

Targets	Description	Justification for Target/Improvement	How will target be achieved	How is this assessed?	Success criteria	How is progress monitored and reported?	
#1 Teaching	Ensuring that teaching practice is at a high standard for all teachers and every teacher is professionally developing their teaching practice. Teaching facilitates at least good progress for ALL children.	Quality first teaching is a key factor for pupils' attainment and learning, and supporting teachers to develop professionally may increase job satisfaction and retention and support pupils to make best progress. Teachers pedagogy improves to ensure that good progress is made by all children from their individual starting points.	Curriculum is delivered to ensure all pupils learn as well as possible. Targetted and specialist support is provided where necessary along with the ordinarily available offer given to all children. Teachers are provided with lesson criteria for being an outstanding/good teacher. CPD is provided in line with individual teachers development needs. Best teaching practice is disseminated amongst the staff. Teachers have performance management targets that help support them to be outstanding teachers. Teachers have opportunities where possible to observe outstanding practice.	Lesson observations, learning walks, book scrutiny (3 times a year), pupil progress meetings (3 times a year), inclusions meetings (3 times a year), progress made by the children. Setting and review targets (October and reviewed in July), external validation (LA/Ofsted/SDBE).	1) All teaching is considered as good/outstanding. 2) All 'good' teachers are moving towards 'outstanding' and 'outstanding' teachers are maintained. 3) Progress shown in the childrens learning is at least good and achieve in line with national benchmarks from their relevant starting points. 4) Appropriate support put into place for teachers needing support. Target: 100% of teachers are rated as good or outstanding by December 2021.	SLT and SENCO monitor the provision 3 times a year, more if required to ensure practice is inclusive and facilitates all children to make progress. Governors reported termly. Linked governor visits termly.	
#2 Reading	Ensure that the quality of teaching in Reading is consistent and of a high standard across the school. All pupils are supported to make expected progress.	High percentage of children in the school have English as an additional language. Improved delivery of reading skills and knowledge, specifically in the early part of the school will help learning for all in all curriculum subjects.	CPD for literacy lead and DHT. Dissemination of 'Herts for Reading' strategy and skills which will be implemented into the daily class reading sessions. CPD for all teaching staff led by Literacy lead on whole class Reading sessions encouraging teachers to use enriched age appropriate texts and teaching specific reading skills. Children provided with Reading exercise books to collect evidence of reading sessions. Provision will cater for ALL levels of need in the classroom.	1) DFE National reading assessment data. 2) Teachers' assessment on reading aloud. 3) Lesson observations, learning walks, book scrutiny. Reading age checks and phonic checks.	1) Increase in proportion of pupils making expected progress is at least in line with national averages and/or Juniper averages and an improvement on previous year. This includes children on the SEND register who make good progress from their relative starting points. 2) All staff have improved knowledge and skills to deliver early reading teaching in KS1 and foundation classes. 3) Reading results improve and children present as more confident readers. Target: 89% of Y6 pupils making expected progress and 89% of pupils reaching expected levels to be achieved by July 2022.	SLT and middle leaders monitoring (termly), link Governor update (termly), LL observations and work with SENDCO to ensure the provision is inclusive of all needs.	
#2a Phonics	Ensure the new LWLS phonics scheme is in place and functioning by March 2022	Current L&S scheme has not been approved by the DFE hence a new scheme has to be implemented that meets the DFE criteria	Scheme purchased Dec 21. Training for EYFS staff and FD on use of the scheme from Wandle teaching alliance, LA consultants, other LA schools already using the scheme. Resources put together and attached books purchased from Harper Collins.	The childrens phonetical skills remain at least good in all the classes receiving input. This is translated into improved comprehension results and increased reading fluency and understanding higher up the school	Phonics testing results improve in all relevant classes. Reading results improve in all relevant classes. Higher percentage of childrens reading ages are in line with their chronological age. All children at ALL levels will make good progress from their individual starting points.	Progress monitored by EYFS staff and FD. Trouble shooting as required, progress fed back to DF literacy Gov and C&P committee.	100% of children i Y2 achieved the required level in Dec 21. New 'Little Wandle letters and sounds' rolled out this term.
#3 Writing	Ensure that provision of opportunities for more able writers in all year groups is consistent, and that pupils are supported by their teachers to reach their full potential. Ensure that progress is seen through a delivery of a genre unit. Ensure the quality of writing is consistently good across all curriculum subjects.	In the 2019 Key stage 2 SATS, 0% of the children attained the greater depth standard. The percentage of greater depth writing across the school also needs to develop further. From a deep dive into writing it was noticed there was too many genres being delivered and not enough depth. It is important to ensure that the children use their writing skill across the range of curriculum subjects.	Literacy lead to identify and disseminate good practice within the school. Relevant CPD is sought and teachers use this learning to improve the provision available. Relevant resources to aid writing development across subject areas are purchased and used to show impact on writing quality throughout the curriculum. Internal moderation of writing from literacy lead to support teachers assessing writing. Genre skills and grammar links provided by Literacy lead for the delivery of the genres. Power of Reading Books amended and chosen to suit genres being delivered. Literacy tasks set will enable engagement and opportunities for progress for all children.	1) Ongoing writing assessments for more able children (a few times per term). 2) Observations and judgement of writing quality across the curriculum. 3) Book scrutiny.	1) Higher proportion of more able writer for all year groups. 2) Greater depth writing in Key Stage 2 SATS is at least in line with national averages and an improvement on the previous year. 3) Written work is of a high quality in all curriculum subjects. 4) Better targeting of in class support for more able pupils in writing. 5) Progress seen in books of genres delivered. 6) Pupils on the SEND register and SEND monitoring scedule make at least good progress from their individual starting points. Target: 81% of Y6 children will have attained the expected standard with 22% reaching greater depth (achieved by July 2022).	SLT, literacy lead and the linked Literacy Governor review writing across curriculum. Data and reports reviewed by Governors (termly). Linked governors visits (termly). Moderation of standards both internally and externally.	
#4 Maths	Ensure the White Rose maths scheme is delivered in a interactive way and is tailored to meet the needs of all the children. A full range of delivery strategies needs to be employed to ensure multi sensory learning is achieved	White Rose scheme of work being implemented from September 2021 for years 1-6.	The numeracy subject leader will deliver CPD to all staff teaching the scheme. Input will focus on how the learning can be delivered to ensure it meets the specific needs of the children utilising a multi sensory range of teaching strategies. Curriculum delivery will be flexible to ensure that all children have opportunity to progress for their individual starting points.	The effectiveness of the scheme will be assessed by: 1. The progress made by the children towards achieving their targets. 2. By the childrens levels of engagement in the learning. 3. By the quality of the learning prepared and delivered by the staff. The Maths lead will gain information and support staff to develop through learning walks, book looks and pupil conferencing. Support and relevant CPD for staff will be identified and provided.	By Christmas 2021 all delivery of maths lessons are: 1. Delivered in a multi sensory format that enables all the children to engage with the learning. 2. The progress of the children in the Summative assessments (Nov 21 / autumn 1) show progress for all children. 3. Staff are comfortable and can articulate their manipulation of the scheme to ensure the best possible learning opportunities are available.	The Maths lead along with SLT will monitor the progress of maths teaching and learning through lesson observations, book looks, pupil progress meetings, catch up programmes. The Maths lead will feedback to staff after conducting any of the above. The lead will also report to the Curriculum and Personnel Governors committee regarding the progress of this Maths target. The Maths lead will liaise with the Maths governor and keep him up to date with progress.	
#5. Catch-up funding	Ensure core subjects are taught as a matter of priority along with key identified foundation subjects (PE, RE, PSHE). Pupils who have lost learning during the pandemic have a chance to catch up and that all pupils have appropriate 'catch-up' learning provided are supported with high quality teaching.	Following government's guidance to focus on helping pupils recover lost learning in key areas due to the pandemic and lockdown regulations. Childrens learning needs to recover to pre pandemic levels. Funding will be targetted at all children who need the additional support to catch up irrespective of their starting points and levels of cognition.	Keeping up-to-date with government's guidance. Focus learning opportunities on specific areas for development. Ensure quality teaching is focused on these areas. Source relevant resources to deliver the targetted learning. Impliment an eight week series of booster lessons outside normal school hours and and support sessions within the school day. Assess pupils regularly to identify gaps in learning and monitor progress. In school support for identified targetted children. Intensive handwriting and letter sound support for Reception pupils for 3 weeks delivered 3/4 times a week by senior teachers.	1) Ongoing formative teacher assessments. 2) SLT lesson observations, learning walks, external validation against national and local standards.	1) Evidence of learning recovery for the majority of pupils involved in the catch-up programme across all year groups. 2) Children's attainment increases and their rate of progress accelerates. 3) Evidence of pupils in early years are getting the support they need to catch up, and have caught up to where they should be by spring 2022. Target: 100% of pupils needing catching up support to have caught up with where they should be by Dec 2021.	SLT and middle leaders monitoring (termly), link Governor update (termly)	

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#6. PSHE	Writing the RSE and PSHE policy	To be transparent about the schools' curriculum intentions. Ensure the PSHE provision is relevant and useful to the children living in Roehampton and attending RCS	PSHE lead will have release time to complete the policy. Completing the policies and publishing on website by the end of Summer term 2020.	1) PSHE provision is in line with Government guidelines. It enhances the learning and wellbeing of the children at RCS. 2) Feedback from governors/parents is positive. External verification is positive. (LA/Ofsted/SDBE)	1) Final version by May half term publish before end of term (achieved) 2) Roll out policy. Target: Fully rolling out achieved by July 21.	Reviewed by governors. Children at RCS make informed choices and develop positive relationships in school.
#7. Market strategy	Develop an effective marketing strategy for the school to increase pupil number on roll.	Admissions number falling in line with the LA trend which has an impact on the schools' finances.	Develop a marketing plan to highlight school's specific strengths and values. External input from social media consultants. Advice and input from RL (Governor) with expertise in marketing and social media. Marketing group developed as a sub section to the Governors Ethos committee. This group leads, steers and implements strategy.	Effective use of facebook and social media. Parental/ community feedback.	1) Having an effective marketing strategy in place 2) Positive feedback from parents on social media content 3) Increase engagement and interest from parents (e.g. more likes and views for social media content compared to last year) Target: Marketing strategy fully implemented and process of seeking feedback in place by Dec 21	SLT ethos committee, reviewed by governors.
#8. Absenteeism	Ensure the percentage of persistent absenteeism falls below 10% for the academic year 2020/2021	This is an Ofsted target. PA has been higher than national averages since 2017. 2017 - 12% 2018 - 13.9% 2019 - 13.6%	Close monitoring and working with Education Welfare Officer. Regular SAPs and issuing of penalty charge notices act as a deterrent. Immediate response to absenteeism by the school office. Compulsory authorisation of absenteeism including medical certificates and treatment letters. Setting attendance targets for each cohort that are regularly monitored and celebrated.	Close monitoring of absenteeism on a daily basis by the Inclusion and Wellbeing lead.	Target: Persistent absenteeism falls below 10% by July 2022.	Governors monitor attendance levels through the C&P committee (Termly). Attendance reported to parents, the DFE and the LA.
