



# **POVEREST PRIMARY SCHOOL**

# **SCHOOL IMPROVEMENT PLAN**

**Start date: September 2016**

## Strategic Intent

### **Mission Statement:**

“Learn together, grow together and succeed together”

### **Our Vision:**

To provide a happy, caring and stimulating learning environment where everyone feels safe and secure, where our children are able to overcome challenges, both social and academic. For our children to become strong, confident learners with a positive outlook on life by equipping them with the knowledge and skills to leave Poverest prepared for secondary school so they can succeed and become whatever they want to be. For every child to develop self-respect, show concern for others rights and feelings and to understand their role of responsibility in today's diverse society

## CHARACTERISTICS OF POVEREST PRIMARY SCHOOL

### Priorities in the preceding Post Ofsted Action Plan

**OFSTED KEY ISSUE 1: To improve pupils achievement by:**

#### School Key Issues:

1. Raising the proportions reaching higher levels in writing and mathematics.
2. Ensuring more-able pupils are consistently challenged in their learning

**OFSTED KEY ISSUE 2: Ensure teaching is never less than consistently good by:**

#### School Key Issues:

3. In KS1, ensuring pupils are given enough opportunities to pronounce new sounds before reading words
4. Ensuring lower-attaining pupils are consistently shown how to apply phonics when writing words.

### End of KS2 2015-16 results:

- 77% attained SS100+ in Reading
- 84% attained SS 100+in Writing
- 60% attained SS100+ in Grammar+
- 81% attained SS100+ in Maths
- 65% attained good level of development

### End of KS2 2014– 2015 results:

- 92 % attained level 4+ in Reading, 50% Level 5,
- 96 % attained level 4+ in Writing, 25% Level 5,
- 88% attained level 4+ in Grammar+ 42% level 5, 0% level 6
- 92 % attained level 4+ in Maths, 42% Level 5, 4 % Level 6
- 79% attained good level of development

### End of KS2 2013– 2014 results:

- 96 % attained level 4+ in Reading, 48% Level 5,
- 96 % attained level 4+ in Writing, 13% Level 5,
- 91% attained level 4+ in Grammar+ 43% level 5, 4% level 6
- 91 % attained level 4+ in Maths, 26% Level 5, 4 % Level 6
- 73% attained good level of development

### End of KS1 2015-2016 results:

- 53% attained expected in Reading (Excluding Unit 58%)
- 38% attained expected in Writing ( “ 42%)
- 61% attained expected in Maths ( “ 59%)
- 30% attained good level of development ( “ 42%)

### **End of KS1 2014-2015 results:**

- 94% attained level 2+ in Reading, 25% Level 3
- 81% attained level 2+ in Writing, 9% Level 3
- 97% attained level 2+ in Maths, 28% Level 3
- 55% attained good level of development

### **End of KS1 2012-2013 results:**

- 81% attained level 2+ in Reading, 22% Level 3
- 70% attained level 2+ in Writing, 11% Level 3
- 81% attained level 2+ in Maths, 19% Level 3
- % attained good level of development

### **Phonics 2015-2016 results:**

- 81% Year 1 children passed 45% Year 2 retakes passed

### **Phonics 2014-2015 results:**

- 71% Year 1 children passed 75% Year 2 retakes passed

### **Phonics 2013-2014 results:**

- 58% Year 1 children passed 50% Year 2 retakes passed

### **Phonics 2012-2013 results:**

- 50% Year 1 children passed 42% Year 2 retakes passed

### **End of EYFS 2015– 2016 results:**

- 76 % attained expected in Reading, 29% exceeding
- 73 % attained expected in Writing, 7% exceeding
- 80 % attained expected in Maths, 18% exceeding
- 73% attained good level of development

### **End of EYFS 2014– 2015 results:**

- 73 % attained expected in Reading, 15% exceeding
- 69 % attained expected in Writing, 8% exceeding
- 84 % attained expected in Maths, 8% exceeding
- 68% attained good level of development

### **End of EYFS 2013– 2014 results:**

- 63 % attained expected in Reading, 2% exceeding
- 63 % attained expected in Writing, 3 % exceeding
- 63 % attained expected in Maths, 16 % exceeding
- 50% attained good level of development

### **What still needs further action?**

#### **EYFS**

- Improve the outdoor learning in provision
- Ensure there is sufficient challenge for the more able pupils so they can continue to make exceeding progress
- Improve progress in reading
- Develop language in mathematics

### **Key Stage 1**

- Ensure that there is sufficient challenge for the more able pupils
- To consistently close the gap for PP pupils across all year groups
- Improve the teaching and learning of writing
- Increase number of higher attainers in reading
- Develop language in mathematics

### **Key Stage 2**

- Ensure that there is sufficient challenge for the more able pupils
- To consistently close the gap for PP pupils across all year groups
- To ensure that writing and maths is evident across the curriculum
- Focus on level 2 pupils for accelerated progress in KS2
- Develop language in mathematics

### **Whole School**

- Improve teaching and learning of computing
- Improve teaching and learning of the Arts
- Improve SMSC - understanding of British Values  
Radicalisation
- Improve standards of learning to meet the New 2014 Curriculum
- Develop Assessment system to meet government requirements

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# **The School Improvement Plan Process 2016-2017**

This School Improvement Plan is a one year plan which links with the School Self Review process and the School's Budget.

The School Improvement Plan has been formulated using information gathered from analysis of data and school attainment together with feedback from all stakeholders including staff, governors, parents and carers and children.

The purpose of the school improvement plan is to review and evaluate the impact of previous developments, identify key areas for school improvement over the coming year and to outline the action to be taken in key areas.

The school budget is matched to the priorities for the School Improvement Plan.

## NEXT STEPS IDENTIFIED FROM SEF

### EYFS

Improve the outdoor learning in both mainstream and provision to make sure that boys in particular reach a good level of development.

- Improve permanent outside areas for all subjects
- Increase amount of time each child is taught to read
- Develop a daily system for Mathematics with same structure as Phonics

### Key Stage 1

Ensure that there is sufficient challenge for the more able pupils

- Provide opportunities for AAR children to extend their learning
- Use provision mapping to provide appropriate interventions
- Teachers specifically for AAR pupils

To consistently close the gap for PP pupils across all year groups

- Boys with reading
- Writing

To improve reading in EYFS/KS1

- Use Power of Reading EYFS
- Use Accelerated Reader for Y1+

To improve writing in EYFS/KS1

- Primary Writing Project

To improve number in EYFS/KS1

- Use Guided Talk for Maths
- Improve resources

### Key Stage 2

Ensure that there is sufficient challenge for the more able pupils

- AAR children to extend their learning working with specific teachers Done
- Teachers to attend mastery training to broaden breadth and challenge
- New books and other learning resources for AAR
- AAR to make more than expected progress from Y2 to Y6
- Teachers specifically for AAR

To consistently close the gap for PP pupils across all year groups

- PP to make more than expected progress
- Additional teaching support for pupils and parents
- Use provision mapping to provide appropriate interventions
- Track and evaluate PP spending

To ensure that many opportunities for English and maths are evident across The Curriculum

- Use Power of Reading
- Primary Writing Project
- Guided Talk for Maths
- Children to apply maths and writing skills within The Curriculum
- Blogging opportunities to promote writing

To improve computing through The New Curriculum

- Develop the use of iPads in school with new apps
- Use of Dojos for tracking behaviour and celebrating achievement



## **OVERARCHING PRIORITIES**

- Raise attainment in KS1 to in-line with national standards
- Raise the proportion of more able children (approx) 40% reaching their potential
- Raise the number of children making more than expected progress
- Improve standards to be in-line with national standards for writing in KS1
- To develop assessment procedures
- To develop computing across The Curriculum
- To improve environment of Provision

## School Improvement Planning 2016-2017

<b>Task</b>	<b>Start Date</b>	<b>Person responsible</b>	<b>Consultation Process</b>	<b>Completion Date</b>
Steering overall process	Sept 2016	SLT	Leadership Meetings Staff Meetings	December 2016
Collating Information for planning of new SIP	Nov 2016	SLT	School self review process Leadership Meetings	Dec 2016
Deciding priorities and aims	Nov 2016	Head Teacher and SLT	Staff, children, parents, governors	Dec 2016
Drawing up 1 year action plans	Sept 2016	All Staff	Staff INSET	December 2016
Drawing up 3 year Improvement Plan	Jan 2017	Head Teacher Governors	Staff INSET Governors meetings	July 2017
Matching Budget priorities to detailed 1 year action plans and 3 year plan	April 2017	Head Teacher Finance Manager Governors	GB meetings	May 2017
Producing and circulating written plan to staff and governors	Jan 2017	Head Teacher and SLT	Staff INSET GB meetings	Feb 2017

## AUTUMN TERM

	September	October	November	December
<b>Performance Appraisal</b>	HT PM	Teacher Appraisal Objective setting	Teach Direct 1 <sup>st</sup> term review	Support Staff Appraisal
<b>Monitoring of Teaching</b>		Lesson Observations – All teachers	Lesson Observations – All teachers	
<b>Scrutiny of Work</b>	Planning English/ maths books – Phase meetings	Planning English / maths books – with lesson observations	Planning English/ maths books – Phase meetings & Staff meeting	Planning English / maths books Moderation with Orchard Primary School of writing
<b>Learning Environment Monitoring</b>	Learning Walk		Learning Walk	
<b>Assessment &amp; Data Analysis</b>	Whole School Data Previous year Analysis Pupil Progress meetings Analysis of previous teacher assessments & targets EYFS Baseline Ass.	Pupil Targets sent home		Pupil Progress Reviews Analysis of teacher assessments & targets BPVS - EYFS
<b>Key Stage school Data Analysis</b>	KS1 & KS2 SATS analysis/Phonics screening	EYFS Analysis/BPVS Bromley Data	Raise On-line & FFT analysis EYFS Baseline	
<b>Inclusion</b>	Statement planning Meetings	Inclusion Meetings	IEP Reviews	Monitor SEN records Identify intervention for Spring term
<b>Subject Leaders Planning and Evaluations</b>	Autumn Term Action Plan			Self Evaluation of Areas
<b>SIP, Review &amp; evaluation</b>			SIP re-written	SIP Progress Review
<b>Governors</b>	Full Governing Body Meeting	Action Plan Monitoring	Learning Walk with SLT	
<b>Stakeholders</b>	Meet the Head Teacher and Teacher	Parent Consultations Open Morning	Open Morning 2	End of Term Celebration of Learning for Parents to see children's learning

# School Review and Self Evaluation Cycle

## SPRING TERM

	January	February	March	April
<b>Performance Appraisal</b>		Teacher mid-year appraisal review HT mid-year PM review	Teach Direct Second Term Review	
<b>Monitoring of Teaching</b>	Lesson Observations – All teachers		Lesson Observations – All teachers	
<b>Scrutiny of Work</b>	Planning English/ maths books – Phase meetings	Planning English / maths books – with lesson observations	Planning English/ maths books – Phase meetings & Staff meeting	Planning English / maths books – with lesson observations
<b>Learning Environment Monitoring</b>		Learning Walk		Learning Walk
<b>Assessment &amp; Data Analysis</b>	Whole School Data Previous Term Analysis	Pupil Progress meetings Analysis of teacher assessments & targets BPVS - EYFS EYFS Moderation HT Pupil Targets sent home		Pupil Progress Review Analysis of teacher assessments & targets
<b>Key Stage school Data Analysis</b>		Predictions for July '17		Analysis of data against targets set for Summer
<b>Inclusion</b>	Year 1 MIST	Inclusion Meetings Identify interventions for Spring 2 at PPRs		IEP Reviews Monitor SEN records
<b>Subject Leaders Planning and Evaluations</b>		Spring Term Action Plan		Staff Evaluation of Areas
<b>SIP, Review &amp; evaluation</b>	Whole staff review of Autumn Term against SDP	SIP Progress Review		
<b>Governors</b>	Full Governing Body Meeting	Learning Walk with SLT		Full Governing Body Meeting
<b>Stakeholders</b>		Parent Consultations		End of Term Celebration of Learning for Parents to see children's learning End of term reports to parents

# School Review and Self Evaluation Cycle

## SUMMER TERM

	April	MAY	JUNE	JULY
<b>Performance Appraisal</b>			Teach Direct Final Term Review	
<b>Monitoring of Teaching</b>		Lesson Observations – All teachers		
<b>Scrutiny of Work</b>	Planning English/ maths books – Phase meetings	Planning English / maths books – with lesson observations	Planning English/ maths books – Phase meetings & Staff meeting	Planning English / maths books – with lesson observations
<b>Learning Environment Monitoring</b>		Learning Walk		Learning Walk
<b>Assessment &amp; Data Analysis</b>	Whole School Data Previous Term Analysis	Pupil Progress meetings Analysis of teacher assessments & targets Phonics Screening/Y2 retakes EYFS Moderation HT Pupil Targets sent home	End of Year Results	End of Year Results for Y6 Pupil Progress meetings with next teacher too. Analysis of teacher assessments & targets
<b>Key Stage school Data Analysis</b>		Phonics Screening/Y2 retakes EYFS Moderation HT	KS1 Results EYFS Results	KS2 Results
<b>Inclusion</b>	Year 1 MIST	Inclusion Meetings Identify interventions for Spring 2 at PPRs	KS2/KS1/EYFS results for SEN/Provision	IEP Reviews Monitor SEN records
<b>Subject Leaders Planning and Evaluations</b>		Spring Term Action Plan		Staff Evaluation of Areas
<b>SIP, Review &amp; evaluation</b>	Whole staff review of Autumn Term against SDP	SIP Progress Review		
<b>Governors</b>	Full Governing Body Meeting	Learning Walk with SLT		End of Year Results for all Year Groups
<b>Stakeholders</b>		Parent Consultations		End of Term Celebration of Learning . End of Year Reports for Parents

## **School Improvement Aims**

**In partnership with parents, staff, governors and the wider community we aim to continue to:**

- To work collaboratively to continue to raise standards.
- To develop a shared understanding of learning and how pupils take ownership for their progress.
- Provide a fun and engaging curriculum with a wide range of educational and social activities appropriate to the ability and needs of our pupils.
- Create a stimulating environment which challenges learning through high quality teaching, fascinates the children who are eager to learn more.
- Have high expectations of all stakeholders
- To empower children to become independent learners, reaching their full potential.
- For some of our children to overcome additional barriers to learning so they can achieve success and feel comfortable with others.
- To embrace extended school's provision.
- To work with all families and members of the local community to involve them in making our school an outstanding one.

### **Aims of the School Improvement Plan**

- To set challenging targets in the curriculum and whole school environment to raise achievement and attainment for all pupils
- To raise expectations and standards of learning and teaching
- To provide high quality resources (including computing) throughout the school ensuring quality and appropriate provision at all stages of children's development
- To provide staff with appropriate resources and training to enable them to improve their practice and carry out teaching more effectively
- To provide inclusive and fully integrated curricular provision to enable children to fulfill their potential
- To provide a safe and secure learning environment which enables children to continue to treat others with understanding & respect (new fencing to secure site)

### **Leadership and School Organisation**

- To enable staff with leadership responsibilities to be accountable for high standards and achievement (particularly middle leaders)
- To enable teachers to achieve high standards and achievement within their classroom
- To increase involvement of disengaged parent and carers in children's learning and their own

### **Staff Development**

- To improve the standards of learning and teaching in all areas at school
- To improve peer and self assessment
- To improve the teaching and learning of phonics using Letters and Sounds in both Key Stages
- To embed a cursive handwriting
- To continue to improve the teaching of writing
- To continue to improve the teaching of AAR pupils
- To improve teacher confidence in the teaching of physical education
- To develop the role of subject leaders in monitoring, evaluating and leading children's learning

## Raising Standards and Curriculum Development

Key Priorities	Key Objectives	Key Outcomes	Progress
1. Raise attainment in KS1 in all areas to at least in line with national standards	<p>Children to be in line with national standards</p> <p>Improve proportion of Summer born closer to national standards</p> <p>Reading attainment in Year 2 in line with national standards</p> <p>Improve proportion of children closer to higher national standards in writing and mathematics</p>	<p>Our more able pupils to make appropriate attainment</p> <p>Identified groups have their learning needs met so they achieve their potential and where necessary accelerated progress</p> <p>Comprehension skills to be improved so our children achieve in-line with national standards or better</p> <p>Children's writing skills to be improved so our children achieve in-line with national standards or better</p>	<p>Percentage of 110ss+ maths raised from 6% (2016) to 20% '17</p> <p>Percentage of 110ss+ writing raised from 3% (2016) to 15% '17</p>
2. Raise the proportion of more able children	<p>Raising the proportions reaching higher levels in writing and mathematics.</p> <p>Increase number of pupils making equivalent to three levels of progress</p> <p>Ensure more-able pupils are consistently challenged in their learning</p>	<p>First Quality Teaching for more able children to ensure accelerated progress</p> <p>Children's progress to be identified through PPRs and those who should be making accelerated progress or need to make accelerated progress to be identified</p>	<p>Increase in percentage of children attaining a higher standardized score 110 +</p> <p>Increase number of children achieving places at grammar schools/super selective school</p>
3. Raise the number of children making more than expected progress	<p>Increase in number of children making more than expected progress in identified areas</p>	<p>First Quality Teaching for children requiring support to make greater than expected progress</p> <p>Children's progress to be accelerated where identified</p>	<p>Increase in percentage of children making more than expected progress from Y2 - 100 +</p>

4. Improve standards to be in line with National standards for writing	To close the gap particularly PP children in Y3 and KS1  The gap will be closed to be in line with Y4Y6	Children to be part of the Primary Writing Project to be part of the stimulus to continue to improve our writing across the school	Increase standards in writing to fall in line or beyond the national standards
5. To improve environment of Provision	To continue to develop outside learning opportunities with seven areas of learning and (trips, visitors) For cross- curricular links where possible  For learning to be accessible for our autistic children	Children to have an outside classroom which is suitable for learning in all weathers  Outside area which reflects that of our FS2 classroom for our reception children in the Provision	Outside area to be developed and completed by July 2017.(on hold due to access which could ruin the new surface)

## Evaluation of Progress made in Year 2015-16

Responsibility Area: To continue to raise standards, attainment and progress in Literacy, especially writing

### The progress towards achieving our targets and success criteria:

Our best ever scores in Phonics improving from 71% to 81% pass.

Attainment in Reading was above national standards by the end of Year 6 in all ability groups apart from AAR. KS1 classes achieved below national attainment in all areas.

Attainment of pupils in reading is still below national in our EYFS. Letters and Sounds continue to be taught every morning to support the children's reading. Book corners continue to be improved and children have been using Power of Reading and Accelerated Reading from Y2 to encourage children but specifically boys with the competition of improving their comprehension scores since Jan 2016.

Our combined KS2 Reading, Writing & Maths expected score was 65% compared to 53% nationally and matched LA

Above Expected Progress at KS2: 59% in Reading, 81% in Writing, 56% in Maths

The percentage of prior lower attaining pupils who reached the new expected standards in Reading = 75%, Writing =50%, Maths = 50%

The percentage of prior high attaining pupils who reached the new greater depth standards in all areas = 16%

In KS1 our pupil premium children outperformed our non-PP at the expected standard in all areas.

In KS1 our pupil premium children outperformed our non-PP working at greater depth in Reading but not in writing and Maths

Our pupil premium children (KS2 Y6) achieving expected for Reading 64%, non PP 85%

Our pupil premium children (KS2 Y6) achieving expected for Writing 82%, non PP 85%

Our pupil premium children (KS2 Y6) achieving expected combined was 46%, non PP 75%

Our pupil premium children (KS2 Y6) for progress made + 0.004 in Reading, Writing 2.3, Maths - 0.8

Only two of our pupil premium children made below average progress in Reading & Writing

All teaching continues to be good or better



**Further action still required in this area:**

Increase % pupils attaining expected + in all areas for KS1.  
Increase % pupils attaining greater depth in writing and maths for KS1.  
Increase % pupil premium pupils working at greater depth in writing and Maths

Responsibility Area: To continue to raise standards and progress in maths

**The progress towards achieving our targets and success criteria:**

Our pupil premium children (KS2 Y6) achieving expected for Maths 73%, non PP 80%  
Only four of our 11 pupil premium children made below average progress in Maths  
Attainment in Mathematics is above national expected standard by the end of Year 6 apart from at greater depth where we are 0.9% below  
56% of pupils made above expected progress in Maths  
T-team challenge to encourage children to learn their multiplication tables not as effective as previous year  
Boys and Girls achieved above national standards at expected.  
Pupil Premium children 73% achieved about national standard of expected 70%

KS1

56% expected at maths ( nat 73%)  
6% greater depth at maths ( nat 18%)  
71% of boys compared to 62% 2015 achieved the expected standard for maths  
31% of girls achieved the “ “ “  
Pupil Premium 64% achieved expected standard, 44% of non-PP achieved expected  
EAL children only 25% “ “

**Further action still required in this area:**

Improve attainment in maths to be closer to LA  
Improve attainment for our more able children to achieve greater depth in Y2.  
Improve attainment for our more able children to achieve “ “ in Y6  
Improve progress for children from KS1 to KS2 to match progress in reading and writing  
Continue to improve childrens written and mental mathematics skills with a clear differentiation between the different strategies.  
More opportunities to solve puzzles and take part in interactive mathematics tasks and/or activities.

Responsibility Area: To improve standards in Science across the school

**The progress towards achieving our targets and success criteria:**

KS1 79% at expected LA 87% (no greater depth for science)  
Last year 95% achieved 2b last year  
Girls attainment has dropped from 100 to 77% (SEN – 38% in one from Provision)  
Improved results in KS2 2016 87% expected LA 88% and National 81%  
SL attended training on The New Curriculum and delivered termly staff meetings.  
New resources bought for school e.g. thermometers in every class  
Boys achieved expected last year 93% and this year 83% which is mirroring LA/National  
Pupil Premium boys 2/5 did not achieve expected  
“ “ girls 6/6 100% achieved expected  
Girls “ “ “ 100% 93% “ “

**Further action still required in this area:**

Continue to focus on children developing their Sc1 skills using ‘ways of finding out about the world’.  
Further develop children’s recording skills.  
More evidence of Maths/English targets being used in Science  
Links with secondary schools to be developed to teach in Years 5/6

## Responsibility Area: To ensure there is outstanding provision and learning experiences for children in the EYFS

Early learning goal trends:

- Physical development has stayed the same and 1% down on health and self-care due to one child with medical needs.
- Managing feelings and behaviour is 4% lower due to two children with behaviour issues and one child in the autistic provision.
- Mathematics is lower than last year 4% in number and 5% in SSM due to the children coming into reception working significantly below age related and with SALT.
- People and communities & the world is lower than last year due to the understanding of some children.

Everything else was higher than last year with an improvement of 7% in reading and 4% in writing.

We had an issue with mobility during this year starting with admissions thinking that we were full when we only had 24 children in each class which led to children arriving at various times during the year with the final total being 27 children in each class plus one child in the provision. This included one exceeding child in all areas moving away with his army family for 6 months and wasn't included in this data but has now returned in year 1. Three children moved into safe houses and 50% of the children received SALT with 20% being daily throughout the year.

**How many children achieved their good level of development (GLD)?** 40/55 children met the GLD 20ch in Walnut class and 20ch in Willow class. **2015** 68% GLD **2016** increased to 73% GLD

**Children who did not achieve the ELG or ELG+ in all of the following areas of learning; PSED, PD, C&L, L and Maths:**

**Walnut Class- 7 children- 2 FSM, 3 boys, 4 girls, 2 SALT, 1 EAL, 3 SB.**

**Willow Class- 7 children- 3 FSM, 4 boys, 3 girls, 5 SALT, 2 SEN, 6 SB.**

**Ash Class- 1 child- 1 girl, 1 SB, 1 SEN.**

25 boys & 30 Girls:

Communication and language: boys out performed girls in all areas except listening and attention

Physical development: girls were higher in moving and handling but 100% of boys achieved the ELG in health and self-care.

Personal, social and emotional development: boys out performed girls in all areas.

Reading 80% of boys compared to 76.7% girls

Writing: 73.3% girls compared to 72% boys

Mathematics: boys out performed girls in all areas.

People and communities, the world, technology 100% and being imaginative boys out performed girls in all areas. Girls did better by 1.3% in using media and material.

Further Action still required:

- Continue to improve the number of children exceeding in all areas including the 29% in reading last year which was 15% in 2015 and 18% in number which was 10% in 2015. There was only 1% difference in writing.
- Carry out daily number songs, chanting & games to improve mathematics
- Forest school will be carried out in the Autumn Term for both classes to help with fine motor skills and topic knowledge.
- Use Talk for Writing to enhance English skills
- Ensure there is outstanding provision in all areas in the outside area.
- More parents to attend weekly phonics/support 1:1 reading in school
- Daily reading within the phonics lesson to take place to reinforce the sounds that have been learnt.

## Responsibility Area: To provide high quality and well differentiated provision for vulnerable pupils

### **The progress towards achieving our targets and success criteria:**

Intervention programmes were well planned for based on pupil progress information.

Monitoring, training and support with delivering interventions was effective at improving quality of intervention support.

Most vulnerable children had a clear understanding of their targets and had opportunities to work on them.

Inclusion meetings and support from inclusion team were effective at identifying and implementing targeted support and reviewing regularly.

Improved differentiation for children with additional needs were planned for in most classes.

Effective in class support took place to ensure attainment of vulnerable groups is raised.  
Inclusion team established - worked effectively and were clear of their roles and responsibilities through weekly meeting and improved communication.  
Effective early identification of children with SEN in EYFS through effective links with outside agencies.  
Improved attendance and effective meetings to target parents of children with low attendance.  
Play therapist one day a week

**Further action still required in this area:**

Further develop strategies to ensure children are involved in their IEP targets and are more aware of how they are progressing.  
To further develop staff skills with wave 1 teaching to support children with autism.  
Three intervention PTPs to work with targeted children on daily intervention programmes e.g. Number/WordShark  
Continue to liaise with other Specialist schools/provisions on moderation and assessment, joint activities with the children

Responsibility Area: ICT

**The progress towards achieving our targets and success criteria:**

Use of ICT to develop mathematic skills through 'MyMaths'. Progress for every child was saved on the system and children rewarded with virtual certificates based on their progress and achievement.

Typing skills developed through '2type' Children's individual progress was saved on the computer system.

All classes kept website updated with the learning and progress of the children, including useful information and evidence of learning through work and photographs. Sharing special events also occurred on ClassDojo.

Teacher used ICT across a range of subject areas, mainly using iPads, and children used ICT as a tool to enhance their learning.

Children in years 5 and 6 ran their own 'blogging' website and updated weekly with examples of their writing as part of the 100 Word Challenge.

Computer programming occurred through Beebots in KS1 and with web based applications in KS1 and KS2 , for example 'Scratch', J2E and 2Simple's Purple Mash collection.

A considerable amount of staff training occurred on the use of iPads to teach both computing and computing skills across other subjects.

A new curriculum was introduced and reviewed with changes planned or 2016/2017 to improve it further.

Esafety included in every lesson as well as a specific Esafety curriculum and parent sessions.

**Further action still required in this area:**

Increase blogging across the school with children's own celebration area on class dojo.  
Develop assessment format for the new computing curriculum.  
Continued training for iPads for staff and children

## CPD PLAN FOR SCHOOL IMPROVEMENT

Meetings/ times	Autumn 2016	Spring 2017	Summer 2017	
Staff meetings	Tuesday, 6 <sup>th</sup> Sept Tuesday, 13 <sup>th</sup> Sept Tuesday, 20 <sup>th</sup> Sept Tuesday, 27 <sup>th</sup> Sept Tuesday, 4 <sup>th</sup> Oct Tuesday, 11 <sup>th</sup> Oct Tuesday, 18 <sup>th</sup> Oct Tuesday, 8 <sup>th</sup> Nov Tuesday, 15 <sup>th</sup> Nov Tuesday, 22 <sup>nd</sup> Nov Tuesday, 29 <sup>th</sup> Nov Tuesday, 6 <sup>th</sup> Dec Tuesday, 13 <sup>th</sup> Dec Tuesday, 20 <sup>th</sup> Dec	iPad training PHSE programme – Jigsaw Child Protection Interventions data Maths Week/Literacy (Accelerated Reader) Pupil Progress Reviews with Parents Reading – how can we improve? Maths – Guided Talk Science assessment iPad training (2 hours) R.E. & Xmas arrangements Assessment of groups Writing moderation with <b>Orchard</b> Nativity – Staff to help 6pm Review of term	Tuesday, 10 <sup>th</sup> January Tuesday, 17 <sup>th</sup> January Tuesday, 24 <sup>th</sup> January Tuesday, 31 <sup>st</sup> January Tuesday, 7 <sup>th</sup> February Tuesday, 21 <sup>st</sup> February Tuesday, 28 <sup>th</sup> February Tuesday, 7 <sup>th</sup> March Tuesday, 14 <sup>th</sup> March Tuesday, 21 <sup>st</sup> March Tuesday, 28 <sup>th</sup> March	Art Maths – Guided Talk Science Moderation iPad training Parent/Pupil Review Primary Writing Project Assessment iPad training Science AT1 Maths moderation with Orchard Assessment
Additional Twilight INSET	27/9/16 22/11/16	2 hours iPad training 2 hours iPad training	16/1/17 5-6/4/17 10-11/4/17	Equality Review Easter School for Year 6
Staff development days	Thursday, 1 <sup>st</sup> Sept INSET  Friday, 2 <sup>nd</sup> Sept INSET  Monday, 14 <sup>th</sup> Nov INSET	Review mission statement/vision Review SIP Positive Handling Planning for the year/ Reading/Books/Computing Primary writing Project	Tuesday, 3 <sup>rd</sup> January INSET	iPad training

CPD (other)

**Sally Weeks**

Effective Supervisory Skills: Facilitating Reflective Practice & Critical Thinking

HR - Leadership Skills: Challenging Conversations and how to manage them

CSE Focus Multi Agency Seminar Safeguarding Bromley's Children and Young People in a Digital World

Raise Online Training

Developing Confidence in Working with Diversity

**Emma Wilson**

Group 3 Safeguarding Children

**Paul Haylock**

FFT Aspire Training

**Geraldine Mills**

National Award for SEN Co-Ordination Autism and Social Skills Conference

**Kelly Hann**

Developing Middle Leaders Programme ( London Institute) Level Two

**Kerry Collinstone**

Developing Middle Leaders Programme ( London Institute)

Level Two

**Kerry Boorman**

Designated Teacher Training Designated Safeguarding Lead

Epi-pen,

Diversity,

Autistic behaviours,

Managing the control of medication in school,

Children with medical needs, Supervision

**Rachael Gavin**

Level 1 - Early Leadership Programme

Safer Recruitment: Guide to the Safer Recruitment of School Staff

**Kelly Hopper**

Developing Mathematics in KS2

Subject Leader Network Meeting

**Elisa Irwin**

Early Reading and Systematic Synthetic Phonics

**Yvonne Baxter**

Autism and Social Skills Conference

**Ellie Bowley**

Developing Mathematics in KS2

**Cecilia Christophers**

Developing and Mastering Mathematics in KS1

**Ceri McDonald**

Reading Recovery Forest School First Aid Training

**Vicki Gutmann**

Implications for Teaching, Learning and Assessment in Year 6

**Stuart Greenwood**

Safeguarding Bromley's Children and Young People in a Digital World

**Mid-day**

**Supervisors/PTPs**

Total of 12 members of staff completed a half day First Aid Training

**Sally Weeks**

HT Briefing about Statutory Teacher Assessment and External Moderation and Monitoring in 2017 (Jan'17)

Girls on the Autism Spectrum Conference (Jan'17)

Multi Academy Trust Conference (Feb'17)

Multi Agency Partnership Event: Emerging Issues; Who's the Lead (Feb'17)

Safeguarding - ESAC Forum (Feb'17)

SEN Support Event (Feb'17)

Multi Agency Partnership Event: Aspirations for our all CYP; Especially the Vulnerable (March'17)

School Pupil Tracker: Behaviour Plug-in and DFE Interim Standards - preparing for KS assessments (March'17)

Group 4/5 Safeguarding Children: A Multi-Agency Approach REFRESHER (March'17)

**Emma Wilson**

Managing Allegations against staff who work with Children (Jan'17)

EYFS Profile Agreement Trialing: Moderating EYFSP Teacher Assessment (March'17) Initial Teacher Training Symposium (March'17)

**Paul Haylock**

School Pupil Tracker: Behaviour Plug-in and DFE Interim Standards - preparing for KS assessments (March'17)

**Geraldine Mills**

SEN Support Event (Feb'17)

**Kelly Hann**

Developing Middle Leaders Programme ( London Institute) Level Two

**Kerry Collinstone**

Developing Middle Leaders Programme ( London Institute) Level Two

**Rachael Gavin**

Early Leadership Programme (London Institute)

**Kelly Hopper**

Maths Subject Leader Network Meeting (Feb'17)

**Elisa Irwin**

EYFS Profile Agreement Trialing: Moderating EYFSP Teacher Assessment (March'17)

**Kerry Boorman**

Safeguarding - Effective Supervisory Skills (Jan'17)

Supporting Staff,

Lead medical co-ordinator, Bereavement,

Autism awareness,

SEN Deputy,

Practising medical personal, diabetes,

First Aid at Work

**Cecilia Christophers**

Maths - Fluency, Problem Solving and reasoning in KS1 (Jan'17)

**Jude Simpson-Williams**

Moderating Teacher Assessment Judgements of Writing in Year 6 (March'17)

Achieved	Partially Achieved	Still an action
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**English Action Plan**  
**ENGLISH ACTION PLAN**

Responsibility Area 2:		Lead person: Kelly & Kerry		Link Governor	
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
<p>1. <u>Reading Attainment:</u> Above age-related children to raise their scaled score after each star test by a minimum of 40 points per term.</p> <p>July 2016 – SEN YR2 - All did not pass the phonics test in year 1.</p> <p>July 2016 – Yr4 reading SEN low</p>	<p>1.1 Look at Accelerated Reader data and measure progress &amp; attainment of these children.</p> <p>1.2 Termly learning walks to monitor guided reading.</p> <p>1.3 To monitor the Accelerated Reader quizzes monthly-are these children reading the appropriate texts?</p> <p>1.4 -Monitor guided reading records across all year groups</p> <p>1.5 Arrange an author visit to promote writing and reading.</p>	<p>Monthly</p> <p>Beginning of each term 2016-17</p> <p>Monthly</p>	<p>This area is on-going. Summer term learning walk will be booked on leader's day out of class.</p> <p>These are sent out or reminded via email. KC has randomly checked with teachers about their progress and the impact of AR.</p> <p>Jack Trelawny – Autumn Term.</p>	<p>Release time for subject leaders for learning walks</p>	<p>Release time for subject leaders for learning walks</p>
<p>2. <u>Attainment:</u> To close the gap between PP and non PP children across all areas of English in all key stages.</p> <p>July 2016 – (PH) PP children outperform non pp children in Reading in years 1,2,4,5.</p>	<p>2.1-Monitor the impact of Accelerated Reader (for Years 2-6).</p> <p>2.2 –Ensure PP children (who are not in line with age related levels) are receiving appropriate interventions by checking Pupil Progress Reviews and provision maps.</p> <p>2.3-Ensure there is quality first teaching across all key stages for writing by observing writing lessons, with a focus on PP, by SLT</p> <p>2.4 – Encourage parent volunteers to come in and read. Ensure PP are on the key list in each class. Add this to the newsletter.</p>	<p>Monthly</p> <p>½ termly PPR meetings</p> <p>Termly</p> <p>September (Newsletter) throughout the year.</p>	<p>Addressed issues in particular classes with teachers to raise standards.</p> <p>Term 1 – some checking but an area to develop. To be checked on release day now we have term 2 data.</p> <p>Still to complete.</p> <p>Completed by year4 (posters). Some parents have started to come in. Some could not keep the commitment.</p>	<p>Release time for subject leaders for lesson observations</p> <p>Intervention resources</p>	<p>Staff to deliver interventions</p>

Responsibility Area 2:		Lead person: Kelly & Kerry		Link Governor	
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
<p>3. <u>Attainment:</u> To raise attainment in Grammar, punctuation &amp; spelling in Key Stage 2 to be in line with national KS2 test results.</p> <p>July 2016 – Yr5 writing SEN low</p> <p>July 2016 - YR 5 girls writing low.</p>	<p>3.1- Ensure all KS2 classes are teaching an explicit SPAG lesson daily between 9:10-9:30 by checking class timetables. 3.2- Complete learning walks to observe SPAG daily teaching.</p> <p>3.2-Book scrutinies of writing books.</p> <p>3.3-Check each KS2 class pupil progress review meetings to identify vulnerable groups/children.</p> <p>3.4- Buy Pie Corbett grammar books for all staff to raise the standards and interest of SPAG lessons.</p> <p>3.5 – Share feedback of good practise to the rest of the staff and encourage staff to observe each other.</p>	<p>Autumn 2016</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Autumn 2016</p> <p>Throughout the year.</p>	<p>All KS2 teach grammar or phonics although year 6 are working on their SPAG tests perhaps needed more grammar intervention.</p> <p>Completed. Most books are of a good standard with regards to marking but discussions from cluster meetings have suggested some changes that need to be discussed with HT.</p> <p>Discussed with HT not to buy. Some staff have bought their own. KC has made a Pie Corbett PP. Meetings with handouts have been held instead.</p> <p>Feedback on writing books have been extended to the teachers and during literacy meetings but observations are restricted to HT dissemination.</p>		
<p>4. <u>Attainment:</u> To raise attainment in reading and writing in KS1 and KS2 to be in line with set school target.</p> <p>July 2016 –(PH) Year 2 SEN group in reading made low progress.</p>	<p>4.1-Observe guided reading lessons across KS1.</p> <p>4.2-Monitor guided reading teacher assessment records.</p> <p>4.3-Ensure vulnerable chn and BAR chn have been identified and are receiving additional support.</p> <p>4.4-Monitor end of term data to ensure that KS1 chn are working in line with the set school target.</p>	<p>Termly.</p> <p>Termly liaison with Paul</p> <p>Termly liaison with Paul</p>	<p>Most classes have been observed once or twice in this area.</p> <p>On-going and was done during a reading meeting and discussed. Some plans were adapted to be more useful as they were quite time consuming to fill in. - Spring Term.</p> <p>Discussed with KS2 staff and some children have been identified for extra intervention. Discussed and acted upon by SLT</p>		

Responsibility Area 2:		Lead person: Kelly & Kerry		Link Governor	
Outcomes: What success will look like for children					
Target	Action	Target Date (Assessment leader)	Monitoring and Impact (Dated evidence)	Resources	Funding
<p>5. Teaching and learning: To monitor the impact of streaming in phonics.</p>	<p>5.1-To ensure quality first teaching of phonics with a termly learning walk. 5.2-Ensure that PTPs are supporting children's learning within the phase they are assigned to. 5.3-Monitor the progression of all children and meet with staff to discuss movement. 5.4 All PTPs to complete peer observations of phonics groups to ensure all staff are consistently teaching letters and sounds.</p>	<p>Half termly  Phase meetings  By Christmas 2016</p>	<p>KH has completed 2 learning walks. Summer Term still to complete. KH – organised and keeps this part organised.  Discussed at both phase meetings.</p>	<p>Subject leader release time  PTP release time</p>	
<p>6. Teaching and learning: To embed the Primary Writing project into the teaching of English across all Key Stages.</p>	<p>6.1-Meet with Project leaders (Emma, Sally &amp; Paul) to gain information and knowledge about the project. 6.2-Ensure that all information is assimilated to staff at phase meetings. 6.3-Monitor planning to ensure that talk 4 writing is embedded into the teaching of English effectively.</p>	<p>Receiving training through staff meetings.  Phase meetings  Paul/Sally/Emma to lead</p>	<p>Talk for Writing information has been led by SLT through meetings.  Paul has mentioned about saving plans for next term. To be actioned.</p>		
<p>7. Teaching and learning: To raise the profile of both reading and writing through outdoor learning and communal areas, with a focus on</p>	<p>7.1 Monitor planning to ensure that outdoor learning is taking place. 7.2 To improve the outdoor reading/writing area in the playground for Y1-6 children during lunchtimes. 7.3-Work alongside the MDS &amp; School Council to manage these areas during</p>	<p>By Christmas 2016  Oct 2016</p>	<p>Sponsorship money will be used to make the outside area more effective. Plans will be discussed between KC and KH.  Library is mainly being used for intervention or KS2 at lunch time for quiet time.</p>		



Responsibility Area 2:		Lead person: Kelly & Kerry		Link Governor	
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
vulnerable groups. (Each class to plan for at least once every half term).	lunchtimes.		Completed Autumn term.		
	7.4- Organise the school library area.	Oct 2016			
	7.5- Arrange to have children as library monitors.	Oct 2016	Completed Autumn Term.		
	7.6- Timetable the library so that it is used effectively by all children.	Oct 2016	On-going and successful. At least £600 raised so far for books which Year6 have benefitted from.		
	7.7- Arrange the Scholastic book fair to raise the profile of reading and raise funds for further books.	Oct 2016			
8. Managing equal opportunities across English and all Key Stages.	8.1 Order more bilingual books that suit the needs of our diverse community.	Oct 2016	Ordered and with CM		
	8.2 English week will have the theme of 'Around the World' based on involving a range of cultures, appropriate to the cultures of the children and families in our school.	March 2017	Changed to a doorway theme to open this out.		
	8.3 Plan a storyteller visit for English Week to tell stories from a range of cultures, suitable for our school. NA	March 2017	No budget.		
Responsibility Area 2:		Lead person: Emma & Kelly			
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
1. <u>Attainment:</u> 100% of above age-related level have a raised ZPD scale score after each star test.	1.1 Half termly learning walks, identifying those who are AAR (daisy).	Summer 2016	1.1 Half termly learning walks show the daisy is being used.	Release time for subject leaders for learning walks	½ termly subject leader release for learning walks
	1.2 Look at Pupil Progress Review data and measure progress & attainment of these children.	Half termly Spring 2016	1.2 Pupil data shows these children have made expected progress.		
	1.3 Whole school writing moderation		1.3 All teachers confident with levelling of children's work. (new standards to become confident with next year)		
	1.4 To monitor the AR quizzes-are these children reading the appropriate texts?		1.4 The children's zone of proximal development (ZPD) is at a consistently high level.		
	1.5 Monitor books during book scrutinies.		1.5 Evidence seen in all books of higher level cross curricular writing.		
2. <u>Attainment:</u>	2.1-Monitor the impact of Accelerated	-AR training-	2.1-To monitor the AR quiz results and ZPD	Lots of time to	-Accelerated

Responsibility Area 2:		Lead person: Emma & Kelly			
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
To raise the number of pupils achieving above age related levels across English to 25% in each class.	<p><b>Reader.</b></p> <p>2.2 -Look at Pupil Progress Review comments and measure the interventions for these children.</p> <p>2.3 Ensuring teaching staff are aware of the expectations for writing</p> <p>2.4-Subject leaders to attend training on Accelerated Reader (AR) programme.</p> <p>2.5-Subject leaders to deliver training to all staff on AR.</p>	<p>Autumn 2015</p> <p>-Subject leader release for AR training</p> <p>Spring 2016</p>	<p>levels. Are children making the expected progress?</p> <p>2.2 Pupil progress reviews show the number of AAR children are increasing each half term. School Pupil Tracker Online shows that there is a higher proportion of children working at an above age related level.</p> <p>2.3 All staff are confident to level their children's work</p> <p>2.4 &amp; 2.5 All staff knowledgeable on the programme and confident to deliver it effectively.</p>	organise AR and order new books	Reader Programme = £3000 (+ additional cost of £2000 for books)
<p>3. Attainment:</p> <p>To raise attainment across English to ensure that we are in line with the national average (60-85%).</p>	<p>3.1 -Implement funky fingers &amp; playdough gym activities to support handwriting</p> <p>3.2 -Monitor guided reading records across all year groups</p> <p>3.3-Hold pupil progress review meetings to identify vulnerable groups/children.</p>	<p>Autumn 2016</p> <p>Half termly</p>	<p>3.1 Staff confident to teach funky fingers and playdough gym. Handwriting has improved from book scrutinies.</p> <p>3.2 ½ termly monitoring of guided reading records</p> <p>3.3 Ensure effective interventions are running for specified children-have these children made progress? Data-ensure that 60-85% of children in every year group are attaining the age related level. Monitor phonics in year 1 to ensure that 75% are on track to pass the phonics screening.</p>	<p>New funky fingers resources</p> <p>Buy more books to meet the needs of the below age related children across KS1.</p>	<p>Order resources £200 funky fingers</p> <p>£1000 KS1 books</p> <p>£1000 KS2 books</p>
Teaching and learning: All staff, when working with below age-related pupils, should ensure that they apply their knowledge of phonics when spelling words during reading and writing activities.	<p>4.1 learning walks &amp; book scrutinies show the children are applying their phonics and spellings.</p> <p>4.2 All PTPs to complete peer observations of phonics groups to ensure all staff are consistently teaching letters and sounds.</p>	<p>Half termly</p> <p>Summer 2017</p>	<p>4.1 Book scrutinies and learning walks show that children are being well supported by staff throughout reading and writing. Whilst on learning walks, below age related children are using resources and the learning environment.</p> <p>4.2 Planning, assessment &amp; lesson observations shows that all staff are consistently teaching letters and sounds.</p>	Subject leader release time PTP release time	£300 for new classroom phonics resources

Responsibility Area 2:		Lead person: Emma & Kelly			
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
5. Teaching and learning: To raise the profile of both reading and writing through outdoor learning, with a focus on vulnerable groups. (Each class to plan for at least once every half term).	5.1 Monitor planning to ensure that outdoor learning is taking place.	Summer 2017	5.1 Planning shows that the children have regular opportunities to learn English outside. Data shows that the progress made from vulnerable groups is in line with their peers.	Order resources and equipment for areas.	School Council to raise funds for outdoor English opportunities.
	5.2 Create an outdoor reading/writing area in the playground for Y1-6 children during lunchtimes.		5.2 Children are using the outdoor areas during their lunchtimes. EYFS children using the new reading area daily.		
	5.3 Create an outdoor reading area in the EYFS.		5.3 Observations show that English skills are being taught during forest school.		School Council to order and purchase items using the funds raised.
	5.3 Observe Forest School and ensure that there are sufficient opportunities for English skills within the sessions.	Termly observations			School Council to implement the area outside.

### Reading Recovery

Responsibility Area 2:		Lead person: Ceri McDonald			
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
1. All Year 2 children in current cohort to be successfully discontinued	1.1 Daily lessons individually tailored to meet the child's needs.	23.3.16	1.1 Reading and Writing data	Books, Reading books EW to test CM to record OS and POP's	£50.00
	1.2 Monitor particular areas of learning e.g Running records, writing vocabulary...	Ongoing	1.2 Observational summaries and Predictions of Progress		
	1.3 Daily record keeping of progress	Daily	1.3 Records of reading progress and writing vocabulary		
	1.4		1.4		

Responsibility Area 2:		Lead person: Ceri McDonald			
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
	1.5		1.5		
2. Test ten lowest achieving year one children to form the new cohort	2.1 Complete an Observation Survey and Running Records on selected children. 2.2 Arrange meetings 2.3 Plan sessions	17.3.16	2.1 Testing data Observation Survey 2.2 Select children and set up meetings with prospective parents. 2.3 Begin 'Roaming around the known'	Paper, test materials, time	
3. Attend half termly Reading Recovery CPD to ensure strict adherence to programme and professional development	3.1 Attend sessions to observe other Reading Recovery teachers teach. 3.2 To be observed teaching Reading Recovery  3.3 To discuss Reading Recovery issues and developments with fellow reading Recovery teachers.	Ongoing	3.1 To observe other teachers practice and the decision making involved 3.2 Feedback from Teacher leader and teachers  3.3 How this impacts on lessons and outcomes	Possible taxi/petrol allowance for children being brought to the RR centre	£1000  £30
4. To keep informed and up to date with Reading Recovery developments	4.1 Attend Institute of Education Reading Recovery Conference	23 <sup>rd</sup> April	4.1 To use research and strategies in sessions		£125
5. To invite PTPs to observe a lesson	5.1 Dates and times advertised for PTPs to sign up	Summer Term	5.1 For PTP's to use some strategies from the Reading Recovery programme	Time	£0
6. To monitor discontinued children	6.1 Observations and discussions with class teacher. Test at 3 months and six months	May 2016 July 2016	6.1 To ensure continued progress independently	Test materials	

## Maths ACTION PLAN

Responsibility Area 1: The achievement of pupils	Lead person: Kelly Hopper	Link Governor																																																									
Outcomes: Children will have an improved attainment at all age groups in mathematics.																																																											
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding																																																						
<p>1. <b><u>Achievement of pupils</u></b>            Improve attainment of Maths to ensure that all pupils make more than expected progress.</p> <p>To raise the attainment of the middle and high achievers in all classes</p> <p>More able children are making more than expected progress and achieve in line with National</p> <p>To close the gap for pupil premium pupils</p>	<p>1.1 children's progress in problem solving through data analysis and review once a term</p> <p>1.3 Set class targets at PPR meeting – highlighting interventions needed for identified children to make at least expected progress</p> <p>1.4 PPR review meetings -termly Class teachers tracking progress of all groups – Unit assessments</p> <p>1.5 Individual pupil and group targets set and updated with children</p>	<p>Sep 16 and ongoing</p>	<p>Children are reasoning and explaining their answers more. Children have a greater understanding in all areas of their learning.</p> <p>Below are the classes and percentages making the expected progress.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 10px;"> <thead> <tr> <th>Classes</th> <th>Autumn (%)</th> <th>Spring (%)</th> </tr> </thead> <tbody> <tr><td>Walnut</td><td>92</td><td>100</td></tr> <tr><td>Willow</td><td>97</td><td>100</td></tr> <tr><td>Hazel</td><td>82</td><td>78</td></tr> <tr><td>Holly</td><td>92</td><td>81</td></tr> <tr><td>Cedar</td><td>100</td><td>97</td></tr> <tr><td>Chestnut</td><td>90</td><td>90</td></tr> <tr><td>Birch</td><td>96</td><td>93</td></tr> <tr><td>Fir</td><td>79</td><td>82</td></tr> <tr><td>Elm</td><td>82</td><td>85</td></tr> <tr><td>Oak</td><td>52</td><td>66</td></tr> </tbody> </table> <p>Below are the percentages of classes at age related and higher expectations.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Classes</th> <th>Autumn (%)</th> <th>Spring (%)</th> </tr> </thead> <tbody> <tr><td>Walnut</td><td>37</td><td>87</td></tr> <tr><td>Willow</td><td>30</td><td>90</td></tr> <tr><td>Hazel</td><td>61</td><td>54</td></tr> <tr><td>Holly</td><td>73</td><td>60</td></tr> <tr><td>Cedar</td><td>87</td><td>77</td></tr> <tr><td>Chestnut</td><td>70</td><td>77</td></tr> </tbody> </table>	Classes	Autumn (%)	Spring (%)	Walnut	92	100	Willow	97	100	Hazel	82	78	Holly	92	81	Cedar	100	97	Chestnut	90	90	Birch	96	93	Fir	79	82	Elm	82	85	Oak	52	66	Classes	Autumn (%)	Spring (%)	Walnut	37	87	Willow	30	90	Hazel	61	54	Holly	73	60	Cedar	87	77	Chestnut	70	77	<p>Assertive mentoring files            PPR MEETINGS</p>	<p>none</p>
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Responsibility Area 1: The achievement of pupils		Lead person: Kelly Hopper	Link Governor				
Outcomes: Children will have an improved attainment at all age groups in mathematics.							
Target	Action	Target Date	Monitoring and Impact (Dated evidence)			Resources	Funding
			Birch	60	79		
			Fir	48	71		
			Elm	43	53		
			Oak	35	70		
<p><b>2. Quality of teaching</b> Ensure all teaching and learning is typically good so that all pupils achieve as well as they can and know how to improve their work with 75% good to outstanding teaching in lessons <b>To have more outdoor maths learning.</b></p>	2.1 Update and innovate Maths learning environment in classrooms – Target/learning wall for interaction with pupils scaffolding their learning. Have examples.	AU/SP/SU terms	Book scrutiny- February 17			SL release time –	
	2.2 Review school policy to ensure progression in Maths vocabulary is used consistently throughout the school	Sp term	All Ks2 books were marked and up to date. Books highlighted improved teachers' knowledge and understanding. Children were being extended and challenged. This has enabled children to make good progress and use the correct vocabulary to reason answers. Children have started to unpick their learning and answer in detail as to why.				
	2.3 review and set user-friendly vocab	spr term	Lesson observations all show good teacher knowledge which led to children making good progress. Teachers were using the appropriate vocabulary.				
	2.4 Policy for each year group for what vocab should be used.		More open –ended challenge questions need to use as a next step. All classes to show that children are able to reason and to deepen their understanding.				
	2.5 INSET to review use of Guided talk	Oct 16					
	2.6 Use Guided Talk for focus groups and whole class sessions	Aut term					
	2.7 Peer observations of teaching to evaluate language focus in lessons	Su term					

Responsibility Area 1: The achievement of pupils		Lead person: Kelly Hopper	Link Governor																									
Outcomes: Children will have an improved attainment at all age groups in mathematics.																												
Target	Action	Target Date	Monitoring and Impact (Dated evidence)			Resources	Funding																					
	<p>3.1 Display targets in classrooms Talk them through with pupils. Refer to them during the lessons</p> <p>3.2 Common progressive language being used in lessons and displayed in classrooms.</p> <p>3.3 Children to be exposed to mathematical vocabulary daily</p>	<p>November review</p> <p>March</p>	<p>Learning walk- March 17</p> <p>All classes have clear working walls and vocab modelled. Children are able to use this vocabulary to explain their answers. This has had an impact on their understanding of problem solving. Children are able to understand the problem and solve it correctly.</p> <p>Children are able to say what they need to improve on and enjoy trying to reach their targets first.</p>			<p><b>Targets to be high profile in classrooms. Children to be able to talk about the targets and explain what they are. (displays, books)</b></p>																						
4. To develop the role of the teaching assistant through mathematics.	<p>4.1 Observation of TAs in mathematics</p> <p>4.2 Training required for TAs re numerical reasoning curriculum.</p>	<p>Jul 17</p> <p>Apr 17</p>					Supply Cover																					
5. Ensure there are enough and suitable resources for all ability groups.	<p>5.1 Ensure enough whole school resources are available, and stored so teachers know what is there and how to access them.</p>	Dec 16	<p>After analysing the Autumn data in December, I ordered new maths resources for year 1 and provision.</p> <p>Year 1 are using the resources to secure their knowledge on place value. Children have a better understanding on number and are able to use the correct vocabulary to explain this-evidence in books and lesson observations.</p>			<p>An audit carried out in December for each class. Orders to follow.</p>	From budget																					
<p>6. More able children and gifted and talented targeted.</p> <p>Ensure that all more able children are being suitably challenged.</p>	<p>6.1 Set targets for each year group</p>	Sep 16 and ongoing	<table border="1"> <thead> <tr> <th>Classes</th> <th>Autumn (%)</th> <th>Spring (%)</th> </tr> </thead> <tbody> <tr> <td>Walnut</td> <td>0</td> <td>48</td> </tr> <tr> <td>Willow</td> <td>17</td> <td>67</td> </tr> <tr> <td>Hazel</td> <td>29</td> <td>25</td> </tr> <tr> <td>Holly</td> <td>38</td> <td>25</td> </tr> <tr> <td>Cedar</td> <td>67</td> <td>53</td> </tr> <tr> <td>Chestnut</td> <td>27</td> <td>27</td> </tr> </tbody> </table>			Classes	Autumn (%)	Spring (%)	Walnut	0	48	Willow	17	67	Hazel	29	25	Holly	38	25	Cedar	67	53	Chestnut	27	27		
Classes	Autumn (%)	Spring (%)																										
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Holly	38	25																										
Cedar	67	53																										
Chestnut	27	27																										

Responsibility Area 1: The achievement of pupils		Lead person: Kelly Hopper	Link Governor															
Outcomes: Children will have an improved attainment at all age groups in mathematics.																		
Target	Action	Target Date	Monitoring and Impact (Dated evidence)			Resources	Funding											
	<p>6.2 Ensure that teacher's subject knowledge is secure in challenging the more able.</p> <p>6.3 teachers to look and use the mastery approach</p>		<table border="1"> <tr> <td>Birch</td> <td>53</td> <td>24</td> </tr> <tr> <td>Fir</td> <td>24</td> <td>46</td> </tr> <tr> <td>Elm</td> <td>23</td> <td>33</td> </tr> <tr> <td>Oak</td> <td>0</td> <td>27</td> </tr> </table> <p>Evidence that teacher's subject knowledge is secure. Book scrutiny all classes had targets set for individual children.</p> <p>Stuart Greenwood has been on training and creating our own programme of mastery</p>	Birch	53	24	Fir	24	46	Elm	23	33	Oak	0	27			
Birch	53	24																
Fir	24	46																
Elm	23	33																
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## Science Action Plan

SCIENCE ACTION PLAN – September 2016					
Responsibility Area: Science		Lead person: Victoria Gutmann			
Outcomes: To prepare pupils at Poverest for secondary science.					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
	To find, use and embed a form of Science assessment in a summative form for levels once a term.	Dec 2016	Dec 2016 Whole school using the Assertive Mentoring system for testing science. Summative assessment system in place for all to access and use on T/Share.  Testing system in place for all years to use	Time and possibly cost depending on the appropriate system found	N/A
	To lead a meeting about new tests. To book a meeting slot once a new testing system is chosen. Co-ordinators and class teachers in staff meeting.	Dec 2016	Dec 2016 and ongoing. Each class to have completed tests for Science in Assessment week.	Time for preparation and in the meeting.	N/A
To audit resources and reorganise space back in the cupboard.	CO-ordinator to send an audit of resources required and order them. Only Year2 was filled in – need to chase up and Reception ordered resources. Co-ordinator to lead and staff to help sort boxes out.	Dec 2016	Dec 2016 Organised boxes with correct resources clearly labelled and easy to access. Now down in main resource cupboard and boxed but needs clear shelf space and sorting of some boxes.	Time and cost of new resources required.	N/A

<p>To organise and arrange a Science week for the summer term for the whole school</p> <p>Inform staff via email.</p>	<p>In summer term, to arrange an active science week based around explosions with a whole school focus. Staff to use this to influence other cross-curricular activities like maths graphs and tables to show trends and results, instructions in literacy etc</p> <p>Co-ordinator to arrange the basis of the activities with the teachers to implement.</p>	<p>May 2017</p>	<p>Dec 2016 Booked in school diary for 1 week in May.</p> <p>April 2017 Meeting to plan and book</p> <p>May 2017 To be recorded in work, photos and videos on T/ share science evidence folder</p>	<p>Props and resources £100</p>	<p>Science budget</p>
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### Religious Education Action Plan

RE ACTION PLAN – September 2016					
Responsibility Area: RE		Lead person: Rachael Gavin			
Outcomes: To prepare pupils at Poverest for life with an understanding of the 6 main World religions.					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
To raise standards of RE in our school by ensuring an extensive curriculum is being taught in each year group.	Learning walk to view range of topics/religions covered.	Feb 2017	Jan 17- Learning walk pencilled in for Spring 1 (towards end of term). (In the calendar for Summer 1).	Cover for RE lead teacher's class only (internal).	N/A
	Book look to ensure RE is being taught sufficiently across the school.	Ongoing	Jan 17- Book look pencilled in for Spring 1 (towards end of term). (In the calendar for Summer 1).	N/A	N/A
	All classes to have an in-class RE display.	Ongoing	Jan 17- Complete. Continue monitoring for changed/updated display. Corridor display completed.	Art resources- backing paper, border roll.	N/A
	All classes to complete an RE trip before July 2017.	July 2017.	Jan 17- Carried out by year 6 and year 4. Year 1 have a Hinduism visit booked in for Spring 2.	Time/planning of events.	Subject to each trip.

To raise the profile of RE of faiths other than Christianity.	Liaise/contact SACRE Bromley and local places of Worship.	New year 2017	Jan 17- On going. Obtained contact numbers from Joanne Partridge at SACRE and made contact with RE leader at Warren Road. Awaiting responses from Faith leaders. We have recently had a Hindu leader in school for a whole school assembly an Rev. Paul Prentice for an Easter story assembly.	N/A	Possible contributions for visits.
To continue to raise the profile of the school religiously by staging events at local Places of Worship.	Continue links with Aquinas schools and Bishop Justus secondary school. Ensure all classes attend	Ongoing- end by Summer 2017	Jan 17- On going. Year 3 have been to St George's Church in Bickley and other dates are known for other KS2 groups to attend their events. RE Connect meeting at Bishop Justus at the end of January.	Time/planning of events.	N/A
To develop opportunities for RE of other faiths in assemblies.	Prepare for various assemblies and events: <ul style="list-style-type: none"> <li>• Ramadan</li> <li>• Chinese New Year</li> <li>• St Patrick's Day etc</li> </ul>	Ongoing	Jan 17- Harvest Festival has been celebrated, as has Christmas. Chinese New Year assembly is on the assembly rota for Spring 1. April 17- We have recently had an Easter assembly and the assembly rota now includes 'fun facts' and celebrations of other faiths for in-class key stage assemblies.	Time/planning of events.	Possible funding for external visitors.
To monitor the quality of RE lessons/teaching across the school	Continue with lesson observations, book looks and display checks. Ensure feedback is given to all staff.	Ongoing- first round to be completed by Feb 2017.	Jan 17- On going. April 17- Observations pencilled in for Summer term (not including year 2 or 6 due to SATs). All classes have a display and a new assemblies display has been created.	Cover for RE lead teacher only. Art resources- backing paper, border roll. RE catalogue- Articles of Faith.	RE budget- speak to Trina re getting extra money./A

## Spiritual, Moral, Social and Cultural Action Plan

SMSC ACTION PLAN – September 2016					
19 <sup>th</sup> April 2017 updated					
Responsibility Area: SMSC		Lead person: Emma Wilson			
Outcomes: To prepare pupils at Poverest for life in modern Britain and a global society through the developments of spiritual, moral, social and cultural development					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
1. To improve the quality of SMSC provision throughout the school	To audit current perceptions of SMSC including a questionnaire to find out children and parents views alongside the Equality Review.	December 2016 and ongoing	Myself and the school will have a clear understanding of current strengths and areas for improvement to support next steps. This is displayed on a board and the school website for all parents and visitors to see and reviewed termly.	N/A	N/A
	To carry out staff INSET to ensure that all staff are aware of how to meet the needs of all children every day and how the learning environment and resources can support this.	Ongoing	Staff have reflected on what they do to meet the needs of all pupils and have adapted their learning environment and brought/made resources to meet the needs of all pupils. <ul style="list-style-type: none"> <li>Staff have carried out learning walks in pairs to see how lessons/the learning environment etc has been adapted for SEND, EAL, visually impaired etc pupils</li> <li>Staff observations have an SMSC box which show that this is now taking place and is effective in lessons.</li> </ul>	Resources for each class.	£200
	To update all policies related to SMSC.	Feb 2017	All policies are up to date and are on the school website.	N/A	N/A
	To ensure opportunities to encourage SMSC development are promoted within and across the curriculum	On going	The jigsaw display is changed every half term with an example of what each class has been doing during that topic. Subject coordinators have had training and are showing the impact of SMSC across the curriculum during learning walks, reports to Governors etc.	N/A	N/A
2. To improve the quality of spiritual and moral provision across the school	To create a whole school plan for assemblies linked to main faiths and Jigsaw	Termly On going	The record of Key stage assemblies shows that we are promoting moral and social values such as respect and tolerance and jigsaw assemblies are taking place every half term. All year groups will visit or have a visitor linked to the faith being studied in their year group	N/A	Travel
	Visits and speakers across a range of faith and non- faith groups				

3. To develop children's cultural knowledge and awareness	Children to be aware that they live in a democratic society	September 2016	All children to be involved in election of their class representatives within the school council All children know what the 4 British Values are and are able to give examples of what we do at Poverest for each of these values.	Regular school council meetings and feed back to classes	N/A
	Staff members to be aware of the danger surrounding radicalisation and how to deal with them	ongoing	All stakeholders will be aware of the school's anti-radicalisation policy which will also be available on the school website and what to do if they have a concern. At a minimum all SLT members will have received WRAP/Prevent training and will have disseminated to other staff members 25 <sup>th</sup> April 2017 Childline phone numbers and email addresses will be put in the children's toilets along with assemblies to discuss the issues.	N/A	N/A
4. To further improve behaviour standards across the school	To review the reward system within the school. (Class Dojo)	On going	The new reward system will motivate most children to achieve. Analysis of the tracking of behaviour will enable early intervention and support to be put in place	Certificates Prizes	£500

## Computing Action Plan

Responsibility Area 2:		Lead person: Ellie Bowley	Link Governor		
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
1. To develop the use of iPad in the classroom	1.1 Staff Training Session 1 (27/09)		1.1 Less confident staff are given 1:1 training to improve confidence	Ipads	
	1.2 Staff Training Session 2 (22/11)		1.2 Staff are able to observe a lesson taking place in classroom to gain an understanding of lesson plan and pace	Ipads	
	1.3 Staff Training Session 3 (7/03)		1.3 Training given on Foldr	Ipads	
	1.4 Purple Mash Training (June)		1.4 Purple mash is being used to it's fullest extent	Ipads	
	1.5		1.5		
2. To implement the new computing curriculum	2.1 Computing Curriculum written by Paul Haylock, Stuart Greenwood and Ellie Bowley to be completed and distributed		2.1 Staff aware of scheme and begin to implement it.		
	2.2 Coding lesson plans written by Stuart Greenwood to be distributed		2.2 Staff review scheme and we support each other in delivery of lessons.		
	2.3 Ellie Bowley and Stuart Greenwood to attend Computing Training (12/10)		2.3 Lego training which was very good but also very expensive for what it was.		
	2.4 Each year group to share learning through display in Computing suite		2.4 New display rota distributed for a class per half term. Yr 2 & Yr 3 already displayed for Autumn 1. Yr 1, 4, 5 displayed for Spring.		
	2.5 Ellie and Paul to attend LGfL training to learn new ideas from LGfL.		2.5 Staff review LGfL scheme and we support each other in delivery of lessons.		
3. To develop a Coding Club	3.1 Join Code Club community to gain access to coding and resources		3.1 Code Club provides pre-written lessons for children to follow with support from Ellie Bowley and Paul Haylock		
	3.2 Year 3 and Year 4 invited to join a coding club on Wednesdays		3.2 Children in Year 3 and Year 4 will gain skills and confident to carry with them through school		
	3.3 Children given a reward card to encourage their commitment		3.3 Reward card encourages them to return and to complete tasks.		
	3.4 Begin Minecraft club		3.4 Children to learn how to create a virtual		

Responsibility Area 2:		Lead person: Ellie Bowley	Link Governor		
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
	3.5 Begin Micro:Bit club		reality. 3.5 Children in Year 3 and Year 4 will gain skills and learn how to use code hardware.		
4. To develop the role of the subject coordinator	4.1 Attend CAS network meetings 4.2 Review safety and computing policies 4.3 Review and create action plans 4.4 Purple Mash Webinar Training 4.5 To support parents in computing		4.1 We will be aware of good practice in other schools and latest developments. To build and maintain relationships with school that we could possibly partner with. 4.2 Policies will be fit for purpose. 4.3 A focus on computing is maintained across the school. 4.4 Purple mash will be used to it's full extent 4.5 Esafety meeting in the summer term. Help notes to parents accessing resources at home (e.g. for homework)		
. Future Computing developments	5.1 4 laptops to be bought  5.2 Provision to buy own set of iPads  5.3 Website update (January)  5.4 Printing from iPads  5.5 Connect printers so documents can be accessed from both.		5.1 All staff will have a working school laptop to improve efficiency.  5.2 Provision to have their own set of iPads which will widen their learning opportunities and will mean KS1 and KS2 iPads are available more often.  5.3 New school website to be implemented in January  5.4 Improve efficiency  5.5 Improve efficiency		

Responsibility Area 2:		Lead person: Ellie Bowley		Link Governor	
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding

### Assessment Action Plan

Responsibility Area 2:		Lead person: Paul Haylock			
Outcomes: Children will make good progress and achieve their potential. Staff will intervene to ensure good progress and attainment					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
1. To keep track of progress of all children each half term. Based on test results and TA	1.1 Pupil Progress Meetings A1	19/10/15	1.1 PPRs held for every year group / class	Pupil progress reviews. Data from SPTO	CT release time
	1.2 Pupil Progress Meetings A2	7/12/15	1.2 PPRs held for every year group / class		
	1.3 Pupil Progress Meetings Sp1	8/2/16	1.3 PPRs held for every year group / class		
	1.4 Pupil Progress Meetings Sp2	21/3/16	1.4 PPRs held for every year group / class		
	1.5 Pupil Progress Meetings Su1	23/5/16	1.5 PPRs held for every year group / class		
	1.6 Pupil Progress Meetings Su2	11/7/16	1.6 PPRs held for every year group / class		
2. To hold termly assessments in Reading Writing and Maths.	2.1 A1 Testing	19/10/15	2.1 Data stored on teacher shared	Assertive mentoring tests for maths. AM grids for assessing writing. PM bench marking or Accelerated for reading.	
	2.2 Sp1 Testing	8/2/15	2.2 Data stored on teacher shared		
	2.3 Su 1 Testing	23/5/15	2.3 Data stored on teacher shared		
	2.4		2.4		
	2.5		2.5		
3. To track vulnerable groups.	3.1 Staff to collate data from SPTO for subject coordinators to analysis. Staff training time.	17/11/15	3.1 Staff trained to collate data	Template for all staff to complete. Staff meeting time to train how to	



Responsibility Area 2:		Lead person: Paul Haylock			
Outcomes: Children will make good progress and achieve their potential. Staff will intervene to ensure good progress and attainment					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
	3.2 Data collection A2 3.3 Data collection Sp1 3.4 Data collection Sp2 3.5 Data collection Su1 3.6 Data collection Su2	7/12/15 8/2/16 21/3/16 23/5/16 11/7/16	3.2 Not all classes have updated data. 3.3 3.4 3.5 3.6	collect the data	
4. To review raise online data to set whole school targets	4.1 To review data as an SLT 4.2 4.3 4.4 4.5	Oct 15	4.1 Subject leaders have looked at data but not as a whole SLT together. 4.2 4.3 4.4 4.5		
5. To ensure assessment of reading is accurate through new accelerated reader programme.	5.1 Link with English coordinators 5.2 Compare results with those achieved at KS1 5.3 Compare results with those achieved at KS2 5.4 5.5	Autumn 15 1/6/16 1/7/16	5.1 New system has been set up and initial assessments carried out. 5.2 5.3 Y5 and 6 underperforming. Training and discussions held. 5.4 5.5		
6. To carry out book scrutiny of all classes.	6.1 A1 Book scrutiny 6.2 A2 Book scrutiny 6.3 Sp1 Book scrutiny 6.4 Sp2 Book scrutiny 6.5 Su1 Book scrutiny 6.6 Su2 Book scrutiny	23/9/15 23/11/15	6.1 Books are looking good. Some minor areas of improvement to individuals. 6.2 Books still look good. 6.3 6.4 6.5 6.6		
7. To carry out and review baseline assessment data for EYFS	7.1 Reception teachers to carry out EYFS baseline 7.2 Review results as an SLT	Sep 15 Autumn 2	7.1 Baseline carried out and data sent off. 7.2 Results reviewed in comparison with national average		

Responsibility Area 2:		Lead person: Paul Haylock			
Outcomes: Children will make good progress and achieve their potential. Staff will intervene to ensure good progress and attainment					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
	7.3 Carry out NFER trial and use results as a comparison	Autumn 1	7.3 Results compared		
	7.4		7.4		
	7.5		7.5		
8. To train others in understanding our assessment procedures	8.1 Train trainee teachers at South Bank University	Sep 15 March 16	8.1 Sep completed. March did not happen.		
	8.2 Train school governors		8.2		
	8.3 Feedback data and make regular training in understanding at Standards Governor meetings.	Nov 15	8.3 Data presented to the governing body.		
	8.4		8.4		
	8.5		8.5		
9. To ensure 2Build a profile is used effectively across Reception, Year 1 and the Provision	9.1 Staff training on 2BaP	Sep 15	9.1 Informal training by class teachers.		
	9.2 Monitor children's profiles at the end of term 1	Dec 15	9.2 Not happened – delayed to Jan 16 -		
	9.3 Monitor children's profiles at the end of term 2	Apr 15	9.3 Did not happen		
	9.4		9.4		
	9.5		9.5		
10. To review systems of assessment in the autistic unit	10.1 Review BPVS	Dec 15	10.1 Not happened – delayed to Jan 16		
	10.2 Explore / research what other schools are doing	Feb 16	10.2 Met with other Special schools and mainstream with units to compare		
	10.3 B square B training (new for autistic children)		10.3 Being held on 8/9/16		
	10.4		10.4		
	10.5		10.5		
	1.3 Pupil Progress Meetings Sp1	8/2/16	1.3		
	1.4 Pupil Progress Meetings Sp2	21/3/16	1.4		
	1.5 Pupil Progress Meetings Su1	23/5/16	1.5		
	1.6 Pupil Progress Meetings Su2	11/7/16	1.6		
	2.2 Sp1 Testing	8/2/15	2.2		
2.3 Su 1 Testing	23/5/15	2.3			

Responsibility Area : Inclusion		Lead person: Geraldine Mills			
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
1. All Reception and Year 1 children to have access to an appropriately resourced outdoor learning environment (Teaching and Learning)	1.1 Area outside of Provision class to be cleared of weeds/hazards	ASAP	1.1 Outside area will be free of hazards and safe for use	As identified by caretaker	Seed challenge funding up to 22K With matched funding from school finances up to 22K
	1.2 Teacher to observe good practice in the use of outdoor learning to support progress	ASAP	1.2 Teacher will have a good understanding of the effective use of an outside area to aid learning		
	1.3 Resources to be sourced and placed with area eg sand/water tray, writing table, role play etc	Once area completed	1.3 The outside area will be appropriately resourced to support learning	sand/water tray, writing table, role play etc	
	1.4 Children to have timetabled access to the outside learning area to support all curriculum areas.	Once area completed	1.4 Children will be observed using the outside area regularly		
	1.5 Outside learning to be evident within planning linked to lesson objectives	Once area completed	1.5 Outdoor learning opportunities will be seen in planning		
	1.6 Plans and quotes to be sourced for outside area to be covered and gated to allow children to access outdoor learning in all weathers	ASAP (by March 2017)	1.6 Outdoor learning opportunities will be available in all weathers	Caretaker time to arrange quotes	

Responsibility Area : Inclusion		Lead person: Geraldine Mills			
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
	1.7 Provision to have planters and plants for the children to fill in outside area	April 2017			
2. Books and marking to show journey of learning and marking to support progress (Assessment)	<p>2.1 All work to be marked regularly by class teacher following marking policy</p> <p>2.2 Maple class to have next step marking evident in all Literacy and Maths books at least on a twice weekly basis</p> <p>2.3 Children in Maple class to have timetabled time to respond in green pen to next step marking</p> <p>2.4 Ash class to have next step marking to direct adult interaction to move learning forward on at least a twice weekly basis</p> <p>2.5 A daily journey of learning to be evidenced in books</p>	<p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>On going</p>	<p>2.1 Marking policy to be followed</p> <p>2.2 Next step marking to be evident in children's books in Maple on at least a twice weekly basis</p> <p>2.3 Evidence of regular response to next step marking by children in green pen</p> <p>2.4 Evidence of next steps being acted on by annotations from staff</p>	Support from Literacy and numeracy coordinators	None required

Responsibility Area : Inclusion		Lead person: Geraldine Mills			
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
			2.5 Learning will be evidenced in books daily (Learning objective slip, annotations, photographs etc)		
3. A reliable assessment programme to be in place and being used to inform future planning (assessment)	<p>3.1 Where appropriate assessments will be undertaken in line with those taken by the appropriate level children within the mainstream school</p> <p>3.2 Those children unable to access mainstream assessments will be assessed using B square B</p> <p>3.3 All EYFS children will be assessment using the EYFS profile. Baseline assessments to be completed</p> <p>3.4 All data to be entered onto School Pupil Tracker within the time limit given</p> <p>3.5 Analysis of data to be completed on all data</p>	<p>In line with School Assessment cycle</p> <p>In line with School Assessment cycle</p> <p>In line with School Assessment cycle</p> <p>In line with School Assessment cycle</p> <p>In line with School Assessment cycle</p>	<p>3.1 All children to be reliably assessed</p> <p>3.2 All children to be reliably assessed</p> <p>3.3 All children to be reliably assessed  Baseline assessments will be completed within acceptable period</p> <p>3.4 Data to be available</p> <p>3.5 Analysis to be available to inform future planning</p>		

Responsibility Area : Inclusion		Lead person: Geraldine Mills			
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
	3.6 Consideration to be given to new assessment arrangements to support staff in showing 'small steps' progress	December 2015	3.6 Staff are able to demonstrate 'small step' progress within levels. New bsquaredb training for ASD children 9/9/16	Possible new online assessment programme to be sourced	Cost of new programme - Dependent on choice and number of licenses obtained etc £2000
4. Sensory room to be an appropriate usable space  (Teaching and Learning)	4.1 Obtain quotes to complete insurance claim for broken equipment  4.2 Arrange for a Representative from Rompa to support in new design for new sensory room incorporating health and safety issues  4.3 Arrange for installation of new sensory equipment 4.4 Plan and create a new time out space within the provision	December 2016  December 2016  April 2017  April 2017	4.1 Money will have been recouped from the damaged caused by a previous pupil, fund raising and PTA  4.2 Rompa room has been put in  The Sensory room is now being used  4.4 Delayed due to plans for New build. Don't want soft pour being ruined by lorries, etc.	New Rompa equipment matching as near like for like as possible	Approximate cost of 15K
5. To increase children outcomes both academically and socially through increased positive inclusion opportunities	5.1 A new inclusion timetable to drawn up with input from all class teachers (mainstream and provision) and carers/parents	September 2015	5.1 Where appropriate all children will experience inclusion		

Responsibility Area : Inclusion		Lead person: Geraldine Mills			
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
(Teaching and Learning)	5.2 Provision class teachers to monitor on a regular basis children within inclusion through observation.	On going	5.2 Inclusion will be a successful experiences for all pupils		
	5.3 Speech and language therapist to work with mainstream class teachers, Provision Teaching assistants and pupils to support understanding of language within inclusion	On going	5.3 Children will be prepared for the language used in inclusion.  Staff will have an understanding of how to modify their language to support their pupils. More training needed.		
	5.4 Training for Mainstream class teachers on ASD Provision Staff	May 2017	5.4 Staff will have more of an awareness of how ASD may effect learning and behaviour and be equipped with strategies to support teaching and learning		
6. To increase pupils and staffs awareness and understanding of ASD (CPD)	6.1 Training for Mainstream class teachers on ASD Provision Staff	January 2017	6.1 Staff will have more of an awareness of how ASD may effect learning and behaviour and be equipped with strategies to support teaching and learning	ASD awareness week resources	
	6.2 Mainstream children to have more of an awareness of ASD	Autism Awareness Week April '17	6.2 Mainstream children to be more understanding during inclusion. ASD teachers went in to teach each class about ASD. Children from the mainstream to be more inclusive		

### History Action Plan

Responsibility Area 2:		Lead person: Yvonne Baxter		Link Governor	
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
1. To ensure a high quality History education which inspires pupils to ask questions about the past and how it affects our world today.	1.1 Effective planning 1.2 Use fascinators. 1.3 Use a variety of sources to keep children interested. 1.4 Classrooms have interesting Topic displays that include History.	18/12/16	1.1 This has been difficult to monitor as teachers are not all uploading all subject planning onto Teachershare. 1.2 and 1.3 Judging by plans and resources saved by teachers on Teachershare these are being used, however, there has been no time to observe History being taught. 1.4 There are eye catching displays showing pupils work in classrooms.	History NC  History NC and IPC BBC, Espresso, IPC, books, artefacts, museum websites, visitors	Free
2. To ensure that stimulating and appropriate resources are available for teachers.	2.1 Audit of History Resources. 2.2 Staff survey of what is needed for the coming term. 2.3 Order any outstanding items needed.	18/12/16	2.1, 2.2, 2.3 Staff survey needs to be done again and any new requests purchased	TBC	History Budget
3. In KS1, pupils should develop knowledge about changes within living memory, significant national and global events from beyond living memory, significant individuals from the past and about the history or our own locality.	3.1 Ensure that lesson objectives in KS1 revolve around these key areas. 3.2 Make use of IPC links. 3.3 Staff use NC Objectives to inform their planning.	1/4/17	3.1 Check planning. See above. 3.2 Topic Book Scrutiny termly – included in Head teacher’s scrutiny. 3.3 Planning and resources available on the school system suggest this is the case – not all staff are saving their planning publically.	<a href="http://www.orpington-history.org/">http://www.orpington-history.org/</a> <a href="http://www.bromley.gov">www.bromley.gov</a> Libraries and Museums BBC websites Espresso IPC Resources	See Point 2
4. In KS2, pupils should be taught about: Britain from the Stone Age to the Iron Age, The Roman Empire and its impact on Britain, Anglo-Saxons and Scots in Britain, The Vikings vs the Anglo Saxons at the time of Edward the Confessor, a local history study, an aspect or theme of British History beyond 1066, The Earliest Civilizations, Ancient Greece and a Non-European society that contrasts	3.1 Ensure that lesson objectives in KS2 revolve around these key areas. 3.2 Make use of IPC links.	1/4/17	4.1 See point 3.3 4.2 See point 3.2 4.3 Check that staff are using NC objectives see point 3.3 above	<a href="http://www.orpington-history.org/">http://www.orpington-history.org/</a> <a href="http://www.bromley.gov">www.bromley.gov</a> BBC websites Espresso IPC Resources Libraries and museums	



Responsibility Area 2:		Lead person: Yvonne Baxter		Link Governor	
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
with British History.					
5. To ensure that children gain an understanding of and get involved in National Celebrations and Commemorations of historically significant events.	5.1 Assemblies for Remembrance Day and VE Day. 5.2 Suggestions for resources that can be used in class to explain and commemorate these events.	11.11.15	5.1 Create a Display of work done in class in the lead up to these events. 5.2 Ensure all work is put up on display to show learning.	Poppies  To be completed by teachers	Free
6. To ensure that all years are going on historical trips.	6.1 Staff training 6.2 Horniman Museum with Anna	1/7/17	6.1 Inform staff of what they need to be teaching and how often. 6.2 Ensure staff are aware of teaching possibilities for History.	List of trip activities Horniman museum notes	Free  (Parents if paid trip)

### Geography Action Plan

Responsibility Area 2:		Lead person: Val Wallis		Link Governor	
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
1. To ensure a high quality geography education which inspires pupils to ask questions about the world and people around them.	1.1 Effective planning ongoing 1.2 Use NC to inform planning 1.3 Use fascinators  1.4 Use a variety of sources to keep children interested 1.5	18/12/16	1.1 Check that plans are being completed 1.2 Check that staff are using NC objectives 1.3 Fascinators are grabbing their attention  1.4 Teachers using a wide variety of sources  1.5	Geography NC P Planning templates  BBC videos	Free
2. To introduce iPads into lessons	2.1 Incorporate iPads into lessons – once a month		2.1 Computing to interest children	iPads Apps	

Responsibility Area 2:		Lead person: Val Wallis	Link Governor		
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
	2.2 download geography for kids apps	18/12/16	2.2 children using apps		Free
3. In KS1, pupils should develop knowledge about the world, the UK and their locality.	3.1 Ensure that lesson objectives in KS1 revolve around continents 3.2 oceans 3.3 UK 3.4 London and St Mary Cray 3.5	4/5/17	3.1 Check planning  3.2 Children using maps 3.3 3.4 3.5	Atlas Interactive Map PPT	Free
4. In KS2, pupils should extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America.	4.1 Ensure that lesson objectives in KS2 revolve around UK 4.2 Europe 4.3 North America 4.4 South America 4.5	1/4/16	4.1 check planning  4.2 Children using maps 4.3 4.4 4.5	Atlas Interactive Map PPT	Free
5. To ensure that by the end of Multicultural week, children have a better understanding of other countries.	5.1 Timetable for multicultural week  5.2 Clear instructions for staff  5.3 Fun activities for whole school 5.4 5.5	1/2/16	5.1 Take pictures and videos as evidence for the week 5.2 Ensure all work is put up on display to show learning  5.3 5.4 5.5	To be completed by teachers	Free
6. To ensure that all years are going on geographical trips.	6.1 Staff training 6.2 Horniman Museum with Yvonne 6.3 6.4 6.5	1/7/16	6.1 Inform staff of what they need to be teaching and how often 6.2 Ensure staff are aware of teaching possibilities for geography. 6.3 6.4 6.5	List of trip activities Horniman museum notes	Free  (Parents if paid trip)

## Art Action Plan

Responsibility Area 2:		Lead person: Elisa	Link Governor		
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
<p><b>1. Attainment</b> The whole school will be using 2simple as an assessment tool.</p>	<ol style="list-style-type: none"> <li>For each teacher to take a picture of every child in their class half termly showing a piece of art that they have accomplished during that half term using 2simple.</li> <li><b>(This will be at the end of the first half of the spring term, for the matchbox art exhibition)</b></li> </ol>	<p>Summer 2017 Half termly</p>	<ul style="list-style-type: none"> <li>Half termly scrutiny using 2simple to build a profile to check each class is doing this.</li> <li>Termly learning walk to see cross curricular art taking place. <b>(My first walk will be at the end of the first half of the spring term, for the matchbox art exhibition)</b></li> </ul>	<p>Release time for subject leaders for learning walks</p>	
<p><b>2. Teaching and learning</b> To facilitate confidence within the staff on new art techniques.</p>	<ul style="list-style-type: none"> <li>Leading two staff meetings spring and summer term for staff CPD.</li> <li><b>(First staff meeting held on Tuesday 10<sup>th</sup> January Matchbox Art)</b></li> <li>Organise two pop-up art exhibitions for parents and the local community &amp; press to be invited. <i>(press to be invited for the summer exhibition)</i></li> <li><b>(First exhibition being held on Thursday 9<sup>th</sup> February)</b></li> <li><b>(2<sup>nd</sup> staff meeting 16<sup>th</sup> May)</b></li> <li><b>Art exhibition 23<sup>rd</sup> June linked with celebration of learning)</b></li> </ul>	<p>Summer 2017</p>	<ul style="list-style-type: none"> <li>Staff questionnaire/evaluation after the staff meetings</li> <li>Parents/community comment book after the exhibitions to evaluate the impact of the exhibition.</li> </ul>	<p>Matchboxes Paper Resources for boxes Dried milk Pastels Material</p>	<p>£1200</p>

### Modern Foreign Languages Action Plan

Responsibility Area 1: The achievement of pupils		Lead person: Kelly Hopper	Link Governor		
Outcomes: Children will have an improved attainment at all age groups in MFL					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
1. To ensure MFL is taught effectively in all KS2 classes.	Check Spanish teaching is taking place. Evidence in books.  Teachers to use resources to support scheme of work	Autumn 2016	All classes are using Mrs. Crawly to support in the teaching of Spanish. Children are able to understand and say more Spanish phrases.	Release time for staff/supply cover	none
2. Audit of resources linked to Scheme of work Email sent out detailing resources available	Grid to be constructed indicating resources.  Teachers to use resources to support scheme of work.	Spring 2017	E-mail sent about the link to Spanish resources online. Teachers are using this to support the teaching of Spanish. Children and teachers have a better understanding	Release time for staff/supply cover	Budget
Children to learn languages from the expertise of staff within school. Mrs. Crawly to help support class teachers with the teaching of Spanish across KS2	Bi-lingual teachers to follow planning for their foreign languages Children receive MFL teaching from a bi-lingual support from somebody who lived in Spain	On-going	All classes are using Mrs. Crawly to support in the teaching of Spanish. Children are able to hear the right pronunciation and say words correctly.	Bi-lingual support	
Monitor teaching of and progress made in MFL • Planning • Data Analysis • Lesson observations	Work sampling Yr FS2, 2, 4, 6  Evidence to show progress made from year Y2 to 6	Spring 2017	Learning walk and book scrutiny completed (March 17)		Supply Cover

Responsibility Area 1: The achievement of pupils	Lead person: Kelly Hopper	Link Governor
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Outcomes: Children will have an improved attainment at all age groups in MFL

Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
<ul style="list-style-type: none"> <li>Learning scrutiny</li> <li>Cross curricular links</li> </ul>					
Purchase of resources. Purchase online resource to help support teachers.	<p>Audit analysis to show areas for development and resources needed</p> <p>MFL teaching throughout the curriculum – more interactive learning</p>	Autumn 16	MFL teaching throughout the curriculum – more interactive learning	Online planning resource to support teachers	From budget

Responsibility Area 2:	Lead person: Kelly Hopper	Link Governor
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Outcomes: What success will look like for children

Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
1. listen attentively to spoken language and show understanding by joining in and responding	<p>1.1 Teacher speaking in Spanish to give clear idea of how it should sound</p> <p>1.2 Share videos of Spanish children having a conversation</p> <p>1.3 Listening and responding to basic Spanish</p>	18/12/15	<p>1.1 Ensuring teacher speaks slowly in Spanish for most of the lesson</p> <p>1.2 Good quality videos being shown to children during lessons</p> <p>1.3 Children paying attention and modelling how Spanish people are talking</p>	<p>BBC videos</p> <p>Youtube videos</p> <p>Speekee</p>	<p>Free</p> <p>Part of SoW</p>
2. explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	<p>2.1 Sing and share a range of songs about different topics for children to listen to</p> <p>2.2 children to decode the meanings of words in songs</p> <p>2.3 Children to join in and be able to sing the songs</p>	18/12/15	<p>2.1 Fun way of learning a language and children can remember the rhythm to help them remember the words</p> <p>2.2 Useful way of getting the children to think about the language and decide for themselves, rather than being told straight away</p> <p>2.3 Children can sing the song by the end of the lesson and know what they are singing about.</p>	<p>Spanish songs</p> <p>Spanish rhymes</p> <p>Ipads</p>	<p>Part of SoW</p> <p>Free</p>
3. engage in conversations; ask and answer questions; express opinions and	<p>3.1 Children to listen to example of people conversing about current topic</p> <p>3.2 Practise words and phrases</p>		<p>3.1 Children are exposed to videos and real life scenarios of Spanish people talking</p> <p>3.2 Videos of children practising Spanish with each other</p>	<p>IPads</p> <p>BBC and YouTube videos</p>	Part of SoW

Responsibility Area 2:		Lead person: Kelly Hopper	Link Governor		
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
respond to those of others; seek clarification and help	3.3 In pairs and groups, children to have conversations	18/12/15	3.3 Videos of children practising with each other	Speekee	Free
	3.4		3.4	Flashcards	
4. develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	4.1 Children to listen carefully to adult speaking to understand how the words should be pronounced 4.2 Practise pronunciation of individual words and phrases 4.3 Apply knowledge of pronunciation and say sentences	1/2/16	4.1 Teacher to model how Spanish should be pronounced 4.2 Videos of children practising words and phrases 4.3 Videos of children saying sentences individually and together	IPads Flashcards	Free
5. To introduce ipads into lessons	5.1 Download apps onto ipads	1/4/16	5.1 A variety of apps downloaded onto all ipads – including staff	IPads Apps: Learn Spanish by MindSnacks Learn Spanish Free Spanish Baby Flash Cards Fun Spanish	Free
	5.2 Children use apps in pairs during the lesson – whole lesson, starter, main or plenary		5.2 Children able to use apps freely and with confidence		
	5.3		5.3		
6. To ensure Spanish is being taught across all years	6.1 Staff Training	1/6/16	6.1 Teachers have a good idea of SoW and feel comfortable with pronunciations	SoW (Speekee) PPT	£129 per year
	6.2 Teaching Spanish across the school		6.2 Teachers teaching Spanish once a fortnight minimum and showing evidence in Spanish folders – videos, pictures, written and audio.		Free
	6.3		6.3 A set of 30 dictionaries so each child in the class can use one during a lesson		£210

## Music Action Plan

Responsibility Area 2:		Lead person: Geraldine Mills	Link Governor		
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
1. To raise standards of music in our school by ensuring an extensive curriculum is being taught in each year group.	1.1 Ensure all children in KS2 can read basic notation	On going through academic year	1.1 Observations and recordings of the children		£2500 Violin lessons
	1.2 Ensure all children in KS1 EYFS can follow and perform musical patterns on a range of instruments.		1.2 Questioning the children on notation.		
	1.3		1.3		
	1.4		1.4		
	1.5		1.5		
2. To raise profile of the school musically by showcasing our skills at the Bromley Schools Proms 2016	2.1 Complete request to join form.	Sept 2015	2.1 Performance and Participation at the BYMT event at the Fairfield Halls		
	2.2 Audition for a slot.	Nov 2015	2.2		
	2.3 Perform on the night!	Feb 2016	2.3		
	2.4		2.4		
	2.5		2.5		
3. To organise a trip for all children in KS2 to learn about an orchestra and hear one perform.	3.1 Complete request to join the 'Fire performance in Croydon.	Oct 2015	3.1 Classes attending and participating in the Fire performance.		£200 pupil premium children
	3.2 Learn the parts accordingly	June 2016	3.2		
To organise and arrange individual musical instrument teachers to work with small groups of children.	4.1 Encourage children to specialise on certain instruments.	Ongoing through academic year	4.1 Throughout year		Help for pupil premium children
	4.2 Create opportunities for them to perform to others.		4.2 School Concerts		
	4.3		4.3 Graded exams		
5. To develop opportunities for school musical performances	5.1 Prepare for and perform at various musical events. <ul style="list-style-type: none"> <li>• Grandparents Tea-Party</li> <li>• Christmas nativity and carols</li> <li>• Carol singing in the community</li> </ul>	Throughout academic year	5.1 Excellent musical performances.		

Responsibility Area 2:		Lead person: Geraldine Mills	Link Governor		
Outcomes: What success will look like for children					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
	<ul style="list-style-type: none"> <li>Spring Concert</li> <li>BYMT Proms</li> <li>Cray Concert</li> </ul>				
	End of year year 6 musical				

### DESIGN & TECHNOLOGY ACTION PLAN

Responsibility Area 2:		Lead person: Ceri McDonald	Link Governor		
Outcomes:					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
1. To improve KS1 children's motor development, hand-eye co-ordination, spatial ability, creativity, problem-solving skills and think in 3D.	<ul style="list-style-type: none"> <li>To provide KS1 children with the opportunity to experience using different construction materials.</li> </ul>	Complete summer 2017	<ul style="list-style-type: none"> <li>Improvement in handwriting, motor development and ability to be creative when designing and constructing models.</li> </ul>	Lego, Mobilo, Stickle bricks, Gears	£200
2. To further extend the models designed to incorporate a section that can be controlled via a computer code	<ul style="list-style-type: none"> <li>To collaborate with Mr Greenwood in teaching KS2 children how to include a moving part/s in their design and then sequencing a number of instructions on the computer in order to achieve the desired movement.</li> </ul>	Summer 2017	<ul style="list-style-type: none"> <li>Children will have needed to have had experience of coding using the Purple Mash 'code 2' programme prior to this planned extension.</li> </ul>	Coding program 'LOGO'	ICT budget
Organize a Design and Technology week	<ul style="list-style-type: none"> <li>To plan a focus for each class that is appropriate for the topic</li> </ul>	National DT Week 19 <sup>th</sup> June	<ul style="list-style-type: none"> <li>Each class focus will correlate with the scheme of work. There will be an</li> </ul>	Various	£384.78 £18.00- food



Responsibility Area 2:		Lead person: Ceri McDonald		Link Governor	
Outcomes:					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding
	and age appropriate. To ensure that each class has the appropriate resources to complete their design		assembly to celebrate the work and a school display.		
To develop a whole school DT portfolio	<ul style="list-style-type: none"> <li>To collect or photograph two pieces of work from each class</li> </ul>	Summer 2017	<ul style="list-style-type: none"> <li>Collecting evidence of coverage and progression</li> </ul>	Camera Portfolio File paper	
To introduce a DT scheme of work 'Projects on a page'	<ul style="list-style-type: none"> <li>To hold a staff meeting to introduce the scheme to staff</li> </ul>	Spring 2017	<ul style="list-style-type: none"> <li>Disseminate to staff and improve staff member's confidence in teaching the subject.</li> <li>Evaluate impact in Spring 2018</li> </ul>	Scheme of work	£88
Responsibility Area 2:		Lead person: Ceri McDonald		Link Governor	
Outcomes:					
Target	Action	Target Date	Monitoring and Impact (Dated evidence)	Resources	Funding

### PHYSICAL EDUCATION ACTION PLAN

	Tasks as of September 2016	Staff responsible	Start date	Resources	Cost	Impact	Review
1.	To develop range of PE equipment at the school.	PE – coordinator	October 2016			There will be enough resources in school for every child. Correct equipment for purpose as well as after school clubs.	February 2017

2.	To produce assement targets for all year groups.  Levels of achievement.	PE – coordinato r	September 2016		PE – Coordi nator time – supply cost	Pupils and teachers will be able to include level descriptors in reviewing children’s learning within lessons.  Pupils will be able to understand levels of expectations and what is needed to progress.	
3.	To develop a vision of PE. PE Values, use Olympic Values plus develop own.  All children and staff to understand the vision for our school.	PE – coordinato r	September 2016		PE – Coordi nator time – supply cost	Children all to understand values of Sport and PE.  All Poverest pupils and staff to be able to show values of Olympics in their daily lives.  Staff, children and families to value sport and take pride in it.	November 2016
4.	To evaluate extra-curricular provision and survey children for impact.  Survey for Pupils / Parents and survey for staff.  Introduction of Kent Soccer Academy for KS1 clubs.	PE – coordinato r	September 2016		PE – Coordi nator time – supply cost	Children at Poverest will have lots of extra-curricular opportunities and the school will have a record of participants so we can target key children to attend clubs.  Survey data can be used to develop clubs not all ready available at poverest.	February 2017
5.	To provide staff training for teaching PE based on staff skills	PE - coordinato				Staff will be confident in delivering the new PE	June 2017.

	audit CPD	r				curriculum.	
6.	To develop competitive links with other schools – including children from the provision.  Friday football league as well as Orpington and Bromley leagues.  Take part in more inter school competitions within Bromley Borough.	PE - coordinator	On going		Transport and supply costs – need to budget for.	Children will have experienced competitive sport and will be able to win and lose gracefully.	
7.	Intra school competition House football 7 aside football. House Cross country House singing competition.	PE - coordinator	October 2016			Develop house teams identity. Promote competition within school.	February 2017

### LEADERSHIP AND MANAGEMENT ACTION PLAN

	Tasks	Staff responsible	Start date	Resources	Cost	Completion date Evaluation
1,	HT to work with governors/trustee in moving school to an academy/Multi-academy trust	SLT	Sept 16	Schools in other Las CsNet	£20 travel costs £870	AFA group for moving to multi-academy trust
2.	Senior teachers to act as positive role models in improving quality of teaching and learning	HT/SLT	Sept 16	HT/SLT teach/team teach/ lesson obs/ model best practice	£500	All teaching to be regularly monitored PPR/Book Scrutiny all show that effective learning and teaching has taken place
3.	Asst. Headteachers to develop their skills as Acting Deputies which Deputy on adoption leave. PH: Assessment & Behaviour EM: SMSC & Students/volunteers	HT	Started June '16	Surinder: Cambridge – Equality Review	LA paid	Both Acting DHTs now confident in their roles and a good job done.

4.	SLT to receive training in the role of Middle leaders	HT	Sept 16	Institute of Education Level Two for Phase Leaders, Level One for shadowing teacher of Phase leader	£550 Level One £1140 Level Two	Personnel passed programme SLT to take on aspects of senior leaders
5.	Acting Asst Head to receive training in the role of SENCO	HT	Sept 16	SENCO qualification through Middlesex University	£1800	
6.	SLT to support new governors	SLT	Sept 15	LA Governor training SLT “ “ Learning Walks – governors have left and new ones recently joined us		Governors to have attended training Evaluation comments to be acted upon from governors where necessary Governors to meet with linked staff HT to meet with governors to talk through aspects e.g. Learning Walks
7.	To collaborate with other schools for school improvement and moderation	SLT	On-going	RI schools RAG schools Blenheim/Orchard	Release time	School to continue to improve learning from others School to have agreed judgments with other schools as 1. On-going
8.	To develop the school to a 2 form entry school depending on decision from LA	SLT	On-going	LA – M. Miles/R.Bollen Baily Garner Project Managers/ Neilcott	LA will be paying for the expansion building but additional costs will be incurred e.g. more furniture, etc. To be assessed later	Building to have started June '17 Two-forms of entry to continue from Reception Planning permission was passed. Mar 17
9.	To develop the nursery	HT/Family Worker/ PA to HT	Sept 15	LA support	LA to pay for adaptations to temporary work for end classroom	Nursery has new toilets, entrance gate, double doors to outside area and decking to access this. New kitchenette Nursery to be following School planning, etc. for continuity of practice
10.	To extend learning opportunities beyond term time	SLT/Provision leader	2017 Easter/Summer	LA support	LA funding Salaries	Provision children to attend Holiday Club to offer children fun in a familiar environment and respite for families – planned for Oct '16 – staff left who was organising this

## GOVERNOR ACTION PLAN

Lead Person	Chair of Governors				
<b>Outcomes:</b> What will success look like for the children? <i>The Governing Body will continue to:</i>					
Target	Action	Deadline	Monitoring and Impact (Date Evidenced)	Resources	Funding
Review and refine Safeguarding Policy and Practice, including an external equality review.	Governors to fully engage in the external Equalities review commissioned by the Local Authority	December 2016	21/10/16 Governor Working Party formed		
	Governor Welcome Letter to be sent out to all parents	September 2016			
	Governors to develop stronger and more regular contact with stakeholders through discussions with pupils and parents	July 2017			
	Governing Body look to appoint new Co-opted governor with strong community links	April 2017			
	Governors to form new safety, behaviour and community committee	Ongoing	13/10/16		

## Strategic Intent - (Long Term Forecast Grid)

	2016-17	2017-18	2018-19
<b>Children's attainment and learning</b>	Increase % of children achieving what would have been deemed level 6 in all SATS subjects at Y6 Improve % of children achieving 2b+ for writing at Y2 Children's skills with computing to improve significantly with new equipment in school	All children to be in-line with national standards or better in attainment and continue to be better than national standards with progress Children achieving all the standards set with the 2014 New Curriculum Children unable to meet standards set in 2014 New Curriculum to reach their full potential	Children to attaining beyond national standards in an 'Outstanding' school
<b>Staff support and development</b>	New PHSE programme New Computing curriculum Accelerated Reader Power of Reading for EYFS/KS1 Guided Talk for Maths Two year Primary Writing Project	Primary Writing Project Restorative Justice	Primary Writing Project
<b>Pastoral support and home/community links</b>	Continue to build in succession planning for our very successful PTA. Improve attendance of parent workshops Run our own parent workshops e.g. computing	Set up Parent Forum for termly meetings with HT	
<b>Leadership and governance</b>	Staff to receive induction to either join SLT, replacing member who was promoted to HT or becoming senior teachers ( to deputise for SLT if out) New governors to become confident in their role and to understand their responsibilities	New member to join SLT Senior teachers to shadow SLT New governors to induct new governors joining Leaders/governors to be planning changing status of school Trustee to be established from governing body for Trustee board for Academy	New staffing structure to be implemented for two form entry school New Chair of Governors and Vice Chair to be in place
<b>School learning environment</b>	Whole school to have been painted and most classrooms with new carpet. Outside learning area for Provision Prepare for expansion programme	Building to start for expansion	Building to be completed for expansion

## Questionnaire results Autumn 2016

### **Poverest Primary School** **Summary - Children's Questionnaire October 2016**

	Questions	Yes	Sometimes	No
1.	Do you feel safe at school?	92	5	3
2	Do you enjoy coming to school and learning?	86	11	3
3	Do you work really hard at school ?	88	10	2
4	Are you doing well at school?	92	5	3
5	Do you learn new things in lessons?	87	7	6
6	Is learning in your class interesting?	84	13	3
7	Does an adult help you if you get stuck?	94	5	1
8	Do you enjoy PE at school?	83	9	8
9	Do you learn how to keep healthy at school?	74	20	6
10	Are play times fun?	85	11	4
11	Has anyone ever made fun of you?	32	16	52
12	Do you know who can help you at school if you are worried?	93	6	1
13	Do other children behave well?	71	25	4
14	Are other children friendly to you?	75	20	5
15	Do you go to any clubs at school?	68	7	25
16	Are the teachers fair to you?	91	6	3

17	<p><b>What things do you enjoy most at school and why?</b> Playing with friends, PE, writing, drawing PE, playing outside, stories, dressing up, big lego, phonics, stacking cups, reading books and playing in the kitchen Playing outside (mentioned a lot), having PE in the hall, cutting and sticking because it's work, playing with my friends, playing outside on the big slide, playing in the outdoor area, playing with the train track/cars, tidying up Maths, PE, English, clubs, Music, lunch, Science, play, dessert. Playing outside (mentioned a lot), having PE in the hall, cutting and sticking because it's work, playing with my friends, playing outside on the big slide, playing in the outdoor area, playing with the train track/cars, tidying up Football, playing, reading, learning, maths, lunch</p>
18	<p><b>What do you feel most proud of with what you have achieved this year?</b> Progress in everything Learning sounds in phonics, reading, learning lots of stuff, making lots of friends, my pictures, making friends, being good, taking home Peppa, really high tower, drawing, taking reading books home, doing some good work, learning to be clever, writing AR Quizzes (most common answer), English, School Council, Maths, dojos, RE, 100% on quizzing, reading, keeping Snowy alive! Writing numbers, working on the computers, my climbing-on the pirate ship, my reading and doing my homework (a lot of chn mentioned homework), being a good friend, my writing, dressing myself, earning lots of dojo points (mentioned a lot) , phonics, starting school, eating school dinners with my friends, writing my name, writing, making friends, learning my numbers, looking at stories. Maths (majority), help friends, dojo, art, reading, PE, 100% on AR quiz, Mrs Walton! Certificates, work Writing numbers, working on the computers, my climbing-on the pirate ship, my reading and doing my homework (a lot of chn mentioned homework), being a good friend, my writing, dressing myself, earning lots of dojo points (mentioned a lot) , phonics, starting school, eating school dinners with my friends, writing my name, writing, making friends, learning my numbers, looking at stories</p>
19.	<p><b>What do you think we could do to improve school?</b> Decorating it-mainly the corridors, more things to play with at lunchtime. Dressing up (specifically princess), clean it, nothing, toilet, get more toys, no running in class, more books, more lego, it is perfect More playdough, have a trip to the ball pit, more toys, more flowers, having Forest school more often, more drawing, more playdough, by helping each other more, playing with lego more, build a funfair! More toys outside, more computers/technology, a princess Elsa doll, more PE, make it bigger?! More cake, more toys More paper, a chocolate room?! a bigger school, more pens, more whiteboards, a pet, more playtime, maths, for everyone to be as good as gold! More playdough, have a trip to the ball pit, more toys, more flowers, having Forest school</p>



more often, more drawing, more playdough, by helping each other more, playing with lego more, build a funfair! More toys outside, more computers/technology, a princess Elsa doll, more PE, make it bigger?! More cake, more toys. Being kind, flowers, swimming pool, zoo, tennis, more maths, bigger play area, work, new things, wouldn't change anything! More toys



## Parents and Carers – We welcome your views on our school October 2016

	Strongly agree	Agree	Disagree	Strongly disagree	Didn't answer	Comments
My child enjoys school	109	50	4	1	2	She did in Reception, but is not settling into Year 1 Privileged to be a part She loves it Loves it so much, she gets up at 6:30am everyday. My child has blossomed, she is so happy, thank you. Mixed feelings
I feel my child is safe and well cared for at school	115	6	1	1		Definitely support True they are safe School dojo app brilliant
My child's needs are well met in the school	98	6		1		I'm not sure if she's thought of being bilingual Sometimes feel homework can be a lot and difficult for her
I am kept well informed about my child's	96	6	4			(Disagree)-but has helped bring us up to date. We are concerned about how she is coping in Year 1. Very informative comments are

progress						<p>given</p> <p>The dojo app allows me to keep track</p> <p>Through dojo</p> <p>Was not informed my child is potentially a year behind</p>
My child is making good progress at school	105	6	2		4	<p>Definitely supports and wants to keep up</p> <p>Can't say anymore other than excellent</p> <p>Would like more updates</p> <p>Maybe they could be challenged more academically</p> <p>I don't know, not enough communication</p>
The school encourages my child to have a healthy lifestyle	90	6	3	1	1	<p>Food selection is very good</p> <p>There shouldn't be a tuck shop</p> <p>Mixed feelings</p> <p>Use of sweets as rewards/prizes?</p> <p>Not too sure about that as I don't hear anything</p>
The school takes account of children's views	79	6		1	6	<p>Positive vibes from the staff</p> <p>Unsure-difficult to know at this age. Dojo-good or bad without any justifications</p> <p>I'm not sure how this goes, she does have strong views</p> <p>Not been in school long enough to know</p>
The homework helps with learning and is properly explained	85	6	5	1	1	<p>The online stuff (apps) sometimes has issues.</p> <p>Sometimes</p> <p>Even if I don't understand you're there to help</p> <p>Agree, but would like more homework</p> <p>Even as parents we enjoy helping</p> <p>Mixed feelings</p> <p>Sometimes a little too much homework</p> <p>I will be glad if homework will prepare for secondary more.</p>

						Too much If only I got her interested I feel the online stuff is sometimes not fully explained
The school offers a good range of extracurricular activities including a breakfast club	106	6	3	1	1	Could be more for girls E.g. dancing/art (Strongly agree-though they do not use the facilities) An after school club any day would be really helpful, working parents find this difficult I think more after school clubs for KS1 Yes but can we be given a list of what is offered The range is nice, we just haven't needed them yet I would prefer more clubs for reception There is a lot of after school clubs for boys, not so much for girls
The school deals effectively with unacceptable behavior	85	6	2		6	Not that we have had to use this. No nonsense approach Not sure how they deal with it Don't know Bullying
The school promotes good attendance and punctuality	118	6		1	1	
I am made to feel welcome at school	120	6		1		Every teacher knows my child's name and they always say hello Meet and greet on visiting and leaving By the teachers yes. By the office not so much.
Staff listen to	104	6	1		3	Ya, good staff Nothing to base this on yet

my views, suggestions and concerns						Too early to tell
The teaching is good at school	112	6		2		
I am aware of what I do if I am worried about a child and know who the Child Protection Team are.	94	6	7	2	1	Formal introductions have been completed Don't know who the CP team is I don't know them personally Mrs Boorman is fantastic. She has helped me aswell as my child Not the whole CP team, but key person
The school is well led and managed	120	6			1	Bravo teachers! Mrs Weeks you are simply wonderful we feel extremely lucky, thank you. 100%
I would recommend the school to new parents moving into the area	122	6		2	1	Extremely friendly school Have done Ya, highly This is a great school with excellent values Already recommended 100% Definitely (x2) I would now, a year ago I wouldn't have.