

Planned outline of 2016-20 S.D.P.

Section Governor focus	Objective(s)	Deadline (mile stone dates)	Success Criteria	Evidence / monitoring	Cost / resources	Detailed evidence provided (Nov. 2017 updated)	Spring
A (L. & M.)	Provide effective CPD for all leaders in subject/phase co-ordination so as to improve school management.	Ongoing from Sept. 2016	All subject leaders have attended externally led training and implemented outcomes of training.	Inset has occurred, Governors and SLT meetings CPD files, M. & E. records. Governor meetings	Cost for this training £380	CPD on Reading with Sarah Luty, Rachel Mills. CPD records for EAL, maths, Science, R.E., P.E. and offers for senior leadership training. (2016-present	Weekly S.L M. & E. completed relevant mainly su
	Provide effective C.P.D. for all leaders in lesson observation, book scrutiny, shared practice, pupil interviews, data analysis and target setting. To improve the wider management and understanding of the quality of T. & L.	Ongoing from Sept. 2016	All leaders have attended externally led training. Senior Leaders have worked with staff on effective use of data and target setting. Associated subject plans from staff have been written and implemented with focus on improving T. & L.	Inset has occurred, plans for improvement in place and implemented. CPD files, M. & E. records, Governors and SLT meetings, T. & L. records.	In-school rota of sharing good practice and releasing staff...no cost.	Work alongside Christchurch & Holy trinity on inter-school M. & E., with L.A. advisor. Rachel Mills worked alongside English lead to devise plan for improvement Sept. 2017-present. Internal and external results both local and national are improving and show average attainment and well-above average progression in English and Maths. P.M. now undertaken by all senior leaders confidently and effectively.	Leaders h alongside analysis, v P.M. and lesson of Minutes of de
	Agree and implement a timetable/policy for leaders to manage their subject/ phase through above.	Ongoing from Sept. 2016	Timetable & policy agreed 19.09.2016 and in place. Implemented timetable and appropriate records kept and attainment and progress outcomes shared with staff and governors.	Policy and timetable in place, all above implemented, SLT and Governors meetings.	½ day per subject co-ordinator on rotation. SLT internal release, externally led staff meetings.	S.L.T. reporting directly to T. & L. Governors on Greater Depth pupils. Subject leads attend Curriculum committee (EYFS, ICT and R.E., English (Reading) planned). All data reported and discussed with governors against national attainment.	Outline rele agreed a implemen sc

All subjects have clear action plan based around improving T. & L. in subject area.	From end of half-term Autumn 2016.	Plans in place and show high expectations on pupil outcomes. Subject leaders are monitoring, evaluating and feeding back on teacher's planning. Outcomes in classroom focus of S.L.T. M. & E. and P.M. work.	Plans in place, monitored by SLT, other members of staff and Governors.	Possible release for subject co-ordinators & for P.M. process. (internal planned).	Subject leads report to Governors termly on chosen subjects. Detailed plan for Reading development drawn up and being implemented to improve reading "comprehension" standards...this includes "Good Readers...." programme.	Priority action R.E., Sc humanities, Et Restrictions affect impleme Subject leade into priori
Through improved leadership quality of teaching and learning improves.	Ongoing from Sept. 2016	Data and books show clear improvements from previous data capture. Staff can evidence the impact their actions have had on quality of T. & L. External moderation / inspections and assessment data indicates clear improvements in outcomes and practice.	Appropriate sources of evidence show improvement in provision, coverage and pupil enjoyment. SATs, Phonics Checking, Baseline, internal assessments, data, lesson observations and improvements in outcomes and practice.	Identified resources to meet needs of pupils / curriculum/ teacher training.	Internal and external data indicates continued improvement in standards and progression. 2017 SATS / EYFS. Moderation outcomes with other schools is always positive and feedback to staff. Quality of book, as seen in book trawls, is good and progression for both individual and across school is recorded weekly.	Lesson C indicate on lessons s outstanding 40 R.I. Questio explain assessme areas; ma currentl eval

	To ensure S.L.T. and Governor maintain clear understanding of Ofsted / Government agenda and implement improvements / changes to meet the needs of all pupils and staff.		Staff and governors are clear in requirements External assessments and moderation show good understanding. Pupil groups making good progress against national expectations....internal tracking uses Hodder Scales.	Governors and SLT, external assessments, data, plans and pupil outcomes.	Resources allocated according to need of pupils, curriculum and staff.	New Ofsted framework is constantly referred to in meetings and through work scrutinies. EYFS specifically working towards Outstanding and evidencing against set criteria in O.F. Sept. 2017.	S.L.T. keep changes o nationally, changes ca and thus difficult to k e.g. tel
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B (T & L)	To implement the above Leadership / management plan.	Ongoing from Sept. 2016.	Above plan has been implemented effectively.	Use of above M. & E.	As above.	P.M. and release time in place and being delivered. Data and pupil progress meetings used to raise standards. National and local data used to judge school progress; 2015-17 all in-line or above attainment, improvements in SPaG results and phonics checking,	Impleme constraints spendin
	To ensure marking policy is consistently applied appropriately across all subject areas.	Initially Sept. 2016 and then annually.	Marking ensures children are clear about strengths and next steps. Marking is consistent across all classes appropriate to age-group and subject.	Policy reviewed annually (sept.), Practice through lesson observations, work scrutinies and P.M. S.L.T. and Governors	None.	Marking policy reviewed March 2017 and new policy in-place June 2017. Focus changed in-line with NAHT advice that quality > quantity and progress will be judged in books.	This is bei Marc

<p>To effectively respond to data analysis and other evidence, inform staff on new focus arising and monitor the response.</p>	<p>Ongoing and at least termly from Sept. 2016.</p>	<p>Through information gathered and actions implemented, teaching and learning of specific prioritized target areas have improved. e.g. fractions.</p>	<p>S.L.T., Governors and subject leader.</p>	<p>Training and resource implications.</p>	<p>Following 2017 SATs results focus was clearly identified as reading comprehension and language uptake. Entrust support for implementation of detailed plan Sept. 2017- April 2018. SPaG focus from 2016-17 showed external data improvements from 58% to 72% A.R.E. K.S. 2 Sats.</p>	<p>Pupil Progress moderation a has led to ong provision e su</p>
<p>Continue to improve assessment systems to include progress indicators, progression rates and Government expectations / national attainment.</p>	<p>Ongoing from Sept. 2016.</p>	<p>Progress and attainment are measurable in all subjects. P.E., music, English, maths, M.F.L. and I.C.T. are all being assessed regularly (Sept. 2016-), Geog./Hist. & R.E. (2016-17), other subjects by end 2017-18. Measures will be dependant on subject.</p>	<p>S.L.T., Governors and subject leader. Internal and external assessments, data and moderation.</p>	<p>As appropriate external training, updates and support.</p>	<p>S.L.T. discussions has led to alterations in provision for PUMA & PIRA in assessment week. Focus groups for Greater Depth pupils, EAL included regularly, internal T.A. used more effectively through moderation sessions and training. Tapestry in place for EYFS and outcomes are good in terms of ongoing assessment of pupils.</p>	<p>Change in Governors 07.03.201 clarity</p>

	To implement national agenda with specific reference to Tower View and its pupils.	Ongoing from July 2016	S.L.T. and governors understand school's response to national agenda. School's response is fit for purpose in terms of curriculum and pupil outcomes.	S.L.T. and governors, pupil data outcomes. External assessment indicates pupils are well prepared for next stage in education and making good progress.	See above.	MAT has been main focus of national agenda including Governor group set up to discuss Vision of school. Regular meetings with B.R.C.P. on MAT development are occurring and some joint inter-school work planned for Spring term 2018. External data 2017 show pupils doing well v national results.	No change ensuring school with latest guidance
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C (L. & M.)	Ensure Governing Board is full.	Sept. 2016	Governing Board is always full or actively filling vacancies.	Number of governors and effective pre-planning and succession planning.	Possible P.R. costs.	Election of Parent Governors did not fill 2 spaces Sept. 2017.	need to appoint governor following March
	Ensure Governing Board has a cross section of skills and knowledge.		Governing Board understands current skill set and areas for development. Consistent and annually updated skills profile is maintained. Process for finding appropriate governors is clear and easily applied.	Skills profile M. & E. Committee effectiveness Minutes of meetings Governors in place.			
	Ensure Governing Board is pro-active in being strategic about their thinking, planning and actions.		As a Governing Board there is a clear vision and plan on how to achieve it. The G.B. works effectively with staff.	Governors at least termly discuss plans and progress of plans Minutes of discussions and outcomes / next steps. Strategic plan in place, adopted and implemented.		Strategic group has now met several times to discuss vision and MAT status. Representatives are also discussing with B.R.C.P. the MAT status and local development thereof. Nov. 2017.	Group set discussion

