



AMESBURY CE PRIMARY SCHOOL
School Development and Improvement Plan
2016-17

Amesbury CE Primary School
OVERVIEW OF WHOLE SCHOOL TARGETS – 2016-17

Leadership and Management

- To use School Pupil Tracker on-line in order to produce a more efficient way of reporting to parents and tracking progress of 'all groups'
- Maintaining the 2012 legacy by ensuring that sport remains high profile across the school
- To mentor, support and develop the new leadership team and subject co-ordinators

Quality of Teaching

- To improve teaching and learning to help children make sustained progress and deepen understanding
- To improve the quality of assessment across the school so that it is consistently accurate

Pupils Behaviour and Safety

- Obtain the Anti-Bullying Quality Mark (ABQM)
- Collate and submit the final evidence to obtain Nurture Group Accreditation
- To ensure that attendance stays in line with national

Achievement

- **Writing** – To increase the number of 'Exceeding' writers across the school from 10% to 20%
- To raise attainment in writing for all groups of pupils so that 85% of all children are working at and above age expected
- **Spelling** – To increase the percentage of children's Spelling at age expected from 62.7% to at least 75%
- **Maths** – to increase the percentage of children who make expected progress across the school from 80% to 85%+
- **Maths** – to diminish the attainment difference between girls and boys in Year 6 (boys currently attaining higher)
- **Disadvantaged** – Increase attainment in Reading from 67.2% to 75%, writing from 63.6% to 70%, maths from 59.9% to 70%, working at age expected to diminish the difference between themselves and all children nationally. **Disadvantaged with medium and high prior starting points need to be attaining in line or higher than their peers – Reading 65%, Writing 65% and Maths 61%.**
- **SEND** – Increase attainment in Maths from 37.7% to 50%, Reading from 48.2% to 55% and writing from 30% to 40% working at age expected to diminish the difference between themselves and all children.
- **SEND** – to increase the number of children making accelerated progress in Reading from 53% to 60%, in writing from 17% to 25%, Maths from 23.5% to 35%.
- To increase Spelling and Grammar attainment of all SEND pupils from 25.1% at age expected in Spelling to 35%, and from 61.9% in Grammar to 70%.
- **MILITARY** – to accelerate progress in Reading, Writing and especially Maths to ensure they continue to attain higher than their peers.
- To raise attainment and progress in maths, by end of Key Stage 1 & 2 in-line with similar pupils nationally

Foundation Stage

- To ensure outstanding provision and practice continues in the FS
- Raise the attainment of writing within Early Years

Equality

- To continue the good system of Induction for new arrivals – children, parents, staff and governors
- To further improve the help available for parents from Minority groups in supporting them to fully participate in their child's education
- Increase the amount of positive role models that come into school, giving children access to the wide variety of different people that make up our community
- Increase out of school provision giving more opportunities for vulnerable groups

Church School

- Embed the new Wiltshire RE curriculum across the school
- Further develop collective worship.
- Further develop pupils' understanding of the Trinity.

Capital / Infrastructure

- To ensure a robust budget plan is in place to meet the needs of the SDP
- Rolling programme of building maintenance and upgrades
- To produce a five year plan that meets the needs of our growing school

LEADERSHIP AND MANAGEMENT

DATA COLLECTION SYSTEM

To use School Pupil Tracker on-line in order to produce a more efficient way of reporting to parents & tracking progress of 'all groups'

Targets	How will this be achieved?	When?	Who?
<ul style="list-style-type: none"> Meet new requirements of reporting to parents, set up easy accessible log-in sites for parents to access information regarding their children and the curriculum Ensure that all staff are confident in using the School Pupil Tracker for both recording data and analysing Use School pupil tracker (SPT) to track progress of 'all groups' from their starting points Use School pupil tracker to report to parents on progress, attainment and attendance For this year, EY to continue with the Tapestry programme of recording, assessing and tracking EY to move towards the SPT by the end of the academic year Establish the best practice for parents to enable them to share information electronically with school 	<p>Purchase new School Pupil Tracker online and Tapestry. Set up parental access/logins Training for all staff</p> <p>Ensure staff are familiar and supported during first data entry. Trial group of parents to ensure system is easy to use and understand Parents to receive logins for Tapestry giving them access and online safety guidelines Ensure that mid-year and end-of-year data is on SPT. Through staff meetings decide on the best way forward</p>	<p>September</p> <p>December 1 Sept 2016</p> <p>30 Sept 2016</p> <p>October</p> <p>October</p> <p>July</p> <p>October</p>	<p>SS</p> <p>SS YM</p> <p>LC</p> <p>LC</p> <p>CP</p> <p>CP</p> <p>YM/LC</p>
<p>Success Criteria</p> <ul style="list-style-type: none"> All staff using SPT effectively and competently and accessing their classes progress Data for all groups of children easily accessible Assistant Headteachers effectively keep track of the progress in their phase Parents are able to view and keep track of their children's progress from home Early Years - Regular parent and school communication through Tapestry Years 1 – 6 – Regular parent and school communication through SPT Early Years baseline and end of year results transferred to SPT 			
<p>Evaluation – T2</p> <p>All parents have access to Tapestry and 66% are commenting regularly on their children's learning. Staff use Tapestry as part of their ongoing observation records. All training for SPTO has taken place including all TA's. Further support is in place. All staff are now using the tracker to record daily assessments. There is still a lot of input required by hand</p>	<p>Evaluation – T4</p> <p>SPTO is being used by all staff Y1-Y6 to teacher assess against objectives. This is ongoing. Further training and moderation is in place to ensure efficiency and accuracy. SPTO has now been updated with baseline, end of year results. This is being used to calculate progress since July 16. Attainment and progress for all groups of pupils can be easily tracked.</p>	<p>Evaluation – T6</p>	

