

Church Cowley St James CE Primary School

# School Improvement Plan

2016 - 17



## School Improvement Plan: 2016 – 2017

Items in **GREEN**: complete/continuing, **ORANGE**: in progress, **RED**: not started

### Priority 1: Raising Attainment and Pupil Progress

Specific Actions	Ownership	Where are we now? (Sept 2016)	Success Criteria (End of July '17)	Linked Doc	Monitoring and Evaluation
<p>1. Ensure 90% of all children make expected progress across KS1 to KS2, and from EYFS to KS1, as evidenced by Raise Online</p> <p>2. Improve attainment figures for KS2 SATs results from July 2016</p> <p>3. Improve attainment figures for KS1 SATs results from July 2016</p> <p>4. Achieve Phonics results in line with 2016 results (and in line with national results)</p> <p>5. Improve percentage of pupils achieving GLD in EYFS to 70%+ from July 2016</p> <p>6. Develop the assessment cycle through obtaining supporting formative tests to support judgements from assessment continuums (Y3 – 6) in Maths</p> <p>7. Ensure teachers are supported in understanding children's rates of progress, identify those at risk of underachieving and make plans to overcome obstacles and 'diminish the difference'</p> <p>8. Ensure pupils who are disadvantaged are supported to achieve in line with national expectations as evidenced through Raise Online.</p> <p>9. Ensure that boys, who are also disadvantaged, are supported to achieve in line with national expectations as evidenced through in school data/Raise Online.</p>	<p>1 – 5 SLT, middle leaders and phase leaders</p> <p>6. RE</p> <p>7. RE, KD and middle leaders</p> <p>8. KD</p> <p>9. KD</p>	<p>1. and 2. Baseline data for yr6: <b>Reading</b> = 18% at Expected, 2% Greater Depth <b>Writing</b> = TBC <b>Maths</b> = 2% at Expected, 0% Greater Depth <b>SPaG</b> =28% at Expected, 2% Greater Depth</p> <p>3. Baseline for KS1 due to be collected in Nov '16/ End of EYFS – 44% and Y1 Phonics – 81%</p> <p>4. Baseline phonics screening results (Oct) = 12% at Expected Standard</p> <p>5. Baseline data for EYFS (Oct): <b>Reading</b> = 37.3% <b>Writing</b> = 50.8% <b>CL</b> = 55% overall (Listening 61%, Understanding 57.6%, Speaking 47.5%) <b>PSED</b> = 72% overall (Self – confidence and Self – awareness 72.9%, Managing feelings and behaviour 74.6%, Making relationships 69.4%)</p> <p>6. 2016 KS2 test used for baseline Sept 2016. Example tests in circulation – more to be obtained</p> <p>7. 4x assessment INSETs over 2015-2016. Sept 2016 INSET in assessment for reading First baseline/pupil progress meetings in Nov 2016</p> <p>8. Historical disadvantaged report received and analysed to show trends across 4 years.</p> <p>9.</p>	<p>1a. 90% of pupils make expected progress from KS1 to KS2 (ROL)</p> <p>1b. 90% of pupils make expected progress from EYFS to KS1 (ROL)</p> <p>1c. Ensure 80% of pupils make expected progress on CCSJ assessment continuums</p> <p>2. KS2 Attainment targets for expected level 2017: Reading = 62% <b>^69%</b> (20% exceeding <b>^30%</b>) Writing = 67+% <b>^70%</b> (20% exceeding <b>^25%</b>) Maths = 55% <b>^65%</b> (10% exceeding <b>^18%</b>) SPaG = 65% <b>^69%</b> (22% exceeding <b>^27%</b>) Combined (R, W, M) = 50%+ <b>^60% EXS/18% GDS</b></p> <p>3. KS1 Attainment targets for expected level 2017: Reading = 70% (15% exceeding) Writing = 60% (10% exceeding) Maths = 70% (20% exceeding) SPaG = 70% (15% exceeding)</p> <p>4. Target phonics screening results 2017: 80%</p> <p>5. Pupils in EYFS achieve 70% at Good Level of Development</p> <p>6a and 7a. Assessment continuums are accurate for all pupils and reflect their next steps. 6b and 7b. 80% of vulnerable groups make in line with or greater progress using the assessment continuums.</p> <p>8. 80%+ of disadvantaged pupils achieve in line with other pupils on assessment continuums.</p> <p>9. XX% of boys, who are also disadvantaged, achieve in line</p>	<p>Monitoring and Assessment Action plan</p> <p>RAP year 6 plan</p> <p>Phonics Action plan</p> <p>Maths Action Plan</p> <p>Literacy Action Plan</p> <p>PPG report 2015 – 2016</p> <p>SEN report 2015 – 2016</p> <p>Historical disadvantaged achievement report 2015 - 2016</p>	<p>See below</p>

**Priority 1: Raising Attainment and Pupil Progress**

**Monitoring and Evaluation**

**Green = Reviewed in February 2017; Blue = Reviewed May 2017**

<p>1 and 2: KS2 Results: Attainment Feb 2017 (Based on Y6 SATS 2016)</p> <p><b>Reading</b> = 47% EXS/3% GDS <b>Writing</b> = 50% EXS/0% GDS <b>SPAG</b> = 43% EXS/7% GDS <b>Maths</b> = 32% EXS/0% GDS <b>Combined</b> = 22% EXS/ 0% GDS</p> <p>8/9: Pupils with PPG and Boys with PPG</p> <table border="0"> <tr> <td>Boys:</td> <td>Boys/PPG:</td> </tr> <tr> <td>R: 37%</td> <td>R: 31%</td> </tr> <tr> <td>W: TBC</td> <td>W: TBC</td> </tr> <tr> <td>M: 29%</td> <td>M: 8%</td> </tr> <tr> <td>Sp: 37%</td> <td>Sp: 23%</td> </tr> </table>	Boys:	Boys/PPG:	R: 37%	R: 31%	W: TBC	W: TBC	M: 29%	M: 8%	Sp: 37%	Sp: 23%	<p>3. KS1 – Year 2 Results: Attainment March 2017 (Based on Y2 SATS 2016)</p> <p><b>Reading</b> = 32% <b>Writing</b> = 43% <b>SPAG</b> = 32% <b>Maths</b> = 32%</p> <p>8/9: Pupils with PPG and Boys with PPG (TBC)</p> <p>(KS1 May Report TBC)</p> <p>3. KS1 – Year 2 Results: Attainment March 2017</p> <p><b>Reading</b> = 72% <b>Writing</b> = 67% <b>Maths</b> = 70%</p> <p>8/9: Groups TBC</p>	<p>4. Y1 Phonics Screen Check</p> <p>September: 12% December:30% February: 43%</p> <p>8/9: Pupils with PPG and Boys with PPG</p> <p>Target Boys: 23/31 = 71% Target Boys/PPG: 4/8 = 50%</p> <p>(See Phonics Report for further information on attainment and progress)</p> <p>4. Y1 Phonics Screen Check</p> <p><b>September:</b> 12% <b>December:</b>30% <b>February:</b> 43% <b>May:</b> 64% <b>June:</b> 78%* *achieved 80% during testing then new child came during week that did not pass.</p> <p>8/9: Groups</p> <p>Cohort: 47/60 = 78% Girls: 25/29 = 86% Boys: 22/31 = 71% PPG: 8/12 = 75% Boys/PPG: 5/7 = 63%</p>	<p>5. EYFS Attainment Feb 2017</p> <p><b>Reading</b> = 52% <b>Writing</b> = 42% <b>Maths</b> = Number: 48% Shape: 55% <b>CL</b> = L&amp;U: 68%, U: 60% and Sp: 53% <b>PSED</b> = SCSA: 68%, MFB: 72% and MR: 70%</p> <p>8/9: Pupils with PPG and Boys with PPG</p> <p>EYFS: Targets set Feb 2017</p> <p>PPG: 3/4 = 75% (2 pupils need support to reach target)</p> <p>Boys/PPG: 2/2= 100% (2 pupils need support to reach target)</p>	<p>See February 2017 Continuum data for whole school information.</p> <p>See May 2017 Continuum data for whole school information in detail.</p> <p>Teacher Assessment against CCSJ Continuums May 2017 overview.</p> <table border="1"> <thead> <tr> <th></th> <th>Read</th> <th>Wri</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td colspan="4">% of children at CCSJ Age Related Expectations (ARE)</td> </tr> <tr> <td>Yr 1</td> <td>92%</td> <td>88%</td> <td>90%</td> </tr> <tr> <td>Yr 2</td> <td>69%</td> <td>69%</td> <td>72%</td> </tr> <tr> <td>Yr 3</td> <td>72%</td> <td>56%</td> <td>74%</td> </tr> <tr> <td>Yr 4</td> <td>78%</td> <td>61%</td> <td>64%</td> </tr> <tr> <td>Yr 5</td> <td>71%</td> <td>56%</td> <td>60%</td> </tr> <tr> <td>Yr 6</td> <td>73%</td> <td>78%</td> <td>76%</td> </tr> </tbody> </table>		Read	Wri	Maths	% of children at CCSJ Age Related Expectations (ARE)				Yr 1	92%	88%	90%	Yr 2	69%	69%	72%	Yr 3	72%	56%	74%	Yr 4	78%	61%	64%	Yr 5	71%	56%	60%	Yr 6	73%	78%	76%
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**Priority 2: Improve the Quality of Teaching and Learning**

Specific Actions	Ownership	Where are we now? (September 2016)	Success Criteria (by end of July 2017)	Linked Documents	Monitoring and Evaluation
<p>1. Improve quality of teaching and learning in Reading, Writing and Maths and so that 80% teaching is good or better via lesson observations.</p> <p>2. Provide opportunities for children to apply Reading, Writing and Mathematical skills across the curriculum.</p> <p>3. Bridge gaps in children’s learning from 2014 curriculum in Y3, 4 &amp; 5.</p> <p>4. Ensure that CPD matches school priorities for all teachers in developing their skills in teaching and learning</p> <p>5. Develop pupil progress meetings to focus on those children who are at risk of not making appropriate progress within year and across the Key Stages and use these meetings to identify learning opportunities to improve practice.</p> <p>6. Develop the ‘instructional feedback’ format to ensure that teachers and TAs receive professional feedback fortnightly (minimum)</p> <p>7. Refine the use of learning outcomes and success criteria to ensure that progression of skills for all learners are linked to the CCSJ continuums.</p>	<p>1. SLT, middle leaders</p> <p>2-4. HR</p> <p>5. RE</p> <p>6. All SLT</p> <p>7.SLT, middle leaders</p>	<p>1. September 2016: 8/17 rated as good or better = 47%</p> <p>2a. Topic planning identifies key questioning in 5 areas. 2b. Topic book scrutiny yet to monitor standards across the school (see monitoring and assessment cycle)</p> <p>3. Gaps identified in reading, writing and maths through CCSJ assessment continuums. Class scores as identified through assessment data (see document)</p> <p>4a. Staff INSET days to cover key areas in assessment, inclusion and curriculum development – mapped out across the year. 4b. Staff meetings developed for T1-2. 4c. Support staff training (weekly x30 mins) developed for T1-2</p> <p>5. Pupil progress meetings achieved 2015 – 2016. Cycle in place for monitoring and developing pupil progress meetings</p> <p>6. All SLT members assigned staff members across the year (Sept 2016)</p> <p>7. Staff INSET Sept 2016</p>	<p>1a. Teacher ratings of lessons show 80% good or better 1b. Books show accelerated progress and personalised learning in order to develop pupil skills</p> <p>2a. Topic books show key skills in reading, writing and maths developed in all subject areas 2b and 3. Reading, writing and maths continuums show 80% expected pupil progress across the academic year. 2c and 3. Attainment levels for assessment continuums at 70% at expected standard across the year</p> <p>4. CPD plugs gaps in teacher and support staff in order to provide effective teaching and learning (through observation and data) 4b. Assessment data (national and CCSJ continuums) in line with predicted results as priority 1.</p> <p>5. Accelerated progress for pupils identified at risk of falling behind. Vulnerable groups are well planned for and make 80% or greater progress, in line with their peers across the school (as evidenced through Raise Online and CCSJ assessment continuums).</p> <p>6. Raise standards in teaching and learning and assessment to 80% or better as evidenced through books and observations</p> <p>7. 80% of planning evidences clear progression of skills for pupils and groups of pupils, in relation to the assessment continuums.</p>	<p>Curriculum Action plan</p> <p>Maths Action Plan</p> <p>Literacy Action Plan</p> <p>Monitoring and Assessment Action plan</p> <p>NQT Action plans</p> <p>Instructional feedback document and feedback notes</p> <p>Pupil progress documentation</p>	

