

Holy Trinity Catholic School



SCHOOL DEVELOPMENT PLAN 2018-2019

Our School Development Plan (SDP) is a key document in the life of our school. It is linked to our School Self-Evaluation Form (SEF) and focuses on six areas:

Catholic Life including the promotion of pupils' social, moral and cultural development

Outcome for pupils

The delivery of Outstanding Teaching and Learning

Personal, Development, Behaviour and Welfare

Effectiveness of the Leadership and Management

Effectiveness of the Early Years

'We Work Together Through the Love of God'

1. School profile

Holy Trinity Catholic Primary School is located in the town of Chipping Norton on the outskirts of Oxford and Banbury. In May 2017 we were awarded OUTSTANDING in all areas by OFSTED.

In August 2014 it became part of the Pope Francis Multi Academy Company.

The school has a strong Catholic ethos and we strive to realise the potential of every individual within the context of a caring Christian community and within the framework of the National Curriculum.

Holy Trinity is an average sized primary school with seven classes. The total number of pupils we are able to admit is 210. On 1st September 2018 we had 205 pupils on roll.

Pupil: adult ratios in Reception and KS1 are low in order to give pupils the best start possible. Staff have a close and deep knowledge of the pupils and all children are encouraged to participate in community life.

The background of pupils is predominantly white British. The percentage of pupils taking up free school meals as well as the percentage of pupils identified as having special educational needs is well below the national average.

Attainment on entry is mostly in line with national expectation and this is recorded and progress tracked using the Early Years Foundation Stage Profile.

2. School Vision and Aims Statement

Vision Statement

Delivering Outstanding Catholic Education

The Pope Francis Multi Academy Company is a family of schools, which promotes the teaching of Christ and the Catholic faith. We provide opportunities and experiences to encourage every student at each stage of development to achieve his or her fullest potential-spiritual, academic, moral, artistic and physical. Our vision is:

- To provide culture, ethos and a practice that is distinctively Catholic so that students participate in daily prayer, regular masses and other liturgical celebrations
- To provide high quality teaching and learning so that our students become self-motivated, aspirational lifelong learners.
- To forge effective relationships between, parish, home and school so that we foster trust, respect and care for our students and the world in which they live.

3. Curriculum Policy Statement

At Holy Trinity School we believe that pupils should have access to a broad and balanced curriculum, which provides them with a rounded education covering knowledge, skills and understanding in a wide range of areas. In producing this policy document, the needs of all pupils, parents and the school have been considered. It has been written to inform all interested parties of the school's policy for the organisation and delivery of the curriculum. It also serves to underline our values, roles and responsibilities, and to assist us in decision making about curriculum matters.

Excellence: striving for the best

- We want the very best teaching and learning experiences for all our pupils.
- We will deliver an exciting broad, balanced and differentiated curriculum, which promotes pupils' academic, spiritual, moral, social and cultural development.
- We expect pupils to do their best and try hard to improve.
- We strive for excellent communications with parents and the wider community.
- We strive for high academic standards and value all achievements.
- We believe our pupils deserve a quality environment and that everything we offer, from buildings to books, should be the best we can achieve.

Opportunity: a fair chance for all

- We want the very best lifetime opportunities for all our pupils by giving them the best start.
- We insist on pupils' entitlement to a broad range of knowledge and skills.
- We provide opportunities for pupils in sport and the arts as well as academic.
- We are committed to equality of opportunity for everyone.
- We want our pupils to be considerate, caring, polite and respectful and to become responsible, tolerant and compassionate members of our school and wider community.

Organisation and Delivery of Curriculum

We have 7 classes in Holy Trinity, which are divided into Foundation (St Francis), Year1 (St John), Year 2 (St Patrick), Year 3 (St Paul), Year 4 (St Joseph), Year 5 (St Andrew) and Year 6 (St Teresa).

Special Educational Needs

As previously stated pupils are considered as individuals and taught appropriately. Where they have Special Educational Needs, a teacher or a teaching assistant gives extra attention to individuals and small groups of pupils in need of additional support

When individual needs are identified, stages of assessment are implemented and parents are fully involved in the process along with the school's Special Educational Needs Coordinator (SENCo).

