

# Holy Trinity School Improvement Plan 2016/2017

## Outcomes for pupils

To raise the number of pupils achieving higher levels of attainment and increase the percentage of pupils exceeding expectations across the school.

To ensure that data is used effectively to inform planned school improvement initiatives.

To raise standards in reading EYFS, KS1 & KS2.

To maintain and further improve standards in reading, writing and Maths across the school.

To improve opportunities for speaking and listening across the school.

To embed a consistent phonics programme in YR and Y1 so that pupils gain at least the expected results in the phonics test.

To embed a Grammar programme across the school which supports pupils SPAG skills.

## Teaching, Learning and Assessment

To continue to develop, implement and embed a revised assessment system

Ensure the quality of learning is 100%+ good & at least 50% outstanding

To improve the consistency of monitoring and to ensure greater use of triangulation of evidence so that teachers and senior leaders are more regularly evaluating the impact of teaching for learning through classroom observations, evidence of feedback for learning in books and classroom environments.

To ensure early identification of pupils who are working below expectations, to improve teaching and learning and to enable class provision to support their learning and accelerate pupils' progress.

To improve the impact of teaching assistants.

## Leadership and Management

To establish new Senior Leadership team and build further capacity for improvement

Leadership and management sets a clear direction for the school, its staff, pupils and community that lead to continuous improvement and promote a high quality of integrated care and education.

To develop and embed a new curriculum successfully to ensure that all pupils achieve or surpass their agreed targets.

To develop curriculum leaders with a focus on ensuring that subject skills are being explicitly taught.

To further develop creativity within RE and CW.

To strengthen home school links to improve reading, writing and maths outcomes with a focus on pupils and families attracting pupil premium.

## Personal Development, behaviour and welfare

To embed and promote the school values to ensure outstanding behaviour and safety.

Further improve behaviours that support learning and independence.

To develop a deeper understanding about effective learning with pupils and to improve children's ability and confidence in leading their own learning.

Review safeguarding procedures – on going.

Further refine and quality assure the range of extra-curricular activities.

To raise attendance and improve punctuality.

To improve pupil progress with a focus on precision differentiation and assessment for learning.

To ensure that AFL strategies are in class to address pupils' misconceptions.

To ensure that all learners have regular opportunities to achieve and develop self-confidence and self-esteem through hands-on learning experience in a woodland or natural setting through the development of the Forest School.

To develop the consistency of marking and feedback across the school to ensure it impacts on pupils' learning, progress and attainment.

To ensure the early identification of EAL pupils, to improve teaching and learning and to enable EAL provision to accelerate EAL pupils' progress.

# Outcomes for pupils

## Key Priority 1: to improve standards and progress across the school

Actions for Improvement		Cost	Success Criteria	Review		
Key objectives	Actions and who is responsible?	When?	Cost/ Resources	What will success look like?	Who will monitor? How?	Evaluation
To raise the number of pupils achieving higher levels of attainment and increase the percentage of pupils exceeding expectations across the school.	<ul style="list-style-type: none"> <li>To ensure that all pupils already at end of year expectations have opportunities to extend and deepen their learning and are identified for CHALLENGE TEACHING to support this extension and deepening.</li> <li>SLT to ensure all targets set for children are challenging for ALL children.</li> <li>SLT to ensure that teaching and planning for teaching and learning incorporates probing questioning, a range of AFL strategies, address misconceptions and extends thinking.</li> <li>Half termly pupil progress meetings with HT, DHT, Inclusion leader and Class teachers to discuss progress and provision.</li> <li>CPD for teachers on extending children through strategies aimed at those children who are exceeding expectations.</li> <li>Staff meetings to discuss challenge activities which can be used to extend children (CPD)</li> <li>LT to monitor challenge during lesson observations.</li> <li>Teachers to indicate extension / challenge on their lesson plans</li> <li>Monitor and provide more opportunities for pupils exceeding expectations to be challenged across the curriculum and outside school.</li> <li>DHT to work with Year 6 children who are exceeding expectations during the year 6 extended day.</li> <li>HT and DHT to run extended day for Year 6 pupils (Tuesdays from 3-4:30pm) with a focus on SATs.</li> <li>HT to run holiday workshops with a focus on improving writing.</li> </ul>	on going		Improved % of children attaining better than expected progress.	HT, DHT and Inclusion leader.	
		on going	Staff Meetings			
		on going	PPA	Improved % of children meeting Above National Expectations in line with National for reading, writing and Maths.	LT	
		on going		Challenge for all pupils in all lessons-through precise AFL day to day.	SLT	
		From Jan 2017				
		From Jan 2017			SLT	
		Year 6- August 2016 Year 5- October 2016 Year 4- Jan 2017 Year 3- Feb 2017 Year 2-April 2017				

