



St Mary's School Improvement Plan 2015-16; 'From Good to Outstanding'

Objective	Process Success Criteria	Outcomes for children and learners	Resources/ Cost	Monitoring	Evaluation	Start/End Date	Led by
Quality of teaching, learning and assessment.							
<p>1. 90% of 'teaching over time' standards are at least good, with 27% being outstanding.</p> <p>Link to School Aims: - Achievement - Challenge - Stimulating Experiences</p>	<ul style="list-style-type: none"> Written feedback in all subjects provides children with clear guidance that ensures they understand how to improve their work <ul style="list-style-type: none"> Plan activities and tasks that will build on what children already know, especially the most- and least-able Quality of provision and standards in 'Spelling'. <ul style="list-style-type: none"> Quality of homework provision to support key areas for progress; Reading, Spelling and Mathematics; number. Improve provision for PPF children in Mathematics, 'Peer coaching' to support teachers in improving areas of lowest progress made last year in Reading, Writing and Mathematics. Quality of teaching in Computing. Quality of teaching Dance (P.E.) by developing plans and resources for the new national curriculum. Ensure children develop a good understanding of Christianity as a worldwide faith. 	<ul style="list-style-type: none"> To achieve performance targets; 91% of children meet age-related expectations in Reading, Writing and Mathematics, with 37% exceeding them by the end of KS2. All groups of children will make at least 6 steps progress within TT15. Those children working just below age related expectations will make beyond 6 steps progress. PPF and SEN children will make progress exceeding that of PPF children nationally. 	<p>Training and development courses; £2,900 Budget; E09 Non contact supply = £3,960 Budget; E02 Training Supply = £4,400 Budget; E02 New tablets and apps @ £900.00 Budget; E24</p>	<p>Headteacher; Observation proformas</p> <p>Leadership observation</p> <p>Governors: L&T Committee</p>	<p>Standardstracker evaluations this year show that 100% of 'teaching over time' standards are good and 45% are outstanding. This shows improvement from last year where evaluations showed 95% good and 28% outstanding.</p> <p>Performance targets were unsurprisingly not met due to familiarisation and embedding in of the more demanding new national curriculum; At end of KS2 62% met A.R.E in the core areas compared to 53% nationally. In Y5 75% met the standard against 52% in other TT schools. In Y4 78.6% v 55% and in Y3 78.3% v 57%.</p> <p>Working above attainment is also much lower than predicted; Y6 is 6.9% which is better than the national of 5.4%. In Y5 this is 8.3%, Y4 at 30.4% and in Y3 at 33.3%. This indicates an improving trend.</p> <p>Our school averages for progress were; Reading = 5.65, Writing = 6.1 and Mathematics = 5.48. There is no comparative data available except advise from the TT assessment team that 5 steps progress is more likely the average compared to the ideal 6 steps.</p>	<p>Starting September 2015</p> <p>Completed July 2016</p>	<p>Andy Cosslett</p>

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<p>2. Written feedback in all subjects provides children with clear guidance that ensures they understand how to improve their work</p> <p>Link to School Aims: - Achievement - Challenge - Stimulating Experiences</p>	<ul style="list-style-type: none"> Review and use the school's 'Marking Codes and example closing the gap prompts' consistently across the school, particularly in Reading, Writing and Mathematics. Focus marking and written feedback on the learning objective and its success criteria. All pieces of work MUST be marked. Use an appropriate mix of self, peer and teacher marking built into lessons to ensure children get most immediate knowledge of results to help identify next steps in learning. Use distance marking to target particular groups of children to give detailed written feedback. Use impression marking to re-inforce self or peer marking where this has already provided clear guidance on how to improve this is particularly relevant to avoid overload in Science and the foundation subjects. Use marking and feedback to help diagnose how well the children have done and what their key next step maybe. Ensure children in lessons have opportunity to respond to feedback by making improvements and/or doing corrections. Use 'Target Tracker' to record how well children are achieving new National Curriculum objectives. Make written marking and feedback manageable by targeting groups, focusing feedback on key success criteria and planning a mix of short, medium and extended tasks over the course of each week. Plan for marking 	<ul style="list-style-type: none"> Marking codes and closing the gap prompts are used consistently and appropriately by all teachers particularly in in Reading, Writing and Mathematics and extending into Science and foundation subjects as appropriate. Children use marking and feedback to improve their learning in lessons by making improvements or doing corrections to their work. Teaching over time standards; 'Do pupils understand well how to improve their work?' and 'Are marking, assessment and testing used well to help pupils improve their learning?' are never less than good with 27% being evaluated as outstanding. www.standardstracker.co.uk 	<p>Staff meeting(s) x 2</p>	<p>Headteacher / Deputy Head; Lesson observations and staff meeting feedback</p> <p>Subject Leader monitoring as part of peer to peer coaching.</p> <p>Governor: Nicci Smith</p>	<p>Marking and written feedback was monitored in the Spring term by the headteacher and again the Summer term by the English and mathematics leaders. This is now typically good, but with some outstanding practise. There were very few examples for room for improvement to be good. Where RI was identified clear targets had been set and advice on how to improve given.</p> <p>Marking of children's work in Science and the foundation subjects has also become more consistent and improved. Earlier monitoring showed that there were some examples of work not being marked by the class teacher. The expectation was set that this was not acceptable and that all work must be marked, but not all pieces could be quality marked. The minimum expectation was to at least highlight the LO and tick at the end to show the teacher had at least engaged with it. In class self/peer/teacher marking strategies were identified so that children were pro-active and engaged in marking and feedback during the lesson so that distance marking was minimised as has limited value and impact. This area needs to be further embedded and further checks that all work is marked.</p>	<p>Started Sept 2014 Completed July 2016</p>	<p>Andy Cosslett</p>

