

Wootton-by-Woodstock CE Primary School

School Evaluation
and
SCHOOL DEVELOPMENT PLAN 2018-2019

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Colour coding key: Financial resources, Non-contact, Staff Meetings, Within Office/PPA time

Wootton-By-Woodstock CE (Aided) Primary School

Mission Statement

Through a nurturing culture Wootton-by-Woodstock Church of England (Aided) Primary School aims to:

- ❖ Inspire creativity, foster spiritual growth, engender respect and cultivate responsibility.
- ❖ Provide a happy, safe and caring environment for learning where everyone is valued for their own individual talents and personality;
- ❖ Deliver a high quality personalised education across a broad curriculum that celebrates individuality, secures emotional stability, and enables physical development, health awareness and intellectual fulfilment.
- ❖ Present in particular, opportunities for children to develop an appreciation of the arts and the environment.
- ❖ Be a learning community that provides development opportunities for pupils, parents, staff, governors and students.
- ❖ Be an active establishment at the heart of village life.
- ❖ Attain maximum performance in statutory tests
- ❖ Achieve high standards of behaviour

In view of the Church Foundation of the School, we also seek to:

- ❖ Develop a strong ethos based on our key Christian values, but without exerting pressure to believe.
- ❖ Seek to ensure that all those associated with the School can feel at ease with the church; to have knowledge and understanding of the Christian faith and to feel comfortable in exploring and expressing their own religious beliefs.
- ❖ Develop in our pupils an understanding of, and respect for, other major world faiths.
- ❖ Welcome all children from the neighbourhood irrespective of religion or belief, race, nationality, ethnicity, gender, sexual orientation, age, ability or disability, opinion or family background

FOCUS 4.0 - Outcomes for Children and Other Learners - Evaluation Year Ending 2018

Published Data

Key Stage 2 Headlines

Number in Y6 Cohort: 3

Test Results / Teacher Assessment	% of pupils working at the Expected Standard + (inc. at Greater Depth)				% of pupils working at Expected Standard (inc. at Greater Depth) RWM Combined			
	2017	national	2018	national	2017	national	2018	national
English Reading	60%	71%	100%	75%	33%	61%	100%	64%
English Writing (TA)	57%	76%	100%	78%				
Mathematics	58%	75%	100%	76%				
SPAG	50%	77%	100%	78%				

Test Results / Teacher Assessment	% of pupils working at Greater Depth				% of pupils working at Greater Depth in RWM Combined			
	2017	national	2018	national	2017	national	2018	national
English Reading	8%	25%	67%	tbc	8%	9%	0%	tbc
English Writing (TA)	8%	18%	0%	tbc				
Mathematics	8%	23%	33%	tbc				
SPAG	8%	31%	67%	tbc				

	Cohort Average Scaled Score			
	2017	national	2018	national
English Reading	105	104	111	105
Mathematics	103	104	105	104
SPAG	103	106	112	106

	Progress				
	2016	2017	2018	Floor	Coasting
English Reading	0.75	-3.6	tbc	-5	-2.5
Writing	-1.0	-2.8	tbc	-7	-3.5
Mathematics	-1.6	-5.2	tbc	-5	-2.5

Key Stage 1 Attainment:

Number in Y2 Cohort: 10

Teacher Assessment	% of pupils reaching the Expected Standard and at Greater Depth				% of pupils reaching Greater Depth			
	2017	Nat	2018	Nat	2017	Nat	2018	Nat
English Reading	84%	76%	70%	tbc	17%	25%	10%	tbc
English Writing	84%	68%	60%	tbc	17%	16%	0%	tbc
Mathematics	100%	75%	70%	tbc	17%	20%	10%	tbc

	2017	Nat	2018	Nat
RWM combined Exp +	83%	64%	60%	tbc
RWM Combined GDS	0%	11%	0%	tbc

Year One Phonics Screen:

Number in Y1 Cohort in 2018: 5

Year	2016	Nat	2017	Nat	2018	Nat
% Pass	67%	81%	71%	81%	60%	tbc

Year Two Cumulative Phonics Screen:

Number in Y2 cohort in 2018: 10

Year	2017	Nat	2018	Nat
% Pass	67%	91%	90%	tbc

EYFS:

Number in FS Cohort 2018: 5

Year	2016	Nat	2017	Nat	2018	Nat
% GLD	100%	69%	60%	71%	60%	tbc

SENDOutcomes plans (pupils)2017-2018.