<p>To ensure that data is used effectively to inform planned school improvement initiatives.</p>	<ul style="list-style-type: none"> <li>HT, GB and LT to set ambitious and challenging targets to ensure that at least 85%+ pupils reach end of year National Expectations in Eng and Maths.</li> <li>HT and DH to collate and analyse whole school data including FSM analysis to ensure that precision intervention is strategically targeted to support all groups of pupils</li> <li>Middle Leaders to review action plans, include whole school targets and plan steps towards meeting these targets especially in their phase or subject.</li> <li>Senior leaders to set targets with class teachers/year teams and review progress towards them in termly Pupil Progress Meetings or half termly where concerns arise.</li> <li>Class teachers to do self evaluative review half termly on progress</li> </ul>		<p>£125 for external data analysis ARBOR and DAISI</p>	<ul style="list-style-type: none"> <li>Targets are set and devolved to all levels of leadership i.e. from SIP to Subject Leader action plans, Phase Leaders, year teams and class teachers</li> <li>Targets for improved standards are linked to appraisals and achieved.</li> <li>Improved achievement in English and Maths (85% of children at national averages at the end of the year; 85+% achieving national in English and Maths combined – 2015/2016)</li> </ul>	<p>Gov Body</p> <p>LT</p> <p>HT and DHT</p> <p>Middle leaders</p> <p>LT</p>	
<p>To raise standards in reading EYFS, KS1 &amp; KS2.</p>	<ul style="list-style-type: none"> <li>To ensure that 1 to 1 reading is happening in all classes-TAs to listen to readers for the first hour of every afternoon.</li> <li>Ensure that every class have identified those children who need a daily read(red readers), those children who need to be read with at least 3 times a week(yellow readers) and those children who need to be read with at least once a week (green readers).</li> <li>Teachers to differentiate learning to match the needs of pupils (staff meetings led by LT).</li> <li>Precision interventions to secure good progress for groups of pupils (pupils' progress meetings).</li> <li>Regular assessment followed by ½ termly progress meetings including in EYFS.</li> <li>Ensure Guided Reading is focused and moves children's learning on (CPD) in light of the changes to Reading Tests</li> <li>Ensure that comprehension skills are taught in discreet Guided Sessions</li> <li>Improve the Reading areas including book corners in class rooms to ensure reading for enjoyment is highlighted</li> <li>Continue the use of the Forest Hill library to support reading for enjoyment.</li> <li>Arrange for parent workshops on reading and phonics.</li> </ul>	<p>Autumn Term onwards</p> <p>Autumn Term 2016 and ongoing</p> <p>Autumn Term</p> <p>Ongoing</p> <p>Autumn onwards</p> <p>Spring 2016</p>	<p>PPA sessions</p> <p>½ day cover</p> <p>Pupil Progress meeting1 hour per teacher per term</p> <p>£100 per class Lit Budget</p>	<p>Accelerated (at least 4 STEPS progress) for each class → good progress</p> <p>Improved Attainment in reading across the school to at least 85% at Age Related Expectations in (year 2-6)</p>	<p>LT – Data analysis</p> <p>SLT – Through moderations.</p> <p>LT and SLT – Lesson observations</p> <p>Lesson Observations</p>	
<p>To maintain and further improve standards in reading, writing and Maths across the school.</p>	<ul style="list-style-type: none"> <li>Lit and Maths Co to lead Training in use of assessment system→ consistency in judgements.</li> <li>There needs to be continued focus on challenging 'ability' as a fixed construct across the school in order to ensure that there is no ceiling placed on any child's learning capacity.</li> <li>There needs to be a more consistent approach to pupil's self-assessment across the school.</li> <li>Ensure writing and Maths is used across the curriculum.</li> </ul>	<p>Autumn 2015</p> <p>Ongoing</p> <p>Termly</p>	<p>1 day per half term</p> <p>½ day cover</p>	<p>Accelerated for each class → good progress</p> <p>Attainment improved to at least 85% of children reaching age related expectations by the end of the year.</p>	<p>LT – Data analysis</p> <p>SLT – Through book scrutiny and moderations.</p>	

