

School Development Plan
2016/2021

The Quality of Academic and Other Achievements including the Early Years Foundation Stage (EYFS)

- 1 Upgrade of Comprehension Scheme in Prep 2 and Prep 3.
- 2 Introduce self-assessment “stamps” for children in Prep 2 and Prep 3.
- 3 For all children to begin a lifelong enjoyment of writing.
- 4 Improve the processes behind assessment recording for individual children beyond the EYFS.
- 5 Introduce a “Banded” Reading System.
- 6 Develop Mental Mathematics capabilities.
- 7 Introduce writing assessments for Prep 1, Prep 2 and Prep 3.
- 8 Review and update the current Reading Tests.
- 9 Improve handover between Prep 1, Prep 2 and Prep 3 at the end of each academic year.
- 10 Investigate the possible implementation of recording Learning Stories electronically using software such as Tapestry or Babydays.
- 11 Introduce a House “Token” system to support current Star Cards.
- 12 Investigate introducing standardised testing in Transition to ensure there is a precise picture of the progress of children from starting points.
- 13 Look at EYFS Tracking for children in Nursery and Nippers.
- 14 Streamline planning between classes in Early Years and Preps 2 and 3 to ensure consistency and differentiation to meet individual needs.

The Quality of the Pupils’ Personal Development

- 1 Continue to promote the spiritual, moral, social and cultural development of children through a structured programme of Personal, Social, Health and Economic Education.
- 2 Ensure children are taught about the importance of Fundamental British Values through the Personal, Social, Health and Economic Education programme and that these are integrated into all areas of school life.

- 3 Educate children on how to keep safe from abuse by delivering a programme to support pupils to seek help and challenge myths surrounding abuse.
- 4 Educate children, parents and staff about how to be safe online through a training programme, online safety evening and through support to pupils during Assembly and class discussions
- 5 Introduce a Pupils' Reflections Self-Assessment tool including "I can" statements, with links to the EYFS framework for children within Early Years.
- 6 Introduce a pilot Movement for Learning Programme in Transition to be delivered daily for 4 weeks for 20 minutes each morning.

The Effectiveness of Governance, Leadership and Management

- 1 Introduce weekly meeting with Prep staff to discuss the curriculum, developmental, pastoral and safeguarding issues.
- 2 Introduce weekly meeting with Early Years staff to discuss the EYFS framework, developmental, pastoral and safeguarding issues.
- 3 Ensure all staff undergo Prevent Training and have an understanding of all procedures.
- 4 Ensure Safeguarding trained School Advisory Board member carries out regular discussions with all staff to ensure they understand safeguarding, child protection and Prevent procedures.

Partnership with Parents and the Community

- 1 Introduce an electronic payments system for parents using an IT package such as Sagepay or Wisepay.
- 2 Explore the possibility of introducing electronic Daily Information Sheets for parents in Nippers.
- 3 Introduce a school Twitter account to give parents regular updates on activities within school.
- 4 Include a School Calendar on the website to include Term Dates and events.
- 5 Upgrade and redesign the School website.

Premises and Maintenance

- 1 Refurbishment of Transition.
- 2 Upgrade of telephone systems throughout the school.
- 3 Upgrade of staff toilet.
- 4 Decoration of office.
- 5 Upgrade and replacement of Fire Alarm System.
- 6 Replacement of garden gate.
- 7 Replacement of door in Prep 3 to include a "vision" panel for fire safety and safeguarding compliance.
- 8 Purchase of new laptop for Prep 1.
- 9 Purchase a new laptop, networked to the system, for use by all staff, to include access to photographs and report pro-formas.
- 10 Carry out a 5 yearly check on fixed wiring.
- 11 Install new lockers/bag racks for Prep children to store bags.
- 12 Install a water fountain in the playground for use by all children.
- 13 Redevelop the lower playground to allow more space for games.
- 14 Redevelop the wooded area and garden to include some form of memorial to the late Proprietor, Mrs Barnett.
- 15 Replace the school boiler.

THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

TARGET 1

Upgrade of Comprehension Scheme in Year 2

Why Identified?	Success Criteria	Review Dates
Headmistress and Year 2 Teacher have agreed the current scheme is out of date.	New scheme will result in more modern approach to comprehension and lead to higher outcomes for children.	September 2016 January 2017 September 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Year 1 and Year 2 Teachers to obtain examples of different comprehension schemes for discussion and review.	Year 1 & Year 2 Teachers Headmistress	By January 2017	Year 1 and Year 2 teacher looking at "Rising Stars" scheme. Norwich School already use this.
New comprehension scheme to be trialled and agreed with staff and School Advisory Board Members.	Year 1 & Year 2 Teachers Headmistress School Advisory Board	By April 2017	Purchased February 2017
New comprehension scheme to be implemented and embedded.	Year 1 & Year 2 Teachers Headmistress	By September 2017	

THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

TARGET 2

Introduce self-assessment “stamps” for children in Year 2

Why Identified?	Success Criteria	Review Dates
Newly recruited Year 1 teacher identified that in his previous setting, children had to record they had read and responded to written feedback given on work.	New system will enable children to respond to feedback and achieve better outcomes.	January 2016 April 2016 September 2016

How? (including any resources needed)	Responsibility	Timescale	Status
Year 1 and Year 2 Teachers to agree wording for stamps.	Year 1 & Year 2 Teachers Headmistress	August 2016	Completed
New system to be explained to children and implemented at the beginning of the Autumn Term 2015.	Year 1 & Year 2 Teachers Headmistress	September 2016	Completed

THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

TARGET 3

For all children to begin a lifelong enjoyment of writing.

