



SNETTISHAM PRIMARY SCHOOL

SCHOOL IMPROVEMENT AND DEVELOPMENT PLAN

September 2016 – July 2019

SNETTISHAM PRIMARY SCHOOL

SCHOOL INFORMATION

Snettisham Primary School is an academy, under the sponsorship of the West Norfolk Academy Trust, serving the village of Snettisham on the north-west coast of Norfolk. The school currently has 86 pupils on roll and the capacity of the school is 140 pupils so there is an urgent need to attract more pupils from the village.

In September 2016 the children will be taught in 4 classes. There will be 5 classrooms, a hall, a library, an intervention room and a dining hall/ICT suite. The school has a good sized playground, a garden area and has access to extensive playing fields adjacent to the school site.

The Executive Headteacher leads a staff of 5 teachers and 7 teaching assistants, school secretary, a site manager and one cleaner. The school also has access to a Cluster Parent Support Adviser and this role allows the school to provide first wave family support.

The Local Governing Body is playing an increasingly active role in the leadership and management of the school and is now implementing the action plan developed from their self-review completed in March 2015.

The Foundation Stage teacher aims to work closely with the local playgroup, particularly when our new modular early years building is complete. Admission to school is normally full time at the start of the academic year in which the child turns five. The admission limit is 15 children.

The SIDP has been developed in consultation with staff following evaluation and analysis of the 2015/16 SIDP and attainment and achievement data from the previous academic year. It also looks to address the key findings from the July 2013 Ofsted inspection which judged the school as inadequate.

This SIDP focuses on developments that will be taking place over the next twelve months but it also reflects the need for the school to achieve its aim of being judged a good school at its next inspection. It is a working document and as such it may be subject to alteration if the school identifies different priorities or as a result of statutory changes and assessment by external agencies.

AIMS

Our principal purpose is to offer a broad and balanced education of the highest quality in a happy, stimulating, secure and caring environment based on equal regard for each individual by:-

- Helping the children to develop a life-long love of learning and discovery.
- Fostering self-respect and independence in the children whilst building their confidence and sense of achievement.
- Fostering links with the community, the local early years forum, cluster schools, the church and to maintain effective partnership with parents.
- Recognising and responding to the specific needs and abilities of individual children.
- Creating an atmosphere where all staff feel valued and supported and in which appropriate training and resources ensure high quality teaching and learning.

We intend to achieve these aims by:-

- Providing a balanced and broadly based curriculum incorporating the Early Learning Goals and the National Curriculum, effectively using appropriate resources and suitable learning programmes in order that all children may achieve their potential.
- Developing and maintaining procedures for assessing, monitoring, evaluating and recording the work of the school in order to achieve continuity, progression and consistency within and between Key Stages and Phases of education.
- Enabling the children to work together in harmony to develop a sense of responsibility, mutual respect and tolerance.

- Providing experiences which will promote children's social, cultural, moral and spiritual development and to encourage the children to see themselves as global citizens.
- Helping children to acquire skills, knowledge and understanding and the will to use them.
- Encouraging the development of children who are communicative, articulate and receptive to new ideas.

The aims of the school form the basis for the School Improvement and Development Plan.

STRENGTHS OF THE SCHOOL.

- The quality of teaching is continually improving and is now good overall with an increasing percentage of outstanding practice in each phase.
- We are a reflective team who recognise the importance of constantly evaluating the quality of teaching and learning and acting upon the outcomes of the evaluation.
- Results from the 2016 statutory assessments show that the school has made significant progress in working towards being consistently at the minimum level of attaining national averages in all aspects, particularly at KS2.
- The T.A.'s provide excellent support both through their day to day work and booster groups/interventions.
- There is a good range of extra-curricular activities for the children and the last twelve months have seen a significant increase in the number of teams taking part in competitive sports events with considerable success.
- The children are provided with a good range of stimulating visits which emphasise that learning is not something that happens just in a classroom. We actively work towards making learning challenging and stimulating.

