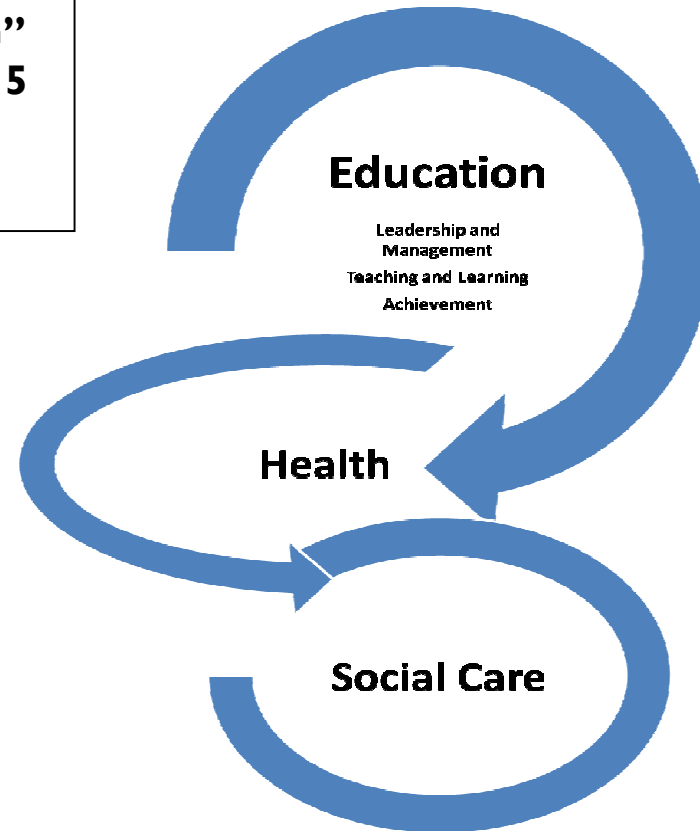




The Brook on Broadwaters

# “REMOVING BARRIERS – ENABLING LEARNING” School Improvement and Development Plan 2014-15





**Our vision for The Brook is a simple one – in a state of the art building, fostering an innovative, far sighted inclusive approach, pupils learn together in an aspirational environment, where their very differing educational needs are all met. We are creating an inclusive learning community where:**

- outstanding teaching and learning is central to everything we do and is challenging, rewarding and fun.
- the school is full of laughter, light, excitement and enthusiasm
- the curriculum is continuously reinvented by a teaching community which is committed to shaping the learning of our pupils
- communication is central to everything we do - every pupil will leave the school with an individualised system of communication which can be non-verbal, signed; verbal or technological.
- creativity is placed at the centre of teaching and learning, breaking down the barriers between subjects
- staff are skilled, reflective practitioners who are themselves continually learning – professionals committed to achieving extraordinary results for their pupils
- a wide-ranging and highly skilled multidisciplinary team works collaboratively with the school to provide access to the curriculum across the range of pupils
- the environment and curriculum provides every pupil with the opportunity to grow personally, socially and academically to be the best they can be and to develop a high sense of self confidence and self esteem within a stimulating and caring environment.
- there are clear boundaries and systems set for the pupils, which are well communicated and consistently reinforced.
- every child is entitled to enjoy his/her childhood and is kept safe
- the approach across the inclusive campus is holistic and one of collaboration, harmony and trust, creating a safe, supportive learning community.
- the learning community including pupils/staff/parents/carers; governors; friends and supporters are proud of the school and actively work together in partnership to achieve the inclusive vision.
- positive images of and attitudes towards all our pupils are developed in the community in order to access their right be included in that community
- difference and diversity is valued, understood, embraced and celebrated and the whole learning community is respected and valued with any discrimination opposed and rigorously challenged.
- a caring community is based on fair, understanding and compassionate relationships
- when appropriate, equal access is provided for all pupils, staff, parents/carers and other member of the school community to the physical environment of the school
- the school and the pupils are placed firmly within the core of educational provision and at the centre of community life



## **School Development and Improvement Plan**

The School Development and Improvement Plan covers five major strategic areas:

### **Strategic Objective 1: Leadership and Management:**

- To raise the profile of governance and set clear policy frameworks and expectations of the newly Federated Governing Body
- To build the capacity and effectiveness of the FGB and to focus on their skills for creating robust accountability
- Ensuring FGB are held to account for their effectiveness
- Develop and embed the restructured senior leadership team alongside a restructured administrative team.
- Support for new middle leaders eg KS2 team leader and those leading curriculum development to enable them to ....
- SEND reforms in place in line with DFE legislation and LA planning
- Monitoring of Deficit Reduction Plan

### **Strategic Objective 2: Quality of Teaching and Learning**

- Moving teaching from good to outstanding - all lessons are at least good and the majority are outstanding in the context of providing every pupil with the opportunity to grow personally, socially and academically and to develop a high sense of self confidence and self esteem within a stimulating and caring environment
- To improve teaching over time including the provision of high quality teams delivering individualized support
- To further develop evaluation of teaching – triangulation including data/observations/monitoring and verification of observations/recording and planning.
- To evaluate and further develop Continuing Professional Development for all staff and to implement Appraisal and Pay Policy for 2014/15

### **Strategic Objective 3: Pupil Achievement**

- To further consolidate assessment, recording and reporting including CASPA and BSquared in line with targeted interventions and the SEND Reforms

### **Strategic Objective 4: Behaviour and Safety, access and pastoral support**





- Effective, early and ongoing support for emotional wellbeing to enable access and engagement for learning through multidisciplinary working, behaviour and safety
- To ensure that inclusive practice including social, emotional, spiritual and cultural education is embedded within each pupil's individual learning
- Inclusion

## Strategic Objective 5: The Brook on Broadwaters and within the wider community

- Joint Working both on Broadwaters and within the wider local community
- Awards and Initiatives: Artsmark - Investors in People - Inclusion Mark
- International Work – forming Communicating Classrooms

**NOTE THAT THROUGHOUT THE DOCUMENT EARLY INTERVENTION, WHETHER IT BE EDUCATIONAL; HEALTH OR SOCIAL CARE INTERVENTIONS, IS CRUCIAL TOGETHER WITH ONGOING COORDINATED WORK ON EMOTIONAL WELLBEING.**

### Abbreviations/colour codes used throughout the document:

	<b>Joint EHS (Education, Health and Social Care)</b>	SpH	Special Heads Group
FGB	Federated Governing Body	MDT	Multidisciplinary Team including physical and emotional therapies
HT	Head Teacher	SBM	School Business Manager
SLT	Senior Leadership Team	AO	Admin Officer
LTL	Lead for Teaching and Learning including ARR	Int.Team	International Teams
LPC	Lead for Pastoral Care including FABLE	LA	Local Authority
KSL	Key Stage Leaders for Foundation/Key Stage 1 and Key Stage 2	<b>RAG Status:</b>	 green - target on schedule
CL	Curriculum Leader(s)/teams		 amber – target has encountered issues
CTs	Teachers		 red – has encountered significant
PM	Premises Manager		
P&Cs	Parents and Carers		



## Strategic Objective I: Leadership and Management

Strategic Objective and Priority Area: I	Activity	Interim Milestones	Lead	Other staff	Start/end date	Cost	Success criteria/evidence
<b>Federated Governing Body - building capacity and effectiveness</b>	Induction and clear policy framework, expectations and calendar of work for FGB	Induction Pack/meeting for Federated Governors.	HTs	Clerk/LA	1.9.14-1.9.15	Funding for Training	All new governors appointed/inducted and aware of expectations on governing bodies. Still issues around Brook parent governors – reintroduce Parent Advisory Group?
	Constitution focused on skills for creating robust accountability	Skills audit at first FGB meeting to ensure range of skills necessary from coopted governors	HTs	Clerk/LA	17.9.14		Skills audit in place – range of skills necessary across the FGB to ensure effectiveness
	Committees established	Training schedule for committees and full governors eg training for new governors/finance/safeguarding/teaching and learning	HTs		17.9.14		Committees established for F&PP/TLS/Community Services – additional groups also in place for each committee - training schedule complete
	Teaching and Learning	Planned schedule of visits to observe teaching and learning	HTs				Calendar of events visits/learning walks established. FGB understand strengths/ needs of the schools + quality of teaching and learning. FGB challenging and supporting. 2 Governors have completed visits or learning walks.

<b>Strategic Objective and Priority Area: I</b>	<b>Activity</b>	<b>Interim Milestones</b>	<b>Lead</b>	<b>Other staff</b>	<b>Start/end date</b>	<b>Cost</b>	<b>Success criteria/evidence</b>
	Vision, ethos and key policy documentation revisited in line with Federation	Planned schedule of review	FGB	HTs	Spring Term '15		Vision revisited and redefined – placed on Website
<b>Deficit Reduction Plan</b>	FGB to monitor the progress of the DFR.	FGB to be briefed on the DRP at first meeting of F&PP	HT/LA	SBM	2 <sup>nd</sup> quarterly report October '14 – close of accounts May '15		HTs and SBMs reports Quarterly reports Meet target for Year 2 balance. Huge success here – DRP almost totally reduced – strategic planning now taking place for 2015/16
<b>Developing the newly restructured senior team</b>	Roles defined and understood by all staff	JDs and roles placed on Brook Drive for access by all staff. Questionnaire to all staff to check understanding.	HT	SLT	Sept '14		JD & roles on Brook Drive/agreed by SLT/understood via questionnaire. Evaluate progress December 2015 <b>This could be restructured again in line with the successful reduction of the DRP</b>
<b>Developing reporting procedures to FGB</b>	Head teachers report to be redefined in line with SEF	First HT report for new FGB to be defined as ongoing SEF	HT	FGB	Oct. '14		HT report agreed as ongoing SEF by FGB – fully reflecting all areas of self evaluation.
<b>Development of new middle leaders</b>	Support system in place	Induction, Training and mentoring established	HT	SLT/MD T	Sept'14	Cover costs	New middle leaders confident in role/training undertaken/regular mentoring meetings established. Management course for two new SLT members – Heads of Key Stage - underway. Maths and Literacy Leaders have really gained confidence in their roles.

Strategic Objective and Priority Area: I	Activity	Interim Milestones	Lead	Other staff	Start/end date	Cost	Success criteria/evidence
<b>SEND Reforms</b>	SEND Code of Practice Education/ Health and Care Plans	Disseminate to FGB/whole school staff/P&Cs through HTs briefings	HT	SLT	Autumn Term '14		School confident in working and well informed of new code of practice. Interviews with Heads from LA/input Sp.Hs
	Early Identification of needs – Early Help Project	Foundation stage and other children baselined on entry	HT	MDT/SLT/P&Cs	First week in Nov'14		Baselines in place for sensory/MDT/ cognitive input – verified at Early Days Reviews with parents/carers
	Joint Commissioning and Personal Budgets	Work with LA/Health and social care	HT	MDT/LPC/RG B/P&Cs			Commissioning process in place with LA/other authorities and understood by FGB – <b>more work with FGB</b>
	Reviewing Transition between stages of education ie pre Reception/R to KS1/KS1-2/KS2-3	Work closely with feeder provision/KS1/2 and KS3 provision.	HT	Extended SLT/P&Cs/	Jan '15		Support for transition plans in place in line with SEND reforms and Ofsted. Plans for transition to KS3 for pupils and parents in place.
	Joint Planning for SEND between Brook and Willow	Joint planning for SEND pupils across the two schools	HT	SLTs			Joint planning for need across the two schools – slower than anticipated.
	Passenger Transport Commissioning Review	LA consult on passenger transport review.	HT	SLT/P&Cs	April 2015		LA to recommend review on passenger transport.



## Strategic Objective 2: The Quality of Teaching and Learning

Strategic Objective and Priority Area 2	Activity	Interim Milestones	Lead	Other staff	Start/end date	Costs	Success criteria/evidence
<b>Quality of the Teaching and Learning Plus:</b> Triangulation of evidence: improving approaches to judging teaching over time	<b>Quality of teaching: Observations</b>	<u>2011/12</u> Outstanding 33.3% Good 53.3% Satisfactory 13.3% <u>2012/13</u> Outstanding 40.0% Good: 53.3% Satisfactory: 6.6% <u>2013/14</u> Outstanding: 45% Good: 54% Requires Imp: 0% Inadequate: 0%	HT	LTL/SLT	Ongoing to July '15		<u>2014/15</u> Outstanding: 45% Good: 50% Requires Imp: 5% Inadequate: 0%  Reported to FGB June/July '15
<b>Recording and Planning</b>	Scrutinising/evaluating /monitoring of records and planning	Quality of record keeping: <i>February 2014:</i> Outstanding: 50% Good: 6% RI: 25% Inadequate: 6%	LTL	SLT/CTs	Dec '14 to Dec '15		Quality of Record Keeping: Jan 2015 Outstanding: 50% Good: 35% RI: 15% Inadequate: 0%
		Revisit Inset on Keeping Records/planning	LTL	SLT/all staff	3.12.14 Twilight		All staff understand use of ARR – especially FGB/ website/end of Key stages



Strategic Objective and Priority Area 2	Activity	Interim Milestones	Lead	Other staff	Start/end date	Costs	Success criteria/evidence
<b>Observations</b>	Teaching moving from good to outstanding and Teaching over Time.	Explore external moderation and verification approaches.	HT	SLT/Sp/Hs Link LA Officer/Ts	Nov '14 – July '14		Verification of HT/SLT internal observations in place. Rosemary Miles – new link inspector to do external moderation.
	Learning Walks	Literacy Learning Walks	LTL	Curr Team	January '15	Cover for Curr. team	Full evaluation of literacy in KSI and 2. Literacy walks completed – intervention groups in place for phonics/girls communication
	Ongoing Assessment and observations	Use of spontaneous observations of outstanding teachers – extending “Share and Inspire” to the classrooms.	LTL	SLT/CTs/ FGB	1.9.14 – 31.6.15	Cover	Pilot underway in Autumn Term 2014 – spontaneous observations now going well in all classrooms but exposing training issues for SNAs – <b>HT target 2015/16</b>
	Consultation and review of current lesson observations (in line with new changes in inspection)	Lesson observation formats reviewed.	HT	SLT/Ts	Nov'14		Language verified Expectations renewed Feedback and guidance written and tightened up. Guidance and training on good to outstanding for teachers. <b>HT target</b>

Strategic Objective and Priority Area 2	Activity	Interim Milestones	Lead	Other staff	Start/end date	Costs	Success criteria/evidence	Start/end date
<b>Data</b>	CASPA/B SQUARED DATA	<b>PUT IN WHEN ANALYSIS COMPLETED</b>						
	ARR policy reviewed			HT/SLT	January '15		Policy in place and understood. FGB approval still to be sought.	
<b>Curriculum Development and Planning</b>	Framework for Curriculum Planning	Complete Curriculum Framework for the Brook including issues from NC 2014.	LTL	HT/SLT	January '15		Framework successfully evaluated and new draft in place. On website and taken to FGB.	
	Appropriate Curriculum	All activities to meet cognitive/emotional needs	LTL	HT/SLT	July '15		It is evident from progress that an appropriate curriculum is being delivered. Emotional Wellbeing work in place/FABLE training for parents/carers in place.	
	International Work	Application made for Connecting Classrooms 2014	International Team	HT/SLT	February '15		Connecting Classrooms set up for Riverside, The Brook, The Willow and Children's Centre with three Ghanaian schools. Application accepted and work undertaken.	
	Rationalise Scale 6 posts in line with new curriculum development.	Pond/Fox Forest/Signing /ICT/ VI/Manual Handling	HT	SLT	Sept'14	In budget already	All Scale 6 responsibilities rationalised and in post.	
	Developing the outdoor curriculum in line with EYFS	Draw on good practice from EYFS - DVDs More us of the pond/fox forest More planning linked to KS2	LTL	KS1&2 leads. Ts.	1.9.14 – 31.10.14	Resources	Outdoor areas including the two meadows in use at lunchtime and after school by December '14. Delay – meetings across the schools now taking place.	

	Fox Forest/ Pond/Horticulture areas to be developed	SNA completing assessment as Forest School Lead	LTL	Forest School Lead	Fox Forest by Oct '14 Other areas by March '15	Cover	Fox Forest Assessments completed/developed with class groups by Nov.'14 Pond/Horticulture area in place by March '15
	Covered areas for hot/rainy weather including terraces	Costings to be developed for covered areas of the playgrounds	SBM	SLT/PM	Half term February '15		Covered areas in place for beginning of summer term '15. Costs still to be finalized across two schools. LA being asked for funding
	Educational Visits	Consolidate and rationalize educational visits.	LTL	CTs	July '15		Joint visits/curriculum based visits/use of buses all in place for 2015-16.
	Skills clinics at the beginning of the year	Sensory, soft play, IWB, ICT and drives, Library and specialist room training.	LTL	All staff from particular areas to offer training.	1.9.14 – 31.12.14	Time	Sensory/S&LT/ICT training have all taken place. ICT staff and OT input invaluable. Sensory Circuits in place and extended to classrooms.
<b>Curriculum Teaching and Learning: Resources</b>	Curriculum Teams to organise curriculum resources	Set up loan system clearly labelled and accessible boxes for resources in curriculum resource room	LTL	CLs SNAs	1.9.14 – 31.12.14	Cover	Clarity of system improved Audits completed of all resources – on the Brook Staff drive.
	System for ordering resources improved.	Admin system to be updated. Deadlines in line with budget	SBM	AO	Sept.'14		Class Resource Budgets in place Sept'13 Deadlines for ordering in place. <b>New strategies for class spend to be taken to budget for 2015/16</b>

<b>Strategic Objective and Priority Area 2</b>	<b>Activity</b>	<b>Interim Milestones</b>	<b>Lead</b>	<b>Other staff</b>	<b>Start/end date</b>	<b>Costs</b>	<b>Success criteria/evidence</b>
<b>Continuous Professional Development for all staff</b>	CPD programme from Appraisal process mapped annually	Staff Development Log for all staff for recording of all CPD linking to Individual ongoing Staff Logs of CPD programme undertaken.	HT	SLT	Sept '14	£15,000	Electronic systematic monitoring of all CPD – this is one area which has not really developed – p-levels online exercise considered first priority. Date extended to June '15
		Monitoring of CPD termly	HT	Extended SLT	Termly		CPD Programme to extended SLT termly. All targets for CPD met.
	Internal CPD Programme	Produced annually/termly for appraisal/ongoing developmental curriculum work/	HT	Extended SLT	12.9.14		All staff aware in advance of the programme and the links to appraisal
	“Share and Inspire” sessions set up for teachers/SNAs to share skills	2 x “Share and Inspire” session per half term, topic decided by staff needs. All info to be kept on Brook Drive.	LTL	HT	Ongoing		

Strategic Objective and Priority Area 2	Activity	Interim Milestones	Lead	Other staff	Start/end date	Costs	Success Criteria/evidence
	Inset for support staff on what makes an outstanding class team	Source best trainer	HT				Insight into what takes a class team from good to outstanding
	Outreach activities to schools/other organisations mapped and evaluated especially within SENCO network	Meeting with Rosemary Miles/Commissioning Officer  Uniformity of learning – pupils learn in the way other students do in other schools	HT				Outreach activities consolidated and in place accordingly for January 2015. This process now with Special Heads looking at an overall package across the LA



### Strategic Objective 3: Pupil Achievement – also teaching and learning.

Strategic Objective Priority Area 3	Activity	Interim Milestones	Lead	Other staff	Start/end date	Costs	Success criteria/evidence
<b>Assessment, Recording and Reporting (ARR)</b>	Embedding and ongoing review of ARR Policy	Review of current ARR Policy	LTL	HT/CTs	1.9.14-1.1.15		Policy reviewed, updated and in line with practice
	Baseline assessment developed (for entry to Reception pupils and late entry pupils)	Baselines reported at Early Days Reviews	LTL	HT/CTs/MDT	1.9.14 – 14.11.14	Cover for Ants/Spider and Sunflower	All baselines correctly set through p-levels by November '14 at Early Days Reviews
	Emotional Wellbeing Classroom Profiles/Individual Proformas	All classroom profiles/individuals proformas completed on the issues/areas impacting on emotional wellbeing	PL	Extended SLT/CTs/MDT	1.9.14 – 14.11.14		All classroom profiles/individual proformas for EWB complete and findings acted upon. Interventions in place if required
	CASPA	Examine every child's details in line with SIMS and the Census	HT	AO	15.9.14		Ensure that every pupil's details are correct eg levels of need/names/year groups.
		Induction for LTL/refresher for HT into CASPA	HT		15.9.14 – 10am 2.10.14 2.30pm		Training in the use of CASPA; moderation; input of data; analysis
		Induction for extended SLT	HT	LTL/SLT	2.10.14 3.30-4.30		Training in the use of CASPA; moderation; input of data; analysis

		Inset for all teachers	HT	LTL/SLT	12.11.14 3.30 – 5.30		Extending consultants expertise to the whole school –teachers familiar and informed re CASPA
	Progress of ethnic minority groups	Monitor progress of ethnic minority groups through CASPA	HT	LTL	14.9.14 to SLT		Analysis of progress of ethnic groups to FGB in HT's autumn report – also to TL&S committee
	Moderation process fully established	Internal termly moderation ie do all teachers mean the same when they record P5	LTL	SLT/CTs	January '15	Cover	Standardised system for p-levels understood by all teachers.
	Moderation between classes	Moderate between classes on CASPA results especially during transition	LTL	SLT/CTs	January '15	Cover	Standardised system with input from teachers.
	Moderation Process established and timetabled	External termly moderation using other special schools and The Willow to look at inclusion across the community.	HT	LTL/CTs	By Dec'14		First moderation sessions held. Held up by unforeseen previous systems anomalies.
	Progress monitored, analysed and documented	Electronic system introduced throughout Framework for p-levels.	HT	LTL/ICT/A O	By Jan'15		Admin team to have moved all p-levels on to electronic system. Excellent piece of work.
	Examine Bsquared in relation to more able pupils	Electronic system introduced in line with p-levels	HT	LTL/ICT/A O			
	Transition between p-levels/Bsquared	Analyse the levels across the transition in line with pupil progress	HT	LTL/LA/ Bsquared	By March'15		No duplication of results – progress continuous.



**Strategic Objective 4: Behaviour and Safety, Access and Pastoral support, Social, Emotional, Spiritual and Cultural (SMSC)**

Strategic Objective Priority area 4	Activity	Interim Milestones	Lead	Other staff	Start/end date	Costs	Success criteria/evidence
<b>Access and Support</b> <b>MDT</b>	Pilot individual target baselining project on “ready for learning” now into practice in F/KS1/KS2.	Assessment within each area in relation to needs of each pupil including emotional wellbeing/positioning/etc. etc.	LTL	PL/MDT/S LT/DCT	Annual - autumn term		Assessments completed for each new pupil – interventions in place if required.
<b>MDT includes:</b> Physiotherapy; OT; Sp&LT; Dietetics School Nurse VI/HI; Ed Psychs; Psychotherapist	Target Setting	Meetings for assessment and target setting between teachers and therapists	LTL	PL/MDT/S LT/DCT	Annual - autumn term		Calendar of meetings established and carried by end of autumn half term 2014.  Report back to extended SLT 6.11.14
	Formalising support for universal/ targetted/individual interventions	Sensory Interventions Dietetic interventions Communication interventions with priority given initially to OT	LTL/PL	MDT	Autumn Term		Ongoing sensory diets and programmes established in line with statement/pupil requirements.
	Supporting Children with Medical Conditions in Schools	Update Administration of Medicines Policy	HT	School Nurse/MD T	30.9.14		Policy documentation brought in line with new government proposals.



<b>Strategic Objective and Priority Area 4</b>	<b>Activity</b>	<b>Interim Milestones</b>	<b>Lead</b>	<b>Other staff</b>	<b>Start/end date</b>	<b>Costs</b>	<b>Success criteria/evidence</b>
<b>Behaviour</b>	Behaviour Framework Policy and rationale.	Develop Framework, Policy and rationale which will be reflected in the school policy	PL	SLT/MDT	23.2.15		Behaviour policy and rationale expresses key themes of: 5 to Thrive; Emotional Wellbeing; reference framework for accessing emotional therapies.
	Pupil Profiles completed for each pupil	Staff consulted	PL	SLT/MDT	1.9.14 – 24.10.14		Pupil Profiles in place addressing pupil's needs in every area.
<b>EMOTIONAL WELLBEING</b>	First analysis of feedback from Classroom Profiles 2013 available for staff.	Analysis concluded  Feedback to all staff including MDT	PL.	Ed.Psychs/MDT	Feedback to SLT 16.9.14  19.11.14		Report to SLT 16.9.14 Report to all staff 19.11.14
<b>Assemblies</b>	Programme to include current affairs issues	Discussion with all staff	EMA/Music Ts	SLT	GSM 10.9.14		Programme issued with details of leads for each assembly 13.9.14
<b>After School and Weekend Activities</b>	Development of after school activities through the PE and Sports Primary funding	Boccia/Multi sports introduced	PL	Coaches/PE specialist	1.9.14	Funding for 2014/15 is:	Extension of sessions to include Multi Sports developments on weekends and evenings – Multisports/Boccia in place
<b>RE</b>	Policy documents for RE and Collective Worship	Policy Document for RE and Collective Worship drafted	HT/EM A teacher	SLT	End 19.9.14		To FGB autumn term '14 from HT. Drafts completed – on website – still to go to T,L & Standards Cttee
<b>Pupil Voice</b>	Broadwaters Pupil	Meetings between	LTL	HT/Music			Pupil Council to meet

	Council structure including Individual School structuring for contributions	coordinators for both schools – action plan to Joint SLT		SpecialistCS			with new FGB Nov '14 New system introduced – on the website – in classes/Key Stages/whole school Brook/joint schools council.
	Issues for/feedback from Pupil Council	Meeting in classes for all pupils to look at ideas – how they want it to work.	LTL	CTs			
	Pupils views on curriculum areas where appropriate	System to be developed for taking into account pupils' views on their activities within the curriculum	LTL	CTs			
<b>Inclusion</b>	Monitor and extend outstanding practice - develop practice throughout Broadwaters	Staff evaluation in CPD sessions throughout the year – formally and informally	HT	Music Specialist CS			
	Transitions	Being able to meet with their peers in sessions/playground Knowing what is coming next. Receiving emotional support from known staff to make that transition					
	Inclusion Mark	Apply on behalf of Broadwaters	HT	Joint SLTs FGB			
<b>Safeguarding</b>	Prohibited Teachers List	Insert column in Single Central Record and check each teacher	SBM	HT/AO	10.9.14		Checks complete Follow up if necessary underway – feedback to FGB
	“Keeping Children Safe in Education” New statutory guidance 2014	Check compliance	HT		3.9.14		Compliance checked – report to FGB
	Information Sharing	Class staff have access to information regarding					

		children's circumstances which impact on a child's wellbeing(eg Dad back on the scene)					
	Attendance targets	At July 2014: Attendance 89.65% Authorised 8.38% Unauthorised 1.89% Unexplained 1.68% Lates before register closed 0.64% Lates after register closed 0.12%	HT	Attendance officer	20.7.15		Targets by July 2015: Attendance 90% Authorised 5.0% Unauthorised 1.5% Unexplained 0.5% Lates before registers close 0.2% Lates after registers close 0.0%

<b>Strategic Objective and Priority Area 5</b>	<b>Activity</b>	<b>Interim Milestones</b>	<b>Lead</b>	<b>Other staff</b>	<b>Start/end date</b>	<b>Resources</b>	<b>Success criteria/evidence</b>
<b>Parents and Carers</b>	Parents/Carers Advisory Group to FGB	Re-establish advisory group with new FGB especially in the light of SEND reforms	HT	FGB	1.10.14		Timetable of issues for PAG established to feedback to FGB
	Parents/Carers briefings termly	Programme in place early in the year so that FGB can also attend.	HT	FGB/SLT	12.9.14		
	Newsletter/calendar for parents re-established		HT	SLT/AO	12.9.14		Completed
	LPPA in place – ongoing monitoring via questionnaire to be issued May '15 on bi-annual basis.		PL/HT	SLT/AO	15.5.15		75% returned positive
	Programme of meetings/Open evenings/Annual Reviews in place. Urgency in communication as SEND develops		PL	AO/SLT	12.9.14		In Place
	Behaviour Workshops based on FABLE model		PL	HT/SLT	Ongoing		Workshops held and evaluated.
	Emotional Support for Parents	All parents to receive support from school using all available resources – FABLE/SW/coffee morning, training etc.					

