



'Shine like Stars'

### **3 key priorities for school improvement 2016-2017**

A: To continue to embed an effective system of assessment throughout years 1 to 6 in line with the standards in the New National Curriculum

B: To manage the school budget strategically finding sustainable ways to move the school out of deficit over 3 years

C: To ensure challenge and opportunities for mastery are provided for all pupils in order to support every pupil achieving their full potential

## Summary of Objectives for improvement

<p><b>1. Attainment</b></p>	<p>1.1 To ensure end of KS2 progress and results in 2017 are above national average in all subjects for all groups since the introduction of the new national standards since not meeting these in Writing and Maths in 2016</p> <p>1.2 To ensure end of KS2 results are in line with or above national expectations for pupils working at 'greater depth' in all subjects - with 35% achieving 'working at greater depth' in writing</p> <p>1.3 To strengthen the staff's understanding of whole-class teaching strategies and interventions to support children with speech, language and communication difficulties in order to improve progress and attainment in reading, writing and maths for these pupils.</p> <p>1.4 To ensure that 2017 KS1 results are in line with or above national expectations in all subjects continuing high attainment levels from 2015-2016</p> <p>1.5 To ensure all pupils in the year 2 cohort who did not pass the phonics test in year 1 are on track to do so and phonics results in 2017 are in line with or above national average</p> <p>1.6 To ensure pupil premium funding is being used effectively to support pupils in both Literacy and Maths to achieve in line with or above their peers</p>
<p><b>2. Teaching</b></p>	<p>2.1 To monitor and support RE across the school - improve the standards of teaching through specifically increasing the understanding of Christianity within the global community and providing further opportunities for children to see religion in action through more RE trips and visitors</p> <p>2.2 To continue to strengthen the link between high quality phonics teaching and spelling throughout the school</p> <p>2.3 To develop an effective feedback and marking system throughout the school with a key emphasis on immediate feedback and evidence in books of teacher impact</p> <p>2.4 To ensure challenge and opportunities for mastery are provided for all pupils in order to support every pupil achieving their full potential</p> <p>2.5 To ensure consistently high standards of presentation in pupils' books in line with our core value of respect with a particular focus on pupils' handwriting</p>

<p><b>3. Behaviour and Safety</b></p>	<p>3.1 To improve the infrastructure of ICT throughout the school for both pupils and staff to provide a more efficient teaching and learning environment which promotes the use of ICT</p> <p>3.2 To restructure the office team to maximise efficiency with budget management, pupil records and communications to parents</p> <p>3.3 To ensure the highest standards are achieved in ensuring the children are safe at our school, particularly focussing on improving governor record keeping to evidence this</p>
<p><b>4. Leadership and Management</b></p>	<p>4.1 To continue to embed a new effective system of assessment throughout years 1 to 6 in line with the standards in the New National Curriculum</p> <p>4.2 To ensure all governors have opportunities for direct interaction with stakeholders in order to help them provide effective support and challenge to continuously drive for improvement</p> <p>4.3 To manage the school budget strategically finding sustainable ways to move the school out of deficit over 3 years</p> <p>4.4 To ensure subject leaders have a clear understanding of progress and attainment in their subject throughout the school and are able to lead on whole school initiatives in order to target key areas for improvement</p> <p>4.5 To develop official school social media communications (Facebook and Twitter) in order to communicate effectively with parents and keep our school website up to date with the latest events in school to promote the school to the wider local community</p>
<p><b>5. Early Years</b></p>	<p>5.1 To ensure there is clear evidence of progress in each child's development journey, which parents and children can see and to which they can contribute</p>
<p><b>6. Spiritual, moral, social and cultural development</b></p>	<p>6.1 To continue to embed the Stoke Row definition of Christian Spirituality across the school ensuring all stakeholders have a clear understanding of this</p> <p>6.2 To promote British values throughout the school with a focus on understanding rights and the global community</p>

## Attainment

Objective 1.1 (Attainment): KS2 2017 SATS Results	Success Criteria	
Specific objective: To ensure end of KS2 progress and results in 2017 are above national average in all subjects for all groups since the introduction of the new national standards since not meeting these in Writing and Maths in 2016	<ul style="list-style-type: none"> <li>● End of KS2 SATS results in 2017 indicate the number of pupils reaching the 'expected' standard is at least in line with or above national expectations and progress from KS1 is good</li> </ul>	
Objective lead: Gillian Fraser Governor: Ryan Bradley		
<b>Specific Actions</b>	<b>Monitoring</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>● Big writing handwriting approach to raise standards in handwriting to meet the handwriting criteria for working 'at the expected standard'</li> <li>● Personalised learning through small group writing intervention for higher ability pupils and vulnerable learners</li> <li>● Training on bar model to improve visualised learning for maths</li> <li>● Dyslexia training to support key pupils in current year 6 cohort</li> <li>● Whole school big write initiative to increase the number of opportunities for extended writing</li> <li>● Use the 'White Rose' maths resource to provide a challenging maths curriculum with a strong focus on basic number concepts</li> <li>● Adapting the curriculum to be engaging for the year 5/6 age phase</li> <li>● Providing immediate feedback through our new marking policy to ensure individual pupils are progressing rapidly due to effective feedback</li> <li>● Regular use of 'Testbase' materials and specific 2014 onwards assessments at the end of each long term in order to gain a clear understanding of pupils next steps to fulfilling the new curriculum</li> <li>● Reading mentors introduced from January 2017 to ensure continuity of high standards in reading assessments</li> </ul>	<p>Lesson observations</p> <p>Blink inspections</p> <p>Monitoring of pupils' books and lesson plans</p> <p>Data analysis and pupil progress meetings</p>	<p>Teaching resources in Maths and SPAG to match the New National Curriculum requirements</p> <p>Testbase</p> <p>Previous new curriculum assessments</p> <p>Assessment frameworks</p>

