**Springvale Primary School**

**School Development Plan 2017-18**



Key Priority Measures:

1. To evidence **accurate starting points** for all pupils who join the school including a profile of their skills and abilities across the curriculum.
2. Ensure that provision across the EYFS is at least good so that children make at least expected progress, and most make **rapid progress across the EYFS**.
3. Ensure that **children in KS1 make rapid progress and achieve above national averages by the end of KS1** (including all core subjects, combined achievement and phonics outcomes).
4. Ensure that **children make rapid progress across KS2 so that school outcomes are above national averages in all subjects and for combined achievement**.
5. Ensure that children receive good provision in all year groups and across all subjects. **Teaching is judged to be consistently good** and staff work together to **develop excellent practice through shared CPD** around issues like questioning, marking/feedback, differentiation, developing independence, working memory and other SEN support strategies.
6. Leaders can **evidence a broad, balanced and exciting curriculum** through pupils’ work, displays and social media feeds. **Subjects and phases are well led** and leaders at all levels have an accurate picture of standards in their area of responsibility and a clear plan for continuous improvement.
7. **Pupils who are deemed to be more able or disadvantaged, disabled or in receipt of additional funding for a particular educational need make at least expected progress and some make rapid progress**. Outcomes for all groups are measured using a wide range of evidence and at least match local or national averages for similar groups with some achieving above national averages.
8. **Parents and the wider community are increasingly engaged with the School’s work** and ethos. They make a positive contribution to the School’s work and have opportunities to visit regularly and/or have their voice heard.
9. Pupils attend school regularly, are rarely late and are well equipped to learn well each day. **Attendance will be significantly above the national average.** Attendance of vulnerable groups will be tracked carefully. **Behaviour will be outstanding** and any concerning behaviour will be managed effectively and safely through a clear set of school rules and a robust and effective policy that will be applied consistently. **Pupils will tell us that they feel safe** and the school ethos and environment will ensure that they feel happy and comfortable in school at all times.
10. **Ensure that the school is financially secure** and that all funds are used effectively and fairly. Consider school organisation and potential addition funds that may support our future budgetary issues.

**What will it look like in 12 months?**

**Key Performance Indicators by July 2018**

* Provision in EYFS is good
* Provision in Y1-Y6 is good or better
* The curriculum is balanced and broad at all age levels
* 90% of pupils make expected progress including all vulnerable groups
* 30% of pupils make rapid progress including all vulnerable groups
* Attainment will be broadly in line with national averages at EYFS and phonics
* Attainment will be above at KS1 and KS2
* Children achieving greater depth will be broadly in line in with national averages all subjects and all age groups
* Attendance is at 97%
* Leadership and management, including Governance, is judged to be good
* Behaviour and safety are judged to be outstanding
* Pupils speak positively about school, their lessons, their safety and their voice in school
* 80-90% approval rating on parental questionnaires
* The school ethos is embedding and come children, staff and parents can articulate the key message

**What will it look like in 3 years?**

**Key Performance Indicators by July 2020**

* Provision in EYFS is good or better
* Provision in Y1-Y6 is good or better
* The curriculum is engaging and it excites and enthuses children of all ages
* High quality outdoor provision is evident for all pupils and it is part of the continuous provision for F1-Y1 pupils
* 50% of observed provision is outstanding in terms of meeting pupil/group needs and pupil outcomes in each group
* 95% of pupils make expected progress including all vulnerable groups
* 40% of pupils make rapid progress including all vulnerable groups
* Attainment will be above national and local averages in all areas
* Children achieving greater depth will be above national averages in all subjects and all age groups
* Attendance is at 97% for all groups of children. Punctuality is 99.5% or better
* Leadership and management, including Governance, is judged to be outstanding
* Behaviour and safety are judged to be outstanding
* Pupils speak positively and passionately about school, their lessons, their safety and their voice in school
* 90-100% approval rating on parental questionnaires
* The school ethos is embedded and all children, staff and parents can articulate the key message

