

Welton School Improvement Plan 2016/17

Leadership and Management

(WHAT) TARGET	(HOW) STEPS TOWARD	(WHO) WHO DOES IT?	(WHEN) BY WHEN?	(WITH WHAT) RESOURCES REQUIRED	(KNOWING IT WORKED) SUCCESS CRITERIA
To further develop leadership and monitoring of vulnerable groups (inc. PPG) to ensure standards are tracked	<ul style="list-style-type: none"> • Review current monitoring systems • Ensure clear lines of responsibility regarding the monitoring of vulnerable groups • Class staff are aware of the vulnerable students in their class and are proactive in tracking standards and identifying interventions • Ensure link governor assigned to vulnerable groups and is aware of data relating to vulnerable groups • Produce termly reports on progress and standards for vulnerable groups 	JS/CS	<p>Systems in place by Sept 16</p> <p>On-going monitoring and tracking</p>	Meetings/SLT	Vulnerable groups are clearly identified and progress tracked. Staff and governors are aware of standards and expenditure is tracked and audited termly
To further develop leadership of SEND	<ul style="list-style-type: none"> • Ensure clear lines of responsibility regarding SEND leadership, and review job descriptions for these key staff • Ensure parents of pupils of SEND are informed at all stages of support for their child and appropriate records are kept and shared as necessary • Ensure all SEND related meetings are planned in advance and relevant persons aware and invited • Ensure link governor for SEND is updated termly on SEND related issues and progress of pupils • Audit effectiveness of interventions • Appraise TA staff • Provide training for staff inc. TAs and governors on SEND related 	SENCO/SLT/ JH/TQ/KG	<p>Key lines of responsibility agreed Sept 16</p> <p>Other progress steps to be audited Dec 16</p>	<p>Termly meetings with SEND team</p> <p>Supply cover as required for attendance at meetings/conferences</p> <p>Supply cover to release CS to appraise TAs (2xday)</p>	There will be clear lines of responsibility in the leadership of SEND with key staff identified. All SEND meetings, including annual reviews and TAC meetings, will be clearly planned in advance and key people/parents invited in good time. Progress and interventions for SEND pupils will be clearly tracked and monitored for effectiveness and reports shared with SLT and LGB. Parents of pupils with SEND will be kept informed of progress towards their pupils' targets and support will be available for parents to help them understand and support their child.

(WHAT) TARGET	(HOW) STEPS TOWARD	(WHO) WHO DOES IT?	(WHEN) BY WHEN?	(WITH WHAT) RESOURCES REQUIRED	(KNOWING IT WORKED) SUCCESS CRITERIA
	<p>issues</p> <ul style="list-style-type: none"> • Key SEND staff to attend network meetings and conferences • Investigate role of in house parent support advisor role and implement as appropriate • Two members of staff to achieve the SENCO award and in so doing, provide up to date advice and guidance to the SEND/SLT team 				
To extend the role of SENCO at Welton from 1 day to 3 days per week	<ul style="list-style-type: none"> • HT to meet with other Trust schools to investigate current SENCO provision and level of need in schools • Key staff identified who would be able to take on the role of SENCO for the additional days • Produce costings for increased staff release – identify how this might be covered through school/Trust budgets • Ensure clarity of roles between current SENCO and any other member of staff who takes on this role. Clear job descriptions to be agreed. 	SLT/JS	Investigation and planning by Dec 16 with additional person in place Jan 17	Additional cost to release member of staff to take on the role	Procedures and leadership of SEND at Welton will be far more manageable and there will be a noticeable increase in the monitoring and implementation of SEND related interventions and tracking of standards. Pupils who need interventions or assessing will be seen quicker and have a greater chance of making improvements. Parents will also notice a smoother and quicker response to SEND related issues.
To maximise the use of Teaching Assistants across the school	<ul style="list-style-type: none"> • Audit current TA strengths and roles • Provide training as necessary • Identify with SENCO and SEND team the main areas of priority and the intervention programmes that are to be taught • Clear record keeping of progress of intervention activities • Provide opportunities for TAs to network with other TAs within the Trust • Ensure paperwork is accurately 	SENCO/SEN D team All staff	Procedures and audits completed by end of T1. Regular reviews throughout the year	New intervention resources as required Release time for key staff to meet	Children with additional needs make progress socially, emotionally and academically in line with their peers. Interventions are well organised and are smooth running in the day to day routine

