SCHOOL DEVELOPMENT PLAN SUMMARY AND TRACKING   ACADEMIC YEAR 2018-19

In order to constantly set a culture of high standards and pupil outcomes, we regularly reflect on, and self-evaluate our practices and our outcomes. Robust evidence based self-evaluation is then used to plan the future development of the school. This document is an overarching view of our school development and more detailed plans are held by each project lead and monitored in the school monitoring and evaluation procedures by the Head Teacher, School Business Manager and Senior Leadership Team.
The Head Teacher reports termly to Governors on the progress made towards achieving our stated outcomes.

Our school planning is determined by a number of factors including:
1. The needs of the pupils;
2. Focused, evidence based, robust and effective School Self Evaluation;
3. Internal stakeholders' views (staff, parents/carers, governors and pupils);
4. External stakeholders' views (LA, Ofsted, commissioned consultancy);
5. The changing policy decisions in education and the Local Authority;
6. Budgetary and financial changes.

In 2017-18 we concluded a 3-year improvement cycle which focused on moving the school from good to outstanding. The key priority areas worked on were :-
1. All pupils are challenged to make the highest levels of progress in learning in all lessons and robust and accurate assessment of pupil progress supports this.
2. Use of Pupil Premium and Sports Premium grants are planned and impact identified.
3. The curriculum is innovative, age appropriate and accessible for all our pupils, with clear curriculum subject leadership and accountability for curriculum development preparing for the school expansion.
4. The Leadership and the Admin and Support teams have the capacity to lead and manage the school as it expands. Develop Support and admin services to manage and prepare for the new build.
5. Develop leadership of the school so that it is creative and responsive and delivers clear outcomes.

In 2018-19 we begin a new 3-year cycle. Our improvement priorities during this time will reflect our core values of Challenge (C), Nurture (N) and Inspire (I).
Pupil outcomes:
Developing reading (C) (I)
Developing the successful Maths Mastery curriculum (C)
To further develop the curriculum and assessment to allow for personalised outcomes in KS4 (I) (N)

Teaching, learning and assessment
To further develop the curriculum to embed challenge and inspire pupils across the curriculum (C) (I)
Developing therapeutic provision across all key stages so that academic and therapeutic interventions show impact on any pupils struggling to achieve their targets (N)
Embed challenging individual target setting to ensure outstanding progress (C)
Continue to invest in and develop the work-based route into teaching to ensure quality teachers for the future (I)
To exploit the opportunities and resources provided by the new build to further develop teaching and learning and the curriculum (C) (N) (I)

Personal development, behaviour and welfare
Maintain the electronic tracking of our individualized provision mapping over time. (N)

Develop and extend parental engagement (C) (N) (I)

Develop and extend our safeguarding culture (N)

| Key = | Target Achieved | 🔵 | Target near completion | 🟢 | Target started and on track | 🟡 | Target not yet started | 🔴 | |

Develop leadership opportunities for KS3 + 4 pupils (C) (I)

To achieve the Level One of the Rights Respecting School Award (C) (I)

To develop SMSC, RE and RSE provision across the curriculum (N) (I)

To achieve the well-being award (N)

Early years

Leadership and management

Leadership development (C)

Governance development (C)

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Outcome 1.1   Developing reading across the school

Lead	Planned Action	Costs	Progress	Actions Completed	Success Criteria
KS	Develop the timetable to include more opportunities for reading		🔵	Timetable amended to include guided reading slots at the beginning of the day and as part of the English timetable	Increase in the number of reading opportunities
SS	Develop guided reading and power of reading schemes		🟡	- Revisited the guided reading objectives to support reading across the curriculum - Relaunched guided reading via INSET sessions and provide training - Provided staff with assessment resources - Audited resources - Identified classes that will benefit from 'Power of reading scheme'.	- Increase in the number of pupils engaging in reading. - Increase in progress in reading PAPs
LP	Update RWI resources		🟡	RWI resource order has been authorised and placed.	- RWI resources are ordered and distributed as required. - Audits are completed at the end of each school year and new resources ordered as necessary.
LP	Ensure all new staff are trained in RWI	£260 + VAT (per teacher)	🟡	- Inset delivered for new teachers in delivering the programme (teaching new sounds) and how to assess for baseline purposes. - Central training options are being investigated.	- All new teaching staff are trained in delivering the programme and how to assess pupils throughout the year. - Assessments are completed and updated throughout the year. - RWI is being planned and delivered appropriately.
LP	Develop primary library as a hub for reading		🟡		- Complete set up of Library and plan access for all classes during Literacy lesson to provide enrichment to the curriculum. - Monitor the use of the Library and support staff in ways in which it can be used other than just a reading space. - Investigate inventory and lending systems (liaise with secondary)

