

# **St Saviour's C of E Primary School Development Plan**

Our vision at St Saviour's is of a collaborative learning community, rooted in the principles of the Church of England, striving for every child to flourish as a child of God.

We want every child to have the best educational experience and outcomes so that they are confident learners, equipped to be responsible compassionate citizens, leading happy, healthy and productive lives.

Our Christian values of Care Respect, Inspire, linked to the Trinity, wholeheartedly underpin our moral purpose of educating the whole child so that their light shines brightly.

## **2016/17**

Updated: Summer Term 2016

## **School Development Plan Summary**

### **Leadership and Management**

- Ensure that safeguarding measures are effective
- Use self-evaluation to secure continuous improvement
- Continue to develop middle leaders and increase leadership capacity
- Develop a compelling curriculum
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### **Teaching Learning and Assessment**

- Ensure consistently high quality teaching and learning that adapts to pupil needs at all times
- Use accurate assessments to enable pupils to make good progress and achieve well including responsive feedback
- Deepen knowledge through collaboration, peer planning and pupil voice
- Inspire thinking by providing irresistible learning experiences

### **Pupil Outcomes**

- All pupils to make expected, or better, progress
- Narrow the gaps between groups by analysing data and providing effective intervention
- Ensure SEND pupils make good progress
- Pupils are prepared for the next stages of their education

### **Personal Development, Behaviour & welfare**

- Improve attendance and punctuality for all pupils
- Develop positive, socially productive character by Growth Mindset, P4C, and Rights respecting Schools
- Pupils know how to keep themselves healthy
- Parents are engaged in their children's learning

## 1. Effectiveness of Leadership and Management

We are committed to strategically developing St. Saviours into providing a 21<sup>st</sup> century education via developing leadership at all levels and fulfilling the school vision. We recognise that in these economically and socially challenging times, change needs to be managed with emotional intelligence and care whilst maintaining our passion for the education of the whole child and relentless pursuit of standards. Staff need to have their training and development needs met as equally as being able to collaborate, problem solve and make a difference.

**Values: Integrity, courage, humility and servant leadership** by strengthening capacity and structures, embedding consistent monitoring procedures so that leaders have rigorous and accurate self-evaluation at all levels to inform actions. Clarifying expectations for all that include values from induction of new staff and families and governors to visitors. Updating staff handbook, teaching handbook and school brochure. Reviewing policies. Courage in embracing changes whilst staying true and celebrating our foundations. Humility in leadership so we enable others and model our principles and values.

### 1.1 Arrangements for safeguarding children are effective.

**End Goal:** Children are protected and feel safe.

Aim	Action	Lead	When	Cost	How do we know if we have done it/ What will we see	Monitoring
1.1.1 Staff are confident in seeing, raising and dealing with concerns including those related to the Prevent duty and whistleblowing.	a. Training/information sharing including written copies of Keeping Children Safe in Education given to all staff and volunteers. SEPT 2016	FS/ HT	01/09/16	E9 £1700 E26 £200	<ul style="list-style-type: none"> <li>There is a strong, robust and proactive response from adults that reduces the risk of harm or actual harm including a strong culture of reporting concerns; adults know and understand the indicators that may suggest abuse, neglect or harm.</li> <li>Leaders oversee the safe use of technology including safe use of mobile phones and cameras</li> <li>Adults understand the risks posed by adults or learners who use technology, including the internet, to bully, groom, radicalise or abuse children</li> </ul>	<p><i>Govs: Monitor – 23/09/15</i></p> <p><i>DH – Monitors inclusion meeting minutes weekly.</i></p>
	b. Review Online Safety Revisit Acceptable Use Policy (signed by all staff) Online safety in Computing curriculum	FS / BC TH	16/09/16	HT time		
	c. Prevent Training for all teaching and support staff	TH Lead	14/10/16	SLA E28 £4000		
	d. Prevent Middle leaders training and development (addressing the	TH Lead	14/10/16	SLA		

