



Middleton School Plan

February 2018

Aims and Values of Middleton School

Middleton School

Will provide:

- A safe, happy, fun and secure environment in which adults and children learn through their own experiences and develop their individual interests and strengths;
- A supportive partnership with parents/carers which encourages positive involvement in all aspects of their child's development and effective management of their child's particular special needs;
- A full and balanced curriculum appropriate for every child's needs enabling each individual to develop their potential;
- An environment in which each member of the school community feels confident enough to take risks and recognise that making mistakes is implicit in the learning process.

Will develop in the school community:

- Independence, self-confidence, self-esteem and lively, imaginative and enquiring minds;
- Understanding, tolerance, respect and empathy for social, moral, spiritual and cultural diversity, ethnicity, gender and sexuality;
- Self awareness, social skills, a set of moral values, internal discipline, the ability to know what is right and what is wrong and the understanding that rules and laws protect us and keep us safe;
- The capacity to work, play and socialise to enable each individual to become good citizens, take their place in society in an informed, positive and active way and contribute positively to the lives of those working in the locality of the school and to society more widely;
- Questioning, thinking and problem solving skills;
- The necessary life skills, understanding and knowledge for each key stage within school which will eventually be relevant to transitions, adult life, employment and the wider world.

Will encourage:

- Each child to be independent, confident and able to apply themselves to tasks and physical activities;
- Positive relationships between parents/carers and staff, parents/carers and their children.
- Respect for democracy and for public institutions and services

Section 2: Contextual Information

Summary of Strengths and Challenges

Strengths

Middleton is an outstanding school (Ofsted 2017) and maintains an excellent reputation in the local community and across the local authority. Many of our informal visits are as a result of recommendations by other parents and/or professionals.

Ofsted 2017 reported that 'The leadership team has maintained the outstanding quality of education in the school since the last inspection. Leaders and staff have meticulous knowledge about pupils in the school and their individual needs and circumstances.

Parents are very complimentary about the welcoming friendly atmosphere which permeates the school. They recognise the 'extra mile' that staff go in order to support their children in their learning and development.

Pupils are extremely polite and well-mannered to staff and their peers. Their conduct in lessons and around the school is exemplary. Skilled and compassionate staff ensure that pupils thrive and are happy in their learning.

Challenges

Although an outstanding school Middleton continues to strive for further improvement. We have an annual programme of monitoring and evaluation to ensure enhanced teaching and learning leading to raised standards of achievement. Our own self evaluation has identified the following priorities for this and subsequent years:

School Development Plan Overview 2017/18 /19

Staff Development (1)

- ✚ Provide opportunities and budgetary support for staff wishing to attend training specific to their objectives and/or career aspirations.
- ✚ Support 2 members of staff through MA studies.
- ✚ Support 1 member of through School Direct programme.
- ✚ Support 1 member of staff through the Level 4 qualification in School Business Management.
- ✚ Organise training for staff in Teaching Children to Read (TAs) FAS, Children's Mental Health, Attention Autism.
- ✚ Analyse Governor skills through the Skills Matrix and put in place any actions to fill any gaps in knowledge or skills.

Training and Performance (2)

- ✚ Develop a coherent induction process for staff.
- ✚ Support a continuing programme of peer visits to classrooms to develop teacher and TA skills and maximise on opportunities for learning from each other.
- ✚ Organise Behaviour Plans notice board so that all plans and updates can be clearly identified.
- ✚ Investigate opportunities for increasing staff well-being.
- ✚ Organise small scale regular opportunities to get together outside teaching time in order to build effective team relationships.
- ✚ Provide opportunities for all staff to contribute effectively to the school plan.
- ✚ Re-form the social / well-being committee.
- ✚ Introduce monthly mindfulness sessions for staff who would like to access them.

Assessment (3)

- ✚ Complete the Middleton Frameworks (Literacy & Numeracy) and have them in use.
- ✚ Develop a wider range of assessment protocols which will enable us to describe and monitor pupil progress effectively in areas other than those of the formal curriculum including behaviour and attention / concentration.
- ✚ Enhance our assessment of Key Skills to ensure it covers the range of areas for assessment which we are looking for.
- ✚ Complete a re-write of the PSHE framework and integrate it effectively into the Middleton Framework.
- ✚ Further develop m Scale statements in PE and Science and integrate them effectively into the Middleton Framework.