<p>which cannot be transferred from SIMs. This will be completed by the end of T3 and then SPTO can be used to quickly analyse whole school data for all groups of children.</p>	<p>Tapestry is being used efficiently in EY, parents still using it for communication between home and school. More data needs to be collected before SPTO is used with parents in Y1-6.</p>		
<p>Impact</p>			
<p>SPORT PROVISION Maintaining the 2012 legacy by ensuring that sport remains high profile across the school</p>			
<p>Target</p>	<p>How will this be achieved?</p>	<p>When?</p>	<p>Who?</p>
<ul style="list-style-type: none"> • Continue developing sporting opportunities across the school within the curriculum • Continued staff development • Increase opportunities for school clubs • Increase opportunities for break/lunchtime playground games • Continue participation in competitive sports • Ensure that EVERY child has a PE kit in school 	<p>Continue to be part of the SSCO locally. To sign-up to additional sporting opportunities including staff training. Appointment of two additional PE coaches Through use of new equipment; organised play activities; play leaders; buddies. Through good quality lessons and festival opportunities. Staff to approach parents. Spare PE Kits available for disadvantaged</p>	<p>Continual July 16 September 16 Continual September</p>	<p>RH YM/LC RH RH Office</p>
<p>Success Criteria</p> <ul style="list-style-type: none"> • Wider range of sporting activities available to all • Raised staff confidence in the delivery of sport • Training of new staff to same level • Greater number of children participating in extra-curricular sporting activities • Increased enjoyment by pupils • 100% of children appropriately dressed to take part 			
<p>Evaluation –T2 SSCO to finish at end of this year. Amesbury will employ and charge out to the Cluster schools. A variety of sporting tournaments and training have been provided across the year groups including G&T. No of children without PE Kits has improved after staff push. Clubs to start running 3 x per week by experienced PETA.</p>	<p>Evaluation –T4 Regular meetings are held between cluster school and Andover to encourage a wider range of extra-curricular sports activities for KS1. No of children without PE kits remains low, however Early Years will need to push for more regular PE kits to be in school. Play time sports buddies have a selection of sport activities to teach to the younger children to be more involved.</p>	<p>Evaluation – T6</p>	
<p>Impact (For a more comprehensive breakdown of achievements also see PE Funding and PE Funding Review)</p>			

LEADERSHIP TEAM

To mentor support and develop the new leadership team and subject coordinators

Target	How will this be achieved?	When?	Who?
<ul style="list-style-type: none"> • Mentor three newly appointed Assistant Headteacher's supporting them in their new role • Continue to develop the role of subject leaders to improve teaching and learning in their subjects • Two appointed Vulnerable group leaders to work with each key stage to ensure delivery of good quality interventions to meet any under achievement. 	<p>HT & DHT to meet weekly – coaching staff. Continuous feedback.</p> <p>Training from Consultant. Previous subject co-ordinators to mentor term 1</p> <p>Non-class based, working from termly data to identify and delivery appropriate interventions to raise progress.</p>	<p>Weekly</p> <p>2nd Sep 16</p> <p>Term 1</p> <p>Ongoing</p>	<p>YM/LC</p> <p>JL</p> <p>CPa, CPo&CT</p> <p>SC & CT</p>
<p>Success Criteria</p> <ul style="list-style-type: none"> • Subject leaders have a secure understanding of their subject and its provision across the school • Through rigorous monitoring, the impact of subject leaders improves outcomes for children • All three AHTs feel confident and supported in leading their phase • Vulnerable leads successfully introduce and implement My Support Plans to track individual support • Vulnerable leads deliver appropriate interventions to ensure that children make measurable progress 			
<p>Evaluation-T2</p> <p>Weekly coaching programme continues. Vulnerable group leaders have delivered good quality interventions. This is changing from T3 as staff members have been required to cover a maternity leave. Interventions will be carried out by the most experienced class teacher of each year group.</p>	<p>Evaluation-T4</p> <p>Weekly coaching programme has now commenced to leaders taking on whole school development ie. medium term planning & delivering this to the whole school staff team.</p> <p>Subject leaders are working alongside others, ie Sports Provision is being supported by Charlie Wildman via joint planning of sports day.</p> <p>Interventions are now being carried out by TAs.</p> <p>My Support Plans written for some of our vulnerable children- these now need to be reviewed with parents.</p> <p>Vulnerable leads now teaching year 2, interventions being covered by TAs and most experienced class teacher in the afternoon.</p>	<p>Evaluation-T6</p>	
<p>Impact</p> <ul style="list-style-type: none"> • 			

QUALITY of TEACHING

To improve teaching and learning to help children make sustained progress and deepen understanding

Targets	How will this be achieved?	When?	Who?
<ul style="list-style-type: none"> • PACE - Teaching to be short and punchy with short introductions; lessons chunked; use of time limits; short bursts of listening and looking interspersed with talking, questioning, thinking and doing. • LEARNING – Learning objective clear and understood. Success Criteria used by children to self-assess. Pit-stops. Effective questioning and feedback. • PROGRESS – New skills, knowledge and concepts are learnt • HIGH EXPECTATIONS – Should be at age expected – teaching to the top of the class and making sure all children are accessing the learning • LEARNING TO LEARN SKILLS – Children should be determined and persistent about achieving the learning objective; learning to learn skills should be specifically taught; children should be using their learning partners effectively in order to progress their learning. • SUCCESS CRITERIA – Whole school targets identified for key focus areas are part of SDP; individual self-assessment and coaching programme in place where needed; whole school staff training identified; underperformance is challenged • To ensure NQTs are confident in the teaching of reading, writing and maths and are supported by an experienced teacher • To ensure pupils make at least expected progress from their starting points during the academic year 	<p>Coaching for all new staff to understand expectations and how to achieve the targets for each lesson.</p> <p>Lesson observations will identify any areas of development and put in place appropriate support.</p> <p>Staff will observe outstanding practice that is modelled by colleagues/phase leaders.</p> <p>Shared planning to raise expectations by looking at best practice.</p> <p>NQTs to work closely with experienced mentors and phase leaders.</p> <p>Data to show good progress for all groups.</p>	<p>July & Sept 16</p> <p>September 16</p> <p>Ongoing</p> <p>Weekly</p> <p>Ongoing</p> <p>Termly</p>	<p>Consultant</p> <p>Consultant – YM</p> <p>Identified staff</p> <p>All</p> <p>Mentors & Phase leaders LC</p>
<p>Success Criteria</p> <ul style="list-style-type: none"> • Analysis of end-of-year data shows that ‘all groups’ of pupils are making required progress from their initial starting points, at least in line with national average • Lesson observations show all of the target elements above (taken from the Sutton Trust) are embedded in all teaching • Analysis/monitoring of feedback from Assistant Headteachers indicates increased confidence in teaching and learning within all phases • Pupil interviews demonstrate that pupils are determined and persistent about achieving and can do this through independent learning • NQT’s end of term assessments show that they are making required progress 			
<p>Evaluation T2</p> <p>Quality of teaching across the school is at least good. Any previous RI teaching has been addressed. NQT’s are fully supported by mentors. Two staff members are undergoing an Individual mentoring programme.</p>	<p>Evaluation T4</p> <p>Quality of teaching across the school is 50% good and 50% outstanding. Both NQT’s are doing well and on track to pass their NQT year. One staff member is receiving some additional support. Observations &</p>	<p>Evaluation T6</p> <ul style="list-style-type: none"> • 	