80 % met targets in reading and writing

60 % met targets in maths

Exclusions: None**RE end of year attainment**

Year 6	Below	Expected	Above
AT1 Learning about	-	100%	-
AT2 Learning from	-	100%	-
Year 4			
AT1 Learning about	-	100%	-
AT2 Learning from	10%	70%	20%
Year 2			
AT1 Learning about	20%	80%	-
AT2 Learning from	20%	70%	10%

91% pupils at each transition stage at least expected in AT 1 Learning About (21/23)

87% pupils at each transitions stage at least expected in AT 2 Learning from (20/23)

FOCUS 5: Overall Effectiveness – Evaluation year ending 2018

REVIEW DATE July 2019

Leadership and Management		
Achievement – Good		
Action	Impact	Evidence
Maximise impact of TAs	<p>Because the HT had already addressed this issue by pro-actively using available online materials for in-house INSET the MITA training had no impact on the school. However, the in-house training was effective in enabling school staff to reflect on the most effective strategies for accelerating learning and in identifying where TAs are best deployed. A system is now in place to restructure at least annually.</p> <p>A broad range of support is supplied to pupils and staff by TAs: collecting assessment evidence, correcting conversational Grammar, health and safety, curriculum access for SEND pupils, interventions, split class teaching, planning and preparation. Our TAs are high impact members of staff.</p>	<p>Minutes of staff meetings/INSET sessions, TA feedback forms</p> <p>TA census forms, GB monitoring March 18, lesson observations, data</p>
Compliance and marketing	<p>GB is now more compliant; see note below.</p> <p>H&S compliance excellent</p> <p>Website reviewed and new website under construction</p> <p>PE and PP grant reports updated and compliant with new reporting requirements</p> <p>Case studies in place as evidence of impact by school for specific individuals</p> <p>Post academisation Uniforms, letterheads and website will be freshly branded/marketed</p> <p>GB has taken a lead in advertising School Open Day to attract more pupils from the broader catchment area</p> <p>The school has sought an electronic map to more broadly/accurately advertise the school ...impact to be measured in May</p> <p>GDPR is in progress and continues to be a focus for next year.</p>	<p>H&S audit report</p> <p>Website</p> <p>Available on Unify</p> <p>Leaflet drop, newsletter, minutes</p> <p>Richard Cave/Admissions team, OCC website, website</p>

<p>Maximise middle leadership</p>	<p>Because the HT has supported the new science leader by using both CPD and apprenticeship strategies the leader is gaining in confidence and has had significant impact on the school's science provision; see QTLA below.</p> <p>Because the HT has taken an apprenticeship approach with the SEND and English lead she is clearer about giving feedback and has her own judgements corroborated, this has supported her in taking decisions on the next steps</p>	<p>Staff meeting minutes, Gov monitoring Nov, books, clubs register, science plan, PSQM evaluation, Gov monitoring March 18.</p> <p>Scrutiny and lesson observations March 18</p>
<p>Governance and Academy conversion</p>	<p>The new GB has made significant improvements in systematic management and monitoring so that the HT and GB are more effective in evaluating the position of the school. The school is increasingly compliant e.g. website statutory information and the HT is more strongly supported. Govs are keen to attend CPD and this has improved understanding of their role in the leadership of the school</p> <p>GB tenacity has achieved the start of the process of academisation with a view also toward financial sustainability</p> <p>Budgets have been constructed in which significant savings can be made through class reduction and shared headship scenarios. Unfortunately, until the school finds a partner establishment the plans cannot be actioned</p>	<p>HT feedback, minutes, website</p> <p>Kick off meeting minutes ODST, conversion plan in place</p> <p>Budget scenarios</p>
<p>Areas for Improvement</p> <ul style="list-style-type: none"> • Staff structure/ cost saving • Re-set systems and policies in line with ODST • Inter- school collaborative management • ASP CPD for HT/Govs • GDPR 		

Quality of Teaching and Learning		
Achievement – Good		
Obective/Action	Impact	Evidence
English	<p>Guided reading records have been reviewed and strengthened. Records detail feedback more effectively. Bookmark evidence is more easily identified. Way forward identified for the library. Moderation moved to term 3. CPD needed for precision Learning in Oaks, evaluations of outcome plans yet to be done post data collection.</p> <p>Library is functional and Oaks children are enjoying operating it and reading a wider range of books</p> <p>When children are responding to marking strong progress is made. Higher achievers make less progress. Less impact with handwriting this year.</p> <p>Little impact in phonics as all the actions did not take place; to be continued.</p> <p>Good impact across writing: see monitoring report form subject lead</p>	<p>Leader monitoring records, reading records</p> <p>Gov monitoring Nov</p> <p>Observation</p> <p>Subject Monitoring March 18</p>
Maths	<p>Mastery is not as effective as in securing greater progress as it could be. Higher achievers make the expected rate of progress but not more. Pupils are not suitably challenged and do not make rapid progress.</p> <p>As a result of monitoring activity and feedback written feedback in Saplings class has become more effective. SAA increased attainment. Using visual/kinaesthetic resources has allowed flexible learning and lightbulb moments for this vulnerable group of pupils.</p> <p>Workbooks had an impact on learning and pupils increased target acquisition.</p> <p>Low attaining children are in general making progress and in Oaks class are narrowing the gap. Progress</p>	<p>Gov monitoring/progress meeting March 18</p> <p>“Maths is my favourite lesson.” Yr. 5 pupil</p> <p>“Maths is challenging but I like it.” Yr. 4 pupil</p> <p>Gov report</p> <p>Leader monitoring records</p>

