



# Woodmansey CoE Primary School School Improvement Plan incl. ERSIP Plan January to December 2018



**Note Where ERSIP funding is required, it is highlighted in Yellow.**



## SUMMARY OF PRIORITIES ULTIMATE GOAL

*Woodmansey CoE Primary School is judged to be SECURELY good with Outstanding features.*

### PREMIER DIVISION

- **RAISING ATTAINMENT IN MATHS**
  - Introduction of Maths Mastery Programme
  - Swift start of the day
  
- **RAISING ATTAINMENT IN ENGLISH**
  - Introduction of an effective Guided Reading Programme
  - Introduction of an effective marking system
  - Raising expectations and standards
  
- **RAISING ATTAINMENT ACROSS THE CURRICULUM**
  - Re-structuring the school day
  - Providing more time for teaching and learning
  - Providing a curriculum programme ensuring progress and appropriate pitch and pace
  
- **ESTABLISHING AN EFFECTIVE ASSESSMENT SYSTEM AND ANALYSIS FOR INFORMED ASSESSMENT FOR LEARNING, PROVIDING CLEAR TARGET SETTING AND MONITORING SYSTEMS TO RESPOND BY ENSURING**
  - Quality First Teaching
  - Teachers taking full responsibility for the progress of SEN and Disadvantaged Pupils
  - Providing an effective SENDCO
  - Establishing appropriate and effective intervention systems to 'bridge the gap'.
  
- **ENSURING ALL SAFEGUARDING SYSTEMS ARE ROBUST AND EFFECTIVE**
  
- **DEVELOPING THE CHRISTIAN DISTINCTIVENESS OF THE SCHOOL**
  - To make explicit through the work of the pupils, the environment of the school and the respect and relationships of the community of Woodmansey CoE Primary a recognisably distinctive Church of England School
  - Ensure that high standards of learning run through the RE curriculum
  - To prepare for the new SIAMS inspection format.



- **REVIEW THE SPENDING AND IMPACT OF THE PUPIL PREMIUM FUND**

- Ensure a significant narrowing of the gap in performance.
- 

### **CHAMPIONSHIP DIVISION**

- **REVIEWING PRACTICE AND POLICY ACROSS ALL AREAS OF THE WORK OF THE SCHOOL**

- **DEVELOPING LEADERSHIP**

- Enabling subject leaders to influence and monitor teaching and learning
- Supporting Governors to be able to fulfil their leadership role in the school.

- **ENSURING THE SCHOOL IS FULLY GDPR COMPLIANT (25<sup>TH</sup> MAY 2018)**

- **ENSURING SPORTS PREMIUM FUNDING IS USED TO ENHANCE THE PROVISION OF SPORT ACROSS THE CURRICULUM**

- Develop extra-curricular events, clubs and tournaments.

### **FIRST DIVISION**

- **REVIEW UNIFORM**

#### **GOVERNOR LINKS: Committee Structure**

##### **Curriculum & Standards: All governors are members**

Chair: Mrs. Sam Gorman

To consider the quality of teaching, learning, assessment and pupil outcomes.

##### **Finance, Premises and Health and Safety: The Chair of Governors, Head Teacher and ½ the governing body (not including other staff governors)**

Chair: Ms Lucy Butterfint

To scrutinise, monitor and prioritise the financial arrangements for the school to ensure the most effective use of resources, human, financial and physical. To ensure financial planning supports the ethos, and values of the school and the priorities of the School Improvement plan. Ensure that the learning environment ensures every possible opportunity for personal development. To promote the highest standards of behaviour and welfare.

##### **Wellbeing, Safeguarding and Personnel: The Chair of Governors, Head Teacher, staff governors plus the remaining governors not on the committee above.**

Chair:

To consider and ensure all areas of Safeguarding are effective and robust.



## BARRIERS AND ISSUES IN SEPTEMBER 2017

1 LEADERSHIP AND MANAGEMENT	2 CURRICULUM	3 TEACHING, LEARNING and ATTAINMENT	4 ASSESSMENT AND TARGET SETTING	5 SAFEGUARDING AND COMPLIANCE	6 DISADVANTAGED AND SEN PUPILS	7 SIAMS
<p>The head teacher had resigned</p> <p>The Governing Body had not had access to the information required to make informed decisions or reflect on the realities in the school.</p> <p>Subject coordinators were unable to lead developments in the school</p>	<p>There was no real progressive curriculum in place.</p> <p>There were no effective units of work.</p> <p>Consequently, progression was poor.</p> <p>Expectations were low across all subjects. Challenge was weak.</p> <p>Guided Reading was not planned for properly.</p> <p>Writing was not being developed in accordance to the new expectations and GPS was not pitched at national expectations.</p> <p>The Maths curriculum was not delivering appropriate attainment</p> <p>PE was often being devolved to an outside agency.</p> <p>Extra Curricular</p>	<p>The pitch of the curriculum was too low.</p> <p>Expectations in Maths and English were way too low.</p> <p>Expectations of work output were too low</p> <p>Time was used very inefficiently in the school day.</p> <p>There was little sense of pace and urgency.</p> <p>As a result, the attainment of pupils was low and progression was declining.</p>	<p>Assessment was weak.</p> <p>Internal systems were not being used.</p> <p>There was little benchmarking with national data except for with the SATS by which time it was too late.</p> <p>Target Setting was divorced from the staff and the governors. There was little ownership of the targets and little urgency for children to achieve them.</p>	<p>Policies and procedures were largely out of date, though Child Protection was completely in place.</p> <p>The Head Teacher was the Designated Safeguarding Lead and therefore training was required for the Head of School.</p> <p>There were no induction procedures for staff governors or volunteers.</p>	<p>Head Teacher was the SENDCo and therefore an immediate gap was to be filled.</p> <p>Pupil Premium Funding is not clearly matched to individual pupil needs. Whereas it was spent according to criteria, it was not having an impact and the gap was not diminishing.</p> <p>SEN pupils and parents were not receiving the support and information and meetings required to work in partnership to support these children secure learning outcomes.</p>	<p>There was a need to reconnect the school with its core values and to re-establish the presence of a distinctive Anglican Nature in the school.</p>



activities were  
infrequent or  
irrelevant.

Primary Languages  
were being taught in a  
haphazard manner.

--	--	--	--	--	--	--



# SPECIFIC TARGETS, MILESTONES AND ACTUAL DATA

## KEY

STATEMENT		DEVELOPING	
PUPIL		SECURE	
PREMIUM			
SEN SUPPORT			
HIGH CONCERN		ENHANCING	



# YEAR 1 2017/18

Reading		FS	Y1	Y1 /Y2 TARGET
		3		110
		1		90
		2		100
		3		110
		2		100
		2		100
		2		100
		2		100
		3		110
		2		100
<b>SECURE +</b>		<b>9</b>	<b>0</b>	<b>9</b>
		<b>90%</b>	<b>0%</b>	<b>90%</b>
<b>ENHANCING</b>		<b>3</b>	<b>0</b>	<b>3</b>
		<b>30%</b>	<b>0%</b>	<b>30%</b>

Writing		FS	Y1	Y1/Y2 TARGET
		3		110
		1		90
		2		100
		3		110
		2		100
		2		100
		1		100
		2		100
		2		110
		2		100



<b>SECURE +</b>	<b>8</b>	<b>0</b>	<b>9</b>
	<b>80%</b>	<b>0%</b>	<b>90%</b>
<b>ENHANCING</b>	<b>2</b>	<b>0</b>	<b>3</b>
	<b>20%</b>	<b>0%</b>	<b>30%</b>

