



Learning, Playing, Working, Growing Together

School Development Plan

September 2017 – August 2018

Head Teacher
Tracy Robinson

Chair of Governors
Debbie Aggett

SDP presented to the FGB at the meeting – October 2017 (Termly updates reported to FGB)

Our School Mission Statement

Learning, Playing, Working, Growing together

Our School Vision

"To build a learning community that cares for and values everyone, where promoting confidence through creativity, challenge and high expectations leads to enjoyment and success for all!"

Our School Values

1. Motcombe School is a community where children feel safe. Individuality for all is nurtured and valued; diversity is celebrated and all members feel able to meet their full potential, through the joy of life-long learning.
2. Children at Motcombe School have the right to the highest quality of teaching, which embraces all learning needs and is committed to raising academic standards and emotional growth.
3. We acknowledge that we live in an ever-changing world and are committed to preparing and empowering children to communicate well and fulfil their responsibilities as British and global citizens, whilst developing the ability to use all available technologies, in a safe and secure environment.
4. We promote respect for self and others, fostering qualities of initiative, creativity, growing independence and self-confidence, co-operation and self-motivation through the delivery of a relevant and challenging curriculum that acknowledges the need for health in both mind and body.
5. We are committed to supporting staff in their personal and professional development.

Ethos

Our school ethos is our shared vision and common sense of purpose. As an Infant School we recognise that it is a privilege to work with children at the start of their school career and as infant practitioners we have a strong understanding of the need to balance social and emotional maturity with academic ambition and plan learning that supports development of both. This ethos aims to guide the day to day life and development of the school and strongly influence the 'feel' of the school.

Additional Responsibilities

Staff	Area of Responsibility
Tracy Robinson SLT	Head Teacher, Designated Lead for Safeguarding, T&L, PM, Assessment & Data, Pupil Premium, SCITT Mentor, website manager , British values Leader, School Council Lead and Governor
Emma Moore SLT	Assistant Head Teacher EYFS Leader, <i>Deputy Designated Lead for Safeguarding, SMSC, Data, Attendance Lead</i> , Performance Management Team Leader and <i>NQT Mentor, Website photographer</i>
Adam Robinson SLT	Assistant Head Teacher <i>Deputy Designated Lead for Safeguarding, KS1 Leader, SMSC, Enrichment Lead</i> , Data, Performance Management Team Leader,
Jo Ansell	Acting Assistant Head Teacher KS1 <i>Deputy Designated Lead for Safeguarding, SMSC, Data</i> , Performance Management Team Leader, Pupil Premium Teacher, SENDCo Assistant and Staff Governor
Sue Miller SLT	Assistant Head Teacher, Inclusion Leader Y2, Data, Deputy Designated Lead for Safeguarding and Performance Management Team Leader and PHSEE Subject Leader
Gill Bradshaw SLT	Finance, H&S, Personnel and Performance Management Team Leader
Janet Sayers	Thrive Leader
Sarah Haskoll	Maths Subject Leader (EYS)
Norma Manktelow	English Subject Leader , Lead Phonics Teacher
Emma Clarke	Maths Subject Leader Team – KS1
Sarah Johnson	Science and Computing Subject Leader
Hannah Moon	English Subject Leader (EYS)
Janet Clayson	Pupil Premium Teacher Y1, RE and Collective Worship Subject Leader
Sarah Firth	Enrichment Programme Leader
Fiona Evans	Music Subject Leader
Rosemary Haines	History and Geography Subject Leader
Jess Newby	PE Subject Leader and co-opted Governor
Sonya Hammond	Art and DT Subject Leader
Sabra Alexander	Art and DT Subject Leader
Lily Springall (NQT +1)	English Subject Leader - Team member

Adam Devlin (NQT +1)	PE Subject Leader - Team member
Emma Butler (NQT +1)	Science Subject Leader - Team member
Natasha Fyfe (NQT +1)	Computing Subject Leader - Team member
Danielle Laslett	Secondment cover Teacher – Science and Computing Subject Leader Team

Introduction

The success of Motcombe School is built on respect, trust, co-operation, participation, consultation, collaboration and teamwork.

The School Development Plan (SDP) is designed to enable the School's vision and values to be shared and understood by the whole school community. As we work towards the aims of the plan, we seek to harness the skills and talents of the whole school community to enable us to realise our ambitions.

The school is part of the Eastbourne Education Improvement Partnership (EIP) and will work on cross school projects to support improvement. These will include:

- Maths
- Early Years
- Senior/Middle Leaders
- Closing the Gap

This document has been written following an evaluation of the School Development Plan for 2016/17 carried out by different stakeholders as follows:

- Senior Leadership Team – following an analysis of end of year Data 2016/17 (this to be completed by SLT and Chair of Governors on 31/7/17)
- Staff at the school on 18/07/2017
- Families - suggestions from families taken from the questionnaire dated May 2017 and Parent View
- Pupil Voice - suggestions from children taken the Pupil Forum meeting held on 18/07/17 (these will again form a Children's Development Plan)
- Governors – from responses gathered at FGB as well as committee meetings

These groups will be identified beside relevant actions [Head Teacher (HT), Senior Leadership Team (SLT), Subject Leader (SL), Governors (GB), Staff (St), Families (Fam), Children (Ch)]

The review involves all aspects of the school's work outlined in the following areas:

- Safeguarding and Attendance
- Disadvantaged and Vulnerable groups
- Standards, attainment and progress
- Teaching, learning, assessment and tracking
- Curriculum review
- Budgets

0 The Strategic Plans in this document are divided into the following sections

Ofsted Key Issues from previous inspection will be incorporated in all sections as appropriate and colour-coded blue for ease of identification
Recommendations from the Leadership Review carried out by the Local Authority to support the appointment of Head Teacher to a school that had been categorised by the LA as Requires Improvement in November 2014. Head Teacher appointed in January 2015. Leadership review took place 28th – 30th April 2015. These recommendations will also be incorporated in all sections as appropriate and will be colour-coded pink for ease of identification
Targets
Safeguarding (Priority 1)
Disadvantaged and Vulnerable Groups (Priority 2)
Effectiveness of Leadership and Management (Priority 3)
Outcomes for Children and Learners (Priority 4)
Quality of Teaching, Learning and Assessment (Priority 5)
Personal development, behaviour and welfare (Priority 6)

SLT meetings are timetabled weekly where strategic decisions are discussed and fed back to staff via weekly PPA sessions. Detailed minutes are kept for each SLT meeting and circulated before the next meeting. Planning and work/learning scrutiny is planned termly. Lesson observations are undertaken by the HT and AHTs. Subject Leaders also undertake planning/work scrutiny and lesson Observations to complement their regular Learning Walks. SLT meetings include the following standing agenda items:

- Safeguarding update - where individual files are discussed using the Continuum of Need as the key document for cross reference for individual children
- Attendance – where individual cases are discussed and actions agreed
- Health & Safety issues including near misses
- Disadvantaged and Vulnerable groups
- SLT Learning Walks are discussed, issues identified by AHTs will have been shared during weekly PPA Sessions
- Financial information

Termly milestones are planned and evaluated in a separate document. Termly Pupil Progress meetings include benchmark groups of children for every Teacher and the progress of these groups is linked to Performance Management so that the pupil progress objective can be evaluated by PM Team Leaders on a termly basis.

