



Post Ofsted Action Plan 2016-17

Leadership and Management

Spring Term (3 and 4)

Outcomes for Pupils

- *All children to be making good or better progress to close the gap to be closed between any disadvantaged group and non-disadvantaged group. All children (at least 85%) be at ARE for end of Term 6 in reading, writing and maths.*
- *All children being challenged in lessons, regardless of their ability and for them to enjoy their learning.*
- *All children to attend school every day and be on time.*

This Action Plan has been established in consultation with SLT, staff and the Governing Body after rigorous analysis of pupil data, evaluation of the Raising Achievement Plan from Autumn Term 2016-17 and any monitoring evidence gathered as part of the monitoring cycle. Actions raised from the Ofsted Inspection in Nov 2016 have also been included.

Governors	Overall responsibility: Chair of Governors		DELEGATED ROLES	Date by	EVIDENCE OF PROGRESS
TARGET to improve from Ofsted	ACTIONS	SUCCESS CRITERIA			
Leaders and governors do not have high enough expectations of pupils' capabilities. They have not been sufficiently rigorous, nor accurate, when checking pupils' learning and progress.	<ul style="list-style-type: none"> Ensure minutes of all discussions at Performance and Standards and FGB are taken, to reflect the in-depth discussion and rigorous challenges made by governors to staff/SLT Key governors –SEND, English, Maths and EYFS governors meet termly with staff to ensure they have up to date knowledge of the latest developments in these subjects/areas & report back to FGB/Committees. Governor monitoring schedule established (in addition to annual plan) 	<ul style="list-style-type: none"> Minutes truly reflect discussion and demonstrate rigorous challenge Subject governors/FGB fully informed of strengths and weaknesses with documented evidence. Check that monitoring schedule is being adhered to. 	Chair	7.4.17	P and S committee minutes from December 2016 and January 2017 scrutinised by all governors not just those on P and S committee
			Chair	7.4.17	Ongoing
			Chair and Head	7.4.17	Ongoing
Governors have not held the school to account for the low outcomes of some pupils with enough rigour. They have not given this aspect of	<ul style="list-style-type: none"> As all above External Governor Review booked for January 2017 	<ul style="list-style-type: none"> As above Review taken place and findings acted on. 	Chair	7.4.17	Governors, including P and S committee governors, attended bespoke raise- on -line training on 19 January 2017, improving ability to critically analyse data
			Chair	7.4.17	Governance review took place on 31 January 2017; action planning meeting to take place on 7 March (with input from external reviewer)

their role enough focus.	<ul style="list-style-type: none"> • Governor training on the revised Raiseonline booked for 19.1.17 (with all staff also invited) 	<ul style="list-style-type: none"> • Staff and governors able to accurately identify strengths and weaknesses in 2016 data 	Chair and Head	7.4.17	Actioned. See above
	<ul style="list-style-type: none"> • Oxfordshire County Council appointed SIL-Lynn Knapp to support governors and SLT 	<ul style="list-style-type: none"> • HT and governors supported and impact happening to ensure governors carry out their role appropriately 	Chair and Head	7.4.17	Monitoring schedule revised and in place (at back of this Action Plan) SIL met with HT and Assistant Heads on 18 January 2017 and 7 February 2017 to establish programme of support; ongoing. Assistant Heads using SIL school to review planning of curriculum and assessment.
	<ul style="list-style-type: none"> • Revised Governor Action Plan and monitoring schedule to be put in place to ensure accurate monitoring of pupil performance and standards 	<ul style="list-style-type: none"> • Governors clear on roles and responsibilities and informed of strengths and weaknesses 	Chair	7.4.17	See above SIL, Head and Chair have reviewed governance monitoring processes and revised actions plans post Ofsted. New monitoring schedule in place.
	<ul style="list-style-type: none"> • Pupil targets to be reviewed at end of term 2 	<ul style="list-style-type: none"> • Targets from term 3 set and challenging for all, to diminish the difference. 	Chair and Head	7.4.17	Revised targets set at end of Term 2 following analysis of Term 2 data, taking into account pupil progress to date and new arrivals.
	<ul style="list-style-type: none"> • Governors to sign up to National Governors Association (NGA) and to ensure they use GEL (Governor online training) to ensure they are up to date with latest expectations for governance. 	<ul style="list-style-type: none"> • Governors using NGA and GEL for self-improvement 	Chair	7.4.17	NGA subscription activated and being used for advice. Governors have also attended other OCC training and also to attend training on the role of governors in improving schools to take place at Cumnor School on 15 March 2017
	<ul style="list-style-type: none"> • Governors to make time to come in to see the school "in action" to 	<ul style="list-style-type: none"> • Governors onsite and actively involved in their 		7.4.17	Ongoing; Governor surgeries to be established

	enable them to relate actions/data to real life.	monitoring roles and being a critical friend			once a term for parents to discuss issues with Governors
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Teaching and Learning		Overall responsibility: Chair of Performance and Standards Committee		DELEGATE D ROLES	Date by	EVIDENCE OF PROGRESS	IMPACT ON CHILDREN'S LEARNING (SEE DATA REPORT to be added by 7.4.17)
TARGET	ACTIONS	SUCCESS CRITERIA					
Some leaders are not as effective as they should be. They do not, yet, make a strong enough contribution to improving the school, for example, by analysing data forensically	<ul style="list-style-type: none"> Review subject coordination with whole staff to release Assistant HTs from core subjects 	<ul style="list-style-type: none"> Subjects reallocated and AHTs not responsible for core subjects enabling them to carry out a strategic leadership role 	Chair of P&S	7.4.17	As of 3 January 2017, Assistant Heads released from core subject co-ordination to allow more time for continued development of strategic roles. New Maths and English co-ordinators appointed.		
	<ul style="list-style-type: none"> New subject coordinators to create subject action plans 	<ul style="list-style-type: none"> Action plans created 	Chair of P&S	7.4.17	Ongoing		
	<ul style="list-style-type: none"> Subject coordinators to be given additional time to rigorously monitor their subjects, in line with monitoring schedule. 	<ul style="list-style-type: none"> Monitoring taking place and impact recorded and reported to ensure a sharp focus on progress and impact 	Chair of P&S	7.4.17	Ongoing. New coordinators to meet with corresponding lead Governors.		
	<ul style="list-style-type: none"> Invite Della Bray (SIMS specialist) to discuss pupil analysis tools available in SIMS. 	<ul style="list-style-type: none"> Della met with LH and AM 	Head	7.4.17	Met on 15 December 2016; staff trained on 3 January 2017.		
	<ul style="list-style-type: none"> INSET on 3.1.17 to share SIMS analysis tools with all staff. 	<ul style="list-style-type: none"> Training in SIMS tools taken place, and teaching using the tools within SIMs to help analyse behaviour patterns. 	Head	7.4.17	See above. Staff now more able to use SIMS to forensically analyse data		

	<ul style="list-style-type: none"> • TLR roles to continue on their management training by OTSA • TLR roles to share their training with other subject coordinators via key stage and staff meetings 	<ul style="list-style-type: none"> • TLRs confident in L and M and monitoring the impact of initiatives within their phase Teaching and Learning Action Plans • All staff able to apply skills shared by TLRs within their own leadership roles, to ensure they have secure knowledge of standards in their subject and clear vision for improvements 	Head	7.4.17	Ongoing; TLRs halfway through training	
			Head		Ongoing	
Turbulence, including difficulties in recruitment, and in finance, has thwarted improvement plans. This, in turn, has meant pupils have not achieved as well as they should have.	<ul style="list-style-type: none"> • Induct TAs appointed in Dec 16 following (5th) recruitment drive • Recruitment of TAs to continue from January-eg hold recruitment open sessions for interested parties • Invite Cllr Janet Godden, new director Lucy Butler 	<ul style="list-style-type: none"> • Newly recruited TAs supporting pupils allowing teachers to plan and teach exciting and challenging lessons • Further TAs recruited to support children with SEND, to support their learning • LA can offer further support following 	Head	7.4.17	2 TAs appointed and started on 4 January 2017; 3 vacancies remain unfilled.	
			Head	7.4.17	2 further TAs to be appointed subject to references on 21 February 2017. 1 vacancy remains unfilled. SENCo reported to P and S Committee re impact of staffing turbulence and impact this has had on delivering interventions.	
			Chair and Head	7.4.17	Meeting agreed in principle. Date to be confirmed	