	prevent agenda through the curriculum and other areas).					
		FS				
	e. Hold regular Inclusion meetings	JC	Weekly	SLT time		
	f. Review 'Children Missing from Education' procedures. ensure staff are aware of, and implementing in full, local procedures for children who are missing from education.	Inclusion team/JC	Sept 16	SLT AWA time	<ul style="list-style-type: none"> <li>Children who go missing from the school receive well coordinated responses that reduce the harm or risk of harm to them.</li> <li>Risks are well understood and their impact is minimised.</li> <li>Local procedures for notifying the local authority and parents are available, understood and followed.</li> <li>Comprehensive records are held and shared between the relevant agencies to help and protect children.</li> </ul>	LA AWA- Fortnightly
1.1.2 Pupils feel safe and are aware of dangers.	a. Review Behaviour Policy and procedures to ensure positive behaviour is promoted consistently Ensure systems in place to deal with specific children	SLT	02/09/16	SLT HT time	<ul style="list-style-type: none"> <li>Positive behaviour is promoted consistently. Staff use effective de-escalation techniques and creative alternative strategies that are specific to the individual needs of pupils</li> <li>Pupil behaviour in school is good, there are few incidents of bullying, homophobic behaviour, racism, sexism and other forms of discrimination.</li> <li>Any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect.</li> <li>Pupils are aware of the safe use of the internet</li> <li>Children can identify a trusted adult with whom they can communicate about any concerns. They report that adults listen to them and take their concerns seriously.</li> </ul>	<i>Reviewed policy presented to Govs Dec.16</i>  <i>Monitoring of the management of behaviour and discriminatory incidents reported to Govs (FGB 05/11, 12/04</i>
	b. Views of the pupil are sought and understood. i. Conduct Pupil Questionnaire & include question on Safeguarding ii. Analyse results iii. Action: School Council discuss behaviour	JC/ PPD	Sp 2 2016			
	c. Establish Pupil peer mentoring guidelines for ensuring pupils know how to deal with each other safely	School Council	Feb 2017	£500-E28		
	d. i. All behaviour incidents are reviewed, recorded and monitored ii. Analyse lunchtime incidents iii. Act on analysis		Mar 2017			
			Apr 2017			
		JC / PPD	Sept 2016	1 DAY SLT DH PATHS		
		PPD JC	weekly	SLT & ADMIN TIME		
		PPD JC	Sp2 2016	1 DAY SLT AH/ DH		
	e. Adults support children to develop their understanding of risks and learning how to keep themselves & others safe through the school curriculum. (Monitoring)	SLT	S1			
		PHSE – JC PPD	w/b 2/11	2 DAYS DH, AH		
		Computing - TH	Jan 2016			

1.1.3 Safeguarding policies and procedures are reviewed and revised.	a. SLT signed up to updates, to keep abreast of new developments	FS BC	A1 2015	SLT time GB time	Written records are made in a timely way and held securely.  records are shared appropriately and where necessary with consent.	LA Quality Assurance review  Policy review schedule monitored by Governors
	b. Safeguarding Policies reviewed in light of updates(Termly) Policies ratified by GB	SLT	Sept.20 15			
		SLT	Mar 2016			
	c. Raise profile of Online Safety i. Review Policy ii. Add Prevent to Online Safety Policy iii. Hold Internet Safety Day iv. Online Safety Parent Meeting  (Dave Smith – Tomas to book) Project day / CPD E code	TH	Feb 2016	£500 E09		
			Mar 2016			
S1 2016 S2 2016						

## 1.2 Rigorous school self-evaluation is securing continuous improvement.

**End Goal:** Ofsted judgement of Good or Outstanding. Targets for % of pupils per year group at age related expectations by the end of the year met.

**Milestones:** Autumn/spring data shows a good percentage of children on track for age related expectations

- Assessment procedures in place for assessment beyond levels
- Monitoring and moderation timetables in place and being followed
- SDP actions and impact reviewed half-termly.

Aim	Action	Lead	When	Cost	How do we know if we have done it/ What will we see	Monitoring
1.2.1 Establish assessment procedures to ensure progression of knowledge, understanding & skills.	a. SLT meet to discuss process for accurate assessment procedures and progress measures. Reach agreement on measures Establish starting points for data profiles	FS	07/09  14/09	£3000 for NFER and tracker E19	<ul style="list-style-type: none"> <li>• Baseline to measure progress against established and shared with teachers.</li> </ul>	<i>Report to Chair of Governors 10/09/15</i>  <i>Report to governors: verbal 3<sup>rd</sup> Dec. formal 21<sup>st</sup> Jan.</i>
	b. Middle leaders enrolled in new procedures and training	JC	15/09		<ul style="list-style-type: none"> <li>• Middle leaders meetings addressing issues</li> </ul>	<i>Governor's and leaders involved in T&amp;L review.</i>
	c. Hold Inset Day for teachers	FS/ SLT	18/09		<ul style="list-style-type: none"> <li>• Agreed systems in place for checking pupil progress towards objectives.</li> </ul>	
	d. Agree timetable for partnership monitoring.	FS, SLT NN	18/09		<ul style="list-style-type: none"> <li>• Timetables in place for pupil progress meetings, moderation, book scrutinies</li> </ul>	
	e. review effectiveness of assessment tests Act on review	SLT	Sp1 2017			