Maths		FS	Y1	Y1/Y2 TARGET
		3		110
		1		90
		2		100
		3		110
		2		100
		2		100
		2		100
		2		100
		2		100
		3		110

<b>SECURE +</b>	<b>9</b>	<b>0</b>	<b>9</b>
	<b>90%</b>	<b>0%</b>	<b>90%</b>
<b>ENHANCING</b>	<b>3</b>	<b>0</b>	<b>3</b>
	<b>30%</b>	<b>0%</b>	<b>30%</b>





## YEAR 2 2017/18

Reading		FS	Y1	Y2 TARGET
		3	110	110
		3	110	110
		3	110	110
		2	100	100
		2	100	100
		3	100	110
		2	100	100
		1	90	100
		2	100	100
		2	100	100
		<b>90%</b>	<b>90%</b>	

**9**            **9**            **10**  
**90%**        **90%**        **100%**  
**4**            **3**            **4**  
**40%**        **30%**        **40%**

Writing		FS	Y1	Y2 TARGET
		3	110	110
		3	110	110
		3	110	110
		2	90	100
		2	90	100
		2	100	100
		2	90	100
		1	BLW	100
		2	90	100
		2	90	100
		<b>90%</b>	<b>40%</b>	



<b>9</b>	<b>4</b>	<b>10</b>
<b>90%</b>	<b>40%</b>	<b>100%</b>
<b>3</b>	<b>3</b>	<b>3</b>
<b>30%</b>	<b>30%</b>	<b>30%</b>

Maths		FS	Y1	Y2 TARGET
		3	110	110
		3	110	110
		3	110	110
		2	90	100
		2	90	100
		3	110	110
		2	100	100
		2	BLW	100
		2	100	100
		2	90	100
		<b>100%</b>	<b>60%</b>	

<b>10</b>	<b>6</b>	<b>10</b>
<b>100%</b>	<b>60%</b>	<b>100%</b>
<b>4</b>	<b>4</b>	<b>4</b>
<b>40%</b>	<b>40%</b>	<b>40%</b>



# YEAR 3 2017/18

Reading		FS	Y1	Y2	Y3/Y6 TARGET
		2	90	100	100
	From Sept 2017	3		110	110
		3	100	100	110
		3	100	110	110
		3	100	110	110
		2	90	80	100
		100%	60%	80%	

6                    5                    5                    6  
 100%                83%                83%                100%  
 4                    5                    3                    4  
 67%                83%                50%                67%

Writing	FS	Y1	Y2	Y3/Y6 TARGET
	2	90	100	100.00
	3		110	110.00
	2	100	100	110.00
	3	100	110	110.00
	3	100	110	110.00
	1	90	90	90.00
	80%	60%	80%	

5                    5                    5                    5  
 83%                83%                83%                83%  
 3                    5                    3                    4  
 50%                83%                50%                67%



Maths	FS	Y2	Y3	Y4	Y5	Y3/Y6 TARGET
		1		80	80	90
		2.9	3.6	100	100	110
		2.9		100	110	110
	4	2.9	3.3	90	90	110
	7	3	3.9	100	100	110
	6	2.9	3.6	90	90	110
		2.3		90	90	100
		71%		43%	43%	43%

<b>2</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>6</b>
<b>29%</b>	<b>71%</b>	<b>57%</b>	<b>43%</b>	<b>43%</b>	<b>86%</b>
<b>0</b>	<b>5</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>5</b>
<b>0%</b>	<b>71%</b>	<b>14%</b>	<b>0%</b>	<b>14%</b>	<b>71%</b>



# YEAR 4 2017/18

Reading			FS	Y1	Y2	Y3	Y4/Y6 TARGET
			2	1.9	100	100	100
			2	2.3	110	100	110
			2	1.9	100	100	100
			2	1.6	90	90	100
			2	1.6	90	90	100
			2	2.3	100	100	110
			2	2.3	100	100	110
			<b>100%</b>	<b>100%</b>	<b>71%</b>	<b>71%</b>	

7                    7                    5                    5                    7  
 100%            100%            71%            71%            100%  
 0                    3                    1                    0                    3  
 0%                43%            14%            0%                43%

Writing	FS	Y1	Y2	Y3	Y4/Y6 TARGET
	2	1.9	100	100	100
	2	2.3	100	100	110
	2	1.9	100	100	100
	1	1.6	90	80	90
	2	1.6	90	90	100
	2	2.3	100	100	110
	2	1.9	100	100	100
	<b>86%</b>	<b>100%</b>	<b>71%</b>	<b>71%</b>	

6                    7                    5                    5                    6  
 86%            100%            71%            71%            86%  
 0                    2                    0                    0                    2  
 0%                29%            0%                0%                29%



Maths	FS	Y1	Y2	Y3	Y4/Y6 TARGET
	2	1.9	100	100	100
	2	2.3	100	100	110
	2	1.9	100	90	100
	1	1.3	90	80	90
	2	1.6	90	90	100
	2	2.3	100	100	110
	2	1.9	100	100	100
	<b>86%</b>	<b>86%</b>	<b>71%</b>	<b>57%</b>	

6	6	5	4	6
86%	86%	71%	57%	86%
0	2	0	0	2
0%	29%	0%	0%	29%

### YEAR 5 2017/18

Reading		FS	Y2	Y3	Y4	Y5/Y6 TARGET
		3	3.9	110	100	110
		3	4.3	110	100	110
		3	2.9	100	100	110
		2	3.3	100	100	100
		3	3.3	100	110	110
		1	2.9	100	100	100
		3	3.3	100	100	110
		<b>86%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>43%</b>

6	6	7	7	7
86%	86%	100%	100%	100%
5	6	2	1	5
71%	86%	29%	14%	71%



Writing	FS	Y2	Y3	Y4	Y5/Y6 TARGET
	2	3.6	100	100	110
	3	3.9	100	110	110
	1	2.6	100	100	100
	1	3.3	100	100	110
	1	2.9	100	100	110
	1	2.6	90	90	100
	1	3.3	100	100	110
	<b>29%</b>	<b>100%</b>	<b>86%</b>	<b>86%</b>	<b>43%</b>

<b>2</b>	<b>7</b>	<b>6</b>	<b>6</b>	<b>7</b>
<b>29%</b>	<b>100%</b>	<b>86%</b>	<b>86%</b>	<b>100%</b>
<b>1</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>5</b>
<b>14%</b>	<b>71%</b>	<b>0%</b>	<b>14%</b>	<b>71%</b>

Maths	FS	Y2	Y3	Y4	Y5/Y6 TARGET
	2	3.3	100	100	110
	3	3.9	100	110	110
	2	3.3	100	100	110
	2	3.3	100	100	110
	2	2.9	90	100	100
	1	2.3	90	90	100
	2	3.3	90	100	110
	<b>86%</b>	<b>86%</b>	<b>57%</b>	<b>86%</b>	<b>43%</b>

<b>6</b>	<b>6</b>	<b>4</b>	<b>6</b>	<b>7</b>
<b>86%</b>	<b>86%</b>	<b>57%</b>	<b>86%</b>	<b>100%</b>
<b>1</b>	<b>6</b>	<b>0</b>	<b>1</b>	<b>5</b>
<b>14%</b>	<b>86%</b>	<b>0%</b>	<b>14%</b>	<b>71%</b>



