

School Improvement Plan

2018 / 2019

“Achievement, ambition and progress for all...”

Date of last inspection	November 2013	Overall effectiveness	Outstanding
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Key strategic priorities for improvement 2017 - 2020	
1. To ensure that the quality of learning and teaching remains consistently good with the majority outstanding by further developing the cycle of planning for learning alongside a refreshed curriculum map.	
2. To ensure that the needs of disadvantaged children are being effectively met across all year groups to continuously improve their progress and attainment thus diminishing the difference with all other pupils in school.	
3. To further develop the leadership structures of the school alongside a more streamlined school improvement and quality assurance system thus ensuring that maximum impact is being achieved for all pupils in our growing school context.	
Key targets for school improvement in 2018/19	Links to strategic priority
<u>Attainment and Progress</u> <ul style="list-style-type: none"> Target 1: Pupil premium and SEND children to make accelerated progress so that an increased % of children make combined RWM at age expected and greater depth standard. 	1, 2, 3
<u>Learning and Teaching</u> <ul style="list-style-type: none"> Target 2: To further improve the quality of learning and teaching to ensure an increased amount is outstanding over time 	1, 2, 3
<u>Leadership and Management</u> <ul style="list-style-type: none"> Target 3: To support and develop middle subject leadership in order to improve the quality and consistency of learning and teaching across all curriculum areas. Target 4: To further broaden and enrich the opportunities that develop cultural capital both during the school day, through a rich curriculum and high quality play, as well as beyond the school day through extra-curricular clubs, ensuring equality of access for all. Target 5: Review and further develop communication strategy to ensure all stakeholders are clear on the school's vision, strategy for improvement and policies. 	1, 2, 3
<u>Personal Development, Behaviour and Welfare</u> <ul style="list-style-type: none"> Target 6: Further develop the behaviour for learning policy to ensure consistency of implementation. Target 7: Continue to develop the playground so that children can practice and apply learning alongside developing important life skills. 	1, 2, 3

1. KEY PERFORMANCE INDICATORS (KPIs)

	Our Mission			
	To ensure leadership, teaching and behaviour is consistently outstanding in order for all children to make better than expected progress and attain above nationally expected levels.			
	Key Performance Indicators/Milestones			
	By July 2018	By Dec 2018	By April 2019	By July 2019
Achievement	<p>At least 90%+ pupils make expected progress with 20% making better than expected progress</p> <p>Attainment EFYS – 80%+ at GLD (Actual 84%) Y1 phonics – 85% (actual 83%)</p> <p>Y2 85% at Expected in R W M 30%+ at GD</p> <p>Y6 85% RWM (+11% on 2016 / = 2017) (Actual 77%) 15% at GD RWM (=2016) (Actual 28%)</p> <p>In all phases PP children are in line with all other pupils nationally and as close to their peers in school as possible or above.</p>	<p>At least 85% pupils make expected progress with 30% making better than expected progress</p> <p>65%+ pupils in all year groups at age-related expectations</p> <p>See related data sheet for Aut term. Over all progress being met in almost all year groups.</p> <p>Attainment % being met in almost all year groups.</p>	<p>At least 90% pupils make expected progress with 40% making better than expected progress</p> <p>75% pupils in all year groups at age-related expectations</p>	<p>At least 100% pupils make expected progress with 50% making better than expected progress</p> <p>85% pupils in all year groups at age-related expectations</p> <p>Attainment EFYS – 85%+ at GLD Y1 phonics – 85%+</p> <p>Y2 85% at Expected in R W M 30%+ at GD</p> <p>Y6 85% RWM (+8% on 2018, =2017) 28% RWM (GD) = 2017&2018</p> <p>In all phases PP children are in line with all other pupils nationally and as close to their peers in school as possible or above.</p>
Teaching	95% good 50% outstanding	90% Good (taking into account new teachers / NQT) 40% Outstanding	95% good 50% outstanding	100% Good 50% Outstanding
Behaviour and Safety	Outstanding	Outstanding	Outstanding	Outstanding
Leadership and Management	Outstanding	Outstanding	Outstanding	Outstanding

