PARSLOES PRIMARY SCHOOL
School Improvement Plan 2016-2017

Outcomes for pupils

To **improve attainment in reading** across the school and in particular at the end of Key Stage 2 **so that 68% reach age related expectations and 17% reach greater depth in Y6**

Giving pupils work, especially in **writing, which makes greater demands on them so that 28% exceeds age related expectations in Y2 and 6% in Y6**

Providing greater opportunity for pupils to deepen their understanding in Mathematics by challenging pupils with problems so that, **by the end of KS2 pupils match or exceed the national number of pupils reaching the higher standard** (15% in 2016 / national 17%) and close the gap at KS1 (5% in 2016 / national 18%)

Quality of Teaching, Learning & Assessment

To **develop the standard of teaching and learning across the school** so all teaching is **consistently 'good or outstanding'**

Increasing the **opportunities pupils have to write in other subjects**

Checking carefully that the **guidance pupils are given** as to how to improve their written work is followed.

Effectiveness of Leadership and Management

Develop and clarify the school's mission and identity so that the **shared vision and values are evident in all that the school does.**

To embed **effective, distributed leadership** to ensure that all areas and roles are effectively carried out.

Making sure that **all disadvantaged pupils benefit from the additional funding.**

Ensuring **parents are encouraged to engage more in the daily life of the school.**

Strengthen the **clear and concise behaviour policy.**

Explore the **local opportunities for a MAT or development of cluster links.**

Personal Development, Behaviour and

Ensure pupils' **attitudes to their learning are consistently positive** and they are able to access support and services to develop this where necessary.

To **improve children's ability and confidence in leading their own learning.** Children understanding next learning steps and how to achieve them.

Continue to promote effective welfare provision to **ensure that pupils know how to keep themselves safe.**

Further develop **awareness and understanding of homophobia and gender identity.**

Headline Objective: 'Improve standards in Reading, Maths and especially Writing across the school so the following number of children achieve age related expectations or higher: EYFS: 70% GLD . Y1 80% (R/W/M). Y2 80% (R/W/M). Y3 80% (R/W/M). Y4 80% (R/M) 75% (W). Y5 75% (R/W/M). Y6 80% (R/W/M).

Key Priority 1	Key Actions			Impact	Possible Chronological Milestones for Implementation and Monitoring
1.Increasing the **opportunities pupils have to write in other subjects** so they can use their skills for a wide range of different purposes resulting in **28% exceeding age related expectations in Y2 and 6% in Y6** (Ofsted 2015)	1. IPC lead to ensure strong links with English core texts for each unit in every year group.			The evidence of range and quality of writing in the IPC books reflects and links to the English core texts, leading to further improvements in the quality of writing in all year groups.	**1.9.16** Resources allocated to IPC units. New resources ordered. **1.9.16** Restructure of English Core Texts to ensure IPC links. **10.10.16** Book Scrutiny of whole school IPC books
	2. Weekly planning meetings to ensure weekly writing in IPC exercise books.			More regular opportunities to write and apply writing skills will lead to more rapid progress in the quality of writing in all year groups.	**Ongoing** Planning meetings started, with evidence of writing in the IPC books confirmed
	3. Class timetables to allow time for cross curricular writing			Improvement in timetable allocation to cross curricular writing will lead to more evidence of ranges of writing and more rapid progress in quality and content.	**Ongoing – Weekly planning meeting agenda item for all year groups** Timetables monitored and checked for cross curricular writing time
	4. Theme weeks / days to have a writing focus – Roald Dahl Week / Science week. Subject display boards to incorporate writing linked to specific subject.			Developing theme weeks will enrich the writing curriculum and key experiences pupils need to write effectively, also leading to a wider and more varied use of vocabulary.	**5.9.16** First theme week completed and evidence of impact on writing and learning in books.
	5. Subject co-ordinators to ensure opportunities for writing are provided to each group through 'Idea Pack'.			Idea Pack will lead to an enrichment and variety of teaching strategies used across the classes, resulting in a more consistent and rich	**17.10.16** Subject Co-ordinators meeting – Action plan writing to include Idea Pack for year groups

