

STOW ON THE WOLD PRIMARY SCHOOL
SCHOOL IMPROVEMENT PLAN 2017-8



Main Priorities: Summary of achievements in previous academic year 2017-18

2016-2017

Leadership and management

Persevere

Together we can succeed

KEY

NOT ACHIEVED in 2016-7, to be rolled over into 2017-18

PARTLY ACHIEVED, aspects to be rolled over into 2018

FULLY ACHIEVED and signed off

1. To lead and manage the changes in staffing in each class
2. Lead and manage the changes of teachers in four out of five classes
3. Lead and manage the changes in teaching assistants in all five classes
4. Lead and manage the staff undertaking new subject responsibilities in English
5. Lead and manage the staff undertaking new subject responsibilities in ICT
6. Lead and manage the staff undertaking new subject responsibilities in Maths
7. Lead and manage the staff undertaking new subject responsibilities in Science
8. Lead and manage the staff undertaking new subject responsibilities in Art
9. Lead and manage the staff undertaking new subject responsibilities in RE
10. Lead and manage the staff undertaking new subject responsibilities in PE
11. To continue to develop the changes in SEND provision particularly MyPlan plus and new county paperwork
12. To focus on standards in Class 2 with changes due to maternity leave, adoption leave and new teaching assistant
13. To continue to develop the Local Offer of Early Help
14. To continue to develop links with the nurture hub at BOTW with particular reference to changes in the children's centre
15. To ensure continuity for breakfast club with staff changes and increased numbers
16. To assist staff in new year and class responsibilities
17. To assist staff to develop the learning environment in each of the five classes
18. To initiate and implement the **early stages** of the Children's centre plans
19. To focus on the changed dynamics of class 3,4 and 5 with 50 :50 splits in year groups
20. To develop the KS2 team
21. To develop the EYFS/KS1 team
22. To develop the play pod idea at lunchtimes
23. To better collate and manage after school clubs
24. To explore after school care clubs at the children's centre
25. To develop the English pages on the website to help parents and home learning
26. To develop the Maths pages on the website to help parents and home learning
27. To develop the SEND pages on the website to help parental partnership and transparency

	<p>28. To develop Forest School throughout the whole school</p> <p>29. To improve premises management and lettings income</p> <p>30. To review grounds maintenance and use of school grounds for educational purposes</p> <p>31. Staff training following changes of year groups</p> <p>32. Continued development of The Governing Body</p> <p>33. To improve storage through the school including outside shed and cupboards for PE resources</p>
<p>KEY</p> <p>NOT ACHIEVED, to be rolled over into 2018</p> <p>PARTLY ACHIEVED, aspects to be rolled over into 2018</p> <p>FULLY ACHIEVED and signed off</p> <p>Outcomes for children</p> <p>Achieve Mind</p>	<ol style="list-style-type: none"> 1. To further develop medication records for individual children 2. To improve consistency of application and context of sanctions 3. To improve consistency of rewards, merits, bonuses 4. To develop a system for the most disaffected who are outside the usual behaviour policy 5. To develop buddy reading and shared activities more consistently throughout the year 6. To develop lunchtime play through a play pod or scrap store idea 7. To further develop house groups and house treats 8. To further develop mixed age treats and activities 9. To embed SEAL and raffle tickets system 10. To develop aspects of breakfast club relating to well being for vulnerable pupils 11. To revisit merit points system and cumulative rewards, linking house points and merits 12. To revisit and review medicine policy in light of pupils with increasingly complex needs in school 13. To improve health alert systems with regard to asthma, epipens, allergies and other reactions 14. To improve parental information sharing about school systems 15. To revisit class parents system 16. To address any grounds maintenance issues such as stingers, hedges, fencing around forest school and outdoor areas 17. To embed and develop Tesco Fare Share scheme 18. To implement bump book for each class and class first aid bag 19. To improve effectiveness of SEND, medication and vulnerable pupil records and files in each class 20. To ensure staff have read and understood revised Keeping Children Safe guidance and relevant policies 21. To ensure compliance with all aspects of Annual Safeguarding Audit 22. To explore mental health champions award/ outreach

	<p>23. To update child Mental health first aid training for key staff</p> <p>24. To ensure staff and governors are fully trained in all aspects of Prevent, FGM and other safeguarding at the appropriate levels.</p> <p>To explore new links with Cotswold School tutor time activities and whole school PSE and topical themes /assemblies</p>
<p>KEY</p> <p>NOT ACHIEVED to be rolled over into 2018</p> <p>PARTLY ACHIEVED, aspects to be rolled over into 2018</p> <p>FULLY ACHIEVED and signed off</p> <p>SAFETY BEHAVIOUR AND WELL BEING</p> <p>Care Heart</p>	<p>1 Use of itrack to track and assess children and % at expected levels for reporting purposes</p> <ol style="list-style-type: none"> 1. To ensure increased % at expected and above in every year group and every subject 2. Revisit licences and software 3. Explore balance between visitors and visits 4. To utilise further cross class and cross phase activities and visits 5. To ensure balance and breadth and depth in the curriculum 6. To explore ways to promote creativity in school 7. To further utilise computing and use of ipads across the curriculum 8. To clarify and develop homework purposes and expectations 9. To play a full and active role in the N Cotswolds teaching schools partnership 10. Power of reading to be further embedded and training explored 11. To further embed the new frameworks for English reading, writing and maths 12. Use of laptops and ipads to enhance learning further 13. Further development of themed weeks and days 14. New ICT support from September 2017 via Chipping Campden school 15. Pupil premium, pupil progress reviews 16. My Plan and My Plan plus reviews to be continued and further developed 17. PE overhaul and revisit in light of new coordinator and sports teacher 18. Achievement of Gold award for PE 19. Pupil Premium- file for each child as a case study of impact on individuals
<p>KEY</p> <p>NOT ACHIEVED to be rolled over into 2018</p>	<ol style="list-style-type: none"> 1. To ensure increased % at expected and above in every year group and every subject 2. EYFS- focus on writing strand 3. Improve standards in mental maths

PARTLY
ACHIEVED,
aspects to be
rolled over into
2018

FULLY ACHIEVED
and signed off

OUTCOMES FOR CHILDREN

Enjoy
Hand

4. Improve standards in arithmetic , continuing with 10 in 10 sessions
5. Further improve and embed calculations policy and schemes of work to raise standards
6. Further improve and embed fractions policy and schemes of work to raise standards
7. To raise standards in spelling at KS2
8. To raise standards in phonics acquisition at KS1
9. To raise standards in maths using maths passports, times tables and number facts
10. To raise standards in reading comprehension at KS1 and KS2
11. To further embed bug club and other reading activities to engage readers
12. To track progress and attainment in reading comprehension more closely
13. To further utilise Mathletics and other online learning at home and school
14. To embed new approaches in EYFS to secure higher levels of GLD for all children
15. To explore and closely track outcomes for vulnerable pupils
16. To explore and closely track outcomes for gifted pupils
17. To explore with COSMIC group and teaching school other options for gifted children
18. To explore and closely track outcomes for SEND pupils
19. To explore with advisory teaching service and EP service other alterative interventions
20. To explore and closely track outcomes for vulnerable pupils
21. Gecko maths days and problem solving to be further enhanced
22. Planning time in all classes to be rigorously monitored and improved
23. Formalise parents information meetings and revisit timings
24. EYFS developments – observation techniques and skills and use fo tapestry further explored
25. EYFS- development of Anna Ephgrave ideas / objectives led planning
26. EYFS environment continuation of changes
27. FIZZY groups to be reinstated using SEN time and TA time
28. Black sheep/S&L groups to be continued and developed
29. Embed spelling and handwriting schemes
30. Further develop spelling in light of new writing assessment criteria
31. Changes for TAs to include planning time and teacher/TA planning meetings
32. To revisit marking policy for writing and maths

PRIORITIES 2017-8

Leadership and management

PRIORITY AREA ONE LEADERSHIP AND MANAGEMENT

1. To manage new staff NQT induction and training and support , and ongoing staffing support
2. Lead and manage the changes of teachers/returning staff in two out of five classes
3. Lead and manage the changes in teaching assistants in three classes
4. Lead and manage changes in leadership in English/ self evaluation of standards
5. Lead and manage the changes in leadership in ICT and PSHCE
6. Lead and manage further developments in Maths/ self evaluation of standards
7. Lead and manage developments in Science (middle leader training) self evaluation of standards
8. Lead and manage the staff in DT and Art and humanities and PE
9. Lead and manage the revised county syllabus and curriculum for RE
10. Lead and manage Attendance issues for specific families
11. To continue to develop the changes in SEND provision particularly MyPlan plus and Pupil premium and PP plus
12. To focus on standards in Class 2 with changes due to adoption leave and new teaching assistant
13. To continue to develop the Local Offer of Early Help
14. To continue to develop links with the nurture hub at BOTW with particular reference to changes in the children's centre
15. To ensure continuity and development of and for breakfast club
16. To assist staff in new year and class responsibilities for returning and new staff/lesson observations/PM

Future plans 2018-19

Leadership and management

Personal development, behaviour and welfare

PRIORITY AREA TWO :PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

1. To improve systems for medication records for individual children
2. To improve consistency of application and context of sanctions
3. To expand rewards/awards to include weekly heart hand and mind awards and attendance priorities
4. To develop an organised Nurture system for those outside usual routines
5. To develop buddy and shared mixed age activities consistently
6. To develop lunchtime play through a play pod or scrap store idea and new storage
7. To further develop house groups and house treats/mixed age activities
8. To refine lockdown as well as evacuation procedures
9. To further embed SEAL values and raffle tickets system
10. To develop aspects of breakfast club and links with children's centre
11. To improve health alert systems with regard to asthma, epipens, allergies
12. To improve parental information sharing about school systems and progress of their children as raised in parents questionnaire
13. To explore staff well being,work life balance and professional expectations
14. To address any grounds maintenance issues such the outdoor fort
15. To continue to utilise fully and not waste Tesco Fare Share scheme
16. To implement bump book for each class and class first aid bag
17. To ensure all staff have completed Keeping children safe online training
18. To ensure staff have read and understood revised Keeping Children Safe Part 1 , Adults working with children guidance and relevant policies
19. To ensure compliance with all aspects of Annual Safeguarding Audit
20. To explore mental health champions award/ outreach
21. To introduce Mental health First Aid and actual First Aid for children
22. To embed the life caravan as an annual visit and make sure PINKL curriculum and sex education is well embedded

PRIORITY AREA THREE: TEACHING LEARNING AND ASSESSMENT

1. To play a full and active role in the N Cotswolds teaching schools partnership
2. Power of Reading to be further embedded and better organised
3. To introduce Story time Phonics in Reception and Year 1/2
4. Use of laptops and iPads to enhance learning further
5. Better use of website by staff on class pages to help inform parents
6. Embed ICT support via Chipping Campden school
7. Creative and broad/balanced curriculum- MFL, whole class drumming sessions/use of community facilities
8. Achievement of Gold award for second time for PE, build upon and further acknowledge staff CPD award
9. Pupil Premium and PP LAC- file for each child as a case study of impact
10. ICT Coding day Gecko maths days and problem solving to be further enhanced
11. Planning time in all classes to be rigorously monitored and improved
12. Improve pupil progress information /parents information meetings/ timings
13. Topic book development – evidence of progress across the year
14. Children’s centre/Pod/Nurture developments to be further explored
15. Further develop spelling in light of new writing assessment criteria
16. Changes for TAs to include planning time and teacher/TA planning meetings
17. Pupil premium, pupil progress reviews
18. My Plan and My Plan plus reviews to be continued and further developed
19. English enrichment revisited- world book day , author study, poetry slam
20. To ensure increased % at expected and above in all year groups/subjects
21. Revisit licences and software Mac/hub
22. Bird orienteering developments
23. To review Yr R/1 transition policy, outdoor learning/ continuous provision
24. To revisit marking policy for writing and maths
To ensure balance and breadth and depth in the curriculum
25. Mental health and first aid lessons to widen curriculum
26. To further utilise computing/coding and use of iPads across the curriculum
27. To clarify and develop homework purposes and expectations

Outcomes for Children	
	<p style="text-align: center;">PRIORITY AREA FOUR: OUTCOMES FOR CHILDREN</p> <ol style="list-style-type: none"> 1. To ensure increased % at expected and above in every year group and every subject especially KS1 reading and Y1 phonics 2. EYFS- focus on writing strand to increase GLD overall 3. Improve standards in mental maths 4. Improve standards in arithmetic , continuing with 10 in 10 sessions 5. Further embed calculations policy 6. Further embed fractions policy and schemes of work 7. To raise standards in spelling at KS1 and KS2 8. To raise standards in phonics acquisition at Y1 to above national 9. To raise standards in maths using maths passports, times tables and number facts 10. To raise standards in reading comprehension at KS1 and KS2 11. To further embed bug club /reading activities to engage readers 12. To track progress in reading comprehension more closely 13. To further utilise online learning at home and school 14. To embed new approaches in EYFS to secure higher levels of GLD 15. To track PP and PP plus pupils with rigour and clarity on website 16. To explore and closely track outcomes for gifted pupils 17. To explore with COSMIC group options for gifted children 18. To explore and closely track outcomes for SEND pupils especially those with EHCPs which has rapidly increased in number 19. To explore with advisory teaching service and EP service other alterative interventions and attendance officers 20. To explore and closely track outcomes for vulnerable pupils/attendance including clear case studies and progress of those working well below expected standards in any year group 21. Residential trips, visits and visitors, trips, community based activities Families "Active award"

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Staff Roles and Responsibilities

Staff Member	Class		Responsibilities
Rebecca Scutt Head teacher		CP Mrs Swallow CP Dr Neill SEND Mrs Magson RE Dilys Neill Music Dilys Neill	<ul style="list-style-type: none"> • Head teacher NPQH • DCPO Designated Child Protection Officer • SEND Coordinator • PPA teacher in Juniors • Performance manager for all staff • NQT mentor, Children's centre partnership board, Nursery management committee, • GSCB board member • Music and RE subject leader
Lisa Clough	Class One	EYFS Mrs Swallow and Mrs Lane Phonics Mrs Bartlett History Mr Clarke Science Mr Allen MFL Mr Harrison Art Sue Lane	<ul style="list-style-type: none"> ▪ Class teacher Reception/ year one ▪ EYFS Lead ▪ Nursery management committee ▪ CLL Communication, language and literacy lead, includes leading on Phonics ▪ PDL ,Professional Development Leader for cluster ▪ History subject leader ▪ MFL subject leader and teaching in KS2 ▪ Art Subject leader
Lucy Salter	Class Two and PPA Class 1	PSHE Mrs Roseblade	<ul style="list-style-type: none"> ▪ Class teacher (0.6) year ½ includes PPA cover in KS1 and EYFS ▪ Forest School Leader ▪ D/T subject leader ▪ MAST Maths specialist teacher
Alison James	Class Two	Maths Mr Harrison ICT Mr Glazier English Mrs lane	<ul style="list-style-type: none"> ▪ ICT subject leader ▪ ITT student mentor ▪ Literacy Subject leader
Rebecca Paveley	Class Three		<ul style="list-style-type: none"> ▪ NQT starting September 2017 ▪ Class teacher Y3
Kyle Bramley	Class Four		<ul style="list-style-type: none"> ▪ Class teacher Y4/5 ▪ Science subject leader
Nathan Cox	Class Five	Geography Mr Clarke PE Mrs Bartlett	<ul style="list-style-type: none"> ▪ Class teacher Y5/6 ▪ Geography subject leader ▪ PE Subject leader ▪ Teacher Governor

			<ul style="list-style-type: none"> PE teacher in KS1 Maths subject leader Senior teacher in heads absence
Alison James	Class 2	Bernice Magson	<ul style="list-style-type: none"> Class teacher (0.6), year 1 /2 English subject lead, returning
Roz Ratcliffe	Class 2,3,4,5		<ul style="list-style-type: none"> PE and sports teacher and coach PE coordinator working alongside PE subject lead

Classroom TA support

Mrs Jeffrey 30 hrs R/Y1

Mrs Neville 25hrs Y1/2

1:1 support for pupils with a statement/EHCP

Miss Heath 22.5 hrs Class 2 One EHCP (EE)

Mrs Luney 25hrs Class 3 including supporting Child at My Plan Plus 10 hrs (FP)

Miss Kelly 25 hrs Class 4 including supporting two children with EHCPs (WW, PC)

Mrs Nicholson 25 hrs Class 4/5 supporting up to 3 EHCPs (PC, WW, RW)

Mrs Christian 25hrs Class 5 and supporting one EHCP (RW)

SEN support

Mrs Swallow 25 hours pupil premium, attendance, SEN interventions in classes 2,3,4,5

MDSA support for four vulnerable pupils

1:1 30 minutes for one year one child and one year 4 child with EHCPs

School admin heads PA Clerk to nursery	Fiona Napoli
PSA	Liz Hamilton
Midday supervisors	Joyce Barber, Edna Akerman, , Jill Jeffrey, Natasha Nicholson, Denise Neville, Hayley Luney
Breakfast club	Suzie Heath, Karen Cato, Hannah Taylor
Cleaning staff	Cleaner in charge Jay Catley, Cleaner Karen Cato

KEY means a changed class/returning/new responsibility or post from September 2018

Diary: Autumn Term 1

In Focus: Spelling, reading and phonics

Week	Heads/Govs actions	Staff Meetings Mondays/Thursdays 3.30-5pm	TA Meetings Thursday 12-12:30	Important Dates
1: 4/9		INSET: Monday 4 SDP, meet with head Houses , house points, merits, timetabling, assemblies, rotas , target setting on itrack	Agree target setting on itrack for autumn term, links to PM reviews	Put reminders on board in staffroom e.g. upload itrack, targets, class information letters to parents
2: 5/9	Development SIP initial meeting Complete dates Begin to analyse data – SATs (prepare report for FGB)	Staff meeting Thursday 7 Organise themes days and weeks Policy review ahead of Governors meetings next term Subject Leaders <ul style="list-style-type: none"> ▪ End of Year Targets ▪ Subject Evaluation Form ▪ Action Plans ▪ Safeguarding signing ▪ SMART targets 	Reading assessments for each child Spelling assessments for each child Phonics scrutiny Book scrutiny	Start baseline for reception , also paper copies highlighted. All children apart from reception start 6/9 8.55 Reception start 6/9 Parents information meetings tbc PTFA meeting dates for year tbc Phonic assessment tracker to Lisa STOPS tracker to Nathan Open the book Bike ride through STOW 9 September
3: 11/9	Development Progress meetings standards Update SEF	Safety and well being staff meeting Staff training for all staff	TAs meeting 14 September My Plan expectations Sign safeguarding Book scrutiny	Meeting for parents of Year 1 in class One and class 2 Roald Dahl Party Day Parents information meeting for Class Five Class 4 information for parents meeting Wither girls reviews Lockdown drill
4: 18/9	School Leadership Team meeting Full Governing Body meeting 6pm 1.30 MDSAs meeting with Head		TAs to MyPlan Plus review MDSAs 18 September Book scrutiny	Library Visits start this week Staff meeting 3.30-5pm Possible class meeting for Class 4 DSL forum for four staff in Cirencester Fire drill with reception in School council
5: 25/9		3.30 Staff meeting 28 September SMT meeting	My Plan Plus Reviews Book scrutiny 28/9 TAs meetings	Bike ability week for Y5 and Y6 this week helmet in school International Languages Day and assembly Harvest Festival tbc at St Edwards Church TBC 1.30 school council meeting. SMT meeting Thursday Helen 2 yrs
6:2/10		330 staff meeting No pens Wednesday.	SEN reviews My Plan reviews	Wednesday 4 phonics workshop for parents Start My Plan reviews

			<p>Book scrutiny Phonics scrutiny 2/10 MDSAs meeting</p>	<p>School council RS to data roadshow in Bristol Bingo evening with PTFA School council 6 october</p>
7:9/10	Assessment week	<p>330 staff meeting 12 October SMT meeting</p>	<ul style="list-style-type: none"> ▪ Start TA and teacher PM reviews ▪ MDSAs 9 October ▪ TAs meeting 12 October ▪ Continue SEN My Plan reviews ▪ My plan and EHCP reviews ▪ Wither reviews ▪ Book scrutiny 	<p>Assessment evidence to subject leaders Lockdown drill</p>
8.16/10	<p>1.30 MDSAs meeting with Head 3pm- 6pm Governors committees</p>	<p>Staff meeting 3.30 pm Friday 20 October INSET day for all staff</p>	<p>Standards</p> <ul style="list-style-type: none"> ▪ Half termly Assessment ▪ Pupil progress <p>Continue PM reviews Book scrutiny</p>	<p>Phonic workshop for parents Naturesbase trip Class assembly Fire drill</p>

Week	Heads/Govs actions	Staff Meetings Mondays	TA Meetings Thursday 12-12:30	Important Dates
1:30/10	Development Assessment Foundation Stage assessment updated	Subject Leaders Pupil Progress COSMIC Meeting Organise themed days Review and Progress meetings policy Book scrutiny	SENCo cluster meeting	Parents evenings Tuesday and Thursday 1.30pm School council 3 rd November 2017 Autumn Pumpkin party 5.30pm onwards
2:6/11	Curriculum Review planning Review progress of vulnerable pupils	Training Pupil Progress meetings SEN provision Health and Safety Book scrutiny 9 November SMT meeting	Prepare for PM reviews	Library visits this week Remembrance at St Edwards 1015 12 November Class assembly Film night for juniors only
3: 13/11	Assessment Analysis of pupil data especially phonics and reading	SMT meeting for all staff to discuss Christmas arrangements, lesson observations and subject leadership and governance Book scrutiny	Review interventions TAs 16 Nov MDSAs 13 November	Money week Fire drill
4:20 /11	Development Governors full day in school Monitor progress of SDP Review progress of vulnerable pupils	Standards Pupil Progress meetings Health and Safety committee to review premises Science subject leaders meeting LA Book scrutiny		Road safety week Domestic Violence awareness week PM reviews for staff and TAs left from previous term SEND conference Non uniform day for Christmas fair School council
6: 27/11	Development Monitor SEN provision Governors committee meetings	Training Book scrutiny	Prepare for MyPlan Plus reviews	Stage up for assembly Rose Theatre 4/12/13 Primary sports hall athletics 1 st December Christmas Fair
4/12	Assessment Analysis of Pupil progress data especially phonics and reading	Standards Pupil Progress meetings Health and Safety Writing moderation (Y3,6) Book scrutiny		Xmas performances dress rehearsal 4 dec Panto 5 December 6/12 x 2 performances 7 Dec junior singing at st Edwards Infants nativity 7 Dec
8: 11/12		Standards Moderation of assessments Book scrutiny 14 December SMT meeting	MDSAs 11 Dec TAs meeting 14 Dec	Itrack uploads including EYFS, tracking phonics Party food boards up School council Myplan plus and EHCP reviews
9. 18/12				KS1 party KS2 party 19 December Weds 20 Christmas dinner Carols at Baptist church

Week	Heads/Govs actions	Staff Meetings Mondays	TA Meetings Thursday 12-12:30	Important Dates
1: 2/1	Curriculum Full GBM 7/1/14 Review Assessment portfolios Review Mid Year	Subject Leaders INSET day Tuesday 2 January Children back weds 3 Jan Book scrutiny		Class Parents information meetings
2: 8/1	Assessment Marking policy	Subject Leaders Book scrutiny		YOUNG VOICES Class information meetings Foundation subjects portfolios update School council 12 jan school council
3: 15/1	Development Monday 15 January Full Governing Body meeting Review Performance Monitor SEN provision Monitor progress of SDP	Standards Pupil Progress meetings Writing moderation SMT meeting COSMIC Book scrutiny 18 January SMT meeting	MDSAs 15 Jan and TAs meeting 18 Jan	Fire drill School council EYFS cluster for area heads 19 January class assembly
4: 22/1	Curriculum Review planning Review performance management progress	Subject Leaders Assessment week Pupil Progress meetings Assessment Portfolios Book scrutiny		Assessment mock week SEND reviews and My Plan reviews Patrick annual review
5: 29/1	Assessment	Training Pupil Progress meetings Health and Safety SEN Myplan reviews Book scrutiny	Prepare for SEN Myplan reviews	
6. 5/2	Assessment Mid year review of EYFS Governors committees and School improvement plan monitoring 9 February	EYFS upload assessments onto e profile- midyear review SEN Myplans Book scrutiny 8 Feb SMT meeting	SEN Myplans 5 Feb MDSA meeting 8 Feb TAs meeting	Class 5 assembly Pancake day Valentine's day raffle

Diary: Spring Term 4 Focus: foundation subjects especially coding and topic books

Week	Heads/Govs actions	Staff Meetings Mondays	TA Meetings Thursday 12-12:30	Important Dates
1: 19/2	Curriculum Review planning Governors committees	No staff meeting SMT meeting		Quiz club championships weds 21 st February PTFA quiz night 23 April class assembly
2: 26/2	Assessment Head teacher interim PM review	Standards Pupil Progress meetings Writing moderation (Y2,5)	PM reviews for teachers and TAs Prepare for SEN IEP Reviews	World Book day Lockdown drill
3: 5/3	Development Review Parental and Pupil Questionnaires Review progress against SDP Curriculum Review planning	Training And Subject Leaders Pupil Progress meetings Review action plans Pupil Progress meetings	SEN IEP Reviews MDSA meeting 5 march TAs meeting 8 march	SEN IEP reviews TA PM reviews Teacher PM reviews Admin and support staff PM reviews Parents evenings for all classes School council
4: 12/3		English subject leaders meetings SMT meeting 15 March		World book day 15 march DCPO forum 17/3/
5: 19/3	Development Review findings from lesson observations PM mid-point review Full Governors meeting 19 March	Standards Pupil Progress meetings Writing moderation (Y3,6) Review word/phonics groups		Fire drill Class One assembly 23/3 Open the book
26/3	Development Review progress against SDP Ofsted preparation	Subject Leaders		MOCK SATS WEEK Thursday 29 March 2pm Easter tea

Diary: Summer Term 5 Focus: SATS in KS1 and KS2 and data analysis , spelling /reading /phonics

Week	Heads/Govs actions	Staff Meetings Mondays	TA Meetings Thursday 12-12:30	Important Dates
16/4				
2: 16/4	Assessment Review pupil progress Curriculum Review planning		MDSA meeting 18/3 TAs meeting 21/3 SMT meeting	Class 5 information meeting and SATS meeting
3 23/4	Tuesday 24 April Governors committees And SDP review	SMT meeting 26 April	MDSA meeting 23/4 TAs meeting 26/4	School council 27 th April 27 april class assembly
4: 1/5	RS to COSMIC 2 May	Standards Pupil Progress meetings Writing moderation (Y1,4)	SATS preparation	COSMIC
5: 7/5	Curriculum Review planning Review End of Year report format	May Day Pupil Progress meetings Writing moderation (Y2,5) Review planning Review End of Year report format SMT 10 May	TAs meeting 10 May MDSA meeting 8 may	May Day
6 14/5	Development Review parental involvement this year	Training SATS WEEK KS2	SATS Week KS2	SATS week KS2 18 May Whole school athletics for juniors Library visits this week
7 21/5	Curriculum Full Governors meetings 21 st May	Standards Pupil Progress meetings Writing moderation (Y3,6)	SEN IEP reviews Provision for next year	LIBRARY VISITS FOR ALL 25 may Assembly Year 1 and Year 2 PHONICS workshops for parents

Diary: Summer Term 6

In Focus: self evaluation/ data and addressing weaknesses

Week	Heads/Govs actions	Staff Meetings Mondays	TA Meetings Thursday 12-12:30	Important Dates
1: 4/6	Assessment Review progress against End of Year targets	Subject Leaders Pupil Progress meetings Phonics assessments / review of screening		Athletics meet School council MDSA's meeting 4/6 Sports Day 7/6
2 12/6	Development Governors committees and SDP review 1/7 Review performance management progress	Training Pupil Progress meetings Review word/phonics groups SMT meeting 14 June	TAS meeting 14 June 12 June phonics screening week for year 1 and year 2 retakes New parents induction night	School council 15 June Parents evenings 13 June New reception parents evening
3 19/6		Standards Pupil Progress meetings Literacy subject leaders	TAs meeting Timetables and following year	New reception in school Tuesday and Thursday Class assembly 22 June PTFA summer disco Friday 22 June
4 26/6				New reception in school Tuesday and Thursday Gecko Maths day 3
5 2/7	Development Final review of SDP and the year RS to COSMIC 4 july	SMT meeting 5 July (if possible)		REPORTS IN to headteacher Cotswold school induction days 4 and 5 th July Class swap afternoon New reception in school Thursday only Sponsored walk for Grand Appeal Summer fair 5-8pm Friday 6 th July
6 9/7	9 July 2017 Full governing body meeting 6pm	SMT meeting	MDSA meeting TAs meeting	Summer Performance Monday dress rehearsal/matinee 2pm Summer performance Tuesday 10 July 6pm and Thursday 12 July 6pm REPORTS OUT to parents
7. 16/7		Handover information to new class teachers		Whole school walk and Talent show 19 July Y6 sleep over and Jolly Leavers assembly 20/7 No end of year INSET

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
HEAD and subject leaders	<ul style="list-style-type: none"> -Learning walk focus = Pupil premium children RS and AS -LW focus = classroom environment and attitude to learning RS -Pupil progress meetings -Staff questionnaire 	<ul style="list-style-type: none"> -PM observations by RS -LW focus = Writing TBC -LW focus = Maths NC - Writing scrutiny by RS - Pupil progress meetings -Pupil discussion: Marking and feedback -Monitor assessment data for end of term Dec 2017 	<ul style="list-style-type: none"> -LW focus = Most able and GT pupils NC and RS -LW focus = Phonics LC - Reading scrutiny - Pupil discussion - Pupil progress meetings Parents questionnaire 	<ul style="list-style-type: none"> - PM observations RS -LW focus = Questioning -LW focus = TBD - Writing scrutiny: Focus on cross-curricular writing. - PM observations - Pupil conferencing - Pupil progress meetings -Monitor assessment data for Spring term 	<ul style="list-style-type: none"> -LW focus = Pupil premium pupils -LW focus = TBD - Maths scrutiny - Pupil progress meetings - Staff questionnaire Pupil questionnaires 	<ul style="list-style-type: none"> -LW focus - TBD - PM observations RS - Pupil progress meetings -Work scrutiny – TBD -Monitor assessment data for end of year Summer 2018
MIDDLE LEADERS	<ul style="list-style-type: none"> - LW focus: Displays-maths passports -LW focus- provision and access to resources - Pupil progress meetings -Monitor pupil target setting on itrack from baseline 	<ul style="list-style-type: none"> -LW focus: SMSC - Pupil progress meetings -Pupil discussion: Marking and feedback 	<ul style="list-style-type: none"> -LW focus: Pupil Premium -Monitor pupil target setting - Writing scrutiny 	<ul style="list-style-type: none"> -LW focus: British values - Reading scrutiny 	<ul style="list-style-type: none"> LW focus: Phonics LC -Pupil discussion writing assessments 	<ul style="list-style-type: none"> -Pupil Questionnaire

<p>SUBJECT LEADERS – Core subjects (Maths, English, Science)</p>	<ul style="list-style-type: none"> -Monitor curriculum coverage -Monitor assessment data -Monitor pupil progress -Planning scrutiny -Feedback to head and Governors from analysis of last year’s SATS -Write subject action plan -Share subject action plan with link governor 	<ul style="list-style-type: none"> -Monitor curriculum coverage -Monitor assessment data -Pupil work scrutiny -Monitor pupil progress -Monitor pupil targets (reading, writing, maths) -Moderation activity-writing -Update subject action plan 	<ul style="list-style-type: none"> -Monitor curriculum coverage -Monitor assessment data -Learning walk -Monitor pupil progress -Moderation activity - Add work samples to subject leader file -Update subject leader file - Arrange meeting with link Governor to review file and action plan 	<ul style="list-style-type: none"> -Monitor curriculum coverage -Monitor assessment data -Planning scrutiny -Monitor pupil progress -Monitor pupil targets (reading, writing, maths) -Update subject action plan 	<ul style="list-style-type: none"> -Monitor curriculum coverage -Monitor assessment data -Pupil work scrutiny -Learning walk -Monitor pupil progress -Moderation activity -Add work samples to subject leader file 	<ul style="list-style-type: none"> -Monitor curriculum coverage -Analyse SATs and optional SATs papers (maths/reading) & complete analysis -Write position statement for end of year -Update subject leader file - Meet with link Governor to review file, position statement and action plan
<p>SUBJECT LEADERS – foundation subjects</p> <p>*Terms are inter-changeable</p>	<ul style="list-style-type: none"> -Monitor curriculum coverage -Share subject action plan with link governor 	<ul style="list-style-type: none"> -Monitor curriculum coverage -Update subject action plan 	<ul style="list-style-type: none"> -Monitor curriculum coverage - Add work samples to subject leader file -Update subject leader file - Arrange meeting with link Governor to review file and action plan 	<ul style="list-style-type: none"> -Monitor curriculum coverage -Update subject action plan 	<ul style="list-style-type: none"> -Monitor curriculum coverage - Add work samples to subject leader file 	<ul style="list-style-type: none"> -Monitor curriculum coverage -Write position statement for end of year -Update subject leader file - Meet with link Governor to review file, position statement and action plan
<p>Pupil work scrutiny & Planning scrutiny & Learning walk*</p>		<p>Display scrutiny & Pupil discussions & Learning walk *</p>		<p>Pupil work scrutiny & Pupil discussions & Learning walk *</p>		

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
SENCO / VP	<ul style="list-style-type: none"> - Monitor and review My Plans with staff and parents , review targets, set new targets - Teaching school meeting - Set provision and SEN timetable for each class - SEND register update - Meet with Ed Psych to decide and plan visits and interventions - Monitor My Plan plus and decide on applications for additional advice and support 	<ul style="list-style-type: none"> - Observe SEND pupils - LW focus: TAs - Teaching school meeting to create audit - TA PM target setting - Evaluate intervention programmes - Progress of SEND/VP/PP pupils in terms 1 & 2 - Meet with SEN governor - Monitor My Plan plus and decide on applications for additional advice and support 	<ul style="list-style-type: none"> - Monitor My Plans with staff and parents , review targets, set new targets - LW focus: SEND pupils - Set provision and SEN timetable for each class - SEND register update - Meet with Ed Psych to decide and plan visits and interventions - Monitor My Plan plus and decide on applications for additional advice and support 	<ul style="list-style-type: none"> - Observe TAs - Parent discussion: SEND - Progress of SEND/VP/PP pupils in terms 3 & 4 - Evaluate intervention programmes - Meet with SEN governor 	<ul style="list-style-type: none"> - Monitor My Plans with staff and parents , review targets, set new targets <p>Pupil discussion: Marking & feedback</p> <ul style="list-style-type: none"> - LW focus: TAs - Annual review - Monitor My Plan plus and decide on applications for additional advice and support 	<ul style="list-style-type: none"> - SEND register update -Progress of SEND/VP/PP pupils in terms 5 & 6 - Evaluate intervention programmes - Meet with SEND governor - Systems review
PSA	<ul style="list-style-type: none"> - Review provision for individual children and for each family - Allocate time to each child weekly or as required - Monitor impact and informally evaluate provision , on going - Review My Plan Plus for each school 	<ul style="list-style-type: none"> - Review provision for individual children and for each family - Allocate time to each family or child weekly or as required - Monitor impact and informally evaluate provision , on going - Review My Plan Plus for each school 	<ul style="list-style-type: none"> - Review provision for individual children and for each family - Allocate time to each child weekly or as required - Monitor impact and informally evaluate provision , on going - Review My Plan Plus for each school 	<ul style="list-style-type: none"> - Review provision for individual children and for each family - Allocate time to each child weekly or as required - Monitor impact and informally evaluate provision , on going - Review My Plan Plus for each school 	<ul style="list-style-type: none"> - Review provision for individual children and for each family - Allocate time to each child weekly or as required - Monitor impact and informally evaluate provision , on going - Review My Plan Plus for each school 	<ul style="list-style-type: none"> - Review provision for individual children and for each family - Allocate time to each child weekly or as required - Monitor impact and informally evaluate provision , on going - Review My Plan Plus for each school
GOVERNORS	<ul style="list-style-type: none"> - Monitor SATs data -Learning walks before curriculum meetings 	<ul style="list-style-type: none"> -Monitor H & S audit using audit Write safeguarding action plan by Dec 2017 	<ul style="list-style-type: none"> - Learning walks - Monitor Year group data for end of 	<ul style="list-style-type: none"> - Monitor SDP actions as a working party -Monitor safeguarding/LAC and 	<ul style="list-style-type: none"> - Learning walks prior to standards committee meetings - Monitor Year group 	<ul style="list-style-type: none"> - Monitor Year group data - Monitor SDP actions

	<ul style="list-style-type: none"> -Monitor PM outcomes -Set new committee structure for new members -Review subject action plans 	<ul style="list-style-type: none"> - Monitor SDP actions and evaluation as a working party - Monitor safeguarding & LAC using audit Governors whole day visits and feedback - Review Heads PM with PM Governors and set targets 	<p>Autumn term</p> <ul style="list-style-type: none"> -Monitor PM outcomes -Meet with Subject Leaders -Set 3 yr and next budget <p>Parents questionnaires</p>	<ul style="list-style-type: none"> revisit audit and subsequent action plan Governors whole day visits and feedback - H & S review (summer holiday works) - Mid year review of Heads PM with group of PM Governors 	<ul style="list-style-type: none"> data in Standards committee -Review vision and aims at Full Governing body meeting 	<ul style="list-style-type: none"> Pupil questionnaires with KS1 -Review pupil and parent views -Data review for Y2 and Y6 SATs, phonics and EYFS data -Meet with Subject Leaders
TEACHERS	<ul style="list-style-type: none"> - Parents information meeting in first week for the class, focus on days, dates, homework, curriculum - Termly forecast to parents - Analyse data for the class - Rapid action plan for slow/no progress pupils - Review My Plan and My Plan Plus with head and parents - Update website class pages -Update tracking system - Set pupil targets - Parents evening 	<ul style="list-style-type: none"> - Analyse data for the class - Rapid action plan No 2 for slow/no progress pupils Update assessment data for December 2017 on itrack - Update website class pages - Termly newsletter to parents - Update tracking system assessment data -Set pupil targets - Performance Management meetings with HT 	<ul style="list-style-type: none"> - Termly forecast to parents - Parents information meeting in first week for the class focus on curriculum and dates for the term - Analyse data for the whole class - RAP 3 for slow/no progress pupils - Update website class pages - Termly Forecast to parents - Update tracking system -Set pupil targets 	<ul style="list-style-type: none"> - Analyse data for the class - RAP 4 for slow/no progress pupils - Review My Plans (SEN) with head and parents - Review My Plan Plus with head and parents - Update assessment data for Spring term on itrack - Update website class pages - Update tracking system Set pupil targets -Parents evening -Performance management interim reviews 	<ul style="list-style-type: none"> - Parents information meeting in first week - Termly forecast to parents - for the class focus on curriculum - Analyse data for the class - RAP 5 for slow/no progress pupils - Update assessment data - Update website class pages -Set pupil targets -Prepare end of year reports 	<ul style="list-style-type: none"> - Analyse data for the class - Prepare RAP 1 for slow/no progress pupils for next class - Pupil questionnaires with KS2 - Review My Plans (SEN) with head and parents - Review My Plan Plus with head and parents - Update assessment data for summer term and end of year on itrack - Update website class pages - Update tracking system -Set pupil targets
<p>Monitoring and evaluation is an on-going process and should be used to inform and shape school policies and development. This is a formal and an informal process.</p>						

PRIORITY AREA ONE :OUTCOMES FOR CHILDREN

- 1 To ensure increased % at expected and above in every year group and every subject especially KS1 reading and Y1 phonics
1. EYFS- focus on writing strand to increase GLD overall
2. Improve standards in mental maths
3. Improve standards in arithmetic , continuing with 10 in 10 sessions
4. Further embed calculations policy
5. Further embed fractions policy and schemes of work
6. To raise standards in spelling at KS1 and KS2
7. To raise standards in phonics acquisition at Y1 to above national
8. To raise standards in maths using maths passports, times tables and number facts
9. To raise standards in reading comprehension at KS1 and KS2
10. To further embed bug club /reading activities to engage readers
11. To track progress in reading comprehension more closely
12. To further utilise online learning at home and school
13. To embed new approaches in EYFS to secure higher levels of GLD
14. To track PP and PP plus pupils with rigour and clarity on website
15. To explore and closely track outcomes for gifted pupils
16. To explore with COSMIC group options for gifted children
17. To explore and closely track outcomes for SEND pupils especially those with EHCPs which has rapidly increased in number
18. To explore with advisory teaching service and EP service other alterative interventions and attendance officers
19. To explore and closely track outcomes for vulnerable pupils/attendance including clear case studies and progress of those working well below expected standards in any year group
20. Residential trips, visits and visitors, trips, community based activities
21. Families "Active award

KEY FOCUS FOR 2017/17

To raise standards of attainment against national curriculum expected levels in all year groups notably in writing at KS1 and KS2 and reading at KS1

To raise standards of attainment in phonics acquisition in Year 1- priority

To increase rates of progress across KS2 in reading, writing and maths and SPAG to at least the national average tbc when published

To focus on creativity in the curriculum and offering broader depth of knowledge

To embed new approaches in EYFS to secure higher levels of GLD for all children

Agreed Targets TBC :

EYFS good level of development: 70%

KS1 RWM combined : 65% or above KS2 RWM combined : 65% or above (expected)

Standardised scores in reading, writing, maths –TBD @103 based on 2017 Higher level achieving 110 in RWM- above 6%

Progress scores TBD aim for at least 0 in order to do at least as well as other schools, and 1 combined to be doing better overall (compared to national)

Attendance figures: aim for 96%

MONITORING AND TRACKING ARRANGEMENTS (ASSESSMENT CYCLE):

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Lesson observations with teaching assistants by head in all classes, general with a focus on behaviour and safety and well being Book scrutiny for maths Weekly planning scrutiny SATs analysis Identify priority areas SMART targets for targeted children SATS analysis Report to governors on data results Identify underperforming pupils- pupil progress meeting EYFS baseline	Lesson observations by head teacher and senior staff focus on literacy especially SPAG given lower scores in Ks2 spelling SATS in 2017 Book scrutiny for literacy Weekly planning scrutiny Report progress data for the term to whole governing body EYFS update Performance management reviews and target setting	Lesson observation by subject leader for maths and head Book and planning scrutiny for topic work EYFS update	Lesson observations by head teacher and science subject leader Performance management mid-point review (pupil-progress)	Lesson observations by peers Book scrutiny by subject leaders , linked to writing assessments across all subjects	Monitoring of assessment procedures especially writing TA and SATS procedures. Transition meetings EYFS update

SEF OUTCOMES: Outcomes: how well are pupils doing taking account of any variation?

Little Progress	Some Progress	Good Progress	Excellent Progress	
1. Progress of Pupils				
<ul style="list-style-type: none"> ▪ Some pupils practise writing and maths targets daily. ▪ Pupil progress against targets results in at least 50% of children reaching or exceeding age-related expectations. 	<ul style="list-style-type: none"> ▪ Most pupils in some classes practise writing and maths targets daily. ▪ Pupil progress against targets results in at least 65% of children reaching or exceeding age-related expectations. 	<ul style="list-style-type: none"> ▪ All pupils in most classes practise writing and maths targets daily. ▪ Pupil progress against targets results in at least 75% of children reaching or exceeding age-related expectations. 	<ul style="list-style-type: none"> ▪ All pupils in all classes practise writing and maths targets daily. ▪ Pupil progress against targets results in at least 90% of children reaching or exceeding age-related expectations. 	
2. Pupil Tracking				
<ul style="list-style-type: none"> ▪ Some teachers itrack to impact future learning. ▪ Some parents are informed of their child's progress against the targets. ▪ Subject leaders analyse data 1x over the year 	<ul style="list-style-type: none"> ▪ The majority of teachers use itrack to impact future learning. ▪ The majority of parents are informed of their child's progress against the targets. ▪ Subject leaders analyse data 2x per year. 	<ul style="list-style-type: none"> ▪ Most teachers use APP and itrack to impact future learning. ▪ Most parents are informed of their child's progress against the targets. ▪ Subject leaders analyse data and feedback to staff 2x per year. 	<ul style="list-style-type: none"> ▪ All teachers use itrack to impact future learning. ▪ All parents are informed of their child's progress against the targets. ▪ Subject leaders analyse data and feed back to staff 3x per year. 	
Impact/ Precise Actions	Led by? Govs lead?	When?	Resources/ Costing	Evaluation of impact/ SEF outcomes
To ensure increased % at expected and above in every year group and every subject especially READING in KS1 , SPELLING at KS2 and PHONICS at Year One	Head and all staff Subject governors for each subject area	See individual plans for each subject	Focus costings on main priority areas, phonics, problem solving and comprehension Training for each area for each subject lead	
EYFS- focus on writing strand and raise percentages reaching the expected more consistently across several years, higher in 2017 but needs to be sustained	Mrs Clough , Mrs Jeffrey, and RS	Baseline and then October then each term	Training Story time phonics early years meetings and subject leaders days	
Improve standards in mental maths	Mr Cox and all staff Mr Harrison Governor	To be reviewed each term	Staff meeting time Ray Mayers training courses Maths network meetings	

Improve standards in arithmetic , continuing with 10 in 10 sessions	Mr Cox and all staff Mr Harrison Governor	To be reviewed each term	Staff meeting time To review arithmetic training courses Maths network meetings	
Further improve and embed calculations policy and schemes of work to raise standards	Mr Cox and all staff Mr Harrison Governor	To be reviewed each term	Staff meeting time Calculation policy review Maths network meetings	
Further improve and embed fractions policy and schemes of work to raise standards	Mr Cox and all staff Mr Harrison Governor	To be reviewed each term	Staff meeting time To review policy changes and practices as a result. Maths network meetings	
To raise standards in spelling at KS2 and KS1	Mrs James RS and all staff	To be reviewed each term and possible use of spelling ages to be introduced to check progress against word banks	Spelling books and handwriting resources cost on going Time to review spellings and resources online etc	
To raise standards in phonics acquisition at KS1	Mrs Clough and KS1 staff	To be reviewed each term	Phonics workshop for Y1 children Phonics workshop for reception children's parents Phonics books with sounds to be produced (all time)	
To raise standards in maths using maths passports, times tables and number facts	Mr Cox and all staff Mr Harrison Governor	To be reviewed each term	Staff meeting time To revisit passports effectiveness Maths network meetings Cost of new resources for maths comprehension cards	

To raise standards in reading comprehension at KS1 and KS2	Mrs James and all staff	To be reviewed each half term	Reading comprehension materials Online licences	
To further embed bug club and other reading activities to engage readers	Mrs James and all staff	To be reviewed each half term	Online licences Time in class by staff to keep updated	
To track progress and attainment in reading comprehension more closely	Mrs James and all staff	To be reviewed each half term	Online licences Time in class by staff to keep updated	
To further utilise Mathletics and other online learning at home and school	Mr Cox and all staff Mr Harrison Governor	To be reviewed each term	Cost of mathletics licence @£5 per pupil	
To embed new approaches in EYFS to secure higher levels of GLD for all children	Mrs Clough , Mrs Jeffrey. Miss Heath and RS	Baseline and then October then each term	Training with Anna Egrave @£200 plus supply cover	
To explore and closely track outcomes for vulnerable pupils and PP pupils Case studies	Pupil premium champion AS and all staff Child Protection Governors	On going but reviewed each half term for this group of children as part of pupil progress meetings	AS time each week to monitor outcomes especially attendance and progress	
To explore with COSMIC group and teaching school other options for gifted children	RS and all staff	Cosmic meetings monthly	None other than teacher time and liaison time Transport for events	
To explore and closely track outcomes for gifted pupils	RS and all staff	Each term, identify and explore provision for G and T pupils	Revisit G and T training as required for staff in identifying G and T pupils and meeting their needs	

To explore and closely track outcomes for SEND pupils	RS and advisory teachers and AS as SEND governor	On going review of targets for each child every term and every six weeks for those with My Plan Plus.	Time for head and staff to be released for reviews Cots of supply for reviews	
To explore and closely track outcomes for vulnerable pupils/attendance including clear case studies and progress of those working well below expected standards in any year group	RS and advisory teachers and AS and Liz Hamilton	On going review of targets for each child every term and every six weeks for those with My Plan Plus or other plans	Time for head and staff to be released for reviews Costs of supply for reviews	
To track progress in science more rigorously to ensure coverage and breadth	Mr Bramley and all staff	To be reviewed every half term	Cost of a skip to sort out resources Time to sort out cupboard (one day supply) Time to attend subject leaders meetings Time to attend relevant training	
To maintain improvements in attendance outcomes	Mrs Swallow and RS with all staff	To be reviewed weekly	Time for reviewing attendance Time to examine patterns and trends Cost and certificates and badges	
To examine residential and visits/visitors	All staff and governors			
To examine and develop Families Active	Rs Roz Ratcliffe N Cox			

PRIORITY AREA TWO: BEHAVIOUR, SAFETY AND WELFARE

- To improve systems for medication records for individual children
- To improve consistency of application and context of sanctions
- To expand rewards/awards to include weekly heart hand and mind awards and attendance priorities
- To develop an organised Nurture system for those outside usual routines
- To develop buddy and shared mixed age activities consistently
- To develop lunchtime play through a play pod or scrap store idea and new storage shed
- To further develop house groups and house treats/mixed age activities
- To refine lockdown as well as evacuation procedures
- To further embed SEAL values and raffle tickets system
- To develop aspects of breakfast club and links with children's centre
- To improve health alert systems with regard to asthma, epipens, allergies

- To improve parental information sharing about school systems and progress of their children as raised in parents questionnaire
- To explore staff well being, work life balance and professional expectations
- To address any grounds maintenance issues such the outdoor fort
- To continue to utilise fully and not waste Tesco Fare Share scheme
- To implement bump book for each class and class first aid bag
- To ensure all staff have completed Keeping children safe online training
- To ensure staff have read and understood revised Keeping Children Safe Part 1 , Adults working with children guidance and relevant policies
- To ensure compliance with all aspects of Annual Safeguarding Audit
- To explore mental health champions award/ outreach
- To introduce Mental health First Aid and actual First Aid for children
- To embed the life caravan as an annual visit and make sure PINKL curriculum and sex education is well embedded

Monitoring Arrangements

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<ul style="list-style-type: none"> ▪ Begin cycle of TA and MDSA meetings. ▪ Cycle of PSA meetings, CIN and CP plan reviews ▪ Identification of any vulnerable pupils. ▪ Identify My Plan targets for SEN pupils. ▪ Begin support for focus groups. ▪ SATs analysis to identify progress of SEN (and vulnerable) pupils 	<ul style="list-style-type: none"> ▪ Review progress of vulnerable pupils. ▪ Review progress of SEN (including vulnerable pupils) support. ▪ Continue cycle of TA and MDSA meetings. ▪ Continue cycle of PSA meetings, CIN and CP plan reviews ▪ Continue and review support for focus groups. 	<ul style="list-style-type: none"> ▪ Review targets and adjust support as necessary. ▪ Provide evidence of progress against targets for SENco ▪ Review progress of vulnerable pupils. ▪ Continue cycle of TA and MDSA meetings. ▪ Continue cycle of PSA meetings, CIN and CP plan reviews ▪ Continue support for focus groups 	<ul style="list-style-type: none"> ▪ Review progress of SEN (including vulnerable pupils) support. ▪ Continue cycle of TA and MDSA meetings. ▪ Continue cycle of PSA meetings, CIN and CP plan reviews ▪ Continue and review support for focus groups. 	<ul style="list-style-type: none"> ▪ Review progress of SEN (including vulnerable pupils) support. ▪ Continue cycle of TA and MDSA meetings. ▪ Continue cycle of PSA meetings, CIN and CP plan reviews ▪ Continue and review support for focus groups. 	<ul style="list-style-type: none"> ▪ Review targets ▪ Review progress of SEN (including vulnerable pupils) support. ▪ Communicate sensitive information regarding SEN and vulnerable pupils to new class teachers.

Little Progress	Some Progress	Good Progress	Excellent Progress
<ul style="list-style-type: none"> Vulnerable pupils are reviewed and their needs identified. 	<ul style="list-style-type: none"> Focus groups are created to identify and address areas of weakness. 	<ul style="list-style-type: none"> SMT regularly monitor and review the effectiveness of the support systems. Each vulnerable pupil is assigned a mentor. 	<ul style="list-style-type: none"> 90% of vulnerable pupils make above average progress in reading, writing and maths 20% of vulnerable pupils make good or excellent progress.

Impact/ Precise Actions	Led by?	When?	Resources/ Costing	Evaluation of impact/ SEF outcomes
To further develop medication and improve medication records and systems for individual children	Mrs Swallow and school staff	On going but especially soon for those with severe allergies ASAP	Time to develop new care plans for the most vulnerable pupils Time to meet with parents to ensure plans are most up to date	
To improve consistency of application rewards, merits, bonuses and to include heart, hand , mind and perseverance awards and attendance priorities	HT and all staff	On going each week in assembly	Time and small budget for items for each class and for whole school	
To improve consistency of application and context of sanctions	HT and all staff with ben Bishop and Victoria Scott	On going in each day , to be reviewed by all staff after a month	Support from Ben Bishop , behaviour support teacher COSMIC contributions Time from Ed Psych Victoria Scott	
To develop a NURTURE system for the most disaffected who are outside the usual behaviour policy	HT and all staff	On going in each day , to be reviewed by all staff after a month	Support from the nurture hub Ben Bishop , behaviour support teacher Cost met through	

Impact/ Precise Actions	Led by?	When?	Resources/ Costing	Evaluation of impact/ SEF outcomes
			COSMIC contributions Time from Ed Psych	
To develop lunchtime play through a play pod or scrap store idea and the new storage shed and to develop and improve outdoor area for class one	MDSAs and all staff	On going every month	Time and possible training Time and cost of replacing the fort and other equipment Time and cost of sorting storage container	
To develop buddy reading and shared activities more consistently throughout the year	All staff and children in each class Possible help from librarian	To be reviewed every month	Time for classes to swap New books and Own books stock	
To embed and develop Tesco Fare Share scheme	Denise Neville, Liz Hamilton and volunteers	On going	Time to go to Tesco on Tuesday evenings Time to distribute resources from Tesco	
To improve parental information sharing about school systems	All staff and Governors and school admin staff	On going	Class information meetings Time to update website Workshops for certain topics	
To revisit merit points system and cumulative rewards, linking house points and merits	All staff	Daily review and rethinking	Staff meeting time and small costs for resources	
To continue to embed lockdown and evacuation procedures	Mrs Scutt and premises committee	Monthly practices		
To further develop mixed age treats and house group activities	All school staff	On going each term	Time for treats Cost of small treats and rewards	

Impact/ Precise Actions	Led by?	When?	Resources/ Costing	Evaluation of impact/ SEF outcomes
To embed SEAL and raffle tickets system	Mrs James and all school staff	On going each week	Cost of SEALS Time to look at seal tickets and award prizes	
To develop aspects of breakfast club relating to well being for vulnerable pupils	Mrs Nicholson, Mrs Cato and Miss Heath	Daily review and rethinking	New opening time and routines Board for collecting names Careful invitation to the club	
To revisit and review medicine policy in light of pupils with increasingly complex needs in school	Mrs Swallow and school staff	On going but especially soon for those with severe allergies ASAP	Time to develop new care plans for the most vulnerable pupils Time to meet with parents to ensure plans are most up to date	
To improve parental engagement and information sharing about pupil progress/ school systems as requested in parental questionnaire 2017	All staff and governors	Immediate and on going	Class assemblies each month with a curriculum focus and time to look at books More parents evenings in summer term Increase curriculum information in class information meetings	
To explore staff well being,work life balance and professional expectations	All staff and governors	Immediate and on going	Help from OH and school nurse teams Regular time for staf to talk and to off loads any issues Clarity of expectations, timescales etc	
To improve effectiveness of SEND , medication and vulnerable pupil	Mrs Swallow and school	On going but especially	Time to liaise with parents and staff in	

Impact/ Precise Actions	Led by?	When?	Resources/ Costing	Evaluation of impact/ SEF outcomes
records and files in each class and bump books and bags for each class	staff	soon for those with severe allergies ASAP	each class	
To ensure staff have read and understood revised Keeping Children Safe guidance and relevant policies	Head and governors	October 2017	Photocopying and time to read them	
To ensure compliance with all aspects of Annual Safeguarding Audit	Head and safeguarding governors	December 31 st 2017	Staff meeting and governor meeting time Revisit policy time Revisit training and other new aspects on newly revised KCSIE	
To explore mental health champions award/ outreach	Head, Liz Hamilton, Dilys Neill safeguarding staff	Jan 2018	Training for mental health champions and award criteria Training for Nurture groups	
To update child Mental health first aid training for key staff and first aid training for all children	Head, Liz Hamilton, Dilys Neill safeguarding staff	Jan 2018	Training for mental health Training for first aid for children	
To embed life caravan, PINK curriculum and relationship and sex education programmes	Head and governors and all staff	On going	Timetabling in these activities and scheme of work to be distributed for PSHCE	
To explore new links with Cotswold School tutor time activities and whole school PSE and topical themes /assemblies	Head and all teaching staff	On going But dates already agreed in September and	Staff meeting time and staff training days with Cotswold teaching schools partnership	

PRIORITY AREA 3: TEACHING LEARNING AND ASSESSMENT

To play a full and active role in the N Cotswolds teaching schools partnership

Power of Reading to be further embedded and better organised

To introduce Story time Phonics in Reception and Year 1/2

Use of laptops and iPads to enhance learning further

Better use of website by staff on class pages to help inform parents

Embed ICT support via Chipping Campden school

Creative and broad/balanced curriculum- MFL, whole class drumming sessions/use of community facilities

Achievement of Gold award for second time for PE, build upon and further acknowledge staff CPD award

Pupil Premium and PP LAC- file for each child as a case study of impact

Planning time in all classes to be rigorously monitored and improved

Improve pupil progress information /parents information meetings/ timings

Topic book development – evidence of progress across the year

Children’s centre/Pod/Nurture developments to be further explored

Further develop spelling in light of new writing assessment criteria

Changes for TAs to include planning time and teacher/TA planning meetings

Pupil premium, pupil progress reviews

My Plan and My Plan plus reviews to be continued and further developed

English enrichment revisited- world book day , author study, poetry slam

To ensure increased % at expected and above in all year groups/subjects

Revisit licences and software Mac/hub

Bird orienteering developments

To review Yr R/1 transition policy, outdoor learning/ continuous provision

To revisit marking policy for writing and maths

To ensure balance and breadth and depth in the curriculum

Mental health and first aid lessons to widen curriculum

To further utilise computing/coding and use of iPads across the curriculum

To clarify and develop homework purposes and expectations

MONITORING ARRANGEMENTS:

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Link governor assigned to a class Action plans created and shared with standards committee Policies reviewed by governor committees SDP set up	Create assessment portfolios Opportunities for training identified by subject leaders Report progress data to governors SMT monitor SDP	Subject leaders analyse assessment Resources audit SMT monitor SDP	Subject leaders prepare and carry out pupil interviews Subject leaders complete work monitoring SMT monitor SDP	Subject leaders analyse assessment Subject leaders complete lesson observations SMT monitor SDP	Final review of action plan (identify targets for next year) SATS analysis

Little Progress		Some Progress		Good Progress		Excellent Progress	
Subject leaders write action plans		Subject leaders implement action plans using subject leaders days effectively		Action plans are annotated and assessment portfolios are kept up to date		Subject leaders provide opportunities for staff training	
Formal SDP structure is put in place		School development plan written and shared with all staff and governors		Staff feel valued and informed, SDP is reviewed regularly		School Development Plan is used as a working document by all teaching staff and governors	
Review committee members		All policies are agreed and monitored		Governors have clear understanding of the school's strengths and weaknesses		Governors support and challenge staff and are assigned to teaching staff. and subjects	
Impact/precise actions		Led by	when	Resources/costings		Evaluation SEF Outcomes	
To ensure increased % at expected and above in every year group and every subject		Headteacher with all staff	On going every half term and at each child's review	Time for staff meetings Cost of any required resources and training for each subject See subject individual action leaders plans			
Planning time in all classes to be rigorously monitored and improved		Head teacher and SMT	On going in line with self evaluation cycle	Time for meetings and follow up Cost of any required resources and training for each teacher See subject individual action leaders plans			

<p>Improve pupil progress information /parents information meetings/ timings</p>	<p>Head teacher and SMT</p>	<p>On going in line with self evaluation cycle</p>	<p>Time for meetings to be reviewed eg later in day around 5pm</p> <p>See subject individual action leaders plans</p>	
<p>Topic book development – evidence of progress across the year</p>	<p>Head teacher and SMT</p>	<p>On going in line with self evaluation cycle</p>	<p>Time for meetings and follow up to look at topic books</p> <p>Cost of any required resources and training for each teacher</p> <p>See subject individual action leaders plans</p>	
<p>Children’s centre/Pod/Nurture developments to be further explored</p>	<p>Miss Mann Mrs Bartlett Mrs Scutt Mrs Hamilton Children’s centre committee</p>	<p>On going</p>	<p>Action plan and business plan to be developed</p> <p>Relationships between all three centres to be developed</p> <p>Publicity</p> <p>Website</p> <p>Leaflets</p>	

<p>Further develop spelling in light of new writing assessment criteria</p>	<p>Head teacher and SMT and all staff Literacy coordinator Mrs James</p>	<p>On going in line with self evaluation cycle</p>	<p>Time to look at approaches to spelling and follow up Cost of any required spelling resources and training for each teacher See subject individual action leaders plans</p>	
<p>Changes for TAs to include planning time and teacher/TA planning meetings</p>	<p>Head teacher, TAs and SMT and all staff</p>	<p>Autumn term 2017 then on going</p>	<p>TAs meetings Staff meetings PPA and non contact before and after school Cover for each other</p>	
<p>English enrichment revisited- world book day , author study, poetry slam</p>	<p>Head teacher and SMT and all staff Literacy coordinator Mrs James</p>	<p>Autumn term then on going as part of annual calendar</p>	<p>Time to explore enrichment activities and timetable them in Cost of any required resources and training for each teacher See subject individual action leaders plans</p>	
<p>To increase phonics attainment by introducing Story Time phonics</p>	<p>Head teacher and SMT and all staff Phonics lead Mrs Clough</p>	<p>Autumn term 2017 then on going</p>	<p>Story time phonics- cost of resources and time to train staff</p>	

Bird orienteering developments	Mrs Neville and Mr Cox	tbc		
To review Yr R/1 transition policy, outdoor learning/ continuous provision	Head teacher and SMT and all staff Phonics lead Mrs Clough	Autumn term 2017 then on going	Story time phonics, shared workshops, shared visits and other shared resources and indoor/ outdoor provision - cost of resources and time to train staff	
To ensure balance and breadth and depth in the curriculum including PINK curriculum, safer internet and cyber safety	Head teacher and SMT and all staff	Autumn term 2017 then on going	Staff meeting time to sort out curriculum coverage and balance Workshops for parents on cyber safety and online exploitation Time and cost for MFL and drumming workshops and other broad life skills based curriculum opportunities such as mental health and first aid	

Mental health and first aid lessons to widen curriculum	Head teacher and SMT and all staff Mrs Swallow Mrs Hamilton Miss Mann	Autumn term 2017 then on going	Mental health first aid courses for children First aid courses for children- hand book, staff training and and follow up lessons	
Use of itrack to track and assess children and % at expected levels for reporting purposes	Headteacher with all staff	On going every half term and at each child's review	Time for staff meetings Itrack training event in Swindon tbc	
New ICT support from September 2017 via Chipping Campden school	Rhys Froggatt Chipping Campden ICT support	Once a fortnight	Cost of 1/16 contract with CC school	
To further utilise computing and use of ipads across the curriculum	All staff Rhys Froggatt Mrs James	On going	Time to plan and make better use of equipment Training through CC school	
Power of reading to be further embedded, better organised and training explored	Mrs James Mr Cox SMT and all staff	On going for each new unit of work	Time to make good use of the resources Shared good practices	

Further development of themed weeks and days	All staff especially subject leaders	On going for each planned day and week	Time to explore resources and ideas , small budget for each of the special days especially science with links to Cotswold School and gecko maths days	
Gecko maths days and problem solving to be further enhanced	All staff Nathan Cox	On going for each planned day	Ray Mayers advice and support and training, dissemination to staff Gecko maths days one every term	
Further embed the new frameworks for English reading, writing and maths	All staff Nathan Cox Mrs James	On going for each planned day	Time to plan Time to explore resources and ideas	
To utilise further cross class and cross phase activities and visits	All staff	On going	Planned opportunities Staff meeting time	
Revisit licences and software	All staff Chipping Campden ICT support staff	On going	Subject leaders to review usefulness of software Staff meeting time	
Explore balance between visitors and visits	All staff	On going	Subject leaders and class teachers to review visits and visitors Staff meeting time	
Deepen links with Zimbabwe school, and Appomatox school	All staff and governors Dilys Neill	On going and particularly at key points in the year	Planned opportunities Newsletter links Email links to be developed Time to develop links	

To ensure balance and breadth and depth in the curriculum which is published for all to see	All staff	On going	Subject leaders to review curriculum coverage Ensure everything is on website	
To explore ways to promote creativity in school	All staff	On going	Subject leaders and class teachers to review curriculum creativity and opportunities Staff meeting time	
To improve website, class pages etc	All staff	On going	Staff meeting time to keep website class pages updated and relevant	
To clarify and develop homework purposes and expectations	All staff	On going	Class teachers and Subject leaders to review homework for their subject Ensure everything is on homework policy is updated Staff meeting time	
Pupil premium, pupil progress reviews	Mrs Swallow and school staff	On going but especially soon for those with severe allergies ASAP	Time to review PP pupils and most vulnerable pupils Time for training as required	
Pupil Premium- file for each child as a case study of impact on individuals	Mrs Swallow and Mrs Hamilton and school staff	On going each half term	Time to develop files for the most vulnerable pupils Time for training as required	
My Plan and My Plan plus reviews to be continued and further developed	Mrs Swallow and Mrs Hamilton and school staff	On going each half term	Time to develop files for the most vulnerable pupils Time for training as required	

<p>Achievement of Gold award for PE for a second time and celebration of achievement of staff CPD award to be further enhanced and embedded</p>	<p>Mr Cox, Mrs Roseblade and all staff</p>	<p>Autumn term 2017 then onwards</p>	<p>Time to complete review forms Time to submit criteria and forms</p>	
<p>PE overhaul and revisit in light of new storage facilities</p>	<p>Mr Cox, Mrs Roseblade as premises governor and all staff</p>	<p>Autumn term 2017 then on going</p>	<p>Time to review facilities and storage Time to submit criteria and forms Community use of facilities</p>	

PRIORITY AREA FOUR: LEADERSHIP AND MANAGEMENT

1. To lead and manage the changes in staffing in each class
2. Lead and manage the changes of teachers in four out of five classes
3. Lead and manage the changes in teaching assistants in all five classes
4. Implement New national standards for teaching assistants PM
5. Lead and manage the staff undertaking new subject responsibilities in English
6. Lead and manage the staff undertaking new subject responsibilities in ICT
7. Lead and manage the staff undertaking new subject responsibilities in Maths
8. Lead and manage the staff undertaking new subject responsibilities in Science
9. Lead and manage the staff undertaking new subject responsibilities in Art
10. Lead and manage the staff undertaking new subject responsibilities in RE
11. Lead and manage the staff undertaking new subject responsibilities in PE
12. To continue to develop the changes in SEND provision particularly MyPlan plus and new county paperwork
13. To focus on standards in Class 2 with changes due to maternity leave, adoption leave and new teaching assistant
14. To continue to develop the Local Offer of Early Help
15. To continue to develop links with the nurture hub at BOTW with particular reference to changes in the children's centre
16. To ensure continuity for breakfast club with staff changes and increased numbers
17. To assist staff in new year and class responsibilities
18. To assist staff to develop the learning environment in each of the five classes
19. To initiate and implement the early stages of the Children's centre plans
20. To focus on the changed dynamics of class 3,4 and 5 with 50 :50 splits in year groups
21. To develop the KS2 team
22. To develop the EYFS/KS1 team
23. To develop the play pod idea at lunchtimes
24. To better collate and manage after school clubs
25. To explore after school care clubs at the children's centre
26. To develop the English pages on the website to help parents and home learning
27. To develop the Maths pages on the website to help parents and home learning
28. To develop the SEND pages on the website to help parental partnership and transparency
29. To develop Forest School throughout the whole school
30. To improve premises management and lettings income
31. To review grounds maintenance and use of school grounds for educational purposes
32. Staff training following changes of year groups
33. Continued development of The Governing Body
34. To improve storage through the school including outside shed and cupboards for PE resources

Impact/ Precise Actions	Led by?	When?	Resources/ Costing	Evaluation of impact/ SEF outcomes
To manage new staff NQT induction and training and support , and ongoing staffing support	Head and all senior staff	On going but particularly autumn term and then at each review point in the year	Time to review and time to meet with staff Performance management meetings and review, pupil progress meetings	
Lead and manage the changes of teachers/returning staff in two out of five classes	Head and all staff at PM reviews	Autumn Term initially then on going	Performance management meetings and review, pupil progress meetings	
Lead and manage the changes in teaching assistants in three classes	Head and all staff in each class	On going but particularly autumn term	Time to review and time to meet with staff Self evaluation cycle to be implemented Performance management meetings and review, pupil progress meetings	
To focus on standards in Class 2 with changes due to maternity leave, adoption leave and new teaching	Head and class 2 teachers	On going but particularly autumn term	Class 2 staff- Time to review and time to meet with staff Time to look at impact and standards in class 2	
Implement New national standards for teaching assistants PM	Head and all staff in each class	On going	Performance management review cycle to be implemented pupil progress meetings	

Impact/ Precise Actions	Led by?	When?	Resources/ Costing	Evaluation of impact/ SEF outcomes
To assist staff to develop the learning environment in each of the five classes	Head and all staff in each class	Summer holidays and first few weeks back Monthly TA meetings to discuss classes	Skip hire costs £200 per skip £200 per class to purchase new resources PTFA budget for each class for consumables	
To focus on the changed dynamics of class 3,4 and 5 with 50 :50 splits in year groups and one single year group	Head and KS 2 staff	On going but notable curriculum planning and website pages	Time to plan for shared year groups Time to meet for pupil progress meetings	
To develop the KS2 team To develop the EYFS/KS1 team	Head and all staff in each class	On going TA meetings Staff meetings MDSA meetings SMT meetings	Cost of events to build the teams Time to review and time to meet with staff.	
Lead and manage changes in leadership in English/ self evaluation of standards	Head and Mrs James	On going but particularly autumn term and at termly standards reviews	Time to review Time to attend network meetings Supply costs for network meetings Time to feedback from meetings Time to analyse SATS, phonics, reading spelling and all actions in literacy action plan	

Impact/ Precise Actions	Led by?	When?	Resources/ Costing	Evaluation of impact/ SEF outcomes
Lead and manage the staff undertaking new subject responsibilities in ICT and PSHCE	Head and Mr Cox and Mr Bramley and ICT support from chipping campden	On going but particularly autumn term	Staff for ICT development from Chipping Campden school Time to analyse all actions in ICT action plan	
Lead and manage the staff undertaking new subject responsibilities in Maths and self evaluation	Head and Mr Cox	On going and at termly standards reviews	Time to review Time to attend network meetings Supply costs for network meetings Time to feedback from meetings Time to analyse all actions in maths action plan	
Lead and manage the staff undertaking new subject responsibilities in Science and self evaluation	Head and Mr Bramley	On going and at termly standards reviews	Time to attend science network meetings Supply costs for network meetings Time to feedback from meetings Time to analyse all actions in action plan	

Impact/ Precise Actions	Led by?	When?	Resources/ Costing	Evaluation of impact/ SEF outcomes
Lead and manage the staff in DT and Art and humanities and PE	Head and all staff	On going	Time to look at art, PE and humanities schemes of work and to ensure coverage in three new classes Time to analyse all actions in action plan	
Lead and manage the revised county syllabus and curriculum for RE	Head and RE governor	On going New syllabus from later in 2018	Time to revisit RE schemes of work and to ensure coverage Training for new RE curriculum	
To refine after school clubs including Families Active club	All staff	Careful timetabling to avoid cancelling clubs wherever possible	Prioritising clubs over other activities Introducing family run clubs where children participate with their parents	
To continue to develop the changes in SEND provision particularly MyPlan plus and Pupil premium and PP plus	Head and SEND governor	Monthly TA meetings By October half term for first review then ongoing	Time to review every child Time to review with Kay Thomas SEN Monitoring officer	
To develop the play pod idea at lunchtimes or similar using additional storage from container	MDSAs and all staff With head and TAs	Monthly MDSA meetings On going from Spring term	Cost of scraps and play materials Cost of new container in playground for storage Time to go and see play pods/storage in other areas	

Impact/ Precise Actions	Led by?	When?	Resources/ Costing	Evaluation of impact/ SEF outcomes
<p>To better collate and manage after school clubs</p> <p>To better collate and manage after school clubs/tuck shop and cancellations</p> <p>To continue to develop and improve breakfast club</p>	<p>Head and all staff including those running clubs</p> <p>Breakfast club staff</p>	<p>Ongoing from September 19 first club night</p> <p>Tuck shop rota through PTFA</p> <p>Ongoing review of breakfast club resources and provision and staffing</p>	<p>Time to manage clubs lists</p> <p>Time from PTFA to run tick shop on a rota</p> <p>Breakfast club to review and respond as required to needs for families and community, as currently</p>	
<p>To continue to develop the Local Offer of Early Help</p>	<p>Miss Mann, Mrs Bartlett and team to develop the hub</p>	<p>On going and especially Oct 4 meeting and mobilisation period</p>	<p>Time to prepare business plan</p> <p>Time to attend meetings</p> <p>Mobilisation period, see separate business plan</p>	
<p>To continue to develop links with the nurture hub at BOTW with particular reference to changes in the children's centre</p>	<p>Miss Mann, Mrs Bartlett and team to develop the hub</p>	<p>On going and especially Once it reopens in September</p>	<p>Time to prepare business plan</p> <p>Reopening period, see separate business plan</p>	
<p>To develop SMT, peer, paired and shared lesson observations and feedback to raise standards especially new staff and returning staff</p>	<p>Head and SMT team</p>	<p>On going with specific monthly meetings</p>	<p>Time for observations and cover, time to feedback, time to discuss and act upon standards as an SMT one a month</p>	

Impact/ Precise Actions	Led by?	When?	Resources/ Costing	Evaluation of impact/ SEF outcomes
Lead and manage Attendance issues for specific families	Head and attendance officer	On going weekly reviews for certificates and monthly reviews for governing body	Time for attendance officer to meet with families, analyse data, reward and question as required, liaise with staff and school nurse and pSA	
To focus on the changed dynamics of class 3 with a single year group	Head and class 3 staff	On going	None other than ongoing review and monitoring	
To develop team spirit throughout the school	All staff	Immediate and on going	None other than time and a willingness amongst staff to make the extra effort and capitalise on opportunities to build the team	
To develop an SMT across the school	All staff	By OCTOBER 2017	Once a month meetings on Thursday and time to feedback in other staff meetings for all staff	
To develop the English, maths and SEND pages on the website to help parents and home learning	Mr Cox Mrs James Mrs Scutt	asap	On going time to update and keep fresh and relevant	

Impact/ Precise Actions	Led by?	When?	Resources/ Costing	Evaluation of impact/ SEF outcomes
To develop management of Virtual school pupils	Year 5 and y6 staff Head teacher PSA	Six weekly reviews	Time to liaise with staff from virtual school Time to keep plan up to date and reviewed Time to email ideas and updates across to school Attendance weekly updates	
To develop exploration of Multi Academy trust or similar collaborative cost effective working	Head and governors esp Mr Cox	Ongoing meetings	Time to attend meetings Time to explore options Risk assessment	
To improve premises management and lettings income	Premises governors	Once a month meetings	Time to attend meetings Time to review premises	
To develop the teaching school links and links to the two secondary schools	RS and SMT	On going in consultation with The Cotswold School	Attend meetings and joint staff meetings and INSET	
To develop the Maths pages on the website to help parents and home learning	Mr cox and all staff with maths governor	On going but Autumn term in first instance	Time to upload and make alterations to website Help from web master to make changes to maths pages and add on maths resources New structure on maths pages in place which now need populating	

Impact/ Precise Actions	Led by?	When?	Resources/ Costing	Evaluation of impact/ SEF outcomes
To develop the SEND pages on the website to help parental partnership and transparency	Head and SEN governor in consultation with staff	On going but by Christmas at latest	Time to link with SENCo at Cotswold teaching school partnership to develop similar webpages	
To develop Forest School throughout the whole school	Mrs Neville with Mr Salter and all staff	From autumn term in class 2 and roll out to other classes as required	Time to release Mrs Neville once a week, time to release Mrs Neville and volunteer helper for class 2	
To improve premises management and lettings income	Premises governors and Mrs Napoli and Miss Mann	On going but particularly during Jan-march 2018 when mobilisation period for children's centre is in progress	Time for premises governors to met Time to explore advertising of hall Time and cost for advertising Time to set up new lettings especially for hall and CC, see business plan for CC	
To review grounds maintenance and use of school grounds for curriculum and educational purposes	Premises governors and PTFA and subject leads in consultation with head	On going particularly in terms of outdoor learning	Time for premises governors and PTFA to explore funding streams and ways to use community skills to utilise the grounds e.g. advice from Gloucestershire wildlife trust and local farms	

Impact/ Precise Actions	Led by?	When?	Resources/ Costing	Evaluation of impact/ SEF outcomes
Continued development of The Governing Body	All governors and committees to explore their continued development	On going October 2017 meetings	Time to meet and develop action plans, monitor the SDP, and meet all aspects of governance duties	
To improve storage through the school including outside shed and cupboards for PE resources	Premises governors, PE subject lead, head and all staff	Early 2018	Clearance of PE sheds and inside storage cupboards Pricing for new shed outside for PE and for play pod equipment	
Governor speed dating, training and development	All staff with subject responsibilities and subject governors	On going October 2017 meetings	Time to meet and develop action plans through speed dating	
Continued development of The Governing Body especially premises (atrium) and finances (budget)	All governors and committees to explore their continued development	On going October 2017 meetings	Time to meet and develop action plans Time to plan premises actions and financial monitoring leading to tighter controls and increased premises income	