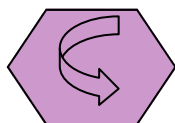


# Chiddingly Primary School

## School Development Plan 2014 – 2015

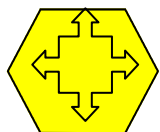


# 5 Priorities for Improvement 2014-2015



### Key Priority 1 – Teaching & Learning

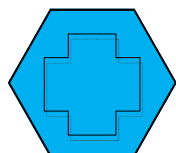
**TARGETS** 100% teaching is consistently Good by January 2015  
50% of teachers have at least 1 judgement of outstanding by July 2015



### Key Priority 2- Behaviour for Learning & ‘Respect for All’

**TARGETS**

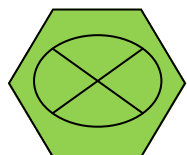
1. All stakeholders will have clarity of behaviour expectations and consistently apply them – achievable for **ALL** expectation.
2. Children will be self-motivated to take responsibility for their behaviour & show respect for each other, staff and school property.
3. Established routines will ensure there will be a calm and purposeful atmosphere throughout the school at all times and children will show high levels of independence.
4. Pupils' attitudes to learning are of an equally high standard across subjects, years, classes and with different staff.



### Key Priority 3- Outcomes in Maths

**Targets**

1. For end of KS1 children to attain 2b+ & L3 above 2014 National Average by July 2015.
2. For end of KS2 children to at least meet 2014 National Averages in both **attainment** and **progress** by July 2015.
3. For ‘on-track/ARE’ data across KS1 & 2 to at least meet 2014 National Averages in both **attainment** and **progress** by July 2015.



### Key Priority 4- Outcomes in Literacy (Re, Wr & Phonics)

**Targets**

1. 93% of Year 1 & 100% Year 2 children to pass phonic screening.
2. For end of KS1 children to attain 2b+ & L3 above 2014 National Average by July 2015.
3. For end of KS2 children to at least meet 2014 National Averages in both attainment and progress by July 2015.
4. For ‘on track’ data across KS1 & 2 to at least meet 2014 National Averages in both attainment and progress by July 2015.



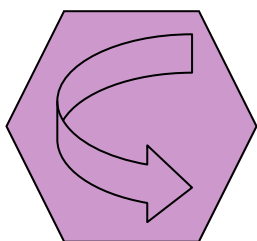
### Key Priority 5- Vulnerable Pupils

**Targets**

1. For SEN pupils to make at least expected progress across KS1 and accelerated progress across KS2 by July 2015.
2. To close the attainment gap between Pupil Premium and non-Pupil Premium children by July 2015.

**Data Milestones for Achievement Highlights (refer to data wall & class tracking for specific year group & individual milestones)**

	Writing			Reading			Maths			SPAG		Letters & Sounds (% operating at Phase 5- passing phonic screening)		
	EYFS (ELG)	Year 2 (2b+)	Year 6 (4b+)	EYFS (ELG)	Year 2 (2b+)	Year 6 (4b+)	EYFS (ELG)	Year 2 (2b+)	Year 6 (4b+)	Year 6 (4+)	Year 6 (L5)	Year 1	Year 2 (6 retaking)	
July 2014	0	9%	28%	0	9%	42%	0	9%	14%			0	0	
Oct 2014	0	9%	42%	0	18%	56%	0	18%	21%	14%	0	14% (44%)	17% (67%)	
Dec 2014	7%	27%	56%(68)	7%	27% (60)	70% (85)	7%	27% (70)	42%(68)	28% (42%)	0	28%	34%	
Feb 2015	20% (35%)	45%	68%	20% (35%)	45%(72%)	70% (85%)	20% (28%)	45% (91%)	56% (68%)	42%(68)	14%(34)	49%(56%)	51% (68%)	
March 2015	42%	81%	85%	42%	81%	85%	42%	81% (91)	85%	70% (85%)	28%(35%)	77%	85%	
June 2015	85%	91%	85%	85%	91%	85%	85%	91%	85%	86%	42%	93%	100%	



## Key Priority 1 – Teaching and Learning

### TARGETS

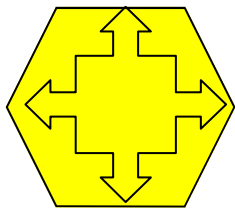
100% teaching is consistently Good by January 2015

50% of teachers have at least 1 judgement of outstanding by July 2015

<u>Key Area</u>	<u>Action</u>	<u>Lead People</u>	<u>Success Criteria &amp; Milestones</u>	<u>Monitoring/Assessment</u> When? Who? How? (Schedule elements cited)	<u>Evaluation</u> When? Who? (Schedule elements cited)	<u>Costing &amp; Budget</u> <u>Headings</u>
All teachers have a clear understanding of OFSTED grades for quality of T&L	<ol style="list-style-type: none"> <li>1. 'Partnership Standards' put together by teaching staff linked to OFSTED criteria</li> <li>2. SLT to have 1:1 observation training from JP/AF</li> <li>3. Teaching staff to be able to self-assess quality of teaching</li> </ol>	JP & AF	<ol style="list-style-type: none"> <li>1. <b>Sept</b> - Partnership Standards in place and being used for lesson obs</li> <li>2. <b>Sept/Oct</b>- Quality Assurance shows consistent judgements in line with OFSTED framework</li> <li>3. <b>May</b>- Teacher &amp; observers judgements match</li> </ol>	Termly Observations – see Matrix and monitoring cycle	<p>T1- JP &amp; AF</p> <p>SIP –T1</p> <p>Govs- (Paul 13.11.14), T2</p>	
Develop accuracy and consistency of assessment to feed into planning and review cycle for Reading, Writing and Maths	<ol style="list-style-type: none"> <li>1. Develop systematic cycle for assessment and monitoring established to evaluate performance</li> <li>2. NC tests for all year groups, including L1 task for KS1 (APP &amp; Testbase)</li> <li>3. Development of pupil tracking to set targets, review progress and drill down to key groups including PP, SEN &amp; HAPS.</li> </ol>	JP  JP	<ol style="list-style-type: none"> <li>1. <b>Sept</b>- Termly matrix in place.</li> <li>2. <b>Oct Onwards</b>- providing clarity of levels &amp; accurate assessment data into pupil trackers.</li> <li>3. <b>Sept</b>- Datawall and tracking used to clarify attainment and progress expectations. Teachers have a clear understanding of where pupils are.</li> </ol>	Termly scrutiny – see Matrix and assessment cycle	<p>SLT- Termly</p> <p>SIP – termly visits</p> <p>Govs- T1- (Paul 13.11.14), T3,T5</p>	
SLT to have ongoing accurate picture of the quality of T&L	<ol style="list-style-type: none"> <li>1. Drop-ins, lesson obs, planning reviews, book scrutinies used to gather information about quality of T&amp;L and next steps</li> </ol>	SLT Ongoing	<p>Termly- Performance will be effectively evaluated termly.</p> <p>Ongoing- SLT to have clear understanding</p>		SLT- Termly	

