

HEMLINGTON HALL ACADEMY



School Improvement Plan 2015 / 2016

SCHOOL IMPROVEMENT PLANNING

In writing the School Improvement Plan, we have continued to identify priorities for the school based on the Review of the Post Ofsted Action Plan and School Improvement Plan 2014/2015 and new identified priorities for the school. The School Improvement Plan continues to be an operational plan to achieve the outcomes identified by Ofsted, the school and Governing Body.

Following a Visioning Day, this year all staff and Governors have been involved in the process of Review and Action Planning.

The document is shared with all staff, Governors, DFE and available to the Local Authority (L.A.) School Achievement Team. All staff and Governors are responsible for monitoring the implementation and effectiveness of the School Improvement Plan in improving standards. The document is also available to Parents and the Discovery Alliance Raising Achievement Panel.

2015/2016 Priorities for development are specified under the Ofsted and SEF Headings:

Effectiveness of Leadership & Management

- **Priority 1: To develop all staff as leaders through effective training in order to maximize capacity across school**
- **Priority 2: Continue to embed effective partnerships within the Umbrella Trust and other professionals to meet the needs of HHA children and raise standards of HHA children and raise standards**
- **Priority 3: Extending opportunities to engage Parents to promote learning and develop wider partnerships**
- **Priority 4: To continue to ensure curriculum challenges learners and raises standards for all children**
- **Priority 5: To raise awareness and improve the teaching and learning of SMSCD**
- **Priority 6: To ensure all safeguarding procedures are shared and implemented, improving systems where possible**
- **Priority 7: To continue to maximize effectiveness of Governors**

Personal Development, Behaviour & Welfare

- **Priority 1: To effectively support the well-being of learners through targeted programs, interventions and strategies**
- **Priority 2: To continue to improve Attendance and Punctuality**
- **Priority 3: To enhance pupil engagement across the to improve understanding and well-being for all children**

The Quality of Teaching, Learning & Assessment

- **Priority 1 : Teaching promotes sustained progress of children through increasingly outstanding practice**
- **Priority 2: Children attain well against national year group descriptors**
- **Priority 3: Assessment procedures are embedded and all staff use them effectively to plan, assess and teach in order to raise standards**
- **Priority 4: Homework is of a high quality allowing children to be challenged or consolidate learning and deepen understanding**

Outcomes for Children & Learners

- **Priority 1: To ensure that all groups and individuals meet challenging end of year targets, particularly disadvantaged at KS1 and KS2**

The school will be challenged by Discovery Alliance Raising Achievement Board and specific 'buy-back' services offered by the MSTA / Professionals may provide additional support at our request to support the actions we have identified in our School Improvement Plan.

**Karen Edmenson
Head Teacher July 2015**

Targets below are based on teacher assessment (TA) and discussions in July 2015. KS2 data to be validated Autumn 2015.

Foundation Stage	2015 Good Level of Development Achieved	2016 Good Level of Development Target	2017 Good Level of Development Target	2015 EYFS Writing 7s points Target (57)	2015 EYFS Writing 7s points Achieved (53)	2016 EYFS Writing 7s points Target (36)	2015 EYFS Reading 7s points Target (57)	2015 EYFS Reading 7s points Achieved (53)	2016 EYFS Reading 7s points Target (36)	2015 EYFS Number 7s points Target (57)	2015 EYFS Number 7s points Achieved (53)	2016 EYFS Number 7s points Target (36)		
End of Reception (35 Children 2016) (not incl HNB)	76%	64%	Awaiting Baseline Data	82%	81%	Awaiting Baseline Data	71%	80%	Awaiting Baseline Data	86%	83%	Awaiting Baseline Data		
Key Stage One (not incl HNB) (incl HNB)	2015 Target (46)	Achieved 2015 (44)	Achieved 2015 (47)	2016 Target (40)	2016 Target (44)	2017 Target (53 excl HNB / 59 incl HNB)	Key Stage Two				2015 Target (38)	2015 Achieved (38)	2016 Target (39)	2017 Target (34)
Reading 2c + / below % 2b+ / in line % L3 / above %	89% 72% 9%	95% 84% 16%	89% 78% 15%	70%	64%	82% 73%	Reading	Target % to achieve L4+ / in line Target % to achieve L5+ / above		87% 26%	87% 24%	75% 25%	85% 29%	
Writing 2c + / below % 2b+ / in line % L3 / above %	85% 65% 0%	82% 70% 0%	77% 66% 0%	73%	66%	84% 75%		Writing	Target % to achieve L4+ / in line Target % to achieve L5+ / above		81% 21%	87% 22%	75% 20%	80% 21%
Maths 2c + / below % 2b+ / in line % L3 / above %	83% 74% 2%	95% 82% 11%	89% 77% 11%	75%	68%	85% 76%	Maths		Target % to achieve L4+ / in line Target % to achieve L5+ / above		84% 29%	92% 26%	75% 25%	80% 25%
GPS in line % above %	n/a n/a	n/a n/a	n/a n/a	70%	64%	82% 73%		GPS	Target % to achieve L4+ / in line Target % to achieve L5+ / above		70% 22%	71% 42%	75% 45%	85% 45%
Phonics Screening Check	2016 Target	2015 Achieved		2016 Target	2017 Predicted Target		% Level 4+ / in line R,W,M % Level 5+ / above R,W,M		75% 5%	79% 3%	75% 15%	80% 21%		
Year 1 (incl HNB) Year 1 (excl HNB)	62% 67%	71% 78%		71% 80%	Awaiting Baseline Data		% 2 Level Gains – Reading % 3 Level Gains – Reading % 2 Level Gains – Writing		95% 29% 82%	95% 26% 97%	% % %			
Year 2 (incl HNB) Year 2 (excl HNB)	91% 96%	91% 97%		54% 78%	86% 98%		% 3 Level Gains - Writing % 2 Level Gains – Maths % 3 Level Gains – Maths		24% 97% 24%	21% 97% 26%	% % %			

KS1 Targets taken from Target Tracker and based on prior attainment at Foundation Stage in Mathematical Development and Communication & Language (Reading / Writing)

End of Foundation Stage, Key Stage 1 and Key Stage 2 targets are set in consultation with:

Class Teachers
English and Maths Lead

Head Teacher and Deputy Head Teacher
Governors Raising Achievement Committee

Raising Achievement Panel
Moderation Panels (as appropriate)

Using the following information:

Size of Cohort

Free School Meals entitlement (Pupil Premium)

Teacher Assessment, Tracking and Target Setting

Date of Birth

Gender

Historical Data

Baseline Assessment

Pupil Movement (mobility)

Special Educational Needs

Optional Tests

National Pupil Averages

Hemlington Hall Academy

STATEMENT OF ETHOS & AIMS

We aim to make Hemlington Hall Academy a happy caring school with high standards. Our children are given the opportunity to reach their full potential academically socially and emotionally. We want our children to become confident, independent thinkers whose opinions are sought and valued.

