

# Carlisle Infant School – School Improvement Plan 2016-2017 Review

SECTION ONE		LEADERSHIP AND MANAGEMENT		
Targets	Steps to Success	Who	Outcomes	Latest Evaluation July 2017
<b>1.1</b> <b>For Carlisle leadership structures and systems to have a positive impact-achieving school improvement priorities and ensuring that all pupils have a vibrant and successful experience during their time at Carlisle</b>	a.To develop shared headship role and enhance the role of Year Group Leaders Outline specific roles and responsibilities that are shared jointly and those that are separate. Expand the role of the YGLs to include monitoring and evaluation activities SENCO and YGLs to lead Book Looks and feedback to staff  On-going target	DB YGL	Improved quality of teaching and learning, pupil outcomes, staff morale and communication Ofsted verification SIP verification SENCO and YGL have whole school knowledge around consistency, differentiation and progression-use knowledge to inform planning	Year group leaders and SENCO have led a Book Look, gaining greater understanding of quality and consistency in children's books across the school YGLs have stepped in when DH has been absent and gained experience of DH responsibilities YGLs have carried out joint observations for quality assurance Guidance given to ensure consistency of communication from YGLs to team
	b.To develop performance management procedures including success criteria for leaders PM interviews for YGLs to focus on leadership standards  New target	KA JJ	YGL meeting leadership standards Positive feedback from PM reviews Performance Management meetings/ reviews. Staff surveys/ audits Teacher observations	YGLs have carried out PM on members of their team Additional support for YGLs in place with focus on developing and supporting their growing teams(Lucy Morris from SPARK) YGLs have each received coaching sessions from Sarah Creegan Book Looks show greater consistency of approach within year groups
	c.To establish clear roles and responsibilities for each member of the Administration Team PM interviews for Administration Team to outline specific responsibilities On-going target	SP	Team working well Office organised Positive feedback from parents and staff	SP and SC have carried out PM interviews
	d.To further develop pupil leadership opportunities Timetable of activities/assemblies for the School Council Introduce Playground Buddy system to support Reception Involve SC in supporting good behaviour  New target	JJ KH	More children involved in leadership roles across the school PPG children involved in leading across the school	56 applicants for School Council Half termly SC engagement in assemblies Playground Buddies supporting new zones initiative Book Monitors chosen and new Bug Buddies Corridor monitors to be introduced after Christmas PPG represented in these key groups SC actively involved in recruitment of new DH in post after Easter SC involved in consultation for new class names
	e.To further develop opportunities for and responses to parental engagement Introduce a maths curriculum evening for the Spring Term Survey parents/carers to identify areas where they would like greater communication Develop a working party for End of Term Reports – parents and staff  New target	JJ MD	Successful maths evening/workshop – positive feedback from parents Working party feedback about reports from parents and staff helps to create a new, more efficient and effective report Reading Curriculum evening for parents Parental response. Pupil and community response.	Maths workshop successful with positive feedback (Nov) Additional Parent Consultation evening to be added in the summer term in response to parent survey New curriculum bulletin for the term in response to parent survey

