



# Barrowby Church of England Primary School

## School Development Plan 2017-2020

Year 1: 2017-2018-6<sup>th</sup> Edition: July-September 2018-Next Steps

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



Year 6 Church School Festival, Lincoln Cathedral-May 2017

### Key

1<sup>st</sup> Edition  
2<sup>nd</sup> Edition

4<sup>th</sup> Edition  
3<sup>rd</sup> Edition

5<sup>th</sup> Edition  
6<sup>th</sup> Edition

Next Steps

## Barrowby Church of England Primary School

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## Barrowby Church of England Primary School School Development Plan

### Headteacher's Personal Statement

As I begin the start of my sixth year of headship, I look back on all that we have achieved, this academic year. We have continued to evaluate our provision and implement a whole range of government led initiatives, including, embedding the national curriculum-available to Year 1-6, refining the learning opportunities available to our pupils e.g. Reading and Mathematics in Key Stage 2, amending our assessment procedures so that we can continue to assess the progress and attainment of our children against the new standards, facilitating the new Key Stage Statutory Assessment Tests (SATs); managing the planned school building works as well as striving to provide a school which enables all pupils, irrespective of ability, disability or gender, to achieve their potential.

Despite this, I continue to be energised and enthused by all that we do, at Barrowby CE Primary School and look forward to implementing the next phase of development, within our school.

As a school, our popularity continues, with 90 applications for our Reception class (43 first place preferences). In September, we welcomed 35 pupils and their families. This endorses our popularity, as a school within this area, with parents choosing Barrowby CE Primary School. From September 2017, we will have 257 pupils on roll, at our school and introduced a 2<sup>nd</sup> Year 3 class, as the 'bulge' cohort moves through the school.

We continue to strive for excellence in all that we do, resulting in our pupils continued excellence in their achievement, attainment and progress in all phases of education, confirmed by our latest [Ofsted 2011](#) and our [Diocesan Inspection 2016](#), a recent visit from a Diocesan Support Advisor and latest [school results](#).

The school premises continue to be very well maintained, with support from the Prince's Trust and provides excellent accommodation and resources for our pupils, staff and parents including: a newly refurbished school library; the creation of a brand new classroom, staffroom, meeting room and new office spaces; newly refurbished toilets for both infants and adults and refurbished cloakrooms; as well as a newly created secure entrance, our school foyer.

This academic year, we have continued to evaluate, update and reorganise our school website so that it continues to serve our ever growing school community.

Recent additions include, the publication of the [School Development Plan](#); and the school's [Self Evaluation](#) documentation including the school's evaluation of its [Church School Distinctiveness](#) and the resulting [Diocesan Inspection](#) which saw our school awarded 'outstanding' in November 2016. For parents of pupils in Year 5 we continued to signpost [11+ Information](#), and [Starting at Barrowby](#) was introduced for new parents with children starting school in September. We continued to reorganise information available to parents via [Parental Workshops](#) as well as update information for [Curriculum Support](#).

In addition, we have continued to develop further communications. This year, we successfully integrated the use of the Parent's Evening and Surveys and Permissions functions, via ParentmailPMX as well as the use of the electronic Learning Journal-Tapestry; thus streamlining further home-school communications. This commitment will continue, as we look to embed many of these features so that our parents continue to benefit from effective home-school communication.

Through the dedication and commitment to our school, demonstrated by all staff and pupils alike, we have successfully renewed the Basic Skills Mark award for the 4<sup>th</sup> consecutive time; been recognised as an 'Arts Flagship' by Lincolnshire County Council which recognises the commitment we have for our arts provision; been awarded the Gold School Sports Game Mark for a 2<sup>nd</sup> consecutive year, as well as being shortlisted, from all Lincolnshire schools, for the 'Active Primary School of the Year Award' confirming the school's strive to ensure excellence within all PE/Sport and healthy living choices.

We continue to be fully committed to extending services to further serve the needs of our pupils, parents and communities: expanding further the number of extra curricular opportunities available both in school and [signposting further opportunities](#), as well as developing further children's 'hands on' experiences through themed days and [exciting educational school visitors and visits](#).

We have continued to engage our parents within a range of topics and issues. Good responses to surveys and questionnaires continue to provide valuable information in terms of the needs of children and their families within the community, which can be viewed by [CLICKING HERE](#).

This continues to be an exciting time, for Barrowby Church Of England Primary School, as we review our priorities to date and plan to embed further the national agendas, the continued evaluation of impact of the Pupil Premium 2016-2017 and the planned strategic use of the Pupil Premium 2017-20178 to help 'narrow the gap' for individuals, the use of the [Sports Premium](#) to further build and sustain sport capacity and the monitoring and evaluation of arts, through our [Arts Summary](#) providing a high quality education for all. All of these priorities and developments for our school improvement continue to be underpinned by our school's strive to ensure high quality Professional Development, and our continued and developed collaboration with other schools, networks and communities.

I look forward to working with you as we continue our journey at Barrowby CE Primary School.

Len Batey- Headteacher

## 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, 2 parallel Year 3 classes and a further three Key Stage 2 classes, Years 4-6. 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 admits 34 pupils, for September 2017; resulting in 257 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 Y3) 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.

## Mission Statement

*It is Barrowby CE Primary School's intention to provide a very stimulating and challenging learning environment.*

*We believe that our holistic approach to developing children academically and personally, provides every opportunity for each pupil to achieve his or her potential.*

*High quality learning experiences based on individual needs enable every child to feel valued and to be and do their best. We believe that we are distinctive in seeking excellence through our creative, interactive and exciting curriculum, within our very caring Christian Community.*

Raising standards and ensuring the highest quality of education for all, in all areas and aspects of learning, are at the forefront of this School Development Plan (SDP). The 'No Child Left Behind' and 'Narrowing the Gap' agendas are at the heart of the SDP and the staff and governors are fully committed to all aspects of them.

This plan is a working document for teaching and support staff, governors, parents and children who play a vital role as the major stakeholders. The SDP will be monitored regularly by the Senior Leadership Team, staff and governors.



*Reception children chopping fruit for a fruit salad - September 2017*



## Vision, Aspirations, Aims, and Values

### 1. Ethos

As a community, we promote a caring, friendly atmosphere of mutual respect and co-operation, within our Christian foundation, and based on Christian values. We encourage honesty, understanding, tolerance, sensitivity, perseverance, independence and autonomy, and set high standards of behaviour, and good manners.

We value the strengths and experiences of individuals, and aim to provide positive and rewarding experiences, and equal opportunity for all children, irrespective of age, gender, race, culture, religion, ability or disability.

We aim to provide the highest standards of education for our pupils, and have high expectations in all respects. We encourage creativity, self-confidence, enterprise and an excitement in learning, and support children in fulfilling their potential. We celebrate their achievements and encourage and challenge our children to learn from a broad based, relevant and stimulating curriculum, through the Foundation Stage, the National Curriculum and extended school activities.

We encourage children to take an active part in the learning process and to become independent learners, within a learning environment in which children can foster pride in their own achievements, and those of others, and to appreciate the wider world.

Our overarching aim is to support children in coming to terms with the world in which they live; socially, intellectually, emotionally, physically, morally and spiritually. We achieve this by valuing children as caring members of society, and by their involvement in, and contribution to, the daily life of the school and the wider community. We prepare children well for a fulfilling role in society, and believe that the partnership between home and school is central to enabling them to make a positive contribution to our local, and the wider community.

## 2. Core Values

### CREATIVITY



### RESPECT



### INDEPENDENCE



- C1** We respect our children's individuality, encourage creativity and support every child to make the most of their abilities.
- C2** We want our pupils to leave our school as a well educated, self confident and caring member of society.
- C3** We promote equality of opportunity for all, irrespective of gender, race, creed, ability or disability.

"CRI with an I and not with a Y"



*Our choir for the 'Concert for Alice' - Summer 2017*



### 3. School Aims

- A1** For all pupils to achieve the highest possible standards and good or better progression in their learning.
- A2** To provide our pupils with highly effective teaching and a creative curriculum, which meets their needs and the requirements of the National Curriculum and the Foundation Stage Curriculum.
- A3** For all pupils to develop spiritually, morally, and socially, with an understanding of cultural diversity, within the context of our Church School.
- A4** To achieve a very high standard of individual care in all our relationships, within a well disciplined, secure and supportive environment in which all feel happy and valued.
- A5** To plan for and use the school's available resources as efficiently as possible.

### 4. Arts Vision

At Barrowby CE Primary School, we are committed to encouraging all our pupils to lead creative lives. This is achieved through an extensive program of activities, available both within and outside of our curriculum and within the wider community which enable our children to:

- foster a love of arts,
- develop specific creative skills as well as
- teaching them about the importance of cooperation and team-work.