				approach to writing activities seen in monitoring.	
	6. Half termly unit evaluations by staff and pupils to ensure units are engaging.			Unit evaluations will lead to adaptations and alterations in next steps planning and planning of units so there is a continual cycle of improvement for every unit.	**17.10.19** First units are evaluated by staff and pupils, leading to necessary amendments or improvements to the next unit.
Key Priority 2	Key Actions			Impact	Possible Chronological Milestones for Implementation and Monitoring
2.Giving pupils work, especially in **writing, which makes greater demands on them so that 28% exceeds age related expectations in Y2 and 6% in Y6** (Ofsted 2015)	1. Phonics CPD for KS2 teachers (particularly Year3) in order to support learning and ensure smooth transition into KS2.			Data and recorded work in books will show continuation / progression from KS1 books and data. Teachers aware of how to address the needs of new SEN and EAL pupils.	**10.10.16** Book scrutiny – Year 3 focus on progression from KS1 attainment
	2. Implement a whole school approach to the teaching of GPS – Grammar and Spellings schemes. (resources already purchased)			Improved attainment and progress in GPS at the end of KS1 and 2. Progress and attainment monitored throughout the year to the same extent as Reading, writing and maths. Improved writing attainment and progress across the school as more GPS objectives are achieved at the end of each year.	**1.116** **I**nset to introduce new schemes. Clear Guidance and materials for SPAG in use across all year groups **10.10.16** Book scrutiny – focus on implementation of new schemes Termly data drop for GPS - Attainment and progress measures added to class data packs
	3. Writing lead to monitor use and impact of new schemes through half termly book scrutiny and data analysis.			Book scrutinies will show improved use of GPS in writing across the curriculum as skills embed. High quality marking and feedback shows clear links to the rubric objectives / KPIs. Data analysis will show improved attainment and progress in GPS across the school.	**September 2016** Clear understanding amongst all teaching and support staff of KPIs for writing to inform planning, teaching and assessment **NOV 2016** Literacy lead (Sam O.) analyses emerging issues that affect pupil progress from the current school inspection framework.

					Success Criteria	Monitoring
	4. Writing Rubrics / Development Matters to be stuck in exercise books and referred to by staff and pupils to improve understanding of the objectives needed to reach expected in each year group.				Staff and pupils communicate a clear understanding of the requirements and expectations for their year group through high quality marking and feedback, self / peer assessment and discussion.	**10.10.16** Book scrutiny – Focus on quality of marking and feedback and pupils response Spring Term Obsevations to include pupil questions on WWW / Targets for clarity on pupil understanding of what they do well and what they need to improve on
	5. Writing Rubric to inform planning and teaching.				The monitoring of Teaching and Learning shows KPIs taught consistently across the school. Pupil Progress meetings / data show class targets for writing are being met. Lesson observation show clear teaching to KPIs.	Half termly monitoring of planning carried out. **October 2016** Planning scrutiny for each year group carried out. English plans adapted where necessary to focus on the Rubric objectives. **October 2016** Observations of all staff
	6. Weekly planning meeting attended by SLT to ensure appropriate level of challenge for all and clear differentiation in all lessons. Year group leaders to develop skills in order to lead these sessions.				Planning will be consistent across the year group and show clear differentiation. Observations and book scrutinies will show clear differentiation and extension work that is challenging for all groups of pupils. Data will show an increased proportion of pupils achieving greater depth / exceeding expected standards as well as an increase in the number of pupils achieving the expected standard. Data also shows lower attaining pupils make more progress.	**10.10.15** Book scrutiny – focus on differentiation **October 2016** Observations of all staff
	7. Continued development of Talk4Writing with a focus on genre specific toolkits and high quality model texts.				Clear progression of model texts used across the school showing clear examples of each year group's KPIs. Observations of teaching and monitoring of classroom environment show consistent and embedded use of the Talk4Writing process using toolkits and high quality model texts.	Half termly monitoring of model texts with teachers supported by the writing lead. **November 2016** Phase monitoring observations
	8. Accelerate learning in EYFS to ensure a higher proportion of pupils achieve GLD in 2017.				Observations of teaching and planning and book scrutinies show a greater focus on communication and language in literacy. High expectations are evident throughout the provision and in all areas of learning. Monitoring shows the Talk4Writing process is embedded and taught effectively which will lead to accelerated progress being shown in school data.	Half termly planning meetings with the writing lead. Phase monitoring observations.

