupil achievement and standards throughout the school with a particular focus on Mathematics

Objective: Outcomes for pupils we want/need	Actions: Tasks/processes we need to complete in order to achieve outcomes	Lead: Who is responsible?	Time scale: Key dates – review (r)		Success Criteria:	Monitoring: Systems for monitoring work	Progress and Impact related to Success Criteria:
			Start	Finish			
Raise the attainment of maths at the end of KS1 so that it is closer to national figures	<ol style="list-style-type: none"> 1. Review maths mastery – is it working? look for further training opportunities 2. Release time and support for maths lead to monitor subject and support staff 3. Regular catch up sessions for children 4. Weekly SATs type question 5. Parent workshops to demonstrate methods 6. Trial setting in Year 2 for maths 	SLT	Sept 18 Nov 18 r Jan 19 r Feb 19 r Apr 19 r	June 19	Maths results closer to national	SLT half termly pupil progress meetings	
Increase number of greater depth at the end of KS1 so that it is closer to national	<ol style="list-style-type: none"> 1. Staff to attend training at Lyndon Green 2. Moderation within and without school 3. Targeted work for most able children 4. Setting for maths 	SLT	Sept 18 Nov 18 r Jan 19 r Feb 19 r Apr 19 r	June 19	Greater depth results closer to national	SLT half termly pupil progress meetings	
To reduce the gap between lower performing groups of pupils and their peers including and taking into account pupil premium children (lower performing groups = Boys and PP)	<ol style="list-style-type: none"> 1. Continue to target boys for intervention groups 2. Further develop curriculum to match boys interests- Talk for writing and Maths Mastery 3. Target PP children for intervention groups 4. Targeted ILP work for SEN children 5. EYFS PP targeted to increase speech and language in eligible nursery children 	SMT	Sept 18 Nov 18 r Jan 19 r Feb 19 r Apr 19 r	June 19	Improved results for boys in KS1 and EYFS Improved results for Pupil Premium eligible children in KS1 and EYFS	SLT half termly pupil progress meetings targeting underperforming groups	
build on the good outcomes in the early years by making sure that all of the children who achieve a good level of development at	<ol style="list-style-type: none"> 1. In school moderation 2. Moderation with other schools 3. Develop children’s study skills in preparation of tests 4. Target specific children to achieve 5. Map through EYFS attainment and target 	KS1 leader Maths Leader English leader	Sept 18 Nov 18 r Jan 19 r Feb 19 r Apr 19 r	June 19	2019 Y2 outcomes will be closer to/ greater than national figures	Ongoing monitoring of pupil achievement	

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<p>the end of Reception Year go on to reach or exceed age-related standards in reading, writing and, particularly, in mathematics, by the end of Year 2</p>	<ol style="list-style-type: none"> 6. Look at challenge – particularly in maths 7. Evaluate new maths mastery approach and potentially modify 						
<p>Children in each year group will make at least expected progress or better than expected progress</p>	<ol style="list-style-type: none"> 1. Act on new national data in light of new assessments 2. Set expectation of progress 3. Children will achieve at the end of Y2 in line with/ exceeding the GLD figure from reception 2017 (69%) 4. Continue to develop teaching practice that challenges all learners 	<p>SMT</p>	<p>Sept 18 Nov 18 r Jan 19 r Feb 19 r Apr 19 r</p>	<p>June 19</p>	<p>Proportion of children will be expected/working at/ exceeding/ greater depth in each year group in similar or greater proportions to previous year</p>	<p>regular pupil progress reviews meeting with class/ group teacher</p> <p>Teacher appraisal targets and review meetings</p>	

AIM 2: To continue to improve the quality of teaching, learning and assessment throughout the school with a particular focus on challenge

Objective: Outcomes for pupils we want/need	Actions: Tasks/processes we need to complete in order to achieve outcomes	Lead: Who is responsible?	Time scale: Key dates – review (r)		Success Criteria:	Monitoring: Systems for monitoring work	Progress and Impact related to Success Criteria:
			Start	Finish			
continue to focus on improving teaching so that, in all lessons, teachers set work that presents pupils with a sufficient level of challenge to extend their learning and deepen their understanding	<ol style="list-style-type: none"> Monitoring to focus on challenge in lessons regular monitoring by maths/English leads further training on challenge 	DHT Maths leader English leader KS1 leader	Sept 18 Dec 18 r April 19 r	July 19	Sufficient level of challenge observed in lessons and seen in outcomes at end of year	Lesson observations Learning Walks BEP peer review	
Further develop current assessment strategies and ensure consistency throughout the school with a view to a sharing data with parents	<ol style="list-style-type: none"> develop use of Target tracker link program in Reception to engage parents in their child's learning Devise programme of moderation and look towards external moderation to validate our judgements (particularly in Year 2) 	HT/ EYFS leader SLT	Sept 18 Nov 18 r Mar 19r	July 18	Target tracker link program embedded in Reception Assessment judgements consistent with external sources	Regular opportunities for moderation and evidence folder of this	

