

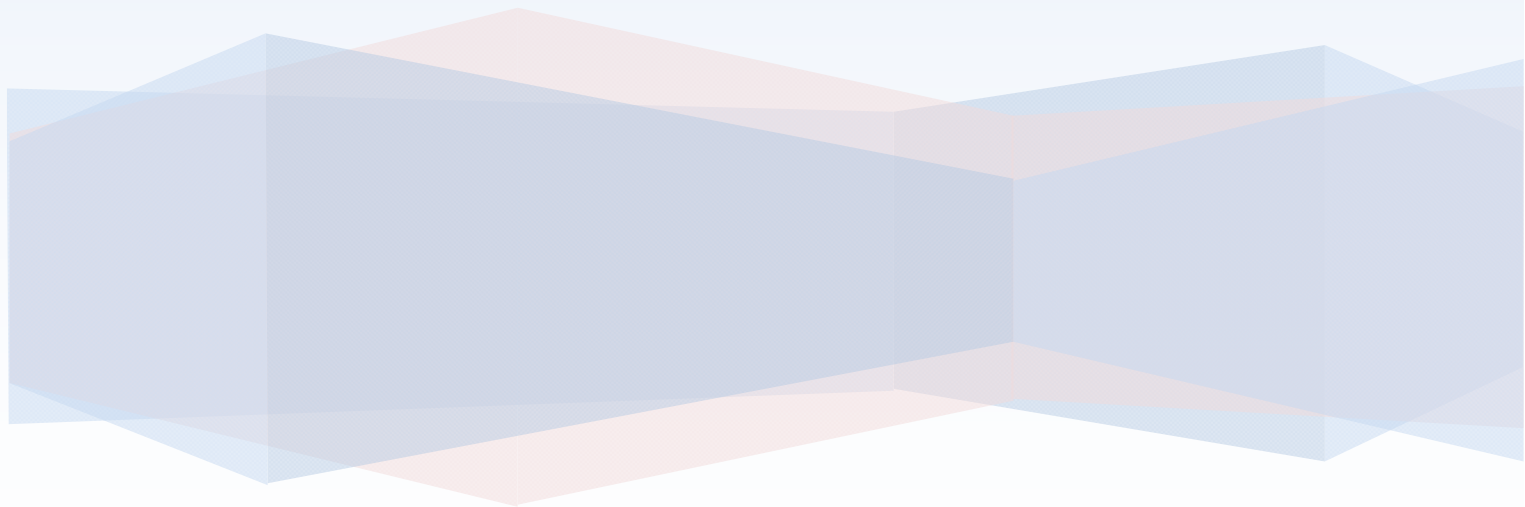


School Development Plan

2010-2013

[The school knows exactly what to do to sustain its journey of excellence...their capacity to improve further is outstanding.

Ofsted, July 2010.]



Contents

Vision	3
Mission Statement	4
Aims of the School	5
Context for Review	6
School Self Review Processes	7
Summary of Main Targets for School Development	8
Summary of Achievements 2009-10	9, 10
Target 1 Action Plan	11, 12
Target 2 Action Plan	13
Target 3 Action Plan	14-16
Target 4 Action Plan	17, 18
Target 5 Action Plan	19
Target 6 Action Plan	20, 21
Enhanced Action Plan- Creative Arts	22,23
Enhanced Action Plan- Community Cohesion	24, 25
Enhanced Action Plan- Literacy	26, 27
Enhanced Action Plan- Mathematics	28
Enhanced Action Plan- Science	29
Enhanced Action Plan- Design Technology	30
Enhanced Action Plan- ICT	31
Enhanced Action Plan- Eco-Schools	32-33
Additional School Actions	34
Staff List 2010-11	35
Appendix/Glossary	36
Notes/Future Actions	37

CHAD VALE PRIMARY SCHOOL

THE AIMS OF OUR SCHOOL

OUR SCHOOL MISSION STATEMENT

It is the mission of Chad Vale Primary School to foster a lifelong enthusiasm for learning. We are committed to maintaining a community in which all members have high expectations of themselves and of each other. Within a happy, secure, learning environment we endeavour to value the contribution of every individual and to celebrate diversity.

Parents and Community

We aim to foster partnerships with parents and the wider community which support children's development and help them to understand their future role in society.

Basic Skills

We aim to continually enhance and improve basic skills for all our children through a partnership between all staff, children and their parents or guardians.

Every Child Matters

The school will ensure through its processes and practices that children 'be healthy' 'stay safe', 'enjoy and achieve', 'make a positive contribution' and through gaining increasing skills and knowledge 'achieve economic well being'.

Pupils Welfare and Guidance

We aim to develop and sustain a happy and secure environment in which our children gain in confidence and independence, while learning to accept responsibility and to make a positive contribution to a caring school environment.

Personnel and premises

We aim to achieve efficient management of school finances and to provide a pleasant, safe and stimulating learning environment for our pupils.

Teaching and Learning

We aim to set standards of excellence in the teaching and learning experiences we offer and to give our pupils the opportunity to acquire knowledge, understanding, skills and attitudes which will be the key to their success in future education and adult life. We aim to meet the needs of all our pupils by involving them in an appropriate, broad and balanced curriculum.

The context for audit, review and development- The aims of our school

The school is committed to equality of opportunity and believes that this is implicit in our school aims. The school will ensure through its processes and practices that children 'be healthy' 'stay safe' 'enjoy and achieve' 'make a positive contribution' and through gaining increasing skills and knowledge 'achieve economic well being'.

Teaching and Learning

'We aim to set standards of excellence in the teaching and learning experiences we offer and to give our pupils the opportunity to acquire knowledge, understanding, skills and attitudes which will be the key to their success in future education and adult life.'

- ✓ As a school we are committed to providing for all our children the quality education that is their entitlement.
- ✓ We recognise the need for structured planning (within effective classroom management), assessing, recording and monitoring of pupil progress.
- ✓ We recognise the importance of an effective programme of professional development for all staff within the performance management process.

'We aim to meet the needs of all our pupils by involving them in an appropriate, broad and balanced curriculum.'

- ✓ We believe that all our children should have access to a curriculum which fulfils the requirements of the national curriculum and Birmingham's Curriculum Statement.
- ✓ We recognise the need for a foundation curriculum which supports reception class in achieving the Early Learning goals by the end of the foundation stage.
- ✓ We endeavour to look beyond the national curriculum and to offer our pupils the opportunity to explore a rich variety of experiences.

Pupils Welfare and Guidance

'We aim to develop and sustain a happy and secure environment in which our children gain in confidence and independence, while learning to accept responsibility and to make a positive contribution to a caring school environment.'

- ✓ We hope to foster good relationships, not only between children but between the adults who make up our school community and between children and adults. We want everyone in our school to feel valued.
- ✓ We aim to develop respect for others and an understanding of the diversity of races, religions and ways of life.
- ✓ We will help children to develop self-discipline and the ability to work cooperatively with each other.