Our aim is to continually strive to ensure that our Arts provision provides a range of stimulating experiences which enrich our pupils' lives, covering: Performance Arts: Music, Drama & Dance; Visual Arts & Digital Media. Please see our [Arts Summary](#) to find out more.

### 5. Sport Vision

Our aim is to create an excitement and energy around PE and Sport, building capacity within the school; inspired by the legacy of London 2012 and Rio 2016; developing further pupil participation for both boys and girls, in a range of sporting activities. Please see our [Sports' Premium Report](#).

At Barrowby CE Primary School, we are committed to encouraging our pupils to lead healthy and active lives. This is achieved through an extensive program of activities, available both within and outside of our curriculum and within the wider community which enable our children to:

- enjoy and develop positive attitudes to Physical Education and sport;
- improve fitness, health and well-being;
- be physically active for sustained periods of time;
- understand about the importance of fair play, cooperation and team-work as life-long skills;
- allow each child to fulfil their potential.

## School Curriculum and Supplementary Information

The school curriculum is planned and organised to meet the requirements of the National Curriculum and the school's curriculum policies and schemes of work, as well as Lincolnshire County Council education policies.

Our School Curriculum is designed to provide an exciting and challenging learning environment. If you visit our school you will find children and adults who work hard and you will see children having lots of fun enjoying a wide range of learning opportunities in an interactive, ICT rich environment across all curriculum areas.

For all Primary School children the curriculum is organised into three Key Stages:

- **Foundation Stage Curriculum** for 3-5 year olds (Reception Year at Barrowby School; children aged from 4 years).
- **National Curriculum at Key Stage 1** for 5-7 year olds (Year Groups 1 and 2).
- **National Curriculum at Key Stage 2** for 7-11 year olds (Year Groups 3, 4, 5 and 6).

For each subject, and for each key stage, programmes of study set out what pupils should be taught. Within each subject there are attainment targets which set out expected standards of pupils' achievements.

At Key Stage 1 and Key Stage 2 the National Curriculum consists of a range of subjects for children aged 5 -11. These subject areas, which may be taught within topics, are English, Mathematics, Science, Computing, History, Geography, Art, Music and Physical Education. Religious Education forms an important part of our curriculum with Personal, Social and Health Education (PSHE) and Citizenship. These areas are particularly recognised in our curriculum, to help our pupils to lead confident, healthy and independent lives, and to become responsible citizens.

## English

Our aim is that all pupils will become fluent readers and creative writers who can reason and articulate choices and preferences about the use of English. Children are encouraged to embed and apply their understanding of both spoken and written language across the curriculum, through a wide range of activities developing: a love for reading and an understanding of grammatical features which can then be applied to their work

### Reading Scheme

Our core reading scheme, the Oxford Reading Tree, is supplemented by a selection of books from other commercial schemes and also a range of good quality paper backs and hard backed books. This gives children the opportunity to develop their reading skills with texts which have appropriate vocabulary and sentence structure. Children also have access to a wide range of reading material with varying levels of difficulty, which they will be encouraged to read for pleasure and for information. Books have been graded and colour coded to facilitate selection of appropriate material. At all stages children will be given advice about the books they should choose to read. Children should be given and encouraged to read books with 95% accuracy.

### Phonics

Throughout Reception, Year 1 and 2, children learn their Letters and Sounds (synthetic phonics). They progress through phases 2- 6 in this time. Children are taught in ability groups and phonics teaching is fast paced. Children are introduced to new phonemes and graphemes on a daily basis and their weekly spellings are linked to their Letters and Sounds work.

In their Reception Year, children generally work within Phase 2. In this phase, children experience a wealth of listening activities, including songs, stories and rhymes. They are taught to distinguish between speech sounds and begin to blend and segment words orally. In addition, they will learn to recognise spoken words that rhyme and provide a string of rhyming words. Phase 2 teaches at least 19 letters, and moves children on from oral blending and segmentation to blending and segmenting with letters.

When appropriate, children progress to Phase 3 during their Reception year. Children build on Phase 2 and begin to blend phonemes to read VC (vowel, consonant) words and segment to spell. While many children will be able to read and spell CVC (consonant, vowel, consonant) words, they all should be able to blend and segment CVC words orally. Furthermore, they will learn another 25 graphemes, most of them comprising two letters (e.g. oa), known as digraphs. They learn letter names during this phase, to read some more tricky words and also begin to learn to spell them.

When children move to Year 1, they generally begin Phase Four, where children learn to represent each of the 42 phonemes with a grapheme, and blend phonemes to read CVC words and segment them for spelling.

Once they are ready, while in Year 1, children begin to work at Phase Five: children read and spell words containing adjacent consonants and some polysyllabic words. The purpose of this phase is to broaden children's knowledge of graphemes and phonemes for use in reading and spelling. In addition, children learn new graphemes and alternative pronunciations for these and the ones they already know, where relevant.

## Spelling, Punctuation & Grammar

Our aim is that all children will be encouraged to explore a wide range of vocabulary; developing a deeper understanding and more accurate and precise use of spelling, within their written work, as well as learn how to use correct grammatical forms so that they can convey their thoughts in a creative yet purposeful manner, for example, consciously varying sentence structure and word choices for effect.

At the end of Key Stage 1 (although cancelled in 2016) and Key Stage 2, children will be expected to sit the Grammar, Punctuation and Spelling test, which aims to test English skills in four key areas:

- Grammar
- Punctuation
- Spelling and
- Vocabulary

The aim is to ensure that primary schools will once again place a strong focus on the teaching of key writing techniques and ensure that children leave primary school confident in these skills.

## Spelling

In order to strengthen spelling skills, teachers will need to focus on teaching spelling patterns and rules, as well as teaching the spellings of key words which do not necessarily follow a pattern-these spelling lists for year 3 & 4 and year 5 & 6 can be found in the appendix of new curriculum.

## Punctuation and Grammar

As well as spelling, the curriculum highlights the importance of developing grammatical accuracy. It is important that children learn the correct grammatical terms in English and that these terms are integrated within teaching. This will allow children to write and speak with confidence.

## Vocabulary

In the new curriculum, there is a strong emphasis on vocabulary development.

"Pupils acquisition and command of vocabulary are key to their learning and progress across the whole curriculum". (National Curriculum, 2014)

We should therefore aim to broaden the children's vocabulary by teaching and modelling a wide vocabulary, thus ensuring that the children increase their own store of words and understand the meaning of them.

As a school, we continue to set high standards for our children so that they can continue to achieve highly within this area of English.

## Writing

Through high quality teaching our children will learn how to speak clearly, articulating their thoughts and points of view with clarity whilst also thinking about the listener and develop as creative and skilled writers. Children will be encouraged to develop a handwriting style which is legible and joined.



*Year 3 visit to a Hindu Temple and the Golden Mile in Leicester June 2017*

## Mathematics

Our aim is to ensure Mathematics is engaging and purposeful and that all our pupils become confident, resilient mathematicians. Children are encouraged to embed and apply their mathematical thinking across the curriculum, through purposeful, real-life problem solving activities; developing as proficient mental mathematicians who can recall a range of number related facts quickly, with confidence and accuracy.

At the end of Key Stage 1 and Key Stage 2, children will be expected to sit the Mathematics test, which aims to test Mathematical skills in three key areas:

- Arithmetic Proficiency
- Reason Mathematically
- Solve problems

When children enter Reception, Mathematics is taught through a mixture of adult-led and purposeful child-initiated activities which enable children to apply their mathematical skills through carefully planned activities, with high quality interaction from adults: scaffolding and questioning understanding, which encourages children to explore mathematical concepts in a safe and nurturing environment.

Through creative-'hands-on', practical activities, both indoors and outdoors, children develop a fundamental understanding of Mathematics, which provides the strong foundations needed for Mathematical proficiency.

By the end of the Foundation Stage children are expected to achieve the Early Learning Goals for Maths which state:

- Mathematics: Numbers  
Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
- Mathematics: Shape, Space and Measures  
Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.



When children enter Key Stage 1, they continue to build on the early Mathematical principles they have been taught in the Foundation Stage so that they become increasingly fluent and confident with the fundamentals of Mathematics.

Throughout Year 1 and 2, Mathematics is taught in a creative and purposeful way so that children become familiar with mathematical procedures and associated language which can then be applied, across the curriculum, to a range of practical and real life problems.

When children enter Key Stage 2, they continue to develop efficient, varied and fluent strategies to a variety of mental and written Mathematics.

Within daily Maths sessions, children participate in a range of mental and oral starter activities; so they can build upon and extend their mental proficiency further, as well as develop their use of note taking, to support working mentally.

They are taught formal written procedural methods for all four operations and are expected to apply these, within various contexts, including real life problems; accessing materials and resources to support their independence and mathematical fluency.

As children progress through Key Stage 2, they are encouraged to build up mathematical resilience, over time, so they can complete sophisticated problems and understand how to 'break' these down into a series of simpler steps; developing further perseverance in seeking solutions.

Both written and mental procedures and strategies can then be applied to various contexts and children are expected to reason and justify their approaches, when solving complex and multi-step problems, puzzles and real-life scenarios.

## Summary of School's Performance

Barrowby CE Primary School is an outstanding school ([OFSTED 2011](#)). In 2017, the school's challenging targets were met in most areas.

### Understanding Barrowby CE Primary School's Results

Over the past few years there have been many changes to education and what happens in schools. As a school, we have continued to respond to these changes and have developed further our curriculum and robust assessment procedures, to meet the demands imposed upon us.

For children working in Year 1, 2, 3, 4, 5 & 6, we have needed to modify and adapt the way in which we assess children, measuring progress and attainment. We now assess children using 'Standards.'

Each 'Standard' refers to a year group in school e.g. Standard 1=Year 1; Standard 2=Year 2; Standard 3=Year 3 and so on.

Teachers will make judgements as to whether a child is: working towards, working at or working at greater depth, within a particular standard. In this way, we can track, confirm or extend children's confidence within a particular 'Standard' e.g.

- Below 'working below the standard'
- Pre Key Stage 'not working within Key Stage 1'
- Emerging 'working towards the standard'
- Secure 'working at the expected standard'
- Advanced 'working at a greater depth in the standard'

Assessment is based on a wide range of school based evidence, including: observations of pupils e.g. attitude to work, discussions with pupils, individual assessments and most importantly, the pupil's work, on a day to day basis, in the classroom and Statutory Assessments.

In order for children to be assessed as 'working at the expected standard' a pupil must have a scaled score of 100 or more in reading and a scaled score of 100 or more in mathematics; and have been teacher assessed in writing as 'working at the expected standard' or 'working at a greater depth in the expected standard'.

In order for children to be assessed as 'working at a greater depth in the standard' a pupil must have a 'high scaled score' of 110 or more in reading and mathematics; and have been teacher assessed in writing as 'working at a greater depth within the expected standard'.

## Early Years Foundation Stage

On entry to our school (EYFS), children enter broadly below national age related expectations; pupils transfer to Key Stage 1 above or within ELGs (Early Learning Goals). The Foundation Stage Profile shows that overall children make rapid progress from entry to the school to the end of the Foundation Stage year. When children begin their Reception year they are assessed against each Area of Learning and Development.

The revised Early Years Framework emphasises the three characteristics of effective teaching and learning:

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

### Key

- In line with LA and/or National Results
- Significantly above LA and/or National Results
- Significantly below LA and/or National Results

EYFSP	School 2015	School 2016	School 2017	+/-	LA 2017	+/-	National 2017
% Scoring 2+ in Prime ELGs	90.4						
% Scoring 2+ in Sepcific ELGs	84.6						
% Scoring 34+	80.8						
% Achieveing GLD	79	83	84.8	+15.2	69.6	+14.1	70.7
Average Point Score	36.0	36.2	37.6	+3.1	34.5	+3.1	34.5

## EYFSP - Key Stage 1 Progress

	School 2017	LA 2017	+/-
Reading	0.68	0	+0.68
Writing	3.24	0	+3.24
Maths	1.28	0	+1.28

## Phonics Screening Check

At the end of Year 1, the children undertake the Phonics Screener Check. The check is designed to confirm whether children have learnt phonic decoding to an appropriate standard. It will identify children who need extra help to improve their decoding skills. The check consists of one list of 40 words, comprising 20 real words and 20 pseudo-words. Words in the test use phonemes taught in Phases 2, 3, 4 and 5. This is the third year of the Year 1, Phonics Screener.

### Results 2016-17

	<i>School 2015</i>	<i>School 2016</i>	<i>School 2017</i>	<i>LA 2017</i>	<i>+/-</i>	<i>National 2017</i>	<i>+/-</i>
Year 1	82.4	79.2	86.5	81.7	+4.8	81.2	+5.3
Year 2	93.9	100	100	92.7	+7.3		

Children who do not reach the expected level receive additional phonics support to ensure they are secure at Phase 5, this is done through differentiated phonic groups and strategic interventions. They retake the screener at the end of Year 2.

In Year 2, children begin Phase Six: children should know most of the common grapheme-phoneme correspondences (GPCs). They should be able to read hundreds of words, doing this in three ways:

- reading the words automatically if they are very familiar;
- decoding them quickly and silently because their sounding and blending routine is now well established;
- decoding them aloud.

Children's spelling should be phonemically accurate, although it may still be a little unconventional at times. Spelling usually lags behind reading, as it is harder.

## Key Stage 1 Results 2017 and School Result v National Average 2017

<u>Key Stage 1</u>	School Target 2017	School Result 2016	School Result 2017	LA 2017	+/-	National Average 2017	+/-	School Results 2 year average 2017
% Expected Standard in Reading	85	88.2	89.6	73.7	+15.9	75.5	+14.1	89.0
% Expected Standard in Writing	85	88.2	85.4	65.1	+20.3	68.2	+17.2	86.6
% Expected Standard in Maths	85	85.3	87.5	73.2	+14.3	75.1	+12.4	86.6
% Expected Standard in RWM		76.5	77.1	60.5	+16.6	63.7	+13.4	76.8
% Greater depth within EXS in Reading	25	44.1	20.8	23	-2.2	25.2	-4.4	30.5
% Greater depth within EXS in Writing	25	29.4	14.6	14.1	+0.5	15.6	-1	20.7
% Greater depth within EXS in Maths	19	17.6	14.6	17.5	-2.9	20.5	-2.9	15.9
% Greater depth within EXS in RWM		14.7	10.4	9.2	+1.2	10.9	-0.5	12.2

## Key Stage 2 Results 2017 and School v National Results 2017

<u>Key Stage 2</u>	School Target 2017	School Result 2016	School Result 2017	LA 2017	+/-	National Average 2017	+/-	School Results 2 year average 2017
% Expected Standard in Reading	85	70.6	84.8	68.6	+16.2	71.4	+13.4	77.6
% Expected Standard in Writing	85	79.4	81.8	72.9	+8.9	76.3	+5.5	80.6
% Expected Standard in Maths	85	64.7	93.9	70.4	+23.5	74.8	+19.1	79.1
% Expected Standard in RWM	79	52.9	75.8	56.3	+19.5	61.1	+14.7	64.2
% Expected Standard in GPS	85	79.4	90.9	73.2	+17.1	76.9	+14	85.1
Averaged Scale Score in Reading		103.9	106					
Average Scale Score in Maths		101.9	106					
Averaged Scale Score in GPS		104.6	109					

## Key Stage 1 - 2 Progress

	School 2016	School 2017	LA 2017	+/-	National 2017	+/-
Reading	-0.12	+0.2	-0.9	+1.1	0	+0.2
Writing	+0.32	-1.5	-0.6	-0.9	0	-1.5
Maths	-2.04	+0.6	-1.2	+1.8	0	+0.6

From September 2015, the newly implemented National Curriculum is measured using 'assessment without levels.' This means that the previous method of validating progress and attainment, using 'language of levels,' is no longer valid.

The previous 'expected progress' measure, based on pupils making at least two levels of progress between key stage 1 and key stage 2, is no longer produced. This measure has been replaced by a value-added measure. There is no 'target' for the amount of progress an individual pupil is expected to make. Any amount of progress a pupil makes contributes towards the school's progress score.

Individual pupil level progress scores are calculated in comparison to other pupils nationally. For all mainstream pupils nationally, the average progress score will be zero.

A school's progress scores for English reading, writing and mathematics are calculated as its pupils' average progress scores. This means that school level progress scores will be presented as positive and negative numbers either side of zero.

- A score of 0 means pupils in this school, on average, do about as well at key stage 2 as those with similar prior attainment nationally.
- A positive score means pupils in this school on average do better at key stage 2 than those with similar prior attainment nationally.
- A negative score means pupils in this school on average do worse at key stage 2 than those with similar prior attainment nationally. A negative score does not necessarily mean a school is below the floor.

### Illustrative Examples

*For example, a school with a mathematics progress score of -4 would mean that, on average, pupils in this school achieved 4 scaled score points lower in the key stage 2 mathematics test than other pupils with similar prior attainment nationally.*

*English writing progress scores differ from English reading and mathematics progress scores and do not directly relate to scaled scores. As there is no test in writing, key stage 2 teacher assessments are used to create the progress scores. A progress score of -5 in English writing, therefore, could be seen as meaning pupils in this school on average achieve 5 points lower in our progress model than other pupils with similar prior attainment nationally.*

*A negative English reading score does not mean that pupils did not make any progress between key stages 1 and 2. A negative score means that they made less progress than other pupils nationally with similar prior attainment.*



## Target Setting 2018

### Key Stage 1

<u>Key Stage 1</u>	<u>Year 2 Standard</u>	<u>Targets 2018</u>
Reading	Expected	82
	Greater Depth	21
Writing	Expected	85
	Greater Depth	18
GAPS	Expected	82
	Greater Depth	24
Maths	Expected	82
	Greater Depth	27
RWM	Expected	77
	Greater Depth	21

### Key Stage 2

<u>Key Stage 2</u>	<u>Year 6 Standard</u>	<u>Targets 2018</u>
Reading	Expected	85
	Greater Depth	21
Writing	Expected	85
	Greater Depth	21
GAPS	Expected	85
	Greater Depth	21
Maths	Expected	85
	Greater Depth	21
RWM	Expected	76
	Greater Depth	21

### NB

Due to the changes to assessment procedures and the school's internal tracking systems, targets for 2018 will be set after consultation in the upcoming Pupil Progress & Standards Meetings, after half term.

## Attendance-Pupil Absences

In 2014, the school took measures and introduced a reward system, to try to diminish further pupil absences. This included a series of certificates, awarded to individual pupils in the last week of the Autumn, Spring and Summer Term.

Bronze : Awarded for 100% attendance in a single (2) term e.g. Autumn

Silver: Awarded for 100% attendance, in two (4) consecutive terms e.g. Autumn & Spring

Gold: Awarded for 100% attendance, in all three (6) terms e.g. Autumn, Spring & Summer

Platinum: Awarded for 100% attendance, for last 3 years

2016-2017	Autumn		Spring		Summer	
	Nos	%	Nos	%	Nos	%
Bronze	137	54	31	12	69	27
Silver			64	25	10	4
Gold					25	10
Platinum					19	7.5
Overall Attendance		98.37		97.52		97.77

When considering 100% attendance, the Head Teacher reserves the right to use his discretion when considering the validity of an absence e.g.

- Consultant Medical/Hospital appointment
- Attendance at a Music exam, Dance exam, Theatre audition, school visit, another school

	2014-2015	2015-2016	2016-2017	LA	+/-
Overall Attendance	97.5	97.8	97.8	95.9	+1.9
Unauthorised Absences %	0.21	0.1*			
Persistent Absentees	1.9	2.3**	2.2	9.2	-7

\* 0.20 unauthorised absences -holidays not agreed/0.01 other unauthorised absences

\*\* Throughout last year, Persistent absenteeism was monitored and educational welfare service engaged to seek strategies to reduce

## 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
Further improve school leadership capacity	SLT	LB	To consolidate ways to delegate Senior responsibilities of various members of the Senior Leadership Team e.g. <ul style="list-style-type: none"> <li>Monitoring &amp; Evaluating</li> <li>Coaching</li> <li>Leadership e.g. SENDCo, Maths, SIAMs</li> </ul>	JW observe LS conducting Performance Management Review of Dinner Supervisors <b>Mar 18</b>	Govs	None	To further develop capacity of SLT to fulfil and maximise staff.	At the beginning of the Year discussed with SLT ongoing responsibilities to include: <ul style="list-style-type: none"> <li>Monitoring activities e.g. MTP Lesson Studies</li> <li>Mentor/Coaching roles: NQT and support for Teachers</li> <li>SEND Planning Team</li> </ul> IMPACT SLT have a wide overview of standards and practice, supporting all colleagues in their daily practice. Jan-Feb 18: HT reorganised SLT meetings: <ul style="list-style-type: none"> <li>Week 1-Meeting</li> <li>Week 2-Actions</li> </ul> IMPACT Enable Senior Leaders greater opportunities for analysis of support. Next Steps: To effectively manage the transition of SEND Leadership.
To begin to develop a clear vision for the role of Teaching Assistants in Barrowby Primary Church of England school moving forward	NS	LB	Continue to work with TAs and teachers to ensure TAs are being deployed in accordance with Mobilise Research principles.	Conduct interviews: <ul style="list-style-type: none"> <li>Teachers <b>Nov 17</b></li> <li>TAs <b>Feb 18</b></li> <li>Pupils <b>April 18</b></li> </ul> Through monitoring activities focus on TA deployment and summarise impact. <b>July 2018</b>	Govs	None	All pupils are supported to develop as independent learners	Supported colleagues to evaluate current provision and practice with TAs. Through November 17: <ul style="list-style-type: none"> <li>conducted a 'Brown Paper Evaluation' to identify strengths in practice;</li> <li>begun to draft the 'Teaching Assistant Policy' in readiness for dissemination and agreement;</li> <li>conducted a Governor Curriculum Visit-focussed on writing-enabling Governors to develop a clearer idea of how pupils are supported in their learning.</li> </ul> IMPACT SLT deploy TAs so that teachers are able to use their skills to ably support the development of pupil's learning.
			Ensure TAs have had the opportunity to develop further the Teaching Assistant Policy so that all members of the team understand their role	Complete Teaching Assistant Policy and disseminate <b>Jan 18</b>	Govs	None		

Further improve school leadership capacity e.g. SENCO, refine and develop systems to better support pupils with SEND, in line with new guidance	LS	LB	Embed systems established in previous academic year e.g. SEND Planning Team and opportunities for collaboration and delegation	<p>Agree Meeting Structure for SEND Planning Meeting <b>Sept 17</b></p> <p>Ensure the analysis of interventions is evaluated and best practice identified.</p> <ul style="list-style-type: none"> <li>• <b>Nov 17</b></li> <li>• <b>March 18</b></li> <li>• <b>June 18</b></li> </ul>	Govs	None	Teachers are supported to ensure all SEND responsibilities are met e.g. providing and evaluating impact for pupils	<p>SEND Planning Meeting convened for a 2<sup>nd</sup> year, so that:</p> <ul style="list-style-type: none"> <li>• SENDCo is supported by KS Leaders</li> <li>• Admin support provided to ensure all SEND priorities are met</li> <li>• Development of the Safeguarding &amp; Child Protection Log which supports SEND</li> </ul> <p><b>IMPACT</b> SENDCo supported to maintain high standards of SEND support</p> <p>Next steps: Embed revised systems.</p>
Continue to support the development of 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.	JW	LB	Ensure Nurture and well being lead has evaluated provision and its impact	<p>Liaise with teachers and identify pupils who would benefit:</p> <ul style="list-style-type: none"> <li>• <b>Sept 17</b></li> <li>• <b>Jan 18</b></li> <li>• <b>April 18</b></li> </ul>	Govs	None	Ensure all pupils are supported so that pupils achieve their potential and barriers are removed	<p>Sept 17-KS2 Leader:</p> <ul style="list-style-type: none"> <li>• liaised with class teachers to identify pupils who would benefit from support;</li> <li>• evaluated resources and support materials-procuring new resources;</li> <li>• liaised with staff who run groups and supported with activities;</li> <li>• timetabled groups through lunchtime.</li> </ul> <p><b>IMPACT</b> All identified pupils supported so that all pupils have a 'positive experience' when at play thus reducing behavioural incidences which occur during play and lunchtime.</p>
	LS JW NS	LB		<p>Ensure Cohort Tracker is modified and updated with appropriate interventions</p> <p><b>Dec 17</b></p>		None		<p>Throughout Autumn Term-SEND Planning Team finalised the Intervention tab on the Cohort Tracker. <b>IMPACT</b> All staff are able to effectively monitor and gauge the impact of school agreed interventions so that pupils continue to make progress.</p>
		LB		<p>Further explore resources which may be used to support children and provide staff training and support.</p> <p><b>Ongoing</b></p>		Pupil Premium Funding TBA		



