**Heaton St. Barnabas’ C.E. (V.A.) Primary School**

**School Development Plan**

**September 2015 – July 2016**

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| **Goal 1** | **Improve the quality of teaching and learning across the school to consistently good and moving to outstanding to raise achievement. ( Ofsted AFI 1 and 3)** |
| **Outcomes** * Teaching and learning in FS/KS1 is consistently good or outstanding leading to at least good progress. Ensure that teaching in KS2 is at least good throughout
* A highly skilled staff who are knowledgeable and confident about effective teaching strategies and willing to share their expertise with others and an ethos of peer to peer support and self-reflection throughout the school
* Improving the quality of teaching and learning using a rigorous and established programme of coaching for all staff.
* Key leaders who focus relentlessly on improving teaching and learning
* An uncompromising and highly successful drive to strongly improve achievement, for all pupils, including those who have special educational needs over a sustained period of time
* All teachers demonstrate consistently high expectations of all pupils.
* Pupils making rapid and sustained progress in line with ARE ( at least 90% at ARE & at least 20- 30% exceeding)
* Challenging tasks for all children based on systematic, accurate assessment of pupils’ prior skills, knowledge and understanding.
* Well-judged and imaginative teaching strategies that, together with sharply focused and timely support and intervention, match pupils’ individual needs accurately.
* Teachers who systematically and effectively check pupils’ understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. Measured by book scrutiny, lesson observations and pupil achievement.
* Every opportunity being taken to develop key skills, including enabling pupils to use and apply their literacy and numeracy skills across the whole curriculum.
* Learning enhanced by appropriate and regular homework linked to learning weekly which contributes very well to pupils’ learning.
* All marking and constructive feedback from teachers to pupils is of a consistently high quality to enable pupils to understand how to improve their work. High levels of engagement and interest from all pupils
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| **LEADER**DS (HT) / DHT’S (monitoring) | **M & E CODES:** Planning scrutiny PS Work Scrutiny WS Learning Walk LW Data analysis DA Performance Management PM Pupil interview PI Triangulation Tr Classroom observations CO Pupil Progress meeting PPM |
| **Targets****By April’ 16** 100% T& L in F/KS1 is good or better43% (3/7) Outstanding. 100% T& L in KS2 is good or better , 36% (4/11) Outstanding**By July’ 16** 100% Good + 57% (4/7)%T& L in F/KS1 is outstanding, 100% T& L in KS2 is good 45% (5/11**)** T& L in KS2 outstanding | RESOURCES (Time/cost if applicable)HT/SB/RG/RC/LM/SB/AMPF/PC/PCL/JB/NH/TW/SK/RI/JS/EW/AWCPD – staff trainingShine Moderation and peer coaching.Coaching programme within schoolMoving to Outstanding BPIP Training |
| **Actions**  | **Who** | **WHEN**  | **Monitoring** | **Quality Characteristics** |
| Analysis of data and setting of challenging pupil targets by each teacher at the end of each half termClass teachers work with KS Leaders to identify groups/individuals needing intervention to improve progressDevise and implement interventions using pupil premium teacher and leading teacher ( pupil progress meetings)Identify children in need of additional intervention ( e.g. nurture/small group tuition – learner mentors) to accelerate progress | Deputy Heads / Assistant Head Class teachers | Every ½ term | PP MeetModD AnalysisClass Obs | Data Analysis of pupil progress by teachers with pupils responding to individual targetsTeachers use targeted interventions effectively to meet specific needs; Use of pupil premium teacher and leading teacher for targeted interventions. |
| Schedule Class Observations and Triangulation meetings to check for differentiation and challenge SLT ensure that teachers set tasks that match the pupils’ ability including more able. | DS/AW/AM/LM | September 2015 | CO/Tr/DA/ | Flexible groupings meet children’s learning needsGood match between work, observations and progress Lessons require pupils to learn at the edge of their comfort zones using appropriate challenge and support |
| Organise and lead Moderation meetings for maths and writing including homework. | Sub. leaders | Each term | P ScrutinyCPD | Teachers use accurate assessment to inform planning |
| Coaching – peer to peer and coached pairs | See programme | Oct – DecJan-MarchMar - May | PP MeetD Analysis | High level questioning techniques extend children’s thinking and understanding |
| Classroom support staff to audit and identify strengths and AOD Plan CPD to address needs including learning to learn | DS/AM/AWLed by TLR’s | Oct 15 | Class ObsCPD  | TAs are clear about their role as learning coaches and work effectively to support learning in classrooms |
| Teachers are given copy of 2015 Ofsted judgements and are supported by SLT on how to use it to improve their teachingEvaluation of T&L identifies judgements using Ofsted criteria | SLT | Sept 15 onwards | Class Obs Perf Man | All teachers are clear of the expectations and areas for development from the OFSTED Report  |
| Work with other SHINE partners to link classrooms as well as partner schools who are outstanding to share outstanding practise. | SLT/all staff | Sept 15  |  | Teacher Learning Communities offer staff the opportunity to reflect on and extend their practice regularly  |