<p>A triage programme of coaching is happening in KS2 during T3.</p>	<p>book scrutiny has shown that the target areas above are all being met. Progress is being monitored through SPTO, any slow progress is immediately identified, and discussed in pupil progress meetings.</p>		
<p>Impact</p>			
<p>PUPIL ASSESSMENT To improve the quality of assessment across the school so that it is consistently accurate</p>			
<p>Targets</p>	<p>How will this be achieved?</p>	<p>When?</p>	<p>Who?</p>
<ul style="list-style-type: none"> To further develop teachers' accuracy when assessing pupils using the new 'emerging, expected, exceeded' (EEE) using the national curriculum objectives through whole-school moderation To ensure that the new curriculum objectives are accurately assessed through teacher assessment with sufficient evidence to back up the judgements Planned in opportunities for peer assessment and quality feedback to ensure learners know how to progress further 	<p>Through staff development meetings. Identification of inaccurate assessing through monitoring & lesson observations. SPT to have new objectives stated for accurate assessment. Staff confident in delivering new curriculum. Through Phase & Staff meetings. Continual monitoring</p>	<p>Ongoing September Continual</p>	<p>YM, LC, Subject co's & phase leaders Class teachers YM/LC</p>
<p>Success Criteria</p> <ul style="list-style-type: none"> Analysis of feedback from teachers indicates increased confidence in assessing pupils within the (EEE framework) Whole school moderation confirms the accuracy of teachers' judgements Evidence of assessed pieces of work across the school cross-referenced with class teacher assessment accurately reflect where pupils are working Children are able to say what they need to do to improve their learning 			
<p>Evaluation T2 Staff training has taken place regarding expectations of EEE along with moderation that has been carried out within phase teams. Further moderation has been planned for T3.</p>	<p>Evaluation T4 SLT moderated R, W, M across the classes to ensure consistency and high expectations for all groups of pupils. Disadvantaged feedback to marking was identified as an action, they are now focus groups. Moderation of book samples and writing moderation completed in Phase meetings. Pupil interviews completed by subject and SLT have focussed on the children knowing what they need to do to improve.</p>	<p>Evaluation T6</p> <ul style="list-style-type: none"> 	
<p>Impact</p> <ul style="list-style-type: none"> 			

PUPIL BEHAVIOUR AND SAFETY

OBTAIN ANTI-BULLYING QUALITY MARK (ABQM)

Targets	How will this be achieved?	When?	Who?
<ul style="list-style-type: none"> Successfully achieve the ABQM in order to validate current, outstanding provision Continue to record all instances of bullying 	Evidence file submitted to assessor (See entire file) All staff to report instances with written evidence	July – awaiting outcome September - ongoing	PB Everyone
Success Criteria <ul style="list-style-type: none"> Recorded incidents of bullying remain exceptionally low The Anti-bullying Week gives a clear understanding of what constitutes bullying and is clear to all The ABQM is attained 			
Evaluation T2 Assessment carried out but not conclusive. Assessor felt that we were either Silver or Gold and needed to revisit the file and a possible further visit before a decision could be met. The school was definitely a Bronze level. The file is now awaiting the decision which will be in T3.	Evaluation T4 Silver level ABQM was awarded. Instances of bullying are very rare. We do deal daily however with issues of children not getting along but that is all part of our PSHE and social skills that they are learning.	Evaluation T6 <ul style="list-style-type: none"> 	

Impact

Nurture Group Accreditation

Collate and submit the final evidence to obtain Nurture Group Accreditation

Targets	How will this be achieved?	When?	Who?
<ul style="list-style-type: none"> Continue to work towards achieving the actions on the Action Plan to address any GAPS in provision Continue to build on the necessary evidence of current practice Collate and submit the evidence file 	Continue to gain evidence according to the Action Plan. Regular item on SEND Fusion team agenda. Submit completed file	Sept till April Easter 2017	YM/MHW YM/MHW
Success Criteria <ul style="list-style-type: none"> Nurture Group Accreditation submitted and awarded 			
Evaluation T2 The decision was made not to continue with the application at this point in time. The school has taken in a substantial amount of new pupils requiring high levels of support and it was felt that time needed to be given to this. Although the school quite clearly	Evaluation T4 The Nurture Centre continues to meet the needs of our most vulnerable children	Evaluation T6	

does everything within the audit and would meet the criteria, the time to collate the evidence is just available at this present time.	both within and out of catchment.	
Impact		

