Storth CE
Primary School

School Development Plan

2017 – 2018

School Vision

Laughter and learning.

We at Storth CE Primary School seek to help children work towards achieving their potential by encouraging a love of learning through personalised teaching. Acceptance of all, self-belief and resilience are developed through our enriched and stimulating curriculum in a happy and caring environment. As a Church school we aim to develop Christian values in a gently spiritual manner that allows children to ask questions and explore issues of faith with confidence.

Introduction

This school development plan outlines the main priorities for the work of our school during the coming school year. It also indicates possible areas for improvement in the subsequent two years. These future priorities are not outlined in detail as they may change.

Related documentation

In addition to this plan, the following documents provide supplementary information:

- Peer-to-peer evaluation statement
- RAISE online report
- School budget
- Jan 2017 Ofsted inspection report
- Nov 2016 SIAMS report

Summary of self-evaluation based upon Nov 2016 SIAMS report, Jan 2017 Ofsted report, Parent Feedback and Staff survey.

	Teaching Learning Curriculum	Achievement	Leadership and Management	Personal Development and well-being	Community
Evaluation and strengths	We have successfully tackled weaknesses in spelling, punctuation and grammar seen at the last inspection, by making sure that pupils in key stages 1 and 2 have a daily focus on improving these skills. The success of our actions was evident in 2016 when all Year 6 pupils reached the expected standard in this test, with some reaching a high standard. We have also improved standards in the Reception class as is evident from all	Assessments – End of Key stage 2 – 100% made the expected progress in all subject areas - SPaG, Writing, Maths, Reading and Science. Within this 66% exceeded the standard in SPaG and Reading and 33% in Maths. Key Stage 1 showed 88% of pupils achieving the expected standard in Writing, Reading and Maths; with 25% exceeding the standard in Reading and	School leaders have ensured that all safeguarding arrangements are fit for purpose and records and information kept in school are detailed and of good quality. All staff know about the changes in the most recent safeguarding guidance and have completed at least level 1 safeguarding training. All staff know about preventing extremist or radical views from their online training on this.	Staff continue to make certain that pupils are safe in school but also to check that pupils have a good understanding of risk through teaching them about dangers outside school. Pupils know how to keep themselves safe when using computers or mobile devices. They know about road-safety risks in the village caused by speeding cars and badly lit or maintained footpaths and they are passionate	Highly effective links with the church and local community contribute significantly to the school's Christian character and to pupils' personal and spiritual development. Excellent relationships between staff, pupils and parents reflect the Christian values of love and compassion. Staff have a very positive influence on pupils'

	children reaching a good level of development since 2014. Our new Nursery provision is a significant factor in this success as teachers work well with children to develop their basic skills so that they get off to a good start in Reception. Teachers are passionate about teaching and enjoy being part of the 'close-knit' community in school. They plan interesting activities, especially in reading and writing, to engage and challenge pupils because teachers have good subject knowledge and know the pupils exceptionally well. Pupils are attentive in lessons. They	Maths. 100% of the children reached the expected standard in Science. Year 1 phonics showed a 75% pass rate. EYFS attainment in all subjects saw 90% of the children at Expected levels in all 7 aspects of learning, with some exceeding the standards. Governors have been scrutinising tracking and monitoring assessment.	Governance continues to be effective because governors have a thorough understanding of the work of the school – especially the area they each oversee. They ask challenging questions of leaders, review progress information and visit the school to find out about the quality of teaching and learning for themselves. External support provided through the Cumbria Alliance of System Leaders is effective. We know the strengths and weaknesses of the school well because our views are validated by colleague head teachers in other schools in the	about wanting to make changes to keep everyone safe. School council share responsibility to make sure no one feels left out or excluded from games at playtime. If they see a younger pupil struggling with anything, they offer their help. Pupils' excellent behaviour and very positive attitudes to life and learning reflect their understanding of Christian values of friendship, trust and respect.	progress and achievement.

