

1. Area for Development; Quality of effectiveness of leadership and management

To demonstrate an ambitious vision and have high expectations for what all children and staff can achieve; securing high standards of provision, care and behaviour.

Priority Target: To ensure leadership and management is effective and leads to sustainable improvements in achievement, provision and care

Linked Wiltshire theme: Raising aspirations and narrowing the gap

Success Criteria

- From September 2015, continue to ensure that existing 'outstanding' safeguarding arrangements (LA audit, 29.6.2015) continue to protect children and meet all statutory requirements; promoting children's welfare and preventing radicalisation and extremism
- From September 2015, continue to actively promote equality and diversity, tackling bullying and discrimination
- From September 2015, implement the second year of our skills-based curriculum; providing inspiring learning opportunities with breadth, depth and relevance so that they meet statutory requirements, as well as the needs and interests of children
- From September 2015, all governors have a clear understanding of their role in holding the school to account: using the School Development Plan to continuously evaluate the quality of the provision and outcomes, especially for disadvantaged pupils, through robust self-assessment
- From September 2015, continue to demonstrate the impact of additional funding, including the Pupil and Sports premiums, on securing improved outcomes for pupils: how effectively governors hold school leaders to account for this will be well-documented in the School Financial Value Statement
- From September 2015, continue to ensure that the school is well-resourced, enabling children and adults to perform to the best of their ability. The rolling programme of building maintenance/development will ensure that the building is always safe, well-decorated and fit for purpose
- By November 2015, staff and governors' action plans will have been formulated to achieve agreed targets and goals: fostering a high performance culture
- By July 2016, portfolios of evidence will demonstrate our commitment to nurturing pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values
- By July 2016, school leadership judges itself to be "outstanding" with capacity to sustain improvement

<u>Monitoring</u> Who, how and when?	Curriculum Committee governors will meet termly to discuss progress made against the actions agreed A record of the discussions will be provided in term 2, 4 and 6.	<u>Evaluation</u> Who? How & when?	Curriculum governors with specific responsibilities for monitoring progress Reports to governors at the FGB in term 2, 4 & 6 End of year Performance Management summaries
Lead	Senior Leadership team & Chairs of committees	Others	All staff and governors

	Action	IMPACT	NEXT STEPS
1.1	Review our vision, values and strategic plans: ensuring all staff and governors are aware of our desire to be an outstanding school. Training on the new Ofsted framework (Sept 2015) will support understanding of judgments and ensure that plans are relevant	Our vision and values have been shared in weekly assemblies; every value has an associated story that exemplifies its role in school life. Children are very familiar with the stories and the display in the foyer serves as a reminder. Progress is being made with all strategic plans and SIA training ensures that we are abreast of current judgments.	Continue to reiterate, and demonstrate, our values with the whole community via newsletters, assemblies and Learn4Life lessons To continue to stay abreast of updates via HT's SIA training
1.2	Embed revised roles and responsibilities of the Special Educational Needs Coordinators (SENCOs) to ensure effective leadership and management of a growing Special Needs Register; 12% children have a 'My Plan'	Both SENCOs have clear roles and responsibilities. Efficacy can be seen in successful management of a challenging EHC review schedule: 25 per year at present	Investigate engaging the support of the office staff with the administrative burden of the demanding Annual Review schedule
1.3	Introduce a 'Stamp Out Bullying' Week in November: inviting members of the community to contribute to plans	Governor monitoring detailed this and the Safeguarding Action Plan is adhered to robustly: latest RAG rated version - available at FGB. Children are aware of their right to be safe and they are aware of the avenues they can seek to secure help. NSPCC feedback: *Yr 5 boys 38% more likely to talk to someone than before - 25% already knew who to talk *Yr 5 girls 40% more likely to talk to someone than before - 20% already knew who to talk to *Yr 6 boys 19% more likely to talk to someone than before - 25% already knew who to talk to *Yr 6 girls 33% more likely to talk to someone than before - 33% already knew who to talk to *65% of all children would talk to a teacher *84% would talk to a parent *40% would talk to a relative *79% would talk to Childline *60% would talk to a trusted adult *30% of all children would talk to a friend	Continue to conference with children to ensure that they are well informed and know what to do if they need support Review annual questionnaires to ensure safeguarding questions are fit for purpose Ongoing governor monitoring
1.4	Further develop leadership capacity so that *Leaders can demonstrate knowledge of strengths and weaknesses in their subjects which inform action plans kept under regular review	*An MRE schedule for Subject leaders is in place to promote consistency in monitoring practices - reviewed by governors in T3 *Reviewed action plans are in place	*To further develop consistency in number and content of subject governors' visits *To apply for PE KiteMark, 360

	<ul style="list-style-type: none"> *Leaders contribute plans for termly cross-curricular learning themes *Subject folders provide a range of evidence to support monitoring, review and evaluation *Subject governors are able to demonstrate that they are well informed *Foundation subject portfolios contain evidence of learning outcomes matched to age-related expectations (ARE) consistent across all subjects *Where appropriate, external accreditation acknowledges high quality of provision *Termly appraisal processes provide staff with opportunities to formally assume greater professional responsibilities, thereby embedding succession planning 	<ul style="list-style-type: none"> *6.3 SENCo presented an overview of strengths and Areas for Development to governors so that they are better-informed *Subject Leaders have release time to ensure that they can undertake their roles fully *Foundation Portfolios contain a growing bank of learning that exemplify AREs *Core subject leaders have a very clear picture of how many children are achieving Age Related Expectations in their subjects *Mid-term appraisal interviews have been undertaken with all teachers - all are currently on track 	<ul style="list-style-type: none"> Award (Computing), Silver Healthy School Award (see 3.8) and Trinity Music Awards (see 1.13) *Continue to review subject leaders' spending *Launch TA appraisal process following extensive training and support
1.5	To continue to develop monitoring systems that give an accurate account of the money spent on CPD and its impact on pupil outcomes and staff development	School Business Manager and HT have used CPD feedback to inform next steps re the new procedure and budgeting for next year's CPD	Monitor budget against envisaged CPD spend Review CPD feedback and hone system as necessary
1.6	Further develop best use of the Sports Premium: devising inclusive, sustainable programmes that build capacity. Particularly: <ul style="list-style-type: none"> *Review swimming provision *Respond to children's feedback re provision of alternative sports and attendance at sporting fixtures *Seek Kite Mark accreditation 	<p>Website details the use and outcomes of this year's Sports Premium</p> <ul style="list-style-type: none"> *Children's weight is in line with LA averages; previously, children have been obese or overweight in comparison. Opportunities to enjoy a range of sports have increased and this is good for well-being, pride & health. Attendance has improved so perhaps exercise is making children less susceptible to illness? *Newly- launched schemes such as the Golden Mile, Golden Lock and Golden Plimsoll schemes are all popular and well-received *New Scheme of Work purchased *Football Kit purchased *Yr 5/6 team in Going for Goals football final in Chippenham *Swimming to start in T5 for Yr 3 with 'top-up' lessons planned for Yr 6 in Term 6. Kingfisher swimming at W&B in 2016 	<ul style="list-style-type: none"> *PE CPD planned for 6.6.2016 *Seek accreditation a Sustrans Silver 'Bike It!' school *Seek feedback from children re their response to initiatives and awards in questionnaires
1.7	Commit to cluster action plan: priority areas based on revised OFSTED framework (2015) See separate plan	Cluster action plan adhered to	→

1.8	Implement the NSPCC's "Staying Safe" programme with Years 5 and 6	Linked governor to conference with school council on 25.1 demonstrated the children's awareness of how to stay safe.	PSHE Silver Award: school to investigate leading our own Junior Citizen training Continue to ensure that children, their families and staff are aware of risks and strategies available to reduce them
1.9	Deliver high quality training to all staff to protect children from radicalisation/extremism by developing staff vigilance, confidence and competence to challenge views and encourage debate	Participating staff and some governors are aware of their duties	Deliver training for all new staff Maintain reporting system
1.10	EYFS: Introduce the Early Excellence Baseline trial (EExBA): a principled approach to on-entry assessment	Baseline assessments undertaken & submitted to DFE on 16th October. At present, 54% of children are expected to achieve the expected standard by the end of the year	Maintain ongoing assessment and complete/submit end of year report to DFE School to maintain existing assessment arrangements re Development Matters
1.11	Maximise the potential of the interactive EYFS learning diaries by enabling families to remotely access, and contribute to, them. Amend 'media' consent forms accordingly	Approximately half of Robins' families access, and contribute to their child's Learning Journeys remotely Amended media forms - all returned New ipads purchased to support evidence gathering	To consider changing Learning Journey software for ILD to 2Simple. BC to action
1.12	Embed our Equality Objective, linking with RE, to: *Increase understanding of religious/faith diversity, including people who do not have a faith, and *Develop an awareness of the history of religious intolerance in Britain and Europe and to learn to promote tolerance and understanding	'Multicultural Me!' and British Values teaching provided comprehensive opportunities to address this objective. The RRSA assessor found that <i>"Talking with children showed that they are beginning to use the language of rights in relation to global learning and issues of equality and diversity e.g. when learning about Suffragettes and Nelson Mandela. Their involvement in supporting organisations like WaterAid and Oxfam show their commitment as global citizens."</i>	Continue to identify opportunities to embed this objective
1.13	Support the further development of the Arts: renew theatre project and extend scope of Trinity College Arts Award for children	The Arts continue to have high status @ MF: *The theatre project and Trinity Awards are underway *To date all children from EYFS to Year 4 have participated in a school production	Shakespearean project planned for Summer Term Year 5 and 6 to perform at playhouse and school

		*Year 5 were selected to participate in a 'Singing Together' project that will be broadcast on BBC Radio Wiltshire during the Salisbury International Arts Festival	
1.14	Develop the outside learning area for the Resource Base to secure high quality outside learning opportunities and ensure parity in EYFS provision	Project completed	Maintain the area and add resources as necessary
1.15	Promote acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs (see 1.12).	See 1.12 <i>"There is ...a systematic approach to global citizenship; for example, through the whole school project Multi-Cultural Me and in teaching about British Values"</i>	Continue to identify opportunities to embed this objective

2. Area for Development; Quality of Teaching for Learning and assessment

To improve staff practice, teaching, learning and assessment through incisive performance management and appropriate professional development that encourages, challenges and supports teachers' improvement.

OFSTED Priority Target December 2012: "Teaching is not outstanding: there are not yet enough opportunities for outstanding practice to be fully shared with colleagues across the school to improve teaching further"

Linked Wiltshire theme: Raising aspirations and narrowing the gap

Success Criteria

- By July 2016, lesson observations will evidence that teachers are determined that children will do well. Teaching will be 'good' in at least 80% of observations and "outstanding" in 50% observations: being well-matched to the needs of all pupils, including the most able and the most disadvantaged, promoting equality of opportunity and recognition of diversity
- By July 2016, improvements in the quality of teaching will evidence the impact of a programme of self-evaluation, peer observation and coaching, both within and beyond the school
- From September 2015, teachers, practitioners and other staff have a secure understanding of the age group they are working with and have relevant subject knowledge that is detailed and well-communicated to all stakeholders
- From September 2015, all teaching staff to be clear about what constitutes good progress and how this is assessed
- From September 2015, assessment information (from families and professionals) will be used to plan appropriate teaching for learning strategies and to set ambitious targets; identifying children and learners who are falling behind in their learning or who need additional support
- From September 2015, each child will know their curriculum targets and understand how to improve as a result of incisive feedback from staff
- From September 2015, marking and feedback, as outlined in the revised policy, will be evidenced in book scrutinies and lesson observations
- By July 2016, the outcomes of quality, continuing professional development and performance management for all staff will evidence the school's aspiration to promote effective teaching across the school
- By July 2016, feedback demonstrates the school's efforts to engage with families to help them to understand how their children are doing in relation to the expected standards and how they can support their child to improve

Monitoring	Curriculum Committee to assess progress against agreed actions	Evaluation	Governors
Who?	Quality of teaching will be assessed through lesson observations at	Who?	Report to governors at the FGB in term 2, 4 and 6.
How/when?	least three times a year	How/when?	Pay Panel: evidence /impact of actions
Lead Persons	- Senior Leadership Team: Jo McMorris, Jane Fielding, Lynn Warren Jo Crisfield, - Russ Tunney and Katy Main (governors)	Others involved	All classroom staff

