



Headteacher: Mrs R. Dyer

Assistant Headteachers: Mrs S. Lee and Mrs E. Camplin

Chair of the Governing Body: Mr A. Woodward

Vice-Chair of the Governing Body: Mr P. Carrivick & Miss L. Playford

Vicar of St Stephen's: The Reverend G. Buckle

LDBS Adviser: Ms H. Ridding

Tri-Borough (Local Authority) School Improvement Partner: Ms S. Duffy

Deputy Headteacher: Mrs Lucy McMullan – on secondment at St Augustine Primary school until September 2019.



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Why do we need a School Improvement Plan?

The **School Improvement Plan** is the main driver for whole school improvement. The aim of this development plan is to improve the overall effectiveness and efficiency of the school and thereby raise standards of achievement. It contains the targets the school has set for the year and they are set following an analysis of:

- The previous years' performance,
- Government/Local Authority initiatives and
- curriculum audits by senior leaders.

All staff, governors, parents and children were involved in the creation of this plan through a series of questionnaires that canvassed opinion on the strengths and weaknesses of the school. The responses were also very useful in charting the future strategic direction of the school. School self-review also included an audit of the staff training needs assessed through lesson observation, work samples, external inspection and individual subject action plan.

School improvement planning is a continuous process. Consequently, this School Improvement Plan is an organic document outlining our goals and current plans. It will evolve as evaluation and review occur at various assessment points during the year. Our learning community will also be involved in this process through consultation thereby helping to build capacity for future improvement.

Our plan will commence in September 2018 and new targets will be set in July 2019. It will be monitored at the end of each term.

This year we have five Key Priorities (KP's). Each Key Priority (KP) is linked to a **School Governor**. The **link governors** will meet with the **Subject Leader** or Strategic Lead of the KP target every term and report to the FGB annually a different monthly meeting.



What is our vision and values for our learners?

Our vision is to be an aspirational and inclusive learning community, underpinned by Christian values. We deliver excellence in teaching and celebrate the richness of our diversity.

At Burdett-Coutts, we encourage our learners to be ambitious for themselves and for others. We challenge and support them in questioning the world and in finding solutions. Our Christian values of friendship, compassion and service underpin our ethos:

“I can do all things through Him who gives me strength”

We want our learners to be ready to learn, to be respectful of each other and to feel safe.



What are our aims for our learners?

The governors and staff of Burdett-Coutts and Townshend Foundation Church of England primary school are committed to providing an excellent education within the context of a Christian School. We aim to:

- **Maintain** a safe and happy environment in which all children have the opportunity to develop personally, physically, socially, academically and spiritually
- **Foster** within each child a joy and passion for learning
- **Promote** a caring Christian ethos in which everyone is equally valued and respected
- **Ensure** that every child has equality of opportunity to develop his or her potential
- **Provide** an education of the highest quality which prepares today's children for tomorrow's challenges
- **Teach** a creative, stimulating, meaningful and relevant curriculum with a wide range of learning experiences to meet the differing needs of individual children
- **Create** a partnership with parents where they are actively engaged with their child's education
- **Demonstrate** that education is a lifelong process that is required in order to make a full and rewarding contribution to the community.
- **Encourage** children to experiment, make mistakes and have the confidence to try again
- **Prepare** our children with the skills of grit, resilience and the ability to solve problems so that they may willingly navigate this new age of unknown technology with confidence
- **Coach** children to be aspirational and independent learners who want to do their best and are proud and aware of their progress and achievements
- **Embrace** Christianity while promoting tolerance, respect, understanding and sensitivity towards those who belong to a different religion or culture



Views of our Stakeholders:

Our Parents and Carers reported in the annual 2017/2018 parent survey that they felt that the strengths of our school are:

- Safe environment
- Happy children
- Clean
- Learning
- Good teachers
- Good curriculum
- Helpful staff
- Good updates and information given
- Breakfast and holiday club
- Support completing secondary applications
- Lots of activities to take part in
- Different cultures and religions are embraced
- Pupil progress is well communicated
- Healthy meals
- Workshops for parents
- Good discipline being instilled in children
- Children feel safe
- Children feel proud
- Welcoming environment



100% of parents commented favourably that:

- My child is happy at Burdett-Coutts

95% of parents commented favourably that:

- My child feels safe at school
- My child makes good progress at Burdett-Coutts
- My child is well looked after at Burdett-Coutts
- My child receives appropriate homework at Burdett-Coutts.
- Burdett-Coutts is well led and managed
- Burdett-Coutts staff respond well to any concern I raise
- I would recommend Burdett Coutts to another parent