ATTENDANCE

To ensure that Attendance stays in line with national

Targets	How will this be achieved?	When?	Who?
<ul style="list-style-type: none"> Continue to keep attendance in line with National or above Parents informed in every newsletter of whole school Attendance & individual letters to parents Continue with incentives to encourage children to attend including 100% certificates termly 	Regular monitoring by School attendance Officer & EWO. Regular item in newsletter Parents informed as soon as attendance drops below the expected. School Attendance Meetings to be held.	Termly Termly As necessary	NB/LC CH NB
Success Criteria <ul style="list-style-type: none"> Attendance 96% or above Raised profile of the importance of attending school regularly 			
Evaluation T2 Attendance is currently 96.2%, it had continued to improve but a substantial sickness bug struck during T2. In T2 there were a substantial amount of requests for holidays for the Spring & Summer terms. Parents are taking the view that the County are unlikely to fine after the Weymouth Court Case and will therefore take advantage of cheap holidays during term time. Individual letters continual to be sent out advising against taking children out. 100% attendance certificates are also produced each term.	Evaluation T4 Attendance has improved yet again this term to 96.3% which is above National. It is the first time we have achieved this in many years. Natasha Burden is our new Attendance Officer and she deals directly with the EWO. The hard line we have taken with parents has helped enormously although we are likely to see a drop over the summer terms with the unauthorised absence. School attendance meetings have been held to identify reasons for lateness.	Evaluation T6 <ul style="list-style-type: none"> 	
Impact			

ACHIEVEMENT

WRITING

To raise attainment in writing for all pupils to 85% working at and above age expected
 To increase the number of children Spelling at age expected from 62.7% to at least 85%
 To increase the number of 'Exceeding' writers across the school from 10% to 20%

Disadvantaged with medium and high prior starting points need to be attaining in line or higher than their peers – Target of 65% in Writing			
Targets	How will this be achieved? (See English plan)	When?	Who?
<ul style="list-style-type: none"> Ensure all groups of children make expected progress or better from their starting points Remove the gender imbalance in year 4 so that there is no imbalance (currently girls higher attainers by 0.7) Increase number of 'exceeding' writers across the school – from 10% to 20% (in line with last year's achievements of Year 6-MODERATED) Ensure that all groups of children make expected progress or better in Spelling, from their starting points. 	Continual monitoring of teaching, learning and data. Yr 4 teachers aware of imbalance & ensures that this group is tracked Ensure that the Higher Achievers group continue to be challenged Monitor and assess our current spelling practice across the school. Make any adjustments as necessary. Track all groups of children Governors to monitor and question Year group's to set for spelling	Continual Continual Continual Term 1 Term 1 Continual Term 1	LC Phase leaders Subject leaders CT's SM & VC SM & VC LC, SM&VC Governors SM to lead
Success Criteria <ul style="list-style-type: none"> Analysis of end-of-year data for writing and spelling shows that at all groups of children have achieved the expected progress from their initial starting points. Raised number of 'higher achieving' writers to 20%. Analysis of end of Key Stage 1 & 2 assessments show that expected progress is at least in line with national average for all groups. There is no gender imbalance in Year 4 			
Evaluation T2 All classes have attainment in writing as a target for their children. Pi Corbett talk for writing continues to be used in KS1. Children have made good progress in Grammar from Sept to Dec, especially in Years 2 & 6. Spelling continues to be high focus for all classes, with Year 2 trialling a new spelling programme. Spelling/Phonics is being taught in ability groups across the year group rather than in classes. The new writing assessment sheets really help children to see how well they are doing and their future targets. Writing observations for all classes to happen in T3	Evaluation T4 All teachers and children aware of and using expected standard statements in teaching, learning and assessment – high expectations across the school. Provision maps show teachers' awareness of children (including disadvantaged) who are not working at age expected/ making expected progress and interventions/ support in place. Observations of teaching and learning in phonics/ spelling and English (writing) to share good practice and address areas for improvement – ensure quality of challenge to extend HA/ G&T writers.	Evaluation T6	
Impact			

MATHS

To increase the attainment of children across the school to 85%+
To diminish the attainment difference between girls and boys in Year 6 (boys currently attaining higher)

Targets	How will this be achieved? (See Maths plan)	When?	Who?
<ul style="list-style-type: none"> Ensure progress of Key Stage 2, from their initial starting point (KS1 SATs) is the same as all pupils nationally. Diminish the gender difference in year 6 	Teachers & Phase leaders to carefully monitor progress in this area. Maths co-ordinator to ensure that planning enables pupils to make accelerated progress.	Term 1 & 2	CT's CPo BC & SJ Governors
Success Criteria <ul style="list-style-type: none"> Key Stage 2 pupils make expected progress in line with similar pupils nationally, from their initial starting points. Decrease gender difference in Year 6 			
Evaluation T2 <ul style="list-style-type: none"> Staff confidence in Maths analysed through questionnaires. Evidenced the need for support with mastery activities, use of resources and others forms of differentiation to challenge and support all. Through conducting a staff skills audit, pupil interviews, a book scrutiny and a learning walk, alongside analysing data the Maths coordinator has a firm understanding of where we are and the support needed and where. Teachers and SLT attended training on the School Pupil Tracker, now being used and evidenced 	Evaluation T4 Teaching and Learning: <ul style="list-style-type: none"> Order placed for resources which the teachers needed in lessons, which was a reflection of lesson planning, book scrutiny and observations conducted by SIP/. Most books of great quality or areas which are identified as needing focus are being responded to. Year 2 and 6 books were scrutinised by moderator and they were impressed. From interviews children expressed that they enjoy Maths and were able to reflect on what their next steps were. Feb 17 Attainment: Year 1: 26 chn meeting age exp (59 total) With 15 chn on track to be exceeding* Year 3: 19 chn meeting age exp (58 total) With 10 chn on track to be exceeding* Year 4: 17 chn meeting age exp (57 total) With 11 chn on track to be exceeding* Year 5: 24 chn meeting age exp (60 total) With 18 chn on track to be exceeding*	Evaluation T6 <ul style="list-style-type: none"> 	
Impact <ul style="list-style-type: none"> 			
DISADVANTAGED			

To increase attainment in Reading from 67.2% to 75%, writing from 63.6% to 70%, maths from 59.9% to 70%, working at age expected, to diminish the difference between themselves and all children nationally.

Disadvantaged with medium and high prior starting points need to be attaining in line or higher than their peers - Target of 61% in Maths & 65% in Reading.

Targets	How will this be achieved? (See English & Maths plans)	When?	Who?
<ul style="list-style-type: none"> Continue to diminish the difference between disadvantaged and all other similar children nationally 	<p>Differences accurately identified and shown on planning Class teachers to ensure they are a focused group Continue closely monitoring these groups 'Vulnerable' group leaders to work with children on 1:1 or group work to ensure they remain high profile and make necessary progress Raising self-esteem through various means ie. opportunities for Uni visits, Deputy Headboy/girl, ELSA and Nurture Centre –by being valued. Continual opportunities for parental engagement ie. personal invitation into school; curriculum evenings; volunteer work; aspiration days; Grannies' kitchen etc. All learners, will develop personal responsibility for their learning, developing even more independent learning skills and demonstrating increased confidence, motivation and attitudes to their learning through the use of Learning to Learn skills. Governors to monitor and question</p>	Ongoing	Class teachers Vulnerable leads Assessment Manager Teaching Assistants MHW & AM Governors
<p>Success Criteria</p> <ul style="list-style-type: none"> The difference between disadvantaged children and all other groups nationally, diminished, at least 70% to be reading at age expected; and 68% in both writing and maths. 			
<p>Evaluation T2</p> <ul style="list-style-type: none"> Profile of Disadvantaged children increased. All staff know who the disadvantaged children are in their year group. Disadvantaged being targeted by teachers in class, by being in focus groups, first to be asked if they understand, regularly monitored during independent time etc. Disadvantaged being monitored by key subject leaders & assessment manager. <p>Interventions to start in T3 with key focus on the needs of Disadvantaged children</p>	<p>Evaluation T4</p> <p>See separate evaluation sheet</p>	<p>Evaluation T6</p>	
<p>Impact</p>			

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND)

To increase attainment in Maths from 37.7% to 50%, Reading from 48.2% to 55% and writing from 30% to 40% working at age expected to diminish the difference between themselves and all children.

To increase the number of children making accelerated progress in Reading from 53% to 60%, in writing from 17% to 25%, Maths from 23.5% to 35%.

To increase spelling and grammar attainment of all SEND pupils from 25.1% at age expected in Spelling to 35% and from 61.9% in Grammar to 70%.

Targets	How will this be achieved?(See Maths & English plan)	When?	Who?
<ul style="list-style-type: none"> Continue to diminish the difference between SEND and all other similar children nationally 	Differences accurately identified and shown on planning Class teachers to ensure they are a focused group Continue closely monitoring these groups ‘Vulnerable’ group leaders to work with children on 1:1 or group work to ensure they remain high profile and make necessary progress Raising self-esteem through various means ie. opportunities for Uni visits, Deputy Headboy/girl, ELSA and Nurture Centre – by being valued. Continual opportunities for parental engagement ie. personal invitation into school; curriculum evenings; volunteer work; aspiration days; Grannies kitchen etc. All learners, will develop personal responsibility for their learning, developing even more independent learning skills and demonstrating increased confidence, motivation and attitudes to their learning through the use of Learning to Learn skills. Governors to monitor and question	Ongoing	Class teachers Vulnerable leads Assessment Manager Teaching Assistants MHW & AM Governors

Success Criteria

- The difference between SEND children and all other groups nationally is diminished, at least 60% to be reading at age expected; and 45% in both writing and maths.

Evaluation T2	Evaluation T4	Evaluation T6
<ul style="list-style-type: none"> Focussed Interventions delivered in KS1&2 by Vulnerable Group leads. Data shows good progress by these groups from their baseline assessments. SEND Children have ‘My Special Targets’ (IEPs) to focus them on 3 or 4 skills they 	April 17 data collection shows: To be ready by SDP meeting or before	<ul style="list-style-type: none">

<p>need to grasp – these are shared with parents.</p> <ul style="list-style-type: none"> • The use of writing partners and seating where HA sit next to LA helps accelerate the learning of both. • Class provision maps show support which is planned to happen and what did happen when evaluated. 			
<p>Impact</p>			
<p style="text-align: center;">MILITARY</p> <p style="text-align: center;">To accelerate progress in Reading, Writing and especially maths to ensure they continue to attain higher than their peers.</p> <p style="text-align: center;">To raise attainment and progress in maths, by end of Key Stage 1 & 2 in-line with similar pupils nationally.</p>			
<p>Targets</p>	<p>How will this be achieved?(See English & Maths plans)</p>	<p>When?</p>	<p>Who?</p>
<ul style="list-style-type: none"> • Increase rate of progress for children from military families to be in-line with their peers in reading, writing and maths • Ensure that all children are supported through a thorough induction when joining the school and that their social and emotional needs are met. 	<p>Children need to remain a focus group Progress needs to be monitored Governors to monitor and question ELSA, Time4Talk, Military club, Nurture Centre to support induction process</p>	<p>Continual AM, CT & MHW</p>	<p>CT's, Phase Leaders, Subject Co's and LC Governor's</p>
<p>Success Criteria</p> <ul style="list-style-type: none"> • All children have increased their rate of progress (in-line with their peers) in reading, writing and maths. • All children are inducted and necessary Time4Talk, Counselling, ELSA, Nurture Centre & Military club is offered <p><i>NOTE: Service Children continue to attain higher but a slight decrease in progress this year has been noted. This objective is to ensure military children continue to attain high.</i></p>			
<p>Evaluation T2</p> <ul style="list-style-type: none"> • Military children identified on planning and Class Provision maps. • Military attainment/progress moderated by English and Maths subject leaders. • New military children buddied up on arrival 	<p>Evaluation T4</p> <p style="color: blue;">Please see attached separate evaluation</p>	<p>Evaluation T6</p> <ul style="list-style-type: none"> • 	
<p>Impact</p>			

HIGH ACHIEVERS

To ensure that those with high starting points in reading and maths make progress in-line with similar pupils Nationally
To ensure that 20% of pupils, especially girls achieve 'working at greater depth' by the end of KS1, in reading.

Targets	How will this be achieved?(See English & Maths plans)	When?	Who?
<ul style="list-style-type: none"> 100% of children with high starting points in reading must reach expected at the end of KS2 (91% last year) 100% of children with high starting points in maths must reach expected at the end of KS2 (82% last year) 20% of chn leaving EYFS to achieve 'working at greater depth' by the end of KS1 in reading, especially girls. 	Focus group for each class Teaching to the top Regular monitoring Tracking Gov's to monitor and question	Ongoing Ongoing Ongoing Ongoing	CT's, phase and subject leaders, Assessment Manager, Governors
Success Criteria <ul style="list-style-type: none"> Those with high starting points in reading and maths have reached the expected at the end of KS2 			
Evaluation T2 <ul style="list-style-type: none"> HA being moderated by English and Maths subject leaders. All teachers aware who their HA children are and understand the need to challenge them. 	Evaluation T4 Teachers aware of children's starting points. Interventions in place (provision maps) for those not on track to meet predictions based on previous results. Observations of teaching and learning and planning scrutiny show appropriate focus group support and high expectations/ challenge. Use of expected standard statements in teaching, learning and assessment (from EYFS to Year 6).	Evaluation T6 <ul style="list-style-type: none"> 	
Impact			

FOUNDATION STAGE

ACHIEVEMENT

To ensure outstanding provision and practice continues in the FS

Targets	How will this be achieved?	When?	Who?
<ul style="list-style-type: none"> Increase the numbers of children who reach exceeding in all areas of development to 20% of the cohort Continue collating evidence towards the targets of the Bristol Standard Quality Assurance Further develop the outside learning area to enhance Learning 	By use of Tapestry electronic learning journals & continuous recording and assessing. EYFS to be aware of the targets of BSQA and	September September	EY team EY team

<ul style="list-style-type: none"> Maintain a high standard of evidence keeping to inform accurate teacher assessments. 	continue to collect evidence.		
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<p>Success Criteria</p> <ul style="list-style-type: none"> Electronic learning journals show a wide range of evidence towards ongoing assessments in all areas of development throughout the year. Targets from the Bristol Standards are evaluated on a termly cycle and met over the course of the year. Termly assessments and ongoing observation will show the expected progress in all areas, and accelerated progress in some. Teacher assessments are accurate through monitoring against national evidence banks and cluster schools. The quality of all teaching and learning in FS2 is outstanding, including in those areas led by TAs.

<p>Evaluation T2 Bristol standards review scheduled for Jan 2017. Targets have been met and evidence prepared for the review. End of Term 2 judgements moderated across the staff team and the cluster.</p>	<p>Evaluation T4 Bristol Standards renewed for academic year 2016-2017. New targets are prepared for January 2018 Moderation termly shows data is accurate across the cluster and all three classes. Tapestry being used to identify gaps in learning and plan more targeted provision 20% of cohort (17 children) identified as potentially exceeding at the end of the year and receiving targeted extension.</p>	<p>Evaluation T6</p>
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<p>Impact</p> <ul style="list-style-type: none">

ATTAINMENT
Raise the attainment of writing within the Early Years

Targets	How will this be achieved?	When?	Who?
<ul style="list-style-type: none"> Identify children with below expected levels of attainment in writing Ensure identified children make at least expected progress in that area. 	Early baseline assessment Small group teaching for early fine motor skills & targeted early interventions Increased opportunities for writing Staff training in writing Pre-experiential activities to motivate writing	September Ongoing Ongoing Term 1 & 2 Ongoing	EY team EY team EY team SM & CP EY team

<p>Success Criteria</p> <ul style="list-style-type: none"> Writing attainment is in-line with the other ELGs Early fine motor skills small group teaching as well as targeted interventions ensure all children have age appropriate fine motor control. Phonics teaching is rigorous, delivered daily and well-paced throughout the year.

<ul style="list-style-type: none"> • There is a wider range of writing activities during continuous provision. • Those children who are below expected on their baseline received early intervention based around their gap analysis. • Staff feel confident evidencing and promoting exceeding writing. 		
<p>Evaluation T2 Early baseline completed and moderated in EYFS. Early interventions in place for phonics and fine motor skills already in place and showing steady progress. EYFS writing books moderated across the cluster. Phonics planning has been moderated and shows appropriate challenge and pace. As a result of assessment, an additional writing time has been added to the timetable, which is a more accurate way of tracking progress. Exceeding writing put down as a focus for cluster meetings in Term 4.</p>	<p>Evaluation T4 Children currently at age expectations: SEND: 70% Military: 87% Disadvantaged: 43% 40% of children were at age expectations at the start of this year, now 62% are at age expectations - we have maintained attainment and had 22% of underachieving children make rapid progress. Setting for phonics ensured that higher ability children are receiving appropriately pitched extension</p>	<p>Evaluation T6</p> <ul style="list-style-type: none"> •
<p>Impact</p> <ul style="list-style-type: none"> • 		

EQUALITY

New arrivals

To continue the good system of induction for new arrivals – children, parents, staff and governors (including service families)

Targets	How will this be achieved?	When?	Who?
<ul style="list-style-type: none"> • Continue to induct new members into our community by interviewing them six weeks after their arrival • Ensure they are ‘buddied’ up with someone else who they can speak with if any issues arise • Parents/children invited to weekly events such as ‘Granny’s Kitchen’ to help them settle 	Designated person allocated to do this	Ongoing	Clair T
	As above	Ongoing	AM
	Class teacher to build on relationships with parents	Ongoing	Class teachers
<p>Success Criteria</p> <ul style="list-style-type: none"> • Pupils, parents, new staff and governors feel supported in their new School 			
<p>Evaluation T2 New members will be inducted from T4 when our member of staff is back from long</p>	<p>Evaluation T4 Our new arrival induction is due to start this term and will be carried out by Natalie Edwards.</p>	<p>Evaluation T6</p> <ul style="list-style-type: none"> • 	

<p>term sickness. A member of staff has now been allocated to Granny's Kitchen to help support the continuation of the group that so many of our parents benefit from.</p>	<p>Granny's kitchen continues to go from strength to strength.</p>			
<p>Impact</p> <ul style="list-style-type: none"> • 				
<p style="text-align: center;">Minority groups</p> <p style="text-align: center;">To further improve the help available for parents from minority groups in supporting them to fully participate in their child's education</p>				
<p>Targets</p>	<p>How will this be achieved?</p>	<p>When?</p>	<p>Who?</p>	
<ul style="list-style-type: none"> • Clarify and record the steps we take to ensure there are no parents in the School who are unable to fully participate in their child's education. • ARK after school club to be offered to our most vulnerable groups to help assist with homework • All groups evaluated twice a year to see if they have felt fully engaged 	<p>Office staff to establish when joining the school</p> <p>Identify children and advise SLT</p> <p>Designated member of staff allocated to send out survey/speak with parents</p>	<p>Ongoing</p> <p>Ongoing</p> <p>End of Term 2 & 4</p>	<p>CH</p> <p>All staff</p> <p>NE</p>	
<p>Success Criteria</p> <ul style="list-style-type: none"> • All minority groups in our school feel fully engaged. • Children are supported with homework 				
<p>Evaluation T2</p> <p>Transcripts have been provided for parents with EAL. Vulnerable children are invited to the ARK and funded through school. An evaluation is to take place during T3.</p>	<p>Evaluation T4</p> <p>The office staff have continued to provide transcripts for parents whom English is not their first language. This includes parents looking for a new school even if we are unable to accommodate them due to full capacity.</p>	<p>Evaluation T6</p> <ul style="list-style-type: none"> • 		
<p>Impact</p>				
<p style="text-align: center;">Positive role models</p> <p style="text-align: center;">To increase the amount of positive role models that come into school giving children access to the wide variety of different people that make up our community</p>				
<p>Targets</p>	<p>How will this be achieved?</p>	<p>When?</p>	<p>Who?</p>	

<ul style="list-style-type: none"> • Give all children a positive appreciation of Diversity in our town, country and world • Invite male role models into Assemblies or smaller practical sessions, eg Doctors, Vets, Craftsmen, Butchers, Bakers... • Older folk to talk about the history of our town • Different religions and cultures to give a glimpse into faith and beliefs. • Disabled explaining how their lives are different to able bodied. • Previous Amesbury pupils invited in to speak about what they are doing now 	<p>Regular trips out to the community</p> <p>Aspirations Day – visitors in to school</p> <p>Invites and visits to elderly peoples homes</p> <p>Visits to various types of churches</p> <p>Military personnel who have lost limbs etc or have disabilities to talk to groups</p> <p>Previous students to come back and talk about their future careers and experiences since leaving.</p>	<p>Ongoing</p> <p>October & Feb</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Class teachers</p> <p>Phase leaders</p> <p>Class teachers</p>
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<p>Success Criteria</p> <ul style="list-style-type: none"> • Wide range of role models in School illustrate the wide variety of different people who make up our community • Curricular planning shows evidence of Diversity opportunities • Previous pupils able to share their career choices and inspire

<p>Evaluation T2</p> <p>Aspiration Day was another huge success giving children the opportunity for male role models and a positive appreciation of Diversity. There is a further one planned for T4. Previous pupils to be part of the ‘Mardi Gras’ Week to take place at the end of the academic year.</p> <p>EYFS Special people afternoon and their Harvest celebration enabled grandparents, aunts, uncles to work with their children. This was another great success which enabled Older folk to be part of our community.</p>	<p>Evaluation T4</p> <p>Aspiration days continue due to their success. Mardi Gras week is starting to take shape now with plans already in place. Year 3-4 had a living museum exhibition open to parents which was very successful.</p>	<p>Evaluation T6</p>
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Impact

Before and after school provision

To increase out of school provision giving more opportunities for vulnerable groups

Targets	How will this be achieved?	When?	Who?
<ul style="list-style-type: none"> • Increase numbers attending the ARK after school provision • Continue to expand the already successful breakfast club • Encourage those children whose home life may not facilitate them to play or socialise with others, to attend the club 	<p>Continual advertising</p> <p>Word of mouth</p> <p>Sign posting families</p> <p>Assisted places for disadvantaged families</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Everyone</p>

Success Criteria <ul style="list-style-type: none"> • After school provision provides care for working parents • More vulnerable children gain quality social skills through the after school club • Positive feedback from those attending 		
Evaluation T2 Numbers have increased substantially & the venue has been moved to the new hall to ensure a smooth running. A survey will be carried out during T3 with a view of extending the breakfast club. Vulnerable children are invited to attend and financially supported to do so through pupil premium funds.	Evaluation T4 Once again, numbers continue to grow. A survey will be going out this term to assess whether the Breakfast Club and After School Club should extend their hours in September.	Evaluation T6 <ul style="list-style-type: none"> •
Impact <ul style="list-style-type: none"> • 		

CHURCH SCHOOL

Christian Concepts

To further develop the understanding of the Trinity

Targets	How will this be achieved?	When?	Who?
<ul style="list-style-type: none"> • Further develop pupils understanding of the Trinity 	Trinity focus in school Pupil and staff evaluation of Trinity Fr. Darren to lead collective worship Look at the new RE Wiltshire curriculum and link with Trinity Lead staff meeting about linking Trinity to the new Curriculum	T2 Ongoing Ongoing July 16	Fr Darren CT Mandy C
Success Criteria <ul style="list-style-type: none"> • Impact of the focus on Trinity on pupils and teachers judged as outstanding (collective worship SIAMS descriptor) • Trinity to be linked with the RE curriculum 			
Evaluation T2 Both Fr Darren & the Diocese have completed work with pupils and children regarding the Trinity. It is clear that further work needs to continue.	Evaluation T4 After being introduced to the new Re scheme I am working on how it can be linked to the Trinity and when it is introduced to staff I will be making explicit links on how teachers can reinforce the work on the Trinity through this RE work.	Evaluation T6 <ul style="list-style-type: none"> • 	
Impact			

Further develop Collective Worship			
Targets	How will this be achieved?	When?	Who?
<ul style="list-style-type: none"> Further develop collective worship including spiritual development 	Use of visitors' book for comments about collective worship Staff and governors to evaluate collective worship Whole staff collective worship training Pupil training to lead different parts of collective worship Spiritual garden group to use school community ideas to develop a spiritual garden Children to have regular opportunities to use the spiritual garden as part of class teaching Use grant money to design and build a mosaic	Term 1 2 x a year Ongoing Ongoing Ongoing Ongoing	CT & GH Mandy Christopher
Success Criteria <ul style="list-style-type: none"> Adults (staff and visitors) and children reflect on collective worship, including the impact collective worship has on their lives (outstanding SIAMS) Pupils engaged more frequently with collective worship (outstanding SIAMS) A variety of settings for collective worship offers adults and children a varied experience of worship Children have regular opportunities to develop and reflect spiritually (outstanding SIAMS) 			
Evaluation T2 Collective worship is being commented on by visitors to the school and will continue to be so throughout the year.	Evaluation T4 Fr.Darren continues to lead collective worship on a Monday, we will be working together in term 5 and 6 to adapt collective worship alongside support from Many Christopher. Both children and teachers will be undertaking some coaching on how to lead collective in T6 or in the new academic year, this will include a variety of ways to approach worship and how to track the impact. The spiritual garden has been developed by a group of children and will be re-introduced to staff in the summer terms. It has been resourced with a set of activities to be used across all year groups. After its re-introduction a timetables will be set up so it is able to be accessed by all and I propose that at least one RE session per term is taken to focus explicitly on spirituality.	Evaluation T6	
Impact			

To embed the new Wiltshire RE Curriculum across the school			
Targets	How will this be achieved?	When?	Who?
<ul style="list-style-type: none"> Embed the new Wiltshire RE Curriculum throughout the school 	Lesson observations and planning to evaluate new curriculum Look at new Curriculum and amend long term/medium term RE planning Attend assessment courses Create school display of Christian concepts	Ongoing Term 1	CT & GH CT & GH
Success Criteria <ul style="list-style-type: none"> Children acquire a thorough knowledge and understanding of the Christian faith (outstanding SIAMS) Highly effective assessment informs teaching and learning (outstanding SIAMS) Children make links between key Christian concepts and other faiths (outstanding SIAMS) 			
Evaluation T2 All CT's are using the curriculum. Planning will be looked at during T3/4.	Evaluation T4 New Re scheme: Understanding Christianity has been realised and will be introduced to staff in T5, this will allow teachers to explore the concepts within Christianity on more depth and with the focus on the children being religiously literate.	Evaluation T6 <ul style="list-style-type: none"> 	
Impact			

FINANCE

Capital / Infrastructure

Targets	How will this be achieved?	When?	Who?
<ul style="list-style-type: none"> To ensure a budget plan is in place and meets the needs of the SDP and operational costs Rolling programme of classroom decoration outside decoration Replacement door/window Rolling programme of building maintenance and upgrades Refurbishment of KS2 toilet block – obtain quotes Ensure a programme of intervention for the 3 newly appointed Assistant Heads is in place Produce a five year plan which incorporates the following: <ul style="list-style-type: none"> Outstanding delivery of curriculum 2016-17 Robust distributed leadership and succession planning Effective professional networks in place Support for new teachers, especially NQTs 	Ensure that costings are allocated accordingly. Obtain necessary quotations & use of formula capital. Obtain necessary quotations & allocation of revenue to capital Obtain necessary quotations Leadership training identified and booked through the HCSS financial software & delivered to governors.	April 16 April 16 –Mar18 April 17 Sept 16-Dec 16 June 16 Prepared March Presented May16	SS/YM SS/YM SS/YM NB/CH YM/SS

<ul style="list-style-type: none"> - Secure intervention programmes to ensure all groups of pupils are making required progress from their initial starting points, at least in line with national average - Revisiting the possibility of converting to an Academy, taking into account any financial impacts - All elements of Health and Safety - Renewed promotional material to include App, website & prospectus - Visitor and staff entry system - Rolling programme of IT upgrade 			
<p>Success Criteria – cost</p> <ul style="list-style-type: none"> • 3x NQTs all pass their induction year to a high standard • Three newly appointed Assistant Headteachers successfully mentored and able to become more independent • Budget meets the needs of the SDP • Capital funds allocated for buildings maintenance and improvement are appropriate and sufficient <p>Success Criteria – quality</p> <ol style="list-style-type: none"> a) Staff trained to good+ b) Early subject leadership training delivered c) Leadership provision across the school in view of the growth improved by SLT d) Improves teaching and learning through coaching e) Appropriate provision for vulnerable pupils identified and delivered by ‘Vulnerable’ group leaders f) Continued joint practice development with partnership and cluster schools g) Safe and secure environment maintained h) A welcoming and fully inclusive school maintained <p>Success Criteria – stakeholder impact</p> <ol style="list-style-type: none"> a) QTL continues to be 100% consistently good or better b) Increased the quality of group interventions so that children’s learning moves at a quicker pace and enables children to be in-line with national from their starting points c) Children and staff are inspired to improve maths, writing and speaking and listening d) Pupils across the school continue to make progress in-line with others from the same starting point. e) Staff and pupils are safe and feel valued 			
<p>Evaluation T2</p> <p>Quotations are currently underway with regard to the refurbishment of the toilets.</p> <p>The kitchen extension has now been completed and ready for us.</p> <p>The five year plan is currently being worked on.</p>	<p>Evaluation T4</p> <p>The KS2 toilets have now been renovated – finishing touches are now required.</p> <p>The double glazing to the EY, PPA room & courtyard corridor have been completed. The doors and windows to Yarnbury & Ebsbury will take place during the half-term week.</p>	<p>Evaluation T6</p> <ul style="list-style-type: none"> • 	
<p>Impact</p>			