Key action points arising from Ofsted inspection

Establish robust and effective substantive leadership so that the pupils' academic needs are met by;

- A. Ensuring accurate self-evaluation and monitoring takes place
- B. Ensuring that self-evaluation and monitoring informs whole school improvement
- C. Identifying and providing appropriate professional development of staff

Improve teaching so that pupils' achievement improves by:

- D. Increasing the accuracy and use of regular assessment to track pupils' progress over time and address any underachievement
- E. Ensuring all teachers use their assessment data to plan work at the correct levels and enable pupils of all abilities to learn effectively
- F. Raising teachers' expectations so that they are clear about what each year group should be achieving in reading, writing and mathematics.
- G. Providing well-judged support so that pupils develop confidence and independence in their learning.

Improve provision for the Early Years Foundation Stage to reflect recommended practice by:

- H. Improving teaching
- I. Improving the curriculum and organisation
- J. Ensuring that the independent activities available for children match their stages of development and extend their learning and skills.

Improve Safe guarding issues in the school

- K. Ensure policies and procedures are up to date
- L. Improve security of external access points
- M. Improve EYFS outdoor provision
- N. Review e-safety awareness of pupils

We believe that we have made good progress towards meeting and implementing these key action points.

Area	Long term targets	Tasks	Aut	Spr	Sum	Aut	Spr	Sum	Aut	Spr	Sum
			16	17	17	17	18	18	18	19	19
Leadership & Management (Priority 1)	To embrace being part of WNAT and the support it offers.	Continue to develop close links with Academy and cluster schools	█	█	█	█	█	█	█	█	█
	Recruit and Induct new staff.	Induct new staff	█	█	█						
	To develop effective management structure across both schools.	Governors to undertake School Self – Evaluation using monitoring policy Use of external advisor / self evaluation tools and monitoring activities.	█	█	█						
	Curriculum Leaders to drive improvement in their subjects.		█	█	█	█	█	█	█	█	█
Teaching & Learning (Priority 2)	All lessons observed as good or better Inducting & supporting new staff Embedding effective use of TAs	Lesson Observations, Inset, sharing good practice.	█	█	█						
	Review assessment procedures in line with changing government directives. Focus on basic skills to drive up attainment of expected progress of curriculum.	Develop assessment procedures in line with new government directives. Embed Pupil Asset as tracking system	█	█	█						
Curriculum & Assessment	Monitoring of curriculum in regard to coverage, progression and breadth and recording pupil progress.	Monitor and evaluate delivery of new curriculum map.	█	█	█	█	█	█	█	█	█

(Priority 3)	SENDA – monitor impact of SEN funding arrangements and provision for SEN pupils Use of intervention groups to support pupils	Monitoring of SEN pupils. Provision map evaluated and updated.																			
Attitudes, Behaviour & Pastoral Support Making a positive contribution to the community. (Priority 3)	Ensure pupil safety – review safeguarding policies Teach pupils how to keep safe incl. online safety	Safeguarding training for staff annually Prevent Training Programme on pupil safety Web site content checked																			
	Promote Good Behaviour ~ learning behaviours and social behaviour Improve attendance and punctuality	Monitor attendance figures ~ Develop & publicise school web-site Develop academy links & collaborative working Thrive Programme																			
	Promote equal opportunity and racial equality Promote British Values	Equality Scheme report Ensure thread of SMSC throughout curriculum Review SMSC provision ~ assembly themes / PSHE etc.																			
	Raise Aspirations of families; Continuation of Cluster based Parent Support Advisor (PSA)	Involve parents in school life – seek their views Links with High School Parental Questionnaire Workshops offered Open events / information evenings																			
	Employment of SSCo by cluster	Promotion of sport for life and healthy lifestyles. Increased participation in sports by pupils.																			
Outcomes for pupils (Priority 4)	KS1 & KS2 outcomes to show good progress in relation to pupil's prior attainment in Maths, English & Science and in comparison to national standards.	Review assessment criteria in light of changing national assessment practices. Analyse performance of groups to ensure progress of all pupils																			
	Track individual pupil progress to implement intervention / enrichment programmes as necessary.	Analysis of assessments, intervention and enrichment programmes Monitor use of Pupil Premium and sports premium. Focus on differentiation																			

