



Cheam Park Farm Infants School

(updated 07/10/2016)



Area of development – leadership and management

Vision

We develop strong leaders and a supportive management structure in the whole school community. Through clear communication, consistency and leading by example we establish and maintain a clear vision for our school.

Key target(s)

- To develop the capacity to improve outcomes for children both at our school and in the wider community
- To implement the EYFS Baseline
- To implement an effective assessment strategy in KS1
- To implement expansion to four forms
- To develop the school in an ever changing education climate
- To better understand and support staff workload pressures through undertaking a review and evaluation of workload for staff across the school

Outcome	Action	Timescale	Resources	Success criteria	Monitoring	Update / Evaluation
Students are effectively trained to achieve either level 2 certificate or level 3 diploma in supporting teaching and learning	Member of staff to be trained as an assessor in assessing learning in the work place Applied for OCR Centre Status Market the course to gain sufficient students Run the course effectively	April 2015- July 2016	£650 – training of assessor £1,500 IQA £1,000 student certification £12,463 – tutor costs Income £2400 per student	Assessors award is achieved Centre status is achieved Sufficient take up of course Student pass the course	Weekly tutorials Monthly IQA Twice a year external verification by OCR	HY has completed training as an assessor Have achieved OCR Centre Status Approved to deliver Assessors course – four members of staff have signed up Marketed the course and have nine students and two joined after Christmas nine new candidates for 2016/2017 and three carrying on
The school is being used to support other schools both locally and further afield	Continue to alert the LA and schools to the provision of support from CPFI SLT to meet leadership of other settings to plan support CPFI staff are used to provide support	May 2015- July 2017	Income to be generated through the provision of support to other schools. CPD for CPFI staff	Standards are raised in the school being supported	LA or leadership / governors of school being supported CPFI School governors at Resources Committee	Support started in July 2015. HY has met with deputy and undergoing staff development observations and sharing plans Links have been further developed with Children's Centre – staff have attended training, shared safeguarding policies and procedures – have used to update their

	AD seconded for 2.5 days a week	Nov 2015-July 2016				procedures Nursery / Reception children have visited for a messy play session. Secondment progressing well – involved with spinning out of services Support has started with another local school which gained an outstanding Ofsted grade which was a direct result of support from CPFJ
Implementation of EYFS baseline is successful	Staff to attend training of delivery of baseline Disseminate to rest of team Implement baseline	April 2015 - October 2015	£85 + £3.50 per child =£505 Supply costs for one day training	Successful completion of baseline in line with results from previous years.	SLT in November Results to be submitted to Early Excellence	Training completed for staff / SLT. Shared with team and B/F Baseline completed on 16 October
We have a robust assessment system which all staff are familiar with and using effectively	Collaborate with other schools in Sutton to devise an effective assessment system for reading, writing and maths	January 2015 - July 2016	Assessment coordinator time – meetings/ research SIMs mark sheet - £	Pupil assessments are robust and accurate Staff feel confident to assess children using new criteria	Termly assessment analysis Reporting to C and A committee	Subject leaders and Assessment coordinator have attended meetings and devised school assessment procedures using the Sutton format All teachers using format to baseline the children and predict end of year targets. Class reviews have taken place Difficult to align with SIMS Have purchased For Schools to analyse data next year
Over the next three years we have successfully expanded to a four form entry school	Liaison with LA and CPFJ School to establish the feasibility of expansion Inform local community Create an action plan to include – building work, staffing, timeframe, school structure and timetables etc	February 2015 - July 2017	Building costs and resources to be provided by LA Increase in budget due to increase in pupil numbers Increase in staffing	The school is filled to capacity year on year Academic achievement remains high	SLT – monitoring staffing Governors monitoring through termly meetings	Consultation meeting held 07/09/2015 Resources ordered for Reception classes to accommodate additional 15 children Meetings with architects and project manager to finalise plans Governors have made a resolution to expand
The school's academy status meets the needs of stakeholders	Explore and research varied options for the development of academy status	June 2015- July 2017	Time for meetings	The academy status continues to be fit for purpose	SLT / Governors	MAT meeting FGB – Spring 2016 Currently consulting with parents with regard to MAT.
Staff feel supported to do their job effectively enabling an appropriate work / life balance	To consider administration support for the SBM To review staff roles annually – i.e. Curriculum leader roles To make staff aware of additional time available when appropriate To consider requests for additional time to complete time consuming tasks – e.g. assessment analysis	September 2015- July 2017	Administration support salary Cover as required and approved	Low levels of work related stress across the staff	H/T / Resources Committee	Curriculum leader roles updated New subject leaders booked on courses; time given to subject leaders to carry out tasks i.e. PE leader training middays in play skills. Clever touch training attended – technician supporting conversion of smartboards to links Work load discussed at class reviews – additional time available for assessment in light of new procedures.

Area of development – Teaching, learning and assessment

Vision

Stimulating, challenging and well-planned curriculum, taught by highly motivated, knowledgeable and committed staff, in an inspiring, enabling environment ensures that children reach their full potential.

Key target(s)

- To ensure that teaching within the subjects remains high quality, relevant, challenging and progressive
- To implement an effective assessment strategy in KS1

Outcome	Action	Timescale	Resources	Success criteria/outcomes	Monitoring	Update / Evaluation
The provision for computing across the school supports the curriculum effectively	Working party to research the provision of new computing equipment Training provided for staff to be updated on new technology Website update with consideration for online learning	April 2017	Funding for 3 new Touchscreens £12,000 Computer updates £70 per computer Chrome books purchased. £200 each Website £3,000 + annual hosting costs £300	The school is using current technology to educate pupils across the curriculum	Governor's working party to monitor termly	Working party met Autumn 2015 Computing / safety training for parents to be rolled out twice a year New website to be live October 2015- administration of website being taken over by new member of staff. Training given. Staff training on clever touch – Sep 2015 £10,000 allocated for new equipment i.e. Chrome books Increased technician hours to support staff TA training – March 2016
The teaching environment inside and outside is maintained/updated and fit for purpose	Expansion programme provides new classroom which meets the educational needs of the pupils Play spaces are developed through provision of resources from Sport England. The outdoor Nursery environment is improved	Expansion April 2016-Sep 2016 August 2015 January 2016-December 2016	Funding provided by LA Funding provided by Sport England £5,000	Children continue to achieve well and data shows attainment is high in all year groups	Governors Resources Committee	Sport England work completed – being used playtime, lunchtime, PE and Golden Time AE trained middays – play skills and teachers – use in PE Disappointed with Spot England play markings
Teaching actively; • narrows the gap between	To employ a play worker in EYFS	September 2015	10 hours per week term time only	Gaps in attainment are narrowed. Data shows that pupils with low	Assessment coordinator and	Play worker – Wendy De Putron – employed from September 2015 –

<p>boys and girls</p> <ul style="list-style-type: none"> ensures good or better progress for pupils with a low baseline score all vulnerable groups make good or better progress 	<p>Consider S and L training or employing a SLT</p>		<p>Scale 1-3</p>	<p>baseline and vulnerable groups make good or better progress by the end of the year</p>	<p>SLT</p>	<p>modelling behaviour, learning through play and eventually specific skills to work on</p> <p>Analysis of data does suggest gap narrows by Year 2 from Entry Point</p> <p>More detailed analysis to be carried out through a case study</p> <p>Gap is significant at EYFS but does reduce in Year 2 – see Spring document presented to governors</p>
<p>Children's learning is moved forward through an appropriate, effective marking scheme</p> <p>Assessment Procedures are fit for purpose and in line with Assessment without Levels</p>	<p>Pilot new marking scheme to establish effectiveness. SLT and teachers to discuss impact.</p> <p>Roll out responsive marking scheme across year groups.</p> <p>Review impact of new scheme.</p> <p>Record achievement and track progress on new system</p>	<p>April 2015-July 2016</p>	<p>Staff meetings.</p> <p>Inset day</p> <p>Highlighter pens</p>	<p>Marking scheme is successful and manageable. Data shows that attainment is improved for lower ability pupils</p>	<p>Book Scan- Autumn and Spring Term.</p>	<p>All staff and students trained in use of new marking system.</p> <p>Tweaks have been made following planning / bookscan audits</p> <p>Have introduced purple polishing pens for editing</p>

Area of development – Personal development, behaviour and welfare

Vision

At Cheam Park Farm Infants School we expect high standards of behaviour from our pupils and all stakeholders. We achieve this through consistently implementing positive and effective behaviour strategies. We provide a safe and secure environment, which promotes respect, happiness, learning and achievement for all.

Key target(s)

- Attendance to remain above 96%
- Children are active and lead healthy lifestyles
- The welfare of the children is supported through appropriate staff training and management
- Provision is made to further develop positive behaviour

