



School Improvement Plan
May 2017 - September 2018

Category	Key Targets
Effectiveness of leadership and management	<ul style="list-style-type: none"> LM1 - The school website meets the requirements on the publication of specified information LM2 – Leaders’ evaluation of the school and plans for the future have a sharp focus on the most important areas of improvement, with clear actions and timescales for achieving improvements LM3 - An external review of governance should be undertaken to assess how this aspect of leadership and management can be improved LM4 - An external review of pupil premium spend should be undertaken to assess how this aspect of leadership and management may be improved LM5 - The school has a financial plan to manage the budget effectively LM6 – Establish a robust system of Performance Management LM7 - A consistent “school brand” is becoming evident across school communications and publications LM8 - School organisation is efficient and effective
Quality of teaching, learning and assessment	<ul style="list-style-type: none"> TL1 - Teachers and pupils have raised expectations of academic achievement of all pupils, and all most able pupils are fully challenged, including more able disadvantaged TL2 - Good practice and teaching expertise is shared across the school TL3 - Pupils think scientifically and have a clear understanding of all areas of science – biology, chemistry and physics TL4 - Pupils are consistently taught, and can use, mathematical reasoning skills TL5 - Pupils use mathematics skills in everyday life TL6 - Subject leaders can support teachers and teaching through their own knowledge and skills TL7 - School and class resources are well organised and environments are conducive to learning
Personal development, behaviour and welfare	<ul style="list-style-type: none"> BW1 - Low level disruption is eradicated in the playground BW2 - Low level disruption is eradicated in lessons and around the school building BW3 - Attendance is monitored and effective measures are put in place so that attendance is above the national average. Parents are aware of the need for regular attendance at school BW4 - Risk assessments and policies are in place for regular school activities, all offsite activities and trips and emergency scenarios BW5 – The school building and grounds are secure and fire compliant
Outcomes for pupils	<ul style="list-style-type: none"> OPI - Progress for all pupil groups is good and consistent, especially in maths. Assessment data, teaching, planning and work are carefully monitored to ensure children make good or better progress - progress for all pupils is effectively monitored and concerns are promptly acted on
Early Years provision	<ul style="list-style-type: none"> EY1 - Pupils have ample opportunity to develop their writing skills EY2 - Progress is monitored in all areas resulting in early identification of children falling behind
The distinctiveness and effectiveness as a Church of England School	<ul style="list-style-type: none"> CE1 - The school and church have a supportive and mutually beneficial relationship CE2 - Significantly raise attainment and progress in RE CE3 – Assemblies are relevant and interesting to pupils

Effectiveness of leadership and management					
Key Target	LMI - The school website meets the requirements on the publication of specified information				
Aspirational Target	The school website is an inspirational gateway to the school				
Outcomes	The website is statutory compliant. It contains useful information, news and links for current parents. The school has a strong social media presence and website that attract new parents.				
School Lead	Fiona Keeling		Governor Committee	Resources	
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
The school website contains up to date statutory information.	Audit current website against checklist. Complete action points	FK	September 2017	N/A	Website contains up to date statutory information.
	Carry out actions from plan	FK to delegate to appropriate staff.	November 2017	N/A	
	Complete website review twice a year and implement actions	FK/KB	Ongoing March, September every year.	N/A	
	Meet with School Sports coordinator to plan School Sport Premium spend and information for the website	KB/JM	October 2017	Supply cover for John Mills to meet KB and write up spending plan.	
The school website is a positive reflection of the school and contains inspirational and useful information.	Clarify the set up and lay out of the website and be clear about what will be uploaded and where	FK/KB	January 2018	N/A	The website contains organised and relevant information for school stakeholders. The website also shows the school off and is attractive to potential new parents.
	Investigate possibility of volunteer to take good photos, or take photos to upload to the website.	KB	February 2018	N/A	
	Give staff regular opportunities to upload to the website – children's work, photos, news trips etc	KB/FK	Ongoing from January 2018	Staff meeting time	
	Ensure that all news, letters, newsletters, opportunities and information are uploaded to the website	AC	Ongoing	Consideration of regular overtime if needed.	

	Add useful links to the website to support parents and families with education, health, hobbies and interests	AC	Ongoing from March 2018		
	Investigate and plan other changes, updates and additions that can be made to the website, using guidance and viewing other sites.	FK/KB/AC	May 2018		
	Update photo permissions for all pupils.	AC/FK	October 2017 and ongoing for new pupils and every October from 2018.		
The school has a social media presence	Set up a school public Twitter account.	KB	May 2018	N/A	The school has a strong social media presence that attracts interest from new parents, educationalists and other interested parties.
	Tweet at least once a week from the school account, ensuring that all safeguarding issues are met	KB	Ongoing from May 2018		
	Link the school twitter feed to the school website	AC/FK	June 2018		

Effectiveness of leadership and management					
Key Target	LM2 - Leader's evaluation of the school and plans for the future have a sharp focus on the most important areas of improvement, with clear actions and timescales for achieving improvements				
Aspirational Target	All stakeholders contribute to the writing and the achievement of the School Improvement Plan				
Outcomes	There is an effective plan in place for the school to improve, specifically in relation to the previous OFSTED inspection. It is clear when actions have happened and there is clear evidence to show the impact of these actions.				
School Lead	Katie Blood		Governor Committee	Resources	
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
School Improvement Plan (SIP) is written and understood by staff	Format decided by school leaders agreed with SV – it must have clear actions and timescales for improvements.	KB	April 2017	Meeting	Format agreed and master set up.
	SIP Key Targets are decided	KB + SLT	June 2017	SLT Meeting	Key targets are decided and entered onto the plan
	SIP is written	KB + relevant members of staff	June 2017	NCT for any teaching staff	SIP is completed shared with staff and governors. Staff and governors understand their role in it's development.
	Plan is shared with Governors, edited if necessary and approved.	Governors	July 2017	Governor's meeting item	
	Plan is shared with all staff, saved on the network and accessible in the staffroom	KB + SLT	July 2017	N/A	
	UPS Staff are allocated to lead areas of the SDP and Governor Committees are appointed.	KB + Steve Vinal	July 2017	Meeting time	
	Staff understand what the key priorities are and these are displayed for staff and pupils.	KB	October 2017	N/A	
The School Improvement Plan is implemented and evaluated	Staff meetings and training opportunities are planned in accordance to the SIP.	KB + all staff	Ongoing from June 2017	SLT	Staff meetings are planned in accordance to the SIP.
	Actions are completed and embedded	KB + all staff	Ongoing from June 2017	Staff meeting time, NCT as needed	Objectives are actioned and embedded; outcomes, impact and evidence are recorded.
	Outcome, impact and	KB	Ongoing from June	Staff meeting time,	

	evidence are recorded on the SIP.		2017	NCT as needed	Next steps are added to.
A school Self-Evaluation is written	A Self Evaluation format is decided, including a section that allows input from Governors.	KB + SLT + SV	September 2017	Meeting time	SE format is decided, master set up and completed to show the position of the school in July 2018. OFSTED and SIAMS information is used to support the judgements. Meetings are planned into the school calendar and review consistently occurs. SEF is saved with the name of each month to show progress and changes.
	A SEF is written giving the position of the school in July 2017.	KB + SLT + SV	September 2017	SLT Time	
	The SEF is regularly updated.	KB + Fiona Keeling + SV	Ongoing from October 2017	Monthly SLT meetings. Monthly meeting with SV.	
A new SIP is written for May 2018	Key Targets are decided	SLT + staff	March 2018	SLT Time + staff meeting	Key targets are chosen and relevant staff are allocated to lead each area.
	UPS 2+3 teachers are allocated leads of some Key Targets	SLT + staff	March 2018	SLT time + staff meeting	
	Each Lead writes their area	All staff	April 2018	NCT for class based leads	SIP is completed by and led by, several staff in the school SIP is shared and approved
	SIP is shared with staff and Governors	KB	May 2018	Staff meeting and governor meeting	
	SIP is approved	KB	May 2018	Staff meeting and governor meeting	

Effectiveness of leadership and management					
Key Target	LM3 - An external review of governance should be undertaken to assess how this aspect of leadership and management can be improved				
Aspirational Target	Governors are effective in supporting and challenging the school. All Governors have a clear picture of the current position of the school.				
Outcomes	Governors skills are utilised effectively and they challenge when appropriate. Meetings are set and attendance levels are 75% by all governors. An informative headteachers report is delivered 6 times a year.				
School Lead	Katie Blood		Governor Committee	Resources	
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
Undertake a Governance review	Undertake a skills audit of all members of the Governing Body	Stephen Berry	June 2017		Governance is reviewed for effectiveness. Change's recommended and considered by the Governing Body. New positions filled considering current skills and knowledge gaps.
	Chair of governors to complete finance induction training.	SV	July 2017	N/A	
	More governors will be given the opportunity to do the finance training.	SV	Ongoing from October 2017	N/A	
Clarify meeting structure for the next academic year.	Decide which (if any) committees the governors will have	KB + SV	July 2017	Meeting	Committees are chosen.
	Set dates for all meetings for the year	KB + SV + TW	July 2017	Meeting	Meeting dates are set, shared with governors and on the school calendar.
	Share meeting dates with all governors	Tom Way	August 2017	N/A	
	Put meeting dates on the school calendar	Amy Charlton	Early September 2017	N/A	
	Decide membership of committees and agree terms of reference	SV + Governors	1 st Governor meeting of Autumn term	Time at governor's meeting	Membership of the committee is decided and recorded in the minutes.
There is an increase in the amount of realistic challenge made to school leaders by Governors.	Governors understand when challenge is needed	SV + Governors	October 2017	Governor training - TBC	Governors are clear about what should be challenged.
	Challenges are recorded in the minutes	Tom Way	Ongoing from July 2017	Ongoing	Relevant challenges can be seen in the minutes.
	Governors are confident to	Governors	Ongoing from May	Ongoing	School leaders are challenged.

	challenge school leaders.		2017		
Leaders provide Governors with relevant information for meetings.	Content of HT report decided,	KB + SV	July 2017	Meeting	HT report content is agreed with Head and Chair
	Headteacher to provide a Headteacher's report at Governor Meetings, up to 6 times a year.	KB	Ongoing from September 2017	N/A	A report is provided for Governors, up to 6 times a year. Governors feel more confident that they have a realistic picture of the school.
	Leaders to provide budget reports and forecasts to Governors	KB + Sarah Foster	Ongoing but particularly focussed in March – April 2018	N/A	Governors understand the budget forecast and are clear that this is an honest and clear picture of the current situation.

