School Development Plan

3rd September 2016- 21st July 2017

OFSTED Report 19th November 2015: Areas for improvement

- Improve pupils' achievement in mathematics.

- Increase the number of opportunities that pupils have to develop estimation and calculation strategies and use these to solve number problems.

English Development Plan

Target	Action	IMPACT *What evidence will demonstrate a positive impact to raise standards?* *How are you going to know that you have achieved this?*	Resources / Cost linked to which financial year (2016-17 / 2017-18) Key dates	Who will monitor	Evaluation By
READING FOCUS <u>READING FOCUS</u> To Raise the standards in Reading at the end of Key Stage 2. To address the standards in Writing and Reading in Year 3.	Two experienced teachers with a focus on driving standards in Year 6. Teachers released to provide intervention (4x hours per week). Cohort is divided into two groups, so that the teaching can be focused on children's needs and progress is accelerated. Sound training for pupils. Power of Reading resources to support reading. Pupil Premium intervention time delivered by Class Teacher to close the gap for disadvantaged children Language Link project. Purchase further reading material to engage children.	Target 85% at ARE Target R- 75% ARE W- 63% ARE	Sound training (Pupil Premium Grant 2016-2017). Additional TA for Year 3 (2016-17 / 2017-18 Power of Reading – Literacy Budget (2016-2017)	Curriculum Committee – through visits and also visit to school.	HT / DHT / English Lead
Evaluation					
Improve the quality of teaching in Reading, Writing and SP&G so that it is at least good in all classes to improve achievement and raise standards.	Teaching over time is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the school and staff. Teaching overtime includes: weekly learning walks, planning scrutiny, book scrutiny, pupil conferencing and data to inform an overall	Teachers and other staff have consistently high expectations of what each pupil can achieve, including most able and disadvantaged pupils Evidence to show about how well individual pupils and particular groups of pupils are	**INSET**: English and Spellings / Expectations in reading. Intro new English policy.	Book monitoring every 2 weeks.	Curriculum Committee through visits and also termly report from English Lead.

	judgement for teaching over time. Where there is grade R.I. appropriate support plan with rigorous monitoring needs to be place to see rapid improvement with immediate effect. (Weekly/Fortnightly). Instant Monitoring feedback sheets provided for staff with areas for development and key actions give clear and precise feedback on what it is that needs improving with immediate revisit dates to ensure that the improvements are made.	learning, gaining knowledge and understanding, and making progress, including those who have special educational needs, those who are disadvantaged and the most able will continue to rise as a result of the T&L policy.			
Evaluation					
Making sure teachers use tracking information more effectively so that pupils make consistently good progress in all year groups.	For Reading, Writing, Phonics and SP&G: Half-termly Pupil Progress meetings with Mid-Point follow up with teachers. For pupils slipping behind -these need to be identified in Pupil Progress and actions to be recorded as to what it is that teachers are going to do in order so that pupils catch up or gap is closing. Pupil Premium to be tracked as a group and intervention reviewed. Staff CPD and moderation sessions to increase their confidence when making teacher judgements. Staff use the Frog Tracker to aid assessment. **MODERATION:** INTERNAL- half termly moderation EXTERNAL- through services for education LA moderation for EYFS, Year 2 and Year 6 writing Years 1-6 moderation with 5 schools (R, W and	Teaching over time will be based on careful assessment of the children. The progress of all children in all groups is good. (Reference to milestones)	English Budget (2016-17/ 2017-18) **Staff CPD training** (2016-1 / 2017-18)	Planned Writing Moderation INSET: MONITOR by: HT/ DHT	Curriculum Committee through visits and also termly report from English Lead.

	M). English Lead				
Evaluation					
Progress of Disadvantaged pupils is above average or improving.	For Reading, Writing, Phonics and SPaG: Rigorous monitoring of PP children tracks their progress- targeted book scrutiny , high focus on this group during weekly learning walks, this group should be identified in lesson planning. Evidence from books overtime shows teachers are using a range of resources to build children's abilities to secure previous learning and setting new challenging task. Releasing class teachers to provide intervention. Change to timetable to allow for 15mins during lunchtime for one to one catch up time. Increased focus on Disadvantaged group during Pupil Progress meetings. English lead to monitor the above is evident in English teaching using book scrutiny opportunities. Check PP time planning to ensure time is given to closing the literacy gap where needed and appropriate focuses/objectives are being used to ensure impact.	Gaps in data between PP and non PP children will begin to close. Aiming for accelerated progress for PP children. See milestone data for Pupil Premium.	**Pupil Premium Budget** (2016-17 / 2017-18 DHT to produce half termly progress and attainment report DHT to analyse data to identify priorities for intervention. Report the use of the money, impact of spending and intended spending	HT to monitor.	**Pupil Premium Governor** on pupils' progress and attainment
Evaluation					
To improve the quality of teaching and learning in spelling in across the school.	A new approach to spelling practices across school. **Ice cool spelling** JL to check and adapt deep sea spelling program to fit with needs of Featherstone	Spelling will move away from traditional weekly spellings. Many children learn these weekly spellings by rote and do not retain this knowledge. These are also often words that are related to spelling patterns and some of these can be obscure for children.	None Spelling diaries – WMS - £15 for a	Ongoing Introduce d Autumn	Curriculum Committee through visits and also termly

(High focus in Key Stage 2)	Primary school and set up groups using test data. Introduce Ice cool spelling across the school. This is a spelling scheme that relies on the drive of competition and visible progression to improve spelling. The spellings included are common words that children spell wrong and those prescribed in the 2014 national curriculum. These spelling list will be those sent home to parents. Children remain on the same list until all spellings are correct. Half termly lists Change spelling homework practice. Lists of Year group appropriate spellings to be sent home each half term (JL to design) for teacher assessment. These will be unseen and mainly These will be linked to spelling patterns that will be covered that term. Children will be tested at random on 8/10 words per week during their phonic/spelling sessions in addition to their ice cool spellings. Teaching resources New resourced scheme to be purchased (Rising Stars spelling). Lessons are fully planned and resourced. These use exciting contexts to engage children with spellings. High focus on spelling when marking. KS2 to identify every incorrect spelling according to marking policy. (With exception of SEN children). Children to use dictionaries and spelling diaries to check and record correct	The repetitive nature of the scheme will emphasise the importance of spelling key words correctly. This should in turn improve spelling across the curriculum – evidenced in written work. Parents will be more aware of spelling patterns that need to be practiced each half term. Children will gain a better knowledge of spelling patterns. Spelling should improve across all writing, across school. Teachers will have a solid structure for the teaching of spelling lessons Teacher workload reduced due to planning and resources provided as a basis. Child engagement improved due to new contexts. Higher focus put correct spelling. Children will be more aware of their incorrect spellings. Improvement will be seen in spelling as children are more aware of the importance. Children will put more emphasis and importance on correct spellings. Improvement in spelling should be evident in children's work.	pack of 30. (KS2 - £75) Spelling trophies – 'Spelling Champion' / 'Improved Speller' **Awards:** (2016-17) English Budget (2016-17/ 2017-18)	1 DHT HT	report from English Lead.

	spellings. High focus on spelling when marking. Spelling diaries to be introduced to coincide with this, children to check and record incorrect spellings in spelling diary (KS2 focus). Phonic dictionaries to be provided for Year one to help them to find words easily to assist their spellings. English Leader to monitor spelling and marking of spellings through book scrutiny and learning walks to ensure quality of teaching. New whole class teaching of reading to continue. English Lead to monitor the effect that this is having. Make sure focus is on children reading texts and how to answer full comprehension questions. Monitor/measurable reading tests to be introduced to prepare children in younger Year groups (1 – 5) for answering reading test style questions. English Lead to source and take to AFL Steering group for approval.	Children all receive quality input daily. Greater focus given to written responses to reading questions/Reading activities. Standards in reading tests should show improvement. Improvement in engagement and enjoyment. Access to a wider range of material. STAFF TIME TO SET UP A SELECTION OF SOUNDS EACH.			
Evaluation					
To improve pupils engagement in Reading, Writing, Phonics and SPaG .	English Leader to continue to monitor and adapt 'Power of reading' as a way to deliver literacy following on from last year's course. Monitor success of books and use new selection (Released Oct 16) to enhance current book selections.	Children will be engaged and enthused about their learning. This will be evidenced through pupil voice/lesson obs/learning walks. Use of quality texts provide good modelled writing for children. This should lead to improved writing standards.	£300 to continue subscription to CLPE website. English Budget (2016-17/ 2017-18) Money to purchase	English Leader October 2016 – Select new books	Curriculum Committee through visits and also termly report from English and

