

School Development Plan

For the Academic Year

2018 – 2019

(September 2018 – V1)



Parrett and Axe CEVA Primary School 2018-19

Our key priorities for the forthcoming school year are:

Reading – Increasing % of children working at greater depth in KS2, increase ARE % in Key Stage 1

Writing – Writing in the EYFS and KS1 to be at National Expectations

Maths – To increase the % of children working at greater depth within the mathematics curriculum to ensure progress is improved at the end of Key Stage 2

Assessment – To embed the new assessment system which focus on the use of progress data alongside attainment data in the pursuit of raising standards, including staff training in how to use data to inform their teaching and to develop how this can positively impact upon learning opportunities.

Greater Depth – Identifying what a greater depth child looks like, provide relevant training for staff, data between EYFS and KS1 to hone in on EYFS3 pupils to GDS and GDS in KS1 to GDS in KS2 to improve progress

SEND – To ensure the SEND provision in school allows SEND pupils to make good progress across all areas of the curriculum.

Pupil Premium- For Pupil Premium children to close the gap to Non-Pupil Premium nationally.

All staff know and value the importance of maintaining the high expectations in these areas and these are monitored by the HT, Governors and Middle Leaders throughout the year. This also is quality assured by learning walks and through the monitoring and evaluation schedule conducted by all staff throughout the year. The main focus for these areas is Pupil Progress Meetings where progress and attainment are monitored for all groups of pupils and interventions identified to support school improvement.

Subject Leaders will further develop their roles this year in two key ways.

- The exploration and development of the Sims assessment their subject areas.
- The use of data to analyse the impact that teaching and learning is having upon progress and attainment for all pupils, relative to their starting points.

We acknowledge that subject leaders are at various stages of their own development within their role and have a deep commitment to the development of teachers as leaders and managers outside of their own classrooms as Subject Leaders, Middle Leaders and Senior Leaders. This also includes the development of support staff as leaders or facilitators of learning. Staff have a clear understanding of their own roles within the structure of school and know how vital their role is within school in terms of what they contribute to school and the impact their leadership and teaching have upon the learning that takes place, attainment and achievement. A commitment of time and resources to monitor and achieve this has been given to all staff for their own continuing professional development needs. Their development this year focuses on the further development of skills of lesson observation and professional feedback to colleagues, and recently qualified teaching staff who are more recent to the role of subject leader.

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Review of SDP 2017-18

Priority 1	Improve quality of phonic teaching and learning.	<ul style="list-style-type: none"> Ensuring all staff are sufficiently trained and skilled in teaching phonics and that they apply a consistent approach that builds pupils' skills and understanding throughout the school.
Success criteria	<ul style="list-style-type: none"> 85% of Y1 pupils will pass their phonics test. (LEA Target) 100% of teaching is judged to be good. vigorous monitoring systems and tracking progress procedures are in place 	Evidence: <ul style="list-style-type: none"> Scrutiny of progress tracking data for all year groups. Analysis of 2018 KS results and Phonics Check Minutes of Pupil Progress Meeting Progress data for Pupil Premium across the key stage.

Actions	Steps to achieve	Staff	Autumn	Spring	Summer	Impact
Implement an updated policy document to ensure consistency in teaching delivery and assessment across the school	<ul style="list-style-type: none"> review Policy with Literacy Lead. Clarify expectations for year groups. 		<ul style="list-style-type: none"> Draft policy to be reviewed by English lead and SLT. 	<ul style="list-style-type: none"> Policy in place and shared with all staff and Governors. All staff to implement the policy with immediate effect 	<ul style="list-style-type: none"> Monitoring and planning evidence that policy is being followed. 	<ul style="list-style-type: none"> All staff aware of policy. Staff clear about expectations resulting from Policy. Policy used to inform planning Policy shared with parents. 85% of Year 1 Pupils passed Phonics Assessment Phonics Review completed April 2018 by Leah Forshaw (see report)
Expectations of year groups to be defined	<ul style="list-style-type: none"> Visit suitable local school for teachers/TAs to review how they teach phonics. Expectations to be discussed with whole staff. Regular planning scrutiny to ensure pace, and use of engaging and varied 		<ul style="list-style-type: none"> Discuss previous years phonic screening results Expectations to be shared with staff. SS to discuss with Y3/4/5 teachers/SenCo what phonics support is 	<ul style="list-style-type: none"> All children in KS1 to be on Phase 5 or above by the end of Y2. Planning scrutiny to show that all children are working at an appropriate level. Percentages of groupings in each year to show potential to achieve 	<ul style="list-style-type: none"> EYFS Children in Corfe to be working within Phase 5 where possible to aid transition. Transition meetings to facilitate phonics handover 	<ul style="list-style-type: none"> All staff have clear expectations of child's level of development throughout phonics programme. Transition between year groups has been smooth. Phonic resources from previous year group have supported next year. 91% Year 2 passed Phonics Retake. Planning will reflect the pace required to achieve the phase targets in appraisals. Phonics Review completed April 2018 by Leah Forshaw (see report)

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	<p>materials is consistent and in line with expectations</p> <ul style="list-style-type: none"> Regular school assessment points All staff to have a phonics target in their appraisal 		<p>needed for their children.</p> <ul style="list-style-type: none"> Senco to arrange daily support for SEN children 	<p>stated targets by year end,</p>		
<p>Ensure terminology, Phase sounds and correct annunciation are understood and embedded to support children's development and understanding.</p>	<ul style="list-style-type: none"> Observe phonics teaching in KS1 and Y3/4(for children who did not pass the phonics screening) to determine terminology being used and to check that clear annunciation is in practice. Refer to Letters and Sounds for clarification All staff to all agree to specific terminology to ensure consistency 	All Staff	<ul style="list-style-type: none"> A review of Letters and Sounds to ascertain types of Terminology which should be known by all staff for each phase. SS to observe and check that correct annunciation is being used by teachers/TAs and is expected of the children. 	<ul style="list-style-type: none"> Dates set to observe phonics in KS1, Y3 and 4. TAs to peer observe and reflect to assess knowledge of and ability to explain terminology and recognise/say Phonemes and know the grapheme. 	<ul style="list-style-type: none"> Observations to show that staff are aware of and using correct terminology and annunciation Phonics questionnaire to identify any further training needs. 	<ul style="list-style-type: none"> Use of/knowledge of terminology and Phonics Phases consistent across the school. Transition between classes is seamless.
<p>Identify and deliver CPD necessary to support staff</p>	<ul style="list-style-type: none"> Teachers and support staff to receive annual training in Letters and sounds as necessary. Paired observations to be undertaken to identify training required. Limited formal observations of 	All Staff	<ul style="list-style-type: none"> AN to formulate a questionnaire for staff to self-assess their confidence with terminology and reading of sounds to be taught. Staff to become aware of their 	<ul style="list-style-type: none"> In-house delivery of CPD by LEA advisor Dates set for paired observations 	<ul style="list-style-type: none"> All staff are more confident of their Phonic knowledge and are aware of further training needs for next year. 	<ul style="list-style-type: none"> Use of/knowledge of terminology and Phonics Phases consistent across the school. Transition between classes is seamless.