Effectiveness of leadership and management					
Key Target	LM4 - An external review of pupil premium spend should be undertaken to assess how this aspect of leadership and management may be improved				
Aspirational Target	The needs of Pupil Premium are met and all pupils are meeting ARE.				
Outcomes	An effective Pupil Premium action plan is written and is included as an additional part of the SIP.				
School Lead	Jess Evans		Governor Committee	Resources	
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
Review audit and create actions based on the audit	Read audit and highlight key points. Focus on any ways forward suggested.	Jess Evans and Katie Blood	September 2017	Meeting time	Actions identified and action plan written.
	Create Pupil Premium action plan as part of the SIP.	Jess Evans	October 2017	N/A	

Effectiveness of leadership and management					
Key Target	LM5 - The school has a financial plan to manage the budget effectively				
Aspirational Target	The school has increased the income into the school and can provide more resources and opportunities to increase attainment.				
Outcomes	The school is no longer in a deficit budget.				
School Lead	Katie Blood	Governor Committee	Resources		
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
Reduce the spend on staffing from 98% to 80-85% over the next 2 years.	Consult with HR regarding the restructuring process	KB + Sarah Foster + Steve Vinall	May 2017	Meeting time	Staffing budget is reduced to 80-85% by April 2019
	Create staffing structure which reduce spending on staffing.	KB + Fiona Keeling + Jess Evans + Helen Banks	June 2017	Meeting time	
	Use existing staff to fill vacancies when possible.	KB + Fiona Keeling + Jess Evans + Helen Banks	Ongoing from May 2017	N/A	
	If necessary, follow the consultation process (as advised by HR) to restructure.	KB	Ongoing from September 2017	Possibly redundancy money – TBC N/A	
Increase the income into the school through lettings	Review the school lettings policy.	KB + Sarah Foster	November 2017	N/A	Lettings policy is up to date. The hall has separate entrance, toilets and is isolated from the rest of the school. The facilities are advertised and the hall is let more often.
	Work with architects to ensure that the hall can be made separate from the school so lettings are secure and have access to toilets.	KB + Diocese	Ongoing from July 2017	N/A	
	Actively seek more lettings through free advertising- newsletter, church, website and community newsletter	Sarah Foster	Preparation January 2018. Advertising Launch pre-building work completion	N/A	
Increase the income to the school through hosting university students	Regularly host university students in school.	KB + in school student lead	First contact May 2017	Some staff NCT which should be created by the hosting of students.	Students are working in school and are successfully mentored by school staff. Staff have timetabled sessions to work on school improvement.
	Ensure that all staff are appropriately trained and	KB + in school student lead	July 2017	No cost – training provided by the	

	informed to host and mentor students.			university	
	Create policy and protocol for hosting students	KB + in school student lead	December 2017	NCT for Student lead – supply morning £100	
	Create a timetable for non-contact time created by hosting students, for teachers to work on elements of school improvement.	KB + in school student lead	Ongoing from September 2017	N/A	
Encourage local business to support the school	Write letter to local businesses suggesting ways in which they could support us	KB + Amy Charlton to edit	May 2017	N/A	Local businesses are contributing to the economy of the school and supporting the school to enable the school to provide better opportunities and raise the profile of the school in the local community.
	Print, envelope and prepare letters to businesses	Amy Charlton	July 2017	N/A	
	Personally deliver letters to local businesses	KB	August 2017	N/A	
	Continue contact with and accept appropriate support from local businesses.	KB + allocated staff members	Ongoing from September 2017	N/A	
Support the PTFA to become an effective fundraising body for the school	Meet with 2/3 representatives of the PTFA to understand the current structure of the PTFA	KB	July 2017	N/A	The PTFA is a structured and focussed organisation that works to raise money for the school to enable the school to provide additional opportunities and resources for children. The PTFA also contributed towards the fundraising for the proposed forthcoming building project.
	Support a staff member to become PTFA lead	KB	September 2017	N/A	
	Support the PTFA to hold an event to encourage more parental volunteers.	KB + PTFA Lead + PTFA	September 2017	1 hour NCT for PTFA Lead	
	Support the PTFA to work in structured and focussed way with allocated roles to members.	KB + PTFA Lead	October 2017	1 hour NCT for PTFA Lead	
Generate funding through grants, donations and	Research a range of funding streams, particularly focussing on school trips, buildings and	All teachers	March 2018	Staff meeting time or INSET	Funding is received and projects are completed using the funding.

alternative funding streams.	playground improvements.				
	Allocate working parties or individuals to apply for specific funding streams.	All Staff	March 2018	INSET time	
	Apply for funding, complete grant applications etc.	All staff	Ongoing from April 2018	NCT to apply for funding – cost must be proportionate to funding applied for.	
	Create opportunities for the children to thank the donators.	Staff responsible for funding.	Ongoing from April 2018	N/A	
Review clubs so that all offered are self-funding	Meet with Emily Cluely from Starfish club to discuss how to create profitable after school care.	KB	June 2017	N/A	All clubs run and make enough funds to cover staffing and resources costs. An agreement is made with Starfish Club to contribute to school costs.
	Charge for clubs run by members of school staff so costs of staffing and resources are covered. All clubs should have a least a small charge.	KB + school staff	September 2017	N/A	
	Follow process to enable support staff to claim for running clubs on a claims basis, rather than through contract.	KB + Sarah Foster	Ongoing from September 2017	Possible redundancy – to be confirmed. N/A	
Review pay policy	Review pay policy, checking in complies with LA standard.	KB + Fiona Keeling + Sarah Foster	January 2018	N/A	Pay policy is in line with that of the Local Authority and there are no anomalies that threatened the school budget.
	Ratify pay policy	Staff + Governors	February 2018	Meeting Time	
Review breakfast club costs	Review breakfast club staff to child ratios and restructure if necessary.	KB + Helen Banks + Sarah Foster	September 2017	N/A	Breakfast club provides quality childcare and healthy food for children before school. It is cost effective for the school.
	Review breakfast club timings and staff roles and responsibilities within the	KB + Helen Banks	September 2017		

	club.				
	Review breakfast club menu to reduce costs.	Helen Banks + Breakfast Club staff member	November 2017	£10 (TBC) overtime payment for BC staff member.	
	Ensure that the price charged to pupils reflects the cost of breakfast club per child.	Helen Banks + Sarah Foster	January 2018	½ day NCT for Helen Banks - £100 (TBC)	
Review charging and remissions policy	Review charging and remissions policy, checking in complies with LA standard.	KB + Fiona Keeling	January 2018	N/A	Policy is in line with that of the Local Authority and there are no anomalies that threatened the school budget.
	Ratify policy	Staff + Governors	February 2018	Meeting Time	
Increase pupil numbers	Address school improvement issues to secure a good Ofsted grade	All Staff and Governors	Ongoing	As shown in SIP	More children are in the school, class are full and new intake for Reception is full.
	Create a separate action plan to further involve parents in school life.	KB + staff ? Possible Parental Involvement Lead in school + link parent?	February 2018	TBC	
	Identify local pre-school providers by asking current reception parents and make initial contact	Bronwen Hier	September 2018	Some NCT for EYFS teacher, mostly provided by in school cover.	
	HT and EYFS teacher regularly visit local pre-school providers.	KB + Bronwen Hier	Ongoing from September 2017		
	Improve the visual identity of the school with more prominent signage.	KB + Andy Birch	June 2017	£350	
	Advertise our toddler group through free advertising sources.	KB + Sarah Foster	Initial adverts placed in September 2017	No cost	
	Create a regular newsletter (3 times a year) to display in the local community.	KB + Fiona Keeling	2017 - September, November, 2018 - January,	N/A	

			March, May, July		
	Regularly update the escalator display in Sainsbury's with examples of children's work. Always include school name.	FK + staff	Ongoing from September 2017	Some class time	
Provide governors with clear and concise monitoring reports of the school's budget position at least three times a year	Create a format for a regular budget report – this could form part of the headteacher's report to governors.	KB + Stephen Berry and Sarah Foster	September 2017	N/A	The governors are fully aware of the current state of the budget.
	Prepare budget report for Governors, at least 3 times a year.	Sarah Foster	Ongoing, at least 3 times a year.	N/A	
	Receive and answer governor challenges and questions to budget report.	Sarah Foster + KB		N/A	
Set a well-informed and balanced budget	Review and change current cost centres so they clearly represent how the school allocates and spend money.	KB + Sarah Foster	January 2018	N/A	The budget set is a realistic, well informed and balanced one. It truly reflects the financial position of the school.
	Headteacher to access finance training.	KB	Autumn 2017	Cost of training – estimate up to £300	
	Hold a budget meeting 6 times a year where the SBM updates Head.	KB + Sarah Foster	Ongoing from July 2017	N/A	
	Draft and review the new budget, set it realistically.	KB + Sarah Foster	March 2018	N/A	
Benchmark the school's income and expenditure annually against that of similar schools and investigate further where any category appears to be out of line.	Complete benchmarking exercise and write summary report	Stephen Berry + Sarah Foster	October 2017	N/A	School spending is efficient in line with benchmarked schools. Where it is not so, an action plan is in place for it to be streamlined.
	Create action plan based on the findings of the benchmarking exercise	KB + Stephen Berry + Sarah Foster	November 2017	N/A	
	Review current contracts and look for better value options where appropriate.	Sarah Foster	Ongoing from July 2017	N/A	