Parents and the Community

'We aim to foster partnerships with parents and the wider community which support children's development and help them to understand their future role in society.'

- ✓ We recognise the need to establish positive relationships and to enable our parents/carers to effectively support their children's learning.
- ✓ We are committed to establishing close liaison with our feeder nursery schools and with the secondary schools where our children continue their education.
- ✓ We endeavour to establish strong community links in order that we both maximise the community as a learning resource and make a contribution as a school to the wider community.

Personnel and Premises

'We aim to achieve efficient management of school finances and to provide a pleasant, safe and stimulating learning environment for all our pupils.'

The context for review (Raise Online 2009/intake 2010)

Pupils (Number on roll- 240 as at September 2010)

- The percentage of pupils entitled to Free School Meals is 10%
- The percentage of pupils with English as an Additional Language (EAL) is 39%
- The percentage of pupils from minority ethnic groups is 82.3%
- Pupil turnover (mobility) is 20% per year.
- 9% of pupils are identified as having Special Educational Needs

Locality

- Our pupils come from a wide catchment area; 32% Edgbaston, 21% Harborne, 13% Ladywood, 13% Soho, 12% Quinton, 9% other
- Excluding Edgbaston and Harborne, the wards in which our children live have higher than national average 'minority ethnic children' and 'over-crowded households'.

Staffing

- ❖ 1 Head Teacher
- ❖ 1 Deputy Head Teacher
- ❖ 7 full time teachers
- ❖ 1 part time teacher (4 days Y6/EYFS)
- ❖ 1 part time SENCO
- ❖ 1 part time EALCo
- ❖ 1 full time HLTA
- ❖ 6 full time teaching assistants
- ❖ 1 full time Building Site Manager and 2 part time cleaners
- ❖ 1 full time Office Manager
- ❖ 6 lunchtime supervisors
- ❖ 1 part time sports coach (Evolve Sports)
- ❖ 2 swimming coaches (Blue Coat)
- ❖ 3 part time peripatetic teachers of music (Music Service)

The Process of School Self Review

Teachers

- On going review through regular team meetings, Primary Strategy Leaders (The TLR team), whole staff meetings and staff INSET
- Regular review meetings between subject co-ordinators, Primary Strategy Leaders and the SMT
- Review of job descriptions within the performance management and appraisal process for all staff
- Subject planning and monitoring, documented by subject co-ordinators and the TLR team and reported to governors
- School planning meetings to integrate professional targets and school improvement targets, monitoring against development targets and identifying future priorities
- Support of SIP and advisory teachers/ consultants
- Annual whole school Evaluation and Review (centred around the SEF) and child/parental questionnaire linked to the update of the SEF form for OFSTED
- Scrutiny of professional papers, internal action research and documents where ideas/external action research may impact on current and future practice.
- A strategic review of Government, national and local initiatives.

Governing Body

- Termly curriculum, personnel and finance, parents and community, sites and premises committees involved in process of monitoring against development targets and identifying future priorities
- Half Termly Governing Body meetings
- Governor visits to observe learning throughout school- Governors select a subject area to 'champion'.

Parents

- Parental views are sought through an annual questionnaire, termly parents evenings
- Opportunities to respond to school reports and the newsletter in formal and informal ways and through the parents and community committee
- P.P.T.A. is also an informal vehicle for gauging views and perceptions of practice

Pupils

- Through the school council pupils are involved in discussion and target setting
- Through pupil governor representatives serving on the Parents and Community committee
- Through formal and coaching discussions with the Head Teacher and TLR team
- Through informal and formal pupil discussion with the SIP, Head Teacher
- Through pupil led 'special committees' e.g. Eco-School Committee, Y6 Graduation Ball Committee
- Through Annual Pupil Questionnaire

Main Targets for School Improvement 2010-2013

From Ofsted (July 2010)

1. To further increase the proportion of outstanding lessons in all year groups
2. To give pupils more responsibility for their own learning by encouraging them to be more active and inquisitive in class.
3. To ensure teachers consistently challenge and extend the learning of pupils of all abilities, particularly the more able.

From Head Teacher Performance Management (2010-11)

4. For children in Y2 for reading, writing and maths who did not attain a L1B (APS 9) at the end of Y1 so they attain a 2B+ (APS 13+) at the end of Y2.
5. To accelerate the progress of children taking FSM in Reading, Writing and Maths
6. To manage the expansion of the school from 2010.

'Enhanced Action Plans' (see below) will be monitored and their progress reported on through their relevant committees. These are integral to the ongoing improvement of teaching, learning, welfare and guidance.

There are Enhanced Action Plans for;

- Creative Arts
- Community Cohesion
 - Literacy
 - Mathematics
 - Science
- Design Technology
 - ICT
- Eco-Schools

Summary of Achievements 2009-10

Teaching and Learning

- ✓ Maths Pupil Assessment Booklets to assist in pupil's self assessment
- ✓ Maths Target Booklets for every child (YR-6)
- ✓ Implementing APP for the assessment of Mathematics and Reading/Writing
- ✓ Matt Cham successful in gaining place on MaST course to become a Maths Specialist Teacher
- ✓ Raise standards and profile of reading throughout school by revising reading diaries
- ✓ Widen the role of TLR team to include Science; Matt Cham appointed as Science Co-ordinator
- ✓ Self Assessment and Tracking of Sc1
- ✓ To use APP to assess, inform planning and set targets
- ✓ To write new Performance Management Policy
- ✓ To introduce new Performance Management timetable for teachers and teaching assistants
- ✓ To continue with Target Booklets for self-assessment
- ✓ Monitoring of standards through termly meetings with HT using Inform Tracker to detail boys / FSM progress.
- ✓ Male role model TA's in KS1 to lead guided reading sessions
- ✓ Hammonds/Reading Volunteers to target KS1 boys/FSM
- ✓ ICT Mark achieved
- ✓ Increase the range of activities experiences and opportunities through creative development
- ✓ Regular choice of indoor and outdoor, child initiated activities as well as adult led
- ✓ Pupil Focus Led Assessment in EYFS- 2 children every day will be the assessment focus, all staff will be aware of who they are through photographs in the staffroom
- ✓ EYFS outdoor classroom enlarged and improved.
- ✓ Improvement in boys attainment in reading and writing KS1
- ✓ Accelerated progress of children taking free school meals in reading, writing and maths
- ✓ Eco Schools Bronze Award achieved

Leadership and Management

- ✓ SLT to attend the HTI/NCSL Residential Course 'Working Together for Success'
- ✓ Whole staff audit of perceptions of leadership in school
- ✓ 'Empowering Leaders at all Levels' (Matt Cham/Vickie Crombie)
- ✓ DHT successful on gaining place on NPQH
- ✓ HLTA continues to support CPD of TA's.
- ✓ HLTA attends ICSMPE
- ✓ Team teaching and paired/ partnership teaching to be an entitlement throughout the school
- ✓ TLR team to support colleagues through ongoing observations and monitoring of teaching and learning
- ✓ Collaborative target setting with EAL coordinator and SENCO
- ✓ TA's to deliver targeted programmes for EAL/SEN children
- ✓ Supporting Management in the Foundation Stage course
- ✓ To review PM arrangements.