			PTA feedback and impact	Free dance club introduced following feedback from exit surveys Assessment meeting for parents held earlier in the year in response to survey Phonics pack issued to all Y1 pupils so parents can support phonics at home Phonics workshop for parents-March Parent working party established to develop Sensory Garden Weekly Reception bulletin to parents	
	f.To implement structures and systems which ensure the effectiveness of our (Federation) Governing Body Clear guidelines in place for areas to be covered within each meeting and time scales that work with data collection times  New target	FST	Meetings are purposeful and proactive Meetings are strategic and analytical GB (Personnel/CA committee) minutes and actions	Meeting held with JA new clerk to govs to establish agenda for CA meetings for the coming year and timelines for documents to be submitted	
	g.To have systems in place to ensure that our practice is informed by all statutory and required procedures (Ofsted Framework...) and that documentation (website, SEF...) is in place Senior Administration Officer to be responsible for Website and Single Central Register Monitoring and Evaluation cycle in place and shared. Practice that meets all statutory duties and evidences which promote the school and are readily accessible for external scrutiny  New target	YM JJ KH	Curriculum Action Plans and reviews External audit and scrutiny	YM checking website termly for compliance JA checking website for compliance-actions generated from check SC has checked website for compliancy and best practice Governor MT has checked Single Central Register for compliancy	
	h.To actively promote the school in the local and wider community To raise the profile of CIS in the media To meet half termly with CSA Chair to discuss future events and fund raising objectives  New target	KA	Carlisle continues to be oversubscribed Additional parent tours added to meet demand	KA attending all CSA meetings to discuss school priorities Additional Parent Tours to meet demand CIS participation in Remembrance Parade with HHJS children 303 applicants for Reception-98 first preference Media representation-no action in this area	
	i.To ensure our new SEND leadership structure is fully in place and operational. Both CIS and HHJS meet half termly Federation SEND policy written and reflects new legislation  New target	DB HP	SEND policy and practice to meet all statutory requirements and have a positive impact on identified pupil wellbeing and progress	SEND policy reflects recent legislation New DH is also SENCO in current school Half termly meeting for SENCOs in both schools to be planned once new SENCO at HHJS in post-tbc	
	j.To continue to widen leadership links and opportunities (links to Teaching School, partnership with St. Marys University, Platinum Sing Up award, Healthy Schools' Network)  On-going target	KA JJ	Informed and enriched Carlisle practice. Pursue Silver Healthy Schools Award	9 students from SMUC autumn term Budget restrictions prevent us from renewing Artsmark and other recognised awards JK to lead initiative to achieve Healthy Schools silver award	
<b>1.2 To promote the well-being of all staff</b>	a.To repeat staff well-being survey in January 2017 to evaluate success of actions taken in previous year Put in place a calendar of events to promote staff cohesion. Regular training and review sessions for volunteers  On-going target	KA JJ	Staff feel supported and we improve adult pupil ratio in class Volunteers develop skills that may lead to permanent T.A positions	INSET for Jan 3 <sup>rd</sup> focus on emotional health and well-being-positive feedback from staff Volunteer programme has expanded and all classes that have requested a	

				volunteer have at least 1 additional adult working 2/3 mornings a week Staff well-being survey largely positive in spite of financial cut backs Volunteers scheme has been very successful with new volunteers joining in September 2017	
	b.To ensure CPD time in each term is devoted to well-being  New target	KA JJ FST	Staff feel well-being is a priority for the school	Light weeks are in place Focus on well-being addressed termly through Teaching and Learning Communities to provide greater time for teams to meet	
	c.To train volunteers to support teachers in the classroom and develop teaching assistant skills  New target	JJ KA	Staff have adequate levels of support in the classroom to enable them to deliver the curriculum and support individuals in the class	Volunteer scheme successful with two volunteers moving to paid work within the school	
<b>1.3 To develop income generation strategies</b>	a.Introduce lettings policy for all clubs/after school activities New policy in place for September  New target	SP MM	Clubs follow the new policy. Money being generated for the school	Gym Club in operation autumn term Dance Club operating in the summer holidays	
	b.Encourage all parents/carers to join Just Giving Machine in order to raise funds for the school/CSA new target	KA JJ	Additional funds generated for the school	Subscription to Just Giving Machine has increased My donations page set up by CSA CSA committed to 50% funding of toilet block	
	c.Audit of parents/carers to identify companies with potential match funding potential  New target	Govs High Level Plan	Additional funds generated for the school	Communication regarding match funding sent to all parents/carers-no response so far	
	d. Application for educational grants to raise money for resources  New target	KA	Additional funds generate for the school	Bid for Numicon resources/training and to Hampton Fuel Allotment charity for the Sensory Garden has raised £6500	

