



School Improvement Plan 2017-18



HEARTS ACADEMY TRUST

SIP content:

1. School context
2. Analysis of last year's SIP targets and progress made towards them.
3. Data tables
4. Quality of provision in 16-17
5. 16-17 SEF judgments and targets for 17-18
6. Key Priorities for 2017-18
7. + 1 page action plan + monitoring plans:

Inclusion G&T	Federation – Jo	
Child Protection	Federation – Eileen / Kayleigh / Hannah	
HEARTS Values & British Values	SPS – Tru (School Council) WPS Debbie and Tanya	
Pupil Premium	SPS – Becky WPS – Louise A	
Outdoor Learning	Federation – Nicola	
EYFS	Federation – Kayleigh	
English	Federation – Lori with input from Bradley	
Maths	Federation – Tracey with input from Danny	
SPAG & ERR	Federation - Lori and Kayleigh	
Humanities	Federation – Alex King	
Computing	Federation – Ellie with input from Danny	
Arts	Federation – Louise K	
DT	Federation – Louise K	
Latin	Federation – Hannah	
PE / Sports Premium	Federation – Sonya with input from Lori	
RE / PSHE	Federation – Becky	
Science	Federation – Jenny	
Academy Ambassadors /	SPS – Jane WPS – Angie	
Communication / parental involvement	SPS – Donna and Hannah WPS – Tanya, Eileen & Jo	
Office and admin functions	Federation – Diana	
Attendance	SPS – Donna WPS – Tanya / Jo	
Behaviour	SPS – Hannah WPS – Eileen	
H&S + Site	Federation – Diana / Joe	
Monitoring, SLT, CPD	Federation – Hannah and Eileen	

1. Introduction:

This plan sets out the agreed priorities for Waterman Primary School over 2017-18. It is the culmination of our ongoing evaluation of school effectiveness, including a review of the previous school improvement plan.

School context					
Number of pupils on roll	78	Number of pupils eligible for pupil premium	37	Number of pupils with statement of special educational needs (SEN) or education, health and care (EHC) plan	2
Percentage of pupils currently on track to reach ARE (in RWM)	81%	Percentage of pupils currently on track to exceed ARE	0	Number of pupils currently not on track to reach ARE	19%
Intake information (% of pupils with low, middle, high prior attainment)	L: M: H:	Most recent Ofsted grade	Good	Staff turnover over the previous year	66%

2. Outcomes from the previous School Improvement Plan

- **To ensure that the quality of teaching is at least good and 50% outstanding.**
 - Good + teaching securely = 60% Good+ (tentatively) = 80%
 - Elements of teaching demonstrated elements of being outstanding but not on a consistent level.
 - Regular monitoring has occurred through school and academy leadership.
 - Targets have been identified and areas of progress and improvement monitored with a change of staff in KS1 within the year.
 - 2 Salaried SCITT students closely monitored and supported through their training and through academy Directors of Learning and Lead practitioners in liaison with the Head of School.
 - LSAs have received specific training from HoS and Lead Practitioners to improve the quality of support and interventions given.
 - Feedback Policy has been updated, assessments lead to pre-teaching to quickly address misconceptions and offer appropriate challenge.
 - Book scrutinies by SLT
- **To ensure that the EYFS provision is outstanding.**
 - Baseline assessments show that children on entry are particularly low; many pupils demonstrate poor speech and language skills that present as a barrier to learning.
 - Tapestry was introduced and parents signed up. We now need to encourage more involvement through parental engagement / posting of evidence.
 - Family workshops, e.g. 'Bacon Butties and Books', were successful
 - Breakthrough writing approach has been established

- Learning environments are supportive and engaging, however outdoor areas are lacking some resources and don't provide a model for children to base their activities on. Money to be allocated in next school year to develop this provision further.
 - Nurturing environment, LSA who is ELKLAN trained to support Speech and Language development
 - 6/11 children (55%) achieved GLD +35% on previous yr. 1 child arrived at Easter SEN not on track.
- **To ensure that Key Stage 2 outcomes are at least in line with national standards**
 - Pupils had targets set.
 - Prior attainment groups were used to forecast end of ks2 attainments expectation therefore informing support needs for individuals and groups by school staff, Directors of Learning and Lead Practitioners.
 - Scholar Pack data updated half termly, interventions then adjusted accordingly.
 - Pupil Progress meetings held half termly to track needs, identify barriers to learning.
 - Progress relayed to parents at parent consultation meetings to identify areas that could be supported at home.
 - Year 6 parents invited to SATs information meeting to clarify the SATs process.
 - Yr 6 SATs homework club was set up.
 - 1:1 support / small group support lead before / after school by Lead Practitioner
 - Results were improved on previous year with RWM up to 23% from 0%, R from 21% to 31%, maths from 0% to 23%
 - **To improve outcomes for all, with a clear focus on the outcomes of boys and pupil premium children.**
 - Salford reading checks carried out twice within the school year
 - Pupils in KS2 who had not passed phonics were identified and appropriate interventions were implemented
 - Pre-teaching by LSAs, Teachers and Lead Practitioners used to support, embed and prepare pupils ahead of learning
 - Topics and themes chosen, across the trust, with a focus on appealing to boys.
 - Progress of all were tracked; groups were tracked and monitored.
 - Support for families also provided through Extended Services, in terms of Social and Emotional needs within the family.
 - KS2 data shows that PP pupil outcomes were higher than the whole cohort figures and in comparison to non PP. In KS1 non PP out performed KS1.
 - Boys in EYFS, KS1 KS2 remain lower than girls in all areas.

3. Data Tables

	2016 results	16-17	16-17	16-17	Target 17-18
		Target	Actual	# of pupils	
EYFS GLD	20%	75%	55%	6/11	70%
Yr 1 Phonics	62%	75%	69%	9/13	80%
Yr 2 Phonics retake	0%	60%	60%	3/5	70%
Yr 2 Age Related Expectation Reading	67%	70%	62%	8 /13	70%
Yr 2 Age Related Expectation Writing	8%	70%	54%	7/13	70%
Yr 2 Age Related Expectation Maths	67%	70%	62%	8 /13	70%
Yr 2 Age Related Expectation SPaG	33%	70%	54%	7/13	60%
Yr 6 RWM combined	0%	65%	23%	3/13	60%
Yr 6 ARE Reading	21%	65%	31%	4/13	60%
Yr 6 ARE Writing	50%	65%	38%	5/ 13	60%
Yr 6 ARE Maths	0%	65%	23%	3/13	60%
Yr 6 ARE SPaG	42%	65%	38%	5/ 13	70%

4. Quality of provision

2016-17 presented as a challenging year, with a new head of school and new team of teachers. The staff developed a shared vision of raising expectations and a supportive team approach was quickly established. As part of the Hearts Academy a new curriculum was introduced and, through the deployment of Directors of Learning and Lead Practitioners, the head was supported driving this forward and supporting staff reflect on and develop their practice to ensure that the quality of teaching was at as least good. Where this was not the case, targets and more focussed support was implemented.

Whilst data and outcomes targets have not been met, there has been significant improvement in data. The focus remains on attaining higher expectations for data, identifying focus children, tailoring individualised support and challenge in achieving aspirational targets. Data is tracked and progress monitored with regular pupil progress meeting allowing for approaches to be adapted to meet and respond to any changes.

Staffing, teaching and non class based staff, is now more consistent after a period of instability. This has positively impacted on establishing higher expectations of behaviour and learning attitudes.

Attendance of pupils was impacted by a particularly serious sickness bug that affected the school in the Autumn term. Taking this into consideration, attendance has still been

highlighted as an area for improvement. An initiative to reduce the numbers of regularly arriving late has proved successful. The next step is to improve overall attendance with a new approach being introduced in Autumn 2017.

Review Feedback during 2016 -17 found that:

- Pupils are more engaged in learning as a result of better teacher planning, improved learning environments and better systems to promote independence.
- Learning environments ... are stronger now and contribute positively to pupil independence and outcomes.
- Questioning has improved significantly from the time of the last review and all teachers displayed good questioning
- Pupils feel safe in school and free from bullying. They say where this occurs it is dealt with by teachers.
- Pupils respect and welcome the consistency in behaviour management, this was voiced by the pupils as they told me that things have changed for the better
- Strong relationships are established between adults and pupils creating a positive environment for learning in all classes
- Leaders both in school and across the trust have set high expectations of pupils and staff

5. 16-17 SEF judgments and targets for 17-18

Area and Judgement		Targets for 17-18
OVERALL JUDGEMENT	3	
TEACHING & LEARNING	3	<ul style="list-style-type: none"> • Raise attainment at the end of each Key Stage / Phase • To ensure pupils consistently receive the right level of challenge • Improve the quality of teaching further, so that more is outstanding and none requires improvement • Development and fluency in basic skills • Further development of learning environments
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE	2	<ul style="list-style-type: none"> • Further embed system for monitoring overall attendance. • To develop work with parents and carers to ensure they understand how they can support their children with learning • Develop independent reasoning, problem solving and resilience in learning.
LEADERSHIP & MANAGEMENT	2	<ul style="list-style-type: none"> • Facilitate subject champions to work across the Federation • Continue to develop a more rigorous system to track and monitor persistence absences • To further develop breadth and quality of teaching and learning across the curriculum with a focus on foundation subjects
EARLY YEARS	2	<ul style="list-style-type: none"> • Consideration of provision, especially in outdoor area resources, and learning opportunities to effectively support groups of learners

6. Key Priorities for 2017-18 overview

The school improvement priorities have been selected following extensive discussions and consultation with our teachers, governors, parents and pupils as well as representatives from the Academy Trust and the wider community. The governors have already agreed the school targets for 2017-18 – a summary is attached.

Our next priorities are:

1. To raise attainment at end of each Key Stage/ Phase
2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects
3. To ensure that all pupils make at least expected progress, from starting points, with a clear focus on Pupil Premium and Special Educational Needs pupils.
4. To ensure high expectations are evident in quality whole school assemblies.
5. To improve attendance to 97%

To raise attainment at end of each Key Stage/ Phase				
<p>Success criteria Results at the end of EYFS, Phonic, Ks1 and KS1 reflect a continued upward trend Focus children are identified after each assessment period throughout the year Interventions, support and challenge are closely tracked for effectiveness</p>				
<p>Lead role Eileen Thorn has overall responsibility for implementing this priority.</p>				
Activity	Target date	Lead person	Resources	Monitoring
<p>Scholar updated half termly and used to track and provide effective interventions Pupil progress meetings are carried out after each 'data drop' on scholar pack Pupils tracked Focus pupils are identified and teachers differentiate / support through activity, support and /or teaching style Children are RAG rated according to need (SMSC as well as academic to inform ongoing interventions)</p>	Half Termly	<p>EThorn DOLs / LPs SLT –TL / LH Class teachers to implement ongoing tracking and update</p>	Scholar Pack Data Booklet	<p>Monitoring of lessons, planning intervention timetables and books should evidence the support given to identified focus pupils. Teachers track academic and alternative progress as identified Teachers can identify pupil strengths and barriers to learning Child led learning / EYFS provision is appropriate for the age / stage of pupils with modelling, scaffolding as appropriate.</p>
<p>Baseline assessments made and targets set Where previous data held, targets set. Prior Attainment Group data used to support predictions</p>	By end of Sept	<p>EThorn with class teachers DoLs EYFS lead</p>	<p>Baseline assessments Tapestry Scholar pack Release time for EYFS Baseline moderation</p>	<p>EThorn Baseline assessments are moderated and agreed</p>
<p>Implement appropriate interventions to support and challenge. CPD as required via Lead practitioners to support LSAs Consider LSAs 'specialising' in an interventions not purely classroom based to be more time effective</p>	ongoing	<p>Jo Fincher with DOLs LPs EThorn</p>	LSA release for any training	<p>Monitoring of LSAs in their confidence to deliver quality interventions Effectiveness of provision timetables and delegation between LSAs to be monitored and amended accordingly.</p>
<p>Develop Parental engagement EYFS themed sessions to continue Develop parental workshops Invite parents in to 'Learn with your child' sessions</p>	1 session per class per term	<p>ET DoLs / LPs to support class teachers</p>		<p>Monitor parental engagement with Tapestry / Dojo</p>
Total resources required:			Time and CPD costs as required / necessary	
<p>Evaluation Use of monitoring files, risk visit notes, Lead Practitioner visit notes and any external review feedback will inform evaluations, alongside end of year data. The senior staff and members of the Local Advisory Board will formally evaluate the overall effectiveness of this priority against the stated success criteria.</p>				
<p>Links to HEARTS Values & SMSC Achievement is the key focus here; all staff, pupils and parents being aware of the role that they play in supporting the achievement and best outcomes for the individual. Children need to be happy to learn effectively and develop their worth and self esteem, developed through ongoing focus on growth mindsets.</p>				

To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects

Success criteria

Children are offered a breadth of learning, offering new experiences to engage and stimulate; Topics are engaging
Subject Champions (across the Federation) develop action plans that include WOW days, visits and / or visitors to enrich the teaching and Learning; LOTC is used to both enhance and support the classroom learning

Lead role Eileen Thorn, (in liason with Hannah James -Stambridge) has overall responsibility for implementing this priority.

Activity	Target date	Lead person	Resources	Monitoring
<p>Lessons are engaging and allow for practical and outdoor learning opportunities as well as applying Basic skills Class teachers liaise and feedback to DoLs regarding strengths / ideas for topic / curriculum design Liaison through Academy shared drive in sharing Good practice Planning meetings allow class teachers to input ideas to future curriculum themes and planning</p>	Ongoing	E Thorn DoLs / LPs input feedback Class teachers NQT mntor		Lesson observations / drop ins by HoS, LPs DoLs Visit notes NQT feedback Monitoring of planning and book scrutiny
<p>Develop the role of Subject Champions across the Federation NQTs to receive training and approaches to be disseminated at staff meeting for consistency DoLs to subject lead and support Core subject champions Leadership logs to be introduced Staff meeting time allocated to work scrutiny, monitoring, tracking and analysing termly data</p>	By end Aut 1 Ongoing	E Thorn H James L Johnson / D Chapman DoLs Subject Champion s	Release time for NQTs Staff meeting time	Files to be set up using a consistent approach Action plans are annotated Leadership logs are updated Subject champions to feedback from monitoring to other teachers Monitoring to be kept in Subject champion files Class dojo subject pages to be updated SLT meetings
<p>Staff to liaise with LOTC lead Liaison between class teacher / subject champion and NW in order to make links between learning in real contexts NW to lead LOTC staff meeting to encourage and raise expectation that teachers make use of outdoor spaces</p>	ongoing	ALL	Staff meeting time	N Wiltshire is able to tailor Forest School sessions, where appropriate to support class topics. Staff meeting minutes
<p>Expectation that subject Champions plan for WOW days to celebrate their subject areas Music Festivals Community art projects Themed dinner days Visitors / trips</p>	ongoing	ALL	Subject champion budgets	Photos, pupils work produced/ as part of WOW days etc T Lincoln
Total resources required:			Time: Staff meeting time, Subject Champion allocated budgets	

Evaluation

Use of monitoring files, risk visit notes, Lead Practitioner visit notes and any external review feedback will inform evaluations.

The senior staff and members of the Local Advisory Board will formally evaluate the overall effectiveness of this priority against the stated success criteria

Links to HEARTS Values & SMSC

Self Esteem, Achievement, Happiness (in learning) will be supported through engaging pupils and developing learning resilience through a broad curriculum where all aspects of foundation subjects are valued.

To ensure that all pupils make at least expected progress, from starting points, with a clear focus on Pupil Premium and Special Educational Needs pupils.

Success criteria

End of year results demonstrate that pupils make expected progress from starting points

Pupil Premium pupils make more than expected progress, diminishing the difference with other groups

SEN pupils progress is monitored, ensuring interventions are effective in addressing the specific needs of pupils

Lead role Eileen Thorn has overall responsibility for implementing this priority. Jo Fincher will lead in monitoring and ensuring SEN progress is in line

Activity	Target date	Lead person	Resources	Monitoring
All teachers are aware of pupils starting points Pupil Premium pupils SEN pupils and maintain the same high expectations of all.	September	E Thorn L Appleton Jo Fincher	Staff meeting time	
Improve outcomes in basic skills: Phonics -Regular tracking of phonics screening including those in KS2 who have not reached the required standard Spelling – to be given weekly, posted on Dojo Basic number facts – KS2 to have the basic skills workbooks. Introduction of number fact / times table challenge Salford reading tests carried out	ongoing	Class teachers	PPA time / Pupils progress meetings	Progress of phonics tracked Phonics, Spellings and basic skills lessons are timetabled as agreed Monitoring of scores from Salford reading test.
Tracking of data and progress	ongoing	E Thorn L Appleton Jo Fincher	FFT training ASP training	Scholar pack Pupil Progress meetings Progress of identified groups monitored by E Thorn, Senco and PPremium lead.
Total resources required:			Time: Relevant CPS training	

Evaluation

Use of monitoring files, risk visit notes, Lead Practitioner visit notes, report updates to Local Advisory Board and any external review feedback will inform evaluations.

The senior staff and members of the Local Advisory Board will formally evaluate the overall effectiveness of this priority against the stated success criteria

Links to HEARTS Values & SMSC

Happiness, self esteem, service are all key to achieve this priority. Children need to be happy to learn effectively and develop their worth and self esteem, developed through ongoing focus on growth mindsets. We need to provide a service through teaching styles and environment that meets the needs and offers of varieties in which we can engage and value all within the school community.

4. To ensure high expectations are evident in quality whole school assemblies.

Success criteria

Assemblies should:

- a) promote a sense of community, both immediate and our place in the wider community;
- b) be educational;
- c) promote spiritual, moral, social and cultural (SMSC) development;
- d) be a special time;
- e) enable participants to be actively involved;
- f) be of high quality.

Lead role Eileen Thorn has overall responsibility for implementing this priority.

Activity	Target date	Lead person	Resources	Monitoring
<p>Assemblies should be varied</p> <p>Timetable to organise the focus of daily assemblies, allowing flexibility to address any news, issues that are important to address with pupils</p> <p>Further develop links with local Church for Christmas and Easter Services</p>	Sept	E Thorn T Lincoln	<p>Timetable for week overview</p> <p>Dates for Key assemblies / class assemblies to be communicated to parents</p> <p>Rota for Staff assemblies</p> <p>Yearly dates of festivals</p> <p>Picture News subscription</p>	E Thorn / B Thomas T Lincoln / J Fincher - SLT
<p>Establishing the expectation and value of time as a community and reflection amongst staff and pupils</p> <ul style="list-style-type: none"> • Ensure assemblies are thoughtfully planned and resourced • Music playing to develop a sense of calm • Include elements of interaction and time to reflect • Staff to set expectations / model behaviours 	Ongoing	All	Variety of music CDs	<p>SLT Eileen to monitor assemblies are prepared and staff ready to lead</p> <p>Are pupils engaged and actively involved where appropriate?</p> <p>Is music used for calm entry and exit to the hall?</p> <p>Is there a time of reflection?</p>
Total resources required:			Cost of Picture new subscription £120 across the federation New Music CDs to ensure variety of genres	

Evaluation

Use of monitoring files, risk visit notes, Lead Practitioner visit notes and any external review feedback will inform evaluations.

The senior staff and members of the Local Advisory Board will formally evaluate the overall effectiveness of this priority against the stated success criteria.

Links to HEARTS Values & SMSC

- All HEARTS values and British Values will underpin the themes for assemblies.

5. To improve attendance to 97%

Success criteria

- a) Number of 'Lates' and minutes of learning time are reduced
- b) Attendance figures are at least in line with national
- c) Pupil Premium / Sen pupils attendance is tracked
- d) Robust systems for communicating with parents whose children are persistently late / attendance is seen to drop.

Lead role Jo Fincher in liaison with E Thorn has overall responsibility for implementing this priority.

Activity	Target date	Lead person	Resources	Monitoring
Develop clear and robust procedures that are implemented consistently <ul style="list-style-type: none"> • Texts, calls home and informing RES attendance officer • Slips for lates • Attendance HERO initiative – tracking attendance termly, letter to parents to explain expectations 	Set up in Aut 1	Jo Fincher / T Browne	Badges for termly attendance Prize drawer prizes for end of year	Data Dashboards Risk Visits Attendance file is updated for all / groups of pupils
Regular letters to show tracking of attendance <ul style="list-style-type: none"> • Attendance data reported weekly on newsletter • Parents receive letters as a decline in attendance is noted • Persistent absentees, parents are requested to meet with Head • Liaise with RES attendance support • Half termly parents of pupils dropping below target receive attendance letter • Termly all parents receive a report regarding attendance 	ongoing	E Thorn Jo Fincher	Letter templates in line	Newsletters, Data Dashboards Copies of any letters sent in pupil files Notes on Scholar pack to show when calls made
Total resources required:			Cost: £150 budget for badges / prizes	

Evaluation

The senior staff and members of the Local Advisory Board will formally evaluate the overall effectiveness of this priority against the stated success criteria.

Links to HEARTS Values & SMSC

- Achievement is the key focus here; all staff, pupils and parents being aware of the roles and responsibility that they play in supporting the achievement and best outcomes for the individual through regular and punctual attendance.

Evaluating and progress checks will be evident in Leadership Logs

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 6. To raise attainment at end of each Key Stage/ Phase 7. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 8. To ensure that all pupils make at least expected progress from starting points with a clear focus on Pupil Premium and Special Educational Needs pupils 9. To ensure high expectations are evident in quality whole school assemblies. 10. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
<u>Federation Target 1 and 3</u> To gain the speech and language award at both schools to at least a silver standard.	<ul style="list-style-type: none"> • Meet with S&L specialist teacher to gain information • Staff audit of knowledge • Complete evidence portfolio, staff training • Named staff to complete relevant training. 	TBC 25/9/17	<ul style="list-style-type: none"> • Evidence of staff training • Evidence of speech and language being used more confidently throughout schools through lesson obs. 	JF to conduct across federation working with key members of staff
<u>Federation Target 3</u> All SEN pupils to make expected (WPS) or accelerated progress (SPS) for R, W, M.	<ul style="list-style-type: none"> • Conduct monitoring and lesson observations noting support, differentiated resources, effective use of additional adults (Half termly) • Book and DOJO looks (Half termly) 	No cost Subject time to monitor	<ul style="list-style-type: none"> • All pupils will be making expected or above progress at WPS • All SEN pupils at SPS will have a higher rate of progress than non-SEN pupils 	JF to conduct across federation DOJOS, lesson obs, book looks, data analysis, pupil perceptions
<u>Federation Target 1,3, 4</u> All provision (individualised, small group, assemblies, whole class teaching) is of a good standard or above	<ul style="list-style-type: none"> • Conduct monitoring and lesson observations (Half termly) • Book and DOJO looks (Half termly) • Pupil perceptions around thoughts of work/support. 	No cost Subject time to monitor	<ul style="list-style-type: none"> • Evidence in books, provision notes will show rapid progress and be in line with individualised targets • Staff expectations for all vulnerable pupils are high which is demonstrated through pupils outcomes. 	JF to conduct across federation DOJOS, lesson obs, book looks, pupil perceptions
<u>Federation Target 3</u> All SEN pupils to have a child friendly one plan on display in their classrooms updated half termly	<ul style="list-style-type: none"> • JF to meet with staff and parents to conduct one planning for EHCP pupils (half termly) HN pupils (termly) • Teachers/parents to be provided with one plans to use at home and display in classroom. 	No cost Subject time to monitor	<ul style="list-style-type: none"> • Staff and children to be aware of all targets and how they are to be achieved • Staff expectations of pupils are high and this is demonstrated through outcomes for children. 	JF to conduct across federation Environment monitoring Pupil perceptions
<u>Federation Target 1</u> To raise the amount of challenge for more able pupils within classroom settings	<ul style="list-style-type: none"> • Whole school staff training through external providers • Conducting monitoring and lesson observations (Half termly) • Pupil perceptions 	£400	<ul style="list-style-type: none"> • Evidence of more challenge in books • Evidence of challenge being used when completing lesson drop ins • Completion of staff training 	JF to conduct Monitoring Pupil perceptions Staff training

Evaluating and progress checks will be evident in Leadership Logs

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress from starting points with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (Federation 1, 3, 4 and WPS 5)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Regular training to provide updates for all staff	Induction process for all new staff including sharing expectations through code of conduct, Chapter One of KCSIE. NPSCC booked for WPS for 2018. ET and TL to attend level 3 updated safeguarding. DSLs to attend HEARTS training.. All staff to be aware of whistle blowing policy Evolve and risk assessments for trips including critical incident training	Level 3 training cost	Prevent, FGM, CEOP,CSE, LGBTQI (Stonewall) safeguarding and child protection training Safeguarding procedures followed at both schools	Certificates kept in personnel files, CP logs and files, SCR
Ensure procedures and training keep all children safe	Identify vulnerable children at each school. All staff aware of DSL and deputies across the federation. Update procedures with any new guidance received. Update and source training as necessary with any new medication conditions and all relevant staff made aware. Pupils given a voice through School Council, assemblies and Academy Ambassadors.	If any training needed TBC	All staff confident to challenge disrespectful, derogatory, naive / inappropriate language in and around school. Regular meeting of school council with minutes Vulnerable Register updated Scholarpack details confirmed each year	Racist, bullying, incidents logs are kept up to date, Who's who trust CP updated, Head Reports for LAB
To continue raising the profile of how to stay safe online amongst parents and pupils	Breck Foundation talk for all staff The Two Johns (EST-esafety) workshops at both schools, staff meeting and parent event ICT lessons which follow scheme CEOP materials used in e-safety messages. E-Safety week held in each school	£950 – The Two Johns (contributions asked for from Trust)	No Tech for Breck Day held at each school 80% family attendance and those who did not attend sent materials if relevant CEOP button put on school websites	Dojo, SL file, parent register for workshops, parent and pupil perception, school displays

Evaluating and progress checks will be evident in Leadership Logs

SPS SIP targets		WPS SIP targets		
1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment		1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97%		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Hearts values to be embedded at the heart of the school, filtering through to the curriculum and classrooms. <i>British values to be incorporated alongside the Hearts values throughout</i> SIP 1 & 4	Hearts values introduced to the children at nursery/reception and to be used throughout school All adults refer to Hearts values. Assemblies – Hearts Values to be incorporated into assembly discussions. Display boards – to display the Hearts values throughout the school. House points given out to children using their Hearts values. PSHE – incorporate Hearts values (circle time). End of day – shout outs to peers who have been applying their Hearts values.	N/A	Children refer to hearts values in their learning and behaviour All children are aware of what each letter stands for and what it means. Children’s behaviour will reflect the values. Children’s confidence growing in all areas emotionally and academically Displays will reflect Hearts values	Subject champion file, displays, celebration board in hall, newsletter
Hearts values to be used and demonstrated moving around the school, in the dining hall and playground	All adults to encourage children and remind them of their Hearts values, what they mean and why they should be using them.	N/A	Children are moving around the school in an orderly quiet manner. Children engaging with adults and peers respectfully. Children holding doors open for others. Lining up quietly and sensibly. Children making reference to the Hearts values throughout their day. The Behaviour Triangle to show more children on higher levels	Behaviour monitoring, pupil perception surveys in subject champion file, external visit reports
Hearts values shown /used outside the school setting	Website / Twitter / Class dojo Newsletters Trips Visiting other schools in the trust Children educating their grown-ups of the values	N/A	Regular checks of newsletter/ website etc to ensure inclusion of values. Children’s behaviour on school trips Hearing children talk with their grown up in the playground after school.	Feedback from trips, newsletters, website, monitoring, observations

Evaluating and progress checks will be evident in Leadership Logs

SPS SIP targets		WPS SIP targets		
Raise attainment in Key Stage 2 in Reading, Writing, Maths To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils To ensure high expectations are evident and reflected in all aspects of the school environment		<ol style="list-style-type: none"> To raise attainment at end of each Key Stage/ Phase To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils To ensure high expectations are evident in quality whole school assemblies. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
To ensure all teachers and LSAs are aware of PP children in their class and any potential barriers to learning (WPS SIP target 3)	A folder for each class maintained containing pictures of PP chn and SEN register detailing any specific needs – by Oct half term.	Time allowed for photos and files to be updated.	Folder available in each classroom All teachers and LSAs aware of PP children in their class and potential barriers to learning which they need to support children with.	LA to update folders as required.
All PP children make at least expected progress (WPS SIP targets 1 & 3)	QFT Support from Directors of Learning & Lead practitioners Pupil progress meetings – half termly Focused support Targeted Interventions Deployment of staff Build strong relationships with families – holistic approach Learning mentor support Metacognitive Learning Approach – learning how to learn Metacognitive Learning – learning a new skill All of above actions are ongoing throughout the school year unless specifically indicated.	Time allowed for relevant meetings, planning and delivery of support required and Pupil progress meetings PP Champion and SENCo to attend. Intervention & Learning Mentor timetables shared with PP Champion.	PP children achieving good or better progress Gaps between PP and NPP reduced/closed	ET & governors to monitor PP data. LA to track PP progress and discuss intervention/support with Teachers, ET and SENCo during PP meetings.
Progress of PP children monitored and reported to Governors (WPS SIP target 1 & 3)	<ul style="list-style-type: none"> Half termly data for all PP children input on tracker sheet along with any interventions taking place to support progress – updated at end of each half term Progress made evaluated and interventions discussed with SENCO – during half termly pupil progress meetings Report to governors written termly showing progress in 	Time allocated for PP Champion to update tracker at the end of each half term. Time allocated for	<ul style="list-style-type: none"> PP data tracker sheet maintained. Data showing good or better progress for PP children and any gaps between PP and NPP closing. Informative report for governors Case studies available detailing specific 	LA to track PP progress and discuss intervention/support with Teachers, ET and SENCo during PP meetings.

SPS SIP targets		WPS SIP targets		
Raise attainment in Key Stage 2 in Reading, Writing, Maths To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils To ensure high expectations are evident and reflected in all aspects of the school environment		<ol style="list-style-type: none"> To raise attainment at end of each Key Stage/ Phase To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils To ensure high expectations are evident in quality whole school assemblies. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
	reading, writing, maths and SPaG with comparative data for non pp – report to be written at end of each term <ul style="list-style-type: none"> Case studies written for 3 PP pupils highlighting areas of progress and development and the strategies used to support – updated at the end of each term Clear objectives for PPG spending provided from the Trust (to be communicated to Head of School and Pupil Premium Champion at beginning of school year) Finance officer to keep a clear record of all PP spending (objective and outcome information included on termly report to governors) 	PP Champion to update case studies and write Governor report (if required) at the end of each term. Pupil Progress meetings	children’s progress and strategies used to support learning <ul style="list-style-type: none"> PP spending linked to objectives detailed in governor report PP spending and any evidence of impact included on school website 	ET and governors to monitor and discuss PP progress and spend during termly governor meeting from report produced by LA. ET and DL to keep a record of PP spending linked to clear objectives.

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SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
To raise standards and achievements in all curriculum areas by maximizing the use of opportunities for learning outside the classroom	N.W. liaising with SLT September – July Staff members to attend a staff meeting on the importance of outdoor learning led by N.W.	Photographs of outdoor learning	To use a wide range of LOTC techniques which will be used to enhance learning in all year groups across all curriculum areas.	N.W. S.L.T.
To liaise with class teachers to incorporate Forest Schools across the curriculum as well as implementing the Ethos of Forest Schools	For class teachers to send N.W. an overview of their planning For N.W. to attend Practise to Curriculum Outcomes which is Suitable for Key Stage 1 & 2. This time will be used to create long term plans showing how Forest School sessions cover curriculum outcomes in a number of subject areas.	Overview 9.11.17	To be able to incorporate Science, Maths, English and Art in Forest Schools as well as keeping to the ethos of Forest Schools To Create long term plans showing how Forest Schools session cover the curriculum	S.L.T N.W.
To observe children in Forest Schools and what impact this has on their learning inside the classroom	To liaise with class teachers on different child from each year group to observe in Forest Schools and what impact this has had on their learning in the classroom For N.W. to send monitoring forms to all class teachers September 2017 – July 2018	Observations Photographs Monitoring Forms in classroom	To build up a profile of the impact of Forest Schools and learning in the classroom	N.W./ CT.

Evaluating and progress checks will be evident in Leadership Logs

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress, from starting points, with a clear focus on Pupil Premium and Special Educational Needs pupils. 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Continue Implementing the new curriculum SPS: 3 WPS: 1 & 3	Sharing planning across both schools and weekly discussions with teachers. Phase meetings termly to discuss and review planning Tapestry training ERR training	NA	All staff within EYFS will be confident with the new curriculum. Teaching and planning.	KY ET BT HJ
Learning centred around the development of children SPS: 3 WPS: 1 & 3	Continuous dialogue between settings and staff sharing knowledge and ideas	NA	EYFS staff will be confident with understanding child development and ways to support this through teaching and continuous provision.	KY ET BT HJ
Develop the outside areas to enhance learning SPS: 3 WPS: 1 & 3	Research and apply for grants to enhance and develop the outdoors learning environment. Ensure all non-negotiable for outdoors area are completed	TBC	Successful grant applications Compliant with non-negotiable list	KY

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SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
<p>Federation Target 1 & 3 Pupils achieve expected or better than expected progress in Reading and Writing</p>	<ul style="list-style-type: none"> • Monitor progress of children each half term through Scholar Pack (half termly) • Interventions to be put in place for pupils making slow progress (half termly) • Improve the profile of reading within the school • Improve parental engagement with reading across school • To ensure spelling lessons are effective & of high quality. • To teach vocabulary explicitly within English lessons 	<p>No Cost</p> <p>Subject time to monitor</p>	<ul style="list-style-type: none"> • Children make expected or more than expected progress each term. • Interventions show impact on children's learning • Teachers read class books with children. • Home reading books show evidence of improved level of reading with parent • Children's accuracy of spelling improves and books show spelling rules being applied. • Children's knowledge of vocabulary is applied in their writing. 	<p>LH to monitor across Federation</p> <p>Lesson Obs, DOJO</p>
<p>Federation Target 1 & 2 English lessons are of high quality and engaging for children</p>	<ul style="list-style-type: none"> • Ensure English medium term plans are being followed and lessons are of sound content. (half termly) • Conduct pupil perceptions of English lessons (Aut 2) & Reading (Aut 1) • Feedback to staff & DOL pupil perception results • Use of ICT within English lessons 	<p>No Cost</p> <p>Subject time to monitor</p>	<ul style="list-style-type: none"> • Evidence in books can be cross referenced to English medium term plans • Pupil perceptions indicate English lessons & reading are engaging and feedback given to individual teachers on pupil perception. • Lesson obs & Plans show use of ICT. 	<p>LH to monitor across Federation</p> <p>Lesson obs, Pupil perception surveys and results</p>
<p>Federation Target 4 Books looks show high level of presentation</p>	<ul style="list-style-type: none"> • Conduct book Looks during Federation monitoring meetings. Evidence to be uploaded to Dojos (Half termly) • Provide feedback to staff (half termly) 	<p>No Cost</p> <p>Federation Monitoring Meetings</p>	<ul style="list-style-type: none"> • English books follow Presentation Policy • Staff expectations are clear through presentation demonstrated by children. 	<p>LH to monitor across Federation</p> <p>Book Looks, monitoring in subject file</p>
<p>Federation Target 1 High quality fiction and non-fiction books are purchased to restock libraries.</p>	<ul style="list-style-type: none"> • Audit of library books at both schools (Aut 2) • Library to be resorted and categorised. 	<p>SPS £800</p> <p>WPS £1000</p>	<ul style="list-style-type: none"> • Libraries are stocked with high quality books • Children are reading more books and using library more 	

