

Howitt Primary Community School

Improvement Plan

(Requires Improvement)

Date: September 2015 – July 2016

Review December 2015

Date of Ofsted inspection: 3th – 4th December 2014

School
Governors

KEY ISSUE 1: TEACHING AND LEARNING	<p>Improve the quality of teaching in Key Stage 1 and 2 and pupils' attitudes to learning, to secure consistently good progress for all groups of pupils by:</p> <ul style="list-style-type: none"> • making sure that teachers use their assessments of pupils' prior learning more precisely to provide suitable challenge for all pupils during lessons, including for the most able and those with special educational needs • making sure that all teaching is presented in ways which will sustain the interest and engagement of all pupils • providing pupils with more opportunities to develop their skills in reasoning through applying their mathematical learning in other subjects • ensuring that teachers in Years 1 and 2 build upon children's prior learning in reading and mathematics more systematically so they can attain the same standards as they do in writing • ensuring that older pupils who have gaps in their understanding of phonics are provided with a programme of work to address their prior underachievement • ensuring that the teaching of grammar, punctuation and spelling is systematic and that all teachers keep a close eye on how well pupils are applying their skills in the full range of written work. 	
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Success Criteria	<ul style="list-style-type: none"> • 100% of teaching and learning is at least good by July 2016 with an increased proportion of outstanding teaching. • All lessons engage all pupils throughout each lesson as reflected in pupils' making good progress. • There is increased provision for pupils to apply their literacy and numeracy skills across a wider range of subjects. • Progress of pupil premium children has accelerated so that it is close to that of other pupils in school and other pupils nationally. • Through lesson observations, discussions and work scrutiny it is apparent that all teaching staff have an accurate understanding of attainment and progress of the pupil premium children in their class. • Through support staff taking part in training, monitoring, regular review of their roles and discussions of children's progress, teaching assistants have a raised profile within the school being used effectively by teachers so that quality provision is provided for all pupils. • Children in Key Stage 2 have the opportunity to close gaps in their understanding of phonics, thereby supporting improved outcomes in Reading and Grammar, Punctuation and Spelling. • Gaps between boys' and girls' writing attainment are narrowing across the school. • There are increased opportunities for pupils to apply their mathematics skills and understanding through the application of mathematics across the curriculum. • Most DSEN pupils make progress that is at least in line with that of other pupils • The proportion of pupils making expected progress, and the proportion exceeding expected progress in reading, writing and in mathematics are close to or above the national figures in Y2 and Y6. 	Evaluation <ul style="list-style-type: none"> • Evaluative reports at local authority School Progress Review (SIRR meeting in Autumn 2015). • Scrutiny of pupil progress data (tracking). • Scrutiny of lesson observation, planning and pupils' work. • Records of visits (ROVs). • Discussion with pupils. • Analysis of end of year
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- For disadvantaged pupils, the proportions of YR, Y2 and Y6 pupils making expected and better than expected progress are similar to, or improving in relation to, those for other pupils nationally and in the school, thereby narrowing gaps in attainment. (Shown through termly analysis of tracking).

- **2016 Year 6 targets (%)**

	Key Stage 1 57 Pupils	Key Stage 2 39 Pupils
	% of children at or above age related expectations	% of children at or above age related expectations
EGaPS	85%	90%
Reading	87%	92%
Writing	85%	88%
Maths	88%	86%
		Reading Writing & Maths 75%

outcomes and RAISEonline.