Monitoring Calendar

Springvale 2017-18

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| Term | Teaching and Learning | Work samples and assessments | Other |
| Autumn 2017 | Formal observations  Reading/Writing | Initial book scrutiny  New staff: curriculum inductions and paired planning  New staff: assessment systems and processes  Formal book scrutiny- maths and Literacy | Policy Review  LM/MP  Teacher and TA PMR  SMSA monitoring  Parent Steering Group  Family Questionnaire  School Council Feedback |
| Spring 2018 | Learning Walks  SEND  Maths  Literacy  Phonics  EYFS | Formal book scrutiny- pitch and expectation  Informal book scrutiny- presentation and productivity  Mid-year moderation | Policy Review  LM/MP  Mid-year Reviews  SMSA/Office PMR  Parent Steering Group  Pupil Interviews |
| Summer 2018 | Formal observations  Maths/SPAG/phonics | Formal book scrutiny- pitch and expectation, differentiation  End of year moderation | Policy Review  LM/MP  SMSA monitoring  Parent Steering Group  Family Questionnaire  School Council Feedback |

1. **To evidence accurate starting points for all pupils who join the school including a profile of their skills and abilities across the curriculum.**

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| Key issues (current position): School need to accurately measure starting points for all pupils who are new to school so that we can demonstrate the progress that they make throughout the rest of their time in school. |
| Success Criteria:   * All F1 and F2 children are assessed using target tracker statements and starting points logged on the analysis system * End of year/phase/school targets generated that are aspirational yet achievable * Systems and processes to capture starting points are well evidenced and transparent to parents and external agents * Groups and cohorts tracked from baseline to Y6 to evidence value added (using 40-60 month and ‘goal’ profiles) |
| Milestones:  October- all baseline assessments are completed (F1/F2 and any pupils new to school)  November- all targets are set for these new pupils, assess the training needs of EYFS staff for iPad observation, etc. Ensure that staff can capture appropriate evidence.  December- starting points and early progress discussed with parents/staff  January- all pupils have secondary data recorded and progress is measured  February- summary of progress is produced for all staff/leaders  March- progress and next steps shared with parents  April- second data summary shows the vast majority of children are following their progress path  June- final 2017/18 progress and next steps shared with parents  July- third and final data summary shows the vast majority of children are following their progress path…written report to parents and feedback shared with the school |
| Leader(s): Nic Evans |
| Financial references:   * Target tracker annual subscription (£1000) * Moderation with other settings and staff cover (£600) |
| Key Evaluation Question: Are starting points indicative of local and national pictures for children of similar ages? Do the vast majority of children make expected progress and do 40% or more make rapid progress from starting points across the EYFS? |
| Governor Link: Nic Exley and Malcolm Parker  Evaluated by: Lee McClure and external |
| Evaluation Notes:  Autumn   * Baseline assessments in place- demonstrate that many new pupils are below age related expectations as per the normal intake * Target tracker issues addressed (parent version and staff storage) * Targets set for progress and attainment for all pupils, provision adapted and parents informed   Spring  Summer |

1. **Ensure that provision across the EYFS is at least good so that children make at least expected progress, and most make rapid progress across the EYFS.**

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| Key issues (current position):   * GLD is positive and has risen for the last 3 years from 60% to 73% * Good transition systems are in place with strong relationships between staff, children and parents * Prime areas of learning to be further embedded to allow more children to reach their full potential * The indoor and outdoor environment is in the process of being developed further |
| Success Criteria:   * The EYFS timetable is well-balanced with access to both indoor and outdoor provision * 100% of children make expected progress from baseline * 50% of children make rapid progress from baseline * 65% minimum achieve GLD with 10% minimum exceeding across the curriculum * Judgements are accurate following discussion, moderation and agreement between all key staff |
| Milestones:  October- observations and support for F2 teachers by leader  November- external evaluation of EYFS outdoor practice (start CPD) , parents’ evening to work together with families to raise standards and achievement  December- target setting for all pupils and groups, initial pupil progress  January- building plans in place to improve provision, staffing secured  February- outdoor continuous provision begins, mid-year review of provision  March- share indoor provision and practice with local schools, parents’ evening to work together with families to raise standards and achievement  April- outdoor CPD support ends, pupil progress review and final groups  May- moderation- pupils make rapid progress, outcomes broadly in line with national  June- evaluate outdoor CPD and impact. Final input, best fit judgements made and moderation timetable in place  July- final outcomes and analysis, review SDP/share with staff/parents/GB/external and transition programme to new school year takes place, evaluate 2017/18 progress/outcome  EYFS evaluated as good overall by external views, 2018-19 action plan in place |
| Leader(s): D Royston |
| Financial references:   * Building development- capital budget £35k * Outdoor training- BEFT (FOC) * Outdoor staffing (0.5 contract with PE funds) £4.5k |
| Key Evaluation Question:   * Do the EYFS environment and provision ensure that children make rapid progress across the curriculum? * How well are pupils needs met through effective support and challenge? |
| Governor Link: N Exley  Evaluated by: L Singleton or LA EYFS Advisor |
| Evaluation Notes:  Autumn   * Baseline assessments in place- demonstrate that many new pupils are below age related expectations as per the normal intake * Target tracker issues addressed (parent version and staff storage) * Targets set for progress and attainment for all pupils, provision adapted and parents informed * EYFS provision is judged to be good, building plans for August 2018 are taking shape, outdoor TA secured to enhance the quality and frequency of outdoor learning   Spring  Summer |