Curriculum responsibility

The responsibilities for curriculum management and policy review are:

Overall Curriculum Management-	Headteacher and Deputy Headteacher
Overview of subject policies and schemes of work -	Subject Leaders
Long term planning -	Whole staff
Medium term planning -	Class teachers
Short term planning	Class teachers
Extra-curricular activities	Headteacher

It is the responsibility of all staff to ensure that this policy is reflected in practice.

Curriculum monitoring

Each aspect of the curriculum will be monitored by the Senior Leadership Team along with the Subject Leaders so that evidence can be evaluated to enable curriculum improvement to take place.

4. Best Value Statement

Holy Trinity School intends that the 'Best Value' principles should be applied to all matters within school where resources management and allocation are considered. These principles are:

- **Compare**
- **Challenge**
- **Compete**
- **Consult**

Compare

The use of target setting, performance management and benchmarking is informed by the use of data available to the school and to individual teachers. RAISE Online, Oxford Pupil Tracker reports, value added graphs and the results of Rising Stars and SAT tests as well as other classroom assessments are used regularly by the teachers. The use of soft data and the results of questionnaires inform judgments concerning the school's performance in relation to other schools locally and nationally.

Challenge

The School Improvement Plan uses the information gained to set targets, to inform the best next steps and to consolidate previous developments. The Headteacher sets targets for all year groups, liaising with the class teacher, to give realistic but challenging targets for all pupils. The pupils are encouraged to self-evaluate and work with both group and individual targets. Governors challenge the Headteacher to ensure the SDP is monitored, implemented and evaluated.

Compete

The school strives to ensure that it receives value for money through seeking competitive prices for goods, services and works.

Consult

In developing policies, all stakeholders are consulted directly where relevant. Questionnaires are used to seek parental views when appropriate. Parents' views are also sought through meetings, (both formal and informal), parent forum, through the school PTA and from parent governors. We continually monitor our performance to ensure that we are meeting the needs of our pupils. Our Pupil Premium allocation provides extra curriculum support for identified pupils and ensures that they have access to extra-curricular music and sporting activities. Regular review of the School Improvement Plan, performance and the budget is made against this statement. At all times we want to know that we are operating as efficiently and effectively as possible.

5. School Management and Organisational Structures

The following staff members have particular responsibility for:

Head Teacher	: Lorna Buchanan	School Day to Day Running and Management School Standards Personnel Continuing Professional Development (CPD) Manager School Administration (Timetables, etc. Collective Worship) Safeguarding, Child Protection & Looked after Pupils Assessment Special Educational Needs Coordinator Equal Opportunities Manager Race Equality Manager Health and Safety Representative Community Cohesion Teaching, Learning & Curriculum
Deputy Head:	Christie McGovern	RE coordinator Behaviour and Anti Bullying Ambassador English Lead
Key Stage Leader:	Nicola Jenkins	KS1 Co-coordinator
Natalie Medler:		Maths Lead

School Improvement plan 2018-2019
INSET AND CURRICULUM DEVELOPMENT PLAN 2018-2019

Maths Coordinator AREA	Autumn 1 2018	Autumn 2 2018	Spring 1 2019	Spring 2019	Summer 1 2019	Summer 2 2019
Inset days	RE with MAC Teacher PM	PE	Performance Management	ICT with partnership schools		Performance management
Assessment	2x twilight 1x PM TAs	2x Parents Evening	2x twilight	2x Parents Evening	1x twilight	2x twilight
RE	1X day	1x twilight		1x twilight		1X day
Maths	1x twilight	1x twilight Outstanding teaching	1x twilight	1x twilight	1x twilight Partnership meeting	
English	Moderation		Partnership meeting Moderation	Moderation		
Inclusion	Partnership meeting	1x twilight	1x twilight		1x twilight	
Science		1x twilight		1x twilight		
ICT	1x twilight-Google	Partnership meeting			Partnership meeting 1x twilight	
Curriculum days/weeks	Anti bullying week	Black History	Maths day MFL Day	Multi Faith Week Science day		Creative art day Healthy Living
Humanities	1x twilight			1x twilight		
Creative Arts		1x twilight			1x twilight + evc update	
PE	Partnership meeting		1x twilight			1x twilight
Health and Safety	Audit					

