



School Improvement Plan 2017/2018

Head Teacher: Mrs B Atkinson

Chair of Governors: Mr S Watson

At Ingleby Mill Primary School we are committed to securing high quality outcomes for all children in order that they achieve well and make the most of the many and varied opportunities on offer during their years at our school.

We Value:

Happiness

When we enjoy what we are doing, we learn at our best

Confidence

When we have confidence, we will always 'have a go'

Creativity

When our creativity is developed, we can think and learn in imaginative ways

Challenge

When we are challenged, we are engaged

Perseverance

When we are encouraged to keep going, even when the going gets tough,
we develop resilience, positive outlooks and self-belief

Respect

When we are respectful, we can see things through the eyes of others

We have a School Motto to support our values:

IMAGINE

MAKE A DIFFERENCE

PERSEVERE

SUCCEED

This improvement plan outlines a framework for the school's improvement over the next year: **2017/2018**. It builds on the actions taken to address the priorities in the plans from 2014/2015, 2015/2016 and 2016/17.

Last Ofsted Inspection: In December 2012, Ofsted judged Ingleby Mill to be a "Good School" where:

- *The achievement of pupils is good and many do better than is expected nationally.*
- *Reading is a strength of the school because of staff encouragement and, as a result, pupils read widely.*
- *Teaching is good because teachers plan lessons well and make it clear to pupils what they are going to learn at the beginning of lessons.*
- *Teaching assistants make a significant contribution to pupils' progress because they skilfully question the pupils.*
- *The majority of pupils behave well and their attitude towards school work is very positive.*
- *The leadership and management are good. Since the last inspection the head teacher has developed systems that quickly identify any pupils who are underachieving so that staff can step in with appropriate help.*
- *The governing body is very supportive of the school, holds it to account for what it does and helps the school to improve.*

Inspectors suggested that in order to move to outstanding, the school needs to address the following areas for improvement:

Increase the amount of teaching that is outstanding by:

- ensuring tasks are well matched to pupils' learning needs;
- making sure that pupils understand what they must do to move to the next level in their learning;
- giving pupils time to respond to teachers' marking so that they learn from their mistakes.

Improve the quality of pupils' writing by planning interesting and relevant activities in English and other subjects in order to give pupils more time to apply their skills.

School Improvement Plan Overview 2017/18

	Issues for Improvement		Key Staff	Key Governors
	3 Year Aims	Development Objectives for 2017/18		
Effectiveness of Leadership & Management	<ul style="list-style-type: none"> - All leaders, including governors, are highly ambitious for all pupils and lead by example. - They act on a deep and accurate understanding of the school's performance. - All staff see themselves as leaders in line with their experience and career development 	<ul style="list-style-type: none"> - To increase distributive leadership in securing improved practice and increased amounts of outstanding teaching and learning across the whole school - To be relentless in securing improved outcomes for children indentified as falling behind (including identified vulnerable groups) - To ensure that teaching assistant time is targeted for maximum effectiveness in raising standards, targeted intervention and enhancing provision - To maintain and build on the school's high quality provision whilst continuing to effectively manage fluctuating pupil rolls 	<p>Mrs B Atkinson</p> <p>Mrs K Coverdale</p> <p>Mrs A Dent</p> <p>Mrs P Outhwaite</p> <p>Mrs A Brown</p>	<p>Mrs D Begley</p> <p>Mr S Watson</p>
Quality of Teaching, Learning & Assessment	<ul style="list-style-type: none"> - Teaching over time in all year groups is outstanding and never less than good 	<ul style="list-style-type: none"> - To continue to improve the quality of teaching and learning across school - To monitor and evaluate the impact of maths improvement strategies on pupil outcomes in order to secure sustained, long-term improvement - For all teachers to know what typical or better progress looks like for all pupils in their class - To ensure that pupils have clear understanding of how they can improve their work - Further develop staff skills in catering effectively for a wide range of pupil needs - Carry out actions to ensure that teachers are more fully involved in their own professional development 	<p>Mrs A Dent</p> <p>Mrs P Outhwaite</p> <p>Mrs A Brown</p> <p>Mrs K Coverdale</p>	<p>Mr D Fardale</p> <p>Mrs D Begley</p>
Quality of Personal Development, Behaviour and Welfare	<ul style="list-style-type: none"> - Pupils SMSC development equips them to be thoughtful, caring, resilient citizens who are: <ul style="list-style-type: none"> • well-prepared for the next stage in their education • highly ambitious • confident in their ability to make a positive contribution in the world - All pupils value their education and rarely miss school - Pupils become adept at regulating their own behaviours 	<ul style="list-style-type: none"> - To fully embed the school's new motto across all that we do - To improve the whole school community's understanding of safer online behaviour - To increase the school's capacity to support children's mental health issues - Building on the success of achieving level 1 RRSA, now consider the benefits of pursuing level 2 - To improve in-school transition arrangements so that all pupils move smoothly from one year group/team/key stage to another - To improve FSM attendance and reduce levels of persistent absenteeism - To improve pupil behaviour and increase calmness outside of the classroom: <ul style="list-style-type: none"> • at lunchtimes • when pupils are moving around the school - To increase after school opportunities for pupils to develop their sporting, creative or academic skills 	<p>Mrs B Atkinson</p> <p>Mrs K Coverdale</p> <p>Mrs A Meynell</p>	<p>Mr B Wilson</p> <p>Mrs C Thomas</p> <p>Mr S Watson</p>

Outcomes for Pupils	<ul style="list-style-type: none"> - All pupils make substantial and sustained improvement in each year group and across the curriculum 	<ul style="list-style-type: none"> - Increase the number of children who exceed age related expectations by the end of reception - Ensure that all GLD progresses to expected or above in reading, writing and maths in KS1 - Accelerate the progress of pupils in maths across KS2 - with a focus on middle achieving girls, middle achieving SEND, more able disadvantaged pupils - Ensure that improved standards seen in maths lessons in KS2, transfer to pupil performance in tests - All teachers to be able to demonstrate the impact of their teaching on pupil outcomes so that pupils make typical and better progress from their last statutory benchmark 	<p>Mrs B Atkinson</p> <p>Mrs A Dent (UKS2)</p> <p>Vacancy (LKS2 Sept 17)</p> <p>Mrs A Brown (KS1)</p> <p>Mrs P Outhwaite (EY Sept 17)</p>	<p>Mr D McGeehan</p> <p>Mr M Williamson</p> <p>PP Mrs H Nixon</p> <p>Mr S Watson</p>
EYFS	<ul style="list-style-type: none"> - Pupils are curious and love learning - They are well-prepared to move on to the year 1 curriculum with the vast majority of children achieving a good level of development and significant numbers exceeding national expectations. 	<ul style="list-style-type: none"> - To further develop the effectiveness of outdoor provision in nursery and reception in contributing to high outcomes for pupils - To continue to develop writing provision across EYFS and to develop the handwriting scheme in reception - To use the exemplification documentation provided by Stockton LA to support accuracy of judgements in line with Development Matters - To enhance transition from private settings to IMPS reception to improve communication and secure an accurate baseline 	<p>Mrs K Coverdale</p> <p>Mrs P Outhwaite (Sept 17)</p>	<p>Ms N Dohring</p> <p>Mr M Williamson</p>

Leadership & Management 2017-18

Current Position: Leadership & Management are good evidenced in the consistent success of pupils in achieving above national standards at all levels in school over time. The new Head Teacher, appointed Sept 2016, whilst building on the existing strengths of the school, has brought a new perspective and determination to challenge. Governors, senior and middle leaders are fully on board with this and are increasingly influential in supporting colleagues to improve their practice and in holding them to account. (SEF Feb 2017)

Objective: <i>what do we want to achieve?</i>	Actions: <i>what will we do?</i>	Resources: <i>how much time/money/people do we need to allocate?</i>	Responsibility: <i>who will make sure that we do it?</i>	Timescale: <i>when will it be done?</i>	Monitoring/Evaluation: <i>who will check and feed back on how things are going?</i>	Success Criteria: <i>what will it look like when we achieve what we want to?</i>
To increase distributive leadership in securing improved practice and increased amounts of outstanding teaching and learning across the whole school	<p>Restructure Leadership to release DHT from team leader role to focus on whole school leadership roles (SEN, safeguarding, pastoral) - creating in-school career development opportunity</p> <p>Reorganise leadership of subjects and meeting structure to include subject champions in each team (including review of TLRs)</p> <p>Ensure that school monitoring information is triangulated in order to clearly identify areas of outstanding teaching and learning across school</p> <p>Support the development of leaders in new roles</p> <p>Staff to attend local networks for school to school support – feeding back good practice</p> <p>Rigorously review appraisal objectives for 2016/17 and set new challenging objectives in line with school improvement priorities and individual development needs, appropriate to experience and stage of career development</p>	<p>Additional TLR 2b</p> <p>Additional TLR2a</p> <p>Leadership time</p> <p>Leadership time</p> <p>Mostly after school – some release time if required</p> <p>Leadership time</p>	<p>HT</p> <p>HT</p> <p>SLT</p> <p>SLT</p> <p>SLT</p>	<p>September 2017</p> <p>April 2017</p> <p>April 2017 – updated termly</p> <p>On-going throughout 2017/18</p> <p>Termly</p>	<p>SLT Evaluation of the quality of teaching over time</p> <p>HT feedback to governing body</p> <p>Monitoring feedback to staff – strengths and points for development</p> <p>Subject leader meetings</p> <p>Staff meeting feedback</p> <p>Appraisal Reviews</p> <p>HT feedback to Pay Review Committee</p>	<p>Pupils will be safe and happy with their needs met.</p> <p>There will be a culture where staff and pupils are confident to step into leadership and can excel</p> <p>Staff will be happy to share their expertise with others with positive, respectful, professional relationships always in evidence</p> <p>Leaders will be confident to support and challenge as required</p> <p>Peer to peer support, challenge and learning from each other will be part of regular practice</p> <p>School to school support, challenge and learning from each other will be part of regular practice</p> <p>Staff will reflect and debate on the way they teach – leading to increased creativity and improvement in practice</p> <p>The leadership structure will reflect the needs of pupils and the school</p> <p>Senior and middle leaders, and governors, will have a deep, accurate understanding of the effectiveness of the school's curriculum in inspiring pupils to learn</p>

	Arrange high quality CPD for senior leaders to improve ability to successfully handle 'difficult conversations' in relation to securing higher standards and pupil outcomes					
To be relentless in securing improved outcomes for children indentified as falling behind (including identified vulnerable groups)	<p>Fully embed newly enhanced PPMs where Team Leaders support and challenge teachers in year groups to account for the impact of their teaching on pupil progress and outcomes.</p> <p>Team Leaders to account more clearly for how their leadership time is used and to demonstrate their impact in improving teaching and learning, securing high standards in books and improving outcomes across their team.</p> <p>To prioritise same-day intervention time for disadvantaged pupils and those identified as target children in PPMs</p> <p>To identify for intervention - more able disadvantaged children who may be at risk of not achieving their potential</p>	<p>Release time if required</p> <p>Leadership time</p> <p>TA time in KS1 and 2 each afternoon</p>	<p>Team Leaders</p> <p>BA</p> <p>Team Leaders</p> <p>CM</p>	<p>July 2017 December 2017 April 2018</p> <p>July 2017 December 2017 April 2018</p> <p>Updated at least termly after PPMs</p> <p>September 2017</p>	<p>Appraisal review meetings</p> <p>Feedback reports from PPMs</p> <p>Target Tracker monitoring alongside evidence in books</p> <p>HT report to GB</p> <p>Governors school improvement committee</p>	<p>Team Leaders will be ambitious about the outcomes for all pupils in their team, but especially for disadvantaged pupils.</p> <p>Interventions will be effective in securing pupil progress (including for targeted individuals and groups)</p> <p>Outcomes will be consistently high across the curriculum and across year groups.</p> <p>Pupils will make typical and better progress from their statutory starting points</p> <p>Staff and pupils will enjoy challenges and trying hard</p>
To ensure that teaching assistant time is targeted for maximum effectiveness in raising standards, targeted intervention, enhancing provision and the smooth running of the school	<p>Carry out an audit of teaching assistant allocated tasks across the day versus school needs – taking into account current timetables, current impact on standards and pupil needs</p> <p>Ensure that arrangement of hours worked best match the needs of the school</p>	No cost	BA/JM	September 2017	<p>Daily feedback about pupil progress from TAs to teachers</p> <p>TA appraisal reviews</p> <p>Pupil Voice</p>	<p>The school will run efficiently with highly effective quality first teaching prioritised alongside tightly targeted interventions in order that children do not fall behind</p> <p>Teaching assistants will be well trained/developed in relation to the roles that they are required to fulfil.</p> <p>Teaching assistants will be able to describe their impact on pupil</p>

	<p>Look at how lunchtime provision for children could be enhanced through TA input at lunchtime</p> <p>To better deploy 1-1 TAs to support the achievement of SEN Support Plan objectives and to avoid a culture of dependence</p>	<p>TA hours allocated to lunchtimes</p> <p>Training budget</p>	<p>BA</p> <p>KC/AM</p>	<p>April 2017</p> <p>December 2017</p>		<p>progress in terms of outcomes</p> <p>Pupils will be safe and happy with their needs met.</p> <p>Children with SEND will make good progress</p> <p>Creative solutions will be found to enhancing lunchtime provision and lunchtimes will be calm and purposeful for children and staff</p>
<p>To maintain and build on the school's high quality provision whilst continuing to effectively manage fluctuating pupil rolls</p>	<p>Exploit in-school strength and high quality school to school links as a means of CPD</p> <p>Ensure that the balance of experience, skills, knowledge and understanding is well placed across school;</p> <p>Support staff in teaching mixed age groups in Rec/year 1 if required</p>	<p>Release time as required</p> <p>Leadership time</p> <p>Staffing budget costs</p> <p>Any relevant training/release costs</p>	<p>SLT</p> <p>HT</p> <p>DHT</p> <p>KS1 Team Leader</p>	<p>On-going</p> <p>September 2017</p> <p>Throughout 2017/18</p>	<p>HT feedback to GB</p> <p>SBM feedback to finance and staffing committee</p>	<p>The school's budgetary position remains strong</p> <p>Staff are well placed to secure high quality outcomes for all children</p> <p>Staffing plans are robust and effective in securing high quality teaching and learning</p>

Teaching, Learning & Assessment

Current Position: *Teaching, learning and assessment are good. Teachers have high expectations for pupil outcomes and consistently promote a positive ethos of pride and engagement in learning. Improvement strategies have impacted positively on classroom practice and pupil outcomes. Current pupil tracking shows the majority of pupils meeting age related expectations across all year groups; work in pupils' books is of a high quality; lesson observations demonstrate that questioning is effective, the pitch of work is appropriate and that challenge for the most able is evident; the teaching of reading is a strength of the school and outcomes are high; assessment and tracking are being embedded and teachers are now making good use of assessment data to target teaching. (SEF Feb 2017)*

Objective: <i>what do we want to achieve?</i>	Actions: <i>what will we do?</i>	Resources: <i>how much time/money/people do we need to allocate?</i>	Responsibility: <i>who will make sure that we do it?</i>	Timescale: <i>when will it be done?</i>	Monitoring/Evaluation: <i>who will check and feed back on how things are going?</i>	Success Criteria: <i>what will it look like when we achieve what we want to?</i>
To continue to improve the quality of teaching and learning across school	<p>Further develop the use of in-house strength and expertise to nurture and develop outstanding teaching and learning across school</p> <p>Prioritise CPD focused on developing outstanding practice across the curriculum</p> <p>Increase pupils active participation in lessons through: - shorter lesson introductions - Talk4Writing across KS1 and LKS2 - organisation of classrooms to better support active learning - increased use of outdoor learning across school - introduce designated PAL (planned active lessons) into planning</p> <p>Implement a progressive and more consistent programme for securing spelling, punctuation and grammar skills earlier in school</p> <p>Leaders and staff to act swiftly on information gained through monitoring activities</p>	<p>Release time as required</p> <p>Training budget</p> <p>Training budget Sports premium</p> <p>Training budget English Lead release time</p> <p>Leadership release</p>	<p>SLT</p> <p>BA</p> <p>BA/FS</p> <p>English Lead</p> <p>SLT</p>	<p>On-going From April 2018</p> <p>April 2018</p> <p>September 2017</p> <p>September 2017</p> <p>Termly</p>	<p>HT Feedback to governors school improvement committee</p> <p>HT Report to GB</p> <p>Pupil Voice</p> <p>Leaders Lesson observations</p> <p>Whole staff book looks</p> <p>Termly PPM reports</p>	<p>Pupils will be inspired and happy to learn because their teachers are confident and have excellent subject knowledge</p> <p>Pupils will have more opportunities to be physically active during lessons (not just PE)</p> <p>Classrooms will be vibrant and exciting</p> <p>Pupils will be eager to come to school</p> <p>Pupils will achieve well</p>

<p>To monitor and evaluate the impact of maths improvement strategies on pupil outcomes and build on this in order to secure sustained, long-term improvement</p>	<p>Evaluate the impact of the following on standards/outcomes in maths and articulate next steps: - Schofield and SIMs in UKS2 - Same-day interventions - Increased problem solving including reciprocal maths in year 6 - Fix-it, Reinforce, Challenge marking - Four rule Friday in LKS2 - Morning maths</p>	<p>Maths Lead release</p>	<p>Maths Lead</p>	<p>July 2017</p>	<p>HT Feedback to governors school improvement committee HT Report to GB Pupil Voice Leaders Lesson observations Whole staff book looks Termly PPM reports</p>	<p>Maths teaching and learning will be at least good across all year groups Pupils who grasp concepts will be challenged through wide-ranging problem-solving activities Children will demonstrate resilience and creativity in tackling problems and challenges More pupils across KS2 will be able to catch up in maths Maths outcomes across school will be above age related expectations nationally and at KS2 will be more in line with English outcomes</p>
<p>For all teachers to know what typical or better progress looks like for all pupils in their class</p>	<p>Fully embed newly enhanced PPMs where Team Leaders support and challenge teachers in year groups to account for the impact of their teaching on pupil progress and outcomes. Continue to exploit Target Tracker functions to track pupil progress against last statutory benchmark to avoid year on year 'slippage' Introduce colour-coded sticker system for all writing and maths books which shows at a glance where children were at their last statutory benchmark and whether they are currently on track. More regular moderation of standards in year groups and teams</p>				<p>Target Tracker Data Monitoring and analysis Termly PPM reports Whole staff book looks Team moderation feedback External moderation feedback</p>	<p>Targets will be ambitious Pupils will achieve well because their progress is regularly tracked against their last statutory benchmark as well as year on year – and swift action is taken Teachers will be confident in their ability to make accurate judgements against national curriculum criteria</p>

To ensure that pupils have clear understanding of how they can improve their work	Implement weekly conference marking for 'Big Write' prioritising PP	No cost	Class teachers	June 2017	Pupil voice	PP pupils will make accelerated progress in writing
	Establish clear expectations across teams of what happens during half termly assessment weeks, involving pupils more fully in articulating their targets for the next half term	No cost	SLT	July 2017	Pupil response to marking Whole staff book looks	Children will talk with confidence and pride about their work. They will be able to identify their best or most improved work, articulating clearly why it is their best or most improved work.
	Use team meetings and monitoring activities to ensure marking and feedback clearly identifies the most relevant next thing that pupils need to do to secure improvement	Staff/Team meetings	Team Leaders	July 2017	Team and subject leader meetings with governor links	Books will show clear progress from starting points Visitors to classrooms will observe children trying hard, enjoying challenges and developing resilience to failure Teachers will be determined that all pupils do well – in a 'no excuses' culture
Further develop staff skills in catering effectively for a wide range of pupil needs	Non-teaching DHT with SEN focus in order to increase capacity to support and challenge staff in effectively providing for the needs of SEND pupils	DHT release time	DHT	September 2017	SENDCO report to GB	Teachers planning will identify how pupils needs are being catered for
	Staff attending SENDCO network or training to feedback good practice to other staff and SLT	Staff meetings Training budget	DHT	On-going	SENDCO meetings with link governors Outcomes for SEND pupils Lesson observation feedback Parent feedback	Teachers will use a wide range of teaching strategies based on knowledge of excellent practice alongside knowledge and understanding of individual pupils
	Develop further the scope of termly safeguarding meetings to include a wider range of awareness raising - ie SEN, medical and behaviour	Release time	HT	Termly	SEND plans SENDCO meetings with governor links	Teachers will be determined that all pupils do well and persevere in finding a successful way forward – in a 'no excuses' culture SEND children will make improved progress