Evaluate and strengthen existing collaborative partnerships for the benefit of pupils and staff	LB	Govs	Headteacher engage with GRACE Schools to ensure school's self-evaluation processes are robust.	Attend Conference to introduce collaborations to school community <b>Sept 17</b>	Govs	LCC Funded	Ensure all staff have the opportunity to liaise with each other and contribute towards GRACE School's development priorities	4 <sup>th</sup> September 2017-Staff attend GHF and the 1 <sup>st</sup> GRACE School's Conference. To: <ul style="list-style-type: none"> <li>celebrate successes to date;</li> <li>to liaise with other colleagues (network);</li> <li>to reflect on the priorities for the GRACE School's collaboration and have the opportunity to feed into its direction.</li> </ul> <b>IMPACT</b> Staff feel empowered and enjoyed the opportunity to network.
				Refine the Peer to Peer Review Process <b>Sept 17</b>		None	Contribute towards Self-Evaluation Process and ensure HT's judgements are externally challenged and verified	GRACE School's HTs agreed to act as Peer Specialists in Peer to Peer Review (see Framework Handbook). On 12 <sup>th</sup> October 2017, Barrowby had their Safeguarding Review-please see Report. <b>IMPACT</b> Areas of practice identified as 'best practice' and validated school's approach to Safeguarding.
				Conduct 'Attitudes to Learning and Behaviour' Reviews to GRACE Schools. <b>Ongoing</b>		None	To provide challenge and rigour for Partner Schools	LB conducted Reviews: <ul style="list-style-type: none"> <li>4.10.17-Harlaxton</li> <li>29.11.17-Long Bennington</li> <li>22.1.18-Denton</li> </ul> <b>IMPACT</b> Support colleagues to identify strengths and areas for development.
				Create an agreement and schedule of partnership <b>Dec 17</b>		None		Through Autumn Term, LB drafted a Collaborative Framework document for the GRACE Schools: <ul style="list-style-type: none"> <li>Liaised with HTs to gain perspective;</li> <li>Liaised with nominated Governors, in a working party, to develop further ideas.</li> </ul> <b>IMPACT</b> GRACE School's Framework drafted and disseminated so all partners can understand the role and benefits of the collaboration. Feb 18-Framework updated with Collaboration priorities and disseminated to all GRACE Schools. <b>IMPACT</b> All members of the collaboration understand how the collaboration operates.

						April 18-Barrowby School website reorganised and Framework added to documents. <b>IMPACT</b> Transparent approach so all stakeholders can view impact of collaboration.
			HT attend SIG meetings 1. 11th September 1-3pm Harlaxton CE Primary School 2. 6th November 11-3pm Long Bennington CE Primary Academy 3. 8th January 1-3pm Great-Ponton CE Primary School 4. 19th February 11-3pm Ropsley CE Primary School 5. 16th April 1-3pm Gonerby Hill Foot CE Primary School 6. 4th June 11-3pm Barrowby CE Primary School	None		As identified in the GRACE School's Framework-HT Meetings scheduled. In the Autumn LB attended: <ul style="list-style-type: none"><li>• 11th September 1-3pm Harlaxton CE Primary School</li><li>• 6th November 11-3pm Long Bennington CE Primary Academy</li><li>• 8th January 1-3pm Great Ponton</li><li>• 16th April 1-3pm-GHF</li></ul> <b>IMPACT</b> HT able to liaise with other HT colleagues and agree: <ul style="list-style-type: none"><li>• Professional Development opportunities</li><li>• Mutually purposeful collaborative activities</li></ul> (See Minutes for further details.) Next steps: Continue to liaise with GRACE Schools Collaboration.
			Develop further JPD opportunities <b>Dec 17</b>	TBD		21st February 2018-GRACE Schools Headteacher's have organised the 1st Subject Leader Cluster: <ul style="list-style-type: none"><li>• English</li><li>• Maths</li><li>• EVFS</li><li>• Humanities</li><li>• Science</li><li>• Arts</li><li>• PE</li><li>• SEND</li></ul> <b>IMPACT</b> Supported teachers to liaise, identifying strengths and sharing expertise.

Further develop global and international links and perspectives within the school's curriculum focusing on French as a modern foreign language.	LJW	LS	Liaise with schools in contrasting locations-identify ways to interact at first hand experiences	<p>Establish links by:</p> <p>Conduct visits to:</p> <ul style="list-style-type: none"> <li>Organise a 'World Diversity Day' -Y4 <b>Nov 17</b></li> <li>A Mosque-Y5 &amp; 6 <b>Summer 2018</b></li> <li>A Hindu Temple-Y3 <b>Summer 2017</b></li> </ul> <p>Look for further ways to collaborate and learn more about each other</p> <p><b>Ongoing</b></p>	LB	£500	Pupils able to appreciate different cultures/settings	Completed.
Improve school leadership capacity to sustain improvement through high quality targeted CPD which matches School Development Priorities and individual needs, for example training for new staff: Teachers,NQT, Midday staff and including Governor induction training	JW	LB	<p>Continue to refine the JPD offer for 2017-2018, to include:</p> <ol style="list-style-type: none"> <li>Maths-development of mental starters and reasoning</li> <li>Music-Whole Class Tuition-Y4 Recorders</li> <li>Skills PE Support (Subject Leader)</li> </ol>	<p>Conduct Skills Audit Jan 18</p> <p>Create JPD Schedule and implement and evaluate support</p> <ul style="list-style-type: none"> <li><b>Jan 18</b></li> <li><b>April 18</b></li> </ul>	Govs	N/A	To ensure staff are supported to develop further their expertise for the benefit of all pupils.	<p>Jan-Feb 18 PE coach in school to support NQTs with RealPE. <b>IMPACT</b> All teachers understand scheme in school.</p> <p>April 18-Through Music Service Agreement secured whole class tuition for Y4. <b>IMPACT</b> All pupils able to engage with learning an instrument.</p>
	ST							
	SB							
	JW	LB	<p>Review adaptation of Maths planning and support with effective planning strategies to:</p> <ul style="list-style-type: none"> <li>Review planning format</li> <li>Identify key elements of effective planning</li> <li>Trial planning</li> <li>Evaluate and monitor effectiveness</li> </ul>	<p>Through Key Stage and Teacher Meetings</p> <p><b>Ongoing-complete Feb 18</b></p>	Govs	N/A	Staff are supported to develop a work life balance	<p>Through Autumn Term SLT reviewed, evaluated and devised a new Mathematics Weekly Short Term Planner, to be trialled with staff. During the 2.1.18 INSET day, Maths Leader introduced the newly devised document and explained to staff how this was to be trialled, until Easter.</p> <p><b>IMPACT</b> To support teachers to reduce planning workload as well as help them to devise more 'threaded' learning opportunities.</p> <p>Next steps: Embed the use of the MTP/Weekly Planning formats.</p>

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 accessing information and evaluating Church School Distinctiveness:	<p>Liaise with staff to complete various documentation:</p> <ul style="list-style-type: none"> <li>Review previous self-evaluation materials and evaluate SIAMS provision; <b>Sept 17</b></li> <li>ensure documentation is up to date. <b>Oct 17</b></li> <li>Publish on school website as part of School Self Evaluation. <b>Oct 17</b></li> </ul> <p>Liaise with SLT and HT and advise accordingly.</p>	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 'Outstanding' grading.	<p>NS evaluated SIAMS Self Evaluation, updated and posted on the school website. <b>IMPACT</b> School has correctly identified priorities and has evaluated provision to date.</p> <p>NS and FB attended a SIAMS course-23.1.18 to develop understanding of changes to SIAMS framework. <b>IMPACT</b> NS able to advise SLT of changes and begin to liaise with HT to prepare an action plan.</p> <p>1<sup>st</sup> February 2018-NS attended a Curriculum and Standards Meeting to update Governors of changes and potential implications to Barrowby. (See minutes)</p> <p><b>IMPACT</b> Subject Leader disseminating information so that Governors are fully ware of school's position.</p> <p>Next steps:</p> <ul style="list-style-type: none"> <li>Attend SIAMS training to become familiar with new framework.</li> <li>Modify evaluation documentation accordingly.</li> </ul>
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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	<p>Liaise with D Gibbons headteacher at Nettleham Primary School for assistance with:</p> <ul style="list-style-type: none"> <li>• completion of documentation <b>Oct 17</b></li> <li>• RE Assessment</li> <li>• RE Curricular coverage</li> </ul> <p>Complete application of RE Quality Mark and submit by <b>Spring 18</b></p>	Govs	Supply costs £200	To obtain verification that RE curriculum continues to support and develop reflective and contemplative thinkers.	<p>On 20<sup>th</sup> November 2017-RE Subject Leader facilitated a Diocesan Review with Gillian Georgiou (Diocesan RE Adviser). The purpose of this meeting was to review the current provision and impact of RE and to develop the existing action plan for RE, including considering the school's readiness for the RE Quality Mark. IMPACT</p> <ol style="list-style-type: none"> <li>1. Clarify the distinction between RE, collective worship (CW) and the distinctively Christian character of the school (ethos)</li> <li>2. Ensure the RE Policy is effective</li> <li>3. Reviewed the RE long term planning</li> <li>4. Identified further ways to assess RE</li> <li>5. Deeper understanding of the new Lincs Agreed Syllabus</li> <li>6. Signposted professional development opportunities</li> <li>7. Validated our RE Quality Mark Application</li> </ol> <p>Recommendations from the visit:</p> <ul style="list-style-type: none"> <li>• To ensure that all members of the school community are clear about the distinction between RE, CW, and the school's Christian ethos- <b>This was addressed through INSET 2.1.18.</b></li> <li>• To review the long-term plan and RE teaching and learning to ensure appropriate challenge. This will lead to greater depth of knowledge and understanding, as well as ensuring pupils develop secure religious literacy</li> <li>• To ensure staff have access to subject knowledge enhancement, where appropriate</li> <li>• To ensure that the governing body monitors standards and progress in RE</li> </ul> <p>Next steps: Apply for Mark.</p>
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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)	Liaise with colleagues and identify individuals for Case Studies <b>Nov 2017</b>  1. Design and create a Profile <b>Template Feb 18</b>  2. Begin to collate initial information and share with SLT <b>Mar 2018</b>  3. Complete Profiles of individuals <b>Jun 18</b>	Govs	N/A	To further promote and recognise quality of Arts provision.	<ul style="list-style-type: none"> <li>Autumn term, registered as an Artsmark school and informed Governing Body of intention to apply.</li> <li>Submitted a statement of intent.</li> <li>Finalised Action Plan to ensure achievement of award.</li> <li>Liaised with relevant stakeholders to develop further skills and understanding.</li> <li>Liaised with GRACE Schools to establish an Arts Hub-LJW taking the lead to develop assessment and sharing of skills.</li> <li>Completed Case Study in readiness for application.</li> </ul> <b>NEXT STEPS</b> <ul style="list-style-type: none"> <li>Review case Study in readiness for submission.</li> </ul>
To support the school self-evaluation by completing the necessary documentation for: PE through Youth Sports Trust evaluation tool	SB	LB		Attend the Inspire+ Annual Conference <b>Sept 17</b>  Register with Youth Sport Trust <b>Sept 17</b>  Complete Youth Sport Trust Evaluation				<p>LB and SB attended Inspire+ Conference, Sept 17.</p> <p><b>IMPACT</b> To review priorities and Inspire+ offer, planning for implementation.</p> <p>Through Autumn term, SB PE Lead registered with Youth Sport Trust and completed on-line evaluation, thus identifying areas for continued work this</p>



				Ongoing				<p>academic year. <b>IMPACT</b> Use tool to identify strengths in PE curriculum and areas for continued focus to be addressed this year.</p> <p>Next steps: Facilitate Validation Visit and obtain Mark.</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
<b>Mathematics, Writing &amp; Science</b>								
<p>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.</p> <p>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</p>	JW LS AW	LB	Implement a rigorous Monitoring & Evaluation Program, including: 1.Planning Support, 2.Work Scrutiny, 3.Learning Walk, 4.Pupil Interview, 5.Moderation	Planning Support <b>Sept 17</b> <b>Jan 18</b> <b>Apr 18</b> Work Scrutiny <b>Ongoing in KS Meetings</b>	Govs	N/A	Medium Term Planning matches NC and teachers able to deliver expectations.	Through Autumn Term, members of the Subject Leaders have: • Monitored effectiveness of LTP, Thematic Planning and quality of English and Maths MTP; • Facilitated a work Scrutiny in Writing; • Supported a Learning Walk, evaluating the effectiveness of our learning environments <b>IMPACT:</b> SLT are robust in ensuring the curriculum is matched to age related expectations
				Pupil Interview Attitudes <b>Feb 18</b> Confidence <b>June 18</b>			Pupils feel they are being supported so that their mathematical confidence and resilience increases.	
				Facilitate internal moderation between teachers <b>Oct 17</b> <b>Mar 18</b> <b>June 18</b>			Ensure teachers are able to communicate features of standards.	Completed. Next steps: Embed processes.

	JW	LB	Review formative assessment of Maths	Review formative assessment grid to move towards NC <b>April 18</b>  Create single standard forms <b>May 18</b>  Discuss and agree usage <b>Jun 18</b>  Support staff to implement <b>Sept 18</b>	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	Next Steps: Carry objective to next SDP.
<b>Mathematics &amp; Spelling, Grammar and Punctuation</b>								
Ensure teachers use their expertise to develop skills, knowledge and understanding in English and Mathematics and other subject areas across the curriculum.	LS JW NS	LB	Embed the discreet teaching of Spelling and Grammar and punctuation.  Implement a comprehensive monitoring program.	1.MTP- <b>Sept 17</b> <b>Jan 18</b> <b>Apr 18</b> 2.Lesson Observations <b>ongoing</b> 3.Work Scrutiny <b>Teacher Meetings</b> 4.Moderation <b>Teacher Meetings</b>	Govs	N/A	So pupils develop a deeper understanding and more accurate and precise use of spelling, grammar and punctuation, within their written work.	Spelling, Punctuation and Grammar Sept-Dec: SPAG continues to be monitored in school through: <ul style="list-style-type: none"> <li>Monitoring MTP</li> <li>Lesson Plan Scrutiny</li> <li>Work Scrutiny</li> </ul> <b>EXS+ Attainment-Assessment Point 1</b> Y2 78% Y3 70% Y4 63 Y5 50 Y6 84  <b>EXS+ Attainment-Assessment Point 2</b> Y2 69% Y3 81% (+11%) Y4 69% Y5 72% (+22%) Y6 84%  <b>IMPACT</b> Pupils continue to perform on track for end of year targets.  Completed.
	JW NS	LS	Ensure teachers embed the discreet GaP skills in cross-curricular writing.	1.Monitor Planning available in class based STP folder  2.Work Scrutiny, in Teacher/KS Meetings: <b>Aut 17</b> <b>Spr 18</b> <b>Sum 18</b>	LB	N/A		

PE/Sport								
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	SB	LB	Continue to promote sporting opportunities further afield so that more pupils have the opportunity to participate in inter-school sports, extending to include: <ul style="list-style-type: none"><li>4 x B Teams (Level 1) Target sports:<ul style="list-style-type: none"><li>1.Boys Football</li><li>2.Tag Rugby</li><li>3.Swimming</li><li>4.Athletics</li></ul></li><li>1 x C Teams (Level 2) Target sports:<ul style="list-style-type: none"><li>1.Swimming</li><li>2.Athletics</li></ul></li></ul>	Through inter-school sport register interest for B and C Teams in: <ul style="list-style-type: none"><li>1.Boy's Football Tournament</li><li>2.Tag Rugby</li><li>3.Swimming</li><li>4.Athletics</li></ul> <b>Ongoing</b>	LB	N/A	School is awarded either Gold Sports Mark 2016-2017 and is best placed for 2017-2018.	September 17-Barrowby Cross Country Running Team-A & B Teams represented the school-coming 2 <sup>nd</sup> overall against 18 other schools. <b>IMPACT</b> School continues to increase sporting opportunities.
	SF			Throughout the year, increase opportunities so tat more pupils participate in a range of sport.			25.1.18-Barrowby Swimming Team entered Gala and results: <ul style="list-style-type: none"><li>1. 1<sup>st</sup> Place-boys</li><li>2. 1<sup>st</sup> P{lace-girls</li><li>3. 1<sup>st</sup> Place-Relays</li><li>4. 1<sup>st</sup> Place-Overall Gala for the 4<sup>th</sup> consecutive Year.</li></ul> <b>IMPACT</b> Children continue to compete at local level: A, B and C Teams.	
	Coach							
	LJW							
SB								23.3.18-County Swimming Final results: <ul style="list-style-type: none"><li>1<sup>st</sup> Place St Michales</li><li>2<sup>nd</sup> Place Barrowby</li></ul> <b>IMPACT:</b> Opportunity to develop C Teams.
LJW								Completed. School gained Schools Gold Mark-3 <sup>rd</sup> consecutive year.
SB								
Assessment								
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	LB	Review and evaluate assessment tools: summative and formative tools used to gauge attainment in: <ul style="list-style-type: none"><li>Reading</li><li>Writing</li><li>GAPS</li><li>Mathematics</li><li>All curricular subjects</li></ul>	<u>Science</u> To explore and identify Reading assessment materials <b>Dec 17</b>	LB	£500	Teachers have access to relevant materials matched to new NC	Through Autumn term, to date, Science Lead has: <ul style="list-style-type: none"><li>Reviewed overview of Science Curriculum, matching content to LTP;</li><li>Evaluated and amended Science Progression documents for Skills and Knowledge;</li><li>Researched Assessment materials</li></ul> <b>IMPACT</b> Science lead has begun to create a suitable and robust Assessment process for Science.
	LS			Implement and track pupils Scaled Score <b>Mar 18</b> <b>Jul 18</b>				Next Steps: <ul style="list-style-type: none"><li>Embed the assessment opportunities in Maths, Science, PE;</li><li>Develop further the assessment opportunities in the foundation subjects.</li></ul>
ES								
KG								