			Sp2 2017		and teaching and learning reviews.
1.2.2 Ensure consistent judgements about progress and attainment within subjects and year groups.	a. Hold cross partnership book scrutinies with focus on: <ul style="list-style-type: none"> <li>Marking &amp; Feedback</li> <li>Progress</li> <li>Standards</li> </ul>	TB/DR/STS	w/b:05/10 4/12 18/01 23/5 13/06	Leaders time 2x6 half days	<ul style="list-style-type: none"> <li>Teachers feel confident when assessing pupil progress and agree with colleagues</li> <li>Subject leaders confidently justify assessments and this is reflected in test results.</li> <li>SLT/LA moderation shows accurate assessments.</li> </ul>
	b. Deanery-wide moderation meetings Y2 & Y6	FS	8/3	2 leads x 4 half days £200 E26	
	c. EYFS assessment moderation with Deanery and Poplar schools	JC	20/10 Aut 2 Spr 2 Sum 1		
	d. Pupil progress meetings: <ul style="list-style-type: none"> <li>agree actions</li> <li>review actions</li> </ul>	FS. JC. PPD	05/10 5/1 13/4 23/05 04/07	3 days supply E26 £600	
	e. Teaching and Learning reviews	FS/ SLT	23/ 11 5' 05		
1.2.3 Use assessments to tailor teaching for the cohort	a. Agree and implement pupil progress meeting actions	FS/ JC SLT	see 1.2.2d	6 days of SLT & CT time x2 PPD to cover	<ul style="list-style-type: none"> <li>Books show work adjusted in light of previous work so that individual needs are being met.</li> <li>Progress evident in books</li> </ul>
	b. Analysis of assessments – actions agreed and implemented		07/12 13/4 27/06		
1.2.4 Increase % of pupils attaining expectations in literacy & maths in EYFS	a. Develop own procedures for assessment Provide training	STS	16/11	DH time, specialist training £500 plus £500 assessment E09	<ul style="list-style-type: none"> <li>Data shows ongoing progress</li> <li>Planning is linked to assessments</li> <li>Special books show progress and challenge.</li> </ul>
	b. Analyse profiles from nursery and baseline assessments.	EN/ST	02/11		
	c. Agree actions & monitor impact of actions	STS	07/12 13/4 27/06		

1.2.5 Governors work effectively with school leaders to improve the school and give strategic direction.	a. Set a programme of meetings across the year cover the key reports and information for governing bodies.	Govs	5/11/15	Gold GB E28 SLA £5000 and Awayday	<ul style="list-style-type: none"> <li>Governing body minutes show leaders have been challenged at meetings specifically with probing questions about outcomes for pupils.</li> <li>School leaders feel both challenged and supported</li> <li>Governors can talk knowledgably about school performance data and changes to assessment information.</li> </ul>
	b. Headteachers performance management	IG/RP	Mar 2016	SLA cost E28	
	c. Reports scrutinised regarding how the school is using Pupil Premium and Sports Premium funding. d. To develop the GB skills and training so that they are more effective at support and challenge.	FPPCtte P&CCtte	9/3/16 19/5	Leadership time	
				GB time training	
All GB open to					

### 1.3 Continue to build the leadership capacity by developing middle leaders

**End Goal:** Senior and middle leaders are sustaining school improvement

**Milestones:**

- Subject action plans contributing to school improvement
- Governors receive reports from middle leaders
- Middle leaders use data to evaluate impact and identify areas for development

Aim	Action	Lead	When	Cost	How do we know if we have done it/ What will we see	Monitoring
1.3.1 Senior and Middle leaders play a key role in improving the school	a. Hold Fortnightly SLT meetings and half termly ML meetings to develop action plans	FS TH/ JC	A3, A9  Sp3, Sp8 Su3 Su9	SLT & MLT time	Action plan objectives are relevant and focused on school improvement	<i>Action plans monitored by EHT half termly.</i>  <i>MLs report to P&amp;CC on data:</i> <i>Sp1 16 English</i> <i>Sp2 16 Maths</i>
	b. SLT and MLs attend subject specific training & forums: <ul style="list-style-type: none"> <li>• Literacy, Maths, Science</li> <li>• Inclusion/ SENCo</li> </ul>	MLs	Booked as notified	CPD as part of bronze SLA E28 £4000	MLs gather and analyse data and report to governors  MLs can talk about their impact in GB meetings (and to Ofsted).	
	c. SLT & ML to broaden monitoring role <ul style="list-style-type: none"> <li>• book scrutiny feedback</li> <li>• coaching individual teachers</li> <li>• data analysis</li> </ul>	JC+ AK PPD/ TH+ FW	A1  A2 Mar 2016	SLT time Tracker £500	SLT leads are reviewing, leading and supporting others in there are more effectively. They are able to manage the day to day. They can talk about the work of the school confidently.	
	d. Involve MLs in school Teaching & Learning Review (lesson obs)	FS	A2			

	e. Develop SLT & MLs through training opportunities at the LDBS <ul style="list-style-type: none"> <li>FW &amp; AK on ML training</li> <li>TH &amp; JC on SL training</li> </ul>	FS		£1500 £1800 E09		
1.3.2 Develop leadership capacity in EYFS	a. Appoint EY leader & reallocate duties	FS	Jul 15	SLT time	Provision in Early Years continues to be deemed to be 'consistently good'. With outstanding	<i>Early Years is outstanding regardless of staffing changes.</i>
	b. Identify future EY Lead (fEYL)	FS/ JC	Sept. 15			
	c. Involve fEYL in: <ul style="list-style-type: none"> <li>Monitoring special books</li> <li>Data collection</li> </ul>	FS/ JC	Sp2 16 S1 16	DH CT time PDMs Phase mtg	fEYL plays increasing leadership role through monitoring provision and coaching staff.	
	d. Coaching role for fEYL <ul style="list-style-type: none"> <li>Nursery teacher NQT</li> <li>Planning</li> <li>Levelling continuous provision</li> </ul>	FS/ JC	S2 16	£500 NQT training E09	Permanent appointment of EYFS Leader	

