



# School Improvement Plan 2015-16



Eco-Schools  
Bronze Award



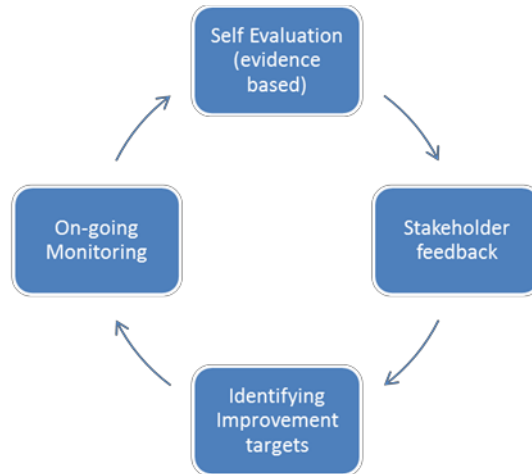
Eco-Schools  
Silver Award



# School Improvement Planning

School Improvement Planning is determined by a number of factors:

- Robust and effective School Self Evaluation
- Internal stakeholders views i.e. staff, parents/carers, governors and pupils
- External stakeholders views i.e. Local Authority (LA), Improvement Advisor, Ofsted
- The changing needs/fluctuations of the school setting



In order to constantly set a culture of high standards and pupil outcomes, the school must reflect and evaluate. Through a process of evidence-based Self Evaluation, Grange Valley views itself as a good school with many outstanding features. This is in line with both internal and external Quality Assurance.

The previous cycle of School Improvement Planning focused on the 3 core areas - High standards within a changing curriculum, challenge for all children to reach their full potential and implementing changes to assessment. The Key Priority Areas for the next phase of SIP:

- **Raise Standards in mathematics – Singapore approach**
- **Improve outcomes for identified groups – Y2 SEN/Nurture children, Y5, Y4 higher achieving boys in English, Y6 boys writing**
- **Further improve and embed assessment without levels**

## Roles and responsibilities

All teachers action plan and monitor the progress of their subject responsibility which feeds into the wider school development plans.

The committees of the Governing Body also monitor the School Improvement Plan and the Headteacher reports on the SIP through the Heads report to the Governing Body.

# School Improvement Priorities 2015-16

## 1. Raise Standards in mathematics – Singapore approach

- a. Ensure all pupils make outstanding progress from their starting points in mathematics
- b. Develop a relevant and appropriate Maths curriculum using the Singapore approach, focus on basic skills and mental strategies of computation
- c. Deepen learning for all children and develop Mastery through the Maths curriculum
- d. Further strengthen feedback, self-assessment and pupil voice to allow children to develop mathematical skills such as: reasoning, hypothesising and problem solving

## 2. Improve outcomes for identified groups – Y2 SEN/Nurture children, Y5, Y4 higher achieving boys in English, Y6 boys writing

- a. Further strengthen the emotional wellbeing provision for groups of children predominantly in Y2 and Y5 children in order for them to be achieve their full potential
- b. Provide additional support to ensure continuity for Y5 – Support NQT to ensure high standards of teaching and learning, clear routines are in place, maximise engagement of pupils and parents
- c. Further develop reading and writing provision to challenge Y4 boys to achieve better outcomes - Support NQT to ensure high standards of teaching and learning
- d. Further develop writing provision in Y6 to inspire boys writing

## 3. Further improve and embed changes to the curriculum and assessment without levels

- a. Further develop standardized assessments to: secure judgements for reading, further improve attainment in spelling and writing
- b. Provide further CPD and encourage PDP in understanding new assessments in all areas in order to further raise standards and identify next steps for children.
- c. To continue to refine the recording and analysis of data for all staff so that they can respond to children's needs quickly
- d. To encourage achievement throughout the school with independent learning and pupil self-assessment skills
- e. To provide and promote parent workshops to support understanding of new assessment and curriculum changes for children