	SLT	LB	Complete Skills Progression documents.	Subject Leaders refine Skills Progressions Dec 17	LB	N/A	Able to track pupil progress across all subjects and use information to gauge pupil progress and attainment.	Through Autumn Term, Subject Leaders were given release time to finalise their Skills Progression documents for: • Science • Computing • History • Geography • Music • Art • DT • PSHCE • MFL <b>IMPACT</b> Subject Leaders devised comprehensive skills progression for their subjects to support teachers with the delivery of a broad and balanced curriculum.  Completed.
	Subject Leaders	LS		Disseminate documents to teachers and ensure consistent use. Feb 18	LB	N/A		Through January 2018, teachers/Subject Leaders begin to explore Skills Progression and adjust according to curriculum. <b>IMPACT</b> Skills assessment modified for relevant curriculum.  Completed.
				Subject Leaders modify LTP/MTP accordingly April 18				
	NS	LB	To further develop the role of Marking and Feedback, used by members of staff.	Attend PLC meetings across the year: • 6 meetings  Deliver Training through meetings and INSET days to: • Engage with staff • Share research • Develop practice • Refine and develop marking and feedback practice <b>Ongoing</b> (See separate Action Plan)	Govs	N/A (HLTA cover)	Ensure marking and feedback is meaningful and motivating for children so that all understand their next steps in learning	Throughout the Autumn term, NS attended 2 PLC meetings to further explore the role of Marking and Feedback. • Tuesday 10th October 2017 (PLC1 - visioning documents, PLC1 Agenda, Completed Partnership agreement) • Tuesday 28th November 2017 (PLC2 - Feedback and Reading) • Tuesday 23rd January 2018 (PLC3 - unable to attend due to SIAMS course). NS to ask Anna Miller to come and disseminate reading and findings. <b>IMPACT</b> NS provided with opportunity to liaise with colleagues to deepen and share practice.  NS has:

								<ul style="list-style-type: none"> <li>• Provided feedback from the cluster meetings to SLT and given reading documentation to members of SLT to read.</li> </ul> <p><b>IMPACT</b> SLT have the opportunity to discuss where we would like to go as a school regarding marking and feedback, based on research and begin to discuss this with staff.</p> <p>Completed. Next Steps: Review Marking &amp; Feedback Policy and update.</p>
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# 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	Review Safeguarding and Child Protection Policy.  Review 5 year pathway and devise CPD according to need  Disseminate policy to staff and governors.  Upload onto school website.  Deliver Safeguarding refresher to staff	Oct 17	Govs	None	Ensure all stakeholders understand processes for Safeguarding members of the school community	During September, Governors ratified the new Safeguarding Policy and adopted by staff.  Next steps: Continue to embed systems. Completed.
			Ensure school website is up to date and inclusive of Child Protection & Safeguarding Information	Oct 17				During Autumn term, a Child Protection & Safeguarding section added to the school website. <b>IMPACT</b> All members of the school community understand the school's and their individual role in KCSIE. Completed.
			Facilitate Safeguarding Peer to Peer Review and ensure all findings are actioned <b>Ongoing</b>	Oct 17				On 12 <sup>th</sup> October 2017, Barrowby had their Safeguarding Review-please see Report. <b>IMPACT</b> Areas of practice identified as 'best practice' and validated school's approach to Safeguarding. Completed.



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	LB	Govs	<p>Deliver Annual Safeguarding Training to staff and governors to include:</p> <ul style="list-style-type: none"><li>Disseminate CP&amp;S Policy</li><li>Refresh KCSIE needs</li><li>Review of Legislation</li><li>Child Protection</li><li>Signs of Abuse</li><li>Reporting a Disclosure</li><li>Domestic Abuse</li><li>Safer Working Practice</li></ul>	<p>E-Learning Domestic Abuse <b>Oct 17</b></p> <p>Annual Safeguarding Training <b>30<sup>th</sup> October 2017</b></p> <p>Attend Safeguarding Brieuefing Meetings</p> <ul style="list-style-type: none"><li><b>Date TBC</b></li><li><b>Date TBC</b></li></ul>	Govs		<p>All staff updated with current guidance and legislation re: Safeguarding and Safer Recruitment Practices</p>	<p>30<sup>th</sup> October 2017-LB delivered Safeguarding &amp; Child Protection Training, covering:</p> <ul style="list-style-type: none"><li>Signs of Abuse</li><li>CSE</li><li>FGM</li><li>Prevent</li><li>Domestic Abuse</li><li>Managing Concerns</li><li>School Procedures</li><li>Safer Working Practices</li><li>Allegations against staff</li></ul> <p>Through training:</p> <ul style="list-style-type: none"><li>SCP Polic disseminated;</li><li>KCSIE disseminated;</li><li>Disqualification under the Child Act declaration;</li></ul> <p><b>IMPACT</b> All staff understand their role in KCSIE and the school's expectations</p> <p>Next steps: Continue to embed systems. Completed.</p>
	LB	Govs	<p>Evauate 5 Yearpathway and ensure to pathway is fully reflective and records the Safeguarding and Training needs for: Staff, Governors, Pupils and Parents and external providers.</p>	<p>Participate in Safeguarding Peer to Peer Review <b>11<sup>th</sup> October 2017</b></p> <p>Liaise with HT to indentify training needs for 2017-2018 and disseminate to staff and record in Pathway <b>Ongoing</b></p>	Govs	None	<p>Through Autumn term, LW continued to liaise with HT to redesign the pathway to include:</p> <ol style="list-style-type: none"><li>1. Organisation Chart</li><li>2. Course List</li><li>3. LSCB Advice</li><li>4. Individual Annual Records</li><li>5. INSET Registers</li></ol> <p>As a result of this:</p> <ol style="list-style-type: none"><li>1. Reorganised and redesigned the Safeguarding Reports to Governors;</li><li>2. Amended the termly reporting in Headteacher Report's;</li><li>3. Continued to complete and evidence Safeguarding Audit.</li></ol> <p>Participated in a Peer to Peer Review (See Report) 11.10.17 where the Pathway was deemed 'exceptional practice.' External validation. Begun to analyse the Training requirements for staff:</p> <ul style="list-style-type: none"><li>Established regular meetings to ensure all staff needs are catered for</li><li>Explored relevant training providers e.g. Stay Safe Partnership etc</li></ul> <p><b>IMPACT</b> Pathway is up to date and is a comprehensive way of</p>	

							recording all Safeguarding Training needs for Staff, Pupil, Governors and Parents. Completed.
AM/LW SC	LB	Ensure Administrative team are fully compliant with training needs for new role and complete Safer Recruitment Training	E-Learning Safer Recruitment AM & LW Feb 18 SC Feb 18  Understanding SCR, DBS and other checks AM 16 <sup>th</sup> October 2017	LB	£90.00		Feb-Mar 18: Administrative team: • L Waller • A Midgley Complete e-learning certificate: Safer Recruitment. IMPACT Administrative team refreshed on safer recruitment principles to better advise/support HT and Governors when recruiting staff. Completed.
LB LB/LS	Govs	Attend 2 Day face to face Interagency Training Day to update knowledge re: procedures supporting and delivering EHA and TAC	Undertake Case Study Review from TAC Administrator 10 <sup>th</sup> October 2017  LB & LS attend Jan 18	Govs	None	Compliant with current legislation	10 <sup>th</sup> October 2017-TAC Review completed. See Anonymised Cse Supervision Notes if required. IMPACT External validation of robust and effective TAC procedures being implemented by school. Completed.
All Teacher	Govs	Complete E-Learning course: Abuse & Neglect Foundation	Key Stage 2 Team Leader  Ongoing throughout the year	Govs	None	To build capacity within the school leadership team (succession planning)	
LB		Induct various new members of staff i.e. • Teachers • Dinner Supervisor	Disseminate Induction Policy Handbook: • Teachers Sept 17 & January 2018  Ongoing			Ensure all staff understand policy and expectations of them	Sept 17-newly appointed members of staff receive Induction Pack to ensure they understand the school's policy. NQT's receive: • Preliminary visits to school • Induction Pack • Mentor Support • Attend Safeguarding Training • Review meeting with HT scheduled for November 17. IMPACT Staff are supported and are able to understand their role within the school. Completed.
MW, BH & AM		Ensure relevant members of staff have completed First Aid Training to ensure school is compliant	MW, BH & AM Pediatric First Aid April 18	LB	Cost TBD	Ensure school is compliant with regards to First Aid	April 18-Relevant members of staff have had 2 day Pediatric course. IMPACT School is compliant and up to date with current legislation

