

# Wheeler Lane Primary School



## School Improvement Plan 2017 – 2018

## Vision

Wheelers Lane Primary School 'A community of inspiration, aspiration and enrichment.'

## School Aims

Wheelers Lane Primary School is a caring school where we want everyone to feel safe, secure and happy, where there is a sense of belonging and community.

We are a school that:

- Aims high
- Rises to the challenge
- Celebrates success

Everyone in school aims to:

- Create a bright, happy and stimulating environment where everyone is encouraged to develop a love of learning, independence and creativity.
- Provide learning experiences that meet the needs of individuals and have high expectations for all.
- Foster positive attitudes and caring relationships, based on mutual respect.
- Celebrate the differences which make us all so diverse and which enrich our school.
- Equip our children with the necessary knowledge, skills and attitudes to achieve success, become lifelong learners and active citizens.
- Work in partnership with parents, carers and the community.

### What the school does well

Ofsted grading of 'good' – April 2014

Outstanding grading for behaviour and safety

National averages exceeded at KS2

Early Years standards in line with National average

Phonics standards in line with National average

Children enjoy school and feel safe

Curriculum more embedded – teachers confident

Welcoming, positive atmosphere – commented on by visitors

Majority of teaching is good or better – variety of teaching approaches

Positive responses from parents in questionnaires

Behaviour for learning

Celebration of a range of achievements

Range of experiences: visitors, trips, themed days, productions and clubs

Learning Buddies

New resources including the library

Links with other schools – CPTSA and STEP

### What could be improved?

Increased sharing of good practice – peer observation, videoing

Standards at KS1 in line with national

Consistent results across year groups

Closing the gaps between different groups – FSM and boys

Parents more informed about their child's progress

Higher focus on Writing

More coherent approach to pupil data

Develop use of the outdoors for learning

Further development of behaviour policy – high expectations and consistent application by all staff

Level of challenge – more children reaching greater depth

Middle manager training

Develop transition between year groups

### Rationale

The priorities in the School Improvement Plan reflect those needs identified in the consultation process which involved staff, parents, pupils and governors.

The School Improvement Plan has two basic concerns: outcomes and provision.

The areas for improvement are based on the four main areas from the new Ofsted framework and will be outcome focussed:

- ◆ Outcomes for pupils
- ◆ Teaching, Learning and Assessment
- ◆ Leadership and Management
- ◆ Personal Development, Behaviour and Welfare

Each priority will be published on a grid identifying provision (action/task), success criteria, timescale, responsibility, monitoring and evaluation and funding.

Each curriculum area leader will develop an action plan for their area.

### Three Year Plan

	2017 – 2018	2018 – 2019	2019 – 2020
Outcomes for pupils	Standards and progress in all Key Stages – greater focus on Writing Closing the gaps	Standards and progress in all Key Stages Closing the gaps	Standards and progress in all Key Stages Closing the gaps
Teaching, Learning and Assessment	Quality of teaching and learning Assessment tools and methods - review Sharing good practice Evidencing good progress	Quality of teaching and learning Sharing good practice	Quality of teaching and learning Sharing good practice
Leadership and Management	Succession planning – school and governors  Middle leader CPD  Budget Management  Ofsted readiness	Succession planning – school and governors  Budget Management  Review leadership structure	Succession planning – school and governors  Budget Management
Personal Development, Behaviour and Welfare	Continued focus on behaviour  Implementation of restorative justice  Review safeguarding practices  Support for children with well-being and mental health	Continued focus on behaviour  Embed restorative justice  Review safeguarding practices  Support for children with well-being and mental health	Continued focus on behaviour  Review safeguarding practices  Support for children with well-being and mental health

### Long Term Projects for Financial Consideration

Air conditioning for classrooms upstairs  
Staffing – Support Staff, Language Assistant  
ICT equipment – classroom based equipment

### Priority 1: Standards

**Target: The gap between children in receipt of pupil premium and those not nationally, will reduce on the previous year.**

**Standards at the end of each Key Stage will be in line with or above National Average.**

**Standards for every Year Group will show an increase on the previous year.**

**All children will make a minimum of 1 year's progress from their starting point with some making accelerated progress\* (aiming for 80% expected, 20% accelerated).**

**Whole school attendance will increase on the previous year.**

*\*(1 year's progress is determined as moving from, for example, expected Y2 to expected Y3. Accelerated progress would be moving from, for example, working towards Y2 to expected Y3 or expected Y2 to greater depth Y3)*