Ensure that correct accounting and finance procedures are used across the schools	Review the financial audit from Summer 2017 and create a separate action plan.	KB	September 2017	N/A	An action plan is written, submitted to the LA and to the Governors. Actions are being worked on
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Effectiveness of leadership and management					
Key Target	LM6 – Establish a robust system of Performance Management				
Aspirational Target	All teachers fulfil their targets, more pupils reach age related expectations. Upper pay scale teachers lead the school on successful projects and contribute to raising standards.				
Outcomes	Performance management system is robust and supports teachers to improve performance, consequently raising pupil attainment.				
School Lead	Katie Blood or Fiona Keeling		Governor Committee	Teaching and Learning	
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
Establish a robust system of performance management for all teachers.	Review and edit current performance management policy for teachers and ensure it is line with LA guidance	KB/FK	September 2017	Part of role	The performance management system is in place and teachers are aware of their targets. Mid-year reviews are carried out and staff are supported to prepare the evidence they need for their final meeting. Staff achieve their targets and main scale teachers can be recommended to progress up the pay ladder. UPS teachers have led on projects that are embedded across the school. Performance improves because of the support that teachers are given.
	Review and edit current proformas for both main scale and UPS teachers	KB/FK	September 2017	Part of role	
	Establish target focus for this academic year	SLT	October 2017	Meeting time	
	Allocate performance management leaders for all teachers	SLT	October 2017	Meeting time	
	Plan and carry out performance management observations and meetings – reviewing last year's actions and planning next year's targets.	SLT	October 2017	Supply to cover PM meetings - £600	
	Support staff to enable them prepare evidence for their performance management	SLT	March 2018, May, 2018	Staff meeting	
	Plan and carry out mid-year reviews to ensure teachers are on track to achieve targets	SLT	April 2018	Supply to cover mid-year review - £300	
	Plan and carry out final	SLT	October 2018	Supply to cover PM	

	meeting			meetings - £600	
Establish a robust system of performance management for all support staff	Review and edit current performance management policy for support staff and ensure it is line with LA guidance	KB/FK	January 2018	Part of role	The performance management system is in place and TAs are aware of their targets. Performance improves because of the support that TAs are given.
	Review and edit current proformas	KB/FK	January 2018	Part of role	
	Allocate performance management leaders for all support staff	KB/FK	January 2018	Part of role	
	Plan and carry out performance management observations and meetings – reviewing last year's actions and planning next year's targets.	Performance Management Leaders	February 2018	Cover for some staff to carry out interviews - £300	

Effectiveness of leadership and management					
Key Target	LM7 - A consistent “school brand” is becoming evident across school communications and publications				
Aspirational Target	The school brand is obviously evident across the school and all relevant publications				
Outcomes	Relevant documents are beginning to contain the school branding and are in the school font.				
School Lead	Katie Blood		Governor Committee	Resources	
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
Communications and documents that are public facing (parents, community, Local Authority etc) have the school branding on them and are in the school font	Redesign letter head so it is eye catching, up to date and has school branding.	KB + Amy Charlton	August 2017	N/A	Letterhead and newsletter are redesigned and have the branding on and use the school font. All public documents are in the school font and have the school logo on them.
	Encourage all staff to use the school font and logo on all public documents.	KB	Ongoing from September 2017	Staff meeting	
	Redesign newsletter so it is eye catching, up to date and has school branding.	KB + Amy Charlton	August 2017	N/A	
Official school documents use the school font and logo	All new documents that are produced are in the school font and have the school logo.	All Staff	Ongoing from September 2017	N/A	School documents contain the school logo and are in the school font.
	As policies are revised, they are edited to the new school font and the logo is added.	All Staff	Ongoing from September 2017	N/A	
	Planning documents use the school font.	Teachers	Ongoing from September 2017	N/A	

Effectiveness of leadership and management					
Key Target	LM8 - School organisation is efficient and effective				
Aspirational Target	Organisation is a strength and contributes to the smooth running of the school				
Outcomes	Event dates are on the calendar in advance. The school network is well organised.				
School Lead	Katie Blood and Fiona Keeling		Governor Committee	Resources	
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
All regular event calendar dates are set at the start of the year.	Create a generic annual overview for St Bartholomew's School, which includes school trips, Bike-It events, parents' evenings, sports day, concerts, church services, special events, music opportunities, assessment weeks, SATS, other tests, Performance Management (observations, meetings, reviews), pupil progress meetings, data submission dates etc	KB with support of staff	January 2018	N/A	Dates are on calendar. Relevant dates are shared with parents, pupils and other stakeholders. Parents are given adequate notice of school events.
	Plan, and add to school online calendar, dates for parents' evenings, concerts, class assemblies, sports day, INSET days	KB + FK	August 2017	N/A	
Monitoring, Staff Meetings, SLT meetings, subject leadership time, and other CPD are planned to be effective and contribute to school improvement.	Write monitoring schedule for each term (including subject leadership), using the School Improvement Plan of as guidance	FK	For the beginning of each term	N/A	Monitoring and CPD contribute to effective school improvement. Dates are on the calendar where relevant.
	Use teacher non-contact time provided by students, to plan a programme of subject leadership	KB + Student and Volunteer lead	Ongoing	N/A	
	Plan staff meetings and SLT meetings to continue development of the school improvement	KB + FK	For the beginning of each term	N/A	
	Plan training opportunities, for individuals and groups that support developments of the SIP.	SLT	Ongoing	SLT meeting time	
The storage of documents on the	Plan the structure of the network for teaching staff and resources.	KB + Helen Banks	February 2018	N/A	The network is well organised, documents can be easily found and

school network is organised and accessible.	Plan the structure of the network for offices, site management and SLT.	KB with support from SLT, Andy Birch, Sarah Foster and Amy Charlton	February 2018	N/A	are clearly named. All printed documents have a footer showing the file name and path to ease locating them. There are not duplicate documents on the network as staff share the location of documents rather than emailing copies to each other. Staff are using the VPN to access the school network remotely where useful which also helps avoid duplication of documents.
	Work with ICT Support to redesign the network	Helen Banks	March 2018	Additional support from FOCUS ICT support – cost TBC. NCT for HB?	
	Encourage staff to add file name and path footers to relevant documents and to name documents in a set format	KB	May 2018	Staff Meeting Time	
	Encourage staff to share the location of documents rather than email, to avoid the duplication of documents and to avoid having different versions	KB	May 2018		
	Offer the use of the VPN to teaching staff that would find it useful	KB	July 2018	Cost of VPN for 1 person £60.	

Quality of teaching, learning and assessment

Key Target	TLI - Teachers and pupils have raised expectations of academic achievement of all pupils, and the most able pupils are fully challenged				
Aspirational Target	Most pupils are working at age related expectations and the majority of most able pupils are achieving well above age related expectations.				
Outcomes	Expectations and aspiration are raised and more pupils are working at age related expectations.				
School Lead	Katei Blood + Fiona Keeling		Governor Committee	Teaching and Learning	
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
Teachers have secure knowledge of the assessment system and understand that they are accountable for pupil progress	Update the data and assessment system to ensure it is fit for purpose. Clarify how judgements are made and what each standard means.	KB + FK	October 2017	N/A	There is clear guidance for use of the assessment system and teachers are becoming confident in assessing their pupils. The school is beginning to build up a portfolio that shows work at ARE, above and below for each year group.
	Write guidance for teachers and run a training session for them	FK	November 2017	N/A	
	Train teachers to use the assessment system and support them to use to input data for their class	FK	January 2018	Staff meeting time	
	Build up school portfolio of work for each of the standards in each year group – possibly across partnership for core subjects	FK + subject leads	March 2018	N/A	
Teachers use the assessment system to regularly assess pupils and monitor progress. This is monitored by SLT. Teachers use their assessments to adjust teaching and initiate interventions to support identified pupils	Set up a system of pupil progress using the updated assessment system – data submission 6 times a year, pupil progress meetings 3 times a year	KB + FK	October 2017	Meeting time	Teachers are accountable for the progress of the pupils in their class and are becoming effective in planning interventions for those who are at risk of not achieving ARE. A robust system of pupil progress allows SLT to monitor progress and identify areas that may need further support.
	Ensure system enables teachers to monitor all pupils and key groups – all disadvantaged pupils, more able disadvantaged pupils, BME pupils	FK	November 2017	N/A	
	Write guidance for pupil progress system for teachers	FK	November 2017	N/A	
	Create proforma for staff to use to	FK/KB	December	Meeting time	

	prepare for the meeting and to record the decisions in the meeting.		2017		
	Train teachers to use the new system	FK/KB	January 2018	Staff meeting time	
	Support teachers to prepare for initial pupil progress meetings	FK/KB		Staff meeting time	
	Hold pupil progress meetings (3 times a year) facilitated by the head and deputy	FK/KB	February 2018, May 2018, October 2018	Supply Cover for staff to attend meetings - £450 (2 days)	
	Train staff to write interventions for their class TAs to support identified pupils	KB+ Jess Evans	March 2018	Staff meeting time	
	Teachers to meet with SENCO to plan further intervention support for SEN pupils or seek advice regarding other interventions.	Jess Evans	March 2018	Supply Cover for staff to attend meetings - £450 (2 days)	
Teachers use feedback and marking to challenge most able pupils	Train teachers to use a range of feedback strategies that challenge pupils.	KB	November 2017	Staff Meeting	Teachers are using feedback to offer challenge to pupils. They are giving pupils time to respond to the feedback and pupils are finding the tasks challenging. There is a portfolio of good practice to refer to which can be used by new teachers or HLTAs.
	Teachers use a range of feedback strategies with a focus on challenging the most academically able.	KB + Staff	Ongoing from November 2017		
	Review use of strategies and share good practice.	KB to facilitate	January 2018	Staff Meeting	
	Create a portfolio of good practice	2 x teachers (TBC)	February 2018	Supply Cover - 2 teachers, 1 day each. £450	
Teachers employ a range of strategies for differentiation and raising expectations of pupil achievement	Teachers are trained in and use a range of ways for selecting pupils to answer questions or share their opinions such as the use of talking partners, random selection methods, silent sharing etc	KB	October 2017	Staff meeting/INSET	Teachers and pupils have raised expectations of achievement and this can be seen through the ways they plan and deliver lessons.