	Governors are clear on current roles, responsibilities and issues relating to welfare of the school. In line with national expectation and outcomes.	Ongoing from Sept. 2016	Individual governors understand their role and local and national agendas around education and safeguarding children. School is meeting appropriate legal and non-legal external evaluations e.g. H. & S., finance audit.	Minutes show clear discussions and understanding of needs of school and specific aspects regularly discussed / reported on e.g. racism.	Support as appropriate.	Minutes of meetings available showing discussions and decisions. Focus of T. & L. on school v national data and A.S.P. document.	Each com written / ag reference a r
	To ensure recruitment of Governors is planned for and actively pursued.	Ongoing from Sept. 2016	Governing Board is always full or actively filling vacancies according to skill set required. Termly discussion of possible vacancies and specified process to ensure these are being filled.	A newly allocated Governor with specified role to ensure succession is being implemented and report to F.G.B. Vacancies do not remain for period of more than a term.	Support and policy / procedure needed to be adopted and implemented regularly.	No new Governors appointed	see abo governor, appointme
	To plan for future status of the school in view of the academy agenda.	Ongoing from Sept. 2016	Governors have worked alongside other local Governing Bodies to identify way forward. Governors have an agreed vision and set of priorities. Governors decide best way forward for school.	S.L.T. Governors Links from and to external support L.A.	Extra meetings to decide best way forward, ethos agreed. Timescale costed. Any staff re-structure costed.	Strategic group has now met several times to discuss vision and MAT status. Representatives are also discussing with B.R.C.P. the MAT status and local development thereof. Nov. 2017.	See abov regardi
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D (C. & P.)	To have an effective V.L.E. in place by April 2017.	Apr-17	V.L.E. in place. V.L.E. accessible by all parents and pupils. Weekly homework accessible through V.L.E. provision.	V.L.E. in place.	To be confirmed.	No V.L.E.necessary, planned developments of other ICT genres have successfully filled required expectations.	not needed ICT prov relativ
	To develop a new school website in conjunction with V.L.E.	Apr-17	Website in place and being regularly used by community. Parents easily access information from website.	Website in place	To be confirmed	Website in place, up to date, statutory and used to communicate. Statistical data now being used to track website usage and shared termly with Governors e.g. October 2017 34 new users accessed website, average visit 4 minutes 34 seconds .	in the prod built expect 2

	EAL families and pupils have access to all appropriate information in their primary language.	Ongoing from Sept. 2016 By end Autumn 2016	School has developed range of facilities to enable EAL families to access all information e.g. website translator, access to translator service.	Website in place. Methods to communicate in place.	Possible Apps. Possible staff acquisition	Website can be multi-lingual. Use Apps. To translate and looking at trialling new App. for EAL purposes. Nov. 2017 onwards.	EAL lead i assessments Governor in website appropriate
	To improve the profile of the school through good public relations.	Ongoing from Sept. 2016	A member of staff and a member of the Governing Board have been appointed to actively promote the school in the wider community e.g. newspapers, T.V., local community events.	Member of staff take on responsibility (Mrs Hancox). Member of Governing Board take on responsibility. Number of news related reports school is part of at least 1 per ½ term.	Time related aspect of promoting school.	School has been in media on 6 occasions since January 2017. Also RHS awards, working with community Winshill in Bloom, church and local library.	Ongoing active to ge positively i Right mo con
	To increase the number of available awards in school: focused on raising pupil belief, raising profile of specific subjects and skills.	Ongoing from Sept. 2016	More awards available in school. Subject specific awards have impact on profile in school. Times tables (2016-) P.E. related (2016-) Music (2016-), Phonics (2016-), attendance and punctuality (2016-)	S.L.T. and governors Evidence of more awards being presented to pupils.	Extra costs for prizes / certificates.	There have been no significant changes in this area.	Science Si Green Flag
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E (T & L.)	All groups of children make at least good progress. (see specific more able plan in S.I.P.).	Sept 2016 ongoing	Book scrutinies and data indicate that all groups of children are making at least expected progress.			End of Key Stage Data v national 2017 indicate clear good progress end of K.S. 2 in all subjects. Pupils in EYFS made above national average attainment for G.L.D. 2017. K.S. 1 roughly in-line with National average.	To be upda

Teachers' provide pupils with incisive feedback, ensuring pupils use this feedback effectively.	Sept. 2016 ongoing	Book scrutinies and pupil interviews show that feedback is effectively supporting good learning.				marking policy moderation of school in year head
Pupils are eager to know how they improve their learning. They capitalize on opportunities to use feedback to improve.	Sept 2016 ongoing	Book scrutinies and pupil interviews show that feedback is effectively supporting good learning.	S.L.T., Governors, data and information acquired through M. & E. clearly show improvement. Pupil outcomes show improvements. The impact of initiatives to be judged through variety of appropriate M. & E. activities.	Ongoing costs for generic and specific CPD. Generic and general curriculum costs according to needs of pupils / staff.	Book Scrutinies focus on writing and reading Sept. 2017 indicate progression is occurring for all children, interventions are having positive impact on specific groups e.g. Year 6 maths, phonics in year 2. Marking, in line with new policy is providing sufficient feedback that is clear, age appropriate and impacting of standards. Pupils, especially in older age groups respond to feedback.	First pupil v 4th April. Be pride, has been prim attention a
Teacher's use questioning highly effectively.	Sept 2016 ongoing	In observed lessons teacher questioning skills are varied, targeted and maximize assessment for learning.			need	
Teachers embed all aspects of the core subjects across the curriculum.	Sept 2016 ongoing	Pupils are observed to be consistently and confidently applying their skills across the whole curriculum. As seen through regular M. & E.			Work scrut good leve curricular complete across t	
Teachers plan lessons that effectively cater for use of time, subject knowledge and learning styles.	Sept 2016 ongoing	Individual teachers use an appropriate range of pedagogical approaches to teaching and learning. All children are engaged and included at all times.			Planning a planning s pl	
To develop teachers who continually strive to improve their personal teaching styles.	Sept 2016 ongoing	Sharing good practice within and out of school occurs regularly with a clear focus Positive impact can be seen in the individual's own teaching style.			P.M. rigor 2017-18.	
						Performance management has focused on the improvement of pupils using the internal data collected. This indicate most children making appropriate progress, reading less so. English lead shares her good practice, as do other subject

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F. (C. & P.)	In foundation subjects the curriculum covers skills, knowledge and understanding to ensure a challenging and engaging content.	By end of 2017-18	Pupils' skills, knowledge and understanding of each subject is of a high standard and they can apply them in different contexts. Pupils' enjoy and engage in all subjects. Progress and attainment are measurable in all subjects: P.E., music, English, maths, M.F.L. and I.C.T. are all being assessed regularly (Sept. 2016-) Geography/ History & R.E. by end 2016-17 Other subjects by end 2017-18	S.L.T. and governors, Subject Co-ordinators, M. & E. work, Governors committee minutes, Pupil records and outcomes.	As necessary with needs of developing curriculum and assessments.	Detailed evidence will be collated Spring 2018 based on Autumn 2017 assessments.	R.E. asses Jan 2017, since Sept. 1 place since
	Curriculum responds to pupil voice, preferences and interests. (subject plans)	By end of 2017-18	At least 20% of curriculum is pupil led 2016-17. At least 33% of curriculum is pupil led by 2017-18.	Plans, books and pupil discussions.	Resource implications.		This has n

	Ongoing development of English ensures phonics, guided reading and Grammar are high priorities. (see subject plan)	Ongoing from Sept. 2016	Phonics, reading, spelling and grammar attainment are above national expectations. All year 2 children have achieved the expected standard in. All pupils make expected progress (as defined by standardized scores).	S.L.T., Governors, data and information acquired through M. & E. clearly show improvement. Pupil outcomes show improvements.		Year 2 2016 all phonics pupils attained. Year 2 2017 87% of pupils attained. Year 1 phonics all but 5 pupils attained standard, all 5 new to school. SPaG at end of year 6 2016 58%, end of 2017 72% still below national average, but significant improvements. Based upon more direct teaching across all years 2-6.	
	Main focus of mathematics is developing mental maths skills to support arithmetic. (see subject plan)	Ongoing from Sept. 2016	All pupils make expected progress (as judged by standardized scores) and through internal and external testing.	S.L.T., Governors, data and information acquired through M. & E. clearly show improvement. Pupil outcomes show improvements.	Staff meeting time, Entrust support time for Subject leads.	Data for 2017 K.S. 2 show progression is in top 10% for maths and top 20% for reading / writing; with attainment being in-line with national averages. Similar data for K.S. 1 shows in-line with national averages. EYFS data indicates GLD above national and specific areas in-line with national trends.	Testing indicate pro this
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G. (C. & P.)	To develop whole school Forest School provision for all pupils.	By end of Autumn term 2017-18	All classes involved in Forest Schools leading to each class having a week of forest school on rotation.	Plans and weekly timetable show this is in place.	£5000 +	Year R, year 1 specific Forest School morning session established 2017, plan to deliver session in year 2 2018-19. Forest School club and sessions in place. Impact on data as yet not derived. New outside classroom provision will be in-place Spring 2018.	More classes School. extended
	All staff confident in objectives and ethos of Forest Schools.	By end of 2016-17	All staff have been trained on Forest Schools. All staff are undertaking Forest Schools within school curriculum.	Staff meeting minutes. S.L.T. Staff training and CPD records.	£5000 +	This not in place as yet, more staff ha	