<p>To carry out actions to ensure that teachers are more fully involved in their own professional development</p>	<p>Training to be arranged targeted at meeting the needs of pupils in school: eg sensory training, dyslexic friendly-classroom training</p> <p>Appraisal review and planning meetings to include identification of support and professional development based on Teachers Standards and career expectations</p>	<p>Training budget</p> <p>Release time if required</p>	<p>DHT</p> <p>Team leaders</p>	<p>December 2017</p> <p>October 2017</p>	<p>HT report to GB</p> <p>Appraisal reviews</p> <p>Lesson observation feedback</p> <p>SEND Plans</p>	<p>Staff will be proactive in taking up a wide range of development opportunities such as training, leading, observing, visiting other classrooms and settings, personal research etc.</p> <p>Teachers demonstrate deep subject knowledge of the subjects they teach</p> <p>Teachers Standards will be confidently met</p> <p>All staff will be well trained for the roles they perform</p>
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Personal Development, Welfare & Behaviour

Current Position: *Personal Development, Behaviour and Welfare are good. Pupils are confident, diligent and ambitious; they are courteous, self controlled and respectful; their attitudes towards school and to each other are very positive – visitors routinely comment on the highly supportive ethos of the school. Safeguarding is effective and pupils say that they feel safe in school. (SEF Feb 2017)*

Objective: <i>what do we want to achieve?</i>	Actions: <i>what will we do?</i>	Resources: <i>how much time/money/people do we need to allocate?</i>	Responsibility: <i>who will make sure that we do it?</i>	Timescale: <i>when will it be done?</i>	Monitoring/Evaluation: <i>who will check and feed back on how things are going?</i>	Success Criteria: <i>what will it look like when we achieve what we want to?</i>
To fully embed the school's new motto across all that we do	<p>Staff to award new IMPS points equally for effort and active participation as well as for outcomes.</p> <p>Motto to be prominently displayed in all areas and outside</p> <p><i>(Imagine)</i> Introduce a 'Bright Futures' week into the school's annual plan – focused on enterprise development activities, consideration of what children want to do as a job and raising aspirations for the future</p> <p><i>(Make a difference)</i> Introduce a meaningful charity fundraising or sponsorship focus to each year group</p> <p><i>(Make a difference)</i> Invite 'Show Racism the Red Card' into UKS2 for workshops to highlight important issues around tolerance, the rights of protected groups and equality</p> <p><i>(Persevere)</i> All staff to model and reinforce positive use of the language of challenge and moving on from mistakes</p> <p><i>(Persevere)</i> Develop pupils' resilience and ability to persevere through:</p>	<p>Stationery and printing costs</p> <p>Mural design costs £320</p> <p>£1000 allocated to workshops/visitors</p> <p>No cost</p> <p>No cost</p> <p>No cost</p> <p>No cost</p>	<p>Teachers</p> <p>JM</p> <p>BA/AB</p> <p>Team Leaders</p> <p>BA</p> <p>Teachers</p> <p>Teachers</p>	<p>On-going</p> <p>September 2017</p> <p>April 2018</p> <p>Decided by September 2017</p> <p>May 2017</p> <p>July 2017</p> <p>July 2017</p>	<p>Pupil Voice</p> <p>HT report to GB</p> <p>Learning Walks</p>	<p>The whole school community will know and live our school motto</p> <p>The vast majority of pupils will be confident learners with positive learning attitudes and resilience to failure</p> <p>Pupils across the whole school will be able to talk about what they want to do when they grow up and the steps they will take to get there. They will be hopeful about the future.</p> <p>Pupils will know how to have their voice heard in school</p> <p>Relationships in school will be consistently positive and respectful</p>

	<ul style="list-style-type: none"> - problem-solving activities – challenge - in-lesson assessment of understanding and moving on - praising and rewarding effort <p>(Succeed) Staff to regularly notice and comment on what it is that they want (more than what they don't want) and follow the schools reward systems consistently</p> <p>(Succeed) Find ways to celebrate children's out of school skills and talents</p>	No cost	Teachers	July 2017		
		No cost	SLT	September 2017		
To improve the whole school community's understanding of safe online behaviour for our children	<p>CEOP level 2 Ambassador to cascade training to parents and staff</p> <p>Ask UKS2 children about what it is that they would like support in regarding safer online behaviour</p> <p>Maintain link with Conyers year 10 leaders in getting safer online behaviour messages across to year 6 pupils</p>	<p>Staff meeting time Parent workshop after school time</p> <p>No cost (follow up)</p> <p>No cost</p>	<p>Computing Lead</p> <p>UKS2 teachers</p> <p>UKS2 Team Leader</p>	<p>July 2017</p> <p>December 2017</p> <p>April 2018</p>	<p>Parent and staff – workshop evaluation and feedback</p> <p>HT reports to governors and meeting with safeguarding governor link</p>	<p>Pupils will know how to keep themselves safe online</p> <p>Pupils will know how to get help if they need it in relation to online behaviour</p> <p>Staff and parents will feel more empowered to support and help children in keeping safe online</p>
To increase the school's capacity to support children's mental health issues	Explore available counselling service options in order to find the most suitable to the needs of the school	Counselling £6000	HT	April 2017	<p>Pupil Voice</p> <p>Parent feedback</p>	<p>Pupils needs will be supported</p> <p>Children will value their mental health</p>
Building on the success of achieving level 1 RRSA, now consider the benefits to the school of pursuing level 2	<p>Encourage ambassador visits and links with Frederick Nattrass Primary School as a school already working towards level 2</p> <p>BA/GW to attend 'Introduction and overview to level 2' training in order to make an informed decision about next steps</p>	<p>Transport costs</p> <p>Training costs</p>	RRSA Lead	July 2017		<p>Priorities from level 1 RRSA will be maintained</p> <p>A well-informed decision will be made about level 2</p>

To improve in-school transition arrangements so that all pupils move smoothly from one year group/team/key stage to another	Take an active part in the LA transition pilot – moving from reception to year 1 Provide clarity of expectations for staff regarding new class handover meetings including last statutory benchmark Provide a curriculum based framework for transition ie New classes to be given names (Places) linked to geography curriculum – used as focus for learning during induction day in July, for summer holiday homework and for first two weeks in September. Offer September ‘Meet the Teacher’ meetings to parents	No cost	Team Leaders	July 2017	Pupil Voice Pupil/Parent/Staff survey	Moving towards a new academic year, pupils and parents will feel prepared for and excited about the next stage in their education Staff and pupils are able to move swiftly into meaningful learning as a result of effective transition
		Release time	HT	July 2017		
		No cost	HT/Geography Lead	September 2017		
		Staff time after school	Teachers	End of September 2017		
To improve FSM attendance and reduce levels of persistent absenteeism	To use national research advice and local good practice to inform improvement strategies To advise all parents of their child’s attendance on a termly basis To explore different ways to promote and reward 100% attendance and improved attendance Continue to follow statutory procedures where required – drawing on LA support and guidance	No cost	HT/SBM	July 2017	HT report to governors SBM feedback to governors re attendance figures	School will have done everything possible to ensure that children rarely miss school, especially the FSM group FSM attendance rates will rise FSM persistent absence will fall
		Email/letter costs	SBM	July 2017 – termly		
		£3000 allocated in budget	HT/SBM	September 2017		
		No cost	SBM	On-going		
To improve pupil behaviour and increase calmness outside of the classroom: <ul style="list-style-type: none"> • at lunchtimes • when pupils are moving around the school 	All staff to promote the school’s positive behaviour policy at all times during the day Provide more for children to do at lunchtimes - Look at how lunchtime provision for	No cost	All staff	On-going	Pupil Voice Learning Walks LTA feedback to HT	The vast majority of pupils are self-disciplined and respectful both in and out of the classroom The dining hall is a calm and pleasant place to eat
		TA time allocated to lunchtimes	HT/DHT	October 2017		

	<p>children could be enhanced through TA input at lunchtime</p> <p>Lunchtime staff to be trained in behaviour management strategies and promoting positive play</p>	Training costs	HT	July 2017		Children are excited to go outside to play because they have creative ideas about what to play outside
To increase the range of after school opportunities for pupils to develop their sporting, creative or academic skills	<p>To ask children what sort of after-school activities they would like to be available to them</p> <p>To actively seek out appropriate activities and providers rather than waiting for providers and or staff to offer</p>	<p>No cost</p> <p>£4000 allocated from PPG to subsidise PP participation</p>	<p>After-school activities Lead</p> <p>After-school activities Lead</p>	<p>April 2017</p> <p>On-going termly</p>	<p>Pupil Voice</p> <p>Parent/pupil surveys</p> <p>After school attendance registers</p>	<p>Pupils will enjoy the wide range of activities on offer for all ages across school</p> <p>Pupils' interests, skills and talents will be valued and developed</p>

Outcomes for Pupils

Current Position: Outcomes are good. Outcomes at the end of each phase have been consistently higher than those seen nationally (GLD, Y1 phonics screening outcomes, KS1 and 2 national test data), including for 2016. Pupils make good progress by the end of KS1 but this progress has slowed by the end of KS2, especially in maths and for middle achievers. This has been a priority focus area for 2016/17 and will remain so moving into 2017/18. (SEF Feb 2017)

Objective: <i>what do we want to achieve?</i>	Actions: <i>what will we do?</i>	Resources: <i>how much time/money/people do we need to allocate?</i>	Responsibility: <i>who will make sure that we do it?</i>	Timescale: <i>when will it be done?</i>	Monitoring/Evaluation: <i>who will check and feed back on how things are going?</i>	Success Criteria: <i>what will it look like when we achieve what we want to?</i>
increase the number of children who exceed age related expectations by the end of reception	<p>Develop more effective use of outdoor provision in reception and nursery to promote curiosity, investigation and challenge</p> <p>Develop further children's stamina in sticking with an activity/area of learning</p> <p>Develop further staff interaction and targeted intervention in outdoor learning to move children on in their learning</p> <p>Ensure teaching assistants are aware of children to be targeted at higher expectations in adult lead activities</p> <p>To continue to develop writing provision across EYFS and to develop the handwriting scheme in reception</p>	<p>Additional £1000 in EY budget</p> <p>No cost</p> <p>Training budget</p> <p>No cost</p> <p>No cost</p>	<p>EY Lead</p> <p>EY Teachers</p> <p>EY Lead</p> <p>EY Teachers</p> <p>EY Lead</p>	<p>April 2018</p> <p>July 2017</p> <p>April 2018</p> <p>July 2017</p> <p>July 2017</p>	<p>EY Lead meetings with EY Link governors</p> <p>Team Leader PPMs with teachers</p> <p>HT Reports to governors school improvement committee</p>	<p>Increased numbers of pupils in reception exceed expectations by the end of EYFS:</p> <p>In all Prime Areas: 16%</p> <p>In all Literacy Strands: 22%</p> <p>In all Maths strands: 27%</p>
- Ensure that all GLD pupils progress to at least meeting expectations and above in reading, writing and maths in KS1	<p>Ensure transition provision is made for children who do not achieve GLD by the end of reception – track the progress of these children in PPMs</p> <p>Provide same-day intervention and basic skills reinforcement in maths, phonics and reading if pupils fall behind in years 1 & 2</p> <p>Ensure children have easy</p>	<p>Access to EY provision No cost</p> <p>Afternoon TA targeted time (2 TAs)</p> <p>KS1 budget</p>	<p>EY Lead</p> <p>KS1 Lead</p> <p>KS1 Teachers</p>	<p>Dec 2017</p> <p>On-going</p> <p>On-going</p>	<p>Team Leader PPMs with teachers</p> <p>HT Reports to governors school improvement committee</p>	<p>All children who achieved GLD will achieve at least ARE ARE at the end of KS1 with targets for greater depth at:</p> <p>Reading: 34%</p> <p>Writing: 24%</p> <p>Maths: 35%</p>

	access to a range of practical and visual support resources to reinforce basic maths skills and development					
Accelerate progress of pupils in maths across KS2 - with a focus on middle achieving girls, middle achieving SEND, more able disadvantaged pupils	<p>Fully embed newly enhanced PPMs where Team Leaders support and challenge teachers in year groups to account for the impact of their teaching on pupil progress and outcomes.</p> <p>Evaluate the impact of the following on standards/outcomes in maths and articulate next steps:</p> <ul style="list-style-type: none"> - Schofield and SIMs in UKS2 - Same-day interventions - Increased problem solving including reciprocal maths in year 6 - Fix-it, Reinforce, Challenge marking - Four rule Friday in LKS2 - Morning maths <p>Prioritise maths in KS2 when assigning PAL lessons</p>	<p>Release time if required</p> <p>Maths Lead release</p> <p>Sports Premium budget</p>	<p>Team Leaders</p> <p>Maths Lead</p> <p>Teachers</p>	<p>July 2017 December 2017 April 2018</p> <p>July 2017</p> <p>September 2017</p>	<p>Team Leader PPMs with teachers</p> <p>HT Reports to governors school improvement committee</p>	<p>Targets for ARE (Target Tracker w+) in maths across school:</p> <p>Year 1: 87%</p> <p>Year 2: 86%</p> <p>Year 3: 86%</p> <p>Year 4: 90%</p> <p>Year 5: 83%</p> <p>Year 6: 84%</p>
Ensure that improved standards seen in maths in KS2, transfers to pupil performance in tests	<p>Provide booster sessions in lead up to SATs</p> <p>Find out about local and national impact of Pixl on outcomes in similar schools</p> <p>Pupils in year 6 to carry out practice tests using analysis to target follow up teaching and intervention</p> <p>Pupils in years 3, 4 and 5 to take end of year tests (in line with national curriculum expectations) and which will inform teacher's final assessment judgements</p>	<p>PPG budget</p> <p>PPG budget</p> <p>No cost</p> <p>Assessment budget</p>	<p>HT</p> <p>HT</p> <p>Y6 Teachers</p> <p>KW</p>	<p>May 2017</p> <p>July 2017</p> <p>May 2017</p> <p>July 2017</p>	<p>Team Leader PPMs with teachers</p> <p>HT Reports to governors school improvement committee</p> <p>HT statutory outcomes report to GB</p>	<p>Improved maths test outcomes at KS2:</p> <p>Target for expected: 84%</p> <p>Target for higher score: 27%</p>

All teachers to be able to demonstrate the impact of their teaching on pupil outcomes so that pupils make typical and better progress from their last statutory benchmark	Fully embed newly enhanced PPMs where Team Leaders support and challenge teachers in year groups to account for the impact of their teaching on pupil progress and outcomes.	Release time if required	Team Leaders	July 2017 December 2017 July 2018	Team Leader PPMs with teachers	Targets met: ARE Above Reception GLD: 85%
	Rigorously review appraisal objectives for 2016/17 and set new challenging objectives in line with school improvement priorities and individual development needs, appropriate to experience and stage of career development	Release time if required	SLT	October 2017	SLT feedback to staff following monitoring activities HT Reports to governors school improvement committee	Reception Exceeding: In all Prime Areas: 16% In all Literacy Strands: 22% In all Maths strands: 27%
	Continue to carry out whole school book looks where all teachers are involved in the monitoring process	Staff meeting time	HT	Termly		Year 1: Read 83% 12% Write 85% 12% Maths 87% 6% Year 2: Read 89% 34% Write 86% 24% Maths 86% 35% Year 3: Read 90% 37% Write 83% 21% Maths 86% 26% Year 4: Read 92% 36% Write 86% 23% Maths 90% 34% Year 5: Read 84% 22% Write 79% 16% Maths 83% 38% Year 6: Read 86% 26% Write 82% 19% Maths 84% 27%

Early Years

The overall effectiveness of Early Years provision is good evidenced in the consistent success of pupils in achieving above national standards in GLD and increasing each year with a target of 85% for 2017. (SEF Feb 2017)

Objective: <i>what do we want to achieve?</i>	Actions: <i>what will we do?</i>	Resources: <i>how much time/money/people do we need to allocate?</i>	Responsibility: <i>who will make sure that we do it?</i>	Timescale: <i>when will it be done?</i>	Monitoring/Evaluation: <i>who will check and feed back on how things are going?</i>	Success Criteria: <i>what will it look like when we achieve what we want to?</i>
to further develop the effectiveness of outdoor provision in nursery and reception in contributing to high outcomes for pupils	<p>To develop the provision in Nursery to encourage more purposeful active play e.g climbing equipment, tunnels, slides, sensory path.</p> <p>To encourage more speaking and listening opportunities by enhancing role play areas e.g the playhouse and building new music/stage area.</p> <p>To have storage for the bikes/scooters so that certain bikes/scooters can be kept out of use and then a focus on which vehicles are used can be planned for and more purposeful play encouraged.</p> <p>To continue to enhance the literacy and numeracy sheds in Reception to ensure provision within the sheds is the same as what is provided inside the classroom.</p>	<p>Natural climbing structure, with slide and a pull rope. £500</p> <p>Sensory walkway - £150</p> <p>Enhancement of playhouse £100</p> <p>Music stage £100</p> <p>Shed for bikes £250</p> <p>The above projects completed by site staff to keep the cost to just product and no fitting costs.</p> <p>New resources for outside literacy and numeracy sheds £200.</p>	KCO EYFS Team Leader	July 2017	EYFS staff KCO EYFS Team Leader	<p>The provision in Nursery will be inspirational. The provision will be well used and improve the high outcomes of the children in Nursery and Reception especially in Moving and Handling, Listening and attention, Speaking, Reading, Writing, Number, Shape Space and Measures.</p> <p>Reception GLD: 85%</p> <p>Reception Exceeding: In all Prime Areas: 16% In all Literacy Strands: 22% In all Maths strands: 27%</p>
to continue to develop writing provision across EYFS and to develop the handwriting scheme in reception	<p>Develop the way in which key words are taught. Look at different ways of teaching this and resources available.</p> <p>To develop a structured handwriting scheme and share with parents. Work</p>	Twinkl handwriting resources.	KCO EYFS Team Leader EYFS staff	Introduced in Autumn 2017 and completed in July 2018	EYFS staff KCO EYFS Team Leader Literacy Subject Leader	The children will be writing in more areas independently and using the cursive script with more control and confidence.

	with parents to develop a parent/carers help pack of activities and suggestions of what they can do with their children at home.					
to use the exemplification documentation provided by Stockton LA to support accuracy of judgements in line with Development Matters	<p>Ensure all staff are familiar with the documentation. Have a hard copy for staff to use.</p> <p>Use during moderation with EYFS staff and staff from neighbouring schools.</p>	No cost	<p>KCO</p> <p>EYFS Team Leader</p> <p>EYFS staff</p>	Sept 2017	<p>EYFS staff</p> <p>KCO</p> <p>EYFS Team Leader</p>	Staff will be secure in their judgements and will be able to show examples of the children achieving each statement.
to enhance transition from private settings to IMPS reception to improve communication and secure an accurate baseline	To invite all private nursery providers to an open afternoon. To meet with the staff to discuss transition and to discuss the children and their profile data. Ensure that all private providers give information of which Development Matters strand the children are currently working at.	No cost	<p>KCO</p> <p>EYFS Team Leader</p> <p>EYFS staff</p>	July 2017	<p>KCO</p> <p>EYFS Team Leader</p>	Smooth transition and data available to staff to ensure a secure point of entry in to Reception.

Buildings Improvements – Repairs and Maintenance

Objective: what do we want to achieve?	Actions: what will we do?	Resources: how much time/money/people do we need to allocate?	Responsibility: who will make sure that we do it?	Timescale: when will it be done?	Monitoring/Evaluation: who will check and feed back on how things are going?	Success Criteria: what will it look like when we achieve what we want to?
					FEEDBACK TO – Governors buildings Committee	
Replace window film in reception classrooms	JM sourcing film online to be fitted by our caretakers	TBC	SBM	July 2017	Feedback from reception staff SBM feedback HT feedback	Better visibility through reception class windows
Replace flooring in Shared Area in Team 1 due to cracks	Order new flooring and get replaced during school holidays	£2100 DFC	SBM	December 2017	SBM feedback HT feedback Teaching feedback	Better looking flooring and no cracks visible
Redecoration updated on rolling programme	Decorate reception	£500 for Paint	SBM Site Staff	By end of Summer 2017	Feedback from pupils SBM feedback HT feedback	Appearance of school will improve
Doors fitted to Y3/4 classrooms	Order new doors to match in with Y5/6 recently fitted doors	£4,900	SBM	December 2017	Feedback from Y3/4 staff SBM feedback HT feedback	Quieter working environment
Replace all hand towels with electric hand driers in KS2 and staff toilets	Start looking for quotes to replace hand towels with hand driers	£5000	SBM	Summer 2018	Feedback from Staff and Pupils	Reduced purchase of hand towels More eco friendly More hygienic