SECTION TWO		ACHIEVEMENT		
Targets	Steps to Success	Who	Outcomes	Evaluation
<p><b>2.1</b>  <b>Raise attainment at end of KS1 - July 2017</b>  <b>In the core subjects-results for pupils achieving the 'expected' standard are in line with Richmond averages or exceeding</b></p> <p><b>EYFS to achieve GLD 75%</b></p> <p><b>Year 1 phonics Screener 90%+</b></p> <p><b>Working at 'Expected' or above</b></p> <p><b>Reading 80%</b>  <b>Writing 78%</b>  <b>Maths 80%</b>  <b>Science 88%</b></p> <p><b>Working at 'greater depth'</b></p> <p><b>Reading-35%+</b>  <b>Maths- 35%</b>  <b>Writing-15%+</b></p>	<p>a.Set up intervention groups and booster sessions and track progress rigorously using initial and final assessments  Interventions to be put in place following analysis of cohort and related data  Monitoring by year group leaders</p> <p>On-going target</p>	SLT	<p>Termly Pupil Progress Meetings show increasing % of pupils have good levels of progress 2 points progress each term</p>	<p>End of KS1 results likely to be above national results and in line with Richmond except for writing at expected</p> <p><b>EYFS GLD 78.4%</b>  <b>Phonics 90% pass rate</b></p> <p><b>At 'expected' or above:</b></p> <p>Reading 80%  Writing 68%  Maths 83%</p> <p><b>Greater Depth:</b>  Reading 38%  Writing 20%  Maths 33%</p> <p>Deployment of additional staff will be based on intervention groups operating in the autumn term and not assignment to year groups</p>
	<p>b.Individual targets in place for writing and maths  Observations in autumn term with a focus on impact of targets for literacy/numeracy</p> <p>New target</p>	SLT	<p>All children have writing and maths targets and are able to discuss them or explain where they can find them</p>	<p>Observations carried out autumn/spring  All pupils in Y1 and Y2 have targets and were referring to them as they work  This was also noted by SIP during her visit in November  100% lessons at least good, 3 with outstanding features</p>

	<p>c.Set clear guidelines for presentation, target setting, marking and feedback Termly Book Looks</p> <p>New target</p>	SLT	All books are well presented and show consistency in coverage and marking and feedback	<p>Book Looks carried out by SLT show good levels of consistency, presentation and marking in YR and Y1</p> <p>Less consistency seen in Y2-aut and spring</p> <p>SC has worked with Y2 leader to improve consistency within the team</p> <p>Consistency in Y2 much improved with support of VT and staff changes</p>	
	<p>e.Monitor progress and attainment of groups through Classroom Monitor and Pupil Progress Meetings Termly Pupil Progress Meetings</p> <p>On-going target</p>	KA JJ YO	Class teachers updating CM every two weeks SLT monitoring the data	<p>Meeting in November to emphasise importance of regularly updating CM- this will now be added fortnightly to Memo</p> <p>Spring data collections shows slight improved usage of Classroom Monitor</p> <p>TLCs (teaching and learning communities) to be set up to give more time for Classroom Monitor</p>	
	<p>f.Hold reading workshops for parents Parent Reading Workshops planned</p> <p>On-going target</p>	AL KA JJ	Parents reading evening planned and delivered with positive feedback	Reading workshop held for YR- very positive feedback (Oct)	
	<p>g.Hold maths workshop for parents/carers Parent Maths workshops planned</p> <p>New target</p>	MD JJ KA	Successful Maths workshop delivered with positive feedback	<p>Maths workshop held (Nov) very positive feedback</p> <p>Maths coordinator now on maternity leave so DH will oversee Maths</p>	
	<p>h.Re introduce guided reading for Y2 in the afternoons Look at Y2 timetable and discuss with YGL</p> <p>New target</p>	AL JJ	Guided reading successfully taking place every day. Children engaged in a variety of reading activities	Daily Guided reading in place first thing	
	<p>i.RWI manager to lead master classes in phonics</p> <p>New target</p>	DB	RWI lessons are effective and pacy, monitored by the RWI manager	<p>RWI Development Day (Sept) reported that manager is effective. More master classes to be introduced</p> <p>RWI manager leading a group</p> <p>2 teachers attended training Feb/Mar</p> <p>New target will be to set targets for each RWI group to achieve more rapid progress</p>	
	<p>j.Create guidance booklet for parents to improve reading support</p> <p>New target</p>	KA JJ	Reading booklet distributed Positive feedback in parent survey in relation to communication of curriculum	Reading Booklet given out at YR Reading Evening	

