



Sutton Bender CofE Primary School

School Improvement Action Plan

“Together as one family, we ‘Strive for faith, love and peace’, believe in the values of God and succeed with grace.”

(2 Timothy 2:22)



	Key Areas for Development	School Improvement Action Plan Team
1	Reading	Mrs Rayner, Miss Moseley and Mr Lawrence
2	Writing	Mrs Magson and Mrs Pitman-Jones
3	Maths	Mrs Bucksey, Mr Richards and Mrs Kelsey
4	EYFS	Mrs Elson and Mrs Baldwin
5	Leadership & Management	Mr Maddison and Mrs Pitman-Jones

- In addition, there is currently a working group preparing for our SIAMs inspection consisting of Mrs Baldwin, Mrs McSloy and Mrs Elson.

Common themes across all areas

- *The rate of children's progress across the school.*
- *Developing middle / senior leaders' plans to ensure that they are focussed sharply on the areas required.*
- *The match of learning to pupil needs. In particular – the Most Able, Disadvantaged, SEND.*
- *Use of 'Assessment for learning' both within lessons and in order to plan the following lessons in response to pupils' needs.*

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KEY AREA OF DEVELOPMENT : READING

OFSTED AREA FOR IMPROVEMENT	<ul style="list-style-type: none"> To improve the rates of progress in reading across all year groups. Better match activities to the needs of the children. Ensure support for SEN children is appropriate Challenge the most able allowing children to build on their skills Use assessment for learning within all lessons Use assessment for learning when planning lessons and follow up lessons Develop pupil self-assessment of their learning 								
OVERALL INTENDED OUTCOME / IMPACT	<ul style="list-style-type: none"> <i>Rates of progress are at least in line with average national figures i.e progress from FS2 to KS1, KS1 to KS2</i> <i>Lessons demonstrate that all learners make appropriate progress from their starting points</i> <i>Children with SEN demonstrate progress in their reading as a result of appropriate interventions</i> <i>Teachers modify lessons in response to pupil's learning within the lesson</i> <i>Teachers plan initial lessons but modify following ones in the light of children's learning, misconceptions and emerging needs.</i> <i>Teachers regularly ask children to self-assess their work, providing them with a structure to do this.</i> 								
LEAD	IDENTIFIED AREA OF IMPROVEMENT	ACTION	TIMESCALE	RESOURCES	COST in £	MILESTONES	MONITORING (RAG – RATED)		
							TERM 4	TERM 5	TERM 6
AR NM BL	Impact of guided reading inconsistent across the school and some children heard read very rarely by class teachers.	<ul style="list-style-type: none"> Remove guided reading in all classes. Instead, focus on 1:1 reading with teachers and teaching assistants. Class teachers to hear all children in their class read individually once a fortnight. 15 mins reading slot every day in all classes – time for individual or paired reading. Class teachers to hear 1:1 readers. 	Term 5 onwards	Team monitoring time	Cover internally	w/c 18th March – pupil conferencing by reading team to establish areas to develop. 21 st March – staff meeting led by reading team – share feedback from pupil conferences and agree on non-negotiables for reading.	N/A		

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AR NM BL	Inconsistency in approach for priority readers.	<ul style="list-style-type: none"> Ensure priority readers are heard read 3 x per week by an adult. 	Term 5 onwards	Team monitoring time	Cover internally	<p>Term 5 – reading team to monitor these actions and report back findings to senior leaders and at the staff meeting on 20th May.</p> <p>Term 6 – further monitoring through checking of reading records, comprehension tasks and feedback from pupils.</p>	N/A		
AR NM BL	Comments in reading records – not always recorded and some comments too general.	<ul style="list-style-type: none"> Assessment sheet per year group to highlight skills and assist with information comments in reading records. Class teachers to check reading records weekly to ensure children are reading at home too as part of their home learning. 	Term 5 onwards	Team monitoring time	Cover internally		N/A		
AR NM BL	Daily class reading not always taking place (teacher reading to the class) including discussion around what is being read.	<ul style="list-style-type: none"> Class book – mixture of fiction, non-fiction and poetry throughout the year. Children to have opportunity of being read to daily. Where appropriate, questioning which reflects the reading focus in class should be evident, without too much disruption to the enjoyment of listening. 	Term 5 onwards	Team monitoring time	Cover internally		N/A		