	listen to their teacher and each other very well because they are well motivated and want to improve their own skills. Pupils also willingly help each other to improve. The broad curriculum provides pupils with a rich variety of opportunities to extend their learning. Outdoor learning opportunities, which include gardening and learning how to keep chickens, are 'amazing'. Pupils enjoy learning to play musical instruments including harp and ukulele and they like learning to speak Spanish. They regularly take part in trips such as a		alliance. We make sure that pupils' assessments are accurate, because external moderation takes place through our local cluster of schools. Purposeful leadership, ably supported by committed governors and staff, is developing the school's distinctive Christian character, raising standards and improving outcomes for all learners.		

	cultural visit to London and residential visits. We have improved pupils' reading by introducing a new approach to grouping pupils by ability for phonics teaching. Pupils work very well together in their mixed-age groups.				
Areas for Development	**Make further improvements to mathematics teaching to ensure that all teachers become confident in using a mastery approach so that pupils are better able to reach a high standard in mathematics.** **Align assessment to new achievement standards**	**KS2 results as positive as possible with a focus on Mastery at Maths. Greater percentage exceeding expected standards in maths as indicator. KS1 phonics attainment. Assessment of reading.**	**Check that information provided on the school website is useful for parents, gives them the information they need to know and that this is kept up to date.**	**Extend provision for pupils' spiritual growth through the development of an outdoor worship and reflective space.**	**Establish effective links with schools or communities in the UK or other areas of the world. This is to support children's understanding of cultural diversity and global issues**

Specific contextual factors impacting on the school this year

Budget Reduction in teaching hours SEND children – 3 EHCP Increasing roll RAISE weaknesses

Focused priorities for Teaching, Learning and Curriculum (TLC)

These are the important whole-school priorities which will form the focus for school improvement this year. Each of the priorities has an individual action plan.

Focused priority 1	To make improvements to the teaching of maths and adoption of the Mastery approach.
Focused priority 2	To change assessment strategies in maths to align with mastery approach as well as end of Key Stage assessment materials across literacy and maths.

Background priorities for Teaching, Learning and Curriculum

These include ongoing work and continuations of work from the previous year.

Background priority 1	Staff training and cpd on mastery in maths. Trialling of the approach and monitoring of new assessment in line with the change.

Background priority 2	Purchase of new assessment materials and trialling of these. Review and cpd based upon findings.

Focused priorities for Achievement

These are the important whole-school priorities which will form the focus for school improvement this year. Each of the priorities has an individual action plan.

Focused priority 1	Monitor the consistency of progress in Maths across both Key Stages.
Focused Priority 2	Monitor and improve outcomes in phonics by the end of Key Stage 1 and reading levels across KS1 and 2.

Background priorities for Achievement

These include ongoing work and continuations of work from the previous year.

Background priority 1	Maths coordinator to monitor the teaching of maths across the school under new subject leader criteria and with the new Mastery approach.

Background priority 2	Streaming of phonics across the school to ensure targeted support. Monitoring of KS2 Reading levels and assessments through new assessment scheme – Red Box

Focused priorities for Leadership and Management

These are the important whole-school priorities which will form the focus for school improvement this year. Each of the priorities has an individual action plan.

Focused priority 1	Ensuring the needs of all children and staff continue to be met in a safe, caring and happy learning environment.

Focused priority 2	Ensuring the information available to parents is as up to date as possible and policies and procedures are the latest versions.

Background priorities for Leadership and management

These include ongoing work and continuations of work from the previous year.

Background priority 1	Creation of safe and inclusive areas for SEND children. Support in place for adult helpers at all times and contingencies adhered to when need arises.

Background priority 2	Monitoring of new policies/procedures from County with immediate transfer onto school website. Monitoring of policy renewal and changing LEA requirements.