AIM 3: To continue to develop the quality of leadership and management across the school with a particular focus on the SLT

Objective: Outcomes for pupils we want/need	Actions: Tasks/processes we need to complete in order to achieve outcomes	Lead: Who is responsible?	Time scale: Key dates – review (r)		Success Criteria:	Monitoring: Systems for monitoring work	Progress and Impact related to Success Criteria:
			Start	Finish			
Develop leadership skills of Senior Leadership Team	<ol style="list-style-type: none"> English Standards Leader attend NPQML course Recruit substantive KS1 and EYFS leader Hold staff to account through appraisal process SLT members to regularly feedback to GB Leadership training/ shadowing opportunities 	SL HT/GOVs DHT/HT SMT SLT DHT/HT	Oct 18 Feb 19 r	July 19	A substantive SLT that improves outcomes	SMT meeting minutes	
Support foundation subject leaders skills to ensure continuity and progression in those subjects	<ol style="list-style-type: none"> Monitor T&L of curriculum area Regular reviews with member of SMT Maintain up to date subject leader file Ongoing timetabled programme of management release time for subject leaders 	SL SL/SMT SL HT/SL	Oct 18 Feb 19 r	July 19	Subject leaders can demonstrate progress and impact	Teacher appraisal targets and reviews	
Further develop and improve the roles and skills of governors so that they continue to hold the school to account in an effective manner.	<ol style="list-style-type: none"> succession planning recruit new governors or reconstitute Regular opportunities for governors to come in to school Regular meetings with staff buddy Ongoing programme of training self-review enabling Governors to identify areas of development and act on them 	HT GB Link Gov GB	Sept 19 Termly r	July 19	Effective governing body as evidenced in self-evaluation framework	Regular review of governing body self-evaluation framework	
Maintain strong financial management	<ol style="list-style-type: none"> Investigate ways to increase pupil numbers Rigorous regular monitoring of accounts by finance committee 	SBM/ HT GB	Sept 18 Termly r	July 19	Effective financial management with balanced budget	Finance and staffing governing body meeting Statutory accounts	

AIM 4: To promote behaviour and welfare of children with a particular focus on attendance

Objective: Outcomes for pupils we want/need	Actions: Tasks/processes we need to complete in order to achieve outcomes	Lead: Who is responsible?	Time scale: Key dates – review (r)		Success Criteria:	Monitoring: Systems for monitoring work	Progress and Impact related to Success Criteria:
			Start	Finish			
To improve current levels of attendance (95%) with a view to achieving national average (96%) paying particular attention to children eligible for Pupil Premium Funding	<ol style="list-style-type: none"> Use data to target meetings with parents with the HT and SLM Zero tolerance of poor attendance with individual families with action plans and every measure put in place Run and advertise fast track programme and prosecutions HT & SLM to hold meetings with parents/carers less than 90% each half term SLM to target specific children's attendance and : <ul style="list-style-type: none"> Run Fast track programme First day calling Medical evidence required Home visits Early Birds Club/ Before school sports 	SLM/HT	Sept 18 Weekly/ half termly r	July 19	KS1 attendance figure will be in closer to national figure of 96%	SLM monitor daily attendance data HT monitor weekly attendance data	
reduce levels of persistent absentees	<ol style="list-style-type: none"> Run fast track programme and advertise prosecutions First day calling Medical evidence required Home visits Regular letters and meetings with parents/carers less than 90% each half term Continue to keep tracking evidence for all vulnerable children 	SLM	Sept 18 r- each half term	July 19	Persistent absentee figure is maintained and in line with national particularly KS1 figure	HT monitor weekly/ half termly attendance data	
All children feel safe and are kept safe	<ol style="list-style-type: none"> Develop Early Help practice within the school Section 175 audit actions completed 	SL SLT	Sept 18 Termly r	July 19	Equality, British values and SMSC evident in planning and monitoring	SMT/ GB curriculum, work and lesson scrutiny.	