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<p data-bbox="118 164 342 368">3. Plan activities and tasks that will build on what children already know, especially for children just below age-related expectations</p> <p data-bbox="107 403 342 515">Link to School Aims: - Achievement - Challenge - Stimulating Experiences</p>	<ul data-bbox="383 164 779 1058" style="list-style-type: none"> Initial assessments and use of previous assessment data give criteria referenced benchmarks for each child using new National Curriculum Objectives in Reading, Writing and Mathematics. Baseline criteria are recorded into the 'statement' section of 'Target Tracker' v15 for each child. Explicit and appropriate differentiated closed objectives have tasks that build on children's existing knowledge, understanding and skills.. Open objectives have explicit and appropriately differentiated success criteria that support children in building on their existing knowledge, understanding and skills. Resources and use of adults; teacher and teaching assistant, are deployed effectively to target the children's needs. Self, peer and teacher marking and feedback accurately identify children's next steps and build these into future plans. Mini plenaries during lessons enable children to mark work and teachers to adapt tasks as appropriate either supporting or accelerating learning. 	<ul data-bbox="815 164 1111 547" style="list-style-type: none"> Teaching over time standard; 'Are marking, assessment and testing used well to help pupils improve their learning?' is never less than good with 27% being evaluated as outstanding. Lesson observations and work/planning scrutiny show that all groups of children have learning tasks that are appropriate to their needs. 	<p data-bbox="1144 164 1290 339">Staff meeting(s) x 2 Target Tracker v15. Budget: E20</p>	<p data-bbox="1312 164 1460 427">Headteacher / Deputy Head; Lesson observations and staff meeting feedback</p> <p data-bbox="1312 467 1460 643">Subject Leader monitoring as part of peer to peer coaching.</p> <p data-bbox="1312 675 1460 754">Governor: Kathy Freeman</p>	<p data-bbox="1482 164 1836 339">Lesson observations, work scrutiny, pupil progress meetings and Target Tracker data have shown that teachers overall know their children's starting points and build effectively on them.</p> <p data-bbox="1482 371 1836 675">Progress data indicates that children made on average ; Reading = 5.65, Writing = 6.1 and Mathematics = 5.48 steps progress this year which is better than the 5 points recommended by the TT assessment team at this point in the transition to the new national curriculum assessment strategy.</p> <p data-bbox="1482 707 1836 994">Attainment figures are much better than national data indicating we had less children working below A.R.E than most schools. However with this figure for us being 62% compared to 53% nationally we still have much to do if we are to reach the high percentages of the past curriculum!</p>	<p data-bbox="1859 164 2024 276">Started Sept 2014 Completed July 2016</p>	<p data-bbox="2047 164 2134 212">Andy Cosslett</p>

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<p>4. Improve quality of provision and standards in 'Spelling'</p> <p>Link to School Aims:</p> <ul style="list-style-type: none"> - Achievement - Challenge - Equal Opportunities - Stimulating Experiences 	<ul style="list-style-type: none"> • Trial with a view to implementing Read Write inc; Spelling, spelling scheme in Y6 then across the school. • Implement an online spelling programme linked to new national curriculum • Organise appropriate training • Monitoring and providing appropriate feedback to colleagues. • Inform and support parents as appropriate. 	<ul style="list-style-type: none"> • Progressive, relevant and supportive Spelling Scheme of work linked to new NC expectations • Children have a broader range of spelling strategies • Children make good progress in spelling and achieving new NC objectives • Parents have a better understanding of new spelling curriculum and how to help at home. 	<p>Funding to support new resources @£2,500.00 Budget; E20</p> <p>INSET time and external training @£1,000.00 Budget; E09</p> <p>Release time Budget; E01</p>	<p>Clare Thorne;</p> <p>Governor:</p>	<p>The Read Write Inc Spelling Programme was trialled in Year 6 during November to December 2015. By the end of the term, the year groups' spelling results in tests had improved showing impact from the daily teaching. In January the rest of the school were introduced to the Read Write Inc spelling programme and resources during a staff meeting led by a RWI Rep. Following this meeting Year 5 began to teach their spelling curriculum through RWI.</p> <p>The Summer term began with a comprehensive training morning as part of the RWI package, which was attended by other teachers from local schools. Following this training the programme has begun in Years 3 and 4.</p> <p>By the end of summer term, the programme has been established whole school, with positive feedback from staff and children.</p> <p>Alongside RWI, the Spellodrome Homework spelling programme has been introduced to support homework provision. This was successfully trialled in Year 6 in the Autumn term, and was introduced to the rest of the school in January during the INSET day. This has been taken on board well by the rest of the school. Children like to play the games, competing against each other and receive certificates in assembly.</p> <p>Parents were informed about Spellodrome to explain the</p>	<p>Nov 2015-July 2016</p>	<p>Clare Thorne</p>