Key Priority 3	Key Actions			Impact	Possible Chronological Milestones for Implementation and Monitoring
3. Checking carefully that the **guidance pupils are given (through marking and feedback)** as to how to improve their written work is followed and mistakes are corrected, particularly spelling mistakes. (Ofsted 2015)	1. Improve the quality of Targets / Next Steps through CPD and reference to Rubric objectives / Development Matters.			High quality targets and next steps will lead to accelerated progress which will evident in books and in school data.	**10.10.16** Book scrutiny and staff meeting feedback
	2. Book scrutiny included as an integral part of each class monitoring visit or lesson observation.			Triangulation of three aspects of teaching and learning monitored together to give a secure judgement of teaching and learning across the school.	**October 2016** Whole school book scrutiny followed by observations of all staff. Feedback to staff individual basis with reference to both aspects of teaching and learning. **Strengthened termly monitoring system in operation (20 minute monitoring)**
	3. Fortnightly book scrutiny with policy focus carried out by SLT to ensure consistent use of the Marking and Feedback policy and regular and effective pupil response.			Book scrutinies show regular, consistent marking in line with school policy with high quality pupil response.	**Ongoing from Autumn Term 2**
	4. Subject leaders to ensure high quality marking, consistent with school policy in all subjects.			IPC books show the same high quality marking in line with school policy that is evident in English and Maths books.	**17.10.16** Subject co-ordinators meeting to set up action plans for the year. Action plans to include opportunities for regular monitoring of books.
	5. External validation and moderation of monitoring judgements for teaching, learning and assessment through 'Joint School review'.			External moderation validates the school's accurate assessment of Teaching and Learning.	**3.11.2016** Joint school review to externally validate monitoring judgements and triangulation.
Key Priority 4	Key Actions			Impact	Possible Chronological Milestones for Implementation and Monitoring
4.To **develop the standard of teaching and learning across the school** so all teaching is consistently 'good or outstanding' (Ofsted 2015)	1. Internal Lilac Sky coaching to support further development of teaching and learning.			Observations / learning walks show improved teaching and learning in identified year groups / classes. This will be reflected in the data, showing greater rates of progress.	**July 2016** Internal training of Lilac Sky coaches completed. **October 2016** Observations of all staff to identify coaching priorities for Autumn 2 **November 2016** Initial observations and coaching programme developed for identified staff.

	Key Actions			Impact	Possible Chronological Milestones for Implementation and Monitoring
	2. Observation/ Learning Walk cycle developed, involving all SLT			To ensure quality, shared understanding of Teaching and Learning across the school.	**3.10.16** Monitoring cycle shared with all staff. **October 2016** Initial observations of all staff. **November 2016** Fortnightly monitoring observations (previous coaching model)
	3. Regular agenda item for SLT with termly triangulation meetings to agree standard of teaching across the school.				**Autumn 1 – Oct 2016** Formal observation for every teacher **Autumn Term 2** Monitoring cycle will start (the old coaching model)
	4. New curriculum update training for key support staff.			Key, senior support staff have an up to date, sound understanding of the new, more challenging curriculum requirements in English and maths.	**20-10-16 to 16-3-17** 3 Cover Supervisor support staff trained over 5 sessions in the new curriculum standards
	5. Review of homework provision across the school.			Develop consistent homework activities across both key stages that further take in to account individual needs and provides appropriate challenge leading to more effective support and consolidation for classroom learning.	**Autumn term 2** – subject leaders included in involvement of setting homework (Reading, Writing, Maths) Ambassadors to discuss in forum Parent forum
Key Priority 5	Key Actions			Impact	Possible Chronological Milestones for Implementation and Monitoring
5.To **improve attainment in reading** across the school and in particular at the end of Key Stage 2 so that so that **68% reach age**	1. Review and develop a whole school reading structure aligned with 'Power of Reading			Review of reading across the whole shows clear progression expectations and consistent structure and format. Power of Reading compliments the Talk4Writing process and forges stronger links between reading and writing throughout the school.	**7.11.16** Lead staff member trained in Power of Reading strategy (to compliment the Talk 4 Writing curriculum)

