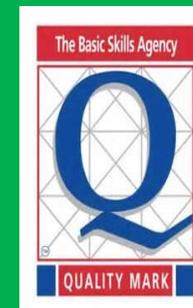


# Grange Valley School Improvement Plan 2016-17

*Guide, Challenge & Achieve*



## Grange Valley Primary School Improvement Plan 2016-17

### Contents

	Page Number
<a href="#">An overview of key priorities 2016-17</a>	2
<a href="#">Annual cycle plan for SLT, SMT, Subject Leaders</a>	5
<a href="#">Curriculum Subjects key priorities</a>	6
<a href="#">Effectiveness of Leadership &amp; Management</a>	7
<a href="#">Quality of Teaching, Learning and Assessment</a>	8
<a href="#">Personal Development, Behaviour &amp; Welfare</a>	9
<a href="#">Outcomes for Pupils</a>	10
<a href="#">Effectiveness of the Early Years</a>	11
<a href="#">Other Aspects &amp; Resources</a>	12
<a href="#">Continuous Professional Development</a>	13
<a href="#">Budget Spend</a>	14

## School Improvement Planning

### AN OVERVIEW OF SCHOOL DEVELOPMENT PLANS FOR YEARS 2016-17

Copy to all governors and staff – displayed on all classroom notice boards.

1. Leadership & Management	2. Quality of Teaching	3. Behaviour, Safety & Welfare	4. Outcomes for children	5. EYFS
<p><b>Focused Priorities</b></p> <ul style="list-style-type: none"> <li>To lead school through a successful Ofsted inspection</li> <li>To attain the Governor Mark</li> <li>Further develop a culture of 'Learning without Limits'</li> <li>Develop international school status. With the support of a local school we will enhance work and status already achieved to go towards accreditation.</li> <li>Further develop work with LA &amp; TSA network to support other settings</li> </ul> <p><b>Background Priorities</b></p> <ul style="list-style-type: none"> <li>To organise, monitor and evaluate the impact of flexible directed support for our DSEN children</li> <li>To further develop wider aspect of the PE curriculum</li> <li>Further develop outdoor learning (Reading area, ECO, Forest School)</li> </ul> <p><b>CPD</b> SLT team given and asked to read 'Assessment &amp; Learning without Limits' by Dame Alison Peacock. Discuss during the Autumn term.</p> <p>HT to look into possible Ofsted training Summer 2017 – depending on schools Ofsted outcome.</p>	<p><b>Focused Priorities</b></p> <ol style="list-style-type: none"> <li>To further develop children's handwriting style. To achieve greater depth, children need a fluent cursive style.</li> <li>Continue to further develop all aspects of reading – guided, comprehension, pleasure, PEEP time</li> <li>Further develop the standard of teacher assessment by evidence collating in preparation for whole school moderation.</li> <li>To further develop accuracy rates in spelling across the whole school. Support children with the spelling rules and ensure skills are transferred into their independent writing across the curriculum.</li> </ol> <p><b>Background Priority</b></p> <ol style="list-style-type: none"> <li>To further develop the teaching, tracking and importance of Timetables.</li> <li>Plan 3<sup>rd</sup> year cycle of the new framework</li> </ol> <p><b>CPD</b> All teachers given 'The Write Stuff' by Jane Considine – throughout the year we will be working on developing elements of this to impact on writing within school.</p>	<p><b>Focused Priorities</b></p> <ol style="list-style-type: none"> <li>Continue to provide quality nurture provision</li> <li>Continue to enhance working with parents – safeguarding, healthy living, TOTs, vulnerable families</li> <li>Further support vulnerable cohort 2017 – attitudes to learning, self-esteem. Small teaching groups from September 2016</li> </ol>	<p><b>Reading data led priorities</b></p> <ol style="list-style-type: none"> <li>Further improve the attainment of cohort 2017.</li> <li>Ensure slightly more boys and PP children to attain above ARE expectations in reading.</li> <li>Narrow the slight gender gap in cohorts 2020 &amp; 2019</li> <li>Monitor SEND children in cohorts 2021 &amp; 2019 further interventions so that they make slightly more progress.</li> <li>Monitor 1 mobility child's attendance in cohort 2021 this needs to improve so that it will have an impact on their progress.</li> <li>Further improve provision for AMA children within cohort 2017 ensuring they make more than sufficient progress in reading.</li> </ol> <p><b>Writing data led priorities:</b></p> <ol style="list-style-type: none"> <li>Improve the attainment of cohort 2017 children in writing</li> <li>Narrow the slight gender gap in cohort 2017 &amp; 2020</li> <li>Narrow the slight gap for cohort 2017 &amp; 2019 PP children.</li> <li>Further support SEND children in cohorts 2021, 2019 &amp; 2017, ensuring they make slightly more progress.</li> <li>Ensure that 1 mobility child's attendance in cohort 2021 improves so that it will have an impact on their progress.</li> </ol> <p><b>Maths data led priorities:</b></p> <ol style="list-style-type: none"> <li>Ensure attainment of cohort 2018 &amp; 2017 in Maths improves further with the implementation of the new Singapore approach.</li> <li>Narrow the gender gap in cohort 2017 further.</li> <li>Support SEND children in cohort 2021 to make slightly more progress.</li> <li>Support children in cohort 2017 to achieve above ARE in maths.</li> </ol>	<p><b>Focus priorities</b></p> <ol style="list-style-type: none"> <li>Further planning for 30hrs funding entitlement September 2017</li> <li>Further development of 2-year-old provision</li> </ol> <p><b>Background priority</b></p> <ol style="list-style-type: none"> <li>To further develop PSED, Managing Feeling and behaviour throughout the Foundation stage</li> </ol>