	and Cabinet member Steve Harrod to discuss ongoing funding shortages caused by 2FE expansion and lack of pupils.	discussions following open & frank discussions on a way forward.				
In key stage 1, pupils attained significantly below average in 2014 and 2015. In 2016, pupils' attainment was well below national averages in phonics (the sounds that letters make) and also in key stage 1 national tests pupils' progress is inconsistent. In 2016. At key stage 1, pupils' progress was well below that of other pupils nationally. At key stage 2, some	<ul style="list-style-type: none"> • Training in phonics booked for 4.1.17 for TAs and at staff meeting by independent English Consultant, Mandy King • Independent consultant booked to support teaching and learning for teachers who are weaker from January 2017. • Investigate the purchase of a commercial scheme eg Read, write Inc. • Review Assessment Policy 	<ul style="list-style-type: none"> • Teachers and TAs improved knowledge to improve planning and teaching of phonics • Teachers showing improvements and developing confidence and strengths via monitoring • Scheme purchased and systematic and consistent teaching of SPaG taking place. • Assessment Policy contributed to by staff, in place and being 	Head	7.4.17	Two sessions have taken place on 4 January and 22 February for all staff leading learning (teachers and TAs);	
			Head	7.4.17	Learning walk completed on 22 February 2017. Plan of action for support to improve quality of teaching and learning in place.	
			Head	7.4.17	Ongoing. Babcock spelling scheme already in use; Babcock spelling and punctuation scheme purchased, waiting on delivery.	
			AHTs	7.4.17	Ongoing. Seeking input from WOSP schools.	

groups' progress was well below average	<ul style="list-style-type: none"> Review Marking and Feedback Policy 	<p>followed</p> <ul style="list-style-type: none"> Marking and Feedback Policy contributed to by staff, in place and being followed 	AHTs	7.4.17	Ongoing. Seeking input from WOSP schools	
In 2016 national tests and assessments, disadvantaged pupils and pupils who have special educational needs and/or disabilities made less progress than others do nationally	<ul style="list-style-type: none"> Teachers to create action plans for additional support for any PPG pupil who is not SEN –to ensure they get additional support needed to make expected progress/diminish the difference. 	<ul style="list-style-type: none"> Action plans in place and outcomes show accelerated progress to diminish the difference 	Head	7.4.17	Action plans created and progress is being monitored.	
	<ul style="list-style-type: none"> Additional structured conversations with parents for all children falling behind. 	<ul style="list-style-type: none"> Parents supporting pupils learning via contract at home and children showing more rapid progress 	Head	7.4.17	Structured conversations took place at the end of Term 2. Progress is being monitored and further meetings will take place at end of Term 4.	
	<ul style="list-style-type: none"> SENCo to meet with teachers to ensure provision maps/support is appropriate for all children 	<ul style="list-style-type: none"> SEND making better than expected progress to diminish the difference 	Head	7.4.17	SENCo met teachers at the end of Term 2. Progress is being monitored. SENCo to report to P and S Committee in Term 4.	
	<ul style="list-style-type: none"> SENCo to work with LA SEN Officer to ensure SEND children are appropriately placed, especially new arrivals 	<ul style="list-style-type: none"> SEND children placed appropriately-eg specialist provision 	Head	7.4.17	SENCo working with outside agencies to ensure swift identification of individual children's needs.	
	<ul style="list-style-type: none"> SENCo to support teachers 					

	<p>of new arrivals to ensure children can be supported appropriately</p> <ul style="list-style-type: none"> • SENCo to make applications for additional support (funding/EHCP) for any child who meets criteria for additional support • If appropriate, SENCo to directly teach SEND children, especially in Yr 5 and 6 to meet specific needs. • Pupil Premium review requested from OTSA 	<ul style="list-style-type: none"> • New arrivals quickly settled and learning, SENCo to have identified any barriers to learning and appropriate provision in place • Children with particular needs supported in addition to quality first hand teaching from class teacher • Children's needs met and teachers able to plan high quality lessons to address needs within classes. • Review taken place and action taken on findings 	<p>Head</p> <p>Head</p> <p>Head</p> <p>Chair and Head</p>	<p>7.4.17</p> <p>7.4.17</p> <p>7.4.17</p>	<p>See above.</p> <p>Applications are being made as needed. 2 new applications have been made and funding approved.</p> <p>Ongoing</p> <p>Booked on 16 March 2017 through Oxfordshire Teaching Schools Alliance.</p>	
Teaching and assessment in writing is not effective enough to secure strong outcomes	<ul style="list-style-type: none"> • Continue moderation of writing within WOSP with firm dates until summer 2017. • Continue with moderation sessions at key stage meetings • Investigate asking LA to 	<ul style="list-style-type: none"> • Moderation exercises illustrate accurate judgements made by staff at Botley • As above • LA agree to moderate 	<p>AHTs</p> <p>AHTs</p> <p>AHTs</p>	<p>7.4.17</p> <p>7.4.17</p> <p>7.4.17</p>	<p>Internal moderation meeting on 18 January 2017; moderation meeting with SIL also took place on 18 January 2017. WOSP writing moderation meeting to take place in Term 4.</p> <p>Ongoing</p> <p>LA have agreed to moderate for EYFS from</p>	

	moderate us again for 2017 (as they have for 2014, 15 & 16)	for 2017			15 May 2017. Have made request to LA for moderation for KS1 and KS2; awaiting outcome. Reception, Year 2 and Year 6 teachers will attend Oxford Teaching Schools Alliance moderation training	
Improve the quality of teaching and learning (also see Phase T and L Action Plans)	<ul style="list-style-type: none"> Monitoring schedule reviewed and revised and adhered to. Teachers in same year groups to plan and teach together wherever possible, including team teaching, setting of homework Leaders rigorously monitoring of teaching and learning to ensure high level of challenge for all children, especially the more able. 	<ul style="list-style-type: none"> Revised monitoring schedule in place and actions taken when weaknesses highlighted Consistency across phases and across same year groups High level of challenge evident throughout the school through regular monitoring. 	Head and Chair	7.4.17	Ongoing	
			Head	7.4.17	Ongoing	
			Head and Chair	7.4.17	Teachers have raised expectations in planning work to ensure that there are higher levels of challenge for all children, especially the more able. Ongoing.	

Leadership	Overall responsibility:		Head			
TARGET	ACTIONS	SUCCESS CRITERIA	DELEGATED ROLES	Date by	EVIDENCE OF PROGRESS	IMPACT ON CHILDREN'S LEARNING (SEE DATA REPORT)
To ensure school leaders and subject leaders are given the training they need to make greater contribution to improvements	<ul style="list-style-type: none"> TLR roles to continue attending their leadership and management course from OTSA (started in Sept 16) AHTs to attend Deputy Heads Conference in Jan 2017 AHT to attend HT Conference with AM in March 2017 Assessment coord to attend SIMS and OPT (Oxfordshire Pupil Tracker) updates termly 	<ul style="list-style-type: none"> Course completed and skills being applied for positives outcomes for children Course attended and skills being applied and shared with all appropriate staff. Inspirational points shared OPT/SIMS updates shared with staff accordingly to make their inputting of data/data analysis easier/quicker to allow time to action findings 	AHTs	7.4.17	Course half completed; ongoing	
Ensure leaders check more sharply on the impact of teaching on pupils' outcomes	<ul style="list-style-type: none"> SLT to discuss lesson observations and outcomes of learning walks and provide support where teaching is weaker-Independent consultant employed to provide support for identified teachers Support teachers who get anxious when being observed to help them 	<ul style="list-style-type: none"> Support provided and having impact where needed, to ensure all children incl. vulnerable groups are making rapid progress to diminish the difference to get to ARE Support provided where needed and 	Head and AHTs	7.4.17	Independent consultant has attended on two occasions; learning walk has taken place; key points to be fed back to teachers	
			Head	7.4.17	Ongoing	

	<p>be “observation/Ofsted ready”</p> <ul style="list-style-type: none"> Continue Pupil Progress interviews with teachers, with teachers taking appropriate action via action planning for those not performing as expected eg structured conversations, provision map etc 	<p>observation/monitoring information shows improvements to ensure teaching is at least good consistently.</p> <ul style="list-style-type: none"> Teachers held to account and pupils making progress. Appropriate actions in place to support those not making expected progress 	<p>and AHTs</p> <p>Head and AHTs</p>	<p>7.4.17</p>	<p>Ongoing</p>	
<p>Leaders forensically analyse information on pupil progress so they gain a deep, accurate and comprehensive insight into how new approaches more systematically and use their analysis to evaluate how well they have worked</p>	<ul style="list-style-type: none"> SENCo to analyse data further for SEND/EAL to identify any trends eg are new arrivals making rapid progress, are those with no English at home making at least expected progress, are G and T working at higher level but still making at least expected progress SLT to analyse and report on further analysis within vulnerable groups to identify any further trends Review VIP (vulnerable indicator pupils) to ensure appropriate support (internal via school/external via other agencies) is provided. Investigate barriers for learning-for all pupils, not just PPG (Pupil Premium Grant) 	<ul style="list-style-type: none"> Trends identified and being addressed by high quality first teaching for all those falling behind. Any trends identified and addressed VIP lists up to date and children monitored in line with school schedule and appropriate support sourced eg SeeSaw for bereavement, behaviour management, Autism support. Barriers identified and addressed to ensure children are ready to learn and 	<p>Head</p> <p>Head and AHTs</p> <p>Head and AHTs</p> <p>Heads and</p>	<p>7.4.17</p> <p>7.4.17</p> <p>7.4.17</p> <p>7.4.17</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Reviewed and actioned, appropriately</p> <p>Ongoing</p>	

