



September 2018



Rotherhithe Primary School Development Plan 2018/ 2019

October 2018

RPS School Development Plan 2018/2019

Outcomes for pupils

Improve the standards and progress in reading across the school to secure at least Nat ARE at KS1 and KS2

To increase the % of pupils achieving Greater Depth in KS1 and KS2 to be in line with Nat Av

Ensure that the % of pupils reaching GLDs in the Early Years is at least in line with National expectations (75%)

Increase the average combined RWM percentages by 10% across the whole school

Continue to ensure good or better progress for all pupils to ensure we diminish the differences between different groups especially Pupil Premium and those on SEND

Quality of Teaching, Learning & Assessment

Ensure that the quality of teaching and learning is 100% good with 40% outstanding.

Introduce the reviewed 2018 marking policy and ensure consistency across the school.

Embed the changes introduced in 2017 and ensure science is effectively taught across KS1 and KS2.

Refine assessment procedures and systems to support accurate tracking of pupils' progress and standards which can be analysed for further improvement.

Develop the reading curriculum to ensure high quality teaching leading to children achieving ARE..

Develop the Spanish curriculum ensuring it is meaningfully taught through the teaching of art.

Effectiveness of Leadership and Management

To provide effective and timely CPD to all staff and ensure quality first teaching in every class

Continue to effectively monitor on the quality of Teaching and Learning across the school and implement effective strategies to improve areas of weakness

To launch the coaching model across the school for teachers and TAs to ensure that teaching and learning is of a high standard

To further develop strong and targeted parental involvement with parents

Redesign the school's curriculum to ensure it is dynamic, broad and balanced and takes into account their learning needs and interests. of all pupils and groups.

Improve attendance to at least national averages including persistent absences.

Develop interschool connections through joint music and sport events.

Personal Development, Behaviour and Welfare

To continue to provide opportunities to develop children's mental wellbeing, self-esteem and resilience.

Promote updated set of school values for the federation which prepares children for modern Britain and becoming global citizens.

Raise awareness and tackle any form of bullying and further develop awareness and understanding of homophobia and gender identity.

Ensure the changes in 'Keeping children safe in Education' is embedded. To continue to promote Online Safety to ensure children are aware of how to stay safe online and on social networking sites.

Develop the work of the school council and provide opportunities to collaborate across the federation.

Ensure that behaviour systems are known, followed consistently and lead to good behaviour around the school and during break and lunch time.

Increase global citizenship through a focus on developing the school's environmental curriculum and sustainability.

OUTCOMES FOR PUPILS

Key Priority 1: Improve standards in Reading and sustain the improving picture for Maths and Writing across the school to at least (EYFS: 75% GLDs), KS1: (75% - 85%) and in KS2 (75%-90%) of children are at age related expectations and thus improving the RWM combined to above floor aiming for 75%

EYFS		KS1		Lower KS2		Upper KS2	
Nursery	Reception GLD	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
65% at Threshold	75% +	Age Related Expectations Reading: 80% Writing: 75% Maths: 80% RWM combined: 72% Phonics = 85%	Age Related Expectations Reading: 80% Writing: 75% Maths: 80% RWM combined: 65-70% Phonics = 95% of original cohort	Age Related Expectations Reading: 75-80% Writing: 75-80% Maths: 75-80% RWM combined: 73%	Age Related Expectations Reading: 80% Writing: 75% Maths: 80% RWM combined: 67%	Age Related Expectations Reading: 85% Writing: 80% Maths: 80-85% RWM combined: 74%	Age Related Expectations Reading: 80% Writing: 85% Maths: 85% SPAG: 90% RWM Combined: 75%
		Greater Depth R: 20% W: 20% M 20%	Greater Depth R:30% W:20% M:30% RWM combined: GD 15%	Greater Depth R: 25% W: 20% M: 30%	Greater Depth R: 20-25% W: 20-25% M: 20-25%	Greater Depth R: 30-35% W: 30% M: 35%	Greater Depth R: 38% W: 30% SPAG:50% M: 25% RWM combined: 20%

Actions for Improvement			Cost	Success Criteria	Review
-------------------------	--	--	------	------------------	--------

