

Bridlewood Primary School School Development Plan



Vision for Bridlewood Primary School *Learning, Caring, Sharing and Growing Together*

Bridlewood is committed to securing the best for and from its pupils by shaping, guiding and developing the children and giving them every opportunity to achieve and be the best that they can be. We actively encourage the involvement of parents/carers and the community in building strong partnerships. As a small school we all know and care for each other; we are a very close community. We all have pride in our achievements and are proud of our school. We are a school aiming for outstanding teaching and learning through a rich and motivating curriculum. We aim for all members of our school community to:

- value effort as well as achievement
- have a love of learning
- feel safe
- encourage independence as well as teamwork
- be curious and active learners
- be confident enough to take risks and learn from mistakes
- care about where we live
- be polite and respect others' values and beliefs
- provide equal opportunities for everyone regardless of ability

Strategic Objectives 2017-20

1. Improve the quality of teaching, learning and assessment	
Performance indicators	Target date
Teaching ensures there are high expectations and challenge for pupils particularly for the higher attaining pupils	2018
Teaching is typically good because of clear differentiation which meets the needs of all groups of pupils given their starting points	2018
Embed the new systems for assessing pupil progress	2017

2. Accelerate Progress and Improve outcomes for pupils	
Performance indicators	Target date
The proportion of pupils with higher prior attainment in maths across the school and reading and writing in key stage 2 achieving greater depth/high score is at least in line with national figures	2018
The attainment and progress of pupils at the end of key stage 2 is above the floor standard and at least in line with national averages in reading, writing and maths	2018
The attainment and progress gaps between particular groups of pupils and their peers narrow rapidly, including for disadvantaged pupils and those with special education needs or a disability	2018
Increase the proportion of pupils reaching exceeding ELGs across the curriculum in EY	2018

3. Develop effective and sustainable leadership and management	
Performance indicators	Target date
Governors provide robust and rigorous challenge to hold school leaders to account	2018
Leaders regularly & rigorously monitor pupil progress and teaching & learning to quickly identify development areas	2018
Robust performance management systems are in place	2018
External reviews are carried out and recommendations actioned: governance, pupil premium and SIP	2018
Communication strategies are improved	2018

4. Achieve good personal development, behaviour and welfare	
Performance indicators	Target date
Feedback from pupils and parents on behaviour and welfare is overwhelmingly positive	2018
Intervention for pupils with SEMH impacts positively on all pupil outcomes and behaviour for learning in class	2018

5. Create an environment ready for outstanding learning	
Performance indicators	Target date
Improve outdoor learning environment: forest schools, pond, woodland walk fencing, front of school, art project	2019
Nursery provision	2019
Improve the internal environment: library development, redecoration, art project with values link, entrance area,	2018
Increase IT provision: Laptops and IWBs	2018 +

Bridlewood Primary School School Development Plan 2017-18



Priority 1: Improve the quality of teaching, learning and assessment

Success Criteria:

- Teaching promotes high expectations and challenge raising achievement rapidly particularly in Maths and particularly for the higher achieving pupils
- The proportion of pupils achieving high scores/greater depth standards, increases to in line with national
- Robust assessment enables teachers to consolidate and challenge pupils' learning

Objectives	Specific Actions	Key Personnel	Resources and Costing	Start date	Monitoring	Milestones	Impact & Evaluation evidence
All teachers implement rigorous progress expectations to enable all groups of pupils to achieve	<ul style="list-style-type: none"> • Identifying pupils for interventions from assessment system information e.g. 1:1 tuition • Expectations of T & L policy made clear e.g. volume of work and list of non negotiables; maths problem solving Friday, extended writing opportunities • Differentiation through open ended choice of bronze, silver and gold challenges introduced • KPIs used at the front of books for Reading, writing and maths for AFL • Introduce Maths question of the week • Introduce Olympic x 	SLT Maths/English leaders	Release time Reward costs INSET day (expectations) Staff meeting time X4 days support from external consultant to 'secure good teaching'	Sept 17	Book scrutiny – at least termly (x6 per year) in line with monitoring timetable Learning walks/drop ins – at least fortnightly Weekly book scrutiny/learning walks for teachers on support plans Pupil progress meetings x3 per year (beginning of term 2, 4, 6) SEN meetings with teachers x3 per year (end of term 1,3,5) Celebration assembly to reward golden writing, x table certificates and Maths Qu of the week from term 1	By December – All staff are providing bronze, silver, gold activities to challenge most pupils By April – All staff are providing bronze, silver, gold activities well matched to challenge pupils particularly HAPs By July – All staff are providing bronze, silver, gold activities, well matched to challenge all groups of pupils	