	<p>k.Successful preparation in 2016 for phonics screener repeated Parent Phonics Workshop</p> <p>On-going target</p>	DB	Results in line/exceed Richmond averages	Phonics Workshop has taken place and with positive feedback Packs to go home Feb half term and Easter Targeted pupils have additional home packs
	<p>l.Year group leaders to monitor progress and attainment across the year group m. Children unlikely to achieve expected in writing to form part of a targeted group in early spring term</p> <p>New target</p>	YGL	<p>Consistency of approach evident in work sampling and externally verified</p> <p>Improved knowledge of year group leaders in relation to pupil progress and attainment</p>	English coordinator leading writing intervention group with focus on closing gap in gender attainment PPG represented in this group
<p><b>2.2</b> <b>Close the Gap for PPG/Disadvantaged/SEND pupils</b></p>	<p>a.Provide data for each class indicating gap between PPG/non PPG Pupil Progress data extracted from Classroom Monitor and interrogated Aim for gap between PPG and non PPG in average progress to be less than 1 point</p> <p>New target</p>	KA JJ	<p>All CT aware of PPG gaps</p> <p>Data for each class indicates that gap for PPG and SEN pupils is closing when compared to data for the same group of pupils in the previous term/previous year</p>	<p>EYFS GLD 62% PPG achieved GLD-gap has considerably closed (36% in 2016)</p> <p>Phonics-80% of PPG passed-gap has considerably closed (66% in 2016)</p> <p>60% PPG achieved expected in Reading (50% in 2016)</p> <p>40% achieved expected in writing (37% in 2016)</p> <p>60% achieved expected in maths (62% in 2016)</p> <p>60% achieved expected in science (60% in 2016)</p>
	<p>b.Set up intervention groups for PPG pupils/SEND pupils based on learning needs analysis July 2016</p> <p>On-going target</p>	KA JJ	<p>PPG groups are responsive to the needs of the children and the gap analysis</p> <p>Flexible groups</p> <p>Interventions are evaluated in terms of success in closing the gap and evaluation used to inform future interventions</p>	<p>SEND/PPG pupils engage in interventions according to need</p> <p>Introduction of tracking folder for PPG/SEND pupils</p> <p>Support limited due to budget PPG attainment in all year groups is much improved</p>
	<p>c.Ensure intervention is carefully planned, recorded, measured and impact reviewed regularly</p> <p>Tracking data to indicate that pupil premium children are making progress in line with expectations from their starting points</p> <p>Intervention assessment data checked regularly for effectiveness</p> <p>On-going target</p>	KA JJ JN DB KH	All PPG/SEN intervention is tracked and evidence collected either in the form of data or other 'soft' data	SC working with SENCO to ensure rigorous tracking of progress and attainment for SEND pupils
	<p>d.Make effective use of pupil premium money</p> <p>On-going target</p>	KA JJ SP	PPG audit from LA indicates good practice	SIP reported positively on use of PPG money
	<p>e.Pupil Progress meetings to have specific PPG focus</p> <p>These children are discussed first and in detail</p> <p>On-going target</p>	KA JJ	Pupil Progress meetings show gap closing compared to non PPG pupils term on term	Average levels for PPG/non PPG in all subjects broadly the same