- **2. Quality of teaching, learning and assessment**

We are committed to the development of the whole child through the provision of a progressive thematic curriculum which nurtures, develops and celebrates children’s skills and talents. We aim to develop their wider personal skills through enrichment activities so as to make a positive contribution to society becoming responsible local, national and global citizens. We aim to ensure consistently good or outstanding teaching that inspires and motivates pupils to life-long learning. We nurture passionate, purposeful planned practice in one another so that we make a difference to children’s lives.

**Values: Creativity and curiosity** through Storytelling and further develop enquiry based learning and teaching in across curriculum areas. All staff trained in Storytelling, Discovery RE and P4C especially as part of induction. All staff ensure a safe and inspiring environment for learning for all pupils. All staff are confident in teaching computing, MFL, cooking and other new aspects of the curriculum. Achieve P4C, Art and PE quality mark.

- Ensure consistently high quality teaching and learning that adapts to pupil needs at all times
- Use accurate assessments to enable pupils to make good progress and achieve well including responsive feedback
- Deepen knowledge through collaboration, peer planning and pupil voice
- Inspire thinking by providing irresistible learning experiences

- **2.1 Ensure consistently high quality teaching and learning that adapts to pupil needs at all times**

- **End Goal:** Quality of teaching is judged as 100% good, 60% outstanding

Aim	Action	Lead	When	Cost	How do we know if we have done it/ What will we see	Monitoring
2.1.1 Ensure teachers have high expectations for all pupils.	a. Expectations shared at start of year	SLT	Inset 01/09	SLT prep	<ul style="list-style-type: none"> <li>• Pupils books show all pupils making progress, and some</li> </ul>	<b>Lesson obs 3<sup>rd</sup> week of every term</b>

	b. Scrutiny of books by phase peers and SLT to ensure challenge and depth of learning	Peers SLT	See 1.2.2a	HT, DH time	<ul style="list-style-type: none"> <li>pupils accelerating progress.</li> <li>Planning shows provision is differentiated and the pitch would move children on.</li> <li>Special books show pupils achieving challenging expectations <i>independently</i>.</li> </ul>	<b>Book scrutiny and targets</b>
	c. Scrutiny of planning and Special Books in EYFS	JC	19/10	DH time		
			5/12	Team planning time		
			01/02			
			09/05			
<p>2.1.2 Deliver programme of good quality in-house CPD.</p> <p>Provide teachers with access to good quality continuing professional development</p>	a. Performance management reviews establish agreed training needs.	SLT	w/b 12/9	<b>HT, SLT time</b>	<ul style="list-style-type: none"> <li>Challenging appraisal targets set.</li> <li>Mid-year review shows teachers on track to achieve targets</li> <li>EoY Appraisal targets are met</li> <li>Quality of teaching and learning is judged as good</li> </ul>	<p><b>PMs show development</b></p> <p><b>Staff are more effective and satisfied in their role</b></p> <p><b>Their effectiveness in spread to other schools within partnerships and beyond.</b></p> <p><b>Trusting peer relationships are fostered and impact is reported to GB</b></p> <p><b>NQTs pass</b></p> <p><b>Students pass</b></p>
	b. Staff inset is focussed on bespoke needs of school and individuals, including partnerships and forums (local / Deanery)	SLT Middle leaders	staff meetings	<b>3 days supply internally</b>		
	c. Coaching on identified individual needs.	SLT	As identified through monitoring	<b>HT time</b>		
	d. Lesson study – Research projects	FS	Aut 2016 Sp 2017	<b>£750 IoE E09</b>		
	e. EYFS staff <ul style="list-style-type: none"> <li>EYFS Forum</li> <li>Peer and collaborative observations</li> <li>Visits to settings</li> </ul>	JC EYFS	23/10 06/11	<b>DH time</b>		
	f. NQTs and students <ul style="list-style-type: none"> <li>Program of mentoring and CPD that develops identified individual needs</li> </ul>	JC TH	See LDBS and LETTA training	<b>£1000 LETTA training E09</b>		
<p>2.1.3 Cycle of monitoring &amp; all feedback contributes to continual improvement</p>	a. Book scrutiny of English books	SLT	9/10	<b>PDM time</b>	<ul style="list-style-type: none"> <li>Data and books show progress for all pupils</li> <li>IDP targets met</li> <li>Performance Management targets met</li> <li>Pupil responses in books</li> <li>Pupil voice</li> <li>Books marked inline with policy</li> </ul>	<p><b>Books show evidence of progress and EoY targets are met</b></p> <p><i>Report to GB</i></p>
			1/12	<b>ENCo time £400</b>		
			1&2/2 23/5	<b>E26</b>		
	b. Book scrutiny of Maths books	SLT	7/10	PDM time		
			4/12	MATHCo time internal		
			3&4/2 23/5			
c. Outcomes of monitoring to provide individual development needs.	SLT	A2 Sp1				