across the school	<p>2. Triangulate lesson observations, book scrutinises and planning</p> <p>3. Book scrutinies to focus on:</p> <ul style="list-style-type: none"> <li>✓ Presentation</li> <li>✓ Marking regularity</li> <li>✓ Marking quality</li> <li>✓ Progress over week/term/year.</li> </ul>		of provision and next steps for each individual teacher and any whole school trends	Termly scrutiny – see Matrix and monitoring cycle	SIP – termly visits Govs- T1 (Paul 13.11.14), T3,T5	
Consistent AFL tools in place - Outcome measures defined in terms of LO & SC	<p>1. AfL Staff training – LO/SC with differentiated levels for outcome measures</p> <p>2. Planning &amp; Marking expectation training. Marking and AfL policy updated.</p> <p>3. Responding to marking expectation – next step marking with deeper (Fiona Large INSET – Dec)</p> <p>4. Termly Book and progress scrutiny (see monitoring cycle &amp; matrix)</p>	JP JP/IM JP SLT	<p>1. Sept- Staff understand outcome measure LO/SC</p> <p>2. Oct- planning (weekly) and marking scrutiny show understanding from staff about expectations and policy (Fiona Large INSET – Dec)</p> <p>3. Oct/Nov/Jan-Children know how to improve their work and can tell an adult</p> <p>4. By Jan 2015 there will be consistently progressive high quality marking and feedback ensuring pupils make rapid gains.</p>	Termly scrutiny – see Matrix and monitoring cycle	SLT- Termly SIP – termly visits – T2 Govs- T1 (Paul 13.11.14), T3,T5	
Individual coaching used to raise quality of T& L	<p>1. Individual 1:1 coaching for all teachers. Coaching to occur weekly over a half term. Coaching to be carried by:</p> <ul style="list-style-type: none"> <li>□ Liz Rea/Katerina</li> <li>□ Deputy</li> <li>□ HOS &amp; Ex HT</li> </ul> <p>2. Teacher Profile based on Partnership Standards to identify key training needs and shared with teachers</p> <p>3. Identified gaps supported by partnership teachers with identified strengths in those areas by:</p> <ul style="list-style-type: none"> <li>□ Coaching support from SLT</li> <li>□ Joint obs</li> <li>□ Demo lessons</li> <li>□ Team teaching</li> </ul>	SLT  SLT  SLT	<p>1. Ongoing-Supported teachers to raise judgement of T&amp;L by at least one level</p> <p>2. Ongoing-Teachers understand key gaps. Quality of T&amp;L rises.</p> <p>3. Ongoing-Partnership Teachers with key strengths understand how to support colleagues and provide effective coaching. Quality of teaching rises.</p>	Termly scrutiny – see Matrix and monitoring cycle	Govs (Paul 13.11.14),  JP/AF	
Raise the effectiveness of Performance Review	<p>1. Performance Review to include quality of T&amp;L target</p> <p>2. Focus on SEND, PP &amp; HAPS progress target.</p>	SLT  SLT	<p>1. Oct 2014- At least one measurable target in PR to be raising quality of T&amp;L (link with T&amp;L profile)</p> <p>2. Oct 2014-At least one measurable target in PR to be linked to accelerated progress</p>	See Termly Matrix	GOVS (Paul 13.11.14),  JP/AF	

	3.Regular progress reviews to ensure accountability	SLT	of SEND, PP or HAPs 3. <b>Termly</b> - pupil progress review meetings against agreed attainment milestones		JP/AF	
Teachers able to use data effectively as an AFL tool	<ul style="list-style-type: none"> <li>1. Target Tracker in all classrooms</li> <li>2. Training on manipulating Trackers for all teachers to provide effective AfL</li> <li>3. Use of datawall to identify progress &amp; attainment data by key groups – PP meetings</li> <li>4. Use datawall &amp; trackers to identify &amp; deliver intervention where necessary – PP meetings</li> <li>5. Staff training to improve accuracy of APP and moderation of judgements with partnership school</li> </ul>		<ul style="list-style-type: none"> <li>1. <b>Sept</b>- Target Tracker accessible by all teachers</li> <li>2. <b>Oct</b>- All teachers able to manipulate Trackers according to needs and alter provision accordingly</li> <li>3. <b>Sept &amp; ongoing</b>-Class staff have immediate access to attainment in all areas</li> <li>4. <b>Oct &amp; ongoing</b>-Teachers have good knowledge of data for all groups</li> <li>5. <b>Sept &amp; ongoing</b>-Teachers shape intervention accordingly. Progress and attainment rises</li> <li>6. <b>Oct and ongoing</b>-Judgements for APP in Re,Wr &amp; Ma are accurate</li> </ul>	See assessment & monitoring Cycle and Matrix	<ul style="list-style-type: none"> <li>JP</li> <li>Govs (Paul 13.11.14),</li> <li>JP/AF</li> <li>JP/AF</li> <li>JP/AF</li> </ul>	

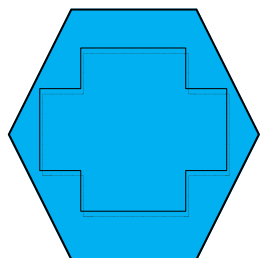


## **Key Priority 2 – Improve Behaviour for Learning & ‘Respect for All’**

- TARGETS**
1. All stakeholders will have clarity of behaviour expectations and consistently apply them – achievable for ALL expectation.
  2. Children will be self-motivated to take responsibility for their behaviour & show respect for each other, staff and school property.
  3. Established routines will ensure there will be a calm and purposeful atmosphere throughout the school at all times and children will show high levels of independence.
  4. Pupils’ attitudes to learning are of an equally high standard across subjects, years, classes and with different staff.

<u>Key Area</u>	<u>Action</u>	<u>Lead People</u>	<u>Success Criteria &amp; Milestones</u>	<u>Monitoring/Assessment</u> When? Who? How? (Schedule elements cited)	<u>Evaluation</u> When? Who? (Schedule elements cited)	<u>Costing &amp; Budget</u> <u>Headings</u>
<b>Develop and reinforce consistency of behaviour systems and routines</b>	<ol style="list-style-type: none"> <li>1. Visual behaviour systems reinforced for all staff, children &amp; parents. Newsletter T1. INSET and staff meetings.</li> <li>2. New Behaviour Policy with agreed changes in place</li> <li>3. Respect Charter (from T6) to be reinforced</li> <li>4. Playtime &amp; Lunchtime Behaviour expectation training (Claire Day, Chartwell &amp; JP)</li> <li>5. Restaurant style (Paul Aagaard) lunchtime system utilised</li> </ol>		<ol style="list-style-type: none"> <li>1. <b>Sept onwards-</b> Behaviour chart up and running in all classes with boxes used for weekly celebration and collection.</li> <li>2. <b>Sept onwards-</b> Staff aware of and following behaviour policy</li> <li>3. <b>Nov onwards-</b> respect charter displayed in classrooms &amp; understood by all</li> <li>4. <b>Oct onwards-</b> MDSA understanding restorative justice and following policies</li> <li>5. <b>Jan 2015-</b> staff and children have clarity of purpose at lunchtime. Calm and organised systematic approach in place.</li> </ol>	<p>Behaviour Log weekly</p> <p>SLT drop ins weekly</p>	<p>Govs – 27.11.14- Suzanne</p> <p>SIP- T2, 4, 6</p>	

<p><b>Learn to Learn Skills-</b> By Feb 2015 all pupils will concentrate well &amp; carry on working independently- showing strong resilience &amp; determination with high standards/ expectations.</p>	<p>1.To carry out PSHE self-assessment</p> <p>2.To develop a PSHE programme to include life skills independence, perseverance, determination across all ages.</p> <p>3.To develop whole school strategies to develop independence and resilience. To develop 'Learning to Learn' initiative across school community.</p>	<p>IM</p> <p>IM</p> <p>IM</p>	<p>1.Nov 2014- DH to be clear about the key priorities need for PSHE school improvement.</p> <p>2.Dec 2014- Teachers will be confident about delivering the PSHE schemes and children will show further resilience, determination and perseverance.</p> <p>3.Oct/Nov 2014- Children will understand the learning traits and teachers will use them to direct focus learning. Learn to learn traits will be celebrated weekly in Assembly &amp; certificates will be shown on a central school display.</p>	<p>SLT- subject leadership scrutiny Nov 2014</p> <p>IM-Termly monitoring will assess resilience, determination and perseverance.</p> <p>SLT- Weekly planning scrutiny- tracking of learning traits, classroom display, termly lesson observations.</p>	<p>Govs – 27.11.14- Suzanne</p> <p>SIP- T2</p>	
<p><b>Anti-Bullying &amp; Respect Charter-child friendly policy</b></p>	<p>School Council to launch anti-bullying initiative across school-linking with EH.</p> <p>To introduce activities to tackle bullying.</p> <p>School council- learning charter.- T3</p>	<p>CW</p> <p>CW</p> <p>CW</p>	<p>Nov 2014- School council will develop leaflets and posters to be distributed to all stakeholders explaining the schools strategies in regard to anti-bullying.</p> <p>Dec 2014-Pupils will understand different types of bullying, potential dangers including safety. All stakeholders will be aware of the school anti-bullying initiative. All milestones will be reached. Pupils able to explain anti-bullying strategies at EH.</p>	<p>CW/ School Council- questionnaires assessing impact</p>	<p>Govs 27.11.14- Suzanne</p> <p>SIP- T2</p>	



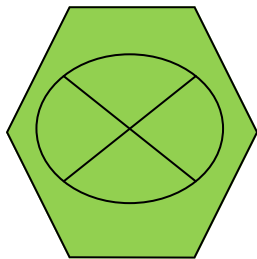
## Key Priority 3- Outcomes in Maths

- TARGETS**
1. For end of KS1 children to attain 2b+ above 2014 National Average by July 2015.
  2. For end of KS2 children to at least meet 2014 National Averages in both attainment and progress by July 2015. (apart from L5 Maths)
  3. For 'on-track/ARE' data across KS1 & 2 to at least meet 2014 National Averages in both attainment and progress by July 2015.

<u>Key Area</u>	<u>Action</u>	<u>Lead People</u>	<u>Success Criteria &amp; Milestones</u>	<u>Monitoring/Assessment</u> When? Who? How? (Schedule elements cited)	<u>Evaluation</u> When? Who? (Schedule elements cited)	<u>Costing &amp; Budget Headings</u>
<b>Put in place a systematic and consistent approach of mental maths</b>	1. Timetable 10 min daily slots for all year groups for mental Maths 2. Ongoing mental maths skills across school through maths passport initiatives (LP for EH training- staff meeting & Katerina- intro 'Mathletics/My Maths/ Maths booklet).	JP LP K CW	1. <b>Sept and ongoing</b> - Children receive 10 min maths everyday – see class timetables 2. <b>Oct/Nov</b> -Mental maths assessment tool and tracking in place (LP- EH)	SLT, K & CW- termly	Govs- T2- 20.11.14- Alan SIP – T3	Maths budget & LLE funding
<b>Establish maths curriculum is consistent and well matched to the needs of the children and expectations of the school</b>	1. Develop a curriculum vision for maths across the school & develop agreed calculation policy (Katerina to lead & Ruth Numicon approach) 2. APP skills tracker focussing on clear progress of number and calculation skills in place across KS2 3. APP Skills tracker for KS1 developed (Place Value, number and calculation) 4. Medium term planning developed, derived from 2014 maths curriculum	CW JP/ AF LP K	1. <b>Sept-Nov</b> -All staff understand vision & calculation policy. Numicon training for all staff. Policy in place and followed by all. Policy on website for all stakeholders to view (with explanatory info) 2. <b>Oct</b> - APP skills tracker in place 3. <b>Oct</b> - APP skills tracker in place by Oct half term 2014 4. <b>Oct</b> -Medium plan in place with Autumn term focus on PV, calculations and	SLT, K & CW- termly	Govs- T2 T2- 20.11.14- Alan SIP – T3	Ruth - Maths budget & LLE funding

	<p>with a key focus on basic skills and contextual learning (K- St Marks Schemes)</p> <p>5. Whole school approach to learning times tables (K &amp; LP)</p> <p>6. Purchase Mathletics/My Maths for every child to complete as homework and in school club</p>		<p>contextual questions (New coverage system established- 3 x number, 1 x calculation , 1 x shape/ space)</p> <p>5. <b>April</b>-80% of children know to 10x10 by the end of Y5 (assess in T5 &amp; 6)- CW</p> <p>6. <b>Feb</b> -Mathletics/My Maths in place for all children plus lunchtime PP focussed Mathletics club run weekly (GS-Jan).</p>			
<b>Raise the quality of T &amp; L in maths</b>	<p>1. 1:1 coaching and monitoring- SLT, K &amp; Liz</p> <p>2. Staff meeting on using place value to teach all operations- Calculation Policy (numicon- Ruth- Seaford). LSS TA training- T1 &amp; T2.</p>	SLT	<p>1. 100% of all observed maths lessons in the final term to be good or better</p> <p>2. All staff trained and understand policy</p> <p>3. Maths Focus Day <b>Jan 2015</b> &amp; parents evening to explain calculation policy (Parent Forum- Nov T2)</p>	SLT, K & CW- termly	Govs- <b>T2- 20.11.14- Alan</b> SIP – T2 & 4	
<b>Ensure resources are in place to support maths provision</b>	<p>1. Carry out full audit of maths resources- SM</p> <p>2. Purchase Numicon for every class</p> <p>3. Develop purchase plan</p> <p>4. Evaluate effective use of resources for future purchase plans (assess in T4 &amp; 6)</p>	JP LP K CW	<p>1. Audit carried out</p> <p>2. Numicon used for teaching number and calculation</p> <p>4. Resources ordered - Purchase all necessary resources- numicon for interactive boards, counting sticks, dienes &amp; dice</p> <p>4. Class sets of basic skills resources in place</p>	SLT, K & CW- termly	Govs- T2 <b>T2- 20.11.14- Alan</b> SIP – T4	Numicon purchase for each class - Maths budget & LLE funding





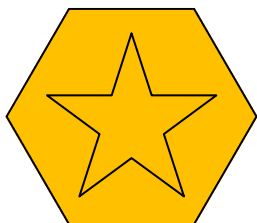
## Key Priority 4- Outcomes in Literacy (Re, Wr & Phonics)

- Targets**
- 93% of Year 1 & 100% Year 2 children to pass phonics screening.
  - For end of KS1 children to be above 2014 National Averages in progress & attainment by July 2015.
  - For end of KS2 children to at least meet 2014 National Averages in both attainment and progress by July 2015.
  - For 'on track' data across KS1 & 2 to at least meet 2014 National Averages in both attainment and progress by July 2015.

<u>Key Area</u>	<u>Action</u>	<u>Lead People</u>	<u>Success Criteria &amp; Milestones</u>	<u>Monitoring/Assessment</u> When? Who? How? (Schedule elements cited)	<u>Evaluation</u> When? Who? (Schedule elements cited)	<u>Costing &amp; Budget Headings</u>
Put in place a systematic and consistent approach to teaching phonics & SPAG	<ol style="list-style-type: none"> <li>Phase planning and SB folders developed</li> <li>Purchase resources – audit classrooms</li> <li>Staff training on effective SPAG &amp; L/S delivery</li> <li>Morning SPAG &amp; L/S in place across the school</li> <li>Monitor and evaluate quality of phonics teaching from end of Nov 2014 (drop-ins)</li> <li>All children assessed half termly and re-grouped as necessary</li> <li>Parent phonics workshop – reception &amp; Year 1 (T4)</li> <li>KS2 Phonic assessment and intervention</li> </ol>	<p>JP</p> <p>CW- Sept IM&amp; AL</p>	<ol style="list-style-type: none"> <li><b>Oct-</b> Teachers using planning and SB to deliver L/S &amp; SPAG.</li> <li><b>Oct-</b> Resources in school</li> <li><b>Oct-</b> Staff aware of effective delivery strategies. All staff trained and able to deliver</li> <li><b>Sept-</b> Daily SPAG (KS2) &amp;/or L/S EYFS- Y4</li> <li><b>Ongoing-</b> SLT have clear understanding of quality of teaching of phonics across school. Ind coaching taking place where necessary.</li> <li>All children assessed and re-grouped</li> <li>Parents are to support phonics at home- termly focus sheets sent out</li> </ol>	<p>Sept and ongoing termly- JP</p> <p>See T2 Matrix – monitoring of letters and Sounds</p>	<p>SIP – T2</p> <p>Govs – T2- 3.12.14- Peter</p>	Literacy budget & LLE funding

<p><b>Develop the provision for reading &amp; writing opportunities across the school</b></p>	<p>1. Development of classroom library  2. Set expectation for 1:1 reading weekly &amp; timetable guided reading 2 x per week for all children.  3. Timetable 3 x week home-school book changing monitoring expectation  4. Raise quality of T&amp;L in guided reading – staff meeting- &amp; establish consistent reading &amp; writing strategies across the school (LSS TA training- T1 &amp; T2)</p> <p>4. Develop class book corners- link to Greenwich INSET</p>	<p>JP  IM</p>	<p>1. <b>August</b>-Ground force event- Library shelves moved into classrooms – creating reading corners  2. <b>Sept &amp; ongoing</b>- All children reading at least 1x 1:1 and 1x guided reading weekly.  3. <b>Sept &amp; ongoing</b>- All children have home-school books changed/ checked 3 x weekly.</p> <p>4. <b>Feb</b>- 100% of guided reading session graded as 'good' by July 2014. Consistent Writing (champion sentences, VCOP etc) and reading strategies displayed in each class and understood by pupils.</p> <p>5. <b>Oct &amp; ongoing</b> - Book corners in classrooms well stocked, look inviting and used regularly</p> <p>Parent workshop and Book day Dec T2 (Parent Forum- Nov T2)</p>	<p>(IM weekly monitoring)  (IM weekly monitoring)  SLT drop ins termly  SLT termly Learning environment</p>	<p>GOVS 3.12.14- Peter  JP/AF  JP/AF  JP</p>	
<p><b>Develop the accuracy and use of assessment of reading and writing</b>  (See also T&amp;L section)</p>	<p>1. NC tests put in place to ensure teacher assessments are consistent.  2. Training for KS1/2 reading &amp; writing tasks where necessary  3. APP introduced as ongoing assessment for guided reading &amp; writing  4. APP outcomes moderated against NC tests- of writing and reading with training implemented where necessary to match up judgements  5. Pupil tracking to highlight attainment and progress of key groups (SEN, PP, HAPs, underattainers)   6. G&amp; T Partnership Scheme to provide further opportunities for G&amp;T pupils (see G&amp;T plan)  7. Consistent approach to reading/ writing intervention for SEN children</p>	<p>IM</p>	<p>1. <b>Oct</b>- Accurate assessment data inputted into pupil tracking  2. <b>Oct/Nov</b>-All staff using reading tasks make accurate judgements  3. <b>Oct and ongoing</b>- APP used daily in guided reading sessions to monitor progress &amp; Child friendly writing APP in place   4. <b>Dec</b>-APP judgements consistent with NC test outcomes   5. <b>Oct &amp; ongoing</b>-Teachers have clear understanding of where pupils are. Interventions in place to raise attainment and progress levels  6. G&amp;T children make accelerated progress – <b>IEPs developed T3</b>   7. Identified SEN children make accelerated progress – <b>see specific tracker</b></p>	<p>Weekly reading provision scrutiny    Termly pupil progress meetings</p>	<p>GOVS 3.12.14- Peter  JP/AF  JP/AF  JP</p>	

	(see SEN plan) 8. Staff meeting – how to include reading in Foundation Subject lessons		8. At least 50% of Foundation Subject lessons to have an element of reading			
<b>Ensure resources are in place to support reading and writing provision</b>	1. Centralise all reading books across school in main corridor 2. Audit reading books & writing resources and identify gaps (including G&T level 5 & 6) 3. Band all existing books (scheme books) & staff training. 4. Purchase plan for guided reading sets and home readers & writing resources 5. Audit genre provision and identify gaps 6. Purchase plan for widening access to different genre	IM-Sept & ongoing  IM-Sept & ongoing  IM-Sept & ongoing	<b>By Oct</b> -1,2 & 3- books audited and banded. Staff/ children aware of how to change books and colour level grading.  <b>4. Oct</b> -Clear purchase plan in place  <b>5. Oct</b> - All gaps filled. Wide range of guided reading and home readers in place across the school  <b>6. Nov</b> - Clear purchase plan in place- Range of genres in place & writing resources (child friendly APP, VCOP pyramids etc) across the school	JP/IM  JP/IM  JP/IM  JP/IM	Govs 3.12.14- Peter  JP/AF  JP/AF  JP	Literacy budget & LLE funding
<b>Raise the profile of reading &amp; writing in the school</b>	1. Development of reading corners in each class & Liz R training on aesthetics and use – FEB INSET 2. Library loan service- topic books termly  3. Yearly author visit – book day- Nov  4. Timetable story time for every class every day  5. Outstanding writing board in each classroom  6. Parent workshops for reading	JP/LR  IM  IM/JP JP/IM  JP  IM/CW	<b>1. Sept</b> - See learning environment agreement doc  <b>2. Sept and ongoing</b> - Library visits arranged and have taken place <b>3. Feb</b> -Author visits have taken place and related learning evident Parent workshop and Book day Dec/Nov T2  <b>4. Oct and ongoing</b> - Story telling is taking place in each class daily  <b>5. Sept &amp; ongoing</b> -Outstanding boards display writing that demonstrated the standards expected with clear annotations (LO/SC)  <b>6. Sept- EYFS &amp; Oct/Nov</b> - Increased parental involvement in reading – workshops well attended	Sept/Oct & ongoing- SLT learning environment monitoring  JP- Book week evaluations   Sept/Oct & ongoing- SLT learning environment monitoring	Govs 3.12.14- Peter    Govs/SIP  Govs/SIP	Literacy Budget for author visit and parent contributions



## Key Priority 5- Vulnerable Pupils

**Target** 1. For SEN pupils to make at least expected progress across KS1 and accelerated progress across KS2 by July 2015.

<u>Key Area</u>	<u>Action</u>	<u>Lead People</u>	<u>Success Criteria &amp; Milestones</u>	<u>Monitoring/Assessment</u> When? Who? How? (Schedule elements cited)	<u>Evaluation</u> When? Who? (Schedule elements cited)	<u>Costing &amp; Budget Headings</u>
<b>Improve provision mapping and tracking for SEN pupils</b>  (datawall, tracking & provision maps)	1. Training for SENCO – effective provision mapping and milestone progress 2. Separate vulnerable pupils tracking system with specific milestones established	SL/JP/ JW  JP	1. <b>Sept-</b> Provision map will provide overview of SEN provision and expected progress for the year. Allowing clarity of purpose for all stakeholders- linking to IEPs 2. <b>Nov-</b> clarity for all stakeholders for the accelerated progress expected and interventions to ensure	JP/AF – termly  JP/AF – termly	Govs- T2- 25.11.14- Suki  SIP visits	
<b>Increase the impact of IEP targets for all SEN children</b>	1. Training on SMART targets for SENCO (& all staff) 2. IEP targets for all SEN children reviewed every half term  3. IEPs to be out on tables during guided session with an adult. Adults noting key evidence to achieving target 4. IEPs to have current attainment and target attainment by NC level 5. Outside agency work to be detailed on SA+ IEPs 6. Early SEN parents evening for all	SL  JW JW  JW  JW	1. IEP targets are SMART and small steps in learning 2. Termly meeting set aside for IEPs every half term. IEP reviewed and shared with parents & children. Majority of target need to be achieved – if not go back to smallest step. 3. All staff working with IEP children know targets, contribute to achieving them and recording evidence 4. Staff have greater understanding of where children need to be and monitor progress to targets more closely. Attainment targets achieved 5. Staff know and act upon outside agency	JP/AF – termly	Govs- T2, T2- 25.11.14- Suki  SIP visits	

	<p>children with IEPs</p> <p>7. IEPs used to plan provision and support in afternoons through provision mapping – see section above</p>		<p>advice</p> <p>6. Parents have good understanding of IEP and how to support at home</p> <p>7. SEN children have correct provision linked with IEP. Achieve IEP target</p>			
<p><b>Raise accountability of SENCO &amp; class teachers for progress of SEN pupils</b></p>	<p>1. Greater equity of SENCO, TA and teacher support for SEN and other groups across the class</p> <p>2. SEN children to appear as specific section on planning with further differentiation for these children evident (see planning scrutiny format)</p> <p>3. SEN children marked clearly on work books for easy identification by all staff (green sticker)</p>		<p>1. Teachers accountable for planning, teaching and progress of SEN children within class setting. Progress of SEN children increases. TAs work with SEN children no more than 2 sessions per week.</p> <p>2. SEN children have personalised work where necessary</p> <p>3. SEN books marked with green sticker. Greater profile for staff.</p>	<p>Planning security weekly- IM/JP</p> <p>Book scrutiny – termly- SLT</p>	<p>Govs T2- 25.11.14- Suki</p> <p>SIP</p>	
<p><b>Improve SEN provision in Literacy</b></p>	<p>1. Introduce whole school phonics/SPAG in small differentiated groups. Timetabled reading experiences weekly. (see reading section above)</p> <p>2. Purchase new structured schemes for all children plus 'easy reads' for older SEN – Rigby cross banding colours</p> <p><b>KS2 SEN Reading skills club – IM ams</b></p> <p>3. Consistently of approach to reading strategies, guided reading and writing strategies. (see Literacy section above)</p>	<p>JP/IM</p> <p>IM</p> <p>JP/IM</p>	<p>1. Daily phonics/SPAG in place and working. Impact on phonics and reading progress</p> <p>2. All 'gaps' filled in reading provision. Impact on progress in reading</p> <p>3. Reading and writing progress for targeted children increase</p>	<p>SLT- drop ins termly</p> <p>JW- pupil progress evaluations</p>	<p>Govs T2- 25.11.14- Suki</p> <p>SIP</p>	
<p><b>Improve SEN provision in Maths</b></p>	<p>1. New calculation policy across school – clarity of approach (K- to lead)</p> <p>2. APP Maths skills tracker in place for all children.</p> <p>3. Purchase Mathletics/My Maths' for all. Mathletics SEN/PP lunch club –laptops &amp; ipads</p>	<p>K/CW</p> <p>CW /JW</p> <p>CW</p>	<p>1. New Maths Calculation Policy in place. Maths progress increases.</p> <p>2. Maths skills tracker identifies gaps for SEN children. Gaps filled thorough pm intervention – JW- to oversee</p> <p>3. Targeted 10 children from SEN/PP group take part in Mathletics lunch club. Maths confidence and progress increases</p>	<p>SLT- drop ins termly</p> <p>JW- pupil progress evaluations</p>	<p>Govs T2- 25.11.14- Suki</p> <p>SIP</p>	

