



Barrowby Church of England Primary School

School Development Plan 2017-2020

Year 2: 2018-2019-Next Steps: June - July 2019

*Make your light shine, so that others will see the good that you do
and will praise your Father in heaven.*

Matthew 5:16



World Book Day-March 2018

Key

1st Edition
2nd Edition

4th Edition
3rd Edition

5th Edition
6th Edition

Next Steps

Barrowby Church of England Primary School

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INTRODUCTION

The purpose of all that we do at Barrowby Church of England Primary School is to strive for excellence, to ensure that we create a happy and secure environment; one in which every child, irrespective of gender or ability achieves their potential; a place where each individual is nurtured so they can experience success and joy in learning.

Our School

Barrowby Church of England Primary School is a large, average sized co-educational school situated within a large semi-rural village, adjacent to All Saints' parish church.

The school has nine classes, two mixed age Reception/Year 1 classes, two mixed age Year 1/Year 2 classes, a Year 3 class, 2 parallel Year 4 classes and a further 2 Key Stage 2 classes, Years 5-6. The number on roll has been stable for over 2 decades and increased in September 2014, resulting in a temporary 1 year PAN increase of 52. In 2017, the school admitted 34 pupils, for September 2018; resulting in 258 on roll.

This has been due to the excellent reputation and success of the school. It is anticipated that numbers on roll will remain at this level over the next few years, as the school manages the 'bulge intake' (September 2014 intake, currently Y4) and continues to be consistently over subscribed for admissions.

There are eight full time teachers, including the Headteacher, and five 0.5 part-time teachers. Non-teaching/support staff include: 1 Higher Level Teaching Assistant, 7 Teaching Assistants, 1 x 1:1 Teaching Assistant, 10 dinner supervisors, a full time Senior Administrator, part time Administrator and Administrative Assistant, a full time Caretaker, and 2 part-time Cleaners.

The school accommodation has been significantly developed over the previous years. All other accommodation and facilities are continually refurbished and maintained to a high standard.

The outdoor classroom and sensory garden, playgrounds and extensive grounds, adventure playgrounds, Cabbage Patch, Pumpkin Patch and Dig for Victory Gardens, games field, wild life areas and pond, Earth Loom, story circle and Tree House provide an excellent outdoor environment, for all our pupils.

Target Setting 2019

Key Stage 1-TBC

<u>Key Stage 1</u>	<u>Year 2 Standard</u>	<u>Targets 2019</u>
Reading	Expected	85
	Greater Depth	32
Writing	Expected	85
	Greater Depth	23
GAPS	Expected	82
	Greater Depth	21
Maths	Expected	85
	Greater Depth	21
RWM	Expected	82
	Greater Depth	
Science	Expected	88

Key Stage 2

<u>Key Stage 2</u>	<u>Year 6 Standard</u>	<u>Targets 2019</u>
Reading	Expected	85
	Greater Depth	15
Writing	Expected	85
	Greater Depth	12
GAPS	Expected	88
	Greater Depth	21
Maths	Expected	88
	Greater Depth	12
RWM	Expected	82
	Greater Depth	24
Science	Expected	85

Strategic Plan-3 years (2017-2020)

Key: Throughout 2017-2018

Effectiveness of Leadership & Management: Ensuring that there is a clear, strong ambition and drive for improvement of outcomes for all children in all areas of school life.

- Ensure School Leadership is up to date with implementation of national agenda.
- Share vision, aims, values and priorities with all stakeholders ensuring they understand the whole school Development/Improvement plan 2015-2016 and their own role in supporting and achieving good or better progress and achievement for all of our pupils.
- Improve school leadership capacity e.g. SENCO, SLT, Subject Leaders, HLTA to sustain improvement through high quality targeted CPD which matches School Development Priorities and individual needs, for example training for new staff: Head Teacher, Deputy Head Teachers, NQT, assistant administrator, caretaker, cleaner and including Governor induction training and any further needs.
- Maintain and build on the Governors' experience and skills to utilise these for the benefit of school improvement e.g. Health and Safety, Fire Warden Training, ICT and financial guidance/expertise.
- Evaluate and strengthen existing collaborative partnerships for the benefit of pupils and staff.

Quality of Teaching, Learning & Assessment: Ensure high quality teaching which is consistently good and often outstanding to raise pupils' achievement and supports progress.

- Ensure teachers use their expertise to develop skills, knowledge and understanding in English and Mathematics and other subject areas across the curriculum.
- Teachers to consistently evaluate and provide a creative curriculum that excites and motivates children, provides a rich variety of first hand experiences and fosters pupils curiosity.
- Ensure teachers' high expectations are reflected through curriculum planning and extend pupils' prior knowledge, skills and understanding to consistently challenge all groups e.g. vulnerable, gifted, boys, girls etc so that all pupils reach their potential
- Consistently provide good and outstanding quality teaching and fully engage all pupils in this process to enable them to be partners in their own learning
- To enhance further the use of AFL strategies including use of questioning and discussion, to support and engage pupils in their learning.
- Through the effective use of:
 1. feedback and marking teachers will engage with pupils so that they understand how to improve their own learning
 2. peer and self-evaluation, pupils will be encouraged to understand and contribute to their targets/next step
- Further develop global and international links and perspectives within the school's curriculum focusing on French as a modern foreign language.

- Continue to evaluate, adapt and use effective tracking systems to enable appropriate intervention strategies and programmes to be implemented for individuals and groups to achieve high standards and 'narrow the gap' where identified.
- Use ICT very effectively to enhance and extend learning for all pupils.
- Further evaluate and improve outdoor learning opportunities across the school curriculum to develop children's skills in problem solving, team building, communication and cooperative skills.
- All pupil learning environments to be vibrant, inspirational and interactive.

Personal Development, Behaviour & Welfare: Ensure all stakeholders are highly positive about the behaviour and safety of pupils in school.

- Ensure all Safeguarding documentation and procedures are up to date.
- Ensure that all Health and Safety documentation and procedures are completed as appropriate.
- Evaluate the impact of extended services in promoting healthy lifestyles for all pupils.
- Continue to monitor and audit our Enhanced Healthy School status.
- Further communicate School values to all stakeholders, so that all understand their part in promoting respect, independence and creativity through their conduct, behaviour and attitude.
- Continue to refine E-safety curriculum, documentation and procedures so that stakeholders e.g. staff, parents understand how to keep pupils safe
- Ensure relevant, new staff and governors have attended appropriate training in Safer Recruitment, Safeguarding Children, Child Protection, E-safety, Outdoor Educational Visits and First Aid training

Outcomes for Pupils: Ensure all pupils achieve their academic potential taking account of pupils' attainment and their progress over time as well as that of groups of pupils including those with special educational needs and/or disabilities. Spiritual, moral, social and cultural achievement will also continue to be developed to a high standard for all pupils.

- Continue to sharpen the level of challenge so that at the end of EYFS, Year 2, 4 and 6 more pupils attain standards in Reading, Writing & Maths which are well above age related expectations and those found nationally.
- Narrow the gap between the performance of various groups of pupils in school and compared to pupils nationally, relevant to school data analysis and findings e.g. good or better progress to be attained by all pupils, irrespective of age, ability, gender or starting points by the end of Key Stage 1 and by the time they leave school at the end of Key stage 2, in reading, writing and mathematics.
- Eradicate any remaining gap in the performance of boys and girls.
- Develop further pupils' range of skills including communication, reading, writing and mathematical skills and their application across the curriculum e.g. in discrete and cross-curricular context.
- Ensure all pupils including SEN/D pupils make good or better progress relative to their starting points.

Effectiveness of Leadership & Management

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Evaluate the roles and responsibilities of the SLT: <ul style="list-style-type: none"> Deputy Headteacher, EYFS/KS1 and KS2 Team Leader; SENDCo 	SLT LS NS	LB	Embed Senior responsibilities of the Senior Leadership Team e.g. <ul style="list-style-type: none"> Monitoring & Evaluating Coaching Leadership e.g. SENDCo, Pupil Premium, SIAMs, Maths, 	Through PM Agree areas of focus September 18 Pupil Premium 1) Evaluate impact 2017-18 2) Create Pupil Premium 2018-19 SIAMs 1) Evaluate impact 2017-18 2) Create SIAMs 2018-19 Review and evaluate effectiveness of SLT Feb 18	Govs	None	To further develop capacity of SLT to fulfil and maximise staff.	Autumn-Documentation completed and added to the school website. February-Evaluated and updated role descriptors for: <ul style="list-style-type: none"> Deputy Head EYFS/KS1 Team Leader Key Stage 2 Team Leader In addition, constructed Leadership diagram to reflect responsibilities within: <ul style="list-style-type: none"> Curriculum Assessment Safeguarding SEND/Pastoral Care Professional Development IMPACT Able to identify and align all responsibilities from SLT to Middle Leadership and through to Governors.
Ensure an effective transition of SEND Leadership.	LS IL	LB	Embed systems established in previous academic year e.g. SEND Planning Team and opportunities for collaboration and delegation	Agree Meeting Structure for SEND Planning Meeting Sept 18 Evaluate and update SEND Report Sept 18 Ensure the analysis of interventions is evaluated and best practice identified. <ul style="list-style-type: none"> Nov 18 March 19 June 19 Monitor SEND and support teachers Ongoing	Govs	None	Teachers are supported to ensure all SEND responsibilities are met e.g. providing and evaluating impact for pupils	September 2018-SEND Organisation confirmed, including: <ul style="list-style-type: none"> SEND Planning Meeting- fortnightly; Updated SEND Report- uploaded on website; IMPACT SEND Organisation and communication clear 12.2.19-SEND Peer to Peer Review undertaken. IMPACT Peer to Peer Review identified SEND processes as meticulous and praised SENDCo and leadership for robust procedures. Identified: <ul style="list-style-type: none"> Ensure SEND pupils have the opportunity to develop independence skills; Ensure Governors monitor identified area of focus and are able to communicate this; Continue to transition SENDCo role with new SENDCo starting in September 2019;

		<p>Explore ways the newly appointed SENDCo (Sept 19) will contribute to the SLT and ensure consistency within SEND.</p>	<p>Newly delegated SENDCo:</p> <p>1) Begin to develop an understanding of SEND procedures within school:</p> <ul style="list-style-type: none"> Review SEND Policy- Autumn 2018 Review SEND Report-Autumn 2018 Familiarise with SEND Class Folders Autumn 2018 <p>Begin to shadow SENDCo: Spring 2019</p> <ul style="list-style-type: none"> Attend SEND Planning Meetings Attend Graduated SEND Briefing Meeting with SENDCo <p>Work collaboratively with SENDCo: Summer 2019</p> <ul style="list-style-type: none"> Begin to lead SEND Planning Meetings Begin to support class teachers with SEND issues in class alongside SENDCo e.g. meeting with parents Draft new SEND Report 2019-2020 for website Draft new SEND Policy for website 			<p>October-Performance Management undertaken and agreed structure for transition established.</p> <p>New SENDCo has attended:</p> <ul style="list-style-type: none"> 29th November-LCC SEND Processes-1 day training <p>IMPACT New SENDCo beginning to develop understanding of role.</p> <p>December-SENDCo supported HT to evaluate and develop further role descriptor for SENDCo</p> <p>IMPACT Newly appointed SENDCo will have a good understanding of the role and expectations</p> <p>22.1.19-SENDCo liaise with newly appointed SENDCo to evaluate SEND folders. Presentation to SLT to ensure SEND procedures are evident and in place. IMPACT Newly appointed SENDCo developing understanding of role.</p> <p>23.4.19-SENDCo responsibilities discussed with SLT</p> <p>1. SLT agreed to continue with SEND Planning Meetings fortnightly.</p> <p>2. SENDCo attend SLT or fulfil activities during directed time.</p> <p>IMPACT Transition between new and old SENDCO almost complete.</p> <p>6.7.19: I Lees-re-drafted SEND Policy and SEND Report in readiness for new academic year. L Sugden to confirm edits, then SLT ratify. Upload onto school website 19th July 2019. IMPACT New SENDCo appreciates processes around communicating SEND.</p> <p>New SENDCo to continue to receive support in school including:</p> <ul style="list-style-type: none"> Mentor-L Sugden Attend SENDCo National Qualification <p>IMPACT Transition of SEND responsibilities complete and ongoing.</p>
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To support the school self-evaluation by completing the necessary documentation for:SIAMS in preparation for a Church School Inspection	NS	LB	Liaise with HT and discuss procedures around adapting self-evaluation accessing information and evaluating Church School Distinctiveness:	Liaise with staff to complete various documentation: <ul style="list-style-type: none"> Review and evaluate SIAMs provision; Sept 18 Publish on website Sept 18 Attend SIAMs Twilight Oct 18 Evaluate SIAMs Evaluation Dec 18 	Govs	Supply Costs £200	To continue to ensure that Church School Distinctiveness is prominent within our school and that Barrowby CE Primary School maintains its overall 'Excellent' grading.	September 18: Evaluated SIAMs documentation and updated. Uploaded onto school website. 1.11.18 LB & NS Attended SIAMs to update knowledge. IMPACT Understand how to adapt our current SIAMs Evaluation to accommodate the change in the framework. Throughout Spring term, RE Lead liaised with HT and SLT to develop new SIAMs schedule. RE Lead attended Twilight at Ropsley school, to develop 50 word Christian Ethos. IMPACT Transition begun to evaluate school against new schedule. Ongoing work needed for the communication of the new SIAMs self-evaluation tool.
To support the school self-evaluation by completing the necessary documentation for: RE through the Quality Mark system	NS	LB	To apply for RE Quality Mark and verify quality of RE provision within the school	Complete application of RE Quality Mark and submit by Dec 18	Govs	£475.00	Verification that RE curriculum supports and develops reflective thinkers.	December 2018-NS submitted application for RE Quality Mark. IMPACT School will get a validation visit to ascertain whether or not we meet the criteria. School notified-4 th April 2019 date for validation visit. Pending School notified of change to RE Quality Mark visit-2 nd May 2019. Pending 2.5.19-Roxanne Fearne attended school and conducted RE Validation Visit. School informed on 24.5.19 of success and awarded GOLD via RE Quality Mark. IMPACT School recognised for the excellent RE curriculum and its work of N Selby as RE and Cluster Lead.
To support the school self-evaluation by completing the necessary documentation for: Artsmark Platinum	LJW	LB	Subject Leader to review criteria for Gold Artsmark and advise HT of actions needed. HT incorporate in to SDP 2017-2018. (Preparation for Artsmark)	Review Arts Summary 2017-18 Sept 18 Liaise with HT to: <ul style="list-style-type: none"> draft and publish Arts Summary 2018-19 Sept 18 Evaluate Arts provision and update Summary: 	Govs	Costs TBD	To further promote and recognise quality of Arts provision.	8.10.18: LJW attended Artsmark Case Study Conference. During Autumn 2-Liaised with HT to ensure Case Study complies with Artsmark Criteria. IMPACT Able to evaluate school provision and re-apply for Artsmark Validation (Gold or Platinum) 7.2.19-School notified of successful award: Artsmark Gold. IMPACT School identified as an Artsmark school providing broader opportunities within the arts for pupils to benefit from.

