

# **St. Augustine's Academy**



**School Improvement Plan  
2017 - 2018**



## St. Augustine's Academy - School Improvement Plan Priorities 2017 – 2018

### **Leadership and management**

1. Improve leadership and management at all levels.
2. Secure strong Governance and financial management.
3. Introduce new operating procedures.
4. Engage parents and carers.
5. Conduct a review of the learning environment to raise standards.
6. Strengthen and uphold the academy's Christian ethos.

### **Improving the quality of teaching, learning and assessment**

1. Rigorously apply performance management with specific objectives.
2. Apply robust assessment and tracking systems.
3. Implement 'Lesson Study'.

### **Personal development, behaviour and welfare**

1. Raise attendance to exceed the National Average of 96%.
2. Increase pupil independence and resilience through implementing the 'SELF' initiative.

### **Outcomes for pupils**

1. Raise expectations and challenge all pupil groups.
2. Raise standards in Phonics and Reading to be in-line with National Averages.
3. Raise standards in Writing, including Grammar, Punctuation and Spelling, to be in-line with National Averages.
4. Raise standards in Maths to be in-line with National Averages.
5. Accelerate rates of progress for pupils currently below Age Related Expectation

### **Early Years Provision**

1. Apply robust assessment and tracking systems.
2. Raise standards in the areas of Reading, Writing, Number and Shape, Space and Measure to be in-line with that of similar schools.



## St. Augustine's Academy – 3 Year Plan

	<b>Year 1 2017 - 2018</b>	<b>Year 2 2018 - 2019</b>	<b>Year 3 2019 - 2020</b>
<b>Leadership and Management</b>	<ol style="list-style-type: none"> <li>1. Improve leadership and management at all levels.</li> <li>2. Secure strong Governance and financial management.</li> <li>3. Introduce new operating procedures.</li> <li>4. Engage parents/carers.</li> <li>5. Conduct a review of the learning environment to raise standards.</li> <li>6. Strengthen and uphold the academy's Christian ethos.</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop the role of middle leaders.</li> <li>2. Establish the school in the local community.</li> <li>3. Improve Curriculum provision.</li> <li>4. Create a learning environment which aids the raising of standards. (Stage 1)</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish the school in the wider community.</li> <li>2. Create a learning environment which aids the raising of standards. (Stage 2)</li> </ol>
<b>Improving the Quality of Teaching, Learning and Assessment</b>	<ol style="list-style-type: none"> <li>1. Rigorously apply performance management with specific objectives.</li> <li>2. Apply robust assessment and tracking systems.</li> <li>3. Implement 'Lesson Study'.</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain high standards of teaching and learning. (Teaching to be at least consistently 'Good'.)</li> <li>2. Apply robust assessment and tracking systems for Foundation Subjects.</li> <li>3. Develop an 'open' classroom ethos.</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain high standards of teaching and learning. (Teaching to be at least consistently 'Good' with an increased percentage of 'Outstanding' lessons.</li> </ol>
<b>Personal Development, Behaviour and Welfare</b>	<ol style="list-style-type: none"> <li>1. Raise attendance to exceed the National Average of 96%.</li> <li>2. Increase pupil independence and resilience through implementing the 'SELF' initiative.</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain an attendance level above the National Average.</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain an attendance level above the National Average and eliminate persistent absence.</li> </ol>
<b>Outcomes for Pupils</b>	<ol style="list-style-type: none"> <li>1. Raise expectations and challenge all pupil groups.</li> <li>2. Raise standards in Phonics and Reading to be in-line with National Averages.</li> <li>3. Raise standards in Writing, including Grammar, Punctuation and Spelling, to be in-line with National Averages.</li> <li>4. Raise standards in Maths to be in-line with National Averages.</li> <li>5. Accelerate rates of progress for pupils currently below Age Related Expectation.</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain standards in Phonics and Reading in-line with National Averages.</li> <li>2. Maintain standards in Writing, including Grammar, Punctuation and Spelling, in-line with National Averages.</li> <li>3. Maintain standards in Maths in-line with National Averages.</li> </ol>	<ol style="list-style-type: none"> <li>1. Raise standards in Phonics and Reading to exceed National Averages.</li> <li>2. Raise standards in Writing, including Grammar, Punctuation and Spelling, to exceed National Averages.</li> <li>3. Raise standards in Maths to exceed National Averages.</li> </ol>
<b>Early Years Provision</b>	<ol style="list-style-type: none"> <li>1. Apply robust assessment and tracking systems.</li> <li>2. Raise standards in the areas of Reading, Writing, Number and Shape, Space and Measure to be in-line with that of similar schools.</li> </ol>	<ol style="list-style-type: none"> <li>1. Raise standards in the areas of Reading, Writing, Number and Shape, Space and Measure to be in-line with that of National Averages.</li> </ol>	<ol style="list-style-type: none"> <li>1. Raise standards in the areas of Reading, Writing, Number and Shape, Space and Measure to be above National Averages.</li> </ol>

## Leadership and Management

### Priority 1: Improve leadership and management at all levels

#### Success Criteria

- The teaching school and diocesan support was utilised to good effect with standards of attainment and progress raising across the school
- Meetings with the School Improvement Partner were successful in challenging the Headteacher and helping to drive up standards
- The quality of classroom teaching and middle leadership have improved as the result of quality CPD and interventions for staff

