

Seven Mills Primary School
London Borough of Tower Hamlets

School Improvement Plan 2017 - 2018

Be Healthy

Stay Safe

Enjoy and Achieve

Positive Contribution

Economic Wellbeing

<p>High Priority: Key Areas for Development</p>	<ul style="list-style-type: none"> • Teaching and Learning of Reading (MH) • Continued Development of Teaching and Learning in Maths (TJ) • Continued Development of Computing (TJ) • Inclusion and Safeguarding (JD & LC) • Collaborative Working with Isle of Dogs Cluster (MH) • Playtime Provision (MH & LC) • Maximising Impact of Support Staff (MH & LC) • Ofsted Preparation (MH)
<p>Medium Priority (Shorter Focuses)</p>	<ul style="list-style-type: none"> • Science (JR) • Teaching and Learning in PE & Effective Use of Sports Premium (JR) • Early Years (CG) • Grammar and Spelling (LN) • Music (LN) • Spoken Language and Communication (LN)
<p>Three-Year Plan</p>	<p>Key areas to review in 18-19 are:</p> <ul style="list-style-type: none"> • Writing
<p>Monitoring (Annual Needs Assessment)</p>	<ul style="list-style-type: none"> • Art; Drugs Education; SRE; D & T; Humanities; RE; PSHE; PE; Music; Gifted and Talented; Extended Schools; Governance; Outdoor Education; Anti-Bullying (including Anti-Racism); Spoken Language and Communication; Effective Learning Environments; Collaborative Working with Other Schools; Parental Engagements and PFA

Enjoy and Achieve/Economic Wellbeing

Area of Development	Teaching and Learning of Reading		Links with Agencies	
Anticipated Impact	<ul style="list-style-type: none"> Greater focus on the teaching and learning of comprehension skills across the school Improved outcomes in reading tests Increased use of Accelerated Reader at KS 2 by targeted children. 		* Isle of Dogs Cluster Reading Project * LBTH training focus – whole-school ‘cascade’ model * LBTH training resources for Comprehension * Accelerated Reader programme support	
Responsibility	Actions	Resources	Target Date	Success Criteria
MH/GA	<ul style="list-style-type: none"> INSET for teachers – systems, expectations, resources Review of what works well Develop bank of resources and strategies for Guided Reading lessons, using LBTH training resources (particularly focus on targeted independent reading activities). 	3 x staff meetings 1 x teacher twilight	Oct 17 Feb 18 May 18	All staff using planning and assessment systems consistently. Staff use a range of strategies in guided reading lessons.
SMT/GA	<ul style="list-style-type: none"> Monitoring of guided reading planning, teaching and learning 	Management time SMT meetings x 2	Dec 17 March 18 July 18	All teachers planning and assessing reading effectively.
MH/GA	<ul style="list-style-type: none"> Monitoring of Reading assessment 	Management time SMT meetings x 2	Dec 17 March 18 July 18	Better consistency of approach feeding into school tracking systems.
CG/LN	<ul style="list-style-type: none"> Directed Reading takes place in Year 1 4 x weekly, using Daily Directed Reading approach – with focus on reading for meaning. 	Additional adults	Dec 17 March 18 July 18	Children are better able to discuss texts they are reading and respond to questions about them.
LN	<ul style="list-style-type: none"> Spoken Language and Communication teacher’s time is focused on time-limited programmes with children with weaker spoken language and comprehension. (<i>see Spoken Language and Communication</i> below) 	Spoken Language and Communication Time	Dec 17 March 18 July 18	Pupils make accelerated progress with spoken language and communication development, which impacts favourably on comprehension of written texts.
ShK/LC	<ul style="list-style-type: none"> Identify pupils best suited to Reading Recovery intervention. Deliver 3 x tranches of intervention (three terms) 	Teaching Resource	Dec 17 March 18 July 18	Early intervention with pupils in Years 1 & 2 who are not making good progress.
GA/MO’C	<ul style="list-style-type: none"> Focus work with individual children Years 5 & 6 to encourage and monitor use of Accelerated Reader Training of individual TAs to encourage and monitor use of Accelerated Reader by focus children in Years 3 & 4 	Reading Tutor Time	Dec 17	Targetted children use Accelerated Reader regularly.

Teaching and learning of reading ctd.				
Area of Development				
SaK	<ul style="list-style-type: none"> Lead on the LBTH training focus on Guided Reading Follow-up training (after twilights) for other class teachers 	Management time Training course fees Staff meeting time	Autumn and Spring term dates	All staff kept up to date with latest strategies and techniques for developing comprehension skills. School's leadership capacity increased.
GA	<ul style="list-style-type: none"> Refresh of reading partners programme (Years 5 & 6 with younger children) 	Management time	Review Dec 17	Older children apply reading skills to support younger children.
MH/LC	<ul style="list-style-type: none"> Review Personalised Learning for Reading Programme Identify pupils for intervention and TAs to deliver Review progress 6 weekly. 	Management time	Dec 17 March 18 July 18	Effective support given to pupils who are making slow progress and/or when coming off Reading Recovery programme
MH/LC	<ul style="list-style-type: none"> Review work of Reading Tutor Identify pupils for intervention timetable Review progress 6 weekly 	Management time	Dec 17 March 18 July 18	Specialist support given to pupils in juniors who are still not decoding fluently.
MH/LC	<ul style="list-style-type: none"> Plan and deliver refresher training in Personalised Learning for Reading to TAs Plan and deliver new (from scratch) training in Personalised Learning for Reading for school and cluster TAs 	Twilight Inset time	Autumn 17 Spring 18	TAs are confident to plan and deliver 1:1 Personalised Learning for Reading sessions with identified pupils.
MO'C	<ul style="list-style-type: none"> Deliver additional small group comprehension sessions in Y5 and Y6 to identified pupils. Monitor progress with small steps. 	Management time	Dec 17 March 18 July 18	Pupils more confident to discuss/identify meaning of texts
MO'C/LC	<ul style="list-style-type: none"> Identify pupils who can best benefit from Lexia programmes. Set up intervention programmes with TAs 	Management time		Targetted support for pupils who are not decoding fluently.
All teachers	<ul style="list-style-type: none"> Peer review programme for guided reading 	Supply costs for release time	Spring 18	Skills in teaching reading within the staff are shared.
All teachers/MH	<ul style="list-style-type: none"> Every class has 15-20 mins of listening to a story at the end of the school day. 		Review Dec 17, March 18, July 18	Even weaker readers have daily exposure to enjoyment of text/structure of stories. Daily opportunities for contextualised vocabulary extension.
MH/GA	<ul style="list-style-type: none"> Training/refresher for Teaching Assistants in effective 1:1 reading interventions (Personalised Learning for Reading) as required Training for new TAs in phonics (cluster training) 	Management time Twilight InSET sessions	Dec 17 March 18	New TAs are confident to deliver Personalised Learning for Reading and support phonics teaching. Experienced TAs are refreshed in strategies.
LC	<ul style="list-style-type: none"> LC takes over tracking of pupils receiving Personalised Learning for Reading intervention 	Management time	Dec 17	Personalised Learning for Reading intervention takes place effectively.

Area of Development					Teaching and learning of reading ctd.				
LN	<ul style="list-style-type: none"> Language level assessments are used accurately to identify children who are vulnerable to underachievement due to weak spoken language, and early interventions put in place. (See LN Action Plan) Whole-school initiatives continue to support awareness of language need and high quality tier 1 teaching. 	Spoken Language and Communication Teacher 0.4	Dec 17 March 18 July 18						
Monitoring and Evaluation									
<p>Dates have been highlighted because a lot of this work is ongoing across the year. Highlights show that the work has already taken place, or been monitored effectively in the current term.</p>								<p>Reported to Governors</p> <p>November 2017</p>	

Enjoy and Achieve/Economic Wellbeing

Area of Development	Teaching and Learning of Mathematics		Links with Agencies	
Anticipated Impact	<ul style="list-style-type: none"> • Numicon is used throughout the school to enhance the learning of children • Standards of pupil achievement remains high • Vulnerable children make expected or better than expected progress 		<ul style="list-style-type: none"> * IoD cluster programme for TAs * LBTH NRich training programme 	
Responsibility	Actions	Resources	Target Date	Success Criteria
SMT	<ul style="list-style-type: none"> • Monitoring of assessment; <ul style="list-style-type: none"> - All classes to complete a start of the year assessment and feed into assessment sheets - Assessment tracking grids to be used appropriately and kept updated - How it feeds into planning their sequence of learning, following AFL activities 	SMT meetings	Sept 17 Dec 17 Apr 18 Jul 18	Assessment grids accurately used and planning of lessons is sequential Progress is tracked across the year and good progress is made
SMT	<ul style="list-style-type: none"> • Monitoring and support of teachers planning, books/assessments/lessons 	Management time	3 x yearly Nov 17	Teachers needing support are identified and teaching/learning is bought in line with the school requirements
TJ, MH	<ul style="list-style-type: none"> • Develop the numicon implementation for EYFS to a daily input focusing on number skills 	Management time	Review at Dec 17, Jun 17	A daily session programme is set up for number teaching A higher proportion of children achieve expected level in number
TJ, MH	<ul style="list-style-type: none"> • Staff training for teachers and TAs (both from Seven Mills and around the cluster) on the use and the implementation of numicon strategies 	Management time	October 17, Nov 17 and as needed	INSET takes place for both TA's and teachers Resource cards are produced and used in teaching sessions Numicon is seen as a resource for all, not just SEN
TJ, GA	<ul style="list-style-type: none"> • Undertake LBTH NRich training • Plan to cascade training to all teaching staff – identifying strong NRich strategies and presenting to other staff. (£900 + management time (one training day per half term	Oct 17, Dec 17 March 18 July 18 May run into 18-19)	NRich strategies are incorporated into the school's teaching by all teachers.

Area of Development					Teaching and learning of maths ctd.					
TJ, MH		<ul style="list-style-type: none"> Continue to monitor the teaching and learning of Year 2 and Year 6 to ensure that children are progressing well towards SATs exams 			Management time		Ongoing		Teachers development needs are identified and appropriate support is provided Year 2 and 6 children are able to identify key aspects of the SATs test and correctly answer them.	
TJ		<ul style="list-style-type: none"> Continue to improve the teaching of mental maths through; <ul style="list-style-type: none"> - 99 club continues to be used within all classes Yr1-6 - Use of the mental maths policy to teach strategies 			Management time		Ongoing		Staff use policy to identify mental maths strategies to teach 99 club has a higher profile within the school.	
Monitoring and Evaluation										
Monitoring work in maths has already been taking place, with lesson observations. Additionally TJ has received moderation training through the cluster (see below).								Reported to Governors		
								November 2017		

Area of Development	Teaching and Learning of Computing		Links with Agencies	
Anticipated Impact	<ul style="list-style-type: none"> • Computing is embedded in topic work and is meaningful to our pupils, with strong pupil engagement and enjoyment • All computing issues are dealt with promptly, meaning minimal impact on teaching and learning • The school website remains up to date and is representative of the success of school life 		* LBTH computing support	
Responsibility	Actions	Resources	Target Date	Success Criteria
TJ	<ul style="list-style-type: none"> • Monitoring of computing planning, teaching and learning and curriculum coverage 	Management time	Dec 17 Jun 17	Planning shows that the curriculum map is followed effectively. Lesson observations show that teaching and learning mean good progress for all children. Curriculum map is followed by all staff.
TJ/LC	<ul style="list-style-type: none"> • E-safety week (WC 5th Feb 2018) to be plan and delivered. Parents session on e-safety to be delivered • New staff are brief on E-Safety teaching 	Staff meeting time Teachers PPA time External training	Feb 18 When appropriate	Children's awareness of e-safety is increased and demonstrated through displays in the school. Parents report an increased knowledge and understanding of e-safety issues.
TJ/MH	<ul style="list-style-type: none"> • School website remains fully up-to-date and includes all the statutory requirements following the recent changes. • School website is used by parents and children to receive updates and information 	Management time	Ongoing	School website is updated to have all the statutory information and is regularly updated to reflect current events at the school
TJ	<ul style="list-style-type: none"> • Transition to new computing support engineer to be managed effectively 	Management time	From Oct 17	New engineer is aware of role and responsibilities within the school. New engineer is able to resolve computing issues quickly and effectively.
TJ	<ul style="list-style-type: none"> • Audit of resources – to be share with staff. Staff to be encouraged to use equipment where possible within lesson to develop computing literacy of children. • Log of equipment in and out to be maintained by SA 	Management time	Nov 17	Lessons show an increase in computing equipment being available to the children and used by them.

Area of Development	Teaching and learning of computing ctd.			
Monitoring and Evaluation				
				Reported to Governors
				November 2017

Be Healthy/Stay Safe/Enjoy and Achieve

Area of Development	Inclusion and Safeguarding		Links with Agencies	
Anticipated Impact	<ul style="list-style-type: none"> • Effective SEND provision for all children • Progress of SEND children monitored and progress made • New Designated Child Protection Person in role • New SENDCO established in role 		* EP, SALT, School Nursing Team, dentist, advisory teachers, Children's Social Care	
Responsibility	Actions	Resources	Target Date	Success Criteria
JD/LC	<ul style="list-style-type: none"> • Working together throughout the Autumn Term to ensure efficient and thorough transferral of information 	Autumn Term handover LC shadowing JD	Dec 2017	LC understand school systems for SEND provision LC have documents in place for continuing the role of SENDCO
LC	<ul style="list-style-type: none"> • LC to enrol on National Award for Special Educational Needs Coordination course • LC to attend the course through IOE • Attend SENDCO conferences 	£1000x2 modules LC to attend 12 face-to-face sessions LC to attend SENDCO conferences	Dec 2017 Jan 2019 Nov 2017, Spring and Summer 2018	LC to have accreditation as SENDCO LC to updated on changes in LBTH as well as national changes to SEND
JD/LC	<ul style="list-style-type: none"> • Ensure School Offer is updated • Learning Support Policy to be updated • SEND register, SALT register and medical needs register to be updated for 2017-18 • 	Management time Staff meetings x2 Governors Curriculum Committee meeting	Dec 2017	All policies updated and all registers accurate for 2017-18 Policies ratified by Governing Body
JD/LC/SMT	<ul style="list-style-type: none"> • LC to introduce provision mapping for children on the SEND register • LC to present to class teachers • LC to work with class teachers to update and review provision maps each term • SMT to monitor progress of SEND children as part of Pupil Progress Meetings each term 	Staff meeting x1 each term LC meetings with teachers Pupil Progress Meetings each term	Dec 2017 April 2018 July 2018	All class teachers completing provision mapping each term with LC Progress monitored in Pupil Progress Meetings each term
JD/LC	<ul style="list-style-type: none"> • LC to be introduced to outside agencies, including EP, SALT, School Nursing Team, dentist, advisory teachers • JD/LC to plan programmes of in-school support for outside agency staff and monitor 	Autumn Term handover	Dec 2017	LC to attend meetings and liaise with agency staff LC to know how to make referrals to appropriate agencies LC to understand how to plan effective provision using agencies

Area of Development				
Inclusion and Safeguarding ctd.				
JD/LC	<ul style="list-style-type: none"> • Ensure Safeguarding Policy is updated and current • LC to attend Designated Safeguarding Lead training • LC to be up-to-date with current legislation and guidance • LC to co-ordinate training for all staff for safeguarding and Prevent • LC to attend Child Protection conferences and reviews • LC to complete a safeguarding audit • Attend LBTH Safeguarding 	LC to attend face-to-face sessions Staff meeting x2 Governors Curriculum Committee meeting	Dec 2017 Nov/Dec 2017	LC to qualify as Designated Safeguarding Lead Policy updated Policy ratified by Governing Body LC to be aware of change to threshold, systems in LBTH and Children's Social Care and ensure action plan is implemented
Monitoring and Evaluation				
				Reported to Governors
				November 2017

Enjoy and Achieve/Economic Wellbeing

Area of Development	Collaborative Working with Isle of Dogs Cluster			Links with Agencies	
Anticipated Impact	<ul style="list-style-type: none"> Seven Mills school improvement work is supported by other schools in the Isle of Dogs Cluster. Seven Mills provides support to other schools in the cluster 			<ul style="list-style-type: none"> LBTH Training (termly SENCo Conference) External Training 'Mentoring; arrangement with another school. Additional Ed Psych support 	
Responsibility	Actions	Resources	Target Date	Success Criteria	
MH (as chair of IoD Cluster 17-18)	<ul style="list-style-type: none"> Full management diary is prepared for 17-18 with shared school improvement planned as identified by heads' strategic planning in July 17. Half-termly heads' meetings take place with agendas and minutes produced. 	Management time (3 days per week non-teaching)	Sep 17, then termly	Shared school improvement takes place across the cluster.	
MH	<ul style="list-style-type: none"> Programme of shared support staff training opportunities at Twilight Inset. TAs attend training in schools other than their own. 	Inset time	Sep 17 Dec 17 March 18	TAs have a more individualised programme of training, and spend time with colleagues from other schools.	
MH	<ul style="list-style-type: none"> Programme of enrichment opportunities across the cluster for Year 5 children. 	Management time	Sep 17 Dec 17 March 18	Pupils take part in enrichment opportunities with children from other schools.	
MH	<ul style="list-style-type: none"> Programme of training in moderation for middle leaders in maths and literacy (writing). Programme of year group moderation for cluster schools (x 2 maths, x 2 writing) Feedback from middle leaders on moderation across the cluster. 	Management time	Sep 17 Dec 17 March 18	Secure moderation of maths and writing across the cluster.	
MH	<ul style="list-style-type: none"> Literacy leadership work on good practice in the teaching of reading across the cluster to share with leadership teams. 	Management time	Nov 17	Good practice is shared across the cluster.	
Monitoring and Evaluation					
					<p>Reported to Governors</p>

Be Healthy/Stay Safe/Enjoy and Achieve

Area of Development	Playtime Provision			Links with Agencies	
Anticipated Impact	<ul style="list-style-type: none"> Children have a wider range of play opportunities during breaks. Playtime behaviour improves to same level as behaviour in class. 			<ul style="list-style-type: none"> Playpods IoD Cluster training programme for TAs 	
Responsibility	Actions	Resources	Target Date	Success Criteria	
MH	<ul style="list-style-type: none"> Phase 1 of building development (IMS building project): new building; canopy; Reception storage; transition from lower to upper playground; playground wall 	£400k	Oct 17	IMS contract completed successfully and within budget.	
MH	<ul style="list-style-type: none"> Phase 2 of playground development (KS 2 playground apparatus) 	£30k	Nov 17	Playground apparatus contract awarded and completed successfully.	
MH	<ul style="list-style-type: none"> Phase 3 of playground development: raised beds/garden; additional shelter; table tennis; playground furniture; Playpods 	£20k if funding available	March 18	Playgrounds developed with a broad range of 'zones' and playtime activities.	
MH/LC	<ul style="list-style-type: none"> New 'mixed' infant/junior playground is introduced Children are briefed on appropriate expectations for behaviour in mixed-age playground. 	Assembly/lesson time	Dec 17	Children of all ages have opportunities for playing together at breaks.	
MH/LC	<ul style="list-style-type: none"> New systems introduced for playground monitoring including a) supervision 'roles' and positions; b) 'time out' visual supports and simple recording system. 	Inset time	Sep 17	Playground supervision staff work to a clear and consistent system for playground supervision and addressing poor behaviour.	
SLT	<ul style="list-style-type: none"> Monitoring of playground supervision 	Management time	Oct 17 Dec 17 March 18	Any inconsistencies in playground supervision are addressed.	
LC	<ul style="list-style-type: none"> Introduction of play leaders (school council work) 	Management time	Dec 17 March 18	Older children support play of younger children.	
MH/LC	<ul style="list-style-type: none"> Training for playground supervision and revisiting of positive behaviour management strategies for all support staff. (Link to Maximising Impact of Support Staff below) 	Inset time	Dec 17	Playground supervision of consistently high standard.	
Monitoring and Evaluation					
Phase 1 of building works not fully complete but well underway – target completion revised to end Nov 17. Playground supervision working well.				Reported to Governors	
				November 2017	

Be Healthy/Stay Safe/Enjoy and Achieve/Economic Wellbeing

Area of Development	Maximising Impact of Support Staff			Links with Agencies	
Anticipated Impact	<ul style="list-style-type: none"> All support staff have a consistently significant impact on pupils' learning. Support staff demonstrate a consistently high standard of positive behaviour management in all context. <p>NB Links to Playtime Provision above</p>			<ul style="list-style-type: none"> Playpods IoD Cluster training programme for TAs 	
Responsibility	Actions	Resources	Target Date	Success Criteria	
MH	<ul style="list-style-type: none"> Support staff have a new performance management target of effective and consistent playground supervision. Performance management target shared with staff. 	Inset time Management time	Sep 17	Support staff understand the playground supervision	
MH	<ul style="list-style-type: none"> In-house twilight INSET for support staff on positive behaviour management 	1 x twilight Inset	Oct 17	INSET takes place	
SLT	<ul style="list-style-type: none"> Monitoring of playground supervision 	Management time	Oct 17 Dec 17 March 18	Any inconsistencies in playground supervision are addressed.	
MH/LC	<ul style="list-style-type: none"> Introduction of Playpod equipment Training from Playpods on the use of Playpod equipment 	Est £8k – tbc Staff training time	Dec 17	Staff understand how to supervise the use of Playpod recycled equipment this provision is successfully implemented.	
LC	<ul style="list-style-type: none"> Introduction to all staff of teacher termly feedback to TAs Teachers provide termly feedback to TAs on a pro-forma SLT review termly TA feedback sheets 	Inset time Management time	Sep 17 Dec 17 March 18 July 18	TA good practice is identified (to be shared); TA training/development needs are identified.	
MH/LC	<ul style="list-style-type: none"> IoD Cluster TA training 'offer' is finalised with twilight dates published. Individual TA training programmes are identified and notified. TAs attend bespoke twilight training programme – including some Seven Mills training and some at other schools. 	Management time – including provision of training offered to whole cluster.	Dec 17 March 18 July 18	IoD cluster TA training takes place and provides a more bespoke training offer for TAs.	
MH/LC	<ul style="list-style-type: none"> Training needs for TAs relating to the Teaching of Reading are identified and met. 	Management Time	Nov 17 March 18	All TAs trained to support teaching of reading.	
MH/LC	<ul style="list-style-type: none"> Support staff training needs relating to Ofsted are identified and met. 	Management Time	Nov 17 March 18	All TAs understand the possible key issues for Ofsted and how school is addressing them.	

Area of Development		Maximising Impact of Support Staff ctd.	
Monitoring and Evaluation			
Twilight on Reading for TAs held 14 th Nov – all TAs initially.		Reported to Governors	
		November 2017	

Enjoy and Achieve/Economic Wellbeing

Area of Development	Ofsted Preparation			Links with Agencies	
Anticipated Impact	<ul style="list-style-type: none"> School is prepared to demonstrate key strengths and ongoing development work during next Ofsted inspection (anticipated in current school year). Evidence for school strengths is easily accessible to inspectors. 			<ul style="list-style-type: none"> * External training – through LBTH Governor Services * LBTH Heads’ Consultative 	
Responsibility	Actions	Resources	Target Date	Success Criteria	
MH	<ul style="list-style-type: none"> Initial review of SEF with: a) SLT; b) governors; c) teaching staff and TAs 	Meeting time	Oct 17	Staff and Governors understand the content of SEF, and feel confident to identify and discuss their contributions to ongoing school improvement.	
MH	<ul style="list-style-type: none"> Initial review of School Improvement Plan with all stakeholders. Curriculum committee meetings are updated on progress towards School Improvement Plan 		Nov 17 March 18 June 18	All stakeholders understand their roles and responsibilities within current school improvement plan	
MH	<ul style="list-style-type: none"> Produce annual detailed report on performance of all cohorts and year groups. Share new ASP with governors 	Governors’ meeting in Nov	Nov 17	Governors updated on full details of achievement from 16-17	
MH, TJ, TL	<ul style="list-style-type: none"> Update website so that it is fully Ofsted compliant and all published sections have been brought as up to date as possible. 	Management time	Sep 17	Website contains all statutory information, plus additional useful information for inspectors.	
TJ	<ul style="list-style-type: none"> Aspects of most recent pupils’ work is shared on website 	Management time	Nov 17, Jan 18, April 18	Website showcases key aspects of good work of school – particularly breadth of curriculum	
MH	<ul style="list-style-type: none"> Plan for staff meetings and TA meetings to focus on key themes within SEF 	£? Short training session from Governor Services trainer for staff	Nov-Dec 17	Staff are confident to discuss key aspects of the school’s work.	
MH, LC, MB/RN	<ul style="list-style-type: none"> Plan for Parent Voice sessions to ensure that any key issues for parents can be raised. Parent workshops to support parental contributions to Parent View Parent Questionnaire about key school improvement initiatives. 	Management time	Nov-Dec 17, Spring term 18	Parental support for the school is evident. Any current parental concerns are identified and addressed.	

Area of Development					Ofsted Preparation ctd.					
LC		<ul style="list-style-type: none"> • Programme of Pupil Voice activities to support pupil contribution to school improvement. • Programme of assemblies to explore/revisit key issues of school's work – with lead/contribution from school council. 			Assembly time School council time		Autumn 17 Spring 18		Pupils are confident to discuss their contribution to key themes within school improvement work.	
Monitoring and Evaluation										
								Reported to Governors		
								November 2017		

Be Healthy/Stay Safe/Enjoy and Achieve/Economic Wellbeing

Area of Development	EYFS		Links with Agencies	
Anticipated Impact	<ul style="list-style-type: none"> Support staff have a direct impact on the development of pupils' language and communication skills due to their consistently high standard of engagement Support staff to feel confident in leading small reading groups 		* IoD Cluster training programme for TAs	
Responsibility	Actions	Resources	Target Date	Success Criteria
CG/TJ	<ul style="list-style-type: none"> Support staff in Nursery and Reception to revisit effective and consistent communication and language models especially in outdoor areas 	To add prompt cards with scenarios with leading statements and questions in outdoor areas	October 2017	Support staff are modelling and scaffolding language in outdoor areas
CG/ TJ	<ul style="list-style-type: none"> All staff to revisit columns "Positive Relationships; what adults could do" and Enabling Environment; what adults could provide" in Language and Communication section for all ages in the Development Matters Document. 	After school planning time to discuss key scenarios and opportunities to develop language	December 2017	Adults to use the Development Matters suggestions in their practice to develop pupils' skills.
CG/TJ	<ul style="list-style-type: none"> Continue to support staff in the Teaching and Learning of reading in EYFS. Include focused small group work in the first half term 	Ensure high quality copies of core books are in both class.	December 2017	For staff to feel confident in leading small group reading tasks
CG/ EM	<ul style="list-style-type: none"> For EM to visit nursery settings to gain insight into good practice 	Time out of class	December 2017	For EM to share good practice with colleagues
CG	<ul style="list-style-type: none"> Attend any Local Authority training sessions including EYFS forum 	Time out of class	Summer 2018	For CG to share good practice with colleagues
CG/ TJ	<ul style="list-style-type: none"> Keep up to date with inputting of data and submission of data to Local authority 	Data documents per child to be highlighted and submitted online	<ol style="list-style-type: none"> October 2017, February 2018, May 2018, June 2018 	For CG and TJ submit data onto the system with dialogue about individual children and their progress For CG and TJ to share any significant information with MH and LC as necessary.
CG /NG/ Parent support workers	<ul style="list-style-type: none"> To ensure that admissions process proceeds in a timely fashion. 	Parent meetings with current Nursery parents. Meet with local nursery. Ensure New Nursery applications are received and dealt with according to the admissions policy	November 2017/ Spring 2018	To have clear systems in place to deal with admissions where parents are kept informed and all children are registered before the 15 th January 2018 deadline.
CG TJ	<ul style="list-style-type: none"> To arrange transition days for new nursery parents and children and all Reception children 	Parents of new Nursery and new Reception children to be	Summer Term	For all New nursery children and all Reception children to have time in their new setting before the Autumn Term.

		invited to visit. Cover may be needed		
Area of Development	EYFS ctd.			
CG	<ul style="list-style-type: none"> To establish links with current feeder nurseries 	Time out of class to visit	December 2017	To have visited at least two main settings to make links with staff
Monitoring and Evaluation				
				Reported to Governors
				November 2017

Enjoy and Achieve/Economic Wellbeing

Area of Development	Grammar and Spelling			Links with Agencies THE Partnership, for updates on assessment, teaching and learning in English	
Anticipated Impact	<ul style="list-style-type: none"> No Nonsense Grammar Programme supports teachers in their planning and delivery of contextualised grammar teaching No Nonsense Spelling Programme supports teachers in the planning and teaching of spelling 				
Responsibility	Actions	Resources	Target Date	Success Criteria	
LN SK	<ul style="list-style-type: none"> Remind staff about the grammar programme Ensure staff all have the sentence toolkit visuals and summarised definitions 	Brief slot in staff meeting	12 th Sept '17	Staff make use of the programme resources and find them helpful	
LN, MC	<ul style="list-style-type: none"> Revisit the spelling programme Share further ideas and activities for teaching spelling Discuss approaches that benefit children who have special needs around spelling 	INSET slot	Nov/Dec '17	Staff discuss their practice in teaching of spelling and good practice is identified and shared	
LN	<ul style="list-style-type: none"> Scrutiny of small sample of discrete and contextualised grammar work in books scrutiny of small sample of spelling journals 		Dec 17 March 18 June 18	Scrutiny is carried out and feedback given; records of monitoring.	
Monitoring and Evaluation					
				Reported to Governors	
				November 2017	

Enjoy and Achieve/Economic Wellbeing

Area of Development	Spoken Language and Communication <i>Links to Key Areas for Development:</i> <ul style="list-style-type: none"> Teaching and Learning of Reading Teaching and Learning of Maths <i>Links to Medium Priority focuses:</i> <ul style="list-style-type: none"> Early Years 		Links with Agencies	
Anticipated Impact	<ul style="list-style-type: none"> Language development intervention (LN) supports development of vocabulary and language structures to improve reading comprehension in Early Years and KS1 Language development intervention (LN) supports development of key mathematical language and reasoning language in Reception Professional development support (LN) focuses on key strategy for language development in maths in Year 4 (Guided Talk) Language interventions are measured for impact, drawing on whole school assessment systems Language Intervention is part of joined-up provision 			
Responsibility	Actions	Resources	Target Date	Success Criteria
LN with CG, TJ, CG, AW	<ul style="list-style-type: none"> ECaT data and Language Levelling are analysed and discussed to identify target groups for language intervention 	Management time	Beg/end Aut End Spr End Sum	Collection of ECaT data and Language Levels takes place at end of each term.
LN	<ul style="list-style-type: none"> Oral language samples are taken in context (reading/maths) to demonstrate chns' use of vocabulary and language structures 	Assessment time with chn Management time	Ongoing, prior and post interventions	Oral language samples inform focuses for language development.
LN	<ul style="list-style-type: none"> Language development interventions related to reading take place in R, Y1 and Y2 Language intervention related to reading takes place in N later in school year 	Teaching time, 2-3 x weekly	Ongoing, half termly/termly; from Spring 2	New vocabulary is drawn from books being read. Language structures are developed to support retelling and inference.
LN with EH	<ul style="list-style-type: none"> LN demonstrates guided talk in maths to Y4 teacher LN supports EH to plan guided talk LN observes Y4 teacher delivering guided talk Use of guided talk is evaluated through discussion and further observation 	Teaching time, in class Planning time Observation, in class Management time	Sept/Oct 17 Feb 18	Peer observation and feedback (LN and EH) supports professional development. Good practice in language development is identified. Guided talk in maths impacts on maths learning for target group.

Area of Development					Spoken Language and Communication ctd.				
LN	<ul style="list-style-type: none"> Language development intervention in maths takes place in R 	Teaching time	Spring term	Target children develop more vocabulary for maths (comparative language) Target children use simple reasoning language when problem-solving					
LN and LC	<ul style="list-style-type: none"> Inclusion Manager and Language and Communication teacher meet at regular intervals to discuss provision of interventions across school 	Management time	Beg/end Aut End Spr End Sum	Overlaps between provision for EAL and SEND are identified					
LN	<ul style="list-style-type: none"> Comparison of pre and post intervention oral language samples Analysis of PM benchmarking (retelling and comprehension focus)progress 		Oct 17, Dec 17, Feb 18, March 18, May 18, July 18	Impact of interventions is monitored and reported					
MH/LC	<ul style="list-style-type: none"> Termly progress monitoring in reading and maths for targeted groups looks at identified EAL groups 		Dec 17, March 18, July 18	Progress of EAL groups is monitored.					
Monitoring and Evaluation									
Scrutiny of spoken language and communication teacher files demonstrate intervention work taking place, with ongoing monitoring of impact and pupil progress.				Reported to Governors November 2017					

Enjoy and Achieve/Economic Wellbeing/Positive Contribution

Area of Development	Music		Links with Agencies	
Anticipated Impact	<ul style="list-style-type: none"> Provision of small group instrumental tuition provides opportunities to extend able children in Upper KS2 Liaison with THAMES and THAMES tutors fosters ongoing musical relationships and opportunities Choir provides opportunities for able singers to extend their vocal skills and technique, and to perform in a small group Enhancement programme is linked to development of composition 		*THAMES Mahogany Opera	
Responsibility	Actions	Resources	Target Date	Success Criteria
THAMES tutor Liaison with LN	<ul style="list-style-type: none"> Small group clarinet teaching for interested and able children in Y5 Small group recorder teaching in Y5 Continued small group clarinet teaching for able children in Y6 	THAMES tutor, weekly, 11 sessions per term.	termly	Children make progress with their playing and can perform together in music assemblies
LN	<ul style="list-style-type: none"> Selected small group recorder teaching for Y5, leading to participation in Recorder Big Band with THAMES 	weekly teaching time, at times leading up to Big Band rehearsals and performance	Across school year	Children extend their skills and technique through participation in an ensemble
THAMES tutor Liaison with LN	<ul style="list-style-type: none"> Small group keyboard teaching for interested and able children in Y6 	THAMES tutor, weekly, 11 sessions per term.	termly	Children make progress with their playing and can perform together in music assemblies
LN	<ul style="list-style-type: none"> Choir offered as an after school club 	1 hour weekly after school	From Aut 2	Children attend choir regularly and demonstrate developing technical skills for healthy singing and voice production
LN with JR	<ul style="list-style-type: none"> Snappy Opera composition and performance project with Mahogany Opera for Y5 	£200 Workshops – 2 days in school Staging - 3 x 2 hours in school Final rehearsal and performance – day and evening at Toynbee Studios – requires adults and transport after school hours	Oct '17 Nov'17 Feb- March'17	Children write music and lyrics for a short opera; children stage and perform their opera to an invited audience

Area of Development					Music ctd.				
LN with class teachers	<ul style="list-style-type: none"> Revisit classroom composition with staff Continue to support development of subject knowledge and practical experience amongst staff 	Staff meeting	Spring term	Staff share the composition work they did last year Staff have bank of ideas to help them continue to explore composition with their new class					
LN	<ul style="list-style-type: none"> Observe THAMES tutors 		Oct 17	Quality control of external teaching takes place.					
Monitoring and Evaluation									
See performance opportunities for children; videos of workshops and performances				Reported to Governors November 2017					

To be completed

Be Healthy/Enjoy and Achieve/Economic Wellbeing

Area of Development	Teaching and Learning of Science			Links with Agencies	
Anticipated Impact				•	
Responsibility	Actions	Resources	Target Date	Success Criteria	
Monitoring and Evaluation					
					Reported to Governors

To be completed

Be Healthy/Stay Safe/Enjoy and Achieve/Positive Contribution

Area of Development	Teaching and Learning in PE and Effective Use of Sports Premium			Links with Agencies	
Anticipated Impact				•	
Responsibility	Actions	Resources	Target Date	Success Criteria	
Monitoring and Evaluation					
				Reported to Governors	