MONITORING & EVALUATION:

- The following plan will be subject to **termly review** using the intended outcomes and impact which will incorporate quantifiable data as the basis of review.
- On-going monitoring and evaluation activities (see both the SE wheel and yearly planner) will be used to judge the impact of all targets and actions throughout this plan.
- We will also use external expertise such as our annual Challenge Partner review and an SEND audit to benchmark our judgements.
- All judgements will be benchmarked against Ofsted requirements in the current framework.

School leaders:	Governing Body:	Local Authority:
<ul style="list-style-type: none"> • Half termly pupil progress meetings conducted between Acting Headteacher, Acting Deputy Head, Phase Leader and class teacher. • Termly lesson observations as per the monitoring cycle conducted by the SLT • Termly / medium term (MTP) planning check, including Teacher/ T.A. feedback. • Termly book, data and planning triangulation checks with feedback to teachers • Formal learning walks will be carried out to explore themes from the above triangulation checks • Scrutiny of pupil achievement data (by SLT) including attainment and progress for whole cohorts and groups (including SEN, Disadvantaged, EAL, Ethnic Groups, More able and gender) on a termly basis to evaluate progress against targets set – linked into pupil progress meetings • Termly reporting to the GB via the HT report. • Annual CP QAR process with a moderated report presented to the school • We will commission an SEND audit in the academic year. 	<p>Scrutinise and challenge evaluative reports at every review point. Evidence of this scrutiny will be minuted.</p> <p>The evaluative reports will include the following:</p> <ul style="list-style-type: none"> • detail on the impact of planned intervention work analysed by subject leaders then reported to SLT and governors. • the outcomes of monitoring activity and professional development how that has led to improvements in practice • how the use of pupil premium funding in particular is resulting in accelerated achievement of disadvantaged children. • Half termly reports on the quality of work in children's books • Termly data analysis to include attainment and progress by year group and by vulnerable groups (Disadvantaged, SEN, EAL, More able) in comparison with the cohort as a whole and where applicable, national averages 	<ul style="list-style-type: none"> • As a Green school the LA will monitor out progress via a desktop exercise and we will be asked to submit our SEF to them in the autumn term. • Annual Register audit • Annual SG audit • Internal audit (last done July 2017)

HEADLINE PREDICTIONS FOR ACADEMIC YEAR 2018/19

EYFS GLD:	85%+
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Year 1 Phonics:	90% +	Year 2 Phonics:	95% +
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End of key stage 1	Level:	Reading	Writing	Maths	RWM
	EXS +	85%+	85%+	85%+	80%+
	GDS	30%+	30%+	30%+	20%+

End of key stage 2	Level:	Reading	Writing	Maths	SPaG
	EXS +	90%	90%	90%	90%
	GDS	40%+	40%+	30%+	25%+
Progress		+2	+2	+2	
RWM		85%+ (Expected) 25%+ (GDS)			

Key

EXS+ = Expected Standard and above.

GDS = Greater Depth Standard only.

RWM = Combined EXS + in Reading, Writing and Maths.

Attainment and Progress



Target 1:

For all pupils to make excellent progress, but particularly those who find learning tricky.

Pupil premium and SEND children to make accelerated progress so that an increased % of children make combined RWM at age expected and greater depth standard.