	Teachers are trained in and use a range of strategies for differentiation and raising expectations such as pupil choice differentiation, flexible groupings and seating plans etc	KB	October 2017	Staff meeting/INSET	
	Teachers are trained in and have implemented whole class reading lessons.	KB	November 2017	Training from outside provider (Jane Branson Learning) - £500 INSET/Twilight	
Key staff begin to explore Growth Mindset	Investigate possible training options and opportunities in relation to Growth Mindset.	KB + Bronwen Hier	April 2018	Meeting time	Growth mindset action plan is written.
	If relevant, create a Growth Mindset section of SIP	Bronwen Hier	May 2018	NCT	
The school assessment policy is up to date and relevant	Rewrite the assessment policy	FK	September 2018	N/A	Policy is completed and saved on network
	Ratify the policy with staff and governors	FK	October 2018	N/A	

Quality of teaching, learning and assessment					
Key Target	TL2 - Good practice and teaching expertise is shared across the school				
Aspirational Target	Teaching across the school is consistently good or outstanding				
Outcomes	Good practice and teaching expertise have been shared across the school. Practice of teachers across the school has improved because of this.				
School Lead	Fiona Keeling		Governor Committee	Teaching and Learning	
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
Use expertise in school to support teachers to improve areas for development	During the Performance Management process, identify areas for development for each teacher	KB/FK	October 2017	N/A	As a result of sharing expertise across the school, teachers practice has improved in targeted areas.
	During the Performance management process, audit strengths of current staff	SLT	October 2017	SLT	
	Use staff with the relevant strengths to support teachers with areas of development through coaching, team planning, team teaching and other relevant strategies.	FK to coordinate; all staff to participate	November 2017	NCT time	
Ensure that staff who receive training (either in or out of school), have opportunities to share this with staff	Staff who have been on courses book a staff meeting time to share information with other teachers	FK + teachers	Ongoing from April 2018	N/A	Information gained from training is shared with relevant staff
	Teachers who have been on training to write a short report to share with staff at meeting	Teachers	Ongoing from April 2018	Staff Meeting time	
Share information from monitoring of planning, book scrutinies and observations, focusing on good practice.	When sharing feedback from monitoring, share examples of good practice with all teachers.	SLT + teachers monitoring	Ongoing from September 2017	Staff Meeting time	As a result of monitoring, good practice has been shared and is being used and adapted by other staff.
	Ask teachers with identified good practice to present this to other staff.	Teachers	Ongoing from September 2017	Staff Meeting Time	

Quality of teaching, learning and assessment

Key Target	TL3 - Pupils think scientifically and have a clear understanding of all areas of science				
Aspirational Target	Pupils are excited about Science and talk scientifically. They ask “what if” questions of the world around them and are able to investigate independently. Most pupils are above Age Related Expectations in Science.				
Outcomes	Children have had opportunities to participate in a range of science activities. Monitoring of topic books and planning shows teachers are following a clear curriculum.				
School Lead	Science Lead - TBC		Governor Committee	Teaching and Learning	
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
Appoint a science lead	Audit current provision. Ask staff their preferred area to lead	KB/FK	July 2017	SLT Meeting Time	Subject leads and other responsibilities are allocated to staff according to strengths and interests where possible.
	SLT to allocate subject leads and leads in other areas and share with staff	SLT	September 2017	SLT Meeting Time and Staff Meeting	
Hold a Science Week that gives opportunities for pupils to make predictions, carry out practical experiments and think scientifically. Opportunities cover biology, physics and chemistry.	Allocate an appropriate date for science week	Science lead and FK	September 2017	Meeting time	Science week has taken place and pupils had the opportunity to participate in a range of practical activities. Feedback is generally positive and any constructive criticism is used to inform the science curriculum
	Science lead to plan a staff meeting to share ideas and give staff an opportunity to plan activities that cover all types of science.	Led by science lead	October 2017	Staff Meeting + planning time	
	Carry out science week activities with pupils.	All staff	November 2017	Lesson time	
	Science lead to create differentiated questionnaires for staff and pupils to complete.	Science lead	November 2017		
	Pupils and staff to evaluate science week.	All staff	November 2017	Lesson time and staff meeting time	
	Analyse questionnaires and feedback to staff.	Science Lead	December 2017	SL Time	
Ensure there is a robust science curriculum overview in place for each year group, with planned opportunities for practical activities.	Audit the current curriculum overview	Science Lead	January 2017	Subject leader time	The curriculum is in place and there are plenty of opportunities for pupils to partake in practical activities that require them to think scientifically.
	Share feedback from science week to inform staff of what well and what they could do to make science even better.	Science lead	February 2017	Staff meeting time	
	Lead staff meeting to create	Science lead +	February 2017	Subject Leader time to	

	robust science curriculum for each year group/phase. Science lead to provide ideas, resources and websites to include practical activities.	staff		prepare Staff meeting time	
	Curriculum frameworks are stored in the correct place on the network and are accessible for all staff.	Science lead + staff	March 2017	Subject leader Time	
Ensure that science lessons that include practical activities and evidence pupils thinking scientifically are regularly taught	Monitor science work and planning to check that pupils have the opportunity for practical activities	Science lead + FK	April 2017	Subject leader time	Monitoring shows that pupils have ample opportunity to participate in practical activities and are becoming more able to think scientifically.
	Write monitoring report and feedback to staff highlight examples of good/outstanding planning, activities or work.	Science lead	May 2017	Staff meeting time	

Quality of teaching, learning and assessment					
Key Target(s)	TL4 - Pupils are consistently taught, and can use, mathematical reasoning skills; TL5 - Pupils use mathematics skills in everyday life.				
Aspirational Target	Teachers are confident in teaching and assessing maths. All pupils make good progress and most pupils achieved ARE or ARE+.				
Outcomes	Teachers are consistent in their approach to planning, teaching and assessing throughout the school. Teachers embed the use of reasoning into their mathematical practice in the classroom. Children demonstrate increased fluency in their mental calculation skills throughout the school and can apply these in problem solving scenarios. Children have a greater understanding of how mathematics is relevant in their everyday life. Parents are actively involved in their child's mathematics learning.				
School Lead	Helen Banks		Governor Committee	Teaching and Learning	
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
Teaching is consistent across the school and builds effectively on what children already know.	Analyse end of Key Stage data for Maths for 2016-17 to identify target areas for development, and whole school weaknesses.	HB	July 2017	Subject Leader time	SLT have a clear picture of children's attainment across the school and know which areas of the maths curriculum require development of teaching.
	Review ARE objectives for each year group and identify key objectives.	HB	Sept 2017	Subject Leader time	All staff know how to plan, teach and assess mathematics across the school.
	Start to update Teaching and Learning Policy regarding the teaching, planning and assessment of mathematics.	HB	September 2017	Subject Leader time	Key elements of maths teaching are incorporated into every lesson.
	Share and finalise maths updates to policy with SLT.	HB / KB / FK / JE	October 2017	SLT time	Lessons have an agreed structure and classroom displays are relevant and useful.
	Share maths updates to policy with teaching staff.	HB	11 th October 2017	Staff meeting	Pupils standards in

	Monitor implementation of revised Teaching and Learning Policy.	HB + SLT	Ongoing from November 2017	N/A	mathematics improve.
	Review Teaching and Learning Policy.	SLT	Ongoing from November 2017	N/A	
	Create a maths overview for each year group.	HB/KB + Staff	October 2017	Staff meeting time	
	Support staff to plan lessons using a range of structures, activities, resources and opportunities.	HB/KB + Staff	November 2017	Staff meeting time	
Teachers promote key skills and fluency of mathematical facts.	Review / write objectives for each year group of key mental fluency skills which children need to know by end of year.	HB	September 2017	Subject Leader time	<p>Teachers are clear about which mental calculation skills their class need to be fluent in by the end of each year.</p> <p>Teachers plan for regular practice of mental calculation skills.</p> <p>Greater numbers of children make better than typical progress in number;</p> <p>Most pupils know their times tables by the end of year 4. All</p>
	Share with teachers the key fluency skills for their year group.	HB	11 th October 2017	Staff meeting	
	Provide teachers with resources and activity ideas to promote mental fluency.	KB + HB	27 th September 2017 11 th October 2017 15 th November 2017	Staff meetings	
	Implement mental maths challenges in each year group, to include home learning, peer/self-marking and children identifying own areas to target.	All teachers	Ongoing from October 2017	PPA time	

	Ensure that there are regular opportunities for all pupils to learn times tables facts by the end of year 4.	teachers	Ongoing from January 2018		<p>pupils know their times tables by the end of year 6.</p> <p>Pupils are secure in applying methods of calculation and can accurately apply their knowledge of maths facts + - x and \div.</p>
	Ensure there are activities and interventions to support pupils in year 5/6 to know their tables.	teachers	Ongoing from January 2018		
	Monitor planning to ensure included in lessons.	HB + SLT	Ongoing from November 2017	Subject Leader time	
	Termly pupil interviews to test mental fluency.	HB	Ongoing from November 2017	Subject Leader time	
Teachers embed the use of reasoning skills into their mathematical practice in the classroom.	Research is undertaken into proven methods, models, resources and teaching approaches which promote children's reasoning abilities.	HB	From July 2017	Subject Leader time and Partnership Maths meeting time with other schools.	Teachers have increased understanding of how to plan for the development of children's reasoning skills.
	Staff meetings to develop teachers' ability to plan problem-solving and investigative activities on a regular basis, which develop children's reasoning skills.	HB + KB	27 th September 2017 11 th October 2017 15 th November 2017	Staff meetings	<p>Children experience a greater range of mathematical reasoning challenges.</p> <p>Children's work (in books and on display)</p>

	Ensure that all teachers have access to high quality resources, models and questions which promote children's reasoning skills.	HB	By end of November 2017 and ongoing	N/A	includes open-ended tasks, opportunities for mathematical reasoning and good levels of challenge.
	Follow up staff meetings to share good practice amongst staff.	All teaching staff	Spring and Summer terms 2018	Staff meeting time	
	Every class to have reasoning problems included on maths display – used by the children and updated weekly.	Teaching staff	Ongoing from October 2017	N/A	
	Monitoring of children's work in books and classroom displays– is reasoning evident?	HB + SLT	Ongoing from November 2017	Subject Leader / SLT time	
Teachers plan meaningful opportunities for children to experience mathematical skills in everyday life.	HB to work individually with teachers, planning real life investigations, possibly linked to topic.	HB + all teachers	Ongoing from January 2018	Subject Leader time + teachers released from class.	Teachers have increased understanding and enthusiasm for making their maths lessons 'come alive'. Children see the relevance of mathematics to real life and understand its application.
	By end of year, all teachers to plan at least 2 real-life investigative problem sessions each half term,	All teachers	Ongoing from January 2018	PPA time	
	Planning and children's work is monitored.	HB + SLT	Ongoing from January 2018	Subject Leader / SLT time	
	Good practice is shared by staff across the school.	All teachers	Spring and Summer terms 2018	Staff meeting time	