Key =	Target Achieved	🔵	Target near completion	🟢	Target started and on track	🟡	Target not yet started	🔴		Page 3

				• Secondary library coordinator has been appointed Library time has been included on timetables for selected classes. • Library plan has been completed for Secondary • Resources for secondary library have been ordered • Donations of books have been sorted and shelved.	• Complete set up of Library and plan access for all classes during Literacy lesson to provide enrichment to the curriculum. • Monitor the use of the Library and support staff in ways in which it can be used other than just a reading space. • Investigate inventory and lending systems (liaise with secondary)
JG	• Develop secondary library as a hub for reading		🟡		

Outcome 1.2 Developing therapeutic provision across all key stages so that academic and therapeutic interventions show impact on any pupils struggling to achieve their targets

Lead	Planned Action	Costs	Progress	Action Completed	Success Criteria
AH	• To use individual provision map to track the impact of interventions on disadvantaged pupils		🟡	Provision map has been populated for Autumn Term. Outcomes to be added at the end of term/	Pupil Premium pupils and LAC pupils all have access to interventions.
AVD/KP	• Track progress of selected pupils receiving academic interventions and produce case studies showing progress		🟡		Case studies show evidence of impact either through progress data or a reduction in behaviour incidents.
TM/ SK	• Produce behaviour report that shows impact of behavioural interventions		🟡		Pupils in interventions make good or better academic progress and show a significant dip in behavioural incidents.
TM/SK/AH	• Produce case studies that cross ref behavioural/ therapeutic interventions with progress in achieving targets.		🟡		Case studies of pupils in interventions will show good or better progress towards achieving targets.
SK/LB	• Develop in-house training to disseminate good practice.		🟡		Staff will have regular Thrive and behaviour training sessions.

Outcome 1.3 To further develop the curriculum and assessment to allow for personalised outcomes in KS4

Lead	Planned Action	Costs	Progress	Action Completed	Success Criteria
KP	• To use individual flight path to track target setting and progress to inform accreditation		🟡		Pupil Premium pupils and LAC pupils all have access to interventions.
AVD/KP	• Track progress of pupils produce case studies showing progress for groups of pupils		🟡		Case studies show evidence of impact either through progress data or a reduction in behaviour incidents

Key =	Target Achieved	🔵	Target near completion	🟢	Target started and on track	🟡	Target not yet started	🔴	

Lead	Planned Action	Costs	Progress	Action Completed	Success Criteria
KP	• Produce accreditation recommendations for pupils based on flight path		🟡		Pupils in interventions make good or better academic progress and show a significant dip in behavioural incidents.
KS	• Run curriculum groups to inform pathways for pupils that reflect the needs of KS4		🟡		A three year plan to develop more vocational qualifications Recruitment and retention of staff to offer more vocational qualifications.

Outcome 1.4 Embed challenging individual target setting to ensure outstanding progress

Lead	Planned Action	Costs	Progress	Action Completed	Success Criteria
TM	• Develop 'flight path' data set as more data is harvested to provide individual progression guidance	£6000 data consultant	🟡	• Meet data consultant to discuss organisation of data • Analyse data from 2017-18 to track for trends and rates of progress	A flightpath will be created that supports target setting and provides suitable challenge and potential destinations for all pupils.
KP AVD AH	• AHTS and Middle Leaders moderate and challenge targets in Pupil Progress Review Meetings to track pupils progress to targets termly • Pupil Assessment Profiles completed termly and SIMS marksheet updated • Moderated work is used to show completion of targets in Pupil Progress books		🟡	•	• Aspirational targets are set for all pupils • PAPs are completed and evidence shows progress • Numerical data is accurate and shows good/outstanding progress for the majority of pupils • English and Maths work is moderated and teachers' judgements confirmed as accurate • PPRM data shows that all pupils are on track to meet or exceed their end of year targets • PPRM data shows that all pupils are on track to meet or exceed their end of year targets
AH AVD	• Arrange internal and external moderation meetings for Maths and English		🟡	Maths and English internal moderation meetings have taken place in Autumn 2	

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Teaching & Learning, Assessment & Curriculum

Outcome 2.1 To further develop the curriculum to embed challenge and inspire pupils across the curriculum

2.1a To lead further developments in the curriculum

Lead	Planned Action	Costs	Progress	Actions Completed	Success Criteria
KS	• To appoint permanent computing leader to develop computing curriculum provision • To review cultural curriculum offer to ensure RS coverage is adequate • To review external input and extra curriculum input to broaden learning and inspire pupils • To continue regular curriculum leaders meetings • To identify reading opportunities within the curriculum. • To strategically plan the number of staff needed to develop the curriculum into the vocational pathway.		🟡		A three year plan to develop more vocational qualifications Recruitment and retention of staff to offer more vocational qualifications.

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2.1b To further develop the Primary Mathematics Curriculum and to increase level of challenge in the teaching and learning of mathematics across the school					

Lead	Planned Action	Costs	Progress	Actions Completed	Success Criteria
AVD	• 3 more Primary teachers to receive MM training and implement the MM programme in the Primary Department • AVD and JS to deliver Maths Mastery INSET (Principles of programme and structure of lesson) to KS3 teachers and Induction teachers and TAs • AVD and JS to deliver training to teachers on implementation of Maths Meetings guidelines • JS in her role as MMSL to provide support to 6 MM trained • AHTs and middle leaders to analyse PPRM data and set appropriate Maths Meetings interventions • AHT (Primary) to review and update Primary SOW so that it matches the structure of KPIs in the PAPs • AVD and JS to deliver MM training on Variation Theory and on Using a standardised mathematical language		🟡		• Monitoring of Maths Meetings shows that all pupils are challenged to make outstanding progress and meet their intervention targets • Book scrutiny, learning walks and lesson observation show that all pupils are being challenged appropriately to make good to outstanding progress • Book scrutiny, learning walks and lesson observations show that pupils are using a standardised mathematical language and are being challenged by lessons where there is evidence of teachers implementing principles of Variation Theory • PPRM data shows that all pupils are on track to meet or exceed their end of year targets • End of year data shows that all pupils have either met or exceeded their targets • Trained MM teachers feel confident in delivering MM lessons

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	2.1c Development of the Secondary Maths/Computing curriculum will next steps/actions on teaching and learning providing more challenge for pupils					

Lead	Planned Action	Costs	Progress	Action Completed	Success Criteria
AG	• Develop the use of application questions in maths that require cognition. • Develop differentiation for lower ability maths and computing • Develop the use of workings in multiplication • Produce guidance on how computing work should be presented. • Review KS4 curricula in maths and computing and identify areas for improvement in the delivery of this • Review accreditation to ensure maximum opportunity for achievement • Support non specialist teachers delivering maths and computing • Ascertain subject knowledge gaps for teaching of maths and computing for non-specialist teachers and run the required training to fill these. • Support new specialist primary computing lead		🟡	•	• Pupil books have greater number of questions involving reasoning then currently. • Teachers planning shows evidence of planning to include cognitive questions • Pupils score improves at the cognition sections of end of year tests. • Pupil books show use the correct methods of workings for multiplication as well as continuing to use methods for addition and subtraction from previous year. • Report written highlighting new developments in the KS4 maths nation curriculum • Report highlights current strengths of maths teaching in KS4 • Report highlights current areas of weakness in Maths teaching in KS4 • From the report the SDP and maths 3-year plan updated to reflect actions to be taken. • Mentor meetings with the main secondary computing teacher focusing on developing her skills to allow for ability to teach GCSE computing by Sept 2020 • Training sessions run to fill subject knowledge gaps.

Key =	Target Achieved	🔵	Target near completion	🟢	Target started and on track	🟡	Target not yet started	🔴	

2.1 d English curriculum and RWI

Lead	Planned Action	Costs	Progress	Action Completed	Success Criteria
LP	• Run RWI refresher training • Run RWI training for all new staff • Review resources and purchase new/replacements	Cost £260+ VAT (per teacher)	🟡	• Inset delivered for new teachers in delivering the programme (teaching new sounds) and how to assess for baseline purposes. • Central training options are being investigated. • RWI resource order has been authorised and placed.	• Training programme for new staff (teachers/ TAs) to be included within induction. • New teachers to access 2 day central training in Autumn term 1 • Refresher training to be offered during optional training sessions. • *Monitoring and Assessment:* • Planning and tracking of RWI to be standardised across Primary (RWI to be included on planning template/ follow up on suggested target setting of RWI in baseline assessments). • Planning and delivery to be monitored as part on planned curriculum monitoring.

2.1e Science

Lead	Planned Action	Costs	Progress	Action Completed	Success Criteria
KS/JS/ AG	Primary • Create new data sheets for new classes and transfer data over • Continue to write termly MTP's for UP • Continue ordering resources for new MTP's • Gather and evaluate termly progress data • Complete book scrutiny to ensure teachers are embedding working scientifically skills and there is evidence of pupils applying these skills • Deliver INSET for new teachers or teachers needing refresher to primary assessment procedures and target setting • Ensure all teachers have implemented the assessment procedures 2020	Replenish & buy resources - £500 2020 - Replenish & buy resources - £500 Budget £25 per class x 19 classes = £475- Science	🟡	Completed **Secondary** • All staff teaching science in KS3 and KS4 are now subject specialists.	Monitoring of lessons, planning and Work Scrutiny by Middle Leaders will show an increase in challenging outcomes for all pupils from their starting points in Science. The final data report for Science will show pupil progress across all key Stages is good or better. Working Scientifically Skills embedded in Science lessons Teachers using assessment procedures confidently and correctly

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Evaluate practicalities and effectiveness of Science assessment procedures *Finish remaining MTP's for Autumn 1 & 2, Upper Primary* *Audit & replenish resources* *Deliver INSET for new teachers or teachers needing refresher to assessment procedures and target setting* *Implement Science week* *Evaluate success of science week* *Summer 1 Earth & Space, visiting planetarium for Upper Primary* *2021* *with key focus on Working Scientifically Skills* *Introduce Science Club for Summer term* *Audit & replenish resources* *Deliver INSET for new teachers or teachers needing refresher to assessment procedures and target setting* *Spring 1 Lower Primary – Farm animal experience day in school* *Embed Science Week into School events calendar* Secondary - Create science assessment procedures - Ensure all teachers have implemented the assessment procedures - Have all secondary lessons being taught by subject specialists. - Support new TAs- teachers teaching science - Introduce interventions for more able KS4 pupils to support in writing for science and exam practice. - Review KS3 curriculum and create user guides for areas where teaching staff have subject knowledge gaps. - To review current science equipment and replace equipment that is no longer safe or fit for purpouse - To purchase equipment to stock additional science room.	Week resources Star Dome Planetarium - **Split Day** (unlimited shows straddling lunch finishing approx. 14:00) = **£350 + travel** 2021 - £150 – Science Club resources Half day mobile farm approx. - ***Half Day Bookings from £280+vat*** Replenish & buy resources - £500 Budget £25 per class x 19 classes = £475- Science Week resources *Seconda ry*	Progress and challenge evident in pupils work books **Secondary** - Beginning and end of year assessments are introduced for KS3 - All pupils sit appropriate end of phase examination in KS4 - End of unit assessments are introduced for all topics in KS3 - KS3 and KS4 data analysed as more data becomes available to create a flight path - All pupils undertake some form of KS3 assessment to gauge progress. - New teachers/TAs in science department have mentor meetings with STEM manager - Pupils who require interventions receive this and achieve predicted results at end of phase assessment.

(🟡 Target not yet started)

		New class stocki to come from yearly budget. Price cannot be predicted until current stock audit complete.			

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2.1f To develop a Life Skills and vocational curriculum that provides a viable alternative pathway related to need of the students

Lead	Planned Action	Costs	Progress	Action Completed	Success Criteria
KP	• Review careers provision for the students in KS4 • To analyse data relating to destinations and careers of all leavers for the last 5 years • Liaise with the DHT curriculum and provide guidance on pathways available • To provide guidance for all staff on appropriate ASDAN units to use and how to appropriately use curriculum time • To develop the work experience programme				Careers interviews arranged for students. Data on leavers collected Curriculum map proposed to DHT with vocational qualifications

2.1g Humanities curriculum in the Primary department

Lead	Planned Action	Costs	Progress	Action Completed	Success Criteria
NOD	Actions: • Continued writing and auditing of the MTPs in Humanities • Develop and secure a primary school assessment, tracking and recording system in order to present data for own subject.(Data) • To have a Humanities themed day • Ensure that through Humanities- maths and English skills can be applied(evident in their books) and is part of the work scrutiny. • Audit of Resources of KS1 and KS2- ordering of resources for topic boxes and new MTP's • Ensure that all teachers have secure knowledge of Humanities so that they can plan learning that sustains pupils' interest, challenges their thinking and raise pupil achievement. • Key concepts and vocabulary will be taught confidently in all classes • Medium and long term planning will identify core Humanities skills, which will be across the curriculum where possible. Revise long term plans to ensure geographical content of the new curriculum is covered and explicit. • Improve the quality of teaching of Humanities so that lessons develop, consolidate and deepen knowledge, understanding and skills and pupils		🟡		The monitoring of outcomes in the new Humanities books will show improved differentiation and challenge for all pupils with good evidence of Literacy being developed across the curriculum.

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	make strong progress- This will involve creatively scaffolding the curriculum for our ASD and KS1 students.				
	• Continued developing of innovative non-traditional approaches to the curriculum in order to ensure appropriate access and achievement for all students especially in KS 1 classes and in some ASD making Humanities learning fun, practical and relevant to the topics where possible.				
	• Ensure that feedback/marking of Humanities work is regular, timely and effective and has an impact on pupils' learning.				

2.1h To further develop the provision of primary PSHCE

Lead	Planned Action	Costs	Progress	Action Completed	Success Criteria
KG	**Curriculum for Food Tech- Primary** • Research/mapping Food Tech through other subjects-Math, Literacy, Science, Humanities, PE, PSHE and life skills • This will be Food- Tech curriculum linked to other subjects • Furnish Food Tech Room-Tables and stools/chairs for the KS1 and KS2 children • Restock cooking equipment, utensils for the safe use in the room Complete risk assessment for using Food tech room **PSHE** • New EQUALS Sow /units to be upload on T drive and used for planning and adapted based on the needs of their pupils for the new academic year • To check that planning is being completed half termly or the scheme planning adapted by the teachers-Planning scrutiny • Collecting Evidence after every unit according to learning outcome for pupils • Evidence to be put into Purple work books with comments on learning and challenge tasks Evidence of marking to be used according to agreed marking school policy		🟡 (at top) 🟡 (lower)		Fully furnished and equipped food tech room for teaching in all primary. Teachers to have access to T drive and use the curriculum map to plan and prepare their lessons.

Key = | Target Achieved 🔵 | Target near completion 🟢 | Target started and on track 🟡 | Target not yet started 🔴 |

			Progress		Success Criteria
	Resources for the PSHE • Order new teaching and learning resources Order big boxes and organize PHSE teaching and learning resources in in the allocated store cupboard 9 Assessment • All new pupils with Autism to be baselined with Autism progress assessment tool in four areas on B-Squared. B-Squared assessment tool to be used for assessment and record progress for all other pupils		🔴 🟡		More emphasis will be placed on practical and visual activities and differentiated work. The outcomes for pupils in PSHE are of a higher quality and show adaptation and challenge as appropriate to the group being taught.
	Map provision for RSE		🟡		Units of work from equals identified and placed in long term plan

2.1iTo further develop the provision of secondary PSHCE

Lead	Planned Action	Costs	Progress	Action Completed	Success Criteria
SS /K G	• Map provision for RSE • A new system of assessment will be introduced which will be based on the current schemes of work. • This will be used to assess the knowledge of the students and the needs of the teachers. • Monitoring of the PSHE books to make sure the work is being recorded and marked correctly and the children are showing progress. • Plan and deliver PSHE themed weeks across the secondary department. • Order new teaching and learning resources • organize PHSE teaching and learning resources in in the allocated store cupboard		🔵	Initial RSE mapping complete	• Monitoring of Planning, Observations, Work Scrutiny and learning Walks all show improved engagement for pupils due to the new resourcing of the Secondary PHSCE curriculum. • Outcomes show a variety of teaching approaches are being used and evidenced in the books and that there isn't an over reliance on worksheets. • Assessment procedures show that the children are showing a good understanding of the PSHE being taught. • •

	2.1jTo further develop the provision of Art					
Lead	**Planned Action**	**Costs**	**Progress**	**Action Completed**		**Success Criteria**
LB	• Write or adapt a scheme of work for years 1-6 • Provide training for key members of primary staff to roll out • INSET for primary staff • Evaluate through monitoring learning walks every term.		🟡	• Scheme of work • Inset and training		• Staff who are responsible for delivering lessons following scheme of work as evidenced in books. • Staff members attendance and participation in INSET.
LB	To create a simplified version of the 'achievement books' so that non specialist staff can record progress		🟡			Each student has an "achievement book" with at least 1 photo and 2 pieces of assessed work per half term.

2.1k To further develop the provision of Music					
Lead	**Planned Action**	**Costs**	**Progress**	**Action Completed**	**Success Criteria**
GH	PLANNING/SOW • Purchase Charanga scheme of work for years 1-4 • Provide training for key members of primary staff to roll out • INSET for primary staff • Evaluate through monitoring learning walks every term. Assessment • To explore Charanga assessment scheme to see if it is viable for use in school		🟡		• Staff to use the new Charanga SoW in Primary • Selected staff to use the new Charanga assessment tool, to evaluate it for its effectiveness
GH	RESOURCES • To purchase Charanga license		🟡		• Charanga being used across primary • Primary has adequate resources to effectively teach music

	• Organise lower primary music trolley • Prepare 'wish list' of equipment that is needed to fully fund lower primary • Pass requirements to DHT				

Outcome 2.2 Continue to invest in and develop the work based route into teaching to ensure quality teachers for the future					
Lead	**Planned Action**	**Costs**	**Progress**	**Action Completed**	**Success Criteria**
KS	• To develop a small cohort of 6 TAs to gain experience covering teacher's PPA/specialist teaching • To provide 3 TAs opportunity to specialise in an area of the secondary curriculum and teach some lessons • To support one TA on the TES institute route into teaching		🟡		1 TA follows the route for teaching the other 6 TAs continue to gain more experience by covering internal PPA.

Outcome 2.3 To exploit the opportunities and resources provided by the new build to further develop teaching and learning and the curriculum					
Lead	**Planned Action**	**Costs**	**Progress**	**Action Completed**	**Success Criteria**
KS/MOB	• To develop further external input into the curriculum • Develop a sharing forum for innovation • Develop idea of alternative pathways i.e. vocational and identify areas in the school that can be used		🟡		

Outcome 3.1 Maintain the electronic tracking of our individualised provision mapping over time.

Lead	Planned Action	Costs	Progress	Action Completed	Success Criteria
AH	• To monitor the cohesive provision map that tracks the impact of interventions on disadvantaged pupils		🟡	Provision map in place for Autumn 2018 and interventions are now being tracked	Map in place and interventions tracked.

Outcome 3.2 Develop and extend parental engagement

Lead	Planned Action	Costs	Progress	Action Completed	Success Criteria
JK SK	• Provide and oversee the annual parent training/workshop schedule and strategy and ensure information is published to parents/carers on the website. See scheduled workshops on sharepoint • Continue seeking feedback from parents and other stake holders (annual feedback sheets, workshop feedback sheets) • Analyse and summarize feedback and publish it on the website and produce for SLT a report summarising main findings and ways forward • Re-establish PTA in Marjory Kinnon School • Report to HT and Governors on the implementation and effectiveness of strategies • Creation of 'CFC; (Child family and community) committee in order to increase parental engagement and key stakeholder engagement.		🟡		Schedule produced Data on attendance collected Produce report for website and SLT Liaise with Chair of Governors re PTA/CFC Establish members of the committee Plan first event for summer term.

Outcome 3.3 Develop and extend our safeguarding culture

Lead	Planned Action	Costs	Progress	Action Completed	Success Criteria
AH	• Safeguarding to be included in all SLT, department and school meetings as an agenda items • Provide all staff a chance to revisit and consolidate 'Prevent' training • Amend signage to inform staff of DSL/DDSL3 • Develop new governing body safeguarding committee		🟡	• Safeguarding is included in SLT, department and school meetings • Whole school prevent training completed 29th October 2018 • Signage in place	Culture of safeguarding is evident throughout the school All staff and visitors know who to contact with concerns about children All staff are confident in 'prevent'

Lead	Planned Action	Costs	Progress	Action Completed	Success Criteria
KS	To further enhance and develop our Anti- bullying message.		🟡	Review and amend Anti-bullying policy Develop literature for parents and students explaining our approach to dealing with bullying. Run staff training on bullying including cyber bullying. Run Parental workshops on bullying.	All the school community will be aware of how we deal with bullying.

Outcome 3.4 Develop leadership opportunities for KS 3 + 4 pupils

Lead	Planned Action	Costs	Progress	Action Completed	Success Criteria
KP	• To develop an ambassadors programme that encourages pupils to apply for leadership roles created in school • To further develop the role of the school council • Provide display space to promote the work of the school council and ambassador programme •		🔵	•	Ambassadors appointed and evidence of leadership skills they are developing is captured in Case Studies.

Outcome 3.5 To achieve the Level One of the Rights Respecting School Award

Lead	Planned Action	Costs	Progress	Action Completed	Success Criteria
SS	• To achieve silver level of The Rights Respecting School Award, implementing the rights of the child into everything we do in school. • To hold assemblies on rights, have display boards on the rights of the child and incorporate rights into lessons. • The children will need to show an understanding of what their rights are and how they can achieve them.		🟢	•	• Teachers have a good understanding of the RRSA and how to implement the rights of the child into their lessons. • Pupils are becoming aware of their rights and some pupils are able to talk about what their rights are and how they can achieve them.

Outcome 3.6 To develop secondary SMSC, RE and RSE provision

Lead	Planned Action	Costs	Progress	Action Completed	Success Criteria
KP	• Conduct SMSC learning walks. • Deliver SMSC oriented assemblies. • Use the Grid to identify areas of strength and areas for improvement in terms of coverage of SMSC across the whole school, in all subjects. • Plan and deliver SMSC themed day/week across the whole school. • Conduct SMSC surveys amongst pupils, staff and parents. • Include SMSC opportunities in the new Citizenship curriculum. • Map RE provision • Map RSE provision		🔵		• Increased awareness of SMSC and how it can be delivered in classrooms and throughout the day • Analysis of the data available on the Grid and next steps identified • Information from the pupils' surveys to inform next steps • The Citizenship curriculum includes clear SMSC opportunities • Learning walks and work scrutiny shows teachers delivering SMSC opportunities in Citizenship and across the curriculum • RE provision mapped in the Cultural Studies curriculum RSE provision mapped

Outcome 3.7 To develop Primary SMSC, RE and RSE provision

Lead	Planned Action	Costs	Progress	Action Completed	Success Criteria
AVD	• AHT and Governors' SMSC learning walk to monitor evidence of SMSC across the Primary department • Teachers to lead School Song sessions with pupils and explain the school's values in appropriate terms • Deliver SMSC oriented assemblies • Introduce Primary Rainbow to staff and pupils • Use the SMSC Grid to identify areas of strength and areas for improvement in terms of coverage of SMSC across the		🟡	•	• Evidence of children singing the school's Core Values song and responding positively to the school's values • Pupils show awareness of the behaviour system • Pupils are observed responding positively to the introduction of the Primary Rainbow • Learning walks and outcomes in RE books and SMSC books show that pupils are learning actively through planned experiential and explorative activities

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primary department and in school subjects • Plan and deliver SMSC themed day/week across the whole school. • Conduct SMSC surveys amongst pupils, staff and parents. • Map RE provision in Primary • Map SMSC provision in Primary			

Early Years Provision

Outcome 4.1 Curriculum Development					
Lead	**Planned Action**	**Costs**	**Progress**	**Action Completed**	**Success Criteria**
MC	• Outside area to be developed to further promote the children's independent learning and to ensure a consistent learning experience in the indoor and outdoor learning spaces. • Continue to develop parental engagement strategies. • Improve the opportunities for the children to engage in reading and pre reading.		🟡	• Stock take has been completed of the outside resources. • Outside resources have been carefully organised into child accessible and adult accessible storage. The child accessible resources are rotated on a regular basis. • A staff guidance on how to engage in the outside area is in the process of being drawn up. • A wet play – outside resource box is in the process of being planned. This will be stocked with water resources and suitable activities for the children to engage with in the wet weather while working outside. • An activity guide is also being drawn up (and will be displayed alongside the outside planning) to support staff when working outside. • The children have the opportunity to access their	• Outdoor continuous provision plans drawn up for each outdoor learning area. • Permanent covering structure put into the outdoor learning space to enable quality outdoor learning all year round. • Wet play box planned, set up and implemented. • Resources organised to enable the children to self-access and lead their own learning. • Termly open mornings will be taking place, in which parents can come into school to observe their children's learning and share their learning journals • Parent helpers will be deployed in the EYs department to support at appropriate times of the day. • Parental group will be organised to create a support network for EYs parents. Workshops and regular get coffee mornings to develop the relationship between home and