A 3 year programme of redecoration and refurbishment of the school has been planned – where quotes have been received, these will be shared with the FGB and reported in the minutes

Actions are coloured green when completed and moved to *italics* when the SLT and the Governing Body are confident that this is embedded practice.

Ofsted Key Issues (July 2012)		
	Grade	Issues
Overall Effectiveness	2	-
Achievement	2	Of. 1 Raise attainment and accelerate progress further, by providing more opportunities for pupils to apply their mathematical calculation skills in a range of practical and investigative situations.
The Quality of Teaching	2	Of. 2 Improve the quality of teaching so that all teaching is good and a greater proportion is outstanding by: ensuring that all pupils are actively engaged in activities at the beginning and end of lessons and that opportunities for pupils to discuss their own thinking and learning are maximized; Ensuring that tasks in all subject areas are accurately matched to pupils' learning needs; ensuring that pupils' workbooks are regularly marked and that pupils are given clear guidance on next steps to improve their work further.
Behaviour and Safety	2	-
Leadership and Management	2	Of. 3 Strengthen leadership by: ensuring all staff with leadership roles are provided with the training, guidance and support required to enable them to understand and carry out their roles effectively; ensuring all staff with leadership responsibilities are clearly held to account for their role in securing further improvement.

Leadership Review April 2015
Recommendations:
LR 1. Take action to accelerate staff's understanding and use of the school's system for recording and managing performance data, and ensure they use information gathered to increase the effectiveness of their planning.
LR 2. Take immediate action to accelerate progress in all 3 areas identified by Ofsted in 2012, including clarifying the roles and responsibilities of senior leaders, setting clear objectives for their performance and rigorously monitoring their effectiveness.
LR 3. Embed a robust programme of professional development for leaders at all levels with clearly set out expectations of impact and outcomes linked to appraisal.
LR 4. Take action to improve pupil attendance.

Attainment Targets

(To be agreed by the Governing Body in Term 1)

Attendance target for the academic year 2017/18	Target: 96.5%
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FS – Cohort size currently 117	GLD 85%	Average Point Score 40.0
Disadvantaged and Vulnerable Groups	Pupil Premium 85% SEND 25%	
Y1 – Cohort size 133		
Phonics Screening Test	Target 95%	
Disadvantaged and Vulnerable Groups	Pupil Premium 95% SEND 50%	
Y2 – Cohort size for retest – 6		
Phonics Screening Test	Target 100%	
Disadvantaged and Vulnerable Groups	Pupil Premium 100% SEND 50%	

Y2 – Cohort size 117							
Subject	Expected Standard/Greater Depth (2017)	Target (2017) FFT (2016)					
		Motcombe (%)	FFT Motcombe (%)	FFT50 (%)	FFT20 (%)	FFT5 (%)	(%)
Reading	Expected Standard	83.8%	85	84	83	88	92
	Greater Depth	40.2%	40	31	29	39	50
Pupil Premium	Expected Standard	68.2%	85	71	69	77	85
	Greater Depth	36.4%	20	14	13	21	31
SEND	Expected Standard	33.3%	50	51	49	60	71
Writing	Expected Standard	76.1%	85	76	74	82	88
	Greater Depth	28.2%	30	17	16	24	34
Pupil Premium	Expected Standard	59.1%	85	60	58	68	77
	Greater Depth	18.2%	20	7	6	11	18
SEND	Expected Standard	0%	50	38	36	47	59
Maths	Expected Standard	80.3%	85	82	82	88	92
	Greater Depth	27.4%	30	23	22	32	43
Pupil Premium	Expected Standard	68.2%	85	69	69	78	86
	Greater Depth	4.5%	30	9	9	16	25
SEND	Expected Standard	50%	50	54	54	65	75
Science	Expected Standard	88.9%	95%				
	Pupil Premium	Expected Standard	77.3%	95%			
SEND	Expected Standard	50%	50				

Termly Milestones are explained in a separate document and further broken down on the Termly SEF/SDP Summary Sheet for ease of Governor evaluation of impact and updated termly as part of the SDP Termly Update document which is given to Governors. Assistant Head Teachers present Termly SDP Update Summary Documents to the Standards Committee. A Data Wall is also distributed to Governors each term by the HT for the whole school. In addition Assistant Head Teachers, the Inclusion Leader and the Pupil Premium Teachers for KS1 present a Data Wall to their Link Governors each term.

Context for improvement in the FS: A rising trend in the average point score continues. The trend in Good level of Development (GLD) continues to be above the National data however end of 2016/17 data showed a slight dip in GLD. The school attributes this to the cohort numbers changing throughout the year and the growing number of children for whom English is an additional language.

Pupil Progress Objectives for the Foundation Stage 2017/18:

- To further improve children's attainment in writing in FS, so it is more in line with attainment in reading, particularly in the Exceeding judgement.
- The LA has requested that all school include within their SDP - 'to ensure that EYS Teachers include the focus of APS and monitor progress across all specific areas as well as prime'. The school has set a Target of 40.00 for the year 2017/18.

Data comparison with East Sussex and National for all pupils at the end of academic year 2016/17

Good Level of Development for all pupils – a score of 2 for all prime Areas and the Specific Areas of Literacy and Maths)		
School Data	East Sussex Data	National Data
79.7%	76.5%	70.7%
Average Point Score for all Pupils		
School Data	East Sussex Data	National Data
37.5%	37.0	34.4

Pupil progress Objective for Phonics

- To rigorously evaluate the effectiveness of provision and make use of the school's newly appointed Lead Teacher for Phonics in East Sussex for the teaching of phonics, so that 95% of pupils in Year 1 reach expected levels in these skills for 2018. This Teacher will provide training and will dictate how phonics is to be taught across the school based on the most recent training from the LA and her knowledge and expertise.

Data comparison with East Sussex and Nation for all pupils at the end of academic year 2016/17

Phonics Screening		
School Data	East Sussex Data	National Data
94.1%	81.3%	80.0%

Context for improvement in KS1: In September 2016 4 children joined Y2. 2 children had never been to formal school and 1 child was a refugee from Syria. None of these children spoke any English. The school was extremely proud of all that these children achieved throughout the year but their attainment impacted on the school's ability to meet its own challenging target. One of the children was also eligible for Pupil Premium.

