

# 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.

<b>Foundation Stage</b>	<b>2015 Good Level of Development Achieved</b>	<b>2016 Good Level of Development Target</b>	<b>2017 Good Level of Development Target</b>	<b>2015 EYFS Writing 7s points Target (57)</b>	<b>2015 EYFS Writing 7s points Achieved (53)</b>	<b>2016 EYFS Writing 7s points Target (36)</b>	<b>2015 EYFS Reading 7s points Target (57)</b>	<b>2015 EYFS Reading 7s points Achieved (53)</b>	<b>2016 EYFS Reading 7s points Target (36)</b>	<b>2015 EYFS Number 7s points Target (57)</b>	<b>2015 EYFS Number 7s points Achieved (53)</b>	<b>2016 EYFS Number 7s points Target (36)</b>		
<b>End of Reception (35 Children 2016) (not incl HNB)</b>	<b>76%</b>	<b>64%</b>	Awaiting Baseline Data	<b>82%</b>	<b>81%</b>	Awaiting Baseline Data	<b>71%</b>	<b>80%</b>	Awaiting Baseline Data	<b>86%</b>	<b>83%</b>	Awaiting Baseline Data		
<b>Key Stage One (not incl HNB) (incl HNB)</b>	<b>2015 Target (46)</b>	<b>Achieved 2015 (44)</b>	<b>Achieved 2015 (47)</b>	<b>2016 Target (40)</b>	<b>2016 Target (44)</b>	<b>2017 Target (53 excl HNB / 59 incl HNB)</b>	<b>Key Stage Two</b>				<b>2015 Target (38)</b>	<b>2015 Achieved (38)</b>	<b>2016 Target (39)</b>	<b>2017 Target (34)</b>
<b>Reading</b> 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%	
<b>Writing</b> 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%
<b>Maths</b> 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%
<b>GPS</b>  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%
<b>Phonics Screening Check</b>	<b>2016 Target</b>	<b>2015 Achieved</b>		<b>2016 Target</b>	<b>2017 Predicted Target</b>		% Level 4+ / in line R,W,M % Level 5+ / above R,W,M		75% 5%	79% 3%	75% 15%	80% 21%		
<b>Year 1 (incl HNB)</b> 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 % 3 Level Gains - Writing		95% 29% 82% 24%	95% 26% 97% 21%	% % % %	% % % %		
<b>Year 2 (incl HNB)</b> Year 2 (excl HNB)	91% 96%	91% 97%		54% 78%	86% 98%		% 2 Level Gains – Maths % 3 Level Gains – Maths		97% 24%	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  
Gender  
Special Educational Needs

Free School Meals entitlement (Pupil Premium)  
Historical Data

Teacher Assessment, Tracking and Target Setting  
Baseline Assessment  
Optional Tests

Date of Birth  
Pupil Movement (mobility)  
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...**

**H**appy, hard working

**E**nquiring minds and excellent communicators

**M**otivated to do well

**L**iaise with all neighbours

**I**ndependent in thought and action

**N**ew experiences and achievements

**G**o that extra mile to achieve the best

**T**houghtful, honest, caring and considerate

**O**pen to new ideas

**N**eeds of the whole child are met

**H**ealthy in mind and body

**A**spirations and high expectations

**L**ife long love of learning

**L**eave 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:

<b>Early Years</b>	Nursery, Reception	Mrs Purvis
<b>Key Stage One</b>	Year 1, Year 2	Mrs Padgett
<b>Lower Key Stage Two</b>	Year 3, Year 4	Mrs Lockney
<b>Upper Key Stage Two</b>	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 Outcomes for Children & Learners

### 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**
- **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**

Purpose	Action	Target Group	Timescale	Monitoring and evaluation	Resources (Incl Finance)	Impact / Outcomes
<b>To develop all staff as leaders</b>	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		Increase Staff Accountability Governors aware of standards in all subjects / year groups
	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	Attend and contribute to whole school Visioning All stakeholders have access to good quality, appropriate resources and facilities
	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	Standards rise for all pupils at HHA and within Discovery Alliance Academies All Staff receive appropriate support, challenge and training in order to raise standards for all pupils

## Improving Outcomes for Children & Learners

	To improve and sharpen Induction processes for new staff	BW, VM, LS, KL, JN	September 2015	Deputy Head Teacher	Leadership Time Meeting Time	All Staff receive 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) annually (foundation subjects) about their subject / area	Teachers	Termly / July 2016	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
<b>To continue to embed effective partnerships within the Umbrella Trust and other professionals in order to raise standards</b>	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 is supported and challenged regularly by close professional colleagues
	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
	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 supported and challenged regularly by close professional colleagues Standards rise for all pupils at HHA and within Discovery Alliance Academies All Staff receive appropriate support, challenge and training in order to raise standards for all pupils
<b>To engage Parents to promote learning and develop wider partnerships</b>	Widen Parent Academy Program for a second year	All Stakeholders	TBC from Autumn 2015	Head Teacher Family Liaison Officer	CPD / Meeting Time TBC	Parents understand the expectations for their child and understand how they can help them with their learning Parents feel empowered Parents feel more confident to seek support and attend further training for self-help / further education