Why Identified?	Success Criteria	Review Dates
To develop good standards of writing with all pupils especially those joining Prep 1, 2 and 3.	Children are confident writers and there is visible enjoyment when writing. The standard of writing is high in assessments (SATs)	January 2017 September 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Creative writing guided by the interests of children so gather information in each class.	Prep 2 and 3 Teachers Headmistress	September 2017	Completed
Use of interesting authors. Possible visiting authors to come and read to children.	Prep 2 and 3 Teachers Headmistress	Ongoing	Ex Stretton pupil Anna Bogie came in October 2014. Billy Bob Buttons visited October 2016.
EYFS encourage emergent writing for variety of purposes through play.	Prep 1, 2 and 3 Teachers Headmistress	Ongoing	

KS1 use of phonics when attempting new spellings that children are unsure. Appropriate times to spell words correctly and times when it is ok to 'have a best attempt.' All through the use of a wide variety of writing mediums eg chalk, paint, pen, paper across the curriculum.

Prep 2 and 3
Teachers
Headmistress

January 2017

Ongoing through
planning.

THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

TARGET 4

Improve the processes behind assessment recording for individual children beyond the EYFS

Why Identified?	Success Criteria	Review Dates
Review to analyse assessments and good practice over time.	A clear "picture of abilities" of a child linked to planning for individual needs and abilities.	September 2016 January 2017 April 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Phonics tracking. Phase 2, 3, 4 and 5 assessments. Set up at end of year or other points to do a thorough assessment following a period of teaching.	Prep 1, 2 and 3 Teachers Headmistress	By September 2017	
Pips Testing	Prep 1, 2 and 3 Teachers Headmistress	By September 2016	Completed for last year.

THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

TARGET 5

Introduce a “Banded” Reading System

Why Identified?	Success Criteria	Review Dates
Organising books in banded levels provides a structure offering children a varied experience and helps support progression. The books cater for a range of attainments within the class.	Children will be selecting a wider choice of books (both fiction and non-fiction) of a similar standard and gain success before moving to the next level.	January 2016 September 2016

How? (including any resources needed)	Responsibility	Timescale	Status
Purchase “Which Book and Why: Using book Bands and book levels for guided reading in Key Stage 1”	Headmistress	By September 2015	Completed
Purchase selection of books for each band and boxes to house them.	Headmistress	December 2015 April 2016 July 2016	Completed but ongoing
Categorise existing books in Prep 1, 2 and 3 into correct banding boxes.	Headmistress Prep 1, 2 and 3 Teachers	By January 2016	Completed

THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

TARGET 6

Develop Mental Mathematics capabilities

Why Identified?	Success Criteria	Review Dates
To aid problem solving with key skills. Evidence suggests some children join in Prep 1, 2 and 3 and haven't had input.	Children demonstrating confidence with mental arithmetic to recall number bonds, times tables etc.	January 2016 July 2016 January 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Half termly mental maths targets. Questions at various levels initially for Prep 2 and 3 and then include Prep 1 if successful. Ask questions and assess in specific areas eg number bonds. Work on the learning of a skill/practice. Reassess at the end of the half term.	Headmistress Prep 2 and 3 Teachers	September 2015 January 2016 July 2016	Implemented
Develop mental maths questions and answers and use these as a focus for short maths activities at the start of lessons.	Prep 1, 2 and 3 Teachers	March 2016	Completed and implemented

THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

TARGET 7

Introduce writing assessments for Prep 1, Prep 2 and Prep 3

Why Identified?	Success Criteria	Review Dates
To aid the development of children's key writing skills.	Children demonstrating confidence with all areas of creative writing including grammar, spelling, sentence structure and vocabulary.	July 2016 January 2017 April 2017 July 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Carry out end of term writing assessments for Prep 1, Prep 2 and Prep 3. These are recorded in Assessment Books which are passed to new classes as children move up. A standardised writing exercise with marking criteria and assessment at the end of each term.	Headmistress Prep 1, 2 and 3 Teachers	March 2016	Implemented
Identify any areas within key writing skills that require individual or group support in all classes.	Prep 1, 2 and 3 Teachers	July 2016	To discuss in September 2016 now assessments are complete
Look at planning for creative writing based on results of assessments.	Prep 1, 2 and 3 Teachers	July 2017	

THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

TARGET 8

Review and update the current reading tests

Why Identified?	Success Criteria	Review Dates
Current reading tests are only word recognition. A scheme needs to be implemented that assesses reading comprehension levels.	Children will demonstrate a greater understanding of comprehension.	September 2016 January 2017 April 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Explore a variety of alternative reading comprehension options including the Suffolk Reading Tests.	Headmistress Prep 1, Prep 2 and Prep 3 teachers.	By January 2017	Examined some and currently still looking for alternative
Review and agree new reading tests.	Headmistress Prep 1, Prep 2 and Prep 3 teachers.	By September 2017	
Possible use of old SAT's reading tasks. Copies of old papers to be obtained.	Headmistress Prep 1, Prep 2 and Prep 3 teachers.	By September 2017	

THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

TARGET 9

Improve handover between Prep 1, Prep 2 and Prep 3 at the end of each academic year

Why Identified?	Success Criteria	Review Dates
Teachers need a greater understanding of children as they move classes in order to plan for individual needs.	Teachers will have a greater understanding of academic levels and will tailor planning accordingly.	September 2016 January 2016

How? (including any resources needed)	Responsibility	Timescale	Status
Have annual handover meetings at the end of each Summer Term to discuss results of writing and mathematics assessments, reading records, pastoral care etc.	Headmistress Prep 1, Prep 2 and Prep 3 teachers.	By September 2017	

THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

TARGET 10

Investigate the possible implementation of recording Learning Stories electronically using software such as Tapestry or Babydays.

Why Identified?	Success Criteria	Review Dates
Many settings use electronic recording systems for Learning Stories within the EYFS. This is time effective and can provide Next Steps linked to planning.	Next Steps can be linked to planning and enable tailoring of activities to individual needs. Also parents can access information online at any time, and contribute to the Learning Stories.	January 2017 April 2017 September 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Use knowledge of new staff member to explore Tapestry.	Headmistress Prep 1 Teaching Assistant	By September 2017	
Trial different software packages including Tapestry and Babydays	Headmistress Early Years Staff	By September 2017	
Purchase suitable software package.	Headmistress	By January 2018	

THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

TARGET 11

Introduce House "Token" system to support current Reward Stars.

Why Identified?	Success Criteria	Review Dates
Staff sometimes find it hard to write reward cards during lessons and want children to receive rewards immediately for simple achievements.	Children can achieve House Tokens and these will contribute points to House totals together with Stars.	January 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Source House Tokens	Headmistress Prep staff	By January 2017	Tokens purchased and implemented in Autumn Term 2016
Teachers to explain to children in Prep classes how these will be awarded.	Prep staff	By January 2017	Implemented
Tokens will be counted on Fridays and totals given to the office.	School Secretary	By January 2017	In place

THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

TARGET 12

Investigate introducing standardised testing in Transition to ensure there is a precise picture of the progress of children from starting points.

Why Identified?	Success Criteria	Review Dates
Identified following PIPs results that this would be beneficial for the younger children before they enter Prep 1.	The school and staff will have a precise picture of progress at entry and transition points and at key points within the school year. This will be established through a consistent approach to how and when pupils' progress is evaluated.	Summer 2017 Summer 2018 Summer 2019

How? (including any resources needed)	Responsibility	Timescale	Status
Explore a variety of different standardised testing options.	Headmistress School Advisory Board Transition staff	By April 2017	ASPECTS testing identified as this links to PIPs in Prep 1.
Purchase approved testing for Transition	Headmistress	By Summer 2017	Purchased January 2017.
Train staff on new testing procedures	Headmistress Transition staff	By September 2017	All children in Transition have undergone ASPECTS testing and will do so again at the end of June to establish progress and areas for development.

THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

TARGET 13

Look at EYFS Tracking for children in Nursery and Nippers.

Why Identified?	Success Criteria	Review Dates
Identified following PIPs results that this would be beneficial for the younger children in both Nippers and Nursery.	Results can help to identify individual areas of development where children may require additional support and this can be linked into planning.	Summer 2017 Summer 2018 Summer 2019

How? (including any resources needed)	Responsibility	Timescale	Status
Identify possible Tracking or standardised testing.	Headmistress Nursery Manager	By April 2017	Nursery Manager attended EYFS Tracking training January 2017.
Nursery Manager to embed tracking system with all children by talking to Key People about developmental levels of all children.	Nursery Manager	By July 2017	
Analysis results to identify any areas of the framework where children are not meeting expected levels of development. Ensure this is reflected in planning to ensure children are reaching levels and making progress within their age group.	Nursery Manager	By September 2017	

THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

TARGET 14

Streamline planning between classes in Early Years and Years 1 and 2 to ensure consistency and differentiation to meet individual needs and to improve consistency of teaching and achievement.