Focused priorities for Personal Development and Well-being

These are the important whole-school priorities which will form the focus for school improvement this year. Each of the priorities has an individual action plan.

Focused priority 1	To develop an outside worship and reflective space for children.

Focused priority 2	To ensure all staff are kept up to date with Safeguarding and Prevent training and issues.

Background priorities for Personal Development and Well-being

These include ongoing work and continuations of work from the previous year.

Background priority 1	Fundraising and use of budget to create an area that the children design to fulfil priority 1.

Background priority 2	CPD for staff and ensuring any training or support is made available.

Focused priorities for Community

These are the important whole-school priorities which will form the focus for school improvement this year. Each of the priorities has an individual action plan.

Focused priority 1	To develop effective links with UK or overseas community.

Focused priority 2	To maintain community links through development of running track and Christmas tree.

Background priorities for Community
These include ongoing work and continuations of work from the previous year.

Background priority 1	To work with other adults, Governors and schools to develop a firm contact within a more diverse setting.

Background priority 2	To further develop the Community links through village involvement.

Teaching, Learning and Curriculum focused priority 1: To make improvements to the teaching of maths and adoption of the Mastery approach.

Position statement / or key question	Target/s
Maths is currently a successful subject in the school based on KS1 and KS2 data. However Ofsted and the DFE are calling for a more focused and all-encompassing approach to the teaching of maths – Mastery. The recent Ofsted report highlighted our need to allow the children to explore maths and look at the concepts in a more in-depth way.	- To ensure the resourcing of the maths curriculum is appropriate (new text books, resources). - To implement a Mastery approach into the curriculum in class teaching. - Maintain the effectiveness of existing curriculum and ensure progression. - To ensure all staff are confident in subject knowledge and Mastery approach through CPD, networking and INSET. - To closely monitor and review the effectiveness of this new approach with the help of Governors.
What will success look like?	**What will be different for children?**
- Children working at greater depth within the subject and being able to explain core principles in a clear way. 2018 KS2 results will show an increased percentage of children working at greater depth in maths. - More confident and focused teaching of the subject. - Planning will clearly show a shift towards Mastery.	- More time spent on each key concept of the maths curriculum allowing them to gain a greater or clearer understanding. - More resources and exploratory maths. - More challenge within the subject. - Greater enjoyment of the subject.
Key people, including governors	**Funding and resources**
- Maths coordinator and all staff - Maths Governor - Pupils and parents	- Staff meeting and INSET time - CPD - Adoption of White Rose Maths resources (free) - New Abacus work books (KS1) - New resources - @ £250

Tasks	Who	When	Monitoring and Evaluating
• Ensure the new White Rose Maths Hub approach is implemented across class 2 and 3.	Class teachers	By Oct 2017	All staff Maths coordinator
• Monitor the effectiveness of the new approach	Class teachers	Half termly	All staff Head Curriculum Governor
• Tailor assessments to meet the needs of the coverage each half term	Class teachers	Half termly	All staff
• Resource the subject where necessary	Class teachers	As needed	All staff
• Subject audit	Maths coordinator	By 2018	Maths coordinator Head
• Monitor KS1 and KS2 assessments	Head	Summer 2018	Head Maths Governor

Headlines of evaluation

Autumn	Spring	Summer
Review of sats and tracking. Routine assessment of maths at half term and end of term. Individual target setting Checking of curriculum	Monitoring and assessment of progress Review of Mastery approach Implement suggestions/improvements	Review Assessments Inset Governor feedback Next steps

Teaching, Learning and Curriculum focused priority 2: To change assessment strategies in maths to align with mastery approach as well as end of Key Stage assessment materials across literacy and maths.

