School Development Plan 2018-2019 Woodchester Endowed C of E Primary School

Leadership and Management

Priorities:

1. To review our whole school curriculum map to ensure that it meets the needs of all our pupils
2. To develop staff as effective leaders of subjects and middle leadership in improving outcomes.
3. Continue audit of current policies and continue rolling programme of review.
4. To strengthen Governors' role in school improvement.

Precise Action (Key Tasks to improve welfare, attainment, progress or quality of learning)	**Led by**	**To begin – when**	**Expected improvement – Success Criteria – targets/expected improvement**	**Monitoring**	**Resources, Cost, time, source**	**Action achieved by**	**Comments / evidence of progress** IMPACT **(How are we doing? Is it making a difference? Way forward? Are we doing what we said we would do?)**
1) Review and improve current curriculum design, considering the planning format and expectations to ensure there is NC coverage and progression. Ensure the curriculum reflects the school vision.	**SLT Sub Leader staff**	**Aut 1**	Clear whole school curriculum map which addresses what our children should learn in order to flourish. The physical, mental, spiritual, cultural and intellectual health of our children is addressed. Knowledge, concepts, skills and attitudes are addressed.			**July 2019**	Head booked on to SIAMs New Framework courses (Jan/Mar 19) to understand link to school Vision. Attended – fed back to Ethos Com – Proposal for Gov/Staff workshop on Vision on 5.4.19 am. 29.10.18 INSET – opp to look at existing long term maps – staff report broadly in line. New Medium Term Planning format introduced – teachers given time to populate all Autumn Term – new folder established on Google Drive. 14.11.18 – Head attended OFSTED Curriculum Workshop – Exeter – focus on Intent, Implementation, Impact – need to feedback to staff CW met with lead teacher from GHILL to discuss Jigsaw scheme and look at application for Healthy Schools award. Meeting with Fact 4 Life booked regarding health and wellbeing and resources available – Feb 2019 Staff meeting booked with Facts 4 Life trainer – Summer 1 Head to attend a 'Reviewing and redesigning your Primary Curriculum course 19th June 2019 Vision workshop on 5th April 2019, following consultation of children, parents and local/church community – response documents available
2) To develop staff as effective leaders of subjects and middle leadership in supporting the Headteacher to monitor and drive improvement. Ensure UPS leadership leads to whole school improvement.	**LP**	**Aut 1**	LK uses learning from NPQML to support colleagues to improve understanding of subject leadership. Triangulation monitoring activities identify areas for improvement. Informed action planning and	**LP**	Cover for supply Cost of course Meeting Time	**July 2019**	Going to join local cluster group currently working on 'Subject Leadership - next meeting 14.11.18. (Rural Stroud Heads) – Subject Leaders met and discussed own work in schools. Subject leaders given new 'action plan' format October. Two part time UPS teachers given subject leadership responsibility for Geog and History – related objectives on Performance Management. Subject leaders met with Governors 7.11.18 to discuss subject development including action plans

			frequent evaluation enables progress towards goals. This is seen within the Performance Management process.				Maths subject lead day – 26.11.18 LK preparing final submission for NPQML course Spring 2019 – subject leaders asked to review subject policy documents and to start updating.
3) Continue with policy review. **4)** Review committee structure and terms of reference and allocate Governors. Allocate Governors to subject areas, classes and organise calendar of visits and meetings with class teachers and subject leaders. Record and feedback to Governing Body.	**LP** **Chair LP Govs**	**Aut 1**	Out of date/missing policies reviewed or written. Clear structure and allocation of Governors. Effective links made with subject leaders/class teachers. Governors are informed and aware of successes and next steps. Governing Body is well informed and able to communicate knowledgeably with parents.	**LP/ Gov LP/ Gov/ class teachers and sub leaders**	Time/Audits Time/Audits	**Mar 2019** **July 2019**	Nina is collating current information and mapping against new Governor Committees. Sept 2018 Sept 2018 – SIP able to offer training to Governing Body in respect of monitoring standards, if required. Training arranged 26.11.18 7pm. Autumn 1 Govs met with class teachers/subject leaders Admissions Policy overdue for consultation (every 7 years) – policy reviewed and consultation period ended – ratified by GB and sent to LA JS and NR reviewed several policies/privacy notices relating to GDPR SEN policy finalised and now on website – Spring 2019 Acceptable User Policy – almost finished – Spring 2019 Health and Safety Policy – reviewed and submitted to Govs for ratification – NR agreed to be H & S Governor – spring 2019

Teaching and Learning & Assessment

Priorities:

1. To improve progress in Writing in KS1 and KS2.
2. To improve progress in Maths in KS1 and KS2
3. To improve the effectiveness and consistency of assessment systems in KS1 and KS2.

