

**The following plan is based upon the self evaluation carried out in the Summer Term 2017
It deals with the main priorities to improve the provision made by the school in the context of our 5 year objectives.**

Each year Charles Dickens Primary produces a School Improvement Plan (SIP) that identifies how we can further improve and develop the work of the school in line with our longer term aims, how we will manage change, and how we can make best use of resources and new opportunities available to us.

School Values

- Academic mastery
- Creativity
- Social Intelligence

Draft Strategic Aims (2015 – 2020)

Subcommittee	Aim	How will we know when we've reached this aim?
Curriculum and Standards	To develop teaching and learning based on strong engagement with research	<ul style="list-style-type: none"> • All teachers involved in action research • All teachers engaged in concept of lesson study and peer review • Teachers encouraged to engage in further academic study where emphasis is on classroom based practice and research • School leading this aspect of Teaching School Alliance work and establishing learning based communities across the teaching school alliance (e.g journal club, cross school lesson study, engagement in national research) • School establishing relationships with HEI and EEF • Appointment of Deputy Headteacher (Academic) who leads and inspires evidence based practice
	Pupil attainment remains well above national average for all pupil groups and	<ul style="list-style-type: none"> • Detailed analysis of cohorts and groups to ensure all school based vulnerable groups are identified and support in place to teaching and learning based on needs of cohorts across the school

Charles Dickens Primary Draft School Improvement Plan - updated September 2017

	<p>that “in school” gaps between them continue to close.</p>	<ul style="list-style-type: none"> • Pupil premium pupil gap closes (KS1 - KS2 progress) against all pupils nationally, pupil premium pupils nationally and non pupil premium pupils in school. • SEND pupils progress in line with or better than all pupils nationally • All ethnic groups achieve equally well • LAC progress in line with or better than all pupils national • Girls and boys achieve equally well
<p>Resources</p>	<p>To secure net income for the school to support school activities – expanding money coming in to £100,000 per Annum by 2020.</p>	<ul style="list-style-type: none"> • Identification of holiday schools who match school ethos for letting of school facilities at a profit. • Establishment of art development centre to provide training for artists in education and teachers • Use of school assets (physical and talented staff) to generate income. • Identifying and obtaining other sources of additional income (e.g fundraising and parental income)
	<p>To complete physical expansion project which began in 2015</p>	<ul style="list-style-type: none"> • New hall, school kitchen and 2 year old provision built • New nursery and reception classrooms created within existing building • New year 1 classrooms x 2 created in the ground floor hall • 2 additional classrooms created through reconfiguration of classrooms on middle and top floor • Reconfiguration and relocation of 3 offices for administration and leadership team • Installation of a lift to improve accessibility • Replacement of all children and adult toilets • New entrance to school completed • Landscaping of all external spaces including rooftop play ground
	<ul style="list-style-type: none"> • To successful financial outcomes as part of any discussions to join a MAT. 	<ul style="list-style-type: none"> • Financial arrangements which are more financial advantageous to the school than the current
<p>Children Families and Community</p>	<p>Become a local and national beacon for</p>	<ul style="list-style-type: none"> • Working in partnership with a Mental Health Charity on the development of school based strategies and structures to develop a culture of positive mental health.