We still aim to value the outcomes of ‘Every Child Matters’ and see these as an integral part of all of our work in school.

We place an emphasis on high standards of assessment, monitoring pupils’ learning and pupils being able to accept responsibility and develop high self-esteem.

All the staff see the importance of creating a stimulating and attractive learning environment that reflect different styles of learning. This fosters pride within our school community that is valued by all.

Technology and computing are an integral part in the learning process in any aspect of the curriculum. As a school we strive to maintain and update our systems regularly to maximise the potential of the resources and the effectiveness for staff and children to support their work. The use of hand-held technologies continues to be embedded, enabling every child from Y2 to Y6 have their own resource to support their learning as appropriate to the lesson / context.

To achieve our aims we value partnership with the Discovery Alliance Academies (Sunnyside, Rose Wood, Viewley Hill, Easterside and The King’s), parents and the community. We actively work with parents so that our children can achieve their best in these important years of school life.

MISSION STATEMENT

Hemlington Hall: Learning Together

Encouraging * Educating * Embracing

We aim to embed a love of lifelong learning through a creative environment that offers security, support and success for all.

Let us take you on a Learning Journey...

Happy, hard working

Enquiring minds and excellent communicators

Motivated to do well

Liaise with all neighbours

Independent in thought and action

New experiences and achievements

Go that extra mile to achieve the best

Thoughtful, honest, caring and considerate

Open to new ideas

Needs of the whole child are met

Healthy in mind and body

Aspirations and high expectations

Life long love of learning

Leave fulfilled academically, socially and emotionally

Roles and Responsibilities 2015 / 2016

<u>Staffing Structure</u>	<u>Curriculum Responsibility and Teaching and Learning Points awarded</u>	<u>Raising Achievement Team</u>	<u>Year/Group</u>
Joanne Purvis	Nursery Teacher, UPS2, TLR 2b, EY Lead, SENCo	Early Years (EY)	Nursery
Melissa Friar	TA3, 32.5h + 30mins	EY	Nursery
Kirsty Osborne	TA3, 32.5h + 30mins (Maternity leave to Spring 2016)	EY	Nursery
Vicky Muthana	TA2 32.5h + 30mins (Maternity cover to Spring 2016)	EY	Nursery
Lisa B'Durga	Teacher, NQT 1 year contract, Shadow SENDCo	HNB	HNB
Charlotte Thompson	Teacher, Design Technology (Maternity leave Nov 2015 – June 2016)	EY	Reception
Karen Oliver	Teacher (Fixed Term Contract to 31.08.16), SMSC	EY	Reception
Kathryn Geaves	Teacher, 0.2, UPS3, PSHE shadow coordinator, PPA cover, display lead. 0.6 Rec Maternity Cover Nov - June	EY	EY
Michelle Harris	Teacher 0.6 Rec Maternity Cover Nov - June	EY	Reception
Amanda Scott	TA2, 30h 15m, Breakfast Club, Art & Display lead for EY, BLAST	EY	Reception
Billie-Jo Barker	Teacher, shadow PE Lead,	KS1	Y1
Jane Woodier	TA3, 30h 15m, FFT	KS1	Y1
Steph Hart	TA2, 30h 15min	KS1	Y1
Donna Solomon	Teacher, Middle Leader: GPS & Sports Development (Maternity leave to Spring 2016)	KS1	Y1
Katie Lidster	NQT Maternity cover until Spring 2016	KS1	Y1
Debby McDonald	TA3, 30h 15m	KS1	Y1
Brian Western	Teacher, SMSC 1 yr contract	KS1	Y2
Joanne Norlund	Teacher, PSHCE Lead, Performance & Drama	KS1	Y2
Susan Gregory	HLTA, 34h, MFL Dinocrocs	EY / KS1	Y2
Jane Jamison	TA3, 30h 15m	KS1	Y2
Tina Crosby	TA2, 30h 15m	KS1	HNB / Y2
Lisa Stephenson	SEN TA, 33h	KS1	HNB
Joanne Warner	Teacher (0.8), Science (Maternity leave to Nov 2015)	Key Stage 2 (KS2)	Y3
Susan Lockney	Deputy Head Teacher, Y4 – Y6 temp Lead, English Lead, Curriculum Planning and Record Keeping, Assessment Data, Support Staff, Creative Curriculum, 0.2 Y3 Teacher	KS2	Y3 (0.2)