				<p>Sept 18; Jan 19 & Mar 19</p> <ol style="list-style-type: none"> 1. Attend Case Study Development Course 8th October 18 2. Submit Artsmark Application Dec 1 3. Facilitate Validation Visit TBC 				<p>24.5.19-After successful award of Gold Mark, LJW applied for Artsmark Ambassador position. LJW has been successful in gaining the position of Artsmark Ambassador. IMPACT Continue to allow the school to develop its Arts Provision e.g. supporting schools to develop Arts provision e.g.</p> <ol style="list-style-type: none"> 1. LJW has been approached by the Prep School to support its application to Artsmark 2. LJW continues to organise the Arts Cluster, to broaden out support for the arts. <p>In doing so, enables Barrowby to strengthen its offer to the arts and ove towards gaining Platinum, 2020-2021.</p>
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Quality of Teaching, Learning & Assessment

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Ensure teachers' high expectations are reflected through curriculum planning and extend pupils' prior knowledge, skills and understanding to consistently challenge all groups e.g. vulnerable, gifted, boys, girls etc so that all pupils reach their potential	All Teachers	LS	Embed the changes made to the organisation of the curriculum, in Key Stage 2	<p>Develop further use of MTP in Science, RE and PE supported by Subject Leaders:</p> <ul style="list-style-type: none"> • Dec 18 • Mar 19 • May 19 <p>Shared Topics to be reflected through bespoke Schemes of Work developed by:</p> <ul style="list-style-type: none"> • R, Y1/2 • Y3/4 • Y5/6 <p>within all foundation subjects and monitored by Subject Leaders.</p>	LB	N/A	<p>Reduced workload to enable teachers to skilfully use time to better support/promote pupil attainment in all areas of the curriculum.</p> <p>Pupils experience a higher quality learning experience which promotes better standards.</p>	<p>INSET 3rd September 2018: Focus on changes to KS2 Curriculum and assessment, refresh teachers. IMPACT A comprehensive system reflecting KS1 practice.</p> <p>December-Through Teacher Meetings, teachers have been given time to develop the Spring Term Planning documentation including: Thematic Plans, Termly Plans and MTP for all subject areas. IMPACT A comprehensive approach to delivering the school curriculum, matched closely to the school's newly developed skills progressions.</p> <p>Jan 19-Spring Term MTP and Thematic plans completed. Thematic Plans uploaded to school website for parents. IMPACT School continues to ensure planning is creative, broad and balanced.</p> <p>February 2019-Subject Leaders in receipt of directed time to develop schemes of work:</p> <ul style="list-style-type: none"> • Science-support in teaching scientific enquiry skills, linked to Skills Progression; • RE-support in teaching the Lincs. Agreed Syllabus and using the Understanding Christianity resource; • Computing-support in teaching Programming and Control <p>IMPACT Subject Leaders devise SoW to ensure T&L standards match the NC and assessment requirements.</p> <p>April-Summer Term MTP and Thematic plans completed. Thematic Plans uploaded to school website for parents. IMPACT School continues to ensure</p>

								<p>planning is creative, broad and balanced.</p> <p>W/B 20th May 2019-SLT discussed the organisation of the Long and Medium term Planning.</p> <p>IMPACT Ensure planning is robust and avoids repetition of intention.</p> <p>July 2019: SLT evaluated the effectiveness of the school's planning e.g. Long Term Plans through to MTP. Ongoing.</p>
	ST TS	LS	<p>Embed recent revisions to the teaching and learning of Science so that pupils develop further skills within scientific enquiry.</p>	<p>Deliver Science Training 3rd October 2018</p> <p>INSET covering developments within:</p> <ul style="list-style-type: none"> • Knowledge • Scientific Enquiry • Use of assessment <p>Subject Lead to monitor:</p> <ul style="list-style-type: none"> • Use of initial assessment; • AF referencing; • Use of language; • Scientific enquiry 	Govs	N/A	<p>Pupils are able to apply their scientific knowledge and use of language to a variety of contexts, including scientific enquiry</p>	<p>3rd September 2018: Subject Leads deliver training covering:</p> <ul style="list-style-type: none"> • Change of emphasis of knowledge and enquiry • Assessment updates <p>Subject Leads use Subject Development time to:</p> <ul style="list-style-type: none"> • 26th Sept: Scheme of Work Scrutiny-feedback to teachers <p>IMPACT Ensure changes to Schemes of Work/Planning are consistent across the school.</p> <p>Monitoring Activities include:</p> <ul style="list-style-type: none"> • 26.9.18-Supported- Schemes of Work Scrutiny linked to converge and assessment • 7.11.18-Supported-Work Scrutiny linked to use of vocabulary and consistency and frequency of Science lessons; • 31.1.19-Independent- Assessment outcomes, consistency of planning, use of vocabulary and scientific enquiry outcomes <p>IMPACT Subject Leaders able to support teachers to ensure standards match school expectation.</p> <p>24.5.19-Science Lead articulated the Subject Aims, to shared with school staff.</p> <p>IMPACT To ensure Science leads understand the purpose of Science Teaching in school.</p>

	Assessment							
	JW	LB	Review assessment of Maths	1) Review formative assessment grid to move towards NC Dec 18 2) Create single standard forms May 19 3) Discuss and agree usage Jun 19	Govs	N/A	To ensure staff are supported to gather effective data which is accurate and can be used to track/explain pupil progress accurately	February-Maths Subject Leader liaised with HT to evaluate Arithmetic assessment and modify Cohort Tracker to ensure teachers are able to track standards in Arithmetic. IMPACT SLT and Teachers are able to analyse effectiveness and pupil outcomes in both arithmetic and reasoning.
Embed assessment opportunities in Maths, Science and PE as well as refining assessment in Foundation subjects.	NS TS ST	LS	Embed assessment opportunities in Science, RE and PE	1) Refresh staff knowledge and assessment expectation 3rd Sept 18 INSET 2) Monitor use of initial and end of unit assessments, through Work Scrutiny: • Oct 18 • Feb 19 • May 19	Govs	N/A		3 rd September 2018-Teachers supported to develop further their understanding of Science, RE and PE Assessment. IMPACT Teachers able to assess pupil's progress and track across the school. February-Through SLT meetings Subject Leaders have discussed assessment criteria and focus for: • Art-sketch book • Geography-fieldwork • Music-composition Disseminated to teachers through Teaching Meeting and DHT devised Foundation Subject Assessment Schedule to communicate assessment opportunities across the school.
Continue to evaluate, adapt and use effective tracking systems to enable appropriate intervention strategies and programmes to be implemented for individuals and groups to achieve high standards and 'narrow the gap' where identified.	LS LS	LB	Develop further the assessment opportunities in the foundation subjects.	Through Training develop further teacher understanding of the Skills Progression Document: 1) Disseminate Document July 18 2) Refresh expectations Sept 18 3) Teacher Meetings support teachers to implement assessment	Govs	N/A	Ensure assessment opportunities are provided to track pupil achievement	Jan 19-Deputy Head developed Foundation Subject Assessment Schedule and supported teachers to identify assessment opportunities for: • 16.1.19-History • 23.1.19-Art IMPACT Teachers are able to plan to assess individual pupil achievements. Throughout Spring term, various Subject Leaders attended SLT meetings to discuss assessment within their own subject e.g. • Music • Computing • Geography

				opportunities Ongoing				IMPACT Assessment opportunities communicated with the teaching staff and implemented.
	LB	Govs		Evaluate and refine Pupil Progress & Standards Meetings to evaluate and measure progress in: <u>Autumn 18</u> <ul style="list-style-type: none"> • Reading • Writing • Spelling, Punctuation & Grammar • Mathematics <u>From Spring 19 include:</u> <ul style="list-style-type: none"> • Science • RE • PE <u>From Summer 19 include:</u> <ul style="list-style-type: none"> • All other subjects 	Govs	N/A		Jan 19-Pupil Progress Meetings developed to include the analysis of Science, RE and PE outcomes. IMPACT Teachers have a good understanding of pupil outcomes in these areas. HT incorporate outcomes for Science, RE and PE into Governor Data Shot. IMPACT Governors begin to develop an understanding of Pupil Outcomes in these areas. February 2019-Subject Leaders in Science, RE and PE required to complete a Data Analysis. IMPACT Leaders beginning to develop an understanding of standards in Foundation Subjects and able to direct attention to particular identified areas.

Personal Development, Behaviour & Welfare

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Ensure all Safeguarding documentation and procedures are up to date.	LB	Govs	1) Review Safeguarding and Child Protection Policy. 2) Upload onto school website. 3) Produce Annual Safeguarding Report and disseminate to Governors. 4) Disseminate SCP Policy to staff and governors. 5) Deliver Safeguarding refresher to staff.	Sept 18 Sept 18 Sept 18 INSET 29th October 2018 Staff Refreshers: 1) Managing Pupil Disclosures 3rd October 2018 2) Safer Working Practices 29th October 2018 3) Positive Handling Training 23rd July 2019	Govs	None	Ensure all stakeholders understand processes for Safeguarding members of the school community	Through Autumn Term: • Safeguarding & CP Policy ratified by governors, uploaded to website and disseminated to staff; • Annual Safeguarding Report completed and ratified by Governors; • Safeguarding Refreshers delivered 3.9.18 and 29.10.18 for all staff covering aspects of safeguarding. IMPACT Members of staff understand their role in Keeping Children Safe. Through Autumn term, school develops a 'Safeguarding Panel' which photographs of Safeguarding Team-so any visitor to school can identify Safeguarding Team. Also, introduced photographic lanyards for staff. IMPACT Provides clarity for visitors and ensures all adults on site are appropriate.
	LB	Govs	Ensure school website is up to date and inclusive of Child Protection & Safeguarding Information	Oct 18				December- School Website has been evaluated and all up to date
	SC (CoG)	LB	Embed Safeguarding monitoring process to ensure Governors continue to hold the school to account, including:	1) Independent checks of the SCR • Sept 18 • Jan 18 • Mar 18 2) Independent checks of Safer Recruitment Practices Ongoing	Govs	N/A		Throughout Autumn term, HT has liaised with CoG to refine and develop further Safeguarding Monitoring activities. Activities have included reviews of: • SCR • Safer Recruitment Requirements • Staff information IMPACT School is compliant with Safeguarding expectations and processes

								<p>Through Spring Term: CoG and HT meet fortnightly to:</p> <ul style="list-style-type: none"> Update on school issues Safeguarding checks: SCR Safer Recruitment Checks <p>IMPACT School systems are robust. CoG independently challenging HT and ensuring school is compliant. As a result, reviewed and refined processes further.</p>
<p>Ensure relevant, new staff and governors have attended appropriate training in:</p> <ul style="list-style-type: none"> Safer Recruitment, Safeguarding Children, Child Protection, E-safety, Outdoor Educational Visits First Aid training Food Hygiene 	<p>LW</p> <p>LB</p> <p>AM</p>	Govs	<p>Review 5 year pathway and devise CPD opportunities according to need:</p> <ol style="list-style-type: none"> 1) Safer Recruitment completed by: S Cooley, A Midgley, L Waller & L Batey 2) Review EVC processes in line with GDPR expectations. 	<p>Sept 18</p> <p>Courses complete and certificates obtained</p> <p>Sept 18</p> <p>Oct 18</p>	Govs	N/A		<p>Sept 18-5 Year Pathway evaluated and identified CPD communicated to various staff groups.</p> <p>Safer Recruitment Qualifications/courses completed by relevant and identified members of staff.</p> <p>Throughout Autumn term, Senior Administrator has reviewed processes and adapted to be GDPR compliant. IMPACT School is GDPR Compliant.</p> <p>Through Spring term, Senior Administrator and HT evaluated effectiveness of Staff folders. IMPACT Staff folders subject to Safer Recruitment checks by CoG</p>
<p>Continue to support DH to fulfil role of Deputy DSCPO</p>	LB	Govs	<p>Deliver Annual Safeguarding Training to staff and governors to include:</p> <ul style="list-style-type: none"> Disseminate CP&S Policy Refresh KCSIE needs 18 Review of Legislation Child Protection Signs of Abuse Reporting a Disclosure Domestic Abuse Safer Working Practice 	<p>Annual Safeguarding Training</p> <ul style="list-style-type: none"> 3rd Sept 2018 29th Oct 2018 <p>Attend Safeguarding Briefing Meetings</p> <ul style="list-style-type: none"> Date TBC Date TBC 	Govs		<p>All staff updated with current guidance and legislation re: Safeguarding and Safer Recruitment Practices</p>	<p>3.9.18-updated staff knowledge regarding:</p> <ul style="list-style-type: none"> Disseminate CP&S Policy Refresh KCSIE needs 18 Review of Legislation Child Protection <p>29.10.18-updated staff knowledge regarding:</p> <ul style="list-style-type: none"> Reporting a Disclosure Domestic Abuse Safer Working Practice <p>Teachers refresh and complete e-learning:</p> <ul style="list-style-type: none"> Introduction to Safeguarding Children Abuse and Neglect Foundation <p>IMPACT Safeguarding continues to be a high priority and staff understand their role.</p>

	LS	LB	Attend 2 Day face to face Interagency Training Day to update knowledge re: procedures supporting and delivering EHA and TAC	22.5.19-23.5.19 Popular Farm	Govs	None	To build capacity within the school team (succession planning)	2 day face to face training has been provisionally booked: 20 th and 21 st March 2019 22.5.19-23.5.19-LB attended 2 day Multi Agency Training event IMPACT Validated LB's understanding of: 1. Early Help 2. Team Around the Child 3. Child In Need, and 4. Child Protection Processes IMPACT DSLcomplies with 5 Year Training Pathway. Update school systems to better support safeguarding procedures and decisions: 1. Update contacts to Glossary of services in Additional Needs Log 2. Add courses etc to Professional Development Log
	All Teacher	Govs	Complete E-Learning course:	All teachers expected to complete: 1) Introduction to safeguarding children Ongoing 2) Abuse & Neglect Foundation Ongoing	Govs	None	Compliant with current legislation	Autumn 2018-e-learning requirement communicated through Performance Management and set.
	TAs	LB	Ensure relevant members of staff have completed Emergency First Aid Training to ensure school is compliant	DK, VM, SC, AB, JR & JS Emergency First Aid Nov 18	LB	Cost TBD	Ensure school is compliant with regards to First Aid	Training booked-5 th December 2018 for all members of staff. 5 th December-Emergency First Aid Training completed. IMPACT Relevant members of staff received update training.
	Dinner Supervisors	LB	Ensure relevant members of staff have completed Health and Hygiene-Food Preparation Training to ensure school is compliant	All Dinner Supervisors 22 nd July 19	LB	Cost TBD	Ensure school is compliant with regards to Food Hygiene	

Evaluate the impact of extended services in promoting healthy lifestyles for all pupils.	LB	Govs	Explore the practicalities of establishing a 'Before School Breakfast Club.'	<p>Discuss implications with Governors Dec 18</p> <p>Engage parents in their views and needs of an agreed service Jan 19</p> <p>Deliver an information Workshop to parents exploring need for a 'Before School Breakfast Club.' Jan 19</p> <p>Draft and present to Governors the proposed plan and gain agreement. Mar 19</p> <p>Recruit staff and start provision. April 19</p>			<p>December-Conducted a parental survey to gauge interest in Wrap Around Care. Survey completed and evaluated, shared with INSPIRE+. IMPACT Ascertained there is sufficient interest in the potential provision.</p> <p>16.1.19-HT and Senior Administrator met with V Brittain (Inspire+) to review results from survey. IMPACT HT has agreed to move forward and liaise with LCC to begin the formal process of tendering. Meeting scheduled for 25.1.19 to discuss options.</p> <p>24.1.19-LB and AM met with Sam Waite LCC Early Years and Child Care to ascertain next steps. IMPACT SW attend next FGB meeting to inform Governors so Governors have an understanding of implications.</p> <p>Governors decided to explore a school Governance Breakfast Club, rather than a 3rd party service, at this stage.</p> <p>During the Summer term, LB and AM explored a number of factors to articulate the school's provision:</p> <ol style="list-style-type: none"> 1. Particular roles descriptions; 2. Advertised positions internally to school staff; 3. Surveyed parents regarding changes to proposed provision; 4. Costed provision, including staff, food, services; 5. Compiled Report for FRP Committee. <p>21.5.19-FRP Committee met and reviewed the 'Breakfast Club Report For Governors Summer 2019'. See FRP Minutes.</p> <p>21.5.19-FGB agreed to support School Governance Breakfast Club. IMPACT LB to progress to interview stage of potential staff and begin to create policy which will inform and guide provision of Breakfast Club.</p>
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Outcomes for Pupils

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
Develop further pupils' range of skills including communication, reading, writing and mathematical skills and their application across the curriculum e.g. in discrete and cross-curricular context.	Refine Assessment Procedures							
	All staff	SLT	Continue to promote and achieve outcomes higher than LA and national counterparts, consistently through EYFS, KS1 and KS2	<p>Teachers laise and attend various monitoring and evaluation activities, both internally and externally provided.</p> <p>Ongoing</p> <p>Through Pupil Progress and Standards Meetings, explore attainment/progress of pupils identifying:</p> <ul style="list-style-type: none"> • Strengths • Areas for development • Vulnerable groups and appropriate interventions • Review impact of support and identify next steps • July 18 • Nov 18 • Jan 19 • Mar 19 • Jun 19 	Govs	N/A	<p>Standards of attainment:</p> <p>EYFS-GLD 85%</p> <p>Phonics Screener Standards-85%</p> <p>KS1 RWM Standards-85%</p> <p>KS2 RWM Standards-85%</p>	<p>13th November-Newly appointed Y6 teacher attend LCC Moderation event</p> <p>21st November-All Teachers attended GRACE Schools Moderation-Reading focus</p> <p>27th November-Y6 Teacher attend Moderation Workshop</p> <p>19th December-Y6 Teacher attend internal Writing Moderation</p> <p>IMPACT Members of staff have the opportunity to discuss standards, moderate and agree against frameworks, thus developing confidence in the accuracy of pupil outcomes.</p> <p>Jan 19-Pupil Progress and Standards Meetings undertaken to review outcomes for all pupils in English, Maths, Science, Re and PE. IMPACT Teachers understand pupil outcomes and how they can better support individuals so that all pupils achieve their potential.</p> <p>Feb 19-Autumn 2 Data Shot communicated to Governors:</p> <ul style="list-style-type: none"> • CS Committee • FGB-HT Report <p>IMPACT SLT identified areas of focus and support implemented e.g.</p> <ul style="list-style-type: none"> • Coaching & Mentoring • Spelling Support • Moderation opportunities for Writing <p>IMPACT Teachers are supported so standards improve, in line with school expectation</p>

Effectiveness of the early years provision: the quality and standards

Development Priorities	Staff	Account to	Task/Training/ Resources	Timeline/ Milestones	In year	Financial Impact	Success Criteria Impact	Evaluation
	NS	LS	To further develop the use of the Outdoor classroom to enhance Mark making provision to ensure consistency of GLD in Writing.	<p>To review resources and opportunity for Mark making development in the Outdoor Classroom Oct 18</p> <p>Identify resources which would strengthen this key area and requisition Nov 18</p> <p>Liaise with colleagues to ensure resources are maximised with TA support Dec 18</p> <p>Monitor, observe and evaluate TA practice Ongoing</p>	Govs	£300	Ensure all children are supported to achieve their potential.	Sept/Oct 18-EYFS Teachers identify resources to supplement outdoor classroom. Requisitioned resources.
	SB		Provide a greater array of physical development opportunities to help pupils refine their gross and fine motor skills.	<p>PE lead to attend Balance Bike training Sep 18</p> <p>PE lead to provide Balance bike sessions for all children further developing the gross motor skills. Spring 18</p>			Support children to develop further their fine and gross motor skills so that more pupils can achieve GLD	PE Lead attended Balance Bike Training-25.9.18-disseminated information to EYFS staff during 29.10.18 INSET. IMPACT Staff understand how to use the resource.

				<p>EYFS practitioners to use strategies such as squiggle whilst you wriggle to develop gross motor skills. Ongoing</p> <p>EYFS practitioners to provide child initiated opportunities linked directly to developing fine motor skills, such as tweezing, pegging, manipulating (playdough), etc. Ongoing</p>				
	NS	LB	To better understand the impact of Development Language Disorder and language delays; exploring strategies to support identified children	<p>To deliver training about DLD to all staff. Available inset</p> <p>To deploy strategies to support children with DLD within the classroom setting. Ongoing</p> <p>To buy resources to support language development in school, e.g. Word Aware. Dec 18</p>	Govs			
