



School Improvement Plan 2017 - 2018

Strategic Overview 2017 - 2018

Views of learners, parents / carers and other stakeholders

- Continue to develop the voice of the child.
- Continue to develop the learning environment in all phases.
- Maintain links with established after school / holiday child care provision.
- Maintain before school breakfast club provision.
- Review and continue to develop new website as part of MAT so that parents, carers and other stakeholders are able to continue to access key information about the school.
- Continue to develop electronic methods of communicating key information with parents, carers and other stakeholders (blogs, parent mail, and social media).
- Access the views of parents and carers through questionnaires and regular talks / workshops for parents based on the renewed curriculum.
- To better utilise Parent View to seek parental and carers' views of the school.

Achievements and Standards

- To embed the practice of working in close collaboration with local Cluster and LA schools and develop and embed a new national curriculum which challenges and extends learning of all pupils.
- To establish strong links across the MAT in order to share expertise in assessment without levels and align practice in order to provide collaborative standardisation, moderation and CPD with regards to assessment.
- To continue to develop the in-school 'pupil progress review' system so that teachers and senior leaders can make effective use of data to improve children's personalised learning and attainment.
- To improve the enjoyment and attainment of writing through cross curricular links, capitalising on discrete subject teaching from September, 2016.
- To ensure pupils' attainment remains in line with our own challenging yet realistic targets in the core subjects in Mathematics and English with a continued focus on improving children's phonic knowledge in KS1.
- To continue to review, revise and improve strategies and provision to narrow the gap for vulnerable groups of pupils.
- To clarify the role of 'Pupil Premium Champion' to ensure better provision.
- To continue to develop use of school blogs for all year groups.

Personal Development and Well Being

- To maintain the high quality of pastoral support we provide for all our children and their families, enabling them to feel safe and enjoy school.
- To maintain our core values which foster SMSC throughout the school and which promote British Values.
- To ensure the school's high standards of safeguarding is maintained and all staff are aware of and trained in Prevent duty.
- To support our children into becoming independent learners.
- To improve our levels of attendance.
- To share curricular targets with children, parents and carers.
- To continue to ensure our children access high quality sports and P.E. provision.
- To continue to use the Sports Premium grant to good effect.

Quality of Provision

- To maintain the quality of learning and teaching so that 95% of teaching is good or better, with 30% outstanding.

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- To continue to offer training and support to aspiring and newly qualified teachers.
- To maintain the training and development of support staff and work experience students.
- To continue to develop an inclusive approaches so that all learners' needs are met through differentiation and challenge.
- To embed the Symphony Assessment System, tailoring it to the needs of our school, while working in collaboration with other 'Symphony' schools.

Leadership and Management

- To continue to develop and support middle and senior leaders through CPD and recognised qualifications such as NPQML, NPQSL and NPQH.
- To continue to provide CPD opportunities for all staff, enabling them to progress in their careers.
- To maintain the school's succession plan for future leadership.
- To continue to ensure middle and senior leaders meet weekly to disseminate information and ideas, contributing to the strategic direction of the school.

Site, Buildings and Resources

- To continue to maintain high standards of the built environment, ensuring our school is safe, secure, welcoming and engaging for learners.
- To continue to ensure the allocation of resources is managed well.
- To work with the local authority to explore the potential of accommodating additional bulge classes which would include a demountable structure on site (similar to our Year six block).



Whole School Priorities for 2017 – 2018



- 1) To ensure effective feedback accelerates progress for all pupils with a focus on next step marking, particularly in Mathematics.
- 2) To improve attainment and progress of White British boys, particularly those in receipt of Pupil Premium funding.
- 3) To address attendance and persistent absence rates, particularly for pupils who are EAL, have SEND or are eligible for FSM.
- 4) To closely monitor teaching to ensure all teaching is good or better across the school.
- 5) To ensure pupils in higher prior attainment groups make good progress in the core subjects across the school.
- 6) To develop effective collaboration between MAT schools to share good practice and drive improvement.



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1) To ensure effective feedback accelerates progress for all pupils with a focus on next step marking, particularly in Mathematics.

Action	Responsibility	Timescale	Resources	Success criteria	Monitoring	Evaluation
Over the year, review the impact of our marking policy in light of modern research.	SLT	Throughout the year.	Leadership time	SLT agreement on effectiveness of policy.	SLT	
Carry out termly book scrutiny	SLT	Ongoing	Time	A record of the book scrutiny in all subjects will be completed and held in the Principal's office.	SLT	
Feed back findings to teachers and set targets as necessary	SLT	Ongoing	Time	Advice to teachers and any targets set to be recorded on the document held in the Principal's office. Targets to be relayed to teacher's SLT coach.	SLT	
Review action taken by teachers to meet targets	SLT	Ongoing	Time	SLT coach to check on targets during weekly coaching sessions. Where targets are consistently not met, support plan to be introduced.	SLT	
Carry out sample book review every fortnight for each teacher during coaching session.	SLT	Ongoing	Time	A review of the teacher's marking will be maintained on the coaching record sheets.	SLT	
Feed back to teachers and set targets as necessary	SLT	Ongoing	Time	Coach to verbally feedback to teacher after each coaching session, reviewing and setting targets. Where targets are consistently not met, support plan to be introduced.	SLT	
INSET training to be provided in which our marking policy will be re-established	SLT	First half of Autumn Term	Time	A training session will be prepared and held within the first half of the Autumn Term.	SLT	
Ensure all teachers adhere to marking policy	SLT	First half of Autumn Term	Time	Marking policy to be contained in planners and handbook Work scrutiny evidences effective marking in line with policy	SLT	



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Action	Responsibility	Timescale	Resources	Success criteria	Monitoring	Evaluation
Weekly phase meetings to be held and used, in part, to review marking.	SLT	Ongoing	Time	Phase leaders will hold a weekly meeting and address any issues or provide support in relation to marking.	SLT	
NQT's books to be monitored by mentors	Mentor	Ongoing	Time	Advice and support to be given and recorded on observation sheets. Where a significant issue arises, a support plan to be introduced.	SLT	
Subject coordinators to review marking in specific subjects	Coordinator	Termly	Time	During termly subject scrutiny, subject leaders to consider whether effective marking is being used and to feedback accordingly to staff and SLT.	MF	
To ensure LGB are kept informed of developments in this area.	SLT	On-going	LGB meetings Principals reports Governors' visits	Governors are able to speak knowledgably about developments in this area.	SLT	



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2) To improve attainment and progress of White British boys, particularly those in receipt of Pupil Premium funding.

Action	Responsibility	Timescale	Resources	Success criteria	Monitoring	Evaluation
To ensure WBB are included as a sub-group in termly data packs and PPR system.	Deb C	Start of Autumn Term	Time	WBB who are not making good progress or have low attainment are identified.	SLT	
To ensure RAPs are implemented for those identified WBBs.	Deb C	Start of Autumn Term	Time	RAPs are implemented	SLT	
To monitor effectiveness of the RAPs	SLT	Autumn 1	Time	Weekly coaching will confirm that the child is receiving the required in-class support. Data reflects progress	SLT	
To review RAPs subject to termly monitoring	SLT	On-going	Time	RAPs modified to reflect child's needs.	SLT	
Consult parents to ensure that they are receiving the support they need, that their aspirations for the child are raised and that the child is getting the right support at home.	Class teacher	Parents' consultation in Autumn Term	Time	Regular teacher/parent communication will prevail with the parent being kept informed and advised of support requirements.	SLT	
Raise WBB aspirations and develop social and emotional competencies	Class Teacher and support workers	On-going	PP funded learning mentor allocated	WBB receive Why Try and access to drama / dance / PE intervention	SLT	
To review the effectiveness of the above interventions	SLT	Termly	Time	Behaviour and self-awareness of WBBs has improved – evidenced in PPI and reduction of warnings received.		



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Action	Responsibility	Timescale	Resources	Success criteria	Monitoring	Evaluation
To research effective classroom strategies for closing the gap for WBBs	SLT	Summer holidays	Research: http://archive.c4eo.org.uk/pdfs/3/Schools%20and%20Communities%20RR%20P4.pdf	SLT have greater understanding and can cascade to staff.	SLT	
To develop whole-staff skills for supporting WBBs in the classroom	Mark	Autumn Term	INSET time	Staff using recommended strategies and demonstrating they are researching further.	SLT	
To review the potential use of ICT to support the learning of WBB	SLT	On-going	time	SLT have greater understanding and can cascade to staff.	SLT	

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3) To address attendance and persistent absence rates, particularly for pupils who are EAL, have SEND or are eligible for FSM.

Action	Responsibility	Timescale	Resources	Success criteria	Monitoring	Evaluation
Collate data relating to attendance on a weekly basis.	SLT Leads	ongoing	Office staff time	Data will be available to SLT weekly.	SLT Leads	Currently being achieved weekly.
Identify a member of SLT who will have overall accountability for the plan.	SLT	immediate	none	An SLT member to be given the role.	SLT	Complete: Karen Becker (main) and Mark Fogarty appointed
Formulate an overall strategy involving the parents and their teachers of members of the SLT.	SLT Leads	By September 2017		To be completed and ready to be used by the end of this half term – SLT to agree.	SLT Leads	
Use data to identify ranges of persistent attendance so that different strategies might be applied to each.	SLT Leads	Within Summer 1.	SLT time.	Targeted groups will be identified based upon attendance percentage rates e.g. those that fall between 85 and 90%	SLT Leads	
Identify a group of persistent non-attenders for immediate intervention, trialling the method to be introduced in September 2017 across the school. The members of this group to fall within the 85 to 90% attendance band.	SLT Leads	Within Summer 1	SLT time	The parents of the targeted group will be invited into school to discuss the impact of poor attendance, set attendance goals and agree to support strategies etc...	SLT Leads	
Meet with the parents of the identified group to show the impact of poor attendance and to agree targets and support to improve attendance.	SLT Leads	By end of Summer 1.	Time and data.	All parents on the list will have been invited to speak to a member of SLT in this regard.	SLT Leads	

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Action	Responsibility	Timescale	Resources	Success criteria	Monitoring	Evaluation
To instigate a programme of action to commence from September 2017 in which teachers will invite parents of persistent non-attenders discuss their child's attendance, its impact and how we might improve it.	SLT leads	To commence in September 2017.	INSET or staff training time.	All teachers will have a list of persistent non-attenders provided with their new class lists for September and will have been trained in how to instigate action and monitor it thereafter. Teachers to use the Impact of Poor Attendance table.	SLT Leads	
Create case studies to indicate the impact of poor attendance and the impact of improved attendance.	HSSW / LM	By end of Autumn	Time	Case studies to be completed and on file by end autumn	SLT Leads	
To continue to pursue existing strategies to improve attendance.	SLT Leads	Ongoing	Office Staff and SLT Lead time.	All existing strategies are maintained and monitored in the usual way. These include: first-day calling, follow-up phone calls, weekly attendance certificates, HSSW collecting children, non-schol uniform days for best attending class, use Welfare Attendance Officer, fines, court action etc...	SLT Leads	
To consult local schools (particularly St Ursula's) who have recently successfully increased their attendance.	SLT leads	By end summer 1	time	Contact from St Ursula's will have provided advice and guidance relating to our initiatives and offered some of theirs.	SLT Leads	
Monitor and review the overall impact of the above strategies.	SLT Leads	Ongoing		SLT to review attendance data on individuals, groups and the school as a whole in depth in the fifth week of every half term at SLT meetings. (Weekly summaries to continue in weekly SLT meetings.)	SLT Leads	



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Action	Responsibility	Timescale	Resources	Success criteria	Monitoring	Evaluation
To implement a lunch time club for identified PP children with low attendance	Lead teacher	Friday Lunch times	Time	Identified PP children will increase weekly attendance	Lead teacher / SLT	
To ensure LGB are kept informed of developments in this area.	SLT	On-going	LGB meetings Principals reports Governors' visits	Governors are able to speak knowledgably about developments in this area.	SLT	

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4) To closely monitor teaching to ensure all teaching is good or better across the school.

Action	Responsibility	Timescale	Resources	Success criteria	Monitoring	Evaluation
To ensure LGB are kept informed of developments in this area.	SLT	On-going	LGB meetings Principals reports Governors' visits	Governors are able to speak knowledgeably about developments in this area.	SLT	
Implementing new coaching and mentoring strategy for monitoring teacher performance.	SLT	On-going	SLT time (1 hour per week) SLT meeting time to evaluate findings. Hard copy file stored in Principal's office containing observations/feedback	Teachers allocated member of SLT as mentor/coach and receive weekly formative feedback.	SLT	
To monitor the impact of the new coaching and mentoring strategy.	SLT	On-going	Time	Teaching quality / confidence increased and is evidenced by observations, good progress data and work scrutiny.	SLT	
Training teachers and NQTs are allocated trained/experienced mentors and are enrolled on induction programme with LA.	SLT	On-going	LA / ITT courses Internal INSET sessions led by SLT/ curriculum and middle leaders. Opportunity to network within MAT / cluster	Termly observations by mentors evidence good progress towards NQT standards. Teaching quality / confidence increased and is evidenced by observations, good progress data and work scrutiny.	SLT / mentors	
Teaching teams structured to ensure each year group has an experienced teacher who will develop leadership competencies as a 'lead teacher'			Weekly year group meetings. SLT coaching/mentoring	Lead teacher acts as mentor / model of best practice for less experienced teachers. Teachers in team develop and align practice to ensure quality first teaching – evidenced through weekly observations detailed above. Planning is done collaboratively.		

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5) To ensure pupils in higher prior attainment groups make good progress in the core subjects across the school.

Action	Responsibility	Timescale	Resources	Success criteria	Monitoring	Evaluation
To ensure LGB are kept informed of developments in this area.	SLT	On-going	LGB meetings Principals reports Governors' visits	Governors are able to speak knowledgably about developments in this area.	SLT	
To ensure teachers are aware of and monitor the progress of higher prior attainers (HPA) in the core subjects	Deb	On-going	Data pack issued termly Staff meeting INSET Time	Teachers can identify HPA and track progress.	SLT	
To use data to identify HPA next steps and ensure provision enables group to make appropriate progress		On-going	Weekly phase meetings	HPA group make appropriate progress – evidenced in data	SLT	
To ensure children arriving into the school outside of usual admissions are allocated a prior attainment group so that HPA can be identified and tracked	Deb / More Able leader	On-going	Time Key to Success SIMs (admin support)	New HPA children identified and teachers given names	SLT / more able leader	
To develop the role of a new More Able Leader	Deb / More Able leader	On-going	Time Training	More able leader confidently leading provision	SLT	
To provide opportunities for more able children to access enrichment activities	SLT / PP leader	On-going	Time Additional teacher / learning mentor allocated	HPA/ more able children access enrichment activities (e.g. maths/reading/sports clubs, local quizzes)	SLT	
To ensure more able / HPA children are given additional challenges in core subjects	SLT	On-going	INSET – discuss strategies Weekly coaching	Work scrutiny evidences additional challenges / feedback is appropriately pitched	SLT	



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Action	Responsibility	Timescale	Resources	Success criteria	Monitoring	Evaluation
To improve teachers' skills in order to raise expectations of HPA / more able	Teachers SLT	On-going	INSET Weekly phase meetings	HPA / more able children are working at a higher standard than their peers – evidenced in work scrutiny	SLT	
To allocate HPA / more able group time for years 2 and 6 in order to access the higher criteria of the interim standards	Teachers SLT	On-going	VP / teacher to provide group time	HPA / more able children make good or better progress	SLT	

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6) To develop effective collaboration between MAT schools to share good practice and drive improvement.

Action	Responsibility	Timescale	Resources	Success criteria	Monitoring	Evaluation
To ensure LGB are kept informed of developments in this area.	SLT	On-going	LGB meetings Principals reports Governors' visits	Governors are able to speak knowledgeably about developments in this area.	SLT	
To continue mutual data analysis and system monitoring between DPPS / BJS and BIS	Deb	Termly	Time Visits to schools	Shared assessment and monitoring systems, knowledge and understanding	SLT	
To continue to provide cross-school activities for MAT children	SLT	On-going	Time Visits to schools	Sharing good practice and resources. MAT schools agree on which and how many events they will host throughout the year	SLT	
To maintain involvement in academic task force	Principal	Half-termly	Meetings	Shared knowledge and expertise SWOT analysis of schools and how schools can support each other	SLT	
To maintain collaborative meetings between schools	SLT	On-going	Time	Shared INSETs and training Retreat etc.	SLT	
Principals to attend MAT board meetings by invitation	SLT	On-going	Time	Ensuring Principals have a voice at high level meetings	SLT	
To work with MAT schools to develop and refine a MAT corporate identity	SLT	On-going	Time	Shared policies, practices and procedures. Eliminating competition between MAT schools	SLT	
To maintain participation at MAT social events	SLT	On-going	Events as planned	Networking	SLT	
To encourage our parents to join FODs	SLT	On-going	Time	Increased participation of MAT parents in FODs	SLT	
To increase sharing of resources across MAT schools	SLT	On-going	Physical and human resources	Resources will be shared, e.g. safeguarding lead, sites manager, Bushra Nasir, minibus, Academy hall, Drapers Hall etc.	SLT	



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We conduct regular surveys at parent consultation evenings. 93% of parents agreed at the last consultation that we provide high quality education for their children. The respondents highlighted areas they feel we could improve related to how well bullying is dealt with and we continue to address this issue in the following ways:

- The school council in all key stages are working together to develop activities connected to national bullying week
- Pastoral team continues to deliver circle time throughout the school.
- Learning mentors based in a dedicated area to support children who feel unable to learn in classroom contexts.
- All children will have the opportunity to discuss any concerns they have through Pupil Progress interview systems.
- Awareness will be raised during all assemblies and in SMSC lessons throughout the school.
- British values will continue to be incorporated appropriately throughout the curriculum.
- Parents will be made aware of what the school is doing through regular communication.
- We foster an open door policy so that parents are positively encouraged to register any concerns they may have.
- We have displays around the school that children promote.
- We discuss children's pastoral needs at weekly middle and senior leadership meetings which highlight possible concerns.
- All children are constantly reminded that they need to tell an adult they trust if they are worried about anything.
- We are also teaching children to recognise what Bullying is and how it is different from other arguments or disagreements they have with their peers.

Computing and Website – during the Easter holidays, GaiaTechnologies took over running the computer systems in the school and we have experienced teething issues during this transition. We are also transferring responsibility for the upkeep of the website to Nick Giles – this is an area we need to monitor for OfSTED compliancy and Stephen Beason has agreed to take responsibility for data protection associated with this.



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Summary Curriculum Development Plan Evaluation Drapers' Pyrgo Priory Academy 2016 - 2017

A revised version will be provided after the subject leaders have assessed their subject later in the Autumn Term 2017

To develop subject leaders' knowledge of supporting teachers to improve the quality of teaching and learning in all foundation subjects in KS1 and KS2.	All staff	By July, 2017	PPA Leadership time Staff meeting	Staff are aware of progress in the foundation subjects. Quality of teaching and learning is improved across the foundation subjects. Foundation subjects are taught discretely and subject leaders are monitoring data on a regular basis.	SLT	Discrete curriculum now in place. Foundation data drop on 12.12.16. Subject SEFs completed for Autumn 2016.
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Subject	1 Effectiveness of Leadership & Management	2. Quality of teaching, learning & assessment	3. Personal development, behaviour and welfare.	4. Outcomes for pupils	5. Effectiveness of curriculum provision	6. Overall effectiveness
Art	Ensure termly subject scrutiny (of planning and books) and moderation is carried out each term, that the relevant form is completed and that the teachers are given feedback.	Maintain an accurate overview of children's progress, term by term and use this to identify YGs or teachers that require further support. Hold a teachers' subject knowledge and skillssurvey.	Organise a KS1 art club to be held weekly. Use art as a basis for behavioural support. Provide stimulating experiences for the children, particularly PP.	Identify groups (esp PP) who might not be achieving at ARE and identify groups (e.g. MA) who might benefit from master classes.	Ensure that the new SOW is implemented, followed and reviewed for alteration for September.	Maintain the role of the arts in cross-curricular learning and in the contribution to school life. Review the impact of the new SOW and identify areas where it does not match SAS.
Computing	Ensure termly subject scrutiny (of planning and books) and moderation is carried out each term, that the relevant form is completed and that the teachers	Maintain an accurate overview of children's progress, term by term and use this to identify YGs or teachers that require further support.	Gain an understanding of the children's views on the subject. Review the prospect of holding a computer based club e.g. LEGGO. Provide stimulating	Identify groups (esp PP) who might not be achieving at ARE and identify groups (e.g. MA) who might benefit from master classes.	Ensure that a new SOW is developed and implemented by September 2017.	Review ways in which computing might be used to enhance the teaching of other subjects.

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	are given feedback.	Hold a teachers' subject knowledge and skills survey.	experiences for the children, particularly PP.			
Design Technology	Ensure termly subject scrutiny (of planning and books) and moderation is carried out each term, that the relevant form is completed and that the teachers are given feedback.	Maintain an accurate overview of children's progress, term by term and use this to identify YGs or teachers that require further support. Hold a teachers' subject knowledge and skills survey.	Gain an understanding of the children's views on the subject. Review the prospect of holding a DT club. Provide stimulating experiences for the children, particularly PP.	Identify groups (esp PP) who might not be achieving at ARE and identify groups (e.g. MA) who might benefit from master classes. Use DT as a vehicle for EAL language development.	Ensure that the new SOW is implemented, followed and reviewed for alteration for September.	Review the impact of the new SOW and timetable and identify areas where it does not match SAS.
Geography	Ensure termly subject scrutiny (of planning and books) and moderation is carried out each term, that the relevant form is completed and that the teachers	Maintain an accurate overview of children's progress, term by term and use this to identify YGs or teachers that require further support.	Gain an understanding of the children's views on the subject. Review the prospect of holding a geography based club. Provide stimulating	Identify groups (esp PP) who might not be achieving at ARE and identify groups (e.g. MA) who might benefit from master classes. Increase SEN and	Ensure that the new SOW is implemented, followed and reviewed for alteration for September.	Review the impact of the new SOW and timetable and identify areas where it does not match SAS.

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	are given feedback.	Hold a teachers' subject knowledge and skills survey. Ensure lessons are practical and enquiry based.	experiences for the children, particularly PP.	PP achievement through fieldwork and practical enquiries.		
History	Ensure termly subject scrutiny (of planning and books) and moderation is carried out each term, that the relevant form is completed and that the teachers are given feedback.	Maintain an accurate overview of children's progress, term by term and use this to identify YGs or teachers that require further support. Hold a teachers' subject knowledge and skills survey. Regularly observe lessons - every class teacher, once per year.	Gain an understanding of the children's views on the subject. Provide stimulating experiences for the children, particularly PP.	Identify groups (esp PP) who might not be achieving at ARE and identify groups (e.g. MA) who might benefit from master classes.	Ensure that the new SOW is implemented, followed and reviewed for alteration for September.	Review the impact of the new SOW and timetable and identify areas where it does not match SAS.
MFL	Ensure termly subject scrutiny (of planning and books) and	Maintain an accurate overview of children's progress, term by	Gain an understanding of the children's views on the subject.	Identify groups (esp PP) who might not be achieving at ARE and identify	Ensure that the new SOW is implemented, followed and	Review the impact of the new SOW and timetable and identify areas

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	<p>moderation is carried out each term, that the relevant form is completed and that the teachers are given feedback.</p>	<p>term and use this to identify YGs or teachers that require further support.</p> <p>Hold a teachers' subject knowledge and skills survey.</p>	<p>Provide stimulating experiences for the children, particularly PP.</p>	<p>groups (e.g. MA) who might benefit from master classes.</p> <p>Support the introduction of Young Interpreters.</p>	<p>reviewed for alteration for September.</p>	<p>where it does not match SAS.</p>
Music	<p>Ensure termly subject scrutiny (of planning and books) and moderation is carried out each term, that the relevant form is completed and that the teachers are given feedback.</p>	<p>Maintain an accurate overview of children's progress, term by term and use this to identify YGs or teachers that require further support.</p> <p>Hold a teachers' subject knowledge and skills survey.</p>	<p>Gain an understanding of the children's views on the subject.</p> <p>Ensure that opportunities for children to learn instruments and perform are maintained or increased.</p> <p>Investigate ways of using music to support behaviour management.</p> <p>Continue to run clubs e.g. choir. Provide stimulating</p>	<p>Identify groups (esp PP) who might not be achieving at ARE and identify groups (e.g. MA) who might benefit from master classes.</p>	<p>Ensure that the new SOW is implemented, followed and reviewed for alteration for September.</p>	<p>Review the impact of the new SOW and timetable and identify areas where it does not match SAS.</p>

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			experiences for the children, particularly PP.			
PE	Review the planning of PE and observe teachers to ensure that PE is being taught proficiently.	Maintain an accurate overview of children's progress, term by term and use this to identify YGs or teachers that require further support. Hold a teachers' subject knowledge and skills survey.	Gain an understanding of the children's views on the subject. Provide stimulating experiences for the children, particularly PP.	Identify groups (esp PP) who might not be achieving at ARE and identify groups (e.g. MA) who might benefit from master classes.	Clarify the SOW to be used for all year groups and have it placed on the system in the Curriculum folder.	Review the Sports Premium and consider ways of increasing its impact in the following year.
RE	Ensure termly subject scrutiny (of planning and books) and moderation is carried out each term, that the relevant form is completed and that the teachers are given feedback.	Maintain an accurate overview of children's progress, term by term and use this to identify YGs or teachers that require further support. Hold a teachers' subject knowledge and skills survey.	Gain an understanding of the children's views on the subject. Provide stimulating experiences for the children, particularly PP.	Identify groups (esp PP) who might not be achieving at ARE and identify groups (e.g. MA) who might benefit from master classes.	Ensure that the SOW is implemented, followed and reviewed for alteration for September.	Review the impact of the new SOW and timetable and identify areas where it does not match SAS. Raise the impact of RE across the school.

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	In doing so, check that SAS is being used for Lis.					
Science	Ensure termly subject scrutiny (of planning and books) and moderation is carried out each term, that the relevant form is completed and that the teachers are given feedback.	<p>Maintain an accurate overview of children's progress, term by term and use this to identify YGs or teachers that require further support.</p> <p>Hold a teachers' subject knowledge and skills survey.</p> <p>Ensure resources are available for all science lessons.</p> <p>Ensure that science lessons are enquiry based in the main.</p>	<p>Gain an understanding of the children's views on the subject.</p> <p>Provide stimulating experiences for the children, particularly PP.</p>	Identify groups (esp PP) who might not be achieving at ARE and identify groups (e.g. MA) who might benefit from master classes.	Ensure that the SOW is implemented, followed and reviewed for alteration for September.	Review the impact of the new SOW and timetable and identify areas where it does not match SAS.
PSHE	Ensure termly subject scrutiny (of planning and books) and moderation is	Hold a teachers' subject knowledge and skills survey.	Gain an understanding of the children's views on the subject.	Identify groups (esp PP) who might not be achieving at ARE and identify groups (e.g. MA)	Ensure that the SOW is implemented, followed and reviewed for	Raise the level of awareness of the school's core values.



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	<p>carried out each term, that the relevant form is completed and that the teachers are given feedback.</p> <p>Ensure that the coordinator is professionally developed to ensure that she is equipped to carry out the role.</p>			<p>who might benefit from master classes.</p>	<p>alteration for September.</p>	
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