	<ul style="list-style-type: none"> <li>Consultants to support moderation in EY and KS1 / 2 Regular cycle of moderation which includes SLT leading.</li> <li>Pupil Progress meetings termly and where needed ½ termly</li> <li>Thorough focused marking to move children's learning on.</li> <li>Targeted CPD to improve Maths subject knowledge and the quality of teaching for learning facilitated by a Maths consultant.</li> </ul>	Ongoing		£1,500	Each teacher and TA will have a training day with Stephen Carlsson.	LT – Lesson observation	
To improve speaking and listening across the school.	<ul style="list-style-type: none"> <li>Targeted CPD to improve talk for writing and speaking and listening across the school with a focus on Pie Corbett/Sue Palmer..</li> <li>EYFS to do staff training on CLL development</li> <li>Include on the Lesson Observations sheet to ensure it remains a focus during monitoring by all middle and senior leaders.</li> <li>Literacy lessons to have a distinct focus on dev of S&amp;L</li> </ul> <p><b>In the EYFS</b> All staff to focus on their role in supporting and extending children's language development during;</p> <ul style="list-style-type: none"> <li>focus activities</li> <li>Child initiated activities</li> <li>Lunch times and carpet times</li> </ul>	Autumn term staff meetings  Ongoing  Ongoing  Autumn term onwards	Staff Meetings  SALT team input  Inclusion Manager  EYFS leader		-children will be more confident in S&L during lessons.  -Improved standards and progress in writing as a result of the improved S&L  - Children's speaking and listening and communication skills improve.  -Les obs and monitoring will reflect S&L as a key aspect	LT  LT  CT	
To embed a consistent phonics programme in YR Y1 and Y2 so that pupils gain at least expected results in the phonics test.	<ul style="list-style-type: none"> <li>To further develop use of Letters and Sounds in EYFS, Y1 and Y2 and where needed in KS2.</li> <li>To provide Letters and Sounds Training for all staff.</li> <li>To begin Phonics intervention programme of support for children in Year 2, 3, 4 and 5.</li> <li>Peer observations and coaching to develop teaching.</li> <li>Ongoing phonics diagnostic assessment.</li> <li>To provide a phonics workshop for Parents.</li> </ul>	Autumn term onwards  Ongoing  Ongoing  Autumn term onwards  Feb 2017	Staff meetings  Inclusion leader  DH		Programme well established  % observations outstanding increased		
To embed a spelling and Grammar programme across the school which supports pupils SPAG skills.	<ul style="list-style-type: none"> <li>CPD to improve Grammar subject knowledge to improve the quality of teaching and learning of English.</li> <li>To provide a Grammar workshop for parents.</li> <li>Demonstration grammar lessons with a focus on Sue Palmer.</li> </ul>	Spring term  November 2016  HT to provide demo lessons	Staff meetings  HT  HT		Programme well established  % observations outstanding increased		

	<ul style="list-style-type: none"><li>• Ongoing diagnostic assessment</li><li>• GGrammar to be taught in 20min sessions at least 2 times a week.</li></ul>	<p>in years 2-6 Feb 2017.</p> <p>Ongoing</p> <p>Ongoing Autumn term onwards</p>	<p>HT/DT to monitor teaching and planning.</p>			
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## Teaching, Learning and Assessment

