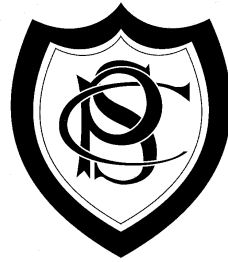


**CAVERSHAM PRIMARY
SCHOOL**



Single Plan January 2018

Planning the Plan

| | The existing plan | The next year's plan | The long term plan |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A U T U M N | <p>Plan self evaluation activities these might lead to changes to existing plan or identify priorities for next year</p> <p>Report plan to Governors</p> <p>Clarify with all staff what is required to achieve targets and priorities</p> <p>Plan appropriate CPD</p> <p>Analysis of data - RAISE online - amend plan if necessary</p> <p>Review progress against statutory targets</p> <p>Review progress of plan with governors</p> <p>Modify plan where appropriate</p> | <p>Identify the SDP resource requirements</p> <p>Examine all fixed costs to ensure they represent 'best value'.</p> <p>Ensure that planned expenditure matches projected income</p> <p>Re-examine the key priorities of the SDP</p> <p>Performance targets set with school improvement partner</p> <p>Identify DfE/LA priorities and estimate funding</p> | <p>Identify links with LA education development plan</p> <p>Review of current position - use RAISE online</p> <p>Compare performance with other schools</p> <p>Look at trends in pupil performance</p> <p>Compare performance with the features of successful schools</p> <p>Undertake accommodation audit</p> <p>Establish long term (5-year) targets</p> |
| S P R I N G | <p>Consult with staff and provide ongoing support</p> <p>Ongoing self evaluation activities might lead to changes to existing plan or identify priorities for next year</p> <p>Review progress against statutory targets</p> <p>Review progress of plan with governors</p> <p>Modify plan where appropriate</p> | <p>Update pupil numbers. Consider impact on income.</p> <p>Consider option appraisal, by looking at opportunity costs</p> <p>Plan the use of Standards Funds</p> <p>Verify Planned Levels of Unspent Balances</p> | <p>Estimate long term staffing costs</p> |
| S U M M E R | <p>Ongoing self evaluation activities might lead to changes to existing plan or identify priorities for next year</p> <p>Review progress against statutory targets</p> <p>Review progress of plan with governors</p> <p>Performance management meetings - evaluate progress against targets</p> <p>Measure impact of improvement action against success criteria and calculate to show value for money</p> | <p>Confirm staffing structure and staffing budget</p> <p>Evaluate previous year's training</p> <p>Identify areas from existing plan not completed</p> <p>Identify priorities from self evaluation and discuss with staff and governors</p> <p>Report priorities to key personnel</p> <p>Create action plans and submit bids</p> <p>Review budget with governors and allocate resources</p> <p>Agree action plans and draft budget</p> <p>Performance management meetings - set new performance targets</p> | |

The Five Key Outcomes of Every Child Matters and the Self Evaluation Form

The five key outcomes of 'Every Child Matters' are at the heart of everything we do. The self evaluation form (SEF) is the tool we use to evaluate how successful we are.

| | Be healthy | Stay safe | Enjoy and achieve | Make a positive contribution | Achieve economic well-being |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Aims | <i>To be physically healthy To be mentally and emotionally healthy To enjoy healthy lifestyles To choose not to smoke or take drugs</i> | <i>To be safe from maltreatment, neglect, violence and sexual exploitation To be safe from accidental injury and death To be safe from bullying and discrimination To be safe from crime and anti-social behaviour in and out of school To have security, stability and be cared for</i> | <i>To be ready for school To attend and enjoy school To achieve stretching national educational standards at primary school To achieve personal and social development and enjoy recreation</i> | <i>To engage in decision-making and support the community and environment To engage in law-abiding and positive behaviour in and out of school To develop positive relationships and choose not to bully and discriminate To develop self-confidence and successfully deal with significant life changes and challenges To develop enterprising behaviour</i> | <i>To engage in further education, employment or training on leaving school To be ready for employment To live in decent homes and sustainable communities To access to transport and material goods To live in households free from low income</i> |
| Achievement & Standards | | | 3a. What are learners' achievement and standards in their work? (and progress) 3b. How well do learners achieve in the Foundation Stage? | | |
| Personal development & well-being | 4a. How well do learners make progress in their personal development? 4b. To what extent are learners aware of, and do they practise, healthy lifestyles? 4f. How good are the personal development and well-being of learners in the foundation stage? | 4a. How well do learners make progress in their personal development? 4b. To what extent are learners aware of, and do they practise, healthy lifestyles? 4c. To what extent do learners feel safe and adopt safe practices? 4f. How good are the personal development and well-being of learners in the foundation stage? | | 4a. How well do learners make progress in their personal development? 4d. How well do learners make a positive contribution to the community? 4f. How good are the personal development and well-being of learners in the foundation stage? | 4b. To what extent are learners aware of, and do they practise, healthy lifestyles? 4e. How well do learners prepare for their future economic well-being? |
| Quality of Provision | 5c. How well are learners guided and supported? 5d. What is the quality of provision in the Foundation Stage? | 5c. How well are learners guided and supported? 5d. What is the quality of provision in the Foundation Stage? | 5a. How good is the quality of teaching and learning? 5b. How well do the curriculum and other activities meet the range of needs and interests of learners? 5c. How well are learners guided and supported? 5d. What is the quality of provision in the Foundation Stage? | 5a. How good is the quality of teaching and learning? 5b. How well do the curriculum and other activities meet the range of needs and interests of learners? | 5b. How well do the curriculum and other activities meet the range of needs and interests of learners? 5c. How well are learners guided and supported? |



| | Achievement and Standards | Personal Development and Well-Being | Quality of Provision | Leadership & Management | Premises |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Aims | For all children to make significant progress in knowledge, understanding and skills; in attitudes and values; as social beings and as lifelong learners | For all children to enjoy their education, feel safe and practise a healthy lifestyle | To achieve a broad, balanced and relevant curriculum throughout the school which meets the needs of children and statutory requirements To offer a relevant curriculum with flexible approaches to learning. To create a stimulating environment | To give a clear direction and purpose which is translated into clear targets | To establish and maintain all premises in good order with adequate facilities for the education and care of all pupils |
| Links with ECM | Enjoy and achieve | Be healthy Stay safe Make a positive contribution Achieve economic well-being | Be healthy Stay safe Enjoy and achieve Make a positive contribution Achieve economic well-being | | Stay safe |

The Five Key Outcomes of Every Child Matters

The five key outcomes of 'Every Child Matters' are at the heart of our work, below are some of the strategies we use for promoting these outcomes.

| Be healthy | Stay safe | Enjoy and achieve | Make a positive contribution | Achieve economic well-being |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Annie Hanson | Ruth Perry | Jo Grover | Philippa Sutton | Clare Jones |
| <ul style="list-style-type: none"> • Two hours of PE each week • PSHCE programme • Circle time • Sex education • Drugs education • Healthy Schools scheme • Healthy lunchbox scheme • Healthy menu • School Travel Plan • Continue promotion of lunchtime and after school activities • SEAL Resources • National Healthy School Standards • School council • Go Givers Initiative | <ul style="list-style-type: none"> • Appropriate policies • Child Protection procedures • Risk assessments • Use of relevant class and school rules • Strong relationships between staff and pupils • Continued Child Protection CPD for all • Ensure safe practice in all aspects of school life • Promote anti-racism • Review all risk assessments • SEAL • Establish sheltered areas | <ul style="list-style-type: none"> • A stimulating, challenging and appropriate curriculum. • A 'skills-based' curriculum • Assessment for Learning • Excellence & Enjoyment • Challenging targets • Parental Partnership • Promoting attendance • Teaching and use of ICT • Outdoor play provision • EAL provision • Review whole staff CPD arrangements • Implement SEAL • Skills based curriculum • NACE Standards | <ul style="list-style-type: none"> • Rights Respecting School Award Level 1 • Appropriate policies • Circle time • PSHCE programme • School Council • Charity Council • ECO Council • Promoting Citizenship • Promoting multi cultural education • Fundraising Group • Use of display • Themed weeks - French week, Languages Week | <ul style="list-style-type: none"> • Circle time • School Council • Friendship Monitors • Buddy system • Curricular opportunities to research and make presentations • Whole-school homework incentives |

OUR BIG ROCKS 2017-2018

1. To develop further the school's assessment system
2. To increase the percentage of pupils meeting Age Related Expectation and making expected or better progress in Writing
3. To develop further the school's positive working environment



The 8 key areas to drive school improvement:

In relation to the children:

- The emphasis on developing the whole child;
- Ensuring consistently high quality teaching and learning;
- Ensuring all pupils make good or better progress;
- Continually working at closing the gap.

In relation to the school culture and organisation:

- Continually striving to build capacity and sustainability;
- Building a culture of teamwork and collective accountability;
- Ensuring high levels of staff satisfaction and fulfilment;
- Strengthening partnerships within and across schools.

Key Personnel

| SLT role | Name | Standards & Curriculum (Meeting frequency: termly) |
|------------------------------------|--------------|----------------------------------------------------------------------------------------------------------------|
| Headteacher | Ruth Perry | Ruth Perry, Annie Hanson, Clare Jones, Judy Evans, Richard Kearsley, Amanda Coale, Jayne Welch, Lucie Lawrence |
| Assistant Headteacher EYFS/ KS1 | Clare Jones | |
| Assistant Headteacher KS2 | Annie Hanson | |
| Assessment Leader | Jo Grover | |

School's data overview

[\\caversham.school\admindesktop\\$\head\Desktop\Attainment Autumn 2017\dashboard_Reading_2017-2018_Assessment 1.xlsx](#)
[\\caversham.school\admindesktop\\$\head\Desktop\Attainment Autumn 2017\dashboard_Writing_2017-2018_Assessment 1.xlsx](#)
[\\caversham.school\admindesktop\\$\head\Desktop\Attainment Autumn 2017\dashboard_Spelling, Punctuation & Grammar_2017-2018_Assessment 1.xlsx](#)
[\\caversham.school\admindesktop\\$\head\Desktop\Attainment Autumn 2017\dashboard_Maths_2017-2018_Assessment 1.xlsx](#)

BIG ROCK 1

To develop further the school's assessment system

| Action | Success Criteria | Autumn | Spring | Summer | Cost | Person Responsible | Timescale | Evaluation |
|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------|-------------------------|-------------------------------|-----------------------------------------------------------------|
| 1.1 To analyse data through ITrack | <ul style="list-style-type: none"> Data is stored on Itrack Staff are trained in filtering groups to analyse performance Itrack is used to make PPMs more effective Pupils are identified for intervention groups more easily | Staff training JG PPMs | Staff training JG Staff mtg. input data PPMs Analyse data & intervention groups | PPMs | Itrack costs | JG, SLT, class teachers | Staff meeting October 2017 | Standards & Curriculum Committee- SIDP update termly |
| 1.2 To highlight underachieving groups through ITrack | <ul style="list-style-type: none"> Pupil groups easily identified using Itrack dashboard Staff trained in using dashboard | PPMs- EAL, SEND, Gender | Subject Leaders use Itrack to analyse groups | Subject Leaders use Itrack to analyse groups | £70 | | On-going | |
| 1.3 To enter data for foundation subjects through ITrack | <ul style="list-style-type: none"> Foundation Subject data is plotted onto Itrack Progress is monitored in foundation subjects | | FS Leaders begin to analyse data for their subject | FS Leaders begin to analyse data for their subject | | | Staff meeting time | |

| | | | | | | | | |
|-------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------|--------------------------------------------------------|------|-----------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| 1.4 To begin to analyse data for foundation subjects | <ul style="list-style-type: none"> Subject Leaders begin to monitor performance of groups of pupils across the school Strong/ weak areas are identified Support is properly allocated | | FS Leaders begin to analyse data for their subject | FS Leaders begin to analyse data for their subject | | Subject Leaders | Staff meeting time to moderate pupil achievement in foundation subjects | |
| 1.5 To explore Report Writer | <ul style="list-style-type: none"> Data entered by teachers feeds into a more detailed end of year report Teacher workload is reduced Parents are more satisfied with content of end of year report | | | Staff mtg. time to moderate reports across year groups | £250 | JG/ SLT | Polling day & staff meeting time Time for moderation of reports | <p>Feedback from Parent annual survey</p> <p>Standards & Curriculum feedback on reports</p> |

BIG ROCK 2

To increase the percentage of pupils meeting Age Related Expectation and making expected or better progress in Writing

H:\Data\Data 2016-2017\dashboard_Writing_2016-2017_Assessment 6.xlsx

| Action | Success Criteria | Autumn | Spring | Summer | Cost/ Provision | Person Responsible | Timescale | Evaluation |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------|--------------------------------------|------------------------------------------------|--------------------|-----------|-------------------------------------------------------|
| 2.1 To increase % at ARE from 78% to 85% across the school (Currently 75% in Writing Nov. 2017) | Spelling is a focus across the school Age related spellings visible in classrooms Grammar conventions on display, Grammar programme is being used Targeted English interventions Moderation of writing (see English Action Plan) Evidence of editing and correcting | Staff mtgs-writing non-negotiables | Moderation time Y2, Y6 network mtgs. | PPMs show 85% at ARE | Y2/Y6 networks £500 | All staff | | PPMs Standards & Curriculum mtgs SLT evaluation |
| 2.2 To increase % achieving expected or better progress from 83% to 90% | | | | PPMs 90% expected or better progress | English interventions x1 afternoon per week | | | Through Standards & Curriculum mtgs SLT & PPMs |
| 2.3 To encourage a neat, cursive handwriting style across the school To teach proper | School handwriting style displayed in all classrooms Pencil claws being used in FS during focus writing tasks Whole class daily writing in FS Handwriting books in Year 1 | Open Door Writing Week November 2017 Staff mtg on handwriting | SLT obs in classes Staff mtg Writing books 20.03.2018 | | £50 pencil grip claws £50 handwriting books | All teachers | | Through observations |

| | | | | | | | | |
|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-----------------------------------------------|-------------------------------------------|-------------------------------------------|--------------------|--|------------------------------------------------|
| pencil grip | | SLT English book scrutiny | | | | | | |
| 2.4 To develop NESSY Spelling programme for SEND & dyslexic pupils not accessing NC spellings | Intervention groups being run by CC 4 pupils x 4 sessions across KS2 | | NESSY delivered to 16 pupils with dyslexia CC | | Cost of licence- free trial exp. Nov 2017 | PS, CM, RW, CC | | Update on Spelling results |
| 2.5 To improve English results across Year 5 (end of Y4 82% at ARE) | At least 85% at ARE by end of Y5 2018 Y5 plans rewritten by KS2 English Lead Strategies being used to encourage writing- reading to the wall, standing stations, modelled texts | | | At least 85% at ARE by end of summer 2018 | PPA time | CM/ RW | | |
| 2.6 To develop a culture of 'writing for best' | Classes produce best writing portfolios Writing starts with hand exercises- staff meeting training | | Class books of best writing | | £20 portfolios | | | |
| 2.7 To increase stamina in writing | Focus on pencil grip and correct posture | | Evidence of longer pieces of writing | | | | | Through writing staff meetings, SLT scrutinies |
| To develop informalities in writing To make writing purposeful | Years 4, 5 & 6 focus on formal and informal tones in their planning Share writing with other classes, with parents, on VLE, with link school | | | | | Years 4-6 teachers | | |

BIG ROCK 3

To develop further the school's positive working environment

| Action | Success Criteria | Cost/ Provision | Person Responsible | Timescale | Evaluation |
|-----------------------------------------------------|---------------------------------------------------------------------------------|-----------------|--------------------|------------------------------------|----------------------------------|
| 3.1 To share and agree Staff Code of Conduct | Staff have been informed through team meetings Staff have all signed Code of | | RP | September 2017- inset and meetings | Completed List held in office |

| | | | | | |
|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|------------------|---------------------------------|-----------------------------------------------------------------------------------------|
| | Conduct | | | | |
| 3.2 To promote positivity | Staff meetings about raising staff morale/ acting with professionalism Staff well-being group formed and meets regularly Staff meetings in classrooms | | All staff | September and updates | Random act of kindness Pop up café Shared responsibility for raising staff morale |
| 3.3 To monitor and develop Staff Well Being Group | Member of SLT attends Staff Well Being Group Minutes are taken and shared with all | | Well Being Group | | |
| 3.4 To review marking policy and workload | Further training in Spring Term 2018 SLT to monitor foundation subject books to ensure marking is in line with policy | | JG/ SLT | January 2018 | |
| 3.5 To review end of year reports and workload | Staff training on using Itrack to input Foundation Subject data Report Writer to be used to create new school reports for June 2018 Staff meetings to input FS data | £400 | JG/ SLT | By May 2018 January 2018 | December 2017 |
| 3.5 To increase frequency of TA meetings to twice termly 3.6 | TA meetings planned in monthly with agreed agendas & training More upskilling of staff | | RP/ SLT | Throughout 2017-2018 | |
| 3.7 To use the school's Play Therapist to support staff | Play Therapist to attend SEND TA meetings for support | £5000 Play Therapy costs | PS/ SM | | |
| 3.8 To continue to develop Mindful Meditation Group To explore Lego Therapy | Mindful Meditation to continue to support pupils with anger management, emotions, anxiety Pupils' needs are being met-reviewed at PPMtgs Lego Therapy is up and running to support pupils with social issues and awareness | PS time £100 Lego | PS | | December 2017 |

Budget allocation 2017/2018

| Subject | Coordinator | Amount |
|--------------------|----------------|----------------|
| English | KS1 RW/ KS2 CM | £2488 |
| Maths | JA | £800 |
| Science | SB | £1000 |
| ICT | CC | £14306 |
| ICT cons | CC/ SE | £4000 |
| More able | RP | £175 |
| Art | CM | £2000 |
| Assessment | JG | £3000 |
| Drama | JH | |
| DT | KC | £1000 |
| EAL | KL | |
| FS | CJ | £2000 |
| Geography | | |
| History | | |
| Cookery | JM | £300 |
| KS1 | CJ | £2200 |
| KS2 | AH | £3000 |
| Library | EB | £800 |
| Music | HW | £135 |
| PE | RH | £1337 |
| PSHE | CM | £1368 |
| Play equip | SG | £2000 |
| Pottery | JL | £900 |
| RE | KL | |
| SEN | PS | £1316 |
| Head | RP | £1061 |
| Environment | CW | |
| MFL | SD | |
| Global Citizenship | AH | £500 |
| Community Cohesion | AH | |
| Outside Learning | SH | £300 |
| | TOTAL | £45 986 |

Caversham Primary School 2017

| GOOD LEVEL OF DEVELOPMENT end of EYFS | |
|--------------------------------------------------|-------|
| National | 70.7% |
| LA | 70.6% |
| Caversham Primary School | 81% |

| Y1 PHONICS | |
|--------------------------|-----|
| National | 81% |
| LA | 80% |
| Caversham Primary School | 83% |

All but 1 pupil

passed re-screening Phonics Y2

| % / Number | KS1 2017 National Results | |
|--------------------|----------------------------------|----------------------|
| | Expected | Greater Depth |
| Reading | 75.7% | 25% |
| Writing | 68.3% | 16% |
| Mathematics | 75.2% | 20% |

| % / Number | KS1 2017 Local Authority Results | |
|--------------------|-----------------------------------------|----------------------|
| | Expected | Greater Depth |
| Reading | 74.7% | 29% |
| Writing | 67.3% | 16% |
| Mathematics | 75.2% | 24% |

| % / Number | KS1 Caversham Primary School 2017 Results | |
|--------------------|--------------------------------------------------|----------------------|
| | Expected | Greater Depth |
| Reading | 86% | 44% |
| Writing | 71% | 27% |
| Mathematics | 85% | 39% |

| % / Number | KS2 2017 National Results | Greater Depth |
|-----------------------------------|-------------------------------|-----------------------------------------------------------|
| | Met the new expected standard | Working at Greater Depth within the new expected standard |
| Reading | 71.0% | 24.3% |
| Writing | 76.5% | 17.7% |
| Grammar, Punctuation and Spelling | 77% | 31% |
| Mathematics | 74.7% | 22.4% |
| Combined R, W, Ma | 61% | 11% |

| % / Number | KS2 2017 Local Authority Results | Greater Depth |
|-----------------------------------|----------------------------------|-----------------------------------------------------------|
| | Met the new expected standard | Working at Greater Depth within the new expected standard |
| Reading | 68.4% | 23.1% |
| Writing | 74.8% | 17.7% |
| Grammar, Punctuation and Spelling | 76.9% | 33% |
| Mathematics | 72.7% | 24.7% |
| Combined R, W, Ma | 58.2% | 11% |

| % / Number | KS2 2017 Caversham Primary School Results | Greater depth |
|-----------------------------------|-------------------------------------------|-----------------------------------------------------------|
| | Met the new expected standard | Working at Greater Depth within the new expected standard |
| Reading | 95% | 59% |
| Writing | 85% | 36% |
| Grammar, Punctuation and Spelling | 92% | 52% |
| Mathematics | 95% | 52% |
| Combined R, W, Ma | 89% | 33% |

Leadership & Management Structure

| Be healthy Annie Hanson | Stay safe Ruth Perry | Enjoy and achieve Jo Grover | Make a positive contribution Philippa Sutton | Achieve economic well-being Clare Jones |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Promote this aspect of ECM PE PSHE Healthy Schools standards Sex Ed Drugs Ed School Travel Plan</p> <p>School Development Work Lunchtime and lunchboxes (Spring)</p> <p>Self Evaluation 4a. Healthy lunchbox 4a. Healthy lifestyles 4a. Healthy School Standards</p> | <p>Promote this aspect of ECM Behaviour Health & Safety Anti racism First Aid</p> <p>School Development Work Safe Practices (all year)</p> <p>Self Evaluation 4c. Behaviour policy & records 4b. Racial incidents 4b. Incidents of bullying 4c. Attitudes 5c. Risk assessment 5c. Lunchtime arrangements 5c. Full review of pupil welfare</p> | <p>Promote this aspect of ECM The curriculum Creativity Gifted & Talented SEN Assessment Learning difficulties EAL MFL Parent Involvement Early Years Foundation Stage Thinking Skills Quality Mark</p> <p>School Development Work Spelling ICT Outdoor play provision</p> <p>Self Evaluation 3a. Standards in Foundation Stage and Foundation Subjects 5a. Scrutiny of medium term plans 5a. Teaching & Learning in Foundation Stage and Foundation Subjects 5b. Scrutiny of presentation 5b. Artsmark Assessment 5a. Scrutiny of medium term plans 5b. Homework 5b. Review of maps and timings</p> | <p>Promote this aspect of ECM Citizenship ECO Multi Cultural Ed Display Global Links School Council Library</p> <p>School Development Work Multi Cultural Week (summer) ECO and Travel Plan (ongoing) Planned fundraising (ongoing) Display (ongoing)</p> <p>Self Evaluation 4c. Full review of spiritual education 4c. Full review of moral education Review of school council effectiveness 4d. Contributing to the Community</p> | <p>Promote this aspect of ECM Circle time School Council Buddy system Curricular opportunities</p> <p>School Development Work School Council Fundraising Group</p> <p>Self Evaluation 4e. Review of achieving economic well-being</p> |

Staff Development Programme

SLT Weekly Meetings 2015-2016

| MONTH | SLT MEETINGS | MONTH | SLT MEETINGS |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------|
| September | CLT: Priorities, end of year data, Performance Management, TA Performance Management, Parent Questionnaire, At Risk pupils 1-1, Finance: Bursar, EYFS Curriculum, FSM & SEN, KS1 Pupil Progress | March | BIG Rock Focus Groups 2, 3 |
| October | KS2 Curriculum, Pupil Progress, FSM & SEN, Big Rock 1: Curriculum & Assessment | April | 1-1 pupils, Pupils at risk of not making progress, Performance Management |
| November | BIG Rock Focus Groups 2, 3, Computing Curriculum, English Curriculum | May | |
| December | BIG Rock Focus Groups 2, 3 maths Curriculum, Science Curriculum | June | |
| January | Safeguarding, FFT, Data, EYFS Planning | July | |
| February | KS1 Planning, KS2 Planning, Big Rock 1 | | |

Staff Weekly Meetings 2015-2016

| MONTH | STAFF MEETINGS | MONTH | STAFF MEETINGS |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| September | Performance Management, Behaviour Maps, KS Meeting, Parents' Evenings, Outdoor Learning | March | RE Curriculum, PSHE & Circle Time, Music Policy and curriculum, G&T Policy, Moderation of writing- cross Caversham schools |
| October | Parents' meetings, Rights and Responsibilities, Marking Policy, Safeguarding, Assessment, ICT & Science, Homework, Maths planning | April | Geography and History Curricula |
| November | Parents' meetings, Reading, Writing, Spelling, Handwriting Policy, Moderation of Writing, SIMS data analysis, Maths assessment | May | DT Curriculum, MFL Curriculum, ASD, SHARE, PSHE Moderation of maths- cross Caversham schools Planning History/ Geography/ Drama Day |
| December | RE Curriculum, Writing Moderation, SHARE, History Policy, Circle Time, Community Cohesion, ICT & Science Assessment | June | Maths book scrutiny, Assessment Policy, Behaviour Management Policy, Sex Ed Policy, Reading/ Writing Moderation, SEN Policy, Performance Management Reviews Inset: Curriculum Planning, Life Coach: work/life balance |
| January | Performance Management, Computing, PE Curriculum | July | Handing Up, Handing Down, G&T, Performance Management Reviews |
| February | Drama new Curriculum and Policy, Art Curriculum | | |

INSET Days 2016-2017

| AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--------------------------------------------------------------|----------------------------------------------------|-----------------------------------|----------|------------|--------------------------|
| Inset 04-09-2016 Performance Management of Teachers | 21-10-2016 Safeguarding, Curriculum Planning | 04-01-2017 First Aid | - | 06.06.2016 | 25.07.2016 25.07.2016 |
| | | Twilights: CSE/ FGM, Safeguarding | | | |

SLT Weekly Meetings 2016-2017

| MONTH | SLT MEETINGS | MONTH | SLT MEETINGS |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------|
| September | CLT: Priorities, end of year data, Performance Management, TA Performance Management, Parent Questionnaire, At Risk pupils 1-1, Finance: Bursar, EYFS Curriculum, FSM & SEN, KS1 Pupil Progress | March | BIG Rock Focus Groups 2, 3 |
| October | KS2 Curriculum, Pupil Progress, FSM & SEN, Big Rock 1: Curriculum & Assessment, ITrack Training | April | 1-1 pupils, Pupils at risk of not making progress, Performance Management |
| November | BIG Rock Focus Groups 2, 3, Computing Curriculum, English Curriculum, ITrack Training | May | |
| December | BIG Rock Focus Groups 2, 3 maths Curriculum, Science Curriculum | June | |
| January | Safeguarding, FFT, Data, EYFS Planning | July | |
| February | KS1 Planning, KS2 Planning, Big Rock 1 | | |

Staff Weekly Meetings 2016-2017

| MONTH | STAFF MEETINGS | MONTH | STAFF MEETINGS |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------|
| September | Performance Management, Behaviour Maps, KS Meeting, Parents' Evenings, Outdoor Learning | March | RE Curriculum, PSHE & Circle Time, Music Policy and curriculum, G&T Policy, Moderation of writing- cross Caversham schools |
| October | Parents' meetings, Rights and Responsibilities, Marking Policy, Safeguarding, Assessment, ICT & Science, Homework, Maths planning, ITrack Training | April | Geography and History Curricula |

| | | | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| November | Parents' meetings, Reading, Writing, Spelling, Handwriting Policy, Moderation of Writing, SIMS data analysis, Maths assessment, ITrack Training | May | DT Curriculum, MFL Curriculum, ASD, SHARE, PSHE Moderation of maths- cross Caversham schools Planning History/ Geography/ Drama Day |
| December | RE Curriculum, Writing Moderation, SHARE, History Policy, Circle Time, Community Cohesion, ICT & Science Assessment | June | Maths book scrutiny, Assessment Policy, Behaviour Management Policy, Sex Ed Policy, Reading/ Writing Moderation, SEN Policy, Performance Management Reviews Inset: Curriculum Planning, Life Coach: stress management |
| January | Performance Management, Computing, PE Curriculum | July | Handing Up, Handing Down, G&T, Performance Management Reviews |
| February | Drama new Curriculum and Policy, Art Curriculum | | |

SLT Weekly Meetings 2017-2018

| MONTH | SLT MEETINGS | MONTH | SLT MEETINGS |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------|
| September | CLT: Priorities, end of year data, SEF, Performance Management, TA Performance Management, Parent Questionnaire, At Risk pupils 1-1, Finance: Bursar, EYFS Curriculum, FSM & SEN, KS1 Pupil Progress | March | BIG Rock Focus Groups 2, 3 |
| October | KS2 Curriculum, Pupil Progress, FSM & SEN, Big Rock 1 | April | 1-1 pupils, Pupils at risk of not making progress, Performance Management |
| November | SEF, SIDP, BIG Rock Focus Groups 2, 3 | May | EYFS Lesson Observations |
| December | BIG Rock Focus Groups 2, 3 | June | EAL workshop, KS1 Lesson Obs/ Books, KS2 Lesson Obs/ Books, Big Rock 1 |
| January | Safeguarding, Data, EYFS Planning, Topic books | July | Evaluation |
| February | KS1 Planning, KS2 Planning, Big Rock 1: | | |

Staff Weekly Meetings 2017-2018

| MONTH | STAFF MEETINGS | MONTH | STAFF MEETINGS |
|-----------|-----------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------|
| September | Performance Management, Team Teach, Behaviour Maps, KS Meeting, Parents' Evenings, academy meeting | March | RE, PSHE, Drama, G&T, Science, SEND Moderation, Assessment, Maths book scrutiny |
| October | Parents' evenings, Rights & Responsibilities, Marking Policy, EYFS, Science Assessment, maths assessment, | April | Sex Ed Policy, Athletics, NQT, PPA, Staff Induction policies, Report Writing |

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| | Safeguarding, Behaviour | | |
| November | English policies, SEN, Data, G&T, IT policies, RE, Moderation of writing | May | Grammar, SEN planning, |
| December | KS Meetings, SEF, curriculum review, Computing, VLE | June | Maths, assessment, Behaviour Management Policy, Assessment Policy, EAL Workshop, Writing moderation, SEN Report, Performance Management Reviews |
| January | Assessment foundation subjects, English book scrutiny | July | Handing Up, Handing Down, G&T, Performance Management Reviews |
| February | PSHE/ SHARE, English, Assessment, Art, Global Citizenship | | |