

**RAVENSCLOTE JUNIOR SCHOOL
SCHOOL DEVELOPMENT PLAN**



2017 - 2018

ENGAGE, ENRICH, EXCEL

Key targets for Improvement

2017 - 2018

The key targets for this academic year are as follows:

1. For all pupils to achieve at least 100% expected progress from their starting points in reading, writing and mathematics in years 3 to 6. Central to our progress judgment is our quality assurance system.

Our 2017 data illustrated that the pupils made at least good progress. Our progress scores that appear in published data do not reflect the exact progress our pupils make, this is the key reason we use a range of evidence to illustrate progress. Our quality assurance system focuses on books, learning, case studies and a variety of discussions. This information enables us to have a rounded view of progress at RJS. Preparing children for the world beyond school is essential which is why we focus on reading, writing and mathematics. We recognise we still have more work to do with mathematics and as a result their will be a sharp focus on CPD for the teachers.

2. To develop the links between our curriculum and our assessment system, to ensure that our assessment system helps work/life balance and provides us with the key information to assess our provision.

Central to provision is having an assessment system that supports our curriculum. The aim is to find a solution that helps impact on the teachers work/life balance and as such improves the quality of our provision. Our curriculum is about skills, experiences and relationships. It helps to prepare pupils for life beyond education and as such our assessment system focuses on pupils being well rounded and academically able.

3. To continue to diminish the difference for disadvantaged pupils so they make better than expected progress.

In 2016/17 we focused on this key group and we will continue to do so in 2017/ 2018. We intend to build on the good work from last year and consider this group alongside all children. Last year we managed great success and this year we will share this success further and use strategies deployed last year on a wider scale.

4. To deliver outstanding personal development, behaviour and welfare (PDBW). This is central to our culture and links with two key aims – equality and inclusion. Central to this target is the support we provide for the emotional well being of our learners and staff.

The challenges we face as educational professionals are huge and it is vital that we support the emotional well being of pupils and staff. In 2016/17 we saw an increase in levels of anxiety amongst pupils and our well-being survey highlighted the need to continually provide pupils with a safe environment to discuss the world around them. Ensuring that our staff are resilient is key and as such we need to amend our working patterns to ensure we can motivate and engage our learners. Over the course of the year we will develop our PSHE curriculum and we will make PSHE a core subject as we need to now, more than ever, provide our pupils with opportunities to develop their emotional intelligence. It is essential children and adults feel that they are listened to and valued.

1. School Development Plan 2017-18

For all pupils to achieve at least 100% expected progress from their starting points in reading, writing and mathematics in years 3 to 6. Central to our progress judgment is our quality assurance system.

Our 2017 data illustrated that the pupils made at least good progress. Our progress scores that appear in published data do not reflect the exact progress our pupils make, this is the key reason we use a range of evidence to illustrate progress. Our quality assurance system focuses on books, learning, case studies and a variety of discussions. This information enables us to have a rounded view of progress at RJS. Preparing children for the world beyond school is essential which is why we focus on reading, writing and mathematics. We recognise we still have more work to do with mathematics and as a result there will be a sharp focus on CPD for the teachers.

Success Criteria – what will be the impact by the end of the action plan? – What will be better?

- 2017 data showed that 73% of pupils achieved the expected standard in reading, writing and mathematics, 20% achieved the higher score in this area. We will be aiming for 80% in 2018 at the expected and 25% at the higher score.
- Our progress score in reading was -0.8, in writing it was -0.9 and in mathematics it was -2.1. As a junior school we suffer from not having any influence on the key stage 1 data. Ofsted has recently stated that progress scores are lower in junior schools than in primary, yet attainment is higher in junior schools. This recognises the challenge we face. Our quality assurance information shows our progress is higher than these unreliable figures.
- It should be noted that despite the 2017 cohort having 12% of pupils with SEN, 1% with a statement, and 12% EAL the progress data states that we only had 1 child out of 151 with a low prior attainment.
- Books in core subjects will illustrate a consistent approach to marking and feedback.
- Appraisal targets will reflect a whole class target and a specific target for disadvantaged pupils across the year group.
- Regular reporting will enable progress to be tracked regularly, SEN reviews will form part of the pupil progress meetings and only be as a separate meeting for high-level SEN pupils. Combining these meetings will enable a shared responsibility and will highlight the low need SEN children that make a significant difference to our progress data. We will develop a bank of effective teaching strategies that will be shared with all staff.
- As a school when we define progress we are looking at the progress a pupil makes from their starting point. 1 point on our scale is expected, 2+ is more than expected. Data will be examined alongside quality assurance documents
- The quality of teaching will be explained in termly school improvement reviews. The School Improvement Team will produce these and AHTs will produce a report for the HT to use with governors and the Trust. The HT will QA this process.
- Key groups, most able, disadvantaged, disadvantaged most able and SEND will be monitored so that the gap closes compared to national figures and within school data. This monitoring will be evident at the C&L meetings.
- Pupil conferencing will focus on attitudes to learning and teachers will collate pupil's views on barriers to learning.
- Vulnerable groups will continue to progress at a greater rate than the average, addressing gaps from previous learning. These pupils will be identified by SLT and targeted with one to one tuition and interventions. All pupils' targets will be reviewed and adjusted if necessary and reported in pupil progress meetings.
- All staff will share responsibility for quality in all areas of teaching and learning; shared responsibility resulting in a deeper understanding of teaching and learning at RJS for all.
- TAs will take part in the QA system in the spring term.