Success Criteria	Action points	Date/ lead by	Fund	Monitoring	Evaluation and impact
Standards at the end of Key Stage 1 will be in line with national averages	Additional teacher in Year 2 to take Maths and English groups (GDS)	Daily - LM	Pupil Premium	JR	
	Targeted support in class and interventions for those underachieving or not making expected progress from end of EYFS	Daily – Year 2 teachers and TAs		JC/JR	
	Closer monitoring of attainment, progress and curriculum coverage – closing the gaps	Weekly – JC		JR	
	Moderation internally and externally throughout the year	Half termly - JC	CPD	JR	
	Training and support for staff new to Year 2 – curriculum and assessment	Termly – JR	CPD	SP	
Standards in Writing will increase with more children achieving GDS	Identification of potential GDS children from end of KS data (EYFS and KS1) to ensure high attainers make good progress from their starting points.	Teachers		SS	
	Focus on challenging higher level writers to extend their learning	Daily – Teachers		SS	
	Moderation sessions specifically for GDS to identify gaps in learning	Termly – Year Leaders		SS	
	Portfolio of examples of expected and GDS writing for each year group created to support moderation	Spring term – SS		TB	
	Planning and support in class to address pupil-specific gaps preventing achievement of GDS	Teachers – daily		Year leaders	
	The teaching of spelling will be reviewed and new approaches researched and trialled	Autumn – SS	English	SLT	

	Next steps and individual targets for writing will be identified and shared for all children to focus on closing their individual gaps	Half termly – Teachers		SS	
	PPMs will focus on standards in Writing to ensure all children are making progress and gaps are being filled	Half termly – TB and SP		SLT	
	Portfolio of examples of what good or better progress looks like from different starting points in each year group	Autumn – SS		SLT	
	Writing topics and texts used as a stimulus will be linked to the interests of the children in each class	Half termly – Teachers		Year Leaders	
	Modelled writing will be used to provide examples of quality writing for the children	Weekly – Teachers		SS	
	Children’s writing will be celebrated in classrooms and around school through displays and activities including assemblies, buddy class work, film making, class books etc.	Weekly – Teachers/TAs		SS	
Staff will use data to identify achievement and underachievement and close gaps between different groups	Pupil achievement of objectives will be recorded on Frog	Half termly – Teachers	Assessment	TB and Year Leaders	
	Teachers will analyse data to identify gaps and put in place plans to address individual and group needs	Half termly – Teachers	Pupil Premium	Phase leaders ES and JR	
	A range of evidence will be considered when making teacher assessments including books, running records, observations and test data	Half termly – Teachers		TB and Year Leaders	
	Monitoring will focus on children identified as underachieving and the provision put in place to accelerate progress	Half termly – year leaders		SLT	
	CPD will be provided for staff where issues are identified from monitoring or data	Half termly – SMT	CPD	SP	
	Pupil Progress meetings will include a review of the previous meeting’s proposed actions and individuals identified as underachieving	Termly – SLT	Cover	SP	
	Support staff will be deployed effectively – particularly during lesson introductions, to	Daily – Teachers	Staffing	Year and Phase Leaders – SLT	

	provide support or challenge for specific groups or individuals identified by the class teacher				
Staff will use data to identify progress and less than expected progress and put plans in place to address needs	A range of evidence will be considered when assessing progress including books, running records, observations and test data	Half termly – Teachers		TB and Year Leaders	
	Interventions to meet the children’s needs and increase progress will be organised and monitored	Half termly – Year Leaders		JR/ES/MF	
Children will apply Maths and English skills and knowledge across the curriculum	Opportunities will be planned in foundation subject lessons for children to apply skills and knowledge from Maths and English lessons where appropriate	Termly – Year teams		JC/SS	
	Activities in themed weeks will enable children to apply knowledge and skills	Termly – Phase /Year leaders	Themed Weeks	JC/SS	
Learning experiences will impact upon standards in English and Maths	Trips, visitors and other experiences will be planned and followed up in lessons	Termly – Teachers	Pupil premium	JR	
	Learning experiences will be targeted to meet specific curriculum or pupil needs	Termly – Teachers	Pupil premium	JR	
Children identified as SEND will receive appropriate interventions that enable them to make accelerated progress	All SEND children will receive their entitled support as determined by their level of SEND – timetabling	Daily – TAs/teachers		ES	
	Support staff will receive training and support in order to deliver quality interventions	Half termly – ES and MF	CPD	SMT	
	Staff delivering interventions will keep records of interventions delivered, progress made and attendance	Daily – TAs/teachers		ES/MF	
	Staff delivering interventions will track the progress of individuals to ensure interventions are effective	Half termly – TAs/teachers		ES/MF	
	TAs will be deployed to deliver interventions across the school in relation to their strengths and areas of expertise	Half termly – MF/ES		ES/JR	
	Impact of interventions will be monitored to ensure they are effective for the child	Half termly – MF		ES	
	Interventions will be timetabled to ensure children with SEND have access to all areas of the curriculum	Half termly – Year and Phase leaders		ES/MF	