Emma Frankland	Teacher, Children's University, Geography	KS2	Y3
Catherine Simon	HLTA, 34h, Speech & Language, Parents & Community Events Coordinator, Let's Get Cooking, designated First Aider	KS2	Y3 (am)
Nicola Harrington	TA3, 30h 15m	KS2	Y3
Mackayla Cuthbert	Teacher, shadow Science Lead, Reciprocal Reading	KS2	Y4
Martyn Walker	UPS3 Teacher, Outdoor Curriculum, P4C, Temporary Middle Manager: Thinking for Learning	KS2	Y4
Kaye Elliott	HLTA, 34h, Parents & Community, Dyslexia Interventions, school photographs, book fair, charities	KS2	Y4 (am)
Kerstin Jones	TA3, 30h 15m, Designated First Aider, Inference training	KS2	Y4
Michelle Ward	UPS3 Teacher, 0.63, Art & DT, Student Mentor	KS2	Y5
Nicola Padgett	Teacher, TLR 2b, UPS3, Y1-Y3 Lead, Maths Coordinator, GAT, I.T. Shadow Coordinator, NQT/ School's Direct Mentor	KS2	Y5
Ruth Templeman	TA2 30h 15m, Nurture Room (pm)	KS2	Y3 / Nurture Room
Carole Shephard	HLTA 30h 15m, Nurture Room Lead, Learning Mentor / Restorative Justice, LEXIA analysis, Stock ordering, Educational visits organizing, display	KS2	Learning Mentor Role
Kerry Robinson	Teacher, School Council / Peer Mentoring, shadow Literacy coordinator, Behaviour	KS2	Y6
Joanne Knox	Teacher, TLR 2b, ICT, Y3 – Y6 Lead, Music, Media / website (Maternity leave to Spring 2016)	KS2	Y6
Charlotte Igoe	Teacher, History Lead	KS2	Y6
Teresa Young	TA 3, 30h 15m, Reading Recovery	KS2	Y6
Jill Harrison	Family Liaison Officer, Restorative Justice, Attendance, Child Protection 36h 15m	Whole School	Whole School
June Walker	Senior Lunchtime Lead, Restorative Justice, IAC Escort, First Aider	Whole School	Whole School
Karen Edmenson	Headteacher, School Improvement, Appraisal, Complaints Co-ordinator, Designated Officer for Child Protection, Inclusion, Looked After Children, Attendance, Buildings & Finance, Assessment Data, Curriculum Planning and Record Keeping, Health and Safety, Community Cohesion, Educational Visits, Academy Lead	Whole School	Whole School

Curriculum Responsibilities will be reviewed as part of Appraisal during the Autumn term 2015.

Team Structure

1. School is structured into four teams led by a Raising Achievement Coordinators:

Early Years	Nursery, Reception	Mrs Purvis
Key Stage One	Year 1, Year 2	Mrs Padgett
Lower Key Stage Two	Year 3, Year 4	Mrs Lockney
Upper Key Stage Two	Year 5, Year 6	Mrs Knox

2. All children will continue to work in single year groups, 2-form entry
3. The team will continue to be the focus for meeting the individual, pastoral and learning needs of children.
4. A member of the School Leadership Team will take responsibility for the day-to-day management of the team.
5. Issues for development identified by teams will be addressed within School Leadership Team meetings.
6. The primary role is a focus on raising standards across Key Stages and identifying / addressing underachievement quickly.

Roles and responsibilities

Roles and responsibilities of all members of staff, including the School Improvement Team are identified on pages 6 and 7.

Contents

Effectiveness of Leadership & Management	Pages 10 - 14
Personal Development, Behaviour & Welfare	Pages 15 – 16
The Quality of Teaching, Learning & Assessment	Pages 17 – 19
Outcomes for Children & Learners	Pages 20 – 21

Improving the Effectiveness of Leadership & Management

Improving the Effectiveness of Leadership & Management

Responsibility: Head Teacher / Leadership Team

Nominated Governor: Mr Dave Elliott

- **Priority 1: To develop all staff as leaders through effective training in order to maximize capacity across school**
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Purpose	Action	Target Group	Timescale	Monitoring and evaluation	Resources (Incl Finance)	Impact / Outcomes
To develop all staff as leaders	Staff responsible for monitoring and reviewing standards in their own subject through a specific Action Plan	Teachers	Summer 2015 then ongoing termly	Teachers Head Teacher Governing Body		Staff Accountability increased through ownership of their own subject. Staff recognize their wider roles and responsibilities to the school through Teacher Standards and Threshold standards. Link Governors are aware of standards in their subject, as also presented through RAC / Standards meetings termly
	All Staff will be expected to contribute to wider effectiveness of school through Team Meetings, Staff Meetings and / or their subject area	All Staff	Visioning Day 2.9.15 ongoing	Head Teacher Team Leaders Governing Body	NLE X 1day £550	Whole Staff and many Governors attended and contributed to whole school Visioning Day, Sept 2015. As a result, SIP and SEF reflected the views of all Stakeholders

Improving the Effectiveness of Leadership & Management

						All stakeholders have had access to good quality, appropriate resources and facilities throughout the year. Staff have given freely of their time to support and liaise with Governors and Parents
	Develop Middle and Early Leaders through NLE / SLE, Teaching Leaders and Alliance support	LB'D, CI, BB, MC, JN Eng, Maths, Safeguarding, SEN, EY, Science leaders Y2/Y6 Teachers	Various dates across the year		NLE X x days SLE X x days Directed meeting time £1000 x 2 Teacher Leader fees	External review showed that standards have risen for all pupils at HHA and across the Discovery Alliance Academies Rec Children exceeded the GLD target of 64%, achieving 68%. Y1 Children just exceeded the Phonics target of 80%, achieving 81%. Y2 Children exceeded the Reading target of 70%, achieving 74%. They were just below in maths, achieving 69% and low in writing at 54% against the new interim standards. Y6 Children achieved: 42% Reading 53% Writing 66% Maths 68% GPS New SIP will continue to drive up standards, including Reciprocal Reading, Speed Reading, Grammar for Writing and a Maths Research project. All Staff have received general and targeted support, challenge and training in order to raise standards for all pupils
	To improve and sharpen Induction processes for new staff	BW, VM, LS, KL, JN	September 2015	Deputy Head Teacher	Leadership Time Meeting Time	All new Staff received appropriate support, challenge and training in order to raise standards for all pupils
	Implement staff questionnaire and follow up any outcomes / actions	All staff	September 2015	Head Teacher	Directed time	Staff feel valued and know their contributions make a difference to school ethos and practice
	Staff will produce a summary report for Governors termly (core subjects)	Teachers	Termly / July 2016	Head Teacher Team Leaders	Directed / PPA Time	Governors have full understanding of HHA position and what needs to

