



OFSTED Action Plan Sept 2014 to Jul 2015

Introduction

As a result of the Ofsted Inspection (28-29th November 2013), to ensure that the feedback from our most recent Ofsted is addressed as a matter of urgency to help Featherstone Primary School to **Get to Good, we have reviewed the last Post Ofsted Action Plan (January 2014 to July 2014) and below is the second stage of the actions to raise standards.**

The Post Ofsted Action Plan is in two parts.

Part 1 addresses the Key Priorities with actions, initiatives and the impact expected.

Part 2 show the milestones that we intend to complete on a daily basis.

OFSTED Report 29.11.13 notes that in order to improve we need to:

Key Priority 1: Improve the quality of teaching so that it is at least good in all classes to improve achievement and raise standards by:

Outcome - TASKS Ensuring that all tasks are matched accurately to pupils' abilities and build only on secure previous learning, especially in Mathematics.	Outcome – TIMING Allowing enough time for pupils to practise new learning and consolidate new skills.	Outcome – FEEDBACK Improving the marking of pupils' work so that the feedback they receive is always effective in helping them move on in their learning.	Outcome - QUESTIONING Making sure that questions are pitched at the right level and explanations are clear so pupils' understand new learning better.
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Key Priority 2: Increase the impact of Senior Leadership on the work of the school by:

Outcome – MONITORING + COACHING Strengthening Senior Leaders' contributions to checking and improving teaching.	Outcome - PROGRESS Making sure teachers use tracking information more effectively so that pupils make consistently good progress in all year groups.
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Key Objective 1: Improve the quality of teaching so that it is at least good in all classes to improve achievement and raise standards by:

1.1 ensuring that all tasks are matched accurately to pupils' abilities and build only on secure previous learning, especially in mathematics.

1.2 allowing enough time for pupils to practise new learning and consolidate new skills.

1.3 improving the marking of pupils' work so that the feedback they receive is always effective in helping them move on in their learning.

1.4 making sure that questions are pitched at the right level and explanations are clear so pupils understand new learning better.

OFSTED FOCUS / ISSUE : 1.1 Ensuring that all tasks are matched accurately to pupils' abilities and build only on secure previous learning, especially in mathematics.

ACTION	INITIATIVE	IMPACT	Resources / Cost	Who will action this priority with key dates? Who will monitor?	Evaluation By
<p>1.1.1 Embed the Teaching and Learning Policy and continue to set high expectations so that accountability for teaching, learning and pupil progress is shared by all teaching staff directly working with children.</p>	<p>Through the steering group/s review and continue to embed the Teaching and Learning Policy.</p> <p>Continue to develop the use of self-evaluation through English and Mathematics planning so that teachers and teaching assistants are regularly reviewing their own practice and how they can improve further. This is to be linked to the 360 degree self-assessment</p> <p>Introduce the weekly learning journal so that teachers are able to show how teaching and learning in class is progressing.</p>	<p>Teaching Overtime</p> <p>Teachers and other adults create a positive climate for learning in their lessons so that pupils are interested and engaged.</p> <p>Evidence to show about how well individual pupils and particular groups of pupils are 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.</p>	<p>None.</p> <p>Copies of Teachers Standards</p> <p>Copies of performance management.</p> <p>Link Staff Conduct Policy</p>	<p>INSET– 1st and 8th Sept 2014</p> <p>What makes a good lesson? What does progress look like in class?</p> <p>Teaching over time/instant feedback re-launch questioning/feedback (RH/EG /CB)</p> <p>Review T & L Policy - End of Autumn 2/Spring 2/Summer 2. (Continue to build on teaching over time to end of 2015. HT /DHT/AHT</p> <p>Monitor the use of the T & L Policy in class through HT/ DHT.</p> <p>End of week – Management briefing sheet to all staff as a recap of expectation from HT.</p>	<p>Curriculum Team (Evaluation)</p> <p>Governors to judge whether the quality of teaching overtime continues to rise at the end of each term.</p> <p>This is based on monitoring judgements presented at each half termly report.</p>

		Quality of Teaching overtime – Teachers						
		Term	Monited by	Inadeq uate %	R.I %	Good + %		
		Summer 2 (2014)	HT / DHT	0%	20%	80%		
		Autumn 1	SLT	0%	30%	70%		
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		Quality of Support from Teaching Assistants						
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1.1.2 Teachers plan and deliver activities that are matched carefully to the needs of individual pupils, and making sure that pupils know what it is they need to do to make progress in their learning.	<p>Ensure that the recently introduced curriculum 2014 planning framework for English and Mathematics is consistently applied throughout the school through CPD to raise standards for both core subjects.</p> <p>Ensure that SLT continue with the on-going monitoring of the effectiveness of planning and that instant feedback to teachers pinpoints exactly what it is that needs to improve immediately.</p>	Pupils make accelerated progress as a result of carefully differentiated learning activities matched to individual needs and these being implemented by teachers and other staff.	Aut 1	Records of instant feedback to be kept in Standards Files. Fortnightly SPOT checks for Reading, Writing and Maths.	Curriculum Governors to have a Curriculum Health Check summary report from key subject leaders per half term.			

<p>1.1.3 Creating more opportunities for pupils to develop and apply their Mathematical skills in a variety of subjects and real life situations (Applying the process of maths skills).</p>	<p>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 across the curriculum (Science/ DT/Geography and P.E)</p> <p>Teachers create a positive and attractive environment which celebrates Mathematics and the enjoyment of learning about maths.</p> <p>Develop practical and logical workshops for pupils to raise confidence in maths challenges</p> <ul style="list-style-type: none"> • Problem Solving Workshops • Parent Workshops • Older Year 6 children helping children in Year 1 and 2 in maths. <p>theproblemsolvingcompany.co.uk / stemworks.co.uk/the-puzzle-company-architectureworkshops.org</p>	<p>Using the new Written Methods Calculation Policy, Visual Maths training and INSET staff confidence to plan is evident in books and through learning walks.</p> <p>Children’s understanding and applying their skills in problem solving and reasoning activities continues to rise.</p> <p>Success: TEACHING OVERTIME</p>	<p>Autumn 2 Parent Workshop</p> <p>Spring 1 Workshop</p> <p>Spring 2 Workshop Summer 1 Workshop</p>	<p>Science/DT/Geography and P.E to monitor mathematics across the curriculum.</p> <p>Finance and Personnel Committee to ensure adequate monies are available to enhance mathematics resources for use across the curriculum when needed.</p> <p>MONITOR by: HT/DHT</p>	<p>Maths link Governor Be involved in monitoring the quality of teaching and learning over time.</p> <p>Summary report to Maths governors on workshops.</p>
<p>1.1.4 Develop the confidence and subject knowledge of teachers through quality CPD, coaching and mentoring so that outcomes for pupils learning is realised through lesson observation, and checking progress and teaching overtime</p>		<p>A rise in pupils’ achievement in maths in EYFS, Key Stage 1 and into Year 3 as a result of good maths teaching and a resources base.</p> <p>IMPACT : Teachers and Teaching assistants are clear about their role and knowledgeable about the pupils they support. Teachers / Teaching Assistants have sufficient</p>	<p>Funding form Pupil Premium £2000</p> <p>Sept 2014 Jan 2015</p>	<p>Teaching through time. Lesson observations and learning walk by SLT / CTF show all groups including more able make good progress in lessons. 1st Round of lesson observations – any actions from lesson observation to be revisited within two weeks to see rapid improvement.</p> <p>AHT to take lead in checking learning in their phases on a weekly basis. Starting Sept 2014 MONITOR by: HT</p>	<p>Maths Leader to arrange for Curriculum Committee to visit classroom to talk to pupils and to observe pupils applying their maths skills.</p> <p>Curriculum Health Check summary report from maths subject leaders per half term to report on</p>