1. **Ensure that children in KS1 make rapid progress and achieve above national averages by the end of KS1 (including all core subjects, combined achievement and phonics outcomes). Pupils achieving at greater depth are above national averages.**

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| Key issues (current position):   * Last year’s Y2 outcomes were slightly below national averages but due to a very complex cohort with high % of SEND and additional needs- the children made progress based on F2 outcomes in 2015 * Very few children achieve at greater depth at the end of Y2 * There is a need to ensure appropriate transition from EYFS to KS1 * Internal assessments aren’t accurate and/or age-appropriate * Pupil premium children need to be more carefully tracked and monitored, especially thos who have more than one barrier to learning *(use case studies to capture the progress of multi-barrier pupils and EHCP pupils)* * Is all GLD attainment accurate? |
| Success Criteria:   * 90-100% of pupils make at least expected progress across KS1 * 40% of pupils make greater than expected progress across KS1 * 25% of pupils reach greater depth in reading and maths, 15% in writing and combined * Provision is externally evaluated as good * Pupils are KS2 ready |
| Milestones:  October- initial pupil progress and target setting, class context clear for all staff  November- CPD and lesson study to improved pitch, challenge and differentiation, parents’ evening to work together with families to raise standards and achievement  December- pupil progress review and recommendations shared, assessment capture  January- pupil progress analysis to GB and shared with all staff, meetings with parents and support resources shared  February- mid-year observations and support staff lesson study/CPD review  March- assessment capture, pupil progress, target groups and additional provision  April- Y2 target groups receive additional provision and support, parents’ evening to work together with families to raise standards and achievement  May- final assessments carried out, pupil progress analysis shared with GB and staff  June- final input, best fit judgements made and moderation timetable in place  July- final outcomes and analysis, review SDP/share with staff/parents/GB/external and transition programme to new school year takes place, evaluate 2017/18 progress/outcome, 2018/19 action plan in place |
| Leader(s): D Royston and N Evans |
| Financial references:   * CPD for support staff (£500 budget) * Support materials for families (£300) |
| Key Evaluation Question: Are standards of teaching and learning across KS1 evaluated to be good or better? Do children make at least expected progress across KS1? Do outcomes compare favourably with national averages and historical school outcomes? |
| Governor Link: Louise Hughes  Evaluated by: L McClure and External |
| Evaluation Notes:  Autumn   * Targets set, progress and provision discussed with staff * Staffing and timetables revised from January 2018 to meet the needs of all groups and learners * Pupil Premium review shows that there needs to be a tighter grip on each child’s progress, provision and flight path. Some concerns about lack of support at home (e.g. reading) that need to be addressed * Provision in KS1 is securely good and Y1 will now begin a more formal timetable * All parents are aware of pupil targets and the progress that they are expected to make this year and beyond   Spring  Summer |

1. **Ensure that children make rapid progress across KS2 so that school outcomes are above national averages in all subjects and for combined achievement.**

