

Townley Primary School Improvement Plan 2018 -19



Probitas Verus Honos - Honesty Truth Respect

Townley School and Pre-School aims for all members of the school community to:

- Be lifelong, ambitious learners recognising their aspirations.
- Provide an inspirational environment to nurture a safe, mindful, healthy and active lifestyle.
- Develop their confidence, self-esteem and independence so they can flourish as individuals.
- Respect the environment and the diverse, cosmopolitan world in which we live.
- Engage with a curriculum which enables access to all areas of learning and development, with the skills necessary for success in an ever changing world.
- Work together with each other and the wider community.

Previous OFSTED inspection report Date: 13th and 14th March 2018 Overall Effectiveness: RI

Strengths of the school:

- Since taking up post, the headteacher has rightly introduced a number of effective changes to improve safeguarding.
- Progress in mathematics is beginning to improve as a result of investment in teacher training and subject resources.
- Pupils conduct themselves in an orderly manner around the school.
- The care and attention given to pupils who have special educational needs (SEN) and/or disabilities are effective, and challenging behaviour is well-managed.
- Provision in the early years is good.

Areas for Improvement:

- Improve teaching, learning and assessment and, as a result, raise standards by ensuring that:
 - teachers use assessment information effectively to plan activities that ensure all pupils make good progress from their different starting points
 - teachers plan cohesive sequences of work across a wide range of subjects, which enable pupils to develop sustained skills and understanding.
- Improve the personal development, behaviour and welfare of pupils by ensuring that:
 - learning tasks consistently challenge pupils
 - pupils have consistently high aspirations for themselves, so that they can make the rapid progress they should
 - the attendance of pupils who are often absent improves.
- Strengthen leadership and management by:
 - embedding the role of new middle leaders, so that the headteacher is well supported in raising standards
 - ensuring that governors routinely hold all leaders to account for the urgent improvement of standards
 - ensuring that leaders and governors communicate more effectively with parents who have concerns about the behaviour management of children in school.

School Targets for the end of the academic year – 2018/2019

		Attainment		Progress	
		% of pupils targeted to meet the expected standard	% of pupils targeted to exceed the expected standard	% of pupils targeted to make expected progress	% of pupils targeted to exceed expected progress
1. EYFS		12 out of 16			
Good Level of Development					
Total Average Points Score					
Literacy		12 out of 16			
Maths		12 out of 16			
2. Phonics Y1		8 out of 10			
Phonics Y2		7 out of 8			
3. End of Key Stage 1	Reading	8 out of 13 60.8%	1 out of 13 7.6%		
	Writing	8 out of 13 60.8%	0		
	Maths	9 out of 13 68.4%	1 out of 13 7.6%		
	Combined	7 out of 13 53%	0		
4. End of Key Stage 2	Reading	9 out of 11 81%	3 out of 11 27%	5 out of 11 45%	3 out of 11 27%
	Writing	8 out of 11 72%	1 out of 11 9%	3 out of 11 27%	3 out of 11 27%
	Maths	9 out of 11 81%	2 out of 1 18%	6 out of 11 54%	1 out of 11 9%
	Combined	8 out of 11 72%	1 out of 11 9%		

Section 1: Effectiveness of Leadership and Management		
Objective: Strengthen leadership and management	Governor Lead: James Hughes	
Success Criteria	Evaluation	RAG
Middle leaders understand and fulfil their roles and responsibilities in respect of raising standards across the school		
Governors routinely hold the school to account for the urgent improvement of standards		
Leaders and governors communicate effectively with parents about the behaviour management of children in school		

Actions	Lead	Timescale	Milestones	Resources	Monitoring (by whom and how)	RAG and date completed
1.1 Leaders check on the quality of teaching in their respective subjects	Eng & Maths Subject leaders	17 th September ESL – Observing Phonics and SPAG 1 st October MSL – Maths AfL learning walk 7 th Nov ESL meeting with Chair 12 th Nov MSL meeting with governor 19 th Nov ESL and MSL – book scrutiny 6 th Dec ESL AfL learning walk 10 th Dec monitoring by HT	A ESL to observe phonics and SPAG and across the school to inform individual support required teacher’s eg coaching, demonstration lessons, team teaching. SL able to articulate the quality of teaching in their subject across the school to a named governor in an interview. MSL to develop action plan for maths. Improvement adviser to work with subject leaders to develop their confidence to hold others to account.	Supply cover for classes £210 per day x10 Cost of LA SLA	Learning walks by HT and subject leaders to identify where they have supported individual teachers. Governing body visit to meet with subject leader termly, using prepared questions from Ofsted inspections- Sue Rudge with ESL and Yvonne Chenery MSL.	
		14 th January MSL – Lesson Observations 21 st January ESL Lesson Observations GR 4 th Feb ESL and MSL – book scrutiny, key skills being used across the curriculum. 25 th Feb ESL meeting with Chair 25 th Feb MSL meeting with governor	Sp Monitoring by subject leaders as outlined in timescales, reports to be prepared for governor visits commenting on quality of teaching in their subject, as a result of the impact of their leadership. MSL and ESL to lead pupil progress meeting for their subject area, across the school. Subject leaders to identify support for individual children at risk of not being on track by the end of the year. Subject leaders to meet with HT and named link governor to provide information about the impact their subject leadership has had on the quality of teaching. Subject leaders to identify funding requirements for their subject from the new budget. Subject Leaders beginning to develop portfolios of work samples at expected and greater depth learning			
		29 th April MSL – Lesson Observation ‘Reflect’ activity 6 th May ESL Lesson Observation editing and responding to feedback 10 th June ESL and MSL – English book scrutiny 24 th June ESL meeting with Chair 24 th June MSL meeting with governor	Su Subject leaders are able to articulate the impact their leadership has had on improving the outcomes for children across the school as a result of their leaderships. Subject leaders able to produce a detailed development plan for their area for the next year as a result of their findings, assessment data, and test results. Leadership judged as at least good in its impact on school improvement by external consultant End of year Performance Management reviews completed; pay awards decided School improvement priorities, including achievement show good improvements, and good			Learning walks by HT and Belinda Harvey. Governing body visit to meet with subject leader termly, using prepared questions from Ofsted inspections- Sue Rudge with ESL and Yvonne Chenery MSL.