Analysis (4)

- ✚ Ensure that IT systems are in place to allow the appropriate analysis of pupil progress and that these take account of the changes in expectations of the new National Curriculum
- ✚ Analyse further data and apparent underperformance in highlighted areas and to put in place any further interventions which are needed. (Pupil Premium, Girls, Years 5&6, Lower Ability Pupils)
- ✚ Continue to monitor progress in phonics and writing to track the impact of these initiatives on pupil progress.

Intervention (5 & 6)

Lower than average performance in all core subjects for pupils within Years 5 & 6

- ✚ Review data once again following the December and March collection period.
- ✚ Focus on assessment and moderation in whole school INSET sessions.
- ✚ Introduction and ownership of the M level descriptors within Maths and English for assessments Dec 17 onwards
- ✚ Moderation internally and externally.

Lack of progress for Pupil Premium Cohort when comparisons are made to previous data

- ✚ Identification of pupils within this cohort and planned interventions put in place Jan – June 2018
- ✚ Staff aware of who these pupils are and report termly on their progress.

Lower rates of progress made by lower ability pupils

- ✚ Targeted pupils to attend JIGSAW intervention sessions.
- ✚ Develop use of the engagement profile to demonstrate progress for pupils working below M5
- ✚ Sensory approach to learning developed for lower ability group pupils (through staff CPD)
- ✚ Small group work for teaching within key areas.
- ✚ Earlier identification of pupils requiring transition to SLD provision

Lower rates of progress made by girls in comparison to boys.

- ✚ Female specific groupings for intervention groups.
- ✚ Staff training in learning styles according to gender
- ✚ Accurate baselines made and compared by gender.

Curriculum (7 & 8)

- ✚ Expand the Jigsaw group with two teams every morning.
- ✚ Develop more effective communication between the Jigsaw Team and the class teacher.
- ✚ Find measurable (hard data) ways of demonstrating the impact of Jigsaw for the children who attend.
- ✚ Find ways of ensuring similar impact measures for other interventions.
- ✚ Investigate the impact of combining subjects into associated areas.
- ✚ Increase the opportunities for Drama and role play through classroom teaching.
- ✚ Review the use of the sensory room to ensure we get best use out of this resource.
- ✚ Review the Parent Carer Handbook with reference to the recommendations of the Parent Council.
- ✚ Further develop the role of pupils as sports leaders
- ✚ Maintain current and develop further after school opportunities for pupils.
- ✚ Increase staff confidence in developing structured play with children on the playground.

Children's Health and Well-Being (9)

- ✚ Re-visit the Health Eating / Lunchbox policy and issue guidelines for parents and carers.
- ✚ Continue to expose the children to new sports and activities which support a healthy lifestyle.
- ✚ Find opportunities to develop self-confidence in children through leadership of small groups in a variety of contexts.
- ✚ Purchase CPD for staff on Children's Mental Health and Well-Being.
- ✚ Provide training for parents and carers in online safety for our children.
- ✚ Investigate the role of Mindfulness in supporting children's well-being.
- ✚ Organise further transition visits of staff to children in their new classes to collect further information and aid transition.
- ✚ Invite Year 7 pupils from Pinewood into school to talk to Year 6 pupils about transition.

Wider Community (10)

- ✚ Further develop Inreach provision as a way of providing training and support for our staff and parents and for staff parents and carers of pupils who are educated in DSPL 4.
- ✚ Further enhance the work of our Outreach provision, developing and enlarging the team and supporting more staff and pupils in mainstream whilst developing the skills of experienced staff at Middleton through bespoke training for this role.
- ✚ Through support for local and national charities encourage pupils to understand how they can support other people in society who might need help.

Leadership and Management (11)

- ✚ Governors to attend Herts STEPS training to gain a further understanding of the ethos behind therapeutic behaviour management.
- ✚ Work towards a full complement of governors.
- ✚ Appoint a governor to oversee website compliance.
- ✚ Ensure compliance with GDPR.
- ✚ Investigate and implement ways of improving links between parents/carers and governors.

Leadership and Management (12)

- ✚ Senior Leaders to attend a variety of courses and conferences to maintain their professional knowledge and understanding of current educational issues.
- ✚ SLT will ensure that wherever possible appointments to the Governing Body and staff reflect the wider community in terms of gender disability and race.
- ✚ Middle Leaders will undertake observations to enable them to make accurate judgements about the quality of teaching and learning in their department.