	<ul style="list-style-type: none"> table scheme Daily early morning work focus on maths Introduce golden writing 						
All teachers provide opportunities for challenging the higher attaining pupils	<ul style="list-style-type: none"> Additional intervention groups for HAP maths e.g. after school maths club and VS weekly group in y6 Volunteer support focus for Reading HAPs LCP support for challenging HAP groups Borrow resources to support higher level reading materials Make links with secondary schools for termly sessions HAP Writing group to meet regularly to write school newspaper/writing opportunities e.g. competitions Shared writing opportunities with LCP school which provide more challenge 	SLT IB/SH SP/NM ME	<p>After school lunchtime club time</p> <p>Release time</p> <p>Staff meeting time</p> <p>Cost of borrowed resources</p> <p>WSLR package</p> <p>laptops</p>	Sept 17	<p>Book scrutiny – at least termly (x6 per year) in line with monitoring timetable</p> <p>Learning walks/drop ins – at least fortnightly</p> <p>Weekly book scrutiny/learning walks for teachers on support plans</p> <p>Pupil progress meetings x3 per year (beginning of term 2, 4, 6)</p> <p>Weekly groups starting term 1</p> <p>Contact schools for reading resources following library audit in term1</p> <p>Contact Isambard, Bradon, Warneford term1</p> <p>Set up shared LCP opportunities in term 1 and shared staff meeting inset</p> <p>Monthly school newspaper</p>	<p>By December – The percentage of pupils on track for greater depth increases to:</p> <p>Year 1 R 7% W 3% M 10% Year 2 R 14% W 10% M 17% Year 3 R 33% W 20% M 7% Year 4 R 17% W 17% M 10% Year 5 R 30% W 24% M 28% Year 6 R 16% W 17% M 23%</p> <p>By April – The percentage of pupils on track for greater depth increases to:</p> <p>Year 1 R 10% W 7% M 14% Year 2 R 21% W 13% M 20% Year 3 R 33% W 23% M 14% Year 4 R 21% W 20% M 14% Year 5 R 34% W 28% M 30% Year 6 R 22% W 20% M 26%</p> <p>By July – The percentage of pupils reaching greater depth increases to:</p> <p>Year 1 R 14% W 10% M 21% Year 2 R 21% W 17% M 23% Year 3 R 37% W 27% M 21% Year 4 R 24% W 24% M 21% Year 5 R 36% W 32% M 32% Year 6 R 30% W 23% M 30%</p>	
Parents are given	<ul style="list-style-type: none"> Reading diaries for all pupils with challenge 	SLT	Cost of Reading	Sept 17	Phonics workshop & Maths workshop term 1	By December – parents receive KPI booklet and have had opportunities to	

guidance about how to help their child to improve	<ul style="list-style-type: none"> and reward for number of reads Parent workshops for phonics, reading and maths Open mornings to see school in action with focus on maths Review homework to include a maths activity weekly e.g. using Education city 		<p>diaries</p> <p>Evening meeting time</p>		<p>Maths workshop term 1</p> <p>Open mornings term 2 & 4</p> <p>Reading workshop term 3</p> <p>Staff to take in Reading diaries at least once per fortnight and comment</p> <p>Number of home reads rewards</p>	<p>observe delivery of maths and phonics in order to support pupils with their learning across the curriculum</p> <p>By April – pupils receive homework linked to maths and English class and school priorities</p> <p>By July – pupils homework is well matched to challenge all groups of pupils</p>	
Marking and pupils response to feedback enables pupils to improve their work	<ul style="list-style-type: none"> Next steps are provided by staff on all written work Use of purple pens by pupils to move learning forward e.g. editing and improving own work and responding to questions posed by teachers. 	SLT	Purple pens	Sept 17	<p>Book scrutiny – at least termly (x6 per year) in line with monitoring timetable</p> <p>Pupil voice with school council term 2</p>	<p>By December – staff consistently identify next steps in marking and most pupils respond to these</p> <p>By April – all pupils respond consistently to next steps in marking and staff systematically check back that responses move learning on</p> <p>By July – all pupils respond consistently to next steps showing clear progress from starting points in their books</p>	

Priority 2: Accelerate progress and improve outcomes for Pupils

Success Criteria:

- From each different starting point, the proportions of pupils making progress in mathematics are at least close to the national figures or are improving at a fast rate
- The proportion of pupils achieving high scores/greater depth standards, increases to in line with national
- Increase the proportion of pupils reaching exceeding ELGs across the curriculum in EY
- The attainment and progress gaps between particular groups of pupils and their peers narrow rapidly, including for disadvantaged pupils and those with special education needs or a disability

<i>Objectives</i>	<i>Specific Actions</i>	<i>Key Personnel</i>	<i>Resources and Costing</i>	<i>Start date</i>	<i>Monitoring</i>	<i>Milestones</i>	<i>Impact and Evaluation evidence</i>
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Secure accurate assessment data	<ul style="list-style-type: none"> • Ensure gaps identified and interventions identified early to enable all pupils to make consistently strong progress • use accurate baseline assessments: GLD and KS1 SATs as starting points, to evaluate progress and • Identify achievement gaps for every pupil using question level analysis of SATs and pira/puma tests • Accelerate progress of underperforming groups e.g. SEN phonics • Use KPIs to establish good AfI identifying gaps early • KPI criteria created for Science and other curriculum areas for KS1 & KS2 • Write and implement new assessment policy 	SLT Subject leaders SENCo	Intervention time Subject leader time SENCO time	Identification July Implementation September	<p>Question level analysis completed by subject leaders (September)</p> <p>Accurate AfL is evident on KPI sheets and in planning (Termly monitoring of books, planning and during learning walks)</p> <p>1:1 weekly tuition for maths starts September</p> <p>Weekly intervention groups begin September</p> <p>SENCo weekly intervention timetable implemented from term1</p> <p>Pupil Progress meetings (Beginning Term 2, 4 & 6)</p> <p>SEN meetings (end of term 1,3,5)</p> <p>KPI booklet for all subjects per year group produced by end term 1</p>	<p>By December – All staff make accurate judgements in English and Maths using a combination of test scores and teacher assessment against the KPIs with validation events confirming this</p> <p>By April – All staff make accurate judgements across all areas of the curriculum and show evidence of the impact of interventions for pupils in their progress</p> <p>By July – Improved outcomes for pupils at the end of EY, KS1 and KS2 is moderated externally (and KS2 SATs test scores) validate teacher assessment judgements</p>	
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<p>Mathematics, reading and writing are taught effectively and meets pupils' learning needs for all groups</p>	<ul style="list-style-type: none"> • Scheme of work for maths introduced (Whiterose hub) • Greater depth maths interventions and resources such as year 6 HAP set & use of mastery document • Guided reading challenge resources sourced from LCP schools • Writing opportunities to challenge HAPs sourced from LCP schools • Time and resources used wisely to challenge HAPs in lessons • The quality of teaching in mathematics, reading and writing is monitored regularly to ensure challenge for all pupils • Use of SENCo to support early phonic interventions • Provide a programme of CPD opportunities, including whole school staff training and bespoke modelling, support and challenge for targeted teachers and TAs • 'Maximising outcomes for vulnerable pupils' programme 	<p>SLT SENCO Subject leaders</p>	<p>Pupil Progress SENCO meetings time</p> <p>Subject Leader time</p> <p>SLT mtg time</p> <p>Staff meeting time</p> <p>Release time to attend 'maximising outcomes' programme</p>	<p>September</p>	<p>Pupil progress meetings x3 per year (beginning of term 2, 4, 6) & SEN meetings with teachers x3 per year (end of term 1,3,5):</p> <p>Book scrutiny – at least termly (x6 per year) in line with monitoring timetable</p> <p>Learning walks/drop ins – at least fortnightly</p> <p>English & Maths subject leaders to visit other schools</p> <p>Staff meetings to review schemes of work</p>	<p>See above for greater depth milestones.</p> <p>By December – The percentage of pupils on track for expected + increases to: Year 1 R 80% W 80% M 83% Year 2 R 83% W 76% M 76% Year 3 R 70% W 70% M 70% Year 4 R 83% W 79% M 82% Year 5 R 83% W 82% M 81% Year 6 R 82% W 85% M 82%</p> <p>Whole school Pupil premium/non pupil premium gap for reaching expected standard + closes to: R 25% W 20% M 20%</p> <p>Whole school SEN reaching expected standard + increases to: R 21% W 18% M 30%</p> <p>By April – The percentage of pupils on track expected + increases to: Year 1 R 80% W 80% M 83% Year 2 R 83% W 76% M 79% Year 3 R 73% W 73% M 73% Year 4 R 83% W 79% M 86% Year 5 R 85% W 85% M 85% Year 6 R 86% W 85% M 86%</p> <p>Whole school Pupil premium/non pupil premium gap for reaching expected standard + closes to: R 22% W 17% M 17%</p> <p>Whole school SEN reaching expected standard + increases to: R 27% W 24% M 36%</p>	
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						<p>By July – The percentage of pupils reaching the expected standard + increases to: Year 1 R 83% W 83% M 86% Year 2 R 86% W 79% M 83% Year 3 R 76% W 76% M 76% Year 4 R 86% W 82% M 86% Year 5 R 87% W 89% M 87% Year 6 R 90% W 88% M 90%</p> <p>Whole school Pupil premium/non pupil premium gap for reaching expected standard + closes to: R 19% W 14% M 14%</p> <p>Whole school SEN reaching expected standard + increases to: R 33% W 30% M 39%</p>	
Increase the proportion of pupils reaching exceeding ELGs across the curriculum in EY	<ul style="list-style-type: none"> Secure an accurate baseline with other LCP schools Implement new EY 'Development Matters' Assessment booklet to accurately show number of steps of progress Timely identification and interventions for pupils working towards exceeding 	EY lead SLT	Release time	September	<p>EY lead to visit LCP schools and to implement actions following discussions</p> <p>Pupil progress meetings x3 per year (beginning of term 2, 4, 6)</p> <p>Learning Journey scrutiny particularly of pupils who are working towards exceeding</p>	<p>By December – EY teacher has made accurate baseline judgements validated by other LCP schools and identified exceeding pupils to target</p> <p>By April – the % on track to exceed the ELG is R 9% W 6% M 9%</p> <p>By July – the % exceeding the ELG is greater than in 2017</p>	

Priority 3: Develop effective and sustainable leadership and management

Success Criteria:

- Key leaders communicate consistently high expectations and use thorough and accurate school self-evaluation strategies to raise achievement, including through robust performance management
- School leaders, at all levels, demonstrate the capacity to secure improvement in the school
- Governors support and challenge school performance effectively, using rigorous systems to check, monitor and evaluate the impact of school actions and spending decisions, including the pupil premium
- The proportion of pupils achieving high scores/greater depth standards, increases to in line with national (As for priority 1)

Objectives	Specific Actions	Key Personnel	Resources and Costing	Start date	Monitoring	Milestones	Evaluation evidence
Utilise accurate assessment data to ensure high expectations for all pupils	<ul style="list-style-type: none"> • Progress data analysed and shared with all parents, staff, governors and LA • Identify specific groups e.g. SEND, HAPs, disadvantaged pupils and boys agreeing accelerated interventions for individual pupils and groups • Set challenging individual pupil and cohort targets using FFT • Yr1 - 6 to have 'starting point' coloured stickers on English and maths books • Ensure the assessment and marking policies are applied consistently across all year groups 	SLT	Release time FFT training costs	Sept '17	Pupil progress meetings term beginning 2,4,6 Parent consultations term 2,4,6 Minutes from meetings Class overview intervention sheets and SEN passport targets are updated end of term 1,3,5 Monitoring of SEND passports according to monitoring timetable (weekly for teachers on support plans) FFT training for Head/Deputy term 1 Governor training on replacement RAISE	By December – leaders including governors understand the FFT summary report and ASP IDSR report and the key priorities for the school By April – leaders including governors scrutinise current school data in order to identify any underperforming pupils or groups of pupils By July – outcomes for pupils reach target milestones as outlined in above priorities	

<p>Leadership at all levels to embed a broad and balanced curriculum which inspires pupils to learn</p>	<ul style="list-style-type: none"> Support subject leaders to create new subject action plans and provide CPD and LCP links Establish new English and maths leaders with responsibility for driving improvement with clearly defined expectations, roles, accountabilities and job descriptions Evaluate effectiveness of new leadership for English and mathematics Subject leaders to share strengths and areas of development with all staff and governors Subject leaders to embed schemes of work linked to cross curricular topics and progression of skills PE lead to review swimming provision 	<p>VS & subject leaders</p>	<p>Release time</p> <p>Staff/governor meeting</p> <p>X2 days support from external consultant for English and Maths leaders</p>	<p>Sept '17</p>	<p>Appraisal target setting meetings and job descriptions agreed term 1 & mid year appraisals term 3/4</p> <p>Action plans written and shared term1</p> <p>Pupil progress meetings beginning term 2,4,6</p> <p>Subject leader monitoring according to the timetable</p> <p>Consultation on new staffing structure term 1 Implementation of new staffing structure term 3</p> <p>Subject leader meetings with link governors for Eng & Ma</p> <p>Swimming for a specific year group in term 4</p>	<p>By December –new Maths and English leaders have created action plans, reviewed policies and begun monitoring alongside HT and external support. Job descriptions reviewed for all staff. Schemes of work written/established to ensure full National curriculum implementation for pupils</p> <p>By April – Maths and English subject leaders carry out monitoring activities validated by external HT/consultant making judgments and giving feedback which impacts on pupil outcomes (see above priorities for pupil outcome milestones)</p> <p>By July – Maths and English leads make confident and accurate monitoring judgements in order to feedback accurately and impact on pupil outcomes (see above priorities for pupil outcome milestones)</p>	
<p>Build the capacity of all school leaders, including governors, to hold staff, at all levels, to account</p>	<ul style="list-style-type: none"> Robust Performance Management including identification of CPD Embed a rigorous system for monitoring (monitoring timetable) e.g. learning walks, analyses of planning and books scrutiny & pupil progress meetings CPD/mentoring alongside other experienced leaders in LCP Carry out staff structure review of leadership 	<p>SLT Governors</p>	<p>Appraisal meetings</p> <p>Pupil progress meetings</p> <p>Staff meeting time</p>	<p>Sept 17</p>	<p>Appraisal reviews and target setting meetings term 1</p> <p>Governor Pay committee meeting to approve and challenge performance related pay decisions before October 31st</p> <p>Non-compliance with agreed expectations and school policies is managed effectively</p> <p>Leaders rigorously question progress data –</p>	<p>By December –New staff structure consultation completed and implemented. New Maths and English leaders have begun monitoring alongside HT and external support. Appraisals completed for all staff with targets linked to SDP priorities</p> <p>By April – Maths and English subject leaders carry out monitoring activities validated by external HT/consultant making judgments and giving feedback which impacts on pupil outcomes (see above priorities for pupil outcome milestones)</p>	

					<p>progress meetings beginning term 2,4,6</p> <p>Leaders including governors give timely feedback from monitoring activities and follow up actions rigorously</p> <p>Staff structure consultation (already approved July 17) begins Sept 17. Implementation from Jan 18.</p>	<p>By July – Maths and English leads make confident and accurate monitoring judgements in order to feedback accurately and impact on pupil outcomes (see above priorities for pupil outcome milestones)</p>	
<p>Establish effective communication with parents</p>	<ul style="list-style-type: none"> Teacher/parent meetings increased to include class expectations at the start of the year Parent and pupil questionnaires analysed and acted upon with appropriate feedback Increased frequency of newsletters Marketing considered and new prospectus written Governor letter to parents 	<p>Governors DC VS Teaching staff TC</p>	<p>Survey monkey costs</p> <p>Printing costs</p>	<p>Sept 17</p>	<p>Parent/teacher meetings term 1, term 2, term 4 and open school term 6</p> <p>Parent and pupil questionnaires to coincide with parent meetings</p> <p>Governors to feed in to school's newsletter and produce own governor newsletter e.g. in response to parent questionnaires</p> <p>Feedback from governor school visits at meetings</p> <p>Newsletters moved to weekly basis instead of termly</p>	<p>By December – parents comment more favourably on school leadership and communications</p> <p>By April – Parent view continues to increase in percentage who agree/strongly agree with each aspect. Percentage who would recommend the school increases to 80%</p> <p>By July – Percentage who would recommend the school increases to 90%</p>	
<p>The governing body (GB) has the skills and expertise to monitor, support and challenge school leaders about the impact of school</p>	<ul style="list-style-type: none"> External review of governors to be commissioned VS to present to governors on curriculum and assessment changes from 2014 Governors to be actively involved with the monitoring 	<p>Governors VS Subject leaders</p>	<p>Governor review £1450</p> <p>Visit time</p>	<p>Sept 17</p>	<p>External review term 1</p> <p>Governors ask challenging questions evident in the minutes of meetings (monthly meetings)</p> <p>Maths & English subject link Governors visit school termly according to the</p>	<p>By December – External review of governors completed and action plan in place. Governor visits for core subjects in order that they ask challenging questions of school leaders to impact on pupil outcomes</p> <p>By April – Link governors have visited regularly and scrutinised data giving them a clear understanding of the impact on pupil outcomes</p>	

improvement initiatives and funding decisions	timetable including visits <ul style="list-style-type: none"> Subject leaders share subject reports with governors Governors attend NGA training for appraisal, assessment etc. 				monitoring timetable Attendance at governor training for appraisal, assessment etc.	and any further areas for development By July – Governors have a secure understanding of school performance and pupil outcomes	
Build the capacity of school leaders, including governors, to monitor and evaluate the impact of the pupil premium grant on pupils' learning	<ul style="list-style-type: none"> Commission an external review of the pupil premium Use review findings to improve provision for disadvantaged Monitor impact of provision, interventions and spending on outcomes 'Maximising outcomes for vulnerable pupils' programme 	VS LA	Maximising outcomes for vulnerable pupils programme with 'Inclusion Expert' - fully funded by the virtual school	Sept 17	External review term 1 Pupil progress meetings beginning of term 2,4,6 Link governor for PPG visits PPG lead x3 per year and reports effectively to governors – minutes of meetings PPG report and action plan are on the website	By December – External review of pupil premium/SEN and action plan in place to secure impact for this group of pupils By April – Pupil premium and SEN pupil outcomes – see above priority milestones By July – Pupil premium and SEN pupil outcomes – see above priority milestones	

Priority 4: Achieve good personal development, behaviour and welfare

Success Criteria:

- Pupil /parent feedback on behaviour is positive
- Successful support for pupils with SEMH impacts on pupil outcomes
- Expectation for behaviour for learning in class meets 'good' Ofsted criteria

Objectives	Specific Actions	Key Personnel	Resources and Costing	Start date	Monitoring	Milestones	Evaluation evidence
Set and maintain expectations and standards of behaviour	<ul style="list-style-type: none"> Establish a new behaviour policy Implement consistently across the school a new behaviour system by all members of staff Parent, pupil and staff feedback on new behaviour system 	SLT All staff	Time to complete and analyse questionnaires	Sept '17	Behaviour review across each year group termly September INSET staff briefing Parent, pupil and staff questionnaires (Term 2 plus additional pupil and parent questionnaires term 4/6)	By December – Pupil questionnaires show they have a good understanding of the new behaviour system. Parent questionnaires show an increase in agree/strongly agree that the school makes sure pupils are well behaved from July survey. By April – Pupil questionnaires show they have positive view of behaviour that enables them to feel safe and happy in school. Parent view also	New behaviour policy written and shared at September INSET day. An increase on the parent survey from July to Nov on the school makes sure pupils are well behaved

						shows further increase in percentages who agree/strongly agree to at least 80%	
						By Summer – Parent view increases to at least 85% Pupils have an overwhelmingly positive view of behaviour which enables them to feel happy, safe and allows them to learn	
Establish a set of core values that truly reflect the Bridlewood ethos Continual reinforcement of the values across the school environment	<ul style="list-style-type: none"> Staff, governor, parental and pupil survey to select core values Implementing them across the school Values clearly identified and displayed around the school, in school newsletter and on the school website Values reinforced daily in their learning and through assemblies Behaviour reflection sheet linked to core values 	SLT/governors JHe (school council) All staff		Sept '17	Identify three core values from the feedback and surveys (July/Aug/Sept 17) Monitoring walk focusing on values Pupil voice ('Big question' activities) Display Values evident in school literature	By December – core values are established and shared with the school community By April – core values are becoming part of the ethos of Bridlewood through our literature, display and reflections so we learn from our mistakes By July – core values are embedded in the school ethos so pupils demonstrate these in 'good' behaviour around school and in their learning	
Ensure early identification of SEMH	<ul style="list-style-type: none"> Develop a nurture room Staff members trained to develop ELSA Training on Boxhall profile SEMH interventions (focusing on yr2 and 6) Referrals to TaMHS, EP and PSA 	SENCo TaMHS EP PSA School Counsellors	Cost of: ELSA training Staffing costs Nurture room resources	Sept 17 (Jan '18 for ELSA)	Pupil voice Individual Behaviour Plans established Well matched interventions and targets in place for every pupil Impact measured through Boxhall profile scores and SDQs	By December – nurture room is an environment supporting pupils to express their feelings and emotions through targeted groups By April – Impact seen in improved scores on 360 assessment tool for those pupils with SEMH needs By July – Pupils with SEMH needs feel supported and able to access and show impact in their learning because of the interventions	
Review Anti bullying system and procedures	<ul style="list-style-type: none"> Clear system for: logging and tracking follow up strategies for dealing with bullying Ensure clear communication between school and affected parties 	SLT and governors School council	Staff meeting time	Sept 17 Nov 17 – anti bullying week	Parent and pupil questionnaires (term 2 & 4/6) Review of any incidents termly	By December –recording system in place in order that parents feel their concerns are dealt with promptly. Parent view shows an increase in percentage from July for those who agree/strongly agree with this By April – Parents and pupils	

	<ul style="list-style-type: none"> Establish a post incident follow up to communicate with parents As a result of the above, review Anti bullying policy Anti bullying roadshow during Anti bullying week 					<p>feel the school deal effectively with any bullying incidents as shown by questionnaires</p> <p>By July – Parents and pupils views show an increase in how well the school deal with any bullying incidents</p>	
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Priority 5: Create an environment ready for outstanding learning

Success Criteria:

- Rolling programme of IT upgrade and replacement established**
- Inviting area established at the front of school**
- Library provision and environment inspires and challenges pupils interest in reading**
- Member of staff trained in forest school delivery**

<i>Objectives</i>	<i>Specific Actions</i>	<i>Key Personnel</i>	<i>Resources and Costing</i>	<i>Start date</i>	<i>Monitoring</i>	<i>Milestones</i>	<i>Evaluation evidence</i>
Ensure there are IT resources to support effective teaching and learning	<ul style="list-style-type: none"> Programme of renewal identified to prioritise IT contractor to audit existing netbooks Recycle/dispose of equipment not fit for purpose Order new set of laptops Order new IWBs for classrooms 	GHS contractor PB JD	Capital funds GHS contractors	Sept 17	Order new set of laptops term 1 Complete renewal programme alongside IT contractor by term 2 At least X2 more new IWBs by end term 6	By December – Hall projector/system installed in order to facilitate effective teaching and learning during hall activities By April - IWBs and laptops installed to support effective teaching and learning for the computing curriculum and as a teaching tool to support learning in other curriculum areas. By July – Identification of priorities for IT spending in the next year which will enhance learning for pupils	
Create an inviting entrance area for the school	<ul style="list-style-type: none"> Displays updated Seating arrangement Maintain tidiness Art project linked to values TV screen to display school in action 	VS PB/TC LD	Art project funding TV Furniture	Sept 17	Displays term 1 Furniture and TV according to budget Art project term 3	By December – Displays around school show pupils learning at its best so they have pride in their work By April – Art project enables all pupils to contribute to a piece, have pride in their school and welcomes visitors to the school	

						By July – Entrance area is a welcoming environment, giving a 'good' impression of the school and shares the learning and ethos of the school to visitors	
To develop effective library provision to enhance reading teaching and learning	<ul style="list-style-type: none"> Library audit Updating display and furniture Giving the 'reading tree' a purpose Purchasing books to challenge and motivate 	English subject lead WSLR PB NW	PTA funds WSLR	Sept 17	Library upgrade completed by term 2 Monitoring of reading diaries fortnightly Contributions to the new reading tree in place by term 2	By December – library environment and 20 reads reward scheme motivates and excites pupils to read widely By April – Identification of pupils who are not reading widely are targeted to enable all pupils to engage in reading for pleasure By July – See previous priorities for impact on reading outcomes for pupils	
Utilise the outdoor environment for forest schools and support learning	<ul style="list-style-type: none"> Identify trainer Attend training Implement forest school sessions with EY 	GS	Forest school training course	Oct 17	Training course October half term Completion of course portfolio and external assessment Regular outdoor and forest school sessions from term 2 in EY	By December – a member of staff will have received initial training in forest schools in order to motivate, engage and excite pupils in learning outdoors By April – member of staff will have carried out sessions with a range of pupils across the school to motivate and excite pupils in their learning outdoors By July – member of staff will have completed training in order to regularly deliver sessions (particularly to EY) pupils as part of the curriculum	