Children vulnerable for underachievement will be identified and supported to ensure they reach end of year expectations	Teacher focus on '4 <sup>th</sup> group' plus other identified children to ensure understanding of concepts and tasks	Daily – Teachers		Phase and Year Leaders	
	Monitoring of lower ability pupils so learning is matched to need and provides a level of challenge	Weekly – Teachers		Phase and Year Leaders	
	Post tutoring session daily for those identified as underachieving in that day's Maths or English lesson	Daily – Teachers/TAs		Year Leaders	
	Pre tutoring sessions for children during English and Maths introductions where appropriate	Daily – Teachers/TAs		SMT	
	Staff leading interventions will give feedback to the class teacher about children's progress and attainment in interventions	Daily – intervention staff and teachers		Year leaders	
	Learning Buddies will support children with basic skills in English and Maths	As required – Teachers		OW	
The gap will close between those in receipt of pupil premium and those not	INSET for staff to ensure understanding of why PP needs to be a focus	Autumn term – JR	Pupil premium	SP	
	All teachers will know who their pupil premium children are, what their individual needs are and put support in place to address them in class	Daily – Teachers		JR	
	Provision will be put in place in school to compensate for limited support at home	Daily – Teachers	Pupil premium	JR	
	Interventions for pupil premium children to meet specific individual needs	Weekly – Teachers/TAs	Pupil premium	JR/MF	
	Teachers and TAs target pupil premium children in lessons for additional support/feedback as required	Daily – Teachers/TAs		JR	
	Pupil premium children will be closely tracked on Frog to identify progress and success of interventions	Half termly - JR		SP and Govs	
	Out of hours activities to support learning including tuition, homework club, Easter revision and summer school will be targeted at children in receipt of pupil premium	Half termly - JR	Pupil premium	SP	



	Curriculum enrichment activities will be made available to children in receipt of pupil premium including after school clubs, educational visits	Half termly - JR	Pupil premium	SP	
	Achievement for All will be used to support and track specific children in receipt of pupil premium	Half termly - JR	Pupil Premium	SP	
	The spending of pupil premium funding will be monitored and tracked to ensure it has a positive impact on attainment	Half termly - JR	Pupil premium	SP and Govs	
	Post tutoring session daily for those identified as underachieving in that day's Maths or English lesson	Daily – Teachers/TAs		Year Leaders	
	Pre tutoring sessions for children during English and Maths introductions where appropriate	Daily – Teachers/TAs		SMT	
	Learning Buddies will support children with individual needs in English and Maths	As required – Teachers		OW	
Children identified as high attainers will receive appropriate provision so that they are challenged in all lessons and achieve greater depth standard	Maths groups in Y6	Daily – Y6 staff	PP	BM/JC	
	GDS group for English and Maths in Year 2	Daily – LM	PP	JR	
	Intervention staff will take a group of gifted children to work on English and Maths challenges	Weekly – intervention staff		ES	
	Teachers will plan challenging activities for gifted pupils in their class in all Maths and English lessons	Daily – Teachers		JC/SS	
	Learning Buddies will support children with mastering and applying high level concepts	As required – Teachers		OW	
The standard of pupil attendance will increase from 16/17	Attendance worker will work with identified families where attendance or punctuality is an issue	Half termly – PJ	Pupil premium	OW	
	Rewards and sanctions will be in place to support improving attendance	Termly – OW	Attendance	SLT	
	Data will be analysed to identify specific groups where attendance or punctuality is an issue and actions put in place to address needs	Half termly – PJ and OW	Pupil premium	OW	

	The Learning Mentor will support individuals in school where attendance or punctuality is an issue	Weekly – DM and MC		OW/ES	
Staff absence will reduce from the previous year	Rewards for staff with 100% attendance for the year	Summer 2 – SP		GB	
	<p>Action will be taken with staff who reach one of the absence indicators set out in the Managing Attendance Procedure</p> <p>a) Two or more separate episodes of sickness absence within a term</p> <p>b) A continuous absence due to sickness lasting four continuous weeks or more; and/or</p> <p>c) Any other sickness absence trend which is giving cause for concern</p>	Termly – SP		GB	

**Priority 2: Teaching, Learning and Assessment**

**Target: Teachers will plan and deliver high quality sequences of learning based on prior assessment, which enable children to make good or better progress from their starting points.**

**Children will learn through high quality experiences inside and outside the classroom**

**Assessment procedures and processes will be clear and consistent across school enabling tracking of pupils and groups.**