	Area of school dedicated to and developed for Forest Schools.	By end of 2016-17	7 acres of land identified, planted and maintained for Forest School provision. Involvement of Woodland Trust in development of provision.	D.H.T. and premises committee	£5000+	Specific developments of outside area have led to use of area extending, including fire pits, walks, seating areas, camping areas and tree plantation.	Grant received outside class 2
	to ensure communication of Health and Safety aspects is effective.	ongoing specific post audit (March 2017)	Audit grade at least 3. Risk assessments being completed by individuals, as well as school wide. Staff understand H. & S. appropriate to role and level of responsibility. S.L.T. have wider responsibility for H.S. Staff meetings occur termly on single H. & S. matter, briefings and S.L.T. minuted as H. & S. aspects (even if none)	H.T., S.L.T., premises committee, staff.	Appropriate to training needs.	Audit gave school level 2, best that school of size could attain. Significant improvements were indicated in report from H. & S. advisor. Subsequent H. & S. check for Grenfell have indicated only replacement of expansion strips needs to ensure whole school safety.	Audit to be discussed 6th 2017 meeting should be taking place whole school
	To ensure health and Safety remains a high priority both for funding and understanding.	Ongoing	Health and Safety viewed externally as increasingly good. (audit, Ofsted)	H.T. & premises committee.	as necessary		ongoing
	To enable all children to have a camping / residential experience either in or out of school site.	By end of 2016-17	P.E. / Healthy Living action plan encompasses enrichment activity, Tents and associated camping equipment purchased for camping experience purposes.	P.E. lead & S.L.T.	£1000+	As yet not completed due to funding issues, still an aspiration.	Residential
	To hold more parental open days in school.	From Sept. 2016	Termly whole-school theme days (at least 1 cultural day) planned and delivered, Classes hold activity/shared learning/celebration days.	S.L.T. and Governors	As necessary, but internal costs pre-dominantly.	Some increased parental open session including an Art Afternoon, phonics session and various cultural events. This still needs further development.	not completed
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H (T. & L.)	Continue to improve assessment systems to include progress indicators. Utilize L.A. support and national guidance to direct progress and direction of developments.	Ongoing from Sept. 2016	Progress and attainment are measurable in all subjects by end 2018.	In place and is fit for purpose as measured by staff, S.L.T., governors and external moderation.	As necessary (SIMs support)	Internal assessment for English and maths has now been agreed as PIRA, PUMA and T.A. schedule. Meetings with subject leads, L.A. advisors and S.L.T. have amended focus on testing to be more equal to T.A. than driver of pupil focus. Focus 2017-18 is on accuracy of testing for both attainment and progression esp. across year groups.	This has progress an to assess has been i More intern of t
	To implement effective interventions based on data.	Ongoing from Sept. 2016	Targeted Interventions are being timetabled Appropriately training staff deliver pupil interventions Pupil data indicates accelerated progress for pupils involved in interventions.	Interventions are appropriate and having good impact to accelerate progress as data clearly shows S.L.T., Governors.	Resourcing and CPD costs.		
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I (C. & P.)	Further develop the use of the outside area to promote independent learning.	Sept. 2016 ongoing	Outside area is regularly used and planned for Outside area engages and motivates children in their learning.	Through M. & E. work esp. pupil interviews.	Ongoing resource costs to ensure pupils needs are met and H. & S.	Need to gain statistical impact on outdoor usage, beyond generalities. Behaviour of pupils is much improved, reduction of use of exclusion room and L.A. exclusion of pupils...none for 18 months. This indicates at least T. & L. is engaging pupils and lessons / management is good.	More areas and planne commun governd inv

	To have a strong ethos of learning through play, specifically in the external area.	Sept. 2016	Increased planned activities in external areas from current Sept. 2016 levels.	EYFS lead reports and updates S.L.T. Governor	Support from external staff.	Outdoor use is evidenced more in tapestry which shows constant use of outdoor provision for variety of learning experiences. L.A. indicated (Spring 2017) that provision was good.	EYFS ha approach targeted pla run hand- enable as occur e
	To create a curriculum and ethos of learning to promote boy's learning.	Sept. 2016	Progress of boys' attainment is at least expected and shows accelerated learning. Boys show enjoyment in their learning and have a strong pupils' voice.	EYFS lead reports and updates S.L.T. Governor	Support from external staff.	Boys EYFS success below girls but in-line with national attainment for boys in all areas.	Increase in in place in with Adv
	To further develop existing assessment systems to capture baseline of pupils in EYFS. (taking into account D.F.E. guidance)	Sept. 2016	Pupils' progress is measured effectively across school journey Data gathered used effectively to transition into year 1.	EYFS lead reports and updates S.L.T. Governor	Support from external staff.	Baseline has developed well since input of tapestry and whole staff understanding of process. No national baseline guidance exists so initial baseline has been	Baseline us adjusted effective use cla
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	Embedding P.M. processes for non-teaching staff.	July 2016-17, annually	All non-teaching staff have appropriate P.M.	P.M. in place and staff see it as professional addition to school	none		Initial target s lesson obs completion and be comple
	Ensure all staff undertaking interventions are appropriately trained, supported and monitored	Sept 2016 ongoing	Intervention staff undertake role effectively.	CPD lead SLT, Governors Data outcomes and information External support and moderations.	Resource implications.	Data indicates intervention groups are having impact on progress at end of k.s.1 & 2. Phonics, maths, pre-teaching are evaluated as having effect.	Speech at completed, phonics wo

J (F. & P. and T. & L.)	All staff have a good understanding of planning for, supporting and resourcing teaching and learning of EAL pupils.	Sept. 2016 ongoing, by Autumn 2016 end.	Training for all staff undertaken. Tasks are accessible for EAL pupils.	CPD lead SLT, Governors Data outcomes and information External support and moderations.	Resource implications.	INSET Day occurred and implementation of tasks have been done including Language comparison, use of no-pens day, readers can.... Evaluation at end of each term as data emerges.	Planned for Sep
	Staffing structure to be reviewed annually and appropriate actions taken in line with vision, significant staff changes or change of status of school.	Ongoing and specifically Autumn 2016 for possible Academy planning.	School is appropriately staffed and managed School appoints staff according to need and skills set required as outlined in school vision.	CPD lead SLT, Governors Data outcomes and information External support and moderations.	Resource implications.	Discussed at S.L.T. and options presented to Governors in Sept. 2017. Further meeting to be held Dec. 2017 to agree process.	Structure w in light o constraint initial di Decisio redundancie 2
	Appoint an EAL specialist staff to support EAL plan.	By April 2017	Staff appointed who is able to support EAL pupils and families across the school EAL families and pupils are more included in school life.	SLT and governors Impact on communication and pupil attainment.	Staffing cost.	able to support EAL pupils and families across the school EAL families and pupils are more included in school life. Mrs Khanom.	not complete place intern training u
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	Within the lesson work is challenging and appropriately planned.	Sept. 2016	In planning and observed lessons more able children are challenged sufficiently.		Resource implications.	More Able now termed Greater Depth. S.L.T. focus groups established. All staff have had P.M. specifically on G.D. children. Tracking of groups indicate good progression in reading and maths, less so in writing, however high attainment is met but not Mastering level. Analysis indicates lack of	generally b need freedo
	Use "open-ended" tasks that enable application of higher level skills.	Sep-16	In planning, lessons and questioning more able pupils have strong opportunities to be stretched through open-ended tasks.	CPD lead SLT, Governors, Data outcomes and information and lesson	Resource implications.		