- **Governors'** minutes and reports.
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Key Action 1 : Improve the quality of teaching in Key Stage 1 and 2 and pupils' attitudes to learning, to secure consistently good progress for all groups of pupils						
Actions	Lead person	Dates	Performance Milestones	Monitored by	Monitoring Strategy Key questions for Governors	Resources
1.1a Provide guidance and support for improving the quality of teaching for all staff through focused CPD. <ul style="list-style-type: none"> Needs to be identified. Set targets/ next steps for improvement. Set up peer observations modelling, coaching. Staff meetings on improving the quality of teaching. To revisit the non negotiables in staff meeting Review CPD needs All staff to have a copy of the Ofsted handbook. 	Acting HT LP HT support GJ	Autumn 2015 24/11/15 staff meeting GJ	There will be 100% good or better teaching across the whole school. With a greater proportion of outstanding teaching. Non-negotiables are fully used in each classroom. Staff have a clear understanding of an outstanding lesson evident in discussions and observations. 100% Good or better teacher with 25% outstanding by July 2016 Triangulation of evidence completed termly.	SLT LP,GJ, KW, EE	Drop ins Oct, Nov. Dec. Observations Oct. & Nov. Work scrutiny Sep 28 th Termly Progress reviews Governors – children and learning committee – review and analyse data	HT's time. Meeting times Staff meeting times.
1.1b To implement a programme of training to cater for CPD. <ul style="list-style-type: none"> Targets/next steps set for improvement where needed (feedback from monitoring). 	Acting HT	Autumn 15 Progress reviews Dec15. March16 July 16	IN school training and external training taken place to address CPD Teachers have observed good practice. 7/10/15 – as needed Good practice shared in feedback through the year from monitoring schedule. Teachers more confident with subject knowledge.	SLT LP, KW, GJ, EE Curriculum Gov	Drop ins Drop ins weeks 12 th to 22 nd Oct, Nov/Dec 15 and Feb, May 16 Lesson observations. Regular Work scrutiny Termly progress reviews	Teacher's cover for the class. HT's time Training costs

					Monitoring/Training feedback Discussions in staff meetings How could the performance management targets be set to further develop the teachers?	
1.1c Induction programme for new staff	Assistant HT KW	Sep 2015 Dec 2015 March 16 June 16.	Next steps in place after review meetings for induction. Sep 2015 then termly Induction completed New teacher fully aware of policy and expectations by December 2015	Acting HT LP	Lesson observations 10/10/15 Work scrutiny Nov 15 Termly Progress reviews Training feedback. What is the process for the induction for a new teacher?	Class teacher's time /class cover.
1.1d Induction/CPD programme for NQT	Assistant HT KW	Sep 2015 Dec 2015 March 16 July 16	NQT assessments completed at the end of each 65 day period- by Mentor, signed by Acting HT/HT NQT meeting targets and teaching standards by July 2016	Acting HT LP	Regular reviews/discussions. Observations. Work scrutiny As set by mentor each term and as part of monitoring schedule. How do you know that the NQT has high expectations of his children?	KW's time Class teacher's time/ cover for the class.
Actions	Lead Person	Dates	Performance milestones	Monitored by	Monitoring strategy	Resource s

<p>1.1e To embed the new curriculum across the whole school including Yr 3 moving onto new curriculum. Moderation to take place across phases/across cluster.</p>	<p>LP/KW Middle management/ subject leaders LC, NC, CB, KK HW. EE. BA.</p>	<p>November 2015. January 2016</p>	<p>The new curriculum objectives being taught across the whole school. Children are learning new topics. Children are actively engaged in their own learning Themed days /visits/visitors in place – through year Work in books reflects the topics and objectives.</p>	<p>SLT LP,KW,GJ, EE</p>	<p>Observations Learning walks with Governor as monitoring schedule Work scrutiny Progress reviews Discussions with pupils.</p>	<p>Staff meeting time. Resources. Observation time.</p>
<p>1.1f To use Marking as a tool for progression</p> <ul style="list-style-type: none"> To use staff meeting time to share marking practice. Visit to a school using a successful marking system To revisit the marking policy/ guidelines on Inset day Sep 15 Ensure all adults know and follow the policy. To use staff meeting time, inset time to review and share good practice. Use moderation and work scrutiny to review the impact of feedback and marking for the children. 	<p>SLT LP,KW, GJ,EE</p>	<p>7/9/15 Autumn 15 Review 25/11/15 CW Policy agreed by Oct 15</p>	<p>Children responding to marking in purple pen Progress made. Evidence in books of learning moving forward. New policy written, agreed by governors</p>	<p>Acting HT LP, Assistant HT KW Governor JB Sep 15</p>	<p>Work scrutiny September 28th Drop ins 12th – 22nd Oct Learning walk Sharing feedback on marking in staff meeting time. November 12th</p> <p>What difference has the new marking made on children's learning?</p> <p>How do you know that marking is having a positive impact on children's learning?</p>	<p>INSET /staff meeting time. SLT's time.</p>
<p>Objective 1.2 All lessons engage all pupils throughout each lesson as reflected in pupils' making good progress.</p>						

