

School Plan

2016 – 2017



Lympne Church of England Primary School

The school was last inspected by Ofsted Section 5 Inspection on 14 – 15 March 2012 and was judged as Good.

Outcome Judgements:

Overall Effectiveness	Leadership & Management	Behaviour & Safety of Pupils	Quality of Teaching	Achievement of Pupils	Early Years Provision
2	2	2	2	2	2

Areas for Improvement identified from the last inspection:

Ensure feedback during lessons and through marking, together with opportunities for pupils to assess their own progress, is consistently effective in helping pupils to see how they can improve.

Make sure that, before starting work independently, pupils are clear about the tasks and criteria for success

1. Effectiveness of Leadership & Management	2. Quality of Teaching, Learning & Assessment	3. Personal development, Behaviour & Welfare	4. Outcomes for Pupils
<p>School website to be initially current and compliant and then developed to make it a window for the school</p> <p>A key focus for Senior leaders and particularly new Deputy head and SENCo is to know and understand the impact of provisions in place to support vulnerable groups</p>	<p>Develop a range of teaching resources and strategies to ensure boys are engaged in learning and achieve in line with girls</p> <p>Improved quality of interventions in order to ensure that children who are achieving below ARE make more than expected progress</p> <p>Through thorough understanding of Target Tracker and formative assessment develop target setting measures for children</p>	<p>Ensure that Christian values underpin the behaviour and ethos of the school</p> <p>Develop systems to support pupils to become more resilient in handling disputes and disappointment.</p> <p>Focus on playground/assembly lining up orders to impact on wellbeing/behavior. Allow pupils to take ownership of managing behaviour.</p> <p>Continue to improve presentation of work; encourage children to take pride in their work.</p>	<p>Purchase of target tracker – implement following training.</p> <p>All disadvantaged children are identified by SLT and teachers. Tracking system is used effectively to ensure all children achieve expected outcomes.</p>

Monitoring Arrangements – How the School Plan will be monitored

Monitored by Headteacher (HT), Senior Leaders (SLT), Governors, (Govs), Local Authority (LA), School Collaboration (Hythe Hub heads)

	Termly	Seasonally	Annually
Overall quality of teaching judgements formed from: Lesson Observations / Visits Planning Monitoring Book Scrutiny Assessment Moderation	✓		
Data capture and evaluation		✓	
Pupil Progress Meetings		✓	
Appraisal Cycle		✓	
Pupil Voice			✓
Governor Monitoring Visits	✓		
HT Reports to Governors		✓	
Attendance Monitoring & Reports to Governors		✓	
Learning Walks	✓		
LA Progress & Impact Meetings		✓	
Improvement Adviser Visits	✓		

1. Effectiveness of Leadership and Management

Priority Areas for Improvement – What needs to improve to meet the outcome?	Success Criteria – What will success look like by July 2017?
School website to be initially current and compliant and then developed to make it a window for the school	<ul style="list-style-type: none"> • Website compliant, in line with DfE standards • Website constantly monitored and updated • Home learning tasks on website, accessed by parents • Parent voice positive about improvements • Governing Body and PTFA presence on the website • Improved contributions from classes
New Senior leaders and particularly new Deputy head and SENCo is a key focus to enable SLT to keep the school improving by focusing on the impact of their actions in key areas.	<ul style="list-style-type: none"> • Senior leaders, staff and Governors have a deep understanding of the school's effectiveness • All stakeholders understand the school data, and can use this to identify underachievement and act positively to ensure all pupils make good or better progress • Gap between vulnerable groups and all pupils continues to improve
To analyse and adapt current SEND practice in the school and make changes reflectively with a focus on developing a Parent Partnership and embracing the Code of Practice	<ul style="list-style-type: none"> • All teachers and TAs will understand the process for intervention • Parents will feel included and well informed • SEND pupils and other vulnerable groups will make progress in line with others

- Leaders and governors have a deep, accurate understanding of the school’s effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.