K. (T. & L.)	More able pupils clearly identified in class groups. (based upon previous and current data).	Sep-16	Focused tracking and monitoring of identified pupils enables appropriate challenge and higher teacher expectation. Hodder scores strongly show good attainment is being maintained.	information (as presented by S.L.T., subject leads or external advisors). External support and moderations. Links to local schools through emerging "collaborative Agreement"	Resource implications.	vocabulary and phraseology are main reasons for not meeting standard. Planning, class management and streaming of classes esp. in maths has highlighted clearer planning of the curriculum for G.D. children and thus progress is better for these children. Across K.S. in maths 83% of those identified as G.D. continued to achieve at that level.	Completed tracked and these for p
	To provide increased opportunities to meet other more able children both in and out of school.	Sep-16	Tracking shows that more able children have had significant extra opportunities to develop skills appropriately.		Resource implications.		Continued Discussion group in va
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L. (C. & P.)	All children attend school as often as possible.	Sept. 2016	Attendance figures above national averages.	Data and minutes of meetings, specific information on families and pupils.	Prizes and meetings		attendance
	Unauthorised absence is minimized.	Sep-16	Unauthorised Attendance figures below national averages.	Data and minutes of meetings, specific information on families and pupils.	Prizes and meetings		EWO held clinic and parents
	All pupils come to school on time.	Sep-16	No children are late.	Data and minutes of meetings, specific information on families and pupils.	Prizes and meetings	Data indicates 23% drop in latenesses 2015-16 to 2016-17.	not imp
Evidence that may be used for Detailed Evidence provided Column							
	Minutes of meetings		External moderation / advice				
	C.P.D. evidence		Photographs				
	Data at all Key Stages		Specific staff interviews				

	Action plans		National data comparisons.				
	Lesson observations summary		Local data comparisons				
	Pupil interview summary		Attendance figures				
	Resource purchase forms						
	Questionnaires (parent/ staff)						
	Draft & final policies						
	Adverts and associated documents						
	website, twitter and in-school parental						
	Appendix 1		Appendix 2: Glossary			Governor Committees	
Section	Objective statement		T.& L.	Teaching and Learning		T. & L.	
A	To improve the effectiveness of leadership & management across the		P.M.	Performance Management		Teaching and Learning focus on pupil progress and national data comparisons	
B	To develop effective Monitoring and Evaluation of teaching and learning across the school (Ofsted Action Point March 2016)		N.Q.T.	Newly Qualified Teacher		C. & P.	
C	To ensure the Governing Board is effective and strategic in providing high levels of challenge and support to school (Ofsted Action Point March 2016)		M. & E.	Monitoring and evaluation		Curriculum and Pastoral focus on broad and balanced curriculum for all.	
D	Develop the communication and profile of the school with the parents and the local		C.P.D.	Continuing Professional Development		L. & M.	
E	Further develop the quality of teaching and learning to achieve more outstanding lessons and outcomes		S.L.T.	Senior Leadership Team		Leadership and Management focus will be part all committees	

F	To further develop the curriculum to meet the needs of children within		I.C.T.	Information and Communication Technology		F. & P.		
G	To pro-actively enrich the curriculum to excite and engage all pupils.		E.A.L.	English as an Additional Language		Finance and personnel focus on staffing structure and resource implications.		
H	To ensure outcomes of assessments are used to further raise standards		EYFS	Early Years Foundation Stage				
I	To continue to develop EYFS to become		SATs	Standard Assessment Tests				
J	Planning the future staffing profile for the changing needs of the		D.f.E.	Department for Education				
K	To accelerate more able pupils' progress and attainment		P.E.	Physical Education				
L	To ensure all children attend school and are punctual every day.		V.L.E.	Virtual Learning Environment				
			B.R.C.P.	Burton Rivers Collaborative Partnership				
For data progression please refer to SEF and other Governor / national / local documentation.								

Aug 2017	Autumn 2017	Summer 2018	Spring 2019
S.L.T. meetings, internally for all S.L.T., CPD attend object based.	Weekly S.L.T. meetings, M. & E. internally completed for all S.L.T., relevant CPD attend mainly subject based.	As previous evaluation but focus has been predominantly working with other schools on moderating English and maths. This has included Senior Leaders meetings, D.H.T. meetings and Subject leads.	and M. & E. meetings as before. All senior leaders have now been directly involved in Peer Reviews of the school and have had to justify actions taken and outcomes. Curriculum Leaders require further training with new Ofsted Framework and proposed curriculum review being undertaken.
Have worked S.L.T. in data work scrutiny, reflection on observations. meeting show tails.	Entrust advisors worked with English lead who subsequently worked with staff. EAL lead worked with Entrust advisors from lead EAL school. Joint moderation occurred in Writing, reading and maths for years 2,4,6 in 2016-17, planned for 2017-18. Head focus on reading weekly book trawls and hearing readers. P.M. objectives contain M. & E. work with specific dates for completion. Peer-to-peer M. & E. work with two local schools 2016-17, planned Spring 2018.	During Peer Reviews Senior Leaders (English, EYFS and DHT) have all had direct input into the process and the outcomes. This included joint work-scrutiny, lesson observations and data discussions with Ofsted trained advisor. Input from this has been to alter/ review or focus M. & E. work. New Phase Leaders will be appointed for September 2018 with dedicated management release time every week. Phase leaders will lead P.M. Specific work has been jointly undertaken with local school on developing understanding of maths mastery, this has led to greater consistency in joint moderation work.	Peer Reviews have now extended to include phase leaders and a thorough review of the curriculum. This included pupil discussions, work scrutiny, learning walks with experienced heads and advisor and justification of decisions being made. P.M. continues to be led by phase leaders and moderations of subjects across all year groups has/will be done with local schools and advisors. Senior leaders have discussed and amended use of PUMA / PIRA data following joint collaborative work with other schools. This will continue.
Release time was and is being met through school.	Continued release timetable in place for 2017-18. Release occurred, based on subject release 1 per term. Also management release in place.	Management release time has been available all year for leaders to undertake as well as a regular termly release for each subject lead. This had led to a development of the curriculum to be more topic based and improvements in language use. 2018-19 Phase leaders will be weekly released and English and maths at least 1/2 termly to monitor work. Maths and Greater Depth progress pupils are discussed termly with governors and SATs outcomes annually.	Phase Leaders have weekly release time to undertake reviews, data and work trawls. This is completed either together or apart. Curriculum review is main focus of review and M. & E. work which is being reviewed as part of new Ofsted Framework.

<p>Plans in place for science, P.E., English and maths. Budget will be in line with current expenditure. Staff have had input into budgeting.</p>	<p>R.E., Science, ICT and humanities progression of plans continued and now including more M. & E. of work. Reading is main focus for English, detailed plan of action drawn up with support of Entrust.</p>	<p>Specific plans for maths, English, ICT and P.E. are in place and being monitored. Science development is in line with achievement of Silver award (June 2018) and implications for next recommended steps towards gold status. Governors have developed a separate "curriculum committee" that focuses primarily on the content of the curriculum; subjects discussed this far with subject leads have been P.E., R.E. (statutory compliance), ICT and development of career aspirations. EYFS is always reported on as a separate agenda item. Ofsted requirements have been discussed and will be focus of 2018-19 discussions.</p>	<p>Curriculum committee receives termly report on subject and updates across the curriculum. Subject Leaders / phase leaders attend curriculum termly Governor meetings. Impact on such aspects as Aspirational, R.E., P.E. involvement and overall curriculum are being seen. New Framework of Ofsted is being reviewed by subject leads, also financial implications of M.A.T. are being addressed with focused bids. School focus has been predominantly on IPAD development and this has been led by ICT lead...increased use and skills of teachers / pupils learning.</p>
<p>Observations indicate inadequate progress in sections, 42 good and 71 good and 71 good sections. Progression, pupil attainment and results are weaker. Working policy is being re-evaluated.</p>	<p>Book Trawls and work scrutiny indicate improvements and have directly affected training given to staff for next steps e.g. Reading, Language use, EAL provision and handwriting. Continued use of P.M. to track cohort data and individual teacher attainment.</p>	<p>2017-18 outcomes indicate above average progression in Reading and maths and average in writing; Attainment of disadvantaged groups are also above national average. Three year trend shows 9 of 9 indicators are on or above average for progress. K.S. 1 remains roughly in line with national averages for all subjects, although greater depth is below and needs to be focused upon. Phonics is roughly national average. G.L.D. for all groups is national average and impact on disadvantaged is good over the last 3 years. Lesson observations and work trawls show a good level of consistency in key stages, appropriate progression for pupils of various abilities and good outcomes in internal PLMA and PIRA</p>	<p>Data from national testing indicates outcomes are still above national averages for progression. Moderation sessions indicate clearly that pupils are producing good levels of work and that judgements by staff are accurate. Peer Reviews held also show good curriculum for pupils and excellent coverage for foundation subjects: except Geography.</p>