Key objectives	Actions and who is responsible?	When?	Cost/ Res	What will success look like?	Who will monitor? How?	Evaluation
Improve the standards and progress in reading across the school to secure at least Nat ARE at KS1 and KS2	<ul style="list-style-type: none"> JOC to lead reading and writing across the school to ensure consistency of practice and that cross curricular links are fully exploited. JOC to map texts throughout the curriculum Teachers to deliver systematic guided reading carousel set up throughout the school & delivered on a daily basis JOC to develop parental involvement through weekly reading café during early work. Teachers to ensure that weekly homework includes daily reading and bed time story/ audio file. Teachers to ensure that reading record books are being updated to monitor regular reading at home. Teachers to run a weekly book assembly. Whole school curriculum overviews to include book references to ensure that class reading is happening across the curriculum Class reading session daily at the end of the day using quality texts mapped out in the curriculum map Whole school drive around the development of reading areas Whole school drive "race to reading" JOC to set up links with volunteer reading groups e.g. Beanstalk 	<p>Ongoing</p> <p>From autumn 1</p> <p>Ongoing</p> <p>From autumn term</p> <p>Ongoing</p> <p>Ongoing</p> <p>From autumn term</p> <p>From autumn</p>	<p>£500 English budget</p> <p>Fundraising – PTA events and Spanish Day</p>	<p>Children will read fluently</p> <p>There will be an excitement around reading</p> <p>There will be a reading culture</p> <p>Links developed to promote reading with outside organisations</p> <p>Our progress will be accelerated</p> <p>Out attainment will improve</p> <p>There will be quality texts to support teachers in delivering quality guided reading sessions</p> <p>Daily guided reading</p> <p>Parental involvement will develop through the reading café</p> <p>Engaging reading areas</p>	JOC/SLT	

	<ul style="list-style-type: none"> JOC to seek funding from outside groups to buy books e.g. Guardian book editor, Man Charitable Trust, Sainsbury's JOC to ensure that all classes visit the library and that author workshops are attended JOC to develop class reading resources around a selection of core books & books linking with the curriculum JOC to audit the guided reading resources and replenish JOC/SLto audit the class reading resources and replenish Develop links with the school library- author workshops and regular class visits Organise and fundraise during whole school book week (author visits & fair) Organise book club Y5 & Y6 GD readers Reading buddies Y6-3, Y5-2, Y4-1 Learning walks during guided reading session to inform CPD and ensure teaching is of a high quality Reading CPD in staff meetings- film children reading BAR Baseline & spring review (Y1 & Y2) Observation cycle in autumn 1 to focus on reading, coaching to identify and map out CPD needs Lower ability children to have planned 1:1 reading session at least 2x weekly JOC to explore the use of Accelerated Reader 	<p>term</p> <p>Autumn and ongoing</p> <p>Ongoing</p> <p>Autumn Term 1</p>		<p>Whole school excitement and dialogue around the race to reading.</p>		
<p>To increase the % of pupils achieving Greater Depth in KS1 and KS2 to be in line with Nat Av</p>	<ul style="list-style-type: none"> Staff meetings to discuss challenge activities which can be used to extend children (English Consultant and Num Lead) Literacy unit plans to include within then opportunities for GD children to show independence of thought, and a higher standard. Use of gold envelopes for HS writing. Opportunities to write using a range of genres. Explicit teaching of technical vocabulary. Increased use of mixed ability groupings. All teachers to use the Depth for Understanding symbols and ensure activities that provide depth are planned into the curriculum. Expectations to be made clear at the start of the term. (ML – Expectations staff meetings) CT to present challenge tasks within all lessons. Children to be invited to select the level of challenge. LT to monitor challenge during drop ins and coaching observations Teachers to indicate extension / challenge on their notebook plans/resources. Phase Leaders to discuss More-Able provision in their teams during PPM and to target children to attain at 	<p>Autumn 2018</p> <p>On going</p> <p>On going</p> <p>On going</p> <p>SLT/ML monitoring see Leadership timetable</p>	<p>Cost for consultant £450 per day</p>	<p>Improved % of children attaining better than expected progress.</p> <p>Improved % of children meeting Above National Expectations in line with National</p>	<p>Eng Consultant JOC- DH</p> <p>ML/SLT</p> <p>WLT</p>	

	<p>the higher standards.</p> <ul style="list-style-type: none"> • Purchase chapter books for KS 1 to develop reading stamina. • Real life experiences through trips to be organized and systematic – 1 per half term. 	Termly			JOC/DH	
<p>Ensure that the % of pupils reaching GLDs in the Early Years is at least in line with National expectations (75%)</p>	<p>Reception Classes:</p> <ul style="list-style-type: none"> • Ensure early base line assessment to establish the need of the cohort • Frequent review of data and planning adjusted in response to it. Gap analysis to ensure that all groups make good or better progress; particularly target boys and children who qualify for FSM. • Continue to identify individual children’s state of progress to plan for next step and extend their learning opportunities. • Utilise nursery staff to support interventions during the afternoon. • Work in partnership with parents to promote home/setting continuity. Further develop parent’s role in supporting early learning (early phonic reading and writing) • Provide parent workshops tailored for reception aged children • Use modified guided reading grid for reception class. • Emphasise the teaching of core books to ensure all children have adequate reading experience. • Plan one to one reading into the timetable/rota • Develop reading buddy system with year 5&6 • Enlist reading volunteers from parents and the community across the phase • Further embed the Vivian Gussin Paley work and story maker • Ensure high quality phonics is delivered <p>Nursery Class</p> <ul style="list-style-type: none"> • Establish phonics programme and early writing in the nursery in the third term • Continue upward trend with a half termly data led approach to planning for children’s progression. • Focus on boys writing and people of the communities in particular. • further develop reading library to ensure all children take books home • Continue with FRED reading programme for fathers. • High quality CPD for maternity cover of the nursery teacher in October. <p>Day care</p> <ul style="list-style-type: none"> • Continue with FRED reading programme for fathers. • Train all staff in early reading best practice • Develop reading lending library • Planning scrutiny in reading • Ensure assessment led phonics in two to five room 	<p>Autumn 1</p> <p>Each half term</p> <p>ongoing</p> <p>Autumn 1</p> <p>No cost</p> <p>Autumn 1</p> <p>Summer term</p>	<p>CT</p> <p>EY team</p> <p>HELD</p> <p>HELD</p> <p>CT/Phonics manager</p> <p>CT HELD</p> <p>HELD/SLT</p> <p>HELD</p>	<p>Outcomes for children match ARE</p> <p>Children are happy and make progress</p> <p>All staff are clear regarding expectations and personal development</p> <p>Assessments are moderated Areas of weakness are identified and developed through a coaching approach</p> <p>Tracking enables effective planning and appropriate grouping and interventions</p> <p>The observation and record keeping process is streamlined.</p> <p>Parents are informed and involved with their children’s learning and progress</p>	<p>KA/JHELD</p> <p>Through data analysis Book and planning scrutiny</p> <p>Parent feedback</p>	

- SALT assessments are conducted in a timely manner and children are targeted for intervention.

QUALITY OF TEACHING, LEARNING AND ASSESSMENT

Key Priority 2: to ensure 100% of teaching (triangulated) is good or better

Actions for Improvement			Cost	Success Criteria	Review	
Key objectives	Actions and who is responsible?	When?	Cost/Res	What will success look like?	Who will monitor? How?	Evaluation
Ensure that the quality of teaching and learning is 100% good with 40% outstanding.	<ul style="list-style-type: none"> • Effective induction for all new staff • Year group leader guides them re school-based systems, expectations etc. • Expectations for all key areas are established and known by all staff through a clear teaching framework. • Use the coaching approach to target CPD and raise teacher performance. First term: reading focus. • SLT to conduct weekly drops in. Leaders to provide short feedback comments positives and coaching style questions to develop reflection and improve teacher performance. • Highly specific and personalised programme of support and intervention from Consultants and LT • In-school CPD focusing on Grammar, reading and handwriting (consultant support) • Teacher to attend NB English consultancy training to ensuring English teaching is of a high quality. • Team Teaching and demonstration lessons by WLT based on coaching outcomes. Peer observations to be planned by coaches. • Termly overviews to be shared with HLTAs. • Clear expectations for planning and overviews within notebooks. • Expectations that where possible TA support when HLTAs are teaching core subjects. • Assessment is analysed, and gaps inform planning. • Curriculum updates are provided and timely. 	<p>Summer 18/Autumn 18</p> <p>SLT</p> <p>SLT</p> <p>Ongoing</p> <p>ongoing</p>	<p>No cost</p> <p>£450 per day 24 days</p> <p>Maths Mastery £2000</p>	<p>Expectations are set out by WLT and are clear.</p> <p>New teachers feel well supported by year group lead and WLT.</p> <p>Coaching supports CPD and teachers engage with continuous professional development positively and actively with the purpose of improving their performance</p> <p>Teachers have attended key training and are implementing what they have learned:</p>	SLT	
Introduce the reviewed 2018 marking policy and ensure consistency across the school.	<ul style="list-style-type: none"> • Ensure all new staff understand systems and procedures for marking and feedback • Create a marking poster for quick reference • Marking stickers to aid presentation and ensure self-assessment and a consistent approach. • Star words to be included on LO/marketing stickers. • Marking to include self-assessment • Increased focus on marking within lessons (oral feedback) 	<p>Autumn Term introduction on inset day</p> <p>Ongoing monitoring all leads.</p>	No cost	<p>Marking is consistent across the school</p> <p>Workload is reduced</p> <p>Presentation is high and children self-assess</p>	DH/SLT	

	<ul style="list-style-type: none"> Updated Marking policy circulated to all new staff New policy reviewed by October and refined Monitoring of application and workload implications Target setting to be linked to Target Tracker bands – targets to be printed and highlighted (avoid wasting TA time cutting out rockets and pencils) Teachers engaging children in the targets setting process Ensure feedback and marking are effective and leads to improved learning and outcomes for all pupils. 	<p>October review</p> <p>Autumn 18</p>				
<p>Embed the changes introduced in 2017 and ensure science is effectively taught across KS1 and KS2.</p>	<ul style="list-style-type: none"> SL to audit confidence re delivery of the curriculum. Moderate Science assessments. Exploit cross curricular links (particularly English and Maths) Simone to support teachers by organizing resources in advance of them teaching. Follow new curriculum map. SL with SLT to monitor for coverage, skill and progress. Through a coaching approach support teacher where this may be needed. Real life experiences and trips to be incorporated into planning Develop multi-sensory teaching of Science – ensure the approach is concrete, pictorial before become abstract particularly in KS1. Introduce Target Tracker as a means of assessing and tracking progress of Science. 	<p>Autumn Term 2</p> <p>Autumn term ongoing</p> <p>Ongoing</p> <p>Autumn term – ongoing</p> <p>Autumn ongoing</p>	<p>No cost</p> <p>Except purchase of Target Tracker</p>	<p>Science outcomes are good, and children make good progress</p> <p>Performance at the end of Key stages is in line or above nationals</p> <p>Teachers are confident delivering the Science curriculum</p> <p>Practical resources are available to enable effective teaching</p> <p>Assessment is carried out using Target Tracker and moderation improves the consistency of judgement.</p>	<p>Science Lead – RW</p> <p>SLT to support</p>	
<p>Refine assessment procedures and systems to support accurate tracking of pupils' progress and standards which can be analysed for further improvement.</p>	<p><u>Assessment Plan</u></p> <p>New assessment cycle following WLT review to be introduced. Reduction in makes of tests used (Rising Stars)</p> <p>Gap analysis to be used to inform planning</p> <p>Increase in moderation across the year group, in phases and across the federation.</p> <p><u>Reading:</u></p> <p>Revised GR grids to incorporate test domains.</p> <p>New GR assessment grids are used across the school including TA</p> <p>Teachers to use alternative year group test to assess children with SEN operating within a different year band.</p> <p><u>Writing:</u></p> <p>All pupils to be assessed using Target Tracker and the End of key stage assessment frameworks</p> <p>Consultant to work across both schools and moderate to ensure consistency and accuracy.</p> <p><u>Maths:</u></p> <p>Target Tracker to be used to TA and monitor progress in maths.</p> <p>New Rising Stars Maths tests to be introduced across the school.</p> <p>Maths mastery KPI to be used to make comparisons in both year 1 & 2.</p>	<p>Autumn Term ongoing</p>	<p>Cost of year assessments</p> <p>£3600</p>	<p>Assessment cycle is understood</p> <p>Tests are ordered and used for impact and to support future planning</p> <p>Outcomes for children improve</p>	<p>SLT</p>	

	<p>End of Key stage assessments frameworks and previous SATS tests to be used to monitor progress in year 2 & 6. Year 4 maths test is introduced.</p> <p>Science Target Tracker to be used to TA and monitor progress in Science. All other subjects to be TA using the National curriculum statements.</p>		Leadership time and cover costs			
<p>Develop the reading curriculum to ensure high quality teaching leading to children achieving ARE..</p>	<ul style="list-style-type: none"> (See above – red 1) JOC to map texts throughout the curriculum English Consultant to support DH to overhaul the teaching of reading. 2 inset sessions related to reading. Teaching and also organization of resources. English consultant – to provide training, coaching and demonstrate delivery of reading curriculum Teachers to deliver systematic guided reading carousel set up throughout the school & delivered on a daily basis Whole school curriculum overviews to include book references to ensure that class reading is happening across the curriculum Class reading session daily at the end of the day using quality texts mapped out in the curriculum map Whole school drive around the development of reading areas Half termly map- 4 weeks carousel reading, 1-week sneaky peak, 1 week poetry focus. Ensure fluency is built into the curriculum for KS1 and that high quality longer texts are available in KS2 	<p>Autumn Term</p> <p>Inset day</p> <p>Ongoing</p> <p>Autumn Term ongoing</p> <p>Introduced inset day and then ongoing</p>	<p>Cost of 3 days English Consultant £450 per day</p>	<p>Reading curriculum is mapped out and teachers have a good understanding of it.</p> <p>Quality texts are available for children to read.</p> <p>Daily reading sessions show good progress</p> <p>Pupil outcomes: Children achieve ARE</p>	<p>DH English Consultant</p> <p>English Consultant and DH</p> <p>DH</p> <p>DH</p> <p>English Consultant and DH</p>	
<p>Develop the Spanish curriculum ensuring it is meaningfully taught through the teaching of art.</p>	<ul style="list-style-type: none"> Audit lessons learned from the Erasmus trip to Spain in which English was taught through curriculum subjects to Spanish children (see Erasmus report). Using the School's current Spanish curriculum, plan lessons that are linked to core spoken vocabulary and create art lessons that would enable the teaching of this vocabulary. Source resources to support this teaching. Introduce the curriculum to class teachers within a staff meeting. Ensure they are clear regarding the rationale for the change. Pablo (Spanish teacher) to teach lessons with the support of the class teacher. Review half termly the impact on the teaching of Spanish and art – lesson obs, teacher feedback, child voice quality of work. 	<p>Autumn 1</p> <p>Autumn 1</p> <p>Autumn 1 Autumn 2</p> <p>Autumn 2</p> <p>Autumn 2</p>	<p>No cost</p> <p>No cost</p> <p>£100-300 art budget</p> <p>Cost of Spanish lessons</p>	<p>Spanish lessons are engaging and teach the core vocabulary.</p> <p>Child voice indicates that they feel this approach has a positive impact on their learning of Spanish.</p>	<p>HELD/Arts lead</p> <p>HELD/Arts lead</p> <p>Arts lead</p> <p>Spanish Teacher</p> <p>HELD/SLT</p>	

Effectiveness of Leadership and Management

Effectiveness of Leadership and Management						
Actions for Improvement			Cost	Success Criteria	Review	
Key objectives	Actions and who is responsible?	When?	Cost/ Res	What will success look like?	Who will monitor? How?	Evaluation
Continue to effectively monitor on the quality of Teaching and Learning across the school and implement effective strategies to improve areas of weakness	<ul style="list-style-type: none"> Effective communication / handover / inductions/ for new teachers All Middle Leaders to regularly monitor standards in their phase / subjects and follow up with interventions and support when needed. SLT to monitor alongside subject leaders to ensure impact Regular planning, book looks and lesson scrutiny to facilitate improvements and or CPD Middle leaders and SLT to moderate assessments on a half termly basis. SLT to conduct weekly drop-ins and provide short feedback and action points CT to take greater responsibility for engaging with the data of their classrooms following assessments and on-going assessments – using Target Tracker Phase leaders to include moderation and monitoring of the standards in their phase in their action plans. Coaching to used to improve the quality of teaching across the school. Triangulation of monitoring to inform judgements related to the quality of teaching. Governors monitor impact using data analysis and visits 	Summer/Autumn 2018 Ongoing Ongoing Autumn 2018 and ongoing Autumn 2018 ongoing Autumn Term 2018	No cost Training internal Leadership time and cover costs	Leaders have clarity about roles and responsibilities Leaders play an active role in school improvement SSLT support Middle leaders to take greater accountability and responsibility for moderation and assessment Governing Body contributes effectively to the improvements of the school.	SLT WLT Gov Bod	
To launch the coaching model across the school for teachers and TAs to ensure that teaching and learning is of a high standard	<ul style="list-style-type: none"> Revise coaching paperwork/protocols in response to WLT suggestions Allocate coaches to teachers and timetable coaching meetings and observations Autumn term coaching to focus on reading. Spring and Summer coaching to be data driven. Coaches to coach each other. Regular drop-in be leadership (guided developmental in focus) no grading. Organisation of peer observations in response to coaching. Increased moderation with class members and across federation 	Autumn 2018 Autumn 2018 Autumn 2018 and then ongoing Autumn 2018 ongoing	Leadership time and cover costs Cover costs PPA time and cover SLT HoS to timetable	Coaching is running systematically Coaching leads to improved practice and inform CPD Quality of teaching and learning is high and leads to an increase of children achieving ARE	HoS and SLT HoS SLT SLT	
To further develop strong and targeted parental involvement with parents	<ul style="list-style-type: none"> HoS / EHT to organise workshop-based coffee mornings which include the opportunity to make suggestions or voice concerns Update parent communication handbook and email to parents. Increase parent workshops for curriculum subjects (minimum of 1 workshop per half term). Increasingly encourage a cash-less system by 	Autumn 2018 On going	Cost for coffee / tea PREVENT trainer Charlotte Kathe (free)	Parents more involved with the school Improve the number of parents responding to school surveys and questionnaires. Stronger parental engagement	HoS HoS Business	

	<p>promoting the use of parent pay.</p> <ul style="list-style-type: none"> • Communication to be increasingly sent electronically via email to parents; first newsletters and then increasingly other letters. • Ensure website is up to date and inform parents of activities and progress of the school. School to maintain the increased communication forms for parents: email, website, twitter, blog. • EHT and HoS to introduce progress update on a termly basis (Aut / Spring / Summer) • Termly coffee mornings to be held with the Inclusion team for parents of children with SEN (Jennifer C to organise including outside agency to deliver) • Continue to do parental surveys once a year and send off for external analysis. • To create a parent code of conduct and introduce a zero tolerance to parents who break the code (include an updated version of the communication protocol). • Encourage parents to join the P.T.A and become involved in planning activities to raise funds for the school. • Termly meetings with gov body 	<p>Autumn Term</p> <p>Autumn 1 ongoing</p> <p>End of term</p> <p>Termly</p> <p>Autumn Term</p> <p>Autumn Term</p> <p>Nov 18</p>	<p>Cost of Tony Frootes 1 x day per week</p> <p>No cost – liaise with local businesses to donate vouchers – ½ day</p>	<p>and positive relationships between school and the wider community.</p> <p>All parents know how and who to contact in school when an issue arise.</p> <p>Increased involvement with parents</p>	<p>Manager</p> <p>Tony Frootes/EHT/GOV body</p> <p>HoS</p> <p>EHT – Parent feedback and numbers attending</p> <p>Gov body</p>	
<p>Redesign the school's curriculum to ensure it is dynamic, broad and balanced and takes into account their learning needs and interests. of all pupils and groups.</p>	<ul style="list-style-type: none"> • JOC to work with subject leaders to map out the curriculum to ensure coverage and cross curricular links are exploited. • JOC to revisit the timetable expectations to ensure that it is able to deliver curriculum objectives, that the time expectations are manageable and that cross curricular opportunities are fully exploited. • SLT to monitor curriculum coverage, and engagement and enjoyment through learning walks, book scrutiny and in data. • Teachers to complete half-termly medium-term plans using the yearly overviews and share with parents. • Homework to be linked with the curriculum coverage in the medium-term plans. 	<p>Ongoing</p> <p>From autumn 1</p> <p>Ongoing</p> <p>From autumn term</p> <p>Ongoing</p>	<p>No cost</p>	<p>Curriculum objectives will be met and delivered.</p> <p>Timetable expectations in terms of coverage will be realistic and achievable for teachers</p> <p>Book scrutiny will show coverage and a range of learning opportunities to meet all learning styles.</p> <p>Cross curricular opportunities will be fully exploited.</p> <p>Subject leaders will have a clear overview of their subject within the school, and how it is being delivered in the school.</p> <p>Subject leaders will work together to ensure that cross curricular opportunities are exploited.</p>	<p>DH/SLT</p>	
<p>Improve attendance to at least national averages including persistent</p>	<ul style="list-style-type: none"> • Review and restructure the school's response to children with low attendance. • Send out attendance letter to all parents to inform them of system changes • CT to hold parents to account by referring to the impact of poor attendance on progress during parents 	<p>Autumn ongoing</p>	<p>Additional SLT time</p>	<p>PA and SEN PA will decrease and be in line with national averages</p> <p>Attendance will increase and be in line with national averages.</p>	<p>SLT Safeguarding and Interventions officer</p>	

absences.	<ul style="list-style-type: none"> evening. Children whose attendance is below 93% to receive a letter and meeting re attendance with a member of SLT Year groups to be allocated to Senior Leaders Attendance officer to complete all admin and notes from these meetings. Home visit policy to be redrafted and senior leaders to conduct home visits when no contact has been made from parents and there is a concern for the safety of the child. Attendance officer to inform SLT. Recording system to be clear on planned actions and when these have been actioned. Impact to be included. Referrals to be made for families when attendance is a cause for concern and reaches EH threshold. PP and children with SEN to be tracked for PA it was high for both these groups. WHB boys to also be tracked for poor attendance. 				JJ- attendance officer	
					HoS/JJ	
Develop interschool connections through joint music and sport events.	<ul style="list-style-type: none"> Continue to develop the River Hill Federation choir – through joint events including Governor Parent Events Local events e.g. singing for the LA at Christmas School based events such as International Day – where children perform for the other school Develop sports team – friendly competitions e.g. football, multi-skills etc. Competitive aspect of each school's sports day to include children from the each school. 	Autumn 2 Ongoing Ongoing Summer	Cost of travel for groups to each school or location Cost of additional TA after school time	Children are involved in a range of musical and sporting events throughout the year Children perform for each other and with each other	EHT Margaret Margaret Dan/PE lead RE	

Personal Development, Behaviour and Welfare

Actions for Improvement			Cost	Success Criteria	Review	
Key objectives	Actions and who is responsible?	When?	Cost/ Res	What will success look like?	Who will monitor? How?	Evaluation
To continue to provide opportunities to develop children's mental wellbeing, self-esteem and resilience.	<ul style="list-style-type: none"> Embed and monitor that mindfulness is being delivered across the school. 15 Lessons to be taught over the Autumn Term in all classes. Each class to follow the scheme of work and lesson plans provided. Children to be referred to mental health services when required Learning mentors to support children with mental health needs New LM monitoring form to be introduced 	Autumn Term Ongoing Ongoing Half termly	Cost of new staff receiving training Staff Meetings PSHCE lessons	Pupils are able to cope with conflict and their emotions. Those referred to CAMHs show progress	CT/HELD to monitor Safeguarding lead and LM	
Promote updated set of school values for the federation which	<ul style="list-style-type: none"> HoS to introduce the new vision and values in assembly. New posters to be created and displayed in classes to 	Ongoing Ongoing	No cost	School Values underpin all conversations and having a positive impact on behaviour	HoS / EHT Resources	

prepares children for modern Britain and becoming global citizens.	<p>reflect the new values.</p> <ul style="list-style-type: none"> Assemblies to follow the values and embed them. Walls need painting and new murals created celebrating the new values. Values to be incorporated into appraisals. All staff to reflect on how these can guide their own practice. Values celebrated at the main school entrance Class teachers to ensure values are linked to all learning. CT to run circle time to discuss the values. Use the values vocabulary when managing and celebrating behaviour. Continue work on multi-cultural events such as International Day. Introduce Spanish Day. 	<p>Ongoing</p> <p>Autumn then ongoing</p> <p>Ongoing</p>	<p>Cost of posters being laminated</p> <p>Premises officer to paint</p> <p>£1250</p>	<p>across the school.</p> <p>CT to run</p>	<p>Manager</p> <p>EHT to organise</p> <p>HoS</p>	
Raise awareness and tackle any form of bullying and further develop awareness and understanding of homophobia and gender identity.	<ul style="list-style-type: none"> Class teachers to plan Circle time, P4C lessons to tackle relationship issues including bullying. Arrange various assemblies to raise awareness. Provide parents with clear knowledge of anti-bullying approaches in school via the newsletters. Ensure parents have a clear definition of bullying. Anti-bullying week to be organised by SMSC lead. Children to design anti-bullying posters, songs, poems etc as part of homework project. Anti-bullying to be a focus at least 1 x per half term – in assemblies and circle times. HBT ambassadors to be supported in their role. Continue to promote anti-HBT bullying particularly targeting year 5 & 6 in workshops. Ensuring that gender equalities / roles are understood Continue to celebrate difference: disability awareness, black history month, medical issues, mental health issues etc. Confront bullying behaviour head on through discussions and activities that make children consider the impact of their behaviour. Continue to promote kindness – caring award. . 	<p>Autumn Term Ongoing</p> <p>Autumn Term 1</p> <p>Summer term</p> <p>Ongoing</p>	<p>Ambassador training</p> <p>£200</p> <p>£450 – anti-bullying workshops</p>	<p>Children will have a deeper understanding of the nature of prejudice in all its forms.</p> <p>Children will display empathy for others</p> <p>Children will identify the school's values promote Inclusion for all.</p> <p>Issues of a bullying nature are tracked, and dealt with successfully.</p>	<p>SLT</p> <p>All Staff</p> <p>SMSC Lead</p>	
Ensure the changes in 'Keeping children safe in Education' is embedded. To continue to promote Online Safety to ensure children are aware of how to stay safe online and on social networking sites.	<ul style="list-style-type: none"> Update staff regarding changes to KCSIE during inset day. Ensure all staff are given copies of KCSIE part 1 and are informed of the content. Staff to have training related to Code of Conduct. All new staff, volunteers and external contractors to have school-based safeguarding induction. . Ensure all children are regularly trained in safety awareness e.g. road safety, pedestrian training and are actively participating in WOW, bicycle training, bike week initiatives etc. Organise anti-radicalisation workshops for years 5 & 6. Include a focus on online safety. Run an e safety parent coffee morning with a PREVENT focus. 	<p>Ongoing</p> <p>Oct Half term</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Assemblies</p> <p>Cross curricular learning</p> <p>Visitors to the school</p>	<p>Children understand how to keep themselves and others safe.</p> <p>Children have a greater understanding of the dangers of radicalisation and know how to keep themselves safe.</p>	<p>LT</p> <p>LT</p> <p>Gov Body</p> <p>LT</p>	

	<ul style="list-style-type: none"> Continue to have weekly safeguarding meetings with all designated leads to ensure that vulnerable pupils and cases are discussed, and effective support put in place for pupils and families. Embed the work on identifying and preventing FGM (Kellie A) Ensure Safeguarding policy is updated based on Gov. and LA updates as well as school updates (HoS) Ensure that any safeguarding concerns are followed up and actioned. Staff receive some feedback, so they are aware action has been taken. 					
Develop the work of the school council and provide opportunities to collaborate across the federation.	<ul style="list-style-type: none"> School Council display board to be updated with photographs of children so that children are familiar with their SC reps. Candidates for chair to present to the whole school. Children to select SC members via formal election procedures. SC to have at least half termly meetings, reps to collect concerns/suggestions from classes. SC to feedback to class following SC meetings. SC to lead at least 1 assembly each term to explain their work. Termly cross federation SC meetings. Plan in cross federation activities; linked to current issues/events 	Autumn term ongoing Autumn 2 Autumn 2 ongoing	Cost of photographs No cost Cost of travel	School council elections have been successfully conducted School council meet regularly and represent pupil voice Pupil suggestions have been actioned Cross federation meetings have occurred	SMSC lead EHT/HoS	
Ensure that behaviour systems are known, followed consistently and lead to good behaviour around the school and during break and lunch time.	<ul style="list-style-type: none"> SLT/WLT to revise the behaviour policy and ladder and re-launch to staff. Refine lunch time systems and structures including lining up procedures; take in to account allergy children. SLT rota to manage lunch time disputes Ensure all staff are able to log incidents accurately on Arbor. School Council to monitor behaviour and action plan how they and the year 6 cohort can support lunch time play Continue to train peer mediators to support friendships in the playground. Revisit conflict resolution with all staff (KA). Continue to offer lunch time activities to promote positive play experiences. Continue to provide alternative lunch time arrangements for children who struggle to manage lunch times. Year 5-6 pupils to be involved in monitoring these activities. 	Autumn Term Ongoing	No cost	Behaviour is managed well, and teachers deliver consequences and send children to SLT only when this is required.	HoS with SLT Safeguarding and Intervention officer HoS SMSC lead LM – Kofi SENCO/SLT	
Increase global citizenship through a	<ul style="list-style-type: none"> Draft a bid for funding to launch a 'Clean Up River Hill project' – project to include ideas to increase sustainability such as paying for clean air masks, re- 	Autumn Term 1	No cost	Children have greater awareness of the environment and how to reduce pollution	DH – Kellie	

<p>focus on developing the school's environmental curriculum and sustainability.</p>	<p>usable plastic cups, green screens and recycling bins.</p> <ul style="list-style-type: none"> • Use Space Hive to launch campaign • Promote the campaign using fliers and through staff • Hold an inset day led by DKH parent Anna to promote sustainability. • Link campaign to the Science Curriculum within the classroom – children to test air quality in the playground. • Link with local charities to clean up the river banks and park in the local community • Work with local artists to promote sustainability • Children and staff to promote campaign through open evening events and posters. 	<p>29.10.18</p> <p>ongoing</p>		<p>Children have measured air quality and have made links to the Science curriculum.</p>	<p>DH- Kellie</p> <p>DKH parent & Kellie</p> <p>Rebecca</p>	
--	--	--------------------------------	--	--	---	--