<p><b>On-going evaluation of progress towards meeting success criteria</b> (dated):  Big writing is being taught every other week in year 1-6 and presentation/ handwriting standards are notably improved from book monitoring feedback. The higher ability writers were part of a before school club in Term 2 focusing on developing their writing to achieve 'working in greater depth at the end of KS2. Training on the bar model was undertaken in Term 2 and is beginning to be developed as a teaching strategy in Mathematics. Dyslexia training was also undertaken in Term 1 and is being used to support specific pupils in the year 6 cohort. The White Rose maths resource was adopted in year 5/6 and there was a strong focus on number throughout both terms. December results show the expected number of pupils on track to achieve the expected standard in Reading and areas to focus on in writing and maths have been identified. Test base materials are being used regularly in class and an additional adult (voluntary teacher) is being utilised to support specific pupils with their test technique on a weekly basis. Reading mentors is to begin in Term 4 (14.2.16-CH)</p>	Governor Impact:	

<b>Objective 1.2 (Attainment): KS2 2017 SATS Results for greater depth</b>	<b>Success Criteria</b>	
<b>Specific objective:</b> To ensure end of KS2 results are in line with or above national expectations for pupils working at 'greater depth' in all subjects - with 35% achieving 'working at greater depth' in writing	<ul style="list-style-type: none"> <li>● End of KS2 SATS results in 2017 indicate the number of pupils reaching the 'working at greater depth' is at least in line with or above national expectations</li> </ul>	
<b>Objective lead:</b> Gillian Fraser <b>Governor:</b> Yvette Kershaw		
<p style="text-align: center;">Specific Actions</p>	<p style="text-align: center;">Monitoring</p>	<p style="text-align: center;">Resources</p>

<ul style="list-style-type: none"> <li>• Plan and teach targeted lessons closely tailored to the objectives of the new curriculum, in particular ensuring challenge and opportunities for mastery for all pupils</li> <li>• Use 2simple tool and end of term assessments to ensure learning targets individual gaps and provides opportunity for master</li> <li>• Mrs Fraser to attend any moderation opportunities within cluster groups and the partnership and plan regular moderation opportunities against the required standards amongst staff in school</li> <li>• Use the White Rose and mastery documents in Maths to enable children to understand skill progression and self-direct their own level of challenge</li> <li>• Personalised learning through small group writing intervention for higher ability pupils</li> <li>• Whole school big write initiative to increase the number of opportunities for extended writing</li> <li>• Providing immediate feedback through our new marking policy to ensure individual pupils are progressing rapidly due to effective feedback</li> <li>• Regular use of 'Testbase' materials and specific 2014 onwards assessments at the end of each long term in order to gain a clear understanding of pupils' next steps to fulfilling the new curriculum</li> <li>• Reading mentors introduced from January 2017 to ensure continuity of high standards in reading assessments</li> </ul>	<p>Lesson observations</p> <p>Blink inspections</p> <p>Monitoring of pupils' books and lesson plans</p> <p>Data analysis and pupil progress meetings</p>	<p>Teaching resources in Maths and SPAG to match the New National Curriculum requirements</p> <p>Testbase</p> <p>Previous new curriculum assessments</p> <p>Assessment frameworks</p>
<p><b>On-going evaluation of progress towards meeting success criteria</b> (dated):  <a href="#">The White Rose Scheme is Maths has been particularly effective for the higher ability pupils and December data shows they have made good progress. Opportunities for mastery and challenge are identified on planning and the marking policy has proved effective in providing immediate feedback and evidence of children improving their work. Further opportunities for moderation to be explored in terms 4 &amp; 5.</a></p>	<p>Governor Impact:</p>	
<p><b>Objective 1.3 (Attainment): SEN</b></p>	<p><b>Success Criteria</b></p>	
<p><b>Specific objective:</b> Strengthen the staff's understanding of whole-class teaching strategies and interventions to support children with speech, language and communication difficulties in order to improve progress and attainment in reading, writing and maths for these pupils</p>	<p>The progress and attainment of pupils on the SEN register will compare favourably to last year and will meet national expectations when compared to national SEN data.</p>	

Objective lead: Miss Rachel Doe Governor: Ryan Bradley		
Specific Actions	Monitoring	Resources
<ul style="list-style-type: none"> <li>● Dyslexia training</li> <li>● Train TAs on S + L interventions- from Miss Doe</li> <li>● Focus of TA observations to be speech and language</li> <li>● Research assessment for speech and language</li> <li>● Research dyslexia friendly resources to support all learners</li> <li>● Ensuring the children have personalised resources to support language</li> <li>● Research spelling resources used by other local schools to see different learning approaches / styles</li> <li>● Inclusion briefings</li> <li>● Audit staff skill base and provide relevant training and support for teachers with pupils on the SEN register</li> <li>● Individual pupil assessments and observation leading to information for teachers to close the gap in their learning</li> <li>● Closely monitor the SEN progress and attainment at the end of terms 2, 5 and 6; specifically focussing on term 5 for continued progress to reach end of year targets</li> </ul>	<p>Lesson observations- evidence of staff using suggested resources/techniques</p> <p>Provision map monitoring</p> <p>Monitoring of pupils' books and lesson plans</p> <p>Data analysis and pupil progress meetings</p>	<p>SEN assessment tools including LAP, Sandwell, Salford</p>
<b>On-going evaluation of progress towards meeting success criteria</b> (dated):		Governor Impact:

Objective 1:4 (Attainment): KS1 2017 SATs results	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>● 5 pupils who not meet the standards at the end of year 1 to</li> </ul>
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<p><b>Specific objective:</b> To ensure that 2017 KS1 results are in line with or above national expectations in all subjects continuing high attainment levels from 2015-2016</p>	<p>do so in year 2</p>	
<p><b>Objective lead:</b> Miss Nicola Wood <b>Governor:</b> Ryan Bradley</p>		
<p><b>Specific Actions</b></p>	<p><b>Monitoring</b></p>	<p><b>Resources</b></p>
<ul style="list-style-type: none"> <li>● One pupil to do one to one phonics with TA daily for individualised phonics</li> <li>● Parents' session for whole of year 2 to be arranged in Term 1 to share end of year expectations with whole cohort-Wednesday 5<sup>th</sup> October 2016</li> <li>● One to one meetings to be arranged with parents of pupils who are not on track currently to meet the expected standard</li> <li>● Look into taxi provision for pupil with low attendance</li> <li>● Complete LATPAC and Sandwell for all pupils who are not on track to meet the expected standard - completed by 10<sup>th</sup> October</li> <li>● Provide teaching assistants with additional phonics training to accurately support pupils in their group</li> <li>● Year 2 group to receive additional support prior to independent working</li> <li>● Raised expectations about specific pupil's learning behaviours and quantities of work being produced</li> <li>● Classroom rearranged in order to provide focused learning space for key pupils</li> <li>● Review with Raindrop Class teacher and SenCo after Term 2 assessment</li> </ul>	<p>Lesson observations</p> <p>Blink inspections</p> <p>Monitoring of pupils' books and lesson plans</p> <p>Data analysis and pupil progress meetings</p>	<p>Teaching resources in Maths and SPAG to match the New National Curriculum requirements</p> <p>Testbase</p> <p>Previous new curriculum assessments</p> <p>Assessment frameworks</p>
<p><b><u>On-going evaluation of progress towards meeting success criteria</u></b> (dated):</p>	<p>Governor Impact:</p>	
<p><b>Objective 1.5 (Attainment):</b> Year 1 Phonics Test</p>	<p><b>Success Criteria</b></p>	



<p><b>Specific objective:</b> To ensure all pupils in the year 2 cohort who did not pass the phonics test in year 1 are on track to do so and phonics results in 2017 are in line with or above national average</p>	<ul style="list-style-type: none"> <li>● Year 1 phonics results are at least in line with or above national expectations</li> <li>● All year 2 pupils who did not pass the assessment last year, pass this year</li> </ul>	
<p><b>Objective lead:</b> Nicola Wood <b>Governor:</b> Ryan Bradley</p>		
<p style="text-align: center;"><b>Specific Actions</b></p>	<p style="text-align: center;"><b>Monitoring</b></p>	<p style="text-align: center;"><b>Resources</b></p>
<ul style="list-style-type: none"> <li>● High quality daily phonics teaching differentiated to match pupils individual stages of learning</li> <li>● Termly review of pupil's phonics progress ( 6 times a year)</li> <li>● Use of LATPAC to identify any gaps</li> <li>● End of year phonics assessment to be taken at the end of term 2,3,4 and 5 to closely monitor all pupils' progress towards the end of year expectation</li> <li>● Phonics groups regularly reviewed and rotated to ensure pupils are working at the correct level</li> <li>● Additional phonics support put in place for pupils not on track to meet expectations- closely monitored through provision mapping</li> </ul>	<p>Lesson observations</p> <p>Data analysis and pupil progress meetings</p>	<p>Bug Club Phonics resource</p> <p>Previous phonics assessments</p>
<p><b><u>On-going evaluation of progress towards meeting success criteria</u></b> (dated):</p>	<p>Governor Impact:</p>	

Objective 1.6 (Attainment): Pupil Premium	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>• Tracking and end of key stage results show children in receipt of pupil premium are in line with their peers</li> <li>• Individual tracking shows funding targeted to support key areas of need</li> </ul>	
<b>Specific objective:</b> To ensure pupil premium funding is being used effectively to support pupils in both Literacy and Maths to achieve in line with or above their peers		
<b>Objective lead:</b> Rachel Doe <b>Governor:</b> Ryan Bradley		
<b>Specific Actions</b>	<b>Monitoring</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• Ensure individual pupil trackers are in place for all PP pupils and are updated once a term</li> <li>• Ensure clear provision mapping shows targeted support for pupil premium pupils</li> <li>• Update the information on the school website showing pupil spend using an improved format</li> <li>• Meet with parents twice a year with parents of pupil premium children to discuss their provision</li> <li>• Meet with bursar and Headteacher to discuss pupil premium budget for 2016-2017 about budget</li> <li>• Write a summary letter at the end of year to parents outlining the provision put in place to support their children throughout the year</li> </ul>	Lesson observations  Data analysis and pupil progress meetings	Time provided to complete additional responsibility of pupil premium children (every other Thursday am-additional non-contact time)

<b><u>On-going evaluation of progress towards meeting success criteria</u></b> (dated):	Governor Impact:	

### **Teaching**

Objective 2.1 (Teaching): RE across the school	<b>Success Criteria</b>	
Specific objective: To monitor and support RE across the school - improve the standards of teaching through specifically increasing the understanding of Christianity within the global community and providing further opportunities for children to see religion in action through more RE trips.	End of year RE assessments show children achieving well in these specific assessment criteria	
Objective lead: Charlotte Harris Governor: Emma Davies	Lesson observations show evidence of good knowledge and understanding of Christianity as a global religion	
Specific Actions	Monitoring	Resources

<ul style="list-style-type: none"> <li>• The nativity based upon Christmas around the world</li> <li>• Attend the RE network meetings</li> <li>• RE trips planned into long term planning</li> <li>• Whole school assemblies based upon different religions</li> <li>• Invite charitable organisations into school eg. Salvation Army, Sarah Lane</li> <li>• Class assembly focus on Christianity round the world-Term 3</li> <li>• Use links with Zambia and India to understand Christianity in those countries</li> </ul>	<p>Lesson observations</p> <p>Governor visits</p> <p>End of year and end of term assessments</p>	<p>Oxfordshire diocesan scheme of work</p> <p>'Children around the world' nativity</p>
<p><b><u>On-going evaluation of progress towards meeting success criteria</u></b> (dated):</p> <p>The nativity for FS to year 4 was entitled 'Children of the world' and helped the children to understand how the Christian celebration of Christmas is celebrated throughout the world. CH is to attend the RE network meeting on 31<sup>st</sup> January-Term 3. RE trips have been planned into the curriculum plan and a trip to a mosque is planned for this topic. Last term, the Rabbi Shira Solomons came in and led a whole school assembly about Judaism and also talked to the children in year 1/2 as part of their learning in RE. Assemblies in term 3 are to be based on the work UNICEF does around the world (CH-10.1.17)</p>	<p>Governor impact:</p>	
<p><b>Objective 2.2 (Teaching): Phonics and Spelling</b></p>	<p><b>Success Criteria</b></p> <p>Spellings across the school assessed as in line with national expectations and spelling to be in line with other areas of children's writing</p>	
<p><b>Specific objective:</b> To continue to strengthen the link between high quality phonics teaching and spelling throughout the school</p>		
<p><b>Objective lead:</b> Gillian Fraser <b>Governor:</b> Gary Chater</p>		
<p style="text-align: center;"><b>Specific Actions</b></p>	<p style="text-align: center;"><b>Monitoring</b></p>	<p style="text-align: center;"><b>Resources</b></p>

<ul style="list-style-type: none"> <li>● Display alternative spellings</li> <li>● Use sound charts</li> <li>● Develop a system to recognise the correct sound has been used despite the spelling being still not correct</li> <li>● Re-visit spelling strategies in the staff meeting</li> <li>● Enquire about other schools' spelling strategies</li> <li>● Regular use of sight words and first 100 words</li> <li>● Developing the link between home and school regarding spelling and effective strategies</li> <li>● Audit staff phonics training</li> <li>● Ways to transfer spelling skills into writing</li> <li>● Creating word lists linked to the topic-include in curriculum letter</li> </ul>	<p>Book monitoring</p> <p>End of term assessments</p>	<p>Bug Club phonics</p> <p>SPAG resources</p>
<p><b><u>On-going evaluation of progress towards meeting success criteria</u></b> (dated):</p>	<p>Governor Impact:</p>	
<p><b>Objective 2.3 (Teaching): Marking and feedback</b></p>	<p><b>Success Criteria</b></p> <p>Staff and children to provide positive feedback about the use of the marking policy</p> <p>Children's books show clear evidence of teacher/TA feedback and pupil progress as a result of it</p>	
<p><b>Specific objective:</b> To develop an effective feedback and marking system throughout the school with a key emphasis on immediate feedback and evidence in books of teacher impact</p>		
<p><b>Objective lead:</b> Charlotte Harris <b>Governor:</b> Yvette Kershaw</p>		

Specific Actions	Monitoring	Resources
<ul style="list-style-type: none"> <li>• Staff to work together to create new policy during September INSET day based upon current research and practice and modelled upon other recently updated policies but personalised to Stoke Row</li> <li>• All staff to display children friendly policy in classrooms</li> <li>• Policy to be explained to and shared with children in Term 1, week 2</li> <li>• Policy to be shared with T &amp; L committee and then reviewed at the end of Term 2</li> <li>• Children to be surveyed at the end of term 2 regarding the impact of the policy and their understanding of how their teacher feeds back to them</li> <li>• Policy to be shared with parents and explained prior to child-led parents evenings in November</li> <li>• TAs to be trained to also use marking and feedback policy-photocopied examples of marking working</li> <li>• Book monitoring during lesson observations and blink inspections ensuring the policy is being applied consistently throughout the school</li> </ul>	<p>Book monitoring</p> <p>Blink Inspections</p> <p>Lesson observations</p> <p>Pupil survey</p> <p>Discussions with pupils</p>	<p>Recent research around effective marking and feedback</p> <p>School policy</p>
<p><b>On-going evaluation of progress towards meeting success criteria</b> (dated):</p> <p>The marking policy was updated in September and has been displayed in all classrooms for children to access and understand. A survey showed the majority of pupils preferred the new policy and understood the different symbols the teachers were using to alert them to positives and areas of improvement in their work. The marking policy was shared with parents via e-mail and available at the child led parents evening in November (see marking and feedback letter to parents- 21.11.16. The policy has been shared with TAs and some TAs are beginning to provide feedback to the children using it in class. Book monitoring by subject co-ordinators has been scheduled for Term 3 and policy is being scrutinized weekly in writing books during staff meetings (CH-14.1.17)</p>	<p>Governor Impact:</p>	
<p><b>Objective 2.4 (Teaching): Mastery and challenge</b></p>	<p><b>Success Criteria</b></p>	
<p><b>Specific objective:</b> To ensure challenge and opportunities for mastery are provided for all pupils in order to support every pupil achieving their full potential</p>	<p>See attainment success criteria this year</p>	
<p><b>Objective lead:</b> Gillian Fraser <b>Governor:</b> Yvette Kershaw</p>	<p>Pupil interviews and surveys show evidence pupils feel challenged</p>	

Specific Actions	Monitoring	Resources
<ul style="list-style-type: none"> <li>● Focus during lesson observations of higher order questioning</li> <li>● Planning adapted to show mastery opportunities</li> <li>● Book scrutiny - evidence of challenge and mastery opportunities</li> <li>● Mastery and challenge to be the main focus of Mulberry peer review visit</li> <li>● Continued P4C sessions throughout the school to develop children's critical thinking and higher order thinking</li> <li>● High expectations to be a focus in all classrooms</li> <li>● Individualised marking and attention to pupil progress</li> <li>● Modelling high expectations</li> <li>● Growth mindset / learning to learn week so all pupils feel they can take on challenges</li> </ul>	<p>Lesson observations</p> <p>Blink Inspections</p> <p>Book monitoring</p> <p>Mulberry Peer Review feedback</p>	<p>White Rose Maths Resource</p> <p>County Maths mastery documents</p>
<p><b>On-going evaluation of progress towards meeting success criteria</b> (dated):  Planning has been adapted since Sept 2016 to encourage teachers to be always thinking for opportunities for challenge and mastery. Mulberry Peer Review visit focused on challenge and mastery-see evidence found in report. Learning to learn week was undertaken during the first week back in September. P4C is being taught on a weekly basis throughout the school- see governor visit form for evidence of impact on high order thinking. Staff meetings in Term 2 have had a focus on mastery and challenge across all subjects. Co-ordinator meetings in the partnership have also been based upon this. G &amp; T policy is currently under review. (22.11.16 CH)</p>	<p>Governor Impact:</p>	

<p><b>Objective 2.5 (Teaching): Presentation</b></p>	<p><b>Success Criteria</b>  Standards of presentation in pupil's books are improved from previous years and assessed as consistently high throughout the school</p>
<p><b>Specific objective:</b> To ensure consistently high standards of presentation in pupils' books in line with our core value of respect with a particular focus on pupils' handwriting</p>	
<p><b>Objective lead:</b> Charlotte Harris  <b>Governor:</b> Gary Chater</p>	

Specific Actions	Monitoring	Resources
<ul style="list-style-type: none"> <li>● Teachers to comment on presentation in pupil's book when required for positive feedback or identifying areas to improve</li> <li>● Staff meeting time to discuss and monitor presentation standards and put in place whole school strategies</li> <li>● Big Write handwriting challenge to be undertaken in River and Ocean Classes</li> <li>● High expectations of all pupils regarding presentation and pupils required to complete work again if presentation standards are not met</li> <li>● Presentation linked to our value of 'respect'</li> </ul>	<p>Lesson observations</p> <p>Blink Inspections</p> <p>Book monitoring</p> <p>Mulberry Peer Review feedback</p>	<p>Big Write Handwriting strategy</p>
<p><b><u>On-going evaluation of progress towards meeting success criteria</u></b> (dated):</p>	<p>Governor Impact:</p>	



## Behaviour and Safety

Objective 3.1 (Behaviour and Safety): ICT infrastructure	<b>Success Criteria</b> <ol style="list-style-type: none"> <li>1. Measurable improvement in availability (i.e. reliability).</li> <li>2. Completion of an agreed ICT plan for one, three and five years</li> </ol>	
Specific objective: Improving the infrastructure of ICT throughout the school for both pupils and staff		
Objective lead: Charlotte Harris Governor: Gary Chater		
<b>Specific Actions</b>	<b>Monitoring</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>● Procure laptops, tablets and a printer using identified funds from the Diocese.</li> <li>● Review and update ICT asset register, security marking at the same time.</li> <li>● Understand how Turn IT On operates within the school.</li> <li>● Identify immediate needs. Is all current equipment operational?</li> <li>● Understand ICT provision within similar schools as a means of comparison.</li> <li>● Identify ICT funding strategies for Stoke Row.</li> <li>● Prioritise ICT equipment needs. Which classes have the weakest provision at present?</li> <li>● Decide on a policy for operating systems.</li> </ul>	<p>T&amp;L committee.</p> <p>Finance committee.</p>	<p>Funds from the Diocese.</p> <p>Turn IT On.</p> <p>ICT Learning Resources budget</p> <p>GC.</p>
<p><b>On-going evaluation of progress towards meeting success criteria</b> (dated):</p> <p>Four laptops, eight tablets (one each for teachers and TAs) and a printer for the Headteacher's office have been purchased using capital funding. The equipment is in school and being in the process of being installed throughout school. Our new ICT governor has met with the outgoing vice chair to liaise over the asset register and understand the current situation with ICT within school. Gary plans to meet with Terry (our TIO technician) on 23.1.17. (CH-14.1.17).</p> <p>ICT register in process of updating now that new equipment has arrived. (GC-14.1.17).</p>	<p>Governor Impact:</p> <p>GC worked on printer installation and Windows power issues with new computers. Teething problems expected to be resolved in short order.</p>	

Windows 10 to be the standard operating system in future, following advice from TIO as part of the procurement of new equipment. No compatibility problems are envisaged with software being used in the school. (GC-14.1.17).	
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<b>Objective 3.2 (Behaviour and Safety): Office restructure</b>	<b>Success Criteria</b>	
<b>Specific objective:</b> To restructure the office team to maximise efficiency with budget management, pupil records and communications to parents	<ul style="list-style-type: none"> <li>• Substantially reduced/No overtime for School Bursar and School Administrator</li> <li>• Integris utilised across the school.</li> <li>• 90% Use of Parent Mail</li> </ul>	
<b>Objective lead:</b> Charlotte Harris <b>Governor:</b> Sophie Bowman		
<b>Specific Actions</b>	<b>Monitoring</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• Employ a part time receptionist to work morning in the school office, to enable the School Bursar and School Administrator to focus on their roles, substantially reducing overtime claims.</li> <li>• School Bursar and School Administrator to work fewer hours, but more focussed hours, to ensure that employing a School Receptionist is cost neutral.</li> <li>• Use the Integris to record pupils' progress against the National Curriculum and share with parents.</li> <li>• Continue to promote Parent Mail, as the main source of communication from the school.</li> </ul>	Finance and personnel meetings	Parentmail
<b>On-going evaluation of progress towards meeting success criteria</b> (dated):	Governor Impact:	

<b>Objective 3.3 (Behaviour and Safety): Safeguarding</b>	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>● High Priority Items addressed on Site Risk Assessment.</li> <li>● Regular Governor Visit Forms recording detailed actions and outcomes.</li> </ul>	
<b>Specific objective:</b> To ensure the highest standards are achieved in ensuring the children are safe at our school, particularly focussing on improving governor record keeping to evidence this.		
<b>Objective lead:</b> Charlotte Harris <b>Governor:</b> Sophie Bowman		
<b>Specific Actions</b>	<b>Monitoring</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>● Improvement to site security as identified by the Site Risk Assessment</li> <li>● Introduction of quarterly audit of School Single Central Record</li> <li>● Rigorous detailed recording of Governor Visits and summary record to track this.</li> <li>● Termly meetings with Objective leads, to ensure latest procedures and information are included in our documentation and communicated to all staff.</li> </ul>	Regular H & S and Safeguarding meetings  SCR audit	OCC Safeguarding Intranet advice  OSCB updates
<b><u>On-going evaluation of progress towards meeting success criteria</u></b> (dated):	Governor Impact:	

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## **Leadership and Management**

Objective 4.1 (Leadership and Management): Whole School assessment	Success Criteria: There is a simple and effective system of assessment in place from year 1-6 which is understood by staff and parents and enables teachers to help pupils progress rapidly towards expected standards	
Specific objective: To continue to embed a new effective system of assessment throughout years 1 to 6 in line with the standards in the New National Curriculum		
Objective lead: Charlotte Harris Governor: Ryan Bradley		
<b>Specific Actions</b>	<b>Monitoring</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>● To re-evaluate and discuss our assessment system in staff meetings after one year of whole school data - discuss use of vocabulary and what constitutes a certain decision</li> <li>● Moderating our judgements throughout the school - moderate writing earlier in the year to ensure consistency</li> <li>● Work alongside SenCo to decide on progress measures for target setting</li> <li>● Link the new assessment systems to standards achieved in written assessments</li> <li>● Use 2simple throughout the school to more accurately inform teacher judgements</li> <li>● Attend Integris meetings to understand other schools' assessment systems and criteria for achieving the expected standard in each year group</li> <li>● Train TAs to also understand and use assessment systems in school such as 2simple</li> <li>● HT to attend further training and approaches to assessment within a range of primary schools</li> <li>● Governors to attend training on assessment data and its impact on school actions</li> </ul>	Monitored regularly as a key priority	Funding to attend assessment courses  Integris  2simple

<p><b>On-going evaluation of progress towards meeting success criteria</b> (dated):  Writing is now being moderated and discussed at the start of each staff meeting in Term 2. Progress measures have been discussed and a new statement around target setting has been shared with teachers during a staff meeting- targets will be set based on knowledge of individual pupils but will always be ambitious and aim to 'close the gap'. Further work will be done on this. 2simple has been purchased and staff in FS and KS1 are using the regularly. KS2 teachers will be more able to use 2simple effectively once we have purchased tablets for these classes. CH and RD will be attending further Integris training on 12<sup>th</sup> December.CH booked on assessment training course in January. Governors, Headteacher and SenCo attending 'data party' training on national data and its implications on 8.11.16. <b>(CH 22.11.16)</b></p>	Governor Impact:	
<b>Objective 4.2 (Leadership and Management): Governor Involvement</b>	<b>Success Criteria</b>	
<b>Specific objective:</b> To ensure all governors have opportunities for direct interaction with stakeholders in order to help them provide effective support and challenge to continuously drive for improvement	<ul style="list-style-type: none"> <li>● Evidence that governors visit school outside of meeting times</li> <li>● Governors understand school structure and have seen the school 'in operation'</li> <li>● Governors understand current changes at county level</li> <li>● The governing body is regularly engaged with Stoke Row Parish Council</li> </ul>	
<b>Objective lead:</b> David Lowe <b>Governor:</b> David Lowe		
<p style="text-align: center;"><b>Specific Actions</b></p>	<p style="text-align: center;"><b>Monitoring</b></p>	<p style="text-align: center;"><b>Resources</b></p>

<ul style="list-style-type: none"> <li>• Governor Days three times per year will allow governors to directly interact with staff and children</li> <li>• Ad-hoc governor visits to School will be accurately recorded</li> <li>• Governors regularly attend Parish Council meetings</li> <li>• Governors regularly attend OCC and Diocesan update meetings</li> </ul>	<p>Record of attendance, written feedback and discussion in FGB</p> <p>Office to record and data included in Head's reports</p> <p>Updates minuted in FGB</p> <p>Updates minuted in FGB</p>	<p>Office staff</p>
<p><b><u>On-going evaluation of progress towards meeting success criteria</u></b> (dated):</p>	<p>Governor Impact:</p>	

<p><b>Objective 4.3 (Leadership and Management): Budget management</b></p>	<p><b>Success Criteria</b> Zero deficit by the end of the School's Financial Year 2018/2019 (subject to stable pupil numbers and consistent central funding).</p>	
<p><b>Specific objective:</b> To manage the school budget strategically finding sustainable ways to move the school out of deficit over 3 years</p>		
<p><b>Objective lead:</b> Charlotte Harris <b>Governor:</b> Kerrie Blaker</p>		
<p style="text-align: center;"><b>Specific Actions</b></p>	<p style="text-align: center;"><b>Monitoring</b></p>	<p style="text-align: center;"><b>Resources</b></p>

<ul style="list-style-type: none"> <li>• Finance Committee to review and monitor all revenue expense codes to identify any areas where cost savings can be made and appropriate action taken.</li> <li>• Bursar to provide timely financial data to Governors specifically KB to have sight of monthly financials with comparisons to budget. Variances to be investigated and discussed at Finance Committee.</li> <li>• Any area of spending concern identified by the Bursar or Headteacher to be drawn to the attention of Governors between Finance Committee meetings if waiting for the next Finance Committee meeting would result in a significant delay and possible financial loss.</li> <li>• 3 year budget forecasts to be reviewed by Governors and discussed in Finance Committee meeting at least every 6 months (more often if problems or concerns are identified by the Bursar).</li> </ul>	Finance Committee Minutes.	<p>£0</p> <p>Bursar time (already in budget) to update and monitor financial data.</p> <p>Governor time to review &amp; monitor findings.</p>
<p><b><u>On-going evaluation of progress towards meeting success criteria</u></b> (dated):</p> <ul style="list-style-type: none"> <li>• Governor visits conducted on 2.11.16 (by KB and SB) and 9.11.16 (by KB) to review expense codes with the Bursar and Headteacher. The results of this exercise were discussed in Finance Committee meeting of 15.11.16. A number of follow up actions have been identified (e.g. around office overtime, cleaning consumables, energy consumption) and will be reported back in due course however it should be noted that cost savings will be challenging to secure and will focus on a limited number of expense codes as most expenses are either staffing related or are with fixed providers e.g. OCC or the Diocese. One off non budgeted costs will also need strict review and control. <b>(KB 22.11.16)</b>.</li> </ul>		
Objective 4.4 (Leadership and Management): Subject co-ordinators	Success Criteria:	
Specific objective: To ensure subject leaders have a clear understanding of progress and attainment in their subject throughout the school and are able to lead on whole school initiatives in order to target key areas for improvement	For subject co-ordinators to understand key data from their subject and use this to inform the leadership of their subject	
Objective lead: Charlotte Harris Governor: Yvette Kershaw		

Specific Actions	Monitoring	Resources
<ul style="list-style-type: none"> <li>● Subject co-ordinators for Maths, Literacy and Science to attend 3x partnership meetings across the year focussing on 'mastery and challenge' and sharing good practice with other partnership schools</li> <li>● Time allocated in staff meetings for co-ordinators to share ideas from sessions they have attended</li> <li>● Literacy and Maths co-ordinators trained to be able to access whole school data for their subject</li> <li>● Subject leaders to lead staff meetings to drive progress within their subject based on evidence from data and lesson observations (completed by HT or other professionals and shared with co-ordinators)</li> <li>● Subject co-ordinators to organise key training to enhance the teaching of their subject</li> </ul>	<p>Performance appraisals</p> <p>Data analysis and pupil progress meetings</p>	<p>Integris 2simple</p>
<p><b><u>On-going evaluation of progress towards meeting success criteria</u></b> (dated):</p>	<p>Governor Impact:</p>	



