School Improvement Plan
2019-2020

Determining the Priorities

Shaftesbury is currently an OUTSTANDING school. We know this through our internal and external monitoring including visits from Trust CEO termly visits in 2019 and Trust school improvement personnel (Mary Jones). We believe that for many of our community we are now seen as the "school of choice" locally. We want Shaftesbury to be full, stable in staff, leadership and pupils.

The aim of this improvement plan is to positively affect the overall standards, productivity and efficiency of the school and thereby raise quality outcomes for children and the community.

SDP Priorities for 2019/20

1

Sustain and raise attainment and pupil progress in the core and foundation subjects by coordinators forming focused action plans in order to resource subjects effectively and by refining teachers practice through monitoring, CPD opportunities and appraisal; so that 100% of lessons observed, are consistently good and better by year's end.

2

Improve the achievement of 'disadvantaged children through focused and sequential teaching to attain a deeper understanding in reading, writing and mathematics, so that all children, with the exception of some SEND children and some who are very newly arrived, are achieving consistently at and above national norms.

3

Accelerate children's acquisition of times-table knowledge, so that the large majority of children know there times-tables by the end of year 4.

4

Continue to provide professional development opportunities for all class teachers and support staff in Ruth Miskin's RWI and reading CPD so that we achieve an improved whole school programme to underpin Shaftesbury's English Curriculum so that 90% of year 1 achieve 'working at' in Year 1 phonic test and 100% of Year 2 'Shaftesbury children'. Some SEND children and some very newly arrived, would be the only groups that we would expect not always to reach age related outcomes by the end of year two.

5

Support newly admitted children who have fallen behind their peers in reading to make accelerated process.

6

To close the gap between the persistent absences identified in the Pakistani, Other Black Background and Other Mixed Background groups and the rest of the school population.

Results

Key Stage 1

CONTEXT	Shaftesbury Primary School (2064)		Local Authority - Newham		
Item	Value	Cov.	Value	Gap	Cov.
Cohort	**81**	-	**4,969**	n/a	-
Gender (Boys)	**46.9%**	100.0%	**50.2%**	-3.3%	100.0%
SEN Support	**3.7%**	100.0%	**11.8%**	-8.1%	97.7%
EHCP/Statement	**0.0%**	100.0%	**0.3%**	-0.3%	97.7%
Ethnicity (BME)	**93.8%**	100.0%	**79.6%**	+14.2%	97.7%

	Shaftesbury Primary School (2064)				
Language (EAL)	**88.9%**	100.0%	**70.6%**	+18.3%	100.0%
Disadvantaged	**16.0%**	100.0%	**24.1%**	-8.1%	100.0%
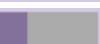
ASSESSMENTS

Subject	Level	Shaftesbury Primary School (2064)	Local Authority - Newham	
		Value	Value	Gap
Reading	**≥EXS**	**85.2%**	**78.5%**	+6.7%
	GDS	**25.9%**	**27.5%**	-1.6%
Writing	**≥EXS**	**84.0%**	**74.9%**	+9.1%
	GDS	**22.2%**	**20.8%**	+1.4%
Maths	**≥EXS**	**86.4%**	**80.5%**	+5.9%
	GDS	**33.3%**	**27.3%**	+6.0%

Key Stage 2

CONTEXT

Shaftesbury Primary School (2064)	Local Authority - Newham
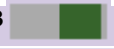
Item	Value	Cov.	Value	Gap	Cov.
Cohort	90	-	4,956	n/a	-
Gender (Boys)	45.6%	100.0%	50.6%	-5.0%	100.0%
SEN Support	3.3%	100.0%	12.4%	-9.1%	98.8%
EHCP/Statement	0.0%	100.0%	0.8%	-0.8%	98.8%
Ethnicity (BME)	91.1%	100.0%	80.3%	+10.8%	98.8%
Language (EAL)	90.0%	100.0%	73.1%	+16.9%	100.0%
Disadvantaged	28.9%	28.9%	44.5%	-15.6%	44.6%

ATTAINMENT & ASSESSMENTS

Subject	Level	Shaftesbury Primary School (2064) Value	Local Authority - Newham Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	88.9%	72.6%	+16.3%
	GDS/High Score	20.0%	14.9%	+5.1%
Reading	≥Exp.Std.	93.3%	77.6%	+15.7%
	High Score	36.7%	30.2%	+6.5%
Writing (TA)	≥EXS	91.1%	81.8%	+9.3%
	GDS	33.3%	25.5%	+7.8%
Maths (test)	≥Exp.Std.	94.4%	84.5%	+9.9%

	High Score	38.9%		36.9%		+2.0%
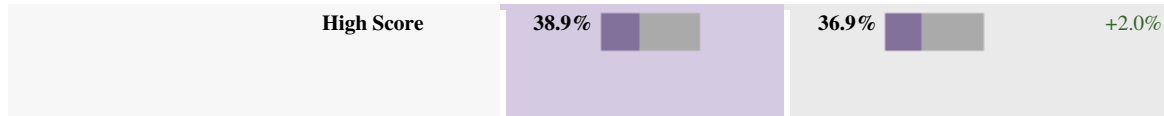
PROGRESS

Subject	Level	Shaftesbury Primary School (2064)		Local Authority - Newham		
		Value		Value		Gap
Reading	Avg. Prog. Score	4.2		1.9		+2.3
	Conf. Int.	±1.4 +2.80 to +5.60		±0.2 +1.70 to +2.10		n/a
Writing	Avg. Prog. Score	3.8		1.9		+1.9
	Conf. Int.	±1.3 +2.50 to +5.10		±0.2 +1.70 to +2.10		n/a
Maths	Avg. Prog. Score	4.3		2.7		+1.6
	Conf. Int.	±1.2 +3.10 to +5.50		±0.2 +2.50 to +2.90		n/a

Shaftesbury primary: absence and exclusions

Total absence

Legend: Shaftesbury, Newham, England

2017: 3.4, 3.9, 4.0
2018: 3.8, 4.3, 4.0
2018/19*: 3.6, 4.1, 4.1

Persistent absence

2017: 4.9, 9.8, 8.3
2018: 8.3, 9.0, 8.7
2018/19*: 10.4, 10.8, 8.5
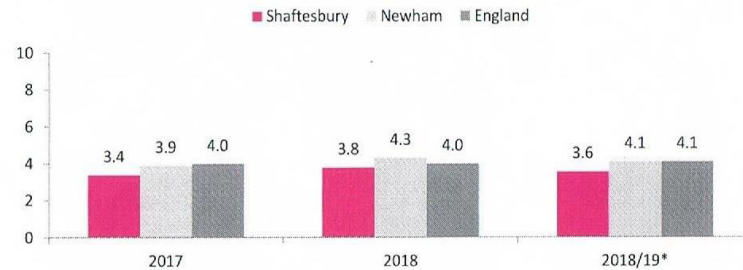
Absence by reason (%)*

	Authorised%		
	School	Newham	England
Illness	61	53	58
Medical	5	5	5
Religious	0	1	1
Holiday	2	1	2
Exclusion	0	0	1
Other	2	3	6

