

SPIXWORTH INFANT SCHOOL IMPROVEMENT PLAN 2015-2018

This Plan has been developed in conjunction with Staff and Governors. Review date: December 2016

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Spixworth Infant School

Learning together, Achieving together

Introduction

Central to the development and improvement of our school are the Core Values. The school improvement plan is the vehicle used to translate this vision into reality.

The School Improvement Plan is not to be seen as a static or final document: It represents the formal outcomes of a continuous and regular process of review and evaluation of the school priorities. It also pre-supposes that changes and additions will be made in light of the progress with priorities and changed circumstances. For example, whereas planning for the current year is detailed and immediate, the planning for subsequent years is less specific in order to provide appropriate flexibility.

This document has been discussed and agreed with the leadership team, staff and governors and it only reflects the major priorities for the development within the school.

Mission Statement

To enable every child to shine.

School Core Values

Safety – We know how to stay safe and keep other safe

Teamwork – We work well as a team

Achievement – We try our best in all that we do even when we find things difficult

Respect – We listen to the views of others

Stimulating – Our teachers challenge our thinking

Whole School Vision 2015-2018

Our vision for children's learning experiences:

- For the school's Core Values to continue to be fully embossed in the way children learn
- To create memorable learning through a curriculum based on a topic approach that follows children's interest
- For children to develop excellent attitudes to learning in order to help themselves, and others, to learn and thrive in an atmosphere of respect.
- For children to show very high levels of engagement, courtesy, collaboration and cooperation
- For children to be fully involved in their learning
- For staff to meet every child's need through carefully focussed learning experiences
- For parents to be fully informed about, and involved in, their child's learning

Our vision for children's progress is:

- For all groups of children to achieve high levels of attainment which is consistently above the Norfolk and National levels
- For children to develop deep understandings, rapidly acquire knowledge and apply a wide range of skills to great effect, including reading, writing, maths and computing
- For attendance to continue to rise

Our vision for our community links and partnerships are:

- For children to contribute to local community life
- To develop a strong reputation and wider awareness of the school's successes

- To share a wide range of information with parents to help them to become fully involved in the life of the school and their child's learning
- To develop a strong link with Stepping Stones Day Nursery so transition from Nursery to school is as smooth as possible and work towards planning of the outdoor environment together
- To develop a stronger link with the local Junior School to ease transition and ensure that there is continuity of teaching practices.
- To demonstrate compassionate and generous attitudes towards local, national and international good causes and charities

Our vision for developing learning environments is:

- For all children to be learning in a high quality classroom environment
- To modernise the school building in line with today's standards to ensure that children, parents and staff have high aspirations
- For all children to have daily access to a high quality outdoor learning environment
- To learn through the local and wider community and regular educational visits
- To develop inclusive, interesting and sustainable school grounds
- For staff to make daily decisions about which is the best environment for the children to learn

School Plan Development

Over the past year the school has developed a systematic and focussed approach to the planning and evaluation of its work. The primary emphasis has been on the quality of teaching and learning and levels of progress and achievement of all children. This plan seeks to address the specific needs of the school to raise standards in reading, writing and maths and develop a more child led curriculum where children take more responsibility for their own learning. We will ensure that these priorities are met through providing a curriculum where pupils will become confident, independent and creative; enabling them to develop into responsible citizens and lifelong learners.

The essence of this planning process is an open and collaborative approach in which all teaching, support staff and governors are involved in evaluating the school's successes and next steps. A range of evidence is used including analysis of assessment results, performance management and monitoring information. Children are also involved in this process.

Monitoring of the Plan

Monitoring roles are clearly identified within this Improvement Plan. Progress on the improvement plan is a regular agenda item at senior leaderships and staff meetings, as well as with governors and at school council meetings. Designated members of staff have responsibility to implement and monitor specific areas of the plan. Outcomes are reported and a governor is responsible for collating information about the development of a specific area of the plan and reporting back at governor meetings.

Pupils Numbers, Class Structure and Staff

	September 2015	September 2016	September 2017
Number on Roll	120	118	
Reception	51	38	
Year 1	30	49	
Year 2	39	31	

There are 4 classes in school organised in the following way: 2x Reception/Year 1, 2x Year1/Year2

There is one class in school with a job share teaching partnership.

Staff Development and Training

Spixworth Infant School is committed to providing high quality CPD for all staff in line with staff need and SIDP priorities.

This is realised in the following ways:

Performance Management

- All teaching staff and support staff are part of the school's Performance Management cycle which runs from October to October
- The Headteacher's Performance Management is undertaken by the governing body with an external advisor
- All subject leaders have targets in line with their own CPD training needs and those in line with the SIDP

Inset Training	2015-16	2016-17	2017-18
Session 1	1/9/15 <ul style="list-style-type: none"> • Step On training 	1/9/16 <ul style="list-style-type: none"> • Behaviour Policy review • Staff Code of Conduct Review • Safeguarding Training inc PREVENT • Class audit time 	
Session 2	2/9/15 <ul style="list-style-type: none"> • Behaviour Policy review 	2/9/16 <ul style="list-style-type: none"> • Growth Mindset and Self-Esteem Training 	

	<ul style="list-style-type: none"> • Staff Code of Conduct Review • PREVENT Training • Guided reading training • Class audit time 		
Session 3	5/10/15 Twilight <ul style="list-style-type: none"> • Wellbeing workshop 3x Twilight Autumn Term <ul style="list-style-type: none"> • Phonics training and Speech and Language training 	26/9/16, 3/10/16 Twilight <ul style="list-style-type: none"> • Bespoke Writing Sequence Training inc planning and SPAG links 	
Session 4	October <ul style="list-style-type: none"> • School Audit • Action research project day 	4/1/16 <ul style="list-style-type: none"> • Maths TBC 	
Session 5	May <ul style="list-style-type: none"> • Disaggregated 	May <ul style="list-style-type: none"> • Disaggregated 	

Staff and Team meetings

Staff and team meetings are used for whole school research, training and development needs throughout the year.