	f.Performance Management targets to include target related to closing the gap On-going target	KA JJ	All staff achieve the PPG closing the gap target	SIP visit spring showed PPG making average progress/better progress in most areas	
	g.Book Looks to include focus on PPG/SEN children On-going target	KA JJ	Book looks for PPG/SEN only or general Book Looks start with PPG/SEN focus Books show that PPG/SEN children have individual targets and books have been regularly 'next step' marked	Book Looks show PPG children have 'next steps' marking and individual target cards	
	h.Class teachers to have action plans for PPG in their class that include parental engagement New target	KA JJ	All PPG children have an individual action plan that is reviewed and updated regularly	Focus in Pupil Progress meeting on PPG, SEND and low attainers	
<b>2.3</b> <b>Raise standards in English and specifically close the gender gap in attainment for English</b>	a.Embed new Handwriting policy CPD to reintroduced and refresh the policy and software New target	PF	All Y1 and Y2 classes teaching handwriting at least 3 times a week Timetable handwriting 3x weekly in Y1 and Y2	Handwriting to be timetabled-following CPD Work samples show positive impact of handwriting initiative Handwriting CPD held June 12 <sup>th</sup> Handwriting INSET planned for Sept 4 <sup>th</sup> and being trialled in Y1	
	c.English Action Plan in place  O-going target	AL	Literacy Action Plan impacting on SIP writing priorities	Action Plan focuses on re introduction of Language and Literacy, strategies for improving the % of pupils achieving greater depth, improved handwriting across the school Results at greater depth are much improved but handwriting still an issue	
	d.Literacy targets in place for Y1 and Y2 On-going target	AL	Book Looks check for target setting in writing	English targets are in place	
	e.Differentiated activities within English lessons  On-going target	AL KA JJ	Book looks show clear differentiation, but also consistency – access strategies being used and work appropriate for specific groups, e.g. PPG or SEND	Teachers using access strategies for SEND pupils following CPD on SEND  Differentiation seen in Book Looks and observations New planning format to be introduced in the summer term to indicate provision for SEND/PPG/Ables	
	f.Target group established for 'greater depth' writers including at least 40% boys  New target	AL VT	AL/VT leading a 'greater depth' writing group Clear evidence in books that these children are writing at a greater depth in a variety of genres	English coordinator working weekly with 'greater depth' group	
	g.Weekly spelling activities-differentiated Y1/2  New target	AL	All spelling sent home if differentiated and parents response to this is positive	Spelling programme working well	

	h. Over 50% of Y2 children off RWI On-going target	AL	Two groups of Y2 (60 pupils) off RWI and working on extended writing/comprehension tasks	This was achieved by Feb 2017	
<b>2.4 Review and develop RWI programme</b>	a.Re introduce Language and Literacy in Y2 Training session in Language and Literacy for Y2 staff New target	PF AL	Y2 children who are off the RWI programme are continuing with the Language and Literacy programme Children being exposed to quality texts and wide variety of writing opportunities	Two classes following Language and Literacy/guided reading programme Preparation for KS1 assessments has meant that Language and Literacy has not been fully reintroduced	
	b.Develop other reading strategies alongside phonic decoding  New target	AL DB	Pupils read with confidence and expression	Reading with Dogs initiative started following recommendation from SIP	
	c.Closer monitoring of ability levels within each group  New target	DB	RWI groups are accurate	There has been less movement of pupils to ensure secure knowledge	
	d.Y2 children to remain on programme until secure  New target	DB	More rigorous assessments in place	Assessments ensure pupils are secure and reading with a good level of confidence before moving groups  CPD in autumn 2017 will focus on RWI in class	

SECTION THREE		TEACHING AND LEARNING			
Targets	Steps to Success	Who	Outcomes	Evaluation	
<b>3.1 To improve still further the quality and presentation of pupil books</b>	a.Present clear guidelines to all staff-relevant to each year group and subject Year groups to plan together to ensure consistency of approach  New target		Children being taught the same objectives and as much consistency as possible in how they are taught Marking and feedback is consistent across year groups	Agenda items set for PPA time in Year groups Good consistency seen in most year groups SC working with year groups to achieve consistency Rosemary Hafeez SIP visit March 9 <sup>th</sup> commented positively on work in books	
	b.Produce exemplar file of marked work YGL to collect work for file  New target	YGL KA JJ	Exemplar folder of work available to support moderation	Good practice folder of marked work has been started	



