



Sir John Cass's Foundation Primary
School

Single Year Plan

2018-19

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

2022 Goals

- Our school- the decisions leaders take and the values we uphold- will be grounded in a questioning faith and hope which prompts children to seize every opportunity for growth, look beyond themselves and serve their community selflessly.
- We'll be a place where each subject is as important as the other - expressed through the way they are assessed, evaluated and the demands of the curriculum. Our pupils will achieve exceptionally well, constantly in the top 5% of schools nationally.
- We will love, serve and include every child and every family well. Those who are more vulnerable, disadvantaged or have additional needs will make excellent progress in both their learning and spiritual development. The new school value will be distinct to the local community and embedded in everyday living of the school.

Ofsted tell us that we should:

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. Improve the teaching of reading and the way in which children's literature is used with purpose and vigour across the school. Better resources for teaching reading and English, including the library so that there is outstanding provision of contemporary and classic fiction, picture books, poetry and non-fiction across the school.
2. Sustain pupils excellent attitudes to Religious Education teaching, ensuring that our approach is consistent and high standards are achieved in every year group across the school.
3. Continue to develop collective worship across the school, using pupil voice with purpose to evaluate and measure the impact of our work.
4. Develop and embed our school vision in line with the new SIAMS framework.
5. Sustain recent gains in mathematics by continuing to develop our mastery approach at Key Stage 1 and implement the revised curriculum and approaches to calculation at key stage 2.
6. Fully implement new curriculum planning in all areas of the school including- phonics in Nursery, Spelling and Grammar in Key Stage 1 and 2, CLPE English units in Key Stage 1 and 2, Southwark planning, History, Geography and Art units in KS1 and 2 as well as PSHE units throughout the school.
7. Implement a new system of assessment in the Early Years Foundation Stage so progress can be more accurately measured and that information sharing with parents is more useful.

8. Implement new tablet resource in Key Stage 1 and continue to develop the use of Chromebooks and google education apps in key stage 2 to support teaching and learning in Computing and technology.
9. Review the middle leadership of the school, creating a structure that is well aligned to the long term vision of the school and financially sustainable.
10. Improve the financial and premises management of the school, addressing any recommendations from recent audit reports and ensuring that budgeting and financial monitoring and long term planning is excellent.

What our latest data analysis tells us?

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

- Disadvantaged pupils are less likely to reach the highest bands (5) in the school, although they are consistently performing well in each cohort. We're particularly focussed on ensuring that disadvantaged able children reach the highest possible outcomes by the end of primary school.
- Reading performance has dipped in some classes.

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

The colour codes in this plan

- a. Green highlights through text indicate that the task has been completed
- b. Red highlights indicate the task is overdue, unstarted or urgent
- c. Blank text indicates the task hasn't been completed but is scheduled later in the year or next
- d. 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

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	Ensure that balanced budget can be set in spring 2019	1	Compliance			
Achieve 97.5% attendance rate across the school year.	Ofsted Safeguarding	1	Compliance			

Improve the monitoring of Interventions and additional support.	SEND support fail to make accelerated progress	1	Operational			
Sustain excellent provision and outcomes for maths in KS1	Drop in standards at KS1 Possible inspection risk Gaps need to be filled later on	1	Financial Operational			
Fully embedded vision for the school	SIAMS inspection due 2019	1	Strategic			
Spirituality embedded throughout the curriculum and a clear understanding for all	SIAMS inspection due 2019	1	Strategic			
Sustain excellent provision for phonics in EYFS and KS1	Drop in standards at KS1 OFSTED	1	Strategic			
To establish a clear set of strategies for challenging HA & AGT pupils.	All children don't fulfil their potential	1	Strategic			
To accelerate Y4 and 5 progress in writing	Drop in standards at KS2 Possible inspection risk	1	Strategic			
Increase girls attainment in mathematics	OFSTED	1	Strategic			
Disadvantaged children make excellent progress	OFSTED Reputation for excellent progress of disadvantaged	1	Strategic			
Increase the attainment of disadvantaged higher attainers	OFSTED Reputation for excellent progress of disadvantaged	1	Strategic			
Embed additional challenge in the assessment system in science	STEM project not successful	1	Strategic			
Raise reading attainment outcomes	Drop in standards at KS2 OFSTED	1	Strategic			
To integrate use of digital content into curriculum/lessons throughout KS2.	OFSTED - key findings	1	Operational			

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 throughout the Early Years 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	Operational Compliance			

Key Area: Securing exceptional outcomes for all						
Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Disadvantaged higher bands	Implement small or individual tuition closely targeted at disadvantaged children Continue effective team teaching of mathematics in Year 6 Develop effective team teaching in Y4 and 5 where appropriate, to close gaps early.	Negligible gap between disadvantaged and non disadvantaged children at end of KS2.	Termly pupil progress monitoring.	HST	1	
Sustain exceptional performance at Key Stage 1 and 2	Continue lesson study project with teachers and teaching assistants to promote self sustaining improvements to teaching quality. Continue to use FFT Inspire to provide challenging targets to all children across the school. Utilise SIP support and CPD opportunities fully.	KS1 and 2 outcomes for all areas in top 5% of country for achievement and top 10% progress.	Termly pupil progress monitoring.	HST / Curriculum committee	1	
Establish early intervention programme in EYFS and Y1	Provide additional teaching support in Reception and Year 1 to target performance of disadvantaged children. Power of Early Years Reading to be implemented. Maintain language groups. Develop target groups for identified children	90% children leaving Reception achieve at least expected in reading Learning goal, with 25% at exceeding.	Termly pupil progress monitoring. Lesson observations	HST	2	

Improve tracking systems for teaching quality	Implement tracking spreadsheet to detail teaching quality and summarise teaching performance across the school Ensure performance management allocations are well matched to needs. Continue to hold termly performance management meetings with all staff. Revise PM documentation to ensure consistency.	Staff take responsibility for their own CPD and achievements. Middle managers are held accountable for whole school subject specific initiatives.	T&L file is maintained. Emerging trends, areas of strength and development needs can be monitored.	HT	1	
Improvement systems for EYFS assessment	Make use of Cornerstones Assessment across EYFS. Revise the termly reporting in EYFS so that reporting matches information from assessment rounds. Continue to track in reading and phonics across EYFS and keys stage 1	Whole EYFS follows same assessment process. Reporting and assessment match. Consistency of judgement across EYFS and CC.	Termly monitoring. Learning journal scrutiny. Moderation sessions.	HST	2	