Policies and Procedures (13)

- ✚ Review any out of date policies as required

Environment (14)

- ✚ Set up part of an INSET day or meeting times for departments to audit resources.
- ✚ Invest in a new set of iPads or android devices to replace those which are obsolete.
- ✚ Investigate the cost of rejuvenation of Middle School and Upper School toilets.
- ✚ Investigate ways to increase the number of parking spaces available in the school grounds.

Equality Objectives Action Plan 18/19 (15)

Accessibility Plan (16)

Section 3: Key to abbreviations

DJ	Donna Jolly
DeH	Debbie Hartley
SLT	Senior Leadership Team
Di H	Diane Hart
GC	Gill Cherry
JO	Jackie Otley
JC	Julia Cowell
SG / FLO	Sharron Graffato
GB	Governing Body
CoG	Chairman of Governors (Gemma Jeffrey)
Dep CoG	Deputy Chairman of Governors (Ben Riley)
SALT	Speech and Language Therapists
LC	Lisa Cox
JMG	John McGrath
KT	Keily Tomlin
AC	Alison Crumpton
TW	Tom Wildey
JH	John Hayes
MF	Matt Farnborough (ErudITe)
CG	Charlotte Glynn

Staff Development (1)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Provide opportunities and budgetary support for staff wishing to attend training specific to their objectives and/or career aspirations	Ongoing	Staff have attended appropriate training opportunities	Staff will be up to date in current educational practice with regard to the school's current educational priorities	All staff	£14,000 training budget E09 552000
2	Support 2 members of staff through MA studies	2017/18/19	Members of staff have completed MA	Improved pedagogical understanding. Sharing of knowledge with other members of staff.	KT / AC	Resourced through LA funding support
3	Support 1 member of through School Direct programme	School Year 17/18	School Direct programme is underway	Additional qualified member of teaching staff	DJ	£7,500 (5/12) Staffing Budget
4	Support 1 member of staff through the Level 4 qualification in School Business Management	School Year 18/19	Member of staff has completed Level 4	Working towards succession planning for SBM	DiH	£1500 from training budget
5	Organise training in <ul style="list-style-type: none"> • Teaching Children to Read (TA) • FAS • Children's mental health • Attention Autism 	2018/19	Training has taken place	Staff will have a greater understanding of their role in supporting children in these areas	SLT	£500 from training budget.
6	Analyse Governor Skills Matrix and put in place any actions to fill any gaps in knowledge or skills.	Spring 18	Matrix has been complete and training identified	Any gaps in knowledge and understanding will be planned for and courses / training opportunities found	CoG	Time and appropriate training

Training / Performance (2)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Develop a coherent induction process for staff.	By September 2018	Induction package is in place.	There will be a consistent approach to induction for all staff.	DHa DiH	Time
2	Support a continuing programme of peer visits to classrooms to develop teacher and TA skills and maximise on opportunities for learning from each other.	Ongoing	All staff have had the opportunity to visit other classrooms	Spread ideas and good practice between staff.	DHa	Time and cover
3	Communication Organise Behaviour Plans Notice board in staffroom so that all plans and updates can clearly be identified.	By Easter 2018	The board is in place and in use	The opportunity to keep staff up to date with pupils' behaviour plans to support consistency of approach	DJ / JH	Board / Time
4	Well-Being Investigate opportunities for increasing staff well-being.	Spring 18	Staff have had the opportunity to express their needs through their input to the School Plan	The school team will be able to find ways of maintaining staff morale and maximising positivity and building effective team relationships.	DJ DeH	Part of INSET
5	Organise small scale regular opportunities to get together outside of teaching time.	From Spring 18	These are on our calendar on a regular basis	Staff will have some 'together time' outside of the teaching day.	SLT	£250 for refreshments
6	Provide opportunities for all staff to contribute effectively to the school plan.	Spring 18	Staff give their ideas for the plan	Staff will feel that they have contributed to their development and the development of the school.	DJ	INSET Jan 18
7	Re-form the social / well-being committee.	By Easter 2018	The committee is in place	A broader range of people can contribute to future activities in school to support a team ethos and staff well-being.	DiH	Time for meetings
8	Introduce monthly mindfulness sessions for staff who would like to access them	Spring 18	The sessions are taking place	Staff will have a new tool to support their own personal well-being	CG	Time for sessions.

Assessment (3)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Complete the Middleton Frameworks (Literacy, Numeracy) and have them in use	By Jan 18	The Frameworks are complete and in use	Consistent measurement of pupil progress against m Scales.	SLT	Leadership time
2	Develop a wider range of assessment protocols which will enable us to describe and monitor pupil progress effectively in areas other than those of the formal curriculum including behaviour and attention / concentration.	By Autumn 19	Further progress measures are in place in these areas	We will be able to form a baseline against which to measure pupil progress in these areas	All staff	Teacher professional time
3	Enhance our assessment of Key Skills to ensure it covers the range of areas for assessment which we are looking for.	By Autumn 19	Key Skills document is reviewed and updated	We will be able to measure pupil outcomes in Key Skills as a central part of our curriculum	All staff	Teacher professional time
4	Complete a re-write of the PSHE framework and integrate it effectively into the Middleton Framework.	By Autumn 19	The PSHE framework becomes part of the Middleton Framework	Pupil progress in PSHE will be consistently measureable through m Scales .	DeH	Leadership time
5	Further develop M Scale statements in PE and Science and integrate them effectively into the Middleton Framework.	By January 2020	PE becomes part of the Middleton Framework	Pupil progress in PE will be consistently measureable through m Scales .	JM & DJ	Leadership time

Data Analysis (4)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Ensure that IT systems are in place to allow the appropriate analysis of pupil progress and that these take account of the changes in expectations of the new National Curriculum	By Spring 18	IT system is up and running	Reliable analysis tool is in place	JC	£2000
2	Analyse further data and apparent underperformance in highlighted areas and to put in place any further interventions which are needed. (Pupil Premium / Girls / Years 5 & 6 / Lower ability pupils)	See timetable below			DeH	Leadership time
3	Continue to monitor progress in phonics and writing to track the impact of these initiatives on pupil progress.	Termly	We can chart pupil progress in phonics and have baseline progress information	We will be able to make a judgement about what satisfactory, good and outstanding progress looks like in phonics	LC	Leadership time

Interventions from Data Analysis (5)

	Key Area of Concern	When	Action	Review	Person Responsible	Resources
1	Lower than average performance in all core subjects for pupils in Years 5 & 6	Ongoing 2018	<ul style="list-style-type: none"> Review data once again following the December and March collection period. Focus on assessment and moderation in whole school INSET sessions. Introduction and ownership of the M Scale descriptors within Maths and English for assessments Dec 17 onwards Moderation internally and externally. Target setting to indicate a higher level of expectation for pupils within Years 5 & 6 	<p>Put interventions in place if necessary following data review.</p> <p>Staff review of descriptors to assist in confident and accurate assessments</p> <p>Internal and external moderation reflects staff confidence in levelling and dictates the need for further development</p>	SLT All Staff	INSET and Staff Meeting time
2	Lack of progress for Pupil Premium Cohort when comparisons are made to previous data	Ongoing 2018	<ul style="list-style-type: none"> Identification of pupils within this cohort and planned interventions put in place Jan – June 2018 Staff aware of who these pupils are and report termly on their progress. 	<p>Staff meeting to discuss performance of pupils within this cohort.</p> <p>Analysis of data at end of 2018 will indicate the impact of specific interventions and guide need for further action.</p>	SLT All staff	Staff Meeting time

Interventions from Data Analysis (6)

3	Lower rates of progress made by lower ability pupils	Ongoing 2018	<ul style="list-style-type: none"> • Targetted pupils to attend JIGSAW intervention sessions. • Develop use of the engagement profile to demonstrate progress for pupils working below M5 • Sensory approach to learning developed for lower ability group pupils (through staff CPD) • Small group work for teaching within key areas. • Earlier identification of pupils requiring transition to SLD provision 	<p>Analysis of progress against specific personalised targets will demonstrate impact.</p> <p>Trials of engagement profiles will indicate if progress is being made by specifically targeted pupils.</p>	Jigsaw Team SLT	Meeting Time
4	Lower rates of progress made by girls in comparison to boys.	Ongoing 2018	<ul style="list-style-type: none"> • Female specific groupings for intervention groups. • Staff training in learning styles according to gender • Accurate baselines made and compared by gender. 	Analyse progress in March and June will indicate if further interventions are necessary.	SLT All staff	Staff Meeting time

Curriculum (7)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Interventions / Jigsaw Expand the Jigsaw group with 2 teams every morning	From Autumn 18	Two teams are in place and sessions are running	More children will have more consistent access to this resource	DeH and the Jigsaw Team	Staffing from the staffing budget
2	Develop more effective communication between the Jigsaw Team and the class teacher	From Autumn 18	A system is devised and is up and running which ensured linkage between what the groups are doing and what is happening for the other children in the classroom.	The learning of the children in will be more aligned to the work in the classroom. The class teacher will be more aware of the work the Jigsaw children are carrying out.	SLT and the Jigsaw Team	Meeting Time
3	Find measurable (hard data)ways of demonstrating the impact of Jigsaw for the children who attend	Summer 18	Planning links to outcomes which are measurable for each individual	We will know which elements of Jigsaw are having an impact on the progress of the children who access them.	SLT and the Jigsaw Team	Meeting Time.
4	Find ways of ensuring similar impact measures for other interventions such as 1:1 Music, Sensory Sessions and Intervention groups, reading and phonics groups.	Summer 18	Class teachers are clear about the impact of such interventions on the children in their class	We will be able to measure more closely the impact of the intervention sessions on the progress of children.	Intervention staff Heads of Department	Meeting time
5	Curriculum Design Investigate the impact of combining subjects into associated areas eg Hist/Geog/RE to Humanities and Music/Drama/Dance to Performing Arts	Summer 18	Decision has been made to go ahead or not and a plan put in place for developing joint assessment criteria.	The assessment burden will be reduced to allow for additional areas of assessment to be added.	SLT	Meeting Time
6	Drama Increase the opportunities for Drama and role play through classroom teaching.	Summer 18 – Summer 19	Classroom observations note the inclusion of this element in the teaching.	Increase in the children’s self confidence and self esteem as measured initially by pupil voice and eventually by date through Key Skills development	All staff	Planning Meeting time.

Curriculum (8)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Sensory Room Review the use of the sensory room to make the most of this resource	Summer 2018	A calendar is in place for the setting up of the sensory room to support curriculum teaching and experience.	The room will be used more often to support a wider range of curriculum areas and benefit a larger number of children.	GC SLT All staff	£100 x 3 Curriculum
2	Review the Parent / Carer handbook with reference to recommendations of Parent Council.	Summer 2018	There is a launch of the new Parent/ Carer handbook	Parents and carers who need / want guidance on activities and opportunities they might have for supporting their child's learning needs have the appropriate information to support them.	DJ / FLO	Meeting Time
3	Further develop the role of pupils as sports leaders	Summer 18 onwards	Pupils are trained (4) to take on the sports leader role	Pupils will help in supporting Change For Life club and at other sporting events	JM/ TW / JH	Initial training and then opportunities to try it out
4	Maintain current and develop further after school opportunities for pupils	Ongoing	Further after school clubs are in place	There will be additional opportunities for pupils to take part in extra-curricular activities	All staff	Ideas!
5	Playground Increase staff confidence in developing structured play with children on the playground	Spring 18 – Spring 19	Plans are in place and more structured play is observed on the playground	Staff will provide pupils with a more structured play experience which will expand the areas of activity which they are currently involved with.	All staff	Meeting/ planning time

