

CHRIST CHURCH PRIMARY SCHOOL DEVELOPMENT PLAN 2016 – 17 OVERALL AIMS

OUTCOMES FOR CHILDREN	TEACHING, LEARNING AND ASSESSMENT	EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT	PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE
<p>Specific focus is required on:</p> <ul style="list-style-type: none"> • In Early Years narrow the gap between the attainment areas in the Foundation Stage Profile to ensure all areas are more in line with one another on attainment. • To continue to focus on transition for new Reception parents with the aim of improving on entry baseline scores particularly in phonics. • Increasing the percentage of pupils at both KS1 and KS2 that meet at least the expected standards in Maths, Reading and SPAG • Increase the number of pupils achieving a higher standard in Reading, Maths, SPAG and Writing at KS2 • Continuing to accelerate progress in KS2 with year 6 leavers obtaining a positive progress score overall 	<p>Teachers to continue to have high expectations, a relentless drive on behaviour for learning and to instil a sense of urgency from the pupils.</p> <p>Teachers to have shared ownership of whole school assessment data to monitor and inform pupil progress and plan work at the right level.</p> <p>Specific focus on accelerating progress in KS2 (particularly high attainers) and raising attainment of this group and disadvantaged children.</p> <p>Further improve the consistency of high quality Teaching and Learning practice across school.</p> <p>Effective feedback to ensure children know how well they have done and what they need to do to improve further.</p> <p>Teachers to be facilitators of learning, encouraging independence.</p>	<p>Continuing professional development for teachers and staff at the start, middle of their careers and later whereby leaders and governors use performance management to promote effective practice across the school.</p> <p>Support new middle leaders so that they understand and practice the principles of effective leadership.</p> <p>To continue to embed the assessment system that enables teachers to know precisely what needs to happen next for improvement to take place.</p> <p>Further improve the effectiveness of the Governing Body in challenging school leaders and holding them to account, thereby securing school improvement.</p> <p>To continue to ensure effective business management is in place</p>	<p>Continue to have high expectations of behaviour for learning and encourage even more resilience in learning.</p> <p>Continue to expect 100% attendance from all children where possible.</p>

<ul style="list-style-type: none"> • Ensure Pupil Premium is effectively used to raise attainment and offer opportunities for enrichment • Ensuring the progress of minority groups is in line with school and at least the national expectations • Improving the progress of pupils with SEND <p>Following the introduction of new testing:</p> <p>-Teachers to enhance their subject knowledge of mathematics and science to ensure pupils develop skills which allow them to work at a greater depth particularly in reasoning, fluency and problem solving.</p> <p>- Teachers to enhance their subject knowledge of English and SPAG to ensure pupils develop skills which allow them to work at a greater depth particularly in comprehension and correct use of grammar in writing.</p>	<p>Enhance Early Years provision to ensure that children are challenged at a level appropriate to their ability in a stimulating environment.</p>	<p>and potential development opportunities for school are explored.</p>	
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Pupil Outcomes

Aspect	Outcomes for Children						
Overall Aim	In Early Years narrow the gap between the attainment areas in the Foundation Stage Profile to ensure all areas are more in line with one another on attainment. To continue to focus on transition for new Reception parents with the aim of improving on entry baseline scores particularly in phonics.						
Measures of Success	<ul style="list-style-type: none"> The gap has narrowed between the highest and the lowest scoring areas on the Foundation Stage Profile Reduce the percentage of children entering Early Years in Phonics scoring zero (64% 2016/17 who did not score in a phonics assessment) 						
When asked the children will say	<i>"I know some of my sounds"</i>						
Success evaluated by	The Full GB following a termly report from the governor/committee assigned to monitor this area of school development. <ul style="list-style-type: none"> Early Years Link – Heather Burtonwood 						
Key People, including leader	H Carty, J Latimer, TA's in EY, Sheryl Riley (Phonics)						
Funding and resources							
Actions	By when	Who?	Measures of success	Monitored by	Evaluated	CPD	
<ul style="list-style-type: none"> Progress meetings discuss key areas of the Early Years provision <ul style="list-style-type: none"> Monitor and evaluate Prime and Specific learning goals in order to ensure children are making good progress in all areas Once the admissions list is available from the LA arrange a meeting with parents <ul style="list-style-type: none"> Phonics workshops Follow up sessions including a reading for pleasure workshop also linking with the local library incentive schemes Give out phonics cards Continue to visit nurseries / homes and offer phonics CPD sessions 	<p>Half termly</p> <p>May 2017</p>	EY teachers, HT	<p>Evidence from progress meetings show children making the expected progress in the Prime and Specific area</p> <p>Reduced percentage of children scoring zero on entry in phonics</p>	H Carty	HT		

Pupil Outcomes

Aspect	Outcomes for Children						
Overall Aim	Increasing the percentage of pupils at both KS1 and KS2 that meet at least the Expected standards in Maths, Reading and SPAG and continue to accelerate progress in KS2.						
Measures of Success	<ul style="list-style-type: none"> • SPAG – in excess of 67% of pupils (2016 school results) achieve the Expected standard at KS2 • Reading– in excess of 60% of pupils (2016 school results) achieve the Expected standard at KS2 • Maths – in excess of 65% of pupils (2016 school results) achieve the Expected standard at KS2 • Reading – in excess of 64% of pupils (2016 school results) achieve the Expected standard at KS1 • Writing - in excess of 69% of pupils (2016 school results) achieve the Expected standard at KS1 • Maths - in excess of 66% of pupils (2016 school results) achieve the Expected standard at KS1 • Accelerate progress in KS2 and to ensure a positive progress score is achieved by year 6 leavers 						
When asked the children will say	<i>“Teachers help us with our learning to make good progress and I know what my next steps are in learning”</i>						
Success evaluated by	The Full GB following a termly report from the governor/committee assigned to monitor this area of school development. <ul style="list-style-type: none"> • Standards Committee • Lisa Hadfield – Maths link • Dave Hanson – English link 						
Key People, including leader	HT / DHT / Data Manager and Phase Leaders						
Funding and resources	Training						
Actions	By when	Who?	Measures of success	Monitored by	Evaluated	CPD	
<ul style="list-style-type: none"> • Long Term overviews and Medium Term Plans to inform weekly planning based on half termly assessments/ pre learning tasks/ weekly assessments. These will include: <ul style="list-style-type: none"> ○ Analysing assessments to identify gaps in subject areas to inform short and medium term planning. ○ Scrutinise central database of both raw and milestone data, identifying trends and monitoring minority groups. ○ Teachers to work alongside data manager to deepen knowledge and understanding of milestone data to inform and signpost where support might be needed. ○ Hold half termly progress meetings to ensure pupils are on track. ○ D/H to hold weekly phase leader meetings to ensure continuity of practice across the school. ○ Weekly phase meetings to monitor minority groups 	Weekly ongoing	Head / English & Maths Subject Leads / Data Manager / Teachers	Monitoring and feedback: Book scrutinises/pupil progress meetings / lesson observations that show a positive impact on pupil progress.	Subject Leads SLT Standards Meetings with Governors	SLT through monitoring and feedback and progress / data meetings	Blocks of staff training – writing / maths / reading at a deeper level	

<p>and any causes for concern.</p> <ul style="list-style-type: none"> ○ Teacher briefings led by Headteacher at least twice per half term based on feedback / monitoring and evolving practice (mental maths, marking, schools' internal tracking data) ○ Teachers to follow White Rose Maths for Mastery and apply more reasoning. ○ Carry out focussed interventions for pupils working at a higher level in writing to ensure clear evidence of working at the Greater Depth standard. Weekly sessions looking at writing exemplifications at greater depth, compare with pupils own writing and make necessary improvements linked to pupils own success criteria in order to develop writing independently at that greater depth. 						
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Autumn Evaluation

At the end of each half term progress meetings have taken place with each phase (see minutes)

We have had 5 morning briefings with teachers. These are focused early morning sessions discussing on key aspects of teaching and learning: (see minutes)

1. Milestones (data) / Writing – editing and standardisation / the theory behind Pre teaching
2. Maths (White Rose) / mental maths and rock stars timetables
3. RE planning / assessment FFT Aspire & target setting
4. Marking/feedback
5. Displays – balance of children’s work to learning walls / handwriting

Intervention group takes place once a week with Year 6 pupils working at a greater depth in writing.

L.W delivers active maths sessions focussing on greater depth.

Aspect	Outcomes for Children						
Overall Aim	Increase the number of pupils achieving a Higher standard in Reading, Maths, SPAG and Writing at KS2						
Measures of Success	<ul style="list-style-type: none"> • SPAG – in excess of 13% (2016 school results) of pupils achieve the Higher standard at KS2 – aim for in line with national and above (23%) • Reading– in excess of 18% (2016 school results) of pupils achieve the Higher standard at KS2 – aim for in line with national and above (19%) • Maths – in excess of 10% (2016 school results) of pupils achieve the Higher standard at KS2 – aim for in line with national and above (17%) • Writing – in excess of 3% (2016 school results) of pupils achieve the Higher standard at KS2 – aim for in line with national and above (15%) • Reading – in excess of 13% (2016 school results) of pupils achieve the Higher standard at KS1 – aim for in line with national and above (24%) • Writing - in excess of 15% (2016 school results) of pupils achieve the Higher standard at KS1 – continue the upward trend (national 13%) • Maths - in excess of 10% (2016 school results) of pupils achieve the Higher standard at KS1 – aim for in line with national and above (18%) 						
When asked the children will say	<i>"I have a better understanding of my learning in reading, maths, writing and grammar"</i>						
Success evaluated by	The Full GB following a termly report from the governor/committee assigned to monitor this area of school development. <ul style="list-style-type: none"> • Standards Committee • Lisa Hadfield – Maths link • Dave Hanson – English link 						
Key People, including leader	HT / DH & Assistant Head / Mathematics & English Subject Leaders						
Funding and resources	Training						
Actions	By when	Who?	Measures of success	Monitored by	Evaluated by	CPD	
<ul style="list-style-type: none"> • Scrutinise half termly assessments (test papers) for Maths to find the gaps to inform planning and the next steps of learning. 	Ongoing – each half term	HT / SBM with Maths lead	<p>Next steps of learning are addressed through assessment scrutiny.</p> <p>Teachers are well informed of next stages of learning for short term planning and evaluations (3 days planning / evaluate to inform misconceptions and progress in learning).</p>	DHT & Phase Leaders	SLT through assessment of test paper analysis	Standardisation	
Analysed Big Maths and SATs papers showed the gaps that needed addressing. Next steps for both short and medium term planning were directed to the needs of the pupil's. Evidence							

<p>from Autumn 2 assessments show an improvement overall in Big Maths across the school. Next steps at teacher briefing to discuss pre-teaching with regards to Big Maths. Year 6 SATs practice papers show improvement from baseline (Sept) to end of Autumn – an average scaled score in Sept of 93.8 and at the end of Autumn 2 an average scaled score of 99.2, an improvement of 5.4. Autumn 2 girls scored an average of 99.0 (autumn 1 93.6) compared to boys 99.5 (autumn 1 94.0) an increase of 5.4 and 5.5 respectively.</p>						
<ul style="list-style-type: none"> Maths - A scheme of work and/or associated materials to be purchased to support the delivery of the long term overview (White Rose Hub and other published schemes). 	End of Autumn term	HT with Maths lead	Short term planning is sequential, leading to a clearly defined end point.	DHT	HT during regular planning reviews	Staff training to introduce the new scheme.
<p>Each year group was given the scheme of work for their year group which included mixed age classes to support their planning and ensure pupil's needs were being met. Subject leader delivered maths training on White Rose and other online resources.</p>						
<ul style="list-style-type: none"> Training in each strand of mathematics to be delivered from external consultants, focusing specifically on Problem Solving and Reasoning. 	End of Autumn term	External Consultant 2 Teachers	Teachers are clear about each strand of Maths and can design activities to develop each of them.	DHT	Learning walks	Teacher briefings
<p>Maths lead has been on training for maths calculations in KS1 and KS2 and fed back to staff in a maths inset. Spring term she will attend further training on fractions and geometry. NQT has attended maths training with a cluster of schools.</p>						
<ul style="list-style-type: none"> All teachers to regularly attend LIME events and any other relevant maths training to develop their understanding of pedagogy relating to mathematics and improve provision. 	Termly events	Various External Consultants / Teachers	The quality of Maths provision will improve. Activities will be more enjoyable and engaging for children.	Maths Lead / DHT	Learning walks	Monthly training at Radclyffe
<p>All teachers and relevant support staff attend termly LIME training that is delivered by maths experts. This is then shared in whole school training.</p>						
<ul style="list-style-type: none"> Further enhance subject knowledge of all staff to enable them to teach the content of National Curriculum 2014 to a sufficient standard. 	3 wks Autumn term consecutive wks & repeat in Spring term (including twilight session)	External Consultant	Teachers are confident to answer a variety of pupil questions.	Maths Lead / DHT	Feedback and monitoring	Maths Lead and DH
<p>3 consecutive weeks of maths training including a twilight session have been delivered. These covered looking at the White Rose scheme, maths calculations, methods and scrutiny of work. Peer to peer support through team teaching, peer observations, sharing good practise. Planning and moderating together.</p>						

<ul style="list-style-type: none"> Ensure clear progression of learning from concrete to abstract. 	Weekly /ongoing	External Consultant and Teachers / TA's	Children have a deeper understanding of Maths and are able to apply this in a range of situations.	Maths Lead / DHT	Lesson observations	Training from an External Consultant & In service training
When planning teachers have been following the White Rose (scheme of work) and other helpful resources. This supports the sequence of when to move from concrete apparatus (e.g. numicon, 1's and 10's rods for one's and units) to abstract. Evidence in books and in lessons.						
<ul style="list-style-type: none"> Deliver training on mastery so that teachers know how to deepen learning without accelerating onto new content too soon, and can design activities to develop a deeper understanding. 	3 wks Autumn term consecutive wks & repeat in Spring term (including twilight session)	External consultant	A higher percentage of children will be working 'At Greater Depth' in Maths.	Maths lead / DHT	SLT lesson observations	External consultant to deliver appropriate training.
Training delivered (see above) and further training is planned for the Spring term. Growth mindset Inset in the Spring term will support this. Half termly show whether they have got the concepts. Wkly assessments addressing key concepts.						
<ul style="list-style-type: none"> Hold regular parent sessions to demonstrate how Mathematics is taught and how parents can support learning at home. 	End of Autumn term	Maths Subject Lead / Class teachers	Parents state that they are more confident in supporting their child with their Maths at home.	SLT	Parent surveys	
Maths workshop was delivered to Year 6 parents and further maths workshops to be delivered in the Spring term.						
<ul style="list-style-type: none"> Review/revise/implement a new Maths policy. 	End of Autumn term	DHT / Maths lead	Maths is taught consistently across the school. Expectations, as to what aspects are taught in each year, are clear.	HT / Maths lead	SLT	
Maths policy has been updated and will be shared with governors at the next Learning Committee.						
<ul style="list-style-type: none"> Provide a range of Maths homework to encourage consolidation of learning in engaging formats 	Weekly/On going	Class teachers	The majority of parents express satisfaction with the quality of Maths work provided.	SLT	Parent surveys	
Teachers use a variety of maths homework formats. Mymaths, xtables rock stars. Consolidating worksheet. CPG 10 min test (Yr 6)						

<ul style="list-style-type: none"> Cross moderating with a group of school's for maths both with local schools and those in the learning network or Northern Alliance 	Ongoing each term	Maths Subject Leads (from each school) and teachers from each school	Improved teacher knowledge	DHT	HT	
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Peer reviews with local schools, learning network and external advisor show school's expectations in maths are of a high standard. Maths lead to further moderate with a network of school's.

<ul style="list-style-type: none"> Scrutinise half termly assessments (test papers) for Reading and SPAG find the gaps to inform planning and the next steps of learning. 	Ongoing – each half term	HT / SBM with English lead	<p>Next steps of learning is addressed through assessment scrutiny</p> <p>Teachers are well informed of next stages of learning for short term planning and evaluations (3 days planning / evaluate to inform misconceptions and progress in learning)</p>	DHT & Phase Leaders	SLT through assessment of test paper analysis	Standardisation
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Analysed SATs papers showed the gaps that needed addressing. Next steps for both short and medium term planning were directed to the needs of the pupil's. Evidence from Autumn 2 assessments in SPAG show an improvement overall at Year 6 and across the school in grammar. Next steps at teacher briefing to discuss pre-teaching personalised learning and Rising Stars assessments. SATs practice Reading paper completed for baseline (Sept) will be completed again at February half term. The baseline results showed an average of 97.7. SPAG baseline an average scaled score in Sept of 92.6 and at the end of Autumn 2 an average scaled score of 102.0, an improvement of 9.4. Girls scored 103.9 compared to boys 100.0. A difference of nearly 4 marks on scaled score boys to girls. Target boys with Spag.com and look at half termly assessments to see where the gaps are.

<ul style="list-style-type: none"> Writing - Identify from work scrutiny and data groups of pupils that need targeting for working at a greater depth Continue to focus on a pre writing independent writing tasks and using pupils own success criteria edit work in line with the greater standard 	Autumn term & wkly lessons	English Subject Lead / SLT	Pupils identified are working at a greater depth – see books	English Subject Lead	SLT through work scrutiny	
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Writing group in place for those pupil's in Year 6 working at a greater depth. In spring term this will also be in place for Year 2 pupils. Pupils are using their own success criteria to improve their writing. Teaching pupils what it means to be able to write at a deeper level. Studied and practised writing formal & informal.

<ul style="list-style-type: none"> Continue to focus on the school's writing process of editing and redrafting writing expecting pupils to be able to develop high order skills when generating their own success criteria based on the genre given. 	3 wks Autumn term consecutive wks & repeat in Spring term (including twilight session)	Class teachers	Children become increasingly independent in reviewing their writing and making improvements, without relying on the teacher.	English Subject Lead	SLT through work scrutiny	
<p>School have changed how they record writing. Pupil's now have one book for writing where they do a pre-write, draft their work with examples to support the genre and their final copy is presented in the same book either as a piece of book art or on different coloured paper. Writing in general has improved and the progression is obvious. Pupils are seeing that the draft matters and is a process to enable quality writing. Books are still of a high standard. Spring term complete an analysis of work.</p>						
<ul style="list-style-type: none"> Raise expectations of handwriting across school. Developing a fluent / legible style based on school's policy. 	Ongoing/ weekly	English Subject Lead	Hand writing is consistent across the school.	English Subject Lead	HT/DHTs through work scrutiny	
<p>Whole school handwriting training by English lead from an enquiry day. The staff have embraced the handwriting style. Already see an improvement across the school. English lead to send out a questionnaire to pupil's and staff on how successful it has been in Spring term.</p>						
<ul style="list-style-type: none"> Evaluate the spelling scheme used in school and implement changes as necessary. 	End of Autumn	English Subject Lead	The quality of children's spelling improves.	English Subject Lead	SLT through random book sampling	Training on how we teach spellings
<p>Analysed spellings at Year 2 and Year 6 identified suffixes and prefixes needed to be addressed. Infants have adopted a new spelling scheme that splits the word with another colour to help pupil's remember the spelling. Early measures of this seem to be working showing an increase in pupil scores. This will be trialed in juniors in the Spring term. More emphasis on the common exception words need to applied.</p>						
<ul style="list-style-type: none"> Cross moderating with a group of school's for writing both with local schools and those in the learning network or Northern Alliance 	Termly	English Subject Leads (from each	Improved teacher knowledge when standardising pieces of writing	DH	HT	

		school) and teachers from each school				
Cross moderating has taken place which prompted the changes to how we record writing (see above). Moderation didn't cause school any concerns in writing identifying writing to still be strength in school.						
<ul style="list-style-type: none"> Scrutinise half termly assessments (test papers) for Reading to find the gaps to inform planning and the next steps of learning. 	Ongoing/half termly	HT / SBM with English lead	<p>Next steps of learning is addressed through assessment scrutiny</p> <p>Teachers are well informed of next stages of learning for short term planning and evaluations (3 days planning / evaluate to inform misconceptions and progress in learning)</p>	DHT & Phase Leaders	SLT through assessment of test paper analysis	Standardisation
Weekly and half termly assessments inform where gaps need addressing. Teachers increasingly use these assessments to guide their planning and for pre-teaching prior to specific lessons. Spring – from success of pre-teaching that is currently being delivered further embed across the school.						
<ul style="list-style-type: none"> Format of guided reading to be reviewed, developed and shared with staff 	Autumn	English lead	Pupils are purposefully engaged during all guided reading sessions. An increased number of children achieving at or above age related expectations in Reading.	English lead	HT / DHT through guided reading observations and data analysis	Staff training
School have reviewed guided reading. Whole school Inset has been delivered to ensure continuity and effective sessions taking place. Guided reading a lot more specific to the skills of reading. Spring look at how we record reading evaluations. Use AFL reading response strategies after each guided reading session.						
<ul style="list-style-type: none"> Continue to focus on inference skills and the ability for pupils to explain fully their own opinions and the reasons why. Comprehension – focus on skimming and scanning technique and working to a given time frame 	Weekly	English lead	An increased number of children achieving at or above age related expectations in Reading.	English lead	HT / DHT through guided reading observations and data analysis	Staff training

Whole School Inset's delivered. After each guided reading session do a follow up activity. Teacher led first day & following day is a creative response such as; character profile. Spring – look at variety of comprehension books to use and support staff with specific skills where needed.						
<ul style="list-style-type: none"> Secure teacher subject knowledge for spellings, grammar and punctuation (SPAG) 	End of Autumn	English lead	Teachers are confident delivering the grammar curriculum	English lead	HT / DHT	Staff training
Purchased Spag.com, and CPG books to support the teaching of grammar. New spelling scheme introduced in the infants to be rolled out in the juniors.						
<ul style="list-style-type: none"> Promote grammar through writing alongside discrete lessons Pupils improve their grammar through concise editing Identify gaps from grammar hammer to address in follow up lessons 	Weekly	English lead	Evidence of improved use of grammar Grammar is incorporated into reading and writing lessons Misconceptions are addressed	English lead	HT / DHT through observations and work scrutiny	
Grammar hammer and Spag.com continue to identify gaps that need addressing e.g. passive and impassive verbs. Grammar is taught within writing lessons and also as discrete lessons. Assessments show across the school pupil's making good progress and also where gaps need addressing.						

Aspect	Outcomes for Children						
Overall Aim	Ensure Pupil Premium (PP) funding is effectively used to raise attainment and offer opportunities for enrichment						
Measures of Success	Narrowed the gap between PP and those not in receipt of PP are in line with their peers						
When asked the children will say	<i>"Teachers help me with my work. I enjoy my music and drama lessons"</i>						
Success evaluated by	The Full GB following a termly report from the governor/committee assigned to monitor this area of school development. <ul style="list-style-type: none"> • Lynne Wright – PP link • Finance Committee 						
Key People, including leader	DHT, HT, Phase Leaders, Teachers, Music & Drama teachers						
Funding and resources	2 days per week specialist teaching for Maths and English 2 days per week specialist music and drama teaching x 2						
Actions	By when	Who?	Measures of success	Monitored by	Evaluated by	CPD	
<p>Close the attainment gap of children in receipt of Pupil Premium</p> <ul style="list-style-type: none"> • Analyse school's weekly, half termly data to ensure pupils are in line with peers based on their own starting point • Complete an audit of need to identify areas for further support ie interventions and other enrichment opportunities 	<p>Ongoing /weekly</p> <p>Autumn</p>	<p>Teachers</p> <p>DHT / SENCo</p>	<p>Pupils with Pupil Premium funding are making the age related progress</p> <p>School data shows more able pupils in receipt of funding are continuing to work at a higher level (see milestone flight path)</p> <p>Audit of need is completed</p> <p>Areas for support are identified and implemented</p>	<p>DHT</p> <p>Teachers / Phase Leaders / DHT</p>	<p>HT / SBM</p>		
<p>Phase meetings discuss PP. Those pupils targeted by all staff. Progress meetings closely track this group.</p> <p>Audit of need has been carried out alongside the Chair of Governors.</p> <p>Analyse half termly assessments and early interventions are put in place. Teachers are confident talking about individual's progress.</p> <p>Every child in Year 6 in receipt of PP has made good progress in the autumn term for SPAG and maths. Rising Stars have shown progress in Year 6 however progress on the SATs practice paper in Reading will give a clearer measure in February against the baseline.</p> <p>Spring – analysis of reading & writing compared to non- PP</p>							
Specific teaching sessions are put in place across the school focusing on feedback and mis-conceptions	Weekly	Teachers HLTA's	Impact studies show pupil progress based on qualitative and quantitative data	Phase Leaders / SENCo	DHT	Interventions	

Paul Wallis delivers focused sessions and specifically looks at misconceptions and concise recording in Year 6. Booster interventions in small gps. Drop in sessions at break & lunch times. Afternoon gps for targeted pupils.

Interventions are also put in place across the school. Increasing the pre-teaching sessions and they are becoming more prominent. Where this is happening on a regular basis seeing improvements in results. For example phase 3 identified certain pupils who have had pre-teaching showing marked improvements.

Offer enrichment opportunities to ensure pupils in receipt of funding have access to the wider curriculum	Autumn	All staff and incl Specialists	Pupils are involved in a range of school and out of school activities see PP audit	Teachers / support staff	DHT	
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Targeted pupils for extra curricular clubs. Breakfast club gone from 9 – 18. Computer club to support those pupils who don't have access at home. HW getting a good number of pupils from this gp attending. Teachers making sure all pupils have got HW ready so that is supporting the learning back in class. Drama & music no barrier in terms of costing. Members of the inclusion team work with identified pupils to remove barriers to learning. Specialist through lottery funding – boxing & dance experts. Lunch time multi sports.

Aspect	Outcomes for Children						
Overall Aim	Ensuring the progress of minority groups is in line with school and at least the national expectations						
Measures of Success	Gaps will be reduced and pupils will be in line with age related expectations						
Success evaluated by	The Full GB following a termly report from the governor/committee assigned to monitor this area of school development. <ul style="list-style-type: none"> Standards Committee Heather Burtonwood Helen Simmons 						
Key People, including leader	Teachers and support staff, senior leaders						
Funding and resources							
Actions	By when	Who?	Measures of success	Monitored by	Evaluated by	CPD	
Closely track schools data and identify pupils needing further interventions	Ongoing through Autumn	Teachers / SLT / subject leaders / SENCo	School data clearly informs pupil progress and gaps in learning that needed to be addressed Subject leaders used school data to inform their termly action plans	Teachers / subject leaders	HT		
All minority groups are closely monitored from half termly and termly assessment. Teachers can easily track progress or those pupils who need additional support using the filter button on the tracking sheet. Minority groups are also tracked through phase and progress meetings. Interventions are put in place for pupils either needing academic or pastoral support.							
Interventions are put in place throughout the school where required	Ongoing/ weekly	Teachers	Impact studies show pupil progress based on qualitative and quantitative data	Phase leaders / SENCo	DHT	Interventions	
Interventions have taken place this term with the support from either SENCo or inclusion lead. Interventions are specific and evaluated to see whether they are having impact.							
Weekly phase meetings discuss pupils causing concern and what actions are needed	Weekly	Teachers and support staff	Actions are agreed and minuted based on the level of need for individuals eg Interventions / referrals are put in place	Phase leaders	DHT		
Phase meetings take place each wk before a staff meeting. The half termly calendar identifies specific groups to discuss their progress. At each meeting any pupil flagging up as a concern is discussed.							
Monitor performance of minority groups	Weekly/& progress/ phase meetings	Class teacher / subject leaders/ HT	Half termly progress meetings show pupils are on track to meet end of term expectations based on milestone data	Class teacher / subject leaders	HT		
At half termly progress meetings teachers in their phase meet with HT & DHT. Each gp is discussed using the school's internal data. Actions/next steps are put in place for those pupils							

who need additional support or where a class/school initiative needs to be put in place e.g. raise profile of spellings, x tables rock star raised the profile of tables, certificates given out in celebration assemblies. Significant progress in x tables.

Aspect	Outcomes for Children						
Overall Aim	Improving the progress of pupils with SEND KS1 - Narrow the attainment gap between pupils with SEND and their peers KS2 - Narrow the attainment gap between pupils with SEND and their peers						
Measures of Success	KS1 - Reading, Writing & Maths - narrow the difference between pupils with SEND and their peers achieving the Expected standard. 2016 results - No SEND 65% and SEND 33% KS2 – Reading, Writing & Maths – narrow the difference between pupils with SEND and their peers achieving the Expected standard. 2016 results – No SEND 67% and SEND 0% KS2 – Reading & Maths – pupils with SEND achieve a scaled score in excess of 94.9 (2016 results)						
When asked the children will say	<i>"I have improved in my learning of reading, writing and maths"</i>						
Success evaluated by	The Full GB following a termly report from the governor/committee assigned to monitor this area of school development. <ul style="list-style-type: none"> Standards Committee Heather Burtonwood 						
Key People, including leader	SENCo, HT, DHT, class teachers and support staff						
Funding and resources							
Actions	By when	Who?	Measures of success	Monitored by	Evaluated by	CPD	
<ul style="list-style-type: none"> Analyse school data and assessments (raw data and pupil tests) to know exactly where pupils are at. Teachers to work alongside SENCo to ensure appropriate learning is planned and assessed for Focused interventions in place across the school Baselines carried out for each targeted group / pupil Pre teaching carried out across the school for individuals / groups based on prior weekly / half termly assessments 	Ongoing/ half termly Weekly	SLT and SENCo TA's Teachers / TA's	The attainment gap between pupils with SEND and no SEND has been reduced. Work scrutiny and assessment data shows progress has been made with this group.	SENco / DHT	HT	SENCo - interventions	
<p>SENCo successful with submission of EHC plan in place for an Infant pupil.</p> <p>SENCo and inclusion lead monitor the interventions to ensure they are having impact. If not why not and what have we put in place instead. For example 6 wk intervention wasn't showing impact. Daily personalised learning would be far more effective.</p> <p>NQT spent time with SENCo to support learning in her class.</p> <p>Pre and post learning in place.</p> <p>Spring term more focus needed on personalised learning for targets like spelling, x tables and maths methods. Preteaching to be high on the agenda in all phases.</p>							

Teaching, Learning and Assessment

Aspect	Teaching and Learning						
Aim	Teachers to continue to have high expectations, a relentless drive on behaviour for learning and to instil a sense of urgency from the pupils. Teachers to have shared ownership of whole school assessment data to monitor and inform pupil progress and plan work at the right level. There is specific focus on accelerating progress in KS2 (particularly high attainers) and raising attainment of this group and disadvantaged children. Further improve the consistency of high quality Teaching and Learning practice across school. Effective feedback to ensure children know how well they have done and what they need to do to improve further. Teachers to be facilitators of learning, encouraging independence. Enhance Early Years provision to ensure that children are challenged at a level appropriate to their ability in a stimulating environment.						
Measures of Success	<ul style="list-style-type: none"> • Behaviour for learning is evident across the school in lessons. • Pupils have clear expectations of what is expected of them and are quickly engaged in learning. • Teachers plan pupils work based on prior assessments. Whole school data is used effectively to inform the next stages in learning and closely monitor any pupils causing concern. 						
When asked the children will say	<p><i>"When I come into class I can see straight away what I need to do without having to ask for help".</i></p> <p><i>"I am able to work independently and I don't give up when I get stuck. I know what I need to do before I ask the teacher"</i></p>						
Success evaluated by	<p>The Full GB following a termly report from the governor/committee assigned to monitor this area of school development.</p> <ul style="list-style-type: none"> • Lynne Wright • Dave Hanson • Dave Wright • Jayne Smedley 						
Key People, including leader	HT / DHTs						
Funding and resources							
Actions	By when	Who?	Measures of success	Monitored	Evaluated	CPD	
<ul style="list-style-type: none"> • Before the start of each lesson teachers have posed a 'Do Now' to ensure pupils are engaged immediately in their learning. 	Daily	Teachers	There is no lost learning time and a smooth transition into the next lesson.	DHT/HT	DHT/HT	Headteacher briefing	
<p>Consistency in place with 'Do Now' throughout school as pupils come in after play/dinnertime. No time is given to lost learning. Next teacher briefing discuss the impact of 'Do Now'. Is this a good opportunity for personalised learning of spellings for those who need it?</p>							
<ul style="list-style-type: none"> • Teachers have clear understanding of whole school data and use it effectively to inform their practice in ensuring pupils make the best possible progress. 	Weekly & half termly progress meetings	Teachers	Effective use of whole school data and also through monitoring/feedback.	DHT/HT	DHT/HT	Headteacher briefing CPD with data manager	
<p>This is a performance management target for all teachers. Data manager has spent time with teachers looking at the milestone data to embed knowledge and understanding. Data has been effectively used for medium term planning. School data is used in all progress meetings and performance reviews. Next term focus on the wkly data to see if interventions, pre-</p>							

teaching are having the impact on assessments such as Big maths.							
<ul style="list-style-type: none"> Ensure challenging work is set for all children particularly the more able to encourage perseverance. Ensure pupils entitled to Pupil Premium funding are challenged, closely monitored in order that they meet their end of year age related expectations. A particular focus on the more able with robust assessments to ensure the expectations are met in all year groups. 	Weekly planning	Teachers	Evidence in monitoring/ feedback and pupil voice. Whole school data, half termly assessments.	DHT/HT	DHT/HT	Maths - reasoning	
Work scrutiny and observations show more able pupils are challenged in their learning. All year groups show from half termly raw data show that this group have made progress. Milestone data for the Autumn term shows this group to be on track to meet their end of year expectations.							
<ul style="list-style-type: none"> All staff will be given regular opportunities to observe good/outstanding practice and reflect on their own practice. 	Autumn /Half termly	Teachers	Best practice is observed throughout the school. Evidenced through monitoring / feedback.	DHTs	HT through lesson observation and work scrutinies	Observation of best practice	
Lesson observations and peer observations have taken place this term and will continue in the Spring term. A culture of sharing good practise and supporting each other is firmly in place.							
<ul style="list-style-type: none"> Teachers are concise with feedback and it is used effectively so that children are able to improve their learning. 	Ongoing	Teachers	Marking and feedback policy followed consistently throughout the school. Marking is constructive and clearly directs children towards their next steps.	DHT/HT	DHT/HT	Headteacher briefing	
A lot of work has been done on feedback and marking this term. Teachers are far more concise with their marking. They aim where they can to mark with the pupils in class. Older pupils also self mark with the teacher. Misconceptions can be rectified particularly in maths during the lesson. The strategy of marking 6 books well is working however; teachers still like to mark well the English books for each time. Pupil are good at responding to feedback							
<ul style="list-style-type: none"> Teachers to be facilitators of learning in order to encourage independence where possible. 	Weekly	Teachers	Less 'teacher talk' 'Do Now' activities before the lessons start Teachers support learning without dominating learning Pupils have strategies for when they get stuck. Evidenced through monitoring and feedback.	DHT/HT	DHT/HT	Headteacher briefing	
. Inset delivered on being a learning school and facilitating learning with a balance of good explanations and allowing pupils to get on with their learning. Spring term look more closely at pupils being resilient and finding ways of going from being 'stuck' in their learning to finding strategies to overcome this.							

Leadership and Management

Aspect	Leadership and Management						
Overall Aim	Continuing professional development for teachers and staff at the start, middle of their careers and later whereby leaders and governors use performance management to promote effective practice across the school. Support new middle leaders so that they understand the principles of effective leadership. To continue to embed the assessment system that enables teachers to know precisely what needs to happen next for improvement to take place. Further improve the effectiveness of the Governing Body in challenging school leaders and holding them to account, thereby securing school improvement. To continue to ensure effective business management is in place and potential development opportunities for school are explored.						
Measures of Success	<ul style="list-style-type: none"> • Performance management holds teachers and non teaching staff to account ensuring best possible outcomes for all pupils • New middle leaders are clear of their responsibilities as a leader • Performance Management targets set for all teachers including HT for further embedding the assessment system • Teachers confidently use school's internal assessment tracking system • Governors are able to confidently evaluate school performance and development 						
When asked the children will say	<i>"We are used to seeing other people in our classroom and our teacher seems to get a lot of help from the DHT and HT. People are really interested in what we are doing and like to read and look at the work we have produced. If we produce a really good piece of work we are rewarded with a visit to the DHT or HT. Our lessons are now a lot more interesting and challenging."</i>						
Success evaluated by	The Full GB following a termly report from the governor/committee assigned to monitor this area of school development. <ul style="list-style-type: none"> • John Simmons • Colin McLaren • Andrew Dearden • Lynne Wright 						
Key People, including leader	SLT, Governors						
Funding and resources	Training						
Actions	By when	Who?	Measures of success	Monitored by	Evaluated by	CPD	
<ul style="list-style-type: none"> • Ensure clear expectations in terms of the 'Teaching Standards' for different remuneration points on the teacher pay scale, including expectations for UPS teachers. 	Autumn	SLT	The standards required for teacher pay progression are transparent and understood.	SLT	Pay & Performance Committee		
Teacher standards are an expectation for every day practise. These are used as part of the performance management cycle							
<ul style="list-style-type: none"> • Ensure effective leadership is in place from all middle leaders to operate on a more strategic level in order to secure school improvement. <ul style="list-style-type: none"> ○ Weekly Phase Leader Meetings ○ Senior Management Meetings (SMT) ○ Headteacher briefings 	Ongoing	SMT	Shared leadership principles Continuity of practice across the school Clear expectations are shared with school staff	SLT	HT		

<p>All phase meetings take place each wk, identifying any priorities of need. SMT meetings are fortnightly leading on from the SLT meeting the wk before. Calendar of school improvement in place based on SDP for each wks senior meetings. HT briefings are every 3rd wk concise focused meetings based on priority from ongoing school improvements. Information is shared at all levels ensuring continuity and consistency of practice.</p>						
<ul style="list-style-type: none"> Performance Management target for assessment is in place for all teachers insisting that knowledge and understanding is secure on the school's internal tracking system. Half termly progress meetings sharing data Assessment CPD with data manager and prior to progress meetings meet with the data manager to discuss data 	Autumn	Teachers	<p>Teachers can confidently discuss their findings from school's assessment system Standardisation shows teachers are consistent with their assessments.</p> <p>Data manager is confident through effective CPD that there is secure knowledge and understanding of school's assessment tracking system.</p>	Data manager	HT	Data manager training
<p>Teachers confidently navigate and use the internal assessment tracker. The data informs gaps in learning for individuals, groups and gender. Subject leaders also use the data to inform where the gaps are. Identifying if there are any trends e.g. with boys and girls or specific key objectives. Data manager has worked with teachers to secure subject knowledge their class. Data manager also worked with subject leaders interpreting what the data is telling them. Data informs progress meetings identifying minority gps both for 'raw' data and progress over time. Next term to focus on weekly assessments looking for consistency in assessments.</p>						
<ul style="list-style-type: none"> Continue with best practice for SLT to use and analyse a range of external data sources to inform school's performance <ul style="list-style-type: none"> Raise on line Dashboard FFT Early Excellence Baseline School's tracking system 	Ongoing	SLT	SLT are able to compare data from a range of sources to inform school improvements.	Data manager	HT	External training (when available)
<p>School's internal tracking system is evolving all the time. It clearly informs where pupils are at and those who need interventions. We are constantly improving the system and do not regret building the system. Use a range of data to inform school against national picture. FFT training – target tracking. All junior pupils have a target for when they leave Yr 6. Like the projection of targets from FFT it gives chances percentages based on previous KS1 performance for pupils against what school's chances are. Aim for school to be in line with FFT where possible and where practical. SLT attended Dashboard training HT & Data manager attended Early excellence data training.</p>						
<ul style="list-style-type: none"> Governors to engage in training / information sources that are available to them to ensure they have a good understanding in order to offer a greater level of challenge and hold school to 	Autumn	Governors	Governors have an overall awareness of where school is at in terms of both school data	Governors	Chair / Vice Chair of Governors	

account <ul style="list-style-type: none"> ○ The Key for Governors ○ FFT access 			regarding attainment and progress, and in the strategic leadership of the school. The Standards Committee are able to interpret data at a deeper level and are not reliant on the HT / Data Manager in providing this to them.			
<ul style="list-style-type: none"> • Governors and SLT to conduct half-termly learning walks (with a specific focus linked to the SDP) 	End of Autumn	SLT / Governors	Governors will be able to evaluate impact of school development plan and judge effectiveness.	SLT / Governors	Full GB	
<p style="color: blue;">Learning walks have taken place this term with Chair of Governors, new governors to the governing body and the chair of standards committee & governor for SENCo. Next term Chair of standards will do a pupil premium trail across the school.</p>						
<ul style="list-style-type: none"> • To continue to ensure effective business management is in place and potential development opportunities for school are explored. 	Ongoing	SBM	School is effectively managed. Development opportunities are explored with governors.	HT	HT / Chair of Governors	

Personal Development, Behaviour and Welfare

Aspect	Personal development, behaviour and welfare						
Overall Aim	Continue to have high expectations of behaviour for learning and encourage and even more resilience in learning. Continue to expect 100% attendance from all children where possible.						
Measures of Success	<ul style="list-style-type: none"> • Pupil discussions reveal that children are happy and engaged during structured and unstructured times • The number of recorded behaviour-related incidents reduces • When moving around the building and in assembly, children are respectful towards each other and adults • Attendance is monitored by the Learning Mentor • Attendance Team which includes HT, meet half termly and target individual pupils • Attendance for pupils in receipt of PP funding / disadvantaged improves further in comparison to last year 						
When asked the children will say	<i>"Behaviour in school is good. We know what we are supposed to do and feel confident and safe."</i>						
Success evaluated by	The Full GB following a termly report from the governor/committee assigned to monitor this area of school development. <ul style="list-style-type: none"> • John Simmons • David Wright • Andrew Dearden • Alison Beswick 						
Key People, including leader	HT, DHTs, Learning Mentor, Office Administrator, Class teachers						
Funding and resources							
Actions	By when	Who?	Measures of success	Monitored by	Evaluated by	CPD	
<ul style="list-style-type: none"> • Set high and aspirational attendance target for the whole school • Closely monitor and address attendance for pupils on PP/disadvantaged 	Autumn Ongoing	Teachers, Learning Mentor, Office Administrator, DHT	Inclusion Team targeted vulnerable pupils. Improved attendance for this group based on last half terms data. Teachers for this group are given attendance print outs and use class incentives to drive improvements Due to robust attendance meetings attendance has improved each half term compared to last year's data.	HT	Chair of gov		

			Pupils where attendance could / is a concern are made aware to teachers and non-teaching staff.			
Attendance is closely monitored by the attendance team. HT meets with the team and the inclusion leader to discuss any pupils causing concern. Breakfast club is proving to be more popular it has risen from 9 -18. School administrator is proactive when parents request their child to be off school. Attendance figures have improved based on last year's figures Use a range of data to inform school against national.						
<ul style="list-style-type: none"> Teachers to ensure pupil's attitudes and behaviour for learning is of the highest priority Ensure pupils demonstrate the school's behaviour expectations 	Ongoing	Teachers, TA's	From lesson observations, work in books, pupils general attitudes to school and their work	DHT	HT	
	Ongoing	All staff take responsibility of ensuring pupil's follow behaviour expectations	Excellent behaviour and attitudes from pupil's throughout the school and at playtimes and dinner times	DHT	HT	
Lesson observations show excellent attitudes to learning from pupils. No disruption to classes is displayed. Behaviour expectations are consistent throughout school. Pupils know all the staff in school care for their well-being. High expectations are instilled from the staff in school. School assemblies promotes positive behaviour, respect and values that the school up holds.						