

**CLYST HYDON PRIMARY SCHOOL**

**Strategic Improvement Plan**

**September 2016 – December 2017**

**Our Vision:**

- *An exceptional school*
- *Clyst Hydon is the first choice for all parents and students within our catchment.*

**Our Priorities:**

- 1. Improve outcomes for students who are; Disadvantaged; SEND; Most Able**
- 2. Deliver exceptional learning through high quality, inspirational teaching and a relevant, rich and engaging curriculum**
- 3. Ensure great leadership and management in school and through partnerships**
- 4. Effective financial management**

**Overarching Success Criteria**

- 1.1 The progress of Disadvantaged students exceeds that of other students allowing them to secure outcomes equivalent to their peers.**
- 1.2 The outcomes of students with SEND matches that of their peers.**
- 1.3 The progress of our Most able (our top 20%) is above that of the most able students nationally.**
- 1.4 Every teacher knows and can verbalise the impact the outcomes their students have on Key Measures and the new Raise Dashboard. All teachers know the progress of their Disadvantaged, SEND and most Able Students**
- 1.5 Student data is collected half termly and systems allow pupil progress to be tracked regularly and planning altered accordingly.**

KEY PRIORITY 1: Improve outcomes for students who are; Disadvantaged; SEND; Most Able					
Priority 1.1: The progress of Disadvantaged students exceeds that of other students allowing them to secure outcomes equivalent to their peers.					
No	Tasks and Lead Staff	Start Date	Resources, CPD, Time	Impact and evidence	Completion Date RAG rating
P 1.1	To identify the disadvantaged students and analyse current provision.  Lead staff: AF and teachers	September 2016	Staff meeting Admin time	All members of staff know who the disadvantaged students are and any gaps from current provision are identified to remove barriers to learning.  Minutes Updated SEF	September 2016 September 2017
P 1.1	Classlists have photos and disadvantaged students are marked with a purple (PP) or green (FSM) dot.  Lead staff: Teachers	October 2016	PPA time	Classlists are immediately available for any external visitors (SIP, Ofsted, governors <i>inter alia</i> ) so they can use this information readily when they are talking to students.  Class lists	October 2016 October 2017
P 1.1	To have half termly raising achievement meetings with each classroom teacher.  Lead staff: AF and teachers	November 2016	Staff meeting time Cover	Student progress is monitored accurately and regularly. Teachers are held to account for student progress.  RA proformas	February 2017 May 2017 July 2017 October 2017 December 2017
P 1.1	To ensure that interventions/support are designed to address identified needs and are SMART so that impact on outcomes is measured.  Lead staff: AF with teachers	November 2016	Staff meeting TA time	Support is identified from raising achievement meetings and quality first teaching and put in place to remove any barriers to learning. Interventions are SMART. RA proformas Minutes Updated SEF	January 2017 March 2017 May 2017 July 2017 October 2017 December 2017

KEY PRIORITY 1: Improve outcomes for students who are; Disadvantaged; SEND; Most Able					
Priority 1.2: The outcomes of students with SEND matches that of their peers.					
No	Tasks and Lead Staff	Start Date	Resources, CPD, Time	Impact and evidence	Completion Date RAG rating
P 1.2	To undertake an annual SEND audit to identify SEND students and plan for interventions/support. (c.f KP2)  Lead staff: Steph and CN	October 2016	Cover CCC SENDCo time	SEND students correctly identified and action plan written/amendment to the SIP made.  Updated SIP Updated SEF	November 2016 October 2017
P 1.2	To have classlists with photos and SEND student identified with blue stickers.  Lead staff: teachers	September 2016	Admin time Stickers PPA time	Classlists are immediately available for any external visitors (SIP, Ofsted, governors <i>inter alia</i> ) so they can use this information readily when they are talking to students.  Photo class lists	October 2016 October 2017
P 1.2	To continue to provide training to CH SENDCo.  Lead staff: CN	October 2016	Additional time for CH SENDCo MPA allocated SENDCo	SENDCo feels confident about the C of P and Wave 2 and 3. Additional funding for students who have an EHCP is monitored monthly as the funding is monthly and in arrears.  Minutes/budget monitor Updated SEF	November 2016 December 2016 January 2017 February 2017 March 2017 April 2017 October 2017
P 1.2	To ensure that any new interventions/support are designed to	November 2016	Thrive time TA time	Support is identified from raising achievement meetings and quality first	December 2016 February 2017

	address identified needs and are SMART so that impact on outcomes is measured. Lead staff: AF with teachers		MPA allocated SENDCo time	teaching and put in place to remove any barriers to learning. Interventions are SMART. RA proforma	April 2017 June 2017 October 2017 December 2017
<b>P 1.2</b>	To have half termly raising achievement meetings with each classroom teacher. Lead staff: AF and teachers	November 2016	Staff meeting TA time	Student progress is monitored accurately and regularly. Teachers are held to account for student progress.  RA proforma Minutes Updated SEF	January 2017 March 2017 May 2017 June 2017 October 2017 December 2017

**KEY PRIORITY 1: Improve outcomes for students who are; Disadvantaged; SEND; Most Able**

**Priority 1.3: The progress of our Most able (our top 20%) is above that of the most able students nationally.**

No	Tasks and Lead Staff	Start Date	Resources, CPD, Time	Impact and evidence	Completion Date RAG rating
P 1.3	To identify the most able in each KS and analyse current attainment and progress and how quality first teaching challenges these students.  Lead staff: AF and teachers	September 2016	Staff meeting Admin time PPA time	All members of staff know who the most able students are and lesson planning is differentiated effectively so that these students are challenged in their learning.  <i>Work scrutiny report</i> <i>Minutes</i> <i>Lesson observations</i>	<b>September 2016</b> September 2017
P 1.3	Classlists have photos of the most able students marked with a red dot.  Lead staff: Teachers	October 2016	PPA time	Classlists are immediately available for any external visitors (SIP, Ofsted, governors <i>inter alia</i> ) so they can use this information readily when they are talking to students.  <i>Photo class lists</i>	<b>October 2016</b> October 2017
P 1.3	To have half termly raising achievement meetings with each classroom teacher.  Lead staff: AF and teachers	November 2016	Staff meeting time Cover	The most able students are able to accelerate their progress beyond national levels. Student progress is monitored accurately and regularly. Teachers are held to account for student progress.  <i>RA proformas</i>	<b>January 2017</b> <b>March 2017</b> <b>May 2017</b> <b>June 2017</b> October 2017 December 2017

<b>P 1.3</b>	To provide opportunities beyond the classroom environment for the KS2 students to engage with able students.	January 2017	Staff time Cover	Our most able KS2 students have an outward looking perspective on the wider world and have opportunities to work with more able students from other schools. <b>Student and staff feedback</b>	April 2017 July 2017 October 2017 December 2017
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**KEY PRIORITY 1: Improve outcomes for students who are; Disadvantaged; SEND; Most Able**

**Priority 1.4: Every teacher knows and can verbalise the impact the outcomes their students have on Key Measures and the new Raise Dashboard. All tutors know the progress of their Disadvantaged, SEND and most Able Students**

No	Tasks and Lead Staff	Start Date	Resources, CPD, Time	Impact and evidence	Completion Date RAG rating
<b>P 1.4</b>	Each member of staff is to observe a peer at least once this year and engage in a professional conversation about student progress within that session using a coaching method and the new lesson observation proforma. To develop coaching skills in staff and how to engage in professional conversations to improve practice.  Lead staff AF	November 2016	1 hour for obs 30 mins for conversation Time for coaching training	Staff feel confident and comfortable in observing each other and having professional conversations. Further CPL needs identified and addressed.  <b>Minutes</b> <b>Updated SEF</b>	July 2017 December 2017
<b>P 1.4</b>	To conduct termly work scrutiny of KS1 and KS2 to examine quality of student work and to share good practice within the team.  Lead staff: AF and all	December 2016	1 hour staff meeting x 3	A team approach to marking books and providing feedback to students is adopted. AD provides high quality feedback to staff.  <b>Work scrutiny report</b> <b>Staff feedback</b> <b>Minutes</b>	February 2017 March 2017 May 2017 July 2017 November 2017
<b>P 1.4</b>	To provide training to all staff and governors with new progress measures and Analyse School Performance (ASP)	November 2016	1 hour staff meeting	All staff know and can verbalise the impact the outcomes their students have on Key Measures and the new Raise Dashboard.	October 2017

	which replaces Raise online. Lead staff: AF and all			Governors are knowledgeable about progress and attainment of all students. <b>Governor and staff feedback</b>	
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<b>KEY PRIORITY 1: Improve outcomes for students who are; Disadvantaged; SEND; Most Able</b>					
<b>Priority 1.5: Student data is collected half termly and systems allow pupil progress to be tracked regularly and lesson planning altered according.</b>					
<b>No</b>	<b>Tasks and Lead Staff</b>	<b>Start Date</b>	<b>Resources, CPD, Time</b>	<b>Impact and evidence</b>	<b>Completion Date RAG rating</b>
<b>P 1.5</b>	To ensure that all baseline tests are standardised and moderated and data is stored in a central area that can be accessed by all using the Insight software package.  Lead staff: AF and all	October 2016	Time	Baseline gives a starting point for all students to be measured against.  <b>Student data</b>	<b>November 2016</b> October 2017
<b>P 1.5</b>	To ensure that Assessment <u>for</u> Learning and Assessment <u>of</u> Learning is clearly understood by all staff and that A of L data is submitted half termly to the central record so student progress can be tracked using the Insight software package.  Lead staff: AF and all	September 2016	Time	Teachers and Acting Headteacher can be held to account for the progress of their students; A of L data can be shared with a wide audience (SIP, OfSTED, parents, students) and this drives school improvement.  <b>Student data</b> <b>Updated SEF</b>	<b>December 2016</b> <b>February 2017</b> <b>March 2017</b> <b>May 2017</b> <b>July 2017</b> October 2017 December 2017



<b>P 1.5</b>	To ensure that Assessment for Learning is undertaken on a weekly basis so that teachers have very detailed knowledge of each student's strengths and weaknesses and lesson planning builds on these strengths and closes the gaps.  Lead staff: AF and all	September 2016	PPA	Students are making rapid and sustained progress due to high quality teaching and interventions are planned where students are not.  Lesson observations Learning Walks data	Ongoing
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**KEY PRIORITY 2:**  
**Deliver exceptional learning through high quality, inspirational teaching and a relevant, rich and engaging curriculum**  
**Governors Overview: Board of Governors**

## Overarching Success Criteria

- 2.1 Levels of achievement of students who are Disadvantaged, SEND and the Most Able rise because excellent Teaching and Learning is consistently and effectively implemented by all teachers. The quality of teaching, learning and assessment in both key stages is of extremely high quality and, together with a relevant, rich and engaging curriculum, contributes to impressive achievement characterised by significant growth in students' knowledge, skills and understanding and evidenced in their exceptional attitudes to learning (c/f 2.3 and 1.1)
- 2.2 % of students working at or above Expected Standard in Writing increases to National Level of **74%**. There is no gender gap in the achievement of boys.
- 2.3 KS2/3 academic transition builds effectively on KS2 and prepares students in Y7 and Y8 for the rigours of the new GCSEs.
- 2.4 The learning of students with AEN (including SEN/D) is consistently good or better and in line with Equality Objectives. Interventions are coherently planned and impact monitored at least half termly. The statutory SEN/D Code of Practice is effectively implemented and monitored by Acting Headteacher, the CH SEN/D Co, the CCC SEND/Co and Director and link governor to ensure CCC meets Equality Objectives. (c/f 2.1)
- 2.5 Quality generic and bespoke CPL ensures the successful delivery of Key Priorities 1, 2, 3 and 4 of the SIP, is matched to the appraisal process and demonstrates value for money.

**KEY PRIORITY 2: Deliver exceptional learning through high quality, inspirational teaching and a relevant, rich and engaging curriculum**

**Priority 2.1:**

Levels of achievement of students who are Disadvantaged, SEND and the Most Able rise because the Teaching and Learning Strategy is consistently and effectively implemented by all teachers. The quality of teaching, learning and assessment in both key stages and all subjects is of extremely high quality and, together with a relevant, rich and engaging curriculum, contributes to impressive achievement characterised by significant growth in students' knowledge, skills and understanding and evidenced in their exceptional attitudes to learning (c/f 2.3 and 1.1)