<p>RE</p>	<p>towards diminishing difference in Saplings is not evident with other factors also having an impact. Book scrutiny/observations shows maths taught at the correct level for all age groups.</p> <p>Monitoring by the RE leader shows that profiles are inconsistent across classes and insufficient opportunity for pupils to respond to marking is provided at Ks 2. Existing profiles in the Saplings class are strong evidence that teaching and assessment of RE is improving from the bottom up. Presentation of work in Oaks needs to be tightened. Overall the administration of RE records does the quality of teaching and learning an injustice.</p> <p>SIAMs - outstanding</p>	<p>Governor day Nov. Subject leader scrutiny</p>
<p>Science</p>	<p>CPD and evaluative procedures by science leader has raised the profile of science in the curriculum and updated staff in the latest expectations with regard to assessment practice. The introduction of science bookmarks has created an effective system for tracking progress through the school. Children have been able to access extra-curricular science clubs and take part in science partnership events. Marking and feedback needs improving to be fully effective and the quantity of science work needs addressing. Improvements need to be made re. presentation, and precise technical vocabulary. Profiles are inconsistent across the school. Science dedicated time is inconsistent across the school. It's Not Fair helped clarify types of scientific inquiry and supports planning for this. Clubs have a high impact as pupil enthusiasm is harnessed to supplement classroom learning. Children benefit from the opportunity to conduct experiments and explorations for which there is little time in the classroom. Bright Sparks and clubs have raised the profile of science across all age groups and increased enthusiasm from pupils.</p> <p>The majority of pupils work at the expected standard for their age group. There's a small percentage of children working towards and exceeding PSQM – Silver award</p>	<p>Leader feedback</p> <p>Gov day, monitoring report</p> <p>Leader monitoring records</p> <p>50% pupils attend Bright Sparks</p>

<p>Computing</p>	<p>Showbie provides an effective resource for sharing work between pupil and teacher and giving effective feedback. Computing is taught effectively across the school in its own right and as a cross-curricular tool.</p>	<p>Subject leader monitoring</p>
<p>Assessment</p>	<p>No impact as this has been postponed for one year.</p>	
<p>PE Enhancement activity provision</p>	<p>100% pupils meet the end of Yr. 6 swimming standards Pupils make rapid progress about learning to swim. Pupils faced their fears and rose to the challenge of riding horses. Many pupils immediately wanted a horse for Christmas or to continue with riding lessons in the future. Pupils learnt new skills during the skating and scooting day which they continue to practise out of school. Pupils enjoyed a brief introduction to archery learning about strict codes of conduct for safety in this more unusual activity, Sportsmark - Bronze</p>	<p>Swimming records Direct observation by HT, pupil/parent verbal feedback</p>
<p>EYFS</p>	<p>Changing the tactics for the learning wall has made a greater impact. Pupils talk about their learning more but EYFS are not able to access this concept independently. Parent workshop effectively enabled parents and school to take a consistent approach to phonics so that pupils are well supported. Homework is returned more frequently and pupil learning has been more richly consolidated. Parent comment box ineffective; parents have increased use of home school books instead. Parental reporting of WOW moments is highly successful in motivating pupils to achieve and supplies evidence for the ‘gaps’ in the pupil profiles which are built together by school and parents. Sharing profiles with pupils is helping children to understand how they are learning (early stages). Pupils are now able to use iPads to record photographic evidence for themselves. 100% Pupils take their own photographs of work and, with help, add them to their learning profiles and class</p>	<p>Leader monitoring records Profiles and home school books</p>

<p>Outstanding teaching</p>	<p>displays so they are more involved in their own learning journeys. The parent reading day inspired pupils to ask for more reading at home with adults which supports their language and reading skills.</p> <p>A range of independent learning strategies enable pupils to continue with learning when the teacher is not available and release the teacher to focus on high needs/vulnerable learners.</p> <p>Wide ranging curriculum evident in display, books High level of engagement and independent learning approaches across the school</p> <p>Excellent deployment of TAs maximises their impact on pupil learning and behaviour modification.</p> <p>Lessons are engaging, practical and fun, Children are active participants in their learning</p>	<p>Lesson observations, Gov monitoring visits</p> <p>Gov monitoring Nov</p>
<p>Areas for Improvement</p> <ul style="list-style-type: none"> • Monitoring and assessment of foundation subjects by all curricular leads • Teaching of phonics in Oaks TBC • Work with all classes in the library. • Increase rate of progress for HA and young LA in Maths • Challenge HA in English • Focused support for SLD children in conjunction with SEND support • Development across the curriculum for Active maths (Maths of the day programme) 		

