

Hertfordshire Support Partnership 2015 - 2016

BOWMANSGREEN PRIMARY SCHOOL

Telford Road
London Colney, Hertfordshire
AL2 1PH

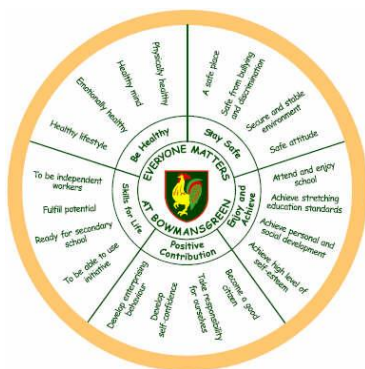
Headteacher: Mr Deena Chetty
Chair of Governors: Mr Simon Morriss



Mission Statement

The Aims of Bowmansgreen Primary School

At Bowmansgreen Primary, we aim to provide a happy, secure environment in which all children will grow and develop intellectually, emotionally, spiritually, socially and physically. We believe in equal opportunities for all and the need to eliminate discrimination of all kinds. Our aims have been developed in line with the five principle themes of Every Child Matters.



To this end, we strive to:

- Enable children to fulfil their academic and personal potential.
- Foster a desire to learn, to be confident and independent learners.
 - Develop self-esteem.
- Enable children to form positive relationships

Agreed School Priorities

(Referenced to Ofsted key issues where appropriate)

From OFSTED – 17-18 October 2013

What does the school need to do to improve further?

Raise the quality of teaching and pupils' achievement in English and mathematics to good and better, by ensuring that:

- Learning activities are well matched to pupils' abilities and there is better understanding of pupils' developmental needs, especially for the more able pupils.
- The quality of reading and comprehension is improved across the school so that it is more in line with the recent better progress seen in writing, particularly that of the more able pupils.
- Marking is appropriate and rigorous and pupils are given more time in lessons to respond to teachers, comments and make improvements to their work.

Increase the effectiveness of leadership, management and governance by ensuring that:

- The school's self-evaluation provides a more accurate picture of the school's effectiveness.
- The roles of leaders and managers with whole-school responsibility are developed to know the strengths and weaknesses in their areas.
- Leaders use progress information to quickly identify and intervene where pupils are underachieving
- Training opportunities are given to enhance the performance of leaders at all levels.

2014-2015

Single Plan 1

Headteacher:
Deena Chetty

Deputy Headteacher:
Richard Wilding

EIP
Grove Road Primary
school

Safeguarding
Deena Chetty (DSP)
Richard Wilding
Lisa Cutmore
Jacky Potter
Kim Spindler

Governor: Abigail Bude

School Improvement Team
Deena Chetty (HT)
Richard Wilding (DHT)
Lauren Trought (English SL)
Lisa Cutmore (Inclusion Leader)
Lucy Connell (Maths SL)
Karen Penn - Governor
Louise Calder - Governor

Governance
Simon Morriss
(Chair)

BOWMANSGREEN Primary School

Focus:
Teaching & Learning and Leadership

LA Support
Ruth Cornish (DSEA)
Geraldine Louch (HIP)
Sharon Saunderson (EIP)
Kirsten Snook (TLA)
Mireille Macrauld (TLA)
Charlotte Harber (TLA)

SLT
Deena Chetty (HT)
Richard Wilding (DHT)
James Wilson (ICT)
Rebecca Robertson (BM)
Jacky Potter (Senior Support)
Lisa Cutmore (Inclusion Leader)
Wendy Robbins (Early Years leader)
Lauren Trought (KS2 Phase)
Lucy Connell (KS1 Phase leader)

Governor Leadership Team
Simon Morriss (Chair)
Louise Calder (Effectiveness Chair and
FGB Vice-Chair)
Lianne Howarth – (Resources Chair and
FGB Vice Chair)
Karen Penn – (Effectiveness Vice Chair)
Marianne Pope – (Resources Vice Chair)
Paul Rosen

**End of key Stage data
Year 2 Teacher Assessment (%)**

Year 2 Cohort 51	2C+	2B+	2A+	3
Reading	82	80	62	29
Writing	82	78	53	29
Mathematics	87	75	55	37

Year 6 Test Outcomes 2015 (%)

Year 6 Cohort 50	4+	5+	6
Reading	94	50	0
Writing	86	20	0
Mathematics	80	34	8

Reception 2015

% with 2 or 3 in all strands of:

	CL	PD	PSED	Literacy	Maths	UW	EAD	GLD*
Total	83.3%	91.7%	88.3%	68.3%	75%	68.3%	71.7%	66.7%
Boys	80.6%	87.1%	87.1%	61.3%	71%	67.7%	67.7%	58.1%
Girls	86.2%	96.6%	89.7%	75.9%	79.3%	69%	75.9%	75.9%

Attendance	2014/15	Target set (Sept 2015)	End Aut 1	End Aut 2	End Spr 1	End Spr 2	End Sum 1	End Sum 2
% absence	3.8	3	4					
% persistent absence								

In year data Yr1,3,4,5

% children meeting age related expectation

Year group	Reading		Writing		Maths	
	Exp+	Beyond	Exp+	Beyond	Exp+	Beyond
1	100	1.7	100	25.4		
3	78.4	52.9	86.0	30.0		
4	78.0	61.0	66.1	52.5		
5	52.7	16.4	40.0	20.0		

Vulnerable Groups

Pupil Premium

Year Group	Total pupils	Reading		Writing		Maths	
		Exp+	Beyond	Exp+	Beyond	Exp+	Beyond
1	15	100	0.0	100	6.7	100	13.3
3	13	46.2	23.1	61.5	15.4	61.5	7.7
4	21	71.4	9.5	52.4	4.8	57.1	4.8
5	20	35.0	5.0	30.0	5.0	35.0	0.0

CLA

Year Group	Total pupils	Reading		Writing		Maths	
		Exp+	Beyond	Exp+	Beyond	Exp+	Beyond
1	1	100	0	100	0	100	0
3	1	100	100	100	100	100	0
4	2	100	0	100	100	100	0
5	1	0	0	0	0	0	0
6	1	0	0	0	0	0	0

**SEND
Attainment**

Year Group	Total pupils	Reading		Writing		Maths	
		Exp+	Beyond	Exp+	Beyond	Exp+	Beyond
1	6	100	0	100	0.0	100	0.00
2	7	57.1	14.3	28.6	0.0	85.7	14.3
3	9	33.3	11.1	55.6	11.1	66.7	0.0
4	15	40	0	26.7	0.0	40.0	0.0
5	19	21.1	0.0	5.3	0.0	26.3	0.0
6	7	14.3	0	14.3	0.0	14.3	0.0