Key Area: Raising Attainment in Mathematics						
Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Increase the proportions of disadvantaged children reaching the highest levels of performance by the end of key stage 2.	<ul style="list-style-type: none"> a. Disseminate mental calculation policy to teaching teams (EYFS-KS2) b. Provide training and support for implementation of daily teaching of mental calculations (Staff meetings, weekly drop-ins). c. Introduction of 10 min mental calculation sessions daily 'maths meetings'. d. Develop visual resources archive for teachers to access. Monitor and evaluate evidence of mental calculation strategies in books.	All children to increase maths sense and choose effective strategies to problem solve and reason. Increased confidence/scores in tests. 80-90% of PP achieve expected outcomes. 65% of PP children score 80% or higher in	Lesson observation/book monitoring.	Manipulatives/visual resources as required by class. tutoring	1	

		assessments.				
Use manipulatives to improve children's cognitive understanding of mathematical processes using the concrete, pictorial, abstract (CPA) technique.	<ul style="list-style-type: none"> a. Each class to be given a 'Ministry of Maths' (maths trolley) to store age/cognitive developmental age appropriate resources. b. The resources should be accessible to children. c. Provide training and support for implementation of daily teaching with manipulatives (Staff meetings, weekly drop-ins, utilise cross-phase expertise). d. Resources stock check to ensure manipulatives are correctly placed within classes/phases to ensure best practice. e. Monitor use of CPA approach to teaching and differentiation of maths 	Children to develop deeper understanding of mathematical processes, appreciate the benefit of manipulatives as a tool for learning and apply iconic/abstract strategies to support success in tests.	Lesson observation/book monitoring/test results.	Manipulatives/visual resources as required by class.	1	
Maths theme specific target/s for whole school. (Fractions/Measurement/Shape & Times Tables.	<ul style="list-style-type: none"> a. Provide training and support for implementation of daily teaching of mental calculations (Staff meetings, weekly drop-ins). b. Resources supporting these areas to be purchased/disseminated to classes/phases to ensure best practice. c. Children in Y3 and Y4 to review times tables (online/offline) ahead of trial 'screening' in Summer 2019. d. Teachers to attend support sessions to share ideas on how to use resources e. Planning support for: Fractions, Geometry/Shape, Measurement. f. Support from Southwark g. Peer teaching 	<p>Children to increase fluency in all areas of maths, to bring learning in line with attainment in number.</p> <p>Gap analysis shows 90% of children achieving at least expected in Fractions, Geometry/Shape, Measurement.</p> <p>Children and teachers to be better prepared to succeed in the trial screen and initial screen in 2020.</p>	Lesson observation/book monitoring/test results.	Manipulatives/visual resources as required by class.		
Attain excellent performance in	<ul style="list-style-type: none"> a. Revise homework arrangements for Year 3 and 4 to enable times tables fluency. 	Y4 pilot outcomes are above national (top 20%)	Maths lead HST	£3000 Inspire	2	

the Year 4 times table check	<ul style="list-style-type: none"> b. Promote the use of times table rockstars (pencil and paper) in school so that children are fluent c. Audit tables knowledge during September, 2018 and make use of practice materials at ascertain current performance. 			<p>mathematics Coordinator release £ Southwark support</p>		
Support all children to excel in mathematics regardless of gender, heritage or attainment.	<ul style="list-style-type: none"> a. Increase the percentage of Pupil Premium children achieving the Expected Standard for their age group by the end of the year with targeted support/monitoring. b. Increase the percentage of Pupil Premium children, who are currently at the Expected Standard for their age group, to achieve Greater Depth by the end of the year with targeted support/monitoring. c. Ensure children from ethnic minority backgrounds in school achieve parity of attainment with peers with targeted support/monitoring. d. Continue work to reduce/balance any gender split between boys and girls - particularly in KS2 with targeted support/monitoring. e. Audit groups and additional tuition to check representation of girls in groups f. Audit test environments to see how girls find test conditions- include pupil interview g. Monitor homework from girls, evaluate the impact on their school work h. Develop approaches to support parents in mathematics so that they have high aspirations for girls achievement. 	In Year progress is similarly good for children regardless of gender, heritage or attainment.	<p>Lesson observation/book monitoring.</p> <p>1:1 support</p> <p>Small group work</p> <p>After school support/club s</p>	£ tuition and clubs	1	
Re-introduce maths targets to KS1 & KS2	<ul style="list-style-type: none"> a. Demonstrate target system to teachers through CPD. b. Distribute targets and monitor for use at each of the three assessment points in the year. c. Support teachers to use targets as a AfL & summative assessment tool. 	Teachers and children to use the targets to monitor progress and identify gaps/areas for improvement.	Lesson observation/book monitoring.	Allocated in plan	1	

Implement mastery approaches in Key Stage 1 and 2	Inspire mathematics in KS1 Curriculum transition from KS1 to KS2 is smooth and builds on the skills taught in Inspire maths throughout KS1	Teachers confident to implement mastery approaches and this is consistent across the school evidenced in monitoring activities	Inspire lead Maths lead		1	
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Key Area: Reading, the teaching of reading and how it is resourced						
Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Promote reading for pleasure across the school	<ul style="list-style-type: none"> a. New library stocks b. Library refurbishment c. Update and rotate stock in classroom libraries each term d. Update staff training on the library system software and develop as a database in classroom computing e. Establish book clubs in KS1 and 2 led by teaching assistants and teachers. f. Explore extension of reading volunteers programme. g. Re introduce whole class books / storytime. h. Develop family events to promote reading for pleasure. 	The children will develop a positive attitude to reading - reading for pleasure.	AA	£library £books	1	
Accelerated reader is used in class weekly to monitor comprehension progress.	<ul style="list-style-type: none"> a. All children in KS2 to take an accelerated reader test weekly. Teachers trained to use reporting tools, including automatic reporting b. STAR reader tests to be taken termly to generate ZPD level (Autumn) c. Conduct Renaissance training d. Develop parent's understanding of using the AR system through workshop 	<p>Children's comprehension and vocabulary will improve. Narrow the word gap.</p> <p>The children will be reading books which are at the right level.</p>	HK		1	