(WHAT) TARGET	(HOW) STEPS TOWARD	(WHO) WHO DOES IT?	(WHEN) BY WHEN?	(WITH WHAT) RESOURCES REQUIRED	(KNOWING IT WORKED) SUCCESS CRITERIA
	<ul style="list-style-type: none"> recorded and kept securely Review the work of TAs termly 				
Provide additional space for break out groups and interventions	<ul style="list-style-type: none"> Identify area of the school that could be opened up as teaching space Approach MAT for possible funding/ support/planning to enable space to be created 	SLT	T3	Additional funding for building work	An additional work space will be created for use by teaching staff and assistants which will enable intervention groups and activities to take place and so improve standards for pupils
Investigate possibility of extending current Y3 classroom to provide a more fit for purpose learning space	<ul style="list-style-type: none"> Identify current classroom size vs pupil numbers Undertake feasibility study for extending the room – possibly looking to add outdoor cover. Get quotes for possible building work and assess level of expenditure required 	SLT	For Sept 17	Additional funding for building work	This classroom space will be far more fit for purpose with space to provide a good quality teaching and learning environment
To investigate and develop the role of a parent support advisor/person	<ul style="list-style-type: none"> Key member of staff to attend training on how to effectively manage the role of parent support Meetings with staff members in schools who operate a parent support advisor to ascertain pitfalls and key points to note Develop clear policy for supporting parents Initiate clear timetable of sessions when staff member is available to meet with parents 	SLT/EH	Investigation and training by Dec 16 Sessions to begin by T3	Release time for key staff to attend training Possible cost for training/advisors	Parents will have the opportunity to meet with a key member of staff at regular times in order to find out about services and support that is available to them. There will be an increase in parental engagement with the school and attendance at local support groups.
Develop effective communication systems across the school (inc. email, RMUnify, calendar)	<ul style="list-style-type: none"> Ensure all staff have password access to RMUnify portal Provide training for staff as required to develop competences in using the features of RMUnify Ensure staff are using Gmail for school business Ensure appropriate Trust policies relating to online communications 	SLT/NW/Trust	Systems to be established for all staff Sept 16. Monitoring of systems to take place	Time with Tim Sheppard (MNSP) and members of staff to develop skills in the use of Unify and Gmail etc.	School communication systems are well established and all staff are able to share email and communicate effectively through the RMUnify portal. All staff and parents are aware of key school dates and events (as appropriate) through the use of the online calendar.

(WHAT) TARGET	(HOW) STEPS TOWARD	(WHO) WHO DOES IT?	(WHEN) BY WHEN?	(WITH WHAT) RESOURCES REQUIRED	(KNOWING IT WORKED) SUCCESS CRITERIA
	<ul style="list-style-type: none"> are implemented and adhered to Develop and use Gmail calendar to record all key information Identify ways to include calendar on school website 		throughout the year with regular updates and training as required		
Investigate ways to increase the amount of recycling in the school and in so doing, achieve silver eco school award	<ul style="list-style-type: none"> Audit current recycling in school Investigate costs involved Audit current strengths against Silver eco award Encourage reduction of waste together with reusing opportunities 	JH	T3	Additional cost to school budget to recycle? Cost for training	School community are aware of need to reduce, reuse and recycle, Clear policy is followed and silver eco school award is achieved
Become a cash-free school	<ul style="list-style-type: none"> With support from the Trust, introduce online payment facility for parents and staff 	YC/Trust	Dec 2016	Support from the Trust in developing this facility	Payments can be made to school online and so reduce the need for time spent counting and storing cash. Clear reports can be generated for the admin and Trust team to enable payments to be tracked and audited accurately.
Each class to be 'tweeting' daily information informally to parents.	<ul style="list-style-type: none"> All staff to continue to use twitter account for professional school use, tweeting at least twice a week. Twitter feeds to be made live on blog home pages. Whole school twitter account to be set up. JS to be in charge of new whole school twitter account 	JS/NW/TQ/All	Accounts to be set up T1. Ongoing tweeting.	None extra required	Class teachers will be tweeting to parents at least twice a week. Parents will report that this is a useful additional means of communication.
Create email addresses for staff with a view to introducing pupil email addresses	<ul style="list-style-type: none"> Email accounts are to be set up via Google Education and the RMUnify portal Support from MSNP technicians with the roll out of this 	NW/JS	T1 for staff T4 for pupils	None	Staff have secure email accounts and will be confident in using the Gmail email system for work related business. For pupils, an Initial trial period to be looked at with 1-2 classes.