## Improving Outcomes for Children & Learners

	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 Parents feel empowered and more confident to seek support and attend further training for self-help / further education Parents upskill themselves
	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 standards and progress at an individual pupil level and compared to national through the School website
<b>To ensure curriculum challenges learners and raises standards for all children</b>	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 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	SLT Monitoring Staff Meeting & Directed Time PPA Time Outdoor Seating area paving: £1k  Development of garden area £500 Materials /plants for curriculum use £600  EY Outdoor environment £3k (Erimus Bid submitted)	Children expand and enrich their learning experiences and are better able to succeed in individual targets HT / Governing Body continue to raise standards in learning / learning environment to improve standards for children Children have a deeper understanding of subjects in 'real life' contexts' Children love learning and demonstrate high levels of motivation and enjoyment Previously unused space is used to greater effect for all pupils and as part of the enriched curriculum

## Improving Outcomes for Children & Learners

				linked to SIP.		
	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 and plan challenging lessons for their next steps in learning Progress from EY to KS1 can be measured more accurately
	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 effective in their role in supporting and leading learning They feel well-informed and have a clear understanding of the curriculum expectations for the class / individuals / groups they support
	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	Pupil voice is greater Children have rich opportunities to discuss and debate genuine issues in order to effect change
<b>To raise awareness and improve the teaching and learning of SMSCD</b>	HT organizes staff / governor training with outside professional	Whole Staff & Governors	September 16 <sup>th</sup> & November 4 <sup>th</sup> 2015	Head Teacher Governing Body Consultant Reports / Findings	£700 Consultant fees	External audit of SMSCD completed Validation received / Action taken where required to improve provision in SMSCD across School SMSCD becomes embedded into all aspects of school life Children feel empowered and valued Children understand what is meant by 'British Values' to them individually and to us as a school community Children are given opportunities to discuss and debate through a range of forums
	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	

## Improving Outcomes for Children & Learners

<b>To ensure all safeguarding procedures are shared and implemented, improving systems where possible</b>	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
	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 regy and their role in implementing the policy S/G policies are updated in light of the changes Children are safe and staff know what to do in the event of concerns School keeps a record of staff / gov certification
	Complete PREVENT Chanel on-line training for all staff and Governors	All Stakeholders	September 2015	Head Teacher Governing Body	Directed Time	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 can be 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 measure pupil impact from inception	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 some children Children show progress in personal well-being and learning as a result of involvement in Nurture Programs Children are happy and safe

### 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

## Improving Outcomes for Children & Learners

### 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
<b>To effectively support the well-being of learners through targeted programs, interventions and strategies</b>	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 HHA acknowledges specific needs of children and supports their learning through development of specialist provision Improved confidence in the teaching of mainstream children with SEBD Staff attend appropriate training to support the raising of standards for SEBD children and to support staff Evidence of appropriate attainment and progress in each subject area in line with specific need and / or ability Parents are provided with clear, concise information of progress and next steps for their child Individual staff receive appropriate support and training to deliver interventions
	Timetable for Nurture Room to effectively support individuals with ESD	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	
	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 physical and mental health and well-being Learning improves as children

## Improving Outcomes for Children & Learners

						develop strategies for managing stress. Children develop resilience Parents have an opportunity to share in the learning with their child
<b>To continue to improve the Attendance and Punctuality of children</b>	Targeted individuals to attend updated training and disseminate information to Governors, staff and Parents	All parents All pupils	September 9 <sup>th</sup> 2015	Head Teacher FLO IEWO	Directed Meeting Time Free CPD Parents Letter Update school Paperwork	Information letter sent to parents Home visits by FLO / IEWO establish reasons for school absence Paper chain rigorous and consistent
	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	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
<b>To enhance pupil engagement across the to improve understanding and well-being for all children</b>	Rigorous monitoring of presentation of children's work in books in order to improve handwriting, letter formation and cursive font.	All pupils All Teachers	Ongoing from September 2015	All Stakeholders Oakdene NLE / SLE	SLE Monitoring with ENG / Maths Lead £175	Handwriting Improves as staff become more vigilant and consistent in implementing policy One book policy demonstrates visible progress – no room for slippage Children taught correct formation from Nursery(when appropriate) onwards Learning packs enable parents to clearly see the handwriting expectations Children take pride in their work and their books are high quality
	Improving attitudes to learning for a small number of children who lack motivation. Address appropriately.	Targeted individuals / groups		Mr Walker Mrs Padgett Head Teacher	Boys Champion Group Enterprise Groups Chess Club Coding Club Action Plans	Individuals are identified. Actions put in place to support vulnerable pupils and provide opportunities to explain their views Children engage in stimulating, and rich curriculum activities which motivate, challenge and inspire
	Raise awareness of the new SMSC agenda, particularly tackling prejudiced-based bullying	All Stakeholders	November 11 <sup>th</sup> 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 Children can articulate their learning and contribute to wider debate, sharing their views

## Improving Outcomes for Children & Learners

### 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
<b>Teaching promotes sustained progress of children through increasingly outstanding practice</b>	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	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 by 10-20% from July 2015 data  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 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  PPA Time  Team Meetings	
	Teacher’s marking and feedback to children is effective and children use the comments to improve and progress in their learning				Directed Time  British Values curriculum resources  Fortnightly News Slide Show	

## Improving Outcomes for Children & Learners

				<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>	(Assembly Themes)	<p>Teachers are aware of their strengths and areas for improvement in their planning, learning and teaching</p> <p>Staff CPD will improve 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>
<b>Children attain well against national year group descriptors</b>	Teaching of Reading, Writing, Communication and Maths is highly effective and cohesively planned across the curriculum	All children All Staff	9 <sup>th</sup> , 23 <sup>rd</sup> , 30 <sup>th</sup> September	<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>	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 is taught as a strategy to develop the teaching of reading across subjects		23 <sup>rd</sup> September Monitoring TBC		RR materials to support teachers	Any development points raised by Core Subject and Team Leaders are addressed
	Teachers are aware of groups of learners including disadvantaged in order to close any attainment gaps		30 <sup>th</sup> September Staff Meeting		Middle Leader Monitoring Time £300 1.5 day release  TL Course 2 x £1000	Staff will receive prompt written and/or verbal feedback on planning, learning and teaching which informs their development.
<b>Assessment procedures are embedded and staff use them effectively in order to raise</b>	Refine 2015-16 procedures for English and Maths through Assessment staff meetings	All children All Staff	9 <sup>th</sup> , 23 <sup>rd</sup> , 30 <sup>th</sup> September		Individual Pupil Data Shared Sept 2015	Children develop RR skills reading often across the curriculum
	Embed English & Maths across the curriculum to provide rich and purposeful learning		Children		ongoing	Teacher analysis / scrutiny
					SSE Monitoring Half Termly SLT Governors External advisors	<p>Target Tracker used by all teachers as an assessment tool. Data outcomes inform next step planning and interventions</p> <p>Parents are informed informally and formally at least half termly about their child's progress and support with any concerns</p>

## Improving Outcomes for Children & Learners

<b>standards</b>	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 Leader Monitoring half termly Discovery Alliance Network Support Group  NLE / SLT / Governor SSE monitoring	EY Lead Reception Teachers	Data collected and analysed Analysis informs planning, alongside observation and ongoing assessment Assessments used effectively to meet the needs of, and challenge children in EY
<b>Homework is of a high quality allowing children to be challenged or consolidate learning and deepen understanding</b>	Review Homework Policy and raise profile of expectations with staff, children and parents	All Children, parents, teachers	Autumn 2	Annual Review by whole staff Parent / Pupil questionnaire feedback Ofsted Framework The Key -Guidance	All Teachers	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
	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	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

## 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.

<b>Purpose of Activity</b>	<b>Nature of Activity</b>	<b>Target Group</b>	<b>Timescale</b>	<b>Monitoring and evaluation</b>	<b>Resources (incl Finance)</b>	<b>Impact / Outcomes</b>
----------------------------	---------------------------	---------------------	------------------	----------------------------------	---------------------------------	--------------------------

## Improving Outcomes for Children & Learners

<b>To ensure that all groups and individuals meet challenging end of year targets, particularly disadvantaged</b>	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 will impact directly on targeted children and will raise standards in learning, well being and enrichment
	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
	Pupils read widely and often across subjects	Teachers Children	From 23 <sup>rd</sup> September	SSE Monitoring by SLT and Middle Leader MC	Release Time £200 x 3 Reading resources Reciprocal Reading cards	Reading standards improve for all Resources for reading are rich and high quality Children and parents access school libraries Reader Leaders in Place Children Buddy Read using Reciprocal Reading methods between Y3 and Y5 / Y4 and Y6
	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 feel valued and listened to and know that their opinions count Children's speaking and listening sj=kills improve Children are given lots of opportunities to present / speak to wider audiences