

SCISSETT CE ACADEMY - ACTION PLAN FOR CURRICULUM

2018 / 2019	2019 / 2020	2020/2021
Autumn Term	Autumn Term	Autumn Term
<ul style="list-style-type: none"> • Computing, MFL & SEN policy reviews & portfolios • Review Teaching & Learning policy/Classroom Environment policy, Display Policy & Guidelines, Monitoring & Evaluation policy & marking policy. • Review Supply Teacher guidelines • Review whole school data • Continue to raise standards through target setting & Assessment • Continue to raise standards in English and Maths (MAT, networks, Moderation across school, assessment) • Review planning formats (long, medium & short) • Review policy & practices for home learning & procedures for Reporting to Parents • Review Maths and English Assessments-standardised and teacher assessment 	<ul style="list-style-type: none"> • Maths & History policy reviews & portfolios • Review whole school data • Review Teaching & Learning policy/Classroom Environment policy, Display Policy & Guidelines, Monitoring & Evaluation policy & marking policy. • Moderation of Maths, reading & writing • Review impact of Maths provision on standards • Monitor and review planning • Review policy & practices for home learning & procedures for Reporting to Parents • Review Assessment, Monitoring, Tracking, Recording and Reporting Procedures 	<ul style="list-style-type: none"> • English, ICT & Humanities (Policies review & portfolios) • Review whole school data • Review Teaching & Learning, Classroom Environment, Display, Monitoring & Evaluation & Marking policies. • Review Visits and Journeys Procedures. • Review ICT provision including VLE • Moderation of Maths, reading & writing across school • Review policy & practices for home learning & procedures for Reporting to Parents • Review Assessment, Monitoring, Tracking, Recording and Reporting Procedures • Review Healthy Eating in school & update Food Policy • Introduce new Diocesan RE Syllabus & review assessment
Spring Term	Spring Term	Spring Term
<ul style="list-style-type: none"> • Review English & Maths policies & portfolios • Review teaching and learning in Maths- focus on mastery • Review teaching and learning –English, grammar, handwriting, reading • Review assessment procedures in foundation subjects • Moderation of Maths & writing across school • Review policy for Subject Co-ordinators • Review Whole School Curriculum • Review Policy for Attendance/Absence Management • Consider further development re social networking • Review RE assessment in line with Kirklees scheme 	<ul style="list-style-type: none"> • English & Computing Policy reviews & portfolios • Review Guidelines for meeting needs of Gifted & Talented Pupils • Review Sex Education Policy • Review links with Scissett Middle School • Review partnerships with other schools (MAT, TSA, Pyramid) • Moderation of Maths, reading & writing • Review assessment procedures in foundation subjects • Review pupil target setting 	<ul style="list-style-type: none"> • English & Computing Policy reviews & portfolios • Review Guidelines for meeting needs of Gifted & Talented Pupils • Review Sex Education Policy • Review links with Scissett Middle School • Review partnerships with other schools (MAT, TSA, Pyramid) • Moderation of Maths, reading & writing • Review assessment procedures in foundation subjects • Review pupil target setting
Summer Term	Summer Term	Summer Term
<ul style="list-style-type: none"> • Early Years, PSHE & C & Assessment policy reviews & portfolios • Monitor assessment in line with EYFS Curriculum • Review Educational visits, Gifted & Talented • Review Anti Bullying and behaviour policies • Review planning and delivery of PHSE & C • Target setting /monitoring of pupil progress • SATS & Internal Assessment analysis English & Maths • Pyramid/MAT liaison English and Maths • Moderation of Maths & writing across school • Review Early Years Provision • Review Assessment, Monitoring, Tracking, Recording & Reporting Procedures • Review Reading scheme & Reading Records • Review whole school planning overview 	<ul style="list-style-type: none"> • Art, Design Technology, PE & Assessment policy reviews & portfolios • Review Inclusion, Equal Opportunities, Community Cohesion, Gender, Disability and Racial Equality Policies • Review Anti Bullying and behaviour policies • Review Policy for Social, Moral, Spiritual and Cultural development • Moderation of Maths, reading & writing • Target setting/monitoring of pupil progress • SATS & Internal Assessment analysis English & Maths • Review Assessment, Monitoring, Tracking, Recording & Reporting Procedures • Review Reading scheme provision & Reading Records • Review Whole School Curriculum Plan 	<ul style="list-style-type: none"> • Art, Design Technology, PE & Assessment policy reviews & portfolios • Review Inclusion, Equal Opportunities, Community Cohesion, Gender, Disability and Racial Equality Policies • Review Anti Bullying and behaviour policies • Review Policy for Social, Moral, Spiritual and Cultural development • Moderation of Maths, reading & writing • Target setting/monitoring of pupil progress • SATS & Internal Assessment analysis English & Maths • Review Assessment, Monitoring, Tracking, Recording & Reporting Procedures • Review Reading scheme provision & Reading Records • Review Whole School Curriculum Plan

SCISSETT CE ACADEMY - ACTION PLAN FOR PARENTS & COMMUNITY

2018 / 2019	2019 / 2020	2020/2021
Autumn Term	Autumn Term	Autumn Term
<ul style="list-style-type: none"> • Governor involvement in Performance Management. • Review Governor roles/responsibilities- (training/LA involvement/Link Governor areas) • Review Safeguarding (policy & audit) • Governor monitoring of Church School status • Review procedures for reporting to parents and policy & procedures for Home Learning (parental links) • Continue Parental Involvement (target setting). • Review provision of after School clubs • Review partnership working with St Augustine's • Plan Family Services & School Services in liaison with St Augustine's • Review partnership with Scissett Kids' Club • Links with MAT, Pyramid Schools and community hub,- Shelley Church Schools group, Teaching School Alliances, Church Schools Partnership etc • Networks- MFL, Maths, English Networks, Science, EY, Additional Needs 	<ul style="list-style-type: none"> • Governor involvement in Performance Management. • Review Governor roles/responsibilities- (training/LA involvement/Link Governor areas) • Review Safeguarding (policy & audit) • Review procedures for reporting to parents • Review policy & procedures for Home Learning • Continue Parental Involvement (target setting) • Review provision of after School clubs • Review partnership working with St Augustine's • Plan Family Services & School Services - St Augustine's • Review partnership with Scissett Kids' Club • Links with MAT, Pyramid Schools and community hub,- Shelley Church Schools group, Teaching School Alliances, Church Schools Partnership etc • Networks- MFL, Maths, English Networks, Science, EY, Additional Needs 	<ul style="list-style-type: none"> • Governor involvement in Performance Management/Pay. • Review Governor roles/responsibilities- (training/Link Governor areas) • Review Safeguarding (policy & audit) • Review policy & procedures for Home Learning (parental links) • Continued Parental Involvement (target setting) • Review provision of after School clubs • Review links with St Augustine's • Plan Family Services & School Services - St Augustine's • Review partnership with Scissett Kids' Club • Review links with outside agencies in school. • Links with MAT, Pyramid Schools and community hub,- Shelley Church Schools group, Teaching School Alliances, Church Schools Partnership etc • Networks- MFL, Maths, English Networks, Science, EY, Additional Needs
Spring Term	Spring Term	Spring Term
<ul style="list-style-type: none"> • Review PTFA involvement and consultation • Review Collective Worship at St Augustine's • Links with Pyramid Schools – Sport & Music • Review Partnership with TSA Schools • Pyramid enrichment activities • Continuing links with Scissett Middle School • Maths & English Morning (parent/governor involvement) • Review Admissions policy • School to School support links where appropriate • Complete Governor Self evaluation • Prevent Strategy- ongoing focus 	<ul style="list-style-type: none"> • PTFA involvement and consultation • Links with Pyramid Schools – Sport & Music • Pyramid enrichment activities • Monitor ICT community programmes • Review Extra Curricular Procedures. • Parental Survey of views and collation and communication of results. • Review Admissions policy • Links with Yorkshire Anglican Schools • School to School support links where appropriate 	<ul style="list-style-type: none"> • Review PTFA involvement/constitution • Links with Pyramid Schools – Sport & Music • Review Pyramid enrichment activities • Review library provision • Review transfer/liaison for pre-school and Y5. • Review Admissions policy • School to school support links where appropriate • Partnership approach through Yorkshire Anglican Teaching School Alliance • Review Governor Self evaluation
Summer Term	Summer Term	Summer Term
<ul style="list-style-type: none"> • Involvement in S.P.I.C.E.D. Programme (Nurse & Police) • Involvement with Fire Service • Links with Pyramid schools re Music Festival & Sport • Sports Partnership - Ongoing • Review lettings procedures. • PTFA involvement and consultation • Home visiting & Play Afternoons for new intake • Review Transition arrangements (Y5–Scissett Middle) • Review Parental Involvement • Consult with parents re Sex Education & related issues. • Parental Consultation Healthy Schools Initiative • Maths parental questionnaire • Promote and develop links with faith communities where appropriate 	<ul style="list-style-type: none"> • Involvement in S.P.I.C.E.D. Programme (Nurse & Police) • Involvement with Fire Service • Links with Pyramid schools re Music Festival & Sport • Review lettings procedures. • PTFA involvement and consultation • Home Visiting & Play Afternoons for new intake • Review Transition arrangements (Y5–Scissett Middle) • Review Parental Involvement • Consult with parents re Sex Education and related issues. • Review School Direct Handbook. • Links with Yorkshire Anglican TSA Schools • Review and develop links with industry. 	<ul style="list-style-type: none"> • Involvement in S.P.I.C.E.D. Programme (Nurse & Police) • Involvement with Fire Service • Links with Pyramid schools re Music Festival & Sport • Sports Partnership - Ongoing • Review lettings procedures. • PTFA involvement and consultation • Review Induction procedures for New Starters • Review Transition arrangements (Y5–Scissett Middle) • Review Parental Involvement • Consult with parents re Sex Education and related issues. • Review Collective Worship Policy. • Link Governor Involvement RE & Collective worship. • Review school's role in the community and the involvement of the community in the life of the school.