Position statement / or key question	Target/s
- Levels have now gone. School needs to be using a system to track pupils' progress that is both clear and works across both key stages. - This assessment must also tie in with the National Curriculum tests and stand up to scrutiny and moderation.	- Ensure new Mastery approach is working and that new systems of levelling fit in with this approach. - New maths assessment is used effectively across the school. - Abacus maths assessment also used effectively across school and is tailored to match the coverage of the term. - New systems of end of key stage assessment for Literacy implemented - Other subjects all monitored and progress recorded accordingly. - To ensure all staff are confident in levelling through CPD, networking and INSET. - To resource new system as appropriate – software or hard copy.
What will success look like?	**What will be different for children?**
- A new system of assessment that reflects termly coverage and ties in with DFE expectations. - All staff confident in its use and children aware of the new criteria and assessment bands. - Parental awareness through discussion at parent's evenings or meetings.	- New levelling of work in assessment weeks. - More peer to peer marking to allow children to see their possible development in maths mastery. - Y6 will be frontline children in terms of the new mastery approach. More opportunities to use resources - New assessment materials
Key people, including governors	**Funding and resources**
- All staff - Pupils and parents - Curriculum governors	- Staff meeting and INSET time - CPD - New assessment materials

Tasks	Who	When	Monitoring and Evaluating
• Implement the new systems of assessment	All staff	October 2017	Head and subject leaders
• Monitor the new assessment	Head and Governors	Half termly	Governors
• Use of Scholar pack in assessment	Head and admin	By Spring 2018	Head and Governors
• Implement child friendly displays and targets that reflect the new system	All staff	By end of Spring term 2018	Subject leaders and class teachers.

Headlines of evaluation

Autumn	Spring	Summer
Review of sats and tracking. Routine assessment of literacy and maths. Checking of rolling programmes. New Roz Wilson literacy assessment. Use of tailored Abacus assessment for maths	Monitoring and assessment of progress. Review of targets. Training in Scholar pack	Use of Scholar pack to assess and record pupils' progress. Monitoring of assessment and progress predictions against sats.

Achievement focused priority 1: Monitor the consistency of progress in Maths across both Key Stages.

Position statement / or key question	Target/s
• **All pupils need to make the necessary progress through the school in Maths.** • **All children should be meeting expectations.** • **Currently there are not enough children exceeding expectations in maths at the end of Key Stage 2.** • **There need to be enough opportunities for the more able to exceed their potential as at Key stage 1.** • **There should be a higher profile of Mastery at Maths throughout the school.**	• **All children will make expected progress in maths and some will make better than expected progress by the end of Key Stage 2.** • **Assessment will show pupils are making the necessary progress through the school.** • **Raise the profile of maths across the whole school.** • **Appointment of new maths coordinator to monitor progress (as part of NPQSL).** • **INSET on whole school strategies.** • **Use of Governors to monitor progress and strategies. Use of new assessment schemes to monitor effectiveness and progress.**
What will success look like? • **The vast majority of children should be at least achieving expectations in maths at the end of KS2.** • **Some children (more than currently) will exceed expectations by the end of key stage 2** • **School tracking will show targeted support for those children not making necessary progress in maths.** • **Consistent levels of success in maths assessment half termly.** • **A higher profile of maths across school as seen in display and books.**	**What will be different for children?** • **More consistent teaching in maths across the whole school.** • **Focus on creative, practical and varied maths teaching to ensure all children can enjoy maths.** • **More targeted support for children not making expected progress.** • **More celebration of maths.** • **Self-marking opportunities and peer to peer reviews of maths.** • **More opportunities to explore maths.**
Key people, including governors • **All staff** • **Maths coordinator** • **Curriculum Governor**	**Funding and resources** • **Booster sessions in maths.** • **Improved tracking and targeting.** • **New maths resources** • **Relevant CPD**

Tasks	Who	When	Monitoring and Evaluating
• To assess children every half term and monitor progress in maths.	Staff Curriculum Gov.	Half termly	Staff and maths coordinator. Maths inset
• Targeting of children who are not making expected progress.	All staff	Ongoing	Regular tracking scrutiny Staff meetings
• Establishing booster groups to help with end of term Teacher Assessments	Staff	Autumn 2017	Teacher assessment
• Create a maths celebration board where examples of maths can be displayed.	staff	Spring 2018	Pupils and parents
Headlines of evaluation			

Autumn	Spring	Summer
Assessment of maths sats Targeting support for children not making expected progress. Half termly assessment and evaluation. Staff meeting Resources identified	Assessments Boosting for those that require it.	Sats and KS2 Assessments

Achievement focused priority 2: Monitor and improve outcomes in phonics by the end of Key Stage 1 and reading levels across KS1 and 2.

Position statement / or key question	Target/s
• **2017 phonics screening for Y1 showed 75% attainment Y2 screening showed 50% attainment.** • **Need to track children to ensure that reading assessment standards do not drop – 100% at KS2 reached expected standard 2017.** • **Monitor effectiveness of phonics streaming.**	• **All children will make expected progress in phonics and achieve benchmark required.** • **Phonics monitoring will be more rigorous with interventions in place if required.** • **Extension of higher achievers.** • **Reading levels to be monitored through new assessment materials.**
What will success look like? • **100% of children will achieve the benchmark.** • **Monitoring and intervention work in place.** • **Staff to teach to strengths in phonics.** • **Effective use of available adults.** • **Effective use of new reading assessments.**	**What will be different for children?** • **More consistent teaching in phonics.** • **Focus on creative, practical and varied teaching methods to ensure all children are engaged.** • **More targeted support for children not making expected progress.**
Key people, including governors • **EYFS/Key Stage 1 staff** • **Curriculum Governors**	**Funding and resources** • **Booster sessions** • **Improved tracking and targeting.** • **New phonics resources** • **New assessment materials for reading – Red Box** • **Relevant CPD**

Tasks	Who	When	Monitoring and Evaluating
• To assess children every half term and monitor progress in phonics.	Staff Curriculum Gov.	Half termly	Literacy coordinator. Phonics inset
• Targeting of children who are not making expected progress.	All staff	Ongoing	Regular tracking scrutiny Staff meetings
• Establishing booster groups to help with phonics screening	Staff	Summer 2018	Phonics screening Teacher assessment
Headlines of evaluation			
Autumn **Assessment of phonics** **Targeting support for children not making expected progress.** **Half termly assessment and evaluation.** **Staff meeting** **Resources identified**	**Spring** **Assessments**	**Summer** **Phonics screening.**	

Leadership and Management focused priority 1: Ensuring the needs of all children and staff continue to be met in a safe, caring and happy learning environment.

Position statement / or key question	Target/s
- The ongoing situation in Year 1means the school has to continue to focus its priorities in KS1. - Staffing continues to be an issue as one to one cover needs to be in place. - Addition of a child with a further EHCP and staffing/budgetary pressures that this brings. - Further addition of a child who potentially needs a further EHCP and adult support. - Severe budgetary implications and the knock on effect of these throughout the school.	- To ensure there is adequate supervision within school to ensure the nee of all the children are met. - Maintaining the positive aspect of the school. - Support and training of the one-to-one cover in school. - Maintaining the positive perception amongst the children and parents about the school. - Training and support for staff. - Ensuring and building upon a positive home-school relationship with parents. - To ensure adequate space is available to cater for additional needs. - Ensure there is adequate and appropriate staffing within the school.
What will success look like? - A happy and working school. - A positive parent perception of the school. - All support mechanisms in place for the children and staff - CPD in place for staff - Strategies to deal with any disruption working and reviewed. - Positive progress of all children.	**What will be different for children?** - School will continue to thrive and parents will continue to support our school. - More opportunities for PSHE and collaborative working. - More adult support and supervision.
Key people, including governors - SENDCO - Staff - Parents - Governors - County professionals	**Funding and resources** - One to one support – severe budgetary implication - Expertise of experienced staff. - Relevant CPD - County support - SEND resources when relevant - Private enterprise for support packages

Tasks	Who	When	Monitoring and Evaluating
• Employment of 1-1 support	Head	Immediately	Head
• Relevant cpd to help in roll	Head	As appropriate	Support worker SENDCO
• SENDCO support	SENDCO	Ongoing	SENDCO SEND governor Head
• Develop and continue County relationships to ensure all help is available and accessible.	SENDCO Head	Ongoing	SENDCO Head
• Installation of extra teaching space to alleviate pressure on withdrawal areas.	Head County	Immediately	Head One to one support

Headlines of evaluation – Autumn	Spring	Summer
Employment of 1-1 support Contacts with parents secured Contacts with County CPD accessed INSET Interventions Working relationships established to ensure cover.	Support for staff Ongoing cpd Monitoring and evaluation of situation. Close working with County	Staffing in place CPD Burgeoning parent relationships. Continuing work with County.

Leadership and Management focused priority 2: Ensuring the information available to parents is as up to date as possible and policies and procedures are the latest versions.

Position statement / or key question	Target/s
- New website is up and running and a focus for parents and staff. - Ofsted highlighted some policies were not the most up to date. - Some information available to parents needed updating.	- To ensure the policies on website are the most recent. - To ensure all information is relevant - Staff training through Inset from SG - Updating of website in terms of photos. - Ensure Governors take a central role in monitoring website. - Comparison of local schools' websites.
What will success look like?	**What will be different for children?**
- A website that withstands close scrutiny - An up to date set of policies and information. - Refreshed front page	- New photos - Opportunities to have a say on what is on the website - Sense of ownership
Key people, including governors	**Funding and resources**
- SG - Staff - Children/parents - Governors	- Inset - Closer links with NWIMS - New photos - Access to portal for up to date policies, information.

Tasks	Who	When	Monitoring and Evaluating
• Checking of policies online for review dates	Governors Head	Immediately	Website Governor Head
• Up to date information constantly renewed	SG	Ongoing	SG Parents
• Review of front page and updating	SG NWIMS Photographer	By Spring 2018	SG Head
• Development of a review list for policies and procedures	Head Website Governor	Spring 2018	Head SG Website Governor

Headlines of evaluation – Autumn	Spring	Summer
Review of policy dates Renewal of out of date policies Uploading of relevant material Monitoring by Governors	Monitoring Renewal where necessary Change of front page	Monitoring and renewal.

Personal Development and Well Being focused priority 1: To develop an outside worship and reflective space for children.

Position statement / or key question	Target/s
• As an outstanding Church school, SIAMS has recommended that the children have a reflective space available to them. • The school would also be able to use this as an outdoor prayer space and classroom.	• To involve children, parents, Governors and other stakeholders into the decision making process. • To resource a suitable shelter to use for this space. • Network with other schools to see provision they may have in place. .
What will success look like? • A suitable area or structure that the children can use as an outdoor reflective space. • An enhanced area of thee school that will add to its appeal.	**What will be different for children?** • Children will have a dedicated area for reflection • More opportunities for outdoor learning • Extra space • Shade in summer
Key people, including governors • Staff • Children • Parents • Governors • Contractor	**Funding and resources** • Formula capital money • PTA fundraising • Grants from outside agencies

Tasks	Who	When	Monitoring and Evaluation
• Consult children/parents about a wish list	Staff	Spring 2018	Head
• Contact building suppliers to gain quotes	Head School Council	Late Spring 2018	Head
• Fundraising/match funding/grant applications	School Council PTA School	Summer 2018	Head
• Draw down formula capital money	Susan B	Summer 2018	Head

Headlines of evaluation

Autumn	Spring	Summer
Ascertain preferences Gather ideas	Poll children and parents Gain quotes Fundraising	Draw down money Accept quote Installation

Personal Development and Well Being focused priority 2: To ensure all staff are kept up to date with Safeguarding and Prevent training and issues.