## Effectiveness of Leadership & Management 2015 – 2016

Target	Action (Resources and Finance)	Time Frame	Lead Person	Monitoring	Success Criteria
<p><b>Further strengthen leadership roles at all levels</b></p> <p><b>Further develop appraisal process including mentoring for NQT and Students</b></p>	<ul style="list-style-type: none"> <li>Refine leadership and curriculum roles and ensure accountability at all levels <b>3a, 3b, 3c, 3d, 3e</b></li> <li>Refine appraisal process to include more rigor and accountability for all levels of staff <b>2b</b></li> <li>Develop co-coaching for all staff (Class cover – internal cost) <b>2a, 2d</b></li> </ul>	September 2015 - December 2015	DH/CT  Leadership Team  AF	GB F&P Committee  DH/CT/GB F&P Committee	<ul style="list-style-type: none"> <li>All staff know who is responsible for what in the school Better Quality Control</li> <li>Working proactively Consistency throughout school, network and TSA</li> <li>Appraisal and co-coaching outcomes lead to higher standards and high levels of professionalism</li> <li>Pupils achieve ‘better than expected progress’</li> </ul>
<p><b>Succession Planning</b></p> <p><b>Further strengthen project leadership e.g. TLR3, TSA, Network</b></p>	<ul style="list-style-type: none"> <li>Begin to create a shadow structure of staff with specific interests – TA’s and teachers as aspiring leaders</li> <li>Research project based on Singapore Maths (£6000) <b>1a, 1b, 1c, 1d</b></li> <li>NACE award (£1000), Green Flag, Reading award and AfPE Quality Mark</li> </ul>	September 2015 - July 2016	DH/CT  JJ  AF, AB/HS, SH, EP	DH/CT GB C&A Committee GB F&P Committee	<ul style="list-style-type: none"> <li>Better participation and motivation from all staff</li> <li>Staff feedback questionnaires</li> <li>Intelligence base of all staff interests aligned to appraisals</li> <li>Completion of a research project</li> <li>Awarded with NACE award, Green Flag, Reading award and AfPE Quality Mark</li> </ul>
<p><b>Further develop teachers in phase teams</b></p>	<ul style="list-style-type: none"> <li>Work together to plan the second year of our creative curriculum linked to the new national standards <b>2b, 2c, 3a</b></li> <li>Further develop in school and external moderation of judgements for the new age related expectations</li> </ul>	September 2015 - July 2016	CT  DH	Leadership team	<ul style="list-style-type: none"> <li>Confident and organised team leaders</li> <li>Progression throughout role</li> <li>Positive relationships amongst team</li> <li>Regular meetings to give positive feedback</li> <li>Reaching goals/targets</li> <li>Thorough validation of judgements</li> </ul>
<p><b>Further develop Governance</b></p>	<ul style="list-style-type: none"> <li>Annual/Bi-annual GB 1:1 conversations with lead staff</li> <li>Training for Governors – LA &amp; TSA packages (£500) <b>3b</b></li> <li>Focused learning walks to gather evidence in line with new framework <b>3b</b></li> <li>Develop communication with parents</li> <li>Develop a network with another GB</li> </ul>	<p>Annually</p> <p>As per calendar 4 within the year</p> <p>Termly 2015-2016</p>	Chair/Vice Chair GB	GB	<ul style="list-style-type: none"> <li>Highly effective GB able to set strategic direction of school</li> <li>Improve knowledge so that challenge can take place</li> <li>Increased partnership with parents</li> <li>Quality assure GB</li> </ul>
<p><b>Develop school’s capacity as a lead strategic partner for both LA and TSA</b></p>	<ul style="list-style-type: none"> <li>Facilitate continued growth of school as CPD offer</li> </ul>	2015- 2018	CT	DH (LA & TSA) GB	<ul style="list-style-type: none"> <li>Strategic Partner with Bleak Hill Teaching School Alliance - Training facility for Schools Direct, NQT and NPQSL</li> <li>Head &amp; Deputy moderators for the Local Authority</li> </ul>

