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| **1. Objective** | **2. Success Criteria** | **3. Key Actions** | **4. Time and**  **staff** | **5. Budgets &**  **Resources** | **6. Evaluation & Review** |
| **To continue to improve puntuality and attendance for** **individual monitored** **children. No particular groups identified.** | The implementation of new revised proactive, robust procedures will further reduce the percentage of days lessons missed due to ‘Persistent Absence’ to close gaps. | 1. Continue to analyse even greater patterns of attendance.  2. Continue to identify those few pupils that are most vulnerable.  3. Refine attendance strategies for vulnerable individuals, such as: reward systems, a new attendance tree, class dojo, Friday Mindset assembly best class, certificates for 99%+ attendance.  4. Review documented evidence of actions taken and parental responses for persistent absence – reviewing patterns of attendance leading to focused follow up actions. | Weekly, half- termly updates of attendance data  Is acted upon promptly by school attendance and borough LA AO. | Resources for rewarding attendance. |  |
| **To further develop the role of the School Council, Head Boys and Girls and pupil voice in policy and decision making within the school.** | Highly effective and positive contributions through pupil voice will be increasingly effective and embedded in an annual cycle resulting in evidence of increased pupil contribution and pupil leadership at all levels. | 1. Identify extended opportunities and initiatives for effective use of pupil contributions throughout school.      1. Implement additional opportunities and initiatives, refining procedures to ensure effective use of pupil leadership is embedded across the school.   3. Evaluate and measure the impact of increased pupil leadership on pupil outcomes via pupil surveys. | Termly cycle of monitoring and evaluation by senior leadership.  Regular pupil surveys. | SLT and Learning Mentor |
| **Establish Mini-Vinnies group** | Greater knowledge of the Common Good and the theology that underpins it. | 1. Contact SVP and order resources | RE leadership team to monitor half-termly | RE team |  |
| **New safeguarding online reporting system C-POMS to be implemented and monitored alongside online training staff modules i.e. Safeguarding – Prevent – Child Protection.** | Increased whole school awareness of Causes for Concern Forms and Safeguarding around young pupils online.  All staff, including support to receive high quality training and induction. | 1. Safeguarding team to lead on new online training C-POMS. and recording systems i.e Educare. 2. SMT and class teachers to log all causes for concern on CPOMS. 3. Scan all old paper files into system by the end of Summer 2018. 4. Assistant Head to monitor as to compliance for Inset and staff training. 5. Evaluate and measure the staff outcomes via the online testing system and termly staff meetings. | Half-termly CPD modules for all staff in all aspects of safeguarding including KCSIE September 2017. | Safeguarding team and SLT |  |
| **Maintain the current outstanding levels of behaviour right across the school.**  **Develop further the role of the Learning Mentors and interventions** | Maintain historically low levels of exclusion.  Increased teacher strategies for dealing with disruptive behaviour in the classroom. Effective use of “calming room”. | 1. Learning mentor to implement interventions with designated pupils.  2. All staff to receive quality Inset in PDBW and Safety.  3. Mindset to further embed into daily practice and life of the school. | Termly reviews by SLT and Learning Mentor. | SLT and Learning Mentor |  |
| **Implement the Hackney Daily Mile for KS2 pupils in the New Year 2018** | All KS pupils greater fitness, fight obesity all round holistic improvements. | 1. Nick James / Gwyn Hood to attend Hackney Daily Mile updates. | Nick James and all class teachers  Spring 2018 |  |  |