- Staff meetings will take place weekly
- Team meetings will take place fortnightly
- EYFS (Nursery and Reception) meetings will take place half termly

- Cluster meetings will take place at least termly

Other training planned for staff 2015-16

Victoria Wyatt	Heidi Jordan	Rebecca Buller	Suzanne To	Hetal Murphy	Felicity Jackson	Juliette Kidd	Lyn Paterson	Sue Halton
SENCo Network meetings ½ day per term	English Network meetings 1 day per term	Maths Network meetings 1 day per term	Forest School level 3 training 10 days over the year	Computing Network meetings ½ day per term	Early Excellence EYFS training 6 days over the year	HLTA qualification	Earlybird Autism speech and language training	Pupil Asset MIS training ½ day
Finishing HT support programme 2 days		Maths conference 1 day	Wellbeing Facilitator training					
Effective Contribution to Child Protection Conferences								
Schools Financial Value Standard								

Other training planned for staff 2016-17

Heidi Jordan	Emma Cresswell	Rebecca Buller	Suzanne To	Juliette Kidd	Sarah Russell	Joely O'Brien	All Staff	
SENCo Network meetings ½ day per term	English Network meetings 1 day per term	Maths Network meetings 1 day per term		Forest School Level 2	NPETCS	Children's University	Introduction to Health and Safety e-learning	
Head Teacher Support Programme	Asbestos Awareness e-learning	Maths conference 1 day					Fire Prevention and Procedures e-learning	
HT Finance Induction	Safeguarding - DSL	Safeguarding - refresh						
Keeping Control of your Finances								
Schools Financial Value								

Standard								
Building your Budget								
Premises Management 1 - General								
Premises Management 2 - Asbestos								
Premises Management 3 – Fire Safety Risk Assessment								

Sources of funding available for School Improvement

School Budget Share – The main source of funding for the School Improvement Plan is the school budget share. This budget is used to plan staff and resource allocation for the next three years. The school received £458,167 for the financial year 15-16. The school received £492,765 for the financial year 16-17.

Devolved Formula Capital – This funding is given to the school to support building improvement projects. A percentage of this can be spent on ICT. The money can be saved for up to 3 years before it has to be spent to allow a larger building project to take place. The allocation for the financial year 15-16 is £5294. The allocation for the financial year 16-17 is £5204. The school currently has a total of £3050.02

SEN Funding – The SEN funding will be used to provide support for pupils on the SEN register both within class and through specific interventions. In addition this funding, along with a top up from the Cluster SEN budget, will be used to support specific pupils with a higher level off additional needs. These pupils may have a statement or an Education, Health and Care Plan. SEN funding received for the financial year 16-17 is £35,395

Pupil Premium Funding – the school has received £5280 for the financial year 15-16. The school has received £8500 for the financial year 16-17. This money is spent in a number of ways to assist vulnerable groups of pupils. A detailed report about how this money is spent can be found on the school's website

PE Sports Premium – the school has received £8390 for the financial year 15-16. The school has received £8595 for the financial year 16-17. This money is spent to improve physical provision across the school. A detailed report about how this money is spent can be found on the school’s website

External Funding – the school is due to receive the following funding

2015-16	2016-17	2017-18
<ul style="list-style-type: none"> • Lettings money from Action for Children Surestart Hub • Lettings money from Stepping Stones Day Nursery • £3000 from ‘Friends of Spixworth Infant School’ towards outdoor play equipment • £10,000 from an Awards For All Lottery Grant for outdoor equipment • A share of £1000 from the Co-op token scheme 	<ul style="list-style-type: none"> • Lettings money from Action for Children Surestart Hub • Lettings money from Stepping Stones Day Nursery 	

Layout of the Plan

The school Improvement Plan is set out in three parts:

1. Long term overview of development needs
2. Major developments overview
3. Detailed action plan 2016-2017

Detailed action plan 2015-2016

The plan is broken down into 5 distinct areas.

1. Outcomes – attainment, progress and aspirations

2. Values and Aims – respect, responsibility and equality
3. Quality of provision – curriculum, use of assessment and embedding learning dispositions
4. Leadership, Management and staff learning
5. Partnerships: governors, parents and community

A sixth area – Learning environments can be detailed in the separate Premises development plan.

Each section is further broken down to identify the major and minor areas for development, as well as those that require regular maintenance.

Long Term Overview of Needs 2015-18

Long Term Overview of Needs

Key Area 1: Outcomes – attainment, progress and aspirations

	Year 1 (15-16)	Year 2 (16-17)	Year 3 (17-18)
Major	<ul style="list-style-type: none"> • Raise the attainment in reading across the school • Increase the amount of children leaving with the highest levels at the end of KS1 • Raise the attainment of the Year 1 phonic check 	<ul style="list-style-type: none"> • Raise the attainment in Maths across the school • Raise the attainment in writing across the school • Recognise and actively encourage a breadth of learning opportunities and raise 	

	<ul style="list-style-type: none"> • Raise Standards in Handwriting and presentation 	<ul style="list-style-type: none"> • aspirations of learners through joining the Children's University • Raise standards in handwriting and presentation further 	
Minor	<ul style="list-style-type: none"> • Raise the attainment of children at the end of the Foundation Stage • Ensure effective use is made of pupil performance data and target setting through pupil progress meetings • Review outcomes across the school • For the children to have high aspirations for their future 	<ul style="list-style-type: none"> • Continue to raise the attainment in reading – purchase further new reading books £2000 • Raise attainment through effective and timely use of intervention – graduate intern role 	
Maintenance	<ul style="list-style-type: none"> • Monitor achievements of small groups of children • To closely monitor the progress of children not yet meeting National Standards • Reading club • Update more able register • Continue to track progress using PA • Investment in reading books • Interventions within classrooms • Link English curriculum closely to enquiry questions 	<ul style="list-style-type: none"> • Continue to raise attainment of children at the end of the EYFS • Continue to raise attainment of the Year 1 phonic check • Continue to support children to hold high aspirations through curriculum enrichment 	

Long Term Overview of Needs

Key Area 2: Values and Aims: respect, responsibility and equality

	Year 1 (15-16)	Year 2 (16-17)	Year 3 (17-18)
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Major	<ul style="list-style-type: none"> • To give children responsibility for their classroom environment • Create an entrance that reflects our school aims and values • Look at UN Rights of child framework as a review tool • To ensure that children are taking responsibility for their own learning and progress across the curriculum 	<ul style="list-style-type: none"> • Add mural to front entrance that reflects our school aims and values • Achieve UN Rights of the Child Award • Embed the long term plan for RE • Introduce weekly Philosophy sessions • Introduce Learning Council • Embed the school PSHE curriculum 	
Minor	<ul style="list-style-type: none"> • Ensure that the PSHE programme coverage is adequate to ensure that children know how to keep themselves safe, develop respect for themselves and others and value the differences and similarities between themselves and others • Ensure that our RE curriculum has the appropriate coverage and includes celebrating the similarities between faiths as well as their differences 	<ul style="list-style-type: none"> • To give children responsibility for their classroom environment £100 per class • Increase the roles, responsibilities and frequency of meetings for School Council 	
Maintenance	<ul style="list-style-type: none"> • Annual review of prospectus • Review Core Values • Ensure Core values are displayed throughout the school • Review behaviour policy 	<ul style="list-style-type: none"> • Annual review of prospectus • Review Core Values • Ensure Core values are displayed throughout the school • Review behaviour policy 	

Long Term Overview of Needs

Key Area 3: Quality of provision: curriculum, use of assessment and embedding learning dispositions

	Year 1 (15-16)	Year 2 (16-17)	Year 3 (17-18)
Major	<ul style="list-style-type: none"> • Embed the new curriculum throughout KS1 – new topics and child centred learning • Embed the new assessment system for KS1 and develop confidence in reporting to parents. • Introduce the new Reception Baseline assessment – Early Excellence • To change the marking and feedback policy so that it is more visual and children see what their next steps are and have an opportunity to respond • To ensure that all staff are able to deliver a high quality guided reading sessions 	<ul style="list-style-type: none"> • Ensure effective assessments are made of pupils to move learning on at pace • Enhance the Reception outdoor area and ensure full area is accessed through planned high quality experiences • Make planning more flexible to allow for greater child led and immersive learning • Consideration to enabling environments across whole school 	<ul style="list-style-type: none"> • Develop outdoor learning environments for children in Year 1 and 2 to ensure they have access to the outdoors during lessons £5000 • Projector in hall £2000 • Purchase of additional 2 tablets for each class £2000
Minor	<ul style="list-style-type: none"> • Review whole school consistency • Increase outside agencies coming into school • To ensure that Reception children have access to a high quality outdoor environment • Planning to be reviewed to ensure objectives are explicit and clear and teachers are planning exciting and engaging lessons • Before/After school clubs to be run by teaching assistants 	<ul style="list-style-type: none"> • Update school music provision Charanga music subscription £160 • Enhance Library environment as area for independent and collaborative learning £865 • Embed Forest School sessions (train additional member of staff £600) 	

Maintenance	<ul style="list-style-type: none"> • Visitors for collective worship • Lunchtime and after school clubs run by teachers • For all learners to have good access to the curriculum 	<ul style="list-style-type: none"> • Monitor Guided Reading to ensure highest quality of delivery and learning opportunities • Visitors for collective worship 	
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Long Term Overview of Needs

Key Area 4: Leadership, Management and staff learning

	Year 1 (15-16)	Year 2 (16-17)	Year 3 (17-18)
Major	<ul style="list-style-type: none"> • For staff to be involved in an Action research project in their classrooms to raise the attainment and progress of learners – project to be negotiated • For teaching staff to access High Quality training and updates through the Norfolk Subject Networks • For the new HLTA to achieve HLTA status • For staff to have confidence in positive handling techniques • For all staff and governors to be trained in the PREVENT strategy • Governors to have a higher profile around the school and develop a new way of working 	<ul style="list-style-type: none"> • Subject Leaders to receive dedicated time to develop their subjects across the school • For staff to access high quality training • New Headteacher to be appropriately supported • All staff to be trained in Growth Mindset • Governors to have a higher profile around the school and embed their new way of working 	
Minor	<ul style="list-style-type: none"> • To implement a new SIDP format • Ensure the SIDP is reviewed termly with wider stakeholders • Publish SIDP on school website • Involve MSAs more in school 	<ul style="list-style-type: none"> • Ensure the SIDP is reviewed termly with wider stakeholders • English and Maths subject leaders to continue to access and share high quality training through Norfolk Subject 	

	<ul style="list-style-type: none"> life • More formal appraisal with support staff with more detailed targets in comparison to previous year • To be able to inspect and manage trees on the school site 	Networks	
Maintenance	<ul style="list-style-type: none"> • Continue to link the SIDP to financial planning • Plan CPD activities across the year for all staff members • Ensure the SEF is updated in line with the new Ofsted framework • Undertake appraisal with all staff 	<ul style="list-style-type: none"> • Continue to link the SIDP to financial planning • Undertake appraisal with all staff • Ensure the SEF is updated in line with the new Ofsted framework 	

Long Term Overview of Needs

Key Area 5: Partnerships: governors, parents and community

	Year 1 (15-16)	Year 2 (16-17)	Year 3 (17-18)
Major	<ul style="list-style-type: none"> • To ensure parents feel communication is at a high level • To establish a link with another school in the UK • To ensure Governing Body is fit for purpose and takes a structured approach to monitoring and evaluating school progress • To ensure parents in EYFS have a secure knowledge of their child's achievements and contribute to their learning stories 	<ul style="list-style-type: none"> • To ensure children's needs are met, seeking timely support where necessary from other agencies • To have a high level of involvement in Cluster working • To ensure parents feel communication is at a high level • To establish a link with another school in the UK • To ensure Governing Body is fit for purpose and takes a structured approach to monitoring and evaluating school progress 	
Minor	<ul style="list-style-type: none"> • Continue to introduce more 	<ul style="list-style-type: none"> • Continue to purchase Governor 	

	information for parents	services	
	<p>workshops to ensure parents know how to support their child at home</p> <ul style="list-style-type: none"> • Establish better links with Woodland View Junior School • Introduce individual class newsletters each half term • Investigate other local visits and visitors to school 	<ul style="list-style-type: none"> • To continue to develop holistic knowledge of Reception children through communication with parents via Tapestry - renew subscription £83 	
Maintenance	<ul style="list-style-type: none"> • Continue half termly coffee mornings • Parent and pupil surveys • Year 2 to visit St Marys at Christmas to sing for the residents • Regular visits to local church • Invite parents to reading, writing and maths cafes each half term • Share annual dates in September 	<ul style="list-style-type: none"> • Continue parent partnership activities (coffee mornings, sharing afternoons, cafes, assemblies, curriculum workshops) • Continue community partnerships (Junior school, St Mary's, Church) • Parent and pupil surveys 	

Detailed Action Plan

2016-17

Key Area 1 – Outcomes: attainment, progress and aspirations

Key Area 1: Outcomes – Attainment, Progress and Aspirations

Actions/Activities	Lead Person	Resources and timeable(Support, CPD and cost)	Monitoring	
			School	Governing Body
<p>Raise the attainment in Maths across the school (Data 2016)</p> <ul style="list-style-type: none"> • Use of dedicated subject leader time to ensure highest standards of teaching • Evaluate planning to ensure curriculum coverage that encourages depth and breadth as well as essential skills • Ensure expectations are high enough and evidence of children 'grappling' is regular • Introduce Maths continuous provision areas in every classroom for independent learning 	RB	Subject Leader time Jan inset day available	HJ	SW

<ul style="list-style-type: none"> • Introduce regular Maths in the Outdoors sessions to inspire and motivate • Introduce Maths through Music e.g. for times tables 				
<p>Raise the attainment in writing across the school (Data 2016)</p> <ul style="list-style-type: none"> • Introduce Pobble to enable children's writing to be published and to engage boys and girls with purpose for writing • Train staff to plan and deliver high quality teaching sequences in writing linking SPAG, handwriting and inspiration for boys and girls to context • Train staff to plan and deliver immersive writing opportunities • Ensure feedback and marking enables children to move on rapidly • Class interventions to support the higher attainers as well as lower attainers • Ensure quality writing opportunities are planned across the curriculum and in continuous provision areas in every classroom 	EC	<p>Pobble launch day inc Twilight training - £1160</p> <p>Victoria Groom (advisor) Twilight training - £700</p>	HJ	SW
<p>Recognise and actively encourage a breadth of learning opportunities and raise aspirations of learners through joining the Children's University</p> <ul style="list-style-type: none"> • Train one member of staff on administration and process • Encourage commitment through launch assembly and regular celebration events throughout the year • Create a school Children's University display to share ideas and include a 'display tour' as part of parents' sharing afternoons 	JO'B	<p>£495 plus £5 per KS1 child for a passport approx. £400 (Friends to contribute)</p> <p>CA to have responsibility inc time for displays</p>	HJ	SW
<p>Raise standards in handwriting and presentation further (Ofsted)</p> <ul style="list-style-type: none"> • Introduce weekly 15 minute class handwriting sessions • Next Steps related to handwriting to be supported through TeachHandwriting system • Staff trained in making links from handwriting sessions to handwriting in context • Recognition of progress and attainment in handwriting celebrated and shared through regular 'Achievement Certificate' focus 	EC	Victoria Groom (advisor) Twilight training - £700	HJ	SW
Evaluation				
<p>1a – Book scrutiny demonstrates higher standards. Pupil Progress meetings show individual targets being increased</p> <p>1b – Pupil voice demonstrates improved attitude to writing. Half termly data shows more rapid progress in writing. 2017 writing results are improved</p> <p>1c – Pupil voice and 'Passports' demonstrate an increase in learning opportunities undertaken</p> <p>1d – Book scrutiny demonstrates that the children have an increased pride in their work. 2017 data demonstrates more children achieving the highest level</p>				

Key Area 2: Values and Aims: respect, responsibility and equality

Actions/Activities	Lead Person	Resources and timeable(Support, CPD and cost)	Monitoring	
			School	Governing Body
Add mural to front entrance that reflects our school aims and values (British Values) <ul style="list-style-type: none"> High quality mural to be created using website images 	HJ	£1500 By Spring 2017	HJ	SW

<ul style="list-style-type: none"> On entry, the school is welcoming and values are clear 				
<p>Achieve UN Rights of the Child Award (British Values)</p> <ul style="list-style-type: none"> Teacher assigned to lead development and ensure progress across the school Ensure that children have a good understanding of British Values through assembly, PSHE and RE and Philosophy sessions 	FJ	£450	HJ	SW
<p>Embed the long term plan for RE (British Values)</p> <ul style="list-style-type: none"> Subject leader for RE to monitor implementation of the long term plan High quality resources inc human resources to be sourced and included in delivery 	FJ	£450	HJ	SW
<p>Introduce weekly Philosophy sessions (British Values)</p> <ul style="list-style-type: none"> Visual images used to support children's understanding of Philosophy rules Developmental programme appropriate to age group introduced at staff training HLTAs/TAs trained to deliver and/or support Philosophy thinking Children supported to develop respect and consider alternate view points from their own Create Philosophy display board 	RB		HJ	SW
<p>Introduce Learning Council (British Values)</p> <ul style="list-style-type: none"> Growth Mindset language to be incorporated with the language of learning All children members of Learning Council Learning advocates to be considered Learning circle meetings with the Headteacher to develop understanding of and responsibility for own learning Children to co-produce their own Learning Policy and be responsible for overseeing its implementation 	HJ		HJ	SW
<p>Embed the school PSHE curriculum (British Values, Safeguarding)</p> <ul style="list-style-type: none"> Subject leader for PSHE to monitor implementation of the long term plan Children to understand, at an age appropriate level, how to keep themselves safe including safe from abuse Staff to be confident to identify, understand and respond to age appropriate sexual behaviours using the Traffic Lights brochure 	FJ		HJ	SW
Evaluation				
<p>2a – Stakeholder interviews demonstrate stakeholders feel positively about the school and its values</p> <p>2b – Pupil voice demonstrates British Values and strong roles for children within the society</p> <p>2c – RE monitoring demonstrates British Values and strong roles for children within the society</p> <p>2d – Behaviour logs show a decrease in incidents of unkind behaviour</p> <p>2e – Pupil voice demonstrates children's developing abilities to reflect, be resilient, resourceful and reciprocal. Teachers report increased involvement in independent learning</p> <p>2f – PSHE monitoring demonstrates British Values and strong roles for children within the society</p>				

Key Area 3: Quality of provision: curriculum, use of assessment and embedding learning dispositions

Actions/Activities	Lead Person	Resources and timescale (Support, CPD and cost)	Monitoring	
			School	Governing Body

<p>Ensure effective assessments are made of pupils to move learning on at pace (DfE)</p> <ul style="list-style-type: none"> • Introduce new Assessment is for Learning Policy inc PITA assessments as a way to track the children's progress and attainment in the curriculum • Ensure triangulation of monitoring • Develop end of year assessment recording for each foundation subject to detail expectations and progress throughout KS1 • Continue to use Tapestry to record achievements and communicate with parents and Pupil Asset to track progress for Reception 	HJ	Staff meeting time Leadership time by May 2016	HJ	EC
<p>Enhance the Reception outdoor area and ensure full area is accessed through planned high quality experiences (SEF)</p> <ul style="list-style-type: none"> • Planning time between Nursery and Reception staff weekly • Introduce peer observations between Nursery and Reception staff to increase staff knowledge and appropriate responses to children at different ages and stages • EYFS Cluster meetings to focus on sharing best practise • Key Stage leader to monitor provision 	EC	CA time Team meeting time Cluster meetings	HJ	EC
<p>Make planning more flexible to allow for greater child led and immersive learning</p> <ul style="list-style-type: none"> • Update long term curriculum map with a focus on depth and flexibility • Classrooms across the school to have provision areas where children can independently develop their learning • School curriculum to be recorded through 'I know, I wonder' conversations at the beginning and end of each topic, published on the school website • Learning walks and Pupil Voice to evidence immersion 	HJ	Resourcing provision areas £300	HJ	EC
<p>Consideration to enabling environments across whole school</p> <ul style="list-style-type: none"> • Staff visits to Chapel Break Infant School to evaluate learning environments • Consideration of entrance/waiting area and best use of space • School displays to demonstrate breadth of learning experiences • Displays tour included in Parents' Sharing afternoons 	HJ	Subject Leader time CA display time	HJ	EC

Evaluation

- 3a – Accurate assessments are made and responded to each half term regarding the children's progress and attainment.
3b – Tapestry evidences that Reception children make progress through their full entitlement within the EYFS
3c – Monitoring of planning and teaching demonstrates children making choices about their learning. National and School curriculum evidenced
3d – Stakeholder comments responded to

Key Area 4: Leadership, management and staff learning

Actions/Activities	Lead Person	Resources and timescales	Monitoring	
			School	Governing

		(Support, CPD and cost)		Body
Subject Leaders to receive dedicated time to develop their subjects across the school <ul style="list-style-type: none"> Develop new timetable incorporating NPETCS trained support staff Staff enabled to plan, implement and monitor positive change, providing support through team teaching, coaching and other strategies as appropriate to raise children's attainment 	HJ	NPETCS - £1600	HJ	FB
For staff to access High Quality training <ul style="list-style-type: none"> Courses as detailed in training plan above Introduce course feedback recording form to ensure learning is reflected upon and disseminated across the school as appropriate 	HJ	NPETCS - £1600 English and Maths Network - £900 SENCO - £90 Forest Schools - £600 Staff meeting time	HJ	FB
New Headteacher to be appropriately supported <ul style="list-style-type: none"> Attend Headteacher support programme Fortnightly meetings with Chair of Governors to continue Cluster Heads meetings and NPHA attendance to continue 	JK	£350	HJ	FB
All staff to be trained in Growth Mindset <ul style="list-style-type: none"> Growth Mindset and Self-Esteem training 2/9/16 	HJ	£650	HJ	FB
Governors to have a higher profile around the school and embed their new way of working (GBSE) <ul style="list-style-type: none"> Governors to visit school once each half term to monitor their area of responsibility Governors to be invited to school events 	JB		HJ	FB
Evaluation				
4a – Peer support increases skills of all staff. Children make better progress as a result of excellent teaching 4b – Training feedback forms detail learning taken place and impact on school – report to Governors 4c – Headteacher successfully raises standards within school and meets personal targets 4d – All Staff trained and implement strategies 4e – Governors visiting and feeding back to meetings evidence through minutes and Governor Hub				

Key Area 5: Partnerships: governors, parents and community

Actions/Activities	Lead Person	Resources and timescales (Support, CPD and cost)	Monitoring	
			School	Governing Body
To ensure children's needs are met, seeking timely support where necessary from other agencies <ul style="list-style-type: none"> • Locksley support (s4s package) • Educational psychologist support • Awareness of cluster SEND assessment/support resources • Contact with PCSO, Early Help services as appropriate 	HJ	Ed Psych £350 x4 £1400	HJ	KR/JK
To have a high level of involvement in Cluster working <ul style="list-style-type: none"> • HJ to be Cluster NPHA representative • HJ to continue to attend Cluster SENCo and Headteacher meetings • Staff to continue to attend EYFS cluster meetings 	HJ	Throughout the year	HJ	KR
To ensure parents continue to feel communication is at a high level (Questionnaires) <ul style="list-style-type: none"> • Monthly Headteacher newsletters and other letters as necessary • Half termly class newsletters • Noticeboards outside classrooms to be kept up-to-date • Increased use of website • e mail communication with parents • Half termly coffee mornings • Curriculum workshops for parents • Family open afternoons to include time in classrooms and touring the school environment 	HJ/KR	Use of Pupil Asset Throughout the year	HJ	KR/MP
To establish a link with another school in the UK (British Values) <ul style="list-style-type: none"> • HM to establish a link with another UK school through e mail or Pobble 	HM	By Spring 2016	HJ	KR
To ensure Governing Body is fit for purpose and takes a structured approach to monitoring and evaluating school progress (GBSE) <ul style="list-style-type: none"> • Half termly governors meetings held • All governors to come into school once per half term to monitor area of responsibility 	JB	Throughout the year	HJ	JB
Evaluation				
5a - Agency support has positive impact on individual children's learning and progress 5b - Evidence of cluster working through governors minutes and detailing of impact 5c - High attendance of parents at coffee mornings and positive response to question regarding communication in parents questionnaire 5d - School has an established link with another UK school and evidence of working together 5e - Governors meetings are all quorate and there is evidence of governor monitoring of subjects				

Monitoring and Evaluation

2016-17

Key Area 1 – Outcomes: attainment, progress and aspirations

Key Area 2 – Values and Aims: respect, responsibility and equality

Key Area 3 – Quality of provision: curriculum, use of assessment and embedding learning dispositions

Key Area 4 – Leadership, Management and staff learning

Key Area 5 – Partnerships: governors, parents and community

Key Area 1: Outcomes: attainment, progress and aspirations

Actions/Activities	Success Criteria	Monitoring
Raise the attainment in Maths across the school	Maths is in line with National results	•
Raise the attainment in writing across the school	Writing is in line with National results	•
Recognise and actively encourage a breadth of learning opportunities and raise aspirations of learners through joining the Children's University	Passports show breadth of attended learning opportunities	•
Raise standards in handwriting and presentation further	Increase of % of children achieving Greater Depth in Writing	•

Key Area 2: Values and Aims: respect, responsibility and equality

Actions/Activities	Success Criteria	Monitoring
Add mural to front entrance that reflects our school aims and values	Stakeholder voice recognises school values through entrance	●
Achieve UN Rights of the Child Award	Attitudes and behaviours demonstrate understanding. Award achieved	●
Embed the long term plan for RE	RE monitoring demonstrates British Values and strong roles for children within the society	●
Introduce weekly Philosophy sessions	Pupil voice and behaviour logs demonstrate increased respect	●
Introduce Learning Council	Pupil voice demonstrate increased understanding of the language of learning	●
Embed the school PSHE curriculum	PSHE monitoring demonstrates British Values and strong roles for children within the society	●

Key Area 3: Quality of provision: curriculum, use of assessment and embedding learning dispositions

Actions/Activities	Success Criteria	Monitoring
Ensure effective assessments are made of pupils to move learning on at pace	Accurate assessments are made each half term regarding the children's attainment.	•
Enhance the Reception outdoor area and ensure full area is accessed through planned high quality experiences	Tapestry analysis shows breadth of learning opportunities	•
Make planning more flexible to allow for greater child led and immersive learning	Monitoring of school curriculum records show children's ideas to have been responded to and understanding extended	•
Consideration to enabling environments across whole school	Staff knowledge increased Stakeholder comments positive	•