Safeguarding

- ✓ All staff, including dinner staff, first aid trained by NHS School Nurse in the awareness of and administration of medication for Allergies/Epipen, Epilepsy, Asthma
- ✓ PEEPS (Personal Emergency Evacuation Plans)
- ✓ Developing risk assessments for common tasks (pupils and staff)

Community Cohesion

- ✓ To increase parental involvement in school life and develop community links
- ✓ Parents completed PPTA Survey to access interest/gain new members
- ✓ Community Newsletter delivered to local residents
- ✓ 'Big Tidy Up' carried out by Eco-Committee in community
- ✓ Walk 2 Africa raised £1400 for Itete School, Tanzania

Premises

- ✓ Additional basketball game area created on banks
- ✓ Outside role-play kitchen created
- ✓ Children's cisterns and toilets replaced to reflect 'Eco' agenda in school
- ✓ Staff toilets refreshed with new cisterns/toilets/sinks/cubicles
- ✓ Refurbished and modernised bathroom and downstairs toilet of buildings managers house
- ✓ Enlarged disabled toilet facility to further support inclusion
- ✓ Storage cupboards built in toilet corridor
- ✓ Improve access to MUGA and improve security of fencing around back of MUGA
- ✓ Paint outside of school and repair windows as necessary and seal asbestos containing material window panels.
- ✓ PE storage cupboard enlarged
- ✓ Gates installed to enhance security of EYFS outdoor learning area/playground
- ✓ Temporary Classroom installed for Y6 to enable increased intake of reception 2010.

Target 1: To further increase the proportion of outstanding lessons in all year groups

Action	Owner	Timescale	Resources/ Budget	Success Criteria	Impact	Monitoring	Notes
1. Learning is linked to real life contexts using 'TIB' (this is because) alongside WALT and WILF (see appendix)	Teachers	July 2011	INSET Autumn 2010	TIBs are used for all lessons/learning activities.	Pupils understand purpose for learning skills/knowledge	SLT, TLR, FGB observations	
2. Team Teaching throughout school; subject leaders to support staff through joint planning and delivery of high quality learning and teaching.	Teachers Subject leaders TLR/SMT	July 2011	'Team Teach Cover' budget £1200 (2010-11) £800 (2011-12) to provide 12 days cover	Increased number of Good and Outstanding lessons observed	Pupils access high quality learning with further access to staff experts	SMT, TLR, FGB observations Performance Management	
3. Enhance collaborations with local AST's and secondary academies/specialist schools to deliver model lessons/INSET	TLR	July 2011	Included in TLR time	Links with other outstanding schools established	Pupils access high quality learning with further access to staff experts	TLR/SLT	
4. NQT to access BASS Extended Development Programme	DHT/NQT	July 2011	'Induction of NQT' budget £7400	NQT's pass induction year through meeting all Q standards	NQT teachers are supported through high quality CPD	DHT/NQT mentors	
5. To maintain 'outstanding' behaviour throughout school through monitoring, internal and external support.	Teachers SMT, TLR, HT	July 2011	BSS Enhanced Package purchased by consortium (£2000)	Behaviour incidents reduced	Pupils have fewer interruptions to learning.	HT/DHT/GB	
6. Kerry Grosvenor to attend CPD 'Making Good Teaching Outstanding' and deliver INSET to all teachers.	KG	April 2011	'Professional Development Fees' budget (2010-11) £185 'Professional Development Cover' budget (2010-11) £200	Increased number of Good and Outstanding lessons observed	Pupils access increasingly higher quality learning/teaching.	DHT/KG	

Target 1: To further increase the proportion of outstanding lessons in all year groups

Action	Owner	Timescale	Resources/ Budget	Success Criteria	Impact	Monitoring	Notes
7. To develop further opportunities for 'creative learning', innovation and risk taking (pupil generated action- 'Do more teachers dressing up lessons')	Teachers	July 2011	See Team Teaching (2) Create 'Curriculum Innovation' budget for purchase of props/costumes (£200?)	Pupils increased enjoyment of learning reflected in Pupil Questionnaire 2011.	Pupils enjoyment and achievement enhanced	HT/DHT/TLR	
8. To develop wider range of learning experiences through use of external visitors and off-site learning opportunities.	Teachers	July 2011	Create 'Curriculum Enhancement' Budget' so every class can have an external visitor each year (£2400)	Pupils access at least 2 external visitors and 2 off-site trips each year	Pupils enjoyment and achievement enhanced	HT/DHT/GB	

Target 2: To give pupils more responsibility for their own learning by encouraging them to be more active and inquisitive in class.

Action	Owner	Timescale	Resources/ Cost	Success Criteria	Impact	Monitoring	Notes
1. To further develop use of target booklets, skills ladders, progression charts in core and foundation subjects.	Teachers	July 2012	TLR time, INSET	Pupils and parents are clear about how they can improve	Pupils know how to improve their learning and their 'next steps'	HT/TLR/SLT	
2. To plan for opportunities where learning is 'pupil led' through provision of at least one lesson a week of a 'Self Organised Learning Environment' (SOLE) with open-ended tasks completed in different ways by pupils.	Teachers	July 2012	INSET, see 2.3 below ICT access	SOLE is identified in planning Outcomes of SOLE displayed in classrooms and around school.	Pupils utilise range of learning skills Pupils learn with increasing independence	SLT	
3. Pupil generated action 'Do more lessons to be more social with the outside public' (see 1.8)	Teachers	July 2011	Create 'Curriculum Enhancement Budget' so every class can have an external visitor each year (see 1.8)	Pupils access at least 2 external visitors and 2 off-site trips each year	Pupils enjoyment and achievement enhanced	HT/DHT/GB	
4. To review current ICT provision in light of potential new build- explore opportunities for changing use of ICT equipment- more portable/accessible?	DHT, ICT Co-ord.	July 2011	Update TCO spreadsheet- create long term ICT provision plan with ICTDP.	ICT provision responds to future needs and is better linked to SDP priorities	Use of/access to ICT fully supports learning and teaching in future.	GB/ICTCo	

Target 3: To ensure teachers consistently challenge and extend the learning of pupils of all abilities, particularly the more able.

