

SCHOOL IMPROVEMENT PLAN – OVERVIEW

January 2016 to January 2019

OFSTED KEY JUDGEMENT	ISSUES FOR IMPROVEMENT		COST	KEY STAFF	KEY GOVERNORS/ COMMITTEE
	Three Year Target	Development Objectives for January 2018 to January 2019			
1.EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT	Development of subject leadership to ensure consistency across the school. Ensure Governors effectively monitor the work of the school.	<p>1.1 Improve the skills of middle leaders (subject managers) to have an impact on pupil progress and achievement across the school.</p> <p>1.2 Promote the vision and values of the school which are underpinned by fundamental British values.</p> <p>1.3 Ensure the systems developed for Governors to monitor standards across the school are fully embedded and assess the impact of the school improvement plan.</p>		SLT	All Governors Committees
2. QUALITY OF TEACHING, LEARNING AND ASSESSMENT	Ensure all teaching is at least good across the school with many lessons outstanding	<p>2.1 EYFS to provide greater challenge to ensure children make rapid progress from their starting points.</p> <p>2.2 KS1 to ensure the teaching of key skills is evident through the use of quality first hand (where appropriate) and engaging experiences.</p> <p>2.3 KS2 to ensure differentiation provides appropriate challenge to enable children to meet ARE and progress their learning into greater depth.</p>		Teaching staff	Curriculum
3. PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE	Ensure pupil's learning behaviour is outstanding	<p>3.1 Pupils show high levels of independence in their attitude to learning and are proud of their achievements.</p> <p>3.2 Pupils are fully engaged in their learning and able to manage distractions without interruption to their learning.</p> <p>3.3 Ensure all aspects of safeguarding are highly effective.</p>		SLT	Curriculum and personnel
4. OUTCOMES FOR PUPILS	Ensure all pupils including groups of pupils are working within the age related expectation of the current curriculum and have the opportunity to work at greater depth in order to maintain progress.	<p>4.1 Ensure accuracy and continuity of assessment judgements across the school against the National Curriculum Age Related Expectations.</p> <p>4.2 Ensure documented evidence of all children undertaking reasoning activities to enable them apply their computational knowledge in maths at least to ARE and in many cases at greater depth.</p> <p>4.3 Ensure evidence of opportunities for challenging, purposeful and relevant literacy activities which will also enable children to work at greater depth</p>		English and maths managers EYFS and H/T	All Governors Committees

SCHOOL IMPROVEMENT PLAN

January 2018 to January 2019

1.1 EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2016 TO 2019	TARGET 2018
The key to high standards across the curriculum is a rich and deep curriculum without which the pupils will have learnt too little and made little progress. Despite staff holding many varying curriculum leadership positions, there is a need to continue to drive forward the curriculum through staff training, resourcing and whole school overview of individual curriculum subjects to ensure a challenging and engaging curriculum for our pupils.	Development of subject leadership to ensure consistency across the school.	1.1 Improve the skills of middle leaders (subject managers) to have an impact on pupil progress and achievement across the school.

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2018	<ul style="list-style-type: none"> INSET for assessment of foundation subjects, work sampling against National Curriculum objectives. (June 2018) Subject Leaders updated through attending subject leader's conferences. Monitoring of standards to focus on foundation subjects. Through looking at data, work sampling information, observations, interventions etc. Continue to resource topics termly across all subject areas. Staff meeting to refine assessment in foundation subjects. Attendance at Assessment updates to support subject moderation. 	All staff	INSET	
Summer 2018	<ul style="list-style-type: none"> Staff meeting to update information. Data from annual report writing analysed. Long term curriculum map for 2 (KS2) or 3 (KS1) year cycle updated (June INSET). Subject leaders to attend subject network meetings to ensure up to date. Reorganisation of subject management for September 2018. Share assessment data for foundation subjects with Governors. 	E.H All staff Gov		
Autumn 2018	<ul style="list-style-type: none"> Training for new subject leaders. Purchase of Core provision for English and maths. New topics resourced for the coming year. Pupil conferencing for enjoyment and engagement with the new topics. Work sampling and observations to ensure the subject manager has a whole school overview and progression of skills across the school. 	All staff	£2000	