#9. RE	Ensure the vision 'Responsible Caring and Secure' is visible on all documentation and is consistent in all RCS branding. Show clear evidence that these values drive all the the school does and that they are evident in the taught curriculum.	This is a key component of the SIAMS framework and needs to be clearly visible in all the childrens learning and actions the school takes.	All documentations has to carry the strap line. Curriculum topics have to be aligned to the values. An overarching curriculum statement needs to be written showing the rationale. Daily lessons must make reference to the value and how it links in with the values. Children can articulate how their learning fits in with the values. Children can talk about how these values guide their learning and the impact it has on them as learners.	Impact assessed through all forms of talk including pupil conferencing and informal discussions around the childrens learning. Evidence of the vision statement is clear on the school documentation, the website and social media.	Children talk confidently about how the vision helps their learning and how it fits in with who they are as people. All curriculum planning is linked and referenced to the RCS values. Reference is made by teachers and support staff to the values during the delivery of learning. The vision statement is easily visible on all RCS outward facing documents and media.	SLT through monitoring of learning including learning walks, book scrutiny. RE Governor through work with subject lead and monitoring visits. Governor monitoring through Ethos committee.
#10 SEND	Develop additional 'lower level' mental health support for the children showing SEMH traits and expand the schools offer. Train / employ ELSA teaching assistants. Provide targetted support to children on SEND register to catch up.	A continuous growth in children presenting with lower level of mental health needs necessitates an improve and more comprehensive offer. Some SEND children have struggled with remaining at home for protracted periods of time and found the home learning challenging. Happy children who have support to regulate their emotional mindscape and remove barriers to learning perform well.	Train x2 existing teaching assistants to become ELSA TA's. Re-develop the reflection room to become the rainbow room and resource appropriately. Intervention will be aimed at targetted children. Permission will be sought from parents and carers and work done with the community to further develop the acceptance of emotional support for children as part of the normal offer presented at school. Financial resources allocated under budget heading E09.	1) SENCO and SLT to seek and identify appropriate staff and CPD. 2) Effectiveness of the ELSA input monitored by the SENCO and the impact of targetted childrens mental health and readiness to learn. Feedback will be sought from parents and carers. All performance data, including learning attitudes and habits will show positive progress.	1) ELSA provision supports the targetted children's capacity to learn and interact with their peers. This is seen through improved progress measures in core subject monitoring and through improved behaviour and social interaction with their peers and adults. Improved pedagogy is seen in the classrooms, progress measurements are positive and at least in line with targets set.	Progress is monitored through records of learning, TA meetings with SENCO, movement of the children off the ELSA based programme. Reported to Governors through meetings with the SEN Governor and the curriculum committee. Regular pupil progress meetings with school leadership team to ensure all children receive an inclusive experience in the classroom which reflects in their achievements. There is a reduction in the number of negative behaviour incidents involving the targetted children and the % of targets met increases for the targetted children. Parent and staff feedback for the programme and its impact remains positive.
#11. Subject leader development	Ensure subject leaders have a thorough understanding of their subjects and they can articulate the intent, implementation and impact.	All curriculum subject area need to be monitored and driven for continual improvement. Leaders have to 'own' their subject area to ensure the best possible learning experience for the children. Adjustment through thorough understanding and consultation will be required.	Subject leaders audit their subjects against the Intent and implement statements through - 1. Learning walks with subject specific focus 2. Work scrutiny 3. Pupil conferencing speaking with all children from all ability groupings and cognitive starting points to ensure the curriculum is accessible to all. 4. Summative audit of skills and knowledge developed in the children at the end of each year. Leaders develop a standardised action plan that guides their subject development and ensures they have a thorough understanding of the strengths and development points for their subject.	Performance management will target the development of the curriculum areas and set specific targets for improvement. Monitoring activities will take place with SLT and Governors to assess the impact of the curriculum development.	The curriculum delivery and content is in line with the intent and implementation statements. Areas of weakness are exposed and the necessary adjustments made to make the curriculum stronger. All subject leaders achieve their performance management targets and curriculum progress is solid. Subject leaders articulate their action plan to the curriculum committee and stand up to the rigor of Governor questioning. Subject leaders perform well when interrogated by LA and SDBE advisors in readiness for ofsted.	Subject development is reported to the SLT through SL feeding back at staff meetings and to the Governors curriculum committee. Curricular development takes place to either strengthen the curriculum or align it more effectively with the intent statements. SLT and link Governors hold the SL to account against the points developed in their action plan.