### Key Priority 2: to increase the % of outstanding teaching

### Key Priority 3: To develop, implement and embed a revised assessment system

Actions for Improvement			Cost	Success Criteria	Review	
Key objectives	Actions and who is responsible?	When?	Cost/Reso urces	What will success look like?	Who will monitor?	Evaluation
To develop, implement and embed a revised assessment system	<ul style="list-style-type: none"> <li>Assessment system to be evaluated and embedded-visit other schools in the authority to review- St.James Hatcham and St.Michael's.</li> <li>SLT with GB to review formative assessment system for school.</li> <li>Continue to roll out programme to be developed and implemented</li> </ul>	Autumn 2016  Ongoing  Spring 2017		<ul style="list-style-type: none"> <li>Assessment system embedded and robust</li> </ul>	HT GB	
Ensure the quality of teaching and learning is 100%+ good & at least 50% outstanding	<ul style="list-style-type: none"> <li>Lesson observations to take place half termly –ensuring teachers have more frequent dialogue opportunities, enabling more effective use of assessment for learning to pick up on misconceptions, or challenge or consolidate learning throughout a lesson. Also focus on the pace of learning, especially during whole class teaching.</li> <li>In-school CPD focusing on Reading, Writing and Maths.</li> <li>Cross school observations to be established to develop best practise</li> <li>Monitor books and planning weekly.</li> <li>Ensure senior leaders consistently monitor the quality of teaching, planning and marking against rigorous criteria.</li> <li>Ensure senior leaders use the information gathered from lesson observations to improve teaching to a consistently good or better quality in all classes.</li> <li>Half termly observations to identify any subject.</li> <li>knowledge weaknesses –SLT to use findings of lesson observations to plan weekly staff meetings and INSET.</li> <li>LT to provide clear and concise feedback points for the improvement of teaching (next steps) &amp; for this to be monitored.</li> <li>Monitoring to have high focus on progression over time and progress <u>within</u> lessons.</li> <li>Teachers to indicate self directed target to improve their own teaching based on feedback</li> </ul>	Half termly by HT and DHT.  Staff Meetings Spring term  Weekly  Ongoing  Half termly Weekly staff meetings  Half termly  Weekly  Half termly		<ul style="list-style-type: none"> <li>Improvements in teaching can be tracked through lesson observation notes and teachers' self evaluation for individual teachers.</li> </ul> <p>100%+ of teaching is good &amp; at least 50%+ better teaching → leading to even further improved standards for children.</p>	HT and DT	

	<ul style="list-style-type: none"> <li>• LT to monitor progress towards improvements in teaching</li> <li>• Collate strengths and areas for development and ensure appropriate CPD is implemented as required.</li> <li>• Staff meetings to focus on CPD areas for teachers.</li> <li>• Peer observations (within school and external) to share good practice.</li> </ul>	INSET and staff meetings.  Spring Term				
To improve the consistency of monitoring and to ensure greater use of triangulation of evidence so that teachers and senior leaders are more regularly evaluating the impact of teaching for learning through classroom observations, evidence of feedback for learning in books and classroom environments.	<ul style="list-style-type: none"> <li>• .Books and planning to be monitored weekly and feedback provided.</li> </ul>			<ul style="list-style-type: none"> <li>• There is a greater use of triangulation of evidence.</li> <li>• Improvements in teaching can be tracked through lesson observation notes and teachers' self evaluation for individual teachers and weekly monitoring of planning and books.</li> <li>• 100%+ of teaching is good &amp; at least 50%+ better teaching → leading to even further improved standards for children.</li> </ul>	LT – observations and improvements in quality of lessons taught.  Middle Leaders  LT – T&L spread sheet and analysis	
To ensure early identification of pupils who are working below expectations, to improve teaching and learning and to enable class provision to support their learning and accelerate pupils' progress.	<ul style="list-style-type: none"> <li>• Children for intervention to be identified and discussed at half termly pupil progress meetings.</li> <li>• Inclusion team to work with HT, DHT and CTs to identify the most effective intervention for each child.</li> <li>• Impact of the interventions to be monitored at least half termly.</li> <li>• Ht to work to deliver training for Intervention to all TAs.</li> <li>• TAs to deliver Intervention programmes across the school from 2-2:30pm daily.</li> <li>• TAs to deliver pre-teaching to children from 2:30-3pm daily.</li> <li>• Inclusion leader to monitor effectiveness of intervention programmes (Inclusion leader)</li> <li>• Inclusion leader to implement structured conversations with the parents of children identified as working below the expected level.</li> </ul>	Half termly Daily  Half termly  Structured conversations to take place half termly for identified children.	1 day  SLT meetings	Interventions more closely aligned to children's in-class learning with minimal disruptions Differentiation is closely matched to children's differing abilities and thus accelerates progress. Provision for children with complex needs effectively supports children's development.	Through data analysis and observation  Inclusion leader / team  Inclusion leader	

