

Elm Park Primary School



School Improvement Plan








2015/16






ELM PARK PRIMARY SCHOOL: SCHOOL IMPROVEMENT PLAN 2015/16



<p>A RAISING PUPIL ATTAINMENT & OUTCOMES</p>		<p>To raise attainment and outcomes for all pupils</p>	<p>1. To embed new system for assessing pupil progress in English, Maths and Science to replace current levels.</p>	<p>2. To continue to raise standards of attainment in areas of underperformance, through targeted intervention programmes.</p>	<p>3. To continue to reduce the attainment gap between pupils who are disadvantaged and pupils who are not.</p>		
<p>B QUALITY OF TEACHING</p>		<p>To continue to improve the quality of teaching in light of self-evaluation & current research</p>	<p>1. To improve learning and teaching through developing a clear understanding of the expectations for 'exemplary' teaching.</p>	<p>2. To improve the teaching of GPAS in targeted areas.</p>	<p>3. To improve the teaching of maths in line with new expectations & develop maths across the school.</p>	<p>4. To continue to ensure a consistent and effective approach to marking and feedback to pupils.</p>	<p>5. To provide high quality CPD, including coaching and mentoring and collaborative working.</p>
<p>C BEHAVIOUR & SAFETY</p>		<p>To promote good behaviour and safety</p>	<p>1. To promote responsibility and respect and develop further pupils improving attitude to learning.</p>	<p>2. To enhance lunchtime provision.</p>	<p>3. To develop pupils' positive contribution through pupil leadership & pupil voice opportunities.</p>		
<p>D CURRICULUM DEVELOPMENT</p>		<p>To continue to offer a broad and balanced curriculum with technology at the heart</p>	<p>1. To monitor impact of the new National Curriculum.</p>	<p>2. To develop teachers' understanding of new assessment guidelines and embed good practice.</p>	<p>3. To develop teachers' subject knowledge and planning to meet the requirements of the Computing Curriculum.</p>	<p>4. To maximise and develop the use of ICT to enhance learning opportunities for all, within and outside of school.</p>	<p>5. To develop the use of outdoor learning to enhance learning opportunities across the curriculum.</p>
<p>E LEADERSHIP & MANAGEMENT</p>		<p>To continue to develop the quality of leadership and management across the school</p>	<p>1. To embed the school's vision and values, outcomes and targets into all forms of communication frequently.</p>	<p>2. To ensure leadership is clearly distributed through-out the school , so each person on the staff takes a lead in a designated area.</p>	<p>3. To continue to develop outstanding practices as an effective governing body.</p>		
<p>F LEARNING ENVIRONMENT</p>		<p>To maximise the use of all buildings and grounds to provide a safe and exciting learning environment</p>	<p>1. To continue to develop all spaces in school so they are conducive to learning.</p>	<p>2. To involve learners further in feedback on their learning experiences.</p>			
<p>G FAMILIES & COMMUNITIES</p>		<p>To develop as a learning community involving all stakeholders in the life of the school</p>	<p>1. To promote personal development and well-being of pupils through work in school with families and outside agencies.</p>	<p>2. To continue to address attendance and punctuality for target pupils and families.</p>	<p>3. To increase parental involvement in learning and other aspects of school life.</p>	<p>4. To develop further the school website.</p>	

A RAISING PUPIL ATAINMENT & OUTCOMES		To raise attainment and outcomes for all pupils	1. To embed new system for assessing pupil progress in English, Maths and Science to replace current levels.	2. To continue to raise standards of attainment in areas of underperformance, through targeted intervention programmes.	3. To continue to reduce the attainment gap between pupils who are disadvantaged and pupils who are not.		
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OFSTED:

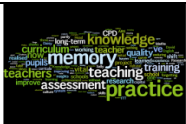
- To ensure pupils make consistently good progress in their learning by:**
- **Making sure that children learn to spell well and their errors are always corrected**
 - **Giving pupils in all year groups the time to develop their writing skills by writing longer texts**
 - **Making sure that pupils' maths skills are thoroughly developed through opportunities to use these skills in problem solving contexts**

KEY OBJECTIVES:

- A1**
- Focus on embedding Symphony Assessment System across the school in reading, writing and maths
 - Focus on teachers using ongoing and formative assessments and data analysis to adjust teaching plans and strategy
 - Focus on formative assessment outcomes being directly connected to learning goals
 - Focus on teachers providing planned opportunities for learners to assess their understanding in various ways
- A2**
- Focus on Higher attainers overall achievement throughout KS 2 – particularly in writing and maths
 - Focus on girls performance in writing across KS2
 - Focus on Summer born pupils' performance in year 1
 - Focus on FSM pupils overall achievement across KS2
- A3**
- Focus on reducing attainment gap for Disadvantaged pupils in KS1 and Year 3

Key Milestones and Outcomes		
Term 1	Term 2	Term 3
A1/1 All pupils have completed baseline assessments using the new assessment framework – 24/09/15	A1/1 All KS 2 pupils can explain what their targets are for learning in writing and maths and how they can improve their work by using their targets- 29/01/16	A1/1 Pupils in years 5 and 6 are actively involved in setting their own challenging individual targets – 29/04/16
A1/2 Principles of assessment are updated and on school website – 25/09/15	A2/2 Most SEN pupils can explain what their School Support Plan is and the personal targets set for them within it – 29/01/16	A3/2 Y2 disadvantaged pupils who did not pass year 1 phonics test pass Year 2 re test – 16/06/16
A1/3 Analyse baseline data identifying strengths and weaknesses across each year group to support targeted teaching of NC key objectives in literacy and maths – 30/09/15	A1/3 All KS 1 pupils know that they have a target to help them improve their work in writing and maths and can tell you where to find it – 12/02/16	A3/3 Year 1 disadv. Pupils passing the phonics screening check is in line with the rest of the cohort – 16/06/16
A2/4 All intervention programmes have clear achievable outcomes to maximise progress for identified pupils – 30/09/15	A1/4 Clear evidence of achievement teams sharing best pedagogical practices to support each other in adjusting teaching based on data and formative assessment and	A1/4 Whole school and cross school moderation of assessment in writing shows teacher assessments are accurate – 30/06/16

	following up on their implementation 12/02/16	
A1/5 Baseline assessments for reception pupils are completed using Early Excellence and data inputted – 12/10/15	A1/5 All teaching staff have a clear understanding of how to use Symphony Assessment system in science and whole school data is produced for % of pupils on track to be secure/secure+ at the end of each year group – 10/03/16	A1/5 Monitoring outcomes show a consistent and effective approach to assessment across the school which ensures that at least 90% of pupils make good progress in reading writing and maths and meet end of year expectations -01/07/16
A2/6 Peer Mentoring Programme is set up – 22/10/15	A2/6 Identified pupils who are part of the Peer Mentoring Programme show increased motivation and enjoyment in specific areas of learning and have a better understanding of basic skills targeted – 10/03/16	A1/6 Cross school moderation cycle for writing and maths is well established and indicates a consistency across Symphony schools in using SAS to measure pupil progress – 01/07/16
A2/7 Pastoral Support Programmes are developed and implemented for pupils with SEMH issues – 22/10/15	A2/7 As a result of supportive and effective PSPs being implemented – there is a reduction in negative behaviours for identified pupils - 10/03/16	A2/7 Evaluation of individual PSPs show a significant reduction in negative behaviour and barriers to learning are removed and there is evidence of all target pupils making accelerated progress in basic skills - 01/07/16
A1/8 All teaching staff have a clear understanding of how the new Symphony assessment system works for assessing reading, writing and maths and can articulate this confidently – 01/11/15	A1/8 Whole school and cross school moderation of assessment in writing shows teacher assessments are accurate – 10/03/16	A1/8 Subject leaders and teaching staff volunteers have trialled Symphony Assessment system in Geography, Music and P.E. and roll it out for whole school use in Autumn term 2016 – 10/07/16
A1/9 Whole school and cross school moderation of assessment in writing shows teacher assessments are accurate – 30/11/15	A1/9 Target setting and marking feedback are accurately used to highlight what pupils can do against Symphony Assessment Statements so that pupils work shows good rates of progress term on term – 21/03/16	A1/9 Termly data analysis completed and reported to parents, staff and governors. Information provided clearly indicates at least 85+% of pupils on track to be secure by the end of the year. – 11/07/16
A2/10 Any pupil involved in an intervention programme achieves at least 80% of planned outcomes – 04/12/15	A2/10 Any pupil involved in an intervention programme achieves at least 80% of planned outcomes – 21/03/16	A2/10 Any pupil involved in an intervention programme achieves at least 80% of planned outcomes – 11/07/16
A1/11 Termly data analysis completed and reported to parents, staff and governors. Information provided clearly indicates 65+% of pupils on track to be secure/secure + by the end of the year. – 11/12/15	A1/11 Termly data analysis completed and reported to parents, staff and governors. Information provided clearly indicates 75+% of pupils on track to be secure/secure + by the end of the year. – 21/03/15	A1/11 Staff feedback highlights strengths and areas for development for whole school SAS for next academic year 2016/17 – 15/07/16
A1/12 Monitoring outcomes clearly indicate that staff are using Symphony statements to inform teaching and learning and ensure rapid pupil progress against them – 11/12/15	A1/12 Subject leaders and teaching staff volunteers have trialled Symphony Assessment system in Art, History, Computing and DT and roll it out for whole school use in Summer term – 24/03/16	A1/12 Pupil feedback shows 90% of pupils in each class understand their learning targets, the next steps they need to take and how their teacher will support them – 20/07/16
A1/13 All KS 2 pupils understand the changes in the assessment system and are aware of how the new Symphony assessment system works for assessing reading, writing and maths – 18/12/15	A2/13 85% of summer born pupils in Y1 make accelerated progress in reading, writing and maths and self evaluation of work sampling clearly reflects this– 24/03/16	A3/13 Within school gap between % of disadv. pupils on track across KS1 and Year 3 compared with non-disadv. pupils reduces and is in line with national figures - 24/03/16
A1/14 All parents understand the changes in the assessment system and are familiar with the new system the school has implemented- 18/12/15		A2/14 Higher attaining girls make accelerated progress in writing and maths across KS1 and 2 so progress is judged to be at least good in line with school expectations – 15/07/16
A3/15 Identified Disadv. pupils know Set 1 &2 phonic sounds – 18/12/15		A2/15 90% of summer born pupils in Y1 make accelerated progress in reading, writing and maths and self-evaluation of work sampling clearly reflects this- 15/07/16


<p>B QUALITY OF TEACHING</p>		<p>To continue to improve the quality of teaching in light of self-evaluation & current research</p>	<p>1. To improve learning and teaching through developing a clear understanding of the expectations for 'exemplary' teaching.</p>	<p>2. To improve the teaching of GPAS in targeted areas.</p>	<p>3. To improve the teaching of maths in line with new expectations & develop maths across the school.</p>	<p>4. To continue to ensure a consistent and effective approach to marking and feedback to pupils.</p>	<p>5. To provide high quality CPD, including coaching and mentoring and collaborative working.</p>
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<p>OFSTED:</p>
<p>Ensure that the quality of teaching is at least good by:</p> <ul style="list-style-type: none"> • Making certain that all teachers have high expectations for all groups of pupils, including the most able; • Ensuring teachers plan tasks that engage all pupils in their work; • Insisting that all written work done by all pupils is carefully presented in all subjects; • Ensuring that pupils' books are all marked thoroughly, providing clear feedback about how well pupils have done and how they can improve, insisting that pupils respond to marking feedback to support pupils' good progress with a particular focus on incorrect spellings being corrected

<p>KEY OBJECTIVES:</p>
<p>B1</p> <ul style="list-style-type: none"> • Focus on teachers providing planned opportunities for learners to assess their understanding in various ways • Focus on learners taking ownership of their learning and understanding their responsibilities/contribution – 20% teacher led/80% pupil led learning focus <p>B2</p> <ul style="list-style-type: none"> • Focus on ensuring staff have good subject knowledge of GPAS curriculum and have resources to teach GPAS creatively and effectively • Focus on ensuring explicit GPAS teaching is integrated into teaching of writing across the curriculum <p>B3</p> <ul style="list-style-type: none"> • Focus on developing teachers' understanding of 'mastery in maths' curriculum • Focus on problem solving approach to develop effective using and applying skills for all pupils <p>B4</p> <ul style="list-style-type: none"> • Focus on inducting and supporting new staff in using marking and feedback policy to continue to ensure consistency of approach • Focus on involving learners in own marking and feedback <p>B5</p> <ul style="list-style-type: none"> • Focus on developing effective leadership skills for teachers and support staff through understanding of different leadership styles, coaching techniques based on the GROW model and collaborative working based on a solutions-based approach.

Key Milestones and Outcomes		
Term 1	Term 2	Term 3
<p>B4/1 All new staff are inducted and are using marking and feedback policy consistently and effectively – 22/10/15</p>	<p>B3/1 Almost all learners (90%) demonstrate the ability to work autonomously. 15/02/16</p>	<p>B2/1 Work sampling shows pupils are transferring specific GPAS teaching into high quality writing on a day to day basis across the curriculum – 10/06/16</p>
<p>B4/2 Almost all pupils are involved in marking and feedback of their work – making appropriate responses to feedback – 22/10/15</p>	<p>B2/2 Work sampling shows pupils are transferring specific GPAS teaching into high quality writing on a day to day basis in Literacy work-15/02/16</p>	<p>B4/2 Almost all pupils throughout KS 2 make significant responses to marking feedback to improve their work – 10/06/16</p>
<p>B2/ 3 GPAS training and resources purchased and</p>	<p>B3/3 Fast learning in maths takes place on a daily basis</p>	<p>B2/3 Almost all pupils use and understand the correct</p>

implemented and termly self evaluation shows GPaS curriculum is being comprehensively covered across each year group – 30/11/15	and as a result 90% of pupils in each year group have good recall and understanding of basic number bonds/relevant times tables (in each year group) - 21/03/16	GPaS terminology appropriate for each year group – 30/06/16
B1/4 90% of teaching over time to be good or better with 25% of teaching to be graded as exemplary - 09/12/15	B1/4 Identified staff to attend Outstanding Teacher programme provided by Teaching School and cascade good practice to other staff - 21/03/16	B5/4 Learning support staff have targeted CPD in using coaching and mentoring techniques to support pupils in taking ownership for and being independent in their learning and behaviour – 30/06/16
B1/5 Staff learning journey display clearly shows 1 piece of evidence each week per yeargroup reflecting pupils being given opportunities to use various ways to assess and pupils taking ownership of their learning - 11/12/15	B5/5 All middle leaders complete coaching training and develop its use in their day to day practice. – 24/03/16	B3/5 Learning visits show vast majority of pupils enjoy maths, are confident in their ability and readily apply skills and knowledge to practical and written maths tasks. – 30/06/16
B1/6 Termly self evaluation reflects that pupils take clear ownership of their learning and use various ways to assess their work -11/12/15	B1/6 90% of teaching over time to be good or better with 30% of teaching to be graded as exemplary - 24/03/16	B3/6 85+% of pupils meet end of year expectations in maths and 90% of pupils make good or better progress in their maths in each year group as a result of high quality teaching – 11/07/16
B1/7 Identified staff to attend Outstanding Teacher programme provided by Teaching School and cascade good practice to other staff - 18/12/15	B3/7 Work scrutiny reflects teachers increasing understanding in developing ‘mastery’ in maths for identified pupils by providing appropriate maths tasks and challenge- 24/03/16	B1/7 90% of teaching over time to be good or better with 40-50% of teaching to be graded as exemplary - 11/07/16
B1/8 Learning conversations about planning and work scrutiny clearly reflect data analysis and assessment outcomes are being used to address gaps in pupils’ maths understanding on a termly basis – 18/12/15	B1/8 Lesson visits and other monitoring activities clearly reflect that planned tasks and activities within lessons ensure the vast majority of pupils are leading their learning in lessons rather than the teacher – 24/03/16	B1/8 Triangulation shows that at least 90% of teachers who have taught at the school for at least one full year ensure that at least 90% of learners make good or better progress in core subjects. 15/07/16
		B1/9 Ofsted Inspection judges behaviour in and around school as well as behaviours for learning as at least good – 12/07/16


C BEHAVIOUR & SAFETY		To promote good behaviour and safety	1. To promote responsibility and respect and develop further pupils improving attitude to learning.	2. To enhance lunchtime provision.	3. To develop pupils’ positive contribution through pupil leadership & pupil voice opportunities.		
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OFSTED:
To ensure that the behaviour of pupils in lessons and around school is good or better by:
<ul style="list-style-type: none"> • Ensuring that lessons are interesting and sufficiently challenging so pupil engagement remains high; • Making sure that pupils take pride in their work and take care over presentation in their books.

KEY OBJECTIVES:
C1
<ul style="list-style-type: none"> • Focus on embedding shared core values across every member of the school community

- Focus on developing peer mentoring system to support development of positive learning behaviours for target pupils
- C2**
- Focus on 'continuing to use 'Playground Friends' to supporting school behaviour code and values being adhered to on a daily basis
 - Continue to provide a range of lunch time activities to enhance independent learning during the lunch time sessions
- C3**
- Focus on continuing to develop leadership roles and skills for learners within the school and providing opportunities to share their views and contribute to and beyond the school – peer mentoring/ digital leaders/junior travel ambassadors

Key Milestones and Outcomes		
Term 1	Term 2	Term 3
C1/1 Review and refresh shared core values - 22/10/15	C3/1 Enterprise/Aspirations week allows children to explore why leadership skills are important and focuses them on developing high aspirations – 25/01/16	C3/1 School self evaluation at all levels clearly reflects the vast majority of pupils demonstrate high levels of engagement in and ownership of the school – 06/06/16
C1/2 – Peer mentoring system is set up and peer mentors have been trained in effectively supporting other pupils in developing positive learning behaviours – 22/10/15	C3/2 School Council minutes show pupils contributing to all aspects of school improvement and change is evident as a direct result of learners involvement – 15/02/16	C1/2 Impact of peer mentoring is evident in increased levels of motivation and confidence for target learners in learning across the curriculum – 30/06/16
C1/3 The shared values are well known by all members of the school community – 30/11/15	C2/3 The number of incidents of poor behaviour during lunchtime sessions continues to reduce and midday and pupil perceptions of behaviour reflect this – 15/02/16	C2/3 School Council review shows that almost all pupils agree that there is a very good range of lunchtime activities and as a result they believe behaviour is of a good standard during play and lunch time sessions – 30/06/16
C2/4 Extensive range of lunchtime activities available for learners to extend independent learning -30/11/15	C1/4 Self-evaluation from a range of monitoring activities show that leaders, governors, staff and learners show their understanding of the school's core values because they exhibit positive behaviours, attitudes and language on a daily basis – 24/03/16	C3/4 All external quality assurance reports note that learners have excellent behaviours for learning and make a very positive contribution to all aspects of the school - ongoing across the year 12/07/16
C3/5 Introduce Sports Leaders programme and continue to encourage pupils to take on established roles of responsibilities – JTAs/DLs so that these programmes are over subscribed – 12/12/15	C1/5 Half termly evaluation of behaviour monitoring systems clearly show that at least 90% receive their full quota of Golden Time – 24/03/16	C1/5 Incidents of poor behaviour at lunchtime sessions are a rare occurrence (no more than 6 per term) because pupils are highly engaged and know how to deal with issues in a way that reflects the school's core values. – 15/07/16
	C1/6 Parent View responses show 90%+ parents strongly agree/agree their child is safe, happy, well cared for and pupils behave well in school – 24/03/16	C1/6 Ofsted Inspection judges behaviour in and around school as well as behaviours for learning as at least good – 12/07/16


D CURRICULUM DEVELOPMENT		To continue to offer a broad and balanced curriculum with technology at the heart	1. To monitor impact of the new National Curriculum.	2. To develop teachers' understanding of new assessment guidelines and embed good practice.	3. To develop teachers' subject knowledge and planning to meet the requirements of the Computing Curriculum.	4. To maximise and develop the use of ICT to enhance learning opportunities for all, within and outside of school.	5. To develop the use of outdoor learning to enhance learning opportunities across the curriculum.
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OFSTED:
<ul style="list-style-type: none"> • No key issues

KEY OBJECTIVES:
<p>D1</p> <ul style="list-style-type: none"> • Focus on ensuring new National Curriculum is being covered and taught effectively across all curriculum areas <p>D2 (See A1 for key objectives, milestones and outcomes)</p> <p>D3</p> <ul style="list-style-type: none"> • Focus on using Rising Stars Computing scheme of work to support teaching of Computing skills across the curriculum • Focus on using Digital Leaders to support effective teaching and learning of Computing skills <p>D4</p> <ul style="list-style-type: none"> • Focus on using apps such as Explain Everything/Adobe Voice to support micro teaching and pupils taking ownership for theirs and others independent learning • Focus on supporting other schools to provide high quality learning provision using technology <p>D5</p> <ul style="list-style-type: none"> • Focus on developing the opportunities for outdoor learning to enhance learning opps particularly for target vulnerable pupils • Focus on developing the outdoor area and environmental area to support teaching and learning and enrichment opportunities

Key Milestones and Outcomes		
Term 1	Term 2	Term 3
D5/1 Pastoral Support Programme set up using outdoor to support learning for vulnerable pupils – eco warriors/super cyclers - 15/09/15	D3/1 Digital leaders are used to support teaching of Computing as lead experts across year groups 17/03/16	D5/1 Outdoor classroom is furnished and timetabled with enrichment activities for each year group linked to appropriate topics - 07/05/16
D4/2 Staff training (10-15 mins every 2/3 weeks) in using target apps built into staff meeting calendar – 30/09/15	D4/2 Pupils and staff support at annual BETT conference showcasing a variety of apps and technologies	D4/2 Arrangements for International school visit to Denmark in place for trip in Autumn term 2016 – 30/06/16
D4/3 Learning visits and pupil discussion clearly show that teachers are using apps as part of day to day teaching to ensure pupils develop further independent learning and support others in their learning also - 01/12/15	D1/3 Subject leader monitoring and self –evaluation in foundation subjects clearly evidences new curriculum is being covered and progression is appropriate across year groups– 24/03/16	D1/3 Subject leader monitoring and self–evaluation in all foundation subjects clearly evidences new curriculum is being covered and progression is appropriate across year groups - 01/07/16
D5/4 Staff and pupil self-evaluation report reflects that use of outdoor learning and other stimuli are having a positive impact on target pupils self-esteem/confidence and behaviour – 12/12/15	D5/4 Science lead to review curriculum coverage across each year group and clearly identify where outdoor learning environment must be used to enhance teaching and learning and highlight in planning – 15/02/16	D5/4 Science lead to ensure progression of skills and understanding in Materials and their Properties so year groups use outdoor area and provide appropriate tasks for each year group – 01/07/16

D1/5 Subject leader monitoring and self-evaluation in core subjects clearly evidences new curriculum is being covered and progression is appropriate across year groups (on a termly basis) 12/12/15	D5/5 Science lead to ensure progression of skills and understanding in Life Processes and Living Things so year groups use outdoor area and provide appropriate tasks for each year group – 21/03/16	D4/5 Environmental area has been developed to provide outdoor learning experiences linked to science curriculum and each year group accesses this area as part of teaching and learning during the Summer term 2016 – 12/07/16
		D5/6 Third Millenium Award secured – 12/07/16
		D1/7 – All curriculum leaders have a clear evidence base of progression of skills for each area within their subject area – 12/07/16


E LEADERSHIP & MANAGEMENT		To continue to develop the quality of leadership and management across the school	1. To embed the school's vision and values, outcomes and targets into all forms of communication frequently.	2. To ensure leadership is clearly distributed through-out the school , so each person on the staff takes a lead in a designated area.	3. To continue to develop outstanding practices as an effective governing body.		
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OFSTED:
<p>To ensure that the senior and subject leaders work with teachers to ensure that teaching and achievement are consistently good by:</p> <ul style="list-style-type: none"> • Ensuring that checks on pupils' learning are rigorous enough; • Making certain that all subject leaders are involved sufficiently in improving teaching in their areas of responsibility to make sure it is consistently good.

KEY OBJECTIVES:
<p>E1</p> <ul style="list-style-type: none"> • Focus on ensuring every member of the school community knows the school's vision and core values through regular reference in all forms of school communication and discussion • (See also Behaviour and Safety C1) <p>E2</p> <ul style="list-style-type: none"> • Focus on effective induction of new middle leaders joining the school in Septemebr 2015 • All subject leaders are involved whole heartedly in school improvement and self- evaluation systems • Focus on learning support staff developing expertise in a specific area and having a clearly defined role to support success in learning for all pupils • Establish and embed achievement teams so that teachers use the process of plan-do-review to analyse, reflect and find solutions to improve learner achievement on an ongoing basis <p>E3</p> <ul style="list-style-type: none"> • Focus on asking the right questions that challenge the staus quo and ensure that key milestones and outcomes set within the school improvement plan are met and impact positively in driving the school forward to excellence • Focus on ensuring all stakeholders are involved in the school improvement cycle and self evaluation process

Key Milestones and Outcomes		
Term 1	Term 2	Term 3
E2/1 All new middle leader staff formally inducted and tailored CPD programme organised for Autumn term 2015 – 15/09/15	E2/1 ASPIRE consultancy work clearly indicates that extended leadership team members have a thorough understanding of the school's strengths/weaknesses and school improvement priorities and how these are impacting on school improvement as a whole – 15/02/16	E2/1 Subject leaders show excellent understanding of how their subjects impacts on school improvement and and through effective use of monitoring, write an annual self evaluation report for their subject for Curriculum Lead and governors - 01/07/16
E2/2 All new/existing middle leader staff to form part of an Extended Leadership Team – initial meeting setting out roles and responsibilities – 19/09/15	E1/2 Pupils can talk confidently about the school's vision and core values – explaining what pupils need to do on a day to day basis to reflect our core values	E1/2 Ofsted judgement in the next Section 5 inspection of the Quality of Leadership and Management across the school is at least 'good' – 12/07/16
E2/3 – Subject leader monitoring timetable agreed for Autumn term and all subject action plans outlining SI actions linked to whole school improvement plan completed - 30/09/15	E1/3 Parent View responses show 90%+ parents strongly agree/agree that the school is well led and managed – 24/03/16	E1/3 Ofsted judgement for overall Effectiveness in the next Section 5 inspection is at least 'good' – 12/07/16
E1/4 Review and agree vision and core values with staff, pupils and parents – 23/10/15	E3/4 Governors have a clear understanding and can discuss school improvement priorities and the impact actions have on achieving them. Reflected in questions asked at Standards and full GB meetings – 24/03/16	E3/4 As a result of half termly school improvement meetings parents believe they have a voice in school matters and that home/school communication is a strength (Summer 2016 parental survey focus) – 12/07/16
E2/5 Achievement meeting teams are set up, meetings are modelled and run every 4 weeks for staff to support barriers to learning and rapid pupil progress – 23/10/15	E2/5 Achievement meeting outcomes clearly show impact on pupil progress and pupils identified in meetings show improved progress as a result of staff working to gether to provide solutions – 24/03/16	E3/5 All subject leaders are knowledgeable and involved in providing SLT and governors with an annual self-evaluation report of their subject as a result of being actively involved in school improvement policy and processes throughout the year – 12/07/16
E3/5 School Improvement meetings are set up to encourage parents to be involved in school improvement and increase parental engagement in the life of the school – 23/10/15 – (half termly)	E3/6 Sing Up Silver Award is achieved – 24/03/16	
E2/6 Learning support staff to take the lead in key areas linked to intervention and SEN needs- such as Sp & Lang specialist/Dyslexia specialist/Phonics specialist/Maths specialist/Peer mentoring specialist – 23/10/15		
E1/7 Reviewed vision and core values are made available on school website – 04/11/15		
E2/8 Middle leaders are actively involved in reporting to governors on school improvement priorities and Ofsted key areas as phase leaders through contributing to termly HT report to governors – 24/11/15 (termly)		
E1/9 Core values are well known by all members of the school community and are referred to on a daily basis to ensure they remain high profile – 30/11/15		
E3/10 Governors monitor key milestones and success criteria set out in SIP on termly basis and as a result		

understand where the school is at and what it needs to do further – 30/11/15		
E2/11 Subject leaders write short self-evaluation termly report for their subject for Curriculum Lead and governors - 01/12/15		
E1/12 All key school documents have core values written into them (e.g. school letterhead/school policies) -12/12/15		
E1/13 Reviewed core values are high profile and clearly displayed around the school environment – 12/12/15		


F LEARNING ENVIRONMENT		To maximise the use of all buildings and grounds to provide a safe and exciting learning environment	1. To continue to develop all spaces in school so they are conducive to learning.	2. Successes are consistently celebrated throughout the school's learning environment.			
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OFSTED:
• No key issues

KEY OBJECTIVES:
<p>F1</p> <ul style="list-style-type: none"> • Focus on creating working walls in literacy and maths that focus explicitly on the learning process which children are actively involved in producing to support their learning • Ensure core values are displayed effectively around school as a visual reminder to all • Focus on improving specific areas of the school environment highlighted from a learning environment audit and pupil feedback to ensure all areas reflect a high degree of focus on learning and support positive behaviour – e.g. reception/heart space/staff areas • (See D5 – developing the use of specific outdoor learning spaces within school) • Focus on exploring ways to increase the use of the heart space as a space to further encourage independence in learning <p>F2</p> <ul style="list-style-type: none"> • Focus on setting up WAGOLL displays in each classroom celebrating 'What a good one looks like' so learners have a clear example of the high expectations required for each task as well as celebrating such examples from work learners produce. • Focus on ensuring that successes are consistently celebrated and displayed across the school in a variety of mediums.

Key Milestones and Outcomes		
Term 1	Term 2	Term 3
F2/1 WAGOLL walls set up and used effectively so all pupils know what 'a good one looks like' and use this to support understanding of expectations in their learning - 22/10/15	F1/1 Monitoring and evaluation activities reflect displays through school are of a very good standard and support positive behaviour and show a high degree of focus on learning – 21/03/16	F1/1 School vision and core values are well embedded and all members of the school community can explain confidently what 'growing good people' and 'aspiring to be the best we can be' means and really looks like at EPPS – 01/07/16

F1/2 Core values have been reviewed and refreshed and are displayed in a number of stimulating ways around school. For example wise floor is used to display core values constantly - 15/11/15	F2/2 – Class teachers keep a clear record of evidence that their working walls are changed every time a new unit of work is being taught by keeping a scrap book that children can use as a learning resource and refer back to – 15/01/16	F1/2 Ofsted Inspection highlights that school has an excellent learning environment that strongly supports learning across the school – 12/07/16
F1/3 Core values are added to all documents – polices/agendas/newsletters for example – 15/11/15	F1/3 Explore use of hearts space with pupils and staff – collect ideas for use - 25/01/16	F2/3 WAGOLL display is used across all subject areas by teachers and almost all children refer to WAGOLL displays in response to being asked how they know whether they have met expectations in their learning on a day to day basis – 12/07/16
F1/4 All staff, pupils, governors and parents know what the school's values are and what they mean - 30/11/15	F1/4 Increased use of heart space as an independent learning space is clearly evident on a daily basis – 24/03/16	
F1/5 – Reception area clearly reflects school vision and values and celebrates strengths of the school - 30/11/15		
F1/6 – Heart space in school actively displays and reflects areas of strengths and school successes – 30/11/15		
F1/7 – Staff display working wall clearly evidences pupils using a variety of ways to assess their learning and taking ownership of their learning as a result. – 30/11/15		
F1/8 – Working walls for literacy and maths are set up in each classroom and focus explicitly on the learning process. Children are actively involved in deciding what goes on them and can talk about how they support their learning – 12/12/15		

G FAMILIES & COMMUNITIES		To develop as a learning community involving all stakeholders in the life of the school	1. To promote personal development and well-being of pupils through work in school with families and outside agencies.	2. To continue to address attendance and punctuality for target pupils and families.	3. To increase parental involvement in learning and other aspects of school life.	4. To develop further the school website.	
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OFSTED:

- **No key issues**

KEY OBJECTIVES:

G1

- Focus on creating a pastoral support programme that runs every afternoon to support personal development skills for target vulnerable pupils

- Focus on continuing to raise the profile of safeguarding initiatives such as FGM/Radicalisation for all staff within the school
 - Focus on continuing to ensure British Values is taught in a cross curricular way and all pupils, staff, governors and parents understand what this aspect of the curriculum is all about
- G2
- Focus on supporting target Disadvantaged pupils and their families to improve their attendance and punctuality to raise this vulnerable group's attendance record as well as the overall school attendance record
- G3
- Focus on informal meetings to encourage parents to get involved in school improvement and giving their views on what they want to see improving within the school
 - Focus on encouraging parents to come into school to see how their child learns and how to showcase excellence within the school
 - Focus on using parents positive experiences of EPPS to help market the school to the wider community
- G4
- Focus on providing a website that showcases the school's vision and values and celebrates its successes and strengths
 - Focus on providing a visually stimulating website which has a strong focus around the schools excellence in use of technology provision to enhance teaching and learning

Key Milestones and Outcomes		
Term 1	Term 2	Term 3
G1/1 Formalise and implement pastoral support programme timetable for target pupils with challenging behaviour – 15/09/15	G4/1 All year groups have a blog that celebrates pupils learning and successes on a regular basis (content is updated every 2-3 weeks) – 05/01/16	G1/1 Exclusion rates are significantly lower (in line with national figures) than previous year as a result of impact of pastoral support programme alongside other pastoral initiatives for target vulnerable pupils – 01/07/16
G1/2 All staff understand what promoting British values is all about and a policy outlining this basic information is written – 23/10/15	G1/2 As a result of continuing pastoral support programme exclusions and instances of challenging and disruptive behaviour are rare (1-2 in a term) – 05/01/16	G2/2 Disadvantaged pupils attendance record has improved significantly and the gap is narrowing between the whole school attendance record and theirs – (up to at least 94.5%) - 12/07/16
G1/3 As part of safeguarding training all staff know about FGM and the government's 'Prevent' strategy concerning radicalisation of young people and a policy outlining this basic information is written – 23/10/15	G4/3 Website focus group give feedback which helps pinpoint whether new format of website is effective and addresses any issues parents find when navigating the website – 15/02/16	G4/3 Website is thoroughly updated and showcases the school's strengths effectively – Feedback from new intake parents to be gained to support evaluation in this area - 30/06/16
G3/4 School Improvement meetings to be held half termly with HT and members of SLT– specific parents invited alongside a general invite to try to involve hard to reach parents in school life – 23/10/15 (half termly)	G1/4 Pupils are clear about the various aspects of British Values and can talk about the things we do in school to learn about them – 18/03/16	G3/4 At least 40-50 parents are regularly involved in regular school improvement meetings and the vast majority of parents (90%+) clearly indicate that they have a 'voice' and views are considered and acted upon (Parental Survey Summer 2016) – 01/07/16
G3/5 All year groups have offered 'Learning Together' weeks and parental feedback is very positive although attendance may initially be quite low – 01/12/15	G2/5 Whole school attendance record is maintained at over 95+% by end of Spring term 2015 – 24/03/16	G3/5 At least 50% of parents have participated in a 'Learning Together' week session by 12/07/16
G2/6 Attendance record of the 5 poorest families improves by at least 25% - 12/12/15		G2/6 Whole school attendance record stands at 95+% at the end of the school year – 20/07/16
G4/7 Review school website format – new home page and relevant school information pages updated and made more inviting to read and enjoy – 12/12/15		
G2/8 Whole school attendance record is over 95+% by end of Autumn term 2015 – 18/12/15		