

# SCHOOL IMPROVEMENT PLAN 2016-2019

socially mistakes morally potential  
confidently Learn spiritually  
Grow academically  
Love St Jesus world  
ourselves faith  
others Joseph's

September 2016

November 2016

December 2016

January 2017

### School Vision & Aims

*“The kingdom of heaven is like a mustard seed, which a man took and sowed in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches.” Mt 13:31-32*

***An excellent school where children and staff are inspired to love, learn and grow together within the Catholic faith.***

<b>AT ST JOSEPH'S WE LOVE, LEARN AND GROW TOGETHER!</b>		
<b>LOVE</b>	<b>LEARN</b>	<b>GROW</b>
Love of Learning	Achieve our true potential	Academically
Love of our faith	Learn about our faith and Jesus	Spiritually
Love ourselves	Learn who we are / who I am	Confidently
Love others	Learn from others	Socially
Love life/the world	Learn from our mistakes	Morally

### THREE-YEAR OVERVIEW PLAN

The overarching principle of our school improvement activities is to improve outcomes for all children.				
Key Focus Area	3-Year Objective	2016/17 Focus	Key Staff Lead	Key Governor
<b>1. To deepen the Catholic Life of the school</b>	All children have a good understanding of their faith and a love and respect for the Catholic faith and prayers.	<ol style="list-style-type: none"> <li>To deepen children's understanding of the importance of Mass.</li> <li>To develop prayer life across the school.</li> </ol>	1. Trish O'Kane	Shelley Rahman Halley
<b>2. To improve quality of teaching and learning</b>	All teaching judged consistently good over time with increased proportions of outstanding.	<ol style="list-style-type: none"> <li>To secure assessment for learning to ensure all groups of children, including disadvantaged, make expected or better progress and achieve in line with ARE.</li> <li>To close the achievement gaps of vulnerable groups and their peers.</li> <li>To improve challenge for all children especially high prior attainers, including disadvantaged.</li> </ol>	<ol style="list-style-type: none"> <li>Jo Marsh</li> <li>Karen Ford /Trish O'Kane</li> </ol>	TLS Committee
<b>3 To improve the quality of leadership at all levels</b>	All leaders contribute to and drive school improvement, holding each other to account.	<ol style="list-style-type: none"> <li>To further improve skills of holding teachers to account (ELT).</li> <li>RQTs develop leadership skills through leading subjects / areas of focus.</li> </ol>	Jo Marsh	Debbie Dry
<b>4. To improve wellbeing and behaviour for learning</b>	All children to have a sense of their spirituality and a moral code that helps them identify right and wrong. All children confidently exhibit learning characteristics.	<ol style="list-style-type: none"> <li>To embed PSHE curriculum across the school.</li> <li>To develop learning characteristics in all learners, including disadvantaged.</li> <li>To improve pupil attendance, especially for disadvantaged pupils and SEN.</li> </ol>	<ol style="list-style-type: none"> <li>Caroline McNeillis</li> <li>Jo Marsh</li> <li>Jo Marsh / Karen Ford</li> </ol>	Teresa Ptasynska
<b>5. CURRICULUM</b>	SEE SUBJECT DEVELOPMENT PLANS		R – Angela Hourican W – Basia Kustra M – Alex Fallon RE – Trish O'Kane	R & W - Shelley Rahman Halley M – Paul Fairbrother
<b>6. EYFS</b>	SEE EYFS DEVELOPMENT PLAN		Stacey Alexander	Bianca Postlemans
<b>7. SEND</b>	SEE SEND DEVELOPMENT PLAN		Karen Ford	Deborah Taylor

**Priority 1: To deepen the Catholic Life of the school**

**Intended Impact (What success will look like for children):**

- Children will respond with confidence during Mass.
- Prayer bags will be used effectively and regularly across the school.
- A variety of prayers and styles will be used for daily worship.

Children will demonstrate awareness of the importance of reverence during parts of Mass.

Focus Area	Key Actions	Lead Personnel
<b>1. Deepening children's understanding of the importance of Mass.</b>	1.1 To develop children's responses to the Mass. 1.2 To deepen children's respect and understanding for key part of Mass; Liturgy of the Word and Liturgy of the Eucharist.	TOK
<b>2. Developing prayer life across the school.</b>	2.1 To increase the variety of prayer across the school. 2.2 To embed use of prayer bags to support links between home and school. 2.3 To develop collective worship.	TOK

**Priority 2: To improve quality of teaching and learning**

**Intended Impact (What success will look like for children):**

- Achievement Targets: End KS2 2016 – R: ARE 84% / ARE+ 33%; W: ARE 84% / ARE+ 30%; M: ARE 81% / ARE+ 27%
- Intervention tracking data will demonstrate gaps closing between vulnerable groups and peers.
- Monitoring will demonstrate effective use of stretch and challenge.
- High Prior Attainers will all reach ARE+ and achieve better than sufficient progress.

Focus Area	Key Actions	Lead Personnel
<b>1. Improving assessment for learning.</b>	1.1 To further improve questioning for assessment for learning during lessons. 1.2 To review and refine use of feedback to promote progress. 1.3 To use assessment information accurately to ensure planning takes account of children's starting points and next steps.	JM / TOK
<b>2. Closing the achievement gaps of vulnerable groups and their peers.</b>	2.1 To establish and maintain narratives / trackers for vulnerable groups. 2.2 To develop the use of PIVATS to track progress of SEND children. 2.3 To improve attendance of vulnerable groups. 2.4 To strengthen links between interventions and classroom practice. 2.5 To develop use of pupil voice to support vulnerable groups. 2.6 To develop bank of classroom strategies to support vulnerable children / lower attainers.	KF
<b>3. Improving challenge for all children especially high prior attainers, including disadvantaged.</b>	1. To embed strategies for stretch and challenge in class. 2. To develop use of mastery / challenge learning in mathematics. 3. To develop immersion days for high prior attainers, including disadvantaged.	TOK

**Priority 3: To improve the quality of leadership at all levels**

**Intended Impact (What success will look like for children):**

- Quality of teaching will improve so there are no examples of teaching less than good across the school.
- Leaders will demonstrate greater confidence in holding colleagues to account.

Focus Area	Key Actions	Lead Personnel
<b>1. Improving skills of holding teachers to account (ELT).</b>	1.1 Increased Phase Meetings with delegated monitoring activities and responsibility. 1.2 SLT feedback sessions timetabled. 1.3 Leadership Development sessions planned throughout the year. 1.4 Reporting to governors regularly.	JM
<b>2. Developing develop leadership skills in RQTs.</b>	2.1 Identification of JDs and responsibilities. 2.2 Appoint RQTs to positions. 2.3 Review and issue leadership packs. 2.4 Training sessions for new leaders on evaluating curriculum / provision; monitoring activities; action planning; reviewing. 2.5 New leaders begin posts and report to ELT & governors.	JM

**Priority 4: To improve wellbeing and behaviour**

**Impact (What success will look like for children):**

- Children will talk confidently about their learning using learning language.
- Children will achieve end of KS targets.
- PSHE Curriculum will be established across the school
- Attendance 95%+ for all groups of children.
- Reduction in persistent absenteeism for disadvantaged group.

