



Heaton St. Barnabas CE Primary School Improvement Plan 2016 – 17

Constructed by school leadership: July 2016
Priorities approved by Governors: October 2016
Priorities shared with all staff: 5 September 2016

Vision

'Our school is an exciting, fun and friendly place where everyone is safe, valued and encouraged to be world class learners, developing confidence and a thirst for knowledge, trusting in God and realising our talents to create our future'

School Self Evaluation

Following the annual review and evaluation the following judgements were made:

- **Overall effectiveness - Good**
- Leadership and management - Good
- Teaching, learning and assessment - Good
- Personal Development, behaviour and welfare - Good with Outstanding
- Outcomes - Good
- Early Years provision - Good

Our areas for improvement to move the school rapidly to securely good/outstanding are:

AFI 1: To accelerate progress and rapidly raise standards in reading, writing and mathematics across the school, across all subjects, for all groups by:

- Developing effective strategies to promote high standards of language and literacy building on the current reading (text recognition) and EGPS levels.
- Developing effective strategies to enable all pupils to become fluent in the fundamentals of mathematics, reasoning mathematically and solving problems.

AFI 2: To ensure that all teaching across the school is good or better by July 2017 by:

- Ensuring that all teachers (and where appropriate HLTAs and teaching assistants) make accurate and productive use of assessment and capitalise on AFL using feedback and marking
- Ensuring teachers use their secure subject knowledge to plan interesting and challenging activities and that they adapt to the strengths and needs of all pupils, particularly most able and disadvantaged pupils

AFI 3: To ensure that behaviour and safety at the school is moving securely from good to Outstanding by July 2017 by:

- Reviewing, improving, communicating and consistently implementing the school's agreed behaviour policy and procedures
- Reviewing and improving the provision to ensure that all pupils understand, respond to and are aware of the school's Ethos and Mission to secure positive attitudes to learning and attendance in school.

AFI 4: To increase the effectiveness of leadership and management at all levels so as to improve the quality of provision and improve outcomes for pupils in line with the targets set for July 2017 by:

- Improving the systems used and actions taken by leaders to secure sustainable improvements to teaching, learning and assessment.
- Developing the role of middle leaders
- Improving the effectiveness of the governing body

Targets

This school improvement plan, if effective, will help the school achieve or exceed the following ambitious targets for children and pupils by July 2017:

Attainment targets	All	Boys	Girls	PP	Nation al
% with a GLD at the end of EYFS	73.5%	58%	73%	67%	70%
% exceeding GLD at the end of EYFS	63%	56%	71%	65%	63%
% achieving the expected standard in phonics by end of year 1	82%	71%	82%	75%	81%
% achieving the expected standard or above in reading at the end of year 2	88%	74%	86%	75%	74%
% achieving a high standard in reading at the end of year 2	42%	38%	46%	31%	24%
% achieving the expected standard or above in writing at the end of year 2	78%	76%	81%	69%	65%
% achieving a high standard in writing at the end of year 2	37%	32%	42%	40%	13%
% achieving the expected standard or above in mathematics at the end of year 2	87%	91%	81%	77%	73%
% achieving a high standard in mathematics at the end of year 2	38%	32%	46%	23%	18%
% achieving the expected standard or above in EGPS at the end of year 2	63%	65%	78%	60%	TBC
% achieving a high standard in EGPS at the end of year 2	18%	28%	14%	15%	TBC
% achieving at the expected standard in science at the end of year 2	82%	79%	85%	85%	82%
% achieving the expected standard in reading or above at the end of year 6	65%	61%	68%	60%	66%
% achieving a high standard in reading at the end of year 6	10%	11%	9%	8%	19%
% achieving the expected standard in writing at the end of year 6	88%	81%	100%	92%	74%
% achieving a high standard in writing at the end of year 6	31%	28%	36%	24%	15%
% achieving the expected standard in mathematics at the end of year 6	68%	74%	55%	68%	70%
% achieving a high standard in mathematics at the end of year 6	5%	8%	0%	8%	17%
% achieving the expected standards in R,W and M at the end of year 6	51%	53%	45%	44%	53%
% achieving at a higher standard in R,W and M at the end of year 6	0%	0%	0%	0%	5%
% achieving the expected standard in EPGS at the end of year 6	78%	75%	82%	76%	72%
% achieving a high standard in EGPS at the end of year 6	12%	11%	14%	4%	23%
% achieving at the expected standard in science by the end of year 6	91%	86%	100%	91%	80%
Progress targets					
Progress scores for reading from key stage 1 to key stage 2	-1.05	NA	NA	NA	NA
Progress scores for writing from key stage 1 to key stage 2	+5.06	NA	NA	NA	NA
Progress scores mathematics from key stage 1 to key stage 2	- 0.8	NA	NA	NA	NA
Personal development, behaviour and welfare targets					
% Attendance of statutory age children and pupils	94.8%	95%	94.6%	93%	96%
% Attendance of statutory age children and pupils inc Eid	95.6%	95.3%	95%	94%	96%
% Persistent Absence	85.3%	86%	85%	85%	90%