Parents and carers asked for the following improvements:

- Communication – more information about the school curriculum
- Challenging children to learn more
- Halal school dinners
- Trips
- More books in the library
- More after school clubs
- When a child is picked on to try and deal with the problem better
- More playtime equipment
- More homework
- More fruit at play
- Less supply teachers
- School payments for lunches etc, option to make online payment
- Music assembly



- Not keeping the children outside when it's raining
- More notice for special non-uniform days
- Syllabus break down at the beginning of each term
- Appropriate school uniforms



Burdett-Coutts School Improvement Priorities 2018/2019

The school has undertaken a thorough Self Evaluation and we have identified **six key priorities** to raise attainment further:

- KP1: Update and communicate the school vision and expectations to all stakeholders in light of the SIAMS framework.**
- KP2: Improve the consistency of the quality of teaching in Reading, Mathematics and GPS so that more pupils make rapid progress and reach the expected standards at the end of KS2 in particular the Disadvantaged, Middle Prior Attainers and More Able pupils**
- KP3: Improve the quality of teaching and learning of Mathematics across the school in order to increase rates of progress and attainment so that more pupils meet the national expected standards at the end of KS2.**
- KP4: Further develop the curriculum so that pupils use and apply their core skills to improve their outcomes, personal development and well-being.**
- KP5: Increase the rates of progress for children from their different starting points so that more children meet the outcomes in Reading, Writing, Maths and GLD, to be at least in line with the national expectations and ready for KS1.**
- KP6: To maintain and build upon the recent improvements and outcomes in KS1.**



OFSTED report December 2014 – Good in all areas

Strengths

- Leaders and governors have ensured that teaching is good and pupils achieve well.
- Leaders and staff have created a harmonious and positive school community where pupils learn and flourish.
- Pupils are enthusiastic learners who behave well in lessons and all around the school. They enjoy school and attendance is consistently above average.
- Pupils' spiritual, moral, social and cultural development is promoted well and they are well prepared for life in modern Britain.
- Effective procedures ensure that pupils are safe. Consequently, pupils feel safe and very well looked after by staff.
- A good range of clubs and visits enhance pupils' learning and contribute well to their cultural development.
- Teaching enables most groups of pupils to make good progress. Teachers' good relationships with pupils, and their clear explanations and questioning, contribute well to successful learning.
- Children in Nursery and Reception classes have a good start to school. They make good progress in the areas of learning.
- Pupils make good progress, and attainment by the end of Year 6 is average in writing and mathematics, and just above average in reading.
- Pupils' grammar, punctuation and spelling are well developed by Year 6.

Areas for improvement	Progress so far
<p>Strengthen the already good teaching so that more pupils make rapid progress and more pupils reach the higher levels by the end of Year 6, especially in writing, by:</p> <ul style="list-style-type: none"> • ensuring the most able are always fully challenged and their learning is extended in lessons 	<p>Mobility is high at KS2 and cohorts vary greatly from year to year. GDS has improved in Writing. The proportion of pupils achieving GDS in Reading and Maths remains a focus. There is an improving picture at KS1. The proportion at GDS has improved in Writing; been maintained in Maths and remains a focus in Reading.</p>
<p>Strengthen the already good teaching so that more pupils make rapid progress and more pupils reach the higher levels by the end of Year 6, especially in writing, by:</p> <ul style="list-style-type: none"> • building on the current actions to improve the writing of some boys. 	<p>KS2: The proportion of Boys meeting the EXS and GDS standards has improved since the last inspection at both standards so that in 2018, the proportion of Boys at EXS moved closer to the National from -10% to -4%. The proportion of Boys at GDS was 11% above the National which is an improvement on the 2017 figures (0%).</p>



SIAMS report May 2015 - Good overall

Strengths

- Distinctiveness and effectiveness: meeting the needs of all learners: effectiveness of Religious Education and Leadership and Management are good.
- Collective Worship is outstanding.
- Close and supportive links between church, clergy and the school leadership team, supported by an active governing body, enhances the Christian distinctiveness of the school where children and families are nurtured
- The school has a shared identity based on clear Christian values which contributes strongly to academic improvement and the spiritual, moral, social and cultural development of the whole school community
- Collective worship and religious education (RE), especially the effective use of Godly play, provide opportunities for children's spiritual development

Areas for improvement	Progress so far
Develop assessment procedures and consistency in marking so that children understand how to progress their learning in RE	Ongoing LDBS support
Consistency in planning RE so that lessons have a balance of learning about and learning from religion	Whole school training LDBS monitoring visit – June 2018

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School Improvement Plan (SIP) Priorities 2018/2019 Approved by FGB 20th September & 29th November 2018



Key Priority Target 1: Update and communicate the school vision and expectations to all stakeholders in light of the SIAMS framework		Strategic Lead: R. Dyer	Link Governor: A. Woodward
Where are we now? <ul style="list-style-type: none"> Senior and Middle leaders highly ambitious, passionate and relentless in their pursuit for pupil progress and attainment to be excellent 10 out of 14 teachers trained in outstanding teaching program Quality Marks – Silver Healthy Schools: Bronze Geography AHT & HT have high level skills in analysing data and regularly updates staff and governors. Draft school vision developed using the new SIAMS framework criteria School Vision consultation process with staff, governors and leadership team School uses LDBS RE scheme 		Where do we want to be? (Success Criteria): <ul style="list-style-type: none"> Vision communicated through all aspects of school life, eg: included in all policies Consultation achieved, and parents understand the vision Established cycle of self-evaluation is rigorously implemented and has a direct impact on accelerated progress Full complement of governors in place. Governors to evaluate their effectiveness and devise their action plan for improvement 	
Actions		Involve	Target Date
Consult parent and carer stakeholders about the school vision. Fortnightly updates on drive to achieve scholastic excellence.		Parents, pupils & SLT	Ongoing to July 2019
SLT to communicate the school's SIP priorities at every opportunity and the steps taken to increase progress and attainment throughout the school		All staff & governors	Ongoing to July 2019
SLT to provide monthly updates to the governing body on the progress of diminishing the difference for the DA pupils in KS2		SLT & governors	Ongoing to July 2019
Ensure staff read, understand and implement school policy eg: Behaviour, Curriculum, Teaching & Learning; Assessment etc Ensure staff are aware of all DfE and government changes that affect education eg; KCSIE, OFSTED etc		All staff & governors	By December 2018

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Update all KCSIE requirements and all associated policies and provide relevant training		
Introduce Ready, Respectful and Safe behaviour policy. Lead monthly meetings with parent community and half termly meetings with staff to monitor this approach.	Staff, Parents Pupils & Governors	By December 2018
Rigorously monitor teaching and learning and the impact of interventions: <ul style="list-style-type: none"> • RWI • Maths Mastery • GPS 	S. Brickell E. Camplin S. Lee & staff	Ongoing to July 2019
Continue with: <ul style="list-style-type: none"> • weekly year group meetings to monitor pupil progress and quickly intervene to remove or reduce barriers to progress and attainment • system of monitoring which includes – lesson observations, books scrutiny and pupils voice • support staff meetings to hold support staff to account on the groups that they support and that they take responsibility for diminishing the difference with the groups that they support 	Teaching staff – team meetings with R. Dyer S. Lee and L. Roberts Support staff with E. Camplin	Ongoing to July 2019
Update the Sports Premium and publish on the school website. Discuss and share this document with staff, parents and governors.	S. Brickell	By 17 th October 2018
Appraisal targets set for teaching staff in line with SIP and pupil outcomes Midpoint reviews of targets in the spring term	R. Dyer, S. Lee & L. Roberts	By 31 st October 2018
Update the Pupil Premium report and publish on the school website Discuss and share this document with staff, parents and governors.	E. Camplin	By 20 th September 2018



Key Priority Target 2: Improve the consistency of the quality of teaching in Reading, Mathematics and GPS so that more pupils make rapid progress and reach the expected standards at the end of KS2 in particular the Disadvantaged, Middle Prior Attainers and More Able pupils		Strategic Lead: S. Lee, S. Brickell & E. Camplin	Link Governor: P. Carrivick
Where are we now? <ul style="list-style-type: none"> • Since the last inspection due to local and national changes, there has been a fluctuation in staff and in pupil numbers. • This has impacted on the consistency in outcomes. • School leaders have invested in CPD for all staff which has resulted in no new starters in September 2018. • This will enable leaders to build upon the quality of teaching and the professional development programme so that outcomes in years 1 to 5, as noted in by external consultants, will continue to be maintained and improved upon. 	Where do we want to be? (Success Criteria) <ul style="list-style-type: none"> • More pupils make rapid progress and meet the Expected Standards at the end of KS2 • More Able Pupils receiving appropriate challenge in lessons • Difference is diminishing between Disadvantaged and all pupils: • Progress is improving for middle prior attainers and more able pupils • Team leaders and SLT to ensure that all teacher know where the pupils are; where they want them to be and how to get them there • Evidence of the highly effective use of the Pupil Premium through pupils' progress and attainment results. 		
Actions		Involve	Target Date
Regular opportunities for team teaching and targeted intervention with the Maths and English subject leaders in every class – to ensure that all teachers know and implement the expectations for these subject areas		All staff	Ongoing to July 2019
Staff CPD in Maths, Grammar and Reading every term to enhance teachers' subject knowledge and the NC expectations for their year group		All staff	Ongoing to July 2019
SLT to monitor and share the following information with all class teachers; <ul style="list-style-type: none"> • A class pupil profile which has the contextual information about the class: attainment in RWM & RE; Progress for the pupils in RW and M and Targets based in national data • Interventions in place for specific pupils • Ambition trackers – with target and progress information. This information will be used in termly pupil progress meetings and the monthly milestone meetings.		All staff	Ongoing to July 2019

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Outstanding teachers to provide breakfast and after school training sessions to ensure that all staff implement teaching strategies and discuss the impact of the strategies on increasing pupil outcomes.	All staff	Ongoing to July 2019
Conduct a GPS baseline test and analysis to address gaps in pupils' knowledge in Years 2 to 6. (Please see English action plan).	S. Lee	By 21 st September 2018
Introduce specific year group targets based on their EYFS, KS1 and previous years data (where appropriate) Eg: Year 3 to target 8 DA pupils in Reading to reach GDS by the end of KS2	SLT & Teachers	By 21 st September 2018
Introduce symbol to identify all DA and MPA books on planning and books	SLT & Teachers	By 21 st September 2018
Ensure that the progress of the MPAG and the DA pupils are discussed at weekly year group team meeting and that action is taken by staff to remedy and underperformance	All staff	Ongoing to July 2019
Identify the 75% of high attainers that will make the progress from high at KS1 to high at the end of KS2 and challenge years 5 and 6 teachers to exceed this percentage	SLT & Teachers	By 21 st September 2018



Key Priority Target 3: Improve the quality of teaching and learning of Mathematics across the school in order to increase rates of progress and attainment so that more pupils meet the national expected standards at the end of KS2		Strategic Lead: S. Brickell & E. Camplin	Link Governor: A. Johnson
Where are we now? <ul style="list-style-type: none"> Maths Leader is on the second year of training for Maths Mastery MATHEMATICS ATTAINMENT EYFS School EXP: 63% National EXP: 77% (2017) School EXC: 6% National EXP: 16% (2017)	Where do we want to be? (Success Criteria) <ul style="list-style-type: none"> All teaching to be judged good or better and to have impact on pupil outcomes MATHEMATICS ATTAINMENT EYFS School EXP: 70% School EXC: 10%		
KS1 School EXS: 78% National EXS: 75% (2017) School GDS: 22% National GDS: 21% (2017)	KS1 School EXS: 81% School GDS: 15%		
KS2 School EXS: 58% National EXS: 76% (2017) School GDS: 13% National GDS: 23% (2017)	KS2 School EXS: 72% School GDS: 22%		
MATHEMATICS PROGRESS 2017 School -3.3% National 0% 2018 TARGET: SCHOOL -0.7%			
Actions		Involve	Target Date
Use ASP to conduct a gap analysis of underperformance in the strands of Maths 2018 test and feed the findings of this into the Maths curriculum planning of each year group.		SLT & Teachers	By 21 st September 2018
Maths leader to continue to attend mastery specialist programme and use knowledge gained from this to improve the quality of teaching and learning across the school and share good practice with other school (this will include 30 school visits across schools in London).		S. Brickell	Ongoing to July 2019

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<p>Introduce fortnightly Maths Tests to:</p> <ul style="list-style-type: none"> • diagnostic use of test to explicitly target priority areas of need • close gaps in pupils' knowledge and skills • provide accurate assessment information to inform further planning • increase pupils' familiarity, speed, stamina and confidence in taking tests. 	<p>S. Brickell, SLT & staff</p>	<p>Starting 17th September 2018 – ongoing to July 2019</p>
<p>EC to team teach in Years 1, 2 & 3 SB to team teach in Years 4, 5 & 6 group in order to:</p> <ul style="list-style-type: none"> • improve the quality of mastery teaching in all classes; • increase rates of pupil progress • provide a higher teacher-pupil ratio 	<p>E. Camplin, S. Brickell & teachers</p>	<p>Starting 17th September 2018 – ongoing to July 2019</p>
<p>Improve teachers ongoing formative and diagnostic assessment skills so that they adapt lessons, reshape planning, make necessary changes to ensure the maximum impact on pupils' learning and progress through:</p> <ul style="list-style-type: none"> • CPD • Team teaching • Lesson observations • Teacher Research Groups (lesson study) 	<p>SLT & teachers</p>	<p>Ongoing to July 2019</p>
<p>KS1: Focus on key facts eg:</p> <ul style="list-style-type: none"> • Adding 1 more • Adding 0 • Doubles • Near double • Bridging 10 • Using grid from Mastery curriculum and NCETM <p>KS2: Consolidate understanding of times table using various resources (preparing Yr 3 for the 2019 Yr 4 Times Table test)</p>	<p>S. Brickell & teachers</p>	<p>Ongoing to July 2019</p>

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<p>Teachers to adopt the timing of the Mastery approach</p> <ul style="list-style-type: none"> • Daily 30 to 35-minute lesson – with key focus questions and stem sentences. • Implement an additional short Maths session outside of the Maths lesson where appropriate • This is followed by a specific learning lesson and guided practice. • 25 minutes of reinforcement for the children who did not grasp the concepts. • <i>Dong Nao Jin</i> questions using 'mastery glasses'. 	<p>S. Brickell & teachers</p>	<p>Starting 10th September 2018 – ongoing to July 2019</p>
<p>Teachers to use the starting points of pupils and refer to prior assessment data for their year group so that all pupils make as much progress as possible, in particular the DA, MPAG and MA, (see KP4). These pupil groups will be a particular focus at pupil progress meetings.</p>	<p>S. Lee</p>	<p>Starting 10th September 2018 – ongoing to July 2019</p>
<p>Introduce Monthly Maths</p> <ul style="list-style-type: none"> • *pit stops & milestones • Children who have made good progress.... actions • Levers/ drivers behind their success... actions • Pupils –'toads'.... Actions • Children who have made negative progress ... why? what is hindering their progress ... action 	<p>Teachers, S. Brickell, S. Lee & R. Dyer</p>	<p>Starting 17th September 2018 – ongoing to July 2019</p>



<p>Key Priority Target 4: Further develop the curriculum so that pupils use and apply their core skills to improve their outcomes, personal development and well-being.</p>	<p>Strategic Lead: R. Dyer & A. Matthey</p>	<p>Link Governor: The Revd. C. Duce & S. Butcher</p>	
<p>Where are we now?</p> <ul style="list-style-type: none"> • All subject leaders are working towards achieving their subject specific quality mark • Bronze Geography Quality Mark and Silver Healthy schools achieved. The school has been recognised for its exemplary work in the teaching and learning of Geography and cross curricular links. • Spanish teaching is taught in Years 3 to 6 using the Jolly Ronde scheme and successful Spanish day held in 2017. • Book week, STEM week and Maths week encouraged pupils to use and apply Reading, Writing and Maths across a range of curriculum areas. • Music is a strength with whole school performances at the Royal Albert Hall and St John's Smith Square. • Year 4 is involved in the whole class instrumental music scheme. • Sports Premium Grant is used to great effect to improve pupils' health and well being 	<p>Where do we want to be? (Success Criteria)</p> <ul style="list-style-type: none"> • Ready, Respectful and Safe behaviour system in place and understood by whole school community. • History, PE and Arts mark quality marks achieved • New curriculum policy in place • Pupil curriculum leaders are able to talk confidently about the curriculum 		
<p style="text-align: center;">Actions</p>		<p style="text-align: center;">Involve</p>	<p style="text-align: center;">Target Date</p>
<p>Update and monitor the curriculum policy, to include support for pupils' resilience. Curriculum links across each subject in particular using and applying English and Maths skills across a range of subjects.</p>		<p>All subject leaders & R. Dyer</p>	<p>By 19th October 2018</p>
<p>Review the timetable to ensure greater impact on pupil outcomes</p>		<p>SLT & teaching staff</p>	<p>By 28th September 2018</p>
<p>Introduce google classrooms to improve the teaching and learning of Geography and History.</p>		<p>All staff led by Jen Cleary (IT provider)</p>	<p>By 19th October 2018</p>