Focus Area	Key Actions	Lead Personnel
<b>1. Establishing and developing learning characteristics in all learners.</b>	1.1. To develop a language of learning across the school. 1.2. To improve children's (with a specific focus on disadvantaged) understanding of how they learn effectively. 1.3. To review planning and curriculum to ensure opportunities are planned to develop effective learning characteristics.	JM
<b>2. Embedding PSHE curriculum across the school.</b>	2.1 To establish PSHE policy. 2.2 To review and refresh PSHE curriculum and teaching. <b><u>SEE PSHE DEVELOPMENT PLAN (to be completed by October half term)</u></b>	CMc
<b>3. To improve pupil attendance, especially for disadvantaged pupils and SEN.</b>	3.1 Continue to monitor registers and follow-up first day absences. 3.2 Embed system for monitoring attendance of identified children. 3.3 Review of letters in response to term time holiday requests. 3.4 Meet with parents of identified children to support attendance. 3.5 Introduce class attendance award in celebration assemblies. 3.6 Reinforce importance of punctuality and attendance with parents in letters.	JM

**Priority 5a: Improve provision and outcomes in writing**

**Develop and embed phonics teaching and learning opportunities in Pre-School (EYFS)**

**Intended Impact (What success will look like):**

- All pre-school children participate in a daily differentiated phonics session:  
Disadvantaged children have a strong foundation in phonic awareness and more able disadvantaged have a strong grounding in aural blending and recognise phase 2 sounds on entry to Reception.  
Children above ARE who are entering full-time education in 2017-2018 will have a strong grounding in aural blending and recognise and say Phase 2 initial sounds when show grapheme.  
Children at ARE who are entering full-time education in 2017-2018 will a strong grounding in aural blending and identify (aurally) Phase 2 sounds through the use of everyday objects (E.g. 's' is for snake).  
Children above and at ARE to begin forming initial letter sounds to communicate through emergent writing (in context).  
Children below ARE (incl. up to 24mths and those entering full-time education in 2017-2018) will discriminate, copy and name a range of everyday sounds (E.g. 'nee-nor, nee-nor' for ambulance) (in context).

Area for Development/ Objective	Actions	Lead Personnel	Costs (£)	Timescale	Success Criteria	Monitoring	Evaluation & Impact
<p><u>Pre-School Literacy Provision</u></p> <p><i>Identify and assess current physical Literacy Provision (Speaking &amp; Listening/ Reading/ Writing)</i></p>	<ul style="list-style-type: none"> <li>Learning Walk.</li> <li>Monitoring how speaking and listening, reading and writing resources are used in the indoor and outdoor learning environment.</li> <li>Engaging with children during learning walk to ascertain interest and ideas.</li> <li>Feedback to Pre-School Staff with findings.</li> <li>Provide training as identified from</li> </ul>	BK/SA	L/ship release time (in staffing budget )	End of Sept 1hr (+ feedback time)	<ul style="list-style-type: none"> <li>Identify what physical resources (including adults) are available to the children indoors and outdoors.</li> <li>Identify how often and for how long children visit focused Literacy areas and adults using timed mapping technique.</li> <li>Pupil voice further informs Literacy provision.</li> <li>Staff have an overall picture of Literacy provision from feedback session.</li> </ul>	BK/SA	<ul style="list-style-type: none"> <li>Completed 6/10/12.</li> <li>See enclosed sheets.</li> </ul>



Area for Development/ Objective	Actions	Lead Personnel	Costs (£)	Timescale	Success Criteria	Monitoring	Evaluation & Impact
	monitoring.						
<u>Phonics Teaching</u>  <i>Develop phonics teaching in pre-school to meet the needs of all children especially the disadvantaged.</i>	<ul style="list-style-type: none"> <li>Paired observation of Phonics session with focus on disadvantaged children.</li> <li>Pre-School Staff to identify training/ subject knowledge development needs.</li> </ul>	BK/SA	L/ship release time (in staffing budget )	Spring 2017	<ul style="list-style-type: none"> <li>Disadvantaged children identified and targeted.</li> <li>Appropriate space and resources in evidence.</li> <li>Planning in place &amp; sessions taught regularly.</li> <li>Phonics groups to be differentiated to take into account needs of children with a particular focus on disadvantaged.</li> </ul>	BK/SA	

### Develop and embed challenge in Writing in Reception (EYFS)

#### Current Situation:

	% Achieving Expected in Writing 2016					
	SCHOOL		LA		NATIONAL	
	2 - Expected	3 - Exceeding	2 - Expected	3 - Exceeding	2 - Expected	3 - Exceeding
<b>All</b>	67	12	60.5	15	61	12
<b>Boys</b>	68	6	58.6	11	58	8
<b>Girls</b>	66	17	62.4	19	65	15
<b>Disad (5)</b>	40	0				

- % working at the expected level for Writing at end Rec 2016 greater than LA and Nat %
- % working at the exceeding level for Writing at end Rec 2016 below nation but in line with national; girls performing better than national.

#### Impact (What success will look like for children):

- % of exceeding children increases in Writing to meet and/or exceed LA %
- % disadvantaged pupils achieving expected / exceeding in line with 'others'.

Area for Development/ Objective	Actions	Lead Personnel	Costs (£)	Timescale	Success Criteria	Monitoring	Evaluation & Impact
<u>Reception Writing Provision</u>  <i>Identify and assess current physical Writing provision and how higher achieving children engage with it</i>	<ul style="list-style-type: none"> <li>• Reception staff to identify higher achieving children including any disadvantaged HA, within the cohort.</li> <li>• Learning Walk.</li> <li>• Monitoring how higher achieving children in the indoor and outdoor learning environment use communication and language, physical development and writing resources.</li> <li>• Engaging with higher achieving children with a focus on disadvantaged HA during learning walk to ascertain interest and ideas.</li> <li>• Feedback to Reception Staff with findings.</li> </ul>	BK/SA	L/ship release time (in staffing budget )	Beginning of Nov 1hr (+ feedback time)	<ul style="list-style-type: none"> <li>• Writing outcomes improved for all HA including any disadvantaged</li> <li>• All children and especially disadvantaged access literacy / writing focus area regularly.</li> <li>• .</li> </ul>	BK/SA/SC	
<u>Pupil Voice</u>  <i>Engage with higher achieving children across the cohort to</i>	<ul style="list-style-type: none"> <li>• Conduct informal interviews with all higher achieving children including any</li> </ul>	BK	L/ship release time (in staffing	Spring / Summer 2017	<ul style="list-style-type: none"> <li>• Writing areas meet children's interests and needs.</li> <li>• Disadvantaged children speak positively about</li> </ul>	BK/SA/SC	