Action	Lead person	By When	Resources Time/£ and Source	Monitoring Who, How often, When and How
<ul style="list-style-type: none"> To improve the teaching and assessment of maths reasoning using the White Rose assessment strategy (link to tracking grids). To provide maths training to all RJS staff – 6 week programme. 	J. Ryder and A Webster	1 st half autumn term	£2000	Review throughout course and at the end. Involvement of Y5 and Y6 CTs South Camberley
<ul style="list-style-type: none"> To maximise training opportunities, e.g.: bar modelling, offered from the Surrey Maths Hubs. 	J. Ryder and A Webster	On going	Assessed as opps arise	Termly
<ul style="list-style-type: none"> Produce recommendation for school wide text books 	Maths Core team	On going	Proposal for 2018/19	Summer term decision
<ul style="list-style-type: none"> To target specific children during assemblies, with a sharp focus on maths and reasoning 	AHTs	Termly	None	AHTs report to SLT termly
<ul style="list-style-type: none"> Termly meetings with AHT to discuss the pupil progress of disadvantaged pupils with the whole team. 	AHTs	Termly	3 hours AHT + CT time PPA	Termly
<ul style="list-style-type: none"> To monitor planning weekly with a rotating focus on the key groups of most able, disadvantaged and disadvantaged most able provision 	DHT	Termly	1 hour per week DHT time	Termly
<ul style="list-style-type: none"> To visit other schools (within the Trust and schools that may join the Trust) and look at assessment systems they are using and how they are moderating work – this has been set as part of an appraisal target all SLT. 	AHTs	Termly	Trust will allocate resource	Termly
<ul style="list-style-type: none"> Marking and feedback - To continue to ensure marking in maths informs children of their strengths and progression points. To use the up to date policy for marking to keep efficiency. 	SLT	½ termly	None	Weekly
<ul style="list-style-type: none"> To use the intervention room for Deputy Head to support year 6 pupils. Pupils will receive the input in class and then the DHT will target identified children. This enables a fluid movement, which targets key areas of need. 	Y6 AHT + DHT	½ termly	None	Weekly
<ul style="list-style-type: none"> To target 1 to 1 tuition support for disadvantaged pupils, pupils showing stagnant progress and SEND – intervention will be 5 weeks and specific targets set for the CT doing the intervention. Pupils will be taught additional knowledge using our new supply teachers. 	DHT + CTs	½ termly	Costs to be calculated when established	Termly

