

**Chalk Ridge Primary School
School Development Plan
September 2017 – July 2019
Reviewed and updated July 2018**



Priority Area 1

Teaching, Learning and Assessment

Success Criteria for Priority Area 1

1. Teaching will be consistently good or better, with 50% outstanding.
2. Teaching will be inspirational, engaging and exciting for all learners leading to better and improved outcomes.
3. Assessment systems (formative and summative) will be accurate leading to consistency between assessment and outcomes at the end of the year, leading to agreement between staff for end of year assessments
4. Attainment of more able/GDS pupils in each year group will be at least in line with national expectations (20%+ at GDS). Year R – Year 6.
5. Progress for pupils on SEN register will be at least good and at least in line with national average.
6. Progress for SEN pupils from start of KS2 to end of Year 6 will be at least good and in line with national average.
7. Progress for at least 70% pupils registered as Pupil Premium (or E6) will be at least in line with national average.
8. The EYFS setting will be judged as good with “outstanding” features by July 2019.
9. Staff will assess with confidence and accuracy leading to accelerated learning for all groups.
10. Pupils will become increasingly more independent in their work and progress will be accelerated as a result.
11. High quality and timely interventions by teaching staff and support staff will impact on pupil attainment and progress.
12. All learning environments will be “outstanding” when compared against CRPS criteria leading to good or better teaching and learning.

Objective/Target	Action	Timescale To be achieved by date	Monitoring Role		
			SLT/Subject Leaders	Governors	
Teaching and Learning	1a. Set up “teaching buddies” to promote discussion and support of practice and use this strategy to develop practice. Prioritise maths teaching and learning.	December 2018 April 2019 July 2019	See monitoring map and individual leader’s action plans.	C&S	
	1b. Effectively use staff meeting and INSET time to support all staff in the development of their own practice.	On going Review July 2019			
	1c. Visit other schools to observe “outstanding” practice – build in CPD time for professional discussions and follow on from school visits. Individual teachers to set own goals for teaching and learning.	October 3 rd 2018 INSET day Review spring term 2019			
	1d. Develop expected practice/non-negotiables booklet to include expectations for provision of GDS pupils.	October half term 2018 On going			
	1e. Develop practice to ensure that differentiation for More Able pupils/GDS pupils in English and Maths is challenging and well targeted. Ensure planning clearly shows provision for GDS. Use staff meeting time and INSET to explore and define strategies to challenge and extend pupils working at Greater Depth.	October half term 2018 On going			GDS Updates – C&S Committee November 2018
	1f. Subject Leader action plans will be strategic and aspirational, leading to quality first teaching in all subject areas. Provision for GDS children will be incorporated into all plans and monitored by subject leaders.	Termly – WIGL programme On going			FGB monitoring – action plans available on Portal
	1g. SEN/EAL/Pupil Premium Pupils Ensure lesson planning and teaching effectively takes account of needs of SEN, EAL and Pupil Premium pupils, and pupils with additional needs.	December 2018 July 2019 On-going			* Inclusion Lead/HT

				SEN Visit – Julie Pierce Autumn 2 November 2018
	1h. SEN register will be accurate leading to effective provision – both in the classroom and through interventions.	On-going Review July 2019	Inclusion Lead/HT	C&S
	1i. Additional adults will be deployed effectively to ensure SEN pupils are supported and therefore make accelerated progress in every learning session.	October 2018 December 2018 July 2019	Inclusion Lead/HT	
	1j. Inclusion Lead will develop stronger and better partnership links with all parents with children on SEN register. Improve school's communication with parents including their understanding their interventions and PLPs. Provide more opportunity for parents to meet with school staff to discuss progress and barriers to learning.	December 2018 July 2019	Inclusion Lead/HT	C&S
Provision in EYFS , both indoor and outdoor will be good or better leading to good or better teaching and learning.	1k. EYFS staff will continue to develop planning and provision to improve outcomes for all children.	December 2018 July 2019 On going	* DHT/SLT	Resources C&S
	1l. Identification of EYFS pupils with additional needs will be accurate and timely. Interventions will be swift and reduce the need for intervention in KS1.	December 2018 April 2019 Review July 2019	HT/DHT/SLT/Inclusion Lead	C&S Autumn 1 October 2018
	1m. EYFS Resources and the learning environment are developed to enhance learning inside and outside so that progress for all groups is similar in all areas.	By October 2018 and on-going	HT/DHT/SLT/Inclusion Lead	
	1n. EYFS Outdoor area and role play area will be ordered, tidy and organised at all times to promote effective teaching and learning	Review July 2019	DHT/SLT	
	1o. Staff are strategically deployed to support children with learning in areas, and this will include use of questioning and a mix of instruction, guidance and observation.	On going	HT/DHT	C&S
Assessment by all staff will be timely, accurate and	1p. Staff meeting time and other assigned meetings will be dedicated to staff CPD to develop AfL and impact on outcomes.	On going Review July 2019	* DHT	FGB Resources

