St. Mary's Church of England (VA) Primary School

& Nursery, Chessington

School Development Plan

2018-2019

Our aim: Live life, love learning guided by God

Our School Christian Values:

Respect

Honesty

Forgiveness

Kindness

Thankfulness

Our Learning Habits:

Resilience (Perseverance)

Resourcefulness (Curiosity)

Reciprocity (Teamwork)

Reflectiveness (Pride)

School Improvement Priorities 2018-2019

1. Effectiveness of Leadership & Management:
To build capacity at all levels, through appropriate training, coaching, mentoring and professional development.

1.1	To use effective induction for new staff, staff appraisal at all levels, which mentors, challenges and supports staff to raise standards in their management of teaching and pupils' learning.
1.2	To develop new middle leaders within a coaching model with opportunities for them to lead teaching and learning and be accountable at a strategic level.
1.3	To further strengthen the capacity, knowledge and involvement of the governing body in their pursuit of rigour, enabling them to share their vision and school strategic development.
1.4	To develop partnerships with other settings and discussion with the Diocese about collaboration with other schools.

2. Quality of Teaching, Learning & Assessment:
To ensure, through consistently good and outstanding teaching, the majority of pupils currently on roll in the school, are making at least good progress and achieve well over time.

2.1	To ensure that teaching over time is always good or better and that it is driven by consistent application of the Teaching & Learning Policy, building on pupils prior knowledge and capabilities.
2.2	To improve progress in English; to consolidate work to raise standards in Reading and Writing by improving grammar and spelling in context.
2.3	To raise standards of teaching and learning, to improve progress in Mathematics across KS2.
2.4	To embed a robust and effective assessment system at the school that tracks pupil progression in English, Maths, RE and Science.
2.5	To ensure that developmental marking and feedback is effective and informs next steps, as part of excellent teaching and learning across both key stages.

3. Personal Development, Behaviour & Welfare:
To ensure consistent, clear behaviour management by all staff resulting in a purposeful ethos of support, engagement and outstanding values led behaviour.

3.1	To ensure provision and progression for pupil's social, moral, spiritual and cultural development is effective and evaluated across the years.
3.2	To have consistently excellent behaviour and pupil attitudes towards learning and pupil meta cognition by embedding a culture of 'growth mindset' and positive learning habits.
3.3	To achieve the Healthy Schools Award.
3.4	To ensure that the school meet or exceed all of their statutory targets for attendance by working to improve attendance.

4. Outcomes for Pupils:
To further improve pupils' achievement and attainment across key stage 2.

4.1	To ensure that all children at the end of KS2, unless they have an identified SEN, are achieving at or above national average ARE in reading, writing and maths.
4.2	To improve progress from different starting points across KS2 in reading, writing and maths.
4.3	To ensure pupils who achieve greater depth at KS1 maintain and improve attainment throughout KS2.
4.4	To continue to diminish the gap for pupils disadvantaged PPG and with an identified SEND.
4.5	To accelerate in year progress and close gaps for those children who have fallen behind.

5. Effectiveness of Early Years Provision:
To improve outcomes for all pupils in the early years at the school.

5.1	To improve outcomes for pupils in the early years by promoting independence and embedding core skills in a language rich environment.
5.2	To ensure that children joining with low starting points make accelerated progress to national targets.
5.3	To use data more precisely to inform teaching, provision and learning targets for different pupil groups.
5.4	To collaborate with other settings to share excellent practice.

Our School Development Plan enables leaders and governors to clearly measure progress against key priorities and drives all areas of school improvement.

Effectiveness of Leadership and Management					
1: To build leadership capacity at all levels, through appropriate training, coaching, mentoring and professional development.					
Target	Actions	Responsibility	Funding and Partners	Outcomes/Success Criteria	Evaluation
1:1 To use effective induction for new staff, staff appraisal and professional development at all levels, which mentors, challenges and supports staff to raise standards in their management of teaching and pupils' learning.	➢ Robust use of the Teacher Standards by leaders will drive the appraisal process and form the basis of performance related pay decisions. ➢ To use the appraisal process to address any underperformance and allocate time-bonded focussed support from middle and senior leaders where needed. ➢ Staff to assemble an evidence file to be used in appraisal review and all staff, to be involved in effective appraisal process with their line managers. ➢ Ensure all staff know their personal target to improve their practice. ➢ Ensure an effective and supportive staff induction process is in place for any new staff. ➢ Continuing professional development programme is in place to address training and development needs; and to discuss career aspirations at appraisal. ➢ Staff to visit and work collaboratively in other settings to share excellent practice.	HT SLT/WLT All staff (teaching and office) Governors – Pay Committee Mentor partners – RBK and Diocese	Appraisal process – ongoing termly Funding for professional development support where appropriate Challenge from Governors – ongoing Collaboration with senior staff in other RBK settings including St Martin's Primary School, Epsom	➢ All teachers will be able to evidence meeting the Teacher Standards, which form the basis of performance related pay increases. ➢ Staff identified receive targeted support to improve their skills. ➢ Line managers hold staff to account and support staff with development targets. ➢ Staff meet regularly with their mentors and staff can articulate targets how to improve their practice. ➢ Staff know the SDP priorities and understand how their personal targets impact on this. ➢ An inspiring and purposeful professional development programme is in place for staff. ➢ Annual Staff survey carried out and issues addressed ➢ Staff work life balance concerns addressed and staff supported by wellbeing support available if needed. ➢ All staff visit another setting to share and collaborate on excellent practise. ➢ All staff maintain a clear career direction and review career opportunities. ➢ SEF accurately reflects progress towards areas of development and impact of leaders work.	
1:2 To develop school leadership	➢ Ensure action planning includes key success criteria that are linked to strategic planning, is clear and measurable for all school leaders.	SLT CPD leader (DHT) Middle leaders	Middle and subject leaders to be clear of their accountability through their Action	➢ Minutes of FGB clearly record outcomes of middle leader feedback at committee meetings against SDP priorities and Middle	