	Set targets and analyse performance to improve standards	Continued monitoring of T& L leading to improved resources and performance. Monitoring of specific groups – closing of gaps. Effective Target Setting and tracking of progress																									
Area	Long Term Targets	Tasks	Aut 16	Spr 17	Sum 17	Aut 17	Spr 18	Sum 18	Aut 18	Spr 19	Sum 19																
The School Environment (Priority 5)	Develop use of new modular building	Install and furnish new building Visit outstanding EYFS establishments																									
	Develop outside environment including EYFS area.	Purchase new equipment Ensure provision meets requirements of EYFS curriculum																									
	Investigate new playground climbing equipment	Raise funds (Friends)																									
	Evaluate and provide provision to satisfy SENDA requirements	DDA survey & plan update																									

Priority 1: To deliver strong leadership and management of the school						
Success Criteria To develop a strong, decisive leadership structure to secure sustained improvement to good. For governors to develop effective practice for challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities are met.						
Tasks	Lead	Resources / Cost	Monitoring and Review (Quality Assurance)	Evaluation December 2016	Evaluation April 2017	Evaluation July 2017
(i) Develop an effective management structure across Snettisham Primary and Heacham Junior	Gov HT DH Staff		Executive head & deputy across schools HT appraisal complete by Dec 13. Staff before Oct 31 st . All support staff receive appraisal. Executive Deputy Head Post created (£26,000)	WNAT Monitoring Gov Meetings Perf. Man completed Support from WNAT	WNAT Monitoring Gov Meetings Interim meetings to assess progress to targets and support needed if nec.	WNAT Monitoring Gov Meetings
(ii) to develop a rigorous self – evaluation regime to identify areas of strength and weakness and tackle them (write governor action plan).	Gov HT DH HT AH	Governor Training (£850pa) Curriculum Monitoring Norfolk Better to Best (NB2B £2500) The Key (£350)	Gov Body Action Plan Support & challenge from trustees of WANT Input from external Advisor Reports to Gov. SEF updated	Gov Action Plan revised Self Evaluation Summary updated. Visit from External Advisor. Engage with NB2B	External Advisor visit. Academy moderation between schools. SEF updated. Engage with NB2B	Analysis of assessments throughout school to identify areas for development. School management judged to be effective by Trustees, Governors, external advisors, Ofsted, parents.
(iii) To develop leadership skills of existing staff to benefit school and career progression (iv) To enhance skills of curriculum co-ordinators to develop and monitor the delivery of their subject. (v) Regular reviews of policy and procedures to ensure statutory responsibilities are fulfilled.	HT Cur Co Gov	Release time for co-ordinators to monitor subjects (6x ½ day supply = £720) Lit / Num coordinators to attend LA network meetings termly (£900 ~ NB2B). Links with cluster schools to develop provision. Gov. Meetings	Reports to governing body External Advisor Visits Curriculum Co-ords to monitor teaching and learning and report back to staff and govts. Curriculum Co-ordinator programme of release for curriculum monitoring. -Pupil interviews - Pupil questionnaires -work scrutiny -joint planning -lesson observations -Team teaching	Curriculum Co-ords released to carry out monitoring of subjects ~ report to staff & Gov Policies reviewed by staff, stakeholders and govts as determined by review cycle or gov. directive.	Curriculum Co-ords released to carry out monitoring of subjects ~ report to staff & Gov Policies reviewed by staff, stakeholders and govts as determined by review cycle or by gov directive.	Curriculum Co-ords released to carry out monitoring of subjects ~ report to staff & Gov Policies reviewed by staff, stakeholders and govts as determined by review cycle or gov directive.