(WHAT) TARGET	(HOW) STEPS TOWARD	(WHO) WHO DOES IT?	(WHEN) BY WHEN?	(WITH WHAT) RESOURCES REQUIRED	(KNOWING IT WORKED) SUCCESS CRITERIA
Pay for Somerset Elim membership and arrange audits of our school systems.	<ul style="list-style-type: none"> Ask for Somerset Elim colleagues to raise awareness of computational thinking, linking this closely to the computing (Wessex) 	NW	T2	Possible cost for training and membership to Somerset Elim tbc	Somerset Elim membership has been set up to enable better access to computing plans. Somerset Elim colleagues may have led PDM training for staff. Somerset Elim colleagues may have completed an audit of the school. Wessex plans are continued to be taught and support is ongoing in this area from subject leaders. Computational thinking is made explicit to children and potentially used as a basis for further learning development.
Social Media Policy to be obtained from MNSP	<ul style="list-style-type: none"> Update and share the policy in Sept 16 	NW/JS	Sept 16	None	Policy will be distributed to staff and governors for immediate use.
E-Safety Policy to be obtained from MNSP.	<ul style="list-style-type: none"> Update and share the policy in Sept 16 	NW/JS	Sept 16	None	Policy will be distributed to staff and governors for immediate use.

The Quality of Teaching, Learning and Assessment

(WHAT) TARGET	(HOW) STEPS TOWARD	(WHO) WHO DOES IT?	(WHEN) BY WHEN?	(WITH WHAT) RESOURCES REQUIRED	(KNOWING IT WORKED) SUCCESS CRITERIA
To increase key stage 1 and 2 SATs results in maths to at least national average.	<ul style="list-style-type: none"> Embed new scheme across the school Ensure rigorous monitoring and tracking of teaching and learning in maths Meet teaching staff to discuss progress in maths (T2, 4, 6) Ensure interventions are well planned, resourced, fit for purpose and monitored for effectiveness Provide ongoing Maths CPD throughout the year to ensure staff are capable of delivering a high class and focused curriculum. 	CS/LM	T1-5	INSET/PDM	Clear increase KS2 maths SATs results from 30% to 70%+ Clear Increase KS1 maths SATs results from 51.9% to 65%+

<p>To embed and continuously review and monitor the Abacus Scheme of Work including teaching, learning, resources, planning, assessment and policies</p>	<ul style="list-style-type: none"> • Regularly monitor maths planning and address areas of development with class teachers as necessary • Undertake maths book scrutiny at least three times a year and report to SLT and staff on strengths and areas for development • Undertake lesson observations and learning walks throughout the year both formally and informally • Audit staff competences and gather staff feedback to maths teaching and learning through PDM and questionnaire • Ensure robust monitoring cycle is developed and followed throughout the year. 	<p>CS/LM</p>	<p>T1-6</p>	<p>Subject leader time (Supply cover)</p>	<p>Staff will have gained confidence with using and adapting the scheme for their classes Maths teaching and learning will be at least good in all areas of the school</p>
<p>To ensure robust monitoring systems are in place to monitor and track standards</p>	<ul style="list-style-type: none"> • Clear timetable developed and shared of key timeline to monitor and track standards in all subjects • Staff are aware of assessment and reporting policy • Trust tracking procedures are followed and data submitted at key milestones in the year • JS/CS to analyse data and produce report on progress made and key areas of focus – report to be shared with staff and governors • Subject leaders to be aware of their role in monitoring and reporting on standards in their curriculum areas • Subject leaders to have regular timetabled opportunities to meet with SLT to share their latest observations and plans for improvement • Link governors to be well informed of standards, particularly in key subject areas • Joint lesson observations are carried out and areas of strength and improvement clearly reported and actioned • Termly pupil progress meetings are 	<p>JS/SLT</p>	<p>Key milestones agreed Sept 16 All other areas ongoing</p>	<p>Supply cover to release key staff for lesson observations</p>	<p>Progress of pupils across the school is carefully and accurately tracked and monitored allowing SLT and LGB to ensure funds are appropriately allocated to need. No child is left behind as all pupils are monitored regularly and vulnerable/highlighted pupils are provided with support and opportunities to make progress in line with their peers.</p>