Pupil Progress Objectives for KS1 2017/18 (A full analysis of 2016/17 data is planned for 30/9/17 with the SLT)

- To continue to rigorously monitor the progress of disadvantaged and vulnerable pupils so that focused teaching and effective interventions ensure that these pupils make good progress and the attainment gap is narrowed.
- To implement FIFA as an ongoing intervention programme for all children who are identified through weekly assessments as needing short term support.
- To accelerate the current rising trends of attainment in KS1 by ensuring that more pupils make "good" progress from their starting points. A target of at least 11 steps of progress through KS1 on Target Tracker has been set. The school expects vulnerable and disadvantaged children to make more progress than their peers.
- Target for 85% of children to reach 1W+ on Target Tracker at the end of Y1 and 2W+ at the end of Year 2 has been set
- To accelerate the attainment in writing so that the school achieves end of KS1 Expected Standard data that is significantly above national average, bringing this area of the curriculum in line with the improvements that the school has achieved in reading and Maths for all pupils.

The following table shows the percentage of children who achieved the Expected Standard in reading, writing and maths for Motcombe compared with the East Sussex and National average data for 2016/17

Reading		
School Data	East Sussex Data	National Data
83.8%	77.2%	75.6%
Writing		
School Data	East Sussex Data	National Data
76.1%	71%	68.2%
Maths		
School Data	East Sussex Data	National Data
80.3%	76.5%	75.1%

Objectives for the Academic Year 2017/18

Safeguarding – School Priority 1	
Objective	Evidence of Success will be:
<p>1.1 Review annually school's safeguarding practices to ensure that the school meets the requirements of 'Keeping children safe in education statutory guidance for schools and colleges' September 2016. This will include implementing 'MyConcern' as an electronic way of reporting safeguarding issues. Complete 2017 Safeguarding Audit</p>	<p>1.1 All staff will be confident in their understanding of the statutory guidance and their ability to apply the guidelines in their individual safeguarding practices.</p>
<p>1.2 Review the current Home Visit proforma so that the school is able to collect the maximum detailed information with regard to families previous addresses and reasons for leaving previous home. All children will be checked against Singleview.</p>	<p>1.2 The school will have clearer and more detailed information on every family and will be able to cross reference this information against the Continuum of Need to ensure that safeguarding procedures can be applied with more clarity of information.</p>
<p>1.3 Review procedures for admitting new pupils mid-year to include Home Visits for all pupils and, prior to the Home Visit, a check on the Singleview.</p>	<p>1.3 No child will join the school without the school having gathered detailed information. This will enable early help to be targeted from the point of admission.</p>
<p>1.4 Review the medical information that the school gathers at point of entry to school. This is in addition to the information gathered on the LA Admission form. The school will request to see evidence that the child is being seen by a medical professional if child has medical needs so the child can be supported in school with a Health Care Plan. All children with Asthma will be placed on a Health Care Plan. All children with an Epipen will wear a red pin badge for easy identification</p>	<p>1.4 The school will have more detailed information supported by evidence from a Medical Practitioner and this will be used to support the child with an informed Health Care Plan.</p>
<p>1.5 Review the procedures for supporting staff with Designated Safeguarding responsibilities to include termly supervision as a team during weekly training and updates.</p>	<p>1.5 DSLs will develop emotional resilience and be better placed to support each other through challenging cases.</p>
<p>1.6 Review the role of the School's Attendance Lead with specific regard to tracing children who are absent from school and cannot be contacted, to ensure that the school meets the requirements of the Child Missing in Education (CME) document as part of a working party for Children's Services . LR 4 - Take action to improve pupil attendance</p>	<p>1.6 The school will at least meet its attendance Target of 96.5%. Letters will be posted to the property of any child who is absent and has not contacted the school for 3 days.</p> <div style="text-align: center;">  <p>No contact from Family Letter.doc</p> </div>
<p>1.7 Review Lockdown Procedures with drill twice per year to ensure practice secures the school to identify any issues that will need to be addressed.</p>	<p>1.7 School will have a clear and unambiguous Lockdown procedure that is understood by all staff.</p>

Disadvantaged and Vulnerable Children – Priority 2	
Objective (these objectives will be secured in detail following a full analysis of 2017 data completed by the SLT 30/9/17)	Evidence of success will be:
<p>2.1 Improve the standard of reading, writing and maths across all classes.</p> <p>2.2 Revisit provision for Disadvantaged and Vulnerable groups so that the attainment gap narrows further.</p> <p>2.3 Review the provision for children in the EYFS with the continuation of 2 Early Years Assistants across 4 FS Classes for 15 hours per week to support S&L and communication skills.</p> <p>2.4 Review provision for children for whom English is an additional language to support this significantly increasing group of learners.</p> <p>2.5 Review provision for children identified as having special and/or additional needs so that they make accelerated progress towards reaching at least the Expected Standard at the end of each year.</p>	<p>2.1 The percentage of children reaching the Expected Standard at the end of Y2 is significantly above the National Average for all pupils.</p> <p>2.2 The percentage of Disadvantaged and Vulnerable children reaching the Expected Standard at the end of Y2 increases and the school's data for 2017 is at least in line with National data</p> <p>2.3 Children will be able to take a full and active role in all learning and their end of FS data will demonstrate that they have reached a GLD, supporting the school's target.</p> <p>2.4 EAL data will show that this group of learners make accelerated progress towards the Expected Standard at the end of each year.</p> <p>2.5 SEND data will show that this group of learners make accelerated progress towards the Expected Standard at the end of each year</p>
Effectiveness of Leadership and Management – School Priority 3	
Objective	Evidence of success will be:
<p>3.1 Review of roles and responsibilities of SLT team following the secondment of the AHT (Sept to April) to support the Acting AHT for KS1 and provide CPD opportunities where appropriate.</p> <p>3.2 Review Performance Management procedures for all AHTs and appoint an external advisor to undertake the Performance Management of all AHTs to improve the rigour with which these posts are held accountable. LR 3. Embed a robust programme of professional development for leaders at all levels with clearly set out expectations of impact and outcomes linked to appraisal.</p> <p>3.3 Review regularly the school's website to ensure that it is compliant with the requirements identified by Ofsted.</p> <p>3.4 Revisit Target Tracker to ensure that all new staff are confident to use the school's system to track progress each term. LR 1. Take action to accelerate staff's understanding and use of the school's system for recording and managing performance data, and ensure they use information gathered to increase the effectiveness of their planning</p> <p>3.5 Review provision to support healthy lifestyles in order to support the national agenda re: childhood obesity</p>	<p>3.1 Acting AHT will be confident to undertake the new areas of responsibility and the impact of their work will secure improved standards across the school.</p> <p>3.2 Performance Management for all AHTs will improve the way that they are held to account for the impact of their work under the same criteria as the Head Teacher. Governors will be confident that PM for this level of leadership is robust. Governors will have a secure understanding of the work of the SLT and the impact that this work has on the raising of standards. Challenge will be reported to the FGB via the questions and comments box at the end of each termly SDP Update document.</p> <p>3.3 The school's website will be fully compliant.</p> <p>3.4 Teachers will fully understand how to identify children for FIFA.</p> <p>3.5 The daily 'mile' will significantly improve the fitness of each child.</p>

3.6 Improving the leadership of Subject Leaders through a programme of training and support with clear Performance Management targets linked to both Teacher and Subject Leader National Standards with a particular focus on NQT+1 staff.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf



Subject Leader
National Standards.doc

Of. 3 Strengthen leadership by: ensuring all staff with leadership roles are provided with the training, guidance and support required to enable them to understand and carry out their roles effectively; ensuring all staff with leadership responsibilities are clearly held to account for their role in securing further improvement.