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	teaching to identify training needed. <ul style="list-style-type: none">• Look at teaching of Phase 6 Phonics and ensure that all staff are implementing Babcock Spelling from Y2-Y6		own training needs			
Commentary <p>Whole school training has taken place led by Local Authority (Leah Forshaw). Staff were made aware of the importance of children securing all phases. Phonics is now being taught across the whole school with interventions taking place in Key Stage 2 for children who have gaps in their phonic knowledge. There will be a phonics session for parents/carers in January where word banks from previous tests will be sent home as well as an explanation of Phonics terms. There is already a focus on Phonics running throughout the teaching with opportunities being taken by the teachers to highlight teaching points e.g. different sounds. Phonics interventions targeting children who are working below the expected standard are taking place in Years 1 and 2. There is also focus now in Reception on the children who have a lack of phonic awareness. Targeted support through trained TAs, class teachers and a speech and language specialist. A spelling scheme is now being used across key stage 2 so gaps can be identified and addressed through targeted intervention. Megan Evans is now the schools Phonics Lead and she will be carrying out a cycle of monitoring in January. A new Phonic Policy has been written and shared with staff.</p> <p>The school undertook a Phonics Review by Leah Forshaw and this was successful, see feedback.</p> <p>A Phonics meeting has been arranged for Parents of KS1 children. This meeting will explain how we teach Phonics in school and will also inform parents how they can help the school prepare the children for the Phonics test. Parents will also be given phonic materials to help their children prepare.</p> <p>Phonics Pass Rate rose to 85% in Year 1 and 92% of children in Year 2 passed retake.</p>						

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Key Priority 2

To improve the outcomes of children by the end of key stages 1 and 2.

Actions	Who Lead/ Support	Resources (Human, time and physical)	Budget	When?	Success Criteria
1. All children to have targets set for the end of year.	SS	Staff INSET		Oct 2017	By October 2017 teachers know all children's end of year targets. This ensures high expectations. See Grids
2. Termly pupil progress meetings will focus on tracking data and teacher assessments; all underachieving pupils will be identified and support agreed.	SS	SS and Class teachers Pupil progress meetings x3	Internal Cover	Termly	By November 2017 all target children (those that are not on track to meet their individual end of year target) are correctly identified based on teacher assessment. By February 2017 intervention and support shows improved progress. By May 2017 intervention and support shows improved progress. Pupil Progress Grids
3. Pupils not on track will receive intervention.	Jl, SD, CT, SS	Support staff	Within staffing budget	From September 2017-July 2018	From September 2017 support staff will be working from clear plans set by the teacher, to support children at risk of not making progress. By July 2018 children will meet their end of year target Pupil Progress Grids
4. PP children not on track will receive 1-1 support, 15 mins x 5	SS	Support staff	Within staffing budget	From October 2017	By July 2018, focus children will meet their end of year target.

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	days per week, for a 6 week block.					
5.	All Pupil Premium children to receive wave 2 intervention across the school.	SS	All Staff	Within staffing budget.	Ongoing	From September 2017 support staff will be working from clear plans set by the teacher, to support PP children at risk of not making progress. By July 2018 children will meet their end of year target
6.	A Pupil Premium Champion to be appointed to focus on the teaching and learning of Pupil Premium Children across the school.	SS	SS Headship Time	Within staffing budget	Regular monitoring	Pupil Premium children close the gap to national expectations. Governors are aware of the progress and provision of and for PP children. See PP Report to Governors
7.	Every term those learners who have made no progress in will be identified. Interventions will be planned and delivered	SS SD JI FN	TA's	Within staffing budget	Termly	By July 2018, focus children will meet their end of year target. Pupil Progress Grids
8.	Where appropriate, IEPs are written for pupils with Special Educational Needs in Reading and these are shared with the (SENCO) and parents.	JI	Class teachers SENCO	None	Autumn 2017 Spring 2018 Summer 20168	By November 2017t eachers and parents work together to support pupils to achieve IPP targets. By July 2018 SEN children make good progress in relation to their starting points and capabilities. Year 6 100% Reading, 80% Maths 80% Writing
9.	More able pupil to be challenged to achieve higher levels.	FN	Class teachers	None	Throughout the year	By February 2018, more able pupils will be taking part in additional focused groups to accelerate their progress. By July 2018 % of children WGD show improvement.

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10. SS to monitor the standards within each class.	SS FN	Management release time for FN?NH	Within school budget	Ongoing	By July 2018 teachers' assessments are verified and accurate. By July 2018 teaching is judged as at least good.
11. Learners will undertake a survey to assess their own performance and opinion about their learning experiences.	SS FN NH	Class Teachers/TA's	Within school budget	Spring 2018	By summer 2018, data about learner learning experiences will be compiled, and used to inform future plans.
12. Every half term a book scrutiny will take place.	SS FN NH	Management release time for FN NH	Within school budget	Ongoing	By December 2017 all books will show good progress and all teachers will be following the new marking policy.
13. The school library will be used as a research area for learners and children will borrow books to take home.	FN	Class Teachers/TA's	Within school budget	September 2018 onwards	By October 2017 learners will have opportunities to use the library as a research resource. Teachers' planning will reflect these opportunities from October 2017. From November 2017 all children will visit the library regularly and borrow books to take home.

Commentary:

The school has introduced Quality First Teaching. This will ensure children are given the best teaching consistently. Lesson Observations and book monitoring focus on the differentiation and progress the must be evident in books. A new Marking Policy has been written and shared with staff and governors. It is displayed in all classrooms and this has enabled the children to grasp the new symbols. It also allows teachers to focus on quality feedback whether it be verbal or written. Teachers can quickly mark and identify children who need 'keep up' sessions and these can be carried out in the afternoon by a teacher or a TA. As a consequence, teacher's workload has not increased but children and teachers are more aware of the progress they are making.

Pupil Progress meeting are now in place and this means that all children can be tracked against FFT20 targets that have been agreed by staff. Any pupil who is at risk of not making progress towards their FFT20 target is discussed and an intervention is started if needed. These children will be closely monitored and discussed at the next Pupil Progress meetings. Any interventions that take place are recorded on PPM forms so they can be monitored.

All teachers have now been observed and the standard of teaching across the school is good. The grade for teaching and learning on the SEF will still be RI because of the schools results over time.

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There has been book checks in Maths and Literacy carried out by the subject leaders supported by the head teacher. Governors have also had an opportunity to monitor books at a meeting with staff, this was well attended by governors and was a useful opportunity for discussion between the two groups. Learning walks have been carried out by the head teacher focusing on teaching and learning, the math's lead who focused on the CPA approach, the literacy lead who has focused on guided reading and the literacy governor who focused on reading across the school. The whole staff attended a CPD session led by the Somerset Literacy Network focused on guided reading. As a result of this training the staff and literacy lead have requested we join the Somerset Literacy Network. Funding is tight at the moment so a request to use Category 3 spending money has been requested. SAT preparations will start at the beginning of Spring Term. There will be mock tests followed by an in depth analysis of the papers. Pupils will then be targeted through support and booster sessions. The head teacher will cover Year 6 teacher in the afternoons x2 to allow booster sessions to take place.