	<p>held to analyse and interpret class data with a view to addressing particular areas of need through intervention and/or staff deployment</p> <ul style="list-style-type: none"> • Subject leaders to have the opportunity to present standards in their curriculum area at LGB meetings • Subject leaders to have clearly monitored and updated action plans • Deputy and Head to discuss standards and progress towards actions at least fortnightly 				
To embed and continuously review the Abacus Rapid Intervention (KS2)	<ul style="list-style-type: none"> • Undertake maths book scrutiny at least three times a year and report to SLT and staff on strengths and areas for development • Regularly drop in to maths sessions to observe day to day practice • Carefully monitor record keeping • Provide opportunities for TA development through discussions, feedback and questionnaire 	CS/LM	T1-6	Subject leader time (Supply cover)	<p>Staff will have increased confidence in delivery of the Rapid intervention Maths teaching and learning will be at least good in all areas of the school</p> <p>Evidence of accelerated progress from pupils who have used the Rapid intervention programme.</p>
To develop parental knowledge of maths teaching and learning in school	<ul style="list-style-type: none"> • New homework policy and online games to support class learning introduced and monitored for effectiveness • Share calculations policy with parents • Host parent maths workshop session to promote and develop parent competences in maths strategies taught at school • Initiate a maths day/week followed by open session for parents to celebrate achievements 	CS/LM	T1	Subject leader time (Supply cover)	<p>Evidence of parents and teachers working together</p> <p>Parents confidence will increase</p> <p>Parents will be confident in reinforcing school methods at home</p>
Expand maths resources in measure	<ul style="list-style-type: none"> • Audit current resources • Set a budget for expenditure • Order new equipment as necessary 	CS/LM	T2/3	Maths budget	<p>Lessons will be enhanced by appropriate, practical resources and children will be able to better access concepts in measure</p>

Develop class deepening tasks and activities	<ul style="list-style-type: none"> Share NCETM resources with staff Deliver focussed CPD for staff to increase confidence and knowledge of successful deepening activities and tasks Share good practise in the school and in other Trust schools throughout the year 	CS/LM	T1 - 6	PDM	More able children appropriately challenged and evidence seen in books, lessons and pupil conferencing
Review and monitor guided reading across the school	<ul style="list-style-type: none"> Ensure all teaching staff are fully aware of how to teach high quality guided reading Monitor planning and delivery of guided reading Peer observation of guided reading 	AA/NW	T1 → ongoing	Release time for staff to observe	Standards in reading will be at least in line with national expectations. Pupils will talk positively about the variety of guided reading activities they do
Class blogs to be used to inspire writing and promote learning.	<ul style="list-style-type: none"> Individual blogs set up for each class, attached to their class page on the website and blogged on twice a term in an 'E-Safe manner. Children's work to be shared on class blog through pictures or attachments. Blogs to be used to inspire writing by discussing the importance of a wider audience. Blogs to be used to engage children in home-learning/set homework. 	JS to set up All teaching staff to use	Blogs set up T1. Ongoing blogging.	£10 for extra space per blog if required (£70 per year)	Parents are able to view and read blogs easily, commenting on work that is posted. Staff post work onto blog that parents can view, plus discuss current/future terms learning. Parents and Teachers abide by Acceptable Use policy/ Social Networking Policy. Teachers are aware of E-Safe ways to post media. Teach children to use blogs for homework. Children taught how to comment on a blog post securely. Work shared safely and securely on blog. All blogs to have a counter to see how many people are viewing them and teach children about a wider audience. Teach children to the safety of blogging to a wider audience.
Begin to use new iPads and be able to connect these to the interactive whiteboards.	<ul style="list-style-type: none"> New iPads to be set up and ready to use. Staff to continue to use own iPads to use to plan and teach in school and at home. 2Simple license to be renewed. Reflector app to be installed on iPads and set up so they connect with whiteboards. 	NW/Soltech	T1	Reflector app	Credit will be applied to two individual Apple IDs (KS1/ EYFS & KS2) and Apps and good practice will be shared, especially inter key stage. Insurance/ itinerary will be updated to cover theft. Reflector app will be installed and staff trained in using this to project onto the boards. A booking system will be in place for the ipads. All staff and children aware

					of how iPads must be locked away with one child in control of checking they are safely locked away at the end of the day.
CPD for teachers to inspire and use iPads for writing.	<ul style="list-style-type: none"> Series of PDMs to share good practise of how to use iPads to inspire children to write. 	NW	T1-4	A selection of apps = £50	NW will have led PDMs with staff. Class teachers will have gained experience in using apps to promote writing and will have had the opportunity to trial the techniques learnt. Pupils will talk positively about using apps for their learning and there will be evidence of improved writing relating to them. Teachers will be confident to upload work from the ipads to the blog for parents to see.
Pupils given more performance and live music opportunities	<ul style="list-style-type: none"> Establish music links with MAT Investigate Christmas play performance venue options Investigate care home visits Take part in carol concerts Take part in Mid-Somerset Festival Invite musicians to perform at school 	CS	T1-6	Transportation money Cost of visiting musicians	Children will have experienced a range of performances throughout the year in a variety of venues
Review and expand current music scheme of work	<ul style="list-style-type: none"> Purchase new music scheme - Charanga CS to have non-contact time to look at current scheme of work and expand with Charanga CS to lead staff training on music notation and Charanga 	CS	T1-4	Music budget Curriculum time for CS	Increased confidence of teaching music that is in line with the new curriculum
More CPD for TAs	<ul style="list-style-type: none"> Regular TA meetings Class teachers to lead CPD session across the curriculum 	All teachers	T1 - 6		Increased confidence and knowledge for TAs
New assessment procedures for core subjects	<ul style="list-style-type: none"> Review current assessment procedures for English and Maths Implement new assessment procedures Staff training Form common reporting templates 	SLT CS/LM/ NW/AA	T3	Subject lead time	Consistent, accurate and meaningful assessment across the school

To ensure that all children in Y4-6 have appropriate swimming coaching so that children who have achieved 25m continue to learn and improve	<ul style="list-style-type: none"> Implement a new swimming timetable Ensure opportunities for strong swimmers to improve is embedded in teaching 	JC	Ongoing	MSN pool	Children will receive awards for achievements above 25m
To establish progression in fundamental PE skills (FUNS)	<ul style="list-style-type: none"> To introduce a manageable system for recording progress To offer support to staff including paired teaching 	JC	Feb 17	Time to develop a new tracking system	Staff will be confident in assessing a child's skill level in PE
Review current PSHE scheme of work in line with guidance from KM (Banes)	<ul style="list-style-type: none"> Review and audit effectiveness of current scheme of work Audit staff competences of the scheme Pupil conference attitudes to PSHE teaching and learning Ensure all objectives in scheme of work meet with the Welton values and needs of the children. Adapt as necessary. 	DS/AA	Dec 16	Release time for subject leaders to meet PDM time with staff	Staff will be confident in using the resources and scheme of work. Staff will confidently record and track PSHE areas taught
Create whole school overview of planning	<ul style="list-style-type: none"> Produce planning proforma for staff Staff CPD in aspects of planning, assessing PSHE 	DS/AA	Dec 16	Release time for subject leaders to meet PDM time with staff	Whole school plans will be available for staff to use
Review DT teaching and learning	<ul style="list-style-type: none"> Produce staff and student questionnaire to identify quality of DT teaching and learning Investigate successful DT schemes used in other schools Staff PDM to develop new scheme Identify opportunities to use MSNP secondary school facilities to support DT teaching and learning 	DS/Staff	Dec 16	Release time for subject leader PDM time with staff	DT leader will have a clear picture of the quality of DT teaching and learning. Improvements to current scheme will be introduced with opportunities for staff and pupils to visit secondary school facilities and/or visitor from secondary schools to deliver lessons/sessions at Welton
Explore new Hamilton Scheme of Work for Science to identify whether it is fit for purpose	<ul style="list-style-type: none"> Subject leader to evaluate resources to support science teaching and learning Staff survey of resources used Match resources to National Curriculum to ensure appropriate coverage 	DS	Dec 16	Release time for subject leader PDM time with staff	A decision will be made upon the new Hamilton scheme of work as to whether it is sufficiently creative or provide good opportunities for investigations to take place.

<p>To monitor and improve the quality of teaching in English</p>	<ul style="list-style-type: none"> • Termly book scrutinies carried out and report written on areas of strength/development • Guided reading sessions will be observed and training provided to staff to ensure best outcomes • Lesson observations will result in clear areas of strength and development points identified across the school. PDM and training will address any areas to be improved. • Leaders to report to SLT and LGB termly to update on progress • Staff competence questionnaires to be completed to identify areas of training • Training provided for staff as necessary 	<p>AA/NW/SLT</p>	<p>Ongoing</p>	<p>Release time for leaders to observe and meet Cost for specialist trianers/visitors</p>	<p>Clear progress towards improving outcomes for pupils to at least national average. By July 2016: KS1: Reading – 48.1% → 65%+ Writing – 51.9% → 65%+ KS2: Reading – 48% → 66%+ Writing – 63% → 74%+ SPAG – 59% → 72%+</p>
<p>To ensure all children have at least 6 outdoor learning sessions per year</p>	<ul style="list-style-type: none"> • Training for outdoor learning leader to identify successful strategies for introducing outdoor activities • Outdoor leader to attend training with local school outdoor learning leaders • Staff to identify outdoor learning activities that could be developed for each topic and term • Outdoor learning leader to monitor outdoor learning sessions • Pupil and staff questionnaires to identify areas of strength and need 	<p>JH with possible collaboration with Longvernal/ Ecowild</p>	<p>Sessions to begin T1/2</p>	<p>Release time for leader Additional costs for visiting teachers</p>	<p>Pupils will have a range of opportunities to learn in an outdoor environment and will talk animatedly about the experiences they have had. Staff will share experiences and create a portfolio of outdoor learning activities that were successful</p>
<p>To provide opportunities for children to learn about the local area inc. local history</p>	<ul style="list-style-type: none"> • Agree a term for whole school 'local studies' topic • Investigate aspects of the local area to include in the topic • Provide opportunity for parental involvement in the topic 	<p>All</p>	<p>T5</p>	<p>Possible funding for local trip or visitors to school</p>	<p>All children to have gained a good understanding of our local area. A successful exhibition (or similar) to showcase home challenges completed by pupils and parents will have been held.</p>

For all children to experience high quality art through excellent teaching and learning. Resources to be of high quality.	<ul style="list-style-type: none"> • Ensure clear art scheme of work embedded across the school • Audit pupil competences in aspects of creative art and skill progression • Arrange links and visits to MNSP secondary schools to enable use of facilities and specialist staff/students 	TQ/JC/All	Throughout the year	Possible expenditure on additional art resources/visiting artists	All children will be inspired in art and projects/topics will be displayed around the school/community
---	--	-----------	---------------------	---	--

Personal Development, Behaviour and Welfare

(WHAT) TARGET	(HOW) STEPS TOWARD	(WHO) WHO DOES IT?	(WHEN) BY WHEN?	(WITH WHAT) RESOURCES REQUIRED	(KNOWING IT WORKED) SUCCESS CRITERIA
Develop behavioural systems to tackle pupils that regularly receive yellow cards	<ul style="list-style-type: none"> • Audit current behaviour policy • Identify trends and use of yellow cards • Identify fairness of application • Review follow up procedures for yellow card pupils • Embed support for pupils to reduce reoffending 	SLT	T3	Time	All staff are aware of the need to apply behaviour policy consistently. Pupils who have yellow cards are provided with support to reduce risk of reoffending
To continue a high emphasis focus on the new school values	<ul style="list-style-type: none"> • Ensure a school value is applied to each school term • Provide photographic or document evidence of each value for display in school hall 	DS/AA	Ongoing	Time	School values of Responsibility, Uniqueness, Collaboration, Courage, Respect and Aspiration are celebrated and promoted throughout the year
E-cadets to roll out new e-safety awards for each key stage to ensure the high profile of e-safety across the school.	<ul style="list-style-type: none"> • Profile of E-Safety is to be kept at the forefront of every child's mind when accessing technology in or out of a computing lesson. • Teachers will teach weekly E-Safety lessons as a starter to computing keeping profile raised. • Focus days will also be included as will continued use of E-Cadet ambassadors and close links with anti-bullying week and Welton 	NW/TQ	Ongoing	Cost of e-cadet membership tbc	E-safety will remain a high focus throughout the school and children will be able to talk about what they do if they are worried or concerned about an internet related issue. The e-cadets will meet regularly and, with support, help pupils in need. The e-safety committee will continue to meet termly and update the school on new initiatives/threats. The committee

(WHAT) TARGET	(HOW) STEPS TOWARD	(WHO) WHO DOES IT?	(WHEN) BY WHEN?	(WITH WHAT) RESOURCES REQUIRED	(KNOWING IT WORKED) SUCCESS CRITERIA
	<p>School Values.</p> <ul style="list-style-type: none"> • Further emphasis on reporting of online E-safety issues, with practical guidance on how to do so. • All blogs to have CEOP reporting mechanism. 				will also keep a comprehensive log of e-safety incidences.
Profile of E-Safety is to be kept at the forefront of every adults mind when accessing technology in or out of a computing lesson.	<ul style="list-style-type: none"> • All staff and visitors to be aware of schools e-safety rules and why we need to lock mobile phones and other devices away. 	NW/TQ	Ongoing	None	All staff phones to be locked in secure lockers in staff room. These should only be accessed at playtimes, lunchtimes and when children have left school. All visitors phones to be taken by school office and locked securely in safe until the end of their visit.
To ensure profile of e-safety remains high	<ul style="list-style-type: none"> • Ensure e-safety curriculum is being delivered across the school • Audit effectiveness of e-cadets • E-committee to meet to review effectiveness of 2015-2016 • Plan a whole school e-safety day • Ensure all e-safety and safeguarding policies are agreed and followed by all staff 	NW/TQ/All	Ongoing	Subscription to e-cadet programme Advice from MSNP key staff	All children and staff are safe when using laptops/ipads/internet and issues are reported and managed quickly and effectively. A log will be kept of issues and the e=safety committee will provide a report three times a year to the LGB.
Introduce learning mentors for particularly vulnerable or identified pupils	<ul style="list-style-type: none"> • Identify pupils who are at risk of disengagement • Provide additional activities and staff to support low aspirations • Keep a record of progress made towards engaging the pupil 	tbc	Established by T2 but then ongoing	Possible cost to purchasing additional resources	Disengaged pupils are provided with a personalised support programme to help them overcome issues related to positive learning. All pupils in the school are able to access the learning and make good progress.
Introduce pupil pastoral support	<ul style="list-style-type: none"> • Investigate successful pastoral support in other schools within the Trust • Identify key staff to be involved • Identify training opportunities as appropriate • Roll out pastoral sessions to pupils 	tbc	T3	Possible funding for training or release time for key staff	Pupils will have access to high quality pastoral support to help with a range of issues. Guidance and support will possibly result in referral to external agencies.

(WHAT) TARGET	(HOW) STEPS TOWARD	(WHO) WHO DOES IT?	(WHEN) BY WHEN?	(WITH WHAT) RESOURCES REQUIRED	(KNOWING IT WORKED) SUCCESS CRITERIA
Audit current house point reward system to ensure it is fit for purpose	<ul style="list-style-type: none"> Audit whether house points are fairly distributed Identify pupil numbers in each house Rearrange pupils as necessary Change house names as part of relaunch Agree termly treat for successful house 	AA/DS/SLT	T2	Possible funding required for end of term reward	All houses have an equal chance of winning each term. A worthwhile reward is gained for the highest scoring house
Provide opportunities for pupils to learn about future careers	<ul style="list-style-type: none"> Ensure all topics incorporate aspects of future careers Plan to invite a range of visitors throughout the year Host a careers fayre during the school year Invite ex-pupils to school to talk about their learning journeys 	All staff	Ongoing	Possible cost for visitors to school	Pupils will be more aware of and inspired by potential careers

Outcomes for Children and Learners

(WHAT) TARGET	(HOW) STEPS TOWARD	(WHO) WHO DOES IT?	(WHEN) BY WHEN?	(WITH WHAT) RESOURCES REQUIRED	(KNOWING IT WORKED) SUCCESS CRITERIA
End of KS1 expectations to be in line with National expectations	<ul style="list-style-type: none"> High quality teaching and learning in all year groups Clear moderation procedures embedded (inc. with other schools) High quality training to ensure clear understanding of expectations Training provided to ensure compliant SATS delivery No time is wasted throughout the school day to impact progress 	SLT → teaching staff	Ongoing	Release time for staff to observe	End of year standards at least: 65% ARE in all subjects

(WHAT) TARGET	(HOW) STEPS TOWARD	(WHO) WHO DOES IT?	(WHEN) BY WHEN?	(WITH WHAT) RESOURCES REQUIRED	(KNOWING IT WORKED) SUCCESS CRITERIA
End of KS2 expectations to be in line with National expectations	<ul style="list-style-type: none"> • High quality teaching and learning in all year groups • Clear moderation procedures embedded (inc. with other schools) • High quality training to ensure clear understanding of expectations • Training provided to ensure compliant SATS delivery • No time is wasted throughout the school day to impact progress 	SLT → teaching staff	Ongoing	Release time for staff to observe	End of year standards at least: <ul style="list-style-type: none"> • Reading: 66% ARE • Writing: 74% ARE • Maths: 70% ARE • SPAG: 72% ARE
To ensure LGB is aware of attainment of different groups across the school	<ul style="list-style-type: none"> • Every LGB meeting to be dedicated to sharing and analysing standards and updates on progress • Ensure LGB are aware how interventions and expenditure for vulnerable groups and SEND are progressing • Provide LGB with updates to national agendas • Ensure subject leaders and class teachers have time and accurate information to enable them to implement improvements and to be able to meet/report to the LGB as required 	JS/CS/Subject leaders	Ongoing/ Termly	Time in LGB meetings to present and discuss attainment and identified actions	LGB members are aware of current standards of attainment for a range of groups and be informed of relevant national assessment processes and measures. Clear reports will highlight cohorts/groups of children of most need and plans identified to rapidly improve standards. Progress on these plans will be shared at each LGB meeting.

(WHAT) TARGET	(HOW) STEPS TOWARD	(WHO) WHO DOES IT?	(WHEN) BY WHEN?	(WITH WHAT) RESOURCES REQUIRED	(KNOWING IT WORKED) SUCCESS CRITERIA
<p>Ensure maths is taught consistently across the school and pupils acquire skills appropriate to their age</p>	<ul style="list-style-type: none"> • Ensure maths planning, teaching and assessing process is robust • Ensure National Curriculum objectives are being taught across all year groups • Observe teaching across the school (including peer observations) • Regularly book sort and planning scrutiny to ensure coverage and differentiation • Provide support for staff in the use of Abacus as necessary • Subject leader to meet with other maths subject leaders in the Trust to share experiences • Observe practice in other schools with other staff observing at Welton • Ensure HA children have opportunities to deepen their learning (possibly with secondary schools in the trust) 	<p>CS → teaching staff</p>	<p>Ongoing</p>	<p>Release time for observation</p>	<p>Standards in maths will be at least in line with national expectations. Pupils will talk positively about their experiences in learning maths at Welton</p>