Actions	Lead	Timescale	Milestones	Resources	Monitoring (by whom and how)	RAG and date completed
1.2 The broader curriculum offers opportunities to acquire and deepen subject-specific skills and understanding	HT	19 th Sept Governor book scrutiny 29 th Oct- All Topic books into Maria	A outcomes for pupils Sept. Agreed schedule of foundation subjects coverage Half-termly focused review of teachers' planning of foundation subjects Half-termly book scrutiny of topic books to ensure, key skills being developed and built upon the curriculum.	Primary Offer LA Advisers NLE time	Governing body Rapid Improvement Committee to carry out book scrutiny. Curriculum Governor – Jeanette, to carryout book scrutiny of foundation subjects termly. LA Advisers to monitory termly during visits. Pupil voice will demonstrate pupils' awareness of, and engagement with, cross-curricular links and utilisation of chunking for curriculum subjects	
		6 th Nov –Governor book scrutiny 3 rd Dec – HT to visit Tendering 10 th Dec - Jeanette book scrutiny				
		11 th January Juliet in 22 nd January Staff meeting 4 th Feb ESL and MSL book scrutiny key skills in curriculum 25 th March - Jeanette book scrutiny	Sp Juliet Adloune support for curriculum assessment Curriculum mapping and assessment staff meeting book scrutiny, demonstrates opportunities to acquire and deepen subject-specific skills and understanding. Assessments show good progress and achievement for all subjects			
		2 nd July Staff meeting 9 th July Staff meeting 1 th July - Jeanette book scrutiny	Su Planning for next school year, ensuring full coverage of NC requirements over two years. Plan for Implementation of the new SRE curriculum. Books show good evidence of challenge across all subject areas. There will be an exciting and innovative curriculum which inspires all learners. High quality outcomes will be taught through a broad and balanced curriculum			
1.3 Disadvantaged pupils achieve as well as non-disadvantaged pupils nationally by the time they leave the school	HT	11 th September Governor visit 20 th Sept and 17 th Dec PPM 25 th September –Lucy Improving Y6 course	A Sept. Induction for new staff on cohort of pupils Half-termly PPMs - identifying children making less than expected progress; identifying those who need to make accelerated progress to catch up; plan and monitor progress towards targets. All staff know who our disadvantaged pupils are and their specific individual barriers to learning. Evaluation of expenditure of PPG includes barriers to learning and actions for individual pupils. Monitoring schedule focuses on accelerating progress all book scrutinies have one PPG per from each year group (dates for Book Scrutiny dates outlined in 1.1 and 1.2) November Staff PDM: how to overcome barriers to academic progress Staff PDM: Attitudes to and understanding of families' circumstances	Primary Offer LA Advisers NLE time	Headteacher to monitor data on TT, Pira and Puma data, to ensure disadvantaged pupils are achieving as well as non-disadvantaged pupils termly. Headteacher book scrutiny ½ termly. Governing body vulnerable groups' governor, Natalie, visit and learning walk termly. Standards Governor, James to monitor data on TT and report to Governors termly. LA Advisers. Governor to review effectiveness of PPG spending at end of school year – Natalie.	
		5 th Nov PPG expenditure report prepared for Governors				
		6 th November staff meeting				
		11 th Feb and 1 st April PPMs Monitoring dates to be included on Termly Calendar.	Sp Gap Analysis and personalised intervention is enabling disadvantaged pupils to make rapid progress. Consider external pupil premium review to verify school targets and progress. Half-termly PPMs identify children at risk of not meeting ARE at the end of year, interventions			

Actions	Lead	Timescale	Milestones	Resources	Monitoring (by whom and how)	RAG and date completed
		<p>20th May and 8th July PPM</p> <p>Monitoring dates to be included on Termly Calendar.</p>	<p>planned and monitored as appropriate. Monitoring schedule focuses on accelerating progress all book scrutinies have one PPG per from each year group (dates for Book Scrutiny dates outlined in 1.1 and 1.2) Book monitoring shows reducing gaps</p> <p>Su Half-termly PPMs shows that achievement of children eligible for PPG is good as other children. EEF Toolkit is used to inform planning for PPG expenditure Half-termly PPMs. Monitoring schedule focuses on accelerating progress all book scrutinies have one PPG per from each year group (dates for Book Scrutiny dates outlined in 1.1 and 1.2) - books show good to very good evidence of challenge for PPG pupils at all levels. Summer data shows that disadvantaged pupils have made better than expected progress and the difference is diminishing.</p>			
<p>1.4 Governors' knowledge and expertise is developed and they are increasingly effective in holding the school to account</p>	<p>Chair</p>	<p>10th November Governor book scrutiny with H/T and LA adviser to compare PPG children with Non PPG pupils in Y6 across English, Maths and Topic work</p> <p>16th January Governance Review Dates on termly calendar and agreed following Governance review.</p>	<p>A LA adviser to provide training for governors on effective monitoring. NLG support for Chair. Governor visit logs recorded and identified action taken. Governors to meet with subject leaders and H/T. Governors to monitor their areas as set out in SIP. Governors to attend termly briefing and training. Governors to complete the Governors Self Evaluation and return to Governor Services. Chair to attend ½ termly review meetings sharing 5 key points with other governors and take action as necessary. Governors to attend KIT and finance meetings with LA</p> <p>Sp Governors to be able to ask challenging questions to hold the school to account as evidenced in the minutes – Sample of questions at end of this document. LA Governance review, with Belinda Harvey and Tina Hubbard, Action plan produced following review, recommendations and appropriate actions taken. Governors to review monitoring from their identified areas to see improvements.</p>	<p>NLG Costs LA SLA</p>	<p>LA Adviser visits to review notes of visit. Governor Services to review minutes and other governance documents at the LA review. Half-termly reviews by LA to note role of governors. HMI Visits Training record to be kept and updated by Clerk to Governors. Governor training to be a standing item on the governors' agenda.</p>	