Action	Owner	Timescale	Resources/ Cost	Success Criteria	Impact	Monitoring	Notes
Actions 1.1-1.8 support this							
Actions 2.1- 2.4 support this							
1. INSET on Higher Order Thinking (HOT) Questioning for inclusion on medium term planning	VC	April 2011	Internal INSET	'HOT' questions used to extend and develop higher order thinking throughout curriculum.	All pupils are challenged with effective questioning to enhance learning.	SLT, TLR, FGB observations	
2. To continue to support and monitor impact for pupils attending Day a Week School (DWS)	HT/VC	Sept 2011	Gifted and Talented budget (£400 2010-11, £200 2011-12) to release VC to monitor	Progress of DWS pupils monitored and evaluated.	DWS meets needs of G+T pupils	VC/GB/HT	
3. To signpost pupils and parents to further outside opportunities for Gifted and Talented	VC/DHT		Website page created (PS)	Pupils involve themselves in further learning opportunities outside of school.	G+T pupils needs met	VC/PS	
4. To make links with Harborne Academy (Science/Technology specialist school) to create a new Y5-8 curriculum for Science and Technology.	VC	Sept 2012	TBC	New curriculum for Y5-8 in place.	Improved progression and transition into secondary	VC/SLT	

Target 3: To ensure teachers consistently challenge and extend the learning of pupils of all abilities, particularly the more able.

Action	Owner	Timescale	Resources/ Cost	Success Criteria	Impact	Monitoring	Notes
5. To utilise facilities at local specialist schools and centres (Harborne Academy- Food Technology, Science Labs, LWGS- Media, LWBS, Sport/PE, CLCs- ICT)	VC/SLT DHT	Sept 2012	Minibus driver availability/ transport costs. Additional funds to be allocated to Curriculum Enhancement (£1000)	Pupils have hands-on experience of specialist learning and teaching	Pupils transfer specialist knowledge and skills to their learning at Chad Vale.	SLT, TLR, FGB observations	
6. To target and evaluate progress of pupils for Athena 'Masterclasses' and 'Mars Missions'.	VC	July 2011	Done within termly pupil progress interviews with HT. G+T pupils identified on Inform Tracker	Pupils have hands-on experience of specialist learning and teaching	Pupils transfer specialist knowledge and skills to their learning at Chad Vale.	SLT, TLR, FGB observations HT/CT termly meetings	
7. To introduce end of term reporting of achievement/progress to parents.	PS/HT Peter Lawton	Dec 2010	Training on Inform Tracker for PS. Time to create, print and distribute termly reports.	Parents receive an end of term report on achievement and progress 3 times a year.	Parents feel better informed about their child's progress. Parents can support their child out of school with their learning.	HT/DHT	
8. INSET for teachers on 'Day a Week School' style learning.	VC	April 2011	See 3.2	Teachers gain a clear understanding of planning for learning for G+T pupils. DWS style learning seen at Chad Vale.	G+T pupils challenged more often at 'home school'.	SLT, TLR, FGB observations	

Target 3: To ensure teachers consistently challenge and extend the learning of pupils of all abilities, particularly the more able.

Action	Owner	Timescale	Resources/ Cost	Success Criteria	Impact	Monitoring	Notes
9. New Performance Management arrangements have clear links with teacher performance and SDP priorities	Teachers DHT/HT	July 2011	INSET for new PM policy and arrangements. Time for reviewers and reviewees to meet.	PM Planning Statements are linked with SDP targets. Teachers are supported to meet targets through planning statements	Cycle of school improvement and development fully integrated into Performance Management arrangements and therefore much more effective/accountable.	HT/DHT	
10. Identify further opportunities for G+T provision of ICT through Functional Skills modules	DHT	July 2011	Time to explore examining bodies for Functional Skills. Cost for applying to become accreditation centre and online tests (£500?) ICT Mark Budget 2011-12	Chad Vale is an accredited centre for administration of Functional Skills assessment (pre-GCSE). Y6 G+T pupils undertake tests as trial.	Pupils leave with accredited qualification G+T pupils challenged	DHT	

Target 4: For children in Y2 for reading, writing and maths who did not attain a L1B (APS 9) at the end of Y1 so they attain a 2B+ (APS 13+) at the end of Y2.

Action	Owner	Timescale	Resources/ Cost	Success Criteria	Impact	Monitoring	Notes
1. ERR to be continued daily in Y2	NK	July 2010	Professional Development budget for ongoing ERR training, assessment and support (£1000)	No SEN for reading by end of Y2 Target 4 met	All Y2 pupils will reach or surpass age-related expectations by end of Y2.	HT/NK/TLR	
2. To provide parent workshops for all KS1 parent/carers.	NK	April 2011	Time to prepare (within TLR time)	Parents/carers will know how reading is taught at Chad Vale	Parents/carers able to support school teaching methods for reading at home Pupils make more progress	HT/NK/TLR	
3. To produce and distribute a 'Guide to ERR' leaflet for KS1 parents/carers	NK	April 2011	Time to prepare (within TLR time)	Parents/carers will know how reading is taught at Chad Vale	Parents/carers able to support school teaching methods for reading at home Pupils make more progress	HT/NK/TLR	
4. For Y2 curriculum to include basic skills lessons	NK	Dec 2010	Prepared within existing PPA time	Target 4 met	Pupil's basic skills maintained and enhanced.	HT/NK/TLR	
5. Children in Y2 to be 'larger stakeholders' within lessons and involved more in decision making	NK	April 2011	Prepared within existing PPA time	Topic webs, success criteria created by children. Elicitation used to gauge prior knowledge/skills	Learning opportunities respond better to children's needs Enhanced enjoyment and achievement	HT/NK/TLR	
6. HT to target/encourage and praise and regularly read-with and to- identified underperforming group	HT		Time	Each targeted child works with HT once a week.	Pupils self-esteem enhanced, weekly monitoring of pupil progress by HT.	HT/NK/TLR	

Target 4: For children in Y2 for reading, writing and maths who did not attain a L1B (APS 9) at the end of Y1 so they attain a 2B+ (APS 13+) at the end of Y2.

Action	Owner	Timescale	Resources/ Cost	Success Criteria	Impact	Monitoring	Notes
7. 'Mathletics' purchased and set up for use with target pupils	HT/NK/MC	Dec 2010	Set-up/INSET time for staff training	Mathletics is used throughout school	Pupils excited by maths, achieve in a personalised learning environment.	HT/NK/TLR/MC	
8. Ongoing tracking and evaluation of target groups' progress and achievement.	HT/NK	ongoing	Within PPA time	Target groups closely tracked. Further intervention and support given if required.	Target 4 met	HT/NK/TLR	
9. Apply for Awards for All Grant to fund 'Plot to Plate' Forest Schools project. Train lead teacher, install greenhouse on site, re-furbish Outdoor Classroom	PS	Jan 2011	AFA Grant to cover £9500 costs	Grant money awarded, Plot to Plate project run, lead teacher trained and can deliver project in future	FSM pupils meet their targets through learning outside and live healthier lifestyles.	PS	

Target 5: To accelerate the progress of children taking FSM in Reading, Writing and Maths

Action	Owner	Timescale	Resources/ Cost	Success Criteria	Impact	Monitoring	Notes
1. FSM pupils identified to teachers and progress monitored throughout year using Inform Tracker	HT	Sep 2010- ongoing		Teachers support FSM pupils	FSM pupils make progress in line with or better than non-FSM pupils	HT/CT termly meetings, PM review meetings	
2. FSM pupils targeted for additional reading from Hammonds Solicitors	HT	Oct 2010- ongoing		Teachers support FSM pupils	FSM pupils make progress in line with or better than non-FSM pupils	HT/CT termly meetings QCA/SATs results	
Actions 1.1, 1.5, 1.7, 1.8, 2.1, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9, 4.1, 4.2, 4.3, 4.5, 4.7, 4.8 also support Target 5.							

Target 6: To manage the expansion of the school from 2010.

Action	Owner	Timescale	Resources/ Cost	Success Criteria	Impact	Monitoring	Notes
1. Fire seals to be fitted on internal doors (previously 'on-hold' due to new build proposals)	DHT/AM	Dec 2010	Repairs and Maintenance 2010-11 (£975)	Fire seals fitted	Spread of fire is minimised	DHT/AM	
2. Wired smoke detectors to be fitted in library area and office corridor (previously 'on-hold' due to new build proposals)	DHT/AM	Dec 2010	Repairs and Maintenance 2010-11 (£1000)	Smoke detectors fitted	Advance warning of fires blocking dead end corridor or in 'high traffic' areas through automatic smoke detection linked with fire alarm system	DHT/AM	
3. Patch repair of ACM's in classrooms/hall.	DHT/AM	Nov 2010	Funded by LA	Patch repairs carried out	ACM remain safe	Pupils/teachers in termly Safety Sweeps	
4. To share new build proposals with parents, pupils, teachers and the local community	DHT/HT	Sep 2010 Ongoing	Via newsletters, community newsletters, website	Stakeholders are fully informed	Stakeholders can share their informed opinions with design team and GB at Chad Vale	Newsletters, website, meeting minutes, draft plans on display	
5. To set up 'New Build Steering Committee' of teachers, governors and parent representatives.	GB	Oct 2010	Time for meetings	Plans for new build include; Enlarged hall or 2 nd large space Additional outdoor toilets for MUGA/field Facility for additional parking for staff Additional staff and pupil toilet facilities Additional staff room space	New build proposals do not dilute the outstanding provision at Chad Vale. New build proposals enhance the capacity for further improvement. The performance and ethos of the school is maintained during and following the new build.	FGB	

Target 6: To manage the expansion of the school from 2010.

Action	Owner	Timescale	Resources/ Cost	Success Criteria	Impact	Monitoring	Notes
6. To involve pupils in new build planning and development	DHT	Oct 2010	Meetings within school time	Members of eco-committee and School Committee involved in planning meetings.	Pupils are involved in design. New build assists in gaining of further Eco-Schools Awards.	DHT/GB	
7. To create a long term 'Building Sustainability Plan' for future major repairs required in existing (old) building.	GB/HT	July 2011	Within school time	<p>Future maintenance requirements are budgeted for particularly;</p> <ol style="list-style-type: none"> 1. Ongoing monitoring and removal of asbestos and ACM throughout old building. 2. Replacement of all original windows in old building. 3. Repairs to leaking ceilings in YRC, Y2, School Hall. 	Funding secured for large scale projects.	HT/DHT/AM	

❖ Enhanced Action Plan: Creative Arts (updated Jan 2011)

Aim	Objectives	Targets (to be met by July 2011)
Engaging with a variety of art forms, to explore values, attitudes, feelings and meanings	<ul style="list-style-type: none"> • provide a high quality arts curriculum, which incorporates both range and depth • provide opportunities for cross-curricular work • provide opportunities for pupils to learn about the arts of diverse cultures • provide opportunities to develop self-esteem, confidence and maturity through participation in the arts • ensure that subject leaders have access to regular CPD opportunities which stimulate their own creativity and keeps them up to date with developments in the arts • ensure regular, high quality inset and CPD opportunities for all staff 	<ul style="list-style-type: none"> • adapt/rewrite 3 LCP art units (RS/CC) • ensure that at least one topic per year group has cross-curricular links • use at least one parent/arts partner to promote arts from different culture • continue with current practice; introduce a special assembly at the end of art week • Co-ordinators to attend at least one course/work with a specialist (RS/CC, MC, RH, NB) • Drawing skills inset led by Anita Morris; at least 1 inset in music and dance (RS, RH, MC)
Developing the ability to create, appreciate and make critical judgements about art works	<ul style="list-style-type: none"> • provide opportunities for open-ended tasks which allow pupils to express their creativity • give all pupils opportunities to design and complete a range of art forms • actively encourage peer and self-evaluation 	<ul style="list-style-type: none"> • Foundation / Yr 1 – encourage child-initiated learning in the role play and creative areas by providing more open-ended tasks and resources • plan for regular ‘finishing’ slots in timetable • KS2 children to annotate their own work in art portfolios; ‘compliments’ given to R/Yr 1 children for creativity (PATHS project)

<p>Encouraging pupils to work independently and in groups, to share arts experiences and present art works to others</p>	<ul style="list-style-type: none"> • give all pupils the opportunity to exhibit work/take part in a performance at least 3 times a year • give all pupils the opportunity to take part in at least one out-of-hours arts activity • present art works to parents and the 'Chad Vale family' at least 3 times a year 	<ul style="list-style-type: none"> • continue to ensure that every child takes part in at least 1 assembly and school production/nativity; ensure every child contributes to art week hall displays • Continue to provide dance club for all year groups (including reception in summer term) (MC) • invite PTA to look at art week displays; open up hall for parents to look at displays during parents' evening
<p>Developing an understanding of the role of the arts in society, including as a career</p>	<ul style="list-style-type: none"> • offer all pupils the opportunity to work alongside a professional artist once a year • offer all pupils the opportunity to visit an arts venue to see work exhibited/performed at least once a year 	<ul style="list-style-type: none"> • every class to work with an arts partner by July 2011 (see matrix) • every pupil to visit the theatre Dec 10; at least one visit to gallery/music/dance venue (PS, RS, Creative Arts Team)

❖ **Enhanced Action Plan: Community Cohesion (updated Jan 2011)**

Priority	Measurable Target	Actions	Timing	Involve	Impact
1. To raise the status of Chad Vale Primary School within the local community	<p>To increase the number of 1st choice Reception intake as 'Chad Vale'.</p> <p>To monitor LA waiting lists for other year groups.</p> <p>To achieve Good or Outstanding in upcoming Ofsted inspection.</p>	<p>1. To create a termly 'Community Newsletter' for local residents detailing school and local news.</p> <p>2. To raise awareness of Chad Vale's achievements and successes through installation of Community Noticeboard on Harborne High St.</p> <p>3. To audit current community provision available at Chad Vale</p> <p>4. To audit (through Community Newsletter) desired additional provision for local residents.</p> <p>5. To create 'Extended Schools Cluster' page on website</p> <p>6. To audit and produce a list of services available for stakeholders at other local schools</p> <p>7. To signpost stakeholders to appropriate provisions via website and Community Newsletter</p>	<p>July 2010</p> <p>Dec. 2010</p> <p>Oct 2010</p> <p>Oct 2010</p> <p>June 2010</p> <p>Oct 2010</p> <p>Oct 2010</p>	<p>Eco-Committee PPTA, parents volunteers</p> <p>Jane Lewis (ESCC), High St Manager HT of local schools</p> <p>Jane Lewis</p> <p>Paul Sansom</p> <p>Paul Sansom Jane Lewis</p> <p>Paul Sansom</p>	<p>➤ Chad Vale is well known in community as a good school.</p> <p>➤ Pupils, parents, staff are more aware of services available locally.</p> <p>➤ Local residents have a clear understanding of what we are trying to achieve.</p> <p>➤ Chad Vale has a positive relationship with its neighbours.</p>

<p>2. To raise the status of Chad Vale nationally and internationally enhancing pupils understanding of other communities.</p>	<p>Pupils talk about other communities.</p> <p>Pupils compare and contrast different localities with their local community.</p> <p>Pupils involve themselves in community and charity work.</p> <p>Website visitor count increases or maintains.</p>	<ol style="list-style-type: none"> 1. Oldham Project- letter writing between Y5 pupils about their spiritual and religious experiences. 2. School Council to arrange sponsored event- 'Walk 2 Africa'. 3. School website to be updated weekly to reflect events and news from school. 4. Eco-Committee achieve Bronze Award. 5. Eco-Committee achieve Silver Award. 6. Eco-Committee carry out local litter pick 'The Big Tidy Up' every term (hand out Community News) 	<p>April 2010</p> <p>June 2010</p> <p>April 2010</p> <p>June 2010</p> <p>Oct 2010</p> <p>July 2010</p>	<p>HT, HT at Mayfield Primary School</p> <p>African Space Trust</p> <p>Paul Sansom</p> <p>PS/Eco-Committee</p> <p>PS/Eco-Committee</p> <p>PS/Eco-Committee</p>	<ul style="list-style-type: none"> ➤ Pupils experience working to help others. ➤ Website remains a 'window into Chad Vale'. ➤ Our local community is improved.
<p>3. To give pupils the opportunity to visit local places of worship.</p>	<p>Pupils know about other religions.</p> <p>Pupils talk about places of worship</p>	<ol style="list-style-type: none"> 1. Arrange visits to local places of worship. 	<p>Sept 2010</p>	<p>Neesa Khan (RE Co-ordinator)</p>	<ul style="list-style-type: none"> ➤ Pupils show increased respect for other religions and cultures.

❖ Enhanced Action Plan: Literacy (updated Jan 2011)

Items in **GREEN**: complete/continuing, **ORANGE**: in progress, **RED**: not started

Target	Action	Owner	Time scale	Resources Costs	Success Criteria	Monitoring	Impact	Future Action
*To use the revised framework.	Use the revised framework to plan; ensure that any planning used follows the Primary Framework objectives;	CT	Ongoing (review spring 10)	time	Teachers are using Primary Framework objectives.	Planning made available on Central resource Library.	Consistency of the revised framework throughout the school.	Create enough space on the server on which to place planning regularly.
*To effectively assess pupil progress for writing.	APP training; APP moderation meetings; disseminate assessment folder to each class.	CT	Autumn 10	time	Teachers are using APP; updated records are kept in the class assessment folder.	Check assessment folders regularly; used to update 'Inform Tracker'.	Teachers are using APP and are confident in levelling children.	Continued moderation of work; Work towards schools cluster moderation.
*To create and introduce pupil self-assessment booklets.	*Create self -assessment booklets for children to use in class.	CT	ongoing	time	Children are aware of their targets; children can self - assess; children begin to talk about their next-step.	Every pupil has a target booklet.	Pupils are informed of targets; pupils know their next steps.	Review how well these are being used; look at ways of increasing effectiveness; develop pupil's self-assessment skills.
*To ensure high quality teaching in writing.	Book trawls; Lesson observations;	CT/TL R	Spring 11 (review spring)	time	Differentiated activities / work; annotated planning; enjoyment and achievement of objectives; creative teaching.	TLR team / HT	Pupils achieve their targets	
*To encourage children to maintain high standards in their presentation.	Introduce a reward system for children to independently manage the presentation of their books.	CT Pupils	Spring 11		Children's presentation of work will be consistent and the high standard maintained.	All teachers	Consistent use cursive handwriting and school presentation rules.	

*To effectively assess pupil progress for reading.	Introduce APP for reading (INSET); APP moderation meetings; disseminate of assessment folders to each class.	CT/TLR	Autumn 10	time	Teachers begin to use APP for reading; updated records are kept in the class assessment folder.	Check assessment folders regularly; used to update 'Inform Tracker'.	Teachers are using APP and are confident in levelling children.	
*To develop reading skills for KS1.	Use ERR criteria for reading phonically regular and irregular words.	KS1	Ongoing	time	Pupils reading levels are above their Chronological reading age. Reception LLS profile scores 6+ % 90- 100	Six weekly training; observations by the ERR team; pupil assessments.	Pupils reading levels are above their CA reading age. Reception LLS profile scores 6+ % 90- 100. Children are developing reading preferences.	To deliver an INSET for staff. Further training needed for new KS1 staff. Cascade for KS2 staff.
*To ensure high quality teaching in reading skills.	Lesson observations; partnership teaching; comprehension skills.	CT/TLR	ongoing	time	Reading test levels remain good; reading skills improve.	TLR team	Pupils read for pleasure; pupils talk about books more actively.	Review results and narrow the gaps in reading.
*To increase the profile of reading amongst children.	Children provided with new reading diaries; rewards attached to book reviews carried out (Reading Marathon); 'The Big Book Bank' used to change increase school books.	Teachers/TLR	Spring 11	time	Pupils are reading their diaries; talk about books; share texts they have enjoyed. Reading Marathon Certificates given out.	TLR team	Pupils read for pleasure; pupils talk about books more actively.	Autumn 2010: Introduce a Book Club with a focus on boys.

❖ Enhanced Action Plan- Numeracy (updated Jan 2011)

Items in **GREEN: complete/continuing**, **ORANGE: in progress**, **RED: not started**

