

St. John's C.E. Primary School

School Improvement Plan

2017 – 2018



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## Staff Responsibilities

Member of staff	Responsibility
Headteacher: Susan Notley	SENCO Personal development, behaviour and welfare Pastoral Care Enrichment/Creativity Performance Management of all staff Management of Teaching Assistants Safeguarding & Child Protection Music RE (1 <sup>st</sup> half-term) Collective Worship SMSC Mentor to KS1 NQT
Deputy Head teacher: Joe Law	Yr.5/6 Job share with AHT (.4) Numeracy Physical Education Humanities Pupil Premium Pupils Extra-curricular activities Assessment & Record Keeping Management & organisation of KS 2 Mentoring Lower KS 2 teacher More able pupils Safeguarding & Child Protection
Assistant Head teacher: Kamran Ezel	Yr.5/6 Job share with AHT (.6) Curriculum Lead Literacy

	Collective worship/assembly programme ICT/E-Safety Art/DT PSHE/Citizenship Healthy Schools agenda R.E.(2 <sup>nd</sup> Autumn Half-Term) School Council
EYFS Co-ordinator: Pat Creed Science Co-ordinator: Pat Creed Middle leader	EYFS Co-ordinator– curriculum, planning, management of staff, assessment Transition between EYFS & KS1 Science/Outdoor Learning
Class teacher: Yr.3/4 Mrs Anderson	NQT
Class Teacher: Yr.1/2 Mr. Stringer	NQT
Administration Officer: Jane Flanagan	Management of the office Budget First - Aid
Sandra Bennett (4 days)	Cover in the office for 2 days Support in class if required/trips Ordering resources Support at lunchtimes if required Support the swimming programme Librarian First-Aid
Nurse Nurse: Lucy Gibbs	Teaching in EYFS First- Aid Speech/Language dev/Language Group Numicon support
Teaching Assistant: Amanda Kings (FT)	Supporting in lower KS2

	<p>Dyslexia training  Writing groups  Numeracy groups  SEN support  1 -1 for SEN child  First -Aid</p>
Teaching Assistant: Rona Ramandan(FT)	<p>Supporting in Yr. 5/6  SEN support for Literacy&amp; Numeracy  Booster Writing Programmes Yr. 5/Yr.6  ICT support  Lunchtime cover  First-Aid</p>
Teaching Assistant: Charlotte Snook	<p>Breakfast Club  Support in EYFS 5 afternoons/1 morning  Lunchtime cover  Support in KS1 4 mornings  Yr.1 phonics support  First-Aid</p>
Teaching Assistant: Tracey Hargate(FT)	<p>Supporting in Yr.1/2  Intervention in Numeracy and writing  Supporting in Breakfast Club if required  Lunchtime cover  First-Aid</p>
Ozay Baskal (3 Days)	<p>Support in Yr. 5/6  Support child on EHCP in Yr.6  Intervention work in Yr.5/6 in Numeracy  Lunchtime cover  First-Aid</p>
Facilities Manager: Dave Ellis (flexible hours)	<p>Support pupils with times tables  Management of the school website  Attendance reports  Procurement support</p>

Site Manager : Gary Hatchby	Caretaking duties Supporting with Breakfast Club Cleaning daily
Cook: Laura	School cook
Support in the Kitchen: Sue Doe	Supporting cook
Playleaders: Janet Petit Anouska Kelly (also relief TA)	Play Leader at Lunchtime Lunchtime duty, supporting trips and activities in the classroom when required

## **GOVERNORS' RESPONSIBILITIES**

Member of Governing Body	Responsibility
Dr.Matthew Laban	Chair of Governors Performance Management of Headteacher Child Protection Safeguarding Governor Member of the Pay Committee
Thelma Tillaney	Vice Chair of Governors Literacy RE/Worship Member of the Admissions, Performance of the Head teacher & Pay Committee
Peng Hui Koh	Parent Governor Numeracy Governor
Sophie Gopaul	Parent Governor Inclusion Governor
Margaret Swift	Member of the Pay Committee

Anne Osborne	EYFS Governor
Father Peter Godden	Foundation Governor Collective worship Governor
Roy Tungatt	Foundation Governor/PCC RE Governor Health and Safety Chair of the Admissions Committee Setting up the Governors' Room on the school website Overseeing the school's website
Sue Notley Joe Law	Head teacher Staff Governor
<b>Admissions Committee:</b> Thelma Tillaney Roy Tungatt - Chair Joe Law Sue Notley	Agree Admissions Policy Review Admissions Policy in line with legislation Implementation of Admissions Policy
<b>Pay Committee:</b> Sue Notley Matthew Laban - Chair Margaret Swift Thelma Tillaney  Matthew Laban Thelma Tillaney	Agree & Review performance and pay of all staff  Agree & Review performance and pay of HT & DHT
<b>Disciplinary Committee:</b> Matthew Laban Roy Tungatt - Chair Margaret Swift	To manage any appeals that may occur

**LONG-TERM SCHOOL PRIORITIES/EXPENDITURE**  
**2017/2020**

Year	Focus Area	Expenditure	Year	Focus Area	Expenditure	Year	Focus Area	Expenditure
17/18	Literacy	£500	18/19	Literacy	£1,000	19/20	Literacy	£500
	Library	£500		Library	£500		Library	£500
	Numeracy	£1000		Numeracy	£500		Numeracy	£500
	ICT	£2,000		ICT	£2,000		ICT	£1,000
	Foundation Stage	£500		Foundation Stage	£500		Foundation Stage	£500
	Science	£500		Science	£400		Science	£400
	R.E.	£500		R.E.	£200		R.E.	£200
	Art	£500		Art	£400		Art	£400
	D&T	£500		D&T	£400		D&T	£400
	Humanities	£500		Humanities	£500		Humanities	£500
	Music	£500		Music	£400		Music	£400
	SEND	£500		SEND	£400		SEND	£400
	P.E.	£500		P.E.	£300		P.E.	£300
	Playground & outside classroom	£500		Playground & outside classroom	£1,000		Playground & outside classroom	£1,000
	PSHE	£500		PSHE	£200		PSHE	£200
	General resources	£2,500		General resources	£2,500		General resources	£2,500

