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**School Development Plan**

**2018-2019**

**DfE number - 103981**

**Introduction**

In July 2016, the school was judged ‘Good’ by Ofsted and recognised for the rapid improvement made. This plan now identifies the schools priorities to continue on the journey to achieve outstanding.

**Organisation**

The plan is organised into 6 main areas;

1. Leadership and Management (MH/AM)
2. Quality of Teaching, Learning and Assessment (AM)
3. Outcomes for children (MH)
4. Personal Development, Behaviour and Welfare (AM/MH)
5. The effectiveness of the early years provision: quality and standards (JM)
6. Governance Assurance Plan (DW)

**Monitoring and Evaluation of Progress**

1. Senior Leaders will RAG rate and review the plan termly and provide a self evaluation report to the HT and governors.
2. Middle Leaders will review their plans termly and provide a report to Senior Leaders and governors.
3. Governors will continue to monitor impact against the SDP priorities.

**Key Issue 1**: **Leadership and Management**

**Ensure that the quality of L&M is judged as outstanding at the next S5 inspection.**

**In order to be judged outstanding, the following criteria will need to be met:**

* Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
* Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
* The school’s actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
* Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.
* Leaders and governors have a deep, accurate understanding of the school’s effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
* Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers’ improvement. Teaching is highly effective across the school.
* Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
* The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
* Pupils’ spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school’s work.
* Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
* Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils’ welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
* Leaders’ work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff’s vigilance, confidence and competency to challenge pupils’ views and encourage debate.

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| **Context:**   * Ofsted judged leadership and management as ‘good’ in July 2016 * Co-Headship model introduced September 2017 due to secondment of the current Headteacher * There are now 4 temporary TLRs (Dec17) responsible for Healthy minds, a Deputy SENCO, 2 academy heads * There has been a change in Governance due to the retirement of the Chair – New chair appointed Dave Walker | | | | | | | **Leaders: MH and AM**  **Leadership and Management Governor: DW/CH** | |
|  | **Objective** | **Action** | **Lead** | **Resources** | **Timescale** | **Impact / Success Criteria** | **Progress and impact** | **RAG** |
| 1.1 | Leaders to effectively lead subject areas with increased focus on teaching, learning and outcomes of specific groups | 1. Leaders use data to identify pupil target groups and agreed interventions (inc content) for these. 2. Teachers and leaders discuss frequency of intervention and level of support required. This is to be reviewed accordingly or in PPM’s(No longer than half termly) 3. Teachers input summative and formative judgements to allow them to review progress measures 4. SLT monitor groups to ensure rapid progress is made and where not intervene to support accordingly. 5. Subject leaders evaluate staff needs and create action plan/Provide training for staff 6. Subject leaders to evaluate impact of training | 1. SLT 2. SLT 3. MH/AM 4. SLT | O-Track  Release time for PPM prep and meeting  Intervention resources for agreed interventions  Management time to create action plan  Time/cost training £££  Staff meeting time to train  Management time | 1. 1 Half termly   A1 A2 Sp1 Sp2 Su1 Su2   1. Half termly   A1 A2 Sp1 Sp2 Su1 Su2   1. Half termly   A1 A2 Sp1 Sp2 Su1 Su2   1. Half termly   A1 A2 Sp1 Sp2 Su1 Su2   1. Half termly   A1 A2 Sp1 Sp2 Su1 Su2   1. Half termly   A1 A2 Sp1 Sp2 Su1 Su2 | * 1. Targeted interventions will have been assigned correctly, based on assessment data, with rapid and sustained progress resulting in diminished differences in outcomes for individuals and groups.  1. Actions plan completed and training opportunities have been provided by subject leaders through phase and staff meeting time to improve teaching, Learning, assessments and outcomes   Action plans RAG rated and quality of T&L in all subjects has improved.  6. Subject leaders evaluate training following learning walks, further monitoring. | Staff and leaders analyse data regularly, setting termly targets with EOY focus September PPM, Aut 1 review and EOT Wb10.12.18. These have driven interventions and wave 1 teaching, focussing on diminishing the differences where needed.  Continued monitoring of books, teaching, pupil conferencing etc has resulted in leaders having a detailed overview of strengths and pockets for development across all year groups. Specific support and coaching has been put into place for targeted teachers and an improvement in practice seen in all.  Subject leaders have a renewed understanding and overview of their subject following creation of knowledge map of their subject. Clear progression of skills and sequential lessons are mapped out throughout the curriculum allowing children to build on their knowledge in each subject year on year. |  |
| 1.2 | Continue to raise the profile of reading across the school  (Further developed in reading SDP) | 1. Continue reading retreat on the playground 2. Hold further reading competitions 3. Continue reading reward system 4. Further develop reading areas to support curriculum focuses 5. Renew ‘reading buddies’ system – older children reading with younger children 6. Introduce new topic books to classes to support curriculum topics 7. Train staff on teaching of ‘greater depth’ | 1. TB 2. TB 3. TB 4. TB 5. TB 6. TB | 1. Librarian time and promotional materials etc 2. Rewards for prizes 3. Rewards for prizes 4. Cost for new texts 5. N/A 6. Cost of new books | 1. Aut 1 2. Half termly 3. A1 A2 Sp1 Sp2 Su1 Su2 4. Half termly 5. A1 A2 Sp1 Sp2 Su1 Su2 6. Termly Aut1/2/3 7. Aut 1 | 1. Children read with parents/DD before the start of the school day gaining pleasure of reading and rewards.  3. Increase in number of children reading for pleasure and increasing reading ability Children reading more frequently, gain rewards and tackle frequently challenging moreover enjoyable texts.  4. Children make regular use of the reading areas, encouraging them to read more for pleasure, adding to knowledge of their curriculum areas.  5. All children involved in developing their reading ability and increase in confidence in reading out loud.  6. Children read widely around topic and deepen knowledge of subject  7. A higher % of children are achieving greater depth in reading by Summer 2 | Reefs retreat continues to support home reading alongside Reefs rewards, theatre trip rewards for star readers. Following PP discussions, a new focus on reading rewards for boys has been secured for June 2019 . KS2 Boy friendly books have been purchased for every year group and the library and as a result, a higher proportion of boys are reading regularly. Reading buddies has increased confidence of reluctant readers. Commission from book fayre has provided new topic related books which are used regularly, increasing wider reading opportunities.  Greater Depth staff meeting Oct 18 ensured staff are aware of how to teach and capture Greater Depth assessments. Monitoring shows that reading in greater depth is now taking place on Monday in all classes to support GD skills. |  |
| 1.3 | Embed joint professional development for staff to further improve and reflect on their teaching of writing  (Further developed in reading, writing and maths SDPs) | 1. Increase opportunities to share effective practice through staff and phase meetings. 2. Opportunities for staff to observe practice (at other schools where appropriate e.g. EYFS) | 1. SLT 2. SLT 3. AM 4. LP/TB/NS 5. AM | 1.See staff mtg termly calendar  2.Time/cover  3. Recording equipment  4.Staff/phase meeting time  5. Cost for class watch | 1. Termly 2. Termly 3. Aut 2 – Spring 2 4. Termly | 1. Staff are continually reflecting and improving their own practice and as result the teaching is at least good or better.  Staff are confident in sharing effective practice and supporting newer teachers.  Improved practice at all levels with increased risk taking to improve assessment, learning and teaching  CPD logs to support new learning for all staff and ensure staff reflect on new training and ideas.  2. EYFS visited outstanding EYFS provision in Autumn term and enhanced practice with things observed there. | Writing moderation takes place between year group teachers and also phases.  Training provided exemplification documents to support moderation process and end of year ARE.  Modelled writing sessions have ensured consistency with writing process and increased staff confidence in this area.  EYFS staff visited another Sandwell school to observe outstanding practice in Autumn term. |  |
| 1.4 | Governors to continue to self evaluate effectively | 1. Governors to access further training in areas identified 2. Governors to continue to challenge leaders about attainment gaps 3. Governors continue to challenge leaders about funding for PP and Sports Premium 4. Governors to write, monitor and review their own action plans 5. Governors to input into termly SEF | 1. Chair 2. Govs 3. Govs 4. Chairs of committees 5. Chair and vice | 1. Training calendar £500 2. Gov mtgs 3. Gov mtgs 4. Mtg room 5. Meeting time | 1.Ongoing  2.Gov mtgs  3.Gov mtgs  4.Termly  5.Termly | 1. Governors receive up to date training via school and external governor courses – governors feedback on training in gov meetings where appropriate and share key information with Senior leaders  2. Govs provide appropriate challenge to all leaders, especially in relation to data and outcomes  3. Govs provide appropriate challenge to all leaders  4. Govs are accountable for monitoring school SDP as well as writing and reviewing their own section of SDP  5. Governors are part of schools self evaluation and input into termly update of SEF | Governors access training via Governor hub relevant to their given areas.  Training provided in school for data analysis, safeguarding etc.  Governors have a good understanding of the main school priorities along with current development areas and deepen this understanding via challenging questions posed to leaders at Gov meetings.  Governors provided with key budget information re pupil premium and sports premium and are updated on impact and progress.  Governor SDP updated termly and any development areas addressed accordingly. |  |