Position statement / or key question	Target/s
• New DFE guidelines are in place regarding Prevent • Safeguarding remains a top priority for schools • New staff have come into school and it is their duty to be aware of Prevent and undergo safeguarding training to ensure the welfare of the children within school. • Existing staff members need to keep up to date with the latest Prevent requirements. • Safeguarding needs to be up to date and refresher courses attended. • Two staff should have the L3 safeguarding qualification to ensure there is always a member of staff in school that could deal with a serious issue. • Any extra training needs to be used if deemed appropriate. • Governors to be aware of Prevent and Safeguarding training and issues.	• To ensure all new staff have undergone Prevent training. • All new staff to undergo L1 safeguarding training • All existing staff to undertake refresher training in Prevent and Safeguarding if necessary • At least two members of staff to have the L3 qualification in safeguarding • Any new training that is relevant is attended and staff fed back to at INSET • Protocols are reviewed within school and policies remain current. • An informed Governing body
What will success look like? • All staff to have Prevent duty training • All staff to have at least L1 Safeguarding training • Policies are up to date and on the website • A safe and happy school	**What will be different for children?** • A continued sense of safety and a renewed feeling of security.

Key people, including governors	Funding and resources
• **All staff** • **Governors**	• **Online Prevent duty training** • **Online L1 safeguarding training** • **Attendance at safeguarding courses for L2 and 3** • **Attendance at refresher training** • **Purchase of relevant literature to support Prevent and Safeguarding.**

Tasks	Who	When	Monitoring and Evaluation
• **New staff to undertake Prevent and Safeguarding training**	**Staff**	**By end of 2017**	**Head**
• **Existing staff to undertake refresher training where necessary**	**Staff**	**As necessary**	**Head**
• **Review of policies**	**Head**	**By end of 2017**	**Head**
• **Governor training/updating in Prevent and Safeguarding**	**Governors**	**When necessary**	**Head**

Headlines of evaluation

Autumn	Spring	Summer
New staff training **Policy review and website update** **Governor and staff refreshers** **New training when available**	**Governor and staff refreshers** **New training when available**	**Governor and staff refreshers** **New training when available**

Community focused priority 1: To develop effective links with UK or overseas community.

Position statement / or key question	Target/s
• As part of the **SIAMS** inspection it has been recommended that school develops its links with an overseas school or one from a different locality to enable children to broaden their experiences. • Foundation Governor has expressed a desire to help establish such links.	• To collaborate with a school in contrasting locality. • To explore and establish setting up a link with an overseas school. • To discuss with consortium schools about their existing links. • To develop these links.
What will success look like?	**What will be different for children?**
• Strong links with a UK or overseas school. • Children communicating with other children and experiencing their community. • Governors and parents being involved with link schools.	• Strong links with a contrasting UK locality • Strong links with an overseas school. • More opportunities to use IT and other communication methods. • More project based learning.
Key people, including governors	**Funding and resources**
• Foundation Governor • Children • Staff	• Costs incurred when setting up links. • Updating of IT provision where needed. • Literature and possible inter school visits to see how things can work.

Tasks	Who	When	Monitoring and Evaluating
• Communication with Consortium schools	Head Children	By Spring 2018	Head Governors
• Establish a UK link through contacts	Head Governors	Spring 2018	Head
• Investigate an overseas link through Diocese or British Council	Governors	Spring 2018	Head

Headlines of evaluation

Autumn	Spring	Summer
Investigation of UK and Overseas links Contact with Consortium schools Inter – schools visits	Development of links	Development of links

Community focused priority 2: To maintain community links through development of running track and Christmas tree.

Position statement / or key question	Target/s
• To further develop the school's excellent links with the village. • Build upon the success of the Community Garden • Establish the new Christmas tree and running track.	• Obtain funding from village, etc. • Procure a Christmas tree and work with Gardening club to do this • Plant tree and village celebration. • Obtain quotes for running track and potentially install.
What will success look like? • An established Christmas tree to be used as a focus for the village • A new running track that both the school and village can utilise. • Renewed focus for school as heart of the village.	**What will be different for children?** • The Storth mile • New Christmas tree • Stronger and higher profile presence for school within the Community.
Key people, including governors • Storth Gardening Association • Governors • Children/parents • staff	**Funding and resources** • Village grants for Christmas tree • PE funding to help finance running track • Formula capital money. • PTA fundraising.

Tasks	Who	When	Monitoring and Evaluating
• Obtain funding	Head	Autumn 2017	Head
• Procure tree	Gardening Association	Autumn 2017	Head
• Quotes for running track and installation	Head	Spring 2018	Head
• Grand openings	School	Summer 2018	Head Governors

Headlines of evaluation

Autumn	Spring	Summer
Procure funding Plant and open tree	Quotes for running track	Installation and opening of running track. Community events around track

The year at a glance

	Focused priorities	Background priorities	Other important things
Autumn 1	Streaming of mastery approach throughout school in maths and linking f assessment to tie in with this approach. Maths coordinator to ensure approach is consistent Streaming of phonics to be re-implemented and monitored. Monitoring of SEND provision in school and development of withdrawal pod. Review of policies and updating. Review of Prevent and safeguarding needs.	Training or cpd for staff in mastery. SEND children to be monitored and reviewed as and when needed. Updated policies to be uploaded to website. Online safeguarding and Prevent duty training. Apply for funding for tree	INSET Feedback to parents regarding new approach. Work with County ongoing for SEND children
Autumn 2	Assessment review in maths to check mastery is working. Pod to be established and used. Establish Christmas tree	Looking at assessment and whether this is working. SEND reviews.	Parents evenings Village Christmas events
Spring 1	Mastery approach developed Introduction of new reading assessments to be carried out half termly. Development of outdoor reflection space. Quotes for running track	Review of maths and phonics and reading schemes. Policy review for the year. Look at funding for running track	SEND reviews Parent feedback on website and Governor review.

Spring 2	**Review linked to assessment in maths**	**Review and refine** **SEND reviews**	**Parents evenings**
Summmer 1	**Mastery in maths to be focused in preparation for sats.**		**Next steps for SEND children**
Summmer 2	**Review and refinement of mastery approach based upon KS2 assessments**	**Review of effectiveness of Mastery approach/ phonics and reading comprehensions.** **SEND reviews.** **Establish a running track**	**Reports and sats feedback to parents.** **Analysis of sats results**

Governing body planner

Targets for this academic year	
Target:	**Success criteria :**
To establish and maintain the Governing body and integrate the new members of the Governing body.	New Governors to have roles and know their responsibilities and duties.
To further develop individual roles within the Governing Body, including monitoring and evaluation	All Governors understand the areas they are responsible for and are able to act as 'critical friends'.
All governors to undertake training whenever possible to update knowledge and skills	Extended knowledge will ensure the smooth and effective running of the school
To ensure all financial systems are fully compliant with requirements	Achievement of the Schools Financial Values Standard (SFVS)
To set up a staffing committee to oversee school budget and staffing implications.	Governors to have worked through any possible changes to staffing.
Governors to take an active role in the fabric of the school.	Governors to visit lessons and have relative high profile within school.

Governing body year planner		
	Full GB	Good Governance Committee
Autumn	19th October 2017	When required
Spring	25th January 2018	When required
Summer	19thApril 2018	When required

Thinking ahead

	2018 - 19	2019 - 2020
School improvement priorities	Develop maths Staffing SEND provision	Review Maths, writing SPaG Staffing SEND provision
Site and premises improvements	Improve staff room Carpets Mezzanine	Decorate classrooms
Externals issues and influences	SEND cutbacks Budget Increasing role??	County budgetary pressures