consistent.	1q. Aspirational and realistic targets will be set for teaching and support staff through PM and data trajectories to meet overall school targets	September 2018 January 2019 July 2019	SLT	Pay & Personnel
	1r. Build staff confidence, peer support and challenge to enable accurate assessment to take place, both summative and formative.	On going	* DHT/HT	
	1s. Pupil's self-assessment will be developed and will include greater independence in proof reading and editing in own work.	Review December 2018 July 2019	* HT/DHT/SLT	C&S
	1t. Interventions by support staff will be timely and effective leading to accelerated progress.	October 2018 April 2019 June 2019	* HT/SLT/Inclusion Lead	
Learning Environments will be outstanding and used by all staff to promote and foster positive teaching and learning	1u. "Outstanding" learning environments will be developed in key stages through regular monitoring by teaching buddies, subject leaders and SLT.	On going. Include feedback to staff from SLT/observer with every learning walk or lesson observation.	* SLT	C&S

Impact Statements

(These should be read alongside evaluations by subject leaders in action plans each term)

Autumn 2018	Spring 2019	Summer 2019
Successful INSET day on 3.10.18. All teaching staff visited other schools with a focus on environments and maths. Impact has been significant – with changes to working walls, maths planning, resource provision in EYFS, introduction of timetables Rock Stars, staff understanding of CPA and mastery in maths. Subject Leader Action plans completed and audited by RL/SB with feedback provided to teachers. Targets are being developed especially in science. Provision for SEND children is being targeted based on progress against PLP targets and tracking of pupil reading and spelling scores. Inclusion Leader has made significant developments in the organisation of interventions, review of PLPs and deployment of LSAs.	Inclusion Leader has established an effective system of writing and reviewing PLPs for pupils on SEN register. These have been shared with parents. Parents have regular opportunity to meet with Inclusion Lead at P/e. Consistent and established systems are impact leading to better outcomes for SEN pupils. Interventions have become increasingly streamlined leading to better progress for a large majority of SEN pupils. E.g. Year 5 pupil has increased RA from 5.3 to 8.03 since October 2018. EYFS staff are regularly (weekly) refining and evaluating their practice. The impact on provision and outcomes is already being seen. Staff are confident that end of year data will meet predicted targets.	DSET tests have been completed – results analysed and passed onto Year 1 staff. PBS have continued to work with EYFS staff to support YR pupil – this support will continue in September. Impact of this early intervention will mean chn are well supported as they move through the school. Support staff continue to provide good interventions leading to SEN and under achieving children being well supported and making better progress against their starting points. This will continue but there is a significant pressure on the school/staff/budgets to provide the required support for children with SEN and EHCPs. Impact of more effective AfL has med to more timely intervention in classrooms during lesson, and high quality