				<p>changes to the provision for homework, by each class teacher.</p> <p>End of Year Attainment/progress Data</p> <p>In Y6, in the Grammar, Punctuation and Spelling Test 91.4% achieved ARE, with an average of 105.3, which is likely to be significantly above the national result.</p> <p>Across the school, from Teacher Assessment Data</p> <p><u>Year 6 Spelling</u> 80% achieved Band 5 with 24% progress 58% achieved Band 6 with 49% progress</p> <p><u>Year 5 Spelling</u> 78% achieved Band 4 with 15% progress 67% achieved Band 5 with 55% progress</p> <p><u>Year 4 Spelling</u> 87% achieved Band 3 with 44% progress 67% achieved Band 4 with 57% progress</p> <p><u>Year 3 Spelling</u> 91% achieved Band 2 with 91% progress 53% achieved Band 3 with 53% progress</p> <p>As this is the first time we have collated data specifically on spelling, there is no comparable data.</p>		
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<p>5. Improve provision for PPF children in Mathematics.</p> <p>Link to School Aims:</p> <ul style="list-style-type: none"> - Achievement - Challenge - Equal Opportunities - Stimulating Experiences 	<ul style="list-style-type: none"> • Identify PPF children who are falling just below age related expectations • Effective teaching, differentiation and marking and feedback strategies to support children in lessons • Targeted homework (mathletics, mymaths, mathsframe etc) • Offer to support parents e.g. homework club and communication / workshops • Intervention strategies e.g. group work, First class learning 	<ul style="list-style-type: none"> • Pupil progress for PPF children will be greater than 6 steps each year within TT15. 	<p>Cost of first class learning for PPF children. Budget; E24</p> <p>Sufficient TA time allocation to support the children via interventions. Budget; E24</p> <p>Mathletics subscriptions for PPF children. Budget; E20</p> <p>Management time to implement strategies and assess effectiveness Budget; E01</p>	<p>Peter Cox; Informal learning walks</p> <p>Meetings with staff</p> <p>Planning and work scrutiny evidence</p> <p>Pupil progress of this group by the end of the year</p> <p>Governor:</p>	<ul style="list-style-type: none"> • Children were identified early on through use of TT, Teachers were made aware of who these children were and what the expectations were for their progress. • Through quality first teaching, TA support, effective homework, intervention work and a new approach to maths intervention support was provided for identified children. • The progress of PPF children was a constant focus throughout the year, through pupil progress meetings with the headteacher and during regular maths moderation meetings. • As a result of these strategies the progress for PPF children was Year 3 - 6.0 steps, Year 4 - 5.5 steps, Year 5 - 5.6 and Year 6 - 5.0 • Although these fall below the target of progress above 6 steps, the assessment systems changed mid-way through this year to focus on mastery. This meant that higher attaining PPF children were unable to make their 6 steps progress as teaching was focused within the objective for their school year. It is hard to filter the data to just include PPF children who were below ARE in September 2015, but if this were easily possible I am sure progress for these children would generally be above 6.0 steps. 	<p>Oct 2015 - July 2016</p>	<p>Peter Cox</p>
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<p>6. Improve quality of homework provision to support key areas for progress; Reading, Spelling and Mathematics; number</p> <p>Link to School Aims; -Achievement -Challenge -Equal opportunities</p>	<ul style="list-style-type: none"> • Research into good practice and effective homework • Link with English and Maths subject leaders to prioritise focus skills and activities • Differentiated activities suitable for independent study • Review practice 	<ul style="list-style-type: none"> • Basic skills in Spelling, reading and maths (number) will support classroom learning in other areas. • Children will make expected and/or accelerated progress in these areas 	<p>Subject leader release time planned and costed for. Budget; E01 & E02</p> <p>Staff meeting time for feedback.</p>	<p>Sarah Gilliver</p> <p>Governor:</p>	<p>Homework review and discussion carried out with staff. Effective practice shared.</p> <p>Homework club used to review some elements of practice.</p> <p>Decisions made between subject leaders on skills to be focused on in homework activities.</p> <p>Spelloidrome system to be used for spellings practise.</p> <p>MyMaths used in addition to paper homework.</p> <p>Mathletics subscription to be discontinued.</p> <p>Homework policy reviewed and updated, ready for governors.</p>	<p>Start Oct 2015 Complete July 2016</p>	<p>Sarah Gilliver</p>
<p>7. Improve quality of teaching in Coimputing</p> <p>Link to School Aims; - Achievement - Challenge - Equal Opportunities Stimulating Experiences</p>	<ul style="list-style-type: none"> • Review, develop and publish school curriculum map in light of new curriculum. • Improve the quality of teaching and learning of computing by providing training in programming. • Improve the quality of teaching and learning of computing by providing planning and resources to support teachers. • Imbed the teaching of computing through resource and monitoring support. • Monitor, evaluate and review medium term plans to ensure consistency of skill progression. • Develop assessment tool to accurately assess computing across the school. 	<ul style="list-style-type: none"> • Improved medium term plans with added teaching points. • Teachers feel more confident teaching coding. • Children to make expected progress in programming in the first instance. • Children to be making expected/more than expected progress in computing by the end date. • Children use feedback to improve own learning with support from teachers. • Teachers to confidently assess pupils learning and provide next steps. 	<p>Introduction of new software for sequence and control unit £150.00 for flowol. Budget; E20</p>	<p>Fiona Reynolds</p> <p>Governor:</p>		<p>October 2015 to July 2017</p> <p>Programming October 2015 to October 2016</p> <p>Computing overall October 2015 to July 2017</p> <p>Assessment September 2016 to July 2017</p>	<p>Fiona Reynolds</p>
<p>8. Improve provision in Physical Education by developing plans and resources for the new national curriculum.</p> <p>Link to School Aims;</p>	<ul style="list-style-type: none"> • Review and publish school curriculum map for P.E. in light of new national curriculum. • Raise standards in the teaching of gymnastics and dance by providing external coaching to support the delivery of the LCP Gymnastic and Dance scheme of work. 	<ul style="list-style-type: none"> • Children and teachers are able to assess pupil progress in Games, Athletics, Swimming and Gymnastics by end of Year 1 and in Dance, and Outdoor Adventurous activities by the end of Year 2 to establish a benchmark 	<p>HWV Sports Partnership; = £2150 Budget; E27 TLR 3 = £900 to £1,000for leadership</p>	<p>Subject leader; Lesson observation drop-in sessions</p> <p>Governor:</p>	<ul style="list-style-type: none"> • P.E Curriculum Map has been reviewed and published on the school website for 2016 17. • External coaching was completed in Gymnastics with 1 to 1 tuition for teachers during 2014-15 academic year • Dance INSET training and 	<p>Autumn 2013</p> <p>Gymnastics; Spring/Summer 2014</p>	<p>Laura Taylor</p>