LR 2. Take immediate action to accelerate progress in all 3 areas identified by Ofsted in 2012, including clarifying the roles and responsibilities of senior leaders, setting clear objectives for their performance and rigorously monitoring their effectiveness.

LR 3. Embed a robust programme of professional development for leaders at all levels with clearly set out expectations of impact and outcomes linked to appraisal.

3.7 Review the strengths of the Governing Body to ensure that they are equipped to continue undertaking their role effectively by revisiting Governor Roles and responsibilities to ensure that new effectiveness is post specific and not person specific.

3.6 Subject Leadership will be at least effective in all areas of the curriculum. Subject Leader's leadership skills will secure a positive impact and standards will improve significantly.

Subject Leaders have termly tasks that must be completed. Termly updates of the Subject Leader Trail document will evidence that these tasks have been completed and that SLs have used these tasks to identify where development is needed and have addressed needs.

3.7 The Governing Body will continue to effectively challenge the leadership of the school to ensure the beset outcomes for all children. Succession planning will ensure that the Governing Body remains secure in its challenge of school effectiveness despite new Governors joining the Governing Body.

Outcomes for children and learners - School Priority 4	
Ofsted Key - Issue: Ofsted July 2012 – raise attainment in reading, writing and maths by;	
Objective	Evidence of success will be:
<p>Of. 1 Raising attainment and accelerate progress further, by improving the quality of teaching so providing more opportunities for pupils to apply their mathematical calculation skills in a range of practical and investigative situations.</p> <p>4.1 Revising both the planning and teaching of writing (to include a focus on spelling and handwriting), so that children make at least good progress and meet the required standard at the end of Y2 with a particular focus children eligible for Pupil premium and/or SEND. In EYFS a focus on attainment in writing and also provision for the 22% of the new cohort identified as having English as an additional language</p> <p>4.2 Reviewing the standard of all teaching across the school so that it is never less than effective and that provision for all groups of learners is at least good. This will be supported by the introduction of Focused Intervention for All (FIFA) which will secure intervention at the point of need and will be based on daily/weekly assessment through marking and from working with individuals and groups of learners to establish where gaps are evident. These judgements will be further evidence based by analysing the previous term's data from Target Tracker.</p>	<p>4.1 & 4.2 Evaluation of effectiveness of planning and lesson observations by the Learning Team Leaders for Maths and English as well as the SLT will evidence that the quality of writing provision is improved. Termly data will show that children in Y2 are on track to at least meet the Expected Standard at the end of KS1 and that the school's target will have been at least met. School data will show that both Y1 and Y2 children are on track to meet their end of year group targets</p>

Quality of teaching, learning and assessment - School Priority 5	
Ofsted Key Issue - Ofsted July 2012 - Improve the quality of teaching so that all teaching is good and a greater proportion is outstanding by:	
Objective:	Evidence of success will be:
<p>5.1 Reviewing the quality of teaching so that all lessons are at least effective and learning matches the needs of all children providing clear challenge for all groups of learners using weekly Learning Walks by SLT to evidence good practice and identify training needs. In addition, scrutiny of planning and work will also be used in KS1. In EYFS, Tapestry online Learning Journeys will be monitored.</p> <p>Of. 2 Ensuring that all pupils are actively engaged in activities at the beginning and end of lessons and that opportunities for pupils to discuss their own thinking and learning are maximised. Ensuring that tasks in all subject areas are accurately matched to pupils' learning needs. Ensuring that pupils' workbooks are regularly marked and that pupils are given clear guidance on next steps to improve their work further including presentation.</p> <p>5.2 Review the teaching of music with continued support from the East Sussex Music Service.</p>	<p>5.1 Overall quality of teaching will be at least effective.</p> <p>5.2 The teaching of Music across the school will be strong</p>

Personal development, behaviour and welfare - School Priority 6	
<p>Objective</p> <p>6.1 Revisiting the school's Behaviour Management procedures to ensure continued consistency across all classes within the Golden Model.</p> <p>6.2 Review behaviour management skills of support staff to ensure that practice is consistent across the school.</p> <p>6.3 Review the provision for emotionally vulnerable children by introducing Thrive across the school</p>	<p>Evidence of success will be:</p> <p>6.1 New staff will be confident to follow the school's behaviour management policy. Behaviour across the school will never be less than good.</p> <p>6.2 Behaviour management strategies will be consistently applied by all staff.</p> <p>6.3 Children will be better supported emotionally and this will enable them to secure good outcomes</p>

Priority 1 – Safeguarding				Values Statement: 1, 3, 4 & 5
<p>Objective 1.1 Review annually school's safeguarding practices to ensure that the school meets the requirements of 'Keeping children safe in education statutory guidance for schools and colleges' September 2016. This will include implementing 'MyConcern' as an electronic way of reporting safeguarding issues.</p>				
Action (HT, SBM GB)	Term to commence – 1/2017	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Online Safeguarding to be completed by all staff before 22/9 HT to remind all staff of guidelines HT to meet with Safeguarding Governor Termly Update website where necessary to reflect any changes in guidelines Complete 2017 Safeguarding Audit Complete training for MyConcern and secure subscription Instigate Smoothwall as the means to monitor internet use across the school – this is in addition to the Physical Monitoring that already happens Prepare for General Data Protection Regulations (GDPR) coming into force in May 2018 to ensure full compliance 		<p>Staff will: be confident to apply new guidance</p> <p>Governors will:</p> <ul style="list-style-type: none"> be confident that school meets its statutory requirements be confident that website is compliant with new guidance 	<p>N/A</p> <p>£890 for MyConcern annually from Budget Share</p>	<p>Termly Data Wall, presented to the FGB, will report safeguarding incidents</p> <p>Safeguarding Governor reports at each FGB meeting</p> <p>Termly meeting with all DSLs and Safeguarding Governor where practice can be challenged if needed</p>
CPD Opportunities – all staff			Linked to performance Management – DSLs	

