





Chalk Ridge Primary School School Improvement Plan 2019 - 2021

Priority 1	Priority 2	Priority 3	Priority 4
			
<p>Outcomes at all Key Stages will be at least in line with National Averages: -</p> <p style="text-align: center;"> EYFS Phonics KS1 Year 4 Multiplication test KS2 </p>	<p>The whole school curriculum will develop further to raise achievement and outcomes. The curriculum will be adapted and developed to meet the needs of the children in Chalk Ridge, and in line with requirements of the Ofsted Framework September 2019.</p>	<p>Increase resilience and wellbeing for all children which will impact on attitudes to learning, independence and progress</p>	<p>Raise attainment, increase rates of progress and levels of enjoyment for all pupils in reading and writing.</p>

Our School Vision

Within our school community, we strive to provide a learning environment where all individuals are valued and cherished, nurtured and cared for. It is our aim to provide an outstanding education for every child in our school, for lifelong, reflective learning and success. We endeavour to inspire all children to realise their true potential and to develop skills, knowledge and attributes through encouragement and challenge from each other, and all adults who work here.

Our school vision is based on five key values which are: -

aspiration

inclusion

respect

resilience

independence

These values are shared by our staff, governors and children and affect all that we do and how we do it!

Priority 1

Outcomes at all Key Stages will be at least in line with National Averages

<u>Intention</u> (Objective/target)	<u>Implementation</u> (Actions) How?	<u>Timescale</u> To be achieved by date and by whom	<u>Impact</u> (Success criteria)
<p>Teaching will be consistently good or better, with 50% outstanding.</p> <p>Teaching will be inspirational, engaging and exciting for all learners leading to better and improved outcomes.</p> <p>High quality and timely interventions – class, group or individual - will be used by teaching staff and support staff</p> <p>SLT members, class teachers and Subject Leaders will be held accountable for the progress of children within their subject/area of responsibility.</p>	1a. Maintain and further develop use of “teaching buddies” to promote discussion and dialogue, improve practice and develop teaching skills.	<i>On going</i>	<p>All teaching will be at least good with 50% outstanding.</p> <p>All staff are aware of their strengths and areas for improvement, they are reflective and able to discuss their practice. As a result, professional practice develops and progresses further.</p>
	1b. Visit other schools to observe “outstanding” practice – build in CPD time for professional discussions, action planning and follow up from school visits.	<i>9.10.2019</i> <i>On going</i>	
	1c. Ensure strong practitioners in CRPS have opportunity to share own practice with colleagues, with an impact seen on others practice. Leading of input in Staff meetings, INSET.	<i>Staff meetings</i> <i>On going</i>	
	1d. Individual teachers to set own goals for teaching and learning, with strong links with PM targets. Teachers will be held to account for setting and meeting own goals.	<i>By October half term in each academic year</i>	
	1e. Non- Negotiables booklet is adhered to by all staff, closely monitored by SLT and subject leaders. Feedback consistently provided by all SLT members after all observation and learning walks.	<i>On going</i>	
	1f. Ensure all new initiatives are followed consistently and accurately across year groups and monitored by SLT. This includes: - No Nonsense Spelling Times tables Rock Stars Maths Working Walls Maths Mastery curriculum Big Maths Interventions advised by Maple Ridge Outreach SLA.	<i>On going</i>	
	1g. Project work with staff at Manor Field Junior School to share and develop good practice. Use professional dialogue to challenge and debate, raise standards and achieve better outcomes. Regular meetings between Year 5 and Year 6 staff of the two schools to discuss practice and classroom expectations	<i>July 2020</i>	

