

School Development Plan 2016-17



5 key areas to development planning	Strategic Goals 2015- 2018
Care, Support & Safety	Children, with support from the school and their families, play an active role in leading healthy, safe and independent lives.
Teaching & Learning	Children develop a love and passion for learning as a result of a broad, balanced and highly creative curriculum.
Standards & Leadership	Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas.
School environment	Children’s learning is enhanced through being given the opportunity to work and play, both indoors and outdoors, in an enriched and well maintained environment.
Community & Co-operation	Children demonstrate an outstanding understanding of their place in the local, national and international community and make a positive contribution to these.

Key area	Strategic goal	Success criteria	2016-17 Objectives	2017-18	2018-19
Care, Support and Safety	<p>Children, with support from the school and their families, play an active role in leading healthy, safe and independent lives.</p>	<p>Opportunities to stay healthy and keep safe are consistently embedded into the curriculum.</p> <p>Children are able to actively assess risk so that they are able to work and play independently and safely.</p> <p>Children develop life skills through a wide range of enrichment opportunities.</p> <p>The children attend extra-curricular clubs or activities which cover a wide range of areas.</p> <p>The school's attendance % remains high.</p> <p>SEND pupils are well supported and make good progress as a result.</p> <p>Children access outdoor learning opportunities for at least 10% of teaching time.</p> <p>Year 5/6 pupils receive first aid training annually.</p> <p>Parents and carers are positive about the support and guidance the school offers and are actively involved in the life of the school.</p> <p>Parents, staff and pupils are positive about both behaviour and safety. Pupils are aware how good attitudes and behaviour contribute to school life, adult life and work.</p> <p>Pupils' behaviour outside lessons is almost always impeccable. Pupils' pride in the school is shown by their excellent conduct and manners.</p> <p>Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school.</p> <p>Behaviour is managed consistently well. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs</p>	<p>Focus on healthy eating and healthy lunchboxes throughout the school. Address Action Plan for Food for life project.</p> <p>Child protection update training to be completed by all teaching staff.</p> <p>Review of PSHE curriculum. Further develop Life skills Curriculum - Gardening becomes embedded as part of healthy eating curriculum First Aid Training</p> <p>Review of Boomerang Club and extra-curricular clubs or activity provision</p> <p>Attendance: Implement new attendance policy Continue to reward high attendance with class of the week, individual certificates, Review success of Parent links through attendance officer on SLT. Children feel safe when they come to school despite what may be happening at home</p> <p>Review SEND resources throughout the school.</p> <p>To develop parent workshops in the core curriculum areas.</p> <p>Parents invited to termly "well done" assemblies at the end of every term.</p> <p>CHALK Therapist to support children's emotional well-being. Include interventions that focus on developing children's self-esteem and aspirations through our own staff</p> <p>As part of life skills curriculum develop first aid training program with Martin Continue focus on road safety with JRSO scheme, investigate PSO involvement, parents and local council Forest school provision continues</p> <p>Continue to encourage a mistakes driven ethos – we value mistakes and place a high profile on the drafting process</p> <p>Supervision and welfare meetings for all staff (as used with nursery staff)</p> <p>Behaviour is managed consistently well following new behaviour policy. Complete challenging Behaviour training/INSET with all staff. Pupils behave impeccably at all times, especially at unstructured time.</p>	<p>Focus on healthy eating and healthy lunchboxes throughout the school. Address Action Plan for Food for life project.</p> <p>Forest school provision continues. Level 3 training if budget allows.</p> <p>Develop outdoor areas to support pupils in making correct choices whilst outside.</p> <p>Promote awareness and understanding of all types of bullying to pupils, staff and parents.</p> <p>Behaviour is managed consistently well</p> <p>Pupils behave impeccably at all times, especially at unstructured time.</p>	<p>Complete new review...</p>

Teaching & Learning	<p>Children develop a love and passion for learning as a result of a broad, balanced and creative curriculum.</p>	<p>The school curriculum provides clear cross curricular opportunities.</p> <p>Skill based learning is embedded into creative curriculum planning.</p> <p>Themed weeks are planned termly to excite and inspire learners.</p> <p>The school curriculum provides flexibility to allow children’s interests to be pursued.</p> <p>Opportunities for enterprise are actively encouraged.</p> <p>New developments and initiatives imposed on the school curriculum are developed creatively. Memorable and enjoyable experiences e.g. School trips, visitors, enrichments are provided for the children.</p> <p>Teachers systematically and effectively check pupils’ understanding throughout lessons and through constructive feedback and high quality ‘in class intervention’ they may intervene providing notable impact on the quality of learning as evidenced in observations.</p> <p>All teaching is judged to be good or better.</p> <p>Pupil conversations demonstrate that the level of engagement and enjoyment is high.</p>	<p>To plan themed weeks to inspire learning at the start of a new topic.</p> <p>Research implementing life skills /skills for life curriculum – to include survival, first aid etc.</p> <p>To look at the provision and teaching of DT throughout the school – especially Food element, cookery. Make links with HCC to develop creative opportunities e.g. photography, engineering, DT,</p> <p>To develop opportunities for pupil enterprise and teamwork.</p> <p>PE development: Real PE implemented and progress seen Allow for high level of PE interests across the school, ensure we are well resourced. Build on success so far, incorporate higher provision for girls sport, more varied sports</p> <p>Review teaching and learning in maths. Incorporate competitive maths projects, opportunities for maths in context ‘real’ Maths. Creative maths projects to impact on high achievers progress</p> <p>Continue our focus on developing opportunities for writing throughout the school. (Whole school enrichments, inspirational Wow moments).</p> <p>Greater focus on spelling Continue to include Grammar focus of previous year</p> <p>Wider opportunities: careers day, enterprise opportunities, forest schools</p> <p>Whole school Marking and Feedback policy adhered to by all staff including support staff.</p> <p>Ensure Performance Management for all staff is effective in providing suitable support and challenge and linked to pay policy.</p> <p>Ensure effective interventions are in place to support all pupils in making outstanding progress.</p> <p>Review impact of MAPPIX to whole school assessment and reporting</p>	<p>Review music provision and look at all children learning an instrument</p> <p>Themed weeks continue to inspire and excite pupils through the year.</p> <p>Whole school Marking and Feedback policy adhered to by all staff including support staff.</p> <p>Ensure Performance Management for all staff is effective in providing suitable support and challenge and linked to pay policy.</p> <p>Ensure effective interventions are in place to support all pupils in making outstanding progress.</p>	
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Standards and Leadership	<p>Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas.</p>	<p>All staff are confident in their coordinators roles throughout the school, actively monitoring and evaluating pupil progress, standards, teaching and resources.</p> <p>All Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified, at an early stage of their careers and new to post.</p> <p>APP is used effectively by teachers in Maths, Reading and Writing to ensure good and outstanding progress in these areas.</p> <p>Progress at KS2 remains good and outstanding.</p>	<p>Head, Deputy and Business manager meet regularly for strategic planning. Look at middle management training- Development of Middle Leaders to support, challenge and hold to account as appropriate within their job descriptions.</p> <p>All Subject Leaders to have a clear understanding of their role and their contribution and impact in their subject based on pupils outcomes.</p> <p>Senior Leadership support and challenge to ensure quality of teaching is never less than good.</p> <p>Review subject leadership to include new teacher’s curriculum responsibilities.</p> <p>Allow co-ordinators time in the term to carry out monitoring and review</p> <p>To review APP in light of the new curriculum and standards.</p> <p>To improve standards in writing, reading and maths in line with new curriculum Moderation of HA maths in Y2 –Y6 To improve standards in writing and reading at KS1 To improve standards in writing throughout the school. Improve quantity of good quality writing – independent writing books/journals Encourage literacy projects for trust schools.</p> <p>Continue to develop TA training to enhance and support the development of children academically and emotionally – introduce more emotional intervention</p> <p>SEN focus: Ensure that interventions are directed and have an impact upon the children. To continue detailed plan showing the school’s use of pupil premium money.</p> <p>Review and monitor guided reading sessions throughout the school.</p> <p>Writing moderation to be carried out termly within school and yearly with cluster schools in joint staff meetings</p>	<p>Senior Leadership support and challenge to ensure quality of teaching is never less than good.</p> <p>To continue detailed plan (Pupil Premium Profile updated) showing the school’s use of pupil premium money.</p> <p>Continue detailed programme that shows the school’s use of the pupil premium linked to pupil progress and provision.</p> <p>Introduce assessment of foundation subjects in line with new assessment package for maths and English.</p> <p>Writing moderation to be carried out termly within school and yearly with cluster schools in joint staff meetings</p>	
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School Environment	<p>Children’s learning is enhanced through being given the opportunity to work and play, both indoors and outdoors, in an enriched and well maintained environment.</p>	<p>The outdoor environment enriches the curriculum for all pupils, especially those in the foundation stage.</p> <p>The school building is well maintained and resources are provided appropriate to the pupils’ needs and interests.</p> <p>Children have access to the resources that will enable them to develop the skills essential for using and applying ICT across the curriculum.</p> <p>Staffing remains a priority with a high teacher/pupil ratio maintained.</p> <p>Governors take an active role in developing and improving the school environment, detailed plans and budget commitments respond to the needs of the school and its stakeholders.</p>	<p>Establish Centre of Excellence in the Early Years for Outdoor Education.</p> <p>Improvements to outdoor areas to involve water play, shelter for wet weather outdoor play. Maintain outdoor play areas, children are proud of their outdoor learning areas</p> <p>Develop outdoor equipment to include climbing frame/monkey bars/trim trail through 2nd part of woodland area</p> <p>Create a sensory/chill out room</p> <p>Maintain resources and equipment for playtimes – huff & puff, scrapstore play programme, equipment to develop upper body strength e.g. monkey bars, climbing wall</p> <p>MUGGA pitch is used in wider curriculum</p> <p>Complete improvements to field</p> <p>Review of safeguarding procedures.</p> <p>Maintenance of swimming pool to include decoration</p>	<p>Centre of excellence in the Early Years for Outdoor Education. Outdoor learning starts to roll out to other schools.</p> <p>Refurbishment of children’s toilets.</p> <p>Review of safeguarding procedures.</p> <p>Purchase further portable hardware for ICT in classrooms</p>	
School Community & Co-operation	<p>Children demonstrate an outstanding understanding of their place in the local, national and international community and make a positive contribution to these.</p>	<p>Children demonstrate a good understanding of environmental issues and the school achieves Eco award status.</p> <p>School develops links with other schools in both the local and wider area, including nationally and internationally.</p> <p>Children demonstrate a good understanding of how charity helps the lives of others.</p>	<p>To further develop the community page on the schools website.</p> <p>To develop an international link with a school abroad through ICT links, web links etc. school in Huddersfield with Parc Eglos & HCC National/International links involve staff visits to partner schools</p> <p>Maintain excellent provision for service children across the Trust</p> <p>To support the work of local charities and to continue fund raising e.g. Shelterbox, local cancer charities. Support national fund raising events like Children in Need, Comic Relief etc</p> <p>Global Learning develops through well led projects</p> <p>Continue with Y6 mentoring project</p> <p>Traffic issues around school decrease, neighbours and parents satisfaction levels increase</p> <p>Work on another CAST project</p>	<p>Create a community choir</p> <p>Global Learning embedded in the curriculum</p> <p>Maintain excellent provision for service children across the Trust</p>	

School Development Plan Priorities 2016-17

The following table summarises the priorities for this academic year and the outcomes we propose we achieve.

Priority	Proposed Outcomes
<p>1. Ensuring at least good progress for all pupils. Analyse assessments to identify and address specific gaps</p> <p>Children develop a love and passion for learning as a result of a broad, balanced and highly creative curriculum.</p> <p>Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas.</p>	<p>Key Outcomes;</p> <ul style="list-style-type: none"> ❖ Closing of the gender gap by raising boys achievement will bring our data in line with national data ❖ All teaching is judged to be good or better with much outstanding. ❖ Pupil conversations demonstrate that the level of engagement and enjoyment is high. ❖ Greater use of pupil conferencing informs assessment and impacts on teaching & progress of all ❖ Further develop tracking for PPG children, particularly develop service families data collection & analysis ❖ Ensure planning is shared with all TAs at the beginning of every week. ❖ A focus on developing spelling and grammar across the school impacts progress for all. <p>In addition;</p> <ul style="list-style-type: none"> • Data will be effectively used to identify, track and affect pupil progress in reading, writing and maths. • Successful use of assessment to assess progress of all pupils and report to parents • Teachers systematically and effectively check pupils' understanding throughout lessons and through constructive feedback and high quality 'in class intervention' they may intervene providing notable impact on the quality of learning as evidenced in observations. • Teachers are confident making judgements on pupil attainment when assessing progress. • Children making little or no progress across the school will be identified and focussed intervention put in place. • Termly Moderation of writing across the school impacts progress for all
<p>2. Creative Curriculum adaptation influences progress. Maximise opportunities to advance learning of all groups of children through focussed teaching and learning in all curriculum areas.</p>	<p>Continue to develop strategies of improvement in order to develop a bespoke curriculum for Parc Eglos</p> <p>Key Outcomes</p> <ul style="list-style-type: none"> ❖ Co-ordinate curriculum through organised curriculum areas instead of individual subject leaders ❖ Staff are more confident at leading subjects/areas of the curriculum, evaluating and embedding areas for development across the school. ❖ All Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified, at an early stage of their careers and new to post.

<p>Children develop a love and passion for learning as a result of a broad, balanced and highly creative curriculum.</p> <p>Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas.</p> <p>Children's learning is enhanced through being given the opportunity to work and play, both indoors and outdoors, in an enriched and well maintained environment.</p>	<ul style="list-style-type: none"> ❖ Re-visit the Building Learning Power approach to re-invigorate the shared language for learning. <p>In addition;</p> <ul style="list-style-type: none"> • Maintain consistency and progression across the school through broad, balanced and creative curriculum following the TLPs • Greater levels of confidence in pupils • All Leaders have a clear understanding of their role and their contribution and impact in their area/subject based on pupils outcomes. • Development of Middle Leaders to support, challenge and hold to account as appropriate within their job descriptions. • The curriculum promotes the Curriculum Drivers laid out at the beginning of each term. • Pupil and parent satisfaction levels will rise as a result of having focussed programmes of work • Moderation to focus on improvements in presentation and creativity • Grammar will be more secure across the school • Booster groups in Y2 and Y6 will continue
<p>3. Reflection & Progress. Review assessment strategies and continue to develop assessment systems, incl. Assessment for Learning, fuzzy groups, marking & feedback</p> <p>Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas.</p>	<p>Key Outcomes;</p> <ul style="list-style-type: none"> ❖ Assessment for learning strategies are used to benefit accurate self-assessment by pupils in KS1 and KS2 ❖ Wider use of 'fuzzy groups' approach ❖ Develop pupil conferencing to inform assessment and tracking of pupil's progress. ❖ TAs are informed about pupil targets and data in a manner that further enhances their practice. <p>In addition;</p> <ul style="list-style-type: none"> • Marking and feedback policy adhered to by teachers and support staff, it focusses children's next steps • Children respond to marking • Rigorous interventions are in place to ensure that high expectations result in higher levels of achievement (e.g. level 6 booster groups) • Teachers and TA's systematically and effectively check pupils' understanding throughout lessons and through constructive feedback and high quality 'in class intervention' they may intervene providing notable impact on the quality of learning as evidenced in observations. • Tracker system is developed to include Grammar assessment
<p>4. Pupil and staff well-being. Enhance and support the development of children academically and emotionally through well trained staff with good level of well-being</p>	<p>Key Outcomes;</p> <ul style="list-style-type: none"> ❖ A rigorous system of performance management is in place to Identify needs of all staff through appraisal ❖ Further developments to Counselling and coaching programme increases emotional resilience of more pupils across the school ❖ Further develop Mentoring & Support for all. Review and fine tune intervention strategies to target and address learning needs of all groups and all individuals

<p>Children, with support from the school and their families, play an active role in leading healthy, safe and independent lives.</p>	<ul style="list-style-type: none"> ❖ Develop a peer mentoring scheme where experienced staff are paired with less experienced staff. TAs to undertake peer observation and de-brief session to compare practice and evaluate questioning frameworks. Possibly book additional training session to prepare staff for the role of peer mentor and to practice relevant skills. <p>In addition;</p> <ul style="list-style-type: none"> • Address needs identified through TA and LTS appraisal. Organised training in Autumn, Spring and Summer terms through The Learning Institute. • New Building project – research grants and funding to focus on support and nurture of the school and its community.
<p>5. Behaviour & Safety. Enable pupils to behave impeccably at all times, especially at unstructured times.</p> <p>Children, with support from the school and their families, play an active role in leading healthy, safe and independent lives.</p> <p>Children's learning is enhanced through being given the opportunity to work and play, both indoors and outdoors, in an enriched and well maintained environment.</p>	<p>Key Outcomes;</p> <ul style="list-style-type: none"> ❖ All staff have a clear knowledge and understanding of policies and practice in place when dealing with challenging behaviour. ❖ Behaviour is managed consistently well. There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs. <p>In addition;</p> <ol style="list-style-type: none"> a) The impact of a comprehensive 'Positive Behaviour Policy' and a whole school behaviour system ensures consistent approaches to rewards and sanctions. b) Behaviour for learning in lessons is good if not outstanding. c) An atmosphere of calmness, responsibility, understanding and tolerance permeates the school. d) The impact of the school's strongly held values of tolerance, respect and personal integrity is readily apparent in pupil's good spiritual, moral, social and cultural development. e) All adults are growing confident when using 'Restorative Practice' to help resolve any conflicts. f) Outdoor areas & playgrounds are continually improved to support pupils in making correct choices whilst outside. g) Provide training for lunchtime staff to deal more effectively with pupils behaviour h) Parents, staff and pupils are positive about both behaviour and safety. i) Pupils are aware how good attitudes and behaviour contribute to school life, adult life and work. j) Pupils' behaviour outside lessons is almost always impeccable their pride in the school is shown by their excellent conduct and manners. k) Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school.

Priority		Monitoring Teaching & learning Principles (TLPs) Self-Evaluation Form (SEF)	SLT
1	Ensuring at least good progress for all pupils. Analyse assessments to identify and address specific gaps	TLP for Teaching & Learning TLP for Marking & Feedback SEF: Quality of teaching, Provision for Early Years, Leadership & management	All
2	Creative Curriculum adaptation influences progress. Maximise opportunities to advance learning of all groups of children through focussed teaching and learning in core subjects	TLP for Teaching & Learning TLP for Learning Environment SEF: Achievement of pupils, Quality of teaching, Provision for Early Years	KD, JB
3	Reflection & Progress. Review assessment strategies and develop new assessment system without levels, incl. Assessment for Learning, fuzzy groups, marking & feedback	TLP for Marking & Feedback TLP for Learning Environment SEF: Achievement of pupils, Leadership & management, Quality of teaching	KB - Maths RG - English BM - EYFS
4	Coaching, mentoring and TA Training. Enhance and support the development of children academically and emotionally	TLP for Learner Behaviour SEF: Achievement of pupils, Leadership & management, Behaviour & Safety of pupils	BD, JB, KB
5	Behaviour & Safety. Enable pupils to behave impeccably at all times, especially at unstructured time.	TLP for Learner Behaviour SEF: Behaviour & Safety of pupils, Provision for Early Years,	JB SG – Lunchtimes & playtimes CP – INCo/SEND

Whole School Action:	Led by:
<p>1. Ensuring at least good progress for all pupils. Analyse assessments to identify and address specific gaps</p> <p>Children develop a love and passion for learning as a result of a broad, balanced and highly creative curriculum. Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas.</p>	KB, RG

Overview of Key Priorities:
<ul style="list-style-type: none"> • Closing the gender gap in attainment and address Boys under-achievement • Tracking for pupil premium children, particularly service families data collection & analysis • Termly moderation of writing identifies strengths and weaknesses • Greater use of pupil conferencing informs assessment and impacts on teaching & progress of all • Children making little or no progress across the school will be identified and focussed intervention put in place • Reinforce understanding of deep learning/mastery ensuring clear consolidation before progression across the curriculum

Proposed Outcomes
<ul style="list-style-type: none"> • Data will be effectively used to identify, track and affect pupil progress in reading, writing and maths. • Closing the gender gap by raising boys achievement to bring our data in line with national data • Successful use of assessment to assess progress of all pupils and report to parents • Teachers systematically and effectively check pupils’ understanding throughout lessons and through constructive feedback and high quality ‘in class intervention’ they may intervene providing notable impact on the quality of learning as evidenced in observations. • Teachers are confident making judgements on pupil attainment when assessing progress • All teaching is judged to be good or better with much outstanding. • Pupil conversations demonstrate that the level of engagement and enjoyment is high. • Further develop tracking for PPG children, particularly develop service families data collection & analysis • children making little or no progress across the school will be identified and focussed intervention put in place. • Termly Moderation of writing across the school impacts progress • Greater use of pupil conferencing informs assessment and impacts on teaching & progress of all • Ensure planning is shared with all TAs at the beginning of every week.

Priority Developments	Actions	Resources & Costs	Who	When
<ul style="list-style-type: none"> • Closing the gender gap in attainment and address Boys under-achievement 	<ul style="list-style-type: none"> • Research project funded through TS Big 6 to develop the learning culture of our school • New Strategies inform teaching and learning across the school 			

	<ul style="list-style-type: none"> Teachers focus their weekly plans as a result of strategies/resources highlighted through the project Curriculum driver for half term Autumn 2: 'closing the gender gap' 			
<ul style="list-style-type: none"> Tracking for pupil premium children, particularly service families data collection & analysis 	<ul style="list-style-type: none"> Ensure all learners make strong progress from their different starting points in English and maths. 			
<ul style="list-style-type: none"> Termly moderation in writing identifies strengths and weaknesses 	<ul style="list-style-type: none"> Staff meeting to discuss writing moderation Spelling to become a whole school focus 		RG	Sept 2016
<ul style="list-style-type: none"> Greater use of pupil conferencing informs assessment and impacts on teaching & progress of all 	<ul style="list-style-type: none"> Staff understanding of the key stage and subject areas of the curriculum lead to strong progress and consistently high expectations Maths and English skills are embedded and reinforced across the curriculum 			
<ul style="list-style-type: none"> Children making little or no progress across the school will be identified and focussed intervention put in place 	<ul style="list-style-type: none"> Analyse data and select pupils who are off track in R,W & M English and Maths co-ordinators to implement appropriate interventions for pupils just off track e.g ELS, FLS, Quest and Numicon Analyse data for SEND pupils and implement appropriate interventions Review IEP format and adjust IEP's focus on small steps in progress Review and measure impact of findings 			

Whole School Action:	Led by:
<p>2. Creative Curriculum adaptation. Maximise opportunities to advance learning of all groups of children through focussed teaching and learning in core subjects</p> <p>The pursuit of excellence to successfully drive the highest levels of achievement and personal development for all pupils over a sustained period of time.</p> <p>Children develop a love and passion for learning as a result of a broad, balanced and highly creative curriculum.</p> <p>Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas.</p> <p>Children’s learning is enhanced through being given the opportunity to work and play, both indoors and outdoors, in an enriched and well maintained environment.</p>	<p>BD, KD, JB</p>

Overview of Key Priorities:
<ul style="list-style-type: none"> • Develop curriculum areas instead of single subject co-ordination. • All curriculum/Subject Leaders have a clear understanding of their role and their contribution and impact in their area based on pupils outcomes. • Senior Leadership support and challenge to ensure quality of teaching is never less than good. • Re-visit the Building Learning Power approach to re-invigorate the shared language for learning. • Review homework policy

Proposed Outcomes
<ul style="list-style-type: none"> • Maintain consistency and progression across the school through broad, balanced and creative curriculum following TLPs • Greater levels of confidence in pupils • Co-ordinate curriculum through organised curriculum areas instead of individual subject leaders • All Leaders have a clear understanding of their role and their contribution and impact in their area/subject based on pupils outcomes. • Development of Middle Leaders to support, challenge and hold to account as appropriate within their job descriptions. • All Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff, especially those that are newly qualified, at an early stage of their careers and new to post. • The curriculum promotes the Curriculum Drivers laid out at the beginning of each term. • Pupil and parent satisfaction levels will rise as a result of having focussed programmes of work • Moderation to focus on improvements in presentation and creativity • Grammar will be more secure across the school • Booster groups in Y2 and Y6 will continue • Assessment, homework and feedback improve learning

Priority Developments	Actions	Resources & Costs	Who	When
<ul style="list-style-type: none"> Develop curriculum areas instead of single subject co-ordination. 	<ul style="list-style-type: none"> Create curriculum teams Teams gain ownership over their areas and support equality of opportunity for learners Curriculum day/theme week planned for each new area 			
<ul style="list-style-type: none"> Staff are more confident at leading subjects/areas of the curriculum, evaluating and embedding areas for development across the school. 	<ul style="list-style-type: none"> Staff training enables Staff to be confident to develop pupils knowledge, understanding and skills in their aspects of the curriculum and across key stages. Maths and English skills are embedded and reinforced across the whole curriculum 			
<ul style="list-style-type: none"> Senior Leadership support and challenge to ensure quality of teaching is never less than good. 	<ul style="list-style-type: none"> Emphasis on more Creative curriculum across the school ensuring the curriculum matches local needs Teachers requiring support identified through lesson observations and learning walks. Begin a cycle of peer coaching throughout school. Moderation Focussed training of TA's to involve TLI 	INSET Time	All SLT KD & KB As identified	Sept ongoing Aut1 Aut1
<ul style="list-style-type: none"> Re-visit the Building Learning Power approach to re-invigorate the shared language for learning. 	<ul style="list-style-type: none"> Global learning Go-givers R's certificate LTS, TA and wrap-around training reminder on R's, strategies to reinforce R's in the classroom 			
<ul style="list-style-type: none"> Enrichment of the curriculum 	<ul style="list-style-type: none"> Enrichment afternoon every week/half termly/topic launch 			
<ul style="list-style-type: none"> Review homework policy 	<ul style="list-style-type: none"> How effective is homework at improving learning at school Review homework set in each year group 			

Whole School Action:	Led by:
3. Reflection & Progress. Review assessment strategies and continue to develop assessment systems, incl. Assessment for Learning, fuzzy groups, marking & feedback	BD, KB, RG
Children make good and outstanding progress in Literacy, Numeracy and all other curriculum areas.	

Overview of Key Priorities:
<ul style="list-style-type: none"> AfL strategies improve children’s ability to self-assess across the school Development of pupil conferencing to inform APP TA’s help inform accurate assessment and target setting of pupils

Proposed Outcomes
<ul style="list-style-type: none"> Assessment for learning strategies are used to benefit accurate self-assessment by pupils in KS1 and KS2 Wider use of ‘fuzzy groups’ approach Marking and feedback policy adhered to by teachers and support staff, it focusses children’s next steps Children respond to marking Develop pupil conferencing to inform assessment and tracking of pupil’s progress. Rigorous interventions are in place to ensure that high expectations result in higher levels of achievement (e.g. level 6 booster groups) Teachers and TA’s systematically and effectively check pupils’ understanding throughout lessons and through constructive feedback and high quality ‘in class intervention’ they may intervene providing notable impact on the quality of learning as evidenced in observations. TAs are informed about pupil targets and data in a manner that further enhances their practice.

Priority Developments	Actions	Resources & Costs	Who	When
<ul style="list-style-type: none"> AfL strategies improve children’s ability to self-assess across the school 	<ul style="list-style-type: none"> 			
<ul style="list-style-type: none"> Development of pupil conferencing to inform APP 	<ul style="list-style-type: none"> Teaching develops a learning culture to inspire pupils and prepare them for their next steps 			
<ul style="list-style-type: none"> TA’s help inform accurate assessment and target setting of pupils 	<ul style="list-style-type: none"> Assessment, homework and feedback improve learning 			

Whole School Action:	Led by:
4. Pupil and Staff wellbeing. Enhance and support the development of children’s social, emotional and mental health through well trained staff who have a good level of well-being.	BD
Children, with support from the school and their families, play an active role in leading healthy, safe and independent lives.	

Overview of Key Priorities:
<ul style="list-style-type: none"> • Performance Management of all staff identifies staff needs and develops working practice • Mentoring, Counselling and Coaching Programme developed further across the school • Set up Peer mentoring scheme

Proposed Outcomes
<ul style="list-style-type: none"> • A rigorous system of performance management is in place to Identify needs of all staff through appraisal • Organised training in Autumn, Spring and Summer terms through Learning Institute, addresses needs identified through TA appraisal • Counselling and coaching programme increases emotional resilience of pupils • Further develop Mentoring & Support for all. Review and fine tune intervention strategies to target and address learning needs of all groups and all individuals • Building project to focus on Nurture • Develop a peer mentoring scheme where experienced staff are paired with less experienced staff. TAs to undertake peer observation and de-brief session to compare practice and evaluate questioning frameworks. Possibly book additional training session to prepare staff for the role of peer mentor and to practice relevant skills.

Priority Developments	Actions	Resources & Costs	Who	When
<ul style="list-style-type: none"> • Performance Management of all staff identifies staff needs and develops working practice 				
<ul style="list-style-type: none"> • Mentoring, Counselling and Coaching Programme developed further across the school 				
<ul style="list-style-type: none"> • Set up Peer mentoring scheme 	<ul style="list-style-type: none"> • 			

Whole School Action:	Led by:
<p>5. Behaviour & Safety. Enable pupils to behave impeccably at all times, especially at unstructured times.</p> <p>Children, with support from the school and their families, play an active role in leading healthy, safe and independent lives.</p> <p>Children's learning is enhanced through being given the opportunity to work and play, both indoors and outdoors, in an enriched and well maintained environment.</p>	<p>JB, CP,</p>

Overview of Key Priorities:
<ul style="list-style-type: none"> • Develop and embed restorative practice further. • Continue to develop the outdoor areas to support pupils in making correct choices whilst outside. • Challenging Behaviour is managed consistently well. • Promote prompt and regular attendance

Proposed Outcomes
<ul style="list-style-type: none"> • The impact of a comprehensive 'Positive Behaviour Policy' and a whole school behaviour system ensures consistent approaches to rewards and sanctions. • Behaviour for learning in lessons is good if not outstanding. • An atmosphere of calmness, responsibility, understanding and tolerance permeates the school. • The impact of the school's strongly held values of tolerance, respect and personal integrity is readily apparent in pupil's good spiritual, moral, social and cultural development. • All adults are growing confident when using 'Restorative Practice' to help resolve any conflicts. • Outdoor areas & playgrounds are continually improved to support pupils in making correct choices whilst outside. • Provide training for lunchtime staff to deal more effectively with pupils behaviour • Parents, staff and pupils are positive about both behaviour and safety. • Pupils are aware how good attitudes and behaviour contribute to school life, adult life and work. • Pupils' behaviour outside lessons is almost always impeccable their pride in the school is shown by their excellent conduct and manners. • Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school. • All staff have a clear knowledge and understanding of policies and practice in place when dealing with challenging behaviour. • There are marked improvements in behaviour over time for individuals or groups with particular behavioural needs.

Priority Developments	Actions	Resources & Costs	Who	When
<ul style="list-style-type: none"> To develop and embed restorative practice further. 	<ul style="list-style-type: none"> Ensure regular meetings are held to review progress / share ideas on restorative practice. Monitor the use of Restorative strategies throughout school by pupil interviews, staff interviews and observations of staff at key times of the day. Implement additional support / training based on findings. Share with Governors and other stakeholders so all have clear understanding Analyse parental questionnaire on 'behaviour and safety' 	Time	All	Aut Aut Ongoing Aut Sum
<ul style="list-style-type: none"> To develop the outdoor areas to support pupils in making correct choices whilst outside. 	<ul style="list-style-type: none"> Develop and implement strategic long term plan for playground improvements. Implement 'Zoning' in playgrounds in line with action plan with the use of suitable resources. Provide lunchtime staff training, to ensure all staff aware of procedures. New Rewards & Sanctions systems embedded for lunchtime. Monitor and review impact taking into account all stakeholder views. 			
<ul style="list-style-type: none"> Challenging Behaviour is managed consistently well. 	<ul style="list-style-type: none"> Regular assemblies with relation to different types of bullying Promote self-referral between pupils and Learning Mentors Anti-Bullying week high profile across school Parents and carers understanding of what Bullying means – leaflet to include e-safety 			