**SEND
Progress**

Year Group	Total pupils	Reading		Writing		Maths	
		Exp+	Beyond	Exp+	Beyond	Exp+	Beyond
1	6	83.3	0	100	16.7	100	83.3
2	7	33.3	33.3	50	16.7	50	33.3
3	9	66.7	11.1	77.8	0.0	77.8	0.0
4	15	92.3	7.7	61.5	7.7	76.9	0.0
5	19	61.1	16.7	33.3	0.0	38.9	0.0
6	7	50	16.7	50	0.0	33.3	16.7

Travellers

Year Group	Total pupils	Reading		Writing		Maths	
		Exp+	Beyond	Exp+	Beyond	Exp+	Beyond
1	1	100.0	0.0	100.0	0.0	100.0	0.0
2	1	100.0	100.0	0.0	0.0	100.0	0.0
3	1	0.0	0.0	0.0	0.0	0.0	0.0
4	1	0.0	0.0	00.0	0.0	0.0	0.0
5	2	50.0	0.0	50.0	0.0	0.0	0.0
6	2	50.0	0.0	0.0	0.0	0.0	0.0

**Travellers
progress**

Year Group	Total pupils	Reading		Writing		Maths	
		Exp+	Beyond	Exp+	Beyond	Exp+	Beyond
1	1	0	0	0	0	0	0
2	1	0	0	0	0	0	0
3	1	0	0	0	0	100.0	0
4	1	0	0	0	0	0	0
5	2	100	0.0	100.0	0.0	0	0
6	2	50.0	50.0	50.0	0.0	50.0	50.0

EAL

Year Group	Total pupils	Reading		Writing		Maths	
		Exp+	Beyond	Exp+	Beyond	Exp+	Beyond
1	12	100.0	0.0	100.0	16.7	100.0	16.7
2	5	60.0	40.0	60.0	0.0	80.0	20.0
3	10	90.0	70.0	90.0	50.0	81.8	45.5
4	12	75.0	8.3	50.0	8.3	91.7	8.3
5	10	70.0	30.0	60.0	20.0	70.0	30.0
6	10	60.0	0.0	60.0	0.0	60.0	0.0

<p><u>Improvement Priority 1</u></p> <p>Raise the quality of teaching and pupils' achievement in English and mathematics to good and better, by ensuring that:</p> <ul style="list-style-type: none"> • Learning activities are well matched to pupils' abilities and there is better understanding of pupils' developmental needs, especially for the more able pupils. • The quality of reading and comprehension is improved across the school so that it is more in line with the recent better progress seen in writing, particularly that of the more able pupils. • Marking is appropriate and rigorous and pupils are given more time in lessons to respond to teachers, comments and make improvements to their work. • More opportunities are provided in the Early Years for creating and thinking critically through investigation • Lessons are differentiated for all SEN pupils 	<p>Key entitlements by July 2016:</p> <ul style="list-style-type: none"> • Leadership and Management of teaching judged to be good • To ensure all children make progress across each Key Stage - Increased percentage of pupils exceeding age related expectations (ARE+) in all cohorts by July 2016 • To meet or exceed end of KS1 targets • To meet or exceed cohort targets as detailed above for KS2 • That 95% of teaching observed is good or better and a proportion of teaching is outstanding. • To meet or exceed good levels of development set for end of year for Reception 	<p>Evaluation:</p>
<p>1.1 Assessment for Learning & Differentiation:</p> <p>Learning activities are well matched to pupils' abilities and there is better understanding of pupils' developmental needs, especially for the more able pupils.</p>	<p>Aims & Interim Success Criteria:</p> <ul style="list-style-type: none"> • Increased percentage of pupils exceeding age related expectations (ARE+) in all cohorts by July 2016 • Target pupils making accelerated in year progress. • All planning is based on secure assessment, judged to meet the needs of all children and provides differentiated learning and good challenge. • Pupil response to marking evident in books • Children are engaged in their learning and improvements noted in learning behaviours 	

	Tasks & Actions	Lead	Dates and where to find evidence	Milestones & Success Criteria	Monitoring (for when – see monitoring schedule)	
					How	Who
1.1	RW to revisit steps and phases – teachers expectations and ensure they have a clear understanding of age related expectations (ARE) and the progress pupils need to make within their class to attain and/or exceed ARE.	DH	Staff meeting minutes –	<u>By December 2015</u> Teachers' use of day to day assessment is judged at least good in all lessons and monitoring confirms that pupils are challenged and make good progress in and across lessons. Teachers plan appropriately to support children on the SEN register	Pupil Progress Meetings using: data and work scrutiny Lesson Observation Learning Walks Planning Scrutiny Work Scrutiny Pupil Interviews	HIP HT, DHT SLT Govs
	Introduce "Inspirational Maths" for Years 4, 5 and 6.	LC	Sept 2015	<u>September 2015</u> Groups of children including white British develop a more positive approach Maths	Pupil progress meetings / Pupil voice	HIP HT, DHT SLT Govs
	Introduce whole school spelling scheme (Yr 2 – Yr 6) (Babcock)	LT	02 Sept 2015	<u>July 2016</u> 90% of Year 6 achieve level 4 and above in SPaG. 65% of Year 6 achieve Level 5	Pupil progress / Data	HT/LC/LT/RW
	Support Year 6 teachers with the implementation of the new curriculum -	LC/LT/RW	Sept 2015	<u>December 2015</u> Year 6 planning according to the new curriculum	Monitoring of planning -	LT/LC/RW
	Support for new teachers – planning	LT/LC/RW	15 th Sept 2015	<u>October 2015 /December 2015</u> 100% of staff are using correct proforma and next step marking is embedded across the school	Monitoring of planning / Books	DHT LC
	Further develop opportunities for extended writing to promote the love for writing by:	LT	Sept 2015	<u>July 2016</u> Writing data have improved – 90% of children achieve ARE.	Pupil progress/ data	HT/DHT/LC/LT