We are also rolling out Growth Mindset across the school to help develop the resilience of our children. It has initially been trialled in Kimmeridge class and will now be rolled out across the school.

Planning for next year is already starting and in response to a Pupil View survey we are proposing to make the following changes. There will be no more ability groups for English, we want to move to a new thematic curriculum to encourage total immersion and deep learning. To aid teachers in this new approach for the school. We will be purchasing 'Prospectus Curriculum' that is a planning aid for teachers. After discussion with the Maths lead we will continue ability groups for maths.

This means mixed age classes next year will be based on ability and not age. The proposal is as follows:

Kimmeridge Year 3 + LA Y4

Durdle door Y4+ LA Y5

Lulworth Y6 + HA Y5

Booster groups have taken place to ensure predictions are met.

Focus will now be in on the achievement of Pupils in KS1 and EYFS.

Jennie Fellowes will be meeting year 2 teacher to advise on judgements. Key staff will attend writing moderation through LA and Collaboration.

SATs results show there has been a considerable increase in the performance of KS2 children. Results are.

Reading 88%

Maths 82%

Writing 94%% Moderated by LA moderator and collaboration

Spag 94%

RWM 82%

There has been improvement in results in EYFS and Keys Stage 1

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EYFS

	<u>2018</u>	<u>2017</u>	<u>Trend</u>
GLD	67%	50%	↑
Reading	80%	83%	↓
Writing	67%	50%	↑
Maths	74%	75%	↓

Year 1 Phonics

	<u>2018</u>	<u>2017</u>	<u>Trend</u>
Achieved Standard	85%	50%	↑

Commentary

KS1

	<u>2018</u>	<u>2017</u>	<u>Trend</u>
At ARE			
RWM	57%	43%	↑
Reading	69%	57%	↑
Writing	61%	50%	↑
Maths	74%	71%	↑

	<u>2018</u>	<u>2017</u>	<u>Trend</u>
ARE +			
RWM	9%	7%	↑
Reading	30%	14%	↑
Writing	13%	7%	↑
Maths	17%	7%	↑

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Key Priority 3

To develop the roles of middle leaders across the school to ensure that improvement is lasting and sustainable.

- Improve outcomes all pupil
- Ensure change is sustainable
- Close the gap between FSM and non FSM children
- Ensure good quality teaching across the curriculum
- Work in partnership with parents to support learning

Actions	Who Lead/ Support	Resources (Human, time and physical)	Budget	When?	Success Criteria
1. Teachers to clearly differentiate with a good level of challenge for the more able.	Subject leads HT	Regular monitoring Cycle	Within school budget	Subject Leader release time	By December 2017, planning will show clear differentiation for all ability groups. By December 2017, planning will show appropriate challenge for the more able children. By July 2018, the more able children will all have progress
2. Effective feedback within lessons is used to aid progress.	Subject leads HT	Regular monitoring Cycle	Within school budget	Subject Leader release time	By October 2017, feedback in many lessons will be supporting good pupil progress. By January 2018 feedback in nearly all lessons will be supporting good pupil progress. By April 2018 feedback in all lessons will support good pupil progress.
3. Feedback through marking is effective in supporting progress.	Subject leads HT	Regular monitoring Cycle	Within school budget	Ongoing	By October 2017, marking will be supporting good progress for all children.
4. Teachers to spend time each week working with the more able children to accelerate their progress.	Teachers	Regular monitoring Cycle	Within school budget	Ongoing	By October 2017, planning will show teacher focus time with the more able children. By July 2018, the more able children will all have made progress.

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5. More able children to be discussed during Pupil Progress Meetings. Appropriate support to ensure good progress is planned.	SS	Termly	Within school budget	Termly	By January 2018, Pupil progress Meeting notes will appropriate interventions for the more able. By July 2018, the more able children will all have made progress.
6. Use Filio to further develop quality of teaching, whole school and through Performance Management.	SS	Staff INSET Performance Management Meetings	Within school budget	October 2017 March 2018	By July 2018 100% teaching will be good or better and 50% will be excellent.
7. Use Filio for Middle Leaders to develop the effectiveness of Middle Leadership across the school.	SS	Performance Management Meetings	Within school budget	October 2017 March 2018	By July 2018, the evaluation of individuals middle leadership will have improved from September 2017.
8. Invite teaching staff to book scrutiny to support expectations of progress.	SS	Staff meetings	Within school budget	Termly	By July 2018, children's work will show consistently good progress due to high expectations and excellent feedback.
9. School to run workshops for different groups of parents.	Subject leads HT	In school and after school focus	Within school budget	Every afternoon	By July 2018, parents of children have attended a series of workshops to help them in creating a positive attitude to school. By July 2018, parents will feel they are able to support their children's learning at home.
10. Support children with emotional needs, through ELSA, to enable them to access their learning.	JS	ELSA time	Within school budget	1 hour daily	By December 2017, identified children will have received ELSA support. By July 2018, children who have received ELSA support will be accessing the curriculum and making good progress.

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<p>11. Work with parents to engage them in school life and their child's learning, through effective communication.</p>	<p>SS</p>	<p>HT time Parent Council</p>		<p>Throughout the year</p>	<p>By July 2018, parents will report that communication is good and they are kept well involved with school life and their child's learning.</p>
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Commentary:

The head teacher has supported new subject leads to undertake monitoring across the school. A system is in place for when the head teacher is out for teachers to cover. This has given them more responsibility and is helping with their professional development. Further support for the literacy lead will come from the Somerset Literacy Network when we join. The new SENCO is starting her course in the new year and she has been given time to attend SEND network meetings. The school is also paying an experienced SENSS TA extra hours to support the SENCO with paperwork relating to behaviour plans and pupil progress plans.

The Literacy lead is attending the Somerset Literacy Network meeting that will have a focus on the delivery of phonics across the school. The Math's Lead will be attending the Dorset Subject Leaders Network meeting. The Literacy Lead will be doing interventions for HA children in Year 6 to ensure they achieve a greater depth in the reading SAT.

School SEP is completing a review of middle management.