	<ul style="list-style-type: none"> • Work with SIMS experts to set up analysis fields using our current data base to enable more detailed analysis to take place. 	<p>children are making rapid progress</p> <ul style="list-style-type: none"> • SIMS fields for analysis established and staff using for tracking pupils accurately. 	<p>AHTS</p> <p>Head</p>	7.4.17	Staff trained to better use SIMS to track pupils more accurately	
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Botley School Post Ofsted Teaching and Learning Action Plan Summary for Governors Spring Term 2016-17

Priority	Target Area	Evidence to look for	Date by	Governor/SLT responsible	Evidence collected on/how?
Priority 1 Raise achievement by improving the quality of teaching so that it is good or better.	1.1 Develop the ability to provide the right level of challenge for different groups of pupils, especially the most able	<ul style="list-style-type: none"> Progress data showing at least expected or better to diminish the difference Attainment data shows % at expected is in-line with National (2016 National % at KS2 in Reading-66%, Writing-74%, Maths-70%, SPaG-72%. KS1 % Reading-74%, Writing-65%, Maths-73%, EYFS-% GLD Books/work illustrates improvements over time All children are actively engaged in their learning and are behaving appropriately. All teachers and TAs demonstrate they are leaders of learning Discussion with teachers and subject coordinators 	7.4.17	Literacy Governor Maths Governor SEND Governor EYFS Governor P and S Chair Curriculum T and L Assessment SENCO EYFS coord	
	1.2 Raised expectations of pupils' particularly in Key Stage 1	<ul style="list-style-type: none"> Progress data shows at least expected or better to diminish the difference Presentation of work is of a good consistent standard Marking and feedback is consistent across year groups, promoting improvements Discussion with KS 1 teachers/English Coordinator 	7.4.17	P and S Committee Literacy Governor Curriculum T and L	
	1.3 Teach Spelling and Grammar (SpaG) skills systematically	<ul style="list-style-type: none"> Children can talk confidently about applying phonics knowledge to their reading and age appropriate SPaG to their writing Clear systematic progression through the school Lessons appropriately differentiated to meet the needs of children in class Children below the expected standard have high quality first hand teaching to catch up. 	7.4.17	P and S Committee Literacy Governor Curriculum T and L	
	1.4 Develop the teaching of Phonics across all year	<ul style="list-style-type: none"> Children can talk confidently about applying phonics knowledge to their reading to known and unknown words. 	7.4.17	P and S Committee Literacy Governor	

	groups and embed into the curriculum.	<ul style="list-style-type: none"> • % of children achieving the expected standard is increasing in progress phonics tests • Increase of % of children with age appropriate reading age. 		Curriculum T and L	
	1.5 Raise expectations of pupils writing achievement.	<ul style="list-style-type: none"> • Children make better than expected progress in writing by end of term 4 • Evidence of application of phonics/SPAG in writing • Celebration of writing on display in classroom • Children demonstrate positive attitude to writing in all genres, and can positively discuss their work, how they improved it and what to do to make it even better. • Discussion with KS1/English Coordinator • Book scrutiny 	7.4.17	P and S Committee Literacy Governor Curriculum T and L	
Priority 2 Increase the effectiveness of leadership and management.	2.1 All leaders judge the school's performance rigorously and accurately	<ul style="list-style-type: none"> • All subject coordinators actively involved in promoting their subject, Governors meet with subject coordinators in line with 3 yr plan • All staff and governors contribute to the whole school SEF • Middle and senior leaders attending RoL training and use this knowledge in inform the SEF and way forward with shared vision. 	7.4.17	HT	
	2.2 Subject leaders and middle leaders evaluate sharply the impact of their actions to improve teaching	<ul style="list-style-type: none"> • Governors meet with subject coordinators in line with 3 yr plan 	7.4.17	Curriculum T and L	
	2.3 Governors to check systematically the impact of improvement plans for themselves in order to hold leaders to account more effectively.	<ul style="list-style-type: none"> • Governors meet with English and Maths /subject coordinators in line with 3 yr plan • Discussion with Assistant HTs re Curriculum, Teaching and Learning and Assessment. • Discussions with SLT, to demonstrate how data outcomes inform the T and L action plans. 	7.4.17		