<p>This is having an impact by tightening of processes for effective provision for SEND children. EYFS staff are continually reviewing provision in the Early Years – some of this development was as a direct result of INSET day on 3.10.2018. Staffing deployment in EYFS has changed since the original plan set in September due to a child requiring 1:1 and a staff member leaving at end of October. Staff CPD on developing editing skills with Kate Erikker – English inspector is already impacting on children. Year 5 teachers report that the 3rd learning journey this term has demonstrated the children have made great progress in the area of editing.</p>	<p>Indoor and outdoor areas in EYFS are equally popular with all pupils – staff have created fantastic learning environments. Recent learning walks evidence very high pupil engagement and positive attitudes to learning. Self- assessment in writing is becoming increasingly established. Recent pupil conferencing pupils spoke very confidently about the use of peer marking and feedback. The impact of support staff continues to support SEN pupils and those with behavioural issues, the timely intervention of these staff leads to a calmer learning and teaching environment. Recent visit by HIAS Inspector (1.2019) – Owen Troman highlighted very strong practice in EYFS for the teaching of phonics. (see report)</p>	<p>feedback on books has supported pupil progress – where this is strongest Year 2,4 and 5– progress for all groups has been more rapid than other year groups. Pupil editing has developed effectively in all year groups – pupils have been observed independently editing and improving their own work – this has led to greater accountability for children in their writing.</p> <p>PLEASE NOTE – OBJECTIVES NOT HIGHLIGHTED HAVE EITHER BEEN PARTIALLY MET OR WILL BE INCLUDED IN NEW SDP FOR 2019 – 2021. IN A FEW EXAMPLES OBJECTIVES ARE NOT RELEVANT</p>
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Priority Area 2 Mathematics

Success Criteria for Priority Area 2				
<ol style="list-style-type: none"> 1. 80% plus in each cohort will attain EXS or above in Maths (some cohort data may be specific and will be lower than 80%) 2. 20% (of the 80%) plus in each cohort will attain GDS in Maths 3. A consistent and effective scheme of learning will be implemented to ensure mathematical progression across the school that is supported by mathematical models and images. 				
Objective/Target	Action	Timescales/Review date To be achieved by date	Monitoring Role	
			SLT Subject Leaders	Governors
Mathematics	2a. All teaching staff will be supported to understand the concept of maths mastery and the links with assessment. Establish through staff meeting what we define as “mastery” in mathematics.	July 2018 July 2018 July 2018	Maths Leaders SLT HT/DHT Inclusion Leader	FGB/C&S Autumn 2 Spring 2 Summer 2

<p>Attainment of Year 2 and Year 6 pupils will be in maths will be at least in line with National and LA.</p> <p>Progress of higher attaining pupils will be at least in line with national averages.</p>		On going		
	2b. CPD and training for teaching staff to be confident in teaching concepts within the mastery curriculum.	December 2018		
	2c. Maths curriculum will become richer as a result of consistent planning and teaching of mathematical problems, puzzles and challenges.	On going		
	2d. Staff will have the skills and knowledge to model reasoning and mathematical explanations in problem solving.	September 2018 October 2018 December 2018		
	2e. Purchase external professional support – Hampshire Maths team.	July 2019		Resources agenda item
	2f. Maths Leads to share good practice from network meetings – monitor and feedback to individual staff and SLT.			
	2g. Greater emphasis on teaching and learning of timetables and number facts to ultimately impact on accuracy in calculation work and problem solving. Introduce 1-10-5 strategy for the teaching and learning of times tables.	September 2018 December 2018 April 2019 July 2019	SLT	Autumn 2 Spring 2 Summer 2
	2h. Introduce better resources to support learning of timetables e.g. Rock challenge for home learning			
2i. Teachers will be supported to identify the key skills required for the year group, identify the gaps within the class and will consistently teach key skills and knowledge to ensure strong foundations. Staff meeting time will be dedicated to identifying prior learning needed to enable key skills to be acquired.	September 2018 December 2018 April 2019 July 2019	Class teachers KS Leaders SLT		
2j. Teaching “buddies” (see Priority Area 1) will focus on maths teaching. Staff meeting time will be dedicated to feedback and review of observations and practice.	Termly	Class teachers SLT		
2k. HT and Maths Leads to complete audit of maths teaching with external professional Jo Lees, maths HIAS inspector. This will include feedback on work/book sampling and planning scrutiny, and support for planning moving into practice.	September 2018 October 2018 December 2018 April 2019 July 2019	Maths Leaders HT/DHT		

	2l. Key Stage meetings – led by Maths Leaders with focus on developments in maths in classroom – introduce meetings monthly during school day. Include opportunities for pre-planning sessions through brainstorming/mind maps of mathematical concepts, vocabulary and resources available.	3 or 4 per term	Key Stage Leaders	
	2m. DHT will consistently complete audit of maths assessments against work in books. Support staff to ensure accuracy of assessments against NC. (see monitoring map)	Termly – see monitoring map	DHT/HT	
	2n. DHT to support Maths Leads with work scrutiny to ensure coverage of maths curriculum and progression is rapid and consistent. (see monitoring map)	Termly – see monitoring map	DHT/Maths Leaders	
	2o. Introduce termly Workshops and master classes for GDS children in KS2. Invite children from cluster schools to join the workshops to promote discussion and working alongside similar ability children. Make further opportunities for GDS children to visit Cranbourne, and other settings for maths development. Introduce chess club for GDS children in Y4 and Y5	Termly Review impact July 2019	HT/Maths Leaders	
Parental Involvement and awareness	2p. Continue to provide maths workshops for parents each term Continue to keep school website for maths current and relevant. Direct parents to access website material – and where parents are unable to do this provide other sources for access.	Termly Review December 2018 July 2019	Maths Leaders	
	2q. Introduce new online homework resource for KS2 children to access from home. E.g. Mathletics/Education City	December 2018	Whole school	

Impact Statements

(These should be read alongside evaluations by subject leader's action plan each term)

Autumn 2018	Spring 2019	Summer 2019
Impact of developments in maths was discussed with Stuart Adlam LLP - the school feels there has been rapid progress in 11 weeks. This is due to SLT/Maths Leaders have been very proactive in developing maths across the school with specific objectives for the key stages. Jo Lees – maths advisor has provided excellent support and	Curriculum Lead – RL- is leading a project to support staff with developing teaching and learning in maths. Video and analysis of teaching, with self-analysis and reflection has been introduced. Teachers are being encouraged to support each other through video and analysis. RL is using coaching skills to support a newer teacher to the school with team teaching, joint planning and observation.	Maths Leaders have continued to work proactively to develop the maths curriculum in all key stages. This has included staff meeting to develop staff knowledge of mastery, key concepts and strategies required to ensure progress is better. One staff meeting involved all staff looking at past statutory assessments – analysing and discussing expectations for each Key Stage. Staff have been made

<p>guidance in this area which has enabled maths leaders, and provided clarity for moving maths forwards.</p> <p>Developments include introduction of Timetables Rock Stars (National Year 4 test starting May 2020), development of working walls, staff meeting time in planning, additional time provided for staff for pre planning, purchase of new resources, learning walks by maths leaders and book scrutiny, plus maths book surgery for class teachers with Jo Lees.</p> <p>GDS workshop for Year 3 and Year 4 with MH/CB – opportunity to extend and promote challenge in maths.</p> <p>KS1 maths workshops x 3 led by KH for parents to understand teaching strategies and ask questions.</p>	<p>Maths Initiatives introduced in the Autumn term continue to be embedded. Book scrutiny evidences the impact of the new initiatives with many pupils becoming more secure in basic number facts, problem solving and application of skills to new concepts. Xtables rock stars continues to be enjoyed by KS2 pupils, and the speed of recall is reported to be improving by all children in KS2. Jo Lees has been in school to support with Year 3 maths planning and maths surgery with Year 6 staff. Impact of this work over time has seen Year 6 staff becoming increasingly confident with planning to close the gaps and supporting pupils with test style questions. Maths working walls continue to support pupil understanding with impact being seen for all ability groups are more willing to use concrete and pictorial resources to explain their thinking.</p>	<p>more aware of their accountability in the raised expectation of the curriculum.</p> <p>Impact of developing maths curriculum was clearly evident as Year 6 children tackled the end of KS2 assessments – they were more resilient and prepared, stronger times tables knowledge and better skills allowed children to tackle questions with greater confidence. This was a marked improvement compared to last year's test.</p> <p>Buddies have continued to visit classrooms and provide support and feedback re learning attitudes – this will be followed up in Autumn 1.</p> <p>Year 2 and Year 3/4 GDS children have attended Challenge Days at Cranbourne – well received by children and parents.</p> <p>End of year assessments/data drops completed – moderation of books has supported teacher accuracy. Discussions between staff has supported this process. This needs to be an on-going target in Autumn term.</p> <p>PLEASE NOTE – OBJECTIVES NOT HIGHLIGHTED HAVE EITHER BEEN PARTIALLY MET OR WILL BE INCLUDED IN NEW SDP FOR 2019 – 2021. IN A FEW EXAMPLES OBJECTIVES ARE NOT RELEVANT</p>
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Priority Area 3 The Curriculum