			Sp2			
<b>2.2 Use accurate assessments to enable pupils to make good progress and achieve well including responsive feedback</b>						
<b>End Goal:</b> Targets for % of pupils at age related expectations and above are met. (EYFS: GLD 65-70%, Phonics 80-85%, KS1 85-90%, KS2 95-100%)						
<b>Aim</b>	<b>Action</b>	<b>Lead</b>	<b>When</b>	<b>Cost</b>	<b>How do we know if we have done it/ What will we see</b>	<b>Monitoring</b>
2.2.1 Enable teachers to make accurate assessments and use them effectively.	a. Provide Teacher Training	STS	01/09	PDM time	<ul style="list-style-type: none"> <li>Staff feel confident in the understanding of National Standards and changes in the reporting of pupil attainment.</li> <li>Book monitoring and learning walks show quality of teaching and learning is at least good and pupils are making progress.</li> </ul>	<b>SLT monitor Assessment schedule and GB monitor outcomes in curriculum com and beyond</b>
	b. Understanding the National standards and year group expectations	SLT	02/09	PPD to cover CT		
	c. Discuss changes in reporting <ul style="list-style-type: none"> <li>Support staff training on New Ofsted Framework</li> </ul>	SLT	02/09	SLT mtg		
	d. Refine EY assessment <ul style="list-style-type: none"> <li>EYFS – Inset</li> <li>EYFS – moderation with Deanary</li> <li>EYFS – moderation with Poplar Partnership Schools</li> </ul>	JC	18/09 20/10 Aut 2 Mar S1 16	Consultant time		
	e. Trial and review new assessment materials (see 1.2.1)	Staff SLT	A2 2015 Sp1 2016	Cost to be identified		
	f. Conduct phonics pre-assessments in Y1 & Y2	JC	Sp1 2016	CT time		
2.2.2 Emphasise focus on teaching key skills.	a. Identify Key Skills and make explicit	SLT	18/09	PDM time	<ul style="list-style-type: none"> <li>Book monitoring and teaching and learning walks show work focussed on key skills and progress in these being made.</li> </ul>	<i>Lesson obs Learning walks Partnership moderation</i>
	b. Provide training to teachers on expectations	SLT	18/09	Visible learning books		
	c. Monitor through <ul style="list-style-type: none"> <li>Book scrutiny</li> <li>Teaching and Learning reviews</li> </ul>	SLT	See 1.2.2a A2	SLT time		
	d. Provide training on working at greater depth (Mastery)	SLT TH	S1 2016	TBA		
	f. Refocus on science through curriculum analysis and staff meetings (investigate Cornerstones science investigations)	TH	Sp2 2016 13/4	£500 E19		
2.2.3 Enable pupils to use marking and feedback to understand how to improve.	a. Pupils are taught how to respond to marking and how to peer assess work	Staff	S1 2016	CT time	<ul style="list-style-type: none"> <li>Progress is evident in books as a result of a marking dialogue</li> <li>Marking is leading to progress as it shows work set responds to achievement</li> </ul>	<i>Book scrutiny Learning obs Learning walks Pupil feedback</i>
	b. Review Marking and Assessment Policies in staff meeting	TSLT	S2			
	c. Scrutiny of books	SLT	See 1.2.2a			

	d. Gather Pupil views through Interview during T&L Review Pupil survey	Staff SLT	A2 S2	See Que cost	<ul style="list-style-type: none"> <li>Consistent adherence to marking policy</li> </ul>	
	e. Staff meetings to share best practice	SLT	30/09 07/10			
	f. achieve consistency in peer & self-assessment by setting out expectations	SLT	S2			
2.2.4 Teachers maximise pupil potential	a. Inset Day to discuss: <ul style="list-style-type: none"> <li>Year group overviews</li> <li>Breaking down the learning</li> <li>High expectations and challenge</li> <li>Marking and feedback</li> </ul>	FS/ JC/ PPD	18/09	<b>SLT to arrange</b>	<ul style="list-style-type: none"> <li>Book monitoring and learning walks show quality of teaching and learning is at least good and pupils are making progress.</li> <li>Assessment analysis shows pupils making progress and an increasing % of pupils expected to/meeting age related expectations.</li> </ul>	<i>Pupil outcomes are at or above national</i>