and new middle leaders within a coaching model presenting opportunities for them to lead teaching and learning and be accountable at a strategic level.	➢ All Middle Leaders and Subject co-ordinators to write Action Plans with clear evidence based targets linked to the SDP for improvement. ➢ Audit resources and staff cpd training needs to deliver curriculum. ➢ Monitor planning for and delivery of curriculum ➢ DHT to develop further links with local schools to set up opportunities for collaborative projects. ➢ Middle Leaders have clarity in their role contributing to the overall leadership structure and proactively use opportunities for school improvement at a strategic level. ➢ New Maths leader and English leader in place and to receive appropriate and purposeful induction. Identify their CPD needs and provide appropriate leadership training. ➢ Middle leaders to increase their level of accountability by developing their understanding and use of data to inform action plans and drive rapid improvements ➢ Facilitate the development of the new leaders, joint observation with SLT, and regular internal collaboration to inspire learning. ➢ Work with a Diocesan partner school, St Martin's Primary, to build on leadership development and share practice	Governors SENCo Teaching staff	Plans at beginning of Autumn term Half termly data summaries expected Monitoring schedule agreed cover needed Release time for monitoring teaching and learning and visits to other settings ASP training for middle leadership Release for SLT to work collaboratively with St Martin's Primary	leaders can articulate their impact on school improvement with clear evidence. ➢ All leaders and classteachers actively collaborate in summarising half-termly data to inform development priorities ➢ Middle leaders work with Assessment leader to evaluate pupil progress and impact of interventions. ➢ Middle leaders demonstrate capacity to mentor and coach staff within their subject area. Coaching model used to empower staff development. ➢ Collaborative working with other schools. ➢ Pupil work is moderated with other schools ➢ Staff empowered to raise their status across the school by: providing ideas, resources and mentoring to colleagues/networking with other schools to share good practise/ accountable for their Action Plans.	
1:3 To further strengthen the knowledge and involvement of the governing body in their pursuit of rigour, enabling them to share their vision and	➢ To effectively induct new members of the governing body. ➢ Ensure that the minutes of the Governing Body are focused on strategic discussions and decisions, record challenge to the Headteacher. ➢ GB to continue to scrutinise relevant data to ensure that all governors have a clear and up to date picture of progress data in English, Maths and Science across the school, plus other key metrics. ➢ All Governors to pay regular visits to school with specific objectives tied to cycle of	Governors, and school leaders	GB meeting time Time for individual governors to visit the school Governor training Clerking costs All governors/SLT	➢ New governors are confident in their role and with their responsibilities. ➢ Minutes of FGB meetings clearly record self evaluation and progress against SDP priorities; they record challenge to the Headteacher, and include identifiable actions. ➢ Governors use the key priorities to inform and evaluate all visits to the school, and support and challenge school leaders. ➢ Governors have an ambitious, realistic vision for the school in place.	

impact strongly on school development.	➢ work of GB with meaningful routes for feedback ➢ GB to use audit of training needs and ensure key needs are covered. ➢ Ensure cycle of work is followed with rigour. ➢ Marketing of the school facilities and Governors Fund to raise money. ➢ Continue to pursue dialogue with Diocese with regard to possible academisation or federation. ➢ Plan for impact of reduced pupil numbers on budget after current Year 5 bulge year leave in 2019. ➢ Recruit a governors clerk ➢ Plan for succession of future leaders			➢ All governors actively involved, known to staff, parents and are visible around school. ➢ Continue to lobby LA for additional places and new bulge class.	
1.4 To develop partnerships with other settings and discussion with the Diocese about collaboration with other schools.	➢ Discuss 3 year forecast budget with partners and its impact on sustainability of current model and lobby for increase in the number of classes with school place planning for after bulge leaves ➢ Continue collaboration with other local RBK and Surrey schools for improvements in teaching and learning and professional development opportunities	Governors HT Diocese LA	Before end of spring term 2019 budget submitted	➢ Governors have a clear 3 year forecast strategy for St Mary's which is financially sustainable ➢ A clearly understood 3 year strategic vision is in place.	