	<p>Moderation and sampling of work Brainstorming of ideas and next steps. "Buddies" hold each other to account throughout the year.</p>		<p>Year 6 data 2020 will reach National Average</p>
	<p>1h. Governor visits through the academic will focus on pupil progress and attitudes to learning through pupil conferencing, with feedback to subject leaders, class teachers and governors.</p>	<p><i>On going</i></p>	
	<p>1i. LA Advisors for maths (Jo Lees) and English (Owen Troman) will visit termly to provide support and advice in curriculum design, progress and planning.</p>	<p><i>July 2020</i></p>	
End of KS Maths outcomes will be in line with National Average	<p>1j. Teachers and LSAs will continue to implement "Maths Mastery" curriculum through their teaching and planning. Led by Maths Leaders in KS1 and KS2.</p>	<p><i>July 2020</i></p>	
	<p>1k. Working Walls will be used consistently by all teachers when introducing a new unit of maths learning. The walls are regularly updated through a teaching sequence. These will be monitored by SLT and Maths Leaders.</p>	<p><i>December 2019 July 2020</i></p>	
	<p>1l. Use of assessment Assessment in maths will be developed to provide more regular assessment throughout the year. DHT and Maths Leaders will work together and with Maths Leaders from other school to introduce a new system at Chalk Ridge.</p>	<p><i>December 2019 Review 2020 July</i></p>	
	<p>1m. Marking and developmental feedback will be consistent and impact on pupil understanding of mathematical concepts.</p>	<p><i>On going</i></p>	
	<p>1n. Timetables acquisition will be a focus in all year groups with daily practice and reinforcement. Times tables Rock Stars will continue to be a driving force in engaging children in practice and revision of key facts. Staff Training and CPD in maths will continue every term from Maths Leaders or external advisor Jo Lees.</p>	<p><i>On going</i></p>	
	<p>1o. Leadership in Maths will continue to be focussed and rigorous to enable pupil progress to improve term on term. - Attend LA Core Provision to enable school to keep up to date with initiatives in Hampshire and Nationally - Work with colleagues in other schools - Report back to SLT meeting and governors on progress against</p>	<p><i>Review July 2020</i></p>	

	<p>targets. - Regular monitoring and feedback to staff after learning walks</p>		
<p>To ensure that Learning Objectives/Success Criteria are effective in increasing learner’s engagement, responsibility for and understanding of what they are learning.</p>	<p>1p. Learn from other schools - Explore offer of joining Surrey Maths Hub Plus – group of eight schools in research of maths mastery to ensure better outcomes.</p>	<p>October half term 2019 July 2021</p>	<p>Pupil Conferencing responses indicate a clear understanding of learning objectives and an ownership of learning.</p>
<p>1q. Through staff meeting and dialogue with all staff continue to develop work on meaning and impact of learning objectives.</p> <p>Evaluate current use of Learning Objectives and Success Criteria and their impact on learning. Gather pupils voice on ‘What am I learning’ during activities. Produce effective LOs which focuses on what we want pupils to know, understand, memorise or be able to do by the end of a lesson. (This is not simply a description of what children will be doing during the lesson.)</p> <p>Los will be expressed in terms of knowledge; understanding; and skills. All LOs will use the language: based on Bloom’s Taxonomy</p> <p>I am learning to... I am exploring... I am discovering... I am applying... I am creating....</p> <p>Develop a consistent approach to ensuring that LOs are shared with pupils by all adults before they begin an activity or lesson.</p> <p>Ensure that all LOs are presented in language that all learners can understand.</p> <p>Ensure that LOs are differentiated to match the attainment of learners, and where required, LOs recorded for learner whilst explaining verbally.</p>	<p>July 2020</p>		

	Provide time to revisit the LO throughout learning. Monitoring of writing in English books to ensure focused and effective LOs. Pupil voice to evaluate the impact of LOs on learning.		End of year data drops will be increasingly in line with targets set at start of year.
Assessment practice will be clear, consistent and accurate in all year groups. Teachers will moderate, assess and record outcomes that lead to better outcomes. Interventions as a result of accurate assessment will fill gaps in learning, and progress will be stronger.	1r. Data Drops will be consistent along with analysis by staff of progress or lack of progress for individuals/groups/class.	Nov/Feb/April/July data drops	
	1s. Targeted groups in all year groups will be based on children who are working towards expected standard or not securely at EXS. Whole school approach to target learning for this specific groups.	October half term plus data drop dates	
	1t. Work with staff at Merdon Junior school to action plan and learn from other school practice in maths.	INSET 8.10.2019	
	1u. Attend Hampshire led training with Leader ensuring the school is developing assessment practice and progressing in line with other schools.	On going	
	1v. Moderation opportunities are built in throughout the school year in monitoring map.	On going	
	1w. Accuracy – DHT and English/Maths leaders to ensure through moderation and work sampling that judgements are accurate and comparable to other class/year groups.	On going July 2020	
	1x. Pupil Progress meetings – ensure where effective practice is impacting on good progress this is shared with all staff in staff meetings and CPD opportunities.	Each term set dates.	