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Art Leader to lead INSET and collate work towards the Artsmark	Josie Baker	Begin by Dec 2018 – complete by Dec 2019
Provide an INSET programme which develops teachers' subject knowledge in key areas identified: Maths, GPS, Science and RE	R. Dyer & SLT	Regularly reviewed to begin 3 rd September until 20 th July 2019
Update the behaviour policy based on research and ensure that the whole school community know the school rules: that all staff are taking an active role in monitoring and demonstrating the expectations for behaviour	R. Dyer	Introduced on 3 rd September – monthly updates until July 2019
To develop and implement a specific safeguarding strand to the curriculum focussed on teaching children on safety including: road safety, drugs education, Relationships and Sex Education, hate crimes, keeping safe from gangs and knife crime	A. Matthey, SLT & teachers	By 19 th October
All subjects to include how they ensure that pupils are safeguarded within their subject areas	All subject leaders	By 19 th October
Introduce a range of after school and lunchtime and curriculum clubs to enrich pupils' curriculum offer and to extend the DA and HA pupils.	S. Lee	By 19 th October



<p>Subject Leaders to use their non-contact time to</p> <ul style="list-style-type: none">• set curriculum targets for their subject in line with national expectations.• Review their curriculum policy• Write their action plans• Report to staff and the governing body at the end of the year about the impact of their leadership on pupil outcomes	R. Dyer & all subject leaders	By 19th October 2018
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Key Priority Target 5: Increase the rates of progress for children from their different starting points so that more children meet the outcomes in Reading, Writing, Maths and GLD, to be at least in line with National Expectations and ready for KS1.		Strategic Lead: L. Roberts	Link Governor: W. Walter
Where are we now? <ul style="list-style-type: none"> • Small cohort of 16 pupils with exceptional needs • Prior to 2018 data the GLD rising trend was better than the national • The proportions reaching GLD are not dissimilar to national standards and show considerable diminishing the difference 	Where do we want to be? (Success Criteria) <ul style="list-style-type: none"> • GLD outcome increased to be at least in line with the national 		
Actions		Involve	Target Date
To train and coach EYFS team to ensure that the staff are better able to identify pupils' needs		L. Roberts & EYFS team	Ongoing to July 2019
Monitor the impact of the summer term English and Mathematics packs.		L. Roberts	By 17 th September 2018
EYFS Pupil Progress to be monitored by SLT every three weeks.		L. Roberts & SLT	Ongoing to July 2019
AHT to establish girls' group to ensure that the difference between girls and boys in all subjects is diminished and that more girls are in line with national standards		S. Lee & L. Roberts	Ongoing to July 2019
Monitor the progress of higher attaining pupils and ensure appropriate challenge in lessons		L. Roberts	Ongoing to July 2019
Maths Subject leader to provide support and monitor the teaching and learning of Maths in Reception and Nursery to ensure that there is sufficient challenge in number.		S. Brickell & EYFS team	Ongoing to July 2019



Key Priority Target 6: To maintain and build upon the recent improvements and outcomes in KS1		Strategic Lead: R. Dyer	Link Governor: L. Playford
Where are we now? <ul style="list-style-type: none"> • KS1 data for pupils reaching the expected in Reading and Writing above national expectations. • Attainment in Phonics has a three-year trend above the national due to a robust and consistent approach adopted by EYFS and KS1 Staff • AHT, (Phonics Leader) swiftly intervenes and identifies new arrivals for phonic intervention 	Where do we want to be? (Success Criteria) <ul style="list-style-type: none"> • Attainment in GDS in RWM to be at least in line with the National • 3-year upwards trend in EXS writing attainment • Increase GDS in RWM 		
Actions		Involve	Target Date
Identify the EYFS Middle Prior Attainers who are going to be targeted to make GDS in RWM		KS1 team & R. Dyer	By 28 th September 2018
Ensure all KS1 team are aware of 30% catch-up research statistics and challenge underachievement at milestone curriculum meetings and termly pupil progress meeting		KS1 team & R. Dyer	By 28 th September 2018
Track and monitor the progress of all groups in particular; Boys, Girls, EYFS Middle Prior Attainers, DisAd, PP and HA pupils		KS1 team, S. Lee & R. Dyer	Ongoing
Continue with monitoring and support cycle for Years 1 & 2 team which includes <ul style="list-style-type: none"> • weekly meetings to focus on impact of interventions and progress of null pupils in particular DisAd pupils • fortnightly book scrutiny of specific curriculum areas • lesson observations • quality assurance by LDBS, LA 7 external providers • moderation of Writing, RE, Maths and Science by teachers in local cluster of schools 		KS1 team & R. Dyer	Ongoing