	<p>promoting positive mental health</p>	<ul style="list-style-type: none"> • As the lead school of the Teaching Alliance and through national publications, the school will generate income and publicity from the sharing of outstanding practice in creating and sustaining a culture which puts mental health, social and emotional well-being at its core. • School hosts conferences eg biennially and sources leading experts to deliver sessions for professional development – eg for SLT, Middle managers with pastoral responsibility. Sessions also for pupils, parents and the local community. • Action Research projects on activities that work to promote mental health help push best practice forward. • The staff team is strengthened in capacity to deliver group sessions eg PSHE, circle time and 1:1 mentoring / coaching • Transfer of skills from specialists to classroom practitioners eg observational skills to promote early interventions • Targeted support for parents • Pupil emotional literacy is actively pursued and part of the curriculum through PSHE – eg emotional first aid principles are considered.
	<p>The school will have in place a raft of robust, targeted parent engagement strategies that support pupil learning</p>	<ul style="list-style-type: none"> • Attendance will be above national and regional benchmarks • The focus will be on learning based parent engagement which is shown to have a direct impact on pupil achievement • Tiered strands of action to support parents qualitatively in their relationships with children at home in order to develop a secure base for supporting learning. <i>These strands will range from developing existing channels of communication for enthusing and shaping parent engagement (ideas, suggestions, shaped by educational research) to more tracked and targeted work with vulnerable families and those where there may be practical and emotional blocks to parent engagement with learning.</i> • Teachers / TAs track pupils where there is evidence of low engagement with learning (reading journals, homework diaries). This data is triangulated with pupil academic tracking in school. Follow-up is targeted – individual family needs shape group sessions and pupil progress is tracked. • Family support team deployed to develop and support pupil / parent relationships that support both attitudes /approaches to learning and behaviour around learning. • Action research projects continue to develop knowledge and understanding of what works with respect to parent engagement with the different demographic groups in school • Making use of PTA to enhance participation in Parent questionnaires / Parent View.

Charles Dickens Primary Draft School Improvement Plan - updated September 2017

MONITORING

The plan will be monitored in senior leadership and senior management meetings, in staff meetings and at Governors committees with written progress updates included in Headteacher reports to full governing body meetings and committees. Link governors for each of the main SIP targets will continue to monitor progress and report back to full GB meetings. Governors will be expected to visit the school prior to each GB meeting to ascertain the progress and impact of each SIP target and then report back on this to the GB. Detailed plans and proposals will be discussed with the pupils' School Council and progress on certain issues is reported to parents through regular newsletters.

School Improvement Focus	Development Area	
1. Teaching, Learning and Assessment	<ul style="list-style-type: none"> • Improve the accuracy and precision of pupils' writing at word and sentence level – (2nd year of 2 year improvement initiative) • Improve the impact of feedback in core subjects • Improve the quality of TLA in all foundation subjects • Further development of the extended curriculum through home-learning and after school clubs 	Section 1
2. Pupil Outcomes	<ol style="list-style-type: none"> 1. Priority year groups -Year 2, 3 - increasing evidence of progress in maths and improvements in transition. 2. Introduction of lower key stage 2 formal checkpoint progress and 4 3. Priority whole school groups - progress of SEND and high attaining PPG pupils in reading and maths <p>Non- negotiable pupil attainment and progress targets for all year groups</p>	Section 2
3. Leadership and Management	<ul style="list-style-type: none"> • To improve the school's financial sustainability • Completion of sub- contract to develop internal school space and external landscaping on time whilst limiting any negative impact on wider curriculum and school community • Development of subject coordinators to lead the effective introduction of subject based assessment, an enhanced curriculum and support for planning and resourcing • To open a high quality early years provision for 2/3 year olds ensuring consistency of structures and procedures including safeguarding. 	Section 3