## **PRIORITIES for 2017/ 2018**

### **School Improvement Priorities**

- 1. To continue to raise standards in reading by ensuring that all pupils, especially the disadvantaged pupils are being taught a range of critical reading skills, with a focus on embedding the Guided Reading Stems, so that they are able to respond effectively to a range of questions which require inference and deduction and have a greater focus on vocabulary; to ensure that we are at national or better.**
- 2. Through a variety of strategies, embed the teaching of differentiated writing and writing skills, thus, continuing to ensure that high quality writing is expected and produced across all areas of the curriculum, throughout the school via:
  - a writing enriched learning environment where pupils see the purpose for writing and their achievements are celebrated;**
  - targeted teaching groups in particular disadvantaged pupils which derive from error analyses;**
  - Working Walls that support pupils' learning – particularly that of SPAG;**
  - the implementation of the reviewed Handwriting Policy from Reception Class and ensuring that quality handwriting is incorporated into all areas of the curriculum including displays;**
  - targeted Mastery focus groups and activities for more able children;**
  - further opportunities for independent writing across the curriculum.****
- 3. To raise the standards in Mathematics, with a focus on pupils' reasoning skills and opportunities for greater depth across the school by ensuring that all pupils, in particular disadvantaged pupils are being given regular opportunities to complete reasoning questions during the maths lesson, and that lessons are differentiated in accordance with pupils' gaps in learning.**

## Quality of Teaching 2017- 2018

Target	Improvement Steps	Time Frame	Lead Person	Monitoring	Budget	Success Criteria
<b>All TAs teach pupils the language of assessments and how to analyse texts effectively.</b>	Regular training/ support for TAs to support Reading provision.	Autumn – Summer	KE	SN/KE	£500	<ul style="list-style-type: none"> <li>- Provision is of an exceptionally high standard.</li> <li>- Pupils are confident in attempting test questions.</li> <li>- Pupils make rapid and sustained progress.</li> </ul>
<b>Ensure that there is a good balance between reading Fiction &amp; Non-Fiction texts</b>	<ul style="list-style-type: none"> <li>- All Guided Reading sessions in KS1 and KS2 use a 10 minute shared reading session, using the Reading Stems to model good reading behaviours.</li> <li>- Reading stems are applied consistently to cross-curricular texts.</li> <li>- All Guided Reading sessions explicitly model the use of Reading Stems to improve pupils’ understanding.</li> <li>- All pupils are taught to use the ‘Challenge Prompts’ on the Reading Bookmarks in paired reading sessions with peers.</li> <li>- Literacy Coordinator to monitor regularly.</li> </ul>	<p>Autumn – Summer</p> <p>Autumn</p> <p>Autumn</p> <p>October</p>	<p>KE</p> <p>All teachers and some TAs</p> <p>KE</p> <p>All teachers</p>	<p>SN/KE</p> <p>KE</p> <p>KE</p> <p>KE</p>		<ul style="list-style-type: none"> <li>- Effective teaching of reading both fiction and non-fiction during guided reading sessions and whole class sessions.</li> <li>- Pupils can judiciously select which Reading Stem(s) to use independently.</li> <li>- Pupils support and challenge their peers to gain a deeper understanding of a wide variety of texts.</li> <li>- Pupils can access challenging texts and respond confidently, both orally and in written responses.</li> <li>- Feedback to staff and SMT, support provided where required so that effective</li> </ul>

<p><b>Through various different strategies, ensure that pupils are able to respond effectively both orally and in formal written answers, with a thorough understanding of all reading skills.</b></p> <p><b>Effective modelling by the teacher on how to</b></p>	<ul style="list-style-type: none"> <li>- Literacy Consultant to quality assure via monitoring visits (half-termly).</li> <li>- All staff to attend regular training, supporting pupils in becoming critical readers.</li> <li>- Literacy Coordinator to attend termly Literacy meetings and borough, and Townies, moderation sessions.</li> <li>- Comprehension books reviewed and updated for all year groups, by Literacy Coordinator.</li> <li>- Guided Reading planned (with challenging texts) via PowerPoint or Flipcharts, that have a clear structure, progress and model Reading Stems; and link to different question types, in order to support pupils in the acquisition of the language of assessments. Regular parent workshops in reading</li> <li>- All pupils visit the school library weekly.</li> <li>- Teachers encourage a love of</li> </ul>					<p>teaching of reading is taking place across the school.</p> <ul style="list-style-type: none"> <li>- Pupils are better prepared to respond effectively both orally and in formal written answers.</li> <li>- Dramatic improvement in pupils' reading skills, being confident in being able to respond to questions that require a critical analysis confidently for any unseen, challenging text.</li> <li>- Analytical skills being taught from the top readers in Yr. 2 upwards.</li> <li>- Pupils can answer the full range of questions in assessments, confidently.</li> <li>- Effective modelling taking place that is having an impact on improving pupils'</li> </ul>
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<p><b>answer the full range of questions</b></p>	<p>reading, and provide support and guidance for pupils in their choices of texts.</p> <ul style="list-style-type: none"> <li>- Error analyses of tests to target teaching and provision.</li> <li>- Extra provision in place to support pupils who require extra support in this area.</li> <li>- Termly training for volunteers in the use of Reading Prompts to support pupils and align with the Reading Bookmarks.</li> </ul>					<p>analytical skills from the top of Year2</p> <ul style="list-style-type: none"> <li>- Reading Policy reviewed and agreed by the governors</li> <li>- All volunteers use the Reading Prompt sheets to guide their discussions with pupils and reinforce the Reading Stems.</li> <li>- Provision is targeted to individual pupils' needs.</li> <li>- Pupils make rapid progress in Reading.</li> </ul>
<p><b>Strengthen standards of teaching</b></p>	<ul style="list-style-type: none"> <li>- Continue with five monitoring cycles per year (Oct, Dec, Feb, March &amp; June)</li> <li>- Support programmes and coaching for identified teachers</li> <li>- Both NQTs are assigned a mentor</li> <li>- Induction is robust for all new teachers/NQTs/support staff.</li> <li>- Continue in-house training with an emphasis on writing across the curriculum.</li> </ul>	<p>Sept to July</p> <p>Autumn Term</p> <p>Autumn Term</p> <p>Autumn Term</p> <p>Staff Meetings, INSET Days and twilights</p>	<p>SN</p> <p>SLT</p> <p>KE</p>	<p>SN/KE/JL</p> <p>SN/KE/JL</p> <p>SN/KE</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>- All teaching will be judged to be at least Good with more teaching moving into outstanding.</li> <li>- NQTs will be judged as Good by the end of the Spring Term, and will meet the Teacher's Standards: NQTs will be on track to pass their NQT year.</li> <li>- All new staff will have a bespoke induction program.</li> <li>- Expectations in writing across the school are high to ensure that standards remain high</li> </ul>