What We Need to Improve	Budget Implications	Monitoring and Evaluate
<p>Succession planning – Governing Body to appoint a new headteacher. Existing headteacher to ensure comprehensive handover</p>	<p>Advertisement and space for interviews</p>	<p>Thorough appointment process in place New Head in place – Governors confident Staff, pupils and parents involved in the process – good communication</p>
<p>Appointment of new chair and Vice Chair New Governors supported through mentoring and training Monitoring pairs assigned to appropriate roles and monitoring timetable in place, in line with areas for improvement from the SDP.</p>	<p>Governing body training budget</p>	<p>New chair supported by Headteacher and LA to carry forward the work of the Governing Body Monitoring pairs in place and confident in their role Monitoring reports demonstrate robust questioning to support school development</p>
<p>School website to be initially current and compliant and then developed to make it a window for the school</p>	<p>IT support given extra time to support SLT to ensure website is current and compliant Website designer employed</p>	<p>Website monitored by Leadership monitoring pair Governors and SLT work together to redesign the website (new headteacher input) Website will be current and compliant New website in place</p>
<p>New senior leaders are supported in their role. Deputy Head to make links with Hythe Hub deputies for support, also Area Deputy Head meetings and Conference. SENCo to attend Lift meetings and forum to ensure she is confident with her role.</p>	<p>Time and training</p>	<p>Deputy Head is confident in taking a leading role in the school. Other Senior leaders are involved with appraisal system, mentoring and coaching of staff, lesson observations and meeting with Governing Body. SENCo is confident with both paperwork and supporting staff in improving the quality of learning for Vulnerable pupils</p>
<p>Improve quality of middle leadership in the</p>	<p>Training and time</p>	<p>Subject leaders complete and review Action Plans and write the ‘story’ of</p>

school.		<p>their subject</p> <p>Deputy Head to complete Subject leader interviews to ensure that Subject leaders are confident in the direction of their subject</p> <p>Subject leaders support staff in improving the quality of teaching and learning across the curriculum.</p>
Improve quality and effectiveness of Appraisal process.	Training and time	<p>Change the timing of TA appraisals to bring them into line with their pay progression. Ensure that TAs all understand the standards</p> <p>New standards in place for teachers shared with staff.</p> <p>New appraisal proforma in place which is more personal to teachers and linked closely to SDP.</p>
Embed Target tracker into the school	Set up fee and training Time	Senior leaders and Governors understand Target tracker and can access the reports to enable them to monitor school improvement and hold teachers accountable
Action objectives from SIAMS monitoring	Training and time	<p>SIAMs completed in line with feedback</p> <p>RE and collective worship in line with Diocese advice</p> <p>Christian values explicit throughout the school</p>

Evaluation

Milestones Met – term 1 & 2	Implications for next term:
Milestones Met – term 3 & 4	Implications for next term:
Milestones Met – term 5&6	Implications for next year:

2. Quality of Teaching, Learning & Assessment - 100% teaching to be judged through triangulation as securely good or better by July 2017

Quality of Teaching, Learning & Assessment	
<ul style="list-style-type: none"> • Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced. • Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up. • Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. • Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. 	
Areas for Improvement – What needs to improve to meet the outcome?	Success Criteria – What will success look like by July 2017?
Develop a range of teaching resources and strategies to ensure boys are engaged in learning and achieve in line with girls	Activities in class engage boy's interest and they are positive about their learning Pupil voice analysis demonstrates that boys are enjoying their learning Book scrutiny demonstrates boy's learning is equal to girls Data throughout the year demonstrates boys making more than expected progress
To create a cohesive approach for all members of the school in the implementation of Class and Individual Provision Plans	Provision maps use measurable targets and entry and exit data demonstrates good progress made SENCo, class teachers and TAs all understand provision maps and interventions can be timely and effective Regular progress meetings are in place and effective in ensuring identified children are making more than expected progress