	Unauthorised%		
	School	Newham	England
Holiday	20	13	12
Late	0	1	2
Other	6	22	13
Not yet provided	3	1	1

These tables show the contribution that each absence reason makes to the total absence rate

*Absence data for 2018/19 is for the autumn term

Absence by pupil characteristics, autumn term, 2018/19

		Cohort	Total absence		Persistent absence	
			School	Newham	School	Newham
	All pupils	549	3.6	4.1	10.4	10.8
Gender	Girls	274	3.7	3.9	10.6	10.1
	Boys	275	3.4	4.3	10.2	11.4
FSM	Non-FSM	467	3.6	3.8	10.9	9.8
	FSM	82	3.3	5.3	7.3	15.0
EAL	EAL	485	3.5	3.8	10.5	9.7
	Non-EAL	64	3.8	4.8	9.4	13.3
SEN	No SEN	498	3.2	3.5	8.2	8.3
	SEN Support	30	5.9	5.9	23.3	17.1
Ethnicity	EHC Plan	2	1.8	9.5	0.0	28.6
	White British	3	0.6	6.8	0.0	20.3
	Irish	0		8.2		21.1
	Gypsy Roma	0		13.2		35.2
	Irish traveller	0		11.1		50.0
	Other white (incl. European)	33	4.0	5.0	12.1	14.1
	White and Black Caribbean	1	0.0	6.1	0.0	17.4
	White and Black African	0		4.2		12.6
	White and Asian	0		3.9		11.7
	Other mixed background	8	4.9	4.6	12.5	11.3
	Black Caribbean	3	1.4	4.9	0.0	13.9
	Black African	25	2.4	2.7	12.0	5.8
	Other Black background	8	4.7	3.4	12.5	9.2
	Indian	167	3.4	3.6	9.6	9.0
	Pakistani	98	4.2	4.4	10.2	11.3
	Bangladeshi	156	3.6	3.9	12.2	9.9
	Other Asian background	12	3.5	3.0	0.0	7.3
	Chinese	0		1.5		3.3
	Any other ethnic group	25	2.9	3.8	8.0	9.4
	Unclassified	10	3.6	4.9	10.0	15.0

Permanent and fixed-period exclusions 2016-17

	Count	School %	Newham %	England %	Compare
Permanent	0	0.0	0.0	0.0	
Fixed-period	0	0.0	0.5	1.2	
1+ fixed-period	0	0.0	0.3	0.6	

Shaftesbury primary: one-page summary and trends

Context & absence

Total school roll	665	% Girls	49	% Total absence	3.6	Perm. Exclusions	0
Age-range	3-11	% FSM6	22	% Authorised absence	2.3	Fixed exclusions	0
Ofsted grade	Outstanding	% SEN	6	% Unauthorised absence	1.2	1+fixed excl.	0
Inspection date	09-03-2016	% Mobility	26	% Persistent absence	10.4		

Absence data is for the Autumn term 2018   *Exclusion data is for the 2016-17 school year*

Key stage 2

Attainment % exp+	2017	2018	2019	Trend	Rank in Newham
R+W+M	87	91	90		8th
Reading	87	94	94		6th
Writing	98	92	92		10th
Maths	98	94	96		8th
GPS	94	93	94		11th

Progress	2017	2018	2019	Trend	Rank in Newham
Reading	4.0	4.3	4.1		8th
Writing	6.7	4.1	3.8		10th
Maths	6.8	4.5	4.3		17th

Reading progress	Writing progress	Maths progress
Well above average	Well above average	Well above average

Key stage 1

Attainment %exp+	2017	2018	2019	Trend	Rank in Newham
R+W+M	78	79	84		6th
Reading	82	87	85		9th
Writing	81	81	84		6th
Maths	83	85	86		10th
Science	85	85	85		18th

Attainment %gtr dth	2017	2018	2019	Trend	Rank in Newham
R+W+M	17	17	19		24th
Reading	37	25	26		34th
Writing	24	23	22		24th
Maths	27	32	33		15th

Phonics

Attainment	2017	2018	2019	Trend	Rank in Newham
Year 1	91	91	92		12th
Average points	35.0	35.3	35.9		16th

Phonics banding (%)	A/D	0-7	8-15	16-23	24-31	32+	%Wa
All	0	2	2	0	3	92	92
Girls	0	3	0	0	8	90	90
Boys	0	2	4	0	0	94	94

EYFSP

Attainment	2017	2018	2019	Trend	Rank in Newham
Good level of devel.	85	82	81		17th
Total points score	39.7	36.2	38.2		6th
Prime goals	85	84	81		27th
Specific goals	78	82	84		12th
All learning goals	77	82	81		15th

Area of learning	2017	2018	2019	Trend	Rank in Newham
Comm. & language	85	86	81		33rd
Physical dev.	92	91	94		9th
PSED	91	89	91		7th
Literacy	86	83	84		14th
Mathematics	89	84	85		19th
UtWorld	80	87	88		14th
Expressive arts	94	92	91		19th

NOTE: All rank positions are based on provisional 2019 results

School Development Plan 2019-20

School Self-Evaluation

Quality of Education

Intent

- leaders have constructed and evolved a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. Leaders create a culture of extremely high ambition where staff, pupils and their parents are highly valued. Respect and a fervent desire to ensure that everyone succeeds are at the core of the school's work.
- Shaftesbury's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- Shaftesbury has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs.
- learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, 'specialising' only when necessary.

Implementation

- teachers have good knowledge of the subjects they teach. Leaders provide effective support for those teaching outside their main areas of expertise. The Boleyn Trust also supports the professional development of teachers at the school, including trainees and those new to teaching, extremely well. This has had a major impact in helping teachers to develop top-quality practice quickly. Leaders at all levels work closely with their counterparts in other schools to share best practice and participate in high-level training opportunities. These arrangements are mutually beneficial and have ensured that both

the effectiveness of leadership and the quality of teaching are outstanding. Teachers and other staff feel so well supported that staff retention is high.

- teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.

- over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

- teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners.

- teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- a rigorous approach to the teaching of reading develops learners' confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge.

- learners are taught a wide range of subjects which are presented in a lively fashion. Each new topic across the school, including in the early years, is introduced by pupils sharing what they already know and what they would like to find out. Additionally, learning is enriched by many visits such as to museums, city farms, the theatre and places of worship. As a result, pupils immensely enjoy their learning, enthusiastically finding out new things and gaining a broad range of skills, knowledge and understanding.

- Spiritual, moral, social and cultural development is strongly promoted, particularly through the school's values and the 'Shaftesbury Pledge' which are both underpinned by British values of tolerance, democracy and the rule of law.

- Leaders make sure that teachers across all year groups, from the early years upwards, consistently apply the school's marking and feedback policy. Teachers tell pupils what they have done well and set a `next step' task. This makes a very strong contribution in helping pupils to learn from their mistakes.