<p><b>To further improve the teaching of differentiated writing across the curriculum.</b></p> <p><b>Through a variety of different strategies, develop pupils' desire to want to improve their spelling across the school</b></p>	<ul style="list-style-type: none"> <li>- Staff meetings on improving teachers skills on teaching differentiated writing.</li> </ul>	Autumn Term Staff meeting	KE	SN	N/A	High quality differentiated writing being taught across the school
	<ul style="list-style-type: none"> <li>- Medium Term Plans differentiated for different groups of pupils; building on pupils' gaps in learning in Literacy and Maths, as detailed in half-termly error analyses.</li> </ul>	Autumn and Spring Term	KE	SN		Staff CPD is enhanced, leading to higher quality teaching and learning in classes Staff CPD leads to effective teaching and learning of pupils
	<ul style="list-style-type: none"> <li>- Plan a series of staff meetings to look at the teaching of writing across the curriculum, so that there is high quality teaching of both core and foundation subjects, and so that writing supports teachers in making their judgments about writing.</li> </ul>	Autumn Term 2017	KE	SN		Enriched learning environments which have a strong emphasis on writing and spelling across the curriculum Pupils standards in SPAG are improved and a positive focus on the importance of SPAG in the curriculum
	<ul style="list-style-type: none"> <li>- Share good practice in the teaching of writing and spelling with St. Andrew's School</li> </ul>	Autumn – Summer 17	KE	SN/JL		Pupils develop a passion for writing and accurate spelling and a greater understanding of the purpose of writing
	<ul style="list-style-type: none"> <li>- Further develop a learning environment across the school that portrays a positive image of writing with a strong emphasis on spelling.</li> </ul>	Autumn – Summer 17	KE	SN/JL		Pupils standards in SPAG are improved and a positive focus on the importance of SPAG in the curriculum
	<ul style="list-style-type: none"> <li>- Embed opportunities across the school to celebrate writing at a variety of different levels – consolidate</li> </ul>	Autumn – Summer 18	KE	SN/JL		Pupils develop a passion for writing and accurate spelling and a greater understanding of the purpose of writing

	<p>Star Writer of the week – display and in the newsletter.</p> <ul style="list-style-type: none"> <li>- Continue to enter the Mayor’s Writing Award</li> <li>- Catriona’s Writing Competition</li> <li>- Half-termly moderation with Literacy Co-ordinator to inform error analyses and provision mapping.</li> <li>- Parent workshops to teach spelling strategies, and to support pupils in reinforcing spellings at home.</li> </ul>	<p>Spring Term 18</p> <p>Autumn Term 17</p> <p>Autumn – Summer 18</p> <p>Autumn – Summer 18</p>	<p>KE</p> <p>KE</p> <p>KE</p> <p>KE</p>	<p>SN/JL</p> <p>SN/JL</p> <p>SN/JL</p> <p>SN/JL</p>		<p>Pupils develop a passion for writing and accurate spelling and a greater understanding of the purpose of writing</p> <p>High expectations for writing, consistency in judgements and standards are high across the school</p> <p>Parents are very well supported and spelling is strong across the school.</p>
<p><b>Develop assessment proficient learners, who take ownership of their own learning.</b></p>	<ul style="list-style-type: none"> <li>- Classroom environment to support pupils in knowing and understanding their targets.</li> <li>- Teachers discuss pupils’ targets with them regularly and plan their lessons to actively support pupils in the acquisition of skills.</li> <li>- Registration and tutor time is used for pupils to discuss their targets and identify</li> </ul>	<p>Autumn – Summer 18</p> <p>Autumn – Summer 18</p> <p>Autumn – Summer 18</p>	<p>All class teachers</p> <p>All class teachers</p> <p>All class teachers</p>	<p>KE/JL/SN</p> <p>KE/JL/SN</p> <p>KE/JL/SN</p>		<ul style="list-style-type: none"> <li>- Pupils are able to talk about their targets and show an understanding of what they need to do to improve.</li> <li>- Pupils know where to get support and how to use a variety of resources to support their learning.</li> <li>- Pupils peer and self-mark at least once per week in all subject areas.</li> </ul>

	where they have met them. Marking encourages peer and self-marking.					
<b>To improve the quality of handwriting across the school</b>	<ul style="list-style-type: none"> <li>- Consolidate the handwriting policy across the school, starting from Reception</li> <li>- Consolidate handwriting lessons across KS1 and KS2 each week.</li> <li>- Consolidate the high profile of handwriting across the school via high expectations for modelling writing in lessons by teachers and TAs.</li> </ul>	<p>September, 2017</p> <p>September, 2017</p> <p>September, 2017</p>	<p>KE</p> <p>KE</p> <p>KE</p>	<p>SN</p> <p>SN</p> <p>SN</p>	<p>£500 for pens</p>	<ul style="list-style-type: none"> <li>- Standards in handwriting across the school improve dramatically.</li> <li>- Teachers' and TAs' modelling is of a high standard. There are no spelling errors and cursive script is used consistently across the school.</li> <li>- Classroom displays demonstrate handwriting expectations.</li> </ul>
<b>To ensure that maths lessons include reasoning activities.</b>	<p>Maths planning to include reasoning activities in weekly planning.</p> <p>Training and support in place for all teachers in teaching reasoning across the school.</p>	September, 2017	JL	JL/SN		Pupils more competent in being able to apply the skills that they have learnt. Greater challenge being provided for all pupils, especially the more able pupils.
<b>To consolidate the strong emphasis on times tables from Yr.2.</b>	<p>Times tables being practised daily and recorded in booklets.</p> <p>All pupils being tested weekly by Mr. Ellis</p>	September, 2017	JL	JL/SN	£1,000	Standards being raised in times tables and supporting the learning in maths across the school.
<b>To consolidate the strong emphasis on teaching calculation skills across the school.</b>	<p>Planning and delivery having a very strong focus on developing and consolidating pupils' calculation skills across the school</p>	September, 2017	JL	JL/SN		Standards being raised in all calculation skills across the school.
<b>To consolidate the use of numicon</b>	<p>Numicon being used regularly in particular to support the pupils who</p>	September, 2017	JL	JL/SN		Less able pupils are very well supported and are making at least