Outcome	Action	Timescale	Resources	Success criteria	Monitoring	Update / Evaluation
To improve attendance to 96%	Review communication and action regarding attendance <ul style="list-style-type: none"> • Termly Letter regarding expectations of attendance • Creating a role to monitor attendance • Support families who have poor attendance • Minimise pupils taking holiday during term time • Reducing incidences of lateness • Look into other schemes similar to Be There Bear 	September 2015 - July 2016	Salaried position for an administrator Wake up and Shake up club- Schools' sports funding As necessary to improve attendance	Attendance is sustained at 96% or above or there are valid reasons for this not being the case	Children, Family and Community Committee	One family offered support for attendance – currently 100% 4 children with poor attendance / punctuality attending Wake up and Shake Up – 3 PP children Attendance currently 97.8% Attendance letter updated and sent to parents Flu vaccination for Year 1 and 2 children 96.4- Summer 2016
Teachers are aware of medical needs / dietary needs of the children in their class within two weeks of starting	School liaison officer input data ASAP and share with staff	September 2015		Appropriate staff have up to date information	SLT to check year groups	Completed
Safeguarding Staff / Parent / Volunteer / Student training is up to date	To organise appropriate training <ul style="list-style-type: none"> • First aid • Manual handling • Team teach • Fire safety • eSafety 	Autumn 2015	Funding for courses and supply cover	Staff are equipped to carry out role effectively	SM / Resources Committee	Offered and staff etc have accessed online training for Manual handling, fire safety, computing, personal safety First Aid course booked for staff and parents Team Teach training booked Child Protection for students, parent volunteers and children Centre Staff

Fewer children are losing Golden Time	To introduce half termly teacher led year group Golden Time sessions To update Golden Time resources	September 2015 - July 2016	£100 per class / year group	Fewer incidences of lost Golden Time Compared with 2014- 2015 (676)	Children, Family and Community Committee	Year 2 classes changed way of running GT – 3 focus across the year group- physical, construction /small world, creative. Children very positive about new system Letter sent to reception parents to ask them to reinforce golden rules at home – currently behaviour is poor in reception Spring 2016- much improved for reception – see CFC committee notes
A consistent approach to behaviour management	Procedure to be put into place where all staff are aware when it is appropriate to refer an incident to SLT SLT to record incidents and put in measures to support the pupil i.e. behaviour plan	September 2015- July 2016	Procedures staff meeting	Staff will feel supported by SLT in managing behaviour High level incidents will be recorded systematically by SLT		Ring 2 bells when coming in from lunch and play – first to line up, second to be quiet. Aim to get children in quickly Teachers discuss 'problem' children in year groups, send children to other classes who are persistently difficult, ultimately send to SLT Middays have been trained to use new equipment Harry to be asked to do cover when he is available to support play skills
Provision for outdoor play is fit for purpose and provides adequate opportunities for children to be healthy, active and engage during playtime, lunchtime and during curriculum time	Sport England provide resources for PE and sport in existing playground	Summer 2015	20x40 mtr soft area marked out for PE and games Basketball ring with goal below Two bouldering walls Track in large playground and nursery playground	Children are physically active during play, lunch time and PE lessons	PE coordinator / Lead midday supervisor / Resources Committee	Sport England work completed – being used playtime, lunchtime, PE and Golden Time AE trained middays – play skills and teachers – use in PE Harry to be asked to do cover when he is available to support play skills. Supports children once a week in using the equipment

Area of Development – Outcomes for pupils

Vision

At Cheam Park Farm Infants School we seek to build on high standards of achievement and ensure that each child reaches their full potential. We strive to develop an ethos/culture/environment that celebrates achievement in all areas, to encourage independent, confident happy learners.

Key target(s)

- To ensure the outcomes and progress of all groups of pupils are in line with each other and that all groups of pupils are fairly represented in the higher attaining levels across the school

Outcome	Action	Timescale	Resources	Success criteria	Monitoring	Update /Evaluation
Aim to narrow the gap between boys and girls attainment across the school so that it is at least in line with national averages or better	Raise staff awareness of the gap in attainment. Provide CPD to develop understanding of raising boy's achievement	September 2015-July 2016	Leadership training Action Research Project Appropriate resources to support boy's attainment	Year 2 gap in writing reduces from 27% or is < 1.5 APS Year 1 gap in writing reduces from 20% and in maths from 15% Reception – TBC from baseline in September	Termly assessment analysis	
Ensure equal or better progress for children with a low base line score at the beginning of each year in all areas of the curriculum	Ensure the planning and provision has appropriate differentiation to support children to make good or better progress Teachers regularly work with all groups of children	Termly	Staff meeting time for assessment and moderation Inclusion of TAs and HLTAs in planning meetings	Year 2 to reduce the % of children working below the expected level to less than 13% in all subjects Year 1 to reduce the % of children working below the expected level to less than 21% in all subjects Reception- TBC from baseline in September	Planning monitoring and book scans Lesson observations Termly assessment analysis Class review with teacher	SLT have monitored planning and books in line with school policy Currently outcomes re looking positive for all year groups. – Feb 2016 No child has not made progress We are monitoring WB boys – Year 2, black African children
Ensure equal or better progress for SEN / LA children	Pupils identified by October half term are provided with appropriate intervention support Staff are kept up to date with new developments through CPD	September 2015-July 2016	Intervention training for TAs / Students and Parent helpers	At least three sublevels of progress	Termly assessment analysis Class reviews	Training provided for ASD and phonics EHCP children have made very good progress but are below ARE for attainment