Quality of Teaching, Learning and Assessment					
2: To ensure, through good or outstanding teaching, the majority of pupils currently on roll in the school, are making good progress and achieve well over time.					
Target	Actions	Responsibility	Funding and Partners	Outcomes/Success Criteria	Evaluation
2:1 To ensure that teaching over time is always good or better and driven by the Teaching & Learning Policy which builds on pupil's prior knowledge and capabilities.	➢ Assessment of teaching & learning ensures that pace of lessons is appropriate for all - challenge or support through differentiated lesson planning and learning ensures all children progress ➢ Developmental marking is used in line with school policy to inform next steps and empower pupils to become independent learners ➢ Ensure teachers are clear about their professional targets for development in the Teacher Standards. ➢ School leaders to rigorously monitor the quality of teaching of all staff through lesson observations, learning walks, drop-ins, work scrutiny, data analyses, pupil voice.	HT (Curriculum Leader) DHT (Assessment Leader) WLT Class teachers Subject Leaders HOI/SENCO	Targets reviewed termly Cover for pupil progress meetings Resources, cpd & INSET shared with staff Lesson study – Spring term	➢ Lesson observations focus on individual staff targets. ➢ Pupil progress meetings drive needs led pupil progress in core skills. ➢ 100% of teaching observed is good or better with increasing excellent practice ➢ All pupils achieve or exceed expected good progress across KS2. ➢ Attainment at end of KS2 is in line with national targets.	

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	➢ Collaborative lesson study groups between teachers linked to challenge and support both internal and external. ➢ INSET this year to include embedding feedback to inform next steps, improved pupil attitudes towards learning, maths, spelling and grammar ➢ Monitor high quality learning environments with agreed 'non – negotiables' in place ➢ Provide opportunities for all staff to observe excellent practice and NQT to receive effective mentor support. ➢ Ensure higher attainers receive work of sufficient challenge so that they make at least expected good progress across KS2 ➢ Ensure pupils are taught maths using a mastery curriculum (WRMH). ➢ Review Home Learning expectations for higher attainers ➢ Ensure that appropriate and effective interventions are in place for identified children fallen behind in Maths and English. ➢ All Teachers to receive further training in delivering grammar and spelling in context ➢ In addition to the core skills, delivery of a broad and balanced curriculum.			➢ Parents feel that their child receives appropriate home learning. ➢ Moderation ensures teacher assessments are accurate and consistent ➢ Learning environments and displays stimulating, purposeful and have an element of challenge. ➢ Challenge for all is apparent in lessons and this is reflected in pupil voice. ➢ Teachers are confident in delivering a mastery curriculum for Maths. ➢ Identified pupils make accelerated progress through timely appropriate, and well taught intervention	
2:2 To improve progress in English across KS2; to consolidate work to raise standards in Reading and Writing by improving grammar and spelling in context.	➢ Continue to embed teaching reading domains and comprehension strategies through modelling and supporting practice. ➢ Select hi quality texts to inspire and foster a love of English especially greater depth KS2. ➢ Sharpen learning intentions and skills based success criteria in teaching reading and writing. ➢ Use diagnostic assessment for new Project X intervention ➢ INSET to be delivered on teaching grammar and spelling in context. Focus on teaching & learning of spelling rules. ➢ Develop transcription and sentence construction skills through extensive practice of grammar and spelling. ➢ Opportunities to improve pupil vocabulary are evident around school. ➢ Narrative Poetry to be taught effectively in KS2 ➢ Teacher marking links explicitly to personal pupil targets for writing. ➢ Internal cross-phase moderation of reading and writing and external within cluster. ➢ Grammar summative assessment to be increased to half termly to inform next steps and coverage of curriculum for grammar to be closely monitored. ➢ Assessment leader to analyse spelling and grammar progress half termly.	HT /SLT/WLT Class teachers and TA's Subject Leaders ML/HOI/SENCo	Credits for SPARK consultant support Power Of Reading project cpd for literacy leader Guided Reading resources Book stock for more able KS2 readers Project X intervention for less able readers Grammar assessment New spelling programme Release time for mentoring, coaching and monitoring by Literacy leader	➢ Children are inspired to read and have a love of reading which is evident in school. ➢ Library book stock improved. ➢ Targeted teaching and accurate assessment in reading, grammar and spelling ➢ Stamina and outcomes for writing improved. ➢ Quality of handwriting improves. ➢ Parents engaged reinforce teaching of reading and writing at home. ➢ Accelerated progress for those behind ARE in English is evidenced. ➢ Pupils aware of next steps and regularly uplevel their work as evidence to show increased independence in learning	