Precise Action (Key Tasks to improve welfare, attainment, progress or quality of learning)	**Led by**	**To begin – when**	**Expected improvement – Success Criteria – targets/expected improvement**	**Monitoring**	**Resources, Cost, time, source**	**Action achieved by**	**Comments / evidence of progress (How are we doing? Is it making a difference? Way forward? Are we doing what we said we would do?)**
1i) Introduce a text based approach to units of work **1ii)** Develop teacher knowledge of National Curriculum (transcription v composition) with clear progression map for Grammar and Genre. 1ii) Teaching observations/KS and	**LP**	**Sept 2018**	Teacher expectations match NC expectations in terms of grammar. Children make at least good expected progress Development of 'open door', collaborative and supporting culture of improvement.	**LP**	£300 P of R Cost of books (PTA?)	**July 2019**	LP attended Effective Planning using Quality Text Approach Integra course on 210.09.18 – useful ideas to feedback in staff meeting. Attended second course Jan 2019 – more work to be done with staff to consider next steps. (Spring Term) Regular weekly TA meetings started each Wednesday morning – improve communication and develop professional discussion around teaching and learning. RO & MW on 'English and Maths for TAs in KS1' Integra course 26.09.18

whole school book looks to secure teacher knowledge and expectations. **1iii**) Review and improve school approach to handwriting **1iv)** Strengthen subject knowledge of teaching assistants.			Teaching assistants improve knowledge and understanding of expectations of core subjects. New handwriting font implemented.		Time/cover Cost of scheme		Y6 purchased Puma and Pira and Gaps assessment resources. £196 Letter Join handwriting scheme introduced to teachers during staff meeting 21.11.18 – free trial – teachers to familiarise themselves and choose whole school font. 04.12.18 KS1/EYFS staff met to set fonts and lead ins from line. Letterjoin online handwriting scheme purchased Dec 18 – KS1 meeting regarding FONT preference – whole school approach from Jan 2019. Summer 2019 – Moderation Cluster with Nailsworth and Gastrells – Cross curricular writing with a Science focus. Y2 and Y6 teachers have attended assessment/moderation courses to update their knowledge of expectations of writing at end of KS1 and KS2
2) Establish weaker areas of maths and plan whole school approach and improvement **2i)** Review and improve approach of teaching and learning for greater depth **2ii)** Strengthen subject knowledge of teaching assistants.	**KH**	**Sept 2018**	Teacher expectations match NC expectations in all year groups. Prior high attaining children maintain progress. Some prior medium attaining children make rapid progress to GDS Development of 'open door', collaborative and supporting culture of improvement. Teaching assistants improve knowledge and understanding of expectations of core subjects.	KH	Time/cover Resources	**July 2019**	RO & MW on 'English and Maths for TAs in KS1' Integra course 26/09.18 KH subject leader on Raising Outcomes in Maths Integra course on 02.10.18 Y6 purchased Puma and Pira and Gaps assessment resources. £196 Renaissance Star Assessment purchased (3 year) and initiated in KS1 and KS2 from January 2019 – 2 assessments during Spring term – these highlight areas of strength and focus areas for each individual child. Applied for NCETM – mastery project for next academic year – KH and MS to lead this project – acceptable – initial meeting July 2019
3i) Review and improve the effectiveness of assessment of writing across the school	**LP**	**Sept 2018**	Consistent whole school approach to assess writing. End of term judgements are accurate and teachers can validate these through moderation. Evidence of high quality feedback which ensures progress.	**LP**	Time, training, organisation	**July 2019**	Performance management lesson observations Aut 2 to focus on Literacy/writing Teachers introduced to non-negotiable grammar milestones (Nov 18) and to assess each child against these. Electronic assessments to be kept on google drive. Handwriting scheme decided on and to be implemented by all from Jan 2019. Cross Curricular writing cluster with Gastrells and Nailsworth 24.4.19 School selected for Moderation of EYFS – meeting May 16th 2019
3ii)) Review and improve the effectiveness of assessment of mathematics across the school.	**LP KH**	**Sept 2018**	To be able to monitor and track progress in maths to ensure early interventions and sustained progress. Assessment evident which supports	**LP/ KH**	Time, training, organisation	**July 2019**	MS looking at range of published assessments – decision to be made in Jan 19. Star Rennaisance chosen as new whole school assessment tool for reading and maths. Able to negotiate a free Early Literacy assessment package for younger children. Staff meeting 16.1.19