Impact
-learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests.
- learners are ready for the next stage of education. The large majority of our year 6 pupils read widely and often, with fluency and comprehension.
- Leaders are committed to inclusion and equality of opportunity. They lead their teams to ensure that any pupil and, as appropriate, their family, is extremely well supported to overcome any barriers to learning, personal development, good behaviour or attendance. As a result, behaviour and pupils' outcomes are outstanding. High levels of aspiration lead to pupils being inquisitive, ambitious and having a hunger for learning.
- Teaching is outstanding and ensures that pupils make rapid progress in their learning.
- Teachers work very effectively together in planning lessons, sharing ideas and discussing how they can keep on making learning even better for their pupils. Teachers use assessment information well to target work to meet the range of needs in their classes, including those needing additional support and the most able. As a result, they plan a wide range of activities that keep pupils engaged, hold their attention for extended periods of time and ensure that pupils are highly successful learners.
- Leaders make extremely good use of the pupil premium funding to provide additional support to help disadvantaged pupils make rapid progress. They not only catch up with their classmates but make faster progress than other pupils nationally.
- Primary sports funding is used very well to support pupils' physical development. Leaders hire specialist teachers and sports coaches to support teachers in school and to run a range of sports-related clubs. These include handball, gymnastics, multi skills, dodge ball and cheerleading clubs. In addition, the funding supports participation in sporting competitions with teams from the school participating in local tournaments.

- Parents are positive about all aspects of the school's work. They are offered many opportunities to learn things for themselves and about how to support their children. These include English and Mathematics classes, parenting classes, workshops on internet safety and support in accessing health facilities.

Action Plans

Academic Year: 2019/2020 Term: Autumn		SDP Priority Letters: 1, 2, 4, 5					
Key focus: RWI & English in EYFS and KS1							
Plan completed by: Karolina Kicman Role: EYFS & KS1 English Co-ordinator/AHT							

	Objectives	Success Criteria	Autumn Action to be Taken	Led By	Costing	Resource Type	Monitoring	Evaluation
1	Sustain and raise attainment and pupil progress in the core and foundation subjects by coordinators forming focused action plans in order to resource subjects effectively and by refine teachers practice through monitoring, CPD opportunities and appraisal; so that 100% of lessons observed, are consistently good and better by year's end..	100% of lesson observed are good or better	1) Train TAs on building the culture of reading and developing children's comprehension – monitoring the reading diaries and guided reading notes 2) Train teachers on effective teaching of Reading and Writing – Inset 2/9/19 3) Embed spelling program in Years 1 and 2 and monitor	1) KK 2) KK 3) KK 4) KK	3) 1 year subsription £138	-Reading diaries - Spelling resources, e.g. spelling lists, spelling tests - RWI teaching resources incl. RWI learning areas	-Monitor Reading folders fortnightly – KK & JO including the level of progression in learning the high frequency words -fortnightly monitoring of planning for English / book scrutiny -Termly monitoring of English lessons (one T per year group per half term.) -weekly RWI monitoring and team-teaching in EYFS / KS1	

2			the outcome weekly – highest scores to be recognised and awarded every term 4) embed the Handwriting scheme in Y1 and Y2				- support teachers during their PPA time to plan English lessons according to MTPs	
2	Continue to provide professional development opportunities for all class teachers and support staff in Ruth Miskin's RWI and reading CPD so that we achieve an improved whole school programme to underpin Shaftesbury's English Curriculum so that 90% of year 1 achieve 'working at' in Year 1 phonic test	95% at PSC in Y1 100% at PSC in Y2	1) Attend RWI cluster meetings to stay updated on new / improved teaching strategies 2) Support RWI practitioners across the school – in school workshops 3) Informal/individual training for KS2 support staff to run RWI intervention sessions 4) Identify Y1	1) KK 2) KK 3) KK 4) KK 5) KK 6) KK & JO	n/a	- Assessment resources, - RWI learning aids	-Modelling and coaching sessions for staff new to RWI - running 1:1 Phonics tuition in prep for PSC – KK (Autumn 2) - modelling of teaching handwriting in EYFS using the RWI strategies to reinforce the correct orientation of letters– Phase meetings + PPA meetings - CB to run the Phonics re-sit group	

and 100% of Year 2 'Shaftesbury children'. Some SEND children and some very newly arrived, would be the only groups that we would expect not always to reach age related outcomes by the end of year two.		pupils for one-to one tuition in preparation for PSC and start sessions in Autumn 2 5) Regular RWI assessments to maintain the accelerated progression in reading 6) RWI workshops for parents (EYFS & Year 1)					
3	Support newly admitted children who have fallen behind their peers in reading to make accelerated process.	MPE to achieve ARE at the end of the year	1) Identification of children newly admitted to Shaftesbury / assessment of the level of their phonics and reading 2) training JB to deliver RWI programme to MPE 3) CTs and TAs to	1) KK/JB 2) KK / JB 3) whole staff	n/a	- RWI assessment resources - Comprehension scheme resources	- assessing newcomers and forming groups for reading intervention - half-termly assessment of progression in phonics and reading - modelling to and observing JB deliver the scheme

			read with the lowest 20% at least twice a week					
4	Improve the achievement of 'disadvantaged' children through focused and sequential teaching to attain a deeper understanding in reading, writing and mathematics, so that all children, with the exception of some SEND children and some who are very newly arrived, are achieving consistently at and above national norms.	'disadvant aged pupils' to achieve ARE+ in YR, Y1 and Y2	1) RWI set in Y2 for accelerated progress of children who have fallen behind in reading and writing 2) RWI sets in Y1 with focus teaching 3)Identification of pupils for focus teaching in class	KK	n/a	-RWI resource s / teaching strategi es - MTPs with focus teaching	- KK to teach RWI set in Y2 to improve the achievement of pupils who have fallen behind in reading and writing - coaching / team teaching of the RWI groups in Y1 -tracking the progress of the 'disadvantaged' pupils on a half-termly basis/ intervention in place when necessary	

Academic Year:2019/20 Term: Autumn 2019		SDP Priority Letters 1, 2, 5
Subject Area: English KS2		
Plan completed by: Nick Jones Role: English Coordinator		

	Objectives	Success Criteria	Action to be Taken	Led By	Costing	Resource Type	Monitoring	Evaluation
1	Sustain and continue to raise attainment and pupil progress in English	Children are making good to accelerated progress in all year groups. Children are on track to reach or exceed end of year expectations. Pupils in Year 6 attain 95% or more at age related expectation.	Whole school INSET on word class in writing. KS2 INSET on importance of high quality reading teaching. Book monitoring across KS2 focusing on quality of: Presentation Vocabulary use Sentence structure Grammar usage related to WALT	NJ	N/A	NJ will support during management time with planning, teaching and group work.	A sample of children's books will be monitored for the rest of the academic year to ensure progress is being made and assessment is accurate. Liaise with class teachers and monitor planning.	
2	Focus on supporting the lowest 20% of readers to become confident, fluent	Lowest 20% of children identified and included into appropriate	Teachers to identify lowest 20% or readers using the Pupil Performance tracker. These children are listened	NJ	N/A	NJ will support during management time with	A sample of children's books will be monitored for the rest	

| readers. | intervention groups.