Key Action	Led by	Resources	Completion Dates / Milestones	Monitoring Processes	Review: This target was 'Met', 'Partially Met' or 'Not Met'.	Impact / Evidence to support judgement / Next Steps
Utilise the support of a School Improvement Professional to monitor and raise standards	Headteacher	£2500	Jul. 18 - 4 x meetings completed	Evaluation reports (BH)	29.03.18 - ON TRACK (4 visits to date)	
Meet with County School Improvement Professionals to discuss plans for school improvement and develop a Statement of Action	Local Authority	None required	Jul. 17 - Initial meeting 5 <sup>th</sup> Oct. 2017 23 <sup>rd</sup> Nov. 2017	Statement of Action	19.12.17 – MET	
Attendance by the Headteacher at the Headteacher Induction Programme and the use mentor support	Headteacher	6 x Half day sessions £550	Jul. 18 - 6 x meetings attended	CPD Report to Governors (Termly)	29.03.18 - ON TRACK (4 sessions to date)	
Utilise County and Diocesan support in the form of auditing and review e.g. Pupil Premium Review	Headteacher	Free Diocesan support	Dec. 17 – Pupil Premium review conducted and findings shared with Governors	Report to Governors	20.10.17 - MET	
External CPD to be utilised for staff as required to improve the quality of teaching and learning and middle leadership across the school	Teaching School	£4000	Ongoing throughout 2017 - 2018		29.03.18 - ON TRACK	

## Leadership and Management

### Priority 2: Secure strong Governance and financial management.

#### Success Criteria

- A full complement of Governors with a strong skill set is in place
- Governors have monitored the School Improvement Plan and offer support and challenge to the Headteacher
- The School Business Manager's skill set has been updated in-line with current good practice

Key Action	Led by	Resources	Completion Dates / Milestones	Monitoring Processes	Review: This target was 'Met', 'Partially Met' or 'Not Met'.	Impact / Evidence to support judgement / Next Steps
Provide Governors with a range of detailed reports from which they challenge school leadership.	Headteacher	Data analysis	Reports will include half termly pupils progress, attainment, behaviour and attendance reports and termly monitoring reports	Reports to the Governing Body	29.03.18 – ON TRACK	
Appoint a full complement of Governors	Chair of Governors / Headteacher	Time for marketing	Dec. 17 – Governor recruitment Apr. 18 – Governor recruitment (if required)	Governing Body meeting minutes	19.12.17 - MET	
Appoint a Lead Governor for each area of the School Improvement Plan with a schedule of planned Monitoring visits	Chair of Governors	2 x Lead Governor Monitoring Visits	Oct. 17 – Lead Governors will be appointed	Governor monitoring reports	19.12.17 - MET	
Continue to secure support for the School Business Manager; update skills and streamline processes	BM Services, Herts for Learning	Weekly Meetings	Support to continue as required	Progress reports to Headteacher by BM services	19.12.17 – MET	
Develop the knowledge and skills of the Headteacher regarding Governance and Finance	Diocesan/Local Authority / School Business Manager Support	Headteacher Induction / mentoring SBM / Headteacher weekly meetings	Ongoing throughout 2017 - 2018	CPD Report to Governors (Termly)	29.03.18 – ON TRACK	

## Leadership and Management

<b>Priority 3: Introduce new operating procedures.</b>						
<b>Success Criteria</b>						
<ul style="list-style-type: none"> <li>All staff use procedures in the Staff Handbook with school efficiency being maximised</li> <li>The school website displays current information in-line with DfE guidelines</li> </ul>						
<b>Key Action</b>	<b>Led by</b>	<b>Resources</b>	<b>Completion Dates / Milestones</b>	<b>Monitoring Processes</b>	<b>Review: This target was 'Met', 'Partially Met' or 'Not Met'.</b>	<b>Impact / Evidence to support judgement / Next Steps</b>
Create and introduce a Staff Handbook which establishes the whole school shared vision, ethos and expectation	Headteacher / Deputy Headteacher	£100 for printing and binding Staff INSET session	Sep. 17 - Issue Staff Handbook	Signed register	20.10.17 – MET	
Revise school documentation and processes e.g. Staff Leave of Absence; Course Requests; Requisition Forms	Headteacher and School Business Manager	Staff INSET session	Sep. 17 – Proformas for staff use will be implemented	Headteacher to ensure all submitted forms are on correct proformas	20.10.17 – MET	
Review, revise and implement new school letterhead and Newsletter format	Headteacher and School Administrator	1 x 'Review and Revise' meeting	Sep.17 – New school letterhead and Newsletter format will be introduced	All letters use revised format	20.10.17 – MET	
Audit and update the school website to ensure that it is fully compliant with DfE Guidelines	Lead Governor / Headteacher and School Administrator	1 x Lead Governor visit	Sep. 17 – The school website will show updated calendar events and display current, general information Oct. 17 – Website audit to be completed	Governor audit and report to Governing Body	20.10.17 – MET	

## Leadership and Management

### Priority 4: Engage parents and carers.

#### Success Criteria

- Workshops impacted positively upon parents ability and confidence to help children at home
- Interim Reports inform parents of their children's attainment and progress
- The Family Support Worker role is firmly established and impact through pupil attendance and parent involvement is evident
- Parents feel informed and engaged in the life of the school

Key Action	Led by	Resources	Completion Dates / Milestones	Monitoring Processes	Review: This target was 'Met', 'Partially Met' or 'Not Met'.	Impact / Evidence to support judgement / Next Steps
Develop the role of the 'Family Support Worker' (FSW)	Deputy Headteacher	Deputy Headteacher / FSW weekly meetings	Sep. 17 – Family Support Worker job description established	Impact report to Governors	29.03.18 MET	
Implement a schedule of Parent Workshops for Phonics, Reading, Assessment / SATs and Maths to increase parental knowledge	Curriculum and Subject Leaders	Designated leadership time	Sep. 17 – Phonics Workshop Oct. 17 – Reading Workshop Nov. 17 – Grammar Workshop Dec. 17 – Assessment/SATs Meeting Jan. 18 – Maths Workshop	Parental feedback forms following workshops	09.02.18 – ON TRACK	
Introduce Interim Reports for Parents to raise awareness of their children's attainment and progress	Headteacher	1 x Staff Meeting to input Assessment data	Feb. 18 – Interim Reports issued to parents	Parental feedback	09.02.18 - MET	
Utilise newsletters, Curriculum Overviews, entrance displays and assemblies to promote teaching and learning	Deputy Headteacher	Designated leadership time	Ongoing throughout 2017 - 2018	Report to Governors	29.03.18 – ON TRACK	
Involve parents in half termly Parent Forums	Headteacher	6 x Half termly meetings	Jul. 18 - 6 x Half termly meetings	Minutes of meetings	29.03.18 – ON TRACK (4 forums to date)	

## Leadership and Management

Priority 5: Conduct a review of the learning environment to raise standards.						
Success Criteria						
<ul style="list-style-type: none"> <li>A plan for the development of the learning environment will be in place for 2018 - 2019</li> </ul>						
Key Action	Led by	Resources	Completion Dates / Milestones	Monitoring Processes	Review: This target was 'Met', 'Partially Met' or 'Not Met'.	Impact / Evidence to support judgement / Next Steps
Staff to evaluate strengths and weaknesses of the current learning environment	Deputy Headteacher	1 x Staff Meeting	Feb. 18 – Staff review completed	Analysis of staff evaluations	29.03.18 - MET	
A sample of pupils to evaluate strengths and weaknesses of the current learning environment	Deputy Headteacher	Designated leadership time	Feb. 18 – Pupil review completed	Analysis of pupil evaluations		
Research and investigate best and innovative practice; utilise skills of site agent	Senior Leadership Team	2 x visits to schools with innovative learning environments	Ongoing through Autumn and Spring terms	CPD Report to Governors (Termly)	29.03.18 – ON TRACK	
Collate all findings and produce a visual report/PowerPoint detailing findings and share with all staff	Deputy Headteacher	Designated leadership time	Mar. 18 – Report produced	Report/Power Point produced and shared with staff and Governing Body		
Produce a 2 year Action plan for development with budget implications	Headteacher / SBM	Budget planning meeting	Mar. 18 – Learning environment development is planned for in the 2018 – 2020 budgets	Action plan produced and shared with Governing Body		



## Leadership and Management

<b>Priority 6: Strengthen and uphold the academy's Christian ethos.</b>						
<b>Success Criteria</b>						
<ul style="list-style-type: none"> <li>Strong links with the diocese and other Church of England schools will be forged to raise standards</li> <li>There will be an increase in the amount of joint ventures undertaken by the school and St. Augustine's church</li> <li>Assemblies will be valued and enjoyed by 85%+ of staff and pupils</li> </ul>						
<b>Key Action</b>	<b>Led by</b>	<b>Resources</b>	<b>Completion Dates / Milestones</b>	<b>Monitoring Processes</b>	<b>Review: This target was 'Met', 'Partially Met' or 'Not Met'.</b>	<b>Impact / Evidence to support judgement / Next Steps</b>
Utilise Diocesan support; visit other Church of England Schools to share ideas, utilise support and inform action planning	Headteacher	Headteacher meetings, visits to other schools. 1 x day per half term	Oct. 17 – Visit 1 completed Dec. 17 – Visit 2 completed Feb. 18 – Visit 3 completed Apr. 18 – Visit 4 completed Jun. 18 – Visit 5 completed Jul. 18 – Visit 6 completed	Report to Governors	29.03.18 – ON TRACK	
Meet with the new vicar beginning role at St. Augustine's church in September 2017 to plan ways of strengthening school/church links	Headteacher	1 x scheduled meeting per term	Sep. 17 – Meet with new vicar of St. Augustine's church and produce action plan Jan. 18 – Review Meeting Jun. 18 – Review Meeting and action planning for 2018 - 2019	Monitor action plan	29.03.18 – ON TRACK	
Create space and opportunities for staff well-being	Headteacher	None required	Ongoing	Staff Briefing notes	29.03.18 – ON TRACK	
Establish Class Prayer Boxes and a Celebration Tree for staff, parents and pupils	TBC	2 x hours to create resources	Sep. 17 – Prayer box and Celebration Tree created	Usage evaluation	29.03.18 – ON TRACK	
Review assembly time allocation, structure and content	Headteacher	3 x sessions to create surveys, analyse results and action plan	Dec. 17 – Conduct an assembly review with staff, parents and pupils Jan. 18 – Implement revised assembly schedule and format Jul. 18 – Conduct an assembly review with Staff, parents and pupils	Staff and pupil surveys Assembly File monitoring	29.03.18 – ON TRACK	

## Improving the quality of teaching, learning and assessment

Priority 1: Rigorously apply performance management with specific objectives						
Success Criteria						
<ul style="list-style-type: none"> <li>Performance management facilitates the drive for school improvement</li> <li>Rigorous appraisal holds teachers to account for pupils attainment and progress</li> <li>The quality of teaching and learning is consistently good across the school</li> <li>Targeted CPD positively impacts on the quality of teaching and learning</li> </ul>						
Key Action	Led by	Resources	Completion Dates / Milestones	Monitoring Processes	Review: This target was 'Met', 'Partially Met' or 'Not Met'.	Impact / Evidence to support judgement / Next Steps
Appoint and train Appraisers	Headteacher	In-house training session	Sep. 17 – Appraisers appointed and training complete	CPD Report to Governors (Dec. 17)	20.10.17 – MET	
Clearly communicate lesson non-negotiables and Appraisal expectations to staff	Headteacher	1 x Staff meeting	Sep. 17 – Staff meeting to communicate lesson non-negotiables and Appraisal expectations to staff	CPD Report to Governors (Dec. 17)	20.10.17 – MET	
Implement revised Appraisal documentation and issue Appraisal files	Headteacher	£50 for files and photocopying	Sep. 17 – Appraisal Documentation will be implemented	Lead Governor Monitoring	20.10.17 – MET	
Implement a robust monitoring schedule to identify strengths and areas for development in teaching and learning	Senior Leadership Team	Designated leadership time	See Appendix 1 – Teaching and Learning - Monitoring and Development Timetable	Monitoring reports to Governors (Termly)	29.03.18 – MET	
Provide feedback to staff following monitoring; apply specific action and intervention for staff performing lessons less than good	Senior Leadership Team	Feedback meetings	See Appendix 1 – Teaching and Learning - Monitoring and Development Timetable	Feedback records	29.03.18 – MET	
Implement a programme of quality CPD based on the identified needs of the school	Senior Leadership Team	Designated CPD budget allocation	As required	CPD Report to Governors (Dec. 17)	29.03.18 – MET	

## Improving the quality of teaching, learning and assessment

Priority 2: Apply robust assessment and tracking systems.						
Success Criteria						
<ul style="list-style-type: none"> <li>• Clear systems are in place for tracking the attainment and progress of pupils</li> <li>• Staff show confidence when talking about their pupils in terms of their attainment and progress</li> <li>• Governors are fully informed about the attainment and progress of pupils</li> </ul>						
Key Action	Led by	Resources	Completion Dates / Milestones	Monitoring Processes	Review: This target was 'Met', 'Partially Met' or 'Not Met'.	Impact / Evidence to support judgement / Next Steps
Create a School Assessment Database to track the attainment and progress of pupils	Headteacher	School Administrator training	Sep. 17 – A School Assessment Database will be created and populated with pupil information	Headteacher to monitor half termly	19.12.17 – MET	
Create and introduce a bespoke assessment system based on CGP objectives which links to the school Curriculum	Headteacher	INSET training session	Sep. 17 – An Assessment system will be created and introduced to staff on the Sep. 17 INSET day	Half termly data pool, and report to Governors	19.12.17 – MET	
Implement a whole school Assessment Timetable to include half termly 'Assessment Weeks'. Testing will provide Core Performance Indicators (CPIs) for Reading, Spelling, Writing, Maths and Intelligence (using the Draw-a-person Test)	Headteacher	Assessment Week – 2 <sup>nd</sup> week of each half term	See Appendix 2 – Assessment Timetable	Half termly data pool and report to Governors	29.03.18 – ON TRACK (4 Assessment Weeks have now taken place)	
Produce high quality, useful, analytical data reports	Headteacher and School Administrator	1 x day per half term	Jul. 18 – 6 x half termly reports completed	Half termly reports to Governors	29.03.18 – ON TRACK	
Introduce Mock SATs Weeks to prepare staff and pupils for SATs	Headteacher KS2; Deputy Headteacher KS1	£100 Breakfast club	Dec. 17 – Mock SATs weeks will be completed	Analysis of Mock SATs data	19.12.17 – MET	

## Improving the quality of teaching, learning and assessment

Priority 3: Implement 'Lesson Study'.						
Success Criteria						
<ul style="list-style-type: none"> <li>The school community are aware of the concept of Lesson Study and the positive impact it has on school improvement</li> <li>3 rounds of Lesson Study will be completed across the academic year</li> <li>School Improvement planning will be informed by Lesson Study outcomes</li> </ul>						
Key Action	Led by	Resources	Completion Dates / Milestones	Monitoring Processes	Review: This target was 'Met', 'Partially Met' or 'Not Met'.	Impact / Evidence to support judgement / Next Steps
Introduce the concept of Lesson Study to staff, parents and pupils	Headteacher	1 x Staff meeting, 1 x parent forum meeting, 1 x assembly for pupils	Sep. 17 – Staff Meeting to introduce Lesson Study; newsletter to parents; Parent Forum and an assembly for pupils	CPD report to Governors; Staff training resources and accompanying paperwork	19.12.17 – MET	
Implement 3 rounds of Lesson Study involving all members of teaching staff throughout the year	Lesson Study team leaders	3 x mornings for 3 staff members per term (Supply teacher costs)	Autumn 2 – Lesson Study Round 1 Spring 2 - Lesson Study Round 2 Summer 2 – Lesson Study Round 3	Pupil observations and	29.03.18 – ON TRACK (2 rounds of Lesson Study has taken place)	
Collate and present the findings of Lesson Study to staff	Lesson Study teams	1 x Staff Meeting	Dec. 17 – Round 1 findings presented to staff and Governors Mar. 18 – Round 2 findings presented to staff and Governors Jul. 18 – Round 3 findings presented to staff and Governors	Evaluation produced by Headteacher	09.02.18 – ON TRACK (Round 1 findings presented to staff.)	
Use the findings of Lesson Study to inform school improvement	Headteacher	School Improvement Planning Meeting	Jul. 18 – School Improvement Plan for 2018 – 2019 is in place	School Improvement Plan 2018 - 2019	09.02.18 – ON TRACK	
Maintain links with members of the World Association of Lesson Studies (WALS)	Headteacher	None Required	Ongoing	CPD Report to Governors (Termly)		

## Personal development, behaviour and welfare

Priority 1: Raise attendance to be exceed the National Average of 96%.						
Success Criteria						
<ul style="list-style-type: none"> <li>Attendance is closer to the National Average of 96%</li> <li>Rigorous tracking systems identified trends in pupil attendance with follow up actions then taking place</li> <li>Newsletters and the school website clearly communicated attendance expectations to parents</li> </ul>						
Key Action	Led by	Resources	Completion Dates / Milestones	Monitoring Processes	Review: This target was 'Met', 'Partially Met' or 'Not Met'.	Impact / Evidence to support judgement / Next Steps
Implement and promote newly revised attendance procedure and new school tracking system for monitoring attendance	Deputy Headteacher and FSW	Designated Leadership time Staff Meeting time	Sep. 17 – Ensure staff awareness of attendance procedures and processes	Attendance analysis and report to SLT / Govs. half termly	19.12.17 – MET	
Analyse attendance data to determine persistent absentees and weekly class attendance winners; share information with staff	Deputy Headteacher / School Administrator	1 x Half Termly Meeting	Jul. 18 - 6 x meetings conducted	Staff can articulate names of PAs in their classes	29.03.18 – ON TRACK	
Conduct meetings with Attendance Officer to discuss attendance and strategies for improvement	Deputy Headteacher and FSW	3 x 1 hour meetings with Attendance officer	Dec. 17 – Meeting 1 completed Apr. 18 – Meeting 2 completed Jul. 18 – Meeting 3 completed	Attendance analysis and report to SLT / Govs. half termly	29.03.18 – ON TRACK (2 meeting have taken place)	
Clearly communicate the importance of good attendance and consequences of unauthorised absence to parents	Headteacher / Deputy Headteacher / Teaching Staff	Designated Leadership time	Sep. 17 – Website updated to relay attendance policy and procedures to; Attendance poster will be produced and shared with parents Jul. 18 - 6 x Attendance articles will have been shared with parents	Website and newsletter monitoring by Headteacher and Lead Governor	29.03.18 – ON TRACK	
Update attendance records to show correlation between persistent absenteeism and attainment	Deputy Headteacher and FSW	Designated Leadership time	Jul. 18 - 6 x updates conducted	Attendance analysis and report to SLT / Govs. half termly	29.03.18 – ON TRACK	

## Personal development, behaviour and welfare

### Priority 2: Increase pupil independence and resilience through implementing the 'SELF' initiative.

#### Success Criteria

- 85%+ of pupils made progress in the 6 areas of SELF
- Pupils and staff enjoy SELF and understand its relevance in the Curriculum
- Lesson monitoring show increased independence and resilience in pupils

Key Action	Led by	Resources	Completion Dates / Milestones	Monitoring Processes	Review: This target was 'Met', 'Partially Met' or 'Not Met'.	Impact / Evidence to support judgement / Next Steps
Introduce and train staff in the concept and delivery of SELF	Headteacher	INSET session	Sep. 17 - SELF will be introduced to staff on the Sep. 17 INSET day	CPD Report to Governors (Termly)	20.10.17 – MET	
Implement SELF assemblies based around a SELF Question of the Week	Class Teachers	PowerPoints	Ongoing throughout 2017 - 2018	Assembly file monitoring	29.03.18 – ON TRACK	
Deliver weekly SELF lessons as part of the whole school curriculum in Years R - 6	Class Teachers	SELF schemes of work and resources	Ongoing throughout 2017 - 2018	Half termly pupil/teacher evaluation Lesson Monitoring	29.03.18 – ON TRACK	
Identify and reward in assembly a SELF 'Pupil of the Week' for each class	Class Teachers	SELF Book	Ongoing throughout 2017 - 2018	SELF Book	29.03.18 – ON TRACK	
Track pupils development in SELF through the use of Personal Target cards and self-assessment	Class Teachers	Personal Target / Self-assessment cards	Ongoing throughout 2017 - 2018	Report to Governors	29.03.18 – ON TRACK	
The concepts of SELF will be evident in the learning environment	Class Teachers	Classroom displays	Ongoing throughout 2017 - 2018	Learning environment review	29.03.18 – ON TRACK	
Promote SELF within the wider school community e.g. through newsletters, assemblies	Class Teachers	None required	Ongoing throughout 2017 - 2018	Assembly file monitoring / Newsletters	29.03.18 – ON TRACK	

## Outcomes for pupils

### Priority 1: Raise expectations and challenge all pupil groups.

#### Success Criteria

- Staff have aspirational expectations for the pupils at St. Augustine's and strive to achieve them
- SATs results will be broadly in-line with National Averages
- Appraisal is rigorous in challenging staff to achieve the very best outcomes for themselves and their pupils

Key Action	Led by	Resources	Completion Dates / Milestones	Monitoring Processes	Review: This target was 'Met', 'Partially Met' or 'Not Met'.	Impact / Evidence to support judgement / Next Steps
Introduce the 'St. Augustine's Box' to help maintain a strong focus on the school's expectations and ethos	Headteacher	Boxes (Headteacher gift)	Sep. 17 – Presentation to staff by Headteacher	Boxes are visible in classrooms	20.10.17 - MET	
Share School Improvement Priorities with staff	Headteacher	Staff Handbooks	Sep. 17 – Presentation to staff by Headteacher	INSET Agenda	20.10.17 - MET	
Use benchmarking and information from visits to other schools to show staff that it is possible to have a school in an area of social deprivation that is thriving and where attainment is in-line with National Averages	Headteacher	School visits for teaching staff (1 visit per teacher during the academic year)	Sep. 17 – Presentation to staff by Headteacher School visits will take place throughout the academic year	Reviews of school visits by teachers	20.10.17 - MET	
All staff to support pupils in SATs year groups e.g. through mentoring, leading booster groups and supporting Year 2 and Year 6 teachers	All Staff	As required	Ongoing throughout 2017 - 2018	Staff discussion at Appraisal meetings	29.03.18 – ON TRACK	
Staff to be held accountable for the attainment and progress of pupils through rigorous Monitoring and Appraisal systems	See 'Improving the Quality of Teaching, Learning and Assessment' Priorities 1 and 2					



## Outcomes for pupils

<b>Priority 2: Raise standards in Phonics and Reading to be in-line with National Averages.</b>						
<b>Success Criteria</b>						
<ul style="list-style-type: none"> <li>Monitoring indicates that teaching and learning in Read, Write Inc. lessons is at least consistently good throughout the school</li> <li>Phonics results are broadly in-line with the National Average</li> <li>Reading results at the end of Key Stage 1 and Key Stage 2 are broadly in-line with the National Average</li> </ul>						
<b>Key Action</b>	<b>Led by</b>	<b>Resources</b>	<b>Completion Dates / Milestones</b>	<b>Monitoring Processes</b>	<b>Review: This target was 'Met', 'Partially Met' or 'Not Met'.</b>	<b>Impact / Evidence to support judgement / Next Steps</b>
Train and retrain staff in the delivery of high-quality Phonics teaching	English Coordinator	1 x Read Write Inc. training	Sep. 17 – An external Read Write Inc. trainer will deliver Phonics training to staff	CPD Report to Governors	20.10.17 - MET	
Phonics/Reading assessment, tracking and analysis will be conducted to highlight and then plug gaps in pupils knowledge	Class Teachers	Allocated staff meeting for updating assessment records	Jul. 18 – 6 x half termly assessment rounds will have been completed	Report to Governors (Half Termly)	29.03.18 – ON TRACK	
Phonics and Reading parent workshops will ensure that parents have the knowledge and skills to help their children at home	English Coordinator assisted by Deputy Headteacher	2 x Parent Workshops	Sep. 17 – Phonics Workshop Oct. 17 – Reading Workshop	Parent feedback forms	20.10.17 - MET	
Phonics and Reading intervention put in place for pupils performing below age related expectation	SENDCo	Designated leadership time	Ongoing for all pupils as need arises	Inclusion report to Governors (Half Termly)	29.03.18 – ON TRACK	
Classroom practice will enable pupils to access independent learning of Phonics and Reading	English Coordinator	Phonics Games - £100	Sep. 17 – Purchase and implement new resources Nov. 17 – Monitor use of resources	Monitoring report to SLT	29.03.18 – ON TRACK	
Develop Reading comprehension skills through 'Literacy Boxes'	English Coordinator	Purchase Literacy Boxes - £900	Sep. 17 – Purchase and implement new resources Nov. 17 – Monitor use of resources	Monitoring report to SLT	29.03.18 – ON TRACK	



## Outcomes for pupils

### Priority 3: Raise standards in Writing, including Grammar, Punctuation and Spelling, to be in-line with National Averages.

#### Success Criteria

- Monitoring indicates that teaching and learning in Grammar, Punctuation and Spelling lessons is at least consistently good throughout the school
- G, P and S results at the end of Key Stage 1 and Key Stage 2 are broadly in-line with the National Average
- Joined handwriting is consistently modelled throughout the school; in lessons and in the learning environment

Key Action	Led by	Resources	Completion Dates / Milestones	Monitoring Processes	Review: This target was 'Met', 'Partially Met' or 'Not Met'.	Impact / Evidence to support judgement / Next Steps
Ascertain the knowledge of teaching staff in G&P	Headteacher	SATs papers	Nov. 18 – Staff Meeting to ascertain staff knowledge	Analysis of results	19.12.17 – MET	
Training for teaching staff and support staff in the delivery of grammar and punctuation	Headteacher – 1 x Staff and 1 x TA meeting	None required	Dec. 18 – Training session will have taken place	Lesson Monitoring and report to Governors	29.03.18 – ON TRACK (Training session for Teaching Staff completed)	
Provide a grammar parent workshop to increase parents ability to support their children at home	English Coordinator / Headteacher	1 x Parent Workshop	Nov. 17 – Grammar Workshop	Parent feedback forms	19.12.17 – MET	
Staff will provide opportunities for extended writing and mark rigorously against the prescribed framework (2 x half termly)	Class Teachers	Interim Framework	1 x 'Wow' write during the second week of each half term 1 x additional piece of extended Writing marked against the Interim Framework per half term	Moderation meetings (internal and with other schools)	29.03.18 – ON TRACK	
Implement a pupils Writing Checklist in Years 5 and 6	Class Teachers	Writing Checklist Mind-map	Oct. 17 – Writing checklist will have been introduced to pupils and is used to self-assess learning	Lesson Monitoring indicates use	19.12.17 – MET	
Train staff in the delivery of Handwriting ; staff to model	Headteacher	1 x Staff meeting	Oct, 17 – Staff training will have taken place	Monitoring report (SLT)		
Implement the use of 'Literacy Boxes'	English Coordinator	Literacy Boxes - £900	Sep. 17 – Purchase Literacy boxes Nov. 17 – Monitor use of resources	Monitoring Report (SLT)	20.10.17 - MET	
Introduce and use PaG starters and Grammar Ninja in Years 1 - 6	English Coordinator	Designated leadership time	Jan. 18 – PaG starters and Grammar Ninja are implemented	Lesson Monitoring indicates use	29.03.18 – ON TRACK	

## Outcomes for pupils

<b>Priority 4: Raise standards in Maths to be in-line with National Averages.</b>						
<b>Success Criteria</b>						
<ul style="list-style-type: none"> <li>• Maths Weekly Skills is firmly embedded as school practice</li> <li>• A school calculation policy has been created and is used by all staff</li> <li>• The purchase and use of the Flurrish Maths app has helped to raise knowledge and recall of times tables and number bonds</li> <li>• Monitoring indicates that teaching and learning in Maths lessons is at least consistently good throughout the school</li> <li>• Maths results at the end of Key Stage 1 and Key Stage 2 are broadly in-line with the National Average</li> </ul>						
<b>Key Action</b>	<b>Led by</b>	<b>Resources</b>	<b>Completion Dates / Milestones</b>	<b>Monitoring Processes</b>	<b>Review: This target was 'Met', 'Partially Met' or 'Not Met'.</b>	<b>Impact / Evidence to support judgement / Next Steps</b>
Appoint Maths Coordinator	Headteacher	Possible UPS responsibility or TLR	Sep. 17 – Maths Coordinator appointed	Report to Governors	20.10.17 - MET	
Purchase and implement the use of the Flurrish Maths App	Maths Coordinator	App purchase £240; Wi-Fi; Tablets (Set of 30)	Sep. 17 – The Flurrish App will be up and running	Online tracking system and Report to Governors	20.10.17 - MET	
Purchase and implement the use of Assertive Mentoring Maths Weekly Skills and introduce Gap-filling lessons	Maths coordinator	£900 to purchase	Sep. 17 – Purchase and training relating to Maths Weekly Skills and Gap Filling	Tracking of pupil scores Report to Governors	20.10.17 - MET	
Revise and implement the Maths calculation policy	Maths coordinator	Designated leadership time	Jan. 18 – New Calculation Policy is introduced to staff Mar. 18 – Book monitoring	Book monitoring indicates use		
Introduce 'Mathematician of the Week' and certificates to reward knowledge of times tables	Maths coordinator	'Mathematician of the Week' book and certificates	Jan. 18 – Mathematician of the Week will be introduced	'Mathematician of the Week' book monitoring	29.03.18 – MET	

## Outcomes for pupils

<b>Priority 5: Accelerate rates of progress for disadvantaged pupils and pupils currently below Age Related Expectation.</b>						
<b>Success Criteria</b>						
<ul style="list-style-type: none"> <li>• Pupils below Age Related Expectation and disadvantaged pupils will have made accelerated progress over the course of the academic year</li> <li>• SEND and Disadvantaged pupils will received an effective programme of intervention and support</li> <li>• Lesson Monitoring indicates that differentiation is at least good across the school</li> <li>• Appraisal for Teaching Assistants is embedded practice</li> </ul>						
<b>Key Action</b>	<b>Led by</b>	<b>Resources</b>	<b>Completion Dates / Milestones</b>	<b>Monitoring Processes</b>	<b>Review: This target was 'Met', 'Partially Met' or 'Not Met'.</b>	<b>Impact / Evidence to support judgement / Next Steps</b>
Planning for the expenditure of the Pupil Premium to meets the needs of all disadvantaged pupils	PPG Lead	£90, 000	Sep. 17 – Pupil Premium Expenditure plan in place (Following Assessment Week)	Progress report to Governors	20.10.17 - MET	
All disadvantaged pupils and pupils below age related expectation will have SMART targets set and be included on class provision maps.	SENDCo/ PPG LEad	Designated leadership time	Sep.17 – Provision maps will be in place. These will be reviewed termly or more frequently as required	Lead Governor monitoring; Report to SLT and Governors	29.03.18 – ON TRACK	
TA appraisal cycle to be developed to ensure accountability and that the support needs of TAs are addressed	SENDCo, Headteacher and Deputy Headteacher	Designated leadership time	Oct. 17 – TA Appraisal actioned	Headteacher Monitoring	29.03.18 – MET	
TA 'coaching' will take place to enable outstanding practice to be modelled	SENDCo, Headteacher and Deputy Headteacher	Designated leadership time	Oct. 17 onwards – dependent on need	CPD Report to Governors		
Training in differentiation and planning will be administered for all teachers to ensure that the needs of all pupils are met	SENDCo	Staff meeting	Nov. 17 – Staff training to have taken place	Lesson monitoring; Report to Governors		

## Early Years Provision

### Priority 1: Apply robust assessment and tracking systems.

#### Success Criteria

- Baseline assessment is carried out, on entry, to provide accurate starting points for all pupils
- Clear systems are put into place for tracking the attainment and progress of pupils
- Staff show confidence when talking about their pupils in terms of their attainment and progress
- Governors are fully informed about the attainment and progress of pupils

Key Action	Led by	Resources	Completion Dates / Milestones	Monitoring Processes	Review: This target was 'Met', 'Partially Met' or 'Not Met'.	Impact / Evidence to support judgement / Next Steps
Early Excellence baseline test to be carried out on all pupils and results compiled	EYFS Lead	Early Excellence Baseline Test Teaching time	By end of third week of Autumn Term	Headteacher to analyse results	20.10.17 - MET	
Baseline assessment is completed for all Reception pupils	EYFS Lead	Early Years Outcomes Teaching time	By end of third week of Autumn Term	Headteacher to monitor through assessment database	20.10.17 - MET	
EYFS data is updated each half term and a point score (from EYO) is input for all pupils for all 17 aspects	EYFS Lead	Leadership time PPA time	End of each half term	Headteacher to monitor half termly	29.03.18 – ON TRACK	
Data is analysed each half term and support is put in place for those pupils who are below ARE or not making progress (using whole class Provision Map)	EYFS Lead	Leadership time PPA time	End of each half term	Headteacher and SENDCo to monitor half termly	29.03.18 – ON TRACK	
Brief termly reports produced detailing the attainment and progress of the cohort	EYFS Lead	Leadership time PPA time	End of each half term	Report to Governors (Half Termly)	29.03.18 – ON TRACK	

## Early Years Provision

### Priority 2: Raise standards in the areas of Reading, Writing, Number and Shape, Space and Measure to be in-line with that of similar schools.

#### Success Criteria

- The quality of teaching and learning will be consistently good across the school
- The percentage of pupils achieving ELG in Literacy and Maths will be broadly in line with similar schools when data is submitted June 2018
- At least expected progress will be made in Literacy and Maths and accelerated progress for those pupils starting below ARE

Key Action	Led by	Resources	Completion Dates / Milestones	Monitoring Processes	Review: This target was 'Met', 'Partially Met' or 'Not Met'.	Impact / Evidence to support judgement / Next Steps
Daily focused teaching session of phonics to be planned and delivered (Read, Write, Inc)	EYFS Lead	Read, Write, Inc INSET and scheme of work PPA time	Sep. 17 – An external Read Write Inc. trainer will deliver Phonics training to staff Ongoing throughout 2017 - 2018	Lesson monitoring	29.03.18 – ON TRACK	
Daily, short, incidental, phonics session to be planned and delivered daily	EYFS Lead	Read, Write, Inc scheme of work PPA time	Ongoing throughout 2017 - 2018	Lesson monitoring	29.03.18 – ON TRACK	
One adult-led teaching session delivered for reading, writing, number and SSM each week	EYFS Lead	PPA time	Ongoing throughout 2017 - 2018	Lesson monitoring	29.03.18 – ON TRACK	
Daily opportunities planned and provided for writing, reading, number and SSM within continuous provision.	EYFS Lead	PPA time	Ongoing throughout 2017 - 2018	Lesson monitoring	29.03.18 – ON TRACK	
Analysis of half termly data to identify pupils who have not made at least expected progress or are below ARE in Literacy and/or maths	EYFS Lead	Leadership time PPA time	End of each half term	Headteacher to monitor half termly	29.03.18 – ON TRACK	
Support to be put into place for those pupils not at ARE or who have not made expected progress through detailed plan using class Provision Map	EYFS Lead	Leadership time PPA time	End of each half term	Headteacher and SENDCo to monitor half termly	29.03.18 – ON TRACK	