Why Identified?	Success Criteria	Review Dates
New staff have suggested that to ensure there are no gaps in teaching, staff have an overview of what is taught from Nippers through to Prep 3.	Staff will have a clear view of topics taught and overview of expectations for all children leading to better outcomes.	September 2017 January 2018 April 2018 July 2018

How? (including any resources needed)	Responsibility	Timescale	Status
Staff to use curriculum meeting time to review maths, English, science, PSHEE in turn and update long term planning frameworks.	Headmistress All staff	Maths July 2017 English September 2017 Science/PSHEE January 2018 Other July 2018	
Staff to meet regularly to review and update planning frameworks.	Headmistress All staff	Ongoing	

THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT

TARGET 1

Continue to promote the spiritual, moral, social and cultural development of children through a structured programme of Personal, Social, Health and Economic Education (PSHEE)

Why Identified?	Success Criteria	Review Dates
Changes to the Independent Schools Inspectorate Regulations require all school to demonstrate they teach a structured programme of PSHEE.	Children demonstrate an understanding of their personal needs including diet and exercise, they work independently, participate in groups, make decisions and assess their own abilities and capabilities.	July 2016 January 2017 April 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Review and update the current PSHEE policy to ensure the whole school approach is outlined in all areas of both the Early Years Foundation Stage and KS1 Curriculum	Headmistress All Early Years Staff Prep 1, 2 and 3 Teachers	July 2016	Completed and approved at the May School Advisory Board
Ensure all staff are aware and have an understanding of the programme of PSHEE and ensure this is implemented through planning.	Headmistress	July 2016	Training session carried out at January Staff Meeting.
Purchase more books and resources linked to PSHEE and make these available to all staff.	Headmistress	July 2017	Ongoing. Tub of books currently stored in the staff room.

Timetable PSHEE to ensure children in Prep 2 and Prep 3 have regular discussions and link to topic work.	Headmistress Prep 2 and Prep 3 teachers.	By September 2016	Completed
Create regular displays to show how the school does this.	Headmistress Prep 1, Prep 2 and Prep 3 teachers.	Ongoing	

THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT

TARGET 2

Ensure children are taught about the importance of Fundamental British Values through the Personal, Social, Health and Economic Education (PSHEE) programme and these are integrated into all areas of school life.

Why Identified?	Success Criteria	Review Dates
The Department for Education outlined in its Prevent Strategy that all schools must demonstrate they teach a structured programme that educates children about the importance of Fundamental British Values.	Children demonstrate an understanding of fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.	January 2017 September 2017 January 2018

How? (including any resources needed)	Responsibility	Timescale	Status
Use the School Council to demonstrate the importance of democracy and the value of expressing opinion.	Headmistress School Council Prep staff	Immediately	Implemented.
Include PSHEE in the curriculum review.	Headmistress Prep staff	By July 2017	
Through a range of visits and celebrations, show children that different people honour and celebrate their beliefs in different ways.	Headmistress All staff	Ongoing	Children continue to celebrate different customs and beliefs.

Offer British Values Training to Supervisors in each of the Early Years Rooms.

Headmistress
Supervisors in rooms

By September 2017

Waiting for availability on courses. School Advisory Board member attended training 1/12/15

THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT

TARGET 3

Educate children on how to keep safe from abuse by delivering a programme to support pupils to seek help and challenge myths surrounding abuse.

Why Identified?	Success Criteria	Review Dates
The revised Keeping Children Safe in Education publication (September 2016) outlines the importance of including education surrounding abuse and how to keep safe.	Children understand how to stay safe using the NSPCC PANTS programme which acts like a green cross code.	January 2017 September 2017 January 2018

How? (including any resources needed)	Responsibility	Timescale	Status
Headmistress to obtain all resources any information about the NSPCC PANTS programme.	Headmistress	By October 2016	Complete.
Headmistress to talk to staff about how to deliver the NSPCC PANTS programme to ensure it is age appropriate for each class.	Headmistress All staff	January 2017	Discussed at Prep and Early Years staff meetings in September 2016.
Introduce topic through Assemblies, Class Discussions, Circle Time with all children.	All staff.	April 2017	All staff completed this by October 2016.

Include displays in the classrooms and communal areas to highlight the programme to all children.

Headmistress
All staff

April 2017

Complete.

THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT

TARGET 4

Educate children, parents and staff about how to be safe online through a training programme, online safety evening and through support to pupils during Assembly and Class Discussions.

Why Identified?	Success Criteria	Review Dates
Safety online is becoming an increasing problem and children, staff and parents needs to be educated on how to stay safe from abuse.	Children, staff and parents understand how to stay safe online.	July 2017 September 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Talk to children about how to be safe online through class discussions, assemblies and circle time.	All staff.	By September 2017	
Staff to undergo Online Safety Training.	All staff.	By September 2017	Online training to all staff completed 2 March 2017.
Offer parents an online safety evening to educate them on how they can support their children. School is arranging to engage the services of Gooseberry Planet, a company who provide online safety training and resources.	Headmistress	By January 2018	Headmistress attended online safety evening at Norwich School 4 May 2017. Date to be set in Autumn Term.

THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT

TARGET 5

Introduce a Pupils' Reflections Self-Assessment tool including "I can" statements, with links to the EYFS framework for children within Early Years.

Why Identified?	Success Criteria	Review Dates
A self-assessment reflections tool will improve self-assessment and confidence in children.	This will lead to an impact on progress.	September 2017 January 2018 April 2018

How? (including any resources needed)	Responsibility	Timescale	Status
Obtain self-assessment tool in May/June 2017 from Andrew Hammond, Educationalist.	Headmistress	May/June 2017	
Review "I can" statements and tailor to school curriculum and individual children's targets.	Headmistress All staff	July 2017	
Implement tool across classes.	Headmistress All staff	September 2017	

THE QUALITY OF PUPILS' PERSONAL DEVELOPMENT

TARGET 6

Introduce a pilot Movement for Learning Programme in Transition to be delivered daily for 4 weeks for 20 minutes each morning.

Why Identified?	Success Criteria	Review Dates
<p>Movement for Learning is a programme of specific exercises designed to be delivered to the whole class on a daily basis. It has been designed for young children (aged 4-6) and aims to improve a range of academic and behavioural outcomes.</p>	<p>Children will have opportunities to move, improve fine and gross motor skills, and inhibit primitive reflexes.</p>	<p>January 2018 April 2018 September 2018</p>

How? (including any resources needed)	Responsibility	Timescale	Status
<p>Start the programme in October in Transition (as recommended by the authors) allowing children to settle in to their class.</p>	<p>Transition Staff</p>	<p>October 2017</p>	
<p>Deliver the programme over 24 weeks in order to allow for a variety of circumstances but finish by the end of the Summer Term.</p>	<p>Transition Staff</p>	<p>By July 2018</p>	
<p>Carry out risk assessments prior to the programme commencing to make any adjustments for children with additional needs.</p>	<p>Transition Staff</p>	<p>By September 2017</p>	

THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

TARGET 1

Introduce weekly meetings with Prep staff to discuss the curriculum, developmental, pastoral and safeguarding issues.

Why Identified?	Success Criteria	Review Dates
Regular discussions allow all staff to discuss any concerns and to develop and improve the quality of education provided.	Any safeguarding, pastoral or developmental concerns are addressed early and appropriate action taken by necessary staff.	July 2016 September 2016 January 2017 April 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Set a weekly time to meet.	Headmistress Prep 1, 2 and 3 Teachers	April 2016	Implemented. These take place on Thursday at 3.15pm
Set a weekly Agenda for discussion and ensure all meetings are minuted.	Headmistress Prep 1, 2 and 3 Teachers	Ongoing	Minutes shared at following meeting.
Ensure any issues or concerns are addressed.	Headmistress Prep 1, 2 and 3 Teachers	Ongoing	

THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

TARGET 2

Introduce weekly meetings with Nippers, Nursery and Transition staff to discuss the Early Years Framework, transitions of children, and developmental, pastoral and safeguarding issues.

Why Identified?	Success Criteria	Review Dates
Regular discussions allow all staff to discuss any concerns and to develop and improve the quality of education provided.	Any safeguarding, pastoral or developmental concerns are addressed early and appropriate action taken by necessary staff.	July 2016 September 2016 January 2017 April 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Set a weekly time to meet.	Headmistress Nippers, Nursery and Transition Managers	April 2016	Implemented. These take place on Friday at 3.15pm
Set a weekly Agenda for discussion and ensure all meetings are minuted.	Headmistress Nippers, Nursery and Transition Managers	Ongoing	Minutes shared at following meeting.
Ensure any issues or concerns are addressed.	Headmistress Nippers, Nursery and Transition Managers	Ongoing	

THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

TARGET 3

Ensure all staff undergo Prevent Training and have an understanding of all procedures.

Why Identified?	Success Criteria	Review Dates
Following the Government's strategy surrounding Radicalisation and the subsequent implementation of the Prevent Programme, all staff must demonstrate an understanding of how to recognise signs of Radicalisation.	Staff understand the procedures to follow.	January 2017 September 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Ensure Prevent training is carried out with all staff.	Headmistress	By September 2016	Prevent Training carried out at September 2015 Staff Training
Ensure any new staff undergo online Prevent training when they join and it forms part of the Induction process.	Headmistress	Ongoing	All new staff carry out online training.
Share any changes to Prevent as and when necessary.	Headmistress	Ongoing	

THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

TARGET 4

Ensure Safeguarding trained School Advisory Board member carries out regular discussions with all staff to ensure they understand safeguarding, child protection and Prevent procedures.