1.2 EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2016 TO 2019	TARGET 2018
The DfE have reinforced the need to 'create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of Democracy, the rule of law, individual liberty and mutual respect and tolerance of those of different faiths and beliefs' through Spiritual, Moral, Social and Cultural Education.	Development of subject leadership to ensure consistency across the school.	1.2 Promote the vision and values of the school which are underpinned by fundamental British values.

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2018	<ul style="list-style-type: none"> Through SMSC take opportunities presented to promote fundamental British Values. Continue to add to the wall display in the school corridor outlining the five identified values and examples of how this links to us as a school for parents, Governors, visitors and pupils to understand. Pupils voice to be developed through school council e.g. suggestion box for pupils School Council to lead initiatives that show their support for charities. 	EH KB		
Summer2018	<ul style="list-style-type: none"> Electing through a democratic system a new school council. Electing through a democratic system two sports monitors for each class. Green class pupils to organise sports competitions for KS1. 'India Day' to focus on the culture and traditions of another country. Staff meeting on SMSC and British values to ensure coverage Update photos and Information regarding the school's work on British values to be placed on the school website. Ensure articles in Parish mag and Wyvern Community Links show our work on British Values and SMSC. Y3/4 to visit a sacred temple as part of their RE work. 	All staff KB		
Autumn 2018	<ul style="list-style-type: none"> Organise visitors from the community to explain British laws e.g. Police officers, traffic officers Classes to agree class rules and form a class charter agreeing class code of behaviour Parents to be reminded of our school rules as well as the class rules. Children write their own class prayers or reflections to share on a weekly basis. Charity work – harvest (night shelter/foodbank), remembrance (British Legion), Shoeboxes and Children in Need. Community work – singing to luncheon club, Carols around the bonfire etc. 	All staff KB		

1.3 EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2016 TO 2019	TARGET 2018
6 of the 14 Governors are new appointments changing the experience of the Governing Body and bringing new strengths. The new team needs to develop its skill in: Overseeing the financial performance of the school and making sure its money is well spent, holding the Headteacher to account for the educational performance of the school and its pupils and ensuring clarity of vision, ethos and strategic direction.	Ensure Governors effectively monitor the impact if the work of the school.	1.3 Ensure the systems developed for Governors to monitor standards across the school are fully embedded and assess the impact of the school improvement plan.

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2018	<ul style="list-style-type: none"> Personnel committee embed their system for auditing and monitoring performance management and safeguarding arrangements and report to whole Governing Body. Curriculum committee undertake termly visits linked to quality of teaching and learning. Report to safeguarding Governor on pupil interviews linked to safeguarding (internet safety and responses to NSPCC visit/workshops) Whole Governing Body safeguarding training follow up report. Safeguarding action plan completed. Termly analysis of absence to ensure it improves from 2016-17 3.4% to 3%. Implementation of attendance procedures reviewed. Governors ensure the school's vision and values are promoted through the school website. Financial audit (SFVS) completed. 	Gov		
Summer2018	<ul style="list-style-type: none"> Personnel committee audit of DBS checks and performance review procedures. Finance committee set new budget to present to FGB by 31 May 2018. Curriculum committee review the effectiveness of the refined assessment arrangements for the foundation subjects Safeguarding audit completed 	Gov		
Autumn2018	<ul style="list-style-type: none"> Curriculum committee analyse pupil progress across the year and over the past 3 years. Agree targets for the coming year. Audit of Health and Safety. Finance Budget revision. 	Gov	Gov trng	

SCHOOL IMPROVEMENT PLAN

January 2018 to January 2019

2.1 QUALITY OF TEACHING, LEARNING AND ASSESSMENT

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2016 TO 2019	TARGET 2018
The Governors and management team would like to ensure that the quality of teaching which is good and outstanding across the school is consistently maintained. The school will continue to refine and improve its systems of routine monitoring through classroom observations, work sampling, data analysis and pupil interviews by the management team, Governors and external inspection each term to ensure standards are maintained.	Ensure all teaching is at least good across the school with many lessons outstanding	3.1 EYFS to provide greater challenge to ensure children make rapid progress from their starting points.

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2018	<ul style="list-style-type: none"> • EYFS action plan for improvement in place. EYFS SEF completed to give direction for improvement. • Robust assessment systems in place to ensure challenge enables rapid progress. • Attendance at County standardisation meetings to ensure EYFS work is moderated against National expectations in preparation for County moderation in Summer term. • Continued attendance at twilight network meetings, county led twilights and Headteacher briefings • Identification and purchase of resources needed to support enhanced provision. • Classroom observation by senior leadership team and Governors to ensure consistency across the job share and evidence of greater challenge. • English leader to monitor stimulus for engagement in writing. • Report to Governors on progress towards outstanding in the EYFS. 		£1000	
Summer 2018	<ul style="list-style-type: none"> • Accurate Assessment of pupil achievement against ELG's • Ensure through County moderation accurate judgements against the ELG's at network meetings. • Pre-school induction enabling a smooth transition with focus on school readiness. • Lessons observed contain pace, and well-designed questioning to move pupils on in their learning. • Report to Governors on progress towards outstanding in the EYFS. • Monitor the use of outside area as an engaging and challenging learning resource. 			
Autumn 2018	<ul style="list-style-type: none"> • Planning shows benchmarks for improvement. • Development of outdoor area for enhanced provision, particularly for developing literacy and numeracy skills. • Planning across the key stage shows opportunities to inspire pupil's learning and differentiation. • Report to Governors on progress towards outstanding in the EYFS. 		PPA	

2.2 QUALITY OF TEACHING, LEARNING AND ASSESSMENT

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2016 TO 2019	TARGET 2018
The Governors and management team would like to ensure that the quality of teaching which is good and outstanding across the school is consistently maintained. The school will continue to refine and improve its systems of routine monitoring through classroom observations, work sampling, data analysis and pupil interviews by the management team, Governors and external inspection each term to ensure standards are maintained.	Ensure all teaching is at least good across the school with many lessons outstanding	3.2 KS1 to ensure the teaching of key skills is evident through the use of quality first hand (where appropriate) and engaging experiences .

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2018	<ul style="list-style-type: none"> • Termly health check inspections from Headteacher, English and maths leaders to monitor the quality of teaching and learning through classroom observations, work sampling and pupil interviews. • Termly moderation and testing to give a picture of pupil progress towards the expected standard. Pupil progress meetings to focus on pupils who may not meet the expected standard by the end of the school year. Interventions to support pupils in place. • Support for assessment from English and maths leaders to ensure evidence is sufficient to meet the requirements of the interim framework judgements. • Review of pupil progress in maths as a result of pupils being taught in separate year groups at KS1. • English leader to monitor stimulus for engagement in writing. • Maths manager to monitor mental maths teaching for all children within the maths session. 			
Summer 2018	<ul style="list-style-type: none"> • Review of the 3 year planning cycles to ensure National Curriculum coverage alongside inspiring experiences to engage and challenge pupils and encourage independent learning. • Review of pupil progress in maths as a result of pupils being taught in separate year groups • Regular analysis of interventions to ensure pupils are making more than expected progress towards the ARE's. • Ensure evidence is sufficient to award judgements for English and maths against the interim framework. • End of year data analysis presented to Governors from EYFS/Yr1 phonics and end of KS1. 			
Autumn 2018	<ul style="list-style-type: none"> • Moderation of October judgements through work sampling, testing and pupil progress meetings in October 2018. • Headteacher monitoring the quality of teaching against the teacher's standards to support judgements in performance review. • Regular work-sampling for groups of pupils below ARE in previous year to track progress. Interventions in place from the start of term to enable 'catch-up' for pupils close to ARE. 			

SCHOOL IMPROVEMENT PLAN

January 2018 to January 2019

2.3 QUALITY OF TEACHING, LEARNING AND ASSESSMENT

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2016 TO 2019	TARGET 2018
The Governors and management team would like to ensure that the quality of teaching which is good and outstanding across the school is consistently maintained. The school will continue to refine and improve its systems of routine monitoring through classroom observations, work sampling, data analysis and pupil interviews by the management team, Governors and external inspection each term to ensure standards are maintained.	Ensure all teaching is at least good across the school with many lessons outstanding	3.3 KS2 to ensure differentiation provides appropriate challenge to enable children to meet ARE and progress their learning into greater depth.

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2018	<ul style="list-style-type: none"> • Termly monitoring of English and maths by subject leaders to ensure the quality of teaching and learning is outstanding or at least have elements of outstanding, through classroom observations, work sampling and pupil interviews. • Termly tests in reading and maths support teacher assessments. Results are analysed and reported to Governors • Analysis of planning show details of next steps to ensure all pupils are challenged in their learning to make progress towards their targets • HLTA to assess identified KS2 pupils for possible dyslexia. EP to train all staff with in-class strategies to support pupils with SEN. • Daily marking and feedback to pupils clearly identify next steps for each pupil. • English leader to monitor stimulus for engagement in writing. • Maths manager to monitor reasoning opportunities for all children within the maths session. 	EH/JM		✓
Summer 2018	<ul style="list-style-type: none"> • Review of the 2 year planning cycle to ensure National Curriculum coverage alongside inspiring experiences to engage and challenge pupils and encourage independent learning. • Purchase of resources for the next planning cycle. • All planning has opportunities for pupils to be working at greater depth and apply their taught skills. • Regular analysis of interventions to ensure pupils are making more than expected progress towards the ARE's. 	KB		✓
Autumn 2018	<ul style="list-style-type: none"> • Review of pupils on track in English and maths with a view to setting challenging targets to enable them to meet greater depth by the end of the academic year. • Moderation of October judgements through work sampling, testing and pupil progress meetings in October 2018. • Headteacher monitoring the quality of teaching against the teacher's standards to support judgements in performance review. • Regular work-sampling for groups of pupils below ARE in previous year to track progress. Interventions in place from the start of term to enable 'catch-up' for pupils close to ARE. • Ensure evidence in Y6 is sufficient to award judgements for writing against the interim framework. • End of year data analysis presented to Governors from KS1 to KS2. 	KB		

SCHOOL IMPROVEMENT PLAN

January 2018 to January 2019

3.1-3.2 PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2016 TO 2019	TARGET 2018
The 2013 Ofsted report graded behaviour at Durley Primary school as being 'good' which the school is keen to have recognised as outstanding. The school would like to continue its upward trend ensuring no pupils are disadvantaged by poor attendance. The purchase and development of the school's new computing curriculum has a greater emphasis on cyber-bullying and e-safety. The school is keen to monitor its effectiveness.	Ensure pupil's learning behaviour is outstanding	2.1 Pupils show high levels of independence in their attitude to learning and are proud of their achievements. 2.2 Pupils are fully engaged in their learning and able to manage distractions without interruption to their learning.

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2018	<ul style="list-style-type: none"> Let's Think in English training for staff to encourage pupils to undertake discussion and debate in a considered way. Review attendance for any persistent lateness and absentees. H/T to work with parents to improve attendance. Review of behaviour log to computerise incidence of pupils on 'red' / 2 negative class dojos and parental involvement. Recognition for good behaviour and learning through new dojo system at KS 2. Review behaviour policy Introduce certificates for independent learning and perseverance (half term on each). Annotations in marking show level of support pupils have received within their work. Job description for Green class table parents 			
Summer 2018	<ul style="list-style-type: none"> Election of new school council for following academic year. Termly classroom observations have a specific focus on pupil independence. End of year absence data analysis to consider different groups of pupils 			
Autumn 2018	<ul style="list-style-type: none"> Within P.S.H.E and worships, learning behaviours and values to be reinforced. Reward certificates for independence, resilience, engagement, perseverance, pride to be given out in Celebration worships 			

3.3 PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2016 TO 2019	TARGET 2018
The 2013 Ofsted report graded behaviour at Durley Primary school as being 'good' which the school is keen to have recognised as outstanding. The school would like to continue its upward trend ensuring no pupils are disadvantaged by poor attendance. The purchase and development of the school's new computing curriculum has a greater emphasis on cyber-bullying and e-safety. The school is keen to monitor its effectiveness.	Ensure pupil's learning behaviour is outstanding	3.3 Ensure all aspects of safeguarding are highly effective.

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2018	<ul style="list-style-type: none"> Half termly health and safety premises inspection by Governors premises committee. IT Subject Leader to monitoring planning of E-safety for consistency and appropriateness. Updating display for pupils in IT suite to clarify code of conduct when using the internet. Safer internet Day (6 Feb 2018) Updated medicines in school policy to include a school inhaler. Whole staff safeguarding training. Before and after questionnaire. Termly SCR checks reported to Governors within safeguarding report. Review of behaviour policy 	Prem. Gov. JD		✓
Summer 2018	<ul style="list-style-type: none"> Half termly health and safety premises inspection by Governors premises committee. Online safety section for parents on school website. Review of school behaviour policy. Review policies for child protection, safeguarding and PREVENT alongside model policies. Full Governing Body safeguarding Audit return to county Walk to school week reviewed for impact on encouraging park and stride 	KB Gov. Prem		
Autumn 2018	<ul style="list-style-type: none"> Update contact and medical details for whole school. Half termly health and safety premises inspection by Governors premises committee. Online safety agreement signed by all pupils and parents. Whole school online safety training of pupils through PSHE. Questionnaire to pupils and parents on how safe they feel in school. Analysis to Governors. Safeguarding update, policy revision and e-learning for staff updated during September INSET 	AP Gov. prem KB		

4.1 OUTCOMES FOR PUPILS

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2016 TO 2019	TARGET 2017
Key to accurate assessment is the ability of staff to make accurate judgements against the age related criteria. Through moderation activities and pupil progress meetings we would want to see a greater confidence in staff's ability to make accurate judgements against ARE.	Ensure all pupils including groups of pupils are working within the age related expectation of the current curriculum and have the opportunity to work at greater depth in order to maintain progress	4.1 Ensure accuracy and continuity of judgements across the school against the National Curriculum Age Related Expectations.

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2018	<ul style="list-style-type: none"> Collect termly data, identifying children who are not on track to reach ARE Pupil progress meetings to establish methods of accelerating progress to meet ARE or make 'sufficient' progress. High priority is given to groups of pupils with particular attention to pupil premium and SEN pupils. Core Subject leaders to disseminate assessment resources and exemplification materials from County training. Clear evidence of planning and impact of interventions put in place from analysis of assessments Observation and work sampling shows needs are identified in the lesson and subsequently acted upon Attendance at county assessment briefings, County standardisation meetings and pyramid assessment meetings Attendance at EYFS County moderation, cluster and county meetings to agree judgements 	EH KB All staff	£500	
Summer2018	<ul style="list-style-type: none"> Analysis of data to ascertain pupil progress across the school focusing on identified groups of pupils (girl/boy, SEN and pupil premium) Moderation of teacher judgements to ensure accuracy and consistency across the school and against ARE Review pupil conferencing, pupil tracking sheet and annual reports to parents Make early learning goals EYFS, Year 1 phonics, KS1 and KS2 teacher 	KB All staff		

	assessments judgements and submit to county <ul style="list-style-type: none"> • Transition meetings between staff to discuss pupil's assessment information and next steps in preparation for September 			
Autumn2018	<ul style="list-style-type: none"> • Report 2017-2018 data to governors • Review of ARE and 'sufficient' progress, based on national standardised test results in English and maths for years 2 and 6 • Report to Governors on the progress of identified groups of pupils (e.g. girl/boy, Pupil Premium and SEN) • Attend EYFS network meetings and KS1 and KS2 pyramid assessment meeting 	EH, DC		

SCHOOL IMPROVEMENT PLAN

January 2018 to January 2019

4.2 OUTCOMES FOR PUPILS

BACKGROUND INFORMATION (Why?)	THREE YEAR TARGET 2016 TO 2019	TARGET 2018
The 2014 maths curriculum has seen an increase in challenge and a change in emphasis towards problem solving and reasoning, with an increased focus on children's understanding of number and opportunities for deeper learning. In October 2017, 29% of pupils were not on track to meet ARE by July 2018. We would like to reduce this to 15%. Following new requirements for a national end year 4 mental maths test to be introduced in 2020, there is an added need to focus on mental maths skills.	Ensure all pupils including groups of pupils are working within the age related expectation of the current curriculum and have the opportunity to work at greater depth in order to maintain progress.	4.2 Ensure documented evidence of all children undertaking reasoning activities to enable them apply their computational knowledge in maths at least to ARE and in many cases at greater depth.

Milestones	Actions through monitoring, training, coaching, resourcing, assessing, policies (What?)	(Who?)	Cost	Impact (Evaluation)
Spring 2018	<ul style="list-style-type: none"> Staff to have access to resources to support CPA (concrete, pictorial, abstract). Maths Leader and Curriculum Governor to follow up monitoring visit from previous year on reasoning to ensure standards have been maintained and that reasoning is being extended and followed up by the class teacher. Also to be followed up through moderation in staff meeting. Monitor the evidence of CPA and mental maths across the school through work sampling, data analysis and a learning walk. Extend use of speech bubbles for extending pupils thinking. Pupil progress meetings to establish methods of accelerating progress to meet ARE or make 'sufficient' progress. High priority is given to groups of pupils, with particular attention to pupil premium and SEN pupils. Focused interventions for all children not meeting ARE to enable them to potentially meet ARE. Close tracking of progress through termly pupil progress meetings. CPD for maths leader from HIAS core maths provision and then disseminate across the school in staff meetings Testing in maths to support the tracking of pupil progress using White Rose materials. 	JM	£800 resources	
Summer2018	<ul style="list-style-type: none"> Monitoring visit to ensure all staff are using new maths resources to support understanding through implementation of CPA. New focus on mental maths as a precursor to mental maths testing nationally starting in 2020 (Y4). Teaching focus on speed and accuracy of mental maths and teaching of tables and making mental maths connections within lesson times. Monitoring of work, planning and classroom observation to ensure the pitch of lessons is challenging 			

	<p>enough to enable children meet at least ARE.</p> <ul style="list-style-type: none"> • Review policy for maths to ensure a consistent approach across the school • Governors to monitor progress of groups of pupils identified as not meeting ARE in February 2018, particularly disadvantaged pupils and low achieving girls. • Monitor classroom practice to ensure there is clear evidence of pupil progress in mental maths. • End of Year Pupil Progress meeting to analyse progress. • Analysis of maths White Rose testing data across the school and report to Governors with a particular focus on groups of pupils (girl/boy, SEN and Pupil Premium). Report to Governors. • 			
Autumn2018	<ul style="list-style-type: none"> • Review previous year's assessment procedures and make necessary changes to ensure they are efficient and have no duplication. • Investigate use of maths computer programmes which could be used to support pupils maths learning at home. • Review Test materials for fitness for purpose. • Staff meeting to discuss current practice and future actions. Work sampling to identify consistency of evidence in books. • Training for new staff. • Analyse data from SATs results, internal data from other year groups and children that have received regular interventions to assess their effectiveness. 			

