**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  Lesson Study Planning | 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  Lesson Study 1 | 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  Lesson Study 2 | 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 Richard Fletcher  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   * Baseline assessments, calendars and systems are well embedded * Need to further secure staff confidence- including support staff- with Target Tracker * High % of key SEN pupils has made evidence capture more challenging with a new system this year but a plan has been devised to address this in the Summer Term * Percentages suggest that 30-40% of pupils who enter the school have age appropriate skills * Speech and language have become more pressing issues in EYFS in recent years- plans in place to support the appropriate pupils and their families to address this barrier as quickly as possible   Summer   * F1 to end of F2 hard to track due to new tracker system, will improve next year- indications F1 progress good or better and F2 good. Majority made expected progress across EYFS F1-F2 |

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 * 70% 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 and Malcolm Parker  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   * Continued to input data and evidence on Target Tracker- this is monitored and evaluated by DR/NEv * Outdoor- now accessed by groups/ongoing- resources, storage procured and organised * New TA established in outdoor and linking to opportunities across the EYFS curriculum * Improved balance of indoor and outdoor provision- outdoor learning much more focused * Wheelathon event to fundraise for new bikes and promote physical health and wellbeing * Well prepared for moderation through various events and cross-phase support/visits to other settings * Pupil progress identifies strengths and weaknesses and areas of need * 3 key SEND pupils being assessed and stringer links being developed with families and external agents * External LA moderation training * Parents’ Evening to support child and their family with next steps and guidance/resources   Summer   * Very positive curriculum coverage; pupils well-rounded and pastoral care very positive * Smooth transition for all new pupils * BEFT celebration event and next steps in place for the outdoor * Very positive moderation- accurate views and children/needs understood very precisely * SA has been on an outdoor and active phonics training course * Outdoors and indoor writing and core provision need to link- this will enabled greater rates of progress * Indoor challenges now set for children, keep developing and ensure consistent * Ensure that adult role is to prompt/challenge through questions, language and thinking skills * Link with F1/F2 to plan and ensure challenge and clear differentiation for SEND/GD pupils across EYFS * Work with KS1 to develop phonics groups and tight, small group provision |

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: Nic Perry  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   * 80%+ on track for expected progress (90 in reading and writing) * Greater depth on track for 20-25% * Interventions and additional groups clearly identified and getting regular support * Phonics and KS1 SATS meetings and support sessions for parents * Targeted resources and support for key pupils * Head working with GD group for maths * Parents’ Evening focused on progress and achievement linked to next steps and working together   Summer   * Attainment slightly above national at ARE * Attainment broadly in-line with national at GD * Majority of pupils making expected progress * Now need to develop further support for early reading, develop programme and system for teaching phonics and into early SPAG * 2 year engaging curriculum- greater links between Y1 and Y2 * Develop additional provision across Y2 using subject and senior leaders |

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: Derek Cliffe  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   * On track for 90-100% of pupils to make expected progress * All pupil premium children on track to make expected progress * On track for 40% of pupils to make greater than expected progress across KS2 * A range of evaluation activities judge teaching to be good or better in Literacy and maths * Y6 teacher now a writing moderator * Additional transition day and activities in place * Steps to Secondary launch evening with Y6 and the system is in place- fed back to PGS * Residential and significant visits planned and carried out this term and Summer to enrich the curriculum * Higher % than ever engaged in music and sport * On track for 40% GD in reading and maths and 25% in writing and combined * Ofsted good or better for all KS2 * New TA to support SEND pupil in Y5 * Booster groups provided by SLT- mainly reading and maths at this stage * Parents’ Evening –parents given updates and support to work together with school   Summer   * Targeted groups in reading- lower group rose 10% and GD dropped 10-15% * Outcomes and predictions shared with GB throughout * Writing outcomes discussed as moderator- GD outcome very positive compared to local schools * Assessment timetable with mocks trailed and internally moderated * Closer links with PGS, Steps to Secondary trailed successfully with good impact and Mr Crook attended key events- planners to support the last 3 weeks in school, consequences in place similar to PGS * All children have attended an extended transition programme * Outcomes well above national and above history of the school * Some children did not make expected progress but this is linked to high level 3 attainment in Y2 |

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- to be developed for support staff in 2018/19**  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 (NEEDS FURTHER WORK IN 2018/19)  May- Assessment focus  June- SEO evaluates the quality of teaching and moderates monitoring evidence (SEPT 2018)  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   * Lesson study 1 has taken place with excellent feedback and signs to suggest that staff are benefitting and taking more risks * PMR meetings are planned for support staff * Broad and effective CPD programme in school * External opportunities are shared and evaluated carefully for impact on our pupils and value for money * Regular and ongoing book scrutinies led by subject leaders with GB involvement * Ofsted evaluation and feedback   Summer   * Teaching profile secure and staff supporting each other * OMR records are positively engaged with and have an impact, evidence that ‘next steps’ are addressed * Lesson study fully in place and staff sharing expertise and ideas more regularly * External views are that leaders are accurate in their self-evaluation * Stronger planning and assessment links created for next year between teachers, leaders and teams |

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   * The curriculum was a key strength at Ofsted inspection * LM trailing subject lead training materials * Subject leadership and curriculum/timetable agreements made at INSET * Cross curricular planning, topics and display a key strength * RE and all ares not covered ongoing to be delivered through themed days led by specialists * Subject leadership files and link Governors to be refined and improved from September 2018 for 2018/19 evaluation cycle * Plans already in place for 2018/19 subject leadership and expectations now clear of all staff and leaders * Plan has been collated for skills progression * Balanced curriculum planned in all year groups- 2 year, engaging cycle to be developed in KS1 * FS staff have received support with their curriculum and environment and the staff have led the outdoor development work with passion and skill * Successful introduction of additional ICT content * Successful introduction of enterprise skills and DT days across school- enterprise fair held in March 2018 with over £250 raised   Summer   * The curriculum is balanced and engaging * Standards are observed to be appropriate and positive * Phonics systems and provision developing with new leaders from Sept 2018 * Additional early reading developing through a Reading Army * KS1 developed a 2 year cycle * F1 and F2 working more closely together * RE and Music in KS2 being developed through special theme days |