			progress at greater depth.				into to assessment – on line instruction from company rep. Teachers to try using the assessments Spring 1 this will then be followed up with another instruction session from a rep.
Personal development, behaviour and welfare including Safeguarding and SMSC – linked to Church school and Christian distinctiveness							
Priorities: 1. Decrease rates of absence, persistent absence and lateness 2. To improve our level of safeguarding. 3. To reconsider the school vision and ensure curriculum supports and enables this.							
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1i) Analysis of attendance and persistent attendance. **1ii)** Introduce weekly tracking, contact with parents, attendance figures on newsletters. **1iii)** Review attendance policy/request form wording and raise the profile of attendance and lateness with parents. **1iv)** Curriculum coverage on keeping healthy e.g. washing hands	**LP**	**Sept 2018**	Increased attendance rates in all classes so that attendance is at least 97%. Less children are classed as persistently absent. Flow chart ensures excellent safeguarding of vulnerable children (missing in education)	**LP**	Time, organisation ,.	**Review end of T1**	CW booked on 'ebug' course – curriculum approach around personal hygiene. Oct 2018 Attended this – CW and LK to meet to plan further actions. Weekly analysis of attendance by LP – current whole school attendance Nov 26th 97.6%. 4 children currently under 90% (3 due to illness – 1 due to family circumstances. CW met with Pete Kirby – lead GHLL teacher for information about Healthy Schools Award – potential to achieve this by July 19. LP and CW to meet on 8.1.19 to begin to populate online form. LP/CW have made a start on the application Jan 18 – Contact made with Health4Life – meeting 5.2.19 to discuss potential resources – Staff training now booked for Summer 1. End of Term 1 whole school attendance 97.5% End of Term 2 whole school attendance 97.5% End of Term 3 whole school attendance 96.7% End of Term 4 whole school attendance 96.8%
2i) Complete actions still outstanding from LA Safeguarding audit. **2ii**) Introduce new Safeguarding Governor to procedures, recent developments areas requiring improvement. Organise multi-agency	**LP**	**Sept 2018**	Improved safeguarding - actions complete in response to revised *Keeping Children Safe in Education* doc and *Working Together to Safeguard Children*	**LP** **LP**	Training for Governor	**Dec 2018**	NR new Safeguarding Governor – completed FGM Home Office training/in school safeguarding posters updated and displayed. Governor attended multi-agency training Nov 2018 Head attended Safer Recruitment training and Safer Working Practices training Aut 18. Audit 175 submitted by deadline. This was also looked at by GCSB manager before submission. Action plan drawn up, as required. Behaviour Policy and Safeguarding Policy have been updated to