<ul style="list-style-type: none"> To embed our policy for spelling and promote through class teaching. To monitor the teaching and learning of our new grammar scheme of work to understand the mastery of grammar skills. 	English team	½ termly	Staff meeting time	Termly – English team
<ul style="list-style-type: none"> To introduce maths at home tasks and activities 	Maths team	½ termly	Staff meeting time	Termly – Maths leads
<ul style="list-style-type: none"> To run a maths week with a focus on problem solving and enterprise – to tie the enterprise in with a charity focus. Following a maths week, introduce enterprise day half termly To enter maths competitions across the partnership for G&T pupils 	Maths team	½ termly	Staff meeting time	Termly – Maths leads
<ul style="list-style-type: none"> To run a specific INSET for all teachers to further develop their knowledge of how to teach reasoning and problem solving. A focus on reasoning and mastery skills will help develop confidence further 	Maths team			
<ul style="list-style-type: none"> Ensure each teacher is using the tracking system in SIMS to monitor progression in their maths sets and in English against the new curriculum. AHTs will build on the tracking system further to embed good practice. 	All CTs + AHT oversight	Termly	AHT time	AHT + SLT
<ul style="list-style-type: none"> To write case studies on specific children that receives interventions and different types of support. These case studies will be used as exemplars for reporting to governors and to help lead discussions on effective learning welfare support. 	All CTs	½ termly	None	Governor C & L committee
<ul style="list-style-type: none"> To offer children the opportunity to write across all curriculum to maximise their understanding that writing should maintain a consistent standard whether it be in English or another subject; and to embed grammar, punctuation and composition skills taught in English lessons. 	English team	½ termly	Staff meeting time	Termly – English team
<ul style="list-style-type: none"> To monitor the writing of disadvantaged children across the curriculum to maximise their opportunities to develop their skills at all times. 	English team			
<ul style="list-style-type: none"> To monitor the progress of high level SEN need children throughout the year using individual testing resources. 	SENCO	½ termly	None	Governor C & L committee
<ul style="list-style-type: none"> To train and support CTs with the new writing assessment objectives and to raise children’s awareness of their targets within this. To trial and develop a guided reading scheme which 	English leads	½ termly	Staff meeting time	English leaders report to SLT and in turn to governors - Spring

<p>challenges pupils and prepares pupils for end of year expectations.</p> <ul style="list-style-type: none"> To increase the profile of reading at home – greater comprehension. 				
<ul style="list-style-type: none"> For teaching staff and LSAs to take part in QA to ensure classes are consistently challenging children in marking, work and English across the curriculum. 	All staff	½ termly	Assembly time	Termly - SENCO
<ul style="list-style-type: none"> To moderate writing in year groups to ensure consistency and challenge is appropriate. The sharing of work will help identify strengths in different classes and a chance to share expertise. 	English leads	½ termly	Staff meeting time	Termly – English team
<ul style="list-style-type: none"> To use the SIMS assessment system to track children’s ability against individual objectives so that reports can be taken to identify gaps 	AHTs	½ termly	AHT management time	Termly - AHTs

2. School Development Plan 2017 - 18

To develop the links between our curriculum and our assessment system, to ensure that our assessment system helps work/life balance and provides us with the key information to assess our provision.

Central to provision is having an assessment system that supports our curriculum. The aim is to find a solution that helps impact on the teachers work life balance and as such improves the quality of our provision. Our curriculum is about skills, experiences and relationships. It helps to prepare pupils for life beyond education and as such our assessment system focuses on pupils being well rounded and academically able.

Success Criteria

- For all children to be set challenging targets in maths and writing based on the previous years achievements, this is to ensure a minimum of 100% expected progress from their starting points.
- To develop a curriculum teams that focus on what good learning looks like in each subject, thus developing pedagogy, and to reflect upon what we should be teaching our children.
- To devise a list of essential skills we need for learning. This may result in changing the way we teach particular subjects.
- The monitoring schedule will illustrate that 100% of children are being challenged and teacher expectations are appropriate to each child's ability.
- Staff work sampling of target children and whole class.
- Children's work illustrates good progress from their starting points – there are no national standards for years 3-5 so we will use QA material for this.
- Target children are placed on individual learning accelerator programmes.
- The challenge in the Curriculum is indicative with the standard of work.
- Core Leaders is confident on the standards of all groups of children throughout the school.
- The English and mathematics teams are able to help lead writing within their year groups.
- Reporting to Governors is succinct and focused. Governors recognise the difference between previous data produced and our rational for school performance information.
- Pupil conferencing will illustrate the 'pupil voice' in their learning experience and progress.

