



Sir John Cass's Foundation Primary
School

Single Year Plan

2017-18

Our Single Year Plan draws together the key themes and ideas to focus on in the coming year.

Our long term goals are:

1. Exceptional teaching, attainment and progress
2. Powerful learners in control of their own learning
3. An inspiring subject-based curriculum
4. A distinctive Christian education with a rich spiritual, social and cultural life
5. Leadership with ambition for every child to receive and exceptional education

Ofsted tell us that:

1. Provide more opportunities for pupils to use information and communication technology across all topics in the curriculum to deepen and extend their learning. (Section 5)
2. Give children further help so they can respond more effectively to questions (Childcare)
3. Use more opportunities to extend children's learning, particularly with regard to understanding mathematical ideas. (Childcare)
4. To move pupils on more rapidly in their RE learning by ensuring that they know their next step and by creating opportunities for them to reflect and respond to high quality marking. (SIAMS)
5. To sharpen the school aims, enabling all members of the school community to articulate a clear and explicitly Christian vision for the school. (SIAMS)

This year we'll achieve the following:

1. Improving the quality of mathematics teaching by further developing the curriculum, target setting and assessment processes. We're also improving the resources we send home for additional practice. We're particularly focussed this year on ensuring that girls are sufficiently challenged and motivated in maths.
2. Improve the teaching of Mathematics and English in EYFS through direct and indirect teaching approaches inside and outside, especially focussed on boys mark making and girl's Mathematics
3. Continue to embed good practice in approaches to teaching of writing and phonics which enable children to form good habits from their starting points, especially focusing on the quality of script and transcription in Key Stage 1 and opportunities for mark making in the EYFS especially with boys.
4. Establishing a science and technology lab and enhancing the curriculum in science and technology so children make exceptional progress and have highly positive attitudes to science.
5. Increase the proportions of disadvantaged children and those with EAL attaining the highest levels in reading, writing and mathematics at both key stages.
6. Build the capacity of our support staff and leadership team, providing further opportunities for leadership development and exceptional CPD.
7. Building our profile as a provider of training, expertise and support to other schools especially in relation to assessment, science and Physical Education
8. Improving the teaching of reading so it is more purposefully linked to the wider curriculum and explicit about the teaching of key reading targets.
9. Develop the teaching of RE so that children and teachers use the assessment for learning approaches developed in other areas of the curriculum, in RE and reflect and respond to high quality marking.

What our latest data analysis tells us?

Based on data analysis we are going to be particularly focussed on the

- achievement of higher attaining disadvantaged pupils, especially how they are targeted and extended within whole class teaching.
- a small group of writers and mathematicians who did not achieve the expected standard in Writing and Mathematics at Key Stage 1
- lower attaining mathematicians in Year 2 and 3
- the attainment of girls in mathematics, ensuring that those with lower starting points make exceptional progress through the middle years of school and are not disadvantaged by our assessment approaches

More detailed analysis of data can be found in the [Self Evaluation and Long Term Strategy](#)

The colour codes in this plan

- Green highlights through text indicate that the task has been completed
- Red highlights indicate the task is overdue, unstarted or urgent
- Blank text indicates the task hasn't been completed but is scheduled later in the year
- Yellow highlights indicate the task has been started but not completed

We record the priority of actions on a 4 point scale. 1= very high priority, 2= high priority, 3= moderate priority, 4= low priority. We also indicate the implementation status of each object with a colour code= Green, Amber or Red. These are used in our risk register below to assist governors in prioritising work, challenge and support.

Monitoring of high priority items and their implementation- Autumn, 2017

The initial pages of this plan detail the highest priority areas of the school improvement plan and reference their implementation status. They are categorised in the following ways. These provide a useful reference point for review.

Objective	Possible implications / risks	Priority	Risk area	Autumn	Spring	Summer
Further improve financial management	Non compliant in finance audit Unable to set balanced budget in April, 2018	1	Compliance	Amber		
Reduce overall spend to ensure budget is sustainable in medium and short term	Significant drawdown	1	Financial	Amber		
Find revenue streams for boiler replacement	School closure, temporary boiler high costs	1	Financial Operational Strategic	Red		

Achieve 97.5% attendance rate across the school year	Ofsted Safeguarding	1	Compliance			
Improve the monitoring of Interventions and additional support.	SEND inspection SEND support fail to make accelerated progress	1	Operational	Likely inspection		
Increase the uptake of vulnerable families in CC services	Ofsted CC Not meeting needs of key target group	1	Operational			
To integrate use of digital content into curriculum/lessons throughout KS2.	Ofsted- key inspection finding at last inspection	1	Operational			
Assessment for learning in RE	SIAMs inspection expected, 2018 or 2019	1	Compliance Strategic			
Revise the behaviour policy to ensure better consistency of approach throughout the school	Inconsistencies in behaviour - manners and Behaviour not impeccable attitudes drop	1	Operational			
Embed additional challenge in the assessment system in science	STEM project not successful	1	Strategic			
Develop the training profile of the school	Difficult to retain staff Retaining outstanding rating	1	Strategic			
High quality, planned whole class activities in Nursery to enable children to learn as part of a fully integrated community	Inconsistent progress through EYFS Lower standards at the end of Reception	1	Operational Compliance			
Observations in Nursery are used as a tool for capturing each child's unique abilities, talents and ways of learning. They are used to plan and facilitate next steps in learning.	Ofsted Fail to show impact of teaching and progress of learners	1				
Sustain excellent provision and outcomes for phonics	Drop in standards at Y1 Possible inspection risk	1	Strategic			
Disadvantaged children make excellent progress progress this year.	Ofsted	1	Strategic			

	Reputation for excellent progress of disadvantaged					
Increase the attainment of disadvantaged higher attainers	Ofsted Reputation for excellent progress of disadvantaged	1	Strategic			
Catch up children in Writing and Mathematics in Year 3	Impact of spending poor Larger gap emerges	1	Strategic			
To establish a clear set of strategies for challenging HA & AGT pupils.	More able don't make exceptional progress	1	Operational			
To further accelerate progress in Writing.	Ofsted Poorer outcomes in any one phase	1	Strategic			
Improve consistency of mathematics teaching and practitioner content knowledge of school approach.	Gaps have to be addressed later on Financial	1	Strategic			
Implement mastery approaches in Key Stage 1 and 2	Gaps have to be addressed later on Financial	1	Operational			
Improve the average attainment in Girls mathematics by test scores	Ofsted	1	Strategic			