Children's Health and Well-Being (9)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Re-visit the Healthy Eating / Lunchbox policy and issue guidelines for parents and carers	By End of Summer Term 18	New guidelines are issued in advance of the new term	To encourage healthy eating for those children whose parents provide lunch.	SLT	Leadership Time
2	Continue to expose the children to new sports and activities which support a healthy lifestyle	18/19	Each department has taken their children to experience one new physical activity.	To encourage a healthy lifestyle and to give the children ideas of things they could do in their time outside school	Heads of Department	3x£150 per department Sports Premium
3	Find opportunities to develop self-confidence in children through leadership of small groups in a variety of contexts	By the end of Autumn 18	We can demonstrate examples of pupils taking the lead and decision making in a supported environment	An increase in self-confidence and self-esteem as demonstrated by pupil actions and pupil voice.	Heads of Department	Meeting Time
4	Purchase some CPD for staff on Children's Mental Health and Well Being	Autumn 18	The CPD has taken place	Staff will have a greater understanding of Children's Mental Health and will know what support may be available.	SLT	£500 Training Budget
5	Internet Safety – provide training for parents and carers in online safety for our children	Summer Term 18	The training has taken place	Parents and carers will be supported in ensuring the safety of their child on line in the home environment.	SG / MF	£250 ICT budget
6	Investigate the role of Mindfulness in supporting children's well-being	Summer Term 18	Staff member has attended training and fed back to all staff	Staff will have a information about the role of mindfulness with children and how it might be beneficial to our pupils	CG	£350 CPD budget
7	Organise further transition visits of staff to children in their new class to collect further information to aid transition.	Summer 18	Visits have been made	Staff will be better equipped to ensure smoother and less stressful transitions for children moving into their new class.	DeH	£500 from staffing budget
8	Invite Year 7 pupils from Pinewood into school to talk to Year 6 pupils about transition.	Summer term 18	Visits have been made	Children will feel better informed and less anxious about transition	JMG	Time for organisation.

Wider Community (10)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Inreach Further develop Inreach provision as a way of providing training and support for our staff and parents and for staff parents and carers of pupils who are educated in DSPL 4.	Sept 17- Sept 18	We have at least one booked training session per half term.	Children outside our school benefit from techniques and practices that are put into place as a result of training at Middleton.	SG	6 meetings
2	Outreach Further enhance the work of out Outreach provision, developing and enlarging the team and supporting more staff and pupils in mainstream whilst developing the skills of experienced staff at Middleton through bespoke training for this role,	Jan 18 onwards	We have more members of the team to provide the service.	There will be a greater capacity to provide Outreach to local schools	DJ	£25,000 Outreach Income
3	Understanding Community Through support for local and national charities encourage pupils to understand how they can support other people in society who might need help.	Ongoing	Children have some understanding that the charity events they do are not just fun for them but have a purpose in supporting others.	Children will have an understanding that they are part of a local and wider community and that they can contribute to the well-being of others.	DJ and staff	Classroom time and assembly time.

Leadership and Management (11)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
Governors						
1	Governors to attend Herts STEPS training to gain a further understanding of the ethos behind therapeutic behaviour management.	INSET	A majority of governors have attended the course	Governors will have an understanding of the ethos that underpins behaviour management at Middleton School.	STEPS trainers and Governors	1 day
2	Work towards a full complement of governors	Ongoing	We have a full governing body	Maximised scrutiny and constructive support are available to the Headteacher and SLT	CoG / HT	
3	A governor will be appointed to oversee website compliance.	Spring 18	Monitoring is in place.	We will ensure that the website is compliant with all the statutory information required	Dep CoG	
4	Governors will ensure compliance with GDPR	Summer 18	All systems are in place and monitored	The school will be compliant with GDPR	CoG / HT/ SBM	
5	Governors will investigate and implement ways of improving links between parents/carers and the Governing Body.	Ongoing	Practices are put in places which increase these links.	Parents and Carers will have a greater understanding of the work of the Governing Body.	CoG / All Governors.	

Leadership and Management (12)

	Senior Leaders Developing Skills and Expertise					
6	Senior Leaders to attend a variety of courses and conferences to maintain their professional knowledge and understanding of current educational issues.	Ongoing	All Senior Leaders have attended courses and fed what they have learned back into school Improvement.	New areas of interest / strategies / ideas will be fed into the development of the school. SLT members will keep their knowledge current.	SLT	£1500 from training budget (Optimus)
7	Role model SLT will ensure that wherever possible appointments to the Governing Body and staff reflect the wider community in terms of gender disability and race	Ongoing	Staff and governors reflect the wider community	Appropriate role models will reflect wider community	SLT Governors	
8	Middle Leaders will undertake observations to enable them to make accurate judgements about the quality of teaching and learning in their department.	Ongoing	Middle leaders will implement a programme of focused observation and learning walks in order to identify strengths and development areas.	Middle leaders will have the capacity to make judgements about teaching and learning in their department.	DJ SLT	Training and Cover costs.