Action	Lead person	By When	Resources Time/£ and Source	Monitoring Who, How often, When and How
<ul style="list-style-type: none"> • All pupils have English and Maths targets within their books, linked to the national curriculum – this will enable pupils to have a clear understanding of what they need to achieve and their next steps. A writing mat supports the children to ensure they know how to reach their targets. 	English and Maths leads	End of term 1	3 hours of time per leader	SLT, Eng and Maths leads to monitor termly and on observation days.
<ul style="list-style-type: none"> • Appraisal cycle incorporates 2 data targets - maths and writing targets. Pay decisions will be based on the progress of all pupils in maths sets and classes. Any part time teachers will have targets based on key groups in the classes they teach. 	SLT	1 hour per CT incorporated into release time	SLT to monitor targets termly All meeting dates set annually	SLT
<ul style="list-style-type: none"> • Pupil progress meetings inform L&M of progress of all pupils, as well as disadvantaged and most able disadvantaged pupils. 	AHTs	1 hour per CT incorporated into release time	SLT to monitor targets termly All meeting dates set annually	SLT
<ul style="list-style-type: none"> • Pupils in year 6 have sets for grammar and comprehension 	Y6 team	1 hour per CT	Incorporated into	SLT to monitor

to focus on children's needs in 6-way differentiation.		incorporated into release time	timetable	
<ul style="list-style-type: none"> • Writing awards across the curriculum • Work sampling across subjects focusing on differentiation and progression • Internal moderation will help promote expertise and knowledge 	English team	½ termly	Staff meeting allocated time	SLT through QA
<ul style="list-style-type: none"> • Interventions organised to impact on progress – SENCO to review and report to governors 	SENCO	1 hour per CT incorporated into release time		Report to govs – Spring and summer
<ul style="list-style-type: none"> • One to one tuition focuses on writing and maths (specialist SEN teacher) • CTs to provide 1:1 teacher with specific targets to work on 6 ticks • Consider 10 weeks would have a greater impact and would be worth the money 	SENCO and Mrs Ledger		Blocked sessions with tutor 5 week blocks focused – 2 children per hour x 5 weeks	SLT data report start and end
<ul style="list-style-type: none"> • CTs observe within year groups and in opposite year groups. For example if a teacher is based in the lower school the opposite will be the upper school, and vice versa. 	DHT to co-ordinate All CTs responsibility	Half termly programme	Incorporated into release time	Observations within year group by half term, opposite key stage by Christmas – cycle repeated each term
<ul style="list-style-type: none"> • LSAs to be familiar with objectives to inform next steps with children. 	CTs LSAs SENCO		Assembly time	Termly
<ul style="list-style-type: none"> • Assess impact of writing policy – 2 core managers to report back and run training 	English leads	English team CTs	Termly	Visual report for Governors – C&L committee
<ul style="list-style-type: none"> • Observation days focus on writing in different contexts. 	SLT	2nd half of each term	SLT release time – 1 day a half term	Report into FGB and SLT meetings
<ul style="list-style-type: none"> • To pair up CTs with members of the SLT to look at learning and help to build a greater awareness of learning. 	HT SLT	½ Termly	Staff meeting time	C & L Comm
<ul style="list-style-type: none"> • To arrange Teaching and Learning groups that meet half termly to focus on what good learning and progress look like 			Time 3 days a term to be organised by DHT + use of HLTAs	SLT Meeting
<ul style="list-style-type: none"> • To organise termly to provide teachers the opportunity to watch each other teach • To organise CT and partner LSAs to do a learning walk this term. 				

<ul style="list-style-type: none"> Organise a questionnaire for teachers and support staff to show their understanding of the assessment system and add any additional ideas. 	DHT +SLT	Termly	Incorporated into SLT	C & L Comm
<ul style="list-style-type: none"> Using the SIMS Programme of study tracking, teachers can enter all data in one place, releasing time where they would have previously been entering in multiple spreadsheets. 				
<ul style="list-style-type: none"> Computing portal to be developed so that teachers can input assessment efficiently using a traffic light method. This could then be inputted onto SIMS for the future. • _Frog to be handed over to the children who attend Frog Club so that this cuts down teacher work load – teachers to inform children of what they would like on their pages and they will then add as necessary. 	Hannah Burrows and Joe Bostock	On going	Release time to arrange with L. Buggs	Discussions and monitoring of the portal and usage on Frog.

3. School Development Plan 2017 -18

To continue to close the gap for disadvantaged pupils so they make better than expected progress.

Whilst our numbers of disadvantaged pupils tend to be below the national average we need to make this group of children central to all of our work. Every member of staff will have targets linked to these children and all monitoring will focus on their progress. As a group they need to make at least better than expected progress from their starting points. The progress of disadvantaged pupils and the most able disadvantaged pupils is a key priority for us this year and all elements of our school will be tailored to ensuring they make better than expected progress.

Success Criteria – what will be the impact by the end of the action plan? – What will be better?

- All staff will know who this key group across their year group
- Interventions will be reviewed by QA to evaluate effectiveness
- Disadvantaged pupils will make better than expected progress from their starting points
- Governors will have a clear understanding of pupil premium expenditure and impact
- Case studies will help evaluate the impact of interventions and actions
- Self-esteem of disadvantaged pupils will improve and will be evaluated in governor pupil conferencing
- 2018 data will illustrate the disadvantaged pupils make better than expected progress
- Disadvantaged pupils will have more opportunities both socially and academically as a result of higher profile recognition

Action	Lead person	By When	Resources Time/£ and Source	Monitoring Who, How often, When and How
<ul style="list-style-type: none"> • For the HT to lead training to staff and governors stating the importance of focusing on the progress of disadvantaged pupil and most able disadvantaged pupils. This will enable us to raise the profile of this group further 	HT	End of October	4 hours HT time	On going due to sharp focus throughout the year
<ul style="list-style-type: none"> • To identify disadvantaged pupils within classes and maths sets 	DHT and AHTs	By 31 st Oct	1 hour per member of staff + SLT dedicated leadership time	Termly SLT Governors spot checks
<ul style="list-style-type: none"> • Pupil progress meetings will spend half the time evaluating interventions for disadvantaged pupils 	AHTs	Termly		
<ul style="list-style-type: none"> • To ensure all staff know who the disadvantaged pupils are so they can help support their needs at every opportunity, on the playground, in different lessons and in clubs. 	SLT	By half term	None	DHT + SLT
<ul style="list-style-type: none"> • To place on every governor and trust agenda the needs and progress of disadvantaged pupils 	HT and clerk	On-going		Termly
<ul style="list-style-type: none"> • To devise Venn diagrams which help identify key pupils that are in more than one key group 	AHTs	AHTs	Termly	Part of PP meetings
<ul style="list-style-type: none"> • To devise a system to be able to discuss the disadvantaged pupils with staff without the disadvantaged pupils realising they are being discussed – AHTs will discuss strategies with teams. 	AHTs	AHTs	By end of September	SLT discussions fortnightly

<ul style="list-style-type: none"> To evaluate the progress of disadvantaged pupils in KS2 2017 results once the new Raise Online document is published in November – train staff and governors on the new document. Evaluate progress of disadvantaged pupils from their starting points with other children with similar starting points nationally. 	SLT	SLT	Within 2 weeks of ROL publication	2 hours prep 3 hours presenting to CTs and gov's
<ul style="list-style-type: none"> To devise and approve a pupil premium strategy which explains our rationale for funding and expectations of progress. 	HT & DHT	By November	DHT time	Termly
<ul style="list-style-type: none"> Science books of disadvantaged pupils to be monitored in science team meetings to look for areas to help them. Science leaders to do call backs to directly feedback to pupils during PPA time. 	Science Leaders	First science team meeting	None	Termly
<ul style="list-style-type: none"> For governing monitoring visits to focus on the interventions and support for disadvantaged pupils. To spend time talking to children about their learning and all groups will consist of 50% disadvantaged 	HT & gov's	Termly gov visits	Gov time and supply costs for staff involved	Termly – gov's
<ul style="list-style-type: none"> To provide extra-curricular opportunities for the disadvantaged pupils in English, Computing, Science (children in Year 3 and 4 directly invited to science club and offered guaranteed places), Maths and religion – for example Bob Cox extending writing, theatre trip, etc.... 	Core leaders Alan	End of October	None	Termly
<ul style="list-style-type: none"> To examine books at SLT and governor committee level and compare with the progress of other pupils in the same year group 	SLT & Governors	1 hour per CT incorporated into release time	None	Termly visits
<ul style="list-style-type: none"> Teachers have updated computing portal so that disadvantaged pupils are easily identifiable. 	Hannah Burrows and Joe Bostock	Ongoing	Meeting with the portal creator (Liam Buggs) Possible release time.	Ongoing
<ul style="list-style-type: none"> Forming a 'Tech Team' – consisting of four Frog Ambassadors, two from upper, two from lower who will take photos for the head teacher's certificate page and taking responsibility for noting and asking teachers what they would like for their Frog pages. We also plan to have two children from each year group to assist Lisa Crouch and their teacher. 	Hannah Burrows and Joe Bostock	Beginning of October	Assembly time	Monitoring and getting feedback from staff.
<ul style="list-style-type: none"> I pads for each teacher so that they can interact with the board while not having to be at the front of the class and to use it to note down and assess while working with different groups at a time. 	Hannah Burrows and Joe Bostock	Ongoing	Going to Bett (release time) cost of i pads.	Ongoing

4. School Development Plan 2017-18

To deliver outstanding personal development, behaviour and welfare (PDBW). This is central to our culture and links with two key aims – equality and inclusion.

PDBW at our school is outstanding but as cohort's change and the local community changes we need to now more than ever promote a culture of outstanding personal development. Central to our success is the development of a rounded child, a child that can be resilient and ask the right questions when faced with challenges. Equality and inclusion are strengths of our school and we need to provide our children with a broad curriculum to enable them to develop scholarship skills in a range of disciplines. Promoting the protected characteristics of the Equality Act 2010 is a core part of our business for all members of our community. By continually evaluating the impact of our safeguarding practices we will always ensure we provide a safe and secure environment.

Success Criteria – what will be the impact by the end of the action plan? – What will be better?

- All staff will ensure there is a shared responsibility for safeguarding and the children's wellbeing
- The values and vision of the school will be lived and walked by all
- Incidents of behaviour will be less frequent
- Attendance will be above the national average
- Behaviour will be outstanding
- Staff will be consistent in all approaches
- Data analysis of behaviour ladders will show progress with key pupils over three terms.

Action	Lead person	By When	Resources Time/£ and Source	Monitoring Who, How often, When and How
<ul style="list-style-type: none"> • To evaluate the Equalities policy with SLT and the governors – to ensure everyone understands the protected characteristics and the impact of the policy 	HT	End of September	Incorporated into release time	HT and governors through visits termly
<ul style="list-style-type: none"> • To do termly learning walks focusing on equality and how our culture promotes equality 	SLT	Half termly		
<ul style="list-style-type: none"> • To change the way we give pupils responsibilities. Changes will be evident with prefects, house captains, and school councillors. • Only school councillors will be elected the house captains will need to apply for the role and base their application on the school values and how they align with them. • House captains will be in year 6 only and vice captains will be in year 5 – these will be chosen by SLT to avoid a popularity vote. 	SLT	By the end of September	None	SLT
<ul style="list-style-type: none"> • To train and develop the Bully Busters to support children in and around the school Bully Busters will require necessary training to ensure that they are confident in supporting their peers and how to overcome difficulties they may face. They will be encouraged to organise and plan whole school events during lunch times to promote anti-bullying. 	DMills + DHT	By end of October	Release time – ½ day	SLT

<ul style="list-style-type: none"> To ensure that key pupil roles help promote our core values and promote Fundamental British values – school councillors will have to submit an application and then children will vote for them based on their speeches. 	All staff	Weekly	None	SLT termly observations
<ul style="list-style-type: none"> To promote equality and inclusion at every opportunity with parents through newsletters and policy. We will always look at any issue from a neutral stance and apply the equality act. 	All staff	Weekly	None	
<ul style="list-style-type: none"> To review and amend our website so that it reflects our focus on equality and inclusion 	SLT	By end of October	None	Monitoring and getting feedback from staff.
<ul style="list-style-type: none"> To review the well being survey- summer 2017 and see what has changed – to find a succinct version to use more regularly 	SLT	By end of Spring term	None	
<ul style="list-style-type: none"> To continue to build on effective external agency links to meet the needs of specific children and key groups 	SENCO	Half termly	None	
<ul style="list-style-type: none"> To talk to the children termly to discuss safeguarding and how they feel emotionally 	AHTS	QA process	Part of QA	
<ul style="list-style-type: none"> To develop the implementation and planning of the Surrey New Agreed Syllabus 2017-2022, as well as the Understanding Christianity resource for RE with each of the Re planners from each group. 	SSaleh RJukes VMiller NSolway	Termly	Supply cover needed for 2 teachers at a time	Monitoring of effectiveness of planning to be carried out by SSaleh
<ul style="list-style-type: none"> To ensure our PSHE and RE provision celebrate and promote the variety of beliefs and cultures across our school PSHE is now a core subject – as a result we will invest in a scheme of work to ensure consistency and continuity 	SSaleh	Termly	Planned £2500 – to adjust budget when source SoW	Festivals to be celebrated through whole school assemblies as and when appropriate
<ul style="list-style-type: none"> To identify and build on international activities and work within the curriculum. To establish professional partnerships with overseas schools and institutions. 	A. Seaman	On-going	To be further discussed	Termly - DHT
<ul style="list-style-type: none"> For the specialist teachers to meet fortnightly to ensure the disadvantaged pupils are receiving a broad curriculum and the most able are being given extensive opportunities to develop further 	DHT + specialist CTs	On going	DHT time – 30 minutes per fortnight	HT
<ul style="list-style-type: none"> To stay up to date with all safeguarding requirements – Lead DSL will attend regular training and staff will be sent regular email updates and INSET 	DHT & HT & SENCO			DHT, HT, SENCO regular meetings

<ul style="list-style-type: none"> To meet weekly as SLT to discuss and review safeguarding requirements and the impact on pupil welfare 	HT, DHT, SLT	Weekly meeting scheduled time	
<ul style="list-style-type: none"> To liaise with social services when appropriate to ensure our children achieve the best they can 	DHT & SENCO	None – as appropriate	
<ul style="list-style-type: none"> To organise additional PE, music and MFL activities on Wednesday afternoons, which allow the children to choose between a range of activities or carry on with their topic – this help develop their decision-making and emotional well being. 	PE, Music and MFL leads	05 specialist teachers – to be scheduled by the end of September	SLT and reports to FGB
<ul style="list-style-type: none"> Enrichment links with South Farnborough – YEAR 6 Children will receive opportunities for enrichment within a college setting. We will develop links with South Farnborough Sixth Form College. This will include art; maths and science to begin with, along with performing the summer show in the theatre. 	HT + Y6 AHT	Budget £500.00	
<ul style="list-style-type: none"> For every class to have a school meal in the intervention room once a term with their teacher and the SLT. 	All staff	Meal per CT - £3.00 X 3 X 30	
<ul style="list-style-type: none"> To continue an Internet safety week (in February) which will provide pupils, parents and staff opportunities to understand recent developments when using the Internet and how to stay safe online. To make links with Farnborough 6th to see if they would be willing to come in and do workshops if possible. 	H. Burrows and J Bostock	By the week beginning: 5th February.	

SLT will monitor weekly through either lesson observations, learning walks, pupil conferencing, pupil progress meetings, drop in sessions, morning walk, after school SLT walks focusing on resourcing and effective storage.

- Please note that each week AHTs will walk their year groups to ensure continuity of delivery and expectations.

Additional Key objectives:

- To monitor and report our role as a National Support School – to help partner schools. To deploy the 9 SLEs into schools and across schools
- To develop leadership and quality assurance projects that can be used to raise outcomes across the trust
- To review Governance, and establish new systems/ procedures. To put a clear action plan together for governance, which includes governor recruitment
- To liaise with other schools over becoming a MAT

Long term Targets/ objectives/ projects

• To provide music outside for pupils wishing to sing and dance at break times	1
• To develop a well being area for children to relax	2
• To resource an I pad for each class to enhance pedagogy	3
• To refurbish the staff room so it is a place of relaxation and rest.	4
• To bid to the EFA for work to be done on the kitchen and boilers	5
• To investigate how we can provide music outside for pupils wishing to sing and dance at break times	6
• To paint the main school hall	7
• To review Babcock SLAs	8
• To investigate a sports pavilion on the field	9
• To investigate lottery funding for a sports gym	10
• To plan for the replacement of new pupil toilets –year 3	11
• To look at extending the playground into the grassed areas towards the building and provide a seated area.	12
• To extend year 3 to develop cloakrooms further	13
• To develop the nature walk into a learning zone – clear this area, theme the walks – a pirate area, etc...	14
• To review the low wooden fence around the school paths and investigate a new ‘top – curved’ for them.	15
• To get rid of the bamboo and wood chip the area amongst the trees – investigate if we can sell it to a zoo?	16
• Extend the staffroom.	17
• Atrium into the hall	18

Curriculum Cycle

Through the Year:

- Lesson observations
- Monitoring planning
- Moderation of work
- Evaluate books
- Pupil conferencing
- Target group discussions
- Termly pupil progress meetings
- Termly discussions on targeted groups of children – disadvantaged pupils

Subject reports to
link governors
June Review and bid

May action plan with financial implications and bids

Core Subjects:

English
Mathematics
Science
Religion
Computing

Foundation Subjects:

History
Geography
Art
Design Technology
PSHE

Music
Physical Education
German