<b>across the school.</b>	are finding numeracy challenging					good progress.
<b>To introduce Ocean maths across the school to help parents</b>	Workshops held to train parents in helping their children with the set maths homework from ocean maths	Sep. 2017	JL	JL/SN	Funded by the Townies	Parents feeling more confident in helping their children with maths homework. Pupils keen to complete the homework.
<b>Further develop TA knowledge and skills in English and Maths</b>	<ul style="list-style-type: none"> <li>- Audit skills of established TAs</li> <li>- Devise programme to meet identified needs, linked to PM</li> <li>- Programme to be delivered during staff meetings, assembly times, twilight sessions and on INSET days</li> <li>- All teachers share planning, in advance, with their TAs, for all subjects and for the transference of skills.</li> </ul>	<p>October 2017</p> <p>Oct, 2017 Autumn &amp; Spring Term 2017</p> <p>Autumn – Summer 18</p>	<p>KE/JL</p> <p>SN KE/JL</p> <p>SN/KE/JL</p>	<p>SN</p> <p>SN SN</p> <p>SN</p>	N/A	<ul style="list-style-type: none"> <li>- TAs will feel more confident in their knowledge, skills and understanding in Maths and English</li> <li>- TAs to support individuals and small groups effectively</li> <li>- Pupils receive high quality provision each week.</li> <li>- TAs explicitly teach skills to reduce the gaps in pupils' knowledge.</li> </ul>
<b>Fully apply the school's policy for marking in writing and spelling</b>	<ul style="list-style-type: none"> <li>- Re-visit updated marking guidance</li> <li>- Book Looks as part of monitoring cycle &amp; cross-moderation with other schools</li> <li>- Additional support for NQTs</li> <li>- Targets are updated and discussed with pupils.</li> <li>- Half-termly completion of error analysis to inform planning.</li> <li>- Half-termly completion of provision maps.</li> </ul>	<p>September 2017</p> <p>September – July,18</p> <p>September – July,18</p> <p>September – July,18</p> <p>September – July,18</p>	<p>KE</p> <p>KE</p> <p>KE</p> <p>KE</p> <p>KE</p>	<p>SN</p> <p>SN</p> <p>SN</p> <p>SN</p> <p>SN</p>	N/A	<ul style="list-style-type: none"> <li>- Consistency in marking across the year groups</li> <li>- All staff fully understand how to further support children's learning</li> <li>- Children understand next steps leading to higher attainment</li> <li>- Pupils know their targets.</li> <li>- Planning is based on gaps in pupils' knowledge and is skills based.</li> <li>- Success criteria is linked to pupils' gaps in learning.</li> </ul>

						<ul style="list-style-type: none"> <li>- Provision targets pupils' gaps in learning.</li> <li>- Working walls support pupils in the acquisition of skills, as do displays.</li> </ul>
<p><b>Ensure that RE marking develops understanding of the RE knowledge, understanding and skills; and that high quality independent writing provides pupils with opportunities to transfer skills, and develop writing stamina in a range of contexts to support moderation.</b></p>	<ul style="list-style-type: none"> <li>- Develop feedback comments to support improvements in RE</li> <li>- Ensure that high standards of writing are maintained in the children's books</li> </ul>	<p>Autumn 2017-Summer 18</p> <p>Autumn 2017-Summer 18</p>	<p>KE/SN</p> <p>KE</p>	<p>SN</p>	<p>£300 resources</p>	<ul style="list-style-type: none"> <li>- Marking guides children to their next steps in RE understanding and skills</li> <li>- Marking will ensure that the standards in RE books match the high standards in writing.</li> <li>- Cross curricular writing shows productivity, pride and a range of core subject skills.</li> <li>- Unsupported writing is of an equally high standard.</li> <li>- Medium Term cross curricular planning provides opportunities for pupils to write extended pieces, unsupported.</li> </ul>
<p><b>To maintain the high standard of marking attained in writing</b></p>	<ul style="list-style-type: none"> <li>- SLT to monitor standard of marking through book looks</li> <li>- SLT to ensure consistency across the school through whole school book looks involving all teachers and TAs</li> </ul>	<p>From September 2017</p> <p>From September 2017</p>	<p>SLT</p> <p>SLT</p>	<p>SN</p> <p>SN</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>- Children understand how to improve their own writing</li> <li>- Marking is consistent and in line with the school marking policy</li> <li>- Timely and regular AfL means that Success Criteria</li> </ul>

						<p>is targeted to pupils' needs, and links to moderation and error analysis.</p> <ul style="list-style-type: none"> <li>- AfL throughout the lesson means that teachers adapt their lessons to extend and/or support pupils.</li> </ul>
<p><b>To consolidate the profile of ICT in the curriculum, thus maintaining the strong teaching of computing across the school</b></p> <p><b>To use ICT effectively in the teaching of all core and foundation subjects, to support the development of Mastery and Greater Depth.</b></p> <p><b>To use APPs to support the acquisition of Literacy skills, as identified in error</b></p>	<ul style="list-style-type: none"> <li>- Newly appointed ICT Coordinator to map ICT skills on the two yearly curriculum cycle.</li> <li>- All teachers to plan with IT consultant half-termly and receive support with teaching termly.</li> <li>- All teachers to plan with IT co-ordinator half-termly and receive support with teaching termly.</li> <li>- All teachers to receive support from the IT Co-ordinator</li> </ul>	<p>Autumn – Summer 18</p> <p>Autumn – Summer 18</p> <p>Autumn – Summer 18</p> <p>Spring 18</p>	<p>KE</p> <p>KE</p> <p>KE</p> <p>KE</p>	<p>SN</p> <p>SN</p> <p>SN</p> <p>SN</p>	<p>£1,000 from IT budget</p>	<ul style="list-style-type: none"> <li>- Teachers use ICT to engage pupils and enrich their learning experiences.</li> <li>- Pupils regularly use ICT to support them in making faster progress.</li> <li>- Staff CPD is enhanced, leading to higher quality teaching and learning in classes</li> <li>- Staff CPD is enhanced, leading to higher quality teaching and learning in classes</li> <li>-</li> </ul>

<b>analyses, in Literacy and writing across the curriculum.</b>						
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## Attainment & Achievement 2017 -2018

Target	Improvement Steps	Time Frame	Lead Person	Monitoring	Budget	Success Criteria
<b>Ensure that pupils in receipt of pupil premium make at least good progress and outcomes are in line with non-PPG pupils</b>	Class teachers to identify individual needs of PPG children through error analysis half-termly, and marking each day. Planning is matched to the needs of pupils.	September 2017	JL	JL/SN/KE	N/A	PPG and non PPG children achieve equally well.
	Plan programs of support/enrichment for individual pupils through half-termly error analysis and provision mapping, targeted teaching groups in class and daily marking.	September 2017	JL/KE	SN/GN		Provision is targeted, and Teaching Assistants and Teachers can talk about next steps for learning.
	Teachers engage in explicit feedback and dialogue with pupils via targeted teaching groups, use of Teaching Assistants and conferencing during the lesson time. Marking is clear and provides pupils with next steps for learning, that accelerate their progress.	September 2017	All teachers	KE/JL/SN		Pupils know what they need to do to improve and take ownership of their learning.
	SLT to have a thorough overview of	September	KE/JL/SN	KE/JL/SN		Provision is targeted, and Teaching