Policies and Procedures (13)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Review any out of date policies as required.	Ongoing	All policies are in date.	Practice reflects up to date policy.	DJ / GB	Time

Environment (14)

	What we will do	When	We will know we have succeeded when	Impact	Person Responsible	Resources
1	Set up part of an INSET day or meeting times for departments to audit resources.	By Spring 19	Staff are more aware of the resources already in school.	Purchasing of new resources will be more effective and multiple sets of resources will be avoided.	All staff	INSET and Meeting time
2	Invest in a new set of 14 iPads or similar android devices to replace those which are obsolete	By Summer 18	Devices are bought and available for the children to use	Devices will be available for use in class groups.	DiH/SLT / MF	£4746 ICT budget
3	Introduce a system of allocation for the new iPads so that staff know when they are available.	By Autumn 18	There is a system in place	Staff will be able to book out a set of iPads for a session and know that they are available	SLT	Time
4	Investigate the cost of rejuvenation of Middle School and Upper School toilets	By Summer 18	We have quotes in place to inform viability of the project	Toilets will be more fit for purpose. Possible increase in number of toilets for boys. Update fittings	DiH	Quote free – project costs unknown!
5	Investigate the cost of improving the amenities in the Men's toilet (ex disabled)	By Summer 18	We have quotes in place to inform viability of the project	Toilets will be more fit for purpose.	DiH	Quote free – project costs unknown
6	Investigate ways to increase the number of parking spaces available in the school grounds.	By Summer 18	There are more parking places available for staff and visitors. Bespoke parking for minibuses	Everyone will be able to find a parking space without resorting to kerb and grass space parking.	DiH	Project costs unknown.

Equality Objectives Action Plan 18/19 (15)

Equality Objectives	Protected Characteristic	General Duty	Responsibility	Measurable Success Indicator	Timing	Review Date
Celebrate the cultural and religious diversity of the school through themed activities and days.	Religion or Belief	Eliminate discrimination and foster good relations.	SLT	1 themed activity per department per term has taken place.	During 2018/19	Spring 19
Celebrate the cultural and religious diversity of Britain through themed recognising and promoting fundamental British values.	Religion / Belief / British Values	To eliminate discrimination and foster good relations	SLT / Staff teams	Assemblies have focussed on what it is to be British. At least one themed event has taken place.	During 2018	Summer 18
Further develop staff expertise in developing approaches which support the progress of children who have sensory needs	Disability	Eliminate discrimination and advance equality of opportunity	SLT	Evidence of sensory approaches (sensory stories / attention autism / sensory feedback used as motivation through classroom observations	During 2018	Spring 19

ACCESSIBILITY PLAN (16)

The aim of this Accessibility Plan is to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum;
- Improve the physical environment of the school in order to increase the extent to which pupils with disabilities are able to take advantage of education and associated services provided by the school and which allow parents and carers better access.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

	TARGETS	STRATEGIES	OUTCOME	TIME FRAME	GOALS ACHIEVED
SHORT TERM Curriculum	Supply necessary teaching aids and suitable apparatus to meet the needs of a disabled child once notification has been given of an imminent arrival	Seek advice from the LA about specific items which would be appropriate and essential for the child to access the curriculum.	Appropriate equipment is readily available for the child to access the full curriculum.	Short term once notification has been received of the forthcoming admission of a disabled pupil.	Child given every facility to access the curriculum.
Curriculum	Ensure venues for school trips are suitable – transport, access, toilets, staff for personal care etc.	Pre-visit assessment of suitability. Liaise with local schools with disabled pupils for suitable venues.	Broad and balanced curriculum offered alongside able bodied peers.	As and when trips are considered as a beneficial addition to support the curriculum.	Equal opportunities for disabled child to participate in off-site activities.
Physical	Ensure continued curriculum access by the provision of an additional minibus	Raise funds to buy a further small minibus	Continued access to the local area as part of the curriculum.	By the end of the financial year 18/19 if possible	Continued access to local area based curriculum for all pupils.
Information	Ensure that key policies and written information is updated and accessible via the school website	Create area of the website for policies and other written information.	Electronic formats will allow for electronic readers, changes of font colour and size.	Ongoing	Parents will be able to retrieve information electronically and use electronic aids to support their access.
LONG TERM Physical	Ensure all new building works conform to accessibility guidelines	Use of appropriate support from LEA	Building completely accessible to all	Ongoing	Physically accessibility of school maintained