AFI 1: To accelerate progress and rapidly raise standards in reading, writing and mathematics across the school, across all subjects for all groups		SLT Lead
Mile stones and success criteria to support monitoring and evaluation by governors and SLT <ul style="list-style-type: none"> • In EYFS, the proportion of pupils achieving a GLD will be above the school data of July 2016 of 72% of pupils achieving a GLD • In KS1 attainment will be in line and above national expectations. The number of high attaining pupils will be in line with national expectations demonstrated through highly effective and consistent challenge for HA pupils. • In KS2, the number of pupils making expected progress will be at or above national expectations and the number of pupils making more than expected progress will be at least 30% narrowing the gaps to the national outcomes 		
By December 2016	By April 2017	By July 2017
<p>Leaders to complete pupil progress meetings, identifying precise actions required for pupils not on track to achieve agreed targets each half term.</p> <p>Intervention programme to be set up and monitored each half term through ongoing monitoring schedule of:</p> <ol style="list-style-type: none"> 1. Observation 2. Work scrutiny 3. Environment scrutiny 4. Moderation 5. Planning scrutiny 6. Pupil discussion <p>Autumn 1 Complete Key levers and actions and ensure intervention is implemented</p> <p>Autumn 2 Monitor intervention and assess pupils in Dec for impact</p>	<p>Spring 1 Review Milestones and add more robust actions to focus on pupils who have made no progress</p> <p>Spring 2 Reassess Feb half term</p> <p>Test technique / Revision week/ fortnight prior to SATS, SATS week, pupils to check and review their SATS papers for misconceptions</p> <p>Devise 6 week catch up programme for pupils not making sufficient progress and reassess at the end of July</p>	<ul style="list-style-type: none"> • Key stage 2 results place the school's performance in line and above the DfE's floor standard • All attainment and progress targets met or exceeded (see page 3) • Results in the English, grammar, punctuation and spelling test (EGPS) are close to or at national figures at the end of key stage 1 • Results in the English, grammar, punctuation and spelling test (EGPS) are at or above national figures at the end of key stage 2 • In year progress data, work in books and direct observation of learning clearly indicate that across almost all year groups, and in a wide range of subjects, pupils are making strong progress considering their different starting points

Objective	Actions including CPD	Date/s	Lead	Costs	Outcome	Monitoring	Status
1.1 To develop effective strategies to promote high standards of language and literacy building on the current reading (text recognition) and EGPS levels.	Talk 4 Writing CPD for all teachers	7/10/16 Ongoing throughout the year	SLT	£7000	Confident readers and writers. High quality teaching and learning	Project leaders and SLT	SLT
	Coaching cycle to support weaker teaching.	Ongoing throughout the year	SLT		Quality first teaching	DHT's	SLT
	Identify which pupils need targeted intervention Year 6 Writing groups – exceeding / HMWK Club	Every half term	DHT	NA	Narrowing the gaps for disadvantaged groups and accelerating progress for more able	RI	SLT
	Attractive Reading areas in each class across school	September 2016	SMT	£1000	Pupils have an engagement with and love of reading	S.Bakal Lit Coord	SMT
	Collaborative CPD with other high achieving schools	29/9/2016 7/10/16 Ongoing 2016/17	Exceed	£500	Collaborative support networks, shared good practise	SB / HT	SLT
	Literacy Coordinator network meetings	October 2016, February 2017, June 2017	SB	£350	Updates to share with all staff at termly meetings	SB	SMT
	Read / Write Spelling programme	Every year investment	SB	£600	Consist approach to teaching spellings across school	SB to SLT	SMT
	Book Scrutiny Planning Support DHT / TLR's	Every Half term	Sb SLT	NA	Consistent approaches to teaching & learning	SB to SLT	SMT
1.2 To Develop effective strategies to enable all pupils to become fluent in the fundamentals of mathematics, reason mathematically and solve problems.	Maths	Staff CPD termly to keep updated	JS	NA	Consistent approaches to using models and images	JS to SLT	SMT
	Maths External CPD	Staff external training – mathematical calculations / agility	Sam Adams	£600	Improve the standards in mental maths across school	JS/HT	HT
	Book Scrutiny	SLT to scrutinise books half termly	SLT	NA	Consistent approaches and increasing expectations	JS/ SLT	SLT
	Test Papers to practise mental agility	JS to monitor with year 5/6	JS	£300	Improve test outcomes	JS/Y5/Y6	HT
	Booster classes SATs support classes	JS to run booster sessions for pupils and coaching for staff	JS/KS2 Staff	NA	Improve teaching and learning and standards in maths across KS2	JS / KS2 Staff	HT
Evaluation – have the Success Criteria been met or exceeded?							

AFI 2: To ensure that all teaching across the school is good or better by July 2017		SLT Lead
Mile stones and success criteria to support monitoring and evaluation by governors and SLT		
<ul style="list-style-type: none"> • Improve the consistency of marking and feedback so that pupils understand their next steps and standards are raised • Improve the quality of teaching in KS1 & KS2 through coaching, monitoring, book scrutiny and performance management • Improve the standards and provision in Physical education so that Sports Premium funding is used effectively • Review and develop further the curriculum using the Cornerstones so that pupils receive a broad and balanced curriculum • To increase the proportion of good and outstanding teaching in RE so all pupils maximise their achievement. 		
By December 2016	By April 2017	By July 2017
<p>Autumn 1 Review and agree 'Marking and feedback' policies and communicate to all staff. Model revised 'marking and feedback' procedures to all teaching staff including TA's. Identify how 'marking and feedback' outcomes are included in, and impact future planning, teaching and learning. Incorporate the objectives of the curriculum into the annual planning cycle; purchase new resources for topics and arrange visits / visitors to engage the pupils. Planning Support for teachers</p> <p>Autumn 2 Observe, monitor and embed 'marking and feedback' procedures in teaching and learning. Monitor and evaluate the impact of 'marking and feedback' on pupil outcomes. Monitor and review the teaching of the curriculum through timetabled observations, scrutiny of pupils' work, planning & assessments of subject areas</p> <p>Monitoring of RE teaching and learning across school – drop ins by RE coordinator and book scrutiny.</p>	<p>Spring 1 Review Mile stones and add more robust actions to focus on pupils who have made no or low progress</p> <p>Spring 2 Identify the key areas of PE that are to be measurably improved through the use of Sports Funding, creating a PE action plan. Implement actions, resources and timetabling to improve PE in the key areas. Create and conduct a PE pupil survey which evidences pupil engagement in the key areas identified for improvement. Analyse and evaluate the survey responses to measure impact and improvement Communicate outcomes via the school website.</p> <p>Monitor and review the teaching of the curriculum through timetabled observations, scrutiny of pupils' work, planning & assessments of subject areas.</p> <p>Monitoring of RE teaching and learning across school – drop ins by RE coordinator and book scrutiny. Devise 6 week catch up programme for pupils not making sufficient progress and reassess at the end of June</p>	<ul style="list-style-type: none"> • Key stage 2 results place the school's performance in line and above the DfE's floor standard • All attainment and progress targets met or exceeded • Results in the English, Maths and Writing are close to or at national figures at the end of key stage 1 • In year progress data, work in books, the direct observation of learning clearly indicates that across almost all year groups and in a wide range of subjects pupils are making strong progress considering their different starting points • Marking and feedback will be consistent; high quality and focussed on the next steps for learning resulting in outstanding practice that raises pupil achievement. • The teaching of PE is at least good and pupil engagement and enjoyment is improved • Outcomes of teaching and learning are at least good with at least 50% outstanding across school.

Objective	Actions including CPD	Date/s	Lead	Costs	Outcome	Monitoring	Status
2.1 Ensuring that all teachers and where appropriate HLTAs and Cover Supervisors make accurate and productive use of assessment and capitalise on AFL using feedback and marking	Assessment and Feedback CPD	20/10/16 Ongoing throughout the year	SLT	NA	Confidence in marking for staff. Pupils responding to comments and moving learning forward resulting in High quality teaching and learning	DHT / AHT / DHT's	SLT
	Coaching cycle to support weaker teaching.	Ongoing throughout the year	SLT	NA	Quality first teaching	SLT	SLT
	Identify which pupils need targeted intervention	Every half term	DHT	NA	Improved outcomes for disadvantaged / able groups	SLT	HT
	Training for HLTS's and Cover Supervisors	October 2016	SMT	NA	Improved marking and feedback at all times	AM/LM/AW	SLT
	Book Scrutiny	Every half term	SB / SLT	NA	Consistent approaches to Marking Feedback	SB to SLT	SMT
	Policy updated with all staff and governors	Autumn 1A 2016	DS	NA	All stakeholders following and accountable to policy	All SLT	SLT
	All marking codes laminated and visible in classes	Autumn 1A 2016	SB	£20	Consistent approach to marking and feedback to maximise learning	DS/AM/AW LM/JS/RI/SB	SLT
2.2: Teachers use their secure subject knowledge to plan interesting and challenging activities ensuring that they adapt to the strengths and needs of all pupils particularly most able and disadvantaged pupils	Coaching cycle to support weaker teaching.	Ongoing throughout the year	SLT	NA	Quality first teaching	SLT	SLT
	Performance Management Reviews 3x a Year Observations including monitoring challenge	Staff Directed time to meet and set personal targets, review and update.	DS/AM AW/LM RI	NA	Staff accountability to meeting targets and sustaining standards of achievement	DS/AM AW/LM RI	SLT
	Book Scrutiny / inc Curriculum books	SLT to scrutinise books half termly	SLT	NA	Consistent approaches and increasing expectations	Subject leaders / SLT	SLT
	Staff CPD for new RE Curriculum Begin process to gain RE Quality Mark	Implementation of new annual scheme of work set by the Diocese	DS/AM	£300	Improve Teaching and learning of RE Track, monitor and keep supporting evidence of RE.	DS/AM	HT
	Pupil progress meetings	Time to review pupil progress	SLT	NA	Monitoring and evaluating outcomes for pupils	SLT	SLT
	Sports coach support for teachers for PE lessons	Adam Sanders / Kate Grundy to lead and support Teaching of PE	All staff AS KG	£16000	Improve teaching and learning and standards in PE across school.	All Staff PE Coach Dance coach	HT
Evaluation – have the Success Criteria been met or exceeded?							

AFI 3: To ensure that behaviour and safety at the school is moving securely from good to Outstanding by July 2017 by:		SLT Lead
Mile stones and success criteria to support monitoring and evaluation by governors and SLT <ul style="list-style-type: none"> To ensure pupils' behaviour effectively enhances their learning so that a supportive learning culture is embedded throughout school. To review and refine anti-bullying policies and procedures so that pupil equality is enhanced. To further promote and enhance pupils' SMSC development, through a clear understanding of the 'Six British Values', in order to prepare children for life in modern Britain Improve standards of attendance in line with NA or above to improve pupils opportunities and attitudes to learning To embed our Christian distinctiveness, through the increased links with the church so that the School ethos will be evident within school and evidence of a strong and active partnership with the church and other community leaders. 		
By December 2016	By April 2017	By July 2017
Autumn 1 Improving attendance will be achieved through implementation of proactive, robust procedures reducing 'Overall Absence' and improving the Attendance from 94.8% to at least 96% or above. This will be ongoing and monitored termly Monitor levels of effective behaviour for collaborative learning Review expectations of relationships and values in action in terms of language, actions and attitudes in all relationships for all stakeholders. Election of School Council Autumn 2 1. Review of policies relating to anti-bullying in line with current government focus. 2. Analysis of misbehaviour into categories such as race, gender, religion, etc. to precisely address issues. 3. Identification of key actions to respond to the above analysis. E.g. anti-bullying week, Peace Pals, Pupil Surveys (OFSTED), Pupil Voice. 4. Train Peer Mediators for the new cohort 5. Develop a supportive learning culture where all pupils are strategically paired with pupils who can mentor them through the use of the Restorative Practise strategies. 6. Enhance involvement and partnership through effective, identified, communication channels. Identify opportunities for liaison with the church in the community both within and out of school.	Spring 1 Review Mile stones and add more robust actions to focus on pupils who have needed pastoral intervention for behaviour support. Spring 2 1. Achieve consistent uninterrupted learning across the school for all pupils through reinforcing the use of pupil support workers to reinforce the 6 values, assist vulnerable pupils with low self-esteem, distraction and de-escalation and conflict resolution for those who need guidance. 2. Reinforce the supportive learning culture for all pupils by strategically pairing LA and MA pupils with more able pupils who can mentor them through the use of the talking curriculum. 3. Demonstrate how pupils can positively contribute to the lives of others in the locality and wider. 4. Ensure pupils have an increased respect for their own culture and that of others through RE /assemblies. Monitor levels of effective behaviour for collaborative learning 5. Develop opportunities for engagement with the Church and create tailored and structured tasks that help embed the successful partnership.	<ul style="list-style-type: none"> Improved attendance to be in line or above NA 96% Pupils attitudes to learning continue to strengthen and impact on their learning capacity In year progress data, work in books, the direct observation of learning clearly indicates that across almost all year groups and in a wide range of subjects pupils are making strong progress due to positive behaviours for learning Links with St Barnabas Church and other leading community places of worship are strengthened. Increase the School Council and pupil voice in policy and decision making within the school so that pupils make an increased contribution and leadership and the profile of the school council is raised. The culture and Ethos of the school is strongly embedded within the schools everyday life. Monitor and evaluate the link and partnership with the church and how this impacts on raising the school profile.

Objective	Actions including CPD	Date/s	Lead	Costs	Outcome	Monitoring	Status
3.1 Reviewing, improving, communicating and consistently implementing the school's agreed behaviour policy and procedures	Staff ' Reflect Journey' CPD	12/9/16	DS	£600	Staff understanding the importance of spiritual reflection and attitudes towards each other Personal development and well being	DS	HT
	Reviewing the Behaviour Policy and Bullying Policy	Autumn 2 2016	SLT	NA	Consistent and clear approaches to behaviour management and following Anti bullying Policy and proceedures	AM	DHT
	Identify which pupils need targeted Pastoral intervention	Every half term	DHT's Teachers	NA	Improved outcomes for disadvantaged and vulnerable groups	SLT	HT
	Restorative Practise Training	12/10/2016	DS	£1000	Consistent and clear approaches to behaviour management across school	SLT	HT
	Peer Mediator Training	12/10/16	JA	£200	Pupils champion positive behaviour across school	Pastoral Leader	Staff
3.2: Reviewing and improving the provision to ensure that all pupils understand, respond to and are aware of the school Ethos and Mission in securing positive attitudes to learning and attendance in school.	Tree of life in the Hall for Worship and Reflection	Autumn 1B	WS	TBC	Focal point in school for pupils to acknowledge core values and vision of the school	DS	HT
	Development of teaching and learning Christian Values in class and worship	Ongoing all year around	DS	£120	Engagement of pupils to core values at school and with monthly homework activities.	DS	HT
	Attendance Officer to monitor and track attendance. Feedback to SLT weekly and monitor PA	Ongoing all year round	JSmith Teachers	NA	Improved outcomes for pupils and improved attendance	JS/DS	HT
	Pupil Voice Surveys	Autumn 1B	AM/DS/AW	NA	Pupils have the ability to contribute to school life and choices	SLT	SLT
	British Values assemblies, displays and core messages taught as part of everyday expectations	Autumn 1A and continued all year	AM	NA	Pupils understand they can make a positive contribution to their community.	AM/DS	SLT
Evaluation – have the Success Criteria been met or exceeded?							

AFI 4: To increase the effectiveness of leadership and management at all levels so as to improve the quality of provision and improve outcomes for pupils in line with the targets set for July 2017 by:		SLT Lead
Mile stones and success criteria to support monitoring and evaluation by governors and SLT		
<ul style="list-style-type: none"> To further develop the role of the staff and middle leaders in school so that the school's 'capacity to improve' is maximized. To develop the role of staff in setting high expectations for all pupils incorporating 'marking and feedback' so that child's learning is maximised. To extend the effective use of pupil voice so that a shared positive learning culture is embedded raising pupil outcomes. To allocate additional staff in response to pupil / cohort learning requirements so that the staffing structure reflects support that effectively utilises pupil premium to raise standards. To develop the parent's role in partnering with the school to help their child learn, so that their child's learning is maximized. To continue to develop the role of Governors to maximise their impact as leaders in hold the school's leaders to account 		
By December 2016	By April 2017	By July 2017
<p>Autumn 1 1. Staff and middle leaders will have defined roles and responsibilities resulting in increased accountability for standards of progress and attainment.</p> <p>2. Target setting for every child in every class clearly identified and shared with all teachers</p> <p>3. Election of School Council</p> <p>4. Election of PTA Members</p> <p>5. Development of Parental Engagement Officer Role and planned Parental engagement across the year.</p> <p>6. Performance Management targets set for new SLT.</p> <p>Autumn 2 Via triangulation High expectations will be evidenced through the effective use of marking and feedback procedures and application of 'BLP and attitudes to learning' resulting in increased pupil progress and attainment.</p> <p>Identify cohorts with the most need. Allocate support staff to particular roles targeting vulnerable / under achieving pupils.</p> <p>Design recording procedures for support staff to complete focussed intervention. Monitor and evaluate the effectiveness of the extra support via Pupil Progress meetings</p> <p>Governor Learning Walk</p>	<p>Spring 1 Review Mile stones and add more robust actions to focus on.</p> <p>Update Parent handbook including how to support the school and help their child learn at home, ensuring accessibility to all parents. Host Parent Induction Meetings ensuring the vast majority of parents fully understand and are supported in their role. Follow up parents who are unable to attend the above meetings using an appointment system. Identify parents who are not engaging with their child's learning and create tailored structured tasks that help parents support their child's learning through fortnightly appointments</p> <p>Spring 2 Review Performance Targets Set. Governor training – SHINE TBC Governor meet SLT</p>	<ul style="list-style-type: none"> Strengthened leadership structure building capacity for the school. Improved standards of Achievement across EYFS, KS1 and KS2 in all core subjects In year progress data, work in books, the direct observation of learning clearly indicates that across almost all year groups and in a wide range of subjects pupils are making strong progress due to positive behaviours for learning .Parental Partnership is continuously strengthening The School Council and pupil voice in policy and decision making within the school so that pupils make an increased contribution and leadership and the profile of the school council is raised. Governors are prepared for upcoming Ofsted Inspection and possible Academy conversion High expectations and effective marking and feedback consistently applied throughout school

Objective	Actions including CPD	Date/s	Lead	Costs	Outcome	Monitoring	Status
4.1 Improving the systems used and actions taken by leaders to secure sustainable improvements to teaching, learning and assessment.	DHT / HT covering PPA to strengthen, monitor and support teachers	All year round	SLT	NA	Improved outcomes for pupils, SLT engagement with teachers to improve standards	DS	HT
	Timetable observations, scrutiny of pupils work, planning & assessments of subject areas.	All year round on a monitoring cycle	DS	NA	Disseminate and embed skills through shared teaching to raise standards. Refine and embed the leadership procedures as part of an annual management cycle for senior leaders	DS	HT
	Parental Engagement timetable at parent information meetings. Parent workshops and training for English and nurture programme.	All year round calendar of events	DS LA	£1000	The vast majority of parents will fully understand and carry out their role in partnering with the school to help their child learn, resulting in an effective partnership with staff that enhances their child's learning.	LA/DS	PEW HT
4.2: Developing the role of middle leaders	CPD Training schedule for developing core leadership skills in their area of expertise	Termly reviewed	AM	£8000	Staff and middle leaders will have defined roles and responsibilities resulting in increased accountability for standards of progress and attainment.	AM	SLT
	Leadership team meetings including all new SLT	Weekly for SLT Monthly SMT	DS/AM/AW/ LM/SB/JS/RI	NA	To refine and embed the leadership procedures as part of an annual management cycle for senior leaders.	DS/AM/ AW/LM/SB JS/RI	SLT
	Staff Meeting CPD time for middle leaders to deliver training to teachers and report to Governors.	Termly see CPD Schedule	DS/AM	NA	Middle leadership will take increased responsibility for impact plans. To measure the impact of actions on pupil outcomes	JS/SB/RI/LM	SLT
4.3: Improving the effectiveness of the governing body	Governor Skills audit to be revisited in Governors meeting to establish key roles	Establish plan for each of the committee meetings	Governors DS	NA	Governor skills being used effectively to improve standards and achievement across school and hold leaders to account	Governors	SLT
	Governor Meeting with Diocese CEO	Establish plan of action for HSTB	Governors SLT	NA	Governors up to date on the academy agenda from Diocese	Governors	SLT
	Inspection Update training	SHINE - TBC	Governors	TBC	Inspection ready and clarity of expectations from governors	Governors	SLT
Evaluation – have the Success Criteria been met or exceeded?							