training for Governor asap. **2iii)** Update policy and procedures for educational visits in line with GCC guidance.			Effective induction of new Safeguarding Governor All staff adhere to policies and procedures – improved safety on trips		EVC training Staff meeting		bring them in line with KCSiE updates Sept 2019. These can be ratified when due. KH and RO Team Teach course booked for 15.2.19 Next Steps: Review visits policy and procedures Book multiagency training for deputy to become another deputy DSL
3i) Review profile of school's specific Christian vision and associated values and ensure these are incorporated in all areas of school and decision making.	**LP**	**Sept 2018**	Specific Woodchester Endowed Christian Vision can be articulated by children and staff and related to every day, becoming a 'common language'. Vision, underpinned by biblical text, is supported through reviewed curriculum. Head informed about new SIAMs and trained. Review School Vision in light of this.	**LP**	Time	**July 2019**	Sept 2018 - Christian Values included explicitly in reviewed behaviour policy Ethos meeting in June - Ideas shared for prayer day/week in next academic year - Subject Leader met with Governors to inform them on progress with Understanding Christianity - New SIAMs framework from Sept 18. Head has booked training for Spring Term - Values to be recognised in celebration assembly from September – done through Jigsaw awards LP and PF have attended first day of training and have fed back to Ethos committee. Inset morning workshop for staff and gov to be arranged in April to explore school vision and aims in response to this. Spring 2 – SIAMs training completed. Also LP and SB attended Governor training on church school distinctiveness. INSET vision workshop now taken place and all stakeholder views taken into account – Ethos/Head to consolidate this work to form the vision statement. Next steps: Complete vision statement and write the SIAMs self-evaluation form (SEF) followed by an action plan

Improving Outcomes for pupils

Priorities:

1. To raise attainment and improve progress in mathematics in all year groups
2. To raise attainment and improve progress in writing in all year groups
3. To raise attainment of Pupil Premium children so more are working at 'age related' expectations

Precise Action (Key Tasks to improve welfare, attainment, progress or quality of learning)	Led by	To begin – when	Expected improvement – Success Criteria – targets/expected improvement	Monitoring	Resources, Cost, time, source	Action achieved by	Comments / evidence of progress (How are we doing? Is it making a difference? Way forward? Are we doing what we said we would do?)
1i) Review children's progress against earlier statutory assessments to identify those who are off track or have made rapid progress **ii)** Establish interventions and approaches through termly pupil progress meetings and regularly review. **iii)** Explore reasoning and applying questions and make this a focus of teacher subject knowledge development. iv) Provide TAs with training around math expectations and pedagogy.	**LP MS KH**	**Aut 2018**	Percentage of children achieving age related expectations or above in maths increases from 2017 results. Percentage of children currently 'off track' in maths according to previous statutory assessment improves: Y1 from 16% to 10% by Dec 2018 Y2 from 52% to 30% by Dec 2018/ Y3 from 25% to 15% by Dec 2018 Y4 from 30% to 20% by Dec 2018 Y5 from 35% to 20% by Dec 2018 Y6 from 23% to 15% by Dec 2018	**LP CW DM**	Time, organisation, .	**July 2019**	1.9.18 Full analysis of children's progress against previous stat assessments made/'off track' children identified and pupil progress forms introduced. RO/MW attended English and Maths for TAs in KS1 Integra course 26.09.18 Pupil Progress forms introduced to staff – meetings arranged 03.10.18 (supply cover) – PP meetings took place during Aut 1, analyse assessments at end of T2 Performance management set for class teacher including a target for maths and writing outcomes. Class observations Aut 2 to focus on Literacy Pupil progress meeting took place at the start of Term 3. Teachers have discussed individual children's progress and strategies to be used this term. A new assessment system will also be introduced this term . Spring – Star assessment introduced- intial training received – follow up later in year
2i) Explore age related expectation in terms of grammar and sentence construction in each NC year group **ii)** Regular subject leader/whole school book looks to moderate writing against NC expectations. **2iii)** Teachers have a clear structured process for planning and delivering writing across the school **2iv)** Teachers have a range of resources to support text led English planning to drive up standards in writing.	**LP**	**Aut 2018**	Milestones used at planning stage and children assessed against these – grammar focus leading to improved writing Improved teacher knowledge of grammar expectations and curriculum mapping of grammar Percentage of children currently 'off track' in writing according to previous statutory assessment improves: Y1 from 16% to 10% by Dec 2018 Y2 from 52% to 30% by Dec 2018 Y3 from 31% to 15% by Dec 2018 Y4 from 50% to 20% by Dec 2018 Y5 from 30% to 20% by Dec 2018 Y6 from 31% to 15% by Dec 2018	**LP**	Time, organisation, training.	**July 2019**	Grammar milestones introduced during October inset and grammar coverage to be plotted on new medium term planning forms for this term and next half term. Individual children's writing to be assessed against these milestones. Teachers assessed individual children's writing using the grammar milestones in Dec. This gives provides reference and useful documentation to identify any gaps. This feeds into medium term planning for Spring. Use of Milestones has continued through the Spring Term. Joint moderation/planning next steps meeting with Gastrells and Nailsworth Primary schools. Power of Reading scheme continues to be implemented in most classes and teaching sequences used to support Literacy planning and writing activities.