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AR NM BL	Children completing comprehension activities but not consistently recorded – done verbally but not written answers.	<ul style="list-style-type: none"> • One taught comprehension session for Y2-6 per week timetabled as part of English planning. • Ensure written recording of comprehension activity. • Use marking of this to identify areas of focus for the following week. 	Term 5 onwards	Team monitoring time	Cover internally		N/A		
AR NM BL	Use of RIC (retrieval, inference & choice) reading skills across the school already in place. Need to broaden range of skills for KS2.	<ul style="list-style-type: none"> • Continue with RIC reading skills in FS2 and Year 1. Year 1 to use VIPER from spring terms. • Introduce VIPER skills for Years 2-4 and VIPERS for Years 5&6. V- vocabulary I – infer P – predict E – explain R – retrieve S – summarise/sequence • 2 x sessions of recorded RIC or VIPER(S) per week. 	Term 5 onwards	Team monitoring time	Cover internally		N/A		
AR NM BL	Lack of challenge in phonics for higher ability children.	<ul style="list-style-type: none"> • Phonics sessions continue to take place daily in FS2 and Year 1. • Higher ability children are set independent challenging tasks within sessions. 	Term 5 onwards	Team monitoring time	Cover internally		N/A		

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KEY AREA OF DEVELOPMENT : WRITING

OFSTED AREA FOR IMPROVEMENT	<ul style="list-style-type: none"> To improve the rates of progress in writing across all year groups. Better match activities to the needs of the children. Ensure support for SEN children is appropriate Challenge the most able allowing children to build on their skills Use assessment for learning within all lessons Use assessment for learning when planning lessons and follow up lessons Develop pupil self-assessment of their learning Improve the accuracy of low ability pupil's Spelling, Punctuation & Grammar 								
OVERALL INTENDED OUTCOME / IMPACT	<ul style="list-style-type: none"> <i>Rates of progress are at least in line with average national figures i.e progress from FS2 to KS1, KS1 to KS2</i> <i>Lessons demonstrate that all learners make appropriate progress from their starting points</i> <i>Children with SEN demonstrate progress in their reading as a result of appropriate interventions</i> <i>Teachers modify lessons in response to pupil's learning within the lesson</i> <i>Teachers plan initial lessons but modify following ones in the light of children's learning, misconceptions and emerging needs.</i> <i>Teachers regularly ask children to self-assess their work, providing them with a structure to do this.</i> <i>Children's work demonstrates an improvement from starting points in terms of spelling, punctuation & grammar</i> 								
LEAD	IDENTIFIED AREA OF IMPROVEMENT	ACTION	TIMESCALE	RESOURCES	COST in £	MILESTONES	MONITORING (RAG – RATED)		
							TERM 4	TERM 5	TERM 6
DM LPJ	Working walls are inconsistent and do not reflect year group expectations. Some are too small to be usefully viewed by the children.	<ul style="list-style-type: none"> Audit working walls. Create new English working walls policy & procedure. Review classes' use of working walls. 	Term 4 onwards	SIAP lead time	Cover internally	14th March - new policy and procedure in place 21st March - working walls are in place W/\b 25 th April -Working walls are monitored Term 6 – Working walls are monitored again			