<p>To improve the impact of teaching assistants.</p>	<ul style="list-style-type: none"> <li>HT and DHT to observe TAs half termly and engage them in regular post-observation dialogue.</li> <li>Class teachers to ensure that TAS have access to planning and are involved in daily dialogue about the pupils' learning.</li> <li>TAs to achieve half termly progress meetings with class teacher, HT and DHT.</li> <li>INSET for all staff on the report from ENDOWMENT TRUST: MAKING THE BEST USE OF TAs.</li> <li>TAs to plan intervention with HT or DHT half termly.</li> <li>TAs to understand and use AFL effectively in all lessons.</li> <li>TAs to develop subject knowledge in maths and English to more effectively support pupils learning.</li> </ul>	<p>Half termly</p> <p>Weekly</p> <p>Half termly</p> <p>INSET February 2017 Half termly</p> <p>To attend weekly staff meetings with teachers. To attend TA training half termly.</p>		<p>TAs engage with the weekly planning to be able to support pupils and promote learner independence. TAs to use collaborative approaches with the class teacher and pupils to implement priorities for learning and achievement. TAs confidently use AFL to identify pupil misconceptions</p>	<p>CT</p> <p>DHT and HT</p> <p>Inclusion leader</p> <p>HT and DHT</p> <p>HT and DHT</p>	
<p>To ensure that AFL strategies are in class to address pupils' misconceptions.</p>	<ul style="list-style-type: none"> <li>To ensure that AFL is driving planning and teaching for learning.</li> </ul>	<p>Continuous monitoring of learning progress throughout lessons.</p>		<p>Planning is more consistently AFL led –more personalised planning –precisely targeted to pupils needs e.g. it is picking up on misconceptions and extending, consolidating or clarifying pupils learning.</p>	<p>HT and DHT</p>	

<p>To ensure that all learners have regular opportunities to achieve and develop self-confidence and self-esteem through hands-on learning experience in a woodland or natural setting through the development of the Forest School.</p>	<p>To explore the possibility of starting a forest school at the Albion Millenium Green.</p> <p>HT to meet with Fran from the Millenium Green project and explore the possibility of becoming a trustee of the project.</p> <p>Reception Teacher to explore successful forest Schools in Lewisham Schools.</p> <p>Reception children to begin to attend Forest School.</p>	<p>Autumn 2016</p> <p>October 2016</p> <p>January 2017</p> <p>March 2017</p>		<p>HT to become a trustee of the Albion Millenium Green Project.</p> <p>Reception Teacher and DHT to visit local schools.</p> <p>Forest School is established in Reception class and all children attend the Millenium Green once a week.</p>	<p>HT</p> <p>HT</p> <p>HT and DHT</p> <p>HT and DHT</p>	
<p>To develop the consistency of marking and feedback across the school to ensure it impacts on pupils' learning, progress and attainment.</p>	<ul style="list-style-type: none"> <li>HT to lead on Embedding effective feedback and pupil response in marking as consistent practice across the school</li> <li>Teachers engaging children in the targets setting process</li> <li>Continue next improvement foci in AfL → moderation, working together on next learning steps; review impact of this on marking</li> <li>Monitoring cycle for curricular targets, marking through lesson observations, book scrutiny and pupil conferences (Middle Leaders)</li> <li>Use of assertive Maths to plan effective next steps of learning (Maths Co)</li> </ul> <p>Regular monitoring at least weekly ( core subject leaders and LT monitoring books)</p>	<p>Autumn Term 2016 start</p> <p>By Summer 2017</p> <p>Autumn Term</p>	<p>Staff meetings</p> <p>Staff meetings</p> <p>Staff meetings</p> <p>1 day</p>	<p>High quality and consistency of marking across the school</p> <p>Children able to articulate own successes and next learning steps and this is evident in books.</p> <p>AfL impact on lessons and teachers re-shape tasks to reflect on continuous assessment.</p>	<p>LT- book scrutiny</p> <p>LT – pupil voice / questionnaires</p> <p>LT – book scrutiny</p>	