SCISSETT CE ACADEMY - ACTION PLAN FOR MANAGEMENT ORGANISATION & ADMIN (Staff & Pupils)

2018 / 2019	2019 / 2020	2020/2021
Autumn Term	Autumn Term	Autumn Term
<ul style="list-style-type: none"> Review Performance Management Policy & procedures Continue Performance Management cycle (Teachers) Continue SLT School Self Evaluation & monitoring of teaching. Review provision of Leadership and Management Time, Dedicated Headship Time and PPA Continue tracking achievement of all pupils. Set Cohort English / Maths targets. Carry out termly pupil progress reviews Review procedures for reporting to parents. Review inclusive practices for vulnerable pupils including EHC plan support and use of nurture provision Continue to implement monitoring procedures for subject co-ordinators. Continue to implement NLE; NSS, National TS systems Update safeguarding policy Review Pay Policy in the light of statutory guidance Review single equality policy 	<ul style="list-style-type: none"> Review Performance Management Policy & procedures Continue Performance Management cycle (Teachers) Continue SLT School Self Evaluation & monitoring of teaching. Review provision of Leadership and Management Time & Dedicated Headship Time Continue tracking achievement of all pupils. Set Cohort English / Maths targets. Carry out termly pupil progress reviews Review procedures for reporting to parents. Review PPA Policy Review inclusive practices for vulnerable pupils Continue to implement monitoring procedures for subject co-ordinators Review Pay Policy in the light of statutory guidance Review Positive Behaviour and Safeguarding Policies & Procedures 	<ul style="list-style-type: none"> Review staffing needs, roles and responsibilities for Learning Accord MAT Review Performance Management Policy & procedures Continue Performance Management cycle (Teachers) Continue SLT School Self Evaluation & monitoring of teaching. Review provision of Leadership and Management Time & Dedicated Headship Time Review roles and responsibilities of Teaching School Continue tracking achievement of all pupils. Set Cohort English / Maths targets. Carry out termly pupil progress reviews Review procedures for reporting to parents. Review inclusive practices for vulnerable pupils Continue to implement monitoring procedures for subject co-ordinators Review procedures for 'Looked After' children. Review Teaching & Learning, Classroom Environment, Display, Monitoring & Evaluation & Marking policies.
Spring Term	Spring Term	Spring Term
<ul style="list-style-type: none"> Review systems for management of budget (incl INSET) Review school Prospectus. Create additional time for completion of FMGS Review Health & Safety procedures. Carry out termly pupil progress reviews Evaluate CPD needs of support staff. Performance Management cycle (Support staff) Review Management Structure within school. Review policy for role of Curriculum Co-ordinators. Review reporting to parents 	<ul style="list-style-type: none"> Review systems for management of budget (incl INSET) Review school Prospectus. Create additional time for completion of FMGS Review Health & Safety Policy & Procedures. Carry out termly pupil progress reviews Evaluate CPD needs of support staff. Performance Management cycle (Support staff) Review Management Structure within school. Review Staff Induction, Teacher Trainees, Professional Development, Personal Safety, Medical Needs, Fire Evacuation, Bomb Threats & Emergency Planning policies 	<ul style="list-style-type: none"> Review systems for management of budget (incl INSET) Review school Prospectus. Create additional time for completion of FMGS Review Health & Safety procedures. Carry out termly pupil progress reviews Evaluate CPD needs of support staff. Performance Management cycle (Support staff) Review drugs policy Review transfer/liaison for pre-school Review Governor Training, Governor Remuneration, Freedom of information, Mutual Expectations & Volunteer policies
Summer Term	Summer Term	Summer Term
<ul style="list-style-type: none"> SLT Review Assessment, Monitoring, Tracking, Recording and Reporting Procedures Senior leadership review subject time allocation. Senior leadership review of SDP Carry out termly pupil progress reviews Pupil Target setting. Review roles/responsibilities of SLT Review Staffing structure, organisation of classes & teaching groups in light of rising school roll. Review deployment of support staff (including HLTA) Review Management Structure/ PPA & use of time. Review Assessment & Recording & PSHE & C Policies 	<ul style="list-style-type: none"> SLT Review Assessment, Monitoring, Tracking, Recording and Reporting Procedures SLT Review Curriculum Planning & Procedures Senior Leadership review of SDP Carry out termly pupil progress reviews Pupil Target setting. Review roles/responsibilities of SMT Review Staffing structure, organisation of classes & teaching groups in light of school roll/TS status Review deployment of support staff (including HLTA) Review Leadership Structure/ PPA & use of time. Review multi-cultural and community cohesion provision. Review Inclusion and Equality Policies 	<ul style="list-style-type: none"> SLT Review Assessment, Monitoring, Tracking, Recording and Reporting Procedures in the light of NC Senior Leadership review subject time allocation. Senior Leadership review of SDP Carry out termly pupil progress reviews Pupil Target setting. Review roles/responsibilities of SLT Review Staffing structure, organisation of classes & teaching groups in light of school roll. Review deployment of support staff (including HLTA) Review Leadership Structure/ PPA & use of time. Review links with other faiths and communities