Action		IMPACT	NEXT STEPS
2.0	Plan, deliver, monitor, review and evaluate a peer observation package specifically designed to raise the standard of teaching in Phonics so that National expectations are exceeded in July 16	KS1 Phonics observations, undertaken by SIA and SLT, were 'good and better' Phonics: Year 1: 26/35 (74%) are expected to achieve the expected level. When re-tested, 8 Yr 2s passed the test whilst 7 did not. Of those 7, 4 have EHCPs HT's visit to London resulted in a 'Sounds Write' training plan that will initially involve 4 key staff	Await outcomes from testing to assess success of triad project Sounds Write training for 4 staff on *6 th , 7 th 13 th 14 th June *1 st 2 nd , 8 th 9 th September
2.1	Staff, especially those new to role, to further develop their confidence and competence with new assessment procedures (including the new EYFS baseline and KS1/2 SATs) in order to set clear and ambitious targets for each pupil	CPD, both internal and external is supporting the confidence and accuracy of assessments Assessment tools are being continually honed so that they are fit for purpose Staff are increasingly confident with assessment processes following the abolition of levels	Consider using FFT for target setting, once National data has proved their Age Related Expectation (AREs) judgments to be reliable Support TA understanding of AREs, tracking & assessment systems Continue to moderate, using DFE exemplars
2.2	Maximise potential of the Wiltshire tracker through enhanced training: investigating development of 'mini-trackers' that will support ongoing assessment and formulation of judgments	Confidence with, and knowledge of, the capacity of the Tracker is strong Attainment and progress data was shared with families in recent consultations and Reports. 9 families (YR 1 =3 /YR 3 =2 /YR 4 = 3/YR 5 =1) requested support with interpreting the information and its significance for their child	Continue to hone and develop existing practices In 2016-17, consider using the 'mini tracker' facility if it aligns more closely with our existing judgments
2.3	Senior Leaders to become confident with FFT Aspire - using it to support effective target-setting and self-evaluation.	See 2.1	
2.4	Update proformas (planning , observations, scrutinies, Pupil Progress monitoring etc) so that they maintain focus on disadvantaged children and incorporate the ambitions of the revised Ofsted framework and assessment developments	Revised proformas have supported consistency, ease of reporting and efficient: this is particularly true of the changes made to Pupil Progress organisation	Adapt proformas according to needs Further review lesson observation proformas given current pedagogical emphasis on development, as opposed to judgmental, feedback
2.5	Re-launch the Passport system of 'next steps', ensuring that children, their families and all staff are aware of their role in driving improvement	Passports continue to be reviewed during the process of book scrutinies: children are aware of their next steps	SLT to review the impact of passports with children and staff: outcomes will inform the 2016-2017 SDP
2.6	Implement the revised "Marking and Feedback" Policy so that it is implemented consistently and children and their families understand its role in supporting progress	SLT scrutinies evidence the implementation of the new policy: areas for development are feedback Précis of the symbols are now displayed in the children's books and in all rooms so that they are	Share and explain when reviewing books at consultations with families

		increasingly familiar	
2.7	Introduce daily "Reflect and Perfect" sessions to enable children and staff to spend more time reflecting upon the previous day's marking and resultant next steps	Reflect and Perfect is a valuable way of using time to feedback to children though it can be challenging to support those children who do not arrive at 8:45	SLT to review Reflect and Perfect Time (see MRE schedule) Consider creating best practice guidelines to support all staff
2.8	Commit to raising standards through peer observations such as the cluster's termly "TeachMeet" sessions that have been designed to support classroom staff to develop their ability to teach and assess	Cluster 'TeachMeets' provide free and accessible opportunities to sharing best practice and provide local, and relevant, support Teachers comment positively on their impact: all but one school attended the Maths TeachMeet held @ MF in March 16	Continue to include in Cluster Development Plan Consider how to collate information about their impact
2.9	Devise a series of workshops to enable families to support their children's learning. Arrangements and content, timing and methods of disseminating information will reflect families' feedback	In total, 36 families have attended workshops this term. Topics covered include English & Maths, E-safety, KS2 SATs information session (16 families attended - the majority of whom were accompanied by their children) and English for Speakers of Other Languages Only 7 children's families did not come to the EYFS/YR 2 & 6 Consultation Evening: 6 boys and 1 girl; 2 are EAL and 4 of the nine are in Yr 6	Continue with Family Forums - consider ways to improve engagement KS1 SATs information session booked for 19.4.16 <i>This has now taken place, 4 families attended Information leaflets have been shared with all families in Yrs 2 and 6</i>
2.10	Review home learning arrangements: seek advice re accessing Mathletics/Spellodrome on ipads. Create an after school Home Learning Club where families can use school laptops/internet	The after school Home Learning Club is always attended by at least one child and there is always at least one child present who is in receipt of Pupil Premium. Sometimes children are not accompanied by a family member but as so few children attend, it is possible to give every child high quality, individual support	Review use of Mathletics and Spellodrome - review licenses as appropriate In questionnaires, seek family feedback re Home Learning

3. Area for Development: Personal development, behaviour and welfare

To successfully promote the attitudes, attendance, skills and understanding necessary to secure high standards of personal development, behaviour and welfare.

OFSTED Priority Target, December 2012: "Some pupils do not attend regularly enough and a few are late too frequently".

Linked Wiltshire theme: Promoting healthy lifestyles

Success Criteria

- **By July 2016, punctuality data, overall absence and persistent absence rates for all pupils, and for different groups, will reflect national figures: demonstrating the success of the measures taken to improve attendance and punctuality**
- All Safeguarding and Health and Safety audits will be approved by the Local Authority and judged to be 'outstanding'
- From September 2015, a number of case studies exemplify the school's practices in relation to the experience of particular individuals and groups, such as differently-abled pupils, those who have special educational needs, looked after children and those with mental health needs.
- By July 2016, feedback from all stakeholders evidences high standards of behaviour. Children's self-discipline and impeccable conduct will reflect the efficacy of the school's curriculum, provision and strategies
- By July 2016, data evidences the school's commitment to ensuring that the most vulnerable learners are able to access all provision and extra-curricular activities through tailored actions and use of Pupil Premium
- By July 2016, feedback from children demonstrates that they understand how to keep themselves safe from relevant risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
- By July 2016, feedback from children demonstrates that they understand how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
- By July 2016, feedback and observations demonstrate the breadth and positive impact of spiritual, moral, social and cultural opportunities
- By July 2016, conferencing with children demonstrates that they are well-prepared to respect others and contribute to wider society and life in Britain.

Monitoring	Termly monitoring by designated governors A record of the discussions will be provided to the Evaluation Gov. in term 2, 4 and 6.	Evaluation	Report to governors at the FGB in term 2, 4 and 6.
Who		Who, How and When	
How and When		Others involved	All staff + support from multi disciplinary team
Lead Persons	- Senior Leadership Team: Jo McMorrin, Jane Fielding, Lynn Warren, Jo Crisfield, - Di Rebbeck and Katy Main (governors)		

Action		IMPACT	NEXT STEPS
3.1	OFSTED PRIORITY: Set challenging targets in order to improve attendance and punctuality. To further refine data analysis of all vulnerable groups, with, & without, children on reduced timetables	3.3.16: Whole school attendance was 95.85% This is very good considering the impact of the PA and the significant amount of recent illnesses in Year 1 Punctuality is not an issue There are no children with reduced timetables	EWO mtg: 22.4.2016. To review attendance data for all vulnerable groups
3.2	Complete and submit annual Local Authority Safeguarding audit	RAG rated action plan available CAF training undertaken by SENCo and FLP so that they feel confident that best practice is in place HT's Safer Recruitment training led to a change in practice: MF Child Protection Policy and Code of Conduct now accompanies every application form	Continue to review procedures and keep action plan under constant review
3.3	Undertake H&S audit, establishing an action plan as necessary	H&S practice is deemed to be 'good' (LA audit) though unauthorised use of the Car Park continues The current lack of a Site Manager has transferred a significant number of key H&S roles to office staff	Review Critical Incident Policy: practise evacuating the playground as the result of a critical incident and gathering in the hall Interviews for a new Site Manager on 28.4 When building work begins, ensure that all appropriate safeguarding procedures are implemented
3.4	Ensure that staff, governors and volunteers receive Child Protection, First Aid and Fire awareness training	Staff training is up-to-date and all 39 staff who undertook the First Aid course passed successfully	Continue to review training matrix and update as necessary - to RAG-rate
3.5	Update all necessary Risk Assessments and create a schedule for their renewal	The use of EVOLVE is embedded in everyday practice. Risk Assessments are renewed regularly: measures are in place to keep the community safe. Efficacy can be measured in Accident Books	Maintain best practice & ensure 'Safeguarding' is contained within the MRE schedule
3.6	Continue to enrich the range of health and safety-enhancing opportunities: Junior Citizen, Road Safety, PCSO, Bikeability, healthcare professionals, Fire Officers	29 children from across the school enjoyed Scooter Safety sessions and children in Yrs 1,3 & 6 participated in 'Walk Safe'. Both were well-received by the children and their families. School Nurse supported Year 4 Sex Education physiology session. Thus adhering to the SRE policy intention to ensure that children are made aware	Bikeability is booked for Term 6 Implement an easy way of seeking feedback from the children/families following safety events and visits

3.7	Become accredited as a UNICEF 'Rights Respecting School'	RRSA charters are evident in all rooms: children speak confidently about their rights and respects. Inclusion of new charters is included in Summer Term planning	Review Behaviour Policy with RRSA Rights and Respects philosophy in mind
3.8	Pursue accreditation with Silver Healthy School Award	Regular training is undertaken by PSHE leader	Agree focus for the 'Silver' project: CPD session booked for 3.5.2016
3.9	Provide families with information about how to keep their children safe. Lead safety & e-safety workshops, invite to safeguarding training, create Safeguarding area on the website and ensure all families have the "Child Protection and your school" leaflet	9 families attended the E safety event. Where issues have arisen around safety, families have been informed and are keen to work with the school Website is well-maintained and newsletters often provide links to recognised e-safety information so families can access advice easily	Include Child Protection leaflet in Induction Packs/prospectuses for new families Seek feedback from families in annual questionnaire
3.10	Ensure that the school's new Business Manager has appropriate professional development so that she can fulfill the statutory Health and Safety aspect of her role	In the absence of a Site Manager, and with the support of the office staff, the SBM's knowledge has ensured that all statutory checks have been maintained LA audit judged us to be a 'good' school	Continue to seek appropriate training Maintain schedule of internal H&S reviews with Chair of Governors
3.11	Further develop referral procedures to ELSAs and Family Link Partner to ensure that provision is appropriate and sustainable and that impact is readily available as case studies or "before/after" data	Case studies available -to be share with C&S governors on 5.5.2016	Review termly provision maps and ensure that ELSA scrutiny is part of the termly Monitoring, Review and Evaluation schedule
3.12	Pursue accreditation with the Learning Outside of the Classroom (LOTC) Quality Badge.	The requirements of the award were outlined at the meeting with the LA - school believes we can achieve the award	Consider applying for the award: this will depend upon its cost and priorities identified for next year's SDP

4. Area for Development; Outcomes for pupils

- To ensure that all children progress well from their different starting points to achieve, or exceed, standards expected for their age.

Priority target: All children to make expected progress across each key stage

Linked Wiltshire theme: Raising aspirations and narrowing the gap

Success Criteria

- By July 2016, results in Year 1 Phonics tests exceed national averages for children in the mainstream as the result of measures taken to improve the quality of the teaching
- By July 2016, attainment of almost all groups of pupils (particularly in higher-attaining mathematics, reading & writing) is broadly in line with national averages or, if below these, it is improving rapidly
- By July 2016, progress across the curriculum of disadvantaged pupils, differently-abled pupils and those with special educational needs matches, or is improving towards, that of other pupils with the same starting points
- By July 2016, from each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics meet school targets and/or are comparable with national figures
- From September 2015, staff understand how systems for assessing progress and attainment link to new 'end of key stage' summative assessments that will be implemented in Summer 2016: pupil, cohort and staff performance management goals reflect this ambition
- By July 2016, all children talk confidently about their learning and their targets in reading, writing, mathematics & science
- By July 2016 at least 95% of parents and carers support their children's achievement of their targets through engaging with the home learning activities and attending consultation meetings

Monitoring Who? How/When?	Curriculum Committee discuss progress termly: shared with FGB Anna Dobie and Jean Filtness (governors) undertake termly School Effectiveness reviews (SERs)	Evaluation How/When?	Governors evaluate each of 4 areas of SDP Report at the FGB in term 2, 4 and 6.
Lead Person/s	Head teacher & Deputy Head (Maths & Science leader) Jo Crisfield (Literacy Leader) -Lynn Warren (Special Educational Needs Coordinator) - Anna Dobie and Jean Filtness (governors)	Staff	Subject Leaders

Action		IMPACT	NEXT STEPS
4.1	See "Closing the Gap" action plan: to follow on from last year's HMI Maximising Achievement Programme	See following action plan →	→
4.2	Devise and implement a CPD programme that addresses staff requirements, the school's priorities and statutory guidelines.	CPD plan implemented according to the Spring Term overview. Staff are well-informed and impact of key messages has been evidenced in scrutinies, observations, pupil progress meetings, SIA visit and governor monitoring	Devise and implement Summer Term plan in relation to identified needs CPD overview available at FGB.
4.3	Clearly identify all vulnerable groups and assign advocates to ensure that their needs are represented	Equality Information and Pupil Progress meetings clearly identify vulnerable groups and their advocates. RoL demonstrates that no vulnerable groups significantly underperforms	Continue to update data as necessary Plan summer term activities (like school trip, Leavers' Party) to ensure inclusion of all vulnerable groups
4.4	Develop policy, practice and provision in Science to secure its role as a core subject: consolidating existing best practice whilst embedding expectations of the National Curriculum	Scheme of work secures breadth and depth: teachers are well-supported and whole school approach ensures continuity and coverage Moderation and book scrutinies highlight areas of strength and next steps	Maintain action plan and participation in LA training Embark upon cluster Science project, led by Pembroke Park Await possible notification of mandatory KS2 Science Testing
4.5	Lead Family Learning workshops to enable parents and carers to have an understanding of the curriculum and revised assessment procedures	See 2.9 →	→
4.6	Overhaul the school library to encourage its efficient use and engender a love of reading	All necessary software has been purchased & three members of staff are trained in its use Books are catalogued so that the Librarian system can be used with all school books Library is used for 'buddy' reading sessions every week Reading is the strongest subject across the school	Term 5: Designated member of staff to lead staff training and whole school assembly Promote use of library and open it to families so that it is used regularly Adhere to appraisal cycle for designated member of staff Wilshire library Service training booked for 25.4.16

5. Area for Development: Closing the Gap

To make the best possible use of the pupil premium to secure optimal outcomes for all disadvantaged learners: narrowing any gaps in progress and attainment between disadvantaged and non-disadvantaged pupils.

Priority target: Close any gaps between disadvantaged and non-disadvantaged children: using in-school and national data for comparison

Linked Wiltshire theme: Closing the achievement gap between disadvantaged pupils; those eligible for the pupil premium and others

Success Criteria

- From September 2015, a clear action plan for maximising achievement will raise awareness about our aspirations, actions and their intended impact: it will be understood, monitored and challenged by governors and others
- From September 2015, website information about this plan, the allocation and impact of pupil premium will secure transparency and accountability
- From September 2015, improvements to current practice ensure that more able children in receipt of pupil premium are making progress towards attaining the highest standards and achieving as well as they should
- From September 2015, governor minutes evidence their ability to systematically challenge senior leaders about effective deployment of staff/resources and their impact upon improving outcomes for all groups of children, especially between disadvantaged and other pupils
- From September 2015, all staff understand the entitlement of a minimum level of progress expected of children in receipt of pupil premium: individual, cohort and appraisal goals reflect this ambition
- By July 2016, actions will secure improvement in achievement for those supported by the pupil premium, particularly in mathematics, reading & writing: matching, or improving towards, achievement of other pupils nationally
- By July 2016, feedback from the children in receipt of pupil premium demonstrates positive changes in confidence, motivation and attitudes
- By July 2016, "Making best use of Teaching Assistants" recommendations (Education Endowment Foundation, Spring 2015) will be embedded in school practice
- By July 2016, at least 95% of parents and carers whose children are in receipt of pupil premium, support their children's achievement through engaging with learning at school and home; attending consultation meetings

Monitoring Who?	Senior Leadership Team	Evaluation How/When?	Governors every term: committee mtgs and FGB: terms 2, 4 and 6.
How/When?	Every 6 weeks	Staff	All staff
Lead Person/s	- Anna Dobie: named governor - Senior Leadership Team: Jo McMorrin, Jane Fielding, Lynn Warren, Jo Crisfield, Clare Morgan (School Business Manager)		

Action		IMPACT	NEXT STEPS
5.1	Ensure that high quality day-to-day teaching meets the needs of each learner, rather than relying on interventions; see "Teaching, Learning, Assessment" actions and SEN Code of Practice.	Teaching observations in Spring Term focused upon data-driven objectives: Phonics and Higher Attaining Maths in KS2. 84% teaching was judged to be 'good' 25% was judged to be 'outstanding'	Adhere to MRE schedule: observations planned for 13th-24 th June
5.2	Refine provision mapping procedures to simplify evaluation of interventions: securing efficient information collection whilst assessing impact and value for money	A significant next step, initiated by the SBM, is the use of the Tracker to collate quantitative impact of interventions. The Tracker can collate pupil-specific data that can be aligned with staff costs	Maintain Tracker with contemporary information that reflects any changes in provision and/or children's circumstances
5.3	Closely analyse provision and data to formulate intervention programmes that are effective, tailored and have discernible impact	Ongoing analysis demonstrates the impact of a range of interventions. E.g: *4 Yr2 children participated in 50 "Numbers Count" sessions: the average age gain was 31.25 months	Ensure DHT has appropriate training as she will assume greater role with interventions from September
5.4	Ensure that all teaching staff know which pupils are eligible for Pupil Premium and this information is evident in planning and provision.	All staff know which pupils are eligible for Pupil Premium - this is evident from conferencing with staff, in planning and appraisals	Ensure that staff have access to updated information re PP children as necessary
5.5	Senior Leaders to create a school improvement strategy using "Maximising the Impact of Teaching Assistants" (MITA) resources. Changes will be introduced gradually so that ideas can be tested and staff 'won over'.	See 5.6	Review and reorganise staffing plan for September. With the published reduction in Special Needs Funding and anticipated staff changes, TA deployment will need revision for September
5.6	Maximise the use of Teaching Assistants in everyday classroom contexts by undertaking an audit to review their deployment, their pedagogical roles relative to teachers and how time/money could be better used to support liaison	Training and external support have led to a new framework for appraisal that will be launched in Term 5. TAs reported positively on the training which they received in groups and as individuals. Lesson observations always detail TA deployment and they are consistently well-used	Given late start of this action (due to availability of trainers) it will be incorporated in next year's SDP, esp time for liaison
5.7	Provide professional development for the new School Business Manager so that she is able to account for the pupil premium and support SLT with value for money/impact reports	SBM continues to develop strategies for effective accounting of Pupil Premium monies the most recent of which is the use of the Wiltshire Tracker to record interventions	Collate information to provide a cost/benefit analysis of the PP spend
5.8	Ensure governors are aware of the PP and how effectively it is used to 'close the gaps' in pupils' progress and attainment data	SER on 25.1 - outcomes reported to governors. Current evidence of closing the gaps - available at FGB	Date of Term 5 SER tbc
5.9	Revise the website's 'Pupil Premium Annual Statement' to: *Include the totals for both the Ever 6 FSM funding and the LA PPG funding	Website information is comprehensive and contemporary	Monitor website requirements and update as necessary

	*Separate the Military funding from the above		
5.10	Collate a number of case studies that exemplify the school's practices in relation to the experience of children in receipt pupil premium and the impact of the school's actions	Case studies demonstrate impact of mainstream, Family link Partner and ELSA interventions	Continue to create case studies that exemplify the school's impact on attainment and/or progress
5.11	Use pupil premium to continue to harness opportunities to enhance pupils' response to aesthetic, sporting & cultural stimuli and work with other agencies to maximise inclusion. Repeat detailed analysis of all pupils to determine responses of disadvantaged pupils	Many children benefitted from SMSC opportunities. Provision included cello and piano lessons, residential visits, Breakfast Club, transport, support with uniforms, Sand Tray Therapy, Equine Therapy, Forest School, Dramatherapy	Repeat Annual Questionnaire and analyse Continue to seek vibrant opportunities and ensure that families who would benefit from financial support can access it
5.12	Support family engagement by inviting two parent/carer ambassadors to become our Family Champions: project will be launched on 19.1.16 at a Local Authority conference	Family Engagement Project with Bath University was launched on 18.1. A parent has agreed to act as the ambassador for PP families at the next event	Deputy Head teacher, Designated governor and Family Champion to attend training on 13.5
5.13	Conduct an intervention 'health check' in Maths to ensure that all possible strategies are being enlisted to ensure that disadvantaged learners' progress and attainment matches, or improves towards, that of all other learners	Spring 2016 disadvantaged Maths data: 47% children made expected progress since Xmas. This is lower than Reading (67%) and Writing (58%) though the number of children achieving expected progress in Maths has improved. With the exception of 3 children (including 1 Persistent Absentee), all of the children who ostensibly made no progress (<i>progress within P Levels is hard to determine on the Tracker alone</i>) have EHCPs and all but one of them is in the R Base 36% children made less than expected progress in Maths = 0.5 AIR points. However, this is the equivalent of approximately $\frac{1}{2}$ term's learning	To continually review as part of SERs, lesson observations, Pupil Progress mtgs and book scrutinies. Numbers Count teacher is to monitor and support provision alongside DHT
5.14	Analyse impact of 'closing the gap' appraisal targets in order to formulate next steps	Spring term appraisal reviews evidence impact of strategies designed to close the gaps	Following final appraisal reviews (Sept 2016) SLT to analyse impact of targeting PP children
5.15	Continue to look for opportunities for G&T children, within school and across the cluster. Implement agreed strategies to identify G&T learners: update register	Register reviewed regularly at Pupil Progress Meetings. G&T children continue to participate in cluster events	Cluster investigation into feasibility of establishing local G&T provision, run by school staff
5.16	Ensure core subject leader action plans address areas for development identified in summative/end of year data. Reporting	Action plans completed and kept under review. Senior SENCo subject leader has reported to governors so that they are well-informed. English	Adhere to MRE schedule - English leader to report to FGB on 23rd June

	opportunities will include monitoring visits with, and presentations to, the governing body and external agencies	and Maths subject leaders were involved in the SIA visit in February; school judgments were corroborated and evidence of good practice agreed	
5.17	Ensure that any significant differences in data between "all" children and PPG children informs the SDP	Data analysis is ongoing. Impact reports support next steps See 5.13	Adhere to MRE schedule
5.18	Ensure that all intervention timetables are readily available for all staff (staff feedback suggestion)	Intervention timetables completed regularly, collected, collated and analysed by SBM	Ensure information is accessible: supporting evidence of effective deployment & analysis of provision