School Improvement Plan 2017-2020 3 Year plan

Focus for Action to raise Achievement	2017-2018	2018-2019		Finance and resources
<p style="text-align: center;">RE</p> <p style="text-align: center;">English</p> <p style="text-align: center;">Maths</p> <p style="text-align: center;">ICT</p> <p style="text-align: center;">Inclusion</p> <p style="text-align: center;">Assessment</p> <p style="text-align: center;">Stakeholders voice</p> <p style="text-align: center;">Attendance</p> <p style="text-align: center;">Curriculum</p>	<p>Continue to build relationships with MAC and local Catholic heads. Review and update curriculum. MAC inset training for teachers</p> <p>Improve the engagement of boys in writing</p> <p>Improve the Maths attainment of KS1 pupils. Training by Mr P Introduction of DOJO in years 1-6</p> <p>SENCo and Assistant SENCO to meet weekly</p> <p>Continue robust assessment procedures</p> <p>To ensure that all stakeholders are able to share their vision for the school-development of open clinics for parents and JLT for pupils</p> <p>Continue to raise attendance particularly for disadvantaged children. To reduce the number of persistently late children.</p> <p>Apply for the Arts Mark</p>	<p>Continue to build relationships with MAC and local Catholic heads.</p> <p>Improve phonic screening results Maintain standards in all areas Improve Maths attainment across the school</p> <p>Year 6 to pilot E-Google</p> <p>Equipment update in upper KS2</p> <p>Kyla Bates to start SENCO qualification and shadow Lorna Buchanan</p> <p>Continue to raise attendance</p>	<p>Continue to build relationships with MAC and local Catholic heads.</p>	<p style="text-align: center;">LB</p> <p style="text-align: center;">SLT</p> <p style="text-align: center;">SLT</p> <p style="text-align: center;">CMG</p>
<p style="text-align: center;">Premises and facilities</p>	<p>refurbish of Year 1 & 2 classroom Re carpet Year 4</p>	<p>Consider refurbish of Year 5 & 6</p>	<p>Pro-wise boards for Years 5 and 6</p>	<p style="text-align: center;">LB/CP</p>
<p style="text-align: center;">Healthy Schools</p>		<p>Continue with health lifestyle week Improve the fitness of pupils</p>		<p style="text-align: center;">LB/WS/DW</p>

School Improvement Plan 2018-2019

School Review and Self Evaluation Cycle- Autumn Term

	September		October		November		December
Performance Appraisal	Teachers' Appraisal review and objective setting		Headteacher's Appraisal review and objective setting		Support staff Appraisal review and objective setting		
Monitoring teaching and Learning	Learning walk		Lesson Observations- All teachers		Maths and literacy leads report to governors		Lesson observation NQT
Scrutiny of work	Literacy and Maths books		RE and Science Books		maths and literacy books		Weekly planning
Learning Environment Monitoring	Learning walk		Learning walk		Learning walk		RE leader
Assessment and Data Analysis	Reception initial assessment	Foundation RE Baseline Assessment	Pupil progress meeting	Pupil targets sent home	EYFS moderation		Pupil Progress meetings
			Writing moderation				
Statutory Data Analysis	Foundation, KS1& KS2 analysis						ASP Analysis
SEND	SEND meeting		Pupil Profile Reviews		Monitor SEN records Identify intervention for Spring term.		
Subject Leaders Planning and Evaluation	Action plans and policies for each subject				Maths and English leads report to governing body		
SDP,Review and Evaluation	SDP Implemented				SDP Review		
Premises	Health and	safety audit	Holiday checklist Monthly checks		Monthly checks		Holiday checklist Monthly checks
Governors	SDP review		Headteacher's performance management		Review of policies Review of raiseonline data		SDP review
Stakeholders	Parents workshop for Phonics and reading		Parent consultations				
Headteacher/ Asst. Head	SLT	Governors	Subject Leaders	Business Manager/caretaker	Teachers	Mac representatives	SENCo/Asst SENCo

School Improvement Plan 2018-2019

School Review and Self Evaluation Cycle- Spring Term

	January	February		March	April
Performance Appraisal		Teachers' Appraisal review and objective setting	Headteacher's Appraisal review and objective setting	Support staff Appraisal review	Lesson Observation NQT
Monitoring teaching and Learning	Term planning	Lesson Observations- All teachers			Lesson observation NQT
Scrutiny of work	Maths and Literacy Books	RE & science Books		Planning and maths and literacy books	Weekly planning
Learning Environment Monitoring	Learning walk- Environment	Learning walk		Learning walk	RE leader
Assessment and Data Analysis		Pupil progress meeting	Pupil targets sent home	EYFS moderation	Pupil Progress meetings
		Writing moderation			
Statutory Data Analysis	Year 1 phonics practice			Data analysis to governors	
SEND	SEND meeting	Pupil Profile Reviews		Monitor SEN records Identify intervention for Summer term.	
Subject Leaders Planning and Evaluation		Subject leaders half yearly monitoring of attainment and progress		RE lead report to governing body	
SDP, Review and Evaluation	SDP Review Review of summary SEF				SDP Review
Premises	Holiday checklist Monthly checks	Holiday checklist Monthly checks		Monthly checks	Holiday checklist Monthly checks
Governors					SDP review
Stakeholders	Open Morning for SPaG	Parent consultations			

Headteacher/ Asst.	SLT	Governors	Subject Leaders	Business Manager/caretaker	Teachers	Mac representatives	SENCo/Asst SENCo
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School Improvement Plan 2018-2019

School Review and Self Evaluation Cycle- Summer Term

	May		June		July	August
Performance Appraisal			Lesson Observation NQT		Teachers' Appraisal review and objective setting	
Monitoring teaching and Learning	Term planning RE observations FS& KS1		Lesson Observations- All teachers		RE observations KS2	
Scrutiny of work	Subject leaders scrutiny of books		maths and literacy books		RE & science Books	
Learning Environment Monitoring	Learning walk		Learning walk		Learning walk	
Assessment and Data Analysis			Pupil progress meeting	Pupil targets sent home	KS2 moderation	
			Writing moderation			
Statutory Data	KS2 SATS		Phonic Screening		Data analysis of statutory subjects	
Inclusion	Inclusion meeting		Pupil Profile Reviews		Monitor SEN records Identify intervention for Summer term.	
Subject Leaders Planning and Evaluation	Observation of foundation subjects		Observation of foundation subjects		Subject leaders yearly monitoring of attainment and progress Foundation subject reports to governors	
SDP, Review and Evaluation	Review of SDP					New SDP and SEF
Premises	Holiday checklist Monthly checks		Holiday checklist Monthly checks		Monthly checks	Holiday checklist Monthly checks
Governors					SDP review	
Stakeholders			Meeting with new and old class teachers		Pupils' report sent home	

	SLT	Governors	Subject Leaders	Business Manager/caretaker	Teachers	Mac representatives	SENCo/Asst SENCo
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Section on catholic Life including the promotion of pupils' social and cultural development

Action point	Who	Timing	What do we do to make it happen and who will lead on this?	Monitor and Evaluate	Impact on Learners (success criteria)
1. Continue working with Pope Francis multi academy schools and the Parish to improve the Catholic life of all schools in the MAC. Supporting new schools new to the MAC. Highlighting what it is that makes us distinctive.	LB and NC Governors	Monthly meetings	<ul style="list-style-type: none"> • MAC Insets • Regular meetings with academy Heads and RE Leads to suggest strategies for helping staff to lead on /catholic life in their classrooms and ensure the uniqueness of Catholic education across the MAC • Planning of joint training and inset, with the focus being on revitalizing our distinctive sense of purpose. • Lead MAC Mass- 4.10.17 • Production of an academy prayer. • Training for new staff 	RE report to the governors and other subject leads. Through learning walks and discussions with staff, governors and pupils.	<ul style="list-style-type: none"> • Holy Trinity pupils benefit from links with local Catholic community and are able to participate in the worship of the parish. • Teachers feel confident in promoting the Catholic life of the school. • Pupils are familiar with the gospel values and virtues. • All schools in the academy use the academy prayer on a regular basis and at academy meetings.
2. All pupils enjoy and achieve, growing in faith and knowledge of the teaching of Christ and His Church.	All staff Link Governor	On going	<ul style="list-style-type: none"> • Conduct rigorous, systematic monitoring and evaluation of school provision and outcomes in relation to the Catholic life of the school in order to inform planning. • RE governor to regularly monitor and provide a written report on Catholic Life. 	Termly	<ul style="list-style-type: none"> • Good attainment and progress in RE. • Books clearly show a respect and reverence. • Behaviour in school will remain very good/outstanding.
3. To monitor regularly and report the Catholic Life of the school to the governors.	Pupils and staff	termly	<ul style="list-style-type: none"> • RE Governor to visit school termly(3x weekly) and write a report on the Catholic life of the school • Talk to the children • Children to interview other children re Catholic life (CL) 	On going Learning walks and pupil discussion Link Governor	<ul style="list-style-type: none"> • Father Tony to write report termly • Children Y6 to interview other children re their views on CL
4. The school's Catholic values and virtues are evidenced in high standards of pupil care and opportunities for spiritual and moral development.	LB/NC Pupils and staff	On going	<ul style="list-style-type: none"> • Training for staff in how to engage pupils encouraging the values and virtues. • The school will follow the values and virtues from the new diocesan 'pupil profile'. • Teachers and pupils celebrate the values together. 	Planning Learning walks stakeholders' voice HT report to governors	<ul style="list-style-type: none"> • Pupils are equipped to be thoughtful, caring and active citizens in school and in the community. • Pupils have a tolerance of those with different faiths and beliefs.
5. More projects to encourage pupils to appreciate a diverse society celebrating British values.	All	On going	<ul style="list-style-type: none"> • Training staffing how to engage pupils in encouraging these values. • Staff to promote British values and the rule of law • SMSC and British values are highlighted in termly plans. • Pupils are given opportunities to learn about democracy, the rule of law, individual liberty and mutual respect. 	Planning Learning walks Visitors comments Governor visits	<ul style="list-style-type: none"> • The curriculum inspires pupils to learn. • Pupils' spiritual, moral, social and cultural development along with the promotion of British values, are at the heart of the school's work.

Effectiveness of the Leadership and Management

Action Points	who	Timing s	Actions	Monitor and Evaluate	Success criteria
1. Ensure that the staffing structure secures strong and sustainable Leadership throughout the School.	All staff	Sept-sept 19	<ul style="list-style-type: none"> Support Mr McGovern in his new role and responsibilities Succession planning-Create opportunities for shadow roles alongside core subjects/aspect of leadership-assessment Mrs Bates to complete the SENCo qualification Develop opportunities for emerging leaders to influence and impact on provision and thus improve pupil outcomes. Send names to BDES. 	Head	Emerging Leaders are identified and make a positive contribution to the leadership of the school. Leaders are ambitious and understand how they can impact on standards and progress of all children
2. For SLT and the Full Academy Committee of Pope Francis Catholic academy to exercise its strategic function in leading the future improvement of St Francis MAC	All staff	Start: 10/18 End: 07/19	<ul style="list-style-type: none"> Ensure that senior leaders have the necessary skills and competencies to challenge colleagues and hold them to account; Ensure that the new academy structure is supportive of all schools. 	LST Minutes Pupil progress meetings	SLT members hold effective challenge around pupil progress; Teaching continues to improve; All pupils make at least typical progress in their learning;
3. To develop better leadership of learning and teaching across the whole staff.	All staff HT	Start: 09/18 End: 07/19	<ul style="list-style-type: none"> Create opportunities for high quality CPD Continue to create opportunities for joint lesson observations & feedback SENCo training to be completed by Mrs Bates 	Who: SLT/All Staff/ Governors by way of HTreports/partnership schools	Teaching continues to improve; All pupils make at least expected progress;
5. Continue to develop the effectiveness of governors;	Chair of Governors	Start: 09/18 End: 07/19	<ul style="list-style-type: none"> Continue to promote Governor training Encourage school visits; Learning walks, book scrutiny, Pupil Discussions 	SENCo	Governors know the school's strengths and areas for development very well;

To Continue to ensure Outstanding levels of outcome for all our pupils, particularly those children who are disadvantaged