Improving the Effectiveness of Leadership & Management

	annually (foundation subjects) about their subject / area			Governing Body		be done to improve standards and ensure value for money
To continue to embed effective partnerships within the Umbrella Trust and other professionals in order to raise standards	Implement NLE Action Plan across the year	Targeted staff All Stakeholders	From June 2015 – July 2016	Head Teacher Governors Individual Staff Liz Bramley NLE Oakdene SLE staff	Total cost £ as broken down above	HT has been supported and challenged regularly by SLE, DA and the L.A. L.A. Review Feb 2016 showed we were securely Good in all ofsted areas and that progress was evident since the last inspection HT continues to work with professionals to identify specific support, e.g. VHA / Oakdene for KS2 support July 2016
	Upskill individual staff members and teams through drawing on strengths of colleagues and / or visits to other schools / academies to observe excellent practice	Targeted staff	From July 2015	SLT & Governors to carry out learning walks and pupil interviews.	TBC	All Staff receive appropriate support, challenge and training in order to raise standards for all pupils DA has provided opportunities for staff to support and challenge each other in Maths, Early Years and at DHT level DA Joint PD Day March 2016 demonstrated a willingness to seek out and learn from others' good practice – to be continued 16-17
	Work across the Discovery Alliance to collaboratively impact on standards in each of our Academies	HT Subject Leaders NQT+1 Leaders	ongoing	RAP meetings 5 x per year presenting Condition Document and in-year data Monthly HT meetings within the Discovery Alliance	HT leadership Time Staff Directed Time £2.5k school budget for whole staff CPD development 24.3.16	HT is continually supported and challenged regularly by close professional colleagues Standards have risen in EY and Y1, and stabilized in KS1 (except for writing, which is an issue), but have been disappointing at KS2. However, book scrutinies, prior tests and teacher judgements show evidence to demonstrate significant progress for the Y6 Cohort KS1 to KS2.
To engage Parents to promote learning and develop wider	Widen Parent Academy Program for a second year	All Stakeholders	TBC from Autumn 2015	Head Teacher Family Liaison Officer	CPD / Meeting Time TBC	THIS WAS NOT POSSIBLE. However, Parents have been offered opportunities throughout the year to help them to understand the expectations for their child and understand how they can help them with their learning

Improving the Effectiveness of Leadership & Management

partnerships						Parents feel more confident to seek support and attend further training for self-help / further education
	FLO to organize a program of Family Events / Support Groups / workshops	Parents / Carers	Coffee Morning Oct 2015 Ongoing termly	Head Teacher Family Liaison Officer	CPD Meeting Time Outside Agencies	Parents understand the expectations for their child and understand how they can help them with their learning A small number of parents who attended said they felt empowered and more confident to seek support and attend further training for self-help / further education Parents have upskilled themselves in Mathematics.
	Parents are invited into school termly for class and /or curriculum events	Teachers Parents Children	Termly (various dates)	Head Teacher Teachers	Structured Planning & organisation	Children feel proud to celebrate their achievements Children understand learning does not stop at School Parents get a wider understanding of their child's curriculum, levels of learning and develop better relationships with school staff
	Re-design Academy Website and implement School App. Investigate use of 'Marvellous Me' App	All Stakeholders	September 2015	Questionnaires to Parents Counting site visitors?	App £50 pm Itchy Robot Fees £600 M.M. App £800+	Children and parents access information on HHA, including Policies, general, letters, statutory information such as Pupil Premium and End of Key Stage Data through the newly formatted website. App ready to go at any time. 91% of parents have registered to receive message through Marvellous Me. They tell us they love it!
To ensure curriculum challenges learners and raises standards for all children	Encourage further creativity into lessons through use of varied structures and the use of outdoors	All Stakeholders	Ongoing from Autumn 2015	Termly review and moderation meetings to be set up as part of the school self-evaluation block. These will include: - Monitoring of children's work across the curriculum - Monitoring of teachers' planning for all children and TA intervention	SLT Monitoring Staff Meeting & Directed Time PPA Time Outdoor Seating area paving: £1k Development of garden area £500 Materials /plants for curriculum	Children have been offered a wealth of practical and hands on experiences which have expanded and enriched their learning, making them better able to succeed in confidence, stamina, interest and learning targets. HT / Governing Body continue to invest in resources, staff training and the learning environment to improve standards for children Children have a deeper

Improving the Effectiveness of Leadership & Management

				<p>planning and monitoring</p> <ul style="list-style-type: none"> - Sampling of books termly by SLT - Learning observations by Coordinator, Chair of Governors, Headteacher and Deputy with feedback to staff, appraisal objectives directly linked to SIP. 	<p>use £600</p> <p>EY Outdoor environment £3k (Erimus Bid submitted)</p>	<p>understanding of subjects in 'real life' contexts'</p> <p>Pupil Interviews tell us children love learning and demonstrate high levels of motivation and enjoyment</p> <p>Previously unused space has been used to greater effect for Y2</p> <p>Booster groups and continual development of the Nurture Room to support individuals and Groups with SEMH. This helps them to tackle the learning curriculum more confidently.</p>
	Consider effective teaching strategies to promote higher order thinking and promote fast track progress for the more able learners	All Stakeholders	Ongoing from Autumn 2015	Head Teacher Teachers	SLT Monitoring Staff Meeting & Directed Time PPA Time	Children enjoy a high quality and varied curriculum and make good progress in all areas (from agreed start points)
	Teachers use Target Tracker as a tool to monitor standards in Early Years and Foundation Subjects against new curriculum targets	Teachers Children	Autumn 2 2015	Head Teacher EY Lead Teachers	CPD Staff Meeting & Directed Time PPA Time Target Tracker Training Events TBC	Teachers effectively assess children using a range of strategies, tweaked across the year, and including Target Tracker and Captain Cook's Assessment. As a result of the outcomes, learning observations show that they plan challenging lessons for their next steps in learning
	Training provided for support staff to implement the new curriculum, particularly driving up standards in core subjects	Support Staff	Termly Program across year	Deputy Head Teacher Maths Lead SENCo	Leadership Time Meeting Time Training costs /professional fees TBC if needed HLTA Training 2 x £800	Support staff are increasingly more effective in their roles in supporting learning. Additional work will continue across the Alliance to promote TAs LEADING learning. (Visits to EA Autumn 2016)
						TAs have had increased training throughout the year, including Curriculum Expectations, Maths, Reading and pupil Premium. As a result, they feel better-informed and have a clear understanding of the curriculum expectations for the class / individuals / groups they

Improving the Effectiveness of Leadership & Management

	Introduce Eco Council (Solar Schools Team), Sports Council and Boys Champion	Mr Walker Miss Barker	SC – July 2015 EC – Sept 2015 BC – Oct 2015	Head Teacher All Staff	Directed Time 2 x release days for monitoring £400	support Pupil voice is greater. Governors, L.A. and QM Assessors highly praised our House Captains, School Council and Peer Mentors for their mature presentation of ideas, suggestions and in-school actions. We are very proud! New Peer Mentors trained up June 2016 for 16-17. Children have greater opportunities in class to discuss and debate genuine issues. Y5 children conducted a debate in the Houses of Parliament with our local MP! Boys champion has not 'taken off' yet but will be considered if required for future years.
To raise awareness and improve the teaching and learning of SMSCD	HT organizes staff / governor training with outside professional	Whole Staff & Governors	September 16 th & November 4 th 2015	Head Teacher Governing Body Consultant Reports / Findings	£700 Consultant fees	External audit of SMSCD completed Sept / Nov 2015 Validation received / Action taken where required to improve provision in SMSCD across School SMSCD is embedded into all aspects of school life School Council present to Governors termly, giving them a sense of pride, achievement and value Children understand what is meant by 'British Values' to them individually and to us as a school community. Assemblies have focused on Local / National issues and topical events to raise awareness. School has celebrated Queen's 90 th birthday. Children are given opportunities to discuss and debate through a range of curriculum events
	Assembly themes reflect the new curriculum and meet the challenges of SMSC / BV agendas	All Children	Ongoing from Autumn 1	SMSC / PSHCE Leads Team Leaders / Middle Leaders	Directed Time Assembly Time	
	Governor monitoring through pupil interviews to identify impact of SMSC Curriculum Training	All Children	Spring Term 2016	Head Teacher Governing Body Teachers	Governor Monitoring Week SSE Timetable	
	Ensure teaching allows for opportunities for pupils to discuss and debate issues, showing respect for others and points of view	All Children All Teachers	ongoing	Pupil Interviews throughout school year as part of SSE which impact directly on practice and provision Head Teacher Governing Body Teachers	Half Termly SSE Monitoring	
To ensure all safeguarding procedures are	Complete the NSPCC Safeguarding Audit Tool. Governors and staff to work through any actions identified	All Stakeholders	September 2015	Head Teacher	HT Leadership Time	Safeguarding procedures are fully compliant and implemented by all Actions are followed up in order to sharpen S/G procedures

Improving the Effectiveness of Leadership & Management

shared and implemented, improving systems where possible	Ensure all staff and Governors have read statutory update 'Keeping children safe in Education' July 2015 and signed to acknowledge their understanding	All Stakeholders	September 2015	Head Teacher Governing Body	Directed Time	All staff and Governors are aware of updated regs and their role in implementing the policy S/G policies reviewed by Governors and updated in light of changes Staff aware of Curriculum implications of new KCSE. PSE Lead has identified materials for enabling children to be more aware of keeping themselves safe (NSPCC 'PANTS') Children say they feel safe and staff know what to do in the event of concerns School keeps a record of staff / gov certification School site safety and security increased with buiding of a new railing, making the rear of school inaccessible during the school day. Systems have been improved when sending confidential documents – hand delivery to another school, recorded postal delivery or collection by parent only.
	Complete PREVENT Chanel on-line training for all staff and Governors	All Stakeholders	September 2015	Head Teacher Governing Body	Directed Time	All staff and governors completed online training module Sept 2015 Awareness of the Radicalisation and Extremism agenda is shared and understood. School keeps a record of staff / gov certification
	Key staff are trained and introduce C-POMS as a system to electronically record safeguarding incidents	All Stakeholders	Autumn 1	Head Teacher Family Liaison Officer Learning Mentor	CPD / Meeting Time £800 installation Data uploading	CPOMS in place and used by all staff to record Safeguarding concerns confidentially, swiftly and systematically Information is confidentially shared between Professional services more efficiently
	Staff CPD and engagement in the Nurture Room Programs in order to support individuals and groups of children with Monitoring / Review to	Targeted children	Ongoing from Autumn 1	Head Teacher Learning Mentor Specialist TA	CPD / Meeting Time Summer 2015	Pastoral Team developed to meet the complex needs of many KS2 children. This has been extended where appropriate for individuals in

Improving the Effectiveness of Leadership & Management

	measure pupil impact from inception					<p>KS1 and EY Children show progress in personal well-being and learning as a result of involvement in Nurture Programs Children say they are happy and safe. Parents have valued the work their children have engaged in in the Nurture Room, and attended Coffee Mornings / Celebration Events.</p>
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Ongoing Monitoring

- School trends and comparative data
- Ofsted Inspection, Reports and HMI findings
- Regional Schools Commissioning Board checking data remotely throughout the year
- DfE checking data remotely throughout the year
- L.A. Achievement Team School Improvement Services
- Appraisal Cycle / outcomes of review for all individual staff members
- Termly standards report to Governing Body via Curriculum link Governor
- Termly monitoring by Governing Body
- Termly monitoring with of budgets by SBM, L.A. Finance Officer and Academy Accountants

Personal Development, Behaviour & Welfare

Personal Development, Behaviour & Welfare

Responsibility: Leadership Team / All Staff

Nominated Governors: Dave Elliott / Kay Braithwaite

- **Priority 1: To effectively support the well-being of learners through targeted programs, interventions and strategies**
- **Priority 2: To continue to improve Attendance and Punctuality**
- **Priority 3: To enhance pupil engagement across the to improve understanding and well-being for all children**

Purpose	Action	Target Group	Timescale	Monitoring and evaluation	Resources (Incl Finance)	Impact / Outcomes
To effectively support the well-being of learners through targeted programs, interventions and strategies	Develop a Nurture Room Policy	Targeted children, parents, staff	Summer 2015	Policy in place Head Teacher SENCo Learning Mentor The Key -Guidance	Directed Time	Nurture Room Policy in place, shared and fit for purpose. Review with whole staff May 2016 showed the value the targeted work was having on the individuals accessing NR
	Timetable for Nurture Room to effectively support individuals with Social, Emotional and Mental Health needs (SEMH)	6 – 8 Identified individuals per year group every afternoon	July 2015 (for September start)	Learning Mentor Family Liaison Officer Teachers	HLTA Salary £22k 0.5 TA £6k FLO £24k Furniture £500 Classroom resources £500	HHA acknowledges specific needs of children and supports their learning through development of specialist provision Improved confidence in the teaching of mainstream children with SEMH Staff have attended a wealth of training to support the raising of standards for SEMH children and to support staff Evidence of appropriate attainment and progress in each subject area in line with specific need and / or ability – THIS NEEDS UNPICKING FURTHER ON TT and with CSh registers. Summarise outcomes. Parents are provided with clear, concise information of progress and next steps for their child Individual staff receive appropriate support and training to deliver

Personal Development, Behaviour & Welfare

						interventions
	Introduce Yogabugs in Rec – Y2 including Impact for Change Program with Reception, involving Parents	Rec – Y2 Children & Parents	From September 2015 – July 2016	Head Teacher Yogabugs Plc	£6000 staff fees for the year 0.5 day per week	Children are well-rounded and supported with all aspects of mindfulness, physical and mental health and well-being through strategies such as YB, Tai-Chi, NR, Bungalow, Peer Kids etc... Following a review, staff have unanimously voted to keep YB for 2016-17 Learning improves as children develop strategies for managing stress. Children developing a greater resilience – lots of work in class support children becoming more independent Parents have regular opportunities to share in the learning with their child
To continue to improve the Attendance and Punctuality of children	Targeted individuals to attend updated training and disseminate information to Governors, staff and Parents	All parents All pupils	September 9 th 2015	Head Teacher FLO IEWO	Directed Meeting Time Free CPD Parents Letter Update school Paperwork	Attendance has improved by 0.82% up to 95.72% (7.7.16) from 2014-15 total. Information letter sent to parents in October. Individual meetings held to discuss term time absence. Home visits by FLO / IEWO establish reasons for school absence (recorded on CPOMS) Paper chain for Attendance and punctuality rigorous and consistent – recorded on CPOMS also Children's attendance improves Parents acknowledge legislation and avoid taking their children out of school during term time ACC records are accurate and can be used as evidence in cases serious concern
	FLO to work closely with EWO and Alliance Academies to encourage and improve the attendance, punctuality	Targeted parents & pupils	Ongoing from September 2015	Head Teacher FLO IEWO	Home Visits IEWO SLA £200 x 6 FLO directed time Attendance rewards	
To enhance pupil	Rigorous monitoring of presentation of children's work in books in order to improve handwriting, letter formation	All pupils All Teachers	Ongoing from September 2015	All Stakeholders Oakdene NLE / SLE	SLE Monitoring with ENG / Maths Lead £175	Handwriting staff training held April 2016 to revisit the policy and instil rigour across all staff.

Personal Development, Behaviour & Welfare

<p>engagement across the to improve understanding and well-being for all children</p>	<p>and cursive font.</p>					<p>Children (and staff!) handwriting is improving as staff become more vigilant and consistent in implementing policy. However, it still needs to continually be addressed. Daily handwriting lessons in place for 3.5 weeks transition.</p> <p>One book policy demonstrating visible progress across the curriculum – no room for slippage</p> <p>We continue to monitor year groups to address any differences between 2 classes.</p> <p>Children taught correct formation from Nursery(when appropriate) onwards. Handwriting included in Home Learning packs which has enabled parents to clearly see the handwriting expectations and support their child.</p> <p>KS1 Write-a-Longs twice weekly has supported parents and children, focssing on handwriting formation as a ‘lesson’ by the teacher.</p> <p>Most Children take pride in their work and their books are high quality. Focus continues to ensure worksheets are eliminated wherever possible.</p>
	<p>Improving attitudes to learning for a small number of children who lack motivation. Address appropriately.</p>	<p>Targeted individuals / groups</p>		<p>Mr Walker Mrs Padgett Head Teacher</p>	<p>Boys Champion Group Enterprise Groups Chess Club Coding Club Action Plans</p>	<p>Individuals have been identified by the teacher or by their parents. Support has been offered in class. Discussions have taken place in Pupil Progress and Staff Meetings to allow teachers to be creative with the topics they cover, in order to motivate pupils, particularly where cohorts are boy-heavy.</p> <p>Action / intervention / rewards put in place to support vulnerable pupils and provide opportunities to explain their views. Much of this has been done through the Nurture</p>

Personal Development, Behaviour & Welfare

						Room once per week for KS2. L.A. Review identified that Children engage in stimulating, and rich curriculum activities which motivate, challenge and inspire. This will continue.
	Raise awareness of the new SMSC agenda, particularly tackling prejudiced-based bullying	All Stakeholders	November 11 th 2015	Head Teacher Governing Body Consultant	Consultant fees £700 (incl above)	Staff have a clear understanding of the new curriculum expectations and how to plan and teach them in their year groups Training was put in place Autumn Term (SL) for TAs to understand the expectations of their year group in core subjects and understand the assessment expectations. L.A. Review and QM Assessor identified that Children can talk their learning and share their views about school and learning. More opportunities needed for debating next year.

To Improve the Quality of Teaching, Learning & Assessment

To Improve the Quality of Teaching, Learning & Assessment

Responsibility: Leadership Team / All Staff
Nominated Governor: Whole Governing Body

- **Priority 1 : Teaching promotes sustained progress of children through increasingly outstanding practice**
- **Priority 2: Children attain well against national year group descriptors**
- **Priority 3: Assessment procedures are embedded and all staff use them effectively to plan, assess and teach in order to raise standards**
- **Priority 4: Homework is of a high quality allowing children to be challenged or consolidate learning and deepen understanding**

Purpose	Action	Target Group	Timescale	Monitoring and evaluation	Resources (Incl Finance)	Impact / Outcomes
Teaching promotes sustained progress of children through increasingly outstanding practice	Teachers questioning is of a high standards and promotes effective thinking and learning.	All children All Staff	Immediate ongoing	Implementation of SSE timetable Head teacher and Strategic Teaching & Learning Team – Termly with feedback to staff Strategic Teaching & Learning Team will meet fortnightly to report overall progress in all core subjects and plan next steps Core Subject and Team Leaders will monitor planning and children’s work throughout each Term to ensure development points are implemented Core Subject Leaders	SSE Timetable implemented	<p>Data for end of KS1 and KS2 is not with previous years as a result of a different testing regime.</p> <p>Children will meet or exceed national percentage expectations by the end of the school year</p> <p>KS2 GPS and Maths broadly in line</p> <p>Writing and Reading significantly below.</p> <p>KS1 – KS2: Good Progress Demonstrated however, SEEING HHA WELL ABOVE above National Floor Targets, particularly In maths:</p> <p>Reading: -2.8 (National -5)</p> <p>Writing -2.4 (National -7)</p> <p>Maths -0.5 (National -5)</p> <p>The number of children achieving / exceeding their end of year targets will increase by 10-20% from July 2015 data</p>
	Teachers regularly check children’s understanding and intervene effectively				Pupil Progress Meetings – leadership Time	
	British Values is embedded throughout the curriculum, assembly themes, events and ethos				Staff Release 12 x £200 supply across the year	
	Teacher’s marking and feedback to children is effective and children use the comments to improve and progress in their learning				PPA Time Team Meetings Directed Time British Values curriculum resources Fortnightly News Slide Show	

To Improve the Quality of Teaching, Learning & Assessment

				<p>will prepare a termly subject report to discuss with their subject link Governor</p> <p>Foundation Subject Leaders will prepare an annual standards brief to discuss with their subject link Governor</p> <p>All Staff will contribute to Head Teacher's Termly Report to Governors</p> <p>All Teachers will plan and deliver a Standards Meeting to all Teachers and Governors termly with a specific allocated focus</p> <p>Monitoring by Governor's Raising Achievement Committee and L.A. School Achievement Team (where appropriate)</p> <p>Discovery Alliance Raising Achievement Board will monitor and scrutinize and challenge data in each Academy, and offer support as required</p> <p>EY Leader Monitoring</p>	<p>(Assembly Themes)</p>	<p>Data for end of KS1 and KS2 is not with previous years as a result of a different testing regime.</p> <p>Feedback from children will further shape the curriculum and enhance learning for all abilities and ages Pupil interviews positive. Pupil Voice strong and led well by School Council, as recognized by NLE, QM Assessors and Gobs</p> <p>School policies for all subjects, Marking and Presentation, AfL and homework are implemented by all staff Marking and feedback has been the focus. Staff using crib sheet consistently and ensuring focally marked work is high quality. L.A. Review commented staff were perhaps over-marking. We discussed and reviewed in staff meeting, encouraging staff to give feedback throughout lessons 'doctors surgery' style.</p> <p>Through embedded SSE, Staff will be supported and focused to raise attainments Teachers are aware of their strengths and areas for improvement in their planning, learning and teaching Embedded SSE has continued to work well, with SLT working in PPA, conducting peer-teaching Sessions, and offering sample Lessons. Reciprocal Reading has Been positive, led by MM this year, and will continue into the coming Year with further CPD from FFT Consultant Andy Taylor. Staff CPD will improve</p>
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To Improve the Quality of Teaching, Learning & Assessment

				<p>half termly Discovery Alliance Network Support Group</p> <p>NLE / SLT / Governor SSE monitoring</p>		<p>standards for teachers and in turn, for children throughout the school</p> <p>Children enjoy a high quality and varied curriculum and make good progress in all areas (from agreed start points)</p>
<p>Children attain well against national year group descriptors</p>	<p>Teaching of Reading, Writing, Communication and Maths is highly effective and cohesively planned across the curriculum</p>	<p>All children All Staff</p>	<p>9th, 23rd, 30th September</p>		<p>Curriculum resources Planning PPA Time Directed Time</p>	<p>Teachers manage and monitor the work of support staff to ensure rapid progression for targeted children</p>
	<p>Reciprocal Reading is taught as a strategy to develop the teaching of reading across subjects</p>		<p>23rd September Monitoring TBC</p> <p>Planned in-service for TAs TBC</p>		<p>RR materials to support teachers</p> <p>Middle Leader Monitoring Time £300 1.5 day release</p> <p>TL Course 2 x £1000</p>	<p>Any development points raised by Core Subject and Team Leaders are addressed</p> <p>Staff will receive prompt written and/or verbal feedback on planning, learning and teaching which informs their development.</p>
	<p>Teachers are aware of groups of learners including disadvantaged in order to close any attainment gaps</p>		<p>30th September Staff Meeting</p>		<p>Individual Pupil Data Shared Sept 2015</p> <p>Teacher analysis</p>	<p>Children develop RR skills reading often across the curriculum</p> <p>Standards rise in Reading for all Cohort</p>

To Improve the Quality of Teaching, Learning & Assessment

					/ scrutiny	
Assessment procedures are embedded and staff use them effectively in order to raise standards	Refine 2015-16 procedures for English and Maths through Assessment staff meetings	All children All Staff	9 th , 23 rd , 30 th September		SSE Monitoring Half Termly SLT Governors External advisors	Target Tracker used by all teachers as an assessment tool. Data outcomes inform next step planning and interventions Agreed Practices shared for all subjects and in detail for Reading and writing and assessment. Maths expectations agreed, in line with TT. Subject Leaders have led staff meetings at least termly, to address any analysis outcomes from end of half term assessments.
	Embed English & Maths across the curriculum to provide rich and purposeful learning	Children	ongoing			Parents are informed informally and formally at least half termly about their child's progress and support with any concerns Reach for the Stars continues to be shared 4 times per year and is well-received by parents. Marvellous me has had a great impact, sharing immediate positive parents on a daily basis. Parent Consultations take place twice per year with a Summer event offered following Annual Reports for any individual parents Requesting it. This year, 2 whole School parents meetings were Offered to inform of Assessment, Curriculum and Outcomes. Approx 35 parents attended, and were Shocked at the expectations for Pupils. Updated Curriculum maps Sent home to all parents and Posted on website again.
	Effective use of ExBaA Baseline outcomes through Early Years in order to continue to improve the GLD% from 76% 2015 to 80% 2016	EY Children, Parents, Staff	From Sept 2015			EY Lead Reception Teachers

To Improve the Quality of Teaching, Learning & Assessment

						<p>meet the needs of, and challenge children in EY</p> <p>It has been agreed that 2016-17 we will assess and report 3x per year, as recommended by L.A. Advisor Neil Hoskinson. Staff felt it fairer to do 3 even 13week blocks, rather than report after short half terms, in some cases. Analysis showed little improvement in a half term, however, Pupil Progress meetings will continue half termly to ensure any issues are addressed swiftly through open, professional dialogue. This is more teacher-led as the year has progressed.</p> <p>EY EExBaA was withdrawn, on account of the fact that it was impossible to measure progress nationally when every school was not using the same system. Data was misleading. Staff have continued with Development Matters and find observation a key way to identify strengths and weaknesses in the EY children. Outcomes were in line with National for the second year in a row – 68% GLD.</p>
<p>Homework is of a high quality allowing children to be challenged or consolidate learning and deepen understanding</p>	<p>Review Homework Policy and raise profile of expectations with staff, children and parents</p>	<p>All Children, parents, teachers</p>	<p>Autumn 2</p>	<p>Annual Review by whole staff Parent / Pupil questionnaire feedback Ofsted Framework The Key -Guidance</p>	<p>All Teachers</p>	<p>Policy is effective and is implemented by every teacher, for every child.</p> <p>Homework has improved across the year, and policy was reviewed.</p> <p>We need to look at this again as whole staff Autumn 2016.</p> <p>Children broaden, deepen and research new learning. Parents are provided with materials and resource to help them support their child with</p>

To Improve the Quality of Teaching, Learning & Assessment

						<p>Homework Class resource boxes developed and stored in the Nurture Room so children /parents can complete the set homework tasks.(outcome from Poverty Proofing Audit Feb 2016) Staff also more considerate when setting homework tasks, ensuring children have the equipment to complete it. Nurture Room open to 3.30-pm daily for parents to come in and ask for support or take the time to complete homework tasks.No-one has accessed this provision as yet. 2016-17 – two Homework clubs will be offered each week: Y1 – Y3 / Y4-Y6</p>
	Pupil Interviews to establish value and quality of homework	Children	From Spring 2 onwards each term	Pupil Interviews with Teacher / SLT member as part of SSE	All Teachers	<p>Children value the homework Homework is having a positive impact on learning and standards Homework is rich and varied as well as appropriately challenging Homework Club is provided to support children and families Homework reviews not implemented as a separate SSE item, but will be done Autumn 2016.</p>

To Improve Outcomes for Children & Learners

To Improve Outcomes for Children & Learners

Responsibility: Whole Staff

Nominated Governors: Whole Governing Body

- **Priority 1: To ensure that all groups and individuals meet challenging end of year targets, particularly disadvantaged at KS1 and KS2**

This Action Plan incorporates all of the above Action Plans.

Purpose of Activity	Nature of Activity	Target Group	Timescale	Monitoring and evaluation	Resources (incl Finance)	Impact / Outcomes
To ensure that all groups and individuals meet challenging end of year targets, particularly disadvantaged	Staff and Governor training on Sutton Trust Website	Teachers	Spring Term	Governors & SLT Pupil Premium data collection half termly Review on PP spending identifies where it's had most impact. Review of current PP Cohorts needs analysis	Pupil Premium Funding 2015-16 £189k TBC	Pupil Premium Spending has impacted directly on targeted children and is steadily raising standards in learning. Well-being and enrichment are extremely well targeted and supported, as identified through Poverty Proofing Audit Feb 2016. KE made contact with PP Champion Carl Faulkner regarding better targeting of learning 2016-17. To be followed up Autumn 2016.
	All pupils, including those in receipt of pupil premium, make substantial and sustained progress	Children	Continual dialy assessment and planned interventions	SSE monitoring will focus on standards / data analysis Teacher assessment Standards Meetings	TA intervention time PP funds as appropriate Curriculum planning / resources	All pupils, including those in receipt of pupil premium, make substantial and sustained progress in all areas of the curriculum Disadvantaged pupils' needs are met through a rich range of targeted support. There is a small gap between PP / Non PP in all year groups (not significant in most), except Y1, where PP outcomes are greater than their Non-PP Peers. This will continue to be a focus through implementation of 2016-17 Action Plan, teacher planning and awareness through staff CPD, as recommended through Governors PP Audit May 2016.

To Improve Outcomes for Children & Learners

	Pupils read widely and often across subjects	Teachers Children	From 23 rd September	SSE Monitoring by SLT and Middle Leader MC	Release Time £200 x 3 Reading resources Reciprocal Reading cards	Reading standards have improved in general, however, nationally expected standard has risen significantly. KS2 outcomes were disappointing. For most children yet there is still some way to go to reach the raised expectations of the curriculum. A.Taylor from FFT is working with us (July / Nov) to continue to develop the RR Program incl Reading Journals across the whole school. Staff prepared for implementation of class novel from day one in Sept. Resources for reading are rich and high quality. Purchases will be made from School budget: English Children and parents access school libraries weekly Reader Leaders in Place Children Buddy Read using Reciprocal Reading methods between Y3 and Y5 / Y4 and Y6. This has been extended to KS1 from 2016.
	Pupils are given opportunities to articulate their learning and understanding in lessons and as part of pupil voice including student councils, Governor groups and pupil interviews	Children	Ongoing Student Council Peer Mentors Sports Council House Captains	Pupil Interviews throughout school year as part of SSE which impact directly on practice and provision	Teacher Time Meeting Time Planned Curriculum Time	Children tell us they feel valued and listened to and know that their opinions count Children's speaking and listening skills are improving. Shakespeare performance for Y6 Oct 2015 was outstanding, for the second year running. This will be a focus for new TLR English lead EF. Class Assemblies introduced from Sept 2016. Children will be provided with more opportunities to present / speak to wider audiences. Performances planned, as well as choir, special services, Performing Stars after school club and large scale performance for KS2.

To Improve Outcomes for Children & Learners