3i) Allocate Pupil Premium lead teacher to support Head in tracking/planning/monitoring pupil premium children and leading interventions ii) Deliver high quality personalised interventions and raise profile of pupil premium children in class. **2iii)** Ensure pupil premium children are supported through extracurricular activities/trips to broaden their experiences and support their personal and social development.	**LP** **DM** **Class teachers**	**Aut 2018**	'off track' pupil premium children make rapid progress. Pupils working at greater depth maintain their excellent progress All pupil premium children are given an opportunity to attend clubs, provided with the opportunity of musical tuition. No pupil premium child misses out on trips etc due to cost. Pupil Premium children are supported emotionally through Direct Worker support when necessary.	**DM** **LP**	Time Cost/funnin g	**July 2019**	DM allocated role as PP lead – UPS sustained and substantial contribution to wider school. 2017-18 PP Strategy reviewed and 2018-19 PP Strategy written – both uploaded onto website. New Head course gave new information regarding best practice for PP strategies – record cost to pennies, do not round up. No update completed yet. Spring 2019 – PP children continue to be supported through music lessons/trips/uniform and through staffing. Purchase of IDL (spelling and reading intervention) continuing to be trialled and is supporting some PP children as well as non pp children. 4 PP children left school during the Spring term. No new arrivals.
Church school and Christian distinctiveness - this section has close links with SMSC section							
Priorities: 1. To revisit our vision and make more explicit in all areas of school life. 2. To evaluate quality and effectiveness of RE in light of SIAMs report March 2017.							
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1i) Compose a vision statement which underpins and articulates school values and purpose.	**LP** **LK** **Govs**	**Sept 2018**	Stakeholders able to articulate school vision. Evident in curriculum design etc. and focused towards new SIAMS framework.	**LP** **LK**	Training on new SIAMS Time	**July 2019**	Been advised to wait for SIAMs training in Spring Term before tackling Vision. Joint inset for Gov and Staff in April to explore school vision and aims following attendance on the first day of SIAMs course. Second day of course attended and a Gov Church School Distinctiveness course – these fed into a Vision workshop for staff and Governors held during the Inset day 5.4.19. Ethos Committee and head now need to consolidate this work and formulate the vision wording asap. Head also attended an Inspirational collective worship course which also fed into this

							work.
1ii) Develop a school prayer. Prayer to be displayed in the hall and every classroom.	**LP LK PF**	**Sept 2018**	Children can talk meaningfully about the language within the prayer and how they relate to it as an individual.	**LP LK**	Time	**Dec 2018**	
2i) Subject Leader to plan and organise whole school CPD to continue to embed Understanding Christianity and new RE syllabus.	**LP LK Gov**	**Sept 2018**	Effective RE lessons taught, children assessed against learning. Good progress is being made.	**LP LK**	Time, training, organisation	**July 2019**	Lisa led a staff meeting in Autumn Term – Understanding Christianity was explored – useful session, revision and support provided. Also fed back information from RE hub. Lisa to be asked to review the RE strand of the new schedule to evaluate strengths and areas of development. Spring 2019 Spring 2 staff meeting time to focus on the 7 strands on Siams schedule – teachers to evaluate our school against these. (need to bring forward to Summer term)

Effectiveness of the Early Years provision

Priorities:

1. To close the gap between the number of children excelling at Reading, and the number of children excelling at Writing and Maths (end of 2018 was R=29%/W=5%/M=11%
2. Number of children achieving a good level of development to stay above National by July 2019
3. To improve outcomes in areas of Maths, Writing and creative expressive arts and design ELG through the development of the Outdoor Learning curriculum

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1i) Ensure all members of the team are aware of expectations and progression needed to be assessed as 'excelling' in Maths and Writing. Organise appropriate training and team discussions and reflection.	**KH** **Maths/Lit Lead**	**Sept 2018**	Team has improved knowledge of expectations of 'excelling' in maths and writing. Learning intentions are finely tuned towards achieving excelling in maths and writing.	**LP KH**	Time, training, supply cover	**July 2019**	KH to reflect on current progress of the action as part of PM review in Feb/March 2019 Notice received that we have been selected for EYFS moderation (15th May 2019). Class teachers are preparing for this and the findings of this will inform this objective.