Area for Development/ Objective	Actions	Lead Personnel	Costs (£)	Timescale	Success Criteria	Monitoring	Evaluation & Impact
<i>ascertain views and ideas in relation to writing.</i>	<p>disadvantaged in the cohort.</p> <p>Focus topics: Writing Provision Personal Interests Next Steps</p> <ul style="list-style-type: none"> <li>Feedback to Reception Teaching Staff using transcription and discussions.</li> </ul>		budget )		writing experiences.		
<p><u>Engagement Opportunities</u></p> <p><i>Identify how planning, Evaluation &amp; Impact and assessment cycle supports higher achieving children to exceed.</i></p>	<ul style="list-style-type: none"> <li>Planning to identify differentiated activities for higher achieving children especially any disadvantaged.</li> <li>Professional reflective discussions with SA/SC to include focused interests of higher achieving children within planning format.</li> </ul>	BK	L/ship release time (in staffing budget )	Spring 2017	<ul style="list-style-type: none"> <li>Higher achieving children, especially disadvantaged are identified and outcomes in writing improve.</li> </ul>	BK/SA/SC	
<p><u>Agreement Trialling</u></p> <p><i>Assess writing examples against published exemplification materials.</i></p>	<ul style="list-style-type: none"> <li>EYFS staffs meet regularly to conduct work sampling discussions.</li> </ul>	SA	Nil	Oct onwards	<ul style="list-style-type: none"> <li>All EYFS staff are confident to use evidence to discuss progress.</li> <li>Consistent expectations evident throughout EYFS.</li> </ul>	BK/SA	

**(Lent Term 2017) Develop teacher confidence in planning for and assessing differentiated writing (KS1)**

**Current Situation:**

- Phonics is strong in Year 1 (Top 40% of schools in the LA):  
Year 1 exceeded LA % by 5.7%.  
Year 1 exceeded National %  
Girls out performed boys by 9%.
- Year 2 Phonics (Bottom 20% of schools in the LA):  
Year 2 under performed in relation to the LA % target by 5.5%.  
Year 2 under performed in relation to the National (2015) % target by 2.5%.
- KS1 under performed in Writing in relation to the LA % by 7%.  
Bottom 40% of schools in the LA.
- Girls outperform boys by 19% at the expected + level.  
Girls outperform boys by 12% at the GD level.
- There is a large % of SEND children in the KS1 cohort (2016).
- Disad perform well in phonics across KS1.
- Progress in writing for disadv from EY is good although only 50% (1 of 2) achieved expected standard.

WRITING (KS1) (%)		
	Expect ed +	GD
Boys	50	7
Girls	69	19
Disad. (2)	50	0

PHONICS (KS1) (%)		
	Y1	Y2
School	87	87.5
Disad (6)	83	100
National	81	90

**Impact (What success will look like for children):**

- Increase % of Expected + children to achieve and/or exceed LA & National
- Broadening children's writing experiences will enable them to gain mastery over their writing skills.
- Mastery of writing skills leads to working at GD.
- Staff undertaking agreement trialling assessment opportunities enables children to work at the appropriate challenge level.

Area for Development/ Objective	Actions	Lead Personnel	Costs (£)	Timescale	Success Criteria	Monitoring	Evaluation & Impact
<u>Engagement Opportunities</u>  <i>Identify how planning, Evaluation &amp; Impact and assessment cycle supports boys SEND.</i>	<ul style="list-style-type: none"> <li>• BK to monitor planning to identify differentiated activities for boys.</li> <li>• Professional reflective</li> </ul>	BK/DB	L/ship release time (in staffing budget )	Mid- Jan onwards 45mins (initial discussion)	<ul style="list-style-type: none"> <li>• Staff talk knowledgeably about boys'/SEND achievement and identify how their needs are catered for.</li> </ul>	BK/DB	

Area for Development/ Objective	Actions	Lead Personnel	Costs (£)	Timescale	Success Criteria	Monitoring	Evaluation & Impact
	discussions with KS1 Team in Phase Mtgs to include focused interests of boys within planning format.				<ul style="list-style-type: none"> <li>Staff identify how learning can be broadened and deepened in order to be extended (E.g. Extending sideways rather than upwards).</li> <li>Boys/SEND are identified specifically on planning format, taking into consideration pupil voice information.</li> </ul>		
<p><u>Pupil Voice</u></p> <p><i>Engage with boys/SEND/disadvantaged children across KS1 to ascertain views and ideas in relation to writing.</i></p>	<ul style="list-style-type: none"> <li>Conduct informal interviews with expected + boys/SEND/disadvantaged children. Focus topics: Writing Provision Personal Interests Next Steps</li> <li>Feedback to KS1 Staff</li> </ul>	BK	L/ship release time (in staffing budget )	Beginning Jan 15-30 mins (staggered Y1 and Y2) (+ feedback time with staff)	<ul style="list-style-type: none"> <li>Children achieve well in writing and tasks are focussed on pupils' interests, particularly disadvantaged.</li> </ul>	BK/DB	<ul style="list-style-type: none"> <li>Completed on 10/11/2016.</li> <li>See enclosed sheets.</li> </ul>
<p><u>Agreement Trialling</u></p> <p><i>Assess writing examples against published exemplification materials.</i></p>	<ul style="list-style-type: none"> <li>KS1 staff meet regularly to conduct work sampling discussions.</li> <li>Complete evidence sheet identifying achieved expectations.</li> </ul>	BK/DB	Nil	End Jan onwards	<ul style="list-style-type: none"> <li>All KS1 staff familiarise themselves with published exemplification materials.</li> <li>All KS1 staff are confident to use evidence to discuss progress.</li> <li>Professional discussions encourage staff to act as a 'critical friend' when monitoring writing.</li> <li>Consistent expectations of judgments evident throughout KS1.</li> </ul>	BK/DB	

Area for Development/ Objective	Actions	Lead Personnel	Costs (£)	Timescale	Success Criteria	Monitoring	Evaluation & Impact
					<ul style="list-style-type: none"> <li>Staff identify support/ next steps in children's learning.</li> </ul>		

**(Pentecost Term 2017): Embed story telling/ shared writing opportunities as a scaffold for children's writing (KS2)**

**Current Situation:**

- % achieving expected in line with national; % achieving GD above national.
- Top 40% of schools in LA.
- Girls outperform boys at the expected + level by 23%; Girls outperform boys at the GD level by 2%
- Disadvantaged children did not achieve GD; 60 % expected

WRITING (KS2) (%)		
	Expect ed +	GD
Cohort	74	24
Boys	65	23
Girls	88	25
Disad (5)	60	0

**Impact (What success will look like for children):**

- Narrow the gap between boys and girls within expected + level.
- Disadvantaged achieve expected and make sufficient progress.
- Shared writing process scaffolds learning for all children, enabling lower achieving children to use ideas for support and higher achieving children to tap in and extend their creativity.
- Children gain confidence through the shared writing process, therefore enabling them to take risks.

