

2017-2018 School Improvement Plan updated 22.10.17

Personal Development, Behaviour & Welfare, including Safeguarding						
Objective 1: Safeguarding is effective across the school						
Success criteria:						
a. All relevant stakeholders have access to appropriate information						
b. All staff and visitors are confident in reporting procedures						
c. All staff and governors have read and signed the safeguarding policy						
d. Governor monitoring continues to evidence strength of safeguarding procedures						
e. All staff have completed relevant, up to date CP and First Aid training						
Specific Actions (inc. CPD)	Timescale & Milestones	Lead Person/s	Resourcing (inc. time)	Monitoring	Evaluation Evidence	RAG
1. All staff attend relevant training and safeguarding updates: <ul style="list-style-type: none"> New HT and JE to attend designated person training New staff need LA safeguarding induction New staff to attend basic CP training Staff to attend first aid training All staff and governors to receive safeguarding 	July 2017- training attended all relevant paperwork updated to show changes in DSL in Sept 2017 Part of induction 4.9.17 3.10.17- All staff have now attended CP training with LA Updated training booked 16.4.18 for whole staff and governors 1710.17- All staff have now attended First Aid training 5.9.17- Training Day-all relevant policies updated and	HT JE JMR AHT, NF NF, CD All staff and governors NF, CD, SDH, TM, EL	2 day training and time to allow for updates to be made to policies and procedures AHT and NF induction time planned during afternoon on training day CP training booked Training day 9-12.30 Training day	Governor review HT audit Safeguarding governor to monitor LA audit	Governor report Signature sheet HT audit LA audit report SCR Training records	

<p>update and are issued with relevant updated policies</p> <ul style="list-style-type: none"> Designated persons to attend relevant updates and further training 	<p>issued and discussed with staff JMR to also update on website</p> <p>20.9.17- Governor meeting- Governors updated with relevant policies</p> <p>13.11.17- Safeguarding update</p> <p>16.11.17- Prevent Lead training</p> <p>24.11.17- Safer recruitment</p> <p>14.3.18- Child protection and monitoring of Vulnerable groups</p>	<p>HT- all staff JMR</p> <p>All governors</p> <p>AHT</p> <p>HT</p> <p>HT</p> <p>HT</p>	<p>Governor meeting</p> <p>Cost of safeguarding briefings and training courses to be allocated to CPD budget</p>			
<p>2. All records to be checked regularly and updated as appropriate</p> <ul style="list-style-type: none"> HT to review child protection files and sign to indicate review each term HT and Safeguarding governor to monitor SCR with JMR Fire evacuation and invacuation drills to be conducted and procedures evaluated and where appropriate reviewed Risk assessments to be updated in response to LA 	<p>HT- termly</p> <p>First check date 2.10.17</p> <p>Half termly</p> <p>Half termly</p> <p>Term 2- contact SW (LA)to</p>	<p>HT</p> <p>HT, JMR, SR</p> <p>HT</p> <p>JMR</p>	<p>Time allocated to these tasks accordingly and used effectively to ensure that all tasks are completed with appropriate regularity by named personnel.</p>	<p>HT audits</p> <p>Governor monitoring- Safeguarding governor (SR)</p> <p>LA Primary Advisor to regularly check procedures</p> <p>Fire and</p>	<p>SCR</p> <p>Records of evacuation and invacuation</p> <p>LA review/ audit report</p> <p>LA Notes of visit</p>	

<p>audit recommendations- contact Stuart Wood</p>	<p>arrange support</p>	<p>HT JMR JR (Governor)</p>	<p>HT to contact LA to arrange audit</p>	<p>invacuation procedures</p>		
<p>3. Information sheet to be developed for visitors which outlines procedures and policies- following recommendation from LA audit</p>	<p>To be prepared by school office in Term 2- Use models provided by DS during LA Safeguarding audit</p>	<p>JMR HT</p>	<p>Time to prepare and produce leaflet</p>		<p>Evidenced in school visitor records</p>	
<p>4. Review site security and plans prepared to address this:</p> <ul style="list-style-type: none"> • PH (LA) to review site security and make recommendations • Staff to review morning procedures • Staff to review playtime and lunch procedures 	<p>Contact made term 1- visit planned for term 2</p> <p>Nov 2017</p> <p>Nov 2017</p>	<p>HT LA SR (Governor) JR (Governor) JMR</p>	<p>Costs to be considered in addressing site security and factored appropriately into budget following review</p>	<p>LA audit</p> <p>Staff discussion and observation during play and lunch times</p> <p>Governor monitoring</p>	<p>LA audit</p> <p>Procedures and risk assessments</p> <p>Governor monitoring report</p>	

Objective 2: Embed Vision and Values across the school						
Success criteria:						
a. Pupils demonstrate increased resilience and perseverance- improved attitudes for learning evident through observation and discussion. b. Pupils enjoy challenge and demonstrate positive attitudes to learning – evidenced in lesson observations, pupil discussions and work scrutiny with pupils d. Increased attendance e. Positive impact upon standards so targets are met f. Increase in parental engagement						
Specific Actions (inc. CPD)	Timescale & Milestones	Lead Person/s	Resourcing (inc. time)	Monitoring	Evaluation Evidence	RAG
1. Shared areas and displays to clearly communicate the values and visions of the school <ul style="list-style-type: none"> School Values to be agreed and values display to be a focal point in the hall (Values assembly each week linked to the value for each half term) Growth mindset display in corridor and in each classroom Reflective area to be developed and purpose shared with pupils through assembly Celebration assembly and display to be updated weekly and celebrate effort and progress 	Display from Sept 2017 Values assembly to be conducted each week (Tues) In all classes by Sept 2017 By Sept 2017- Assembly on first day back- to be used ongoing Weekly	Teaching staff and HT to lead assemblies All teaching staff HT All teaching staff	Display resources- assembly time dedicated to core values 10.30-10.45 each Tuesday Display resources- embed teaching linked to growth mindset across curriculum and within PSHE Display resources and reflective materials to be purchased £30 Display resources- celebration assembly each Friday 10.30-10.45	Learning walks Pupil discussion Governor monitoring LA Primary Advisor to monitor	Pupil Questionnaires Records of learning walks Monitoring- including governor monitoring Parental questionnaires LA Notes of visit	
2. Adult champions to continue to maintain regular contact with their named children- including PPG champion to meet with PPG pupils weekly to focus upon nurture	Champions to be allocated to each child Sept 2017 Champions to arrange opportunities to meet with and engage with their pupils	All staff	Time to be made by champions within the school day- this may include lunch and break times	Pupil discussion and interview	Records of pupil interviews Safeguarding audit	

activities	PPG Champion to work 1:1 with each child 1 x per. week for 15-20 mins	MH	TA 2x afternoon per. week		Governor monitoring records	
<p>3. Vision statement to be reviewed (Reviewed and shared with staff, pupils and parents)</p> <ul style="list-style-type: none"> Website to be updated to indicate school vision and ethos 	<p>To be reviewed term 1 and assembly to share and communicate Vision with pupils</p> <p>In KS2 PSHE lesson to link to Vision statement to be used to increase understanding and enable pupils to take ownership (Term 2)</p>	<p>All staff</p> <p>KS2 teachers</p>	<p>Staff meeting Assembly time 10.30-10.45</p> <p>1 x PSHE lesson in both KS2 classes</p>	<p>Pupil discussion and interview</p> <p>LA to audit the website by 30.10.17</p>	<p>Records of pupil interviews</p> <p>Governor monitoring records</p> <p>Parental interviews</p>	
<p>4. Increase parental involvement</p> <ul style="list-style-type: none"> Change in times of progress meetings for parents to ensure they are more accessible to working parents also enabling parents to meet more than 1 teacher at a convenient time. Parental questionnaires to be conducted and evaluated termly Harvest assembly Christmas Fayre End of half term celebration assemblies Production Themed days linked to topic- with parents invited to attend Workshops and family learning events 	<p>Oct 2017- Parents meetings Mar 2018- Parents meetings 1 afternoon/ evening 1.30pm-7pm appointments</p> <p>To be handed out at parents evenings and in end of year report 20.10.17 15.12.17</p> <p>Last Friday of each half term</p> <p>July 2018- whole school</p> <p>Sponsored walk 2.10.17 Bird expert afternoon 18.10.17 Greek Day- 1.12.17 Maths Day 14.12.17 Further workshops and events to be arranged each term</p>	<p>All teaching staff</p> <p>All staff</p> <p>All staff</p>	<p>2 sessions arranged in Oct 2017 and Mar 2018 1.30-7pm</p> <p>Assembly 9.15-10am Christmas Fayre- fundraising event 3.30-5.30 Assembly 9.15-9.45</p> <p>Act II Theatre company £1500 to include 6 weekly sessions for full day and 3 days to rehearse and perform in final week</p> <p>Class teachers to arrange and use curriculum budget to fund as appropriate- HT to authorise</p>	<p>Parental discussions and questionnaires</p> <p>Monitoring and feedback from events</p> <p>Governors to attend and monitor</p>	<p>Parental questionnaire reports and evaluations</p>	

<p>5. Increased focus on wider curriculum and extra-curricular enrichment activities</p> <ul style="list-style-type: none"> • Music and drama • Art Project through 'Crowded Room' - local community project • Dance club • Sports clubs 	<p>Samba for KS2- 1 afternoon per week term 3 and 4 Choir Whole school production- July 2017</p> <p>10.11.17- Art day</p> <p>Dance club term 5/6 POSH and All for Sports Clubs on going weekly throughout year</p>	<p>All teaching staff Act II Theatre group</p> <p>All classes Crowded Room</p> <p>POSH All for Sports</p>	<p>Samba and Choir Every Thurs Term 3/4</p> <p>Costs of external theatre company</p> <p>Sports premium allocation</p>	<p>Pupil and parental discussions and questionnaires</p> <p>Governor monitoring</p> <p>Learning walks</p> <p>Evaluations of events</p>	<p>Pupil and Parental questionnaire reports and evaluations</p> <p>Event Evaluation records</p>	
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Leadership & Management						
Objective 1: All teaching is securely good or better						
Success criteria a. All teachers know their strengths and areas of development and can show the impact of support in addressing these so pupils' outcomes improve (Dec 2017). b. Pupils are making expected or accelerated progress- increase in pupils on track to achieve ARE and GDS c. New teacher is effectively supported within new role impacting upon pupil progress d. Governors are proactive in monitoring of provision and evaluate quality of teaching against clear criteria						
Specific Actions (inc. CPD)	Timescale & Milestones	Lead Person/s	Resourcing (inc. time)	Monitoring	Evaluation Evidence	RAG
1. Clear criteria developed to judge quality of teaching using Teaching, Learning and Assessment policy and non-negotiables for learning environment- shared with governors to support with monitoring	A clear teaching Framework is in place and understood by all staff - Policy adopted and shared with staff Sept 2017 - Clear criteria for Governors developed to support monitoring Sept 2017	HT Teaching and Support Staff Governors RB (Maths Gov) CT (English Gov)	September Training Day- Policy adopted with teaching and support staff and their input used to support and determine criteria Governor meeting 20.9.17	Lesson obs, Planning and Book scrutiny Learning Walk- see time table for monitoring LA Reviews- 4.10.17 4.12.17 Governor monitoring- see timetable	Evidence to be gathered during monitoring activities and used to inform teaching over time evaluations which are updated between HT and each teacher half termly- linked to appraisal targets	
2. Continue to embed triangulated monitoring of teaching over time through the systematic review of: <ul style="list-style-type: none">Progress & attainment data- including focused tracking of progress and provision for vulnerable groups (PPG, EAL, SEN, Traveller and LAC)Pupils' views - gained through pupil interview and observation	Aspirational end of year targets set for all pupils in R, W, M Monitoring grids developed and updated termly- each teacher to set termly targets for each child For vulnerable groups their progress will be reviewed half	HT AHT All teaching staff All teaching staff- reported	Staff meeting to review targets set and support for staff in setting interim targets for each term AHT to develop tracking grids for individual groups	Data tracking and monitoring PPMs Work scrutiny and moderation Lesson observation	See above	

<ul style="list-style-type: none"> Quality/quantity of work in books Observations inc environment/planning to identify: Evaluation including next steps inc CPD Impact of support including improvements to teaching 	<p>termly and evaluated, informing provision and intervention maps</p> <p>Quality of teaching and learning in all classes to be continually monitored and evaluated across the year- see monitoring timetable</p>	<p>to JE (INCO) and SLT</p> <p>All staff and governors as appropriate to monitoring activity – see monitoring timetable and Governor monitoring timetable</p>	<p>Staff meeting 30.10.17 led by AHT</p> <p>JE to have leadership time</p> <p>Leadership time for subject leaders to be planned into monitoring timetable</p>	<p>Learning walks</p> <p>-See monitoring timetables</p>		
<p>3. New teacher is supported and thorough induction is provided</p> <p>New teacher is established within middle leadership role</p>	<p>New teacher has been made aware of relevant policies and systems within the school</p> <p>Good relationships with staff and pupils have been established</p> <p>Appropriate CPD is sought to support role</p> <p>Induction to be completed by end Autumn term 1</p> <p>By November:</p> <p>Established in Role of Maths lead</p> <ul style="list-style-type: none"> Led staff meeting Reported to governors Clear Action Plan for maths developed <p>Work with AHT to analyse data in Mathematics</p> <p>Monitoring of Maths to be conducted regularly as indicated in Monitoring timetable and Maths Action plan following initial monitoring alongside LA advisor (Oct 2017)</p>	<p>AHT NF</p> <p>NF</p> <p>NF AHT</p> <p>NF BM (LA)</p>	<p>Induction led by AHT during Sept training days</p> <p>CP and First Aid training to be arranged to address gaps- Further CPD related to role to be arranged (See CPD records)</p> <p>Maths subject leadership time to be planned as appropriate in term 1 and additional time to work with BM (LA Maths Advisor)</p> <p>See above</p>	<p>HT to ‘check in’ on new member of staff weekly and as required to ensure they feel supported within role</p> <p>Action plan</p> <p>Report to governors</p> <p>Termly data collections</p> <p>Lesson observations</p> <p>Work scrutiny</p> <p>Pupil interviews</p>	<p>Lesson observations</p> <p>PPMs</p> <p>Appraisal and review meetings</p> <p>Governor minutes</p> <p>Action plan</p> <p>Data</p> <p>Monitoring scrutiny reports for SLT and governors</p>	
<p>4. Review of class structures and monitoring of impact through</p>	<p>Pupils have settled effectively within their classes by Oct 2017.</p>	<p>HT</p> <p>AHT</p>	<p>Monitoring activities as per. Monitoring timetable</p>	<p>Book scrutiny</p> <p>Pupil interview</p>	<p>Assessment tracking for all</p>	

<p>tracking assessment and evaluation</p>	<p>Pupils are making good progress from starting points- evidenced in assessment data Dec 2017. TAs are used effectively to support provision within the classroom and in intervention- the impact of this is evaluated termly to ensure effectiveness</p>	<p>All staff Provision maps- evaluated and submitted to JE each half term</p>	<p>AHT to allocate leadership time to monitoring and evaluation of assessment- reporting to HT JE to allocate leadership time to review additional provision through appropriate monitoring activities- reporting to HT</p>	<p>Lesson observations Assessment analysis and moderation against work in books PPMs Observation and monitoring of intervention</p>	<p>pupils (Termly) and vulnerable groups (half termly) Work scrutiny- evidence of pupil progress</p>	
<p>5. Appraisal is effectively linked to improvement priorities and pupil progress Teachers and Support staff will be made aware of statutory and non- statutory standards</p> <ul style="list-style-type: none"> • All staff will evaluate their impact upon teaching and learning • All staff access relevant CPD to support them within their role and enable them to meet appraisal objectives • Teaching over Time grids link all monitoring and are shared with staff as working document 	<p>Appraisal targets set with teachers and with teaching assistants</p> <p>Training with teaching assistants to support understanding of role 6.10.17 Review against appraisal objectives in Feb 2018 See CPD records</p> <p>Teaching over time grids to be updated half termly and reviewed with individual staff- 1st evaluation point 16.10.17</p>	<p>HT with all teaching staff All support staff- led by AHT and JE</p> <p>HT- support staff AHT, JE- all staff All staff</p> <p>All teaching staff with HT</p>	<p>Appraisals- led by HT</p> <p>JE and AHT to lead support staff appraisals</p> <p>CPD costs as appropriate to include Primary offer- Element 2 Half termly meeting between HT and support staff</p>	<p>Impact upon teaching and learning to be monitored as per Monitoring timetable</p> <p>Appraisal review to evaluate targets</p> <p>HT-Half termly review meetings</p>	<p>Evidence to be gathered to support appraisal evaluations and used to inform teaching over time grids</p> <p>LA Notes of Visit</p> <p>Further evidence to be gathered from monitoring visits by LA and Independent School’s Advisor- PS</p>	

Objective 2: To develop and embed effective leadership across the school						
Success criteria						
a. Leaders and governors work together effectively to promote improvement- evident in evaluation						
b. HT and AHT are effectively supported by LA and Governing Body in their new roles						
c. SLT and Subject leaders are proactive in leading their subjects, monitoring standards and demonstrate capacity for improvement						
Specific Actions (inc. CPD)	Timescale & Milestones	Lead Person/s	Resourcing (inc. time)	Monitoring	Evaluation Evidence	RAG
1. New Headteacher to be supported through effective induction: <ul style="list-style-type: none"> • New HT to attend New Head teacher Induction programme • HT to continue to access support from Local Authority and PS • HT to develop links with LA Mentor school and seek support as needed 	HT to attend regular induction meetings throughout the year HT to work with independent advisor, PS and Local Authority to develop leadership skills and directly impact on quality of teaching and learning- ongoing throughout year.	HT Independent school advisor (PS) Local Authority advisors (VP, BH)	New to Headship package from LA HT out of school for each induction meeting HT to allocate time to ensure that meetings and reviews are conducted and that time to respond to feedback is incorporated into SIP	LA Reviews and KIT visits Independent school reviews (PS) HT Appraisal	KIT reports Review reports Notes of visit Appraisal evaluation	
2. Governors to continue to play an active role in supporting and challenging the school- demonstrating awareness of school priorities and actively monitoring progress towards these. <ul style="list-style-type: none"> • Governors to be given an accurate picture of current priorities and areas of development through HT reports- progress towards priorities within the SIP are evaluated and reported to governors at each meeting 	Timescale- ongoing Governor monitoring timetable in place and reviewed termly- evaluations and next steps identified from each monitoring activity HT provides an accurate report at each meeting and ensures that this reflects the school's current progress towards priorities- Governors ask challenging questions- holding the school to account Subject Leaders report on their area of leadership each half term 7.11.17- English and Maths leaders to present action plans to governing body.	AHT Subject Leaders Governors	Governor briefings to be attended Time in preparing HT and subject reports and SIP evaluations Half termly governor meetings	Governor monitoring visits Chair of Governors to monitor Request LA Governance review	Governor monitoring Governor meeting minutes LA Notes of visit HT and Subject leader reports SIP evaluation	

<ul style="list-style-type: none"> Governor checklist to be created and used as monitoring aid using T and L policy as guidance 	<p>Governor checklist circulated 30.10.17</p>		<p>Governor monitoring as identified in timetable</p>			
<p>3. Strengthen the role of school leaders to ensure there is clarity about the role and that it links to Teaching Over Time monitoring and impacts on improving teaching, learning and outcomes:</p> <ul style="list-style-type: none"> Establish and embed role of AHT-CPD to be sought as appropriate CPD sought for subject leaders through LA and attending subject briefings- leading of monitoring activities and moderation from SLT Maths and English advisers to work with subject leaders Subject leaders for Maths Science and PE given time to develop action plans and monitor their subject Subject leaders to attend termly briefings 	<p>Maths Advisor and English Advisor meetings to be arranged during term 1</p> <p>Subject Briefings to be attended termly as arranged</p> <p>Additional leadership CPD to be arranged as appropriate throughout the year and impact of any CPD to be evaluated as part of ongoing progress</p> <p>Subject leaders are proactive in seeking CPD for themselves and others- ongoing</p> <p>Subject leaders lead regular staff training in order to ‘upskill’ colleagues and pass on key messages- following each subject briefing</p> <p>Action plans are evaluated termly and each term a report against their key objectives is prepared for SLT and governors</p>	<p>HT Subject leaders LA English and Maths Advisors Subject governors (CT and RB)</p>	<p>Primary Offer – Element 2 to include subject briefings</p> <p>Leaders to attend training and briefings as arranged</p> <p>Costs of additional training and conferences as appropriate</p> <p>Subject leadership time to be organised to enable them to prepare reports and organise staff meetings as appropriate</p> <p>Time to be allocated during governor meetings for subject leaders to deliver presentations and reports</p>	<p>Subject leader monitoring</p> <p>Primary Advisor (VP) and LA Reviews (BH)</p> <p>Evaluations of CPD- ongoing record</p> <p>Impact on teaching and learning as evident in monitoring activities- see timetable and governor time table</p>	<p>Subject advisors notes of visits</p> <p>Subject reports and action plan evaluations</p> <p>Governor minutes</p> <p>Impact on progress evident in assessment tracking</p> <p>LA Notes of visits and review notes</p> <p>Subject governor reports</p>	

Objective 3: To review teaching of English across the school						
Success criteria:						
a. Increased evidence of independent writing b. Improved writing stamina- evident in Talk and Write and across curriculum c. Pupil attitudes towards reading and writing show improvement (pupil interviews/ drop in evidence) d. Good pupil progress- increased % achieving ARE and GDS- see assessment target grids						
Specific Actions (inc. CPD)	Timescale & Milestones	Lead Person/s	Resourcing (inc. time)	Monitoring	Evaluation Evidence	RAG
1. HT to take over leadership of English	HT to be established as English lead from Sept 2017 moving away from Key stage leadership for English and Maths – ensuring consistency across key stages	HT	Leadership time to be identified to allow focus upon Subject leadership HT to attend subject briefings as part of primary offer- element 2 HT to attend WSP cluster meetings including Wisbech Reads.	Monitoring and evaluation of progress towards priorities in English action plan termly LA Primary and English Advisor and English governor to monitor	Subject leader report to governors LA English Advisor notes of visit Subject monitoring file LA Notes of visit	
2. Review of English curriculum to ensure appropriate pitch and expectation and coverage of NC objectives.	Prior to Sept 2017 establish a clear framework for English which details NC objectives for all aspects clearly linked within genres/ units of study Present to staff 4.9.17- upload onto Shared drive for access Support for planning to be provided for individual staff where appropriate to ensure confidence in using the framework Current units to be reviewed to ensure appropriateness for year group Sept 2017 Thorough review of sequence of units for each year group in term 3 in readiness - using framework to ensure coverage	HT All teaching staff	Time to develop and prepare framework Training day 4.9.17- presentation to staff and review of current units Support as appropriate Training Day January 2018	Monitoring of planning and work scrutiny to ensure NC coverage and progression Subject leader monitoring identified within monitoring timetable English governor to monitor	Notes of monitoring Teaching over time documents Evaluation within Action plan for English Subject report to governors	
3. Support and training for staff to ensure confidence and	All staff to be aware of and using NC objectives as a basis for their	HT and all teaching staff	Training Days – Sept 2017	Monitoring of lessons and	Subject reports	

<p>expertise in delivering all aspects of the English curriculum:</p> <ul style="list-style-type: none"> Grammar training to be planned for Autumn term 2- all staff twilight 27.11.17 Phonics training led by RC to be planned for Autumn Term 2- 13.11.17 No nonsense spelling and RWInc spelling to be explored to address spelling needs in KS2 in Autumn Term 2- (Meeting with ORT 30.10.17, Twilight Staff training with spelling focus 7.12.17) Additional CPD to be sought for teaching staff to improve teaching and learning in English as appropriate 	<p>planning</p> <p>All staff have good awareness of Grammar, punctuation and spelling objectives for their year group and are confident in utilising a range of teaching strategies to embed this within their English teaching- training led by HT 27.11.17</p> <p>All support staff have attended phonics training led by AHT 13.11.17</p> <p>A clear spelling programme has been adopted by the school and is being used in all classes from Spring Term 3 onwards- training to be led by HT</p> <p>Where appropriate relevant CPD has been sought both internally and externally through LA and other appropriate providers</p>	<p>HT- all teaching and support staff</p> <p>AHT- support staff</p> <p>HT- all teaching and support staff</p> <p>All appropriate staff members</p>	<p>Twilight training- all staff to attend</p> <p>AHT – pm</p> <p>Investment in appropriate spelling programme- costs to be calculated and assigned to ‘curriculum’ budget Twilight training- all staff to attend</p> <p>Primary Offer- element 2 Additional costs of CPD to be assigned to CPD budget</p>	<p>pupil work- see monitoring timetable</p> <p>All areas of English curriculum to be a focus for monitoring within lessons and pupil books</p> <p>Subject leadership reviews/ monitoring</p> <p>LA Advisor to monitor (AW and VP</p> <p>Evaluation of CPD</p> <p>English governor to monitor</p>	<p>Assessment data</p> <p>Monitoring reports- PPMS, drop ins, moderations</p> <p>Pupil voice</p> <p>Staff interviews</p> <p>Teaching over time reviews</p> <p>LA Notes of visit</p>	
<p>4. ‘Talk and Write’ to be implemented to increase opportunities for creative, independent writing.</p>	<p>Parental workshop 13.9.17- following this Talk and Write to be implemented in Term 1 and carried out once a month- using regular timetable- HT to send task and resources to staff for them to adapt to meet needs of their pupils</p>	<p>All teaching staff</p>	<p>Parental workshop 13.9.17</p> <p>Time to prepare Talk and Write- timetable in place to ensure staff have material available 6 days in advance of setting the tasks- 1 task to be set each month</p>	<p>Book scrutiny</p> <p>Assessment data</p> <p>HT to monitor</p>	<p>Parental questionnaires</p> <p>Book scrutiny</p>	
<p>5. Reward/ celebration of excellence and improvement</p>	<p>Pupil aspiration and esteem is raised</p>	<p>All teaching staff</p>	<p>Weekly assembly</p>	<p>Pupil voice to be gained through</p>	<p>Pupil interviews</p> <p>PPMs</p>	

<p>in writing to be explicit (Reward board in entrance and weekly celebration assembly 'Writer of the Week')</p>	<p>Parents are engaged in supporting and celebrating pupil achievement</p>			<p>lesson observations and discussion Governors to attend and monitor impact</p>		
<p>6. Increased monitoring of writing progression across the school and key stages</p> <ul style="list-style-type: none"> • Whole staff moderation half termly to ensure quality, consistency and accuracy in assessment • External moderation of writing to be accessed through WSP 	<p>Clear evidence of high quality and quantity of written work in books (appropriate to age and stage) from Sept 2017 Consistency in assessment across the school (Term 1 and 2 moderation- 4.10.17, 30.11.17) Y2 and 6 teachers to attend moderation meetings with LA Consistency in assessment ensured through shared moderation across partnership (First moderation 20.11.17)</p>	<p>HT, teaching staff All teaching staff All teaching staff</p>	<p>Time to be allocated to monitoring of work in books- see monitoring time table and governor monitoring timetable Moderation meetings to be a focus of staff meetings each half term All teaching staff to attend after school moderation meetings as arranged by WSP</p>	<p>Work scrutiny Moderation meetings LA reviews Subject leader monitoring- HT and governor monitoring- CT WSP moderation meetings</p>	<p>Monitoring scrutiny reports Assessment data Subject leader reports KIT reviews WSP moderation reports</p>	

Teaching, Learning & Assessment						
Objective 1: To use marking and feedback effectively to increase attainment and progress						
Success criteria: a. All work is marked in line with policy b. All staff are aware of expectations- Sept 2017 c. Pupils are increasingly responding to marking and self-editing from Sept 2017 d. Increased evidence of self and peer assessment e. Pupils are increasingly aware of their targets- children are aware of individual targets and in KS2 can explain how they have formed targets and use to improve work by Dec 2017						
Specific Actions (inc. CPD)	Timescale & Milestones	Lead Person/s	Resourcing (inc. time)	Monitoring	Evaluation Evidence	RAG
1. Implement Teaching, Learning and Assessment policy	Sept 2017- Every staff member is aware of expectations and has adopted the relevant policy to ensure high quality provision 20.9.17- Governors are aware of policy and of expectations- checklist developed to support them during monitoring activities	HT All staff Governors Chair of governors	Training day- 4.9.17 (teaching staff) 5.9.17 (support staff) HT to lead Governor meeting- 20.9.17 Governor monitoring activities- see timetable	Ongoing through monitoring activities- see timetable and governor monitoring time table	Lesson observations Book scrutiny Learning walks Governor monitoring Teaching overtime grids	
2. Review marking policy <ul style="list-style-type: none"> Promote response to marking Use marking and assessment to inform individual pupil targets (evident in books) Class teachers to ensure targets are individualised Support in using developmental marking- staff training 6.11.17 	Sept 2017- all staff are aware of expectations and have adopted marking policy Sept 2017 All targets in books and pupils are aware of these- updated termly Increased evidence of pupil response to marking to be evident in books and a key focus of work scrutiny	All staff Teaching staff Subject leaders for Maths (NF) and English to lead	Training day 4.9.17- time for teaching staff to review and amend existing policy Staff meeting 6.11.17	Book scrutiny LA Reviews Subject leader monitoring Governor monitoring	Pupil books Monitoring reports Learning walk Pupil interviews	

Objective 2: All staff demonstrate secure subject knowledge and use planning effectively to maximise learning opportunities						
Success criteria: a. Pupils are eager to talk about their learning (observations) b. Teachers and pupils know their targets – work scrutiny with pupils c. Appropriate learning objectives linked to curriculum (planning and lesson observations) d. Evidence of pupil progress shown in books and assessment data- strong progress towards end of year targets in line with teacher half termly targets e. Increased evidence of cross curricular English and Maths seen in planning and books						
Specific Actions (inc. CPD)	Timescale & Milestones	Lead Person/s	Resourcing (inc. time)	Monitoring	Evaluation Evidence	RAG
1. Curriculum review to ensure NC coverage- focus in term 1 on English then move to Topic based curriculum in readiness for academic year 2018-2019	<p>Sept 2017- English framework to be in place and used by staff when planning Jan 2018- Further review and support to be given to staff to ensure curriculum coverage in English</p> <p>April 2018- Review of Science curriculum to ensure curriculum coverage – school to adopt ‘Kent’ units of work</p> <p>June 2018- Thorough review of Foundation subjects to ensure NC coverage for academic year 2018-2019</p> <p>Request curriculum review with LA Primary Advisor (VP) in Spring term</p>	<p>HT</p> <p>Science Lead (TP)</p> <p>All teaching staff- further subject leads for ICT, RE, History, Geography, Art and DT to be identified</p> <p>HT</p>	<p>Training day 4.9.17</p> <p>Training day 5.1.18 (am)</p> <p>Training day 16.4.18 (pm) Subject leadership time to be given in advance to prepare</p> <p>Staff meetings in term 5/ 6</p> <p>Primary Advisor visit</p>	<p>Evidence will be seen in pupil books, lesson observations, and learning walks</p> <p>Subject leader monitoring LA Advisor to monitor (VP)</p> <p>Review of curriculum handbook- evidence of NC coverage to be published on website for all subjects</p>	<p>Subject leader reports</p> <p>Teaching over time grids</p> <p>Monitoring scrutiny reports</p> <p>Curriculum overview/ documentation LA Notes of Visit</p> <p>LA Review (Oct and Dec 2017)</p>	
2. Review WRH to ensure mathematics objectives are covered fully and ensure these are clear within planning	<p>NF to meet with LA Maths Advisor to review current curriculum overview 14.9.17, 2.10.17 LA Maths advisor to support</p>	<p>NF LA Maths Advisor</p>	<p>Subject leader time to be given to NF to enable her to work with advisor</p> <p>Staff to be released to work with advisor</p>	<p>Evidence of curriculum coverage will be seen in pupil books, lesson</p>	<p>Maths subject reports Monitoring scrutiny reports LA Notes of</p>	

	<p>KS2 staff in planning a unit using WRH 2.10.17 and 3.11.17</p> <p>Maths Action plan to be developed by NF and shared with staff by 20.10.17 and governors 7.11.17</p> <p>NF to lead staff meeting- focused on using WRH and effective planning in mathematics 11.10.17</p> <p>Clear objectives linked to each unit to be allocated and indicated on overview- updated in curriculum handbook- to be submitted to NF by 3.11.17 and overview updated in handbook by 17.11.17</p>	<p>KS2 teaching staff</p> <p>NF- All staff and governors</p> <p>NF- Teaching staff</p> <p>All teaching staff</p>	<p>Subject leadership time 19.10.17</p> <p>Staff meeting</p>	<p>observations and learning walks</p> <p>Evaluation termly with subject action plan for maths</p> <p>Maths governor and HT to monitor</p>	<p>visit</p> <p>KIT reviews</p> <p>Governor minutes</p> <p>Updated maths overview on website to be published by Dec 2017</p>	
<p>3. Opportunities to observe good/ outstanding practice across WSP to be arranged</p>	<p>Audit with Sue Blythe (LA Head teacher mentor)– (Alderman Payne) arranged for 6.11.17</p> <p>Opportunities for observing practice discussed with SB and will be arranged with teaching and support staff as appropriate following audit</p>	<p>All staff</p>	<p>HT and AHT to be available for audit-</p>	<p>Audit/ Review with SB</p>	<p>Monitoring report from audit</p>	
<p>4. CPD to be planned as appropriate for teaching and support staff and discussed through appraisal</p>	<p>LA advisors in English and Maths to work with KS2 staff in developing planning and ensuring curriculum coverage and in assessment:</p> <p>Term 1: Maths- 14.9.17, 2.10.17, 3.11.17 English- 25.9.17, 12.10.17, 18.10.17, 21.11.17</p> <p>Subject leaders to attend termly</p>	<p>NF, TP LA Advisors- BM and AW</p> <p>HT- English</p>	<p>Staff to be released to meet with advisors</p> <p>NF and AHT- cover needed so they are able to attend briefings</p>	<p>Evidence of impact of CPD will be seen in lesson – HT and Chair of Governors to monitor- observations, pupil books, PPMs- see monitoring timetable</p>	<p>LA Notes of visit</p> <p>Records of internal and external CPD and evaluations</p>	

	<p>briefings- see external CPD record</p> <p>Skills audit and evaluation for support staff conducted 6.10.17- follow up CPD internally and externally- see records</p> <p>Teacher appraisals 16.10.17- relevant CPD booked- see records</p> <p>Support staff appraisals 13.11.17</p> <p>Further CPD to be sought as appropriate</p>	<p>NF- Maths AHT- EYFS</p> <p>HT and support staff</p> <p>HT- all teaching staff</p> <p>AHT and JE- all support staff</p> <p>All staff</p>	<p>Am- TAs to be released from class to attend training</p> <p>Cover supervision needed for each class teacher to attend appraisal</p> <p>TAs to be released for appraisal AHT and JE- Leadership time</p>		<p>Teaching over time grids</p> <p>Appraisal documents</p>	
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Objective 3: Progress from EYFS to KS1 & KS1 to KS2 is at least in line with national expectations Increased % of pupils achieving ARE and GDS						
Success criteria:						
a. Appropriate evidence of accurate Teacher Assessments						
b. Strong progress from starting points- evident in books and in assessments (Minimum 3 points progress- SIMS)						
c. Outcomes on track to meet end of year targets – see tracking grids						
d. Maintained expected progress across key stages						
e. Clear evidence of learning for all pupils including SEND and PPG pupils from their perspective- see tracking of groups						
g. Clear evidence of appropriate coverage for each KS in line with NC requirements as evident in planning						
Specific Actions (inc. CPD)	Timescale & Milestones	Lead Person/s	Resourcing (inc. time)	Monitoring	Evaluation Evidence	RAG
1. Aspirational targets to be set - All teachers are aware of progress over time	Using last year's data and EYFS and KS1 data- End of year targets set by HT and AHT shared with class teachers- 19.9.17- teachers supported in setting termly targets to plan for progress towards these- submitted to AHT by 27.9.17 Teacher assessments to be updated termly and submitted to AHT as specified- First submission date is 27.11.17 Targets shared with LA during KIT review and amended using FFT targets- 27.9.17 HT work with Independent Advisor (PS) to identify target pupils in each year group 3.10.17- shared with each class teacher Targets for each year group are linked to teacher's appraisal targets	HT, AHT All teaching staff All teaching staff to AHT LA Primary Advisor (VP), HT and AHT Independent Advisor (PS) and HT All teaching staff	AHT- Leadership time 12.9.17 Staff meeting 19.9.17 AHT- Leadership time to analyse and evaluate data Am KIT review – HT and AHT to attend Am- HT to attend review meeting with PS Appraisals for teachers	Tracking of pupils PPMs Work scrutiny Lesson observations and learning walks LA Primary Advisor visits and review Governor monitoring Independent Advisor (PS) to monitor	Assessment grids Pupil books Assessment reports HT reports to governors KIT review notes PS Notes of visit Appraisal document and teaching over time grids	

<p>2. Specific groups of children will be the focus of SLT monitoring/tracking:</p> <ul style="list-style-type: none"> • Those who are making less than expected in-year progress • SEND • PPG • LAC • Traveller 	<p>Tracking grids for groups to be developed and presented to staff who will then update each half term</p> <p>Tracking grids are submitted to INCo each half term and impact of intervention evaluated against assessments</p> <p>Reports are prepared half termly for HT and Governors outlining progress of specific groups- shared with LA advisor</p>	<p>AHT</p> <p>JE</p> <p>JE</p>	<p>AHT leadership time to set up tracking proforma- supply cover needed 18.10.17 am Staff meeting led by AHT 30.10.17</p> <p>JE Leadership and monitoring time- each half term to track and evaluate progress</p> <p>JE – Leadership and monitoring time Governor meeting</p>	<p>PPMs Book scrutiny Focus groups during lesson observations HT and governors to monitor</p>	<p>Tracking grids</p> <p>INCo reports</p> <p>Governor minutes</p>	
<p>3. Appropriate intervention is used for pupils not on track to enable them to achieve targets with impact measured</p> <ul style="list-style-type: none"> • Pupil Progress Mtgs are in place Interventions and learning needs discussed at initial meetings 	<p>Provision maps to be updated and reviewed half termly. Provision mapping for term 1 to be prepared by 25/9 and submitted to JE</p> <p>PPMs to be conducted: 25.9.17 6.11.17 5.12.17</p> <p>Further PPMs to be scheduled in updated termly monitoring timetables- half termly</p>	<p>All teaching staff</p> <p>JE</p> <p>HT</p>	<p>JE Leadership and monitoring time</p> <p>TAs to be deployed to deliver effective and appropriate intervention- where appropriate CPD will be sought</p> <p>PPMs as arranged- see timetable</p>	<p>Monitoring of intervention- evaluation of impact</p> <p>PPMs</p> <p>Monitoring by HT and LA Primary Advisor- SEN and PPG Review</p>	<p>Tracking grids</p> <p>Provision maps</p> <p>PPM records</p> <p>SENCo reports</p> <p>LA Notes of Visit</p>	
<p>4. Regular and robust systems in place to monitor assessment</p> <ul style="list-style-type: none"> • SIMS updated termly 	<p>HT governor report – assessment focus at each meeting</p> <p>AHT reports on assessment termly to governors</p> <p>SIMS updated termly to evidence pupil progress- Dec 2017</p>	<p>HT</p> <p>AHT</p> <p>All teaching staff</p>	<p>AHT- leadership time to evaluate and report on assessment</p>	<p>Work scrutiny PPMs Data analysis LA Reviews</p>	<p>Tracking grids</p> <p>Assessment reports</p> <p>LA Notes of visit</p> <p>HT reports to governors</p> <p>SIMS</p> <p>Monitoring scrutiny reports</p>	

<ul style="list-style-type: none"> • 'I can' statements used as part of ongoing assessment for learning- to be evidenced in work scrutiny • Monitoring of books against assessment criteria • Updating target grids to show progress towards end of year targets 	<p>There is evidence of I can statements being used from Oct 2017</p> <p>Assessment matches work in books- ongoing</p> <p>Updated and submitted to AHT – First submission date 27.11.17</p>	<p>All teaching staff</p> <p>All teaching staff</p>	<p>Moderation staff meetings- see monitoring timetable</p>			
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Early Years Provision						
Objective 1: To develop outdoor learning						
Success criteria: a. The outdoor learning environment is used effectively b. Equipment is suitable and well maintained c. The outdoor area demonstrates clear impact upon teaching and learning within Early Years d. Pupils enjoy learning in the outdoor environment and demonstrate imagination, creativity and resourcefulness whilst learning through play.						
Specific Actions (inc. CPD)	Timescale & Milestones	Lead Person/s	Resourcing (inc. time)	Monitoring	Evaluation Evidence	RAG
1. Audit and evaluation of existing area and resources	By Dec 2017- audit of existing resources to have been conducted	AHT	Time to be planned within PPA and leadership time to review and audit current provision- where appropriate essential resources will be replaced- budget requests to be submitted to HT	Audit Risk assessments of outdoor area and equipment (weekly)	Record of audit Record of Risk assessments	
2. EYFS lead to engage in CPD in order to broaden ideas in relation to outdoor learning- to include also visiting other settings	18.10.17- EYFS Briefing 16.11.17 EYFS Briefing 2.3.18 EYFS Conference Dates to be arranged between EYFS staff and other schools within WSP partnership to observe good quality outdoor learning	AHT	Cover supervision needed for 2.3.18- other briefings are twilight Cover supervision to be arranged as appropriate	LA Primary Advisor to monitor impact of this HT to monitor	Evaluation of CPD Lesson observations LA Notes of Visit Learning walk records	
3. EYFS staff to develop a clear plan for improvements in the outdoor area	Plan to be submitted to HT by Feb half term 2018 in readiness for consideration within budget for 2018-2019	AHT	Budget implications to be considered for 2018-2019	Plan and review with HT and governors	HT report EYFS action plan Governor meetings	