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Sept 2018	Action Plan for Early Years				
Key Priorities	<ul style="list-style-type: none"> • Sustain upward trend of GLD (70%) • CCL attainment • Developing lower ability readers • Raising attainment in writing 				
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Timescale	Resources	Evidence of Impact (with dates)
To increase GLD levels in line with LA and National, creating a three-year upward trend.	Baseline assessments to capture an accurate picture of the cohort and identify groups. Termly Pupil Progress meetings; highlighting groups of children who need support/ intervention or challenge. Note 'months on observations and work at key markers in the monitoring cycle. Use 'Development Matters' outcomes and EYFS Exemplar Handbook to strengthen moderation. Be proactive in ensuring the 'settling in' process runs smoothly and children feel confident when coming into school. Assess Characteristics of Learning and make evidence in books obvious.	EYFS TEAM	JULY 2018	Tapestry Online Learning Journal Moderation meetings. Team meetings	
Developing early reading skills and a love of reading in our identified vulnerable groups.	Reading including stay and read and story scribe/talk for writing, intervention from different reading support	EYFS team	JULY 2018		
To develop early writing skills. To raise the attainment of boys.	Early grip assessment and then development activities to strengthen and develop appropriate grip and motor control. - Funky Fingers, Dough Disco and Go Noodle. Monitor boys in particular during CP and Physical to ensure relevant skills are being modelled and taught to appropriate level of grip and coordination. Train new Reception TA in recognising and promoting the steps to successful early writing. Continue to promote Mighty Writers. Include 'boy friendly' writing themes and interests. Regular moderation meetings. Note 'months on observations and work at key markers in the monitoring cycle. Be mindful of writing opportunities and assessments in setting.	EYFS TEAM	JULY 2018	GoNoodle Funky Fingers resources Team meetings Moderation meetings	

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To raise attainment in PSED.	Create strong links with families on entry. Identify groups of children with attachment issues. Ensure Home Visits are supportive in strengthening links with home and school. Introduce Restorative approaches to issues and conflicts in school. Use visual circle as a guide. Provide sharing and turn taking opportunities within setting and throughout CP. Assess Characteristics of Learning and make evidence in books obvious.	EYFS TEAM	JULY 2018	Home visit time Restorative approaches training –Staff meeting. Visual aids	
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Curriculum

Sept 2018	Action Plan for Topic Based Learning				
Key Priorities	<ul style="list-style-type: none"> To implement the Prospectus Curriculum across the school To promote writing opportunities within topic based lessons. 				
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Timescale	Resources	Evidence of Impact (with dates)
To implement the Prospectus Curriculum across the school	Establish effectiveness of Prospectus curriculum, assessing its resources, the impact it has had on teacher workload and the engagement of children Teacher interviews to ensure staff are confident with using the Prospectus scheme to teach a topic based curriculum Observe teachers' timetable of foundation subjects and how this coincides with the Prospectus curriculum Establish how teachers are ensuring coverage of Reading and Writing national curriculum objectives Follow up staff meeting to discuss findings of teacher interviews	HT, ME, Staff	July 2019	Prospectus	
To promote writing opportunities within topic lessons.	Learning walk to establish how effectively the Prospectus curriculum is enabling children to meet the school's Reading and Writing targets Greater depth book look to establish the impact of the Prospectus curriculum on greater depth and pupil premium learning	HT, FN, Staff	July 2019	Prospectus Discussions with English lead	
To embed positive learning behaviours to build resilience.	KS2 child interviews to compare children's opinions and outlook on their learning this year compared to previous years Discuss with teachers the impact of homework on class based learning Send parent questionnaire home focussing on Prospectus homework Learning walk to assess the impact of Prospectus on home learning	HT, LH, Staff	July 2019	Prospectus Homework Parent questionnaire	

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Sept 2018	Action Plan for Reading				
Key Priorities	<ul style="list-style-type: none"> • To monitor teaching and learning in reading and to measure how these contribute towards making a positive impact upon standards. • To raise attainment and progress of PP children across the school. • To embed KS2 reading tracking linked to new SIMS assessment system. 				
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Timescale	Resources	Evidence of Impact (Expected and Actual) (with dates)
To embed the assessment of individual reading/guided reading ensuring that all children make consistently good or better progress.	Monitoring planning Lesson observations / Learning walks Child questionnaires PP meetings	HT, FN, LD	On-going- full review in July 19	Staff meeting and moderation time to be scheduled on timetable Reading content domain trackers	Expected – <ul style="list-style-type: none"> • increase % of GDS • Reading opportunities to 'hook' children
To promote reading throughout a creative and enquiring curriculum to increase % of children achieving GDS	Monitoring planning Lesson observations / learning walks Booster groups for potential GDS chn in KS1 and 2 More able readers workshops (external)	HT, FN, LD	On-going- full review in July 19	English Leaders meetings- the bigger picture in Stockport	Expected – <ul style="list-style-type: none"> • increase % of GDS • specific identification of GDS children throughout school – tracking and intervention in place- borderlines accessed?
To monitor teaching of letters and sounds in KS1 To maintain the number of children passing Phonic Screening KS1	Monitoring planning Lesson observations / Learning walks	HT, ME, LD	On-going- full review in July 19	TA training	

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Sept 2017	Action Plan for Writing				
Key Priorities	<ul style="list-style-type: none"> • To accelerate progress and raise the attainment in writing in EYFS and Key Stage 1 • To develop the topic based curriculum to improve writing standards across the school • To join the WDSC Lesson Study to develop teaching and learning of writing 				
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Timescale	Resources	Evidence of Impact (Expected and Actual) (with dates)
To accelerate progress and raise the attainment in writing in EYFS and Key Stage 1	Staff training – SLN (KS1 writing focus)	FN, ME, LH	On-going- full review in July 19		
To promote writing opportunities through the use of a topic-based curriculum to improve standards throughout the school	Planning and book scrutinies with feedback Writing moderation - staff meeting Learning walks Lesson observations PP meetings	FN, LH	On-going- full review in July 19	Writing moderation to be booked into staff meeting Collaboration Moderation – staff to attend	Expected – <ul style="list-style-type: none"> • increase % of chn attaining EXS in KS1 and maintain % of chn attaining EXS in KS2 • Identify chn who are borderline and track. Target with specific intervention
To develop teaching and learning of writing throughout the school through participation in the WDSC Lesson Study	Staff training Collaborative planning Joint observations Feedback from staff specifically identifying impact upon teaching and learning	FN, LH	On-going- full review in July 19		

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Sept 2018	Action Plan for Maths				
Key Priorities	<ul style="list-style-type: none"> To increase the children working at greater depth in key stage 2 To ensure progress is improved in key stage 2 To develop a problem solving approach in Key stage 1 				
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Timescale	Resources	Evidence of Impact (with dates)
Deeply embed teaching for mastery and greater depth in every maths lesson.	Key Stage 1 and 2 teams to attend 'Teaching for Greater Depth' course (run by Jennie Fellows).	NH	September 18 (GD course) July 2019	Teacher training	Book look (termly) Learning Walk (termly) % increase of pupils achieving GD by the end of the year.
To make use of regular Keep-Up sessions to enable pupils to make sustained/accelerated progress.	Staff Meeting to discuss Keep-Up sessions – timetabling and practise.	All Classroom teachers	September 2018 (Staff Meeting) July 2019	Teachers and TAs	Book look (termly) Pupils closing gaps with peers (July 2019)
To implement the White Rose curriculum on a regular basis within KS1.	Key Stage 1 team (and NH) to attend 'Teaching for Greater Depth' course (run by Jennie Fellows). NH to develop a closer working relationship with the KS1 team.	NH, ME, JI, KC, BC	September 18 (GD course) December 2018	White Rose Curriculum and supporting material.	Book look (termly) Learning Walk (termly)
To ensure uniformity of approaches and presentation					

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Sept 2018	Action Plan for Science				
Key Priorities	<ul style="list-style-type: none"> To identify relevant CPD opportunities for teaching staff To develop the outdoor areas allowing them to be used further to enhance the science curriculum To establish science ‘working walls’ in all classrooms 				
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Timescale	Resources	Evidence of Impact (with dates)
To embed and enhance the use of skill-based teaching in science across the school	Staff training Planning review with feedback Lesson observations Book moderations Pupil feedback and interviews	FN	Ongoing – review in July 2019	Staff meeting – 1 slot to be booked in	Planning and books will show evidence that lessons with a skills focus are being delivered on a regular basis Most children in KS1 and 2 have an awareness of investigative skills and the components required to conduct a scientific investigation
To establish science ‘working walls’ in all classrooms	Learning walks Pupil feedback	FN	Ongoing – review in July 2019		Where appropriate, classrooms will have evidence of a science-linked working wall Children will be able to articulate how the working wall supports their learning.

Parrett and Axe CEVA Primary School 2018-19

Sept 2018	Action Plan for Computing				
Key Priorities	<ul style="list-style-type: none"> Review and update the school's E-safety and Acceptable use of the internet and email policies. Continue to raise awareness of current E-safety issues. Raise the profile of the school website. Investigate the potential for the assessment of Computing skills. 				
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Timescale	Resources	Evidence of Impact (with dates)
Review and update the school's E-safety and Acceptable use of the internet and email policies. Continue to raise awareness of current E-safety issues.	<ul style="list-style-type: none"> Review and amend E-safety policy Review and amend Acceptable use policy Review and amend Email policy Keep up to date of current E-Safety issues and bring them to the staff and pupils where appropriate 	AW	July 2019	CEOP ThinkUKnow Online Safety training (free) Subject leader time	
Raise the profile of the school website.	<ul style="list-style-type: none"> Ensure that staff are using the website for class work projects etc Ensure that children are aware when their work is published so that they can tell their parents. Ensure that parents are directed to the website as much as possible in newsletters/correspondence. 	AW/Class teachers/office staff	January 2018	Subject leader time/Staff meeting time	
Investigate the potential for the assessment of Computing skills.	<ul style="list-style-type: none"> Subject leader to research assessment models for computing skills Subject leader to research skills progression to link to assessment criteria 	AW	July 2019	Subject leader time	

Parrett and Axe CEVA Primary School 2018-19

Sept 2018	Action Plan for Design Technology				
Key Priorities	<ul style="list-style-type: none"> To review the key skills being taught in line with the new curriculum to ensure consistency and continuity between year groups and progression of skills throughout school 				
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Timescale	Resources	Evidence of Impact (with dates)
To check the coverage of key skills in New Curriculum/ new medium term planning, allowing for progression and identifying budgeting needs (costs) and equipment resources required (including food technology).	<ul style="list-style-type: none"> Lesson observations to see key skills taught across both Key Stages to see progression and refinement of skills. Class teacher to ensure that medium term planning reflects new standards. Subject leader to review planning / skills progression and present any modifications to staff for their agreement. 	<p>Subject leader to check progression of key skills through KS1 to KS2 via observations/ monitoring planning.</p> <p>Class teachers to ensure coverage of new curriculum in planning.</p>	Review and check impact on learning – summer term 2017	Non- contact time/ observations/ staff meeting time	
To research ways of assessing D and T in line with the new Curriculum.	<ul style="list-style-type: none"> Subject leader to research assessment models for D and T related to the new curriculum Subject leader to research skills progression to link to assessment criteria Subject leader to present to staff for their discussion and agreement 	Subject leader to lead Staff to agree	July 2018	Subject leader time/Staff meeting time	

Parrett and Axe CEVA Primary School 2018-19

Sept 2018	Action Plan for Physical Education				
Key Priorities					
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Time scale	Resources	Evidence of Impact
To improve teaching and learning of all PE Lessons	Support those who delivering PE across the curriculum and via lesson observations and feedback	JH SS	July 2019	Release teachers	
Improve general awareness of the whole school vision and development plan for PE	To hold regular staff CPD throughout the year. Ensure that all staff are at these meetings. Build and short, medium and long term development plan (whole School approach)	JH SS	July 2019	Release teachers	
To provide a wide and rich PE curriculum year round to all our children across the school.	To review current approaches and revise plans. Discuss and action areas for development and re structure. Add to development plan.	JH SS	July 2019	Release teachers	

Parrett and Axe CEVA Primary School 2018-19

Sept 2018	Action Plan for Social, Moral, Spiritual & Cultural – Religious Education				
Key Priorities	<ul style="list-style-type: none"> To ensure the Understanding Christianity Syllabus for Religious Education is being taught throughout the school and with good effect To update the schools RE policy To implement a new assessment framework for RE To promote British values, modern day Britain and a sense of community with our local area 				
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Timescale	Resources	Evidence of Impact (with dates)
To update the RE policy to include the new syllabus and changes to the curriculum.	<ul style="list-style-type: none"> Attend subject leader meetings Liaise with local schools and RE subject leaders Staff meetings to introduce the new policy and implement 	SS	January 2019	New RE syllabus Subject leader meetings	
<p>To monitor the teaching and learning of the new syllabus.</p> <p>To promote British values, community and modern day Britain.</p>	<ul style="list-style-type: none"> Observe teaching throughout the key stages Pupil interviews on their experiences of RE Collect samples of work and photographs Meeting with staff to discuss RE resources and the teaching of the new syllabus To buy resources for the teaching of British values – and for assembles Work with the local community and promote world religion 	SS	(on going)	-New RE syllabus -staff meeting -pupil interviews -samples of work	
To implement a new assessment framework for RE.	<ul style="list-style-type: none"> Attend subject leader meetings Liaise with local schools and RE subject leaders Staff meetings to introduce the new assessment framework 	SS	June 2018	Subject leader meetings Staff meeting	

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Sept 2018	Action Plan for Social, Moral, Spiritual & Cultural – P.H.S.E				
Key Priorities	<p style="text-align: center;">To ensure that the Jigsaw scheme is being used effectively across the school in order to cover the PSHE curriculum.</p> <p style="text-align: center;">To develop a growth mindset attitude amongst learners.</p> <p style="text-align: center;">To develop the children’s understanding of the four behaviours for successful learning.</p>				
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Timescale	Resources	Evidence of Impact (with dates)
To ensure that the Jigsaw scheme is being used effectively across the school in order to cover the PSHE curriculum.	Learning walk Joint observation of PSHE lesson with PSHE governor Book scrutiny Teacher interviews to discuss use of Jigsaw scheme	LH & EH	March 2019	Jigsaw curriculum Classroom teachers	
To develop a growth mindset attitude amongst learners	Lead Find out Friday focus for KS1 & KS2 Trial the development of growth mindset in Kimmeridge. Children interviews in Kimmeridge.	LH	January 2019 December 2018	Learners	
To develop children’s understanding of the four behaviours for successful learning.	Lead Find out Friday focus for KS1 & KS2 Whole school display focussing on the four R’s. Lead staff meeting on the 4 R’s and Building Learning Power.	LH	January 2019	Classroom teachers	

Parrett and Axe CEVA Primary School 2018-19

Sept 2018	Action Plan for Pupil Premium Children				
Key Priority	<ul style="list-style-type: none"> • Higher rates of progress across KS2 for all children eligible for PP • Higher rates of progress across KS2 for all children eligible for PP who are identified as high ability • Improved attendance for children eligible for PP 				
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Timescale	Resources	Evidence of Impact (with dates)
Higher rates of progress across KS2 for all children eligible for PP	<ul style="list-style-type: none"> • Children eligible for PP make as much or more progress than their peers in reading, writing and maths • Measured in Years EYFS, 1, 2, 3, 4, 5 and 6 by teacher assessments and successful Pupil Progress Meetings based on FFT20 targets. • Introduction of Quality First Teaching across the school with all Pupil Premium children receiving Wave 2 intervention. 	SS SP	Impact assessment termly		
Higher rates of progress across KS2 for all children eligible for PP who are identified as high ability	<ul style="list-style-type: none"> • Children eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability in maths, reading and writing. • Measured in Yrs EYFS, 1, 2, 3, 4, 5 and 6 by teacher assessments and successful Pupil Progress Meetings based on FFT20 targets. • Introduction of Quality First Teaching across the school with all Pupil Premium children receiving Wave 2 intervention. 	SS SP	Impact assessment termly		
Improved attendance for children eligible for PP	<ul style="list-style-type: none"> • Average attendance for children eligible for PP rises to be in line with other pupils. 	SS SP	Impact assessment termly		

Parrett and Axe CEVA Primary School 2018-19

Sept 2018	Action Plan for Assessment				
Key Priorities	<ul style="list-style-type: none"> To accelerate progress and attainment overtime To follow assessment criteria procedures maintaining a consistent approach between classes and key stages To adopt the SIMs Assessment management system To monitor and act upon findings from the Pupil Progress meetings To analyse the ASP and data pack and monitor the impact on teaching and learning 				
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Timescale	Resources	Evidence of Impact (with dates)
To action outcomes from National Assessment Review	<ul style="list-style-type: none"> Staff team moderation meetings Criteria evident in team planning and individual monitoring WDSC moderation meetings Full Pupil Progress Meetings Termly Light Pupil Progress Meeting Half Termly 	HT and MLT All staff	Autumn Term	Staff training New guidance materials	
To introduce SIMs assessment manager	<ul style="list-style-type: none"> Staff INSET to demonstrate and trouble shoot Full Pupil Progress Meetings Termly Light Pupil Progress Meeting Half Termly 	HT and MLT All staff	Pupil Progress Meetings	Staff training New guidance materials Authority Training	
To analyse ASP and data pack and monitor the impact on teaching and learning	<ul style="list-style-type: none"> Whole school progress Review and action new data Analyse impact – What next? Review small group support and extension 	HT and MLT All staff	Autumn Term	Meeting time SIA input SEF	

Parrett and Axe CEVA Primary School 2018-19

Sept 2018	Action Plan for SEND (Special Educational Needs and Disabilities)				
Key Priorities	<ul style="list-style-type: none"> To ensure the SEND provision in school allows SEND pupils to make good progress across all areas of the curriculum. For the SENDCO to have a more strategic view of school improvement. 				
Objectives	Person Responsible	Actions	Time Scale	Costs	Impact/Evaluation
<p>The SENCo will work with senior leaders to ensure a whole school response to SEND is in place.</p> <p>Systems for communication between the SENCo and staff will be fully developed.</p>	Miss Ives Mr Smith Miss Nash Mr Harris Mrs White Mrs Deinhardt	<ul style="list-style-type: none"> Lead a staff meeting to share the COP and develop a whole staff understanding of roles and responsibilities with regard to identifying and planning for children who have SEND in school. Set up a secure online system where IPPs and other relevant information can be shared. SENCo to attend Pupil Progress Meetings. SENCo/Mrs Deinhardt to be available to support teachers with IPP smart targets and strategies. 	Autumn 2018	Time	<p>All teaching and support staff are clear on their roles with regard to SEND in school.</p> <p>Communication system in place and relevant documents stored securely.</p>
<p>The SENCo will set up a monitoring system which will be systematic and will cover a range of observations, learning walks and book scrutinies. Monitoring will not always planned so some random checks will be undertaken. If poor practice is will be observed, noted and challenged and linked to CPD.</p>	Miss Ives Mr Smith	<ul style="list-style-type: none"> Identify main areas of need in school. Organise and deliver whole school training linked to main areas of need. Deliver staff meeting to share ideas and strategies to support children in class. Agree 5 steps to success with all staff. Carry out learning walks, book scrutiny's and random IPP checks to measure impact of training. SEND evaluation alongside LEA – 18/10/18 Share findings with HT, SMT and rest of school. 	Autumn 2018	Time	<p>Rigorous and regular monitoring system in place.</p> <p>Observations, learning walks and a range of scrutinies carried out.</p> <p>Impact of use of IPPs measured against PP in PP meetings.</p>

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<p>The SENCo and Mrs Deinhardt will support teachers to be consistent with the use of IPPs in school.</p> <p>Teachers will meet with the parents/carers of pupils with SEND regularly (at least three times per year).</p> <p>Strategies for engaging parents will be strengthened.</p>	<p>Miss Ives</p> <p>Mrs Deinhardt</p> <p>All Teaching Staff</p> <p>All Support Staff</p>	<ul style="list-style-type: none"> Remind all staff of new IPP. Discuss SMART targets. Monitor and support regular progress review meetings between relevant staff and parents. Monitor use of IPPs in class by spot checking that they are being used by TAs and Teachers and they are 'working documents'. SENco/HT to observe SEND Provision in individual classes. 	<p>Autumn 2018</p> <p>Spring 2019</p>	<ul style="list-style-type: none"> Staff Meeting Time Time to meet parents Time to create parenting support packs 	<ul style="list-style-type: none"> Appropriateness of outcomes on Individual Progress Plans assessed. Impact of Parent Support Packs assessed. Impact on individual pupil progress assessed in PP meetings with SS.
Objectives	Person Responsible	Actions	Time Scale	Cost	Impact/Evaluation
<p>To ensure consistency in the use, delivery and monitoring of evidence-based interventions.</p>	<p>Miss Ives</p> <p>Mrs Deinhardt</p> <p>Mr Smith</p> <p>All Staff</p>	<ul style="list-style-type: none"> List the interventions that have been chosen and monitor which ones have the potential to effectively supplement classroom learning with regard to measuring impact on Pupils Progress – Create a provision map Ensure structured interventions are delivered as intended – create a whole school timetable so all staff aware of who is doing what and when Ensure timetabled sessions are rarely missed – Miss Ives (SENCO) and Mrs Deinhardt (Specialised SENCO/Intervention Support) to monitor sessions and support difficulties with delivery. 	<p>ON-GOING</p>	<p>Training Costs</p> <p>INSET</p> <p>Staff Meeting Time</p> <p>Time allocated for specialist TAs (i.e - S+L) to deliver evidence based interventions</p>	<ul style="list-style-type: none"> Children with SEND access Interventions appropriate to learning needs. Impact on individual pupil progress assessed during PP meetings. Appropriateness of Interventions assessed against impact on Pupil Progress.

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<p>To develop strategies and support Teachers on how to work effectively with TAs.</p> <p>To ensure sufficient time is available during the school day for effective communication between teachers and TAs.</p>	<p>Miss Ives Mr Smith</p>	<ul style="list-style-type: none"> • Staff Meeting to discuss how it is possible, ahead of lessons, to ensure that TAs have an understanding of the: <ul style="list-style-type: none"> • Concepts and information to be taught • Skills to be learned and applied • Intended learning outcomes and specific learning needs of the pupils they will work with. • Put mechanisms in place to ensure that meaningful feedback from TAs to teachers is able to be shared. • Ensure there is allocated time outside of lessons for TAs and teachers to both plan and review lessons, which is monitored. 	<p>ON- GOING</p>	<p>Paid planning meetings after school between teachers and TAs.</p>	<ul style="list-style-type: none"> • The progress of Children with SEN is discussed weekly. • Future Planning is informed. • IPP Targets and reviewed regularly and amended accordingly. • Children with SEN make better progress. • Children with SEN make the same amount of progress (at their level) as their peers.
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Parrett and Axe CEVA Primary School 2018-19

Sept 2018	Action Plan for Continuing Professional Development				
Key Priorities	<p>To develop the capacity of Middle leaders to be strategic</p> <p>To contribute to WDSC lesson studies</p> <p>Staff to be given training opportunities linked to PDRs.</p>				
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Timescale	Resources	Evidence of Impact (with dates)
Provide effective CPD for all leaders in subject/phase coordination so as to improve school management.	All subject leaders have attended externally led training and implemented outcomes of training.	SS MLT	July 2019	Release time	
Provide effective C.P.D. for all leaders in lesson observation, book scrutiny, shared practice, pupil interviews, data analysis and target setting. To improve the wider management and understanding of the quality of T. & L.	All leaders have attended externally led training. Senior Leaders have worked with staff on effective use of data and target setting. Associated subject plans from staff have been written and implemented with focus on improving T. & L.	SS MLT	July 2019	Release time	
All subjects have clear action plan based around improving T. & L. in subject area	Plans in place and show high expectations on pupil outcomes. Subject leaders are monitoring, evaluating and feeding back on teacher's planning. Outcomes in classroom focus of S.L.T	SS MLT	July 2019	Release time	

Parrett and Axe CEVA Primary School 2018-19

Sept 2018	Action Plan for Leadership and Management				
Key Priorities	<ul style="list-style-type: none"> To develop the role of subject leader in relation to monitoring and evaluation of the subject area. To develop the role of middle leaders 				
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Timescale	Resources	Evidence of Impact (with dates)
To develop the role of subject leader in relation to monitoring and evaluation of the subject area.	<ul style="list-style-type: none"> Subject Leaders to explore the possibilities of assessment within their subject areas. Subject Leaders of priority areas to have release time to support their development of the subject. 	Subject Leaders of priority areas HT	July 2019	Release time for Subject Leaders	
To develop the role of middle leaders in a strategic approach to school improvement	<ul style="list-style-type: none"> Regular MLT meetings to review SDP Middle leaders report to FGB Middle leaders to produce 3 year action plan HT mentoring 	HT	July 2019	Release time for mentor and NQT	
To develop school leaders, including governors in the use of data and assessment to measure impact upon outcomes.	<ul style="list-style-type: none"> HT to work with advisor on leadership of teaching and learning HT to work with MLT on the analysis of data to measure impact. HT to share data, analysis and discussion with governors regarding impact 	HT MLT Advisor GB		Non- contact time Middle Leadership time for school improvement work	

Parrett and Axe CEVA Primary School 2018-19

Sept 2018	Action Plan for Teaching and Learning				
Key Priorities	<ul style="list-style-type: none"> To engage with research and advice to enhance the teaching of writing and opportunities To develop the use of Topic Based learning through the school. To ensure that challenge is consistently provided for higher ability pupils. 				
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Timescale	Resources	Evidence of Impact (with dates)
To engage with the WDSC Lesson Studies to enhance the teaching of writing.	<ul style="list-style-type: none"> SSIP to advise on effective practice from other schools To trial approaches and monitor impact on teaching and learning 	HT, MLT, Class Teachers	By July '19	Time	
To develop the use of Topic Based learning through the school.	<ul style="list-style-type: none"> Review of planning INSET training on sequence of lessons Lesson observations Book scrutiny 	HT, MLT, Class Teachers	Review of planning Lesson obs & book scrutiny termly	Prospectus Curriculum	
To ensure that challenge is consistently provided for higher ability pupils.	<ul style="list-style-type: none"> INSET on providing challenge & pupil explanations Resources purchased to support challenge Lesson observations Book scrutiny 	HT, MLT, Class Teachers	Review of planning Lesson obs & book scrutiny termly		

Parrett and Axe CEVA Primary School 2018-19

Sept 2018	Action Plan for Personal Development, Behaviour and Welfare				
Key Priorities	<ul style="list-style-type: none"> To review and update the school's E-Safety and Acceptable use of the internet and email policies and ensure these are put in place within school. To continue to raise awareness of current E-safety issues. 				
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Timescale	Resources	Evidence of Impact (with dates)
To continue the use of Growth Mindset throughout the school					
To review and update the school's E-Safety and Acceptable use of the internet and email policies and ensure these are put in place within school. To continue to raise awareness of current E-safety issues.	<ul style="list-style-type: none"> Update policies and formally provide these to all staff. Discuss changes and updates. Ensure to put policies onto the school website and make parent/carers aware of these policies. Present policies to the governing Body. Provide children with skills, knowledge and understanding of how to stay safe on line through Computing and PSHE lessons. Tanya Cross to come in and do a parents meeting. Promote Safer Internet Day. Promote a partnership approach to e-safety at home and at school with parents by providing information on website/letters about E-safety/safeguarding issues/priorities. Lesson observations. 	Computing Subject Leader All Staff Governing Body	July 2019	. Non-contact time for subject leader New updated policies Governing body meeting Staff meeting	

Parrett and Axe CEVA Primary School 2018-19

Sept 2018	Action Plan for Progress and Attainment				
Key Priorities	<ul style="list-style-type: none"> To accelerate rates of progress and improve attainment scores across Key Stage 1. To increase the number of pupils attaining at GD in Reading, Writing and Maths. To increase GLD levels in line with LA and National, creating a three year upward trend. 				
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Timescale	Resources	Evidence of Impact (with dates)
To accelerate rates of progress and improve attainment scores across Key Stage 1.	<ul style="list-style-type: none"> Assessment – Focus on the use of progress data alongside attainment data in the pursuit of raising standards. Improve progress and raise attainment at KS2 through the appropriate Intervention groups to support accelerated progress over time. Staff training in how to use data to inform their teaching and to develop how this can positively impact upon learning opportunities. Challenge at KS2- What challenge looks like, having high expectations continually, giving pupils opportunities for challenge in all areas of their work. 	HT, MLT, All Staff	Pupil Progress Meetings Termly Pupil Progress (light) Meeting Half Termly	SIMS Tracker Time	

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<p>To increase the number of pupils attaining at GD in Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> • Identifying what a greater depth child looks like, • Provide relevant training for staff, data between EYFS and KS1 to hone in on EYFS3 pupils to GDS to improve progress. • Reading – Tracking of progress made by named pupils in vulnerable groups, Phonics streaming, staff training • Writing – • Maths – Staff training focusing on explanation and challenge, identify groups through tracking procedures and practices to be developed further to show progress. • Increase the number of pupils attaining at GD in R/W/M at KS2 and providing challenge at KS1 	<p>HT, MLT, All Staff</p>	<p>Pupil Progress Meetings Termly Pupil Progress (light) Meeting Half Termly</p>	<p>SIMS Tracker Time</p>	
<p>To increase GLD levels in line with LA and National, creating a three year upward trend.</p>	<ul style="list-style-type: none"> • Baseline assessments to capture an accurate picture of the cohort and identify groups. Pupil Progress meeting; highlighting groups of children who need support/ intervention or challenge. Note 'months on observations and work at key markers in the monitoring cycle. • Use 'Development Matters' outcomes and EYFS Exemplar Handbook to strengthen moderate. Be proactive in ensuring the 'settling in' process runs smoothly and children feel confident when coming into school. • Assess Characteristics of Learning and make evidence in books obvious. 	<p>EYFS TEAM</p>	<p>JULY 2019</p>	<p>Tapestry Online Learning Journal Moderation meetings. Team meetings</p>	

Parrett and Axe CEVA Primary School 2018-19

Sept 2018	Action Plan for Community				
Key Priorities	<ul style="list-style-type: none"> • To support the Parrett and Axe PTFA to continue to make a valuable contribution towards the school. • To raise the profile of the school within the local area to enhance the potential for increased pupil numbers. 				
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Timescale	Resources	Evidence of Impact (with dates)
To support the Parrett and Axe PTFA to continue to make a valuable contribution towards the school.	<ul style="list-style-type: none"> • Encouraging membership by regular communication • Fundraising calendar planned for the year • Generating and raising further interest for new members • Building a culture of mutual support for the good of the school • Raising the reputation of the school within the context of the local community through local events and press opportunities. 	HT Staff Parents Local Community Local Press	September 2018– set calendar of events October – July – Events to take place	Meetings to be held at school Planning time with PTA to organise events and resources Access to funds	
To raise the profile of the school within the local area area to enhance the potential for increased pupil numbers.	<ul style="list-style-type: none"> • Involve local press • Social media connections • Events of great interest to be shared with local organisations to raise profile of the school. 	HT Staff Parents	Ongoing September 2018-July 2019	Time Social Media	

Parrett and Axe CEVA Primary School 2018-19

Sept 2018	Action Plan for Buildings and Maintenance				
Key Priorities	To continue to create a scheme of work for the future. To act on essential and emergency maintenance.				
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Timescale	Resources	Evidence of Impact (with dates)
<p>To continue to complete a schedule of works to be done once the defects in school are complete.</p> <p>Review SLA contracts for new building</p>	<ul style="list-style-type: none"> • Create a clear schedule of work where needed now main works are complete. • Prioritise works to be carried out. • Scrutinise the SLA's and review what is still needed. All new contracts needed and compare to other providers 	<p>Health and Safety Governor</p> <p>HT</p> <p>School Business Manger</p> <p>All staff</p>	<p>September 2018 – August 2019</p>	<p>Physical materials connected to the jobs to be completed</p>	

Parrett and Axe CEVA Primary School 2018-19

Sept 2018	Action Plan for Budget and Finance				
Key Priorities	<p>To monitor and control the budget effectively throughout expansion of classes within school, supporting the need for tight financial constraint and prudent budgeting.</p> <p>To achieve SFVS (Schools Financial Value Standard) in 2019.</p>				
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Timescale	Resources	Evidence of Impact (with dates)
To monitor and control the budget effectively., supporting the need for tight financial constraint and prudent budgeting in preparation of the FFF in 2019-20	<ul style="list-style-type: none"> • Half termly monitoring reports • Resources Committee – GB to be reported to termly • Money saving purchases and best value purchases/costings to be sought • To take advise from the schools FO. 	HT School Business Manager Resources Committee – Governing Body	On-Going Termly GB committee meetings	SBM/HT time and governor meetings.	
To achieve SFVS (Schools Financial Value Standard) in 2019.	<ul style="list-style-type: none"> • Documented evidence and return to be submitted 	HT School Business Manager Resources Committee – Governing Body	To be submitted by 31 st March 2018	SBM/HT time and governor meetings.	

Parrett and Axe CEVA Primary School 2018-19

Sept 2018	Action Plan for Health and Safety				
Key Priorities	<p>To safely manage the whole school site, running checks for new systems :fire alarm, school alarm, water, Velux windows etc</p> <p>To ensure the safety of the school community in the building by continuing to establish routines.</p> <p>To implement new Health and Safety paperwork throughout the school</p> <p>To implement new training for the Caretaker and any other relevant staff.</p>				
School Improvement Focus	Action to be Undertaken (including monitoring, assessment and how will this improve attainment/progress/standards)	Responsibility (Staff and Governor)	Timescale	Resources	Evidence of Impact (with dates)
<p>To safely manage the school site, running checks for new systems :fire alarm, school alarm, water, Velux windows etc</p> <p>To ensure the safety of the school community in the building by establishing routines.</p> <p>To complete and embed new H & S paperwork with all staff.</p> <p>To source and complete COSHH refresher training.</p>	<ul style="list-style-type: none"> Staff training for the relevant staff members on the use of the fire alarm (for safety checks), the new water/boilers, Velux windows etc. Whole school to practise fire drills according to safety points# To review and act on H & S report from To review and complete H & S policy and risk assessments for the whole school. To source and complete any relevant training for the caretaker and any other relevant staff. 	<p>HT</p> <p>Resources Committee</p>	<p>Ongoing</p> <p>September 2018 onwards</p>		