Intervention groups carrying out synthetic phonics where necessary.

Accelerated progress of lowest 20% | to read by their teacher and a member of support staff twice a week.

RWI intervention groups are carried out daily for those children who require synthetic phonics.

Year group 'Reading Buddy' sessions weekly where lower ability children will read with higher ability children from higher year groups.

Teachers will be reading at least 15minutes of their class reading books daily. | | | identifying children and organising intervention groups. | of the academic year to ensure progress is being made and assessment is accurate.

Highlighted children will be heard read twice a half term by class teachers. Comments and targets recorded in reading diaries.

Liaise with class teachers and monitor | |

						assessment.	
3	Continue to improve the children's presentation in their English Books – especially focused on handwriting.	Children are clearly taking pride in their learning. Children are able to join their handwriting. Majority of children using handwriting pens. Teachers are providing appropriate next steps in children's books when marking. Pupils are responding to marking.	Support teachers using efficient modelling. Adapt guided reading sessions to ensure that each lesson has a handwriting focus included. Teachers and other staff members using joined handwriting when modelling.	NJ	N/A	NJ will support during management time with modelling.	Pupil book scrutiny as part of the monitoring schedule. Liaise with class teachers and monitor planning.	
4	Review and develop the existing KS2 English Curriculum focusing on:	All core texts suit the school's culture capital theme.	+ Teacher and pupil voice collated regarding enjoyment and understanding of text and	NJ	N/A	NJ will carry out audit during Management	Assessment carried out in the Autumn term	

| | Intent, Implementation and Impact. | Spellings are taken from the National Curriculum with an edited version including high frequency words in Year 3.

Weekly structure is analysed and amended where necessary (especially in Year 6).

Shared reading used instead of Guided Reading. | quality of learning gained.

+ Review spellings used on mid-term plans. Cross reference with National Curriculum statutory requirements. Include HF words building on from Year 2 in Year 3.

+ Teacher audit regarding clear learning journey across the weekly lessons.

+ On Monday of shared reading, key vocabulary explained and recorded in order to allow children better access to text/extract. | | | Time | regarding all noted points.

Fortnightly review of shared reading in year groups. | |

Academic Year: 2019-20 Term: Autumn 2019			SDP Priority numbers 2, 4, 5				
Subject Area: SEND							
Plan completed by: Genty				Role: SENDCo			

	Objectives	Success Criteria	Action to be Taken	Led By	Costing	Resource Type	Monitoring	Evaluation
1	SENCo to ensure that all children with SEN/EAL SEMH are differentiated for **To continue**	Highlighted (G&T, EAL, SEN, BED, FSM/PP) and be aware of their individual needs and share with staff	Print the SEN register, G&T register, EAL, PP, highlight SENK support children with EHC plans and prepare IPs. Engage specialists to support planning.	SENCo		Planning sheets, resources to fit planning.	Monitor planning for chns individual needs showing differentiation with DHs	
2	To use the school's current data to track children's progress	Highlight and track individual chn who are	Use the data analysis from assessment and	DHTs, SENCo and		Provision map for intervention	Look at teacher /test assessments	

				CTs		support	and compare data between the groups and measure progress.	
	within R with the focus on improving the ability of the disadvantaged/weakest 20% in reading.	becoming stuck or making slow progress	highlight progress and areas of further intervention support					
3	To use the MAPP system only for SEN pupils off NC.	School will be able to show the data set in a formal format. SENDCo to buy in software and then roll it across the school.	GO to liaise with CL GO to liaise with Assessment coordinator GO to attend MAPP training	GO		NCT Photocopying Computer time	SENDCo to update	
4	Organise training for TAs and when available to Class Teachers. This training will be based on the needs we have in school. **To continue**	SENCo to ensure all SEN or medical conditions are known by all staff and for them to be given the tools to plan and teach these children.	Insets and training set up with JO. Organise outside specialists to come in. Set up room and resources as	SENCO and DHT		Training Specific insets/sessions allocated for training.	To audit needs and set up training. Evaluate training with TAs and CTs. Can any be added to action plan?	

			required.					

Academic Year:2019/20 Term: Autumn 2019			SDP Priority Letters 1, 3					

Subject Area: Maths KS1

Plan completed by: Carrie Ann McDonnell **Role**: Maths-coordinator

	Objectives	Success Criteria	Action to be Taken	Led By	Costing	Resource Type	Monitoring	Evaluation
1	Sustain and raise attainment and pupil progress in mathematics	Children are making good to accelerated progress in all year groups and are on track to reach or exceed end of year expectations. Pupils in Year 1 and 2 attain 90% at age related expectation.	• Re-write all medium term plans (MTP Year 1 - 3) to incorporate focus on vocabulary, rehearsal and memory MTPs will have a focus on language structures, examples of varied questions (ABCC+) with speaking	AB	N/A	MTP plans	For quality assurance, data and a sample of children's book will be monitored for the rest of the academic year to ensure progress is being made	

| | | 30% of pupils in Year 1 and 2 achieve greater depth. | frames provided for children to ensure oral reasoning.

New MTPs will include teaching of reading through mathematics through storytelling in maths which will support reasoning questions.

• Support teachers who are new to year groups (Y1) and NQT (Y2) through team teaching and planning.
• Whole school approach on teaching maths, teachers to use the same vocabulary from EYFS – Y6. Teachers to plan activities that | | | | and assessment is accurate.

Liaise with class teachers and monitor planning. Data at the end of Autumn term. | |

				AB	N/A	N/A		
			provide challenge on application and reasoning questions.					
2	Create further opportunities for children to develop their mental and written recall of number.	Children are making good progress in confidently recalling number facts.	• MTPs have daily mental oral starters which focus on number and times tables (5mins each) • Mental maths slots weekly focus on number	AB	N/A	N/A	Checking planning and flipcharts to ensure this is being taught daily. Monitor number during assessment week.	

Academic Year:2019/20 Term: Autumn 2019		SDP Priority Letters 1, 3	
Subject Area: Maths KS2			
Plan completed by: Alma Begum		Role: Maths-coordinator	

	Objectives	Success Criteria	Action to be Taken	Led By	Costing	Resource Type	Monitoring	Evaluation
1	Sustain and raise attainment and pupil progress in core subjects by coordinators forming focused action plans in order to resource subjects effectively and by refine teachers practice through monitoring, CPD opportunities.	Children are making good to accelerated progress in all year groups and are on track to reach or exceed end of year expectations. Pupils in year 6 attain 95% or more at age related expectation. 35% of pupils in year 6 achieve greater depth.	Re-write all medium term plans (MTP) to incorporate vocabulary; teachers will focus on the importance of rehearsal and memory in maths teaching. Each lesson will have a quick re-cap of prior learning. MTPs will have a focus on language structures, examples of varied questions with speaking frames provided for children. New MTPs will include teaching of reading through mathematics through storytelling in maths which will support reasoning questions.	AB	N/A	MTP plans	For quality assurance, data and a sample of children's book will be monitored for the rest of the academic year to ensure progress is being made and assessment is accurate. Liaise with class teachers and monitor planning.	

| 2 | Sustain and continue to raise attainment and pupil progress in mathematics. | Children are making good to accelerated progress in all year groups and are on track to reach or exceed end of year expectations. | Through INSET week commencing 2/9/19 training will be provided to:

Whole school approach on teaching maths, teachers to use the same vocabulary from EYFS – Y6. Teachers to plan activities that provide challenge on application and reasoning questions.

Whole school INSET Autumn- CPD story telling in maths- preparation for money week in October.

Support teachers who are new to year groups (Y6) and NQT (Y5) through team teaching and planning. | AB | N/A | N/A | To monitor the progress of children – progression week. Check sample of work during management time.

Data at the end of Autumn term. | |
| 3 | Accelerate children's acquisition of times-table | 90% of year 4 children will pass their multiplication | Incorporate new format of teaching where times tables will be taught daily in addition to mental | AB | N/A | SD (HLTA) | To monitor the progress of children – through | |

| knowledge, so that the large majority of children know their times-tables by the end of year 4. | test in June 2019 (data is published). | starters.

Focus on practising times tables during computing lessons through the use of purple mash.

SD to continue with knights of the times tables. In addition, interventions will be in place weekly for those who need them. | | | | discussion with SD. Monitor tests being completed weekly. | |

Academic Year: 2019-20 Term: Autumn 2019				SDP Priority numbers *1 3 4*				
Subject Area: Computing								
Plan completed by: Tom Turner					Role:			
	Objectives	Success Criteria	Action to be Taken	**Led By**	Costing	Resource Type	Monitoring	Evaluation
1	Sustain and raise attainment and pupil progress in computing by resourcing lessons effectively and by	By year's end, 100% of computing lessons observed will be good or better and children's	Monitoring of computing lessons to be undertaken on a year group per	TT	N/A	Teaching and learning	TT	

	refining teacher's practice through monitoring, CPD opportunities and appraisal; so that 100% of lessons observed, are consistently good and better by year's end.	outcomes will be improved upon last year.	half term basis. Children's completed outcomes to be assessed against success criteria of the curriculum.					
2	Prepare children for the computerised testing of times tables in year four by allowing starter activities during computing lessons to focus on the 'PurpleMash' timestables test simulator and other related times tables activities.	Alongside tier one maths teaching, the use of cross curricular times tables practise should result in the majority (90%) of children in year 4 passing their tables screening test. This may take more than one academic year to become apparent, as children will	5 minutes of computing lessons to be allocated to starter activities during computing lessons. Children to be given multiplication activities via '2Dos' on	Class teachers	Annual subscription to PurpleMash	digital	TT	

		need time to adjust to the computerised testing.	PurpleMash.					
3	Provide CPD training on a one to one basis for staff in use of new Interactive boards in order to allow the many benefits of their use to be explored. All staff to feel confident using the new technology on offer and to be able to share their knowledge with their support staff.	All lessons taught using Interactive boards will incorporate their advanced technology to improve upon teaching & learning and the children's engagement in the lesson.	Staff to be approached in person and via email asking if they need a booster course for their new boards. If the need is great, professional CPD will be sought, if possible I will advise on a personal level and direct teachers towards useful resources.	TT	N/A	Staff support	TT	

| 4 | Children will be able to complete their 2Dos (work set on PurpleMash to be completed at home or outside of school time) with little teacher input. As all tasks have clear written instructions and tutorials, this will ensure a high level of reading ability and comprehension. My hope is that these online interactions will motivate our slower readers to practise more and to apply their skills to complete the tasks independently. | All 2Dos completed at home to be of a high level, showing excellent reading comprehension from all children. Children in KS1 will have the additional help of video tutorials to explain tasks.

Less able readers will show more motivation towards reading and will make accelerated progress throughout the year. | Teachers to set 2Dos once a week to complement their computing curriculum. Children to independently complete the tasks at home, showing good reading comprehension and understanding. | TT and class teachers | Annual subscription to PurpleMash | digital | TT and class teachers | |
|---|---|---|---|---|---|---|---|---|

Academic Year: 2019-20 Term: Autumn 2019		SDP Priority numbers

Subject Area: Science								
Plan completed by: John Everard					Role: Coordinator			
	Objectives	Success Criteria	Action to be Taken	Led By	Costing	Resource Type	Monitoring	Evaluation
1	Ensure that target cards are filled out competently.	Adapt curriculum target cards to ensure they are easier and quicker to navigate and assess. As a result, this will allow teachers more time to provide action points that are fit for purpose.	Adjust cards so that they provide a key system which means teachers do not have the laborious process of copying out curriculum statements every time they assess a child's progress. In addition, a proposal of not recording Science during progress week means more time is given over to ensuring cards are comprehensively filled out.	JE	N/A	Revised target cards.	Through book looks it will be clear if teachers are embracing the changes to the target cards and using this to inform their planning. Continuity across the school is the objective.	
2	Parents Workshop	Enhance links with parents and boost the profile of the subject outside of the classroom.	During Science week (March 2020), I will offer a parents workshop where practical investigations/experiments will be carried out that link directly to areas of study (KS1 and KS2).	JE	£200	Resources will be purchased through the Science budget.	I will provide my school contact details and allow parents to communicate with me if they have any	

			Resources and enquiry skills will be provided to help support parents in their ability to assist children outside of the classroom.				questions or queries following the workshop. If the workshop proves a success then follow up sessions will be offered.	
3	Collaborate with other year groups and ensure they are familiar with any changes made to the medium term plans. Place a particular emphasis on supporting NQTs with planning for the subject.	Enquiry allows the children to develop a greater understanding of the applications of science. End of year expectation cards will gauge where the children are and how they are progressing through the term, identifying any areas for improvement.	During the Summer break, I revised the MTPs, so I need to ensure that teachers are familiar with those changes and organise science resources accordingly. I will place emphasis on the equipment being easily accessible. Finally, ensure there are plenty of opportunities in the MTP for 'hands on' enquiries.	JE	N/A	N/A	Book looks will ensure the plans are being carried out effectively and in accordance with the revised MTPs. Furthermore, regular conversations to support and even mentor some NQTs will help ensure that expectations	

							are clear.	
4	Enhance links with other schools or educational institutes.	Forge links with other educational institutes. I will look to establish relations with UCL and hopefully partner with them on their 'Air Pollution Project'.	Contact Professor Andrea Sella from UCL and discuss the valuable experience that this will give children in supporting real-life science experiments carried out by students of Chemistry at UCL.	JE	£200	N/A	Initiate a correspondence with Professor Andrea Sella and discuss the details of this Air Pollution initiative. After this, hopefully start to build awareness around the school and local community.	
5	Collaborate with the English Lead and integrate a sequence of guided	Raise comprehension of the Science	Discuss the prospect with Nicholas Jones and decide how and when this can be incorporated. Furthermore, identify fiction and non-fiction texts that would act as an	JE	N/A	N/A	Book looks and discussions with children to project the 'pupil voice'.	

reading activities.	curriculum through reading. Enhance children's ability to retrieve, infer and deduce where appropriate.	engaging stimulus for the children. Ensure questioning is tailored specifically depending on the year group.			Additionally, discuss any issues with teachers regarding the pitch of the questioning etc…	

Academic Year:2019/2020 Term: Autumn		SDP Priority Letters 1-6					
Subject Area: Religious Education & Collective Worship							
Plan completed by: Tahera Writer					Role: Coordinator		
	Objectives	Success Criteria	Action to be Taken	Led By	Costing	Resource Type	Monitoring	Evaluation
1	Priority 1, 2,5	All RE schemes developed, reviewed and distributed; ensuring sequential teaching, progression skills are covered. High quality teaching and	TW to review and develop schemes Ensure a starter,	TW		Time Texts	GH, JO, CM JO, TW	

		learning of RE taking place in all classrooms- ensure texts/religious stories are available for reading during lessons	vocabulary/ Language, religious stories/texts is embedded in the teaching and is visible in the RE flipcharts			available on websites provided and in resource room	
		To include current affairs Book monitoring and feedback to teachers	Book monitoring Feedback from SLT/teachers TW to distribute			CM/TW TW	
		Assessment grids/progression skills to be completed by each class at end of each term Place of Worship visits allocated according to topic for that half term and organised for each year group Provide access to teachers- Database of all approved 'Places of Worship' details	Liaise with relevant year group and CM Review curriculum Map; ensure each year groups has a different place of				

			worship so that all are covered by end of year 6					
2	Priority 1, 2, 5	All **resources** organised, labelled and ready for use **Artefacts** – concrete objects for children to explore especially MPE children NQTs- support and guidance	Keep resource room organised- move to a more accessible area Email staff about available resources/updates .	TW JO	-	Time	GH, JO, CM	
3	Priority 1,2	MTP for **assemblies and Collective Worship** developed and evaluated using the curriculum map (topic), current affairs (immediate issues). Distributed to teachers Ensure all year groups get opportunity to perform one **special assembly- Celebrations** Update **assembly theme and rota** each half term	Email coordinators for special days/themes/curr ent affairs Email teachers- dates for performances, support Display in staffroom and	TW	-	Time	GH, JO, CM, TW JO, TW	

			email all teachers					
		Quote of the week for each half term for CW	Thought of the week 'thought bubble' to be displayed in all classrooms				TW	
4	Priority 1,2	**Portfolio** of children's work collected and collated. Have evidence of LA, A and MA final piece of work. Work to be analysed to identify areas for development	Collect children's work of all abilities Evidence of special assemblies- photos	TW	-	Portfolio Time Monitoring time	GH, JO	
5	Priority 1	RE celebration of good work on **display** in communal area in school	Update RE display Develop RE progression board to celebrate good work	TW	-	Time	TW JO, GO	
6	Priority 1	**Special visitors- whole school** • Faith in Schools Speakers from Different Faiths	Organise for each year group- taking into account dates/SATs/othe	TW		Time	GH, JO,	

		r events/timings					

Academic Year: 2019-20 Term: Autumn 2019		SDP Priority numbers 1, 2 and 4					
Subject Area: History							
Plan completed by: Sally		Role: History Coordinator					
	Objectives	Success Criteria	Action to be Taken	Led By	Costing	Resource Type	Monitoring	Evaluation
1	To monitor History lessons though a History monitoring timetable each half term. **SDP priority 1 and 4**	To carry out scheduled lesson observations.	-To create a timetable - To inform teachers of observations -To take action on what went well or what could be improved.	SB	NA	Observation forms	SB	
2	To create a Remembrance Day large display in a common area (parents	Gather resources Create a design Get the whole school involved	-Inform all classes of their involvement in creating an artistic display	SB	£0-£50	Card	SB	

			-put up the display in the parents lobby					
3	To obtain feedback from teachers through hard copy annotated MTPs handed out before each module. **SDP priority 1 and 4**	Use updated MTPs to give to teachers for feedback	To give hard copies of the MTPs to teachers for them to annotate on what went well and what could be improved.	SB	NA	MTPs	SB	
4	To provide a rich variety of reading materials for teachers and students to use during lessons and outside of lessons (at home, fruit times, independent reading) to enhance vocabulary, reading skills, enthusiasm and learning of the subject and cross-curricular links. **SDP priority 2 and 4**	Create a variety of different rich resources. Enable cross curricular links through reading.	Fill out an order form Cross reference with MTPs on necessary resources. Talk to teachers about reading/providing texts outside of History lessons as well as during the lessons.	SB	£0-£400	Books	SB	

Academic Year: 2019/20		SDP Priority Letters
Term: Autumn 2019		1, 2

Subject Area: Design and Technology	
Plan completed by: Mariyam Mani	Role: DT Coordinator

	Objectives	Success Criteria	Action to be Taken	Led By	Costing	Resource Type	Monitoring	Evaluation
1	**Sustain and raise attainment and pupil progress in DT**	• All children make progress across the term in DT. • Work is recorded in books where stated and progression is clear.	• Track children's work and the progress that they make across the term. • Monitor DT lessons (Year 3 and 4).	MM	N/A	N/A	MM	
2	**Promote reading and writing in DT**	• Children begin to understand DT vocabulary and use them when producing written work. • Children to use their writing skills when planning and evaluating.	Monitor DT lessons and DT books across the term.	MM	N/A	N/A	MM	

		Objectives	Success Criteria	Action to be Taken	Led By	Costing	Resource Type	Monitoring	Evaluation
3		**To resource all schemes for this academic year**	Schemes for Autumn, Spring and Summer to have fully stocked topic boxes ready to be used by each year group.	Make a stock list of current resources. Order new resources. Check budget and re-organise DT room.	MM	£1500	N/A	MM	
4		**Create a DT portfolio**	Begin to collect children's work from across the school to monitor progress.	Collect work from 1 MA child in each year group form across the school, showing their progress across the year.	MM	N/A	N/A	MM	

Academic Year: 2019-20 Term: Autumn 2019		SDP Priority numbers 1 and 2							
Subject Area: FL									
Plan completed by: Catherine Cambanakis			Role: Subject coordinator						
		Objectives	Success Criteria	Action to be Taken	Led By	Costing	Resource Type	Monitoring	Evaluation

1	**Establish whole school learning of Mandarin**	Lessons will be carried out and Children will record lessons (KS2 upwards) or demonstrate learning through audio recordings		CC	GH	Teacher created resources for teaching and learning	Book look and planning sessions with Mandarin teacher.	
2	Raise the profile of Language learning, especially Mandarin	Mandarin will be displayed in school public areas as well as classrooms. Children will demonstrate engagement in Mandarin lessons through 'pupil voice' and learning walks.	Support teachers in creating displays. Invite New Year Show performance for intercultural understanding.	CC	£350	Theatre Displays	Learning walk	
3	**Begin to establish all children in the school as foreign language speakers and learners**	Children will be able to share home languages in the classroom and show pride in FL speaking.	Publish 'language of the month' on website. Set competition for European Languages day for all to be involved	CC	£150	Displays and prizes	Learning walks	

Academic Year: 2019-20 Term: Autumn 2019			SDP Priority numbers 1 and 2				
Subject Area: Geography							
Plan completed by: Catherine Cambanakis			Role: Subject coordinator				
	Objectives	Success Criteria	Action to be Taken	Led By	Costing	Resource Type	Monitoring	Evaluation
1	**Sustain and raise attainment in Geography through a focus on memorable teaching**	Recorded lessons will be varied Flipcharts and resources will be updated	• Inset delivered to teachers in Autumn 2 or Spring 1 • Attend Network meeting to share good practise • Create topic boxes in order to improve resources for lessons	CC CL	0	Teaching and learning resources, created by myself and teachers		
2	Secure children's locational knowledge in a progressive curriculum	Children will recap and build on location knowledge from their previous year's learning	• Create more geography starters that revise prior learning • Plan for Geography Bee in Spring	CC	£50	For trophies and prizes		
3	**Create opportunities for children to develop their** reading	Sets of books and Geo magazines will be used and chosen by children to	• Purchase subscription for National Geographic Kids available in the school library and other	CC	Up to £200	Books and magazines		

	Academic Year: 2019/20 Term: Autumn 2019				SDP Priority Letters A, D			

	through non-fiction	support their reading in intervention and at home.	Geography readers for group interventions					

	Subject Area: Art							
	Plan completed by: Raheen Saiyed				Role:			
	Objectives	Success Criteria	Action to be Taken	Led By	Costing	Resource Type	Monitoring	Evaluation
1	To ensure units that are being taught include research lesson which involves reading about topic and noting key vocabulary.	Research lesson is planned into all news edited schemes of work	Monitor book work across year groups when gathering evidence	RS	NA	Art club out comes Art resources	As over	
2	Ordering resources for Autumn and rest of 2019/20	Resources available to teachers for lesson plans. General Art resources available in the school	Put in order by 5th October	RS	Budget £1500	Schemes of work	Weekly check to see being used appropriately	
3	To record progress and monitor art books in y6.	Photocopy work from all year group Book look Observe lesson	Samples of work to be taken from all year groups to judge the progression throughout the school, and progress in	RS	NA	Childrens work, Feed back from teachers	As over	

			individual classes.					

Academic Year:2019/2020 Term: Autumn 2019			**Shaftesbury Primary School Growing together**	SDP Priority Letters 2				
Subject Area: Music								
Plan completed by: BB					**Role**: Coordinator			

Objectives	Success Criteria	Action to be Taken	Le d By	Costing	Resource Type	Monitoring	Evaluati on
1. Improve the achievement of all pupils including SEND AND 'disadvantaged' children through focused and sequential teaching in Music.	Children will progress, enjoy and look forward to their music lessons. Progression of Music skills will be clear throughout the school. Children will have the opportunity to learn a musical instrument and have a chance to take part in out of school performances.	All the teaching staff to use Charanga to teach music effectively, weekly. A Choir Club as well as an Instrument Club as after school activities led by professional teachers. To hire a Music Tutor to teach instruments in the After School Club. The opportunity to a	BB JB BB	Approx £ 500 to pay the music Instrument tutor. £2400 Young Voices show – this includes preparations costs, the YV's T-shirts' cost, coach cost, tickets	Human resources to train the chn for the Young Voices' Show, Choir Club and Instrume nt Cluband , Musical instrumen	Review skills for end of term assessment and ensure that teachers complete assessment grids in plenty of time.	Finding how the children and the teacher are getting on with using Charang a.

			significant group of children from Years 4, 5 and 6 to take part in the Young Voices' Show.		cost. 1 club day for the Choir Club £170	ts.		
2	To improve the quality of teaching Music across the school.	Teacher to be more competent on teaching music to the children.	Provide a SPD training at school.	CC	Approx £300 to hire a SPD trainer Approx £1,300 to purchase musical instruments (6 keyboards, 15 keyboard books and 15 practice books 40 recorders + 40 books	SPD slot and preparation time. I would need the computing room and the laptops. Hire a SPD trainer	Use Charnga to monitor/ensure that music is being taught regularly.	

				£270 Charanga Total £4840			
3	Raise profile of Music in school and create greater links with improving children's social and emotional development – in part this can help to improve children's reading (reading and singing lyrics) and parental involvement.	Music will be included in Festival assemblies. Teacher will provide musical link to curriculum areas of their preference. For example, find a piece of music that relates to Henry the Eighth/Tudor Times… in History for a Starter, at least once a term.	Create a Music display in public school area to showcase children's achievements. The children to have the opportunity to play and sing music on Key stage singing assemblies on Wednesdays/Thursdays. Use AOB to encourage the Class Teachers to recognise the importance of being on time for Music assemblies.	CC		Deploy support staff to put up the music display. The school will provide good working microphones and musical instruments.	Ask each year group to fill in musical link so they know when is their turn for their chosen child/children to perform to their KS at the end of the singing assembly. Ask the Music assembly leader to see whether the classes arrive on time.

	Academic Year: 2019-20 Term: Autumn 2019				SDP Priority numbers 1, 6				
	Subject Area: PSHE								
	Plan completed by: Fatima Patel					Role: PSHE co-ordinator			
	Objectives	Success Criteria	Action to be Taken	**Led By**	Costing	Resource Type	Monitoring	Evaluation
1	**Promoting and evidencing pupil progress**	All children make progress across the term in PSHE. Work is to be recorded in books 3 times per half term and the progression should be clear. Children should be able to read their work clearly to the class.	Collect an MA child from each year group's book. Check for assessment purposes and keep as evidence of termly progress.	FP (YEARS 1-6)	N/A	N/A	FP	
2	To ensure all class teachers carry out a vote in the class and assign 2 children to be the JLT's to represent their class.	Liaise with other teachers via email/staff meetings regarding this. Display the JLT	Hold regular JLT meetings, ensure chn know their role. JLT's to be easily identified by their high-vis jackets and	FP (YEARS 1-6)	N/A	N/A	FP	

| | | children of the school on the first wall on the ground floor with self-portraits and labelled JLT children from each class. | badges.

JLT's to report back to their classes with any information spoken about during meetings. | | | | | |
|---|---|---|---|---|---|---|---|---|
| 3 | **Attend meetings/key training sessions relating to PSHE.** | Communicate with other members within the Boleyn Trust with regards to any changes/updates in PSHE/RSE this year. | Sign up to suggested course at Elmhurst Primary School. Attend and report any key information to school.

Include any necessary information for parents meeting in spring/summer term. | FP (YEARS 1-6) | N/A | N/A | FP | |

| 4 | To ensure teachers are aware of any MTP changes/updates this year. | Liaise with other teachers via email/staff meetings regarding this.

