



Barrowby Church of England Primary School

School Development Plan 2014-2017

Year 3: 2016-2017-Next Steps: Jun-July 17

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

Matthew 5: 16



School Banner presented at the Christmas Service-December 2015

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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Barrowby Church of England Primary School School Development Plan

Headteacher's Personal Statement

As I approach the end of my fourth year of headship, I look back on all that we have achieved, this academic year. It's been a hard year. One filled with many challenges: 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. Spelling 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 92 applications for our Reception class (49 first place preferences). In September, we welcome 34 pupils and their families. This endorses our popularity, as a school within this area, with parents choosing Barrowby CE Primary School. From September 2016, we will have 252 pupils on roll, at our 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 and Diocesan Inspection in 2011](#), a recent visit from a Diocesan Support Advisor, Annual Educational Advisor's Report and latest school results.

The school premises continue to be very well maintained, with excellent accommodation and resources for our pupils, staff and parents. Planned works included the completion of the school's Tree House; the refurbishment of the school's library; the remodelling of the 'old staffroom' and conversion in to a new classroom; creation of a new staffroom; refurbishment of the staff and infant toilets as well as the Year 4, 5 and 6 cloakrooms; remodelling the Reception Office spaces and creation of a new secure entrance, at the front of the school.

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 introduction of [Curriculum Support](#) for parents and guardians, [11+ Information](#) for parents of pupils in Year 5, information for new parents with children [Starting at](#)

[Barrowby](#) and the ongoing updates on [School Developments](#). In addition, we have continued to develop further electronic communications. This year, we migrated from Parentmail2 to ParentmailPMX and introduced the Parent's Evening and Surveys and Permissions functions, streamlining further home-school communications. We also introduced the electronic Learning Journal-Tapestry, for recording and communicating our Reception children's learning opportunities.

This commitment will continue, through next year, 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 been recognised as a [SingUp! Platinum School](#) which recognises and celebrates a key feature of our school and a core aspect of our arts provision and await confirmation of this years School Sports Game Mark thus confirming the school's strive to ensure excellence within all PE/Sport and healthy living choices. These continued accolades are a credit to the enthusiasm and skill of our staff, and pupils who continue to shine and inspire.

We continue to be fully committed to extending services to further serve the needs of our pupils, parents and communities: continuing to expand 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, but one which is filled with challenges 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 2015-2016 and the planned strategic use of the [Pupil Premium 2016-2017](#) 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 continued to be underpinned by our planned provision of high quality school based and external Continual Professional Development, matching SDP and individual needs, and our continuing 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 eight classes, two mixed age Reception/Year 1 classes, two mixed age Year 1/Year 2 classes and four Key Stage 2 classes, Years 3-6. 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 2016, the school admits 34 pupils, for September 2016; resulting in 252 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 Y2) 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, 9 Teaching Assistants, 1x1:1 Teaching Assistant, 11 dinner supervisors, a full time Senior Administrator, part time Administrator and Administrative Assistant, a full time Caretaker, and a part-time Cleaner.

The school accommodation has been significantly developed over the previous years. More recently, this includes the ongoing refurbishment and development of the school, for the benefit of all our pupils, including the refurbishment of our school library; the installation of our 'Tree House' as an outdoor learning base and the creation of a new secure entrance. 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.



Our Reception and Year 1 children using their designs to make clay owls.

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.



*Our Reception, Year 1 and Year 2
children working on developing a Monet
style, 'water lilies' picture*

2. Core Values

CREATIVITY

Imagination
Personalisation
Experimentation
CREATIVITY
Curiosity
Improvisation
Choice
Uniqueness
Individuality
Freedom
Artistic
Self-belief
Risk-taking

RESPECT

Valuing-others
Caring
Maturity
Team-work
Empathy
Consequences
Pride
Thoughtfulness
Communication
Manners
Relationships
Honesty
Courtesy
Initiative
Understanding
RESPECT

INDEPENDENCE

Leadership
INDEPENDENCE
Organisation
Motivation
Diligence
Confidence
Assertiveness
Accountability
Reflective

- 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 Key Stage 2 Choir carol singing at the George Centre

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.



A Reception child proudly showing her writing.

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 2016, 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

FSP	School 2012	+/-	LA	+/-	National 2011
%78+	97	+10	87	+18	79
% 78+ and 6+ PSED & CLL	80	+9	71	+21	59
% 6+ PSED & CLL	80	+9	71	+21	59
%6+ PSRN	97	+15	82	+23	74
%6+ all 13 scales	80	+13	67	+26	54

EYFSP	School 2014	School 2015	School 2016	+/-	LA 2016	+/-	National 2016
% Scoring 2+ in Prime ELGs	94.1	90.4					
% Scoring 2+ in Sepcific ELGs	76.5	84.6					
% Scoring 34+	79.4	80.8					
% Achieveing GLD	76.5 (77)	79	83	+14	69	+19	64
Average Point Score	37.7	36.0	36.2	+1.3	34.9	+1.9	34.3

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 2015-16

	<i>School 2014</i>	<i>School 2015</i>	<i>School 2016</i>	<i>LA 2016</i>	<i>+/-</i>	<i>National 2016</i>	<i>+/-</i>
Year 1	81.8	82.4	79.2	82.9	-3.7	80.6	-1.4
Year 2	97.1	93.9	100	92.1	+2.9		

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 2016 and School Result v National Average 2016

<u>Key Stage 1</u>	School Target 2016	School Result 2016	LA 2016	+/-	National Average 2016	+/-	School Results 1 year average 2016
% Expected Standard in Reading	72	88.2	72.5	+15.7	74.0	+14.2	88.2
% Expected Standard in Writing	76	88.2	63.7	+24.5	65.5	+22.7	88.2
% Expected Standard in Maths	76	85.3	71.2	+14.1	72.6	+12.7	85.3
% Expected Standard in RWM		76.5	59.0	+17.5	60.3	+16.2	76.6
% Greater depth within EXS in Reading	32	44.1	22.1	+22.0	23.5	+20.6	44.1
% Greater depth within EXS in Writing	35	29.4	11.9	+17.5	13.3	+16.1	29.4
% Greater depth within EXS in Maths	24	17.6	16.9	+0.8	17.8	+0.2	17.6
% Greater depth within EXS in RWM		14.7	8.1	+6.6	8.9	+5.8	14.7

Key Stage 2 Results 2016 and School v National Results 2016

<u>Key Stage 2</u>	School Target 2016	School Result 2016	LA 2016	+/-	National Average 2016	+/-	School Results 1 year average 2016
% Expected Standard in Reading	85	70.6	63.3	+7.3	65.5	+5.1	70.6
% Expected Standard in Writing	85	79.4	72.1	+7.3	72.9	+6.5	79.4
% Expected Standard in Maths	83	64.7	66.1	-1.4	69.7	-5	64.7
% Expected Standard in RWM		52.9	49.8	+3.1	52.3	-0.7	52.9
% Expected Standard in GPS	82	79.4	69.7	+9.7	72.3	+7.1	79.4
Averaged Scale Score in Reading		103.9	102.1	+1.8	102.6	+1.3	103.9
Average Scale Score in Maths		101.9	102.4	-0.4	103	-1.1	101.9
Averaged Scale Score in GPS		104.6	103.5	+1.2	104	+0.6	104.6

Key Stage 1 - 2 Progress

	School 2016	LA 2016	+/-	National 2016	+/-
Reading	-0.12	-0.54	+0.42	0.00	-0.12
Writing	+0.32	-0.17	+0.49	0.00	+0.32
Maths	-2.04	-0.68	-1.36	0.00	-2.04

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 2016

Key Stage 1

<u>Key Stage 1</u>	<u>Year 2 Standard</u>	<u>Targets 2016</u>
Reading	Expected	85
	Greater Depth	25
Writing	Expected	85
	Greater Depth	25
GAPS	Expected	85
	Greater Depth	25
Maths	Expected	85
	Greater Depth	19
RWM	Expected	81
	Greater Depth	14

Key Stage 2

<u>Key Stage 2</u>	<u>Year 6 Standard</u>	<u>Targets 2016</u>
Reading	Expected	85
	Greater Depth	33
Writing	Expected	85
	Greater Depth	21
GAPS	Expected	85
	Greater Depth	24
Maths	Expected	85
	Greater Depth	36
RWM	Expected	79
	Greater Depth	18

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 2 years

2015-2016	Autumn		Spring		Summer	
	Nos	%	Nos	%	Nos	%
Bronze	115	44.7%	57	22.3%	48	18.8%
Silver			69	26.9%	18	7.0%
Gold					50	19.5%
Platinum					21	8.2%
Overall Attendance	257	97.91%	256	97.67%	256	97.44%

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

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	LEA	+/-
Overall Attendance	96.39	96.01	96.7	97.5	97.8	95.6	+2.2
Unauthorised Absences %	0.01	0.04	0.1	0.21	0.1*	0.7	+0.6
Persistent Absentees	1.9	1.4	0	1.9	2.3**	10.4	+8.1

* 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 (2014-2017)

Key: Throughout 2014-17, specific to 2014-15, specific to 2015-2016, specific to 2016-2017

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; **recruitment of Deputy Head Teacher.**
- **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 explore ways to delegate Senior responsibilities of various members of the Senior Leadership Team.	JW observe LS conducting Performance Management Review of Dinner Supervisors Mar 17	Govs	N/A	To further develop capacity of SLT to fulfil and maximise staff.	Through Performance Management, reassigned curricular/leadership responsibilities. IMPACT To enable all members of SLT to explore further leadership roles, providing further support. Next Steps -consolidate practice explored this year and ensure all members of SLT understand their responsibilities.
Mobilise Project To collate information/evidence about how Teaching Assistants are currently used in school.	NS, LB, LS LB, LS, NS, JW LB, LS, NS, JW All staff NS	LB LB LB LB	To attend the Education Endowment Foundation Roadshow Part A To complete the RAG Assessment, using the 8 recommendations (See Mobilise Folder). SLT To complete a document named, 'Knowing my School - understanding the strengths and weaknesses in School Data'. SLT To complete MITA surveys - MITA TA and Teacher survey. To download PDF with the results from the staff survey and begin to	9 th September 2016 Friday 7 th October 16 Friday 7 th October 16 Friday 14 th October 16 Friday 14 th October 16		Supply Teacher Costs £160 Supply Teacher	School Based Lead will have a deeper understanding of the Mobilise project. School Based Lead will understand her role in contributing to a Professional Learning Community.	Thursday 8 th September, NS, LB & LS attended the Roadshow Part A. IMPACT To begin to develop an understanding about the Mobilise project and its implications. RAG Assessment completed in SLT. IMPACT Identified strengths and areas for development with TA deployment. Throughout Autumn term, MITA survey has been completed by all members of staff. IMPACT To enable all staff members to have the opportunity to describe TA practice to date. The results have been downloaded and analysed.

	NS, LB	LB	formulate an action plan/steps moving forward. To attend the Education Endowment Foundation Roadshow Part B	Tuesday 18 th October 2016		Costs £160		IMPACT Highlights will be shared with the staff during INSET training to continue to develop TA deployment and use in school. Tuesday 18 th October, LB and NS attended the Roadshow Part B. IMPACT To continue to explore national research and understand its impact on Barrowby School. Information can be found in the Mobilise folder.
To begin to develop a clear vision for the role of Teaching Assistants in Barrowby Primary Church of England school moving forward	NS	LB	Explore Teaching Assistant Deployment within the classroom, supporting Mathematics	Disseminate expectations through: • Teacher Meeting 18 th October 2016 • TA Meeting 19 th October		N/A	To develop further quality of support available so that TA facilitates not replaces the teaching	Through TA meeting, NS disseminated aspects of the action research with 2 staffing groups- Recommendation II. IMPACT Staff given the opportunity to reflect on current practice in light of research.
	NS	LB		Collate and analyse individual teacher planning for Mathematics Nov 16		N/A		Through Autumn term, Maths planning was collected from Staff. IMPACT NS has begun to collate and analyse the findings of TA deployment to inform school based actions.
	NS	LB		Survey staff to ascertain, "Staff response to TA deployment" Feb 17		N/A		Next Steps -continue to work with TAs and teachers to ensure TAs are being deployed in accordance with Mobilise Research principles so that all pupils are supported to develop as independent learners
	NS LS	LB	Continue to develop further the role and status of our Teaching Assistants	Through Teaching Assistant Meetings explore: • Ways to raise TA profile • Use of TA Standards to inform		N/A	To ensure all members of staff are being utilised to maximise pupil progress	January 9 th 2017, through TA Meeting-TAs within school have agreed to work against the non-statutory standards for Teaching Assistants. IMPACT These will be included within TA performance management, to

			PM and working in school Ongoing				be arranged within the next half term. Next steps-LB has ordered name plaques for TAs for their classroom door-as a way to value TAs role in classrooms and raise their profiles. Next Steps-ensure TAs have had the opportunity to develop further the Teaching Assistant Policy so that all members of the team understand their role
All Staff	LB	To complete a visioning exercise titled, Making Best Use of Teaching Assistants (Staff meeting, Teaching Assistant meeting)	Friday 7th October			SLT will have a clear vision of the role of Teaching Assistants within school for the future. .	Through Autumn term, TA completed 'Brown Paper Exercise.' IMPACT Provided TAs with opportunities to identify strengths and difficulties in role. Findings to be shared on 19 th January- Twilight INSET.
NS LS			NS observe LS conduct Teaching Assistant Meetings Sept 16 NS assume management of Teaching Assistant meetings and liaise with members of staff Feb 17 NS conduct Teaching Assistant Performance Management Reviews Mar 17				Throughout Autumn term NS attended TA meetings: <ul style="list-style-type: none"> One to share Recommendation II and one to finalise the use of TA standards March 2017-LS and NS complete Teaching Assistant Performance Management. Evaluated process to include: <ul style="list-style-type: none"> Review of job description Review of priorities linked to SDP or Professional Development Reference to national TA Standards Agreement of lesson study (monitoring of practice) IMPACT All TAs understand their role in school and how to progress professionally.

							<p>March 2017 - NS</p> <p>PLC 4 was attended by NS. Recommendation V & V1 was the primary focus- To use TAs to deliver high quality one-to-one and small group support using structured interventions. NS has read research into TA and intervention programmes in primary mathematics.</p> <p>IMPACT- SEND has begun to explore structured interventions to support children within school. Non-structured interventions in school are being used less in favour of recognisable interventions, such as NESSY and precision teaching. The representatives from Grantham schools as part of the Mobilise Cluster group were very impressed with our SEND tracking and would like to explore it during the next PLC (NS to deliver a presentation).</p> <p>27th March 2017 -</p> <p>NS delivered training to staff through a twilight session - Further improving pupil independence. As a staff we explored the scaffolding framework and looked at the benefit of encouraging children to be independent learners.</p> <p>IMPACT - All staff now have the tools to further support pupil independence and further embed current practise. Monitoring in the Summer term will be carried out.</p>
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								<p>Throughout, Spring a teaching assistant policy is in the process of being written in line with the recommendations from the Mobilise project and current Teaching and Learning policies in school.</p> <p>IMPACT - All TAs aware of the expectations. This will further raise the profile of TAs and represent the SLT's views of the use of TAs in school.</p> <p>Next Steps-Complete Teaching Assistant Policy and disseminate</p>
SEND Leadership								
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	Continue to refine the leadership and management of SEND.	Delegate all in-house SEND responsibilities to KS Leaders Sept 16	Govs	N/A	Ensure school systems are robust and in-line with current legislation and new code of practice.	<p>Through Autumn 1:</p> <ul style="list-style-type: none"> Key Stage leaders provided with designated SEND time, to further support SENDCo. SLT Meetings enable SEND feedback from meetings. SEND Planning time allocated to enable greater communication between SENDCo and KS leaders. <p>IMPACT Leadership able to assign/monitor SEND more effectively.</p>
	JW NS			Ensure KS Leaders monitor and evaluate SEND effectiveness in both KS Ongoing	Govs	N/A		<p>Throughout academic year, Key Stage Leaders continue to take a lead with SEND priorities in Key Stage including organising KS teachers to:</p>
	LS			Provide KS Leaders with delegated time to manage responsibilities Ongoing	Govs	Cover by: KS2- Support Teacher KS1- HLTA		<ul style="list-style-type: none"> Review SEND need in KS2 Update School documentation as needed Arrange review dates with parents to evaluate progress against SEND Support Plans
	SLT			Refine SLT meetings to incorporate the minutes/actions of SEND Planning meetings, so SENDCo and HT are fully	Govs	N/A		<ul style="list-style-type: none"> Communicate updates on interventions and measuring progress Monitoring SEND Provision in KS

	LS JW NS			<p>aware of school actions Sept 16</p> <p>Continue to facilitate SEND Planning meeting, supported with SENDCo and Admin Assistant when the need arises. Ongoing</p>	Govs	N/A	<p>Liaise with DHT and SENDCo to ensure all pupils continue to make progress</p> <p>IMPACT Delegated responsibilities so DHT can coordinate SEND provision with the help of KS Leaders. SEND is now a standing item on SLT agendas so that all members of the SLT are kept up to date are fully briefed on significant SEND matters and children's needs. IMPACT: all senior leaders are aware of developments and priorities related to SEND. Next Steps-embed systems established this academic year e.g. SEND Planning Team and opportunities for collaboration and delegation</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.	LS	LB	To amalgamate the SEND Provision Map with SEND support to better enable tracking of support cross referenced to costings.	<p>1. Review and update SEND Provision Map Dec 16</p> <p>2. Refined the SEND Tracking element of the Cohort Tracker to support above. Apr 17</p> <p>3. To centralise all support/intervention for pupils e.g. counselling; G&T Sport; Targeted Play; STAPs Jun 17</p> <p>4. Support colleagues to develop clearer understanding of measuring</p>	Govs	N/A	<p>To further ensure interventions are strategic and continue to develop pupil progress for individuals/groups.</p> <p>More accurate information detailing cost and effectiveness of interventions.</p> <p>Jan 17 School tracking for SEND provision and interventions shows progress made against initial starting points. This information is now shared on SEND Action plans for those children with SEN. IMPACT: 1. Clearer understanding of frequency, length and effectiveness of interventions. 2. Information about effectiveness of supporting adults can also be ascertained from the document/tracker. 3. % of children making progress against their intervention initial starting points in Aut 1 and 2 across all interventions per cohort was: Y1 Y2- 94% Y3- 100% Y4- 83% Y5- Y6-</p>

	NS/JW			<p>intervention programs. Ongoing</p> <p>5. Support KS2 Team Leaders so that they can analyse effectiveness of interventions and staff who deliver-complete Data Analysis and submit to DHT who will identify strengths and key developments Ongoing</p>			<p>Throughout March, SEND Planning Team evaluated effectiveness of SEND interventions and how progress is measured. Beginning to revise how to measure progress for individuals so there is a consistent approach across the school. IMPACT Appropriate interventions used and consistent interpretation so that pupils continue to make progress.</p> <p>Next Steps-</p> <ol style="list-style-type: none"> 1. To ensure the analysis of interventions is evaluated and best practice identified. 2. Liaise with TAs, through Performance Management, to address areas of development and develop practice further 3. Ensure Cohort Tracker is modified and updated with appropriate interventions
Pupil Leadership							
	<p>LB</p> <p>LS</p> <p>SB</p> <p>JW</p> <p>LJW</p> <p>JHW</p> <p>KG</p> <p>AW</p> <p>MW</p> <p>JR</p>	<p>Agree with teachers responsibility for various Pupil Leadership groups:</p> <p><u>Strategic Leaders:</u></p> <ul style="list-style-type: none"> • Senior Pupil Leaders <p><u>Whole School Pupil Leaders:</u></p> <ul style="list-style-type: none"> • School Council • Sports Committee <p><u>Project Pupil Leaders</u></p> <ul style="list-style-type: none"> • Fundraising Committee • Digital Media • Food Ambassadors • SHOUT! • JRSO • Lunchtime Buddies • Play Leaders <p><u>Class Leaders</u></p>	<p>To continue to provide a range of Pupil Leadership/Voice opportunities Sept 16-ongoing</p>	LB	N/A	<p>Ensure that all pupils have the opportunity to participate within Pupil Voice activities so that the SLT/Governors understand their views.</p>	<p>Through Teacher Meetings, explored:</p> <ul style="list-style-type: none"> • Possible developments for Pupil Leadership-broadening out opportunities for pupils. • Agreed adult support <p>IMPACT Developed further more opportunities for Pupil Leadership.</p> <p>Through Autumn 2, explored senior roles for each designated Pupil Leadership group. IMPACT Ensured leadership is identified so HT can establish Senior Pupil Leaders group.</p> <p>Spring: The Sports Committee, have led a whole school assembly to introduce this year's Legacy Challenge and, as a result, organised the school's Ben Smith 401 marathon challenge. They have also organised a Team Tournament comprising of five team events with Paralympic values at the core. They have also introduced sporting champions (Sam Ruddock - Paralympic Shot Putter, Shona</p>

	Staff		Class Council					<p>McCallin - Olympic Women's Hockey Gold Medalist and Ben Smith - 401 Marathon Runner) to whole school Collective Worship assemblies and ended each session with a prayer. IMPACT Pupils understand the value and impact of healthy lifestyles.</p> <p>Next Steps-Develop further teacher responsibility for Pupil Leadership</p>
	JW	Govs	<p>Embed the use of:</p> <ul style="list-style-type: none"> Targetted Play and their expectations of usage to support pupils. 	<p>Establish initial groups Sept 16</p> <p>Review Targetted play groups and complete evaluations Dec 16 Mar 17 Jun 17</p>	LB	N/A	<p>Better support our Reception-KS1/KS2 pupils at lunchtime-eradicating the small amount of behaviour incidences</p>	<p>KS2 Team Leader liaised with teaching colleagues and identified pupils requiring support. Created tailored program of support and liaised with non-teaching staff (providing pastoral support). IMPACT Vulnerable pupils identified further reducing incidents at lunch and providing pupils opportunities to model behaviour.</p> <p>Feb 2017-Targetted Play provision evaluated. KS Leader liaise with teachers to ensure pupils in receipt of Targetted Play benefit as required. Devised new schedule and liaised with non-teaching staff to ensure pupils are settled at play and in class. IMPACT Reduction of incidences at play and children ready to learn. Through Governor Monitoring Visit-20th April. Governors note the positive contribution of targeted Play.</p> <p>Next Steps-</p> <ol style="list-style-type: none"> 1. Continue with provision. 2. Ensure Nurture and well being lead has evaluated provision and its impact 3. Further explore resources which may be used to support children

Collaborative Partnerships							
Evaluate and strengthen exsisting collaborative partnerships for the benefit of pupils and staff	LB	Govs	Headteacher engage within Peer to Peer Review with School Improvement Group to ensure school's self-evaluation processes are robust.	<p>Agree and complete next cycle of reviews Dates TBC</p> <p>HT attend SIG meetings Oct 16 Feb 17 Apr 17</p>	Govs	LCC Funded	<p>Ensure consistency of Headteacher's decisions regarding SDP</p> <p>HT attend SIG Partnership Meetings to establish focus for Peer to Peer Review. IMPACT Identify criteria for improvement including:</p> <ul style="list-style-type: none"> Autumn-Safeguarding Health Check Spring-Raise Analysis and review of SDP priority and impact Summer-Raise Analysis and review of SDP priority and Impact <p>Next steps-Peer to Peer Review complete. Disseminate to Governors. Continue to work with collaboration to refine the process.</p>
Further develop global and international links and perspectives within the school's curriculum focusing on French as a modern foreign language.	LJW	LS	<p>Liaise with schools in contrasting locations-identify ways to interact at first hand experiences</p>	<p>Establish links by:</p> <p>Facilitate a meeting between Barrowby & Avenue Primary Schools Headteachers Sept 16</p> <p>Establish visits to:</p> <ul style="list-style-type: none"> A Mosque-Y5 & 6 Summer 2017 Attend a 'World Diversity Day' at the Avenue primary School-Y4 Nov 16 A Hindu Temple-Y3 Summer 2017 <p>Look for further ways to collaborate and learn more about each other Ongoing</p>	LB	£500	<p>Pupils able to appreciate different cultures/settings</p> <p>On 11th November, Year 4 pupils attended the Avenue primary School, to:</p> <ul style="list-style-type: none"> immerse themselves within a contrasting school-where they were able to interact 'firsthand' with its pupils celebrate the differences and similarities, between our schools and a range of cultures and religions, including Christianity, Buddhism, Islam and Judaism. <p>IMPACT Our children were able to meet children from different cultures and religions, developing further their understanding of their place within a diverse World.</p> <p>Through Spring term, LJW continue to liaise with N Kandola, at the Avenue Primary School to establish a Barrowby placed visit. To be arranged for March 17.</p> <p>IMPACT Enable HT of inner city school to visit Barrowby to better understand how we can formally collaborate.</p> <p>Next steps-consolidate experiences to date:</p> <ol style="list-style-type: none"> Y3 Visit to Temple Y4 World Diversity Day Y5 Visit to Mosque Y5 & 6 Visitor-Hinduism Day

Formulation of the GRACE Trust															
	LB Govs	Govs	Explore the possibility of establishing a Multi-Academy Trust with other local (SIG) partner schools.	Liaise with other Headteachers and COG to explore and create an Academy structure which is beneficial to Barrowby pupils.	Govs	N/A possible £25,000 grant	<p>To continue to ensure that Barrowby CE Primary school is best positioned to navigate the changing educational landscape.</p> <p>Throughout Autumn Term:</p> <ul style="list-style-type: none">Collaborated with HTs of other schools to create a Scheme of Delegation for trust as well as prepare a presentation for the DBE. attended DBE presentation with the COG F Barney <p>OUTCOME</p> <p>DBE have requested that the Trust accommodate 2 further schools, from the local area.</p> <ul style="list-style-type: none">Liaised with Governors from Trust schools to develop further understanding of working relationshipsDistributed Parental Survey to gauge attitudes towards the potential creation of the GRACE Trust and Barrowby's role within that <p>OUTCOME</p> <p>Parental support is:</p> <table><tr><td>Agree</td><td>61%</td></tr><tr><td>Strongly Agree</td><td>27%</td></tr><tr><td>Disagree</td><td>4%</td></tr><tr><td>Strongly Disagree</td><td>8%</td></tr></table> <p>This will be discussed with Governors and fed into discussions.</p> <ul style="list-style-type: none">Explored implications of forming a Trust with school Governors <p>OUTCOME</p> <ul style="list-style-type: none">Governors expressed reservations over forming a Trust and decided that COG would write to TRUST members to express concerns for Barrowby.As a result a meeting was held to discuss practical next steps with Governors from Trust where a deadline of 31st January was set for Barrowby to confirm intentions.Extra-ordinary meeting scheduled for 12th January for Governors to confirm position.	Agree	61%	Strongly Agree	27%	Disagree	4%	Strongly Disagree	8%
Agree	61%														
Strongly Agree	27%														
Disagree	4%														
Strongly Disagree	8%														

								<p>Next steps-liaise with the GRACE Trust Collaboration to:</p> <ol style="list-style-type: none"> 1. Create an agreement and schedule of partnership 2. Attend Conference to introduce collaborations to school community 3. Develop further support mechanisms 4. Refine the Peer to Peer Review Process 5. Develop further JPD opportunities
Religious Education Leadership								
To support the school self-evaluation by completing the necessary documentation for SIAMS in preparation for a Church School Inspection	NS	LB	<p>Liaise with HT and discuss procedures around accessing information and evaluating Church School Distinctiveness:</p>	<p>Liaise with staff to complete various documentation:</p> <ul style="list-style-type: none"> • Review previous self-evaluation materials and evaluate SIAMS provision; Sept 16 • ensure documentation is up to date. Oct 16 • Publish on school website as part of School Self Evaluation. Oct 16 <p>Liaise with SLT and HT and advise accordingly.</p>	Govs	Supply Costs £200	<p>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>	<p>Through Autumn term, RE Subject lead liaise with HT to finalise SIAMS document and posted onto the school website. IMPACT All stakeholders aware of current quality of Collective Worship.</p> <p>On 25th November, Barrowby CE Primary School facilitated its 5 year inspection and was judged outstanding in all 3 areas of the inspection. IMPACT Confirmed decisions and actions of SLT and Governors-verifying and confirming the quality of the new SLT of the school (HT, DHT, KS Leaders & Governors). See report for full details.</p> <p>Next steps-RE Subject and HT update SIAMS Self Evaluation Summary and post on website Sept 17</p>
	NS	LB	<p>To apply for RE Quality Mark and verify quality of RE provision within the school</p>	<p>Liaise with D Gibbons headteacher at Nettleham Primary School for assistance with completion of documentation Oct 16</p> <p>Complete application of RE Quality Mark and submit by Spring 17</p>	Govs	Supply costs £200	<p>To obtain verification that RE curriculum continues to support and develop reflective and contemplative thinkers.</p>	<p>27th April-HT & RE Subject less met with Diocesan Associate Adviser Visit, including:</p> <ul style="list-style-type: none"> • Tour of the school • Identification of SDP and work completed • RE Subject lead to discuss Pupil Leadership & Assessment of RE <p>IMPACT SLT able to celebrate recent SIAMS and confirm work being undertaken to move school forward e.g. Maths centred, as well as strengthening aspects of school e.g.</p> <ul style="list-style-type: none"> • Church School Distinctiveness

								<ul style="list-style-type: none"> • Assessment of RE • Collective Worship Pupils Leaders • Structure of meeting <p>Next steps-liaise with Nettleham Primary School to explore E QualityMark. Further explore:</p> <ol style="list-style-type: none"> 1. RE Assessment 2. RE Curricular coverage
Arts Leadership								
	LJW	LB	<p>Subject Leader to review criteria for Gold Artsmark and advise HT of actions needed. HT incorporate in to SDP 2016-2017.</p> <p>(Preparation for Artsmark)</p>	<p>Liaise with colleagues and identify individuals for Case Studies Nov 2016</p> <ol style="list-style-type: none"> 1. Design and create a Profile Template Dec 2016 2. Begin to collate initial information and share with SLT Feb 2017 3. Complete Profiles of individuals Jun 17 	Govs	N/A	<p>To further promote and recognise quality of Arts provision.</p>	<p>Arts Leader liaised with HT to facilitate better understanding of the Artsmark Gold procedure. As a result-training identified for HT and Arts Leader.</p> <p>IMPACT To develop a clear action plan for the acquisition of the Artsmark Gold, supported by Artsmark consultants.</p> <p>Next steps-</p> <ol style="list-style-type: none"> 1. Contribute towards Arts statement 2. Develop Action Plan and liaise with HT 3. Action Plan to be incorporated into SDP with timescales and impact

Targetted CPD								
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 LJW SB	LB	Support colleagues in JPD activities: <ul style="list-style-type: none">MathsSPaGMusicPE	Conduct Skills Analysis Mar 17 Organise JPD opportunities to respond to individual needs Ongoing	LB	N/A	To better support staff development and ensure all pupils maximise their potential	<p>Through Performance Management opportunities, agree JPD focussed on Music-whole class tuition:</p> <ul style="list-style-type: none">Recorder tuition-Y3-ST-Summer 2Eukhrele Tuition-Y4-Music Service-Summer 1 <p>IMPACT JPD provided to support teachers with developing instrumental skills so that pupils develop further musical ability e.g. reading standard notation.</p> <p>Mrs Banfield and the Inspire + Young Ambassadors (three Year 5 and two Year 6 children) have attended two evening training sessions developing the role of the Young Ambassadors as leaders in school. IMPACT The Young Ambassadors have led meetings with the Sports Committee to disseminate the formation and begin planning the Legacy Tour and Legacy Challenge Assemblies-encouraging the whole school to be active.</p> <p>Next steps-continue to refine the JPD offer for 2017-2018, to include:</p> <ol style="list-style-type: none">Maths-development of mental starters and reasoningMusic-Whole Class Tuition-Y4 Recordersskills PE Support (Subject Leader)
	LS MW	LB	Ensure induction processes are robust and are in place to support newly appointed members of staff: <ul style="list-style-type: none">Key Stage 1 TeacherCleaner	Initial Meeting Sept 16 2 nd Meeting Nov 16 3 rd Meeting April 17	Govs	TBD	Ensure newly appointed members of staff are conversent with school expectations and policies	<p>New teacher started school, in September-</p> <ul style="list-style-type: none">Given Induction HandbookAttended Safeguarding TrainingConducted Performance Management -agreed targets and discussed induction process <p>IMPACT Enable school to ensure induction processes are up to date and are relevant.</p> <p>Next steps-evaluate induction and induct new members of staff</p>

	Govs	FB	<p>Evaluate and develop further induction and exit support materials, to include:</p> <ul style="list-style-type: none"> • Induction Support Material • Exit Survey 	<p>Governors develop survey to be introduced Dec 16</p>	Govs	N/A		<p>Next steps- Governors complete 2017-2018</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
Mathematics								
<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	LB	<p>Implement a rigorous Monitoring & Evaluation Program, including:</p> <ol style="list-style-type: none"> 1.Planning Support, 2.Work Scrutiny, 3.Learning Walk, 4.Pupil Interview, 5.Moderation 	<p>Planning Support</p> <p>Sept 16</p> <p>Jan 17</p> <p>Apr 17</p> <p>Work Scrutiny</p> <p>Ongoing in KS Meetings</p>	Govs	N/A	<p>Medium Term Planning matches NC and teachers able to deliver expectations.</p>	<p>Through Autumn Term: KS Leader and DHT complete:</p> <ul style="list-style-type: none"> • Planning Scrutiny • Work Scrutiny <p>in Reading, SPAG and Maths.</p> <p>IMPACT Ensure teaching expectation is high and in line with NC.</p> <p>Through SpringTerm, English & Maths Subject Leads complete:</p> <ul style="list-style-type: none"> • Planning Scrutiny <p>IMPACT Ensure teachers are appropriately organising curricular content in line with expectations from new NC.</p> <p>JW delivered several key stage meetings exploring effective medium term planning of maths against the new standards.</p> <p>JW completed planning scrutiny for Spring Term planning.</p> <p>Maths MTP for Years 3-6 has been re written in line with the new national curriculum, ensuring a correct balance and quantity of objectives. IMPACT KS Leader monitored planning and all teachers delivering consistent expectations.</p> <p>Through Teacher Meetings complete Work Scrutiny-18.4.17; focussed on the development of a broad and balanced curriculum e.g. Scrutiny of Topic books.</p> <p>IMPACT Confirmed the quality of work across the school and identified strengths as well as areas for development. (See Work Scrutiny form).</p> <p>Next steps-</p> <ol style="list-style-type: none"> 1. Further develop comprehensive monitoring & evaluation schedule for 2017-2018 for: English, Maths and Science

				Learning Walk Feb 17			Individual environments promote mathematical resilience.	A learning walk was conducted as part of staff meeting, JW fed back to KS2 teachers. KS2 team planned a cross curricular maths lesson together in pairs to form work for this display- collaborative working. IMPACT: All KS2 classes have appropriate display
				Pupil Interview Attitudes Oct 16 Confidence Feb 17			Pupils feel they are being supported so that their mathematical confidence and resilience increases.	Through Autumn 2, DHT conducted: <ul style="list-style-type: none"> Pupil Interviews to establish Reading habits and attitudes. Work Scrutiny Planning Scrutiny Outcomes pending January 2017-DHT liaise with SLT to disseminate results of interviews. Tuesday 30 th January, Tuesday 7 th January DHT disseminate findings to teachers for discussion. IMPACT All teachers begin to appreciate pupil and staff views so that support/developments may be implemented to address findings.
				Facilitate internal moderation between teachers Oct 16 Mar 17 June 17			Ensure teachers are able to communicate features of standards.	Moderation facilitated, Wednesday 18 th November focussed on Reading. IMPACT Enable colleagues to verify teacher judgements. Moderation facilitated, Wednesday 22 nd march focussed on Mathematics. IMPACT Enable colleagues to verify teacher judgements
	LB JW KG	LB	Embed cross-curricular contextualised maths problems (multi-step)	INSET 2 nd September Mathematical Expectation Through Work Scrutiny focus on evidence Nov 16 Mar 17	Govs	N/A		Through INSET all teaching colleagues aware of expectation in Maths. Work Scrutiny has focussed on embedding problem solving opportunities. IMPACT Pupils able to apply maths skills/procedures. Through INSET, in Spring, -JW led staff training on 'applying mathematics' and what 'reasoning' looks like and how to give children these opportunities. IMPACT staff given ideas, modelled examples of reasoning and asked to consider reasoning and problem solving opportunities that are challenging for their year group in their planning.