Area for Development/ Objective	Actions	Lead Personnel	Costs (£)	Timescale	Success Criteria	Monitoring	Evaluation & Impact
<p><u>Engagement Opportunities</u></p> <p><i>Identify how planning, Evaluation &amp; Impact and assessment cycle supports boys/ SEND / disadvantaged</i></p>	<ul style="list-style-type: none"> <li>• BK to monitor planning to identify differentiated activities for boys and disadvantaged.</li> <li>• Professional reflective discussions with KS2 Teams in Phase Mtgs to include focused</li> </ul>	BK/AH/AF	L/ship release time (in staffing budget )	Beginning March onwards 45mins (initial discussion)	<ul style="list-style-type: none"> <li>• Staff talk knowledgeably about disadvantaged and boys' achievement and identify how their needs are catered for.</li> <li>• Staff identify how learning can be broadened and deepened in order to be extended (E.g. Extending</li> </ul>	BK	Phase meetings have taken place to monitor marking and the challenge of the HA. These were reflective discussions and an opportunity to share good practice. Overall we felt positive that the HA children were given feedback that

Area for Development/ Objective	Actions	Lead Personnel	Costs (£)	Timescale	Success Criteria	Monitoring	Evaluation & Impact
	interests of boys & disadvantaged group within planning format.				sideways rather than upwards). <ul style="list-style-type: none"> <li>Disadvantaged and boys are identified specifically on planning format, taking into consideration pupil voice information.</li> </ul>		challenged them and moved them on in their learning.
<u>Pupil Voice</u>  <i>Engage with expected + boys across KS2 to ascertain views and ideas in relation to writing.</i>	<ul style="list-style-type: none"> <li>Conduct informal interviews with expected + boys with a focus on disadvantaged Focus topics: Writing Provision Personal Interests Next Steps</li> <li>Feedback to KS2 Staff using transcription and discussions.</li> </ul>	BK/AH/AF	L/ship release time (in staffing budget )	Mid- March 15-30 mins (staggered Y3/4 and Y 5/6) (+ feedback time with staff)	<ul style="list-style-type: none"> <li>Children achieve well in writing and tasks are focussed on pupils' interests, particularly disadvantaged</li> </ul>	BK	
<u>Shared Writing</u>  <i>Ensure all classes Y3-Y6 are engaging in Shared Writing as a tool to support Writing.</i>	<ul style="list-style-type: none"> <li>Learning Walk to identify Shared Writing in evidence on WW.</li> <li>Observe shared writing across Y3-Y6. Focus: Children given time to plan ideas. Process of writing/ adapting modelled. Proof-reading demonstrated. Story telling devices (as demonstrated by</li> </ul>	BK/AH/AF	L/ship release time (in staffing budget )	September onwards 15-20mins (staggered Y3-Y6) + feedback opportunity	<ul style="list-style-type: none"> <li>Staff use Shared Writing as an ongoing tool to support children, especially disadvantaged, during the writing process.</li> <li>Principles of T4W adhered to.</li> <li>Staff reflect on delivery and adapt as appropriate.</li> </ul>	BK	The storytelling INSET gave staff the opportunity to embed their skills.



Area for Development/ Objective	Actions	Lead Personnel	Costs (£)	Timescale	Success Criteria	Monitoring	Evaluation & Impact
	AG) in action. <ul style="list-style-type: none"> <li>BK to distribute shared writing prompt sheet/ideas.</li> </ul>						
<b><u>WHOLE SCHOOL FOCUS</u></b> <u>Shared Writing</u>  <i>Introduce/recap skills of story telling and shared writing (T4W) to encourage all staff to use during teaching and learning opportunities</i>	<ul style="list-style-type: none"> <li>AG to deliver training to staff through modeling.</li> <li>Staff across the school to use skills introduced.</li> <li>BK to evidence skills through above monitoring visits.</li> </ul>	AG SLT/BK	£2800	28/09/2016	<ul style="list-style-type: none"> <li>Children's achievement especially disadvantaged improves in writing.</li> </ul>	BK	



## Priority 5b: To improve achievement in reading

### Current situation:

- 76% of children in KS2 achieved ARE, 10% above National average.
- 77% of children in KS1 achieved ARE.
- Significant gap between boys and girls attainment.
- High proportion of disadvantaged children working below ARE (in school data); Gap between PP and others at end of KS2 has closed (104 v 104.1)

	REC		KS1		KS2	
	Expect ed +	Exceedi ng	Expect ed +	GD	Expect ed +	GD
Cohort	75	20	77	32	76	18
Boys	68	16	73	23	63	10
Girls	83	24	81	42	88	25
Disad	40 (2/5)	0	50 (1/2)	0	80 (4/5)	20 (1/5)

### Impact (What success will look like for children):

- 100% of children including disadvantaged make sufficient or better progress.
- Upward trend to continue, higher proportion of children, especially disadvantaged working above ARE and National standard.

Area for Development / Objective	Actions	Lead Personnel	Costs	Timescale	Success Criteria	Monitoring	Evaluation & Impact
1. Embed the teaching of Guided reading rotating stations across the school.	1.1 Teachers to timetable G.R sessions. 1.2 Support provided for teachers unsure how to plan/ manage and organise G.R sessions effectively. 1.3 Teachers to develop the use of questioning during G.R sessions with a particular focus on disadvantaged more able.	AH Class teachers	N/A	Advent 2016	Attainment in reading in line with the National average. 100% of children make expected progress. Increase in % disadvantaged pupils achieving expected and	Peer observations  Book scrutiny of Guided reading exercise books.	Guided reading is taking place throughout the school, with independent work being recorded in exercise books.  Year 6 are trialling a

Area for Development / Objective	Actions	Lead Personnel	Costs	Timescale	Success Criteria	Monitoring	Evaluation & Impact
					GD.		different approach (whole class teaching of reading skills) to accelerate progress.
2. Reading scheme and free reader resources to be reviewed and updated.	2.1 Audit to see where there are gaps in the reading scheme (KS1 and 2) and which resources need to be updated e.g topic books for each year group. 2.2 Purchasing plan to be established to supplement resources.	AH Class teachers	L/ship release time (in staffing budget)  TBC	Advent 2016	New resources promote a pleasure of reading for boys and girls. Chn. Especially disadvantaged engaged and motivated to read.	Audit	Class librarians have been appointed and their photos are displayed in the library.
3. Develop the role of the library and role of children librarians.	3.1 Establish librarian job description. 3.2 Teachers to appoint class librarians. 3.3 Children to take an active role in tidying up the library, withdrawing and returning books and promoting reading.	AH FS	Nil	Advent 2016	Librarians to wear badges, speak in assemblies, share ideas on how to promote reading.	Focus group of librarians.	Engagement strategies are being used throughout the school.
4. Minimise the gap between boys' and girls' achievement.	4.1 Review of Power of Reading material/ whole class texts and Guided reading resources to ensure they inspire and motivate boys. 4.2 Pupil voice to gather the opinions and ideas of boys about reading. 4.3 Identify boys at risk of underachieving to participate in BRP. 4.4 Year 6 Pixl intervention targeting boys working just below ARE.	AH	L/ship release time (in staffing budget)	Pentecost 2017	Termly assessments indicate the gap between boys and girls is closing.	Termly assessments Focus group of boys.	

Area for Development / Objective	Actions	Lead Personnel	Costs	Timescale	Success Criteria	Monitoring	Evaluation & Impact
5. Reading policy to be reviewed and updated	5.1 Review and develop reading policy; ensure it is in line with current practices. 5.2 Copy to be left in staff handbook and made available on school website. 5.3 Review Early Reading Statement and make available on school website.	AH	L/ship release time (in staffing budget)	Advent 2016	Clear policy	Books and planning scrutiny, lesson observations.	
6. Improve attainment of pupil premium children throughout the school.	6.1 Pupil premium children to be identified on seating plans and in lesson plans where necessary. 6.2 Subject leaders to be aware of P.P children. 6.3 Focus group with P.P children throughout the school to help gain an insight into their thoughts on reading. 6.4 P.P children identified for BRP support. 6.5 Attend Reading for Enjoyment course and implement strategies to support PP.	AH	L/ship release time (in staffing budget)	Pentecost 2017	P.P share their opinions and ideas- these are then passed onto class teachers to implement.  Higher proportion of P.P children working at ARE.	Termly assessments Focus group of pupil premium children.	
7. Development of 'Better Reading Partners' intervention.	7.1 Trained TAs to share their expertise with teachers. 7.2 BRP session to be filmed and shared. 7.3 Teachers to use BRP strategies in QFT	AH	N/A	Pentecost 2017	Teachers to adopt techniques during guided reading. Teachers to engage with chn and TAs about their progress.	Staff training.	
8. Develop subject knowledge and keep up to date with recent research (Reading for enjoyment course).	8.1 Attend 3 day courses. 8.3 Engage with research and understand the benefits for pupils of reading for enjoyment. 8.4 Examine a range of approaches, including choosing and using whole texts.	AH JM	£650	Advent 2016- Pentecost 2017	Develop and implement an action plan for creating a community of readers in your	Liaise with FS and class librarians.	NLT is supporting me with strategies to accelerate boy's

Area for Development / Objective	Actions	Lead Personnel	Costs	Timescale	Success Criteria	Monitoring	Evaluation & Impact
					<p>school, involving critical reflection and evidence gathering to share with the group. Plan for embedding these successful approaches more widely across your school.</p>		<p>progress and engage them with reading.</p> <p>Library Grant application has been completed in the hope that funding will enable us to buy exciting books to engage boys.</p>

**Priority 5c: To improve achievement in mathematics**

**Current situation:**

KS1

76.8 % achieving expected standard. Above national

Working at greater Depth – 24% = above national

Girls and boys both working with 77% at expected standard and 23% at Greater Depth

Without SEN 83% girls and 88% boys

All disadvantaged achieved expected standard but none at GD

KS2

79% achieving the expected standard Well above LA (Bucks 72%) and National (70%)

Scaled score 104 LA 104, National 103.

No significant difference in girls and boys in KS2. Girls 78% boys 80%

80% disadvantaged achieved expected standard; 20% GD

74% middle prior attainers achieved EXS; 9% achieved above

	REC		KS1		KS2	
	Expect ed +	Exceedi ng	Expect ed +	GD	Expect ed +	GD
Cohort	86.6	18.3	77	23	79	13
Boys	83.8	16.1	77	23	80	10
Girls	89.7	20.7	77	23	78	16
Disad	60 (3/5)	0	100 (2/2)	0	80 (4/5)	20

**Impact (What success will look like for children):**

- % Achieving GD KS2 at least in line with national.
- % disadvantaged achieving EXS+ and GD maintained and improved at end of all KSs.
- All prior ability groups achieve in line and better than national.
- HPAs make better progress significantly above 0.
- Children's maths books will show clear progression of skills and strategies over time, following school's progression document.
- Children's work will include open ended tasks, activities and good levels of challenge to ensure all children make at least good progress in maths.
- Parents understand progression in calculation booklet and strategies taught in school

Area for Development / Objective	Actions	Lead Personnel	Costs	Timescale	Success Criteria	Monitoring	Evaluation & Impact	Impact
To support parents understanding of the Calculation Policy.	Parent workshop to be held on addition and subtraction elements of the policy. Opportunity to practise and ask questions about methods used in school. Discuss mastery and importance of embedding learning.	Alex Fallon to lead meetings. Teachers to support parents with questions as and when they arise.	L/ship release time (in staffing budget)	Advent Term	Parents to have a secure understanding of the methods used. Parents feel better able to support their child with homework. Parents recognise that we do not push children's learning upwards.	Parent feedback, Homework books.		
To develop the progression of fractions.	Clear progression of fractions across the school.	A Fallon. Senior Teachers and S. Sayers to support to support.	L/ship release time (in staffing budget)	Pentecost 2017	Clear progression shown throughout the school.	Planning, book scrutiny.		
To develop quick recall of basic facts.	To develop the use of cracking number facts across the school. A. Fallon to extend levels of cracking number facts to levels suitable for higher attaining children and to enable them to apply their	Alex Fallon	L/ship release time (in staffing budget)	Lent 2017	Children secure in number facts. Children apply what they know. E.g. $7 + 3$ and $0.7 + 0.3$ Children consolidate their learning and have quick recall.	Lesson observations, book scrutiny, and data analysis.		

Area for Development / Objective	Actions	Lead Personnel	Costs	Timescale	Success Criteria	Monitoring	Evaluation & Impact	Impact
	understanding of number facts. Cracking Times tables extension levels to also be created for the consolidation of facts.							
To develop the teaching of Math's in the EYFS.	Peer to Peer observations. Development of Maths area.	A Fallon S Alexander	Teacher Release time	Advent 2016	More consistency between Pre School and Reception. Developed maths area and learning opportunities.	Learning walks and observations.		
To develop TA and teachers understanding of Maths interventions used in school.	Training for TAs on interventions and how to run them. Teachers to be trained so that they have a better understanding of what their children are doing in interventions and better able to support children on return to class.	A Fallon P O'kane K Ford	None	Pentecost 2017	Teachers have better awareness of supporting children in their class. Support is continued into the classroom, increasing % disadvantaged pupils achieving exs+.	SEN tracking sheet. Lesson observations.		
To ensure all children (with a specific focus on HPA and	Resources that can be used are shared with teachers.	A Fallon and SSayers	Stretch and Challenge books purchased (£450)	Advent 2016	Evidence in planning and books that children's learning	Book scrutiny, lesson observations, pupil voice.		

Area for Development / Objective	Actions	Lead Personnel	Costs	Timescale	Success Criteria	Monitoring	Evaluation & Impact	Impact
disadvantaged) are challenged and make good progress. To ensure teachers have a good understanding of the mastery curriculum.	Teachers are given an opportunity to discuss objectives and how to extend learning through INSET.				(especially disadvantaged) is stretched outwards and not just upwards. Children are given a range of challenges to extend and deepen their learning.			
To ensure resources are updated.	To audit what resources we have and what resources are needed. Teachers to speak to A.F if they need new resources.	Alex Rushforth. J. Clarke to support.	TBC	Ongoing	Teachers will feel well-resourced to deliver the curriculum. Maths cupboard well organised and resources accessible to all.	New maths resources to be ordered and organised. Maths cupboard to be monitored regularly.		
To ensure marking supports children's learning.	To ensure marking includes next steps for children (especially disadvantaged) and ways that they can develop their own learning. Self and Peer assessment to be developed.	Alex Fallon	L/ship release time (in staffing budget)	Pentecost 17	Teachers consistently give children (especially disadvantaged) next steps and/or challenge questions in the work so that learning moves forward. Children respond to marking including disadvantaged	Book Scrutiny, Lesson observations.		





# St. Joseph's

Catholic Primary School

Area for Development / Objective	Actions	Lead Personnel	Costs	Timescale	Success Criteria	Monitoring	Evaluation & Impact	Impact
					Feedback focus on planning.			

**Priority 5d: To improve achievement in RE**

**Current situation:**

- 

**Impact (What success will look like for children):**

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Area for Development / Objective	Actions	Lead Personnel	Costs	Timescale	Success Criteria	Monitoring	Evaluation & Impact
<b>Increase the quantity of recorded pieces of work in RE books and ensure they match expectations for each part of the teaching sequence.</b>	Use of different genres. Ensure that work in books reflects Come and See outline – 1 piece of work for explore / 2-3 for reveal and build respond into the title pages.	TOK / class teachers	Nil	Begin Autumn 2016 – ongoing through academic year.	Work in books variety of genres matches expectations for all part of the teaching sequence.	Book scrutinies / planning scrutiny	
<b>Assessment / data tracking</b>	Consistent teacher assessments in line with ATs. I Can statement sheets in place. Data analysed to inform development areas.	TOK / class teachers	Nil	From Advent Term 2016	Assessments evident: I can statements evident in books across all year groups.  Data tracking highlights areas for development.	Opportunities for moderation – staff meeting.  Book scrutinies termly.  Analysis of data tracking termly.	
<b>Extend the SRE policy and programme implemented in all year groups.</b>	SRE syllabus and materials available and developed with class teachers. Teacher Inset prior to implementation in each year group. Parent information meeting prior to implementation in each	TOK / class teachers	£150 (supplement the 'Journey in Love' programme)	Pentecost Term 2016	Pupil feedback questionnaires. Parent questionnaires.	Lesson observation. Book scrutinies. Analysis of questionnaires.	



Area for Development / Objective	Actions	Lead Personnel	Costs	Timescale	Success Criteria	Monitoring	Evaluation & Impact
	year group. Timetable for implementation established.						

**Priority 6a: To improve achievement in EYFS (Reception)**

**Current situation:**

- Observations and comments made by JH (EY Advisor) and SIA conducting the school review indicated that Practitioners (focus on Pre-school) need support to develop their understanding of how they can support learning, development and the Characteristics of Effective Learning. The tendency is to 'supervise' staff rather than playing. JH/SA discussed a cycle of regular observations based on the Ofsted definition of Teaching. Highlighting what each practitioner is doing and guiding them to what they need to develop. SA/JH discussed the importance of CH and GM working alongside SA to be supported in understanding what is 'good' teaching.
- Reception staff completed an EYFSP Moderation visit which confirms judgements in YR are in line with National exemplifications. This now needs to be reflected further down the school

**Impact (What success will look like for children):**

- Children will be excited about learning- the learning environment will reflect their learning needs and interests. Activities and tasks will stretch children and challenge them. They will have self-help skills and be independent in choosing and completing an activity. Children will be excited to try new challenges.
- Judgements will be consistent across Pre-school and reception- the children will be supported in their learning and their needs met.
- Children will have positive and strong relationships with staff
- More children, especially disadvantaged, will be school ready and find transition smoother.

Area for Development / Objective	Actions	Lead Personnel	Costs	Timescale	Success Criteria	Monitoring	Evaluation & Impact
Use ongoing assessments to create cohort data in order to identify vulnerable groups including disadvantaged, gaps in learning and progress made.	<p>All staff to make observations and collect evidence which documents and demonstrates children's learning.</p> <p>Collate into the children's learning journals so that a clear picture of each child is painted through the evidence. Bear in mind how children learn, not just what – characteristics of effective learning.</p> <p>Baseline assessment to be completed</p>	SA/ SC/CH	£0	ongoing	<ul style="list-style-type: none"> <li>• Interventions will be in place to address gaps in learning</li> <li>• Planning will reflect the next step in children's development</li> <li>• The environment will continue to evolve as the children progress- this will be reflected in the planning</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment to be completed half termly and submitted to SA</li> <li>• Learning walks</li> <li>• Learning journeys- to show next steps achieved</li> </ul>	<p><b>Advent 2016:</b> Both PS and reception have carried out baseline assessments within the first four weeks of term. Data was analysed and showed that maths and literacy needed developing in PS and writing/ phonics in reception. PS have started to try and develop writing in the learning environment but this needs developing further as data from Advent 2 shows that literacy and maths need developing further. Reception have developed</p>

Area for Development / Objective	Actions	Lead Personnel	Costs	Timescale	Success Criteria	Monitoring	Evaluation & Impact
							<p>the writing area further this year ensuring there is a stimulus for the children to write. This has been really successful inside but needs developing further outside.</p> <p>PS are still developing the learning journeys. Observations and learning works have identified that there is not a consistency across learning journeys. A phase meeting was held with a focus on learning journeys but not all PS staff attended. EY advisor looked at learning journeys in reception and said progress was clear to see.</p> <p>All staff are observing children and have a strong understanding of their learning- focus now is to ensure observations catch the wow moments rather than being written for the sake of it.</p> <p>EY advisor has been in twice this term (16/11 and 29/11) to address planning and next steps. A new</p>

Area for Development / Objective	Actions	Lead Personnel	Costs	Timescale	Success Criteria	Monitoring	Evaluation & Impact
							planning format was given to CH but will now not be used fully until Jan 17. EY advisor will be coming in again on the 25/1/17 to observe staff with a focus of looking at next steps and how children are challenged in maths and literacy (OFSTED target) and to look at how the planning format is being used
Review the planning systems to ensure they meet the statutory requirements in the EYFS Guidance.	<p>Key stage meetings to look at planning- what is working well? What could we do differently?</p> <p>Ensure weekly/ continuous planning is appropriate and relevant to the needs of the children and covers the 7 areas of learning.</p> <p>Planning to reflect the needs and the interests of the children especially where disadvantage identified.</p> <p>Pre-school: planning to reflect the different ages in the setting</p> <p>Include activities and resources in the continuous provision to support children's next steps.</p>	SA/CH	£0	Advent term	<ul style="list-style-type: none"> <li>• Planning will reflect the next steps for the children's development</li> <li>• The environment will be stimulating and changed regularly</li> <li>• Planning will be clear and easy to follow- staff will know routines and what is expected of them when delivering group activities</li> <li>• Learning areas/ zones will reflect what is being learnt that week/</li> </ul>	<ul style="list-style-type: none"> <li>• Planning scrutiny</li> <li>• Learning walks</li> <li>• Phase meetings</li> <li>• Pupil/ parent voice</li> <li>• Learning journeys</li> </ul>	<b>Advent 2016:</b> Observations on the Lead Practitioner and Deputy have shown that planning is still a priority in PS. It is clear that staff are unsure of what their role is from day to day. Activities do not always reflect the learning taking place during the week. A phonics session was observed. Planning only named the activity and page number. It was very apparent that the activity did not reflect the Letters and Sounds document. It is still not clear on planning what the learning intentions are or what the next step of learning is for

Area for Development / Objective	Actions	Lead Personnel	Costs	Timescale	Success Criteria	Monitoring	Evaluation & Impact
	<p>Make sure learning aims and activities have clear links to which children they apply to as this will show the link to assessment.</p>				<p>half term</p>		<p>children. Children are at times picked at random to complete an activity rather than focusing on their needs. SA has suggested using objective led planning to reflect children's next steps and to give staff a focus.</p> <p>EY advisor has been in twice this term (16/11 and 29/11) to address planning and next steps. A new planning format was given to CH but will now not be used fully until Jan 17. EY advisor will be coming in again on the 25/1/17 to observe staff with a focus of looking at next steps and how children are challenged in maths and literacy (OFSTED target) and to look at how the planning format is being used</p> <p>The PS environment was changed during the summer holidays so that it reflected the areas of learning both indoors and out. However as the Advent</p>

Area for Development / Objective	Actions	Lead Personnel	Costs	Timescale	Success Criteria	Monitoring	Evaluation & Impact
							<p>term has progressed the environment has slowly be put back to how it previously looked. The focus now is to introduce continuous planning which will then help to define the areas of learning in the environment.</p> <p>PS staff have voiced through performance management and phase meetings that they would like to plan more for their key children- as planning develops this year SA and EY advisor will look at how this could be included.</p>
<p>Develop practitioner's knowledge of how to interact with children to support learning and development.</p>	<p>Regularly monitor the quality of teaching and tackle underperformance.</p> <p>To implement a system of observations of EYFS staff to ensure rigorous supervision and professional development to improve the quality of teaching</p> <p>Strengths and points for development identified and fed back to practitioners in a 1:1.</p> <p>Develop an effective programme</p>	SA/CH/SLT	L/ship release time (in staffing budget)	Advent term, Lent Term, Pentecost term	<ul style="list-style-type: none"> <li>Teaching will be at least 'good' across the board</li> <li>Practitioners will feel confident with delivering a session and interacting with the children</li> <li>Children will be challenged through questioning and play</li> <li>Strong</li> </ul>	<ul style="list-style-type: none"> <li>Performance management</li> <li>Lesson observations</li> <li>Learning walks</li> <li>Standard of observations on children.</li> </ul>	<p><b>Advent 2016:</b> At the beginning of this term SA met with CH and GM to look at and agree performance management targets for the year. One of the targets was to 'implement a system of observations of pre-school staff to ensure rigorous supervision and professional development to improve the quality of teaching'. Over the last half term SA has been asking for</p>



Area for Development / Objective	Actions	Lead Personnel	Costs	Timescale	Success Criteria	Monitoring	Evaluation & Impact
	of professional development to help practitioners improve their knowledge, understanding and practice.				understanding of development matters and the Characteristics of effective learning <ul style="list-style-type: none"> <li>• Staff comfortable to be observed and share good practice</li> <li>• More children achieving exceeding in the ELG's from where they have been stretched and challenged.</li> </ul>		a time table so that joint observations; carried out by either SA,CH or GM could be completed. This has not happened and as a result a timetable will now be put together for the first half of the Lent term.  SA along with either BK or JM has observed CH and GM and given feedback. Areas identified for development include; <ul style="list-style-type: none"> <li>• Planning</li> <li>• Interactions</li> <li>• Environment</li> <li>• Learning journeys</li> <li>• Observations</li> <li>• Next steps</li> </ul> EY advisor and SA have identified that planning is the priority  SA has completed all the performance management for PS and reception staff (excluding SC). Each member of staff has a target to peer observe staff across reception and PS to share good practice.
<b>Small Group Activities- Pre</b>	Review whole setting 'carpet	SA/CH	£0	Advent	• Learning/ activities	• Lesson	<b>Advent 2016:</b>

Area for Development / Objective	Actions	Lead Personnel	Costs	Timescale	Success Criteria	Monitoring	Evaluation & Impact
<p><b>school</b></p> <p>Plan focus activities from next steps and teach in small groups while the rest of the children are engaged in self-initiated learning in the continuous provision. Teach some focus activities through children's interests using the continuous provision.</p>	<p>times' and how these can be improved to meet the needs of individuals. For example how can you meet the needs of the age range of children attending (30-50 months).</p>			term	<p>will be age appropriate</p> <ul style="list-style-type: none"> <li>• Children comfortable to learn and contribute during an activity</li> <li>• Needs and interests of the children met</li> </ul>	<p>observations</p> <ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Standard of observations on children.</li> </ul>	<p>Planning formats have yet to be developed in PS. Small group work is happening but it is very unclear (from observations) what the learning intention is, the purpose of the activity or the next steps of learning for individual children. The EY advisor will continue to support in Jan 2017</p>
<p>Prepare for baseline assessment being introduced for Sept 2017- also the introduction of electronic learning journeys</p>	<p>Program for the electronic learning journeys has been purchased- train staff on how to use it</p> <p>Attend network meetings and EY meetings to keep up to date with baseline assessment</p>	<p>All staff</p> <p>SA/SLT</p>	TBC	Pentecost term	<ul style="list-style-type: none"> <li>• Confident to use the electronic learning journeys to observe and record progress</li> <li>• Strong understanding of how to implement baseline assessment in sept 2017</li> </ul>		<p><b>Advent 2016:</b></p> <p>This target will be completed during the Pentecost term. Currently no updates on baseline assessment for Sept 2017</p>

**Priority 6b: To improve achievement in EYFS (Pre-School)**

**Current situation:**

- Learning Journeys are detailed and are beginning to be linked to Development Matters.
- Learning Journeys demonstrate a good understanding of individual children.
- Key Workers have a strong knowledge of their children.
- Summative assessments are completed for all children.
- Planning is completed and shared with parents regularly to encourage partnerships with home.

**Impact (What success will look like for children):**

- Children's next steps will inform planning.
- Assessments will be accurate and all children especially disadvantaged will make good progress across pre-school and be ready for school.
- Environment will reflect needs of the children and areas of learning.

**COST: £900 BLT EY Support plus L/ship release time (in staffing budget)**

Area for Development / Objective	Actions	Lead Personnel	Timescale	Success Criteria	Evaluation & Impact
<b>Assessment for Learning</b>	To complete baseline assessments for prime areas for all new starters to inform planning.	Submitted to SA by 30.9.16	<ul style="list-style-type: none"> <li>• SA &amp; SC to support observations and judgements pms w/c 5.9.16 &amp; 12.9.16</li> <li>• All staff to be provided with '4 Changes' documents with 'I can' statements to support judgements.</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline completed on 'Development Matters' in Learning Journeys in red.</li> <li>• Accurate Baseline completed.</li> <li>• Next steps identified for cohort.</li> </ul>	10.10.16
	Half-termly summative assessments completed to inform planning.	Submitted to SA by last day of each half-term (beginning Dec 2016)	<ul style="list-style-type: none"> <li>• EY moderation meeting each half term (7.11.16; 9.1.17; 27.2.17; 24.4.17; 12.6.17)</li> <li>• Learning Journeys to be reviewed each meeting.</li> <li>• SA to provide focussed agenda for each meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Accurate assessments completed each half term.</li> <li>• Information used to inform next half terms planning.</li> <li>• Attendance at moderation meetings with</li> </ul>	Baseline assessments have been completed and submitted to SA for analysis. CH / GM commented this was challenging to complete in the short space of time expected as some children are not in pre-school for many sessions. All assessments err on the side of caution and may be lower than expected / previous