Objective 1.2 Review the current Home Visit proforma so that the school is able to collect the maximum detailed information with regard to families previous addresses and reasons for leaving previous home. All children will be checked against Singleview.				
Action (HT & GB)	Term to commence – 1/2017	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> EYFS Leader to train team to use new format Any cause for concern to be recorded on welfare concern form and given to DSL Teacher on return from visit and then: Check Singleview for any additional information for all children DSL will contact SPOA so that Early help can be arranged with family prior to child starting school Create a safeguarding file prior to child starting school, review child's file weekly until 6 clear weeks have passed with no additional concerns. Review at the start of each term for 6 months Archive child's file after 6 months 		<p>The school will:</p> <ul style="list-style-type: none"> have clearer and more detailed information on every family and will be able to cross reference this information against the Continuum of Need to ensure that safeguarding procedures can be applied with more clarity of information <p>Child/family will:</p> <ul style="list-style-type: none"> receive help and support where necessary 	N/A	<p>Safeguarding Governor reports at each FGB meeting</p> <p>Termly meeting with all DSLs and Safeguarding Governor where practice can be challenged if needed</p>
CPD Opportunities – EYFS Teachers and TAs		Linked to performance Management – DSLs		
Objective 1.3 Review procedures for admitting new pupils mid-year to include Home Visits for all pupils and, prior to the Home Visit, a check on the Singleview.				
Action (HT & GB)	Term to commence – 1/2017	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> All Teachers to undertake a Home Visit for children who join their class mid-year All new children will be checked against the Childrens Index prior to Home Visit to ensure accurate information is recorded Children not able to take up school place until Home Visit has been undertaken 		<p>The school will:</p> <ul style="list-style-type: none"> be able to raise the alarm regarding a child based on more detailed information (current LA admission forms do not enable the school to collect such detailed information) have detailed information about the family which can be explored to ensure that information given by family is accurate be able to target Early Help support where required and be confident that the family receives support 	N/A as these visits will take place in PPA time or after school day	<p>Safeguarding Governor reports at each FGB meeting</p> <p>Termly meeting with all DSLs and Safeguarding Governor where practice can be challenged if needed</p>
CPD Opportunities – all Teachers and TAs		Linked to performance Management – DSLs		
Objective 1.4 Review the medical information that the school gathers at point of entry to school. This is in addition to the information gathered on the LA Admission form. The school will request to see evidence that the child is being seen by a medical professional if child has medical needs so the child can be supported in school with a Health Care Plan. All children with Asthma will be placed on a Health Care Plan. All children with an Epipen will wear a red pin badge for easy identification.				
Action (HT & GB)	Term to commence – 1/2017	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> All Home Visits to record details of any medical conditions All Teachers to request a copy of the most recent hospital/doctor letter as proof of child's condition Information gathered recorded on child's file Where this proof of medical condition is not forthcoming school will alert Children's Services via SPOA and immediately set up individual safeguarding file for the child 		<p>DSL will:</p> <ul style="list-style-type: none"> be confident that actions taken as a result of the information received will provide safety for the child by clear and unambiguous recording of information secure improved outcomes for the child and family 	N/A	<p>Weekly SLT meetings will include training for new DSLs and will use welfare concerns that will be linked to the Continuum of Need for reference of risk</p> <p>Safeguarding Governor reports at each FGB meeting</p>

<ul style="list-style-type: none"> HT will pursue family for clarity of information and seek proof of child's condition and alert the appropriate services of child and implied medical conditions Purchase of a Defibrillator 			£600 Friends to pay	Termly meeting with all DSLs and Safeguarding Governor where practice can be challenged if needed
CPD Opportunities		Linked to performance Management		
<p>Objective 1.5 - Review the procedures for supporting staff with Designated Safeguarding responsibilities to include termly supervision as a team during weekly training and updates.</p> <p>LR 4 - Take action to improve pupil attendance</p> <p>LR 4 - Take action to improve pupil attendance</p>				
Action (HT)	Term to commence – 1/17	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> HT to arrange monthly supervision for all DSLs – this will take place as a team 		DSLs will: <ul style="list-style-type: none"> be supported in dealing with the emotional impact of most serious safeguarding cases be supported by the school in their role a safeguarding leads develop greater emotionally resilient skills that will be applied to all safeguarding cases 	N/A	In their pastoral role Governors will seek information regarding DSLs workload and ability to deal with most serious cases DSLs will evaluate the impact of their supervision and report this via the HT's Report to Governors
CPD Opportunities - DSLs		Linked to performance Management		
<p>Objective 1.6 - Review the role of the School's Attendance Lead with specific regard to tracing children who are absent from school and cannot be contacted, to ensure that the school meets the requirements of the Child Missing in Education (CME) document as part of a working party for Children's Services .</p> <p>LR 4 - Take action to improve pupil attendance</p>				
Action (HT & GB)	Term to commence – 1/2017	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Appoint an Attendance Lead to replace DHT Provide training with Team EWO employed by the school to support a rigorous management of attendance HT to continue to arrange NCT for Attendance Lead each week to fulfil her role 		The school will at least meet its attendance target of 97% Persistent absence will be reduced	£3000 the school already spends to allow for training	Attendance data reported on termly Data Wall for Governors information. Challenge is provided by the GB as necessary. The GB to appoint a new Governor for attendance
CPD Opportunities – AHT EYFS		Linked to performance Management – AHT EYFS		
<p>Objective 1.7 - Review Lockdown Procedures with drill twice per year to ensure</p>				
Action (HT & GB)	Term to commence – 1/2017	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Lockdown practice for all staff Creation of Lock Down Policy – to be reviewed by FGB Lock Down drill planned 2 times per year 		Staff will: <ul style="list-style-type: none"> be confident to carry out the procedure outlined in the policy be confident that procedures will keep both children and adults as safe as is possible Children will: know what to do when the Lock Down signal is given (although an explanation will be age appropriate)	N/A	Lock Down drills will be recorded 2 times per year on the school's Data Wall in the same way that termly Fire Drills are already reported
CPD Opportunities – All staff		Linked to performance Management – HT		

Priority 2 – Disadvantaged and Vulnerable Groups				Values Statement: 1, 2, 3, 4 & 5
Objective 2.1 Improve the standard of reading, writing and maths across all classes.				
Action (SLT and SL)	Term to commence – 1/2017	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Train Class TAs to deliver the Speedy programme HT to undertake a baseline Salford Reading Test by week 3 of Term 1 2017 (this will be updated each term so that progress can be measured) All Y1 and Y2 TAs to have a target 85% Expected Standard in Reading, Writing and Maths in their performance management Spelling to be introduced at the start of Term 1 in Y1 		Children will: <ul style="list-style-type: none"> increase their ability to read words on sight improve the speed and fluency with which they apply reading skills be confident to read become good readers with a Reading age that at least matches their Chronological age The percentage of children reaching the Expected Standard at the end of Y2 is above the East Sussex and National Average for all pupils 	N/A	Reading age data will continue to be reported on the termly Data Wall and presented to Governors.
CPD Opportunities – Y1 and Y2 TAs		Linked to performance Management –		
Objective 2.2 Revisit provision for Disadvantaged and Vulnerable groups so that the attainment gap narrows further.				
Action (HT & GB)	Term to commence – 1/2016	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Review provision for children eligible for Pupil Premium funding when a full analysis has been undertaken Assistant Head Teacher for Y2 to work with small groups of children to focus on phonics and reading All intervention to continue to be undertaken in the classroom 		Disadvantaged and vulnerable learners will: <ul style="list-style-type: none"> make accelerated progress so that the gap in attainment is significantly reduced The percentage of children reaching the Expected Standard at the end of Y2 increased and the school's data for 2017 is at least in line with East Sussex and National data 	N/A	AHT Inclusion Leader and Pupil Premium Teachers will present progress information on their Data Wall at the termly vulnerable and disadvantaged Pupil Progress meetings. PP Champion Governor to continue to attend these meetings and write a report for the FGB
CPD Opportunities – Teachers and TAs		Linked to performance Management – Yes – pupil progress target for all Teachers		
Objective 2.3 Review the provision for children in the EYFS with the continuation of 2 Early Years Assistants across 4 FS Classes for 15 hours per week to support S&L and communication skills.				
Action (HT)	Term to commence – 1/2016	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Extend the EYS Assistants contract for another year for 2 post holders Review training as part of weekly whole YR Team meetings to ensure that EYS Assistants remain highly effective 		Children will: <ul style="list-style-type: none"> Children will be able to take a full and active role in all learning FS data will demonstrate that all children have reached a GLD, supporting the school's target 	N/A	Termly Pupil progress meetings will evaluate data and this will be reported to the Link Governor for EYS by the AHT for EYFS
Objective 2.4 Review provision for children for whom English is an additional language to support this significantly increasing group of learners.				
Action (HT)	Term to commence 1/2017	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Analyse the percentage of children with no English Contact TEAL and seek support Deliver programme of support where appropriate 		Children will: <ul style="list-style-type: none"> be able to take a full and active part of learning make rapid progress in gain English as an additional language 	N/A	Termly Pupil progress meetings will evaluate data and this will be reported to the Link Governor for EYS by the AHT for EYFS
CPD Opportunities – Class staff		Linked to performance Management – AHT for SEND		

Objective 2.5 Review provision for children identified as having special and/or additional needs so that they make accelerated progress towards reaching at least the Expected Standard at the end of each year.				
Action (SLT)	Term to commence 1/2017	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Class Teachers to plan for all children in the class SENDco to devise a programme of teaching and support for identified children, where appropriate SEND TA to work in class with identified children 		Children will: <ul style="list-style-type: none"> make accelerated progress 		Termly Pupil progress meetings will evaluate data and this will be reported to the Link Governor for EYS by the AHT for EYFS
CPD Opportunities – Class staff		Linked to performance Management – AHT for SEND		
Priority 3 – Effectiveness of Leadership and Management				Values Statement: 1, 2, 3, 4 & 5
Objective 3.1 Review of roles and responsibilities of SLT team following the secondment of the AHT (Sept to April) to support the Acing AHT for KS1 and provide CPD opportunities where appropriate.				
Action (HT & GB)	Term to commence – 1/2016	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> HT to provide training for Acting AHT in KS1 Allocate specific Leadership time out of class where HT and KS1 and EYFS AHTs can work together AHTs to create SDP linked to the whole school priorities but that includes their new roles within the SLT (format will be similar to their SDP last year) 		AHTs will: <ul style="list-style-type: none"> be confident to undertake the new areas of responsibility demonstrate their understanding of their role with the creation of an updated Development Plan for each Key Stage Leader demonstrate, through termly reports, the impact of their work will secure improved standards across the school 	N/A	Link Governors will continue be assigned to AHTs and they will meet termly to be presented with the SDP update for year groups and Inclusion. Comments and challenge will again be recorded on the document as a record of Governor involvement in securing improved outcomes
CPD Opportunities – AHTs		Linked to performance Management – AHTs		
Objective 3.2 Review Performance Management procedures for all AHTs and appoint an external advisor to undertake the Performance Management of all AHTs to improve the rigour with which these posts are held accountable. Of. 3 Strengthen leadership by: ensuring all staff with leadership roles are provided with the training, guidance and support required to enable them to understand and carry out their roles effectively; ensuring all staff with leadership responsibilities are clearly held to account for their role in securing further improvement. LR 3. Embed a robust programme of professional development for leaders at all levels with clearly set out expectations of impact and outcomes linked to appraisal.				
Action (HT & GB)	Term to commence – 6/2016	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> HT to secure an external adviser to undertake the PM of AHT for EYFS and KS1 AHTs complete a SDP bespoke to their year group AHTs to complete the following termly documents <ul style="list-style-type: none"> Termly SDP Update including evidence of weekly Learning Walks, SLT meetings and termly Pupil Progress meetings, that they lead Data Wall – including whole year groups data as well as anonymised individual class data, this supports Performance Management pupil progress targets as well as quality of effective teaching and learning each term 		Governors will: <ul style="list-style-type: none"> be confident that PM for this level of leadership is robust be confident that Performance Management for the AHT for EYFS and AHT for KS1 will improve the way that they are held to account for the impact of their work will have a secure understanding of the work of the SLT and the impact that this work has on the raising of standards. be able to challenge the impact of the SLT cross referenced to their PM AHTs for EYFS and KS1 will: <ul style="list-style-type: none"> be confident that their Performance Management will target areas for development that will support them as they move up the career ladder 	Additional £800 from Budget share to extend the time that external advisor spends at school	HTs Performance Management Committee will also receive information re: PM review for AHTs and will agree targets. Pay committee will meet for AHTs where applicable The PM Committee will meet mid-year to assess progress through objectives

CPD Opportunities – AHTs for EYFS and KS1		Linked to performance Management – Yes		
Objective 3.3 Review regularly the school's website to ensure that it is compliant with the requirements identified by Ofsted.				
Action (GB)	Term to commence – 1/2016	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> HT and Website Manager to meet Termly to undertake a full compliance check Weekly meetings will include sampling of sections of the website to make sure all information is up to date 		<p>The Governing Body will:</p> <ul style="list-style-type: none"> be confident that the school's website is fully compliant <p>Parents will:</p> <ul style="list-style-type: none"> have access to up to date information at all times 	N/A	Governors will challenge the HT through sampling of website
CPD Opportunities – Subject Leaders		Linked to performance Management – Yes as an objective		
Objective 3.4 Revisit Target Tracker to ensure that all new staff are confident to use the school's system to track progress each term. LR 1. Take action to accelerate staff's understanding and use of the school's system for recording and managing performance data, and ensure they use information gathered to increase the effectiveness of their planning				
Action (St)	Term to commence – 1/2017	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> All Teachers will use Target Tracker to support FIFA Teachers to analyse data at weekly PPA meetings SLT will validate all data termly using work scrutiny to evidence accuracy Subject Leaders will use termly data to inform progress through Action Plans 		<p>All Teachers/Subject Leaders will:</p> <ul style="list-style-type: none"> be confident to use Target Tracker to assist planning be confident to use Target Tracker to analyse progress be confident to plan FIFA using data from Target Tracker 	N/A	
CPD Opportunities – Yes		Linked to performance Management – for all Teachers and Subject Leaders		
Objective 3.5 Review provision to support healthy lifestyles in order to support the national agenda re: childhood obesity				
Action (HT & GB)	Term to commence – 1/2017	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Formal commencement of the Daily Mile Increased Sports Funding will be used to pay for additional Wave Leisure sessions to support Class Teachers to teach more active sessions PE Subject Leader (returned from Maternity leave) will recommence team teaching sessions with all teachers to improve quality of PE lessons where needed 		<p>PE lessons across the school will:</p> <ul style="list-style-type: none"> be of a high quality more active for longer periods of time <p>Teachers will:</p> <ul style="list-style-type: none"> be more confident to teach aspects of PE 	N/A	Data from termly Pupil Progress meetings will be shared at Standards committee and data will be recorded on termly Data Wall for whole school and each year group
CPD Opportunities – all Teachers		Linked to Induction for NQTYs – Yes for PE Leader		