(vi) To review safeguarding procedures regularly and ensure training up to date. (KCSIE Sep 16)	HT/ Senco Gov Cluster	Prevent Training Whole School Safeguarding	Audit of safeguarding procedures and statutory responsibilities.	Whole Staff safeguarding and prevent training delivered. Relevant policies reviewed.	Safeguarding training up to date. Relevant policies reviewed. Safeguarding report to Govs. Audit completed.	Safeguarding training up to date. Relevant policies reviewed.
(vii) To monitor the effect and maximise funding available from Cluster SEN pot. To continue to develop the SEN Cluster toolkit and purchasing of support. To publicise SEN policies on Cluster Website, including school, local and county 'offer'.	Gov Acad. Cluster	Cluster funded Attendance at cluster meetings.	Cluster SEN Host to oversee transparent distribution of funds.	Cluster Governance. Funding received SEN make good progress	Cluster Governance – Funding received Review SEN Local offer.	Cluster Governance Funding received.
(viii) To explore the further development of academy and cluster collaboration to include support for raising standards, training, staffing and the purchasing of resources.	All staff Gov WNAT		Primary Strategy Meeting Academy School Collaboration Cluster Head Meetings Cluster Governance Meetings (see cluster dev. Plan)	Monthly Primary Strategy Meetings Cluster HT meetings Governance Meetings	Monthly Primary Strategy Meetings Cluster HT meetings Governance Meetings	Monthly Primary Strategy Meetings Cluster HT meetings Governance Meetings
(ix) To encourage well-being and resilience amongst the school community.			Staff Absence Well being questionnaires developed.	Governor Training Well being working party	Questionnaire completed	Low staff absence. Well being Questionnaire follow up

Priority 2 To improve quality of teaching, learning & assessment throughout the school.						
Success Criteria From different starting points, the proportion of pupils making & exceeding sufficient progress in English & maths is close to or above national figures. Quality of teaching is good or better in all lessons observed.						
Tasks	Lead	Resources / Cost	Monitoring and Review (Quality Assurance)	Evaluation December 2016	Evaluation April 2017	Evaluation July 2017
(i) All teaching to be good or better.	HT	Lesson Observations	Lesson Obs termly	Lesson obs show that all teaching is at least good.	All teaching is at least good with increasing outstanding practice.	All teaching is at least good with increasing outstanding practice.
(ii) Use of data to analyse performance and identify strengths and areas for development.	HT, staff Gov	Staff Meeting allocated FFT (£60pa) Raise (Nov) Key Data (NCC) Pupil Asset (£1500) External Consultant	Reports to Governors. Pupil progress interviews Termly assessments & tracking of performance. Lesson Observations Monitoring of interventions. Review of Provision Map Work scrutiny Progress Books	Pupils show good progress throughout school. External Advisor visit outcomes positive.	Pupils show good progress. External Advisor visit positive.	Pupils show good progress. SATS Assessment tasks.
(iii) Recruitment and Induction and support for new staff	HT DHT			Staff recruited	Full complement of permanent teaching staff	Continuity of staff
(iv) Continued development of assessment model and embedding practice.	HT Staff TAs	Pupil Asset Collaboration to develop trust wide common assessment materials (£?)	Termly formal assessments to monitor all groups. (1/2 termly informal) Gov – Ed Com.	Staff Inset Pupil Asset. End term formal assessment complete.	Review of assessment & progress. Mid term TA End term formal assessment complete.	Review of assessment & progress. Mid term TA End term formal assessment complete.
(v) Pupil progress meetings to drive up attainment and progress,	HT DHT	Meetings held individually and as whole staff to track progress of individual pupils & groups. (link to provision mapping)	Meetings held termly to review assessment data.	Meetings held – pupils identified for intervention/booster	Meetings held – pupils identified for intervention/booster	Meetings held – pupils identified for intervention/booster
(vi) Effective use of TAs ~ monitoring of impact of intervention programmes. (vii) To review provision map to monitor progress of groups of pupils & impact of intervention.	HT All staff All staff Goves	Inset sessions Inset meetings	Weekly TA liaison meetings with staff CMT Review of provision map. Reports to Governors.	Provision mapping. Analysis of interventions show positive impact on pupil progress.	Provision mapping. TAs are seen to be working effectively. Provision mapping. Analysis of interventions show positive impact on pupil progress	Provision mapping. TAs are seen to be working effectively. Provision mapping. Analysis of interventions show positive impact on pupil progress

(vii) To monitor use of Pupil Premium money to ensure progress of specific groups of pupils.	HT AT Govs	Pupil Premium = £ Inset session	Governor agenda item at every meeting	Analysis of vulnerable groups show that progress is being made. Report on use and impact of pupil premium.	Analysis of vulnerable groups show that progress is being made.	Analysis of vulnerable groups show that progress is being made. Intervention programmes show positive impact on pupil progress.
(viii) To revisit Marking policy – giving pupils time to respond- presentation and display policy.	HT All staff Govs All staff	Inset Session £100 for marking stamps etc.		Policy reviewed. Implemented. Pupils given time to respond.	Book scrutinies show that policy implemented and has impact on pupil progress.	Marking policy in place. Marking informs planning & pupil learning.
(ix) Team teaching to share expertise & develop practice. Teachers swapping classes to teach their curriculum strengths.				Team teaching takes place. Teaching is good or better.	Peer teaching takes place. Further areas for support identified.	Teaching is seen to improve as a result of sharing of good practice.

Priority 3 ~ to deliver a curriculum which is broad and balanced, embracing personal development, excellent behaviour and pupil welfare.						
Success Criteria To continue to develop the effective delivery of the National Curriculum To make learning relevant and fun and engender a 'love of learning'						
Tasks	Lead	Resources / Cost	Monitoring and Review (Quality Assurance)	Evaluation December 2016	Evaluation April 2017	Evaluation July 2017
(i) To update staff training on safeguarding in light of revised 'Keeping Children Safe'	All staff	NCC Training Package Staff Inset Jan 2017 Inset day	Review of policies & training ~ report to governors.	Safeguarding checklist completed	Policies and practice embedded. Training takes place	Policies & practice embedded.
(ii) To monitor delivery of curriculum to ensure coverage and progression.	CMT HT	Hamilton Trust £120 Espresso £639 Coding £300	Staff Planning Lesson observations Work Scrutiny. Learning Walks	Recording system effective. Coverage achieved.	Recording shows coverage. Work scrutiny shows differentiation and progression.	No gaps in coverage. Pupil interviews indicate high level of enjoyment by pupils. Quality Learning is reflected in good teaching and work scrutinies.
(iii) To further develop systems to record progress of pupils in foundation subjects.	HT Cur Co All staff	Staff Meeting	Planning meetings. Work scrutiny and monitoring by curriculum co-ord.	Termly planning to produce progression and recording sheets	Records completed and analysed by curriculum co-ordinators.	
(iv) To raise standards in Science at the end of KS2 by developing cyclical planning of national curriculum.	All staff Sci Co	Staff Meetings		Science taught more regularly and through cross curricular topics.	Topic books show greater emphasis on science and therefore more progress.	Science results show progress through TA.
(v) PSHE to include personal safety, on-line safety and behaviour guidelines.	PSHE Co-ord	Class teaching programme of study developed.		Personal Safety topic delivered. Children feel safe in school.	PSHE programme refined .	Good coverage of PSHE /SMSC throughout year.
(vi) To promote spiritual, moral, social and cultural development of all pupils, including fundamental British values, democracy, mutual respect and tolerance	All staff		Provision Map of SMSC throughout school.	PSHE programme dealing with SEAL, decision making, responsibilities. Democracy in action.	School Council gives children experience of democracy / decision making	School Council gives children experience of democracy / decision making