	c.Introduce protective covers for English and numeracy books Purchase of book covers New target	JJ	All maths and English books have a plastic cover	Books are covered and more durable	
	d.Ensure targets are present in Y1 and Y2 pupil books Target cards to be updated and adapted YGL to ensure all children in Y1 and Y2 have a writing and a maths target	YGL JJ	All children have a writing and a maths target and can either explain what it is or where they would find it	Targets are in place	
	e.Ensure all classes have visualizers for sharing pupils work/editing AM/DP to make sure all classes have a working visualizer  On-going target	AM DP KA JJ	Visualizers being used regularly in lessons	This is happening in most classes but could still be more effective and used more widely	
<b>3.2</b> <b>Embed systems for coaching and mentoring through Performance Management</b>	a.Enhance performance management framework with addition of leadership standards Lesson observations indicate improving practice PM meetings are set in diary and occur at regular intervals 4x yearly  On-going target	KA JJ	YGL and subject leaders collecting evidence for the leadership section of the profile YGL and subject leaders achieving their targets PM meetings are professional and supportive	Leadership standards introduced Data check introduced to Pupil Progress meetings	
	b.YGL responsible for Performance Management of team  New target	KA JJ YGL	Year Group leaders involved in performance management activities through Learning Walks and Book Looks YGL to performance manage a member of their support staff	YGLs have carried out Book Looks and Learning Walks YGLs have carried out joint observations for quality assurance	
	c.CPD to reflect needs arising from Performance Management  On-going target	KA JJ	Clear link between Performance Management and CPD schedule	PM application to UPS has increased number of school based projects to move forward school improvement	
	d.Add end of year review statement to set 'next steps' New target	KA JJ	End of year review statement reflects progress made towards targets and areas for development	In place	
<b>3.3</b> <b>Ensure that all teaching observed is of a consistently high/outstanding standard resulting in good/outstanding outcomes for children</b>	a.RWI manager to lead master classes to develop phonics skills of all RWI teachers Opportunities to observe outstanding practice within the federation  New target	DB		Postponed until spring. RWI manager observes groups regularly and makes suggestions on improving practice-guidance notes provided	
	b.Deputy English and Maths coordinator to monitor standards in English and maths and give guidance and support to teachers Maths and English Leads to monitor teaching and lead through CPD and team teaching On-going target	AL MD	Literacy and maths lessons are mainly outstanding	Release for subject leads severely restricted due to budget English coordinator now trained as a borough moderator Shadow English coordinator in place (AO) English CPD spring term focused on developing a whole school understanding of the 'expected' standard and implications for each year group	
	c.Link PM targets to 'outstanding' criteria following lesson observations Quality of work in pupils' books reflects outstanding teaching Staff are able to identify their own professional needs and these are met	KA JJ	Teaching observed is outstanding	All lessons observed good or good with outstanding features	