Target	Action	Owner	Timescale	Resource / Costs	Success Criteria	Monitoring	Impact	Future Action
*To use the revised framework.	Use the revised framework to plan; ensure that any planning used follows the revised framework objectives; use Chad Vale planning grids.	CT	Ongoing (review in summer term 11)	time	Teachers are using revised objectives and the Chad Vale planning grids.	Planning made available on Central resource Library.	Consistency of the revised framework throughout the school.	Use APP to inform teacher planning in conjunction with Primary Framework.
*To effectively assess pupil progress.	APP training; APP moderation meetings; disseminate assessment folder to each class.	CT	Autumn 10	time	Teachers are using APP; updated records are kept in the class assessment folder.	Check assessment folders regularly; used to update 'Inform Tracker'.	Teachers are using APP and are confident in levelling children.	Work towards schools cluster moderation.
*To create and introduce pupil and parent assessment booklets.	*Create self -assessment booklets for children to use in class; create target booklets to inform parents of maths targets and give practical activities.	CT	Spring 11	time	Children are aware of their targets; children can self -assess; children begin to talk about their next-step.	Every pupil has a target booklet; parent booklets handed out termly.	Parents and pupils are informed of targets; increased home-school partnerships.	Devise parental booklet informing them of mathematical strategies used for calculation.
*To ensure high quality teaching in mathematics.	Book trawls; Lesson observations; partnership teaching;	Teachers/TLR	Spring 11	time	Differentiated / planning / activities / work; planning enjoyment and achievement of objectives; creative teaching.	TLR team / HT	Pupils achieve their targets	Continued monitoring of books, team teaching; MC to cascade expert teaching knowledge from MaST.
To enhance Mathematics through ICT	Use of data loggers to collect data; use Microsoft Excel etc to store and present data Introduce Mathematics through school- personalised learning environment.	Teachers	Spring 11	time; resources; timetables	Teachers finding opportunities to use ICT to teach mathematics	TLR team and ICT Co-ordinator	Increased understanding and confidence when using software and hardware.	Deliver INSET to develop staff confidence in using ICT to support the teaching of mathematics

❖ Enhanced Action Plan: Science (updated Jan 2011)

Items in **GREEN: complete/continuing**, **ORANGE: in progress**, **RED: not started**

Target	Action	Owner	Timescale	Resources/ Costs	Success Criteria	Monitoring	Impact	Future Action
*To raise the profile of science.	Review the existing LCP planning; plan for a science week.	NB / MC	Spring 11	Time	Additional planning; each year group carries out a different investigation.	NB/MC	Increased knowledge and enjoyment of science.	Repeated annually
*To monitor the standards in science.	Book trawl; lesson observations; partnership teaching;	NB / MC	Spring 11	Time	Differentiated activities / work; evidence of a variety of work; supporting teacher's knowledge.	NB/MC	Increased knowledge and enjoyment of science.	
*To improve assessment in science.	Implement SC1 target cards; children's self-assessment forms; to trial LCP online assessment.	NB/MC	Spring 11	Time	Teachers are filling in Sc1 cards and children assess their own knowledge after each unit.	NB/MC	Ability to level children more confidently.	Introduce science APP – Spring 2010
*To complete science equipment audit.	Ensure sufficient resources are available to teach each unit.	NB/MC	Spring 11	Cost	Stock replenished with purposeful new equipment to inspire both the learning and teaching of science.	NB/MC	Increased knowledge and enjoyment of science.	Ensure resources are updated for Autumn term

❖ Enhanced Action Plan- DT (updated Jan 2011)

Items in **GREEN: complete/continuing**, **ORANGE: in progress**, **RED: not started**

Target	Action	Owner	Time-scale	Resources/ Costs	Success Criteria	Monitoring	Impact
*To attend 8 day training course at Birmingham University. (UCE)	New D and T coordinator to attend 8 day course and complete 5000 word assignment.	Teachers	Sep-10	8 days on a course plus additional research and assignment time.	To complete a detailed assignment about one aspect of design and technology.	UCE staff and teachers.	Curriculum provision for D.T will continue to improve at Chad Vale.
*To ensure creative teaching in Design Technology.	Organise D and T team teaching to raise profile of subject within school.	Teachers	Spring 11	Ask cluster for help and maybe local secondary schools.	Creative, team teaching and planning.	D and T coordinator and class teachers.	Teachers are confident in teaching creative design and technology.
*To create differentiated Design Technology booklets.	*Update design technology project booklets for children to use in class; create differentiated booklets to show all stages of Design and Make process.	Teachers	Spring 11	time	Design booklets will enhance clarity and include variety of learning styles.	D and T coordinator and class teachers.	To use, share and develop the booklets every year. We can also assess whether using booklets enable the children have a greater understanding of Design and Make process.
*To review the planning.	*Bought a new scheme of work (DATA) to encourage creative design technology.	Teachers	2010 - 2011	time	Pupil and teacher questionnaires, discussions with class teachers.	D and T coordinator and class teachers.	Cross curricular links. Creative teaching is taught and children continue to improve new design and make skills.

❖ POST ICT MARK ACTION PLAN (updated Jan 2011)

Items in **GREEN: complete/continuing**, **ORANGE: in progress**, **RED: not started**

Target	Action	Owner	Time-scale	Resources/Costs	Success Criteria	Monitoring	Impact
Assessment: School E-Portfolio maintained and added to frequently.	Teachers reminded how to 'post' to the E-Portfolio and ICT Co-ordinator to update frequently.	PS	July '10 and annually	Time, INSET	E-Portfolio updated regularly, with examples of levelled ICT learning	Governing body meetings/INSET/SMT	E-Portfolio evidence for Ofsted and tool for assessment.
Assessment: Moderation of ICT Achievement explored across school and other schools.	Visit other schools to find out how they effectively assess ICT. Explore how ICT could be monitored	PS	Sep '10 and annually	Time, INSET	ICT achievements can be moderated within school.	Governing body meetings/INSET/SMT	Teacher's assessments are accurate.
Teaching and Learning: To monitor existing ICT practice throughout school.	Observations of ICT use in/out classroom Monitoring of electronic records	PS	ongoing	Time-observations	Best practice within school identified-develop 'ICT expert teachers' within school.	Shared in SMT/Staff Meetings	Quality of ICT teaching/learning improves.
Professional Development: To train new staff on range of technology in school.	Carry out skills audit for new teachers. Create training plan, deliver INSET.	PS	Sept '10	Skills audit, time, INSET time	Training plans develop/grow as new needs arise	Governing body meetings/INSET/SMT	Teaching and learning improves.
Extending Opportunities for Learning: Develop the use of the VLE in all classes.	Staff Training on using Moodle VLE to enhance anytime, anywhere learning.	PS	Mar-10	Time, VLE Training, INSET	Pupils able to access learning anytime, anywhere.	Governing body meetings/INSET/SMT	Learning continues outside of the classroom.
Resources: Remote Access to data for teachers	Create file structure for shared/central resource library to upload to hive. Staff to select what they want/housekeep	PS	Summer '10	Time, INSET	Teachers can access all planning documents/resources anytime, anywhere.	Governing body meetings/INSET/SMT	Electronic planning and resources easily accessible.
Resources: To ensure ICT provision meets SDP targets.	Update TCO (Total Cost of Ownership) spreadsheet to include future school expansion plans.	PS	Apr-11	Time	TCO includes proposals for new ICT equipment and budget plan following new build.	Governing body meetings/INSET/SMT	Forward planning for ICT equipment replacement