1ii) Identify key children who have the potential to reach 'excelling'. Plan, assess and monitor their progress carefully.			Training leads to professional discussion and development of the team. Opportunities are sought to visit other provisions with similar/different catchments and reflected upon. Children assessed more effectively to ensure good progress is made. Gap is closed between Reading/Writing/Maths attainment at 'Excelling'.	**Math & Lit Subj Leads**			Children who have the potential to reach 'excelling' identified during pupil progress meetings although this took place within weeks of term beginning – could change. Pupil Progress meeting in Jan 2019 to update this information. S
2) KH to continue to attend Bristol EYFS standards network to consider and improve: a. Develop continuous provision to reflect development changes throughout the year b. Develop outdoor learning embracing forest school ethos c. Build parent partnership – cultures/skills/work – dimension Equality, Diversity and inclusion In order to support GLD remaining above National End of year outcomes GLD 2018 – 82% 2017 – 83% (decrease of 1 percentage point) – worth noting that 2018 cohort made up of 17 children but 2017 cohort made up of 23 children, therefore, one child worth more percentage points in 2018 than 2017	**KH**	**Sept 2018**	Strengthened parent partnerships Outdoor learning is enhanced so that it supports development in maths and writing at 'excelling'.	**LP KH**	Time, training, Supply cover	**July 2019**	KH to attend Bristol Standards Meetings in Feb 2019. Bristol Standards submission made Spring term – first submission unsuccessful – resubmission currently underway. Spring 2 Discussed during Performance Management review Spring 2.
3) Research outdoor provision around maths and writing and creativity, planning learning using the outdoor resource and how this compliments learning indoors. Adults to identify	**KH**	**Sept 2018**	Reading and research increases the range of approaches to support learning intentions. Bank of approaches is recorded and shared with other staff to stimulate	**LP KH Gov**	Time, training, supply cover	**July 2019**	KH to reflect on current progress of the action as part of PM review in Feb/March 2019 Church School Forest School CPD booked for KH and LP March 2019 – Attended Spring 2 – KH has also purchased a recommended book and is attending a Church/Forest School session during

opportunities for maths/writing/expressive arts and design learning and enhancing provision outdoors to support weekly learning intentions. https://www.teachearlyyears.com/learning-and-development/view/taking-maths-outdoors			discussion and whole school development. Development of Forest School curriculum and outdoor learning is shared with Governing Body/link Governor Rapid progress made in writing and maths. Success in expressive arts and design identified and celebrated.				Summer 1. She will consider how this may be further developed in school.
Premises, ICT							
Priorities: 1. Ensure effective arrangements exist for managing Health and Safety risks at school 2. To review ICT provision – curriculum and hardware.							
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1i) Organise and share H & S Audit report with Governing Body, identifying areas for development, prioritising these, creating an action plan and acting upon it.	**LP H & S Gov**	**Sept 2018**	Clear strategic planning enables priority actions to take place improving Health and Safety in school.	**LP H & S Gov**	Time/support from LA/cost of any courses	**Dec 2018**	H & S to be a target on Head's PM 2018-9 Bi annual online pupil survey available in Dec 2018 School selected for DfE national buildings data collection programme Dec 2018 – Some H and S certificates outstanding and this became a priority area. We now have a Buildings Regulation Compliance Gas Certificate (annual check) CIA called to review emergency lighting and quotes in process of being sought for Emergency Fixed Lighting improvements Fixed Wiring Test and repairs completed Dec 2018 New boiler installed 26.11.19 – (hall/conference room/corridor) Head met Charlie Newman from Property Services – Legionella temperature testing – need someone trained on the staff. Spring 2 – reviewed H and S audit and started working on key development points, e.g. H & S training for staff – ladder training/manual handling/fire awareness – booked for INSET 22.7 19 LP completed on line water hygiene training and created a

