

Reading

- a) provide more opportunities for children to be read to by a variety of adults via reading assemblies each week, a class book shared at least twice each week, book days and to read for pleasure.
- b) maintain parental support - phonics sessions, reading cafes,
- c) monitor reading records and guided reading evidence
- d) review and plan phonics for pre-school and link to EYFS and KS1 approach and tracking. Train and support staff, improve resources, inform parents.

Writing

- a) implement revised approach to T4W and 2018-19 plan to include time for ongoing training and adjustment over the year.
- b) review the English policies so that they reflect the new T4W non negotiables, monitor implementation.
- c) moderate writing termly and specifically in May ahead of data collection. Specifically focus on children on the cusp of GDS. Use staff meeting time, subject leader support and/or cpd to enhance staff skills and knowledge of how to promote more GDS writing.
- c) hold regular parent sessions, share resources, gain support.

Enrichment –

- a) set plan for trips, residential, visitors (Sept) share with parents.
- b) set plan for 'you are invited events' 3 per year per class – share.
- c) ask SC to write school reflection which incorporates the vision.
- d) broaden range and uptake of clubs, offer flat rate £3 for all.

Behaviour

- a) monitor the implementation of the revised policy and systems by listening to the views of the children and reviewing the chart data each half term with staff. Record sanctions, maintain gold awards.
- b) update Step On training (refresher/first time)
- c) display 2018 cups with recipient to encourage aspiration.

School leadership –

- a) implement SET monitoring plan including peer reviews observations, book reviews, appraisal process and CPD.
- b) maintain strength in safeguarding procedures through termly training, latest KCSIE and policies, safer recruitment training, review of audit actions identified by LA and SET, review attendance and admissions policy, first aid, CEOP session for all, pupils and parents.
- c) strengthen subject leadership through SET support and training. Establish evidence to tell the story of the subject over the year, complete health checks termly, monitor as per SET plan.
- d) update and maintain compliance tracker for website and policies.
- e) implement LGB monitoring plan, follow up on actions identified.
- f) plan and account for PPG and sports premium.
- g) strengthen parental involvement through annual survey, review of Vision and values.

Outcomes

- a) maintain strength in EYFS provision and **improving GLD** via amalgamation with preschool, SET EYFS training and support.
- b) maintain programme for **Y1 phonics**, teaching, tracking and ensure those in Y2 who did not meet the standard do in June 2019.
- c) increase numbers in **Y2** achieving expected standard in RWM by monitoring provision, collecting and analysing assessment information and using it to inform the next steps (see section 1&2)
- d) increase numbers in **Y6** achieving expected standard in RWM by targeted intervention, booster sessions, monitoring provision, regular analysis of assessment information and review of need.

Maths

- a) complete Power maths training, implement and monitor
- b) establish SET maths calculations policy
- c) implement times table rockstars
- e) implement maths booster sessions (numicon big ideas)
- f) continue to raise profile through maths cafes, displays

Assessment

- a) embed assessment policy and approach to use of assessment information inc. moderation, pupil progress, marking, feedback.
- b) repeat approach to Y6 tracking to include SATs tests and analysis.
- c) review use of maths, reading and spelling tests alongside SET schools.
- d) establish annual plan for reporting to parents to include parent consultations, interim and annual reports via letter in September.

Curriculum

- a) monitor the 2018-19 curriculum plan to ensure coverage of NC objectives in each year and across each KS. Review in June. Set 2019 - 20 plan as a 2 year rolling programme aligned with T4W.
- b) provide breadth of experience through focus days each term eg MfL French day, STEM week (promote female scientists) music eg Casma, Big Sing. Rocksteady, school tuition, recorders, ocarina, live performances, sessions at HS for DT, food tech.

Nurture

- a) establish smooth running of COMPASS sessions, review termly with SENCo. Analyse end of year data against start, compare with achievement.
- b) establish plan for PPG spending, add to website, review termly.
- c) establish new provision mapping systems for SEND via SET support and monitor intervention.

EYFS

- a) establish action plan to assess, monitor and improve provision across both settings. Review half-termly.
- b) review of provision to ensure highly stimulating curriculum and opportunities for rich, varied and imaginative experiences.
- c) review of assessment to ensure it consists of high quality evidence which is regular, precise, accurate and individual.
- d) review of planning to ensure it meets all needs and is suitably challenging and is highly responsive to children's needs.
- e) develop opportunities for parents to engage with school to establish good and trusting relationships.
- f) development strategies to engage parents, with learning with their child both at home and school.
- g) promote school and nursery within the local area to ensure sustainability.

School Development actions 2018-19