## Quality of Teaching, Learning and Assessment 2015 – 2016

Target	Action (Resources and Finance)	Time Frame	Lead Person	Monitoring	Success Criteria
<b>Raise Standards in mathematics – Singapore approach</b>	<ul style="list-style-type: none"> <li>Baseline children using the Singapore approach within the first 3 weeks (How do children tackle and solve a number problem?) <b>1a</b>,</li> <li>Introduce Singapore Maths in the following way using Journals, Text and Workbooks (£4500): <b>1b, 1c</b> <ul style="list-style-type: none"> <li>Year 1 - begin February 2016 (1b)</li> <li>Year 2 - begin September 2015</li> <li>Year 3 - begin September 2015</li> <li>Year 4 - training autumn term ready to begin February 2016</li> <li>Year 5 - training autumn term ready to begin February 2016</li> <li>Year 6 - begin September 2016</li> </ul> </li> <li>Develop a research project around the principles and impact of the Singapore approach <b>1a, 1b, 1c, 1d</b> (TLR3 £1000)</li> <li>Further develop and disseminate training and co-coaching in this area <b>3b</b></li> <li>To audit current math's resources and purchase necessary equipment (£1500)</li> </ul>	September 2015	Teachers	JJ	<ul style="list-style-type: none"> <li>Ensure all pupils make outstanding progress from their starting points in mathematics and increase the % of children at Mastery</li> <li>Develop a relevant and appropriate Maths curriculum using the Singapore approach, focus on basic skills and mental strategies of computation</li> <li>Deepen learning for all children and develop Mastery through the Maths curriculum <b>1c</b></li> <li>Further strengthen feedback, self-assessment and pupil voice to allow children to develop mathematical skills such as: reasoning, hypothesising and problem solving</li> </ul>
		Timetabled	Leadership Team	JJ / GB C&A Committee	
		September 2015 – July 2016	JJ		
		September 2015 – February 2016	Leadership Team	JJ / GB C&A Committee	
		July 2015 – October 2015	SH	DH/CT	
<b>Further improve and embed changes to the curriculum and assessment without levels</b>	<ul style="list-style-type: none"> <li>Further develop standardized assessments (Writing, Reading ages, Spelling ages) <b>3a</b></li> <li>Provide further CPD and encourage PDP in understanding new assessments in all areas (£4000). <b>3b</b></li> <li>Refine the recording and analysis of data for all staff (Otrack/class track) <b>3c</b></li> <li>Further Develop independent learning and pupil self- assessment skills <b>3d</b></li> <li>To provide and promote parent workshops to support understanding of new assessment and curriculum changes for children <b>3e</b></li> </ul>	September 2015 – July 2016	SH – All teaching staff	DH/CT	<ul style="list-style-type: none"> <li>secure judgements for reading</li> <li>further improve attainment in spelling and writing</li> <li>raise standards and identify next steps for children.</li> <li>children's needs will be identified and responded to quickly</li> <li>To encourage achievement throughout the school</li> </ul>
			CT	GB F&P Committee	
		Autumn Term 2015	DH	GB C&A Committee	
		Autumn Term 2015	Teachers		
		Autumn Term 2015	SH – All teaching staff	GB EP Committee	

<p><b>Develop consistent writing skills to raise achievement in writing.</b></p>	<ul style="list-style-type: none"> <li>• Produce a standards file for writing <b>3a</b></li> <li>• Further develop the assessment of writing. (Writing Portfolio/ARE descriptors) <b>3a</b></li> <li>• Provide CPD on the development and progression of writing including aids and guides to support teaching <b>3a, 3b</b> (Grammar/talk for writing)</li> <li>• Further develop creative approaches and provision – with a particular focus on boys writing/A,G&amp;T <b>2c, 2d</b></li> <li>• Further develop moderation of writing both internal and external linked to the new expectations. <b>3a</b></li> </ul>	<p>To be completed by Autumn Term 2015</p> <p>2015 – 2016</p> <p>2015 – 2016</p> <p>Throughout the year – External moderation in May 2016</p>	<p>SH All teaching staff</p> <p>CT</p> <p>SH/CT</p> <p>DH</p>	<p>DH Leadership Team</p> <p>GB F&amp;P/ C&amp;A Committees</p>	<ul style="list-style-type: none"> <li>• Staff are confident in the best approach to develop pupils' writing skills, according to pupils' level of ability. Analysis of attainment shows upward trend to boys and A,G&amp;T writing.</li> <li>• Staff are skilled in assessing pupil needs &amp; using appropriate approach to support writing development</li> <li>• Staff have the tools to be able to assess writing and target next steps</li> <li>• Writing will be externally validated</li> <li>• All children will have a portfolio demonstrating progression.</li> </ul>
<p><b>Further strengthen the self- assessment and pupil voice to allow for staff and pupil feedback within Singapore Maths</b></p>	<ul style="list-style-type: none"> <li>• Focus on Singapore Maths and develop an assessment system that provides – method assessment, self-assessment, pupil voice, focused feedback to ensure skills progression (focus on the Maths strategies only). <b>1d</b></li> <li>• Ensure parents contribute/share views on pupil's achievements and targets to supplement assessment. <b>3e</b></li> </ul>	<p>Autumn Term 2015</p> <p>2015 - 2016</p>	<p>JJ/CM/AK/SH</p> <p>All teaching staff</p>	<p>DH/CT</p> <p>GB C&amp;A Committees</p>	<ul style="list-style-type: none"> <li>• Learning walk - Autumn 2015, Summer 2016 shows progress in pupil feedback and higher attainment in Maths.</li> <li>• Parents' contributions actively seen in assessment and target setting process</li> </ul>

## Personal Development, Behaviour & Welfare 2015 – 2016

Target	Action (Resources and Finance)	Time Frame	Lead Person	Monitoring	Success Criteria
<b>Further strengthen the use of the environment to ensure clear routines, maximising engagement of pupils in all classes.</b>	<ul style="list-style-type: none"> <li>Establish environmental and class check list – whole school <b>2b, 2c</b></li> <li>Further enhance class engagement with SMSC and SEAL activities <b>2a</b></li> <li>Ensure continued high standards of behaviour by monitoring the use of class charters, low level behaviour, attitudes to learning and classroom routines. <b>2a</b></li> <li>Further CPD training of LAs and MDSs to give effective support to pupil's interaction skills.</li> <li>Communicate expectations of parents, staff and children clearly through a clear code of conduct linked to our home school agreement. <b>2a</b></li> </ul>	September 2015  2015 – 2016  Learning walk July 2015 repeated in Spring 2016  Autumn Term 2015 Autumn Term 2015	CT  CT/All teachers  All Staff CT DH & GB	DH/GB EP Committee   Leadership Team & GB   DH/GB	<ul style="list-style-type: none"> <li>All staff use checklist to establish consistency and ensure the environment supports pupils</li> <li>More focused. Increase pupils' independence + level age of enjoyment</li> <li>Staff skilled and effective in using outdoor areas to support pupil development in areas of independence &amp; interaction</li> <li>Pupils will be effectively supported to develop skills in all learning environments leading to higher attainment in PSHE.</li> </ul>
<b>Further enhance the positive approach to behaviour management through developing staff skills</b>	<ul style="list-style-type: none"> <li>Embed procedures &amp; recording systems                Class DoJo – Parental involvement                Recording behaviour on the playground                Consistent approach by all staff</li> <li>Provide workshops and support for parents and staff to target knowledge understanding of: behaviour, Safety (CSE, Safeguarding, SEAL, SMSC) <b>3e</b></li> <li>Raise children's aspirations through skills and entrepreneurial experiences such as: Fruit to Suit, business project, links to St Helens Chamber – interviews, school</li> </ul>	September 2015  Autumn Term Spring 2016  2015 - 2016	All staff  CT/AB/CM  CT	Leadership Team  GB EP committee  GB	<ul style="list-style-type: none"> <li>Self/Peer reflection supports positive behaviour management for pupils.</li> <li>Consistent approach to recording &amp; monitoring behaviours, use of specific interventions, leading to a calm, purposeful learning environment for pupils.</li> </ul>

<b>Further develop understanding around British Values</b>	<ul style="list-style-type: none"> <li>• Timetable whole school events to promote British Values such as: The Queen’s Birthday, British Food etc... (£1000) <b>2a</b></li> <li>• Re-establish the Lord’s prayer and a new school prayer/reflection</li> <li>• Revise policies and staff understanding linked to British Values (Extremism, FGM, Forced Marriages, CSE) <b>2a</b></li> <li>• Provide Training session to staff on British Values - Training Schedule to include BV training <b>2a</b></li> <li>• Publish a monthly article on BV in Newsletter - To be included in Newsletter design for at least 4 months <b>2a</b></li> </ul>	September 2015  Autumn Term 2015  2015 - 2016  Easter 2016	All staff  PS  Leadership Team & GB	Leadership Team  CT  GB	<ul style="list-style-type: none"> <li>• Events celebrated by whole school linked to British Values.</li> <li>• Increased understanding of and awareness of threats to British Values and society.</li> <li>• All classes will reflect regularly</li> <li>• All staff have a developed awareness of BV’s and are able to articulate at least 3 BV’s</li> <li>• Parents/carers have increasing awareness of the issue around promoting BV’s</li> </ul>
<b>Ensure staff receive updated Equality training</b>	<ul style="list-style-type: none"> <li>• Training program for staff to include Equality training</li> </ul>	Spring 2016	CT	DH	<ul style="list-style-type: none"> <li>• New staff complete Equality training</li> </ul>



## Outcomes for Pupils 2015 – 2016

Target	Action (Resources and Finance)	Time Frame	Lead Person	Monitoring	Success Criteria
<p><b>Develop further rigour of Assessment including implications of the new Curriculum i.e. assessment without levels and raised expectations.</b></p>	<ul style="list-style-type: none"> <li>Review formative assessments within lessons e.g. assessment sheets, codes for consistency across school. Check for use of in Learning walks, observations, work scrutiny (£4000). <b>1a, 1c, 1d, 2c, 3a, 3b, 3c</b></li> <li>Review school's current assessment system in light of new reforms. <b>1a, 1b, 1c, 1d, 2c, 3a, 3b, 3c</b></li> <li>Moderate pupils' work and assessment procedures across the Network and Alliance to enhance staff knowledge and practice. <b>3a</b></li> </ul>	<p>September 2015</p> <p>Termly review evaluation, feedback and action planning</p> <p>Spring 2016</p>	<p>Subject leads</p> <p>DH/CT</p> <p>All teaching staff</p>	<p>DH/CT</p> <p>GB C&amp;A Committee</p>	<ul style="list-style-type: none"> <li>Staff will have a deeper awareness of the new age related expectations, enhance our own curriculum and provide pupils with relevant learning.</li> <li>Specific links between assessed task and next steps to ensure maximum progress in pupils' learning.</li> <li>Evidence of use of formative assessment to inform quality planning directly differentiating at individual pupils' levels leading to improved attainment by pupils.</li> <li>Assessment system appropriate to pupils' needs.</li> <li>Consistency of assessment of pupils' work across the network and Alliance leading to appropriate setting of curriculum targets then in turn greater attainment.</li> <li>Classes to begin to aim for 85% at ARE (new floor target)</li> </ul>
<p><b>Improve outcomes for identified groups</b></p>	<ul style="list-style-type: none"> <li>Further strengthen the emotional wellbeing provision for the current Y2 SEN children through Nurture and pastoral lead. <b>2a</b></li> <li>Further strengthen the emotional wellbeing provision and raise attainment in Y5 as this cohort of children have not had consistency due to staffing issues for the past 3 academic years. <b>2b</b> Deputy to mentor Outstanding NQT Provide additional support staff</li> <li>Provide additional support for Y4 higher ability boys to raise attainment in English <b>2c</b></li> <li>Provide additional support for Y6 boys to raise attainment in Writing <b>2d</b></li> </ul>	<p>September 2015 – July 2016</p> <p>Autumn Term support to be reviewed dependent on budget</p>	<p>AB/CM/NR/AR/CT</p> <p>AB/JT/ZD/TA/CT</p> <p>AF/PS/AS</p> <p>SA/SH/JL</p>		<ul style="list-style-type: none"> <li>To be able to provide a more accurate description of progress for clearly identified groups of children. (Spring 2015 analysis data)</li> <li>Evidence to show that pupils are making good attainment and progress.</li> <li>Quality support for new members of staff – Successful completion of the NQT year (PS/ZD) with the help of experienced mentor (CT).</li> </ul>