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	➢ Purchase new spelling programme to replace Nelson. ➢ Provide targeted writing boosters for identified pupils behind ARE (focus Year 5/6)and enable effective CT/ pupil conferencing. ➢ Parent workshops about teaching reading, grammar and spelling. ➢ Continue to create opportunities for sustained writing. ➢ Review Handwriting policy. ➢ Lunchtime writing club to start with ML ➢ Literacy leader to coach and team teach with identified staff.			➢ Improvements in spelling outcomes ➢ Pupils can explain vocabulary in context ➢ Outcomes at the end of key stage are at least in line with national averages. ➢ Staff use exemplars of expected standards Literacy. ➢ Classrooms and workbooks reflect actions in place for improvement in English.
2:3 To raise standards of teaching and learning; to improve progress in Mathematics across KS2	➢ Review the Fractions Policy and improve teaching of fractions. ➢ Expect secure pupil knowledge for calculation earlier in lower KS2 ➢ Improve staff knowledge to deliver expectations end of KS2. ➢ Improve pupil mental maths skills across KS2 through daily teaching ➢ Improve teacher subject knowledge of Mathematics where needed. Identify skills gaps in teaching staff and arrange cpd as needed. ➢ Rigorously monitor planning for Maths using White Rose Maths Hub mastery curriculum. ➢ Coaching by ML to improve opportunities for reasoning and application of mathematical understanding. ➢ Challenge higher attainers end of KS1 to work at greater depth across KS2 ➢ Drive up the number of children in 144 Club. ➢ Precise diagnostic assessment for support in 1st Class@Number and Success@Arithmetic interventions. ➢ Plan and deliver family workshops for mental maths and arithmetic. ➢ Use skills progression grids and summative assessment to inform planning. ➢ Moderation internally and within cluster. (Lovelace Primary) ➢ School leaders to monitor effectively and feedback to plan actions which drive improvement. ➢ Ensure evidence of maths terminology in classes ➢ Physical/manipulative resources to be always on hand in class and used independently by pupils across the school. ➢ Provide targeted boosters for identified pupils behind ARE (focus Year 5/6)and enable effective CT/ pupil conferencing. ➢ Use of early years Maths language to be evidenced in Reception.	HT /SLT/WLT Class teachers and TA's Subject Leaders ML/HOI/SENCo	Staff to run 1st Class@Number and Success@Arithmetic Cpd for new Maths leader as needed New Maths Governor learning walks Release time for collaborative work with Lovelace Consultant support to improve pedagogy from RBK Cover for staff visits to share good practice at other schools Purchase more manipulative resources.	➢ Staff have excellent understanding curriculum subject knowledge and expected progression across KS2. ➢ Mental maths is taught daily and reflected in numbers who know their tables in KS2. ➢ Better mathematical reasoning skills evidenced in lessons and mastery curriculum embedded in teaching & learning. ➢ Upper KS2 attend more able secondary school days at local schools ➢ Outcomes at the end of key stage are at least in line with national averages. ➢ Parents engaged reinforce teaching of maths at home. ➢ Accelerated progress for those behind ARE in maths evidenced through impact of interventions. ➢ Robust monitoring ensures no slippage in delivering curriculum expectations.

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Target	Actions	Responsibility	Funding and Partners	Outcomes/Success Criteria	Evaluation
2:4 To continue to develop and embed a robust and effective assessment system at the school that tracks pupil progression in English, Maths, RE and Science.	➢ Review recording format for pupil progress meetings and empower teacher ownership of data for their cohorts. ➢ Middle leaders monitor consistency of assessment robustly and mentor Teachers who need support. ➢ Lesson observations show effective use of formative assessment. ➢ To develop students as owners of their own learning through self - assessment. ➢ Timely summative assessments in assessment cycle used to inform planning. ➢ Purchase summative assessment for Arithmetic. ➢ Skills based science assessment to be embedded termly. ➢ Develop an effective assessment system for RE ➢ Review assessment of skills progression for the foundation subjects. ➢ Ensure regular and consistent moderation both internally and externally ➢ Purchase spelling assessment to replace Nelson programme	Assessment Leader(DHT) SLT/ WLT Subject Leaders Governors Parents	On-going half termly work and planning scrutiny, learning walks, pupil voice and termly lesson observation by senior & middle leaders Release time for monitoring for school leaders Release time for leaders to carry out their role and for teachers to work collaboratively with each other. Funding for assessment test materials –Arithmetic/ /grammar/spelling Training Target Tracker new staff	➢ Classteachers evidence ownership of their cohort progress data as part of the Appraisal cylcle. ➢ Assessment system robust and consistent. Evidenced through Teachers statement entry on Target Tracker. ➢ Staff use Target Tracker confidently to inform next steps in teaching. ➢ Annual Assessment cycle is consistently applied. ➢ Effective and collaborative moderation internally and externally, ensures consistency. ➢ Science attainment measures are in line with NA- assessment is accurate and moderated. ➢ Effective RE skills assessment in place	
2:5 To ensure that developmental marking and feedback is effective to inform next steps, as part of excellent teaching and learning across both key stages.	➢ Embed consistent approaches to marking & feedback, so that children can identify their next steps, understand what they have to do to improve and demonstrate this in future pieces of work. ➢ Raise expectations of developmental marking in maths by working with AforC Consultant ➢ Demonstrate evidence and impact of pupil's up levelling their learning, drafting and editing to improve their work in KS2. ➢ Pupil personal targets to be in books for writing. ➢ Children are able to articulate and address their next steps in learning. ➢ TA's to apply marking and feedback in line with policy ➢ To ensure purposeful feedback is linked to skills based success criteria ➢ Peer assessment is taught to be supportive and purposeful	SLT/WLT and teaching staff including TA's Pupils	Cpd support as needed. Pupil targets in books consistently applied Cover time for ML monitoring and coaching Cover time for visits to other settings and internally to other classes	➢ A consistent approach to marking and feedback is applied across the school. ➢ Marking & feedback is explicitly linked to learning intention and success criteria. ➢ Success criteria are skills not process based; generated by and shared with class. ➢ Feedback is evidenced during teaching in lesson obs and learning walks ➢ Targets or 'next steps' are in pupil friendly language. ➢ Purposeful peer marking and feedback is confidently given.	
		Personal Development , Behaviour and Welfare			
	3: To ensure consistent, clear behaviour management by all staff resulting in a purposeful ethos of support, engagement and outstanding behaviour.				
Target	Actions	Responsibility	Funding and Partners	Outcomes/Success Criteria	Evaluation
3:1 To ensure provision and progression for pupil's social, moral, spiritual and cultural	➢ Evaluate a rich curriculum based on Christian values which impacts	SLT WLT		➢ The school has clear links to the parish community.	

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development is effective and evaluated across the years.	➢ on pupils' personal development, behaviour, welfare and outcomes. ➢ Pupils effectively taught to model the 5 core Christian school values in their daily behaviour and in their learning. ➢ Develop opportunities for Pupil Voice linked to core collective worship weekly. ➢ Ensure that central to the curriculum and its enrichment is the evaluation of social, moral, spiritual and cultural opportunities for growth SMSC. ➢ Evidence of preparing pupils for life in modern Britain and promotion of the fundamental British Values. ➢ Ensure that all pupils have opportunity for quiet reflection and prayer when needed. ➢ Fund raising and charity are planned as a part of school life. ➢ Pupils are taught to articulate their inner thoughts and beliefs with increasing confidence. ➢ Cpd enables Teachers to develop questioning skills for RE lessons and circle times.	All staff RE Leader School Council Parents and Governors	Diocesan resources for developing prayer spaces SMSC resources Behaviour audit spring term Cpd time for staff Monitoring time for RE leader. SMSC cpd for all staff Survey Monkey for parent survey feedback School sign design to include new Diocesan logo	➢ Pupils and parents can articulate the benefits of prayer and collective worship at school. ➢ Prayer areas in class are used and up graded. ➢ Christian values underpin the policies of the school, and are embedded throughout the curriculum and in daily teaching. ➢ Social, Moral, Spiritual and Cultural (SMSC) is given a high priority with its emphasis seen as part of a broad and balanced curriculum. ➢ Christian values impact on pupil behaviour, learning attitudes and pupil well being. ➢ Governors attend Diocesan training and carry out learning walks on Christian distinctiveness. ➢ Increased pupil participation in family services at the local church. ➢ Children demonstrate school values at playtime- they are honest, kind, thankful, forgiving and show respect.	
3:2 To have consistently excellent behaviour and pupil attitudes towards learning and pupil meta cognition by embedding a culture of 'growth mindset' and positive learning habits.	➢ All staff to be consistent in applying the agreed Bahaviour Policy. ➢ Inset on Developing Positive Pupil attitudes September 2018 ➢ Positive Touch training for staff ➢ Golden Time to be revised and Teacher led along Jenny Mosely original guidelines ➢ To improve pupil skills of meta-cognition (learning how to learn) by introducing 4 learning habits. ➢ To embed a culture of 'growth mindset' as a tool for children to develop independence and positive attitudes towards their own	SLT to lead, WLT to monitor, Governors to monitor	Staff Inset time SPARK credits/support	➢ Pupil attitudes to learning are very good around school and incidents dealt with effectively. ➢ Building pupils learning power through positive learning habits is evidenced in lessons. ➢ Pupil behaviour is values led. ➢ The presentation of pupil's written work continues to improve and the majority of children 'do their best' when writing in all subjects across the curriculum ➢ Pupils can articulate how to overcome difficulties in class	

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	learning, which is consistently used in lessons to foster life long learners ➢ Pupils and staff use higher order thinking skills in their responses to the curriculum. ➢ Opportunities for pupil voice and pupil survey ➢ Behaviour Audit to be carried out ➢ KS2 Playleaders, Helping Hands (peer mediator) from KS2 to be used to solve minor conflicts between younger children on the playground. ➢ Continue successful School Citizenship Programme in Yr 6 ➢ School Council to produce a Behaviour Booklet for children by children ➢ Restorative justice training for SMSA's and TA's			calmly, with confidence and creativity. ➢ Learning habits evident in all classrooms. ➢ All children enjoy receiving golden time reward ➢ Restorative Justice is used to resolve conflict. ➢ Movement around the school is calm, orderly and thoughtful. ➢ Behaviour at lunchtimes is calm and respectful and staff use personalised de-escalation strategies in place on Individual Support Plans.
3:3 To achieve the Healthy Schools Award	➢ Monitor teaching of PSHE lessons to inform support for planning and delivery ➢ Build on Anti Bullying Alliance accreditation which includes anti-bullying week, staff training and parent workshop ➢ Start an Eco-Council ➢ Healthy Schools Audit ➢ Sports Premium funding to be used to promote a healthy lifestyle. ➢ Gardening Club and Cookery as part of curriculum ➢ Healthy eating curriculum links to school dinners ➢ Nurture provision for mental wellbeing in place where identified need and assess the impact of the Nurture group ➢ Staff and parent workshop about E-safety organised with cluster ➢ Daily Mile introduced ➢ Young Carers in school identified	SLT SENCo CT's and TA's ML SMSA's ISS Caterers Governors monitor	SPARK credits, healthy schools audit PTA funding and volunteer support	➢ Gold Award for Anti Bullying Alliance achieved. ➢ Nurture group evaluations inform provision. ➢ Staff cpd needs met for subject knowledge PSHE. ➢ Parental involvement home/school with Healthy Schools Project ➢ Active pupil voice about Healthy Schools targets ➢ Expectations of PE Gold Award continue to be met ➢ Older pupils take responsibility and support younger ones ➢ Young Carers identified receive support ➢ All pupils Year 5/6 have an opportunity to represent the school in a match ➢ SMSA's manage lunchtime with confidence, fewer incidents and good table manners