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| **Goal 2:**  | **Improve teaching and learning to raise achievement in Writing, Grammar, Punctuation and Spelling (OFSTED AF12)** |
| **Outcomes*** Increase the attainment in KS2 SPAG test to at least National
* To meet the national expectations for KS1 SPAG
* To use the Talk for writing strategies to enable children to imitate the language they need for a particular topic orally before reading and analyzing it and then writing their own version.
* To develop confident writers as well as a love for writing in our pupils.
* To improve the quality of written pieces of work and writing for meaning.
* Improve presentation and pride in their work
* To develop and monitor a consistent planning structure for SPAG across the school through a series of CPD sessions
* To continue to narrow the gap between Teacher Assessment and the Test Outcomes for Year 6 pupils
* Pupil premium teachers to support vulnerable groups and provide high quality intervention
* Parents engage with their children and feel able to support them with homework. Parent information meetings for each year group to support parents.
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| **LEADER** LM (Eng Lead AHT) Monitor AM (DH) MonitorAW (DH) Monitor DS (HT) Monitor  | M & E CODES: Planning scrutiny PS Work Scrutiny WS  Data analysis DA Performance Management PM Pupil interview PI Triangulation Tr Classroom observations CO Pupil Progress meeting PPM |
| **Targets By July 2016**Good level of development at 70% in Foundation stageMedian score to reach 34pts.Average progress in every KS1/KS2 class is at least 85+% at ARE, 30% Exceeding in a year.Each class achieves % ARE target for the specific objectives in reading, writing and GPS85+% of children are reaching age –related expectations for their year group The gap between GPS TA and Test in Year 6 results is no greater than 5% Parent surveys show 87% of parents enjoy engaging with their children in home with written and topic type activities. | **RESOURCES****Pie Corbett ‘talk4writing’ – whole school training**Additional Pupil Premium Teacher and leading teacherCPD – staff meeting time (moderation, teaching development)Support from re structure of SLT - DH in classesCoaching – staffing cover‘It’s Only Words’ – SPAG CPD – training day refresher for new staff ‘Supporting your child at home’ meetings –Jasmin Arif‘Its only words’ class scrap books – presentation assembliesWriting on the newsletter to promote high quality written piecesAuthors and poets in school to model high quality writingSchool magazine - each term that prints pieces of high quality written pieces – share and celebrate.Written pieces recorded and as script on the websitePrimary Writing Project Leaders to present to phase group next steps in the programme from training sessions. |
| **Actions**  | **Who** | **WHEN**  | **Monitoring** | **Quality Characteristics** |
| **In relation to SPAG:**CPD training for staff – in school and training days Monitoring of SPAG work in books and monitor % of children reaching Key Performance Indicators | DST4W CPDLM/SB/TW | Nov training day 2/11/1529/2/16+ 5 additional days for project team | CPDPlan ScrutinyWork Scrutiny | Staff are confident to plan and deliver consistent and comprehensive SPAG activities Better use of spoken and written grammar Increased high quality written pieces from T4Writing |
| **In relation to Writing:**Restructuring timetables (particularly in KS2) to enable longer writing sessionsMonitor % of children reaching Key Performance IndicatorsCPD for talk4writing follow up – staff meetingsCoaching by AW/JS with staff in KS2Writing challenge week and competitions (including Shine schools) throughout the year to increase enthusiasm for writing as an author – printing work in school magazine | JSAWClass Teachers | ½ termly monitoringCPD timetabledCoaching programmeTermly competitions | CPDPlan ScrutinyPP Meet | Staff are enthusiastic about teaching mental mathsIncreased staff confidence Children enjoy using their mental maths agility to solve calculations |
| **In relation to Writing:**Phased English planning with end goals delivered with more clarityCPD on new planning format to incorporate Talk4writing activitiesCoaching by AW/LM/AM with staff Monitoring of Teacher Assessment in Year 6 / Moderating termly (working with Shine Partnership)Continue to develop English Learning Environment:-working walls-continuous provision (extended into LKS2)-timetable for longer writing lessons-physical resources and stimulus readily available for children to access independentlyMonitor children not making good progress and provide high quality interventions with pupil premium teacher and leading teacher | JSAWClass TeachersJCJS | ½ termly monitoringCPD timetabledCoaching programme | PP MeetCPDPlan ScrutinyWork Scrutiny | Staff are clear about the idea behind phased planning (with end goals) and deliver it effectivelyStaff feel supported to improve their practice in relation to teaching Talk4writingImproved and engaging learning environments in classroomsGap between Teacher Assessment and Test in Year 6 improvesAccelerated progress in Reading/GPS/Writing |