Actions	Lead Person	Dates	Performance Milestones	Monitored by	Monitoring Strategy	Resources
1.2a Review the organisation of lessons to ensure that independent groups are fully engaged and challenged.	Acting HT LP	Oct and Nov 15 Progress reviews 16 th Dec 15 th March 12 th July 16	All children make progress due to careful monitoring by the teacher and SLT TA training on working with groups 2 nd Nov and 22 nd Feb	SLT LP,KW, GJ,EE Link advisor CW.	Lesson observations, planning scrutiny, discussions with children and staff. Progress reviews	SLT time SENCO time
1.2b Ensure that Teachers and Teaching assistants know which children are included in each group (DSEN, Gifted and Talented) Year Group discussions to take place (T and TAs)	SLT LP,GJ, KW, EE	Autumn 15	Discussion with teachers and teaching assistants will show they know which children are in the groups.	SLT	Drop ins 12 th - 22 nd Oct Learning walks Discussions Observations See monitoring schedule	SLT time
1.2c Provide children with DSEN/ Pupil premium/ more able with appropriate, challenging learning opportunities to enable them to make progress in line with national expectations. Monitor if interventions are effective or repeated.	SENCOs EE HW	Progress reviews 16 th Dec 15 th March 12 th July 16	Provision mapping is clear and effective measured by progress of children. Groups of pupils make appropriate progress/ attainment Gap is narrowed between groups and others (nationally) – termly progress reviews	SLT KW.LP.EE. GJ	Lesson observations Planning scrutiny October 2015 Pupil interviews Oct 12 th to 22 nd	SLT/SEN CO time
Objective 1.3 Progress of pupil premium children to accelerate so that it is close to that of other pupils in school and other pupils nationally. (Raise on Line) Specifically in 2015/16 cohort Yr 3 in reading ,writing and maths, Yr 4 in reading, Yr 5 in writing and maths, Yr 6 in reading						
1.3a Complete a pupil premium action plan. Action plan reviewed and evaluated.	Acting HT EE LA Link Advisor	Sep 30 th 2015 Oct 15	Action plan completed Action plan evaluated and revised Action plan given to teachers and TA s	SLT LP,KW,GJ, EE	Action plan annotated and reviewed	Link advisor's time ½ day 22/9/15
1.3b Ensure Teachers and Teaching assistants know which children are disadvantaged and are aware of the gaps in attainment and rates of progress.	Acting HT LP	Autumn 15	The gaps between Pupil premium children and non PP children (school and national) narrows All staff given names of PP children All staff given GAPs data Gaps data analysed and compared to same last year (July 2014) Teachers and TAs review the data together.	SLT MMT	Learning walks Discussions Progress reviews	SLT 's time

Compare July 14 and July 15 data. Compare school data with national data.						
Actions	Lead Person	Dates	Performance Milestones	Monitored by	Monitoring Strategy	Resources
1.3c Monitor the gaps in attainment between disadvantaged children and those who are not disadvantaged (Nationally) Teachers to take steps within each lesson to accelerate the progress of those in receipt of pupil premium. Ensure Pupil premium children are challenged.	Acting HT LP	Progress reviews in place. Dec.15 March,16 July 16	Termly analysis shows that gaps are narrowing in Reading, Writing and Maths.	SLT KW, Governor	Analysis of termly data with governors ; work scrutiny; planning scrutiny; lesson observations; discussions with pupils. Learning walk October 15 Governor JB	SLT KW, EE,CB.N C, BA, HW, LC, KK
1.3d To create provision mapping for disadvantaged children. <ul style="list-style-type: none"> Monitor the interventions and their effectiveness. Keep an accurate record of interventions/costs. Include pupil premium children in discussions about their learning. Monitor the variety of experiences and are they matched for the children's needs. 	SENCO EE	Twice each term Pupil interviews 12 th /22 nd Oct	Provision mapping in place and effective in closing the gaps. The gap in attainment between the disadvantaged children and other children both in school and nationally is closing.	SLT /LA Link advisor.	Acting HT LP SLT to work with teams Pupil interviews HW,EE,LP How can you show that the pupil premium money is spent effectively and how will you show the impact?	EE's time ½ day per week LP's time Staff meeting time.
1.3e The performance management targets to be based on closing the gap between pupil premium children and others nationally. CPD in place as needed.	GJ	Sep 15 Oct/Nov TAs	Performance management programme in place. All teachers and TAs know their targets	Acting HT LP	Performance management observations.	GJ's time Staff time for performance manage