		<ul style="list-style-type: none">• Reports produced by coordinators for end of Summer Term illustrate the current position of their subject, commenting on quality teaching, planning, assessment and achievement.			
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Annual Monitoring and Evaluation Timetable

	Governors	SLT	Whole Staff	Subject Co-ordinators
September	See Governors Annual Plan	Report statutory assessment to governors	Data Analysis	Collate evidence through a range of sources such as: <ul style="list-style-type: none"> ü Work scrutinies ü Discussions with pupils ü Planning scrutinies ü Analysis of assessment data ü Classroom observation ü Portfolio of standardised work
October		Lesson observations – core subject focus Appraisal	Science Work scrutiny & moderation	
November		Maths – work scrutiny/moderation	Assessment week Reading, writing and maths key objectives	
December			Progress reports Maths scrutiny	
January		Work scrutiny: Marking and feedback to children in English and Maths	Curriculum review	Curriculum audit reports
February		Lesson observations – RAP focus	Maths scrutiny/moderation	Collate evidence through a range of sources such as: <ul style="list-style-type: none"> ü Work scrutinies ü Discussions with pupils ü Planning scrutinies ü Analysis of assessment data ü Classroom observation ü Portfolio of standardised work
March		Writing Moderation – cross-curricular Appraisal Review	Assessment week	
April			Work Scrutiny: Marking and feedback to children in English and Maths Progress progress	
May		Science –Work scrutiny & Moderation	Assessment week SATs – years 2 & 6 Writing Moderation – Key Stage 1 SATs	
June		Lesson observations – Performance Management focus	Writing Moderation Writing Moderation – cross-curricular	Analysis of subject evidence
July		Appraisal review	Data Analysis Progress reports RAP Review/RAP writing Curriculum review	Curriculum audit reports

In addition:

- Co-ordinators of all monitoring activities provide verbal and written feedback to both staff and governors.
- Subject coordinators and governors meet to monitor curriculum, in line with the three-year plan.
- Additional monitoring takes place when data suggests a need.
- Additional monitoring takes place across the WOSP partnership in English, Maths, Science and Computing
- Monitoring of all subjects through work scrutiny, planning scrutiny, discussion with pupils and lesson observations is increased in line with the school improvement plan
- Key stage 1 and 2 teams also carry out ongoing monitoring as part of their CPD and match pupil work to national standards.
- Children on the SEN register are regularly monitored by SENCo, class teachers and support staff delivering intervention programmes as part of the pupil profile are reviewed 3 times a year and shared with parents.
- Teaching and learning in individual classrooms is monitored through observation, diagnostic learning walks, work scrutiny and discussion with pupils in accordance with needs and individual teacher targets.

The Three Year Plan 2016-19

Area		Priorities for Development		
		2016-17	2017-18	2018-19
Teaching and Learning (Pedagogical skills)		Learning to learn skills Positive attitudes to learning High quality first hand teaching	As identified from Self Evaluation	As identified from Self Evaluation
Curriculum Areas	English	Phonics/SPaG Writing Working with Independent consultant	Ongoing from Self Evaluation	Ongoing from Self Evaluation
	Maths	Mastering	Ongoing from Self Evaluation	Ongoing from Self Evaluation
	Science	Investigations		
	Computing	Server replacement Improving teacher knowledge of revised curriculum	Hardware replacement	
	DT			As part of curriculum plan
	History		As part of humanities topics	
	Geography		As part of humanities topics	
	Art			As part of curriculum plan
	RE		As part of curriculum plan	
	Music			As part of curriculum plan
	PE	Including Sports Funding	Including Sports Funding	Including Sports Funding
PSHCE			As part of curriculum plan	

Pupils' Needs (pastoral etc)	Continue to monitor behaviour - PACs Disadvantaged/Pupil Premium Review Safeguarding		
Assessment, Recording and Reporting	Review Assessment Policy Marking and Feedback Policy Investigate SPaG Assessment Investigate systems other than OPT		
SEN/More able, Gifted and Talented	G and T getting to mastering		
Leadership, Management and Staffing	Subject Coordination Staffing Restructure for Finance review Governance Review SIL work with Lynn Knapp Curriculum Review	Extend middle leader training	
Premises / Health and Safety	2FE snagging Safeguarding	On-going health and safety matters-monitoring of mould repairs, 2FE snagging	
Community, partnership work, parents and Promoting the School	Closure of Children's Centre Botley Bridges FOBS WOSP Collaborative Company SIL links with Windmill	Website review	