		Weekly AR reports will highlight children needing monitoring.				
Reading and writing are interlinked in teaching.	<ul style="list-style-type: none"> a. Undertake the EY Power of reading project and investigate the use of Power of Reading materials in KS1 and KS2. b. Curriculum planning based on CLPE, including whole class reading and teaching sequences. c. Purchase whole class books for key stage 2 d. CLPE trainer as staff member in school. 	The children will become motivated and engaged to be a reader and writer.		£CLPE training HK IH FHL	1	
Whole class and group reading sessions are regularly timetabled and delivered.	<ul style="list-style-type: none"> a. Embed revised whole school structures for reading teaching including a common structure from 9am daily for reading teaching. b. Implement reading response journals for every child to collate learning in reading teaching. c. Reciprocal reading training and monitoring. 	Children will develop good reading speed, their comprehension and vocabulary will also improve.	Monitoring of reading sessions. HK/AA	£RR trainer costs HK	1	
Children will read at home daily.	<ul style="list-style-type: none"> a. Workshops for parents b. Parents and child use of the library c. Refresh approach for using the Kindles with every child in Class 6 	Parents equipped to support children at home.	HK	£Kindle chargers HK IH MS FHL	2	
Assessment of reading is rigorous.	<ul style="list-style-type: none"> a. Ensure targets for reading can be easily monitored and assessed. b. CGP practice papers to be used in Y4,5,6. 	Children achieve well and complete assessments in allocated time.	HK	£CGP/10 minute tests	1	

Key Area: Religious education

Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Effective feedback and responsiveness, moving children's learning on to greater depth.	<ul style="list-style-type: none"> a. Sustain recent improvements in marking and assessment in Religious Education including the use of response marking. 	<p>The children will have a greater understanding of the religion that they are studying and reflect on their work.</p> <p>Children will be able to discuss and compare different aspects of major world faiths.</p>	HK -learning walks / book scrutiny	School's marking policy	2	
Ensure assessment of RE is accurate.	<ul style="list-style-type: none"> a. Developing approaches to assessment and moderation b. Continue to monitor book to ensure there is good coverage of AT1 and AT2 in RE. c. Ensure the key Christian concepts are explicitly taught and the children are able to name and discuss it e.g Incarnation, Salvation, Creation. d. Report of levels attained in RE on a termly basis e. Samples of RE work f. Develop SIMS tracking - What is the data telling us year to year. 	<p>The children will have a good understanding of the key Christian concepts and have the knowledge and skills to discuss them with confidence.</p>	HK/SIP	LDBS assessment resource		
Increase the profile of RE .	<ul style="list-style-type: none"> a. New teachers to be inducted into RE scheme of work with early peer teaching of the subject and clear expectations about the amount of curriculum time. b. Establish a 'Wonder wall' every classroom- containing big questions and key vocabulary. 	<p>Teachers will be equipped to deliver outstanding lessons.</p> <p>Children will be encouraged to think deeply and reflect on their learning</p>	HK	<p>Staff meetings - HK</p> <p>Training from LDBS</p>	1	

All classes to create RE portfolios	<ul style="list-style-type: none"> a. Establish classroom portfolios of RE work, capturing learning, big questions and non-formal work in RE or children's developing spirituality 	Children will have the opportunity to work collaboratively and share their understanding with one and other.	HK	Staff meeting -HK	3	
Develop the Knowledge and understanding of teachers and support staff	<ul style="list-style-type: none"> a. Staff training of teachers and teaching assistants on spirituality to improve understanding of its development- how is development of spirituality embedded throughout the curriculum? b. Continue subject knowledge development in RE by making us of teachers visits to places of worship. c. Add books on religious education to the CPD library 	<p>The teaching staff will develop secure subject knowledge.</p> <p>The children will have a greater understanding of places of worship.</p>	HK	Staff meeting - HK and LDBS CPD	1	
Cross curricular links	<ul style="list-style-type: none"> a. Make purposeful links in RE to other subject areas e.g children reading biblical texts from the bible and discussing it in reading sessions. 	Children will have a good knowledge of stories from the Bible and able to reflect on them critically.	HK	HK/AA		
Purchase RE resources to support the scheme of work the school is following	<ul style="list-style-type: none"> a. Ensure there is a full range of artefacts to support the teaching of the LDBS scheme of work. b. CPD on using resources to create Big Questions in RE. 	Children will be encouraged to adopt methods of philosophical enquiry in their lessons	HK	HK		
Common understanding of spirituality across staff.	<ul style="list-style-type: none"> a. Staff training and meetings to ascertain a clear understanding of what spirituality is and how it looks at SJC. b. Curriculum links developed, identifying spirituality across the school. c. Spirituality garden on the roof to be installed over summer holidays 	<p>SIAMS pre inspection reports that there is a good understanding of spirituality and that there is outstanding practice.</p> <p>Easily accessible areas for reflection in the school that are well used.</p>	HK/AA/SIP	Staff meeting - HK / AA		

<p>Children to become religiously literate</p>	<ul style="list-style-type: none"> a. Children to regularly read stories from the Bible and develop critical approaches to the stories. b. Teachers to ask 'beyond the text, within the text and in front of the text' questions to develop a deeper understanding of the Bible and other religious texts. c. Encourage children to consider ways in which Christians interpret the Bible and begin to make sense of why these interpretations may vary. 	<p>Children will recognise the impact Biblical texts can have on the lives of believers. Children will have the opportunity to recognise, appreciate and appraise the impact that Biblical texts can have on the lives of individuals, within and outside the Christian community.</p>	<p>HK</p>	<p>Staff meeting attend LDBS CPD.</p>		
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Key Area: Collective worship

Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Develop the use of Schemes of work for worship	Explore Rochester scheme as an alternative to the Leicester scheme as a base for collective worship. Make use of liturgical colours in assembly	Collective worship closely reflects school vision and values as well as key Christian calendar events.	AA			
Consider carefully the impact of collective worship	Continue termly school council discussions to talk about the impact of assemblies, children's enjoyment and ideas for future work. Annual school survey to include collective worship feedback. Develop whole staff understanding of the meaning of collective worship.	Collective worship is meaningful to all children and staff. Impact of collective worship can be seen in the attitudes of the children.	SLT	pupil questionnaire Staff meetings		
Establish young worship leaders in RE	Develop role of worship leaders in Year 6 Investigate involvement on a weekly basis, assisting Clergy in Church assembly and other assemblies.	Children understand the different elements of worship and the symbolism within sessions.	SLT	N/A		
Develop the role of music in RE	Establish bank of 12 songs in collaboration with Pat which all children can sing confidently in church.	Song becomes a standard way of worshipping in school. Engagement in worship increases - inclusive.	SLT/PB	Buy music from i tune?		
Develop the use of Prayer Spaces in School	Utilise mezzanine area for rolling programme of prayer spaces. Develop a programme of prayer spaces.	Children and staff have a quiet area within the school to reflect.	AA/HK/LJ	Purchase resources to support prayer space.		

Key Area: Building capacity of middle leaders						
Objective	Tasks	Outcome	Monitoring	Resources	Priorty level 1-4	Status
Establish clear monitoring schedule	Implement whole school monitoring schedule, managed by middle leader to ensure that every subject is monitored and evaluated each year	All subject areas are valued. Clear understanding of achievement and expectations across the school in every subject.	SLT	Time out of class for each subject leader.	1	
Build the profile of the leadership team	Establish half termly meetings for middle and senior leaders. Provide budget outline for each middle leader and provide training about securing the best value products.	Middle leaders are accountable for their subject area.	SLT	2 meetings per term	1	
Develop evaluation of assessment and performance	Create clear middle leader job descriptions to promote better accountability Middle leaders to produce data reports on performance in their subject area each term and present to leadership meetings/ governing body Conduct SIMS training on tracking and template	All middle leaders fulfil their roles. Middle leaders understand school priorities and can lead on school improvement.	SLT	N/A	1	
Promote sustained CPD for middle leaders	Provide access to sustained CPD or further study for middle leaders Provide performance management lead training for middle leaders.	Outstanding middle leaders, leading school improvement and supporting in other schools.	SLT	training cost	2	
Ensure that leaders at all levels are grown within the school	CPD remains a priority within the school Annual sustainability study completed with SBM Staffing structure retains flexibility to support development of staff - annual scrutiny	Staff turnover is minimised. Any turnover in leadership has the	SLT/ Governors	training	2	

in order to recruit and retain the best staff possible		smoothest transitions possible				
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Key Area: Curriculum planning						
Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Revise long term frameworks to provide greater planning detail	Make use of History Association and Geography Association materials for curriculum planning Adopt CLPE teaching sequences in English to promote the purposeful use of Children's Fiction. Embed the PSHE and RE curriculum, holding regular PDM to promote effective teaching in these areas. Introduce Jigsaw PSHE in Nursery and Reception Promote the continued development of Cornerstones planning in EYFS.	Children make exceptional progress in all areas of learning. Children continue to have access to a broad, balanced and inspiring curriculum.	SLT / Subject coordinators	training for His/geo and PSHE lead	1	
Implement the revised calculation policy	Conduct staff meeting and induction with new staff to secure practitioner understanding of the new calculation policy.	Marking will be consistent across the school.	SLT/Maths coordinators	Staff meetings	1	
Establish clear expectations for common planning	Revise teaching and learning policy to reflect expectations for curriculum planning in every area of the school. Check in each class for planning visibility	Children will make exceptional progress	SLT/Subject coordinators	N/A	2	
Develop curriculum links - both across subjects and	Subject overviews to be drawn together into whole school overviews through senior leaders and middle management curriculum mapping time.	Children sustain their knowledge and develop it over time - leaving school with deep understanding of	SLT/Subject coordinators	Staff meetings Training sessions	1	

across year groups.	Training on whole school curriculums for whole staff to ensure a thorough understanding of where children are coming from and where they need to go. Share understanding of key themes throughout the school. Learning to remember is a key element of delivery style.	concepts and broader knowledge base.				

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. Support all staff to identify and track able, gifted and talented pupils across the school b. Implement non-verbal reasoning tests to identify potential AGT pupils c. Use of No More Marking to identify gifted and talented writers. d. Ensure all staff have an understanding of AGT. 	AGT group established to promote a challenging curriculum. Proportions of children exceeding end of year targets increases.	SLT DB	Staff meetings Purchase CGP test papers	1	
To develop targeted learning opportunities for AGT pupils.	<ul style="list-style-type: none"> a. 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) b. Provide out of hours provision attended by AGT pupils in other subjects provided by external group. c. Explore the use of Tomorrow's Achievers Programme d. Set up AGT writing group where writing can be completed outside of school 	All AGT pupils who are not attending enrichment sessions in or out of school will do so. This will be documented on the register.	AGT Co.	Tutoring and after school clubs	2	
To develop 'growth mindset' across school	<ul style="list-style-type: none"> a. Leader of learning to attend growth mindset CPD b. Train staff in how to implement growth mindset culture in class practice 	Children will develop resilience and high expectations for their own work	SLT DB	Training cost - £398	1	

Develop and embed Philosophy for children across the school	Whole school training on P4C.	Children will develop effective communication and resilience skills. Children will be able to formulate arguments and articulate thoughts clearly and effectively. Outcomes for GD reading will increase.	AA/DB	Trainer cost	2	
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Key Area: Key Stage 1						
Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
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, ZN) 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. 	90% will reach expected level in R w & M - 85% combined.	Termly pupil progress meetings workbook scrutiny Lesson observations	Support teacher	1	
Children's transcription is excellent in Key Stage 1	<ul style="list-style-type: none"> a. Form letters correctly, using schools allocated cursive style and practise in the back of English books b. All children starting to join by the end of KS1. c. Weekly certificate for pen grip and handwriting across Key Stage One. d. Showcase good handwriting around the classroom. e. All members of staff across KS1 to have high expectations of handwriting. f. All members of staff to consistently model school's handwriting style in teaching and marking. 	Handwriting will be legible and neat across the curriculum	Book scrutiny each term.	Certificates, Special pencils	2	

	g. Handwriting pencils to be awarded to pupils in year 1.					
Sustain excellent provision and outcomes for phonics	<ul style="list-style-type: none"> a. Phonics sessions for at least 4 times a week for 20 mins (Year 1 and 2) b. Extra Phase 3, 4 and 5 sessions for Y2 pupils who did not meet threshold/ just made threshold with ZN. c. Phonics homework sent home each week. d. Develop the use of the phonics fairy books across Key Stage 1 and make purposeful links to English lessons e. Mock Phonics screening check for Year 1 in December 2018 and March 2019. f. Mock Phonics screening in Year 2 for pupils who did not meet the threshold 	93% of the Year 1 cohort will reach Phonics Screening Threshold. 100% of Y2 pupils to reach threshold for phonics.	<p>Mock Phonics screening check – End of each half term.</p> <p>Monitoring application of phonics in English books.</p>	N/A	1	
Improve the consistency of guided reading sessions	<ul style="list-style-type: none"> a. Provide support teacher (YC and ZN) each week to promote personalised learning/ help with keywords. b. Visit the school library once a week c. Use Benchmark Reading to assess Reading in October, December, February, April and July. d. Children to take home 3 reading books each week. e. 4 Guided reading sessions a week across Key Stage One. 	80% of the Key Stage will reach expected level or above.	<p>Benchmark Assessment to assess each half term (Year 1)</p> <p>Practise reading assessment papers (Year 2)</p>	N/A	1	
Ensure there is consistency in outcomes between Year 2 classes	<ul style="list-style-type: none"> a. ZN and NC to support SR (NQT) with planning, organisation and classroom management. b. Daily planning meetings c. Provide advice and support to colleagues to ensure consistent expectations for behaviour and learning are enforced across Year 2. d. Daily whole class story/novel. 	<p>Cohort meets or exceeds targets set.</p> <p>Cohort has similar outcomes.</p> <p>Parent satisfaction continues to remain strong</p>	Termly progress meetings and testing.	N/A	2	

Inspire maths is embedded into whole of KS1	New KS1 staff to attend Inspire maths training. Observation of Inspire lead delivering maths. Inspire lead to monitor delivery and team teach as appropriate across Key Stage.	Outcomes for maths at end of KS1 at least 85% at expected level + and 45% achieving GD.	SLT/NC	N/A	1	
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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>85% 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</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</p>	<ul style="list-style-type: none"> a. Half termly overview format b. Themes often based around a rich text c. Real resources and natural materials are prioritised 	<p>Children are exposed to knowledge about different subject areas</p>	<p>Learning environment walks</p>	<p>£2000</p>	<p>4</p>	

and focussed on enabling rich communication and language experiences	<ul style="list-style-type: none"> d. Embed use of Cornerstones e. Link Jigsaw PSHE with Cornerstones 	<p>and can develop real interests.</p> <p>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>	Lesson observations Planning and learning journal monitoring			
All children have an interest in books. They understand words and have a well-developed vocabulary. They are developing an imagination.	<ul style="list-style-type: none"> a. All children take home 3 reading books a week b. Parents / Carers to use home school books to comment on children's choice of books. c. Supply of texts to be updated in line with CLPE core books 	<p>All children know about directionality of text.</p> <p>All children can talk about familiar and favourite books.</p>	Classteacher, keyworker, Leader of Learning	Home School Books	2	
Letters and Sounds is followed to support the development of listening and sound production skills. Children are prepared for statutory schooling.	<ul style="list-style-type: none"> a. Phase 1 phonics to be incorporated into whole class and small group activities b. Introduction to phase 2 weekly in the summer term. c. Training by Steve Grocott. 	<p>80% of children achieving age expected learning goals by the end of year.</p> <p>70% of children can identify initial sounds of words they hear.</p> <p>70% of children can identify more than half of the phase 2 sounds by sight.</p>	Observations of children's learning Assessment termly – pupil progress meetings	£250	2	
Role play areas offer opportunities	<ul style="list-style-type: none"> a. The role play area is current, thematic and inviting to all children 	The role play area is accessed by all children	Learning environment walks	AD	2	

<p>for rich communication and language development. They offer opportunities to develop understanding of familiar and imaginative events or experiences.</p>	<p>b. All areas of learning are included in the role play area. c. Adults engage in children's role play and support it to extend their thinking, understanding and speaking</p>	<p>and outcomes for UW, PSED, C&L are consistently high. Outstanding and enabling learning environments fully reflect children's needs and interests and support rich play.</p>	<p>Lesson observations Leader of Learning / SLT Learning journal evidence</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
Develop the use of lesson study with teaching assistants (HLTA)	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	
HLTAs are able to plan and deliver high quality lessons and support groups.	a. Support for planning with HLTAs by subject leaders. b. Attendance at staff meetings weekly.	HLTAs are used for cover in teacher absence. Small group support and tuition have excellent outcomes.	Middle Leaders		2	
Develop and embed an effective French curriculum for Years 1-6	a. Explore and develop the use of Duo Lingo in lessons. b. Develop a whole school curriculum overview for French. c. Explore linking French with other subject areas.	Children leave school able to hold a conversation in French and write a simple letter. Children can read simple French texts.	HST		2	
Art and DT curriculum to inspire pupils	a. Develop an art club for pupils after school. b. Ensure a balance between art and D&T throughout the year. c. Explore opportunities to showcase projects outside of the school. d. Develop Art Week	Community links are developed and sustained. Pupils creativity is enhanced and all are willing to have a go.	HST		2	
PE	a. Explore links with other Local authorities to develop competitions. b. Explore use of reliable coaches to deliver clubs after school.	Attendance at sports clubs is represented equally by gender and vulnerability.	EVC lead	£SLA	1	

	<ul style="list-style-type: none"> c. Develop programme for children who are at risk of being overweight. d. Develop girls interest in team sport. e. Ensure up to date information regarding sports events - eg National Fitness Day. 	Children have access to high quality provision consistently - including out of school provision.				
Cookery for children (Cook for Cass) is sustainable	<ul style="list-style-type: none"> a. Maintain standard of cooking classes throughout Years 4,5 and 6. b. Develop an overview of what the children create. 	<p>Children have an understanding of healthy food.</p> <p>Children have basic kitchen skills.</p> <p>Children understand the need for food hygiene.</p>	HT	£Cook for Cass	3	

Key Area: Phonics, Early Reading and Handwriting

Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Sustain excellent provision for phonics in EYFS and KS1.	<ul style="list-style-type: none"> a. Maintain effective use of 'Storytime Phonics' programme to teach phonics throughout EYFS and KS1. b. Ensure phase 1 phonics practise runs alongside all daily learning across EYFS and KS1 through music, song 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. e. Continue to provide children with online resources to access phonics practise at home. f. Ensure consistency in the teaching of phase 6 phonics across Year 2 classes. g. Provide contextualised writing opportunities for children in EYFS to develop segmenting skills through Power of Reading texts. 	<p>Maintain high standards in phonics check in Year 1 and recheck in year 2- 93% in Year 1</p> <p>Reading levels are 85% at 'expected' at end of KS1.</p> <p>Increase number of children attaining reading recovery level 5 or higher to 90% 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> <p>£CLPE training</p> <p>£Steve Grocott training</p> <p>AA/IH</p>	1	
Raise reading attainment outcomes in EYFS and KS1	<ul style="list-style-type: none"> a. Develop outside reading area in EYFS and provide thematic books that are reflective of children's experiences and interests. b. Develop reading areas in EYFS and KS1 classes so books are rotated and accessible. c. Develop Phase 1 and 2 phonics planning in Nursery to support phonics learning. 	<p>90% children leaving Reception achieve at least expected in reading Learning goal, with 25% at exceeding.</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>d. The library is visited regularly by both EYFS and KS1.</p> <p>e. Reading for Pleasure events organised that support parents with how to help their child with reading at home.</p>	Reading levels are 85% at 'expected' at end of KS1.	Parent evaluations from workshops	led by IH and AA		
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Key Area: English as an additional language						
Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Children's language experiences are understood, valued and fostered.	<p>a. Continue to develop language of the month.</p> <p>b. Develop the use and resourcing of the bilingual library</p> <p>c. Develop parents understanding of supporting bilingualism</p> <p>d. Market the bilingual library</p>	Children maintain home language.	HK	FHL	1	
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	<p>a. Develop induction programme for children with EAL and develop use of bilingual resources throughout the school.</p> <p>b. Develop the role of the specialist teaching assistant and establish purposeful home-school links.</p> <p>c. Establish regular learning support groups for children with EAL to develop speaking and reading skills in English within KS1</p> <p>d. To set up vocabulary support groups for children in KS2.</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>Children with EAL who are new to the school feel confident</p>	<p>Monitoring early reading</p> <p>Parent feedback and parent workshop.</p> <p>Environment walks</p> <p>Pupil feedback</p>	<p>Teaching assistant AU</p> <p>TAs in KS1 to run regular EAL groups.</p>	2	

<p>the languages they speak.</p> <p>Increase proportions of EAL children achieving at least expected levels in reading and writing at KS2.</p>	<p>e. To explore using the Hilary Hester scales when assessing level of English for EAL children</p> <p>f. Children's language skills are assessed on entry to school.</p>	<p>to navigate the school building and speak their home language as well as English.</p> <p>All children with EAL have a secure grammatical understanding of English - spoken, reading and writing.</p> <p>Clear distinction between children who have EAL and children with SaLT needs.</p>		<p>FHL to support running of groups</p>		
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Key area: Science						
Objectives	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
<p>Embed additional challenge in the assessment system in science</p>	<p>a. Ensure that 'end of unit' assessment papers are completed by all students to inform teacher assessment. Test papers should be tailor made to reflect only the learning that has taken place.</p> <p>b. Ensure science gap analysis grids are completed for all units and are used to inform planning.</p>	<p>Pupil targets set using top 5% of schools to guide aspiration.</p>	<p>Curriculum committee</p>	<p>DB</p>	<p>2</p>	

	c. Ensure all lessons are delivered alongside success criteria boxes that allow for pupil self assessment					
Improve the delivery and challenge of the science curriculum	<p>a. Improve provision and frequency of practical investigations in science lessons that use data collection and analysis.</p> <p>b. Ensure new medium term planning is annotated by class teachers and used to inform creation of success criteria boxes which will act as short term planning</p> <p>c. organise science fair/ science day for all classes in KS1 and 2</p> <p>d. Staff training on delivering science investigation lessons.</p> <p>e. Science lead to work with new staff and KS1 staff to ensure consistency throughout the school.</p> <p>f. Develop work with EYFs to ensure that science is being included throughout the UW aspect of the curriculum.</p>	<p>Pupils meet the standard for 'thinking scientifically' targets that refer to data collection and analysis</p> <p>All lessons will link directly to pupil target sheets that reflect key learning statements of NC</p> <p>Children have solid understanding of scientific concepts by time they leave the school.</p>	Subject lead	DB	1	

Key area: Homework						
Objectives	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status

Homework and home learning is a consolidation of what is being learned in class.	<ul style="list-style-type: none"> a. Continue to set homework regularly. b. Monitor homework to ensure it consolidates what children are learning in class. c. Provide parent questionnaire effectiveness of homework 	<p>Children taking responsibilities for their learning.</p> <p>Better communication with parents.</p>	HK monitor home-school and textbooks on a regular basis	Textbooks	2	
All staff follow homework policy	Monitor homework to ensure it consolidates what children are learning in class.	Children achieving their targets and making exceptional progress. Revising the key skills learned in the classroom.	HK	N/A	2	
Homework is marked and children are given feedback in a timely manner.	<ul style="list-style-type: none"> a. Teachers to allocate time during school day to mark some homework with the children. b. Self and peer marking within allocated time and adults to monitor 	<p>Parents feel supported in their children's learning.</p> <p>Parents understand what is expected in homework.</p> <p>Children value homework and can make progress.</p>	SLT	N/A	2	

Key area: Behaviour

Objectives	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Further improve behaviour and attitudes to learning in the playground and out of lessons	<ul style="list-style-type: none"> a. Anti-bullying ambassadors taking active roles in the playground. b. PE lead to zone areas of the playground and more appropriately resource the 	Anti-bullying awareness is high amongst staff and children.	Playtime learning walk	BM and JP to lead Play Leader and House Captains	2	

