

# Buntingsdale Primary School and Nursery

## Shropshire



## School Improvement Plan

November 2018

Acting Headteacher: Mrs Clare Elkes  
Schools Improvement Advisor (Shropshire): Mr Steve Compton

## Our Vision

We want pupils to develop a positive attitude towards learning from an early age; to enjoy the challenge of learning, to give of their best; and to develop the essential knowledge and skills that will help them to be successful learners and citizens both now and in the future. This includes developing a clear understanding of appropriate expectations for behaviour; taking responsibility for our actions, respecting others rights and needs and accepting the consequences of inappropriate behaviour.

## Areas for Whole School Development- What does the school need to do to improve further?

- Achievement in writing is not as strong as it is in reading and mathematics. Progress in writing slows because pupils lack the experience and confidence to work out how to structure their writing for themselves.
- Pupils do not use technical language regularly or accurately in some subjects.
- In subjects other than English and mathematics, there is not always sufficient challenge for older or the most-able pupils and teachers do not always use assessment in these subjects well enough to form a clear picture of how well individual pupils are achieving.

The School Improvement Plan is a live document.

Impact and actions are reported to governors in the Headteacher's report each term.

As a result of progress towards the targets in the SIP 2017-18, these are the targets for the academic year  
2018-19

## School Improvement Targets

1. To improve the quality of teaching and raise standards of attainment in Reading from Nursery to Year 6
2. To raise standards of attainment in Writing in the EYFS and Key Stage One with a particular focus on increasing the percentage of pupils attaining *Greater Depth* at Key Stage One.
3. To improve the quality of teaching and raise standards of attainment in Mathematics from Nursery to Year 6
4. To ensure the well-being of children by responding to the "Futures in Mind" recommendations, by reviewing the whole-school Behaviour Policy and through working towards the Rights Respecting Schools Award (Gold)
5. To ensure that all pupils benefit from a rich, broad and balanced curriculum

**Priority One: To improve the quality of teaching and raise standards of attainment in Reading from Nursery to Year 6**

**OFSTED Area: EYFS / Outcomes / Quality of Teaching, Learning and Assessment**

Specific Tasks	Strategies (Who and When)	Monitoring (What, who and when)	Success Criteria
<ul style="list-style-type: none"> <li>To embed the use of Accelerated Reader to structure, encourage and monitor pupils' reading practices at home and at school, developing an appreciation of reading for enjoyment.</li> <li>To embed the implementation of the Guided Reading policy in KS 1 and 2, using 'The Literacy Shed' plans and texts, ensuring that lesson content is clearly linked to curricular expectations and that records provide evidence to support teacher assessments.</li> <li>To monitor children's Guided Reading sessions across the school to ensure that pupils apply their phonic knowledge and develop reading skills which meet or exceed age-related expectations.</li> <li>To develop a reading culture across the school, with the introduction of attractive reading corners and displays in all classrooms and the agreement of a consistent policy for the way Children review the books they have read.</li> </ul>	<p>CE and RC to monitor the use of AR to ensure all classes are using it consistently. All children are undertaking quizzes at least once a week and those that are not to undertake them in school. (See appendix for timings of monitoring) once every half term</p> <p>Use literacy shed plans to support teachers with Guided reading. Monitor Guided reading sessions and analyse assessments to look for strengths and areas for development. CE once a term (See appendix)</p> <p>CE termly (See appendix for timings)</p> <p>CE to show video to teachers about creating a reading culture in school, show ideas on how to promote book corners and books to encourage children to have a love of reading. CE: July 2018 with a view that the book corners will have more of an emphasis by September 2018</p>	<p>Half termly by RC and CE. Produce AR report and ensure intervention for those children not reading at home.</p> <p>Pupil progress meetings half termly and observation of guided reading sessions. ( see appendix)</p> <p>Monitor guided reading termly with targets for teachers as a result by CE and RC: (see appendix)</p> <p>Governor learning walks will monitor this action in Autumn 2018</p>	<ul style="list-style-type: none"> <li>By July 2019:</li> <li><b>80 % of pupils attain the GLD in Reception</b></li> <li><b>80% of KS1 pupils achieve EXS+ in Reading</b></li> <li><b>80% of KS2 pupils achieve EXS+ in Reading with 20% achieving a high scaled score.</b></li> <li>Monitoring of reading reward systems (Entries on the 100% Board, Certificates, membership of the Millionaires Club) and records on Accelerated Reader indicate a <b>25%</b> increase in the number of books read by children.</li> <li>Guided Reading is taught consistently across the school. Teachers and TAs are, if necessary, provided with CPD to address any gaps in knowledge or lack of confidence in teaching Guided Reading.</li> <li>Lesson observations, book trawls and pupil planning meetings indicate that children's guided reading activities are consistently structured and pitched at the correct level of challenge so all children make expected or better progress. Timetabled interventions will be put in place if necessary.</li> <li>Exciting reading corners and displays in all classes.</li> </ul>

<ul style="list-style-type: none"> <li>• To provide all teachers with termly opportunities to moderate their judgements in Reading and to share examples of evidence, both within school and between schools in the local cluster.</li> <li>• To analyse the 2018 Reading SAT papers to identify weaknesses in pupils' understanding and focus more closely on these areas in 2018 - 2019.</li> <li>• To ensure correct challenge for more-able pupils.</li> <li>• For the Link Governor for English to take part in at least one Learning Walk, detailed on the school timetable and assist the co-ordinator in the analysis of data.</li> </ul>	<p>CE to organise this through heads' cluster meetings Autumn 2018</p> <p>CE and RC to use ASP data Nov 2018 to look for gaps in reading, purchase resources or look for CPD for teachers to address these areas,</p> <p>In Guided reading sessions ensure the more able pupils are appropriately challenged. Target children in pupil progress meetings to ensure those children capable of achieving a high scaled score are on track and put in intervention if more support needed,</p> <p>Governors to be presented with Data each term and involved with decisions being made around purchasing resources and CPD to address weaknesses.</p>	<p>Staff meeting times once a term to moderate reading.</p> <p>Look for teachers focussing on these areas in guided reading sessions.</p> <p>CE and teaching staff half termly</p> <p>CE and Curriculum and Standards Committee once a term. See Governor meeting timetable attached</p>	<ul style="list-style-type: none"> <li>• Pupil Voice indicates that at least <b>80%</b> of children enjoy reading books from school.</li> <li>• Monitoring indicates that at least <b>90%</b> of pupils are reading Accelerated Reading books at the correct level.</li> <li>• Judgements are accurate and supported by appropriate evidence; internal judgements show at least a 90% match with end of year external assessment results.</li> <li>• Children are better equipped for timed examinations and their abilities are fully reflected in external test results.</li> <li>• <b>For at least 20%</b> Of pupils to achieve Greater Depth in Reading at KS1 and a High Scaled Score of over 110 at KS2 in 2019.</li> <li>• The Link Governor can report back to other Governors with authority and respond to questions from Ofsted if required.</li> </ul>
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**Priority Two: To raise standards of attainment in Writing in the EYFS and Key Stage One with a particular focus on increasing the percentage of pupils attaining Greater Depth at Key Stage One.**

**OFSTED Area: Outcomes / Quality of Teaching, Learning and Assessment / EYFS**

Specific Tasks	Strategies (Who and When)	Monitoring (What, who and when)	Success Criteria
<ul style="list-style-type: none"> <li>To further raise standards of attainment in Writing from Reception to Year 2.</li> <li>To review the effectiveness of CPD previously provided in English writing; to provide further CPD, either internally or from an external consultant to address areas of teaching identified as requiring further improvement; a particular focus should be upon the teaching of the more-able pupils.</li> <li>To continue the drive for an improvement in writing in the EYFS, by ensuring that children write, in an age-appropriate way, every day.</li> <li>To link writing activities in Key Stage One more closely with curricular themes, using materials from 'The Literacy Company' (TLC) to develop cross-curricular writing (see priority 5).</li> <li>TLC resources ensure that Grammar, Punctuation and Spelling activities match children's needs as they progress through Key Stage Two.</li> </ul>	<ul style="list-style-type: none"> <li>Look into using 'The Literacy Company' to support teachers with the planning and teaching of writing using a mastery approach. CE Sept 2018</li> <li>Half a PD day for Literacy Company to train staff on the mastery approach to writing and become familiar with the units of work and texts to support the writing process. Staff to start using the units of work in Oct 18. All teaching staff and CE</li> <li>EYFS to change the way they plan for their mornings to ensure they write everyday using 'The Literacy Company' units as a guide.</li> <li>Adapt long term plans in the light of the units of work so that all subjects link to the chosen text for that unit thus ensuring a more cohesive, rich and balanced curriculum.</li> <li>Purchase IDL to support the weaker spellers with their spelling work. Ensure the pupils with dyslexic tendencies are receiving appropriate intervention to support their needs. Ensure TLC units of work also include planning for GPS.(Nov 18)</li> </ul>	<p>Lesson observations, book scrutiny and pupil voice. See timetable attached (CE and NB)</p> <p>Assess the impact of TLC units with monitoring; adapt SIP accordingly to identify next steps and successes.</p> <p>Through lesson observations and Book scrutinies assess progress in writing in EYFS (CE and NB) see timetable for timings</p> <p>Staff meeting to adapt planning and ensure coverage and consistency (Dec18-Jan19) All teachers.</p> <p>Assess impact through spelling test results done termly (all teachers)</p>	<ul style="list-style-type: none"> <li><b>By July 2019:</b></li> <li><b>80% of pupils attain the GLD in Reception</b></li> <li><b>80% of KS1 pupils achieve EXS+ in Writing</b></li> <li><b>20% of KS1 pupils achieve GD in Writing</b></li> <li>Half a PD Day is used to review the quality of teaching and learning for Writing and identify areas for development. CPD is organised, either internally or from an external adviser.</li> <li>Monitoring indicates that every day, EYFS children experience phonic activities, word level input and writing activities. EYFS pupils become more confident when writing independently and at least <b>10%</b> exceed the ELG for writing by the end of Reception.</li> <li>Monitoring indicates that TLC materials are being used consistently across the school to combine writing activities with curricular themes.</li> <li><b>80%</b> of KS2 pupils achieve EXS+ in EGPS in 2019.</li> <li>Book trawls indicate that children's written work in foundation subjects is of the same</li> </ul>

<ul style="list-style-type: none"> <li>• To monitor children's written work across all subjects (see timetable) to ensure that pupils apply the skills they have learned in Grammar and Punctuation lessons in their cross-curricular written tasks.</li> <li>• To provide all teachers with termly opportunities to moderate their judgements in Writing and to share examples of evidence, both within school and between schools in the local cluster.</li> <li>• For all teachers to contribute pieces of written work to a school portfolio of written work that exemplifies progression in the Expected Standards from Reception to Year 6.</li> <li>• To identify pupils in Key Stages One and Two who are capable of achieving the Greater Depth Standard in Writing, then plan differentiated tasks and track their progress.</li> <li>• For the Link Governor for English to take part in at least one Learning Walk, detailed on the school timetable and assist the co-ordinator in the analysis of data.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor with specific targets for teaching staff. CE-see timetable for timings.</li> <li>• CE to organise this through heads' cluster meetings Autumn 2018</li> <li>• A termly staff meeting time to support this action</li> <li>• Identify at pupil progress meetings, use TLC plans to push relevant children up to GD. Half termly Pupil Progress meetings.</li> <li>• Governors to be presented with Data each term and involved with decisions being made around purchasing resources and CPD to address weaknesses.</li> </ul>	<p>Book scrutinies (see timetable for timings)</p> <p>Cluster meetings-termly Y6 and Y2, all teachers in school moderation.</p> <p>Staff meeting once a term. CE and teachers</p> <p>Pupil progress meetings half termly. CE and teachers.(see appendix for timings)</p> <p>CE and Curriculum and Standards Committee once a term. See Governor meeting timetable attached</p>	<p>quality and presentation as that completed in formal English exercises. Timetabled interventions will be put in place if necessary.</p> <ul style="list-style-type: none"> <li>• Judgements are accurate and supported by appropriate evidence. External moderation (if required) shows agreement with <b>at least 90%</b> of judgements.</li> <li>• A portfolio is completed by July '19 enabling teachers and TAs to refer to exemplary material if they are uncertain about the standard of work that children are producing or unsure about next steps in learning.</li> <li>• <b>20%</b> of KS1 pupils achieve GD in Writing.</li> <li>• The Link Governor can report back to Governors with authority and respond to questions from Ofsted if required.</li> </ul>
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**Priority Three: To improve the quality of teaching and raise standards of attainment in Mathematics from Nursery to Year 6**

**Led by: CE**

**OFSTED Area: EYFS / Outcomes / Quality of Teaching, Learning and Assessment**

Specific Tasks	Strategies (Who and When)	Monitoring (What, who and when)	Success Criteria
<ul style="list-style-type: none"> <li>To ensure that the 'White Rose' planning materials and the 'Maths No Problem' resources are being consistently used across Key Stages One and Two, largely in line with the Singapore Maths Approach.</li> <li>To introduce a recap session at the beginning of each lesson to ensure that children do not forget previous blocks of work.</li> <li>For the RQT to be provided with CPD and support, such as visiting co-ordinators in other schools, shadowing the Headteacher in lesson observations and analysing data, in order to be confident to take on the role of Maths Co-Ordinator.</li> <li>To provide training for TAs and HLTAs in using the agreed Calculation Policy and to audit their confidence and skill levels in other areas of maths, providing CPD if necessary.</li> <li>To provide all teachers with termly opportunities to moderate their judgements in Mathematics and to share examples of evidence, both within school and between schools in the local cluster.</li> <li>To identify pupils in KS1 and 2 who are capable of achieving the</li> </ul>	<ul style="list-style-type: none"> <li>Look at the impact of these initiatives through book scrutinies, lesson obs and pupil progress. CE and RC. Half termly. See timetable</li> <li>Look at the impact of these initiatives through book scrutinies, lesson obs and pupil progress. CE and RC. Half termly. See timetable</li> <li>Contact schools to arrange visits. Arrange RC to observe lessons and undertake book scrutinies with CE</li> <li>Ensure all TAs have calculation policy. Audit skills through appraisal system (Jan 19 by CE)</li> <li>CE to organise this through heads' cluster meetings Autumn 2018</li> <li>Target children at pupil progress meetings and suggest resources to</li> </ul>	<p>Book scrutinies, lesson obs and pupil progress. CE and RC. Half termly. See timetable</p> <p>Jan, July and Dec 19 appraisal updates.</p> <p>Cluster meetings-termly Y6 and Y2, all teachers in school moderation.</p>	<ul style="list-style-type: none"> <li><b>By July 2019:</b></li> <li><b>80% of pupils attain the GLD in Reception</b></li> <li><b>80% of KS1 pupils achieve EXS+ in Maths</b></li> <li><b>20% of KS1 pupils achieve 6D in Maths</b></li> <li><b>80% of KS2 pupils achieve EXS+ in Maths with 20% achieving a high scaled score.</b></li> <li>Monitoring indicates that KS1 and KS2 teachers are using the 'White Rose' and 'Maths No Problem' materials to support teaching and learning in mathematics.</li> <li>Children can confidently answer questions in assessments which relate to maths blocks previously taught. Timetabled interventions will be put in place if necessary.</li> <li>The Maths Co-ordinator is equipped to advise other staff, to take part in lesson observations, to analyse data and to report back to Governors on an annual basis.</li> <li>TAs and HLTAs consistently follow the Calculation Policy; CPD has addressed any weaknesses in their ability to support maths teaching.</li> <li>Judgements are accurate and supported by appropriate evidence; <b>at least 90%</b> of internal judgements match end of year</li> </ul>

<p>Greater Depth Standard, planning their differentiated tasks and tracking their progress.</p> <ul style="list-style-type: none"> <li>• To analyse the 2018 Mathematics SAT papers to identify weaknesses in pupils' understanding and focus more closely on these areas in 2018 - 2019.</li> <li>• For the Link Governor for Maths to take part in at least one Learning Walk, detailed on the school timetable (see appendix 1), and assist the co-ordinator in the analysis of data.</li> </ul>	<p>support these children so that they will achieve GDS</p> <ul style="list-style-type: none"> <li>• CE and RC to use ASP data Nov 2018 to look for gaps in maths. purchase resources or look for CPD for teachers to address these areas,</li> <li>• Governors to be presented with Data each term and involved with decisions being made around purchasing resources and CPD to address weaknesses.</li> </ul>	<p>Look for teachers focussing on these areas in CLIC sessions.</p> <p>CE and Curriculum and Standards Committee once a term. See Governor meeting timetable attached</p>	<p>external assessments.</p> <ul style="list-style-type: none"> <li>• At least 20% of pupils attain the higher standard in mathematics at the end of Year 2 and Year 6.</li> <li>• Teachers are supported to provide teaching which is 100% good and increasingly outstanding, in order to enable each child to achieve his or her full potential.</li> <li>• Teachers respond appropriately to the analysis of the 2018 returned Maths papers, ensuring that children learn the techniques to use, in timed examinations, which ensure that their abilities are fully reflected in external test results.</li> <li>• The Link Governor can report back to Governors with authority and respond to questions from Ofsted if required.</li> </ul>
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**Priority Four: To ensure the well-being of children by responding to the "Futures in Mind" recommendations, by reviewing the whole-school Behaviour Policy and through working towards the Rights Respecting Schools Award (Gold)**

**Led by: CE & MB**

**OFSTED Area: Personal Development, Behaviour and Welfare**

Specific Tasks	Strategies (Who and When)	Monitoring (What, who and when)	Success Criteria
<ul style="list-style-type: none"> <li>• To revise the PSHE Curriculum in the light of the 'Futures in Mind' document, using materials from the 'Kapow' scheme of work.</li> <li>• To ensure that all staff and pupils recognise the importance of our key values, Friendship, Respect and Responsibility through displays, assemblies and in the daily work of the school.</li> <li>• To revise the school Behaviour Policy during the September PD Day.</li> <li>• For classes to interpret the school Behaviour Policy into their own class charter.</li> <li>• Children receive rewards in the form of</li> </ul>	<p>Through appraisal system, set targets for teacher to lead this looking at the SIP for actions and developing her own action plan. MB</p> <p>Teachers display them in their classrooms and around school and actively promote them in class and through assemblies, emphasising how important they are and are the core of our behaviour policy.</p> <p>Visit schools for ideas and link to RRSA</p> <p>Staff meeting to promote charters and ensure consistency when developing them in class.</p> <p>LB to design new certificates. Ask school council for ideas.</p>	<p>Appraisal Oct 18, Jan 19 and July 19 MB and CE</p> <p>Learning walks by governors and CE. (See timetable)</p> <p>MB CE Summer and Autumn 18</p> <p>Learning walks by governors and CE. (See timetable)</p> <p>September 18 LB</p>	<ul style="list-style-type: none"> <li>• Pupil voice indicates that PSHE lessons relate to real-life issues and provide realistic techniques for dealing with the pressures of modern life.</li> <li>• Pupil Voice indicates that children know the school's key values and can explain how they are put into practice in school.</li> <li>• The Behaviour Policy is simplified and streamlined, balancing rewards and sanctions. Monitoring indicates that all staff apply the policy consistently across the school. Pupil voice indicates that children feel the policy is fairly applied.</li> </ul>

<p>certificates, house points, house awards or individual letters home.</p> <ul style="list-style-type: none"> <li>• A range of sanctions is agreed, appropriate to the ages of the children.</li> <li>• Appropriate rewards and sanctions are put in place for any children on Individual Behaviour Plans.</li> <li>• Continue to focus on fully embedding the RRSA award, implementing advice from Crowmoor Primary School.</li> <li>• For the Link Governor for PSHE to take part in at least one Learning Walk, detailed on the school timetable and assist the co-ordinator in a Pupil Voice activity.</li> </ul>	<p>Pupil and staff voice encouraged to establish these.</p> <p>Teachers and staff must be aware that not all children can access the behaviour system and some will need a tailored approach according to their needs.</p> <p>Visit Crowmoor school for advice and support. Summer 18.</p> <p>Timetable drawn up to engage governors. School council to give pupil voice once a half term. See timetable</p>	<p>Review in staff meeting termly</p> <p>Meeting following visit with MB and CE to establish actions.</p> <p>Governors half termly. See timetable</p>	<ul style="list-style-type: none"> <li>• Class records indicate that all children receive recognition for their good behaviour; the emphasis is always on the positive.</li> <li>• Children recognise the consequences of unacceptable behaviour and are encouraged to behave in the spirit of the school's key values.</li> <li>• Staff recognise that a few pupils require particular support and encouragement to conform. Monitoring of Individual Behaviour Plans shows that they are appropriate and lead to a reduction in incidents.</li> <li>• The RRSA Gold Award is achieved by 2020</li> <li>• The Link Governor can report back to Governors with authority and respond to questions from Ofsted if required.</li> </ul>
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**Priority Five: To ensure that all pupils benefit from a rich, broad and balanced curriculum**

**Led By: CE**

**OFSTED Area: Quality of Curriculum and Assessment**

Specific Tasks	Strategies (Who and When)	Monitoring (What, who and when)	Success Criteria
<ul style="list-style-type: none"> <li>• To trial the introduction of Itrack in the EYFS to produce electronic Learning Journeys.</li> <li>• To complete a rolling review of the curriculum for the foundation subjects, ensuring that each theme is introduced through a stimulating text related to the topic.</li> <li>• To link writing activities in Key Stage One more closely with curricular themes, using materials from 'The Literacy Company' (TLC) to develop cross-curricular writing (see priority 2).</li> <li>• To ensure that all classrooms offer attractive learning environments for children and staff.</li> <li>• To improve the presentation of work in</li> </ul>	<p>CE to arrange Itrack to do staff meeting to train EYFS staff. Nov 18</p> <p>CE to arrange The Literacy Company to come into school for half PD day training on using the units. The other half of the day teachers adapt their curriculum plans so that they link with the book so that the text is at the heart of the topic. Oct 18</p> <p>All classrooms to adhere to the non-negotiables as set out in the staff handbook so that all classrooms have some consistency</p>	<p>Half termly meetings to review successes and areas to develop</p> <p>Topic Book Scrutiny. (See attached timetable) to see that the work links to the text.</p> <p>Learning walks by HT and governors. (see timetable)</p>	<ul style="list-style-type: none"> <li>• If selected for use, Learning Journeys can be produced more efficiently. Parents will be able to access and contribute to their child's Learning Journey from home.</li> <li>• Monitoring of medium term plans indicates that themes are directly linked to stimulating texts.</li> <li>• Monitoring indicates that TLC materials are being used consistently across the school to combine writing activities with curricular themes.</li> <li>• Learning walks include a focus for the presentation of the learning environment or the presentation of books.</li> <li>• Expectations will be made</li> </ul>

<p>children's topic books.</p> <ul style="list-style-type: none"> <li>• Pupils are encouraged to produce writing, pictures and diagrams independently in their topic books, reducing their reliance upon worksheets.</li> <li>• Pupils take greater pride in their thematic work and gain greater satisfaction.</li> <li>• For the Link Governor for foundation subjects to take part in at least one Learning Walk, detailed on the school timetable (see appendix 1), and assist the co-ordinator in a Pupil Voice activity.</li> </ul>	<p>Adapt handwriting policy so we follow cursive when we feel children are ready for it. Oct 18 all staff</p> <p>Governors: termly (see timetable)</p>	<p>Book scrutiny (see timetable)</p> <p>Governors and report to Curriculum and standards committee termly</p>	<p>explicit in the revised staff handbook.</p> <ul style="list-style-type: none"> <li>• Children produce topic work of a similar standard of presentation to written work in other books, using high quality A4 hard-backed books. Expectations will be made explicit in the revised staff handbook.</li> <li>• Book scrutinies indicate a reduction in the number of worksheets evident in topic books.</li> <li>• Book scrutinies indicate that the quality of presentation in topic books in 2018 - 19 is considerably higher than that of 2017 - 18.</li> <li>• Pupil Voice activities, led by the appropriate Link Governor, indicate that children are proud of their topic books and pleased to share their work.</li> <li>• The Link Governor can report back to Governors with authority and respond to questions from Ofsted if required.</li> </ul>
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## Questions for the Governing Body meeting

How do we know how well the school is performing against others locally and nationally?

How do we know whether children are enjoying their reading experiences in school?

How confident are staff when teaching reading - are there certain areas in which they need further CPD?

How confident are staff when teaching writing - are there certain areas in which they need further CPD?

How confident are staff when teaching maths - are there certain areas in which they need further CPD?

What evidence is there that the school is providing well-structured *Guided Reading* sessions?

Have visiting advisers made any statements about the teaching of reading; if so, how is the school responding to these comments?

How does the school provide evidence to show that pupils are on track to meet age-related expectations?

Are the more-able pupils being appropriately challenged - how do you know?

How does performance management support the school in making the necessary improvements in reading?

What records are kept regarding children's mental health - how do we know whether school policies are making a difference?

Are any aspects of school life detrimental to children's mental health; can they be addressed?

In which areas should further CPD be provided for teachers and teaching assistants?

Do staff, children and parents feel involved in the revisions to the Behaviour Policy?

Have incidents of challenging behaviour been reduced?

What is the Rights Respecting Schools Award and how does it help our children in school?

How can Governors assist in the school being awarded RRSA Gold Level?

In what ways will the RRSA make our school different?

## Governor learning walks

First half autumn term 2018—Sandra & Surita

Second half autumn term 2018— Rebecca & Michael

First half spring term 2019- David & Sarah

Second half spring term 2019- Karen & Mel

First half summer term 2019 - Kayley & new governor

Second half summer term 2019- Fiona & Vicki