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DM LPJ	Legacy of inconsistent teaching of spelling rules & patterns. Although this is in place now we are yet to see the impact. Y2-Y6 now follow No Nonsense Spelling scheme.	<ul style="list-style-type: none"> No Nonsense Spelling to be taught 2 x per week. Monitor teaching of spelling Y2 – Y6. Monitor phonics sessions across Reception & Y1. 	Term 5 onwards	SIAP lead time	Cover internally	Term 5 – Lesson observations of phonics & spelling takes place and shows consistency throughout. Term 6 – Follow up based on need from Term 5 observations.	N/A		
DM LPJ	Teachers are not consistently using modelled writing in lessons therefore children are not always exposed to quality writing and are not clear about what they are aspiring to.	<ul style="list-style-type: none"> Writing staff meeting. Unpick the barriers to doing this and establish non-negotiables for writing. All working walls to display modelled writing (mixture of the teacher’s, children’s and examples from books/internet). AR and DM to demonstrate modelled writing in lessons - peer observations. 	Term 5 onwards	SIAP lead time	Cover internally	Term 4 – Staff Meeting on 28 th March. Term 5 – Peer observations/coaching with AR/DM. Teachers apply new skills. Term 6 – Early Term 6 teachers are observed using modelled writing.	N/A		
DM LPJ	Children are not consistently correcting spelling, grammar or punctuation in their work. Children are not routinely given time to review their learning and respond to the marking and feedback.	<ul style="list-style-type: none"> Marking & Feedback policy– review with staff and edit to ensure it includes this key issue. English planning – monitored to ensure LA children are effectively planned for and GPS activities are regularly planned in. Responding to Marking time (R2M or RTM) is completed daily as part of the Good Morning Activity or as part of the English lesson. 	Term 5 onwards	SIAP lead time	Cover internally	Term 4 – Staff meeting on 28 th March discuss Marking & Feedback policy. Term 5 – monitor R2M through pupil interviews with their books. Term 6 – Monitor English planning to ensure appropriate opportunities for GPS and LA learners are in place.	N/A		

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DM LPJ	Children complete 'cold' and 'hot' writes but do not always understand their purpose. Feedback is not always clear enough to show children where they need to improve.	<ul style="list-style-type: none"> Staff meeting in Term 4 – discuss cold and hot writes and the importance of feedback to the children. Clear feedback to be given to the children so they know how to improve their writing between the cold and hot tasks. 	Term 5 onwards	SIAP lead time	Cover internally	Term 4 – agree on the need for clear marking and feedback to maximise the progress between cold and hot writes. Term 5 – Pupil conferencing feedback.			
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KEY AREA OF DEVELOPMENT : MATHS

OFSTED AREA FOR IMPROVEMENT	<ul style="list-style-type: none"> To continue to improve the rates of progress in Maths across all year groups. Better match activities to the needs of the children. Ensure support for SEN children is appropriate Challenge the most able allowing children to build on their skills tackling more complex problem solving and reasoning questions Ensure teachers identify arithmetic errors and act on this Use assessment for learning within all lessons Use assessment for learning when planning lessons and follow up lessons Develop pupil self-assessment of their learning
OVERALL INTENDED OUTCOME / IMPACT	<ul style="list-style-type: none"> <i>Rates of progress are at least in line with average national figures i.e progress from FS2 to KS1, KS1 to KS2</i> <i>Lessons demonstrate that all learners make appropriate progress from their starting points</i> <i>Most able children have regular opportunities to develop reasoning and problem solving skills</i> <i>Teacher's marking and feedback identifies arithmetic errors, pupils act on this through responding to marking</i> <i>Children with SEN demonstrate progress in their reading as a result of appropriate interventions</i> <i>Teachers modify lessons in response to pupil's learning within the lesson</i> <i>Teachers plan initial lessons but modify following ones in the light of children's learning, misconceptions and emerging needs.</i> <i>Teachers regularly ask children to self-assess their work, providing them with a structure to do this.</i>

LEAD	IDENTIFIED AREA OF IMPROVEMENT	ACTION	TIMESCALE	RESOURCES	COST in £	MILESTONES	MONITORING (RAG – RATED)		
							TERM 4	TERM 5	TERM 6

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<p>NB SR JK</p>	<p>Planning does not always closely match activities with children’s needs.</p>	<ul style="list-style-type: none"> • SIAP leads to meet with particular members of staff to support with planning, in particular with differentiation, following on from observing them. • Working Walls reintroduced to support learning following audit of practice. 	<p>Term 5 onwards</p>	<p>SIAP lead time</p>	<p>Cover internally</p>	<p>Term 5 – Peer observations to share good practice. 29th April – Working Wall expectations agreed with staff at SM 7th May – Class Working Walls in place. JK to monitor during SEN drop ins Term 6 – Follow ups as needed.</p>			
<p>NB SR JK</p>	<p>Teachers do not always change their lessons as a result of the emerging needs of the children in a lesson.</p>	<ul style="list-style-type: none"> • Peer observations, observing NB in Y3 and AR in Y5. 	<p>Term 5 onwards</p>	<p>SIAP lead time</p>	<p>Cover internally</p>	<p>Term 5 – Peer observations to share good practice.</p>			
<p>NB SR JK</p>	<p>Teachers do not always identify arithmetical errors.</p>	<ul style="list-style-type: none"> • Review Marking & Feedback policy to ensure it includes ‘corrections’ that the children have to do following the work being marked. • Monitor books to ensure arithmetical errors are being acted upon. • Introduce number bond progression for Y1 & Y2 and further up the school as necessary. 	<p>Term 5 onwards</p>	<p>SIAP lead time</p>	<p>Cover internally</p>	<p>Term 5 – look at policy in staff meeting on 29th April to ensure it has reference to corrections. Term 5 – Monitor books for arithmetical error corrections.</p>			

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JK	SEND interventions are not always connected to what the children are then doing in class.	<ul style="list-style-type: none"> • Monitor interventions • Review interventions 	Term 5 onwards	SIAP lead time	Cover internally	Term 5 – Monitor maths interventions Term 6 – Review interventions and re-plan			
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KEY AREA OF DEVELOPMENT : EYFS

OFSTED AREA FOR IMPROVEMENT	<ul style="list-style-type: none"> • Develop both the indoor and outdoor learning environment to encourage more independence and challenge • Enable more opportunities for writing across both the indoor and outdoor learning environment • Enable more high quality independent learning that reinforces children’s Reading, Writing & Mathematical skills • Ensure assessment is robust
OVERALL INTENDED OUTCOME / IMPACT	<ul style="list-style-type: none"> • <i>The indoor and outdoor environment has activities for teacher directed, independent and child initiated activities which promote independence and challenge.</i> • <i>Opportunities for writing are planned into continuous provision as well as teacher directed and independent activities.</i> • <i>Additional provision both indoors and outdoors provides opportunities for children to practice their Reading, Writing & Mathematical skills.</i> • <i>Regular moderation is planned and takes place, both internally and externally, including a robust baseline</i>

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							TERM 4	TERM 5	TERM 6
OE KB	Support needed for the EYFS Class teacher to ensure areas for improvement are actioned.	<ul style="list-style-type: none"> • Regular weekly meetings between the EYFS leader and class teacher. • Targets set each week and reviewed at the following meeting. 	Weekly	Time for KB & OE to meet	30 minute release weekly – cover internally	Weekly meetings have taken place and continue to do so. Identified actions followed through weekly meetings. Range of evidence gathered – moderation of judgements, observations, talking to children, scrutiny of planning etc.			

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<p>OE KB</p>	<p>The Early Years environment does not yet provide challenge within planned activities; either teacher directed or child initiated.</p>	<ul style="list-style-type: none"> • Term 4/5/6 – EYFS leader to meet with class teacher weekly. Setting targets and identifying positive changes. • Role play area – change writing opportunity weekly. • Develop maths corner (ensure key language is displayed). • Child initiated time – discuss with KB and plan ideas. KB to observe following on from this. • Ensure classroom is well organised and tidy so children can access resources independently. • Develop challenge in the outdoor area. 	<p>Term 4 onwards</p>	<p>Covered internally</p>	<p>SENDCo to cover</p>	<p>End of Term 4 – role play area used more effectively for writing opportunities. Children refer to maths corner and use the language displayed there in their learning. Resources organized in correct places for children to access. End of Term 5 – Afternoons are more structured, with a play / focus planner in place. Further development of the areas identified during term 4. End of Term 6 – TBC.</p>			
<p>OE KB</p>	<p>There are insufficient writing opportunities across the EYFS environment, both internal and external.</p>	<ul style="list-style-type: none"> • Term 4/5/6 – EYFS leader to support with planning in order to identify additional writing opportunities both indoors and outdoors, teacher directed and child initiated. 	<p>Weekly meetings.</p>	<p>Release time for EYFS teacher and leader to meet</p>	<p>Covered internally</p>	<p>End of tem 4 - Weekly changing of writing challenge in role play area. End of term 5 - Writing opportunities for TL and CI in both indoor and outdoor areas. End of term 6 – assessments show a wide range of writing opportunities have been created and children have accessed them regularly.</p>			

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<p>OE KB</p>	<p>EYFS assessment is not currently robust.</p>	<ul style="list-style-type: none"> • Term 4/5/6 – EYFS leader to meet with class teacher weekly setting targets and identifying positive changes. • Internal moderation with EYFS leader – to take place regularly as part of the weekly meetings. • Class teacher to attend EYFS moderation session (County). • Class teacher to send all planning for Term 5 to KB by start of the term (including week plan and play planner). Repeat for Term 6. 	<p>Term 4 onwards</p>	<p>Supply cover for moderation course.</p>	<p>SENDCo to cover</p>	<p>End of Term 4 – Evidence of weekly CI and TL activities including assessment in maths. Evidence of independent writing uploaded to Tapestry. Assessment grid for writing created for LA / MA / HA including next steps. List of key areas to focus on in Maths created to guide learning and assessment for term 5. EYFS moderation session attended on 21.03.19. End of Term 5 – focus challenge board to be created for outside area and used independently by the children (supporting with CI assessments). Regular assessments done by class teacher and moderated by KB. End of Term 6 – TBC.</p>			
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KEY AREA OF DEVELOPMENT : Leadership & Management

<p>OFSTED AREA FOR IMPROVEMENT</p>	<ul style="list-style-type: none"> • Middle leaders to initiate school wide improvement across Reading, Writing, Maths & EYFS. • EYFS – accuracy of assessment, ensure provision to improve writing is in place, ensure that opportunities in both the indoor and outdoor environment are maximised • SEND leader to better match pupil interventions to pupil needs across the school. • Restructure the Governing body based and a skills audit (Review of governance) and the introduction of an alternative meeting structure
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OVERALL INTENDED OUTCOME / IMPACT	<ul style="list-style-type: none"> Monitoring demonstrates that all staff have taken on initiatives and they are part of everyday practice in all classes The EYFS environment is challenging and engaging. EYFS Writing opportunities are clearly in evidence EYFS assessments are accurate and robust Interventions are clearly linked to children’s needs, the positive outcome of these interventions is clear in class The governing body are well informed and able to challenge leaders effectively A revised governing body structure ensures that all governors have a clear focus area and are kept well informed of other areas by their co-governors.
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							TERM 4	TERM 5	TERM 6
LM LPJ	Whilst there is capacity in middle leadership, middle Leaders are yet to have a school wide impact on standards across the school.	<ul style="list-style-type: none"> Creation of SIAP leadership teams to better focus responsibility for school improvement across all teachers rather than one named individual. SIAP teams are allocated one staff meeting per term to communicate new initiatives or to communicate findings of monitoring to the rest of the staff. Monitoring time, x1 ½ day release allocated per term for each team. 	Termly monitoring plan	½ day supply per term	£80 / term / team x4 teams = £320 / term HOS to cover most	End of Term 4 – reading and writing teams have met, carried out some monitoring and fed back to staff. End of Term 5 – maths team to have met, monitored and fed back to staff. Further monitoring time for reading and writing teams. End of Term 6 – Subject teams are able to identify a positive change in children’s data following the introduction of new initiative/s.			

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<p>OE KB</p>	<p>The Early Years environment does not yet provide challenge within planned activities; either teacher directed or child initiated.</p>	<ul style="list-style-type: none"> • Term 4/5/6 – EYFS leader to meet with class teacher weekly. Setting targets and identifying positive changes. • Role play area – change writing opportunity weekly. • Develop maths corner (ensure key language is displayed). • Child initiated time – discuss with KB and plan ideas. KB to observe following on from this. • Ensure classroom is well organised and tidy so children can access resources independently. • Develop challenge in the outdoor area. 	<p>Weekly meetings.</p>	<p>Release time for EYFS teacher and leader to meet</p>	<p>Covered internally</p>	<p>See info in EYFS section for details.</p>			
<p>OE KB</p>	<p>EYFS assessment is not currently robust.</p>	<ul style="list-style-type: none"> • Term 4/5/6 – EYFS leader to meet with class teacher weekly setting targets and identifying positive changes. • Internal moderation with EYFS leader – to take place regularly as part of the weekly meetings. • Class teacher to attend EYFS moderation session (County). • Class teacher to send all planning for Term 5 to KB by start of the term (including week plan and play planner). Repeat for Term 6. 	<p>As above. Supply cover Wilts course</p>	<p>Release time for EYFS teacher and leader to meet</p>	<p>Covered internally</p>	<p>See info in EYFS section for details.</p>			

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OE KB	There are insufficient writing opportunities across the EYFS environment, both internal and external.	<ul style="list-style-type: none"> Term 4/5/6 – EYFS leader to support with planning in order to identify additional writing opportunities both indoors and outdoors, teacher directed and child initiated. 	Weekly meetings.	Release time for EYFS teacher and leader to meet	Covered internally	See info in EYFS section for details.			
JK	<p>SEND interventions are not closely matching what children specifically need in class.</p> <p>There is not a clear enough link between what is going on in interventions and support in class.</p>	<ul style="list-style-type: none"> EHT to monitor SENDCo & TA interventions. SENDCo, EHT & HOS to meet to review interventions and re-timetable. Revised timetable put in place including a connection between interventions and support in class. Monitoring during Term 6 to identify if interventions are better matched to need and a clearer link formed with what is going on in class. 	Term 4 onwards	EHT, SENDCo & HOS leadership time	None	<p>End of Term 4 – Initial monitoring completed.</p> <p>End of Term 5 – revised timetable in place.</p> <p>End of Term 6 – further monitoring has taken place identifying a positive change in terms of planned interventions and a link to support in class</p>			

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JP JH	The Governing body in its current structure does not yet provide sufficient challenge in order for the school to make the improvements needed.	<ul style="list-style-type: none"> • Change in structure of governing body – removal of sub-committees and instead all governors to attend two meetings per term so all are involved and informed of actions and progress. • External review of governance to take place. • Specific governors linked to the SIAP teams – responsible for monitoring progress and feeding back at the twice-termly FGB meetings. • SIAP Leadership teams review the year with a joint Governor / SIAP Leadership team review in term 6. 	Term 4 onwards	2 x FGB meetings per term	External review of governance. Cost TBC.	End of Term 4 – revised structure recommendations to Chair of Gobs & FGB. Agree on new structure based around SIAP teams. End of Term 5 – an external review of governance takes place. Feedback from link governor teams regarding the progress being made by the SIAP teams in school. End of term 6 – FGB is well informed about current school initiatives and their impact.			
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<p>LM LPJ Govs</p>	<p>Feedback from the parental post-Ofsted 'drop in' sessions is that communication from the school needs to be improved.</p> <p>Parents are keen to know how to help their children more effectively at home.</p>	<ul style="list-style-type: none"> • Parent guides for reading, writing and maths to be created that will clearly show the key skills to be mastered in these areas for each year group. • Newsletter to give details of upcoming dates when class teachers will not be in class due to training/meetings etc. This will enable parents to prepare their children in advance for absence of their class teacher. • Improved correspondence in the children's reading records: records will be checked weekly by teachers; teachers will hear all children in their class read every fortnight; and comments regarding reading will be more specific in the records. • New school website to be designed to ensure ease of information finding and celebration of events. 	<p>Term 5 onwards</p>	<p>SIAP leadership time to create parent guides, office staff time for newsletter</p>	<p>New website being designed free of charge as a gift to the school.</p>	<p>End of term 5 – parent guides to have been written by the SIAP teams and copies sent to parents. Newsletter to have added feature in of dates when class teachers will be absent.</p> <p>Reading records to be used as a more effective communication between home and school.</p> <p>End of term 5/6 – new website to be in place.</p>	<p>N/A</p>		
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