| 1.5 | Coach leaders to complete action plans/SDPs for areas of responsibility | 1. AM/MH to continue to receive SEF /SDP support from SIA 2. AM/MH to support MLT to complete own SDP’s 3. Subject leaders to receive training and new format for action plans to ensure accountability/impact | 1.JL  2.AM/MH  3.AM | 1.Time for training  2.SLT meeting time  3.Staff meeting and management time to complete/review | 1. 22.10.18  2. A1 A2 Sp1 Sp2 Su1 Su2  3. A1 A2 Sp1 Sp2 Su1 Su2 | 1. SDP & SEF are completed and reviewed by MH/AM regularly throughout the year, ensuring strategic improvement and impact accordingly  2. Training completed and MLT effective in completing and reviewing SDP  3. Teacher action plans match the format of SDP and are effective in ensuring a rich and balanced curriculum with at least 70% of children achieving ARE in the subject across all groups | September new SDP format was shared and training provided. WB17.12.18, training on impact and progress given to ensure evaluations are effective.  SDPs are RAG rated termly and impact progress measured. |  |
| 1.6 | Continue to improve leadership of lunchtime provision | 1. Evaluate current lunchtime provision each term 2. HLTAs to meet with senior lunchtime supervisor to **c**reate action plan for lunchtimes 3. HLTAs to deliver further training for lunchtime staff throughout the year to ensure pupils needs are catered for and that lunchtimes are an extension of the curriculum 4. Appoint a play leader to engage healthier lifestyles through the ‘Daily mile’ and organised games activities | 1. KB/AO  2. KB/AO  3. KB/AO | 1. Learning walk time  2. Time for action plan  3. Time for training  4. Resources for equipment and appropriate £££ for training | 1. Aut 1, Spr 1, Sum 1  2. Sep 18  3. Aut 1, Spr 1, Sum 1  4. Sept 18 | 1. New resources purchased and used during lunchtimes to promote positive play in line with values  2. Action plan written, RAG rated and future actions agreed  3. Lunchtime staff engage pupils and promote positive behaviour.  4. Children’s’ knowledge of healthier lifestyles increased and a higher percentage of children engaging in activities to support a healthier lifestyle | Lunchtime baseline and review (Wb 30.11.18) shows children are engaged and feel safe at lunches. New provision continues to reduce incidents in behaviour and promote the school values.  Monitoring in Spring term show incidents remain low due to pupil engagement and effective staffing.  New play leader appointed to lead sports activities on MUGA once completed.  HLTA’s continue to support training and induction needs for new staff alongside monitoring of action plan. |  |
| 1.7 | Continue to develop parental partnerships  (Further developed in reading, writing and maths SDPs) | 1. Hold termly coffee mornings 2. Provide parent workshops for reading, writing and maths 3. Invite parents to inspire workshops and curriculum welcome meetings 4. Continue with reading retreats on playground 5. Launch Mylo’s mansion 6. Introduce parent drop in sessions with family liaison officer 7. Look into LPPA | 1.SLT  2.Subject leaders  3.CT’s  4. TB  5. LP  6. KH | 1. Cost of refreshments  2. Time for meetings  3. Resources for workshops  4. N/A  5. N/A  6. N/A | 1. Aut 2, Spr 2, Sum 2  2. Aut 2  3. Individual class dates – one per class per year  4. Aut 2  5. Aut 1 and on-going  6. Aut 1 | 1. Parents meet with SLT where concerns are addressed  2. Parents understand the reading, writing and maths curriculum and know how to support their child  3. Parents share positive experience with their child and have understanding of topic they have covered – relationships between parents and teachers further developed  4. Children read with parents/DD before the start of the school day resulting in increased attainment in reading  5. Children engage in mathematical earning before the start of the school day  6.Parents meet with KH to address concerns and feel supported by the school  7. School receive the LPPA and parental demonstrating excellence in parental partnerships | Curriculum welcome meetings took place (WB 10.09.18) and Inspire workshops are underway with high uptake of parental engagement.  Coffee morning for Challengers academy took place 29.01.19. Parents invited via letter and email. One parent attended therefore school reviewing strategy to increase engagement. Parent feedback questionnaire served a wider purpose alongside availability at parents evening.  Following feedback from parents re children’s progress, school provided individual reports for all parents at parents evening, informing them of what their child does well and how they can further support their children with learning.  Parent drop in sessions with Parent Liaison have not been set up as the current appointment system is effective in meeting parent needs.  After enquiring about LPPA, HT felt the school would benefit further from Anti Bullying charter mark and Wellbeing award. |  |
| 1.8 | Raise profile of whole school  handwriting | 1. Teachers to receive refresher training on school handwriting programme as well as examples of handwriting at ‘expected’ 2. Teachers to demonstrate correct joins and perfect presentation when modelling writing and in marking in books 3. Children to ensure their handwriting is as neat in all books, including maths and topic. 4. Writing lead to attend training on writing in particular, greater depth, and disseminate to staff as needed. 5. EYFS to focus on accurate formations through handwriting activities | 1. S.R 2. S.R/CT’s 3. S.R/CT’s 4. Ns/SR | 1.Staff meeting  2. NA  3. NA  4. £££ for training and moderation updates | 1. Aut 1  2 Termly  3.Termly  4. Termly | 1.Teachers will have consistently deliver handwriting lessons and assessments.  2 & 3 Teachers will regularly have modelled enabling children to adopt the cursive script and use this throughout their work  4. Teachers will be kept up to date on writing and improve accuracy for moderation, in relation to the requirements of handwriting when making judgements  5 Penpal scheme used in EYFS. Formation modelled in line with rest of school and children encouraged to use appropriate formation when writing and in phonics sessions. | Following monitoring and feedback, changes to handwriting implemented in January to support children’s development and understanding.  Handwriting is taught three times weekly including a modelling session and two independent writing sessions. This has raised the profile of handwriting and allows for focussed time where children concentrate on correct letter formation and joins. |  |
| 1.9 | Raise profile of whole school spelling | 1. Teachers to receive refresher training on school spelling programme 2. Teachers to address spelling errors in all children’s books 3. Commonly misspelt words to be used as ‘think pink’ or sent home as spellings 4. Teachers to issue weekly spellings and test children on these | 1. E.C 2. E.C/CT’s 3. E.C/CT’s 4. E.C/CT’s | 1.Staff meeting  2. N/A  3. N/A  4. N/A | 1. Aut 1  2 Termly  3.Termly  4. Termly | 1.Teachers will deliver spelling lessons and assessments consistently  2 & 3 Teachers will regularly have modelled spellings and rules, enabling children to spell as accurately as possible  4. Teachers have used assessment outcomes to adapt spelling needs and learning with an increased accuracy in pupils work. | Monitoring shows that weekly spellings are being taught, learnt and assessed in line with the scheme and KS2 use of Spellodrome to support this.  Majority of appropriate spelling errors are addressed in books and any persistently mis-spelt words are sent home to learn. |  |
| **Milestones;**   * SLT/Middle Leader action pans termly RAG rated (A2, Sp2, Su2) * All monitoring records – termly MEANI grid (A2, Sp2, Su2) * CPD programme/coaching – Aut term * Termly governor meetings (A2, Sp2, Su2) * Termly SEF meetings (A2, Sp2, Su2) * Initiate LPPA by Summer term 2019 – No moving forward with this | | | | | | | | |

**Key Issue 2**: **Quality of Teaching, Learning and Assessment**

**Ensure that the quality of teaching, learning and assessment is judged as outstanding at the next S5 inspection.**

**In order to be judged outstanding the following criteria will need to be met:**

**Outstanding (1)**

* Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils’ common misconceptions and act to ensure they are corrected.
* Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils’ behaviour highly effectively with clear rules that are consistently enforced.
* Teachers provide adequate time for practice to embed the pupils’ knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
* Teachers check pupils’ understanding systematically and effectively in lessons, offering clearly directed and timely support.
* Teachers provide pupils with incisive feedback, in line with the school’s assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
* Teachers set challenging homework, in line with the school’s policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
* Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
* Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils’ attitudes to learning.
* Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
* Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
* Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.
* Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils’ experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience.

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| **Context:**   * **Summer term profile of teaching was 100% good and 40% outstanding** * **Peer coaching to continue for academic year 2018-19** * **Peer mentoring to be introduced as next step to facilitate sharing good practice** * **2 new NQT teachers in Year 5 & 4** | | | | | | | **Leader: AM (TB)**  **Teaching Governor: NR**  Additional action plans; Maths Leader, English Leader, Phase Leader, HLTA | |
|  | **Objective** | **Action** | **Lead**  **Person** | **Resources** | **Timescale** | **Impact / Success Criteria** | **Progress and impact**  **(dated entries)** | **RAG** |
| 2.1 | Improve teaching, learning and AFL to support the needs of individuals and groups, ensuring teaching is at least consistently good  (Further developed in reading, writing and maths SDPs) | 1. Peer mentoring to continue, sharing outstanding practice – extended to middle leaders supporting academy staff 2. Teachers to develop the use of ICT effectively to enhance learning and support independent learning 3. Support teaching of greater depth through continuation of new maths planning and pre/post tasks 4. Raise profile of reading across school (see Reading subject leader action plan) 5. Monitor the quality of teaching in all academies to ensure it is consistently good 6. Promote talk partners to support use of peer assessment as well as to promote independent and collaborative thinking/working (Kagan) 7. Re launch ‘Stuck strategies’ to be used in class with the pupils (SNOT) 8. Implement principles of growth mindset to promote independent learning | 1. SLT  2. SLT  3. AM  4. LP/SLT  5. TB  6. AM  7. AM  8. AM | 1. None  2. Purchase of new APPs  3 N/A  4. Rewards £  5N/A  6.- 7None  8. Growth mindset materials and lesson content | 1/2. Half termly monitoring  3. Termly  4. January 2019  5. Termly  6.21.1.19  7-8 Aut 1 | 1. Percentage of outstanding practice increases to 80% by Summer 2019 2. Pupils know when ICT will support their learning and choose when to use it 3. Children’s greater depth of understanding in maths is developed across the school 4. Profile of reading is raised. Reading results are as good as writing and maths results. Children read widely and for pleasure, in particular boys. 5. Teaching is consistent in all academies 6. Talk partners are used effectively in promoting independent learning. 7. Pupils use SNOT as a strategy when stuck. 8. Majority of children are becoming/are independent in their learning using growth mindset techniques | 1. Peer mentoring focus has shifted to writing in Summer 1.  2. Staff meeting WB 26.11.18 gave staff further ideas on how to use ICT in lessons, and evidence of this was monitored. Monitoring shows increased and effective use of Apps to support learning.  3. Mylo is used weekly to support GD and bar modelling trials in Y5 & 6 have lead to improved maths understanding and whole school training completed 30.1.19.  3. Bar modelling showcase in Y6 12.03.19 demonstrated good understanding and use of bar models as a tool for solving problems/answering questions.  8. Growth mindset assemblies weekly (WB 3.11.18) have a developing understanding and pupils can identify when they use it.  Certificates and stickers presented regularly to children who have demonstrated a growth mindset, raising the profile of this and showing others how powerful this mindset can be.  4. Reading training…….has provided staff with strategies and methods to use to teach reading and reading at GD. Reader of the week, theatre reward and reefs retreat continue to raise the profile of reading resulting in an improved % of children on track for ARE.  5. Learning walks show that teaching is at least good in all academies with the exception of NQT who is being supported by senior leaders. |  |
| 2.2 | Marking and feedback to continue to be consistent and effective in all classes and in all subjects.  (Further developed in reading, writing and maths SDPs) | 1. Teachers and TAs use effective feedback to ensure progression of skills. This is evident in books 2. Regular **target tasks** provide children with ‘next step’ linked to stage targets in maths 3. Teachers and TAs consistently apply presentation policy- unacceptable presentation addressed 4. SLT and Academy Heads to monitor books in line with monitoring calendar | 1. AM  2. AM  3. AM  4.SLT/AHs | Time for monitoring of books | 1. Half termly monitoring  2. Weekly on going  3. Weekly on going  4.Termly monitoring | 1. Marking policy is applied consistently across school in all pupil books 2. Progress is made in every lesson by majority of pupils due to effective marking and feedback – evidence is seen in books 3. Policy is embedded in all classes. All pupil books display improving perfect presentation and presentation issues are addressed. 4. Rigorous monitoring and revisiting of actions from monitoring ensures progress in basic skills is visible in pupil books following effective feedback. | 1. Children understand the marking key and respond to feedback verbally or written to ensure PP is addressed.  2. All classes provide target tasks which have addressed gaps in knowledge and helped with progression to ARE (with the exception of Y4 NQT and supply but this has been addressed and Target Tasks now in place in back of books)  3. Monitoring shows all staff have high expectations of children and work reflects this (with the exception of Y4 supply – again this has been addressed)  PP, spellings, inaccuracies picked up as appropriate and feedback given whether verbal or written. |  |
| 2.3 | Consolidate the new approach to the teaching and assessment of phonics  (Further developed in reading and writing SDPs) | 1. All staff to use Phonics Bug to teach phonics, supplemented by Letters and Sounds 2. Set up small group interventions for those children who need targeted support 3. Children to be issued with a phonics bug book to support their learning in the phase they are working towards where appropriate 4. Ensure phonics assessment is regular and rigorous to enable accurate planning through detailed monitoring 5. Staff to use appropriate interventions e.g. ‘Sound waves’ to ensure appropriate progress is made | 1.TB /Y1  2. TB/Y1  3. Y1  4. TB/Y1  Y1 | 1.N/A  2.Resources for groups inc laptops  3. N/A  4. Time to complete assessments  5 Sound wave materials and guidance | 1-4 Aut 1 ongoing | 1.Teaching of phonics continues to be at least ‘good’ with many sessions outstanding  2. All children make expected progress with phonics knowledge and reach expected stage  3. Children read phonics book with confidence and are able to fully decode all unknown words  4. Assessments are accurate and used to inform future planning.  5. Targeted groups make required progress with differences diminished between groups, in particular gender and PP. | 1. Currently, 73% of children on track to achieve the expected standard in phonics test in June.  2. Majority of children targeted for an intervention made progress.  2. PPMs have highlighted additional children who require intervention and these groups have been set up. Impact to be monitored at Easter assessment point.  F4. ollowing phonics monitoring, revision of how phonics is taught, groupings, teaching materials and resources have been revised to ensure maximum progress for all children. Impact of this has already been shown in current phonics data.  2. Phonics intervention, Sound discovery, running in Y1 to support those children needing additional support to achieve expected standard. Impact to be measure Easter. |  |
| 2.4 | Ensure the teaching of reading is consistent across all years  (Further developed in reading SDP) | 1. Continue to embed reciprocal reading 2. Continue to implement reward scheme. 3. Explore reader providers 4. Monitor and review reading provision. 5. Raise parental engagement through workshops, information sheets, communication in planners etc 6. Ensure stage targets are used regularly and effectively to inform planning and to assess progress 7. Teach discreet reading skills sessions to ensure all skills/objectives covered throughout the year using approved resources alongside reciprocal reading | 1.TB  2.TB  3.TB  4.TB | 1. N/A  2. ££ rewards  3. N/A  4. N/A | 1.Aut 1  2. Aut 2  3. Aut 2  4. Aut 1 and ongoing | 1. Teaching of reading is at least ‘good’ across the school with many areas of outstanding practice 2. Highly motivated pupils with increased % of children achieving their rewards 3. Children have more opportunities to read at home 4. Continual self evaluation and improvements made where needed. Reciprocal reading monitored, feedback provided and support out in place for specific teachers. 5. Parents are involved with reading with their children and encourage them to read regularly, developing a love of reading and increased attainment 6. Stage targets are shown on planning and ticked off as a record of what each child has achieved. Interventions implemented where needed. 7. Discreet reading skills sessions are taught in line with the reading scheme and children are assessed against these and the curriculum staged targets. | 1. All staff complete standard planning proforma so consistency across school for planning and teaching of reading resulting higher % of children on track for ARE compared to last year.  2. Increased % of children reading at home resulting in majority of children receiving a reading reward badge.  2. Parents continue to attend Reef’s retreat using this as an opportunity to read with their child and contributing to the increased % of reading rewards.  4. Learning walk completed Spring 1. Teaching was at least good in all classes. Training provided by TB for teaching of GD. Individual support given for teachers to address specific areas of development. Impact to be measured at Easter with formal assessment and repeated learning walk.  4. Approved reading interventions in place to support those children falling behind and PP children.  4. Stage targets in process reviewed by SLT to ensure further clarity of specific objectives.  4. Learning walk to be completed with SIP 05.04.19.  7. Teaching of discreet skills from stage targets taught in Friday lessons has resulted in focussed teaching and activities and therefore improved understanding of these skills. |  |
| 2.5 | Effective use of moderation to support new cohorts and new greater depth assessment system  (Further developed in reading, writing and maths SDPs) | 1. Teachers to be given examples of what greater depth looks like and further ways it could be taught in RWM as well as application across the wider curriculum 2. Teachers are to be trained and input greater depth on new assessment tracking, particularly for formative assessments 3. Moderation to be used in all classes to moderate reading, writing and maths termly 4. Plan cross school moderation sessions to allow teachers to moderate with other year groups and other schools 5. Teachers to use moderation to adapt assessments accordingly | 1.SLT  2.MH  3.SLT/CT  4.SLT  5 CT | 1&2.Staff meeting and INSET  3.Time to moderate  4.Time to visit other schools  5.N/A | 1. Aut 1 (Maths and Reading) Aut 2 Writing 2. Aut 1 3. Termly 4. Spring1 5. Termly | 1. Teachers will consistently identify and assess pupil who are working at greater depth, setting challenging work accordingly 2. Teachers regularly log attainment to enable them and subject leaders to plan accordingly to ensure greater depth teaching is effective 3. All years, in particular Year 2 and Year 6 moderate reading, writing and maths levels at regular intervals throughout the year and confirm judgements are accurate 4. Teachers have moderated reading, writing and maths with a local school and have accurate and agreed judgements 5. An increasing number of stage targets are achieved as staff are more confident in their decisions. | 3&5 Moderation between teachers took place at Aut 2 to support ARE judgements. This proved judgements to be accurate in all classes. To be repeated at Ester.  1&2 GD training provided for all staff for Maths and reading in Aut 2 and Writing in Spring 1. Children assessed against GD criteria and evidenced on O track demonstrating increased percentage of children working at GD in all subjects.  3&5 Cross school moderation planned for end of year. |  |
| 2.6 | Deepen children’s subject knowledge of the wider curriculum | 1. Teachers to develop curriculum maps that support knowledge and vocabulary required for ARE in their curriculum areas. 2. Skills are planned for alongside use and recall of key vocab and facts 3. Reading areas support wide reading and research of the curriculum 4. Complete pupil conferencing to find out how much knowledge children have gained in each topic area 5. Teachers are aware how to assess children in each subject area and analyse % of children on track at ARE | 1.CT  2.TB  3.TB | 1&2.Time to create maps each term and review curriculum planning  3. £££ for texts to support topics | * 1. Termly Aut 1, Spr 1, Sum 1 | 1& 2. Children have a deep understanding of their curriculum area, recalling key vocabulary in context alongside appropriate skill development, talking at depth and with interest about their topic.  3. Pupils regularly access reading materials to support their own child initiated research and interest, to support their understanding of the curriculum. | 3. New reading texts were given WB 3.9.12 and embedded in class reading areas, enabling children to read with purpose regularly.  4. Pupil conferencing (WB 26.11.18) highlighted the need for deeper knowledge in wider curricular subjects.  1. Training day 7.1.18 addresses changes and revisions to wider curriculum. Introduction of key documents in topic books alongside a renewed focus on key vocabulary and progression of skills will support the effectiveness of a broad and rich curriculum. Impact of changes to ne monitored Easter.  5. Teachers use Otrack effectively to input data. They use this data to highlight children requiring additional support and intervention. These children are discussed at termly PPMs. |  |
| 2.7 | Ensure teaching of writing is consistent across all year groups | 1. Train staff on end of year expectations (ARE writing) 2. Train staff on what GD writing looks like and strategies to use for teaching of this 3. Continue to embed sentence ladder as a tool to support writing 4. Continue to implement golden writer 5. Monitor and review writing provision. 6. Raise parental engagement through workshops, information sheets, communication in planners etc 7. Ensure stage targets are used regularly and effectively to inform planning and to assess progress 8. Plan regular moderation sessions cross year group and cross school to support accurate judgements | 1.NS  2.NS  3.CTs  4.NS  5.NS  6.NS  7.NS  8.NS | 1. Cost for exemplification doc | 1 – 5 January 19  6 & 7– Summer 2 | 1. Staff use exemplification document and in school writing to recognise ARE writing. Staff can discuss what is needed to make writing ARE 2. Staff are training on teaching GD writing, They know what GD writing contains and who their GD writers are 3. Sentence ladder is used in all classes by both staff and pupils to support the writing process, specifically sentence construction 4. Class teachers choose golden writer half termly to celebrate exception writing/effort in writing 5. Monitoring is completed in line with monitoring calendar 6. Stage targets are used to inform planning and assess progress 7. Moderation completed at each formal assessment point in school and cross year groups. External moderation planned for Years 2& 6 in Summer term | 1. Training completed 07.01.19 ensuring all staff know end of year expectations for their year group and can identify ARE writing.  2. All staff identified GD writers and how they are to be supported through teaching and challenge to become GD writers. GD writers identified on O track.  5. Monitoring meetings took place in Autumn term and action points given. Impact to be reviewed Easter.  3. All classes have a sentence ladder and staff use this effectively as a tool for teaching sentence structure support the ARE agenda.  8. Moderation Aut 2 proved judgements to be accurate for writing across school. Next moderation session Easter. Cross school moderation to be completed Summer 1 with Years 2 and 6.  Writing to be the focus in Summer term following reading focus Spring term. |  |
| **Milestones;**   * 100% of teaching judged ‘Good’ * Target tasks in maths embedded and used effectively October 2018 * Peer assessment used in all classes by children July 2019 * Handwriting and spellings showcased in all children’s books December 2018 * Teaching of phonics consistent across KS1 October 2018 * All children using new home reading books and planner effectively to demonstrate reading at home December 2018 * Reading retreat used every morning September 2018 * Moderation completed termly (A2, Sp2, Su2) * Teaching of writing consistent across school July 19 | | | | | | | | |

**Key Issue 3: Outcomes for children**

**Ensure that outcomes for children are judged as at least good at the next S5 inspection.**

**In order to be judged outstanding, the following criteria will need to be met:**

* Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
* The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.
* Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
* Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.
* Pupils in Year 1 achieve highly in the national phonics check.
* For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress is above average across nearly all subject areas.
* From different starting points, the progress in English and in mathematics is high compared with national figures. The progress of disadvantaged pupils from different starting points matches or is improving towards that of other pupils nationally.
* The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.
* Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

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| Context:  The school was externally moderated by the LA in EYFS & KS1. All judgements were deemed secure and accurate.  The school has 2 certified writing moderators both in KS1 and KS2  2017-2018 Results   * GLD: 73%, in line with national   KS1   |  |  |  | | --- | --- | --- | |  | EXP+ | GDS | | Reading | 74% | 24% | | Writing | 71% | 14% | | Maths | 76% | 24% | | Phonics –Y1 | 81% | - | | Phonics – Y2 | 69% | - | | End of Key Stage Phonics | 93% | - |   KS2   |  |  |  | | --- | --- | --- | |  | EXP+ | GDS | | Reading | 52% | 15% | | Writing | 75% | 8% | | Maths | 65% | 20% | | GPS | 80% | 40% | | Science | 88% | - | | COMBINED (RWM) | 43% | - | |  |  |  | | | | | | | | **Leader: MH**  **Outcomes Governor: DW/NR**  Additional action plans; English, Maths | |
|  | Objective | Action | Lead  Person | Resources | Timescale | Impact / Success Criteria | **Progress and impact**  **(dated entries)** | **RAG** |
| 3.1 | Sustain attainment at the end of Key Stage 1, and increase attainment in Key Stage 2, including groups, being in line or above with national.  (Further developed in reading, writing and maths SDPs) | 1. Ensure all monitoring records for monitoring activities are completed and sent to SLT 2. SLT and middle leaders analyse data of individuals and groups half termly. 3. Present progress data to Governors . 4. Complete and evaluate MEANI grids. 5. Class Teachers identify pupils in need of intervention and plan actions for these both at PPM’s and in between. 6. Phonics lead to monitor individuals and groups across the year, ensuring gaps (particularly gender) are identified and interventions planned for and narrowing the gaps. 7. Y6 action plan set in place to ensure test resilience, stamina and guarantee appropriate learning behaviour. | 1.AM  2 Academy Heads /SLT  3. SLT/MH  4. A.M  5.Academy Heads  6.T.B/N.S  7. N.S,/SLT | O-Track/MEANI grid  Teacher profiles  O-Track  Monitoring schedule/ MEANI grid  Pupil progress reviews  Dashboard Commentary  O-Track data  £ for rewards, tracking systems & PPM time | 1.Ongoing -  please see termly monitoring calendar  2.Half termly PPM’s  A1 A2 Sp1 Sp2 Su1 Su2  3.Half termly at Gov meets  A1 A2 Sp1 Sp2 Su1 Su2  4. Ongoing -  please see termly monitoring calendar  5. Termly  A2 Sp2 Su2  6. Half termly.  7. Half termly | 1. All teaching will continue to be at least good, with an increasing percentage of outstanding. 2. Groups falling behind and not making expected progress are identified quickly and intervention is put in place. 3. Governors hold school leaders to account. 4. Identified actions are completed and have a measurable impact on learning. 5. Attainment and progress measures are in line or above national/on track for this. 6. % of children achieving the national requirement for phonics is on track or in line with national. 7. Behaviours, attitudes and stamina improve on last year ensuring % of children achieving the national returns to at least in line with National | Monitoring activities and data are completed, ensuring teaching, learning and assessment are making impact and tracked on school MEANI.  Subject leaders use data to identify pupils for intervention, in particular, vulnerable groups. These are discussed with CTs at PPMs and interventions identified.  As a result, the majority of targeted pupils achieve all or most of the specific intervention targets which in turn contributes to ARE over time.  Impact of every intervention is measured termly in PPMs by SLT and half termly by CTs and TAs. As a result, interventions are adjusted to ensure they provide the planned impact.  Progress data following assessment week is set to be uploaded to Governor hub. |  |
| 3.2 | To increase the attainment of boys and PP children in both Key stages.  (Further developed in reading, writing and maths SDPs) | 1. Teachers regularly assess the progress of identified boys, planning appropriately for increased progress, including the use and deployment of TA’s. 2. Subject leaders to monitor planning, teaching and assessment, addressing any training needs that may be required. 3. R,W,M & Phonics lead to monitor individuals and groups across the years, ensuring gaps (particularly gender) are identified and interventions planned for and narrowing the gaps. 4. Teachers and Leaders to increase tracking of group data (Formatively and Combatively) at least half termly to ensure rapid and sustained progress is taking place. | 1.Class teachers/A.M  2.T.B, L.P, N.S  3.T.B, N.S, L.P  4. All staff/SLT | Monitoring schedule  Pupil progress reviews  Peer Coaching  PP/SEN folders  O-Track/Excel tracker with specific groups  TA’s planning | 1. Weekly (planning) 2. Half termly A1 A2 Sp1 Sp2 Su1 Su2 3. End of each half term   4. At least half termly with formal PPM review each end week. | 1. Pupils in both Key Stages will achieve in line or above National and gaps between groups, particularly boys, will have narrowed. 2. All TAs and teachers are effectively supporting pupils through in class support and interventions. 3. Gaps between groups, particularly boys will have narrowed or remained closed in all areas. 4. Gaps between groups, particularly boys will again have narrowed or remained closed in all areas. | 1.Subject leaders lead PPM’s and negotiate the pupils who need support and identify interventions and targets for these with EOT/EOY attainment milestones.  2. Subject leaders monitor and support teachers in theor practice through modelling/team teaching, PPA support and planning reviews. The impact is an increase in the quality of provision for boys and PP, in particular for identified practitioners. Teachers also have a more open mind to feedback and feel comfortable in asking for professional peer reviews.  3 & 4 Subject leaders and SLT identify children in need of support and monitor interventions, reviewing the impact during and after the intervention. As a result momentum is maintained and the majority of intervention improve attainment and narrow gaps as rapidly as possible. |  |
| 3.3 | To increase progress and attainment of specific groups across all years in particular, in writing, | 1. All staff are confident in planning appropriately pitched lessons and planning differentiation (including interventions) to ensure accelerated progress. 2. Appropriately challenging targets are set for all pupils to achieve at age related expectations or rapid progress towards. 3. Progress is analysed half termly to identify any gaps and required intervention. 4. Identification for interventions are lead by subject lead in conjunction with class teacher for PPM’s to ensure pupils needs both in and out of the class ensure above expected progress. | 1. N.S  2.SLT  3.Class teacher & SLT  4. Class teacher & SLT | Planning, books,  PPMs &  O-Track  Staff meetings | 1. Weekly 2. Half termly:   A1 A2 Sp1 Sp2 Su1 Su2   1. Half termly   A1 A2 Sp1 Sp2 Su1 Su2   1. Half termly   A1 A2 Sp1 Sp2 Su1 Su2 | 1. Data shows that progress rates diminish difference between groups over time. Where they do not show signs of planned improvement, evaluation takes place to identify weaknesses or change in strategy. Ineffective intervention are not repeated or continued. 2. Appropriate targets are set for all pupils in lessons. 3. Planned interventions are effective in accelerating progress of groups not making expected progress. 4. Science leads have provided relevant training, resources and moderation to enable teachers to plan and teach for effective age related attainment. | 1.Monitoring and PPMs ensure that that interventions improve attainment of specific identified objectives, adding towards children’s individual EOY target. Any ineffective practice/interventions are shut down and amended accordingly. As such a majority of interventions and lesson planning improve attainment.  2-4 EOY targets have been set at the start of the year. A ‘flight path’ is outlined across the year ahead for every child, the impact of which is tracked at least half termly. PPMs ensure accountability, reviewing progress, in the light of attainment targets.  Subject leaders track progress of pupils and groups, supporting teachers in PPMs and in their classroom practice, to ensure increased numbers of children are on track to achieve their targets. |  |
| Milestones;   * Pupil premium and SEN folders/O-track groups are in place in Aut 1 and used regularly by TA’s enabling middle leaders, SEND and PP Leads to review impact of support. * All formative data is up to date regularly and summative each half term accordingly (A1 A2 Sp1 Sp2 Su1 Su2) * Data tracking and analysis of groups (particularly boys/PP) shows that gaps are diminishing and increased pupil numbers (those targeted) are on track for National expectations. (A1 A2 Sp1 Sp2 Su1 Su2) * Progress data reported to governors (A2 Sp2 Su2) * Greater numbers of pupils overall are on track/are at, age related for their year compared to starting points in R,W,M at summative assessment points (A1 A2 Sp1 Sp2 Su1 Su2) | | | | | | | | |

**Key Issue 4:** **Personal Development, Behaviour and Welfare**

**Ensure that personal development, behaviour and welfare is sustained as outstanding at the next S5 inspection.**

**In order sustain outstanding, the following criteria will need to be met:**

* Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
* Pupils discuss and debate issues in a considered way, showing respect for others’ ideas and points of view.
* In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
* Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
* Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
* Pupils’ impeccable conduct reflects the school’s effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
* For individuals or groups with particular needs, there is sustained improvement in pupils’ behaviour. Where standards of behaviour were already excellent, they have been maintained.
* Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
* Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
* The school’s open culture actively promotes all aspects of pupils’ welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
* Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
* Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.

Pupils’ spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

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| **Context:**   * **Since inspection an increased number of families have been targeted and referred to Education prosecution service** * **Attendance officer and MH met directly with lead for Sandwell prosecution service to raise concerns about level of support and consistency with prosecutions (School received apology and appointment of a new LA senior practitioner)** * **Attendance remains a school priority and was part of HT performance management target. School SIA/Governors understand all that is possible is being done however parents continue to take children out in term times for holidays** * **The school offers termly rewards to those at 97% and above attendance.** | | | | | | | **Leader:**  **Link Governor: SDS/DW** | |
|  | **Objective** | **Action** | **Lead** | **Resources** | **Timescale** | **Impact / Success Criteria** | **Progress and impact**  **(dated entries)** | **RAG** |
| 4.1 | School attendance to continue to be in line/above national average for the academic year 2018 – 2019 | 1. Leaders / Governors to continue meeting with parents of persistent absenteeism / lateness to support improvements needed. 2. Continue to track and monitor vulnerable families attendance (case studies). 3. Continue to include attendance / late figures to school newsletter so parents are informed alongside reminders about holidays and appointments being taken outside of school time. 4. SLT to continue regular meeting with Attendance Officer to review case studies and attendance monitoring. 5. Embed new criteria for lates to reduce PA’s through increase referral and involvement from Sandwell attendance ad prosecution team. (*This may affect figures initially in Autumn term, due to adjusting late time on SIM’s to enable referral).* | 1. PH / SLMT / Gov  2. PH/MH/ SLT  3. PH/AR  4.PH/MH/SLT  5.PH/MH/ | 1.SIMS Attendance figures / reports  2. SIMS figures/ reports  3. SIMS figures /Newsletter  4. SIMS figures / reports  5.Display board | 1. Ongoing   2.Weekly  3.Half termly  4.Weekly  5.Weekly | 1. Attendance of PA and late figures continue to be in line/above national.  2. Case loads decrease and attendance figures remain in line with national.  3. Less term time holidays and improved attendance.  4. Attendance figure continue to be in line with national.  5. Attendance figure continue to be in line with national with a reduction in PA’s. | 1 & 2.The school continues to monitor and track vulnerable families and individuals (often contributing to specific groups e.g. Disadvantaged) offering support meetings with leaders and governors. Where support is declined or not adhered to, the school continues to seek support and refer families to attendance and prosecution to do all it can to reduce PA’s . (GDPR means we are unable to acquire exact prosecution figures but these are taking place.)  A separate action plan is reviewed half termly and drives improvements in Attendance and this SDP.  Attendance remains above 95% (A1, Aut 2 and Spring 1) for children aged 5 and over. Rewards are given weekly and termly to encourage attendance.  3.School continues to notify and update parents on attendance figures and offer guidance on when to take holiday and appointments however parents continue to take holidays in term time. These are referred in line with the LA guidance for Attendance and Prosecution.  4. MH continues to meet Attendance officer to review PA’s, holiday requests, group and individual attendance. Actions take have ensured improvements n last year and continued attendance figures in line with National at 95% +.  5.New late criteria and revised register closing time is under set early review at Spring 2. Attendance and Prosecution service may not be supporting the school in its stance on removal of ‘late privilege’. Due to their referral evidence stance, the school be creating poorer rates of attendance and punctuality than are ‘true’. |  |
| 4.2 | To introduce Growth mindset | 1. Staff to be trained on the appropriate Growth mindset materials and associated vocabulary of Growth Mindset 2. Introduce language of Growth Mindset to children in school through lesson content materials 3. Implement Growth Mindset/reflection sessions into the school week. 4. Monitor and conduct pupil conversations around the impact of Growth mindset under the schools Empower Value | 1. A.M 2. A.M 3. A.M 4. SLT |  | 1. Autumn/ Spring term  2. Spring term  3. Aut term  5. Termly | 1. If successful, this could potentially become a whole school agenda.  2. Staff use positive language when encouraging children in their learning and children beginning to use positive mindset language too  3. Children build self esteem and confidence in own ability  4. Children have the opportunity to reflect often. | 1-4. Growth mindset CPD for staff took place in November with weekly assemblies both whole school and provided for class assemblies. Children are increasingly aware of this and have receive rewards for demonstrating this direct from the HT, in line with the schools Empathy value. Rewards have continue to increase across the Spring term with children talking more confidently about this on learning walks and pupil conversations. |  |
| 4.3 | New pupil committees to increase their impact | 1. Committee roles are refined with clear direction in school. 2. Pupils are more involved in the creation and implementation of committee action plans 3. Pupils meet with committee staff leads on a regular basis to evaluate roles. 4. Continue to present in assembly time 5. Share actions from committees on school website and newsletters. | 1. LP/TB/ Lead TA’s  2. LP/ TB/ Lead TA’s  3. Lead TA’s  4. Lead TA  5. LP/TB/ AR/ KB | 1. Launch assembly  2. Meeting time  3. Meeting time  4. Assembly –Fri  5.Website/ newsletter | 1. Previous Summer  2. Ongoing  3. Half termly  4. Weekly  5. Half termly | 1. Children are clear on their roles and complete them well and provide effective pupil voice.  2. Children are effective and active in the committee actions  3. Staff lead committees effectively for best impact  4. Ideas shared whole school  5. Parents aware of actions being completed in school | 1.Committee action plans in place and reviewed regularly (EOT Aut 2) and Spring 1 half way point, ensuring impact and progress.  2-4These are displayed in the reception area and impact is evident across their areas with tangible and visible impact. For example leading in weekly assemblies, supporting charity days, being ‘on duty’ within their role and providing support for the schools application for the Anti bullying Quality Mark.  3. Action plans are reviewed regularly. As a result they are effective, contributing to the school and adding to their experiences of leadership, giving PP children in particular wider opportunities.  5.Parents are aware of the actions created by these groups however the committees role in this could be more explicit. |  |
| 4.4 | To increase children’s understanding of future options through improved career guidance | 1. Year 6 children participate in a careers day practising skills in CV writing and researching future jobs they wish to have. (Possibly in conjunction with St Michaels)  2. Visitors from different professions from both within the parental community and wider to visit Blackheath to speak to children (Possibly in conjunction with St Michaels) | 1. SLT/NR (Gov)  2. SLT | 1. Day off timetable & availability of NR (governor)  2. Visitors incentive to come into school | 1. Summer  2. Summer | 1. Children understand requirements for their desired profession & write an accurate CV.  2. Children are inspired by visitors into school. | 1.CV workshop for Y6 and careers link made with St Michaels for Summer term. St Michaels chased in Spring 1 on securing a date and content.  2.Trip booked and set for Y6 to attend HE Oxford University Chemistry (St Hughes College) to experience wider career options and HE route beyond Primary and Secondary Schooling. |  |
| 4.5 | Continue to develop provision for children with social and emotional needs | 1. Continue to ensure that Healthy Minds/Nurture sessions run each afternoon and an updated rota is in place after each cycle.  2. Continue provision and teaching of yoga and SMSC/British values through Jigsaw assemblies in class  3. Celebrate as a whole school, events such as International Peace Day ensuring provision is in place for mindfulness and healthy minds.  4.Further develop the peace garden.  5.Peer mediatiors, Playground leaders, safe guarding champions and Buddies to continue to work alongside children to settle disputes and improve children’s emotional well being. | 1. SB/SLT  2. SB/SLT  3. SB/TB  4SEN team EB/ Eco committee  5. SLT (& Committee leads) | 1. Staffing for nurture groups/ rota of sessions  2. Management time for SB  3. Staff meeting  4. Management time for subject leaders  5. Time for committee to work on this/ gardening tools | 1. Ongoing  2. Termly  3. Termly  4. Spring 2 – Sum 2  5. Ongoing | 1. Healthy minds provision is effective and shows progress and impact for individual children from BOXALLs  2. Yoga and Jigsaw is being taught regularly and effectively across school, giving children an understanding of topics including staying safe and democracy.  3. Children participate in a range of activities linked to Peace Day for mindfulness, RE and music. Children can talk about what makes them at peace and why this is important.  4. The peace garden is maintained and developed further to a high standard by eco committee, raising profile also of eco issues.  5. Peer mediation and buddies are successful in helping lunchtimes run effectively. | 1.Boxall baselines and reviews in place, targeting nurture and well –being support. 20% of those from the Autumn term no longer receive support.  2. Jigsaw continues to support SMSC/British values In-class. Well being takes place regularly to ensure well being is at the heart and start of daily sessions and acts of collective worship  3.The school celebrated international Peace day and is set to support further events acknowledging and supporting children’s wider understanding of individual social, moral and emotional needs, such as World down syndrome awareness day  4. The SEN team (Eco team) have begun to raise funds for the peace garden and are using the current provision to support their needs and leadership experiences.  5.Committees and teams continue to support the emotional needs of their peers through their roles, and duties. As such pupil voice is represented well with specific impact being clearly visible e.g. there is more lunch provision and fewer pupil disputes as a result of the work and suggestions of peer mediators, Playground leaders and buddies. |  |
| 4.6 | To improve community and European Links | 1. Form links with both National and International schools for Pen Pals program with Blackheath Challengers Academy.  2. Explore possibilities of enterprise activities with local businesses (E.g. Fiver challenge) in the community for Year 6 Post SATs -See 4.4) | 1. MLT  2. LP/NS | 1. Contacts within different schools  2. Contacts within the local community | 1. Summer  2. Summer | 1. GLP is embedded across school.  2. There are stronger links with the local community with children having a wider understanding of business and life outside of education system. | 2.Following last years success of the Fiver challenge, the school has made arrangements and is set to repeat this in the Summer term. |  |

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| **Milestones**   * School attendance to continue to be in line/above national average for the academic year 2018 – 2019 * Growth mindset training has been received by all pupils and staff. Children can talk about/use a growth mindset by July 2019 * Pupil committees have rag rated action plans termly and all actions completed by July 2019 * All Y6 pupils have an understanding of how to write a CV by July 2019 * Careers fair attended by all of Y6 pupils by June 2019 * Children with social and emotional needs identified and provision out into place half termly * International peace day celebrated |

**Key Issue 5: The effectiveness of the early years provision: quality and standards**

**Ensure that Early Years is judged as at least good at the next S5 inspection.**

**In order to be judged outstanding, the following criteria will need to be met:**

* The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period of time.
* Incisive evaluation of the impact of staff’s practice leads to rigorous performance management and supervision. Highly focused professional development improves the quality of teaching.
* Safeguarding is effective.
* There are no breaches of statutory welfare requirements.
* Children’s health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures.
* Leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children’s learning in school and at home.
* A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences.
* Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children’s needs.
* Assessment is accurate and based on high quality observations. It includes all those involved in the child’s learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children’s achievement so that every child undertakes highly challenging activities.
* Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves.
* The vast majority of children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others.
* Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. As a result, almost all children, including disabled children, those who have special educational needs, disadvantaged children and the most able, are making substantial and sustained progress.
* Gaps between the attainment of groups of children and all children nationally, including disadvantaged children, have closed or are closing rapidly. Any gaps between areas of learning are closing.

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| * **Context: GLD – School 73%; National 72%;** * All Prime area are in line or above National * There are gaps between groups Boys v **Girls** and more significantly PP v non PP**.** * New teacher in EYFS (With prior experience); 1 new Learning Support Practitioner. * OFSTED Inspection July 2016 graded Early Years Provision as good. * External 2018 (April) LA moderation found EYFS judgements to be secure. | **Leader: JM/**  **Link Governor: DW** |

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|  | **Objective** | **Action** | **Lead**  **Person** | **Resources** | **Timescale** | **Impact / Success Criteria** | **Progress and impact**  **(dated entries)** | **RAG** |
| 5.1 | To sustain outstanding teaching and learning in EYFS | 1. Embed new initiatives to support the EYFS curriculum to support the GLD:  * A.R/D.Godfrey Maths * ICT/QR codes * Deconstructed role play * Learning journeys and targets * In the moment planning * ABC does   2. Consolidation of practices to provide stimulating learning environment of outdoor learning opportunities and indoor provision | 1. KE/LR  2. KE/LR | 1. Release cover time to monitor progress and impact of initiatives  2. Phase Meeting time | Beginning Sept 2018 and ongoing throughout 2018-2019  Observation of progress half termly –A1, A2, Sp1, Sp2, S1, S2 | 1. Progress is driven through improved classroom initiatives and practice 2. EYFs practitioners have varied and engaging opportunities to observe children achieving ELG’s through child initiated learning and a variety of contexts. | 1. Role play, in the moment planning and LJs/ target boards in place and monitored – embedded Spring Term   ICT/QR codes and AR Maths built in Staff/Phase Meetings and monitoring calendar Spring Term   1. Monitoring of Planning, LJs and Environment Walks show that new and existing teaching staff are confident using development matters to plan and implement the curriculum. Staff are confident planning and implementing new initiatives, constantly reflecting on and improving practice and as result current good practice is sustained in all areas – leading to a judgement of outstanding |  |
| 5.2 | To sustain the consistently high rates of EYFS children’s progress in relation to their starting points in particular boys, PP and EAL | 1. EYFS leads encourage readers to foster a ‘love of reading and books’ through establishing Raising Early Achievement in Lit (KE) and 2. EYFS leads encourage Maths through embedding new initiatives (See 5.1) (LR) 3. Support for parents through reading, writing and maths workshops 4. Visit other schools to observe outstanding provision 5. Establish and monitor effective interventions for areas and groups in need of support outside and inside the curriculum (TA’s and class Teachers) 6. Collaborative planning and learning opportunities for Nursery and Reception, in particular supporting the Prime Areas | 1. KE 2. LR 3. KE/LR 4. KE/LR 5. KE/LR 6. KE/LR | 1. and 2. Cost for REAL and REAM training 2. Release time for leads to plan and deliver parent workshops 3. Release time for staff to visit schools | 1. REAL Spring Term – Sp1, Sp 2 2. REAM Spring Term – Sp1, Sp 2 3. Autumn Term 4. Ongoing through 2018-2019 5. Half–termly   A1, A2, Sp1, Sp2, Su 1, Su 2   1. Ongoing through 2018-2019 | 1. All children make significant progress in Literacy; attainment is in line with National 2. All children make significant progress in Mathematics; attainment is in line with National 3. Parents feel confident to be able to support their children to achieve basic skills in line with National expectations 4. All children make significant progress and begin an upward trend from previous cohort 5. Differences in learning within significant groups (in particular boys, PP and EAL) are diminished 6. All children make significant progress in Prime Areas to achieve school EOY targets | 1. Books are used linked to Topics YR (Dec 2018); Enhanced ‘in the moment planning’ is annotated by CTs- Aut 18; YN send nursery rhymes homework to learn – Nov 18  2. EYFS leads delivered Reading workshop to parents - Nov 18  Parents come to “Sharing LJ meetings” – half termly  4. On- going programme of CTS and LSPs visiting O/S schools – Ferndale and Oakham Oct 18 (JM, LR, ED, KE SB) – best practices reproduced in environment evidenced in environment checklist carried out each half term; ‘environment inviting for maximum learning’ (Dec 2018)  5. Baseline data analysis indicated focus: YN **Maths and Boys** and **YR C&L, L,M and Boys and PP** - Planned activities for boys/PP during CIT (Monitoring Nov/Dec 18); Analysis Autumn 2 data indicates improvement **YN maths - 24-55% ARE with diminishing difference boys v girls in all areas except PD;** improvement **YR C&L 37-63% ARE; L and M- 20+-50+ARE; Still differences in all significant groups**  6. Staff planned for NY activities collaboratively (ED, LR, KE) – Autumn 1. Shared Christmas Nativity – Autumn 2 |  |
| 5.3 | Develop leadership opportunities for EYFS Leadership | 1. New EYFS leads create action plan for improvements that support SDP 2. EYFS leads visit other schools to observe outstanding provision personalising observation on return to increase provision at Blackheath School 3. Leads keep abreast of new and current initiatives /practices through sourcing avenues of CPD both theoretical and physical 4. Establish peer coaching with all EYFS staff to plan for and review new initiatives in particular through phase meeting model 5. To analyse data to identify gaps and curriculum requirements | 1. KE/LR 2. KE/LR 3. KE/LR 4. JM 5. JM | 1. Staff meeting time 2. Release time for leads to visit schools and plan implementations   4. Cover release time   1. Release time to meet with JM to discuss priorities for PPMs | 1. Sept 2018 2. Termly A, Sp, S 3. Ongoing through 2018-2019 4. Ongoing through 2018-2019 – 3 weekly model 5. Half Termly A1, A2, Sp1, Sp2, Su 1, Su 2 | 1. EYFS Action plan prioritises EYFS improvements and reflects SDP and whole school priorities 2. New initiatives identified and personalised to fit Blackheath priorities resulting in current practice improvements 3. and 4. EYFS leads continually reflect and improve their own and others practice and as result current good EYFS practice is sustained in all areas   5. Priorities and subsequent practice are continually adapted to reflect changing trends in EYFS data | 1. Action Plan produced in line with SDP priorities and Rag-Rated Nov 18  2. On- going programme of CTS and LSPs visiting O/S schools – Ferndale and Oakham Oct 18 (JM, LR, ED, KE SB) – best practices reproduced in environment evidenced in environment checklist carried out each half term; ‘environment inviting for maximum learning’ (Dec 2018)  3. EYFS leads keeping abreast of changes to assessment and up to date moderation practices – cross phase moderation meetings taking place and on going.  4. Staff/Phase meeting model established and staff receive regular feedback and action points  Collaborative learning opportunities – NY activities and Nativity; SB running Forest School programme  5. End of year projected children targets created Autumn 2 -children’s progress data analysed in relation to targets set and %ages on track for GLD/ARE – gaps identified and shared with staff - PPMs |  |

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| **Milestones for success** |
| Lesson Observation/Walks/Check-ins– JM/LR/KE - Termly: A, Sp, Su  Peer on peer Learning Environment checks – All staff - Half–termly: A1, A2, Sp1, Sp2, Su1, Su2 Work Scrutiny – Learning Journeys – JM/LR/KE – Termly: A, Sp, Su  Planning – JM/LR/KE - Termly: A, Sp, Su Data Analysis – JM/JR/Teaching staff - Half–termly: A1, A2, Sp1, Sp2, Su1, Su2  Blackheath GLD 2019 Is in line with National GLD 2019 |

**Key Issue 6:** **Governance Assurance Plan**

**Ensure that Governance is judged as outstanding at the next S5 inspection.**

**In order to be judged outstanding, the following criteria will need to be met:**

Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.

Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.

The school’s actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.

Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.

Leaders and governors have a deep, accurate understanding of the school’s effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.

Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers’ improvement. Teaching is highly effective across the school.

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| **Context:**   * The governing body committees are aligned with the new Ofsted areas * Governors have received training on analysis of data and monitoring of teaching and learning * Each committee has a lead governor who is responsible for monitoring and reviewing the school development plan (new lead govs to be appointed Aut 1 2017) * Each lead governor is responsible for RAG rating their own action plan termly | | | | | | |
|  | **Objective** | **Actions** | **Lead**  **Person** | **Resources** | **Timescale** | **Impact** |
| 6.1 | **LEADERSHIP AND MANAGEMENT**  Ensuring that governors’, actions are entirely focussed on continuing to improve the quality of educational provision so that pupils’ achieve as well as they should. | 1. Governors challenge leaders about any continuing priorities identified from the Ofsted report in July 2016 and the SDP 2018  2. Ensure all leaders, in particular Reading and writing, are supported and challenged  3. Governors RAG rate action plans termly  4. Chair and Vice Chair contribute to termly SEF  5. Governors visit at least termly to monitor and receive updates on a SDP priorities and report back to FGB | Chair | 1. Gov meetings 2. Meetings 3. Action plans 4. Meeting time 5. Meeting time | 1.Termly  2. Mtgs with leaders  3.Termly  4. Termly  5. Termly visits | 1. Continuing to challenge leaders accountability ensures that progress remains a focus, particularly on the OFSTED priorities, in particular reading.  2. Governors meet with leads (T.B, L.P) holding leaders to account on monitoring and leading their subjects. Books and data are checked to support leaders SDP sections and RAG rating is discussed alongside proposed actions/impact measures.  3. Chair and vice chair, RAG rate Gov SDP, following an evaluation meeting with Headteachers, ensuring that they remain informed of developments alongside strengths/progress  4. Chair and vice chair evaluate SEF and ensure any SDP RAG ratings feedback directly into the SEF to ensure accuracy and focus for accountability.  5. Feedback following monitoring and updates ensures all governors and committees are kept informed of progress and actions, enabling all members to hold staff/leaders to account on identified priorities. |
| 6.2 | **QUALITY OF TEACHING, LEARNING AND ASSESSMENT**  Ensuring all teaching continues to be at least consistently good with an increase in outstanding teaching | 1. Ensure the marking policy continues to be effective and new target tasks are used consistently in maths 2. Learning walks to focus on quality of teaching, in particular Reading and writing 3. Monitor the quality of teaching to ensure good teachers are receiving appropriate support to be outstanding through peer coaching and CPD 4. Book trawls and learning walks to focus on use of peer assessment, PP and handwriting 5. Pupil conferencing to gain views about curriculum (PP and boys?) |  | 1. Time with SLT 2. Time for learning walk 3. Termly gov mtgs 4. Mtg for book trawls and learning walks 5. Meeting time for conferencing | 1.Dec 2017/Feb 2018/July 2018  2.Termly  3.Termly  3.Termly  5. Termly | 1. Meeting leaders and completing book trawls, informs governors of marking consistency moreover are aware of teachers feedback to improve learning.  2. Some governors have observed teaching alongside leaders, providing quality, first hand assurances of the quality of learning and teaching,  3. Governors hold leaders to account where monitoring identifies improvements in teaching are needed. This ensures that gaps are addressed and pupils receive improvements required.  4. Through monitoring work alongside leaders, learning behaviours through attitude to presentation and learning are kept in check.  5. Conversations with pupils provide feedback on attitudes and learning across the curriculum. More formal discussions are set to be undertaken, captured and assessed. |
| 6.3 | **OUTCOMES FOR LEARNERS**  Ensuring all pupils, and groups of pupils, make at least good progress in Reading, Writing and Mathematics, and a greater proportion of pupils exceed expected progress | 1. Share Data Dashboard with governors  2.MH to provide written and oral report on pupils’ progress and achievement – including pupil groups  3.Middle Leaders to report termly on any gaps, focussing specifically on standards in RWM  4.DW to monitor progress of gender/PP in all year groups with a particular focus on any gaps |  | 1. DD analysis from MH  2.Report from MH  3.Release time for LP/NS/SR/JR  4. Time for meetings | 1.Nov 2018  2.Outcomes and Teaching committee meetings  3.Termly  4.Termly | 1-4 Data dashboard and supporting commentary from the HT has been shared with all Governors, ensuring understanding of end of KS data sets, context, comparison with National and future actions. This enables governors to hold leaders to account and action plan/evaluate accordingly. This is then supplemented by termly analysis briefings from leaders/HT’s and presentations at relevant committees, for the same actions termly. DW and associated governors then challenge leaders as to actions being taken to close gaps. |
| 6.4 | **PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**  Ensuring pupil’s attendance is in line or above national averages | 1. Attendance – ensure whole school attendance is in line with or above national average 2. Governors meet with parents of pupils who are persistently absent (Pas) or late 3. Ensure attendance policy is embedded and adhered to, to hold parents to account |  | 1.Half termly report  2. Ongoing meetings  3. Half termly reports | 1.Time with MH  2.Ongoing  3.Ongoing | Whole school attendance currently 96%. Governors support leaders sending letters out to parents of children whose attendance falls below expected percentage and also for persistent lateness. Governors question leaders at governor meetings about specific attendance cases and referrals etc. |

**MILESTONES**

* Governor visit forms show the impact on raising standards – ongoing - DW to monitor
* Termly attendance report at governor meetings A2 Sp 2 Su 2
* Teacher profile summary shows 100% good teaching has been maintained
* Teacher profile summary shows increased percentage of teaching is outstanding
* School targets are met July 2019