	New target			SIP impressed by quality of work in books-autumn 2016	
	d.CPD revisit 'Outstanding formative assessment'	KA JJ	CPD has a positive impact on teaching, seen in lesson observations	Summer term following Shirley Clarke course-postponed to September for CIS	
	New target				
<b>3.4</b> <b>To establish a Y2 Learning Zone which builds on the good practice seen in YR and Y1</b>	a.Appoint Y2 TA to run the Learning Zone DB to attend Y2 planning meetings  New target	DB AL	Y2 learning zone is set up and running smoothly. Children are engaged and making good progress, evidence being collected. Resources are appropriate and engaging	Very successful but will be adapted in the autumn RH reported very positively during SIP visit on the Y1 and Y2 ALZs, and good practice seen. DB and KOB very effective in leading ALZs	
	b. To research and order appropriate resources for the Y2 Learning Zone Resources to be purchased from CSA funds Time for liaison between KO and DB-Y1 Learning Zone New target	JJ		Resources ordered	
	c.Ensure consistency of practice through characteristics of effective learning present in each year group Characteristics of Effective Learning display in each Learning Zone New target	JJ	All classrooms and learning zones display the characteristics of effective learning and teachers refer to them in planning and when talking with the children	Swops have taken place to gain greater understanding of the other year group's needs and to share good practice	
<b>3.5</b> <b>Provide a broad and balanced curriculum that is skills based and complies with national curriculum requirements</b>	a.Carry out topic review to ensure good coverage of all skills within science and foundation subjects Purchase new resources to support teaching of new topics New target	SLT CC	Book Looks show good coverage and progression of skills within subjects across key stage	This is in place and informs resource needs for subject coordinators	
	b.CPD session to review topics termly/plan next term's topic CPD session to be planned for the autumn term	JJ	Curriculum is reviewed and appropriate changes implemented	CPD planned for early Jan for topic planning	
	c.Develop cohesive 7 year curriculum in all subjects CC to work with teams from both schools to meet to review and revise curriculum plans	SLT CC	The curriculum and skills are tracked from YR through to Y6. This is carefully monitored by subject leaders.	Spring term CPD/files in place following HHJS model	
	d.Home/school activities policy updated Federation review of homework policy Liaise with parents, staff and children	JJ	Federation homework policy reviewed and updated in line with views of all stakeholders	Policy updated	
<b>3.6</b> <b>Extend the confidence and capacity of all staff in the teaching of mathematics through Abacus maths</b>	a.Extend the capabilities of staff about the teaching of mathematics through the use of Abacus	MD JJ	All year groups using Abacus to plan and teach maths consistently across the year groups Lesson observations show effective use of Abacus	All staff attended Abacus training in September April INSET will focus on maths mastery	
	b.Extend RM maths use across the school	DB	A larger group of children accessing and making good progress on the RM maths programme	DB has set up RM maths for all children in Y1 CPD session held in June Two SPARK Advisors planned and led an INSET session for Y1 and Y2 teachers on Maths Mastery.	

	c.Numicon training for support staff	DB	Support staff using numicon confidently with children to support their maths learning. Monitored through observations and learning walks	Numicon working well and more training for KOB and DB booked for March 2017	
<b>3.7</b> <b>Maximise effectiveness of Teaching Assistants</b>	a.Regular CPD for Teaching Assistants Release time 8.45-9.30am each half term for training together	KA JJ KH	Improved knowledge and skills of T.A team as seen in lesson observations	T.As have each attended or will attend CPD relevant to their needs-10 T.As released together in Feb. to attend CPD at Collis	
	b.External training needs identified through PM interviews	KA JJ SP	Where appropriate and budget allows TAs attend training. Feedback to staff in briefing or staff meeting	Specific Training has included: RWI, ELSA, safeguarding	

SECTION FOUR		BEHAVIOUR AND SAFETY				
Targets	Steps to Success	Actions	Who	Outcomes	Evaluation	
<b>4.1</b> <b>To improve transition</b>	a.Make explicit the preparation that is required in the second half of the summer term to ensure that pupils are ready for transition Review this year's transition programme and make amendments On-going target			Feedback from pupils indicated positive experience Feedback from parents and carers indicate positive experience	Positive feedback on transition from Y2 exit survey	
	b.Teachers to visit new pupils in their current setting Liaise with HHJS to plan programme for 2016/17 New target			Feedback from staff that children are better prepared for the move to the next year group	Y3 teachers visiting Y2 in December to gain greater understanding of the Yr group's needs-visit happened in February	
	c.To share practice between year groups in CPD session Build in time for class teachers to go down to the year group below prior to transition On-going target				April 2017-did not happen Transition programme has worked well with teachers visiting new classes in summer term	
<b>4.2</b> <b>To ensure positive pupil behaviour</b>	a.Year groups to agree consistent code for behaviour/classroom rules Golden time re-established in correct format New target			Learning walk to check for consistency in Golden Time-SLT Positive feedback from teachers and parents Monitoring of the incident book shows fewer incidents per half term-KA	March 2017 with Govs RH in SIP visit commented on pupils' strong conduct and confidence	
	b.Review playground and dining hall rules with pupils and SMSA team Training for SMSAs				Playground Zoned-assemblies and training for SMSAs has	