## Effectiveness of the Early Years 2015 –2018

Target	Action (Resources and Finance)	Time Frame	Lead Person	Monitoring	Success Criteria
<b>Ensure robust transition and tracking systems from Early Years to Key Stage 1 – New curriculum</b>	<ul style="list-style-type: none"> <li>Review the effect of our assessment &amp; reporting systems and information transferal i.e. ensure a smooth transition 'readiness for Year 1' - development matters relates to progress tracker/ IEPs &amp; New curriculum. <b>3a, 3b, 3c,</b></li> <li>Cross-school EY moderation with network of school. <b>3b</b></li> <li>Seek external validation for the quality of provision (Mavis through the LA)</li> <li>Further develop 'Pram Party' to build relationships with potential parents and children soon to entre Nursery 1, as soon as possible. <b>3e</b></li> </ul>	<p>July 2016</p> <p>2015-2016</p> <p>Autumn Term 2015</p>	<p>JD/JJ</p> <p>EP/JD</p> <p>DH</p>	<p>EP</p> <p>CT</p> <p>GB</p>	<ul style="list-style-type: none"> <li>Information supports smoother transition, more accurate baselining and curriculum planning to begin KS1</li> <li>Consistency of levelling of pupil's work across network of schools.</li> </ul>
<b>Further improve outcomes of CLL/ Reading and PSED for Nursery children.</b>	<ul style="list-style-type: none"> <li>Talk Boost training for staff <b>3b</b></li> <li>Raise the profile of reading for pleasure by Home School library service.</li> <li>Develop the reading area.</li> <li>Focus on skill for re telling stories.</li> <li>Purchase small world resources to promote storytelling, language and imaginative play. (£500)</li> </ul>	<p>September 2015 – July 2016</p>	<p>Nursery staff</p> <p>EP/SH</p> <p>EP/SH</p> <p>EP</p>	<p>SH/ SLT/ GB C&amp;A committee</p> <p>EP/SB</p>	<ul style="list-style-type: none"> <li>Improved outcomes for young children in communication, speech and language development.</li> <li>Children will be able to use language and social skills more effectively through play</li> </ul>
<b>Disseminate outstanding practice in Early Years across the school and TS Alliance (NQTs &amp; SD)</b>	<ul style="list-style-type: none"> <li>Teachers/TAs share expertise both within school and across the Alliance to promote excellence in Early Years pedagogy. <b>3b</b></li> </ul>	<p>Ongoing TSA plan set termly.</p>	<p>EP/CT/DH/JD</p>	<p>Teaching School Alliance</p>	<ul style="list-style-type: none"> <li>CPD for staff to become facilitators</li> <li>Meetings with other practitioners and visit other schools</li> <li>Disseminate and share knowledge</li> </ul>
<b>Further improve reading and phonic provision within the Reception setting.</b>	<ul style="list-style-type: none"> <li>Review reading provision within Reception</li> <li>Provide further CPD for the delivery of phonics. <b>3b</b></li> <li>Monitor tracking of reading that has been introduced (mid-year)</li> </ul>	<p>Autumn Term 2015</p> <p>2015 – 2016</p> <p>Spring 2016</p>	<p>SH/CT</p> <p>CT</p> <p>CT</p>	<p>SH/ SLT/ GB C&amp;A committee</p>	<ul style="list-style-type: none"> <li>Raise attainment in reading and phonics</li> <li>Improve staff subject knowledge</li> </ul>

<b>Further enhance outdoor and indoor provision</b>	<ul style="list-style-type: none"> <li>• Purchase Maths equipment to use outdoors (£300) <b>1a, 1c</b></li> <li>• CPD for EYFS staff on how to enhance mathematical reasoning in the outdoor environment <b>1d</b></li> <li>• Further develop challenge within the setting for higher ability children. <b>1c</b></li> <li>• Further develop and embed critical thinking skills through questioning and</li> </ul>	<p>July 2015 Autumn Term 2015</p> <p>Spring 2016</p> <p>Spring 2016</p>	<p>EP/SB EP/CT</p> <p>AF/CT</p> <p>EP/CT</p>	<p>DH GB C&amp;A Committee</p>	<ul style="list-style-type: none"> <li>• Improved quality of provision with an emphasis on learning through play and challenge for all children.</li> <li>• Improve staff confidence and subject knowledge linked to questioning and developing critical thinking</li> </ul>
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## Resources 2015 – 2018

Target	Action	Time Frame	Lead Person	Monitoring	Success Criteria
<b>Further strengthen the admin team in light of increased workload due to pupil intake.</b>	<ul style="list-style-type: none"> <li>Roles &amp; responsibilities review</li> <li>Prepare check list of tasks and assign responsibilities</li> <li>Skills audit used to identify training needs</li> </ul>	July 2016	DH/SB	GB F&P Committee	<ul style="list-style-type: none"> <li>A highly trained and efficient team who work effectively together.</li> <li>Staff can work effectively and efficiently</li> <li>Pupil information shared with relevant stakeholders. School protocols and SIMS knowledge shared with relevant staff.</li> <li>SIMS data checks show high degree of accuracy</li> </ul>
<b>Support learning in seeking and applying for alternative funding streams.</b>	<ul style="list-style-type: none"> <li>Review Website provider</li> <li>Review IT to development and lease</li> <li>Review fundraising opportunities including building a database of email contacts e.g. ex staff/pupils and local businesses. Seek additional support for fundraising through bids and grants.</li> <li>Review our position and the possibilities of us applying for 2 year old funding</li> </ul>	September 2015  January 2015  2015-2018  July 2016	DH SB/GB  DH/SB  SLT/GB	SLT and GB  SLT and GB	<ul style="list-style-type: none"> <li>Better IT resources.</li> <li>Refreshed and relevant website</li> <li>Enrichment activities are continued /supported by additional grants/funding</li> <li>Nursery extended to take into account 2 year old agenda.</li> </ul>
<b>Continue to develop the building and environment so that it supports learning</b>	<ul style="list-style-type: none"> <li>Environment audit – non negotiables for classrooms and ethos</li> <li>Replacement of windows to double glazing</li> <li>External doors – Nurture, Y4, Y5, Y2, Y3</li> <li>Improve sound and lighting in the heads room</li> <li>Replace carpet in Y6 corridor</li> <li>Modernise Y1 classroom – heating &amp; decoration</li> <li>Modernise YR, Y2, Y4 &amp; Y5</li> <li>SEN room</li> <li>Extend nursery to create an EYFS base from 2year olds-</li> </ul>	September 2015  Summer Hols 2015 Summer/Autumn 2015  Summer Hols 2015  2016– 2018 Summer Hols 2015 2017 - 2018	DH  LA/DH/GB  SB  LA/DH/GB  DH/EP/GB	GB Local Authority SLT	<ul style="list-style-type: none"> <li>Classrooms will continue to have an environment that will support learning and this will be consistent throughout school.</li> <li>Children will benefit from an environment which promotes high standards</li> <li>Safety will further improve – external fire doors</li> </ul>

## Grange Valley Primary School Continuous Professional Development

### Teacher Training – Links & Providers

- School Direct – Collaboration with Bleak Hill TSA (x2 students)
- School Direct (2015/16)
- Liverpool Hope University
- Edge Hill University
- Strategic Partnership – TSA
- Octagons Network
- Local Authority training
- In-house training
- National Co

### Learning Assistants/MDS Professional Development

- Behaviour strategies (MDS)
- Routes into teaching
- Pastoral support
- Singapore Maths
- New Curriculum
- SEND
- Ofsted
- Supporting Reading
- Talk Boost
- Phonics

### Teacher Professional Development

- Challenge Partners – co-coaching
- NQT/RQT program
- NPQSL– Senior leadership development program
- Singapore Maths
- Multi-sensory spelling
- Assessment
- Moderation
- Ofsted
- SEND
- Mentoring
- New curriculum expectations

### Work Based Training Placements

- Student placements
- Volunteers

### All staff – CPD

Singapore Maths  
Learning Research Projects  
Strategic Partnership – TSA

Team Teach/Behaviour  
Subject Moderation  
Safeguarding

Talk Boost  
First Aid  
Leadership – ASH

New assessment & curriculum  
NQT/RQT program  
SEND