	LB JW	Govs	Develop further proficiency, speed and accuracy of Mental Mathematics.	Ensure appropriate Targets have been devised; track and monitor. Oct 16 Mar 17	Govs	N/A	All pupils able to display proficiency, speed and accuracy of mental mathematics.	<p>All teachers used 'next step' targets set in the Annual Reports as a starting point for maths support. Internal tracking through Autumn term, indicates a steady improvement in Maths attainment currently:</p> <ul style="list-style-type: none"> • Y1-84% • Y2-84% • Y3-100% • Y4-85% • Y5-81% • Y6-97% (96%) <p>Of pupils working in the standard.</p> <p>IMPACT Professional engagement with teachers is beginning to develop further pupil progress</p> <p>Next steps-further explore resources to be used to develop mental arithmetic proficiency</p>
	JW	LB		Explore relevant materials which can be used to challenge learning and implement e.g. White Rose Ongoing	Govs	£500		<p>Through Spring Term:</p> <ul style="list-style-type: none"> • JW explored the White Rose document with KS2 teachers and how this can be incorporated into their MTP. • KS2 Lead showed staff how to use this document and other documents to support the planning of application and problem solving maths. • Staff meeting delivered on 'Mathematical Reasoning'. Teachers explored what this looks like, how reasoning, problem solving and fluency differ. • Teachers to plan for opportunities that allow the children to reason and apply their mathematical skills more readily. <p>IMPACT teachers ensure Maths is relevant and sufficiently challenging.</p>

	LB	Govs	Implement discreet focus for developing arithmetic skills. INSET 2nd September.	Govs	N/A	<p>Through Autumn term, Maths Lead introduce Arithmetic style assessments to measure progress of pupils since having the focus. 1st February 2017-SLT analysed the outcomes of the arithmetic assessments. OUTCOME</p> <ul style="list-style-type: none"> • Modify tracker to hold data • Purchase Arithmetic resources <p>IMPACT Ensure all pupils continue to make sufficient progress in this area (developing 85% accuracy) Through Autumn & Spring, Maths Subject Lead collected Y3-6 most up to date arithmetic scores and discussed expectations in term of scores, class averages and targeted under performing children. IMPACT staff developed target children in this area, planned for arithmetic specific teaching within maths lessons. Maths Lead to monitor Next steps-embed practice begun. Update tracker to include tracking of arithmetic skills</p>
	LB LS JW NS	Govs	Layered targets communicated with parents and pupils, consistently, identifying 'next steps of learning.' Through: Key Stage 2-HW Book Key Stage 1-Reading Record	Govs	N/A	<p>Jan 17 Targets are now shared consistently in FS/KS1 and in KS2. Parents are informed at the same 3 points in the year and all children can access their targets in the Maths/ Eng book as appropriate. In FS/KS1 targets are shared via children's Reading Records. In KS2 targets are stuck into relevant pages at the back of the Reading Record IMPACT: Consistency, shared information with parents. Sharing of targets in books shows progression and development over time allowing teachers to refer to targets through marking and feedback. Positive impact noted in Aut 2 assessments in R, W, M across the school.</p>

Spelling, Grammar and Punctuation								
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- Sept 16 Jan 17 Apr 17 2.Lesson Observations ongoing 3.Work Scrutiny Teacher Meetings 4.Moderation Teacher Meetings	Govs	N/A	So pupils develop a deeper understanding and more accurate and precise use of spelling, grammar and punctuation, within their written work.	Throughout Autumn term, SLT and KS Leaders undertook an array of monitoring activities, including: <ul style="list-style-type: none">Planning ScrutinyWork ScrutinyData Tracking OUTCOME Data indicates: <ul style="list-style-type: none">Y2-88%Y3-94% (81% increase 13%)Y4-81% (63% increase 18%)Y5-87% (64% increase 23%)Y6-97% (81% increase 16%) Of pupils working in the standard, which is an improvement based on the same assessment point in 2015. IMPACT Monitoring indicates an increase on pupil attainment right across the school in this area. Continue to track outcomes in: <ul style="list-style-type: none">SpellingGrammar & Punctuation Next steps -embed practice. (Please refer to Summer 2 Data Shot in Summer 2017 HT Report- published Oct 17 for comparison of impact)
	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 Teache/KS Meetings: Aut 16 Spr 17 Sum 17	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 SF Coach LJW SB LJW 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">4 x B Teams (Level 1) Target sports:<ul style="list-style-type: none">1.Boys Football2.Tag Rugby3.Swimming4.Athletics1 x C Teams (Level 2) Target sports:<ul style="list-style-type: none">1.Swimming2.Athletics	Through inter-school sport register interest for B and C Teams in: <ul style="list-style-type: none">1.Boy's Football Tournament2.Tag Rugby3.Swimming4.Athletics Ongoing	LB	N/A	School is awarded either Silver or Gold Sports mark. Throughout the year, increase opportunities so tat more pupils participate in a range of sport.	October 2016, school was awarded the School Games-Gold Mark-the highest accreditation recognising the quality of competitive sport. Sports Leader liaised with Inspire+ and teaching colleagues, confirming commitment to competitive sport and promoting healthy and active lifestyles. IMPACT Greater amount of pupils participate in competitive sport. 20 th April-HT and PE Subject Lead attend SGO conference to: <ul style="list-style-type: none">determine sport/competition available for 2017-18;to learn more about Jump Evolution.

								<ul style="list-style-type: none"> to receive update on application for School Games Mark 2016-17. <p>IMPACT Through commitment to sport, Barrowby placed to attain Gold Mark for a 2nd year.</p> <p>Next steps-applied for Gold School Games Mark for the 2nd time. Meet with external validator September 2017 to verify school's application.</p>
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 LS ES KG	LB	Review and evaluate assessment tools: summative and formative tools used to gauge attainment in: <ul style="list-style-type: none"> Reading Writing GAPS Mathematics All curricular subjects 	<u>Reading</u> To explore and identify Reading assessment materials Oct 16 Implement PIRA and track pupils Scaled Score Dec 16 Mar 17 Jul 17	LB	£500	Teachers have access to relevant materials matched to new NC	Through SLT meetings discussed relevance of standardised assessment in Reading and agreed to purchase PIRA. This tool to be used throughout the year and provide consistency for moderation purposes, by SIG partners. IMPACT Enable even greater accuracy of assessment judgements and ease for comparison between pupils. Autumn 2 introduced the PIRA Reading assessment tool. Results show: <ul style="list-style-type: none"> Y2-14% Y3-97% Y4-78% Y5-69% Y6-91% IMPACT Demonstrates that Reading is slightly lower in pupil attainment than other subjects, therefore action taken: <ul style="list-style-type: none"> All teachers should listen to each child in their class at least once every 3 weeks Communicated to parents benefit of individual reading. Please CLICK HERE to read the letter. Explore aim of developing further pupil stamina/fluency with teachers through Teacher Meetings. Maintain discreet Reading lessons in KS2 Through Spring term, HT and SLT have tracked the progress of groups/classes of children in Reading using the scaled score generated from the PIRA. This

	SLT	LB		SLT moderate formative Mathematics Assessment Ongoing	LB	N/A		(See minutes from SLT Meetings)
	Subject Leaders	LS	Complete Skills Progression documents.	Subject Leaders Oct 16 Disseminate documents to teachers and ensure consistent use. Jan 17	LB	N/A	Able to track pupil progress across all subjects and use information to gauge pupil progress and attainment.	Through Spring, Subject leaders have developed further Skills Progression resulting in documents completed for: <ul style="list-style-type: none"> History Music DT Computing IMPACT Further support provided for teachers to ensure pupils progress in accordance to NC. Next steps- 1. Ensure all Leaders have refined their Skills Progressions 2. Share with staff and modify LTP/MTP accordingly 3. Develop progression in to assessment tool
	LS	LB	Review and evaluate communication of targets and refine	DHT monitor the effective record keeping of teachers through scrutinising: <ul style="list-style-type: none"> Teacher Diaries Cohort Tracker Work Scrutiny Communication to parents 	LB	N/A		
				Support teachers to develop relevant and purposeful targets through: <ul style="list-style-type: none"> Analysing targets communicated in books Cross reference to Teacher assessment Through Teacher Meetings engage and ensure accuracy of targets 			To ensure that targets are relevant and inform the next steps in their learning so they can make better progress.	

				Assessment Point 3- Feb 17				
				Assessment Point 4- April 17				

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. Disseminate policy to staff and governors. Upload onto school website.	Oct 16 Oct 16 Oct 16	Govs		Ensure all stakeholders understand processes for Safeguarding members of the school community	Sept 16-new Safeguarding and Child Protection Policy disseminated to Governors. IMPACT School compliant with updated guidance and legislation. Conducted Safeguarding update/refresher training, INSET 31 st October IMPACT All staff updated on current issues such as FGM and Domestic Abuse. Next steps- 1. Review Policy and update 2. Review 5 year pathway and devise CPD according to need 3. Deliver Safeguarding refresher to staff 4. Ensure all documentation is up to date and accurate
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	Ensure all staff undertake and complete Safeguarding Update Training in line with LCSB guidance and establish 5 year pathway.	Ongoing throughout the year	Govs	None	All staff updated with current guidance and legislation re: Safeguarding	31 st October-school provided Safeguarding Refresher and covered: <ul style="list-style-type: none"> Update/refresh on signs of abuse Female Genital Mutilation Domestic Abuse Managing concerns and dealing with disclosures IMPACT Ensure all staff understand their role in Keeping Children safe. Through Summer Term, HT and Administrator developed further the 5 Year Pathway-extending for another 5 years-building in training opportunities for staff, so that school is compliant with KCSIE document. IMPACT School leadership able to track Safeguarding Training needs and ensure school is compliant.

	LS/NS	Govs	Attend 2 Day face to face Interagency Training Day to update knowledge re: procedures supporting and delivering EHA and TAC	LS and NS attend Nov 16 LB & JW July 17	Govs	None	Compliant with current legislation	Next steps-complete 2017-2018
	All Teacher	Govs	Complete E-Learning course: Abuse & Neglect Foundation, to enable KS Leaders to support DSCPO and Deputy DSCPO	Dec 16	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 July 16 Ongoing			Ensure all staff understand policy and expectations of them	September 2016-Part-time teacher inducted in to school. Through regular meetings with HT ensured colleague is supported in role. IMPACT Pupils see little difference between the 'job-share' teachers thus providing greater continuity.
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: • E-Safety Curriculum • Use of iPads • Use of school website	Through Teacher meetings disseminate information through Autumn Term eg. • Imovie • Scratch	Govs	None	Ensure pupils and parents understand how to 'keep safe' while working on-line	HT liaise with NSPCC to facilitate a Parental Workshop to be delivered in March to support parents-Keeping their child safe while working on-line. IMPACT Parents have the necessary tools and advice to safeguard their child while working on the internet at home.
	LJW	LB	Liaise with parents and provide further support and guidance with regards to E-Safety.	• Leaflet reviewed and disseminated Feb 17 • Safer Internet Week Feb 17				Feb 2017-E Safety Leaflet updated and sent to all families in school, to raise awareness and continue to emphasise importance of E Safety. IMPACT All stakeholders are guided to ensure they keep children safe.
Further communicate School values to all stakeholders, so that all understand their part in promoting respect, independence and creativity through their	JW		Support the development of behaviour Management Strategies within: • Embed and monitor the effectiveness of Targetted Play	Implement Targetted Play Sept 16 Adapt tracking system to monitor and record: • Children being supported			Ensure policies are clear and communicated to all stakeholders. To evaluate current practice and refine	Friday 25 th November, SIAMS Inspections confirmed that 'behaviour is exemplary' of pupils at this school. IMPACT Confirms the impact of the interventions in place as well as the expectations of the school staff.

conduct, behaviour and attitude.				<ul style="list-style-type: none"> Reason for support Who/how being supported Impact of support <p>Nov 16</p> <p>Review impact of support and modify groups accordingly</p> <p>Dec 16</p> <p>Mar 17</p> <p>Jun 17</p>		<p>in the light of new guidance and parent feedback.</p> <p>Support staff to keep abreast of developing techniques</p>	<p>JW worked with KS1 lead to identify children across the school who would benefit from targeted play during the spring/summer term.</p> <p>JW:</p> <ul style="list-style-type: none"> Developed new timetable and grouped children according to need. Disseminated this and new games and pack to the Lunch time lead supervisor. <p>IMPACT All pupils supported so that all are ready for their learning and any disruptive behaviours are minimised. Pupils supported to develop further positive role models and develop strategies for resolving conflict.</p> <p>JW and LB discussed using pupil premium money to buy some additional resources, outdoor games/equipment to support the social and emotional wellbeing of our pupils.</p>
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 16</p> <p>Engage parents in their views and needs of an agreed service Jan 17</p> <p>Deliver an information Workshop to parents exploring need for a 'Before School Breakfast Club.' Jan 17</p> <p>Draft and present to Governors the proposed plan and gain agreement. Mar 17</p> <p>Recruit staff and start provision. April 17</p>			<p>Next step-Move priority to 2017-2018</p>

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"> • Strengths • Areas for development • Vulnerable groups and appropriate interventions • Review impact of support and identify next steps • July 16 • Nov 16 • Jan 17 • Mar 17 • Jun 17 	Govs	N/A	Standards of attainment: EYFS-GLD 85% KS1 Standards-85% KS2 Standards-85%	<p>HT liaise with colleagues in SIG Partnership to identify external moderation points across the year</p> <ul style="list-style-type: none"> • Reading-16th November 2016 • Maths-22nd March 2017 • Writing-7th June 2017 <p>IMPACT Staff attended 1st of moderation opportunities to agree 'secure' within each of their standards- professional discussions across the schools to develop further professional understanding.</p> <p>Through extensive monitoring- SLT, Subject Leaders and class teachers continue to track the progress of all pupils in school. Please see HT Report for further information on current pupil progress and attainment.</p> <p>Next steps-SLT and Governors review 2017 data available</p>

	SLT	LB	Develop further consistency of outcomes for pupils within parallel classes and of large class sizes	<p>Conduct Work Scrutiny activities to ensure consistency between classes:</p> <ol style="list-style-type: none"> 1. English Oct 16 2. Maths Nov 16 3. SPaG/Letters & Sounds Feb 17 4. English Mar 17 5. Maths Apr 17 <p>Through KS meetings facilitate:</p> <ul style="list-style-type: none"> • monitoring of planning • moderation of standards of assessment judgements <p>Through PPS Meetings analyse pupil outcome, support intervention and ensure consistency in approach for different Y1 groups.</p>	Govs	N/A	More consistent judgements across Year 1 to support accurate assessment of pupil achievement and progress.	<p>Through Key Stage Meetings- EYFS/KS1 Leader facilitate a series of:</p> <ul style="list-style-type: none"> • Work Scrutiny • Moderation <p>To ensure Year 1 pupils have consistent approaches and therefore consistent outcomes.</p> <p>IMPACT Ensure all pupils, irrespective of class teacher fulfil their potential and are supported to do so. (See KS Meeting Minutes and Pupil Progress Information)</p>
	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 Sept-Oct 2016 Liaise with colleagues, supporting completion of baseline Sept-Oct 2016 Review and evaluate processes and baseline outcomes Nov-Dec 2017	Govs		To administer the baseline assessment to each child in Reception (NS/SB).	Sept 16-School adapt own School based Initial Assessment and administer to pupils. IMPACT Develop an accurate picture of pupils starting points. Attended external moderation on 16 th November at GHF Primary School. OUTCOME Confirmed teacher judgements and facilitated professional discussion between colleagues as to current practice. Next steps -continue to refine school based baseline
	AM/KW Staff	NS	To use Tapestry as an online learning journal for Reception children	To produce a 'hard copy' Tapestry document for parents. Oct 16 To input data online Oct 16 To take observations, using tapestry Ongoing	LS	£60	To use Tapestry to create an online learning journal for all reception pupils.	Octo 16-provided all Year 1 parents with a 'hard copy' version of Tapestry-Reception 2015-2016. IMPACT Greater communication of pupil's learning when in Reception. Hosted Reception Curriculum Meeting to discuss ways in which poarents can support their child at home. Please CLICK HERE to read the Reception Entry Questionnaire 2016 to better understand how parents feel about Tapestry and other matters regarding their children strating at Barrowby, this year. IMPACT SLT and school staff have an up to date picture of parental attitude regarding EYFS and are best placed to continue to support their child/ren. Next steps -continue to refine use of Tapestry e.g. look to develop further video evidence
	NS/SB	LB	To further develop parent contributions to learning journeys, using Tapestry.	Use curriculum meetings to promote the use of Tapestry within school and how parents can contribute. Add section to school website, explaining Tapestry.	LS	N/A	To ensure all adults working within the Foundation Stage can use Tapestry as an on-going assessment tool.	

Barrowby Church of England Primary School

APPENDICES

Appendix A

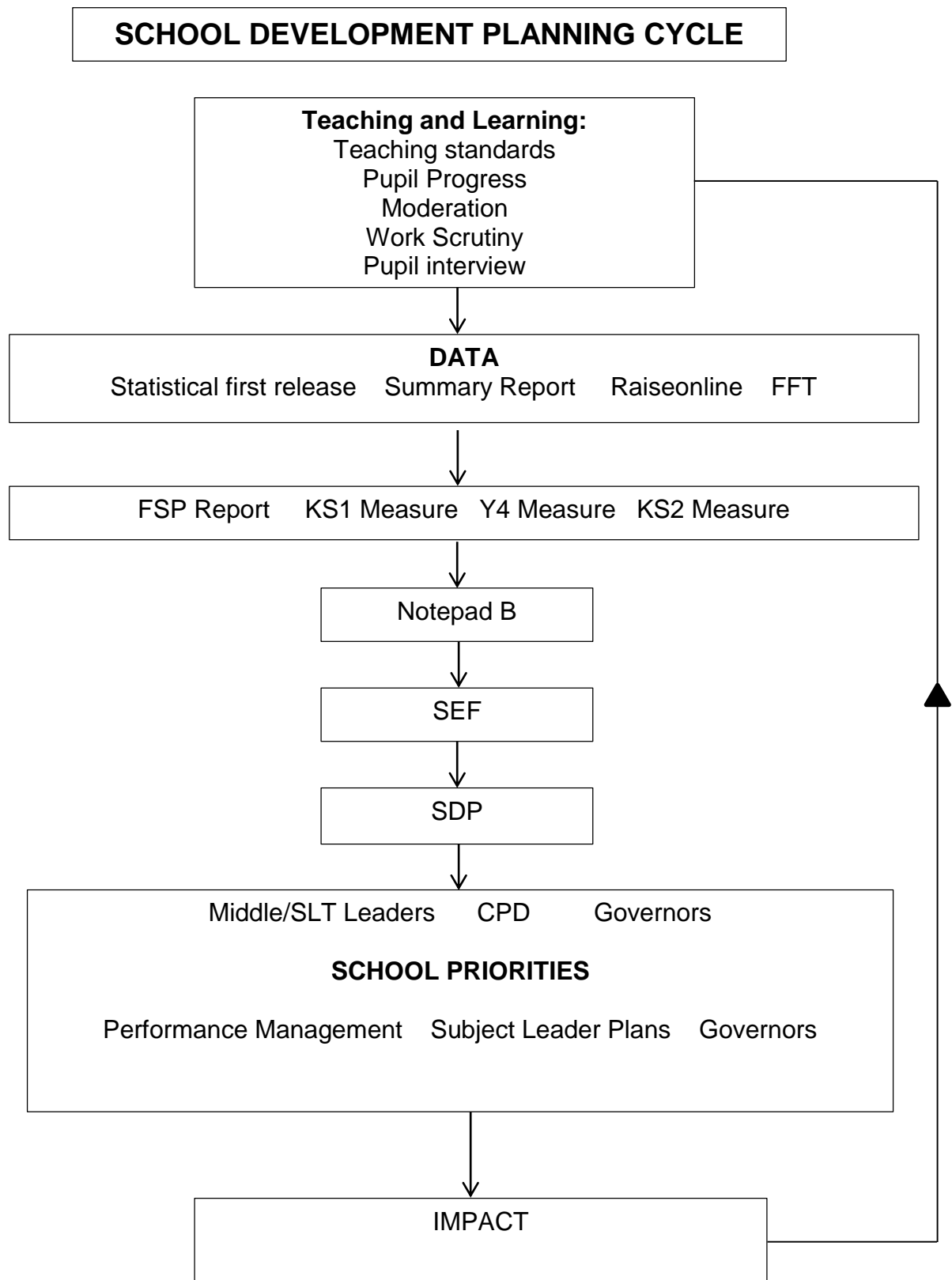
Subject Leader Action Plans

- English
- Mathematics
- Science
- Computing
- RE
- Geography
- History
- Art
- DT
- Music
- PE
- PSHCE
- MFL

APPENDIX B

School Development Planning Process.....Page 38

Appendix B ~ The School Development Planning Process



Our School Development Plan (SDP) is the driving force behind the strategic, medium and short term plans and priorities for the school. The philosophy behind it helps us to see where we are, where we want to go, and how to get there.

This is a working plan, with action plans involving all teachers and support staff, governors, senior teachers and the Headteacher.

Barrowby School has a proactive School Council, and Class Councils who are actively involved in school improvement planning , and also involved in the evaluation process.

The school regularly seeks the views of major stakeholders including pupils, staff, Governors, Prof. Adviser (EA), LA and outside agencies as well as the local community; through discussion, questionnaires, interviews, research etc.

The School Development Process/Cycle ensures that targets for development have been prioritised with a view to making improvements.

The five stage cycle for self improvement is very clear:

- How well are we doing?
- How well should we be doing?
- What should we aim to achieve?
- What must we do to make it happen?
- Taking action and reviewing progress.

The key elements within the School Development Plan process are:

- Establishing a clear vision and a shared sense of purpose for the school.
- Selecting appropriate priorities and targets for development and improvement (following evaluation).
- Setting tasks and allocating resources.
- Checking (monitoring), reporting on the work in progress.
- Measuring and evaluating outcomes against clear criteria for success.
- Planning the next development cycle.
- The aims of the School Development Plan.
- To focus attention on the school's educational vision, aims and aspirations.
- To provide a common sense of purpose and direction along with a co-ordinated approach to all aspects of planning for improvement.
- To facilitate the effective management of change.
- To link longer term intent/purposes to short term targets, plans and actions.
- To ensure that the school's financial planning and deployment of its resources reflects its educational priorities.
- To support the effective monitoring and evaluation of the implementation of outcomes of planned actions.
- To shape and enhance the quality and impact of Continuous Professional Development/Staff Development.
- To enable schools to give secure and reliable accounts of themselves.
- To foster an active and meaningful partnership between the governing body and staff of the school.
- To enable governors to match spending priorities to educational priorities