Objective	Action	Success Criteria	Resources/Cost	Monitoring/Timeline	Responsible
	English Leader to re- launch power of reading board with children. English Leader to continue to read at least one book per half term at the same time as the class and engage them in conversations/ pupil voice/ book quizzes etc.	Children will be engaged in discussions about reading with reading leader. Children will be taught depth instead of breadth. This will be evidence in their work where solid understanding of skills will be shown. The children will be able to fully explain and analyse their writing choices.	class sets of books if new ones are chosen. English Budget (2016-17/ 2017-18) Chris Quigley essentials curriculum (£365). Staff Training (2016-17/ 2017-18)	and evaluate current teaching sequences.	Maths Leaders.
To improve the consistency of Writing and Reading standards across the curriculum.	English and Maths Leaders to introduce the essentials curriculum (Chris Quigley) this will enable staff to tailor power of reading sequences (Especially focussed learning objectives) to ensure children are achieving at the correct level and obtaining depth of learning.	Children will still get quality teaching about a range of text types and become competent writers. Quality written pieces should demonstrate children's ability to use writing skills taught through English lessons in a range of contexts.	None	Introduce Autumn term in Inset with maths leader	
To improve the quality of writing across the curriculum. (foundation subjects)	English Leader to monitor writing genres being taught in literacy through Power of reading texts. Ensure range is age appropriate and suggest links to staff for other genres where these are needed. Re iterate expectations for writing in all subjects to be of the same standard. At least 3 pieces across a half term. JL to monitor foundation books for writing skills.	English Leader will have clear information on parent views of literacy in school. JL can tailor school parent events around parent view. Parents will be aware of success. Improves parent/school relationships by focussing on positive achievements. Parents will also see quality of the work produced/expected in class.	None Reading picnic/ café – money for drinks and snacks. (Approx £100).	Monitor books as part of writing scrutiny in Autumn 2.	
To further engage parents in literacy.	English Leader to set up survey monkey questionnaire to monitor parents views of home reading and power of reading scheme. Consider parent view questionnaire about what parents would like from school in			Autumn/Spring/Summer	

	regards to literacy.				
	Set up as many opportunities for families to be together in school celebrating literacy as possible. (Book week, Parent workshops, reading picnics/ cafe (Summer).				DHT
	JL to encourage staff to share literacy achievements using new app. (If brought in). Encourage the use of pictures of readable sections of work.				

Evaluation

Improving the quality of teaching in English through a coaching model.	Develop teacher's confidence and pedagogy through quality lesson coaching.	See milestones below	Staff CPD release Budget (2016-17/ 2017-18)	Report from English and Maths Leaders.

Quality of Teaching overtime in English– Teachers					
Term	Monitor by	Inadequate %	R.I %	Good + %	Outstanding
Autumn 1	SLT	0%	20%	70%	10%
Autumn 2	SLT	0%	20%	70%	10%
Spring 1	SLT	0%	10%	70%	20%
Spring 2	SLT	0%	0%	80%	20%
Summer 1	SLT	0%	0%	100%	30%
Summer 2	SLT	0%	0%	100%	30%

Evaluation

Progress in phonics in Key stage 1 and for the children in KS2 who have not yet passed the test.	Early introduction of sounds of the week for the whole year in Year 1. 2/3 sound selected as a focus for the week. Parent Information evening. Key staff given year 1/2high focus groups. JL/HB/AS/AW/HJ	All children are accessing sounds regardless of current personal phonic stage. Year 1 phonics built into all sessions. Phonics screening rate improves. See data sheets for Year 1 phonics. Children should show accelerated progress and sustained attainment in phonics half termly tests. Phonics screening rate improves.	None Introduced Autumn – used and monitored throughout year	HT/DHT/A HT	Report from English and Maths Leaders.

	English Lead to continue to monitor phonics progress and attainment using half termly test data and tracker. To facilitate intervention as needed.	Children in need will be identified quickly and given help needed from half termly data. Children will then be moved phonic group accordingly. Children not making progress will be identified each half term for additional phonics interventions with additional TA. Progress made within intervention will be reflected in pupils attainment in writing, reading and phonics assessments.	None Resources to make phonics – paper, laminating pouches, lollipop sticks etc. English/Awards Budget (2016-17/ 2017-18)		
	Set up phonics resources base. (Packs for each sound) – Phase 3 –Phase 5. Developed by staff	All adults will have access to pre—made materials for phonic sessions. This will save staff resourcing time but also ensure that all children are given access to the same quality resources.			
Evaluation					
Teaching and learning in phonics and spellings.	Provide opportunities to share good practice through peer observations and INSET. (English Lead - other staff members such as AHT (HB), Maths Lead(LW).	During learning walks, all children will be engaged and receiving the same high quality phonics teaching. All staff will have the same Evidenced in learning walks and assessments.	Release time Staff CPD release Budget (2016-17/ 2017-18	HT / English lead	Report from English and Maths Leaders
	English to work with FROG to create/design new recording system for assessment.	This will enable staff to enter accurate data that can be tracked more efficiently and detailed data can be produced and analysed more speedily (By any staff member).			

| To improve accuracy and continuity of assessment in the new curriculum. | Continue to hold moderations meetings with staff for writing and reading.

Introduce reading/writing standardisation files to staff so that there is a clear expectation for the End of Year Standard set. These documents will be used in moderation meetings. | Judgements will be secure across the school and agreed at all levels.