	Action: Moderation with other schools	knowledge of mathematics so that all pupils including SEN pupils continue to accelerate in progress.	Apr 2015		maths progress.
1.1.5 Develop Literacy and in particular reading so that it includes the key skills of reading, writing and oral communication that enable pupils to access different areas of the curriculum.	Guided Reading resources for KS2 and additional reading resources for Year 1 as part of the growing intake of pupils. Reading Assessment: Ensure that assessment is frequent and accurate and that it is used to set challenging work so that pupils build on prior knowledge, understanding and skills in reading.	SPOT Check: SLT and Reading Leader to hear pupils read on a weekly basis to quality assure judgements in reading assessment.	Sept 2014	Guided reading Scheme for Key Stage 2 – Sept 2014 Phonics Resources for each phase of letters and sounds – Sept 2014 Funding from Pupil Premium	
1.1.6 SEN The progress pupils who receive additional intervention are demonstrating accelerated or sustained progress (this would indicate whether the intervention is effective).	SENCo to monitor and work with pupils so that the progress that they are making accelerated progress. SENco to report to HT/GB (half termly) on: <ul style="list-style-type: none"> the proportion of pupils whose attainment is below that expected for their age and where these are related to cognitive difficulties. the judgement on these pupils' achievement to be based on an evaluation of their learning and progress relative to their starting points at particular ages, and any assessment measures to show progress. 	The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, disadvantaged pupils and the most able, is generally good. SUCCESS A reduction in the number of children on the SEN register at SA and through intervention SA+. Through the work of the SENCo the progress of the SEN children will continue to rise. The progress of Pupil Premium children who are also SEN will close the gap with non PP SEN children.	Report curriculum and SEN committee on termly basis.	<u>Report to Full Governing Body</u> Intervention from outside agencies and the impact this is having. Impact form the direct teaching to pupils with SEND from SENco and TA? Impact of staff training and how the SEN changes are helping to improve standards? A chart showing the number of children with a statement to include the reason for the statement and the resources allocated to support needs and the progress of these pupils? Reporting to Governors on the numbers of children at school action and school action plus and the progress of SEND pupils? Report on the progress of pupils with SEN/disability are below? How interventions to pupils with SEND is delivered and evaluated? Reporting on any training/mentoring being delivered to staff to ensure that the curriculum to pupils with SEND is differentiated and meeting individual needs?	

OFSTED FOCUS / ISSUE: Allowing enough time for pupils to practise new learning and consolidate new skills

ACTION	INITIATIVE	IMPACT	Resources / Cost	Who will action this priority with key dates? Who will monitor?	Evaluation by																																								
<p>1.2.1 Teachers plan tasks which have clearly defined outcomes for all groups of pupils to achieve in the given time and in particular the most able.</p> <p>Raise all pupils' independence to lead and take control on learning.</p>	<p>Teachers set high expectations for quantity and quality of work produced in lessons by all learners.</p> <p>Learning objectives and Success Criteria shared with pupils and referred to throughout lesson as appropriate.</p> <p>Lesson introductions last no longer than necessary and pupils start independent activities as quickly as possible.</p>	<p>Pupils are consistently engaged with their own learning and respond quickly and independently to a wide range of learning opportunities.</p> <p>Success:</p>	<p>-</p>	<p>Regular monitoring of books (teaching overtime) needs to demonstrate that pupils are completing tasks in each lesson.</p> <p>SLT learning walks to monitor that groups are at tasks, engaged and learning is maximised.</p> <p>Leadership team to monitor teaching weekly to ensure that teachers' whole focus is based on the quality of teaching overtime thus impacting on learning.</p>	<p>Governors to judge whether the quality of teaching at the end of each term has risen.</p>																																								
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<p>1.2.2 Staff ensure time in lessons is maximised so that all pupils are able to consolidate new learning and skills.</p>	<p>Arrange good quality CPD for all staff to provide them with strategies (pedagogy) to ensure that pace, pitch and productivity are the tools for active learning.</p> <p>Modelling of good and outstanding teaching by FPS staff.</p> <p><i>What does progress look like?</i> (EG Sept 2014)</p> <p>DHT /AHT to work with teachers on plan, teach, review cycle to improve pace, pitch and productivity.</p>	<p>Success: MONITORING TEACHING OVERTIME</p> <p>monitoring grids to show good across (lesson observation, learning walks, planning and book scrutinies) against this criterion.</p> <p>Autumn 85% Spring 90% Summer 100%</p>	<p>Release time for teachers to visit other schools.</p>	<p>HT / DHT to work with individual teacher through coaching process (GROW MODEL) linked to Performance Management.</p> <p>HT to monitor DHT / AHT DHT to monitor HT / AHT</p> <p>Outcomes should be on how to raise performance through coaching.</p> <p>Focus Education £250 x 2 (July 2014)</p>	<p>Report to Curriculum Committee on whether the quality of teaching and particular performance at the end of each term is rising as a result of the coaching model.</p>																																								

<p>1.2.3 Improve the opportunities for active learning in lessons and in particular for the SEND pupils</p>	<p>Support from SENco.</p> <p>Teachers to plan a wide range of 'active learning' experiences to engage pupils to ensure good teaching and learning.</p> <p>So that more time is spent on learning new skills training for staff on the following:</p> <p>Further the use of Speaking and Listening activities.</p> <p>Practical maths activities and to include reasoning and investigations.</p>	<p>Pupils are consistently engaged with their own learning and respond quickly and independently to a wide range of learning opportunities.</p> <p>Success: MONITORING TEACHNG OVERTIME</p> <p>monitoring grids to show good across (lesson observation, learning walks, planning and book scrutinies) against this criterion.</p> <p>Autumn 85% Spring 90% Summer 100%</p>	<p>Cavanan Learning Centre – Cost of iPads £95 x 15</p>	<p>MONITOR by: SLT</p>	<p>Evaluation by: Curriculum Committee</p>
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OFSTED FOCUS / ISSUE: Improving the marking of pupils' work so that the feedback they receive is always effective in helping them move on in their learning