	Evidence of activities is displayed around school and on school website.	All teachers	Ongoing from January 2018	N/A	
	Half termly pupil interviews to assess children's understanding of the application of maths in real life situations.	HB	From January 2018	Subject Leader time	
Opportunities for children to experience mathematics outside of their regular class maths lesson are actively promoted, and greater parental involvement is actively encouraged.	Investigate use of online maths activities to engage children and parents at home.	HB	November 2017	Subject Leader time + possible subscription fees	Children have increased opportunities to experience maths outside of their classroom and links with the wider community are encouraged. Parental involvement in children's learning of mathematics is increased. Parents have a greater understanding of what they can do to support their child's learning at home.
	Set up "Girl's Maths" group with older students from Lancing college. Focus on reasoning activities. Alternate between more able/less able girls.	Lancing College students – overseen by HB	From September 2017	N/A	
	Maths Challenge Club for more able in Year 3.	Volunteer from 'Family Investments – overseen by HB	From September 2017	N/A	
	Parent booklets are produced for each class which show how parents can support their child's mathematical learning at home.	HB	February 2018	Subject Leader time, photocopying	

Quality of teaching, learning and assessment

Key Target	TL6 - Subject leaders can support teachers and teaching through their own knowledge and skills				
Aspirational Target	Subject leaders can clearly identify the next steps for their subjects. They can share their own good practice with subject leaders from other schools.				
Outcomes	Subject Leaders are confident to talk about their subject in school. They are knowledgeable about their subject and have begun to support staff in the development of their subject across the school				
School Lead	Fiona Keeling		Governor Committee	Teaching and Learning	
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
Appoint Subject Leaders and leads in other areas (including SIP areas)	Audit current provision. Ask staff their preferred area to lead	KB/FK	July 2017	SLT Meeting Time	Subject leads and other responsibilities are allocated to staff according to strengths and interests where possible.
	SLT to allocate subject leads and leads in other areas and share with staff	SLT	September 2017	SLT Meeting Time and Staff Meeting	
Subject leads to create a subject folder for their subjects(s) and add relevant documentation to it	SLT to agree the format and contents of files using the information from Jeff Lloyd to support	SLT	November 2017	SLT Meeting Time	There is a folder for each subject which is regularly updated and centrally stored. Each folder follows the same format.
	Order or make any resources needed to facilitate this	FK	November 2017	N/A	
	Subject Leaders to create folders/files	All Teachers	November 2017	Staff Meeting Time to start off.	
	Subject Leaders regularly add relevant documentation to their file and keep it up to date.	All Teachers	Ongoing from September 2017	Some staff meeting time, some NCT (to be covered when student teachers are in school)	
Subject leaders understand the current position of their subject in the school.	Subject leaders to monitor planning, teaching and work in relation to their subject	All teachers	Rolling programme of focus from January 2018	Rolling programme of cover from January 2018– most covered when student teachers are in school to limit cost	Subject leaders are confident to talk about their subject in school in relation to planning, teaching and achievement. They are aware of strengths and have identified weaknesses. They have begun to offer support to staff to develop weaknesses.
	Where possible, subject leaders to create simple assessment statements for the end of each year group.				
	Subject leaders to analyse assessment data at the end of the academic year.				

	Subject leaders to identify areas of strength and areas of development across the school in their subject.				
	Subject leaders offer support to relevant teachers through 1:1 support or all teachers through staff meetings.	Subject Leader in consultation with Katie Blood	Ongoing from February 2018	Dependent on support needed but could be some supply cover and staff meeting time	
Subject leaders contribute towards the School Improvement Plan	Subject leaders suggest areas for improvement, based on their audit.	All teachers	July 2018	Staff Meeting	School Improvement Plan is written and areas for development are based on subject leader audits.
	Subject leaders contribute to and write areas of the School Improvement Plan.		July 2018	Possible NCT or Staff Meeting Time	

Quality of teaching, learning and assessment

Key Target	TL7 - School and class resources are well organised and environments are conducive to learning				
Aspirational Target	The school is in excellent decorative order with appropriate furniture for all classrooms and storage areas.				
Outcomes	Classrooms are organised, safe and inspirational. School resources are appropriate and increase pupil learning. Displays are regularly updated and celebrate pupil work and inspire learning. Everybody takes pride in the school environment.				
School Lead	Katie Blood and specified UPS2/3 Teacher (UPST)		Governor Committee	Teaching and Learning	
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
All learning environments are conducive to learning.	Staff meeting to generate criteria focusing on health and safety (fire doors, temperature, fresh air etc), learning inspiration, non-distracting, organised	KB + staff	July 2017	Staff Meeting	Classrooms are inspirational to learners, they are well organised and they are safe.
	Criteria is written up and shared with ALL staff.	KB	July 2017	N/A	
	Staff create learning environments in classrooms that are well organised and conducive to learning.	KB	September 2017	N/A	
	Monitor environments and share good practice across the school.	UPST	January 2018	NCT for UPST Staff meeting time for feedback	
	Support those staff who need to improve their learning environment.	UPST	March 2018	N/A	
	Staff create wish list of furniture for their classroom next year	UPST to lead	June 2018	Staff meeting time	
	Create a schedule of furniture replacement	UPST + KB	July 2018	Meeting Time	
School resources are organised, accessible and used appropriately	Audit current resources, keeping what is needed and useful.	UPST to lead Staff to support	June 2017	Extended staff meetings (Twilights?) Some TA time	Resources are streamlined to keep only what is of use.
	Ask staff what consumables they need for the following academic year. Create a school order and distribute resources on arrival.	KB in July 2017 UPST from September 2017 onwards	July 2017 Ongoing from	N/A	Resources are ordered and distributed to class. Any "Spare" consumables are centrally stored. Staff

	Label remainders in central store		September 2017		understand that these should last until at least May 2018.
	Update, tidy and clearly label all resources being stored centrally in school	UPST + staff	September 2017	Extended staff meetings (Twilights?) Some TA time	Resource areas are tidy and clearly labelled. Any storage units no longer in use are removed.
	Create a wish list for resources and regular consumables.	UPST + staff	June 2018	Staff Meeting	Lists are created and the consumables list is used for regular ordering. The wish list is used to budget for resources and request resources from the PTFA.
	Consider reorganising storage in the lower foyer to enable to removal of the free-standing cupboards in both the lower foyer and around the rest of the school	UPST + SLT + Sarah Foster + Andy Birch	July 2018	SLT Meeting	The idea is considered and added to the schedule of works for the site team, if appropriate.
The whole school environment is tidy and reflects the school community	Audit who is responsible for which display board in the communal areas and update where necessary. Share with staff.	UPST	September 2018	NCT – covered by current school staff Staff meeting time	Displays are regularly updated, are always tidy and reflect the school community.
	Decide themes for boards and a schedule to replace communal displays regularly and share with staff.	UPST	September 2018		
	Fortnightly check to ensure that displays are in good condition.	UPST + specified TA	Ongoing from September 2017	N/A	
	Cloakroom tidying incentives are devised, shared with staff and used to improve the tidiness of the school.	UPST	March 2018	N/A	Pupils take pride in keeping their cloakrooms tidy.
	A schedule of works is	KB + Sarah	June 2018	Meeting time	The school environment is

	completed for improving the school building	Foster and Andy Birch			improved through the following of the schedule of works.
Purchasing of resources is completed through the correct protocol	Create and introduce new protocol to staff, to include all items needed approval in advance, petty cash limit, no reward points, all online orders done on the school credit card.	KB + Sarah Foster	October 2017	Staff meeting time	Purchasing is completed through the correct protocol meaning that only resources that are needed are ordered and that children have exciting and useful resources.
	Consumables to be ordered through specified UPST or curriculum leads.	All staff	From September 2017	Staff meeting time	
	Hold fortnightly meetings with SBM to check correct protocol is being followed and to check resources requests.	KB + Fiona Keeling + Sarah Foster	From September 2017	Meeting Time	

Personal development, behaviour and welfare

Key Target	BWI – Playground behaviour is good and First Aid incidents are reduced				
Aspirational Target	Children play happily at playtime and actively include others.				
Outcomes	There are less incidents of problem behaviour and less First Aid incidents at playtime				
School Lead	Katie Blood		Governor Committee	Teaching and Learning	
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
Introduce new systems and routines to improve playtime and lunchtime	Display Golden Rules in the playground.	Andy Birch	August 2017	Cost of robust signage	Behaviour systems are evident in the playground and all staff can manage the behaviour of the pupils in the playground. Systems support pupils to behave better.
	Deliver assemblies that remind pupils that Golden Rules apply at playtime and lunchtime too.	KB	Ongoing from May 2017	Weekly assemblies	
	Create system or mechanism for lunchtime staff to give positive and negative feedback to class teachers.	KB + Helen Banks + MDSA working party	October 2017	Possible overtime for MDSAs - £50 Possible cost of physical resources.	
	Introduce changes to the lunchtime system that allow children to go out to play once they have finished their lunch. Inform staff and children of these through meetings and assemblies	KB	May 2017 and review for September 2017 staffing levels	Meeting time for MDSAs (3 to claim overtime – £50)	
	First Aid to be administered on the playground where possible. First boxes to be set up for this.	KB + Jackie Magrath	June 2017	Cost of additional equipment and storage (up to £100)	
	Children line up in classes on the playground before school, at the end of playtime and at the end of lunchtime.	KB and Helen Banks	November 2017	HB/KB meeting time Staff meeting time to introduce	
Equip all staff with the skills to manage behaviour in the playground	Plan and deliver training on conflict resolution, positive play, assertive behaviour management etc. Training delivered by staff in school and visiting experts (Ed Psych, Cat Lane etc)	KB to organise. Jess Evans, KB and visitors to deliver	Ongoing from September 2017	Cost of trainings TBC MDSA Overtime	Staff have increased skills and are more able to manage behaviour at playtime and lunchtime

	Observe and coach staff to improve behaviour management and encouragement of positive play at playtime and lunchtime	KB and JE	January 2018	Possible MDSA overtime	
	Create scripts to support staff to deal with difficult behaviour. Display these scripts where possible.	KB and JE	December 2017	KB/JE Meeting Time	
Create stimulating and interesting activities and zones on the playground	Audit current lunch play provision and survey pupils	KB and class teachers	September 2017	Class time to carry out survey.	Children have exciting and stimulating activities to engage them at playtime.
	With school council, zone the playground and introduce activities for each activity. Consider ball games, 4-square, dressing up, trading card day, small world toys, quiet area activities etc	FK	October 2017	School Council meeting time	
	Ask for further donations and purchase playground equipment and storage needed.	FK	November 2017	N/A	
	Investigate the possibility of adding benches to both the upper and lower playgrounds.	FK	March 2018	N/A	
	Investigate possible playground markings for the lower playground.	FK	March 2018	N/A	

Personal development, behaviour and welfare					
Key Target	BW2 - Low level disruption is eradicated in lessons and around the school building				
Aspirational Target	Behaviour is outstanding in lessons and in the school building and are focussed on their learning				
Outcomes	Staff, children, parents and governors understand the Behaviour Management systems and can articulate them. Staff are using the systems to reward positive behaviour and are using sanctions where necessary. Behaviour is improved across the school and children are more focussed on their learning.				
School Lead	Katie Blood		Governor Committee	Teaching and Learning	
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
Introduce new behaviour systems to staff	Share and finalise initial ideas with SLT	KB	May 2017	SLT Meeting	Ideas shared
	Share initial ideas with staff in the staff meeting and display in the staff room	KB	May 2017	Staff Meeting and time to put display up	Ideas shared with staff and displayed in the staff room
	Finalise all parts of the new systems and create clearly written protocol for staff	KB + staff	June 2017	INSET AM	Protocol is written for all staff to refer to. Everyone has a copy and it is displayed in the staffroom. Staff know where it is saved on the school system
	Order and distribute behaviour system resources – posters, dot stickers, badges, jars, counters, bowls etc	KB + Sarah Foster	June 2017	Up to £500	Resources are ordered, distributed and in use
	Order and distribute Golden Time equipment	KB + Sarah Foster	June 2017	Up to £100	Resources are ordered, distributed and in use.
	Contact PTFA for GT funding	KB	June 2017	N/A	Funding received from the PTFA
	Create and share instructions, resources and prompts	KB + TAs	June 2017	INSET PM	Resources are created, distributed and in use
	Clearly plan Golden Time for this term across the school – timings, activities and how it works.	KB + Ian Beggs + staff	June 2017	INSET AM	Golden Time happens each Friday at the allotted time.
	Prepare school environment to reflect the changes in strategies	KB + all staff	June 2017	INSET PM	Posters and prompts are displayed around the school and reflect the new

					strategies.
Introduce new behaviour systems to pupils and parents	Plan and carry out Golden Rules Assemblies	KB	Summer 2017 – Monday Assembly	Golden Rules assembly books - £50	Assemblies are carried out which teach pupils about the Golden Rules
	Teachers to introduce class points, pupil points, golden time and time out to classes	Teachers	June 2017 and September 2017	Planning and lesson time over a fortnight	Lessons are implemented that support children in understanding the new strategies
	Create and share (send home and on website) a parent information sheet about the behaviour system.	KB + Fiona Keeling	June 2017	N/A	Information is shared with parents in paper form, on the noticeboard, email and on the website. Parents have some understanding of the new system.
	All staff to use the new strategies	All Staff	Ongoing from summer 2017	SLT available for reassurance or support	All strategies are evidently in use in observations both in class and on other occasions in school
	All pupils to receive ALL their Golden Time in Week 1	All Staff	June 2017 and September 2017	N/A	Golden Time is enjoyed by every single child in the school, in week 1
	Teach PSHE lessons based on the Golden Rules and the new behaviour systems	Teachers	September 2017	Planning and lesson time over at least a week	Lessons are taught so that pupils have a clearer understanding of the Golden Rules and the strategies.
	Teachers to plan and share regular PSHE lessons or circle time which enable the children to improve behaviour	Teachers with support from KB and Jess Evans	January 2017	Staff meeting time, additional team planning time	Behaviour lessons and circle time are a regular part of the curriculum in every class, to support pupils with
	Train staff so that they are confident to deliver circle time	KB and Jess Evans to facilitate	February 2017	£100 for visiting trainer if applicable (Lucy Byrne, Saltdean?)	Staff are confident in delivering circle time and regularly hold supportive sessions for their class
Review new behaviour	Collect and collate views on new	KB + Jess Evans	July 2017	Class time for teachers to	Views on the systems have

systems	system from all stakeholders	to facilitate		implement	been received and collated. Misconceptions and concerns are identified.
	Clarify any misconceptions and decide any changes needed because of review	KB + Teachers	July 2017	Staff meeting	Misconceptions have been cleared up and staff are more confident with the system. Changes have been discussed and decided with staff. Protocol is rewritten, edited or added to if needed.
	Implement any changes needed as a result of review	Teachers	September 2017	Staff meeting	Teachers are continuing to implement the new strategies across the school and adapt to any changes.
	Monitor the effectiveness of the policy on pupils' behaviour through observation, pupil surveys and staff feedback. Share feedback with staff.	KB	November 2017	N/A	Behaviour management is monitored and feedback given to staff. Whole school improvements and training are planned because of this monitoring. Actions are added to the SIP where necessary.
	Offer training and support to staff with in school and external providers, including the Educational Psychologist	KB + Jess Evans	From October 2017	Some NCT	Staff feel more confident to manage behaviour and consequently, behaviour has improved
	Offer teachers the opportunity to team teach with a member of SLT or observe them teaching a class.	KB	From January 2018	N/A	Teachers have developed more strategies to manage behaviour in their class and behaviour of pupils has improved.
Update behaviour policy	Audit current policy and provision	KB	April 2017	N/A	Current provision is audited and possible improvements are identified.
	Draft new policy	KB	September 2017	N/A	Policy is drafted.

	Share policy with staff	KB	October 2017	Staff Meeting	Policy is shared with staff, edited and adapted where possible.
	Ratify policy with governors	KB	November 2017	N/A	Policy is shared with governors and approved for ratification (if relevant).
Ensure that the Safe and Well at School survey is used as an accurate tool that represents a true picture of behaviour in the school.	Analyse Safe and Well at School Survey (SAWAS) for January 2017	KB + Jess Evans + Bronwen Hier	September 2017	NCT for BH	Actions are decided from analysing the survey.
	Add additional actions to School Improvement Plan, resulting from the survey.	KB + Jess Evans + Bronwen Hier	September 2017	NCT for BH	Actions are added to the SIP for this year or next year, depending on urgency.
	Ensure that pupils are clear about how to answer the questions and that staff are ready to support them with this.	Jess Evans and Bronwen Hier	Before the survey is taken	Staff meeting to train teachers and TAs; lesson time to support pupils	Staff can support pupils to realistically complete the survey.
	Participate in the SAWAS survey.	All staff	December 2017 (TBC)	Lesson times	The survey is complete by all eligible pupils
	Analyse results for January 2018	KB + Jess Evans + Bronwen Hier	February 2018	NCT for BH	Actions are decided from analysing the survey
	Add further action to the School Improvement Plan	KB + Jess Evans + Bronwen Hier	March 2018	NCT for BH	Actions are added to the school improvement plan.

Personal development, behaviour and welfare

Key Target	BW3 - Attendance is monitored and effective measures are put in place so that attendance is above the national average. Parents are aware of the need for regular attendance at school				
Aspirational Target	Whole school attendance is above 96% and families value coming to school.				
Outcomes	Whole school attendance is above 95%.				
School Lead	Katie Blood		Governor Committee	Teaching and Learning	
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
Create Attendance Policy	Meet with Alan Meadows (LA advisor) regarding attendance strategy and policy.	KB	May 2017	Meeting time	As a result of the meeting, the school has a draft strategy for further improving attendance
	Draft attendance policy that clarifies what good attendance is, protocol for dealing with persistent absence, protocol for absence in term time (holidays) etc	KB and Amy Charlton	September 2017	Meeting time	An effective attendance policy is written and shared with the school community. It is clear what the protocol and procedure is for requesting and authorising absence in term time and managing persistent absence.
	Ratify attendance policy with Governors	KB	October 2017	Governor's meeting	
	Share policy with the parents and publish on the website	KB + Fiona Keeling	November 2017	N/A	
	Create and collate resources needed such as holiday request form, attendance template letters etc	KB + Amy Charlton	October 2017	N/A	Resources are created so responses can be efficient and consistent.
Parents understand the importance of good attendance	Create a simple document (leaflet or flier) for parents about attendance and to give advice. Share draft with PTFA before distribution	KB	January 2018	N/A	Document is created and approved by the PTFA
	Distribute to parents and display where possible.	Amy Charlton	February 2018	N/A	Parents have seen the document and understand the content.
	Add document to pack for new parents and possibly prospectus	Amy Charlton	February 2018	N/A	The document is permanently on display, is

					available in the front office, is given to families with attendance concerns and is given to all new parents.
Improve attendance of pupils with consistently low attendance	Create system for monitoring attendance and notifying KB of concerns	Amy Charlton + KB	October 2017	Meeting time	System is in place and being used
	Create attendance plan template	Amy Carlton + KB	September 2017	Meeting time	Template is set up and in use
	Arrange meetings with specific parents/carers/families to create attendance plans	Amy Charlton + KB (other staff if necessary)	Ongoing September 2017	N/A	Attendance plans are set up support is in place to help families improve attendance.
Introduce inspirational attendance awards and prizes.	Give out attendance certificates + additional pupil points at the end of each term for pupils with attendance above 96%	Amy Charlton + KB	Share with pupils in September 2017	N/A Assembly time	Certificates and points are given out for good attendance at the end of each term (or half term if necessary).
	Give out attendance certificates + additional class points at the end of each term for classes with attendance above 96%		Certificates ongoing from December 2017		
	Source funding and donations to create prizes for good attendance at the end of each term/year for individuals and classes.	Amy Charlton	Ongoing from January 2018	N/A	Funding and donations are available to give out class and individual prizes for good attendance. May result in additional actions on the SIP.
	Class points given to each class who achieve 95%+ attendance each week	Amy Charlton + KB	Ongoing from June 2017	N/A	Attendance awards are given out to the classes with good attendance each week. Pupils encourage each other to attend school regularly.
	Attendance bear given each week to the class with the highest attendance	KB	Ongoing	N/A	

	Attendance bears to be updated to include clothes, accessories etc	Amy Charlton	Ongoing from September 2017	£120 for new bears, clothing and accessories	
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Personal development, behaviour and welfare

Key Target	BW4 - Risk assessments and policies are in place for regular school activities, all offsite activities and trips and emergency scenarios				
Aspirational Target	Risk Assessments and safety policies are outstanding.				
Outcomes	Teachers understand how to assess risk and the importance of good quality risk assessments. Trips are planned in advance, including staffing. Staff fully understand the “lockdown” policy and know how to implement it.				
School Lead	Ian Beggs	Governor Committee	Resources		
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
School excursions of all kinds are thoroughly planned in advance. Risk assessments for regular activities away from school (church, library, waling to swimming etc) and activities in school (EG accessing the top playground) are written and regularly updated.	Staff meeting to recap EVOLVE process and how it supports the careful planning of a school trip – purpose of trip, transport booked, cohort considerations, staff chosen in advance, risk assessments, itinerary and parent letters.	IB + KB	February 2018	N/A	School trips are planned sufficiently in advance considering educational opportunities and safety.
	Create a MASTER trip letter that staff use for all trips	IB + KB	March 2018	N/A	
	Staff understand the importance of Risk Assessments and how to make them relevant to the cohort of children they are taking. They understand how to write effective risk assessments.	Possible outside provider – IB to organise	March 2018	Staff meeting, possible payment for outside provider.	
	Each member of staff to write a risk assessment for their class going to church, considering the individuals within it, staff pupil ratios and remembering that it is a public place.	IB + staff	October 2017	Staff meeting	Staff understand the importance of risk assessments and these are effectively written and adapted to suit the needs of the specific cohort, activity and personnel.
	Updated MASTER risk assessments are written to cover regular activities.	IB + staff	April 2018	Staff Meeting	
	Risk Assessments, are stored centrally on the Network by all staff.	IB + staff	April 2018	IB to monitor – Possible cover needed	

	Staff are adapting and updating MASTER risk assessments as a result of changes of routine, personnel, cohort or other contributing factors.	IB + staff	Ongoing from April 2018	IB to monitor – Possible cover needed	
School is prepared for emergency situations	Attend emergency planning training	KB/FK	September 2017	Supply cover £155 No course cost	School has a clear “Lockdown” policy.
	Write emergency planning policy	FK	October 2017	Possible NCT	
	Share emergency planning policy with staff and governors to ratify.	FK	December 2017	Staff meeting time and governor time	
	Carry out drill or ask governors to carry out a “soft” drill.	FK/KB	January 2017	Governor visit	

Personal development, behaviour and welfare					
Key Target	BW5 – The school building and grounds are secure and fire compliant				
Aspirational Target	Health and Safety audit is positive				
Outcomes	School building and grounds are fire compliant and can be evacuated efficiently.				
School Lead	Katie Blood + Andy Birch		Governor Committee	Resources	
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
Take action to make the building secure in terms of safeguarding and asset protection, both during school and before/after school.	Book companies to complete quotes for key areas.	SF	July 2017	N/A	The school building and grounds are not easily accessible by members of the public at all times and therefore the school is safe and secure.
	Review quotes and instruct companies where possible.	SF/KB/AB	September 2017	£2000	
	Discuss alternative pick options for pupils from Starfish Cub.	KB/AB	August 2017	N/A	
	Review locking up procedures.	KB/AB	January 2018	N/A	
	Meet with members of the church to review booking policy and opening and locking up when they are letting the hall.	KB	April 2018	N/A	
Take action to ensure that the school building, particularly entrances and exits are fire complaint.	Book companies to complete quotes for key areas.	SF	July 2017	N/A	The building is fire compliant and can be exited safely in an emergency.
	Review quotes and instruct companies where possible.	SF/KB/AB	September 2017	£2000	
	Begin to make enquiries about ensuring safe exiting of all playgrounds in an emergency situation.	KB	June 2018	N/A	
	Investigate quotes and	KB	July 2018	Unknown	

	instruct contractors if possible to remove slide and replace with stairs or slope.				
Ensure that regular fire drills are carried out at various times of the school day.	Book fire drills onto the school calendar (not exact time/date)	KB	September 2017	N/A	Fire drills are carried out throughout the year (at least 3) and evacuation time is improved each time. Pupils safely evacuate the building.
	Class teachers to teach their pupils what to do in a Fire Drill	All staff	September 2017	N/A	
	Ensure Fire Drills are properly recorded	AB	Ongoing	N/A	
	Review fire drill each time and make plans to improve the next drill.	KB/AB	Ongoing	N/A	

Outcomes for Pupils					
Key Target	OPI - Assessment data, teaching, planning and work are carefully monitored to ensure children make good or better progress - progress for all pupils is effectively monitored and concerns are promptly acted on. Progress for all pupil groups is good and consistent				
Aspirational Target	All pupils make good progress and most achieve ARE or ARE+.				
Outcomes	There is a clear record of pupil progress meetings, data analysis, work and planning scrutinies. As a result of these actions, progress of pupils has improved and more pupils are making good progress and working at Age Related Expectations.				
School Lead	Fiona Keeling and Katie Blood		Governor Committee	Teaching and Learning	
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
Pupils progress meetings are effective in identifying progress of pupils and identifying where support needs to be targeted next	Plot pupil progress dates on the calendar for the year.	FK/KB	July 2017	Meeting Time	Pupils progress weeks are planned in on the school calendar
	Plan format of meetings and create relevant documents, including forms for staff to complete prior to the meeting	FK/KB	August 2017	Meeting Time	Format of the meetings is planned, protocol is written and all are shared with staff. Teachers understand their role in Pupil Progress
	Share format of the meetings with staff and explain their role in pupil progress meetings	FK/KB	September 2017	Staff meeting	
	Plan and carry out in Pupil progress preparation staff meetings before each cycle	KB	September 2017	Staff meeting	Staff have some planned time and support to prepare for Pupil Progress meetings and therefore they are well prepared for the meetings.
	Carry out first round of Pupil Progress meetings	KB /FK + Jess Evans	November 2017 (TBC)	Cover for teachers attending PPM and for FK if needed	Meetings are completed and documentation is saved on the network.
	Review Pupil Progress Meeting format and make improvements if needed	FK with staff	December 2017	Staff Meeting	Improvements are made in preparation for the next round of Pupil Progress meetings
	Collate and analyse whole school data and data focusing on specific pupil groups to share with staff and governors	FK	November 2017	Cover for additional time out of class	Data is collated and analysed. Any patterns are spotted and next steps are planned to make

	Add actions to SIP due to analysis of data	FK/KB	January 2018	Meeting time	improvements for individual and group progress. Any relevant actions are added to the SIP.
	Continue to Pupil Progress schedule throughout the year	FK/KB + Jess Evans	Meetings planned for January 2018 and May 2018	Cover for teachers attending PPM and for FK if needed	Pupil progress meetings continue and staff are accountable for the progress and achievement of the pupils in their class.
Teachers have a clear understanding of the school assessment system and confidently assess children and submit data when scheduled.	Assessment weeks and data submission dates are planned for the year – data submission to happen 6 times a year.	FK/KB	July 2017	N/A	Dates are planned and on the school calendar
	Finalise assessment system, specifically focusing on what each standard “looks like” in terms of the percentage of objectives achieved in maths and English.	FK/KB	September 2017	Additional cover for FK	There is a clear system in place to assess pupils and documentation supports this.
	Update excel documents to support staff to calculate some results.	FK/KB + Helen Banks	September 2017	Additional cover for HB + FK	
	Train teachers to assess children against the national curriculum objectives for Maths and English and award a standard.	FK/KB + Helen Banks	October 2017	Staff meeting	Teachers are confident to submit data and analyse some pupil group data. Data is submitted on the system, 6 times a year. Staff are aware of the targets set for pupils.
	Train staff to input and complete simple data analysis (PPG/ALL, M/F, BME/ALL, SEN/ALL)	FK	December 2017	Staff meeting	
	Data is submitted 6 times a year and used to plan interventions.	All teachers	Ongoing from November 2017	Some staff meeting time	
	Challenging targets are set for pupils based on their achievement from previous years and striving to exceed that	FK/KB	October 2017	FK/KB meeting time	

	National target where appropriate				
Interventions are regularly planned to target improvement for specific groups and pupils.	Intervention plan format is created for groups and individuals.	Jess Evans + KB	December 2017	Meeting time	Intervention formats are created
	Intervention plans for specific SEN pupils are created and regularly updated through meetings with SENCO, 3 times a year	Jess Evans + teachers	September 2017, January 2018, April 2018	Supply cover for staff – half day where possible.	Intervention plans are created for pupils with SEN and are regularly updated to support pupils to make progress. As a result, SEN pupils make good progress against their targets.
	Staff are made aware of a range of intervention strategies available for Non-SEN pupils who are not making expected progress or who are not at the expected standard.	Jess Evans + KB	March 2018	Staff meeting	Staff create and carry out intervention plans for targeted pupils that enable those pupils to make progress and are now more likely to be at the expected standard or above.
	Staff create and carry out (with TA support), intervention plans for pupils in their class who are not making progress and who are not reaching ARE.	Teachers with support from KB and Jess Evans	April 2018	Staff meeting time	
	Staff analyse interventions and pupil improvement. Feedback about what went well.	Teachers	June 2018	Possible NCT time Staff meeting time	Staff have analysed what went well and have shared this with their colleagues. Changes have been made that improve the intervention programme for the next academic year.
	Review intervention process, make improvements and plan for the following year.	FK + Jess Evans	July 2018	Additional cover for FK	
Assessment policy is up to date to reflect changes	Update assessment policy and share with staff	FK	September 2018	N/A	Assessment policy is written and saved on the network. A simple timeline for assessment is in place so all staff and new staff are clear of the process.
	Create document or timeline that outlines the assessment process for the year	FK	July 2018	N/A	

Report format reflects the current assessment system	Update the report format to reflect the current assessment system	KB FK	May 2017 January 2018	Possibly some staff meeting time	Reports are reflective of the current assessment system.
Teacher's planning and teaching and pupils work show that pupils are making good and consistent progress	Introduce a new planning format that supports staff to plan effectively.	KB	October 2017	Staff meeting time	The programme of monitoring enables senior leaders to share strengths of good practice and support areas for development for whole school and individual teachers. Teaching is always at least good and most children make consistent and good progress. Support is given to staff who may require it and their performance is closely monitored for improvement. Any whole school actions from monitoring are added to the SIP.
	Plan a programme of monitoring to include work and planning scrutinies, observation and pupils voice, to show progress against OFSTED recommendation in relation to pupil achievement.	KB/FK	September 2017	N/A	
	Carry out monitoring programme which will include peer to peer monitoring, individual and group feedback, and act if progress and improvements are not being made	SLT	Ongoing	N/A	
	Offer formal and informal support to "underperforming" teachers and carefully monitor improvements.	SLT	Ongoing, if needed	Possible supply cover	
	As a result of monitoring, add actions to the SIP, where necessary.	KB	Ongoing	N/A	

Early Years Provision					
Key Target	EY1 - Pupils have ample opportunity to develop their writing skills				
Aspirational Target	100% of children make good+ progress from their starting points.				
Outcomes	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. - GLD 10 Writing				
School Lead	Bronwen Hier		Governor Committee		Teaching and Learning
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
Introduce new activities and opportunities for encouraging Reception pupils to write.	Classteacher and TA both have an opportunity to visit “outstanding” reception provision for writing in the city.	BH/JC	November 2017	AM supply (£90) and TA redirected from another class	Staff have visited another setting and have been able implement ideas offer more opportunities to write.
	Work together to collate information gained from other settings to plan and implement fresh opportunities and activities for writing.		January 2017	PM supply (£90) and TA redirected from another class	
To ensure ‘All’ children make good+ progress in writing from their starting point.	Complete new baseline assessment.	BH / JC	Autumn 1	Observations	A clear evidence base will be gathered in Special Books. This will give us accurate starting points.
	Daily ‘Funky Fingers’ activities to develop fine motor control for writing.	BH / JC	Autumn 1	Observation of baseline pen grip recorded on classroom charts and updated at end of each half term. Dough/sticks/hole punches/pasta/colanders/buttons/tweezers/pompoms...	Children will learn how to hold a pen correctly and be able to form letters correctly.
	Children will take part in Talk for Writing activities & learn stories,	BH / JC / LF	Continuous provision	Time to make phoneme cards and HFW cards for families to use with their child at home. Invitations to families to attend Phonics / Reading &	End of Autumn Term <ul style="list-style-type: none"> All children will know a bank of

	innovate stories, perform stories and write their own stories.			Writing workshops in the Autumn Term.	<p>stories & rhymes & will be able to retell them.</p> <ul style="list-style-type: none"> • All children will know a range of connectives and will have actions associated with these. • All children can use story language in their own stories. • All children will be able to draw a story map. <p><u>End of Spring Term</u></p> <ul style="list-style-type: none"> • All children will be able to write captions & labels for their stories and story maps. <p><u>End of Summer Term</u></p> <ul style="list-style-type: none"> • All children will be able to write sentences using simple connectives and a capital letter and full stop. • All children will have made 100% expected progress from their starting points.
	High quality shared writing & vocabulary will be displayed for children to use in their own writing.	BH / JC	Continuous provision	Planning for shared writing experiences.	
	Children will take part in a weekly Big Writing session that is engaging – includes visitors, shared events, exciting and stimulating activities.	BH / JC	Continuous provision	EYFS / KSI visit from the 'Owl Man' Visit to the Library/other places Provision of an engaging classroom environment, focus on children's fascinations, parental involvement & development of writing opportunities in all areas.	

Early Years Provision					
Key Target	EY2 - Progress is monitored in all areas resulting in early identification of children falling behind				
Aspirational Target	100% of children make good progress from their starting points in all areas of the EYFS curriculum.				
Outcomes	Percentage of children achieving GLD improves on 2016 - 70% / 2017 - 72%				
School Lead	Bronwen Hier		Governor Committee		Teaching and Learning
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
Gaps in children's learning are identified early to ensure rapid progress.	Create a new system for recording baseline in all areas.	BH / FK	Autumn 1	Time for input of assessments.	Staff will have a good understanding of the ages and stages of children in the Reception Class.
	Half-termly assessments lead to Next Steps for children which are displayed in classroom for adults supporting in class.	BH / JC/JE	Half-termly observations and assessments in all areas of the EYFS curriculum to be included in Special Books to show progress across all areas.	Time for input of assessments.	Data is analysed and used to identify gaps in learning, inform teaching and ensure rapid catch up. <u>End of Autumn Term</u> Children falling behind are identified and PLP's developed/interventions put in place.
	PLP's (Personalised Learning Plans) are put in place to ensure rapid catch up where necessary and additional support/interventions put in place.				<u>End of Spring Term</u> Children are monitored and assessed for progress against targets in PLP's and these are reviewed and adapted. <u>End of Summer Term</u> All children make 100% progress from their starting point in all areas of the EYFS curriculum.

The distinctiveness and effectiveness as a Church of England School					
Key Target	CEI - The school and church have a supportive and mutually beneficial relationship				
Aspirational Target	The church can financially support the school				
Outcomes	There is a positive relationship between the church and the school. Both parties keep the other informed regarding changes. Agreements are reached about the use of the school building.				
School Lead	Katie Blood		Governor Committee	Teaching and Learning	
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
Build relationships with key members of the church	Regularly attend Sunday church services	KB	Ongoing	N/A	The relationship with the church is more positive and there are points of contact in the church family.
	Invite church wardens to visit the school	KB	November 2017	N/A	
	Invite church wardens to special events	KB	Ongoing	N/A	
	Be open to discussions with the church about ways that we can help them	KB	Ongoing	N/A	
Consult with the church regarding upcoming building work and plans	Invite church wardens to look at the plans and discuss changes that might affect their use of the hall.	KB	October 2017	N/A	Church members are understanding of the building work and are clear on how it will affect their use of the hall both during and after the works.
	Continue to inform them about any works that may affect their use of the building throughout the process.	KB	Ongoing	N/A	
Confirm with the church wardens, the protocol for the use of the school hall and additional rooms in the school building.	Meet with the church wardens to initiate discussions regarding the protocol for letting the hall, security protocol, and to begin to be clear about boundaries and land ownership.	KB	January 2018	N/A	The school are informed when the church want to use the school hall and it is recorded on the school diary, at least 2 weeks in advanced. The school is secure during the times the hall is

	Create a written policy to reflect protocol and share with the church wardens.	KB	March 2018	N/A	used by the church. It is clear who owns the land the school is situated on and the boundaries of the school grounds are clear.
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The distinctiveness and effectiveness as a Church of England School					
Key Target	CE2 - Significantly raise attainment and progress in RE				
Aspirational Target	Achievement in RE for most pupils is good or outstanding				
Outcomes	There is clear framework for teaching RE and teachers are confident to teach this. Class teachers teach the RE to their class.				
School Lead	Subject Lead (SL) + KB		Governor Committee	Teaching and Learning	
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
Create a relevant and aspirational RE curriculum framework	Review the current provision for RE	SL + KB	April 2018	SL cover	A curriculum framework is in place and relevant resources are available for staff.
	Audit current planning resources	SL	April 2018	SL cover	
	Purchase new planning resources if necessary.	SL	May 2018	SL cover	
	Write a yearly curriculum framework for RE for each year group	SL	June 2018	SL cover or staff meeting time	
Staff are planning and teaching lessons from the new framework	Share framework and resources with staff	SL	July 2018	Staff meeting time	The curriculum framework is being used to plan effective, relevant and enjoyable RE lessons for pupils. There is good quality pupils work and the planning is on the school network.
	Review planning and teaching through scrutiny and observation	SL + SLT	October 2018	SL cover for scrutiny, observation and feedback preparation	
	Feedback to staff about targets and ways forward	SL	November 2018	Staff meeting time	
	Work and planning scrutiny, pupil voice.	SL	March 2019	SL cover	
Assessment of RE is accurate and informs future planning.	Create an assessment system for RE	SL	June 2019	SL cover	RE work is assessed and those assessments inform planning.
	Share the assessment system with staff	SL	September 2019	SL cover	
	Monitor assessment and hold mini Pupil Progress meetings for RE	SL	January 2010	SL cover	

The distinctiveness and effectiveness as a Church of England School					
Key Target	CE3 – Assemblies are relevant and interesting to pupils				
Aspirational Target	Assemblies are enjoyed by pupils and they learn from them.				
Outcomes	Assemblies are interesting to children and cover relevant topics. Evaluations are mostly positive.				
School Lead	Katie Blood		Governor Committee	Teaching and Learning	
Objective	Steps/Milestones	Who	When	Resources/Time	Success Criteria
Assemblies are well planned in advanced using a variety of relevant and inspiring resources	Audit and refine current assembly resources	KB	October 2017	N/A	Resources are relevant and stored efficiently and used regularly by staff to plan assemblies. Assembly schedules for each term are saved on the network. There is a record of assemblies delivered.
	Research assembly resources and purchase if necessary, focussing on Christian assemblies and British values	KB	November 2017	N/A	
	Meet with Mass clergy to link school mass themes to weekly Christian assemblies	KB	January 2018	N/A	
	An assembly schedule is created at the beginning of each term and resources are signposted where possible	KB	Ongoing	N/A	
	Planning, resources and record keeping proforma are shared with staff	KB	February 2018	Staff meeting time	
	Assemblies are planned and a record is kept of them	KB + all teachers	February 2018	N/A	
Pupils are involved in the presentation and evaluation of assemblies.	Plan opportunities and proformas for pupils to respond to and evaluate assemblies	All staff	March 2018	Possibly staff meeting time	Pupils are actively involved in assemblies and evaluating them. Evaluations are mostly positive. Evaluations
	Review evaluations and	KB	May 2018	N/A	

	plan changes if necessary				are used to plan assemblies that are more relevant to pupils.
	Plan opportunities for pupils to prepare, lead and participate in assemblies	All staff	May 2018	Possible staff meeting time	