Key Area: Raising attainment in Mathematics

Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Staus
Implement mastery approaches in Key Stage 1 and 2	<ul style="list-style-type: none"> e. Establish project lead for mathematics at Key Stage 1 to implement Inspire Mathematics f. KS1 lead to attend centrally held professional development g. Attend partner school initiatives looking at established practice in the local area h. Review planning and check half termly to ensure that work is properly pitched for children. i. Reinforce use of long term plans on the secure area. j. Distribute challenge ideas to teacher and update mathematics areas on the secure area. k. PDM to provide practical advice and support about implementing mastering approaches 	Teachers confident to implement mastery approaches and this is consistent across the school evidenced in monitoring activities	<p>Curriculum committee</p> <p>SIP visit</p>	<p>£3000 Inspire mathematics</p> <p>Coordinator release</p>	1	
Improve the average attainment in Girls mathematics by test scores	<ul style="list-style-type: none"> a. Establish intervention groups in Year 2 and 3 focussed on lower attainers b. Audit groups and additional tuition to check representation of girls in groups c. Establish Mathematics club and ensure equal access for boys and girls d. Audit test environments to see how girls find test conditions- include pupil interview e. Monitor homework from girls, evaluate the impact on their school work f. Develop approaches to support parents in mathematics so that they have high aspirations for girls achievement. 	Test scores in Mathematics at the end of the summer term are similar for boys and girls in Y1 to 6.	Termly monitoring of data	£10000 tuition	1	

Develop the use of target setting and self evaluation in mathematics	<ul style="list-style-type: none"> a. Implement new target setting statements in mathematics which are consistent with English target setting b. Review the effectiveness of class target setting through regularly monitoring activities. c. Conduct PDM with staff and regular feedback via team meetings focussed on developing the use of target statements 	Evidence in books indicates that targets make a significant contribution to learning and progress	Book scrutiny		3	
Improve consistency of mathematics teaching and practitioner content knowledge of school approach.	<ul style="list-style-type: none"> a. Conduct regular PDM on mathematics teaching, especially in relation to the Mastery curriculum. b. Join the South East London Maths Hub along with the other schools in the City of London. c. Formalise and adopt standard calculation policy to ensure there is a progressive and sequenced approach to teaching calculations across the school. d. Continue to develop the subject knowledge of teaching assistants, supporting them to join lesson study groups and enhance their knowledge and understanding of mathematics. 	Teachers have a consistent approach to teaching calculation. Children are clear about approach.	Book scrutiny	Coordinator release -£500	1	
Improve the use of concrete materials in each class and mathematics learning environment	<ul style="list-style-type: none"> a. CPD through PDM and team meetings to provide advice and support for use of manipulatives b. Maths lead produce user guide on how to use different resources for the mathematics curriculum c. Weekly maths drop in with coordinator with support and information during planning time. d. Establish a mathematics hub in each classroom where resources can be stored. e. Clarify expectations for mathematics learning walls and audit current provision against best practice examples. 	Learning environments are well resourced and lessons make good use of materials to support and reinforce learning	Termly monitoring of planning SIP visit	£2000	2	

Key Area: English

Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
To further accelerate progress in Writing.	<ul style="list-style-type: none"> a. Introduce targets to new staff and check usage through team meeting and monitoring. b. Sample of books from across the ability range to be moderated to ensure pupil progress data is accurate. Dated targets and highlighted evidence should minimise variability c. Paired moderation/standardisation exercise where CTs compare MA and HA writing with the CT from the year above and LA and MA writing with those of the year below. (Phase meeting prior to Assessment Week) d. Store moderated pieces of writing at different levels on the secure area e. CPD sessions to develop subject knowledge in poetry and narrative. (By end of Spring 1) f. Conduct writing assessment each half term and provide guidance to teacher about the level of scaffolding and support appropriate for independent work. g. Make use of the deanery moderation bank and exemplified materials from STA with teachers at moderations, team and standardisation meetings 	<p>Monitoring will show evidence of the targets used as LIs or differentiated SC. It will also show the language of targets used to focus self/peer assessment and teacher feedback. The frequency and depth of self/peer assessment will have increased in KS1. (Aut 2)</p> <p>Data will show outstanding rates of progress with limited in-school variation. (Sum. 2)</p>	Eng Co	INSET PDM	1	
To further accelerate progress in Reading.	<ul style="list-style-type: none"> a. Carry out Learning Walk to evaluate the quality of Guided Reading in KS1/KS2 . All CTs to be provided with headline feedback. b. Improve the circulation of reports via accelerated reader and ensure there is a high level of uptake in each class in KS2 	Termly Learning Walks will show evidence of increased clarity of teaching content and pupils' metacognition. (Termly)	Eng CO	Release time 1 phase meeting 1 PDM spring	2	

	<p>c. Set challenging targets for reading attainment by the end of Reception.</p> <p>d. Improve Reading Recovery level tracking systems and make better use of the benchmarking assessments as the prime test of ability in Key Stage 1.</p> <p>e. Carry out pupil interview and feedback via small focus group to help identify what is working well and areas for development.</p> <p>f. Phase meeting CPD session with KS2 TAs to clarify the school approach to Reciprocal Reading.</p> <p>g. CPD session to link activities for Reading to the targets and establish clear use of Reading workshop book. (Before end Spr. 1)</p>	<p>Pupils' Guided Reading books will show tracked, highlighted targets with LIs. (Aut. 2)</p> <p>All pupils except those with SEN which impact on Reading will achieve Age-Related. (Sum. 2)</p>		<p>Tracking systems £5000</p>		
<p>To further accelerate progress in SPAG.</p>	<p>a. Introduce materials to develop the range of interactive SPAG-related activities in use - Alan Peat, Ros Wilson etc. (By end of Spr. 2)</p> <p>b. Key stage 2 complete targeted homework in SPAG</p>	<p>Pupil Voice feedback will show high levels of enjoyment in these sessions. (Sum. 1)</p>	<p>En Co</p>	<p>1 PDM session end of Spring 2 £300</p>	<p>4</p>	

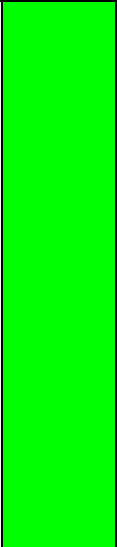
Key Area: Assessment for learning

Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Staus
To develop the use of summative and formative assessment.	<ul style="list-style-type: none"> a. CPD session with new staff to introduce use of targets and look at examples of metacognitive feedback in books. (Aut.1) b. Allocate TAs the tasks of completing Gap Analysis sheets after the completion of the Autumn Reading, Maths and SPAG assessments. (Aut 2) c. Obtain Pupil Voice feedback on the implementation of targets and their use in feedback. (Aut. 2) d. Implement new assessments in other Foundation subjects e. Train staff middle leaders in the use of summative test data to make judgements 	<p>English books will contain annotated target tracking sheets which indicate pupil progress rates. (Aut 1)</p> <p>Work Scrutinies will show evidence of targets used to support differentiated SC, marking and self/peer assessment. (Aut 2)</p> <p>Pupils will know their Literacy targets. (Aut 2)</p>	TS / SLT and SUP	<p>1 CPD Session Autumn 1</p> <p>Tests £750</p>	2	
To develop the use of Learning Intentions and Success Criteria.	<ul style="list-style-type: none"> a. Twilight CPD session on the effective use of Success Criteria, including their use to support differentiation. (Aut. 2) b. Conduct planning review on the use of success criteria. Talk to children about their understanding of success criteria during lesson observation and review. 	Lesson Observations and Work Scrutinies will show evidence of SC used to scaffold independent learning and to support personalised learning. (End of Aut2)	SLT/SIP Afl Co.	PDM Autumn 2	2	

<p>To develop marking so children respond to feedback with great purpose</p>	<p>a. CPD session on reframing for HA/AGT pupils will cover the use of reframed extensions as feedback activities. (Aut 2)</p> <p>b. CPD Twilight sessions to include open book trawls where all teaching staff share effective practice and suggest solutions for any issues arising. (Aut 2 & Spr)</p>	<p>Work Scrutinies will show evidence of regular adult-lead feedback based on moving learning on and self/peer assessment and evaluation. (End Aut 2)</p>		<p>CPD Session Aut 2</p> <p>1 Twilight -Aut 2</p> <p>1 Twilight-Spr</p>	<p>2</p>	
<p>To develop questioning so that discussions are highly productive</p>	<p>a. CPD Session on creating a culture of questioning, including pupil-lead feedback, using pupil input in planning and effective talk partner work. (Spr 1)</p>	<p>All Classrooms will have one ongoing KWL display. (Spr 1) Lesson Observations will show evidence of reduced teacher talk, increased participation and a more effective range of questioning strategies. (Spr 1/2)</p>	<p>AfL Co. SLT/SIP</p>	<p>1 Twilight-Spr 1</p>	<p>3</p>	
<p>To develop the use of assessment during lessons.</p>	<p>a. Twilight CPD session to cover the use of pupil feedback strategies after introductions, during activities and the use of effective plenaries to gauge progress. (Spr 2)</p>	<p>Lesson Observations will provide evidence of the use of ongoing assessment during lessons. (Spr 2)</p>	<p>SLT/SIP AfL Co.</p>	<p>1 Twilight - Spr 2</p>	<p>3</p>	

Key Area: AGT

Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
To establish a register of AGT pupils.	<ul style="list-style-type: none"> a. Twilight CPD session on identification of AGT pupils and able but potentially underachieving disadvantaged using indicators other than progress data. b. CTs and Specialist Teachers to nominate potential candidates using identification checklists. 	AGT register and shadow register which reflects school intake. (End of Aut 2)	AGT Co.	1 Twilight session - Aut 2	2	
To establish a clear set of strategies for challenging HA & AGT pupils.	<ul style="list-style-type: none"> a. Twilight CPD session to support differentiation for HA & AGT pupils by distinguishing pitch from levels of cognitive challenge- focus on using Shirley Clarke's "reframing" of questions and Bloom's Taxonomy to provide open-ended extension work. b. Refresher session to identify the most commonly used strategies and to review against the full range. 	Lesson Observations, AGT Work Scrutinies and AGT Pupil Voice work will provide evidence of the use of these strategies and of pupils experiencing higher levels of challenge. (Aut 2) Data will show these pupils working within the upper ability band. (Spr 1)	SLT/SIP AGT Co.	1 Twilight Session - Aut 2 1 Twilight Session - Spr 2	1	
To develop targeted learning opportunities for AGT pupils.	<ul style="list-style-type: none"> a. Set up HA/AGT Reading Group for UKS2 pupils (to be delivered by TA with strong literary knowledge). b. Set up UKS2 Maths Enrichment Group in Year 4, 5 and 6 with targeted learning and extension for more able children, especially the disadvantaged (Aut 2) c. Provide out of hours provision attended by AGT pupils in other subjects. (Spr 1) 	All AGT pupils who are not attending enrichment sessions in or out of school will do so. This will be documented on the register. (Spr 1)	AGT Co.	£5000	3	

<p>To develop the use of open-ended activities.</p>	<ul style="list-style-type: none"> a. Twilight CPD session to introduce HA/AGT friendly activities from the NIC "Active Learning" materials. (Spr 2) b. Set up a "Challenge Week" to focus solely on open-ended work with high levels of cognitive challenge to ensure that as many strategies as possible are tried. (End of Spr 2) 	<p>Lesson Observations, AGT Work Scrutinies and AGT Pupil Voice work will provide evidence of the use of these strategies and of pupils experiencing higher levels of challenge. (Sum 1) Data will show these pupils working within the upper ability band. (Sum 2)</p>	<p>SLT/SIP AGT Co.</p>	<p>1 Twilight Session - Spr 2</p>	<p>3</p>	
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Key Area: Securing exceptional attainment and progress

Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Increase the attainment of disadvantaged higher attainers	<ul style="list-style-type: none"> a. Establish small extension and consolidation groups for disadvantaged higher attainers b. Continue to offer one to one tuition as appropriate. c. Improve the identification and awareness of able disadvantaged children and target within quality first teaching d. Moderate and monitor performance of disadvantaged children as a distinct group 	Disadvantaged higher attainers perform well by the end of Key Stage 2 and in year performance is also strong	Termly data analysis	£15000	1	
Catch up children in Writing and Mathematics in Year 3	<ul style="list-style-type: none"> a. Establish catch up group in mathematics Y3 led by STEM lead b. Teacher supported by mathematics lead to check planning c. Literacy support for new teachers with joint planning opportunities d. Consultant support in Year 3 for writing 	Targets met or exceeded by the end of Year 3	Class monitoring, termly data analysis.	£5000	1	
Increase the proportions of specialist teaching	<ul style="list-style-type: none"> a. Implement STEM project plan to ensure that learning in Science is highly engaging and makes an excellent impact on the whole curriculum b. Develop the art curriculum so that learning is well connected to foundation subjects c. Establish specialist stringed instrument tuition in Year 3 d. Develop the role of the new PE teacher, offering specialist support in SEND. 	Children, parental and staff feedback is very strong about the effectiveness, breadth and depth of the curriculum	Curriculum committee	£60,000	3	

Key Area: Key Stage 1

Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Staus
Disadvantaged children make excellent progress this year.	<ul style="list-style-type: none"> a. Allocate one to one and small group tuition once a week with support teacher (YC, DB) b. Target disadvantaged children in quality first teaching to ensure they are well supported and extended in their thinking. c. Provide out of hours tuition and access to homework club for disadvantaged children. 	<p>7 in Year 2 (4 will reach expected level)</p> <p>3 in Year 1 (100% will reach expected level)</p>	Termly pupil progress meetings	£5000	1	
Children's transcription is excellent in Key Stage 1	<ul style="list-style-type: none"> a. Use penpals to practise the letter formation b. Form letters correctly and practise in the back of English books c. Move children on to joins when confident in print. d. Weekly certificate for pen grip and handwriting across Key Stage One. e. Showcase good handwriting around the classroom. f. All members of staff across KS1 to have high expectations of handwriting. 	Handwriting will be legible and neat across the curriculum	Book scrutiny each term.	Penpals scheme £360	2	
Sustain excellent provision and outcomes for phonics	<ul style="list-style-type: none"> a. Phonics sessions for at least 4 times a week for 25 mins. b. Phonics homework sent home each week. c. Develop the use of the phonics fairy books across Key Stage 1 and make purposeful links to English lessons d. Mock Phonics screening check for Year 1 in December 2017 and March 2018. 	90% of the cohort will reach Phonics Screening Threshold.	<p>Mock Phonics screening check – End of each half term.</p> <p>Monitoring application of phonics in English books.</p>	£400-phonics scheme	1	


<p>Improve the consistency of guided reading sessions</p>	<ul style="list-style-type: none"> a. Provide support teacher each week to promote personalised learning/ help with key words. b. English booster with children who are below Reading Recovery level 2 in Year 1. c. Develop the use of reciprocal reading strategies within guided Reading sessions d. Visit the school library once a week e. Use Benchmark Reading to assess Reading in October, December, February, April and July. f. Children to take home 3 reading books each week. 	<p>80% of the cohort will reach expected level or above.</p>	<p>Benchmark Assessment to assess each half term (Year 1) Practise reading assessment papers (Year 2)</p>		<p>3</p>	
<p>Ensure there is consistency in outcomes between Year 1</p>	<ul style="list-style-type: none"> a. ZN to team teach with KL once a week. b. Planning meetings KL and ZN throughout the week c. Prepare, Plan and Assess progress as a year group. d. Provide advice and support to colleagues to ensure consistent expectations for behaviour and learning are enforced across Year 1. 	<p>Cohort meets or exceeds targets set.</p> <p>Cohort has similar outcomes.</p> <p>Parent satisfaction is strong</p>	<p>Termly progress meetings and testing.</p>	<p>Coordinator release time</p>	<p>2</p>	

Key Area: 3 to 4 year olds

Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Keyworkers are used effectively to support children settling in to the Nursery class and their daily routines	<ul style="list-style-type: none"> a. Keyworkers are allocated to all children to support them settling in at the start of the year and to liaise with parents during this time. b. Teacher has overall responsibility for all children's wellbeing, learning and progress. 	90% children score a minimum of 4 on the wellbeing and involvement scales by October half term.	Class teacher Leader of Learning for EYFS Performance management meetings Pupil progress meetings	N/A	3	
Observations are used as a tool for capturing each child's unique abilities, talents and ways of learning. They are used to plan and facilitate next steps in learning.	<ul style="list-style-type: none"> a. All staff observe all children. b. Spontaneous 'wow' moments are captured on an ongoing basis for all children. c. From October half term, staff have 6 focus children to observe for a fortnight. d. Observations are made during independent activities, whole class sessions and directed tasks as appropriate. e. Where staff are concerned about a child, a long observation is carried out. f. Timetable of activities and deployment of adults is clear for all staff members in class along with expectations. g. Observations link to areas of learning and often include next steps as well as links to CoEL. h. Observations are dated and initialled by staff member. i. It is clear what type of activity the child was engaged in (freeplay, adult supported, during whole class carpet etc). 	All staff know all of the children and their abilities, needs and interests. Observations feed into the weekly planning of focus activities and independent activities as well as future themes or topics. Outstanding and enabling learning environments fully reflect children's needs and interests and support rich play.	Class teacher to monitor quality of observations of the class team on an ongoing basis. Leader of learning and SLT monitoring of learning journals.		1	

<p>Learning Journals clearly reflect pupils' individual interests, abilities and progression throughout the year.</p>	<ul style="list-style-type: none"> a. Journals contain a range of photographs, written observations and samples of children's learning. b. Journals demonstrate children's learning behaviours (CoEL) and outcomes in different learning situations (independent, group etc). c. All areas of learning are covered every half term. d. Children and parents have supervised access to learning journals. Opportunities for them to make comments are created. e. Learning Journals document is reissued to all EY staff. 	<p>Journals reflect children's interests and abilities. They demonstrate progression over the term and year. Next step learning is followed up.</p>	<p>Peer monitoring / Leader of learning / SLT to monitor</p>	<p>Journals for each child- £250</p>	<p>3</p>	
<p>Carefully planned, purposeful, focussed activities ensure that all children reach their potential across the areas of learning.</p>	<ul style="list-style-type: none"> a. Teacher and EYPs take responsibility for an area of learning on a termly basis. b. Planning grid to clearly identify planned provision – in particular for maths and English skills. c. All children participate in 2 focussed activities per week from October half term at the latest. d. Maths and English to be a focus at least fortnightly. 	<p>90% children in class can hold a pencil/mark making implement correctly.</p> <p>80% children reaching age expected learning goals by the end of the year (48 months EExAT/ secure 30-50 months DM)</p>	<p>Classteacher has an overview of EYP focussed activities. Leader of learning to monitor planning. SMT planning scrutiny.</p>	<p>N/A</p>	<p>4</p>	
<p>High quality, planned whole class phonics activities enable children to learn as part of a fully integrated community</p>	<ul style="list-style-type: none"> a. From October half term all children will engage in a whole class planned learning experience daily – prime areas + literacy, maths and RE. b. From February half term all children will participate in 2 whole class planned learning experiences daily – prime areas + literacy, maths and RE. c. Audit the current supply of 'Big Books' available 	<p>80% children reaching age expected learning goals by the end of the year in prime, literacy and maths & have an understanding of some religious stories and festivals (48 months EExAT/ secure 30-50 months DM)</p>	<p>Classteacher has an overview of any keyworker activities. Leader of learning to monitor planning. SMT planning scrutiny.</p>	<p>Flip chart / whiteboard</p>	<p>1</p>	

<p>Medium term planning through themes is robust and focussed on enabling rich communication and language experiences</p>	<p>a. Half termly overview format b. Themes often based around a rich text c. Real resources and natural materials are prioritised</p>	<p>Children are exposed to knowledge about different subject areas and can develop real interests. Children are able to listen to others and articulate themselves clearly.</p> <p>Medium term plans are shared with parents and carers via the website</p>	<p>Learning environment walks Lesson observations Planning and learning journal monitoring</p>	<p>£2000</p>	<p>4</p>	
<p>All children have an interest in books. They understand words and have a well-developed vocabulary. They are developing an imagination.</p>	<p>a. All children take home 2 reading books a week b. Audit supply of books available to the children and their quality</p>	<p>All children know about directionality of text. All children can talk about familiar and favourite books.</p>	<p>Classteacher, keyworker, Leader of Learning</p>	<p>Home School Books</p>	<p>2</p>	
<p>Letters and Sounds is followed to support the development of listening and sound production skills. Children are prepared for statutory schooling.</p>	<p>a. Phase 1 phonics to be incorporated into whole class and small group activities b. Introduction to phase 2 weekly in the summer term.</p>	<p>80% of children achieving age expected learning goals by the end of year. 70% of children can identify initial sounds of words they hear. 70% of children can identify more than half of the phase 2 sounds by sight.</p>	<p>Observations of children's learning Assessment termly – pupil progress meetings</p>	<p>£250</p>	<p>2</p>	

<p>Role play areas offer opportunities for rich communication and language development. They offer opportunities to develop understanding of familiar and imaginative events or experiences.</p>	<p>a. The role play area is current, thematic and inviting to all children</p> <p>b. All areas of learning are included in the role play area.</p> <p>c. Adults engage in children's role play and support it to extend their thinking, understanding and speaking</p>	<p>The role play area is accessed by all children and outcomes for UW, PSED, C&L are consistently high.</p> <p>Outstanding and enabling learning environments fully reflect children's needs and interests and support rich play.</p>	<p>Learning environment walks Lesson observations Leader of Learning / SLT Learning journal evidence</p>	<p>AA</p>	<p>2</p>	
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Key Area: Use of specialist additional staff, teaching assistants and other support staff

Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Improve teaching assistant understanding of assessment for learning processes and questioning	<ul style="list-style-type: none"> a. Allocate TAs the tasks of completing Gap Analysis sheets after the completion of the Autumn Reading, Maths and SPAG assessments. (Aut 2) b. Invite teaching assistants to take part in questioning CPD. 	Teaching assistants have an excellent impact on learning, consistently across the school	Learning walks	Additional hours after school	2	
Develop the use of lesson study with teaching assistants	<ul style="list-style-type: none"> a. Initiate lesson study groups with teaching assistants enabling peer observation and support 	Lively debate about professional practice in within groups	Curriculum committee	Release £3500	1	
Build capacity of middle leaders and TAs	<ul style="list-style-type: none"> a. Distribute performance management of teaching assistants to middle leaders b. Create tutoring and support opportunities for teaching assistants, including the provision of a homework club in Key Stage 1 and 2 	Staff feel well supported to achieve their goals	Staff questionnaire	£2000 overtime for tuition	3	
Develop the provision for specialist teaching	<ul style="list-style-type: none"> a. Implement revised programme of Sports and PE with specialist teacher b. Review the art scheme of work to make use of the Cornerstones long term framework c. Extend strings provision to Year 3 to enable musical instrument tuition from earlier age. 	Recorded work in art and design is exceptional	Curriculum committee	£5000 musical instrument tuition	4	

Key Area: Phonics, Early Reading and English and an Additional Language

Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Embed good practice in approaches to teaching synthetic phonics and early writing, which enable children to form good habits from their starting points.	<ul style="list-style-type: none"> a. Fully implement 'Storytime phonics' programme and ensure that the programme is used effectively across EYFS and KS1. b. Ensure phase 1 phonics practise runs alongside all daily learning in EYFS and KS1 through music, song, rhythm and rhyme. c. Establish regular phonics catch-up programme for Year 2 children who are struggling with phase 2-5 phonics. d. Ensure all staff are aware of the different stages of phonics development in reading and writing through EYFS and KS1 phonics subject knowledge training. 	<p>Maintain high standards in phonics check in Year 1 and recheck in year 2-90% in Year 1</p> <p>Reading levels are 80% at 'expected' at end of KS1.</p> <p>Increase number of children attaining reading recovery level 5 or higher to 80% by end of EYFS.</p> <p>PP targets met.</p>	<p>Learning walks</p> <p>Environment walks</p> <p>Phonics lesson observations</p> <p>Staff evaluations from subject knowledge training</p>	<p>Storytime phonics resources - £600</p>	1	
Improve attainment of boys in Early Years and ensure boys are being challenged in	<ul style="list-style-type: none"> a. Develop outside area in EYFS and provide resources to promote boys' mark-making b. Provide meaningful links between mark-making, phonics and other areas of learning. c. Create better home-school links to support parents with best practise for supporting their children at home. 	<p>80% of boys meeting reading recovery level 5 by the end of Reception.</p> <p>80% of boys meeting 'expected' standard in</p>	<p>Environment walks</p> <p>Learning walks</p> <p>Monitoring early reading and writing</p>	<p>EYFS staff training: £200</p> <p>Parent workshop</p>	1	

<p>reading and writing.</p>	<p>d. Ensure all EYFS and KS1 reading environments are reflective of children's interests and experiences.</p> <p>e. Develop Phase 1 phonics planning in Nursery to support phonics learning.</p>	<p>writing at end of Reception.</p>	<p>(beginning Autumn, 2017)</p> <p>Parent evaluations from workshops</p>	<p>led by IH and AA</p>		
<p>Increase proportions of those with EAL attaining the highest levels in reading in EYFS and KS1. Children show confidence and have a good awareness of the languages they speak.</p>	<p>a. Expand bilingual library access for children to use at lunchtime once per week and increase resources.</p> <p>b. Develop 'Language of the Month' project.</p> <p>c. Develop induction programme for children with EAL and develop use of bilingual resources throughout the school.</p> <p>d. Develop the role of the specialist teaching assistant and establish purposeful home-school links.</p> <p>e. Establish regular learning support groups for children with EAL to develop speaking and reading skills in English within KS1</p> <p>f. Develop the use of 'Cass Kids' website to update parents with key information and share ideas online.</p>	<p>Children with EAL in EYFS and KS1 make good progress and achieve above national average in communication and language and reading.</p> <p>Parents have a good understanding of 'Launchpad' techniques in EYFS.</p> <p>Children with EAL who are new to the school feel confident to navigate the school building and speak their home language as well as English.</p>	<p>Monitoring early reading (beginning Autumn 2017)</p> <p>Parent feedback and parent workshop.</p> <p>Environment walks</p> <p>Pupil feedback</p>	<p>Specialist teaching assistant AU</p> <p>TAs in KS1 to run regular EAL groups.</p>	<p>2</p>	

Key Area: Teaching school, capacity of wider leadership team

Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Develop the training profile of the school	<ul style="list-style-type: none"> a. Sustain partnerships with Cambridge University and the LDBS SCITT b. Invite colleagues at schools within the Tower Hamlets Partnership, City of London and others to training events and INSET held at school c. Second key staff to leadership positions in other schools, providing specialist advice and support e.g. SEND d. Join the Tower Hamlets Partnership and take an active part in the school to school review process. e. Work proactively with Deanery schools to share good practice ideas and collaborate purposefully. f. Establish Strings open days, inviting colleagues from other schools to see musical tuition in action. 	The school is well respected as a specialist provider in many areas	Curriculum committee	£2000 THEP	1	
Bid for specialist leader in education role	<ul style="list-style-type: none"> a. Make bids to local training schools for recognition of highly skilled teachers as Specialist leaders in PE and AFL, Science (for example) b. Support senior colleagues to undertake Ofsted training enabling them to inspect other schools. 	At least 1 specialist leader in education in place and supported by a partner training school	TW	TW	3	
Initiate bid to become a training school	<ul style="list-style-type: none"> a. Create application plan for bid to become a training school. 	School accepted to become training school	Curriculum committee	Training budget	2	
Establish specialist in STEM	<ul style="list-style-type: none"> a. Create science lab with successful bid for funding from Cass foundation b. Develop approaches to investigative science with wider staff through training and development activities with school staff and external partners 	STEM lab and project leads to strong outcomes in science overall	Curriculum committee	£35000- science lab provision	4	

Key area: Science

Objectives	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Embed additional challenge in the assessment system in science	<ul style="list-style-type: none"> a. Implement new assessment system in Science making use of test materials and teacher assessment b. Initiate the use of the Science sampling test to check for gaps in science learning. c. Termly assessment in science monitored and reported in school 	Pupil targets set using top 5% of schools to guide aspiration.	Curriculum committee	DB	1	
Improve the delivery and challenge of the science curriculum	<ul style="list-style-type: none"> a. Improve provision and frequency of practical investigations in science lesson b. Science lead to model lessons to class teachers as part of STEM role, progressively enable staff to lead over the course of the year. c. Make use of new science lab for practical lessons d. Audit science resources and replenish according to needs of new curriculum e. organise science fair for all classes in KS1 and 2 f. make links with local secondary regarding visits and observations of science provision at year 7 	<p>Pupils meet the standard for 'thinking scientifically' in the new computing curriculum.</p> <p>Staff report effective professional group in capacity to teach science</p>	Subject lead	DB	2	

Key area: Behaviour

Objectives	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Staus
Homework and home learning	<ul style="list-style-type: none"> a. Ensure that homework is set regularly. b. Textbooks (Inspire Maths and CGP) are to be used. c. Monitor homework and parental views to ensure it consolidates what children are learning in class. d. Specialist teaching assistant to lead activities after school. 	<p>Children taking responsibilities for their learning.</p> <p>Better communication with Parents.</p> <p>Children achieving their targets</p>	<p>HK monitor home-school and textbooks on a regular basis</p>	<p>£2200 home textbook resources</p>	2	
Further improve behaviour and attitudes to learning in the playground and out of lessons	<ul style="list-style-type: none"> a. Raise the profile of the Specialist teaching assistant- e.g. anti-bullying ambassadors taking active roles in the playground. b. PE lead to zone areas of the playground and more appropriately resource the space to minimise disruption and disagreement 	<p>Anti-bullying awareness is high amongst staff and children.</p> <p>Pupils work hard with the school to prevent bullying.</p>	<p>Playtime learning walk</p> <p>Monitor worry boxes from each class</p>	<p>BM and HK to lead Play Leader and House Captains Meetings every three weeks</p>	2	
Further improvement in using the home school diary	<ul style="list-style-type: none"> a. Ensure that 'Good to be green' charts are acknowledged by parents and teachers. b. Continue termly rewards for good behaviour and Christian values tea party c. Embed the use of home-school diary for recording homework. 	<p>Communication with parents effective</p>	<p>HK to monitor planners</p>		4	
Revise the behaviour policy to ensure better consistency of approach throughout the school	<ul style="list-style-type: none"> a. Update the behaviour policy to reflect current best practice guidelines b. Publish and share information about the behaviour policy on the school website to ensure parents are fully aware of our positive approach and consequences for misbehaviour. 	<p>Staff and Parents are clear about the producers used in school</p> <p>Increase in staff reporting policy enforced consistently</p>	<p>Curriculum committee</p>	<p>HK</p>	1	

Key area: R.E

Objectives	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Develop written work so that it is more meaningful and well related to supporting children's spiritual development	<ul style="list-style-type: none"> a. Ensure the written task is challenging and meaningful. b. Audit written tasks to ensure spiritual dimension c. Develop a bank of reliable written task in RE for each year group. d. PDM to ensure new staff are familiar with the newly implemented scheme of work 	The children will have a greater understanding of the religion that they are studying and be able to make to connections between religions	<p>Monitoring or books on a termly basis.</p> <p>Lesson observation</p>	HK/TW	2	
Use places of worship to support learning	<ul style="list-style-type: none"> a. All classes to attend places of worship to support the religion that they are studying e.g. Mosques, Mandir, synagogue. 	The children will have the opportunity to experience ceremonies and rituals from different faiths.	<p>Talking to children</p> <p>Written works</p> <p>Photographs</p>	HK/TW	3	
Assessment for learning in RE enables children to use feedback thoughtfully, responding to the big questions in RE	<ul style="list-style-type: none"> a. Monitor books to ensure pupil voice is evident and pupils have a good understanding of their targets and next steps in RE b. PDM and regular team meeting slots to ensure staff are confident to make assessment judgements in RE. c. Establish termly assessment in RE 	Outcomes in RE as evidenced in books are typically very strong across the school	Termly book monitoring	<p>HK/TW</p> <p>Training £350</p>	1	

Key area: Digital platforms						
Objectives	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
To integrate use of digital content into curriculum/lessons throughout KS2.	a. Incorporating use of Google for Education apps in lessons throughout KS2. Using Google Classroom as the main hub for digital content tasks, focusing primarily on child-led collaborative learning using Docs, Sheets and Slides.	Children developing digital content skills, knowledge and confidence, working collaboratively, using digital content to share their work and ideas.	One unit of work each term to produce a piece of digital content in a chosen subject (e.g. a Slides presentation on topic work).	Chromebooks, ICT room, PCs, iPods. £10000 (Cass Grant)	1	
To support and build adult user confidence, using digital formats.	a. CPD training sessions for KS2 staff (and others) on Google for Education Apps. <ul style="list-style-type: none"> · Google Chromebooks · Google Drive · Google Docs, Slides and Sheets · Google Classroom · Google Forms · Book Creator · Nearpod 	All KS2 staff to confidently use basic functions of Google for Education Apps (e.g. creation of content, sharing functions etc). Staff to support children's needs during lessons/sessions where digital content is being used.	Staff to regularly use Google for Education Apps in and out of class. All users to create digital documents/templates to share with a child user group (as per above section)	Chromebooks, Google for Education Apps	2	
Appoint Childnet Digital Leaders for upper KS2	a. Digital Leaders to meet weekly to work through Digital Leader training modules. b. Digital Leaders to promote safe internet usage and to share digital content ideas with their classes.	Digital Leaders to promote eSafety with other children through training, guidance and sharing knowledge in class/assemblies/displays/events.	Digital Leader group led and meetings facilitated by Jonny Jones each week.	Childnet.com ICT room Chromebooks	3	

Provide eSafety training for all KS2 children.	<ul style="list-style-type: none"> a. Incorporating eSafety training via computing sessions supported by Google Interland and Saferinternet.org b. Complete Digital Footprint survey and analyse subsequent data to address concerns with individual or group issues that may show risks or areas for further teaching on eSafety issue. 	eSafety assembly during eSafety week incl class based activities to develop and secure children's understanding of eSafety topics and issues.	All KS2 classes to have completed mandatory eSafety training by end of year.	ICT room Chromebooks	2	
Develop user confidence in utilising a selection of apps in iPads/iPods to enhance learning content in lessons.	<ul style="list-style-type: none"> a. CPD training sessions for KS2 staff (and others) on a variety of apps. 	Teaching staff to build in app usage into lessons to enhance learning content and assessment opportunities.	<p>Regular check-in with teaching staff to assess usage and confidence.</p> <p>Opportunities to share successes and ideas with other staff at phase group meetings.</p>	iPods iPads	3	
To explore future rollout of iPads and upgrade of current ICT resources.	<ul style="list-style-type: none"> a. To research cost of trial period and purchase/loan of a class set of Apple iPads. b. To research cost of ICT equipment replacement with Chromebooks and/or laptops. c. To research cost of other ICT equipment; Raspberry Pi, Sphero etc. 	To test trial run of new digital hardware to enhance and support children's computational thinking skills (programming etc) and engagement using digital content.	Report to be delivered to SLT on potential costs, aims and outcomes.	JJ	4	
To upgrade and manage maintenance of Casskids website.	<ul style="list-style-type: none"> a. Remove any unused content, changing interface to support ease of use and access to links and other educational content that is required. Ensuring content is regularly updated and appropriate for Casskids users. 	To engage children in using Casskids as an additional resource for home learning activities and celebration of learning successes which can shared with families and friends.	<p>To begin overhaul by Autumn 1, with aim of new interface and content to be ready by Autumn 2.</p> <p>To survey Digital Leaders about child usage, wants and needs, likes and dislikes about the site.</p>	£350 Weebly subscription	4	

Key Area: Children's Centre Childcare

Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Staus
Children are able to clearly articulate their thoughts and ideas, responding appropriately to questioning.	<ul style="list-style-type: none"> a. All adults model good use of language. b. Rich experiences and tasks are available for children in order to develop their vocabulary. c. Storytelling is an integral part of daily provision. 	Strong outcomes at the end of EYFS	Learning walks	AA / TW	2	
SEND identification procedures are aligned with the rest of the school.	<ul style="list-style-type: none"> a. Half termly Supervision sessions with all EYFS staff. b. Weekly meetings with family support team. c. Weekly briefings with EYFS team. d. SENCo room drop ins and observations monthly. e. CCFC meetings 5 times per year. f. Concerns from CCFC SaLT at walk in talk in and drop in sessions are reported to Head of Centre at weekly family support meetings. g. Health visitor concerns are reported at weekly family support meetings. 	Smooth transitions from CCFC to school EYFS support included in provision map	Supervision Pupil progress meetings Journal monitoring	AA/TW GP/JH/	2	

Key Area: Children's Centre Outreach

Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Outcomes for children and their parents will be measured.	<ul style="list-style-type: none"> a. Conduct parent forums on a termly basis b. Parent questionnaires are used at the end of each term to review the distance travelled in relation to EYFS target areas c. Learning journals for regular stay and play children d. Develop the use of soft outcomes tracking and case study so that the impact of the Children's Centre work is captured. 	Parents report progress in personal and social skills for themselves and their children.	Termly feedback	AA/TW	2	
Increase the uptake of vulnerable families in CC services	<ul style="list-style-type: none"> a. Reach agreement with the COL LA about the data tracking systems to be used in the Children's Centre b. Develop an interim framework for data monitoring c. Termly data monitoring and record keeping to understand % of families accessing services who are vulnerable 	Reliable, robust information is available for analysis and target setting.	Advisory board	AA/JH/JW/ GP	1	
Multi agency working is strong.	<ul style="list-style-type: none"> a. Links with new Early Help team are built and developed. b. CCFC staff attend MAPF meetings. c. Termly practitioners forum reinstated. d. Health visitor records numbers of visitors to sessions for CCFC records e. Walk in talk in and CCFC SaLT records numbers of attendees for CCFC records and liaises with family support workers. 	<p>Families are well supported.</p> <p>Records are used well and shared appropriately.</p>	Meeting feedback	AA/JH/JW/ GP	2	
Communication with families is effective	<ul style="list-style-type: none"> a. 'How to use our Children's Centre' guide created. b. Information about the content of our different sessions readily available in print and online format. c. CCFC website is up to date. d. Half termly CCFC newsletter sent out. 	Families use the CCFC facilities confidently. Sessions reflect families needs and are well attended.	Session numbers. Parent feedback.	AA/JH/JW/ GP	3	

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| | <ul style="list-style-type: none">e. CoL has accurate up-to-date information about CCFC provision.f. Phone calls to parents who have not used services recently or have stopped using services.g. Home visits to new families.h. Noticeboards kept up to date. | | | | | |
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Key Area: SEND						
Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Ensure all staff have a secure understanding of their responsibilities towards children with SEND as set out in the 2015 COP.	<ul style="list-style-type: none"> a. 2 termly staff meetings on SEND b. Share the new Local Offer with staff when launched c. All staff working with children who have an EHCP to have half termly supervision. 	<p>All staff will have skills to work effectively with children in their class.</p> <p>All teachers are teachers of SEND.</p> <p>All staff will know how to refer to SENCo and signpost parents and carers.</p>	Termly lesson observations.	TW/AA	3	
Enhance the process of identifying students underlying difficulties prior to referral.	<ul style="list-style-type: none"> a. Roll out whole class Wellcomm screening in the Nursery class. b. Renew LUCID screening tools. c. Develop understanding of emotional and mental health difficulties and the impact they can have on learning - staff training. d. Link between attendance and behaviour in school explored with leads as a first stop. 	<p>Children will be assessed and make progress towards their targets.</p> <p>All staff will have an understanding of SEMH</p> <p>Close link between behaviour lead and SENCo</p>	Termly assessments and pupil progress meetings	AA Counsellor/ Ed PSych AA/HK £400	2	
Improve the monitoring of Interventions and additional support.	<ul style="list-style-type: none"> a. Develop motor skills programme with PE specialist teacher. b. Ensure all school based support and interventions are targeted to individual children's needs. c. Develop the baselines and measurable outcomes of individual pupil booster sessions. 	Outcomes for interventions groups are strong	Provision maps SEN walks Observations of SEN and additional support.	PE teacher /AA Phase leaders	1	

<p>Ensure that Quality First Teaching remains a priority as the first stage of the Graduated Approach</p>	<ul style="list-style-type: none"> a. Deliver training on Dyslexia Friendly Classrooms to whole staff. b. Maintain focus on AfL in classrooms. c. Re emphasise growth mindset learning to ensure all staff are on the same page. d. Introduction to Makaton training for all school staff. 	<p>Learning environments will be dyslexia friendly.</p> <p>Staff will incorporate basic makaton signs into teaching.</p> <p>Children will receive high quality teaching.</p>	<p>Learning environment checks.</p> <p>Lesson observations.</p>	<p>TW/AA/ Leadership team</p>	<p>3</p>	
<p>Parents are involved in children's learning and understand how their children are supported in school.</p>	<ul style="list-style-type: none"> a. Meetings arranged for parents with key professionals throughout the year - SaLT, EP b. Staff will meet with parents individually on a termly basis and discuss additional support in class and at home. 	<p>Parent questionnaire shows what parents want improved and what they are happy with.</p>	<p>Feedback</p>	<p>AA</p> <p>£7000 SLA</p>	<p>2</p>	

Key Area: Attendance and welfare

Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Achieve 97.5% attendance rate across the school year	<ul style="list-style-type: none"> a. Continue half termly meetings with the City of London Education and Welfare Officer b. Monitor absences on a daily basis c. Promote good attendance via termly certificate, information sharing and acknowledgement d. Use attendance meetings purposefully with parents to explore setting up of medical support plan. 	Absence rates are significantly below the national average	Curriculum and pupil affairs committee	0	1	
Ensure children safe and happy	<ul style="list-style-type: none"> a. Revise health safety and welfare policy to reflect changes on Epipen b. Create class folders for supply teachers so medical needs are well known c. Revise attendance and welfare policy in line with best practice guidance from the City of London. d. Assistant Head to shadow attendance lead and start to attend attendance and welfare monitoring meetings. e. Termly monitoring of prescribed and non-prescribed medicines to look for non-compliance 	Information about needs is appropriately shared.	Termly safety check	£200 for new devices	2	
Further develop support for children with medical needs and disability	<ul style="list-style-type: none"> a. Ensure medical support plans are reviewed and shared on a termly basis. b. Conduct termly monitoring of SIMS to ensure files kept are up to date. c. Begin recording of medical incidents and accidents on SIMS to enable data interrogation d. Revise the accident form and update to include illnesses 	Data about accidents and injuries is stored and can be interrogated purposefully.	Curriculum committee	£1000- new carbon copy accident forms	2	

Key Area: Premises, health and safety						
Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Allocate section 106 funding to school building projects	<ul style="list-style-type: none"> a. Meet regularly with key governors and the City of London to plan for possible section 106 spend b. Update the long term plan to reflect recent improvements c. Update the school condition report so current priorities are clearly identified. 	Committed investment from the City of London via section 106 funding	Finance and general purposes committee	HJ	2	
Improve cleaning and premises management across the school	<ul style="list-style-type: none"> a. Explore secondment option for a premises manager from Deanery Partner schools b. Engaged with new cleaning staff provider to improve the training and standards achieved by cleaners c. Monitor control of hazardous substances record and improve the storage of cleaning materials in cleaning cupboards. d. Monitor cleaning of all areas of the school site on a termly rolling programme. e. Conduct ROSPA or Tower Hamlets health and safety review looking at outstanding premises items. 	<p>Cleaning standards across the school are high.</p> <p>ROSPA / TH audit is successful</p>	Finance and General Purposes Committee	<p>£15000 part time premises manager</p> <p>£500 Rospa</p> <p>£250 per cleaning cupboard</p>	2	
Gain planning permission for new playground equipment	<ul style="list-style-type: none"> a. Achieve agreement with Sir John Cass's Foundation about the installation of new playground equipment b. Submit planning application c. Gain further grant contributions for playground equipment. 	New playground equipment installed during Easter holiday	Finance and General Purposes	£33000- part funded by donation	2	
Find revenue streams for boiler replacement	<ul style="list-style-type: none"> a. Liaise with the COL to achieve part funding for the new boiler b. Explore LCVAP and other means to phase replacement of boiler if necessary. c. Conduct survey to cost emergency replacement or full scale replacement funded by school. 	Boiler replacement by Summer 2018	Finance and General Purposes	£180,000	1	

	d. Investigate funding option through air quality contributions.									
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Key Area: Administration and finance						
Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Reduce overall spend to ensure budget is sustainable in medium and short term	<ul style="list-style-type: none"> a. Continue to seek efficiency savings b. Support the use of secondment of members of staff to assist the development of other schools and raise income. c. Create 3 year budget plan and project potential staffing structure d. Evaluate cost savings which could be achieved by bringing catering in-house or participating in COL contract e. Reduce the use of agency staff through the appointment of specialist teaching assistant where there is talent including exploration of further term time only staff. f. Reach agreement with COL about the level of funding for children's Centre Services g. Continue to raise fees and charges to gradually bring in line with other providers h. Evaluate the effectiveness of the current middle leadership structure i. Evaluate the effectiveness of Children's Centre staffing structure in light of COL review 	A balanced budget is set for 2018-19	Finance committee	BPS- £500	1	
Improve the efficiency of debt collection	<ul style="list-style-type: none"> a. Evaluate the effectiveness of SIMS agora and compare to other providers b. Investigate possibility of installing a card reader on site to enable faster payments 	Income collection improved- income targets achieved.	Finance committee		2	

	<ul style="list-style-type: none"> c. Separate the duties - revenue collection and expenditure with different members of school staff. d. Create clear, costed contracts for users of childcare services e. Raise invoices in advance each half term for regular childcare user f. Increase collection of contribution to residential visits to at least 80% 					
Further improve financial management	<ul style="list-style-type: none"> a. Build the capacity of the Deputy Head to support with financial management b. Evaluate the school business manager role and change focus before commencing recruitment campaign. c. School financial standard is signed off, with no partially completed statements d. Descriptions in credit card purchases is always added to CBIS e. Private fund account is regularly monitored by the Finance Committee. f. Complete training of the apprentice administrator for finance. g. Use new budget management and estimating software to improve monitoring of budgets h. Ensure budget holders are fully responsible for budgets and spend from April, 2018 	Internal audit achieves a good level of compliance	Finance committee	SBM, TW	1	
Sustain and possibly increase the amount of self generated income	<ul style="list-style-type: none"> a. Grant aid and support is sustained at the current above average levels b. Investigate lettings and occasion hire of the premises to community groups. c. Source further grant funding in support of educational visits and to support specialist programmes in school 	Grant support is sustained or increased	Finance committee	TW	2	

Improve communications with key stakeholders	<p>a. Investigate the use of Whatsapp or other online communication to improve notifications about events.</p> <p>b. Website is kept up to date and fortnightly information is shared via the school newsletter</p>	Parents report high satisfaction levels with communication	Finance committee £500- iPad	TW	3	
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