Why Identified?	Success Criteria	Review Dates
Following Governor Safeguarding Training, it was identified as good practice to ensure staff understand all procedures.	School Advisory Board member records results and identifies any areas staff are not familiar with.	September 2016 September 2017

How? (including any resources needed)	Responsibility	Timescale	Status
School Advisory Board Member to create questionnaires with support from Designated Safeguarding Lead.	SAB Member DSL	Ongoing	Carried out in Spring and Summer Terms 2016 and ongoing.

PARTNERSHIP WITH PARENTS AND THE COMMUNITY

TARGET 1

Introduce an electronic payments system for parents using an IT package such as Sagepay or WisePAY.

Why Identified?	Success Criteria	Review Dates
Increasingly schools are using electronic payment systems. This would make payments easier for parents and could be linked to the current Sage accounting system.	Parents would be able to pay bills online using individual accounts.	January 2017 September 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Bursar to investigate possibility of linking Sage package to online payments.	Bursar	By January 2017	Complete – Sage Pay does not link with current Sage Accounting package.
Bursar to research other online payment methods, such as WisePay or Pay Pal to see if these could be linked to Sage Accounting.	Bursar	By July 2017	
School to invite parents to pay online.	Headmistress Bursar	By September 2017	

PARTNERSHIP WITH PARENTS AND THE COMMUNITY

TARGET 2

Explore the possibility of introducing electronic Daily Information Sheets for parents in Nippers

Why Identified?	Success Criteria	Review Dates
Following the Parent Questionnaires in January 2016, some parents requested that online information sheets would be more beneficial.	Parents would be able to view sheets online using individual accounts.	September 2017 January 2018

How? (including any resources needed)	Responsibility	Timescale	Status
Provide a laptop in Nippers so staff can type up information without leaving the room	Headmistress	By September 2017	Old Prep 1 laptop currently being upgraded to include a current version of Microsoft Office
Create templates of the Daily Information Sheets on the school laptop which staff can complete	Headmistress	By September 2017	
Set up email system, possibly using Parentmail, to all Nippers parents which staff can use to send Daily Information Sheets. Alternatively, provide a Portal where parents can log in when they want to view Electronic Information Sheets.	Headmistress	By September 2017	
Establish when children join Nippers whether parents would like information sent electronically.	Nippers Staff	From September 2017	

PARTNERSHIP WITH PARENTS AND THE COMMUNITY

TARGET 3

Introduce a school Twitter account to give parents regular updates on activities without school.

Why Identified?	Success Criteria	Review Dates
To ensure parents have a range of options to keep up to date on school events.	Regular Twitter updates accessed by parents.	September 2017 January 2018

How? (including any resources needed)	Responsibility	Timescale	Status
Staff meeting to consider the most effective way to post updates on Twitter.	Headmistress Teaching staff Early Years staff	By September 2017	Completed March 2017
Agree purchase of Ipads with FOSS initially for Prep rooms to allow staff to photograph and Tweet updates on a regular basis.	Headmistress FOSS	By September 2017	Agreed April 2017.
Purchase Ipads.	Headmistress FOSS	By September 2017	Purchased April 2017
Gain written consent from all parents to allow photographs to be used on Twitter account.	Headmistress School Secretary	By September 2017	Letters and consent forms sent home in March 2017.

Account online and active.	Headmistress All staff	By September 2017	
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PARTNERSHIP WITH PARENTS AND THE COMMUNITY

TARGET 4

Include a School Calendar on the website to include Term Dates and events.

Why Identified?	Success Criteria	Review Dates
Following a website survey to all parents, comments included the need for an easy to access School Calendar.	Parents can access a whole school year academic calendar, to include events, via the website.	September 2017 January 2018 July 2018

How? (including any resources needed)	Responsibility	Timescale	Status
Headmistress to talk to BR Web Consulting about adding the School Calendar to the website.	Headmistress	By July 2017	
School Calendar to be added to website, to include term dates and any significant events.	Headmistress BR Web Consulting All staff	By September 2017	
Staff to ensure information is kept up to date so Calendar can be updated regularly.	All staff	Ongoing	

PARTNERSHIP WITH PARENTS AND THE COMMUNITY

TARGET 5

Upgrade and redesign the School website.

Why Identified?	Success Criteria	Review Dates
Following a website survey to all parents, comments included the need for a more up to date and accessible website including a mobile phone ap. Following research, rankings are not high enough on search engines.	Rankings will improve and parents will be able to access the website via an ap. Information will be updated more easily.	September 2017 January 2018

How? (including any resources needed)	Responsibility	Timescale	Status
Headmistress to meet with website design company to discuss costings, format and timeframe.	Headmistress	By April 2017	Met Inner Media March 2017
Headmistress to meet and present costings to Executors for discussion and approval.	Headmistress	By June 2017	
Website design company to agree timescales and carry out photography, research etc for new website.	Headmistress	By July 2017	
Website to be launched to parents and staff.	Headmistress	By September 2017	