## Priority 2: Improve the Quality of Teaching and Learning

### Monitoring and Evaluation

Green = Reviewed in February 2017; Blue = Reviewed May 2017

1. Internal observations 75/80% teaching is good or better via lesson observations (35),
  - ✓ Peer Reviewed in February 2017 'Do children who are higher able in mathematics get work that is hard that they can do?' 3 head Teachers form local school and one Deputy – 12 lessons seen.
  - ✓ External Review LA SIL March 2017.
  - ✓ External Review Diocesan May 2017.
  - ✓ Moderation EYFS June 2017
  - ✓ External review of Guided Reading teaching June 2017
  
2. Topic book reviews / Audits show that there is more opportunity to transfer skill across the curriculum, particularly in Maths.
  - 2.1. At least 80% of all pupils in the majority of classes are making expected or above expected progress across the academic year.
  - 2.2. Learning in school is improving rapidly. Children are making more progress through the CCSJ continuums relative to their start points. 70% of children have attainment markers CCSJ ARE than at start of year and Feb, some classes, particularly KS1 and Y6 are working inline with expectations for the end of the year. Where classes haven't yet met the expected standard (70% CCSJARE) the gap has is diminishing and more children are attaining at or within the CCSJ expected range for their year group.

Evidence: In topic books; on topic book monitoring sheets, continuums, National tests.
  
- 3.0 Strategy planning and specific work with the teachers in Y3 and Y5 are beginning to address closing the gap in curriculum provision although Maths in Y3 and Maths, Writing and Reading in Y4 are still weaker than the schools target of 70% of children at CCSJ ARE by the end of the year. Progress measures however show that above 80% of children are making expected progress in these subjects in these year groups.
  
- 3.1 In Y5 Reading and Maths (arithmetic) have improved greatly. Evidence: (recent SATs style tests May 2017) Progress over the year has been strong in these two subjects, more than 80% of pupils are making at least expected progress. The Y5 cohort are still to achieve the 70% CCSJ age related expectation in all subjects but have closed the gap considerably and the school expect that by the end of the year the cohort will achieve 65-70% ARE in Reading and Maths, much closer to expectations. Evidence: Number of children now passing Y6 tests in Y5; Continuum data AT1 / AT2.
  
3. On going. Evidence: CPD plan / programme.
- 4.1 See national data predictions above
  
5. Evidence: Pupil Progress Review meeting notes and follow up by RE – Impact: Targeted children make increase progress in CCSJ Continuums, groups of children that receive targeted support perform better than 2015/16 cohort in SATs tests in Y6,Y2 and EYFS. Increased focus on children with PPG and Boys/PPG with children identified in planning and focus of conversation at pupil progress review meetings.
  
6. Not Achieved due to increased workload and change of strategy plan in February, Replaced in March 2017 with Asst Head Strategy planning for individual Assistant Head Teachers. Evidence: See Strategy Plans
  
7. Some success: All planning, 100% of classes use the continuum data to effectively plan for children however, 70 % of teachers are using the strategy effectively to make learning more visual for the children during lessons. Experienced teachers more effective at using CCSJ continuums to teach effectively for children and groups (lesson obs). Nearly all teachers using SC to support learners in lessons, however this is not always linked to the child's continuum documents (approx. 20% of the time). Progress scores / measures have increased across the school in each class / year group in each case.

**Priority 3: Behaviour, Engagement and Safety of Pupils**

<b>Specific Actions Action</b>	<b>Ownership</b>	<b>Where are we now?</b>	<b>Success Criteria (by end of July 2017)</b>	<b>Linked Documents</b>	<b>Monitoring and Evaluation</b>
<p>1.Improve attendance to 96.8% for years 1 – 6</p> <p>2. Improve attendance in Reception to 96%</p> <p>3. Ensure behaviour for learning in lessons shows 80% good or better</p> <p>4. Develop the use of lunchtime supervisors and P.E equipment to ensure pupils develop ‘purposeful play’ during playtimes.</p> <p>5. Train lunchtime supervisors to be ‘play supporters’.</p> <p>6. Develop lunchtime supervisors to be better able to manage and report on incidents of unsatisfactory behaviour.</p> <p>7. Complete the E-safety award for the school.</p> <p>8. Behaviour and Safety remains at least good.</p> <p>9. Increase parental engagement in all areas of the curriculum to ensure that parents feel fully equipped to support their child in learning</p>	<p>1.KD and DL</p> <p>2. KD and RE</p> <p>3. SLT, KD oversee</p> <p>4 – 6. HR</p> <p>7. SM (PSHCE lead), HR and KD oversee</p> <p>8. KD</p> <p>9. SLT, middle leaders</p>	<p>1a. and 2a. Attendance for 2015 – 2016 is 92.2%.</p> <p>1b. and 2b. Monitoring, tracking, incentives and sanctions embedded across the school over 2015-2016.</p> <p>3. Current behaviour for learning rating: 12/17 = 71%</p> <p>4 - 6. Play equipment purchased for lunchtimes and playtimes Playground markings in place</p> <p>7. PSHCE lead in place</p> <p>8a.Current tracking in place for behavioural incidents across the school to ensure consistency, monitoring and action planning.</p> <p>8b. Safeguarding practices monitored weekly to ensure best practice.</p> <p>9. Parent calendar, social media and website advertise curriculum events across the school.</p>	<p>1. Attendance in years 1- 6 is 96.8% overall</p> <p>2. Attendance for pupils in reception is 96% over the academic year.</p> <p>3a. Behaviour for learning in lessons shows 80% good or better</p> <p>3b. Incident reporting reduces by 5% over the course of the year</p> <p>3c. Identified pupils with unsatisfactory behaviour have a clear and measurable action plan to ensure appropriate support and progress academically</p> <p>4 and 5. Lunchtime supervisors are purposeful in their job role, ensuring that pupils are engaged in play</p> <p>6. Reduction of lunchtime incidents, ensuring that consequences are appropriate, timely and managed successfully in 80% of cases</p> <p>7. E-Safety award received for school</p> <p>8. Ofsted rating shows behaviour and safety as good or better</p> <p>9. Engagement to show 70% on average across curriculum events for years R – 6</p>	<p>Inclusion Action Plan</p> <p>HSLW Action plan</p> <p>Lunchtime supervisor Action plan</p> <p>Lesson observation records and instructional feedback documents/schedule</p> <p>Parental engagement records</p>	

### Priority 3: Behaviour, Engagement and Safety of Pupils

#### Monitoring and Evaluation

Green = Reviewed in February 2017; Blue = Reviewed May 2017

1. On track to miss target: Attendance in years 1-6 is: 95.4%. Attendance system in place to chase persistent offenders, including fines and improving attendance for those who are below 90%. Promotions of good attendance include those who have 100% attendance going to the cinema at the end of term. Termly about 25% of children approx. 120 children receive the prize.
2. Attendance has improved in Reception over the year, improved against attendance last year. However, we will miss the 2017 Reception Target by 1%: Attendance in Reception is 94.9%
3. The majority of children are hardworking and on task however, behaviour for learning observations shows about 15 / 20% of children off task in classes at any point, achieving our target of 80% of learning behaviour being good in each lesson. This has been further actioned after SIL review and diocesan review in February and May that was noted too many children are off task. This will be a priority in RAP for 2017/18 and is being supported throughout the school by the Asst Heads during strategic improvements support in class.
4. More equipment has been bought by the school and zones demarked on the sports field and the playground. This has resulted in improved play for the children and greater access to sports equipment and structured games. The involvement of the mid day supervisors in 'play' is often limited and lacks focus and purpose at times. This can lead to 'issues' particularly in UKS2 play that are difficult to resolve and/or take time away from learning to resolve.
5. Lunch time supervisors have been trained for a term as 'Play supporters'. Training has been inconsistent because of work load although those that have engaged with the training engage far more with the children. This is much more evident in KS1 (Yrs 2/3) that in Reception and year 1 and also Y5 and 6. More work needs to be done to realise the potential of the benefits of structured play in these year groups.
6. Evidence of improvements are limited as the number of incidents have remained largely the same. This could be due to better monitoring, where more incidents are recorded and followed up. The follow up, and use of the CCTV by SLT to accurately portray what has happened during incidents have meant that follow up and consequences for children with poor play behaviours have improved. So then has parental contact. The school still need to improve the quality of monitoring incidents from Mid-day supervisors. In addition, the inclusion leader needs to improve strategic management of known individuals, particularly in Y5 and 6 at break and dinner times.
7. Incomplete
8. Behaviour and Safety remains at least good. The majority of the children speak fondly of the school and behave well. Where poor behaviours exist the school deal with it quickly, including informing parents and engaging them in telephone calls and face-to-face meetings. In class there are clear systems in place to support teachers and children. Behaviour expectations and scores (1-4) are reported to parents 3X annually in reports. Identified children that show challenging behaviour or need support in social situations use: The Art Room, STAR club, 1:1 peer mentoring, adult learning mentors. The majority of children can articulate what to do, or name an adult to contact should they feel unsafe in school while the vast majority of parents report that their children are safe at school and there are little incidents of bullying. All children have had online safety training and all children in Y6 have had IMPS training that includes safety online, basic first aid and, being safe on roads and near railways. The school have in 2016/17 spent £70,000 upgrading the school fences, walls, entry and exit systems, safeguarding all entry doors with electronic key fobs and installing 12 CCTV cameras around the school site. To further enhance site security; we plan to erect new security gates with CCTV access cameras at the main entrance of the school along with a new pedestrian entrance and walkway (CCTV controlled). In addition, we are upgrading our visitor entry system to include face recognition technology, secure Visitor QR reader entry and school safeguarding information at sign in – to be completed Sept 2017.
9. The majority of parents of children at the school are engaged in their children's learning. Attendance to parent curriculum/learning events is almost 90%, particularly in Nursery, Reception and KS1. Attendance to KS1 and KS2 SATs events was also at approx 90%. The school have run reading and phonics workshops alongside forest school, maths and puberty talks for parents in 2017. The school also ran a very successful 6 week 'Homework' project that engaged parents and children in learning outside school (see Homework report). The school could improve its communication with regards to the learning that happens in non-core subjects, aside from information and curriculum coverage on the school website. This should form a section on next years RAP.



**Priority 4: Develop Capacity for Leadership and Management**

<b>Specific Actions Action</b>	<b>Persons responsible</b>	<b>Where are we now?</b>	<b>Success Criteria (by end of July 2017)</b>	<b>Linked Documents</b>	<b>Monitoring and Evaluation</b>
<p>1. Ensure governance demonstrates strategic direction and the capacity to improve the school.</p> <p>2. Develop leadership capacity across the school for aspiring and active middle and senior leadership.</p> <p>3. Use coaching to support leadership and management development.</p> <p>4. All SLT to complete external CPD courses: OTSA Senior leadership programme, NPQSL and EdD.</p>	<p>1. SD and members of the governing body</p> <p>2. SD</p> <p>3. SLT, middle leaders</p> <p>4. SLT members</p>	<p>1a. SLT members assigned governor to oversee role 1b. Governor meetings held once per term, with financial meetings per term as a separate meeting</p> <p>2a. Curriculum subject ‘buddies’ in place for leaders (NQTs and less experienced teachers) 2b. Curriculum leaders in place across the school for teachers in areas of interest 2c. Course/INSET opportunities for all – extensive CPD budget in place (10k)</p> <p>3a. Coaching forms part of all meetings during 2015-2016 3b. Sarah Thomas support in place – completed 360 on all roles and responsibilities within SLT 3c. Clarity of SLT roles throughout Sept 2016.</p> <p>4. All enrolled on leadership courses: RE – NPQSL KD – EdD year 2 HR – OTSA senior leadership programme</p>	<p>1a. Regular meetings between school leaders and appropriate members of governing body in order to provide additional challenge, monitoring and scrutiny.</p> <p>1b. Governor meeting minutes evidence of strategic direction and development towards targets set</p> <p>2a. Performance management documents evidence SMART targets for current and future leaders across the school in chosen areas 2b. Teachers develop capacity through appropriate CPD 2c. Pupil attainment and progress reflects effective leaders across the school</p> <p>4a. Projects completed during course duration improve pupil progress/attainment across the school as outlined in priority 1.</p> <p>4b. All courses completed</p> <p>4c. SLT members develop skills in leadership, coaching and mentoring in specific job roles</p>	<p>Instrument of governance</p> <p>Staff leadership overview 2016 – 2017</p> <p>All senior leader action plans</p> <p>Qualification documents</p>	



## Priority 4: Develop Capacity for Leadership and Management

### Monitoring and Evaluation

Green = Reviewed in February 2017; Blue = Reviewed May 2017

1. 

Governors are beginning to be more strategic in their outlook with the school. Three governors have taken specific responsibilities for subjects: Maths, Literacy and R.E and have had termly meetings with subject leaders, Assistant Head Teacher, and teachers. They have been on learning walks with the Lead for Curriculum, spoken to Subject leaders reviewed progress towards School Development Plan targets and reported back at Full Governing Body Meetings.

There is an increased amount of scrutiny around school data and the progress the children in school make against the national expectations. Governors are beginning to get to grips with the schools Assessment processes, using the information to inform them of the quality of teaching and learning and the progress of groups against the schools expectation.

The Head Teacher and Chair of Governors meet regularly to monitor progress towards school targets, the Chair has provided additional challenge around the development and roll out of the schools assessment continuums.
- 1b. Governor meeting minutes evidence of strategic direction and development towards targets set
2. Develop leadership capacity across the school for aspiring and active middle and senior leadership.
3. The school have developed middle leadership during the school year and 3 teachers have been awarded additional leadership to cover leadership on maternity leave. Positions recruited this year include: KS1 and KS 2 phase leadership and a Maths Leader. Subject leaders within the school benefit from dedicated leadership time 3X per year. The Assistant Head for Curriculum oversees subject release, monitoring and strategic direction for curriculum with all subject leaders, preparing them for future leadership.
- Phase leaders have been effectively overseen by Assistant Head for Inclusion (KS2) and the Head Teacher (KS1) and Assistant Head for Assessment and Monitoring (EYFS).
3. Use coaching to support leadership. No evidence to clarify impact
4. Assistant Head Teacher for Curriculum completed OTSA Senior leadership programme; Assistant Head Teacher for monitoring and assessment completed NPQSL and Assistant Head Teacher for inclusion completed EdD at Oxford Brookes University and will now aim to complete a PhD .

**Priority 5: Raising Attainment and Pupil Progress in EYFS**

<b>Specific Actions Action</b>	<b>Persons responsible</b>	<b>Where are we now?</b>	<b>Success Criteria (by end of July 2017)</b>	<b>Linked Documents</b>	<b>Monitoring and Evaluation</b>
<p>1. Ensure that the characteristics of effective learning are embedded into the ethos of EYFS practice so that children transition to Y1 with these skills.</p> <p>2. Raise standards of pupils learning achieving GLD to 70% for the cohort</p> <p>3. Embed the use of Tapestry to support assessment in EYFS.</p> <p>4. Raise the attainment of boys and pupils with PPG</p> <p>5. Raise attendance for reception pupils over the course of the academic year to 96%</p>	<p>1. RE</p> <p>2. RE and EYFS teachers</p> <p>3. RE lead</p> <p>4. RE and KD, SLT and middle leaders</p> <p>5. KD, DL and RE</p>	<p>1. Lesson observations and instructional feedback</p> <p>2. July 2016 data for GLD 68% Baseline data: See Priority 1</p> <p>3. Tapestry training Sept 2016. Ongoing phase meetings to moderate quality throughout T1</p> <p>4a. July 2016 Boys GLD: 43%</p> <p>4b. July 2016 PPG GLD: 54%</p> <p>5. 2015-2016 attendance for reception: 94.4%</p>	<p>1. Lesson observations to develop characteristics show 80% good or better for all staff in EYFS</p> <p>2. GLD percentage to be 70% by July 2017</p> <p>3a. Tapestry embedded with all staff to ensure that assessment is accurate, up to date and develops next steps in pupils' learning</p> <p>3b. Pupils receive personalised learning and thus accelerated learning within EYFS</p> <p>4a. Boys GLD July 2017 target: 70%</p> <p>4b. PPG GLD July 2017 target: 65+% (TBC based on numbers of PPG recruited by KD) Feb 2017: 4 pupils identified</p> <p>5. Attendance for pupils in reception is 96% by July 2017.</p>	<p>EYFS SEF</p> <p>EYFS Action plan</p> <p>Inclusion Action Plan</p>	<p>2. EYFS Attainment Feb 2017  <b>Reading</b> = 52% on track  <b>Writing</b> = 42% on track  <b>Maths</b> = 48% N, 55% SSM  <b>CL</b> = 68% Listening and Attention, 60% Understanding, 53% Speaking  <b>PSED</b> = 72% Moving and Handling, 82% Health and Self Care, 68% Self Confidence and Awareness</p> <p>EYFS Progress Feb 2017  <b>Reading</b> = TBC  <b>Writing</b> = TBC  <b>Maths</b> = TBC  <b>CL</b> = TBC  <b>PSED</b> = TBC</p> <p>4a. Feb 2017: Boys GLD: Target: 72%</p> <p>4b. PPG GLD: Target: 3/4 = 75%</p> <p>Boys/PPG GLD: Target: 2/2 = 100%</p> <p>5. Attendance Feb 2017: TBC</p>

**Priority 5: Raising Attainment and Pupil Progress in EYFS**

**Monitoring and Evaluation**

**Green = Reviewed in February 2017; Blue = Reviewed May 2017** Green = Reviewed in February 2017; Blue = Reviewed May 2017