						ment meetings CPD needs. Training costs
1.3f Member of SLT to be responsible for monitoring Pupil Premium provision and interventions	SENCO EE	Autumn 15. Dec 16 th 15 March 15 th and July 12 th 16	Member of SLT appointed to the role Monitoring after each six week programme in place Half termly staff meetings in place to discuss PP provisions Provision is effective and shown in improved attainment and gap closed.	SLT	Observations. Learning walks Book scrutiny Data/ termly progress review Provision mapping	EE's time ½ day per week for PP monitoring Teacher cost for 3x ams
Objective 1.4 To raise the profile of Teaching Assistants						
1.4a Performance management for teaching Assistants (TAs) to be led by the SLT	GJ		Performance management in place and all staff clear about the school targets and their responsibility in the SIP by Nov 2015	SLT KW, LP, EE.	Reviews, discussions, observations.	GJ's time Staff meeting time Training costs
1.4b Provide CPD for TAs so that they are clear about their accountability and their possible impact.	SLT LP, GJ, KW,EE		Fulfilling roles. Can discuss role and children. All children including pupil premium making good progress. Raising attainment. Researched discussed and acted on. Regular meetings for TAS to discuss relevant material. Monthly meetings TAs given data, and using data to track progress and next steps. TAs invited to ITrack training. TA training on grammar, marking, working with groups, 2 nd Nov and 22 nd Feb 2016	TA lead SLT	Performance management discussions. Discussions in TA meetings.	Training costs TA cover
1.4c Teachers to deploy TAs effectively. Looking at research on TAs	SLT LP, GJ, KW,EE		Teachers to be using TAs effectively Progress of all children to be good Teachers and TAs given research materials and discussed. Inset Day 7 th Sep / Staff meeting Sep/Oct 2015	MMT	Observations of deployment of TAs Learning walks. discussions	Staff meeting time

1,4d To appoint a lead TA to lead/coach/ encourage/all TAs.	Acting HT LP		TA in place by October 5 th 2015	SLT	Discussion with TA Observing TA	TA time Training time
1.4e TAs to attend training as appropriate and feed back to other TAs. /Teachers.	Acting HT LP GJ		TA on training and fed back to TAs Training maths Nov 9 th INSET Day TA training on GPS, marking, working with groups, modelling for children, high expectations 2 nd Nov and 22 nd Feb 2016	SLT	Discussion with TA Observing TA How will you know that TAs are deployed effectively?	TA time Training time
1.4f Teachers and TAs to work together in reviewing progress and analysing data. TAs to be included in monitoring schedule.	Subject leaders	Oct 15 After attending courses	TAs taking part in monitoring and feeding back to TAs, Teachers & MMT	Governor Acting HT LP	Learning walk feed back	TA' s time
Actions	Lead person	Dates	Performance Milestones	Monitor by	Monitoring Strategy	Resource s
Objective 1.5 To raise the attainment in Writing across the school						
1.5a To develop the role and responsibilities of the literacy team in supporting and monitoring improved outcomes in writing. Review the makeup of the literacy team Write new action plan for 2015 - 16 Literacy team taking part in monitoring schedule	Acting HT LP SLT KW, EE, GJ	Autumn 15	New members brought into the literacy team Literacy team has a clear view of data, gaps and strengths and has a clear plan in place for next steps. Action plan for 2015 -16 in place Monitoring outcomes are fed back to staff, next steps discussed and put into place.	Acting HT LP Assistant HT KW	Learning walk Pupil interviews reading July 2015 High ability girls Sep Pupil premium Dec15	Team's time Resource s needed
1.5b Ensure that high expectations in literacy skills are apparent across the curriculum for all children including groups of children. Boys/Girls. SEND/PP	MMT/Subj ect Co- ordinators BA. KW, BC, HW	Nov 15	Improved GPS standards across the school; enhanced quality of written work in all subjects; The gender gap in attainment is narrowing. Moderating of literacy skills across foundation subjects shows that attainment in writing is increasing.	SLT LP,GJ,EE	Lesson observations, work scrutiny How will you know that all staff have high expectations?	Co – ordinator s' time for monitori ng

1.5c Continue to embed Grammar and punctuation, word and sentence work in literacy teaching across the school. To use the moderation of SPAG.	Literacy team	Nov 17 th	Progress reviews show we are on track to achieve 85% at expected in each year group/class.	Acting HT Assistant HT Governor	Work scrutiny Observations Planning Termly progress reviews Dec, March, July	Staff time and staff meetings
1.5d Monitor the provision and teaching of new primary curriculum, ensuring cross curricular links are clear and embedded	MMT/Subject leaders	Autumn 15	New curriculum is taught with creativity and high expectations across the school. Children engaged.	SLT	Observations. Learning walks Discussions with children. Work scrutiny Planning scrutiny; moderation sessions	Staff time and staff meetings
1.5e Maintain and upgrade outdoor areas so that children benefit from more stimuli for writing	EE	Spring 16	Outdoor areas are attractive and a suitable learning environment.	SLT KW, ,GJ.LP	Drop ins; provision audit	School budget for outdoor resources
1.5f Continue to improve outdoor provision in EYFS with a focus on literacy, nursery and reception. Door & hooks in place. Necessary equipment in place for outside learning.	Nursery teacher	Autumn 15	Outside reception class door and ramp completed Equipment in place for the outside area. Planning in place for the outside learning	EYFS coordinator EE	Scrutiny of ROVs and reports to School Progress Review meetings Property meetings half termly	Staff time.
Actions	Lead Person	Dates	Performance Milestones	Monitor by	Monitoring Strategy	Resources
1.5g Through work scrutiny and moderation ensure that teachers make accurate judgements when assessing without levels. <ul style="list-style-type: none"> Staff meetings discussions Moderation meetings with cluster schools – Ongoing Moderation activities with cluster schools. 	SLT LP, EE,KW,GJ	28 th Sep, Nov 17 th 2015 Spring 2016 Half termly staff meetings	All staff confident in assessing children's writing without levels.	MMT BA, BC,NC, LC,KK, CB,HW.	Work scrutiny Progress reviews Triangulations Moderations How will you show progress with the assessing without levels?	Staff meeting time

Year group moderations						
Objective 1.6 To continue to improve the pupils' outcomes in spelling.						
1.6a To ensure the letters and sounds learning is taken back into the classroom. <ul style="list-style-type: none"> Key stage discussions. Spellings to be fed back to class teachers from the L&S groups. Ensure spellings are applied in all writing for each phase. 	Assistant HT KW	Each half term	Spellings used in own writing in class. 78% of year 1 children to pass the phonic screening June 2016 (2014 national average 74%) 90% of children to pass Year 1 phonics by end of year 2	MMT BA, BC,NC, LC,KK, CB,HW	Learning walk Work scrutiny Assessments of year 1 and 2 phonics termly Termly reviews with year 1 teachers Dec March and June	TA/Teacher's time.
1.6b TA to work with Year 2 children who have not passed the phonics screening. To be regularly reviewed.	Assistant head KW	Dec15, March 16 and July 16	90% passing screening by end of year 2 July 2015	SENCO EE	Intervention review Progress review Provision mapping.	TA time
1.6c Embed the use of chatter boxes in Year 1.	Year 1 teachers	June 2015	Speaking and Listening skills in Year 1 improved; gaps narrowed in Reading comprehension.	Assistant HT KW	Improved outcomes in Reading outcomes; parental responses. Pupil interviews.	Range of suitable objects to initiate discussion.
1.6d Phonic teaching to continue into key stage 2. Spelling bee. To review and resource the spelling teaching.	MMT CB	Autumn 15 Reviews Dec15, March 16 , July 16.	Secure use of phonics used for spelling Spelling data improved. 85% achieve at least 17/20 for spellings at the end of Key stage 2. New spelling scheme ordered and in use.	Literacy team CB KW BA	Learning walk Progress reviews observations	
Actions		Lead Person	Performance Milestones	Monitored by	Monitoring Strategy	Resources
Objective 1.7 To continue to improve reading across the school to ensure 85% in each year group are achieving age related expectations						

1.7a To set up reading buddies Year 6 with year 2 boys Year 5 with year 1 children. <ul style="list-style-type: none"> • Invite authors/illustrators/visitors • To encourage reading for pleasure. • Theme days to enhance literacy. • Use reciprocal reading more widely. • Topics to cater for boys interests and monitor boys reading in key stage 2 • To review reading scheme books (girls) 	Assistant HT KW	Autumn 15 Obs 30 th Sep & 10 th Nov	Buddies set up and used Reciprocal reading in place and effectively used. Junior Library used regularly by all classes to raise interests in reading. Time table in place for library Displays promote reading. Reading scheme books in place and the reading selection catering for all children's interests. Reading club at lunchtime. Skills for reading comprehension being systematically taught.	MMT BA, BC,NC, LC,KK, CB,HW Literacy team Governor	Pupil interviews Reading records Reading data/ progress reviews	Literacy team's time
1.7b Accelerate progress in Reading in Key Stage 2 through focused questioning and differentiated activities. <ul style="list-style-type: none"> • Train staff in the use of higher order questioning skills. • Staff meeting 	Assistant HT	Autumn 15	More children (85%) attain age related expectations and above by the end of Key Stage 2	SLT	Evaluation of assessment results and tracking; planning scrutiny. Reading record books. observe reciprocal reading	Assistant Headteacher's time.
Objective 1.8 Ensure the baseline in nursery is an accurate reflection of individual pupils' starting point.						
1.8a To review the base line assessment and moderate its accuracy	EYFS coordinator EE	Autumn 15 Baseline Oct 2015 Dec 15, Feb 16 March 16, June 16	Secure and accurate assessments in place. Use of regular reviews. Baseline Oct 2015 accurate assessments Dec 15, Feb 16 March 16, June 16	Link advisor CW	Moderation Meetings EE with Nursery teacher 24/9/15 How will you know if the assessments are accurate?	Meeting time
Actions	Lead Person	Dates	Performance milestones	Monitor by	Monitoring strategy	Resources
Objective 1.9 To ensure more children confidently apply their maths skills						

<p>1.9a Extend opportunities for the application of maths skills through investigations, problem solving and cross curricular application.</p> <ul style="list-style-type: none"> • Use of the five types of problem solving • Maths events are used to enhance the curriculum – themed days, cross curricular days. • To use Maths competitions (Nov15th Leicester) also with Cluster schools. • Staff meeting with consultant. • Review and decide on a planning format to reflect mastery approach. 	<p>Num Team LA consultant</p>	<p>15th Sep 29th Sep Nov 15</p>	<p>Assessment results in Maths show improvement across the school; 85% at ARE in each year group. Children are more able to discuss and apply links between areas of Maths evident in lessons and assessments. Children have a very secure understanding a basic skills to apply across maths topics. Staff meeting to review problem solving Spring 2016 Use of mastery approach is evident in maths lessons.</p>	<p>SLT</p>	<p>EYFS learning walk with Governor EE Lesson observations; work scrutiny; discussions with children; analysis of assessment results.</p>	<p>Teaching materials Numeracy team's time. Staff meeting time INSET time</p>
<p>1.9b Challenge more able pupils within Maths lessons through differentiated tasks; open ended questioning and opportunities for independent exploration. Provide CPD for teachers and TAs</p>	<p>Numeracy Team</p>	<p>Autumn 15</p>	<p>85% of children attain or exceed age related expectations in each class by July 2016 Teachers & TAs fed back on next steps from training.</p>	<p>SLT</p>	<p>Lesson observations; work scrutiny; Governor discussions with children; analysis of assessment results.</p>	<p>Teaching materials</p>
<p>1.10a Review and implement effective PHSE provision</p> <ul style="list-style-type: none"> • share a comprehensive action plan with all staff • provide more opportunities for spiritual experiences and 	<p>PHSE leaders CP, KW. (DSL CC)</p>	<p>Autumn 15 Course 3/11/15</p>	<p>PSHCE action plan in place PSHCE subject leader attended a training course. Planning to show experiences/visits/visitors/ for children. Planning shows reflection time is in place. The curriculum has opportunities for spiritual development and safeguarding issues being</p>	<p>Acting HT</p>	<p>Discussions with children. Learning walk. Planning and work scrutiny.</p>	<p>Staff meeting time Cost of training.</p>