Area for Development / Objective	Actions	Lead Personnel	Timescale	Success Criteria	Evaluation & Impact
				learning journeys.	years.
	To complete Learning Journeys regularly with clear links to Development Matters.	Ongoing – reviewed during monitoring and drop-ins.	<ul style="list-style-type: none"> <li>• Timetable release time for each Key Worker.</li> <li>• Opportunities to moderate Learning Journeys at moderation meetings across EY.</li> <li>• Support from SA weekly to secure judgements made through observations.</li> <li>• Support from SA to develop interactions &amp; questioning.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning Journeys up-dated each week.</li> <li>• Parental contributions included in Learning Journeys.</li> <li>• Observations linked to development matters.</li> </ul>	SA reinforced that only the prime areas need to be assessed in baseline.
<b>Planning</b>	To complete 'settling in' plans for first two weeks to identify children's interests and next steps.	Plans in Classroom File by Friday.	<ul style="list-style-type: none"> <li>• Training from SC in new format (EY INSET Days)</li> <li>• SC to support in Pre-school w/c 5.9.16 &amp; 12.9.16 pms</li> </ul>	<ul style="list-style-type: none"> <li>• Settling in plan prepared for first two weeks.</li> <li>• Evaluation &amp; Impacts completed to identify next steps.</li> <li>• Next steps used to inform planning for next weeks.</li> </ul>	10.10.16
	Indoor and outdoor continuous plans written for each week.	Plans in Classroom File by Friday.	<ul style="list-style-type: none"> <li>• Reception plans to be shared as examples.</li> <li>• Format selected based on review of examples.</li> <li>• EY INSET Days</li> </ul>	<ul style="list-style-type: none"> <li>• Plan written identifying: <ul style="list-style-type: none"> <li>- Learning outcome</li> <li>- Next steps</li> <li>- CoEL</li> <li>- Reflect 7 Areas for</li> </ul> </li> </ul>	Moderation meetings are planned to take place. CH / GM commented on the amount of time assessments and learning journals take to complete and paperwork takes

Area for Development / Objective	Actions	Lead Personnel	Timescale	Success Criteria	Evaluation & Impact
				<ul style="list-style-type: none"> <li>- Learning Evaluation &amp; Impact to inform next steps</li> </ul>	away from time with the children.
	Adult-led plans written for each week	Plans in Classroom File by Friday.	<ul style="list-style-type: none"> <li>• Reception plans to be shared as examples.</li> <li>• Format selected based on review of examples.</li> <li>• EY INSET Days</li> </ul>	<ul style="list-style-type: none"> <li>• Plan written identifying:               <ul style="list-style-type: none"> <li>- Learning outcome</li> <li>- Next steps</li> <li>- CoEL</li> <li>- Reflect Development Matters</li> <li>- Adult leading</li> <li>- Targeted children</li> <li>- Differentiation</li> </ul> </li> <li>• Evaluation &amp; Impact to inform next steps</li> </ul>	SA & JM reinforced that interactions with children were the most important aspect and would provide much information to feed into LJs. Use of post-it notes and contributions from all members of the team were discussed and can be included in the LJs. There is no expectation for notes to be re-written in LJs. LJs are an ongoing document tracking children's achievements and progress and should not simply be a record for parents.
	Establish Pre-School weekly structure	2.9.16	<ul style="list-style-type: none"> <li>• EY INSET 1.9.16 / 2.9.16</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-school weekly timetable structure established.</li> </ul>	Advent 2: SA has analysed data for PS and identified that maths and literacy are areas of concern. SA has emailed on a number of times asking to meet staff to discuss data but has had no dates given. Staff are unwilling to attend meetings after school as it is not in their contract.

Area for Development / Objective	Actions	Lead Personnel	Timescale	Success Criteria	Evaluation & Impact
<p align="center"><b>Environment</b></p>	<p>Establish areas of learning in indoor and outdoor areas to develop independence and reflect children's next steps.</p>	<p>Areas identified clearly by Sept 2016</p>	<ul style="list-style-type: none"> <li>• Pre-school to look at areas of learning in Reception.</li> <li>• Pre-school staff to identify environment plan.</li> <li>• Audit of resources in pre-school.</li> <li>• Reorganisation of environment (SA &amp; SC to support reorganisation)</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-school areas of learning in environment mirror Reception areas.</li> <li>• Indoor and outdoor areas of learning defined.</li> </ul>	<p>10.10.16</p>

**Priority 7: To improve provision and achievement for children with SEND**

**Current situation:**

- Children with SEN are tracked individually against objectives in EHCP / statement.
- No SEN children working at ARE at end of KS / across school.
- Interventions for school support targeted following PPMs. Progress against targets tracked weekly.
- Vast majority of children make very good progress in interventions.

**Impact (What success will look like for children):**

- All SEN children making good or better progress towards identified targets.
- TAs deployed effectively to support classes / groups identified in PPMs
- Interventions tracked to demonstrate impact on children's progress and all children make progress on interventions.

Area for Development / Objective	Actions	Lead Personnel	Costs	Timescale	Success Criteria	Monitoring	Evaluation & Impact & Impact
To review the SEND policy.	SEND policy to be reviewed. Policy document to be available on the schools Website.	SENDCo	N/A	Oct 16	Policy will be reviewed and any alternations noted and amended for Governing body approval.	To be reviewed Sept 2016	
To update school offer and ensure that the correct information is published on the school website.	Use the COP to identify information that St Joseph's need to publish on the website. Ensure that the key information is collated and up to date. Publish information on School Website	SENDCo	N/A	Oct 16	Local offer updated. Documents available on school and county website.	To be reviewed Sept 2016	
To develop the use of PIVATs to assess and support setting targets for identified children.  Online version used to demonstrate progress	-Staff meeting (21.11.16) -Work alongside staff using PIVATs. -PIVATs moderation for Teachers and TAs	SENDCo			PIVATs used to track and set targets for identified children.	PIVATs moderation  PIVATs folder brought to PPM .	

Area for Development / Objective	Actions	Lead Personnel	Costs	Timescale	Success Criteria	Monitoring	Evaluation & Impact & Impact
Class observation with SEN and differentiation focus to take place as part of the monitoring cycle.		SLT	N/A	Planned dates as part of the monitoring/ observation cycle.		SLT Learning Walks Class observations Drop ins	
To develop a one page profile for all children with SEN.  To ensure clear tracking system shows the development of pupils working significantly below age related expectations.	system in place Regularly updated following PPMs	SENDCo	N/A	On going	Progress tracked, monitored and reviewed at PPM. Termly targets set and reviewed.	On going	
To Monitor interventions to ensure they are delivered effectively following the rationale for each programme.	Evaluate progress made by pupils on each intervention through analysis of start and exit data.	SENDCo	N/A	Termly	Interventions will be matched to children's needs.  Children will make at least expected progress.	SENDCo Termly	
To ensure TAs are deployed effectively to support progress and promote independence.	-Identification of interventions required by children on SEN register. -Appropriate training undertaken by TAs. -Shared understanding of statement objectives for each child with a statement to ensure children are not 'over-supported'					TA timtables	





Area for Development / Objective	Actions	Lead Personnel	Costs	Timescale	Success Criteria	Monitoring	Evaluation & Impact & Impact
	by adults.						