							schedule for water testing – email to C Newman re advice for hot water readings H and S policy rewritten in line with SHE unit recommendations – to full Governing body meeting for ratification April 2019 Summer 1 – NR agreed to be H and S Governor
1ii) Involve pupils in H & S, e.g. introduce H & S group for pupils. Review curriculum opportunities for children to assess and manage risk and to keep themselves safe. Communicate progress to parents and continue to provide safety information to parents through website/newsletters.	**LP CW Staff**	**Sept 2018**	Children have an excellent understanding H & S in terms of managing risk and can talk knowledgeably about how to keep themselves safe. Parents are aware of school's work around H & S and they contribute to the evaluation of school's work.	**LP**	Staff meeting time Supply cover	**Dec 2018**	
1iii) Review Health and Safety policy and all associated policies.	**LP H & S Gov**	**Sept 2018**	Health and Safety Policy and all associated policies reviewed. Policies are impacting on practice.	**LP H & S Gov**	Time/LA support/cost of any courses	**April 2019**	Policy now rewritten and sent to FGB April 2019 --- to be put on website once ratified. Audit action plan updated – April 2019 List made of all associated policies that need either updating or creating
1iiii) Ensure staff have the appropriate training and competencies to deal with risks in their areas of responsibility and that they understand how to manage risk responsibly.	**LP**	**Sept 2018**	Staff are trained in leading visits and clear protocols are established. Improved staff confidence in completing risk assessments. Staff raise health and safety concerns for their area of responsibility and able to consider controlling risk, rather than aiming to eliminate all risk.	**LP H & S Gov**	Staff meeting time Cost of any courses/supply cover	**July 2019**	Work done in Easter holidays – needs sharing with staff – information to be put on new shared area for staff. April 2019
2i) Review, evaluate long term curriculum coverage of ICT, adapting to ensure excellent coverage and progression of skills.	**Staff**	**Sept 2018**	Teaching of ICT through the curriculum is mapped for the whole school. Engaging and stimulating activities planned to support children's learning.	**SLT**	Staff meeting time/ Research time/supply cover	**Dec 2018**	ICT has been included on new Medium Term Planning documents. Previous scheme of work has been given to staff.
2ii) Audit ICT provision and identify future needs and development	**SLT**	**Sept 2018**	Future requirements fully audited, costed and prioritised. Plan for	**SLT**	Staff meeting	**Dec 2018**	Mr Smith has been in contact with GHS and provided information to Govs (Nov 18). Following answers to further questions, GHS

priorities.			implementation exists.		time/ Research time/supply cover		may be instructed to improve the infrastructure of ICT once two further quotes received. (potential financial support from Diocese to be explored) Diocese have confirmed able to support the infrastructure improvements – application submitted to DfE Jan 2019 – awaiting confirmation Also investigated cost of purchase and installation of 5 new interactive whiteboards for classrooms – purchase options to be considered following receipt of quotes. (Diocese not able to support this financially) Spring 2019 – GHS now supporting ICT in school. New systems established – old Google drive documents archived – emails being updated 5 new clever touch interactive boards installed during the Easter holiday – old Alpha board moved into the school hall for improved projection facilities. PTA request made to fund future development for pupil provision of ICT - e.g. look at state of current Chrome Books – investing in Microsoft packages so that children have experience of using these before secondary school.
SEND							
Priorities: 1. Investigate the large number of children who are 'Cause for Concern' 2. Introduce specific SEN monitoring timetable and evaluate current tracking system 3. Evaluate and enhance interventions/classroom provision for SEN children 4. Improve support for children with ASD/SEMH.							
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1i) Thorough analysis of subjects and previous outcomes. Assessment by current teacher at beginning of term. Triangulation monitoring activities to establish current barriers and how to overcome these. Planned actions implemented and	**LP/CW staff**	**Sept 2018**	Deeper understanding of needs of specific children and approaches used in school. Gaps closed so children are no longer cause for concern or moved on to SEN register if this is appropriate.	**LP**	Time	**Oct 2018**	Provision maps completed by teachers at the end of the Autumn Term. SENCO to monitor these and to audit the SEN register.

reviewed.							
2) SEND Lead given time to 'follow' SEN child, evaluate classroom provision and support TA and Teacher to develop these further.	**CW**	**Sept 2018**	Improved monitoring of SEN target setting and SEN provision	**LP CW**	Staff meeting time, time.	**July 2019**	SENCO time has been used to support a child's journey on the graduated pathway, including organising My Assessments and organising Sp + L, ATS, parent and ED Psych meetings.
3) Audit and evaluate provision and interventions available to and delivered for children with high incidence SEN	**CW**	**Sept 2018**	Enhanced provision to ensure children with SEND have opportunities to make progress.	**LP CW**	Time, audit of current resources and training needs, training.	**July 2018**	SEN policy reviewed, updated and to be ratified by Govs Jan 2019. SEN policy ratified by Governors on 28.0.119 and put on website.
4) Organise useful CPD e.g. Direct Worker to train staff on 'attachment'.	**CW**	**Sept 2018**	Skill sharing and best practice between experienced members of staff and outside expertise	**LP CW**	Time, training, cost of CPD	**July 2019**	31.10.18 staff meeting led by Direct Worker (TAs invited). Discussion about how grounding children when they are flooded and improving staff awareness from the perspective of the child. Advice given for specific children within school. Ed Psych service to work with TA on lego therapy support during Summer term – first session organised for 30th April 2019

Sports Premium

Priorities:

1. To plan spend of PE and Sports Premium budget to increase participation in physical activities and strengthen the curriculum and teacher confidence in delivery
2. To continue to engage children in purposeful sports

Precise Action (Key Tasks to improve welfare, attainment, progress or quality of learning)	**Led by**	**To begin – when**	**Expected improvement – Success Criteria – targets/expected improvement**	**Monitoring**	**Resources, Cost, time, source**	**Action achieved by**	**Comments / evidence of progress (How are we doing? Is it making a difference? Way forward? Are we doing what we said we would do?)**
1i) To increase the confidence, knowledge and skills of all staff teaching PE. 1ii) Review the current scheme of work for PE and curriculum coverage. Audit current provision and plan improvements using the PE/Sports	MS	Aut 2	Staff confidence improves. School has schemes in place to support teaching of high quality PE, now and in the future in all areas. Sports Premium supports the	LP MS LP MS	Meetings/research	July 2019	Mr Smith working with James Harber from Atlas Sports on curriculum development 28.11.18. Mrs Holmes (Forest School Leader) to develop of programme of Forest School activities and sessions for all classes. Mini Marine sessions purchased and Hawthorn currently receiving their 12 week session. Now finished Dec 2018 Mini Marines are now working with Juniper Jan 2019.

Premium to support this. 1iii) Purchase resources to support high quality lessons 1iv)PE is a driver for encouraging and embedding qualities such as self-esteem, leadership,, co-operation, integrity, resilience.	LP KH		purchase of high quality resources to deliver the schemes of work Introduce 12 week sessions for each KS2 class – Mini Marines Introduce weekly Forest Schools in Ash. Introduce half termly Forest School sessions for Beech, Hawthorn, Juniper and Willow				Questionnaire given to children at the start and end will provide evidence for Healthy Schools Award project. Spring 2019 Mini marines continued with Juniper and will begin working with Willow in Summer Term. MS to continue audit, review and purchase of new resources.
2i) Register with Atlas Sports and join a number of competitive events through the year. 2ii)Organise a variety of after school clubs to take place during the year.	LP MS						Cross country/Football Festival/Tag Rugby Festival attended inter school competitions. MS negotiating new scheme of work (new APP) and whole school CPD sessions with Atlas from January 2019. This is in preparation to possible changes to Sports Funding post 2020. MS also looking into purchase of new kit for sports teams. Sports kit ordered Jan 2019 – awaiting delivery. Spring 2019 – Sports kit delivered and used! CPD work with Atlas and class teachers continues until the end of the academic year – MS to evaluate, review and plan next steps. MS to review Sports Premium documentation which will be uploaded to website before July (new DfE requirement)