Charles Dickens Primary Draft School Improvement Plan - updated September 2017

4. Pupil Behaviour, personal development and welfare	<ul style="list-style-type: none"> • Embedding improvements in developing pupils’ emotional literacy and self management through embedding of RULER • Ensure that attendance is above the national average • To improve the quality of lunchtime provision to allow pupils to play actively and creatively 	Section 4
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Section 1		Teaching Learning and Assessment		
Leader: <ul style="list-style-type: none"> • JRE (deputy headteacher) and SA (head of English) • Non negotiable targets – SLT • Monitoring – CB (headteacher) 	Resources/ Finance: <ul style="list-style-type: none"> • Pupil premium funding -TA booster sessions – Year 6 - PM sessions and after school small group tuition (£3k) • Handwriting scheme and resources £1000 • Additional clubs - £3000 (should be cost neutral as pupils pay) 		Timescale 1 year	
Targets	Actions - including timescales (highlighted once completed	Who is responsible and timescale	Success Criteria - How will know we have been successful	
1. Improve the accuracy and precision of pupils’ writing at word and sentence level – (2nd year of 2 year improvement initiative)	<u>Teaching Learning and Assessment of Writing</u> <ul style="list-style-type: none"> • Embed other opportunities for writing across the curriculum e.g. in science or topic • Introduction of scientific writing topic • Incorporate opportunities for redrafting independent writing into planning • Monitor impact of interventions of vulnerable groups • SA to support all year groups with medium term reviewing for progression and coverage. • All planning to include clear learning objectives each week for grammar and spelling (taken from medium term plans). • Coaching support for all teachers in first two years of teaching in modelled writing (+ any teacher not graded as good or better in Autumn 2017) • 	KS2 Phase leaders SA and JRE + SLT for monitoring classroom practice and impact.	<ul style="list-style-type: none"> • Improved accuracy of spelling in independent writing. • At least 1 piece of Science writing to contribute towards each child’s writing portfolio • 85% Working At Expected Standard in KS1 and KS2 (80% at ELG for writing) • Target of > 25% of children Working in Greater depth at KS2. • KS2 Writing Progress Score >2 in 2018 • Average progress for writing is 3 points or more in each year group. • Pupils’ spelling is more accurate and pupils apply both phonic knowledge and spelling patterns to their spelling attempts in all year groups (book look evidence_ • *Pupils apply age appropriate grammar and 	

C Buchanan – Headteacher September 2017

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	<p><u>Embedding Improvement in pupils' spelling</u></p> <p>Continuation of No-Nonsense spelling scheme in KS2 with re-organisation of objectives into progressive order</p> <ul style="list-style-type: none"> Teaching of spelling to be embedded within English lessons through phonics (Early Years and Years 1 and 2) and discreet spelling lessons (Years 3 – 6) – from Year 2 upwards new scheme lessons apply Timetabling of spelling lessons and test Homework – spelling activities using word lists of High frequency words. <p><u>Improvements in Handwriting (see separate plan for more detail)</u></p> <ol style="list-style-type: none"> Purchase of resources for new approach to teaching handwriting – Handwriting without Tears – teacher books and writing practice resources SA to support individual phases with planning support and training sessions ZL to support NQTS with implementation. SA to monitor Sa to lead parent workshops on developing print and cursive script - autumn 2 <p><u>Developing teachers' subject knowledge to support Assessment</u></p> <ul style="list-style-type: none"> Creation of a standards file with samples of good writing in fiction and non-fiction for each year group Comparative Judgement project – SA to research and complete action research - sharing standards project for primary writing . Training from 'Comparative Judgement' on moderation skills 	<p>SA and JRE and phase leaders</p> <p>Autumn 2017 – July 2018</p> <p>September 2017 launch – July complete roll-out and implementation</p> <p>SA with support from CB</p> <p>SA with JRE support.</p>	<p>punctuation knowledge to writing composition in addition to discreet exercise: (book look evidence)</p> <ul style="list-style-type: none"> Pupils can skillfully adapt the sentence length, punctuation and language choices to range of age appropriate writing genres, including non fiction. (book look evidence) Teachers model writing composition effectively so that its impact is evident in both guided and independent writing in children's books (observation evidence) Feedback to pupils in writing books allows pupils to edit and re-draft their writing and make noticeable gains in their writing over time.(book look evidence) <p>Teachers to develop objective and reliable measures of writing ability and wide exposure to a range of writing and writing approaches</p> <p>Teachers to increase levels of engagement across engagement and a high degree of consistency in their evaluation of writing.</p>
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<p>Target 2: Improve the impact of formative assessment in core subjects</p>	<ul style="list-style-type: none"> • Introduction of new feedback policy, informed by outcomes of research project • Focus on planning in response to formative assessment • Weekly formative assessment meetings in PPA time with DH (academic) • Staff training on: <ul style="list-style-type: none"> ○ Developing pupils' skills to self- and peer-assess ○ Live marking within a lesson ○ Effective verbal feedback ○ Identifying next steps • New approach to monitoring of learning in books with adapted evaluation to focus on teachers' proficiency in reshaping within lessons and teaching over time to meet the differing levels of support and challenge 	<p>JR-E</p>	<p>Book look evidence:</p> <ul style="list-style-type: none"> • Evidence of children checking their own and others' work successfully against success criteria. • Evidence of children acting on feedback given. • Where children have struggled, evidence of intervention in response to their difficulties. • Evidence of stretch and challenge where children have completed work successfully <p>Scrutiny of planning</p> <ul style="list-style-type: none"> • Time being planned into Maths and English lessons for assessment • Time being planned for children to respond feedback to correct and improve work. • Planning shared across teams in a more timely fashion to allow adaptation. <p>Lesson observations/coaching</p> <ul style="list-style-type: none"> • Drop in observations of Live Marking and verbal feedback to support teachers in giving effective feedback
<p>Improve the quality of TLA in foundation subjects</p>	<ul style="list-style-type: none"> • Introduction of assessment of knowledge and skills progression in group one of foundation subjects • Each Topic and Science unit to have key skills, knowledge and vocabulary identified and summarized – developed by subject leaders with guidance from JRE • Further development on knowledge and skill progression in History and Geography <p>2018/19 Art/Music/PE focus</p>	<p>JR-E (Assessment) TB (Assessment & Geography) FF (Science) GS (History) GM (RE)</p> <p>Summary sheets to be prepared and distributed by Autumn week 3</p>	<p>Book Looks</p> <ul style="list-style-type: none"> • Topic and Science summary sheets used for assessment purposes in all books. <p>Planning</p> <ul style="list-style-type: none"> • Planning directly references key skills and knowledge for ease of assessment • Planning includes short quizzes as starters and plenaries to recap and embed learning from previous lessons. <p>Display</p> <ul style="list-style-type: none"> • Poster versions of summary sheets to be

Charles Dickens Primary Draft School Improvement Plan - updated September 2017

Section 2 - Pupil Outcomes			
<p>Leader: Assessment and CPD - JRE supported by SLT Inclusion – ME Monitoring – phase leaders, CB Maths – DH</p>	<p>Resources/ Finance:</p> <ul style="list-style-type: none"> • training and resources for maths no problem - £15,000 • additional reading books for Year ¼ £1000 • reading for pleasure events £1000 		<p>Timescale: 1 year</p>
Target 1:	Actions - including timescales (highlighted once completed	Who is responsible Timescale	Success Criteria - How will know we have been successful
<p>Priority year groups -Year 2, 3 and 4 -increasing evidence of progress in maths</p>	<ul style="list-style-type: none"> • Introduction of Maths No Problem scheme, including increased use of CPA progression of learning. • Whole school CPD to support the above • TA led afternoon catch-up sessions for struggling pupils • Additional challenge provided through use of White Rose resources • Additional focus on securing times tables 	<ul style="list-style-type: none"> • DH & JR-E • Book Looks Autumn 1 & 2 • Coaching observations Autumn 1 • Performance Management observations Autumn 2 <p>DH: close monitoring of LA Y4/5 to flag up if additional support needed.</p>	<p>Observations/Coaching</p> <ul style="list-style-type: none"> • Clear progression of learning with gaps being plugged and/or planned for • Challenge for all <p>Book Looks</p> <ul style="list-style-type: none"> • Use of Maths Journals to provide evidence of challenge and support where necessary
<p>priority whole school groups - progress of high attaining PPG pupils in reading</p>	<p>See separate plan for reading - focused initiatives for reading for pleasure and improving the transition to year 3 including</p> <ul style="list-style-type: none"> • Extension of reading books into year 3 • Monitoring phonics programme in year 1 • ZL supporting NQTs with phonics teaching and learning • Organisation of author events and visits – Anthony Burgess (autumn term) • Training for teachers on reading for pleasure and managing reading diets for pupils • Analysis of barriers to greater progress by HA PPG and resultant action research to improve progress 	<p>DW</p>	<p>Increased in engagement of HA ppg pupils as measured by library visits, reading interviews with CB)</p> <p>Increase in progress of HA ppg so achieve 3 points progress over year in all year groups.</p>

Charles Dickens Primary Draft School Improvement Plan - updated September 2017

<p><u>priority whole school groups</u> - progress of SEND pupils in reading, writing and maths</p>	<p>See Separate SEND action plan - Key objectives:</p> <ul style="list-style-type: none"> • To see planned and embedded differentiation in lessons for SEN children using concrete resources where possible for reading, writing and maths. • To develop an SEN co-ordinator who is skilled at assessing pupils at P-Levels, which will allow us to monitor progress accurately. • To improve communication with parents. • To purchase KS2 language link to ensure EAL pupils in Key Stage Two get language based intervention which in turn will improve progress in reading and writing. • To ensure the five SEN children who failed the Year One phonics screener, pass their repeated phonics test in year two. These pupils to receive additional phonics intervention. • To provide whole school training on OT to ensure this is embedded in each classroom. 	<p>ME and WC -half termly monitoring of plan</p>	<p>Improved use of resources to support SEND pupils in language with maths : English SEN progress is measured more shar for pupils below NC levels and progr to be tracked regularly Parent feedback (questionnaire – Jur 2018) to be positive and improve vie of school communication 4/5 Year 2 pupils pass the phonics screener in Year 2 Improved OT provision in classrooms which is evidenced in improved handwriting and organisation skills – tracked using learning plan targets.</p>
<p>Termly Evaluations</p>			

Charles Dickens Primary Draft School Improvement Plan - updated September 2017

Section 3		Leadership and Management	
Leader: HT and SLT and School Business Manager	Resources/ Finance: <ul style="list-style-type: none"> • Cost of new bursar and training for finance officer - £1000 net • DW, CB and DJ to deliver training for staff – time (opportunity cost) 		Timescale: 1 year
Targets	Actions	Who is responsible Timescale	Success Criteria - How will know we have been successful
Development of subject coordinators to lead the effective introduction of subject based assessment, an enhanced curriculum and support for planning and resourcing	<ul style="list-style-type: none"> • Development of new subject coordinators for foundation subjects and SENCO- through guided action planning and subject on a termly basis (SLT to support) and through PM review; guidance on engaging with professional community in UK for their subject and an introduction to leadership course. • Subject leaders developing assessment of learning tools for foundation subjects • Leading teams and leading change – DW to develop in house course based on NPQSL to develop subject leaders/ communication, organisation and emotional skills. 	Subject Coordinator 'leadership' development - DW Subject specific skills – JRE	<ul style="list-style-type: none"> • Senior Leaders developing strong overview of best practice in school and communicating this. • Clear impact of subject coordinators and SENOC action plans on learning experiences and outcomes of pupils i.e. increased % of pupils at or above national expectations, increased % of Outstanding teaching being observed in foundation subjects • Subject coordinators report clear evaluation of their area of responsibility, • Subject leaders know their subject areas and are able to answer OFSTED style questions about their plans, actions and impact. • Subject leaders report greater confidence in leading change and managing teams.
To improve school's financial sustainability and financial controls	<ul style="list-style-type: none"> • Growth of the Teaching School Alliance to ensure it continues to be financially sustainable (after costs) into 2017/18 including appointment of teaching school manager with finance related KPIs (see separate STSA plan) 	<ul style="list-style-type: none"> • KC to lead TSA – June 2018 financial targets and Termly KPIs linked to DFE funded programmes (Challenge the Gap • NJ to lead SCR - 	<ul style="list-style-type: none"> • successful financial audit with good or better outcomes for financial controls and management • School to achieve positive carry forward of revenue balance by Mar 31st 2018. • NJ to raise in excess of £1500 and greater corporate engagement

Charles Dickens Primary Draft School Improvement Plan - updated September 2017

	<ul style="list-style-type: none"> • Development of long term support relationships with corporate and charitable bodies with a focus on volunteering and donation • Effective promotion of the school fund to parent body to promote donations and gift aid • Appointment of a new SBM with associated improvements in presentation of financial information to support better governor scrutiny and overall management of cash flow • Introduction of more effective financial controls, culture and systems • Securing high volume lettings contracts for new facilities (Hall space) in the evenings, weekends and holiday sb(see long term aims) 	<p>Termly evaluation</p> <ul style="list-style-type: none"> • MO to lead improvements in financial controls and systems - monthly cashflow and budge to actual comparison. 	<ul style="list-style-type: none"> • Parents are contributing to the school fund to secure provision of wider curriculum • Significant reductions in spending overall compared to budget
<p>Completion of sub- contract to develop internal school space and external landscaping on time whilst limiting any negative impact on wider curriculum and school community</p>	<p>See separate phasing plan</p> <ul style="list-style-type: none"> • Ongoing phasing plan for completion of the work and snagging - Sep 2017. • Establish final playground plan by December 2017 • Review timings of school day for 17/18 onwards • Develop plan for location of staff whose office's etc will be out of use during the school year. • Maintain ongoing relationship with all contractors and architects • Ensure window contract confirmed for Summer 2018 	<p>CB, and Gov Body Weekly progress meetings</p>	<ul style="list-style-type: none"> • Pupil progress rates show no evidence of being adversely or significantly affected by the building project i.e. they continue to be good or better • Limited complaints from pupils, parents and local community • Limited impact on running of school day - calm atmosphere, low behaviour stats ar H&S reporting • Project stays on track once in contract with key milestones met – completion date Dec 2017 • Evidence of staff, pupils and parents beir

Charles Dickens Primary Draft School Improvement Plan - updated September 2017

			clear on communication strategy
To open a high quality early years provision for 2/3 year olds ensuring consistency of structures and procedures including safeguarding.	<p>For detail – see separate EYFS plan</p> <p>Appointment of new staff members (4 for new 2Y0)</p> <p>Ensure clear communication – new booklet with parents and individual approach to settling in</p> <p>Audit and purchase of resources to meet needs</p> <p>Completion of all the EY spaces</p> <p>DJ to support each teacher 1 PM per week to ensure high quality of T and L as seen in modeled language, extended plan and opportunities for literacy and maths</p>	<p>Sept for new starters and transition work</p> <p>Half termly summative evaluations</p> <p>DJ feedback is weekly</p>	<ul style="list-style-type: none"> • Strong outcomes in progress and attainment in all EY classes • Lesson observations evaluation strong teaching and children’s PSED particularly • Development of outside space with well designed activities observed • Positive strong parent feedback from 2 Y parents.

Charles Dickens Primary Draft School Improvement Plan - updated September 2017

Section 4	Personal Development, behaviour and welfare		
Leader: Michael Eggleton (DHT Pastoral) Monitoring -CB	Resources/ Finance: <ul style="list-style-type: none"> • Early help role - £38, 000 per annum PPG contribution • additional investment in lunchtime equipment - £1000 		Timescale: 1 year
Target 1 –To assess the emotional intelligence of children and the measure the impact of RULER and pastoral lessons/interventions.	Actions - including timescales	Who is responsible Timescale	Success Criteria - How will know we have been successful
	<ul style="list-style-type: none"> • Yale University to run their first ever training event outside of the United States at Charles Dickens School. (Spring term) • Staff to receive training on “Feeling words curriculum” (Spring term) • To use the happiness scale/wellbeing metrics to bench mark all children during the autumn term and then again at the end of the year, to see progress. To share outcomes with staff, parents and governors. • To run further parent workshops on RULER and emotional intelligence. (Second half of Autumn term) • To observe pastoral lessons on a termly basis. (Each term) • To timetable RULER in each classroom and embed within our PSHCE curriculum. (Start of the year) • To communicate with parents through the newsletter on techniques they can use at home. • To link with Corpus Christi School in Brixton to gain further information and expertise on RULER. 	ME supported by FV Termly evaluations	<ul style="list-style-type: none"> • Staff, parents and governors to see the impact of the RULER/Pastoral lessons through assessment. • Each classroom to have mood meter and RULER resources on a working wall. • Each teacher to be observed teaching RULER. (Termly) and given feedback. • Parents to have information on what is being taught and how they can expand on this at home.
Ensure that attendance is above the national average	<ul style="list-style-type: none"> • Attendance and punctuality to be discussed in weekly welfare meetings. • Half termly (proactive and positive) meetings with parents of children whose attendance has dropped or dropping. Support plan to be agreed. • Termly visits by our EWO who will support us and parents of children’s attendance is a concern. • Holiday will not be authorised at all during term time unless it is exceptional circumstances. Reminders will be put in the newsletter. 	DF ME OH AM Safeguarding team	<ul style="list-style-type: none"> • Attendance remains above the national average throughout the year. • No holidays have been authorised during school time unless it has been an exceptional circumstances. • The safeguarding team/EWO will have a clear understanding of which child’s attendance/punctuality is a

Charles Dickens Primary Draft School Improvement Plan - updated September 2017

	<ul style="list-style-type: none"> Celebratory stickers will be given out to EYFS and KS1 on a weekly basis when attendance has been 100%. Poor punctuality will be raised as part of Safeguarding meetings and OH/AM will intervene and support families when necessary. 		concern and a plan will be agreed.
To improve the quality of lunchtime provision to allow pupils to play actively and creatively	<ul style="list-style-type: none"> To use the muga, roof time quiet area and new court yard playground to ensure children have space. Lunchtime staff will all receive positive behaviour management training/RULER training and will be held to account when this is not demonstrated. Outdoor activities will be organised and led by lunchtime staff. School council will be run surveys within their classrooms on how the children feel about their playground. Additional training for Lunchtime staff led by topmarks sports leaders. Additional or replacement lunch time staff to be 'play leaders' to model best practice adult led play Financial feasibility review of providing playleaders for lunchtime from Sept 2018 onwards. 	LN ME CB - financial and HR	<ul style="list-style-type: none"> Pupils to share a positive opinion of lunchtimes during school council meetings and student surveys. Lunchtime staff are seen be engaging with children in a positive way and dealing with conflict professionally. Opportunities in place for developing agility and speed at lunchtime.

Termly Evaluation

Three Year Plan for Curriculum Review

D – Subject in 'development Mode' M – subject in 'maintenance mode'

All aspects are provisional dependent on national / local priorities yet to be identified.

Subject Aspect	2016 - 17	2017 - 18	2018-19
Curriculum Planning – continuity, balance, progression, identification of skills	D	M	D
English	D	M	D
Maths	M	D	M

C Buchanan – Headteacher September 2017

Charles Dickens Primary Draft School Improvement Plan - updated September 2017

Computing	D	D	M
Scientific	M	M	D
Design and Technology	M	M	D
Art	M	M	D
History	M	D	D
Geography	M	D	D
Physical Education	M	D	M
Religious Education	M	M	M
Assessment	M	D	D
PSHE	D	M	M
Early Years Foundation Stage	M	M	M
Assembly / School Ethos	M	D	M
Provision for DSEN pupils	D	D	D

Development mode: The subject will be reviewed and standards will be extensively checked. Release time will be available for observation of lessons, sampling children's work, reviewing and updating documentation, reviewing medium term plans, leading meetings. The subject may be identified in the School Improvement Plan for review.

Maintenance mode. The subject leader will advise and support staff, keep up to date with national developments and report to staff, identify resource needs and manage budget, ensure resources are well organised and accessible, maintain subject file, provide medium term plans agreement trialling at staff meetings/ phase meetings (core subjects). Limited additional management time may be available in the school day for the subject leader.