Actions	Lead	Timescale	Milestones	Resources	Monitoring (by whom and how)	RAG and date completed
			Full complement of governors. Revisit Governor skills audit to show increased knowledge/skills base			
		Dates to be agreed	Su Governors to visit cluster school GB meeting in order to hold HT to account. Review Governance review. Plan next steps for Autumn term and succession planning for parent governor roles. School improvement priorities, show good improvements, and good outcomes for pupils			
1.5 Effective communication with parents leads to positive results on Parentview and other methods of gathering their opinions	HT and Chair	Sept. 9 th October - All staff Peer Mediation (PSHE Service) See dates on termly calendar for workshops, café's and assemblies.	A Visitors' book is in place. Termly programme of parent workshops includes Story Cafes, attended by at least 65% of parents Parents attend workshop for parents on phonics, reading and maths.	Visitors book Parental engagement book. Letters scrap book	Governors to look in visitor book and engagement book when they visit the school and if relevant write a note alongside page. Governors to host a coffee morning for parents and encourage Parentview responses Governors to write in weekly newsletter about school's activities and achievements SL to inform parents about their curriculum area via newsletter piece (Curriculum Corner) Chair of Governors to monitor ParentView before each visit. Governor representation at each café and assembly, dates for the year on weekly newsletter and who to be decided at each FGB meeting. Governor to attend sports day.	
		See dates on termly calendar for workshops, café's and assemblies.	Sp Parentview responses, parental responses to story cafés and assemblies are positive.			
		12 th July Survey results due back.	Su 95% of parental survey responses are positive.			

Section 2: Teaching, learning and assessment		
Objective: Improve the quality of teaching, learning and assessment so that in order to raise standards	Governor Lead: Sue Rudge	
Success Criteria	Evaluation	RAG
Teachers use assessment information effectively to plan activities that ensure all pupils make good progress from their respective starting points		
Teachers plan cohesive sequences of work across a wide range of subjects that enable pupils to develop sustained skills and understanding		

Actions	Lead	Timescale	Milestones	Resources	Monitoring (by whom and how)	RAG and date completed
2.1 Staff training on accurate assessment against ARE ensures all chn make progress, from their starting points in line with national expectations, raising standards	Eng & Maths Subject leaders	10/12/18 will have attended staff meeting on assessment in EMS Afl Staff meeting led by ESL and MSL. September 6 th & 7 th Pira and Puma assessment completed. 8 th Jane –Planning mastery KS1 course and week beginning 10 th Dec new term test undertaken across school. 15 th Dec - Assessment data on TT Data	^A Teachers are trained to analyse data from Pira and Puma, in order to influence planning/provision.	Staff meeting time NLE time LA Advisers £1000 for assessment resources. £1000 for TT subscription	HT to monitor work in books, progress data and assessment to check assessment data is influencing planning and provision. Governor lead (data, James) to check data on TT termly once data for the term is added, to ensure chn are making progress from their starting points and feedback to all governors. LA Advisers Curriculum Governor (Jeanette) to meet with H/T to discuss creativity in curriculum and enrichment opportunities	
		24 th January Lucy Improving Y6 Course 20 th January–Writing moderation Course Maggie Week beginning 25 th March Pira and Puma Data on TT 29 th March 2018	^{Sp} Staff are competent in the tracking of data so that they are able to take full account of assessment information so that the correct degree of challenge and support for all learners is identified. As a result there is continued improvement in pace, questioning, differentiation. Underachievement is identified early and the gaps for pupil premium, SEND pupils and all other diverse groups continue to narrow. (Evidenced in triangulation of observations, work scrutiny and data) Assessment and tracking data is moderated to ensure accuracy through cross phase moderation. There is a high degree of accuracy in assessing pupils' work. Schemes of work are reviewed to ensure support for teachers to be creative within their planning and teaching, that lessons are creative and challenging, increasing outcomes for pupils.			
		Week beginning 10 th June Pira and Puma	^{Su} Staff take full account of assessment information so that the correct degree of challenge and support for all learners is identified. As a result there is continued			

Actions	Lead	Timescale	Milestones	Resources	Monitoring (by whom and how)	RAG and date completed
			improvement in pace, questioning, differentiation. Using Pira and Puma, WRM end of unit work, and independent work in books. Teacher assessment completed for Y2 and Y6 Assessment and tracking data is moderated to ensure accuracy through cross phase moderation. There is a high degree of accuracy in assessing pupils' work.			
2.2 NQT completes NQT year meeting required standards in all areas.	HT	Wb 24/9/18 Daily phonics shared teaching HT/NQT 15/10/18 NQT observation Wb29/10/18 Peer Observation with EYFS lead phonics 14/11/18 – training with LA maths 19/11/18 NQT and Job share partner to observe effective phonic teaching in a cluster school 21 st Nov – Phonics observation	A Phonics teaching requires chn to be active learners. Term 1 observation demonstrates on track to meet NQT standards. Phonics teaching will include multisensory aspects and writing for all. Maths feedback will be instant, ensuring chn can rapidly make progress. Cycle of monitoring and developmental work over the year-: Monitoring to include Half-termly PPMs, Half-termly lesson obs, learning walks, book scrutiny Termly teacher appraisal. Developmental work to include weekly support for planning teaching and assessing.	Chartered College of Teaching LA maths and English adviser Improvement adviser Cost of Cover for NQT to attend training, 6x1/2 day at £105 per session.	Appropriate Body LA SLA to monitor observation reports completed by HT. ESL to observe phonic teaching/ support NQT with handwriting provision termly	
		Jan 18 Dates to be agreed at end of autumn term and recorded on termly calendar	Sp Accelerate Teacher Programme begins. Term 2 observation demonstrates on track to meet NQT standards.			
		Dates to be agreed at end of Spring term and recorded on termly calendar.	Su Term 3 observation demonstrates on track to meet NQT standards. Y2 chn pass phonics screening check			
2.3 Weaker teaching is addressed through coaching, feedback and monitoring	HT	Joint observation by H/T and Juliette A Week beginning 1 st October TA performance management. Week beginning 15 th October Teaching observations and performance management. Other dates agreed in line with support plans	A Cycle of monitoring and developmental work: Monitoring to include Half-termly PPMs, Half-termly lesson obs, learning walks, book scrutiny Termly teacher appraisal. Developmental work to include weekly support for planning teaching and assessing. Implementation of support plan where necessary.	Governor visits LA Advisers Primary Offer Local Headteachers (Beaupre; Alderman Payne; The Meadow) Cluster meetings Improvement Adviser	LA advisor to formally observe teaching with HT in spring term. Governor (who and focus to be decided at meeting) to carryout learning walk to see impact of coaching, monitoring and feedback with H/T at least once each term	
		Dates to be agreed at end of autumn term and recorded on termly calendar	Sp			
		Dates to be agreed at end of Spring term and recorded on termly calendar.	Su			
2.4 Adults are trained to facilitate learning and	HT	Coaching and mentoring in autumn term by HT	A Teachers sharing good practice - focused mentoring for a particular area needing	Governor visits	Subject leaders to work alongside LA advisors to train staff and monitor based on	