<p>To ensure the early identification of EAL pupils, to improve teaching and learning and to enable EAL provision to accelerate EAL pupils' progress.</p>	<p>Inclusion leader to identify children with EAL and in need of pre-teaching.</p> <p>Inclusion leader to identify EAL pupils who did not achieve GLD and begin intervention groups.</p> <p>Inclusion leader to run EAL groups across the school.</p> <p>MFL lead to attend training at the CLPE to develop strategies to support teaching and to identify the most effective interventions.</p> <p>MFL lead to share good practice by identifying the most effective interventions and strategies to support our EAL learners.</p> <p>Inclusion leader to work with teachers to improve their EAL provision in class.</p>	<p>Pre teaching/interventions groups to begin Oct 2016.</p> <p>Nov 2016 and Feb 2017</p> <p>Staff Meeting March 2017</p> <p>Planning drop ins with HT, DHT and Inclusion leader on Mondays 3-4;30pm.</p>		<p>Identified pupils to make good or better progress across the school.</p> <p>Improved confidence in supporting our EAL learners.</p>	<p>HT and Inclusion leader</p>	
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# Leadership and Management

## Key Priority 4: to improve the quality of leadership at all levels

Actions for Improvement			Cost	Success Criteria	Review	
Key objectives	Actions and who is responsible?	When?	Cost/Resources	What will success look like?	Who will monitor?	Evaluation
To establish new Senior Leadership team and build further capacity for improvement	Develop SLT. Head Teacher started in June 2016 New Inclusion Manager starts September 2016 New Deputy Head starts November 2016	Sep 2016 And Nov 2016			GB HT	
Leadership and management sets a clear direction for the school, its staff, pupils that lead to continuous improvement and promote a high quality of integrated care and education.	<ul style="list-style-type: none"> <li>To ensure accurate SEF based of rigorous data analysis and monitoring of T&amp;L across the school</li> <li>Ambitious and challenging targets are set to ensure high quality provision for all pupils</li> <li>Focused and strategic use of funds ensures that high quality provision is provided to all pupils.</li> <li>All provision is monitored and quality assured. LT)</li> <li>All leaders play an active part in the monitoring of key areas of the school and school improvement CPD)</li> <li>Pupil voice is strengthened and filters through the plans for improvement of the school.</li> <li>Further develop distributive leadership across all teams across the school to ensure high expectations, high quality of T&amp;L and outcomes for all</li> </ul>	<p>Ongoing</p> <p>At the start of Autumn Term</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>At all times</p>	<p>Staff Meetings</p> <p>Lesson Observations</p> <p>INSETS</p> <p>Training cost</p>	<ul style="list-style-type: none"> <li>Improvements in teaching can be tracked through lesson observation notes and teachers' self evaluation for individual teachers</li> <li>100%+ of teaching is good &amp; at least 50%+ better teaching → leading to even further improved standards for children</li> <li>Improved standards and Nat gap continuously being closed</li> </ul>	<p>Gov Body</p> <p>LT – through monitoring</p> <p>Senior Leaders – monitoring and feedback</p>	
To develop and embed a new curriculum successfully to ensure that all pupils achieve or surpass their agreed targets.	<ul style="list-style-type: none"> <li>To review the curriculum in light of the changing needs of our pupils and evidenced based research</li> <li>-To maximise and develop the use of ICT to enhance learning opportunities for all, within and outside of school</li> <li>To improve outdoor areas across the school to ensure high quality provision.</li> <li>Develop new curriculum to ensure Nat expectations are covered without compromising the high quality provision that already exists within he she school.</li> <li>Ensure Performing arts remains a feature within the school as this was a key factor in ensuring EAL pupils achieved as well as non EAL pupils.</li> </ul>	<p>Autumn Term start</p> <p>Throughout the year</p> <p>Ongoing</p> <p>Throughout the year</p>	<p>Cost of training</p> <p>Staff Meetings</p>	<ul style="list-style-type: none"> <li>Curriculum is rich and support all pupils and their achievement</li> <li>Pupils enjoy their learning and thus attitudes to learning is positive</li> <li>Curriculum caters for all pupils and is broad and balanced</li> <li>Achievement is good across the school.</li> </ul>	<p>LT – monitoring and evaluation</p> <p>Gov Body – HT reports and visits including monitoring of the school</p> <p>All teachers, leaders and pupils (pupil voice)</p>	

Strengthen parental engagement	<ul style="list-style-type: none"> <li>• Establish FOHTSA</li> <li>• Organise termly coffee mornings with booklets.</li> <li>• Further develop FOHTSA and work on organising Christmas and Summer Fairs.</li> <li>• Continue encouraging parent volunteers to support in school – DB checks and risk assessments to be completed.</li> <li>• Increase parent workshops for curriculum subjects &amp; develop parent view</li> <li>• Support parents in online applications for year 6</li> </ul>	<p>From Autumn 2016</p> <p>On going</p>	<p>No cost – liaise with local businesses to donate vouchers – ½ day</p> <p>Initial £200 cash flow to start funding.</p>	<p>More parents attending coffee mornings than previous. Parents more involved with the school</p> <p>Successful Christmas and Summer fair lead by the FOHTSA</p> <p>Improve the number of parents responding to school surveys and questionnaires.</p>	<p>HT – Parent feedback and numbers attending</p> <p>Gov Body</p>	
To further develop creativity within RE and CW	<ul style="list-style-type: none"> <li>• Work with Southwark Diocese SDBE to develop new curriculum</li> <li>• Train staff on new curriculum</li> </ul>	<p>From Autumn 2016</p> <p>On going</p>		<p>New curriculum developed</p> <p>New faiths discussed in cw</p> <p>Staff trained</p>	<p>RE Leader/HT</p>	
To develop curriculum leaders with a focus on ensuring that subject skills are being explicitly taught	<ul style="list-style-type: none"> <li>• HHT and DHT to lead the development of the role of curriculum leaders with a focus on Science, RE, MFL and History/Geography.</li> <li>• Focus on Improving subject knowledge and teaching and learning of explicit skills and developing key vocabulary.</li> <li>• Provide each subject leader with one day out of class a term to develop their subject area.</li> </ul>	<p>From Autumn 2016</p>		<p>Subject leaders to have a vision for outstanding practice for their subject.</p> <p>By the end of the year they will have worked collaboratively with SLT and CTS to ensure the teaching and learning of skills</p> <p>By the end of the year there will be a progression of skills in their curriculum area..</p>	<p>HT and DHT</p>	

**Personal Development, behaviour and welfare**  
**Key Priority 5:**

<b>Actions for Improvement</b>			<b>Cost</b>	<b>Success Criteria</b>	<b>Review</b>	
<b>Key objectives</b>	<b>Actions and who is responsible?</b>	<b>When?</b>	<b>Cost/Resources</b>	<b>What will success look like?</b>	<b>Who will monitor?</b>	<b>Evaluation</b>
To embed and promote the school values to ensure outstanding behaviour and safety.	<ul style="list-style-type: none"> <li>• Monitor behaviour of all pupils and intervene with strategic action when and if needed-establish Reflection Books across the school.</li> <li>• SLT to monitor reflection books weekly.</li> <li>• Liaise regularly with parents on a daily basis.</li> <li>• Promote good behaviour of the Year 6 Class with the presentation of school ties and Head Boy/Girl/Prefects (Application process termly)</li> <li>• To have a weekly Celebration Assembly-to celebrate outstanding learners and outstanding behaviour.</li> <li>• Head Teacher Awards to be published weekly on newsletter.</li> </ul>	Autumn 2016  Ongoing  Ongoing  Fridays 2-2:30pm- KS1 2:30-3pm- KS2  Every Friday	No cost  £500	Very good behaviour from the large majority of pupils. Those with behaviour difficulties are well supported to ensure that they achieve. Parents and Pupils live up to and support the school values	LT-monitoring  Parent and pupil questionnaires	
Further improve behaviours that support learning and independence.*	Celebrate good attitude and achievement in whole school assemblies-Invite parents to celebration assemblies. To encourage children to self assess.	Autumn 2016  Ongoing		Children taking a lead in their own learning. Children working more independently with less dependence on staff. Children responding to feedback and engaging in dialogue.	LT – monitoring  leaders – monitoring  Pupil and parent voice.	
To develop a deeper understanding about effective learning with pupils and to Improve children's ability and confidence in leading their own learning	<ul style="list-style-type: none"> <li>• Increase children's independence in learning through: Peer &amp; Self-Assessment</li> <li>• Children understanding next learning steps and how to achieve them (LT)</li> <li>• Focus on creating more opportunities for independent and extended learning – less teacher support/modelling (CPD) Lessons to provide opportunities for choice.</li> </ul>	As of Autumn Term and ongoing  Ongoing	Staff Meetings	Les Obs indicate that children are showing greater independence. Children are observed leading their own learning. Lessons are planned to provide opportunities for ind.	LT – Monitoring DH – Planning monitoring	

Regularly review safeguarding procedures in light of Nat and Local changes including those arising at school	<ul style="list-style-type: none"> <li>Review policy for safeguarding update based on changes - Inclusion Manager and Safeguarding Governor.</li> <li>Provide safe guarding training for all staff.</li> <li>Adapt summary Safeguarding procedures for all staff and introduce yellow forms and red forms to report concerns to safe guarding lead. (HT/ Admin)</li> <li>Check Single Central Record is up to date and in order (Business Manager)</li> <li>Regularly monitor the SBM is keeping DBS checks up to date and that there is a coherent and well managed approach to the Single Centre record across the school including CC</li> </ul>	<p>Ongoing</p> <p>Sep 2016</p> <p>As required</p> <p>Termly</p> <p>Ongoing</p>	<p>Staff meetings</p> <p>1 day</p> <p>Cost of DBS checks etc.</p>	<p>Effective procedures to ensure safety of all pupils.</p> <p>All staff are clear about safeguarding procedures.</p> <p>Concerns are logged and addressed.</p>	<p>LA– Safeguarding audit</p> <p>LT – observations</p> <p>Gov Body</p>	
Further refine and quality assure the range of extracurricular activities provided.	<p>HT to lead on After school clubs based on the wellbeing indicators.</p> <p>Establish links with Street Kaizam, Pop Gems and La Mesia to run the following after school \professional coaching clubs:</p> <p>Street Dance</p> <p>Musical Production</p> <p>Football</p> <p>Athletics</p> <p>Netball</p> <p>Develop range of school based after school clubs: Bible Club, Art and Craft Club and Home Learning Club.</p>	<p>All year</p> <p>All year</p>		<p>Children participate in a wide range of after school activities. Vulnerable pupils are tracked and this reveals that children are improving on communication and social skills as indicated by the wellbeing and involvement indicators.</p>	<p>LT</p> <p>SLT</p> <p>CT</p> <p>Parental Questionnaires</p>	
To raise attendance and improve punctuality.	<p>Work closely with parents and carers to raise attendance and improve punctuality.</p> <p>Inclusion Manager to develop the school's attendance strategies.</p> <p>Inclusion Manager to support parents to ensure attendance is at least 96.5% by working with the attendance officer, Education Welfare Officer and Targeted Family Support.</p>	<p>All year</p> <p>On going</p>	<p>Training with Attendance Officer for Office Team, Inclusion Manger and HT</p> <p>September 2016</p>	<p>The school's attendance strategies are acknowledged as best practice.</p> <p>Attendance is at least 96.5%</p>	<p>HT and Inclusion leaderer</p>	