❖ **Enhanced Action Plan Eco-Schools (updated Nov 2010)**

1. Litter	Litter Patrol (class per week) to litter pick daily. Consequences/rewards for putting litter on floor/in bin	Litter on site is reduced- measured by amount collected daily by the Litter Patrol class.	May 2010	Eco-Committee Litter Patrols Pupils/teachers	School Council provided 8 litter pickers for Eco-Committee Jan 2011
2. Healthy Living	Identify opportunities for environmentally-friendly cleaning products.	Mrs. Morris to create a list of current products and to investigate alternatives.	End July 2010	Anita Morris Eco-Committee	Range of Eco-friendly cleaning materials trialled but not successfully Sep 2010
3. Biodiversity/ Pupil Participation	Eco-Committee to identify opportunities for working with Forest Schools	To apply for Awards for All Grant for 'Plot to plate' gardening project. To apply for additional funding from Stepping Up to refurbish outdoor classroom.	April 2011	Parent members of eco-committee	
4. School Grounds	Compost green waste (dinnertimes/playtimes)	Compost bins in classes and in dinner hall Compost monitor to empty class bins into main compost bin	May 2010	Teachers Eco-Committee Pupils Dinner Staff	Jan 2011
5. Energy	To monitor energy use throughout school	To install energy meter and monitor electricity usage in school.	Sep 2010	Eco-Committee	Monitor installed Oct 2010

6. Energy	To reduce energy usage throughout school	To use data from energy monitor to reduce energy usage in school. To ensure lights/computers are turned off when not needed.	April 2011	Eco-Committee	
7. Waste Minimisation/recycling	To reduce paper and photocopying usage	To collect as many parent email addresses as possible and use Schoolcomms to send weekly newsletter via email.	Jan 2011	Mr Sansom	97% of parents now have email addresses on Schoolcomms system. Newsletter now sent electronically

Red: Not started Orange: In progress Green: Complete/continuing Date Action Plan was created: 22/04/2010 (updated Oct 2010)

Additional School Actions

Action	Owner	Timescale	Resources/ Cost	Success Criteria	Impact	Monitoring	Notes
<p>To reduce the levels of childhood obesity throughout the school- apply for Stepping Up funding to;</p> <ul style="list-style-type: none"> ➤ Provide 3 table tennis tables for use at dinnertimes and after-school (£400) ➤ Re-furbish outdoor classroom (£1000) ➤ 3 day support for PECO reviewing PE Curriculum (£500) 	PS	March '11	Time to write bids, supply cover for PECO	<p>Table tennis purchased and in use</p> <p>Outdoor Classroom made safe</p> <p>PE Curriculum reviewed</p> <p>Each class use outdoor learning classroom once a week</p>	<p>Further range of physical activity available during and after school.</p> <p>'Avoiders' of physical activity begin to take part in after-school sports.</p> <p>Obesity levels reduced, fitness levels increase</p>	PS/ Eco-Committee	
<p>To increase range of after-school sports provision through application of Community Chest grant to provide</p> <ul style="list-style-type: none"> ➤ Boxercise, Dodgeball and Streetdance lessons ➤ 2 rowing machines and exercise bikes for a Dinnertime Fitness Club 	PS	March '11	Time to write bids, supply cover for PECO	<p>Additional after school clubs offered to pupils</p> <p>Uptake of after-school provision increases</p>	<p>Further range of physical activity available during and after school.</p> <p>'Avoiders' of physical activity begin to take part in after-school sports.</p> <p>Obesity levels reduced, fitness levels increase</p>	PS/ Matt Cham	
<p>To repeat Dancing Classrooms project in Y5</p>	RH	Jan – Apr '11	RH to deliver	Boys and girls interact respectfully with each other and without embarrassment	Pupils are more resilient	RH	

Staff List 2010-2011

Headteacher/Curriculum and Assessment Manager/PSMHE/Music Co-ordinator/School Governor/Humanities Co-ordinator: Robin Haselgrove

Deputy Head/I.C.T Co-ordinator/Behaviour Co-ordinator/Website/School Council/Health and Safety Co-ordinator/EVC/CPD Co-ordinator/School Governor: Paul Sansom

Office Manager: Sharon Sohal

Building Site Manager: Anita Morris

Primary Strategy Leadership Team (Literacy/Numeracy)

SENCO/Senior Manager/Art Co-ordinator: Carly Cashmore

EYFS Co-ordinator/Class 6 Teacher/Gifted and Talented/National Primary Strategies Co-ordinator: Vickie Crombie

Year 6 Teacher/Science and National Primary Strategies Co-ordinator: Noorsyad Begum

English as an Additional Language Teacher/SMT/Art Co-ordinator: Rupinder Sohal

Class 2 Teacher/RE Co-ordinator/SMT/ Collective Worship: Neesa Khan

Class 4 Teacher/Science/PE/After School Sports Co-ordinator: Matthew Cham

Teaching Staff

Class 3 Teacher/DT Co-ordinator: Kerry Grosvenor

Class 1 Teacher: Fiona Jones

Class R Teacher: Rebecca Raynor

Class R Teacher: Laura Geobey

Class 5 Teacher: Andrew Clark

Evolvesports Coaches (part time): Darren Clifton

Parent Support Advisor: Sue Patton

School Nurse: Sue Henry

Teaching Assistants

Nicola Millward (H.L.T.A and Year R)

Debbie Schofield (Year 1, Teaching Assistant Mentor)

Caroline Hanson (Year 2)

James Fenech (Year 3)

Nutan Patel (Year 6/4)

Meena Saini (Year R)

Dan Collins (Year R)

Catering Manager: Collette Shiner

Catering Staff: Debbie Shiner and Lisa Howard

Finance Officers: Mark Delaney and Lindsay Coxon

Lunchtime Play Leaders:

Mrs. Kang Mr. Rai Mrs. Nolan Mr. Brown Mrs. Russell Ms Branch

Project Teams

ICT Mark: Paul Sansom

ArtsMark: Rupinder Sohal, Nicola Millward, Carly Cashmore, Kerry Grosvenor

Eco-Schools: Paul Sansom

Appendix 1: Glossary	
ACM	Asbestos Containing Material
AST	Advanced Skills Teacher
BASS	Birmingham Advisory and Support Service
CLC	City Learning Centre's (Centres of Excellence for ICT)
CPD	Continuing Professional Development
Cross Curricular	Learning activities/lessons that cover multiple subjects/topics
DWS	Day a Week School for Gifted and Talented pupils
ERR	Early Reading Research (carried out in KS1 for teaching of reading skills)
FGB	Full Governing Body
FSM	Free School Meals
G+T	Gifted and Talented
HOT	Higher Order Thinking (evaluation, analysis, synthesis from Bloom's Taxonomy)
ICT	Information and Communication Technology
INSET	In Service Training
LWBS	Lordswood Boys School
LWGS	Lordswood Girls School
NQT	Newly Qualified Teacher
PECo	Physical Education Co-ordinator
PM	Performance Management
QCA/QCDA	Qualification and Curriculum Agency/Qualification and Curriculum Development Agency
SATs	Standard Assessment Tests
SLT	Senior Leadership Team
TLR Team	Teaching and Learning Responsibility Point/Team of Co-ordinators in school who oversee Literacy/Numeracy/Science