Lead People:

Amy Parry – AHT
Phase leaders
Standards and Curriculum
Committee

Key actions we need to do to improve matters	Who will take the lead and who else will be involved?	Resources including staff development needs	Timescale (by when)	What will success to look like?	How will actions be monitored and evaluated?	What is the Impact?
Resources targeted to classes with higher levels of need.	JN and SM	N/A	By September 2018 and reviewed termly	By September: Classes with higher %s of pupils with Pupil Premium and SEND will have a higher ratio adult support time. By end of each term: SEND pupils make progress as per their individual education plans. By end of each term: Pupil Premium pupil make good or better progress based on their previous data.	<ul style="list-style-type: none"> • Half termly pupil tracking • Half termly book, planning and data checks • Termly lesson observations • Half termly learning walks by SLT • Annual CP QAR • Subject leaders ongoing monitoring of areas of responsibility • Annual report to LA – RAG rating • Annual pupil, staff and family questionnaires • PiXL meetings • SEND review outcomes 	
Develop a PiXL Raising Standards Leader (RSL) in all phases	JN and SM	PiXL National Conferences, Associate Meetings with CM, time for Core Team Meetings in Y2, Y3 and Y6	By September and reviewed termly.	By September: RSLs identified and attended national conferences By end of Autumn 2: RSL implemented PiXL in individual phases and using associated data to improve outcomes. By end of Spring 2: An increased number of PiXL Key Marginal children achieve RWM combined.		
Conduct in internal audit of SEND provision by Autumn 2	JN, AP, DP, and TJ	SEND Review Guide (Free online)	By Autumn 2	By end of Autumn 2: A clear set of targets produced to improve the leadership and management of SEND.		
Conduct an external audit of SEND provision by Spring 2	JN, AP, DP, and TJ	Cost of the Audit	By Spring 2	By end of summer 1: A clear set of targets produced to improve the SEND outcomes of pupils.		
Introduce a Pupil Premium focus group for parents of Pupil Premium children and their	JN, AP, SM, DP and VA	Refreshments	By Autumn 2 and reviewing throughout the year	By Autumn 2: census identified PP and ever 6 children. VA to invite them to participate in focus		

parents				<p>group.</p> <p>First focus group meeting taken place and school has a clearer understanding of what the parents perceive as the barriers to learnings. Throughout the year, school work alongside parents and address these as appropriate.</p> <p>By Summer 2: a higher % of Pupil Premium children achieving RWM combined.</p>		
Precision teaching introduction for TAs ensuring interventions are focused and child specific	AP	Paper and online resources to be printed and saved on server	Autumn 1, review in Autumn 2 and throughout the year	<p>Interventions out of class will be short and sharp, specific to the pupil's needs as evidenced by observation and data.</p> <p>TAs confident in running Precision Teaching groups to a high standard, evidenced through feedback and data.</p> <p>Pupils will be involved in the Precision Teaching process and believe it is making a difference to their learning.</p>		
Target setting for PP pupils in Pupil Tracking Meetings	JN, SM, AP, Class teachers	N/A	By Autumn 1 and reviewed and amended, as required, throughout the year	<p>All PP pupils will have a specific target(s) focused on accelerating their progress from their starting point.</p> <p>Pupils will be aware (if appropriate) of their individual targets.</p>		
Case studies of PP and SEND pupils at Y2 and Y6 inc. HA, MA and LA pupils	JN, AP, DP, AW		By Autumn 2 and built on throughout the year	Senior Leaders and relevant support staff will have a clear picture of the strengths and needs of case study pupils and therefore have a better understanding of what works well and next steps for PP and SEND pupils generally		

Learning and Teaching



Target 2:

Continue to make sure that all children have fantastic teaching and learning

To further improve the quality of learning and teaching to ensure an increased amount is OS over time

