

HEMLINGTON HALL ACADEMY



School Improvement Plan 2016 / 2017

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 2015/2016 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.

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.

2016/2017 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 of KCSiE update, and its impact on teaching and learning**
- **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 of children**
- **Priority 3: To enhance pupil engagement across the to improve understanding and well-being for all children**
- **Priority 4: To raise awareness of online behaviour and personal safety through the curriculum for all children and safeguarding support for parents**

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 expectations**
- **Priority 3: Staff effectively use assessment to plan and teach high quality lessons, 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 expected standards, particularly more able and disadvantaged at KS1 and KS2**
- **Priority 2: To rapidly improve children's standards in the Early Years from worsening Baseline entry start points**

The school will be challenged by Governors, Discovery Alliance Raising Achievement Board, SSMG at the L.A., Ofsted, RSC and DfE. 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 2016**

Targets below are based on teacher assessment (TA) and discussions in July 2016. KS2 data to be validated Autumn 2016.

Early Years	2016 Good Level of Development Achieved	2017 Good Level of Development Target (52 / 55)	2018 Good Level of Development Target	2016 EYFS Writing 7s points Target (38 / 44)	2016 EYFS Writing 7s points Achieved (38 / 44)	2017 EYFS Writing 7s points Target (52 / 55)	2016 EYFS Reading 7s points Target (38 / 44)	2016 EYFS Reading 7s points Achieved (38 / 44)	2017 EYFS Reading 7s points Target (52 / 55)	2016 EYFS Number 7s points Target (38 / 44)	2016 EYFS Number 7s points Achieved (38 / 44)	2017 EYFS Number 7s points Target (52 / 55)		
End of Reception 38 (excl HNB) 44 (incl HNB)	68% 57%	67% 64%	Awaiting Baseline Data	66% 53%	68% 57%	71% 67%	66% 53%	68% 67%	71% 57%	70% 58%	78% 66%	77% 73%		
Key Stage One (not incl HNB) (incl HNB)	2016 Target (40)	2016 Target (44)	2016 Achieved (41) / (47)	2017 Target (52)	2017 Target (58)	2018 Target (38 / 44)	Key Stage Two			2016 Target (38)	2016 Achieved (38)	2017 Target (33)	2018 Target (46)	
Reading At expected % Greater Depth %	70% 2%	64% 2%	74% / 64% 3% / 2%	59% 8%	53% 7%		Reading	Target % to achieve expected standard			75%	42%	67%	xx%
Writing At expected % Greater Depth %	73% 2%	66% 2%	54% / 47% 5% / 4%	57% 8%	52% 7%			Writing	Target % to achieve expected standard Target % to be working at greater depth			75% 20%	53% 3%	73% 24%
Maths At expected % Greater Depth %	75%	68%	74% / 64% 3% / 2%	78% 10%	72% 9%		Maths		Target % to achieve expected standard			75%	66%	73%
GPS At expected %	70%	64%	%	70%	64%			GPS	Target % to achieve expected standard			75%	68%	73%
Phonics Screening Check	2016 Target	2016 Achieved	2017 Target	2018 Predicted Target	% at expected standard R,W,M % above expected standard R,W,M				75% 0%	32% 0%	66% 3%	xx%		
Year 1 (incl HNB 43) Year 1 (excl HNB 37)	71% 80%	71% 81%	65% 76%	Awaiting Baseline Data xx% xx%	Reading Progress Measure % Good/better Progress – Reading			-2.8 0						
Year 2 (incl HNB 58) Year 2 (excl HNB 52)	54% 78%	38% 71%	56% 83%	xx% xx%	Writing Progress Measure % Good/better Progress – Writing			-2.4 0						
					Maths Progress Measure % Good/better Progress – Maths			-0.5 0						
					Above / Below Floor Standard?			Above	Above					

KS1 Targets taken from Target Tracker and based on prior attainment End of Early Years 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
Gender

Free School Meals entitlement (Pupil Premium)
Historical Data

Teacher Assessment, Tracking and Target Setting
Baseline Assessment

Date of Birth
Pupil Movement (mobility)

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), the Local Authority / Teaching Schools, wider professionals and educational providers, 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 2016 / 7