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 * 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 (moved to Summer Term), 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   * All staff are fully aware of PP children and target these children in class. All PP make in Y6 to make at least expected progress from starting points. * Various moderation events across school and pyramid/LA settings ensure that pupil levels are accurate. * Regular SEN/IEP meetings to discuss pupils, their progress and next steps led by SENDCo. * Termly report to Governors on SEND and interventions * PP review and new policy- supported by meetings with parents and staff * Ofsted identified the good support for SEND pupils * Ofsted identified positive early steps towards targeting more able and PP and agree that these are 2 areas to further develop * PP spending tracked more closely and linked to outcomes and progress, etc. * Case studies developing for key pupils. * Key SEND pupils supported to appropriate settings or level of support in our school. * Half termly SEND leader/GB meetings and learning walk. * IEP meetings with TAs termly. * Key staff absence- intervention leader- 2 additional TAs have taken on extra hours in afternoons to cover * Pupil interviews moved into the Summer Term to link to GB meeting.   Summer   * Despite long term absence of key staff, every effort has been made to ensure that key pupils get what they need * New intervention tactics in place during sports coaching and PM sessions where teachers can pick up intervention work and boosting * Subject leads and SLT working with key year groups across school additional to the class teachers * Termly pupil progress and early focus on vulnerable in place * Pupil Premium focus work leading to provision map for all PP pupils * Ensure IEP and EHCP targets match and are closely monitored |

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 (develop on the uniform/all documents 2019)  April- Star Assemblies on Twitter where possible and child takes home feedback  May- Review of school website and associated costs  June- End of year questionnaire analysis  July- Parental review group meeting (changes to home reading) |
| 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? Parent voice heard and having impact? |
| 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   * 99% parental approval, 98% pupil approval, 100% staff approval at Ofsted inspection * Shared values and vision are much more evident * Regular communication works well, Parent Council well established and giving a good balance of feedback/support and have excellent ideas about future development e.g. reading at home * Outstanding feedback on Parent View and school based questionnaires (next steps- celebrate the work of GB to make families aware of their role, ensure that families report bullying ASAP so school can apply the effective policies to address any issues immediately) * Family interaction is improving at key events- 97% attendance at parents’ evening   Summer   * Questionnaire feedback to end the year very positive * Pupil interviews agree with the above and their views are fed back to key leaders and GB (GB involved in the process) * Report feedback states that parents very happy with provision and experiences/standards in school, especially safety and communication * Key fundraising and parental events very well supported! * Changes made to reading records and merit systems due to parent/pupil feedback and work with the School Council * Very active and engaged GB/PC/SC * Vast media coverage to share the school in a very positive light * We had 23 F2 children and within 3 weeks we were full! * Parents constantly tweeting and emailing school to say how happy they are and sharing thanks |

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 with GB for 2018/19  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/T Beaumont  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   * Behaviour statistics are very positive at +99% Good to be Green and record merit/team points * Undesired behaviour is well and consistently managed * Attendance is higher than ever and above target- now need to monitor the impact of holidays on figures and pupil progress and develop/refine the school policy on holidays/fines, etc * FSM v Non FSM closing but still a gap to close * Monitor PA throughout the year and review each year- send regular letters and hold meetings where necessary * The last cycle of attendance letters and the PP parents’ evening has had an excellent impact on the rates of attendance for key children. * EWO support suggests systems are best practice * Revisited the action plan for safeguarding with GB and half termly reviews- all in place * Safeguarding- a culture is evident across the school (and the whole community!) and our work is viewed as best practice   Summer   * All matters very well placed and at least securely good * Behaviour CPD for key staff including teachers, support staff and SMSAs * Lesson study working well to see consistent approach to key school policies including behaviour * Attendance, lates and behaviour all as strong as ever but slight tweaks planned. Need to target regular holidays (more than 10 days) holidays in Y6 and absence around 90%. * Need to keep key Governors updated on progress against safeguarding action plan and continue to have very high standards in all areas * GB induction required due to 4 new Gb members * Update GB training, especially Safer Recruitment (most pressing) Head to refresh IOSH |

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 additional 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? (Next steps in place now) |
| Governor Link: D Cliffe/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   * PE funding is very well planned out, linked to KPIs and ensures high quality outcomes (see full review) * Standards of PE and clubs/competitions are high and rising * The budget is well managed and we currently have £40k contingency for the year ahead, whilst other local schools are mostly in deficit * Pupil Premium has had a full review, including staff, Governors, children and parents * PP parents’ evening launched a review * PP pupils making expected progress and targeted for rapid progress * P policy now in place * Nursery places have risen and 30 hours/paying for sessions working well * MAT options explored but not desired at this stage- the school is strong in the current position and can focus on our pupils and making provision even stronger   Summer   * Budget well managed over the years- staff in place for their key roles although we have had 2 long term sickness issues this year to cover * Rising costs- staff, facilities, bills, procurement, etc * Half termly GB monitoring in place and new Finance Leader providing regular feedback * LM working with local Heads about concerns * Continue to review half-termly the staffing of SEND and timetables * 2 grants in school (6k for the new library development) (2k for sports development) * Also applied for 5k for playground development * Seeking sponsorship of our sports teams and kit, etc |