<p>- Achievement - Challenge - Equal Opportunities Stimulating Experiences</p>	<ul style="list-style-type: none"> Review and purchase additional resources to increase breadth of experience and levels of participation in key areas of P.E. Develop assessment for learning strategies; use of digital media, pupil self-assessment booklet and teacher records Enhance opportunities to further develop off-site activities for outdoor and adventurous activities e.g. Cuffley Camp; 1 day course on shelter building. Swimming at Fanshawe Pool for Year 6. Continue to develop 'Change4Life' club at lunchtimes for less active children. 	<p>for those attaining age-related expectations.</p> <ul style="list-style-type: none"> Teachers feel more confident and in turn are better at teaching gymnastics in Year 1 and Dance in Year 2. 	<p>responsibility. Budget; E01 Gymnastics; Year 1 = £1500 Dance; Year 2 = £1500 Budget; E09 £500.00 Budget; E19</p> <p>Leadership release 3 days per term @ £220 per day = £1980 Budget; E02</p> <p>Outdoor Visits £3,160 subsidy Yr 6 Swimming £2,500 subsidy Budget; E19</p> <p>Enhanced payment to P.E. Specialist: Year 2 = £1395 Budget; E01</p>	<p>Jane McCutcheon</p> <p>Spending plans</p> <p>Pupil Self-assessment and Teacher records</p> <p>Off-site visit request and planning forms</p> <p>Letters to parents</p> <p>Digital media</p>	<p>purchase of online iMove Dance training was completed during 2015-16.</p> <ul style="list-style-type: none"> Additional resources including purchase of enough, footballs, Netballs and rugby balls so one each or at least 1 between 2 to facilitate increased participation. New indoor athletics equipment bought. iPads used to help support self-evaluation in dance and gymnastics. Self-evaluation booklets and use of Target Tracker need to be better used to help track and assess progress. Y6 orienteering at Cuffley camp and swimming at Fanshawe Pool into its second year. Change4Life has developed over last few years to now be more informal and run by TA at lunchtimes. In addition the school swimming pool has had £25,000.00 worth of investment to completely refurbish it since St Mary's took over its management. Now being used over majority of the Summer term and hopefully all for 2017. 	<p>Dance: Spring/Summer 2015</p> <p>Ongoing from Autumn 2013 to July 2015</p> <p>Autumn 2 2013 through to Autumn 2 2014</p> <p>From Summer 2 2014</p> <p>September 2014+</p>	
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<p>9. Ensure children develop a good understanding of Christianity as a worldwide faith.</p> <p>Link to School Aims: - Christian Ethos</p>	<ul style="list-style-type: none"> RE advisor from diocese to lead staff meeting on "How to plan for children developing their understanding of Christianity as a worldwide faith" and "How to develop our school planning of RE to show progression of skills and knowledge". Christmas service with each class/year group presenting information through story/drama/music to explain the Christmas traditions celebrated in other Christian cultures around the world. Hall display created from each year group. Investigate Dioceses planning documents to find lesson/planning support. 	<ul style="list-style-type: none"> Children able to explain how Christianity is celebrated in countries around the world show clear understanding of similarities and differences with that of the UK. 	<p>Staff meeting time</p> <p>Funding to support advisor @£500.00 Budget; E09</p> <p>Release time to further gather knowledge and resources Budget; E01</p>	<p>Subject leader: Lesson observations, display and book monitoring</p> <p>Governor: Margaret Meldrum and Celia Higson</p>	<p>Unfortunately, the first staff meeting arranged with Diocese leader did not cover the areas that we wished to focus on following our SIAMS inspection. A second session was offered and was due to take place in July, but I chose to postpone that as again it was not covering the areas that we wanted to investigate. AG to attend course on 21st October 'Developing Christianity as a worldwide faith' which will then enable planning to be adapted. The Christmas service was successful with children sharing information and/or songs about Christmas in Germany, France, Ukraine and the traditional nativity. This was noted by RE lead governor Celia Higson. A new syllabus is being introduced in 2017, so it was felt that no major changes should be made with regards to planning.</p>	<p>Autumn 2015 to July 2017</p>	<p>Alison George</p>
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<p>10. Monitor and review quality of teaching and provision in Science.</p> <p>Link to School Aims: - Achievement - Challenge - Stimulating Experiences</p>	<ul style="list-style-type: none"> Organisation and maintenance of resources. Develop hyperlinks between subject - curriculum map to each medium term plan Monitoring and improving medium term plans by adding key teaching point details into existing plans i.e. Autumn term looking at Spring term etc Purchase of new resources where required to support outcomes of monitoring medium term plans. Termly 'learning walks' to look at quality of provision for 'Working 	<ul style="list-style-type: none"> Resources are more effectively available for teachers to use in lessons. Improved medium term plans provide greater detail for the key teaching points (answers or skills) to support more focused quality of teaching. More reliable quality of assessments that more accurately recognise children's achievements Summative assessment 	<p>Resources £450.00 Budget;E19</p>	<p>Andy Cosslett</p> <p>Governor:</p>	<p>Developed a subject map with hyperlinks to the science curriculum and skills. The subject map didn't originally have all of the curriculum statements in so that has been improved. The map is structured on a termly basis per year group. Includes hyperlinks to plans, learning, resources, assessments, etc, for greater efficiency and now covers all national curriculum units. A gap analysis that looked at each year groups termly curriculum overview, existing medium term</p>	<p>November 2015 to October 2016</p>	<p>Andy Cosslett</p>

	<p>scientifically' to inform next year's improvement planning.</p> <ul style="list-style-type: none"> • Summer term to collect subject summative teacher assessment sheets and to carry out work scrutiny to check validity of assessments for 1 of each of the HA, AA and LA children • Analyse data to identify % of children working at age related expectations or above. 	<p>data can identify comparative performance of subjects to enable more effective school development planning</p>			<p>plans and six children's work from each year group have identified coverage of the new national curriculum Science objectives. The outcome being an improvement plan with the two key objectives being:</p> <ol style="list-style-type: none"> 1. Year 1 to address science curriculum gaps and audit working scientifically 2. Year 2 to address progression and coverage of working scientifically <p>To support this the Rising Stars science scheme 'Switched On Science' has been purchased for £600 to support planning and improve related resources. An audit and re-organisation of resources according to new science units has been completed. Physical resources are good, and online resources have been improved via 'Switched On Science.</p>		
<p>11. Monitor and review quality of teaching and provision in Design Technology.</p> <p>Link to School Aims: - Achievement - Challenge - Stimulating Experiences</p>	<ul style="list-style-type: none"> • Organisation and maintenance of resources. • Develop hyperlinks between subject - curriculum map to each medium term plan • Monitoring and improving medium term plans by adding key teaching point details into existing plans i.e. Autumn term looking at Spring term etc • Purchase of new resources where required to support outcomes of monitoring medium term plans. • Termly 'learning walks' to look at quality of provision to inform next year's improvement planning. • Summer term to collect subject 	<ul style="list-style-type: none"> • Resources are well maintained and more effectively available for teachers to use in lessons. • Improved medium term plans provide greater detail for the key teaching points (answers or skills) to support more focused quality of teaching. • More reliable quality of assessments that more accurately recognise children's achievements • Summative assessment data can identify comparative performance of subjects to 	<p>Resources £590.00 Budget:£19</p>	<p>James Martin Governor:</p>		<p>November 2015 to October 2016</p>	<p>James Martin</p>

	summative teacher assessment sheets and to carry out work scrutiny to check validity of assessments for 1 of each of the HA, AA and LA children <ul style="list-style-type: none"> Analyse data to identify % of children working at age related expectations or above. 	enable more effective school development planning					
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<p>12. Monitor and review quality of teaching in Religious Education to ensure that children meet people of other faiths to enhance SMSC</p> <p>Link to School Aims; - Christian Values</p>	<ul style="list-style-type: none"> Research and share ideas for visits and visitors across the year groups. Build into Collective Worship rota an assembly from another faith one each term. Review resources currently available. 	<ul style="list-style-type: none"> Each year group to have a visit to/from another faith Children can confidently discuss key aspects of other faiths. Appropriate resources available to all year groups. 	<p>Budget to pay for visitors and resources. @£500.00 Budget; E19</p> <p>Release time to research resources and places to visit. Budget; E01</p>	<p>Subject leader Alison George: pupil discussion groups, learning walk to observe displays and resources being used.</p> <p>Governor: Margaret Meldrum and Celia Higson</p>	<p>Year 5 introduced a new visit to St Albans Cathedral and a synagogue in St Albans which has developed positive links with the synagogue. The visit will be repeated again in new academic year. Due to curriculum time constraints we were unable to book visitors for Year 4, but in new academic year would like to book http://www.hinduismworkshops.co.uk/</p> <p>Year 4 currently study Christianity, Hinduism and Sikhism. To ensure that the children can confidently discuss another faith by studying Christianity and another faith, I have decided to remove Sikhism from the curriculum from Sept 2016. This will allow time for greater depth of study and then when new curriculum arrives in September 2017, we can see what adaptations have been made. This was discussed with Jane Chipperton (Diocese Lead) and RE lead at St Michael's VA School, Bishop's Stortford following a visit to their school.</p> <p>A range of RE displays in each classroom reflect work done about both Christian study and another faith (Yr 3 Islam, Yr 4 Hinduism, Yr 5 Judaism and Yr 6 Buddhism). This now needs to link to whole</p>	January 2016	Alison George

<p>13. Quality of differentiation for SEN children in English and Mathematics.</p> <p>Link to School Aims:</p> <ul style="list-style-type: none"> - Achievement - Challenge - Stimulating Experiences - Equal opportunities 	<ul style="list-style-type: none"> • Staff meeting to outline expectation and support resources. • Staff training to define differentiation and to find the most appropriate strategies to support progress in lessons. • Give coaching support to all teaching staff and TAs in lessons. 	<ul style="list-style-type: none"> • Accelerated progress for SEN and border line SEN children in comparison to children nationally through RAISEonline. • Observations/coaching to show teachers using affective differentiation strategies. • Through pupil voice, how well children can explain how they are supported in lessons. • Through internal assessment systems, to show progress being made. 	<p>Release time for coaching/ external courses</p> <p>Budget; E01</p> <p>External course on Assessment Tools</p> <p>Budget; E09</p> <p>•SEND team leader to lead a staff meeting on key points of differentiation</p> <p>Budget; E09</p>	<p>Subject leader Alison George: class and group observations,</p> <p>Analysis of pupil progress data</p> <p>Discussions with English and Maths Leaders</p> <p>Governor: Margaret Meldrum</p>	<p>school assemblies.</p> <p>At a staff meeting I asked staff to review class practice of differentiation within Maths and English and to visit classrooms to see resources and ideas so that we could share good practice. This seemed to provide positive discussion and reinforcement that there is already some very good practice in place around the school. 'Quality First Teaching' was reinforced as the first point of differentiation and that using TAs to regularly support SEND was not the right model to use and that class teachers must also teach the SEND groups.</p> <p>Through TA observations in class and in interventions there continues to be some very good practise, but support is needed to develop questioning to support learners. This in turn will develop children's ability to extend their thinking and in turn their achievements. TA training to happen in September 2016 to develop this. To be run by Sophie McNeil.</p> <p>Due to not being able to use comparative data looking at this year's data it shows that from our 7 children with SEN support in Maths and Reading 4 children reached ARE and in Writing 2 reached ARE</p>	<p>Alison George</p>
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Personal development, behaviour and welfare. 14. Review provision for PSHE including SRE and e-safety across the school Link to School Aims; - Equal Opportunities - Caring Community	<ul style="list-style-type: none"> • Audit National Curriculum expectations against school's new curriculum identifying where PSHE, SRE and e-safety are explicitly taught or act as a context for work in other curriculum areas. • Identify all implicit opportunities where children engage in PSHE to develop staffs' explicit understanding e.g. impact of group work in lessons. • Identify 'gaps' in the PSHE, SRE and e-safety expectations and identify new opportunities within the school's curriculum • Develop PSHE (including SRE and e-safety) curriculum map showing links to medium term plans in other subjects. • Teachers and subject leaders when reviewing Medium term plans make explicit any links to PSHE, SRE and e-safety where they could exist. • Purchase of new resources where required to support outcomes of audit • Development of a PSHE including SRE and e-safety self-assessment grid that can support personal targets in this area. • All leaders when observing or monitoring include explicit reference to any PSHE elements and whether implicit or explicitly taught.in their feedback. 	<ul style="list-style-type: none"> • Personal, social, health and economic education including sex and relationship education and e-safety is explicitly planned for and identified as a cross-curricular concept. • PSHE map links key concepts to existing medium term units of work. • Appropriate medium term units explicitly identify PSHE concepts to be covered • Teachers and children are confident in identifying and self-evaluatiing their areas of strength and points to improve on to help enhance their well-being and that of others 	Staff meeting time x 1 Release time Budget; E01 Additional Resources @ £250.00 Budget; E19	Subject Leaders; Planning scrutiny Lesson observations Coaching	This has been broadly mapped out in Years 3, 4 and 5. Delay for Year 6 due to the introduction of the interim KS2 teacher assessments being a higher priority last year. To be carried forward into autumn term 2016.	January 2016 to July 2017	Clare Thorne and Fiona Reynolds

Objective	Process Success Criteria	Outcomes for children and learners	Resources/ Cost	Monitoring	Evaluation	Start/End Date	Led by
<p>15. Review Catering Contract</p> <p>Link to School Aims; - Caring Community - Stimulating experiences</p>	<ul style="list-style-type: none"> • Invite 3 catering companies to pitch for contract to a panel from school community. • Seek references and observe leading company in practice at other schools • Gain Governing body approval of recommended catering contract. • Inform successful Catering Company. • Give notice if HCL is not selected • Discuss and agree final contract • Facilitate any required kitchen audits and purchase of new equipment via companies investment programme • Liaise with existing catering staff to support switch in contract with terms no less favourable than current. • Facilitate any catering staff re-training programmes. • Publicise to parents during Summer term supporting catering company run taster sessions for children and parents. • Facilitate opting into school meal system and parent payments using existing system. • Inform children and teachers how new meal system works; impact on dinner register, meal selection etc. • Monitor new system and length of lunchbreaks, reviewing if required. 	<ul style="list-style-type: none"> • Better quality and range of fresh food available daily. • Better value for money (<i>less than current £2.30 per meal</i>) • Increased numbers taking new school meal service 	<p>All costs met within catering budget Budget: E25/I09</p>	<p>Andy Cosslett</p> <p>Governor:</p>	<p>Completed with Caterlink now providing our catering contract; fresher food, 15p cheaper per meal cost to parents and more flexible ways of paying and choosing which days to have a school dinner.</p> <p>Diner numbers were lower over first few weeks, but have begun to increase.</p>	<p>June 2015 to October 2016</p>	<p>Andy Cosslett with Joanne Scripps</p>
<p>16 Re-surface school swimming pool and replace pump and improve storage.</p> <p>Link to School Aims; - Caring Community - Stimulating experiences</p>	<ul style="list-style-type: none"> • Transfer management of pool from Kingshill to St Mary's. • Seek 3 competitive quotes to re-surface pool and replace pool pump (examples exist from Kingshill but now out of date) • Works to be carried out and completed prior to end of Spring break 2016 • New storage shed required. • Changing rooms require jet washing and re-painting. New children's 	<ul style="list-style-type: none"> • Pool surface given at least 10 year guarantee. • Refurbishment includes if possible the surface to wrap-a-round the top surface of pool sides • Pool surface to be smooth to avoid children cutting/grazing feet as is the case currently. • and include 4 lane markings along pool length 	<p>£14,000.00 Budget: E12 for 2016/17</p>	<p>Andy Cosslett</p> <p>Governor:</p>	<p>Pool surface and pipe work have been significantly improved. Budget came in @ £25,000.00 well over budget largely because of the decision to completely re-work the pipework and jets to improve quality and speed of water flow in line with recommendations. Pool water now only takes @5 hours to go through system compared to the previous @9 hours. This work had to be done prior to fitting the</p>	<p>January 2016 to April 2016</p>	<p>Andy Cosslett with Joanne Scripps and Graeme Wrenn</p>

	clothing storage boxes required	<ul style="list-style-type: none"> Children swimming is at least maintained over second half of summer term and ideally over whole term. 			new liner as would have been significantly more expensive to have done in later years. New storage and pumproom will be required in later years as the current shed is rotting.		
Objective	Process Success Criteria	Outcomes for children and learners	Resources/ Cost	Monitoring	Evaluation	Start/End Date	Led by
<p>17. Renovate/update old adventure playground.</p> <p>Link to School Aims: - Caring Community</p>	<ul style="list-style-type: none"> Pupil School Council browse catalogues to select possible low level play equipment similar style but different to existing and remaining adventure playground Seek 3 designs and competitive quotes form companies including 'Creative Play' who installed existing adventure playground. Pupil School Council select appropriate design and work with company to make any adaption if required. Removal of existing original fixed playground equipment and surface. Installation if possible over Summer 2 or at latest over Summer holidays If new area does not extend to cover existing area then the shortfall will be returned to grass. 	<ul style="list-style-type: none"> Broader range of adventure playground equipment chosen by children that extends existing area installed 5 years ago and replaces the damaged original section along the bottom of the school playground. Improved safety and reduced maintenance as all new equipment. 	<p>£15,000.00 Budget: E12 = £8,000.00 plus contribution of £7,000.00 from 'Friends of St Mary's'</p>	<p>Andy Cosslett</p> <p>Governor:</p>	<p>New adventure playground was installed earlier than anticipated over the Christmas holidays @ £18,000.00. Over budget but a competitive quote that included a replacement 'wetpour' surface.</p>	<p>February 2016 to July 2016</p>	<p>Andy Cosslett with Joanne Scripps</p>
<p>18. Install new drinking fountains.</p> <p>Link to School Aims: - Caring Community</p>	<ul style="list-style-type: none"> Seek at least 2 comparative quotes for a row of three new drinking fountains on external wall to Class 7. Removal of existing and replacement installed using existing water feed. 	<ul style="list-style-type: none"> Increased availability of water during break times to promote hydration and healthy lifestyles. 	<p>£1,000.00 Budget; E12</p>	<p>Andy Cosslett</p> <p>Governor:</p>	<p>Drinking fountains installed over spring term ready for the summer term. Over budget at @£1,500</p>	<p>October 2015 to January 2016</p>	<p>Andy Cosslett with Joanne Scripps Graeme Wrenn</p>

Objective	Process Success Criteria	Outcomes for children and learners	Resources/ Cost	Monitoring	Evaluation	Start/End Date	Led by
Effectiveness of leadership and management.							
<p>19. Implement 'Assessing without levels' assessment system in Year 6.</p> <p>Link to School Aims: - Achievement - Equal Opportunities</p>	<ul style="list-style-type: none"> • Introduce teaching staff to new process involving 'statements' and 'steps' within TT15. Re-enforcing that 'Assessment of Learning has changed, but 'Assessment for Learning' has not. • Use initial data from Y5 teachers alongside Y6 objectives. • Periodic assessments are made each term to see which children are working at, above or below age-related expectations. • Short-term planning and associated teaching is adapted to meet the needs identified via assessments. • Outcomes of assessments are recorded against TT15 statements (WHITE; not started objective, RED beginning and BLUE attained) • The extent that a child has attained all the year objectives in each of Reading, Writing and Mathematics will determine which TT15 step they have attained and determine if they are working at, above or below age related expectations. • Assessment and moderation staff meetings will support staff in making objective judgements against the new criteria. • Termly Pupil Progress meetings. • The processes of 'Assessment for Learning' has not changed, best practice needs to be continued to implement. 	<ul style="list-style-type: none"> • Autumn term bench marks are set to provide initial assessment data. • Children are expected to make six TT15 steps over the year. 	<p>'Essex Target Tracker' costs already in annual budgets for next 5 years at @ £529. Budget; E20</p> <p>Staff meeting/assessment/moderation training sessions x 1 intro plus 3 per term.</p> <p>Pupil Progress meetings included in PPA meeting time. Budget; E02</p>	<p>Headteacher: Staff meeting/assessment/moderation training sessions.</p> <p>Pupil Progress meetings.</p> <p>Target Tracker v15 data.</p> <p>Governor: L & T Committee</p>	<p>Y6 teachers using target tracker to record against new NC objectives and identify 'step' judgements as shown at pupil progress meetings and other monitoring activity. 'Interim teacher assessment' became the changing focus from early Spring term requiring a change in practice. All Y6 children had criteria based assessments made against 'IF' statements with the appropriate summative judgement made at the end of KS2 against A.R.E and uploaded to DfE.</p>	Sept 2015 to July 2016	Andy Cosslett with Clare Thorne and Sarah Gilliver

Objective	Process Success Criteria	Outcomes for children and learners	Resources/ Cost	Monitoring	Evaluation	Start/End Date	Led by
<p>20. Publish the revised school's curriculum to inform parents and the wider school environment.</p> <p>Link to School Aims; -Stimulating experiences -Achievement -Challenge</p>	<ul style="list-style-type: none"> • Create termly chart with the 3 parts: Inspire and motivate; Learn Specifics; Apply and Share. • Each subject shown within the theme • Additional non-themed subjects to be included • National curriculum objectives for each subject/topic to be included • Review contents • Simplify for publishing • Publish to school website liaising with Head. 	<ul style="list-style-type: none"> • The school's curriculum will be published and accessible by parents/others <ul style="list-style-type: none"> • Parents will have an overview of what their children will be learning during each half term/theme in each year group • Parents will be able to support children at home with learning skills 	<p>Staff meeting(s) x 3 and PPA time Budget; E01</p>	<p>Headteacher / Subject leaders</p> <p><i>Governor:</i></p>	<p>Overview and detailed plans/curriculum maps for each year group for Autumn, Spring and Summer term are published on the school's website: www.stmarys306.herts.sch.uk/curriculum.html The exception is Year 5 Summer term due to significant staff absence.</p>	<p>November 2015 - July 2016</p>	<p>Sarah Gilliver</p>
<p>21. Enhance role of Science and foundation subject leaders to effectively monitor medium term plans to ensure teaching points are clear and specific, assessments are completed and accurate and resources are well organised and maintained.</p> <p>Link to School Aims; - Achievement</p>	<ul style="list-style-type: none"> • Establish release rota on a weekly basis. • Foundation subject leaders sign up to rota • Autumn term release for organisation and maintenance of resources • Spring term release to develop hyperlinks between subject - curriculum map to each medium term plan • Spring term release for monitoring and improving medium term plans by adding key teaching point details into existing plans • Summer term to continue monitoring and improving medium term plans. • Summer term to collect subject summative teacher assessment sheets and to carry out work scrutiny to check validity of assessments for 1 of each of the HA, AA and LA children • Analyse data to identify % of children working at age related expectations or above. 	<ul style="list-style-type: none"> • Resources are more effectively available for teachers to use in lessons. • Improved medium term plans provide greater detail for the key teaching points (answers or skills) to support more focused quality of teaching. • More reliable quality of assessments that more accurately recognise children's achievements • Summative assessment data can identify comparative performance of subjects to enable more effective school development planning 	<p>Non-contact time built into staffing budget (SG salary) Budget; E01</p>	<p>Deputy Headteacher</p> <p><i>Governor:</i></p>	<p>Resources are much better organised and clearly labelled in central areas for Mathematics, SEN, Science, Art & Design and Design Technology.</p> <p>Plans have been steadily developed and improved for foundation subjects. Science has been audited in detail and a plan to develop curriculum coverage that specifically identifies key areas of the science curriculum. A similar audit has begun but needs completion for each of the foundation subjects.</p> <p>Most teachers have used and handed in the summative teacher assessment sheets for the foundation subjects, but next academic year now need to ensure this is captured against 'Target Tracker' statements and steps.</p>	<p>October 2015 to April 2016</p>	<p>Andy Cosslett</p>

Objective	Process Success Criteria	Outcomes for children and learners	Resources/ Cost	Monitoring	Evaluation	Start/End Date	Led by
<p>22. Regularly evaluate collective worship, involving pupils and governors to help develop integrity and quality of worship.</p> <p>Link to School Aims; - Christian Values</p>	<ul style="list-style-type: none"> All assemblies to link explicitly to a Christian and or British value or theme. Content of the assembly should link value or theme to relevant school, local, national or international issue, so that it is relevant to the needs of the children Children should enter and leave assembly quietly and reflectively. Each assembly to include a hymn and or a prayer Each assembly should finish with a prayer, period of reflection, 'The Lord's Prayer' or the 'School Creed'. Candle should be lit each assembly to reflect the 'Light of God, the father, the son and the holy ghost' as a clear explicit Christian symbol. Lead governors and subject leader to attend a range of assemblies each term.. Pupil school council to lead class discussions and gather feedback from each class. 	<ul style="list-style-type: none"> Pupils to be able to confidently discuss theme of assembly and key aims raised in assemblies Children regularly involved with planning and leading assemblies 	<p>Release time Budget: E01</p>	<p>Collective Worship leader</p> <p>Governor:</p>	<ul style="list-style-type: none"> All assemblies link explicitly to a Christian and or British value or theme. Content of assemblies link to a value or theme relevant to school, local, national or international issue, Children enter and leave assembly quietly and reflectively. Each assembly includes a hymn and or a prayer. For the 2015 Harvest assembly, the prayer was written by two year 6 pupils. Consider using prayers from class Prayer books to involve children more in leading the closing prayer. Each assembly finishes with a prayer, period of reflection, 'The Lord's Prayer' or the 'School Creed'. Candle is lit each assembly. Children are able to explain that is the symbol of God. Now needs to be developed to 'the father, the son and the holy ghost'. Some governors attended the 2015 Christmas service at the church and the 2015 Harvest assembly held in school. 	January 2016	Alison George
<p>23. Continue to improve Governing Body's strategic input in driving school improvement.</p> <p>Link to School Aims; - Achievement - Challenge - Caring community</p>	<ul style="list-style-type: none"> Governor attendance at 1 or 2 staff meetings per term. Governor input to creation of school improvement plan. Continue monitoring visits for each SIP objectives. Sustain Governor Development Plan. Governors understand parent views. 	<ul style="list-style-type: none"> Governor objectives included in SIP. Governors feel more confident in their strategic role. 	<p>Governor time at school leadership meetings.</p> <p>Governor Training @£545.00 Budget: E09</p>	<p>Vice-Chair:</p>	<p>* Governors joined teaching staff at a meeting in the autumn term to determine the school's priorities for this year, and contributed to creation of SIP. CoG will work with Head to identify meetings and inset days that link with SIP objectives and then allocate to the relevant governor, * Governors have carried out 88% of their SIP monitoring visits.</p>	Start Sept 15. Complete Jul 16.	Nicci Smith; Chair of Governors

					<p>The target is 100%. 3 visits did not take place. It was agreed that Governors should be reminded of their specific allocated visits via a standing agenda item at each FGB.</p> <p>*Governor Development Plan happening in practice, with all new governors attending the LA induction training, the VC attending LA Effective Chair training and the Chair running informal training sessions for new governors on carrying out a monitoring visit.</p> <p>* Governors identified parents' concerns at parents evening and questions were responded to via the governor newsletter.</p> <p>* Governor objectives were included in the SIP and a survey identified that 100% governors felt more confident in their strategic role compared to last year.</p>		
Objective	Process Success Criteria	Outcomes for children and learners	Resources/ Cost	Monitoring	Evaluation	Start/End Date	Led by
<p>24 Continue to strengthen committees membership and competencies</p> <p>Link to School Aims; - Caring community</p>	<ul style="list-style-type: none"> Develop existing members as successors for Chair of Resources Committee role. Improve understanding of assessment data. 	<ul style="list-style-type: none"> Resources Chair Vacancy is filled. Committee Chairs attend 'Becoming an Effective Leader' training. L&T members understand assessment data. Governors effectively support and challenge the school. 	<p>Governor training, formal and informal @£545.00 Budget; E09</p> <p>Governor Development Plan.</p>	Vice Chair	<ul style="list-style-type: none"> No Resources Chair successor as yet. CoG and VC discussed this issue and the wider issue of succession planning and agreed some possible options moving forwards. 3 out of 5 non staff members of L&T felt that their understanding of data was good and 2 felt OK. Target Tracker system should allow for consistent presentation of data.. Agreed that data will be provided ahead of the meeting to enable time for more detailed review and analysis. VC and Chair have attended the 	<p>Start Sept 15. Complete Jul 16.</p>	<p>Nicci Smith; Chair of Govern ors</p>

					Effective Chair's Training. * Head has recognised verbally that the GB is self-driven and strong in its support and challenge role.		
<p>25. Implement Diocese inspection recommendations for GB to evaluate the impact of aspects of Christian distinctiveness on teaching and learning and respond to the findings</p> <p>Link to School Aims: - Christian Values</p>	<ul style="list-style-type: none"> • L&T Committee questions. • Foundation Governors visits. • School values explicitly incorporated in SIP. 	<ul style="list-style-type: none"> • Impact of school values/Christian ethos on progress and attainment is clearly understood. • Minutes of governor meetings show evidence of evaluation. • Response to findings recorded. 	Diocese inspection report.	Vice Chair	<p>* There is still some work to do within the Committee to identify how the Christian distinctiveness of the school is illustrated through teaching and learning. The inclusion of a specific question in the visit reports has helped Governors.</p> <p>* 7 out of 8 Governors felt that they understand the impact of the Christian ethos on progress and attainment.</p> <p>* Foundation Governors have continued to visit the school on a regular basis.</p> <p>* School values are explicitly incorporated in the SIP - Relevant values have been included under each objective in the SIP.</p>	Start Sept 15. Complete Jul 16.	Nicci Smith; Chair of Governors

Guide to **Budget** headings;

E01: Teaching Staff

E02: Supply Teaching Staff

E09: Development and Training

E12: Building Maintenance and Improvement

E19: Learning Resources (not ICT)

E20: ICT Learning Resources

E24: Special Facilities

E27: Bought in Professional Services

E28: Bought in Professional Services (other)