Continue to refine E-safety curriculum, documentation and procedures so that stakeholders e.g. staff, parents understand how to keep pupils safe	LJW	LB	Continue to develop further E-safety awareness through training for teaching and non-teaching staff, to include: <ul style="list-style-type: none"> <li>E-Safety Curriculum</li> </ul>	Through Teacher meetings disseminate information through Autumn Term	Govs	None	Ensure pupils and parents understand how to 'keep safe' while working on-line	<p>30.11.17-Annual Safeguarding Refresher delivered. <b>IMPACT</b> All staff understand safer working practices.</p> <p>6<sup>th</sup> February 2018-Safer Internet Day. School:</p> <ul style="list-style-type: none"> <li>Delivered assembly to children</li> <li>Sent parents updated letter to remind of e-safety issues</li> <li>Provided all children with E-Safety Leaflet</li> <li>Reorganised E-Safety content on website for parents</li> </ul> <p><b>IMPACT</b> All members of the school community are supported so they understand how to keep their child/ren safe on line.</p> <p>Completed.</p>
	All Staff	LB	Staff have undertaken updated E-Safety Training to refresh understanding and how to keep themselves and pupils safe	Annual Safeguarding Training <b>30<sup>th</sup> October 2017</b>	Govs	N/A		
	LJW	LB	Liaise with parents and provide further support and guidance with regards to E-Safety.	<ul style="list-style-type: none"> <li>Leaflet reviewed and disseminated <b>Feb 18</b></li> <li>Safer Internet Week <b>Feb 18</b></li> </ul>				
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.	JW		Support the development of behaviour Management Strategies within: <ul style="list-style-type: none"> <li>Embed and monitor the effectiveness of Targetted Play</li> </ul>	<p>Facilitate Targetted Play <b>Sept 17 and ongoing</b></p> <p>Adapt tracking system to monitor and record:</p> <ul style="list-style-type: none"> <li>Children being supported</li> <li>Reason for support</li> <li>Who/how being supported</li> <li>Impact of support</li> </ul> <p><b>Nov 17</b></p> <p>Review impact of support and modify groups accordingly</p> <p><b>Dec 17</b> <b>Mar 18</b> <b>Jun 18</b></p>			<p>Ensure policies are clear and communicated to all stakeholders.</p> <p>To evaluate current practice and refine in the light of new guidance and parent feedback.</p> <p>Support staff to keep abreast of developing techniques</p>	Completed.

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 <b>Dec 17</b></p> <p>Engage parents in their views and needs of an agreed service <b>Jan 18</b></p> <p>Deliver an information Workshop to parents exploring need for a 'Before School Breakfast Club.' <b>Jan 18</b></p> <p>Draft and present to Governors the proposed plan and gain agreement. <b>Mar 18</b></p> <p>Recruit staff and start provision. <b>April 18</b></p>			<p>During the Autumn Term, HT liaised with experienced Breakfast School Manager and began to develop costings. <b>IMPACT</b> HT better understand the financial implications for the school.</p> <p>Next steps: Carry over objective to next year.</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. Ongoing</p> <p>Through Pupil Progress and Standards Meetings, explore attainment/progress of pupils identifying:</p> <ul style="list-style-type: none"> <li>• Strengths</li> <li>• Areas for development</li> <li>• Vulnerable groups and appropriate interventions</li> <li>• Review impact of support and identify next steps</li> <li>• July 17</li> <li>• Nov 17</li> <li>• Jan 18</li> <li>• Mar 18</li> <li>• Jun 18</li> </ul>	Govs	N/A	<p>Standards of attainment:</p> <p>EYFS-GLD 85%</p> <p>KS1 RWM</p> <p>Standards-85%</p> <p>KS2 RWM</p> <p>Standards-85%</p>	<p>Jan 18-Analysis of Autumn 2 Assessment Point across R, SpaG, W &amp; M complete. Please see Autumn 2 2017 Data Shot for break down. <b>IMPACT</b> All pupils continue to be monitored so that they make progress, supported through the PPS format.</p> <p>Completed.</p>

	SLT	LB	Develop further consistency of outcomes for pupils within parallel classes and of large class sizes	Condt Work Scrutiny activities to ensure consistency between classes:  1. English <b>Oct 17</b> 2. Maths <b>Nov 17</b> 3. SPaG/Letters & Sounds <b>Feb 18</b> 4. English <b>Mar 18</b> 5. Maths <b>Apr 18</b>  Through KS meetings facilitate: <ul style="list-style-type: none"> <li>• monitoring of planning</li> <li>• moderation of standards of assessment judgements</li> </ul> Through PPS Meetings analyse pupil outcome, support intervention and ensure consistency in approach for different Y1 groups.	Govs	N/A	More consistent judgements across Year 1 to support accurate assessment of pupil achievement and progress.	
	NS							
	All Staff							

# 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
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.	NS/SB	LB	To use School Based baseline as an initial assessment tool for Reception children.	Administer baseline <b>Sept-Oct 2017</b>  Liaise with colleagues, supporting completion of baseline <b>Sept-Oct 2017</b>  Review and evaluate processes and baseline outcomes <b>Nov-Dec 2017</b>	Govs		To administer the baseline assessment to each child in Reception (NS/SB).	Sept 17-Baseline administered and data analysis complete. <b>IMPACT</b> EYFS Teachers understand the cohort and can design the curriculum accordingly  Completed.
	AM/KW  Staff	NS	To use Tapestry as an online learning journal for Reception children	To produce a 'hard copy' Tapestry document for parents. <b>Oct 17</b>  To input data online <b>Oct 17</b>  To take observations, using tapestry <b>Ongoing</b>	LS	£60	To use Tapestry to create an online learning journal for all reception pupils.	Tapestry 'hard copy' is distributed to parents at the end of the academic year. <b>IMPACT</b> All parents receive a comprehensive annual report, accompanied by a CD with Tapestry.  <b>IMPACT</b> Parents have a thorough understanding of their child's progress in Reception.  All EYFS Practioners have been issued with an iPad and the TAs have now been given their own login details as well as support through training, in class so that Observations can be conducted by teachers and TAs thus increasing the amount of opportunities.  Completed.
	NS/SB	LS	To explore ways of further supporting child initiated observations in the Outdoor Classroom to strengthen teacher assessments against EYFS outcomes	EYFS/KS1 Team Leader liaise with colleagues to evaluate and prioritise provision <b>Oct 17</b>  Re-deploy TA support to maximise TA support <b>Nov 17</b>	LS	N/A	To ensure all adults working within the Foundation Stage can use Tapestry as an on-going assessment tool.	



							<p>Observations taken by TAs now include: questions from child, including the conversation between the adult and the child. Used liaison time to identify assessments, from Ages and Stages, so that TAs are able to correctly identify and use the language associated.</p> <p><b>IMPACT</b>- All adults are responsible for the assessment of pupils in EYFS</p>
	NS	LS	<p>To further develop the use of the Outdoor classroom to enhance mathematics provision to ensure consistency of GLD in Mathematics.</p>	<p>To review resources and opportunity for Mathematical development in the Outdoor Classroom <b>Sept 17</b></p> <p>Identify resources which would strengthen this key area and requisition <b>Oct 17</b></p> <p>Liaise with colleagues to ensure resources are maximised with TA support <b>Nov 17</b></p> <p>Monitor, observe and evaluate TA practice <b>Ongoing</b></p>	Govs	£300	<p>Ensure all children are supported to achieve their potential.</p> <p>October 2017-On entry to Reception the Ages and Stages data showed that a larger number of children were working within 30-50 months compared to last academic year. Therefore, as a Foundation Stage we decided to further enhance the mathematical provision available in the Outdoor classroom.</p> <p>Since then we have researched and procured resources that can be used to:</p> <ul style="list-style-type: none"> <li>• support Number and Shape, Space and Measures. For example, we have bought numbered cones and floor spots for children to sequence from 1 - 20, backwards from 20 -1, even numbers, odd numbers and in twos for the higher ability children who may be exceeding by the end of the academic year. We have also used these to group numbers, e.g. numbers that are smaller than..., larger than, etc.</li> <li>• further support Shape, Space and Measures, such as a large carpet ruler to encourage measuring on a larger scale.</li> </ul> <p><b>IMPACT</b> Resources purchased and Outdoor provision tailored to support this SDP.</p> <p>Completed.</p>