ACTION	INITIATIVE	IMPACT	Resources / Cost	Who will action this priority with key dates? Who will monitor?	Evaluation by
<p>1.3.1 Review marking policy so that feedback pupils receive is helping to further extend their learning.</p>	<p>Revisiting the school's previous focus on 'closing the gap' marking and feedback.</p> <p>Staff meeting to revisit Marking Policy (1st Sept 2014) - Develop staff knowledge and understanding on the use of Marking, Feed and AFL across all subjects and especially in maths</p>	<p>Success: SLT monitoring of maths and literacy books fortnightly demonstrate that teachers use the Marking and Feedback Policy effectively.</p> <p>Evidence shows that pupils are responding to feedback given to close learning gaps.</p>	<p>-</p>	<p>HT / DHT / AHT</p> <p>Evaluate how well pupils are doing against relevant age-related expectations as set out by the school and the national curriculum (where this applies).</p>	<p>Evidence for the curriculum Governors.</p> <p>Marking has an impact on pupils improving their work.</p>
<p>1.3.2 Ensuring teachers' feedback and marking help pupils to improve their work and that they are given opportunities to respond to marking more regularly.</p> <p>Marking ensures</p>	<p>Teachers assess pupils' learning and progress regularly and accurately at all key stages. They ensure that pupils know how well they have done and what they need to do to improve.</p> <p>As part of the Marking Policy continue to rigorously monitor so that in literacy and numeracy, all pupils to have a 'moving on' or</p>	<p>Continue to ensure that feedback continues to be marked against Success Criteria and that development comments indicate an area for improvement.</p> <p>Success: Pupils voice carried out by SLT validates that all (100%) pupils know precisely what is expected of them by the end of the lesson to help them and the teacher assess progress accurately.</p>		<p>Pupils' work shows that, where possible, they have the knowledge, understanding and skills expected for their age as set out by the curriculum and assessment system</p> <p>progress in literacy and mathematics are assessed by drawing on evidence from other subjects in the</p>	<p>Ensure that teachers provide time for pupils to correct their work and act upon developmental comments.</p>

that pupils' strengths and misconceptions are identified and acted on by teachers during lessons and more widely through effective feedback.	'closing the gap' prompt on their work to which they are expected to respond during the next lesson. Teaching and Learning Portfolio: Good examples of marking, planning, questioning. Create a portfolio of evidence of effective assessment strategies and feedback (EG / RH) across all curriculum subjects.	Success: Subject Leaders spend more time looking at the range of pupils' work in order to consider what progress they are making in different areas of the curriculum Success: MONITORING TEACHNG OVERTIME monitoring grids to show good across (lesson observation, learning walks, planning and book scrutinies) against this criterion. Autumn 85% Spring 90% Summer 100%	curriculum	
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OFSTED FOCUS /ISSUE: Making sure that questions are pitched at the right level and explanations are clear so pupils understand new learning better

ACTION	INITIATIVE	IMPACT	Resources / Cost	Who will action this priority with key dates? Who will monitor ?	Evaluation by
1.4.1 Teachers listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning outcomes	Teachers and Teaching Assistants use questions skilfully and assessment activities during lessons to ensure that pupils know how well they have done and what they need to do to improve. Planning includes assessment questions or key focus for assessment based on the LO/SC . Assessment for Learning & Questioning within lessons is used effectively by teachers so that progress made by pupils and next stage of learning continue – linked to marking and feedback.	Success: MONITORING TEACHNG OVERTIME Monitoring grids to show good across (lesson observation, learning walks, planning and book scrutinies) against this criterion. Autumn 85% Spring 90% Summer 100% Learning walks show that teachers ask a wider range of open-ended probing questions which empower pupils to recognise their own progress in skill development and understanding.		Regular monitoring of books (teaching overtime) needs to demonstrate that pupils are completing tasks in each lesson. SLT learning walks to monitor that groups are at tasks, engaged and learning is maximised Leadership team to monitor teaching weekly to ensure that teachers' whole focus is based on the quality of teaching overtime thus impacting on learning.	Governors to judge whether the quality of teaching at the end of each term has risen.

Priority 2 - Increase the impact of Senior Leadership on the work of the school by:

Strengthening Senior Leaders' contributions to checking and improving teaching.

Making sure teachers use tracking information more effectively so that pupils make consistently good progress in all year groups.

Strengthening Senior Leaders' contributions to checking and improving teaching.

OFSTED FOCUS	Action	Impact (SC)	Time/ Resources	Monitoring	Evaluation
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<p>2.1.1 Ensure that the new Performance Management system has a strong link between performance management, appraisal and salary progression</p>	<p>Grow Model- linked to Performance Management</p> <p>Develop a 360 degree self-assessment tool</p> <p>The 360 degree diagnostic provides opportunity to receive feedback from colleagues who have observed behaviours over a period of time. Leaders should encourage others to give them feedback, so they can take account of how others see their leadership, how we see ourselves and how others see us is not always consistent. It is important to note that the diagnostic is a development tool, not an assessment one</p>	<p>Performance is less than good, is rigorously managed and that appropriate training and support are provided.</p> <p>Where teachers' performance is good, SLT and Governors expect to see evidence that this is recognised through the performance management process and UPS teachers are expected to be making significant whole school contributions in other than the areas that they lead on.</p>	<p>http://teachertoolkitdotme.files.wordpress.com/2013/12/capture13.jpg</p> <p>http://teachertoolkitdotme.files.wordpress.com/2013/12/capture14.jpg</p>	<p>Sept 2014 by HT / DHT</p>	<p>Full GB</p>
<p>2.1.2 Further develop the Mathematics and English subject leader action plans to raise standards in the planning and teaching of English Mathematics (with specific focus on Reading and Grammar across the whole).</p>	<p>Key focus should be:</p> <p>Continue developing all staff subject knowledge on the new English and Mathematics curriculum.</p> <p>Look at all areas of English and specifically Phonics, Reading, Grammar to increase staff subject knowledge.</p> <p>Audit the skills of all staff through 360 degree self-assessment</p>	<p>A consistent approach to the teaching of English and Maths. A shared understanding of progression across school from EYFS to end of Key Stage 2.</p> <p>Success: MONITORING TEACHING OVERTIME</p> <p>Monitoring grids to show good across (lesson observation, learning walks, planning and book scrutinies) against this criterion.</p> <p>Autumn 85% Spring 90% Summer 100%</p>	<p>Wilmore: Autumn 2014 support for maths. £2000</p>	<p>Collins Maths Scheme linked to the new maths Curriculum by HT (July 2014)</p> <p>Collins reading comprehension (From Year 1 to 6) Sept 2014</p> <p>Grammar material Y1 to 6 – Sept 2014</p> <p>Calculations scheme by Bright Pi to be implemented 1st Sept 2014.</p> <p>MONITOR by: HT / DHT</p>	

<p>2.1.3 Leaders ensure the accuracy of assessment through internal and external standardisation and moderation so that teachers' knowledge of the new approaches to assessment continues to develop.</p>	<p>READING Internal reading moderation by SLT/ middle leaders to verify level judgements (from EYFS to Yr6)</p> <p>WRITING Arrange regular internal and external writing moderation within consortium (from EYFS to Yr6)</p> <p>MATHS External maths with other schools</p>	<p>Success: All three teacher assessment submissions during the academic year include a sample which has been moderated. This sample will inform whether any action needs to be taken. Reading Teacher assessments are moderated weekly.</p> <p>External moderation demonstrates that our judgements are consistent with those made by professionals in other settings.</p>	<p>Cost of moderation events from Erdington consortium</p>	<p>Planned Writing Moderation INSET: 29.9.14 24.10.14 2.2.15 23.3.15 18.5.15 23.6.15 Arrange external moderation</p>	<p>Curriculum Governors committee to evaluate the impact on standards.</p>
<p>2.1.4 Teaching over time in most subjects, including English and mathematics, is consistently good. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, make good progress and achieve well over time.</p>	<p>To ensure that learning activities in Maths and English are pitched at the correct level for all groups so children make progress in every lesson. (20minutes progress check).</p> <p>Focus monitoring activities led by SLT ensure all staff implement methods consistently in the teaching of numeracy and literacy in EYFS/KS1 and KS2.</p> <p>SPOT CHECKS ON PROGRESS. Teachers have high expectations. They plan and teach lessons that deepen pupils' knowledge and understanding and enable them to develop a range of skills across the curriculum. Trial a system where progress of pupils is checked regularly from the last date of monitoring (spot this. I.e. see how much progress the same</p>	<p>Weekly monitoring of planning and fortnightly monitoring of maths / English books to ensure that tasks are clearly matched to pupils' ability.</p> <p>Evidence from books over time shows teachers are using a range of resources to build children's abilities to secure previous learning and setting new challenging tasks.</p> <p>Success: MONITORING TEACHNG OVERTIME monitoring grids to show good across (lesson observation, learning walks, planning and book scrutinies) against this criterion. Autumn 85% Spring 90% Summer 100%</p> <p>PROGRESS Show expected progress and more than expected progress for different groups.</p>		<p>Fortnightly Pupil Spot Checks to monitor progress by SLT. Start 15th Sept 2014 then every two weeks (alternate weeks Maths and English)</p> <p>Maths and English RH (Writing/ Grammar) EG: (Maths) JL: (Reading) HB: Progress in Year 2 and EYFS</p> <p>MONITOR by: HT/ DHT</p>	<p>Report to Curriculum Task Force (CTF) on pupils' progress and judgement of teaching over time.</p> <p>Report quality of teaching that is being revisited and improvement made as a result.</p>

child has made since last looking at their books/s)

2.1.5 Strengthening Senior Leaders' contributions to checking and improving teaching.

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: Formal lesson observations at least once per half term, weekly learning walks, planning scrutiny, book scrutiny, pupil conferencing and data to inform an overall 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.

Monitoring to include Reading as a separate proforma (to be carried out by Reading

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Success:
Coaching is in place for all staff- linked to Performance Management.

Quality of teaching is tracked over time and the quality achieves the targets set.

HT keeps records for each member of staff in Standards File so that link between pay and pupils progress is clear.

After a round of monitoring for teachers on R.I the follow up will be through weekly monitoring for teachers who do not improve quickly enough Teachers judged as R.I will need to:
2nd week – follow up lesson obs.
3rd week – re visit to confirm practice.
4th week by invite from teacher.
Teachers / TAs need to be made clear on this rapid action.
MONITOR by S L.T.

Proforma needs to show precisely what it is that is expected and dates of agreed revisits within a short span of time.

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.

Curriculum Governors
- to evaluate the impact of CPD/ Coaching and Mentoring linked to quality of teaching from Autumn 2014 to Summer 2015

Curriculum committee report to full Governing body to evaluate the impact on standards.

<p>2.1.6 Other leaders to also have an impact on improving learning so that teachers know exactly what needs improving in the shortest time possible.</p>	<p>Leader) Fortnightly book scrutiny (English and Maths) Instant feedback to be succinct so that teachers are clear in knowing what to do to make a difference quickly in line with the new curriculum. Reading monitoring proforma to be created to monitor the teaching and learning in reading (Reading Leader to monitor fortnightly). English proforma to include Grammar focus. HT/DHT to revise maths / English proforma – English to include specific reading/ Grammar monitoring proforma. To be in use by 22.9.14</p>	<p><u>Highest Impact statements (See Maths fortnightly book scrutiny document):</u> Marking makes explicit what the pupils have done well / identifies strengths e.g. highlights success. Marking provides explicit guidance on HOW to improve. A closing the gap prompt has been used and the child has responded positively by making a small improvement Evidence of pupils having a role in marking their own work Level of challenge for the able and more able (G&T) is clear Evidence of steady progress (i.e within units over time). Success: MONITORING TEACHNG OVERTIME monitoring grids to show good across (lesson observation, learning walks, planning and book scrutinies) against this criterion. Autumn 85% Spring 90% Summer 100%</p>		<p>Summary by English and Maths Leaders to Curriculum Committee each term in how the subject are developing. MONITOR by: HT</p>	<p>Evaluation by: Curriculum Committee</p>
<p>2.1.7 Developing the skills and increasing the effectiveness of middle leaders so that they successfully support Senior Leaders in improving standards in</p>	<p>(SLT assigned to middle leaders to provide support/ coaching/ mentoring Involvement in monitoring Writing own action plans Managing budgets, etc)</p>	<p>Success: Senior Leaders need to be providing clear success in their phases. This information to be reported back to the HT every three weeks. Together with the HT quality information and support, enables them to make</p>	<p>Use PPA teachers to release teachers to observe others.</p>	<p>SLT to monitor the impact of middle managers roles has on raising attainment across the school. Data summaries are produced half termly to</p>	<p>Full Governors to consider the impact these have had on standards and link to pay progression.</p>

teaching, Learning and pupils' progress.	<p>Seniors Leaders continue to use the Grow Model of coaching to help raise performance</p> <p>Senior Leaders continue to work with Steering Groups so that teachers also play a key role in school improvement as part of their professional development.</p>	<p>quality strategic decisions to be able to report back to Stakeholders.</p> <p>Middle Leaders, supported by SLT, to analyse the impact of their actions, using information from book scrutiny, lesson observations and pupil data.</p>		hold staff to account.	
2.1.8 Further develop the roles of Subject Leaders so that their take accountability for their own subject areas and progress of learning for their subject.	<p>Subject Leaders take part in training and development as part of their role.</p> <p>Relevant staff to each provide a report for their area of responsibility at the start of each term (Spring) and (Summer) which sets out the priorities and actions for the term ahead as well as evaluating the impact of the previous term's actions.</p> <p>HT/ DHT to coach Subject Leaders to ensure they develop their skills in subject leadership.</p> <p>Opportunities for middle leaders to work with and learn from SLT.</p> <p>Middle Leaders to act as mentors for NQTs at an early stage of their career</p>	<p>Subject Leaders to monitor the quality of learning in books to ensure children make good progress in their area.</p> <p>Subject Leaders to support other staff in terms of developing the new curriculum</p> <p>Success: High quality monitoring and evaluation documents produced that result in teaching being improved in line with at least the data above.</p>		<p>Subject Leaders to present to Curriculum Committee on the impact of their subject.</p> <p>Opportunities for NQTs to develop their skills as Subject Leaders (Summer Term)</p> <p>MONITOR by: SLT</p>	<p>Reports to be presented to Governor Body Committees each term and included in Head Teacher's Report to Governors each term.</p>

The Role of Other Leaders to monitor the use of Pupil Premium and Sport Premium to raise standards.

2.1.9 Leaders and Governors have evidence in relation to:	HT/DHT to maintain a running record of the available funds from DFE and how this	<p>Success:</p> <p>DHT can confidently validate the spending of PP funding, including</p>		DHT (Pupil Premium Leader) to provide reports/ analysis as part of HT termly report to full	Report to Pupil Premium Governor on pupils' progress
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<p>The level of pupil premium funding this academic year and in previous years and to report 'How the money has been spent and the reasons for spending it in this way.'</p> <p>Also to show the impact of the spending on learning and the progress of disadvantaged pupils.</p>	<p>spending was used effectively and its impact. Ensure that funds are targeted for intervention and specific children.</p> <p>LAC/SEN Pupil Premium children to be identified as a separate group and their progress is to be tracked rigorously – to ensure that their progress is accelerated. Teaching and Intervention to be provided for these children by SENCo.</p>	<p>the impact it has had or is intended to have. Including future spending intentions.</p> <p>Progress of Pupil Premium children is in line with the national figure.</p> <p>SEN PP children's progress is in line with the non PP SEN children.</p>		<p>GB</p> <p>HT to monitor</p>	<p>and attainment.</p> <p>Also report the use of the money, impact of spending and intended spending.</p>
<p>2.1.10 Pupil Premium children are provided with intervention to ensure that their progress matches or exceeds that of the non PP children.</p>	<p>Pupil Premium leader analyses data regularly to identify progress of PP children and provides a half termly report to HT.</p> <p>Rigorous monitoring of PP children tracks their progress-targeted book scrutiny using SPOT stickers to identify the frequency (starts 15.9.14), high focus on this group during weekly learning walks, this group should be identified in lesson planning (monitored weekly).</p> <p>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.</p>	<p>Success: Progress of Pupil Premium children is in line with the national figure.</p> <p>The gap between Pupil Premium and non-Pupil Premium is in line with the national figure.</p> <p>Key stage 2 2013/14 2.9 APS gap between our PP and non PP children across Reading, Writing and Maths at KS2. The national gap was 3 APS.</p> <p>This year we aim to close this gap to at least 2.5 APS.</p> <p>Key Stage 1 2013/14 1.2 APS gap between our PP and non PP children across</p>		<p>DHT to produce half termly progress and attainment report (starting 23/10/14).</p> <p>DHT to analyse data to identify priorities for intervention.</p> <p>HT to monitor.</p>	<p>Report to Pupil Premium Governor on pupils' progress and attainment.</p> <p>Also report the use of the money, impact of spending and intended spending.</p>

		<p>Reading, Writing and Maths at KS1. The national gap was 1.1 APS.</p> <p>This year we aim to reduce the gap to 0.8 APS</p> <p>Intervention focuses on the necessary priorities to ensure that the children progress in reading, writing and maths</p>			
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The Role of Other Leaders to Support in the Development of the New Curriculum.

<p>2.1.11 To develop a broad and balanced curriculum which complies with legislation caters for the pupils' needs to ensure that they achieve their potential.</p>	<p>Develop a clear timeline for the implementation of the new curriculum.</p> <p>Evidence to show a localised enriched curriculum, class teachers to keep weekly learning journals to demonstrate the breadth and depth of the curriculum.</p> <p>All planning proforma include links to SMSC, Maths and English. Expectation that each Topic unit includes at least 2 writing opportunities.</p>	<p>Success: Children have opportunities to develop/apply their skills in Maths and English and across other subjects.</p>	<p>Training cost of Mick Walker from the National Association of Headteachers.</p> <p>Adviser to Qualification and Curriculum Agency</p>	<p>See new curriculum implementation timetable (RH)</p> <p>HT/ DHT to monitor</p> <p>The new curriculum will be fully in place by January 2015.</p>	<p>Report to Curriculum Task Force (CTF) on pupils' progress and judgement of teaching over time.</p> <p>Report quality of teaching that is being revisited and improvement made as a result.</p>
<p>2.1.12 Information about the curriculum is shared with Parents and available on website.</p>	<p>Curriculum Parent Information evening/ leaflet</p> <p>Curriculum overviews are available to view on website.</p>	<p>Success: Each half-term teachers provide a curriculum overview to make available on the website. Parents are fully informed about all areas of the curriculum and can support learning at home.</p>			

Making sure teachers use tracking information more effectively so that pupils make consistently good progress in all year groups.

ACTION	INITIATIVE	IMPACT	Resources / Cost	Who will action this priority with key dates Who will monitor	Evaluation by
2.2.1 Leaders ensure the accuracy of assessment through internal and external standardisation and moderation	<p><u>Internal</u> Weekly reading moderation by SLT and reading leader Maths Moderation Half termly writing moderation See Calendar</p> <p><u>External</u> Erdington Consortium writing moderation- RH to lead (for new curriculum)</p>	<p>Success: Teacher assessments are accurate and reliable</p>		<p>Subject leaders/ SLT HT/ DHT to monitor</p>	<p>Report to Curriculum Task Force (CTF) on pupils' progress and judgement of teaching over time.</p> <p>Report quality of teaching that is being revisited and improvement made as a result.</p>
2.2.2. On a half-termly basis ensure that Leaders use assessment data to inform parents of pupils targets and expected level.	<p>Actively ensure that parents are communicated data on a half-termly basis so that they are fully aware of their child/children's attainment and progress.</p> <p>Arrange communication reminders of data to parents via website/Data Banner outside school.</p>	<p>Success: Teaching over time will be based on careful assessment of the children. The progress of all children in all groups is good.</p>	<p>RH to print parent data sheets. Release staff for PPM and mid-point reviews</p>	<p>MONITOR by: HT / DHT Data to parents: Autumn 1 Spring 1 Summer 1 Targets in books by 12th September 2014 (old curriculum) New revised targets (for new curriculum) to be ready to launch on 3.11.14</p>	<p>Curriculum Task Force Committee to report back to full Governors each term</p>
2.2.3 As part of Pupils' Progress Meeting Leaders use assessment to ensure that teachers know if pupils are achieving the expected standard or need to catch up	<p>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.</p>	<p>Success: The gap between pupils' progress closes as a result of regular progress checks with class teachers.</p> <p>Follow up meeting with class teachers to show realisation that gap is closing and that this is linked to performance management.</p>		<p>DHT – Year 3,4,5 AHT – Year 1 and 2 HT – EYFS / 6 / 2</p>	<p>Full GB to monitor data.</p>
2.2.4 Making sure teachers use tracking information more effectively so that pupils make	<p>Review the current assessment tracking system so that pupils' progress data is fully understood by all teaching staff and that teachers use this knowledge to accelerate</p>	<p>Success: The assessment tracker is used so that all teachers are aware of their accountability in ensuring progress for all groups in their class.</p>	<p>Cost of School Pupils Tracker online.</p>	<p>RH to action- provide INSET HT to monitor INSET 15.9.14- assessing in the</p>	<p>Report to Curriculum Task Force (CTF) on pupils' progress and judgement of teaching over time.</p>

<p>consistently good progress in all year groups.</p>	<p>pupils' progress.</p> <p>Introduce the new assessment system for the new curriculum. This will impact Year 1 and Years 3-5 this academic year. Year 2 need to be mindful as they prepare pupils for Year 3. RH to deliver inset and support staff through this change away from levels. INSET 15.9.14</p> <p>Ensure staff are clear about what progress looks like and how we will measure progress in the new curriculum. INSET 8.9.14 (EG/RH)</p> <p>Review targets which are sent home-subject leaders to tailor from the new curriculum. In place by 3.11.14</p>	<p>SLT / Middle leaders have knowledge of data across the school and that is shared with Governors on a temly basis.</p> <p>SLT are using the information to drive improvement.</p> <p>Data on attainment and progress is accurately used and skilfully analysed to set measurable targets in writing and maths across the school by middle leaders and SLT.</p>	<p>Annual Charge.</p>	<p>new curriculum using SPTO (RH)</p> <p>INSET 8.9.14 (EG/RH) What makes a good lesson? What does progress look like in class? Teaching over time / Instant Feedback re-launch Questioning/feedback</p> <p>New revised targets ready for launch on 3.11.14</p>	<p>Report quality of teaching that is being revisited and improvement made as a result.</p>
<p>2.2.5 Attainment/ progress across year groups and key stages in a wide range of subjects, including English and Mathematics, is consistently strong and evidence in pupils' work indicates that they achieve well.</p>	<p>Further develop the use of the School Pupil Tracker so that it clearly shows for the different groups the starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in Mathematics and that these are close to or above national figures. The system for this is changing in line with the new curriculum in Year 1 and Years 3-5. The standard is becoming much higher.</p> <p>HT and DHT set realistic targets for attainment in each year group.</p> <p>All staff have a clear understanding of what expected progress looks like and they are able to use the tracking system to identify pupils who are not yet making expected progress INSET.</p>	<p>The proportions of pupils making expected progress and exceeding expected progress in English and Maths are high compared with national figures (see milestones) 1 level KS1 and Year 4, more than 2 levels between KS1 and KS2) .</p>	<p>Any training updates from School Pupil Tracker to meet the need of assessing without levels.</p>	<p>DHT to produce data reports half termly- starting 13th October 2014. Including progress against attainment milestones.</p> <p>SLT- pupil progress and mid-point reviews.</p> <p>INSET 15.9.14- assessing in the new curriculum using SPTO (RH)</p> <p>INSET 8.9.14 (EG/RH) What makes a good lesson? What does progress look like in class? Teaching over time / Instant Feedback re-launch Questioning/feedback Focus on groups: Spot progress checks, learning</p>	<p>Report to Curriculum Governors on pupils' progress and judgement of teaching over time.</p> <p>Report quality of teaching that is being revisited and improvement made as a result.</p>

	Monitoring focuses on the progress within significant groups, e.g. pupil premium, most able, LACs, SEN, etc. Identify these children during planning scrutinies, lesson observations, learning walks, etc.			walks, book/ planning scrutiny, moderation, data analysis, etc.	
2.2.6 Ensuring the differing needs of learners are better accounted for in lessons through the better use of assessment and using this information in teaching and learning.	<p>Teachers use triangulation of evidence from pupil progress data, work scrutiny and assessment for learning in lessons to accurately plan next steps for all groups (Feb 2014 onwards).</p> <p>HT to ensure Phase Leaders have knowledge of pupils' progress and end of year targets.</p> <p>Use of data helps to identify pupils who are not on track and intervention to be in place through additional booster (pupil progress/ Pupil Premium Leader).</p>	<p>SLT/Middle Leaders have knowledge of data across the school.</p> <p>Data on attainment and progress is accurately used and skilfully analysed to set measurable targets in Writing/Reading/ Grammar and Maths across the school by SLT.</p> <p>HT/ DHT/AHT/Middle Leaders are driving school improvement and this is reflected in the quality of teaching and monitoring.</p> <p>Success: Progress of children in all groups is good, including, most able, SEN, PP, etc.</p>		<p>Weekly planning monitoring starting 2nd Sep 2014- SLT</p> <p>Pupil Progress/ mid-point reviews- Phase leaders</p> <p>Children who are identified as not making expected progress are targeted for additional support (either from TA, SENco, or Class Teacher if Pupil Premium)</p>	<p>Report to Curriculum Governors (CTF) on pupils' progress and judgement of teaching over time.</p> <p>Report quality of teaching that is being revisited and improvement made as a result.</p>
2.2.7 Teachers use assessment information to identify pupil achievement and plan next steps in learning.	<p>Planning and pupils books show which success criteria have been identified for individual pupils and evidence of what has been achieved.</p> <p>Staff use APP for writing to identify gaps in learning and to plan units of work to address those gaps. (INSET – Writing moderation- internal)</p>	<p>Review current weekly planning for English and Numeracy to include:</p> <ul style="list-style-type: none"> • Pupil data from tracker (<i>School Pupil Tracker on Line</i>) • Groups identified from pupil progress meeting/ moderation not making progress and actions. <p>Success: Weekly monitoring of planning show that teachers are using data to identify and as part of planning next steps in learning.</p>		<p>RH to provide half termly Writing Moderation INSET: 29.9.14 24.10.14 2.2.15 23.3.15 18.5.15 23.6.15</p> <p>AHT/ DHT perform pupil progress meetings half termly with mid point reviews. Monitoring by HT/ DHT</p>	

<p>2.2.8 Develop link between the school's system of assessment and the new curriculum without levels.</p>	<p>HT/DHT attended training on using school assessment system to assess new curriculum.</p> <p>Training for all staff on assessing in new curriculum (15.9.14)</p>	<p>Success: Staff / pupils know what is taught in the curriculum each year is shared with parents and carers, including by meeting the statutory requirement to make curriculum information available on the school's website</p>	<p>Training cost from School pupils Tracker on any updates.</p>	<p>Training for all staff on assessing in new curriculum (15.9.14)</p>	
<p>2.2.10 Leaders use formative and summative assessment to ensure that pupils, teachers and parents know if pupils are achieving the expected standard</p>	<p>Ensure that pupils' progress is shared with parents.</p> <p>Continue with Half termly Pupil Progress and also Mid-Point reviews so that pupils are tracked carefully.</p> <p>Teachers expected to provide intervention for pupils slipping behind identified in Pupil Progress Children's levels in books and targets to show next steps.</p>	<p>Success: Teaching over time will be based on careful assessment of the children.</p> <p>The progress of all children in all groups is good. (Reference to milestones)</p> <p>Parent questionnaire</p>	<p>RH to print parent data sheets. Release staff for PPM and mid point reviews using PPA teachers.</p>	<p>Monitor through planning scrutiny/ pupil progress meetings/ data/ learning walks/ book scrutiny</p> <p>MONITOR by: HT / DHT</p>	<p>Curriculum Governors Committee to report back to full Governors each term</p>
<p>2.2.11 Pupil targets are used to ensure that the children know what level they are working at and their next steps to improve.</p>	<p>Revise targets to ensure they are consistent with the objectives in the new curriculum. Targets to be reviewed half-termly. So children know where they are and what they need to do next to move on.</p> <p>This should be linked to lesson success and pupils targets.</p>	<p>Success: To involve parents – explain the targets and how they can support their child at home. Implement new curriculum targets from November (old curriculum targets to be used in September).</p> <p>Children will know where they are now and what they need to do to move on.</p> <p>Through Learning walk and lesson observation pupils to be asked what target they are working towards.</p>		<p>Monitor use through book scrutiny (fortnightly) (SLT)</p> <p>Parent questionnaire Pupil conferencing</p>	

Pupil Behaviour and Safety

ACTION	INITIATIVE	IMPACT	Resources / Cost	Who will action this priority with key dates Who will monitor	Evaluation by
<p>3.1 To ensure that staff are well trained in identifying pupils at risk of harm and responding appropriately.</p> <p>To raise staff and Governors knowledge on approaches to keeping pupils safe from the dangers of radicalisation and extremism, and what is done when it is suspected that pupils are vulnerable to these</p>	<p>West Midlands Counter Terrorism Unit Workshop on Working to Raise Awareness of 'Prevent' to all staff, Governors and Consortium Governors.</p> <p>Pathways programmes for children raising their awareness to keeping safe from the dangers of e-safety, radicalisation and extremism. Sessions for all pupils in KS1 and KS2. Year 5/6 workshop to include risks associated with e-safety, substance misuse, knives and gangs and racism. KS1 pupils workshop to include e-safety, racism, talking to strangers and road awareness.</p> <p>Develop - Visitors and External Speakers Policy and implement Sept 2014</p> <p>Review Safeguarding Policy (include Combating and Tackling Extremism Sept 2014)</p> <p>Ensure that all staff have following policies:</p> <ul style="list-style-type: none"> • 'Keeping Children Safe in Education' • 'Teachers Misconduct: The Prohibition of Teachers'. • 'Staff Conduct Policy.' 	<p>Workshop raises awareness to demonstrate an approach to keeping pupils safe from the dangers of radicalisation and extremism, and what is done when it is suspected that pupils are vulnerable to these.</p> <p>Evidence of pupil voice / parent voice</p> <p>R.E/PSHE curriculum is designed to suit the needs/ age range of each year group to show that the school promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, and that we prepare children and young people positively for life in modern Britain</p>	<p>-</p>	<p>WRAP training</p> <p>Behaviour and Safety Steering Group</p> <p>West Midlands Counter Terrorism Unit Workshop on Working to Raise Awareness of 'Prevent' to all staff, Governors and Consortium Governors 1st September 2014</p>	<p>HTand DHT</p>
<p>3.2 To raise staff, pupils and parents awareness of</p>	<p>Work closely with all families to help them ensure that their children use new technologies safely and</p>	<p>IMPACT: To achieve an e-safety quality mark.</p>	<p>Cost of 360 degree</p>	<p>Governors responsible for Safeguarding.</p>	<p>DSPs HT / DT / AHT /</p>

<p>different forms of online bullying E –Safety and CEOP.</p>	<p>responsibly both at home and at school</p> <p>CEOP and safety training by Police for all children Year 1-6 and also a Parent Workshop on e-safety.</p> <p>Parent Workshop 2nd September 2014/Pupil sessions September 2014</p>	<p>The contribution of pupils, parents and the wider school community is valued and integrated.</p> <p>The first step toward gaining the award to South West Grid For Learning - SWGfL and submission of a completed 360 degree safe self-review tool, in which the school has reached at least the benchmark level in all aspects (shown on the online tool).</p> <p>http://www.360safe.org.uk/Accreditation/E-Safety-Award</p> <p>http://www.360safe.org.uk/Home http://www.360safe.org.uk/Accreditation</p>	<p>assessment</p> <p>Approx £600</p>		<p>Pastoral Manager</p>
<p>3.3 All teaching and non-teaching staff receive regular and up-to-date training on level 2 safeguarding and safety in school.</p>	<p>Audit the training needs of all staff and provide online training to improve their knowledge of and expertise in the safe and appropriate use of new technologies (also to include e-safety). Systematically review and develop their e-safety procedures, including training, to ensure that they have a positive impact on pupils’ knowledge and understanding.</p> <p>Module 1 – Safeguarding Children. Module 2 – Roles and Responsibilities. Module 3 – Health and Safety. Module 4 – E-Safety & Bullying.</p> <p>Arrange whole school FGM training (open to other schools) Part 1 on 9th July 2014/Part 2 on 9th Feb 2015.</p>	<p>IMPACT: To achieve an e-safety quality mark.</p> <p>All teaching and non-teaching staff can recognise and are aware of e-safety issues</p> <p>High quality leadership and management make e-safety a priority across all areas of the school</p>	<p>£250 Hays online</p> <p>The interactive Health and Safety company £100</p>	<p>Pastoral Manager / HT / DHT / AHT</p>	<p>Governors responsible for Safeguarding.</p>

<p>3.4 To further improve pupils' behaviour outside lessons to be impeccable. Pupils' to show pride by their excellent conduct, manners and punctuality. To promote pupils' excellent conduct and behaviour to reflects the school's effective strategies to promote high standards (this makes a strong contribution to an exceptionally positive climate for learning/caring and safety)</p>	<p>To develop a House system to include all pupils/staff and Governors as part of a team ethos.</p> <p>Organise July/ August and to implement 1st week Sept.</p> <p>The house system to further promote pupils' respect for the school's learning environments, their attitudes to other pupils, teachers and other staff, including the prevalence of low-level disruption</p> <p>Further promote the link of the House system through learning and sport in school</p>	<p>IMPACT: Evidence through house point system, pupils voice, displays, website, termly success to show how pupils' contribute and respond to the culture of the school and how they conduct themselves, including: their respect, courtesy and good manners towards each other and adults.</p> <p>Evidence to show the school's analysis of, and response to, pupils' behaviour over time, for example incident logs and records of rewards and sanctions are reduced as a result of the promoting of outstanding behaviour.</p>	<p>£1500 purchase House point system.</p> <p>£350 cost to Russell Printers – House Display</p>	<p>HT/Behaviour and Safety steering group (Paula Wardropper/Edris Gaibee)</p>	<p>Governors responsible for Safeguarding.</p>
<p>3.5 Pupils know how to keep themselves safe in different situations and how to report any concerns that they may have.</p> <p>Raise pupils' awareness of safety. Anti-bullying homophobia and racism.</p>	<p>Increase the number of Designated Senior Persons on Safeguarding in school.</p> <p>To introduce an Anti-Bullying Council – Pastoral Manager to Lead.</p> <p>Introduce policies: Anti-Bullying & Homophobia Policy</p> <p>Through assembly / PHSE curriculum develop pupils awareness of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring.</p>	<p>Evidence from pupil voice / questionnaire shows that pupils are aware of types of inappropriate behaviour and that SLT monitors, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment.</p> <p>This includes cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender re-assignment or disability</p>	<p>DSP training for DHT / AHT</p> <p>£350 x 2</p> <p>Bham. Health Education</p>	<p>Pastoral Manager</p>	<p>HT / DT</p>
<p>3.6 Improving pupils' attitudes, behaviour and achievement</p>	<p>Sport leader to work with specifically targeted children with emotional and behavioural difficulties. The aim</p>	<p>Sport Leader to maintain case studies to show impact. Improved engagement with</p>		<p>The first course will start in September and will be evaluated by October 20th.</p>	

through sport.	of this project is to use sport to improve their engagement with the academic subjects and improve their behaviour, attitudes and attainment. Tag Rugby with the Police targeted for Year 4 and 5, to improve attitudes and behaviour.	academic lessons. Progress and attainment. Sports Case Study to show there are excellent improvements in behaviour over time for individuals or groups with particular behaviour needs.		Starts 8 th September 2014, every week throughout academic year. First evaluation by October 20 th .	
Social Moral Spiritual and Cultural 3.7 To prepare children and young people positively for life in modern Britain To ensure that the school promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles.	Continue to develop a broad and balanced curriculum, accompanied by effective spiritual, moral, social and cultural development to prepare children and young people for life in modern Britain. Teaching/Assembly and visitors to school actively promotes the fundamental British values of democracy and mutual respect and tolerance of those with different faiths and beliefs Introduce Visitors' Policy so that visitors to the school are suitable and checked and monitored as appropriate, for example external speakers at school assemblies	Evidence to show that the curriculum and moral in school promotes tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles through the effective spiritual, moral, social and cultural development of pupils.	R.E Policy introduced June 2014. Visitor and Volunteer Policy 2014	AHT / DHT / R.E and PHSE Leaders	Behaviour and Safety Governor.

Governing Body					
ACTION	INITIATIVE	IMPACT	Resources / Cost	Who will action this priority with key dates Who will monitor	Evaluation by
Reconstitution of the Governing Body	To reconstitute the governing body by Autumn 2	Review the current skills of the governing body. Governors to complete an audit skills. Ensure that the skills match areas of need.	-	School Support and Governor	HT

Training plan for Governors	Following the reconstitution a training plan to be in place from Jan 2015 to July 2015. Full GB Training (April 2015) Clerk Training (Feb 2015) Safeguarding Training (Online) EYFS Training HT PM training (May 2015)	Full Governing Body training on core functions – April 2015	GB cost centre	Clerk to the GB	HT
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Staff CPD / Training Plan.

Talk 4 Write	Year 4 and Year 3 Teachers	Summer 2015
Safeguarding Training 'Prevent'	Whole school	Autumn 2014
Level 2 Safeguarding	Whole school	Autumn 2014
Health and Safety training	Whole school	Autumn 2014
Food Hygiene Training	Whole school	Autumn 2015
Safer Recruitment training	SLT / Office Staff / Pastoral Manager/ Site Manager	Autumn 2014
P.E CPD plan	Whole School	2014-2015
Reading Moderation Training	Year 2	Summer 2015
Writing Moderation training	Year 2	Summer 2015
Writing Moderation	Year 6	Summer 2015
EYFS Moderation	EYFS	Spring 2015
Level 1 Autism Training	Whole school	Autumn 2014
Level 2 Autism Training	Whole School	Summer 2015
FGM training / Child Exploitation	Whole School	Autumn and Spring
Assessment	Assessment Tracker Training	Autumn / Spring
Computing	Scratch / New ICT Curriculum	Autumn
OFSTED TRIAD Reviews	HT / DHT / AHT and Phonics Leader	Autumn / Spring /Summer
Teachers new to Year 2	Year 2 teachers	Autumn 2014
First Aid training	Whole School	Autumn 2014
Pastoral	Whole School	
Safeguarding	Whole School	Autumn 2014
Safer Recruitment	Managers	Spring 2015
Health and Safety / Fire Safety	Whole School	Autumn 2014
Food Hygiene	Dinner Staff / TA	Autumn 2014/Spring 2015
Manual Handling	Site Staff	Autumn 2014
COSH	Site Staff	Autumn 2014