Action Points	who	Timing s	Actions	Monitor and Evaluate	Success criteria
1.1 To continue to ensure that all Pupils at statutory assessment points exceed national and LA expectation	All staff	May-June 2019	<ul style="list-style-type: none"> Ensure all staff are delivering QFT All Pupils are monitored and underachieving groups or individuals are quickly addressed. Regular pupil progress meetings. To include PP, SEND and G&T children. Regular meetings with parents in which their child's progress is discussed. 	Statutory test results Governors via HT report	Holy Trinity Pupils will continue to significantly exceed national expectation.
1.2 To continue to raise standards in areas of underperformance through targeted intervention programs and quality first teaching (QFT)	All staff	Start: 10/18 End: 07/19	<ul style="list-style-type: none"> Identify pupils who have made less than expected progress from pupil progress meetings. Investigate the reasons for individual underperformance. Monitor the quality of learning and teaching to judge whether provision specifically matches identified needs. Review the impact of interventions by taking entry and exit data. To ensure all TAs running intervention groups are fully trained. 	TAs and class teachers	All year groups exceed the 85% achieving above or at expected levels. Pupils in targeted interventions make rapid progress. Progress is rising across the curriculum.
1.3 To improve the attainment of Maths in both KS1 and KS2	All staff HT	Start: 09/18 End: 07/19	<ul style="list-style-type: none"> An Additional teacher is being used to target key groups of pupils. Assessment of children and then setting in ability groups Teachers to include prior Key Stage data in pupil progress meetings. 	Who: SLT/All Staff/ Governors by way of HTreports/partnership schools	. The gap between PP children and Non-PP will continue to decrease.
1.4 To celebrate achievement and raise standards in all areas of school life.	All staff	Start: 09/18 End: 07/19	<ul style="list-style-type: none"> Celebrate pupils' achievement weekly in celebration assemblies, newsletters and local papers. Display pupils' work both in the classroom and around the school. 	Who: SLT/All Staff /Governors visits to school	Achievements in all areas of the curriculum are celebrated weekly with the Pupils and parents.
1.5 To monitor the progress of the more able and to develop enhanced curriculum opportunities.	All staff/G&T lead	Start: 09/18 End: 07/19	<ul style="list-style-type: none"> Experienced teacher to lead on G&T. Teachers to set challenging targets. Addition teacher to deliver QFT in Years 2 & 6 to challenge more able. Opportunities to experience additional workshops to extend more able. Staff training 	Who: SLT/All Staff /Governors visits	% of more able Pupils exceeds national standards in both key stages. G&T Pupils should be achieving a mastering level in the end of year objectives for their subject.

To develop consistent understanding and delivery of outstanding teaching and learning

To further develop the use of formative and summative assessment to improve attainment and achievement.
To improve the Achievement for those children who are Disadvantaged.

Action points	Lead Staff Responsible	Timings	Actions		
2.1 To deepen pupils' understanding in lessons so the maximum impact is made on learning.	SLT	Start: 09/18 On going	<ul style="list-style-type: none"> Employ a range of questions beyond 'hands up if...' so that all pupils are able to demonstrate understanding. - Higher order questioning more prevalent in lessons. Opportunities for daily reflection in both class and assemblies. 	Who:SLT/All Staff/ Governors via HT report When Termly	Teachers' assessments will be accurate and insightful. Teachers will know exactly where the children are and plan accordingly.
2.2. Pupils are eager to know how to improve their learning, are able to articulate their next steps and demonstrate that they can act on these to improve their learning.	SLT	Start: 09/18 End: 07/19	<ul style="list-style-type: none"> Evidence through: Book scrutiny, pupils' discussions, learning walks which will show evidence of embedded and effective AFL strategies. 	Who:S LT/All Staff/ Governors via HT's report When Termly	Consistently high quality marking and constructive feedback will ensure that pupils routinely have the opportunity to deepen their understanding
2.3. Teaching over time, especially in Maths is consistently good with an increasing proportion being outstanding.	LB/KB/CMG	Start: 09/18 End: 07/19	<ul style="list-style-type: none"> Feedback and marking must include next steps and narrowing the gap questions. Feedback and marking policy will be implemented 	Who:SLT/All Staff /Governors When Termly	All Teachers will have high expectations for all their pupils. Lessons will be planned to enable pupils to learn exceptionally
2.4. To continue to provide an enriched learning experiences for all pupils in a wide range of subjects.	SLT	Start: 09/18 End: 07/19	<ul style="list-style-type: none"> Subject leaders to organize specific whole school curriculum day or days.-(Music, MFL,English, RE, Computing already undertaken) To apply for the arts mark. All children in Year 2 and 5 to learn to play a musical instrument and read music. 	Who: SLT/All Staff /Governors	Pupils are enthused and have a thirst for knowledge.