### 2.3 Deepen knowledge through collaboration, peer planning and pupil voice

- End Goal:** More pupils working at greater depth in English and Maths as it is embedded in other areas of the curriculum. Pupils show resilience, curiosity and seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.
- Staff work in meaningful collaborations that promote collective efficacy professionally and pupil outcomes**

Aim	Action	Lead	When	Cost	How do we know if we have done it/ What will we see	Monitoring
2.3.1 Ensure good quality teaching of reading. <ul style="list-style-type: none"> <li>(feedback &amp; coaching 2.2)</li> </ul>	a. Conduct review of Guided Reading & implement any necessary changes	FW PPD	02/11 S1	Added £1500 English support £28	<ul style="list-style-type: none"> <li>100% of pupils make progress as measured termly in data collection and demonstrated in English books and reading journals.</li> <li>Phonics teaching is observed to be good and evident in pupil English books.</li> </ul>	<i>Lesson observations Pupil responses</i>
	b. Phonics teaching review Implement support and monitoring in light of review	FW PPD	02/11 05/16 EY 18/11 Y1	As above		
	c. Coaching to develop guided reading throughout KS1 and 2	FW PPD	12/10 04/11	As above		
	d. Introduce Core Books (CLPE) for each year group. Investigate and confirm "Love to Read" teacher's books and books for children	FW PPD	S1 2016	CLPE subscription Cornerstone s English & books E19 £200		
2.3.2 Develop a whole school handwriting policy.	a. Review impact of Handwriting Policy	FW PPD	Sept 16	ENCo time PDM	<ul style="list-style-type: none"> <li>Books show rapid improvement in handwriting.</li> <li>Consistent approach to the teaching</li> </ul>	<i>Pupils have excellent handwriting at age appropriate levels in line with the policy</i>
	b. Monitor the development of handwriting throughout the school	FW PPD	01/10/16			

	c. Monitor the presentation of work across the curriculum	FW PPD	Oct-Dec 2016		of handwriting observed. • Pupils write more fluently and therefore the content of the writing is improved.	<i>Monitored by FW and PPD</i>
2.3.3 Embed knowledge and understanding of age expectations for grammar, punctuation and spelling.	a. Individual support for teachers in each year group to map key skills & knowledge in grammar and spelling across the year.	FW PPD	23/10/16	ENCo time £200 supply day	<ul style="list-style-type: none"> <li>All staff feel confident in their understanding of age expectations and beyond in spelling and grammar.</li> <li>Teaching of grammar observed and in the books is of high quality and at a challenging level.</li> <li>Writing assessments and books show all pupils making progress in writing.</li> </ul>	<i>SPAG at or above national in lesson obs and book scrutiny and national outcomes.</i>
	b. Series of whole staff Insets focussing on GPS teaching and progress.	FW PPD	07/11/16	ENCo time, training materials external expert		
2.3.4 Deepen learning in mathematics	<p>a. Following first joint book scrutiny</p> <ul style="list-style-type: none"> <li>assess the extent to which pupils are able to: <ul style="list-style-type: none"> <li>Acquire mathematical knowledge appropriate to age &amp; starting points</li> <li>Recall rapidly &amp; apply thinking accurately</li> <li>Use resources &amp; approaches to enable pupils to understand &amp; master the maths</li> <li>Solve rich and sophisticated problems</li> <li>Apply their mathematical knowledge to cross curricular tasks</li> </ul> </li> </ul>	TH	A2	<p>MATHCo days x3 PPD to cover For MQCubed</p> <p>LANCshire grid subscripition</p> <p>Additional materials £300</p>	<ul style="list-style-type: none"> <li>Books show pupils being challenged</li> <li>Books show work pitched at age related expectations</li> <li>Assessments show pupils mental application is sound/improving</li> <li>Books show problem solving &amp; reasoning independently applied</li> <li>Maths is visible across the curriculum at age appropriate levels.</li> </ul>	<i>Book scrutiny Lesson observations and outcomes</i>
2.3.5 Introduce Cornerstones to enrich the curriculum	a. Cornerstones planning shows opportunities for deeper learning.	PPD	13/ 11	£5500 E19	<ul style="list-style-type: none"> <li>curriculum is enlivened and enriched through wide irresistible experiences</li> <li>all staff are excited and confident in delivering</li> <li>consistent approach to curriculum timings and delivery</li> </ul>	<i>Lesson obs Book scrutiny Pupil voice</i>
	b. Music provision is organised as such, that the pupils have an opportunity to become more creative	JW	A1			
	c. Computing curriculum	TH	Sp 1	£1500 Computing consultant time		
2.3.6 Teaching in EYFS to take account of the characteristics of effective learning: Engagement, Motivation, Critical thinking	<p>a. Focus for staff meetings.</p> <p>b. Displays in classrooms show this focus.</p> <p>c. Basis for planning meetings.</p> <p>d. Noted in relevant observations.</p>	JC	A1	DH & phase & PMD time	<ul style="list-style-type: none"> <li>Planning is linked to individual needs and interests.</li> <li>Special books show progress.</li> <li>Provision reflects playing &amp; exploring; creating &amp; thinking, critically &amp; actively learning.</li> </ul>	<i>EYFS is consistently goo in lesson obs, outcomes for pupils special books</i>
2.3.7 Nursery provision	a. Home visits consider on-entry learning needs	JC CC	A1	5 staff days	• Children's health, safety & well-being	

for the new cohort starting school is highly effective. •	b. Coaching of teacher new to nursery	JC	A1	DH & CT time	enhanced by the vigilance & procedures followed by staff.	
	c. Use characteristics of learning and Leuven's scales assessments to plan provision for first half-term.	JC CC	A1	DH time EYFS PDMs	<ul style="list-style-type: none"> <li>• Children well settled into school</li> <li>• Parents feel confident to leave their child.</li> <li>• Communication between staff &amp; parents is reported to be good.</li> </ul>	
2.3.8 There is good quality continuous provision throughout the early years.	<p>Staff inset focus: – An environment based on assessment.</p> <ul style="list-style-type: none"> <li>• Gap and strength analysis.</li> <li>• Environment plan – how do we fill the gaps without an adult?</li> <li>• Continuous provision planning – link to 3 levels of development.</li> <li>• Taking adult intervention to the child.</li> </ul>	JC	A2	SLT time	<ul style="list-style-type: none"> <li>• Highly stimulating environment</li> <li>• Open ended and ambiguous provision leads to children being 'explorers'.</li> <li>• Well organised curriculum</li> <li>• Rich and varied imaginative experiences</li> <li>• Pupils are independent</li> <li>• Staff intervening is minimal but moves the learning on</li> </ul>	

### 3. Outcomes for pupils

We believe that achievement is key to future success and a right for all pupils. We aim for each pupil to achieve at least national expectations at each stage of their education. We want our pupils to know that enquiry, creativity and resilience result in a love of learning and progress. We know that the early years of education are fundamental building blocks to fostering an enjoyment of learning through play, and the attributes of curiosity and perseverance. We want our children to be prepared for the next stage in their education. Education can change life chances and we want to make a lasting difference.

**Values: Hope and endurance** by ensuring all pupils achieve expected and more than expected progress from their starting points and outcomes for each year group. Ensure use of Assessment for Learning principles within lessons, especially by pupils responding to meaningful feedback and teachers responding to learning within lessons; ensure challenge for all. Embed assessment of RE, Science, Computing in summative and work towards new assessment in curriculum 2014 English and Maths.

- All pupils to make expected, or better, progress
- Narrow the gaps between groups by analysing data and providing effective intervention
- Ensure SEND pupils make good progress
- Pupils are prepared for the next stages of their education

#### 3.1 All pupils to make expected, or better, progress

**End Goal:**

Cohort targets for the number of pupils achieving age related expectations are met (including 65-70% GLD, 80-85% Phonics, 85-90% KS1, 95-100% KS2)

Aim	Action	Lead	When	Cost	How do we know if we have done it/ What will we see	Monitoring
3.1.1 Assessment information used to plan appropriate teaching and learning strategies	a. Data analysis b. Pupil progress meeting discussions c. Setting targets for pupils d. Identify pupils falling behind and plan appropriate support e. Identify areas of need for individual teachers and plan support	SLT	w/b 5/10	£3000 E19	<ul style="list-style-type: none"> <li>• Interventions in place</li> <li>• Intervention monitoring show pupils making progress</li> <li>• Data shows pupils accelerating progress.</li> <li>• Books show pupils have made an effort and succeed in completing work</li> </ul>	<p><i>Report on progress of pupils previously on interventions to CC or GB</i></p> <p><i>Report on impact of interventions to CC: S2 2016</i></p>
			13/4			
3.1.2 Interventions in place to raise attainment of Groups • September 2016	a. Implement programme of interventions based on data analysis	SLT SENCo	A1 2016	£1500 MITA project E09	<ul style="list-style-type: none"> <li>• Pupils report they feel adequately challenged</li> <li>• Books show pupils are adequately challenged.</li> <li>• Progress of pupils with significant SEND is reported</li> </ul>	15
	b. Review impact termly (end of term)	AK JC	A2 S2	X6 days £1200 F26		



#### 4. Personal development, behaviour and welfare

We believe that the health and well-being of our children and families is paramount to their future. We aim to provide a range of curriculum experiences which enhance confidence and enjoyment whilst ensuring all know how to lead healthy and safe lives. We will ensure that the school structures for health, wellbeing, safeguarding and management of risk are robust and secure with regular cycle of training, monitoring and reporting arrangements. We all seek personal fulfillment and collaboration with others so in keeping our whole community connected.

**Friendship, fellowship and justice:** insisting on compassion for all, being inclusive in our actions. Respect and justice for the rules that guide us by children and adults and a sense of koinonia based on our Christian values. Awe and wonder in creation, inspiring the community to look after our world and being environmentally responsible and respectful. Ensure all staff trained in Paths. Achieve P4C bronze and silver, RRS and Inclusion Quality Mark.

- Develop positive, socially productive character by Growth Mind-set, P4C, and Rights respecting Schools
- Improve attendance and punctuality for all pupils
- Parents are engaged in their children's learning
- Pupils know how to keep themselves healthy

- 4.1 Develop positive, socially productive character by Growth Mind-set, P4C, and Rights respecting Schools

Aim	Action	Lead	When	Cost	How do we know if we have done it/ What will we see	Monitoring
4.1.1 Develop positive, socially productive character by Growth Mind-set, P4C, and Rights respecting Schools	a. Enrol staff in action learning for developing character in IoE b. Staff attend training c. Identify key research question and methodology d. Report in staff meeting e. Write up findings with IoE and present for journals	FS	09/09/16	E09 £750 IoE	<ul style="list-style-type: none"> <li>• Staff carry out action learning on developing character and discover best ways of developing character</li> <li>• Staff discover</li> <li>• children are safe and cared for in school.</li> </ul>	Present on action learning by staff in meetings
	b. Enrol in Growth Mindset with EEF c. Carry out 8 lessons on GM throughout school d. Gather evidence for EEF research & University of Portsmouth e. Staff given time to write up and reading each others		23/09/16	£1500 E09		<ul style="list-style-type: none"> <li>• Lessons give the school a cohesive structure for GM</li> <li>• High expectation of all pupils, all staff to have a "cant yet" attitude and echoed language. Knowledge of being in</li> </ul>
	d. Hold Termly Review Meetings	FS				Lesson planning evidence 17
September 2016						
4.1.2 Embed P4C so that pupil have the tools to listen, think	a. Class teachers deliver P4C sessions weekly. Displays up in	All staff	Weekly	£2000 E27		Displays in learning walks

– Governing Body  
 JB- Jacqui Buchan Chair of Governing Body  
 CCo- VC Vice Chair of GB  
 CC- Curriculum Com  
 RC- Resources committee  
 SLT- Senior Leadership Team  
 ML- Middle Leadership  
 CTs – Class Teachers  
 TA's – Teaching Assistants

EYFS – Early Years Foundation Stage  
 KS1 – Key Stage 1 years 1 & 2  
 KS2 – Key Stage 2 Years 3, 4, 5, and 6

HT- FS- Fanoula Smith Headteacher  
 DH- JC- Deputy Head Joy Clarke, Inclusion Leader  
 AH- PPD- Assistant Head Paula Prichard Duggan  
 SBM- BC – school Business Manager Bridget Clark  
 TH- Tomas Hall, Science, Maths and Computing leader  
 SENCo AK- Allan Kelly Special Educational Needs Coordinator  
 FW- Fiona Williams English Leader  
 AR- Andrew Rowland Art and Design Technology leader  
 JW- John Ward- Music, website lead  
 DF- Daniel French, P4C leader  
 NQT- Newly Qualified Teacher  
 CC- Christopher Chambers NQT in Nursery  
 TAJ- Terri Ann Jacobs- NQT in Year 2  
 PM – Premises Manager, Keith Solly  
 RS- Rachel Sablon Home School Liaison Officer  
 APS- Average Points Score (measure of progress/ attainment)

Key to objectives

A1 – First half Autumn Term      A2 – Second half Autumn Term  
 Sp1 - First half Spring Term      Sp2 - Second half Spring Term  
 S1 - First half Summer Term      S2 - Second half Summer Term

GLD – Good level of development (measure of progress/ attainment)  
 EoY- End of Year expectations  
 AfL- Assessment for Learning  
 JS – John Sinnott, Edudata UK Ltd.  
 RoL- RaiseonLine data  
 FFT- Fischer Family Trust and Data Dashboard data

PP- Poplar Partnership of Schools  
 NN- Nimesha – Deanery partnership manger

DW- David Waller – financial consultant  
 MI – Librarian, Mary Igoe  
 GR- Gina Robinson – School Nurse  
 AWA- Attendance and Welfare Advisor – Ranu Begum  
 SALT – Speech & language therapist (Blossom Tree & Hannah )  
 ST- School Therapist Hildy Bennett (A Child in Time)  
 ESW- Educational Social Worker AH- Annette Horran

NG – Nicole Gurvidi, School Improvement Officer (LA)  
 MJ- Mary Jones- School Improvement Officer (LA)  
 BW – Brian Welsh – LDBS School Improvement Partner  
 PET – Parental Engagement Team (LA)  
 PDM – Professional Development Meeting  
 SEN – Special Educational Needs

THSLS – Tower Hamlets Schools Library Service  
 THAMES- Tower Hamlets Arts and Music Education  
 CLPE- Centre for literacy  
 EBP – Education Business Partnership  
 IPC – International Primary Curriculum

	Action completed
	Action begun but not completed
	Action due but not begun
	Action postponed