

School Improvement Plan 2018-19

The **principal foci** for our 2018-19 School Improvement Plan will be to:

- continue to pursue the **expansion of Barnes Primary School** to a three-form entry provision (if the Local Authority wishes to proceed)
- use innovative and creative responses to **manage the significant financial challenges** facing schools in 2018-19, and beyond
- maintain the very highest **pupil performance standards** across the school, with pupils continuing to achieve at advanced standards, well above the national average, in the end of Key Stage 1 and end of Key Stage 2 tests (May 2018 and going forward)
- develop whole school **strategic understanding** of all staff in relation to external validation. Ensure that the school meets all the criteria to be deemed an outstanding school on every measure: overall effectiveness; the quality of teaching, learning and assessment; safeguarding; personal development, behaviour and welfare; outcomes for pupils; early years provision
- Further develop and extend **leadership capacity** within the organisation
- continue to **raise the standard of pedagogy** across the school through 'cutting edge' continuing professional development; the 'showcasing' of successful practice; the sharing of current research on teaching and learning; lesson analysis study (using filmed sequences) and a comprehensive peer observation programme
- implement all **Key Stage Review recommendations** from the four recent reviews that have taken place since November 2017
- Further develop **teaching knowledge and skills** in relation to **science**; the teaching of **design and technology**; the teaching of **geography** and the teaching of **computing**
- Implement the requirements of the **General Data Protection Regulations (GDPR)**, ensuring they become fully established and followed by all staff members.

12 targets

1) Standards

- Maintain the very high performance achieved at Key Stage 2 in 2018, the third year of the new tests
- In every class across Key Stage 2 at year end at least 85%, or above, of pupils will be on target to reach the national expectation for their age (Secure), with at least 40% on target to achieve a Mastery standard
- Key Stage 1: maintain the high performance achieved in the first two years of the new tests (2016, 2017)
- Year 1 phonics screening: our outcomes will match the three year school average, 2014-16: 98.0% passed; 61% achieved full marks
- The end of the Early Years Foundation Stage assessments in 2018 and beyond will reveal an improvement in the number of pupils reaching a Good Level of Development when compared to our result in 2017 (78%).

2) School expansion (if the Local Authority wishes to proceed)

- Continue to pursue the proposed building expansion from 2 forms of entry to 3 forms of entry and the dedicated special needs provision (to be ready for September 2020).

3) Science

- Extend the confidence and capacity of all staff in the teaching of science and ensure teachers feel fully equipped to deliver high quality science teaching, building on the successes achieved between 2014-16 (when this was a professional development focus).

4) Design Technology

- Develop expertise in using computer skills to design, evaluate, monitor and control products
- Ensure The Design and Technology Association recommended minimum requirements are met in relation to food safety and D&T specific health and safety.

5) Geography

- Raise staff knowledge and awareness about the most effective pedagogical practices for teaching this foundation subject. Further develop staff expertise in geographical enquiry.

6) Highly effective pedagogy

- Extend the pedagogical skills of all staff through a high quality, customised, differentiated and multi-layered professional development programme that enables all teachers to make rapid professional progress.

7) History

- Raise staff knowledge and awareness about the most effective pedagogical practices so that teaching equips pupils to think critically, weigh evidence, sift arguments, developing perspective and judgement.

8) The teaching of English (reading and writing)

- Further enable teachers to develop their skill and expertise in teaching pupils how to write a variety of different sentence types for different purposes.

9) Computing

- Extend staff knowledge and expertise in maximising pupil learning in computing from the current scheme of work
- Extend the ability of staff to ensure that pupils are safe online and make sensible choices when online.

10) Assessment

- Extend teachers' ability to reach accurate assessment judgements in reading, writing, grammar, punctuation and spelling, mathematics and science
- Further develop thinking and practical approaches to assessment in the foundation subjects.

11) Key Stage Review recommendations

- Implement the recommendations made in the most internal school reviews that have taken place over the last 12 months: Key Stage 1 Review (November 2017); The EYFS Review (January 2018); Lower Key Stage 2 Review (January 2018); Upper Key Stage 2 Review (May 2018).

12) Personal, Health, Citizenship, Social Education

- Fully review and evaluate our PHCSE scheme of work, updating it and ensuring it is fully resourced.

Note:

In September 2018 there are likely to be 3 newly qualified teacher (18%); 4 teachers in their second year of teaching (24%) and 2 in their third (12%): in all 54% of classteachers. This needs to be refelected in the 2018-19 School Improvement Plan and the professional development programme.

Pupil performance data 2016 & 2017

Key Stage 2	2017	2016
Reading, Writing & Maths at Expected Standard	91%	92%
RWM High	36%	20%
Reading Expected Standard	98%	93%
Reading at Greater Depth	75%	44%
Reading Average Scaled Score	112.9	108.7
Writing Expected Standard (teacher assessment)	91%	93%
Writing Greater Depth (teacher assessment)	45%	42%
Gram. Punct. & Spell. Expected Standard	98%	90%
GPS Greater Depth	76%	54%
GPS Average Scaled Score	113.6	108.8
Maths Expected Standard	96%	95%
Maths Greater Depth	56%	38%
Maths scaled score	110.2	108.2

Key Stage 1	2017	2016
Reading expected standard	93%	92%
Reading greater depth	58%	62%
Reading Average Scaled Score	108.2	108.0
Writing expected standard	78%	80%
Writing greater depth	27%	29%
GPS expected standard	77%	83%
GPS greater depth	37%	31%
GPS Average Scaled Score	105.3	105.4
Maths expected standard	87%	86%
Maths greater depth	55%	50%
Maths scaled score	107.8	107.2
Science expected standard	92%	92%
GPS expected standard	77%	83%
GPS greater depth	37%	31%

Phonics screening test – Year 1 (6 year olds)

Year	Pupils passing the test	Average mark (40)	Percentage achieving full marks
2011-12	93% (56/60)	36.3	25%
2012-13	95% (57/60)	37.4	47%
2013-14	98% (59/60)	38.6	48%
2014-15	99% (87/88)	39.0	53%
2015-16	97% (59/61)	39.0	74%
2016-17	98% (59/60)	39.0	57%

The Early Years Foundation Stage – end of reception outcomes 2017

Area of Learning	Expected	Exceeded
Communication - listening	95%	43%
Communication - understanding	95%	43%
Communication - speaking	95%	42%
Moving & handling	95%	35%
Health & self-care	95%	48%
Self-confidence & self-awareness	97%	40%
Managing feelings and behaviour	97%	32%
Making relationships	97%	35%
Literacy - reading	88%	35%
Literacy - writing	80%	22%
Maths – numbers	93%	25%
Maths – shape, space & measures	93%	28%
Understanding the world – people & communities	97%	33%
Understanding the world – the world	95%	35%
Understanding the world - technology	98%	32%
Exploring & using media and materials	97%	42%
Being Imaginative	97%	43%

	Key EYFS Measure	Richmond	National	Barnes
2017	Good Level of Development	77%	69%	78%
2016	Good Level of Development	77%	69%	82%

EYFS pupil average point scores

2012-13	30.5
2013-14	37.1
2014-15	38.9
2015-16	39.3
2016-17	39.2

Target 1A	Implementation Strategy & Timescale	Responsibility	Cost/Resources	Evaluation Strategy
<p align="center">Standards and Achievement 1</p>	<p>All classes</p>	<p>Overall responsibility for standards: Mark</p>	<p><u>Year 6</u></p>	<p><u>Year 6 principal evaluation strategy:</u></p>
<p align="center"><u>Year 6</u></p> <p>Maintain the very high performance achieved at Key Stage 2 in the third year of new tests, in 2018</p>	<p>a) Quality first teaching in Y1–Y6:</p> <ul style="list-style-type: none"> - peer observation to share good practice -Showcasing of effective practice (through analysing film sequences of teaching and teacher presentations: 'showcasing'). Focus for 2018-19: writing effective sentences 	<p>Significant, and enhanced, mentoring responsibility for raising teaching standards: Margo</p>	<p>HT time: 1.5 teaching days per week average (from Sept. '18)</p>	<ul style="list-style-type: none"> • Have targets been met/surpassed? • Is pupil progress high & well above the national average • Is school in the top 10% for progress (value added)? • Are pupils making faster gains due to smaller groupings? (ongoing & summative evaluation: tracker analysis)
<p align="center"><u>2017-18 Y6 cohort</u></p> <ul style="list-style-type: none"> • Reading Scaled score of 100, or above: 95% (2017: 98%; 2016: 93%) Average scaled score: 110.0 or more (2017: 112.9; 2016: 108.7) Greater Depth (scaled score of 110 or more): 65% (2017: 75%; 2016: 44%) • Writing National performance standard: 92% (2017: 91%; 2016: 93%) Greater depth: 45%, or more (2017: 45%; 2016: 42%) • GPS Scaled score of 100, or above: 95% (2017: 98%; 2016: 90%) Average scaled score: 110.0 or more (2017: 113.6; 2016: 108.8) Greater Depth (scaled score of 110 or more): 65% (2017: 75%; 2016: 44%) • Maths Scaled score of 100, or above: 95% (2017: 96%; 2016: 95%) Average scaled score: 109.0 or more (2017: 110.2; 2016: 108.2) Greater Depth (scaled score of 110 or more): 45% (2017: 56%; 2016: 38%) 	<ul style="list-style-type: none"> - CPD input on identified areas: for example, continuing input on specific areas of mathematics & GPS input; the teaching of reading and development of comprehension' - intensive mentoring support to enhance the pedagogy of less experienced staff; customised, 'tailor-made', differentiated CPD programme in 2017-18 and 2018-19. <p><u>Year 6</u></p> <ul style="list-style-type: none"> b) Establishment of SMART termly, pupil improvement targets - English & maths c) Maintain Y6 English teaching arrangements: split into 3 groups. d) Additional small group provision for lower attaining pupils in 2nd half of Summer Term Y5. (MH: 1 English; MH: 2 Maths per week) e) Additional maths teaching for lower attainers: Thur & Fri (Y6) f) Intensive daily reading support (1:1) - pupils below nat. average g) Booster classes: Autumn & Spring Terms & Easter holidays h) Continuing focus on teaching grammar in English units of learning i) Aiming Ever Higher: enrichment teaching in reading & maths each week. 	<p>Y6 delivery: Margo, Scott, Mark</p> <p>Overview of additional provision: Mark, with Anna</p> <p>a) Quality first teaching - All teachers</p> <p><u>Year 6</u></p> <ul style="list-style-type: none"> b) Targets - All teachers c) Mark, Margo, Scott d) Mark e) Mark f) Support staff; Mark overview g) Margo, Scott, Sue, Mark h) Alex, Mark: further CPD j) Margo (Eng) & Mark (Maths) 	<p>Reading – Support staff (Anna; Bec; Lorna; Jane A; Roxie; Angela; Alison W; Sarah; Christine; Maria & others)</p> <p>Personalised support – one-to-one funding</p> <p>Booster classes @ £28 an hour –(£35 with on costs) £2,100 (60 units)</p>	<ul style="list-style-type: none"> • Do pupils receiving small grp/1:1 support surpass national performance standards? • Do pupils entitled to free school meals perform well? • Do EHC plan & LAC pupils perform well? • Other measures, as stipulated in the test reporting arrangements & evaluated in new Analyse School Performance (ASP: 2018) <p>Organisational arrangements</p> <ul style="list-style-type: none"> • 95% or more, of lower attaining pupils from small groups will achieve a scaled score of 100 or above in reading, writing, GPS & maths & pupil progress measure will be high (MH maths group; booster class pupils; pupils supported by AF, 2017-18) • 93%, or more, of pupils who are involved in the intensive reading programme will achieve a scaled score of 100 or above in reading & writing. Pupil value added will be high (support staff & AF hearing readers)

Target 1B	Implementation Strategy & Timescale	Responsibility	Cost/Resources	Evaluation Strategy
Standards & Achievement 2	Key Stage 2 (Y3-Y5) Responsibility for outcomes:	Key Stage 2 Y3 -Y5	Additional Teaching Assistant support for non-statemented pupils:	Key Stage 2 (Y3-Y5)
<p><u>Years 3 to 5</u> In every class across Key Stage 2 at least 85%, or above, of pupils will be on target to reach the national expectation for their age (Secure), with at least 30% on target to achieve a mastery standard.</p>	<p>Y3 – Y5 classteachers: Suzy; Will; Katie; Camilla; Tom; Charlie; Rachel; Alex</p> <p>Camilla – Lower KS 2 leader Rachel – Upper KS 2 leader</p> <p>a) Establishment of SMART termly, individual pupil improvement targets for English and maths</p> <p>b) Sarah & Maria: Year 5 Small group and personalised support to accelerate pupil progress</p> <p>c) Ana and Maria: Year 4 Small group and personalised support to accelerate pupil progress</p> <p>d) Alison: Year 3</p> <p>e) Booster classes – Year 5 pupils: Alex & Rachel 2017-18</p> <p>f) Booster classes Year 4 pupils Camilla, Charlie, Tom 2017-18</p> <p>g) Booster classes – Year 3 pupils Suzy coordinating 2017-18</p> <p>h) Regular meetings with parents of lower performing pupils – all Y3-Y5 teachers</p>	<p>Overall responsibility: Mark, with close support from Suzy (Year 3); Camilla (both Years 3 & 4) and Rachel (Year 5)</p> <p>a) KS 2 teachers (Y3-Y5): Suzy; Will; Camilla; Charlie; Tom; Rachel; Alex</p> <p>b) Rachel overview, Y5</p> <p>c) Camilla overview, Y3/Y4;</p> <p>d) Suzy overview</p> <p>e) Rachel overview</p> <p>f) Camilla overview</p> <p>g) Suzy overview</p> <p>h) KS 2 teachers (Y3-Y5): Suzy; Will; Camilla; Charlie; Tom; Rachel; Alex</p>	<p>Sarah Lever (Y5) Maria O’Neil (Y5) Ana Westerman (Y4) Alison Whale (Y3) Christine Moss (Y3)</p> <p>Staffing costs within a constricted budget. This level of staffing committed to July 2018.</p> <p>Rationalisation of the number of teaching assistants, from Sept. '18 (budgetary savings needed) and use of some learning Support Assistants (more generic usage, from Sept. '18</p>	<ul style="list-style-type: none"> Cyclical, periodic book scrutiny as part of Key Stage meetings; Leadership Team meetings and Headteacher tracking of pupil progress Year-on-year tests for Years 3-5. Performance reveals that the targets are met (or very close to being met) for each year group Lower Key Stage 2 Review 2019 and Upper Key Stage 2 Review 2019 <p>NFER – Reading</p> <p>Agreed writing portfolio of tasks – School</p> <p>NFER – Grammar, Punctuation and Spelling</p> <p>NFER - Maths</p>
<p>Pupils will be considered to be ‘on target’ by year end as follows:</p> <p>Y3 Secure Y4 Secure Y5 Secure</p> <p>Mastery performance Y3 Mastery Y4 Mastery Y5 Mastery</p>				
<p>Comparative data Year 3 Secure, 2017: Reading – 84%; Writing – 82%; GPS - 86%; Maths – 74% Year 4 Secure, 2017: Reading – 82%; Writing – 73%; GPS - 73%; Maths – 82% Year 5 Secure, 2017: Reading – 87%; Writing – 81%; GPS - 86%; Maths – 90%</p>				
<p>Year 3 Mastery, 2017: Reading – 42%; Writing – 39%; GPS - 39%; Maths – 47% Year 4 Mastery, 2017: Reading – 40%; Writing – 39%; GPS - 33%; Maths – 46% Year 5 Mastery, 2017: Reading – 52%; Writing – 33%; GPS - 44%; Maths –57%</p>				

Target 1C	Implementation Strategy & Timescale	Responsibility	Cost/ Resources	Evaluation Strategy
<p>Standards and Achievement 3 Key Stage 1</p> <p>Exceed the high performance achieved in the new tests at Key Stage 1 in 2017 & 2016 (the first 2 years of new tests)</p> <p>Year 1 phonics screening outcomes match the 3 year school average, 2015-17: 98.0% passed; 61.3 achieved full marks</p> <p>2017-18 Y2 cohort</p> <p>Reading</p> <ul style="list-style-type: none"> Scaled score of 100, or above: 94% (2017: 93%; 2016: 92%) Average scaled score: 109.0 or more (2 year average: 108.1) Scaled score of 110, or above: 62% or more (2017: 58%; 2016: 62%) <p>Writing</p> <ul style="list-style-type: none"> Scaled score of 100, or above: 82% (2017: 78%; 2016: 80%) Greater depth: 31%, or more (2017: 27%; 2016: 29%) <p>GPS</p> <ul style="list-style-type: none"> Scaled score of 100, or above: 85% (2017: 77%; 2016: 83%) Average scaled score: 106.5, or more (2 year average: 105.3) Scaled score of 110, or above: 39%, or more (2017: 37%; 2016: 31%) <p>Maths</p> <ul style="list-style-type: none"> Scaled score of 100, or above: 88% (2017: 87%; 2016: 86%) Greater Depth: 56% (2017: 55% 2016: 50%) Average scaled score: 108.0, or more (2 year average: 107.5) Scaled score of 110, or above: 45%, or more (2017: 55%; 2016: 50%) 	<p>Key Stage 1</p> <p>a) Quality first teaching in years 1 & 2 (Helen; Jemma; Jade; Katie)</p> <p>b) Year 2 additional support from Lama (full-time)</p> <p>c) Year 1 additional support from Sol (full-time)</p> <p>d) Use of assembly time (not Fridays) to support lower attaining pupils with key skills (phonics; spelling; maths)</p> <p>e) Regular meetings between teachers and parents of lower performing pupils</p> <p>f) Volunteer/parent readers for lower attaining pupils</p> <p>g) Conferencing sessions (including Yr 1: reading interviews)</p> <p>h) Specific targets for higher attaining pupils</p> <p>i) Additional 'home writing' for higher attaining pupils</p> <p>j) Booster classes, if finance permits</p>	<p>Key Stage 1</p> <p>Overall responsibility: Mark, with close support from Jade</p> <p>a) Key Stage 1 teachers: Jade; Katie; Helen; Jemma</p> <p>b) Delivery: Lama Co-ordination: Jade Evaluation: Mark</p> <p>c) Evaluation of impact of additional support: Jade</p> <p>d) Co-ordination: Jade and Katie</p> <p>e) Co-ordination: Jade; Katie; Helen & Jemma Overview: Jade</p> <p>f) Co-ordination: Jade & Katie Overview: Jade</p> <p>g) Jade & Katie</p> <p>h) Jade; Katie; Helen & Jemma</p> <p>i & j) Jade & Katie</p>	<p>Booster classes cost only</p>	<p>Key Stage 1</p> <ul style="list-style-type: none"> Robust tracking of pupil outcomes: end of Autumn Term and end of Spring Term. Key Stage 1 Review – November 2018 Observations of impact of additional support interventions Termly pupil workbook scrutinies <p>Book scrutinies reveal:</p> <ul style="list-style-type: none"> impact of using high quality texts that capture pupils' enthusiasm the impact of a scaffolding approach to the teaching of writing: extended writing; adventurous vocabulary usage (particularly adjectives and adverbs); variety in sentence construction; the use of some short sentences a robust system in place to support the development of pupils' spelling skills pupils mastering fundamental mathematical concepts through a maths mastery approach A focus on mathematical fluency; conceptual variation; the correct use of language; mathematical reasoning

Target 1D	Implementation Strategy & Timescale	Responsibility	Cost/ Resources	Evaluation Strategy
<p>Achievement and standards 4 The Early Years Foundation Stage</p> <p>The end of the Early Years Foundation Stage assessments in 2018 and beyond will exceed the results achieved in 2017 & 2016.</p> <p>1) Prime learning goals: 94% expected or exceeded (2107: 95% ; 2016: 90%)</p> <p>2) Specific learning goals: 85% expected or exceeded (2107: 78% ; 2016: 87%)</p> <p>3) All learning goals: 85% expected or exceeded (2107: 78% ; 2016: 82%)</p> <p>4) Average total points: 40 (2017: 39.3; 2016: 39.2)</p>	<p>EYFS</p> <p>a) Quality of teaching and provision. Further embed the pedagogy of quality provision in YN and YR teaching. Ensure nursery focus on age appropriate activities (not simpler version of reception activities) and that all new staff understand exactly what is being done and why.</p> <p>b) Create quality opportunities for developing pupil talk: vocabulary; storytelling; using subject specific language; speaking to a group; using a loud, clear audible voice and speaking in clauses or sentences. Stem sentences to be provided and planned into teaching sessions. Adult talk to be reduced and quality of interactions (not interference!) to continue to be a focus for all.</p> <p>c) Review and revise 30 hour provision. This will include: the curriculum; timings; staffing; timetabling (so that staff get a break); contracts; terms and conditions; invoicing and effectiveness of both the day-to-day provision and administration. As a result of these activities a sustainable and financially viable way forward will be developed and recommended for 2019-2020</p> <p>d) Greater opportunities to share good practice through videoing learning sequences, observation of practice and peer observation to further raise the standard of intervention work by Leaders of Learning and support staff new or less experienced, in the EYFS</p> <p>e) Increase parental engagement - Provide greater guidance on how to support their child at home including: preparing for YN/YR; weekly tips in newsletters / updates; subject specific handouts for those where additional support is needed; parental workshops early in the academic year and gender specific input to aim to close the gender gap in attainment.</p> <p>f) Further enhance and diversify learning resources. Enhancement to include: images; text; continuous provision resources for indoors /</p>	<p>Overall responsibility: Sue</p> <p>a) EYFS teacher, Leaders of learning and LSAs</p> <p>b) EYFS teacher, Leaders of learning and LSAs</p> <p>c) Overview: Sue Evaluation and financial viability: Sue and Antonia</p> <p>Coordination and organisation: Sue</p> <p>d) Overview: Sue, Implementation: Ray (YN) & Jane (YR)</p> <p>e) Overview: Sue, Implementation: all team members</p> <p>f) Overview: Sue Implementation: YN team</p> <p>g) Overview: Sue Implementation: Leaders of learning and support staff</p> <p>h) Overview: Sue</p> <p>i) Overview: Sue Implementation: teaching staff to plan intervention and timetable. Support</p>	<p>There should be a significant income from the nursery and 30 hours provision.</p> <p>Some of this income to be used to reduce ratios in YN and enable staff to have a break within the school day.</p> <p>The only other cost is time for staff to prepare, observe, deliver and disseminate across the phase.</p>	<ul style="list-style-type: none"> Tracking of pupil outcomes: end of Autumn Term and end of Spring Term. Evaluation of 30 hour provision after first term: for governor scrutiny. This to include the financial impact; projected future financial impact; staffing ratios and recommendations for 2019-20 The EYFS internal review – January 2019 Tracking and observations of the impact of additional support interventions on the performance of individual pupils Cyclical subject specific learning environment audits for YN and YR demonstrating clear progression over the year that reflects the ages / stages and expectations EYFS CPD programme for teachers, Leaders of Learning and LSAs Newsletters inputs on a weekly basis to assist parents in engaging with the learning of EYFS pupils Termly EYFS questionnaires (to be introduced in 2018-19)

<p>5) Good level of development 80% (with a narrow gender discrepancy) (2017: 78%; 2016: 82%)</p> <p>6) The school nursery is full and financially viable</p> <p>Written by Sue Jepson</p>	<p>outdoors and imaginative and creative use of existing space.</p> <p>g) Planning for opportunities to enable greater access to the forest school and therefore enable consolidation of key skills and co-operative behaviours learnt in the forest school to be reinforced / continued independently. This to be included daily in full-time nursery provision</p> <p>h) Extend the professional development offer for support staff so that a solution is found to enable them to attend the support staff sessions on Wednesdays. Put in place a creative solution to support staff attending moderations and assessment meetings: time off in lieu (so no additional costs), with the aim of ensuring greater accuracy in assessment judgements</p> <p>i) Develop the opportunity for greater physical challenge within the EYFS environments: especially upper body in reception and throwing over the head / monkey bars.</p> <p>j) Develop greater rigour in ongoing assessment that informs half termly tracking of pupils. This data will be used effectively to amend interventions; liaise closely with parents and offer support and suggestions to close pupils' gaps in learning and target individual needs</p> <p>k) Review of provision to ensure narrowing of the gender gap at end of EYFS attainment. In 2016 90% of girls attained a GLD compared to 67% of boys. Focus on boys writing opportunities and attainment.</p> <p>l) To expand the EYFS training opportunities offered to schools wider than Richmond</p>	<p>staff to deliver intervention</p> <p>j) Overview: Sue Audits and reviews: whole team</p> <p>Overview: Sue. Training Sue and Ray</p>		<ul style="list-style-type: none"> • Intervention maps • Support staff timetables
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Target 2: Retained	Implementation Strategy & Timescale	Responsibility	Cost/ Resources	Evaluation Strategy
<p>School expansion: the implementation and management of the proposed building expansion from 2 forms of entry to 3 forms of entry and dedicated special needs provision to be ready for September 2020 (on the proviso that the Local Authority wishes to proceed)</p> <p>1) The rebuild and reorganisation are completed to the highest standards</p> <p>2) Maximum value for money is secured</p> <p>3) The expansion and reorganisation have minimal disruption on learning and the smooth running of the school</p> <p>4) The design, set up and management of the unit is successfully integrated into the school and the needs of the children are met</p> <p>5) The communication and public relations of the expansion are managed successfully.</p> <p>Written by Sue Jepson & Mark Hartley</p>	<p>a) Governors, Headteacher, Deputy Headteacher and School Business Manager to agree on what is to be achieved: the expansion model; the design and build process; the timeline; key decisions; key actions and how to ensure the safeguarding of the school community and the quality of provision within this process</p> <p>b) Statutory requirements involving consultation with parents/carers and other stakeholders and the council's cabinet to be successfully approved to ensure that the building work is completed on time (September 2019)</p> <p>c) School to successfully negotiate the build requirements to ensure: the safeguarding of our school community and the quality of provision; the minimising of any disruption to existing learners; the maximising of the space available and the development of a building fit for purpose</p> <p>d) School to successfully negotiate the build requirements to ensure the necessary funding for the build, adaptations, movement of classes, disruption and the set-up of classrooms are included within the updated feasibility study</p> <p>e) Funding of the expansion and the unit to be secured so that the expansion and the unit are financially sustainable and do not negatively impact on our existing school finances</p> <p>f) Consultation and communication with stakeholders to be managed successfully. This will include: meetings, sharing of plans, newsletter articles, letters, answering of questions, concerns being listened to and addressed</p> <p>g) The setting up of a unit meets the needs of the LA in ensuring that more children are educated within borough, in a main stream setting. School to ensure that the unit is: resourced, staffed, financially independent and designed to meet the needs of the children identified by the LA and within our community</p> <p>h) The explicit admissions criteria for the unit to be established and agreed</p> <p>i) Staffing and resource plans are drawn up by June 2018 ready for a recruitment process in September 2018 – May 2019</p>	<p>a) Expansion team: Premises committee, MH, SJ, AL.</p> <p>b) Expansion team: Premises committee, MH, SJ, AL along with MP and BB (LA)</p> <p>c) Sue Jepson and Antonia Lord</p> <p>d) Sue Jepson and Antonia Lord</p> <p>e) Sue Jepson and Antonia Lord</p> <p>f) Expansion team: Premises committee, MH, SJ, AL.</p> <p>g) Mark Hartley, Sue Jepson and Anna Freeland</p> <p>h) MH, SJ and AF</p> <p>i) Mark Hartley, Sue Jepson and Antonia Lord</p>	<p>To be confirmed and fully costed</p>	<p>The build is successfully completed and ready to accommodate children by September 2020 (if a whole build rather than part build approach is adopted)</p> <p>Further evaluation strategies to be outlined once more detailed talks with the LA have proceeded.</p>

Target 3	Implementation Strategy & Timescale	Responsibility	Cost/Resources	Evaluation Strategy
<p>Teaching & learning: the teaching of science</p> <p>Extend the confidence and capacity of all staff in the teaching of science and ensure teachers feel confident to deliver high quality science teaching</p> <p>New initiative: A Summer of Science</p> <ul style="list-style-type: none"> • Reception Friday 27th April Story workshop with Sphere Science • Year 1: Tuesday 17th April Carousel workshop with Sphere Science. • Year 2 and Year 4: Monday 23rd April Fire workshop with Sphere Science • Year 3: Friday 27th April Light workshop with Sphere Science • Year 5: Tuesday 22nd May STEM Day with Smallpeice Trust • Year 6: Monday 21st May STEM day with Smallpeice Trust (details to be confirmed) • Royal Institution Day Tuesday 12th June 	<p>i) The teaching and learning of science will once again feature prominently in the 2018 - 2019 CPD programme (from September 2018):</p> <ul style="list-style-type: none"> - review of the principles for the teaching and learning of science; exemplification of good practice; use of drama in the teaching and learning of science; assessment expectations for science (professional development session 1) - create template to monitor coverage and progress in scientific enquiry skills for Year 1 – Year 6 - peer observations of scientific enquiry teaching - ‘showcasing’ of scientific enquiry teaching (professional development session 3) - science lead to work with year groups to identify opportunities for datalogger work - showcasing of the effective use of dataloggers (professional development session 4) <p>ii) monitoring - workbook scrutinies; observations (Autumn '18 and Spring '19)</p> <p>iii) Professional development session providing exemplification of how the statistical element of the mathematics programme of study can be taught through science (professional development session 2)</p> <p>iv) external moderation – science lead to offer Richmond and Kingston external moderation for Year 6 teachers in May 2018</p> <p>v) The science subject lead and a Key Stage 1 teacher to attend the Association of Science Educators annual conference (January '19); subsequently sharing good practice and resources with staff</p>	<p>Overall responsibility: Rachel Wilson</p> <p>Key Stage 1 support: Helen Leissle</p> <p>Showcasing CPD: 4 teachers, by request</p> <p>Professional development session 2: Mark Hartley</p>	<p>Teacher external CPD and resources £400 max</p>	<p>Informal staff feedback on the professional development</p> <p>The impact on practice of peer observation</p> <p>Have all year groups implemented data logging into science teaching units and science lessons?</p> <p>Are all year groups monitoring coverage and progress in enquiry skills?</p> <p>Is the statistics element in the mathematics programme of study being taught through science?</p> <p>Written by Rachel Wilson</p>

Target 4	Implementation Strategy & Timescale	Responsibility	Cost/Resources	Evaluation Strategy
<p>Target 4: Design and Technology</p> <p>Develop staff expertise in the iterative design process, computer aided design, and the use of computing skills to program, monitor and control products.</p> <p>Ensure The Design and Technology Association recommended minimum requirements are met in relation to food safety and D&T specific health and safety.</p> <p>Written by Alex Woods</p>	<p>a) Continuing professional development for staff (5.6.18) to develop expertise with the concept of iterative design (a new aspect of the subject that has not been discussed to this point)</p> <p>b) The Design and Technology subject leader to develop subject specific knowledge by attending a further 2 day course (led by Gareth Pimley, D & T consultant) on 17.5.18 & 18.5.18 focusing on the use of computing skills to program, monitor and control.</p> <p>c) Further continuing professional development opportunity to be created within the 2018/19 CPD Autumn Term schedule to introduce computer aided design and the use of computing skills to program, monitor and control.</p> <p>d) The Design and Technology subject leader to liaise with JOD to investigate and develop opportunities for cross-curricular links between computing and D&T (with particular reference to these SIP target foci).</p> <p>e) The Design and Technology subject leader to investigate investment in hardware and software to enable development of SIP target foci.</p> <p>f) The Design and Technology subject leader to organise and attend Level 2 food safety training and D&T Association's Primary Health and Safety Standards training.</p> <p>g) Computer aided design to feature in Solve a Problem theme week, Autumn 2018</p>	<p>Lead responsibility: Alex Woods</p> <p>a) AW</p> <p>b) AW</p> <p>c) AW</p> <p>d) AW & JOD</p> <p>e) AW</p> <p>f) AW</p>	<p>b) cost of clasteacher cover</p> <p>e) cost of hardware to be confirmed</p> <p>f) cost of attending external professional development</p>	<ul style="list-style-type: none"> • Workbook scrutiny feedback from the HT and subject leader (Spring 2019) • Positive feedback from staff on relevance, usefulness and effectiveness of the professional development offered (ongoing) • Staff becoming familiar with the idea of iterative design and beginning to embed this into units of learning project planning. • Review of planning to reveal gradual embedding of computer aided design (CAD) and use of computing skills to program, monitor and control products (Spring 2019) • Potential professional development showcasing session focusing on SIP target foci (Spring 2019)

Target 5	Implementation Strategy & Timescale	Responsibility	Cost/ Resources	Evaluation Strategy
<p>The teaching of geography</p> <p>Raise staff knowledge and awareness about the most effective pedagogical practices for teaching this foundation subject</p>	<p>a) Meetings to take place between the subject leader and teachers about planning and how the enquiry approach is evidenced (Autumn 1)</p> <p>b) CPD to teaching staff based on the teaching of geographical enquiry and embedding extended writing opportunities within history work (Autumn 2)</p> <p>c) Geography lead to meet with KS2 and oversee the 'Country We Live In' theme day including:</p> <ul style="list-style-type: none"> • Organising a competition for the children • Planning and delivering an assembly to introduce the children to this day and the competition (Autumn 2 and Spring 2) <p>d) Teaching staff to showcase one unit of geography using an enquiry based approach. Written outcomes will be shared and discussed (Spring 2)</p> <p>e) Geography leader to investigate and attend external continuing professional development to ensure his relevant pedagogic knowledge is up-to-date (ongoing throughout year)</p> <p>f) Book scrutiny to be carried out by the geography subject leader and then fed back to Phase leaders. Phase leaders to share findings with their team (Spring 2).</p> <p>g) Pupil interviews to be carried out by the subject leader. Focus to be on the enquiry approach in geography. Feedback to all staff in HT briefing session (Summer Term).</p>	<p>Lead responsibility: Suzy Cole</p> <p>a) Geography leader</p> <p>b) Geography leader</p> <p>c) Geography leader and KS2</p> <p>d) Geography leader and class teachers</p> <p>e) Geography leader and SJ</p> <p>f) Geography leader and Phase Leaders</p> <p>g) Geography leader</p>	<p>TBC</p>	<ul style="list-style-type: none"> • Evidence of embedding an enquiry based approach will be seen in the showcase CPD • Workbook scrutiny feedback from the subject leader to phase leaders. This will then be shared with their teams. • Feedback from pupils after interviews. Subject leader to share with all teaching staff

Target 6	Implementation Strategy & Timescale	Responsibility	Cost	Evaluation Strategy
<p data-bbox="241 140 483 212">Highly Effective Pedagogy</p> <p data-bbox="188 245 510 611">Extend the pedagogical skills of all staff through a high quality, customised, differentiated and multi-layered professional development programme</p> <p data-bbox="188 643 539 855">In September 2018 there is likely to be 3 newly qualified teacher (18%); 4 teachers in their second year of teaching (24%) and 2 in their third (12%). In all 54% of classteachers</p> <ul data-bbox="188 887 539 1294" style="list-style-type: none"> • The CPD programme to be fine tuned to meet the needs of staff with different amounts of experience • Maintain frequent opportunities for peer observation • Further develop English units to meet the needs of the Assessment Framework (TAFs) <p data-bbox="188 1406 539 1473">Written by Mark Hartley & Margo Rodrigo</p>	<p data-bbox="562 140 1402 260">a) NQT mentors to use the principles outlined in the staff handbook as a guideline when working with newly qualified teachers: in this way a shared and consistently used pedagogic language evolves</p> <p data-bbox="562 292 1402 379">b) Lessons learnt from the highly effective approach to mentoring 4 NQTs in 2017-18 to be adopted in 2018-19. Review meeting with mentors, July 2018</p> <p data-bbox="562 411 1402 531">c) Create a bespoke CPD programme that is 'tailor made' to the needs of individual staff and ensures that: teachers in their first and second years of teaching, and those who are very experienced, have professional development that matches their current needs.</p> <p data-bbox="562 563 1402 659">d) Peer observation to be used as a key tool for the professional development of all, but in particular, NQTs and teachers in their second year of teaching.</p> <p data-bbox="562 691 1402 754">e) Teachers to be given frequent opportunities in HT briefing sessions and CPD sessions to watch and analyse filmed teaching exerts.</p> <p data-bbox="562 786 1402 906">f) Time to be created in the CPD programme to review English units of learning and create further opportunities, in the model exemplars and within the flexible plans for teachers to address the criteria in the writing interim assessment frameworks.</p> <p data-bbox="562 938 1402 1026">g) All classteachers to incorporate more sentence level work (providing a range of modelled examples) in their English units of learning</p> <p data-bbox="562 1058 1402 1121">h) Autumn 1 CPD: Mark Hartley to lead a session on current research on teaching and learning</p> <p data-bbox="562 1153 1402 1241">i) Autumn 2 CPD: Margo Rodrigo to lead a session on lesson analysis study using filmed sequences of teachers across KS1 and KS2.</p> <p data-bbox="562 1273 1402 1369">j) Spring 1: Peer observations (30 mins approx.) within Phases to be carried out. The focus will be: ideas from current research and lesson analysis embedded into practice.</p> <p data-bbox="562 1401 1402 1465">k) Summer 2 CPD: Teaching staff to showcase successful practice – using ideas from CPD sessions in Autumn 1 and Autumn 2.</p>	<p data-bbox="1429 140 1648 260">Lead responsibility: Mark Hartley and Margo Rodrigo</p> <p data-bbox="1429 292 1637 475">a) Margo Rodrigo; Rachel Wilson; Camilla Garofalo; Jade Huxley; Sue Jepson</p> <p data-bbox="1429 507 1581 595">b) & c) Mark Hartley – Overview</p> <p data-bbox="1429 627 1621 746">d) Sue Jepson, in consultation with Key Stage Leaders</p> <p data-bbox="1429 778 1621 818">e) Mark Hartley</p> <p data-bbox="1429 850 1615 874">f) Mark Hartley</p> <p data-bbox="1429 906 1608 962">g) All classteachers</p> <p data-bbox="1429 994 1621 1034">h) Mark Hartley</p> <p data-bbox="1429 1066 1559 1121">f) Margo Rodrigo</p> <p data-bbox="1429 1153 1615 1273">g) Phase Leaders to organise with class teachers</p> <p data-bbox="1429 1305 1597 1393">h) Teaching Staff, by invitation</p>	<p data-bbox="1673 140 1742 164">None</p>	<ul data-bbox="1769 140 2047 1369" style="list-style-type: none"> • Cyclical, termly feedback from NQTs • Teachers' survey (July '18): feedback on the relevance and quality of the CPD programme • Individual lesson observations and Key Stage Review observations reveal that newly qualified and less experienced teachers are making rapid progress (ongoing) • Evidence of further, additional ideas being embedded into units of learning will be seen in the showcase CPD and peer observations • Peer observations to reveal that ideas from research and lesson analysis are being embedded into practice

Target 7	Implementation Strategy & Timescale	Responsibility	Cost/ Resources	Evaluation Strategy
<p>The teaching of history</p> <p>Raise staff knowledge and awareness about the most effective pedagogical practices for teaching this foundation subject</p>	<p>a) Insert updated timeline in Key Stage Two (Summer 2)</p> <p>b) Individual discussions to be held with class teachers to establish (Summer 2):</p> <ul style="list-style-type: none"> • Feedback on last year's SIP target – enquiry approach • How history non-fiction books are being used. • Do you need any new artefacts to help you teach your units? <p>c) CPD for those newer to the profession: CPD to be based on the teaching of historical enquiry (Autumn 1).</p> <p>d) Peer observations within phases to be carried out. The focus: the Teaching of Historical Enquiry and use of non-fiction history books in GR (to be carried out in Autumn 2 if possible).</p> <p>e) History leader to investigate and attend external continuing professional development to ensure her relevant pedagogic knowledge is up-to-date and to explore possibility of loaning topic boxes from museums (ongoing throughout year)</p> <p>f) Book scrutiny to be carried out by the history subject leader and then fed back to Phase leaders. Phase leaders to share findings with their team (Summer 1).</p> <p>g) Pupil interviews to be carried out by the subject leader. Focus to be on use of non-fiction texts and artefacts. Feedback to all staff during HT briefing (Summer 2).</p>	<p>Lead responsibility: Suzy Cole</p> <p>a) SC and Sarah T</p> <p>b) History leader</p> <p>c) History leader</p> <p>d) History leader set up pairs of teacher and SJ (cover arrangements)</p> <p>e) History leader</p> <p>f) History leader and Phase Leaders</p> <p>g) History leader</p>	<p>TBC</p>	<ul style="list-style-type: none"> • Feedback from staff on usefulness of CPD offered. • Peer observations to reveal that the enquiry based approach is being implemented • Workbook scrutiny feedback from the subject leader to phase leaders. This will then be shared with their teams. • Feedback from pupils after interviews. Subject leader to share with all teaching staff

Target 8	Implementation Strategy & Timescale	Responsibility	Cost/ Resources	Evaluation Strategy
<p>The teaching of English</p> <p>To further enable teachers to develop their skill and expertise in teaching pupils how to write a variety of different sentence types for different purposes</p> <p>Written by Margo Rodrigo and Mark Hartley</p>	<p>a) Autumn 1 continuing professional development (CPD): Mark Hartley's postponed session from Summer 2018: Different ways to put words together</p> <p>b) Newly qualified Key Stage 1 and Key Stage 2 teachers to attend external professional development session on the teaching of writing delivered by Mark Hartley (September 2018)</p> <p>c) Autumn 1 CPD: Margo to deliver CPD on 'Writing for Greater Depth'.</p> <p>d) Spring 1 CPD: Margo to deliver CPD to teaching staff based on the 4XR project with a particular focus on developing vocabulary, using statements and embedding a review element within English units of work</p> <p>e) Spring 2 CPD: Book scrutiny/ Assessment Trials (looking at how writing for greater depth is documented in workbooks) to be carried out in Phase meetings.</p>	<p>Lead responsibility: Mark Hartley and Margo Rodrigo</p> <p>a) Mark Hartley, Scott Griffin</p> <p>b) Mark Hartley</p> <p>c) Margo Rodrigo</p> <p>d) Margo Rodrigo</p> <p>e) Rachel Wilson, Camilla Garofalo, Jade Huxley and classteachers</p>	<p>None</p>	<ul style="list-style-type: none"> • Pupil workbook scrutiny: evidence of further, additional ideas being embedded into English units of learning will be evidenced in workbooks (late October 2018; mid February 2019) • Key Stage review analysis and feedback to classteachers

Target 9	Implementation Strategy & Timescale	Responsibility	Cost/ Resources	Evaluation Strategy
<p data-bbox="235 156 432 255">Teaching and Learning: computing</p> <p data-bbox="185 320 483 699">Extend staff knowledge and expertise in maximising pupil learning in computing from the current scheme of work</p> <p data-bbox="185 794 483 1133">Extend the ability of staff to ensure that pupils are safe online and make sensible choices when online.</p> <p data-bbox="185 1294 483 1361">Written by James O'Donnell</p>	<ol style="list-style-type: none"> <li data-bbox="504 161 1366 228">1. Continue to review and update the Computing Curriculum to ensure coverage and progression <ul style="list-style-type: none"> <li data-bbox="504 236 1366 343">• Subject leader to work with each year group to help develop new units of learning, update existing units and ensure clear progression of skills. <li data-bbox="504 384 1366 451">2. Ensuring e-safety remains high profile for all (staff, children and parents). <ul style="list-style-type: none"> <li data-bbox="504 459 1167 491">• New e-safety displays in Key Stage 2 Suite <li data-bbox="504 499 1366 603">• E-safety talks during Summer Term for KS2 pupils, Parents and staff CPD session (Peter Cowley, the Richmond Online Safety Adviser). <li data-bbox="504 611 1366 678">• Subject Leader to share updated Acceptable Use during Key Stage Meetings <li data-bbox="504 719 1366 786">3. Developing knowledge and understanding of innovations and developments in Computing <ul style="list-style-type: none"> <li data-bbox="504 794 1104 826">• Subject leader to attend external CPD <li data-bbox="504 834 1366 901">• Subject leader to share developments during Key Stage meetings <li data-bbox="504 943 1366 1046">4. Increasing the profile of Computing around the school - classroom displays, Computing suite and on the website <li data-bbox="504 1088 1366 1155">5. Increasing knowledge and competency of all staff in the use of ICT <ul style="list-style-type: none"> <li data-bbox="504 1163 1366 1278">• Subject leader to induct all new staff in basic use of ICT, where things are, how the server and resources are organised. <li data-bbox="504 1286 1366 1385">• Subject leader to lead small group tutorial sessions for next steps in ICT for those that would like assistance or upskilling (all staff). 	<p data-bbox="1388 161 1556 252">Overview: James O'Donnell</p>		<ul style="list-style-type: none"> <li data-bbox="1729 161 2047 323">• Computing curriculum is clear, up-to-date and displayed on school website <li data-bbox="1729 331 2047 531">• E-safety high profile. New e-safety displays in KS2 Suite (including Acceptable Use Agreement) <li data-bbox="1729 539 2047 627">• E-safety Focus day during Summer Term <li data-bbox="1729 635 2047 738">• Teaching staff feel supported with Computing issues <li data-bbox="1729 746 2047 906">• There are no social media 'issues' at the end of Y6 as children transfer to secondary school <li data-bbox="1729 914 2047 1074">• The profile of ICT is raised across the school and within the school community <li data-bbox="1729 1082 2047 1281">• Outcomes are displayed and evident around the school – including being celebrated on the school website <li data-bbox="1729 1289 2047 1425">• ICT is used to help the organisation run more efficiently and effectively.

Target 10	Implementation Strategy & Timescale	Responsibility	Cost/ Resources	Evaluation Strategy
<p>Teaching & learning</p> <p>Extend teachers' ability to reach accurate assessment judgements in reading, writing, grammar, punctuation and spelling, mathematics and science</p> <p>Further develop thinking about approaches to assessment in the foundation subjects.</p>	<ul style="list-style-type: none"> a) Fully embed use of the newly devised assessment criteria for writing (Teaching Assessment Focuses) b) Offer professional development to all newly qualified teachers and any others joining our school who need induction in our assessment system c) Fully embed the use of the White Rose mathematics assessment tests. Ensure that teachers use this assessment tool alongside their formative, day-to-day assessment judgements d) Increase the frequency of testbase questions being used within plenary sessions at the end of lessons or units of learning in Years 3, 4 and 5 e) Carry out an even more thorough question analysis of Key Stages 1 and 2 SATs tests to ascertain which areas within subjects are future targets for the improvement of teaching f) All foundation subject leaders to be given dedicated time to consider how assessment for learning self-review and peer-review techniques can be used within the assessment practices in their subject areas g) Decrease the amount of teacher marking of mathematics calculations in Years 4, 5 and 6, establishing (or developing) pupil in-class marking systems h) Increase the frequency of pupils writing summative comments in mathematics and science, with well-chosen illustrative examples, outlining clearly what they have understood at the end of lessons, or at the end of units of learning. 	<p>Mark Hartley: overview</p> <p>Key Stage Leaders: implementation of all actions outlined</p>	<p>None</p>	<p>Teacher questionnaire relating to all aspects of assessment practice (before action plan implemented: September 2018; after action plan implemented: March 2019)</p> <p>Lesson observations reveal use of Testbase materials within lessons</p> <p>SATs question analysis has taken place and is seen (through lesson observations and workbook scrutinies) to inform teaching practice</p> <p>Observations of effective self and peer-assessment practices observed in foundation subject lesson observations and learning theme books</p> <p>g) and h): teacher workbook scrutinies</p>

Target 11	Implementation Strategy & Timescale	Respons.	Cost	Evaluation Strategy
<p>Teaching & learning: Key Stage Review recommendations</p> <p>Implement the recommendations made in the internal school reviews that have taken place over the last 12 months</p> <p>a) Key Stage 1 (November 2017)</p> <p>b) The EYFS Review (January 2018)</p> <p>c) Lower Key Stage 2 Review (November 2017)</p> <p>d) Upper Key Stage 2 Review (May 2018)</p>	<p>Upper Key Stage 2 (April 2017)</p> <ul style="list-style-type: none"> • maintain outstanding standards • ensure the smooth transition of three Year 4 classes into Upper Key Stage 2 • embed 'writing for greater depth' in the Year 6 English units • continue to embed effective mathematics teaching into units of work • create a Barnes Citizenship Award and launch it in September 2018 • ensure religious education units are adapted to meet the proposals of the religious education lead • develop tailored support for children whose handwriting skills are underdeveloped • ensure strong coverage and progression in scientific enquiry • support the induction and mentoring of new colleagues and less experienced staff across Key Stage 2. <p>Lower Key Stage 2 (November 2017)</p> <ul style="list-style-type: none"> • Continue to ensure that new classteachers are fully supported to make rapid progress and have a successful year • Continue to work on developing handwriting systems so that there is consistency and ensure that fine motor control resources are being consistently used • Continue to work on developing fluency, reasoning and problems solving skills in mathematics <p>A) Focus on raising pupil performance standards in grammar, punctuation and spelling It should be possible for at least 85% of pupils in every Lower Key Stage 2 class to reach the national performance standard by year end.</p> <p>B) It is suggested that classteachers continue to aim for a minimum of four pieces of extended writing relating to English units of learning during the Autumn Term There is no doubting the quality of pupils' writing.</p> <ul style="list-style-type: none"> • a minimum of 4, and ideally 5, pieces of extended writing in the Autumn Term • a minimum of 3, and ideally 4, pieces of extended writing in the Spring Term • a minimum of 3, and ideally 4, pieces of extended writing in the Summer Term <p>Extended writing doesn't have to be in English books, but writing in other subjects must be a sufficient length to meet the expectations outlined above.</p> <p>C) Every pupil must be heard when speaking in a whole class learning arrangement. This expectation has to be non-negotiable.</p> <p>D) Newly qualified teachers need to ensure that a learning objective is clearly communicated to pupils at some point in the lesson (preferably early on). New colleagues are already skilled at communicating to pupils what they will be doing. But this is different to what they will be learning. Pupils could be informed at the very start of a lesson, or after engaging in an activity early in the lesson (<i>Based on the activity you have just done what do you think our learning objective is for this lesson?</i>).</p> <p>E) New colleagues need to develop further awareness of how pupils learn It is important to appreciate how helpful it is to pupils to have visual information, as well as text, on flipchart slides. Hearing a couple of powerful sentences composed by a peer doesn't have nearly as much impact as hearing them and also seeing them written down. Similarly,</p>	<p>Key Stage Leaders</p> <p>Rachel Camilla Jade and Sue</p>	<p>External CPD Cover</p>	<p>a) Key Stage Reviews 2018 - 19</p> <p>b) Other lesson observations</p> <p>c) Workbook scrutinies</p> <p>d) CPD sessions</p> <p>e) Phase meetings</p>

colleagues need to be aware of what pupils can see on the whiteboard and how clear this information is to them. Ambiguity, a lack of clarity and any potential confusion need to be eliminated if optimum learning is to occur.

F) New teachers need to self-regulate their talk. They need to know when to talk . . . and when not to.

G) Over time dialogic talk should be introduced by the three new teachers
The talk should not continually come back to the teacher. Instead the teacher should facilitate a high level of pupil talk, using simple techniques to open up the talk and maximize the 'pupil voice' in lessons

Key Stage 1 (November 2017)

1) Continue to develop the strengths of this new team

A new team has formed and it is already performing well. The task now is to build upon the successes achieved so far in a continuing strive for excellence.

2) Establish a quality system for the teaching of English grammar, following the success achieved in the creation of effective systems for teaching phonics and teaching spelling

Excellence has been achieved in the teaching of phonics; very thorough tracking of pupils' spelling development is also in place. How can an effective system now be established for the teaching of English grammar?

3) Further develop the successful 'Barnes formula' for the teaching of writing

Time is required for colleagues new to the phase to develop their skills in using this tried and tested methodology. Sharing of ideas and approaches should be a regular feature of Key Stage 1 meetings.

4) Continue to offer high quality professional development opportunities for all support staff members The Key Stage Leader and her classteacher colleagues know how to do this – and they should continue to offer these invaluable opportunities.

5) Continue to maximise the benefits of peer observation for all members of the Key Stage 1 team Peer observation should remain a prominent professional development tool.

6) Share key features of the Key Stage 1 brand with colleagues in the Early Years and in Lower Key Stage 2 Visits from colleagues in the early years and in Lower Key Stage 2 should be planned for.

7) Share the to and fro, back and forth, 'ping pong' lesson structure that maximises active learning across the team of classteachers The structuring of lessons should be discussed, with examples being shared, in Key Stage meetings with a view to extending this approach within planning and delivery.

8) Extend the use of conceptual variation in the teaching of mathematics and build in the teaching of simple mathematical generalisations The impact of variation being built into the teaching of mathematical concepts can clearly be seen. This teaching approach should continue. Alongside this there should be a focus upon using the word *generalisation* in mathematics teaching. Classteachers should always look for relevant opportunities to teach pupil mathematical generalisations.

9) Further develop the quality of playground provision to maximise the enjoyment of pupils'

playground experience

10) Focus on other areas for development identified by the Key Stage 1 team through the self-review process The self-review presentation clearly demonstrated that the team have numerous exciting ideas for the further development of Key Stage 1. They should take autonomy for delivering them.

EYFS (January 2018)

- a) **An interesting challenge ahead will arise when the influential and highly effective Early Years Leader takes maternity.** There is no reason why the quality of teaching and the overall provision in reception should remain anything but outstanding, as it is now. In order for this to happen everyone will need to continue to work closely together and fill the leadership space that will be created.
- b) At the time of writing the Deputy Headteacher is in the process of formulating **a proposal to offer 30 hours a week nursery provision.** A firm decision will be made regarding this within the next twelve months.
- c) **Modelling is a key pedagogic skill.** More experienced teachers should continue to emphasize to colleagues who are less experienced just how essential effective modelling is to the teaching process.
- d) **The pedagogic development of the newly qualified teacher, the teacher in her second year of teaching and other less experienced members of the team should remain a priority.** The highly effective mentoring thus far has already had a demonstrably positive impact on practice.
- e) **The additional opportunities that have been created for pupils to write during child initiated learning are acknowledged. Even more opportunities should now be created.** At the planning stage staff should continue to look at all possible opportunities to encourage writing, and especially boys' writing.
- f) **It is most important that a daily phonics session is taught in both nursery and reception classes.**
- g) **A balance should be struck between staff remaining true to the principles of the maths mastery approach, whilst ensuring that all pupils are stretched and challenged.** More opportunities for pupils to use reasoning and critical thinking would further enhance the quality of the mathematics curriculum on offer. Short whole class mathematics sessions that focus on shape and space should be closely linked to number work whenever possible.
- h) **The focus on continually developing the quality of the learning environment should be retained.** Both continuous provision and enhancement activities should be planned for and set up as important activities within freeflow learning.
- i) **There are many helpful visual labels and visual guidance in the early years environment. These should be added to.**
- j) **The newly implemented lanyard system:** This strategy is still relatively new and the system that has been introduced should now be evaluated and further refined so that this highly effective practice becomes embedded.

Target 12	Implementation Strategy & Timescale	Responsibility	Cost/ Resources	Evaluation Strategy
<p>Teaching & learning: Personal, Social, Health, Citizenship and Economical (PSCHE) education</p> <p>Fully review and evaluate our PSCHE scheme of work, updating it and ensuring it is fully resourced.</p>	<p>a) Summer 2 (2018) CPD. (19th June) Teachers to see showcase of a KS1 and a KS2 lesson. Review what should be covered each year.</p> <p>b) Summer 2 (2018) / Autumn 1 Each year group to have time to update planning and ensure full PSCHE</p> <p>c) Autumn 1 Phase leaders to ensure the PSCHE is being covered in all year groups in discussions on first week back.</p> <p>d) All Year Some KS2 assemblies to have PSCHE focus. KD to have assigned assembly topics with focus on items not covered in class.</p> <p>e) Spring 2 KD to liase with each year group to discuss current coverage. KD to help with any queries.</p> <p>f) Summer 1 or 2 (TBC) CPD showcase to show what each year has been teaching. Discuss any issues we've had and KD to make recommendations for the next year.</p>	<p>Katie Duncombe</p> <p>Sue Jepson and Katie Duncombe</p> <p>Phase Leaders</p> <p>Katie Duncombe and Camilla Garofalo</p> <p>Katie Duncombe and one teacher from each year.</p> <p>Katie Duncombe and a teacher from each year group. Mark Hartley to schedule.</p>	<p>£120 for school members hip to PSHE Assoc.</p> <p>b) Cover teachers</p>	<p>Informal feedback from staff on professional development. KD ensuring all year groups are aware of what to cover.</p> <p>Phase leaders to ensure that all year groups find time to cover PSCHE foci.</p> <p>Monitoring what has been covered so far – any issues.</p> <p>Evaluating coverage and HQ teaching. Reflection time on what more we could do and brainstorming any issues.</p>