Evaluating and progress checks will be evident in Leadership Logs

SPS SIP targets		WPS SIP targets		
1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment		1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97%		
Target	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Federation target 1 and 2 Maths lessons are of high quality and engaging for children	<ul style="list-style-type: none"> - Ensure Curriculum sequences are being followed in line with the National Curriculum - Effective Maths is being utilised to enhance learning in line with DoL's - Pupil perceptions around their experience of maths within the classroom - Feedback to staff pupil perception results - Evidence of work, lessons and outcomes uploaded onto DOJO (half termly) - Ensure sufficient maths resources to support learning 	Resources £800 Subject time to monitor	<ul style="list-style-type: none"> • Environment walks with key vocabulary focus • Evidence in books can be cross referenced to the NC sequences • Pupil perceptions indicate maths is engaging and feedback given to individual staff on pupil perception results. 	TL to conduct across federation Lesson observations DOJO Pupil Perception surveys
Federation target 2 Improve the quality of mathematical talk within lessons, increasing the opportunity to reason, justify and problem solve	<ul style="list-style-type: none"> - Conduct monitoring and lesson observations of maths and foundation subjects noting use of mathematical vocabulary. - Evidence of work, lessons and outcomes uploaded onto DOJO (half termly) - Ensure sufficient maths resources to support learning 	Resources £500 Subject time to monitor	<ul style="list-style-type: none"> • Environment walks with key vocabulary focus • Planning monitoring with reasoning/justifying/problem solving opportunities as a focus. Evidence of cross curricular links • Evidence on DOJO / Subject File 	TL to conduct across federation Lesson observations DOJO
Federation target 4 To ensure high expectations are clear for learning environments and presentation in books.	<ul style="list-style-type: none"> - Conduct book looks during federation monitoring meetings (half termly) - Provide feedback to all federation staff (half termly) 	No cost Federation monitoring meetings	<ul style="list-style-type: none"> • Maths books will show the high level of presentation as the English and foundation books • Staff expectations are clear through presentation demonstrated by children 	TL to conduct across federation Book looks, evidence of monitoring in subject file.
Federation Target 2 and 3 To raise the profile of maths with parents, pupil and teachers.	<ul style="list-style-type: none"> - Subject Champion to plan and organise a Maths Challenge event (whole morning/day) - Teachers to be provided with resources to allow for this activity to take place. 	Resources £500	<ul style="list-style-type: none"> • Both schools have had a Maths Challenge event • Newsletter evidence Maths challenge day so parents are aware of delivery. • Evidence on DOJO 	TL conduct across federation Newsletter in subject file, DOJO

and progress checks will be evident in Leadership Logs

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
<p>Federation Target 1 & 3 Pupils achieve expected or better than expected progress in SPAG.</p>	<ul style="list-style-type: none"> • Monitor progress of children each half term through Scholar Pack (half termly) • Interventions to be put in place for pupils making slow progress (half termly) • Improve the profile of SPAG within the school • To ensure spelling lessons are effective & of high quality. • To teach vocabulary, punctuation & grammar explicitly within English lessons • SPAG Revision books are purchased for Year 6 pupils. 	<p>No Cost</p> <p>Subject time to monitor</p>	<ul style="list-style-type: none"> • Children make expected or more than expected progress each term. • Interventions show impact on children's learning. • SPAG teaching is evident in books and on working walls • Children's accuracy of spelling improves and books show spelling rules being applied. • Children's knowledge of vocabulary, punctuation and grammar is applied in their writing. 	<p>LH to monitor across Federation</p> <p>Lesson Obs, DOJO</p>
<p>Federation Target 1 & 2 SPAG in English lessons is of high quality and engaging for children</p>	<ul style="list-style-type: none"> • Ensure SPAG aspect of English medium term plans are being followed and lessons are of sound content. (half termly) • Conduct pupil perceptions of English lessons (Aut 2) & Reading (Aut 1) • Feedback to staff & DOL pupil perception results • Use of ICT within English lessons 	<p>No Cost</p> <p>Subject time to monitor</p>	<ul style="list-style-type: none"> • Evidence in books can be cross referenced to English medium term plans • Pupil perceptions indicate English lessons & reading are engaging and feedback given to individual teachers on pupil perception. • Lesson obs & Plans show use of ICT. 	<p>LH to monitor across Federation</p> <p>Lesson obs, Pupil perception surveys and results</p>
<p>Federation Target 4 Books looks show high level of presentation</p>	<ul style="list-style-type: none"> • Conduct book Looks during Federation monitoring meetings. Evidence to be uploaded to Dojos (Half termly) • Provide feedback to staff (half termly) 	<p>No Cost</p> <p>Federation Monitoring Meetings</p>	<ul style="list-style-type: none"> • English books follow Presentation Policy • Staff expectations are clear through presentation demonstrated by children. 	<p>LH to monitor across Federation</p> <p>Book Looks, evidence of monitoring in subject file</p>

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SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Federation target 2 Humanities lessons are of a high quality and engaging for all children.	Ensure MTP's are followed to ensure all content is covered (half termly). Conduct pupil perceptions around their experiences of Geography and History (Autumn 2). Evidence of work, lessons and outcomes uploaded onto DOJO.	No cost Subject time to monitor	Evidence in books can be crossed referenced with MTP. Pupils perceptions indicate humanities is engaging and	AK to conduct across federations, Lesson Obs, Dojo, Books looks.
Federation target 4 Book looks show high expectations are being promoted.	Conduct monitoring and lesson observations noting frequency and length of lessons (half Termly). Provide feedback to all federation staff (half termly).	No cost Subject time to monitor	Topic books will show the same level of presentations as the English and Maths books. Staff expectations are clear through the presentations demonstrated by children.	AK to conduct across federations, Lesson Obs, Dojo, Books looks.
Federation target 1 Book looks show high quality cross curricular links to core subjects.	Conduct monitoring and lesson observations noting frequency and length of lessons (half Termly). Provide feedback to all federation staff (half termly).	No cost Subject time to monitor	Topic books will show the same level of presentations as the English and Maths books. Staff expectations are clear through the presentations demonstrated by children.	AK to conduct across federations, Lesson Obs, Dojo, Books looks.
Federation target 2 and 4 Plan a curriculum days with History or Geography focus.	Organise geography day involving whole school and dance tutor, linking with the curriculum and enrich learning. Parents to be invited to share the day. Organise a history day (Possible trip linking with curriculum).	Dance tutor £275 per school. (Children to be invited to wear colours from their chosen country and pay £1 donation towards cost) aprox £70 per school.)	Evidence of day in books/DOJO Parents and pupil feedback.	AK to conduct across federations, Lesson Obs, Dojo, Books looks.

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<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Up to date hardware and software is available in both schools	<ul style="list-style-type: none"> • Gather quotes to refurbish SPS and WPS kit • Have sufficient laptops running appropriate software enough for one between two in both schools • Upgrade all systems to Windows 10 and Office 2016 	£7000	<ul style="list-style-type: none"> • Sufficient kit across both schools • Computing lessons being taught regularly across federation 	ET to monitor across federation
Computing is an embedded subject used across the curriculum	<ul style="list-style-type: none"> • Monitoring across curriculum subjects in relation to the use of ICT • Evidence of work uploaded to Class Dojo • Provide relevant training sessions for staff where required to ensure they are confident to teach to the required criteria for each piece of software • KS1 cross-curricular links in maths (simple algorithms/plotting/directions) 	No cost	<ul style="list-style-type: none"> • Evidence will show wide use of ICT across curriculum subjects • Range of software being used across both schools by both staff and children • KS2 using range of Office software to present work 	ET to monitor across federation Class Dojo
E-safety knowledge is secure across both schools with both children and staff	<ul style="list-style-type: none"> • Organise guest speakers/workshops to highlight importance of e-safety • Monitor coverage of e-safety across both schools 	TBC	<ul style="list-style-type: none"> • Improved understanding of e-safety through pupil perception results • School expectations of e-safety clear during all lessons where computers are used 	ET to monitor across federation Pupil perception results

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SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Federation targets 1, 2 Ensure quality Music and Art is delivered within timetable across Federation.	<ul style="list-style-type: none"> • Effective planning and teaching across each KS-ongoing • Motivate staff and children by emphasising the importance of the arts by end of Autumn Term • Check Music and art planning, timetable and drop-in to monitor if/when subjects are being taught. 	Art resources £300 Music resources £300 Time	<ul style="list-style-type: none"> • When teaching of Art and Music is of a 'Good' and 'Outstanding' standard. • Dojo has evidence of lessons/ • Planning and timetables state what and when lessons are taught • Staff/student/parent questionnaires 	LK to conduct across Federation Lesson obs, drop-ins, planning and timetable scrutiny
Federation targets 2 and 4 Promote the Arts by providing opportunities for children to perform Music to the school and wider community	<ul style="list-style-type: none"> • performances in assembly from the choir- Harvest, Christmas, Spring, Summer • performances in assembly from drumming groups- • Participation in the Infant /Junior Music festivals • Nativity with a whole school choir-autumn • Art and Music after school clubs available 	time £100 coaches •	<ul style="list-style-type: none"> • When events are attended • Newsletter evidence, dojo and photos in file. 	LK to conduct across Federation Photo evidence in file, on dojo and newsletter in file.
Federation targets 2 and 3 • run an Art Day-summer term • run a music day-spring term	<ul style="list-style-type: none"> • subject champion to plan a wow assembly with an Art/Music theme • Teachers to be provided with resources to continue activities in their classroom, whilst children carousel around each classroom completing different tasks on a theme. 	£100-consumables for Art Day	<ul style="list-style-type: none"> • Both schools have an Art/Music Day • Newsletter evidence these days so parents are aware of the theme. • Evidence on Dojo / Echo 	LK to conduct across Federation Photos in subject file, Dojo,
Federation target 1, 2, & 3 Participate in the Creative Journeys Arts Project with WPS	<ul style="list-style-type: none"> • Choose 8 children for the project • Meet with artists and Care Home manager • Risk assessments incl visit Care Home, letters to parents and prepare the children • Create a piece of animation share in school and .the Rochford Historians 	Cost of coach, Staffing £100	<ul style="list-style-type: none"> • Evidence in press • Permission slips • Dojo • Photos for file • Copy of animation in file • Wrap party. 	LK to conduct across Federation

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SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Federation targets 1, 2 Ensure quality DT is delivered within timetable across Federation.	<ul style="list-style-type: none"> • Effective planning and teaching across each KS-ongoing • Motivate staff and children by emphasising the importance of the DT by end of Autumn Term • Check DT planning, timetable and drop-in to monitor if/when subjects are being taught. 	£300 resources Time	<ul style="list-style-type: none"> • When teaching of DT is of a 'Good' and 'Outstanding' standard. • Dojo has evidence of lessons • Planning and timetables state what and when lessons are taught 	LK to conduct across Federation Lesson obs, drop-ins, planning and timetable scrutiny
Federation targets 2 and WPS 4 Ensure DT links through science and Maths	<ul style="list-style-type: none"> • STEM after school club • Ensure teachers are exploring cross-curricular links in their planning. (Autumn) (MTP meeting) • Set time aside for a staff meeting on DT and planning links. (Autumn) 	£50 For resources	<ul style="list-style-type: none"> • When events are attended • Newsletter evidence, dojo and photos in file. 	LK to conduct across Federation Photo evidence in file, on dojo and newsletter in file.
Federation targets 2 and 3 Run a STEM day	<ul style="list-style-type: none"> • subject champion to plan a wow assembly with a DT theme (autumn) • Teachers to be provided with resources to continue activities in their classroom, whilst children carousel around each classroom completing different tasks on a theme. 	£200-consumables for DT Day	<ul style="list-style-type: none"> • Both schools have an DT Day • Newsletter evidence these days so parents are aware of the theme. • Evidence on Dojo • Evidence in Echo 	LK to conduct across Federation Photos in subject file, Dojo,

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SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Federation target 2 Latin is an embedded subject within the timetable of both schools	<ul style="list-style-type: none"> • Conduct monitoring and lesson observations noting frequency and length of lessons (half termly) • Evidence of work, lessons and outcomes uploaded onto DOJO (half termly) 	No cost Subject time to monitor	<ul style="list-style-type: none"> • Evidence noted of cross curricular links as promoted during Latin training summer 2017 • DOJO and subject folder has evidence of lessons 	HJ to conduct across federation Lesson obs, DOJO,
Federation target 2 Latin lessons are of high quality and engaging for children	<ul style="list-style-type: none"> • Ensure Minimus scheme is being followed so lessons are of sound content (half termly) • Conduct pupil perceptions around their experiences of Latin (at end of Autumn 2) • Feedback to staff pupil perception results 	No cost Subject time to monitor	<ul style="list-style-type: none"> • Evidence in books can be cross referenced to Minimus scheme • Pupil perceptions indicate Latin is engaging and feedback given to individual staff on pupil perception results 	HJ to conduct across federation Lesson obs, pupil perceptions and results
Federation target 4 Book looks show high expectations are being promoted	<ul style="list-style-type: none"> • Conduct book looks during federation monitoring meetings (half termly) • Provide feedback to all federation staff (half termly) 	No cost Federation moderation meetings	<ul style="list-style-type: none"> • Latin books will show the same level of presentation as the English and Maths books • Staff expectations are clear through presentation demonstrated by children 	HJ to conduct across federation Book looks, evidence of monitoring in subject file
Federation target 2 and 3 Plan a 'Harry Potter' afternoon with a Latin focus	<ul style="list-style-type: none"> • Subject champion to plan a wow assembly with a magic theme • Teachers to be provided resources to continue afternoon in their classroom with a focus on etymology of words used in books and films 	£200 for both schools	<ul style="list-style-type: none"> • Both schools have had a Harry Potter afternoon delivered by subject champion • Newsletter evidence Latin afternoon so parents are aware of subject delivery • Evidence on DOJO 	HJ to conduct across federation Newsletter in subject file, DOJO

Evaluating and progress checks will be evident in Leadership Logs

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
To embed basic skills through the teaching of PE (1)	<ul style="list-style-type: none"> • School sports items in newsletters: written by children after key sporting events and achievements photo evidence (Termly). • Celebrate sporting achievements in assemblies & newsletter. (Termly) • Bringing English mathematics into PE through games. (ongoing) • Sports learning update board. (Half termly) • Reading materials to include sporting events (Library by end Aut term) 	No Cost	<ul style="list-style-type: none"> • Photo evidence in Dojos & Sports boards. • Reports written and displayed • Termly assemblies celebrate share achievements. • Elements of MRW are in class lessons, evidence through PE monitoring & in P.E. Lesson plans • Regular news regarding sporting activities promoted through newsletters, notice boards. Children & parents are more aware of sporting events. 	<p>SW take photos & upload to Dojo folder</p> <p>SW to ensure boards & newsletters are updated</p>
P.E. lessons are of high quality and engaging for the pupils (2)	<ul style="list-style-type: none"> • Ensure PE medium-term plans are being followed and cover a range of skills and sports (half termly) • Conduct pupils perspective of PE lessons. (Aut 2) • Feedback to staff and PE subject lead pupil perception results (Aut 2). • Promote the impact of quality physical education on healthy living.) • Sports clubs offer a range of physical activity. (termly) • Outside organisations to come into school to teach range of different sports. (termly) 	No Cost LH Subject time to monitor	<ul style="list-style-type: none"> • Evidence shows medium term plans being followed • Children can talk about a range of sports they have been involved in/taught • Parents and children can talk more about healthy lifestyles • Feedback from children during and after PE sessions shows that lessons are engaging and enjoyable. • Lesson assessments reviewed each lesson. • Pupils are actively involved in P.E. lessons & can give examples of health benefits 	<p>SW to carry out pupils perspective. Feedback to LH progress.</p> <p>Lesson obs by LH</p>
To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils (3)	<ul style="list-style-type: none"> • Monitor progress of children through PE assessment grid. (Half termly) • SW report pupil progress to class teachers & P.E. lead (termly) • Differentiation to be put in place for pupils making slow progress and offer challenge to those who are achieving well. (on going) • Improve the profile of PE within the school, ensuring pupils are monitored for correct kit in school. Teachers to send slips / follow up with contact to parents as necessary. (on going) • Children to reflect on learning and know how they need to progress. • Organisation of sports events with the Academy / • Work towards Kitemark Award. (Termly) 		<ul style="list-style-type: none"> • Pupils make progress in the skills taught. • Lesson plans & lesson observations show differentiation for different abilities within the class. • Teachers are informed of their pupil's progress • Improvement in the kit worn by children for lessons. • Children can talk about their learning and say how they need to improve. • School achieves Kite Mark Award • More sports events occur within the Academy 	SW Reflection of children's work recorded

Evaluating and progress checks will be evident in Leadership Logs

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress from starting points with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
High quality RE and PSHE lessons delivered ensuring lessons are engaging for all. (Federation target 2)	<ul style="list-style-type: none"> • HEARTS curriculum followed • Use of outdoor learning to engage all children • Creative response developed for all year groups • Conduct pupil perceptions around their experiences of RE and PSHE. • Feedback to staff pupil perception results – focus on new PSHE metacognition 	No cost Subject time to monitor	<ul style="list-style-type: none"> • Evidence in books can be cross referenced to HEARTS curriculum • Evidence of outdoor learning, creative response and metacognition in books and uploaded to DOJO • Pupil perception surveys indicate RE and PSHE is engaging and feedback given to individual staff on pupil perception results 	BT to conduct across federation Lesson obs, DOJO, pupil perceptions and results.
Book looks show high expectations are being promoted High quality Cross curricular writing evidenced in topic books (Federation target 1 & SPS target 4)	<ul style="list-style-type: none"> • Book looks conducted during federation staff meeting • Opportunity for children to produce extended writing included in MTP • Evidence of work, lessons and outcomes uploaded to DOJO (half termly) • Provide feedback to all federation staff (half termly) 	No cost Subject time to monitor	<ul style="list-style-type: none"> • RE/PSHE work in Topic books will show the same level of presentation as the English and maths books • Staff expectations are clear through presentation demonstrated by children • High quality cross curricular writing evident in books/ uploaded to DOJO 	BT to conduct across federation Book looks, evidence of monitoring in subject file
Plan a multicultural themed morning/afternoon across both schools (Federation targets 2 and 3)	<ul style="list-style-type: none"> • Subject champion to plan and organise a multicultural themed event (possibly Chinese New Year) • Parents invited to share the experience • Views from children and parents to be collected to review the event 	Cost TBC (approx £300 per school)	<ul style="list-style-type: none"> • Both schools have a multicultural themed event • Newsletter and text messages to advertise event • Photographs from the event and work created evidenced in books and on DOJO • Quotes from the day uploaded to DOJO 	BT to conduct across federation Pictures, work, quotes in subject leader file.



Evaluating and progress checks will be evident in Leadership Logs

SPS SIP targets		WPS SIP targets		
5. Raise attainment in Key Stage 2 in Reading, Writing, Maths 6. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 7. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 8. To ensure high expectations are evident and reflected in all aspects of the school environment		6. To raise attainment at end of each Key Stage/ Phase 7. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 8. To ensure that all pupils make at least expected progress, from starting points, with a clear focus on Pupil Premium and Special Educational Needs pupils. 9. To ensure high expectations are evident in quality whole school assemblies. 10. To improve attendance to 97%		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Evaluate the effectiveness of Developing Experts resource. (T2)	Teacher survey end Autumn, Spring and Summer. Book look.	0	Teachers to respond to survey. Collate answers.	Collate surveys and feedback to directors of learning and head of schools. End Autumn 1
Ensure high quality Science is being delivered regularly and is engaging for children. (T2, SPS T 4)	Half termly book looks. Pupil/teacher survey on science delivery end Autumn, Spring and Summer.	0	Evidence in books. Evidence on displays. Pupils to make at least expected progress. Collate survey responses. Evidence on Class Dojo.	JM
Audit Science resources.	Teachers to feedback on resources required for delivering planned lessons.	TBC	Teachers to audit resources and create a list of requirements. Source costs and purchase.	Feedback to teachers, directors of learning and head of schools.
Wow day	Set a date convenient for both schools. Investigate possible experts to visit school and deliver Science provision (Contact Penny Popham – head Science at KES to arrange visits.)	TBC	Link to be developed with secondary schools. WOW days planned in / and evidenced	Feedback from staff on success of day/experience. Feedback from pupils on success of day/experience. dojo, photos, Echo

Evaluating and progress checks will be evident in Leadership Logs

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress from starting points with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
To launch Academy Ambassadors (WPS target 3 and 4)	<p>Assembly</p> <p>Children have 1 week to apply in writing using HEARTS Values to explain the qualities they have for the role.</p>	£20 for badges	<p>Appoint 10 children from Year 4/5/6.</p> <p>Ensure equal amount of boys and girls with fair opportunity given to PP and SEN</p>	Application forms kept in champion folder
Ambassadors to promote Friendship and Support throughout the school demonstrating HEARTS Values. (WPS Target 5)	WPS to receive training in the roles and responsibilities of an ambassador.	Lunchtime training	<p>Children show an understanding of their responsibilities and demonstrate this.</p> <p>Children will be given a certificate when training completed.</p>	Observations completed by A.W & D.H
To continue delivering clear messages about definitions of bullying and children to feel empowered to challenge choices by others(WPS targets 2 and 4)	<p>Participation in National Anti bullying week. The theme being 'All different, All equal'.</p> <p>Raise awareness through activities during the week,</p> <p>Fundraising</p>	Timetabled slots during 13 th – 17 th November	<p>Timetable from classes show reflection of bullying theme in either specific lessons or PSHE themes.</p> <p>Assemblies held throughout the week.</p> <p>Academy Ambassadors to evaluate and condense messages for the week clearly in article for newsletter.</p>	<p>Photo evidence in subject folder. classroom activities and funds raised..</p> <p>Evidence of pupil views for folder.</p>

Evaluating and progress checks will be evident in Leadership Logs

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress, from starting points, with a clear focus on Pupil Premium and Special Educational Needs pupils. 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
To support FLOWs in establishing events	<ul style="list-style-type: none"> • Meet with FLOWs to organise diary date • Support in advertising events – through Dojo and other school communication systems, as appropriate • Allocate times for coffee morning – working parties • Use of allocate display 		<ul style="list-style-type: none"> • FLOWs are more proactive • More parental support / engagement in fundraising • 	FLOWs responsibility supported JF TB
To develop parental engagement in the school community	<ul style="list-style-type: none"> • EYFS workshops to continue • Develop age appropriate workshops / shared lessons across the school • Clear notice of time for events to allow maximum parental engagement • Reminders via Dojo • Events for parents with school based child care arrangements / 'creche' • Family lunches • Collate evidence file 		<ul style="list-style-type: none"> • Each class has at least 1 workshop open class per term • All parents signed up to Tapestry / Dojo • File / scrapbook of photos of events including parental feedback and quotes 	JF to monitor
To develop clear lines of communication	<ul style="list-style-type: none"> • In response to feedback, letters to go out on Friday. • Text alert for any urgent letters that go on other days • All letters / newsletters available on website (on class pages as appropriate) • Home school agreement outlines responsibility for reading letters, checking website / Dojo etc 		<ul style="list-style-type: none"> • Letters go out on set days • Parents sign and return Home School agreements • Communication kept up to date on website and dojo, Twitter • 	JF TB

Evaluating and progress checks will be evident in Office Logs

SPS SIP targets		WPS SIP targets		
9. Raise attainment in Key Stage 2 in Reading, Writing, Maths 10. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 11. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 12. To ensure high expectations are evident and reflected in all aspects of the school environment		11. To raise attainment at end of each Key Stage/ Phase 12. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 13. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 14. To ensure high expectations are evident in quality whole school assemblies. 15. To improve attendance to 97%		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Attendance – to ensure schools meet percentage targets set for each school (5/4/3)	Incentives for children to attend and on time Monitoring attendance on a daily/weekly basis Letters of praise as well as informing when below target Refer to attendance SIP targets	Refer to Attendance SIP Targets	Percentage of children’s attendance met/ above target. Aim for 100%- each school target at 97% Attending Attendance Meetings on a regular basis. Training opportunities	daily/termly/weekly Evidence to be filed in attendance folder. Admin Assistants to liaise with DL and JF/HJ
Office environments to be welcoming and organised ensuring good communication with stakeholders (5/4/3)	Pupil/personnel records in good order Adhere to updated Data Protection Act Tasks to be completed in a timely manner To ensure good communication between staff and office/office and parents Weekly Monday communication meeting with DL/TB and DL/DM to discuss deadlines for the week and tasks	None	Good/ professional running of the offices. Set targets and deadlines. Admin leader to liaise with Admin assistants on a daily basis to ensure targets and deadlines are met. Training Opportunities	Daily/termly/weekly checks on records by DL/HJ/ET Fortnightly meetings to be held between Admin/Site/Head teacher
Lunchtime to be an enjoyable experience for all staff and children (5/4/3)	Themed lunches connected to curriculum and school events e.g. Stambridge’s 140 th birthday School Office Leader to meet with MDS team to disseminate training and support as identified half termly Kitchen staff to be given serving time targets Behaviour policy to be followed by MDAS	None	Take up of lunch is higher on themed days than non themed days MDS observed discussing behaviour using the HEARTS values and adhering to the behaviour policy	External visits comment positively on behaviour observed at lunchtime. Fewer lunchtime behaviour incidents
School to run providing value for money and meeting required checks and protocols	To ensure communication sheet is completed by all staff and Caretaker to acknowledge Review monthly and termly costs and whether can be saved, resourced to make savings DL and JM to go through checks list together by October half term and set plan for CPD together	CPD	School Office Leader communicates effectively in LAB meetings how budget is being used Communication Sheet to be looked at on a daily basis to ensure repairs are completed in a timely fashion Gaps in knowledge are plugged by training / support	Daily/as and when Communication Sheet to be monitored on a daily basis Maintain a Quotes folder to prove best Value

Evaluating and progress checks will be evident in Leadership Logs

SPS SIP targets		WPS SIP targets		
1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment		1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress, from starting points, with a clear focus on Pupil Premium and Special Educational Needs pupils. 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97%		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
To reduce number of lates and ensure procedure followed 5 1 3	<ul style="list-style-type: none"> Slips are handed to children when late HoS is informed if 2 red are given so phonecalls can be made Teachers made aware so that work can be prepared if learning time has to be made up (once on red slips) Lates data communicated on newsletter 		<ul style="list-style-type: none"> Record of slips is up to date Weekly attendance sheet also up to date to track any patterns Texts are sent for older children who walk to school and are late (inform parents of the pink slip as well as safeguarding issues) Newsletters shows weekly figures 	JF (ET LF) checking Weekly attendance Data dashboard
To reduce regular absentees / absent procedures in place	<ul style="list-style-type: none"> Follow text / procedure Ensure if no contact has been made, Extended services are informed Half termly letters sent for children whose attendance below expected Termly letter to report to all parents re attendance Head Teacher / Extended services to follow up with identified families. 		<ul style="list-style-type: none"> Procedure are followed SP notes are completed Letters are sent, copies in pupil files Extended Services are used to follow up, meet with parents and challenge as necessary 	Tb / Office
To improve monitoring of attendance rates	<ul style="list-style-type: none"> Identify patterns in groups SEN / Non Sen, PP / Non PP New initiative – badges awarded termly for 100% To source prizes for summer term for pupils with 2x termly 100% Display - HERO 	£59 Up to £91 available	<ul style="list-style-type: none"> Where patterns occur, meeting with Jo F and / or Head to discuss methods of support / challenge. Newsletter to record attendance Badges to be given termly Selection of prizes sourced Display in Entrance updated 	JF (ET LF) checking Weekly attendance Data dashboard
To identify 'worst 5' families for attendance	<ul style="list-style-type: none"> Head Teacher / Extended services to follow up with identified families. Extended services to be contacted to meet, support and challenge 		<ul style="list-style-type: none"> Procedures are followed Open communication / updates with Extended services 	TB



Evaluating and progress checks will be evident in Leadership Logs

SPS SIP targets		WPS SIP targets		
13. Raise attainment in Key Stage 2 in Reading, Writing, Maths 14. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 15. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 16. To ensure high expectations are evident and reflected in all aspects of the school environment		16. To raise attainment at end of each Key Stage/ Phase 17. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 18. To ensure that all pupils make at least expected progress, from starting points, with a clear focus on Pupil Premium and Special Educational Needs pupils. 19. To ensure high expectations are evident in quality whole school assemblies. 20. To improve attendance to 97%		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
To ensure behaviour is consistent throughout the day	<ul style="list-style-type: none"> High expectations from all staff: teaching, LSAs, office, MDAs, kitchen, site. SLT to monitor the MDAs in hall and playground – consistency Lunch time book to go out onto playground. Providing activities to engage and support ALL pupils at lunch Introduction of Daily Mile Challenge Academy Ambassadors / PALs have organised activities Monitor beginning and end of day near lockers 		<ul style="list-style-type: none"> Reducing the amount of lunch time incidents Children engaged in effective play / social times MDAs monitor hall / playground effectively 	TL – line manager to MDAs JF
To monitor children who receive regular reds	<ul style="list-style-type: none"> Set up a 'red book' in each class for children who regularly are put on red. (time, what circumstances so trends can be monitored). Class teachers to alert SLT if a child has regular incidents recorded 		<ul style="list-style-type: none"> Red books set up SLT to monitor 	JF / ET
To monitor individualise behaviour systems	<ul style="list-style-type: none"> Consider, in dialogue, with Senco use of individualised behaviour systems to develop learning behaviours Track on Alternative assessment grids 		<ul style="list-style-type: none"> Behaviour systems in place for individuals as required and communicated with parents Teachers update Alternative assessment grids as part of assessment cycle 	JF / ET / DOLs

Evaluating and progress checks will be evident in Leadership Logs

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
Ensure indoor facilities are functional – up skill Caretaker so is confident and knowledge regarding all compulsory site checks and regulations are being completed and available when requested. (3/4)	<ul style="list-style-type: none"> • Training to be completed • Penny to advise • Smartlog to be utilised • Folders to be organised at both sites • Daily/weekly/annual checks to be completed and submitted • Policies to be read and understood • Tasks set by Headteachers/DL to be completed in a timely manner • 3 year School Development Plan to be established in line with School Improvement Plan 	TBA	<ul style="list-style-type: none"> • All facilities are maintained to a high standard • All policies are adhered to • Smartplan is kept up to date • Organised work area and filing system • Repairs and maintenance completed in a timely manner • Liaise with contractors and ensure jobs completed 	To be review on a termly basis
Ensure outdoor facilities are in good order and fully functional – up skill Caretaker so is confident and knowledge regarding all compulsory site checks and regulations are being completed and available when requested. (3/4)	<ul style="list-style-type: none"> • Penny to advise • Smartlog to be utilised • Folders to be organised at both sites • Daily/weekly/annual checks to be completed and submitted • Policies to be read and understood • Tasks set by Headteachers/DL to be completed in a timely manner • 3 year School Development Plan to be 	TBA	<ul style="list-style-type: none"> • All facilities are maintained to a high standard • All policies are adhered to • Smartplan is kept up to date • Organised work area and filing system • Repairs and maintenance completed in a timely manner • Liaise with contractors and ensure jobs completed 	To be review on a termly basis



	established in line with School Improvement Plan			
Grounds Upkeep - repairs and maintenance to be managed and completed / improve standard grounds appearance (3/4)	<ul style="list-style-type: none"> • Caretaker and Office Admin Leader to identify areas across WPS/SPS in need of repair/maintenance • Caretaker to obtain quotes and liaise with Office Admin Leader • To attend to any emergency and resolve • Apply for grants 	TBA/ quotes to be obtained	<ul style="list-style-type: none"> • School will be a safe environment 	To be review on a termly basis to determine progression.
Buildings Upkeep - repairs and maintenance to be managed and completed/improve standard of premises appearance (3/4)	<ul style="list-style-type: none"> • Caretaker and Office Admin Leader to identify areas across WPS/SPS in need of repair/maintenance • Caretaker to obtain quotes and liaise with Office Admin Leader • To attend to any emergency and resolve • Apply for grants 		<ul style="list-style-type: none"> • School will be a safe environment 	To be review on a termly basis to determine progression.
Health & Safety - to bring school within Health & Safety guidelines(3/4)	<ul style="list-style-type: none"> • Caretaker to obtain access to Essex County Council Health & Safety Site – nomination form to be completed • Ensure Fire Drills and performed and recorded • All recording/paperwork to be organised at both sites • Relevant CPD to be completed • Self audit 		<ul style="list-style-type: none"> • Health and safety will comply with policies held • Caretaker will be up to date with training 	To be review on a termly basis to determine progression.

Evaluating and progress checks will be evident in Leadership Logs

SPS SIP targets		WPS SIP targets		
<ol style="list-style-type: none"> 1. Raise attainment in Key Stage 2 in Reading, Writing, Maths 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To improve outcomes for all, with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident and reflected in all aspects of the school environment 		<ol style="list-style-type: none"> 1. To raise attainment at end of each Key Stage/ Phase 2. To ensure a broad and quality curriculum is delivered in all subjects especially foundation subjects 3. To ensure that all pupils make at least expected progress from starting points with a clear focus on Pupil Premium and Special Educational Needs pupils 4. To ensure high expectations are evident in quality whole school assemblies. 5. To improve attendance to 97% 		
Target (and what SIP objective it relates to)	Actions (and by when)	Resources / costs	Success Criteria (how will it be clear the target is met?)	Monitoring
To formalise an agenda to enable effective SLT meetings	Monitoring reports to conducted as a result of weekly risk visit outcomes – school specific foci Twice half termly SLT meeting attended by ET, HJ, JF, KY, LH, TL to discuss monitoring outcomes, book scrunities and continual focus on federation SIPs.	Release time	SLT are aware of strengths and weaknesses across both schools and are part of supportive solutions Monitoring policy and file is followed and kept	All SLT members to add to schools monitoring folders, minutes kept,
To hold half termly federation monitoring meetings	Scheduled meetings with all teachers bringing required books. Relevant evidence uploaded onto Class Dojo.	Scheduled staff meetings	Subject champions can talk about the effectiveness of their subject across the federation	Subject champions files
To support ongoing CPD projects across the federation	Jo to complete NPQSL project and pass Lori to complete NPQML project and pass Louise K to begin NPQML Eileen to begin NPQH Lori to continue Creative Writing course NQT weekly meetings, observation cycles and induction meetings to be held with Ellie (Lori – NQT mentor), Alex (Louise A – NQT mentor), Jenny (Lori and Louise A) Head teachers to support timetables allowing for cross planning time + NQT / release time	£1500 NPQML TBC	Teachers attend face to face sessions and complete online training modules Lori to attend network and support sessions for project and feedback as necessary in school NQT targets set and supported effectively to lead to successful passing.	Subject champions, PMR records, course evidence e.g. final projects

Evaluating and progress checks will be evident in Leadership Logs

Fundraising Action Plan 2017/2018

School focus	Lead by	Charity	Lead by	HEARTS focus
Swimming Pool (if grants received then reallocate to Library restocking and Cookery area)	E Thorn / FLOWs	Harp Homeless Charity – For Harvest / NSPCC	E Thorn School Council	Breck foundation

Fundraising targets 17-18

- **School aims** To fundraise in order that the swimming pool can be opened for swimming lessons.
- **School charity** - Varied donations collected and donated to the local Homeless Charity; support NSPCC
- **Breck Foundation**- £100 for whole Trust charity

2017 -18

Charity £200

Resources £1200

Target	Strategy	Success criteria	Action group	Timing	Purpose
HARVEST Donations tinned / dried foods	Parent donations over Harvest Week / Harvest Assembly	Food /goods to donate	E Thorn	Autumn 1	HARP Local charity for homeless
Raise funds for whole Trust charity	No tech for Breck day	£100 raised	ICT lead – E Tunley Supported by E Thorn@ WPS	Spring 1	Breck foundation
NSPCC - non uniform days Cake Sales Events held by School Council	Christmas Jumper Day Break time lunch sales Event after NSPCC assemblies	£100	Jo Fincher School Council EThorn	December Ongoing Spring 1	NSPCC
Regular coffee Mornings	FLOWs events after Class sharing assemblies	£20	FLOWs	ongoing	Swimming Pool Renovations
Christmas Fayre Summer Fayre	FLOWs event ALL FLOWs events Advertise through newsletter, FLOWs letters, FLOWs display in entrance	£1000 raised	FLOWs	Autumn 2	Swimming Pool Renovations
Fundraising competitions – Termly e.g Easter Bonnet	FLOWs termly competitions	£150 raised	FLOWs	1x per term	Swimming Pool Renovations
Anti-bullying week events	Academy Ambassadors	£50 raised	Ang Warwick/ Academy Ambassadors	Autumn 2	Swimming Pool Renovations