



**GRAND AVENUE**  
Primary and Nursery School



# 2015-2016

## Grand Avenue Primary and Nursery School

### School Development Plan and Self Evaluation Form

*Irresistible Learning - Inspiring Minds*



Sustainable Travel  
Accredited and Recognised  
Higher standards level 2012



# 2015-2016

## School Priorities

### **Objective A**      Assessment & Outcomes

Establish effective systems and procedures for assessment to ensure improved opportunities and challenge resulting in a good level of progress and attainment. 93% of children to achieve at least Year Group Expectations.

### **Objective B**      Quality of Teaching & Learning & the Curriculum

Embed a rigorous, purposeful and exciting curriculum that engages all learners and ensures all children make at least good progress. All staff are teaching lessons which are at least good with 40% outstanding.

### **Objective C**      Personal Development, Behaviour & Welfare

Promote a positive whole school approach to personal development, behaviour and welfare based on shared values. 96% in Learner Self-Worth/confidence on the PASS and 98% satisfied on the parent questionnaire on attitude to learning and valuing children

### **Objective D**      Leadership & Management

Secure opportunities for all staff to further develop as leaders of teaching and learning, as individuals and through a collaborative approach, to ensure best practice evident throughout the school. 100% of teaching staff achieve Appraisal Target 3.

# QUALITY OF ASSESSMENT & OUTCOMES

Strategic Objective A: Establish effective systems and procedures for assessment to ensure improved opportunities and challenge resulting in a good level of progress and attainment. 93% of children to achieve at least Year Group Expectations.
Key Outcomes: 93% of children to achieve at least Year Group Expectations
Monitoring and Evidence: <b>Lesson observations</b> <b>MGP sheets</b> <b>Book scrutiny</b> <b>Learning walks</b> <b>Tracking pupil progress data (Symphony)</b> <b>Analysis of Data</b>

<b>TARGET 1: All staff to track pupil progress termly in literacy and Numeracy, using data to inform planning</b>				<b>Measured by:</b> Evidence on MGP sheets, deadlines met for data input, data analysis	
<b>Key Tasks/Actions</b>		<b>Lead</b>	<b>Time Scales</b>	<b>Success criteria /Impact</b>	<b>Resources / cost</b>
1.1	Staff to become familiar with and understand symphony tracking system through moderation and PPA discussion	SLT MLT AM	Autumn term introduction and half termly review	Tracking up to date half termly	
1.2	Staff to record assessment information using symphony system	AM MLT	Half termly by agreed date	Tracking up to date half termly	
1.3	Staff to be trained in using SIMS assessment manager	AM	INSET day 2 <sup>nd</sup> Nov and follow up staff meeting	SIMS used for data input allowing efficient analysis	Free Training part of SLA
1.4	Staff to analyse data of groups ( vulnerable and more able) Identify any patterns or trends.	BPL CT	One TLR slot per half term	Data analysis identifies pupils with below expected progress Any trends addressed and no group left behind by the end of the year.	

1.5	Best Practice Leaders (BPL) to be familiar with progress and attainment of cohort – leading to creation of year group action plan	BPL	One TLR slot per half term	Needs addressed across the cohort, maximised use of resources and interventions	
1.6	Staff to use data and AfL effectively for interventions and support in lessons	CT SLT	Staff training session and follow up staff meeting Weekly in PPA	Observations and book show every child is challenged	
1.7	Numerical targets set for all pupils in RWM	MB CT	End of Sept 2015	Targets set	
1.8	Staff to analyse and track pupil progress toward numerical targets and review with SLT	CT YGL	Half termly staff meeting allocated	Every CT and YGL planning for appropriate next steps	
1.9	Progress of children attending intervention groups monitored and evaluated regularly through Making Good Progress (MPG) sheets, lesson design scrutiny and SEND provision	CT SP BPL	By Aut 1 and on-going	Focussed intervention for specific pupils leading to accelerated progress	
2.0	Literacy and Numeracy leaders to ensure data analysis is used to inform YG action plans	RS SO	One TLR slot per half term	English & Maths targets met	£120x2peoplex3terms=£720
2.1	Literacy and Numeracy leaders to be familiar with the data headlines and priorities for the school and feedback to SLT	RS SO	One TLR slot per half term	English & Maths Action Plans completed effectively	As above
EVALUATION:					

<b>TARGET 2: To develop a rigorous approach to teaching and assessment within Science, computing and foundation subjects</b>				<b>Measured by:</b> the % of children achieving age related expectations (Baseline for following year)	
<b>Key Tasks/Actions</b>		<b>Lead</b>	<b>Time Scales</b>	<b>Success criteria /Impact</b>	<b>Resources / cost</b>
1.1	Co-ordinators to explore Symphony tracking and assessment procedures for foundation science and computing	MLT	2 x MLT sessions Aut 1 <sup>st</sup> Trial	Efficient and effective monitoring and tracking of pupil progress in foundation subjects	Bid time costs £120xper co-ord £5,040

			over spring term		
1.2	Review Curriculum maps to ensure coverage of new curriculum	AM MLT	End of each topic unit	Rigorous curriculum in-line with NC is being met by all children	
1.3	Scrutinise topic webs and medium term plans and feedback to staff	AM MLT	End of each topic unit	Skills matched to varied spread of activities, including outside learning  Children able to transfer skill across subjects and demonstrate ability to use and apply skills and knowledge.  New curriculum expectations embedded	
1.4	Update skills ladders creating KPI's for Foundation subjects from skills ladders, National Curriculum and Symphony system	SLT MLT	Bid time and TLR time x 1 Aut 2	Assessment/tracking systems in-place across all subjects	See 2.1.1
1.5	Non-negotiables used for target setting	CT	Half termly MGP review meeting	Every child knows non-negotiable target	
1.6	Target setting procedures in place for each child – Literacy /Numeracy	CT	As above	Standards raised due to specific target setting systems	
1.7	Feedback is high quality in all lessons-consistent across the school. See YG action plans	MLT SLT	Observations x 2 per teacher with MB Aut and Summer term Also	Feedback and marking procedures and systems consistent across the school  Are children able to talk about their learning clearly, using the correct terminology?	

			appraisal obs		
EVALUATION:					

<b>TARGET 3: Through effective target setting, ensure all children reach age related expectations or above and low attainers make accelerated progress. (PPG in particular)</b>				<b>Measured by:</b> 93% of pupils meeting age related expectations	
<b>Key Tasks/Actions</b>		<b>Lead</b>	<b>Time Scales</b>	<b>Success criteria /Impact</b>	<b>Resources / cost</b>
1.1	Completion and regular annotation/update of of new MGP sheets	DM	Half termly MGP review meeting	Interventions in-place and accelerated progress evident by half term  All pupils make at least expected progress PPG/vulnerable pupils make accelerated progress	
1.2	Monitoring and evaluation of intervention groups with half termly review meetings and data review	SP YGL	Half termly MGP review meeting	How are identified children targeted in the classroom? Impact?  Vulnerable children – gap closing	
1.3	Moderate use of MGP sheets and impact in year groups and with SLT	DM	Half termly MGP review meeting	How frequently are targets achieved? Is this system having an impact on progress and attainment?	
1.4	Non-negotiables updated and used for target setting for all pupils	CT	Half termly MGP review meeting	Every teacher has the non-negotiables displayed and in the children's books	

1.5	Target setting procedures in place for each pupil in Literacy and Numeracy and communicated with all staff working with child and parents	RS SO	Trialled during AUT Staff meeting focus Spring 1	Children able to talk about and respond to their targets	
1.6	Analysis of PASS survey to indicate pupils who need support	RS	Nov 2015	Plan in place to support identified children	Survey £500 £120 analysis
1.7	Specific barriers to learning or gaps in learning identified and planning adapted accordingly	CT BPL MLT	Weekly – PPA time Half termly MGP review meeting	How are identified children targeted in the classroom? Impact?	
1.8	Introduce conferencing for vulnerable learners – what do they identify as strengths and areas for development	SLT  MLT	Aut 2  Spring 1	Has pupil conferencing made a difference to progress and engagement?	
1.9	Introduce regular meetings with parents of vulnerable learners and build programme of home support	CT	By end Aut 1	Accelerated progress closing the gap  Parents report they are fully informed about child's progress and know how to help at home	
2.0	Learning community held to focus on cross curricular links in Maths and Outdoor learning	SLT	Spring Term staff meeting	More purposeful using and applying in maths.  Learning skills demonstrated during problem solving outdoor learning	
EVALUATION:					

<b>TARGET 4: All children to build ownership of learning</b>				<b>Measured by:</b> Pupil voice ( baseline for following year) % of pupils showing positive response	
<b>Key Tasks/Actions</b>		<b>Lead</b>	<b>Time Scales</b>	<b>Success criteria /Impact</b>	<b>Resources / cost</b>
1.1	Moderation of books undertaken to ensure staff to adhere to new marking policy and response and reflect document	SLT MLT	One meeting slot per term	Pupils know and understand marking policy and take opportunities to create a dialogue with teacher	
1.2	Lesson observation to focus on implementation of response and reflect document	SLT MLT	Observations x 2 per teacher with MB Aut and Summer term Also appraisal obs	Feedback used effectively by staff and students	
1.3	Learning journey for English and Maths visible and referred to in all classrooms	RS SO	Learning walk aut 1	Up to date learning journey for English and Maths in classrooms	£720
1.4	Clear child friendly Learning Challenges and WMG for all lessons	BPL	Observations x 2 per teacher with MB Aut and Summer term Also appraisal obs	Pupils confident in understanding own learning journey, able to self-assess and recognise next steps.  Pupils able to recognise successes in learning	
1.5	Observe use of prompts and resources available in classroom to promote self and peer assessment	SLT	Observations x 2 per teacher with MB Aut and Summer term Also	Pupils confident in understanding own learning journey, able to self-assess and recognise next steps.  Pupils able to recognise successes in learning	

			appraisal obs		
1.6	New home learning systems in place with clear expectations for parents	AM MLT	Aut 1	Appropriate resources available to support learning Home learning systems in place leading to good quality home learning opportunities, having positive impact on standards	
EVALUATION:					

# QUALITY OF TEACHING AND LEARNING & CURRICULUM

<p>Strategic Objective B: Embed a rigorous, purposeful and exciting curriculum that engages all learners and ensures all children make at least good progress. All staff are teaching lessons which are at least good with 40% outstanding.</p>	
<p>Key Outcomes:</p> <ul style="list-style-type: none"> <li>• Children make improved progress in their learning through appropriate levels of challenge, the use of effective intervention and personalised learning and planned AfL</li> <li>• Quality of teaching in the school is at least good</li> <li>• Parents can effectively support their child's learning</li> </ul>	
<p>Monitoring and Evidence: Observed lessons Feedback from Best Practice Leaders Book scrutiny; learning journey and quality of feedback Planning; next step planning, personalised annotations, planned AfL Curriculum maps – sound cross curricular links Pupil voice; children engaged and talking about learning outside the lesson Progress and outcomes meeting targets</p>	

<p><b>TARGET 1:</b> <b>Cross curricular topics with purposeful learning, rigour and 'awe and wonder' elements that fulfil the requirements of the new curriculum and fully engage the children</b></p>				<p><b>Measured by:</b> The vast majority of children working at the high end of Year Group expectations by the end of the academic year.</p>	
Key Tasks/Actions		Lead	Time Scales	Success criteria /Impact	Resources / cost
1.1	Review and strengthen School Curriculum – see Assessment & Outcomes section	AM			See 2.1.1 Priority A
1.2	Check and moderate the awesome openers, marvellous middles, fantastic finales, visits and visitors - variety	MLT	Half termly review plannin	Children demonstrate excitement and interest in learning and can reference to their own experiences	

			g		
1.3	Strengthen Key Question for each topic – Golden Thread for each topic	SLT	With above	Children demonstrate excitement and interest in learning and can reference to their own experiences	
1.4	Introduce an element of 'what the children want to investigate' into each topic	SLT	With above	Children engaged with the learning and demonstrate their desire to find out more	
1.5	Observe topic lessons, book scrutinys and Pupil voice on topics and activities – see Monitoring and Assessment Schedule	SLT	termly	What strategies are being employed by teachers which are having an impact on learning?  What percentage of lessons observed are good, outstanding, any satisfactory?	
EVALUATION:					

<b>TARGET 2:</b> <b>Each lesson designed to meet the needs of all the children</b>				<b>Measured by:</b> The vast majority of children working at the high end of Year Group expectations in English and maths by the end of the academic year	
<b>Key Tasks/Actions</b>		<b>Lead</b>	<b>Time Scales</b>	<b>Success criteria /Impact</b>	<b>Resources / cost</b>
1.1	Develop the classroom environment procedures and how it is used to ensure children have the tools they need to make progress in each lesson	SLT/MLT	Sept. termly update	Is there a year group which is not achieving in line with expectations?	
1.2	In learning Communities, revisit dialogic teaching – expectation that children will respond in full sentences and use the correct terminology	Spr meeting	LC leads	Are the children able to talk about their learning clearly, using the correct terminology? Observe children as 'experts' in the lessons.	
1.3	CPD on: - use of AfL,	SLT	Spr	Are all children learning throughout the lesson? Do the children know what to do if they are	12 credits £500 cover for 2 staff members

	<ul style="list-style-type: none"> <li>- use of mini-plenaries</li> <li>- how to adapt lessons to respond directly to the feedback of the lesson to ensure pace and no time wasted</li> </ul>			'stuck'?	
1.4	MLT to further develop ReflectEd style approach to improve the quality of response to developmental marking and feedback and accurately reflect on learning.	AM/ SLT	Start Sept Introduce Spr	Evidence in observations and books that children are fully engaged with their learning journey	Free resources
1.5	Through Learning Community discussion, refocus on children using questions to clarify thinking, views and strategies	SLT	Aut 2	<p>Question starters evident in the classroom.</p> <p>Children using questions appropriately to peers, teachers and in research.</p>	
1.6	Focus on AfL practices in observations – impact?	SLT	Aut 1+	How has the AfL impacted on progress?	
1.7	Focus on impact of AfL in planning and book scrutinys	SLT	Aut 1+	<p>Is there a child being 'left behind?' Every child is challenged and no time wasted.</p> <p>Is there a class which is not achieving in line with the other classes in the year group?</p>	
1.8	CPD on how to identify the desired Learning Outcomes of a lesson and how to plan to achieve them for every child (not activity driven)	MLT	Aut 2	<p>Steps to success are clear and children can discuss what they are learning, why and how.</p> <p>Teacher subject knowledge sound and LC modelled with clarity to the children</p>	See 2.1.3 Priority B
EVALUATION:					

<b>TARGET 3:</b> <b>Effective in-house CPD programme to improve the Quality of Teaching and Learning to outstanding</b>				<b>Measured by:</b> percentage of good and outstanding lessons observed: 100% good or better, 40% outstanding	
Key Tasks/Actions		Lead	Time Scales	Success criteria /Impact	Resources / cost
1.1	Develop a clear understanding of what makes 'good' and 'outstanding' teaching (reference Ofsted framework, teacher standards) through Appraisal and observation feedback discussions.	MB	Aut 1 Maths Obs Half termly revisit in LComs	Tight appraisal targets broken down with clear actions on how to achieve them	£120x6people x 3 terms = £2,160
1.2	Use appraisal procedure and personal action plan to develop individual practice	SLT/ MLT	Termly reviews	All appraisal targets met by the vast majority of staff	
1.3	Use Learning Communities programme (see Monitoring and Assessment Schedule) and Iris (Outstanding Teacher Programme (OTP) & Learning Communities) to support person development	MLT	Termly reviews	All appraisal targets met by the vast majority of staff	
1.4	Develop OTPs to support recently qualified staff or those new to a year group	SLT	Half termly reviews	All appraisal targets met by the vast majority of staff  Increase the percentage of good and outstanding teachers in school	Project costs £120x2people x14weeks x3terms =£10,080
1.5	Participate in Sutton Trust 'Developing Teachers' programme. (Review and plan next steps)	MB	Spr 2	All appraisal targets met by the vast majority of staff  Increase the percentage of good and outstanding teachers in school	
1.6	Monitor effectiveness of CPD target, through Appraisal, internal staff interviews, staff profiling and staff CPD participation & impact			Staff report they enjoy working at Grand Avenue and feel supported and enskilled.  Succession planning evident.  Increase the percentage of good and outstanding teachers in school	

EVALUATION:					

<b>TARGET 4:</b> <b>Improve the scheme of work and quality of teaching in Computing, science, art and display and English.</b>				<b>Measured by:</b> see individual action plans	
<b>Key Tasks/Actions</b>		<b>Lead</b>	<b>Time Scales</b>	<b>Success criteria /Impact</b>	<b>Resources / cost</b>
1.1	Computing: Increase staff confidence in teaching new curriculum through development of scheme of work Audit of resources - hardware, software (See Computing Action Plan)	DMan NA		By the end of the year KS1, Yrs 3 & 4 meeting the requirements of the new curriculum. Yrs 5 & 6 gap closed and close to meeting the required standards	£80x2people =£160  5 credits
1.2	Science: Develop teacher confidence in teaching and supporting scientific enquiry skills (See Science Action Plan)	SC LW		Children transferring skills into new scientific concepts	6 credits
1.3	Art and Display: Ensure the environment reflects the standards and ethos of the school (See Art & Display Action Plan)	SD		School alive and inviting and children express pride in the environment	£120x3 mornings =£360
1.4	Outdoor Learning: Embedding into the curriculum to enrich and excite (See Outdoor Learning Action Plan)	OS SC		Every topic has an element of learning outside the classroom	£120x3 mornings =£360
1.5	English: Consistent style of Handwriting Good phonics progression and application of spelling rules	SO AL		At least in-line with SPAG expectations at the end of KS1  At least in-line with previous achievement at the	TLR release £120x6per termx3 terms =£2,160

	Grammar in every staff meeting – INSET Guided Reading – ensure high quality session are delivered (See English Action Plan)			end of KS2	
EVALUATION:					

<b>TARGET 5:</b> <b>Improve progress and outcomes for KS2 children in Mathematics, middle attainers and White British children in particular.</b>				<b>Measured by:</b> see Mathematics Action Plan and maths subject review.	
<b>Key Tasks/Actions</b>		<b>Lead</b>	<b>Time Scales</b>	<b>Success criteria /Impact</b>	<b>Resources / cost</b>
1.1	Review and improve the Learning Challenges for each lesson ensuring they are concept led	RS	Autumn Term	Children demonstrate a secure understanding of number and how to apply their mathematical skills	TLR release £120x6per termx3 terms =£2,160
1.2	Review and improve the quality of lesson design to ensure each child is supported and challenged to reach or exceed the expectations of the lesson	RS	Autumn Term	Children demonstrate a clear understanding of the intended learning in each lesson Children on task and make progress in each lesson All children make at least expected progress and gaps of vulnerable learners close.	
1.3	Observe teaching throughout the school and evaluate strengths and areas for improvement	SLT RS	Autumn Term	Training programme in place which moves teaching and learning forward	
1.4	Put together a programme of training for Mathematic teaching. (What is 'mastery' in particular)	SLT	Aut 1. Training throughout the year	All mathematics planning & teaching is at least good but often better, across the school	£1,500 for trainer 1 day +working with individual staff  AfC within buy back

1.5	Raise engagement and confidence in mathematics for all children with particular focus on vulnerable learners and girls in particular	RS	Autumn Term and then Termly monitoring	Children engaged and confident with maths challenges (observations) All children make at least expected progress and gaps of vulnerable learners close.	
1.6	Ensure cross curricular links are used effectively	RS NK	Autumn Term and then Termly monitoring	Children demonstrate an understanding of the wider use of mathematics and able to use and apply mathematical skills.	
1.7	Regular training on concrete-pictorial-abstract approach to teaching and learning	RS NK	Weekly in staff meetings	Children able to explain and demonstrate a problem solving approach using mathematical skills	
1.8	Teach the correct technical vocabulary the children need to explain their thinking in maths	RS All staff	Regular revisiting	Children able to accurately self-assess and respond effectively to marking and feedback. Children able to explain their thinking and reason mathematically	
EVALUATION:					

# **PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**

<p>Strategic Objective C: Promote a positive whole school approach to personal development, behaviour and welfare based on shared values. 96% in Learner Self-Worth/confidence on the PASS and 98% at least satisfied on the parent questionnaire on attitude to learning and valuing children.</p>
<p>Key Outcomes:</p> <ul style="list-style-type: none"> <li>• Parents, staff and pupils are fully committed to engaging in whole school processes and procedures based on shared values.</li> <li>• All pupils make improved progress in their learning through the use of effective intervention (including family support) and personalised learning</li> <li>• Pupils engage in a school curriculum that develops positive learning behaviour.</li> <li>• Behaviour is exemplary across the school.</li> </ul>
<p>Monitoring and Evidence:</p> <p>Observed lessons Feedback from YGLs/MLT Curriculum maps/skills ladders Pupil voice Progress and outcomes meeting targets PASS Parent questionnaires</p>

<b>TARGET 1: Ensure families are well equipped to support their children's learning and behaviour</b>				<b>Measured by: Parent questionnaire – majority positive response to question regarding supporting pupils learning and behaviour.</b>	
<b>Key Tasks/Actions</b>		<b>Lead</b>	<b>Time Scales</b>	<b>Success criteria /Impact</b>	<b>Resources / cost</b>
1.1	PPG and vulnerable pupils: <ul style="list-style-type: none"> <li>• Staff to engage hard to reach families and PPG to ensure attendance at parent consultations, reviews and workshops. Enlist support from MLT and SLT and arrange follow up meeting for</li> </ul>	DM SP AM (SLT and MLT)	Half termly MGP review meeting	<ul style="list-style-type: none"> <li>• All parents are equipped to support their child therefore the majority of pupils reach age related expectations.</li> <li>• Timely, targeted intervention ensures pupils reach age related expectations.</li> </ul>	

	<p>non-attendance.</p> <ul style="list-style-type: none"> <li>• Rigorous tracking of PPG pupils and use of MGP sheets for pupils not making progress – communicated with parents.</li> <li>• Following an information request from social services a meeting is to be arranged asap with family to discuss support available.</li> <li>• Policy for LAC and post-LAC written and published on website and shared with staff.</li> <li>• PPG information updated on website.</li> </ul>		<p>As necessary – following request</p> <p>Policy and website updated in place</p> <p>Aut 2</p>	<ul style="list-style-type: none"> <li>• PPG pupils have equal opportunities.</li> <li>• Strengthen links with vulnerable families so that they have further confidence in seeking help when necessary.</li> </ul>	
1.2	<p>Family Support:</p> <ul style="list-style-type: none"> <li>• Planned series of workshops to support parents understanding of the curriculum.</li> <li>• EY parent club launched.</li> <li>• New Family links groups targeting KS2 and EY.</li> <li>• ASD seminars promoted.</li> <li>• External events timely communicated to parents.</li> </ul>	<p>SLT</p> <p>GS</p> <p>SP</p> <p>SP/JP</p>	<p>Termly schedule of events</p>	<ul style="list-style-type: none"> <li>• All parents are equipped to support their child therefore the majority of pupils reach age related expectations.</li> <li>• Strengthen links with families so that they have further confidence in seeking help when necessary.</li> </ul>	<p>Family Links matched funded =£100</p>
1.3	<p>Parent teacher consultation guidance issued to staff.</p>	<p>SLT</p>	<p>Aut 1</p>	<p>Parents are fully informed about child's progress and how to support at home.</p>	
EVALUATION:					

<b>TARGET 2: Strengthen progress measures and internal reporting procedures for pupils with SEND &amp; EAL</b>				<b>Measured by: SEND questionnaire – majority of parents rate provision as good.</b>	
<b>Key Tasks/Actions</b>		<b>Lead</b>	<b>Time Scales</b>	<b>Success criteria /Impact</b>	<b>Resources / cost</b>
1.1	Update provision information booklet for staff outlining progress measures.	SP CW	End of Autumn term	Staff understand interventions available and accurately target pupils.	
1.2	Ensure all interventions have progress measures and timely reports provided by staff to SENco and Inco to judge VfM.	SP CW	End of Autumn term	Intervention groups running are VfM and are effective in supporting pupils' attainment and progress.	
1.3	Use of new MGP sheets for SEND pupils.	SP CW	End of 1 <sup>st</sup> half term Autumn	Targets set and Intervention groups running are effective in supporting pupils' attainment and progress.	
1.4	Communicating with parents: <ul style="list-style-type: none"> <li>Further develop SEND section of the website with useful information including admissions.</li> <li>Update key policies inc SEND, CP and Disability and Accessibility policy.</li> </ul>	SP CW	End of Autumn term	Parents of pupils with SEND have accurate and timely information to support pupils and access support.	
1.5	ASD: <ul style="list-style-type: none"> <li>Investigate ASD provisions available and decide whether current provision meets the community's needs.</li> <li>Monitor effectiveness of ASD intervention groups and identify further training needs and key staff.</li> </ul>	SP JP CW	End of Spring Term	Pupils with an ASD are effectively supported and make good progress.	
1.6	Train two new ELSA's and tighten monitoring and progress measures for pupils with SEMH through use of SDQs.	SP CW	End of the academic year	Pupils with SEMH needs are identified early and early intervention is given.	Matched funding =£500
1.7	Participate in Sutton Trust project on effective use of TAs and disseminate across school.	SP	End of the	Support staff are effective in raising pupil achievement.	Book £23 6credits

			academic year		
EVALUATION:					

<b>TARGET 3: A values led curriculum is embedded throughout the school.</b>				<b>Measured by:</b> 96% in Learner Self-Worth/confidence on the PASS	
Key Tasks/Actions		Lead	Time Scales	Success criteria /Impact	Resources / cost
1.1	<b>GRAND Learners:</b> <ul style="list-style-type: none"> <li>New co-ordinator in place and has a clear action plan on further developing and promoting GRAND learner skills across the curriculum.</li> <li>New bricks introduced (self-awareness, aspiration, positivity, responsibility, perseverance, respect) through display, assemblies, linked to the curriculum.</li> <li>Teachers to plan, model and teach values curriculum..</li> </ul>	AL MLT	End of Autumn term and reviewed end of spring and summer term	<ul style="list-style-type: none"> <li>Pupils develop key learning behaviour skills which has a positive impact on pupil's attitude towards learning.</li> <li>Consistent use of vocabulary across the school – staff, children, parents.</li> </ul>	£2,160
1.2	<b>PASS:</b> <ul style="list-style-type: none"> <li>Re-launch use of PASS to identify children and areas causing concern.</li> <li>Use PASS data effectively to plan and deliver effective circle times and targets within year group action plans.</li> </ul>	SP RS	End of Autumn Term	<ul style="list-style-type: none"> <li>Staff are effectively targeting and supporting pupil learning behaviour and well-being which has a positive impact on pupil achievement.</li> </ul>	
1.3	<b>House System:</b> <ul style="list-style-type: none"> <li>New house system to be launched for whole school in assembly.</li> </ul>	OS AM	End of Aut 1	<ul style="list-style-type: none"> <li>Pupils are engaged and motivated in the values led curriculum and success are celebrated.</li> </ul>	Cost of tokens & containers £1,200

	<ul style="list-style-type: none"> <li>Trips organised.</li> </ul> <p>Tokens given out linked to whole school values.</p>				
EVALUATION:					

TARGET 4: Pupils engage in productive and enjoyable non-curricular activities.				Measured by: Few incidents recorded in YG books. Pupil voice – majority report positive experiences.	
Key Tasks/Actions		Lead	Time Scales	Success criteria /Impact	Resources / cost
1.1	<p>Lunchtimes:</p> <ul style="list-style-type: none"> <li>Identify training needs of SMSA team.</li> <li>Develop/source appropriate training.</li> <li>Pupil voice on lunchtime support and activities.</li> <li>Develop pupils as leaders of lunch time games.</li> <li>Identify and launch further lunchtime clubs.</li> <li>Further develop Sunshine room lunchtime club in consultation with staff. Consider KS1 club depending on pupil needs.</li> <li>Children to be taught games to play at lunchtimes – traditional games day.</li> </ul>	HG SP CW AOS	End of Autumn Term and reviewed end of spring and summer term	<ul style="list-style-type: none"> <li>Pupils are engaged at lunch times:               <ul style="list-style-type: none"> <li>develop effective relationships with adults and peers</li> <li>reduction of incidents lead to pupils more settled in class</li> <li>pupils with high needs are well managed</li> </ul> </li> </ul>	Budget up to £500
1.2	<p>Break times:</p> <ul style="list-style-type: none"> <li>Further develop YG lunchtime books to record detentions and tighten expectations through communication with/between staff.</li> <li>Behaviour procedures followed by all staff.</li> </ul>	MLT	2 <sup>nd</sup> week in Sept	As above	

1.3	Clubs: <ul style="list-style-type: none"> <li>• Ensure PPG pupils have access to clubs and extra-curricular activities.</li> <li>• Pupil voice on clubs available and interests of pupils.</li> </ul>	OS	End of Aut 1 End of spring term	Pupils develop effective relationships with adults and peers. All pupils further develop interests.	£40per club x44 children x3 terms =£5,280
EVALUATION:					

# LEADERSHIP AND MANAGEMENT

Strategic Objective D:

Secure opportunities for all staff to further develop as leaders of teaching and learning, as individuals and through a collaborative approach, to ensure best practice evident throughout the school. 100% of teaching staff achieve Appraisal Target 3.

Key Outcomes:

- All teaching is at least good and 40% outstanding
- All staff will achieve target 3 on their personal action plan and NQT's will pass their induction year
- There will be clear consistency across all year groups
- Staff will support each other effectively
- All staff will take part in effective CPD
- Best practise will be shared both within the school and the borough

Monitoring and Evidence:

MLT meeting notes

Learning walks

Observed lessons

Feedback from Best Practice Leaders

Book scrutiny; learning journey and quality of feedback

Planning; next step planning, personalised annotations, planned AfL

Progress and outcomes meeting targets

Staff meetings

Action plans

Appraisals

<b>TARGET 1: Ensure a consistent approach to teaching and learning in every year group through the development of Best Practice Leaders</b>				<b>Measured by:</b> percentage of good (100%) and outstanding lessons (at least 40%) observed All teachers achieving appraisal target 3	
<b>Key Tasks/Actions</b>		<b>Lead</b>	<b>Time Scales</b>	<b>Success criteria /Impact</b>	<b>Resources / cost</b>
1.1	Support and training for new year group best practice leaders (BPL) -link with SLT	SLT/ MLT	Aut	BPL's are confident in leading best practice in year group and maintaining high standards Consistency across year group.	£120x3 =£360  6 credits

	-BP networks -links with other schools -SLT mentors -Middle leader course opportunities				
1.2	Review new year group leader expectations	MLT	Aut	Consistency across year group. BPL's are confident in leading best practice in year group and maintaining high standards	
1.3	Continue to develop policies and procedures document MLT/Staff meetings	SLT/ MLT	Review half termly	Consistency across year group Accountability and expectations for all for staff will be clear	
1.4	Support both BPL and Subject leaders to understand and interpret data -use of SIMS	SLT	Aut/Spr /Sum	Accountability for YGL and subject leaders Use of data to increase progress and attainment across the school	
1.5	New OFSTED framework cascaded to all – MLT meeting	SLT/ MLT	Aut 1	All will have a good understanding of the expectations of OFSTED	
1.6	Develop YG action plans to link with SDP clearly and show impact.	SLT	Aut 1 & half termly	Consistency across year group Accountability and expectations, of current development focus, for all for staff will be clear Raise standards across the year group	
EVALUATION:					

<b>TARGET 2: Further develop links with other schools and the wider community to support the development of teaching and learning</b>				<b>Measured by:</b> Proportion of good and outstanding teaching. Proportion of teachers achieving appraisal target 3 Standing in the local schools community.	
<b>Key Tasks/Actions</b>		<b>Lead</b>	<b>Time Scales</b>	<b>Success criteria /Impact</b>	<b>Resources / cost</b>
1.1	Develop moderation links with cluster schools including schools with different cohorts	SO/G S	Aut/Spr /Sum	Consistency across year group All year groups will have a clear understanding of end of year expectations and these will be in line with other schools in the borough.	

1.2	Use best practise schools to support teaching and learning across the school	SLT	Spr	Ideas from other schools will be used to raise standards in teaching and learning. Best practice will be shared across the school	
1.3	Develop links with Hollyfield School – Science, Computing, Transition	MB	Contact Aut 2 Plan year	Best practice from other schools will added to GA BP to raise standards in teaching and learning. Transition programme exptended. Best practice will be shared across the school	
1.4	Use of best practice time in school to visit other settings	MLT	Aut/Spr /Sum	Best practice from other schools will added to GA BP to raise standards in teaching and learning. Best practice will be shared across the school	
1.5	Use website to promote school	All staff	Half termly review It tech	School's profile will be improved in the local community.	
1.6	All staff to look for opportunities to showcase the school -promotion in the media -use of events -outreach	All staff	SLT monthly review	School's profile will be improved in the local community.	
EVALUATION:					

<b>TARGET 3: Maximise the use of resources across the school</b>				<b>Measured by:</b> Proportion of good and outstanding teaching	
<b>Key Tasks/Actions</b>		<b>Lead</b>	<b>Time Scales</b>	<b>Success criteria /Impact</b>	<b>Resources / cost</b>
1.1	Develop use of IRIS – OTP	SP	Aut	Professional dialogues and professional reflection strengthened	Renew cloud cost Budget up

					to £1,200
1.2	Staff to receive training for new SMART screens and evaluate use		Spring	ICT will be used more effectively in lessons Lessons are exciting and engaging	
1.3	Continue to audit and ensure high quality resources are used for new curriculum	Curr leader s	Aut 2 and termly	Lessons are exciting and engaging (awe and wonder)	Budget up to £5,000
1.4	Develop the use of outdoor learning and resources to support an engaging and exciting curriculum – see quality of teaching section SDP and co-ordinator action plans.	SC/O S	Aut	Every topic has an element of learning outside the classroom Lessons are exciting and engaging (awe and wonder)	As above
EVALUATION:					

<b>TARGET 4: Develop effective CPD opportunities for all</b>				<b>Measured by:</b> Proportion of good and outstanding teaching Proportion of teachers achieving appraisal target 3	
<b>Key Tasks/Actions</b>		<b>Lead</b>	<b>Time Scales</b>	<b>Success criteria /Impact</b>	<b>Resources / cost</b>
1.1	Training on how to write effective targets for both Appraisals and MGP sheets Staff meeting	GS/S P	Aut 1 Review ed regularl y	Tight appraisal targets broken down with clear actions on how to achieve them Vulnerable children will have effective, SMART targets and make good progress.	
1.2	Use appraisal procedure (encapsulating Teachers Standards) and personal action, to develop individual practice, linked to performance related pay.	SLT/ MLT	Termly reviews	All staff to achieve target 3 on their personal action plans. Increase the percentage of good and outstanding teachers in school	
1.3	Use Learning Communities programme and Iris to support personal development	MLT	Termly reviews	All staff to achieve target 3 on their personal action plans. Increase the percentage of good and	

				outstanding teachers in school	
1.4	Develop OTP to support recently qualified staff or those new to a year group	SLT	Half termly reviews	All staff to achieve target 3 on their personal action plans. Increase the percentage of good and outstanding teachers in school	See project as costed previously
1.5	Participate in the Sutton Trust 'Developing Teachers' programme	MB	Spr 2	All staff to achieve target 3 on their personal action plans. Increase the percentage of good and outstanding teachers in school	
1.6	Develop use of peer coaching including training on how to peer coach for all.	SP	Spr	Teachers will be able to support each other Increase the percentage of good and outstanding teachers in school	Training £1,200
EVALUATION:					

TARGET 5: Ensure equality of opportunities for all				Measured by:	
Key Tasks/Actions		Lead	Time Scales	Success criteria /Impact	Resources / cost
1.1	Evaluate use of PPG funding and value for money of interventions and resources	DM	Aut	Interventions are highly effective in raising standards and PPG children and making fast moving progress	
1.2	Evaluate use of PE funding	OS	Aut	PE funding provides highly effective lessons that are well resourced	
1.3	Achieve equalities award – see Equalities Action Plan	R	Aut	School will achieve the equalities award	Registration fee £825
1.4	Extend Grand Learner program and PSHEE Scheme of work to reflect modern British values	AL & SC	Aut	Through exemplary behaviour children demonstrate a good understanding of modern British values, which will be reflected in the	

				lessons they are taught.	
1.5	Further raise staff awareness of current safeguarding issues such as CSE and radicalisation through training and guidance	AM	Aut 1 & Half termly	All staff are familiar with, and act upon procedures for identifying and acting on any concerns.	
1.6	Further raise staff awareness of issues surrounding LAC and post LAC pupils and disseminate new policy	SP/G S	Aut 1& Update as come in	All staff will be familiar with the issues surrounding LAC and they will be planned for effectively.	
1.7	Use website effectively to communicate with parents through the use class blogs	BPL's	Monthly	Website will be used effectively to communicate with parents through the use class blogs	
EVALUATION:					

<b>TARGET 6: Develop clarity of roles and responsibilities subsequent to reconstitution of the Governing Body</b>				<b>Measured by:</b> strong accountability leading to meeting the rigorous expectations of the new curriculum and testing procedures	
<b>Key Tasks/Actions</b>		<b>Lead</b>	<b>Time Scales</b>	<b>Success criteria /Impact</b>	<b>Resources / cost</b>
1.1	Carry out Skills Audit of the reconstituted governing body	Chair	By first FGB meeting	Clarity of skills when selecting new GB members. Training organised to support individuals and FGB	Budget up to £500
1.2	Review and revise roles and responsibilities of the Governing body committees	Steering group/ clerk	By first committee meeting	Purposeful agendas for all meetings, targeting of key areas of particular note. Meetings informing FGB Holding school to account and further raising standards, of key groups in particular, within budget	
1.3	Identify key roles and responsibilities that should be undertaken and allocate roles to individual governors matched to their skills and interests	Steering group	By second FGB meeting	All governors actively participating to the work of the FGB, equitable workload FGB fulfilling duties and responsibilities. Further raising standards, of key groups in particular, within budget	

1.4	Evaluate the effectiveness of the governing body through: <ul style="list-style-type: none"> <li>the NGA 20 questions to Governors</li> <li>the development of an impact schedule of the governing body's work</li> </ul>	Chair  Chair, clerk, FGB	Second FGB meeting. Completed by Spring Term	All members demonstrate full understanding of the duties of the GB. GB collectively have full understanding of the work of the school and how their strategic direction is being fulfilled. Impact schedule is comprehensive and informing governors of school's journey and next steps	
1.5	Plan next steps and identify key tasks for individuals, Committees and the FGB	Steering Group/ Committee Chairs/ FGB	By end of Autumn Term	Full schedule in place Governors demonstrate effectiveness in roles and responsibilities	
1.6	Identify further training needs for individual governors, committees and the whole governing body	Chairs/ Training Lead	By end of Autumn Term	Training programme in place Governors have clear understanding of their strategic role	
1.7	Further develop Action Plan for Spring and Summer Term to further develop effectiveness of the Governing Body of the School	Steering Group	By first meeting of Spring Term	Action Plan in place for Spring and Summer Term to continue to drive improvement in the effectiveness of the working of the GB and to inform strategic direction	
1.8	Key areas for strategic planning 2015/16 <ul style="list-style-type: none"> <li>Academy status &amp; MAT</li> <li>Development of the nursery provision to offer wrap around care</li> <li>Options for the ESTA and extension of SEND provision</li> </ul>	FGB Committees	2015/16	Costed decisions on strategic direction in all areas and how this will impact on the school	
1.9	Key areas for close monitoring 2015/16 <ul style="list-style-type: none"> <li>Outcomes and progress in mathematics</li> <li>Outcomes and progress of vulnerable learners (esp PPG)</li> <li>Development of understanding of new assessment data</li> </ul>	FGB committees	Monitoring at each meeting	Rigorous accountability and robust evaluation of strengths and weaknesses of the school Improved outcomes for identified areas of development Standards further raised Children are safe and know how to stay safe	

	<ul style="list-style-type: none"><li>• New safeguarding concerns and training; monitor safeguarding audit</li></ul>				
EVALUATION:					