Autumn	Spring	Summer
See LLP report Thursday 12 th December – meeting planned between staff – focus will be sharing good practice. Work has been started through staff meetings looking at use of Learning Objectives – one school visit on INSET day led to big impact on discussion around use of LOs on learning outcomes. Year 5	Learning Walks in Spring 1 confirm that all teachers are following the Non-Negotiables. In some classrooms this is very strong, with pupil progress stronger. Less effective practice is always followed up by subject leaders or SLT. Project work with Manor Field staff has been highly effective – opportunity to compare standards in	

<p>have trialled use of LOs and success criteria in maths books.</p> <p>Staff Meeting focussed on Los led by RL – this has led to clearer use of language within LOS. This has promoted staff discussions around impact of language. Books have evidenced amendments and changes to language being used.</p> <p>Use of success criteria for supporting developmental feedback to children in writing. This has been trialled since October 2019 and so far this has been well received by staff and pupils. Book sampling by English Leads is due in week 3 of December.</p> <p>Successful meeting with DHT at Merdon has led to changes in assessment led by Maths Leads and DHT. The new template is being used by all staff, with data drops completed at end of November – this data will be shared with governors at FGB.</p>	<p>books and share good practice, brainstorm has impacted on motivation for staff and good benchmark for standards. Year 6 staff and HT attended standardisation briefing with LA where standards in books were discussed with other teacher colleagues. CRPS judgements are accurate against other schools.</p> <p>Support from Jo Lees and Owen has been intense and impactful in Spring 1. Year 2 and Year 6 staff have spent considerable time discussing planning and looking at pupil work. Owen Troman has supported Year 6 staff with planning short Learning Journeys to impact on writing outcomes.</p> <p>Maths INSET for all staff on fractions was well received by all staff, and has led to a common understanding between year groups and the accountability to ensure children are taught specific skills within the year. A fractions maths progression will be produced.</p> <p>Learning Walks by SLT members has evidenced more careful use of Learning Objectives in the majority of classrooms. Children are able to discuss the LO and how this will impact on their progress and next steps. Further work is required here in Spring 2 and Summer term to ensure consistency across all classrooms.</p> <p>Work sampling and moderation with cluster schools shows that CRPS standards are in line with other schools. CRPS assessments of the EXS is in line with other schools. Within year groups – this is stronger in some year groups than others – this will be tackled further in pupil progress meetings and staff meetings.</p>	
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Priority 2

**The whole school curriculum will develop further to raise achievement and outcomes.
The curriculum will be adapted and developed to meet the needs of the children in Chalk Ridge, and in line with requirements of the Ofsted Framework September 2019.**

<u>Intention</u> (Objective/target)	<u>Implementation</u> (Actions)	<u>Timescale</u> To be achieved by date and by whom	<u>Impact</u> (Success criteria)
Chalk Ridge Curriculum is rich and engaging, with coherent and purposeful links between all subjects. Chalk Ridge Curriculum meets the needs, interests and enthusiasm of Chalk Ridge children.	2a. Research guidance and information included in Ofsted Framework on the Curriculum – September 2019.	December 2019 July 2021	Subject Leaders are confident subjects are progressive, with strong cross curricular links.
Strong and purposeful links between subjects and therefore impacting on progress	2b. Continue to develop progression maps in subjects, embed curriculum maps showing strong curricular links.	July 2021	
Library provides a rich and engaging place for children to access and enjoy, as well as develop reading skills and a love of reading.	2c. Library development with Librarian promoting library visits and author visits. Greater support form SLS to widen range of reading books available for staff to use in teaching.	On going	
Science teaching and learning is exciting and purposeful, with clear progression across year groups and key stages.	2d. Termly action plans for Science developed by Science Leaders will track progress. Subject Leaders will share with Governors developments within their subjects.	July 2020	
Foundation Subjects	2e. Termly action plans for subject development, produced by Subject Leaders will track progress. Subject Leaders will share with Governors developments within their subjects.	July 2020	

Autumn	Spring	Summer
<p>See LLP report</p> <p>RL and CB continue to work closely with staff to develop planning and cross curricular links for all subjects. RL has produced new planning templates for all foundation subjects. The majority of these have been completed. The impact if this work is leading to consistency and cohesion between subjects.</p> <p>The new Ofsted Framework is being followed to ensure the changes in the framework are being followed. Intent, implementation and impact are key words being used in Subject Leaders Action Plans – copies available at Curriculum committee.</p>	<p>SLT members attendance at Ofsted briefing which was focussed on the curriculum and the new inspection framework and deep dives. This has supported with understanding of the new requirements as well as confirmed that CRPS is progressing in the right direction in terms of curriculum development and meeting the needs of the children within the school.</p> <p>RL has continued to update website curriculum information to ensure that other stakeholders are informed.</p> <p>School newsletters now include information for parents about current learning in classrooms.</p> <p>Curriculum work and monitoring of standards across year groups and KSs. RL and SLT members have completed learning walks, and pupil conferencing. Standards in majority of books are strong, with curriculum being covered. Main focus – next steps needs to be to ensure consistency between some year groups so that all children are receiving curriculum entitlement. This has been fed back to staff and will be followed up this term – Spring 2.</p> <p>Development of school library – children actively use the library. The English Leaders and SLS will raising the profile of library by combining the two libraries to have one school library. This will support all children in accessing the books in one area. (13.3.2020 – any governors free to help?!)</p> <p>Increased focus on reading – lower KS2 classes have been a focus for the English Lead in looking at reading patterns, reading at home and at school. New ORT books have been purchased to support readers in Year 4. Phonics Learning Walks have taken place in KS1. Guided reading observations, with verbal and written feedback for teachers/LSAs in Year 1 have evidenced huge improvement in the delivery and progress of readers in these sessions. KS1 English Lead has worked very effectively to ensure this rapid improvement.</p> <p>Work with Richard Aplin – science inspector continues to be very effective. Most teachers have had two planning and review sessions with Richard – science subject leaders have joined the discussions. This will support</p>	

their development as subject leaders and help them to monitor standards and progress in this subject. Autumn term Action Plans reviewed and new plans written for Spring term. Staff are given Leadership time to ensure tasks can be completed. Development of outdoor learning and Forest Schools work. 5 staff members are carrying out their qualifications – this work will support the outdoor learning curriculum, as well the need to raise self-esteem and confidence for all children. (See HT report) Off site Visits are arranged to compliment and enhance curriculum. Work in staff meetings in Spring 2 will focus on looking at meaningful links between subjects, and Key Stages.

Priority 3

Increase resilience and wellbeing for all children which will impact on attitudes to learning, independence and progress.

<u>Intention</u> (Objective/target)	<u>Implementation</u> (Actions)	<u>Timescale</u> To be achieved by date and by whom	<u>Impact</u> (Success criteria)
Attendance is at National Average. Persistent Attendance data decreases as a result of timely interventions by school staff and PSA	<p>3a. Strong incentives in school for children to attend – celebration of good attendance.</p> <p>3b. Half termly monitoring of data</p> <p>3c. Timely liaison with parents – weekly, monthly or half termly to engage support and better engagement.</p> <p>Make use of PSA to visit family homes to assess and discuss reasons for absences.</p> <p>EHH/MASH referral where required.</p>	July 2020	PA data will decrease to be in line with NA

Woodland School is introduced to support children's wellbeing, confidence, self-esteem and attitudes to learning.	<p>3d. Introduce and launch Woodland School in KS1. Develop sessions to meet needs of pupils Staff to attend training Purchase resources and equipment to allow project to grow Visit other schools with established grounds and session – learn from their practice. Year 2 2020 – 2021 – Launch project for KS2 children. Monitor impact and enjoyment by children and staff.</p>	Review December 2020 And July 2021	Pupil Feedback is positive.
Progress for children on SEN register is strong and consistent.	<p>3e. Inclusion Leader ensures Action Plans are clear and reflective ensuring provision for SEN children is strong. 3f. Regular monitoring by Inclusion Leader in classrooms and work by LSAs supports improvements and changes if/when required.</p>	July 2020	SEN progress is measured, tracked and in line with NA.
PSHE curriculum is reviewed and updated to support children's wellbeing, confidence and self-esteem.	<p>3g. PSHE curriculum map is updated and incorporates new government initiatives. 3h. Curriculum supports and prepares children for life outside of school e.g. citizenship, SRE, online safety, first aid, drugs awareness etc Continue to develop the Curriculum in Citizenship and PSHE to promote behaviours linked with school values and those of a good citizen.</p> <p>3i. Assemblies will be linked to school values, citizenship, British values and diversity. 3j. Ensure that all behaviours allow for effective learning and good progress.</p>	July 2020	PSHE curriculum supports personal develop.
Staff Wellbeing and emotional resilience is a priority.	<p>3k. Provide opportunities for staff to discuss workload and demands of work 3l. Keep Self Compassion and Self Care as a priority for all staff – continue to introduce strategies and tools for managing workload and pressures. Use of coaching strategies. SLT to discuss ways in which workload can be managed to ensure staff are able to focus on priorities within the role. Outcomes from discussions to be trialled and implemented across the school.</p>	Review December 2019, May and July 2020	PM discussions evidence a good level of job satisfaction and engagement. Staff absence rates are in line/below NA

SLA Maple Ridge Outreach Plus ASD support for behaviour management	3m. Work with staff from Maple Ridge, use strategies consistently to impact on behaviours, management of behaviour and engagement with learning. Provide opportunities for staff to work with Rachel Tomlin to problem solve issues for specific children.	July 2020	On going support over two years
External professionals will continue to provide strategies for behaviour management and the well being of children and staff.	3n. Ensure strong links with: - PBS EP EHH MASH	July 2021	On-going support over two years
To develop further links between governors, staff, parents and community, including PTA.	3o. Provide opportunities for regular meetings and discussions with groups within the community. 3p. Continue to raise the profile of the school within the community.	On going	Year R intake is at PAN of 60. Other year groups are full.

Autumn	Spring	Summer
<p>See LLP report November 2019 Woodland School has been well received. Children have participated actively, with positive feedback from parents.</p> <p>PLPs for children on SEN register have been reviewed in October 2019, and new ones written. The process of review twice per year allows for discussion with parents at parent consultation meetings, and for easier tracking between these two points. 6 children have come off the SEN register since September 2019.</p> <p>Maple Ridge INSET before half term with Rachel Tomlin was well received by staff – this led to positive discussion and reflections around practice. The main focus was independence for all learners. Action plans were written, and Rachel Tomlin will revisit throughout the year to look at developments for individual children.</p>	<p>PSHE curriculum map has been updated and in line with newest guidelines. Subject Leaders will share this with staff in Spring 2 to roll out in Summer term.</p> <p>Attendance (currently 95.7%) continues to be monitored, and meetings with parents on going. Four children have been on reduced timetables, with a further child off for medical reasons since October. This will impact on overall attendance figures.</p> <p>Staff wellbeing and workload.</p> <p>The HT provided all teachers with additional day for report writing this academic year. This will hopefully support further with ensuring half term holiday was restful for teachers. The intention is that classroom practice will continue with consistency rather than dipping due to the pressure of report writing. LSAs were allowed to finish at 12noon on the INSET day before half term.</p>	

Priority Area 4

Raise attainment, increase rates of progress and levels of enjoyment for all pupils in reading and writing.

<u>Intention</u> (Objective/target)	<u>Implementation</u> (Actions)	<u>Timescale</u> To be achieved by date and by whom	<u>Impact</u> (Success criteria)
To ensure planning for writing follows a clear learning journey.	<p>4a. Embed the approach of planning a sequence (Learning Journey) of lessons to improve writing outcomes.</p> <p>4b. Continue to use expertise from LA Advisor to advise and support with best practice from other schools and implement in CRPS Learning Journeys.</p> <p>4c. Continue to use “hooks” to engage and drive learning, to inspire and engage all children and especially the less motivated children.</p>	<p>December 2019 and on going</p> <p>July 2020 July 2021</p>	Staff report good progress as a result of using Learning Journeys.
All staff are confident and accurate in making judgements in writing, including the use of cross curricular writing	<p>4d. Establish a system to assess a pupil’s progress through a Learning Journey.</p> <ol style="list-style-type: none"> 1. Cold write (in the Stimulate and Generate Phase /early stages of a journey to establish individual baseline) 2. Capture/Sift and Sort which introduces the stimulus/ text and the purpose for the writing over a series of lessons/learning sessions. During this stage the children are taught all the elements and basic skills required, and have a go at applying the skills with scaffolding and structure to guide the writing. 3. Apprentice Write (Hot Write) in which children demonstrate their learning in an independent piece of writing. <p>4e. To provide opportunities, throughout the year to revisit, consolidate and master skills using a range of stimulus and genres of writing.</p> <p>4f. Every child will complete an individual, extended piece of writing at the end of each writing unit and a minimum of 1 extended piece of cross curricular writing at the end of each LCC theme. Opportunities for editing will be provided throughout a Learning Journey.</p> <p>4g. Half Termly monitoring by English Leaders and /or Subject Leaders of writing in writing books to ensure focused teaching and provision of a range of opportunities to demonstrate learning, using subject specific language and the implementation of No Nonsense Spelling programme.</p>		

<p>Reading Skills are taught effectively leading to improved reading skills for all children.</p>	<p>4h. High quality text types used in all English teaching sessions, curriculum map will be regularly reviewed and updated to reflect the needs to the year group and stage of learning.</p> <p>4i. Curriculum map embedded and used by all staff for the teaching of reading. Children will be given more opportunities to write at length, sustained writing. Writing tasks will be interesting and engaging encouraging even more reluctant writers to develop resilience and accuracy in the writing process.</p> <p>4j. Review and adapt the Guided Reading process to focus on stamina for all readers.</p> <p>4k. Resources will be purchased to support the teaching process. E.g. increase number of class reading sets to focus on stamina in reading. Maintain strong links with Schools Library Service.</p>		<p>Reading outcomes are in line with NA.</p>
<p>Reading Phonics skills develop allowing children to access vocabulary and books/text at their level. Phonics screening outcomes for Year 1 will be at NA.</p>	<p>4l. Audit teaching groups and strategies for phonics teaching in Year 1 with key staff. Implement required changes and monitor impact weekly.</p> <p>4m. Engage parents earlier in the process of teaching phonics. Arrange workshops for parents in Autumn and Spring terms to support parents and build better communication.</p>	<p><i>June 2020</i></p>	
<p>To continue to improve vocabulary Acquisition for all pupils.</p>	<p>4n. Develop further use of English working walls in lessons.</p> <p>4o. Long Term Curriculum Maps for texts and writing outcomes are regularly reviewed and updated.</p> <p>4p. Teachers continually and consistently find opportunities to widen the range of children's vocabulary through carefully planned Guided Reading session, whole class teaching and use of English Light Bulbs on working walls.</p>	<p><i>December 2019 March 2020 July 2020</i></p>	<p>SPAG outcomes are in line with NA</p>

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<p>English Subject Leaders Action Plan records progress made against this priority area.</p> <p>Guided Reading developments have been a big focus, this has included reviewing the use of texts within guided reading session, and ensuring texts are accessible for all groups of children as well as developing stamina in text reading. This was identified in a test paper analysis as being a difficulty for some children in May 2019. Guided reading session in KS1 have been observed by KS1 English Lead this term, with some changes made to practice in Year 1.</p> <p>Phonics Learning Walk will take place on Wednesday 4th December by KS1 Phonics Lead and English Lead for KS1.</p> <p>Vocabulary developments – will be discussed as a focus area at FGB on 2.12.2019</p>	<p>Writing assessments. New framework has been in place since October. In class where it is used correctly it has had an impact on pupil engagement and understanding of next steps. This will require further follow up to ensure consistency between classes and year groups. Book monitoring will be carried out in Spring 2.</p> <p>Writing outcomes in Year 5 and Year 6 are very strong this term. Year 2 children are being very well supported. Pupil progress meetings are planned for Spring 2 with data drop meetings to be completed by end of April.</p> <p>Dictionary class sets have been ordered for KS2 classes, and ORT books for lower KS2. Further books are required. (£2490.52 to replace/refresh/update reading scheme books.)</p> <p>Teaching workshops have been planned for Year R and Year 1 parents for Spring 1.</p>	