No	Tasks and Lead Staff	Start Date	Resources, CPL, Time	Impact and evidence	Completion Date RAG rating
P 2.1.1	<p>To conduct 6 x 60 minute lesson observations (of Maths and English) with a focus on the following 6 key methods/strategies of exemplary teaching:</p> <ol style="list-style-type: none"> <li>1. Students are working harder than the teacher</li> <li>2. Teaching is relevant, well-informed and purposeful</li> <li>3. Students are engaged with their own learning and are enjoying their learning</li> <li>4. Students make progress</li> <li>5. Assessment for and of learning informs teaching and tracking</li> <li>6. Teacher questioning reveals, clarifies and extends students' thinking</li> </ol>	September 2016	AF 1 x 12 hrs obs time 4 teachers 6 x 30 min debrief time (12 hrs min total)	<p>The vast majority of teaching in both key stages is exemplary and never less than consistently effective. Pupils are making sustained and rapid progress. Staff development needs identified and CPL delivered.</p> <p>SEF is updated. Lesson observations Learning Walks data Staff feedback Minutes</p>	<p>October 2016 December 2017 February 2017 May 2017 July 2017 October 2017</p>
P 2.1.2	<p>Lesson observation proforma is adopted and is cross-referenced to OfSTED criteria. Lesson observation judgements are removed.</p> <p>Lead staff: AF</p>	September 2016	Staff meeting time (2 hrs)	<p>Consistent approach to lesson planning.</p> <p>High quality feedback enables staff to identify CPL needs and address them.</p> <p>Coaching model inspires high trust and</p>	<p>October 2016 January 2017 March 2017 October 2017</p>

				engagement.  <b>Lesson observations</b>	
<b>P 2.1.3</b>	New Teaching and Learning Policy is formulated and embedded  Lead staff: All	September 2016	Staff meeting time Jan 2017 NPD	Consistent approach to teaching and learning at CH  <b>New policy adopted and shared on website</b>	<b>July 2017</b> October 2017 December 2017
<b>P 2.1.4</b>	KS1 and KS2 curricula are reviewed and a new curriculum is planned and delivered from September 2017.  Lead staff: All	January 2017	January 2017 NPD Staff meeting time	Curriculum is relevant, engaging and inspiring. Students are well-prepared for the next stages in their learning. CH curriculum is cross-referenced to NC and ensures continuity and progression over the KSs  <b>Minutes</b> <b>Curriculum plan on website</b> <b>Pupil progress data</b>	<b>September 2017</b> December 2017
<b>P 2.1.5</b>	To conduct daily Learning Walks to monitor the quality of teaching and engagement of the students.  Lead staff: AF	September 2016	30 mins per day ( 2 hrs a week)	Students know what they can do well and can explain what they need to do to improve.  TA in EY regular recording of evidence of student progress allows the class teacher to monitor closely eg photos of work in scrapbook, written records etc Books are marked regularly and feedback is high quality (WWW.... And EBW....) <b>Teacher feedback</b> <b>Lesson observations</b> <b>Student feedback and outcomes</b> <b>Work scrutiny</b>	<b>April 2017</b> <b>July 2017</b> October 2017 December 2017

<b>P 2.1.6.</b>	To use the NGRT reading tests in each year group to establish clear baseline assessments and monitor progress .  Lead staff: All	September 2016	Cost of tests (tbc)	Reading Ages are accurately measured and progress can be monitored accurately.  Student data Updated SEF	October/Nov 2016 October 2017
<b>P 2.1.7</b>	To identify a useful Maths baseline assessment and administer within first half of Autumn Term.  Lead staff: KS	September 2016	Cost of tests (tbc)	Maths baseline assessments mean that teachers know what their students know and can do, and what learning needs must be addressed.  Student data Updated SEF	October 2016 October 2017
<b>P 2.1.8</b>	To buy into the Babcock Library Service again particularly as the village doesn't have a public library, the school is in a rural location, the broadband speeds are poor and there is a huge emphasis from OfSTED in reading.  Lead staff: AF, KS and AS	October 2016	£1, 100 pa £16 per pupil pa School Association funding (tbc)	The Library Service provides a comprehensive service to the school and the students love reading for pleasure but can also use non-fiction texts for a variety of purposes.  Student feedback Staff feedback	November 2016 March 2017 September 2017
<b>P 2.1.9</b>	To establish an Assessment Policy which reflects the school's principles for assessment including guidance for making judgements against agreed criteria, effective evidence over time, is diagnostic, enabling teachers to identify gaps in students' learning for future planning, coherently links formative assessment to termly summative judgements, feeds into a tracking system and is supported by a rigorous and robust MER cycle. Decide on key Mathematical understandings for each year group	January 2017	CPL time Staff meeting time School visit time	The students are making ARE and where they are not, teachers know and understand how to close gaps in learning in key Maths areas.  Teacher feedback Student outcomes SIP Visit notes Teaching and Learning Strategy that includes marking and feedback	July 2017 September 2017 December 2017

	and only assess against these. Lead staff: KS with all				
<b>P 2.1.10</b>	To review the school marking and feedback policy and agree what is appropriate and effective for each year group.  Lead staff: KS with all	February 2017	CPL time Staff meeting time	The marking and feedback policy is incorporated into the new T & L Policy and marking and feedback is manageable and motivating and focussed on student learning and progress. Students are able to maximise opportunities to make immediate improvements to their work and their working at expected levels of progress.  Policy is published on the website as part of the whole Teaching and Learning Policy	March 2017 June 2017 September 2017 December 2017
<b>P 2.1.11</b>	To develop classroom environments to include effective working walls for Maths and English. These should support current learning, reflect the connective model for learning (image, context, symbols, language) and the learning journey through teaching sequences. They should include some useful known facts which support children's fluency and recall.  Lead staff: KS with all	January 2017	Staff meeting time CPL time PPA time	The working walls are useful to the students' learning journey and help them make ARE expectations in Maths. The SIP and Maths Advisors judge the working walls as at least effective.  SIP Visit note Maths Advisor visit note English Advisor visit note Photos of working walls as evidence of progress	March 2017 July 2017 October 2017 December 2017
<b>P 2.1.12</b>	To ensure that all elements of the connective model are present in any learning experience and this is used to guide planning and support so students make connections between different aspects of Maths and	January 2017	Staff meeting time CPL time PPA time	Students can make connections and can describe and explain these connections using sentence prompts and target language  SIP Visit note	March 2017 July 2017 October 2017 December 2017

	between current skills, knowledge and understanding and new learning  Lead staff: KS with all			Learning Walks feedback Lesson observations	
<b>P 2.1.13</b>	To plan and deliver sequences of learning which build towards a clear outcome in Maths, English and Science. To ensure that planning includes the development of the skills, knowledge and understanding needed to achieve the success criteria, with opportunities for students to reason and generalise. To use elicitation tasks to provide baseline for planning and as a tool to measure progress. To ensure that a range of activities, eg open tasks and problem solving challenges are included in each teaching sequence.  Lead staff: KS and CO with all	January 2017	Staff meeting time CPL time PPA time	Teaching Sequences cover the key mastery topics for each year group and students are able to use a wide variety of Mathematical skills by the end of each Teaching Sequence. English Teaching Sequences are consistently planned around the requirements of the National Curriculum and use the Babcock support materials provided after the visits in December and January. Science curriculum (LTP and MTP) are published on the website to ensure continuity and progress.  Maths, English and Science Advisor feedback Minutes of staff meetings Student feedback SIP feedback	March 2017 July 2017 October 2017 December 2017
<b>P 2.1.14</b>	To develop the use of talk and language in Maths and Science lessons and expect the students to explain and prove their thinking clearly and fully. To develop questioning and sentence starters to support explanations. To ensure that teachers model and scaffold talk and give feedback.  Lead staff: KS with all	January 2017	Staff meeting time CPL time PPA time	Student can talk confidently about Mathematics and Science and can answer probing and challenging questions which prove their thinking clearly.  Maths Advisor feedback Minutes of staff meetings Student feedback SIP feedback	March 2017 July 2017 October 2017 December 2017
<b>P 2.1.15</b>	To provide opportunities for students to reflect on their learning in Maths and English in oral or written ways	January 2017	Staff meeting time CPL time	Teacher feedback (either written or oral) is meaningful and students can articulate how this feedback moves them on in their	March 2017 July 2017 October 2017

	and respond to teacher comments where appropriate  Lead staff: KS and CO with all		PPA time	Maths and English learning and accelerates their progress. <b>Maths Advisor feedback</b> <b>Minutes of staff meetings</b> <b>Student feedback</b> <b>SIP feedback</b> <b>Teaching and Learning Policy published on the website</b>	December 2017
<b>P 2.1.16</b>	To ensure that a core set of structured Maths resources is available in every classroom that students can access independently and teachers are confident to use.  Lead staff: KS with all	January 2017	Staff meeting time CPL time PPA time	Students are able to confidently use a range of structured resources in Maths to improve their independent learning.  <b>Maths Advisor feedback</b> <b>Minutes of staff meetings</b> <b>Student feedback</b> <b>SIP feedback</b>	<b>March 2017</b> July 2017 October 2017 December 2017
<b>P 2.1.17</b>	To develop consistency in resources for independent spelling and implement <i>No Nonsense Spelling</i> programme.  Lead staff: CO with all	January 2017	Staff meeting time CPL time PPA time	Progression in use of spelling strategies across both KS1 and KS2 and a consistent approach using the Babcock materials recently purchased.  <b>English Advisor feedback</b> <b>Working Wall photos</b> <b>Spelling resources for independent spelling</b> <b>Student feedback</b> <b>Teacher feedback</b>	<b>March 2017</b> July 2017 October 2017 December 2017
<b>P 2.1.18</b>	To develop consistency in grammar by using the newly purchased Babcock materials to include subject terminology and planning for teaching sequences and cross-referenced to the National Curriculum  Lead staff: CO with all	January 2017	Staff meeting time CPL time PPA time	A consistent approach to the teaching of grammar so that students are making ARE (and GDS) in their writing across both KS1 and KS2  <b>English Advisor feedback</b> <b>Working Wall photos</b> <b>Grammar toolkit for independent writing</b> <b>Student feedback</b>	<b>March 2017</b> July 2017 October 2017 December 2017



				Teacher feedback	
<b>P 2.1.19</b>	To work with the LA to improve the quality of teaching and learning in Maths and English over four terms of the Management Partnership.  Staff: AF, KS and CO with all	December 2016		The quality of teaching and learning has improved so that all students are making ARE in English and Maths in each year group and the most able students are achieving GDS.  SIP Evaluation Visit	June 2017 September 2017 November 2017
<b>P 2.1.20</b>	To improve Science pedagogy (talking for Science, drafting, recording and working scientifically) and map out the curriculum for 2017/2018.  Staff: AF with all	June 2017	Staff meeting time CPL time PPA time	Teachers are using new resources and following the NC using the curriculum map to ensure continuity and progression.  LA Evaluation Visit (July 2017 and November 2017) SIP Visit notes	July 2017 October 2017 December 2017
<b>P 2.1.21</b>	To use scientific vocabulary appropriate for each year group.  Staff: AF with all	June 2017	Staff meeting time CPL time PPA time	Students use scientific vocabulary in their enquiries.  LA Evaluation Visit (July 2017 and November 2017) SIP Visit notes	July 2017 October 2017 December 2017

Priority 2: Deliver exceptional learning through high quality, inspirational teaching and a relevant, rich and engaging curriculum					
Priority 2.2 % of students working at or above Expected Progress in Writing increases to National level at 74%. The gender gap between the achievement of boys and girls is reduced.					
No	Tasks and Lead Staff	Start Date	Resources, CPD, Time	Impact and evidence	Completion Date RAG rating
P 2.2.1	To review the writing tasks from 2015/2016 and 2016/2017  Lead staff: AF and KS	October 2016	AF and KS 3 hours	A detailed analysis of the writing tasks, data and achievement of boys and girls identified why the writing was only 36% achieving expected standards in 2016 and ensures the successes of the 2017 and 2018 cohorts.  Report Improved pupil progress outcomes	November 2016 October 2017
P 2.2.2	To use the KS2 exemplification materials to plan the writing tasks for 2017 and again for 2018 and use a simple grid for the 6 required pieces of which is cross-referenced to the SPaG requirements for writing at expected standard.	October 2016	AD and KS 3 hours	Writing tasks are planned using good practice from other schools, and the DfE exemplification materials.  KS2 teacher feels confident in how the students will be assessed at the end of Y6.	April 2017 December 2017

	Lead staff: AF and KS			<b>KS2 writing grid</b>	
<b>P 2.2.3</b>	To share good practice with at least 1 other primary school in developing students' writing skills from Y 1 – 6 so that progression is built into the English curriculum.  Lead staff: AF	September 2016	Staff meeting time AD visits Staff visits	All staff feel very confident and able to effectively deliver the writing curriculum with its changed emphasis on SPaG and life after levels so that the standards required for making expected progress and/or above expected progress are really clear and understood.  <b>Staff feedback</b> <b>Work scrutiny</b> <b>Lesson observations</b>	<b>July 2017</b> December 2017 and on
<b>P 2.2.4</b>	To identify the causes of boys' underachievement and address those needs.	October 2016	Staff meeting time AD and KS time	AD and KS have a deep understanding of the reasons why the boys under-achieved compared to the girls.  Teaching content and methods adapted so that gap is closed.  <b>Work scrutiny</b> <b>Lesson observations</b> <b>SIP feedback</b>	<b>March 2017</b> Completed
<b>P 2.2.5</b>	To change to only one 'writing book' in Y5 and Y6 and one Maths book and no individual topic books.  Lead staff: KS	September 2016	KS admin time	It is easy to cross-reference to the KS2 writing exemplification materials and provide evidence that the criteria has been met using a grid.  <b>Completed and accurate grid</b> <b>SIP feedback</b>	<b>April 2017</b> September 2017
<b>P 2.2.6</b>	To work with Primary English Advisor to plan the activities, teaching sequences, milestones etc for the KS2 Writing tasks (in English and across the curriculum) with an additional focus on providing the required	2/02/17	2 days SDP funded advisor 1 day for KS	Plan is robust and rigorous and KS2 Writing tasks are fit for purpose and identified students make ARE(2) and GDS(2)	<b>February 2017</b> <b>March 2017</b> <b>April 2017</b> <b>June 2017</b> October 2017

number of extended writing pieces and evidence of independent writing after redrafting and to build on these successes in 2017/2018. Lead staff: KS and AF			English Visit Note Student outcomes Possible moderators Visit note	December 2017
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<b>Priority 2: Deliver exceptional learning through high quality, inspirational teaching and a relevant, rich and engaging curriculum</b>					
<b>Priority 2.3. KS2/3 academic transition builds effectively on KS1 and KS2, particularly in English, Maths and Science</b>					
No	Tasks and Lead Staff	Start Date	Resources, CPD, Time	Impact and evidence	Completion Date RAG rating
<b>P 2.3.1</b>	To set up Twitter accounts and/or encourage teachers and support staff to follow leading practitioners on Twitter and various blog sites.  Lead staff: AF and all staff	September 2016	IT Techs and/or AD 1 hour All staff 30 mins each	Staff feel encouraged to learn from leading national primary practitioners and begin to develop an outward looking sense of professional development reducing feelings of isolation.  Staff feedback	October 2016 and ongoing

<p><b>P 2.3.2</b></p>	<p>Teachers and support staff are encouraged to make links with local primary schools and set up visits to share good practice particularly with English and Maths, curriculum design and timings and teaching methods. There should be a focus on getting students 'secondary ready'. All staff can have up to 5 hours each.</p> <p>Lead staff: All staff</p>	<p>October 2016</p>	<p>Feedback to staff at meetings CPL Evaluation proforma</p>	<p>All staff have a really deep understanding of their role in preparing students for KS3.</p> <p>Minutes Staff feedback</p>	<p>December 2017</p>
<p><b>P 2.3.3</b></p>	<p>HoD Maths, HoD English and HoD Science have made contact with staff to focus on</p> <ul style="list-style-type: none"> <li>• moderating</li> <li>• workshops</li> <li>• specialist visits</li> </ul> <p>Lead staff: SD, LM, TD and KS1 and KS2 teachers</p>	<p>November 2016</p>	<p>HoD Eng, HoD Maths and HoD Science cover time Cover/supply for KS1 and KS2 teachers</p>	<p>All staff have a better understanding of the requirements of the KS1 and KS2 curricula.</p> <p>Key pieces of work are standardised or moderated.</p> <p>A Maths and English transition project planned and delivered.</p> <p>Minutes Student data Staff feedback</p>	<p>March 2017 July 2017 December 2017</p>
<p><b>P 2.3.4</b></p>	<p>To build links between CH and other curriculum areas (esp Music, Art, Drama, Science, DT and Computing).</p>	<p>November 2016</p>	<p>Time for staff to visit CCC</p>	<p>Curriculum links beginning to develop so that projects can be sustainable.</p> <p>Minutes Project details</p>	<p>March 2017 December 2017</p>

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Priority 2: Deliver exceptional learning through high quality, inspirational teaching and a relevant, rich and engaging curriculum					
Priority 2.4 The learning of students with AEN (including SEND) is consistently good or better and in line with Equality Objectives. Interventions are coherently planned and impact monitored at least half termly. The statutory SEND Code of Practice is effectively implemented and monitored by the Acting Headteacher, the CH SENDCo, the CCC SENDCO and link governor to ensure CH meets Equality Objectives (c/f 2.1)					
No	Tasks and Lead Staff	Start Date	Resources, CPD, Time	Impact and evidence	Completion Date RAG rating
P 2.4.1	To conduct an SEN/D audit to establish an accurate SEN/D register. Lead staff: Steph and Claire Nevitt	September 2016	CN 5 hrs	SEN/D audit published and shared. <i>Audit document</i>	November 2016 October 2017
P 2.4.2	To ensure that all teachers fully	November 2016	Staff meeting time	Lessons are differentiated using the	April 2017

	understand and use the SEN/D Provision matrices and the Code of Practice because it suggests many useful teaching strategies and resources for differentiation. Lead staff: Steph and CN			matrices.  Lesson observations Minutes	October 2017 December 2017
<b>P 2.4.3</b>	To work with Business Manager to access fully costed provision maps for students with reference to notional funding and Wave 2 and Wave 3 funding. To ensure that SEN/D and PP funding are kept separate. Lead staff: AF/ Steph, CN, Ange and Tracey Ward	November 2016	3 hours initially and then review monthly	Provision costing is completed so that it is clear how the SEN/D funding is being spent for each relevant child. The tracking of PP and SEN/D funding shows how money has been spent, its impact on pupil outcomes and that it provided value for money.  Budget monitor	September 2017
<b>P 2.4.4</b>	To review and evaluate TA deployment and audit skill set. Lead staff: AF and CN	October 2016	3 hours Staff meetings	Teaching Assistants are deployed according to student need. Impact on student outcomes measured regularly to evidence value for money.  Updated SEF	December 2016 February 2017 July 2017 October 2017

**KEY PRIORITY 2 : Deliver exceptional learning through high quality, inspirational teaching and a relevant, rich and engaging curriculum**

**Priority 2.5:**

Quality generic and bespoke CPL ensures the successful delivery of Key Priorities 1, 2, 3 and 4 of the SIP, is matched to the appraisal process and demonstrates value for money.

No	Tasks and Lead Staff	Start Date	Resources, CPD, Time	Impact and evidence	Completion Date RAG rating
<b>P 2.5.1</b>	To run 5 twi-light sessions before March 2017 in lieu of 24 <sup>th</sup> July NPD.  Lead staff: AF and all	October 2016	5 hours (all staff)	Staff CPL needs identified from the appraisal objectives are addressed either generically or bespoke.	November 2016 December 2016 January 2017 February 2017

				Updated SIP	
<b>P 2.5.2</b>	To allow the administrative assistant to attend Bursar meetings.  Lead staff: AS	October 2016	Up to 15 hours	AS is confident and up-to-date with Bursar matters (H&S, budget, finance, pupil data and SIMs) and keeps the Acting HT updated.  TW feedback AS feedback	March 2017 December 2017
<b>P 2.5.3</b>	To train staff to write effective appraisal objectives linked to the SIP that are SMART and use the new proforma and enable effective appraisal meetings to take place.  Lead staff: AF and all	September 2016	Staff meeting 1 hr Appraisal meetings 1 hr each	Appraisal objectives link to SIP and are SMART.  Completed proformas are QA'd	30 <sup>th</sup> October 2016 30th October 2017
<b>P 2.5.4</b>	To review the CPL needs identified from the appraisal process and staff are to be proactive in suggesting how to address those needs and the ensuing impact on student outcomes.  Lead staff: AF with all	November 2016	Cover PPA time Staff meeting time	Staff feel empowered to address own CPL needs and how to address them. Staff beginning to develop professional networks to become outward looking and develop practice.  Minutes Updated SEF	March 2017 May 2017 October 2017 December 2017

**KEY PRIORITY 3: Ensure great leadership and management in school and through partnerships**

**Governors Overview: Board of Governors**

**Overarching Success Criteria**



- 3.1 Calendared line management meetings between Acting Headteacher have a common agenda to ensure a focus on School Improvement Priority outcomes, appraisal outcomes and continuous professional learning needs.
- 3.2 Governor Committees monitor, evaluate and review, challenge and support the Acting Headteacher to ensure the school is on track to meet ambitious targets, fulfil statutory duties and maintain the school's vision as a school; governors evaluate and review their own practice.
- 3.3 CCLP (Culm Co-operative Learning Partnership) and the management partnership between CCC and Clyst Hydon priorities have an impact on achievement and professional development across phases; governors and staff understand the benefits of entering into formal collaborative partnerships with others who share the same vision and ethos so that stakeholders are in a good position to make informed decisions for the future.
- 3.4 Maths and English subject leaders are fully conversant with understanding and verbalising pupil progress from starting points accurately to a wide audience.

**KEY PRIORITY 3: Ensure great leadership and management in school and through partnerships**

**Governors Overview: Board of Governors**

**3.1 Calendared line management meetings between Acting Headteacher and members of staff have common agenda which ensures a focus on School appraisal priorities, outcomes and continuous professional learning needs**

No	Tasks and Lead Staff	Start Date	Resources, CPD, Time	Impact and evidence	Completion Date RAG rating
P 3.1.1	Line management meetings calendared for October, December, February, April and	October 2016	8 x 1 hr (staff) 8 x 1 hr (AD)	Staff feel valued and trusted. Challenge and support enable high levels of	October 2016 December 2016

	<p>June. Agenda to include the following standing items</p> <ol style="list-style-type: none"> <li>1. Discussion of progress towards achieving SIP KPs by RAG rating the SIP</li> <li>2. Discussion of progress towards achieving appraisal objectives</li> <li>3. Discussion of pupil progress</li> <li>4. CPL needs</li> </ol> <p>Lead staff: All</p>			<p>accountability. All staff working towards achieving the strategic aims of the school as a coherent and valued team.</p> <p><b>Line Management meeting minutes</b></p>	<p>February 2016 April 2016 June 2017 October 2017 December 2017</p>
<b>P 3.1.2</b>	<p>To write SIP and share with all staff and to refer to it at staff meetings.</p> <p>Lead staff: All</p>	September 2016	4 days to write 20 mins every week	<p>Key priorities visited constantly provide a shared sense of direction and responsibility.</p> <p><b>Staff feedback Minutes</b></p>	<p>April 2017 May 2017 June 2017 October 2017 December 2017</p>
<b>P 3.1.3</b>	<p>To introduce and embed the new appraisal form for teaching and support staff. To ensure that appraisal objectives are linked to KPs of the SIP and show value for money.</p> <p>Lead staff: AF</p>	September 2016	8 x 1 hr meetings AD time to cross-ref and QA	<p>Staff feel supported and challenged and sense of professional and moral purpose is high.</p> <p><b>Completed appraisal forms are QA'd</b></p>	<p>April 2017 October 2017</p>
<b>P 3.1.4</b>	<p>To set the agendas for the weekly staff meetings in advance. Ensure that agenda is emailed on the Friday so that staff can add agenda items on Monday (No AOBs).</p>	September 2016	AD 30 mins weekly	<p>Staff feel empowered and involved. All staff share a shared strategic direction with shared vision and values.</p> <p><b>Agendas published in staff room and emailed</b></p>	<p>April 2017 July 2017 December 2017</p>

**KEY PRIORITY 3: Ensure great leadership and management in school and through partnerships**

**3.2 Board of Governors monitor, evaluate and review, challenge and support the Acting Headteacher to ensure the school is on track to meet ambitious targets, fulfil statutory duties and maintain the school's vision as a great school; governors evaluate and review their own practice.**

No	Tasks and Lead Staff	Start Date	Resources, CPD, Time	Impact and evidence	Completion Date RAG rating
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<b>P 3.2.1</b>	The governors provide a short statement on the website explaining who they are and why they think it is important to be a governor at Clyst Hydon with an up to date photo. Lead staff: Clerk to Governors	September 2016	Time for website to be updated	The community is clear about who the governors of CH are and feel increased confidence.  Website	October 2016
<b>P 3.2.2</b>	The clerk to the governors provides an up to dates list of the governors' names and their governance status. Lead staff: Clerk to Governors	September 2016	1 hour	Governors are clear about their governance status.  Governors' minutes	September 2016
<b>P 3.2.3</b>	Governors and the Clerk work in partnership with CCC Chair of Governors and Vice-Chair of Governors to refresh knowledge and understanding of the role of the governor in supporting the school and the Acting Headteacher in order to maximise student outcomes, ensure the strategic direction of the school and overseeing the financial performance of the school. Governors take advice on how to take feedback from staff in order to evaluate and review their own practice. Governors receive a briefing from CCC govs so that they can formulate a plan for strategic direction of CH. As a result of the external governor review, governors and the clerk will receive bespoke training in order to address the action points of the review to address the red points as a priority. Governors provide questions for AD in advance of each meeting. Lead staff: Chair, Clerk and AF	October 2016	2 hours Additional time for a training session	Governors feel confident in holding the Acting Headteacher to account in a supportive way and work with her to ensure the school's continuing success. A July review of the Governance Review shows that all red action points have been addressed.  Governor feedback Minutes of FGB meeting in July.	December 2016 July 2017
<b>P 3.2.4</b>	The clerk to the governors uses a new agenda and minutes template for the eight Board of Governors meetings.	September 2016	20 mins of meeting time with AD and Clerk to the Governors	Template enables the Board of Governors to monitor the progress towards completion of the SIP KPS four times a year.	July 2017 October 2017 December 2017

	Lead staff: AF			Published minutes	
<b>P 3.2.5</b>	To publish minutes of Governors' meetings on the website and in the staff room for transparency and wider interest.  Lead staff: AF	September 2016	Time	Minutes provide accountability and transparency for gobs, staff and wider community.  Published minutes on website	March 2017 July 2017 October 2017 December 2017
<b>P 3.2.6</b>	To regularly update the SEF.	September 2016	AD Two hours/half term	SEF is up to date and ready for a possible Ofsted inspection.  Updated SEF SIP feedback	November 2016 January 2017 March 2017

**KEY PRIORITY 3: Ensure great leadership and management in school and through partnerships**

**CCLP (Culm Co-operative Learning Partnership) and the management partnership between CCC and Clyst Hydon enables improvement projects which have an impact on achievement and professional development across phases; governors and staff understand the benefits of entering into formal collaborative partnerships with others who share the same vision and ethos so that stakeholders are in a good position to make informed decisions for the future.**

No	Tasks and Lead Staff	Start Date	Resources, CPD, Time	Impact and evidence	Completion Date RAG rating
<b>P.3.3.1</b>	A joint committee of governors and HTs meets to review the management partnership to evaluate progress and mutual benefits and discuss future options  Lead staff: Joint Management Partnership Committee	October 2016	Time Travel costs	A SWOT analysis (including a detailed examination of anticipated student numbers over the next 5 years with the LA) and strategic meetings enable the CH govs to make a final decision about the strategic direction of CH school.  <i>Minutes</i>	<b>December 2016</b> <b>July 2017</b> October 2017 December 2017
<b>P.3.3.2</b>	A clear plan has been formulated by the CH govs about the future of the school and how to move to that position.  Lead staff: Joint Management Partnership Committee	January 2017	Time	The govs have decided if the school can remain financially viable and, if it is, that they have decided on what type of partnership CH will enter into having examine all the options available in a constantly shifting political and educational landscape.  <i>Published plan</i>	<b>September 2017</b> December 2017

KEY PRIORITY 3: Ensure great leadership and management in school and through partnerships					
3.4 Maths and English subject leaders are fully conversant with understanding and verbalising pupil progress from starting points accurately to a wide audience.					
No	Tasks and Lead Staff	Start Date	Resources, CPD, Time	Impact and evidence	Completion Date RAG rating
P.3.4.1	To work with Babcock Maths and English Primary Advisors to provide subject leader training in pupil progress from starting points using our new assessment system.  Lead staff: AF, CO and KS	26/9/17 28/9/17	2 days from Babcock as part of EAP. 4 days supply AF 2 days	Maths and English subject leaders are confident in inputting and analysing pupil progress data.  Visit notes Analysis of data Subject Leader feedback	September 2017
P.3.4.2	To work with Data Manager at CCC to QA assessment systems and pupil progress data.  Lead staff: TV, CO and KS with AF	Sept. 2017	10 hours of MP time	Data Manager is confident that subject leaders are tracking pupil progress accurately and in a timely fashion according to the PAG data requirements in the DfE Primary school accountability December 2016 document.  Report Data analysis	October 2017
P3.4.3	To work with Jayne Keller, Heathcote Primary School HT, to ensure assessment and tracking systems are robust and rigorous and conform the the DfE requirements on pupil progress from starting points.  Lead staff: AF, CO and KS	October 2017	1 day from HT 1 day from MP time 2 days supply	Subject leaders can accurately and effectively verbalise pupil progress from starting points to external scrutiny.  HT's verbal feedback	October 2017

<b>P3.4.4</b>	To swap NPD July 2018 to 30/10/17 to provide additional training on pupil progress to all teachers.  Lead staff: Co and KS	30/10/17	1 NPD	All teachers can confidently use the data that has been inputted during the previous half term and can use this analysis to inform planning.  Teacher feedback	27/11/17
<b>P3.4.5</b>	To have pupil progress as a standing agenda item at each weekly staff meeting.  Lead staff: All	September 2017	20 mins each week	All teachers have ownership of pupil progress data.  Minutes	October 2017 December 2017

**Overarching Success Criteria**

- 4.1 The budget for 2016 - 2019 is well managed to ensure financial stability and deliver value for money and approved as appropriate by the Board of Governors.**
- 4.2 The budget supports the maintenance of the site, including an audit of IT with an action plan for the future, and all areas of the school are clean and tidy. Security of the front gate meets minimum safeguarding thresholds.**
- 4.3 The Board of Governors monitors the effective management of Pupil Premium funding.**
- 4.4 The Board of Governors monitor the effective management of provision and funding for students with Special Educational Needs and Disabilities.**
- 4.5 The Board of Governors monitors the effective management of provision and funding of PE provided by CCC**



KEY PRIORITY 4: Effective Financial Management Governors Overview: Board of Governors					
4.1 The budget for 2016 - 2019 is well managed to ensure financial stability, deliver value for money and approved as appropriate by the Board of Governors.					
No	Tasks and Lead Staff	Start Date	Resources, CPD, Time	Impact and evidence	Completion Date RAG rating
P 4.1.1	The budget is monitored and regularly updated in accordance with changes of income and expenditure.  AF/Ange/TW	June 2016	Time Management Partnership Agreement (MPA)	Credit C/F balance at the end of the financial year.  Monitors, Minutes,	March 2017 June 2017 July 2017 October 2017 December 2017
P 4.1.2	A balanced budget is achieved taking into account all known & planned factors regarding pupil numbers, funding formula, staffing and non-staffing costs. AF/TW	January 2017	Time,	Balanced budget for 2017-18 approved and 2017-19 outlined.  Board of Governors Minutes	May 2017
P 4.1.3	Pay progression recommendations are presented to the Board of Governors.  AF/Board of Governors	December 2016	Finance is planned in budget forecast	Pay progression is awarded in line with successful completion of Appraisal Objectives.  Budget monitor	December 2016 October 2017
P 4.1.4	Budget planning incorporates Teachers' pay rise in line with STRB recommendations.	September 2016	Finance is planned in budget forecast	Teachers are re-numerated in line with national recommendations.  Budget monitor	December 2016 December 2017
P 4.1.5	Breakfast Club and After School Club provision reviewed. Provision costed and charges altered accordingly and in line with local existing provision. Budgets monitored monthly.	September 2016		BC and AFC are cost effective and pay for themselves. All parents pay in advance so that no monies are owing/ or in arrears.	November 2016 March 2017 May 2017 July 2017 September 2017

	Procedures regarding payment changed so that payment is in advance and half termly.			Budget monitor Staff minutes	November 2017
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KEY PRIORITY 4: Effective Financial Management					
4.2 The budget supports the maintenance of the site, including an audit of IT provision with an action plan for the future, and all areas are clean and tidy. Security of the front gate meets minimum safeguarding thresholds					
No	Tasks and Lead Staff	Start Date	Resources, CPD, Time	Impact and evidence	
P 4.2.1	To meet regularity with Norse to evaluate current provision and value for money with regards to premises, cleaning and caretaking and maintenance.  Lead staff: AF and AS	September 2016	AD 2 hours and ongoing AS ongoing	The site is clean and tidy and immediate priority areas for maintenance and repair are agreed and dealt with. A deep clean of the site is completed.  Governor inspection and feedback	End of October half term. Monthly reports
P 4.2.2	To audit current IT provision and agree a plan: <ul style="list-style-type: none"> <li>• Broadband speeds</li> <li>• Wi-fi capability</li> <li>• RM Easy Mail contract termination</li> <li>• SWGfL provision</li> <li>• Filtering systems</li> <li>• Hardware</li> <li>• Software for improving teaching and learning</li> <li>• New website has statutory documents and is an improved</li> </ul>	September 2017	AD and AS time MPA allocated IT Tech time	The IT plan is written to be agreed by governors in early 2017.  IT plan is shared	July 2017  October 2017

	<p>marketing tool</p> <ul style="list-style-type: none"> <li>Admin systems eg SIMs, Assessment systems</li> </ul>				
<b>P 4.2.3</b>	<p>H &amp; S</p> <ul style="list-style-type: none"> <li>To review procedures on dropping off children in the morning and collecting in the afternoons</li> <li>To review the locking of the gate</li> <li>To conduct a H &amp; S check with the LA.</li> </ul> <p>Lead staff: AF and AS</p>	September 2016	AD and AS time Costs (tbc)	<p>The safety of children is paramount for staff and parents and they are safely dropped off in the playground not before 8.50 am as the school is not legally liable for them before that time. There is no confusion for the staff running the BC as no children who are not in the BC are unattended by parents. The gate is secure and safe and cannot be accessed by the students independently. The LA H &amp; S check identifies any issues and we plan to address them according to level of priority and urgency.</p> <p>H + S audit</p>	October 2016
<b>P 4.2.4</b>	<p>Redecorate reception and tidy up so it is uncluttered, modern and inviting.</p> <p>Lead staff: AF and AS</p>	September 2016	Time	<p>First impression of the interior is the school is positive.</p> <p>Governor feedback Parent feedback</p>	September 2016

KEY PRIORITY 5: Effective Financial Management					
Governors Overview: Board of Governors					
4.3 The Governors Resources Committee monitors the effective management of Pupil Premium funding.					
No	Tasks and Lead Staff	Start Date	Resources, CPD, Time	Impact and evidence	Completion Date RAG rating
P 4.3.1	Production of Report for Pupil Premium funding showing expenditure for 2015/16 impact achieved and planning for 2017-2018.  Lead staff: AF/AS	September 2016	Time & Data	Report available via CH website and presented to Board of Governors.  Website	November 2016 July 2017 September 2017
P 4.3.2	Regular data analysis and update on expenditure of Pupil Premium Funding for 2016/17 and 2017/2018 matched against outcomes.  Lead staff: AF/AS	September 2016	Time & Data	Proposed expenditure report via CH website reported to Board of Governors four times during the management partnership agreement.  Website	March 2017 July 2017 September 2017

KEY PRIORITY 4: Effective Financial Management Governors Overview: Resources Committee					
4.4 The Governors Resources Committee monitor the effective management of provision and funding for students with Special Educational Needs and Disabilities.					
No	Tasks and Lead Staff	Start Date	Resources, CPD, Time	Impact and evidence	Completion Date RAG rating
P 4.4.1	SEND priorities for 2016/17 and 2017/2018 costed.  Lead staff: CN /AF	September 2016	Time	Report produced and presented to Board of Governors.  SEN audit document Budget monitor	November 2016 July 2017 September 2017
P 4.4.2	To evaluate the impact of the SEND spending on attainment and progress and to regularly. Look at notional SEND budget and Element 3 funding. Look at spending on students identified as SEND but without additional funding provision.  Lead staff: CN /AF	September 2016	Time & data	Analytical reports of attainment and progress. Clear understanding of how SEND funding is spent and its impact on KS1 and 2 outcomes, but also current achievement of all students on roll.  SEN audit document Budget monitor Student data	July 2017 outcomes  Data analysis October 2017 December 2017

**KEY PRIORITY 4: Effective Financial Management**  
**Governors Overview: Board of Governors**

**4.5 The Board of Governors monitors the effective management of provision and funding of PE provided by CCC**

No	Tasks and Lead Staff	Start Date	Resources, CPD, Time	Impact and evidence	Completion Date RAG rating
P 4.5.1	The provision of the PE is monitored and reported on to the Acting Headteacher so that pupil engagement can be tracked.  Lead staff: PD (H of PE at CCC) and KS	October 2016	PD time KS time	High quality PE is provided by CCC and student progress is good and engagement in a wide variety of disciplines and skills. High participation rates in inter-school competitions.  Data of participation rates Student feedback	March 2017 July 2017 September 2017
P 4.5.2	The provision of PE is costed for 2016/2017 and 2017/2018.  Lead staff: AF/AS/TW	November 2016	£1000 AD time AS time TW time	The provision of PE by CCC provides value for money and CH participation rates in the activities provided by CCC is high and frequent.  Feedback from HOD PE and CH staff	March 2017 July 2017 September 2017
P 4.5.3	To deliver sports and fitness activities. Produce a report detailing how the funding is spent and impact on student outcomes.  Lead staff: AF and KS	September 2016	2 afternoons a week (KS1 and KS2) £8000 from DfE	Students participate in sports and fitness activities.  Student feedback Website	March 2017 July 2017