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| **Goal 3:**  | **Pupils to engage with RE lessons, their spirituality and lead acts of worship** |
| **Outcomes:*** Pupils are confident to talk about what spirituality means to them and how they experience it
* To provide opportunities for ‘Awe and Wonder’ which children can link to their religious beliefs and practice through Prayer Space and reflective areas
* Prayer Spaces in classrooms
* Pupils to engage with and contribute to the prayer tree, parents to attend and contribute to acts of worship in school
* A core team of children to plan and deliver acts of worship to the whole school to build upon work already done and improve practise. Development of Worship team to lead acts of worship regularly.
* Following a Successful SIAMS inspection, achieving the areas for improvement around RE Teaching, Engaging RE lessons and Monitoring by Governors
* Support from Christian charitable groups to develop understanding of spirituality and reflection in learners
* Understand the ‘Big Questions’ about the world around them
* Further develop reflective and spiritual spaces in and around school.
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| **LEADER RE: Diane Smith / Alison Wild / Anne Mason** | M & E CODES: Planning scrutiny PS Work Scrutiny WS  Data Analysis DA Pupil interview PI  |
| **Targets By July 2016** | **RESOURCES**Amazing Journeys – Whole Day stations for children to engage and reflect with - £250 each + RE Day £300 including Inspire Day for all staff and governorsPrayer Space room area / resources and support materials |
| **Actions**  | **Who** | **WHEN**  | **Monitoring** | **Quality Characteristics** |
| -CPD around engaging and thought provoking RE teaching and learning-Use of physical resources within lessons – produce a catalogue of resources available and enrich current resources as necessary- Hand to Mouth to deliver spiritual journeys for the children- prayer space sessions to take place regularly during lunch times as well as developed into classroom practise | DSHLTAsHand to Mouth | CPD - 23rd September CPD timetableNov/DecMarchJuly | CPDRE Coord Obs | Increased confidence and understanding of developing children’s spirituality and staff understanding of school values/mission and ethos and what it looks like in practise. Staff inspire journey to engage with their personal journey in school with staff, pupils, parents, community. Prayer Space training during Inspire day.More engaging and active RE lessons – Outstanding RE CPDProviding opportunities and discussion around Awe and WonderChildren understanding spirituality and reflection. Engaging respectfully with appropriate stimulus to promote this further. |
| -Using Talk for Learning strategies across the curriculum-Allow for discussion and reflective response within RE lessons-Allow flexibility in timetables for spontaneous response to events and natural occurrences  | Teachers | Ongoing | Work ScrutinyPupil Interview | Children are confident to talk about their own religious beliefs, practices and spirituality |
| -Continue to develop the role of the worship team who will plan and deliver acts of worship each twice per term, increasing as the year develops. | AM | Monthly | Pupil Interview | Increased confidence in children engaging with worshipImproving children’s ability to share their personal experiences through acts of worship |
| -To provide opportunities for parents’ reflective prayer-Inviting parents to assemblies (class and general assemblies) to involve parents in acts of worship | SLT | Positive Parents Meeting | Pupil InterviewParent discussion | Parents feel able to contribute to prayer book and tree and attend acts of worship |