<p><b>1. Leadership &amp; Management</b> Current situation as at July 2016</p> <p><b>1a.</b> Last Ofsted Nov 2011  <b>1b.</b> An effective governing body, now prepared to work towards the mark.  <b>1c.</b> Inspired by the impact the Singapore approach on LA &amp; SEND children... can we affect other areas of learning in this way?  <b>1d.</b> New venture -International schools to further strengthen cultural development  <b>1e.</b> Strategic partner to St Helens One, relaunch. LA moderators DH (lead) &amp; CT.  <b>1f.</b> Support timetabled across classes instead of being assigned to 1 class.  <b>1g.</b> further inspire new sports and interests for teachers and children.  <b>1h.</b> Reading area developed over the summer 2016, Eco &amp; Forest relaunch needed.</p>	<p><b>2. Quality of Teaching</b> Current situation as at July 2016</p> <p><b>2a.</b> Handwriting has improved but is not yet consistent across school.  <b>2b.</b> Children often find comprehension difficult. 2016 test outcomes 74% ARE. 2017 cohort need support with stamina and technique.  <b>2c.</b> Strong outstanding TA evidence in Y2 – good practice to be shared.  <b>2d.</b> We feel that poor spelling can often hinder our children reaching ARE.  <b>2e.</b> Timetable scores tracked but not targeted and feedback.  <b>2f.</b> Begin a 1-year cycle for most subjects to avoid gaps in learning - New aspect in geography, history, science need reorganizing and planning.</p>	<p><b>3. Behaviour, Safety &amp; Welfare</b> Current situation as at July 2016</p> <p><b>3a.</b> Nurture flexible offer for vulnerable children  <b>3b.</b> TOTs and parents in every Wednesday. Safeguarding team (DH, CT, AB, CM &amp; DHO)  <b>3c.</b> Cohort 2017 low attainment, poor attitude of some children affecting the class. Some children find large class difficult.</p>	<p><b>4. Outcomes for children</b> Current situation as at July 2016</p> <p><b>READING HEADLINES</b></p> <ul style="list-style-type: none"> <li>✓ Across the whole school the very large majority (81%) of children attain ARE in reading.</li> <li>✓ For all groups within reading the overwhelming majority of them have made more than sufficient progress. (5.9)</li> <li>✓ Y1, KS1 and KS2 statutory result have been very pleasing, early indicating suggest they are all above local and national averages.</li> <li>✓ Whole school gender gap has successfully closed and boys are now reading as well as girls, within ARE.</li> <li>✓ Mastery of reading is evident within the data as well as in the curriculum/work scrutiny.</li> </ul> <p><b>EVEN BETTER IF...</b></p> <ul style="list-style-type: none"> <li>➢ The attainment of the current Y5 children in reading improves further ensuring the upper KS2 attainment doesn't dip further.</li> <li>➢ More boys and PP children to attain <u>above</u> ARE expectations in reading.</li> <li>➢ The slight gender gap in Y2 &amp; Y3 is narrowed.</li> <li>➢ SEND children in our current Y1 &amp; Y3 make slightly more progress.</li> <li>➢ 1 mobility child's attendance in the current Y1 improves so that it will have an impact on their progress.</li> <li>➢ AMA children within the current Y5 make more than sufficient progress in reading.</li> </ul> <p><b>WRITING HEADLINES</b></p> <ul style="list-style-type: none"> <li>✓ Across the whole school the large majority (72%) of children attain ARE in writing.</li> <li>✓ For all groups within writing the overwhelming majority of them have made more than sufficient progress (5.6).</li> <li>✓ KS1 and KS2 statutory TA result have been very pleasing, early indicating suggest they are all above local and national averages. KS1 has been moderated by the Local Authority and commented on as exemplary practice.</li> <li>✓ Y6 gender gap has successfully closed and boys are now writing as well as girls, within ARE.</li> <li>✓ Y2, Y4 &amp; Y6 SEND children have made excellent progress due to rigorous interventions and filling gaps work which takes place on a daily basis.</li> </ul> <p><b>EVEN BETTER IF...</b></p> <ul style="list-style-type: none"> <li>➢ The attainment of the current Y5 children in writing improves further.</li> <li>➢ Y5 &amp; Y2 boys narrow the gap in writing</li> <li>➢ Y5 &amp; Y3 PP children narrow the gap in writing</li> <li>➢ SEND children in our current Y1, Y3 &amp; Y5 make slightly more progress.</li> <li>➢ 1 mobility child's attendance in the current Y1 improves so that it will have an impact on their progress.</li> </ul> <p><b>MATHS HEADLINES</b></p> <ul style="list-style-type: none"> <li>✓ Across the whole school the large majority (78%) of children attain ARE in Maths.</li> <li>✓ Significantly more children in Y1 and Y3 are achieving above ARE (over 30%)</li> <li>✓ Singapore math's has had a significant impact on attainment and progress on those classes that have implemented it from September 2015.</li> <li>✓ For all groups within Maths the overwhelming majority of them have made more than sufficient progress. (5.7)</li> <li>✓ Y1, KS1 and KS2 statutory result have been very pleasing, early indicating suggest they are all significantly above local and national averages.</li> <li>✓ Mastery of Maths is evident within the data as well as in the curriculum/work scrutiny.</li> </ul> <p><b>EVEN BETTER IF...</b></p> <ul style="list-style-type: none"> <li>➢ The attainment of the current Y4 &amp; Y5 children in Maths improves further with the implementation of the new approach.</li> <li>➢ The gender gap in the current Y5 class is narrowed.</li> <li>➢ SEND children in our current Y1 &amp; Y6 make slightly more progress.</li> <li>➢ More children in the current Y5 class achieve above ARE in maths</li> </ul>	<p><b>5. EYFS</b> Current situation as at July 2016</p> <p><b>5a.</b> 59 children will begin Nursery in 2016 – 31 more than 2015. In 2017 a new gov. initiative of 30hrs may mean we need to reduce intake to accommodate this unless we increase floor space.  <b>5b.</b> We currently have 3 2-year-olds and would like to increase this provision  <b>5c.</b> PSED, Managing Feeling and the behaviour elements of the development matters framework is low on entry.</p>
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<p><b>1. Leadership &amp; Management</b> <b>Desired outcomes by July 2017</b></p> <ul style="list-style-type: none"> <li>✓ Outstanding Ofsted judgement</li> <li>✓ Governor Mark achieved within approx. 18 months (by Feb 2018)</li> <li>✓ Leaders challenged to think about ability groupings and learning – possible research project spring/summer 2017.</li> <li>✓ International school sponsorship and support gained from St Austins, St Helens. TLR3 to lead</li> <li>✓ HT work with LA and TSA strengthened further.</li> <li>✓ SEND support timetabled, tracked and impact evaluated</li> <li>✓ Sport offer is widened – teacher’s confidence in PE raised further.</li> <li>✓ New reading area in timetabled and encourages children to ‘Read without Limits’.</li> <li>✓ More learning is taken outside of the classroom.</li> </ul>	<p><b>2. Quality of Teaching</b> <b>Desired outcomes by July 2017</b></p> <ul style="list-style-type: none"> <li>✓ Cursive handwriting constant throughout school.</li> <li>✓ Confidence and attainment scores further improves in comprehension.</li> <li>✓ TA evidence can be tracked and backs up assessments</li> <li>✓ Spelling rates improve further.</li> <li>✓ Times-tables improve further.</li> <li>✓ New cycle planned, assessed and implemented</li> </ul>	<p><b>3. Behaviour, Safety &amp; Welfare</b> <b>Desired outcomes by July 2017</b></p> <ul style="list-style-type: none"> <li>✓ Nurture provision continues to be flexible and supportive of our most vulnerable children – enabling them to attain and progress.</li> <li>✓ Parents meetings moved to a Friday am and developed even further.</li> <li>✓ Cohort 2017 improve learning behaviour and reach potential in 2017 SATS Target Reading – 70% Writing – 70% Maths – 87%</li> </ul>	<p><b>4. Outcomes for children</b> <b>Desired outcomes by July 2017</b></p> <ul style="list-style-type: none"> <li>✓ Attainment is continually improved on in all core areas – Target 85% for whole school averages</li> <li>✓ Progress is consistently excellent and in-line with 2016 – at least 5 steps on average</li> <li>✓ More children reach ARE esp. in reading Y2 &amp; Y6 SATs (in 2017 at least in-line) and future years</li> <li>✓ Whole school gaps narrowed even further</li> </ul>	<p><b>5. EYFS</b> <b>Desired outcomes by July 2017</b></p> <ul style="list-style-type: none"> <li>✓ Nursery will have adequate space to offer 30hrs FEEE entitlement</li> <li>✓ 8 2-year-old places will be available</li> <li>✓ Further evidence of improved PSED, Managing Feeling and the behaviour elements of the development matters framework</li> </ul>
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## Annual Cycle Plan for SLT, TLR's, Subject Leaders – an overview 2016 - 2017