Success Criteria for Priority Area 3

1. 80% plus in each cohort will attain EXS or above, in reading, writing and maths (some cohort data may be specific and will be lower than 80%)
2. 20% plus will attain GDS in reading, writing and maths
3. Progress scores at Year 6 will be at least in line with NA
4. 80% pupils will know 100% spellings from NC word lists.
5. 70% pupils in each cohort will achieve NC SPAG targets.

6. 80% plus of Year 1 pupils will achieve in Phonics screening.
7. 80% Year 2 pupils will pass Phonics screening test
8. A cohesive and creative curriculum will be created to provide rich and relevant learning experiences across a wide range of subjects.

Objective/Target	Action	Timescales/Review date To be achieved by date	Monitoring Role	
			SLT Subject Leaders	Governors
English – Reading Attainment of Year 2 and Year 6 pupils in English, Maths including SPAG will be at least in line with National. Progress of higher attaining pupils will be at least in line with national averages.	3a. Ensure consistent Quality First Teaching of reading and writing, including Guided Reading through staff meeting discussions, monitoring by subject leaders and SLT.	On going	* SLT English Leaders See English Action Plans	Resources Spring 1 agenda item Resources
	3b. Library development with Librarian promoting library visits and author visits. Ensure greater support from SLS to widen range of reading books available for staff to use in teaching.	Review December 2018	SLT English Leaders See English Action Plans	
	3c. Introduce new reading home learning strategy such as Oxford Owls or Education City. Re introduce reading raffle.	Review April 2018	English Leaders	
	3d. Review use of book corners in KS2. Adapt to increase library use for all children.	Review July 2018 and implement in September 2018	English Leaders	
	3e. Expectations booklet produced for the teaching of reading is followed by all staff.	September 2018	English Leaders	
English – Writing Including Spelling, Punctuation and Grammar	3f. High quality text types used in all English teaching sessions. 3g. Curriculum map created and used by all staff for the teaching of writing. Children will be given more opportunities to write at length, sustained writing. Writing tasks will be interesting and	On going Review December 2017 Review July 2018	* SLT English Leaders	C & S Spring 1 Spring 2019

	<p>engaging encouraging even more reluctant writers to develop resilience and accuracy in the writing process. Purchase external HIAS support from Kate Erricher to continue support with introduction of new planning system for reading and writing. (WS PM target.)</p> <p>3h. A wide variety of strategies will be used to engage children in accessing a wide range of reading material. E.g. new on line resource, library and author visits.</p>		See English Action Plans	
	3i. Marking and feedback will focus on children's errors and development required in SPAG leading to progress to subsequent writing.	On going		
	3j. Grammar, spelling rules and strategies will be taught across the school in a progressive and cohesive manner in accordance with the National Curriculum.	On going Review December 2018 Review July 2019		
	3k. HIAS English Advisor will continue to provide support for staff and lead INSET training.	Autumn 1 and Autumn 2 2018		
English – Phonics	<p>3l. Audit teaching groups and strategies for phonics teaching in Year 1 with key staff. Implement required changes and monitor impact weekly. Engage parents earlier in the process of teaching. Arrange workshops for parents in Autumn and Spring terms to support parents and build better communication.</p>	December 2018 April 2019 July 2019	KS1 Leader Phonics Leader	C & S
Development of the Creative Curriculum	<p>3m. Develop a Creative Curriculum to provide stronger and better links between subjects, knowledge and skills.</p> <p>3n. Use foundation subject planning to ensure skills and key facts are the driving force behind the teaching of subjects.</p> <p>3o. Use staff meeting and INSET time to develop the curriculum that is relevant to the children of CRPS.</p> <p>3p. Involve parents in the development of the curriculum – set up working group for Autumn 1 2018.</p> <p>3q. Use “hooks” to engage and drive learning, to inspire and engage less motivated children.</p>	July 2018 July 2019	* Curriculum Lead SLT All staff	C & S FGB Computing Visit – Resources Autumn 2018 Summer 2019

	<p>3r. Use the curriculum development to drive standards in English and Mathematics. E.g. better cross curricular links for the teaching of specific facts. (measuring in cm/mms in DT)</p> <p>Continue to develop the provision of sport and competition across the school.</p>			
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<p style="text-align: center;">Impact Statements (These should be read alongside evaluations by subject leaders in action plans each term)</p>		
Autumn 2018	Spring 2019	Summer 2019
<p>Impact of developments in English has been seen in tracking of reading/spelling results and November data drop indicates majority of year groups are on track. Reading Policy has been reviewed and shared with all staff.</p> <p>Guided reading has developed further with introduction of GR books across KS2.</p> <p>Curriculum maps for English have been written and implemented in YR/1/2/3/5/6. Staff report already the impact of pupil engagement has been seen.</p> <p>Reading Workshops for YR/KS1 parents x 2 this term.</p> <p>Use of hooks and topic days is becoming the “norm” across the school.</p> <p>Kate Erricker (HIAS) has led one staff meeting on Learning Journeys in writing, plus supported staff with planning Learning Journeys and moderation of writing in books.</p> <p>Monitoring of teaching and learning in English by English Leaders – including working walls, guided reading session and book scrutiny. (as per monitoring map)</p> <p>INSET Day – 3/9/2018 focused on first steps in curriculum review and developments. Next development day 19/2/2018</p>	<p>Recent work scrutiny of Maths and English books evidences the impact of new style planning of learning journeys – outcomes, pupil enjoyment and progress. This has been particularly evident in writing – pupils talk very confidently and with pride about their work in books. Curriculum maps for writing and texts have been well received by staff. This work needs time to embed now and outcomes evaluated in summer term.</p> <p>Owen Troman HIAS English has visited the school twice this term – his support has included book scrutiny, looking at action plans with English Leaders, learning walk across KS1 for phonics teaching and planning support for Year 6 staff. The impact has evidenced that the school is progressing well against data targets set in the SIP.</p> <p>Parents and the school community have been invited to contribute to curriculum development. The school received some contributions, of which some will be incorporated into the new curriculum plans.</p> <p>Profile of school library is being promoted through events in school and via the school newsletter.</p>	<p>Curriculum developments have included completion of topic wheels and subjects leaders planning documents for progression and stronger cross curricular links. Richard Lyddy has led 3 staff meetings supported by CB focussed on these areas. Debate over the importance of skills versus knowledge continues!</p> <p>Staff continue to use exciting “hooks”, visitors and off site trips to engage and inspire learning. This term this has included AWE science competition, Year 6 Aspirations Day with Basingstoke Consortium, Year 5 Farm visit – North Waltham, YR to Longdown Farm, Alzheimer’s Charity Memory Walk, Sports Days x 2, Year 2 to the Beach, Year 6 to Think Safe – Bramley, Y4 Mayan Workshop and Young Interpreters visit to QMC.</p> <p>PLEASE NOTE – OBJECTIVES NOT HIGHLIGHTED HAVE EITHER BEEN PARTIALLY MET OR WILL BE INCLUDED IN NEW SDP FOR 2019 – 2021. IN A FEW EXAMPLES OBJECTIVES ARE NOT RELEVANT .eg introduction of Education City.</p>

Priority Area 4

The School Community and Profile

Success Criteria for Priority Area 4

1. Chalk Ridge will be selected by parents within catchment as number one school of choice.
2. Parents out of catchment will choose Chalk Ridge as their school of preference.
3. Aim for all year groups to be fully subscribed and in particular Year R by September 2019
4. Behaviour will not be a barrier to teaching and learning.

Objective/Target	Action	Timescales/Review To be achieved by date	Monitoring Role SLT/Subject Leaders Governors	
<p>Behaviour</p> <p>Pupil behaviour and learning behaviours will be at least good or better.</p> <p>Longer term aim – behaviour and learning behaviours will be outstanding.</p>	4a. Continue to develop the Curriculum in Citizenship and PSHE to promote behaviours linked with school values and those of a good citizen.	December 2018 July 2019	See SLT monitoring map *	Attend whole school assemblies. Autumn 2 and Summer 1
	4b. Assemblies will be linked to school values, citizenship, British values and diversity.	On going	*	Pupil interviews. Autumn 2 December 2018
	4c. Ensure that all behaviours allow for effective learning and good progress.	On going	*	Pupil interviews with RRR ambassadors. Meeting with PSHE lead. Spring 2 March 2019
	4d. Continue to use external professional support for the small minority of pupils who do not respond to the behaviour policy in place within the school. Continue the positive links with Primary Behaviour Service to support pupils, staff and parents. Provide staff with relevant training to equip them to deal with pupils who present with more challenging behaviours. E.g. Team Teach training, support from Educational Psychology. Continue to promote and benefit from the role of the PSA for parents and pupils.	On going	*	FGB – HT report

School Profile	4e. A Long-term plan is created and formulated for the use of outdoor space. The outdoor space will be developed to enhance teaching and learning.	April 2019 On going.	*	Spring 2
School Profile	4f. Improve links with local nurseries and pre-school settings. Invite staff from pre-schools where CRPS have received children from those settings to visit CRPS. Invite pre-school staff to Open Mornings – children to provide guided tours.	DHT EYFS staff		FGB C & S Resources
School Profile Continue to increase links between governors, staff, parents and community, including PTA.	4g. Governors and PTA representatives to meet regularly to focus fund raising efforts.	Termly On-going. Subject Leaders		PTA meeting Autumn 2 2018
	4h. Promote and encourage the engagement of parents in the life of the school. Provide curriculum sessions to raise awareness, increase communication about the curriculum and how parents can support.			
	4i. Governors to attend school events such as Open Days, parent consultation meetings and school events.	Autumn 1/2 On going		September 2018 October 2018 November 2018
	4j. Governor newsletter is sent on a regular basis to forge stronger links between parents, school and governors, and keep parents aware of the work and profile of the governing body.	Termly		Termly
	4k. Continue to challenge and support the school to raise its profile within the local community through means such as in local media, local publications and school website.	On going		FGB
	4l. Consider updating website to create new look/image.	December 2018		Resources

Impact Statements

(These should be read alongside evaluations by subject leaders in action plans each term)

Autumn 2018	Spring 2019	Summer 2019
Behaviour policy (introduced March 2017) and the embedding of school values is impacting on positive attitudes in learning across the school. LLP audit on 20.11.2018 demonstrated attitudes to learning by all children was strong in the vast majority of classrooms. Where challenging behaviour is seen staff manage behaviours skilfully and it does not impact on the learning of other children on the vast majority of occasions. The school has increased the number of Open Days, with 6 this term and 2 next term. They have been well	School values have been developed further and defined for children what each value means in practice – these have been shared with children and have also been incorporated into new curriculum plans. Behaviour from small number of pupils (8) continues to have an impact on the smooth running of the school daily. Most of these pupils are supported by LSA 1:1 for all or some part of the school day. The school is working in close partnership with the EP service and PBS, as well as the LA Inclusion Team.	Strong links continue with external professionals to provide school staff with support around behaviour and welfare. This has included PBS, CAMHS and Educational Psychologist. The school has also committed to an SLA with Maple Ridge Special School to provide specialist CPD and training – this will focus on creating independence in all learners and support around pupils who have ASD behavioural concerns. Three more staff will be Team Teach trained in Autumn term to ensure consistency with behaviour management

attended by prospective parents with positive feedback given by parents at the end of their tours. YR applications are due by 15.1.2019	The LLP visit in January commented on the positive attitudes of learners and high engagement from the vast majority of children.	<p>and empower all staff to be able to manage more challenging situations. Parents have been invited into school for a wide variety of events in the summer term – this has included sports day picnics which were very well received. Excellent transition plans have been implemented for Year R intake – this has included pre-school and nursery visits, home visits and enhanced transition plans for children who will require significant additional support in September. 3 Stay and Plays have been offered for YR children</p> <p>Forest Schools Training has been undertaken by a staff member – it is intended to role this project out to KS1 in September 2019, with a long term plan of the whole school by September 2020.</p> <p>PLEASE NOTE – OBJECTIVES NOT HIGHLIGHTED HAVE EITHER BEEN PARTIALLY MET OR WILL BE INCLUDED IN NEW SDP FOR 2019 – 2021. IN A FEW EXAMPLES OBJECTIVES ARE NOT RELEVANT</p>
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Focus for Visit	Date/Term	Governor	Link Staff Member	✓ Date Completed
Safeguarding Audit	Autumn 1 17.9.2018	Suzanne Bond	Clare Beswick	Completed by SBo 17.9.2018
Single Central Record	Spring 2019	Suzanne Bond/Juan Pimienta	Evelyn Kelly	Completed by SBo
GDPR Audit	Summer 2019 July 12 th 2019	Ian Ross	Lisa Enefer	Completed by IR 5.7.2019
Computing and IT	Autumn 2 2018 Summer 2019 July 11 th 2019	Ian Ross/David Downie	Richard Lyddy	Completed by DD 9.11.2018

English Focus GR and writing developments	Autumn 2 4.12.2018 Spring 2019 – 4 th April 2019	Cindy Robinson/Susan Walker	Natalie Keat/Clare Beswick	CR - Completed December 2018
Maths	Autumn 2 2018 Spring 2 2019 -2 nd April 2019 Summer 2 2019 – 20th June 2019	Madeleine Hussey Suzanne Bond Suzanne Bond	Kate Hare/Tom Green	Completed by MH – 13.11.2018 Completed by MH Summer term 2019 – 2 visits
Early Years and Outdoor Spaces – early intervention for EYFS with additional needs	Autumn 1 2018 21st June 2019	Madeleine Hussey	Sue Baskerville	Completed 15.11.2018 MH Completed by MH Summer term 2019
Raising Profile of School – Community Links Open Days Pupil Conference with RRR Ambassadors	Autumn 1 Autumn 2 25.1.2019 January 2019	Ian Ross/Julie Pierce “ “ Ian Ross	All staff	JP attended Open Mornings – 21.9.2018 and 5.10.2018
More Able and Provision for Greater Depth Pupils	November 2018 6th June 2019	Madeleine Hussey Madeleine Hussey MH/SB	Maths/English subject leaders and SLT	Completed 13.11.2018 MH
Special Educational Needs	Autumn 2 November 2018 Summer 2 – 5 th June 2019	Julie Pierce Julie Pierce/Madeline Hussey	Amanda Forsey	Completed January 2019 – JP Completed by JP – 5.6.19
Science	Spring 2 2019 3rd April 2019 9am	Ian Ross/Elliott Roberts	Hannah Wiltshire Sally Moore	Completed by DD 21.6.19 and 28.6.19 Science visits.
Pupil Behaviour SMSC – Interview RRR Ambassadors	Autumn 2 2018 Spring 2019 – 3 rd April 2019 9am Spring 1 March 2019 Autumn 2 2018 Summer 2019 4th June 2019	Julie Pierce – assembly Julie Pierce – assembly Elliott Roberts	SLT Georgia Clifforth SLT	