up to date with n expectation however local n occur quickly have been keep abreast of ephones.	Ongoing updates and adaptations to national and local picture. With change in Entrust input and categorisation focus is now on school to obtain best practice training, work alongside other schools (W.V. 23.11.2017) and develop ideas for M.A.T. (B.R.C.P.)	School categorised as 1 (No concern), Data discussed and pupil groups are identified to focus on including Greater Depth pupils and SEN support. General moderation for all year groups across local schools has taken place and improvements adopted. Use of B.R.C.P. continues to grow as Entrust support deminishes. New guidance issued to all Governing committees on latest expectations from Ofsted framework which forms basis of discussions.	School category remains 1. New Ofsted Framework has been discussed at all levels of management and in T. & L. and acurriculum committees. Implications of Intent:implementation:impact is currently being assessed and reviewed to produce a more character driven curriculum. IPAD focus remains high priority in finances as does speech and language provision.
ng 2017	Autumn 2017	Summer 2018	Spring 2019
nted within of government g formula.	As last box, with data investigation showing good improvements school-wide.	Changes in S.L.T.have been agreed and adopted, new structure of phase leaders in place for Sept. 2018. New M. & E. in place and Governors committees altered to separate data from curriculum and assume two foci. National data continues to be strong in all key areas of school outcomes.	New Senior leadership team has been implemented and increased roles have been used e.g. timetabling, playground organisation, performance management, data analysis, staff meetings and curriculum development. Structure has had no detrimental effects on progress or attainment of pupils.
ng evaluated h 2017.	Evaluated, implemented and currently being reviewed in English (weekly) and outcome is that marking is consistent, impacting positively on pupil progress (data and work scrutiny evidence)and teacher well-being is improved.	Meetings and new guidelines were held in May 2018 and it was agreed to alter marking slightly so as to ensure marking is appropriate to age and ability. Planned school-school sharing of marking schemes to be discussed in November 2018 and then discussed in school subsequently. topic based English has ensured skills and English are jointly scrutinised. Progression of most groups is good, year 3 apart.	School is currently looking into the implementation of the "Startegic minima Marking Scheme", otherwise focus of marking remains on pragmatic implementation of policy, combining with minimal impact of work load. Work scrutinies show no detrimental affect on pupil progression.

<p>s meetings, local and data analysis ongoing alteration of e.g. year 4 & 5 support.</p>	<p>Monitoring of readers/ writing of groups across school by head to ascertain quality of provision, evaluation due December 2017. Implementation of Entrust led reading improvement Dec. 13th evaluation.</p>	<p>Data analysis is undertaken by a wider group of senior leaders to affect both teaching methods and provision. English implementation of "Good Readers" programme is example of identification to implementation programme. Also introduction of White rose maths by maths lead came about from data analysis work. Pupil Progress meetings, local moderation and data analysis has led to ongoing alteration of provision e.g. year 2 support.</p>	<p>Data analysis is undertaken by a wider group of senior leaders to affect both teaching methods and provision. English implementation of "Good Readers" programme is example of identification to implementation programme. Also introduction of White rose maths by maths lead came about from data analysis work. Pupil Progress meetings, local moderation and data analysis has led to ongoing alteration of provision e.g. year 2 support.</p>
<p>reporting to was agreed 7 to ensure of data.</p>	<p>Use of new A.S.P. for governors and staff has been explained and completed. Detailed analysis of school v national has been undertaken, awaiting comparison data from D.f.E. in Dec. 2017. P.E., R.E., M.f.L.. all assessed termly, Science uses work to assess, See-Saw beginning to be used in EYFS and subjects for M.& E. work. e.g. Learning walks for specified reasons. Data indicates good progression of pupils K.S. 1 to 2 2017 SATs.</p>	<p>Assessment is fit for purpose and analysis planned for Autumn 2018 should ensure predictions from internal testing meet SATs outcomes. Reading is main area of concern with internal data not indicating consistent progression or attainment across year groups or key stages. Basic assessment of core subjects is in place. Foundation subjects termly at best. however data from end of key stages indicate good progression for most groups of pupils across the school.</p>	<p>Assessment is fit for purpose and analysis planned for Autumn 2018 should ensure predictions from internal testing meet SATs outcomes. Reading is main area of concern with internal data not indicating consistent progression or attainment across year groups or key stages. Basic assessment of core subjects is in place. Foundation subjects termly at best. however data from end of key stages indicate good progression for most groups of pupils across the school. Working alongside local schools has assisted in the development of understanding of link between SATs and internal testing with 94/5 being about expected. School is now tracking year-on-year results and trends to ascertain poorer performing tests and more difficult ones so as to have accurate understanding of attainment.</p>

<p>be a part from school complies best SATS finance.</p>	<p>Website alteration has improved curriculum communication to parents. Website fully compliant. School has completed all statutory duties in-line with D.F.E. expectations e.g. SAT guidance. Minutes of meetings show discussions held between S.L.T., Governors and whole staff at appropriate levels.</p>	<p>No changes undertaken, initial discussions on amending curriculum currently being used by school. Vision may be re-visited in-line with serious developmental progression towards a local M.A.T. and needs of T.V. as individual school. New Ofsted framework for inspections discussed and will be implemented. GDPR being implemented fully with advice from S.C.C.</p>	<p>GDPR implemented and verified by L.A. as good. H. & S. audit remains level 4. National testing results validated are showing school at / above expectations. MAT development is at stage of putting in an application to D.f.E.E. in late March 2019.</p>
<p>Aug 2017</p>	<p>Autumn 2017</p>	<p>summer 2018</p>	<p>Spring 2019</p>
<p>appoint new parental following resignation 21st 2017</p>	<p>Need to appoint 2 parental governors is still priority and may need differing approach to more Co-opted Governors.</p>	<p>Governing board has two vacancies L.A. and co-opted. These will be advertised in Autumn Term. New governors have had induction and all governors have been given login to training on-line. Continuous review of Board.</p>	<p>L.A. vacancy has yet to be filled, despite adverts and letters being sent to prospective businesses and people.</p>
<p>work undertaken matrix survey</p>	<p>Need to evaluate skill set and skills being used. Also need to evaluate use of committees as driving force for policies and decision making. No F.G.B. meeting No. 2017.</p>	<p>Governor matrix completed and reported to governors, skills required for building and asset management purposes. Also committees issued with new guidance of purpose of each group, compliant with Ofsted requirements. Minutes taken show definite challenge and assess progress made by Board at meetings (R, A, G rating implemented by clerk)</p>	<p>C. of G. now using Governor Space to allocate training sessions; all committees have accurate brief of role. New governors have had induction and new roles appointed across the school board e.g. GDPR Governor.</p>
<p>preparation for M.A.T. discussions, no staff.</p>	<p>MAT vision group met and re-drafted vision. C. of G. and a.n.other governor part of B.R.C.P. MAT discussions. Head agreed on programme of development and investigation with other local schools re MAT.</p>	<p>Vision of school's needs from MAT are clear and well understood. General vision needs re-visiting as new members accessed board. G.B. working towards M.A.t. continues with specified governors taking lead and similar with implementation of GDPR in school.</p>	<p>Vision of school's needs from MAT are clear and well understood. General vision needs re-visiting as new members accessed board. G.B. working towards M.A.t. continues with specified governors taking lead and similar with implementation of GDPR in school.</p>

Committee has re-read Terms of Reference and is clear on role.	Each committee has met and discussed priorities e.g. replacement of Site Technician, Data (internal / external), curriculum coverage finance and pupil behaviour.	see above for detail of each group with newly issued purpose for each committee.	Each committee has re-written / agreed Terms of reference and is clear on role.
Preparation for new election procedure after Easter.	No governors appointed after election process.	Parents appointed in latest election, L.A. and co-opted Governors planned to be appointed in Autumn Term via wider media input.	New governors have been appointed, inducted and given roles on Board. All governors have had clear outline of role esp. in Full governors. All governors have accurate e-mail restored. See minutes.
Review comment on M.A.T.	MAT vision group met and re-drafted vision. C. of G. and a.n.other governor part of B.R.C.P. MAT discussions. Head agreed on programme of development and investigation with other local schools re MAT.	Clear progression via Head's group inputting to all boards in BRCP, also two governor attending all appropriate meetings and conferences on MAT status ensure all Governors are clear on process and future needs / plans of development. Plan to develop further idea of MAT in place and timescale set. D	Governors have agreed to process formally and are clear on approximate timescale i.e. January 2020.
Spring 2017	Autumn 2017	summer 2018	Spring 2019
Review how other systems will do their roles.	See-Saw, Tapestry, twitter, Facebook and new school website are being effectively used to communicate with parents and provide	See-Saw, Tapestry, twitter, Facebook and new school website are being effectively used to communicate with parents and provide feedback/advice to parents.	As before: however currently reviewing both SEE SAW and Tapestry to ascertain best / most appropriate system to M. & E. curriculum, scrapbook coverage and communicate with parents.
Process of being updated date April 2017	Completed and in-place, linked to all other school ICT communication devices.	Completed and in-place, linked to all other school ICT communication devices.	Completed and in-place, linked to all other school ICT communication devices.