<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	Early Years (EY)	Nursery
Melissa Friar	TA3, 32.5h + 30mins	EY	Nursery
Kirsty Osborne	TA3, 0.6 + 30mins	EY	Nursery
Vicky Muthana	TA2 32.5h + 30mins 1 year contract	EY	Reception
Charlotte Thompson	Teacher, UPR1, Design Technology	EY	Reception
Karen Oliver	Teacher UPR1, SMSCD	EY	Reception
Kathryn Geaves	Teacher, 0.4, UPS3, KCSiE lead (incl PANTS), PPA cover, display lead.	EY	EY/KS1
Debby McDonald	TA3, 30h 15m	EY	Reception
Amanda Scott	TA2, 30h 15m, Breakfast Club, Art & Display lead for EY, BLAST	EY	Reception
Billie-Jo Barker	Teacher, support PE Lead, RE Lead	KS1	Y1
Donna Solomon	Teacher, UPR1, PE Lead	KS1	Y1
Tina Crosby	TA2, 30h 15m	KS1	Y1
Catherine Simon	HLTA, 34h, Speech & Language, Parents & Community Events Coordinator, Let's Get Cooking, designated First Aider. Sound Trainer.	KS1	Y1
Nicola Padgett	Teacher, TLR 2b, UPS3, KS1Lead, Maths Coordinator, GAT lead, NQT/ School's Direct Mentor, London Residential lead	KS1	Y2
Joanne Norlund	Teacher, UPR1, PSHCE Lead, Performance & Drama	KS1	Y2
Susan Gregory	HLTA, 34h, MFL Dinocrocs	EY / KS1	Y2
Jane Jamison	TA3, 30h 15m, Breakfast Club, KS1 Library, FFT, First Aider	KS1	Y2
Sarah Lovatt	Teacher, TLR2a, SENDCo	EY/KS1	HNB
Lisa Stephenson	SEN TA3, 33h	EY/KS1	HNB
Tracey O'Brien	SEN TA1, 30h, HNB Escort	EY/KS1	HNB
Rose King	Apprentice TA2, 33h	EY/KS1	HNB
Joanne Warner	Teacher, UPR1, Joint Science Lead, Robotics Club	Key Stage 2 (KS2)	Y3
Jane Woodier	TA3, 0.8, 26h, FFT	KS2	Y3
Emma Frankland	Teacher, UPR1, Middle Leader TLR2a English, Children's University, Geography Lead	KS2	Y3

Teresa Young	TA3, 30h 15m, Reading Recovery, Library	KS2	Y3
Mackayla Millar	Teacher, Joint Science Lead, Reciprocal Reading	KS2	Y4
Martyn Walker	UPS3 Teacher, Outdoor Curriculum, P4C	KS2	Y4
Kaye Elliott	HLTA, 34h, Parents & Community, Dyslexia Interventions, school photographs, book fair, charities	KS2	Y4 (am)
Ruth Templeman	TA2 SEN 1-1, 30h 15m, Nurture Room (pm)	KS2	Y4 (am) / Nurture Room
Kerstin Jones	TA3, 0.8h, Designated First Aider, Inference training	KS2	Y4
Lisa Lennon	Apprentice TA3, 30h 15m	KS2	Y4
Susan Lockney	Deputy Head Teacher, Y3 – Y4 Lead, English Lead, Curriculum Planning and Record Keeping, Assessment Data, Support Staff, Creative Curriculum, 0.4 Y5 Teacher	KS2	Y5 (0.4)
Michelle Ward	UPS3 Teacher, 0.63, Art & DT, Student Mentor	KS2	Y5 (0.6)
Nicola Harrington	TA3, 30h 15m	KS2	Y5
Charlotte Igoe	Teacher, History Lead	KS2	Y5
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, Y5 – Y6 Lead, Music, Media / website	KS2	Y6
Dave Collumbell	TA2, 30h 15m, Music, 1 year contract	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, HNB Escort, First Aider	Whole School	Whole School
Amy Hart	TA2, 0.8, 1 year contract	Whole School	N, Y3, Y4
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 reviewed as part of Appraisal during the Autumn term 2016.

School Business Manager: Mrs Lamb
Secretary: Mrs Burton (0.8)
Administrative Assistants: Miss Keen Mrs Brazukas (0.4)

Play Leaders: Mrs. Walker (senior) Miss Monehen Mrs Sowerby
Mrs O'Brien
Caretaker: Mr Jukes

Management Structure – Senior Leadership Team (S.L.T.)

Headteacher, Deputy Headteacher and Team Leaders with across the school responsibility.

Mrs. Edmenson: Head Teacher
Mrs Purvis: EY Lead
Mrs Padgett: Y1 – Y2 Lead
Mrs Lockney: Deputy Head Teacher / Y3 – Y4 Lead
Mrs Knox: Y5 – Y6 Lead

Middle Leaders

Miss D.Solomon: GPS / P.E. Lead (Maternity Leave until Spring 2016)

Projected Numbers:

	Nursery	Reception – Year 6
Sept 2015	37 fte	306
January 2016	39 fte	310
Sept 2016	29 fte	318
January 2017	39 fte	322

In September 2014, the school PAN increased to 55 per year group (from 52). The school role is generally stable with some unplanned movements in and out of school throughout the year due to family circumstances. All staff are responsible for ensuring that transfer information is received and that clear records are kept for these children. See HCSS Academies for the financial Information linked to projected children on roll.

Team Structure

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

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.

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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 maximise capacity across the school where all staff are leaders of learning**
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Purpose	Action	Target Group	Timescale	Monitoring and evaluation	Resources (Incl Finance)	Impact / Outcomes
To maximize capacity across the school where all staff are leaders of learning	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. Linked to Appraisal cycle. Link Governors are aware of standards in their subject, as also presented through RAC / Standards meetings termly
	All Staff will contribute to wider effectiveness of school through Pupil Progress Meetings, Appraisal, Team Meetings, Staff Meetings and / or	All Staff	Half Termly ongoing	Head Teacher Team Leaders Governing Body	Release Time for Subject Coordinators 4 x £200 supply	SIP and SEF reflected the views of all Stakeholders All stakeholders have had access to good quality, appropriate

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	their subject area					resources and facilities throughout the year. Staff have given freely of their time to support and liaise with Governors and Parents
	Continue to develop the role of Middle and Early Leaders through SLT, L.A./MSTA and Alliance support	Reading MM Science leaders MM / JW SENDCo TLR2a S Lov TLR2a English EF PANTS Program KG	Various dates across the year	HT / SLT Team Leaders Subject Leaders Governors Andy Taylor FFT	Directed meeting time Release Time £200 x 6 Science Leader CPD £2995 pp (funded by Enthuse grant) SENDco weekly 0.1 release time – cover P.E. Coach £8500 school budget	Reading monitoring ensures staff are implementing taught strategies and how effective they are in raising reading standards. Reading Journal monitoring EF. Standards in science teaching and pupil progress improve as a result of high quality CPD. Leaders take responsibility for planning and delivering staff in-service throughout the year. Leaders improve their own effectiveness and whole school impact through coaching / mentoring and peer support. Children receive quality provision in line with Government / DfE guidance.
	Staff will produce a summary report for Governors termly (core subjects) through Standards Meetings and annually (foundation subjects) about their subject / area	Teachers	Termly Standards Meetings July 2017	Head Teacher Team Leaders Governing Body	Directed / PPA Time	Governors have full understanding of HHA position and what needs to 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	Carry out SE+ Audit and develop Action Plan of priorities across the year working with SE+ Improvement Partner	All Stakeholders	Across year	Head Teacher / SLT Governors Individual Staff SE+ Partner	Total cost £800 Upon closer investigation the SE+ package did not meet our needs- we therefore sought alternative support from SIP.	Audit tool identifies areas of strength and areas of development. Areas of weakness are prioritized and addressed swiftly. HT / SLT receive support and challenge regularly by improvement partner, DA and the L.A. Improvement in standards evident since the last inspection HT continues to work with professionals to address specific aspects required for improvement. All staff network with colleagues locally / nationally to support and

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						improve their own practice.
	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 June 2016 Archibald Primary Easterside Academy	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 provides opportunities for staff to support and challenge each other in Maths, Early Years and at DHT level DA Joint PD Day 2.9.16
	Work across the Discovery Alliance to collaboratively impact on standards in each of our Academies	HT Subject Leads meetings across DA Support Staff	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 £1.5k school budget for PD Day 2.9.16	HT / CoG attend RAP meetings 4 times per year. HT is continually supported and challenged regularly by close professional colleagues
To work with LA partners in order to validate accurately the school's position.	To involve LA advisors Angela Downing and Allison Potter in order to validate accurately the school's present position having implemented the Ofsted Action Plan.	Ht DHT SLT Middle Leaders All Staff	27.4.17 Summer 1 Pupil Progress Meetings Year 1-Year 5 4.5.17 Lesson Observations Early Years / KS1 18.5.17 Lesson observations Year 3 4 5.	LA advisors programme of visits with focus on pupil progress and quality of teaching and learning.	LA costs	Pupil Progress Meeting Minutes Lesson Observation notes and feedback to all staff and HT.
To work with SIP Partner in order to address the areas of weakness identified by Ofsted. Nov 2016	Planned meetings with Mr Steve Bywater to establish the present position of the school. To build up an evidence bank through <ul style="list-style-type: none"> • Discussion with HT/DHT • Learning walks in Early years/ KS1 • Discussion with EYFS lead • Observing practice in KS2 • Data interrogation 	HT/DHT SLT Middle Leaders All Staff	4.4.17 22.5.17 17.7.17	External SIP to provide clear lines of enquiry and validation.	SIP costs	22.5.17 outcomes report by S Bywater. EYFS and Year 1 detailed provision map provided. In order to accelerate the rate of progress school needs to make a concerted effort on progress for disadvantaged pupils. Pupil Premium Review to be carried out as part of SIP work. Review Annex provided for next meeting. At next meeting <ul style="list-style-type: none"> • observe Year 3,4,5.

Improving the Effectiveness of Leadership & Management

	<ul style="list-style-type: none"> • Book scrutiny • Middle Leader roles and responsibilities. <p>To highlight areas the school still needs to develop in order to increase the rate of progress for ALL learners across the school.</p>					<ul style="list-style-type: none"> • Look at 2017 Sats results.
	FLO to organize a program of Family Events / Support Groups / workshops	Parents / Carers	Coffee Morning Oct 2016 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 Parents attend workshop opportunities and feel more empowered and more confident to seek support and attend further training for self-help / further education Parents upskill themselves in basic skills
	Parents are invited into school termly for assemblies, class and /or curriculum events	Teachers Parents Children	various dates across year	Head Teacher Teachers	Structured Planning & organization Newsletters HT Newsletters Curriculum workshops Information Meetings	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
	Audit impact / use of Academy Website and new School App.	All Stakeholders	Summer 2017	Questionnaires to Parents Counting site visitors?	App £50 pm I.T. Lead release time 2 x £200	I.T. Lead audits use of App & website Staff continue to update website pages to celebrate children's work and share information with Parents 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. Parents access good news messages through MM regularly.
To ensure	Develop high quality lessons through cognitive domains – effective	All Stakeholders	2.9.16 PD Day	Termly review, pupil progress and	SLT Monitoring Staff Meeting &	Children offered high quality, practical hands on experiences

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<p>curriculum challenges learners and raises standards for all children</p>	<p>questioning, challenging opportunities, problems to promote depth of learning. Shift in emphasis to grow 'writers', 'mathematicians', 'historians' etc... Encourage further creativity from the children in lessons through use of varied structures, open-ended opportunities and the use of outdoors</p>			<p>moderation meetings set up as part of SLT and school self-evaluation blocks. These will include: - Pupil Interviews - Monitoring of children's work across the curriculum - Monitoring of teachers' planning for all children and TA intervention planning and monitoring - 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>	<p>Directed Time Development of Outdoor environment £3k (Erimus Bid to be submitted) Materials /plants for curriculum use £600</p>	<p>which expand and enrich 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 understanding of subjects in 'real life' contexts' Pupil Interviews will tell us children love learning and demonstrate high levels of motivation and enjoyment</p>
	<p>Investigate use of Milestone assessments – Y2,Y4,Y6. Encouraging developmental progress rather than 'ticking achieved'; providing increased opportunities to revisit and build on pupil skills</p>	<p>Teachers Children Parents</p>	<p>Autumn – Spring 2016-2017</p>	<p>SLT Teachers</p>	<p>Visits to other Schools CQ Training Staff Meetings Action Research program?</p>	<p>Teachers plan to better meet the needs of the children in a more flexible way. Children have increased opportunities to revisit and build on learning / skills. Purchased NFER tests for year 3.4.5. Teast Administered twice a year. Outcomes shared at Pupil Progress meetings and needs addressed.</p>
	<p>Analysis of Y2 and Y6 2016 cohorts and how their SATs outcomes compared to TT assessments</p>	<p>Teachers Children Parents</p>	<p>September 2016</p>	<p>Assessment Lead Data Tech</p>	<p>Data Tech time SLT Meeting Pupil Progress / staff meeting</p>	<p>Accuracy of TT assessment improves, more closely reflecting end of KS / Milestone (Y2,4,6) expected standards</p>
	<p>Teachers use Target Tracker as a tool to monitor standards in Early Years and Foundation Subjects against new curriculum targets</p>	<p>Teachers Children</p>	<p>July 2017 for Foundation Subjects Every 13wks for Reading,</p>	<p>Head Teacher EY Lead Teachers</p>	<p>CPD Staff Meeting & Directed Time PPA Time Target Tracker Training Events</p>	<p>Teachers effectively assess children using a range of strategies, tweaked across the year, and including Target Tracker and Captain Cook's Assessment. Data analysis enables us to</p>

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			Writing, Maths, EY, Science		TBC	measure progress from EY to KS1 and KS1 to KS2, more accurately. Data takes into account prior attainment and through pupil progress and standards meeting 26.4.17, 27.4.17 staff have a clear overview of the whole school standards and their part in the process.
	Training provided for support staff to implement the new curriculum, particularly driving up standards in core subjects	Support Staff	Termly Program across year DA Program (DHT Lead)	Deputy Head Teacher Class Teachers	Leadership Time DA Meeting time Training costs /professional fees TBC if needed HLTA Led TA Meetings fortnightly	Support staff are increasingly more effective in their roles in supporting learning. Work across the Alliance enables TAs to network with colleagues and improve their practise to promote TAs LEADING learning. (Visits to EA Autumn 2016). Opportunity provided for networking for all HLTA/TA's week beginning 27.2.17 TAs access quality training throughout the year, including Reading, Phonics, Depth & Mastery and pupil Premium. They will be better-informed and have a clear understanding of the curriculum expectations for the class / individuals / groups they support
	To raise the profile of Science within school working towards the whole school award of the Primary Science Quality Mark. The work involves the whole school reaffirming the ethos and mission principles for science, review planning and assessment and staff questionnaire.	All Staff	Year project to acquire the PSQM award Silver	Middle Leaders Appraisal linked Science leads MM/JW Monitoring science provision in school.	Time for monitoring CPD Staff meeting Time	The school is awarded the PSQM for Science. All staff have a clear picture about the subject and are able to drive forward both scientific content and enquiry/ investigation skills in order to deliver the curriculum effectively. Staff meeting time allocated to raising the profile of Science, including a planned Science week.
	Embed Homework Clubs / Opportunities, Librarians, Junior Safety Officers, Eco Council and Sports Council. Peer Mentors and School Council	Designated Staff Leads (T and TA)	Weekly / Monthly ongoing	Head Teacher All Staff	Directed Time 2 x release days for monitoring £400	Pupil voice continues to be developed in as many opportunities as possible. New Peer Mentors trained up June 2016 have a positive impact on

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	and will continue to drive the work raised by student voice. Children have increased opportunities to speak aloud and perform for an audience through choir, music, stage performances					behavior and SEMH at break times Children have greater opportunities in class to discuss and debate genuine issues. Children have increased opportunities to speak aloud and perform for an audience and as a result, have improved presentation and speaking skills, raised confidence and self-esteem.
To raise awareness of KCSiE update, and its impact on teaching and learning	Ensure all staff, kitchen staff and Governors have read statutory update 'Keeping children safe in Education' Sept 2016 and signed to acknowledge their understanding	All Stakeholders	September 1 st 2016	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.
	PANTS Program: ensure key changes to the new KCSiE are reflected in the curriculum through Program which teaches children how to be safer.	All Stakeholders	From September 2016	K.Geaves	Curriculum Time	Children have an improved awareness of how to keep themselves safe through a progressive teaching program. Parents understand the KCSiE curriculum and how it will be taught to their child/ren
To ensure all safeguarding procedures are shared and implemented, improving systems where possible	Complete Safeguarding Audit Tool for Safeguarding Review. Governors and staff to work through any actions identified	All Stakeholders	September 15 th 2016	Head Teacher Pam Gartland	HT Leadership Time	Safeguarding procedures are fully compliant and implemented by all Actions are followed up in order to sharpen S/G procedures
	Update Safeguarding and CP Policies in the light of new guidance (following advice from 15.9.16) Upload on website following ratification.	All Stakeholders	September 15 th 2016	Head Teacher Pam Gartland	HT Leadership Time	Safeguarding procedures are fully compliant and implemented by all Actions are followed up in order to sharpen S/G procedures Website is up to date and compliant.
	Complete FGM on-line training for all staff and Governors. Refresh PREVENT Agenda and Policy.	All Stakeholders	November 2016	Head Teacher Governing Body	Directed Time	All staff and governors completed online training module on FGM Awareness of the Radicalisation and Extremism agenda is shared and understood. School keeps a record of staff / gov certification
	Investigate log-ons for new staff, incl all Support Staff. Refresher training for teachers as required.	All Stakeholders	Autumn 2016	Head Teacher Family Liaison Officer Learning Mentor	CPD / Meeting Time £800 installation Data uploading	CPOMS used effectively by all staff to record Safeguarding concerns confidentially, swiftly and systematically Information is confidentially shared

Improving the Effectiveness of Leadership & Management

						between Professional services more efficiently
To continue to maximize effectiveness of Governors	Develop and implement Governor monitoring program	All Stakeholders Targeted groups	14-18 Nov 2016: Safeguarding, H&S and EV 6-10 Mar 2016 : Reading Progress 3-7 July 2017: Pupil Premium Review	All Governors HT Staff	Governor time Questionnaires to staff Reading data PP Action Plan PP data Standards Meetings H&S Records EV Records	Governor links established across school. Governor monitoring week 27.3.17 focus Reading.
	Set up weekly Governor drop-in for parents	Parents Governors	Weekly from September 2016	Chair / Vice Chair Gobs		Under review.
	Ensure new Governors and those with specialist responsibilities attend training which is feedback to FGB	Governors	various	Mrs Hirst Mrs Cardwell Key Governors	Gov Devt Service training program Gov Devt Service SLA £4000 approx Standards Meetings Subject lead meetings / summary reports	See attendance logs.

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 of children**
- **Priority 3: To enhance pupil engagement across the to improve understanding and well-being for all children**
- **Priority 4: To raise awareness of online behaviour and personal safety through the curriculum for all children and safeguarding support for parents**

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	Review impact of targeted work in Nurture Room on pupil well-being and learning progress. Confirm and implement agreed Nurture Room Policy	Targeted children, parents, staff	Autumn 2016 then termly Spring 2017	Policy in place Head Teacher SENDCo HLTA Learning Mentor The Key -Guidance	Directed Time Visits to other schools with Nurture Room / similar facility	Nurture Room Policy in place, shared and fit for purpose. Review with whole staff Summer 2017 showed the value the targeted work was having on the individuals accessing NR 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

Personal Development, Behaviour & Welfare

<p>To continue to improve the Attendance and Punctuality of children</p>	<p>FLO to work closely with EWO and Alliance Academies to encourage and continue to improve the attendance, punctuality</p>	<p>Targeted parents & pupils</p>	<p>Ongoing from September 2016</p>	<p>Head Teacher FLO IEWO</p>	<p>Home Visits IEWO SLA £200 x 6 FLO directed time Attendance rewards</p>	<p>Attendance will improve to 96.5% target by July 2017 (incr by 0.78% from 2015-16 %). Information letter sent to parents in Autumn Term. Individual meetings / ACC 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 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</p>
<p>To enhance pupil engagement across the curriculum to improve understanding and well-being for all children</p>	<p>Continue to raise the importance of good presentation of children's work in books so parents, teachers and children take pride in, and are proud of, their work.</p>	<p>All pupils All Teachers</p>	<p>Ongoing from September 2016</p>	<p>All Stakeholders KG / CSh – Display EF – Class Assemblies</p>	<p>SLE Monitoring with ENG / Maths Lead 2 x £200 Class Assemblies Display Curriculum Time</p>	<p>Pupils take pride in their work. Pupils exercise care and attention in their presentation across all subjects. Teachers are rigorous in reminding children of HHA expectations, in line with Policy guidance.</p>
	<p>Agree handwriting expectations for teaching from EY through KS1</p>	<p>EY / KS1 children and staff</p>	<p>14.09.16</p>	<p>Whole staff</p>	<p>Staff meeting</p>	<p>Afgreed practices in place and implemented to improve consistency of handwriting and presentation from EY.</p>
	<p>Through improved teaching and planning (BAD), ensure all children build resilience and see themselves as learners, valuing their education and welcoming opportunities to extend and develop through school.</p>	<p>All Pupils</p>	<p>Ongoing from September 2016 CPD 5.10.16 Jean Gross</p>	<p>Individual Teacher / TA Leads Head Teacher</p>	<p>Enterprise Groups Choir Music Club Chess Club Coding Club Designated Curriculum Time CPD 5.10.16 Jean Gross</p>	<p>Pupils demonstrate increased resilience in lessons. Pupils are prepared to tackle problems, and get stuck, drawing on prior knowledge and skills</p>
	<p>Provide increased opportunities across the curriculum for children to speak aloud, present, perform and debate. Application of learning from Chris</p>	<p>All Stakeholders</p>	<p>From Sept 2016 02.09.16</p>	<p>Head Teacher Teachers</p>	<p>Y6 Shakespeare for Children Choir / Class Assemblies Special Services</p>	<p>More opportunities provided for children to debate, offer opinions and discuss their views. Children's confidence and 'public' speaking improves.</p>

Personal Development, Behaviour & Welfare

	Quigley PD Day: BAD				Chess Competition Music / dance / drama shows Thinking, Doing, Talking Science Program Y5 School Council P4C / Context Curriculum work FireHorse Theatre £450	Children see professionals speaking aloud, presenting and have opportunities to question / work alongside in curriculum time Pupil voice increases. Children's speaking, vocabulary and presentation improves in all areas of the curriculum. Children offer opinions more readily without adult intervention or support.
To raise awareness of online behaviour and personal safety through the curriculum for all children and safeguarding support for parents	Develop consistent approaches / expectations to school rules and behaviours for all children from EY to Y6. Build into curriculum content for I.T., PSHCE, P.E. and Science. Develop some aspects through assembly themes. Review and raise profile of our school Mission Statement with staff, pupils and parents	All Stakeholders	From Sept 2016 post Safeguarding Audit 15.9.16	HT Governing Body Safeguarding review re-visit	Staff costs £400 Materials/display signage £2000 Display pinboards £1200 I.T. lead time £200 release Mission Statement in classrooms £100	'Safety Street' cloakroom displays developed by children from class / assembly work All I.T. equipment has online behavior rules /reminders, e.g. screen saver or pictorial reminders Essential school rules for playground, assembly, dining hall, P.E. etc.. displayed prominently and used regularly to remind children of HHA expectations Parents notice board available in each cloakroom Safeguarding leads displayed with photos around school Staff and pupils can articulate the school aims and mission statement

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 expectations**
- **Priority 3: Staff effectively use assessment to plan and teach high quality lessons, 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 planning will evidence that children regularly revisit, and build upon, the skills required to deepen their understanding as a learner in each subject.	All children All Staff	Immediate ongoing	Implementation of SSE timetable	SSE Timetable implemented	Children will meet or exceed national percentage expectations by the end of the school year The number of children achieving / exceeding their end of year targets will increase Feedback from children will further shape the curriculum and enhance learning for all abilities and ages School policies for all subjects, Marking and Presentation, AFL and homework are implemented by all staff Through embedded SSE, Staff will be supported and focused to raise attainments Teachers are aware of their strengths and areas for
	Teachers planning and questioning reflects the BAD ethos to promote deeper cognitive thinking and learning. Consider review of planning grids for each subject to include BAD			Weekly SLT Meetings incl reporting on progress as well as book and planning scrutinies.	Pupil Progress Meetings – leadership Time Staff Release 12 x £200 supply across the year	
	Teachers regularly check children's understanding and intervene effectively			Termly Standards meeting with Govs. Foundation Subject Leaders annual standards summary/review	PPA Time Team Meetings Directed Time	
	Teacher's marking and feedback to children is effective and children use the comments to improve and progress in their learning			Head Teacher's Termly Report to Governors Governor's Committees L.A. School Achievement advisors	British Values curriculum resources Fortnightly News Slide Show (Assembly)	

To Improve the Quality of Teaching, Learning & Assessment

				Discovery Alliance Raising Achievement Board meetings and Network Support Group EY Leader Monitoring half termly Appraisal Objectives	Themes)	improvement in their planning, learning and teaching Staff CPD will improve practice focused on the school's data and areas for development. Children enjoy a high quality and varied curriculum and make good progress in all areas (from agreed start points)
	More able children / those with high prior attainment will be targeted and challenged to reach high scores by the end of KS2	High attaining children	ongoing		Outstanding Planning, resources and provision BAD ethos	100% of Y6 who attained higher APS at Y2 will attain high scores at the end of the year. All more able children will be challenged and reach high standards in their own year groups.
Children attain well against national year group expectations	Focus on Geometry, shape and measurement strands of maths to meet expected standard by end of KS2. Focus on: HPA Girls MPA- LPA Boys, SEN, Mobile, FSM	All children	Ongoing	Implementation of SSE timetable /embedded reflective learning enquiry walks Weekly SLT Meetings incl reporting on progress as well as book and planning scrutinies.	Maths Staff Meeting 21.9.16 Termly updates	Pupil responses in geometry, shape and measurement questions of maths papers demonstrate improvement in understanding so that children meet expected standard by end of KS2
	Ensure that teaching of Reading, Writing, Communication and Maths is highly effective and cohesively planned across the curriculum	All children All Staff	July 4 th 2016 PD Day 14 th 14 th 2016	Termly Standards meeting with Govs. Foundation Subject Leaders annual summary/review	Curriculum resources Planning PPA Time Directed Time	Teachers manage and monitor the work of support staff to ensure rapid progression for targeted children
	Reciprocal Reading continues to be developed and embedded as a strategy to develop the teaching of reading across subjects. Teachers set up Reciprocal Reading Files and pupil Reading Journals.		Cyclical Staff Meetings Daily 45minute dedicated lesson	Head Teacher's Termly Report to Governors	Class shared texts Middle Leader Monitoring Time £300 1.5 day release	Any development points raised by Core Subject and Team Leaders are addressed Staff will receive prompt written and/or verbal feedback on planning, learning and teaching which informs their development.
	Agree and purchase class shared texts to deliver the reciprocal reading strategy and promote competent readers with a love of reading		Library / Reading clubs		Book Bench £900 NLT Omnibus Survey School Libraries Library Club MAP DA Reading Week Author Visits £1000 DSG	Children develop RR skills reading often across the curriculum Standards rise in core subjects for all Cohorts Children move from LA to MA groups and MA children move into HA groups more frequently.
	Appointment of English Middle Leader and development of English Team to further raise standards					

To Improve the Quality of Teaching, Learning & Assessment

	Teachers are aware of groups of learners including disadvantaged in order to close any attainment gaps		Poverty Proofing follow-up Staff Meeting TBC		Detailed Individual Pupil Data Teacher analysis / scrutiny	Staff can articulate which children are in receipt of PP and adjust their teaching to target and stretch those pupils
	Investigate Pokemon Go-Reading Challenge	Y5 – Y6 pupils (pilot)	Autumn 2016		English Team – directed time	Children are motivated to read and enjoy 'hunting' to build their reading portfolios.
Assessment procedures are embedded and staff use them effectively in order to raise standards	Build on Agreed Procedures and expectations against National Standards for English, Maths and Science through Assessment /staff meetings	All children All Staff	Half termly staff meeting review & Pupil Progress meetings	Implementation of SSE timetable /embedded reflective learning enquiry walks	SSE Monitoring Half Termly Weekly SLT	Target Tracker used by all teachers as an assessment tool alongside class observations, daily ongoing assessment and Captian Cook summary model. Data outcomes inform next step planning and interventions
	Continue to embed Reading, Writing, Maths and Science across the curriculum to provide rich and purposeful learning. Review Context coverage but moreover, skill content.	Children	Ongoing November, March, July	Weekly SLT Meetings incl reporting on progress as well as book and planning scrutinies. Termly Standards meeting with Govs. Head Teacher's Termly Report to Governors	Governors Meetings External advisors	Parents are informed informally and formally at least half termly about their child's progress and support with any concerns through Meetings and RftS. Website updated regularly with Curriculum Assessment updates.
	Effective use of Baseline and Assessment outcomes through Early Years in order to continue to improve the GLD% and maintain outstanding provision	EY Children, Parents, Staff	ongoing	EY Lead / EY Team observation, analysis and assessment Team Meetings Standards Meetings Targeted planning / adult-supported groupings TT Data . Data tech. Pupil outcomes	EY Lead Reception Teachers Angela Downing MSTA DA EY Network Alliance	Summary Data collected and analysed termly Analysis informs planning, alongside observation and ongoing assessment Ongoing assessments used effectively to meet the needs of, and challenge children in EY All EY team members are confident to make assessment judgements and share regularly across team. Weaker areas on entry are addressed through targeted planning / grouping and provision
	Use Baseline Nursery entry data to develop secure planning to improve standards in specific areas of learning, namely CLL, PD and SSM					
Homework is of a high quality allowing	Provide daily opportunities for children and parents to come into school to complete or discuss homework tasks. Homework club KS1 and KS2	All children and Parents	Daily from July 2016 Nurture room 3.05pm – 3.30pm	Record of attendance to after school drop in or H/W Clubs HLTA Learning Mentor feedback	Log of any queries / questions Homework resources / equipment	Children complete H/W tasks weekly Pupil standards rise through revisiting skills and developing independent research projects Parents support children with H/W

To Improve the Quality of Teaching, Learning & Assessment

children to be challenged or consolidate learning and deepen understanding						tasks Parents and children access resources in school to support them with H/W
	Offer 1-1 parent – teacher – child meetings for Y6 pupils to complete homework agreement in support of their challenging work this year. Weekly Y6 Homework club offered to all children with Y6 TA.	Y6 Parents, children and staff	Meetings early Sept 2016 HW Club from mid Sept 2016			Y6 children complete H/W/ tasks weekly Parents support their child and school Y6 children are secondary ready Y6 begin to plan their own learning programs and become more independent and self-driven
	Review Homework Policy and raise profile of expectations with staff, children and parents	All Children, parents, teachers	Autumn 2	Annual Review by whole staff Ofsted Framework The Key -Guidance	All Teachers EF Monitoring Spring 2017	Policy is effective and is implemented by every teacher, for every child. Children broaden, deepen and research new learning. Parents are provided with materials and resource to help them support their child with Homework Weekly Homework clubs enable children to complete tasks with support and resources as appropriate.
	Pupil Interviews to establish value and quality of homework in order to improve the impact and progress of pupils	Children	From Spring 2 onwards each term	Pupil Interviews with Teacher / SLT member as part of SSE (EF)	All Teachers	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 identify strengths and areas for development which impact on pupil outcomes.

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**
- **Priority 2: To rapidly improve children's standards in the Early Years from worsening Baseline entry start points**

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 expected standards, particularly more able and disadvantaged at KS1 and KS2	Continue to drive up the focus and standards for Pupil Premium (disadvantaged pupils) in each class, and target interventions appropriately to narrow the attainment gap in all year groups. Poverty Proofing Team & Sutton Trust Website and Tools can be used.	Teachers	From Autumn 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 SSE monitoring will focus on standards / data analysis	Pupil Premium / EYPP Funding 2016-17 £193,960	Support from PP Champion Carl Faulkner enables us to target PP learning and impacts positively on PP Outcomes. PP standards improve in core subjects and attainment gap narrowed in all year groups Early Years PP are provided with free milk every day after their 5 th birthday (See also PP Action Plan 2016-17)
	All pupils, including those in receipt of pupil premium, make substantial and sustained progress. Particular focus on More Able pupil premium to stretch them as much as possible.	Children	Continual daily assessment and planned interventions	Teacher assessment Standards Meetings Poverty Proofing Action	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

To Improve Outcomes for Children & Learners

	Continue to focus on PP through implementation of 2016-17 Poverty Proofing Action Plan and targeted work in classes. Poverty Proofing team implement program to work alongside parents re in-work poverty.	Pupil Premium Children Ever 6 Children Disadvantaged Children	From September 2016	Plan / outcomes Governors PP Audit	teacher planning staff CPD,	Monitoring of Teacher planning reflects awareness of individuals in receipt of PP and how they are being targeted to narrow gaps in learning Staff attend CPD, as recommended through Governors PP Audit May 2016. Program to work alongside parents re in-work poverty enables HHA to better understand and support pupils / families
	Through introduction of daily 45min reading lesson, Pupils read widely and often across subjects to develop a love of reading and become confident readers.	Teachers Children	ongoing	SSE Monitoring by SLT and Reciprocal Reading Champion MM SLT Embedded monitoring of reading lesson (rolling program)	Release Time £200 x 1 Reading resources Reciprocal Reading cards / journals / teacher files Daily dedicated reading lesson Pupil Interviews	Reading standards will improve at least in line with nationally expected standard for all pupils Staff exploit opportunities for reading / text in every subject across the curriculum, not just English. Children use Reading Journals across the whole school, which impacts on their reading standards and test technique positively. Staff implement class novel from Sept which inspires children to read / love reading and books Resources for reading are rich and high quality. 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.

To Improve Outcomes for Children & Learners

	Pupils are given opportunities to articulate their learning and understanding in lessons and as part of pupil voice including BAD ethos within lessons, student councils, Governor groups and pupil interviews	All Children	Staff Meeting 7.9.16 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 P4C Resources/ Mind Mapping Various student council meetings Pupil 'Risk Assessor' materials	Children will have regular (daily) opportunities to think deeply and share their opinions and thoughts in a range of contexts. Children will feel valued and listened to and know that their opinions count. Children's speaking and listening skills improve. Class Assemblies from Sept 2016 give children a regular opportunity to celebrate their work and share with parents. Children provided with more opportunities to present / speak to wider audiences. Performances, choir, special services, Performing Stars after school club and large scale performance for KS2 will be in place 2016-17. Children become 'risk assessors' alongside an adult, recording daily safe use of outdoor play equipment
To rapidly improve children's standards in the Early Years from worsening Baseline entry start points	Work closely with pre-school providers to develop areas of weakness as identified in Baseline entry. Ensure provision in Nursery and Reception enables children to improve skills, knowledge and understanding.	EY Children, Parents, Staff	ongoing	0-25 service Trust Board meeting minutes EY Lead / EY Team observation, analysis and assessment Team & Standards Meetings Targeted planning / adult-supported groupings TT Data . Data tech. Pupil outcomes	EY Lead Reception Teachers Angela Downing MSTA DA EY Network Alliance	Staff work regularly with pre-school providers to improve areas of weakness. Summary Data collected and analysed termly. Analysis informs planning, alongside observation and ongoing assessment. Ongoing assessments used effectively to meet the needs of, and challenge children in EY. All EY team members are confident to make assessment judgements and share regularly across team. Weaker areas on entry are addressed through targeted planning / grouping and provision

To Improve Outcomes for Children & Learners

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 Standards Monitoring Group
- 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