Main responsibilities and tasks	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Learning Walks / Checkups! / 'Drop ins' / Governors visiting	Behaviour & Safety				Curriculum Focus				Assessment & Learning		
Safeguarding Reviews with governors											
Governor Meetings	Strategic Development Committee		Finance, People & Premises Committee	Full Governors	Strategic Development Committee	Finance, People & Premises Committee	Full Governors	Finance, People & Premises Committee	Strategic Development Committee		Full Governors
SLT lead - Moderation & Monitoring of Planning & Books		Planning	Books		Planning		Books	Planning		Books	
Gathering the Views of pupils and parents and their learning	School Council	Reading	Questionnaires			Questionnaires	School Council		Reading	School Council	Questionnaires
Pupil Progress Meetings Monitoring intervention programs - SEND - Significant and vulnerable groups	Target setting		Data 1			Data 2				Data 3	Transition meetings
Teacher & Support staff Appraisals - Lesson observations & Reviews	Review & set targets		Observations		Observations		Review progress	Observations			
Other Monitoring – Subject Leaders meetings											
CPD/Support/Staff INSET Coaching and mentoring External course attendance	INSET 1 – 01/09/16 SIP - Standards - SEN INSET 2 – 02/09/16 Environment	INSET 3 – 21/10/16 Curriculum		INSET 4 - Twilights Report Writing							INSET 5 – 21/07/16 Environment
Extended Leadership / SIP activities (SLT meet bi-weekly)	EX-SLT DAY		SIP Visit EX-SLT Afternoon		EX-SLT DAY		SIP Visit EX-SLT Afternoon	EX-SLT DAY Heads Conference		SIP Visit EX-SLT Afternoon	
Schools Direct Students	Jessica Wareing Y5 Craig Holcroft Y2	Jessica Wareing Y5 Craig Holcroft Y2			Sophie Golding Y5 Mark Hardy Y2			Jessica Wareing Y5 Craig Holcroft Y2			
Edge Hill Students	N & YR (PGCE) Y1 & Y2 (UGPED3)	N & YR (PGCE) Y3 & Y4 (UGPED2) Y1 & Y2 (UGPED3)	Y3 & Y4 (UGPED2) Y1 & Y2 (UGPED3)	N & YR (UG3) Y1 & Y6 (UG1) Y3 & Y4 (UGPED2) Y1 & Y2 (UGPED3)	N & YR (UG3) Y1 & Y6 (UG1) Y3 & Y4 (UGPED2) Y1 & Y2 (UGPED3)	N & YR (UG3) Y1 & Y6 (UG1) Y3 & Y4 (UGPED2) Y1 & Y2 (UGPED3)	N & YR (UG3) Y4 (PGCE) Y3 & Y4 (UGPED2) Y1 & Y2 (UGPED3)	N & YR (UG3) Y1 & Y6 (UG2) Y4 (PGCE) Y5,6,1 & 2 (UGPED1)	Y1 & Y6 (UG2) Y4 (PGCE)	Y1 & Y6 (UG2) Y4 (PGCE)	Y1 & Y6 (UG2) Y4 (PGCE)
Reports and or returns for HT, SLT, Governors, Parents		Behaviour Report to parents		HT Report			HT Report				HT Report Governors Report to Parents
School Events & Assemblies	YR Phonics for parents Year ahead meetings	Y3/4 Harvest Assembly Maths workshops for parents	Y5/6 Remembrance Assembly Parents Evening	EYFS / KS1 Christmas KS2 X Factor Toy Fayre	YR Chinese New Year Assembly EYFS Messy Maths for parents	Y1 Phonics for parents Parents Evening English workshops for parents	Y1/2 Easter Assembly LADIES that LUNCH	Y4 PGL Parents SATs meetings OPEN DOOR DAY	SATs	Phonics Y6 Leavers LEGO for LADS Summer Fate	Reports Y6 PGL Y2 PGL Parents Evening
English & Maths Priority Focus	Standards CPD Governors										
History & Geography Priority Focus			Meet link Governor								
Science Priority Focus		Scientific Enquiry monitoring				Meet link Governor					
Computing Priority Focus						Monitoring & CPD Meet link Governor					
Art & DT Priority Focus				Meet link Governor				Project			
P.E Priority Focus	Planning & CPD							Sports Day Meet link Governor			
Music Priority Focus			CPD								Meet link Governor
MFL Priority Focus	CPD									Meet link Governor	
R.E/P.H.S.E./Citizenship/SMSC	Meet link Governor				Monitoring			Meet link Governor			
Inclusion – SEN, EAL,PP,AMA (all groups)	Meet link Governor				Meet link Governor			Meet link Governor			

SLT – Head, Deputy, Assistant Head; EX-SLT – As SLT plus TLRs; SL – Subject leaders; SENCo – Special Educational Needs Lead/ Inclusion Manager; GB – Governing Body, All – Class Teachers, LSAs/TAs – Learning Support Assistants; Admin – Admin staff; MDS – Midday Supervisors; EWO – Education Welfare Officer; PL/AB – Pastoral Leader

## Curriculum Subjects Key Priorities

<p><b>English (Miss Hitchen/Mrs Threlkeld)</b></p> <ol style="list-style-type: none"> <li>To further develop a structured approach to guided reading – comprehension, PEEP &amp; reciprocal reading in KS2.</li> <li>To further develop children’s handwriting style. To achieve greater depth children, need a fluent cursive style.</li> <li>To further develop accuracy rates in spelling across the whole school. Support children with the spelling rules and ensure skills are transferred into their independent writing across the curriculum.</li> <li>Review English planning to ensure all genres are covered appropriately in both reading and writing.</li> </ol> <p><b>Cohort 2017 English</b> - stamina for writing and reading (2 small teaching groups)</p> <p><b>Cohort 2019 DSEN writing</b> – further rigours intervention needed.</p>	<p><b>Maths (Miss Hitchen/Mrs Holcroft)</b></p> <ol style="list-style-type: none"> <li>To further develop the teaching, tracking and importance of Timetables (in preparation for the new tests being implemented)</li> <li>Further embed the Singapore approach in Y4 (support RQT)</li> <li>To ensure that Singapore maths is continued in Y3 (support NQT)</li> <li>Through further moderation activities ensure that the assessment of maths is accurate.</li> </ol> <p><b>Cohort 2018 Maths</b> - Filling gaps to enable children to tackle unfamiliar problems</p>	<p><b>Science (Mrs Threlkeld)</b></p> <ol style="list-style-type: none"> <li>Develop deeper questioning skills and independent learning by creating investigation boxes.</li> <li>Implement a whole school investigation pro-forma to ensure clear progression of working scientifically</li> <li>Use tracking to identify G&amp;T pupils and those pupils in need of additional support.</li> </ol>
<p><b>History (Mrs Dolman)</b></p> <ol style="list-style-type: none"> <li>The curriculum will be further adapted in light of evaluation of 2015-16 to ensure skills are fully embedded across the curriculum.</li> <li>Further adapt the assessment and whole school tracking of history.</li> </ol>	<p><b>Computing (Miss Kelly)</b></p> <ol style="list-style-type: none"> <li>The Computing curriculum will be adapted in light of the evaluation of units 2015-16.</li> <li>To ensure formative &amp; summative assessment are rigorous and consistent across the school.</li> <li>iPads will be used to enhance teaching and learning across the school.</li> <li>The e-safety policy is to be updated and the 360° e-safety tool used towards the e-safety mark.</li> </ol>	<p><b>Geography (Mrs Dolman)</b></p> <ol style="list-style-type: none"> <li>Develop international school status. With the support of a local school we will enhance work and status already achieved to go towards accreditation.</li> <li>The curriculum will be further adapted in light of evaluation of 2015-16 to ensure skills are fully embedded across the curriculum.</li> <li>Further adapt the assessment and whole school tracking of geography</li> </ol>
<p><b>Modern Foreign Languages (Mrs Fowler)</b></p> <ol style="list-style-type: none"> <li>Continue to embed languages across the curriculum in Key Stage 2.</li> <li>Offer further opportunities for language development.</li> <li>Develop staff confidence and skills in the teaching of MFL to support succession planning.</li> <li>MFL to permeate the wider school community.</li> </ol>	<p><b>Physical Education (Mrs Davies)</b></p> <ol style="list-style-type: none"> <li>To further enhance the assessment and tracking of P.E skills for each child across the school</li> <li>Further enhance participation in inter-school activities.</li> <li>Provide fine motor skills for SEND pupils in P.E.</li> <li>Provide CPD for staff to impact on the delivery of P.E lessons including: inclusion, key skills, games, rules, differentiation.</li> <li>Further increase the participation of PP children in extracurricular activities.</li> </ol>	<p><b>Music (Mrs Abbott)</b></p> <ol style="list-style-type: none"> <li>Enhance provision of Music across the school and adapt where necessary to ensure a broad approach is embedded across the school.</li> <li>Develop staff confidence and skills in the teaching of Music to support succession planning.</li> <li>Further enhance the wider opportunities made available to children with regards to music.</li> </ol>
<p><b>Religious Education (Mrs Sharrocks)</b></p> <ol style="list-style-type: none"> <li>To review the units of work in R.E developing a more creative approach</li> <li>Build a bank of religious visitors to come in to school to support units of work.</li> <li>Encourage educational visits to a range of religious settings</li> <li>Create and monitor an assessment portfolio of evidence for each class</li> </ol>	<p><b>P.H.S.E &amp; SEAL (Mrs Threlkeld)</b></p> <ol style="list-style-type: none"> <li>Create and monitor an assessment portfolio of evidence for each class in PHSE/SEAL (Impact)</li> <li>To develop a more proactive and restorative justice approach to behaviour management.</li> <li>To further develop and monitor SRE provision across KS2</li> </ol>	<p><b>Art &amp; Design/Technology (Miss Daniels)</b></p> <ol style="list-style-type: none"> <li>Implement a greater emphasis on cooking and nutrition within the DT curriculum.</li> <li>Build a bank of art &amp; DT visitors to come in to school to support units of work.</li> <li>Develop a whole school DT week to raise the profile across school.</li> </ol>

## Effectiveness of Leadership & Management 2016 – 2017

### OUTCOMES

We will be exploring further ways of enabling a culture of support leading to a school that believes in 'Learning without Limits' for all adults and children. We will enable opportunities for teachers to reflect upon their own professional needs and seek to work collaboratively with others in order to develop their classroom practice by preparing their own PDP. We will provide increased opportunities for teaching staff to read, research, try things out and feed back to others. We will increasingly be engaging with the wider education community and St Helens ONE teaching school in order to gain and deliver relevant CPD opportunities and collaborative experiences for teachers.

### Key Questions for Leadership Team

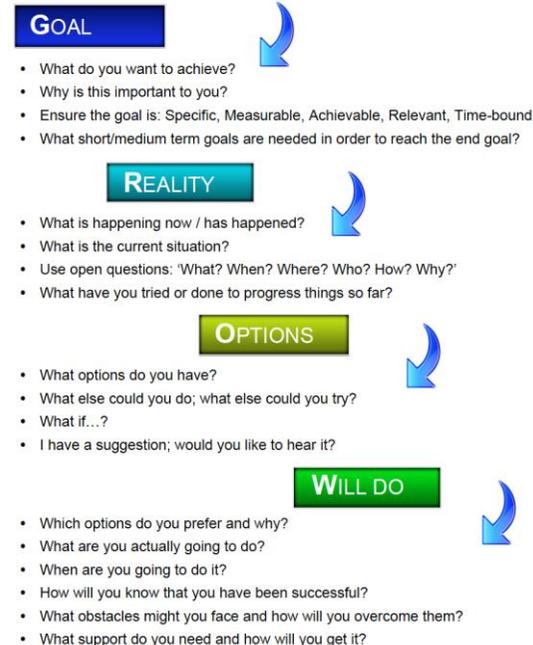
How can we support teachers to be even more "learning based" so that they are guided by research and try new things that bring about impact for our children?

How can we develop the infra structure for staff to meet, discuss, learn from each other, plan staff meeting inputs and take forward actions across the school?

How can we secure the best possible professional development through monitoring, performance management and lesson observation?

How can we develop the CPD opportunities presented by greater engagement with the wider educational environment, Networks and teaching schools?