Objective 4.5 (Leadership and Management): Social media	Success Criteria	
Specific objective: To develop official school social media communications (Facebook and Twitter) in order to communicate effectively with parents and keep our school website up to date with the latest events in school to promote the school to the wider local community	<ul style="list-style-type: none"> <li>● Participation by parents by liking, following and communicating on FB and Twitter site.</li> <li>● Anticipated reduction in information requests to office staff</li> </ul>	
Objective lead: Charlotte Harris Governor: Yvette Kershaw		
Specific Actions	Monitoring	Resources
<ul style="list-style-type: none"> <li>● Social Media Policy written by YK</li> <li>● Following approval of SMP Facebook and linked Twitter sites launched by Christmas holidays for January 2017 start</li> <li>● Letter from head to parents via ParentMail to inform of launch</li> <li>● Priority for agreed use of photos</li> <li>● YK to act as admin, plus two others?</li> <li>● Key whole school business actions to be shared as appropriate and relevant news from DfE, well-being agencies etc.</li> <li>● Reporting on exciting developments in school e.g. activity days, visitors, trips etc.</li> </ul>	<ul style="list-style-type: none"> <li>● YK to monitor and report to FGM in Feb on activity</li> <li>● YK to present at each FGM for first year while sites embed</li> <li>● Full report annually</li> </ul>	<ul style="list-style-type: none"> <li>● Research</li> </ul>
<b>On-going evaluation of progress towards meeting success criteria</b> (dated):	Governor Impact:	

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## **Early Years**

Objective 5.1 (Early years): Learning journeys	<b>Success Criteria</b> <ul style="list-style-type: none"> <li>• Progress from the children's starting points will be evident in the learning journals</li> <li>• Parents and pupils will report involvement with learning journals and contributions will be evident</li> </ul>	
Specific objective: Ensuring there is clear evidence of progress in each child's development journey, which parents and children can see and to which they can contribute.		
Objective lead: Miss Rachel Doe Governor: Yvette Kershaw		
Specific Actions	Monitoring	Resources

<ul style="list-style-type: none"> <li>• All staff working in Bubble Class to be trained on and use 2Simple</li> <li>• Weekly progress and coverage check evident on weekly overview</li> <li>• Observation tally used within class</li> <li>• Trending next steps recorded daily to be addressed within the arising week</li> <li>• Parents signed up to 2Simple 'parent share'</li> <li>• Wow wall and wow slips also available to parents to use</li> <li>• Other forms to gain parent voice e.g. technology questionnaire / ELG questionnaire</li> <li>• Children to be shown observations and next steps shared</li> <li>• Children's observations to be displayed around the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Learning journal scrutiny</li> <li>• Classroom scrutiny</li> <li>• Parent/pupil feedback</li> </ul>	<ul style="list-style-type: none"> <li>• 2simple</li> <li>• Ipad</li> </ul>
<p><b><u>On-going evaluation of progress towards meeting success criteria</u></b> (dated):</p>	<p>Governor Impact:</p>	

### **Spiritual, moral, social and cultural development**

<p><b>Objective 6.1 (SMSC): Spirituality</b></p>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>• Spirituality audit to show evidence of good spiritual provision throughout school</li> </ul>
<p><b>Specific objective:</b> To continue to embed the Stoke Row definition of Christian Spirituality across the school ensuring all stakeholders have a clear understanding of this.</p>	

Objective lead: Charlotte Harris Governor: Emma Davies			
<b>Specific Actions</b>		<b>Monitoring</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• Have a whole school Spirituality Day during 'Learning to Learn' week to raise the profile of Spirituality and our whole school definition</li> <li>• Create a display about spirituality to share the children's thoughts and ideas</li> <li>• Update the spirituality audit during Ethos committee meetings and look for further opportunities to develop the children's spiritual experiences</li> <li>• Create an outdoor prayer space in the garden area - herb garden, tin cans... (Gardening Club to help create)</li> <li>• Every class to have quiet / reflective time after lunchtime - listening to classical music for 2-10 minutes</li> <li>• To create a 'spirituality' page on the school website and further share this definition with the whole school community, in particular, parents</li> </ul>		Spirituality audit  Ethos committee meeting minutes	Resources to fill our prayer spaces – donations from parents
<p><b>On-going evaluation of progress towards meeting success criteria</b> (dated):            During 'Learning to learn' week we had a whole school spirituality day which developed the children's understanding of spirituality on a personal level. A display was created sharing the children's reflective journals and thoughts on what spirituality is. Books have been ordered to support the quiet calming time after lunch promoting activities to do with the children to help them reflect. An initial draft of the 'spirituality' webpage has been completed. (CH-10.1.17)</p>		Governor Impact:	
<b>Objective 6.2 (SMSC): British Values</b>		<b>Success Criteria:</b>	
<b>Specific objective:</b> To promote British values throughout the school with a focus on understanding rights and the global community		British values can be evidenced throughout the school and the whole school community has an awareness of them	

Objective lead: Charlotte Harris / Gillian Fraser Governor: David Lowe		
<b>Specific Actions</b>	<b>Monitoring</b>	<b>Resources</b>
<ul style="list-style-type: none"> <li>• Use website <a href="https://www.victvs.co.uk/british-values/#bv1">https://www.victvs.co.uk/british-values/#bv1</a> to share teaching and assembly ideas with staff around British Values</li> <li>• Staff meeting time to audit British values and how they are present / can be interwoven into the Stoke Row curriculum</li> <li>• Assemblies around 'Rights of a child' / British values in Term 4</li> <li>• Display about how we demonstrate 'British values'</li> </ul>	British values audit	<a href="https://www.victvs.co.uk/british-values/#bv1">https://www.victvs.co.uk/british-values/#bv1</a>
<b><u>On-going evaluation of progress towards meeting success criteria</u></b> (dated):		Governor Impact: