

Wootton Lower School School Improvement Plan 2017 – 2020

Basic characteristics of the school.

Background/Context of the School

Wootton Lower School is a rapidly expanding 3 form lower school. We have 453 pupils on roll (PAN 450+precshool) and there are less boys (225) than girls (228). Our recent growth has been significant (2014 299 on roll, 2015 344 on role, 2016 389 on roll) due to new housing in the village. Pupils come from a wide range of socio economic backgrounds (Deprivation indicator is 0.12. The proportion of pupils who have SEN support is low (7.4%) compared to national (13%) albeit we have a higher % of pupils with a SEN Statement or EHC Plan (1.7% v 1.4%). Most common level of special educational need is moderate learning difficulty. Pupils known to be eligible for free school meals is increasing (12.8%) but below average (26%). % pupils from minority ethnic groups is low (18.9%) compared to national (30.7%) Stability is high (88.7% vs national 85.9%) but falling. Attendance is good (96.2% - 2017) and improving. 6.3% persistent absentees is low and actively managed. The school admits pupils to the main school from the September following their 4th birthday. Attainment on entry is below national expectations (evidenced in BASE report University of Durham). Most of the pupils entering the Early Years Foundation Stage have had pre-school experience. Pupils transfer to middle school at the end of Year 4.

The school is split across 2 sites which have a 20 minute walk between them. We run a (3years+) pre-school, Reception and Year 1 on Harris Way site and Years 2,3 and 4 on Bedford Road site. The buildings are in very good order and we are proud of our learning environment.

Acronyms

SLT – Senior Leadership Team

HoS – Heads of School

RAP – Raising Attainment Plan

LoL – Leader of Learning

CT – Chris Tavener, Head Teacher

LG – Leanne Grove, Head of School Bedford Road and Leader of Learning for Vulnerable Pupils

WB – Wendy Burnett, Head of School Harris Way and SENCo

EW – Emma Wright, Foundation Stage Leader

JP – Craig Wilson, Leader of Learning for Mathematics

JF – Jemma Fuccillo, Leader of Learning for Literacy

FSW - Family Support Workers

Gov - Full Governing Body

HO'N - Helen O'Neale, Chair of Governors

Nov 2017

Priority 1: To reduce the intra school variation of learning performance.

Current Position

➤ **OFSTED 2013:**

- Pupils' achievement is good. In all year groups pupils make good progress.
- Standards at the end of Year 4 in reading, writing and mathematics are rising steadily and are above expectations for the age.

- Pupils who speak English as an additional language, disabled pupils and those who have special educational needs make better progress than their peers nationally. Their progress is checked regularly and additional support is provided to move learning on when necessary.

➤ **Provisional 2017 data (national comparison is against 2016 national data as 2017 data is not available):**
Standards of attainment in summer term 2017.

Table shows numbers in the cohort (black) and how they represent % breakdown (red).

	Total	Boy	Girl	PA	PP	EHCP	SEN	Summ	EAL
EYFS	90	44 49%	46 51%	7 8%	11 12.2%	3 3%	2 2.2%	39 43.3%	11 12.2%
Year 1	76	39 51.3%	37 48.7%	7 9.2%	15 19.7%	1 1.3%	6 7.9%	26 34.2%	11 14.5%
Year 2	82	48 58.5%	34 41.5%	5 6.1%	15 18.3%	2 2.4%	6 7.3%	24 29.3%	7 8.5%
Year 3	85	33 38.3%	52 61.2%	3 3.5%	11 12.9%	1 1.2%	6 7.1%	22 25.9%	6 7.1%

Year 4	62	28 45.2%	34 54.8%	3 4.8%	10 16.1%	1 1.6%	8 12.9%	22 35.5%	7 11.3%
Total	395	192 48.6%	203 51.4%	25 6.3%	62 15.7%	8 2%	28 7.1%	133 33.7%	42 10.6%

EYFS

90 pupils, 44 boys, 46 girls. Significant proportions against our typical cohort: High Summer born (43.3%), High Persistent absentee (8%), High EAL (12.2% GLD above 2016 national. Once boys with EHCPs removed from data the boys / girl gap is only evident at GLD (minimal at literacy and maths). Additional EHCP applied for a further boy. PP significantly below national but of the 5 not achieving GLD, 1 is additional EHCP, 3 were social care cases.