<p>(vii) Use of school budget and P.E. grant (£8,437) to develop long term sustainability of quality teaching of P.E.</p>	<p>All staff Cluster SSCo</p>	<p>£5320 sports coaches (school budget) £750 swimming equipment £1320 swimming coach (P.E. Premium)</p>	<p>Lesson Observations Participation in sports competitions Gold Award for School Sports Kite Mark. Swimming continues</p>	<p>Gold Award achieved Programme of teaching established Swimming takes place. Cluster Sports council set up. Support sessions for P.E.</p>	<p>Good participation in school and local sports and after school clubs. Sports Council meets.</p>	<p>Good participation in school and local sports and after school clubs. Gold Kite Mark. Swimming takes place Sports Award Evening.</p>
<p>(viii) School Council meetings organised.</p>	<p>HT Cluster</p>	<p>School Council Conference termly (£300 cluster funded)</p>	<p>School Council Meetings School Council conferences attended.</p>	<p>School Council meet. Cluster conference held</p>	<p>School Council newsletter informs parents of their impact</p>	<p>School Council newsletter informs parents of their impact.</p>
<p>(ix) Support for parents to support their child's learning and to raise the aspirations of our families.</p>	<p>All staff Gov</p>	<p>New topic webs PSA Thrive</p>	<p>Parent Questionnaires Workshops for parents Open sessions for parents</p>	<p>Parent workshops /open sessions Parent Consultations Charity Fundraising. Friends events Facebook Page Expected learning outcomes sent home</p>	<p>Workshops for parents Parent questionnaire completed. Charity Fundraising. Friends events Expected learning outcomes sent home</p>	<p>Charity Fundraising. Friends events Annual reports Expected learning outcomes sent home</p>

Priority 4: To improve outcomes for pupils in reading, writing and maths throughout the school.						
Success Criteria From different starting points, the proportion of pupils making & exceeding expected progress in English & maths is close to or above national figures. Progress is sustained and sufficient.						
Tasks	Lead	Resources / Cost	Monitoring and Review (Quality Assurance)	Evaluation December 2016	Evaluation April 2017	Evaluation July 2017
(i.) Embedding of recording progress / assessment without levels (AWL)	Ht & Staff Gov	Staff Meetings Pupil Asset AWL (Focus Ed)	Termly input to Pupil Asset. Dev. of agreed assessment materials across trust.	Assessment tasks used consistently across trust.	Pupil Asset effective tool for recording achievement levels.	Monitoring and recording system is fit for purpose.
(ii) Continue to moderate work across maths, and English, including with Trust Schools and High School	Lit Co. Ma Co HT	Inset sessions to moderate) Moderation with trust schools and cluster schools.	Books moderated by staff to ensure consistency across school and agreement on levels.	Work moderation shows consistency of marking through school using AWL.	Moderation shows agreement on levels throughout the school Cluster / Trust moderation shows agreement with cluster schools.	Moderation shows agreement on levels throughout the school and between teachers who will receive pupils in following academic year.
(iii) To monitor marking, to ensure it informs pupils of their progress.	All staff Gov	Stamps / pens etc. to ensure consistent practice £100	Work Sampling / Book Scrutiny	Monitoring shows that marking policy is in place and has an impact on pupil progress.	Monitoring shows policy embedded and pupils respond positively to marking.	Marking is used consistently to help pupils improve their work and is a two way process.
(iv) Embed target setting for pupils across the school.	All staff	Staff Meeting	Pupil Interviews Learning Walks Non – negotiable list.	Pupils know targets and how to achieve them.	Pupils know targets and how to achieve them	Pupils know targets and how to achieve them
(v) Consolidation of SEN code and positive impact for pupils. (Overcoming Barriers To Learning)	All staff	SEN Cluster funding SENCo funding OBTL forms embedded.	Agenda Item on Gov Cluster Governance Provision Mapping Pupil Asset Tracking	SEN pupils show good progress. Funding received as appropriate /available.	SEN pupils show good progress. Funding received as appropriate /available.	SEN pupils show good progress. Funding received as appropriate /available.
Maths (see maths action plan) (vi) Analyse assessment results to identify areas of weakness. Emphasis on basic maths skills (number) and using & applying.	Mat Co All staff	Curriculum Co-ordinator release. Raise Question Analysis	Staff meetings. Curriculum Team Meetings (CMT) (Action Plan & review)	Areas for improvement are reflected in planning of subjects.	Pupils show progress in maths, particularly in reasoning skills.	Pupil progress is good.
(vii) Use of Hamiton Trust Planning for maths to ensure coverage of curriculum. (viii) Flexibility to concentrate on basic skills.	All staff All staff	Hamilton Trust Subscription £300.	Scrutiny of Planning Files Lesson Observations	Maths teaching is 'Good' or better.	More emphasis on number & U and A While retaining coverage.	Assessment show improvement in maths at Yr 6 and throughout KS2.

(ix) Intervention for pupils who are not making adequate progress x) Use of Pupil Asset to identify pupils for targeted intervention.	HT Staff	TA support £61,452 Pupil Asset Pupil Premium £37,260	Provision Map reviewed for impact. Termly review of assessment Lesson Observations. Evaluation of results – termly. Reports to Gov.	Provision Map evaluation shows that interventions are effective and that pupils make good progress. Gaps for vulnerable groups are diminishing	Provision Map evaluation shows that interventions are effective and that pupils make good progress.	Provision Map evaluation shows that interventions are effective and that pupils make good progress.
(xi) Curriculum Leader to attend LA network meetings to share good practice and inform staff development.	Mat Co	2 x £450 + supply (£1500) 3x meetings per year	Meetings attended.	Meeting attended – information cascaded to staff.	Meeting attended – information cascaded to staff.	Meeting attended – information cascaded to staff.
Literacy (see action plan) (xii) Impact of spelling and teaching of new curriculum lists.	All staff	AWL (Focus Ed) + Pupil Asset	Termly review of formal assessments.	System is workable and fit for purpose.	System is used consistently across school.	Pupils make good progress.
(xiii) Use of assessment based on Ros Wilson methodology (VCOP)	Lit Co.	Raise Question Analysis tool.	Staff Meetings	Spelling focus throughout school SPAG taught throughout school	Weekly SPAG sessions demonstrate progress. SPAG taught throughout the school	SPAG results in line with or above National Average.
(xiv) Targeted support for pupils in reading, writing through small group teaching by qualified teacher.	Lit Co. All staff		Progress in assessments.	Introduce Ros Wilson Children share love of reading with other pupils. (Assemblies)	Writing shows greater rate of progress.	Achievement/ progress is good or better in relation to prior attainment.
(xv) Curriculum Leader to attend LA network meetings to share good practice and inform staff development	Lit Co.	£450 + supply 3x meetings per year	Meetings attended	Meeting attended – information cascaded to staff.	Meeting attended – information cascaded to staff.	Meeting attended – information cascaded to staff.

Priority 5 To continue to maintain and develop school site, both the building and outdoor environment.						
Success Criteria Buildings maintained to a good standard Available financial resources maximised						
Tasks	Lead	Resources / Cost	Monitoring and Review (Quality Assurance)	Evaluation December 2016	Evaluation April 2017	Evaluation July 2017
(i) To complete SED audit and review accessibility plan.	Res Com (RC) HT	1 x morning CT & HT	H&S walk around – Govs Caretaker /HT survey	Walk round by gov's Termly walk round by HT/ Caretaker	Audit undertaken and DDA Plan reviewed.	
(ii) To carry out Health & Safety audits and Risk Assessments as required	Trust Care-taker (RC)	New modular building £????? Furniture????	Trust . Accessibility / Equality reviews	H&S reviewed	Termly walk round by HT/ Caretaker	Termly walk round by HT/ Caretaker
(iii) To establish effective teaching bases in new modular building		Equipment???		Building in place	Outdoor area continues to be developed	Outdoor area continues to be developed.
(iv) To develop outdoor learning environment for EYFS		£5000??? Sponsorship??		Old ship removed	Quotes obtained ~ fund-raising started	
(v) to investigate funding to replace pirate ship.		£?		Priorities identified ~ quotes obtained.		
(vi) to review condition of school and refurbish as funds allow.						