"Coaching is unlocking a person's potential to maximise their performance; helping them to learn rather than teaching them."  
- Sir John Whitmore



Target	Actions	Timescale	Resources and Finance	Lead	Success Criteria (ongoing monitoring of impact by GB & SLT)
To lead school through a successful Ofsted inspection	<ul style="list-style-type: none"> <li>• Ensure staff are aware of the framework and expectations</li> <li>• SLT to support staff to achieve before and during inspection – empower, coach and mentor, be visible, be consultative in decision making.</li> </ul>	Aut 2016	DH – staff meetings  SLT – vision and ethos	DH	<ul style="list-style-type: none"> <li>• Outstanding Ofsted judgement</li> <li>• Confident staff able to demonstrate our pedagogy of enabling all learners through an inspirational curriculum.</li> </ul>
Further develop a culture of 'Learning without Limits'	<ul style="list-style-type: none"> <li>• SLT team given and asked to read 'Assessment &amp; Learning without Limits' by Dame Alison Peacock. Discuss during the Autumn term and devise an action plan of implementation if needed.</li> <li>• Organise, monitor and evaluate the impact of flexible directed support for our DSEN children</li> <li>• Further develop outdoor learning – Outdoor Reading area - develop a learning area that would encourage reading for pleasure ECO – continue to work toward further accreditation Forest School – continue to encourage a curriculum that features out door learning (forest school)</li> </ul>	Aut 2016  Aut 2016  Aut 2016  Spr 2017	'Assessment & Learning without Limits' by Dame Alison Peacock £75  SENCO time and 4x TAs within budget for 12 months  Reading area - £6000 (PTFA support)	DH  CM CT  AB/HS	<ul style="list-style-type: none"> <li>• Leaders challenged to think about ability groupings and learning – possible research project spring/summer 2017.</li> <li>• SEND support timetabled, tracked and impact evaluated</li> <li>• New reading area in timetabled and encourages children to 'Read without Limits'.</li> <li>• More learning is taken outside of the classroom.</li> </ul>

<p><b>Increase the opportunities for, using class visits &amp; lesson evaluations for professional growth and sharing good practice.</b></p>	<ul style="list-style-type: none"> <li>Consider a more flexible model for class visits.</li> <li>Increase staff skills in feeding back from class visits using the GROW coaching model.</li> <li>Increase opportunities for joint and triad class visits with staff working alongside SLT.</li> <li>Encourage teachers to videoing/record their teaching to inform PDP and PM process</li> <li>SLT to increase time working alongside teachers in classrooms.</li> </ul>	<p>Aut 2016  Spr 2016  Aut 2016</p>	<p>SLT &amp; Staff time</p>	<p>DH</p>	<ul style="list-style-type: none"> <li>Further evidence of an emerging culture of support and development.</li> <li>Positive examples of increased staff engagement in their personal development of their teaching.</li> </ul>
<p><b>Increase opportunities for teaching staff to read, research, try things out in their classrooms and feed back to others in staff meetings.</b></p>	<ul style="list-style-type: none"> <li>Increase access to reading, research, blogs You tube clips – i.e. Staff read group, blog share, Staffroom TES.</li> <li>Increase sharing good practice. i.e. during staff meetings.</li> <li>Actively encourage more staff to contribute to staff meetings as impact team members and subject leaders and build confidence that all can bring something useful regardless of experience.</li> <li>Provide more occasions when staff meetings can be practical and be a showcase for developing skills and techniques in different curriculum areas.</li> </ul>	<p>Aut 2016  Spr 2017  Spr 2017</p>	<p>Subscriptions to TES £99 Staff shout out display Staff reads &amp; shelf £100 Staff meeting time</p>	<p>DH</p>	<ul style="list-style-type: none"> <li>Evidence that staff take increasing responsibility for their own professional development with support and challenge from all levels.</li> </ul>
<p><b>Further strengthen subject, project and TLR leadership e.g. TLR3, TSA, Network</b></p>	<ul style="list-style-type: none"> <li>DH support SH in leading a large Y6 team of 4 – strengthen attainment of cohort 2017</li> <li>CT support AK in developing a mentoring role with Schools direct students</li> <li>DH support JJ in developing international school status. With the support of a local school we will enhance work and status already achieved to go towards accreditation.</li> <li>CT support ED to further develop wider aspect of the PE curriculum</li> </ul>	<p>2016-17 ongoing</p>	<p>TLR, Additional staff - within budget for 12 months CPD £500  TLR3 £1000  Ongoing TLR</p>	<p>DH/SH (TLR)  CT/AK (CPD)  DH/JJ (TLR3)</p>	<ul style="list-style-type: none"> <li>Effective leadership of the team will lead to improved behaviour for learning and attainment for cohort 2017</li> <li>Extra mentor to deliver effective mentoring for all students</li> <li>International school sponsorship and support gained from St Austins, St Helens. TLR3 to lead</li> <li>Sport offer is widened – teacher’s confidence in PE raised further.</li> </ul>
<p><b>Further develop Governance</b></p>	<ul style="list-style-type: none"> <li>To begin working on the Governor Mark</li> <li>Develop a network with another GB</li> </ul>	<p>Aut 2016 working party</p>	<p>Registration £800</p>	<p>Chair/Vice Chair GB</p>	<ul style="list-style-type: none"> <li>Governor Mark achieved within approx. 18 months (by Feb 2018)</li> <li>Improve knowledge so that more challenge can take place</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> <li>Further develop work with LA &amp; TSA network to support other settings</li> <li>HT to look into possible Ofsted training Summer 2017 – depending on schools Ofsted outcome.</li> </ul>	<p>2016 - 17</p>	<p>Training costs covered by TSA Mentoring costs covered by LA</p>	<p>DH</p>	<ul style="list-style-type: none"> <li>Positive examples of how engagement with the wider educational environment, Networks and teaching schools has increased teacher’s capacity.</li> <li>Head &amp; Deputy to continue being moderators for the Local Authority</li> </ul>

## Quality of Teaching, Learning and Assessment 2016 – 2017

Target	Actions	Timescale	Resources and Finance	Lead	Success Criteria (ongoing monitoring of impact by GB & SLT)
Further develop the standard of teacher assessment	<ul style="list-style-type: none"> <li>Refine evidence collating in preparation for whole school moderation.</li> <li>Further develop moderation both internal and external linked to the new expectations.</li> </ul>	Ongoing throughout the year	Inset 02/09/16 Staff meeting times	DH/CM DH	<ul style="list-style-type: none"> <li>Further increased Teachers and SLT confident in assessment</li> <li>TA evidence can be tracked and backs up assessments</li> </ul>
Continue to further develop all aspects of reading	<ul style="list-style-type: none"> <li>Timetable staff to support quantity Guided Reading Time from Y2 to Y6</li> <li>Purchase further Guided reading material for KS2</li> <li>Purchase further Comprehension texts for KS2</li> <li>Develop an outdoor reading area and timetable the library to promote the pleasure of reading</li> <li>Introduce PEEP time – Point-Evidence-Explanation-Practice</li> </ul>	Aut 2016 Sum 2016 Sum 2016 Aut 2016	Inset 01/09/16 £2000 £600 £6000 PTFA support	CT/SH CT/SH DH/CT CT	<ul style="list-style-type: none"> <li>Smooth organisation of staffing for guided reading</li> <li>Confidence and attainment scores further improves in comprehension.</li> <li>Children enjoy reading and learning in the new outdoor area.</li> </ul>
Develop consistent writing skills to raise achievement in writing.	<ul style="list-style-type: none"> <li>Further develop children's handwriting style, to achieve greater depth, children need a fluent cursive style.</li> <li>Further develop accuracy rates in spelling across the whole school. Support children with the spelling rules and ensure skills are transferred into their independent writing across the curriculum.</li> <li>All teachers given 'The Write Stuff' by Jane Consadine – throughout the year we will be working on developing elements of this to further impact on writing within school. Discuss Aut 2016 – devise an action plan to implement.</li> </ul>	Aut 2016 Aut 2016 & continued Summer read 2016	Inset 01/09/16 £400	DH/CT SH DH	<ul style="list-style-type: none"> <li>Cursive handwriting constant throughout school.</li> <li>Staff are confident in the best approach to develop pupils' writing skills, according to pupils' level of ability.</li> <li>Staff are skilled in assessing pupil needs &amp; using appropriate approach to support writing development</li> <li>Spelling rates improve even further</li> <li>Staff will reflect on the writing process and begin to further develop the approach and tools to be able to improve further</li> </ul>
Continue to develop mathematics	<ul style="list-style-type: none"> <li>Continue to support staff who received Singapore training during spring/summer term (ZD &amp; PS)</li> <li>Further develop the teaching, tracking and importance of Timetables as a basic skill.</li> </ul>	Aut 2016 2016-17	Co-coaching and mentor time £1000 Staff meeting time	CM/AK/CT SH	<ul style="list-style-type: none"> <li>Confidence in delivering increases</li> <li>Times-tables improve further.</li> </ul>
Continue to develop an inspirational curriculum	<ul style="list-style-type: none"> <li>Plan 3rd year cycle of the new framework – moving towards single year in history, geography and science.</li> <li>Other curriculum area plans aim to deliver inspirational opportunities for all children (details on individual plans)</li> </ul>	Aut 2016 Throughout 2016-17	Staff meeting time Various curriculum budgets £5000	JJ/CT All relevant staff & teams	<ul style="list-style-type: none"> <li>New cycle planned, assessed and implemented</li> <li>Continued importance in all areas of the curriculum ensuring 'no narrowing' of the extended curriculum.</li> </ul>

## Personal Development, Behaviour & Welfare 2016 – 2017

Target	Actions	Timescale	Resources and Finance	Lead	Success Criteria (ongoing monitoring of impact by GB & SLT)
Continue to provide quality nurture and pastoral provision	<ul style="list-style-type: none"> <li>Further support vulnerable cohort 2017 (40%FSM) – attitudes to learning, self-esteem. Small teaching groups from September 2016</li> <li>Continue to identify vulnerable (&amp;PP) children time table and plan provision/support flexibly.</li> <li>Continue to enhance working with parents – safeguarding, healthy living, TOTs, vulnerable families</li> <li>Further develop the role of the pastoral lead ensuring time and importance of listening &amp; talking to children, monitoring behaviour and supporting classes with PSHCE.</li> </ul>	Ongoing 2016-17	P/T teacher (am) <b>£13,003 (-on costs)</b> TA (12-month contract) <b>£10,111 (-on costs)</b> AB salary <b>£16,322 (-on costs)</b> ½ TH salary <b>£5,055 (-on costs)</b>	DH  AB/CM  AB	<ul style="list-style-type: none"> <li>Cohort 2017 improve learning behaviour and reach potential in 2017 SATS Minimum Target (FFT): Reading – 76% Writing – 84% Maths – 80% GPS – 79%</li> <li>Nurture provision continues to be flexible and supportive of our most vulnerable children – enabling them to attain and progress.</li> <li>Parents meetings moved to a Friday am and developed even further.</li> <li>Pastoral lead will have an overview of behavior and PSHCE needs across school.</li> </ul>
Continue to enhance lunchtimes	<ul style="list-style-type: none"> <li>DHT to continue &amp; monitor:               <ul style="list-style-type: none"> <li>✓ Lunch time timetabling</li> <li>✓ Induction of new MDS</li> <li>✓ Regular meetings with MDS</li> <li>✓ Leadership lunchtimes - DHT</li> <li>✓ Training – behaviour management for MDS</li> </ul> </li> <li>Improving quality of experience for all children through improved food, communication with the kitchen and service provider, ordering system, organisation both inside and out.</li> </ul>	AUT 16 Ongoing	DHT time MDS meeting time (+1 hour OT each term)	CT	<ul style="list-style-type: none"> <li>Improved quality of experience for all children at lunch time both inside and out.</li> <li>Children will be able choose their lunch before dinner</li> <li>MDSs will be able to deal more effectively with playground behaviour and communicate this more effectively to other staff</li> </ul>
Continue to involve the School Council in developing pupil voice	<ul style="list-style-type: none"> <li>Voting to commence from the first week in the Autumn term</li> <li>School council and Y6 to help formulate 'debate circles' with the whole school</li> <li>Continue to explore Growth mindset both in the class room and during assemblies</li> </ul>	Aut 16 ongoing	DHT & AB time	DHT	<ul style="list-style-type: none"> <li>School community will learn to listen and debate with mixed audiences</li> <li>Confidence in debating will increase</li> <li>Children will feel more listened to</li> <li>School community will continue to adopt a growth mind set – empowering learning.</li> </ul>
Further develop attendance	<ul style="list-style-type: none"> <li>Attendance prominently displayed on class room doors and celebrated during assemblies</li> <li>Continue to be responsive to absence first day response, meetings– EWO, AB, CL</li> <li>Continue to monitor DSEN attendance – identifying barriers and how to overcome them.</li> </ul>	Aut 2016 ongoing	EWO <b>£3500</b> AB time - flexible CL time - daily	DH	<ul style="list-style-type: none"> <li>Attendance will continue to improve – school target to reach over 97%</li> </ul>
DSEN	<ul style="list-style-type: none"> <li>Staff to be organised to focus on interventions across 2 classes – monitored and tracked by SENCo</li> </ul>	AUT 16	SEN Budget	CM	<ul style="list-style-type: none"> <li>DSEN children will access quality interventions</li> <li>Staff will be focused on 'no time lost'</li> </ul>

## Outcomes for Pupils 2016 – 2017

Target	Actions	Timescale	Resources and Finance	Lead	Success Criteria (ongoing monitoring of impact by GB & SLT)
<p><b>Reading data led priorities:</b></p> <ul style="list-style-type: none"> <li>Further improve the attainment of cohort 2017.</li> <li>Ensure slightly more boys and PP children to attain above ARE expectations in reading.</li> <li>Narrow the slight gender gap in cohorts 2020 &amp; 2019</li> <li>Monitor SEND children in cohorts 2021 &amp; 2019 further interventions so that they make slightly more progress.</li> <li>Monitor 1 mobility child's attendance in cohort 2021 this needs to improve so that it will have an impact on their progress.</li> <li>Further improve provision for AMA children within cohort 2017 ensuring they make more than sufficient progress in reading.</li> </ul>	<ul style="list-style-type: none"> <li>Increase staffing (Teacher &amp; TA) to enable 2 small teaching groups for am sessions.</li> <li>Target children with additional reads</li> <li>Teachers in Y3 &amp; Y4 to monitor the gap and adjust planning.</li> <li>SENCo to monitor and timetable interventions for Y4 &amp; Y2 SEND children.</li> <li>Pastoral Leader to monitor attendance and continue family support. Y2 teacher to ensure filling gaps work is carried out</li> <li>DHT to monitor AMA children in Y6. Y6 substantive teacher to accommodate for AMA children ensuring they make progress</li> <li>Outdoor learning area</li> </ul>	Beginning AUT 16 and continuing through out academic year	<p>KS2 guided reading material <b>£2000</b></p> <p>Outdoor reading area <b>£6000</b></p> <p>Guided reading organisation – staff time</p>	<p>DH/CT &amp; SH/SA</p> <p>All</p> <p>CM</p> <p>AB</p> <p>CT</p>	<ul style="list-style-type: none"> <li>Attainment is continually improved on in all core areas – Target 85% for whole school averages</li> <li>Progress is consistently excellent and in-line with 2016 – at least 5 steps on average</li> <li>More children reach ARE esp. in reading Y2 &amp; Y6 SATs (in 2017 at least in-line) and future years</li> <li>Whole school gaps narrowed even further</li> </ul>
<p><b>Writing data led priorities:</b></p> <ul style="list-style-type: none"> <li>Improve the attainment of cohort 2017 children in writing</li> <li>Narrow the slight gender gap in cohort 2017 &amp; 2020</li> <li>Narrow the slight gap for cohort 2017 &amp; 2019 PP children.</li> <li>Further support SEND children in cohorts 2021, 2019 &amp; 2017, ensuring they make slightly more progress.</li> <li>Ensure that 1 mobility child's attendance in cohort 2021 improves so that it will have an impact on their progress.</li> </ul>	<ul style="list-style-type: none"> <li>Increase staffing (Teacher &amp; TA) to enable 2 small teaching groups for am sessions.</li> <li>Encourage teacher to plan more 'boy friendly sessions' including outdoor learning</li> <li>Ensure all staff know how needs targeting – data and class action plans</li> <li>SENCo to monitor SEND writing and offer support to interventions</li> <li>Guided writing session timetables once a week in all classes</li> <li>Explore further developments in writing provision – importance, handwriting, planning, assessment</li> </ul>	Beginning AUT 16 and continuing through out academic year	<p>'The Write Stuff' <b>£500</b></p> <p>Inset time and staff meetings</p>	<p>D/CT &amp; SH</p> <p>CM</p> <p>AB</p>	<ul style="list-style-type: none"> <li>Attainment is continually improved on in all core areas – Target 85% for whole school averages</li> <li>Progress is consistently excellent and in-line with 2016 – at least 5 steps on average</li> <li>More children reach ARE esp. in reading Y2 &amp; Y6 SATs (in 2017 at least in-line) and future years</li> <li>Whole school gaps narrowed even further</li> </ul>
<p><b>Maths data led priorities:</b></p> <ul style="list-style-type: none"> <li>Ensure attainment of cohort 2018 &amp; 2017 in Maths improves further with the implementation of the new Singapore approach.</li> <li>Narrow the gender gap in cohort 2017 further.</li> <li>Support SEND children in cohort 2021 to make slightly more progress.</li> <li>Support children in cohort 2017 to achieve above ARE in maths.</li> </ul>	<ul style="list-style-type: none"> <li>Staff are all now trained to take Singapore forward appropriately – gaps identified in cohort 2017 will be planned for by the additional teacher.</li> <li>Small teaching groups will respond to individual needs for cohort 2017</li> <li>Monitor SEND in 2021 further – support interventions</li> <li>Further parent workshops</li> </ul>	Beginning AUT 16 and continuing through out academic year	Singapore materials <b>£3000</b>	<p>DH/SH/SA</p> <p>CM</p> <p>CT</p>	<ul style="list-style-type: none"> <li>Attainment is continually improved on in all core areas – Target 85% for whole school averages</li> <li>Progress is consistently excellent and in-line with 2016 – at least 5 steps on average</li> <li>More children reach ARE esp. in reading Y2 &amp; Y6 SATs (in 2017 at least in-line) and future years</li> <li>Whole school gaps narrowed even further</li> </ul>

## Effectiveness of the Early Years 2016 –2017

Target	Actions	Timescale	Resources and Finance	Lead	Success Criteria (ongoing monitoring of impact by GB & SLT)
<b>Data lead priorities</b>	<ul style="list-style-type: none"> <li>Develop and monitor provision of C&amp;L ensuring Girls gap narrows – floor books to continue, talking and debating opportunities within the provision, talk boost.</li> <li>Continue to monitor all prime areas - Develop the language of growth mindset into learning and behaviour management</li> <li>Boy math's /specific area math's provision, planning for boys Implementation of teaching strategies to engage and motivate boys.</li> <li>To further develop PSED, Managing Feeling and behaviour throughout the Foundation stage - Increase Self-esteem Independence Positive attitudes to learning Resilience</li> </ul>	<p>Ongoing</p> <p>AUT 16</p> <p>AUT 2016</p> <p>SUM 17</p>	<p>ExLT time to monitor</p> <p>EYFS staff meetings and CPD</p> <p>Meeting with other practitioners</p>	ED/CT	<ul style="list-style-type: none"> <li>Further evidence of improved PSED, Managing Feeling and the behaviour elements of the development matters framework</li> <li>The prime areas are important because they lay the foundations for children's success in all other areas of learning and of life: Personal, Social and Emotional Development. Physical Development. Communication and Language</li> </ul>
<b>To further develop the EYFS offer at GV</b>	<p>Focus priorities</p> <p>a) Further planning for 30hrs funding entitlement</p> <ul style="list-style-type: none"> <li>floor space – building developments</li> <li>additional support staff</li> </ul> <p>b) Further development of 2-year-old provision</p> <ul style="list-style-type: none"> <li>floor space needed</li> <li>staffing for 8 children</li> </ul>	September 2017	<p>Budget funding needed from LA and school up to approximately</p> <p><b>£20,000</b></p>	DH/ED/SB/GB	<ul style="list-style-type: none"> <li>Desired outcomes by July 2017</li> <li>Nursery will have adequate space to offer 30hrs FEEE entitlement</li> <li>8 2-year-old places will be available</li> </ul>
<b>Support new staff working within EYFS.</b>	<ul style="list-style-type: none"> <li>Staff have a clear understanding of EYFS policy Staff have a good understanding in all areas of EYFS. Subject knowledge</li> <li>Keyworkers groups to continue for all children especially at morning and home times.</li> <li>Monitor how TAs are being deployed in class TAs to be effective in facilitating children's learning during child initiated. TAs effective in questioning children</li> </ul>	<p>AUT 16</p> <p>SPR 17</p> <p>AUT 16</p>	<p>Additional staff</p> <p><b>£12,000</b></p> <p>Monitoring and meeting time</p>	ED/CT	<ul style="list-style-type: none"> <li>New staff will develop an understanding of EYFS practice and policies</li> <li>Keyworkers ensure communication with families and smooth transitions</li> <li>Extra staffing will allow further interactions within provision</li> <li>TAs will be aware of the focused priorities and contribute to EYFS developments</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.</li> <li>Host EYFS students</li> <li>Deliver training</li> </ul>	Ongoing TSA plan set termly.	ED/CT/DH/JD time	Teaching School Alliance	<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>