% of pupils achieving a good level of development above 2016 national (76.7% v 69.3%) and 2% higher than last year. However boys were slightly below (75.6% v 80.9%) and 11 PP pupils significantly below non PP (50% v 80%). % of pupils achieving at least expected is above 2016 national in all areas. Girls outperformed boys in all areas.

See Early Years data analysis for specific breakdown.

Year 1

76 pupils. 39 Boys, 37 Girls. Significant proportions against our typical cohort: High Persistent absentee (9.2%), high PP (19.7%), high EAL (14.5%). Phonics pass rate is above national (89.4%v77% 2016) which is stable from the previous year. There was no gender gap in reading and maths but significant gap in writing. FSM & PP children performed significantly below non-PP/FSM children. % children operating at secure or above were: Reading 87%, Writing 79%, Maths 84%.

Phonics Screening Data

Overall pass mark (76)	89.4%
Boys (39)	87.2%
Girls (37)	91.9%
PP (15)	86.7%

SEN (7)	37.1%
EAL (11)	100%

Year 2

82 pupils, 48 boys, 34 girls. Significant proportions against our typical cohort: High Boys (58.5%), high PP (18.3%).

Phonics: 8 re-sits, 6 passed. Of the 2 children who did not pass, one is going through statutory assessment. **RWM:** 73% (59 children), 11% GDS. **Reading:** 80.5% at EXP with 30.5% GDS. Boys were above girls for EXP. Girls outperformed boys at GDS with a difference of 13%. PP difference improved on last year (7%) with 73.3% of PP children passing. Difference for GDS was only 4%. **Writing:** 79% at EXP with 20.7% at GDS. Boys difference was 7.3% and 15% for GDS. Small gap for PP children of 5.7%. Difference for GDS was 0.7%. **Maths:** 82.9% at EXP and 23.2% at GDS. Boys performed better by girls by 6%, this was also reflected at GDS. For PP children the gap at EXP is negligible (2.9%) but none achieved GDS (gap was 23.2%). Attainment in Year 2 continues to be strong given boy heavy cohort. Gaps have narrowed at EXP for PP pupils but was significant at GDS for maths.

Year 3

85 pupils. 33 Boys, 52 Girls. Significant proportions against our typical cohort: High Girls (61.2%) and low Summer Born (25.9%). There was a significant gender gap in reading and writing but boys outperformed girls in maths. FSM & PP children performed significantly below non-PP/FSM children. % children operating at secure or above were: Reading 84.7%, Writing 77.6%, Maths 83.5%. Good progress made in all areas from cohort's EYFS data but progress is slowing in literacy.

Year 4

62 pupils. 28 Boys, 34 Girls. Significant proportions against our typical cohort: High SEN (12.9%) and high EAL (11.3%). There was no gender gap in reading and writing but boys significantly outperformed girls in maths. FSM & PP children performed significantly below non-PP/FSM children. % children operating at secure or above were: Reading 80.6%, Writing 79.1%, Maths 79.1%. This shows significant progress on this cohort's EYFS data albeit a drop against Year 2 SATs data. A significant impact on this has been the teaching gaps with the introduction of the new NC.

Moderation – all year groups moderate these outcomes with schools within our Wootton Cluster. Evidence from work scrutinies and pupil tracking suggests that standards of current work are 'good' in KS1 and K2. 100% of parents are pleased with the progress their child is making (Parent Questionnaire 2016).

- RAPS introduced for English, Maths, EYFS and Pupil Premium (see separate documents)
- Children new to the school have a rigorous baseline assessment to identify needs.
- Heads of School undertake weekly monitoring – circulating book, planning, assessment scrutiny and learning walks.
- Marking policy implemented and closely monitored in regular book scrutinies by SLT
- Progress measures implemented on SIMs and progress to be monitored at Mid Year data points.
- Progress being monitored by HoS through book scrutinies.

- Pupil Performance reviews completed.
- Our Wave 3 provision maps are very personalised and as a result tracking progress is more complex. We are currently reviewing how we track progress – buying in diagnostic assessments and progress measure assessments.

Success Criteria	July 18	July 19	July 20
➤ Progress of all pupils is rigorously monitored and reported.			
➤ Achievement data shows consistent accelerated progress from agreed starting points for the four key focus groups (Disadvantaged, Most Able, Disabled and those with SEN, Lower Attaining Pupils)			
➤ The attainment gap of all pupils is narrowed and out performs the national statistics.			
➤ The attainment gap of all PP pupils is narrowed against the national non PP statistics			
➤ Pupils are identified early if progress is below their expected with appropriate interventions in place.			
➤ Pupils scoring a 2 in EYFS never fall below working at 'age expected' as they progress through school.			
➤ Pupils scoring a 3 in EYFS never fall below working at 'age exceeding' as they progress through school.			
➤ In depth marking and feedback accelerates pupils' progress.			
Evaluation: <ul style="list-style-type: none"> ● Assessment system on SIMs and tracking database refined 09/17 with 'exceeding' level added. ● INSET run on maths mastery. 			

Nov 2017

- Triad research projects run by staff presented to all teachers with new resources and strategies shared.
- Detailed teacher check lists shared to improve consistency.
- Read Write Inc introduced.
- Vulnerable pupils database updated and monitored.

Strategy	Lead	Start	End	Training needs/Resources	Monitoring	Progress throughout the year
Highly skilled use of the assessment system used to identify learning gaps and suitable immediate interventions.	HoS	09/17	07/18	Staff training to be provided by Oct half term.	HT	
Four key focus groups identified and monitored closely at the 4 assessment points.	HoS	09/17	07/20	Staff training to be provided on the four key focu groups.	HT	
Additional opportunities planned for PP children (extra curricula opportunities, additional visits).	LG	09/17	Ongoing	See PP RAP	HT	
Establish role of Learning Mentor to support interventions for vulnerable children.	HT	09/17	07/18	Rosey Matu appointment for 09/17 start.	Gov	Impact to be reviewed termly.
Embed PP Strategy and Policy to ensure an outstanding impact.	LG	09/17	Ongoing	LG to visit outstanding PP schools	HT	

Staff training on differentiation - more able, scaffolding input.	LoL	09/17	Ongoing	Initial staff training to be provided by Oct half term.		
English, Maths, PP and EYFS RAPs to include actions to reduce the intra-school variation.	LoL	09/17	07/20			
Establish highly effective curriculum lead teachers who will deliver individual subject improvement plans.	HT	09/17	07/20			Teachers assigned curriculum lead responsibilities.
Read Write Inc to be implemented to address the decline in the rate of progress in lower KS2	LG	09/17	07/20	Whole school INSET booked. Resources bought from 106 monies.		

Priority 2: To improve teaching further so that it is outstanding and never less than consistently good.

Current Position

➤ **OFSTED 2013**

- Teaching is good with some examples of outstanding practice.
 - Occasionally teachers do not match the work closely enough to the learning needs of each pupil.
 - Some teachers do not use supplementary questions often enough to check pupils' understanding and to extend their thinking.
 - Most lessons are well planned with the work pitched at the right level across the full range of ability. However, in some lessons this is not the case and for some the work is too hard and for others too easy. As a result, they do not make rapid progress in that lesson.
- 2016 /2017 lesson observations confirm all teaching is at least good.
- New marking policy implemented and subject to regular monitoring reviews.
- Programme of regular learning walks established.
- Weekly INSET being used to improve 'quality first teaching'.
- RAPs in place for PP, English, Maths and EYFS – evidence of improved quality of teaching in lesson observations
- Assessment system used to identify pupils' next steps and to inform planning
- LSAs have an internal INSET programme
- Read Write Inc to be implemented in September 2017 across the whole school to help support consistency
- All children new to the school are baselined to ensure we track progress. We have created a baseline checklist for each year group which has meant that intervention and appropriate support is not happening much quicker.
- Angie Toms (HLTA) has completed a working memory project with Oxford University. She has found a significant impact of her work on the 'marginal' SEN pupils but little impact on more severe SEN. Through her feedback Oxford University have restructured their programme.
- Research triads have been set up with the teaching team to develop own practice. Mid year performance management reviews have ensured these will be delivered. Projects are:
- Improving boys literacy through physical education
 - How can numeracy games be used effectively to close the gap between emerging and expected children's recall of number bonds?
 - Pre-school / Reception: what inspires boys to independently to mark make?
 - What is a true working wall for English?
 - How can we improve the stamina / focus / engagement of easily distracted boys in class?
 - Impact of parents support on phonics

Success Criteria	July 18	July 19	July 20			
➤ Homework clearly supports learning needs of pupils.						
➤ Majority of lesson observations are outstanding and never less than good.						
➤ All lesson observations are never less than good.						
➤ New curriculum cohesively planned and implemented						
➤ Consistent high quality marking with opportunities for children to respond.						
➤ High quality assessment is used to inform planning and progress pupils through their next steps in learning.						
➤ Support staff are fully confident in their role and data shows impact of their work						
Evaluation: <ul style="list-style-type: none"> Weekly monitoring programme continued. Identified issues used to inform staff weekly INSET. 						
Strategy	Lead	Start	End	Training/resources	Monitoring	Progress
Clear teacher expectations provided on a 'check list'.	HoS	09/17	09/17	Staff training to be provided by Oct half term.	HT	

Nov 2017

Continuation of robust LSA performance management and In House INSET programme.	HoS	09/17	Ongoing	In House CPD resources	Gov	
Staff coaching and mentoring systems to be established with UPS teachers developing teacher colleagues.	HT	10/17	Ongoing	To form part of UPS teacher performance management targets.	HoS	
Teaching teams changed with leavers replaced by higher skilled practitioners.	HT	09/17	Ongoing	Cost of recruitment. Cost of change in staff.	HT	
New Behaviour Policy to be implemented to re-invigour whole school consistent approach to highly effective behaviour management.	LG	09/17	Ongoing review 07/18	Staff CPD	Gov	
Embed the new Read Write Inc phonics programme	LG	12/17	Ongoing review 07/18	Staff CPD	HT	
Punctuality interclass competition established	HoS	01/18	Ongoing	Newsletter / facebook	HT	
Immediate and effective use of EWO to fine parents ASAP for attendance issues.	FSW	09/17	Ongoing	EWO	HT	
Parent Forum set up to act as a reference body to the Full Governing Body.	Chair	12/17	Ongoing	Newsletter	FGB	

Priority 3 To develop the teaching and learning of boys in EYFS to provide wider learning opportunities for children.

Current Position

➤ **OFSTED 2013**

- (Children) settle quickly and grow in confidence in a safe and secure environment. This is because the fostering of good relationships between adults and the children and between the children themselves is a priority.
- Children make good progress in their learning because the activities are well planned. Their progress through the year is checked carefully and support is provided when it is needed. By the end of the year the large majority reach and some exceed the expected levels for a typical five year old child in all areas of learning.
- The outdoor area in the Early Years Foundation Stage has not yet been fully developed as a natural extension of the classroom and to fully cover all areas of learning.

➤ **Provisional data 2017:**

EYFS

90 pupils, 44 boys, 46 girls. Significant proportions against our typical cohort: High Summer born (43.3%), High Persistent absentee (8%), High EAL (12.2% GLD above 2016 national. Once boys with EHCPs removed from data the boys / girl gap is only evident at GLD (minimal at literacy and maths). Additional EHCP applied for a further boy. PP significantly below national but of the 5 not achieving GLD, 1 is additional EHCP, 3 were social care cases.

% of pupils achieving a good level of development above 2016 national (76.7% v 69.3%) and 2% higher than last year. However boys were slightly below (75.6% v 80.9%) and 11 PP pupils significantly below non PP (50% v 80%). % of pupils achieving at least expected is above 2016 national in all areas. Girls outperformed boys in all areas.

%	GLD	Literacy	Maths	PLG	SLG
Overall (90)	76.7	80	81.1	81.1	76.7
Boys (44)*	75.6	80.5	82.9	76.7	75.6
Girls (46)	80.9	83	83	85.1	80.9

PP (11)*	65	65	65		
EAL (11)	72.7				

*without SEN

- Redeveloped staff structure.
- EYFS has had significant capital investment in both indoor and outdoor learning areas (£100k in 2015).
- EYFS has an effective tracking system which includes next steps and regular assessment reviews.
- EYFS team has fully developed the outside area as a natural extension of the classroom and to fully cover all 7 areas of learning.
- New canopy installed to support outdoor learning by reducing impact of wind.
- Using our PP funding we employ a Speech and Language Therapist once a fortnight to screen new students and set up an intervention programme. Tracy Cartwright (HLTA) supports in these meetings and then supports the ongoing intervention.
- EYFS lead monitoring topics to ensure engaging for boys. Both inside and outside areas restructured to encourage boys to mark make/write and staff remind children to make labels at every opportunity.

Success Criteria	July 18	July 19	Apr 20
➤ Boys to make accelerated progress from their Baseline data to their final EYFS scores.			
➤ The gap between boys and girls to narrow between their baseline data and final EYFS scores.			
➤ Assessment in EYFS gives clear information about children's development and with opportunities for robust analysis of data.			
➤ Attainment by the end of EYFS is at least in line with national expectations.			
➤ Attainment for FSM is at least in line with national and has a narrowing gap with non FSM in school			

➤ Outdoor area reflects all 7 areas of learning as an extension of the classroom for all children.						
Evaluation						
Strategy	Lead	Start	End	Training/resources	Monitoring	Progress
EYFS team changed to support the ongoing development of the unit.	HT	09/17	09/17		Gov	Completed.
Highly skilled use of the assessment system used to identify learning gaps and suitable immediate interventions.	EW/WB	09/17	Ongoing		HT	
EYFS lead to visit units where boys make outstanding progress to create strategy for improvement.	EW	10/17	Ongoing	See EYFS Rap	HoS	
Outdoor reading to be developed.	EW	09/17	12/17	See EYFS Rap	HoS	

Priority 4: Devise and embed systems for enhanced parent engagement so that shortfalls in homework, attendance and lateness are minimised.

Current Position

- Attendance is good (96.2% - 2017) and improving. However we have 6.3% persistent absentees (PA). Whilst this is actively managed this needs to be lower. Performance of the majority of the PA pupils remains on track.
- Fixed penalties issued for PA and holidays in term time.
- EWO referrals made.
- Diverse demographic profile of parents from working parents who are 'too busy' to fully engage with School / homework to unemployed illiterate parents who are unable to fully support their child.
- Spring 2017 parent evening attendance 96% with teachers following up non attendees to ensure 100% consultations.
- Parent survey response (Spring 2017) was 68% and overall extremely positive (see School Website for published results).

Success Criteria	July 18	July 19	July 20
➤ Homework clearly supports learning needs of pupils.			
➤ Homework completed by all pupils.			
➤ Attendance of all pupils and groups have an improving trend over time with 2016/2017 year as a baseline.			
➤ Punctuality of all pupils and groups have an improving trend over time with 2016/2017 year as a baseline.			
➤ Parent feedback forms on all events to show a minimum of 90% satisfaction			
➤ Improved engagement by all parents across all survey responses			

Evaluation

- Parents provided feedback on a working wall at our last parents evening on what events / support they need at school.

Nov 2017

- Attendance managers identified poor attendance in first half term and working with specific families.

Strategy	Lead	Start	End	Training/resources	Monitoring	Progress
New homework policy to be developed following a review of other Outstanding primary school homework strategies.	HoS	01/18	07/18	Visits to leading schools.	HT	
Clear ongoing communication with parents over the importance of homework.	HT	09/17	Ongoing	Articles in weekly newsletters and facebook adverts.	Gov	
Development of different strategies (e.g. competitions) to ensure ALL children read at home.	JF	10/17	Ongoing	See English RAP	HoS	
Homework clubs established.	HoS	10/17	Ongoing	Teacher volunteers. Learning mentor.	HT	
Clear targets for attendance and punctuality made to all parents (see attendance action plan)	HT	10/17	Ongoing	Newsletter / facebook	Gov	
Attendance interclass competition established(see attendance action plan)	HoS	10/17	Ongoing	Newsletter / facebook	HT	
Punctuality interclass competition established (see attendance action plan)	HoS	10/17	Ongoing	Newsletter / facebook	HT	

Nov 2017

Immediate and effective use of EWO to fine parents ASAP for attendance issues.	FSW	09/17	Ongoing	EWO	HT	
Parent Forum set up to as a reference body to the Full Governing Body.	Chair	12/17	Ongoing	Newsletter	FGB	

Priority 5 To develop the distributed leadership model of the School further, enhancing the roles and responsibilities of middle management.

Current Position

➤ **OFSTED 2013**

- The Head Teacher provides strong leadership and is working effectively with governors, senior leaders and staff to bring about improvements. In the last two years teaching has improved and standards throughout the school have risen steadily. The school is well placed to improve further.
- Pupils know how to keep themselves and others safe and have a good understanding of potential dangers, for example when using computers to access the internet, around the school or when approached by strangers.
- Head Teacher has been in post from Summer 2011 with one Deputy Head (WB).
- Following the extension of the school across 2 sites the SLT has been developed further to ensure consistency of teaching and learning. A second Deputy has been appointed (LG) and the 2 deputies are HoS for the 2 sites. The school also has 3 senior teachers who are Leaders of Learning (CW and JF) and Foundation Stage Leader (EW).
- School has an active Governing body with 3 new members. The Chair is also a Borough and Parish Councillor.
- New leaders completed NPQML course.
- Clear monitoring schedule in place which feeds into staff INSET plan.
- Governor's regularly visit the school to meet with linked staff – reports written and shared with the governing body.
- Specific internal governor training meetings held and ongoing to supplement the LA courses.
- Safeguarding for staff and volunteers is up-to-date.

Success Criteria	July 18	July 19	Apr 20
➤ Leaders and governors create a culture of continuous improvement that enables pupils and staff to excel.			
➤ Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.			

➤ Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe.						
<p>Evaluation</p> <ul style="list-style-type: none"> • New mission statement created with stakeholders. Awaiting graphic design for new logo. To be launched to all staff at January INSET. • Loss of literacy lead at Christmas has led to SLT to re-evaluate priorities and duties. Short term replacement for rest of academic year for the teacher will not be on SLT. 						
Strategy	Lead	Start	End	Training/resources	Monitoring	Progress
➤ Create a shared ethos and mission.	HT	09/17	Ongoing	Communication with key stakeholders. Display / brand ethos and mission.	Gov	
➤ Identify and visit Outstanding schools created on a distributed leadership model.	HT	09/17	Ongoing		Gov	
➤ Design a model that defines leadership roles, how they will work together and the systems needed to support them.	HT	09/17	Ongoing	Middle leader capacity. Subject co-ordinators.	Gov	

➤ Create and strengthen leadership capacity.	HT	09/17	Annual review	Identify Gaps. Identify CPD needs. Employ further staff.	Gov	
➤ Focus leaders on improving teaching and learning.	HoS	09/17	Annual Review	LoL meetings. Staff meetings. Clear definition of roles.	HT	
➤ Empower leaders with time and authority to lead.	HoS	09/17	Ongoing	Class cover. LoL to lead staff meeting	HT	

Priority 6: To improve the quality and impact of SMSC provision throughout the school

Current Position

- **OFSTED 2013**
- Pupils behave well and have a good understanding of personal safety
- Pupils' attendance is above average
- Pupils know how to keep themselves and others safe and have a good understanding of potential dangers, for example when using computers to access the internet, around the school or when approached by strangers
- The wide range of activities promotes pupils' spiritual, moral, social and cultural development well. Pupils are given many opportunities to enrich their education
- New SMSC policy and British Values statement produced. SMSC whole staff INSET. Curriculum team created to develop SMSC throughout the school. Recurring SMSC assemblies held across both sites.
- Additional family support worker employed providing emotional literacy interventions. These need to be embedded with impact scrutinized.
- Values curriculum implemented throughout the school – planning produced, values information given to parents, assembly overview linked to values. British Values being taught across whole school. 'Great' Britain whole school day held for all pupils. British Values audit now required to identify gaps and implement development points.
- Wootton Tots part of the village community
- Links made with national business' – Apple, tesco's, Frankie and Benny's
- International Schools Award application in progress. Not progressed whilst teacher in charge went on maternity leave.
- Parent's skills base created to facilitate curriculum delivery
- PP children are targeted with different interventions educationally and socially and gap has narrowed across the majority of year groups.
- PP children went to Kidzania where they learnt about different careers. New 'ASPIRE' after school club for PP pupils also set up to develop career aspiration
- School Choir (51 pupils) enjoyed a trip to the 02 to sing as part of Young Voices. With the trip now booked for 2018 choir numbers are over 100!. New behaviour policy has been developed after an indepth research project and this will implemented in 2017.
- Family Support Workers CPD supports a targeted emotional literacy curriculum for vulnerable pupils.
- Working with local schools on moderation, assessment and our bespoke SIMs assessment development.
- Emotional literacy assessment packages now being used (Boxall profile and SDQ analysis).
- New behaviour policy to be implemented in 09/17 with clear rewards and sanctions. This will provide a whole school recognition system which links to our values and house groups.

Success Criteria	July 1	July 19	July 20			
➤ Establish effective working partnerships within the community (local, national, international)						
➤ Strategies in place to help prepare pupils for life in Modern Britain						
➤ Assessment systems in place to monitor pupils emotional literacy						
➤ Robust SMSC structure within school.						
➤ SMSC structure has clear rewards and sanctions linked to it						
➤ The gap between PP pupils and all pupils reduced						
Evaluation <ul style="list-style-type: none"> • New behaviour system in place October 17. • House day 'What I want to be when I grow up' successfully run 01/11. Very positive feedback received. 						
Activity	Lead	Start	End	Training/resources	Monitoring	Progress
Events such as parent workshops and whole school house days to encourage parents to become more involved in school life. House system in place and used to facilitate whole-school days.	SLT	09/17	Ongoing	-	HT	
New emotional literacy assessment used to identify pupils' emotional needs, plan interventions and measure impact	WB	09/17	Ongoing	Family Support Workers CPD attended.	HT	

Nov 2017

Behaviour policy re-written with clear rewards and sanctions. A whole school recognition system introduced which links to our values and house groups.	AG & LG	10/17	Ongoing	-	HT	
British Values Audit to be completed and development points implemented.	LG	11/17	12/17		HT	