	<p>PPG children in their phase through weekly discussion of assessment data at staff meetings, planning and book scrutinies, and error analyses.</p> <p>Monitor provision opportunities for PPG children to ensure pupils are achieving at least in line with non-PPG children.</p>	<p>2017</p> <p>September 2017</p>	<p>KE/JL/SN</p>	<p>KE/JL/SN</p>		<p>Assistants and Teachers can talk about next steps for learning.</p> <p>Provision is targeted, and Teaching Assistants and Teachers can talk about next steps for learning. Majority of pupils are making at least expected progress.</p>
<p><b>Ensure that pupils in vulnerable groups (AOW and BME) make at least good progress</b></p>	<p>Class teachers and Inclusion Manager to identify individual needs of vulnerable children through error analysis half-termly, and marking each day. Planning is matched to the needs of pupils.</p> <p>Quality teaching for all pupils.</p> <p>Provision for children, where required.</p> <p>High quality feedback from Teachers and Teaching Assistants through marking and targeted teaching groups.</p> <p>Monitor provision opportunities for these children via the Monitoring and Evaluation Timetable.</p>	<p>September 2017</p>	<p>Class teachers and GN</p>	<p>SN/KE/JL</p>	<p>N/A</p>	<p>Children in vulnerable groups achieve equally well.</p> <p>Provision is targeted, and Teaching Assistants and Teachers can talk about next steps for learning.</p> <p>Pupils know what they need to do to improve and take ownership of their learning.</p>
<p><b>Ensure that SEN and LAC child</b></p>	<p>Class teachers and Inclusion Manager to identify individual needs</p>	<p>September 2017</p>	<p>Class teachers &amp; GN</p>	<p>SN</p>		<p>Children in vulnerable groups achieve equally well.</p>

<b>make good progress</b>	<p>of SEN and LAC children.</p> <p>Provision for children, where required.</p> <p>Planned expenditure of LAC funding to be used for 1 child.</p>	<p>September, 17</p> <p>September,17</p>	<p>Class teachers &amp; GN</p> <p>GN</p>	<p>SN/JL</p> <p>SN/JL</p> <p>SN/JL</p>	<p>£1,500</p>	<p>Provision is targeted, and Teaching Assistants and Teachers can talk about next steps for learning. Pupils know what they need to do to improve and take ownership of their learning. Agree plan being fully implemented and having a positive impact on the child's progress.</p>
<b>To continue to accelerate progress in writing and spelling across the year groups</b>	<ul style="list-style-type: none"> <li>- Continue to plan differentiated writing opportunities, and plan success criteria that is personalised and linked to the error analysis.</li> <li>- Plan for the most able children, providing opportunities for depth and mastery.</li> <li>- Ensure all teaching staff set high expectations for writing and spelling in all areas</li> <li>- EYFS provide a writing enriched environment where there are daily opportunities for writing</li> <li>- Book looks and observations as part of monitoring cycle and cross moderation with St. Andrews for KS1 &amp; 2 and DeBohun for EYFS</li> </ul>	<p>September, 2017</p> <p>September, 2017</p> <p>September, 2017</p> <p>September, 2017</p> <p>September, 2017</p>	<p>KE</p> <p>SLT</p> <p>All class teachers</p> <p>PC</p> <p>KE</p>	<p>SN</p> <p>SN</p> <p>SN</p> <p>SN</p> <p>SN</p>	<p>N/A</p>	<p>85% attaining at least an expected level in writing</p> <p>Effective challenge in place for the most able pupils so that they are achieving at least expected progress. High expectations are clearly evident and standards are high across the school. High expectations are clearly evident and standards are high in the EYFS.</p> <p>Agreed consistency in judgements, ensuring that there are high expectations across the school.</p>

<b>Provide opportunities for support and enrichment for the more able across the school</b>	To establish and monitor the school's provision for 'enrichment, extension and acceleration' opportunities: <ul style="list-style-type: none"> <li>- in the classroom</li> <li>- in the wider curriculum</li> <li>- beyond the school</li> </ul> Use new STEM Science resources in lessons	September 2017	JL	SN	£1,000	Provision will extend to the more and most able children throughout the school beyond Years 5 and 6.
	More pupils from Yr.2 upwards encouraged to learn to play the recorder and keyboard	September 2017	SN	SN	£1,000	Both groups are full with a waiting list so that we are maximising the impact.
	Develop the partnership with 'The Townies' to provide extension opportunities in a variety of curricular areas for our most able children across the school.	Spring Term 2017	JL	SN	£1,000	The majority of more able pupils have been able to access a variety of extension activities in different subject areas.
	Children in Year 2 to be involved in the Borough Multi skills Sports events	Autumn Term 2017	JL	SN		All Yr. 2 pupils had the opportunity to participate in this event.
	Enter pupils for the Maths Competitions in particular year groups.	Autumn – Summer 18	JL	SN	£400	Many pupils will have had the opportunity to compete against other schools
	Enter pupils for the Lord Mayor writing competition and any other appropriate writing competitions that	Spring and Summer Term 2017	KE	SN	£200	Many pupils will have had the opportunity to compete against other schools

	help to raise the profile of writing across the school					
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## Personal Development, Behaviour and Safety 2017-2018

Target	Improvement Steps	Time Frame	Lead Person	Monitoring	Budget	Success Criteria
<b>Implement a new PSHE scheme across all key stages</b>	Discuss the PSHE scheme with all staff and implement in line with the timetable and the planned cross curricular links as is evident in the curriculum map.	Sept. 2017	KE	KE/SN	£500	PSHE scheme being successful in addressing the pupils' personal, social and emotional needs across the school.
<b>Consolidate TAs and Playleader expectations in and around the school</b>	Clarify rules for uniform and for behaviour at all times during the school day. Risk assessments included in this.  Ensure all staff are aware and share responsibility for upholding rules at all times  Maintain caring/nurturing ethos through careful induction of new staff	Inset Day – Sept 2017 and on-going	SN	SN/KE/JL	N/A	Children wear the correct uniform and high behaviour standards are maintained  Very few recorded behaviour incidents  All children feel safe and happy at school as is evident from talking to pupils and results of the pupil questionnaire
<b>Develop a thirst for knowledge and a love of learning</b>	Consolidate teaching activities that are engaging in order to motivate and challenge all children  Be enthusiastic and a good role	On-going from Autumn Term 2017  On-going from	JL  Class teachers	SN  SN	N/A	Children will achieve high standards (at least 85% at expected level)  All children will actively

	<p>model to learners Use coaching and sharing of good practice to achieve the above</p> <p>Encourage independent learning through carefully planned activities both in the classroom and for homework, to include holiday homework</p> <p>Publically celebrate children who extend their learning beyond the classroom</p>	<p>Autumn Term 2017</p> <p>Autumn – Summer 18</p> <p>Assemblies from Autumn Term 2017 and in the newsletter</p>	<p>SLT</p> <p>Class teachers</p> <p>SN</p>	<p>SN</p> <p>SLT</p>	<p>participate in lessons</p> <p>Evidence of enquiry skills being used by the children</p> <p>Children will be proud to show their home learning in the celebration assembly</p>
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<p><b>Maintain high expectations for behaviour at lunchtime</b></p> <p><b>Improve provision for new R and Year 1 pupils at lunchtimes</b></p>	<p>Lunchtime Play Leader training to be organised and delivered, followed by regular meetings throughout the year</p> <p>Discussion with Y5 and Y6 about responsibilities and rights</p> <p>Train new Y5 and Y6 children ready for September 2017</p>	<p>Autumn 2017</p>	<p>SN</p>	<p>SLT</p>	<p>£500 for training and resources</p>	<p>Reception transition to lunch play will be smooth</p> <p>Few incidents will arise and children will be happy and content at lunchtime</p>
<p><b>Review safeguarding procedures and update in line with new policies</b></p> <p><b>Safeguarding addressed in weekly staff meetings</b></p>	<p>Audit current procedures</p> <p>Match new requirements and identify our own needs</p> <p>Use good practice from Town Partnership</p> <p>Update in line with new policies</p> <p>Consolidate reviewed e-safety policy across the school</p>	<p>From September 2017</p>	<p>SN</p>	<p>SN</p>	<p>N/A</p>	<p>All procedures will be in line with new requirements.</p> <p>All new staff are given safeguarding training and H&amp;S training, as a priority in their first week at St John's.</p> <p>All staff are vigilant in reporting safeguarding issues to the SLT and understand fully that it is their responsibility.</p> <p>All staff consistently use the appropriate routes to report any issue that is a concern</p>
<p><b>Ensure induction for new staff is robust so that standards of teaching and</b></p>	<p>Plan induction packages for all new staff members, to include: safeguarding procedures, health and safety and teaching and learning; not taking for granted that any previous</p>	<p>From September 17</p>	<p>SN</p>	<p>SLT</p>	<p>SN</p>	<p>Teaching and learning is consistently good or outstanding across the school.</p> <p>NQTs reach a good standard of</p>

<b>learning across the school remain of a high standard despite staff changes.</b>	training at previous establishments has been of the same high standard or as rigorous as that of St John's.					teaching rapidly, as a result of the support systems in place.  All new staff members are fully trained in safeguarding procedures and H&S.
<b>H &amp;S Governor to complete H&amp;S audit with site manager termly</b>	To be completed for the 2 <sup>nd</sup> meeting in each term Fire drills termly and recorded	Sept.17 onwards	RT/GH	SN/ML		Governors are vigilant in ensuring that all H&S matters are being monitored and safety matters are being addressed if the need arises. Thus, ensuring that all pupils and adults are working in a safe environment.
<b>SCR updated where appropriate</b>	Safeguarding governor to monitor the SCR termly and sign accordingly alongside the head teacher	Sept.17 onwards	ML/SN	ML		Governors are very well informed and are vigilant in ensuring that all policies are being successfully implemented across the school.

## Early Years 2017-2020

Target	Improvement Steps	Time Frame	Lead Person	Monitoring	Budget	Success Criteria
<b>To ensure that children in EYFS have sufficiently challenging opportunities in both Maths and Writing when playing outdoors and inside</b>	Literacy Leader and Maths Lead to model examples of challenge in the EYFS to include the use of key questions displayed on all activities	September 2017	KE/JL	SN	£500 for resources	All children are given sufficiently challenging opportunities in Maths and Writing
	Monitor effectiveness of the provision given for challenging both Maths and Writing in both learning environments  Writing opportunities are of an equally high standard, both indoors and outdoors.	October, 2017	KE/JL	SN	N/A	80% of children to achieve a Good Level of Development (GLD)
<b>To ensure EYFS staff are completing regular observations that are feeding directly into planning and provision that is appropriate for all pupils in both the Rec and Nur.</b>	Specific training provided by Ofsted Inspector is being implemented successfully by all staff in the EYFS	September 2017	PC	SN	N/A	Staff CPD is enhanced, leading to positive impact on practice and provision
	To research various IT programmes that may support this observation process in making it more efficient and beneficial for all pupils' learning	October,2017	PC	SN		80% of children to achieve a Good Level of Development (GLD)

<b>To consolidate and further develop the very successful external moderation programme</b>	Agreed programme of external moderation timetabled to take place termly. Support staff to be involved in this moderation programme. Programme of support offered to another C.of E. school	Sept. 2017	PC	SN	£300 for over time for support staff	All staff's CPD is enhanced further and has a very positive impact on all pupils' learning
<b>Consolidate the transition plan from Nursery to Reception</b>  <b>Develop a transition plan from Reception to Year 1</b>	Develop a timetable that is implemented from Sept and alters every term.  Individual programme in place for some key identified pupils Plan for more structured sessions in Maths and Literacy with a developing timetable being implemented from Sept that alters every term. Individual programme in place for some key identified pupils.  There are planned opportunities for the Y1	Sept. 2017  Sept.2017  Sept. 17	PC & SN  PC, JS & SN  PC, JS & SN	SN  SN  SN	N/A	Smooth transition to Reception, standards continue to be maintained and improved. Individual needs of all pupils are being met.  Smooth transition to Year 1 for all children, standards continue to be maintained and improved. Individual needs of all pupils are being met.  Smooth transition to Year 1 for all children, standards continue to be

	teacher to work alongside the Reception teacher, to moderate and error analyse for all areas of development, and then plan together.					maintained and improved. Individual needs of all pupils are being met.
<b>To consolidate the well-developed training programme for all support staff in the EYFS</b>	Agreed training programme being implemented on a regular basis in the EYFS, monitored and reviewed throughout the year. Support staff being included in the external moderation programme with other schools.	Sept.2017	PC	SN	£700 for cover or extra hours for support staff	Successful implementation of the training programme having a real impact on the attainment and achievement of all pupils in the EYFS.