related expectations and 17% reach greater depth in Y6 (Ofsted 2015)	2. Develop Guided Reading sessions across the school through the use of effective questioning – Blooms Buttons, Reciprocal Reading, Resources focus on vocabulary.			School focus on questioning in reading can be seen throughout the curriculum. Improved fluency of reading and deeper understanding of texts will lead to improved data across the school.	**SLT – Listening to readers** **10.10.16** Book scrutiny includes Reading exercise books**.**
	3. Implementation of Reading comprehension resources for all year groups			Consistent approach across the school to assessing reading leads to more secure judgements and clearer gap analysis. This will show in data as an increase in the number of pupils achieving age related expectations.	**5.9.16** Staff meeting to share the reading structure across the school and introduce new comprehension resources / materials.
	4. Raising the profile of reading across the school through visitors/events/parent reading?			Profile of reading is raised throughout the school and evidence of this can be seen on displays, in classrooms and in books. Improved outcomes in reading for all year groups.	**September 2016** Redesign of the library in the new shared space area. Class timetables to include a library slot for every class. **7ᵗʰ October** Visit from Dagenham Library manager to celebrate Parsloes as the best perfoming school in the Summer Reading Challenge**.** **10.10.16** **14.10.16** Library visits – Year 3 and 4 **7.11.16** **10.11.16** Library visits – Year 5 and 6 **21.10.16** KS2 Author visit – Jack Trelawny **31.10.16** Parent Readers training – Autumn 2 timetable in place for whole school
	5. Development of consistent whole school reading strategies that are known and used by staff, pupils and parents.			Talk 4 writing training focussed on the integration of GPS into reading and writing across the curriculum.	**October 2016** Talk 4 writing training attended by writing lead (Sam O'Hara) with subsequent staff INSET
	6. Developing the planning and assessment of reading using the Rubric as a starting point.			High expectations Consistency across year groups More vocabulary and comprehension-based tasks	**10.10.16** Book scrutinies and observations

Key Priority 6	Key Actions			Impact	Possible Chronological Milestones for Implementation and Monitoring
6.**Providing greater opportunity for pupils to deepen their understanding in** by challenging pupils with problems so that , **by the end of KS2 pupils match or exceed the national number of pupils reaching the higher standard**	1. Review and reorganisation of Abacus scheme, check strategies being taught in all year groups (high expectations)			Consistency across year groups, as well as progression throughout the school All KPIs are covered – linked to Maths rubric	**October 2016** Book scrutinies and observations **31.10.16** Guidance on use of the Maths Rubric shared with staff.
	2. Development of Mathematician Monday to allow opportunities for reasoning and investigations.			Children to develop explanation skills to help with mathematical reasoning papers Consistency across the school Progression across the school	**October 2016** Book scrutinies and observations
	3. Development of approach to teaching arithmetic in order for pupils to have an improved understanding and pace in key skills.			Percentage in ARE increases from previous year Home links – website links and Abacus homework	**Sept 2016** New arithmetic resources shared with staff NL to monitor use of resources and tests. **November 2016** Parent workshops – Abacus –Abacus used to set homework in all year groups.