PREMISES AND MAINTENANCE

TARGET 1

Refurbishment of Transition

Why Identified?	Success Criteria	Review Dates
School Advisory Board has identified a programme of classroom refurbishment and agreed one classroom per year should be refurbished.	Refurbishment of Transition will result in better use of space, access to outdoor area and outcomes for children.	September 2016

How? (including any resources needed)	Responsibility	Timescale	Status
Transition staff and Early Years Advisor to discuss with Headmistress ideas for redevelopment of rooms, including list of any new resources.	Transition staff Headmistress Early Years Advisor	By June 2016	Discussion taken place July 2015.
Headmistress to meet with contractors/School Advisory Board Member projecting managing refurbishment to discuss timeframe for work and costings	Headmistress Robin Wetherall	By July 2016	Completed July 2015.
Costings, plans and timetable of works to be approved by Headmistress	Headmistress	By end of July 2016	April 2016
Work to be carried out in School Holidays	Headmistress Robin Wetherall	By September 2016	Completed September 2016

PREMISES AND MAINTENANCE

TARGET 2

Upgrade of telephone systems throughout the school

Why Identified?	Success Criteria	Review Dates
The School needs to upgrade the current system as it becomes obsolete at the end of 2016. Additional handsets need to be installed in Nursery, Prep 2 and Prep 3.	Staff will have better access to telephones and new system will be easier to use and more efficient.	September 2016 September 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Headmistress to meet with telephone company to discuss implementation and purchase of new system.	Headmistress	By April 2015	Headmistress met with BT in January 2015. Other options to be explored.
Headmistress to agree costings with Executors and timetable for installation.	Headmistress	By September 2016	Installation agreed for Summer 2016. Due to problems with Virgin, installation delayed. Experiencing delays with BT completion by March 2017. Complete March 2017

PREMISES AND MAINTENANCE

TARGET 3

Upgrade of staff toilet

Why Identified?	Success Criteria	Review Dates
The School plans to upgrade the current arrangements following the refurbishment of the school office and staff room.	More modern toilets.	September 2017 January 2018

How? (including any resources needed)	Responsibility	Timescale	Status
Headmistress to meet with contractors to discuss work to be carried out.	Headmistress	By September 2017	
Headmistress to agree costings with Executors and timetable for installation.	Headmistress	By September 2017	

PREMISES AND MAINTENANCE

TARGET 4

Decoration of school office

Why Identified?	Success Criteria	Review Dates
Following the creation of the new meeting room, the school office requires redecoration	School office will look more inviting.	January 2017 September 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Headmistress to arrange for contractors to complete installation of cabling following creation of new meeting room.	Headmistress	By September 2016	Delayed due to problems with Virgin installation of new broadband line.
Headmistress to meet with contractors to discuss work to be carried out.	Headmistress	By January 2017	Telephone system has yet to be installed.
Headmistress to agree costings with Executors and timetable for installation.	Headmistress	By January 2017	See above.

PREMISES AND MAINTENANCE

TARGET 5

Upgrade and replacement of Fire Alarm System.

Why Identified?	Success Criteria	Review Dates
Following inspection by 3 independent Fire Companies, the current system (12 years old) was found in need of upgrade and replacement in order to be compliant.	New system will include more push button alarms, new smoke detectors and compliance certificate.	September 2016

How? (including any resources needed)	Responsibility	Timescale	Status
Headmistress to meet with contractors to discuss work to be carried out and get costings.	Headmistress	By January 2016	Completed
Headmistress to agree costings with Executors and timetable for installation.	Headmistress	By April 2016	Completed
New system to be installed in May half term.	Headmistress	May 2016	Work completed April 2016.

PREMISES AND MAINTENANCE

TARGET 6

Replacement of garden gate

Why Identified?	Success Criteria	Review Dates
Old gate was removed due to rot. Gate needed particularly when younger children use the garden.	New gate will ensure safety of children.	January 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Headmistress to meet with contractors to discuss work to be carried out and get costings.	Headmistress	By July 2016	Completed May 2016
Headmistress to agree costings with Executors and timetable for installation.	Headmistress	By July 2016	Completed May 2016
Work to be carried out in Summer holidays.	Headmistress Robin Wetherall	September 2016	Completed May 2016

PREMISES AND MAINTENANCE

TARGET 7

Replacement of door in Prep 3 in include a “vision” panel for fire safety and safeguarding compliance

Why Identified?	Success Criteria	Review Dates
Following a Safeguarding course by the Designated Safeguarding Lead and a Fire Course by the Fire Officer, it was advised that as the Prep 3 teacher works alone, it would be good practice to be able to see in the classroom for safety reasons.	New door with vision panel will allow staff to see both in and out of classroom.	September 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Obtain quotes for suitable door.	Headmistress	September 2016	Completed May 2016
Obtain quote for installation and timescale.	Headmistress	September 2016	Completed May 2016
Install new door.	Headmistress	September 2017	New door installed June 2016

PREMISES AND MAINTENANCE

TARGET 8

Purchase of new laptop for Prep 1

Why Identified?	Success Criteria	Review Dates
Current laptop does not work efficiently and needs upgrading.	New laptop will link to interactive whiteboard.	January 2017 September 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Obtain quote for new laptop.	Headmistress	By January 2017	Obtained July 2016.
Arrange for installation.	Headmistress	By April 2017	Completed installation August 2016.