To ensure the personal development, behavior and welfare

Action points	Lead Staff Responsible	Timings	Actions	Monitor and Evaluate	Success criteria
3.1. To continue to maintain outstanding Behaviour of pupils.	All Staff	Start: 9/18 End: 07/19	<ul style="list-style-type: none"> Review and improve the school's Positive Behavior and Anti Bullying Policies, ensuring that all staff and pupils have ownership of it. Further develop the Pastoral Care post to help lead and the management of behavior of vulnerable pupils. Review and improve cover organization during playtimes and break times. 	CMG LB/KB/AC	<ul style="list-style-type: none"> Pupils will be confident, self-assured learners who take ownership of their learning. Improvement in the consistency of staff implementation of behavior sanctions and rewards. Pupils will continue to feel safe and cared for.
3.2. To embed the school's E-Safety Policy.	LB/SBM	Start: 9/17 On going	<ul style="list-style-type: none"> To have a clear policies and procedures to ensure the safeguarding and welfare of pupils. Parents to be given code of conduct for use of social media. The school will support parents to receive up-to-date, high quality, training and guidance to ensure the safety of their children through assemblies and workshops. The ICT subject lead to monitor and evaluate the effectiveness of our policies and practices. 	Who:SLT/All Staff/ HT report to governors When Termly	<ul style="list-style-type: none"> Pupils have an excellent knowledge of how to stay. Parents are better educated in how children can stay safe. Our children will stay safe and productive in the on-line world, both in school and outside of school,
3.3. To monitor and develop pupils' attitude to Healthy Living.	Teachers	Start: 9/17	<ul style="list-style-type: none"> Increase the children's awareness of the benefits of Eating well and exercising regularly: Increase the number of after school sports clubs. All children to partake in inter school competition. Classes to be responsible for raised beds and growing healthy foods. Monitor snacks and cold lunches. 	Who:SLT/All Staff /Governors When Termly	<ul style="list-style-type: none"> Children will be able to explain accurately how to keep themselves healthy. Understand the importance of regular exercise.
3.4. To continue to improve rates of attendance and reduce the number of children who are persistently late.	LB/CP	Start: 09/17 End: 07/18	<ul style="list-style-type: none"> Rigorously apply systems and routines for late pupils. HSLW to work with vulnerable families. Reward good levels of attendance Increase number of pupils who attend extra curriculum clubs 	Who:SLT/All Staff/ Link Governor- monthly meeting with HT When Termly	<ul style="list-style-type: none"> Level of attendance increases and behavior improves. Children value their learning and do not want to miss a day. The number of children who are persistently late is reduced. No group is disadvantaged by low attendance.

The effectiveness of the Early Years

Action Point	Lead Staff Responsible	Timings	Actions	Monitor and Evaluate	
1. For Pupils to continue to make outstanding progress in all areas of learning.	EN/SLT	On-going	<ul style="list-style-type: none"> Observe and monitor provision to ensure lessons promote high quality child led play. Monitor the progress of groups of Pupils, identify strategies to narrow the gap for groups of pupils especially those eligible for pupil premium, SEND and EAL pupils. Targeted interventions for these pupils to be reviewed at pupil progress meetings. Regular pupil progress meetings. 	LB/NJ Governors via HT reports	<ul style="list-style-type: none"> Pupils will make very good progress from baseline to end of year assessments. GLD will exceed national and LA expectations. Maintain high level of achievement in Communication and Language, PSED. Literacy and Mathematics.
2. Teaching is consistently good or outstanding.	EN	On-going	<ul style="list-style-type: none"> Ensure there is adequate support for NQT Teaching is highly responsive to Pupils' needs. Resources are monitored to ensure they are relevant, attractive and inviting. Ensure staff are highly trained to lead a child led curriculum. 	LB/NJ Governors via HT reports	<ul style="list-style-type: none"> Pupils will have excellent opportunities to consolidate and extend their learning through play. Pupils will be highly motivated, confident independent learners who are eager to join in.
3. To ensure there is successful engagement with parents.	EN	Termly	<ul style="list-style-type: none"> Ensure feedback to parents is specific to support pupils' learning. Set up a number of parents' workshops to engage parents in their pupils' learning development. Feedback regularly to parents regarding the progress and attainment of their children. 	Parent questionnaire and discussion Governors via HT reports	<ul style="list-style-type: none"> Parents will have a clear idea of the progress of their Pupils and know what the next steps to their learning are. Parents feel involved in the learning journeys of their children.

Key

Complete

Ongoing

Need additional evidence

Not Achieved