Through thorough understanding of Target Tracker and formative assessment develop target setting measures for children	Children’s targets are in place, understood by children and used to improve progress Children are using targets effectively – know what they need to achieve and what their next steps are. Teachers are confidently using Target Tracker to inform planning
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Termly Milestones Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
70% Teaching to be judged through triangulation as securely good or better	70% Teaching to be judged through triangulation as securely good or better	80% Teaching to be judged through triangulation as securely good or better with 30% outstanding	90% Teaching to be judged through triangulation as securely good or better with 30% outstanding	100% Teaching to be judged through triangulation as securely good or better with 30% outstanding	100% Teaching to be judged through triangulation as securely good or better with 30% outstanding

What We Need to Improve	Budget Implications	Monitoring and Evaluate
Children taught how to reason rather than just have challenge – reasoning skills taught across all abilities not just high ability learners	Philosophy 4 Children training – Hythe Bay Time to share training	Mastery curriculum in place across the school Children observed through monitoring using reasoning skills More evidence of differentiation across all subjects – not just by outcome Children able to move work on when ready across all levels
Develop a range of teaching resources and strategies to ensure boys are engaged in learning and achieve in line with girls	Resources Time and training	Outcomes for boys are improved SLT and Governor monitoring of pupil voice for boys Boys are fully engaged in learning and make more than expected progress

Revisit geography coverage and resources across the school.	Resources Time	Geography subject leaders evaluate resources and subjects taught Liaise with schools in Hythe Hub
New curriculum in RE from Canterbury Diocese to be in place for 2017 / 18	Resources Training Time	Develop strategies for teaching research based learning in RE Teachers confident to teach new curriculum by September '17
Marking – ensure that marking is diagnostic and providing relevant feedback to pupils in order to improve the quality of learning Time to respond to marking has become apparent as a whole school issue for certain pupils. Teach editing skills to KS2 children	Target tracker training Time for marking Teaching time for response	Next Steps – review effectiveness of next steps – do children have time to respond? Children to know what to do next to improve, link to targets – long term assessment Use of Target Tracker 'I can statements' for children to assess their own learning and progress. Use of marking buddies to help children who find responding to marking difficult Evidence in lesson observations and book scrutiny that children are using editing skills to improve the quality of their work.
Through thorough understanding of Target Tracker and formative assessment develop target setting measures for children	Training DHT visits to Hythe Hub schools to develop understanding	Teachers develop confidence in their formative assessment – using I can statements Children have targets for Reading, Writing and Maths which they understand Children know what they are aiming to achieve, and how they can improve
Application of GPS across subjects – not just as a discrete lesson.	Training Time	Evidence of marking of GPS targets across all books Children can articulate their learning and use it in writing Consistency of spellings across year groups is evident Improved outcomes for all pupils in GPS
Improved quality of interventions in order to ensure that children who are achieving below ARE make more than expected progress	SENCo involvement in supporting teachers and TAs with provision mapping and interventions Develop a cohesive approach to writing provision maps via termly progress reviews	Children achieving below ARE make more than expected progress Outcomes from interventions are monitored to ensure quality Entry and exit data monitored to ensure intervention is appropriate and effective
Reading comprehension skills are developing at	Training for Better Reading Partnership	TAs are more confident in teaching reading comprehension

KS1 in line with phonic knowledge		Children are 'whole readers', not just using phonic knowledge Monitoring of Guided reading materials and delivery to ensure quality across the school
Consider the value of Home Learning across the school, ensure that there are opportunities to be more creative/involve families and that this is consistent across the school	Time	Evidence of Home learning – monitor as part of book scrutiny. Use parent and pupil voice to assess the perceived value of home ;learning
Teacher in year 5 NQT plus 1, School's Direct trainee in year 1 and Year 2 part time teacher new to this year group will need support and development	Time School's Direct trainee is a paid placement	Use of coaching and mentoring strategies to support SLT all proactive in supporting and mentoring colleagues All teachers achieve 'good' judgements at the end of the year.

Evaluation

Milestones Met – term 1 & 2	Implications for next term:
Milestones Met – term 3 & 4	Implications for next term:
Milestones Met – term 5&6	Implications for next year:

3. Personal Development, Behaviour & Welfare

Priority Areas for Improvement – What needs to improve to meet the outcome?	Success Criteria – What will success look like by July 2017?
Focus on playground/assembly lining up orders to impact on wellbeing/behavior. Allow pupils to take ownership of managing behaviour ie. ‘peacekeeping role’. Decide key principles, codifying and embedding	Children understand what ‘good’ behaviour looks like and are proactive in ensuring that they follow school rules and set a positive example for others Pupils are proud of their school environment and respect others
To ensure that wellbeing and involvement for all pupils is carefully monitored and interventions put in place accordingly.	Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education (secondary ready), training or employment and for their adult life.
Ensure that Christian values underpin the behaviour and ethos of the school	Children have a clear understanding of the explicitly Christian values of the school Children have a clear understanding of how the Christian values impact positively on behaviour

Personal Development, Behaviour & Welfare

- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils’ attitudes to learning.
- The school’s open culture actively promotes all aspects of pupils’ welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings (including online). They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils’ spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education (secondary ready),

training or employment and for their adult life.

- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.

What We Need to Improve	Budget Implications	Monitoring and Evaluate
Improve the resilience / emotional wellbeing of children across the school	Training Time to disseminate and evaluate results / impact Friendship group for year 6 pupils – Sarah Cooper	To complete Leven Scale 3 x during the year and evaluate results RP/LG to complete Philosophy 4 children training and disseminate. Resilience training/Leuven Scales – how are these impacting on the school? How are we measuring impact with these? Parents understand the need for children to develop resilience skills Year 6 children are emotionally ready for Secondary School
Christian values and school rules are understood and embedded across the school		Tolerance for other faiths and beliefs and for those without faith is embedded across the school Teachers challenge stereotypes and use of derogatory language if it is used in lessons and around the school. Pupil voice and monitoring demonstrates that children feel safe in school All stakeholders operate within a context of respect for all Christian values are displayed around the school and in classrooms – all stakeholders know the Christian values for the school
Focus on playground/assembly lining up orders to impact on wellbeing/behavior. Allow pupils to take ownership of managing behaviour ie. 'peacekeeping role'. Decide key principles, codifying and embedding	Time	All staff involved in the promotion of quiet movement in and around school Children are able to line up and move quietly and sensibly Less incidents at lining up time Older children involved in managing behavior, leading by example. Sensory garden in use a 'safe place' for children who need support

New safeguarding policies are circulated and read by all staff, governors and volunteers	Peter Lewar to provide CP training Deputy DSLs receive training HT updated DSL training SLT provide training for TAs, Governors and staff unable to attend Peter Lewar training	All relevant stakeholders safeguarding trained Safeguarding documentation in place and shared with relevant stakeholders Safeguarding documentation available for parents on website All visitors understand commitment to safeguarding All staff complete PREVENT training yearly e-safety training in place – including session for parents
Continue to improve parking and movement outside school		Monitor parking around entrances and exits in light of new calming measures. Travel plan in place New barrier in place at side gate to ensure continued use.
Continue to improve presentation of work across the school	Time Books, pens, pencils	Book scrutiny demonstrates children’s positive attitude to their learning Books to contain fewer photos and have more emphasis on individual children – One topic book to demonstrate group and class activities. Consistent teaching of handwriting is in place across the school
Develop strategies to ensure wellbeing of staff	Time Resources	Staff wellbeing is discussed at SLT meetings Governing Body consider staff wellbeing when monitoring Strategies are in place to promote staff wellbeing

