

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

1. 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
OUTCOME: LA audit feedback supports school's judgment that safeguarding provision is outstanding. All staff have received appropriate training
2. From September 2015, continue to actively promote equality and diversity, tackling bullying and discrimination
OUTCOME: 99% of families stated that the school works to promote equality of opportunity. There were 4 reported incidents of discrimination all year
3. 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
OUTCOME: 100% families say children enjoy the learning experiences that the school provides: curriculum plans ensure statutory requirements are met
4. 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
OUTCOME: Governor minutes and monitoring visit outcomes demonstrate the FGB's ability to hold the school to account
5. 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
OUTCOME: Re PPG, see outcomes for children. PE funding is closely monitored and documentation of impact is available on the school website (1.6)
6. 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
OUTCOME: School is well-maintained and well-resourced
7. By November 2015, staff and governors' action plans will have been formulated to achieve agreed targets and goals: fostering a high performance culture
OUTCOME: Action plans completed in given time-frame. Governor minutes and monitoring activities evidence action plans and their impact
8. 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
OUTCOME: Class portfolios evidence breadth of SMSC experiences and school council activities evidence the promotion of British Values
9. By July 2016, school leadership judges itself to be "outstanding" with capacity to sustain improvement
OUTCOME: School leadership is outstanding - discussed and evidenced in SIA visits and governing body review (facilitated by an external consultant)

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. 83% girls and 72% boys know the values. Strategic plans have been evaluated by governors and SIA: they are pertinent, if overly- long!	Continue to reiterate, and demonstrate, our values with the whole community via newsletters, assemblies and Learn4Life lessons Alter SDP format to include milestones and hone actions
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	Office staff to support Annual Reviews administration. Appoint new SENCO: adjust roles/responsibilities according to the skills of the successful candidate
1.3	Introduce a 'Stamp Out Bullying' Week in November: inviting members of the community to contribute to plans	Governor monitoring evidences this and final RAG-rated Safeguarding Action Plan is available to view on request. Children are aware of their right to be safe and they are aware of how to secure help. NSPCC feedback: *Yr 5 boys 38% more likely to talk to someone than before - 25% already knew who to talk to *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 *100% families believe that the school provides support so that children can stay safe online *97% families say their child feels safe at school. *In the annual pupil questionnaire, 92% girls/ 95% boys feel safe. Children feel least safe in	Repeat Stamp Out Bullying week. Review systems and proformas for reporting any bullying incidents 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

		<p>a KS2 class where there is a child who is presenting with unpredictable behaviour</p> <p>*Yr 6 children could provide many examples of how the school has supported them to keep themselves safe and healthy</p>	
1.4	<p>Further develop leadership capacity so that</p> <ul style="list-style-type: none"> *Leaders can demonstrate knowledge of strengths and weaknesses in their subjects which inform action plans kept under regular review *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"> *An MRE schedule for Subject leaders is in place to promote consistency in monitoring practices - reviewed by governors in T6 *Reviewed action plans are in place *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 	<ul style="list-style-type: none"> *Align governors with subjects and further develop consistency in number and content of subject governors' visits (amend SDP to reflect intentions) * Redistribute subject leader responsibilities in response to staff changes *To further develop consistency in Subject Leader folders (see governor monitoring report 21.7.2016) *To apply for PE KiteMark, 360 Award (Computing), Silver Healthy School Award (see 3.8) and Trinity Music Awards (see 1.13) *Continue to review systems that promote efficient use of resources *Monitor appraisal process *SLT re-organisation to reflect increased capacity of DHT following loss of teaching responsibility and resignation of English Leader, CoG & SENCo
1.5	<p>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</p>	<ul style="list-style-type: none"> *Through HT reports, governors are aware of the cost of CPD and how many members of staff benefit *Office systems have been established that detail the ongoing impact of training 	<ul style="list-style-type: none"> *Monitor budget against envisaged CPD spend *Review CPD feedback and continue to hone system as necessary
1.6	<p>Further develop best use of the Sports Premium: devising inclusive, sustainable programmes that build capacity. Particularly:</p> <ul style="list-style-type: none"> *Review swimming provision *Respond to children's feedback re provision of alternative sports and attendance at sporting fixtures 	<ul style="list-style-type: none"> *100% families believe that the school supports the children to have a healthy lifestyle *New Scheme of Work has been adopted and is in place. All teachers have been trained in its use 	<ul style="list-style-type: none"> *Audit PE spend and impact given that the budget allocation is going to increase *PE CPD follow-up planned for T2 *Investigate accreditation a Sustrans Silver 'Bike It!' school