Governor Visits Academic Year 2019 – 2020 – draft

Focus for Visit	Date/Term	Governor	Link Staff Member	✓ Date Completed
Safeguarding Audit	Autumn 1 20.9.2019	Suzanne Bond	Clare Beswick	Completed 20.9.2019
Single Central Record	Autumn 2 December	Suzanne Bond	Nicola Brooks n.brooks@chalkridgepri.hants.sch.uk	
GDPR Audit	Summer 1 July 2020	Ian Ross	Laura Goodall l.goodall@chalkridgepri.hants.sch.uk	
Computing and IT including resource expenditure for IB	Autumn 2 2019 Summer 2020	David Downie	Richard Lyddy r.lyddy@chalkridgepri.hants.sch.uk	Completed 15.11.2019
English Learning Journeys	Autumn 2 2019	Susan Walker	Natalie Keat/Clare Beswick Sam Hymer – phonics	Completed 15.11.2019
Guided Reading Development of phonics	Spring 2020		n.keat@chalkridgepri.hants.sch.uk	
Writing Moderation	Summer 2020			
Maths		Madeleine Hussey	Kate Hare/Tom Green k.hare@chalkridgepri.hants.sch.uk	Completed 12.11.2019
Maths Working Walls	Autumn 2 2019			Completed 26/11/2019
Data drop discussion	Spring 2 2020		t.green@chalkridgepri.hants.sch.uk	
	Summer 2 2020			
Pupil Resilience and well being		Elliot Roberts	Sue Baskerville s.baskerville@chalkridgepri.hants.sch.uk Rachel Shell-Allen Clare Beswick Clare Beswick	
Impact of Woodland School	Autumn 2 2019 Summer 2 2020			
Staff Wellbeing and audit of PM process - discussion	Spring 2020	Ian Ross		Completed December 2019
Raising Profile of School		Madeleine Hussey	All staff	Completed 20.11.2019

Community Links meetings	Autumn 1 2019 Spring 1 2020			Completed 9.1.2020
Assessment Changes in maths assessments – review and discussion Accuracy of data drops for all subjects and work of DHT in supporting teachers with accuracy of assessments.	Autumn 2 December 2019 Summer 1 May 2020	Madeleine Hussey/Susan Walker	Sue Baskerville s.baskerville@chalkridgepri.hants.sch.uk	Completed 12.11.2019 Completed 3/12/2019
Special Educational Needs Impact of SLA Maple Ridge Impact of EP and PBS work within the school – value for money discussion	Autumn 2 - November 2019 Summer 2 2020	Julie Pierce	Amanda Forsey a.forsey@chalkridgepri.hants.sch.uk	Completed 11.2019
Science Impact of LA INSET work and support with Richard Aplin. Progression maps and assessment. Book scrutiny	Spring 2 2020	Ian Ross/Elliot Roberts/David Downie	Hannah Burns h.burns@chalkridgepri.hants.sch.uk Sally Moore s.moore@chalkridgepri.hants.sch.uk	
SMSC and PSHE Meet with PSHE/Citizenship Leaders – review curriculum map. SRE policy Pupil Conference with School Council members – attend a school council meeting	Spring 1 Spring 2020 12.3.2020	Tbc Julie Pierce	Georgia Saunders and Lauren Bourke. l.bourke@chalkridgepri.hants.sch.uk Georgia Saunders. g.saunders@chalkridgepri.hants.sch.uk	
Curriculum Developments Ofsted Framework Curriculum maps and progression in subjects	Autumn 2 December 2019 Summer 2 July 2020	tbc	Richard Lyddy, Clare Beswick, Nicole Mohan, Lucy Relf,	