Teachers will become confident and consistent in levelling within the new curriculum.

Teachers will have SLT agreed levelled examples to measure against. | Staff CPD release Budget (2016-17/ 2017-18)

Staff meeting time needed to carry out moderation. | On going DHT | Report from English and Maths Leaders |

Evaluation

Maths Development Plan				
Ofsted Key Objective: Improve pupils' achievement in mathematics by:–				
Support the newly appointed subject leader in the development of a clear plan to improve the quality of teaching				
INITIATIVE	IMPACT	Resources / Cost linked to which financial year (2016-17 / 2017-18)	Who will monitor?	Evaluation By:
Subject Leader Role Develop the role of the maths subject leader so to continue to have a better understanding of her role and how this involves in having a wider overview of whole school improvement.	Coaching from SLT for new Subject Leader in writing, reviewing, delivering, evaluating an action plan. Opportunities to implement monitoring, providing development points and seeing the entire process through so that the impact on Teaching and Learning can be measured. Support the maths leader so that she is more involved pupil's progress and monitoring of progress. Work with maths advisor.	Management time release. Internal cover. Staff CPD release Budget (2016-17 / 2017-18)	Curriculum Committee through visits and also termly report from Maths Lead.	SLT
Evaluation				

Networking Establish a network with other good/ outstanding schools through the mathshub / mastery for maths. http://www.mathshubs.org.uk/find-your-hub/central-maths-hub/ (Colmore, Parkfield, World's End, Kings Norton Girls Secondary School).	To develop Maths Leader's role / knowledge by networking through the maths hub.	Release for any attendance of visits (2016-17) Staff CPD release Budge **(2016-17 / 2017-18)**	Curriculum Committee through visits and also termly report from Maths Lead.	SLT
Evaluation				
Monitoring Standards **To ensure that the quality of teaching maths is 'Good' or better** Monitor the quality of Teaching and Learning in Maths, through book and planning scrutinise, learning walk and pupil voice etc. Maths leaders involvement in Pupil Progress Meetings so that intervention can be targeted quickly and actions monitored. In mathematics lessons observed, through discussions with pupils and scrutiny of their work and by reviewing curriculum plans, how well teaching is judged, Strategic involvement in planning CPD to address issues identified.	Identifying and tackling inconsistency in the quality of mathematics teaching between different groups of pupils, Where pupils are not making the expected progress – appropriate intervention and support to be in place rapidly. Evidence to show how well the school is identifying and tackling inconsistency in the quality of mathematics teaching between different groups of pupils, key stages, sets and classes.	Time to allow for monitoring of books, writing of policy (2016-17) **Release to carry out lesson monitoring.** Staff CPD release Budget (2016-17/ 2017-18)	Curriculum Committee through visits and also termly report from Maths Lead.	SLT
Evaluation				

Improve the quality of teaching in school through a coaching culture. Plan for senior leaders to coach teachers so that their pedagogy is in line with the expectations of	

Quality of Teaching overtime in maths– Teachers					
Term	Monitor by	Inadequate %	R.I %	Good %	Outstanding
Summer 2 (2015)	HT / DHT	0%	20%	80%	
Summer (2016)	HT / DHT	0%	20%	91%	

the national curriculum outcomes for each year group.	Autumn 1	SLT	0%	20%	70%	10%
	Autumn 2	SLT	0%	20%	70%	10%
	Spring 1	SLT	0%	10%	70%	20%
	Spring 2	SLT	0%	0%	80%	20%
	Summer 1	SLT	0%	0%	100%	30%
	Summer 2	SLT	0%	0%	100%	30%

Evaluation

Progress Across all year groups in mathematics, make consistently strong progress, developing secure knowledge and understanding, considering their different starting points. The progress of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll is close to or is improving towards that of other pupils with the same starting points. From different starting points, the proportions of pupils making and exceeding expected progress in mathematics are close to or above national figures. The progress of the vast majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally.	Monitor progress of children through assessment. Moderation meetings. SENco to monitor Intervention groups, advise support staff in identified as needing to make more progress. Rapid intervention. Monitor progress of key groups (SEN / PP / MA / MWCB). The progress gap for children who are pupil premium and those who are special educational needs will close. Identify children in key groups for intervention. The proportion of children who are making accelerated progress to catch up with ARE increases. Monitor progress of children through assessment. Intervention groups to support those identified as needing to make more progress.	Children make good progress within the curriculum developing their knowledge to a more mastery level / greater depth. Cost for visual maths in EYFS / Key Stage One. Mathematics software(Mathletics Third Space Learning (2016-17/ 2017-18) from Pupil Premium). Release time for class teachers to target disadvantaged pupils through planned interventions groups. Release through music sessions / D Singh.	Curriculum Committee through visits and also termly report from Maths Lead.	**SLT/ governors**

		(2016-17/ 2017-18) from Pupil Premium).		
Evaluation				
Assessment Maths Leader ensures the accuracy of assessment through the application internal and external moderation using standardised exemplification materials. Analyse Maths Data, including tracking arithmetic progress across school Y1-6.	Arrange for internal moderation of maths to secure teacher judgements (each half term for internal). External judgements of maths validation through Services for education – Once per year. Use standardisation materials to moderate internally and externally in all year groups- ensuring the staff use this to inform planning. Maths Leader to collect data half termly from class teachers (like we do in phonics) so that Arithmetic progress can be tracked across school. Patterns can then be identified and addressed through planning and CPD. Consider similar for reasoning?	Teacher assessments are accurate and reliable. Services For Education. **(2016-17 / 2017-18)**	Curriculum Committee through visits and also termly report from Maths Lead.	SLT
Evaluation				
Reporting to Governors Maths leaders to have a level of shared accountability to report standards in mathematics to Governors.	When evaluating the effectiveness of school's work in mathematics, subject leader through the analysis of data, monitoring the quality of teaching and learning to support the Self Evaluation judgement.	Management time release. Internal cover - Cover cost **(2016-17 / 2017-18)**	**Curriculum Committee**	**SLT**
Evaluation				

Ofsted Key Objective 2 **Increase the number of opportunities that pupils have to develop estimation and calculation strategies and use these to solve number problems.**				
Policy Evaluate the implementation of the Calculations/ Arithmetic policy ensuring that its impact is maximised. https://www.ncetm.org.uk/public/files/25120 980/NCETM+Calculation+Guidance+October+	Children will be secure with the methods used in each year group resulting in secure knowledge of written methods in Year 6. Review the Calculation and Arithmetic Policy with staff and steering groups (Assessment / Curriculum).	**Release to carry out monitoring.** - Cover cost **(2016-17 / 2017-18)**	Curriculum Committee through visits and also	SLT

2015.pdf			termly report from Maths Lead.	
Evaluation				
Maths Curriculum Create more opportunities for pupils to develop and apply their mathematical skills in a variety of subjects and real life situations.	Ensures that pupils acquire mathematical knowledge appropriate to their age and starting points and enables them to recall it rapidly and apply it fluently and accurately, including when calculating efficiently and in applying arithmetic algorithms. Teachers to plan for mathematical skills to be consolidated and enhanced across the curriculum. Pupils to have opportunities to develop skills and apply mathematical skills appropriate to their age group across the curriculum. Links to tracking arithmetic/ whole school and reasoning data in Mathematics. Children will see the importance of maths as a skill and how it is embedded into our daily life. This will be evidenced on displays and through evidence in foundation books. Regular strategic inset to support staff in how to plan for this and how to provide evidence of this.	INSET No Cost	Curriculum Committee through visits and also termly report from Maths Lead.	
Evaluation				
Teachers plan at an appropriate level and have clearly defined outcomes for pupils in particular the most able. Develop staff confidence at teaching and judging at a mastery level.	Teachers set high expectations for quantity and quality of work. This is monitored by the maths leader. What the children are learning and how they will achieve this to be shared with children at the start and throughout the lesson. Training to be given on how to challenge the more able and teach at	(2016-17 - Training)	Curriculum Committee through visits and also termly	**SLT**

	a mastery level following advice from maths consultant. Those who are not sufficiently fluent with earlier maths material should consolidate their understanding, including through additional practice, before moving on'. Quality of teaching is good. Pupils are engaged with their work and appropriately challenged. Evidence seen from regular book scrutiny, lesson observations and learning walks.		report from Maths Lead.	
Evaluation				
Parent Engagement opportunities through workshops and visits to schools. Share the policies with parents. Inform parents of their children's targets/ next steps in learning.	Raise parents' confidence in having a greater understanding on the expectations of mathematics through workshops.	Cost of material for workshops. Maths Cost centre (**2016-17** / **2017-18**)	Curriculu m Committe e through visits and also termly report from Maths Lead.	**SLT**
Evaluation				

Personal Development, Behaviour and Welfare- RH

Targets	Actions	Release to carry out monitoring.	Monitoring	Evaluation
Attendance: Pupils value their education and **rarely miss a day at school.** No groups of pupils are disadvantaged by low attendance. The attendance of pupils who previously had high absence is rising quickly towards the national average. Attendance target: Whole school (Year 1-6)= 97% + Persistent absence = <0.5%	Big Community involvement to support families (children with emotional wellbeing needs). Spotlight process to proceed for families where attendance is an issue. (Big Com). Rigorous monitoring- communication with parents so that attendance rapidly rises. (DHT/ Big Community). Celebrating good attendance in school and recognition through newsletter. Attendance workshops for persistent families (Big Com) Late Clinic for parents who regularly bring their child to school late. (Big Com) Referral for family support as required.	Pupil Premium Grant to fund Big Community (**2016-17 / 2017-18**)	Pupil Premium Governor	SLT
Evaluation:				
Healthy Lifestyles: Pupils can explain **accurately and confidently** how to keep themselves healthy. They make informed choices about healthy eating, fitness and **emotional and mental well-being.**	**Big Community** - Workshops about emotional and mental wellbeing/ self-esteem/ confidence to be delivered by Big Community. **Emotional Wellbeing** - employ a mentor to carry out this role to support the emotional wellbeing of the children. **PHSE /SRE –** Review the SRE policy so that aspects of changes to the body as taught from Year 4 onwards. Also look at the delivery of FGM to older children in particular Yr 6 children. Using one assembly slot - Teach explicit sessions around mental health and encourage children to assess their own mental health.	Pupil Premium Grant to fund Big Community (**2016-17 / 2017-18**) Role of emotional well bring funding through Pupil Premium.	Sports Premium Governor	HT/ DHT
Evaluation				
Safety: The school's open culture actively promotes all aspects of pupils' welfare.	Each senior leader to take lead and champion one of the Safeguarding areas, so that staff training is arranged etc.	INSET – T day	Safeguarding Governor	HT/ DHT

Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have. Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites. Staff have regular training on Safeguarding, Keeping Children Safe, e-safety, FGM, Forced marriage (older siblings in danger), induced and fabricated illnesses, CSE.	One training day dedicated to staff updating their knowledge on Safeguarding in school. All staff. Regular pupil voice and parent voice to be carried out on PDBW. Continue to raise pupils' awareness of e-safety in school. Use assembly slots once per half term for pupils to be taught on the dos and don'ts whilst online.			
Evaluation				
Anti-Bullying: Staff and Pupils deal effectively with the very rare instances of bullying and/or use of derogatory or aggressive language.	Through RRSA continue to build on charter aspects. Build these class circle time. Build on raising pupils awareness of LGB&T through assemblies. T Harrington to devise lessons to deliver to pupils in Year 6. Equality Council to continue to raise the profile of these issues around school. Focus on the Diana Award and design posters for inside of toilet doors. Sending a clear message	INSET No cost	Safeguard ing Governor	SLT
Evaluation				
Behaviour Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their	All staff are committed and have high expectations. They provide a strong role model to children. Behaviour Steering Group to carry out an audit of what is working well and improvements needed- change policy accordingly. Staff reflect on their approaches to behaviour management and		Safeguard ing Governor	SLT

efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.	change pedagogy accordingly. School quickly acts upon children who require further assessment (CAMHS/ Mental Health) and provides emotional wellbeing support. Behaviour audit to be carried out by Emma Shackleton – Autumn 2016 **Evidence:** Monitoring, learning journals, pupil voice, parent voice, school ethos.	Behaviour Cost (2016-17).		
Evaluation				
SMSC and British Values Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.	**Global Learning Programme, Equalities Award and the Featherstone Curriculum** To promote the children's knowledge of and empathy for global issues through our curriculum and Equalities Award. To continue to develop the Global Curriculum, embedding these values into every day teaching. Build on pupil's knowledge of equality and contributing to the award. Continue to build on Global Curriculum and how other communities contribute to the making of Great Britain. To increase whole school awareness and profile of countries, religion and cultures around the world, especially those represented within our community. These to be presented in displays in school.	No Cost	SMSC Governor	SLT
Evaluation				
Curriculum: The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, **understanding and skills in all aspects of their education**, including **linguistic, mathematical,**	**Review the curriculum** to ensure that it represents the cultures and traditions within the school. Continue to make links so that the global curriculum becomes embedded into the curriculum. FROG Asessment linked to curriculum.	INSET First year of Frog Assessment (Free)	Curriculum Chair	SLT

scientific, technical, human and social, physical and artistic learning.	Develop the use of science so that it enriches pupils thinking. Skills are taught and consolidated across the curriculum, in a range of different situations. **Link to all subjects within curriculum**			
Evaluation				
Personal Development for Disadvantaged children	Recruit Emotional Health and Well Being member of staff so that the needs of CLA, children needing emotional well-being support and children needing CAMHS assessment are well supported.	CLA – Funding - (2016-17 / 2017-18). PPG (2016-17 / 2017-18)	Curriculum Chair	SLT
Evaluation				

	Quality of Teaching, Learning and Assessment				
	Targets	**Actions**	**Release to carry out monitoring.**	**Monitoring**	**Evaluation**
To continue to improve the quality of teaching resulting in outstanding	**Teaching over Time** To continue to improve the of teaching resulting in outstanding progress and achievement. Develop the schools systems for judging the quality of teaching over time so that it is linked to the Ofsted grade descriptors September 2015 and feeds directly into Performance Management.	Improve teachers understanding of what constitutes outstanding teaching over time. Develop Personalised Standards Portfolio linked to PM and quality of teaching. Continue to use monitoring sheets for Core Subjects linked to Ofsted 'Good'/'Outstanding judgement criteria. Improve the quality of teaching in school through a coaching culture. Plan for senior leaders to coach teachers so that their pedagogy is in line with the expectations of the national curriculum outcomes for each year group.	Release time for coaching Staff release budget: (2016-17 / 2017-18)	Curriculum Committee	SLT

	Teachers demonstrate **deep knowledge** and understanding of the subjects they teach. They use questioning **highly effectively** and **demonstrate understanding** of the ways pupils think about subject content.	Together the assessment steering group continue to work on the use of questions in class to deepen pupils knowledge and understanding. Questioning- sharing good practice across school AFL steering group: Develop questioning within the new curriculum- including mastery.	None	Curriculum Committee	SLT
	Evaluation:				
	Teachers embed reading, writing, communication and mathematics exceptionally well across the curriculum, **equipping all pupils with the necessary skills** to make progress.	Pupils read widely and often through the positive promotion of Power of Reading impact. Reading profile/ opportunities. Skills in Phonics, SPaG and Maths are transferred and applied across the curriculum. Monitor pupil progress in Phonics, Maths, Reading, Writing and SPaG across the curriculum.	INSET training	Curriculum Committee	SLT
	Evaluation:				
	Teachers are **determined** that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have **consistently high expectations** of all pupils' attitudes to learning.	All staff have high expectations of the children and are determined to see them achieve the very best they can. They constantly drive each child's progress through positive feedback and ethos. This is monitored by subject leaders and SLT.	Subject leader release time.	Curriculum Committee	SLT
	Evaluation:				
	Pupils are eager to know how to improve their learning. **They capitalise on opportunities** to use feedback, written or oral, to improve.	Pupils use their targets to help them to improve in all subjects across the curriculum. Marking policy implemented and reviewed half termly. (AFL steering group). Impact on progress is measured. Pupil voice taken into account when reviewing. Subject leaders/ SLT monitor the impact of feedback on progress, including the quality of improvements children make and the long term impact to their work as a result of the feedback.	Subject leader release time.	Curriculum Committee	SLT
	Evaluation:				

Assessment	Moderation and Standardisation Making accurate Teacher judgements	Use exemplification and standardisation documents for each year group to moderate and ensure that teacher assessment judgements are accurate. Internal and external moderation of teacher judgements using these materials. Continue to work alongside local and national schools.	Subject leader release time (English and Maths).	Curriculum Committee	SLT

Outcomes for pupils

Targets	Actions	Monitoring	Evaluation
Achievement More than expected progress, especially in Maths	See Maths actions (Ofsted objectives)	Curriculum Committee	SLT
Outcomes: KS2 Progress in line with National. Attainment - Target 85% KS1 Target for R, W, M combined is 85% (in line with EYFS outcomes) Phonics Must be at least 60% (based on EYFS Reading ARE+ outcome) Target – 85% EYFS Progress and attainment in line with National Figures	KS2 Two teachers and 1 TA in Year 6. DHT to support with boosting children in run up to SATs. Mentoring- removing barriers to learning. Additional SATs clubs- lunchtime, after school, Easter school. Tracking test scores- aiming high. Reading- KS1 Two teachers and two TAs in Year 2. Stream the cohort according to ability. Phonics Pupils taught in small groups and closely tracked. Test preparation EYFS Additional TA to support progress of disadvantaged children and progress across all areas.	Curriculum Committee	SLT
In all year groups:	Close tracking of attainment and progress in all year groups.	Curriculum	SLT

Progress and in all year groups is in line with National Attainment in all year groups is in line with National	Use of school data tracking systems to track progress and inform planning. **See milestones**	Committee	
SEND: Progress of EHCP Sen support without EHCP	New SENCo completing SEN Award. Regularly review the SEN register. Monitor and evaluate current practice. Use school data tracking system and ITP tracking to monitor progress and inform future teaching.	Curriculum Committee	SLT
Disadvantaged pupils: Progress Impact of PP spend	Use of Pupil Premium grant. Impact on Progress. Attainment gap is closing. See Pupil Premium evidence/ records.	Curriculum Committee	SLT

Leadership and Management				
Targets	Actions	Release to carry out monitoring.	Monitoring	Evaluation
Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.	Head's report to reflect on data which is RAG rated so that governors can see pupils outcomes. Review the structure of the Governing Body – New Governor for English and Maths. Governor for SEN to monitor the progress of SEND pupils Governor for pupils premium and sports premium.	Governor budget for training form Birmingham Governor and School Support.	SLT	FGB HT report on the quality of teaching
Evaluation:				
The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.	Pupil Premium Governor- regularly updated on Pupil Premium use and impact. Governors to visit school and make regular checks on pupils, discussions with pupils and staff and parents views on the use of pupil premium. Governor to be involved in the initial planning stages on the use of PP so that this can easily be followed through.	Governor budget for training form Birmingham Governor and School Support.	SLT	FGB HT report on the quality of teaching

Evaluation:				
Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.	Data reports include a summary and next steps so that Governors can have a input. Training for governors on 'Challenge and Support' to leaders. Governors to meet outside of school meeting to self-evaluate their own actions against the School Inspection Handbook. Governors to input into the SEF following their own rigorous checks.	Governor budget for training form Birmingham Governor and School Support.	SLT	FGB HT report on the quality of teaching
Evaluation:				
Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.	Governors to carry out their own checks to get a better understanding of actions linked to the SDP, this will also help for governors to develop a deeper understanding of their role.	Governor budget for training form Birmingham Governor and School Support. Raisonline for SLT 2016-17 – INSET	SLT	FGB HT report on the quality of teaching
Evaluation:				
Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.	Leaders to continue to develop teacher's quality of teaching overtime feedback linked to Ofsted Judgements (Teaching, Learning and Assessment). Governors to make regular visits to school to monitor teaching Governors to have meetings with subject leaders to review actions. Governors to be involved in monitoring the quality of teaching through shared lesson walks etc.	Governor budget for training form Birmingham Governor and School Support.	SLT	FGB HT report on the quality of teaching
Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at	Safeguarding report to be submitted to Governors each term. Safeguarding governors to also make contribution to the report. All governors to be Safeguarding trained through Hays-online	Hays online training cost ((2016-17 / 2017-18) **Safer Recruitment**		FGB HT report on Safeguard

risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.	software so that they too have a better understanding. Leaders to work with a range of agencies to continue to develop pupils, parents and governors knowledge on FGM, CSE, e-safety and other areas of Safeguarding.	**training for SLT (Services for education) (£245 x 2 2016-17)**		ing
Evaluation:				
Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.	Leaders now to embed the 'Prevent' training with school staff every six months. Leader and teachers to build on pupils awareness of extremism. Create a display in KS2 – so that pupils know who to report extremism concerns to. Create opportunities to have open and fair conversation relating to current issues around extremism. Governors to follow this through in pupil discussion, staff questionnaire, view of parents. Work with parents developing their understanding of radicalisation and how young people can easily be influence through the internet.	Prevent Training for all leaders (ZEN EDUCATION - £150) Governor training budget 2016-2017	SLT	FGB HT report on Safeguarding / Number of concerns raised through CPOMS
Evaluation:				
Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.	Leaders to coach and develop teachers/staff so that personalised professional development continues and this supports the quality of teaching in school. Subject leaders continue to have greater autonomy over their subject leading to a more enriched curriculum. Governors to develop their skills to meet with Subject Leaders, so that this can be fed into their monitoring roles.	None	SLT	FGB HT report on staff training
Evaluation:				
The broad and balanced curriculum inspires pupils to	Leaders together with steering group continue to develop a	None	SLT	Curriculu

learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.	broad, balanced curriculum that reflects the wide range of the pupils at school. Steering groups to continue to build on the global curriculum and establish links with other schools (Locally and nationally).			m Committee
Evaluation:				
Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work	Prepare evidence towards SACRE Audit (22nd Sept 2016). Continue to build on pupils awareness of SMSC through collective worship, trips to places of worship and RRASA. Governors: Monitor through learning walk and in discussion with pupils the impact of R.E / SMSC across school. Arrange for more visitors from a range of cultures. PM targets for Teachers (Sept 2016 – 2017): Show evidence of RRSA being achieved.	Release for Audit (1 day) 2016-2017	SLT	Curriculum Committee
Evaluation:				
Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.	TH to continue to build on the work of LGBT and HBT across school (PM Target) H Beach – to focus on RRSA (PM target) R Hill – Curriculum Development and Equality of learning (PM Target) H Peace: Parent links and creating links with other settings (PM target) Achieve Equality Status (EG) Global displays and aspects of equality and religious education (JL)	LGBT training for TH – Staff training. 2016-2017	Governors: Link governor for SMSC to monitor this through.	**SLT**