Target	Actions	Responsibility	Funding and Partners	Outcomes/Success Criteria	Evaluation
	➢ Address training needs for new SMSA's ➢ School Council to be actively involved in project for Healthy Schools Award ➢ Parents encouraged to purchase school lunch or have healthy lunchboxes			➢ Pupils PE Baselines showed improved pupil fitness as year progresses.	
3:4 To ensure that the school meet or exceed all of their statutory targets for attendance by working to improve attendance.	➢ HT and teachers to continue to address PA families with attendance below 90% ➢ HT/ EWO to hold attendance panel meetings with PA parents as necessary. ➢ Medical evidence required on day 1 for PA's absent ➢ Absence to be authorised for only 2 days without medical evidence ➢ No term time holidays to be authorised and all requests discussed with HT ➢ Encourage good punctuality with positive reward. ➢ Attendance letters to parents to be sent earlier in Autumn term ➢ !00% attendance event with Mayor of RBK Autumn term with SOB cluster of schools organised by St Mary's ➢ Introduce new rewards programme for good attendance at St Mary's	EWO Governors HT-DSL/SLT Head of Inclusion Bursar Admin & Premises staff	Half termly attendance mtgs with EWO Termly attendance certificates Safeguarding Audit with Local Authority Electronic Register Overtime for TA/SMSA safeguarding updates Attendance awards and certificates	➢ Good attendance increases - 96% target ➢ PA families addressed robustly with panels leads to a reduction in persistent absentees ➢ EYFS attendance addressed with a view to setting good patterns for education. ➢ Attendance data is scrutinised leading to meetings with non-compliant families ➢ Fewer families request unauthorised absence for holidays ➢ Authorised absence decreases and regular patterns of authorised absence result in unauthorised marks ➢ Good attendance high profile and celebrated in school	

Outcomes for Pupils					
4: To further improve pupils' achievement and attainment across key stage 2					
Target	Actions	Responsibility	Funding and Partners	Outcomes/Success Criteria	Evaluation
4:1 To ensure that all children at the end of KS2, unless they have an identified SEND, are achieving at or above national	*(See quality of teaching and learning targets)* ➢ At appraisal staff can evidence using Teaching & Learning Policy to improve outcomes. ➢ To ensure that pupils who have exceeded ELG attain working at greater depth at end of KS1.	HT/SLT/ ML All teaching staff Governors to monitor	Release time for ML and pupil conference	➢ Evidence that a robust Learning and Teaching Policy drives improvement and is monitored by leaders. ➢ Expected outcomes for ARE at the end of each key stage, are	

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average ARE in reading, writing and maths.	➤ To ensure that children at the end of KS1 continue to meet age related expectations unless significant additional needs are being addressed. ➤ To ensure that end of KS2 ARE are met for RWM unless pupils' significant additional needs are being addressed. ➤ Higher attainers to be challenged within mastery curriculum. ➤ Sustain and improve on grammar and spelling outcomes across Key Stage 2. ➤ To ensure that all children make 5/6 steps good progress in each year for RWM. ➤ ML to analyse data and monitor progress throughout ➤ SPARK maths consultant and ML to drive improvement in teacher subject knowledge, planning, fractions, mental maths, mathematical thinking and reasoning. ➤ Collaborative work, and increase in joint moderation, with other schools on maths with Lovelace/Long Ditton ➤ INSET/staff meetings focussed on key development priorities for English and Maths. All current staff to visit other settings to see outstanding practice. ➤ Drive to ensure pupils self - edit to uplevel their work in writing and maths led by excellent feedback from staff. ➤ Robust assessment and gap analysis by teachers and ML must inform planning and teaching of personalised next steps.		CPD/SPARK consultant support/cred its Booster group hours Resources for grammar & spelling Summative assessment materials for maths Cover for visits to other settings Cpd needs met	at least in line with national averages or better than. ➤ % working at greater depth end of key stage 2 is nearer to national targets. ➤ Continued increase in quantity and quality of writing across the curriculum with a renewed focus on grammar, vocabulary and spelling in context. ➤ WILF (success criteria) are skills based; marking & feedback is purposeful and explicitly linked to success criteria. ➤ Pupils receive and respond to effective marking and feedback orally and in workbooks which means they self edit to uplevel their work with greater confidence and are aware of their next steps. ➤ Good formative assessment during lessons informs personalised provision. ➤ Working walls reflect focussed targets in RWM. ➤ Explicit daily teaching of guided reading, grammar, spelling and mental maths is informed by pupil next steps.	
4:2 To improve progress from different starting points across KS2 in reading, writing and maths.	➤ Track VA progress from end of KS1 rigorously through pupil progress meetings and report to Governors. ➤ All staff to be proactively engaged with progress of vulnerable children at risk of under performance ➤ Progress of non PPG and PPG from same starting points tracked to inform actions ➤ Intervention in place quickly when needed and their impact evaluated in a timely manner ➤ ML monitoring is regular and informs actions to improve	HT/SLT/ Maths and Literacy leader and CT's	ML time Cpd training costs as needed Booster group hours SPARK credits	➤ Pupil Progress meetings, data tracking and monitoring ensure a consistent approach ➤ A new pupil progress tracking grid in place supports staff to focus on progress ➤ Improved use of higher order questions to prompt thinking and reasoning ➤ Independent learning habits embedded in daily learning	

