

BOWMANSGREEN PRIMARY SCHOOL



School Improvement Plan 2017-2019

School Improvement Priorities 2017-2019

1. Improve Outcomes For All (including 'coasting agenda' and Diminishing the Difference)	2. Improve Quality of Teaching	3. Develop Middle and Senior Leaders
Embed Effective Monitoring and Assessment		Manage Budget Pressures
Improve Personal Development and Behaviour (Raise aspirations and independence)		Effective Governance

Continued Areas of Focus:

- Action points from Ofsted Inspection (Feb 2016)
- Y5 and Y6 Action Plan 2017-2018
- Action points from Local Authority/HIP visits

Improvement Priority 1 – Improve Outcomes for All (OA)

Summary and Evaluation: (Ofsted criteria)

OA	Tasks/Actions/Strategies	Lead	Specific Additional Costs/Resources	Monitoring Timeline	Success Criteria	Evidence and Impact
OA1. To implement and embed Lesson Study	<p>To establish termly timetable with all teaching staff taking part</p> <p>DHT to support rolling out of LS and to model expectations</p>	HT, DHT	Teacher to cover classes (on roll anyway)	On-going from autumn 2017	<p>Collaborative ethos of teaching and learning is established</p> <p>Appropriate, specific interventions are planned to enable case pupils (and others) to address misconceptions and close gaps</p> <p>Teachers reflect on and debate the way they teach, leading to improvement in own practice</p> <p>At least 75% of pupils make good or better progress in reading, writing and maths</p>	
OA2. To ensure that the progress of all pupils accelerates	<p>Relentlessly create opportunities to identify and address misconceptions and next steps in learning</p> <p>For teachers to monitor and assess progress regularly and accurately</p> <p>Pupil progress data is acted upon quickly and targeted with strategies and interventions</p> <p>Most vulnerable pupils are taught by most effective practitioners</p> <p>Parents are kept informed about pupil progress, especially when it slows</p> <p>Regular pupil progress meetings</p>	HT, DHT		On-going Reviewed half-termly	<p>At least 75% of pupils make good or better progress in reading, writing and maths</p> <p>School progress measures improve so that the school is no longer 'coasting'</p> <p>School and home work together to support and encourage high expectations and accelerated progress</p> <p>Interventions close gaps and accelerate learning</p> <p>The proportion of pupils meeting ARE is at or exceeds the national average</p>	
OA3. To set challenging and	All pupils set aspirational end of year and end of KS2 targets	DHT		Targets for Y6 and Y2 set by end of Autumn 1	Pupil and parent expectations and aspirations are raised	

aspirational targets for all pupils				Targets for other yr grps set by end of Autumn 2	A culture that enables pupils to excel is established At least 75% of pupils make good or better progress in reading, writing and maths All pupils achieve in line with targets and potential, regardless of context	
OA4. To review and improve the provision for all pupils, including vulnerable, SEND and more able pupils	To plan and deliver personalised curricula for vulnerable, SEND and more able pupils Vulnerable pupils are quickly identified To take part in the Diminishing the Difference project To undertake an external Pupil Premium Review (as recommended by DfE) To ensure interventions are appropriate, effective and match needs To plan and deliver effective early intervention	HT, SBM, Incl Mngr	£139,140 (Pupil Premium budget) £2000 (D the D total over 2yrs) £250 – one off payment PPG review)	On-going	Vulnerable, SEND and more able pupils will reach their potential – academic and personal The gap in attainment between vulnerable/ disadvantaged pupils and 'other' pupils will narrow or close Progress of vulnerable/disadvantaged pupils accelerates across the curriculum The difference in rates of progress between vulnerable/ disadvantaged pupils and others' progress is diminished or closed Outcomes for disadvantaged pupils rapidly improve Outcomes for SEND pupils improves to be in line with national expectations or better	
OA5. To work in collaboration with other schools/ colleagues and the LA to moderate, quality assure and share good practice.	To take part in LA moderation To work with local colleagues to carry out moderation To carry out internal moderation – in year groups and cross-phase	DHT, SLT, teachers	£1000 (LA moderation clusters)	Each yr group once per yr – twice for Y2 and Y6	Teacher judgements and assessments are accurate and consistent Whole school progress and attainment data is accurate Teachers are confident in making accurate judgements	

<p>OA6. To embed a new homework policy to support high expectations of learning</p>	<p>Staff training and support to create grids</p> <p>Parent workshop to introduce and explain new policy</p> <p>Grids, guidance and exemplar are published on school website and emailed to all parents</p> <p>Homework is challenging and appropriate</p> <p>To establish a home learning club</p>	<p>DHT, all teachers</p>	<p>£100 (P W/shop refreshments and resources)</p>	<p>By end of Autumn 2</p> <p>10.10.2017</p> <p>By end of Autumn 1</p>	<p>Homework consolidates learning and deepens understanding</p> <p>Homework has a positive impact upon progress and outcomes</p> <p>All pupils receive consistently good or outstanding teaching and learning</p> <p>At least 75% of pupils make good or better progress in reading, writing and maths</p> <p>Parents have a greater understanding and engagement with the curriculum</p> <p>All pupils receive support to complete home learning</p> <p>High expectations are consistent, regardless of class, year group or key stage</p>	
<p>OA7. To develop and embed the Bowmansgreen curriculum</p>	<p>The development of a broad and balanced curriculum</p> <p>High quality reading, writing, communication and maths are embedded across the curriculum</p> <p>A full range of subjects are taught consistently</p> <p>The promotion and development of SMSC and fundamental British Values are promoted and developed</p> <p>Forest School is established and embedded</p> <p>Teachers have consistently high expectations of all pupils, across</p>	<p>HT, DHT, SLT, teachers</p> <p>SS</p> <p>HT, SS</p>	<p>£2500 DSR books and training (£2000 funded by FOBS)</p> <p>£19,350 (2017-18 sports premium)</p> <p>£1500 (forest school training and resources)</p>	<p>DSR introduced Autumn 2</p> <p>From Autumn 2</p>	<p>Pupils are inspired to learn</p> <p>Pupils are well-rounded and strive to be the best they can be, both personally and academically</p> <p>Pupils love the challenge of their learning and are resilient to failure</p> <p>Pupils take pride in their learning</p> <p>Pupils work hard and are curious, interested learners</p> <p>Pupils want to know how to improve their learning</p> <p>Parents feel more confident in knowing how to support their children</p>	

	<p>the curriculum</p> <p>A programme of enrichment supports and extends the curriculum</p> <p>Support parents in engaging with the curriculum and to know how best to support their children, through parent workshops and open door policy</p> <p>Leaders promote equality of opportunity and diversity</p>				<p>Pupils take up the opportunities to learn through extra-curricular activities</p> <p>The proportion of pupils meeting ARE is at or exceeds the national average</p> <p>At least 75% of pupils make good or better progress in reading, writing and maths</p> <p>There is a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.</p> <p>Pupils' spiritual, moral, social and cultural development and fundamental British values are at the heart of the school's work.</p> <p>The ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour.</p> <p>Staff and pupils do not tolerate prejudiced behaviour.</p>	
--	--	--	--	--	---	--

Evidence and Further Actions:
Action plan for Y5 and Y6

Improvement Priority 2 – Improve Quality of Teaching (QT)

Summary and Evaluation: (Ofsted criteria)

CA	Tasks/Actions/Strategies	Lead	Specific Additional Costs/Resources	Monitoring Timeline	Success Criteria	Evidence and Impact
<p>QT1. To develop all teachers into good and outstanding practitioners</p>	<p>For all staff to receive coaching and mentoring</p> <p>For all staff to engage in relevant, high-quality CPD</p>	<p>HT, DHT</p>	<p>£15,000 (training and CPD)</p>	<p>On-going</p>	<p>All teachers consistently deliver good and outstanding lessons</p> <p>All pupils receive consistently good or outstanding teaching and</p>	

	<p>To consolidate and reinforce higher expectations of teaching and learning through whole school policy</p> <p>To ensure the pitch and expectations of curriculum planning are improved</p> <p>To embed a program of observation and regular feedback</p> <p>Teachers are supported, challenged and encouraged to improve</p>				<p>learning, regardless of classroom, year group and key stage</p> <p>At least 75% of pupils make good or better progress in reading, writing and maths</p> <p>The proportion of pupils meeting ARE is at or exceeds the national average</p> <p>The school culture is one that enables pupils and staff to excel</p>	
OA2. To build a collaborative learning culture	<p>To establish and embed Lesson Study</p> <p>To establish and embed coaching and mentoring</p> <p>DHT to support planning across the school</p> <p>To establish and embed peer and self-assessment</p> <p>Teachers are supported, challenged and encouraged to improve</p> <p>Leaders and governors use high quality professional development to encourage, challenge and support teachers' improvement.</p>	HT, DHT		On-going	<p>All teachers consistently deliver good and outstanding lessons</p> <p>All pupils receive consistently good or outstanding teaching and learning, regardless of classroom, year group and key stage</p> <p>At least 75% of pupils make good or better progress in reading, writing and maths</p> <p>The school culture is one that enables pupils and staff to excel</p> <p>Teachers, leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff.</p> <p>The school keeps improving by focusing on the impact of actions in key areas.</p>	
QT3. To plan and deliver effective provision and	To deploy support staff effectively across the school to support teaching and	HT, DHT, Incl Mngr	£139,140 Pupil Premium budget	On-going	All pupils receive consistently good or outstanding teaching and learning, regardless of classroom,	

<p>intervention for all pupils who require it</p>	<p>interventions</p> <p>Pupils who fall behind are identified early and supported to make good or better progress</p>				<p>year group and key stage</p> <p>At least 75% of pupils make good or better progress in reading, writing and maths</p> <p>Vulnerable, SEND and more able pupils will reach their potential – academic and personal</p> <p>The gap in attainment between vulnerable/ disadvantaged pupils and ‘other’ pupils will narrow or close</p> <p>Progress of vulnerable/disadvantaged pupils accelerates across the curriculum</p> <p>The difference in rates of progress between vulnerable/ disadvantaged pupils and others’ progress is diminished or closed</p> <p>Outcomes for disadvantaged pupils rapidly improve</p> <p>Outcomes for SEND pupils improves to be in line with national expectations or better</p>	
<p>QT4. To embed a robust appraisal policy for all classroom staff</p>	<p>School leaders set out high expectations of all staff</p> <p>Staff are set challenging targets focusing on professional development and the impact of their actions on pupil outcomes</p> <p>Teachers are supported, challenged and encouraged to improve</p> <p>Senior leaders are committed to setting high expectations for the conduct of pupils and staff.</p>			<p>Nov to October (include mid-point review)</p>	<p>The school culture is one that enables pupils and staff to excel</p> <p>Staff reflect on and debate the way they teach.</p> <p>Teachers feel deeply involved in their own professional development</p> <p>All teachers consistently deliver good and outstanding lessons</p> <p>All pupils receive consistently good or outstanding teaching and learning, regardless of classroom,</p>	

	Senior leaders are effective in taking actions to secure and sustain improvements to teaching				year group and key stage	
QT5. To use research, current legislation and pedagogy to inform and improve CPD and practice	Senior leaders are trained as LA moderators Policy and practice is informed by evidence based research Staff are given opportunities to engage with and reflect upon research, new policy and legislation				At least 75% of pupils make good or better progress in reading, writing and maths Staff are up to date with current legislation and policy especially regarding safeguarding Staff are well informed and knowledgeable about their profession, particularly regarding best practice Teachers feel deeply involved in their own professional development The school culture is one that enables pupils and staff to excel	

Evidence and Further Actions:

Improvement Priority 3 – Develop Senior and Middle Leaders (DL)

Summary and Evaluation: (Ofsted criteria)

DL	Tasks/Actions/Strategies	Lead	Specific Additional Costs/Resources	Monitoring Timeline	Success Criteria	Evidence and Impact
DL1. For all senior and middle leaders to experience personalised CPD and development programme	To establish Senior and Middle Leader toolkits Senior and middle leaders to stay informed about new and current legislation, research and pedagogy regarding leadership and career development Training and CPD opportunities are carefully selected to match the needs of individuals and whole school priorities Gaps in skills, knowledge and	HT, DHT	£15,000 (training and CPD)	On-going	All senior leaders demonstrate effective leadership Subjects and areas of development are led and managed effectively Outcomes for pupils improves The quality of teaching and learning improves A culture that enables pupils to excel is established Succession planning is robust	

	<p>experience are identified and addressed</p> <p>The performance management process is used to promote effective leadership and practice across the school</p> <p>To provide opportunities for senior and middle leaders to reflect upon and improve own practice and performance</p>					
DL2. For middle and senior leaders to use pupil data effectively to monitor and assess standards and progress	<p>To establish whole school expectations and routines for monitoring, assessment and reporting</p> <p>For senior and middle leaders to stay informed about new and current legislation regarding curriculum and assessment</p> <p>Leaders monitor the progress of pupils to ensure that none fall behind and underachieve</p> <p>Leaders take effective action to secure and sustain improvements to teaching, learning and assessment</p> <p>Progress and achievement are closely, effectively monitored, challenged and validated.</p>			<p>Half-termly data entry</p> <p>Autumn 2 target setting for all pupils</p>	<p>At least 75% of pupils make good or better progress in reading, writing and maths</p> <p>School progress measures improve so that the school is no longer 'coasting'</p> <p>All teachers consistently deliver good and outstanding lessons</p> <p>All pupils receive consistently good or outstanding teaching and learning, regardless of classroom, year group and key stage</p> <p>The proportion of pupils meeting ARE is at or exceeds the national average</p> <p>The school culture is one that enables pupils and staff to excel</p>	
DL3. For SLT and Upper Pay Scale teachers to be role-models of best practice in Quality First teaching	<p>For all senior and middle leaders to take part in Lesson Study</p> <p>Senior leaders and UPS teachers to regularly demonstrate evidence of outstanding practice</p> <p>To increase proportion of</p>	DHT		On-going	<p>At least 75% of pupils make good or better progress in reading, writing and maths</p> <p>School progress measures improve so that the school is no longer 'coasting'</p> <p>Increase in proportion of pupils</p>	

	<p>teaching and learning regularly judged to be outstanding</p> <p>Gaps in skills, knowledge and experience are addressed</p> <p>The performance management process is used to promote effective leadership and practice across the school</p>				<p>making accelerated progress and achieving ARE</p> <p>All teachers consistently deliver good and outstanding lessons</p> <p>All pupils receive consistently good or outstanding teaching and learning, regardless of classroom, year group and key stage</p> <p>The proportion of pupils meeting ARE is at or exceeds the national average</p> <p>The school culture is one that enables pupils and staff to excel</p>	
DL4. To establish and embed new policy, routines and higher expectations with SLT as role-models and advocates	<p>To develop and embed new teaching and learning policy</p> <p>To develop and embed new home learning policy</p> <p>To develop and embed new appraisal policy</p> <p>To develop and embed new assessment and feedback policy</p> <p>To develop and embed new behaviour policy</p>			<p>By end of Aut 2</p> <p>By end of Aut 2</p> <p>By end of Aut 2</p> <p>By end of Spr 1</p> <p>By end of Spr 1</p>	<p>Increase in proportion of pupils making accelerated progress and achieving ARE</p> <p>All pupils receive consistently good or outstanding teaching and learning, regardless of classroom, year group and key stage</p> <p>The proportion of pupils meeting ARE is at or exceeds the national average</p> <p>The school culture is one that enables pupils and staff to excel</p>	
Evidence and Further Actions:						
Improvement Priority 4 –Embed Effective Monitoring and Assessment (MA)					Summary and Evaluation: (Ofsted criteria)	
MA	Tasks/Actions/Strategies	Lead	Resources and Costs	Monitoring Timeline	Success Criteria	Evidence and Impact

<p>MA1. To establish and embed a robust monitoring and assessment policy and whole school schedule</p>	<p>To develop and embed new assessment and feedback policy</p> <p>To identify and monitor the difference in progress and outcomes between disadvantaged and non-disadvantaged pupils and groups</p> <p>For all class staff to be aware of the targets and next steps of individuals/groups</p> <p>To take part in internal and external moderation</p> <p>Underachievement and slow progress is identified and addressed quickly</p>	<p>DHT</p>		<p>By end of Spr 1</p> <p>Half-termly data entry</p> <p>Autumn 2 target setting for all pupils</p>	<p>Teachers are regularly assessing accurately pupils against National Curriculum standards and expectations</p> <p>Teachers' judgements are accurate</p> <p>At least 75% of pupils make good or better progress in reading, writing and maths</p> <p>School progress measures improve so that the school is no longer 'coasting'</p> <p>The proportion of pupils meeting ARE is at or exceeds the national average</p>	
<p>MA2. To establish and embed policy, procedures and processes for early identification of vulnerable pupils</p>	<p>Underachievement and slow progress is identified and addressed quickly</p> <p>To identify vulnerable groups and individuals early, including pupils with SEND, and accurately track progress and impact of interventions</p> <p>Ensure that whole school provision map reflects early intervention</p> <p>Inclusion manager to attend pupil progress meetings</p> <p>Inclusion manager to establish and embed a robust internal referral system for teachers</p> <p>To take part in the Diminishing the Difference project</p>	<p>HT, DHT, Incl Mngr</p> <p>Incl Mngr, EYFS lead</p>		<p>On-going</p>	<p>Less pupils require interventions as they progress through the school</p> <p>Vulnerable, SEND and more able pupils will reach their potential – academic and personal</p> <p>The gap in attainment between vulnerable/ disadvantaged pupils and 'other' pupils will narrow or close</p> <p>The difference in rates of progress between vulnerable/ disadvantaged pupils and others' progress is diminished or closed</p> <p>Outcomes for disadvantaged pupils rapidly improve</p> <p>Outcomes for SEND pupils improves to be in line with national expectations or better</p>	

	To undertake an external Pupil Premium Review (as recommended by DfE)					
MA3. To ensure accuracy and consistency of assessment across the whole school, including for transition	<p>To collaborate with internal and external colleagues to moderate, carry out agreement trialling and share good practice.</p> <p>Staff are supported in making accurate judgements</p> <p>Impact analysis of historic entry and exit data is carried out</p> <p>All teachers to attend LA moderation clusters</p> <p>To work with LA advisers to support accuracy of judgements within LA context</p> <p>For SLT to train as LA moderators</p>	HT, DHT		<p>On-going</p> <p>Half-termly data entry</p>	<p>At least 75% of pupils make good or better progress in reading, writing and maths</p> <p>School progress measures improve so that the school is no longer 'coasting'</p> <p>The proportion of pupils meeting ARE is at or exceeds the national average</p> <p>The school culture is one that enables pupils and staff to excel</p> <p>All pupils achieve in line with targets and potential, regardless of context</p>	
MA4. To embed effective Assessment for Learning (AfL)	<p>Staff meeting and CPD opportunities to establish expectations, strategies and intended impact of AfL</p> <p>To establish and embed Lesson Study</p> <p>DHT to support planning across the school, highlighting opportunities for AfL</p> <p>To establish and embed peer and self-assessment</p> <p>Teachers use AfL to plan for specific next steps to close gaps and address misconceptions</p>			<p>Staff meeting by end of Aut 2</p> <p>On-going</p>	<p>At least 75% of pupils make good or better progress in reading, writing and maths</p> <p>The proportion of pupils meeting ARE is at or exceeds the national average</p> <p>The school culture is one that enables pupils and staff to excel</p> <p>All pupils achieve in line with targets and potential, regardless of context</p> <p>Teacher judgements and assessments are accurate and consistent</p> <p>Whole school progress and attainment data is accurate</p>	

MA5. To stay informed about new and current legislation regarding curriculum and assessment	<p>Senior leaders are trained as LA moderators</p> <p>Policy and practice is informed by evidence based research</p> <p>Policy and practice is informed by local and national information and expectation</p> <p>Staff are given opportunities to engage with and reflect upon research, new policy and legislation</p>		£15,000 (training and CPD)	TBC – awaiting LA	<p>Staff are up to date with current legislation and policy</p> <p>Staff are well informed and knowledgeable about their profession, particularly regarding best practice</p> <p>Teachers feel deeply involved in their own professional development</p> <p>The school culture is one that enables pupils and staff to excel</p>	
Evidence and Further Actions:						
Improvement Priority 5 – Improve Personal Development and Behaviour (PD)				Summary and Evaluation: (Ofsted criteria)		
PD	Tasks/Actions/Strategies	Lead	Resources and Costs	Monitoring Timeline	Success Criteria	Evidence and Impact
PD1. To continue to ensure consistently high standards and expectations of behaviour	<p>To establish and embed new whole school policy</p> <p>To introduce and embed a set of school values</p> <p>To base policy and expectations on intrinsic motivation and growth mindset</p> <p>To communicate new policy to parents through parent workshop</p> <p>Systems, processes and strategies are in place when the behaviour of pupils changes or deteriorates</p> <p>Gaps in staff skills, knowledge and experience of behaviour management are identified and</p>	HT, DHT, SLT			<p>Pupils' health and wellbeing flourishes</p> <p>Pupils' behaviour is consistently outstanding</p> <p>Pupils' behaviour for learning is outstanding</p> <p>Incidents of bullying are further minimised towards 0</p> <p>Pupils are proud of their school</p> <p>Pupils respect their school environment and community</p> <p>Bowmansgreen is a values based school</p> <p>All staff are confident, supporting, managing and improving the</p>	

	<p>addressed</p> <p>To engage pupils in embedding of new policy through pupil voice and school council</p> <p>For House Captains to be ambassadors and role-models for new policy and expectations</p>				behaviour of pupils	
PD2. To embed and deliver an inspiring curriculum that nurtures, promotes and achieves excellence	<p>For the curriculum to reflect and promote school vision, values and community</p> <p>To support and promote health and wellbeing, including good mental health</p> <p>To introduce and embed a set of school values</p> <p>To achieve Healthy Schools Enhanced status</p> <p>(See OA7)</p>		<p>£500 Healthy Schools budget</p> <p>£1100 – theatre workshops (wellbeing and anti-bullying)</p>		(See OA7)	
PD3. To work closely together with parents to effectively support the whole child	<p>Establish program of parent workshops</p> <p>To embed a new home learning policy</p> <p>To continue to develop program of curriculum evenings (5 per yr)</p> <p>To maintain an open-door policy with parents</p> <p>To continue to develop the use of Tapestry in EYFS</p> <p>To review and clarify expectations of parent council</p>	<p>HT, HM, SS</p> <p>HT, DHT, subject leaders, class teachers</p>	<p>£13,000</p> <p>Psychotherapist</p> <p>Counsellors</p>		<p>Homework has a positive impact upon progress and outcomes</p> <p>Parents have a greater understanding and engagement with the curriculum</p> <p>Parents feel a strong sense of support from the school</p> <p>Parents are satisfied that school enables their children to achieve their potential – personal and academic</p> <p>Parents contribute to the strategic direction and success of the school</p>	

<p>PD4. To embed opportunities for pupils to learn with and from peers</p>	<p>To embed opportunities for pupil voice</p> <p>Pupils take responsibility for working towards their own next steps and targets</p> <p>To introduce a new house system</p> <p>To re-launch and embed the school council</p> <p>Pupils are given opportunities to respond to feedback</p>	<p>HT, DHT</p> <p>DHT, JB, TC, JW</p>			<p>Pupils are confident using the 'language of their learning' to articulate their learning journey and school experiences</p> <p>Pupils are inspired to learn</p> <p>Pupils take pride in their learning</p> <p>Pupils want to know how to improve their learning</p> <p>The school culture is one that enables pupils and staff to excel</p>	
<p>PD5. To continue to use research, pedagogy and current legislation to inform best practice</p>	<p>Policy and practice is informed by evidence based research</p> <p>Staff are given opportunities to engage with and reflect upon research, new policy and legislation</p> <p>Senior leaders are committed to setting high expectations for the conduct of pupils and staff.</p>	<p>HT, DHT, Incl Mngr</p>			<p>Teachers feel deeply involved in their own professional development</p> <p>The school culture is one that enables pupils and staff to excel</p> <p>Staff are up to date with current research and practice regarding mental health and wellbeing</p> <p>Staff are well informed and knowledgeable about their profession, particularly regarding best practice</p> <p>Pupils' health and wellbeing flourishes</p> <p>Pupils' behaviour is consistently outstanding</p>	

Evidence and Further Actions:

Improvement Priority 6 – Manage and Minimise Budget Pressures (BP)	Summary and Evaluation: (Ofsted criteria)
---	--

BP	Tasks/Actions/Strategies	Lead	Resources and Costs	Monitoring Timeline	Success Criteria	Evidence and Impact
----	--------------------------	------	---------------------	---------------------	------------------	---------------------

<p>BP1. For short-term and strategic budget decisions to reflect and help achieve key school priorities</p>	<p>To ensure that all staff receive effective, impactful CPD, relevant to their experience, role and the school priorities</p> <p>Staff are deployed effectively to secure excellent outcomes for pupils.</p> <p>The pupil premium and the primary PE and sport premium, secures excellent outcomes for pupils.</p> <p>SLT and governors focus on the impact of their actions in key areas</p> <p>School plans are strategic</p> <p>To use Benchmarking to help inform and reflect effective decision making</p>		<p>£15,000 (training and CPD)</p> <p>£139,140 (Pupil Premium budget)</p> <p>£19,350 (2017-18 sports premium)</p>		<p>Leaders and governors have created a culture that enables pupils and staff to excel</p> <p>Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff.</p> <p>The school continues to improve</p> <p>School priorities are achieved</p>	
<p>BP2. To ensure that staff responsibility and accountability are reflected in staffing and salary structure</p>	<p>To re-organise and re-structure staff where necessary to better reflect and achieve key school priorities</p> <p>To embed a robust appraisal policy</p> <p>Gaps in skills, knowledge and experience are identified and addressed</p> <p>The performance management process is used to promote effective leadership and practice across the school</p> <p>To provide opportunities for senior and middle leaders to reflect upon and improve own practice and performance</p>				<p>School priorities are achieved</p> <p>Leaders and governors have created a culture that enables pupils and staff to excel</p> <p>School is fully recruited and can demonstrate effective succession planning</p> <p>The school continues to improve</p> <p>All senior leaders demonstrate effective leadership</p> <p>Subjects and areas of development are led and managed effectively</p> <p>Outcomes for pupils improves</p> <p>The quality of teaching and learning</p>	

	Staff are deployed effectively to secure excellent outcomes for pupils To reduce over-staffing				improves	
BP3. To stay informed about new and current legislation, national and local authority advice regarding funding, budgets and staffing	SBM to continue to be part of SBM forum and regular training and briefings HT to attend St Albans HT meetings, LA HT briefings and updates	SBM HT	£15,000 (training and CPD) £150 annual contribution		Leaders and governors make informed, strategic decisions to ensure the best use of the school budget School priorities are achieved Leaders and governors have created a culture that enables pupils and staff to excel The school continues to improve All senior leaders demonstrate effective leadership Outcomes for pupils improves The quality of teaching and learning improves	
Evidence and Further Actions:						
Improvement Priority 7– To Demonstrate Effective Governance (EG)				Summary and Evaluation: (Ofsted criteria)		
EG	Tasks/Actions/Strategies	Lead	Resources and Costs	Monitoring Timeline	Success Criteria	Evidence and Impact
EG1. To fill governor vacancies	To recruit non-parent governors To exhaust all recruitment opportunities				There are no governor vacancies	
Evidence and Further Actions:						

Action points from Ofsted Inspection (Feb 2016)

- Pupils to be given sufficient time to respond to teachers' advice and guidance
- Teacher assessments to be accurate
- More-able pupils to be appropriately challenged
- Subject leaders to develop accurate systems of assessment for each subject area

Y5 and Y6 Action Plan 2017-2018

On-going action points from Local Authority/HIP visits