



Elburton School Improvement Plan 2015-2018

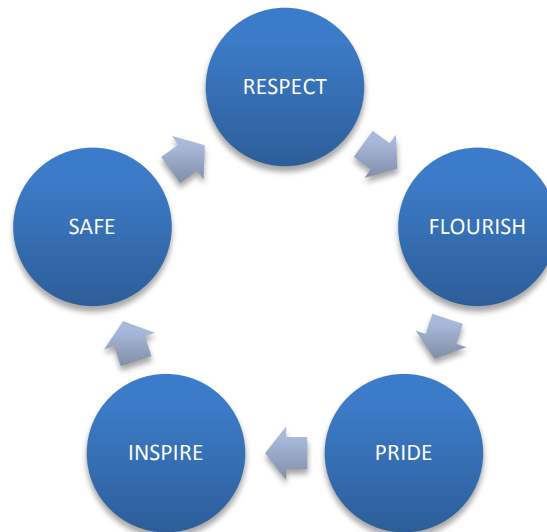


Contents

Strategic Direction 2015-20		3
Mission Statement		5
School Challenges 2015 -18		6
Projected Budget 2015-18		11
Staffing September 2015		14
Governors September 2015		15
Communication POD	Literacy	16
	SEND	23
	MFL	25
Logic and Thinking POD	Maths	27
	Science	32
	Gifted and Talented	34
Creativity POD	Art	36
	Music	37
	PE	38
	DT	39
Community and Culture POD	PHSE	41
	RE	41
	Geography	42
	History	42
	Global Citizenship	43
ICT POD		45
Early Years		51
Intervention		54
Latest OfSED report		57

ELBURTON PRIMARY SCHOOL ACADEMY STRATEGIC DIRECTION 2015 – 2020

Inspiring today's children for tomorrow's world



Elburton Primary School Academy is led by the governing body and leadership team who have a clear vision for the school and ability and experience to secure the commitment of all stakeholders to that vision.

Education and the way we teach our pupils is changing rapidly and it is important that we consider how our school can adapt to best serve our pupils. In considering the next five years for Elburton Primary School Academy we have attempted to draw some educated conclusions about the direction of the school and those areas we are actively seeking to develop and strengthen.

We will continue to:

- take advantage of the freedoms and flexibilities of Academy status,
- develop links with other Academies through possible MAT/Sponsorship,
- ensure there is sufficient capacity to contribute to and develop our Teaching School status,
- ensure leadership and management continue to sustain high quality impact
- ensure governance systems meet the needs of the Academy
- develop governors' understanding of the school
- take account of views of staff and parents
- remain an integral part of the community.

The School Improvement Plan sets out the schools specific Action Plans for the years 2015-2018. The plan is developed through discussion and consultation with staff and governors.

Standards

- Aim to maintain outstanding status
- Continue to develop new curriculum; how we are going to support this to prepare our pupils for the next stage of their education

- Ensure school has sufficient resources to deliver curriculum
- Keep up to date with IT developments
- Gifted and talented children to be given relevant and challenging opportunities
- Develop further international links
- Intervention -

Finance

- Source and secure capital bids/grants/lottery funding to develop and improve the fabric of the school to provide the highest quality of resources possible for our pupils
- Continue to closely scrutinise and monitor all financial matters and ensure financial stability

Premises

- Continue to maintain school and ensure it is in good order.
- Consider future development of the school to provide the best facilities possible for our pupils and staff
- Maintain green space
- Research opportunities to increase energy efficiency of buildings through renewable energy

Mission Statement:

“Inspiring today’s children for tomorrow’s world”

Inspire

We will inspire each other to do the best
We will support each other to set high standards
We will have open minds to new ideas and challenges in the world around us
We will inspire each other to become independent, self-motivated and confident in our own abilities

Pride

We will take pride in how we present ourselves and all our achievements
We are proud to belong to the school and the local community
We take pride from our active participation
We take pride in always doing the best we can

Flourish

We have high expectations in all we do and how we do things
We will experience a broad, balanced curriculum with exciting experiences
We will learn how to live, work and play together and learn from each other
We will achieve the very best we can attaining personal milestones even if they are small steps

Safe

We provide a safe, friendly and supportive environment in which to thrive
We foster a nurturing environment in which positive relationships meet all pupils’ needs
We will build happy and positive relationships where pupils feel secure to be wrong!
We will build a community where all feel safe and free from fear

Respect

We value all, irrespective of individual differences
We will show good manners and courtesy to all and take responsibility for our actions
We will respect ourselves through trying our best to be healthy, active and confident
We recognise and promote fundamental British values of tolerance, fair play and being truthful

School Challenges 2015 – 2018

The same challenges are published for both the Success Plan and Improvement Plan. In future years the Success Plans Challenges may be adjusted but it is essential that the following targets listed below are the focus of the school's work from 2015 -18. Implementation measures to tackle the challenges will be detailed by Pod and Curricular leaders in light of annual factors such as monitoring, standards review, and change of staff or school/national priorities.

Key Aim

In January 2014 the school achieved an "Outstanding" judgement for the second time. This is a judgement of which we are very proud and one we do not take lightly. The current Ofsted framework removes "outstanding" schools from the section 5 framework but allows a section 8 inspection to be called for the school following "health checks" on differing aspects of the school's performance. We need to continue to ensure that all the school achieves continues to be of the highest standard at all times and we never accept second best for the school community. The key target for the school is to continue and build on the school's outstanding status:

- To further improve standards aspiring to be significantly above national averages
- To ensure that the school matches all outstanding statements in the Ofsted Inspection Framework and responds to all changes in inspection requirements promptly
- To reflect the strengths and challenges of the school through robust self-evaluation

Whole School Strategic Vision

There will be challenges to the school in the future as budgets are furthered tightened. This financial year has seen significant increases in the contribution the school makes as employer for pensions and NI. There have also been pay increases plus incremental drift. We have seen a reduction in the pupil premium fund and also minimum funding guarantee. The financial position of the school will put pressure on existing staffing and resourcing and impact on future plans. It is essential that prudent budgetary planning continues and that opportunities to generate income are explored.

- Long term effective financial planning monitored closely to ensure that the school in medium term is able to sustain itself financially and any reduction in funding is appropriately planned for

The school as an Academy has enjoyed many freedoms coupled with extra responsibilities. This has enhanced the position and strengths of the school and enabled the school to confidently plan its future. The school is actively looking at how it grows in the future and whether it applies to become a Multi Academy Trust with sponsoring status. This could enable the school to develop the role as a National Teaching School and National Support School. Whatever direction the school takes it must be for the benefit of pupils and the capacity of staff and governors.

- To resolve whether the school becomes a Multi Academy Trust and actively seeks opportunities to combine with other schools whether by mutual agreement or through becoming a sponsoring Academy

The strategic vision for the future development of the school aims to provide appropriate accommodation for the size and number of pupils and staff at the school. There is a need to develop spaces and classroom at the school to reflect the increase in numbers that have occurred over the past 10 years as the schools PAN increased from 52 to 60. The school has had 3 temporary buildings used for classes which are over 40 years old and are now in need of considerable expenditure for there continues viability. The multi-use hall (Assemblies, PE, Drama and Dining) is undersized having been built when the school had 8 classes. The school is heavily oversubscribed and coupled with expansion of housing in the area pressure for places will continue. This may result in some year groups having more than 60 pupils as a result of exceptional circumstances. Already there are 428 pupils at the school with a PAN of 420. There is and will be for the foreseeable future pressure on numbers at the school. It will continue to put pressure on the physical capacity of the school and the school must continue to press for upgrading of the school buildings to ensure that pupils and staff are housed in modern efficient buildings fit for purpose.

Relocation of the existing Year 3 and Year 5 classes from their temporary blocks to a new permanent infill block between the school and Key Stage 2 area will help meet the vision of the school by:

- Extending the capacity of the school and resolving issues caused by over-subscription.
- Improving inclusion of Year 3 and Year 5 students with the rest of the school.
- Providing an improved learning and play environment for pupils.
- Free up external areas for external activities and future growth.
- Improving sustainability characteristics of school by reducing heating and running costs of the school.

The Governors have consulted with professional bodies to produce the best sustainable project to meet present and future needs of the school. Planning permission has already been obtained for the development of the school.

The Governors have consulted with professional bodies to produce the best sustainable project to meet present and future needs of the school. Planning permission has already been obtained for the development of the school

- To continue to press for up grading of the school ensuring that facilities offered to pupils are modern, well maintained and fit for purpose in the 21st century

The school continues to attain highly at all levels and in all subjects, however, there are areas that the school needs to concentrate on and strive to have greater success never becoming complacent. The school's pupil progress system links regular assessment of pupils, focused interventions on underperformance and six weekly formal reviews of all pupils. This system ensures that all underperformance regardless of gender, deprivation and ethnicity is challenged and monitored.

- To aspire for pupils to achieve at least two levels progress (or equivalent) between the end of Key Stage 1 and 2
- To ensure that attainment is above average in all areas at the end of Key Stage 1 and 2
- To aspire to attain 100% annually in the phonics screening at the end of year 1
- For Early Learning Goal attainments to be above national and local averages
- Ensure rigorous evaluation underachievement in all groups closing and gaps in achievement for any group

As is detailed under assessments the impact of the new National Curriculum and assessments has yet to fully bed in and for us to be clear about what assessments will look like. However, from the school's own self- evaluation and pre-existing data the following challenges present themselves to the school

Specific Curricular Overarching Aims

Literacy

There have been considerable improvements in literacy and in particular writing.

The high expectations and standards in writing can now be seen consistently throughout the curriculum. There have been significant improvements in standards of writing in the school and they compare very favourable at all key stages to national averages. A (old assessment procedures) 2 aps gap between writing and reading occurs at year 1 and continues through other years. This is similar to that experienced nationally but as a school we are looking to identify the factors that cause that gap and whether it could be lessened.

The end of Key Stage 2 tests for Spelling, punctuation and grammar (SPAG) have compared very favourably with national averages. A challenge for the school is to develop systems to identify and monitored the standards in SPAG at the end of each year group.

Reading standards in the school are high and through evaluation it has been decided that greater emphasis on comprehension, beyond the literal, needs to be further developed. The school has undertaken and is implementing reciprocal reading ideas to further improve writing. The school is not complacent with these improvements and aims to ensure that attainment is significantly above national averages and progress high.

- L1. To ensure that standards in writing and reading measured by end of key stage assessments remain consistently above national averages and in particular increase the number of higher attaining children and ensure that all pupils make (and for a significant number progress is greater) than the expected progress between the end of Key stage 1 and 2

- L2. To embed the teaching of phonics fully throughout the school enhancing spelling, reading and writing aspiring to 100% of pupils attaining the phonics screening pass score in year 1
- L3. To develop the teaching and assessment of SPAG at each year group, identifying and assessing end of year expectations
- L4. To ensure that attainment in literacy linked ELGs, at the end of Early Years, is above national and local averages
- L5. To further improve reading standards by fostering a love of reading and developing comprehension skills beyond the literal using principles of reciprocal reading
- L6. To ensure that through rigorous monitoring of progress and attainment any gaps in learning for individuals or groups are addressed through the schools staged intervention programme

Maths

Over the past few years the rate improving standards in maths has not been as rapid as literacy. Staff are to be congratulated on how they have re-planned the curriculum to ensure the implementation of the new requirements of maths in the new national curriculum. This has resulted in the teaching of many mathematical concepts earlier than in previous years. As has been mentioned elsewhere, across the curriculum the school is resolving many of the issues surrounding Age Related Expectations and in particular what is mastery and how progress is to be measured. This issue is at its most pertinent in maths.

There is a very small group of pupils (often girls) who are making less progress than their peers. Analysis has shown that a significant percentage of these pupils have had speech and language input at a young age (often pre-school) and we have noted this support concentrates on developing expressive rather than the abstract conceptual language needed further up the school when dealing with mathematical concepts. School intervention to develop speaking skills will now ensure there is also a focus on this. We are introducing a maths intervention programme, "Counting to Calculating", for underperforming pupils in year 2 and 3. We also expected the use of Numicon to aid pupils moving from concrete to abstract learning at all levels of ability and in all year groups.

There will be emphasis on ensuring children can calculate accurately and increasingly apply and explain how maths is used in differing situations.

- M1. To ensure that standards in maths measured by end of key stage assessments remain consistently above national averages and in particular increase the number of higher attaining children and ensure that all pupils make (and for a significant number progress is greater) than the expected progress between the end of Key stage 1 and 2
- M2. To embed the use of Numicon throughout the school with all ages and ability groups to encourage deeper thinking and understanding of mathematical concepts
- M3. To ensure that attainment in maths linked ELGs, at the end of Early Years, is above national and local averages
- M4. To ensure that through rigorous monitoring of progress and attainment any gaps in learning for individuals or groups are addressed through the schools staged intervention programme

Computer Sciences

The school has introduced a piece of software named "Scratch" to help promote the teaching of computer sciences. This still needs to embed further as staff and pupils skills in implementing this program are further refined and developed. Foundation and year 1 are well equipped with computer bays and the well-resourced computer suite enables whole class teaching of computer skills.

The next three years will see the purchase of portable computer equipment to enhance and replace the hardware we have at the moment. This has been a long process as there are significant financial implications in ensuring we purchase the appropriate technology for the school. It is important that we always ensure that the curriculum is not driven by technology but we use technology to enhance the curriculum experiences of our pupils. We need to ensure that IT is further embedded within the planning for all curricular areas of the school.

- C1. To embed and further develop staff and pupils skills in computer sciences initially using the software package “Scratch”
- C2. To purchase portable hardware and so enhance the use of IT throughout the school and across the curriculum
- C3. To resolve assessment issues with AREs and so ensure that there are high expectations for the teaching and learning of IT

Tackling under achievement

The school is determined to remove barriers to learning and in so doing reduce gaps of attainment for any individual and group. As such the school has used GAG and pupil premium funding to develop the intervention offered to pupils where academic progress is impeded by social, emotional, mental or health issues.

The school has developed a stage approach to intervention. All pupils are reviewed every half term through Pupil Progress meetings. From this appropriate strategies to tackle under performance are agreed and these can be staged to differing degrees of intervention; from class based, TA support to the use of the Intervention Team or Family Support Worker. There are also regular referral meetings between the pupil progress meetings to address any new or emerging issues.

The school has developed a range of programmes to support pupils finding aspects of school life difficult. The school will also engage the use of external specialist agencies when necessary.

The school reviews the progress of those pupils eligible for Pupil Premium funding and depending on need will help to address their needs in a variety of ways including 1:1 support.

Closing the gap tackling under performance

- I1. To continue to develop the Pupil Progress process to ensure that any underachievement is identified and appropriate interventions are identified
- I2. To monitor the impact of any intervention
- I3. To implement and train staff for more specialist interventions
- I4. To review the use and impact of TAs in supporting interventions at all levels
- I5. To ensure that appropriate measures are deployed and closely monitored to reduce any gaps in attainment

Broad and Balanced Curriculum

The generic challenges for the other curricular areas are similar. These subjects are: Science, PE, Art, Music, MFL, History, Geography, DT and RE. The school would also add PSHE to this group of schools.

Individual curricular area development areas are identified in the detailed targeting for each subject within both the annual School Success Plan and the three year School Improvement Plans.

Each curricular area has been reviewed and re-planned as a result of changes to the National Curriculum. This has been a huge undertaking and the new areas will take time to bed in and staff will adjust these as they review medium term plans throughout the year. Curricular leaders and PODs will be required to evaluate the impact of the new areas of study including lesson observation, planning, resources and pupils work. Potential modification of the curriculum will be necessary and training identified and planned. This is expected to be completed in a three year cycle for all subjects.

The school needs to further develop and refine assessment procedures of AREs in each subject.

In reference to Ofsted 2014 opportunities need to be found for pupils skills in Literacy and maths to be applied across the wider curriculum.

- BC1. To review the effectiveness of the teaching of each of the curricular areas listed above

BC2. To deliver focused INSET on areas identified for development

BC3. To ensure that planning shows progression and development of skills in each curricular area

BC4. To further develop a consistent and manageable assessment process

BC5. To develop a scheme for the consistent delivery of PSHE after evaluating the current areas being taught

Assessment

Elburton School, as all schools, in England has had to respond to the new National Curriculum and the challenges this has presented the school with. Staff are to be congratulated at how effectively they are planning for the requirements of the new national curriculum. The next step now is probably a greater challenge as we work in an environment where assessments are without levels but by Age Related Expectations.

This presents challenges for the school and clearly stated in work by Chris Quigley which is paraphrased here.

Understanding the new paradigm of progress is our first challenge. Our second is that there is the misapprehension that the year group programmes of study represent national expectations. In fact there are only two national expectations in the revised curriculum: key stage 1 and key stage 2. The attainment target for each subject is that pupils are fluent in the content of the curriculum by the end of the key stage. Some children may take longer than others to fully understand a concept but that does not mean that they won't understand it by the end of the key stage. This leaves us with a major question: how do we assess progress within a key stage?

Our third challenge is that the most important aspect of each subject, the purpose and aims of study, is the least read and understood part of the curriculum. It is, in fact, where we will find our key learning objectives and assessment foci. For example, the purpose of teaching writing is to produce writers, who have a number of key traits and skills. These can be found in the purpose and aims of study.

Our fourth challenge is that the national curriculum does not distinguish between breadth of study (coverage) and expectation. Everything is lumped together into a "programme of study". This is a major problem for assessment. It is almost impossible to assess coverage as it includes no qualitative statements against which pupils' abilities can be compared. Coverage needs to be monitored, but monitoring is not the same as assessment. We therefore need to remove coverage from the assessment process and concentrate on whether pupils are developing a depth of understanding in the key expected outcomes.

The fifth challenge is knowing which parts of the curriculum to assess. We will continue to use Pupil tracker to aid this process at the school.

Overcoming these challenges is not as daunting as it may seem. The following prioritises what we need to achieve. Many of these have already begun to be tackled by the school but over the next three years each of these challenges will be met in each curricular area.

A1. Categorise the curriculum: this helps us to know what needs to be assessed. Consider: coverage (which should be monitored), processes (which should be informally assessed and not necessarily recorded), and outcomes (which should be formally assessed)

A2. Use the purpose and aims of study section of the national curriculum to identify key learning objectives. These are not year group-specific and will develop through all content across all the year groups. These will also form the key assessment foci.

A3. Use the programmes of study to create milestones for progress. For each of the key learning objectives, decide what children should know, do and understand at each milestone.

A4. Define cognitive domains to show depth or mastery of learning at each milestone. We call these domains Basic, Advancing and Deep.

A5. Track pupils' depth of learning at each milestone.

A6. Answer the two key questions that underpin progress: first, will pupils meet or master end-of-key stage expectations? And second, how well have pupils progressed from their starting points?

As a school we will continue to have high expectations of our pupils and through assessment ensure we continue to achieve high levels of attainment and progress.

2015-2018 Projected Budget

These figures are all based on the set budget for 2015-16 and make many assumptions on income and expenditure. As can be seen to balance the books we are dependent on annual carry forward figures. There are lots of assumptions in the income and expenditure lines. Detailed annual budgets in the School Success Plan will more clearly set with more accurate figures.

At the end of November 2015 we will be clear about how the government plans to fund education for the next three years with the publishing of the spending review. We cannot expect any additional funding and as stated there are at the moment many unknowns re: continued funding of grant led areas

Through cutting the projected budget 2016-17 a continued surplus position for the school can be achieved through the three year period. There will be variances on the carry forward figures as annual carry forwards become clear.

Whether we should continue to show a £30,000 redundancy reserve

Cost Centre Description	Set Budget 2015-16	Projected 2016-2017	Projected 2017-2018	
Brought Forward	-192,831.00	-155,385	-128,985	
I1 GAG Funding (incl £28098 FSM re F-Y6)	-1,337,886.00	-1,337,886.00	-1,337,886.00	Government has stated it will fund actual cash terms. This assumes numbers remain constant for the 3 years.
I2 Education Services Grant	-56,318.00	-56,318.00	-56,318.00	This may vary depending on PCC School's Forum budget planning and government spending. Assume this may stay similar.
I2 EFA School Meals Allocation & Profit	-91,000.00	-91,000.00	-91,000.00	Confident that this will stay constant
I2 EFA PE Grant	-9,695.00			It is expected this will end in 2016
I2 EFA Rates Reimbursement	-3,000.00			This is an in/out
I2 KS1 Free School Meals	0	0	0	
I3 Pupil Premium	-60,980.00	-80,000.00	-80,000.00	This fluctuates and is dependent on government support based on average over past three years
I4 Bank Interest	-200	-200	-200	
I4 General Income	-6,000.00	-6,000.00	-6,000.00	This may increase due to TE Ofsted role, DB NLE and other incomes from support work plus SCITT
I4 Klub Kidz	-70,000.00	-70,000.00	-70,000.00	Assuming fees remain constant
I4 Lettings Income	-2,000.00	-2,000.00	-2,000.00	
I4 Stepping Stones Rent	-5,250.00	-5,250.00	-5,250.00	Assume constant
I5 SEN	-8,917.00	-6,000	-6,000	It is expected this will decrease as statemented pupils leave – there is a harder criteria for pupils to gain EHCs
I6 British Council Global Grant	-5,200.00	-5,200.00		Assume that we will be successful in year 3 of the Connecting Classrooms project
I8 Devolved Capital Income	-8,691.00	-8,691.00	-8,691.00	Assume this will continue at existing rate
Total Income	-1,857,968.00	-1,823,930	-1,792,330	
X1 Teaching Staff	892,000.00	935340	954046	Assuming 2% increase annually (1% pay and 1% incremental drift). Also increase 2016/7 with return of PA
X2 Ensuring Curriculum Standards	30,000.00	25000	25000	
X2 Teacher Sickness	10,000.00	10000	10000	
X3 IT Technician	7,000.00	7105	7212	1.5% increase annually (1% pay 0.5% incremental drift)
X3 Teaching Assistants	222,000.00	220000	223330	1.5% increase annually (1% pay 0.5% incremental drift)
X4 Premises Staff	43,000.00	43645	44300	1.5% increase annually (1% pay 0.5% incremental drift)
X5 Admin Staff	88,000.00	89320	90660	1.5% increase annually (1% pay 0.5% incremental drift)
X7 Mealtime Assistants	33,000.00	33495	33998	1.5% increase annually (1% pay 0.5% incremental drift)
X8 Klub Kidz Staff Costs	37,000.00	37555	38118	1.5% increase annually (1% pay 0.5% incremental drift)
X9 Duty Meals	800	800	800	

X9 Recruitment Cost	3,250.00	3250	3250	
X9 Travel	750	750	750	
X10 Training	6,000.00	6000	6000	
X11 Supply Teacher Insurance	9,500.00	9500	9500	Will alter on an annual basis if there are claims
X12 Maintenance Contracts	5,000.00	5075	5151	Assume 1.5% annual inflation
X12 Repairs & Improvements	20,000.00	14000	14000	Assume 1.5% annual inflation
X13 Grounds Maintenance	3,500.00	3553	3606	Assume 1.5% annual inflation
X14 Cleaning Materials	3,500.00	3553	3606	Assume 1.5% annual inflation
X15 Water Rates	8,800.00	8932	9066	Assume 1.5% annual inflation
X16 Electricity	10,000.00	10150	10302	Assume 1.5% annual inflation
X16 Gas	7,500.00	7613	7727	Assume 1.5% annual inflation
X17 Rates	3,000.00			Cancelled out by income in I2
X18 Refuse & Hygiene	3,500.00	3553	3606	Assume 1.5% annual inflation
X18 Security	2,700.00	2741	2782	Assume 1.5% annual inflation
X19 Art	2,000.00	2000	2000	
X19 Assessment/Testing	1,000.00	1000	1000	
X19 Curriculum Photocopying	5,000.00	5075	5151	Assume 1.5% annual inflation
X19 Curriculum Subscriptions	500	508	515	Assume 1.5% annual inflation
X19 Design Technology	200	200	200	
X19 Early Years	1,885.00	1885	1885	
X19 Educational Visits Costs	500	500	500	
X19 Furniture	6,000.00	3000	3000	
X19 Geography	250	250	250	
X19 Gifted & Talented	200	200	200	
X19 Global Citizenship	5,200.00	5200		Assuming Connecting Classrooms ends see
X19 Headteacher	500	500	500	
X19 History	350	350	350	
X19 Intervention	485	485	485	
X19 Literacy	2,050.00	2050	2050	
X19 Modern Foreign Languages	0	0	0	
X19 Music	680	680	680	
X19 Numeracy	2,800.00	2800	2800	
X19 PE	9,695.00			Assuming no grant see
X19 PE	450	450	450	
X19 PSE	0	0	0	
X19 Pupil Premium Costs	15,000.00	15000	15000	
X19 RE	200	200	200	
X19 Science	1,400.00	1400	1400	
X19 Theme Days	1,000.00	1000	1000	
X19 Year 1 Consumables	600	600	600	
X19 Year 2 Consumables	600	600	600	
X19 Year 3 Consumables	600	600	600	
X19 Year 4 Consumables	600	600	600	
X19 Year 5 Consumables	600	600	600	
X19 Year 6 Consumables	600	600	600	
X19 Year F-6 Consumables	2,200.00	2200	2200	
X19 Year Foundation Consumables	600	600	600	
X20 IT Hardware & Utilities	35,000.00	20000	20000	
X20 IT Licences & Support	16,000.00	16000	16000	
X21 First Aid	500	500	500	
X21 Office Costs	12,000.00	12000	12000	
X21 Reprographics	3,000.00	3000	3000	
X22 Insurance	18,900.00	18900	18900	
X23 Klub Kidz Resources	6,000.00	6000	6000	
X23 Swimming Pool	500	500	500	
X24 Free School Meals	50,000.00	50000	50000	If increases income should also correspondingly increase
X24 PCC Catering	4,847.00	4920	4994	Assume 1.5% annual inflation
X24 PCC Catering	8,100.00	8222	8345	Assume 1.5% annual inflation
X25 Curriculum SLAs	9,500.00	9643	9787	Assume 1.5% annual inflation
X26 External Consultancy	2,000.00	2030	2060	Assume 1.5% annual inflation
X26 Past Pension Deficit	12,000.00			Anticipated cleared
X26 Support SLAs	32,000.00	32480	32967	Assume 1.5% annual inflation
X28 Devolved Capital	8,691.00	8691	8691	

Total Expenditure	1,732,583	1724945	1746569	
Planned Contingency	-125,385	-98985	-45761	
Redundancy Reserve	-30,000	-30000	-30000	
Planned c/f	-155,385	-128985	-75761	

Staffing Structure September 2015

Head teacher:	Mr D Bradford	
Deputy Head teacher:	Mr A Epps	Year 6
Assistant Head teacher:	Mr K Smithers	Foundation

Teaching Staff:

Mrs R Light	Year 6	Miss N Jones	Year 6	
Miss E Greatrex	Year 5	Mrs S Bates	Year 5	
Miss E Marriott	Year 4	Miss A Norton	Year 4	
Miss A Collinson	Year 3	Mr S Griggs	Year 3	
Mrs H Holmes	Year 2	Miss E Hawkings	Year 2	
Mrs A Baldwin	Year 1	Miss H Pickup	Year 1	
Mr K Smithers	Foundation	Mrs C Churchill 0.6	Mrs T Sammels 0.4	Foundation
Mrs T Hatch 0.4	additional teaching year 2			
Mrs E Johnson 0.4	additional teaching year 1 and 0.2 Assistant Head leadership time Foundation			
Mrs L Sumner 0.5	Pupil Premium and KS2 Support			
Mrs S Lakey 0.8	Intervention Leader			
Mrs L Booth 0.4	Pupil Premium KS2			

Business Manager:	Mrs L Worthington			
Administration Team:	Mrs J Rickard	Mrs S Patrick	Mr K Park	
Family Support Worker:	Mrs J Williams			
ICT Support:	Mrs D Harvey	Resource Assistant:		Mrs H Freeman

Teaching Assistants:	Mrs T Fox	Mrs D Stone	Mrs S Hill	Mrs H Jennings
	Mrs J Oram	Mrs A Ferme	Mrs P Warren-Smith	Mrs D Churchill
	Ms B Pyman	Mrs V Preston	Mrs V Preston	Mrs D Freeman
	Mrs X Causon	Mrs M Hawkins	Mrs M Hawkins	Mrs L Rich
	Mrs N Westlake	Mrs B Moss	Mrs B Moss	Mrs L Yabsley
	Mrs A Ingleheart	Mrs K Rhodes	Mrs K Hall	Mrs G Sheridan
	Mrs N Williams	Mrs L Oram	Mrs R Clark	Mrs L Senior

Senior Mealtime Assistants:	Mrs J Palmer			
Mealtime Assistants:	Ms J Saunders	Mrs R Pyman	Mrs J O'Mara	Mrs K Fraser
	Mrs P Warren-Smith	Mrs H Jennings	Mrs N Kirk	Miss N Camp
	Mrs J Buchart	Mrs R Clark	Mrs K Smith	Mrs X Causon
	Mrs N O'Carroll	Mrs N Smith	Mrs P Warren-Smith	Mrs L Abbott

Maintenance Supervisor:	Mr N Carter			
Cleaner in charge:	Miss N Camp	Cleaners:	Mrs N Kirk	Miss S Sinclair

Klub Kidz Manager:	Mrs L Yabsley	Assistant Manager:	Mrs M Clark
Play Workers:	Mrs M Thomsett	Mrs C Beale	Miss R Butchart
	Miss V Hoskins	Miss J Yabsley	Mr P Hahn
	Miss L Hill		

Governors as of 1st September 2015

Appointed

Frieda Court: Chair of Governors

Caroline Adams: Vice Chair

Carolyn Haynes: Chair of Finance and Personnel Com.

Darren Green: Chair of Premises Committee

John Senior

Val Gregory

Vivian Pengelly

Parent

John Dobson

Stacey Lovejoy

Sean Drake

Keith Pullan

Chris Hall

Staff

Johanna Rickard: Chair of Curriculum Com.

Emma Marriott

Keith Smithers

David Bradford

Mrs Suzy Goode is the Clerk to the Governing body and Company Secretary and she and all other Governors may be contacted through the school.

Communication POD - Literacy

Focus: what we want to achieve	Ideas: how is it going to be achieved	Priority			Resource Implications	Challenges to achieve the focus
		2015-16	2016-17	2017-18		
Review taking note of the new National Curriculum	<ul style="list-style-type: none"> • Literacy planning sheet to be adapted to better fit the new curriculum. • Planning to state the new curriculum objectives for each year group. • KS2 to prioritise objectives and units for each year group to ensure coverage and progression. • Whole school INSET sessions to review existing Literacy planning and genres covered. • Literacy Leader to attend courses and gain an understanding of the new curriculum regarding Literacy. Knowledge gained to be shared and disseminated amongst staff members. • To attend Babcock subject leader's conference each term and keep in regular contact with Rebecca Cosgrove to share subject information. • To join the Somerset Literacy Trust and attend regular cluster meetings which discuss the new curriculum and teaching methodology. • Identify areas where Literacy can be taught through topics on medium term plans and year teaching and learning map. • Prioritise units to be covered and identify how these will meet the objectives stipulated in the new curriculum. • Hamilton Trust to be used a vehicle for replacing outdated units with the new planning and resources. • Ensure new curriculum meets the demands of the SATs tests and focuses on grammar – separate grammar and punctuation lessons. • Spelling roundabout to continue throughout KS2 – new resources to be purchased to meet demands of the new curriculum objectives. • To monitor the use of 'the write time' in teaching SPaG principles and ensuring longer pieces of writing are still taught. • To maximise the impact of the teaching school alliance by forming partnerships with local schools and the opportunity to share good practise through observations, curriculum review and creating shared visions to show progress. • Genre map to share centrally to monitor coverage across the school and to clearly identify progression. 	Ongoing.			<p><i>Training costs - £500 to attend subject leaders conference.</i></p> <p><i>New resources to support new curriculum - £500.</i></p> <p><i>Monitoring through school's monitoring budget.</i></p> <p><i>Member ship of the trust = £250 per annum.</i></p>	<p>Do we change things too early at the risk of things changing again?</p> <p>Importance of new curriculum meeting the new criteria of the SAT's at Key Stage 1 and Key Stage 2.</p> <p>Availability to resources – constantly changing as publishers are trying to meet the demands of the new curriculum. Review sample materials before purchasing any new materials.</p>
	•					

<p>To develop the teaching and assessment of SPAG at each year group, identifying and assessing end of year expectations.</p> <p>Introduce new tracking and assessment systems to ensure all teachers are assessing children using 'assessment without levels' (ARE).</p>	<ul style="list-style-type: none"> To update the guided reading assessment forms with new assessment without levels statements, which will be used to record children's progress during the reading roundabout sessions. To ensure all staff members are assessing writing using the assessment without levels criteria. Provide training to ensure all staff members are familiar in using the new assessment procedures. Year 2 and 6 children to attend Babcock training on the new curriculum in their year groups and access ideas for assessment and teaching. Regular moderation to take place, across a range of subjects, to ensure standards are consistent using the new ARE materials. ARE to be updated regularly using the school pupil tracker. ARE to replace levels in 2015 – 2016. Materials to be purchased to replace the QCA materials so that assessment procedures are in line with the new curriculum and in a similar format to those administered at KS1 and KS2 (SPaG test). To create a writing anthology throughout the school as a sample of year group expectations and to support new staff members 		2017 to have new assessment materials in place.		<p>£300 for new resources.</p> <p>QCA/ Test materials to be purchased using schools assessment budget.</p>	<p>Availability of test materials, currently the QCA aren't producing standardised materials.</p> <p>EM to liaise with other Literacy leaders to find best fit assessment materials, as there are so many out there. Which ones will work for our school?</p> <p>Expense issue – resources available are expensive, we don't want to purchase anything until we know that the resources are effective in assessing pupil progress.</p> <p>Transitional period for staff – staff need to be supported to extend their knowledge of ARE and assessment without levels.</p>
<p>To further improve standards of handwriting throughout the school.</p>	<ul style="list-style-type: none"> To write a handwriting policy for the school. Policy to include reference to left handed children and guidance on how to best support them To provide guidance for key stages with expectations for handwriting for each year group. To agree the language of handwriting throughout the school. To provide training for TA's to ensure that they are sharing the teaching staff's vision for teaching handwriting throughout the school. To provide resources for parents/ carers and signpost these on the school website. To purchase resources to support children with fine motor skills (SEND). To purchase resources to develop the correct pencil grip for those with difficulties. Maintain the membership to the national handwriting association. Purchase stickers and rewards to be used throughout the school to celebrate handwriting success. 	End of 2016.			<p>£150 for pen grips and rewards.</p> <p>(Licence from ICT budget)</p> <p>£30 per annum membership.</p>	<p>Consistency in teaching and expectation needs to be established so that handwriting is taught well throughout the school</p> <p>Agreement needs to take place regarding when joined handwriting is to be introduced and expected.</p> <p>Continuous cursive script to be taught for those children who can form letters correctly from year 2 upwards.</p> <p>Year 3 teachers to insist on joined handwriting by the end of the academic year.</p> <p>EM/SG to link tablets/ i-pads to letter join to practise letter formation.</p>

	<ul style="list-style-type: none">Continue using 'letter join' as a resource for teaching handwriting throughout the school (this is currently provided through the ICT licences budget).					
To review and write a new Literacy policy taking into account changes in teaching styles and the content of the curriculum.	<ul style="list-style-type: none">Analysis of existing policy and creating a new model to follow.Sharing ideas from other outstanding/ successful schools.<ul style="list-style-type: none">Whole school agreement in the creation of a new policy.INSET time to be give so that all staff members share the vision for Literacy within the school and that we have a common belief about outstanding literacy teaching.		New policy to be written in 2017-2018.		POD meetings to be used to draft new policy. EM to access other schools policies. Approval by governors.	<i>INSET process is complete and all year groups have changed objectives and planning to meet the new revised curriculum.</i>
To ensure that through rigorous monitoring of progress and attainment any gaps in learning for individuals or groups are addressed through the schools staged intervention programme.	<ul style="list-style-type: none">- Pupil Progress Meetings x6/year- Book scrutiny- Reading Audit- Lesson Observations- Planning scrutiny- Phonics Tracker- Book Band Tracker- Genre mapping to show progression and coverage throughout the school- To create a writing anthology throughout the school as a sample of year group expectations and to support new staff members	Annual process as part of the school's monitoring cycle. 8 days supply or use SCITT student placement teachers.		To ensure development targets from coaching observations are met through Literacy observations. EM to ensure that staff members are updating the schools tracking systems. Feedback to governors.	To ensure development targets from coaching observations are met through Literacy observations. EM to ensure that staff members are updating the schools tracking systems. Feedback to governors through reports and attendance of curriculum meetings.	
Maintain and update the library resources.	<ul style="list-style-type: none">• To increase longevity of book life and to update Book Bands that are outdated/tatty•Purchase 'life jackets' for books – top-up of depleted stock + stickers•EM/ HH to monitor the stock levels on a 'book walk' and identify areas for improvement.•Annual fund for year 5 and 6 project where the children analysis current interests and purchase books that are current and interesting.•Input into Year 2, 3 and 4 books – further books to be purchased from the Oxford 'Project X Alien Adventures' and 'Chucklers' series.•New and up to date books to re-stock Year 5 and year 6 library with up-to-date and relevant titles.•Utilise schools library service by getting teachers to loan out	Annual process – library to be constantly reviewed and updated.		£3000 over the three years. £600 to purchase collections.	HF to be used effectively to maintain the libraries and reading areas. TA's to be empowered in identifying outdated books and letting EM/HH know that books need replacing. Year 5 and 6 teachers to establish a book buying project to purchase new and relevant books for the children, this will ensure the libraries are stocked with uptodate authors and books.	

	<div>boxes of new texts relevant to their age range.</div> <div>Book Band replacement fund for F/KS1</div> <div>Book Band replacement fund for KS2<ul style="list-style-type: none">To purchase collections of books from ‘The Book People’ for classroom libraries.</div>					
Raise the profile of World Book Day and other national events e.g. Book Week in October.	<ul style="list-style-type: none">Children to take part in an exciting world book day activity, which changes each year. Ideas include: dressing up, bedtime stories, visitors and workshops.Parents to be invited into whole school story telling sessions/ assemblies, reading workshops.Themed day to encourage a love of books.This will kick start a love of reading and raise the profile of reading further. It will also provide the children with positive role-models.To sign up to world book day each year to ensure children are given their £1 book token.	Annual process – EM to book performers, artists etc... to work with children a year in advance.			£800 for story tellers, authors, theatre groups to work with the children. (PTA funding each year to provide half of the costs).	<div>Time and availability of artists.</div> <div>EM to provide INSET to share ideas for WBD each year.</div> <div>To ensure WBD provides children with a range of experiences.</div> <div>Ensuring as many children as possible to have access to opportunities within World Book Day and Week.</div>
To support children with audio technology and alternatives to written responses.	<ul style="list-style-type: none">To purchase voice recording equipment such as: microphones, talking tin lids and apps on tablets to support children with writing.To use flipcams to play back children’s ideas and share examples of good practise.To explore programs to support children in storytelling and writing online.Use listening stations to enable children to listen to audio stories etc... to enable children a wider world of texts to explore.		2017		£800	<div>EM/SG to explore available technology and which is best suited to the platform we have chosen to use.</div> <div>Ease of usage and accessibility to be a major consideration when purchasing new resources.</div>
Ensure that the high skills of writing pupil’s use in literacy lessons is extended to all occasions pupils write	<ul style="list-style-type: none">Monitor work in all books to ensure work is of a high standard. Literacy moderation and book scrutiny to take place across all curriculum areas.Use ‘the write time’ sessions to provide opportunities for extended writing in all area.Agree a marking policy to guided teachers on how to ‘mark smart’ in their history and geography works.Re-visit GHaSP principles and ensure these are applied to all written work.	On-going as Ofsted development point.			<div>INSET for monitoring with other staff members.</div> <div>Supply through monitoring budget.</div>	<div>Time constraints for marking.</div> <div>Expectations of work to be shared with pupils and children.</div>
To use ICT to support learning in all aspects of Literacy	<ul style="list-style-type: none">Work closely with the ICT Pod to find the best platform for introducing e-books throughout the school.To signpost parents and teachers to the free e-books available on ‘Oxford Owl’.To purchase e-books to enthuse the children and provide an alternative form of reading. To review and consider the free e-book scheme and internet	On-going – year 3 to introduce learning pads. If this trial is successful, pads will be introduced throughout the school.			<div>£600 per annum for licences.</div> <div>£600 tablets/ devices for e-books.</div> <div>Purchase of e-</div>	<div>What software is the most effective to use in school in promoting a love of reading and ICT skills?</div> <div>SG, DH and DB to research software at BETTS and bring back ideas.</div>

	<p>resources.</p> <ul style="list-style-type: none"> To purchase Kindles/ tablets as an alternative way of reading to help motivate and enthuse reluctant readers. To investigate texts to be used on the Kindles/ tablets to ensure there is appropriate stimulating reading materials for all children. To use 'Spellodrome' in Years 4 – 6 to support the children with spelling. Continue to use Spelling and Grammar Bug (pearson) to support the teaching of SPaG throughout the school. Tablets to replace the outdated netbooks in class to enable teachers to best support literacy. 				books £600.	
Develop pupil's skills in reading further through developing guided reading, comprehension skills and a love of reading.	<ul style="list-style-type: none"> To introduce principles of reciprocal reading throughout the school following the INSET in April 2015. To consider how best to teach reading in Year 6 with view to purchasing more resources to support written responses to challenging texts. 	2015			£300 for year 6 resources if applicable.	<p>Further training required to introduce the principles of reciprocal reading throughout the school.</p> <p>Review following INSET in April – agreement of principles of new approach to reading.</p>
<p>To ensure standards in writing measures by end of key stage assessments remain consistently above national averages and in particular increase the number of higher attaining children and ensure that all pupils make more than the expected progress between Key Stages 1 and 2.</p> <p>Attainment in writing at KS1 and KS2 needs to reflect that achieved in reading. To ensure there are a high percentage of children exceeding ARE expectations and that there are children achieving the mastery grade.</p>	<ul style="list-style-type: none"> Monitor wave 1 teaching to ensure children are on track. Early identification – closing the gap earlier - Use APP/ termly assessments to identify pivotal children (children working confidently at 2B in year 1 and 2A in year 2) and target these children through weekly guided writing, teacher modelling, conferencing during the literacy lessons, the 'write' time sessions and 1:1 sessions with the teacher discussing targets and next steps. <i>What will this look like using the ARE model?</i> Showing children what mastery looks like – shared anthologies with quality work. Shows children what is expected, high expectations and the ingredients to up-level. Target setting – children to be given clear next steps and targets demonstrating high expectations and appropriate challenge. Use of success ladders to become common practise throughout the school to make children aware of what is expected in their writing. Increase the opportunity for 'book talk' and 'talk for writing' to ensure children have a 'tool kit' for writing. GHaSP expectations clearly established and shared with the children as an expected level of work. 		Embedded by 2016 – 2017 and evidence of changes in planning, teaching and resources.		Additional staff training where needs arise.	<p>Time to set observations and timetable for observations.</p> <p>Opportunity for staff to observe good practise and determine what will work in our school setting.</p> <p>Staff to adapt teaching and learning sequences to ensure that Level 3 criteria is taught and that there are HIGH EXPECTATIONS of pupil attainment.</p> <p>Identification of children who are potential masters in Year 1 and Year 2 – can we close the gap earlier?</p> <p>When should F and Year 1 adapt a more 'structured' Literacy lesson – should children in Year 1 still be having three flow?</p>

	<ul style="list-style-type: none"> • Big Write games and activities to be incorporated into daily Literacy lessons. For example quick fire dictations with points for punctuation and grammar. • Quality 'write' time sessions. During the sessions children taught to be independent during the sessions and not reliant on adult support. <ul style="list-style-type: none"> • Differentiated teaching and vertical streaming for pivotal children through an extra teacher/ head teacher/ intervention team. Already having phonics support. <i>Where does the extra support/ teacher come from?</i> 					<p>Writing language agreed throughout the school.</p> <p>The challenge to change – what change will benefit our children? Agreeing way forward which will work at Elburton.</p>
To further improve reading standards by fostering a love of reading and developing comprehension skills beyond the literal using reciprocal reading.	<ul style="list-style-type: none"> • To purchase new materials to provide stimulus for the sessions e.g. high quality picture books, books with themes and short story anthologies. • To provide further INSET training for all staff on Reciprocal Reading and share good practise throughout the school. • Adapt the current reading record sheets for Guided Reading to include a session question and post-reading task in line with the theory of Reciprocal Reading. • To re-design the current Reading Roundabout session to give more opportunities for Reciprocal Reading to take place. • To monitor reading sessions to ensure the principles are being adopted by all staff members and the correct terminology is being used. • To ensure staff are planning for Reciprocal Reading principles to be taught through 'Book Talk' when introducing a new text to the class. 	<p>Purchase new resources.</p> <p>New record sheets.</p> <p>Further INSET</p>	Monitoring.		<p>£300 to purchase new reading materials.</p> <p>1 x am supply for TA training.</p>	<p>How are we going to implement the changes within our current Reading Roundabout?</p> <p>How are we going to develop the roles of Reciprocal Reading and the extent to which we are going to implement the roles?</p>
To embed the teaching of phonics fully throughout the school enhancing spelling, reading and writing aspiring to 100% of pupils attaining the phonics screening pass score in year 1.	<ul style="list-style-type: none"> • Termly assessments of all pupils' phonetic knowledge to highlight gaps in learning and inform grouping of children. • Phonics assessments to be recorded on Primary Pupil Tracker. • To provide intervention for children not reaching age related expectations in phonics. • Year 1 teachers to identify priority children who will have gaps in the phonics screening and to target them before the screening in June by continuing to test the children in December, February and April. These results to be discussed and analysed as part of the PPM's. • Phonics screening in Year 1 to inform groupings in Year 2 and to address any gaps in learning. • Key stage 2 spelling roundabout to continue with regular assessments in September, February and May 	Ongoing			<p>Possible supply money for KS1 teachers to observe good practise in other schools.</p> <p>£100 new spelling resources.</p> <p>£400 to cover supply costs.</p>	<p>Time constraints – can we find a time for KS1/ KS2 classes to from 'phonics roundabouts'?</p> <p>Purchasing of additional high quality resources – can we use 'match funding' to top up our resources.</p> <p>Have the topical resources been beneficial in teaching phonics at KS2. Do we need to purchase new ones for KS2?</p> <p>How can we close the gap earlier?</p> <p>Can assessment be used in Year 1 to identify children in danger of failing</p>

	<ul style="list-style-type: none"> to re-group the children. Literacy homework to be used to support statutory spelling lists throughout KS2. Teachers to observe high quality teaching in other schools. 			the phonics screening and intervention put in place earlier? Who will deliver this intervention? How will it work?
To increase parent knowledge of Literacy and signpost them to relevant support materials so that they can best support their children at home.	<ul style="list-style-type: none"> Set up a English links webpage on the school website which has handy links and advice for parents. Ensure 'Getting to know you Meetings' clearly explain expectations for the year group, as well as how reading and phonics/ spelling can be best supported at that level. Reading evenings to share books and reading practise with parents following the foundation model. Information packs for parents to detail practical ideas to support children at home, including the correct terminology. 	On-going over the 3 years.	1 x afternoon supply per year for subject leader.	Can the website include an English page? Time implications for meetings with parents.
To develop a love of reading by establishing designated reading areas.	<ul style="list-style-type: none"> Purchase library furniture and soft furnishings and establishing clear reading areas. To create quiet areas around the school, including the outside environment. To develop class libraries to include displays and quiet areas. 	New areas to be developed by 2018.	£2000	Space is a constraint – where can we establish quiet reading zones?
To access wider opportunities of children to write for a purpose	<ul style="list-style-type: none"> To become more involved in city wide initiatives to promote writing. To take part in local competitions e.g. entry into writing anthologies. To use the website as a means of sharing outstanding pieces of writing. Emphasis on writing for a purpose throughout the school. 	On-going	£200 supply to arrange work	Time implications – will staff want to have to complete extra work? Access to competitions – EM to check press releases etc...
To ensure that attainment in Literacy linked ELGs, at the end of Early Years, is above the national and local averages.	<ul style="list-style-type: none"> 			

Communication POD - SEND

Intervention including SEND Focus: what we want to achieve	Ideas: how is it going to be achieved	Priorities			Resource Implications	Challenges to achieve the focus
		2015-16	2016-17	2017-18		
Development of the role of Intervention Team Leader – 3 years on. To support whole school provision and impact whole school standards.	<ul style="list-style-type: none"> SL to attend SENCo Conferences, SL to conduct research project with Psychology Associates on Focus For Families group and consultation, SL to keep up to date with current research. SL, with Senior Management, evaluate systems for <ul style="list-style-type: none"> ➤ Provision mapping / Intervention Menu ➤ Supporting SEND children in class (new format) ➤ Appropriate resources for SEND and Slippage children ➤ Support for teachers/TAs for SEND children ➤ IEP writing (using new IEP format, evaluate and edit as needed) ➤ Measuring the impact of interventions ➤ Analysis of data ➤ Planning for 1:1/group tuition ➤ Continue training of Intervention TAs ➤ Continue training for TAs ➤ All Interventions from LZ and in class to use in/out assessments and record sheet ➤ Links with multi agencies from Plymouth, Devon, MAST and independent companies ➤ Use of SPTO to support SENCo and Intervention ➤ Definition of role that is transparent and consistent ➤ SL to continue to learn how to convert statements to new EHCs ➤ All statements to be converted to EHCs by 2018 ➤ SL develop use of TAM meetings and SEND Support Plan as it is rolled out ➤ Links made between Intervention Team and PSA/Learning Mentor 	On going over the three years as the role continues to develop and adapt			£1000 budget given plus PP+ money for LAC + Budget line for multi-agencies	On-going adaptations to the role of SENCo and SEND in the school setting in response to the new SEN Code of Practice and EHC developments
To use the school website to communicate with the school community and raise awareness.	<ul style="list-style-type: none"> To update yearly and publish the SEN Information Report online To provide the link for the Local SEND Offer Update the website regularly with useful links Develop link to parent library 	On-going yearly			SL to update website every term – time commitment	Drawing attention to that part of the website – eg through a Newsletter.
To close the gap for those pupils with barriers to learning including SEMH (Social, Emotional and Mental Health), specific diagnoses,	<p>To aspire to identifying barriers to learning and responding with the appropriate resource, strategy, intervention, agency or plan so that all learners will make the minimum 2 levels progress in each Key Stage.</p> <ul style="list-style-type: none"> To use SPTO and PPMs to monitor all children 	On-going yearly role			SL to include these things in weekly timetable.	Time constraints or lack of agency support.

LAC or adopted families, Speech and Language and so on. With the aspiration that ALL learners will make a minimum of 2 levels progress in each Key Stage.	<ul style="list-style-type: none">To use screening, monitoring tools and observations for early identificationTo use the ‘in house’ referrals system for supportTo implement strategies and monitorTo implement appropriate intervention in class or from the Learning ZoneTo seek outside agency advice (including school EP)To signpost parents to the appropriate routes eg GP, CDC or other services/lead professionalsTo refer children to outside agenciesTo implement outside agency adviceTo create a TAM, SEND Support Plan or application for EHC if appropriate.					
Addressing root level barriers to learning through a wider use of multi-agencies.	<ul style="list-style-type: none">Subscription to MAST (can we have a bespoke service?)Use of services on a needs basis eg Psychology Associates, Therapists etc	Sept 2015 buy in MAST				Will we have to buy in their suggested service which is not what we require or will we be able to develop a bespoke service?
Early Intervention in place for Speech and Language in Foundation/KS1 and to develop the use of the new I CAN Communicate into KS2	<ul style="list-style-type: none">To use information from Nursery settings to inform of any need and to identify early within Foundation any communication or speech & Language concerns by referring child to SL/Referral Meeting.SL and class teacher to then refer to appropriate multi agency swiftly.TAs appropriately trained to run SPIRALS, BLAST and other language groups.Intervention Team appropriately trained for I CAN Talkboost and other language groups such as Language for Thinking, Semantic Links and so on including the new KS2 I CAN.Whole staff training on Colourful Semantics	Purchase new I CAN Talkboost KS2 and LZ complete online training		NA	£200 for KS2 Talkboost	Early Intervention in place for Speech and Language in Foundation/KS1
Developing Focus For Families Groups including developing workshops, one to one consultation and other agencies/local schools.	<ul style="list-style-type: none">To evaluate first pilot workshop group and consultations through parent feedback and impact on learning.To develop use of workshops and consultations through linking with other schools/communityTo develop parent library alongside this.	Summer 2015 Evaluation Day with Clinical Psych	On-going based on need		Use PP+ money based on need	It may be difficult to quantify impact as the outcomes will be emotional/well being etc.
Developing support for SEMH well being.	<ul style="list-style-type: none">All TAs to be trained in ELSA	Over a three year programme selecting certain TAs each year OR investigate whole TA staff training in school.			Free course	Time constraints for all TAs to attend a 10 week afternoon course.
To become an Attachment Focused school	<ul style="list-style-type: none">SL to train as Lead Attachment TeacherWhole school training on PACE and Attachment for all	Attachment Lead and	Develop policies		£700 for Attachment Lead	

	children including CT, TAs, Admin, MTA's and PSA. • Behaviour policy to reflect PACE and Attachment Theory.	whole school training.			training	
Review taking note of the revised National Curriculum	• To ensure that interventions support the new curriculum by SL attending whole school INSET and sharing this with Intervention Team. • To ensure that expectations/objectives and end of year targets are consistent between Intervention team and Class by SL keeping up to date with planning.	Throughout INSETs in 2015/16 and 2015-18 as planning develops.	NA	Ensure that New Curriculum is shared with whole Intervention Team	Review taking note of the revised National Curriculum	• To ensure that interventions support the new curriculum by SL attending whole school INSET and sharing this with Intervention Team. • To ensure that expectations/objectives and end of year targets are consistent between Intervention team and Class by SL keeping up to date with planning.
To develop SL's role and networks.	• Continue with Lecturing role once a year at Exeter University on identifying groups and my role. • Continue with working alongside Annie Singer (Head of Virtual School) and Zoe Masters (Educational Consultant at Virtual Schools) • To further develop links with Adoption Support Service • SL and team to attend initial Thrive Assessment course to consider further training • SL and Team to train in Theraplay	On-going On going On going 3.07.15			Revenue for the school in paid supply costs Free course £300 per delegate	Time and finance constraints

Communication POD -MFL

Focus: what we want to achieve	Ideas: how is it going to be achieved	Priority			Resource Implications	Challenges to achieve the focus
		2015-16	2016-17	2017-18		
Review taking note of the new National Curriculum	*Purchase new scheme of work – Early Start French, which has implemented the new curriculum. All KS2 teachers to become familiar with this scheme. Using the CD-ROMs in conjunction with the Teacher's Books.	On going				
Raise the profile of French in KS2, and ensure consistent coverage and progression	*Continue with the Specialist French teacher from Plymstock in Year 5 & Year 6 on a weekly basis. Ensure this continues to be an efficient and valuable resource.	On going			Pay for the specialist teacher?	

from Y3 to Y6	<ul style="list-style-type: none"> * Ensure 'Early Start' resources are being used and are an effective teaching tool, especially in Year 3 & Year 4. * Year 5 & Year 6 to record French class activities in exercise books. * Year 3 & 4 to meet and plan out coverage and expectations. * Linguascope and Lanugaenut purchased as extra resources. <p>Monitor and review there usage throughout the school and are they an important resource?</p>				Exercise Books	
Raise the profile of MFL throughout the school.	*Themed day or afternoon.			2018	Early start Licence (yearly ?)	
Ensure Year 6 children consistent coverage and progression from Y3 to Y6 (and Y7)	<ul style="list-style-type: none"> * A progression map, showing coverage of French throughout the school. *Discuss with French teachers at the local Secondary schools, the expectations and what they hope children have achieved and covered before they reach Year 7. 		2017		Discuss ideas as a POD and feedback to staff.	
Up skill teachers in teaching and learning French	*Inset/ twilight sessions from outside trainer/s to increase knowledge and provide ideas for delivery of MFL.			2018 (if applicable)		
To review and write a new MFL policy taking into account changes in teaching styles and the content of the curriculum.	<ul style="list-style-type: none"> *Analysis of existing policy and creating a new model to follow. *INSET time needed, so that all staff members can contribute to the new policy. 		New policy to be written		<p>During POD meeting, members to assist and feedback thoughts to be used to in a draft policy.</p> <p>EJ to access other schools policies.</p> <p>Approval by governors.</p>	

Logic and Thinking POD - Maths

Focus: what we want to achieve	Ideas: how is it going to be achieved	Priority			Resource Implications	Challenges to achieve the focus
		2015-16	2016-17	2017-18		
To review Mathematics in line with New National Curriculum	<p>Time review needs to be completed to address the balance between Literacy based activities to Maths and Maths in the wider curriculum.</p> <p>Objective review and backfill lessons indicated in order for year groups to fill the gaps as a result of the new curriculum.</p> <p>Enrichment activities need to be offered and supplied by teachers by using NRich and other bought in resources to allow children to achieve mastery of an objective.</p> <p>What is mastery? This is to be developed over the coming 3 years. How do we achieve it? What does it look like? Ensure all staff are happy with the concept and how to develop and enrich the children’s learning with this in mind and to ensure standardised assessment for all teachers.</p> <p>Coverage review – Maths subject leader to ensure, through completed grids, teachers are covering objectives fully.</p> <p>Maths planning sheet to be adapted to fit the new curriculum and include reasoning and problem solving at all levels.</p> <p>Maths Subject Leader to attend courses to best understand how the new curriculum can be embedded into the school and any changes that need to be made as a result of this.</p> <p>Identify areas where Maths can be taught through other subject areas and in the wider/outside areas. Monitor planning to ensure this is evident and taking place in other curriculum subjects.</p> <p>Continue to use Hamilton Trust as a resource for planning and understanding the increased pressures of the curriculum supported by continued review of other materials to enhance the learning experience.</p>	<p>Time review</p> <p>Calculation and models and images policy review</p> <p>Introduce Quick Maths into classes</p>			<p>Supply costs for subject leader courses – INSET budget</p> <p>INSET time for subject leader to disseminate information to the rest of the staff.</p> <p>Resources to be bought in, when available, to ensure mastery is tackled within objectives throughout the school. £500</p> <p>Monitoring costs through monitoring budget.</p>	<p>Are we meeting the standards expected of us for the SAT’s at Key Stage 1 and Key Stage 2 according to the new tests.</p>
	All other objectives remain ongoing over the coming 3 years.					

	<p>Introduce quick maths from Hamilton Trust for use within either first 15 minutes of the school day or within lessons. - all year groups in order to tackle the recall of facts and rehearsing of facts which is so vital to mathematics.</p> <p>Ensure new curriculum meets the demands of the SATs tests especially the algorithm test which will be new to Year 6, 2 and the rest of the school. Friday I Can DO session should be used to tackle this.</p> <p>Ensure Calculation Policy and a models/images policy is up to date and in line with government recommendations and the new curriculum</p>			
<p>Attainment at Early Years, KS1 and KS2 KS1 to remain significantly above national averages</p>	<p>To ensure that attainment in Maths linked to ELG's at the end of Early Year, is above national averages and local averages.</p> <p>To ensure all pupils make (and for a significant number progress is greater) than the expected progress between the end of key stage 1 and 2.</p> <p>To increase in the number of higher attaining children .</p> <p>Regular Monitoring of lessons by Maths Co-ordinator and paired observations relating to school observation form and SCITT criteria if still appropriate <u>or to use the new OFSTED lesson observation sheet to support a better learning dialogue and debrief of the lesson during monitoring times.</u></p> <p>Pupil Progress Meetings with CT to ensure each child is being catered for and focussed upon but also those falling behind ARE and they are also supported fully.</p> <p>Linking with Literacy to ensure consistency over the whole curriculum - Scrutiny of work on a regular basis to ensure consistency and progression throughout the year and the school. Scrutiny of planning to ensure all teachers are using ARE and probing questions in order to challenge and extend children as well as consolidate and master.</p> <p>Child interviews to be developed for Maths as well as Literacy – discussion with children re work, teaching,</p>	<p>All these objectives are ongoing over the coming 3 years.</p> <p>Annual PPM, monitoring, scrutiny of planning and work cycle.</p> <p>Pupil interviews for Maths to be introduced in the coming year. 2015 – 2016.</p>	<p>Monitoring budget for monitoring, work and planning scrutiny and PPM.</p>	<p>Transitional period for staff</p> <p>Staff to be supported to extend their knowledge of ARE and assessment without levels.</p>

	<p>learning, marking, responding to marking etc.</p> <p>Review provision of Intervention closely in KS1 related to Maths – what intervention is in place and how effective is this? (See below for Counting to Calculating information and intervention to be set up and run from September 2015)</p> <p>Intervention Leader to feed into PPM on a regular basis throughout the year. Essential this impact is measured and reviewed.</p> <p>Early identification of need is essential – Provide – Identify – Provide : It is essential that all teachers become 'talent spotters' of gifted Mathematicians and develop ways of extending and challenging as well as Intervention programmes becoming bespoke within each class.</p> <p>Ensure CT are keeping up to date with ARE and assessment of children – each teacher to be accountable for their class – slippage sheets to be filled in according to the new guidelines for ARE and used as a working document.</p> <p><u>Differentiated teaching and vertical streaming for pivotal children through an extra teacher/ head teacher/ intervention team – across year group settings – possibly when appropriate link to aspects of Maths – Time, shape etc. – This needs to be considered in light of the Singapore model of no differentiation – children to find their level and work at it.</u></p>				
<p>To ensure Numicon is being implemented throughout the whole school for ALL children to access.</p> <p><u>MAJOR PRIORITY</u></p> <p>To ensure interventions within Mathematics cater for those children who are in</p>	<p>To update resources for Year 6 when available so that the whole school has access to a number and the number system resource book as well as the shape and space resource book.</p> <p>Ensure Numicon is used through the whole school as an image of number as well as a model for calculations. – planning scrutiny and monitoring should reflect that Numicon is being used.</p> <p>Numicon to be written into the calculation policy as well as</p>	<p>Update Y6 resources and Numicon general resources to ensure all children have access to this useful resource</p>	<p>Monitor impact through observations, discussions, intervention notes.</p> <p>Write Numicon into the school calculation policy as a model and image used to enhance learning.</p>	<p>Numicon resources to be updated £500</p>	<p>Are people using the Numicon?</p> <p>Do people understand that it is not vital to use Numicon for everything but only when necessary?</p> <p>Is Numicon making a difference? How do we measure this?</p>

<p>danger of not meeting the expected ARE progress.</p>	<p>a models and images policy as a method of calculating and used widely within KS1 and Year 3 as a method for demonstration and modelling certain objectives.</p> <p>Counting to Calculation course has been attended by 2 TA's</p> <p>This intervention scheme is to be rolled out to Year 2 and 3 in order to tackle the children targeted by Class Teachers.</p> <p>Impact of Counting to Calculate must be measured by in and out assessments.</p>	<p>Counting to Calculation intervention rolled out to Year 2 and Year 3</p>	<p>Counting to Calculation reviewed, adapted and developed to bes suit the needs of the children here at EPS.</p>	<p>Resources to be purchased for new Interventions £250</p>	<p>How do we know Counting to Calculation is making a difference?</p>
<p>To increase Personal Finance awareness through School Bank and Apprentice Challenge Week</p>	<p>School Bank to be relaunched and readvertised in 2015 Autumn.</p> <p>School Bank display to be prominent within the school.</p> <p>Y6 children to be trained to take money and do the accounts of the bank.</p> <p>Competition to be launched for the Bank to develop interest.</p> <p>A new time to be agreed by staff relating to when is best to open and how to achieve a greater customer base.</p> <p>Y3 to ensure the bank is promoted within their Getting To Know You sessions.</p> <p>To ensure ALL parents are aware of the facility for the school bank from Y3-6.</p> <p>Apprentice Week Challenge to be relaunched as took place 3 years ago. This worked very well and highlighted the importance of budgeting, personal finance and advertising.</p> <p>Apprentice Week to possibly feed into School Summer Fair stalls?</p>	<p>School bank display</p> <p>Bank competitions and relaunch</p> <p>Introduced during GTKY meetings.</p>	<p>Apprentice Week Challenge as part of Maths Themed Week</p>	<p>School Bank – no cost.</p> <p>Resource budget to be set for apprentice Week challenge - £100 per year group or £50 a class = £700 plus other costs of the week = £200 Total £900</p>	<p>How do we ensure more children are taking up the offer of the bank or is it enough that we have the opportunity there for children should the parents need it?</p>

To improve children's written algorithm understanding and ensure levels are maintained throughout the whole school by following the School Calculation Policy.	<p>Calculation Weeks to continue to be in place for ALL year groups in the first 5 weeks of the Autumn Term but with parent afternoons to be held on a 2 yearly basis.</p> <p>I Can Do Maths to be replaced with an algorithm/CLIC/Beat That/Learn Its lesson on a weekly basis to ensure coverage of algorithms as well as ensure ALL year groups are tackling the issue of rapid recall and memory of number facts which will develop fluency in all areas of Maths.</p> <p>Resources bought in to support new Calculations papers for assessments when available.</p>	<p>Replace I can Do Maths and ensure ALL year groups are on board with this lesson at some point in the week.</p> <p>Resources to be purchased to support algorithm changes.</p>	<p>Develop finer tuning of calculation lessons based on knowledge of assessments.</p>		<p>Resources for algorithm changes £400</p> <p>Parents Afternoon Cost – Wallpaper - £50</p>	
		<p>Calculation weeks to continue</p> <p>2016-2017 – Parents Afternoon for Calculation Policy</p>				
To maintain and update Numeracy resources within each year group and to ensure displays are brought to the forefront of the class.	<p>Display profile to be raised and ensure updated, interactive, engaging and challenging.</p> <p>Subject Leader to develop a display ethos which is not solely Literacy based. Develop a Maths display per class which is interactive, engaging and challenging.</p> <p>Introduce a puzzle of the week board or a number of the week board within each class.</p> <p>Maths to be on display outdoors including a calculation/Maths club at lunchtimes to be looked into.</p> <p>Resources audit per year group and up to date resources which need replacing to be purchased.</p> <p>To further develop the Maths areas (inside FCS and Outdoor) in Foundation stage. To increase the amount of hands on maths resources that the children can access independently</p>	<p>Ensure display profile is raised through INSET.</p> <p>Maths Club to be opened where Happy Puzzle games are used as well as calculation games offered – CC to run Thursday lunchtimes.</p> <p>Outdoor displays to be bought to display around the school.</p>	<p>Continue to update and adapt these throughout the 2 years</p>		<p>New resources to be purchased and Foundation area updated £1500 in total (£1000 and £500)</p> <p>£100 displays and posters</p>	<p>Is there a need for Maths Club?</p> <p>Can all year groups find space for an engaging, changing Maths display?</p>

		Resource audit for new resources				
<p>To raise the profile of World Maths Day and any other national events that apply to Mathematics.</p> <p>To ensure all children have access to an enriching, fun Maths Curriculum.</p>	<p>World Maths Day to be celebrated annually or bi-annually to take place of or run with World book Day as it is in the same month.</p> <p>Happy Puzzle company to be booked in to ensure all children have access to a Maths workshop throughout the 2 days.</p> <p>Maths theme Day to take place dependant on decision of World Maths Day.</p>	Theme Day for Maths in Autumn or Summer Term.	World Maths Day celebrated	Happy Puzzle Company bought in	<p>Theme Day for Maths £250</p> <p>World Maths Day £250</p> <p>Happy Puzzle Company Cost £2000</p>	<p>Is there time in the curriculum for thematic days?</p> <p>Can World Maths Day and World book Day co-exist! Or could we alternate?</p>
<p>To use ICT to support all learning within Mathematics</p>	<p>To ensure Maths Apps are installed on new ICT that is purchased in order to improve the amount of Mathematics that is readily available to children within a Maths lesson.</p> <p>To work alongside ICT Coordinator to ensure Maths is being taught and used in ICT for programming.</p> <p>Develop use of ICT on tablets and through home/school partnership – Mathletics license to be renewed and head to heads to be maintained as a vehicle for use within year groups. Also ensure classes develop a merit/reward system for children that use the website at home.</p> <p>Tablets to replace the outdated netbooks in class to enable teachers to best support Mathematics.</p>	<p>Y3 trial of netbooks or other such software.</p> <p>Mathletics license renewed.</p>	<p>Netbooks or other software to be rolled out to all children across the school and Apps purchased to enhance learning.</p> <p>Mathletics license to be renewed.</p>	<p>ICT budget for Apps and notebooks.</p> <p>Mathletics license to be renewed and come out of ICT budget</p>	<p>Will the software enhance learning?</p> <p>How easy will it be to use?</p> <p>Is the software accessible, easy to use for children and adults!</p> <p>Cost implications</p>	

Logic and Thinking POD - Science

Focus: what we want to achieve	Ideas: how is it going to be achieved	Priority			Resource Implications	Challenges to achieve the focus
		2015-16	2016-17	2017-18		
Science To review Science taught throughout the school in the light of the New National Curriculum, in order to maintain clear progression.	<ul style="list-style-type: none"> To continue to look at how Science features in the New National Curriculum To gather new planning and review and support teachers to ensure that it is high quality teaching and that the areas of the New Curriculum are being taught. To explore how progression will be recorded and review any guidance produced on this. 	Gather planning and review.		Review		
To raise the profile of Science across the school.	<ul style="list-style-type: none"> Science club to take place for year 4 pupils every year in the Spring/Summer term. Organise and carry out an annual whole school Science Competition on a particular aspect of Science/Theme. Plan and run a Science theme day to engage and motivate the school. 	Theme day to be organised.				Finding a visitor/company to motivate the whole school for the theme day. + Cost of visitor (Coombe Dean/Plymstock?)
To review the amount of time spent teaching Science through both key stages.	<ul style="list-style-type: none"> Complete a time audit to see how much Science is taking place. 		Audit			
To review existing Science policy.	<ul style="list-style-type: none"> Amend and update existing policy in line with new changes from the 2014 National Curriculum POD team to support with redrafting of existing policy. Governors to review and agree new policy. 		Science policy updated.			
To create and implement a framework for Scientific enquiry for key stage 2.	<ul style="list-style-type: none"> Create a framework for scientific enquiry to ensure consistency across the year groups. Look at progression of skills from year 3 to year 6. 	Scientific enquiry framework.				
To look into assessment procedures for Science against ARE.	<ul style="list-style-type: none"> Start looking into more formal assessments against AREs. Keep up to date with new changes with assessment procedures across all subjects. 		Assessment procedures reviewed.			
To use ICT to support and enhance the Science curriculum.	<ul style="list-style-type: none"> Investigate available Apps on learning pads for data logging. Use of learning pads for scientific research. Purchase of school microscope. To work alongside ICT coordinator to ensure Science is being taught and used in ICT. 	Investigate learning pad apps.				Cost of microscope.
To attend any Science courses.	<ul style="list-style-type: none"> Keep up-to-date with changes to the Science curriculum. Share any new resources/planning/investigation ideas with staff. 		On-going.			Availability and cost of courses for updates.

Logic and Thinking POD - Gifted and Talented

Focus: what we want to achieve	Ideas: how is it going to be achieved	Priority			Resource Implications	Challenges to achieve the focus
		2015-16	2016-17	2017-18		
G&T To find out how confident teachers are at challenging and supported G&T children.	<ul style="list-style-type: none"> A questionnaire can be sent out to ask teachers what they are currently doing to help these children and also what they feel they need support with. G&T Audit ensures that teachers are targeting gifted and talented children within the classroom setting and will identify the 'gaps' that can then be addressed. 	questionnaire	Audits			
Further inform staff of ways to provide G&T opportunities.	<ul style="list-style-type: none"> Subject leader to research available courses to take part in. HP to then feed back to the staff in the form of inset as to what we could do to further support the G&T provision in the school. 	inset			Cost of attending courses	
To ensure that G&T children are being supported and that appropriate opportunities for these children are being provided.	<ul style="list-style-type: none"> In school master classes provide teacher to have the opportunity to use their own personal skills and strengths in giving the children of the G&T register extra-curricular opportunities with a 'workshop setting'. Planning documents could incorporate a section to identify opportunities being provided for those children who are placed on the G&T Register (subject specific). Share guidance of G&T within the New Curriculum with teaching staff and the use of the governments' terms 'extension, enrichment, and acceleration'. 	Master Classes		planning		How can the G&T children be grouped for master classes if their gifts and talents are individual? Would teachers have to identify individual children on their planning that related to those on the G&T register in their classes.
To provide more 'in-school opportunities for children on the G&T register.	<ul style="list-style-type: none"> Master Classes - Teachers will use the Gifted and Talented Register to select a target group that they feel they can offer extra support or tuition in and then will design a one or two session master class to help deepen and extend the children's understanding of a particular area. Specialists can be brought in to share their knowledge and help develop areas that children may already be gifted and talented in. for example, a PE specialist to develop gymnastics or swimming or musical children can receive extra tuition in this area or developing it into being able to play as part of a band or orchestra. Working closely with the CU could mean that the school is a potential venue for some of the lectures that they hold and deliver for the children of the CU. 	Master Classes	EPS as a CU venue for lectures.	Specialists brought in	Funding will need to be rearranged in order to provide the specialists. Money has been requested through the budget to provide materials/equipment for the master class sessions.	What health and safety implications are there of using the school as a venue? How do specialists tailor their delivery of sessions to children who are G&T?
More 'out of school' opportunities and trips for children on the G&T register.	<ul style="list-style-type: none"> Children on the register should be able to visit places of work or interest to them regarding their specific talent or gift. Children who are particularly good writers might benefit from a visiting an author or a child who is particularly good 		Visits for G&T children		Funding will be required for the visits to places outside of school.	Where would the funding come from for arranging off site trips for individual and small groups of children?

	at art could benefit from an opportunity to an artist's studio which will in turn inspire them and encourage them to develop their gifts and talents.					
--	---	--	--	--	--	--

Creativity POD - Art

Focus: what we want to achieve	Ideas: how is it going to be achieved	Priority			Resource Implications	Challenges to achieve the focus
		2015-16	2016-17	2017-18		
Art To review art taught throughout the school in the light of the New National Curriculum, in order to maintain clear progression.	<ul style="list-style-type: none"> To continue to look at how Art features in the New National Curriculum To gather new planning and review and support teachers to ensure that it is high quality teaching and that the areas of the New Curriculum are being taught. To explore how progression will be recorded and review any guidance produced on this. To produce ARE statements to allow staff to make sure children are working at Age Related Expectations. 	Gather planning and review.		Review		Making sure the enough time is being allocated to art. Providing resources and support materials to allow people to plan and assess confidently.
To ensure a Broad and Balanced Curriculum	<ul style="list-style-type: none"> Review the art covered throughout the year and ensure that there is a balance of types of Art taught, so that pupils experience a wide range during their primary education Suggest ideas for supporting staff with units of work, making sure that not only artists are being explored but designers and architects are explained and discussed as well. Ensure that we maintain the high quality of Art that is taught at present throughout the school. 	Review	Review		Cost of new resources	To ensure that Art is used effectively and appropriately within a thematic approach to the curriculum.
Time review	<ul style="list-style-type: none"> Complete a time audit to see how much art is taking place. Have we got time allocated to art and evidence to support our planning? Ensuring progress can be seen in sketchbooks and planning throughout the school. 		Audit			
To provide children with an environment to nurture children's artist abilities.	<ul style="list-style-type: none"> Guarantee a wide variety of tools and equipment provided for the children so that they can be exposed to a range of mediums throughout the Primary years. Provide opportunities for children to experience Art within the wider community. Fund and provide chances for classes and year groups to visit art galleries and be exposed to local artists. Explore the possibilities of creating an outside studio. This would allow children to look and experience art in a new environment and allow them to be able to identify when the subject is taking place. 	On going	Work being exhibited in various locations throughout the local community.		Explore purchasing some display boards to allow us to exhibit our work easily and in various locations.	Getting in contact with places that are happy to show and share our work. Getting the working and presenting it at the exhibition.
To make sure our Art is being shared with the wider community.	<ul style="list-style-type: none"> Put work into local art exhibitions. Make sure that the Website has a virtual gallery which is constantly undated. Have our own Art exhibition linked with the summer fair. Look at what national art exhibitions there are and have we 	Virtual Art Gallery finished	Review		Cost of new resources	To iron out delays in getting the Virtual Art Gallery up and running.

	<p>got the quality of work to enter.</p> <ul style="list-style-type: none"> • A community art project. 					
Work towards maintaining/achieving the Artsmark again	<ul style="list-style-type: none"> • Encourage staff to invite experts in to school for any of the Arts areas, eg music, drama, artists etc • Continue with after school clubs that involve the Arts • Organise opportunities for 'live' performances. • Ensure breadth and balance in the curriculum. • Encourage links with the community. 	Assess whether we will be able to achieve the Artsmark if we reapply.	Artsmark will be up for renewal		Cost of experts coming to school	To complete all the criteria needed for ensuring that we are able to achieve the Artsmark.
Bring more practitioners in to work with staff and run enrichment days.	<ul style="list-style-type: none"> • Provide INSETs for staff exploring the new elements of the Curriculum, through practitioners. • Audit staff and see what they feel they would benefit from having and provide those experiences. • Ensure breadth and balance in the curriculum. • Encourage links with the community. • Investigate if we have any parents who have strong artist links or skill sets. 	Explore artists and projects that could take place within school.	Ongoing		Cost of experts coming to school	Staff could have a wide range of needs. Could have a large cost linked to having various experts in. Time and availability for the enrichment days.
<p>Music</p> <p>To review music taught throughout the school in the light of the revised National Curriculum, in order to maintain high standards and ensure that there is progression.</p>	<ul style="list-style-type: none"> • Look at how Music features in the revised National Curriculum • Decide how best to deliver music in each year group (this may differ between year groups, as in year 4). • Launch Charanga within the school and ensure that all year groups are covering through this resource, the key features of the new music curriculum. • Look at the guidance within Charanga about progression and AREs within year groups and support staff with this. 	Collect in unit ideas for each year group and review Charanga progression and AREs.	Ongoing	Ongoing	Ongoing yearly Charanga programme cost. Once teachers have started to teach from the Charanga programme there will possibly be some resources that are required. Glocks and recorders have already been purchased.	Ensuring that quality music tuition is taking place within a broad and balanced music curriculum.
To ensure a Broad and Balanced Curriculum	<ul style="list-style-type: none"> • Request that staff think about what new resources they might need to efficiently deliver the new curriculum and Charanga programme. • Ensure that staff select three balanced units from Charanga that cover the main features of the new curriculum and a balance of different types of music, including classical. • Consider how other music may fit in (eg-expert tuition for one afternoon a week for a term) and take up opportunities offered by the Authority. • Continue with booking 'Live Music' performances and experiences 	Collect requests regarding resources for Charanga. Ongoing review. Keep updated about additional musical opportunities	Ongoing review.	Ongoing review.	Cost of possible expert music tuition and resources needed for this. Cost of music resources to efficiently deliver the Charanga programme.	Consider methods of funding expert tuition and live experiences. Ensuring that quality music tuition is taking place

		for pupils.				
Time review	<ul style="list-style-type: none"> Complete a time audit to see how much music is taking place. It may be necessary for some year groups to be doing more music than others, eg- expert tuition in year 4 or other year groups 	Time audit carried out.		Review		Ensuring that quality music tuition is taking place in the time used . Consider pupils overall music tuition during their primary education.
Benchmark against National Standards ie Artsmark, International Schools Award	<ul style="list-style-type: none"> Ensure that in the light of the new curriculum that pupils are fulfilling expectations and reaching appropriate standards of music in KS1 and KS2 using the Charanga scheme. 	Ongoing	Ongoing	Review		Finding the best way to evaluate standards in the school?
Plan for some expert clarinet tuition in year 6.(to follow on from year 4 and 5)	<ul style="list-style-type: none"> Discuss with staff the idea of expert clarinet tuition in year 6 baring in mind the pressures of time and SATs. This would allow some pupils to develop their skills further and maybe take exams. Think of possible times for this to take place-maybe an after school club. Decide where tuition is to take place in the school as space is limited. 	Tuition in place if agreed upon			Cost of expert tuition	Decisions to be made about the most suitable time for tuition in year 6 considering time pressures and SATs. Also where the tuition is to take place as space is limited.
Discuss with staff the possibility of offering further expert tuition and also further expertise in the form of a musical ensemble club.	<ul style="list-style-type: none"> Discuss with staff whether this could be fitted into the curriculum or whether it would be better to arrange a termly or half termly experience whereby pupils are taught by an expert as a whole class. Explore possibilities for year 5 to receive weekly expert clarinet tuition in PPA time using existing tutor. Explore possibilities of developing a musical ensemble club after school. Examine costs of these ideas including tuition and instrument costs. 	Discussion	Arrange tutor if agreed.		Cost of the tuition.	Which year group to offer this to and the funding of tuition and resources.(possibly in year 5 PPA time)
Arrange further opportunities for pupils to perform.	<ul style="list-style-type: none"> Ask the clarinet, keyboard and guitar tutor to work on pieces for pupils to perform to the school. Arrange for those that want to take exams in music eg, clarinet / keyboard exams, to have the opportunity to do so. To look for further opportunities within the local area or city for pupils to perform to others. 	Speak to tutors about exams.	Contact music authorities about other opportunities to perform.	Review		Finding suitable opportunities for performing.
PE To implement a house system throughout the school for PE, competitions, sports days and for use in class as a behaviour system.	<ul style="list-style-type: none"> Examine the possibility of implementing a house system through discussion in SMT/TLT. Inform parents of what a house system is. Agree what will be included in house points (awards for behaviour?) School sports council to name to four houses. NJ to set up as part of the Sainsburys kitemark award. Arrange a permanent house display in hall. 	School sports council choose four names. Inform parents.	Organise children into 4 houses. Displays in hall and class. Assembly totals	Review	Cost of supply (only if necessary) for NJ/TS to organise hall whole school display and resources for house system. Letters to parents/	Decisions to be made around when the children will be put into their houses? E.g. end of foundation? And whether siblings go into same houses? Do we need a trophy for house winning at the end of the year? What will the houses will be called? Should we announce house point end of each

			weekly.		website.	week. Children in each yr group earning most house points at end of week to wear a badge for the following week?
To purchase a mini bus for sports competitions/ opportunities for children off site.	<ul style="list-style-type: none"> Speak to PTA about whether they would fund raise through school events. 	Speak to PTA about possible fund raising at events. Start fund raising.	Fund raising throughout the year.	Purchase the mini bus if we have sufficient funds.	Depending on PTA willingness to fund or part fund.	Deciding who in school will be trained to drive the mini bus. Deciding where the mini bus will be stored. Deciding if PTA will pay for maintenance on the mini bus (MOT etc). How will petrol be paid for?
To build a long jump area on the school field so we are able to practise for school athletics competitions and events.	<ul style="list-style-type: none"> Nick Carter to dig and build area for a sand pit long jump. Purchase resources needed plus sand and cover. 	Nick to dig area and prepare for sand pit.			Cost of materials	Decisions to be made on where to put it in the school field. How will it be maintained from weeds etc. Finding a suitable cover to stop animals from going in it.
Arrange opportunities for sports people to come into school to inspire children.	<ul style="list-style-type: none"> NJ/TS to arrange visitors in for theme days and assemblies. 	Ongoing	Ongoing	Ongoing	Cost of visitors	Finding suitable sports people to invite in. Linking the visits to other parts of the curriculum.
To implement an assessment system for PE for end of year skills to pass onto the next teacher. Tick list.	<ul style="list-style-type: none"> Take the skills progression for each year and map out end of year expectations for teachers to complete each term/end of year. Level 1 competition at end of each term to complete assessment. Review the assessment sheet with the next teacher when pupils move on. 	Design and implement an assessment sheet for each yr group.	Ongoing	Ongoing	NJ/TS supply costs to design tick list/ assessment sheet for each yr group.	Ensuring all staff feel confident in completing the assessment sheet and understand its purpose. How do we target those children who have not achieved the skills for that term/year?
To consider purchasing sports clothing for staff (tracksuit, shorts and a school badged t shirt)	Discuss at staff meeting whether staff would like sports clothing purchased to wear for PE lessons.	Discuss at staff meet.	Budget bid if staff want clothing.		Cost to supply teachers/TA with clothing.	Staff might feel uncomfortable having a set kit for PE and might want to wear their own clothes.
DT To review DT taught throughout the school in the light of the revised National Curriculum, in order to maintain high standards and ensure that there is progression.	<ul style="list-style-type: none"> Look at how DT features in the revised National Curriculum Decide how best to deliver the variety of important elements, in each year group(these differ between year groups). Launch Food Revolution Day(Jamie Oliver inspired) within the school and ensure that all year groups are covering this day through the online resources. Look at the guidance within DT about progression and AREs within year groups and support staff with this. 	Collect in unit ideas for each year group and review DT progression and AREs.	Ongoing	Ongoing	Costs to cover, as always the main stock consumables, plus the resource consumables for the year group projects. NOTE: With food in the curriculum being a much more focussed area, the need for petty cash in DT to cover staff outlay	To ensure that DT is used effectively and appropriately within the curriculum. Ensure staff are made aware of the Food Revolution Day a whole term and a half beforehand – giving preparation time to achieve this.

					for fresh food items bought, is a constant need.	
Time review and audit of work	<ul style="list-style-type: none"> Complete a time audit to see how much DT is taking place. Have we got time allocated to DT and evidence to support our planning? Ensuring progress can be seen in sketchbooks(that are coupled with art usage) and planning throughout the school. 		Audit			Collection of planning, projects from all staff.
To have a cookery/cooking room designated for just cooking.	<ul style="list-style-type: none"> One room/large area – that is solely used for cooking/food technology that ensures we are meeting the new NC standards within DT. A base that is fully equipped with separate storage for KS1 and for KS2, with another storage area for cooking club resources. 				Costings of new resources to fund the variety of equipment that is vital within food technology. Old resources we currently have can be re used but there will be a lot of further resources needed.	
To review DT taught throughout the school in the light of the New National Curriculum, in order to maintain clear progression.	<ul style="list-style-type: none"> To continue to look at how DT features in the New National Curriculum To gather new planning and review and support teachers to ensure that it is high quality teaching and that the areas of the New Curriculum are being taught. To explore how progression will be recorded and review any guidance produced on this. To produce ARE statements to allow staff to make sure children are working at Age Related Expectations. 	Gather the planning & review.				Making sure the enough time is being allocated to DT. Providing resources and support materials to allow people to plan and assess confidently.

Community and Culture POD - PHSE

Focus: what we want to achieve	Ideas: how is it going to be achieved	Priority			Resource Implications	Challenges to achieve the focus
		2015-16	2016-17	2017-18		
PSHE						
To enable children to acquire the social skills to live a happy life both with themselves and their peers.	To develop a scheme for the consistent delivery of PSHE after developing the current areas being taught.	Look at existing planning and resources.	Meet with DB to discuss new ideas/planning for PSHE.	Resource and implement new PSHE planning.	Cost of new resources, once planning is agreed on	Timetable pressure as PSHE is no longer a statutory subject. Finding examples of successful planning in other schools as a guide.
R.E						
To review R.E. taught through the school in order to ensure high standards and progression.	<ul style="list-style-type: none">Ensure that R.E. is recorded in a dedicated book for ease of monitoring progression and scrutiny of work.Collect examples of R.E from each year group .Collect photos of visits, displays and speakers.	Scrutiny of books	Review and collection of examples of work.	Review		Ensure that all key stage 2 classes have dedicated R.E. books.
To ensure a broad and balanced curriculum	<ul style="list-style-type: none">Ensure that each year group puts their plans onto the R.E, section of the t-drive.Scrutinise the plans to check coverage is broad and balanced.	Gather planning		Review in order to check that planning is being followed		Ensure that programme of study for each year group is being covered. Support teachers who find this difficult to achieve.
To develop assessment of R.E without levels.	<ul style="list-style-type: none">Encourage staff to develop assessment tasks at the end of each unit.		Staff meeting to discuss assessment without levels	Review		Ensuring that staff are supported with planning assessment tasks suitable for each unit covered.
Time review	<ul style="list-style-type: none">Complete a time audit to see how much time each year group allocates to R.E.	Time audit carried out.		Review		Make sure that enough time is being allocated to R.E. If this is not the case, support staff to make changes.
To provide teachers with resources and support necessary to deliver the R.E curriculum	<ul style="list-style-type: none">Encourage staff to complete a list of resources needed to fulfil the R.E.curriculum.Attend courses in order to develop my skills as R.E. co-ordinator. This will enable me to provide support to staff.	Ongoing Apply to relevant courses	Ongoing	Ongoing	Cost of resources	Staff may request more resources than the budget allows
To ensure a range of faiths are represented by visitors and assembly speakers.	<ul style="list-style-type: none">Plan visits from a range of faiths, in conjunction with the Plymouth faith centre.Plan an R.E. based theme day involving the whole school.	Plan visiting speakers Organise theme day	Ongoing	Ongoing	Cost of visiting speakers (organised in conjunction with Plymouth faith	Ensure that dates are organised well in advance to avoid clashes with other arrangements.

					centre)	
To develop the quality of R.E taught by teaching assistants during P.P.A time.	<ul style="list-style-type: none"> L.S. will plan and teach R.E. for 3 year groups. Planning and expertise will be shared with the T.A. teaching the parallel class. 					Make sure that teaching assistants teaching R.E. in other year groups are supported.
Focus: what we want to achieve	Ideas: how is it going to be achieved		Priority		Resource Implications	Challenges to achieve the focus
GEOGRAPHY		2015-16	2016-17	2017-18		
To assess children as geographers using high quality assessment activities.	<ul style="list-style-type: none"> Ensure staff are clear what the ARE 's are for their year group Plans to be kept in central file for monitoring Feedback to staff following planning scrutiny Interview pupils for monitoring purposes 	Staff meeting to discuss assessment without levels Scrutiny of books	Review and collection of examples of work.	Review		Understanding of ARE and high quality assessment
To raise children's ability as geographers.	<ul style="list-style-type: none"> ensure the assessment outcomes are high quality activities that test the children's deeper geographical understanding rather than subject knowledge. Plans to be kept in central file for monitoring Feedback to staff following planning scrutiny Interview pupils for monitoring purposes Book scrutiny of ARE- ARE ARE+ examples of work 	Staff meeting to discuss assessment without levels Scrutiny of books	Review and collection of examples of work.	Review		
To improve teachers (and teaching assistants where appropriate) subject knowledge	<ul style="list-style-type: none"> .Plans to be kept in central file for monitoring Feedback to staff following planning scrutiny Inset if needed to develop confidence in fieldwork To ensure staff are resourced for fieldwork activities mapping and fieldwork activities incorporated into their planning and are put into practise 	Staff meeting to discuss assessment without levels Scrutiny of books to check matches planning	Review and collection of examples of work.	Review		Ensure triangulation of checking – book monitoring, interviewing and lesson observation
To ensure staff are confident with globalisation element in curriculum.	<ul style="list-style-type: none"> Feedback from David Wetherly course, apply as necessary recommended changes to curriculum. 	Apply to relevant courses	Ongoing	Ongoing		
To ensure geography continues to be balanced with other foundation subjects	<ul style="list-style-type: none"> Complete a time audit to see how much time each year group allocates to geography. 			Time audit carried out.		Make sure that enough time is being allocated to R.E. If this is not the case, support staff to make changes.
History						
To assess children as historians using high quality assessment activities.	<ul style="list-style-type: none"> Ensure staff are clear what the ARE 's are for their year group Plans to be kept in central file for monitoring 	Staff meeting to discuss assessment	Review and collection of examples of work.	Review	Nil	Understanding of ARE and high quality assessment

	<ul style="list-style-type: none"> Feedback to staff following planning scrutiny Interview pupils for monitoring purposes 	without levels Scrutiny of books				
To raise children's ability as historians	<ul style="list-style-type: none"> Ensure the assessment outcomes are high quality activities that test the children's deeper historical understanding rather than subject knowledge. Plans to be kept in central file for monitoring Feedback to staff following planning scrutiny Interview pupils for monitoring purposes Book scrutiny of ARE- ARE ARE+ examples of work 	Staff meeting to discuss assessment without levels Scrutiny of books	Review and collection of examples of work.	Review	Nil	Understanding of ARE and high quality assessment
To improve teachers (and teaching assistants where appropriate) subject knowledge	<ul style="list-style-type: none"> Plans to be kept in central file for monitoring Feedback to staff following planning scrutiny To ensure staff are resourced for primary resources activities 	Staff meeting to discuss assessment without levels Scrutiny of books to check matches planning	Review and collection of examples of work.	Review		Ensure triangulation of checking – book monitoring, interviewing and lesson observation
To ensure staff are confident with historical skills in curriculum.	<ul style="list-style-type: none"> Feedback from David Wetherly course apply as necessary recommended changes to curriculum. 	Apply to relevant courses	Ongoing	Ongoing		INSET time to discuss recommendations.
To ensure history continues to be balanced with other foundation subjects	<ul style="list-style-type: none"> Complete a time audit to see how much time each year group allocates to history 			Time audit carried out.		Make sure that enough time is being allocated to history. If this is not the case, support staff to make changes.
To ensure a range of history visits and visitors are included in planning to 'bring history to life' for the children	~Encourage visits and visitors for history including historical drama groups. Consider another history. based theme day involving the whole school.	Plan visiting drama groups	Consider theme day	Ongoing		Ensure that dates are organised well in advance to avoid clashes with other arrangements.
AB to attend History Hub meetings	Hub meetings once a term = meetings with likeminded historians across Plymouth. Initially looking at changes at Fort Stanford and future ideas for Mayflower 400	Continue with meetings to keep up to date with ideas.	Continue with meetings to keep up to date with ideas.	Continue with meetings to keep up to date with ideas.	Nil	Nil
Global citizenship						
Continue links with Zimasa following	To make sure the activities in the connecting classrooms bid are being carried out. Organise the linking visits with St-Edwards and Dunstone. – Travel – Accommodation .	Visits planned on a yearly basis	Visits planned on a yearly basis	Visits planned on a yearly basis	Grant from British Council	Budget bids to be accepted by the British Council

	Activities, Insurance Flights visa's etc.					
Global citizenship – Continue links with Confucious (China) classroom and Hanban teachers.	Continue links with Confucius classroom and Hanban Teachers linked to Y1 and the Chinese New Year.	Han Ban teachers to visit near Chinese New Year	Han Ban teachers to visit near Chinese New Year	Han Ban teachers to visit near Chinese New Year	Transport and lunch costs for Hanban Teachers.	Confucius Classroom having facilities to accommodate Y1
Global citizenship – Continue Japanese links.	Y4 have made links with a new School in Japan. Help will be needed to develop this to send and receive work examples/scipe.	Make deeper contacts with New Japanese School	Continue topic and link.	Continue topic and link.	Nil	Links being reciprocated by both schools UK and Japanese.
ECO Club – Develop a Globla Garden to produce the school recipies to send to Zamasa.	The School Garden to be turned into a 'Cultural Garden' with a small patch designated to each year group. – Each year will focus on a different country (as laid out in the International Schools bid)	Each Y group to be given own plot to develop	Garden maintained by year groups and ECO club	Garden maintained by year groups and ECO club	£150 for up keep of garden annually.	Work and time pressures in Y groups to maintain garden.
Obtain the New International Schools Award	The bid in January was successful and the report was sent in June 2015 we are still awaiting the reply from the British Council as to whether we achieved the full award again.	Continue topics in international award if successful	Continue topics in international award if successful	Start to look towards new ISA	Nil	Not achieving the award in 2015. If not obtained, it will be applied for again in 2016
Continue on global learning programme	AB joined the Global Learning Team in 2015 earning £500 E—credits for the school and access to twilight sessions to keep up to date with Global issues.	Continue with Global programme	Continue with Global programme	Continue with Global programme	Nil	Global programme not existing.

ICT POD -

Focus: what we want to achieve	Ideas: how is it going to be achieved	Priority			Resource Implications	Challenges to achieve the focus
		2015-16	2016-17	2017-18		
Review of Computing in line with the new National Curriculum.	<ul style="list-style-type: none"> • Reflect on monitoring that took place at the end of the summer term 2015 across the school to determine which aspects of the new curriculum have been successfully implemented. • Which aspects did the children display confidence in, and which areas required development. Judgements will be made based on a combination of lesson observations, discussions with teachers and with children. • Review progression across the school, focussing on Computer Science, and begin to see how children's understanding is developing, particularly in year 4 as they had lessons of CS trialled within their ICT lessons during the previous year. • Determine, to what degree, computational thinking has been incorporated into Computing sessions, and whether this has been taught discretely or as part of the block of work. • Review teacher's confidence in teaching Computing in light of staff inset and twilight training sessions during 2014-15 and analyse feedback from conversations during year group observations. • Reflect on how the 'Switched on' scheme has been implemented and to what degree. Are blocks of work being taught straight from the scheme or are they being adjusted so that the content is more appropriate? Does the content of the linked tutorials provide enough support to teachers with less confidence, or is further training required? • Review resourcing based on new units of work; do we have sufficient hardware/software to meet the new curriculum objectives? Look to see what's available and would serve to support the units put into place during 2014-15. • SG to attend any courses that come up to support this. 	From Sept 2015 – on-going.			<p><i>New resources to support new curriculum where required – money placed in Computing budget to allow for hardware / software to be purchased. This will be reviewed in line with spending / budget allocation and as a result of appropriate resources being found.</i></p> <p><i>Staff inset time required – no cost.</i></p>	<ul style="list-style-type: none"> • Progression – it has already been noted that there is significant variation across each class in terms of the children's skills and understanding when using computer (and tablet) technology. This will effect differentiation and will also challenge teacher's subject knowledge in some instances. • Further training may be required for all staff to feel completely confident within this subject area. • Where learning objectives aren't met within some aspects of the curriculum due to a lack of adequate resources (planning/ hardware/software) these will need to be found and purchased in order to continue delivering outstanding lessons across the school.
To review and write a new policy for Computing in line with the new curriculum, taking account of changes in teaching styles and technology.	<ul style="list-style-type: none"> • Analysis of existing policy and creating a new model to follow. • Sharing ideas from other outstanding/ successful schools – gained through informal PAAC meetings / online information. • INSET time to be given so that all staff members share the vision for Computing within the school and a common belief about outstanding Computing teaching is established. 		New policy to be written in 2017-2018.		<p>POD meetings to be used to draft new policy.</p> <p>SG to access other schools policies.</p> <p>Approval by governors.</p>	<i>INSET time dedicated to presenting revised policy and all year groups will need to review and amend objectives and planning to meet the new revised curriculum.</i>

<p>To provide a usable planning format to ensure consistency across the school.</p>	<ul style="list-style-type: none"> • Agree a planning format for computing that is usable and useful for all year groups, ensuring continuity of coverage and skills. • Planning to be stored on 'T' drive by all year groups and monitored by the Computing team to ensure all aspects are being covered appropriately and that progression in skills is clear and relevant. Planning may then be drawn upon at any time when required, rather than year groups simply working from the 'Switched on' scheme book. 	<p>Begin to look at this in Autumn term 2015 – year groups should begin to transfer successful planning to a standard planning format over the course of the year (2015-16)</p>			<p>POD meetings to be used to draft new format.</p> <p>SG to introduce during staff inset and teaching staff to agree.</p>	<p>All year groups will have to transfer their planning as trialled during 2014-15 onto the new planning format and save this within their own year group areas, but also centrally on 'T' drive in a designated 'Computing' folder so it can be accessed whenever required easily.</p>
<p>To develop teaching styles and children's access to IT in line with latest developments in tablet technology.</p>	<ul style="list-style-type: none"> • Purchase and trial the new Learnpads within Y3, 4 & 6 initially during 2015-16. Order placed during summer term 2015 for 96 tablets and 12 charging units. • Purchase 3 class sets of Learnpads and charging units, and begin to incorporate these into lessons across these year groups. • For example, Year 3 may decide to incorporate them into a block of Literacy for a half term and focus on gathering the resources required and the application of the devices within that unit; during the next half term, using them to develop maths lessons may become the focus. This will be necessary due to the fact that the tablets will need to be shared between the two parallel classes. • Learnpads will also be used to support other areas of the curriculum across each year group. • At regular intervals, good practise, successes and issues to be shared with staff. Once Y2 and 5 are confident to begin using these tablets within their own year groups, a further order can be placed. 	<p>From Sept 2015 and ongoing throughout 2015-16.</p> <p>Ongoing – to completely embed tablet technology into teaching and learning.</p>			<p>96 x Learnpad tablets and 12 charging units to be purchased.</p> <p>1 x training session to be booked for Sept 2015 to support implementation of this new technology into Y3, 4 & 6.</p>	<p>Training – Learnpad will be required to come in after initial set-up to ensure that all staff in Years 3, 4 and 6 are confident with how to use the Learnpad features successfully – training will be booked when the initial order has been placed.</p> <p>Timetabling – as only one set will initially be purchased per year group, timetables will have to be adapted to accommodate this – i.e. Literacy sessions being taught at different times in order to incorporate Learnpad use across both classes within this curriculum area. This may also affect subject monitoring – 2 classes cannot be pair-monitored due to a lack of resources.</p> <p>Teacher confidence – good practise will have to be shared regularly in order to keep teachers up to date with how the Learnpads have been used successfully – this could initially be just between Y3, 4 & 6 or across the entire staff to keep everyone up to date.</p>

Purchase 64 Learnpads and 8 charging units or Y2 & 5.	<ul style="list-style-type: none"> As with Y3, 4 & 6, a class set of Learnpads is to be purchased for use in Y2 and 5 once trialled in other year groups. A further training session may be necessary, or this could probably be led by SG. 	Jan 2016 onwards – ongoing.	Ongoing	Ongoing	64 x Learnpad tablets and 8 charging units to be purchased. SG / Learnpad to provide training for staff in year 2 and 5.	We will need to ensure there is adequate budget available to cover the purchase of these devices. SG to monitor closely how these devices are being used; they MUST become part of everyday teaching and learning, and not just used to ‘special occasions’ or as a tool to search the internet. The interactive nature of these devices allows them to be used to develop learning in all contexts – monitor to ensure this is being maximised.
Purchase 2 iPads for use in Year 1.	<ul style="list-style-type: none"> Both year 1 teachers to have access to an iPad to aid recording assessment and classroom observations. Portfolios can be built for children instantly by photographing work and linking them to children’s named folders following the Foundation model. 	Sept 2015 onwards – ongoing.	Ongoing	Ongoing – review whether this type of evidence collection would be appropriate across the whole school.	Purchase 2 x iPads at the end of the summer term 2015 for use from September.	Teachers will require training on using the iPads and the iPad tracking App. KS could lead this along with SG.
Update the IWB in the Computing suite to allow children to see properly during CS lessons.	<ul style="list-style-type: none"> The IWB in the Computing suite is outdated, too small and cannot be seen clearly by children when sitting at their computers. This severely hinders teaching, particularly during CS sessions. Generally, teachers do their session input in the classroom to avoid using the computing suite, which can prove difficult for some children. Purchase a new display screen for the Computing suite – either a larger Promethean IWB or (pref) a touch screen board – again the Promethean boards looked very good when SG/DB/DH looked at them at BETT. 	To be purchased as soon as budget will allow – this is a priority.		If touch screen board purchased, review this technology with a view to replacing IWB in the future.	£2000-£4000 depending on size, make etc.	Training required on using this new technology – time given over to this during staff inset. TME to install.
Update classroom IWBs to newer touch screen technology for enhanced performance / to replace outdated technology.	<ul style="list-style-type: none"> Touch screen (possibly Promethean) boards to be purchased to replace outdated / broken boards as and where necessary. These boards are more expensive, however the need for projectors will be eliminated, and life expectancy is higher. These boards are also far brighter and clearer than the IWB technology. 			Begin replacing boards where necessary after other budgeted priorities have been	£2000-£4000 depending on size, make etc.	Training required on using this new technology – time given over to this during staff inset. TME to install. Possibility of selling on old IWB?

				met (tablets etc)		
Purchase hand-held tablets for all teachers in Y2-6 to allow for evidence to be collected more easily.	<ul style="list-style-type: none"> When the first batch of Learnpads are purchased, every teacher will also be provided with a palm-sized tablet to carry around with them at all times during lesson time. This will be used to link to/interact with the Learnpads in the classroom, collect data and evidence immediately and aid in presentation of information in the classroom. These devices will also have complete access to school drives and the website, making access very quick and easy. Those classes without Learnpads initially will be able to use the device in the same way to collect evidence of children's work etc. 	Sept 2015 – ongoing.			These will be ordered at the end of the summer term 2015 ready for use from September.	Training required on using this new technology – time given over to this during staff inset. TME to install.
To ensure all printers are maintained and in good working order throughout the school	<ul style="list-style-type: none"> Inks monitored and ordered regularly to ensure uninterrupted printing throughout the school 	Ongoing.			DH to monitor this	To be budgeted for.
Ensure adequate support time is available to maintain ICT equipment appropriately.	<ul style="list-style-type: none"> Purchase TME support time to keep systems up to date and to repair any problems with hardware & infrastructure. Make sure support time is in place in anticipation of the installation of new equipment and infrastructure (Learnpads). 	From September 2015 – ongoing.			DH/SG/ICT POD to order	<p>Again, budget related:</p> <p>Support time has increased in recent times due to increased use of IT throughout the school and the age of some of the equipment. However, many problems are now resolved remotely, limiting the need for TME to actually be on site.</p> <p>The introduction of Learnpads will require additional set-up time from TME during 2015-16.</p>
To work alongside the Literacy leader to promote the use of ICT to support learning in all aspects of Literacy.	<ul style="list-style-type: none"> Work closely with the Literacy Pod to find the best platform for introducing e-books throughout the school. To signpost parents and teachers to the free e-books available on 'Oxford Owl'. To purchase e-books to enthuse the children and provide an alternative form of reading. To review and consider the free e-book scheme and internet resources. To purchase Kindles/ tablets as an alternative way of reading to help motivate and enthuse reluctant readers (Learnpads could be used to support this) To investigate texts to be used on the tablets to ensure there is appropriate stimulating reading materials for all children. 	<p>On-going – year 3, 4 and 6 to introduce Learnpads.</p> <p>If this trial is successful, Learnpads will be introduced</p>			<p>£600 per annum for licences.</p> <p>£600 tablets/ devices for e-books (not required if Learnpads can be used as Kindles).</p> <p>Purchase of e-books £600.</p>	<p>What software is the most effective to use in school in promoting a love of reading and ICT skills?</p> <p>SG, DH and DB to research software at BETTS and bring back ideas.</p>

	<ul style="list-style-type: none"> To use 'Spellodrome' in Years 4 – 6 to support the children with spelling. Continue to use Spelling and Grammar Bug (pearson) to support the teaching of SPaG throughout the school. Tablets to replace the outdated netbooks in class to enable teachers to best support literacy. 	throughout the school during the year 2015-16.				
Purchase hardware that will allow children to realise their designs/programs in CS.	<ul style="list-style-type: none"> Once Learnpads have been introduced from years 2-6, we will begin to investigate what applications are available to realise the children's work in CS. For example, can Lego robots be programmed using SCRATCH or another programming tool in order to solve a problem in a way that may be tested, refined and extended. Investigate how Raspberry Pies can be used within the primary curriculum – devices that can be constructed and programmed to achieve a desired goal. 		Begin to investigate during this year with a view to purchasing and trialling during 2017-18.	Begin trialling.	To be placed in the 2017-18 budget bit.	Training will be required for staff across the school once devices have been purchased. TME support time may also be required initially. INSET/Twilight time allocated.
Update server in Computing suite to ensure trouble free access for all technologies around the school.	<ul style="list-style-type: none"> Due to higher demands on the server (increased tablet use, saving to personal areas within KS1 etc.) the server will need to be updated to cope with demand (TME recommendation). 	Investigate during 2015-16 and purchase when required.			TME support time. Money to be budgeted for from ICT budget.	TME to install – Funds to be allocated. Without this upgrade, children's access may be affected.
Upgrade the printer in the Computing suite.	<ul style="list-style-type: none"> Replace printer due to old age – replacing parts is no longer economically viable. 	2015-16 if required			Money to be budgeted for from ICT budget.	TME (if required) / DH to install.
Promote IT across the school through a themed day(s).	<ul style="list-style-type: none"> Drawing on the success of various other themed days throughout the school, we would like to do a similar thing for Computing. This will involve exploiting the new tablet technology we have purchased, and hopefully take advantage of local secondary school resources and possible other businesses in the community. SG to investigate this. 		2016-17 – once tablets have been introduced and confidence in using them has developed.		Supply time to plan for this (SG) and possibly a monetary contribution from the theme days budget (?) if getting outside visitors in.	SG will need time to plan this and source resources (physical and human) to use to effectively plan for this. Staff inset time will also be required for teachers to plan for this day/these days.
Purchase a 3D printer to realise computer-driven design.	<ul style="list-style-type: none"> Blue skies thinking – 3D printing technology could be used for product designing in Computing – upper KS2 would benefit greatly from this type of 'real world' scenario. 	Look into this again at BETT (2017-18)			To be budgeted for from Computing budget.	SG/DH/DB to continue to look at this type of technology when visiting BETT to gain a better understanding of application within the primary learning environment. TME to support with this.
Develop a multi-media area within the school to allow filming / production, audio	<ul style="list-style-type: none"> Blue skies thinking – when building eventually begins and the new classrooms are built, we would like to find an area to develop this technology room. The children could film, edit, 	Look into this at BETT (2016-17)			To be budgeted for from Computing budget.	SG/DH/DB to continue to look at this type of technology when visiting BETT to gain a better understanding of

recording and internal broadcasting.	record and broadcast, gaining valuable learning experiences whilst bringing together the whole school community through, for example, daily news broadcasts live-streamed to classrooms.			application within the primary learning environment. TME to support with this.
---	--	--	--	--

Early Years

Focus: what we want to achieve	Ideas: how is it going to be achieved	Priority			Resource Implications	Challenges to achieve the focus
		2015-16	2016-17	2017-18		
To continue to evaluate the revised EYFS Curriculum and the regularly updated Statutory Guidance	<ul style="list-style-type: none"> To continue to support the TA's with their knowledge of Development Matters in the EYFS i.e. Prime Areas, PSED, Physical Development, Communication and Language and the Specific Areas, Literacy, Mathematics, Understanding the World, Expressive Arts and Design. To make sure that TS and CC [job share] are supported and have time on a termly basis for planning/assessment together 	Ongoing	Ongoing	Ongoing	Supply costs for one afternoon each term	Changes of staffing that may occur
To continue to use School Pupil Tracker assessments. Use these assessments to track groups and identify children who require intervention	<ul style="list-style-type: none"> To use Development Matters in SPTO to make regular and ongoing assessments. To explore progress and attainment through the year and report these during termly Pupil Progress meetings. To support TA's with observations on iPads so that they are focused and are guided with the areas that are a focus at any point in time. TAs to continue to annotate the photos that they take on the iPad and consider the next steps where applicable 	Ongoing	Ongoing	Ongoing		Changes of staffing that may occur in the Foundation Stage. Continue to train teachers and TAs upon how to use assessment and tracking tools. Ensure observations and assessments are consistent and moderated regularly through team meetings and training.
Regularly report children's progress and attainment to the parents of children	<ul style="list-style-type: none"> Continue to use the learning journals to support assessments on SPTO. Report to parents at least 6 times a year by giving them their child's learning journal for the term. To create a report [ongoing and end of year] from the judgements from the auto-fill comments that arise by completing the Development Matters bands on School Pupil Tracker Online Consider the use of allowing parents online access to their children's learning journal 	Report 6 times a year with one final written report	Consider online reporting of learning journals	Consider online reporting of learning journals	2Simple software license update £300 per year. An additional cost will be incurred should we proceed with online reporting of learning journals	Additional pressure on staff will need to be considered if we decide to report the learning journals online. Staff and parents will need training upon how to update and access the journals electronically.
Ensure phonics continues to be taught to a high standard in Foundation and to aspire for all year 1 pupils to achieve national expectations and have systems in place to continue	<ul style="list-style-type: none"> To make sure that most children within Foundation are confident with most of the phonics within Phase 3 Letters and Sounds by the end of their Foundation Year. Ensure consistency of teaching and resourcing of phonics is shared between year groups in F/KS1 	Ongoing	Ongoing	Ongoing	Supply costs for teachers to observe one another	Identifying improvements that can be made across the phase and adapting planning/resources where necessary.

good practice throughout year 2 and into KS2						
To further develop intervention strategies for pupils identified as making slower progress in maths	<ul style="list-style-type: none"> To continue to train staff in the use of Numicon and use where appropriate as an intervention tool. Adapt planning to incorporate Numicon where appropriate 	Continue to integrate Numicon into planning and resources	Revise planning where necessary	Revise planning where necessary	Update Numicon resources (plates, computer software, large numicon) if required	Train new member of staff that use the team with how to use Numicon effectively. Continue to plan opportunities to use Numicon in maths activities and as part of the daily continuous provision.
To use a DfE accredited baseline in preparation for this to be a statutory requirement in 2016/17	<ul style="list-style-type: none"> Research the 6 accredited baseline assessments and select the assessment that will be the most appropriate for EPS. Administer this baseline assessment in Sept 2015 together with ongoing formative assessments in class. Revisit these assessments in the Summer Term 2016 to track progress together with the school's tracking systems (SPTO) 	Use Durham University's baseline	Revise the effectiveness of the baseline in 2015/16 and choose a different provider if required	Revise the effectiveness of the baseline in 2016/17 and choose a different provider if required	£3.50 per child (<i>once purchased this money will be funded by the DfE</i>)	Training and moderation to ensure secure and accurate baseline assessments can be tracked throughout F and throughout the school. Early interventions can be established to support children where applicable. The Local Authority and local schools are all unsure as to which baseline will be the most effective. We have chosen a best fit for EPS. We will need to revise the effectiveness of the baseline to ensure it is providing us with the information we require.
To maintain and develop links with local pre-school settings, establishing a two way supportive process for continued improvement.	<ul style="list-style-type: none"> KS, CC, TS to work alongside Stepping stones to support them with assessment and observation strategies/procedures. KS to develop links with local pre-schools to develop a forum of collective support for each of the local pre-schools. 	Develop relationships with pre schools in the local area	Build upon the relationships in 2015/15 to create a supportive network moving forwards	Build upon the relationships in 2015/15 to create a supportive network moving forwards	Supply cover for KS one afternoon a term to enable him to meet with pre schools	Initially establishing the relationships and supportive network. Organising dates that work for all settings and creating a termly agenda that is both supportive for the pre schools and staff/children at EPS
To develop a fifth learning zone using the land donated by Alan Cummings Estate Agents	<ul style="list-style-type: none"> Build a fence and gateway through to the garden to ensure children can access the zone safely and easily. Resource the secret garden with den building equipment, plant pots to grow flowers and vegetables, potentially create an area for a Foundation Stage pet. This area has the opportunity of being developed as a 'Forest School' area for children of differing age groups to use. 	Initial development and construction of the secret garden	Resource the secret garden and continue to revise planning to use the additional space creatively	Resource the secret garden and continue to revise planning to use the additional space creatively	Costs to be confirmed once we have a quote for the fence/gate and a timeline for completion. Forest School Training cost	Current land dispute with the neighbours of Alan Cummings will delay the initial development of the outdoor area. Resources and planning will need to be updated to enable children to use this area. A member/s of staff will need to be forest school trained should this idea move forward. Risk assessments for flowers, vegetables, potential pets will need to be carried out prior to any additional resources being purchased
To develop and resource an	<ul style="list-style-type: none"> Purchase new resources to compliment the new 	Initially	Continue to	Continue to	Mini mobiles	

ICT area in Foundation. The ICT provision currently includes computers, a variety of ICT equipment shall be introduced for children to access daily. The children will have a range of ICT opportunities in Foundation enabling more children to progress to the 'Exceeding' level of development.	<p>ICT suite in the Foundation area.</p> <ul style="list-style-type: none"> Visit local schools to observe the varied approach to provision for ICT 	<p>purchase Mini Mobile Phones, Easi-Detectors (metal detectors), Easi-Cars</p> <p>Visit local schools to observe their Technology provision</p>	resource and update the provision for ICT in the technology area	resource and update the provision for ICT in the technology area	<p>£109.95</p> <p>Easi Detectors £109.95</p> <p>Easi Cars £109.95</p>	
Consumables	<p>These consumables come from the budget heading Early Years</p> <p>Eg play sand, [more needed now that we have a larger sand pit outside as well as inside], cooking ingredients, paper towels, toiletries, antibacterial wipes.</p> <p>All other consumables come from a separate budget heading Foundation consumables</p>	Ongoing	Ongoing	Ongoing	£100	
To replace damaged and worn out outdoor equipment.	P.E Coordinator to order and replace worn out/ damaged bikes in foundation and purchase 2 scooters for multiskills.	Replace bikes and scooters	Review outdoor equipment and replace where necessary	Review outdoor equipment and replace where necessary	<p>£750 2015/16</p> <p>To be revised 2016/17, 2017/18</p>	
Continue to update and resource the five learning zones	Each learning zone will have appropriately resourced areas for each of the ELGs. Children will self select resources independently.		Review outdoor equipment and replace where necessary	Review outdoor equipment and replace where necessary		

Intervention

<u>Intervention including SEND</u> Focus: what we want to achieve	Ideas: how is it going to be achieved	Priorities			Resource Implications	Challenges to achieve the focus
		2015-16	2016-17	2017-18		
Development of the role of Intervention Team Leader – 3 years on. To support whole school provision and impact whole school standards.	<ul style="list-style-type: none"> SL to attend SENCo Conferences, SL to conduct research project with Psychology Associates on Focus For Families group and consultation, SL to keep up to date with current research. SL, with Senior Management, evaluate systems for <ul style="list-style-type: none"> ➤ Provision mapping / Intervention Menu ➤ Supporting SEND children in class (new format) ➤ Appropriate resources for SEND and Slippage children ➤ Support for teachers/TAs for SEND children ➤ IEP writing (using new IEP format, evaluate and edit as needed) ➤ Measuring the impact of interventions ➤ Analysis of data ➤ Planning for 1:1/group tuition ➤ Continue training of Intervention TAs ➤ Continue training for TAs ➤ All Interventions from LZ and in class to use in/out assessments and record sheet ➤ Links with multi agencies from Plymouth, Devon, MAST and independent companies ➤ Use of SPTO to support SENCo and Intervention ➤ Definition of role that is transparent and consistent ➤ SL to continue to learn how to convert statements to new EHCs ➤ All statements to be converted to EHCs by 2018 ➤ SL develop use of TAM meetings and SEND Support Plan as it is rolled out ➤ Links made between Intervention Team and PSA/Learning Mentor 	On going over the three years as the role continues to develop and adapt			£1000 budget given plus PP+ money for LAC + Budget line for multi-agencies	On-going adaptations to the role of SENCo and SEND in the school setting in response to the new SEN Code of Practice and EHC developments
To use the school website to communicate with the school community and raise awareness.	<ul style="list-style-type: none"> To update yearly and publish the SEN Information Report online To provide the link for the Local SEND Offer Update the website regularly with useful links Develop link to parent library 	On-going yearly			SL to update website every term – time commitment	Drawing attention to that part of the website – eg through a Newsletter.
To close the gap for those pupils with barriers to learning including SEMH (Social, Emotional and Mental Health), specific diagnoses, LAC or adopted	<p>To aspire to identifying barriers to learning and responding with the appropriate resource, strategy, intervention, agency or plan so that all learners will make the minimum 2 levels progress in each Key Stage.</p> <ul style="list-style-type: none"> To use SPTO and PPMs to monitor all children To use screening, monitoring tools and observations for 	On-going yearly role			SL to include these things in weekly timetable.	Time constraints or lack of agency support.

families, Speech and Language and so on. With the aspiration that ALL learners will make a minimum of 2 levels progress in each Key Stage.	<ul style="list-style-type: none">early identificationTo use the 'in house' referrals system for supportTo implement strategies and monitorTo implement appropriate intervention in class or from the Learning ZoneTo seek outside agency advice (including school EP)To signpost parents to the appropriate routes eg GP, CDC or other services/lead professionalsTo refer children to outside agenciesTo implement outside agency adviceTo create a TAM, SEND Support Plan or application for EHC if appropriate.					
Addressing root level barriers to learning through a wider use of multi-agencies.	<ul style="list-style-type: none">Subscription to MAST (can we have a bespoke service?)Use of services on a needs basis eg Psychology Associates, Therapists etc	Sept 2015 buy in MAST				Will we have to buy in their suggested service which is not what we require or will we be able to develop a bespoke service?
Early Intervention in place for Speech and Language in Foundation/KS1 and to develop the use of the new I CAN Communicate into KS2	<ul style="list-style-type: none">To use information from Nursery settings to inform of any need and to identify early within Foundation any communication or speech & Language concerns by referring child to SL/Referral Meeting.SL and class teacher to then refer to appropriate multi agency swiftly.TAs appropriately trained to run SPIRALS, BLAST and other language groups.Intervention Team appropriately trained for I CAN Talkboost and other language groups such as Language for Thinking, Semantic Links and so on including the new KS2 I CAN.Whole staff training on Colourful Semantics	Purchase new I CAN Talkboost KS2 and LZ complete online training		NA	£200 for KS2 Talkboost	Early Intervention in place for Speech and Language in Foundation/KS1
Developing Focus For Families Groups including developing workshops, one to one consultation and other agencies/local schools.	<ul style="list-style-type: none">To evaluate first pilot workshop group and consultations through parent feedback and impact on learning.To develop use of workshops and consultations through linking with other schools/communityTo develop parent library alongside this.	Summer 2015 Evaluation Day with Clinical Psych	On-going based on need		Use PP+ money based on need	It may be difficult to quantify impact as the outcomes will be emotional/well being etc.
Developing support for SEMH well being.	<ul style="list-style-type: none">All TAs to be trained in ELSA	Over a three year programme selecting certain TAs each year OR investigate whole TA staff training in school.			Free course	Time constraints for all TAs to attend a 10 week afternoon course.
To become an Attachment Focused school	<ul style="list-style-type: none">SL to train as Lead Attachment TeacherWhole school training on PACE and Attachment for all children including CT, TAs, Admin, MTA's and PSA.	Attachment Lead and whole school	Develop policies		£700 for Attachment Lead training	

	<ul style="list-style-type: none"> Behaviour policy to reflect PACE and Attachment Theory. 	training.				
Review taking note of the revised National Curriculum	<ul style="list-style-type: none"> To ensure that interventions support the new curriculum by SL attending whole school INSET and sharing this with Intervention Team. To ensure that expectations/objectives and end of year targets are consistent between Intervention team and Class by SL keeping up to date with planning. 	Throughout INSETs in 2015/16 and 2015-18 as planning develops.	NA	Ensure that New Curriculum is shared with whole Intervention Team	Review taking note of the revised National Curriculum	<ul style="list-style-type: none"> To ensure that interventions support the new curriculum by SL attending whole school INSET and sharing this with Intervention Team. To ensure that expectations/objectives and end of year targets are consistent between Intervention team and Class by SL keeping up to date with planning.
To develop SL's role and networks.	<ul style="list-style-type: none"> Continue with Lecturing role once a year at Exeter University on identifying groups and my role. Continue with working alongside Annie Singer (Head of Virtual School) and Zoe Masters (Educational Consultant at Virtual Schools) To further develop links with Adoption Support Service SL and team to attend initial Thrive Assessment course to consider further training SL and Team to train in Theraplay 	<p>On-going</p> <p>On going</p> <p>On going</p> <p>3.07.15</p>	Theraplay training		<p>Revenue for the school in paid supply costs</p> <p>Free course</p> <p>£300 per delegate</p>	Time and finance constraints

Last OfSTED Report 28-29 January 2014

Haye Road South, Plymouth, Devon, PL9 8HJ

Inspection dates 28–29 January 2014

Overall effectiveness

Previous inspection: Not previously inspected

This inspection:	Outstanding 1
Achievement of pupils	Outstanding 1
Quality of teaching	Outstanding 1
Behaviour and safety of pupils	Outstanding 1
Leadership and management	Outstanding 1

Summary of key findings for parents and pupils

This is an outstanding school.

All pupils, including those eligible for pupil premium funding and pupils who are disabled or have special educational needs, make outstanding progress.

Achievement in all year groups is outstanding, and pupils leave Year 6 with well above average levels of attainment. The outstanding teaching is notable for teachers' very high expectations of what pupils can achieve, and teachers' skill in setting tasks for pupils which are well suited to their varying abilities.

Behaviour and pupils' attitudes towards learning are outstanding. Attendance is well above average and pupils love coming to school. They feel very safe, love taking on responsibility and enjoy the wide range of activities both in and outside of lessons.

There is outstanding support for potentially vulnerable pupils, who steadily grow in confidence and other personal qualities as well as making excellent academic progress.

The school ensures that every pupil has the opportunity to succeed in all the activities offered.

Leadership and management are outstanding. Leaders at all levels check the quality of teaching and progress rigorously.

The leadership, strongly supported by governors, has the full backing of staff and has created a culture which promotes excellence and a commitment to continued improvement.

The school is very outgoing, as seen in its links with other local schools and its commitment to strengthening pupils' global awareness through links elsewhere, including those with schools in distant countries.

Parents are strongly supportive of the school and greatly value all aspects of its provision.

Information about this inspection

The inspectors observed 23 lessons. Seven of the observations were carried out jointly with members of the senior leadership team. Inspectors also visited some classes for shorter periods and observed some small group sessions outside lessons, led by support staff. Inspectors heard several pupils read.

Meetings were held with the headteacher, other staff, four governors and pupils.

The inspection team took account of 65 responses to the online questionnaire (Parent View) and 33 questionnaires returned by staff.

The inspection team observed the school's work and scrutinised a variety of documentation, including the school's checks on its own performance, the school improvement plan, minutes of the governing body, information on pupils' current progress, records of monitoring and records relating to safeguarding. Inspectors also scrutinised examples of pupils' work.

Inspection team

John Laver, Lead inspector Additional inspector

Phil Taylor Additional inspector

Gary Kirkley Additional inspector

Full report

Information about this school

Elburton Primary School converted to become an academy school on 1 July 2012. When its predecessor school, Elburton Primary School, was last inspected by Ofsted, it was judged to be outstanding.

The school is much larger than the average-sized primary school.

The great majority of pupils are of White British heritage.

The proportion of pupils known to be eligible for the pupil premium, which is additional funding provided by the government for children in local authority care, pupils known to be eligible for free school meals and other groups, is less than half the national average.

The proportion of disabled pupils and those with special educational needs supported by school action and the proportion supported by school action plus or with a statement of special educational needs are both below average.

The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.

There are two classes in Reception (Early Years Foundation Stage) and in each of all the other year groups in the school.

The school holds several awards, including the International Schools award.

The school operates before-school and after-school clubs.

What does the school need to do to improve further?

Further build on the school's efforts to promote writing of more consistent depth and challenge outside of English lessons, and further apply mathematical skills outside of numeracy lessons.

Inspection judgements

The achievement of pupils is outstanding

Children join the Reception classes with skills and levels of knowledge which are just below those usually expected for their age. As the result of high quality teaching, by the time pupils leave school at the age of eleven their attainment is well above average, particularly in English and mathematics, having made outstanding progress.

Achievement is also outstanding because pupils have extremely positive attitudes towards learning. Pupils love coming to school, learning new skills, rapidly acquiring new knowledge and contributing their views confidently in lessons. Attainment in all aspects of English and mathematics has been consistently well above average, including in the last national test results.

The enthusiasm is seen from an early stage, being very evident in Reception, where children begin to make the outstanding progress which is then sustained throughout their school life. Children quickly learn the conventions of working together, sharing their ideas, listening well both to staff and each other, and making sensible choices about how they will spend their time at work and constructive play. Many of these children reach levels of attainment above expectation by the time they join Year 1.

These qualities were observed, for example, when a Reception teacher was explaining ways of measuring and comparing everyday objects. Children rose to the challenge of discussing problems with their talk partners and then outlined their ideas to the class. When answering the teacher's questions, the children were expected to explain their reasoning and say how they would test their theories in practice. As a result, the children quickly developed very good communication skills as well as personal qualities such as confidence.

In the great majority of lessons observed during the inspection, all pupils made outstanding progress. This is because teachers expect much of pupils, both in terms of work rate and in the depth of thinking required.

When listening to the teacher, skilful questioning and encouraging pupils to respond at length ensure that pupils both consolidated and extended their skills and knowledge to an impressive degree, particularly in the subsequent writing tasks. The resulting work showed a very good range of language as well as accuracy and good presentation.

Pupils in receipt of pupil premium funding, along with disabled pupils and those with special educational needs, share in the outstanding progress made by other pupils. Some previous small gaps in rates of progress between groups have rapidly narrowed and have almost been eliminated. This is because any pupil in danger of underachieving is rapidly identified and given appropriate support, either through getting additional staff support in lessons or by working with staff in a small group outside lessons for part of the time.

The leadership sets ambitious targets for pupils' progress. A significant proportion of pupils in every year group, of all abilities and from all backgrounds, progress at a much faster rate than is the average for pupils nationally.

Pupils in Year 1 do significantly better in the phonics (the linking of sounds and letters) check than is expected nationally. As they move up through the school, pupils read with a high level of fluency, accuracy and confidence. The school's successes in developing well above average English and mathematics skills are reflected in both test results and teacher assessments.

When the school identifies a potential weakness, for example in the quality of writing of a few able pupils in Key Stage 1, it quickly puts strategies in place to give additional support to these pupils. The effect has been very positive, as the pupils have learned to write in more depth.

Teachers use homework regularly to extend pupils' knowledge and understanding, for example through research tasks.

All pupils benefit equally from the opportunities to learn in the classroom and to enjoy the many other school activities, as seen in test results and the large take-up of activities.

Although pupils make outstanding progress in most lessons, occasionally when studying topics or subjects such as geography, teachers occasionally miss opportunities to develop high level writing skills to the extent that they do in literacy lessons. Similarly, there are a few missed opportunities to apply practical mathematical skills across a range of subjects. The school leadership recognises this and is developing the school curriculum to encourage a more consistent spread of skills across all subjects, so that, for example, the quality of writing in history topics matches that which is expected in literacy lessons.

Parents rightly appreciate the outstanding progress their children make in school, along with the quality of teaching.

The quality of teaching is outstanding

School records, based on observations of teaching and learning, suggest that teaching in the school has been consistently good and often outstanding. This was confirmed by the inspection, where observations showed that no teaching was less than good, and the great majority of teaching was outstanding. It has had a very positive impact on the progress of all pupils, whatever their age, ability or background, particularly in reading, writing and mathematics.

Typical of the outstanding teaching are the high expectations and enthusiastic commitment of all staff. Lessons start promptly and then, whether pupils are working as a whole class, on their own or collaborating with each other, teachers expect them to do their best, and almost invariably they do so. The inspection showed this in various ways. It resulted, for example, in high quality writing, which was accurate, fluent and used a wide range of language. It was evident in the confidence and fluency of many readers. It was also evident in pupils' mastery of mathematical skills such as accurate calculation.

Support staff work very effectively with disabled pupils and those with special educational needs, assisting their learning and also giving them the confidence to contribute willingly to class discussions. In particular, these pupils showed very good progress in the quality and range of their written work.

When teachers mark pupils' work, they give constructive feedback so that pupils know exactly what they have done well and what could be improved. Pupils told inspectors how much they value this.

Teachers ask challenging questions in lessons and pupils usually give well-reasoned answers, showing that they are developing high-level thinking skills. When pupils work on individual tasks, staff provide prompts and give support where necessary, but also train pupils to reflect on their own work so that they become effective learners. For example, younger pupils know how dictionaries and thesauruses can be used to improve their writing.

There is a very positive climate for learning. Even younger pupils, when they have finished a task, are used to seamlessly moving of their own volition to something else suitable to the learning objective, and without any fuss.

Teachers' skills are reinforced by good opportunities for training.

The behaviour and safety of pupils are outstanding

Behaviour in lessons and around the school is exemplary. There is either an exciting buzz or meaningful concentration in most lessons. Pupils get on very well with each other. As well as in class, it was witnessed when they moved around the school and at break and lunchtimes.

Pupils are very polite and welcoming to visitors and show care for each other.

Parents and pupils confirm that there is very little bullying or any untoward incidents in school. Any such incidents are promptly and effectively dealt with. The school makes considerable efforts to make pupils aware of the various forms that bullying can take. For example, teaching internet safety has a high priority.

Attendance is high, well above average. It reflects pupils' enjoyment of all aspects of school life.

Pupils love taking on responsibility, whether running their own school council or helping others.

Pupils have very positive attitudes towards learning, which is a significant factor in their excellent progress.

Safety is outstanding and meets requirements, in respect of pupils feeling safe and the policies and procedures followed by the school. Pupils and parents confirm that pupils know how to keep themselves safe. Guidance on safety is reinforced in assemblies and through a well developed programme of personal, social, moral and health education.

As well as being successful academically, pupils develop the skill of being critical and reflective thinkers. Their spiritual, moral, social and cultural development is very well developed. They enjoy the many opportunities for sport, music and art. The school is very successful in sports competitions, whilst the choir has a very high reputation locally. Pupils enjoy trips, including the residential ones. Large numbers of pupils attend the before- and after-school clubs, and told inspectors how enthusiastic they were about them.

From an early age, pupils develop a strong awareness of other cultures, faiths and ways of life. This is reflected in the International Schools award which Elburton has received. Pupils have links with far-off schools in Japan, China and South Africa. Learning about the wider world has a strong focus in lessons and assemblies. French is the main foreign language in the school, but pupils also get a taste of other languages. Pupils benefit from attending a school which is at the same time very inclusive and outgoing, reinforced by strong community links.

The leadership and management are outstanding

The leadership is committed to providing the best for pupils and ensuring that they do the best they can in school. This commitment is shared by all staff, as evident from staff questionnaires returned during the inspection. Staff are particularly appreciative of the leadership and the sense of teamwork that has been generated. The headteacher brings in outside professionals to check the school, sometimes through the local authority, in order to get an objective view of the school's provision.

The school's continued capacity for improvement is clear from the thorough way in which the school checks how well it does and how it can improve. It is also evident from detailed planning, to which all staff, and especially middle leaders such as subject coordinators, contribute.

Middle leaders play an increasingly important role in supporting staff and ensuring that pupils get the best possible education as they move up through the school.

The leadership checks the quality of teaching and learning regularly and rigorously. This feeds into a strong programme of training for staff. Teachers' pay is linked to the progress pupils make and their individual targets and accountability at all levels are firmly established.

The school's curriculum is very successful in developing key skills and preparing pupils very well for the next stage of their education. The formal curriculum is enriched by a wide range of activities outside lessons. This was seen during the inspection, when pupils were captivated by a 'musical morning' led by visiting musicians. Pupils benefit in other ways from the school's extensive links with other schools. For example, local secondary schools host events and also provide additional teaching expertise.

Primary sports funding is being used to buy in more specialist sports teaching and to support healthy living initiatives. The school's sporting successes are evidence of the positive effect.

The leadership spreads its expertise beyond the school, with the headteacher providing support for other local schools.

There are strong links with parents, who are very proud of, and supportive of, the school.

The governance of the school:

The governing body is a mixture of very experienced governors with a good range of educational experience and newer members. Governors have successfully presided over and been closely involved in successful developments since the school became an academy in July 2012. As well as fully supporting the school, the governing body is rigorous in challenging the leadership, for example about how pupil premium funding is used to provide additional teaching and other support for eligible pupils. Governors have a good understanding of the strengths in teaching and how well the performance of pupils in the school compares with other schools. Governors get reports from subject leaders as well as the senior leadership. They carry out their responsibilities carefully in key areas such as performance management and ensuring safeguarding, and share the leadership's drive for improvement. Despite the many successes of the school, there is no sense of complacency. Governors are very active in checking all aspects of the school's work and considering how they can maintain the school's strengths and develop them further.

What inspection judgements mean

School Grade Judgement Description

Grade 1 Outstanding An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.

Grade 2 Good A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.

Grade 3 Requires improvement A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.

Grade 4 Inadequate A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.

A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.

School details

Unique reference number 138310

Local authority Plymouth

Inspection number 441147

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school Primary

School category Academy converter

Age range of pupils 4–11

Gender of pupils Mixed

Number of pupils on the school roll 417

Appropriate authority The governing body

Chair Freida Court

Headteacher David Bradford

Date of previous school inspection Not previously inspected

Telephone number 01752 404489

Fax number 01752 484240

Email address admin.elburton@elburton.plymouth.sch.uk