	*Seek Kite Mark accreditation	<p>*Newly- launched schemes such as the Golden Mile, Golden Lock and Golden Plimsoll schemes are all popular and well-received</p> <p>*Football Kit purchased</p> <p>*Yr 5/6 team in Going for Goals football final in Chippenham</p> <p>*Children's weight is in line with LA averages in EYFS though children in Yr 6 are overweight in comparison</p> <p>*Attendance has improved so exercise may be making children less susceptible to illness</p> <p>*Yr 6 (qualitative) exit questionnaire indicates that Year 6 children particularly enjoyed additional swimming lessons</p>	*Audit provision to address children's feedback; 21% would like more sport and 15% more play equipment
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	<p>*See 1.3</p> <p>*Linked governor to conference with school council on 25.1 demonstrated the children's awareness of how to stay safe.</p> <p>*School-led "Stay Safe" day was very well-received (see Yr 6 exit results)</p>	<p>Seek accreditation with PSHE Silver Award</p> <p>Repeat safety and Stay Safe events</p> <p>Participate in similar NSPCC projects if appropriate</p>
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	<p>Deliver training for all new staff</p> <p>Maintain reporting system</p> <p>Continue to repeat key messages</p>
1.10	EYFS: Introduce the Early Excellence Baseline trial (EExBA): a principled approach to on-entry assessment	*Baseline assessments were abandoned by the government.	<p>Maintain ongoing assessment and complete/submit end of year report to DFE</p> <p>School to maintain existing assessment arrangements re Development Matters</p>
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	<p>*Approximately 50% families access, and contribute to their child's Learning Journeys remotely</p> <p>*Amended media consent forms - all returned</p> <p>*New ipads purchased to support evidence gathering</p>	Ensure that all new families know how access Learning Journeys. Develop school facilities so that families can access the journeys in school if they don't have the capacity/resources at home

1.12	<p>Embed our Equality Objective, linking with RE, to:</p> <ul style="list-style-type: none"> *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 	<p>'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></p>	<p>Equality objective, 2016: To address pupil mental health and wellbeing as part of our commitment to preventing mental health difficulties that may start in childhood and have a greater impact in adult life.</p>
1.13	<p>Support the further development of the Arts: renew theatre project and extend scope of Trinity College Arts Award for children</p>	<p>The Arts continue to have high status @ MF:</p> <ul style="list-style-type: none"> *Successfully completed theatre project and Trinity Awards gleaned. Several Yr 6 pupils cited Trinity Awards and participation in plays as being highlights of their school careers *All children have participated in a school production *Year 5 'Singing Together' project was a huge success; <i>"It has been a real joy to work with Manor Fields School on this project and I wish it didn't have to end. Your students have been full of enthusiasm and seem to really have taken the songs to heart which I have found both inspirational and humbling"</i> Louise Jordan, coach 	<p>Continue to participate in Playhouse project and Trinity Awards All Year 3 children to have violin lessons Seek further opportunities to promote the Arts</p>
1.14	<p>Develop the outside learning area for the Resource Base to secure high quality outside learning opportunities and ensure parity in EYFS provision</p>	<p>Project completed</p>	<p>Maintain the area and add resources as necessary</p>
1.15	<p>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).</p>	<p>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></p>	<p>Continue to promote engagement with British Values though school and cluster</p>