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| **Goal 4** | **Improve Assessment for Learning, ensuring opportunities to respond to teachers’ marking are evident and it has an impact on pupils’ learning** |
| **Outcomes:*** Pupils regularly and effectively respond to their teachers’ marking to accelerate progress
* Pupils contribute to the next steps in their learning
* Teachers provide opportunities for children to respond to marking and use this knowledge to improve their future learning
* Teachers and pupils use the marking grid to evaluate their learning throughout a lesson
* There is an ‘I can’ culture throughout school which allows children to make mistakes and understand how to correct them
* Children can choose the best resources to support their learning
* Children continue to develop their Learning Capacities (BLP) to move their learning forward independently
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| LeaderDS (HT)AM (DH – KS1) AW (DH – KS2) | M & E CODES: Planning scrutiny PS Work Scrutiny WS Data analysis DA Performance Management PM Pupil interview PI Triangulation Tr Classroom observations CO Pupil Progress meeting PPM |
| **Targets**Everyone to work in accordance with the assessment and marking policy All children to respond to markingMarking and feedback impact on future learning | **RESOURCES**Marking and Feedback templatesCPD time to review policy and procedures |
| **Actions**  | **Who** | **WHEN**  | **Monitoring** | **Quality Characteristics** |
| -Teachers routinely plan opportunities for children to respond to next steps marking-Teachers plan opportunities for children to evaluate the success of their own and their peers learning-New teachers experience good practice in marking and feedback through peer to peer coaching | JSLMAWAM | Sep 15– Jul 16 | Plan Scrutiny Work Scrutiny Triangulation | -Consistent scaffolded marking helps children to understand next steps -Lessons include opportunities for children to reflect and respond to next steps marking-Children in all classes understand and routinely respond to next steps comments -Self and peer assessment techniques improves children’s reflective capacities |
| -Plan of Learning Capacities being developed in each year group which enables children to become more independent-Review of resources readily available in classrooms to support learning | AWAM | Jul 15/Sep 15Dec 15 | Class ObservationsPupil Interviews | -Pupils develop and express their independent learning-Development of Building Learning Power across school-Children are confident and critical in choosing the best resources to support their learning  |

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| **Goal 5** | **Use models and images to Improve teaching and learning to raise achievement in Maths and Improve pupil’s use of mental arithmetic skills (OFSTED AF12)** |
| **Outcomes:** * Improve the mental agility and speed of calculation in maths
* Specifically planned daily mental maths sessions incorporating the objectives from the New Curriculum
* Increase the attainment in maths at KS2 to at least National
* To continue to narrow the gap between Teacher Assessment and the Test Outcomes for Year 6 pupils
* To develop teachers’ confidence through a series of CDP sessions aimed at giving them confidence to introduce a range of mental maths strategies
* Address underachievement in maths at pupil progress meetings
* Use models and images in maths teaching to ensure that pupils understand the concrete concepts before moving to abstract symbols.
* Pupil premium teachers to support vulnerable groups and provide high quality intervention
* Raise enthusiasm and enjoyment in maths lessons with the use of competitions and fun practical tasks
* Parents engage with their children and feel able to support them with maths homework. Parent information meetings for each year group to support parents.
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| **LEADER**DS (HT)JS (TLR Maths Leader) | M & E CODES: Planning scrutiny PS Work Scrutiny WS  Pupil interview PI Classroom observations CO  |
| **Targets (need long term and shorter term targets for this strategy)**By July 2015:Good level of development at 70% in Foundation stageMedian score to reach 34pts.Average progress in every KS1/KS2 class is at least 85+% at ARE, 30% Exceeding in a year.Each class achieves % ARE target for the specific objectives in maths85+% of children are reaching age –related expectations for their year group The gap between maths TA and Test in Year 6 results is no greater than 5% Pupil voice surveys show 95% of pupils enjoy maths problem solving activitiesParent surveys show 87% of parents enjoy engaging with their children in home learning maths challenges | RESOURCES (Time/cost if applicable)Additional Pupil Premium TeachersCPD – staff meeting time (moderation, teaching development)Support from re structure of SLT - DH in classesCoaching – staffing coverRefresher training on models and images – Sam Adams BPIP – sharing good practise with leading teachers from other schoolsSHINE maths groups for Maths leaders – shared practiseReview calculation policy – effectiveness of practical use in delivering lessonsBook scrutiny and monitoring of pupils workMonitoring the use of models and images / working walls / planning / lessonsRising Stars maths New Curriculum resources‘Supporting your child at home’ meetings –Jasmin Arif |
| **Actions Required**  | **Who** | **WHEN**  | **Monitoring**  | **Quality Characteristics** |
| Phased Maths planning with end goals delivered with more clarityCPD on new planning format to incorporate mental maths activitiesCoaching by AW/JS/AM with staff Continue to develop Maths Learning Environment:-working walls-continuous provision (extended into LKS2)-timetable for longer maths lessons-physical resources and stimulus readily available for children to access independentlyMonitor children not making good progress and provide high quality interventions with pupil premium teacher and leading teacher | DSAWAMLM | October 2015 onwards | SLTLM | Staff are clear about the idea behind phased planning (with end goals) and deliver it effectivelyStaff feel supported to improve their practice in relation to teaching Talk4writingImproved and engaging learning environments in classroomsGap between Teacher Assessment and Test in Year 6 improvesAccelerated progress in Reading/GPS/Writing |

