

 January 2019

School Improvement Plan 2018-2019 Summary

KIBBLESWORTH ACADEMY

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| **1.Outcomes for Pupils**1. To ensure that quality teaching secures good progress for all groups of pupils, most particularly in reading.
2. To develop provision for the most able pupils to ensure that they secure greater depth in all relevant subjects, including those pupils who show the potential to work at greater depth.

  | **2.Teaching, Learning and Assessment** 1. To ensure that teaching remains good in all key stages, across the full range of subjects, and that at least 50% of teaching is outstanding by July 2018.
2. To ensure that the assessment system, for both core and non core subjects, continues to be accurate and provides the information necessary to track the progress of all pupils.
3. To continue to develop the foundation curriculum to ensure appropriate coverage of skills and knowledge, particularly in science, art & religious education.
 | **3.Personal development, behaviour and welfare**1. To reduce the incidences of low level disruption in classrooms.
2. To decrease the number of behavioural issues at break and lunch times.
3. To increase attendance rates to >97% and reduce persistent non- attendance rates to below 2%
 | **4.Leadership, Management and Governance** 1. Ensure that governance continues to demonstrate strategic direction and the capacity to improve the school.
2. Develop leadership capacity across the school for aspiring middle and senior leaders.
3. To actively promote staff well being and work life balance across the academy.
 | **5.Early Years Provision** 1. To continue to embed high quality provision consistency across the EYFS.
2. To create enabling environments, both indoors and out, to inspire, involve and engage all pupils.
3. To develop a philosophy and practical approach within EYFS that ensures that all pupils progress to KS1 prepared for the next stage of their learning.
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| Persons responsible1. Chair of Governors / HT / SLT
2. HT / SLT / Middle leaders
3. HT / SLT / Subject leaders
 | Persons responsible1. HT / SLT / SIP
2. HT / SLT / Subject leaders
3. HT / SLT / Subject leaders
 | Persons responsible1. Class teachers / HT
2. HT / LT supervisors
3. HT / Admin / Gov
 | Persons responsible1. HT / SLT / Class teachers
2. SLT / Subject leaders
3. HT / DHT / all staff
 | Persons responsible1. HT/SLT Teachers and TAs
2. SLT/TLR/Teachers and TAs
3. HT/SLT/TLR
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| Current situation (Sept 18)* Progress across KS2 in reading and writing -1.1 and -1.3 respectively.
* Progress in boys reading – 0.3 cf -0.7 girls
* Discrete curriculum overview maps in place for foundation subjects.
* Assessment system embedded for geography and history.
* Reading comprehension and guided reading teaching inconsistent across school.
* Delivery of literacy inconsistent across school, leading to mixed outcomes.
 | Current situation (Sept 18)* Teaching is good in all key stages.
* Some outcome indicate outstanding teaching over time, although this is inconsistent across the school.
* The assessment system is embedded well, but some challenges exist relating to moderation and the consistency of judgements.
* Tracking in history and geography is now embedded, with self assessment and teacher assessment evident in all books.
* Attitudes to learning are much improved in all classes, although some areas of inconsistency still exist.
 | Current situation (Sept 18)* Average of 8.7 time outs per week across the school (Summer term 2018)
* Behaviour and attitudes to learning across the school are judged to be outstanding.
* 98% of time outs attributed to boys, including all internal and external exclusions.
* Behaviour support successfully engaged for a range of pupils with appropriate support packages in place, resulting in successful outcomes.
* Attendance of 96.3% (July 2018).
 | Current situation (Sept 18)* Governance has demonstrated the capacity to hold the school to account and support its strategic development.
* Opportunities for middle leadership development created for 2017 2018 academic year, but engagement and outcomes were mixed.
* Staff working group has reviewed and altered some aspects of the workload within school including marking, planning and report writing to improve work life balance.
* Leadership of literacy requires improvement to sustain change across the school.
 | Current situation (Sept 18)* Learning environments have been dramatically altered to meet the needs of the pupils and ensuring choice, accessibility and open ended opportunities broadly in line with high scope philosophies.
* End of EYFS results show good progress for all children across EYFS and 81% achieve GLD
* Open ended, child initiated approach requires some focus and additional provocations to ensure children are successfully challenged, stimulated, and engaged in all environments.
* Transition to Year 1 for current cohort was successful, but careful planning needed to ensure that all cohorts make a successful, managed, transition to avoid lost learning.
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| **Desired outcomes (July 2019)****1.10** Diminishing differences between genders in all subjects across KS1, both at expected standards and at greater depth. **1.11** Pupils working at expected standard in KS1 targeted, tracked and supported to move to greater depth. **1.18** Reading attainment and achievement targeted across KS2 leading to improved attitudes to reading and standards. **1.20** Raise attainment and achievement in reading across all key stages  **1.21**Increase the percentage of pupils exceeding in reading, writing and mathematics to achievable targets as indicated in target setting documents.  **1.22** Continue to close the gaps in attainment when considering significant groups, such as Pupil Premium and SEND   | **Desired outcomes (July 2019)** **2.1** To ensure all teaching remains good, and a greater percentage of teaching over time can be judged as outstanding.  **2.2** To develop a more coherent, whole school approach to the teaching of writing.  **2.3** A need to continue to develop the curriculum and the delivery of the teaching of reading across all key stages to increase engagement and relevance for all children. **2.4** To develop teaching to support challenge and the continued development of the most able.  **2.5** To continue to ensure that the assessment of what pupils can achieve is accurate to allow the planning of relevant, challenging tasks.  **2.6** Increase teacher expectations of what pupils can achieve, and support pupils to raise their own expectations of their abilities. **2.7** To review the feedback policy to ensure it remains age and phase appropriate in its approach.  **2.8** To develop a skills based curriculum for Art and Design, Science and Computing, following the model established for Geography and History. **2.9** Review internal tracking to ensure it gives accurate predictions of gaps and attainment across all key stages.  **2.10** Continue work in mathematics, embedding good practice and continuing to work proactively with other schools in the NE Maths Hub.      | **Desired outcomes (July 2019)****3.1** Develop lunchtime and breaktime provision, including the development of peer mediation within school.  **3.2** To continue to develop the green badge pupil mentors and sports crew within school to support behaviour outside the classroom.  **3.3** To continue to develop the blue badge pupil mentor roles with the most able in school.  **3.5** Children recognise and celebrate good behaviour, and reduce the incidences of perceived poor behaviour.  **3.6** To further develop pupil voice through the school council. **3.7** To continue to develop the passport system across school.  **3.8** To revisit strategies for tackling attendance levels for persistent absentees. **3.9** To develop the UN Rights agenda.  | **Desired outcomes (July 2019)****4.2**To continue to develop the quality of teaching and learning across the school through engaging with external support where appropriate, and for subject leaders to take a role in this. **4.4** To ensure that performance management targets for teachers are sufficiently ambitious to secure good progress for all pupils.  **4.5** To continue to provide the governing body with the information it requires to hold the school to account.**4.6** To continue to develop the curriculum, with particular reference to non-core subjects. **4.7** To develop the role of the GTMA leader within school to support the attainment of greater depth for a greater percentage of pupils. **4.8** To continue to develop middle leadership capacity through identifying relevant training and opportunities within school.  **4.9** To continue to develop and implement a curriculum which is fit for purpose, encompassing all of the skills required from each individual programme of study.**4.10** To ensure that Governance continues to demonstrate an appropriate understanding of all areas of the school and governors are involved in setting the strategic direction for the school, including the school vision. | **Desired outcomes (July 2019)****1.1** Focus on planning provocations and equipping areas to support the continued development of early reading and writing and mathematics skills across the foundation stage. **1.4** Continued discussion and development of EY offer to ensure it meets the needs of the children as they progress into KS1 and beyond. **1.6** Continue to develop the learning environment both indoors and out to reflect a calm, home from home atmosphere where children can feel safe and secure. **1.7** A continued improvement in adult interactions through CPD sessions. **5.3** Planning and provocations take greater account of the needs of individual children.**5.5** Greater use is made of outdoor area to extend the range of experiences. **5.8** Staff are supported with the implementation of provocations in the environment.  |
| Success Criteria (measuring the desired outcomes) **1.10** Diminishing differences between genders in all subjects across KS1 are noted, both at expected standards and at greater depth. **1.11** Registers and action plans of targeted pupils are available. Pupil review demonstrates work being done to support pupils to achieve higher standards. **1.18** Pupil interviews show a more positive attitude to reading across KS1 and KS2, as well as an increase in the percentages of pupils exceeding in reading, writing and mathematics in all key stages. **1.20** Through the use of PIRA tests, standards in achievement and attainment in reading increase across all Key Stages. **1.21** The percentage of children working at greater depth is increased in line with the target setting document. **1.22** Gaps close in attainment when considering significant groups, such as Pupil Premium and SEND across all year groups. Where gaps have not closed, a clear plan of what has been done will be available for review.  | Success Criteria (measuring the desired outcomes)**2.1** Quality of teaching remains good, and at least 50% of teaching over time can be judged as outstanding.  **2.2** A whole school approach to the teaching of writing is embedded, with clear expectations of what standards in each year group should look like. **2.3** A clear progression in the delivery of reading skills across the school through continued CPD and the development of the reading rails resource. **2.4** Clear evidence in books of increased challenge for the most able in all subjects, and clear delivery plans on how that was achieved. **2.5** Assessment of what pupils can achieve is accurate to allow the planning of relevant, challenging tasks.  **2.6** Increased teacher expectations of what pupils can achieve, with pupils demonstrating growth mindsets when discussing their work. **2.7** Feedback policy reviewed and implemented across all key stages. **2.8** Skills based curriculum in place for art and design, science and computing by July 19**2.9** Accuracy of internal tracking and moderation improved across all key stages.   **2.10** Evidence of progress in the delivery of mathematics across the school, leading to sustained outcomes in all key stages.  | Success Criteria (measuring the desired outcomes)**3.1** Peer mediation set up within school. New lunch and break time offerings in place leading to a reduction in recorded sanctions at this time.   **3.2** Green badge mentors and sports crew operate efficiently and support reduction of incidences of poor behaviour both in and outside the classroom.   **3.3** Blue badge mentors in place to support the most able across school. **3.5** Positive attitudes to behaviour exist within pupils across the school. **3.7** Passports are used and valued by the majority of pupils across the school.   **3.8** Attendance levels remain above 96% with a target of 97% Persistent non-attendance levels remain below 3%**3.9** UN Charter is developed within school through the school council.  | Success Criteria (measuring the desired outcomes) **4.2**Appropriate CPD is put in place to develop teaching and learning, particularly in relation to other areas of development across the school. **4.4** Performance management targets for teachers are sufficiently ambitious to secure good progress for all pupils.  **4.5** The governing body continues to be provided with the information it requires to hold the school to account.**4.6** The curriculum, with particular reference to non-core subjects, is developed, and leaders supported to carry out these changes. **4.7** Opportunities for GTMA pupils increase, and scrutiny and tracking of these groups remain robust across the year. **4.8** Middle leaders continue to attend all relevant CPD within school and beyond to support them in developing their role. This will be evidenced through RAPS and reviews. **4.9** Skills based curriculum will be in place for the majority of subjects by the end of the year. **4.10** Governance continues to demonstrate an appropriate understanding of all areas of the school and governors are involved in setting the strategic direction for the school, including the school vision. | Success Criteria (measuring the desired outcomes)**1.1** Planned provocations are in place across the environments and areas are equipped to support the continued development of early reading and writing and mathematics skills across the foundation stage. **1.4** EY offer meets the needs of all pupils entering KS1, preparing them to be Year 1 ready. **1.6** Learning environment further developed to reflect a calm, home from home atmosphere where children can feel safe and secure. **1.7** When observed there is an improved in the quality of questioning and adult interaction with EYs, with staff actively engaging and working alongside pupils as play partners. **5.3** Planning and provocations take greater account of the needs of individual children.**5.5** Greater use is made of outdoor area to extend the range of experiences. **5.8** Staff are supported with the implementation of provocations in the environment.  |

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| **Key Priority 1**  | **To ensure that quality teaching secures good progress for all groups of pupils, including the most able, and particularly for reading.**  |
| What will be different for the children?  | Targeted teaching allows all pupils to be exposed to materials which will allow them to make at least good progress. More able, and pupils who demonstrate the potential to work at greater depth, are provided with the materials and support to achieve these standards.  |
| Targets | Success Criteria |
| What we will achieve:1. Quality of teaching remains good, and at least 50% of teaching over time can be judged as outstanding. **(2.1)**2. Ensure that the work set for all children, including the most able, least able and the children with special educational needs is always appropriately challenging. **(2.4)**5. Assessment is judged to be accurate in all key stages, and is used proactively to support planning, teaching and learning. **(2.5)**6. Increased teacher expectations of what pupils can achieve, with pupils demonstrating growth mindsets when discussing their work. **(2.6)**7. Accuracy of internal tracking and moderation improved across all key stages. **(2.9)**8. Feedback policy reviewed and implemented across the curriculum. **(2.7)**9. Skills based curriculum in place for art and design, science and computing by July 19 **(2.8)** 10. Development of the teaching of reading across all key stages. (See RAP)  | How we will know we have achieved it:1. Lesson observations and work scrutinies carried out by HT / DHT / MLT / SIP to create a bank of evidence to make precise judgements on the quality of teaching. 1b. Through cross moderation between schools and evaluations by HT / SIP / SLT, quantity of outstanding teaching will be established. 3. Work scrutiny demonstrates that all work is set at a suitable level of challenge, and is appropriate with reference to Classroom Monitor mark books and IEPS (where used).5. Moderation and scrutiny between books and mark books illustrate that assessment information accurately reflects the evidence base. Planning indicates that assessment is being used to inform planning on a daily, weekly and termly basis. 6. Children will develop a greater resilience towards challenging learning, and will be able to articulate that although they may not know how to do something now, that does not mean they will never be able to do it. This will be evidenced in pupil interviews in Jan 18. 7. Evidence banks of work to support internal moderation in all subjects. Accuracy of judgements is improved across all key stages. 8. Feedback given to pupils supports their learning and clarifies misconceptions. 9. Work scrutiny demonstrates clear skills progression across year groups. 10. Clear progression in the delivery of teaching skills across all key stages.  |
| Key People, including **leader** | Funding and Resources |
| **HT**, DHT, SLT, SIP, Teachers |  |
| What we will do to achieve the targets: | Who? | When? | Check |
| Outcomes for Pupils |
| Work match is established through work scrutiny and CPD sessions across all subjects | SLT | Dec 18March 19July 19 | Education SubWork scrutiny carried out in literacy, geography, history, art, DT, maths by subject leaders. (Jan 19) |
| Portfolios of work started to exemplify expected standard and greater depth for core areas and target subjects.  | Subject leaders | July 19 | SLT |
| Greater resilience developed through expectations of teachers, assembly work and PSHE in classrooms | All staff | Review progress through pupil interview Feb 19  | SLTReduction in incidences of refusal across the school. PBS working with some pupils on resilience and ability to complete work. (Jan 19)  |
| Feedback will be improved through review of feedback policy and more effective, targeted feedback being in place across all subject areas.  | Assessment lead / teaching staff | Review Oct 18Full scrutiny Feb 19 | SLTFeedback policy reviewed Autumn term with staff. Feedback books trialled across KS1 and 2. (Jan 19) |
| What we will do to achieve the targets: | Who? | When? | Check |
| Teaching, Learning and Assessment |
| Peer mentoring and supportive lesson observation cycle leads to demonstrable improvements in teaching and learning, including lesson design. | All teachers | Spring Term | SLT / SIPNeed to look at partnerships and facilitate sessions Feb 19 |
| CPD in place to look at planning and delivery of writing across the school | All teachers | Autumn and Spring Terms | SLT / SIPWrite Stuff whole school CPD delivered Jan 19. Follow sessions in staff meetings and delivery action plan created.  |
| Teaching of reading reviewed in Spring term.  | Lit Co | Spring Term | SLTS Renton and V Longhurst attending CLPE CPD. AR reintroduced in Autumn term. Class libraries reorganised. AR books regraded.  |
| Skills based curriculum implemented in target subjects across all year groups by Spring term. | All teachers / middle leadership | Spring Term | SLTSkills based curriculum in place for geography and history. Approaches being looked at for art and dt Jan 19. Science curriculum being developed Feb 19.  |
| Teachers complete AP reviews at the end of each term to check progress against targets | All teachers | End of each term – see assessment cycle | SLT / SIPAP information uploaded as required. |
| New format pupil reviews completed with a member of the SLT every half term. | All teachers | Half termly – see assessment cycle | SLT / SIPP review approach altered in Autumn term to develop stronger planning and accountability.  |
| What we will do to achieve the targets: | Who? | When? | Check |
| Personal development behaviour and welfare |
| PSHE program looking at resilience and growth mindset planned for Autumn and Spring Terms. (See PSHE RAP) | All teachers | Autumn and Spring Terms | SLTNot completed Autumn Term. KJ looking at jigsaw but 3K cost involved. Looking at alternatives for a Spring 2 rollout.  |
| Increased expectations to lead to increased output and improvements in behaviour in all year groups.  | All teachers | Review progress through pupil interview Dec 18Move to Feb 19 | SLTHigher expectations evident. Still some behavioural issues which are limited to a small number of pupils, all of which receiving support.  |
| What we will do to achieve the targets: | Who? | When? | Check |
| Leadership and Management |
| 1a. SLT to plan and deliver a series of professional development opportunities targeted at the needs of specific teachers with a view to improving teaching and learning. SLT also work alongside teachers in mentor role where required.  | SLT | Timetable put in place Oct 18Additional mentoring put in place in the Spring Term as required.   | Govs to monitor CPD log at Education meetings. CPD log completed, as are evaluations for all activities. Mentor sessions started Jan 19 to support individual teachers and subject leaders. Action plans to be developed to support the CPD needs of all teachers.  |
| 1b. External PD opportunities sought for class teachers and subject leaders. All courses to be followed up by an evaluation to judge impact on teaching and learning.  | HT to review Education Gateshead PD directory - £6K allocated.  | Courses booked for Autumn and Spring Term.  | Register of attendance to be included in HT report to governors. CPD log completed, as are evaluations for all activities. Register included in report.  |
| 1c. Curriculum reviewed for KS1 to ensure that materials are in place to engage boys.  | HT / DHT | Jan 19 | Curriculum reviewed by education committee.  |
| 2a. Completion of registers of all vulnerable groups, more able, and SEND pupils to support tracking and early identification.  | HT  | Oct 18 | Registers are available for scrutiny.  |
| 2b. Monitor edukey to ensure that all SEND, PP and GTMA pupils have personal plans to help support their accelerated achievement.  | HT / DHT  | Nov 18Review Feb 19 / July 19 | All PP, SEND and GTMA pupils have ILPS and provision maps.  |
| 3a. PD day organised to develop Reading Rails for November 2018 | All staff  | November PD day.  | Reading rail documents are completed and ready for printing by December 18 Reading rails for 2019 / 20 roll out. |
| 3b. Reading curriculum re-planned and resourced to engage all pupils, including the most able.  | HT / DHT | Dec 18April 19 | AR side of reading remapped to include ORT. Guided reading to be developed Spring Term. Reading rails for 2019 / 20 roll out.  |
| 3c. Look to increase budget to book stock and organise fundraising to supplement reading scheme and increase free reading materials for reading rails.  | HT / DHT | Feb 19 | Record of all new reading stock is available for scrutiny.  |
| 3d. Ensure appropriate staff engage with CPD from CLPE looking at the power of reading materials.  | HT | July 19 | SENDCO / LITco attend CLPE courses and ensure materials are cascaded through staff meetings and feedback forms.  |
| 3e. Review reading resources, including Accelerated Reader and Bug Club as possible resources for new academic year.  | DHT | July 19 | Evaluation of products available.  |
| 3f. Organise PIRA testing cycle for all year groups, three times per year.  | HT | Oct 18 | PIRA results available for analysis.  |
| 4a. SENDCO,GTMACO, and PPCO to review targeted children’s provision at APs to ensure these groups are on track. Need to look at additional provision maps for some specific children who are becoming outliers. EduKey resource put in place to support target setting process for outliers.  | SENDCO, GTMACO PPCO Class teachers. Vicki Longhurst | See Pupil review timetable.Support plans on edukey in place for all pupils by Dec 18 | Review documents available at AP1, AP2 and AP3 |
| 4b. SLT to monitor teaching and moderate with other schools to establish levels of outstanding teaching over time.  | HT, SLT, MLT | Observation schedule and drops ins across the year.  | Records of obs available and moderation records where appropriate.  |
| 4c. Links established with Kingston Park Primary School to support development of GTMA offering. | DHT | Themed visit Sept 18 | Records of visits available. |
| 4d. SIP visit by Dawn Foster March 19 to undertake work scrutiny and lesson obs | CS  | March 19 | Feedback from SIP |
| 4e. Work scrutiny and moderatiocuracy as required.  | HT, SLT, Middle leaders. | See Pupil review timetable.  |  |
| 4f. Set appropriately challenging targets for pupils in all key stages.  | HT / DHT | Oct 18 |  |
| 5a. SLT to review assessment system accuracy at every work scrutiny and pupil review.  | HT, SLT, Middle leaders.  | See Pupil review timetable. |  |
| 5b. Pupil review format changed to make it less onerous and more accurate.  | HT / SLT | Oct 18 | Feedback from staff indicates that the system is more effective.  |
| What we will do to achieve the targets: | Who? | When? | Check |
| Increase reading focus across EYFS, timetabling story time and reading experiences across both classes.  | EYFS team | Sept 18 | SLTSR developing plans with KJ to increase the focus on reading in EYFS |
| Redevelop reading areas in both classrooms to support a climate of reading.  | EYFS team | Feb 19 | SLTReception completed, additional work needed in N |
| Continued development of early phonics lessons and targeted phonics teaching across EYFS | EYFS team | Sept 18 | SLT |

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| **Key Priority 2a**  | **To ensure that teaching remains at least good across all Key Stages and at least 50% of teaching over time is outstanding by July 2019.**  |
| What will be different for the children?  | Children will become more independent learners. Children will become better equipped to address the 2014 National Curriculum objectives across the school. Children will gain key knowledge and understanding required to meet the statutory requirements for the art, design, computing and science programmes of study.  |
| Targets | Success Criteria |
| What we will achieve:1. Diminishing differences between genders in all subjects across KS1 are noted, both at expected standards and greater depth. **(1.10)**2. Registers and action plans of targeted pupils are available. Pupil review demonstrates the work being done to support pupils to achieve higher standards. **(1.11)**3. Raise attainment and achievement in reading across all key stages **(1.18)**4. Increase the percentage of pupils exceeding in reading, writing and mathematics to achievable targets as indicated in target setting documents. **(1.21)** 5. Continue to close the gaps in attainment when considering significant groups, such as Pupil Premium and SEND **(1.22)** | How we will know we have achieved it:**1.10** Diminishing differences between genders in all subjects across KS1 are noted, both at expected standards and at greater depth. **1.11** Registers and action plans of targeted pupils are available. Pupil review demonstrates work being done to support pupils to achieve higher standards. **1.18** Pupil interviews show a more positive attitude to reading across KS1 and KS2, as well as an increase in the percentages of pupils exceeding in reading, writing and mathematics in all key stages. **1.20** Through the use of PIRA tests, standards in achievement and attainment in reading increase across all Key Stages. **1.21** The percentage of children working at greater depth is increased in line with the target setting document. **1.22** Gaps close in attainment when considering significant groups, such as Pupil Premium and SEND across all year groups. Where gaps have not closed, a clear plan of what has been done will be available for review.   |
| Key People, including **leader** | Funding and Resources |
| **HT,** DHT, SIP, SLT, Cluster groups.  | Bespoke CPD programme with strong emphasis on impact on pupil outcomes. Inter cluster moderation carousel and PD with a focus on improving the quality of teaching and learning across all age phases. (Termly)  |
| What we will do to achieve the targets: | Who? | When? | Check |
| Outcomes for Pupils |
| Greater focus on groups to show a narrowing in differences between all groups across core  | All year groups | AP1 | SLT – feed back to Education sub.  |
| Attitudes to reading improved, particularly in boys across KS2 | KS2 pupils | AP1Needs to move to March 19 to link to WBD | Litco to survey pupils AP1 |
| What we will do to achieve the targets: | Who? | When? | Check |
| Teaching, Learning and Assessment |
| CPD on effective questioning to be delivered Autumn 2 as a refresher on last year’s work | All teachers | Nov 18March 19 | Education sub.  |
| Robust program of supportive lesson observations in place across the school year. | All teachers | Monthly | Education sub.  |
| CPD on the teaching of writing to be delivered internally across Autumn Term. (Both training days) The Write Stuff.  | All teachers | Sept. training dayNov. training dayJan training day | Education sub. Work scrutiny and observation of materials in use.  |
| Training event for The Write Stuff with Jane Considine to take place with all school staff.  | All staff | January 2019 | Education subWork scrutiny and observation of materials in use.Day attended by Katie Collins |
| Teachers attend a range of CPD opportunities at Education Gateshead linked to teaching and learning across the school | Relevant staff | All year | Education Sub. |
| Peer mentoring across all key stages with supportive classroom visits from other teachers.  | All staff | All year Revisit March 19 | Education sub. |
| Supportive links with other schools to develop teaching and learning strategies | Relevant staff linked with Kingston Park,St Mary’s, St Aidens, Greenside, and George Washington.  | All year | Education sub. |
| Delivery of OTP in staff meetings where appropriate | Relevant staff | Spring Term | Education sub. Not delivered as Jan 19 |
| Continue to use CM for target setting and objective tracking across all core subjects.  | All staff | All year | Education Sub.AP1 |
| Use assessment tracking documents for Georgraphy and History effectively to support teaching and learning | KS1 – KS2 | All year | SLTAP1 |
| Create action plans for target children beyond ILPs for SEND children. Indicate strategies for improvement, timescales, support and expected outcomes.  | All teachers | To AP2 initially | SLT to supportCompleted Jan 19Review March 19 |
| To implement and trial CPD materials from the Write Stuff periodically (See RAP) | All teachers | To AP1 | SLT to monitorFANTASTICS trialled from Nov 18 |
| Each class to undertake NMM external assessments at least once across the year.  | KS1 – KS2 | November to May | SLT Education SubYear 3, 5, 1 complete |
| R – Y6 to undertake termly PIRA assessments to support reading development.  | R – Y6 | Mid term x 3 | SLTTerm 1 complete |
| To ensure that expectations for presentation and handwriting maintain high across all year groups. | All teachers | All year  | SLT to monitor at book scrutiny and pupil review. Handwriting scheme purchased Dec 18 |
| To review all policies and to ensure teachers are implementing policy recommendations relating to this in all areas.  | All teachers | All year | SLT to monitor.  |
| Work scrutiny of English and mathematics to be undertaken termly by both a member of the SLT and the subject leader | All year groups | Termly  | SLT and subject co-ordinators. AP1 |
| Implement skills based curriculum for Art, DT, Science and Computing using the given resources. | Y1 – Y6 | Jan 19 | SLT and subject co-ordinators to provide materials and support.  |
| Implementation of recommendations from the NE Mathshub across all key stages. (See RAP) | All staff | Ongoing | Maths lead to co-ordinate. AR CSh attended training by AP1 |
| Continue to develop fluency and rapid recall of number facts through the use of Big Maths across all key stages | All staff | Ongoing | Maths lead to co-ordinate.BM supplemented with rock stars |
| What we will do to achieve the targets: | Who? | When? | Check |
| PSED |
| Work on behaviour for learning through the development of the I-CARE values and passports across all key stages | All staff / SLT | By Jan 19Needs to be completed Feb 19 | SLT and Education Sub to check.  |
| Development of Blue and Green badge mentors across school to support teaching and learning  | UKS2 / GTMA co | Nov 18 | SLTMentors established |
| Develop Digital leaders to support IT development (see RAP) | UKS2 | Nov 18 | SLTDigital leaders in place |
| Development of Sports Crew to support PE development (see RAP)  | UKS2 | Nov 18 | SLTSports crew in place |
| Development of Reading Champions to support development of reading across school.  | All staff | Nov 18 | SLTReading champions required |
| Continued development of growth mindset work in assembly and class to build resilience – link to the I- CARE values.  | All staff / HT | Nov 18 | SLT |
| What we will do to achieve the targets: | Who? | When? | Check |
| Leadership and Management |
| Robust monitoring of teaching and learning on a half termly basis in all year groups | HT / DHT | Half termly  | Education Sub |
| Drop in observations across the term by HT on target curriculum areas | HT | Periodically | Education Sub |
| Delivery of CPD around questioning to develop skills further.  | HT | Nov 18March 19 | Education Sub |
| Delivery of CPD relating to The Write Stuff and monitoring of its implementation, offering support and team teaching where required.  | Ht | All year | SLT |
| Development of Reading Rails resource across KS2 throughout 2018 / 2019 | HT / Lit Co | All year | Education SubDelayed |
| Continued implementation of Lexia across the school.  | HT | All year | Education SubIn place |
| Facilitation of NMM timetable for writing assessments | HT | All year  | Education SubIn place |
| Review and update feedback policy where required to support effective feedback and work life balance.  | HT / SLT | Nov 18 | Education SubComplete |
| Purchase additional library stock to support the Reading Rails initiative.  | HT | All year | Education SubAR stock purchased |
| Liaise with Printers to develop resources for the Reading Rails initiative | HT  | Nov 18Complete March 19 | Education SubStarted  |
| Work with subject leaders to develop new schemes of work to support skills based curriculum in target subjects. Roll out new curriculums Easter 19 | HT | Jan 19Geog / histRE / PSHEScience / Art / DT | Education Sub |
| Facilitate release time for joint observations and visits to other schools to develop teaching and learning further.  | HT | All year | Education Sub. |
| What we will do to achieve the targets: | Who? | When? | Check |
| Attend relevant CPD courses across the year (see RAP)  | All EYFS staff | Ongoing | SLT |
| Develop environments in line with the RAP and SDP | All EYFS staff | Ongoing | SLT |
| Implement Big Maths in Reception | KJ | Nov 18 | SLT / maths lead |
| Develop opportunities to support the teaching of mathematics and English in the foundation stage. (See RAP | All staff | Dec 18 | SLT |

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| **Key Priority 2b**  | **To develop the teaching of reading and writing across all key stages to improve outcomes for all pupils** |
| What will be different for the children?  | Children indicate more positive attitudes to reading and reading attainment increases in all key stagesWriting outcomes are stronger, and children indicate more positive attitudes to writingStructure of writing lessons clearer, and clear progression between year groups and phases.  |
| Targets | Success Criteria |
| What we will achieve:1. A whole school approach to the teaching of writing is embedded, with clear expectations of what standards in each year group should look like **(2.2)** 2. A greater willingness of all pupils to engage with writing3. Improved attainment in writing, both in terms of technical accuracy (SPaG) and composition and effect. 4. More positive attitudes to reading across the school. 5. Improved attainment in reading 6. A clear progression in the delivery of reading skills across the school through continued CPD and the development of the reading rails resource. **(2.3)**7. Structured and effective teaching of phonics across the EYFS and KS18. A clear strategy for the teaching of spelling across KS2 | How we will know we have achieved it:1. Methods of teaching writing are explicit across the school and a clear progression of skills is evident. 2. Teachers and pupils report a greater willingness to engage and fewer incidences of blank page fear. 3. Assessments indicate that technical accuracy has increased as a greater percentage of pupils reach ARE. Composition and effect is improved, as indicated through NMM assessments and national standardisation. 4. When interviewed, pupils indicate more positive attitudes to reading, particularly boys. 5. PIRA tests indicate improved attainment in reading. 6. Scrutiny and moderation indicate a clear focus on the teaching of reading across the school, moving from learning to read to reading to learn and more complex strategies like inference and prediction. 7. High quality phonics teaching results in a high percentage of the Year 1 cohort achieving the expected standard in the Year 1 phonics test. 8. A high level of buy in and increased attainment across all Key Stage 2 classes, indicated through knowledge of spelling strategies and accuracy of high and medium frequency words in context.  |
| Key People, including **leader** | Funding and Resources |
| **HT,** DHT, SIP, SLT, Cluster groups.  | Bespoke CPD programme with strong emphasis on impact on pupil outcomes. Inter cluster moderation carousel and PD with a focus on improving the quality of teaching and learning across all age phases. (Termly)  |
| What we will do to achieve the targets: | Who? | When? | Check |
| Outcomes for Pupils |
| 1a/2a Develop ability to plan writing more effectively using The Write Stuff planning tools.  | TeachersLit Co | Autumn Term | SLTJan 19 |
| 1b/2b Clear understanding from pupils of what the specific objectives are in terms of SPaG within each phase / year group | KS1 – KS2 teachersLit co | Autumn Term | SLTNeeds to be revisited Spring term. |
| 2c. Continue to have pobbles in place weekly / fortnightly to allow pupils the chance to write at length without interruption. | Teachers  | Review Dec 18 | SLTIn place – may be incorporated into write stuff planning.  |
| 3a. Planned stand-alone spag sessions to work alongside embedded teaching within writing lessons. | Teachers | Review Dec 18Look at embedding.  | HT |
| 4a. Increased range of books linked to Reading Rails and additional materials in UKS2 such as magazines and periodicals.  | Lit Co / HT | Review Dec 18(AR books purchased)  | HT / SLT / Link Gov |
| 5a. Timetabled guided reading and interventions for all pupils | Class TeachersLit CoSENDCO | Review Dec 18 | HT to review at pupil review.  |
| 5b. Lexia used to target specific pupils to make rapid progress – six week blocks | SENDO Class TeachersHT | Review every half term | HT / SLT to review results half termly.  |
| 6a. Additional guidance on book selection to ensure appropriate challenge and breadth through the progression through the reading rails resource.  | Class TeachersLit Co. | Review at pupil review | HT / DHTClass libraries developed AP1 |
| 8a. Daily spelling inputs based on RWinc Spelling resources and key word banks. | Class Teachers | Review Dec 18 | HT / DHTIn place |
| 8b. Targeted intervention through Lexia | Lit Co / SENDCO | Review half termly | HT |
| What we will do to achieve the targets: | Who? | When? | Check |
| Teaching, Learning and Assessment |
| 1c/2d Teachers plan for and implement sentence stacking approach to writing to support development of writing skills (see RAP) | Teachers Lit Co | Autumn Term | SLTIn place – to be monitored March 19 |
| 1d/2e All year groups undertake NMM writing assessments across the year to support moderation and judgements. | Teachers Lit Co | Specific assessment windows across the academic year | SLT / SIP / Education Sub. In place |
| 1e. Clear progression in planning and delivery of SPaG elements required to improve writing across all year groups. | TeachersLit Co | Pupil Review discussions / APs | SLTIn place – review March 19 |
| 3b. Introduction of GAPs assessments alongside PIRA for Spring and Summer terms R- Y6 to assess stand alone SPaG elements | Lit Co | Spring 19Move to summer term.  | SLT |
| 4b. Dedicated time in class for reading quality class texts and for personal reading. | Lit CoClass teachers | Review Dec 18 | SLTIn place |
| 4c. Increased use of reading logs and learning journals to raise the profile of reading across all year groups. | Lit CoClass teachers | Review Dec 18 | SLTIn place |
| 5c. Weekly stand-alone comprehension lessons to support skill development | Class teachers | Review at pupil reviews | SLT |
| 5d. Use of Cracking comprehension resource to support whole text comprehension strategies – at least monthly | Class teachers  | Review at pupil reviews | SLT |
| 6b. All class teachers are aware of the expectation for each year group to ensure children are challenged to reach the right standard, and that assessments are accurate.  | HT Class teachers | Review at pupil reviews | SLT / link governor |
| 8b. Delivery of daily spelling lesson with clear progression across Y2 – 6 using RWinc Spelling  | Class Teachers  | Review Dec 18 | HT / Lit CoIn place |
| 8c. Daily phonics lessons in R- Y1 with parallel intervention group from Y2.  | Class teachers  | Review Dec 18 | HT / Lit Co |
| What we will do to achieve the targets: | Who? | When? | Check |
| PSED |
| 1f/2f Continued work on resilience within lessons based on additional PSHE lessons and assemblies | Teachers | Review AP1 | Discuss attitudes to writing at APs |
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| What we will do to achieve the targets: | Who? | When? | Check |
| Leadership and Management |
| 1g. Arrange CPD opportunities in all training days to look at the development of writing. (See RAP)  | Lit Co | All training days | SLT to check impact after each CPD event – staff questionnaire and evidence in books.  |
| 1h. Arrange staff training day to be delivered by Jane Considine in Spring Term to develop strategies further. | Lit Co / HT | Jan 20th 2019 | Staff questionnaires. Completed |
| 1i. Identification of additional CPD at Dryden to support grammar and sentence level development as required. | HT / Lit Co | When available. | CPD impact questionnaires. Booked |
| 1j. Arrange release for Lit Co to undertake a series of lesson observations and work scrutinies in the Spring Term | Lit Co | Spring 19To be arranged | Reports and feedback from visits available to SLT and link governor.  |
| 2g.Implement writing groups for reluctant writers using the GTMA English resources from other year groups as appropriate. Target pupils who often find it harder to engage.  | HT | Spring 19 | SLT / education Sub to look at progress made by pupils and pupil voice.  |
| 3c. Facilitate introduction of GAPs tests for Spring 19 | HT / Lit Co | Spring 19Summer term | Results fed back to Education Sub including qualitative analysis.  |
| 4d/6c Introduction of reading rails as a driver for increased reading participation across KS2 initially.  | HT / Lit Co | Dec 18Delayed | Review pupil responses to the resource.  |
| 4e. Introduction of reading areas / class libraries in all classrooms | HT / Lit Co | Dec 18 | SLT / link govComplete |
| 4f/6d Increase the range of quality texts available across all key stages.  | HT / Lit Co | Dec 18 | SLT / link govStarted  |
| 4g/6e Increase the range of high interest / low ability books available | HT | Oct 18 | Link gov to review stock. purchased |
| 4/6f Increase the range of books available for pupils with specific learning difficulties such as dyslexia. | HT | Oct 18 | Link gov to review stockBarrington Stoke - purchased |
| 5e.Provide all comprehension resources, timetabled support and back up for Lexia, and PIRA tests for all classrooms | HT | Termly | Link gov to review.  |
| 7a. Further development of clear progression of phonics teaching across EYFS, including provocations and direct teaching in both rooms with a view to preparing the pupils for KS1 | EYFS leadLit Co | Spring 18 | HT / link governor |
| What we will do to achieve the targets: | Who? | When? | Check |
| EYFS |  |  |  |
| 1k/2h Ensure that writing areas are well stocked and engaging provocations are in place, in Nursery, Reception and the outdoor area. | EYFS leadTeachers | Review Dec 18 | SLTReception / Nursery |
| 3d. Ensure that elements of punctuation are introduced in line with the EYFS framework to support preparation for KS1. | EYFS lead | May 19 | SLT |
| 4h. Increase exposure to texts and story time through visiting readers. (Governors and parents?) All teachers to read to EYFS classes at least once per half term during PPA time.  | HT / EYFS lead | Ongoing – timetable and book choice to be discussed with EYFS lead.  | HT to review.  |
| 7b. Deliver high quality phonics across both rooms as appropriate. Ensure that provocations and resources are available to support both teacher led and child initiated activities relating to the development of phonic skills. (See RAP) | EYFS lead | Review Dec 18 | HT |

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| **KEY PRIORITY 3** | **To continue to demonstrate outstanding behaviour for learning through minimising incidences of low level disruption in classrooms, and through further reducing the number of behavioural issues at break and lunch times.**  |
| What will be different for the children?  | Attitudes to learning remain outstanding across all key stages, with incidences of low level disruption being minimal. This will facilitate outstanding learning environments. This outstanding behaviour is extended to break times, ensuring all pupils feel safe, secure and valued at school. |
| Targets | Success Criteria |
| 1. Develop lunchtime and break time provision, including the development of peer mediation within school. **(3.1)**2**.** To continue to develop the green badge pupil mentors and sports crew within school to support behaviour outside the classroom. **(3.2)****3.** To continue to develop the blue badge pupil mentor roles with the most able in school. **(3.3)** 4. Children recognise and celebrate good behaviour, and reduce the incidences of perceived poor behaviour. **(3.4)**5. To further develop pupil voice through the school council.**(3.5)****6** To continue to develop the passport system across school. **(3.7)**7 To revisit strategies for tackling attendance levels for persistent absentees. **(3.8)**8. To develop school vision through renewed I-CARE statements **(3.9)** | 1. A reduction in incidences of undesirable behaviour at break and lunchtime. 2. Green badge mentors and sports crew activators in place with defined support roles during break times. 3. Blue badge mentors deployed in KS1 classes to support academic development of most able. 4. Reward system in place which celebrates continued good behaviour. 5. School council meetings take place regularly acting on suggestions of classmates. 6. Passports are in place and used to support the I-CARE values for 2018 20197. Attendance levels reach 97% with PA figures being below 5%8. A shared vision based around I-CARE statements is recognised by parents, staff and pupils.  |
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|   | Who? | When? | Check |
| Outcomes for Pupils |
| 1a. Develop peer mediation training for selected Y5 and Y6 pupils across Spring term.  | KJ | Review Feb 19 | SLT |
| 2a. Green badge mentors in place demonstrate desired behaviours and act as a support for other pupils across the school | HT | Nov 18 | SLT |
| 2d. Sports crew interviewed and deployed at break and lunch times to support active play | AR | Nov 18 | SLTNeed to look at timetable for better lunch and break coverage.  |
| 3a. Most able supported by blue badge mentors to develop their potential. | HT / DHT | Nov 18Extend March 19 | SLT |
| 4a. Reward system in place for good behaviour. Specific details to be worked out by the school council – suggested Cinema night? | KJ / HT | Nov 18School council needs to address Jan 19 | SLT |
| 5a. School council established with fortnightly meetings scheduled and a working agenda | KJ | Oct 18Frequency of meetings needs to be set.  | SLT |
| 6a. Pupils from Y1 – 6 have an I-CARE passport and can discuss the core values of the school. | HT / SLT | Dec 18Feb 19 | SLT / SIP / Education Sub |
| 8a. Themed day to discuss and decide on core values for the school based around the I-CARE model. Whole school activity. | HT | Dec 18Feb 19 | SLT / Chair |
| What we will do to achieve the targets: | Who? |  |  |
| Teaching, Learning and Assessment |
| 3b. Blue badge mentors deployed during UKS2 break times to support KS1 GTMA pupils | HT / DHT | Nov 18 | SLT |
| 8b. Core values to be developed and incorporated into teaching wherever possible.  | All staff | Dec 18Needs to be embedded Feb 19 | SLT |
| What we will do to achieve the targets: | Who? | When? | Check |
| PSED |
| 1b. Development of peer mediation training program using Chruchfields as a model.  | KJ | Feb 19 | SLT |
| 2b. Green mentor contracts put in place and support given to help them support other pupils across the school | HT | Nov 18 | SLT |
| 3c. Relationships formed between UKS2 pupils and KS1 through launch event – suggested venue Seven Stories | HT / DHT | Dec 18March 19 - in school | SLT |
| 4b. Organisation of school council meetings promotes pupil voice through election of chair and vice chair.  | KJ | Nov 18 | SLT |
| 6b. I-CARE passports replace RESPECT passports with a theme of core values designed to work across the school. | HT | Dec 18March 19 |  |
| 8b. Themed day looking at core values to be planned in conjunction with school council and governing body | HT / KJ / Chair | Dec 18March 19 |  |
| What we will do to achieve the targets: | Who? | When? | Check |
| Leadership and Management |
| 1c. Monitor and support development of peer mediation through classroom release and supply cover.  | KJ / SLT | Feb 18 | SLT |
| 2c. SLT to monitor and support mentors, measuring number of sanctions given at particular times across the school day | KJ / SLT | Feb 18 | SLT |
| 2e. Middle leadership roles developed through organisation and effective management of Sports Crew | AR / SLT | Feb 18 | SLT |
| 5c. SLT to Liaise with Craig Daly to produce publicity materials and I-CARE passports for launch Spring term 19.  | HT | Jan 19 | SLT / Education Sub |
| 7a. Action plan for attendance management to be revised and actioned by Jan 19 | HT / CD | Jan 19 | SLT / Link GovernorLink gov visit Jan. Incorporated into admin PM targets.  |
| 8c. Themed day looking at vision with whole school followed up by staff meeting and governors vision evening.  | HT / Chair | Nov / Dec 18Built into governors training event in November.  | Full governors / SIP |
| What we will do to achieve the targets: | Who? | When? | Check |
| EYFS |  |  |  |
| 2f. Sports Crew to take a more active role in games development in EYFS | AR | Autumn 18 | SLT |

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| **Key Priority** **4** | **To further develop leadership capacity across all levels across the school.** |
| What will be different for the children?  | 1. Governance continues to be able to hold the school to account and work with SLT and staff to continue to develop a strategic vision to improve outcomes for children.
2. Develop leadership capacity across the school to support teaching and learning, and in turn raise standards.
 |
| Targets | Success Criteria |
| What we will achieve:1. Ensure that governance continues to demonstrate an appropriate understanding of all areas of the school and governors are involved in setting the strategic direction for the school, including the school vision. **(4.10)**
2. Ensure the governing body is provided with the information it is requires to hold the school to account. **(4.5)**
3. Develop CPD program and support for all subject leaders to lead their respective areas more effectively. A CPD evaluation and feedback proforma will be introduced to ensure each course has impact on the wider school. **(4.8)**
4. To ensure that performance management targets for teachers are sufficiently ambitious to secure good progress for all pupils. **(4.4)**
5. Develop the role of the GTMA leader within school to support the attainment of greater depth for a greater percentage of pupils. **(4.7)**
6. Safeguarding will be robust across the school.
 | How we will know we have achieved it:**1a**. Minutes of FGB and committee meetings demonstrate an understanding of actions within school with appropriate challenge and support.**1b**. A cycle is established that ensures linked governors meet with teachers responsible for key areas within the school on a termly basis. **2**. Materials are provided to the FGB and committees in a timely manner and in a format which are easily understood. 3**.** Tangible outcomes evident throughout school. Middle leaders will have had impact upon their selected focus - linked to key priorities. Shared practice and improved outcomes for pupils following measurable actions from middle leaders. Evaluations are completed and CPD impacts upon classroom practice. **4.** Targets will be accurate and set ambitious and attainable targets in all year groups. **5**. GTMA leader will be able to demonstrate strategies and interventions in place to support the most able across the school. 5a.The percentage of children achieving greater depth will increase in all subjects across all key stages. 6a. CPOMS records will be complete and accurate6b. Safeguarding audit will be undertaken across the year to check systems and procedures, including buildings, grounds, SCR, and child protection referrals.  |
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| What we will do to achieve the targets: | Who? | When? | Check |
| Outcomes for pupils  |
| 4.1 Ambitious and aspirational targets set for all pupils at performance management promotes greater progress in core areas. | HT / SLT | Oct 18 | Education Committee |
| 5.1 GTMA pupils will have a more bespoke offering overseen by the GTMA co-ordinator.  | HT / DHT | Nov 18ILPs in place Dec 18 | Link Governor |
| 5.2 Additional lessons are put in place for GTMA pupils concentrating on English and Mathematics for the most able resources.  | HT / DHT | Spring Term | Education  |
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| What we will do to achieve the targets: | Who? |  |  |
| Teaching, Learning and Assessment |
| 3a. CPD opportunities identified for all staff across the school pertinent to their role.  | HT | Sept 18 | Resources Committee |
| 3b. CPD spend tracked and funding allocated to match school priorities | HT | Sept 18 | Resources Committee |
| 4b. Teaching and planning will support targets with all teachers being aware of target pupils and strategies in place to proactively move them towards their target grades.  | SLT | Feb 19ILP and revised pupil reviews in place by Dec 18 | SLT |
| 5c. Specific lessons for the most able are delivered across the spring term.  | HT / DHT | Spring Term |  SLT |
| 5d. GTMA pupils are considered as part of wave 1 teaching in all lessons, with provision for the most able clear in curriculum and lesson design. | HT / DHT | Spring Term | SLT |
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| What we will do to achieve the targets: | Who? | When? | Check |
| PSED |
| 6d. Vulnerability audit undertaken to look at pupils who have multiple factors with action and support plans developed as a result  | HT | Dec 18Audits to support Birkheads allocation | Resources |
| What we will do to achieve the targets: | Who? | When? | Check |
| Leadership and Management |
| 1a. Review minute taking guidelines provided by the EFSA and The Key to ensure minutes from both Education and Resources committees are complaint with funding agreement.  | HT / Chair | Nov 18 | FGB |
| 1b. Visit cycle established for all link governors including visit agenda. | HT / Chair | Nov 18 | HT / Chair / FGB |
| 1c. Revised Governors Handbook in place to support Governor visits. | HT / Chair | Nov 18 | HT / Chair / FGB |
| 2a. Format of HT report and data reporting is reviewed to ensure it remains fit for purpose.  | HT / Chair | Nov 18 | HT / Chair / FGB |
| 3c. Whole school safeguarding training in place at the start of the academic year | HT | Sept 18 | Resources Committee |
| 3d. Fire warden training booked for SBM. All staff undertake basic fire training, | HT | Oct 18 | Resources Committee |
| 3f. DSO refreshers booked for HT DHT | HT | Jan 19 | Resources Committee |
| 3g. Safer recruitment refreshers booked for HT DHT | HT | Jan 19 | Resources Committee |
| 3h. SENDCO award training booked for SENDCO | HT | Sept 18 | Resources Committee |
| 3i. Whole school writing training booked for training day | HT | Jan 19 | Resources Committee  |
| 3j. Online CPD proforma introduced to better understand and evaluate impact of training. | HT | Oct 18 | Education Committee |
| 4c. SLT to monitor progress against target grades at pupil review and Aps | SLT | Every half term | SLT |
| 5e. Provision mapping and tracking is in place for the GTMA group to review all provisions and outcomes across the year. | HT | Termly | Education Committee |
| 6a. Safeguarding audit to take place looking at key areas across the school | HT / link governor | Spring Term | FGBDiscussed Spring term with JW |
| 6b. CPOMS continues to be used to track all safeguarding concerns. | HT | OngoingAdditional training required Jan 19 | FGB / Link Governor |
| 6c. Safeguarding action plan is developed to support training and resourcing needs. | HT | Spring Term | Link governor |
| What we will do to achieve the targets: | Who? | When? | Check |
| EYFS |  |  |  |
| 5f. EYFS lead to support early identification of pupils who have the potential to work at greater depth.  | KJ | Nov 18 | SLT / link governor |
| 4d. EYFS lead to look at how we can provide accurate information on target setting and standards to the governing body for assessment points and governors meetings.  | KJ | Nov 18 | SLT / link governor |

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| **Key Priority 5** | **To continue to embed high quality provision consistency across the EYFS.****Through the creation of enabling environments, both indoors and out, to inspire, involve and engage all pupils.**  |
| What will be different for the children?  | Pupils are confident, resilient, and able to develop their own personal learning due to the quality and availability of resources and stimulus within all of the EYFS environments.  |
| Targets | Success Criteria |
| **1.** Focus on planning provocations and equipping areas to support the continued development of early reading and writing and mathematics skills across the foundation stage. **(1.1)****2.** Continued discussion and development of EY offer to ensure it meets the needs of the children as they progress into KS1 and beyond**. (1.4)**3. Continue to develop the learning environment both indoors and out to reflect a calm, home from home atmosphere where children can feel safe and secure. **(1.6)****4.** A continued improvement in adult interactions through CPD sessions**. (1.7)****5.** Planning and provocations take greater account of the needs of individual children. **(5.3)****6.** Greater use is made of outdoor area to extend the range of experiences. **(5.5)****7.** Staff are supported with the implementation of provocations in the environment. **(5.8)** | **1.** Planned provocations are in place across the environments and areas are equipped to support the continued development of early reading and writing and mathematics skills across the foundation stage. **(1.1)** **2.** EY offer meets the needs of all pupils entering KS1, preparing them to be Year 1 ready **(1.4)** **3.** Learning environment further developed to reflect a calm, home from home atmosphere where children can feel safe and secure. **(1.6)****4.** When observed there is an improved in the quality of questioning and adult interaction with EYs, with staff actively engaging and working alongside pupils as play partners. **(1.7)****5.** Planning and provocations take greater account of the needs of individual children. **(5.3)** **6.** Greater use is made of outdoor area to extend the range of experiences. **(5.5)****7.** Staff are supported with the implementation of provocations in the environment. **(5.8)** |
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| What we will do to achieve the targets: | Who? | When?  | Check |
| Outcomes for Pupils |
| 1a. Materials are in place to support provocations with a clear focus on developing reading, writing and maths skills across Nursery and Reception. | KJ | Nov 18 | SLT / Link govSee J Mancini report |
| 1b. Provocations enthuse and engage pupils and are evident in all areas of the EYFS | KJ | Nov 18 | SLT / Link govSee J Mancini report |
| 3a. Children supported to develop effective routines to support tidying and maintaining a good working environment.  |  |  | See J Mancini report |
| 5a. Clear, targeted provocations and experiences are in place to meet the needs of groups as well as individuals across both rooms and the outdoor area.  | KJ | Nov 18 | SLT |
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| What we will do to achieve the targets: | Who? | When? | Check |
| Teaching, Learning and assessment |
| 1c. Opportunities to develop early reading and writing skills are available throughout the EYFS.  | KJ | Nov 18 | SLTSee J Mancini report |
| 1d. Planned opportunities to share and experience stories are in place across both classrooms on a daily basis.  | KJ | Nov 18 | SLTRequires further development |
| 1e. Additional adults, including members of staff from other year groups, visit Nursery and Reception to support reading and share stories.  | KJ | Oct 18 | SLTRequires further development |
| 1f. Maths skills are developed through introduction of big maths to reception.  | AR / KJ | Nov 18 | SLTCompleted |
| 2a. Closer liaison between Year 1 and EYFS to ensure a clear understanding of developmental needs and progress in the final term of the academic year.  | KJ / CS | June 19 | SLT |
| 2b. EYFS lead and Year 1 teacher to engage in peer support / observations to develop closer practice between the two key stages.  | KJ / CS | Jan 19Move to March 19 | SLT |
| 2c. EYFS staff to have a clear understanding of the expectations / curriculum related to KS1 | KJ / JW / CS | Jan 19Move to Feb 19 | SLT |
| 3b. Planning meetings to look at the best use of the environment and how it can be altered to make its use more effective.  | KJ / HT / DHT | Oct 18ongoing | SLT |
| 3c. Visit other settings to take note of best practice and adapt for our own use.  | KJ / EYFS team | Oct 18ongoing | SLT |
| 4a. Peer support to look at questioning and the use of questioning across the two EYFS classrooms | KJ / JW | Nov 18 | SLT |
| 4b. Additional follow up CPD on questioning to be delivered by EYFS lead | KJ | Nov 18 | SLT |
| 4c. CPD on play partner roles and use of standard English to model expectations to all pupils. | KJ | Dec 18ongoing | SLT |
| 5b. Evidence of adjustments to provocations and teaching available to demonstrate how each room is meeting the needs of individuals and groups of pupils.  | KJ | Nov 18 | SLT |
| 6b. A range of plans are available for the continued use of the outdoor area across the week, involving a range of staff and a range of experiences.  | KJ | Nov 18 | SLT |
| 6c. Outdoor area is well resourced and maintained at all times to facilitate learning.  | KJ | Ongoing | SLT |
| What we will do to achieve the targets: | Who? | When? | Check |
| PSED |
| 2d. Clear transition plan in place for Reception pupils involving Y1 teacher working in Reception for some of Summer term, as well as supportive visits for Reception to spend some time in Year 1 environment | KJ / CS | Summer term 19 | SLT / link governor |
| What we will do to achieve the targets: | Who? | When? | Check |
| Leadership and Management |
| 1g. Audit of provision looking at provocations / resources in place to support core skill development. | HT / DHT | Dec 18 | Education Sub. |
| 2e. Environment audit in Year 1 to ensure equipment and resources support transition effectively.  | HT / EYFS lead / DHT | June 19 | Education Sub.  |
| 2f. Curriculum audit to ensure EYFS content supports the needs of Year 1.  | HT / EYFS lead / DHT | Jan 19 | Education Sub. Move to March 19 |
| 3d. Supportive visit from Julie Mancini to consider changes to the environment.  | JM / HT | Jan 19 | Education Sub.  |
| 6a. Next phase of outdoor area development is planned and put in place by Dec 18 | KJ / KE / CS | Dec 18March 19 | Education Sub.  |
| 7a. CPD put in place to support the development of provocations across all areas.  | Education GatesheadKJ / DHT / HT | Jan 19 | Education Sub. |