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

1. 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
OUTCOME: Summer 2016, 100% lessons observed were good. Across the year, 18% of observed lessons were judged to be outstanding
2. 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
OUTCOME: 'Good' lessons increased from 80% (T2) -> 84% (T4) -> 100% in T6. Governor monitoring school effectiveness evidences quality of teaching
3. 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
OUTCOME: Evidenced by appraisals, scrutinies, observations and curriculum letters. 99% families know how they can support their child's learning
4. From September 2015, all teaching staff to be clear about what constitutes good progress and how this is assessed
OUTCOME: Wiltshire Tracker embedded. All teachers understand AIR points and expected progress and this is evident in Pupil Progress meetings
5. 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
OUTCOME: See "Closing the Gap" action plan
6. From September 2015, each child will know their curriculum targets and understand how to improve as a result of incisive feedback from staff
OUTCOME: 74% girls and 79% boys said they know their next steps. 97% families believe that the teaching is well-matched to their children's needs
7. From September 2015, marking and feedback, as outlined in the revised policy, will be evidenced in book scrutinies and lesson observations
OUTCOME: Marking and Feedback practices have been embedded - seen in scrutinies and observations
8. 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
OUTCOME: Outcomes have continue to reflect /exceed Local and National data: this evidences the impact of effective CPD
9. 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
OUTCOME: 99% families believe that they are encouraged and supported to take an active part in their children's learning. 96% families said that they were supported to prepare their child for the SATs. 96% believe that their children are making good progress

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: 75% achieved the expected level : Year 2: 67% achieved the expected level	Embed "Sounds Write" programme Train new Resource Base staff Continue with peer observation projects
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 to set clear and ambitious targets for each pupil	Accuracy of SATs/outcomes predictions evidence the success of the CPD programme re assessment processes. Staff are increasingly confident and systems that have been developed to support assessment are increasingly accurate	Provide assessment training for all new staff and TAs 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 Mini trackers were not pursued as the school developed its own assessment methods	Continue to develop existing practices
2.3	Senior Leaders to become confident with FFT Aspire - using it to support effective target-setting and self-evaluation.	FFT's new format did not align itself with the new curriculum. Following recent changes, school to investigate its use for target setting	FFT training for SLT if appropriate Data sharing with cluster using FFT
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	Adapt proformas according to needs
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: majority of children are aware of their next steps	Revisit expectations of passports with staff. Re-launch Sept 2016
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 displayed in children's books and classrooms to promote consistency	Share and explain when reviewing books at consultations with families Include in newly-developed "Teaching and Learning" handbook
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 provides a valuable and time-efficient way of providing feedback.	SLT to review Reflect and Perfect Time (see MRE schedule) Provide support for new staff re its use

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. Anecdotally, staff across the cluster positively report the benefits of sharing good practice	Continue to include in Cluster Development Plan Develop methods 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	36 families attended Spring Term workshops Online booking for consultations introduced in T6. In Years 1, 3, 4 and 5, 19 (16%) appointments were not attended. Of these 19, 6 children are from three families	Introduce more regular workshops that reflect the subjects and timings suggested by families Ensure all families are aware of the online bookings: create systems that will support 100% attendance
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	Home Learning Club has been very popular with a few families: two PPG boys attend every week with a family member. At consultations events, families were reminded of this opportunity and several children have reserved their places for Sept 2016 Spellodrome was expensive, complicated to use and underused so its license has not been renewed Mathletics can be accessed on all devices- it continues to be very popular with many families and certificates are regularly awarded in assembly.	Develop Home Learning Activities so that they focus on reading, SPaG and Maths games (library to be developed of the latter) Maintain after-school Home Learning Club - consider reviving the lunchtime club

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

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

1. By July 2016, punctuality data, overall absence and persistent absence rates for all pupils, and for different groups, will reflect national figures
OUTCOME: Whole school attendance has been above 95% all year and was 95.6% on 12.7.16. 37 children (17%) had attendance of 99%+
2. All Safeguarding and Health and Safety audits will be approved by the Local Authority and judged to be 'outstanding'
OUTCOME: Safeguarding was judged to be outstanding and in the absence of a Site Manager, Health and Safety was judge to be 'good'.
3. 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.
OUTCOME: Case studies have been collated and a few have been shared with governors who felt that they highlight what has actually been implemented.
4. 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
OUTCOME: Anecdotal reports of impeccable behaviour are frequent. 97% families believe that teachers are able to deal with difficult behaviour effectively and 99% believe that there is a respectful relationship between staff and children. 95% children understand the rules in class and 99% know the rules on the playground. 94% say that adults remind them how to behave by using the coloured cards
5. 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
OUTCOME: 11 Summer Term Clubs with 130 filled places: 35 (27%) places were taken up by PP children. 5 (of 9) Military children and 2 (of 7) Looked After Children participated in a club. No children in the Resource Base participated in a club - during or after school
6. 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
OUTCOME: See 1.3. A new Stay Safe day was, anecdotally, very successful so it will become a regular, whole-school event.
7. 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
OUTCOME: Governor monitoring evidences children's confidence in their ability to keep themselves safe and healthy.
8. By July 2016, feedback and observations demonstrate the breadth and positive impact of spiritual, moral, social and cultural opportunities
OUTCOME: 89% children enjoy school and all offered varied lists of SMSC activities that they enjoyed.
9. By July 2016, conferencing with children demonstrates that they are well-prepared to respect others & contribute to wider society/ life in Britain.
OUTCOME: Governor monitoring. questionnaires and the Rights Respecting School audit evidences children's readiness to be respectful citizens.

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	Whole school attendance was 95.6% This is very good considering the impact of the PA and medical absences, especially in the Resource Base Punctuality is not an issue There are no children with reduced timetables	Continue with existing strategies and systematically record attendance of all vulnerable groups
3.2	Complete and submit annual Local Authority Safeguarding audit	RAG rated action plan completed	Continue to review procedures and keep action plan under constant review Ensure all new staff receive appropriate training Revise best practice guidelines at TD events and ensure all staff are aware of changes to Keeping Children Safe in Education documents
3.3	Undertake H&S audit, establishing an action plan as necessary	H&S practice is deemed to be 'good' (LA audit)	Revisit Critical Incident Policy and practice evacuations and ingresses Provide high-quality CPD for the new Site Manager
3.4	Ensure that staff, governors and volunteers receive Child Protection, First Aid and Fire awareness training	Staff training for existing staff is up-to-date Training matrix established	Continue to review training matrix and update as necessary - to RAG-rate Fire Awareness training and CP updates to be revisited on first day of T1
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. Accident logs are accurate and up-to-date	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	In questionnaires, the list of opportunities in which the children could learn how to stay well and safe were plentiful and varied. A Year 6 child said that <i>"making sure we are always safe"</i> is one of the things that the school has done particularly well.	Continue to hold regular safety/well-being events; implement an effective of seeking feedback from the children/families following events and visits
3.7	Become accredited as a UNICEF 'Rights Respecting School'	Award achieved	Consider whether to pursue Unicef's RRS Level 2 Award
3.8	Pursue accreditation with Silver Healthy School Award	Regular training is undertaken by PSHE leader	Seek accreditation T2 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	See 1.3 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 Update CP advice leaflet for volunteers
3.10	Ensure that the school's Business Manager has appropriate professional development so that she can fulfill the statutory Health and Safety aspect of her role	A regular programme of statutory checks is in place; the new site manager is well-supported by our knowledgeable SBM	Continue to attend appropriate training Maintain schedule of H&S reviews with Chair of Governors Complete LA audit, 2016-2017
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 (shared with governors) demonstrate the impact of the ELSAs and Family Link Partner. Year 6 questionnaires demonstrate the impact of the ELSA in providing emotional support and providing guidance with transition. 60% of children said that the ELSAs have helped them to deal with emotional and social support.	Continue to review termly provision maps and ensure that ELSA/FLP 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.	Following investigation, the school has decided not to pursue accreditation with this award.	Revisit this decision sporadically

4. Area for Development; Outcomes for pupils

1. 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

1. 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

OUTCOME: 75% all children and 87% mainstream in Yr 1 achieved the expected standard in the phonics test; LA = 78%.

2. 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

OUTCOMES: GLOD: MF EYFS= 64.5% LA = 70.7%

KS1 SATs %									
SUBJ	OUTCOMES	All			Mainstream			Local Authority	
		All (31)	Girl (16)	Boy (15)	M/s (28)	Girl (15)	Boy (13)	Girl	Boy
Read	Expected	64	62.5	66.7	71	67	77	77.2	69.8
	Exceeding	29	18.8	40.0	32	20	46	26.5	20.2
Write	Expected	55	56.3	53.3	61	53	62	70.4	56.7
	Exceeding	10	12.5	6.7	11	13	8	16.4	8.0
Maths	Expected	68	75	60	75	80	69	71.3	70.8
	Exceeding	10	0	20	11	0	23	13.4	17.2

KS2 SATs %							
SUBJ	OUTCOMES	All (30)			Mainstream (28)		
		WRM combined = 63.3%			WRM combined = 68%		
		All	Girl (12)	Boy (18)	Kestrels	Girl (12)	Boy (16)
Read	Expected	70	75	66	75	75	75
Write	Expected	73.3	92	61	79	92	69
Maths	Expected	73.3	83	67	79	83	75
SPaG	Expected	76.7	92	66	82	92	75

Of the 19 Yr 6 children who have been at the school since EYFS (and who do not have EHCPs) 15 achieved the expected level in WRM = 79%

KS2 Test Summary

DFE 2016

Subject	Cohort	Cohort							Scaled Score Distribution	Avg SS	% <Exp	% Exp+	% High
		No SS	N	80-89	90-99	100-109	110-114	115-120					
Reading	4,958	156	27	348	1,072	2,239	660	456	103.3	29.2%	67.7%	1.5%	
GPS	4,958	140	0	178	1,161	2,470	742	267	103.4	27.0%	70.2%	0.7%	
Maths	4,958	157	1	206	1,283	2,600	560	151	102.4	30.1%	66.8%	0.2%	
Writing TA	4,952	-	-	-	-	-	-	-	-	26.1%	73.6%	15.3%	
RWM	4,952	-	-	-	-	-	-	-	-	12.5%	53.2%	0.0%	

KS2 Test Summary

DFE 2016

Salisbury, Manor Fields Primary School (2191)													
Subject	Cohort	Cohort							Scaled Score Distribution	Avg SS	% <Exp	% Exp+	% High
		No SS	N	80-89	90-99	100-109	110-114	115-120					
Reading	30	2	0	0	7	14	2	5	104.9	23.3%	70.0%	3.3%	
GPS	30	2	0	0	5	18	4	1	104.4	16.7%	76.7%	0.0%	
Maths	30	2	0	0	6	15	6	1	105.7	20.0%	73.3%	0.0%	
Writing TA	30	-	-	-	-	-	-	-	-	26.7%	73.3%	10.0%	
RWM	30	-	-	-	-	-	-	-	-	13.3%	63.3%	0.0%	

3. 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

OUTCOME: See Closing the Gap action plan

4. 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

OUTCOME:

KS1 progress 50% of Year 2 children were GLoD in EYFS and all except 2 boys achieved expected standard at KS1 SATs. 3 children who weren't GLoD achieved the expected standard in all subjects.

Interpreting progress scores

KS2 progress scores are centred around 0, with most schools within the range of -5 to +5.

*A score of 0 means pupils in this school on average do about as well at KS2 as those with similar prior attainment nationally.

*A positive score means pupils in this school on average do better at KS2 as those with similar prior attainment nationally.

*A negative score means pupils in this school on average do worse at KS2 as those with similar prior attainment nationally.

A negative score does not mean that pupils did not make any progress, rather it means they made less progress than other pupils nationally with similar starting points. For example, if a school has a maths score of -4 this would mean that on average pupils in this school achieved 4 scaled scores less than other pupils nationally with similar starting points.

Floor standard

The floor standard is the minimum standard for pupil attainment and / or progress that the government expects schools to meet. No school will be confirmed as being below the floor until December 2016 when schools' performance tables are published. In 2016, a school will be above the floor if:

*at least 65% of pupils meet the expected standard in English reading, English writing and mathematics; or

*the school achieves sufficient progress scores in all three subjects. At least -5 in English reading, -5 in mathematics and -7 in English writing. To be above the floor, the school needs to meet either the attainment or all of the progress elements.

Manor Fields progress scores for KS2 means that we are above the floor:

Progress measures: KS1 to KS2	
Reading progress score (confidence interval in brackets)	2.7 (0.3 to 5.1)
% of eligible pupils included in the reading progress measure	87%
Writing progress score (confidence interval in brackets)	-0.7 (-3.0 to 1.6)
% of eligible pupils included in the writing progress measure	93%
Maths progress score (confidence interval in brackets)	3.0 (1.0 to 5.0)
% of eligible pupils included in the maths progress measure	87%

5. 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

OUTCOME: Appraisals and pupil progress meeting evidence staff understanding of assessment systems

6. By July 2016, all children talk confidently about their learning and their targets in reading, writing, mathematics & science

OUTCOME: Governor monitoring evidences children's ability to talk confidently about their learning and targets. 74% girls and 79% boys said they know their next steps.

7. 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

OUTCOME: Attendance at consultations: Autumn 2015= 90% (all classes) Spring 2016= 94% (EYFS, Yrs 2 & 6), Summer 2016 = 84% (Yrs 1,3,4,5) 80% children say that their families help them with their home learning. In 2015, this was 70%

Action		IMPACT	NEXT STEPS
4.1	See "Closing the Gap" action plan: to follow on from last year's HMI Maximising Achievement Programme	See action plan	→
4.2	Devise and implement a CPD programme that addresses staff requirements, the school's priorities and statutory guidelines.	CPD plans implemented. Staff are well-informed and impact of key messages has been evidenced in scrutinies, observations, pupil progress meetings, SIA visit and governor monitoring	Create CPD plans for 2016-> that reflect the school's priorities
4.3	Clearly identify all vulnerable groups and assign advocates to ensure that their needs are represented	Equality Information published and all groups have an advocate	Review responsibilities with new staff in T1
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 Revise with all staff new to role/new to school

		KS1 SATs: 74% pupils achieved expected level KS2 SATs: 76% pupils achieved expected level	
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	Support school's new librarian

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

1. 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

OUTCOME: Action plan shared with staff, governor and LA - regular reports re its impact enable governors to support and challenge

2. From September 2015, website information about this plan, the allocation and impact of pupil premium will secure transparency and accountability

OUTCOME: Website is maintained with contemporary information: School Development Plan and Pupil Premium spend and impact

3. 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

OUTCOME:

Progress of PP children 2015 - 2016 %									
	Read			Write			Maths		
	None	Below	Expected	None	Below	Expected	None	Below	Expected
Term 2	17	22	61	35	9	56	26	30	44
Term 4	15	18	67	31	11	58	18	26	47
Term 6	0	17	69	1	26	59	0	29	71

4. 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

OUTCOME: Governor minutes and monitoring reports from School Effectiveness reviews evidence support and challenge

5. 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

OUTCOME: Evidenced in appraisals, scrutinies and pupil progress meetings

6. 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

OUTCOME: EYFS: 60% children in receipt of Pupil Premium achieved a GLoD

: KS1: 20% mainstream children in receipt of Pupil Premium achieved the expected level in WRM combined. This would have been 60%

had 2 other children not been Teacher Assessed as Working Towards in Writing

: KS2: 50% mainstream children in receipt of Pupil Premium achieved the expected level in WRM combined

7. By July 2016, feedback from the children in receipt of pupil premium demonstrates positive changes in confidence, motivation and attitudes
OUTCOME: Conferencing with governors demonstrates the positive attitudes of children in receipt of Pupil Premium. There were no significant difference in questionnaire responses between PPG and non PPG children, except that fewer PPG children said that they know who the governors are

8. By July 2016, "Making best use of Teaching Assistants" recommendations (Education Endowment Foundation, Spring 2015) will be embedded in school practice
OUTCOME: All Teaching Assistants benefitted from training with LA consultants (along with their class teachers) re best practice recommendations - feedback was positive. Appraisals for all TAs have been introduced that align with Job Profiles and professional ambitions

9. 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
OUTCOME: Not achieved - Home Learning to be reviewed in next year's SDP

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.	By summer 2016, 100% teaching was judged to be good: judgments have been agreed with SIA	Adhere to MRE schedule. Include TAs in lesson observations to support their appraisal
5.2	Refine provision mapping procedures to simplify evaluation of interventions: securing efficient information collection whilst assessing impact and value for money	The Tracker is now always used to collate pupil-specific data that can be aligned with staff costs.	DHT to take responsibility for tracking vulnerable groups and interventions designed to enable them to 'keep up' Given summative data, this must include particular examination of boys with SEN, notably in the mainstream
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 leading and assessing impact of interventions
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.	See 5.6	With the published reduction in Special Needs Funding and anticipated staff changes, TA deployment has been revised
5.6	Maximise the use of Teaching Assistants in everyday classroom contexts by undertaking an audit	Training and external support have led to a new framework for appraisal that was 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	Realign line manager roles with the departure of two members of

		are consistently well-used	the SLT
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. Practice is strong and has been shared with other school within our cluster	Collate information to provide a cost/benefit analysis of the PP spend. Publish on website
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	School Effectiveness Reviews and FGB minutes evidence governor awareness of PP spend and impact	Continue to hold termly SERs which will include Venn analysis, %AREs and Closing the Gap data
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 *Separate the Military funding from the above	Website information is comprehensive and contemporary	Monitor website requirements and update as necessary
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. Governor minutes evidence SLT knowledge of the impact of these 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 & piano lessons, residential visits, Breakfast Club, transport, support with uniforms, Sand Tray ~, Drama~ & Equine Therapy, Forest School. Questionnaires evidence how much the children enjoy, & benefit from, these opportunities	Respond to children and family feedback 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 completed: DHT, designated governor and a parent were involved.	Lessons learned, such as children handwriting invitations to family events to increase attendance and curriculum launch events, will be implemented
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	See table above	To continually review as part of SERs, lesson observations, Pupil Progress mtgs and book scrutinies. Numbers Count and Back on Track teachers 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	Develop G&T provision. Refine mechanisms to identify G&T children and review and improve provision
5.16	Ensure core subject leader action plans address areas for development identified in summative/end of year data. Reporting opportunities will include monitoring visits with, and presentations to, the governing body and external agencies	Action plans completed and kept under review. Senior SENCo, English and Maths leaders have all reported to governors so that they are well-informed. English and Maths subject leaders were involved in the SIA visit in February; school judgments were corroborated and evidence of good practice agreed	Adhere to MRE schedule. Developing leadership is to be a focus for SDP 2016 - 2017
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