<p>-Changing frequency of Big Write -Launching "Everybody Writes"</p>	LC	November 2015 Termly	<p>Children are inspired to write - <u>July 2016</u> Writing data have improved – 90% of children achieve ARE.</p>	Pupil Voice	LT
<p>-Ensure staff aware of differences between SEN and disability</p>	LC	Sept 2015	<p><u>September 2015</u> Teachers planning according to the needs of their children.</p>	Monitoring of planning	LC
<p>-Passports are introduced for all children clearly identifying strengths and areas for development</p>	LC/RW	Staff meeting minutes	<p><u>December 2015</u> 90% of children meeting targets set in the Autumn Term</p>	Termly – data analysis December 2015	HT DHT CT
<p>Tailor "Rainbow maths" to better measure and reflect the progress of all groups of children including those with SEND within the school.</p>	HT/SLT DHT	Half termly SL time SL file	<p><u>July 2016</u> 90% of children to be within ARE in the recall of addition, Subtraction, multiplication and division facts.</p>	Half term – see events calendar	HT DHT CT Headteacher Subject Leaders
<p>Cohort targets set for each child. By October 2015</p>	HT/SLT DHT	Pupil progress meetings – See monitoring calendar	<p>90% of Teaching are Good or better with increasing proportion of outstanding teaching</p>	Staff meeting – half term thereafter	LC
<p>Pupil Progress Review Meetings – half termly</p>	HT DHT SL/CT	Pupil progress meetings –	<p><u>By October 2015</u> Teacher's planning to show clear differentiation, use of resources and clear learning outcome <u>By July 2016</u> 90% of teaching is good or rapidly improving.</p>	Charlie Harber – working with SL and class teachers Timetables monitoring system is in place.	LC RW
<p>Moderation – half termly</p>	LC/LT	See monitoring calendar	<p>By January 2016 Majority of teachers' use of day to day assessment is judged good in all lessons and monitoring confirms that pupils are challenged and make at least good progress in</p>		TLA CT SL
<p>Use TLA support to improve the quality of teachers' planning so that it indicates appropriately differentiated and challenging tasks and questions that are well matched</p>					

<p>to each pupil's learning needs Maintain a robust tracking system that leaders and staff use to track rigorously pupils' progress and so that tracking data is used to inform planning for learning.</p> <p>To ensure that planning reflects the needs of all learners particularly the more able. Regular work and planning scrutiny to evaluate progress, pitch and challenge.</p> <p>Monitoring of learning environment – checklist</p> <p>Devise series of steps to success to compliment the calculation policy around addition and subtraction</p> <p>Joint lesson observation schedule to track improvements in teaching (HT/DHT/SL) – Half Termly inc monitoring of SEND</p> <p>Team planning and team teaching to further develop subject knowledge and raise standards.</p> <p>Short focused observations, drops ins used regularly by SIT to evaluate key aspects of teaching e.g effective questioning, use of mini-plenaries, challenge for most able, engagement and motivation of learners.</p>	<p>LC</p> <p>LC /JP</p> <p>LC</p> <p>Subject leaders</p> <p>HT/SL/DHT</p> <p>HT SIT</p> <p>LCut</p>	<p>October 2015 Monitoring file Subject leader file</p> <p>Monitoring schedule</p> <p>Monitoring schedule</p> <p>Assessment file/ Staff assessment folders Teaching profile</p> <p>Monitoring file</p>	<p>and across lessons</p> <p>By July 2016 90% of teaching is good or rapidly improving. By January 2016 Majority of teachers' use of day to day assessment is judged good in all lessons and monitoring confirms that pupils are challenged and make at least good progress in and across lessons. 75% of staff competent in planning without support.</p> <p>By September 2015 All classes have resources clearly labelled and within reach to impact on the quality of learning (6.09.15)</p> <p>Children can demonstrate the processes behind calculation, using resources to explain their mathematical vocabulary</p> <p>By March 2016 90% of lessons are good or better and an increase in the proportion of Outstanding lessons</p> <p>By July 2016 End of year attainment and progress targets are met by vast majority.</p>	<p>Monitoring of planning</p> <p>Learning Walk</p> <p>Learning walk Pupil Voice</p> <p>Rigorous monitoring schedule with ongoing support is in place.</p> <p>Subject Leader release time</p>	<p>HT CT SL</p> <p>HT CT SL</p> <p>HT DHT LC</p> <p>HT DHT LC PR CT</p>
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Updated SEND and pupil premium files to class teachers with data	LCut	Half termly Inclusion File	By October 2015 All groups of children are being appropriately planned for. Consistency in planning proforma being used	Leadership time	DHT LC
To ensure that children with SEND make at least expected progress in Reading, Writing and Maths by: <ul style="list-style-type: none"> ✚ Monitoring Inclusion folders ✚ Pupil progress meetings ✚ Working with external agencies to see how Bowmansgreen Primary can access their support 	LCut	Inclusion file Inclusion file	<u>July 2016</u> Data indicates that children with SEND make ARE in Reading, Writing and Maths	Leadership time	DHT LC
Monitor SEND files to check provision maps, timetables and all intervention are in place – Tracking	LCut	Inclusion file	<u>By November 2015</u> All groups of children are being appropriately planned for. Consistency in planning proforma being used	Release time	LC
To develop the role of the Inclusion Leader by exploring SEN budgets and ensuring value for money	LCut	SLT minutes 8.09.15	Targeted support for children ensuring value for money	Subject leader release DHT release time	SLT/ LC CT / SLT
Ensuring the update of statutory policies and procedures with regards to SEND -Adapt key policies into parent information leaflet	LCut	Website Inclusion file	<u>Autumn Term 2015</u> All parents would contribute towards children's passports clearly outlining strengths and areas for development	Parent consultations SLT discussion	HT/SLT
Introduce passport for all children		Termly Parent consultations	<u>July 2016</u> Data indicates that children with SEND make ARE in Reading, Writing and Maths	SLT to review, share with staff and Gov inc notice to parents	LC
Invite parents to discuss and contribute towards children's passports	LCut/ HT	Autumn 2015 Monitoring schedule	<u>By December 2015</u> Analysis of data – Baseline to current indicates rapid	Leadership release time	HT
Ensure learning activities match individual needs	LCut	Autumn 2015 Monitoring			

	Monitor the interventions and it's impact throughout the school	LCut	schedule Autumn Term 2015	progress <u>July 2016</u> Data indicates that children with SEND make ARE in Reading, Writing and Maths	SLT Monitoring of planning, lesson observations	LCut/ SLT
	Improve the impact of support staff inc developing the whole school understanding of interventions	HT/ LCut/ SLT	Autumn Term 2015	<u>July 2016</u> Data indicates that children made good progress – 90% ARE	Lesson observations	LCut / SLT
	Devise SEND strategic CPD plan for whole school inc coaching				Staff meeting, team support	LCut / SLT

Year 6 2015 – 2016 – Targeted support (PPG and PPG children)