	<p>space to minimise disruption and disagreement.</p> <p>c. Encourage children to reflect on their behaviour and build strategies and reconcile differences using the school's core values</p> <p>d. P4C to develop children's skills in negotiating with one another.</p>	<p>Pupils work hard with the school to prevent bullying.</p> <p>children are better equipped to restore relationships.</p>	<p>Monitor worry boxes from each class</p>	<p>Meetings every three weeks</p>		
<p>Further improvement in using the home school diary</p>	<p>a. Ensure that 'Good to be green' charts are signed by parents and teachers every week.</p> <p>b. Yellow cards issued will be recorded in the class behaviour book.</p> <p>c. Continue termly rewards for good behaviour and Christian values tea party.</p>	<p>effective communication with parents</p> <p>Identify patterns of behaviour to support children to improve their behaviour.</p>	<p>HK to monitor planners and class behaviour books.</p>	<p>N/A</p>	<p>4</p>	
<p>Further improvements in supporting whole class behaviour</p>	<p>a. Ensure that every class is receiving marbles each week for good behaviour in and outside the classroom.</p>	<p>Celebrating and acknowledging whole class' good behaviour.</p> <p>Children working hard in school.</p>	<p>HK to monitor</p>		<p>2</p>	

Key area: Digital platforms						
Objectives	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status

To repurpose cass kids as a gateway to google classroom	a. Redesign or re locate cass kids to enable link to google classroom	Cass kids acts as a portal to google classroom	DB	Forward IT		
To ensure that google classroom is used to set homework store classwork from across the curriculum	a. Train new staff and TAs in using google classroom b. Ensure that teachers are recording all homework tasks in google classroom	Parents and children will be able to use google classroom to view all homework tasks and home/school work	DB	Staff meeting		
To ensure that parents and carers are able to access and navigate google classroom alongside their child	a. Provide training sessions for parents and children to enable them to access and successfully navigate google classroom at home	Children will be able to use google classroom confidently and independently to create and store home/school work	DB	Training for parents		

Key Area: Children's Centre Childcare						
Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Children are able to clearly articulate their thoughts and ideas, responding	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 / SIP	2	

appropriately to questioning.						
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/AD 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	AD	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/AD/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. Information about the content of our different sessions readily available in print and online format. b. CCFC website is up to date. 	Families use the CCFC facilities confidently. Sessions reflect families needs and are well attended.	Session numbers. Parent feedback.	AA/AD/JW/ GP	3	

	<ul style="list-style-type: none">c. CCFC information included in fortnightly newsletter sent out.d. CoL has accurate up-to-date information about CCFC provision.e. Phone calls to parents who have not used services recently or have stopped using services.f. Home visits to new families.g. Noticeboards kept up to date.h. Parent meetings.					
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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 how to support children with additional needs.	<ul style="list-style-type: none"> a. 2 termly staff meetings on SEND b. All staff working with children who have an EHCP to have half termly supervision. c. Targeted training identified through PM and Pupil progress meetings. d. Explore options of training up successor to SENCo 	<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.	AA	3	
Enhance the process of identifying students underlying difficulties prior to referral.	<ul style="list-style-type: none"> a. Continue with whole class Wellcomm screening in the Nursery class. b. Further develop use of LUCID screening tools. c. Explore MH screening tools 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	
Develop whole school understanding of emotional and mental health difficulties and the	<ul style="list-style-type: none"> a. Participate in WAMHS project - see school audit and action plan. b. Library to develop texts to deal with mental health and SEND c. Staff meetings d. Additional school counsellor 	Staff can recognise children's emotional and wellbeing needs and have strategies to support them.	Hackney Learning Trust / AA			

impact they can have on learning	e. Ensure PSHE curriculum includes wellbeing and mental health.					
Improve the monitoring of Interventions and additional support.	<ul style="list-style-type: none"> a. Continue motor skills programme with new PE specialist teacher. b. Ensure all school based support and interventions are targeted to individual children's needs. c. Further develop the baselines and measurable outcomes of individual pupil booster sessions. 	Outcomes for interventions groups are strong	<ul style="list-style-type: none"> Provision maps SEN walks Observations of SEN and additional support. 	<ul style="list-style-type: none"> PE teacher /AA Phase leaders 	1	
Ensure that Quality First Teaching remains a priority as the first stage of the Graduated Approach	<ul style="list-style-type: none"> a. Deliver training on Autism Friendly Classrooms to whole staff. b. Re visit dyslexia friendly classrooms. c. Maintain focus on AfL in classrooms. d. Re emphasise growth mindset learning to ensure all staff are on the same page. 	<ul style="list-style-type: none"> Learning environments will be ASD friendly. Staff will incorporate basic makaton signs into teaching. Children will receive high quality teaching. 	<ul style="list-style-type: none"> Learning environment checks. Lesson observations. 	AA/ Leadership team	3	
Parents are involved in children's learning and understand how their children are supported in school.	<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. 	Parent questionnaire shows what parents want improved and what they are happy with.	Feedback	AA	2	
Develop links with more external agencies to ensure staff are skilled in supporting all pupils.	<ul style="list-style-type: none"> a. Develop link with OT services to support school with developing children's fine motor skills. b. Work with SaLT to increase pre assessment and work with staff on delivering targeted programmes. 	All pupils needs are identified and supported in a timely manner.		SLA £	2	

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. e. Whole class attendance monitoring and reporting f. Newsletter updates on class attendance g. Half termly letters to outstanding and cusp attendees. 	Absence rates are significantly below the national average	Curriculum and pupil affairs committee	0	1	
Ensure children safe and health needs are met	<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. 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. Explore ways of recording of medical incidents and accidents on SIMS to enable data interrogation 	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. d. Ensure 106 money and bulge class money are clearly delineated. e. Establish a protocol for the school to access these monies 	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. Maintain secondment option for a premises manager from Deanery Partner school b. Monitor control of hazardous substances record and improve the storage of cleaning materials in cleaning cupboards. c. Monitor cleaning of all areas of the school site on a termly rolling programme. d. Termly cleaning meeting led by business manager. e. Conduct ROSPA or Tower Hamlets health and safety review looking at outstanding premises items. f. Join Tower Hamlets SLA for Health and Safety. 	<p>Cleaning standards across the school are high.</p> <p>ROSPA / TH audit is successful</p>	Finance and General Purposes Committee	<p>£17500 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 	Awaiting planning permission	Finance and General Purposes	£33000- part funded by donation of £18k	2	
Find revenue streams for	<ul style="list-style-type: none"> a. Liaise with the COL to achieve part/full funding for the new pipe 	Boiler replacement completed Summer 2018	Finance and General Purposes	£180,000	1	

pipe replacement	<ul style="list-style-type: none"> b. Conduct survey to cost full scale replacement funded by school. c. Investigate funding option through Cass foundation and City of London 					
Ensure Compliance with Fire Risk Assessment report	<ul style="list-style-type: none"> a. work through Priority one's on the FRA report 					