Personal Development, Behaviour and Well-being

Achievement – Outstanding

Action	Impact	Evidence
SMSC monitoring	Shows that the school has a strong ethos and a culture of mutual trust, care and support Teachers guide and support pupils well Pupils are comfortable in airing concerns Relationships are positive Children respond well to spiritual experiences Conduct is very good Attitudes to learning are strong	Lesson observations, ice skating observations SIAMs toolkit Governor monitoring records “Excellent displays of confidence from the children.” (parent) Relationship support poster Peripatetic music teacher (Gov monitoring Nov)
Safeguarding	Parents and pupils are able to discuss potential bullying issues Parents mostly pleased with the way in which alleged incidents are dealt with Anti-bullying week raised awareness of bullying New GB is beginning to ‘get skilled up’ in this area Behaviour policy and SCR brought into line with recent guidance and raised expectations The school is highly compliant with health, safety and safeguarding procedures going beyond the standard to ensure that all stakeholders are vigilant Pupils are educated in safe practise so that they are able to explain how to keep themselves and others safe.	Meeting notes and letters Annual parent questionnaire Policy and SCR SCR, DBSs, Generalist training annually Posters, rules, lesson plans, observation records, Gov monitoring records
Inclusion	SEND pupils like coming to school less than other pupils. There are three pupils, two who are SEND, who have a highly negative view. Inconsistency is evident in the data. Whilst many pupils claim to be worried this worry is diminished when they are at school. Pupils get on very well with their teachers and feel that they are able to access learning without anyone stopping them. A few pupils (2-3) admit to teasing others and calling names some of the time. 74% feel lonely some of the time and 85% feel unhappy some of the time. It was not clear from the survey whether or not this is school related. No lonely children were observed by governors on the recent monitoring visit.	Anti-bullying survey Gov monitoring Nov

	<p>Send pupils are well supported using a variety of strategies with regard to specific needs and make good progress on their outcomes plans, particularly in non-academic areas.</p> <p>Case studies demonstrate outstanding standards in inclusive practice which impact greatly on pupils highly positive attitudes to learners of all nationalities, abilities, disabilities and medical/ learning conditions. The school goes the extra mile to ensure that pupils attend school, participate fully and that all are valued and respected as individuals.</p> <p>Vulnerable pupils on track to make expected progress in Saplings and Oaks</p> <p>Project X – good impact on enthusiasm for reading and progress – A 3.5 points progress, B could tackle PIRA confidently, scored 18 out of 25. C reading for pleasure, more fluent and expressive.</p> <p>Less impact from PL training. This needs to be revisited in Oaks class</p> <p>SIAMs - outstanding</p>	<p>Case studies</p> <p>SEND lead monitoring</p>
<p>Areas for Improvement</p> <ul style="list-style-type: none"> • GDPR • Health check paper work and systems • Continue TA deployment review 		

<p>Outcomes</p>
<p>Achievement – Target 109 scaled score met</p>
<p>Areas for Improvement Increase progress in mathematics</p>

SDP Key Priorities 2018-2019

Priority	Focus Area	Divisions
1.	Outcomes	<ul style="list-style-type: none"> • Raise percentage of pupils at/above expected against the National Average • Increase progress in mathematics
2.	Quality of teaching Learning and Assessment	<ul style="list-style-type: none"> • Assessment upscale • Foundation Subjects upscale and health check
3.	Behaviour, safety, personal, development and welfare	<ul style="list-style-type: none"> • Safeguarding compliance
4.	Leadership and Management:	<ul style="list-style-type: none"> • Transfer to academy status and re-set systems • Assessment • GDPR • Financial Sustainability

Focus 1.0 Quality of Leadership and Management- Action Plan - ACADEMISATION

Success Criteria:				Targets:		
<ul style="list-style-type: none"> • Successful transition to academy status with ODST • School is financially sustainable 				<ul style="list-style-type: none"> Achieve academy status Bring systems and documents into line with ODST 		
Objective (link to Subject Leader planning)	Person Responsible	Resources	Measurable milestones to include who, resources and success criteria			Evidence
			End of Term 2	End of Term 4	End of Term 6	
Re-set systems to align with ODST	VL/Govs/ODST	List from Julian Hehir	Revise, adopt, write all policy documents	-	-	
	MW/RB		Create manageable policy list	-	-	

			Identify other tasks	Complete other transition tasks	Complete other transition tasks	
School is sustainable	VL/Govs/ODST		TUPE	Start staff re-structure planning	Staff restructure	Structure determined and actioned
			Review contracts. Inform ODST of contracts in place	Review contracts	-	Contracts renewed, reviewed, replaced
			Govs scheme of delegation	-	-	

Focus 1.1 Quality of Leadership and Management- Action Plan - ASSESSMENT

Success Criteria:					Targets:	
<ul style="list-style-type: none"> Reporting arrangements will be in line with ODST and Target Tracker Parents will be able to access pupil data online Pupils will be accurately assessed and performance tracked 					See core and foundation subject focus pages	
Objective (link to Subject Leader planning)	Person Responsible	Resources	Measurable milestones to include who, resources and success criteria			Evidence
			End of Term 2	End of Term 4	End of Term 6	
Adopt and use Target Tracker	All CTs	1x staff meeting and 1 x INSET day	Record common assessment data in TT for Maths, English and Science	Explore use of TT for RE and Foundation subjects	Use TT for producing new reports	TT populated
Reporting arrangements	VL	Office time	Re-design interim reports	-	Re-design summative reports	Reports published
		Office time	Training for parents	-	-	Parents can access their child's data throughout the year
		½ x staff meeting	Additional CPD for staff e.g. EYFS records	-	-	Pupil profiles accessible online
Introduce foundation assessment	VL	½ staff meeting	Share and discuss proforma for class assessment	Trial proforma	Evaluate proforma	Minutes, records

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Focus 1.2 Quality of Leadership and Management- Action Plan GDPR

Success Criteria:						
<ul style="list-style-type: none"> School is compliant with GDPR legislation 						
Objective (link to Subject Leader planning)	Person Responsible	Resources	Measurable milestones to include who, resources and success criteria			Evidence
			End of Term 2	End of Term 4	End of Term 6	
Prepare relevant management documents	GB/MW/ODST		Issue privacy notices to staff	Check privacy notices evident with suppliers	Create annual review checklist of items for destruction/deletion/archive	Document in place
	VL/ODST/VL/MW		Update FOI policy	Create and publish consent letter for parents	Create annual systems/cycles for GDPR	Document in place
	ODST/VL		Write ICT security policy	Review Photo and video policy/other relevant policies	-	Document in place
	MW		Create checklist for data delivered to other schools	-	-	Document in place
Data proof school office in the most appropriate and cost effective way	MW	£tbc	Purchase roller blind for staff room/fit security door to office block	Ascertain legislation re. SCR	-	Office secured
	MW	£tbc	Purchase small office copier /printer	-	-	Copier in use
	MW	£tbc	Fit keypad to HT's office	-	-	Office secured

Mitigate risk	MW/VL/GB		Update asset register	Update staff and Governor induction packs to include GDPR information All members sign the ICT security and confidentiality policies	-	Asset register in place Packs in place
			Ensure and record security of key data DPIAs	Add GDPR as standard item to FGBM agenda		Minutes and records
			Risk assess data storage e.g. First aid bags	Plan for breach of policy	Annual external audit	Policy in place for any breach

Focus 1.4 Quality of Leadership and Management- Action Plan - Governance

Success Criteria: School is financially sustainable					Targets: n/a	
Objective (link to Subject Leader planning)	Person Responsible	Resources	Measurable milestones to include who, resources and success criteria			Evidence
			End of Term 2	End of Term 4	End of Term 6	
Financial management	GB and VL		-	Prepare a plan for restructuring classes	Conduct the plan	School is financially sustainable
	GB		-	Consider any other available cost saving measures	Conduct any possible actions	School is financially sustainable
	GB		-	-	Consider strategies for increasing pupil numbers	Actions will be carried out in the following autumn term and evaluated against applicants taking up places

Succession planning	GB		Attend appropriate CPD	Attend appropriate CPD	Skills assessment	Governors have the skills for taking on various governor roles

Focus 2.0 Quality of Teaching, Learning and Assessment- Action Plan – Core Subjects - ENGLISH

Success Criteria: <ul style="list-style-type: none"> Library being used effectively and impacts on pupil learning Phonics systematically engages pupils so that the 80% target is reached HA writers maintaining their progress. New books purchased include positive examples of protected characteristics 				Numerical Targets: 80% reach the expected standard for year 1 phonics test. Key Stage 1: Reading 80%, writing 80% Key stage 2: Reading 100%, writing 90%		
Objective (What is your aim? Link to Subject Leader planning)	Person Responsible	Resources	Measurable milestones to include actions, and success criteria			Evidence
			End of Term 2	End of Term 4	End of Term 6	
Ensure library accessible to all children and re-stocked	JC, SJB		Increase in numbers of regular borrowers.	-	-	Increased number of children regularly borrowing books.
			Teachers planning for children to use books for research as well as the internet.	-	-	Evidence in planning and classroom work of children using books for research.
			Complete book sort. Review book Policy	-	-	New books bought throughout the year to update topic resources.

Increased variety in strategies used to teach phonics/spelling to make it more engaging.	JC	Staff meeting time for spelling investigation.	Spelling investigations planned for and observed in Oaks.	-	-	Use of taught spelling patterns being used accurately evident in writing.
		1 day non contact to review teaching, planning, TA training.	Observations, reviews of planning show increased variety of strategies used. Monitor impact of TA training on phonics precision learning.	Continued monitoring of impact of phonics precision learning.	-	Expected reading progress for target children. Use of phonics strategies evident in target children's writing.
Greater depth criteria developed for writing in all year groups.	JC,	1x staff meeting	Bookmarks reviewed and greater depth criteria written for all year groups.	Evidence of planning for greater depth.	-	All staff confident with requirements for greater depth

Focus 2.1 Quality of Teaching, Learning and Assessment- Action Plan Core Subjects - MATHEMATICS

Success Criteria: <ul style="list-style-type: none"> All children can apply maths skills in a range of contexts (mastery) Children with SLD relating to maths can make progress / diminish the difference (protected characteristics; ability/disability) 				Numerical Targets: <ul style="list-style-type: none"> 90% at expected standard in Y6 80% at expected standard in Y2 		
Objective (What is your aim? Link to Subject Leader planning)	Person Responsible	Resources	Measurable milestones to include actions, and success criteria			Evidence
			End of Term 2	End of Term 4	End of Term 6	
Develop the use of Active Maths to support & apply maths in different contexts	SB / all teachers	Active maths website	All staff have login and understand how to use the site	Progress check: is this helping progress?	Progress check: is this helping progress?	All children are observed applying maths in active contexts
			Staff meeting/INSET – theory behind Active Maths; planning to	Observation of lessons – does AM tie in with rest of lesson?	Observation of lessons – does AM tie in with rest of lesson?	Progress of children shows that a range of activities has strengthened understanding

			incorporate sessions weekly			
				Resourcing/preparation for AM – assess needs		
Develop focused support for children with Specific Learning Difficulties related to maths	SB/SENCO	Dyscalculia toolkit	Assess specific needs of targeted individuals (ideally before September)	Monitor (observations, work scrutiny) progress of targeted children	Monitor (observations, work scrutiny) progress of targeted children	Targeted children make accelerated progress to diminish the difference
		Active maths programme and research	With SENCO, revisit dyscalculia toolkit strategies, build a programme of support for targeted individuals	Booster sessions for Y6 LA children using targeted materials	Booster sessions for Y6 LA children using targeted materials	
		Research other resources		Review use of support materials – adapt as necessary to meet needs	Review use of support materials – adapt as necessary to meet needs	

Focus 2.2 Quality of Teaching, Learning and Assessment- Action Plan – Core Subjects - SCIENCE

Success Criteria: <ul style="list-style-type: none"> • Pupils use appropriate key vocabulary to express their science knowledge. • Teaching and learning includes a wide variety of pupil focussed strategies. • A high percentage of children across the school continue to make positive and enthusiastic comments about science 					Numerical Targets: 100% pupils reach the expected standard in science	
Objective (What is your aim? Link to Subject Leader planning)	Person Responsible	Resources	Measurable milestones to include actions, and success criteria			Evidence
			End of Term 2	End of Term 4	End of Term 6	
Monitor and analyse science data to look at progression of all pupils.	SA	½ staff meeting	Data collection and analysis	Share strategies to close gaps in learning.	Review and analyse progression in working scientifically.	Tracking data End of year data Monitoring feedback Staff meeting minutes
Mark effectively to ensure progression of all pupils.	SA SA and staff	1 x staff meeting ½ day non-contact	Book scrutiny	Book scrutiny	Book scrutiny Annual review, SDP/SE	Monitoring feedback Staff meeting minutes

Continue to enhance the science curriculum through exciting projects, science events and clubs.	SA and staff SA	¼ day non-contact/PPA ½ staff meeting	Purchase any additional resources needed Pupils Voice with regards to view of science learning in and outside of the classroom.	Staff attend appropriate CPD Whole school science activity week	Introduce in school science competition for The Best Science Home Project.	CPD certificates/log Curriculum appropriately supported by resources Appraisals Photos of displays Pupil portfolios/books Pupil interview Staff meeting minutes Resource banks Planning Observations by HT Monitoring feedback
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Focus 2.3 Quality of Teaching, Learning and Assessment- Action Plan – FOUNDATION SUBJECTS

Success Criteria: <i>(How will you know when you have achieved your aim; what will it look like?)</i> <ul style="list-style-type: none"> • Children are empowered to ‘do it for themselves’ • Outcomes are high when compared to the National Average • Teachers report progress and attainment in foundation subjects with confidence • Subject leads are able to confidently report on the status of their subject across the school • Displays will enhance learning through interactive and attractive presentation • Working walls assist and support learning • Evidence of the broad and balanced curriculum is readily available 				Numerical Targets: Progress is evident through class logging sheets/pupil profiles for all pupils		
Objective <i>(What is your aim? Link to Subject Leader planning)</i>	Person Responsible	Resources	Measurable milestones to include actions, and success criteria			Evidence
			End of Term 2	End of Term 4	End of Term 6	
Broad curriculum compliance	All subject leads	1x staff meeting	Display CPD	-	-	Photographs, lesson observation notes

			Display logging Systematic monitoring through work scrutiny, observation and tracking	Display logging Systematic monitoring	Display logging Systematic monitoring	Photographs Subject lead records
Enhanced understanding of broad curriculum	CTs	INSET budget	Teachers attend appropriate CPD	Teachers attend appropriate CPD	Teachers attend appropriate CPD	Assessment outcomes
	Subject leads		Identify actions for development	Address actions	Evaluate actions	Lesson observations show that pupils are well taught across the broad curriculum Governors can describe the position of foundation subjects across the school post monitoring
Assessment	CTs	PPA time	Introduce records of attainment	Trial records of attainment for all subjects	Make summative judgements. Pass on records of attainment for all subjects	Accurate curriculum reporting CTs can demonstrate pupil progress across the curriculum

Focus 2.4 Quality of Teaching, Learning and Assessment- Action Plan - Foundation Subject-GEOGRAPHY

Success Criteria: <i>(How will you know when you have achieved your aim; what will it look like?)</i> <ul style="list-style-type: none"> Pupils will have access to excellent opportunities which promote and develop understanding in a wide range of geographical skills and knowledge Class teachers will know how well pupils are performing Subject Lead will be able to effectively report to Governors about the quality of learning in Geography with examples of excellent practice and clear rates of progress and standards of attainment. 					Numerical Targets: Yr. 2 – 80% at national expectation Yr. 6 - 100% at national expectation	
Objective <i>(What is your aim? Link to Subject Leader planning)</i>	Person Responsible	Resources	Measurable milestones to include actions, and success criteria			Evidence
			End of Term 2	End of Term 4	End of Term 6	
Collect information	VL	Office time	Lesson observations	Lesson observations	Data records	Data sheets and observation notes
	VL	Office time	Work/ display scrutiny	Work/display scrutiny	Pupil profiles	Photos Pupil work
	VL	Office time	Governor monitoring	Governor monitoring	Governor monitoring	Gov reports

Provision	VL	Office time	Identify areas for CPD	Put action in place	Evaluate impact	Subject lead file shows clear evidence of coverage and progression
	VL	Office time	Provide MW with asset list contribution Identify need for resources	Purchase resources	-	Lesson observation records, display and pupil work
	All CTs	½ x staff meeting	-	-	Review long and medium term planning	Plans
Assessment			See L&M issue Assessment			

Focus 2.5 Quality of Teaching, Learning and Assessment- Action Plan – Foundation Subjects - HISTORY

Success Criteria:					Numerical Targets: 100% at expected standard in Y6 and Y2 (Taken from HA progress guidelines)	
<ul style="list-style-type: none"> All children will develop a chronological understanding of historical events All children will develop an understanding of the human stories behind historical events All children will gain the skills and aptitudes necessary for historical inquiry 						
Objective (What is your aim? Link to Subject Leader planning)	Person Responsible	Resources	Measurable milestones to include actions, and success criteria			Evidence
			End of Term 2	End of Term 4	End of Term 6	
Mark world events that are also locally significant	SB / all teachers	Royal British Legion resources	Whole school history week to mark centenary of WW1	Add information to the village archives (Nicolas Tomlinson)		Whole school project work Photos of joint work
		http://www.learnaboutww1.org/primary/primary-ww1/ 1x staff meeting	INSET to plan the topic			

		School log books				
Develop an understanding of chronology in historical events	SB	Class timelines	Create class timelines as	Review use of chronological language	Assess progress of children using HA guidelines and school profile system	HA guidelines tick sheets School profiles
		Historical association guidelines	Record all topic work on timelines	Monitor and support (work scrutiny and observations) chronological understanding in all classes – progression of terms	Monitor and support (work scrutiny and observations) chronological understanding in all classes – progression of terms	Observations/work scrutiny
Develop an understanding of the human aspect of historical study	SB	Historical Association information	Amend scheme of work with historical figures to include in each topic	Observations / work scrutiny to include children's understanding of people and how their lives compare (KS1 to now, KS2 across periods studied)	Observations / work scrutiny to include children's understanding of people and how their lives compare (KS1 to now, KS2 across periods studied)	Observations / work scrutiny.
			Use school log-books/ war memorial to add a personal touch to WW1			

Focus 2.6 Quality of Teaching, Learning and Assessment- Action Plan – Foundation Subjects COMPUTING

<p>Success Criteria: All children will be using an extensive range of programs/apps on the iPads to enhance their learning. All children understand how to stay safe online Children's work in all classes is shared with the teacher and stored centrally</p>	<p>Numerical Targets: 100% of children in years R, 2 and 6 to achieve age related expectations in computing</p>
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Teachers will feedback to children using Showbie and children will respond to this						
Objective (What is your aim? Link to Subject Leader planning)	Person Responsible	Resources	Measurable milestones to include actions, and success criteria			Evidence
			End of Term 2	End of Term 4	End of Term 6	
Programs on iPads will be used to enhance learning in all areas of the curriculum. Appropriate new apps will be added.	JP, JC, SB, VLL, SA	iPads	Use of a range of apps across the curriculum	Use of a range of apps across the curriculum	Use of a range of apps across the curriculum	Monitoring records 100% Yr. R, 2 and 6 children to achieve expected standard at end of year All children will recognise how technology can help them in their learning
	JP		-	Appropriate new apps purchased/downloaded. JP to investigate	Use of new apps	Monitoring of success of new apps
	JP	Non-contact time	iPad scrutiny with HT	iPad scrutiny as a school	iPad scrutiny	Monitoring records Pupil profiles
Children will put knowledge of online safety into action	JP, JC, SB, VLL, SA	iPads	Monitoring of children's use of iPads will show responsible use and children will report issues.	Ongoing internet safety sessions	Ongoing internet safety sessions	Internet safety in action
Children's work is shared with the teacher and stored centrally. Feedback on work is given and children have immediate access.	JP, SB, VLL, SA	Showbie Showbie Pro £tbc	All classes using Showbie to hand in work, give feedback and respond JP to investigate purchase of Showbie Pro	Monitoring of use of Showbie	Monitoring of use of Showbie	All teachers and children using Showbie to hand in, feedback on and access work
	JP	Keyboards £300 tbc	Investigate purchase of a group set of keyboards for iPads	Purchase keyboards	Monitor use of keyboards	Children using keyboards for word processing on iPads

Focus 2.7 Quality of Teaching, Learning and Assessment- Action Plan – Foundations Subjects - Art

Success Criteria: <i>(How will you know when you have achieved your aim; what will it look like?)</i> <ul style="list-style-type: none"> • Pupils use media effectively and confidently to express themselves visually. • Pupils demonstrate a range of drawing and painting skills. • A high percentage of children across the school make positive and enthusiastic comments about art. 				Numerical Targets: All pupils make appropriate progress		
Objective <i>(What is your aim? Link to Subject Leader planning)</i>	Person Responsible	Resources	Measurable milestones to include actions, and success criteria			Evidence
			End of Term 2	End of Term 4	End of Term 6	
	SA	Non-contact/PPA time	Purchase any additional resources needed.	-	-	
	SA/VL	Non-contact time	Sketch book scrutiny With HT	Sketch book scrutiny as a school	Sketch book scrutiny	Sketchbooks

Use range of media and materials	SA	½ day non-contact	Audit art resources.	Whole school textile focus week.	Artist study. Each class produces artist focused mural.	Artwork on display Pupil sketchbooks Staff meeting minutes
	SA and staff	1 x staff meeting	Train staff in use of less familiar media and materials.			
	SA		-	-	Introduce Art club with focus on a technique, e.g. screen-printing, felt-making.	Pupil feedback/attendance list
Enhance the art curriculum through exciting projects, art events and clubs.	SA and staff	¼ day non-contact/PPA	Purchase any additional resources needed	Take part in art competitions.	Whole school Art focus week.	Curriculum appropriately supported by resources Appraisals Photos of displays Pupil sketchbooks Staff meeting minutes Planning Observations by HT Monitoring feedback
	SA	½ staff meeting	Introduce art club Organise art projects with links to other subject, e.g. history WW1			

Focus 2.8 Quality of Teaching, Learning and Assessment- Action Plan - SEND/INCLUSION

Success Criteria: <ul style="list-style-type: none"> All SEND folders reviewed and documents up to date and consistent throughout the school so that relevant information can be found quickly in support of pupils SEND children making expected progress from their starting point. Case studies supply evidence for current pupils. Awareness raised of additional groups/individuals who may have protected characteristics 				Numerical Targets: Target children making 4 points progress from their starting point.		
Objective (What is your aim? Link to Subject Leader planning)	Person Responsible	Resources	Measurable milestones to include actions, and success criteria			Evidence
			End of Term 2	End of Term 4	End of Term 6	
Ensure consistency of SEND planning, reviews.	All teachers	1x Staff meeting to discuss consistency, give	All staff to have reviewed SEND folders and ensured documents reviewed,	Monitor sample folders from each class to ensure	Monitor sample folders from each class to ensure	SEND folders

		time to review folders.	up to date and consistent throughout the school.	consistency and up to date.	consistency and up to date.	
			Documents saved on SharePoint in SEN folder.			
Ensure needs of all SEND and vulnerable pupils are met effectively	All teachers	1x Staff meeting	Review SEND and vulnerable children list in staff meeting			Target children making 4 points progress.
			Ensure TA deployment to meet need.	TA deployment review	TA deployment reviewed	Target children making 4 points progress.
			Provision trackers for SEND children/class trackers for vulnerable children to aid impact assessment.	Provision trackers review	Provision trackers review	Provision shown to have impact.
Ensure case studies are written	All teachers	1x staff meeting	Review case studies written and whether other children need to be added. In staff meeting	Review a sample case study.	Review a sample case study.	Case studies up to date, passed on to next class as appropriate.
			Case studies saved on SharePoint.			
LGBT	All staff	½ staff meeting	Nominate staff members to be available to respond to transitioning pupils	-	-	Staff aware of how trans pupils are supported
			Re-visit behaviour policy and insert section on acceptable/unacceptable HBT language	Consider the need for a gender re-assignment policy for staff	-	Policies include appropriate language guidance
			Introduce mechanism for name and pronoun changes	Consider the need for PSHE/library/ELSA resources which	-	Further resources are available in the library

				include all identities including trans		
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Focus 3.0 Behaviour, Safety and Personal Development – Action Plan – SAFEGUARDING

Success Criteria:						
<ul style="list-style-type: none"> School maintains effective safeguarding procedures which protect children and support families 						
Objective	Person Responsible	Resources	Measurable milestones			Evidence
			End of Term 2	End of Term 4	End of Term 6	
CPD /Safe and compliant physical restraint	VL	1x staff meeting	Deliver Generalist safeguarding training Instruct staff how to refer	-	-	Certificates of attendance
Record keeping and information	VL		Update SCR, Child protection policy, audits, reports	Update SCR	Update SCR	SCR, Gov minutes, policy

	VL		Update Safeguarding register	Update Safeguarding register	Pass on records at transition	Register
	VL	1x staff meeting	Revisit asthma policy and forms with staff	Epi-pen training for staff	-	Correct procedures in place