in place, new ent in place, place and new will have te facilities.	Assessment ongoing, tracking of children in focused groups, Governor some input but needs more, all other aspects ongoing and becoming more effective.	Further EAL work across the school and Children have been identified as needing extra support, IPAD use has become normal procedures for new EAL pupils to help communication as well as pairing up with pupil of similar language acquisition. EAL still remains an issue with progression and need to source further advice.	Further EAL work across the school and Children have been identified as needing extra support, IPAD use has become normal procedures for new EAL pupils to help communication as well as pairing up with pupil of similar language acquisition. EAL still remains an issue with progression and need to source further advice. but improving in provision.
Jane h. pro- t school seen n media. E.g. ve parental nment	Website has raised profile of school and hits are such that people gaining information readily and regularly.	Profile of school appears good as numbers increased to 382 from 272 (Sept. 2013). Parental forums give good response as do Parental meetings. Complaints about school are negligible and feedback from community is always positive (e.g. church, local community services, PTFA and similar)	similar to last report in all aspects. Inceased use of school by community with addition of Community Church. Also lots of activities in Burton e.g. concerts, sporting events, trips and visitors.
ver pursuing, to be pursued.	No significant internal awards have been delivered and school house system is still not high profile.	School has handwriting awards, dance awards, will hopefully starting times-table awards and continuing with Tower Treats award system. Attendance awards weekly and 100% attendance numbers year-on-year increase. Science school award, RHS school award. School football and sporting awards and competition in place. K.S. 2 Golden Ticket reading awards and pen licenses.	School has handwriting awards, dance awards, will hopefully starting times-table awards and continuing with Tower Treats award system. Attendance awards weekly and 100% attendance numbers year-on-year increase. Science school award, RHS school award. School football and sporting awards and competition in place. K.S. 2 Golden Ticket reading awards and pen licenses.
g 2017	Autumn 2017	summer 2018	Spring 2019
ted April 2017	Marking policy reviewed March 2017 and new policy in-place June 2017. Focus changed in- line with NAHT advice that quality > quantity and progress will be judged in books.	Initial internal and external data indicates most groups making at least average progress in in many cases above average progress. School remains at national expectations for K.S. 2 and above average progress rates. Greater Depth remains a lower level of overall progression esp. in writing.	

being reviewed, books with local arts 6, 4, 2, and dship.		Ongoing focus on data and feedback. Will be reviewing policy again with other local schools and associated advice from unions. Book scrutinies show English is consistent across the school and progress in books is generally good (year 3 apart). Pupil voice undertaken by Governors indicate pupils are proud of work, positive about school and understand their learning objectives and outcomes. There is good evidence of peer feedback in books. Peer Reviews and moderation sessions all show pupils' work is appropriate and well judged. Children well-behaved. Attendance is improving since new system in place from Septe. 2019 (P.A. down from 18 to 5), average attendance of <90% attenders has risen from 80.4% to 86.8%	
voice to occur book show good dwriting has ary focus of cross school.	Governors have now a termly pupil voice focus and this is being fed back to subject leaders and Curriculum governors termly. Impact yet to be assessed.	see above.	A lot more verbal communication is used, in line with aspiration to adopt Minimal marking strategy. Also children more involved through IPAd work on progression.
d CPD	CPD provided focused on Reading, EAL, Language of description and comparison.	In observed lessons teacher questioning skills are varied, targeted and maximize assessment for learning.	no additional comments.
inies indicate els of cross-work being d by pupils he school.	Work scrutinies indicate good levels of cross-curricular work being completed by pupils across the school.	Work scrutinies indicate good levels of cross-curricular work being completed by pupils across the school.	Cross curricular and enrichment of the curriculum is strong. Topics have been altered and in some cases focus of topic has been altered; this is being reviewed currently to ensure progression is in place.
nd delivery of hows this in ace.	Planning and delivery of planning shows this in place.	Planning and delivery of planning shows this in place.	no additional comments.
ous and related to pay awards given by Governing Board Committee. 2015-16, 2016-17. Pay Review governors meet to agree pay progression for staff, based on performance.			all teachers are trying new ideas, sharing in lessons, artwork and marking feed progression of pupils in classes. Pay prog se

Aug 2017	Autumn 2017	summer 2018	Spring 2019
<p>ment began P.E. in place 2016, M.F.L. in ce Jan 2016</p>	<p>ICT has begun to be a focus, R.E. pupil voice indicated that pupils understood religion, the need to be tolerant, the choice of the individual and the basis of varied faiths. R.E. assessments will be collected at the end of Autumn Term 2017. ICT pupil voice in next Governor focus Spring 2017, following input form ICT lead in Oct. 2017.</p>	<p>ICT development has been high priority for the later part of the year with implementation of new IPAD based systems being put in place. Google based work, air-mirroring and sharing basic 7 Apps are now part of programme. Focus will be next term embedding this and moving towards improving programming skills. R.E. embedded and focus now on aspirational careers for all through assemblies and visitors. Also Science specific improvements through achievement of silver award for school has been completed. Focus next on formalisation of planning and recording of science work.</p>	<p>This is a significant part of the S.L.T. Documentation. A review of the curriculum will continue. The proposed change to a combining current M. & E. work is nec</p>
<p>ot been assessed.</p>		<p>Pupils when discussed curriculum were happy with curriculum and expressed specific enjoyment of outdoorseducation/learning and P.E. / dance sessions. These form a core part of learning. Years R-2 will be undertaking weekly Forest school sessions, whilst year 3 & 4 will undertake sessions outdoor and "Genius hour" individual learning sessions. K.S. 2 to develop T.V. University Spring 2019</p>	<p>Pupils when discussed curriculum were enjoyment of outdoorseducation/learning a of learning. Years R-2 will be undertaking will undertake sessions outdoor and "Ger develop T.V. U</p>

	Data for Year 6 & 2 indicate significant improvements in SPaG understanding for all groups of children. Phonics attainment has increased to above national average in year 1 and in-line with national averages in year 2. Reading monitoring Autumn 2017 indicates use of phonics is good and children attempt new words well using good phonetical skills.		
in April will progress made in area.	Testing across school highlighted reading as the school's main concern; this has developed into an Entrust supported development programme for reading Sept.2017-April 2018. Also focus on PUMA and PIRA relevance/ importance will be evaluated against T.A. data so as to use accurately the data and progression of scores.	Bar Modelling now in place following extensive staff training, Numicon embedded, White rose maths now completed two terms of implementation. IN-school and external testing shows good attainment and progress. Plan to trail a Times Table programme for Autumn Term (not yet agreed programme). moderation sessions across the local school groups show good development and progression.	Continuing development and embedding of processes already begun.
Aug 2017	Autumn 2017	summer 2018	Spring 2019
using Forest Lead has provision.	Year R, year 1 specific Forest School morning session established 2017, plan to deliver session in year 2 2018-19. Forest School club and sessions in place. Impact on data as yet not derived. New outside classroom provision will be in-place Spring 2018.	New outdoor classroom in place. Behaviour indicates general improvement for pupils. Data shows general good progression of all children. Plan for year 2 to start in September, Forest School lead moved to year 2.	Year 2 has started; need to develop some link with Forest School provision and other areas e.g. behaviour, attendance, attainment.
Have been trained. However funding issues have delayed implementation of this aspect.			Planned for inset day in May 2019. Followed by Year 3 sessions starting in Autumn 2020.

ed to develop sroom, March 017.	Spring Term Outside Classroom to be built.	Outside classroom built, allotments in place and used, walkways established, apple orchard, EYFS growing areas, curriculum cooking, cooking are in place, plans to develop Caretaker's bungalow drawn up and bungalow now school's responsibility.	This is continuing to progress with established "Enviornmental Group" of pupils. Bungalow being re-furbished for developing as lfe-skills centre (June 2019?)
ompleted April minutes of w discussions ace across the school.	Audit completed April 2017 level 2 attained. Grenfell audit completed Oct. 2017 positive report with minor improvements recommended.	New Caretaker employed with specific guidance to oversee H. & S. All policies in place, regular updates / feedback to staff. Safeguarding doors added to buildings.	New Caretaker has attended several co undertaking H. & S. measures and proce information. Safeguarding and GDPR p regulations.continuing He
going.		Ongoing process.	
als for year 4 & 6 in place and funding support agreed for 2017-18 £5000		As yet not completed due to funding issues, still	
ompleted	Some increased parental open session including an Art Afternoon, phonics session and various cultural events. This still needs further development.	Again some increases in parental input, ho were happy with communication and inp attract many parents. Bungalow devel	
g 2017	Autumn 2017	summer 2018	Spring 2019

continued to d adjustments ment method mplemented. al moderation asks .	Internal assessment for English and maths has now been agreed as PIRA, PUMA and T.A. schedule. Meetings with subject leads, L.A. advisors and S.L.T. have amended focus on testing to be more equal to T.A. than driver of pupil focus. Focus 2017-18 is on accuracy of testing for both attainment and progression esp. across year groups. R.E., ICT, P.E., EAL and M.f.L.. are all termly tracked.	Continued use of PIRa and PUMA and SWST across the school. Discussions held with local schools as to effectiveness of predictions of these for SATs. Further trend analysis of tests to see if specific tests harder / easier than others planned for in Autumn Term. Moderation and external testing indicate good progress and average+ attainment. no further progress on foundation subject tracking. Tapestry being well used.	As before, plus discussions about overall use of Tapestry and See Saw for M. & E. tool. This followed a Peer Review of curriculum and need to stop-duplication of information.
		Intervention groups have been shown to be intermittantly successful. Data base in place and willneed updating regularly. CPD planned for Precision Teaching and general for all staff on expertise in school.	Specific interventions shown, through data, to be improving provision e.g. precision teaching, year 5 & 6 maths, phonics groups in year 2, extra maths in year 3-6.
g 2017	Autumn 2017	summer 2018	spring 2019
planted, used d to be used, ty involved, rs directly olved.	Allotments in use, Forest Schools developing, more environment areas to use, safety has been enhance through H. & S. audit and training of specific staff.	EYFS and Year 2 further development, outdoor classroom in place for use; more external lessons being introduced.	Year 2 has started; need to develop some link with Forest School provision and other areas e.g. behvaiour, attendance, attainment. Links to clubs also show some independence. Peer Review in March 2019 highlighted confidence and enrichment of pupils in school. Also assemblies such as Dance and Poetry indicate that pupils are always willing to have ago.

ve adjusted h to ensure y and free play in-hand and essment to ffectively.	Tapestry M .& E. show good assessments being undertaken in outdoor provision. EYFS data 2017 indicate strong pupil attainment in independent, life-skills an practical experiences for most children. This is a four year trend of improvement.		curriculum developments started in January 2019, discussed with governors in March 2019 are based on future make-up of curriculum based around skills/ personality trait curriculum. This will need further extensive development. Due to be next reiewed in JUne 2019. Potential to work alongside other local schools.
boys provision consultation isory team.	Boys behaviour and involvement clear in evidence from Tapestry information on current and past pupils.		Review and implementation of new book based upon boys enjoyment and intere feedback from all children. Boys enjoy a numbers att
age has been l to enable e of baseline in sses.	Baseline has developed well since input of tapestry and whole staff understanding of process. No national baseline guidance exists so initial baseline has been developed by EYFS lead.	Baseline was accurately used to show starting points and judge progression of children across EYFS. Tapestry bwell embedded. Proposal to extend EYFS practice to Year 1.	Baseline has again altered, however school has a clear baseline using tapestry collection of information. Scbhool did not want to take part in trials for new 2020 baseline. Clear understanding from EYFS staff as to expectations of pupils and outcomes, peer review highlighted
g 2017	Autumn 2017	summer 2018	spring 2019
etting completed, ervations need 6 month meeting to ed May 2017.	6 monthly meetings completed, need to complete process prior to end of 2017.	Monitored but not completed.	not statutory and not continued.
nd Language some internal rk completed.	Current interventions are being led by trained staff; there is an agreed requirement to evaluate at end of Autumn Term 2017, after assessment week in Dec. 2017.	Current interventions are being led by trained staff; there is an agreed requirement to evaluate at end of summer Term 2018 and again after assessment week in Dec. 2018.	Training has been put in place for aspects such as precision teaching, Boxall assessment, S. & L. and autism to help support intervention groups.

INSET DAY 2017	INSET Day occurred and implementation of tasks have been done including Language comparison, use of no-pens day, readers can.... Evaluation at end of each term as data emerges.	Understanding is in place and staff are adjusting their methods to more include EAL pupils, register is up to date and relevant to pupils in school. More work needs to be done on meeting needs of pupils "straight into an English School" as this is area of some difficulty still. EAL performing satisfactorily at external SATs.	
All be reviewed of budgetary s. May 2017 discussions. n to avoid s made March 2017.	Governors discussed options and agreed DHT not class based as main priority. Funding saving occurring across all areas to maximize carry over. Dec. meeting in diary.	Senior Leadership Team has been re-structured and will be implemented in September 2018. No need at present for redundancies. New Caretaker appointed via thorough interview process. Changes in staff implemented for Sept. for career development reasons e.g. Year 3 to Year 2 teacher. Teacher supported to enroll on Masters course, apprentice appointed in EYFS and NQT into K.S. 2 with appropriate mentor. Student to start in Year 1 in October 2018 (B.C.U.)	new S.L.T. in place from September 2018, release time regularly taken and M. & E. work carried out. Data work with D.H.T. undertaken. P.E. lead to attend S.L.Q., phase leaders enrolled on NPQSL, year 2 teacher completing Masters and NQT supported well by mentor. Student in place in Year 1 and placement well completed.
ed, EAL lead in ally and 2 days undertaken.	EAL training completed May 2017, Inset Day led on assessing, recording and teaching EAL pupils, app. trialling Nov. 2017 onwards for provision for EAL.	Systems in place and being used, need to check progress of all EAL children over t	
Aug 2017	Autumn 2017	summer 2018	Spring 2019
out most able d more m...CPD.	C.P.D. has focused on the development of skills in maths and what mastery looks like. This is being monitored by maths lead as part of P.M.	In planning and observed lessons more able children are challenged sufficiently. Re progress across all ages.	
	Planning and work scrutinies do not indicate sufficient differentiated tasks for G.D. pupils except in maths. English there are levels of attainment in the L.O.s but no change in task.	In planning, lessons and questioning more able pupils have strong opportunities	

	ed and identified through P.M. process, being monitored, work collected regularly. P.M. used pupil progress meetings. K.S. 2 lead has specific target for this aspect.	Focused tracking and monitoring of identified pupils enables appropriate challenge and higher teacher expectation. Test / SATS scores strongly show good attainment is being maintained. 2018 SATs results were very positive for G.D. children except in writing, Governors aware of situation; moderation explains judgements being accurate.	
	ed to be done through BRCP support groups. with W.V.as to establishing a more regular local variety of year groups. E.g. on-line, school based, challenge sessions or after-school.	Not being done sufficiently, as schools have become more Academized into other Trusts.	Master Classes only taking place for year 6 pupils each 1/2 term.
Aug 2017	Autumn 2017	summer 2018	Spring 2019
nce 99.5%.	current attendance is 99.6%. 2016-17 in-line with national expectations. 2017-18 currently in-line. Continued awarding of certificates and prizes for weekly, termly and annual attendance. 43 pupils 100% attendance 2016-17 (13%)	current attendance is 99.4% in-line with national expectations. New regulations for attendance are being implemented with school planning to deliver regular monitoring of all poor attenders. P.A. pupils and families talked to regarding %ages. 56 pupils 100% attendance reward to cinema (15%) Awards continue.	95.22%, 3.73% Authorised, 1.05% unauthorised, 37 pupils < 90%, (9%), 14 pupils less than 85% (3.5%) New system for tracking/ fining and letters in place. National figures: 4.0%, 8.3%
attendance will attend evening.	EWO service such that she cannot attend parents evenings as in Summer 2017. EWO 7 weekly meetings to discuss families / children.	EWO service altered and less input, school planning own in-houser monitoring of pupils attendance for Sept. 2018. Unauthorised attendance (0.88%) (11 families: 2.8%)	Ewo used to take up legal elements of absence. 9 penalty notices issued, 4 fined, 4 to court.
implemented	Prizes not being given, but latenesses significantly dropped to only 15 children regularly late from 4 families. Need to address those families and specific children who are late before registers close (i.e. 3-5	Still not implemented.	still not implemented.

Summer 2019	
<p>D.H.T. proposed attended NPQML courses that will run from April 2019-20. Curriucum leaders in maths, science and English have attended network meetings. Peer Reviews have taken place with 2 schools focus on Reading skills at K.S. 2. New maths lead to attend maths course and complete M.Ed.</p>	
<p>Peer Review included directly English lead working alongside other Head Teachers. Puma and Pira assessments have been analysed by S.L.T. and staff to ascertain proposed intervention groups. P.M. mid-term reviews occurred and will be completed in Autumn Term. SATs data indicates good progression again in year 2. Local cluster groups have met to modeate all year groups in maths, writing and reading. Learning Wlaks completed for variety of subjects.</p>	
<p>New leaders timetable drawn ut and approved for D.H.T. and new maths / English leads for Autumn Term. Curriculum review begun a S.L.T. level but awaited finalised version of Ofsted Framework to develop overall strategy for review process.</p>	

<p>Curriculum committee continues to receive termly update on subject and curriculum matters. Focus for next this term was curriculum confirmation and initial developmental ideas for 2019-20. No subject was specified, subject leaders have altered due to re-signation of existing DHT. IPAD and implementation of ICT continues to be a secure focus of staff meetings, new resources for staff agreed and purchased. staff training on use imperative and effectively undertaken.</p>	
<p>Data from national testing indicates outcomes are still above national averages for progression. Moderation sessions indicate clearly that pupils are producing good levels of work and that judgements by staff are accurate. Peer Reviews held also show good curriculum for pupils and excellent coverage for foundation subjects: except Geography. Need to develop whole school understanding of Deep Dive mentality and use of internal data in school.</p>	

<p>School has maintained status of Category 1 i.e. no concerns. S.L.T. discussed implications of new Ofsted Framework and how school needs to reflect on curriculum in school. Priorities identified as: a. updating vision to reflect current needs of pupils and ideals of school. b. reflect on current curriculum and how it is being taught in each area. c. To adjust curriculum in light of reflection and ensure staff aware of new expectations of INTENT and IMPLEMENTATION.</p>	
<p>Summer 2019</p>	
<p>Resignation of D.H.T. has led to a re-structuring of the S.L.T. and the removal of the non-class based D.H.T. This role has been split into two permanent phase placed D.H.T. positions. Also a new maths lead has been appointed and a new A.f.L. role has been appointed. The re-organisation of the other curriculum leaders will occur in September once temporary teacher has been appointed. Additional time for SENCo. and DHT has been funded from budget.</p>	
<p>It was agreed that with the implementation of well-being and work-life balance for teachers that a new marking scheme would not be implemented. However teachers will continue with basic marking policy and adapt it and trial new methods for term and this will be reviewed in Spring 2020.</p>	

<p>Data analysis is undertaken by a wider group of senior leaders to affect both teaching methods and provision. English implementation of "Good Readers" programme is example of identification to implementation programme. Also introduction of White rose maths by maths lead came about from data analysis work. Pupil Progress meetings, local moderation and data analysis has led to ongoing alteration of provision e.g. year 2 support. Revision of expectations and stair cases / trackers will be implemented in early Autumn 2019 so as to streamline process and expectations.</p>	
<p>See above as reduction in trackers and less people inputting data will be implemented in autumn Term in-line with agreed changes.</p>	

<p>Ofsted Framework will be key new implementation process to be taken on board by school. Also Well-Being and new "internal assessment" expectations. Also MAT will be affecting process of school with possible conversion in January 2020.</p>	
<p>Summer 2019</p>	
<p>All governing Board positions will be filled by November 2019.</p>	
<p>C. of G. and vice chair attended Ofsted Inspection training in July 2019 to understand impending framework. C. of G. responsible for training provision of governors.</p>	
<p>MAT has been and will continue to be key aspect of strategy for governors. Also update of vision and how this fits to curriculum are key Autumn Term priorities following staff curriculum review. Also implementation of My Concern, Parent Pay and newly adopted and revised attendance strategy will be crucial.</p>	

<p>All committees regularly meet and discuss relevant issues and these are minuted accordingly. Governors fully involved with all appointments and policy changes.</p>	
<p>Governing Board will be full by November Full governors' Meeting.</p>	
<p>Process has progressed with full agreement of all governors and the proposed MAT will be consulted upon in November 2019. The draft proposal went to the D.f.E. in the summer holidays. Outcome is still being waited. Governors kept informed at main meetings as a confidential item as well as through C. of G. being involved directly.</p>	
<p>Summer 2019</p>	
<p>Reviews undertaken for SEE SAW and Tapestry were inconclusive with both not providing sufficient coverage for needs of the school. We will thus remain the same as we currently are.</p>	
<p>Completed and in-place, linked to all other school ICT communication devices.</p>	

<p>Further EAL work across the school and Children have been identified as needing extra support, IPAD use has become normal procedures for new EAL pupils to help communication as well as pairing up with pupil of similar language acquisition. EAL still remains an issue with progression and need to source further advice. but improving in provision.</p>	
<p>RHS Gold again. Church continues and to be renewed biannually. Links to outside community agencies continues to grow. Clubs for Autumn will include girls' football, yoga and extar running club.</p>	
<p>School has handwriting awards, dance awards, will hopefully starting times-table awards and continuing with Tower Treats award system. Attendance awards weekly and 100% attendance numbers year-on-year increase. Science school award, RHS school award. School football and sporting awards and competition in place. K.S. 2 Golden Ticket reading awards and pen licenses.Attendance to be priority again in Autun Term.</p>	
<p>Summer 2019</p>	
<p>End of year K.S. 1 & 2 data show good results versus national averages and EYFS data indicates good Level of Development overall. Internal data supports finding with specific year groups being more academically challenging e.g. year 3 and 5. Specific focus groups for 2019-20 quiet girls in maths weekly group teaching; intervention groups closely monitored esp. precision teaching section.</p>	

<p>Attendance has improved across the year and the format established will continue next year. In-school scrutinies of work and teaching show pupils making good progress and feedback is generally appropriate and applicable to ability/age. Trials are being undertaken in Autumn Term on differing methods of feedback.</p>	
<p>The Governor feedback and pupil voice session show children enjoy school and are interested in what they do. Forest School and Dance are often mentioned as popular sessions. Also IPAD use is well liked.</p>	
<p>In observed lessons teacher questioning skills are varied, targeted and maximize assessment for learning.</p>	
<p>This will form part of curriculum review to ascertain whether all areas of the curriculum are still be appropriately covered.</p>	
<p>Planning and delivery of planning shows this in place.</p>	
<p>good practice and learning from others e.g. IPAD pack. P.M. is continuing to be impacting on session has been implemented appropriately with criteria.</p>	

<p>Summer 2019</p>	
<p>focus combined with consultation of Ofsted n, its accuracy and purpose has been started and skillsbased curriculum is driving process. Also essary to ensure non-duplication of evidence.</p>	
<p>happy with curriculum and expressed specific nd P.E. / dance sessions. These form a core part weekly Forest school sessions, whilst year 3 & 4 plus hour" individual learning sessions. K.S. 2 to niversity Spring 2019</p>	

<p>English results indicate that outcomes are good, progress above national average and most pupils make progress. Some pupils do make less progress and these groups have been highlighted elsewhere.</p>	
<p>see national results and school SATS statement.</p>	
<p>Summer 2019</p>	
<p>Year 3 will start weekly sessions, second Outdoor classroom in place. Attendance good and extreme behaviours minimized.</p>	
<p>Staff have had INSET DAY in Forest School led by Miss Neville. This has encouraged other staff to undertake more forest School work.</p>	

<p>Extra provision for Forest School in place, Bunglaow completed, garden next to be developed. Life Skills in year 6 to start in Autumn Term.</p>	
<p>courses for role and implemented a new way of edures. This includes all relevant collections of rocedures have been amended in line with new alth & Safety measures in place.</p>	
<p>Ongoing and Governors Premises Committee oversee provision and evelopments e.g. CPD, door etc.</p>	
<p>an aspiration.</p>	
<p>owever recent (Oct. survey indicated that parents ut from school: cooking courses offered did not opment will extend potetnial offers to parents.</p>	
<p>Summer 2019</p>	

<p>changes agreed for Autumn Term in tracking and data recording for assessments. Same assessments taking place and being internally used. D.H.T. training new D.H.T.s to use SIMS effectively.</p>	
<p>Additional time being given to SENCo. To monitor and track interventions effectively.</p>	
<p>summer 2019</p>	
<p>Curuently well established and newly placed additional classroom should enhance provision. Playtime needs reviewing as to effective use ofvtime and space.</p>	

As before but year 3 to start forest schools in Autumn and year 4 has undertaken some of this work too.	
Books through "Good Readers can..." scheme was at highest levels. More books being read and positive aspects such as dance, poetry, reading and high performing netball club.	
Baseline indicates good level of development and smooth transition into year 1.	
summer 2019	
not started	
M. & E. work indicates that majority of interventions having impact e.g. phonics and precision teaching. However Year 4 small class interventions was halted due to poor impact.	

<p>New members of staff inducted into process of school including EAL assessments.</p>	
<p>changes to SL enforced by resignation of DHT and appointments of newly structured SLT members. See other sections for further details.</p>	
<p>Time analysis to be completed Dec. 2018 (tests)</p>	
<p>Summer 2019</p>	
<p>Results indicate Greater Depth pupils making good</p>	
<p>to be stretched through open-ended tasks.</p>	

Focus tracking of K.S. 2 pupils show that most more able pupils High overall 100% achieved in all areas, 15% in G.D. In REading high readers 100% and 54% In Writing 100% and 38%. In maths high maths 100% and 73%. IN G.P.S. high overall 100% and 62%	
Master Classes only taking place for year 6 pupils each 1/2 term. Plus transition meetings and sessions for years 5 & 6 pupils.	
summer 2019	
current attendance data:	
EWO supporting school and attendance issues addressed more effectively; records very clear ad letters sent are succinct and clear. Rewards being given for class, 100% and weekly attendance.	
still not being implemented	