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| Key issues (current position):   * Last year’s Y6 outcomes were above national averages- need to ensure this continues to be the case * Ensure more children achieve in all subjects * Develop appropriate transition from Y6 to Y7 (steps to secondary) * Ensure an effective moderation timetable is in place to secure accuracy of internal data |
| Success Criteria:   * 90-100% of pupils make at least expected progress across KS2 * 40% of pupils make greater than expected progress across KS2 * 40% of pupils reach greater depth in reading and maths, 25% in writing and combined * Provision is externally evaluated as good * Pupils are Y7 ready (steps to secondary project in place) |
| Milestones:  October- initial pupil progress and target setting, class context clear for all staff  November- CPD and lesson study to improved pitch, challenge and differentiation, parents’ evening to work together with families to raise standards and achievement  December- pupil progress review and recommendations shared, assessment capture  January- pupil progress analysis to GB and shared with all staff, meetings with parents and support resources shared  February- mid-year observations and support staff lesson study/CPD review  March- assessment capture, pupil progress, target groups and additional provision  April- Y6 target groups receive additional provision and support, parents’ evening to work together with families to raise standards and achievement  May- final assessments carried out, pupil progress analysis shared with GB and staff  June- final input, best fit judgements made and moderation timetable in place  July- final outcomes and analysis, review SDP/share with staff/parents/GB/external and transition programme to new school year takes place, evaluate 2017/18 progress/outcome, 2018/19 action plan in place |
| Leader(s): R Mayston and L McClure |
| Financial references:   * CPD for support staff (£500 budget) * Support materials for families (£600) * Boosters and targeted teaching (£2500) |
| Key Evaluation Question: Are standards of teaching and learning across KS2 evaluated to be good or better? Do children make at least expected progress across KS2? Do outcomes compare favourably with national averages and historical school outcomes? |
| Governor Link: Malcolm Parker  Evaluated by: L McClure and External |
| Evaluation Notes:  Autumn   * Targets set, progress and provision discussed with staff * Staffing and timetables revised from January 2018 to meet the needs of all groups and learners * Pupil Premium review shows that there needs to be a tighter grip on each child’s progress, provision and flight path. Some concerns about lack of support at home (e.g. reading) that need to be addressed * Provision in KS2 is securely good or better * All parents are aware of pupil targets and the progress that they are expected to make this year and beyond * New TA in Y5 to support SEND/LA pupils in mornings (core curriculum work)   Spring  Summer |

1. **Ensure that children receive good provision in all year groups and across all subjects. Teaching is judged to be consistently good and staff work together to develop excellent practice through shared CPD around issues like questioning, marking/feedback, differentiation, developing independence, working memory and other SEN support strategies.**

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| Key issues (current position):   * Ensure that teaching and learning are explicit about how to be successful * Ensure that children can measure their success * Ensure that children receive clear, development feedback and that they have time and support to improve by acting on said feedback * Ensure that PP and SEN pupils make at least expected progress *(use case studies to capture the progress of multi-barrier pupils and EHCP pupils)* |
| Success Criteria:   * Learning and success criteria are well pitched and appropriately challenging * Ensure that children can explain, explicitly, their learning and what they are improving * Ensure that children in all groups make at least expected progress *(use case studies to capture the progress of multi-barrier pupils and EHCP pupils)* * Ensure that children achieve well compared to their peers’ national averages |
| Milestones:  October- Classroom observations and PMR complete, common threads shared  November- PMR targets are aspirational yet achievable, they linked to school KPIs  December- start lesson study model to improve practice  January- Support staff PMR complete and targets set, SEO evaluates practice  February- learning walks to update teaching profile and share common strengths/AtD  March- lesson study round 2, mid-year reviews in place- staff on track for targets  April- Learning walks demonstrate effective additional provision/differentiation for VP  May- Assessment focus  June- SEO evaluates the quality of teaching and moderates monitoring evidence  July- measure targets against KPIs and evaluate teaching across the year |
| Leader(s): L McClure/R Fearn/D Royston |
| Financial references:   * Lesson study plus targeted CPD (ongoing) £3000 * Developing ICT £2500 * SEN training (£600) |
| Key Evaluation Question: Does teaching across the school meet the needs of all learners? Is the teaching profile at least 100% good by July 2017? Are teachers addressing the most recently discussed areas for development? |
| Governor Link: K Thorogood  Evaluated by: R Fletcher/L Singleton |
| Evaluation Notes:  Autumn   * PMR completed for all teachers and support staff * Clear CPD plans have been developed for each individual/team of staff * Staff have a culture of sharing practice and talking about/developing learning and curriculum themes * PMR targets are aspirational and link to the overarching SDP * Lesson study is all planned and in place but it will not begin until January 2018   Spring  Summer |

1. **Leaders (including Governors) can evidence a broad, balanced and exciting curriculum through pupils’ work, displays and social media feeds. Subjects and phases are well led and leaders at all levels have an accurate picture of standards in their area of responsibility and a clear plan for continuous improvement.**