Lead People

Stephen Mitchell DHT
Standards and Curriculum Committee

Key actions we need to do to improve matters	Who will take the lead and who else will be involved?	Resources including staff development needs	Timescale (by when)	What will success to look like?	How will actions be monitored and evaluated?
Ensure that each unit of work has a point that children are working towards as a showcase of their learning	SM and Phase leaders	Time at staff meetings to share vision and purpose of this	Reflected in MTP by: end of September, January and April	Each class will have a showcase of learning, either a high quality class/year group assembly, an event or a celebration of learning for each term.	<ul style="list-style-type: none"> Subject leaders monitoring of MTPs Staff meeting / Inset PPTs Final L and T policy Full GB and Standards Committee minutes
Ensure all classes have the appropriate learning resources to support children in their learning.	Subject leaders	Possible cost where there are gaps	By end of February 2019		<ul style="list-style-type: none"> In discussions with Phase leaders. Through informal discussions with class teachers.
Establish 5 research groups involving all teaching staff and any support staff who wish to join: <ul style="list-style-type: none"> Developing Oracy skills Developing approaches to Feedback Collaborative and independent learning inc <i>"Even better if strategies and resources, which provide modelling and scaffolding, available at the point of need were further developed to ensure that all pupils move rapidly on with their learning in all parts of the lesson"</i> CP QAR 17/18 Metacognition inc <i>'Sophisticated ways to improve the opportunities for higher-level thinking and questioning skills to assess learning, including misconceptions, were further enhanced.'</i> CP QAR 17/18 Learning behaviours 	JN and Phase Leaders	10 hours Inset twilight, Inset day 3 PM and selected staff meetings	Throughout 2018/19	<ul style="list-style-type: none"> Staff will engage with research inc EEF and good practice both within and outwith the school Staff will trial and develop practice and policy during the year Staff will represent and share findings with staff / governors Staff will produce final Learning and Teaching policy by July 2019 	<ul style="list-style-type: none"> During learning walks. Tracking meetings Book looks
Develop approaches to sharing good practice eg joint observations and filming	JN, SM and AP	Time at SM and SSM	By end of February	Staff report positively that there are increased chances to share and observe good practice	

Leadership and Management



Target 3: Develop the curriculum by develop subject leadership

To support and develop the middle leaders and subject leaders so that they can lead on improving the quality and consistency of learning and teaching across all curriculum areas.

Lead People
Stephen Mitchell – DHT
Standards and Curriculum
committee

Key actions we need to do to improve matters	Who will take the lead and who else will be involved?	Resources including staff development needs	Timescale (by when)	What will success to look like?	How will actions be monitored and evaluated?	Impact Analysis
Curriculum Leaders to have access to quality leadership development CPD eg via Challenge Partners Hub	SM	Cost of CPD	To be completed by end of the academic year	Subject leaders will have made sustained impact in their subject area with next steps identified. Subject leaders will demonstrate an increased understanding of their roles and the ways in which they can impact school wide priorities.	<ul style="list-style-type: none"> Through performance management cycles Half termly checks using the Bluesky CPD impact measure to gauge the impact of CPD 	<ul style="list-style-type: none">
Refresh the current curriculum offer by having clear visions, action plans and curriculum teams around both the core and foundation subjects – link to Ofsted's cycle of Intent, Implement and Impact.	JN, SM, AP	None	End of Autumn 1	All curriculum areas will have a clear vision articulated in the 'John Ball Curriculum' document. Individual subject actions plans accurately reflect the required development in an individual subject area. Subject teams are developed, where required.	<ul style="list-style-type: none"> The completion/ development of 'The John Ball Curriculum' document Subject leader action plans Subject leader 1:2:1s 	
Revise the whole school curriculum map for 2018/19 with a focus on diversity, and the teaching of progressive skills in all subject areas.	JN, SM, AP	None	First draft completed by end of Autumn 1	A curriculum map will be published to parents demonstrating a central core text which reflects the diverse community which John Ball serves. Where appropriate, the development of skills will be communicated through this document (it will also be detailed in 'The John Ball Curriculum').	<ul style="list-style-type: none"> Curriculum mapping document – scrutiny alongside English lead and all Phase Leads Development of individual subject assessment matrix (foundation subjects) 	
Develop a clear, useful and manageable approach to assessing non-core subjects.	SM	Learning Ladders £3500	First draft completed by end of Autumn 2	Foundation subjects all have a matrix to allow staff to give a teacher assessment at key points in the year. Statements developed for 'WTS, EXS and GDS' learners. PLs and SLs using the new assessment matrix to moderate judgements to ensure accuracy.	<ul style="list-style-type: none"> Assessment records on Learning Ladders The criteria on LL reflecting a change 	
Refresh and update learning ladder criteria to match the knowledge, understanding and skills taught in core subjects.	SM	None	Autumn 1 (core) Spring 1 (non core)	Learning Ladders (maths, English, Reading, Working Scientifically) accurately reflect the subject specific skills taught at JB, alongside the National Curriculum expectations. Mathematics assessment criteria is streamlined to reflect the 'WRM small steps'.	<ul style="list-style-type: none"> Evidence from CPD training with SLT around assessment and curriculum 	