Evaluation

Milestones Met – term 1 & 2	Implications for next term:
Milestones Met – term 3 & 4	Implications for next term:
Milestones Met – term 5&6	Implications for next year:

4. Outcomes for pupils–To meet all targets set for Statutory Assessments 2017

Priority Areas for Improvement – What needs to improve to meet the outcome?	Success Criteria – What will success look like by July 2017?
Purchase of target tracker – implement following training.	Teachers and TAs using Target Tracker to record I can statements achieved and use this to accurately assess pupils. SLT understand how to monitor progress of all pupils using Target Tracker All data is completely up to date and systems are in place to ensure that all stakeholders can use it effectively to monitor progress
To embed new assessment procedures and systems in order to monitor progress and work to close the difference between progress of vulnerable groups of children in line with their peers (SEND, Boys, Cause for Concern and MA pupils).	SLT, teachers and Governing Body all understand the school data and interpret this to hold others to account Vulnerable groups identified and underperforming groups make more than expected progress

% of pupils on track for age related standards	Term 1 and 2	Terms 3 and 4	Terms 5 and 6
	Predicted % at expected plus at end of academic year		5 achieving age related standards
EYFS	GLD	GLD	GLD % Reading % Writing % Maths
Year 1	83% Reading 80% Writing 80% Maths	% Reading % Writing % Maths	% Reading % Writing % Maths
Year 2	70% Reading 63% Writing 78% Maths	% Reading % Writing % Maths	% Reading % Writing % Maths
Year 3	74% Reading 65% Writing 74% Maths	% Reading % Writing % Maths	% Reading % Writing % Maths

Year 4	84% Reading 84% Writing 74% Maths	% Reading % Writing % Maths	% Reading % Writing % Maths
Year 5	68% Reading 73% Writing 73% Maths	% Reading % Writing % Maths	% Reading % Writing % Maths
Year 6	86% Reading 86% Writing 82% Maths	% Reading % Writing % Maths	% Reading % Writing % Maths

Outcomes for children and learners

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.
- The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.

KS1 Outcomes 2016

KS1 Phonics

Year group	% of pupils	National	Notes
Year 1	88%	77%	Only 3 pupils did not achieve – usually it is around 6 or 7
Year 2	97%	90%	Only 1 pupil did not achieve and he is reading at expected level.

Year 2

Subject	Teacher assessed % at	Test % at 100	Teacher assessed % at exceeding	Notes

	expected			
Reading	80	77	37	I boy achieved the highest standardised score of 115. The lowest score was 93 (Lowest score on the test is 70)
Writing	63		7	In full moderation the books seen were described as 'outstanding'. The moderator said they were the best books she had seen. She was very impressed with the range of writing across the curriculum.
Maths	70	67	10	I boy achieved the highest standardised score of 115. The lowest score was 90 (Lowest score on the test is 70)

2016 KS2 - Reading, Writing, Maths combined scores working at expected national standards

	Lympne	Kent	Difference	National	Difference
Test results	70.6 %	58%	+12.6%	53%	+17.6
Teacher assessed results	82.4%	74%	+8.4%		

Subject	Lympne	Progress	Kent	Difference	National	Difference
Reading (TEST)	79.4	1.5	69%	+10.4%	66%	+13.4%
Writing (TA)	85.3	1.7	80%	+5.3%	74%	+11.3%
Maths (TEST)	76.5	0.7	71%	+5.5%	70%	+6.5%