Key Area 4: Leadership, management and staff learning

Actions/Activities	Success Criteria	Monitoring
Subject Leaders to receive dedicated time to develop their subjects across the school	Skills and experience is shared Children make better progress	•
For staff to access High Quality training and updates	Training feedback forms detail learning taken place and impact on school – report to Governors	•
New Headteacher to be appropriately supported	Headteacher meets school and personal performance targets	•
All staff to be trained in Growth Mindset	All Staff trained, strategies implemented	•
Governors to have a higher profile around the school and embed their new way of working	Governors visiting and feeding back to meetings evidence through minutes and Governor Hub	•

Key Area 5: Partnerships: governors, parents and community

Actions/Activities	Success Criteria	Monitoring
To ensure children's needs are met, seeking timely support where necessary from other agencies	Support is requested, received and acted upon Individual children make improved progress	•
To have a high level of involvement in Cluster working	Evidence of cluster working through governors minutes and detailing of impact	•
To ensure parents feel communication is at a high level	High attendance of parents at coffee mornings and positive response to question regarding communication in parents questionnaire	•
To establish a link with another school in the UK	School has an established link with another UK school and evidence of working together	•

To ensure Governing Body is fit for purpose and takes a structured approach to monitoring and evaluating school progress	Governors meetings are all quorate and there is evidence of governor monitoring of subjects	•
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Detailed Action Plan

2015-16

Key Area 1 – Outcomes: attainment, progress and aspirations

Key Area 2 – Values and Aims: respect, responsibility and equality

Key Area 1: Outcomes – Attainment, Progress and Aspirations

Actions/Activities	Lead Person	Resources and timeable(Support, CPD and cost)	Monitoring	
			School	Governing Body
<p>Raise the attainment in reading across the school (Data 2015)</p> <ul style="list-style-type: none"> • Introduce a new home reading system across the school so children can take books home on a more regular basis • Introduce class reading trees in the library to encourage home reading • Train staff to deliver high quality guided reading sessions • Ensure that each child receives 2 guided reading sessions a week • Class interventions to support the higher attainers as well as lower attainers • Hold class shared reading sessions daily and refurbish the library so encourage reading for pleasure. 	HJ	New books from Reading chest - £600 Guided reading training for staff - INSET	VW	
<p>Increase the amount of children leaving with the highest levels at the end of KS1 (Data 2015)</p> <ul style="list-style-type: none"> • Ensure there is high quality teaching and learning across the school • Ensure that there is equal focus on high attainers for interventions as well as lower attainers in each class • Introduce weekly problem solving lessons into maths lessons and fortnightly 	HJ/RB	TAs to carry out intervention work in classes. Develop individual target walls for	VW	

<ul style="list-style-type: none"> extended writing tasks Allow children to take ownership of their learning by introducing reading, writing and maths targets 		reading, writing and maths		
<p>Raise the attainment of the Year 1 phonic check (Data 2015)</p> <ul style="list-style-type: none"> 3 twilight sessions with Phonics Advisor Niki Elliston Half termly assessment of children in handwriting Reorganisation of phonics teaching 	HJ	3 twilight sessions with Niki Elliston - £895	VW	
<p>Raise Standards in Handwriting and presentation (Ofsted)</p> <ul style="list-style-type: none"> Begin to teaching handwriting joined up from Reception Handwriting policy to be developed and shared with parents Handwriting display to be in all classrooms. 	HJ	Teach handwriting scheme	VW	
Evaluation				
<p>1a – Half termly data shows more rapid progress in reading. 2016 reading results are improved</p> <p>1b – 2016 data demonstrates more children achieving the highest level</p> <p>1c – 2016 phonics results will be in line with National average</p> <p>1d – Book scrutiny demonstrates that the children have an increased pride in their work.</p>				

Key Area 2: Values and Aims: respect, responsibility and equality

Actions/Activities	Lead Person	Resources and timeable(Support, CPD and cost)	Monitoring	
			School	Governing Body
<p>To give children responsibility for their classroom environment (British Values)</p> <ul style="list-style-type: none"> Each class to have a budget to improve their environment democratically spent Children take ownership of the enquiry question each half term and teachers develop topic planning accordingly to take into account children's interests 	All teaching staff	£100 per class to be spent by December	VW	
<p>Create an entrance that reflects our school aims and values (British Values)</p> <ul style="list-style-type: none"> Create a new school logo through the school Council Mural in the front entrance using website images Review school uniform with School Council – move towards only one colour 	VW	£500 for new logo £1000 for mural By July 2016	VW	
<p>Look at UN Rights of child framework as a review tool (British Values)</p>	FJ	£200 to join	VW	

<ul style="list-style-type: none"> Use the review tool to see where we are and how we need to move forward to ensure all children have an understanding of their role in society Ensure that children have a good understanding of British values through assembly, PSHE and RE 		By February 2016		
<p>To ensure that children are taking responsibility for their own learning and progress across the curriculum</p> <ul style="list-style-type: none"> Develop targets for reading, writing and maths that are displayed in classrooms and reviewed on a regular basis Develop the use of feedback to ensure children have a chance to respond to marking in a timely manner Review and amend the feedback and marking policy in line with the new way of working 	HJ/RB	By October 2015	VW	
Evaluation				
<p>2a – Pupil interviews shows an enthusiasm for learning and for their classroom environment</p> <p>2b – Stakeholder interviews feel involved with developing the school and its vision</p> <p>2c – PSHE and RE planning scrutiny demonstrates British Values and strong roles for children within the society</p> <p>2d – Lesson observations and book scrutiny demonstrates feedback is being used to move learning on. Children are seen to respond positively to feedback</p>				

Key Area 3: Quality of provision: curriculum, use of assessment and embedding learning dispositions

Actions/Activities	Lead Person	Resources and timescale (Support, CPD and cost)	Monitoring	
			School	Governing Body
<p>Embed the new curriculum throughout KS1 – new topics and child centred learning</p> <ul style="list-style-type: none"> Create a new long term plan using the New National Curriculum Create a new planning format for topic lessons to allow a more child led and individualised approach to topic work 	HJ	Staff meeting time by end of September 2015	VW	
<p>Embed the new assessment system for KS1 and develop confidence in reporting to parents (DfE)</p> <ul style="list-style-type: none"> Continue to use Pupil Asset as a way to track the children's progress in the curriculum 	VW	Staff meeting time Leadership time by May 2016	VW	

<ul style="list-style-type: none"> Look at the new end of KS1 assessment materials as soon as they are available to make predictions and assessments of children's attainment at the end of KS1 Amend the End of Year 1 assessment document in light of the final end of KS1 performance descriptors 				
<p>Introduce the new Reception Baseline assessment – Early Excellence (DfE)</p> <ul style="list-style-type: none"> Training for all staff in how to carry out the baseline assessment Completion of the Baseline assessment at the end of week 6 Further Early Excellence EYFS training to improve the provision for Reception 	HJ/FJ	Staff meeting time FJ 6 sessions £400 By end of October 2015	HJ	
<p>To change the marking and feedback policy so that it is more visual and children see what their next steps are and have an opportunity to respond (Ofsted)</p> <ul style="list-style-type: none"> Begin to use the new marking as agreed in July 2015 Amend the marking policy in line with the changes 	VW	½ day release By end of October 2015	VW	
<p>To ensure that all staff are able to deliver a high quality guided reading sessions (Data)</p> <ul style="list-style-type: none"> Training for all teaching as support staff Amendments to the guided reading record sheet to it can be used as a reference for a teaching sequence 	HJ	INSET time by September 2015	VW	
Evaluation				
<p>3.1 Monitoring of planning and teaching demonstrates the children making choices about their learning and the agreed curriculum is being covered</p> <p>3.2 Accurate assessments are made each half term regarding the children's attainment. Accurate predictions are made about end of KS1 results once information becomes available</p> <p>3.3 Early Excellence Baseline assessment is successfully completed</p> <p>3.4 Monitoring of teaching and book scrutiny demonstrates the marking policy being used to good effect. Conversations with pupils demonstrates an understanding of the marking and how they can use it to move their learning on</p> <p>3.5 High quality guided reading sessions are seen as part of learning walks</p>				

Key Area 4: Leadership, management and staff learning

Actions/Activities	Lead Person	Resources and timescales (Support, CPD and cost)	Monitoring	
			School	Governing Body
<p>For staff to be involved in an Action research project in their classrooms to raise the attainment and progress of learners – project to be negotiated</p> <ul style="list-style-type: none"> All classes to choose projects and provide overview to Governors Projects chosen – Philosophy, Mantle of the Expert, Learning through drama, 	All teaching staff	6 Staff meetings £100 per teaching team to spend on resources Over the	VW	

metacognition		Autumn term		
For teaching staff to access High Quality training and updates <ul style="list-style-type: none"> 3 members of staff to attend English, Maths and Computing Networks SENCo Network meetings Forest Schools training Improving English 	VW	English and Maths Network - £900 Computing Network - £250 SENCO - £90 Forest Schools - £1200 Improving English - £300	VW	
For the new HLTA to achieve HLTA status <ul style="list-style-type: none"> Training day and assessment for JK VW to mentor new HLTA 	JK	£699	VW	
For staff to have confidence in positive handling techniques <ul style="list-style-type: none"> Step On Training for staff 1/9/15 	VW	£650	VW	
For all staff and governors to be trained in the PREVENT strategy (DfE) <ul style="list-style-type: none"> Training for most staff on 2nd September 2015 Other staff, governors and volunteers trained on 28th September 2015 	VW	INSET training MSA payment		
Governors to have a higher profile around the school and develop a new way of working (GBSE) <ul style="list-style-type: none"> Governors to visit school once each half term to monitor their area of responsibility Governors to be invited to school events 	JB		VW	

Evaluation

- 4.1 Evidence in monitoring techniques being used. Reporting to Governors demonstrate how research is moving learning on
- 4.2 Training feedback forms detail learning taken place and impact on school – report to Governors
- 4.3 HLTA to achieve HLTA status
- 4.4 All Staff trained
- 4.5 All Staff trained
- 4.6 Governors visiting and feeding back to meetings evidence through minutes and Governor Hub

Key Area 5: Partnerships: governors, parents and community

Actions/Activities	Lead Person	Resources and timescales (Support, CPD and cost)	Monitoring	
			School	Governing Body
To have a high level of involvement in Cluster working <ul style="list-style-type: none"> VW to be Cluster NPHA representative 	VW	Throughout the year	VW	

<ul style="list-style-type: none"> VW to continue to attend Cluster SENCo and Headteacher meetings Staff to continue to attend EYFS cluster meetings VW to co-ordinate Cluster Infant school heads meeting each half term 				
<p>To ensure parents continue to feel communication is at a high level (Questionnaires)</p> <ul style="list-style-type: none"> Monthly Headteacher newsletters and other letters as necessary Half termly class newsletters Noticeboards to be purchased to go up outside classrooms Launch of new website Begin to use e mail as a way of communicating with parents Half termly coffee mornings 	VW/SH	Use of Pupil Asset Throughout the year	VW	
<p>To establish a link with another school in the UK (British Values)</p> <ul style="list-style-type: none"> HM to investigate linking with another UK school through e mail or blogging 	HM	By June 205	VW	
<p>To ensure Governing Body is fit for purpose and takes a structured approach to monitoring and evaluating school progress (GBSE)</p> <ul style="list-style-type: none"> Half termly governors meetings held All governors to come into school once per half term to monitor area of responsibility 	JB	Throughout the year	VW	JB
<p>To ensure parents in EYFS have a secure knowledge of their child's achievements and contribute to their learning stories (Questionnaires)</p> <ul style="list-style-type: none"> Online learning stories 'Tapestry' introduced. Ensure that parents who don't have e mail have learning stories printed regularly. 	HJ	HJ to train teachers and support staff to use Tapestry throughout the year	HJ	
Evaluation				
<p>5.1 Evidence of cluster working through governors minutes and detailing of impact</p> <p>5.2 High attendance of parents at coffee mornings and positive response to question regarding communication in parents questionnaire</p> <p>5.3 School has an established link with another UK school and evidence of working together</p> <p>5.4 Governors meetings are all quorate and there is evidence of governor monitoring of subjects</p> <p>5.5 Parents are regularly receiving e mails regarding their child's progress</p>				

Monitoring and Evaluation

Key Area 1: Outcomes: attainment, progress and aspirations

Actions/Activities	Success Criteria	Monitoring
Raise the attainment in reading across the school	Reading at expected level and mastery is in line with National results	<ul style="list-style-type: none"> • Reading trees introduced linked to the home reading scheme. • New books and system for taking levelled reading books home. • 2 guided reading sessions a week for all children plus additional Reading for those who don't read at home or need additional reading • Shared reading every day including poetry once a week • Shared reading in the library once a week
Increase the amount of children leaving with the highest levels at the end of KS1	Mastery level at the end of KS1 in all subjects is closer to National results	<ul style="list-style-type: none"> • High expectations – learning walks looking for this • Maths planning using MAST system to allow for deeper level thinking • Vocabulary being discreetly taught using a 6 step approach • Interventions for higher ability children to move their learning on as well as for those children who need to catch up
Raise the attainment of the Year 1 phonic check	Phonics results in 2016 are in line with National results	<ul style="list-style-type: none"> • Twilight training with Nikki Elliston – 3 sessions • Whole class differentiated phonics sessions
Raise Standards in Spelling, handwriting and presentation	Improvement in spelling and handwriting through book scrutiny monitoring	<ul style="list-style-type: none"> • New handwriting and spelling system • Training for Teachers and TAs • 'Best handwriting' to be stuck on the front of English books each half term

Key Area 2: Values and Aims: respect, responsibility and equality

Actions/Activities	Success Criteria	Monitoring
To give children responsibility for their classroom environment	Pupil interviews shows an enthusiasm for learning and for their classroom environment	<ul style="list-style-type: none"> • Each class has spent their £100 and voted on what they wanted. Beech and Oak bought a listening centre. Maple and Horse Chestnut bought new homework resources
Create an entrance that reflects our school aims and values	Stakeholder interviews feel involved with developing the school and its vision	<ul style="list-style-type: none"> • A water leak delayed some progress • Website images used to show the school values • A more professional outcome is desirable
Look at UN Rights of child framework as a review tool	PSHE and RE planning scrutiny demonstrates British Values and strong roles for children within the society	<ul style="list-style-type: none"> • FJ has researched the area including a visit to another school • Resources and ideas have been shared • Need to plan for implementation with aim of gaining first award
To ensure that children are taking responsibility for their own learning and progress across the curriculum	Lesson observations and book scrutiny demonstrates feedback is being used to move learning on. Children are seen to respond positively to feedback	<ul style="list-style-type: none"> • Children taking ownership of their learning through topic planning • Purple Improvement pens are being used to good effect • Buddy Blue pens will be introduced after Christmas

Key Area 3: Quality of provision: curriculum, use of assessment and embedding learning dispositions

Actions/Activities	Success Criteria	Monitoring
Embed the new curriculum throughout KS1 – new topics and child centred learning	Monitoring of planning and teaching demonstrates the children making choices about their learning and the agreed curriculum is being covered	<ul style="list-style-type: none"> Teachers are planning to the child's interested whilst ensuring that the National Curriculum is covered. Topic plans are displayed in classrooms detailed what the children want to learn
Embed the new assessment system for KS1 and develop confidence in reporting to parents	Accurate assessments are made each half term regarding the children's attainment. Accurate predictions are made about end of KS1 results once information becomes available	<ul style="list-style-type: none"> Assessments were made using the tracking system on Pupil Asset for the first time. Parents have been told at parents evening where their child is working and what their child's targets are Teachers have looked at the sample tests and will look at the exemplification materials once available.
Introduce the new Reception Baseline assessment – Early Excellence	Early Excellence Baseline assessment is successfully completed	<ul style="list-style-type: none"> Baseline assessment completed. HJ is attending training on 1/12/15 regarding the interpretation of it.
To change the marking and feedback policy so that it is more visual and children see what their next steps are and have an opportunity to respond	Monitoring of teaching and book scrutiny demonstrates the marking policy being used to good effect. Conversations with pupils demonstrates an understanding of the marking and how they can use it to move their learning on	<ul style="list-style-type: none"> Marking code is in all books and topic folders Evidence through book scrutiny that it is being used correctly and children are responding to marking using a purple improvement pen Evidence in English books that marking ladders are being used fortnightly for extended writing opportunities
To ensure that all staff are able to deliver a high quality guided reading sessions	High quality guided reading sessions are seen as part of learning walks	<ul style="list-style-type: none"> Training for teachers and TAs 2.9.15 further training for TAS 24.11.15

Additional progress in this key area:

- Blinds added to Beech and Oak class £2000
- Purchase of 2 tablets for each class £2000
- Outdoor EYFS resources £762.85
-

Key Area 4: Leadership, management and staff learning

Actions/Activities	Success Criteria	Monitoring
For staff to be involved in an Action research project in their classrooms to raise the attainment and progress of learners – project to be negotiated	Evidence in monitoring techniques being used. Reporting to Governors demonstrate how research is moving learning on	<ul style="list-style-type: none"> • Projects underway in all classes (See project updates). Staff to join together next term to work on projects together.
For teaching staff to access High Quality training and updates	Training feedback forms detail learning taken place and impact on school – report to Governors	<ul style="list-style-type: none"> • CPD monitoring forms developed to be completed after external CPD and kept in a folder for evidence. Staff meeting time to feedback from courses
For the new HLTA to achieve HLTA status	HLTA to achieve HLTA status	<ul style="list-style-type: none"> • HLTA has completed 2 training days. Assessment day is next half term
For staff to have confidence in positive handling techniques	All Staff trained	<ul style="list-style-type: none"> • Step On Training completed 1.9.15 with all staff
For all staff and governors to be trained in the PREVENT strategy	All Staff trained	<ul style="list-style-type: none"> • All staff and regular volunteers trained on 2.9.15 and 5.10.15
Governors to have a higher profile around the school and develop a new way of working	Governors visiting and feeding back to meetings evidence through minutes and Governor Hub	<ul style="list-style-type: none"> • All bar one Governor has been into school since the last Full Governors meeting at least once.

Additional progress in this key area:

- Improving TA programme x6 £30pp

Key Area 5: Partnerships: governors, parents and community

Actions/Activities	Success Criteria	Monitoring
To have a high level of involvement in Cluster working	Evidence of cluster working through governors minutes and detailing of impact	<ul style="list-style-type: none"> VW has attended all cluster heads meetings and developed Infant School heads days each half term. VW has attended cluster SEN meetings Cluster meeting about academies has been set up.
To ensure parents feel communication is at a high level	High attendance of parents at coffee mornings and positive response to question regarding communication in parents questionnaire	<ul style="list-style-type: none"> Coffee morning was held during the first half term – not very well attended Parents questionnaire given out and returned at parents evening was very positive
To establish a link with another school in the UK	School has an established link with another UK school and evidence of working together	<ul style="list-style-type: none"> HM is currently investigating this
To ensure Governing Body is fit for purpose and takes a structured approach to monitoring and evaluating school progress	Governors meetings are all quorate and there is evidence of governor monitoring of subjects	<ul style="list-style-type: none"> Governors have monitored and this will be discussed at full Governors meetings
To ensure parents in EYFS have a secure knowledge of their child's achievements and contribute to their learning stories	Parents are regularly receiving e mails regarding their child's progress	<ul style="list-style-type: none"> Parents have been receiving at least 2 observations of their child a week. School is going to start using Tapestry to give information to parents.

Additional progress in this key area:

- Noticeboards outside classrooms ESPO pg238 8xA4 £125 x 5 £625