

St Saviour's C of E Primary School Development Plan

Our vision at St Saviour's is of a collaborative learning community, rooted in the principles of the Church of England, striving for every child to flourish as a child of God.

We want every child to have the best educational experience and outcomes so that they are confident learners, equipped to be responsible compassionate citizens, leading happy, healthy and productive lives.

Our Christian values of Care Respect, Inspire, linked to the Trinity, wholeheartedly underpin our moral purpose of educating the whole child so that their light shines brightly.

2018/19

Updated: Autumn Term 2018

St Saviour's School Development Plan Summary

Leadership and Management

1. Ensure that safeguarding measures are effective and in line with KCSiE 2018
2. Use self-evaluation to secure continuous improvement through re-evaluating monitoring by different groups including peer review.
3. Ensure effective distributive leadership. Continue to develop the impact of middle leaders on teaching & learning within school and partnerships. Strengthen governance through training and links to leadership in order to understand, support and challenge school improvement.
4. Continue to embed the creative curriculum in all areas to ensure progress is made by all and opportunities to explore and deepen are provided.

Teaching Learning and Assessment

1. Ensure consistently high quality teaching and learning that adapts to pupil needs at all times. Teaching to be 100% good with 50% outstanding.
2. Use accurate assessments to enable pupils to make good to outstanding progress and achieve well including responsive feedback. Teachers know their pupils well, internal and partnership moderation supports assessment and targeting for at least mastery for all and challenge for more-able. 100% of lesson observations show pupils making progress including a focus on a higher challenge for more-able.
3. Raise the quality of teaching in the provision of explorative and scientific learning, opportunities for challenge especially in maths and going deeper across the curriculum
4. Develop writing composition strategies through modelling with high quality texts.
5. Continue to embed inferential skills in reading through shared and guided reading talk and skills focus. Improve the quality of talk from the Early Years onwards, especially using P4C.

Pupil Outcomes

1. All pupils to make expected or better, progress. Progress measures to be positive.
2. Tracking and interventions are timely and effective in bringing about pupil progress.
3. Differences are diminished between groups by analysing data and providing effective intervention especially of pupils entitled to pupil premium and SEND.
4. At EYFS 70% of pupils achieve GLD, 85% achieve phonics passes, 70-75% achieve KS1, 80-85% achieve KS2 AREs across RWM, whilst 35% achieve the higher standard across RWM

Personal Development, Behaviour & welfare

1. Improve attendance and punctuality for all pupils, and especially SEND, reduce any PA in pupils and especially those entitled to PPG. Improve attendance to at or above national average.
2. Pupils know how to keep themselves healthy and safe. Learning how to have a healthy mind, body & spirit. Embedding healthy relationships, digital resilience, (including cyber bullying, peer on peer abuse, PREVENT). Embedding healthy eating habits from Nursery to Year 6 and beyond.
3. Pupils learn to make the right choices in line with school values, they learn to self-regulate and develop positive socially productive character through the use of PATH Growth Mind-sets Strategies, P4C and RRS.
4. Parents are engaged in their children's learning through good communication, provision of workshops, an open door and partnership opportunities so that St Saviour pupils and families are supported to succeed.

1. Effectiveness of Leadership and Management

Values: Integrity, courage, humility and servant leadership by strengthening capacity and structures, embedding consistent monitoring procedures so that leaders have rigorous and accurate self-evaluation at all levels to inform actions. Clarifying expectations for all that include values from induction of new staff and families and governors to visitors. Courage in embracing changes whilst staying true and celebrating our foundation. Humility in leadership so we enable others.

1. Ensure that safeguarding measures are effective
2. Use self-evaluation to secure continuous improvement through re-evaluating monitoring by different groups including peer review.
3. Ensure effective distributive leadership. Continue to develop the impact of middle leaders on teaching & learning within school and partnerships. Strengthen governance through training and links to leadership in order to understand, support and challenge school improvement.
4. Continue to embed the creative curriculum in all areas to ensure progress is made by all and opportunities to explore and deepen are provided.

1. Arrangements for safeguarding children are effective.

Aim	Action	Lead	When	Cost	How do we know if we have done it/ What will we see	Monitoring & review
Staff are confident in KCSiE, seeing, raising and dealing with concerns including those related to peer on peer abuse, the Prevent duty and whistleblowing.	<p>Review relevant safeguarding policies in line with statute and policy schedule.</p> <p>Provide training for staff, in KCSiE.</p> <p>Share safe practice with pupils and families so that they can feel confident in dealing with dangers, reporting incidents, and being safe.</p> <p>Medical needs to be addressed, updated and shared.</p>	<p>FS/ HT</p> <p>BC / SBM</p> <p>TL / Clerk</p> <p>All staff</p>	Sept 18	<p>E9</p> <p>£1500</p> <p>E26</p> <p>£200</p> <p>HT</p> <p>time</p> <p>SLA</p> <p>E28</p> <p>£9000</p> <p>SLA</p> <p>AWA</p> <p>time</p>	<ul style="list-style-type: none"> • KCSiE 2018, PREVENT, CP training for all staff and governors. • There is a strong, robust and proactive response from adults that reduces the risk of harm or actual harm including a strong culture of reporting concerns; adults know and understand the indicators that may suggest abuse, neglect or harm. • Leaders oversee the safe use of technology including safe use of mobile phones and cameras • Adults understand the risks posed by adults or learners who use technology, including the internet, to bully, groom, radicalise or abuse children. Workshops are provided for parents and children. • Children who go missing from the school receive well-coordinated responses that reduce the harm or risk of harm to them. • Risks are well understood and their impact is minimised. • Local procedures for notifying the local authority and parents are available, understood and followed. • Comprehensive records are held and shared between the relevant agencies to help and protect children. 	<p><i>Govs:</i> <i>Monitor via GB</i></p> <p><i>LA AWA-</i> <i>Fortnightly</i></p> <p><i>Weekly highlighting</i> <i>and review</i> <i>meetings.</i></p>

Staff, pupils & families are updated and understand how to be safe online. Pupils develop digital resilience.	Policies ratified by GB c. Raise profile of Online Safety i. Review Policy iii. Hold Internet Safety Day iv. Online Safety Parent Meeting	FS BC TH / DF RS	Sep 2018 Feb 2019	SLT time GB time £500 E09	Policies are up to date Training for staff, families, and pupils in place Incidents reported and dealt with. Develop digital leadership – Digital Resilience available to parents at all times and online	<i>Policy review schedule monitored by Governors</i>
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2 Use self-evaluation to secure continuous improvement through re-evaluating monitoring by different groups including peer review.

Aim	Action	Lead	When	Cost	How do we know if we have done it/ What will we see	Monitoring
Self-evaluation leads to sustained and rapid improvements in teaching and outcomes.	<p>Review and publish a monitoring map & evaluation schedule and how all members of the school community feed into evaluation of school effectiveness. Continue to increase the opportunity and effectiveness of middle leaders to monitor and impact on T&L by peer observations, learning walks, pupil and parent questionnaires and book scrutiny. Continue to increase the opportunity of cross partnership evaluation and effectiveness through training in peer review. Increase pupil leadership and train them in observation and feedback.</p> <p>Increase the opportunity for governors to evaluate school improvement strategically.</p> <p>Draw together and implement identified improvements.</p>	<p>FS</p> <p>TH/ PPD</p>	<p>A3, A8</p> <p>Sp2, Sp8</p> <p>Su 2, Su8</p>	<p>SLT &</p> <p>MLT time</p>	<p>Published timetable for self-evaluation that is adhered to and informs SEF.</p> <p>All leaders involved in monitoring and leadership action plans reflect monitoring findings.</p> <p>School council & pupils leaders reports on their monitoring findings.</p> <p>Senior leaders trained in peer review and peer review days with SSAT undertaken, findings feed into school improvements plans and reports to governors.</p> <p>More days of governors in school and information to challenge and support.</p> <p>SDP reviewed in line with findings.</p>	<p><i>SLT</i></p> <p><i>MLT at phase plus</i></p> <p><i>GB through meetings in school with links, committees and main GI</i></p>

3. Continue to build the leadership capacity by developing middle leaders

Aim	Action	Lead	When	Cost	How do we know if we have done it/ What will we see	Monitoring
Senior and Middle leaders play a key role in improving the school	<p>Weekly SLT meetings and fortnightly MLT meetings to realise action plans</p> <p>MLs attend subject specific training & forums within the MCubed and Poplar Partnerships :</p> <ul style="list-style-type: none"> Literacy, Maths, Science, EYFS Inclusion/ SENCo <p>Lead PE within the partnership</p> <p>Provide SLT mentoring and support to others schools within partnership and beyond.</p> <p>SLT & ML to broaden monitoring role</p> <ul style="list-style-type: none"> book scrutiny feedback coaching individual teachers data analysis <p>Involve MLs in school Teaching & Learning Review (lesson obs)</p> <p>SLT & MLs through training / leadership opportunities at the M3, Poplar Partnership & LDBS. Increase effectiveness through partnership moderation and identification of next steps.</p>	<p>FS to SLT</p> <p>TH to ML</p> <p>PPD & PP</p> <p>BC</p>	<p>A3, A9</p> <p>Sp3, Sp8</p> <p>Su3 Su9</p> <p>Booked as notified</p>	<p>SLT & MLT time</p> <p>CPD as part of bronze SLA E28</p> <p>£4000</p> <p>SLT time Tracker</p> <p>£500</p> <p>£1500</p> <p>£1800</p> <p>E09</p>	<p>Action plan objectives are relevant and focused on school improvement</p> <p>MLs gather and analyse data and report to governors</p> <p>MLs can talk about their impact in GB meetings (and to Ofsted).</p> <p>SLT leads are reviewing, leading and supporting others in there are more effectively. They are able to manage the day to day. They can talk about the work of the school confidently.</p> <p>All leaders collaborating across schools and having an impact on our T& L and the development of others.</p>	<p><i>Action plans monitored by EHT half termly.</i></p> <p><i>MLs report to P&CC on data:</i></p> <p><i>Sp1 16 English</i></p> <p><i>Sp2 16 Maths</i></p>

4. Continue to embed the creative curriculum in all areas to ensure progress is made by all and opportunities to explore and deepen are provided.

Aim	Action	Lead	When	Cost	How do we know if we have done it/ What will we see	Monitoring
An exciting curriculum for all.	<p>Review and publish curriculum map linked to current school priorities.</p> <p>Review the English themes links to the curriculum to ensure progression and take account of outcomes in English.</p> <p>Review and monitor curriculum timings</p>	<p>FS</p> <p>TH/ PPD</p>	<p>A1, A8</p> <p>Sp1, Sp8</p> <p>Su 1, Su8</p>	<p>SLT & MLT time</p>	<p>Published curriculum maps and timetables.</p> <p>Planning scrutiny reveals exciting hooks, celebratory exits that involved parents and sequences of</p>	<p><i>External, peer review, school improvement partners.</i></p> <p><i>SLT,</i></p>

	<p>and timetables to ensure coverage. Ensure the pedagogical imperatives of the process of learning are met in the sequence of lessons and opportunities so that they developing independence, a love of learning, persistence, the whole child and opportunities for exploring and going deeper.</p>			<p>lessons that build skills and lead to independence. Lesson observations reveal opportunities for challenge and going deeper. English unit plans based on core texts narrow the vocabulary gap so that writing is improved. Pupils love learning,</p>	<p><i>Middle leaders</i></p>
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2. Quality of teaching, learning and assessment

Values: Creativity and curiosity, resilience, courage, love. We are committed to the development of the whole child through the provision of a progressive thematic curriculum which nurtures, develops and celebrates children's skills and talents. We aim to develop their wider personal skills through enrichment activities so as to make a positive contribution to society becoming responsible local, national and global citizens. We nurture passionate, purposeful planned practice in one another so that we make a difference to children's lives.

1. Ensure consistently high quality teaching and learning that adapts to pupil needs at all times. Teaching to be 100% good with 50% outstanding.
2. Use accurate assessments to enable pupils to make good to outstanding progress and achieve well including responsive feedback. Teachers know their pupils well internal and partnership moderation supports assessment and targeting for at least mastery for all and challenge for more-able. 100% of lesson observations show pupils making progress including a focus on a higher challenge for more-able.
3. Raise the quality of teaching in the provision of explorative and scientific learning, opportunities for challenge and going deeper across the curriculum.
4. Develop inferential skills in reading through shared and guided reading talk and skills focus. Improve the quality of talk from the Early Years onwards, including debating, P4C.

2.1 Ensure consistently high quality teaching and learning that adapts to pupil needs at all times. Teaching to be 100% good with 50% outstanding.

Aim	Action	Lead	When	Cost	How do we know if we have done it/ What will we see	Monitoring
Ensure teachers have high expectations for all pupils.	Teaching is exciting, pacey, passionate, purposeful. Skills, are developed and deepened. Expectations shared at start of year. Baseline established, mastery provision for all and challenge open to all. Scrutiny of planning and Special Books in EYFS Teachers change lessons to reflect learning needs always having the highest expectations in mind.	SLT	Weekly coaching Formal obs 3 rd week Book looks weekly	SLT time SIP SLA	All lessons observed are good or better. Pupils books show all pupils making progress, and some pupils accelerating progress. Planning shows provision is differentiated and the pitch would move children on. Special books show pupils achieving challenging expectations <i>independently</i> .	Lesson obs 3rd week of every term Weekly book scrutiny and targets

<p>Deliver programme of good quality in-house CPD.</p> <p>Provide teachers with access to good quality continuing professional development</p>	<p>Performance management reviews establish agreed training needs.</p> <p>Staff inset is focussed on bespoke needs of school and individuals, including partnerships and forums (local / Deanery) Coaching on identified individual needs. Lesson study – Research projects in science and grammar</p> <p>Support staff training needs are met through a bespoke program provided by the Deanery.</p> <p>Forums and peer support in partnerships NQT training and support via THEP & LA Teachers take on new leadership roles which will support the ongoing expectations of the NC</p>	<p>SLT</p> <p>HT & SLT All Staff</p>	<p>See Partnership timetables.</p>	<p>HT, SLT time 3 days' supply internally HT time £750 loE E09</p> <p>AHT time £1000 LETTA training E09</p>	<ul style="list-style-type: none"> Challenging appraisal targets set. Mid-year review shows teachers on track to achieve targets EoY Appraisal targets are met Quality of teaching and learning is judged as good Students are outstanding in their practice and acquisitions of teaching skills New initiatives and research projects in place. Outcomes and best practice shared in training in school and beyond. 	<p>PMs show development Staff are more effective and satisfied in their role Their effectiveness in spread to other schools within partnerships and beyond. Trusting peer relationships are fostered and impact is reported to GB NQTs pass</p>
<p>2.1.3 Cycle of monitoring & all feedback contributes to continual improvement</p>	<p>Book scrutiny of English books Book scrutiny of Maths books Book scrutiny of Science books Book scrutiny of Special books Book scrutiny of wider curriculum books</p> <p>c. Outcomes of monitoring to provide individual development needs.</p>	<p>SLT MLT</p>	<p>Weekly</p>	<p>PDM time ENCo time £400 E26 PDM time MATHCo time internal</p>	<ul style="list-style-type: none"> Data and books show progress for all pupils IDP targets met Performance Management targets met Pupil responses in books Pupil voice Books marked in line with policy 	<p>Books show evidence of progress and on track for EoY targets <i>Report to GB</i></p>
<p>2. Use accurate assessments to enable pupils to make good to outstanding progress and achieve well including responsive feedback. Teachers know their pupils well, internal and partnership moderation supports assessment and targeting for at least mastery for all and challenge for more-able.</p>						
<p>Aim</p>	<p>Action</p>	<p>Lead</p>	<p>When</p>	<p>Cost</p>	<p>How do we know if we have done it/ What will we see</p>	<p>Monitoring</p>

Enable teachers to make accurate assessments and use them effectively.	Provide Teacher Training & Understanding the National standards and year group expectations via joint moderation and other data benchmarking INSET	SLT Mcubed & PP moderation cycle	MCubed Partnership timetable	£500 data analysis £3000 supply cover	<ul style="list-style-type: none"> Staff feel confident in the understanding of National Standards and changes in the reporting of pupil attainment. Book monitoring and learning walks show quality of teaching and learning is at least good and pupils are making progress. 	SLT monitor Assessment schedule and C monitor outcomes in curriculum and beyond
2.2.2 Emphasise focus on teaching key skills.	Identify Key Skills and make explicit Provide training to teachers on expectations Monitor through <ul style="list-style-type: none"> Book scrutiny Teaching and Learning reviews Provide training on working at greater depth (Mastery) Use the NACE challenge framework to support & measure good practice Refine science through curriculum analysis and staff meetings (investigate Cornerstones science investigations) Staff to embed in their science lessons the use of the key language structures to show more greater depth in the understanding and explaining.	SLT		PDM time Visible learning books SLT time TBA £500 E19	<ul style="list-style-type: none"> Book monitoring and teaching and learning walks show work focussed on key skills and progress in these being made. Use of key language used throughout science books and also cross curricula 	<i>Lesson observations</i> <i>Learning walks</i> <i>M3 Partnership moderation</i> <i>Peer review</i> <i>Achieve Challenge for All NACE award</i> <i>Teachers as researchers project</i>
2.2.3 Enable pupils to use marking and feedback to understand how to improve.	Pupils are taught how to respond to marking and how to peer assess work Review Marking and Assessment Policies in staff meeting Scrutiny of books Gather Pupil views through- Interview during T&L Review, pupil survey Staff meetings to share best practice Achieve consistency in peer & self-assessment by setting out expectations	All staff AH T& L	A2 Sp 2 Su 2	CT time	<ul style="list-style-type: none"> Progress is evident in books as a result of a marking dialogue Marking is leading to progress as it shows work set responds to achievement Consistent adherence to marking policy Response to marking and peer to peer marking evident across the curricula 	<i>Book scrutiny</i> <i>Learning observations</i> <i>Learning walks</i> <i>Pupil feedback</i>
Teachers maximise pupil potential A healthy challenge for all	a. Inset Day to discuss: <ul style="list-style-type: none"> Year group overviews Breaking down the learning High expectations and challenge Marking and feedback 	FS FW	PDMs in Autumn 18/ Spring 19 Summer 19	SLT to arrange	<ul style="list-style-type: none"> Book monitoring and learning walks show quality of teaching and learning is at least good and pupils are making progress. Assessment analysis shows pupils making progress and an increasing % of pupil expected to/meeting age related 	<i>Pupil outcomes at or above national</i>

					expectations.	
<p>3. Develop writing composition strategies through modelling with high quality texts.</p> <p>4. Develop inferential skills in reading through shared and guided reading talk and skills focus. Improve the quality of talk from the Early Years onwards, including debating, P4C.</p>						
Aim	Action	Lead	When	Cost	How do we know if we have done it/ What will we see	Monitoring
Ensure good quality teaching of writing.	Review policy and practice to ensure that unit plans are directly linked with high quality texts. Literacy lead to deliver CPD on unit plans and monitor medium term planning and practice.	FW	Au 2018 Sp 2019	Can I add a small amount here for any changes in texts?	<ul style="list-style-type: none"> 100% of pupils make progress as measured termly in data collection and demonstrated in English books and reading data. Staff timetable and teach shared reading linked to their cornerstones topic. 	
Ensure good quality teaching of reading. (feedback & coaching)	Engage expert tailored CPD for all staff with Ann Smallberger. Focus on shared reading, Early words & Phonics Review policy, practice, timetables, peer observations to ensure risk free development Coaching to develop guided & shared reading throughout KS1 and 2 Purchase, catalogue, store existing and additional identified resources including AR for KS2. Produce reading materials and workshop for parents and governors to support in key area.	FW, TH & AK	Su 2018 Au 2018 Sp 2019	Added £1500 English support E28	<ul style="list-style-type: none"> Pupils can talk about the structure of a story and the way the writer has used language to convey different concepts or emotions and apply this to their understanding. Children are able to discuss core themes deeply and make connections so a higher % reaching the higher / deeper levels Interventions are timetabled for support Shared and guided reading sessions are good or better and show a development of inference. 	<p><i>Lesson observatic</i> <i>Pupil responses</i> <i>Reading tracking data.</i></p> <p><i>PM Benchmarking shows that inferer is less of a barrier moving on in reading.</i></p> <p><i>Pupils make progress in vocabulary acquisition in year & 2</i></p>
Embed knowledge and understanding of age expectations for grammar, punctuation and spelling.	Individual support for teachers in each year group to map key skills & knowledge in grammar and spelling across the year. b. Series of whole staff Insets focussing on GPS teaching and progress.	FW PPD	Summer 2018 Aut 18 Spring 19	ENCo time £200 supply day & THP training ENCo time, training materials external expert	<ul style="list-style-type: none"> All staff feel confident in their understanding of age expectations and beyond in spelling and grammar. Teaching of grammar observed and in the books is of high quality and at a challenging level. Writing assessments and books show all pupils making progress in writing. 	<i>SPAG at or above national in lesson obs and book scrutiny and natio. outcomes.</i>

<p>Enhance quality talk including enhancing critical thought through P4C</p>	<p>Talk in the EYFS with the support of SALT & new EYFS lead to engage in Storytelling. Use of Talk Boost and Tales Toolkit, Attention Bucket to boost where needed.</p> <p>P4C vital to dialogic development of thought and language structure to go for Gold Quality Mark.</p> <p>Debating Club to be set up. Training with the Poplar Parliament lead Roman Parker</p>	<p>TD</p> <p>DF</p> <p>DF / PPD/AK</p>	<p>A1-S2</p>		<ul style="list-style-type: none"> • EYFS class teachers are using data to inform who needs additional language support and have planned, with support staff, regular additional intervention times. • Storytelling is used as main literacy teaching in the EYFS, complementing Cornerstones and the process is evident in children's talk and writing books. • Debate held at spotlight with local PM 	<p><i>EYFS Data, 2Sim, Observations and scrutiny of Writing and Special Book:</i></p>
<p>Deepen learning in maths & science</p>	<p>Following first joint book scrutiny</p> <ul style="list-style-type: none"> • assess the extent to which pupils are able to: • Acquire mathematical / scientific knowledge appropriate to age & starting points • Recall rapidly & apply thinking accurately • Use resources & approaches to enable pupils to understand & master the maths & science • Solve rich and sophisticated problems • Apply their mathematical knowledge to cross curricular tasks • Ensure children have the opportunity to work on mastery and GD problems to deepen their understanding • Collaborative work with LDBS School • Key groups identified and where needed interventions in place • New Sats & revision homework books for YR3 - 6 	<p>TH</p>	<p>A2 – S2</p>	<p>MATHCo days x3 PPD to cover For M3</p> <p>Grid subscriptions</p> <p>Additional materials £300</p> <p>£1000</p>	<ul style="list-style-type: none"> • Books show pupils being challenged • Books show work pitched at age related expectations • Assessments show pupils mental application is sound/improving • Books show problem solving & reasoning independently applied • Maths is visible across the curriculum at age appropriate levels. • Working with partnership school, supporting achieving GD in maths. • Time allocated on class timetables – Review half termly 	<p><i>Book scrutiny Lesson observatic and outcomes</i></p>
<p>6) Children in the EYFS are making good or better progress in their reading and writing</p>	<ul style="list-style-type: none"> • Children in Nursery are confident in writing their name by the end of Nursery and the concepts of print. All Reception children leave the EYFS having being taught and secure in phase 3 phonics. 	<p>TD</p>	<p>A1-S2</p>		<ul style="list-style-type: none"> • Children in Nursery are confident in writing their name by the end of Nursery and the concepts of print. All Reception children leave the EYFS having being taught and secure in phase 3 phonics. • Children are learning nursery 	<p><i>EYFS is consist good or better in lesson observatio Writing Books, 2Simple Observations and Special Books shc</i></p>

	<ul style="list-style-type: none"> • Children are learning nursery rhymes and poems half termly in preparation for the new EYFS curriculum • Storytelling narratives are planned for the year in the EYFS curriculum overview and HMG is confident in delivering this • TD and HMG identify children who need language boost and LN, KS and LW are delivering TalkBoost, Tales Toolkit and SaLT to support this. These interventions have demonstrable impact. • Writing Books and Special Books show high expectations in children's writing and early mark making. Nursery Special Books are hardback which will follow the children into Reception to show progression and enable smooth transition through the setting. • TD and FW to run parent reading workshops to promote a love of reading outside of the classroom and allow parents to develop understanding of how reading is taught in EYFS. • TD to monitor home learning ensuring that the majority of children know their 45 HFWs at the end of Reception and the first 10 at the end of Nursery 				<p>rhymes and poems half termly in preparation for the new EYFS curriculum</p> <ul style="list-style-type: none"> • Storytelling narratives are planned for the year in the EYFS curriculum overview and HMG is confident in delivering this • TD and HMG identify children who need language boost and LN, KS and LW are delivering TalkBoost, Tales Toolkit and SaLT to support this. These interventions have demonstrable impact. • Writing Books and Special Books show high expectations in children's writing and early mark making. Nursery Special Books are hardback which will follow the children into Reception to show progression and enable smooth transition through the setting. • TD and FW to run parent reading workshops to promote a love of reading outside of the classroom and allow parents to develop understanding of how reading is taught in EYFS. • TD to monitor home learning ensuring that the majority of children know their 45 HFWs at the end of Reception and the first 10 at the end of Nursery 	<p><i>evidence of this. Children are able to talk confidently about how the provision supports them in their reading and writing.</i></p>
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<p>7) Maths teaching in the EYFS to be at least good, with a significant percentage of Outstanding.</p>	<ul style="list-style-type: none"> • TD to use White Rose Maths to plan a coherent Maths curriculum for EYFS • Best practice in EYFS Maths to be clearly communicated to the EYFS team 	<p>TD</p>	<p>A1-S2</p>		<ul style="list-style-type: none"> • TD to add White Rose Maths units to the EYFS curriculum, adapted to meet the needs of children • Staff to plan activities that link to real life examples and the Storytelling curriculum to give children real-life and concrete examples to understand number and SSM • TD to prepare for changes to the EYFS framework for 2019 and ensure Nursery children are ready to begin the new programme of study from September 2019 	<p><i>TD and HMG to p. together and discuss the progress of the children in their maths learning and share best practice regularly.</i></p>
<p>8) There is good quality continuous provision throughout the early years, including the outdoor areas</p>	<ul style="list-style-type: none"> • Outdoor areas provide children with the opportunity to become explorers in a language rich environment 	<p>TD</p>	<p>A1 A2</p>		<ul style="list-style-type: none"> • Children are to become responsible for the outdoor areas, selecting resources which aid problem solving • TD and HMG to discuss outdoor learning/environments with other partnership schools and develop the outdoor areas of St Saviour's EYFS 	<p><i>Children are exploring their provision and talking about their experiences. Teams are sharing ideas and moving outdoors forward together.</i></p>

3.Outcomes for pupils

Values: Hope and endurance We believe that achievement is key to future success and a right for all pupils. We aim for each pupil to achieve at least national expectations at each stage of their education. We want our pupils to know that enquiry, creativity and resilience result in a love of learning and progress. We know that the early years of education are fundamental building blocks to fostering an enjoyment of learning through play, and the attributes of curiosity and perseverance. We want our children to be prepared for the next stage in their education. Education can change life chances and we want to make a lasting difference.

1. All pupils to make expected or better, progress. Progress measures to be positive.
2. Tracking and interventions are timely and effective in bringing about pupil progress.
3. Differences are diminished between groups by analysing data, providing effective intervention especially of pupils entitled to pupil premium and SEND.
4. At EYFS 70% of pupils achieve GLD, 85% achieve phonics passes, 70-75% achieve KS1, 85- 93% achieve KS2 AREs across RWM, whilst 30- 35% achieve the higher standard across RWM

1. All pupils to make excellent progress. Progress measures are positive and above national.

Aim	Action	Lead	When	Cost	How do we know if we have done it/ What will we see	Monitoring
Assessment information used to plan appropriate teaching and learning strategies	Data analysis Pupil progress meeting discussions Setting targets for pupils Identify pupils falling behind and plan appropriate support Identify areas of need for individual teachers and plan support	SLT	A2 Sp2 Su2	£3000 E19	<ul style="list-style-type: none"> • Interventions in place, monitoring & data show pupils making progress • Pupils report they feel adequately challenged • Books show pupils are 	<p><i>Report on progress of pupil: previously on interventions to CC or GB</i></p> <p><i>Report on impact of interventions to CC: S2 201</i></p>

Interventions in place to raise attainment of Groups including SEND & PPG	a. Implement programme of interventions based on data analysis b. Review impact termly (end of term) c. Analyse progress of pupils previously on intervention programmes	SENCo AK	A2 Sp2 Su2		adequately challenged. • Progress of pupils with significant SEN/D is reported according to need. • Assessment data for SEN/D pupils feeds into planning.	
At EYFS 70% of pupils achieve GLD, 85% achieve phonics passes, 70-75% achieve KS1, 85-93% achieve KS2 AREs across RWM, whilst 30-35% achieve the higher standard across RWM	Pupils identified, teaching meets needs, interventions in place, human & learning resources timetabled to meet targets. Termly pupil progress meetings with HT Coaching with AH to ensure being on track. Targets as part of team provision and known to parents. Ways of supporting disseminated.	HT & AHs	A2, Sp 2 Su 2	500 analysis 2000 testing 2simple INSET	<ul style="list-style-type: none"> • data is productively used to inform actions at class and school level • books, lesson observation, moderation and other information triangulates to ensure pupils achieve. • Partnership agreement and LA moderation concurs with outcomes 	<i>Governors hold leaders to account, challenge and support to ensure outcomes for pupils Main GB, Performance management INSET</i>

4. Personal development, behaviour and welfare

Friendship, fellowship and justice: insisting on compassion for all, being inclusive in our actions. Respect and justice for the rules that guide us by children and adults and a sense of koinonia based on our Christian values. Awe and wonder in creation, inspiring the community to look after our world and being environmentally responsible and respectful. Ensure all staff trained in Paths. Achieve P4C silver, RRS and NACE Challenge Award. We all seek personal fulfillment and collaboration with others so in keeping our whole community connected

1. Pupils learn to make the right choices in line with school values, they learn to self-regulate and develop positive socially productive character through the use of PATHs, Growth Mind-sets Strategies, P4C and RRS.
2. Improve attendance and punctuality for all pupils, especially SEND, reduce any PA in pupils entitled to PPG. Attendance to be above national.
3. Parents are engaged in their children's learning through good communication, provision of workshops, an open door and partnership opportunities so that St Saviour's pupils and families are supported to succeed.
4. Pupils know how to keep themselves healthy and safe. Learning how to have a healthy mind, body & spirit. Developing digital resilience, (including cyber bullying, PREVENT). Develop healthy eating habits from Nursery to Year 6 and beyond.

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Aim	Action	Lead	When	Cost	How do we know if we have done it/ What will we see	Monitoring
Develop positive, socially productive character by Growth Mind-set, PATHs P4C, and Rights respecting Schools	Review learning from action research on character. Ensure Growth Mindset classroom & feedback Fulfil P4C action plan linked to Silver Award- Investigate RRS	AH-PPD DF		£1500 E09	Lessons give the school a cohesive structure for GM High expectation of all pupils, all staff to have a "cant yet" attitude and echoed language. Knowledge of being in the pit and struggle to learn. Pupil's dialogic thinking and behaviours are embedded, this is applied to reading School is registered with RRS Rights in school, in classes in policies Additional staff (FW and RW) trained to Level 2 and DF trained to Level 3. Any new staff trained at Level 1.	FS report to Govs Summer 2019 Video files of enquiries Lesson planning evidence Displays in learning walks
4.1.2 Embed P4C so that pupils have the tools to listen, think deeply, question and collaborate. •	Class teachers deliver P4C sessions weekly. Displays up in class NQT and new staff trained in P4C Data capture and going for silver award- write action plan, hold staff meetings manage internal training with FD	All staff DF DF & FD	Weekly Autumn ter Autumn & Spring	£2000 E27		We go for Gold <i>In learning walks termly Report to Curriculum com. Children report.</i>

2. Improve attendance and punctuality for all pupils, especially SEND, reduce any PA in pupils entitled to PPG. Attendance to be above national.						
<p>All children to attend school every day.</p> <ul style="list-style-type: none"> Attendance to rise to at or above national To decrease the number of children with persistent absence to below 5% Group attendance is analysed and findings are acted upon. 	<p>Continue to phone on first day of absence, encourage parents to bring child in later in the day.</p> <p>Attendance meetings with parents to address absences in the first instance.</p> <p>School nurse referrals completed swiftly once raised in inclusion team meetings.</p> <p>Newsletters remind parents of importance of attendance and celebrate good attendance.</p> <p>Rewards in place for 100% attendance.</p>	RS	Daily & weekly	AWA £7000 E19	<ul style="list-style-type: none"> Overall attendance is at least 97%. Number of pupils on PA reduced. Reduced PA; Pupils on PA in 2018 to 19 have increased attendance. Pupils are keen to come to school Parents support the school's aim. Diminish differences in attendance between vulnerable groups (SEND / PPG) 	<p><i>Report to GB &CC committee</i></p> <p><i>Attendance Governor</i></p> <p><i>LA monitoring & Reporting</i></p>
3. Parents are engaged in their children's learning through good communication, provision of workshops, an open door and partnership opportunities so that St Saviour's pupils and families are supported to succeed.						
<p>Parents understand how to support their child by knowing the needs for each year group</p>	<p>Parents pack and website to give information to prospective parents about the school</p> <p>Home visits for new pupils</p> <p>Parent conferencing every third week of every term</p>	FS, BC RS	A2-3	<p>Parental SLA £2,500</p> <p>Website E20 £5K</p>		<p><i>Parents are able to support their children's learning</i></p> <p><i>Parent & pupil questionnaires and outcomes as well as parent questionnaires are reported to GB</i></p>
<p>Promote parental involvement in a child's education as partners</p>	<p>Parental workshops on getting yourself ready for school, transition times, and secondary applications and visits</p> <p>Curriculum workshops for each year group to know the standards expected for each</p> <p>Produce videos of the pupils explaining different ways of learning from reading to maths on the website</p> <p>Parent voice and interviews, annual questionnaires</p> <p>Vulnerable families are identified and</p>	FS RS CTs	Termly	<p>ESW workshops £6900 E28</p>		

	supported individually through therapy or through signposting offered.					
4. Pupils know how to keep themselves healthy and safe. Learning how to have a healthy mind, body & spirit. Developing digital resilience, (including cyber bullying, PREVENT). Develop healthy eating habits from Nursery to Year 6 and beyond.						
<p>Pupils in the EYFS have a good attitude to eating/healthy food/making choices.</p> <p>Improve EYFS lunchtimes so that it is a learning time in itself.</p>	<ul style="list-style-type: none"> EYFS Team training in KCSiE in the EYFS to explain new way of working Attend parent meetings to encourage all pupils to have school lunch. Train EY lunchtime staff staff to deliver family service. Monitor effectiveness of lunchtime staff in carrying out their role. Monitor effectiveness of lunchtime staff in carrying out their role. Set up system of rewards and sending home notes – train staff 	AH – PPD & EYFS TD		Healthy lives team support Staff time	<ul style="list-style-type: none"> Lunchtime is an informal social situation where pupils feel safe and nurtured. Staff see it as an opportunity to help children’s learning. Language skills are observed to be a priority and are promoted & encouraged. Pupils are independent and taking responsibilities. Pupils are supporting each other and behaving well. Pupils are confident to try new foods. 	<i>PPD to report to GB</i> <i>Healthy Early Years</i>
Introduce Forest Schools	<ul style="list-style-type: none"> Forest School Training from Hackney Forest School for two members of staff 	TD	Sp2	£5K E09	<ul style="list-style-type: none"> Both staff members receive Level 3 Forest School accreditation Forest School is being offered to children and planned into timetables 	<i>Forest School Accreditation and termly/weekly planning</i>

Glossary:

GB – Governing Body
JB- Jacqui Buchan Chair of Governing Body
CCo- VC Vice Chair of GB
CC- Curriculum Com
RC- Resources committee
SLT- Senior Leadership Team
ML- Middle Leadership
CTs – Class Teachers
TA's – Teaching Assistants

EYFS – Early Years Foundation Stage
KS1 – Key Stage 1 years 1 & 2
KS2 – Key Stage 2 Years 3, 4, 5, and 6

HT- FS- Fanoula Smith Headteacher
AH- PPD- Assistant Head Paula Prichard Duggan- Pastoral lead
SBM- BC – school Business Manager Bridget Clark
AH- TH- Tomas Hall, Science, Maths and Computing leader, Teaching & Learning Lead
SENC/ INCo AK- Allan Kelly Special Educational Needs Coordinator
FW- Fiona Williams English Leader
AR- Andrew Rowland Art and Design Technology leader
JW- John Ward- Music, website lead
DF- Daniel French, P4C leader
NQT- Newly Qualified Teacher
TD – Thomas Dunford Early Years Leader
TAJ- Terri Ann Jacobs- NQT in Year 2
PM – Premises Manager, Keith Solly
RS- Rachel Sablon Home School Liaison Officer

APS- Average Points Score (measure of progress/ attainment)
GLD – Good level of development (measure of progress/ attainment)
EoY- End of Year expectations
AfL- Assessment for Learning
JS – John Sinnott, Edudata UK Ltd.
IDSR – Inspection Data Dashboard
FFT- Fischer Family Trust and Data Dashboard data

PP- Poplar Partnership of Schools
M3- Marion Richardson, Mowlem, St Marys & St Michael's, Cyril Jackson, Wellington group of schools.
DW- David Waller – financial consultant
MI – Librarian, Mary Igoe
AWA- Attendance and Welfare Advisor – Ranu Begum
SALT – Speech & language therapist (Blossom Tree & Heather)
ST- School Therapist
ESW- Educational Social Worker

NG – Nicole Gurvidi, School Improvement Officer (LA)
MJ- Mary Jones- School Improvement Officer (LA)
BW – Brian Welsh – LDBS School Improvement Partner
PET – Parental Engagement Team (LA)
PDM – Professional Development Meeting
SEND – Special Educational Needs & Disabilities

THSLS – Tower Hamlets Schools Library Service
THAMES- Tower Hamlets Arts and Music Education
CLPE- Centre for literacy
EBP – Education Business Partnership

	Action completed
	Action begun but not completed

Key to objectives

A1 – First half Autumn Term

Sp1 - First half Spring Term

S1 - First half Summer Term

A2 – Second half Autumn Term

Sp2 - Second half Spring Term

S2 - Second half Summer Term

	Action due but not begun
	Action postponed