Actions	Lead	Timescale	Milestones	Resources	Monitoring (by whom and how)	RAG and date completed
understand how to challenge and motivate all pupils, especially those requiring additional support		All staff to have appraisal target linked to progress of vulnerable children. Observations of TA by SENCO		improvement; improvements evidenced. Opportunities to observe high quality teaching and learning in other schools/classes as necessary to provide additional support for teachers and support staff as required.	LA Advisers Primary Offer	Pira and Puma assessments Governor (lead SEND and PP- Natalie) to monitor work in books for vulnerable pupils to ensure they are making progress . Vulnerable pupils governor (Natalie) to monitor how Growth Mindset is being used for SEN children. SENDCO to monitor interventions and records termly to ensure children requiring additional support are receiving interventions appropriate to close gaps in learning.
		Dates to be agreed at end of autumn term - H/T and subject leader observations to consider effective use of adult support as part of observation cycle	Sp	Teachers managing how much support/scaffolding to give to children so that there are greater opportunities to work through challenges independently and with resilience. Use of professional conversations to analyse the impact of teaching intervention within the lesson on pupil understanding and progress.		
		Dates to be agreed in Spring term.	Su	Children's needs being met through planning and through re-shaping during lessons. Books show good to very good evidence of challenge for pupils at all levels. Lesson observations show opportunities for children to solve challenges independently.		
2.5 More able pupils are challenged at a higher standard and attain targets in line with their potential	HT	Subject leaders course and staff meeting detailed on termly calendar. 20 th Sept and 17 th Dec PPM	A	PPM identify more able children Children's work shows application of deeper understanding in English and maths, including experience of contexts that require disproving explanations. Assessment data at end of term demonstrates that more able pupils are making progress from their starting points this year.	Pira and Puma gap analysis materials	Assessments to be recorded half termly. Lesson monitoring show opportunities for children to solve challenges independently. Book scrutiny by HT and SLs shows evidence of challenge for pupils at all levels. Simon and newly appointed governor to have responsibility for monitoring the progress of more able children through book scrutiny and meetings with children. Dates to be agreed once in post. Data Governor (James) to monitor data termly on TT and report to FGB on progress and attainment of more able children. Include available FFT data
		24 th January Lucy Improving Y6 Course 20 th January–Writing moderation Course Maggie 11 th Feb and 1 st April PPMs Monitoring dates to be included on Termly Calendar.	Sp	Books show good evidence of challenge for pupils at all levels Children's progress and attainment is at least good. More able children in Y4, 5 and 6 are making progress in line with Fischer Family Trust predictions.		
		20 th May and 8 th July PPM Monitoring dates to be included on Termly Calendar.	Su	Good evidence of deeper learning seen in books. Good evidence of children's improved deep questioning. Increased numbers of children making outstanding progress and achieving GD across all year groups.		
2.6 Teachers are monitored in their application of the school's marking and feedback policy so that	Subject leaders	New policy to be agreed by governors on 21 st Nov Learning walk with Belinda and GB pencilled in for 12th Dec.	A	Monthly book scrutiny as part of staff meetings. Marking for impact in maths. Consistent editing, marking and feedback	Staff meeting time Littleport	Governors to monitor marking in books to ensure consistency across the school. Governor to meet with children to find out if they know what their next steps in learning

Actions	Lead	Timescale	Milestones	Resources	Monitoring (by whom and how)	RAG and date completed
pupils know how to improve their work		<p>Maths Adviser courses for TAs 14th Nov. Subject leader courses detailed on termly calendar.</p>	<p>systems are in place Children respond to feedback. SLs to hold marking session for support staff. Staff understand expectations about feedback and different ways of doing it successfully Children benefit from and respond to regular feedback across all subjects. Subject Leaders identify effective marking and coach staff where marking is not having enough of an impact on learning & progress.</p>	SLE	<p>are and to establish if children think feedback and marking help them improve their learning. Book scrutiny by HT to check feedback and marking are consistent across the school. Learning walk by HT and Primary Adviser to monitor the role of adults, with a particular focus on feedback during lessons.</p>	
		<p>Dates for monitoring to be agreed at the end of autumn term.</p>	<p>^{Sp} Consistency developed through sharing of the impact of effective marking & good practice pick up weaker practice. Teachers are following the marking and presentation policy consistently. Presentation of children's work is neat & improving. Consistent editing, marking and feedback systems are in place. Children are consistently responding to all feedback and children's responses show they are making progress.</p>			
		<p>Dates for monitoring to be agreed at the end of spring term.</p>	<p>^{Su} Teachers use of feedback shows pupils interacting with their learning. Adults in class check children's responses daily. Children edit work to improve it in line with success criteria. Children have sufficient time to respond to feedback daily. The feedback and marking policy is embedded into school culture and forms the basis of effective assessment for learning.</p>			
<p>2.7 The monitoring of teaching focuses on insistence on the school's agreed presentation and handwriting policies, the use of practical/visual equipment and resources and selection of inspiring and creative learning tasks</p>	<p>ESL MSL</p>	<p>New policy to be agreed by governors on 21st Nov 10th December LA review Learning walk with Belinda and GB pencilled in for 12th Dec. Maths Adviser courses for TAs 14th Nov</p>	<p>^A ½ termly book scrutiny by SLs to ensure marking in books demonstrates these. Review expectations with staff & children about neat presentation & hand-writing including corrections to work in blue pen. Reinforce 'letter-join' programme to support the teaching of handwriting at school & home. Ensure all adults are modelling neat joined handwriting. Review feedback and marking policy. Schemes of work are reviewed to ensure</p>	<p>Staff meeting time</p>	<p>HT to monitor marking in books weekly to ensure agreed presentations apply. Governors half termly scrutiny of books across the curriculum to look at children's work & teachers' comments, monitoring of handwriting, who to be decided at each FGB meeting. LA review</p>	

