

# School Development Plan

## 2017-18

‘At St Nicholas we nurture everyone *to be the best we can be*, in a caring and inclusive Christian environment.’

*UNCRC Article 29:* All children have the right to learning that allows you to become the best that you can be.’

### **Ethos Statement**

We recognise the historic foundation of our school and work in partnership with the Church to provide high quality education within the context of Christian beliefs and practice. We encourage an understanding of the meaning and significance of the teachings of Christ, alongside promoting tolerance and respect for other cultures and faiths, and those expressing no faith. The Christian values of Love, Hope and Trust are at the centre of all the experiences we provide and permeate all we do.

### **Aims**

**OUR CORE AIM: TO DEVELOP HAPPY, WELL ROUNDED, CONFIDENT INDIVIDUALS WHO ACHIEVE THEIR POTENTIAL AS A RESULT OF A WEALTH OF EXPERIENCES!**

We achieve this by:

- Working in partnership with parents , the church and wider community
- Building children’s self- confidence and self – belief by encouraging a ‘can-do ‘attitude and by celebrating their successes ( **Positive learning attitudes**)
- Promoting respect , tolerance and understanding for one another ( Rights respecting ethos)
- Delivering a relevant and inspirational curriculum that incorporates choice and creative thinking

**Priority 1: Effective Leadership and Management**

**Key Priority : To continue to strengthen accountability**

**Linked to : Priority 1 -5 Governors Action Plan 2017-2018**

**Background to Priority**

**In 2015-16 there were significant changes to the FGB and a reorganisation of staff due to redundancies. Our 2016-17 SDP and Governors Action Plan ensured new governors were supported and trained, to maximise their effectiveness. This year we have two further new appointments, together with staff changes in KS1 and KS2. We therefore need to ensure a smooth transition and consider further succession planning, to secure a collective understanding of the School’s priorities and actions, and their subsequent impact.**

Pupil numbers are also increasing so we need to consider the current provision, in conjunction with the Diocese.

**Key objectives**

- **Further strengthen FGB and accountability of all stakeholders**
- **Develop of distinctive and effectiveness as a church school**
- **Develop clear succession planning to secure future stability for the school**
- **Review the future of the school , including a review of the current accommodation**

**Governors Monitoring :**

- FGB meetings – Headteacher’s Executive Reports
- Evaluation of Inspection Data Dashboard ( and other external and internal data ) ; attend SEP meetings
- Termly Monitoring of Literacy – **particular focus on phonics / boys progress in RD WR and MA**
- Termly Monitoring of Maths –**focus on the More Able and those with the potential to exceed expectations**
- Foundation Governors –Termly Ethos Meeting – Linked to SIAMS and Governors Action Plan 2017-2018

Objective	ACTIONS	KEY PEOPLE	TIMESCALE RESOURCES COSTS	OUTCOME /IMPACT	MONITORING- How will we know? /EVIDENCE
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<p><b>Further Strengthen our FGB</b></p>	<p><b>Review Governors Action Plan(GAP) following Data Analysis to ensure it aligns with SDP</b> Present to FGB on 31<sup>ST</sup> October 2017</p> <p>Robert Wellen ( Clerk) to continue signpost Governors to relevant training</p> <p>Publish GAP on WEBSITE and signpost parents - Review Termly</p> <p>Termly DATA snapshot Mtg</p>	<p><b>Headteacher TM</b></p> <p><b>Rev Lydia</b></p> <p><b>Robert Wellen ( Clerk)</b></p> <p><b>Rev Lydia ( FGB)</b></p> <p><b>HT / CW / CL</b></p>	<p><b>October 2017</b></p> <p><b>Ongoing Termly reviews</b></p>	<p>Governors can confidently articulate the Schools Strengths and areas of development and the steps being taken to address these as set out in the SEF</p> <p>Can answer 2 key questions: How well are we doing? Are we getting value for money?</p> <p>Governors continue to effectively support and challenge</p>	<p>SEP reports</p> <p>FGB minutes ; Committee Minutes</p> <p>Subject Leaders Reports</p> <p>Headteachers Executive Summaries</p> <p>SEF</p>
<p>To maintain the distinctiveness and effectiveness of St Nicholas CE Primary School as an outstanding Church School. (SIAMS Inspection due)</p>	<p>Rev Lydia to attend Diocesan Briefings</p> <p>HT and RE coordinator to attend SIAMS Training RE Lead to attend SACRE Mtg</p> <p>Whole School focus on the teaching of Creation – RE to lead and monitor</p> <p>Further develop the planning and evaluation of CW</p> <p><b><i>We have a separate SIAMS Self Evaluation Form and Action Plan that sets out our key priorities in terms of Collective worship , RE , Environment and Leadership and Management</i></b></p>	<p>Ethos Group</p> <p>HT / IF / REV LYDIA / LR</p> <p>Pupils / Class Teachers</p>	<p>10<sup>th</sup> October 2017</p> <p>February 2018</p> <p>Autumn Term 2017</p> <p>Last Thursday of each Half term</p> <p>Termly – Focus related to key priorities on our SIAMS ACTION PLAN</p>	<p>Staff are confident to teach RE and are incorporating the conceptual as well as the informative elements;</p> <p>Full complement of FG</p> <p>All FG to be familiar with SIAMS report/ SEF and Action Plan.</p> <p>Links between the school and church strengthened</p> <p>Foundation Governors are increasingly involved in developing and monitoring our distinctiveness;</p> <p>FG has a growing confidence of their role and impact they can have on the school</p> <p>FG can confidently answer the following core questions:</p> <p><b>Core Question 1:</b> How well does the school, through its distinctive Christian character, meet the needs of all learners?</p> <p>• <b>Core Question 2:</b> What is the impact of Collective</p>	<p>Ethos Mtg Minutes</p> <p>Governor feedback</p> <p>Subject Leader monitoring</p> <p>SIAMS Self Evaluation Form</p> <p>Learning Walks</p> <p>CW Evaluations</p>

				<p>Worship on the school community?</p> <ul style="list-style-type: none"> <li>• <b>Core Question 3:</b> How effective is the Religious Education?</li> <li>• <b>Core Question 4:</b> How effective are the leadership and management of the school as a church school?</li> </ul> <p>The whole community has a deeper understanding of what makes us distinctive</p>	
<p>Develop clear succession planning to secure future stability for the school</p>	<ul style="list-style-type: none"> <li>➤ Appoint Year 1 teacher</li> <li>➤ New KS2 Teacher to shadow HT and link Governor when monitoring Maths</li> <li>➤ LI (EYFS TEACHER ) to shadow current Literacy Lead , HT and link Governor when monitoring Literacy</li> <li>➤ Joint Data Analysis with KS2 Teacher and LI</li> <li>➤ Audit of CPD needs through appraisal</li> <li>➤ Joint observations / LW with HT</li> </ul>	HT / CS / LI	<p>October – November 2017 ( Appointments commence Jan 2018</p> <p>Termly</p> <p>Appraisal</p> <p>Ongoing throughout the year New</p>	<p>New subject leaders can confidently articulate the strengths and areas of development.</p> <p>Sustained improvement has been achieved</p>	<p>Monitoring notes</p> <p>Data Snap- shots</p> <p>Appraisal</p> <p>Reports to governors</p> <p>LW / Lesson observation notes</p>
<p><b>Review the future of the school , including a review of the current accommodation</b></p>	<ul style="list-style-type: none"> <li>➤ Projected pupil numbers to be shared with Resources Committee and classroom extension proposals considered</li> <li>➤ TM to meet with Dioscean scan Surveyor and submit LCVAP bid</li> </ul>	<p>Michael T – Diocese</p> <p>HT / Resources committee</p>	<p>September 2017</p> <p>Work would commence Summer 2018</p> <p>£ 88 000 ( 10% payable to the school )</p>	<p>Provision has been enhanced and meets the needs of our growing pupil population</p>	<p>Project Bid / Drawings / Schedule</p> <p>Resources Minutes</p>

			31 <sup>st</sup> October 2017		
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**Priority 2: Quality Teaching , Learning and Assessment**

- **Key Priority : Teaching is remains consistently good leading to outstanding across the school**

**Background to Priority**

**Teaching and Learning Summary July 2017**

- Formal observations, book and planning scrutiny and learning walks indicate that teaching is good across and in some cases outstanding, resulting in better rates of progress and attainment, than this time last year.
- Strategic deployment of staff has positively impacted on standards and we will continue to utilise staff strengths next year
- Regular data review meetings have helped increase accountability and an understanding of the data journey
- Baseline continues to be strengthened due to regular moderation and CPD and is resulting in less children 'dropping off'

In an effort to sustain and strengthen the quality of teaching, in 2016-17, we adopted a whole school approach to the teaching of Grammar, Punctuation and Spelling and implemented the RWI programme in Reception and KS1. Maths No Problem was introduced in Year 1 in 2016-17 and was implemented in Year 2 and 3 in September 2017 . Staff continue to be fully involved in evaluating and improving the quality of teaching and learning, **which remains at the heart of all we do.** ( See :'*Planning for Progress*' '*High Quality Formative Assessment*' that forms part of our '*Assessment Policy*' 2017 )

- **Maintain the FOCUS on developing High Quality Formative Assessment to further enhance the quality of teaching and learning, with a particular focus on Marking /Effective feedback ( oral and written ) Teacher – Pupil ; Pupil to Pupil ( *Appraisal Focus 2017-18* )**
- **Further develop the teaching of Maths , promoting fluency alongside mastery from EYFS to Year 6 ;**
- **Embed Science assessment and monitoring**
- **Develop comprehension skills to enable our more able and those who could exceed expectations in Reading.**

**Governors Monitoring/Leadership Monitoring :**

- Literacy and Maths monitoring – book scrutiny / Learning Walk Focus
- Are there visible signs of progress as a result of effective marking/feedback?
- Are there sufficient opportunities for children to apply their learning in a variety of contexts?
- Are more able being sufficiently challenged?
- Does the learning environment support and reflect our key priorities

➤ Data Analysis / HT executive summary

TARGET	ACTIONS	KEY PEOPLE	TIMESCALE RESOURCES COSTS	OUTCOME	MONITORING- How will we know?
Meaningful Manageable Marking that impacts positively on children’s learning ( <i>Appraisal Focus 2017-18</i> )	<ul style="list-style-type: none"> <li>• Revisit Marking Policy</li> <li>• What does Effective Feedback look like?                             <ul style="list-style-type: none"> <li>➤ Share effective strategies that are positively impacting Peer- Peer / in KS</li> </ul> </li> <li>• Focus of Learning Walks</li> <li>• Further increase the children in their own and others assessment ( afl)</li> <li>• Quality Formative assessment informs planning</li> </ul>	<p><b>HT</b></p> <p><b>Key Stage Leaders</b></p>	<b>X 3 Supply</b>	<p>Staff have mastered meaningful , manageable marking .</p> <p>Children are clear about what they are doing well and how to improve?</p> <p>Good rates of progress for ALL groups</p> <p>The gender gap is narrowed</p> <p>All groups are appropriately</p>	<p>Learning walks</p> <p>Pupil interviews</p> <p>Book Scrutiny</p> <p>Data</p>

	<p>Gallery time</p> <p>Share and compare</p>			<p>challenged</p> <p>0% drop off and percentage gains</p> <p>Vulnerable groups have made at least good progress</p>	
<p><b>Sustain and strengthen improvements in Maths</b></p>	<p>➤ <b>Maths Leader to revisit expectations with all staff</b></p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Mastery approach</li> <li>• Working walls</li> <li>• Fluency in basic skills( TABLES is a particular focus )</li> <li>• SNAPPS</li> <li>• Flexible groupings</li> <li>• Effective formative assessment</li> <li>• <b>Instant intervention- mantra ‘Keep up not catch up’</b></li> <li>• <b>Moderation – INHOUSE / pyramid</b></li> </ul> <p>Staff to visit other leading practitioners</p> <p>Identified staff to participate in Pyramid Coaching initiative</p> <p>Learning Works – clear focus on : Maths Learning Environments</p> <p>➤ Reasoning / Using &amp; Applying</p>	<p><b>Maths Lead (TM)</b></p> <p><b>Termly Staff – Mtgs</b></p> <p><b>CA to observe Y6 Maths in WB</b></p> <p><b>LI</b></p> <p><b>Termly MTG / OBS</b></p> <p><b>Autumn Term</b></p>	<p><b>INSET DAY 1<sup>st</sup> September</b></p> <p><b>Ongoing</b></p> <p><b>Termly Staff Mtgs</b></p> <p><b>3 X a year</b></p>	<p>Teachers are more confident in delivering effective maths lessons</p> <p>Children are more engaged with maths and make good progress/ attain more highly ( Increase in GD ACROSS THE SCHOOL )</p> <p><b>Children have a deep conceptual understanding and can apply their learning when solving increasingly complex problems</b></p> <p>Teachers are more secure in their judgements</p> <p>Children remain very positive about Maths</p> <p>Teachers skills are honed and understanding deepened</p> <p>Tables knowledge increased</p>	<p>Termly monitoring Lesson obs/Learning Walks Planning/book scrutiny Staff meetings <b>Individual coaching</b></p> <p><b>Data</b></p>

	Purchase Rockstar Tables				
<b>To support and evaluate roll out of 'Maths No Problem' scheme in year 2/3</b>	<ul style="list-style-type: none"> <li>• <b>Train Teachers and TAS in Maths No Problem</b></li> <li>• Use baseline assessment and data to evaluate impact of scheme</li> <li>• Support year 1 and Y3 teacher in delivering lessons</li> <li>• Become familiar with online training resources</li> <li>• Year 1 and Y3 teachers and Teaching Assistants to observe teaching in –house and neighbouring Primary School</li> </ul>	<p><b>September 4<sup>th</sup> 5<sup>th</sup> 2017</b></p> <p>TM / CR</p>	<p>Sept 2017 Weekly initially Approx £1000 initial cost for books and online resources <b>Potentially ongoing if rolled out to whole school</b></p>	<p>Teacher is confident and effective using the approach</p> <p>Children in year 1 and 3 make accelerated progress and attainment is raised</p>	<p>Regular meetings with teacher Learning walks Co-teaching</p>
<ul style="list-style-type: none"> <li>• <b>Embed Science assessment and monitoring</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Science Leader to revisit expectations with all staff</b></li> <li>• Prepare guidance for staff and deliver CPD re assessment materials and recording methods</li> <li>• Science coordinator to monitor coverage</li> <li>• Timetable Science – home – school projects</li> </ul>	<p><b>CW September 2017</b></p> <p><b>Half Termly Reviews- Staff – Meeting</b></p> <p><b>Termly formal monitoring</b></p>	<p><b>X 3 Supply Days</b></p>	<p>Assessment procedures for assessment in Science are clear and understood by all</p> <p>Increase in staff confidence</p> <p>Profile of Science remains high</p>	<p><b>Books / Planning / Data Assessments</b></p>

### **Priority 3: Pupil Outcomes : Achievements and Standards**

- **Key Priority: To sustain improvement across the school and ‘narrow the gap in relation to gender and vulnerable groups ( PP , SEND )**

#### **Background to Priority**

##### **Key Priorities: (SDP 2016-17)**

- Attainment to be at least in line with 2017 national in EYFS, KS1 and KS2
- Increase the percentage of children achieving Greater depth at the end of EYS KS1 and KS2
- To aim for 0 % , drop off from the end of EYFS – KS1(Y2) and the End of KS1 (Y2) – KS2 (Y6)

##### **OUTCOMES**

**Our outcomes at the end of EYFS , Year 1 Phonics ,KS1 and KS2 were favourable against the 2017 NA and we have successfully addressed our 2016-17 Key Priorities (See Key Information : [www.childokeford.dorset.sch.uk](http://www.childokeford.dorset.sch.uk) and SDP review 2016-17 )**

##### **PROGRESS 2016-17**

KS2 progress was positive in RD WR and MA and a significant improvement from 2016-17 .

The SEND / Literacy / Maths and Science reports presented to the School Development Committee and circulated to the FGB give a comprehensive account of progress in all year groups and specific groups. In short progress and attainment have improved in almost all subjects and for most groups compared to this point last year.

#### **Identified Weaknesses**

##### **Year 2 Phonic Retake**

The percentage of children achieving the year 2 phonic retake remains below the 2017NA, Although we made a 23% gain compared to this time last year,and have halved the number of children needing to retake in 2018, this will remain a focus. ( SEE ‘Quality of Phonic Provision – Reviewed 2017 )

**Gender Gap**

Whilst boys have made good progress in writing and reading across the school, their attainment and progress will remain a focus across the curriculum ( *Appraisal Focus for some classes* )

Girls performed less well against boys in Science

**MATHS**

Whilst our Maths outcomes were favourable against the NA at the end of EYFS and KS1 AND KS2, at exceeding , Maths will remain a whole school focus , with an emphasis on Reasoning and challenging the more able.

Increasing the % of children achieving GD in RD at the end of EYFS , KS1 and KS2 will also remain a focus

Our KEY priority is to sustain improvement

- Progress is at least good for ALL groups , particular focus on boys
- Very Able pupils – **further increase percentage of children achieving higher standard in writing /Reading / Maths at the end of KS1 and 2**
- **Sustain improvement in Phonics and increase the percentage achieving the standard by the end of Year 2**
- **Increase attainment in Science ( particularly girls )**

**Governors Monitoring :**

- FGB meetings – Headteacher’s Executive Reports
- Evaluation of Inspection Data Dashboard ( and other external and internal data ) ; attend SEP meetings
- Termly Monitoring of Literacy – particular focus on phonics / boys progress in RD WR and MA
- Termly Monitoring of Maths –focus on the More Able and those with the potential to exceed expectations

TARGET	ACTIONS	KEY PEOPLE	TIMESCALE RESOURCES COSTS	OUTCOME	MONITORING  REVIEW  How will we know?
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<p>Progress is at least good for ALL groups, ( particular focus on <b>boys and Vulnerable groups – PP / SEND) )</b></p>	<ul style="list-style-type: none"> <li>➤ Identify Barriers to learning for Vulnerable groups and boys</li> <li>➤ Implement Intervention/ Provision timetables</li> <li>➤ Revisit DATA JOURNEY and expectations regarding progress</li> <li>➤ Set targets – review termly – SEND Reviews / Data Mtg / Appraisal</li> <li>➤ Teachers identify ‘Drop Off children and those who could move from Expected to Exceeding</li> <li>➤ Stimulus carefully considered</li> <li>➤ Celebrate boys progress / attainment</li> <li>➤ Literacy Lead to research purchase reading Material for Boys</li> </ul>	<p>HT / SS SS/ Class teachers</p> <p>CS</p>	<p>July 2017 Reviewed through SEND and DATA reviews termly</p> <p>Autumn Term 2017 / Review Summer 2018</p>	<p>Pupils in vulnerable groups will make increased progress, narrowing the gap</p> <p>Gender Gap has narrowed and boys attainment is in-line with NA in all Subjects, including phonics</p> <p>As a result of effective deployment of staff and resources, vulnerable groups have narrowed the gap</p>	<p>Appraisal</p> <p>SPTO – Data Analysis</p> <p>Books Scrutiny</p> <p>Environment / Learning Walks</p> <p>Pupil interviews</p>
<p>Very Able pupils – <b>further increase percentage of children achieving higher standard in writing / Reading Maths at the end of EYFS KS1 and 2( RD at KS2)</b></p>	<ul style="list-style-type: none"> <li>➤ Regular moderation and sharing of good practise</li> <li>➤ Ensure work is linked tightly to the children’s next steps</li> <li>➤ To ensure that differentiation (including questioning) provides challenge for more able pupils SL</li> <li>➤ Writing topics and reading material chosen to inspire boys</li> <li>➤ Planned opportunities for sustained writing</li> </ul>	<p>HT / SENCO</p>		<p>Percentage of children achieving GD has increased</p> <p>Percentage of KS2 children attaining GD in Reading has increased</p> <p>Percentage of children in KS1 attaining GD in MA and WR is in line with RD attainment at GD. ( <i>Ofsted focus May 2014</i>)</p>	<p>Data analysis</p> <p>End of KS results</p> <p>Lesson observations</p> <p>Planning scrutiny</p> <p>Book scrutiny</p>

	<ul style="list-style-type: none"> <li>➤ Subject leader to attend Literacy Forums and disseminate good practice across the school</li> </ul>				
<p><b>Sustain improvement in Phonics and increase the percentage achieving the standard by the end of Year 2</b></p>	<ul style="list-style-type: none"> <li>➤ Identify barriers and implement provision</li> <li>➤ Review above half termly</li> <li>➤ Provide these children with peer mentor ( Linked to Priority 4 )</li> </ul>	CS / CR / HT	Ongoing	Percentage of children achieving Phonic Retake ( Y2 ) is in line with the NA	Assessments RWI books Pupil Interviews Data

**Priority 4: Personal Development : Behaviour and Safety and Well Being of our Pupils**

<p>Key Priorities</p> <ul style="list-style-type: none"> <li>• To ensure Safeguarding Procedures are Outstanding</li> <li>• To further increase the children’s responsibility for their own learning and behaviour</li> <li>• To ensure attendance remains at least good for all groups ( FSM / PP/ SEND)</li> <li>• To promote the emotional and mental health of our pupils and their families</li> </ul>
<p>Background to Priority</p>

Last year lesson observations and learning walks revealed children had a good sense of belonging and an increased understanding of collective responsibility . The level of reported incidents of poor behaviour was low ; OUR Annual Questionnaire March 2017 [www.childokeford.dorset.sch.uk](http://www.childokeford.dorset.sch.uk)

We want to develop the peer mentoring programme that we started last year ; this had a positive impact in terms of :

- increasing pupil responsibility for their own and others learning
- increasing motivation and enjoyment
- promoting relationships
- deepening pupils conceptual understanding

- To ensure Safeguarding Procedures are Outstanding
- To further increase the children’s responsibility for their own learning and behaviour
- Continue to rigorously monitor attendance , particularly key groups ( Disadvantages – FSM / PP ; SEND)
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**Governors Monitoring :**

- Annual Safeguarding Audit
- Learning Walks
- Health and safety checks termly ; Health and safety Audit

TARGET	ACTIONS	KEY PEOPLE	TIMESCALE RESOURCES COSTS	OUTCOME	MONITORING  REVIEW  How will we know?
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<p>To ensure Safeguarding Procedures are Outstanding</p>	<p>Review existing safeguarding procedures against the latest Ofsted Criteria :inspecting Safeguarding in early years education and skills setting</p> <p>Update All Stakeholders on Key Changes to Keeping Children Safe in Education</p> <p>Staff complete PREVENT training</p> <p>Review Serious Case reviews</p> <p>Carry out Annual safeguarding audit / Review 2016-17 Action Plan and update 2017-18 ( REFER to this for key actions)</p> <p>Ensure e-safety curriculum continues to embed across the school</p> <p>Research E-SAFETY Champions /workshops for Spring Term</p>	<p><b>All Stakeholders received this update / Training</b></p> <p><b>Termly</b></p> <p><b>Headteacher and Carol Wee ( Designated Governor for Safeguarding )</b></p> <p><b>Carl Adey – IT lead</b></p> <p><b>January 2018</b></p> <p><b>November</b></p> <p><b>6<sup>th</sup> February 2018 – Internet Safety Day</b></p>	<p><b>4<sup>th</sup> September 2017</b></p> <p><b>County Led</b></p> <p><b>December 2017</b></p> <p><b>Termly</b></p> <p><b>December 2017</b></p>	<p>leaders, governors and managers</p> <p>Create a positive culture and ethos where safeguarding is an important part of everyday life in the setting backed up by training at every level</p> <p>Safeguarding policies and procedures are highly effective</p> <p>effective safe recruitment and vetting processes are in place</p> <p>staff are aware of the signs that children or learners may be at risk of harm either within the setting or in the family or wider community outside the setting</p> <p>response times are speedy to any safeguarding concerns that are raised</p> <p>the school works effectively with other agencies to safeguard children the governors understand their statutory role and responsibilities in relation to safeguarding the children have a good understanding of how to keep safe on the internet as a resultof an effective e-safety curriculum and PSHE curriculum</p>	<p><b>Annual Audit</b></p> <p><b>e-safety curriculum</b></p> <p><b>Concern logs</b></p> <p><b>Chronology</b></p> <p><b>Newsletters</b></p> <p><b>Attendance logs / tracking</b></p>
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<p>To promote self-responsibility, respect and tolerance for others as part of pupils' spiritual, moral, social and cultural development</p>	<p><b>Develop AFL – effective feedback Pupil / Pupil ( Appraisal Focus 2017-18 )</b></p> <p><b>Employ strategies : gallery time ;</b></p> <p><b>Continue to reinforce school values and learning attitudes and behaviours</b></p> <p>Pupils will be encouraged to undertake responsibilities e.g. break time buddies, , admin assistant, classroom monitor roles</p> <p><b>Identify Peer Mentors / Mediators</b></p> <p>PSHE lessons will ensure pupils understand the social and emotional aspects of learning</p> <p>Collective Worship will promote a sense of community and recognition of British values and core Christian values</p>	<p>HT / ELSA TA Jill Corbett</p>	<p><b>Autumn Term 2016</b></p> <p><b>Ongoing</b></p> <p><b>October 31<sup>st</sup> (INSET DAY)</b></p>	<p>Children displaying positive learning attitudes and behaviours</p> <p>Children increasingly confident to assess their own and other work</p> <p>Staff employing a wide range of AFL strategies to engage children in their own learning</p> <p>Pupils will demonstrate self-responsibility and respect for others</p> <ul style="list-style-type: none"> <li>• Pupils will be able to articulate their feelings and discuss the feelings of others</li> <li>• Pupils will be able to discuss and debate philosophical issues</li> </ul> <p>Pupils will recognise their role as part of the school and wider community</p> <ul style="list-style-type: none"> <li>• Pupils will be active in taking responsibility for the organisation of the school and their classroom</li> </ul>	<p>Pupil questionnaires</p> <ul style="list-style-type: none"> <li>• Pupil voice interviews</li> <li>• Lesson plans</li> <li>• Lesson observations</li> <li>• Learning walks                             <ul style="list-style-type: none"> <li>• School Council Meeting</li> <li>• CW evaluations</li> <li>• Website Blogs</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>• To ensure attendance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Monthly checks</b></li> <li>• <b>Updates in</b></li> </ul>	<p><b>Headteacher / PA Mrs Hanson / SENCO</b></p>	<p><b>Ongoing</b></p>	<p>Attendance is at least 97.1%</p> <p>All children are attending regularly (</p>	<p>Attendance log</p>

<p>remains at least good for all groups ( FSM / PP/ SEND)</p>	<p><b>newsletters</b></p> <ul style="list-style-type: none"> <li>• <b>Involve the children – rewards / incentives /displays</b></li> <li>• <b>Revisit Attendance Policy to align with revised county and DFE guidelines</b></li> </ul>	<p><b>FGB</b></p> <p><b>Parents / children</b></p>		<p>95% + )</p> <p>All stakeholders are clear about the expectations and the importance of regular attendance</p>	<p>Letters home to parents</p> <p>Minutes of meetings / action taken</p> <p>Displays</p> <p>Website</p>
<p>To promote the emotional and mental health of our pupils and their families</p>	<ul style="list-style-type: none"> <li>• SENCO to visit Shaftesbury Primary to observe Family Support Day</li> <li>• SENCO to timetable days every half term</li> </ul>	<p>SENCO</p> <p>Other key agencies – Localities/ Behaviour / School Nurse</p>	<p><b>Ongoing</b></p> <p><b>Family Support Days – every half term</b></p> <p>6 Across the year</p>	<p>As a result of effective ELSA programme children’s confidence and self -efficacy has improved</p> <p>Families feel supported and relationships between school and home are strengthened</p> <p>Pupils will demonstrate good self-esteem and mental well-being</p>	<p>Family Support Day Notes</p>
	<ul style="list-style-type: none"> <li>• TA to attend ELSA training</li> <li>• Termly reviews with DSL / SENCO</li> </ul>	<p>Jill Corbett</p> <p>SENCO</p> <p>HT</p>	<p>Several sessions in Autumn term</p>	<p>Training complete and positively impacting</p>	<p>Appraisal</p> <p>Review Minutes</p>

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