SCHOOL DEVELOPMENT PLAN 16 - 17

Objective:	Term 1		Term 2		Term 3	
	1A	1B	2A	2B	3A	3B
1. To continue to ensure that in all groups pupils make rapid and sustained progress across all subjects in all year groups. To ensure that pupils with the potential to be high attainers are constantly challenged.	Pupil progress meetings DHT – in class teaching Pupil premium teaching groups – interventions Year gp expectations Target setting	Lesson Observations 1 Coaching - cycle 1 Appraisal 1 Book scrutiny Triangulation Moderation – whole staff	Shine moderation Year 2/6 Coaching - cycle 2 Booster classes SATS parent workshops SLT Moderation 2/6	Lesson Observations – 2 Shine Triad triangulation Coaching cycle 2 cont Start cycle 3 Appraisal 2 Moderation	Coaching cycle 3 Pupil tutorials SATS – targets Moderation shine groups Yr6	Lesson Observations 3 Coaching cycle 4 End appraisal cycle 2016/17
2. To improve the quality of teaching across school through coaching, monitoring, book scrutiny and performance management to that attainment and progress is increased in specified areas.	Pupil progress meetings DHT – in class teaching Coaching Cycle 1 Year gp expectations Book scrutiny Maths/English TLR	Lesson Observations 1 Coaching - cycle 1 cont. Appraisal 1 PM targets Book scrutiny Triangulation Moderation – whole staff	Coaching - cycle 2 Booster classes SATS parent workshops SLT Moderation 2/6 PM mid-year review	Lesson Observations – 2 Shine Triad triangulation Coaching cycle 2 cont Start cycle 3 Appraisal 2	Coaching cycle 3 Pupil tutorials SATS – targets Moderation shine groups Yr6	Lesson Observations 3 Coaching cycle 4 End appraisal cycle 2016/17
3. To further develop the staff and middle leaders in school so that the school's capacity to improve is maximized	Coaching cycles and SLT team support meetings CPD training for English/maths TLR – BPIP middle leaders and Exceed CPD Early Exc EYFS Leader Restorative conferencing	SB English CPD Pupil progress meetings Talk4writing training – for project leaders and English TLR Appraisal targets/ PM Middle leader inset training	Moderation Monitoring middle leader action plans PM Target review SIP / Standards CPD Pupil progress meetings Coaching 2	Moderation EYFS/Year 2 and 6 prep meetings LA English shine working party groups for middle leaders English / Maths CPD Shared lesson observations	Leading schools –leading teachers in BPIP selected schools to shadow SHINE partnership leaders group sessions governors - feedback	Coaching 3 End of year feedback to SLT and Governors - middle managers to report back to governors at end of year meeting.
4. Improve the quality of RE Teaching and assessment. Pupils to engage with their spirituality and embed explicitly the Christian values.	Worship team CPD Staff training - reflect Tree of life / reflection areas. Harvest Service – Church	Amazing journey in school RE Book Scrutiny RE CPD staff training – RE teaching and assessment Report RE outcomes to Govs	RE Arts workshops – John Froud RE CPD – Godly play Amazing journey 2 Prayer Space	Book scrutiny Monitor - I can stickers Easter service – worship tea RE DAY – Hand 2 Mouth Prayer Space	Worship team Tree of life review Spirituality - Prayer Spaces	Planning spirituality for 2016/17 Review RE T&L Amazing journey – YR6
5. To improve quality and consistency of marking and feedback so that pupils understand their next learning steps and standards are raised.	Marking and feedback response sheets Book scrutiny DHTs – monitoring in classes	Book scrutiny with Shine HT Pupil tutorials week Marking and feedback training – Support staff TLR – Book scrutiny drop in	Marking and feedback – monitoring use of pupil response time and teacher comments Book scrutiny	Book scrutiny - SMT/SLT Pupil tutorials weekly Marking and feedback training – Support staff	Marking and feedback – monitoring use of pupil response time and teacher comments	Marking and feedback review – SLT Pupil progress handover – moderation of books
6. To ensure pupils behaviour effectively enhances their learning so that a supportive learning culture is embedded through school	CPD refresher training for all staff on restorative practise Conference training for new SLT School values embedded	Restorative CPD for lunchtime staff Clear expectations set within classes of behaviour Behaviour rewards Tree of life – values and ethos	Worship and class assemblies to embed Christian values for all. Behaviour rewards with pastoral care team support	Pastoral care team support for vulnerable groups Behaviour rewards Hand2mouth journey and RE day	Focus on the tree of life values and continue embedding school ethos explicitly across school	Pastoral care support Behaviour rewards Values teaching and learning embedded across all subjects
7. Governors' continue to develop knowledge and understanding of the effectiveness of the school	Governor training schedule DS/Chair to attend meeting Academy Agenda – diocese to talk at full govts.	Admissions and Governance Safeguarding training Open morning for Govs	Autumn data report to Governors Learning walk visit	Governor eve meeting – SLT/SMT Questions and answers Governor training - SHINE	Subject leaders report to Govs Invitation to SATS workshops	End year report to Govs SLT report standards and achievement Review action plan
8. To continue to develop Parents role to maximise pupil's progress.	Y6 Secondary schools meet. Information meetings Parent topic meeting Harvest service	Parent consultation evening Supporting meetings KS1 SAT Christmas concert/ fair Positive parents - Reading	KS2 SATS workshops Positive parents Reading café Parent topic meeting	KS2 SATS workshops Helping your child at home Easter service Y3/4 Performance	Parent topic meetings Positive parents meeting Kahani Project	Transition meetings Year 5/6 performance End of year service Parent teacher drop in.