Success Criteria	Action points	Date and lead by	Fund	Monitoring	Evaluation and impact
High quality teaching which enables all children to make progress and be challenged will be consistent across school	Teaching backwards approach will be implemented and monitored	Termly – Year Teams		OW	
	Staff will share good practice with others to support improving teaching through INSET, TA meetings and professional conversations	Half termly – all staff		OW	
	CPD/INSET will be focussed on issues identified through monitoring and phase meetings	Half termly – all staff	CPD	SMT	
	All staff will complete a learner visit and give feedback to their phase	One per year – all staff	CPD and cover	Phase and Year leaders	
	Quality of teaching will be measured through the triangulation of observation, work in progress in books and data	Termly – SMT		SLT	
	Planning, observation and pupil books will show challenge for children at all ability levels	Termly – SMT		SLT	
	Support plans will be put in place for individual teachers with an identified need	Termly – SMT	CPD and cover	SLT	
	Peer observations will take place across year groups to improve practice for teachers and TAs – record of impact will be kept by individuals	Termly – Year Leaders	CPD and cover	SLT	
	Teachers will reflect on their own practice using video and peer observation	Termly – Teachers	CPD and cover	Phase and Year leaders – OW	
	Planning will be discussed and completed as a year group and adapted to meet the needs of each class with a focus on children’s interests	Weekly – Teachers	PPA cover	SMT	
	Planned lessons will be creative, fun and engaging with a focus on developing independence and problem solving	Weekly – Teachers		SMT	

	Subject knowledge to deliver the curriculum will be improved through coaching, mentoring and personal research	Termly – Teachers	CPD and cover	SMT	
	Teachers will find out about children’s areas of interest and build them into planned learning sequences	Weekly – Teachers		Year Leaders	
There will be a consistent transition between year groups	Transition policy to be developed and implemented	Spring term – SMT		Phase Leaders	
	Transition activities will be planned and implemented to prepare the children for upcoming changes	Summer term – Year Leaders		Phase Leaders	
Learning opportunities will be utilised to develop aspirations for all children	Build inspirational role models into the curriculum through visitors, visits and resources	Termly – Year Teams		Phase Leaders	
	Encourage children to have high aspirations in everything that they do – learning tasks, responsibilities etc.	Daily – all staff		Phase Leaders	
	Provide aspirational opportunities – trips, enabling enterprise, themed week etc.	Termly – Year Teams		Phase Leaders	
Quality resources will be available to support and enrich children’s learning experiences	Audit of resources and purchase of new resources as required (or a greater quantity of often used resources)	Autumn – subject leaders	Subject budgets	SMT	
	Children will be taught how to use and care for new resources	Termly – Teachers		Phase and Year Leaders	
	A range of resources will be used to scaffold and enrich learning including: books, artefacts, experiences and ICT based	Termly – Teachers	Subject budgets	Phase and Year Leaders	
	Resources to scaffold learning including examples of ‘what good looks like’ will be available on working walls and on tables during lessons	Daily – Teachers	Subject budgets	Year leaders	
Children will be able to access a range of enrichment activities provided by school staff, parents and outside agencies	Potential outside agencies to offer OOHL sessions will be researched and selected	Autumn – OOHL co		SLT	
	List created of experiences that all children should have during their time at our school	Spring – TB		SLT	
	A range of out of hours learning activities will be available at lunchtime and after school	Termly – OOHL co-ordinator		JR/TB	

	Uptake and attendance for OOHL activities will be monitored	Termly – OOHL co-ordinator		JR/TB	
	Links with the community will be planned to support learning	Termly – Year Teams		TB	
Subject specific vocabulary will be consistent across school	Subject leaders will monitor use of subject specific vocabulary and address needs through support/training	Termly – subject leaders		SMT	
	Topic specific vocabulary will be displayed on working walls	For each new unit of work – Teachers		Phase and year leaders	
	Vocabulary to be taught will be included on planning for each subject	Weekly – Teachers		Subject leaders	
Feedback – both verbal and written – will be meaningful and will enable children to progress in their learning by identifying what is done well, what needs to be improved and how improvements need to be made.	Monitoring of marking and verbal feedback during observations, book trawls etc. with support provided where required	Half termly – SMT		SLT	
	Time will be planned into lessons for children to respond to feedback, complete gap tasks etc.	Daily – all staff		SMT	
	All children will receive verbal feedback during lessons to move their learning forwards	Daily – Teachers/TAs		Phase and Year Leaders	
	Children who are not achieving the objective will be identified in lessons and targeted for post tutoring in the afternoon	Daily – Teachers/TAs		Phase and Year Leaders	
Homework will be meaningful to the children and will support them to improve their learning	PCF to research homework and feedback to school – recommendations to be implemented as appropriate	Autumn – TB		SMT	
	Homework will be planned and adapted to suit the needs of each class	Weekly – Year Teams		Phase leaders	
	Feedback and rewards for homework will be given consistently	Weekly – Teachers		Phase Leaders	
Parents and carers will be given information about their child's progress that enables them to support their child's learning at home.	More regular progress reports to be investigated and implemented	Autumn – TB		SLT	
	Workshops and Inspire sessions for each year group	Termly – Year Leaders		Phase Leaders	
	Curriculum newsletters will be sent out with information about upcoming learning	Termly – Year Leaders		TB	

	Weekly updates to year group section of the website to share learning with parents and carers	Weekly – Year Leaders		TB	
Assessment procedures will be consistent across school and data used to inform planning.	A range of evidence will be used to agree judgements including work in books, observation in lessons, informal work done in jotters, intervention feedback	Half termly – Year teams		TB	
	Moderation with other schools in STEP group, CPTSA and other schools	Termly – Teachers	Cover	TB	
	A portfolio of exemplified work will be created for each year group showing expected and greater depth examples of moderated work	Autumn – JC/SS		TB	
	Year groups to discuss and moderate assessments to ensure consistency	Half termly (formal assessment) Weekly in PPA (day to day assessment) – Teachers		Phase and Year Leaders	
	Regular moderation meetings – between year groups, phases and across school	Half termly – SMT		SLT	
	Test materials to be reviewed and other materials researched to ensure most appropriate materials are used	Autumn – TB/SS/JC	Assessment	SMT	
	Opportunities will be planned for children to develop test technique as appropriate	Termly – Year Teams		Phase Leaders	

### Priority 3: Leadership and Management

**Target: Leaders at all levels will have a positive impact on attainment, progress, the quality of teaching and behaviour**

**Leaders at all levels will have clearly defined roles that are understood by staff, pupils and parents**

**Opportunities will be available for leaders at all levels to develop their skills**

**Pupil leaders will have a positive impact on outcomes for children in school**

Success Criteria	Action points	Date and lead by	Fund	Monitoring	Evaluation and impact
The school vision will be promoted by all staff and Governors	All staff and Governors will know and understand the school vision	Autumn – SLT		SP and CoG	
	The school vision will be used to drive decision making by leaders at all levels	Daily – all leaders		SLT and CoG	
	The school vision will be display in classrooms and shared spaces and referred to as part of daily practice	Daily – all staff		SLT and CoG	
	Leaders will be role models for promoting and working towards the vision	Daily – all leaders		SLT and CoG	
Expectations, feedback and changes will be communicated clearly with staff	Staff files in place for all staff – updated on training day	Autumn – SLT		SP	
	Non-negotiables in place for each subject plus general expectations	Autumn – subject leaders		SMT	
	Phase meetings in place to ensure communication to and from SMT	Weekly – phase leaders		SP	
	Designated senior leader for each phase so lines of communication are clear	Autumn – SLT		SP	
	Written feedback will be provided from monitoring and talked through with staff	Termly – MMT/SMT		SLT	
	A range of communication tools will be used including email, texts, meetings, briefings and INSET – whichever is most appropriate for the message	As required – all staff		SLT	
Leaders, staff and other stakeholders will understand and fulfil their roles and responsibilities	Clear job descriptions in place for all leaders	Autumn – SLT		SP	
	Summary of roles and responsibilities for all levels of leadership will be shared with all staff	Autumn – SLT		SP	
	Summary of roles and responsibilities for all levels of leadership will be shared with other stakeholders	Autumn – SLT		SP	

	Leaders will receive CPD to enable them to fulfil their role effectively (training, coaching partner, observing, school visits, personal research, leader networks etc.)	Termly – all leaders	CPD	SP	
	Monitoring of the effectiveness and impact of leadership through impact reports, meetings, observations and pupil outcomes.	Termly – PM team leaders		SLT	
	Opportunities provided for leaders to meet regularly to evaluate, share good practice and moderate to ensure consistency of leadership	Half termly – all leaders		SLT	
UPS staff will have a positive impact on the quality of teaching through coaching	All staff on UPS will coach another member of staff on a specific area for improvement	Termly – UPS staff		PM team leaders	
Opportunities will be made available for staff to develop knowledge and understanding of leadership	Subject leadership roles available for staff who would like additional responsibility	Autumn – SLT		SP	
	Opportunities for staff to shadow or work alongside an established leader	As required – PM team leaders		SLT	
	Investigation and trial of subject team/faculty approach for distributed leadership and succession planning	Spring – SLT		SP	
All leaders will hold staff to account in relation to their area of responsibility	Every leader will have a monitoring timetable focussing on standards, progress and the quality of teaching	Termly – SMT/MMT		SLT	
	Leaders will have dedicated time to carry out their responsibilities – part of PPA timetable	As allocated	Staffing /CPD	SLT	
	Outcomes of monitoring will be shared with SMT and individual staff	Termly – all leaders		SLT	
	CPD and support will be planned by leaders to address needs identified	Termly – all leaders	CPD	SLT	
	Individual next steps from monitoring will be followed up by leaders to ensure they are put in place	Termly – all leaders		SLT	
	Impact reports will be produced by leaders detailing actions, impact and next steps for their area of responsibility	Termly – all leaders		SLT	



Senior leaders for each phase will be established and will ensure school policies and procedures are in place and information is communicated and shared.	Designated senior leader for each phase: Early Years – ES; Key Stage 1 – JR; Lower Key Stage 2 – OW; Upper Key Stage 2 – TB + Admin – AB; TAs – SM; LTS – ES	Autumn – SLT		SP	
	Regular phase meetings/briefings to share information and discuss policies/procedures	Weekly – Phase Leaders		SP	
	Senior leaders will monitor standards, quality of teaching, procedures and policy implementation in their phase and give support to staff where required	Half termly – Phase Leaders		SLT	
	Information will be fed back from each phase to SLT	Weekly – SMT		SLT	
A Junior Leadership Team (JLT) will be established to identify issues that are barriers to learning and take action to address them	There will be fortnightly JLT and Class Council meeting (on Collective Worship timetable)	Weekly – KH		JR	
	JLT will use the pupil questionnaires to identify areas to work on for their action plan with a focus on teaching, learning and curriculum.	Autumn 1 – KH		JR	
	Children’s Rights will be linked to the action plan and promoted by JLT	Autumn – KH		JR	
	A system will be put in place for at least termly feedback to SMT and Governors	Autumn 1 – KH		JR	
	JLT lead an assembly to share their role, successes and next steps	Termly – KH		JR	
	JLT will review their action and collect data to inform their new plan	Termly – KH		JR	
House captains and vice captains will be in place and will take on specific responsibilities around school acting as role models for other children	House assemblies will be held to share information and promote their team	Termly – ES		SLT	
	A programme of charity events across the year will be planned and organised	Autumn – DM		ES	
	Support will be provided for the admin team by house and vice captains	As required – AB		ES	
	House and vice captains will plan a programme of inter-house events	Autumn – DM		ES	
Children will act as leaders in key areas to support other children and staff	Play leaders from Y6 will support a range of playground activities	Daily – DM		ES	
	Y6 play leaders will train Y2 children to be playground leaders	Spring 1 – DM		ES	

	Digital leaders will support with maintaining and organising equipment	Daily – AK		TB	
	Library monitors will organise books and resources as required	Daily – KB		SS	
	Children in KS2 will act as learning buddies for younger children	Daily – OW		ES	
	Learning buddies/peer tutors will be set up in class to enable children to support and challenge each other	Autumn – Teachers		Year Leaders	
	Learning buddy support videos shared in lessons to support learning	Termly – Teachers		OW	
	Children will be given opportunities to share talents through setting up their own clubs or leading one off activities e.g. during themed weeks	Termly – Teachers		Phase and Year Leaders	
Pupil leaders, children and staff will understand their roles and responsibilities	Job descriptions and a code of conduct produced for each pupil leader role – shared with staff and pupil leaders	Autumn – allocated staff member		SLT	
	Training will be provided for all pupil leaders to ensure they understand their role	Termly – allocated staff member		SLT	
	Monitoring will be carried out to ensure pupil leaders are having a positive impact and expectations are adhered to	Termly – allocated staff member		SLT	
Safeguarding policies and procedures will be consistently followed by all staff	Safeguarding training for all staff	Sept – SP		SLT	
	New LSCB Safeguarding Policy adopted and used	Sept – GB		SLT	
	Policy and procedures in staff file	Sept – SP		SLT	
	Provision of key documents for all staff – Keeping Children Safe in Education	Sept – SP		SLT	
	Procedures regularly monitored and updated as required	Half termly – SP		SLT	
	Safeguarding audit and action plan regularly updated and implemented	Termly – SP		SLT and Govs	
	Safeguarding updates for staff	Termly – SP		SLT and Govs	
	Safeguarding report to Governors to be completed with Link Governor	Termly – JR and BZ		Govs	
Governors are involved with school and work strategically on improvement	There will be a Governor Board in school so everyone knows who they are	Autumn – JLT		Govs	

priorities	Governors' Meetings will be arranged to fit with key times in the school year	Autumn – Govs		CoG	
	School will have an 'open door' to Governors who can come to talk to staff, children, parents and get to know the school	As required – Govs		CoG	
	Governor Week – Governors will be invited to attend lessons, collective worship etc. and give feedback to GB	Week beg 29/1/18 – Govs		CoG	
	Governors will produce a strategic plan for their activities for the year linked to the SIP	Autumn – Govs		CoG	
	Governors will be invited to INSET, themed weeks and special events	Half termly – SP		CoG	
	The staff Governor will give feedback to staff from GB meetings and other GB activities	Termly -		JR	
	Governors will receive training as required (audit of skills and interests)	Termly – ZB	Governor Training	CoG	
	Governors will be linked to specific areas and will meet with their link person twice a year giving feedback to GB	Autumn – Govs		CoG	
	Governors will make links with Governing Bodies in the STEP group in order to develop their knowledge and skills	Autumn – Govs		CoG	

**Priority 4: Personal Development, Behaviour and Welfare**

**Target: Re-establish high standards of behaviour to ensure children's safety, welfare and person development**

**Develop the school culture of respect, appreciation, self-worth and fairness amongst children, staff and parents**

**Restorative justice will be implemented by all staff across school**

**Children will be safe and feel safe in school**

Success Criteria	Action points	Date and lead by	Fund	Monitoring	Evaluation and impact
Expectations for a high standard of behaviour will be shared and reinforced by all staff	Expectations and rules for in the classroom set and revisited regularly	Sept and half termly – Teachers		Phase Leaders	
	Staff will notice and address positive and negative behaviour regardless of the child, class or setting	Daily – all staff		Phase leaders	
	Behaviour Prompts will be displayed in classrooms and corridors as a reference for children and staff	Autumn – Teachers and ES		Phase Leaders	
Policies and procedures for dealing with behaviour will be clear and understood by staff, pupils and parents	Updated policy and procedures will be shared and discussed with staff and monitored	Autumn – ES		Phase Leaders	
	A clear progression of sanctions will be implemented	Autumn – ES		Phase leaders	
	New policy and procedures, including rewards and sanctions will be shared with children and parents	Autumn – ES		SLT	
	All staff will follow the rewards and sanctions as set out in the policy and procedures	As required – all staff		Phase Leaders	
	Policies and procedures for managing behaviour will be monitored and support put in place where needed	Half termly – Phase Leaders		ES	
All staff will praise good behaviour and challenge disruptive behaviour with all children in all settings	Rewards and sanctions will be applied consistently by all staff in line with the behaviour policy	Daily – all staff	Behaviour	Year Leaders and ES	
	Staff will be positive role models for behaviour	Daily – all staff		Phase Leaders	
	Senior staff will support staff with managing behaviour where there are concerns	As required – SMT		ES	

	All staff will implement the Behaviour Policy for all children in all situations including trips, assemblies, clubs etc.	Daily – all staff		SMT	
	All classrooms will have a prominent Behaviour Board with rewards, sanctions, rules, behaviour log and HT award records	Autumn – updated weekly – Teachers		ES	
	Behaviour Logs will be used in classes and names recorded will be monitored	Daily – Teachers		ES	
	BeCo will follow up any children who regularly appear on the Behaviour Logs and put support in place	Weekly – ES		JR	
	Parents will be regularly informed about positive and negative behaviour of individuals	Daily – Teachers		ES	
Restorative Justice will be used by all staff as a tool to manage inappropriate behaviour	Training on restorative justice	Sept – ES		SLT	
	Implementation of systems and ‘script’	Daily – all staff		ES	
	Assembly for children to share the restorative justice process	Sept – ES		SLT	
	Information will be shared with parents about restorative justice	Sept – ES		SLT	
	Monitoring of restorative justice practice through observation, pupil conferencing etc.	Half termly – ES		SLT	
	INSET to review and share experiences and good practice	Nov – ES		SLT	
Strategies to support mental health issues will be researched and implemented	Research into agencies and curriculum materials for mental health issues	Autumn – SMT		SLT	
	Training for staff on recognising and supporting children with mental health issues	Spring – ES	CPD	SLT	
	Procedures to be established for children in crisis	Autumn – SLT		SP	
	Mental Health First Aid training investigated	Spring – SLT	CPD	SP	
	Promotion of positive mental health through PSHE, assemblies, circle time, class discussions	Half termly – all staff		Phase Leaders	
Children will recognise when their behaviour is not appropriate and take action to put it right	PSHE sessions and circle time will include planned activities to support improving behaviour	Weekly – Teachers	PSHE	ES	

	Staff will take time to talk to the children about their behaviour and the consequences	As required – all staff		ES	
	Short-term mentoring for children who need additional support	As required – DM/MC		ES	
Children will show respect and tolerance for other children and staff and their thoughts, ideas and beliefs	Staff will lead by example in the way that they speak to each other, parents and the children	Daily – all staff		Phase and Year Leaders	
	PSHE and RE lessons will enable children to understand the beliefs and customs of other people	Weekly – Teachers		EB/KH	
	British values and SMSC will be promoted across the curriculum, in extra-curricular activity and through assemblies	Daily – all staff		JR/KH	
	Unicef Rights Respecting Schools programme given a high profile through assemblies, learning activities and themed week	Autumn – KH	RRSA	JR	
Children will be able to access support when they have concerns	Worry Boxes available in classrooms for children to access – promoted through PSHE lessons	Autumn – Teachers		ES	
	Staff will make time to talk to children to talk about worries or concerns	As required – all staff		ES	
	Teachers will teach children how to report a problem or issue – processes	Termly – Teachers		ES	
	RRSA themed week to promote children’s rights and how to ensure they are met	Autumn 2 – TB/EB/KH	Themed Weeks	SLT	
	Mentoring provision for children with identified needs	Termly – DM/MC/ES	Pupil Premium	ES	
	Visitors to school to promote welfare, well-being and safety: police, fire, nurse, counsellor etc.	Termly – Year teams		ES	
Interventions will be put in place to address pupil well-being when it is a concern	Interventions will match the child’s needs and could include: circle time, mentoring, PSHE sessions, self-management, art therapy, relaxation, peer ‘well-being’ buddy	Half termly – JR	Pupil premium	SLT	
	Monitoring of interventions to ensure impact – to be changed where impact is not seen	Half termly – JR		SLT	

Individual complex needs relating to behaviour will be identified and supported leading to improvements	Individual behaviour plans – reviewed regularly	Weekly – ES		JR	
	Additional services will be brought in for advice or support for individual needs	As required – ES	Behaviour	JR	
	Regular meetings with parents or carers to review progress and provision	Weekly (as required) – Teachers/ES		JR	
	Staff will log and share information relating to pupils with complex needs	As required – Teachers/TAs		ES	
	Changes in behaviour, home circumstances, medical needs etc., for all will be shared to enable pro-active steps to be taken	As required – all staff		Phase Leaders	
Lunchtime behaviour procedures will be in line with the rest of the school	New Behaviour Policy and procedures including restorative justice – training for LTS with regular monitoring	Half termly – ES		SLT	
	Training and support for Lunchtime supervisors	As required – DM and ES	CPD	SLT	
	New rota for lunchtime supervisors with key areas to be monitored and expectations of roles	Autumn – ES		SLT	
	Lunchtime supervisors will reinforce dinner hall rules using appropriate rewards and sanctions	Daily – LTS		SLT	
	Lunchtime supervisors will build informal relationships with the children by talking with them and helping them to organise their play	Daily – LTS		SLT	
	Lunchtime supervisors will reinforce playground rules using appropriate rewards and sanctions	Daily – LTS		SLT	
	Lunchtime supervisors will deal with positive and negative behaviour by following the procedures and give feedback as required to class teachers	Daily – LTS		Phase Leaders	
	Pupil and parent perceptions of bullying will improve	Promote Anti-Bullying via lessons, assemblies, circle time etc.	Daily – all staff		ES
	Regular reminders that we are a ‘telling school’	Half termly – all staff		Phase and Year Leaders	

	Deal with reported incidents of bullying as a matter of urgency (at the very least, on the same day) – refer to phase leader/BeCo for support as necessary	As required – all staff		ES	
	All reported incidences of bullying will be recorded along with actions taken to address the issue and outcomes for the children involved	As required – all staff		ES	
	Appropriate feedback on outcomes of reported incidents will be given to parents, children and staff	As required – SLT		ES	
	Records of bullying will be monitored, followed up and reported to governors	Half termly – ES		SP and Govs	
	Parent/carer anti-bullying policy meeting	Autumn – KH	Cover	ES	
	Anti-bullying Week activities	Autumn – all staff		KH	
The school environment will be safe and children will feel safe	Staff will be role models for tidiness in classrooms, group rooms, shared spaces and corridors	Daily – all staff		Phase and Year Leaders	
	Children will be encouraged to ‘take risks’ in learning activities by understanding what is safe and unsafe and how to manage risk	Daily – Teachers			
	Children will be trained how to put equipment away tidily and safely at the end of each lesson	Half termly – Teachers		Phase and Year Leaders	
	Regular assemblies to remind children of expectations for lining up, moving round school etc.	Half termly – Phase Leaders (ad hoc if a specific concern arises)		SMT	
	Staff will report safety concerns and/or equipment malfunctions to the appropriate person who will make a record of and act upon the concern	As required – all staff		SMT	
	Regular lessons on e-safety, anti-bullying, keeping safe etc.	Termly – Teachers		SMT	
	Risk assessments will be carried out by staff for ‘high-risk’ activities e.g. cooking, D&T with tools	As required – Teachers		Year Leaders	
	Children will be involved in risk assessing activities to increase their understanding	As required – Teachers		Year Leaders	



