

# Brinsworth Whitehill Primary School



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## School context

Brinsworth Whitehill Primary School strives to be an outstanding school where pupils have a highly positive educational experience that prepares them well for the next stage of education and provides them with opportunities to develop socially, emotionally, academically and physically to achieve the highest possible standards. The climate for learning is characterised by embedded inclusivity and high expectations from the whole learning community for the whole learning community. Pupils in our care are happy, enthusiastic resilient and purposeful learners. All staff are supported thoroughly in their professional development through the dissemination of best practice and collaboration, and through reflecting and debating on their practice. All pupils are supported to reach their full potential and those pupils who fall behind are helped to make rapid progress through effective action ensuring all pupils make at least good progress. School is closing the gap for all groups of pupils and national figures rapidly.

Our school has 325 children (which is higher than national) and serves a diverse community culturally, ethically and socially and all aspects of diversity have risen in the last few years. Our school sits on the border between Rotherham and Sheffield and a proportion of children do not come from the school catchment or local authority. In Oct 2015, 33% of children are from ethnic minority backgrounds, including 20% categorised as Asian. This is broadly in line with national and between the 60<sup>th</sup> and 80<sup>th</sup> percentile. 17% of children currently are classed as having English as an additional language but many other children are in families where other languages are spoken on a regular basis.

Our school proportion of pupils known to be eligible for free school meals has been around 26% in the last three years but is currently at 8%. This can be attributed to the advent of universal free school meals in KS1 and also reflects the fluctuation of children 'on and off' benefits. FSM data no longer accurately represents the cohort of pupils from deprived areas.

Children at Brinsworth Whitehill Primary School begin their education working below average in all areas and leave broadly in line with national. In September 2014, between 35% to 55% (depending on area of learning but less in writing and maths) entered reception equivalent to developing the skills, confidence and knowledge of a 40 -60 month old.

Under the revised SEN code of practice, the percentage of children identified as 'formal' is 9%. The percentage of children on the additional needs register is 1% and a significant proportion of children are under review and classified as vulnerable learners due to identified learning difficulties. Two children in school have a statement for SEN and two children have an EHC plan.

Following the inspection in November 2011, there were a number of significant changes in staffing which disrupted the leadership structure of the school. In 2012, an executive headship solution was brokered for the school. This solution did not conclude along the planned timetable and in Feb 2014, the school was forced to seek another interim solution, while a substantive leadership team could be put in place. In September 2014, a new Head teacher and a new

Deputy Head Teacher took up post and in Sept 2015 two assistant head posts were created. In August 2016 the school became an academy and part of Wickersley Partnership Trust. Through perceptive and accurate self evaluation and a staunch commitment to school improvement the school has tackled underperformance and continues to raise standards.

**Together we will:**

- Raise achievement through a commitment to high standards and expectations
- Enable every child to succeed as an independent, enthusiastic and confident learner
- Provide active, co-operative and independent learning through dynamic and high quality teaching
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self discipline and respect for others
- Ensure equality of opportunity at all times, so that each child is given appropriate support and enrichment
- Create an inclusive learning community which challenges and enables every learner to flourish, prosper and develop aspirations for a successful future
- Provide a welcoming, secure, stimulating and enriched learning environment
- Provide an innovative, creative and integrated curriculum which inspires and motivates children to learn and which takes account of different learning styles
- Celebrate our rich diversity and work in partnership with parents, children and the wider community

Priorities are identified in relation to the extent to which they:	We have considered priorities for the school year ahead in the light of:
<ul style="list-style-type: none"> <li>• maintains and raises standards of achievement</li> <li>• improve the quality of teaching and learning</li> <li>• broadens and enriches children’s educational experience</li> <li>• provide for children’s social development and self-esteem</li> <li>• improve facilities offered to pupils and staff</li> <li>• improve facilities for families</li> <li>• provide outstanding value for money.</li> </ul>	<ul style="list-style-type: none"> <li>• outcomes from monitoring and evaluations 2013 - 2014</li> <li>• consultation with staff and parents during summer term evaluations</li> <li>• the financial position and opportunities to apply for grants</li> <li>• national statutory changes - National Curriculum 2014, changes to assessment methods, and SEN code of practice 2014</li> <li>• pupil cohorts for 2014/5.</li> </ul>

# Three Year Priorities 2015-2018

	Outcomes for Pupils	Leadership and Management	Quality of Teaching, Learning and Assessment	Personal Development, Behaviour and Welfare	Effectiveness of Early Years Provision
<b>Long term</b> Autumn 2017 – Summer 2018	Substantial and sustained progress from different starting points compared to national figures	Succession planning Additional senco to support KS2 Development of space / classrooms	Links with other school – global learning Development of links with industry and commerce	Commerce / careers links Active participation in world events and issues.	2 year old provision EYFS assessment evaluation – tracking back to baseline 15
<b>Medium term</b> Autumn 2016 – Summer 2017	Outstanding progress At least national attainment	Links to support other schools Celebrating success/ Marketing Academy status	Succession planning for teachers Further development of curriculum Assessment of foundation subjects Supporting parents them to help their child	Commerce / careers links Enterprise Active participation in world events and issues.	30 hour pilot Increasing provision to take in foundation stage zero EYFS assessment evaluation
<b>Short term</b> Autumn 2015 – Summer 2016	Increase percentage of children at higher levels at end of KS1 Increase attainment of vulnerable groups through school Increase GLD and percentage of children leaving foundation at higher levels KS2 increase percentage of children achieving 'mastery' levels	Development of governors understanding of data and governor challenge of holding school to account of national benchmarks Development of middle leaders and assistant heads to ensure that the new leadership structure is efficient, proactive and accountable.  Ensuring all staff have relevant training in FGM and Prevent duty  Refurb of school areas such as workroom to provide adequate and inviting space for meetings etc  Development of marketing of school	100% good or outstanding teaching Putting in place new interim frameworks for assessment of reading and maths Further development of assessment procedures for Non Stat year groups Feedback to pupils embedded with new staff Development of STEM within the curriculum Development of nature space and outdoor learning Development of playground and KS2 entrance	Embed further E safety and anti - bullying Attendance  Development of playground 'games' / marked areas to improve outdoor learning and encourage more sports related at playtimes	EYFS assessment baseline FS parents Increase GLD and percentage of children leaving foundation at higher levels – esp summer/boys/APKN

# OFSTED FEEDBACK

SECTION 5 INSPECTION March 2015  
SECTION 8 HMI monitoring visit June 2015

## **OFSTED KEY ISSUE 1**

Increase the amount of good and outstanding teaching so that pupils make rapid progress and standards continue to raise in reading, writing and maths;

- Sharing the most effective practice that exists within school
- Ensuring teachers' marking clearly shows pupils how they can improve their work, particularly so they are aware of errors in spelling and punctuation
- Giving pupils sufficient time in lessons to respond to marking
- Ensuring work is not too easy for pupils and that it fully engages their interest
- Raise teachers expectations of what the most able pupils are capable of doing
- Implementing a whole school policy for the teaching of handwriting.

## **OFSTED KEY ISSUE 2**

Improve the quality of teaching and learning in the early years to accelerate children's progress and raise their achievement by

- Making more use of the outside area to promote further learning
- Involving parents more in their children's learning.

## **OFSTED KEY ISSUE 3**

Strengthen the impact of leadership and management at all levels by;

- Increasing the contribution made by middle leaders to monitoring the quality of teaching and pupils' progress and thus supporting the drive for improvement
- ensuring governors have clearly defined roles and responsibilities and have a greater sense of accountability for school improvement.

## **HMI**

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- develop the skills of all governors so that they can interpret and use school data to compare the school's performance against other schools nationally
- ensure governors regularly check the school is on course to become a good school at its next inspection.

# OVERVIEW OF SHORT TERM PRIORITIES

Outcomes for Pupils	Leadership and Management	Quality of Teaching, Learning and Assessment	Effectiveness of Early Years Provision	Personal Development, Behaviour and Welfare
Context: Standards have risen but EYFS and KS1 still need more children at higher standards. APKN and EAL are vulnerable groups. Girls need further challenge in maths.	Context: HMI recognised improvement in middle leadership and effective senior leadership team. Governors still need further support to ensure their understanding of whether school is on track.	Context: Sharing of best practice is now a feature of school. New teachers in post are being supported. Marking and feedback continues to be embedded but must remain a focus. Assessing without levels and new statutory assessments are focus.	Context: Outdoor area vastly improved as planned. Recognised by HMI, further work now to improve KS1 outdoor provision. Need higher % at Exceeding. APKN, Summer born, boys remain vulnerable	Context: Safeguarding outstanding. School to continue to build on this and respond to new initiatives. Attendance needs to be improved to meet national at least.
<p>1.1 To ensure throughout each year group and across the curriculum, including in <b>English and mathematics</b>, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points. <b>(K11)</b></p> <p>1.2 To ensure pupils read widely and often across subjects with fluency and comprehension</p> <p>1.3 To ensure all targets set for pupils in all key stages demonstrate increased challenge towards meeting national expectations. <b>(K11)</b></p> <p>1.4 To ensure the progress of more able, disadvantaged pupils and vulnerable groups of pupils matches or is improving towards that of pupils nationally. <b>(K11)</b></p> <p>1.5 To further promote fundamental British values through the spiritual, moral, social and cultural development of the curriculum</p>	<p>2.1 To ensure governors have an accurate understanding of the school's effectiveness and that this is used to keep the school improving by focusing on the impact of the actions of leaders and governors in key areas. <b>(K13/HMI)</b></p> <p>2.2 To ensure other leaders in school contribute to the deep and accurate understanding of the school's effectiveness and use this to focus on the impact of their actions in key areas. <b>(K13)</b></p> <p>2.3 To continue to develop the curriculum and to develop the range of opportunities in scientific, technical and physical learning.</p> <p>2.4 To extend training for all staff to protect pupils from radicalisation and extremism and to develop staff confidence and competency to challenge pupils' views' and encourage debate.</p>	<p>3.1 Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.</p> <p>3.2 To ensure that teachers sustain the focus on providing pupils with incisive feedback, about what pupils can do to improve their knowledge, understanding and skills and that pupils use this feedback effectively. <b>(K11)</b></p> <p>3.3 To ensure that highly successful strategies are employed to engage parents and carers and provide them with information about how to support their child to improve <b>(K12)</b></p> <p>3.4 To ensure school is a 'reading school' and pupils read widely and often across subjects and for pleasure.</p> <p>3.5 To provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.</p>	<p>4.1 To ensure that all groups of children make consistently high progress in relation to their starting points <b>(K11)</b></p> <p>4.2 To ensure that the reception baseline is rigorous and is used to ensure every child undertakes challenging activities</p> <p>4.3. To ensure that highly successful strategies are employed to engage parents and carers and provide them with information about how to support their child to improve. <b>(K12)</b></p> <p>4.4 To further improve the quality of teaching and learning provision in all the outside areas <b>(K12)</b></p>	<p>5.1 To continue to work with pupils and families to prevent all forms of bullying, including how to stay safe online and the dangers of inappropriate use of mobile and social networking sites. <b>(K12)</b></p> <p>5.2 To further develop system for celebrating and raising attendance to be in line with national figures.</p>

# PRIORITIES FOR 2016-2017 – outcomes for pupils

Priority	Key Actions	Timescales	Success Criteria
1.1 To ensure throughout each year group and across the curriculum, including <b>in English</b> and <b>mathematics</b> , current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points. <b>(K11)</b>	Diagnostic evaluation of whole school data analysis to identify vulnerable learners and progress profiles and provide intervention to respond to underachievement.	September 2016	Pupils make rapid and sustained progress throughout all year groups (including EYFS) in reading, writing and mathematics. Increased percentage of children achieving higher standards in EYFS, KS1 and KS2.  Increased % of children achieving higher levels in reading and maths in all key stages.
	Effective target setting process in place to increase challenge and set high expectations. Pupil targets set for all pupils, shared with pupils and parents.	September 2016	
	Interventions plan completed for vulnerable learners with agreed actions and support identified by class teachers and support staff.	October 2016	
	Targeted children invited to join booster clubs which develop <b>reading</b> , writing and <b>maths</b> in an interactive and exciting way.	November 2016	
	Smaller class sizes created in Y6 to allow for targeted provision and challenge for more able pupils	September 2016	
	Whole teacher termly review of progress towards targets – whole staff progress meetings	December 2016	
	Ability grouping used across key stage groups to allow for targeted intervention and challenge	September 2016	
	Targeted action plan for subject development by team leaders including: re-development of reading policy by ML.	January 2017	
	Targeted action plan for phonics by ML including: monitoring of planning across all classes in KS1, ability grouping, interventions and targeted support.	May 2017	Children in Year 1 achieve highly in phonics screening.
1.2 To ensure pupils read widely and often across subjects with fluency	Development of reading for pleasure initiatives throughout school year, including bug club, reading theme weeks – see <i>reading action</i>	September 2016	Attainment in reading is improving at a faster rate than national.

and comprehension to a high standard.	<i>plan.</i>		Higher % number of children reading at a 'higher lever' 110 points +
1.3 To ensure all targets set for pupils and vulnerable groups in all key stages demonstrate increased challenge towards meeting national expectations. <b>(K11)</b>	Staff CPD on setting targets using new MAG system to allow for progress comparison.  Staff CPD re: new electronic MAG system.	September 2016	Key leaders consistently communicate high expectations and ambition. The culture of the school is characterised by high expectations and aspirations for all pupils.  Targets set for all cohorts show increased challenge towards national benchmarks
1.4 To ensure the progress of more able, disadvantaged pupils and vulnerable groups of pupils matches or is improving towards that of pupils nationally. <b>(K11)</b>	Smaller class sizes created in Y6 to allow for targeted provision to support vulnerable learners and challenge for more able pupils in maths and reading.  Ability grouping used across key stage groups to allow for targeted intervention and increased challenge for more able pupils in maths and reading.  Targeted children invited to join booster clubs which develop reading, writing and maths.	September 2016  September 2016  November 2016	Achievement of groups of learners (including boys, SEN, APKN, those who pupil premium provides support and More able) is rising in line with other pupils in the school. Increased percentage of children achieving higher standards in KS1 Increased percentage of pupil premium children achieving higher standards in writing in KS1 Increased percentage of APKN achieving in KS1 in reading, writing and maths
1.5 To further promote fundamental British values through the spiritual, moral, social and cultural development of the curriculum.	Programme of PSHE/Healthy Schools delivered by HLTAs to all year groups using the Rotherham Scheme.  Development of global learning links (see GL action plan) (See action/impact plans)	September – July	Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values , are at the heart of the school's work.

# PRIORITIES FOR 2016-2017 – leadership and management

Priority	Key Actions	Timescales	Success Criteria
2.1 To ensure governors have an accurate understanding of the school's effectiveness and that this is used to keep the school improving by focusing on the impact of the actions of leaders and governors in key areas. <b>(K13/HMI)</b>	<p>Following academisation Governors to receive job descriptions and person specification and complete skills matrix.</p> <p>Following academisation Governor non negotiables established</p> <p>Following academisation establish new sub committee structure</p> <p>Following academisation benchmarking committee set up for half termly meetings to ensure governors regularly check the school is on course to become an outstanding school at its next inspection.</p> <p>Governors reports produced and shared with governors and staff re areas of responsibility</p>	<p>June 2017</p> <p>September 2016</p> <p>Half termly</p> <p>Following governor visits</p>	<p>Governors, have an accurate understanding of school's effectiveness and can interpret and use school data to compare the school's performance against other schools nationally. As a result they systematically challenge leaders</p> <p>The school's actions have secured improvement in achievement which is rising, including in English and mathematics.</p>
2.2 To ensure other leaders in school contribute to the deep and accurate understanding of the school's effectiveness and use this to focus on the impact of their actions in key areas. <b>(K13)</b>	<p>Year group colleagues work as peer coaches to focus on:</p> <ul style="list-style-type: none"> <li>• Challenge for more able (reading and maths)</li> <li>• Vulnerable groups – Summer born/boys/APKN/</li> <li>• Writing at length</li> <li>• Vocabulary - reading</li> <li>• Problem solving</li> <li>• SEND</li> </ul> <p>To ensure subject leaders in school share their expertise and deliver CPD, monitor planning and offer support in their curriculum area.</p> <p>Impact reports to be produced and subject leaders to present at FGB. Impact to feed into following action plan review.</p> <p>SLT complete lesson observations for quality assurance and individual teacher action plans updated accordingly.</p> <p>SLT to complete work scrutiny for literacy, maths and topic work. Feedback presented to staff in staff meeting and action plans updated</p>	<p>September 2016</p> <p>Begins Sept 2016</p> <p>Half termly rota see evaluation schedule</p>	<p>All SLT are responsible for the monitoring, evaluating and leading of learning and school development.</p> <p>Evaluation by all leaders is thorough and accurate and the schools actions are carefully planned and effective.</p> <p>Teaching is improving strongly as a result of accurate monitoring, effective performance management and professional development</p>

	accordingly.		
2.3 To continue to develop the curriculum and to develop the range of opportunities in reading, mathematical, scientific, technical and physical learning.	<p>Staff CPD on immersive learning and mantle of the expert by OMTC and on-going support of the delivery of this.</p> <p>SLA for physical education, music and MFL from WPT to continue to develop staff confidence</p> <p>Staff CPD on identified areas of need</p> <p>Re- development of reading policy by middle leaders Re-development of reading action plan to meet the ramping up of the new statutory assessment criteria by middle leaders . (See action/impact plans)</p>	<p>Begins September 2016</p> <p>July 2017</p> <p>Full year</p> <p>See CPD log</p> <p>Jan 2017</p>	<p>The school's curriculum encourages a thirst for knowledge and understanding and a love of learning. It covers a range of subjects and provides opportunities for academic, technical and sporting excellence. It contributes well to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development. It promotes good behaviour and a good understanding of safety matters.</p> <p>Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education and for their adult life.</p> <p>All staff are clear on policy for teaching reading in school. Policy is revamped to meet new criteria.</p>
2.4 To extend training for all staff to protect pupils from radicalisation and extremism and to develop staff confidence and competency to challenge pupils' views' and encourage debate.	Member of SLT registered to provide safeguarding training in school and learning community.	Full year	<p>The school continues to find ways to work well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.</p> <p>Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted.</p> <p>Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.</p>

## PRIORITIES FOR 2016-2017 – quality of teaching, learning and assessment

Priority	Key Actions	Timescales	Success Criteria
3.1 Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected. <b>(K11)</b>	Lesson observations by SLT – whole school feedback shared with staff and governors.	See evaluation schedule	Key leaders consistently communicate high expectations and ambition. The culture of the school is characterised by high expectations and aspirations for all pupils
	Work scrutiny – focus on differentiation and challenge with a focus on: <ul style="list-style-type: none"> <li>• Challenge for more able (reading and maths)</li> <li>• Vulnerable groups – Summer born/boys/APKN/</li> <li>• Writing at length</li> <li>• Vocabulary - reading</li> <li>• Problem solving</li> <li>• SEND</li> </ul>	See CPD log Half termly	Achievement of groups of learners (including boys, SEN, BME, those who pupil premium provides support and More able) is rising in line with other pupils in the school.
	Staff CPD using outstanding staff to develop teaching and learning profile and ensure relentless pursuit of learning.	Termly	The standards of attainment of the large majority of groups of pupils are likely to be at least in line with national averages for all pupils. Where standards of any group of pupils are below those of all pupils nationally, the gaps are closing.
	Teacher action plans link to performance management and are updated regularly following feedback from work scrutiny and lesson observations.	February 2017	% of teaching rated good or better increased to 100%
	Develop immersive curriculum throughout school . Use 'mantle of the expert' planning format for idea structure.	Spring 2017	Teachers have high expectations. They plan and teach lessons which deepen pupils' knowledge
	Plan the use of the outdoor areas for learning with support from OMTC.	October 2016	Targets set for pupils in all key stages demonstrate increased challenge towards meeting national expectations.
	Booster groups set up for high achieving pupils in reading and maths.		Pupils are interested and engaged.

			School curriculum is broad and balanced and inspires pupils to learn
3.2 To ensure that teachers sustain the focus on providing pupils with incisive feedback, about what pupils can do to improve their knowledge, understanding and skills and that pupils use this feedback effectively. <b>(K11)</b>	<p>Marking and feedback policy to be reviewed and revised with new assessment structure.</p> <p>Thorough staff CPD for new staff by peer support from experienced members of staff.</p> <p>An adapted approach for the marking of writing focussed on genre specific guidance. Staff given time to embed and focus on issue through staff meeting agenda.</p> <p>Work scrutiny by SLT to take place in each term in literacy and numeracy to identify if the new policy is being used and giving the children a clearer understanding of their achievement and what they need to do to progress. Feedback to be shared to teaching staff, with examples of good practice.</p> <p>Reflection and correction' time used at the start of lessons or end of units to allow pupils to complete R&amp;C</p> <p>To ensure staff provide opportunities for children to write for a sustained period of time.</p>	<p>September 2016</p> <p>September 2017</p>	<p>Pupils know what to do to improve and respond to marking.</p> <p>The marking policy is implemented consistently through school.</p> <p>Assessment is consistent and robust and is used to inform planning.</p> <p>Teachers assess learning confidently, regularly and accurately at all key stages</p> <p>Teachers share accountability for pupil progress.</p> <p>Appropriately targeted support and intervention are matched well to pupils' individual needs (including more able pupils)</p>
3.3 To ensure that highly successful strategies are employed to engage parents and carers and provide them with information about how to support their child to improve <b>(K12)</b>	<p>U3 teacher to continue to organise family learning programmes in FS and KS1 as well as develop 'Parents Charter' through school.</p> <p>Relevant staff and parental representatives to attend Parent Charter training.</p> <p>Parental consultations for KS1 and KS2 to be held termly.</p>	<p>July 2017</p> <p>Weekly</p> <p>Termly</p>	<p>School is accredited with 'Gold' status Parents charter.</p> <p>The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.</p>
3.4 To ensure school is a 'reading school' and pupils read widely and often across subjects and for	Development of reading for pleasure initiatives throughout school year, including bug club, reading theme weeks (see <i>reading action plan</i> )	Review half termly	Reading for pleasure is encouraged throughout school

pleasure.	Re- development of reading policy by middle leaders Re-development of reading action plan to meet the ramping up of the new statutory assessment criteria by middle leaders.		Children read widely and often.  Attainment in reading is improving at a faster rate than national.  Higher % number of children reading at a 'higher lever' 110 points +
3.5 To provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.	Programme of PSHE and Healthy schools delivered by HLTAs to all year groups.  Development of global learning links ( <i>see GL action plan</i> )  World affairs assemblies each week in each key stage  (See action/impact plans)	Review termly  Ongoing  weekly	Children understand where they are within the world  Children debate and reflect on issues beyond their community

## PRIORITIES FOR 2016-2017 – personal development, behaviour and welfare

Priority	Key Actions	Timescales	Success Criteria
5.1 To continue to work with pupils and families to prevent all forms of bullying, including how to stay safe online and the dangers of inappropriate use of mobile and social networking sites. <b>(K12)</b>	<p>Pupil voice collated and analysed</p> <p>School to hold an anti-bullying week</p> <p>Key assemblies for pupils and parents</p> <p>Parent voice collated and analysed</p> <p>Programme of PSHE and Healthy Schools delivered by HLTAs to all year groups.</p> <p>Y6 visit to crucial crew.</p> <p>Fire safety assembly and Road Safety assembly</p> <p>Develop the role of learning mentor in school</p> <p>SENcO to be allocated time to ....</p>	<p>November 2016</p> <p>ongoing</p> <p>September 2016</p> <p>December 2016</p> <p>September 2016</p>	<p>Crucial crew attended for Y6</p> <p>Parent and child assembly delivered regarding safety</p> <p>Pupils understand the importance of good attitudes and behaviour in school life, adult life and work.</p> <p>Pupils are safe and feel safe at school and understand what constitutes unsafe situations and are aware of how to keep themselves and others safe, including in relation to e-safety.</p>
5.2 To further develop system for celebrating and raising attendance to be in line with national figures.	<i>'Study Bug' to be set up to monitor attendance and illness partners. (See attendance action plan)</i>	Review half termly	Attendance figures are in line with LA target and closing the gap with national
5.3 To develop awareness of pupils spiritual, moral, social and cultural development to equip them to be thoughtful, caring and active citizens in the wider community	Develop Archbishop's Youth Trust programme	Summer term	Feedback from programme good. Children complete programme and achieve award.

## PRIORITIES FOR 2016-2017 - effectiveness of early years provision

Priority	Key Actions	Timescales	Success Criteria
4.1 To ensure that all groups of children make consistently high progress in relation to their starting points <b>(K11)</b>	<p>Diagnostic evaluation of foundation stage data analysis to identify vulnerable learners and progress profiles and provide intervention to respond to underachievement.</p> <p>Effective target setting process in place to increase challenge and set high expectations.</p> <p>Stimulating environment in FS will be developed further and provide opportunities for consolidating learning and independent use in all areas</p> <p>Development of FS1 base and additional sessions.</p>	<p>Termly</p> <p>October 2016</p> <p>November 2016</p> <p>November 2016</p> <p>July 2017</p>	<p>Pupils are interested and engaged</p> <p>A range of opportunities for learning including physical devt and sporting excellence in the learning environment.</p> <p>The school's curriculum encourages a thirst for knowledge and understanding and a love of learning. This contributes well to pupils' academic achievement, their physical well-being and their spiritual, moral, social and cultural development. It promotes good behaviour and a good understanding of safety matters.</p> <p>As a result all characteristics of learning will be enhanced resulting in an increased percentage of children achieving a good level of development when exiting FS2.</p>
4.2 To ensure that the reception baseline is rigorous and is used to ensure every child undertakes challenging activities	<p>Moderation of results against development matters.</p> <p>C. Oxborough to moderate for LA in foundation stage</p>	<p>September 2016</p> <p>Aut 16</p>	<p>Baseline completed for all F2 by September 2016</p> <p>Moderation completed</p> <p>CO continues to be FS moderator for LA</p>
4.3. To ensure that highly successful strategies are employed to engage parents and carers and provide them with information about how to support their child to improve. <b>(K12)</b>	<p>Parent consultation meetings held termly for parents in FS-giving parents more information about their child's individual learning and allowing them to contribute to their child's learning journey.</p> <p>Extended Stay and Play sessions have been organised in FS unit for the morning sessions with parents receiving hand-outs about helping their child at home.</p> <p>Family learning organised by AHT.</p>	<p>Termly</p> <p>July 2017</p> <p>Termly</p>	<p>The school works well with parents, including those who might find working with the school difficult, to achieve positive benefits for pupils.</p>

	<p>Relevant staff and parental representatives to attend Parent Charter training.</p> <p>Parental workshops to be planned through year for core subjects</p> <p>Parents meetings for FS to be held in termly.</p>	<p>Termly</p> <p>Half termly</p>	
4.4 To further improve the quality of teaching and learning provision in all the outside areas	<p>Continuous development of outside areas to follow PLODS and replace materials.</p> <p>Further development of provision for KS1 and FS1 to aid transition (water play / mud kitchen / sand / music / development self-serve shed)</p> <p>Development of the woodland setting to create an outdoor classroom and bug hotel.</p>	<p>Summer 2017</p>	<p>The outside areas promote further learning and help to raise achievement</p> <p>Development of a range of opportunities for learning including physical devt and sporting excellence in the learning environment</p>

# CLASSROOM STAFF

From September 2016 the classroom arrangements will be as follows

Class	Teacher	Teaching Assistant	Number of Pupils
Foundation	D Westnidge** C Oxborough / S Fox	L Mitchell (NNEB)	F1 25
		J Wildgoose J Jones L Thompson (1:1) N Haythorne	F2 39
1/2 SH	K Sprague / L Hawes	M Price	27
1/2 SF	D Shelton/ S Fox	A Beaty	26
1/2 LH	R Lyon/ M Hinsley	ano	26
3 HB	M Hinsley / E Betts	J Mitchell	32
3/4 M	R McDermott	M Johnson	30
3/4 S	S Stevens		29
5R	G Richards	R Heeley	24
5C	M Connell	E. Brunyee	21
6K	T Kane	H Thomson	22
6R	H Richards		22
HLTA	L Mason R Green		

\*\*D Westnidge will return from maternity from October 2016