**TARGET** 2. To close the attainment gap between PP and non-PP children by July 2015

<u>Key Area</u>	<u>Action</u>	<u>Lead People</u>	<u>Success Criteria &amp; Milestones</u>	<u>Monitoring/Assessment</u> <i>When? Who? How?</i> (Schedule elements cited)	<u>Evaluation</u> <i>When? Who?</i> (Schedule elements cited)	<u>Costing &amp; Budget Headings</u>
<p><b>Improve provision mapping and tracking for PP pupils</b></p> <p>(datawall, tracking &amp; provision maps)</p>	<p>1. Training for SENCO – effective provision mapping and milestone progress</p> <p>2. Separate vulnerable pupils tracking system with specific milestones established – PP and non-PP children have progress and attainment clearly tracked in datawall, trackers and provision mapping.</p> <p>3. Teachers and SENCO to have clarity over the progress &amp; attainment of PP compared with non-PP children through data meetings/ data wall and plan interventions to close gaps. (see provision plan)</p>	<p>SL/JP/ JW</p> <p>JP</p>	<p><b>1. Sept and termly-</b> Provision map will provide overview of PP provision and expected progress for the year. Allowing clarity of purpose for all stakeholders.</p> <p><b>2 &amp; 3 Nov and termly-</b> clarity for all stakeholders for the accelerated progress expected and interventions</p>	<p>JP/AF – termly</p> <p>JP/AF – termly</p>	<p>Govs- T1- Suki- 14.10.14</p> <p>SIP visits</p>	
<p><b>Raise accountability of SENCO &amp; class teachers for progress of PP pupils</b></p>	<p>1. PP pupils marked clearly on work books for easy identification by all staff (yellow sticker)</p> <p>2. Data used by teachers to create provision map for all PP children in class, taking into SEN, under-attainer or G&amp;T provision in school plus any additional support available</p>	<p>CT &amp; SENCO</p> <p>CT &amp; SENCO</p>	<p><b>1. Oct-PP</b> books marked with yellow sticker. Greater profile for staff.</p> <p><b>2. Sept/Oct-</b>Additional support in place for PP pupils where necessary in order to close the gap with non-PP pupils</p>	<p>SLT- termly</p> <p>SLT- termly</p>	<p>Govs- T1- Suki- 14.10.14</p> <p>SIP visits</p>	
<p><b>Develop specific targeted programmes for PP pupils</b></p>	<p>1. Provision mapping and timetable develop to structure PP provision across the school.</p> <p>2. PP teachers in place with appropriate training. (EW- EH)</p> <p>3. Provision plan &amp; PP meetings enables appropriate support</p>	<p>JW/CT</p> <p>JW/CT</p> <p>JW/CT</p>	<p><b>1. Sept &amp; ongoing-</b>Inclusion manager ensures that provision mapping and milestones provide clarity of purpose for all.</p> <p><b>2. Sept &amp; ongoing-</b>PP Teachers accountability within programmes clear. 2 x weekly &amp; 3 x PM weekly (see provision mapping and timetable). PP assessments and evaluations weekly against targets.</p> <p><b>3. Achieve PP targets.</b></p>	<p>SLT- termly</p> <p>SLT- termly</p>	<p>Govs- T1- Suki- 14.10.14</p> <p>SIP visits</p>	



# Additional Areas for Development 2014-2015

## 1) Achievement of Pupils

By July 2015 we aim fulfil all criteria for 'good' achievement grade-specifically that there will be good progress for all groups in all year groups and that the standards of attainment matched national for all pupils and is above for some.

### Data Milestones for Achievement Highlights (refer to data wall & class tracking for specific year group & individual milestones)

<u>Data Milestones for Achievement Highlights (refer to data wall &amp; class tracking for specific year group &amp; individual milestones)</u>																
<u>Writing</u>			<u>Reading</u>			<u>Maths</u>			<u>SPAG</u>		<u>Letters &amp; Sounds (% operating at Phase 5- passing phonic screening)</u>					
<u>EYFS (ELG)</u>	<u>Year 2 (2b+)</u>	<u>Year 6 (4b+)</u>	<u>EYFS (ELG)</u>	<u>Year 2 (2b+)</u>	<u>Year 6 (4b+)</u>	<u>EYFS (ELG)</u>	<u>Year 2 (2b+)</u>	<u>Year 6 (4b+)</u>	<u>Year 6 (4+) (L5)</u>	<u>Year 6 (L5)</u>	<u>Year 1</u>	<u>Year 2 (6 retaking)</u>				
July 2014	0	9%	28%	July 2014	0	9%	42%	July 2014	0	9%	14%	0	July 2014	0	0	
Oct 2014	0	9%	42%	Oct 2014	0	18%	56%	Oct 2014	0	18%	21%	(42)	Oct 2014	14%	(44%) 17% (67%)	
Dec 2014	7%	27%	56%(68)	Dec 2014	7%	27% (60)	70% (85)	Dec 2014	7%	27% (70)	42%(68)	28%	Dec 2014	28%	34%	
Feb 2015	20% (35%)	45%	68%	Feb 2015	20% (35%)	45%(72%)	70% (85%)	Feb 2015	20% (28%)	45% (91%)	56% (68%)	42%(68)	14%(34)	Feb 2015	49%(56%)	51% (68%)
March 2015	42%	81%	85%	March 2015	42%	81%	85%	March 2015	42%	81% (91)	85%	70% (85%)	28%(35%)	March 2015	77%	85%
June 2015	85%	91%	85%	June 2015	85%	91%	85%	June 2015	85%	91%	85%	86%	42%	June 2015	93%	100%

<u>Objective</u>	<u>Action</u>	<u>Led by</u>	<u>Outcome &amp; Milestones</u>	<u>Monitoring/Assessment</u> <u>When? Who? How?</u> (Schedule elements cited)	<u>Evaluation</u> <u>When? Who?</u> (Schedule elements cited)	<u>Costing &amp; Budget</u> <u>Headings</u>
<u>1.1 Literacy &amp; Maths</u> See Key Priorities 3 & 4	See Key Priorities 3 & 4		See Key Priorities 3 & 4	See Key Priorities 3 & 4	See Key Priorities 3 & 4	
<u>1.2 Writing</u>  July 2014 all pupils will be challenged and	To develop consistent handwriting practise across school.	IM	Sept- 2014- IM whole school training and policy development Oct 2014-Feb 2015 Teachers model and children use agreed consistent handwriting style. Nov- handwriting practice developing	IM & SLT- work scrutiny - Oct	SIP- Sept  SLT- T1-14	

excited by their writing and making good progress.			across school.			
(Attainment to at least match National averages at all levels)	To extend writing expectations for all children with a focus on higher ability differentiation.  Separate assessment tracking developed- Dec 2014	JP	Nov 2014- Planning will show clear opportunities of higher ability to be extended. Tracking will show higher ability children making very good progress. (L3 KS1 & KS2 4B+ writing- will match national and county averages)	SLT-Termly Triangulation of evidence – marking/work scrutiny, lesson observations, data tracking.	SLT- T2-13  Govs-Dec	

## 2) The Quality of Teaching

By **July 2015**, we aim to raise the quality of teaching to consistently good and some outstanding and fulfil all criteria for 'good' teaching grade; enabling pupils to make rapid and sustained progress and learn exceptionally well across the curriculum.

<b>% of Good &amp; Outstanding Teaching ( observations actually seen)</b>						
Oct 2014- 50% Good or better Dec 2014- 75% Good 25% outstanding Feb/March 2015- 100% Good & 25 outstanding May 2015- 100% Good & 50% outstanding June 2015- 100% & 50 outstanding						
<b>Objective</b>	<b>Action</b>	<b>Led by</b>	<b>Outcome &amp; Milestones</b>	<b>Monitoring/Assessment</b> When? Who? How? (Schedule elements cited)	<b>Evaluation</b> When? Who? (Schedule elements cited)	<b>Costing &amp; Budget Headings</b>
<b><u>2.1 T &amp; L</u></b>	See <u>key priority 1</u> action plan	JP/AF	See <u>key priority 1</u> action plan	See <u>key priority 1</u> action plan	See <u>key priority 1</u> action plan	
<b><u>2.2 High quality planning</u></b>  By <b>Feb 2015</b> all teachers will have high expectations of what children can accomplish in each lesson. All	1. Continue to develop the cycle of planning assessment, evaluation, and review. To define expectations for planning with new team. To develop a weekly checking device with staff.  2. To refresh all AfL training for new staff team & embed practice- monitoring & feedback. Partnership planning links	JP  JP	1. <b>Weekly</b> planning scrutiny will show that teachers systematically adjust planning from assessments to ensure children are challenged and make rapid progress. <b>Oct 2014-</b> Teachers will produce weekly planning which fulfils all agreed criteria.  2. <b>Nov- May 2015-</b> All staff will report that they fully understand the AfL systems at EH and monitoring reveals that the processes are being used effectively.	IM/JP- weekly-see planning scrutiny  SLT-Termly monitoring will show that policy is in place across the school.	Govs- Dec 2014 & May 2015  10.12.14- Debbie	IM- SLT time out of class: £60 weekly  Budget code: 10060



<p>planning will be age appropriate and clearly differentiated. This enable pupils to learn exceptionally well across the curriculum.</p>	<p>explored for each CT.</p> <p>3. To carry out specific targeted monitoring to assess the impact and embedding of the planning &amp; lesson structure across the school.</p>	<p>JP</p>	<p>3. Feb 2015- Teaching quality will have reached the milestones set will impact on pupil learning and ultimately pupil achievement &amp; attainment. (see milestones of progress/achievement)</p>	<p>SLT-Termly monitoring will show that policy is in place across the school.</p>		
<p><b>2.3 Creative Curriculum</b></p> <p>By Feb 2015 all stakeholders will be fully aware of and excited about the child initiated curriculum will develop which ensures coverage but fundamentally is inspirational for pupil learning.</p>	<p>To develop topic skills curriculum with linking units of work over 2 year rolling programme for all subject areas.</p> <p>To initiate aspects of pupil learning by developing links between pupil views/ needs and staff views, as to how the curriculum topics are developed/ delivered.</p> <p>To develop curriculum focus weeks/ days lead by subject leaders.</p>	<p>SLT</p> <p>SLT</p> <p>SL</p>	<p>Oct/Nov 2014- To have a rolling programme of the creative curriculum which ensures coverage but fundamentally is inspirational for pupil learning. Each topic with stunning start and fantastic finish.</p> <p>Feb 2015- A child initiated curriculum will develop- where pupils will have been given more opportunities to initiate aspects of their learning. All staff will have been given opportunities to input on curriculum delivery. Home learning projects will also include parents in the curriculum developments.</p> <p>Maths Day- -----; Science Day -----; Literacy/ Book Day Awe &amp; Wonder Day- July</p>	<p>SLT Termly monitoring of coverage and weekly planning scrutiny</p>	<p>Govs - 10.12.14- Debbie</p> <p>SIP – T &amp; L –T2</p>	
<p><b>2.4 AfL, Pace &amp; Progress</b></p> <p>By Jan 2015 all lessons will have a good pace and all children will be fully engaged. All pupils will made good progress in all lessons. Within</p>	<p>To refresh all AfL training for new staff team &amp; embed practice- monitoring &amp; feedback.</p> <p>To develop teachers understanding and ability to use strategies to assess progress within lesson (learning reviews) and adjust learning accordingly. (INSET-Sept &amp; Fiona Large - Dec)</p>	<p>SLT</p> <p>SLT</p>	<p>Sept/Oct 2014- All staff will report that they fully understand the AfL systems at EH and monitoring reveals that the processes are being used effectively. (Fiona Large – Dec)</p> <p>Nov 2014- Teachers will utilise mini-plenaries effectively to assess progress in lessons and move learning on appropriately. Planning annotations/ formative assessments will show how teachers have adjusted planning according</p>	<p>SLT-Formal observations written at the end of each half term with clear feedback to improvements.</p> <p>SLT-Formal observations written at the end of each half term with clear feedback to improvements.</p>	<p>Govs</p> <p>SIP – T &amp; L –T2</p>	

<p>lessons, learning will be adjusted after regular learning reviews.</p>	<p>To develop a T/L policy and communicate this to all stakeholders- specific reference to pace, progress &amp; expectations.</p>	<p>SLT</p>	<p>to accurate assessments about progress. <b>March 2015-</b> All stakeholders understand and agree with the T/L Policy and statement- specific reference to pace and progress expectations.</p>	<p>SLT-Termly monitoring will show that policy is in place across the school.</p>		
<p><b>2.5 Presentation &amp; Handwriting</b>  By <b>July 2015</b> all books will consistently showcase the high aspirations, standards and pride which all pupils have in their work.</p>	<p>1. Staff meetings to redefine presentation standards and clarify all expected practice and policy statements. 2. Training on teaching outstanding handwriting. 3. Whole school and class reward systems set up to celebration outstanding presentation in books- Weekly presentation in assembly for well-presented work. 4. Learning environments and displays to set high expectations in terms of presentation. 5. Monitoring, evaluation and review process.</p>	<p>JP/I M</p>	<p>1. <b>Sept 2014-</b> Staff clear about expectations- presentation expectations at the front of each book.  2. <b>Oct 2014-</b> Literacy leader to monitor handwriting delivery across the school. 3. <b>Nov 2014-</b> Pupil voice will show that children are motivated by the reward system and want to produce their best work.  4. <b>Nov 2014-</b> Learning environment monitoring shows that all classes have approach good presentation displays. 5. <b>Termly-</b> triangulation monitoring shows that pride and presentation in books is consistently good across the school.</p>	<p>JP/AF- Sept 2014- staff meeting mins  IM- Oct &amp; Nov 2014  JP/AF- Nov 2014  JP/AF- Termly</p>	<p>Govs- <b>Dec 2014</b> &amp; March 2015  <b>10.12.14-</b> Debbie  <b>Peter – Oct 2014</b>  <b>SIP – T &amp; L –T2</b></p>	<p>£50 presentation certificates  Budget code: 30010</p>
<p><b>2.6 Foundation Stage Provision</b>  By <b>Jan 2015</b> Chiddingly Foundation Stage provision overall will be <b>outstanding</b>.</p>	<p>1.To develop strategies/ resources to facilitate further child initiated play and application of skills across 7 areas of learning. 2.CW to visit other outstanding EYFS classrooms/ schools (Feb 2015- Greenwich Schools) 3.Planning to highlight HAP – potential Exc and listed in SC/LO 4.Interventions to indicate how programmes are directed toward pupils achieving ELG. 5.To develop rigorous tracking for all 7 areas overseen by SLT with clear specific milestones. 6. All EYFS 7 areas catered for fully and good body of evidence developing – evidence</p>	<p>CW CW CW/ JP CW CW</p>	<p>1.<b>Sept-</b> Resources are in place to facilitate further cross subject learning- brain belt, talking tins etc. 2.<b>Oct-</b>Gaps in outstanding practice noted and developed. 3.<b>Oct-</b>Planning scrutiny to show. 4.<b>Feb 2015-</b> termly tracking and pupil progress meetings with assess progress against specified milestones for all 7 areas. 5.<b>March 2015-</b> FS profiles will show a good body of evidence for all 7 areas and systems will be in place to develop gaps in learning. 6.<b>By July 2015</b> there will be an increase expected/ exceeded in all 17 areas 86% expected for ELG (2) and around 40% for exceeding (3) in 2014. (see milestones for all EYFS tracking sheets)</p>	<p>JP/AF- Termly  <b>IM- planning scrutiny</b>  JP/AF- Termly JP/AF- Termly  JP/AF- Termly</p>	<p>Govs- Nov 2014 &amp; April 2015  <b>Shirley- T1</b>  <b>SIP – T &amp; L –T2</b></p>	

	development systems in place. 6.To develop systems of rigorous pupil progress to ensure expected progress is tracked.	JP				
<b>2.7 Role of TA</b>  By <b>Jan 2015</b> all TAs will have high expectations of what pupil, can achieve and check carefully how well they are learning in lessons-making appropriate adjustments where necessary.  Teaching assistants will check carefully how well all pupils are learning during lessons to move them on or to give them extra help quickly.	To redeploy of TA Across 4 classes. - capitalising on strengths	SLT	<b>Sept-</b> baseline lesson observations	SLT- lesson obs to reveal impact of the redeployment	Govs	SIP – T & L –T2
	Clarity of expectation reinforced through TA Partnership standards.	SLT	<b>Oct 2014-</b> TAs will be utilise their individual strengths in the new classrooms & this will impact on pupil progress.	Key Questions: Are TA actively involved in....checking carefully how children are progressing in lessons. Do they make necessary adjustments?		
	Develop TA competence for use of effective questioning for supporting reading & assessment of learning per se.	SLT	<b>Nov 2014-</b> TAs will use effective questioning to support and extend learning for 1:1 and guided reading and to assess and adjust learning in lessons.	SLT-Formal observations written at the end of each term with clear feedback to improvements. (AF 1-8).		
	To develop partnership between Chidd and EH TA staff.	SLT	<b>Feb 2015- July 2015-</b> The partnerships will embed good practice- running alongside in house monitoring- see milestones. TA partnerships developed to impact on an individual's quality of support, by highlighting areas of need essential to good teaching, using excel teaching profile graphs.	Milestones of development- % good TA support: > Oct 2014- 50% > Feb 2015 -75% > June 2015- 100%		

### 3)The Behaviour & Safety of Pupils

By **July 2015** all criteria for 'Good' B&S grade will be fulfilled. (See also Key priority 2)

<u>Objective</u>	<u>Action</u>	<u>Led by</u>	<u>Outcome &amp; Milestones</u>	<u>Monitoring/Assessment</u> When? Who? How? (Schedule elements cited)	<u>Evaluation</u> When? Who? (Schedule elements cited)	<u>Costing &amp; Budget Headings</u>
<b>3.1 Behaviour tracking &amp; update systems</b>  By <b>Jan 2015</b> , updates to the behaviour systems will	1. Explore ways to enhance the value of sanctions and rewards-linking with school council.	SLT	1. <b>Oct 2014-</b> Resulting in highly consistent behaviour management by all staff and valued by pupils. Rewards will be extended to 'sky' between 'sun' and 'rainbow'. 2x raincloud weekly = Friday break time missed. Folder with sheets focussing on PSHE developments to be used for any recorded sanction. 'Rainbows' to announced in celebration assembly.	JP/AF- Nov 2014- staff meeting mins	Govs- Dec 2014 &	15 tubs for behaviour slips- £10

<p>make a strong contribution to an exceptionally positive climate for learning. There will be excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.</p>	<p>2. Create a behaviour tracking systems enabling analyses over time. (JP to collect a weekly report systems for raincloud, thundercloud &amp; star entries using Excel)</p> <p>3. Evaluate the impact of changes.</p>	<p>JP/IM</p> <p>SLT</p>	<p>2. <b>Nov 2014 &amp; on-going</b>- Effective tracking will be developed and shared weekly, summarised termly.</p> <p>3. <b>Nov 2014 &amp; on-going</b>- The analyses will show an improvement in behaviour over time due to staff and children valuing consistent behaviour systems</p>	<p>JP/AF- Dec 2014 &amp; termly</p> <p>JP/AF- Dec 2014 &amp; termly</p>	<p>March 2015</p> <p>27.11.14- Suzanne</p>	<p>Budget code: 30010</p>
<p><b>3.2 Safeguarding recording systems updated</b></p> <p>Ensuring highly effective, rigorous planning and controls are in place.</p>	<p>1. Training for SLT.</p> <p>2. Safeguarding recording forms updated to comply with latest recommendations.</p> <p>3. Summary systems developed for all class safeguarding records.</p> <p>4. Training of all staff about new systems &amp; staff to sign child protection policy.</p> <p>5. Safeguarding to be item on all staff meetings agendas.</p>	<p>SLT</p> <p>SLT</p> <p>SLT</p> <p>SLT</p> <p>SLT</p>	<p>1.HOS full training <b>April 2014</b>, ExHT top up training <b>June 2014</b>.</p> <p>2. <b>Sept 2014</b>-Yellow and red record keeping folders &amp; purple folders in classrooms as used at Bishop Bell- enabling easy recording of next actions.</p> <p>3. <b>Oct onwards</b>- Weekly checks of recorded evidence to see if warrants causes of concern.</p> <p>4. <b>Oct 2014</b>- staff will understand how safeguarding recording sheets work.</p> <p>5. <b>Oct onwards</b>- All staff will be kept up to date with latest safeguarding information. Staff training 3.11.14</p>	<p>SLT termly</p>	<p>Govs- <b>Oct 2014</b> – Shirley and Suzanne</p>	
<p><b>3.3 Pride in appearance developed</b></p> <p>By <b>Nov 2014</b>, pupils' pride in the school is shown by their excellent appearance and conduct.</p> <p>By <b>Sept 2015</b> new dress policy in place- following partnership code.</p>	<p>1. Staff meetings about present dress code and appearance of pupils.</p> <p>2. New draft dress code written and all stake-holders consolation.</p> <p>3. Transition period for new code to come into place.</p> <p>4. Review, evaluate and act.</p>	<p>SLT</p>	<p>1.<b>Sept 2014</b>-reenforce key dress code areas</p> <p>2. <b>Nov 2014</b>- agreed with all staff with clear rationale for change.</p> <p><b>Nov 2014</b> – parent forum; <b>June 2015</b>- Consolation feedback from parents presented to govts and action plan to implement agreed.</p> <p>3. <b>Sept 2015– July 2016</b>-Time give for parents to implement dress changes for all children.</p> <p>4. <b>Dec 2016</b>-Feedbcak to show that stakeholders feel that pupils appearance has enhanced their pride in their school.</p>	<p>JP/AF- Oct 2014 &amp; Feb 2015</p>	<p>27.11.14- Suzanne</p> <p>Govs- Jan 2015</p>	<p>Ties in stock £78</p> <p>Budget code</p>
<p><b>3.4 Developing MDSA role to impact more on pupil engagement and enjoyment at</b></p>	<p>1. MDSA role defined- with focus on facilitating engagement of pupils.</p> <p>2. Performance management objectives defined.</p> <p>3. MDSA training.</p>	<p>SLT</p>	<p>1. <b>Oct 2014</b>- Job description aspect around pupil engagement and MDSA involvement to be clear.</p> <p>2. <b>Oct 2014</b>- At least one of MDSA performance management objectives to be about facilitating pupil engagement.</p> <p>3. <b>Oct 2014</b>-Claire Day training &amp; MDSAs clear about strategies to involvement and engagement</p>	<p>JP/AF- Oct 2014 &amp; Feb 2015</p>	<p>27.11.14- Suzanne</p> <p>Govs- Nov 2014</p>	

playtime	4. Monitoring MDSAs. 5. Review, evaluation and development.		pupils 4. Nov 2014 & termly - Monitoring to show MDSAs fully involvement in engaging pupils at playtime. 5. Dec 2014- Policy updated.			
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## 4) Leadership & Management

By **July 2015** we aim fulfil all criteria for a 'good' L&M grade.

<u>Objective</u>	<u>Action</u>	<u>Led by</u>	<u>Outcome &amp; Milestones</u>	<u>Monitoring/Assessment</u> When? Who? How? (Schedule elements cited)	<u>Evaluation</u> When? Who? (Schedule elements cited)	<u>Costing &amp; Budget</u> <u>Headings</u>
<b>4.1- School Vision</b>  By <b>Feb 2015</b> there will exist a clear school community vision which is understood by all and is the touchstone for all school development work.	<b>Jan 2014-</b> consultation with whole school community	SMT	<b>Sept-</b> staff INSET  <b>Jan-</b> Governor & parent consultation  <b>Jan 2015-</b> A new school community vision will be launched- explaining clear what we all believe in and the aims for this year. The vision will be a living breathing entity and the touchstone in all school development work.	<b>Key Questions:</b> Does the vision provide clarity of direction and aims? Could it be understood by all stakeholders?  Govs & SLT- T2 2014	SLT- T3-14  Govs- T3  SIP T3  T3- Suzanne	Graphic designer- ½ day teacher-  £85
<b>4.2 EH/Chidd Partnership</b>  By <b>July 2015</b> , partnership developments will ensure leadership sustainability and continue to ensure the school is outward facing.  <b>Senior leaders in the school work to promote improvement across the wider system'- Ofsted Outstanding grade.</b>	1. Develop SLT and teaching structure across both schools. 2. Ensure rigorous assessment and monitoring procedures/ structures are in place. Support plans will include observation and support from staff. 3. Develop links between teachers and subject leaders in both schools for planning and moderation purposes. 4. Develop links in curriculum events and CPD areas. 5. Explore and develop more formal future links between both schools.	JP/AF	1. <b>Sept 2014 &amp; ongoing-</b> SLT structure and teaching posts secured for both schools ensuring succession planning in place. 2. <b>Oct &amp; ongoing-</b> assessment/ monitoring systems will ensure that accurate levels are made and Chid staff are clear about how to develop practice effectively. Staff will have support colleagues to develop skills. 3. <b>Nov &amp; ongoing-</b> Moderation links will calibrate and validate judgements for both schools. Planning links will enable sharing of skills and ideas and help with workload. 4. <b>Sept ongoing-</b> Children and school community from both schools will link regularly to celebrate curriculum developments and enrich engagement and enjoyment. 5. <b>July 2014-</b> Possible federation between both schools created.	Vision meeting October with CC  JP/AF- July 2014 & termly	SIP T3  Govs- Nov 2014- 6 month review	
<b>4.3 Governance</b>  By <b>Jan 2014</b> all governors will	1. Explore restructuring of Governing body to ensure most effective use of time. (SJM/EH model)		1. <b>Sept 2014 and ongoing</b> – there will only be FGB meetings. Teaching and learning and finance will be an item on FGB agenda and Govs.			

<p>understand how to help the school move forward and tackle weaknesses. held leaders sufficiently accountable for the school's performance</p> <p>By <b>July 2015</b>, Governance will have a good strategic impact and a clear insight into school developments and clearly hold SLT to account.</p>	<p>2. To develop carefully directed Governor visit to school- with specific focus to SDP objectives</p> <p>3.To fully inform governors:School Improvement Plan &amp; Leadership.</p>	<p>JP/A F/M W</p>	<p><b>2. Sept &amp; ongoing-</b> Governors will write detailed reports directed around the focus areas in SDP. Evidence will be collocated and report circulated. Gov monitoring reports show clear insight into school developments and clearly hold SLT to account</p> <p><b>Feb 2014</b> -Governing body embedded and fully informed. Governor visits build a picture of school improvement through the actions, observations made and reports presented to GB. Governors minutes reflect critical analysis of GB and question SMT to hold leaders to account</p>	<p>JP/AF- Oct 2014 and ongoing</p>	<p>MW- Oct 2014 &amp; ongoing</p> <p>SIP T3</p>	
<p><b>4.4- DH Developments</b></p> <p>By <b>Feb 2015</b> our DH will have a significant impact on teaching &amp; learning.</p>	<p>To develop the role of DH, defining clearly the impact on teaching &amp; learning this year.</p>	<p>SMT</p>	<p><b>Oct-</b> DH will have begun training on NPQH prog.</p> <p><b>Oct</b> - DH will action plan how she plans to impact on T/L this year.</p> <p><b>Nov &amp; ongoing</b> - DH will take the lead on training staff on aspects of key priorities.</p> <p><b>Jan-</b> DH will act as model of good practise for other members of staff to address specific development needs.</p> <p><b>Feb</b> - DH will evaluate impact on school improvement against specific milestones.</p>	<p>SLT &amp; Govs- T2,T4,T6.</p> <p>Key Questions: Has the DH made a significant difference to T&amp;L in the school? What impact can be evidenced?</p>	<p>SLT- T2/4</p> <p>Govs- MW- Jan/Feb</p>	<p>NPQH prog- £250</p>
<p><b>4.5 Subject Leaders – relentless drive for improvement</b></p> <p>By <b>Feb 2014</b> subject leaders will play a key role in school</p>	<p>To plan training to develop middle leaders to be effective in developing, monitoring and tackle weaknesses in their subjects.</p>	<p>SLT</p>	<p><b>Oct 2014-Skills &amp; subject folders-</b> Subject leaders will have clear understanding of the skills and strategies needed to lead their subjects in order to drive standards.</p> <p><b>Nov 2014- Action planning</b> - Subject leaders will develop an action plan management trail</p>			<p>Subject budgets- £100</p>

<p>improvement.</p> <p>By <b>July 2015</b>, SL will show through their actions that they are highly ambitious for the pupils and demonstrated an uncompromising and highly successful drive to strongly improve.</p>	<p>To develop specific targets actions for subject leaders linked directly to SDP. Time to be allocated each week for subject leadership time for each teacher.</p> <p>Full monitoring of subject area across the school. To develop monitor &amp; develop teaching and learning in their subject area</p> <p>Policy development</p> <p>Curriculum Focus weeks</p> <p>Review impact of subject leadership changes</p> <p>To plan subject leader links across Chidd /EH</p>	<p>SLT</p> <p>SL</p> <p>SL</p> <p>SL</p> <p>SL</p> <p>SL</p>	<p>detailing how they will tackle the leadership of their subject area. There will be specific action plans targeting the areas for development (SDP) and monitoring and evaluation will show how each subject area is moving forward. Evaluations and subsequent actions will show impact of the monitoring visits.</p> <p><b>Dec 2014- Monitoring-</b> planning, work, lessons, learning walks, pupil voice- planned 3 times a year. Subject leadership action plan milestones will play key part staff performance management targets.</p> <p><b>Dec/Jan 2014- Policy Development</b> – subject leaders will develop an up to date policy and consult with stakeholders.</p> <p><b>Oct- June -Curriculum Focus weeks</b> - To have agree dates for each subject leader to lead subject focus weeks across the school- see 2.2- Curriculum developments.</p> <p><b>June 2014- Self-evaluation summary-</b> Subject leaders will have written a subject self-evaluation summary using 'Report' doc for guidance. <b>Jan/Feb 2013/14-</b> Teachers will review action plans and assess the impact of their actions with SLT- link to PM objectives.</p> <p><b>March 2014- Subject Leader links-</b> Shared expertise to be utilised between schools.</p>	<p>SLT &amp; Govs- T2,T4,T6.</p>	<p>SLT- T2/4</p> <p>Govs- MW- Jan/Feb</p> <p>SIP- Feb monitoring Visit report</p>	<p>Budget code: 30010</p>
<p><b>4.6 Staff Appraisal</b></p> <p>By <b>July 2015</b>, a searching performance management</p>	<p>To carry out all performance management meetings, set objectives, review dates for May 2015. SDP, attainment, Learning environment &amp; planning objective represented with PM</p>	<p>JP/AF</p>	<p><b>Sept 2014 and ongoing-</b> staff clear about their accountability in regards to learning environment and planning expectation. This will be reflected in the scrutiny of these areas. <b>Oct 2014-</b> Appraisal &amp; Pay Policies updated and details about pay changes finalised. <b>Nov 2014-</b> All staff will know their objectives and how</p>	<p>JP/AF- Nov 2014 and ongoing</p>		

<p>systems will exist that encourages, challenges and supports teachers' improvement even further.</p>	<p>target- Ofsted recommendation</p> <p>All KP represented within performance targets.</p> <p>Involve other senior leaders in PM of staff after attending training.</p> <p>Ensure rigorous mid- way reviews to assess progress are timetabled.</p>		<p>these link to school development and their own professional development. Action plan show clearly how staff are accountable for school improvement.</p> <p><b>Feb</b> – PM mid-reviews- Teachers &amp; TAs will assessment the impact of targets/action plans at mid- way points.</p> <p><b>April 2015</b>- High quality Mid way reviews will take place, monitoring the development of PM targets for all staff.</p> <p><b>May 2015</b> - Governors are aware of the arrangements to manage staff performance.</p> <p><b>July/Sept 2015</b>- Standards will be raised by the meeting of performance management objectives through the year.</p>	<p>SLT- Key Questions: Does everyone understand they are accountable for school improvement and pupil achievement?</p>	<p>COG- Dec 2014 &amp; May 2015</p> <p>SIP L&amp;M monitoring visit Feb</p>	
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