## YEAR 6 2017/18

Reading			FS	Y2	Y3	Y4	Y5	Y6 TARGET
				1		90	90	90
				3	3.9	110	100	110
				3		100	100	110
			5	2.9	3.6	100	90	110
			7	3	3.9	110	100	110
			6	2.9	3.3	100	90	110
				2.9		100	90	110
				86%		86%	43%	43%

2	6	4	6	3	6
29%	86%	57%	86%	43%	86%
0	6	2	2	0	6
0%	86%	29%	29%	0%	86%

Writing	FS	Y2	Y3	Y4	Y5	Y6 TARGET
		2.3		90	80	90
		2.6	3.3	100	100	110
		2.9		100	100	110
	5	2.6	3.3	90	90	110
	7	3	3.9	100	100	110
	5	2.6	3.3	90	90	110
		2.3		90	90	110
		71%		43%	43%	43%

1	5	4	3	3	6
14%	71%	57%	43%	43%	86%
0	2	1	0	0	6
0%	29%	14%	0%	0%	86%





Maths	FS	Y2	Y3	Y4	Y5	Y6 TARGET
		1		80	80	90
		2.9	3.6	100	100	110
		2.9		100	110	110
	4	2.9	3.3	90	90	110
	7	3	3.9	100	100	110
	6	2.9	3.6	90	90	110
		2.3		90	90	100
		71%		43%	43%	43%

2	5	4	3	3	6
29%	71%	57%	43%	43%	86%
0	5	1	0	1	5
0%	71%	14%	0%	14%	71%



## **EVALUATION PROGRAMME**

**Initial RFLEE Joint Evaluation Visit £450.00**

**½ termly visit from LLE/RFLEE to complete a joint Learning Walk including a book Scrutiny and lesson observations with Head of School Spring and Summer 2018: £1800**

**On a termly basis this will include the LA IP and Executive Head Teacher**



**SPIRITUALITY, CITIZENSHIP within a LOCAL & GLOBAL COMMUNITY,  
& SUSTAINABILITY**



**Woodmansey CE Primary School**  
**Building Foundations, Unlocking Potential**  
**School Improvement Plan 2018**

**FOCUS: FURTHER DEVELOPING THE SCHOOL'S DISTINCTIVE CHRISTIAN CHARACTER**

<b>KEY AREA FOR DEVELOPMENT</b> <ul style="list-style-type: none"> <li>Develop the school's Christian Distinctiveness.</li> <li>Adopt the new SIAMS framework</li> </ul>		<b>Monitoring Responsibility</b> BN, JK, EC
<b>TARGET</b> <ul style="list-style-type: none"> <li>To make explicit through the work of the pupils, the environment of the school and the respect and relationships of the community of Woodmansey CoE Primary a recognisably distinctive Church of England School</li> <li>Ensure that high standards of learning run through the RE curriculum</li> <li>To prepare for the new SIAMS inspection format.</li> </ul>		
<b>ACTION</b>		
<b>Tasks</b>	<b>Staff Responsible, Timescale/Milestones &amp; Resources</b>	<b>Success Criteria / Outcomes</b>
<ul style="list-style-type: none"> <li>To evaluate the quality and impact of worship more rigorously in order to broaden the impact of Christian character of the school.</li> <li>To evaluate the quality of the RE curriculum to broaden the impact of Christian character of the school.</li> <li>To provide opportunities for children to take leadership of worship in terms of planning and presenting.</li> <li>To strengthen children's understanding of church life by making more use of St Peter's Church and Beverley Minster.</li> <li>To ensure RE lessons provide depth for discussion and reflection and do not rely on pre-made resources.</li> <li>To ensure RE lessons occur weekly.</li> <li>Move RE from PPA taught subject to have a more prominent place in the curriculum</li> <li>To plan visits to places of worship to tie in with Christianity and linked faith of Buddhism,</li> </ul>	BN and JK – to be secured by January 2018  JK  JK  BN and all staff  BN, JK and all teaching staff Staff Meeting 27.2.18  BN, JK and all teaching staff  BN – to be secured by January 2018  JK	<ul style="list-style-type: none"> <li>RE will be a prominent feature of the weekly timetable.</li> <li>Children will regularly lead worship and will have meetings to prepare.</li> <li>The school and church will have a stronger link than currently and guests will be invited to contribute to worship throughout the year.</li> <li>RE books and lessons will demonstrate Christian teaching along with other faiths and a clear understanding and respect for these faiths.</li> <li>Woodmansey CE will have a clear Christian ethos and the values will be known and understood by all the stakeholders.</li> </ul>



Monitoring Strategy

Learning walks

Book Scrutiny

Visits to the church

Parent/Carer Survey

SIAMS visits and reports

Evaluation

Report to Governors

Report to Diocese



**ENJOYMENT FOR LEARNING, ENGAGEMENT, ACHIEVEMENT and PROGRESS**



**Woodmansey CE Primary School**  
**Building Foundations, Unlocking Potential**  
**School Improvement Plan 2018**  
**FOCUS: Raising Attainment in Maths**

**Regarding:**  
**SEND and Pupil Premium Children**  
**GOVERNOR LINK: Mrs Estella Champion & Mrs Sara Fletcher**

**Regarding:**  
**Maths**  
**GOVERNOR LINK: Ms Lucy Butterfint**



**Woodmansey CE Primary School**  
**Building Foundations, Unlocking Potential**  
**School Improvement Plan 2018**  
**FOCUS: Raising Attainment in Maths**

KEY AREA FOR DEVELOPMENT Raising Attainment in Maths through the introduction of Maths Mastery Programme		Monitoring Responsibility BN, MAL, LB, RF
<b>TARGETS</b> <ul style="list-style-type: none"> <li>- There is significant improvement in attainment in Maths and a baseline expectation is that at least 85% of children are at least secure in Maths.</li> <li>- Children achieve the challenging targets as shown above in relation to Security and Enhancing.</li> <li>- Pupil Premium children achieve the same target (unless an SEN overlap makes this unachievable.)</li> <li>- Maths lessons have pace and are a prominent feature of the day. The children understand their responsibility to work.</li> </ul>		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<p>To purchase the Maths – No Problem! Singapore Maths Mastery Programme to embed, secure and deepen maths knowledge.</p> <p>To embed Maths – No Problem! Singapore style of maths teaching to support the struggling learners but also provide opportunities for GLD in the subject. This should lead to significant improvements for ‘investigation and problem solving’, as outlined in the Ofsted recommendations (Feb 2016).</p> <ul style="list-style-type: none"> <li>o To ensure high expectations are placed on the children and a change to the school day has allowed for maximum work output.</li> <li>o To ensure Pace and Progression is apparent in every lesson</li> <li>o Teacher to be reinforcing the skills with the lower attaining children</li> <li>o To ensure TA’s take responsibility for one year group in maths mastery teaching, working alongside the class teacher.</li> </ul>	<p>TO BE SECURED BY JANUARY 2018</p> <p>HALF TERMLY STAFF MEETINGS 16.1.18, 6.3.18, 10.4.18</p> <p>BN &amp; RF. RF to produce learning walk report for 16.1.18 and 10.4.18</p> <p>ERSIP Establishing Maths No Problem £3537.20</p> <p>ERSIP Equipping Maths Mastery £ 481.20</p> <p><b>SPRING / SUMMER</b></p> <p>ERSIP £ 2100 RICHARD ATKINSON MAST/ SLE Training and Supporting Staff 6 SLE DAYS @ £350</p> <p>1 x staff meeting 6.2.18</p> <p>1x staff meeting 6. 3.18</p>	<ul style="list-style-type: none"> <li>o Staff (inc TAs) are confident in the teaching of the Maths Mastery programme.</li> <li>o The programme is fully resourced.</li> <li>o Teachers secure the understanding of children who are developing.</li> <li>o The review of the working day and use of TAs ensures that interventions in pupils’ learning is rapid, immediate and effective.</li> <li>o Children are confident and secure mathematicians and enjoy the subject.</li> <li>o The slide in pupil achievement is halted and reversed. There is no longer a</li> </ul>





<ul style="list-style-type: none"><li>○ To embed the use of Flic to optimize Assessment for Learning.</li><li>○ To ensure children are experiencing Maths that includes a high percentage of using and applying and that children are challenged.</li><li>○ To embed morning maths challenges (Y3-Y6) to ensure swift transition into maths lessons.</li><li>○ To challenge those that have security to deepen their knowledge, ensuring they are not having to complete tasks they can already do. Time wasting is not an option.</li><li>○ Access 1:1 support to help achieve security in developing learners in years 2 and 6.</li><li>○ Access online support packages to bridge the gap (IXL and TT Rockstars)</li><li>○ Provide 1 iPad for each KS2 child to enhance teaching and learning.</li><li>○ To purchase standardized tests (NFER) to track progress and progress in year 1,3,4 and 5.</li></ul> <p>To establish the learning environment as a tool to support the maths learning; including working walls, resources and prompts.</p> <p>To seek expertise from a Maths Specialist to support with the development of Maths as a subject but also to support in the teaching of Maths- No Problem!</p>	<p>JAN TO MAY Cost of One to One Tuition 2 afternoons a week £6000</p> <p>TT Rockstars = £75.00, IXL £179.00</p> <p>£250 x 27 = £6,750 iPads</p> <p>Cost of NFER assessment papers £500</p>	<p>requirement for catch up programmes because children have failed make the standard expected in previous years.</p>
<p>Monitoring Strategy Learning Walks (inc. Book Scrutiny) Lesson Observations</p>	<p>Evaluation Reports to Governors and LA</p>	



**Woodmansey CE Primary School**  
**Building Foundations, Unlocking Potential**  
**School Improvement Plan 2018**  
**FOCUS: Raising Attainment in English**

<b>KEY AREA FOR DEVELOPMENT</b> <ul style="list-style-type: none"> <li>To introduce an effective Guided Reading Programme.</li> </ul>		Monitoring Responsibility BN JK
<b>TARGET</b> To develop the diet of reading material which the children have access to ensuring a broad and varied approach to the reading curriculum. Pupil Premium children to gain security in reading. Higher expectations of attainment for all. There is significant improvement in attainment in Reading and a baseline expectation is that at least 85% of children are at least secure in Reading. Children achieve the challenging targets as shown above in relation to Security and Enhancing. Pupil Premium children achieve the same target (unless an SEN overlap makes this unachievable.)		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<p><i>As per the Ofsted recommendations in 2016, reading showed as a significant weakness therefore a new guided reading system is needed to be put in place to ensure a broad diet of reading is received but also to provide opportunities for investigation, inference, and deeper understanding of language.</i></p> <ul style="list-style-type: none"> <li>Guided reading support to be guaranteed for every Pupil Premium child who is developing. Making it explicitly clear to families of their responsibility and what we are doing.</li> <li>To ensure parent/carers understand the expectations for reading at home and the importance of reading homework.</li> <li>To purchase a new stock of guided reading titles (FY-Y6) ensuring a variety in authors, genres and a balance of classical texts and millennial titles.</li> <li>Buy guided reading books for Year 5 and Year 6 that can be used for the less-abled but that will still inspire them to want to read- i.e.-not too young in theme.</li> <li>Specific targeted support for the children that did not achieve KS1 phonics testing.</li> <li>To ensure that all year groups are continuing to moderate</li> </ul>	<p>BN and JK to provide resources and texts to be embedded by January 2018.</p> <p>All Staff to be embedded by January 2018.</p> <p>BN and JK to be embedded by January 2018.</p> <p>BN in discussion with EW to be embedded by January 2018.</p> <p>BN and SC to be embedded by January 2018.</p>	<ul style="list-style-type: none"> <li>Children are engaged in texts and regularly read at school and home.</li> <li>Children make good progress year to year.</li> <li>The Guided Reading Programme ensures an appropriate diet for every child with books that inspire and challenge all abilities.</li> <li>All teaching staff are confident in posing appropriate questioning to deepen children's understanding about the text they are reading.</li> <li>Children are challenged with the texts they read but an awareness of accessibility remains key.</li> <li>The slide in pupil achievement is halted and reversed. There is no longer a requirement for catch up programmes because children have failed make the standard expected in previous years.</li> </ul>



<p>guided reading, ensuring that the TAs are also part of the process.</p> <ul style="list-style-type: none"><li>• To set up new home/school reading and writing journals, equipped with varied levels of questioning for parents to use when listening to their child read.</li><li>• To include TAs in the delivery of guided reading, to ensure a quick response to those that may be falling behind.</li><li>• To develop the use of questioning to deepen understanding of the texts children are reading.</li><li>• To purchase standardized tests (NFER) to track progress and progress in year 1,3,4 and 5.</li></ul>	<p>All Staff to be embedded by January 2018.</p> <p>BN to be embedded by January 2018.</p> <p>BN and JK to be embedded by January 2018.</p> <p>ERSIP SPRING / SUMMER £2100.00</p> <p>Guided Reading Support and general support mentor for Core Curriculum with SLEs from MPS demonstrating at WPS effective guided reading strategies and organisational support. Matching up staff as shown</p> <p>CB with Y5/Y6</p> <p>SL with Y3/Y4</p> <p>JW with Y1/Y2</p> <p>RA with FY</p> <p>12 ½ SLE days @ £ 350</p> <p>Guided Reading Material Training £500</p> <p>Staff meeting to report on MPS Guided Reading 20.3.18</p>	
<p>Monitoring Strategy Learning Walk Reading Assessments Observations</p>	<p>Evaluation Reports to Governors</p>	



**Woodmansey CE Primary School**  
**Building Foundations, Unlocking Potential**  
**School Improvement Plan 2018**  
**FOCUS: Raising Attainment in English**

<b>KEY AREA FOR DEVELOPMENT</b> <ul style="list-style-type: none"> <li>To introduce an effective GPS Programme, effective marking and raised expectations.</li> </ul>		Monitoring Responsibility BN JK
<b>TARGET</b> <ul style="list-style-type: none"> <li>To raise attainment in GPS</li> <li>Ensure marking is consistent in all areas and provides opportunity for stretch and challenge.</li> <li>All staff to have high expectations of children’s work, behaviour and standards.</li> <li>There is significant improvement in attainment in GPS and a baseline expectation is that at least 85% of children are at least secure in GPS.</li> <li>Children achieve the challenging targets as shown above in relation to Security and Enhancing.</li> <li>Pupil Premium children achieve the same target (unless an SEN overlap makes this unachievable.)</li> <li>GPS lessons have pace and are a prominent feature of the day. The children understand their responsibility to work.</li> </ul>		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> <li>To up-level the teaching staff’s subject knowledge and pedagogy to fulfil the curriculum requirements</li> <li>To purchase and embed curriculum designed teaching tools to support the teaching of GPS</li> <li>To ensure that GPS tasks occur daily</li> <li>To structure Grammar teaching opportunities in schemes of work to enable children to use and apply technical aspects of writing.</li> <li>To increase expectations in the marking of work and do not accept errors or omissions of skills when it is known that the child could.</li> <li>To adopt a whole school marking policy that sets out consistent approaches to marking progress, cause for celebrations and improvements.</li> <li>To adopt a consistent approach to raising expectations, never allowing a child to settle because of year group, gender or ability.</li> <li>Purchase assessment for GPS to aid in tracking attainment and</li> </ul>	<p>BN - ongoing throughout the year. Staff meeting 23.1.18</p> <p>BN – to be secure by January 2018.  <b>GPS Programme RFTSA £300.00</b>          BN and JK</p> <p>All teaching staff</p> <p>All teaching staff</p> <p>BN – to be secure by January 2018</p> <p>All teaching staff – BN and JK to monitor          Staff meeting 9.1.18 plus SEF report.</p>	<ul style="list-style-type: none"> <li>Children are using and applying technical aspects to their writing confidently.</li> <li>GPS activities happen daily and are fed into units of work.</li> <li>Pieces of work are marked appropriately and ways forward are given if needed.</li> <li>Children present work to the best of their abilities and are challenged if this does not happen.</li> <li>Teaching staff are confident in using correct terminology for technical aspects of writing.</li> </ul>



<p>progress.</p> <ul style="list-style-type: none"> <li>Set up a Support Programme for SEN Children</li> <li>To ensure the EYFS classroom is language rich and provides independent and supported writing opportunities.</li> </ul>	<p>Rising Stars Assessment Programme £500 LEXIA Subscription £ 400.00 BN and SE to be embedded by January 2018</p>	
<p>Monitoring Strategy Learning Walk Observations</p>	<p>Evaluation Reports to Governors</p>	

**Woodmansey CoE Primary School**  
**Building Foundations, unlocking potential**  
**School Improvement Plan 2018**  
**FOCUS: Assessment for Learning and Raising Standards**

<p>KEY AREA FOR DEVELOPMENT Raising Attainment across the Curriculum by establishing effective Assessment Systems and analysis for informed assessment for learning and the setting of aspirational targets.</p>		<p>Monitoring Responsibility BN MAL</p>
<p>TARGET Assessment Information enables teachers to ensure pupils regardless of advantage or disadvantage, ability or prior attainment achieve their targets</p>		
<p><b>ACTION</b></p>		
<p>Tasks</p>	<p>Staff Responsible, Timescale/Milestones &amp; Resources</p>	<p>Success Criteria / Outcomes</p>
<ul style="list-style-type: none"> <li>Install the FLiC Assessment System.</li> <li>Train teachers and TAs on the use of the system.</li> <li>Teachers and TAs are supported so that they assess organically as they teach</li> <li>Teachers are supported to ensure that they are using FLiC to inform their planning and adjust their teaching.</li> <li>Show Governors how the system provides summative data to help them answer the key questions about pupil progress.</li> <li>Provide regular progress data for governors.</li> <li>Publish Pupil Reports to parents in January and July based</li> </ul>	<p>BN support from RFTSA FULLY SECURE JAN BN support from RFTSA ONGOING BN support from RFTSA ONGOING ERSIP 3 TWILIGHTS one per tem SPRING TO AUTUMN £525.00 MB BN support from RFTSA FULLY SECURE JAN  MAL BN FULLY SECURE JAN  Curriculum Standards Meeting 18.1.18 BN ONGOING 2018</p>	<ul style="list-style-type: none"> <li>Teachers and TAs assess constantly assess as they teach.</li> <li>Assessment clearly informs next steps in learning.</li> <li>School produces data for all children and all categories of children in all subjects for self-analysis, coordinator analysis, SMT analysis and governor analysis.</li> <li>Children are individually tracked.</li> <li>Children have challenging targets and the gap between aspiration and actual achievement is significantly and quickly</li> </ul>



<p>on assessment data.</p> <ul style="list-style-type: none"> <li>• Coordinators use FLiC data to start to establish a clearer understanding of how pupil performance within their area of responsibility is progressing, including for disadvantaged pupils.</li> <li>• Create a Data Tracker for every child. This will highlight security and enhancement of performance in every summative assessment from FY to Y6 noting all years in between. It will include challenging targets and these will transfer to teacher appraisal packs.</li> <li>• Emphasise that Quality First Teaching is the number 1 expectation.</li> <li>• Teachers to be supported in the development of effective teaching strategies to ensure that <ul style="list-style-type: none"> <li>○ High Prior attainers are not wasting time.</li> <li>○ That teachers maintain the teaching for those children who are not secure in their learning.</li> </ul> </li> <li>• TEACHERS to ensure that learning is fun, active and engaging and consider <b>THE TEN ESSENTIAL Ps TO EFFECTIVE TEACHING</b></li> <li>• <b>Planning:</b> effective informed and flexible.</li> <li>• <b>Preparation:</b> of the lesson e.g. resources.</li> <li>• <b>Place:</b> use, selection and management of the learning environment – managing risk.</li> <li>• <b>Personality:</b> of <b>YOU</b> the teacher – do you make learning stimulating, exciting, challenging, interesting, fun?</li> <li>• <b>Pressure:</b> appropriately challenging expectations.</li> <li>• <b>Pupils:</b> i.e. are they doing, actively engaged in the learning, not passive.</li> <li>• <b>Positive Praise:</b> use of to promote a happy and safe learning environment.</li> <li>• <b>Plenaries:</b> mini and final leading to constant self evaluation and assessment.</li> <li>• <b>Performance:</b> the teacher and the pupils know how well they are doing and where to go next.</li> <li>• <b>Pace THE GREATEST OF THEM ALL</b> without pace the lesson cannot achieve its <b>potential</b> and therefore secure <b>PROGRESS</b> for all learners.</li> </ul> <p><b>In addition;</b></p> <ul style="list-style-type: none"> <li>• Teachers take full responsibility for the progress of SEN and</li> </ul>	<p>BN JANUARY 2018 Staff Meeting 8.1.18 (Training Day) BN support from RFTSA SPRING 2018</p> <p>MAL FULLY SECURE JAN</p> <p>BN SPING SUMMER 2018</p> <p>BN SPRING SUMMER 2018</p> <p>BN SPRING SUMMER 2018</p> <p>BN SPRING SUMMER 2018</p> <p>BN SPRING SUMMER 2018</p>	<p>narrowing.</p> <ul style="list-style-type: none"> <li>• Teachers take full responsibility for the performance of their children and the attainment of targets.</li> <li>• Children of concern are not missed. Strategies and support are individually described and monitored for effectiveness in relation to all children off target.</li> <li>• Parents have a clear understanding of the performance of their child across the entire curriculum.</li> <li>• The gap in performance of Disadvantaged children compared to non-disadvantaged in this school is clearly narrowing and others nationally.</li> <li>• Teaching is always good and often outstanding.</li> <li>• Pupil learning within lessons and over time clearly demonstrates good progress.</li> </ul>
--	--	---



<p>Disadvantaged Pupils</p> <p><b>A root and branch review of the spending of Pupil Premium Funding creating the Pupil Premium and SEND Targeted support Data Base matched to outcomes.</b></p> <p>Molescroft Primary School to provide a SENDCo who will</p> <ul style="list-style-type: none"><li>• establish appropriate and effective intervention systems to 'bridge the gap' for learners off target.</li><li>• <b>Arrange "One to One Tuition" to those identified to fill gaps in knowledge</b></li><li>• <b>Use NFER data to adapt planning and support or extend appropriately.</b></li></ul>	<p>BN MAL SPRING 2018</p> <p>MAL FULLY EFFECTIVE JANUARY 2018 (SC MPS) BN</p> <p>(SC MPS) BN</p> <p><b>ERSIP ONE TO ONE TUITION AND SUPPORT TO BRIDGE GAPS AND SECURE THE TARGETS OF ALL PUPILS</b> CB AND RM from MPS <b>£6,000 see above</b></p>	
<p>Monitoring Strategy</p> <p>BN MAL Review of Teaching &amp; Learning in relation to assessment outcomes and data. Also focussed Learning Walks</p>	<p>Evaluation</p> <p>Standards Reports to Governors</p> <p>Reports and Data Analysis to Governors</p>	



**Woodmansey CoE Primary School**  
**Building Foundations, unlocking potential**  
**School Improvement Plan 2018**  
**FOCUS: Raising Attainment across the Curriculum**

<b>KEY AREA FOR DEVELOPMENT</b> Raising Attainment across the Curriculum by restructuring the school day, providing more time for teaching and learning, and providing a curriculum programme which ensures progress and appropriate pitch and pace.		Monitoring Responsibility BN MAL
<b>TARGET</b> The Full Primary Curriculum is being taught across the whole school at an appropriate age and stage with appropriate depth and progression.		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> <li>• Establish new start of the day arrangements whereby the children come into school between 8:40am and 8:50am.</li> <li>• Children are registered on arrival by support staff, teachers are engaged with the pupils from 8:40am</li> <li>• Teachers have arrival activities so children know immediately that they are here to work and a feeling of pace and urgency is set.</li> <li>• Worship is moved to the end of the day</li> <li>• Playtime in a morning lasts a maximum of 15 mins including movement time.</li> <li>• There is no afternoon break.</li> <li>• More time is released into the day to enable increased hours for English, Maths and P.E (Fitness).</li> <li>• Establish a new curriculum for every subject except Maths and English (see other focus areas). This will include new units of work with clear expectations, targets and support for teachers. Each unit will have a time allocation. Pace and Progression will be ensured.</li> </ul>	BN FULLY IN PLACE JANUARY  TEACHERS FULLY IN PLACE JANUARY  TEACHERS FULLY IN PLACE JANUARY  BN FULLY IN PLACE JANUARY BN FULLY IN PLACE JANUARY  BN FULLY IN PLACE JANUARY  BN MAL with TEACHERS FULLY IN PLACE JANUARY ERSIP NEW CURRICULUM RFTSA £500 ERSIP CURRICULUM EXCELLENCE TRAINING FROM RFTSA with evaluative support from SLE trainers on site in the classrooms at Woodmansey. JW, BR, CB, HR, GEOGRAPHY, HISTORY, SCIENCE, ART, PERFORMING ARTS, D&T £2040.00 (training 4 staff x 6 events)	<ul style="list-style-type: none"> <li>• Work starts immediately</li> <li>• Formal lessons are operational at 8:50am</li> <li>• Lateness is no longer an issue</li> <li>• The School maximises the use of time</li> <li>• Time is no longer wasted in the morning (up to an hour a day of valuable learning time was being lost)</li> <li>• Progression is assured across the whole curriculum.</li> <li>• There is a sense of urgency and pace.</li> <li>• The Full curriculum is being effectively taught.</li> <li>• Teachers can devote their planning time to bringing the unit of work to life, rather than deciding what should be taught.</li> <li>• Standards are rising across the entire curriculum.</li> <li>• There is clear guidance to all staff through the review of Curriculum Policies and a new staff handbook of the expectations for all subjects and curriculum areas.</li> <li>• Policies are published on the Website.</li> <li>• Assessments in July demonstrate that at least 85% of the pupils are secure in their</li> </ul>





<ul style="list-style-type: none"><li>Review ALL Subject Curriculum Policies and Subject advice in a New School Handbook</li></ul> <p><a href="#">Art and Design</a> <a href="#">Assessment, Recording, Reporting and Target Setting</a> <a href="#">Computing</a> <a href="#">Design and Technology</a> <a href="#">Effective Teaching and Learning</a> <a href="#">English</a> <a href="#">Foundation Stage</a> <a href="#">Geography</a> <a href="#">Gifted and Talented</a> <a href="#">History</a> <a href="#">Languages</a> <a href="#">Marking and Feedback Policy</a> <a href="#">Mathematics</a> <a href="#">Music</a> <a href="#">Overarching Arts Policy</a> <a href="#">P.E. and Sports</a> <a href="#">P.S.C.E.</a> <a href="#">Religious Education</a> <a href="#">Science</a> <a href="#">S.E.N.D Policy</a> <a href="#">Sex and Relationships Education</a></p> <ul style="list-style-type: none"><li></li></ul>	<p>£ 2400 Supply costs &amp; £ 1050.00 (on site evaluative practice support 6 SLE ½ days) CURR DEV WITH RFLLE (AT) 4 X £450.00 £1800.00</p> <p>BN MAL with TEACHERS FULLY IN PLACE JANUARY</p>	<p>learning in all curriculum areas.</p>
<p>Monitoring Strategy LESSON OBSERVATIONS LEARNING WALKS SMT &amp; LA</p>	<p>Evaluation Reports provided by Head of School and LA to Governors.</p>	



**FOCUS: ENTERPRISE, GOVERNANCE and INVESTMENT in our PROFESSIONS**



**Woodmansey CE Primary School**  
**Building Foundations, Unlocking Potential**  
**School Improvement Plan 2018**  
**FOCUS: Developing Subject Leadership**

<b>KEY AREA FOR DEVELOPMENT</b> <ul style="list-style-type: none"> <li>Developing leadership by enabling subject leaders to influence and monitor teaching and learning thus supporting governors to be able to fulfil their leadership role in the school.</li> </ul>		Monitoring Responsibility MAL, BN, SE, JK, RF, EW, LB, SG, KH, EC
<b>TARGET</b> <ul style="list-style-type: none"> <li>The subject leader is able to make key decisions based on the tracking and analysis of their subject. This will then inform discussions with governors to provide an overall picture of the curriculum and standards across the school.</li> <li>Governors will understand their role and question and challenge school leaders appropriately to gain a clearer understanding of the subject area.</li> </ul>		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> <li>To design a structured curriculum that allows for progression and depth in each subject and across year groups.</li> <li>To put more emphasis on the 'Curriculum Standards' governor meetings and ensuring that all governors attend the curriculum meetings.</li> <li>Ensure that governor days are timetabled in so governors can witness, first hand, their curriculum area and the changes and developments within the school.</li> <li>Develop governors in questioning and challenging decisions in terms of curriculum and school agendas.</li> <li>To use new assessment system (Flic) to guide subject leaders and provide them with a full picture on what their subject looks like across the school.</li> <li>To develop the use of the Subject Evaluation Form (SEF) to provide specific reports on key subjects to inform the subject leader with any possible weaknesses and look for trends in specific groups. This will also inform the link governor and will be presented at curriculum standards governor meetings.</li> <li>To give access to relevant CPD for subject leaders to develop</li> </ul>	BN – to publish a LTP.  BN – to be secure by January 2018.  BN, KH  BN, KH  BN and all teachers – to be secure by January 2018. Staff to produce a subject SEF to show progress within their subject 15.1.18  All teaching staff and Governors <b>ERSIP £ 800.00 SUPPLY COSTS</b> <b>MPS SLE (RA, MW) £700 &amp; RFLLE (AT) £450</b> <b>COORDINATOR ROLE DAY WORKING IN</b> <b>PARTNERSHIP WITH SUBJECT SLEs on HOW</b> <b>TO BE AN EFFECTIVE COORDINATOR, HOW</b> <b>TO MONITOR AND RECORD THIS.</b>	<ul style="list-style-type: none"> <li>Subject leaders will confidently be able to discuss their subject and how it is progressing in school.</li> <li>Because of the implementation of the new assessment system (Flic), subject leaders will have current data to inform them of weaknesses and strengths in the subject to guide them to their next steps as a subject leader.</li> <li>Subject SEFs will be produced to support the ongoing analysis of the subject.</li> <li>Governors will know and understand the school's policies and practices and will feel confident enough to challenge and question future decisions.</li> </ul>



their own knowledge to disseminate to colleagues	TWO TWIGHLIGHT FOLLOW UPS £ 600 BN	
Monitoring Strategy Learning Walk Observations SEF	Evaluation Reports to Governors at Curriculum Standards Questioning at Governor meetings	



## **HEALTH, SPORT, FITNESS and WELL-BEING**



**Woodmansey CoE Primary School**  
**Building Foundations, unlocking potential**  
**School Improvement Plan 2018**  
**FOCUS: DEVELOPING SPORTS & PE**

KEY AREA FOR DEVELOPMENT MAKING THE MOST OF THE OPPORTUNITIES PROVIDED BY THE SPORTS PREMIUM		Monitoring Responsibility EW
TARGET Spending of the Sports Premium continues to meet requirements and enhances the immense sport and P.E provision in school in Curriculum and through extra curricula opportunities.		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> <li>• Renegotiate the Contract with First Steps to ensure             <ul style="list-style-type: none"> <li>○ Full involvement of teaching staff in a shared capacity with the provider.</li> <li>○ Far more sporting clubs for all year groups.</li> </ul> </li> <li>• Through a partnership with Molescroft Primary School create the Woodcroft Team so that the children from Woodmansey can compete in inter-school sporting events.</li> <li>• Facilitate the transporting of children to sporting events.</li> <li>• With the review of the whole Curriculum to introduce a clear contracting of PE units to ensure a proper balance and a clear progression.</li> <li>• Linking with the new curriculum to introduce intra-school sports tournaments. (one for Y2) (Two for KS2) plus Rounders, and Athletics events.</li> <li>• Incorporate as many sports as possible into a Summer Festival of Sport.</li> <li>• Work towards achievement of the Gold Sports Award standard by July 2019.</li> <li>• Involve children in leadership training.</li> <li>• Be aware of and develop ideas for 30 Active minutes per day and also the new elements of the Sports Mark- personal competition. Establish the strategy for "Random Acts of Physical Activity" RAPA" to meet the requirement together</li> </ul>	SPRING 2018 MAL BN  SPRING 2018 EW MAL  SPRING 2018 BN  COMPLETED JANUARY 2018 BN  COMPLETED JANUARY 2018 BN  SUMMER 2018 BN EW MAL  AUTUMN 2018 SUMMER 2018 (MW KF MPS) EW	The Sports Premium Fund is effectively deployed to ensure the most effective sports and PE provision in the school.  Staff are developed and are confident to deliver appropriate PE with pace and clear progression.  Pupils have access to a good quality PE Programme and have access to a good variety of Physical and Sporting clubs.  Woodmansey Pupils participate in inter and intra school tournaments.  Woodmansey CoE Primary School meets compliance for hours of PE taught and the pupils meet the 30 mins a day Physical Activity requirement.



<p>with the introduction of post lunchtime exercise per day.</p> <ul style="list-style-type: none"><li>• Coordinator to attend events offered by Sports Partnership.</li><li>• Intro “Bleep Test” and another event for Personal Competition aspect of Sports Mark.</li><li>• Conduct a full review of the spending and provision offered by new Sugar Tax funding feeding into the Sports Premium money.</li><li>• Establish a spreadsheet of all PHYSICAL ACTIVITY planned for and also available for each year group.</li></ul>	<p>EW TERMLY 2018 AUTUMN 2018</p> <p>SPRING 2018 MAL BN</p> <p>SPRING 2018 EW</p>	
<p>Monitoring Strategy EW / BN Subject SEF</p>	<p>Evaluation Subject SEF to Governors</p>	



**SAFEGUARDING:  
PROTECTION & MANAGING RISK within a SECURE and INSPIRATIONAL ENVIRONMENT**





**Woodmansey CoE Primary School**  
**Building Foundations, unlocking potential**  
**School Improvement Plan 2018**  
**FOCUS: SAFEGUARDING**

KEY AREA FOR DEVELOPMENT TO COMPLETE A ROOT AND BRANCH CHECK OF ALL SAFEGUARDING PROCEDURES TO ENSURE THERE ARE NO GAPS AND THAT THE PROVISION IS IN PLACE FOR AUTOMATIC RENEWAL AND CHECKS		Monitoring Responsibility MAL BN
TARGET All safeguarding systems are robust and effective.		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> <li>• Train Head of School as Designated Safeguarding Lead               <ul style="list-style-type: none"> <li>○ Note Exec Head is trained.</li> </ul> </li> <li>• Train Head of School as Child Protection Coordinator               <ul style="list-style-type: none"> <li>○ Note Exec Head is trained.</li> </ul> </li> <li>• Train head of School in Safer Recruitment Training               <ul style="list-style-type: none"> <li>○ Note Exec Head is trained.</li> </ul> </li> <li>• Fully review all Child Protection Policies and Procedures</li> <li>• Create a Staff Handbook and an Induction Package for all staff, governors, and volunteers covering all safeguarding procedures and essential information.</li> <li>• Induct all staff governors and volunteers.</li> <li>• Renew all staff and governor induction annually.</li> <li>• Renew all volunteer induction every three years.</li> <li>• Create a new website to manage all policies and procedures to facilitate ease of access to essential information for all stakeholders.</li> <li>• Produce/Provide Polices as follows:               <ul style="list-style-type: none"> <li><a href="#">Keeping Children Safe in Education 2016</a></li> <li><a href="#">Keeping Children Safe in Education (Part 1) Sept 2016</a></li> <li><a href="#">Child Protection Policy</a></li> <li><a href="#">Child Protection Procedures -Staff reference guidance</a></li> <li><a href="#">Acceptable Use Policies</a></li> <li><a href="#">Code of Conduct</a></li> <li><a href="#">E Safety Policy</a></li> </ul> </li> </ul>	<p>IMMEDIATELY BN</p> <p>IMMEDIATELY BN</p> <p>IMMEDIATELY BN</p> <p>FULLY COMPLETE JANUARY 2018 BN</p> <p>FULLY COMPLETE JANUARY 2018 BN MAL</p> <p>JANUARY 2018 BN MAL</p> <p>JANUARY 2018 BN MAL</p> <p>Set up in new 3 Years Actions Plan MAL</p> <p>BN MAL with SUPPORT FROM RFTSA</p> <p>FULLY COMPLETE JANUARY 2018 BN MAL</p>	<p>The school's systems and procedures for Child Protection and Safeguarding generally are clearly evident within every fibre of the school. All staff, Governors, volunteers and pupils are aware of their roles and responsibilities and take all aspects of safeguarding extremely seriously.</p> <p>There is a natural planned agenda for renewal and reinforcement of all safeguarding Policies and procedures.</p> <p>The School's Website is fully compliant and there is a clear procedure for ensuring it is maintained.</p> <p>The School's Single Central Record is fully compliant and there is a clear procedure for ensuring it is maintained.</p>



- [Good Behaviour Policy](#)
- [Looked After Children Policy](#)
- [Woodmansey Publication Scheme](#)
- [Initial Allegation Management](#)
- [Inspecting Safeguarding in Early Years, Education and Skills Settings](#)
- [Overarching Safeguarding Policy](#)
- [Prevent Duty Guidance](#)
- [Prevent Flowchart](#)
- [Safeguarding Children and Young People and Young Vulnerable Adults Policy](#)
- [Safeguarding – Whistleblowing](#)
- [Recruitment and Selection Policy](#)
- [Sex and Relationships Education](#)
- [Supporting Pupils with Medical Needs](#)
- [Visitors to School Policy](#)
- [Volunteer Helpers Policy](#)
- [Working Together to Safeguard Children 2015](#)
- [What to do if you are worried a child is being abused](#)
- [Young Persons Guide to Working Together to Safeguard Children](#)

- Ensure the school is compliant with all LA Health and Safety Policies and has its own essential Health and Safety Policies, most particularly:

- Food Policy
- Headlice Advice
- Health and Safety Manual
- Health and Safety Policy
- Use of Reasonable Force
- Data Protection Act
- Dealing With Stress
- [Drugs and Alcohol Policy](#)
- [Educational Visits Policy](#)

- Create a system for a full site inspection each term, with the caretaker, Executive Head teacher and Health and Safety Governor. To include all aspects of Safeguarding which relate to the site and security with a full report to governors.
- Review the Single Central Record to ensure full compliance.
- Review the Website to ensure full compliance.
- Create a Three Year Actions Plan to ensure an automatic review and renewal of ALL policies and procedures

FULLY COMPLETE JANUARY 2018 BN MAL

FULLY COMPLETE JANUARY 2018 MAL

FULLY COMPLETE JANUARY 2018 KS with support from MPS and LA

FULLY COMPLETE JANUARY 2018 KS with support from MPS and LA

SPRING 2018 MAL



<ul style="list-style-type: none"> <li>• Review of the Good Behaviour Policy and Anti Bullying Strategies engaging             <ul style="list-style-type: none"> <li>○ Children and staff in a review of the school expectations</li> <li>○ Agreeing on new rewards and sanctions</li> <li>○ Ensuring consistency of expectation and approach at all times by all people.</li> </ul> </li> </ul>	<p>FULLY COMPLETE JANUARY 2018 BN</p>	
<p>Monitoring Strategy</p> <ul style="list-style-type: none"> <li>• Reports to Governors each Term</li> <li>• Report of the Designated Safeguarding Lead to Governors each term</li> </ul>	<p>Evaluation Governors through the minutes of the Wellbeing Safeguarding and Personnel Committee</p>	

**Woodmansey CoE Primary School**  
**Building Foundations, unlocking potential**  
**School Improvement Plan 2018**

**FOCUS: Ensuring the school is fully compliant with the new Data Protection and General Data Protection Regulation May 25<sup>th</sup> 2018**

**GOVERNOR LINK: KERRI HAROLD CHAIR OF GOVERNORS**

<p>KEY AREA FOR DEVELOPMENT ENSURING THE SCHOOL HAS ALL THE PROTECTIONS IN PLACE TO ENSURE THAT EVERYONE UNDERSTANDS THEIR ROLE IN DATA PROTECTION AND THAT THE SYSTEMS IN SCHOOL ENSURE FULL COMPLIANCE.</p>		<p>Monitoring Responsibility MAL BN KS</p>
<p>TARGET Fully ready for 25<sup>th</sup> May 2018</p>		
<b>ACTION</b>		
Tasks	Staff Responsible, Timescale/Milestones & Resources	Success Criteria / Outcomes
<ul style="list-style-type: none"> <li>• Complete the Preparing for GDPR Tracker Sheet</li> <li>• Create an inventory of the Data we hold.</li> <li>• Appoint Data Controller</li> <li>• Appoint Data Processor</li> <li>• Appoint Data Protection Officer i.e. LA as our expert</li> <li>• Train all staff on what constitutes data and how it must be protected.</li> </ul>	<p>MAL KS MAL KS MAL MAL MAL MAL</p>	<p>All data is fully secure  All staff fully understand their responsibilities and the seriousness of breaches</p>



<ul style="list-style-type: none"><li>• Complete E Learning Package for all staff who have data access. (LA March 2018)</li><li>• Understand the principles of consent</li><li>• Reduce the data storage to a minimum</li><li>• Design Privacy Notices</li><li>• Establish the processes of data processing and handling</li><li>• Produce Data Protection Policy based on the LA Template (due March 2018)</li><li>• Set up new safeguards re email / memory sticks / Google Drive / the Cloud / lap tops / passwords / encryption / security</li><li>• Check the security of contractors who handle our data.</li></ul>	MAL  MAL MAL MAL KS MAL ( <i>MB MPS</i> ) KS MAL KS  MAL MB KS  MAL KS	
Monitoring Strategy MAL: Report to Governors	Evaluation Head Teacher Report to Governors	



## **SCHOOL INSET PROGRAMME 2018**

### **SPRING: 12**

Depth and reflection in RE February	1	
Maths Expectations February	1	
Maths Pace & Progression March	1	
Maths Mastery Training January	1	
Maths Mastery Training March	1	
Guided Reading Report March	1	
Teaching Pedagogy January	1	
Curriculum Standards January	1	
Producing a Coordinators Subject SEF	1	
FliC Assessment Using Data		TRAINING DAY

### **SUMMER: 12**

Maths Mastery Training April	1	
------------------------------	---	--

### **AUTUMN: 14**

## **BUDGET IMPLICATIONS**

27 iPads	£ 6750.00
----------	-----------

## **FRIENDS ASSOCIATION BIDS 2017**

Conservation Area	£
Levelling of field and providing a Sports Pitch	£
Tree Planting	£
iPads	£ 500.00

## **CAPITAL DEVELOPMENTS**

## **FUTURE**

	£
--	---



## ERSIP FUNDING

Initial RFLLE Joint Evaluation ½ day	£ 450.00
Evaluation Programme LLE & RFLLE ½ termly	£1800.00
Establishing Maths No Problem	£3537.20
Equipping Maths Mastery	£ 481.20
SLE/MaST 6 Days in Woodmansey for Maths	£2100.00
30 x 1 to 1 Tuition Days provided by MPS	£6000.00
Times table Rockstars	£ 75.00
IXL Log Ins	£ 179.00
Rising Stars Assessment Programme for GPS	£ 400.00
LEXIA Subscription support for SEN	£ 500.00
GPS Programme	£ 300.00
LEXIA Subscription	£ 500.00
NFER assessments for Y1 Y3 Y4 & Y5	£ 500.00
Guided Reading SLE Support into Woodmansey incorporating ...	
Classroom SLE Mentors 12 ½ SLE days	£2100.00
Guided Reading Material Training	£ 500.00
FliC Training 3 Twilights	£ 525.00
New Curriculum RFTSA	£ 500.00
CURR DEV WITH RFLLE (AT) 4 X £450.00	£1800.00
Curriculum Excellence Training	£2040.00
Supply Costs	£2400.00
On Site Evaluative Practice 6 SLE Days	£1050.00
Effective Coordinator Programme	£2550.00

**TOTAL £30287.40**