Key Area: Administration and finance						
Objective	Tasks	Outcome	Monitoring/d ate	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. Reach agreement with COL about the level of funding for children's Centre Services - f. Continue to raise fees and charges to gradually bring in line with other providers 	<p>A balanced budget is set for 2018-19/ 2019-2020</p> <p>Complete</p> <p>Complete March 2019</p> <p>School Buying club - Claire Delaney to look at this with SBM</p> <p>Complete March 2019</p> <p>Due by Summer 2019</p>	Finance committee	BPS- £900	1	

	<p>j. R3 Outstanding school meals income will be checked every two weeks in line with other debts to ascertain progress</p> <p>k. R3 Free school meals pilot refunds to be processed</p> <p>l. R4 an aged debtor will be produced every 2 weeks (monthly until refunds processed)</p> <p>m. R4 Evidence will be retained which demonstrates recovery has been exhausted</p> <p>n. R4 Recovery will continue where the school targets last year's debts</p> <p>o. R4 An aged debtor to be presented at Governors meetings to monitor debt levels</p> <p>p. R5 City to provide an aged debtor report</p> <p>q. R5 invoices to be sent out in advance of the service being provided.</p> <p>r. R5 Queries will be answered promptly and credit notes issued accordingly.</p> <p>s. R5 A debt recovery summary report to be produced by the SBM which is in line with the debt recovery policy.</p> <p>t. R5 accounts Receivable staff have been advised of the new procedure.</p> <p>u. R6 the lettings policy will be re-written to include the need for deposits prior to the hire of the premises for new hirers; thus mitigating the risk of non-payment for lettings.</p>	<p>Ongoing</p> <p>FSM pilot - refunds due to parents completed 22.3.19</p> <p>Ongoing</p> <p>Ongoing</p> <p>Due by 16.2 2019 - ongoing</p> <p>Ongoing and completed</p> <p>Ongoing - twice a month</p> <p>Ongoing - new system in place - completed.</p> <p>.</p> <p>Ongoing and completed</p> <p>Due by 14th November Completed 9.2018 -aged debtor report from City has been adapted</p> <p>Completed</p> <p>Completed for FGB 27.3.19. A few amendments requested which relate to prevent and visions/values of the school</p>			
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Further improve financial management	<ul style="list-style-type: none"> a. Build the capacity of the new Head to support with financial management b. School financial standard is signed off, with no partially completed statements c. Descriptions in credit card purchases is always added to CBIS d. Private fund account is regularly monitored by the Finance Committee. e. Ongoing training for administrator for finance. f. Use new budget management and estimating software to improve monitoring of budgets g. Ensure budget holders are fully responsible for budgets and spend from April 2019. h. Charges and remissions policy to be updated i. Lettings policy to be updated j. Debt recovery policy to be updated. 	<p>Internal audit achieves a good level of compliance Meeting 3.4.19 re evidence Chair of Finance</p> <p>Completed 27.3.19</p>	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 d. Set up a Fundraising committee to explore new areas of income generation. 	<p>Grant support is sustained or increased</p> <p>£14580 additional monies brought in from 2 main donors - Euronext and Miller Insurance</p>	Finance committee May 2018	TW	2	
Improve communications with key stakeholders	<ul style="list-style-type: none"> a. Develop the use of text message communication to improve notifications about events. b. Website is kept up to date and fortnightly information is shared via the school newsletter c. Maintain Twitter account. 	Parents report high satisfaction levels with communication	Finance committee £500- iPad	TW	3	

Consider the wider threat of funding reductions	<ul style="list-style-type: none"> a. Further promote the school through a continued use of twitter and signage to be placed on the corner of the school. b. Continue promotion on City of London page c. Have 10 open days to make accessible to as many parents as possible - including 2 in the afternoon. 					
Compliance with new GDPR legislation	<ul style="list-style-type: none"> a. Introduction of a new visitor system to reduce personal data being on view at the Office desk and support safeguarding in school. b. Raise greater awareness of the new legislation amongst all staff. c. Remote access to be made available to Leadership staff and rolled out to other staff at a later date d. Data mapping exercise to be completed. e. LDBS to undertake a GDPR audit in the summer term. 					

Key Area: Equality Objectives 2017-2021						
Objective	Tasks	Outcome	Monitoring	Resources	Priority level 1-4	Status
Increase the proportions of disadvantaged children reaching the highest levels of performance by the end of key stage 2	<ul style="list-style-type: none"> a. Develop mastery approaches in English and Mathematics across the school b. Continue to strengthen early identification of needs and allocation of resources early on c. Introduce tutoring and support across Key Stage 1 	Disadvantaged children attain the highest possible levels and make excellent progress from starting points	Termly data analysis (curriculum committee)	Allocated in plan	1	
Narrowing the in-school gap between girls and	<ul style="list-style-type: none"> a. Implement different group structures in mathematics at Key Stage 2 to address any historical gaps in performance 	In-year performance of girls is at least as good as boys	Termly data (curriculum committee)	Allocated in plan	1	

<p>boys performance in mathematics</p>	<p>b. Promote positive attitudes to girls mathematics by the use of after school clubs and profile raising initiatives.</p> <p>c. Develop mastery approaches in the curriculum to ensure that children build secure understanding early on.</p> <p>d. Develop the teaching of mathematics in Reception and the early years</p>					
<p>Promote culture of mutual respect based on excellent knowledge and understanding of different faith and cultural perspectives</p>	<p>a. Develop the teaching of Religious education across the school, fully implementing the LDBS scheme of work</p> <p>b. Ensure that children's self evaluation and thinking in RE fully encompasses the requirements of the curriculum and promotes spiritual development and theological discussion.</p> <p>c. Continue to develop the use of assemblies to explore school core Christian values and fundamental British values</p> <p>d. Maintain provision high status events celebrating different language cultures.</p>	<p>Children are highly respectful of each other. They use their learning in RE well and have very positive attitudes to each other.</p> <p>Book work in RE is of an excellent standard.</p>	<p>Book monitoring Pupil survey and observations of behaviour for learning</p>	<p>Allocated in plan</p>	<p>2</p>	

	<p>h.</p>					