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| Key issues (current position): The curriculum in school is a key strength. Cross curricular and engaging topics are evident in all classes, especially upper KS2. Foundation subjects including PE, art and music are protected and embedded in class timetables. |
| Success Criteria:   * Ensure that all subjects are taught for an appropriate amount of time to ensure progression across the curriculum * Internal assessment is accurate and closely linked to work samples in books * Ensure that displays and work samples capture the opportunities to write and apply maths across a wider curriculum with science, history and geography rich thematic topics * Introduce additional theme days or weeks for science, DT, ICT, art, PHSCE and RE/faith * Introduce enterprise skills throughout school and embed in KS2 * Foundation subject leads have creative and detailed plans to develop their subject and accurate assessment of their area of responsibility * ICT provision is improved |
| Milestones:  October- curriculum map in place in each class- coverage is evident across the year, new internal assessments  November- parents’ evening shares work samples with parents  December- learning walks demonstrate that work across the curriculum is on display, review of spend on reading materials (guided and individual) for the whole school and especially more able readers  January- work scrutiny and learning walks shows high quality curriculum coverage and breadth of subjects, external evaluation of the curriculum  February- pupil interviews demonstrate the popularity and breadth of the curriculum  March- plan the themed days/weeks for 2018/19 and add to calendar, ICT spend to improve the use of cross-curricular ICT  April- work scrutiny demonstrates opportunities to write at length across topic work  May- enterprise projects have an impact on outcomes and pupil engagement  June- reports to parents celebrate progress and achievement across the curriculum  July- review the curriculum map, analyse data and evaluate pupil progress/coverage |
| Leader(s): R Fearn |
| Financial references:   * Potential library refurbishment (grants applied for £4000 x 2) * Reading resources for classes (£1500) * Curriculum themed days to inspire (£1500) * School visit budget (£10,000) * Enterprise projects and themed weeks/days for all wider subjects (£1500) |
| Key Evaluation Question: Is the curriculum broad and balanced? Does it inspire and enthuse children? Is the National Curriculum appropriately covered and are evidence of progress and achievement clear in work samples and display? |
| Governor Link: R Puncheon/R Fletcher  Evaluated by: L McClure/External |
| Evaluation Notes:  Autumn   * The wider curriculum is undoubtedly a key strength of the school- this can be seen through learning walks and displays/work samples * Visits have taken place for all classes, enrichment activities on offer to all classes also this term (DT/sport/enterprise/visits/visiting theatre groups) * Reading scrutiny shows that the school is well resourced and standards are positive * Ask all subject leads to create an audit and wish-list by April 2018 to be considered alongside the setting of the next budget   Spring  Summer |

1. **Pupils who are deemed to be more able or disadvantaged, disabled or in receipt of additional funding for a particular educational need make at least expected progress and some make rapid progress. Outcomes for all groups are measured using a wide range of evidence and at least match local or national averages for similar groups with some achieving above national averages.**

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| Key issues (current position): Pupil progress of the PP children (internal) shows that they make progress from starting points but a greater % need to be tracked and monitored termly to ensure that school averages compare favourably with national averages, especially when non-EHCP children groups are analysed. |
| Success Criteria:   * A review of pupil premium spending explicitly links spend to provision and outcomes * Pyramid and external moderation in place at all age groups. Internal moderation is regularly planned. * More able pupils identified in initial class context meetings and as part of transition plans from 2018/19 * SENDCo appoints new intervention lead and links all intervention to key need * Mechanisms are in place to measure the impact of interventions and feed into wider pupil progress meetings * SENDCo to lead pupil progress with teacher and TA present at least termly * 90-100% of vulnerable pupils make expected progress and 30% make rapid progress * SEN/PP pupils achieve favourably when compared to national averages for similar groups * 100% of more able pupils make expected progress and 50% make rapid progress from Sept 2017 * High attainment group from KS1 attain above the national average compared to their peers |
| Milestones:  October- initial class context meetings, key data shared with staff and GB, provision maps in place  November- class context checks for all staff, more able focus learning walk and report, IEPs  December- pupil premium/PE spending review  January- new staff in place for interventions, mechanisms for measuring impact introduced, external support around key pupil groups from SEO  February- pupil progress and mid-year review of SEN/PP/MA progress and attainment- recommendations made and shared with all staff  March- pupil interviews with key groups/pupils linked to SDP themes, IEPs  April- revisit SEO recommendations through learning walks and next steps shared with staff  May- assessment focus  June- analyse final data and report to GB/SEO, consider next steps for 2018/19  July- case studies created for key pupils who are off track to evidence progress made (e.g. pupils with significant barriers) IEPs |
| Leader(s): R Fearn |
| Financial references:   * Pupil Premium Budget- ensure clear tracking for each cost and the impact it has * PE Budget- ensure clear tracking for each cost and the impact it has |
| Key Evaluation Question: Are more able pupils identified early and targeted to make rapid progress? Are all staff aware of vulnerable pupils in their class and able to articulate their strengths and weaknesses? Are interventions and additional provision tracked and measured for impact? |
| Governor Link: C Throssell  Evaluated by: L McClure/External |
| Evaluation Notes:  Autumn   * Very small number of pupils (2 per class on average) have PP status * Not clear enough/sharp enough where/how the money is spent and the impact as yet * Many PP pupils also have a high level of SEND need * Case study document now in place for each end of year assessment cycle * All staff are aware of their class context and can explain their class/vulnerable pupils   Spring  Summer |

1. **Parents and the wider community are increasingly engaged with the School’s work and ethos. They make a positive contribution to the School’s work and have opportunities to visit regularly and/or have their voice heard.**

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| Key issues (current position):   1. The School’s ethos is positive but families and children cannot articulate it well enough 2. Parents need more regular communication and to engage fully with school events and current learning 3. More regular opportunities to share experiences of the children with parents are required and desired |
| Success Criteria:   * Develop and introduce a simple vision statement and pupil promise * Weekly, high-quality communication between school and home * Families speak positively about heightened opportunities to engage with school * Regular opportunities are seen in the school calendar for family engagement |
| Milestones:  October- weekly newsletters and learning journal in place. Twitter feed launched.  November- Presentation to parents and open evening  December- Email and parents’ evening system in place for parental engagement  January- Questionnaire to gauge responses to initial improvements  February- Parent Council and Fundraising groups established  March- New logo and branding in place on all key documents  April- Star Assemblies begin for parents to attend/broadcast on Twitter where possible  May- Review of school website and associated costs  June- End of year questionnaire analysis  July- Parental review group meeting |
| Leader(s): Mr L McClure (Head) |
| Financial references: Email and Parents’ Evening Online Modules (£250 per annum) Design of logo, pupil promise and key document branding (£1200 budget)  Good to be Green reward system (£1500)  Website costs (£100 per annum) |
| Key Evaluation Question: Are all families and children able to succinctly describe the School’s vision and do parents feel increasingly well communicated with and involved? |
| Governor Link: Tracy Beaumont  Evaluated by: Richard Fletcher (Chair) |
| Evaluation Notes:  Autumn   * A new motto/ethos statement is now in place after consultation with all key groups * This message is articulated through ongoing systems and processes * All communication systems are now in place and well received * We have set up a Parent Council ahead of schedule and they can now feedback on parental views   Spring  Summer |

1. **Pupils attend school regularly, are rarely late and are well equipped to learn well each day. Attendance will be significantly above the national average. Attendance of vulnerable groups will be tracked carefully. Behaviour will be outstanding and any concerning behaviour will be managed effectively and safely through a clear set of school rules and a robust and effective policy that will be applied consistently. Pupils will tell us that they feel safe and the school ethos and environment will ensure that they feel happy and comfortable in school at all times.**