Key =	Target Achieved	🔵	Target near completion	🟢	Target started and on track	🟡	Target not yet started	🔴	

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				own resources, take a lead in their play and take ownership over their own learning. The children are working towards achieving this.	school, support the family and develop the children's social and communication skills. • Story time included on the Early Years daily timetable enabling a time to be set aside for sharing story books every day. • Existing story sacks will be used and new story sacks to be created to encourage the enjoyment of reading stories. • Classes will visit the school library on a weekly basis to experience a range of story books and learn how to handle books appropriately. • Lending library to be introduced so that the children can take a story book home weekly to share with their parents. • Parent volunteers to come in to read stories to groups of children. • Each class will have a quiet and inviting reading corner/space. • Topic and educational visit photo books of the children engaging in activities to be will be available to encourage the children to look at books. • Reading to be acknowledged and celebrated throughout the day – timetables, cooking etc.

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Leadership & Management

5.1 Leadership Development

Lead	Planned action	Costs	Progress	Actions completed	Success Criteria
TM	• Review existing management structures • Design restructure of management structures • Put out to consultation restructure paper. • Cost restructure and allocate funds		🟡	• Complete a review of leadership structures with HR & Finance • Present proposals to Governors	A new leadership structure will be created to meet the demands of an expanding school.
KS	• Appoint middle leaders to be able to take responsibility for • Primary computing • Secondary computing • Food technology		🔵	.	Middle leaders are owning their subject and tracking and reporting on Pupil progress and development.
KS	Train middle leaders to be able to take an active role in monitoring and evaluation of their curriculum area so that all pupils experience outstanding teaching.		🔵	The way data was collected last year was reviewed and form was adjusted. All middle leaders using new forms and providing data.	The quality of monitoring from Middle leaders informs the School Self Evaluation. :
TM	To work towards achieving the school's well-being award for staff and pupils	£3000		Initial audit by SLT and self-evaluation Workload review Well-being week Stakeholders views gathered Staff and Governors informed External Assessor visits	The school will achieve the well-being award. The emotional well-being and mental health of staff and pupils will underpin everything we do as a school.

5.2 Governance development

Lead		Costs	Progress	Actions completed	Success criteria
SK	Clarify and refine the TOR		🟡		
SK	Creation of 'CFC; (Child family and community) committee in order to increase parental engagement and key stakeholder engagement. To expand engagement with the school council		🟡		
Sk	Recruitment of new governors to enhance the governing body following a skills audit To adopt a new IOG to reflect an expanding school Ensure all policies are up to date and conform to statutory requirements		🟡	.	Middle leaders are owning their subject and tracking and reporting on Pupil progress and development.

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T+L commitee	• Conducting learning walks to moderate T+L reports. • Interviewing middle leaders responsible for curriculum • Participate in work scrutiny • Participate in evaluation activities of curriculum innovations e.g Maths Mastery and guided reading • Moderating marking and feedback following evaluation from 2017-18 • Review and provide feedback on SMSC across the curriculum • To review RSE and RE provision maps •	🟡		The quality of monitoring from Middle leaders informs the School Self Evaluation. :
Safeguarding committee	To establish a new safeguarding committee To ensure regular bulletins are forwarded to governors. To hold regular meetings to discuss issues relating to safeguarding in the school Ensure the safeguarding policy is up to date and fit for purpose To review safeguarding practices with the DSL Review and provide feedback to the DSL To ensure ring fenced funding is used apporpiately	🟡		To ensure all the changes in 'Keeping children safe' are communicated and embedded with individual governors.
Resource committee	To establish a resources committee To ensure regular resource bulletins are forwarded to governors. To hold regular meetings to discuss issues relating to budgets and resources in the school Review and provide feedback to the headteacher, SLT, COO	🟡		All ring fenced funding is used effectively to support: Teaching and learning Site development Safeguarding Pupil premium LAC Sports development

Key =	Target Achieved	🔵	Target near completion	🟢	Target started and on track	🟡	Target not yet started	🔴	