What We Need to Improve	Budget Implications	Monitoring and Evaluate
Purchase of target tracker – implement following training.	Target tracker subscription – yearly Target tracker training Time and cover for liaison with Hythe Hub schools Time / cover to input data	Teachers and TAs are confident in the use of formative assessment Use of Target tracker to support gap analysis Children taught from their achieved band in previous year to ensure gaps are filled. Less use of summative tests needed to assess within bands SLT confident to use Tracker to monitor and evaluate
Consistency of assessment across year groups and in judgement of what expected looks like	Time for Moderation sessions with Hythe Hub Moderation training from LA (£100 per subject per session)	To continue to work with local secondary school to understand the measure of ‘Secondary Ready’ Conversion of test results to standardised scores to help advise expected judgement
Vulnerable groups identified and underperforming groups make more than expected progress		High ability monitored as a vulnerable group Boys added to vulnerable groups New SENCo monitors SEND and PP pupils and advises teachers and TAs in interventions and strategies to improve
Year 1 – no formal assessment measure – just Teacher assessments, develop formative assessment strategies	Moderation at Hythe Hub Moderation training from LA (£300)	Consistency of assessment when children move from Year R to Year 1 Improved accuracy in Year 1 judgements
Data shows that boys are outperforming girls in most classes – close evaluation of this	Time	SLT and Governor monitoring of progress for boys Boys established as a vulnerable group Monitoring of boys engagement in learning
Monitor writing in year 2, 3 and 6.	Moderation at Hythe Hub KS1 and 2 SATs training	English subject leader monitoring of writing Teacher understanding of ‘Secure fit’ judgements across the school Teachers have high expectations of ‘non-

		negotiables' in spellings, grammar and punctuation
Year 6 group underperforming last year due to issues with emotional wellbeing. Improve outcomes for these pupils	Hythe Hub moderation Time Social skills group – Sarah Cooper	Children at Emerging 2 and Expected 1 to make more than expected progress to achieve ARE by the end of the year Children have an understanding of what Secondary ready looks like Children are more resilient and self motivated to achieve Children take ownership of their learning

Evaluation

Milestones Met – term 1 & 2	Implications for next term:
Milestones Met – term 3 & 4	Implications for next term:
Milestones Met – term 5&6	Implications for next year:

5. Effectiveness of Early Years provision

Priority Areas for Improvement – What needs to improve to meet the outcome?	Success Criteria – What will success look like by July 2017?
New EYFS group includes 4 August born boys and 63% summer born children. Ensure that all children are on track to make good progress	Outdoor area is developed to provide stimulating activities (including those for boys) which mirror activities provided in the classroom Variety of activities provided for 'child initiated' in order that children can develop their own learning Further use of child initiated. 'Plan, Do, Review' book to help children develop their own ideas
Develop use of Target tracker to record profile	EYFS teachers and TAs confident in the use of Target tracker All data stored on Tracker, no longer using 2 Simple software

Effectiveness of Early Years provision

- Assessment is accurate and based on high quality observations. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities.
- Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all children, including disabled children, those who have special educational needs, disadvantaged children and the most able, are making substantial and sustained progress.

EYFS – outcomes in 2016

80% of children in EYFS achieved GLD.

Reading 90%, Writing 87%, Number 83% PSED 93% - all above National.

CEM Baseline

Literacy		Maths		Combined	
Start of year	End of year	Start of year	End of year	Start of year	End of year
107	148	103	130	107	136
Progress	41 points	Progress	27 points	Progress	29 points

What We Need to Improve	Budget Implications	Monitoring and Evaluate
To continue to redo the CEM Baseline as an internal monitoring system for progress.	£5.50 per child	Support to teacher and SLT in monitoring gaps and progress
Develop use of Target tracker to record profile	Training Time	EYFS teachers and TAs confident in the use of Target tracker All data stored on Tracker, no longer using 2 Simple software
New EYFS group includes 4 August born boys and 63% summer born children. Ensure that all children are on track to make good progress	Resources	Outdoor area is developed to provide stimulating activities (including those for boys) which mirror activities provided in the classroom Variety of activities provided for 'child initiated' in order that children can develop their own learning Further use of child initiated. 'Plan, Do, Review' book to help children develop their own ideas

Evaluation

Milestones Met – term 1 & 2	Implications for next term:
Milestones Met – term 3 & 4	Implications for next term:
Milestones Met – term 5&6	Implications for next year: