



## **EWPS 3 YEAR STRATEGIC OVERVIEW (2016 – 2019)**

<b>Review</b>	
<b>Last review date &amp; amendments</b>	September 2018
<b>Ratified by Governing Body</b>	November 2018 September 2017 September 2016
<b>Next Review Date(s)</b>	September 2019

## Background

The vision of Ellen Wilkinson Primary School is 'Learning to Grow and Succeed Together'. This underpins all aspects of our school community.

In order to achieve our vision the school has adopted a set of core values around which school development is planned. These values are a result of consultation with all members of our school community.

**At Ellen Wilkinson Primary School we expect everyone in our community to embody our core values. In order to do this everyone has the right and the responsibility to be:**

- ✓ inspired and inspire others
- ✓ respected and respect everyone
- ✓ successful and help others to succeed
- ✓ resilient and help others to develop resilience
- ✓ heard and cared for.

To ensure that as a school we are always striving for the best possible outcomes for our pupils, the following three year strategic development plan has been created. This strategic plan is reviewed at the end of every academic year as part of the school's self-evaluation cycle and this is used to inform next steps for development.

It is expected that as the plan progresses, improvements coded green from the previous year are maintained & embedded.

This strategic plan is complemented by the School Development Plan (SDP), a shorter term more detailed operational plan extending over the course of an academic year.

## Vision for the Next 3 Years

**The following sets out a summary of what we wish to achieve for the next 3 years.**

### 2016-17

Work begins on adopting a growth mind set approach to learning at EWPS. This is to equip our pupils (and staff!) with the skills to become more successful learners, which in turn should impact positively on attainment. This is underpinned by the school values, which will be the focus for much of our SMSC work along with developing opportunities for increased aspiration through our Enterprise & 'Up & Out' initiatives. Improving higher order reading skills and refining our approach to maths will be the main focus of curriculum and standards work. By the end of this academic year pupils, staff and (hopefully) parents will be more empowered & knowledgeable about what needs to be achieved, their progress towards it and what/how they are going to achieve this. There should be increased autonomy in learning and confidence in personal ability to achieve. Changes in support staff deployment, more distributed leadership structure and more bespoke staff CPD will support this, rather than a one size fits all approach.

### 2017-18

Previous development work is embedded, creating a sustained culture of high aspiration and expectation. 'Up and Out' approach is refined and pupil experiences and outcomes increased to provide more purposeful learning. Pupils and staff increasingly engage with challenging their own learning and pupils are provided with increasing opportunities to explore areas of interest. Reviewing and refining practice in spelling, phonics and handwriting are the main curriculum focus for the year. Further work is undertaken in embedding assessment procedures across the curriculum in order to support and drive improvement in pupil outcomes. An enriching and evolving environment (including a school museum & garden shop) support this. Global learning becomes an embedded element to curriculum provision. Junior Governing Body replaces the school council to give a stronger focus and impact on school development priorities.

### 2018-19

Previous development work is embedded. Full curriculum redesign takes place in order to facilitate greater pupil independence, resilience and enjoyment whilst ensuring children continue to meet & exceed national expectations in all key stages. Curriculum redesign is completed in consultation with all stake holders and looks to embed values in our curriculum as well adopt an approach that is more engaging and promotes opportunities for pupil led learning. Greater reflection of local issues and life skills are also incorporated with clear global and career related opportunities. The importance of reading is raised and becomes a more intrinsic part of the school's culture and expectations. Reading champions are created to promote this. The importance of vocabulary and the power that words provide is conveyed across all subjects.

### Note:

*The timeline and form of academy conversion is currently being discussed by governors.*

## Value: Successful

Aspects	2016-2017	2017-2018	2018-2019
<b>% of children at EXPECTED age related expectations</b>	Exceed national average (interim standards)	Maintain & increase national average - new standards	Exceed national average - new standards(see target setting)
<b>% of children at EXCEEDING age related expectations</b>	Exceed national average (interim standards)	Meet national average - new standards??	Exceed national average (new standards)
<b>Curriculum focus</b>	<ul style="list-style-type: none"> <li>➤ Maths (consistency)</li> <li>➤ Reading (higher order)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Spelling</li> <li>➤ Phonics</li> <li>➤ Handwriting</li> </ul>	➤
<b>Disadvantaged pupils succeed as well as their peers &amp; nationally</b>	➤ See target group data	➤ See target group data	➤ See target group data
<b>Other under-attaining groups</b>	<ul style="list-style-type: none"> <li>➤ EAL arrivals to have bespoke 6 week induction programme to accelerate progress if new to English</li> <li>➤ Support staff deployment changed to be more targeted</li> </ul>	<ul style="list-style-type: none"> <li>➤ See target group data</li> <li>➤ TA skills development</li> </ul>	➤
<b>Pupil outcomes in books match aspiration and attainment</b>	<ul style="list-style-type: none"> <li>➤ Handwriting focus</li> <li>➤</li> </ul>	➤ Handwriting consistency (linked to curriculum focus)	➤ Class learning books introduced
<b>Marking impacts positively on pupil outcomes</b>	<ul style="list-style-type: none"> <li>➤ Marking is consistent across school &amp; subjects</li> <li>➤ Confident &amp; consistent pupil response &amp; self-assessment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Consistent marking across subjects</li> <li>➤ BLP 'Learnish' used to support self-evaluation &amp; pupil response.</li> </ul>	➤ As part of curriculum review look at impact of marking (also link to pupil consultation)
<b>Assessment procedures impact positively on improving pupil outcomes</b>	<ul style="list-style-type: none"> <li>➤ Ongoing writing assessment is used proactively by staff &amp; pupils</li> <li>➤ Assessment procedures for science, reading &amp; maths</li> </ul>	<ul style="list-style-type: none"> <li>➤ Refine use of writing assessment</li> <li>➤ Introduction of foundation subject assessment</li> </ul>	➤ Refine use of FS assessment to positively impact on standards
<b>Standard of teaching is consistently good and increasingly outstanding</b>	<ul style="list-style-type: none"> <li>➤ 100% expected</li> <li>➤ 30% exceeding</li> </ul>	<ul style="list-style-type: none"> <li>➤ 100% expected</li> <li>➤ 40% exceeding</li> <li>➤ Maintain development of NQT's 7&amp; NQT's+1</li> <li>➤ CLT development</li> <li>➤ Coaching approach</li> </ul>	<ul style="list-style-type: none"> <li>➤ 100% expected</li> <li>➤ 40% exceeding</li> <li>➤ Maintain development of NQT's 7&amp; NQT's+1</li> </ul>
<b>External accreditation for standard of curriculum provision</b>	<ul style="list-style-type: none"> <li>➤ Games Mark (Gold)</li> <li>➤ Primary Science Mark (Gold)</li> <li>➤ RE Mark (Silver)</li> <li>➤ Arts Mark</li> </ul>	<ul style="list-style-type: none"> <li>➤ Renewal: Games Mark (Gold)</li> <li>➤ Primary Science Mark (Silver)</li> <li>➤ Arts Mark submitted &amp; achieved</li> <li>➤ RE Mark</li> </ul>	<ul style="list-style-type: none"> <li>➤ Renewals: <ul style="list-style-type: none"> <li>✓ Quality Mark</li> <li>✓ International Schools</li> <li>✓ Games</li> </ul> </li> </ul>
<b>Additional Notes:</b>	<ul style="list-style-type: none"> <li>➤ Deployment of support staff &amp; structure of SLT amended</li> <li>➤ CPD: Growth mindset, maths approach &amp; subject knowledge</li> <li>➤ Higher order reading skills</li> <li>➤ Costs of accreditation</li> </ul>	<ul style="list-style-type: none"> <li>➤ Update Learning &amp; Teaching policy</li> <li>➤ Science changed to silver due to outreach limitations</li> <li>➤</li> </ul>	➤ Renewal costs

## Value: Inspiring

Aspects	2016-2017	2017-2018	2018-2019
<b>Curriculum provision interests and enthuses pupils</b>	<ul style="list-style-type: none"> <li>➤ Educational visits in all year groups &amp; in all quarters support further learning</li> <li>➤ Move to Mandarin being MFL</li> <li>➤ Introduce Eco schools</li> </ul>	<ul style="list-style-type: none"> <li>➤ Forest schools??</li> <li>➤ Museum &amp; garden shop</li> <li>➤ Embed Eco Schools</li> <li>➤ Arts show (music &amp; art)</li> <li>➤ STEM week</li> <li>➤ Shakespeare week</li> </ul>	<ul style="list-style-type: none"> <li>➤ Curriculum review</li> <li>➤ Stakeholder consultation</li> <li>➤ Trial approach</li> <li>➤ Class learning books</li> <li>➤ Place of values curriculum</li> <li>➤</li> </ul>
<b>RE &amp; PSHE curriculums support pupils SMSC development</b>	<ul style="list-style-type: none"> <li>➤ New RE curriculum implemented &amp; pupil outcomes reflect coverage</li> </ul>	<ul style="list-style-type: none"> <li>➤ SRE review</li> <li>➤ Explicit British Values in Curriculum mapped</li> <li>➤ Every Child Good Citizen</li> <li>➤ RE visit structure reviewed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Every Child Good Citizen</li> <li>➤ RE visit structure embedded</li> <li>➤ Embed any BV refinements needed across curriculum</li> </ul>
<b>Pupils are confident in using a range of technology to support and extend their learning</b>	<ul style="list-style-type: none"> <li>➤ Pod casts &amp; pupil MLE pages established</li> <li>➤ Pupil programming of digital signage introduced</li> </ul>	<ul style="list-style-type: none"> <li>➤ School radio station</li> <li>➤ JGB review of website &amp; related action</li> <li>➤ VLOG established</li> <li>➤ Media club – linked to filming, digital signage &amp; website</li> </ul>	<ul style="list-style-type: none"> <li>➤ Child led media club</li> <li>➤ Child led radio station</li> <li>➤ VLOG embedded</li> <li>➤ Curriculum redesign</li> </ul>
<b>All pupils have opportunity to participate in inter school, borough and national opportunities</b>	<ul style="list-style-type: none"> <li>➤ Kent exchange visit</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Link with Kensington school established</li> <li>➤ Kent return visit</li> <li>➤ Nigeria link?</li> <li>➤ Develop science link with other school</li> </ul>	<ul style="list-style-type: none"> <li>➤ China exchange visit?</li> <li>➤ Embed science link?</li> <li>➤ Opportunities through working with other schools?</li> </ul>
<b>All children in KS1 &amp; 2 have access &amp; participate in extra-curricular activities</b>	<ul style="list-style-type: none"> <li>➤ 60% take up</li> <li>➤ ??PP take up</li> </ul>	<ul style="list-style-type: none"> <li>➤ 70% take up</li> <li>➤ ?? PP take up</li> <li>➤ Reception provision established</li> </ul>	<ul style="list-style-type: none"> <li>➤ Breakfast club structure reviewed</li> <li>➤ Reception provision</li> <li>➤ Afterschool childcare explored?</li> <li>➤</li> </ul>
<b>Upper KS2 children secondary transition programme</b>	<ul style="list-style-type: none"> <li>➤ Royal Docks secondary day</li> </ul>	<ul style="list-style-type: none"> <li>➤ Explore links with Cumberland</li> <li>➤ Review all local sec links</li> </ul>	<ul style="list-style-type: none"> <li>➤ UEL &amp; ELTS links</li> <li>➤ Kingsford Link</li> </ul>
<b>Pupils have clear aspirations and knowledge of possible future careers</b>	<ul style="list-style-type: none"> <li>➤ Up &amp; Out Week introduced</li> <li>➤ Young Enterprise project</li> </ul>	<ul style="list-style-type: none"> <li>➤ Up &amp; Out week developed</li> <li>➤ Young enterprise opportunities for all KS1 &amp; 2 classes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Up &amp; Out week embedded incl work experience day</li> </ul>
<b>Children are aware of &amp; involved in local community issues/opportunities</b>	<ul style="list-style-type: none"> <li>➤ WE day + MADD</li> <li>➤ Travel champions</li> <li>➤ Eco schools</li> </ul>	<ul style="list-style-type: none"> <li>➤ Forest schools?</li> <li>➤ Librarian development</li> <li>➤ Travel champions linked to Eco guardians</li> <li>➤ Junior JGB</li> </ul>	<ul style="list-style-type: none"> <li>➤ Forest schools?</li> <li>➤ Librarian development</li> <li>➤ Travel champions linked to Eco guardians</li> <li>➤ Junior JGB</li> </ul>
<b>International/Global links inspire &amp; enthuse children</b>	<ul style="list-style-type: none"> <li>➤ Global education built into every year group curriculum</li> <li>➤ Regular pupil contact with international school established for</li> </ul>	<ul style="list-style-type: none"> <li>➤ Every year group has global element to learning and link with a school on a different continent</li> <li>➤ Arts &amp; Culture week</li> </ul>	<ul style="list-style-type: none"> <li>➤ Arts &amp; Culture week embedded</li> <li>➤ Global education built into curriculum redesign</li> </ul>

	KS2 children	➤ Use of IT supports this	
<b>Pedagogy</b>	<ul style="list-style-type: none"> <li>➤ Growth mindset</li> <li>➤ Maths approach consistency &amp; subject knowledge</li> <li>➤ Higher order reading skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use of assessment across curriculum to raise expectation &amp; tackle underattainment</li> <li>➤ Growth mindset cont.(learning powers/'learnish')</li> <li>➤ Spelling/phonics/handwriting</li> <li>➤ Maintain &amp; develop previous imp.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Values led education</li> <li>➤ Resilience focus</li> <li>➤ Basic skills &amp; critical thinking to be built into curriculum redesign</li> <li>➤</li> </ul>
<b>Additional Notes:</b>	Mandarin teacher(s) start	➤ School museum & garden shop built? Fund raising?	

## Value: Respect

Aspects	2016-2017	2017-2018	2018-2019
<b>School values underpin all aspects of school life</b>	<ul style="list-style-type: none"> <li>➤ School values introduced</li> <li>➤ All stakeholders know school values</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children know school values &amp; how they support this</li> <li>➤ Embed with all stakeholders (poss GB focus?)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Values led education</li> <li>➤ Resilience focus</li> <li>➤ Basic skills &amp; critical thinking to be built into curriculum redesign</li> </ul>
<b>Behaviour (including manners) are consistent across all areas of the school</b>	<ul style="list-style-type: none"> <li>➤ Review behaviour policy and consistency of application</li> <li>➤ RESPECT training</li> <li>➤ Buddy bench</li> </ul>	<ul style="list-style-type: none"> <li>➤ Review behaviour policy in relation to mindset language and expectation</li> <li>➤ Positive handling training renewed</li> <li>➤ Positive behaviour training</li> </ul>	<ul style="list-style-type: none"> <li>➤ Positive behaviour training where needed</li> <li>➤ Link to above</li> </ul>
<b>Pupils understand concept of democracy and understand their role within this</b>	<ul style="list-style-type: none"> <li>➤ School &amp; class council systems are consistently applied</li> <li>➤ Pupil voice/parent champions established</li> </ul>	<ul style="list-style-type: none"> <li>➤ Every Child a Good Citizen</li> <li>➤ British Unit tweaked to be more values orientated</li> <li>➤ Map out BV explicitly across curriculum</li> <li>➤ JGB replaces school council</li> </ul>	<ul style="list-style-type: none"> <li>➤ Involvement in youth parliament</li> <li>➤ Embed any BV refinements needed across curriculum</li> </ul>
<b>RE/PSHE/SRE</b>	<ul style="list-style-type: none"> <li>➤ Embed new RE units</li> </ul>	<ul style="list-style-type: none"> <li>➤ SRE review</li> </ul>	<ul style="list-style-type: none"> <li>➤ SMSC audit, development plan &amp; assessment as part of curriculum review</li> </ul>
<b>Equalities scheme</b>	<ul style="list-style-type: none"> <li>➤ Equalities Award</li> </ul>	<ul style="list-style-type: none"> <li>➤ Stonewall training</li> <li>➤ Public Sector Duty reviewed &amp; updated</li> </ul>	<ul style="list-style-type: none"> <li>➤ Additional staff trained Stonewall accreditation</li> </ul>
<b>School environment is used and treated in appropriate manner</b>	<ul style="list-style-type: none"> <li>➤ Toilets are consistently kept in good order and used appropriately</li> <li>➤ Eco Schools</li> <li>➤ School Garden use maximised</li> </ul>	<ul style="list-style-type: none"> <li>➤ Toilets are consistently kept in good order and used appropriately – JGB to lead &amp; toilet etiquette established</li> <li>➤ Embed school garden use (poss. link to shop?)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Toilets!</li> <li>➤ Library – book guardians</li> <li>➤ Playground</li> <li>➤ Garden use (linked to shop)</li> <li>➤ Bike it crew</li> </ul>
<b>Additional Notes</b>	Key Staff: RE& Science Leads, LM's		

## Value: Resilience

Aspects	2016-2017	2017-2018	2018-2019
<b>Pupils are reflective learners (growth mindset)</b>	<ul style="list-style-type: none"> <li>➤ Growth mind set explicitly introduced</li> <li>➤ Children can articulate their understanding confidently</li> <li>➤ Possible format of habits for learning</li> </ul>	<ul style="list-style-type: none"> <li>➤ Work from 2016 is embedded</li> <li>➤ Mindset introduced explicitly to children</li> <li>➤ Children can articulate their understanding confidently</li> <li>➤ New habits for learning explored &amp; agreed</li> <li>➤ Displays are more process orientated</li> </ul>	<ul style="list-style-type: none"> <li>➤ Habits for learning &amp; value led education</li> <li>➤ Build approach into curriculum review</li> </ul>
<b>Pupils are confident and independent learners</b>	<ul style="list-style-type: none"> <li>➤ New support staff deployment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Review impact of staff deployment (part. indep of pupils)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Curriculum review &amp; stakeholder consultation</li> <li>➤ Review use &amp; role of stars of the week</li> </ul>
<b>Marking is used confidently by children to improve their understanding</b>	<ul style="list-style-type: none"> <li>➤ Marking is consistently used by pupils across school &amp; subjects</li> </ul>	<ul style="list-style-type: none"> <li>➤ Marking is consistently used by pupils across school &amp; subjects</li> <li>➤ Marking shows direct impact on pupil attainment</li> </ul>	<ul style="list-style-type: none"> <li>➤ Peer marking ?</li> <li>➤ Marking review linked to curriculum redesign</li> </ul>
<b>Pupils are provided with increased opportunities to lead their own learning</b>	<ul style="list-style-type: none"> <li>➤ Learning Fair refined format (including recording) improves pupil outcomes &amp; increases pupil autonomy &amp; recording</li> <li>➤ Introduce Science Learning Fair</li> <li>➤ Home Learning projects are based on pupil choice</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children lead a parents evening</li> <li>➤ Learning Fair planning is part of unit &amp; pupil self-assessment</li> <li>➤ Learning fairs are recorded and displayed on website &amp; signage</li> <li>➤ Continue to refine Home Learning projects based on pupil choice</li> <li>➤ Science Learning Fair format refined</li> <li>➤ JGB has learning focus</li> </ul>	<ul style="list-style-type: none"> <li>➤ Possible change to structure of day to provide opportunities for self-determined study (dependent on academy curriculum freedoms)</li> </ul>
<b>Additional Notes:</b>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>

## Value: Heard and cared for

Aspects	2016-2017	2017-2018	2018-2019
<b>School council is more robust &amp; self-directing</b>	<ul style="list-style-type: none"> <li>➤ School &amp; class council systems are consistently applied</li> <li>➤ School council involved in staff recruitment</li> <li>➤ Pupil voice/parent champions created</li> <li>➤ School council have page on website and create a welcome video</li> </ul>	<ul style="list-style-type: none"> <li>➤ School council re-launched &amp; focussed as Junior GB</li> <li>➤ JGB linked to GB</li> <li>➤ JGB focussed more on learning</li> <li>➤ JGB active virtual presence on website &amp; in newsletters</li> <li>➤ JGB involved in all staff recruitment</li> <li>➤ PVPC embedded</li> </ul>	<ul style="list-style-type: none"> <li>➤ JGB &amp; GB link formalised</li> <li>➤ Greater focus on promoting democratic process across the school</li> <li>➤ Actions outstanding from previous year addressed</li> </ul>
<b>Stakeholders know how to access support when they need it</b>	<ul style="list-style-type: none"> <li>➤ Buddy bench</li> <li>➤ New leadership structure to support staff</li> </ul>	<ul style="list-style-type: none"> <li>➤ PVPC embedded</li> <li>➤ Buddy bench refined/embedded</li> <li>➤ Coaching</li> <li>➤ Headstart Mental Health programme</li> <li>➤ Parent 'How to' video guides created for website (maths)</li> </ul>	<ul style="list-style-type: none"> <li>➤ Parent 'How to' video guides range extended for website</li> <li>➤ Actions outstanding from previous year addressed</li> </ul>
<b>School ECM systems support proactive pastoral care</b>	<ul style="list-style-type: none"> <li>➤ Data from 'MyConcern' used to target and inform staff CPD &amp; intervention strategies</li> <li>➤ FGM training</li> </ul>	<ul style="list-style-type: none"> <li>➤ Data from 'MyConcern' used to inform pastoral care &amp; intervention</li> <li>➤ Possible conversion to safeguard Software?</li> <li>➤ PREVENT training renewed</li> </ul>	<ul style="list-style-type: none"> <li>➤ FGM training renewed</li> <li>➤ New KCSIE</li> </ul>
<b>Pupils are aware of and strive to adopt healthy lifestyles</b>	<ul style="list-style-type: none"> <li>➤ London Healthy Schools Status</li> </ul>	<ul style="list-style-type: none"> <li>➤ MoL New Healthy School Initiative</li> <li>➤ Maintain Gold Games Mark</li> <li>➤ Bike It project</li> <li>➤ Travel Plan</li> </ul>	<ul style="list-style-type: none"> <li>➤ Maintain current provision</li> <li>➤ MoL Healthy School Initiative</li> <li>➤ Healthy lifestyles/basic skills built into curriculum redesign</li> </ul>
<b>Transition arrangements support pupil well-being &amp; development</b>	<ul style="list-style-type: none"> <li>➤ Transition procedures reviewed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Transition amendments refined &amp; embedded</li> </ul>	<ul style="list-style-type: none"> <li>➤ Transition arrangements embedded (consider time allocation for this)</li> </ul>
<b>Staff</b>	<ul style="list-style-type: none"> <li>➤ TBC based on staff review</li> <li>➤ Bespoke CPD to be created</li> </ul>	<ul style="list-style-type: none"> <li>➤ Coaching &amp; mentoring</li> <li>➤ Differentiated training</li> <li>➤ Increased use of virtual modules to support (mindset)</li> <li>➤ Iris Connect?</li> </ul>	<ul style="list-style-type: none"> <li>➤ CLT coaching &amp; mentoring</li> <li>➤ Further staff trained for supervision</li> <li>➤ Evolve CPD offer to be more differentiated including virtual</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>➤ See above</li> <li>➤ Focus group established</li> <li>➤ Coffee morning format established</li> <li>➤ Suggestions/comments box</li> </ul>	<ul style="list-style-type: none"> <li>➤ Parents in Partnership core offer established</li> <li>➤ Includes coffee morning social events</li> </ul>	<ul style="list-style-type: none"> <li>➤ Review current provision &amp; impact</li> <li>➤ Possible parental engagement approach programme explored for going forward?</li> </ul>
<b>Governors</b>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>
<b>BaRD provision</b>	<ul style="list-style-type: none"> <li>➤ See dev. plan</li> </ul>	<ul style="list-style-type: none"> <li>➤ See dev. plan</li> </ul>	<ul style="list-style-type: none"> <li>➤ See dev. plan</li> </ul>
<b>Additional Notes:</b>	<ul style="list-style-type: none"> <li>➤ Key staff: pupil voice, parent champions</li> <li>➤ Parent empowerment needs to be balanced with responsibility</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>



# National, Local, Infrastructure & Financial Considerations

Listed below are additional considerations which could potentially impact upon whole school development priorities and/or infrastructure, personnel or finances.

Aspects	2016-2017	2017-2018	2018-2019	2019 +
<b>National &amp; Local Agenda(s) to consider</b>	<ul style="list-style-type: none"> <li>➤ Reading</li> <li>➤ Revised moderation approach</li> <li>➤ Assessment</li> <li>➤ Academy?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Broad &amp; Balanced Curriculum</li> <li>➤ Assessment</li> <li>➤ LA structural changes &amp; dwindling capacity</li> <li>➤ Academy?</li> <li>➤ New assessment standards</li> </ul>	<ul style="list-style-type: none"> <li>➤ LA structural Changes</li> </ul>	<ul style="list-style-type: none"> <li>➤ Year 4 maths test (2019/20)</li> <li>➤ KS1 SAT's changes (2023)</li> <li>➤ LA structural changes</li> <li>➤ Reception baseline (2020)</li> <li>➤ New Inspection Schedule (2019/20)</li> </ul>
<b>Financial</b>	<ul style="list-style-type: none"> <li>➤ Fair funding formula?</li> <li>➤ Budget cuts</li> <li>➤ Eat for Free changes?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Fair funding formula?</li> <li>➤ Increased sports premium</li> <li>➤ Due diligence re: academisation</li> <li>➤ Conversion process costs</li> <li>➤ Falling EVER 6 income due to tightened benefit eligibility in previous years</li> <li>➤ Eat for Free changes?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Falling EVER 6 income due to tightened benefit eligibility in previous years</li> <li>➤ Possible infrastructure changes due to conversion (IT, signage, FMSIS, SLA's etc)</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>
<b>Premises</b>	<ul style="list-style-type: none"> <li>➤ Radio station infrastructure</li> <li>➤ Tree surgery</li> <li>➤ Window replacement (3<sup>rd</sup> stage)</li> <li>➤ Fence replacement</li> <li>➤ Establish 2 BARD sites</li> </ul>	<ul style="list-style-type: none"> <li>➤ School shop established</li> <li>➤ School museum</li> <li>➤ Subsidence?</li> <li>➤ Covered area for nursery parents?</li> <li>➤ Parking solution due to introduction of RPZ</li> </ul>	<ul style="list-style-type: none"> <li>➤ Annexe</li> <li>➤ Covered area for Children's Centre parents</li> <li>➤ EYFS outside area development?</li> <li>➤ Subsidence?</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>
<b>Personnel</b>	<ul style="list-style-type: none"> <li>➤ Restructure support staff deployment</li> <li>➤ Restructure SLT responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sports assistant roles?</li> <li>➤ IT tech role reviewed</li> </ul>	<ul style="list-style-type: none"> <li>➤ Refine office systems</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>
<b>IT</b>	<ul style="list-style-type: none"> <li>➤ Website redesigned</li> <li>➤ Virtual parent communication &amp; payment est.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Update 3 year replacement plan</li> <li>➤ Hall interactive board</li> <li>➤ Virtual parent communication &amp; payment embedded.</li> <li>➤ Pupil involvement in website &amp; digital signage increased</li> <li>➤ Twitter account established.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Possible change in IT infrastructure</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>
<b>Leadership</b>	<ul style="list-style-type: none"> <li>➤ Explore academy options</li> <li>➤ Staff &amp; unions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Refine possible MATs</li> <li>➤ Election of Chair/Vice Chair</li> <li>➤ GB restructure re MAT conversion</li> <li>➤ Junior GB estab. &amp; linked to GB</li> </ul>	<ul style="list-style-type: none"> <li>➤ Conversion?</li> </ul>	<ul style="list-style-type: none"> <li>➤</li> </ul>