Continue to work towards consistency in core subject books and begin to develop this further in foundation subjects.	JN, SM, AP	Cost of personalized JB books £0.90 per book	End of Spring term	English and Maths books continue to be consistent across the school – with the newly personalised books acting as a catalyst for change. Introduction of cream paper used for printables – in line with dyslexia friendly books. Foundation subjects have collective book expectation drawn up and in place for use in Summer term.	<ul style="list-style-type: none"> • Book scrutiny evidence on BlueSky • Lesson observations notes on BlueSky • WRM small steps built into the assessment model for mathematics 	
Develop opportunities within the quality assurance cycle for subject leaders to explore the quality of teaching and learning within their subject area	JN, SM, AP	Potential cover costs	Ongoing, from September '18	Through observations and bluesky, subject leaders to have a clear overview of WWW and EBI within their individual subject areas. Subject leaders use bluesky to track teachers' strengths and training needs. Subject Leaders are increasingly involved in joint observations when it relates to their subject area, as a result teaching in these areas improves through.		

Leadership and Management



Target 4:

Give children more opportunities to experience a wide range of experiences.

To further broaden and enrich the opportunities that develop cultural capital both during the school day, through a rich curriculum and high quality play, as well as beyond the school day through extra-curricular clubs, ensuring equality of access for all.

Lead People

Stephen Mitchell – DHT
 Sandrine Marionville – Gov
 Maria Volkova – Gov
 Linda Yue - Gov

Key actions we need to do to improve matters	Who will take the lead and who else will be involved?	Resources including staff development needs	Timescale (by when)	What will success to look like?	How will actions be monitored and evaluated?	Impact Analysis
Further develop the after school curriculum offer.	SM, SW	None	Autumn 1 for KS2 Spring 1 for KS1	An increased number of clubs run before and after school. A higher number of children access after school provision.	<ul style="list-style-type: none"> • % of children signing up for clubs at John Ball • Through the 'extra curricular club brochure' • Pupil premium register • Breakdown of children attending clubs • Breakdown of children attending residential visits • Parent questionnaire results • Evidence of entry and exit points (planning, pictures and displays) • Vision and values charter • Assembly plans • PSHE planning • Medium term planning • Yearly planning 	•
Develop opportunities for EYFS children to access extra-curricular lessons.	SM, SW	None	By Spring 1 Reviewed again for Summer 1	As above.		
Continue to develop tracking systems for the range of access to school clubs and residential	JN, SM, AP, SW	None	Ongoing, through the academic year	SLT have a clear understanding of the children who are accessing extra curricular clubs and residential. PLs and SLT to actively support children to attend (particularly pupil premium) A higher % of pupil premium children will attend clubs and residential.		
Create clear links, through topic based learning, to appropriate educational visits at least once per term	SM and EVC	None	Ongoing, through the academic year.	Each year group identifies a place of interest to visit (per topic) and class trips happen on a regular basis. Parents comment on successful trips through the parent questionnaire.		
Reintroduce 'entry' and 'exit' points to engage children and celebrate the learning taking place at John Ball	SM	Cost of resources	By Spring 1 (with completion of new curriculum document)	Children will be highly engaged in learning. Parents will be actively involved in entry/exit points, where		

				appropriate. The curriculum will be visible to visitors around John Ball School through displays showcasing the learning.	
Further develop the LAMDA and music provision to include a higher percentage of children with pupil premium funding	SM, LC	Cost of LAMDA exam (£34) Subsidised cost of music tuition	Ongoing, throughout the year	All eligible pupil premium children to receive LAMDA/music tuition through the school year.	
Assign the 'John Ball Bucket List' to subjects and year groups to ensure all children have the access to the same variety of opportunities through their time at John Ball	SM and Subject Leads	None	By Autumn 2 and ongoing through the academic year	A higher % of children access the activities on the bucket list through their time at John Ball. Clearly identified activities assigned to year groups.	
Revisit and update the school Visions and Values alongside other school stakeholders	JN, SM, AP and DP	Cost of branding across the school (TBC)	By Autumn 2	Clearly defined visions which underpin our educational ethos are agreed and displayed throughout the school. Children and adults around the school have an increased understanding of the vision and values of John Ball School. Children have a growing understanding of how they can develop the attributes in our vision through assemblies and PSHE lessons.	

Leadership and Management



Target 5:

Make sure we share information with the right people at the right time.

Review and further develop communication strategy to ensure all stakeholders are clear on the school's vision, strategy for improvement and policies.

Lead People

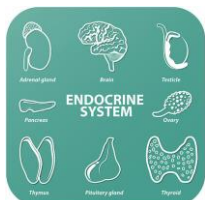
Jacqui Noakes - (A) HT
Julie Joyce – SBM
Angela East – Gov
Vanessa Amuah - Gov

Key actions we need to do to improve matters	Who will take the lead and who else will be involved?	Resources including staff development needs	Timescale (by when)	What will success to look like?	How will actions be monitored and evaluated?	Impact Analysis
<p>Staff</p> <p>Improve weekly briefing system inc comm of minutes, inc develop of staffroom noticeboards</p>	JN, SM, AP	None	From September 18	<p>% of staff rating comms as SA and A in staff questionnaire 18/19 increases</p> <p>Greater informal evidence of increased comms imp</p> <p>Staff consultative report imp</p>	<p>Informal weekly evidence</p> <p>Formal staff questionnaires</p> <p>Staff consultative agenda and minutes</p>	
<p>Review staff inset and PDM programme for term 1 linked to SIP. Inc a report on all CPD etc to GB as part of HT report</p>	SM to lead. Includes JN, AP – link to COG and Clerk	Possible cost of CPD eg cover and external speakers Bluewave Swift license	From September 18	<p>% of staff rating CPD as SA and A in staff questionnaire 18/19 increases</p> <p>CPD programme meets needs of both SIP and ind / groups of staff</p>	<p>GB minutes via HT report</p> <p>Personnel Committee</p> <p>Staff consultative agenda and minutes</p> <p>Formal staff questionnaires</p>	
<p>Introduce a weekly support staff CPD session</p>	JN, SM, AP	As above		As above	As above	
<p>Develop approaches to situational leadership and informal comms e.g. via “on call” system</p>	JN to lead. Includes SM, AP, DP and AW	No cost	<p>From September 18</p> <p>From September 18</p>	<p>SLT are able to proactively support staff in classes</p> <p>Behaviour stats show that number of incidents at all elves decrease on 17/18 figs.</p> <p>BSPs all in place and being implement as per agreement</p> <p>% of staff and parent SA and A that behavior is good increases in 18/19 questionnaires</p>	<p>GB minutes via HT report</p> <p>SEND and PP Gov visits</p> <p>Staff consultative agenda and minutes</p> <p>Formal staff/ parent questionnaires</p> <p>SLT meetings</p> <p>JST meetings</p>	
<p>Improve comms of SIP to all stakeholders</p>	MR, JN, SM, AP	No cost		<p>% of staff SA and A that they are clear on vision and what we are trying to achieve in annual questionnaire increases</p>		

			From September 18	Group meets regularly and agrees its own TOR. Minutes reflect positively on actions within the SIP Staff questionnaire results reflect improvements Evidence of all teachers and teams using Class Dojo in the same way as agreed.	GB minutes via HT report Copies of JBuzz Staff consultative agenda and minutes Formal staff/ parent questionnaires SLT meetings	
Introduce and develop a staff consultation group	JN and MR	Possible staff cover costs	From September 18			
Parents Review non neg re Dojo and further use e.g. whole school messages, translation function	JN with staff consultative	None	From September 2018	% of families reporting that they find the website useful increases on 17/18 outcome	Staff consultative agenda and minutes Staff Gov to sit on SCG and report to GB Formal staff questionnaire 18/19 SLT meetings SLT access to Class Dojo Phase meetings	
Website review – update all content for parents e.g. curriculum, year pages etc	SM with all phase and subject leaders	Possible staff cover costs	By October 2018	% of families reporting that they receive good report on progress of pupils increases on the 17/18 questionnaire % Expectations for how teachers and parents will comm will be made clear in Aut 1 e.g. JBuzz, MTT event	GB annual review of website content Formal parent questionnaire 18/19	
Reintroduce CIS and autumn term PTI inc review of reporting pupil progress over year	SM with all phase and subject leaders	None	From September 2018	% of families reporting that they receive good report on progress of pupils increases on the 17/18 questionnaire % Expectations and dates for these events will be made clear in Aut 1 e.g. Parent Calendar, Website, JBuzz, MTT event	GB minutes via HT report Copies of JBuzz Staff consultative agenda and minutes Formal staff/ parent questionnaires	

					SLT meetings	
Open more assemblies / informal events to parents over year	SM with all phase and subject leaders	None	From September 2018		GB minutes via HT report Copies of JBuzz Staff consultative agenda and minutes Formal staff/ parent questionnaires SLT meeting	
Pupils Carry out a questionnaire or series of focus groups	SM with DP and AW	None	By November 2018	A clear baseline for pupil opinion is established – outcomes are built into the SIP All parties agree a revised TOR for PP and how they will link to other staff groups	Pupil Parliament minutes HT report to GB Link to Staff Consultative	
Review role of Pupil Parliament inc reg meetings with SLT and links to staff consultative	SM with DP and AW	To be determined	By November 2018		Pupil Parliament minutes HT report to GB Link to Staff Consultative	

Personal Development, Behaviour and Welfare



Target 6:

Make sure we behave in the best way we can.

Further develop the behaviour for learning policy to ensure consistency of implementation

Lead People

Amy Parry -AHT
 Rachel Austin – Gov
 David – Gov
 Catherine Mulcahy - Gov

Key actions we need to do to improve matters	Who will take the lead and who else will be involved?	Resources including staff development needs	Timescale (by when)	What will success to look like?	How will actions be monitored and evaluated?	Impact Analysis
Review of values <ul style="list-style-type: none"> The number of values agreed need to be few enough for the school community to remember them. Values to be simply and effectively shared with all stakeholders. Values to be integral to the curriculum, behaviour policy, whole school community. 	SM, JN, AP and Working party					
Review Behaviour for learning policy <ul style="list-style-type: none"> Introduce daily on call system for SLT to support in behaviour incidents and on the spot training. Clarity around what is logged on arbor and what is shared with parents. Clarity around when behaviour support plans will be undertaken and how they fit into the graduated approach as well as how they fit into the policy All staff to be allocated a log on for Arbor Training for all re Arbor and logging incidents. 	JN, SM and AP with Aw and DP, PL and then staff consultative. JJ and VA AW and AP	Time at SLT and staff consultative Time for admin team Time at SM and SSM	End of September By October half term	All staff feel supported around behavior incidents. Staff are clear of and understand reasoning for sanctions applied. Incidents logged included an action taken by the member of staff reporting. Lower number of exclusions for vulnerable pupils compared to previous year. All staff can log on to Arbor. A range of staff are reporting incidents.		

<ul style="list-style-type: none"> • Training for all staff to ensure they understand the changes and the rationale for making them. 						
Clear induction for new staff including clear and in depth exploration of Behaviour for learning policy and how it is implemented at JB.	SM and AW	Induction meetings planned	By October half term	New staff are confident in applying the policy in all aspects of their role.		
Achieve the Educate and Celebrate silver (or Gold award)	DP and working party.		By end of summer term	Award of silver (or gold) educate and celebrate award.		
<p>Introduce e-system for logging CP Concerns</p> <ul style="list-style-type: none"> • Possible systems reviewed and agreement on which system. • System to be purchased. • Training to be received for train the trainers in school • Training to be given to all staff. • Safeguarding policy to be updated to show how concerns are logged and recorded following the implementation of system. 	AP, JN, DP and AW	Up to £900 per annum	By end of Autumn term	Chronologies of concerns are compliant with children's file audit from the LA. On statutory checks from the SG gov, files are complete and up to date.		
Link to actions from target 1						

Personal Development, Behaviour and Welfare



Target 7:

Develop play and the playground

Continue to develop the playground so that children can practice and apply learning alongside developing important life skills.

Lead People

Jacqui Noakes
Nina Kent

Key actions we need to do to improve matters	Who will take the lead and who else will be involved?	Resources including staff development needs	Timescale (by when)	What will success to look like?	How will actions be monitored and evaluated?	Impact Analysis
Induct new play leaders into their role and the playground leadership team. Ensure all staff, children and parents are aware of this.	Debbie Parish, Sharon Windham and Sharon Clarke	Time	By October half term	All MSS and children understand the role. Play leaders are confident. Play leaders are beginning to develop play.		
Develop and share Play leader teams. Noticeboard with photos of play team and areas open and closed and any new development. Structure and timings for play team to function.	Chynna and Paula alongside Sharon and Sharon	Time allocated in team meetings	By end of Autumn Term	Noticeboards are used with up to date information. Handbook shows clear structure and expectations.		
Develop role of play champion on the governing body.	TBC at Governors SiP meeting.	None	By end of September			
Write play policy and submit to governors and put through usual policy cycle. <ul style="list-style-type: none"> • Include risk assessments benefit, • Supervision etc 	JN with Play team and EYFS team.	Time	By end of Autumn Term	A completed policy ready for governors to ratify. Practice adheres to play policy in the school.		
Create 'Children's play charter' as part of schools Right Respecting approach.	Debbie Parish, Chynna, Paula with Pupil Parliament.	Time	By end of Autumn Term	Play charter up in the playground and shared with staff, pupils and parents.		
Implement a play ambassadors scheme	Debbie, Chynna and Paula.	Time	By end of Spring term	Seeing children taking on playground responsibilities.		
Develop the use of the environment to ensure maximum use of the playground. <ul style="list-style-type: none"> • Open up area above the astroturf • Open up forest school • Open up sand pit • Open up area below trim trail. 	JN, JP, NL, Chynna and Paula	Time	By end of Autumn term	More of the playground will be useable to children to play in.		

Raise monkey bars? <ul style="list-style-type: none"> Encourage wild meadow to be used. 						
Ensure risk assessments are carried out on all new areas which lead to a shared set of expectations for use of each area.	Chynna and Paula with James and Nathan	Time	By end of Autumn term	Central copy of risk assessments and visible by equipment,		
Begin loose parts collection process.	Chynna and Paula		By end of Autumn Term	Regular collections of equipment into the school.		
Develop systems for managing and storing play equipment.	JN and James.		By October half term	Play equipment is well managed in the playground.		