	Meet with Year 6 teachers and previous Year 5 teachers – Target Setting – end of year. Use Fisher Family data and previous year group information.	HT/RW	14 th October 2015	<u>July 2016</u> Targets are achieved	Moderation Half termly November 2015 February 2016 April 2016	DC/RW/LT/LC/L Cut
	Review end of year targets set	HT/ Year 6 teachers	21 st October 2015	<u>July 2016</u> 90% Reading, Writing and Maths at ARE	Pupil progress meetings	HT/class Teachers
	Meeting with Ruth Cornish – HiP – Plans for Year 6 to raise standards	HT/RW	6 th November	Year 5 end of year data moderated to agree a baseline for Year 6 Action planning targeting the needs of children	Moderation exercise – targets reviewed	HT/RW/RC
	Maths leader to work with Year 6 children and growth mindset inc video.	LC Year 6	13 th November	Termly 100% Books will indicate	Teacher voice and Pupil voice	LC

	class teachers		marking and feedback will move children's learning.	(Targeted children)	
Head to meet with targeted children's parents	HT	Week beginning 09.11.15	Teacher voice will indicate that children are asking for representations in different ways.	1:1 meeting – half termly minutes	HT
Booster classes to run for targeted children from December 2015	HT/Class teachers	Dec 2015		Registers Monitoring of impact – interventions by Inclusion leader	Class teachers Inclusion leader
Easter school to offer support for targeted children to ensure children are AR		Letters to initial targeted children December 2015	Parents are aware of progress each half term Homework completed daily Registers indicate children are attending intervention prog	Pupil Progress Meetings using: data and work scrutiny Lesson Observation Learning Walks Planning Scrutiny Work Scrutiny Pupil Interviews	Class Teachers, SIT
<u>Reading</u> Focus on comprehension in guided reading groups using chosen texts with test like questions to model answers and to encourage children to draw on the texts for their own answers.	Class Teachers		<u>July 2016</u> Targeted children achieve ARE Homework completed daily Registers indicate children are attending additional	Pupil Progress Meetings using: data and work scrutiny Lesson Observation Learning Walks Planning Scrutiny Work Scrutiny Pupil Interviews	Class Teachers, SIT
Graine Milner to run lunch time book club to encourage the love of reading	GM	Autumn 2 nd half – ongoing		Pupil Progress Meetings using: data and work scrutiny Lesson Observation Learning Walks Planning Scrutiny Work Scrutiny Pupil Interviews	Class Teachers, SIT
Individual reading interventions /Small group reading interventions – focus on targeted children – raising ability to answer questions			<u>July 2016</u> Targeted children achieve ARE Homework completed daily Registers indicate children are attending additional	Pupil Progress Meetings using: data and work scrutiny Lesson Observation Learning Walks Planning Scrutiny Work Scrutiny Pupil Interviews	Class Teachers, SIT
Booster classes	MH/RW/VS	December 2015			
Whole class reading to engage children in reading an extended novel	MH/RW/VS				
Half termly pupil progress meetings	SIT	Half Termly			
Reading Recovery teacher to work with target /focus group.	Reading recovery Teacher		<u>July 2016</u> Targeted children achieve ARE Homework completed daily Registers indicate children are attending additional		Class Teachers, SIT

<p>Writing Weekly GAPs lesson – focus of lesson picked up in guided reading lesson as one of the rotational activities</p> <p>Use of Big Write to ensure extended writing opportunities including focus on GAPs.</p> <p>Handwriting intervention groups to address children at risk of not achieving handwriting criteria</p> <p>Nightly homework timetabled to cover reading, Writing, Maths comprehension, spelling and Grammar</p> <p>Half Termly pupil progress meetings</p> <p>Writing moderation – Termly</p>	<p>Class teachers</p> <p>Class teachers</p> <p>Class teachers</p> <p>Class teachers</p> <p>SIT Class teachers</p>	<p>Fortnightly</p> <p>Autumn 2015</p> <p>11.11.15 Spring 1st half Spring 2nd half</p>	<p><u>February 2016</u> – 75% of Year 6 are at ARE</p> <p>Appropriate /Targeted support for all groups of children</p> <p>July 2016 Targeted children achieve ARE</p> <p>90% of children achieve ARE for writing</p>	<p>Pupil Progress Meetings using: data and work scrutiny Lesson Observation Learning Walks Planning Scrutiny Work Scrutiny Pupil Interviews</p> <p>Pupil progress meetings and moderation exercises</p>	<p>Class Teachers SIT</p> <p>Class teachers and SIT</p> <p>SIT</p>
<p>Maths Pre teach thus supporting children before lesson to better enable them to access the content of next session e.g pre-teach x 10, 100, 1000 before lesson on converting units of measurement</p> <p>Fluency focus – daily 5 minutes session at the beginning of Maths lesson to focus on basic arithmetic skills to raise fluency</p> <p>Wednesday – Arithmetic session – focus on supporting or raising arithmetic skills (arithmetic paper)</p>	<p>Class teachers</p> <p>Class teachers</p> <p>Class teachers</p>	<p>Autumn Term – ongoing</p> <p>Autumn Term – ongoing</p> <p>Ongoing</p>	<p>July 2016 Targeted children achieve ARE.</p> <p>90% of children achieve ARE for writing</p> <p>Appropriate /Targeted support for all groups of children</p> <p>July 2016 Targeted children achieve ARE</p>	<p>Pupil Progress Meetings using: data and work scrutiny Lesson Observation Learning Walks Planning Scrutiny Work Scrutiny Pupil Interviews</p> <p>Pupil Progress Meetings using: data and work scrutiny Lesson Observation</p>	<p>SIT</p> <p>HT</p> <p>SIT</p>

<p>Wednesday – Additional support for lower ability groups to support with Lower arithmetic skills</p>	<p>Class teachers</p>	<p>Ongoing</p>	<p>90% of children achieve ARE for Maths</p>	<p>Learning Walks Planning Scrutiny Work Scrutiny Pupil Interviews</p>	<p>SIT</p>
<p>Planning by Phase ensures concepts understood before applying in a practical way</p>	<p>Phase teachers</p>	<p>Autumn 2nd half</p>	<p>Appropriate /Targeted support for all groups of children</p>	<p>Pupil Progress Meetings using: data and work scrutiny</p>	<p>SIT</p>
<p>Examples of formal written methods for 4 number operations to be sent home to parents for short daily practice at home</p>	<p>RW and LC</p>	<p>Autumn Term – ongoing</p>	<p>July 2016 Targeted children achieve ARE 90% of children achieve ARE for Maths</p>	<p>Lesson Observation Learning Walks Planning Scrutiny Work Scrutiny Pupil Interviews</p>	<p>SIT</p>
<p>Booster classes – targeting the needs of individuals</p>	<p>Class Teachers</p>	<p>Easter</p>	<p>July 2016 Targeted children achieve ARE</p>	<p>Learning Walks Planning Scrutiny Work Scrutiny Pupil Interviews</p>	<p>SIT</p>
<p>Easter school – targeted children to ensure they are ARE</p>	<p>Class Teachers</p>	<p></p>	<p>90% of children achieve ARE for Maths</p>	<p></p>	<p></p>
<p><u>Pupil Premium</u></p>					
<p>Ensure half termly pupil progress meetings include teachers and Teaching Assistants</p>	<p>Inclusion leader</p>	<p>Half termly</p>	<p>July 2016 Eligible children for pupil premium make accelerated progress to close the gap between pupil premium and non pupil premium children.</p>	<p>Half Termly Pupil Progress meetings</p>	<p>SIT Teachers Teaching Assistants</p>
<p>Provide enrichment opportunities to broaden children’s life experiences</p>	<p>All staff</p>	<p>Half Termly</p>	<p></p>	<p>Staff meeting / Pupil progress</p>	<p>Inc leader / staff</p>
<p>Ensure website is update with PP income /spending</p>	<p>PP Lead and BM</p>	<p>Half termly</p>	<p></p>	<p>SLT and SIT meetings</p>	<p>SLT</p>
<p>Leaders create a clear and shared rationale re spending of PP</p>	<p>SLT Inclusion leader BM</p>	<p>Half termly</p>	<p></p>	<p></p>	<p></p>

	Ensure Governors are aware of PP spending – provide opportunities for Governors to receive feedback and challenge	Inclusion	Half termly	Autumn Term 2015 Data indicates that gap between PP and non PP children starting to narrow.	Effectiveness committee meetings	Inclusion leader DH Head
	Ensure Governors check that actions are working and are of a suitable quality	Governors	Half Termly		Effectiveness committee meetings	Inclusion leader DH Head
	Leaders (Governors and SLT) to use research information to inform their decisions about pupil premium spending	Governors SLT	Termly	July 2016 Eligible children for pupil premium make accelerated progress to close the gap between pupil premium and non pupil premium children.	SLT meetings and pupil progress meetings	SLT and SIT
	Ensure a clear rationale for pupil premium spending and ensure this is communicated with all stakeholders.	SLT BM	Half termly		Resources committee / Effectiveness committee	Business Manager Inclusion Leader Head
	Ensure budget information contains pupil premium spending and breakdown – termly shared with Governors. Measure impact of interventions.	BM	Termly		SLT and SIT meetings	Inclusion leader DH Head
	<u>Leaders and Managers Actions</u>					
	Re inforce procedures for interventions by: Providing training for staff Tracking baseline assessment Consistency in recording	Inclusion Leader Head	Half termly	July 2016 Eligible children for pupil premium make accelerated progress to close the gap between pupil premium and non pupil premium children.	Effectiveness committee	Inclusion leader DH Head
	Track PPG children half termly. Evaluate impact of interventions and feedback to Governors half termly	Inclusion Lead Head	Half termly		Effectiveness committee	Inclusion leader DH Head
	<u>Pupils progress and attainment</u>					
	Ensure in year data is shared with Governors – termly – PP and non pupil premium children (differences).	DH Inclusion lead	Termly	Effectiveness committee	Inclusion leader DH Head	

Midpoint Review of Priority 1	Strengths	Areas of continued focus
<p>Raise the quality of teaching and pupils' achievement in English and mathematics to good and better, by ensuring that:</p> <p>1.1 Learning activities are well matched to pupils' abilities and there is better understanding of pupils' developmental needs, especially for the more able pupils.</p>	<p>-Steps and Phases training provided for all staff</p> <p>-Bench Marking</p> <p>-Inspirational Maths – children and staff viewed the week as a huge success</p> <p>-Whole school Spelling and grammar scheme introduced which will impact on writing – Spelling, grammar and punctuation.</p> <p>-Consistent use of proforma – English and Maths which ensures the needs of individual children are being met (AFL).</p> <p>-Year 6 teachers are receiving ongoing support planning for the new curriculum – DH. This will ensure children are being supported and planned for to prepare for SATs.</p> <p>-All children have passports at school. This ensures that appropriate targets are set for children and parents are aware of the targets to support the children with their learning at home /school.</p> <p>Time restrictions removed from rainbow maths – children are becoming more confident in completing the rainbow.</p> <p>Pupil progress meetings held first half – included Teacher and Teaching Assistant.</p>	<p>-Embedding consistent use throughout the school to ensure assessment information targets the needs of children</p> <p>-Create opportunities to further inspire children in Maths. Autumn 2015 – Growth mindset – whole school. Spring Term – Week of inspirational maths – problem solving</p> <p>-Monitor impact of Spelling scheme – pupil voice/Lesson observation /Moderation – writing</p> <p>-Consistent use of data to inform planning</p> <p>-Ensure Year 6 teachers attend training in preparation for SATs.</p> <p>-Parents who have not attended parent consultations need to be made aware of targets set and what support their child/ren receives at school and what support can be provided at home.</p> <p>-Use half termly pupil progress to look at books and other information – moderation and end of term data driven.</p>

	<p>Big Write focus changed – not undertaken every week. This gives teachers an opportunity to finish off teaching writing skills and builds to the Friday for independent writing.</p> <p>All classes have essentials up and on display e.g number line etc. This makes the class environment accessible and conducive to learning.</p> <p>Inclusion files introduced and monitored. Consistency in ensuring interventions embedded.</p> <p>Entry into Year 6 moderated with HiP – Targets set for end of Year.</p> <p>Reading recovery teacher working with targeted children – Year 6.</p>	<p>-To track and monitor the impact of interventions to ensure that it is having the desired impact in raising standards.</p>
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1.2 Quality of reading and comprehension

Ensure that the quality of reading and comprehension is improved across the school so that it is more in line with the recent better progress seen in writing, particularly that of the more able pupils.

Aims & Interim Success Criteria:

- All planning is based on secure assessment, judged to meet the needs of all children and provides differentiated learning and good challenge.
- Appropriate pace and challenge observed in all lessons
- That 100% of teaching observed is good or rapidly improving
- Pupil voice reflects desired engagement and positive attitudes to learning.
- Teaching is creative and prevents restlessness leading to poor attitudes in learning.
Classroom reading environments are creative and engaging – consistent in all classes.

	Tasks & Actions	Lead	Dates and where to find evidence	Milestones & Success Criteria	Monitoring(for when see monitoring schedule)	
					How	Who
1.2	<p>Complete benchmarking exercise for all children in Year 1 (Yellow and above)</p> <p>Reading recovery teacher – modelling of reading and comprehension to teaching and support staff to improve confidence in the teaching of reading and comprehension</p> <p>Reading recovery teacher to provide guided reading Induction – New Staff</p> <p>HT and JD to Observe delivery of reading</p> <p>Monitor the provision and impact for more able children / all groups</p> <p>To embed systems of homework throughout the school. New Reading journals</p>	<p>Reading recovery teacher</p> <p>HT/ Reading Leader</p> <p>HT/ Reading leader / CT</p> <p>HT/ Reading leader</p> <p>JD</p> <p>JD</p>	<p>October 2015</p> <p>Teaching profile / monitoring file –</p> <p>SL action plan</p> <p>Pupil voice and observation to monitor involvement and engagement</p> <p>Monitoring file</p> <p>Sept 2015</p>	<p><u>By October 2015</u> All Reception children assessed and book banded correctly linked to benchmarking task. <u>By November 2015</u> Teachers' use of day to day assessment ensures children make good progress</p> <p><u>By March 2016</u> 90% of teaching is good or rapidly improving</p> <p>December 2015 Planning indicates that more able children are being challenged and planned for.</p> <p><u>By July 2016</u> 90% of children to be achieving ARE</p> <p><u>By July 2016</u> 90% of lessons are good or better and an increase in the proportion of Outstanding lessons</p> <p><u>By July 2015</u> End of year</p>	<p>1:1 benchmarking</p> <p>Lesson Observations</p> <p>Learning Walks</p> <p>Planning Scrutiny</p> <p>Work Scrutiny</p> <p>Team planning / Team teaching</p> <p>Pupil Interviews/ Lesson observations</p> <p>Monitoring of planning</p> <p>Pupil voice</p> <p>Monitor homework diaries</p>	<p>Reading recovery teacher</p> <p>HIP HT, DHT SLT Govs</p> <p>Half-termly and linked to Interim progress checks</p> <p>Regular and ongoing monitoring in classes to include range of formal observation and informal drop in monitoring. (See monitoring schedule in school plan)</p> <p>SL / HT /RW</p> <p>HT DHT SL CT</p>

Pupil progress meetings held half termly to look at pupil progress and interventions with HT/DHT/CT/TA/JD.	Half termly		attainment and progress targets are met		CT/TA/HT/JD/DH T/LT/LC
To develop consistency in the teaching of comprehension during guided reading.	HT DHT	Assessment	By January 2015 children begin to further develop skills to improve their reading and comprehension skills.	Monitoring of guided Reading	JD/HT
Raise standards through the promotion of reading for enjoyment by promoting "reading school" through: Consistency in class reading areas to promote reading	JD HT	Staff meeting	By March increase age related in reading.	Pupil progress meetings	Librarian
Consistent approach to display in all areas of school to promote and encourage the love of reading.	HT/ SL	Reading areas in all classes Environments in all classes	July 2016 95% of children are at ARE	Pupil progress meetings	
Reading breakfast introduced once every half term to encourage reading with children	HT SL HT SL		July 2016 Improved parental involvement - 95% of children are at ARE	Learning walk Assembly	JD HT RW
To introduce new reward system for home reading: Reward chart Books Storage Stickers	JD HT	Termly Reward charts	July 2016 Improved parental involvement - 95% of children are at ARE	Learning walk Assembly	JD HT RW
Monitoring of home reading and talking with parents who are not supporting their children with home reading	JD SLT	Communication file	July 2016 95% of children at ARE	SLT monitoring	HT
School librarian to hold lunchtime sessions to engage children in conversations about their reading.	GM	Reading registers in monitoring file	December 2015 Children using a variety of strategies to decode words	Checklist for all guided reading areas	HT

<p>Establish and promote links with local library to encourage wider opportunity for reading for pleasure.</p>	JD /TC	Registers Timetable			HT
<p>To introduce a reading strategy bookmark</p>	JD	KS1 classes		Learning walks	JD/HT
<p>Improve the Quality of Guided Reading significantly and with urgency by:</p>		Inset Day – September 2015	<p><u>By October 2015</u> Teachers' use of day to day assessment is judged at least satisfactory in all lessons and monitoring confirms that pupils are challenged and make at least satisfactory progress in and across lessons</p>	Team Teaching	JD/ SLT
<p>-Making sure that the teachers are clear about what constitutes effective guided reading sessions</p>		Half termly		.	SIT
<p>-Making sure that activities are pitched appropriately to enable pupils to make good gains in their learning</p>		September 2015 and ongoing		<p>Lesson Observations Learning Walks Planning Scrutiny Work Scrutiny Team planning / Team teaching</p>	JD and HT
<p>-Making sure that adults consistently make quality checks on the pupils' written work in these sessions</p>					
<p>-Making sure that the Assessments which teachers make in guided reading sessions are accurate</p>					

<p>Midpoint Review of Priority 1</p> <p>Raise the quality of teaching and pupils' achievement in English and mathematics to good and better, by ensuring that:</p> <p>1.2 The quality of reading and comprehension is improved across the school so that it is more in line with the recent better progress seen in writing, particularly that of the more able pupils.</p>	<p>Strengths:</p> <ul style="list-style-type: none"> -Bench marking completed for all children in year to ensure accurate / moderated reading bands. -New staff – guided reading induction to ensure that lessons are appropriately pitched and move children's learning -Monitoring of Guided reading indicates: Consistency in teaching All children read Planning targets the needs of children -New system for reading embedded across the school. As a result of this more children will be reading for the love of reading which will impact in raising standards across the school. -Lunch time reading club going well. Children actively want to read and are enjoying attending the club. -All work completed during guided reading are seen and marked by the teacher hence children have a sense of pride in everything they do. 	<p>Areas of continued focus:</p> <ul style="list-style-type: none"> -Monitor progress of interventions and impact -Ensure dates are set in advance for reading breakfast /tea with parents in order to ensure parents/carers participate in raising standards -Track the progress of children attending the lunch time club to see if it's having an impact in raising standards.
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<p>1.3 Marking is appropriate and rigorous</p> <p>Marking is appropriate and rigorous and pupils are given more time in lessons to respond to teachers, comments and make improvements to their work.</p>			<p>Aims & Interim Success Criteria:</p> <ul style="list-style-type: none"> • Marking policy is reviewed • Consistency in marking throughout the school • Feedback/comments given by teachers help children to improve their work. 		
	<p>Tasks & Actions</p>	<p>Lead</p>	<p>Dates and where to</p>	<p>Milestones & Success Criteria</p>	<p>Monitoring(for when see monitoring schedule)</p>

			find evidence		How	Who
1.3	All teachers mark work on a daily basis and provide constructive feedback to move lessons on	CT	29.09.15	100% - 3 step marking 50% - providing high quality feedback December 2015 – 100% of teachers providing high quality next step marking	-Monitoring of books	SLT / SIT
	Consistency in ensuring all teachers give children more time in lessons to respond to teachers comments and make improvements to their work.	HT/CT	2/09/15 Policy file			
	Revisit marking policy and teachers comments/feedback – review.	HT/DHT	3/09/15 onwards	All children respond to questions/comments raised by teachers.	Learning walks Monitoring of books	HT/SLT/SL
	Rigorous monitoring system of work scrutiny for Literacy and Numeracy ongoing.	SL	September 2015 onwards	By January 2016 - Marking is appropriate and rigorous	Pupil voice	
	The pupils targets refer clearly to next steps in learning	HT/ DHT/ LC/LT	December 2015	Success criteria / steps to success and LO will be consistent in all classes	Learning walks Monitoring of books Lesson observations	HT/DHT/SL
	They are exemplified by teachers so that pupils are aware of what they are aiming for	HT/ DHT/ LC/LT	Monitoring file	Leaders are able to make good/evaluative judgement following CPD. improved marking result in accelerated progress in Literacy and Numeracy	Samples of books looked at	CT/SL/SLT
	Pupils respond assiduously to teachers' comments	HT/ DHT/ LC/LT		By July 2015 90% of lessons are good or better and an increase in the proportion of Outstanding lessons	Subject leader release	Maths Leader English Leader

<p>Mid point review of Priority 1</p> <p>Raise the quality of teaching and pupils' achievement in English and mathematics to good and better, by ensuring that:</p> <p>1.3 Marking is appropriate and rigorous and pupils are given more time in lessons to respond to teachers, comments and make improvements to their work.</p>		<p>Strengths</p> <ul style="list-style-type: none"> -Marking is appropriate and rigorous – consistent throughout the school. Next step marking take place. -All teachers give children time to respond to next step -Pupil voice indicates that children are aware of how next steps comments are helping them 		<p>Areas of continued focus</p> <ul style="list-style-type: none"> -Work /mark scrutiny to ensure consistency and the impact of next step marking -Ensure consistency in targets given are next steps -Marking is exemplified consistently to model for children and move children's learning forward 		

1.4 Opportunities are provided in the Early Years for creating and thinking critically through investigation More opportunities are provided in the Early Years for creating and thinking critically through investigation				Aims & Interim Success Criteria:		
	Tasks & Actions	Lead	Evidence and dates	Milestones & Success Criteria	Monitoring (for when see monitoring schedule)	
					How	Who
	(See Early Years Action plan) Undertake monitoring / audit of Early Years	MM LH		Early Years provision is consistently at least good.	Action Plan identifying clear next steps	HLA HT DHT EY leader

<p><u>Improvement Priority 2</u></p> <p>Increase the effectiveness of leadership, management and governance by ensuring that:</p> <ul style="list-style-type: none"> • The school's self-evaluation provides a more accurate picture of the school's effectiveness. • The roles of leaders and managers with whole-school responsibility are developed to know the strengths and weaknesses in their areas. • Leaders use progress information to quickly identify and intervene where pupils are underachieving • Training opportunities are given to enhance the performance of leaders at all levels. 	<p><u>Key entitlements by July 2014:</u></p> <ul style="list-style-type: none"> • To ensure the SEF is an accurate judgement of the school. • Subject leaders are aware of their subject areas – Actions plans clearly identify strengths and areas for development. • Pupil progress meetings are planned effectively and interventions target the needs of children. • Subject leaders and staff have attended numerous courses to further develop themselves and the school. 	<p><u>Evaluation:</u></p> <p>See monitoring files</p> <p><i>Full Independent LA review in the Spring Term 2014 reported to Action Group and Director of Education</i></p>
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<p>2.1 Effective Schools self - evaluation</p> <p>The school's self-evaluation provides a more accurate picture of the school's effectiveness.</p>	<p>Aims & Interim Success Criteria:</p> <ul style="list-style-type: none"> • Schools self- evaluation shows the correct evaluation of the school • Leaders confident in their evaluation of the school • Self evaluation shared with all stakeholders
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	Tasks & Actions	Lead	Evidence and dates	Milestones & Success Criteria	Monitoring (for when see monitoring schedule)	
					How	Who
2.1	<p>Establish a robust and time specific monitoring schedule by September 2015</p> <p>School self evaluation is agreed by all parties</p>	<p>HT SL</p> <p>HT/ DHT</p>	<p>September 2015</p> <p>SL files established containing action plan, monitoring schedule, progress and coverage</p>	<p>School self evaluation is accurate and aligns with LA and Ofsted judgements</p>	<p>Joint lesson observations Team planning Team Teaching</p> <p>Work scrutiny Planning Scrutiny</p>	<p>DSEA HIP HT, DHT SLT Govs</p> <p>DSEA HIP HT, DHT</p>

	School Improvement Team and Governors to moderate self evaluation documents – October 2015	HT Gov	Rigorous Monitoring schedule available from September 2015 Moderated SEF available – September 2015	GB and staff are clear about school prioritise and how these link to SSE. Senior leaders are secure in their judgements	Moderation of SSE judgements	SLT Govs JARV
<p>Mid point review of Priority 2</p> <p>Increase the effectiveness of leadership, management and governance by ensuring that:</p> <p>2.1 The school's self-evaluation provides a more accurate picture of the school's effectiveness.</p>		<p>Strengths</p> <ul style="list-style-type: none"> -Monitoring schedule in place and strategically planned and worked on by SLT members. -New SEF shared with all staff within school 		<p>Areas of continued focus</p> <ul style="list-style-type: none"> -New SEF October 2015 needs to be shared with everyone outside school 		

2.2 Roles of Leaders and Managers are developed				Aims & Interim Success Criteria:		
The roles of leaders and managers with whole-school responsibility are developed to know the strengths and weaknesses in their areas				<ul style="list-style-type: none"> Subject leaders are aware of the strengths and weakness in their areas of responsibility and act upon them to raise standards. 		
	Tasks & Actions	Lead	Evidence and dates	Milestones & Success Criteria	Monitoring (for when see monitoring schedule)	
					How	Who
2.2	Establish a robust and time specific monitoring schedule by September 2015	HT	September 2015 – monitoring schedule in place	March 2016 Core subject leader evaluations are based on, and reflect the quality of pupils' learning and their progress. January 2016 Developmental feedback to staff provides sharply focused advice based on improving pupil progress. Subject Leader can evidence impact.	Joint lesson observation Team planning Team Teaching	DSEA HIP HT, DHT SLT Governors
	Core subject leader action plans (including monitoring) linking to whole school plan to be produced by SL following initial SL planning session By September 2015 Develop leaders' skills in evaluation through joint monitoring activities with SLT – Termly	HT SL	End of year attainment and progress targets are met (See data sheet at front of document) By October 2015 reading, writing and Maths subject leaders track pupil progress and use the data to further inform raising standards etc			

Mid point review of Priority	Strengths	Areas of continued focus
<p data-bbox="120 197 824 264">Increase the effectiveness of leadership, management and governance by ensuring that:</p> <p data-bbox="120 300 824 400">2.2 The roles of leaders and managers with whole-school responsibility are developed to know the strengths and weaknesses in their areas.</p>	<ul style="list-style-type: none"> <li data-bbox="831 268 1547 300">-Robust monitoring schedule embedded at school <li data-bbox="831 335 1547 402">-Core subject leaders aware of strengths and weakness in their subject area <li data-bbox="831 437 1547 504">-Core subject leaders action plans reflect changes needed with a matter of urgency 	<ul style="list-style-type: none"> <li data-bbox="1554 268 2190 331">-Further develop the roles and responsibilities of all Foundation subject leaders

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2.3 Progress information and interventions				Aims & Interim Success Criteria:		
Leaders use progress information to quickly identify and intervene where pupils are underachieving				3 Monitoring of lessons, data, work scrutiny and Planning allows quick intervention by subject leaders.		
	Tasks & Actions	Lead	Evidence and dates	Milestones & Success Criteria	Monitoring (for when see monitoring schedule)	
					How	Who
	Support to develop core subject leaders skills and understanding in using the Ofsted criteria to evaluate the quality of teaching and learning, making explicit the link to pupils' learning and rates of progress – through joint lesson observations, team planning and team teaching.	HT DHT SL	CPD file, monitoring – September 2015 and ongoing – see monitoring schedule.	By July 2016 – 90% of children achieve ARE By January 2016 Core leaders are able to identify next steps and challenge underperformance to raise standards.	DSEA monitoring of target setting and JARV	DSEA HIP HT, DHT SLT Govs
	Develop leaders skills so that lesson judgements reflect the quality of all pupils' learning and their progress within that lesson	HT DHT SL	CPD file, monitoring – September and ongoing – see monitoring schedule.	Teachers have developed adequate knowledge of their class data to take ownership.	Pupil progress meetings	HT, DHT SLT Govs
	Ensuring subject leaders are secure in their knowledge and understanding of pupil assessment information.	SL	Monitoring file and Assessment file	Start and finish dates to show that progress has been accelerated through Intervention programmes which are closely monitored and their impact is regularly evaluated 50% of level 1 (KS1) making progress to level 4 (writing)	Regular Assessment meetings with Head / Deputy head.	HT, DHT SLT Govs
	Develop leaders' skills in triangulating activities in monitoring to gain an accurate picture of pupils' learning and rates of progress in all subjects (work, planning and work scrutiny)	SL	September 2015	Governing Body minutes demonstrate knowledge of their subject area and Governors challenge school improvement	Lesson observation Team planning Team teaching Work scrutiny Planning	HT, DHT SLT Govs
	Align monitoring and evaluation schedule with GB meetings to ensure robust stakeholder review.	HT	Governors files – September 2015		Pupil voice to indicate leadership and management impact.	HT Gov
	Ensure Link Governors are established and proactive.	HT Gov				

Mid point review of Priority 2	Strengths	Areas of continued focus
<p data-bbox="129 197 797 261">Increase the effectiveness of leadership, management and governance by ensuring that:</p> <p data-bbox="129 300 752 399">2.3 Leaders use progress information to quickly identify and intervene where pupils are underachieving</p>		<ul data-bbox="1585 197 2168 568" style="list-style-type: none"><li data-bbox="1585 197 2168 296">-Further develop skills in triangulating monitoring to ensure an accurate picture of pupils learning<li data-bbox="1585 331 2168 399">-Link Governors are in post – dates of visits need to be arranged with some.<li data-bbox="1585 434 2168 568">-Further develop core subject leaders skills and understanding in evaluating the rate of progress – more opportunities to be exposed to understanding

<p>2.4 Training opportunities to enhance all leaders</p> <p>Training opportunities are given to enhance the performance of leaders at all levels.</p>				<p>Aims & Interim Success Criteria:</p> <p>Training opportunities are provided to all leaders to enhance their performance which will impact on Teaching and Learning</p>			
	Tasks & Actions	Lead	Evidence and dates	Milestones & Success Criteria	Monitoring (for when see monitoring schedule)		
					<table border="1"> <tr> <td>How</td> <td>Who</td> </tr> </table>	How	Who
How	Who						

	<p>Pupil progress meetings for Leaders to enhance the learning of all children (English and Maths leaders).</p> <p>Ongoing CPD opportunities</p> <p>Impact of CPD proforma implemented to ensure outcomes from CPD</p> <p>Monitoring of impact of CPD</p> <p>TLA Advisor in to support Reading recovery teacher – Guided reading</p>	<p>HT DHT SL</p> <p>DHT</p> <p>DHT</p> <p>DHT</p> <p>JD TLA Advisor</p>	<p>Assessment file Target setting</p> <p>CPD file</p> <p>CPD file – ongoing</p> <p>CPD file – ongoing</p> <p>Note of visit Action Plan</p>	<p>Core leaders are able to identify next steps and challenge underperformance to raise standards.</p> <p>Pupil progress meetings closely monitor the progress of children so that no child make less than expected progress.</p> <p>Senior Leaders able to implement Action Plan which challenges underperformance to raise standards and further develop Maths throughout the school. By July 90% of teaching good or better</p>	<p>Termly See monitoring schedule</p> <p>All staff are made aware of where the proforma is and is expected to complete CPD evaluation form after CPD.</p> <p>Meeting</p> <p>Lesson observation –. Action Planning</p>	<p>HT DHT SL CT</p> <p>All leaders</p> <p>DHT</p> <p>JD TLA Advisor</p> <p>KK LC</p>
<p>Mid point review of Priority 2</p> <p>Increase the effectiveness of leadership, management and governance by ensuring that:</p> <p>2.4 Training opportunities are given to enhance the performance of leaders at all levels.</p>		<p>Strengths</p>		<p>Areas of continued focus</p>		

Glossary of Terms

HT = Head Teacher

CPD = Continuing Professional Development

CT = Class Teacher

DHT = Deputy Headteacher

SP = Single Plan

SIT – School Improvement

Team

SLT = Senior Leadership Team

TA = Teaching Assistant

PC= Primary Consultant

SL = Subject Leader

SEA = School Effectiveness Adviser

PDM = Professional Development Meeting