Check that MTP's are clear and full of lesson planning guides. Ensure there are cross-curricular referneces in planning – e.g. speakingand listening, reading, science and geography. | Ensure this is being taught correctly as a stand-alone lesson and key areas are discussed.

See if any improvements can be made by receiving feedback from teachers regarding lessons. | FP (YEARS 1-6) | N/A | N/A | FP | |

| Academic Year: 2019-20

Term:

Autumn 2019 | | SDP Priority numbers 6 | | | | | |
Subject Area: Attendance							
Plan completed by: Shahina Hussain Role: Attendance manager							
	Objectives	Success Criteria	Action to be Taken	Led By	Costing	Resource Type	Monitoring	Evaluation

1	To close the gap between the persistent absences identified in the Pakistani, other Black Background and other Mixed Background groups and the rest of the school population.	Increase in % for PA for Pakistani, other Black Background and other Mixed Background groups (Half termly)	• Identify pupils with PA. • Set SMART targets with family and review attendance/tar gets weekly • DSL/FSW to assist family with Early Help if required • DSL to take action with NAM if PA does not increase.	SH	NA	SIMs FSW	Monitor school figures with other schools. (Weekly)	
2	To have a breakdown of attendance by gender, vulnerable groups, FSM, SEN, EAL.	Analyse data on SIMS and attendance reports to support our vulnerable groups Increase in attendance for vulnerable groups.	Set targets with families. Support to be provided to families from FSW – Early help.	SH	None	SIMs FSW	Check which groups are most vulnerable and place provision	

3	Set realistic targets with SLT for whole school attendance.	To reach 96.5% school attendance.	Assemblies Gold medals First day response (admin staff) Fixed penalty notices (DSL and NAM) Holiday in term time (GH and SH Excellent boards Attendance lead to follow up Persistent absences Monitor attendance of all pupils Send letters home and hold meeting with DSL FSW	SH	None	SIMs	Check low and PA and see what school can do to help. Use strategies to Prevent low Absence or PA.	
4	Ensure support is available for parents/pupils with poor attendance and punctuality.	• Parents to be aware that the family support worker is available in school to offer advice and support. • Parents to	• Ensure parents are aware our FSW can provide support, is available in the playground and in school via appointments. • Contact details	SH	None	None	Family support worker register/ Early Help review weekly.	

		meet regularly with FSW	on display in school					

Academic Year: 2019-20 Term: Autumn 2019				SDP Priority numbers 1, 6				
Plan completed by: Shahina Hussain Subject Area: Safeguarding							Role: DSL	

	Objectives	Success Criteria	Action to be Taken	Led By	Costing	Resource Type	Monitoring	Evaluation
1	Complete annual staff training on Safeguarding and provide all staff with a copy of Keeping Children Safe in Education 2019	All staff trained on the different categories of abuse, confident on how to question pupils, record and report a referral. Complete a quiz to show understanding of KCSE 2019	Staff training dates: Teachers- 16.09.19 Support staff – 17.09.19 Middays – 18.09.19 Admin – 18.09.19 Governors – 26.09.19	SH	NA	FLIP ROOM	SAFEGUARDING LEARNING WALK – 25TH September.	
2	Complete safeguarding assemblies for pupils alongside display and	Children can identify trusted adults to talk to	Completed Safeguarding assembly Completed a learning	SH	NA		Learning walk Pupil voice JLT	

	mention the safeguarding box to them	Aware of Child Line number Know to look for posters to around the school (Child Line)	walk – can pupils identify a trusted adult? JLT to have a meeting about which trusted adult they can talk to – go back and share information with their class. (Safeguarding box to be mentioned too)					
3	Organise a coffee morning for parents to know what services are available to them	Parents attend coffee morning to discuss how we safeguard pupils Know services available to them: Domestic violence FGM Child Line NSPCC Prevent MASH NAM	• Promote reading through the creation of flyers Book theatre • DSL to complete a presentation on how we safeguard our pupils/what offer is	SH	NA	NA	Questionnaire feedback from parents	

			available					
4	Organise WRAP session for all staff	WRAP training to be delivered to Teaching staff and Support staff	Organise WRAP training with Ghaffar Hussain – 18th November	SH	NA	NA	Feedback from staff	
5	Rewrite policy and have it ratified by the governors.	To include all the relevant information from NCSB	Policy to be reviewed, rewritten and ratified by governors	SH	NA	NA	Governors	
6	Complete LAC meetings for AUT term	PEP meeting to be completed and funding received.	• Completed Epep form • Liaise with teacher and monitor pupil progress.	SH	NA	NA	Pupil progress Books Funding	
7	Pupils on CP registers to be continuously monitored and reviewed	• Meetings and targets are set for pupils • Follow up from MASH team is completed • No child is to be step down without a	• Completed Epep form • Liaise with teacher and monitor pupil progress.	SH	NA	NA	CP register update Weekly reviews Updates in SLT weekly	

professional's meeting.		

<table>
<tr><td colspan="2">Academic Year: 2018-2019</td><td>School: Shaftesbury Primary</td><td>SDP Priority Number 1</td></tr>
<tr><td colspan="4">Key focus:
Educate pupils/staff/parents regarding online safety</td></tr>
<tr><td colspan="4">Plan completed by: Carrie Ann McDonnell   Role: E-Safeguarding co-ordinator</td></tr>
</table>

	Objectives	Success Criteria	Action to be Taken	Led By	Costing	Resource Type	Monitoring	Evaluation
1	Ensure all teaching and non –teaching staff are aware of how to report any e-safety concerns regarding pupil or adults. All new staff to know who the Online Safety coordinator is.	• Teaching staff and non – teaching staff will be informed by the e-safety coordinator about the reporting procedure. • All new staff to have a copy	Inform teachers and TAs during a staff meeting (first day of school) about the reporting procedure. Inform non-teaching staff about the reporting	Carrie McDonnell	None			Reporting procedure discussed at the beginning of every academic year. New staff are provided with the online safety

		of the policy and any questions will be answered. • All staff to sign AUPs.	procedure. New staff to be given the Online Safety policy.					policy and informed of reporting procedure. Staff have signed AUPs.
2	To raise awareness of Online Safety amongst pupils KS1 and KS2.	• Children can talk about how they can stay safe online – more than one way to report, signed AUPs, attended Online Safety assemblies	Children are taught using updated curriculum – September 2017 Children to read/understand and sign AUP (Acceptable Use Policy) Conduct assemblies in each Key stage 1 and key stage 2 to inform them about E-safety. If teachers	Carrie McDonnell	None	KS1 and KS2 AUP		Children to sign AUPs Spring term (Annually around Safer Internet Day) SID assemblies completed during Safer Internet Week for KS1 and KS2. Online Safety assemblies conducted half termly.

| | | | deliver assemblies support in advance and provide information.

Ensure chn are aware of who the E-safety Coordinator is. | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 4 | To raise awareness of E-safety for parents. | Parents to be aware of dangers and know how to advise/protect their children. | Online Safety drop in sessions for parents 2018/19

Provide Online Safety info on newsletters | Carrie McDonnell | None | ICT suite | | On going |