'Improve Leadership and management so that there is a 'good or outstanding' approach to leadership at all levels'

Key Priority 1	Key Actions			Impact	Possible Chronological Milestones for Implementation and Monitoring
1.Develop and clarify the school's mission and identity so that the **shared vision and values** run through all policies, procedures and practices.	1. Exploring branding / rebranding opportunities.			Staff, parents and governors know and understand the underlying mission and ethos of the school, linked to its brand of 'Parsloes Primary School	**July 2016** Consultancy work with Governor on opportunities and processes for effective branding and promotion of the school **1.9.16** Staff Inset on Parsloes vision, ethos and approach and how it promotes the school **Autumn 2 – Open Day 15th November 2016** Advertising and promotional materials to promote full roll. **24th October 2016** Renewed signage and frontage for the school **Autumn 2** Renewed entrance area to promote and reflect the school values and ethos
	2. Revisiting and developing school identity and core values.			Clarity amongst all staff and Governors of the core values that the school holds and how every decision and strategy should be guided by the goal of achieving those aims and values.	**1.9.16** Staff Inset to renew and revise the core values and ethos
Key Priority 2	Key Actions			Impact	Possible Chronological Milestones for Implementation and Monitoring
2.To embed **effective, distributed leadership** to ensure that all areas and	1. Development of subject leaders – regular meetings with IPC lead, action plans, monitoring cycle, release time, observations, book scrutiny.			Primary Science Quality Mark (PSQM) process to be started in 2016-17. To promote the development of practical science activities across the curriculum	**October 2016** Initial borough meeting and support visit

	Key Actions			Impact	Possible Chronological Milestones for Implementation and Monitoring
roles are effectively carried out. (Ofsted 2015)	2. Clear roles and responsibilities for each staff member through updated job descriptions and staffing structure.				
	3. Effective use of appraisal for all staff. Appraisal cycle and process to be developed by SLT.			Clear targets set for all teaching staff with links to SDP and individual needs.	**31.10.16** Appraisals complete **Autumn 2** Appraisal for support staff completed
	4. Regular leadership meetings to inspire, inform and develop emerging leaders.				**Autumn 2** Leadership group to start up
	5. EYFS leadership development			To ensure smooth transition of leadership of EYFS following maternity leave	**DATE** Relevant CPD and training to ensure the EYFS team leaders are up to date with latest developments and proven strategies
	6. Development of SENCo role within the school through development and increased capacity of the SEND team.			All relevant SEN pupils benefit from the additional funding of that a higher proportion make more rapid progress and catch up with their classmates as a result of quality first teaching and participation in appropriate interventions.	
	7. Full, externally evaluated Self Evaluation involving all senior leaders			Accurate and sound self-evaluation judgements developed by all key senior leaders and governors leading to a more accurate identification of areas for development.	**October 2016** Ian Hart consultancy guides a two day self evauation process combining all data and monitoring for 2016-2017
Key Priority 3	Key Actions			Impact	Possible Chronological Milestones for Implementation and Monitoring
3.Making sure that **all disadvantaged pupils benefit from the additional funding** so that a higher proportion make more rapid progress and close the gap identified in the 2015-16 GAP analysis. (Ofsted 2015)	1. Pupil Premium focussed scrutiny of work carried out termly.			High-attaining/SEN/LA/MA/disadvantaged pupils challenged due to clear differentiation and feedback. Disadvantaged pupils tracked.	**DATE** Completed implementation of all possible Pupil Premium review actions
	2. Pupil progress meeting agenda item.			Disadvantaged pupils – discussed if barriers to learning are hindering progress strategies shared to accelerate progress - Teachers accountable for progress and attainment	
	3. Implementation of Achievement for All programme.			Good practice embedded - year group/phase leader and SLT all responsible	**Inset dates:** 07.11.16, 14.11.16, 21.11.16, 10.12.16

					Impact	Possible Chronological Milestones for Implementation and Monitoring
					Structured conversations ensure parental engagement for disadvantaged pupils Whole school approach for raising attainment	'Achievement for All' programme under way with key pupils
	4.	Continued development of the Pupil Premium plan including review actions following the external pupil premium review.			Attainment gap is closed in all year groups Attendance will improve for disadvantaged pupils	**24.11.16** John Morris presenting review to governors
	5.	Detailed GAP and cohort analysis to compliment internal data			Increasingly detailed, external data to help show areas of impact and areas for further development with the pupil premium funding	**November 2016** Arbor data packs (x2) produced and analysed by SLT
	6.	Use of effective, structured invention programmes (1stclass@writing, Project X, 1stclass@number) with clear monitoring to ensure impact.			% Figures for GAP in 2015-16 and the target for GAP in 2016-2017 KS2 data – 2015/2016 PP (PP Greater depth) R – 36% R - 25% W - 68% W - 0% M – 57% M - 32% Targets 2016 – 2017 PP (PP Greater depth) R – 64% R – 8% W – 80% W – 8% M – 64% M – 8%	**2.11.16** External Data analysis and GAP analysis with School Improvement advisor and SLT (Peter McCarthy**)**
	7.	PP Lead to receive training on latest action and impact reports for Pupil Premium (Sutton Trust etc.)			Pupil premium funding allocated by research Close the attainment gap	**18.01.16** CPD (Osiris) on maximising spend and impact for PP 2016-2017
	8.	Provision of school based counselling service (NHS)			Planned and professional counselling provision for 3-5 key pupils on a weekly basis to help promote SEMH development.	**October 2016** Counselling service engaged, with full review of impact due in April 2017.
Key Priority 4		Key Actions			Impact	Possible Chronological Milestones for Implementation and Monitoring
4.Ensuring **parents are encouraged to engage more in the daily life of the school** and the	1.	Identifying and plotting opportunities for parental involvement on the school annual plan – book looks, workshops, parent evenings, walk about, etc.			Parent surveys show that parents are well informed about their child's development and School Developments.	**September 2016 (6 week course)** Parent learning courses (Keeping Up With the Children) **20.10.16** Parent Book Look – all year groups

learning journey of their children.					**DATE** 'Engage The Parent' scheme with the Creative English Alliance.
	2. Setting up parent forums in order to share school development items and gather parent opinions.			Parents are engaged in school life and their child's education. Evaluations inform next meetings and development of the Forums.	**29.11.16** **13.12.16** **7.2.17** **4.4.17** **23.5.17** **4.7.17** Half Termly parent forums
	3. Development of school website – addition of parent comments, class blogs.			Parents regularly comment on school blogs.	**October 2016** Website updated and weekly blogs added by classes
	4. Development of PSW role to support with hard to reach parents / families			PSW to work with vulnerable pupils and families, supporting with attendance and behaviour.	**21.10.16** Interviews for PSW - allocated
	5. Strengthening the governing body through the addition of a parent governor equipped with the necessary skill set as identified in the governor's audit.				
	6. Improving school attendance and lateness.			Improved attendance and punctuality statistics leading to improved attainment and progress.	Weekly reminders / notices to parents in School Newsletter. **Termly** Monitoring of pupils that fall below school attendance target
	7. Initial set up of Parents Association for events and fundraising.				**DATE** PA formed
	8. Regular School Nurse drop in sessions advertised to help support parents of children with medical needs or general concerns.				**1.10-.6** First adverts for drop in sessions publicised and attendance tracked **Monthly** Newsletter and group call promotion of the service.

Key Priority 5	Key Actions			Impact	Possible Chronological Milestones for Implementation and Monitoring
5. Strengthen the **clear and concise behaviour policy** which underpins school values and expectations.	1. Review of the Stay on Green system across whole school.			Observations show positive learning behaviours. AFA audit shows impact of behaviour systems.	**31.10.16** Meeting with Middays to initiate development of behaviour at lunchtime.
	2. Clearly defined behaviour / sanctions set out in updated Behaviour Policy including clear parameters for fixed term and permanent exclusion.			All staff follow a consistent approach to behaviour. Children and parents understand consequences and sanctions.	
	3. SLT presence throughout school at key times of the day including sanction room at playtimes and lunchtime			Sanctions consistent across the school. Observations show good behaviour for learning across the school day. Smooth transition times, including lunch times. Strengthened communication with support staff.	**October 2016** Sanction room set up. SLT timetable in place for presence during key times of the day. **7.10.16** **31.10.16** Midday meeting re: the development of lunchtime
	4. Behaviour management CPD for key individuals including safer handling training.			Key members of staff use training to handle pupils effectively and in line policy / guidelines.	
Key Priority 6	Key Actions			Impact	Possible Chronological Milestones for Implementation and Monitoring
6.Explore the local opportunities for a MAT or development of cluster links and the potential changes in structure required.	1. Join planning for a partnership cluster of local schools (Monteagle etc.)			Begin initial discussions and basic partnerships – sharing CPD, curriculum resources, joint funding bids leading to a basic collaborative structure between a group of local schools and work towards a possible MOU.	**By 12/2016** Initial links with a local, developing partnership group.
	2. Presentation for leadership and Governing Body on MAT structures and development			Increased understanding of the benefits and risks of MAT collaboration as well as the systems and structures that are required to help aid the transition to academy status.	**07/2016** GB presentation **By 2/2016** SLT presentation
	3. CPD and up to date training of MAT developments for key SLT members			Awareness and understanding of the latest successful school collaboration strategies as well as the local and national opportunities for Parsloes.	**By 04/2017** Participation in local and national CPD run through the LA and Regional Schools Commissioner

	4. Financial and organisational impacts – training for key leaders on the management of the schools finances.			The newly established school leadership manage and run the school finances with maximum effect, securing best value in all areas.	**29.11.16** HOS has received financial and structural training relating to budgets

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Personal Development, Behaviour and Welfare

'To ensure we comply with statutory requirements (Keeping Children Safe in Education) And ensure we provide a learning environment where children feel safe and secure to learn and make progress.'
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Key Priority 1	Key Actions			Impact	Possible Chronological Milestones for Implementation and Monitoring
1.To **improve children's ability and confidence in leading their own learning.** Children understanding next learning steps and how to achieve them	1. Review the Teaching and Learning policy to incorporate understanding of the importance of how to be an effective learner.			Through observations and class visits, pupils can explain and demonstrate what an effective learner is.	
	2. All staff consistently follow the Marking and Feedback policy.			Pupil response shows a clear understanding of what they have achieved and what needs to be done to further improve work.	Fortnightly Book Scrutinies carried out by SLT
	3. Pupils have a greater understanding of how to use the rubric as an assessment tool.			Children refer the Rubric (at the appropriate level) to demonstrate an understanding of what they have achieved and what they need to do to further improve their work.	
Key Priority 2	Key Actions			Impact	Possible Chronological Milestones for Implementation and Monitoring
Continue to promote effective welfare provision to ensure pupils know how to keep themselves safe. Further develop **awareness and understanding of homophobia and gender identity (linked to homophobic bullying)**	1. Provide lead trainer and whole staff training (from Stonewall) on homophobic, biphobic and transphobic bullying			Robust systems and procedures in place and embedded well across the school. Whole staff awareness and appropriate pupil level awareness are further developed leading to a greater awareness and ability to deal with incidents of homophobic bullying.	**1.9.16** New safeguarding lead and deputy in place. **Ongoing** Staff insets (all staff) to ensure policy and procedures are embedded within the school. **27-09-16** PSHE lead trained as a Stonewall trainer in homophobic bullying issues **DATE** Stonewall training provided for whole staff

					Nov 2016 Anti-bullying week includes an age appropriate focus in specific classes on different types of bullying