	On-going target		Positive response from pupils involved in intervention programmes-DB	taken place. Zones have led to a reduction in playtime incidents as evidenced in monitoring of behaviour file	
	c.Re-establish circle time after lunchtime New target			Lesson Observations focused on Circle Time-v. Good practice seen	
	d.Intervention groups with a focus on promoting positive behaviour in the playground On-going target			Some intervention groups have specific focus on turn taking/social skills	
	e.Monitoring of behaviour incidents On-going target			Governor monitoring (MT) summer 2017 reported positively on pupils' behaviour	
	f.School Council to play key role in monitoring behaviour in corridors New target			S Council support corridor behaviour after assemblies. Corridor monitors introduced	
<b>4.3</b> To develop strategies to combat extremism	a.Website to have 'British Values' statement New target			British Values evaluated positively by SIP partner British Values website page is in place	
	b.Staff training from 'Prevent' Class teachers to deal with any questions from pupils sensitively and in line with any guidance from 'Prevent' On-going target		All necessary measures relevant to this age group are in place	All staff have taken part in Prevent training-will be revisited in autumn 2017	
	c.Assemblies on theme of tolerance/respect/law New target			RE assemblies focus on what is special about different faiths/what faiths have in common-linked to Golden Rules Democracy in Action assembly to select new class names	
	d.E Safety training for staff, parents, pupils On-going target			Peter Cowley led assembly and staff meeting session on E safety-June 2017	
<b>4.4</b> To respond to increase in attendance thresholds	a.Monitor attendance and inform with parents where pupil attendance falls below new threshold Communicate new thresholds with parents/carers  Jane Nicholson to liaise with families where pupils are falling below threshold On-going target	YO	Attendance is in line with/above Richmond averages	More rigorous monitoring of attendance. Attendance levels up Only one persistent absence	
	b.Termyly meetings with EWO  On-going target	YO		This has taken place	

<b>4.5</b> <b>To develop effective safeguarding measures</b>	a. Whole staff safeguarding training bi annually All staff follow same guidelines and children are kept safe On-going target	JJ KH KA	All staff following correct safeguarding procedures	Booked for Sept 2017	
	b. Specific training Level 2 and Level 3 for Safeguarding officer and assistant Safeguarding officer SO and ASO up to date with training  All staff know who Safeguarding officer is and assistant Safeguarding officer On-going target	JJ KH	Safeguarding audit 2016 completed and staff show correct knowledge around Safeguarding procedures, including being able to name the SO and ASO and what to do if a child discloses	Safeguarding audit from AFC booked for July 13 <sup>th</sup> Safeguarding information added to lanyards Lockdown procedure introduced and drill carried out Site security measures taken following Lockdown	
	c. Volunteers/Guest teacher/student booklet updated Single central register updated regularly Clearer guidelines for volunteers and guest teachers in relation to safeguarding issue  New target	JJ KH	All volunteers and guest teachers follow the correct safeguarding procedures	In place Booklet updated	
	d. All incidents logged and chronologies written All staff and volunteers know how and where to log an incident New target	JJ KH	Incidents are logged correctly and monitored in Safeguarding weekly meetings	In place and updated	
	e. Safeguarding officers meeting weekly to discuss children and families Weekly meetings added to school diary On-going target	JJ KH	SO and ASO meeting regularly. Information about children and families is shared and action taken where necessary	New Safeguarding Lead in place Meetings occur when possible	
	f. HHJS and CIS safeguarding officers meeting half termly to discuss common families Half termly meetings added to school diary On-going target	JJ KH MA CW	Families are monitored and Safeguarding Team proactively planning for possible needs as the families move up through both schools	Termly multi professional meetings held	