SCISSETT CE ACADEMY - ACTION PLAN FOR PREMISES & RESOURCES

2018 / 2018	2019 / 2020	2020/2021
Autumn Term	Autumn Term	Autumn Term
<ul style="list-style-type: none"> • Review need for ICT, MFL & Assessment resources • Review present ICT hardware provision etc. • Review of SEN resources. • Review grounds & buildings maintenance/specific sites for development • Submission of bids to Diocese, window replacements, resurfacing top playground, refurbishment of KS2 toilets. • Review Reporting & Assessment Arrangements • Review laptops for teaching staff • Review Letting of school facilities • Further develop use of community room in the light of teaching schools status and for pupil interventions 	<ul style="list-style-type: none"> • Review need for Maths, Humanities & Assessment resources • Review present ICT hardware provision etc. • Review of SEN resources. • Review grounds & buildings maintenance/specific sites for development (doors to rear of school) • Review potential submission of bids to the Condition Improvement Fund with AHR Global • Continued use of community room, partnership working with other schools (MFL, Additional Needs, English, Maths networks) 	<ul style="list-style-type: none"> • Review need for English, ICT, Humanities & Assessment resources, including grammar materials • Review present ICT hardware provision etc. • Review of SEN resources. • Review grounds & buildings maintenance/specific sites for development • Application for Condition Improvement Fund - Academies as appropriate • Liaison with LA regarding provision of free school meals and necessary adaptations • Siting of outdoor play equipment •
Spring Term	Spring Term	Spring Term
<ul style="list-style-type: none"> • Review need for English & Maths resources • Consider purchase of additional grammar resources • Review of SEN resources. • Review cloakroom access and facilities • Review storage facilities for teaching resources. • Continued liaison with Pyramid Schools in relation to pupil places/school organisation in the light of LA consultation • Review use of the nurture room for vulnerable pupils 	<ul style="list-style-type: none"> • Review need for English & ICT resources • Review of SEN resources. • Review Sex Education material. • Review storage facilities for teaching resources. • Review decoration of classrooms • Review resources for gifted and talented pupils. • Use of community room, partnership working with other schools (MAT, CSP, Shelley Church Schools, alliance partners) 	<ul style="list-style-type: none"> • Review need for Maths, Science & Music resources • Review of SEN resources. • Review storage facilities for teaching resources • Review Drug Education resources • Review internal decoration needs • Review grounds maintenance, play surfacing • Review outdoor provision •
Summer Term	Summer Term	Summer Term
<ul style="list-style-type: none"> • Review need for Early Years, PHSE & C resources • Review of SEN resources. • Review Educational Visits, Risk Assessments, Risk Management & Security • Review caretaking and cleaning provision. • Repainting of external building fixtures/fittings where possible/appropriate • Review suitability of teaching accommodation • Review general office equipment / provision. • Review adaptation of premises and resources for SEN provision - Accessibility • Review inclusive practices for vulnerable pupils • Review lettings 	<ul style="list-style-type: none"> • Review need for Art, Design Technology & PE resources • Review of SEN resources. • Review suitability of teaching accommodation • Review general office equipment / provision. • Review caretaking and cleaning provision. • Review lettings • Review the adaptation of premises and resources for SEN provision – Accessibility • Review inclusive practices for vulnerable pupils 	<ul style="list-style-type: none"> • Review need for Early Years & RE & Collective Worship resources • Review of SEN resources. • Review suitability of teaching accommodation in the light of impact of housing developments • Review the adaptation of premises and resources for SEN provision - Accessibility • Review inclusive practices for pupils with disabilities • Review caretaking and cleaning provision. • Review general office equipment / provision. • Review lettings • Review playground provision and Early Years Outdoor Provision. •

SCISSETT CE ACADEMY - ACTION PLAN FOR STAFF DEVELOPMENT & INSET

2018 / 2019	2019 / 2020	2020/2021
Autumn Term	Autumn Term	Autumn Term
<ul style="list-style-type: none"> • Update staff handbook • Review Professional Development opportunities & address needs of teaching staff/management • Continue Performance Management cycle • Training and support for new colleagues • Governor training & induction • Access to/involvement in Teaching School Alliance programmes and initiatives for staff where appropriate • Review job descriptions for all teaching staff. • Training linked to mastery of maths • Training for SLT – NLE, NSS, TS, NCTL • First Aid training (key staff) • Epipen training • Safeguarding & Prevent training for new staff 	<ul style="list-style-type: none"> • Update staff handbook • Review Professional Development opportunities & address needs of teaching staff/management • Continue Performance Management cycle • Training and support for new colleagues • Governor training & induction • Access to/involvement in Teaching School Alliance programmes and initiatives for staff where appropriate • Review job descriptions for all teaching staff. • Induction of NQTs/New staff (if relevant) • Review staff development provision for performance management. • Safeguarding basic awareness training for new staff • Staff INSET Revised National Curriculum • School Direct Training for Key Colleagues Leeds Beckett 	<ul style="list-style-type: none"> • Update staff handbook • Review Professional Development opportunities & address needs of teaching staff/management • Continue Performance Management cycle • Training and support for staff including SLT • National College Training Programmes for staff where/if appropriate • Access to/involvement in Teaching School Alliance programmes and initiatives for staff where appropriate • Local Governing Body training & induction, including training for Chair and Vice Chair where appropriate • Review job descriptions for all teaching staff. • Induction of New staff (if appropriate)
Spring Term	Spring Term	Spring Term
<ul style="list-style-type: none"> • SATS training KS1 • Review Training Needs of Admin/Clerical & Support Staff • Review training needs of LTSAs & Play Leader • Team Teach training -key staff • Business Manager network meetings/MAT meetings • Review INSET Needs for Foundation Subject Assessment/Teaching and Learning • Access to training for staff English, Maths, RE • Review Staff Wellbeing Policy • EYFS training & EYFS network 	<ul style="list-style-type: none"> • SATS Training KS1 • Review Training Needs of Admin/Clerical & Support Staff • Review training needs of LTSAs & Play Leader • Review INSET Needs for Foundation Subject Assessment/Teaching and Learning • Review staffing/SLT needs including Admin support 	<ul style="list-style-type: none"> • SATS Training KS1 • Review Training Needs of Admin/Clerical & Support Staff • Review training needs of LTSAs • Further develop roles and responsibilities of TAs • Review INSET Needs for Foundation Subject Assessment/Teaching and Learning • Science training for teaching staff • Twilight sessions linked to delivery of Computing Curriculum
Summer Term	Summer Term	Summer Term
<ul style="list-style-type: none"> • Review job descriptions for all non-teaching staff. • Governor Training re. Church Academy Status, Church Schools Partnership, Shelley Church School's Group • Business Manager network meetings • Senior Management to Review SDP • Review training needs of teacher trainee mentors • Review Exec. HT involvement in Diocesan Board of Education 	<ul style="list-style-type: none"> • Review job descriptions for all non-teaching staff. • Review training needs of teacher trainee mentors • Review staffing/SLT roles/responsibilities • Senior Management to review SDP • Develop new 3 year SDP 	<ul style="list-style-type: none"> • Review job descriptions for all non-teaching staff. • Review training needs of teacher trainee mentors including TSA Partnership schools • Senior Leadership to review SDP • Senior Leadership to review 3 year plan. • Governor Training where appropriate



1 To ensure excellence in teaching and learning across the school.		a. Leadership and management of teaching & assessment ensures all teaching is good/outstanding across school. b. Lesson observations show impact of strategies to further enhance teaching and learning across school. c. Staff skills and expertise strengthened- impact on colleagues within school and across schools.						
Actions to achieve targets		Success Criteria	Lead Person & Others	Key Milestone Dates	Resources & Costs	Monitoring Who When How	Evaluation Who When How	Notes of progress
1. SLT support for all staff to ensure continuity and progression for pupils. 2. Teaching and support staff deployed effectively to maximise impact for pupils. SLT manage change to minimise disruption.	1. Regular review and feedback; action points for development shared and reviewed, effective practice in all classes. 2. Well matched class and pupil support in place (constraints of school budget/time EHC processes).	Exec. Head Head of School	Ongoing 2018-2019	Time for observations and monitoring	Senior Leadership Team Governors	Exec. Headteacher & Head of School		
3. Yearly monitoring cycle in place, shared with all staff. Regular drop in and formal observations. 4. Systematic monitoring of pupils work across school. Termly book scrutiny- all teaching staff involved. AIO involvement in monitoring. AIO Notes of visit to support judgements. 5. Further develop subject coordination and monitoring (staff meeting focus, time)	3. All teachers & support staff observed, (drop in and formal observations) & have clear feedback with areas for improvement indicated. 4. SLT & subject leaders have clear overview of strengths & areas for development in core and foundation subject. 5. Subject coordinator leading subjects effectively (files, portfolios, action plans, monitoring)	Exec Head/Head of School Senior Leadership Subject Coordinators	Termly Progress reviews. Ongoing monitoring Sept 2018- July 2019.	Cover costs, progress reviews, observations, scrutinies	Exec HT/Head of School continue to ensure monitoring occurs on schedule	Exec. Headteacher/ SLT evaluate impact of work to raise standards (evidenced in KS1 SATs 2019, Standardised tests KS2).		
6. SLT review of teachers planning (core and Foundation subjects) to ensure provision for all groups of pupils is clear. 7. Review of targeted interventions in place to support disadvantaged pupils/groups of pupils (least able, boys, SEND). Case studies record impact (data outcomes). 8. Key ETA's work & liaise with teachers to meet pupil needs in line with support plans/EHC plans.	6. Teachers planning clearly differentiated to meet the needs of all pupils including disadvantaged, SEND/Most able pupils. 7. Interventions impact for individuals & groups to accelerate learning. Pupil Premium effectively supports pupil progress in line with ability. 8. All children have access to quality first teaching. Impact of interventions closely monitored. TA feedback on pupil progress is clear (SLT & teaching staff).	Exec. Head Head of School, Assistant HT Business Manager	Ongoing Sept 2018-July 2019	Time to review planning Half termly check of progress TA/teacher planning	Exec HT/Head of School monitoring	Exec HT/Head of School review impact of support for pupils		
9. Teacher & TA visits to other classrooms to observe outstanding practice. Continued focus on quality first teaching (internal & reciprocal visits other schools). 10. Individualised staff development opportunities in line with performance management priorities identified.	9. All teaching and learning good or better. Consistent approach and standards of teaching across school. Sustained standard (tracking & national benchmarks). 10. Staff able to articulate the impact of their development priorities.	Exec. HT Head of School Teaching Staff	Ongoing Sept 2018 to July 2019	Use of teacher placements to release colleagues Cover costs	Exec. HT /SLT monitoring Feedback in staff meetings	Feedback to governors through Head teacher reports. Feedback to staff		
11. SLT attendance at relevant training to further develop key management skills: System leader events, NCTL, DFE, Ofsted, Networks. 12. SLT continued system leadership (NLE/SLE). Assistant HT MAT Networks, Assessment Network.	9. Teacher/ Pupil outcomes reflect approaches evidenced through lesson observations, work scrutiny, moderation. 10. Sustained outcomes. Clear monitoring and evaluation schedule in place. SLT knowledge of LA & national priorities and outcomes developed.	Exec. HT Head of School	Training as appropriate Autumn 2018- Jul 2019 NCTL & TSA programmes Networks	Training Costs NLE Bursary £6000 Collaborative fund. Cover costs	SLT meetings. SLT review of NSS/TSA activities and impact of this work	Governors reports Review of teaching/learning Identification of good practice. Regular feedback to staff		
11. Focused SLT meetings linked to strategic management, standards, teaching & learning, target setting & analysis. Core subject work & planning scrutiny.	11. Summary SEF updated to reflect data outcomes, current framework and Ofsted key judgments.	Head of School SLT	SEF update Aut. 2018 (outcomes RAISE, LA data).SDP review July19	SEF update Autumn 18, Summer 2019.	Governor monitoring of SEF, targets, attainment & progress	Feedback to governors through Head teacher reports. Feedback/sharing with staff where appropriate		

SCISSETT C.E. ACADEMY:2018-2019

2	To further enhance the distinctive context of Scissett CE Academy to reflect its aided status.	a. To ensure distinctive context is transparent within the whole school community b. To maintain and widen partnerships with other church schools within the LA, local pyramid and Anglican Diocese of Leeds c. Foundation Governors have good knowledge & understanding of Church School issues & their responsibilities					
Actions to achieve targets	Success Criteria	Lead Person/Others	Key Milestone Dates	Resources & Costs	Monitoring Who When How	Evaluation Who When How	Notes of progress
1. School Vision& Mission revisited- shared with stakeholders (communications, website, photos, displays. Biblical root revisited with staff. 2. Christian values revisited with all stakeholders. Half termly focus on Christian Values in Collective Worship. British values statement updated. 3. Distinctive context fully reflected on Academy website (values, children's work, events, visits). 4. Diversity week- celebration of diversity across the curriculum.	1. Knowledge and understanding of vision enhanced & reflected. All staff able to explain biblical root that underpins the vision. 2. School Community aware of Christian & British values. Values regularly shared in collective worship. 3. Distinctive context reflected explicitly on the Academy website and communications to parents. 4. School culture of empathy, tolerance and understanding.	RE Co-ordinator Exec. Head teacher Staff	Autumn 2018 - July 2019	Nil Photos, Relevant bible quotes mission statement Vision displayed	RE Co-ordinator Exec. HT Head of School Foundation Governors	Exec. Head teacher report Governor monitoring	
5. Review of Diocesan Syllabus implementation and Understanding Christianity Units. Observation of taught RE units across the school. 6. RE, SMSC, equality, Sex Ed policy, SEND policies updated. 7. Continued pupil tracking in RE for all year groups to reflect progress and attainment. 8. SLT monitoring of RE attainment & progress across the school, to inform planning & provide challenge (all pupils, including SEND, disadvantaged and the most able). 9. SIAMS toolkit reviewed and updated to reflect new SIAMS framework. SIAMS Healthcheck	5. Planning and delivery of units in line with the new syllabus. Coordinator has an overview of RE teaching and learning across the school. 6. Key Policies in place & shared with staff & foundation governors. 7. RE trackers show attainment and progress for all pupils. RE portfolio evidences work of all classes. 8. High standards of RE teaching and learning across the school reflecting individual and cohort attainment and progress, for all groups. 9. Toolkit reflects current strengths & areas for development. SIAMS Feedback shared. Diocesan support through the ESP.	RE Co-ordinator Exec. Head teacher Staff SLT	Autumn 2018 - July 2019	2x training days RE coordinator	RE Co-ordinator Exec. Head teacher	Exec. Head teacher report to governors	
10. Visits to Places of Worship. Hand to Mouth puppets 'journeys' and Godly Play linked to taught topics where appropriate. 11. Half termly worship at St Augustine's/in school- parents invited (Harvest, Christingle, Leavers, remembrance, Easter, AB week etc), Half termly class worship sessions. 12. Continued support of a 'World Vision' child.	10. RE curriculum enhanced through visits and visitors. Pupils' spirituality fostered. 11. Strong relationships with St Augustine's. Spirituality fostered. Parents engage in collective worship. Opportunities for children to make responses in line with our Anglican tradition. 12. Ongoing support developed. Global learning further reflected in collective worship.	RE Co-ordinator Exec. HT/Staff	Ongoing Review July 2019	Costs of visits to faith centres Time for planning of services	Planning & liaison with Curate Kate	Exec. Head teacher report to governors RE Co-ordinator Head teacher	
13. Continued liaison through the Church Schools Partnership & Shelley Church Schools Network HT group, supported by clergy. Church schools Celebratory Service for pupils & parents. 14. Partnerships fostered with other Church & Community Schools through Learning Accord MAT (sponsor and converter schools). 15. Foundation Governor links/ involvement/training. RE Coordinator presentation to governors. 16. RE open afternoon- Foundation Governors monitoring of RE teaching & learning.	13. Sustained partnership & pastoral support. Distinctive ethos & character recognised within wider school & community. 14. Partnership working between Heads & Clergy in the Shelley Pyramid strengthened. 15. Active role of Governors - to act as 'critical friends' & ask challenging questions. Liaison with trustees and Diocesan Board of education. 16. Foundation Governors have clear overview of RE teaching and learning and taught RE units.	RE Co-ordinator & Exec. Head Foundation Governors	Termly CSP & Church school meetings Open day Summer 2019.	Costs of meetings for networks Costs of shared training £100. Costs of transport for pupils to shared events	RE Co-ordinator Exec. HT Minutes of Governor Meetings	Exec. Head teacher report. Governor monitoring sheets Full termly update to Governors to include Diocesan initiatives, training and current developments.	
17. Continued Pupil involvement in planning and delivery of Collective Worship. Involvement in drama, readings, prayers etc. Pupil monitoring of collective worship daily. Development of a Worship Group to lead Collective Worship. 18. Distinctive context celebrated through display & regularly changed prayer corners.	16. Pupils develop understanding of Christian & other faiths though collective worship; evaluation folder reflects Christian values & concepts. Pupils in all Year groups lead worship. 17. RE coordinator portfolio reflects impact of prayer corners.	Exec HT, SLT, Key staff , Clergy Partners from Shelley Pyramid	Ongoing Sept 2018 to July 2019	Associated costs for transport, Costs for Hand to mouth ministries	Feedback to whole staff. Pupils continue to report back to the whole school.	Minutes of School Council /Play Forum meetings produced by pupils	



3	To further improve standards of attainment in Mathematics across the whole school	<p>a. Sustained high quality teaching and learning in maths and assessment of maths across school</p> <p>b. Continuity and progression for all pupils evidenced through clear pupil and cohort progress</p> <p>c. Embed Mastery & fluency throughout Maths planning across whole school incorporating White Rose Hub planning.</p>					

Actions to achieve targets	Success Criteria	Lead Person & Others	Key Milestone Dates	Resources & Costs	Monitoring Who When How	Evaluation Who When How	Notes of progress
1. Involvement in Pyramid Maths Network 2. Increased confidence using Active Learn scheme, White Rose hub planning, mastery and fluency resources etc. reflected in all teachers' planning. 3. Thorough and detailed planning linked to diagnostic and formal assessments to closely differentiate for groups/ individuals. 4. Autumn, Spring & Summer standardised Hodder Maths Tests (PUMA) implemented and results tracked. 5. Emphasis on fluency and mastery of maths throughout school to impact on pupil independence. 6. Continued emphasis on regular investigation/problem solving activities. 7. Development of whole school engagement in regular weekly Times tables, Rainbow Maths activities.	1. Collaboration and planning between all pyramid schools. Overview of standards across Pyramid. 2. Staff confidence, knowledge and understanding enhanced. 3. Detailed, differentiated planning in place - to ensure continuity and progression. 4. Age standardised scores available termly to show pupil progress. Achievement accelerated in KS2-evidenced in PUMA scores. 5. Able pupils have appropriate challenge. Lower ability pupils accelerate progress. 6. Majority of pupils meeting & exceeding end of year expectations relative to their starting points. 7. All pupils develop their recall of multiplication & division facts. Tracking shows development of pupil mental recall of facts.	Head of School/ Maths Co-ordinator.	Autumn 2018- Ongoing to July 2019	Time/costs to release staff for meetings and training Purchase of Rock Stars – staff meeting time.	Head of School /Coordinator/ SLT/AIO monitoring of planning. Maths co-ordinator/Head of school Classroom observations autumn/Spring 2018/9	Feedback offered to Governors via Head of School Monitoring Report	
8. Shelley Pyramid parent booklets shared and distributed & on website 9. Calculations policy & parent booklets revised as necessary to incorporate mastery, fluency and independence. 10. Written Calculations open morning/workshop for parents held in Autumn Term to share and disseminate the pyramid's approach to calculation. Parental engagement in maths open morning	8. Parent knowledge and understanding enhanced as reflected in parent surveys 9. Staff, parents and pupils have greater understanding of key methods & approaches. 10. Parental perceptions of maths teaching and learning positive (evidenced through questionnaire and open morning feedback.)	Class teachers Maths Coordinator working with pyramid maths coordinators	Autumn 2018 Ongoing	Maths co-ordinator time staff meeting time	Head of School SLT Maths co-ordinator lead at staff sessions	Feedback offered to Governors via Exec. HT & Maths Co-ordinator's Report Parental Questionnaire	
11. Pupil target setting for maths evidenced in pupil books. Pupil targets displayed in books and regularly shared and updated with pupils and parents. 12. Targeted support for vulnerable pupils, use of pupil premium, HLTA support, and intervention programmes, Numicon Power of 2 etc. 13. Targeted teaching for more able pupils in Y2 to ensure they fulfil their potential.	11. Pupils' understand individual targets and know how to improve. 12. Vulnerable pupils make good personal progress in all aspects of maths (CVA shown in relation to abilities). 13. Increased % of pupils exceeding expectations. Attainment significantly above national.	Maths Co-ordinator Assessment Co-ordinator Y2 teacher	Pupil targets Autumn 2018-Summer 2019	Time for Head/Maths coordinator to monitor pupil targets. HT & Assessment coordinator overview	SLT monitor attainment in standardised tests. Assessment Coordinator, Maths Coordinator/ SENDCO overview of progress	SLT feedback to staff. Feedback to governors through termly Exec. HT report	
14. Termly assessments using targets from formative assessments. Pupil progress recorded on pupil maths profiles and trackers. 15. Swift intervention for pupils falling behind identified at progress reviews (additional support, differentiated work etc.). 16. Focused KS meetings, whole staff meetings, and moderation to further raise standards. Maths Coordinator support colleagues. 17. All teachers access to relevant training (LA/pyramid courses/consultant support as appropriate). Whole staff INSET linked to Maths Mastery & fluency.	14. Pupil progress and attainment in line with/above expectations for year group & ability. Revised maths trackers in place using Integris G2. 15. Appropriate interventions in place for pupils. 16. Staff expertise increased leading to detailed and specific assessment which informs future planning. 17. Staff knowledge and understanding of national curriculum enhanced.	Maths Coordinator/ Ex HT	Continue to assess all pupils' work each term. Use to inform group planning Focus at KS meetings. Completed July 2018	SLT involvement in reviews Cover costs Staff meeting time Training costs, Numicon, fractions etc.	Head of School/Maths coordinator Clear pupil targets set-Realistic & challenging	Feedback from staff termly. Exec. HT report to Governors	



4	To sustain high standards in English across the school and ensure good/ outstanding progress.	a. Successful Teaching and Learning in line with the English National Curriculum b. Sustained continuity and progression for pupils leading to clear pupil and cohort progress (evidenced through assessment) c. To continue to diminish the gaps between attainment in reading and attainment in writing					
Actions to achieve targets	Success Criteria	Lead Person & Others	Key Milestone Dates	Resources & Costs	Monitoring Who When How	Evaluation Who When How	Notes of progress
1. Continued focus on NC for English, particularly grammar and punctuation to ensure progression of skills. 2. Teaching and learning in line with N.C. for English, visits to other classrooms/ schools to enhance practice. 3. Thorough and detailed planning for English teaching linked to diagnostic and formal assessments to closely differentiate for groups/individuals. 4. Planning and teaching to reference reading AF's in KS2, with clear planning and tracking of improvement in work sampling. Audit and improved reading resources as models and stimuli.	1. Teacher knowledge, understanding and confidence increases and resources are in place to support teaching and learning. 2. Detailed, differentiated planning in place to ensure continuity and progressions. Explicit teaching to reflect NC changes evident in planning scrutiny. 3. Sustained high standards as evidenced in PIRA Standardised tests and statutory tasks and tests. 4. KS2 reading standards and comprehension to be above national average.	Exec. HT/ English Co-ordinator/ AIO	Autumn 2018-July 2019	Attendance at relevant training – Key staff	Exec. HT/AIO/ English co-ordinator Classroom observations	Feedback offered to Governors via Exec. HT & English Co-ordinator's Report	
5. Continued role & involvement in Shelley English Network. Focused work to look at provision and teaching of reading, spelling and vocabulary acquisition and usage. 6. Big Write Assessment system to be reviewed and used for half termly moderation. Ensure in with national standards and use new assessment grid. 7. Termly standardised PIRA Tests continued. Results tracked for reading and targets set termly in pupil progress meetings. 8. Review of LetterJoin scheme, track progress and intervention to be identified	5. Continued collaboration and planning between First Schools & Middle School. Joint moderation & overview of standards across Pyramid. High standards in writing in own school. 6. Attainment and progress is clear for all pupils in writing and tracked using G2. 7. Improving age standardised scores available termly to show pupil progress in reading. 8. High standards of handwriting to be in place across the school	Exec. HT /AIO All Teachers English Co-ordinator	Sept 2018 – July 2019 3X Half Pyramid English Network Meetings	Cover costs 3x mornings £400	English Coordinator network meetings – dissemination to staff	Regular Feedback to staff by Exec. HT/English Coordinator Feedback to Governors through Exec. HT reports. Termly evaluation of network activities.	
9. Focused English observations carried out spring 2019. 10. Key Stage/ whole school/ year group across partnership writing moderation sessions, framework used for Y2/5 moderations. 11. Class based English teacher assessment systems used to assess and stretch attainment for all pupils KS1 & 2.	9. Teaching & learning in English is good or better across school. 10. English Co-ordinator has clear overview of attainment and progress. 11. Raised expectations of pupil progress and attainment (above national).	Exec. HT AIO English Co-ordinator All teachers HLTA inclusion in moderation	Sept 2018 – July 2019 2X moderation Key stage meetings: Sept /March	Allocated time for moderation	English Co-ordinator/ AIO -Work & assessment scrutiny HT planning and discussion at pyramid level	Regular Feedback to staff by English Coordinator.	
12. Individual writing pupil target setting in line with NC expectations, evident in pupil books and regularly reviewed. Regular discussion with pupils to discuss progress/targets. 13. Targeted support for vulnerable pupils, disadvantaged, SEND (use of pupil premium, ETA support, intervention programmes). 14. Open morning for English, to inform and ensure parents/carers understanding curriculum and strategies to help.	12. Pupils understand individual targets and know how to improve. Majority of pupils in KS2 reach/exceed end of year expectations. Evidenced through progress reviews and work scrutinies. 13. Vulnerable pupils make good personal progress in all aspects of English (CVA shown in relation to abilities). 14. Sustained % of pupils exceeding expectations. Attainment significantly above national.	Exec. Head teacher AIO English Co-ordinator All teachers	Sept 2018 – July 2019	Pupil targets Time for SLT to produce termly targets	SLT/English co-ordinator/ AIO - Classroom observations	Feedback to Governors through Exec. Headteacher reports.	

SCHOOL DEVELOPMENT PLAN: 2018-19 PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE SCISSETT C.E. ACADEMY



5	To promote excellent behaviour and ensure effective personal development and the wellbeing of all pupils	d. To ensure outstanding behaviour and attitudes across the school e. To further develop 'nurture' support/provision for our most vulnerable pupils f. To develop positive attitudes to diversity and equality g. To liaise with external agencies to ensure appropriate provision for pupils where appropriate					
Actions to achieve targets	Success Criteria	Lead Person & Others	Key Milestone Dates	Resources & Costs	Monitoring Who When How	Evaluation Who When How	Notes of progress
1. Annual review the Behaviour and Anti Bullying policies to reflect statutory changes. 2. Annual review behaviour management systems for the whole school, groups and individuals. 3. All incidences of inappropriate behaviour logged appropriately. Use of Integris G2 and CPOMS. CPOMS and G2 training for all staff as appropriate. 4. Refresher training in restorative practice for lunchtime supervisors and ETAs.	1. Policies updated in line with current guidelines/legislation. 2. Awareness raised for all staff of any changes. New staff have a full understanding of approaches. Positive attitudes and behaviour for learning evidenced in lesson observations. Engagement of pupils, parents and School Council. 3. Patterns of behaviour tracked/evident for individuals. Termly Analysis of behaviour 4. Consistency of approach from staff.	Exec. Head teacher SENCO	Autumn 2018 - ongoing	Time to log behaviour incidents on Integris G2 system	Exec Head teacher Head of School	Exec. HT report to Governors Termly Behaviour Analysis	
5. Updated Prevent Strategy & Safeguarding training for all new staff. 6. PSHCE Curriculum/circle time provides opportunities to explore issues linked to the Prevent Strategy	5. All staff aware of their duties in relation to the Prevent Strategy & Safeguarding training 6. Pupils display tolerance, understanding and care for one another.	Exec. Head teacher All staff PSHCE Coordinator	Spring 2019	Consultancy costs shared between MAT schools	Exec HT Head of school	Exec. HT report to Governors	
7. Targeted nurture support for groups and individuals to help them to manage their emotions and behaviour. 8. Use of Thrive Assessments, Boxall Profiles and linked activities for particular individual pupils. 9. Liaison with parents and external agencies to manage pupil needs. 10. Targeted Mental Health sessions for pupils and staff in collective worship, staff meeting times.	7. Nurture support in place for identified pupils. Support and intervention in place for identified children to meet their needs (anger management, circle of friends, daily meet and greet). 8. Number of serious incidents & exclusions reduces for individuals. EHC Plans submitted where necessary. 9. Appropriate support in place within financial constraints. 10. Mental Health & wellbeing a focus areas for staff and pupils.	HLTA TAs Exec. Head Teacher SLT SENDCO	Autumn 2018 Summer 2019	Cover for teacher attendance at multi agency meetings	Exec HT Head of school	Exec. HT report to Governors	
11. Access to extra- curricular activities including sporting activities, after school clubs and musical activities for all pupils. Use of pupil premium/sports premium to support access where needed. 12. Involvement in pyramid enrichment opportunities including sporting, music and RE events.	11. High take up of extra-curricular activities including access for vulnerable pupils. 12. Pupils have opportunities to work with others and build relationships with peers in other schools. Involvement in Shelley Partnership Community Hub – 'The Bridge'	Head of School Business Manager Exec. HT	Ongoing	Associated costs for activities, travel, coaches etc.	Exec HT Head of school	Exec HT report to Governors	
13. Monitoring of planning and delivery of the PSHCE Curriculum. 14. Links to PSHE Association & attendance at PSHCE Networks 15. Development of diversity & Equality activities	13. PSHCE Coordinator has an overview of teaching and learning across the school. 14. PSHCE planning in line with PSHE association POS 15. Pupils' understanding & tolerance of difference and diversity is developed. Whole school Diversity week where difference and tolerance is explored	PSHCE Coordinator	Ongoing to be completed by summer 2018 Autumn 2018	Time to monitor Time to attend meetings	PSHCE Coordinator monitoring	Exec. HT report to Governors	
16. Regular meetings of the school council monthly to ensure pupil voice. Pupil lead with anti-bullying, development of grounds etc. 17. Classes to lead a whole school worship session each half term	16. Pupil voice is represented and pupils have an opportunity to influence school improvement. 17. Pupil's exhibit thoughtful, caring attitudes towards one another. Greater parental participation in Collective Worship.	School Council Coordinators	Monthly from Oct 2018	Nil Time for teachers to work with pupils	School Council Co-ordinator	Exec. HT report to Governors	
18. Attendance at relevant safeguarding training for governors and all staff as required. 19. Regular updates for staff to ensure all understand their safeguarding responsibilities and procedures for reporting concerns.	18. Knowledge of key staff and governors enhanced. Pupil safety ensured. 19. All staff are aware of appropriate procedures. Detailed logs are kept to evidence concerns.	Exec. HT DSL Deputy DSL	Spring 2019 As required As suggested from safeguarding audit feedback	Consultancy costs shared between MAT schools	Head of school Governors	Exec. HT report to Governors	



6	To ensure pupil progress in line with ability in all subjects across school (in line with national expectations, benchmarking with similar schools & individual pupil targets)	a. Tracking systems show sustained attainment and progress- standardised tests/NC expectations. b. Standards in line with/above National and LA. c. Pupil progress in line with/exceeding expectations for pupils from their starting points					
Actions to achieve targets	Success Criteria	Lead Person & Others	Key Milestone Dates	Resources & Costs	Monitoring Who When How	Evaluation Who When How	Notes of progress
1. Whole school Assessment. systems embedded and reviewed. Class Assessment folder used. Continued tracking linked to end of year expectations through Integris G2 markbooks. 2. Continue to monitor new marking policy reviewing implementation and impact 3. SLT review and monitor impact of cohort target setting through focused observations, data analysis, work scrutiny. School data and analysis shared with governors and trustees. 4. Curriculum leaders to build assessment provisions across all subjects, ensuring standards understood and GDS and standards are in place. Portfolios established and tracking in place..	1. Teacher assessment systems provide an overview of cohort progress and attainment. Teachers confident with tracking systems. Pupil attainment and progress clear. 2. High quality marking in place, consistent across all classes following the new marking policy. Pupils have opportunities to make corrections. 3. Cohort Targets in place for Reading, Writing and Maths. SLT have an overview of impact of school improvement strategies. Governors aware of whole school targets for Y2/Y5. 4. Standards in all curriculum areas regularly monitored and showing high standards	Exec. Head Head of School Assistant Head AIO	Sept 2018-July 2019 Targets for Y2/5 at Autumn Governors Raiseonline/ key data Autumn 2018 1 x staff meetings Autumn 2018	RAISE Perspective Lite Internal Data LA Consultancy Costs to further develop Integris tracker information	Exec. HT Head of School AIO	Exec. HT half termly report to governors	
5. SLT continue to focus on analysis & sharing of Internal Data, Perspective Lite, Raiseonline. 6. SLT continue to use assessment & performance data to monitor standards & set learning targets. 7. Targeted interventions to accelerate progress of disadvantaged, SEND and most able pupils. Enhanced training of support staff. Input and output data to be collected and examined. 8. Focused key stage team and whole school staff meetings to moderate standards, compare judgements. Focused discussion & staff consultation to raise expectations of teachers.	5. Staff fully aware of current school attainment levels & trends over time & fully committed to raising standards. SLT have an accurate/up to date overview of school strengths/areas for development. 6. Tracking of pupil progress, used to produce whole school overview; & set cohort targets. 7. Impact of interventions clear. Progress accelerated for targeted pupils. Progress of all groups clear. 8. High expectations. Vast majority reach/exceed end of year expectations. SEN/more able pupils fulfil potential.	Exec. Head Teacher AIO Senior Leadership Team Assessment co-ordinator & SLT	October - 2017 1X Staff meeting focused on data July 2019	P&A Profile Internal Data Costs Nil	Exec. HT Head of School AIO Assessment Co-ordinator Milestone dates monitored by governors.	Exec. HT/Head of School monitoring SLT evaluate implementation in line with monitoring cycle. Exec. HT termly report to governors	
9. Termly pupil progress reviews with individual teachers to monitor attainment and progress and set targets. 10. Internal assessments used to provide "next-steps" information for Literacy & Numeracy. 11. Pupil targets revised in line with end of year expectations- identified from whole school priorities. Extended for able pupils where necessary. Teacher/Parent/Pupil target reviews at consultations. Report formats are reviewed and evaluated. 12. Early Years – use school based baseline linked to development matters	9. Assessment systems adhered to for core subjects. SLT have overview of results from Teacher assessments & PUMA/PIRA Standardised tests. 10. Pupils & parents know "next-steps" information based on termly assessments. 11. Pupils & parents know targets & can discuss next steps for learning. "Pupil-speak" targets shared with children and progress shared termly. Children understand what they need to do to improve. 12. Baseline to accurately measure attainment and be in line with national standards.	Exec. Headteacher Head of School AIO Assessment Co-ordinator EYS co-ordinator	Pupil Progress Reviews Nov 2018 March 2019 June 2019 Target setting review Autumn 1 2018.	Standardised Assessment files, in core areas.	Exec. HT Head of School Assessment Co-ordinator Milestone dates monitored by governors.	Exec HT/Head of School evaluate success of reviews through scrutiny of tracking systems. Exec. HT termly report to governors	



7	To further enhance provision and practice in the Early Years Foundation Stage.	a. EYFS Curriculum embedded well- provision reflects needs of all pupils and all areas of learning, including outdoor provision b. Skills and expertise of Early Years staff enhanced c. Continued high standards and pupil progress evidenced- (assessments systems, profiling, tracking
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Actions to achieve targets	Success Criteria	Lead Person & Others	Key Milestone Dates	Resources & Costs	Monitoring Who When How	Evaluation Who When How	Notes of progress
1. High quality planning in line with EYFS Framework. Liaison with MAT/Pyramid colleagues – moderation, observation, planning for progression. 2. Planning & provision reflects needs of all Reception pupils. 1x ETA, 1x EY student 3. Focused EYFS training (Pyramid/LA/MAT EYFS Networks, outdoor provision, phonics, assessment etc).	1. Detailed planning maintained-referenced to all areas of EYFS Framework/abilities of pupils including SEN/most able. 2. All pupils settle well and enjoy learning. EYFS delivered through continuous curriculum to meet pupil needs. 3. Enhanced practice, knowledge, understanding, skills & confidence leading to Y1 readiness.	Head of school Early Years' Coordinator Early Years' Support Staff.	Start date Sept 2018 Ongoing differentiation throughout year.	INSET budget to fund training opportunities Costs of training	Head of School EYFS Coordinator	Exec. Head through Report to Governors Feedback/consultation SLT INSET feedback sheets	
4. Opportunities for EYFS teacher/ETA's to visit another setting/skilled practitioner. 5. Moderation of assessment judgments in line with MAT/Pyramid colleagues including observation based assessments. 6. Continued development of EYFS portfolio-photos, work samples, profiles.	4. Confidence and skills of EYFS teacher & ETAs increases. 5. EYFS teacher confidence in assessment judgments. 6. EYFS Portfolio of evidence in place. EYFS support staff contribute to assessment judgements and observations.	SLT EYFS teacher/coordinator	Start date Sept 2018 Ongoing	INSET budget to fund opportunities	Exec. Head/Head of School EYFS Coordinator	Exec. Head Report to Governors PM review process	
7. Fully utilise the outdoor provision for continuous play & learning to promote continuity & progression. 8. Opportunity for EY coordinator to access relevant training and professional development. 9. Regular opportunities to promote active outdoor learning reflected in planning, 10. All EYFS staff involved in carrying out observations of pupils.	7. Exciting outdoor learning takes place on a daily basis. 8. Den building/outdoor provision training reflected in pupil activities. 9. Resources utilised fully to promote experiential learning. 10. EY staff involved in planning & delivery of outdoor play to maximise learning. Pupil confidence high. Evidence of improved outdoor learning in profiles.	Early Years Teacher Early Years support Staff	Start Sept 2018. Ongoing throughout year. Transition visits June/July 2019.	PTFA contribution/Support for enhancing provision	Portfolio & pupil profiles evidence Observations of pupils - Early Years' teacher/ETAs	Exec. Head through Report to Governors	
11. School based Baseline/observations (Dev. Matters) carried out to inform entry Assessment. Moderation of FS pupils work (linked to EYFS framework/end of year expectations as appropriate). 12. Integris G2 used Autumn, Spring, Summer in line with EYFS outcomes. 13. Targeted interventions in place to support progress of vulnerable pupils. Sustained outcomes for all pupils including disadvantaged, SEND and most able. 14. Continued liaison between Reception & Y1 to ensure readiness for Y1. Shared expertise, approaches & support.	11. Pupil entry data is clear. Profile booklets accurately record achievements & used to inform teaching and learning. Vulnerable pupils supported. 12. Tracking shows good & better progress from starting points (CVA evident in profile scores). Spring and Summer born pupils progress monitored closely 13. Target- at least 79% pupils to achieve a good level of development. 29% of pupils achieving score of 3 in literacy/math above national. 14. Effective liaison between Rec. & Cl1 teacher. Smooth transition for pupils.	Early Years' Coordinator/teacher	Start Sept 2018. Ongoing throughout year. Review of data and progress Autumn, Spring, Summer	Use of planning and preparation time 2x moderation sessions	Early Years' Teacher feedback to SLT Progress discussed at termly progress reviews	Exec. Head through Report to Governors	
15. Parental partnership & liaison (home visits, nursery visits, induction, play afternoons, open morning, information/workshops. Effective systems for sharing successes at home (wow board etc). 16. Parent observation, notes & photographs shared. Home, nursery, transition information used to inform profiling.	15. Effective parent partnerships developed. Home learning celebrated and valued. 16. Parents celebrate pupils' progress & contribute to pupil profiles. This is reflected in outcomes.	Early Years' Teacher Assessment Coordinator	Sept 2018. Transfer of information Autumn 2018 Summer 2019	Time allocated for access parental sessions Time for Early Years' Teacher and ETA	Head of School Assessment Co-ordinator Progress discussed at termly progress reviews	Early Years' Teacher to share practice with staff. Verbal report at staff meeting. Regular feedback to SLT	

**SCISSETT CE ACADEMY-ACTION PLAN FOR CURRICULUM
2018/2019**

Key Areas For Action

- Early Years, PSHE & C & Assessment policy reviews & portfolios
- Monitor assessment in line with EYFS Curriculum
- Review Educational visits, Gifted & Talented
- Review Anti Bullying and behaviour policies
- Review planning and delivery of PHSE & C
- Target setting /monitoring of pupil progress
- SATS & Internal Assessment analysis English & Maths
- Pyramid/MAT liaison English and Maths
- Moderation of Maths & writing across school
- Review Early Years Provision
- Review Assessment, Monitoring, Tracking, Recording & Reporting Procedures
- Review Reading scheme & Reading Records
- Review whole school planning overview Review English & Maths policies & portfolios
- Review teaching and learning in Maths- focus on mastery
- Review teaching and learning –English, grammar, handwriting, reading
- Review assessment procedures in foundation subjects
- Moderation of Maths & writing across school
- Review policy for Subject Co-ordinators
- Review Whole School Curriculum
- Review Policy for Attendance/Absence Management
- Consider further development re social networking
- Review RE assessment in line with Kirklees scheme Computing, MFL & SEN policy reviews & portfolios
- Review Teaching & Learning policy/Classroom Environment policy, Display Policy & Guidelines, Monitoring & Evaluation policy & marking policy.
- Review Supply Teacher guidelines
- Review whole school data
- Continue to raise standards through target setting & Assessment
- Continue to raise standards in English and Maths (MAT, networks, Moderation across school, assessment)
- Review planning formats (long, medium & short)
- Review policy & practices for home learning & procedures for Reporting to Parents
- Review Maths and English Assessments-standardised and teacher assessment

**SCISSETT CE ACADEMY-ACTION PLAN FOR PARENTS & COMMUNITY
2018/2019**

Key Areas For Action

- Governor involvement in Performance Management.
- Review Governor roles/responsibilities- (training/LA involvement/Link Governor areas)
- Review Safeguarding (policy & audit)
- Governor monitoring of Church School status
- Review procedures for reporting to parents and policy & procedures for Home Learning (parental links)
- Continue Parental Involvement (target setting).
- Review provision of after School clubs
- Review partnership working with St Augustine's
- Plan Family Services & School Services in liaison with St Augustine's
- Review partnership with Scissett Kids' Club
- Links with MAT, Pyramid Schools and community hub, - Shelley Church Schools group, Teaching School Alliances, Church Schools Partnership etc
- Networks- MFL, Maths, English Networks, Science, EY, Additional Needs
- Review PTFA involvement and consultation
- Review Collective Worship at St Augustine's
- Links with Pyramid Schools – Sport & Music
- Review Partnership with TSA Schools
- Pyramid enrichment activities
- Continuing links with Scissett Middle School
- Maths & English Morning (parent/governor involvement)
- Review Admissions policy
- School to School support links where appropriate
- Complete Governor Self evaluation
- Prevent Strategy- ongoing focus
- Involvement in S.P.I.C.E.D. Programme (Nurse & Police)
- Involvement with Fire Service
- Links with Pyramid schools re Music Festival & Sport
- Sports Partnership - Ongoing
- Review lettings procedures.
- PTFA involvement and consultation
- Home visiting & Play Afternoons for new intake
- Review Transition arrangements (Y5–Scissett Middle)
- Review Parental Involvement
- Consult with parents re Sex Education & related issues.
- Parental Consultation Healthy Schools Initiative
- Maths parental questionnaire
- Promote and develop links with faith communities where appropriate

**SCISSETT CE ACADEMY-ACTION PLAN FOR MANAGEMENT ORGANISATION
& ADMIN
2018/2019**

Key Areas For Action

- Review Performance Management Policy & procedures
- Continue Performance Management cycle (Teachers)
- Continue SLT School Self Evaluation & monitoring of teaching.
- Review provision of Leadership and Management Time, Dedicated Headship Time and PPA
- Continue tracking achievement of all pupils.
- Set Cohort English / Maths targets.
- Carry out termly pupil progress reviews
- Review procedures for reporting to parents.
- Review inclusive practices for vulnerable pupils including EHC plan support and use of nurture provision
- Continue to implement monitoring procedures for subject co-ordinators.
- Continue to implement NLE; NSS, National TS systems
- Update safeguarding policy
- Review Pay Policy in the light of statutory guidance
- Review single equality policy
- Review systems for management of budget (incl INSET)
- Review school Prospectus.
- Create additional time for completion of FMGS
- Review Health & Safety procedures.
- Carry out termly pupil progress reviews
- Evaluate CPD needs of support staff.
- Performance Management cycle (Support staff)
- Review Management Structure within school.
- Review policy for role of Curriculum Co-ordinators.
- Review reporting to parents
- SLT Review Assessment, Monitoring, Tracking, Recording and Reporting Procedures
- Senior leadership review subject time allocation.
- Senior leadership review of SDP
- Carry out termly pupil progress reviews
- Pupil Target setting.
- Review roles/responsibilities of SLT
- Review Staffing structure, organisation of classes & teaching groups in light of rising school roll.
- Review deployment of support staff (including HLTA)
- Review Management Structure/ PPA & use of time.
- Review Assessment & Recording & PSHE & C Policies

SCISSETT CE ACADEMY-ACTION PLAN FOR PREMISES AND RESOURCES 2018/2019

Key Areas For Action

- Review need for ICT, MFL & Assessment resources
- Review present ICT hardware provision etc.
- Review of SEN resources.
- Review grounds & buildings maintenance/specific sites for development
- Submission of bids to Diocese, window replacements, resurfacing top playground, refurbishment of KS2 toilets.
- Review Reporting & Assessment Arrangements
- Review laptops for teaching staff
- Review Letting of school facilities
- Further develop use of community room in the light of teaching school status and for pupil interventions
- Review need for English & Maths resources
- Consider purchase of additional grammar resources
- Review of SEN resources.
- Review cloakroom access and facilities
- Review storage facilities for teaching resources.
- Continued liaison with Pyramid Schools in relation to pupil places/school organisation in the light of LA consultation
- Review use of the nurture room for vulnerable pupils
- Review need for Early Years, PHSE & C resources
- Review of SEN resources.
- Review Educational Visits, Risk Assessments, Risk Management & Security
- Review caretaking and cleaning provision.
- Repainting of external building fixtures/fittings where possible/appropriate
- Review suitability of teaching accommodation
- Review general office equipment / provision.
- Review adaptation of premises and resources for SEN provision - Accessibility
- Review inclusive practices for vulnerable pupils
- Review lettings

**SCISSETT CE ACADEMY-ACTION PLAN FOR STAFF DEVELOPMENT & INSET
2018/2019**

Key Areas For Action

- Update staff handbook
- Review Professional Development opportunities & address needs of teaching staff/management
- Continue Performance Management cycle
- Training and support for new colleagues
- Governor training & induction
- Access to/involvement in Teaching School Alliance programmes and initiatives for staff where appropriate
- Review job descriptions for all teaching staff.
- Training linked to mastery of maths
- Training for SLT – NLE, NSS, TS, NCTL
- First Aid training (key staff)
- EpiPen training
- Safeguarding & Prevent training for new staff
- SATS training KS1
- Review Training Needs of Admin/Clerical & Support Staff
- Review training needs of LTSAs & Play Leader
- Team Teach training -key staff
- Business Manager network meetings/MAT meetings
- Review INSET Needs for Foundation Subject Assessment/Teaching and Learning
- Access to training for staff English, Maths, RE
- Review Staff Wellbeing Policy
- EYFS training & EYFS network
- Review job descriptions for all non-teaching staff.
- Governor Training re. Church Academy Status, Church Schools Partnership, Shelley Church School's Group
- Business Manager network meetings
- Senior Management to Review SDP
- Review training needs of teacher trainee mentors
- Review Exec. HT involvement in Diocesan Board of Education