	➤ Teaching facilitates challenge and independence for all attainers ➤ Ensure that teaching enables higher attainers end of KS1to continue to make good progress across KS2 ➤ Booster groups for Year 6 reading, maths and writing –school leaders to support groups ➤ Coaching and cpd needs for staff in place where needed ➤ Rigorous assessment system in place, consistently applied to inform next steps			➤ ML responsible for half termly data analysis to inform support needed ➤ Impact of intervention shows accelerated progress ➤ Governor and SIP visits validate judgements	
4.3 To ensure pupils who achieve greater depth at KS1 maintain and improve attainment throughout KS2.	➤ Pupil Progress meeting with SLT termly and half termly tracking by ML ➤ Pupil conferencing by teachers for maths and writing and writing boosters in Year 6 with SLT /ML ➤ Collaborative work with Secondary schools for higher attainers ➤ Coaching and cpd for staff subject knowledge where needed ➤ To improve the proportion of pupils working at greater depth KS2 in reading and maths. ➤ To increase the number of pupils working within the mastery curriculum for maths in KS2. ➤ Teaching facilitates challenge and independence ➤ Drive to ensure pupils self - edit to uplevel their work in writing and maths led by excellent feedback from staff. ➤ Improve book stock for greater depth KS2	SLT Maths and Literacy leader Teaching staff	ML time Cpd training costs as needed Booster group hours SPARK credits Teaching resources for challenge Bookstock funding	➤ Pupils receive and respond to effective marking and feedback orally and in workbooks which means they self edit to uplevel their work with confidence. ➤ Booster days at secondary schools for higher attainers KS2 ➤ Independent learning habits are evidenced as embedded in learning ➤ Parents engaged to inspire home learning ➤ Challenge and independence evident in pupil work books	
4:4 To continue to close the gap for pupils disadvantaged PPG and pupils with an identified SEND.	➤ PPG Audit from LA ➤ All staff to track progress of PPG children closely ➤ PPG funding used to support progress as appropriate- see strategy on website ➤ Clear impact of intervention for maths (First Class@ Number and Success@Arithmetic) is evidenced ➤ Project X for reading intervention driven by Benchmarking analysis ➤ Application for EHCP's as appropriate including with private Educational Psychologist if LA has not capacity ➤ Provision maps in place and ISP's reviewed half termly with SENCo ➤ Parents engaged with Individual Support Plans ➤ Nurture group for social skills ➤ Additional adult support appropriately deployed	HT/SLT/SENCo / Literacy and Maths leaders/ all teaching staff and Governors SBM	Cover for training SEN TA's/CT's funding for resources and time for intervention groups EP hours funding	➤ Gaps diminishing between PPG and non PPG in RWM across KS2 ➤ Expected good progress of PPG children 5/6 steps is maintained KS2 ➤ Robust tracking for PPG children in place informs next steps ➤ In EYFS disadvantaged pupils make rapid progress ➤ PPG children achieve ARE at end of KS1and in phonics ➤ Intervention support or challenge is timely	

Target	Actions	Responsibility	Funding & Partners	Outcomes/Success Criteria	Evaluation
	➤ TA SEN training needs addressed for staff ➤ Ensure optimum PPG funding for all parents eligible ➤ Visit and share good practice with other schools			➤ PPG children at end of KS2 do as well or better than non PPG	
4:5 To accelerate in year progress and close gaps for those children who have fallen behind.	➤ Pupil Progress meeting with SLT termly and half termly tracking by ML ➤ Maths interventions (First Class@ Number and Success@Arithmatic) in place and monitored for accelerated progress ➤ Project X for reading intervention in place and monitored by leadership ➤ Pre teaching and pupil conferencing by teachers for maths and writing skills ➤ Writing boosters and pupil conferencing in Year 6 ➤ Regular Governor monitoring of VA progress ➤ Precise teaching for next steps in grammar, spelling and maths by Teaching Assistants. ➤ Benchmarking for reading age and Sandwell diagnostic test maths ➤ Ensure early help/SEN needs are recognised and being addressed ➤ Engage volunteer readers with content domain questions ➤ Intervention timetables tightly managed and impact tracked rigorously ➤ Pupils know their individual targets RWM ➤ Evidence more accurate assessment to improve Science outcomes at the end of each key stage	HT/SLT/SENCo / Literacy and Maths leaders/ all teaching staff and Governors SBM	Cover for training SEN TA's/CT's funding for resources and time for intervention groups Additional CT in Year 6 for a term	➤ Appropriate reading, writing and maths intervention in place ➤ Regular pupil progress meetings track progress from end of KS1 and across KS2 ➤ Pupil targets in place RWM ➤ Provision maps and Individual Support Plans in place SEN ➤ Parents engaged and aware if children are behind expected and support in place ➤ SEN register up to date and good identification of early help ➤ Gaps closing evidenced on tracking data and Provision Map ➤ Science outcomes at least in line with national averages at the end of key stages ➤ Teachers moderate together regularly ➤ SIP validates internal data	