<p>creating and imagination in the curriculum</p> <ul style="list-style-type: none"> • Implement the emotional, health and wellbeing education into all areas of the curriculum. • Provide CPD for staff. 			<p>taught</p> <p>A programme to support emotional and mental wellbeing is in place.</p> <p>A British values statement is shared with staff and parents</p> <p>The teaching of British values is addressed through the curriculum.</p>			
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<p>KEY ISSUE 2: LEADERSHIP AND MANAGEMENT</p>	<p>Improve the effectiveness of leadership and management by:</p> <ul style="list-style-type: none"> • ensuring that subject leaders and the leaders responsible for disabled pupils and those who have special educational needs have the skills and opportunities to make robust checks and accurate evaluations of the impact of their work to improve pupils' achievement • ensuring that the school's improvement plan has clear milestones so governors and leaders can check the extent to which actions are having the desired impact on pupils' achievement • ensuring that governors strengthen their systems for gathering information so they can hold leaders to closer account for the progress of different prior attaining groups of pupils • ensuring that the school website contains relevant and up-to-date information to help parents become more informed on how they can support their child's learning. 	
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<p>Success Criteria</p>	<ul style="list-style-type: none"> • Through committee meetings, it is clear that Senior leaders and governors work together to ensure that the school improvement plan and consequent actions have a clear focus on groups of pupils who underachieve as per the monitoring and evaluation programme. This is evident in the governors' minutes. • Training and support for staff (teachers and Teaching Assistants) is focused upon raising the attainment of all pupils and closing the gaps between disadvantaged pupils and others. • The School Improvement Plan has clear termly milestones so that governors can measure progress of Year Groups. • Middle leaders are extending their monitoring and evaluation skills across key stages to include more observations and coaching of staff in lessons, followed up with constructive dialogue that leads to better pupil progress. • Governors are more effective in using the information they gather through monitoring to hold school leaders to account. • The school website is a useful and compliant tool for parents to gain insight into the school's progress and their role in supporting the education of their children. 	<p>Evaluation</p> <p>Evaluative reports at local authority School Progress Review (SIRR) meeting in Autumn 2015.</p> <p>Scrutiny of pupil progress data (tracking).</p> <p>Scrutiny of lesson observation, planning and pupils' work.</p> <p>Records of visits (ROVs).</p>
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		Discussion with pupils. Analysis of end of year outcomes and RAISEonline. Governors minutes and reports
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Actions	Lead Person	Dates	Performance milestones	Monitored by	Monitoring strategy	Resources
2.1a Gov The governing body to ensure that all governors are engaged, attend meetings and contribute to the progress of the school.	Chair of governors	All year	Full governing body attending majority of meetings.	Chair of Gov	Scrutiny of attendance records for governors; skills audits; evaluation of the effectiveness of meetings.	Governors' time
2.1b Gov Governors to support the acting HT through performance management process, including the setting and reviewing of objectives.	Link Adviser	Dec 15 March 16. July 16	Set for Acting Headteacher in Autumn term Reviewed at the end of the Autumn term. New targets set for new HT April 2016 Reviewed in July 2016 final review in November 2016.	Governors Link advisor	Scrutiny of ROVs and reports to School Progress Review meetings; feedback from governors; monitoring of governor minutes.	Adviser time (1.5 days)
2.1c To review the 2014 -15 action plan. To set up a new action plan for 2015 -16	Acting HT	Dec 15, March 16, July 16	Action plan reviewed, new targets set as required.	Chair of Govs BH Link adviser. CW Governors	Half termly review of actions and timetable for monitoring.	Acting HT's time Link advisor's time ½ day
2.1d Govs Governors are systematic in the way that they check the school's progress and record its questions in a systematic way.	SLT LP, KW, EE, GJ Link Adviser Carolyn Wood	Termly	Termly review meetings with SLT, MMT Link Advisor	Link advisor CW Govs	Scrutiny of School Progress Review meeting minutes.	Adviser time, Consultant time
2.1d Gov The Governors to take part in the agreed schedule for monitoring and evaluation.	Chair of Gov BH /Acting HT	Termly	By end of Summer Term 2016, governors have taken part in scrutiny of planning and children's	Govs	See Monitoring and Evaluation Schedule; feedback to governing body.	Staff time

	Monitoring schedule given to governors' Children and Learning Committee			work; data analysis and learning walks. Visit record completed and given to Clerk and Acting HT			
2.1e	The Governors to take an increasingly proactive role in the process of establishing critical questioning.	Chair	Autumn 15 Spring & Summer 16	Annual plan of visits met. Monitoring schedule completed with governors. Governors have a clear understanding of the school's performance.		Governing body minutes. Records of Visits/monitoring by gov's.	
2.1f	Children and learning committee is active in scrutinising data and reporting back to the governing body.	Acting HT	12th Oct 15 Jan 16, April 16, July	Governors have a good understanding of the school's data from July 2015 Raiseonline and the Derbyshire Primary Data Book, scrutinised at the Children and Learning Committee	Chair of Govs BH	Minutes of Governors' children and learning committee meetings will show understanding of data with appropriate questioning to hold the school to account.	Acting HT's time
2.2a	To further develop the capacity and skills of the leadership team Increase the impact on the whole school in specific areas.	Acting HT	Sep /Oct 2015 Through out the year	Clear SLT in place Leadership team clear about their roles.	Link Advisor CW GJ	SLT is impact is evidenced around the school	Training Time for classroom monitoring
2.2b	SLT to Establish and manage a schedule of Monitoring and Evaluation for Autumn term 2015, Spring term 2016 and Summer term 2016.	Acting HT LP	Review Dec2015 March 2016 and July 2016	All monitoring to be carried out by July 2016 evaluations shared and used to establish next steps	MMT	See schedule	MMT meeting time; release time for teachers
2.3a	SENCOs and subject Co – ordinators continue to have opportunities for monitoring and instigating improvements in provision. Monitoring schedule reviewed and a new termly schedule devised at MMT meeting.	Acting HT LP	Autumn 15 Half termly	SENCOs and Co – ordinators of core subjects have observed teaching and scrutinised planning / children's work, giving feedback to teachers and adjusting practice accordingly. Monitoring schedule in place and evaluated.	MMT	See schedule	MMT meeting time; release time for teachers

2.3b	Provide time for subject leaders to review action plans and amend as necessary	Acting HT LP	As needed	Action plans reviewed and new plans in place, handed into acting HT. Reviewed and evaluated regularly. Termly. Reviewed in MMT meetings	Assistant headteacher KW	Action plans discussed. Reviewed.	MMT/ subject leaders' time
2.3c	Review the role and expectations of the MMT team so that each member is clear about their role. Continue to support middle leaders in extending their monitoring and evaluation skills through joint observations, learning walks and book scrutiny, quality assuring their judgements.	SLT	Nov 5 th 15 Dec 2 nd	MMT clearly understand their role and carry out those responsibilities. See monitoring and Evaluation Schedule. MMT have a clear understanding of the school's data and children progress in their subject.	SLT	Scrutiny of ROV and reports to School Progress Review meetings	
2.4a	Carry out termly Progress Review Meetings with teachers, in order to identify good progress and areas for acceleration, with particular emphasis on disadvantaged groups.	SLT		Dec 2015, April and July 2016 Feedback to Link advisor Feedback to staff Inset day 7/9/15 staff given July 15 review .	Acting HT Link Advisor CW	ROV Records of discussions showing identified interventions and tracking.	Staff time Link advisor's time
2.4b	Use electronic tracking system to aid tracking for assessing without levels and data analysis, including gaps between identified groups and the rest of the pupil population.	SLT	Autumn 15 Spring 16, Summer 16	Staff accountable for the accurate input of data and for tracking disadvantaged pupils.	Acting HT	Use of program to improve efficiency of data analysis and evaluation of interventions.	iTrack package; staff time
2.5a	Ensure the school website complies with DfE as well as DCC requirements and that it provides an accessible, informative and productive resource for parents.	EE Acting HT LP	Autumn 15	Website fully compliant and up to date including Ofsted requirements. October 2015 Governor information on website. October 2015 Website governor met with EE Sep/ Dec/ March/June Web app in place for parents Dec 2015	Website Governor DR	Website Governor reports to the governing body.	EE and Acting HT time

			Website being used to support parents with their child's education. Homework /display in place. Website on school stationary.			
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