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| Key issues (current position):   * School target of 97% was not met last year * 1.8% unauthorised absence last year * Behaviour incidents are rare but consistency of approach needs to be addressed * Safeguarding is effective but systems could be developed further and embedded (e.g. collection after clubs, etc) |
| Success Criteria:   * Attendance will meet school target of 97% * Attendance for vulnerable groups will be good (96%+) * Punctuality issues will improve significantly- less than 1.5 lates per week * Behaviour will be outstanding- good to be green outcome rate above 97% * Incidents will be logged, tracked and reported effectively with parents * Safeguarding will be judged to be outstanding |
| Milestones:  September- new systems and processes in place, letter to parents, expectations clear  October- new behaviour policy consultation, safety check with GB, letter about clubs  November- new SG team posters, annual report approved  December- ID badges in place, attendance letters and monitoring  January- action plan review and next steps  February- EWO review and mid-year update  March- review by GB members, action plan revisited  April- attendance letters and monitoring  May- all key policies reviewed and shared with parents, attendance policy consultation  June- key rewards generated for pupils and families- review the new systems  July- external review of behaviour and safety judges school to be outstanding |
| Leader(s): L McClure/R Fearn |
| Financial references:   * Some GB training and updated training- safer recruitment (£400) * Safeguarding training for all staff (£300) * GOOD to be GREEN resources (£1500) * ID badges for all staff (£200) * Online training (£300) |
| Key Evaluation Question: To what extent to children and parents consider behaviour and safety to be outstanding and/or well managed? Is the overall attendance data favourable to national averages (including for vulnerable groups) and PA lower than averages? |
| Governor Link: C Throssell/S Hood  Evaluated by: N Leeder (BMBC) |
| Evaluation Notes:  Autumn   * Very positive profile: 99% green lights, 97.4% attendance, 1.5 late marks per week, vulnerable groups all positive against targets- continue to monitor PP v Non-PP for attendance and lateness (still a slight gap but it is closing) * New systems of communication in place- approved by our EWO- to monitor and report attendance or punctuality concerns   Spring  Summer |

1. **Ensure that the school is financially secure and that all funds are used effectively and fairly. Consider school organisation and potential addition funds that may support our future budgetary issues.**

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| Key issues (current position):   * £20k contingency to carry forward * New pupils joining school with additional needs- some have no funding * Need for extra TA/SMSA support to improve behaviour and safety * NFF likely to increase school budget but not clear at this stage * Changes to Nursery provision- 8, 30 hour places offered * Rising staffing costs * No out of hours provision |
| Success Criteria:   * School is at least £10k plus in the black at all times * A staff reviewing ensures that pupils are safe and have SEND needs met * The school is able to explore MAT options as a financially stable school * Explore out of hours provision and the likely funds that may be gained for school * PE funds and PP funds are well tracked and their impact is clear to see. Reports to GB and parents highlight the benefits of these funds being deployed to impact standards in school. |
| Milestones:  October- finance reports and meeting with Head/LA Finance/Finance Officer  November- Clarity on F1 position and communication with all parents about buying extra sessions, review 30 hour systems and feedback from parents, consultation with parents on out of hours support  December- Pupil Premium Review and report, staffing structure and suggested January staffing shared with GB  January- staffing review and ICT audit, capital budget review  February- consultation of out-of-hours provision (before/after school)  March- set 2018/19 budget and review impact of key spending  April- new Pupil Premium report shared with GB and online  May- Pupil premium spending strategy for 2018/19 and beyond  June- decision on 2018/19 30 hours offer and addition payments, EYFS build  July- financial position statement and next steps, response to staffing review |
| Leader(s): E Chapman/L McClure |
| Financial references:   * Nursery 30 hour places- losing business is we don’t offer extra places? * Rising funds for EYFS hours- £3.94 (up to £7000 per annum) * Lost some extra session funds incoming- £10k budgeted but little uptake |
| Key Evaluation Question: Is the school’s budget effectively deployed? Are funds used to effectively deliver quality provision and positive outcomes? Is the school providing good value for money? How well are the PE and Pupil Premium funding used to raise standards? |
| Governor Link: H Weldon/R Fletcher  Evaluated by: L McClure/J Amawue/H Perrin |
| Evaluation Notes:  Autumn   * New staffing secured for key SEND pupil and the new outdoor role * PMR cycles show that all staffing is well organised and well utilised against pupil need * Pupil premium spending review needs to be tighter/clearer about spend versus impact * PE funding is well utilised and documented for a range of key purposes- staff development, competition and transport to special sporting events. Sport is really improving and engagement with sport and clubs is now 92% across the school * Vast improvements ongoing to EYFS unit, outdoor resources, ICT for staff and pupils which will impact the capital budget * New branding and enrichment activities will impact the budget slightly too * Online systems for communication carry a cost (£2000) including all forms of communication and school money modules but they significantly impact parental experience and reduce office staff work load * The school still has a contingency for any issues that arise and a slightly more positive budget is expected 2018/19 based on projected fair funding documents   Spring  Summer |