Effectiveness of the Early Years Provision					
5: To improve outcomes for all pupils in the early years at the school.					
Target	Actions	Responsibility	Funding & Partners	Outcomes/Success Criteria	Evaluation
5:1 To improve outcomes for pupils in the early years by promoting independence and embedding core skills in a language rich environment.	➤ To increase the number of children exceeding a good level of development in Reading, Writing and Maths ➤ Improving the quality of teacher & practitioner interactions in order to prompt higher order thinking; particularly maths language ➤ Ensure successful work on helicopter story writing continues to be a focus in a language rich environment	Early years leader All staff SLT WLT-Literacy and Numeracy	SPARK credits Cover time for EY leader and ML's	➤ CPD on questioning and in the moment planning expectations for new staff ➤ Setting facilitates opportunities for pupil independence ➤ Appropriate intervention delivered regularly for identified groups ➤ Elements of Big Talk differentiated and opportunities	

	➢ Ensure Characteristics of Effective Learning are evident and that they enable appropriate development ➢ Planning for independence and child initiated learning in core skills ➢ Staff to continue visits to other settings to observe outstanding practice ➢ Quality of evidence collected in learning journeys reflects challenge ➢ Progress by end of Reception good compared with national figures ➢ Evidence of in year attainment gaps closing			➢ for reading, mark making and number are clearly evident. ➢ Data is analysed regularly to identify gaps for pupil groups ➢ Practitioners enable quality opportunities for challenge and observations make explicit links to Early Learning Goals ➢ Pupils celebrate and discuss their learning ➢ Learning environment inspires and prompts pupil progress	
5:2 To ensure that children joining with low starting points make accelerated progress to national targets.	➢ Early identification of vulnerable, summer born, and children who enter the school at below ARE age 3. ➢ Identify disadvantaged families sooner and develop positive relationships ➢ To continue effective relationships with parents ➢ Identify and make suitable provision for children exceeding average starting points at age 3. ➢ To make links with and visit other settings ➢ Ensure there is an appropriate range of high quality phonetic reading books to teach early reading in a language rich environment ➢ Consolidate success of helicopter stories for writing at the end of Reception ➢ Ensure consistent letter formation ➢ Further improve expectations of early maths reasoning in EYFS ➢ To enable parity of progress and outcome between the genders ➢ Accurate assessment of learning and development means that learning experiences meet needs precisely ➢ EY leader to take part in 'Good Start Great Start' research project with other schools to encourage parent engagement with starting school.	EYFS leader & team HT & SLT, SENCo WLT Literacy and Numeracy	Bookstock Mark making equipment Cover time Manipulative maths resources Cover for research project EYL	➢ Early intervention put in place to accelerate progress and close gaps in Literacy and Maths ➢ Data is tracked accurately from baselines to inform personalised provision so that all pupils make good progress towards at least national targets ➢ Parity between genders achieving a GLD ➢ Staff visit other settings and work collaboratively to improve provision ➢ Gaps diminishing between PPG and non PPG ➢ Evidence shows that vulnerable parents are engaged in their child staring school ➢ EYL and ML's work together to improve early writing and develop early maths language (reasoning)	
5:3 To use data more precisely to inform teaching, provision and learning targets for different pupil groups.	➢ EYFS Target Tracker to be used to track and monitor attainment, progress. ➢ Inform governors about early years data analysis as part of Pupil Progress Committee ➢ More precise data tracking of groups, not just in Prime Areas, to better inform differentiated provision ➢ To ensure that excellent EYFS assessment is evidenced in learning journals	SLT WLT SENCo Early years staff	Cover for visits to outstanding settings	➢ Robust baseline assessment on entry analysed and Target Tracker data tracking software used effectively to articulate development priorities by EY leaders.	

	➢ External moderation of pupils outcomes ➢ Continue to target disadvantaged groups and those with low starting points to close gaps and catch up ➢ Transition in place with clear targets and accelerated progress in Year 1 for children who have not met a GLD ➢ Analyse data for gender groups and adapt curriculum and teaching needs ➢ Ensure resources encourage gender neutral learning opportunities.			➢ More gaps are closed and a higher % of vulnerable children reach a GLD ➢ Higher % of children in EYFS achieve expected standard in all prime areas (CL,PD,PSED) ➢ Higher % exceed the expected standard in the specific areas of reading, writing and maths ➢ No attainment gap between girls and boys -environment is calming and fosters gender neutral learning opportunities	
5:4 To collaborate with other settings to share excellent practice.	➢ Staff see outstanding provision in other settings to share excellent practice especially for early Maths ➢ Take up opportunities for external validation of moderation ➢ 'In the moment' planning used across EY ➢ Remodel opportunities for refurbishment of indoor area EYFS ➢ To enable opportunities for children to make choices independently using well managed risk eg: Forest School sessions as an addition to curriculum ➢ More visitors and trips planned within the local environment. ➢ Continue to encourage parent helpers in refurbishment of 'natural' outdoor area and daily provision. ➢ Promote excellence in parental engagement and information about children's learning ➢ Monitor and evaluate 30 hours free funded provision now in place ➢ All EYFS staff to undergo Schema training with SPARK Consultant.	SLT WLT /EYFS leader Governors	LCVAP funding FAF funds Cover for visits	➢ Learning areas include Snack Café, construction, digital, woodwork and evidenced in pupil learning journeys. ➢ Forest school and wild life area integral to learning outside and for physical development ➢ Gender neutral learning opportunities are evident ➢ Teaching nurtures, engages and motivates children and promotes curiosity and commitment to learning ➢ Personalised learning and assessment in place ➢ Our good practice is shared with other providers ➢ A strategic plan is in place for internal refurbishment (toilets).	

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