Actions	Lead	Timescale	Milestones	Resources	Monitoring (by whom and how)	RAG and date completed
			<p>support for teachers to be creative within their planning and teaching, that lessons are creative and challenging, increasing outcomes for children.</p> <p>Sp Presentation of work is consistently good. Books provide clear evidence of good progress. Children take pride in their written work & use a joined cursive script.</p> <p>Su Children's work is well presented and of a consistently high standard across the school. All Y5/6 children earned pen licence. All books provides clear evidence of good or better progress.</p>			

Section 3: Personal Development, Behaviour and Welfare	
Objective	Governor Lead: Natalie Paine
Success Criteria	
Learning tasks consistently challenge pupils	
Pupils have consistently high aspirations for themselves so they can make the rapid progress they should	

Actions	Lead	Timescale	Milestones	Resources	Monitoring (by whom and how)	RAG and date completed
3.1 Introduce 'Growth Mindset' approach to encourage pupils to believe in their potential	HT NQT	From September 2018	A	Weekly Growth Mindset lessons for all KS 1 and 2 chn Staff time to read and discuss growth mindset for themselves and others All staff to attend cluster training Governor visit - Children to demonstrate growth mindset in class, developing resilience to reflect on learning.	Golden Thread and Breaking the Links Education Endowment Foundation	Governing Board to meet with School Council termly (Jeanette and Simon) to monitor pupil's perceptions of Growth Mindsets. All Governor visits to comment on pupil's attitude to learning and learning behaviour. Chair of Governors to meet with focus groups of children to discuss resilience. Feedback piece in newsletters to parents HT Learning walks and pupil conferencing completed to monitor if children are adopting a Growth Mindset approach.
		Monthly Staff meeting 3/9/18, 12/10/18, 6/11/18, 3/12/18 Cluster inset 19/10/18 9/11/18				
		Dates for monitoring to be agreed at the end of autumn term.	Sp	Children observed demonstrating a Growth Mindset in lessons. Children use Growth Mindset concepts to develop as resilient and reflective thinkers. Visual aids for the classroom, parent information leaflet etc to support Growth Mindset.		
		Dates for monitoring to be agreed at the end of spring term.	Su	Parents understand Growth Mindset concepts and support this with their children at home. Resources have been provided in the classrooms to support staff and children with Growth Mindset concepts.		
3.2 A strategy for addressing parent concerns early, including in the use of social media, is established and implemented	Chair	Week beginning 1 st October TA performance management. Week beginning 15 th October Teaching observations and performance management.	A	All staff to have a PM target to deal with behaviour using the Restorative approach so that any behaviour issues are dealt with swiftly, in line with the school policy. School complaints procedure understood by all governors and followed by Chair of Governors when dealing with any complaints raised. Governors to address any issues brought to their attention swiftly by passing them on to the Chair/HT for action and follow up as appropriate.	Education Adviser	Governor to attend parent engagement events and feedback to governor meetings. Education Adviser to be informed of any parental complaints.
		Dates for monitoring to be agreed at the end of autumn term.	Sp	Working Group of parents set up to review school policies/ procedures as appropriate. A clear plan written by governors to		

Actions	Lead	Timescale	Milestones	Resources	Monitoring (by whom and how)	RAG and date completed
			address parental concerns is in place. Social media for parents' policy written in conjunction with working group of parents.			
		Dates for monitoring to be agreed at the end of spring term.	Su Social Media policy in place and understood by all.			
3.3 Peer mediation is introduced, with staff and pupils being trained to address pupil-to-pupil disagreements.	PSHE lead	Weekly from 10/9/18 9/10/18 Training for Staff	A PSHE Conflict resolution scheme of works taught PSHE service run whole school Peer Mediation training twilight. Group of approximately 6 children and two staff trained fully in Peer Mediation. Dedicated area for Peer Mediation set up by PSHE Lead.	PSHE subject lead Education Adviser £200 cost of materials to set up area.	HT to monitor behaviour logs termly. Learning walk at break times to observe behaviour. PSHE Lead to observe Conflict Resolution session in each class in October. PSHE Lead to monitor Peer Mediation sessions with Peer Mediators regularly. Governor (Simon) to meet with peer mediators once training complete in Autumn Term, Spring Term and Summer. In Spring term Peer mediators to report to Full Governing Board on their roles and the impact of Peer mediation on behaviour.	
		Sessions to begin 14 th January	Sp Child Peer Mediators begin running Peer Mediation sessions to resolve conflict at lunchtime			
		Monitoring dates to be agreed. Parents survey July	Su Peer Mediation successfully running, with reduction in behaviour incidents being dealt with by staff at break time so staff can spend more time promoting play and being active at lunch. Peer Mediators recruited for next year. Parents comments on questionnaire report most children feel safe at school, and that the school deals effectively with bullying. Peer Mediators to report to parents and governors about the impact of their roles, both on themselves and their peers.			
3.4 Behaviour for learning is improved by ensuring the pitch of learning tasks is correct and pupils are inspired by them.	Class teachers	20 th Sept and 17 th Dec PPM 25 th September –Lucy Improving Y6 course 7 th October Jane Planning mastery part 2 16 th October - Dyslexia Course all staff	A Enriched curriculum opportunities to be planned to engage and motivate children. Collaboration and sharing of good practice for developing this in staff meetings. Where pupils are fidgeting, due to an underlying issue identified in Assess, Plan, Do Review, teacher will allow them to continue to fidget with a school toy as long as this is not distracting other pupils. Other children will be taught about equality and empathy. External advice sought to ensure the best provision to enable our most vulnerable pupils to demonstrate	Staff meeting time Time for EYFS teacher to offer support to teachers Time for peer observations.	Governors & HT – learning walks to focus on learning behaviours. Pupil voice will demonstrate to governors that children have excellent attitudes to learning and demonstrate a growth mindset.	

Actions	Lead	Timescale	Milestones	Resources	Monitoring (by whom and how)	RAG and date completed
		<p>Dates to be agreed at end of autumn term and included on Termly Calendar.</p>	<p>excellent behaviour for learning.</p> <p>Sp Well-prepared and stimulating lessons help to secure good standards of behaviour. Effective learning will take place in lessons when pupils are fully engaged.</p> <p>Display demonstrating children's examples of how they have effectively used growth mindset strategies over the year</p> <p>Teachers discuss and develop ideas with pupils at the beginning of each topic – how would they like their learning developed? Include learning initiated by the children throughout the curriculum where possible.</p> <p>To re-emphasise the skills and language associated with the learning behaviours</p> <p>All classes to have Enriched curriculum. opportunities to be recorded by class teacher/TA and promoted on class pages of website/newsletter and Heron to share with parents.</p> <p>Teachers use a variety of strategies and sharing of ideas to continue to embed independent learning throughout the curriculum.</p>			
		<p>Dates to be agreed at end of spring term and included on Termly Calendar.</p>	<p>Su In lessons, teachers ensure children know their successes, what they are aiming to achieve and what they need to do to achieve this. For example through the use of targets and high quality assessment for learning, feedback and marking.</p> <p>Learning is underpinned by skills development and real life opportunities. Children and staff are clear about their learning and what skills they are developing and why it is important to them.</p> <p>Children make good progress with sustained effort and commitment. Behaviour is evaluated against Ofsted criteria for 'good.' KPIs for behaviour and safety are met</p>			

Actions	Lead	Timescale	Milestones	Resources	Monitoring (by whom and how)	RAG and date completed
3.5 Increase the rigour with which the school's attendance policy is implemented	Attendance officer	17/9/18 – new LA Attendance process Weekly letters to be sent out every Friday – new office staff appointed for task	Ongoing throughout year Attendance process articulated to parents. Attendance display removed to focus to targeting individual parents. Attendance Officer to run SIMS attendance report and issues letters in line with policy to parents. Reduction in number of PA families when compared with last 2 years	EWO Office time Governor time	Attendance Governor (Yvonne) to receive report ½ termly from attendance officer detailing number and type of letters sent, breakdown of attendance figure and report back to FGB.	

Section 4: Outcomes		
Objective: The school sets and achieves challenging targets for pupils	Governor Lead: Jeanette Redding	
Success Criteria	Evaluation	RAG
End of KS2 outcomes in 2019, especially progress from starting points, show rapid improvement and are aligned with national averages		
Progress and attainment across the school is in line with national expectations		

Actions	Lead	Timescale	Milestones	Resources	Monitoring (by whom and how)	RAG and date completed
4.1 Pupil Progress Meetings are more highly focused on next steps and monitoring to ensure pupils know how to improve their work	HT	12/9/18 KIT visit PPM 20/9/18 17/12/18	^{Au} Pupil targets reflect high aspirations for chn. Groups of children identified by all teachers and highlighted so that next steps are effective and appropriate. All staff are using assessment system (target tracker) to show gaps in learning. All staff understand the 'gap analysis' and use it to inform planning. Book Scrutiny shows evidence of where gaps are being taught. Half-termly PPMs Half-termly lesson obs, learning walks, book scrutiny Termly teacher appraisal	Release time for PPM, appraisals and staff meetings.	Governor learning walk termly to speak with children to discuss their next steps – focus on children vulnerable to missing their potential.	
		11 th Feb and 1 st April PPMs Monitoring dates to be included on Termly Calendar.	^{Sp} Teachers are using weekly assessment to inform their planning and can evidence this in PPM so children know through feedback and marking what they need to do improve their work. Target Date: Summer Term			
		20 th May and 8 th July PPM Monitoring dates to be included on Termly Calendar.	^{Su} Teachers are effectively moving children's learning on and this will be seen through progress in books. Teachers are proactive in developing their own knowledge of subject areas and showing an increased awareness of sharing their knowledge with other staff members.			
4.2 Teachers receive training to recognise how to use AfL to identify and close gaps in learning	EYFS Leader MSL ESL	Staff meeting led by subject leaders	^A Subject leaders to lead staff meeting in autumn term to share good AfL practice. Increased confidence of staff in using AfL strategies October two weeks dedicated to peer observation and support for AfL	Release time for peer support Staff meeting	HT learning walk termly to observe AfL, book scrutiny to ensure all children are making progress.	
		Dates for monitoring to be agreed at the end of autumn term.	^S Coaching provided for teachers whose AFL requires improvement.			
		Dates for monitoring to be agreed at the end of spring term.	^S Teachers use accurate AfL to identify gaps,			

Actions	Lead	Timescale	Milestones	Resources	Monitoring (by whom and how)	RAG and date completed	
4.3 Interventions are timely and effective in accelerating progress	SENDCO and CT		^A Half-termly PPMs Teachers to refer children whose progress is causing concern to SENDCO and work with them to determine any barriers to learning through early identification, advice and support for wave 1 teaching and/or wave 2 and 3 intervention. Wave 2 and 3 interventions in place to support children with making expected levels of progress. Pre-teaching sessions to allow better access to more challenging learning. Teachers to ensure paperwork/ records of support are kept to ensure additional support can be sought from SENDServices	Time for SENCO to plan precision teaching	Intervention records submitted to HT monthly. HT to observe interventions termly. Learning walks by ESL and MSL to see support being given in their subject area termly. Primary Adviser to carryout learning walk with HT to monitor the role of adults in supporting learning. SEND Governor (Natalie) to carryout learning walk while interventions are taking place and discuss evidence measuring the impact of interventions with H/T termly		
		11 th Feb and 1 st April PPMs Monitoring dates to be included on Termly Calendar.	^{Sp} Teaching Assistants to be used effectively to ensure all class teachers have support within class and for interventions. Intervention plans are clearly targeted to pupil need and are showing impact				Chair to monitor use of SEND and TA budgets to consider cost effective use of resources - TA time and interventions
		20 th May and 8 th July PPM Monitoring dates to be included on Termly Calendar.	^{Su} Evidence in books of strategies taught in intervention being used independently. Children taking part in additional interventions make at least good progress.				
4.4 All staff to have a target relating to pupil progress and attainment.	HT	Appraisals in 1 st half Autumn term. w/b 1/10/18 TA PM wb 15/10/18 Teachers PM	^A All staff to have a target linked to pupil progress.	Release time for appraisals.	Chair of Governors to have anonymised appraisal targets. Pay committee to review pay in line with recommendations following performance management/ appraisal meetings.		
		Dates for monitoring to be agreed at the end of autumn term.	^{Sp} Performance management meetings follow PPM to ensure staff are actively planning to close the gaps in learning and ensure children are on track to make at least expected progress. Where children are not on track interventions should be in place. If weak teaching is the cause of slow progress steps outlined in 2.3 above.				
		Dates for monitoring to be agreed at the end of spring term.	^{Su} Performance management reviews to monitor the progress towards targets, outcomes reported to the pay committee.				

Maths Action Plan

Subject: Maths **Year:2018 - 2019**

Objectives

- 1) To continue the improvement in achievements in assessments at the end of KS1 and KS2 (links to priority 1 and 2 of short-term priorities)
- 2) Improving the precise nature of differentiation (links to priority 1 and 2 of short-term priorities)
- 3) More opportunities for independent recording in books (links to 2 and 3 of short-term priorities)

Priority 1 embed power maths across the school

Member of staff responsible: Maths Lead

Targets	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Evaluation ----I've made these up as being progress indicators/how do we know it's working	RAG and date completed
1. To provide more opportunities for fluency outside of WRM	Purchase of Power Maths	HT	Sept '18	£700	Use of power maths in everyday lessons	More confident application of numerical operations, evidenced in PM books across the year	
2. To improve differentiation	Less reliance on WRM for differentiation as it is aimed at expected and not greater depth/working below Possible use of classroom secrets/Hamilton trust/power maths	All staff	Sept '18	£150 (subscription fees)	Use of other resources in everyday lessons	PM supplemented by more open maths tasks in green books	
3. Teacher's subject knowledge	Feedback from teachers on areas of need Possible input of CPD. Coaching and paired teaching with SL	SL/LA	Half termly	Release time SL	Greater confidence and improved teaching seen in observations		
4. To improve teachers use of assessment to check progress	Termly WRM single age assessments to be used at the end of a unit of work. Implementation of PUMA	Teachers	Termly	PUMA resources	Accelerated or at least good learning apparent in assessment results		

Priority 2 Marking and feedback to aid pupil reflection and improve their understanding/deal with misconceptions

Member of staff responsible: All staff including support staff

Targets	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Evaluation	RAG and date completed
1. All members of staff to use school feedback and marking policy	Ensure all staff especially support staff are aware	SL	Sept '18	Nil	Book scrutiny to show its implementation		
2. Time for children to reflect on marking	Verbal feedback to be used where possible to deal with misconceptions immediately, otherwise time at the start of the next	All staff	Sept '18	Nil	Book scrutiny		

	session for children to have time to reflect and improve						
3. Use of next steps	Leading a staff meeting to ensure all staff know what constitutes outstanding marking and feedback	SL	Sept '18	Photocopying resources Staff meeting time	Book scrutiny		

Priority 3 Practical equipment to be available/visible to all from EYFS to Y6 and opportunities to develop mastery

Member of staff responsible: All Staff

Targets	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Evaluation	RAG and date completed
1. Assess the quality/quantity of resources	Stock take of maths cupboard (resources to be kept centrally for everyone's use)	SL	End Oct '18	£ within budget	Purchase of missing items		
2. Enrichment of all environments	Audit of working walls, outside areas (particularly EYFS) and Maths help stations/trugs	SL	Dec '18	Nil	Learning walks to confirm Maths around the school		
3. Challenging able learners	Improve accessibility to challenge cards/problem solving within displays/work stations.	All staff	Dec '18	NCETM/NRICH Websites.	Books/assessments indicate greater depth and application of learning		

Priority 4 To continue raising the awareness of Maths with parents/carers.

Member of staff responsible: SL / LA support if required

Targets	Actions to be taken	By whom	when	Resources needed	Progress indicators	Evaluation	RAG and date completed
1. Continue to raise the confidence of parents	Parent workshops covering areas of the Maths curriculum. Should aim to reflect White Rose curriculum	SL	Termly workshops	Possible cost of LA Photocopying of resources for parents	Feedback from each session from each attendee to reflect improvement		
2. Further improve the profile of Maths across the school	Update Maths boards to reflect current progress. Improve the information /guidance found on the website.	SL/HT	Half termly	Nil	Website questionnaires to parents and carers.		
3. Continue to use Maths Monkey	To continue supporting teachers to use Maths Monkey. Ensure new parents aware of Maths Monkey –	All staff	termly	Nil	Areas of classrooms to reflect children's interactions with Maths Monkey. Evidence to also be included on website.		

English Action Plan

	Mid-Year Evaluation	End of Year Evaluation	RAG
1. Raise Standards in Reading			
2. Phonics and spellings			
3. Raise standards in writing			

Objective 1: Raise Standards in Reading

Specific Actions	Success Criteria	Timescale & milestones	Resources (including personnel & time)	Monitoring (by whom and how)
Guiding Readers – Layers of meaning Teaching Staff CPD – looking at the components of a comprehensive reading curriculum and the role of guided reading. Drop in on GR sessions.	The delivery of GR will ensure all children, particularly LA/PP children make expected or accelerated progress in Reading.	17/9/18 1/10/18 19/11/18 14/1/19 11/2/19 25/3/19	Inset sessions – Approximately 6, each lasting about 75 minutes. EA staff PDM 20.11.18 Guided Reading: independent activities	Pupil voice survey to find out their perceptions of reading. Monitoring of the teaching of GR by ESL. Work scrutiny by ESL and Governors. Dates to be linked to actions above
All staff to read Improving Literacy in EYFS KS1/2 Guidance Report	All staff will have a better understanding of the evidence based recommendations.	By October half term	Copies of the reports for staff.	Sign document when read. Discussion at staff meeting regarding recommendations.
Reignite AR and introduce certificates and bookmarks for achievement.	Children will be reading more frequently at home, children will be motivated to read more.	From September 2018	£1000.00 for AR, office cover to produce certificates and bookmarks. Supplies for afternoon tea! Checklist for AR	HLTA to monitor AR to ensure all in chn in KS2 are accessing AR. Pupil voice.
Reading workshop for parents KS2 focus	Give parents confidence and understanding of how to develop their child's reading at home.	By November 18	EA to plan with ESL/EA to perhaps lead the session.	Feedback from parents.

Objective 2: Increased confidence in teaching of phonics and spellings so that outcomes are rapidly improved (Consider how children will be given opportunities to apply phonics within Guided Reading and within writing).

Specific Actions	Success Criteria	Timescale & milestones	Resources (including personnel & time)	Monitoring (by whom and how)
Continue to embed the Babcock spelling programme and ensure children use recommended strategies when writing to support spelling as well as presentation.	Continued use of Babcock will ensure progression of spelling from phonics in R/Y1 to an understanding of strategies to support spelling in Y2-6.	From Spt 18	Drop in time and book sampling time to check impact. Weekly timetabled teaching of spelling.	Book monitoring Drop in of lessons teaching spelling Jan 19, ESL Looking at results including optional test data and analyse results.
To improve the teaching of phonics in KS1.	Grapheme/phoneme correspondences will be taught in a clearly defined incremental sequence. At the end of KS1 most children will be able to blend phonemes(to Phase 6) to support reading and segment to support spelling.	From Spt 18	Weekly support from HT in the classroom.	Drop in time and book sampling time to check impact. Progression in phonic knowledge and skills to be consistently tracked during teaching of the phases leading to mock phonic screening tests. Analyse PS results.
Introduce StoryTime Phonics across EYFS and KS1.	As a fully immersive experience children will be fully engaged & develop their understanding of phonics whilst giving them the opportunity to apply their knowledge in a creative and imaginative way leading to improved phonic screening results.	By October half-term	Training for Teacher, joint planning with EYFS lead.	Pupil voice. Observation of lessons by EL. Progression in phonic knowledge and skills to be consistently tracked during teaching of the phases leading to mock phonic screening tests. Analyse PS results.
Develop the use of Five Minute Box for children in KS 2 to improve their use of phonics.	Use of 5 MB will give those children that need support and consolidation the opportunity to make expected progress.	Spt 18	£100 for 5 Minute Box Adult to deliver it on a daily basis.	Pupil Voice Book monitoring EL to discuss progress with adults delivering intervention. Measure start and end points
Phonics workshop for parents by EYFS Lead	Parents are able to support their children with correct sounding of phonemes.	By November half term	EYFS lead to prepare activities.	Feedback from parents.

Objective 3: Raise standards in writing

Specific Actions	Success Criteria	Timescale & milestones	Resources (including personnel & time)	Monitoring (by whom and how)
To develop the children's understanding of grammar and punctuation.	Children have a secure understanding of grammar and punctuation and apply it when writing or responding to SPAG questions.	Spt 18	QFT in accordance with phase model of planning.	Book monitoring Drop in of lessons teaching punctuation and grammar. ESL observe. Looking at results including optional test data and analyse results.
Improve the quality of children's writing through their editing and redrafting of writing in accordance with the phase model of English planning.	Children are able to understand how they can improve their writing and make expected progress.	Spt. 18	EA staff PDM on effective planning with a focus on embedding editing and improving across a unit of work – to include implementation of non-negotiables QFT Editing station prompts appropriate to age. EL/HT to visit school where editing stations are already being successfully used. Meadow school visited/topic revisited through EA's staff PDM on Effective Planning.	Book monitoring EL drop in when editing stations are being used. Look for use when moderating pieces of work.
To continue using QFT strategies to develop writing across the curriculum. Writing warm-ups, talk for writing, opportunities for producing long pieces of work (at least once a week.)	Children are able to use the writing skills learnt in English in other areas of the curriculum. e.g. leaflet to persuade tourists to visit a specific location studied in geography or explanation of how volcanoes work etc,	Spt 18	Teachers to ensure opportunities for writing within topics is built into planning. EA staff PDM on effective planning covered import/export model of English across the curriculum	Share topic plans that show opportunities. Book scrutiny of English and Topic books to see evidence of learning across the curriculum, particularly MA learners - .ESL with EA and / or Governors
Ensuring consistency of presentation, including a joined style of handwriting using style selected by school.	Most children will develop a clear cursive style of handwriting allowing them to receive their pen licence.	Spt. 18	Weekly timetabled lessons using Joinit C15. Strategies for teaching used e.g. tracing in the air etc. Targeted support for those with fine motor difficulties. Pre writing tasks	Evaluation of impact on children's handwriting and presentation through book scrutiny, topic as well as English.

Questions Governors could ask:

- What are the targets for this year?
- What is "good" progress?
- What percentage of learning and teaching is good or better? Is there any variation between subjects?
- What evidence is there that children are fully engaged in the learning process and taking responsibility for their learning in all year groups?
- Are observations of learning and teaching focussed on progress for individuals, groups and classes?
- Which aspects of learning and teaching across the school are less secure and what action will be taken in respect of this?
- What proportion of teaching is good or better? How has this improved since last term?
- Does the data reflect the improvements in the quality of teaching?
- What is the evidence that AfL is having an impact on the quality of teaching and standards?
- What are the next steps? Where are the gaps?
- Does marking/feedback give opportunities for pupils to demonstrate progress in their learning?
- How do learning environments support pupil progress?
- How does differentiation support learning? What impact has it had on progress rates?
- What Boosters and interventions do we deliver and what impact do they have?
- How do we usually monitor staff subject knowledge and how effective is this?
- How are we ensuring that questioning is strong in all staff? Are there any experts who can support others?
- How is presentation of work monitored?
- How has Pupil Premium Funding improved learning?
- What support is there for teachers regarding the quality of teaching?
- How is coaching being used? What has the impact been?

		Historic	Term 3 Autumn 1 st Half	Term 4 Autumn 2 nd Half	Term 5 Spring 1 st Half	Term 6 Spring 2 nd Half	Term 1 Summer 1 st Half	Term 2 Summer 2 nd Half	% for 2018-19
Whole School	Target		97.0	97.0	97.0	97.0	97.0	97.0	
	Actual	94.7%	96.23%						
Darter (R)	Target		97.0	97.0	97.0	97.0	97.0	97.0	
	Actual								
Hawker (1/2)	Target		97.0	97.0	97.0	97.0	97.0	97.0	
	Actual								
Emerald (3/4)	Target		97.0	97.0	97.0	97.0	97.0	97.0	
	Actual								
Empero r (5/6)	Target		97.0	97.0	97.0	97.0	97.0	97.0	
	Actual								

KEY

CI/L =child initiated/ learning
 EYFS = Early Years Foundation Stage (Birth to end of reception Year)
 ELG = Early Learning Goals
 KS1 = Key Stage 1 (Years 1 and 2)
 KS2 = Key Stage 2 (Years 3, 4, 5 and 6)
 CT = Class Teacher
 A=autumn term, Spring, Summer

TA = teaching assistant
 HT =Headteacher
 TT= Target Tracker
 PPG = Pupils Premium Grant
 PPM = Pupils Progress Meetings
 ARE = Age Related Expectation
 ESL= English Subject Leader
 MSL= Maths Subject Leader

Start date:	July 2018	End date:	July 2019
Interim review date:		Final review date:	