

Reading

- a) maintain time where children hear adults /others read - reading assemblies, a class book shared at least twice each week, book days.
- b) increase parental support - phonics sessions, reading cafes.
- c) monitor reading records and guided reading evidence.
- d) review phonics tracking and teaching time from EY to Y3 to maximise data. Liaise with SaLT and train staff in ELKLAN for children with specific needs.

Maths

- a) complete Power maths training, implement and monitor
- b) establish SET maths calculations policy and assessment
- c) monitor class non negotiables (written spring 2018)
- d) monitor use of times table rockstars and how it improves fluency
- e) set up booster sessions for spring term
- f) continue to raise profile through maths cafes, displays

Assessment

- a) review assessment tools and re-write assessment policy so that we are clear about our use of assessment information, moderation, pupil progress, marking and feedback.
- b) establish a stronger approach to Y6 tracking to include use of SATs tests, analysis, re-grouping and deploying support.
- c) review use of tests alongside SET schools to allow comparison across settings.
- d) establish annual plan for reporting to parents to include parent consultations, interim and annual reports via letter in September.

Writing

- a) implement revised approach to T4W and 2018-19 plan to include time for ongoing training and adjustment over the year. Ensure staff have the resources and support to make this successful.
- b) review the English policies so that they reflect the new T4W non negotiables, monitor implementation.
- c) moderate writing termly and specifically in May ahead of data collection. Specifically focus on children on the cusp of GDS. Use staff meeting time, subject leader support and/or cpd to enhance staff skills and knowledge of how to promote more GDS writing.
- d) hold regular **parent sessions**, share resources, gain support.

School Development actions 2018-19

Curriculum

- a) review the 2018-19 curriculum plan each term to ensure NC obj's are coverage sufficiently and allows for mixed age classed. Review in June. Set a 2 year rolling programme which is aligned with T4W.
- b) monitor 2018 homework policy
- c) provide breadth of experience through development of outdoor learning, implement French (MfL) promote music; Casma, Big Sing, tuition, liaise with FEHS for additional PE experiences, increase range of clubs and lunchtime activities, monitor IT teaching.
- e) raise **science profile** by linking it to inquiry and themes, establish agreed approach to teaching, recording, assessment. Run STEM wk.

Enrichment –

- a) set plan for **trips, residential, visitors** (Sept) share with parents.
- b) broaden range and uptake of **clubs**, offer flat rate £3 for all. Monitor new lunchtime clubs offered, use of playtime equipment.

Behaviour

- a) review the behaviour policy and systems, consult the children and parents.
- b) build children's ability to be more resilient through the new PSHCE scheme, nurture provision and class expectations.
- c) strengthen use of school values when recognising achievements.

Attendance

- a) continue monthly attendance monitoring through D. Gower
- b) maintain good communication with parents re expectations for attendance & behaviour via letters, home school agreements.

Nurture

- a) establish smooth running of COMPASS sessions, review termly with SENCo, attend SEN SET meetings, feedback to staff as req'd. Analyse end of year data against start, compare with achievement. b) establish plan for PPG spending, add to website, review termly
- c) monitor SEND provision mapping systems (Cluster SET support) monitor intervention evidence files. Train staff in ELKLAN, Boxall

School leadership –

- a) implement SET monitoring plan including peer reviews observations, book reviews, appraisal process and CPD.
- b) use the audits to strengthen safeguarding procedures - termly training, latest KCSiE and policies, safer recruitment training, review attendance and admissions policy, first aid, CEOP session for all.
- c) strengthen subject leadership through SET support and training, establish evidence files, health checks, monitor d) update and maintain compliance tracker for website and policies.
- e) strengthen both schools for the future eg pre-school provision, pieces in local papers, involvement in community events.
- f) implement LGB monitoring plan, follow up on actions identified.
- g) plan and account for PPG and sports premium.
- h) build confidence in parents through annual survey, parent forum

EYFS

- a) establish an action plan to assess, monitor and improve provision across both settings. Review half-termly. Staff training as required.
- b) access support through SET EYFS network and SET EYFS lead.
- a) review provision to ensure it offers a stimulating curriculum with rich and varied experiences inside and outside within mixed KS1.
- b) review of planning to ensure it meets all needs
- c) review approach to assessment to ensure it consists of high quality evidence which is regular, precise, accurate and individual.
- d) review use of tapestry against scrapbook learning journey's
- a) date opportunities for parents to engage with school to establish good and trusting relationships.
- b) development ideas to encourage parents to support learning at home and school.

Outcomes

- a) maintain strength in EYFS provision and **improving GLD** via SET EYFS training and support.
- b) review programme for **Y1 phonics**, teaching and tracking. Ensure those in Y1 & Y2 RSM who did not meet the standard do in June 19.
- c) increase numbers in **Y2** achieving expected standard in RWM at RSM and GDS at SPS by monitoring provision, collecting, analysing assessment information and using it to inform the next steps.
- d) increase numbers in **Y6** achieving expected standard in RWM at RSM by targeted intervention, monitoring provision, regular analysis of assessment information and review of need. Maintain SPS data.