PREMISES AND MAINTENANCE

TARGET 9

Purchase a new laptop, networked to the system, for use by all staff, to include access to photographs and report pro-formas

Why Identified?	Success Criteria	Review Dates
Staff prefer to complete reports at work and include photographs from the office system.	Proformas would be set up on the laptop so staff could complete reports more easily.	January 2017 April 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Source an old laptop for the office.	Headmistress	By September 2016	Laptop obtained with suitable software.
Arrange for laptop to be networked to the system, password protected, and restrictions on access to data on Global Share.	Headmistress IT Company	By January 2017	Currently waiting for new Broadband line to be installed.

PREMISES AND MAINTENANCE

TARGET 10

Carry out a 5 yearly check on fixed wiring

Why Identified?	Success Criteria	Review Dates
Health and Safety recommendation following Fire Safety Course.	Fixed wiring inspection will identify any areas that might require attention.	January 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Arrange for quote from reputable Electrical firm.	Headmistress	By December 2016	Complete October 2016.
Arrange for inspection to be carried out.	Headmistress.	By February 2017	Completed February 2017

PREMISES AND MAINTENANCE

TARGET 11

Install new lockers/bag racks for Prep children to store bags

Why Identified?	Success Criteria	Review Dates
Increased number of children in the Prep classes has caused problems when storing tennis kit, and swimming and sports kit bags.	Lockers will allow more space in the Prep classes and give children more independence when organising their belongings.	January 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Agree with contractors best location to locate lockers.	Headmistress.	By September 2016	Agreed June 2016
Obtain quote for installation of lockers	Headmistress	By October 2016	Agreed June 2016
Agree with FOSS Chairperson if funds can be used.	Headmistress Chair of FOSS	By July 2016	Agreed June 2016
Arrange for lockers to be installed.	Headmistress	By January 2017	Completed August 2016

PREMISES AND MAINTENANCE

TARGET 12

Install a water fountain in the playground for use by all children

Why Identified?	Success Criteria	Review Dates
Children have access to water at all times. Refilling water bottles is sometimes time consuming and children more likely to use a fountain.	Children can have access to water fountain at all times without the need to take a water bottle outside.	September 2017

How? (including any resources needed)	Responsibility	Timescale	Status
Agree with contractors best location for outside water fountain.	Headmistress.	By April 2017	
Obtain quote for installation of lockers	Headmistress	By June 2017	
Agree with FOSS Chairperson if funds can be used.	Headmistress Chair of FOSS	By July 2017	
Arrange for water fountain to be installed.	Headmistress	By January 2018	

PREMISES AND MAINTENANCE

TARGET 13

Redevelop the Lower Playground to allow more space for games

Why Identified?	Success Criteria	Review Dates

How? (including any resources needed)	Responsibility	Timescale	Status

PREMISES AND MAINTENANCE

TARGET 14

Redevelop the Wooded Area and garden to include some form of memorial to the late Proprietor, Mrs Barnett

Why Identified?	Success Criteria	Review Dates
FOSS have agreed funds to purchase a new climbing frame for the garden. The wooded area needs to be updated and space made for a memorial for Mrs Barnett.	Space is made for a new climbing frame allowing all children access and wooded area upgraded.	September 2017 January 2018 September 2018

How? (including any resources needed)	Responsibility	Timescale	Status
Survey of existing site to be carried out to identify areas for upgrade and development.	Headmistress Gardener School Advisory Board	By July 2017	
Area identified for new climbing frame to be cleared and prepared for installation.	Headmistress Gardener	By July 2017	
Agree installation of new climbing frame with suppliers.	Headmistress	By September 2017	
Identify new resources (if any) and upgrade of wooded area and agree costings with Executors.	Headmistress Staff	By January 2018	

Discuss and agree memorial for Mrs Barnett.	Headmistress Staff School Advisory Board	By January 2018	
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PREMISES AND MAINTENANCE

TARGET 15

Replace the school boiler

Why Identified?	Success Criteria	Review Dates
Current boiler continually requires visits from Gasways and recommendations from two independent engineers confirm it needs replacing and upgrading.	New boiler will be more energy efficient, cost effective and more reliable.	September 2017 January 2018

How? (including any resources needed)	Responsibility	Timescale	Status
Headmistress to obtain quotes from two separate companies to replace boiler.	Headmistress	By July 2017	
Headmistress to agree costings with Executors.	Headmistress	By September 2017	
Boiler to be installed during holidays.	Headmistress	By January 2018	