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3.6 Objective
 Improving the leadership of Subject Leaders through a programme of training and support with clear Performance Management targets linked to both Teacher and Subject Leader National Standards with a particular focus on NQT+1 staff.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf



Subject Leader
 National Standards.doc

Of. 3 Strengthen leadership by: ensuring all staff with leadership roles are provided with the training, guidance and support required to enable them to understand and carry out their roles effectively; ensuring all staff with leadership responsibilities are clearly held to account for their role in securing further improvement.

LR 2. Take immediate action to accelerate progress in all 3 areas identified by Ofsted in 2012, including clarifying the roles and responsibilities of senior leaders, setting clear objectives for their performance and rigorously monitoring their effectiveness.

LR 3. Embed a robust programme of professional development for leaders at all levels with clearly set out expectations of impact and outcomes linked to appraisal.

Action (HT)	Term to commence – proposed 1/2017	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> All Teachers will have an area of curriculum responsibility or be part of a curriculum team Termly tasks have been identified by SLT and all Subject Leaders will follow them All Subject Leaders have a professional development objective in their performance management document Termly Leadership Trail updates will be recorded on performance management documents and will be reviewed 3 times a year with each Subject leader by their performance management Team Leader Termly Staff meetings planned where the focus is on Subject Leadership (Staff) Subject leaders to plan an Enrichment Day for their area of the curriculum (see Enrichment Day timetable) 		PM Team Leaders will: <ul style="list-style-type: none"> be confident that good progress is being achieved throughout the life of the SL action plan Subject Leaders will: <ul style="list-style-type: none"> be supported by SLT to complete tasks be confident to plan their work based on clear analysis monitoring and evaluation set challenging targets for improvement in their subject secure improved outcomes for all children be held to account for their work with 3 opportunities for this to be evaluated during the year able to demonstrate expertise in their subject and will also demonstrate that provision for the most able children is effective Leaders of Learning will enrich the curriculum for their class 	N/A	Governors will be linked to individual members of staff Subject leaders will produce a summary of their plan to be discussed at the Standards Committee Summary of effectiveness of actions to be reported in an end of year report to Governors by individual Subject Leaders Termly Leadership Trail updates to be shared with relevant Governors

CPD Opportunities – Yes	Linked to performance Management – Yes as an objective
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Objective 3.7				
Review the strengths of the Governing Body to ensure that they are equipped to continue undertaking their role effectively by revisiting Governor Roles and responsibilities to ensure that new effectiveness is post specific and not person specific.				
Action (HT)	Term to commence – proposed 1/2017	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Governors to continue to undertake an annual skills audit Governors appointed to committees based on their area of expertise Succession planning will be a focus for the GB to fill the gaps left when experienced Governors leave 		<p>The Governing Body will:</p> <ul style="list-style-type: none"> be highly effective in their role be able to challenge the leadership of the school from a position of expertise 	N/A	Regular challenge from the GB evidenced in meeting minutes
Outcomes for children and learners – School Priority 4				Values Statement: 1, 2, 3 & 5
Objective 4.1				
Revising both the planning and teaching of writing (to include a focus on spelling and handwriting), so that children make at least good progress and meet the required standard at the end of Y2 with a particular focus children eligible for Pupil premium and/or SEND. In EYFS a focus on attainment in writing and also provision for the 22% of the new cohort identified as having English as an additional language				
Of. 1 Raising attainment and accelerate progress further, by improving the quality of teaching so providing more opportunities for pupils to apply their mathematical calculation skills in a range of practical and investigative situations.				
Action	Term to commence – 1/2017	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> Review class practice in maths by a scrutiny of data, planning and work undertaken by the Maths Leader (SL) Review provision in maths to further focus on the mastery curriculum and observing lessons (SL) Revisit T&L strategies in maths with a focus on problem solving and reasoning for NQTs. (SL & SLT) Revisit reading home/school links and Introduce new Home/school reading diaries to help parents to support reading at home (Fam) Implement Integrated English training for NQTs Staff meetings dedicated to English and Maths planned throughout the year (SLT) Revise Maths Action Plan in light of 2016/17 data (SLT) Revise English Action Plan in light of 2016/16 data (SL) Phonics Lead Teacher to set priorities for the teaching of phonics in all classes (SLT) (Fam) Continue with Speedy Readers using class TAs each afternoon and extend to other Speedy interventions where appropriate (SLT) Undertake termly Salford Reading Test for all Speedy Reader children (this is the same as last year) 		<p>Subject Leaders for English and Maths will:</p> <ul style="list-style-type: none"> have a clear understanding of standards in maths, reading and writing across the school know where there are areas of weakness and will address these with urgency identify where support and training is needed and set clear targets for improvement where needed <p>Families will:</p> <ul style="list-style-type: none"> be more confident to support children's reading at home be clear about what has been taught and what needs to be practiced 	Cost of providing each child with a Home School Reading Diary £1.34 each)	Evaluation will be carried out termly by English and Maths Subject Leaders as part of the school's Subject Leader evaluation cycle and reports will be presented to the GB as agreed by Governors
CPD Opportunities – all staff			Linked to performance Management – Yes for English and Maths Subject Leaders	

<p>Objective 4.2 Reviewing the standard of all teaching across the school so that it is never less than effective and that provision for all groups of learners is at least good. This will be supported by the introduction of Focused Intervention for All (FIFA) which will secure intervention at the point of need and will be based on daily/weekly assessment through marking and from working with individuals and groups of learners to establish where gaps are evident. These judgements will be further evidence based by analysing the previous term's data from Target Tracker.</p>				
Action	Term to commence – 1/2016	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> • Recommence weekly Learning Walks for all SLT members excluding the SBM • SLT will challenge poor performance where necessary with support linked to clear targets, additional drop-ins, regular feedback and written evidence to support judgements • FIFA will commence with Teachers in KS1 supporting small groups of children in order to eliminate gaps in learning that act as a barrier to applying learning independently 		SLT will: <ul style="list-style-type: none"> • Be clear of the strengths and areas for concern across the whole school including vulnerable and disadvantaged learners 	N/A	This will be shared termly with Link Governors.
CPD Opportunities – all staff where appropriate		Linked to performance Management – Yes (although if a Teacher is placed on a Support Plan PM will be suspended for the target period)		
Quality of teaching, learning and assessment - School Priority 5				Values Statement: 1, 2, 3 & 5
<p>Objective 5.1 Reviewing the quality of teaching so that all lessons are at least effective and learning matches the needs of all children providing clear challenge for all groups of learners using weekly Learning Walks by SLT to evidence good practice and identify training needs. In addition, scrutiny of planning and work will also be used in KS1. In EYFS, Tapestry online Learning Journeys will be monitored.</p> <p><i>Of. 2 Ensuring that all pupils are actively engaged in activities at the beginning and end of lessons and that opportunities for pupils to discuss their own thinking and learning are maximised. Ensuring that tasks in all subject areas are accurately matched to pupils' learning needs. Ensuring that pupils' workbooks are regularly marked and that pupils are given clear guidance on next steps to improve their work further including presentation</i></p>				
Action (SLT & GB)	Term to commence – 1/2017	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> • Revisit effective Learning Behaviour with all staff but with a particular focus on NQTs • Continue with weekly Learning Walks that will be discussed at every SLT meeting • AHTs will observe with the HT and will evaluate teaching against the effective criteria • AHTs will work with the HT to devise strategies to support teachers where necessary and will undertake more frequent drop-ins. • Support plans will be the remit of the HT • Revisiting the monitoring of T&L to include data, planning, work samples, learning walks, teaching and pupil interviews led by SLT as part of termly cycle of monitoring and performance management with a clear focus on improving the use of marking and feedback 		Staff will: <ul style="list-style-type: none"> • be clear about the expected standard for all teaching • be clear how their teaching will be evaluated • be clear how support will be delivered • be clear what will happen if standard of teaching fails to improve Evidence from AHT's weekly Learning Walks will: <ul style="list-style-type: none"> • evidence that books are marked consistently • evidence that differentiation is well-matched to the needs of all children • evidence that behaviour in all classes is at least good 	N/A	Quality of teaching is reported termly on the whole School Data Wall and will be added to year group data walls from the end of term 2. Governors will challenge any teaching that is less than effective and will expect that the HT has put support in place to address issues immediately after observing a below standard lesson

CPD Opportunities – All Teachers		Linked to Performance Management - Yes – if a support plan is in place PM will be suspended until the support plan has been signed off by the HT. A Teacher on a Support Plan MUST demonstrate improvement within 6 weeks. If not this will become a competency issue and the Managing Performance policy will be implemented.		
Objective 5.2				
Review the teaching of music with continued support from the East Sussex Music Service.				
Action (SLT & GB)	Term to commence – 1/2017	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> • Purchase the music service for another year • Music Subject Leader to deliver weekly singing for each year group – all Teachers to attend these sessions • Purchase 'Sing up' for whole school 		Teachers will: <ul style="list-style-type: none"> • be more confident to teach Music • be more confident to teach singing 	£5,000.00 from The Friends of Motcombe for Music Service £500.00 from The Friends of Motcombe for Sing Up	Termly data will inform progress through Music Action Plan
CPD Opportunities – All Teachers		Linked to Performance Management - Yes – for Music Subject Leader		

Personal development, behaviour and welfare - School Priority 6				Values Statement: 1, 2, 3 & 5
Objective 6.1				
Revisiting the school's Behaviour Management procedures to ensure continued consistency across all classes				
Action (HT)	Term to commence – 1/2017	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> INSET Day training to focus on expectations of behaviour Support Staff meetings now planned Reinforce the 'good choices' approach to managing behaviour Arrange Golden Model training for all new staff Refocus children on school's high expectations for behaviour with a refocus on transition times during the day and when lining up after play, walking to lunch and leaving the hall after assembly Review behaviour management skills of support staff to ensure that practice is consistent across the school Review behaviour around the school during transition times to ensure high expectations are consistently observed by all staff Include behaviour management objective for all class support staff measured against the termly behaviour logged data 		Behaviour expectations will be: <ul style="list-style-type: none"> clearly understood and applied by all school staff clearly understood and applied by all children number of accidents/incidents in the playground will be significantly reduced (they are not high in the school but we will strive to eliminate all incidents relating to poor behaviour choices) 	Golden Model training will cost the school – amount to be confirmed when training can be sourced	Head Teacher report will report behaviour on termly Data Wall
CPD Opportunities – All staff			Linked to Performance Management - Yes for Class Support Staff	

Objective 6.2				
Review behaviour management skills of Support Staff to ensure that practice is consistent across the school				
Action (HT)	Term to commence – 1/2017	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> INSET Day training to focus on expectations of behaviour Weekly Support Staff meetings will focus on behaviour management TA observations will identify where further training is need Lunchtimes will be a key focus for all staff to ensure that behaviour expectations remain high with a specific focus on making sure that the hall floor, tables and chairs remain clean and tidy throughout Pupil Forum will focus on lunchtimes for the Children's Development Plan Transition times will remain calm 		Behaviour expectations will be: <ul style="list-style-type: none"> clearly understood and applied by all school staff clearly understood and applied by all children number of accidents/incidents in the playground will be significantly reduced (they are not high in the school but we will strive to eliminate all incidents relating to poor behaviour choices) 	Golden Model training will cost the school – amount to be confirmed when training can be sourced	Head Teacher report will report behaviour on termly HT report
CPD Opportunities – All staff		Linked to Performance Management - Yes for Class Support Staff		

Objective 6.3				
Review the provision for emotionally vulnerable children by introducing Thrive across the school				
Action (HT Staff)	Term to commence – 1/2017	Impact	Budget	School and Governor Evaluation
<ul style="list-style-type: none"> • Appoint a Thrive Leader • Arrange training/refresher training for Thrive Leader • INSET training for Thrive – run by Practitioner • 5 x staff meetings for Thrive training • 1 staff meeting each term from Term 2 set aside for Thrive • Parents to be contacted for permission and support for children identified as needing to be part of the Thrive programme • Plans devised for vulnerable children • Link with Milton Grange (Home for the Elderly) to establish intergenerational opportunities • Visit Milton Grange to secure assessment of risk • Children selected from Year 2 Thrive Programme • Activities to commence in December 		Vulnerable children will: <ul style="list-style-type: none"> • be clearly supported through Thrive • make good progress both socially and emotionally Staff will: <ul style="list-style-type: none"> • be better equipped to support vulnerable children 	Golden Model training will cost the school – amount to be confirmed when training can be sourced	Head Teacher report will report Thrive on termly HT report
CPD Opportunities – All staff			Linked to Performance Management - Yes for Thrive Leader	