## Other Aspects and Resources 2016 – 2017

Target	Actions	Timescale	Resources and Finance	Lead	Success Criteria (ongoing monitoring of impact by GB & SLT)
Support learning in seeking and applying for alternative funding streams.	<ul style="list-style-type: none"> <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 and 30-hour funding</li> </ul>	September 2016	DH/SB/GB	SLT and GB  SLT and GB	<ul style="list-style-type: none"> <li>Enrichment activities are continued /supported by additional grants/funding</li> <li>Nursery extended to take into account 2-year-old and 30-hour agenda.</li> </ul>
Continue to develop the building and environment so that it supports learning	<ul style="list-style-type: none"> <li>Replacement of windows to double glazing</li> <li>External doors – Y2, Y3</li> <li>Increase floor space in the nursery – possibly move heads room</li> <li>Replace carpet in Y6 &amp; Y3</li> <li>Modernise YR, Y2, Y4, Y5 classrooms &amp; Hall – heating &amp; decoration</li> <li>SEN room</li> <li>Extend nursery to create an EYFS base from 2year olds-</li> <li>Develop woodland area for the EYFS</li> <li>Develop outdoor area for the nurture room</li> </ul>	Long term target – 2016-2019	LA/DH/GB/SB	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>
Develop international school status.	<ul style="list-style-type: none"> <li>With the support of a local school we will enhance work and status already achieved to go towards accreditation.</li> </ul>	Long term target – 2016-2019	DH/JJ	DH/GB	<ul style="list-style-type: none"> <li>The school community will benefit for the work towards international school status – exploring cultures, back grounds, the world, religions etc....</li> </ul>

## Continuous Professional Development

Teachers	All staff	Learning Assistants/MDS	Teachers Training Links & Providers	Work Based Training Placements
<ul style="list-style-type: none"> <li>• Challenge Partners</li> <li>• NQT/RQT support</li> <li>• PEEP time</li> <li>• Reading</li> <li>• Writing – ‘The Write Stuff’</li> <li>• Handwriting</li> <li>• Multi-sensory spelling</li> <li>• Evidencing assessment ready for moderation</li> <li>• ‘Assessment for Learning Without Limits’ (SLT)</li> <li>• Ofsted framework</li> <li>• DSEN</li> <li>• Mentoring</li> </ul>	<ul style="list-style-type: none"> <li>• Singapore Maths Y3/Y4/SA</li> <li>• Learning Research Projects – ‘Learning without Limits’</li> <li>• Subject Moderation</li> <li>• NQT/RQT program</li> <li>• Strategic Partnership – TSA</li> <li>• Safeguarding – update &amp; multi-agency training</li> <li>• Leadership – ASH SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour strategies (MDS)</li> <li>• Routes into teaching (AS)</li> <li>• Pastoral support</li> <li>• DSEN</li> <li>• Ofsted</li> <li>• Supporting Reading</li> </ul>	<ul style="list-style-type: none"> <li>• 2 School Direct students in Collaboration with St Helens ONE TSA and Liverpool Hope University</li> <li>• Edge Hill University – teaching students</li> <li>• Strategic Partnership – TSA</li> <li>• Octagons Network</li> <li>• Haydock Heads</li> <li>• Local Authority training</li> <li>• In-house training</li> </ul>	<ul style="list-style-type: none"> <li>• Student placements</li> <li>• Volunteers</li> </ul>
Governors		Parents	Office	Other
<ul style="list-style-type: none"> <li>• Learning walks – Governors</li> <li>• Safeguarding</li> <li>• Ofsted framework</li> <li>• Succession planning</li> <li>• Current education environment – Academies agenda</li> </ul>		<ul style="list-style-type: none"> <li>• Maths workshops</li> <li>• Positive parenting</li> <li>• Multi-sensory spelling</li> <li>• Phonics</li> <li>• Early Reading</li> <li>• Stay and Play – Nursery &amp; Nurture</li> </ul>	<ul style="list-style-type: none"> <li>• SiMs</li> <li>• EWO – Attendance</li> </ul>	<ul style="list-style-type: none"> <li>• HT possible Ofsted training</li> </ul>

## Budget Spend

### STAFFING COSTS

Teachers	501,936	Telephone	1,200		
Clerical	47,747	Purchase of computer equipment (Projector & Bulbs)	2,000	<b>INCOME</b>	
Midday supervisors	17,221	Agilisys	9,655	Nursery Contribution	15,000
LSA	186,080	Leasing (Computers) pay in Advance lease	9,089	Pupil Premium	74,820
		Leasing (IPADS) pay in Advance lease	3,245	PE/Sports Funding	8,795
		General subscriptions (website)	4,000	SDB	868,091
<b>OTHER COSTS</b>		Insurance	2,303	Mentoring	2,000
Training	2,000	Balance of risk insurance	2,333	Schools Direct	4,000
Octagons	300	Promotional Adverts	150	Interest on balances	100
Governor Mark	800	purchasing	325	LTS (in yr) including KS1/KS2 moderation income	TBC
Employers Liability	1,395	Personnel	2,602	Central Contingency/NQT	3600
Planned Works - LA agreed improvements	10,000	Payroll	2,528	Balance Brought Forward	78,760
Planned Works - TBA	5,000	legal	415		
Day to day repairs	10,000	Ins admin	431	<b>TOTAL INCOME</b>	<b>1,055,166</b>
Electricity	8,000	Property Services	1,358		
Gas	8,000	Finance	1,846		
Rents	3	library	2,500		
Rates	10,437	Baths hire	1,748		
Water	7,000	LA School Improvement/EWO Service	3,800		
Furniture & Fittings	5,000	Clerk to GB -central	884		
Cleaning materials	2,100	Music Tuition	1,500		
Trade refuse	2,800	Governor training	718		
Property insurance	3,871	Mat Iv & Public duties	1,716		
Baths transport	1,000	School meals	19,600		
Book Bags	150	Gym Equipment maintenance	184		
Classroom materials (SIP)	17,500	Grounds Imp	573		
School Milk	1,576	LT Supply	4,745		
Adult meals	100	Shared Network	6,734		
Photocopying/Printing	6,000	Caretaking contract w/o sick cover	29,248		
Fees (Sports Coaches/Dance)	3,000	Cleaning contract	9,357		
External Advisor	1,500	Security force	2,083		
External SEN Provision	1,000	Grounds maintenance	3,144		
Sports Fund	8,795				
Educational Visits & FSM	1,000		1,004,059		
CRB	234	<b>Balance Carried Forward</b>	51,107		
Postage	300	<b>TOTAL EXPENDITURE</b>	1,055,166		