## Leadership and Management 2017-2018

Target	Improvement Steps	Time Frame	Lead Person	Monitoring	Budget	Success Criteria
<b>To further develop the capacity and skills of the governors</b>	<p>Training/ monitoring plan to be put in place six times a year To be involved in half-termly learning walks and meetings with the subject co-ordinators</p> <p>Annual meeting/ monitoring cycle completed and agreed</p>	Sept, 17 – July, 18	ML	Excellent feedback from Learning Walks, training and monitoring plan through evaluation sheets feeding into future training/monitoring and learning walks	£400 for refreshments	<p>All governors have excellent skills in assessing all areas of school life</p> <p>Excellent feedback from all governors and feeding into future planned work</p>
<b>To ensure that the governing body provides excellent strategic leadership (Ofsted report – <i>Governors are not systematic enough in the way that they check how well the school is doing</i>)</b>	<p>Regular Governor Visits/ half-termly Learning Walks agreed at every meeting and all clearly documented</p> <p>Governors involved in external reviews which take place and feed into action plans to ensure.</p> <p>All governors read all papers etc prior to the training/monitoring and meetings that take place</p>	Sept, 17 – July, 18	ML	Excellent implementation of the detailed monitoring plan which ensures that the governing body is fully informed and able to challenge and support the further development of the school.		<p>Minutes of the Governing Body</p> <p>Governor Visit forms completed on a regular basis, reviewed at every Governing Body meeting</p> <p>Detailed evidence to show that the governors are systematic in the way that they check the school's work and record its questions and findings</p>
<b>To ensure that governors connected to</b>	Regular subject governor visits incorporated into the termly Learning Walks, training and monitoring that	Sept, 17 – July, 18	SN	Feedback from subject governors at the regular meetings having been		All core subject governors attending termly learning walks in order to keep in touch with the school's

<p><b>core subjects keep in touch with the school's subject leaders on a regular basis so that they are clear about improvements in these areas (Ofsted, '13)</b></p> <p><b>Please also refer to the GRASP action plan</b></p>	<p>takes place six times a year.</p> <p>Subject Co-ordinators/ curriculum lead being part of the monitoring process that the governors are involved in.</p>			<p>involved in the monitoring programme.</p> <p>Subject governors meeting regularly with the school's subject co-ordinator and being part of termly learning walks looking at examples of pupils' work with subject co-ordinators and the curriculum lead.</p>		<p>subject co-ordinators. They are completely up to date with their subject area and able to talk confidently about it. Governors are confident to challenge and support where required to ensure that all pupils are making at least good progress and more pupils are making outstanding progress.</p>
<p><b>Consolidate subject coordinators' capacity to lead and manage subject area</b></p>	<p>All subject leaders to attend LA subject specific training where appropriate for Maths, Literacy Lead, PE, Science and RE</p> <p>Subject leaders to lead the internal half-termly moderation in maths and Literacy and termly in Science and RE</p> <p>Where appropriate, Literacy and Maths lead to attend cross moderation sessions</p>	<p>Termly</p> <p>Half-termly/termly</p> <p>Autumn and Spring &amp; Summer Term 2017/18</p>	<p>Subject leads</p> <p>Subject leads</p> <p>KE/JL</p>	<p>SN</p> <p>SN</p> <p>SN</p>	<p>£600 Supply budget for all</p>	<p>Enhanced CPD for subject leaders, leading to effective support for staff and monitoring of curriculum</p> <p>Expectations will be set out and followed Subject leaders will have an active role in the strategic development of curriculum areas and staff CPD</p>

	<p>Literacy &amp; Maths lead to play an active role in the EYFS, taking a regular group on a weekly basis and being involved in assessment and future planning</p> <p>School Improvement consultant to support where required and termly external reviews taking place</p>	<p>Nov. 2017</p> <p>Start in Oct. 17</p>	<p>KE/JL</p> <p>SLT</p>	<p>SN</p> <p>SN</p>		<p>Both Maths and Literacy lead will continue to develop their expertise in EYFS, supporting the continued high standards in the EYFS</p> <p>Excellent feedback from termly reviews, feeding into continued development and consolidation</p>
<p><b>Full implementation of induction and half-termly support programme for NQTs</b></p>	<p>Induction of 2 new NQTs</p> <p>Daily support from mentors and other members of SLT</p> <p>All subject co-ordinators involved in the support programme.</p>	<p>September 2017</p> <p>On-going</p> <p>September 2017</p>	<p>SN/JL</p> <p>SN/JL</p> <p>SN/KE/PC/JL</p>	<p>SN</p> <p>SN</p> <p>SN</p>	N/A	<p>Excellent feedback from both NQTs</p> <p>Both NQTS completing half-termly action plans successfully</p> <p>Knowledge and understanding is enhanced (see individual action plans)</p>
<p><b>Ensure that the school's curriculum and wider curriculum promotes and sustains a thirst for knowledge</b></p>	<p>Continue to develop monitors and School Council roles</p> <p>Map out events and trips to ensure that they are broad and balanced across the year groups</p>	<p>On-going</p>	<p>JL</p> <p>JL/KE</p>	<p>SN</p> <p>SN</p>	£100	<p>A broad range of extra-curricular and curricular activities continue to be available to all children</p> <p>Monitors and the School</p>

<p><b>and understanding and a love of learning</b></p> <p><b>The wider curriculum creates well-rounded, healthy children (physically and mentally); providing opportunities for pupils to challenge themselves and try new activities to support this.</b></p>	<p>Creating opportunities for further parental involvement in children's learning through range of workshops/meetings provided</p> <p>Maintain the range of extra-curricular opportunities in order that pupils have greater opportunities</p> <p>Continue to develop monitors and School Council roles</p> <p>(see Enrichment objective in Achievement)</p>		<p>JL/KE</p> <p>KE/JL/SN</p>	<p>SN</p> <p>SN</p>	<p>(badges)</p>	<p>Council will have a range of responsibilities to improve pupils' experience of clubs and extra-curricular activities</p> <p>Parents, across the age range, will have opportunities to support their children's learning and attend workshops and meetings regularly, All children take part in at least one extra-curricular activity or %</p> <p>All pupils attend trips and visits to enrich their learning experiences.</p>
<p><b>Consolidation of science assessment across the school</b></p>	<p>All pupils in KS1 &amp; 2 to be assessed in Science on a termly basis</p> <p>Writing in Science is introduced to reinforce scientific knowledge, and also give pupils opportunities to independently apply their Literacy skills.</p>	<p>December, 2017</p>	<p>PC</p>	<p>SN</p>	<p>N/A</p>	<p>Teachers confident in assessing pupils in science, feeding into future planning via error analysis and AfL.</p> <p>Pupils have opportunities to write more widely and independently.</p>
<p><b>Implementation of the new RE curriculum</b></p>	<p>Evaluate the new 'other faiths' scheme devised by the LDBS</p>	<p>Autumn 2017</p>	<p>SN</p>	<p>SN</p>		<p>Children will be able to articulate their knowledge and understanding of other</p>

<p><b>so that pupils' good learning about Christianity is matched by their knowledge of other faiths. Further development of assessment in RE</b></p>	<p>Organise it into a 2 year cycle</p> <p>Ensure all 'other faith' teaching is joined together in a unit over a series of weeks rather than in isolation</p> <p>Further develop our assessment of RE across the school that gives us a more accurate picture of where every child is and is in line with our other assessment system.</p>	<p>Commence in Autumn 2017</p> <p>Spring Term 2018</p>	<p>SN</p>	<p>SN &amp; SMT</p>		<p>faiths as well as their knowledge and understanding of Christianity, both orally and in writing</p> <p>Pupils are able to use and apply RE knowledge. Accurate assessments being completed in RE across the school that is feeding into planning.</p>
<p><b>Continue to develop links with St. John's Church and the involvement of the new vicar in the life of the school.</b></p>	<p>Meet with the Father Peter to look at existing links and to explore future ideas</p> <p>Yearly plan for services continued in line with the church calendar and advertised on the weekly newsletter for parents to attend</p>	<p>Autumn 2017</p> <p>Autumn 2017</p>	<p>SN</p> <p>SN</p>	<p>SN</p> <p>SN</p>		<p>Children will continue to feel a sense of belonging to the church even if they are not regular attenders. All members of the school community will participate in the Christian services throughout the year.</p>
<p><b>Further development of pupils' involvement in collective worship.</b></p>	<p>Build this into the half-termly plans for collective worship so that it at least takes place twice a half term. Pupils being involved more in leading prayer both in class and assemblies.</p>	<p>Autumn Term 2017</p>	<p>SN</p>	<p>SN &amp; SMT</p>		<p>Pupils are confident to plan and lead the entire collective worship. Pupils are confident to lead prayer both in class and in assembly.</p>
<p><b>To work towards the Gold Award in Healthy</b></p>	<p>Audit and check regularly pupils' packed lunches ensuring that pupils adhere to the expectations for healthy lunches</p>	<p>Summer 2018</p>	<p>KE/JL</p>	<p>SN</p>		<p>Children parents continue to appreciate the importance of healthy eating</p>

<b>Schools</b>	<p>Audit the choices that pupils are making for school dinners, encouraging the use of the salad bar</p> <p>Involve the school council in supporting the school in working towards its Gold Award</p> <p>Work towards achieving the Gold Award in July, 2018</p>	<p>Autumn 2016</p> <p>Autumn 2016</p>	<p>KE/JL</p> <p>KE/JL</p> <p>KE</p>	<p>SN</p> <p>SN</p> <p>SN</p>		<p>Improved healthy packed lunches</p> <p>Reduced amount of waste at lunchtime</p> <p>More pupils using the salad bar</p> <p>Pupils more involved with school meals</p>
<b>To consolidate our assessment procedures for Maths and English</b>	<p>To continue to complete the agreed assessments in writing, reading and maths</p> <p>Half-termly moderation of writing.</p> <p>Provision mapping and error analysis each half-term means that pupils are addressing their gaps in learning, and supported by TAs and teachers in doing so.</p> <p>Teachers and TAs to update plans and flipcharts following Guided Reading group sessions, to ensure teaching is targeted to need.</p> <p>Continue to analyse data in pupil progress meetings and feed into future planning, in particular for vulnerable groups and in updating the SEF</p>	<p>On-going</p> <p>Autumn 2017</p> <p>Inset Day - September 2017</p> <p>Autumn Term 2017</p> <p>ongoing</p>	<p>All staff</p> <p>All teachers</p> <p>All staff</p> <p>KE</p> <p>GN/KE/JL</p>	<p>SLT</p> <p>SLT</p> <p>SN</p> <p>SN</p> <p>SN</p>	<p>N/A</p>	<p>Accurate information on progress and data for all children will be recorded. Data can then be analysed to effectively support learning.</p> <p>High quality focus groups take place each lesson and are delivered by teachers and TAs.</p> <p>Gaps in learning diminish at a faster rate.</p> <p>Reading Stems are used daily by pupils, and confidently applied to unseen texts of a challenging nature</p>

<b>Work/life balance</b>	During the performance management cycle discuss with all staff the focus on work/life balance	Autumn Term 2017	SN	SN/ML	£500 for possible innovations	Staff continue to feel valued
	Written evaluation of this completed by all staff during mid-year review	February, 18	SN	SN/ML		Workload is reduced
	Implement agreed steps	Sept. 17	SN	SN		Working conditions continue to be improved
	Meeting time is reduced	Sept. 17	SN	SN		Teachers only do one play duty. Teachers are given additional PPA time.
	Reduction in lunchtime by 15 minutes will increase the time for TAs to complete displays, support teachers with workload in the class and more training and professional development time	Sept.17	SN	SN		Teachers are given additional report writing time.  Teaching Assistants support marking and assessments.  Teaching Assistants review IEPs where they are linked to pupils.  All teachers are allocated time every half-term to plan with IT specialist from another school who also takes the E-safety lesson every term.

## Buildings and Grounds 2017-2020

Target	Improvement Steps	Time Frame	Lead Person	Monitoring	Budget	Success Criteria
Continue to implement the re-decoration programme for classrooms and other rooms	Continue to implement the rolling programme of classroom/ other rooms redecoration starting with the office	August 2017	SN	SN	£1,000	All rooms will be redecorated on a rolling programme
Continue to develop the planting of flowers on a termly basis	All areas of the school to be looked at on a termly basis and where possible include the pupils in the planting and the watering	Autumn through to Summer 2018	GH	SN	£500	Pupils will be encouraged to take pride in their school grounds and the school will always be well presented
Establish a rolling programme for cleaning during the holiday	Programme agreed and being implemented successfully	Autumn through to Summer 2018	GH	SN	Cleaning budget	School will always be cleaned to a high standard

periods						
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