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| **Goal 6** | Governors’ continue to develop knowledge and understanding of the effectiveness of the school’s work and implement an Action plan (AFI 3)  |
| **Outcomes:*** Governors engage critically with the school and oversee the improvement in key areas of the school’s work
* Governors to hold the school and its leaders to account
* Governors have a good understanding of the new curriculum and assessment methods
* Governors understand how the unique qualities (including ethos and drivers) contribute to the distinctive character of the school
* Governors understand and monitor the identified improvements needed following the July 2014 Ofsted Report and end of 2015 outcomes
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| **LEADER**DS/Ian Grant | M & E CODES: Work Scrutiny WS Data analysis DA  |
| **Targets**To improve the role of governors as school leadersTo develop their understand of school systemsTo hold leaders to account and to ask probing questions | **Resources**Governors’ meetingsMeetings within schoolJim McHugh – Governance Support Consultant |
| **Actions Required** | **Who**  | **When** | **Monitoring** | **Quality Characteristics** |
| Governor visioning session to establish an Action plan for the next 12 months / 2years / 3years | All  | Start July 15 | All  | Establish clear objectives and development point for the governing body to ensure that skills are developed and the necessary support is given to school |
| **-** Governor support training and information at full governors meetings (including new curriculum, assessment, key areas of improvement – Ofsted) | DS | October ongoing | DSIG | Governors have key information about the school and are able to confidently identify key strengths and weaknesses Fully understand how the school is responding to the improvements identified by Ofsted. |
| -Ian Grant and Jim McHugh to work collaboratively to improve governance of the school | JMGovernors  | TBC | JM | Improve their roles as effective leaders as governors of the schoolRespond positively to actions required. |
| Be proactive in questioning how the school will improve and how the unique qualities are contributing to school life. | SLTGovernors | Scheduled Governors Meetings ongoing | SLT | Ability to confidently hold leaders to account in order to drive school improvement. |
| Governors to attend governors meetings and appologies not accepted in their absence. | Ian Grant  | Ongoing | DS/Ian Grant | Effective and well supported Governing body. |
| Attend school events to monitor and evaluate practise | all | ongoing | DS/IG | Governors involved in daily school routines and practise |

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| **Goal 7** | Continue to improve engagement with families and the community to increase attendance and achieve the Engaging Families award status |
| **Outcomes:*** Attendance to be at least 95%
* All parents to understand the importance of good attendance and punctuality
* Effective and open communication with parents
* Parents feel welcomed into school and have a voice via Positive parents meetings, supporting child at home, information meetings and PEW
* Shared vision for the school between parents, staff and pupils.
* Improved website, open mornings, Engaging families support, PEW (Julie Smith) activities and events, daily monitoring and phone calls.
* Marketing group to establish banners and school prospectus - positively marketing the school.
* Travel plan working party to increase parental participation in easing travel to and from school.
* Supporting children workshops
* Parent training sessions to improve parenting support for children
* Establish a strong partnership with parents and the community
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| **LEADER**DS, SLT | M & E CODES: Data analysis DA Pupil interview PI  |
| **Targets**To improve attendance so that it is in-line with National (95%)Positive feedback from parental surveys around communication (at least 90% agree that communication is good)Increased number of parents attending Meetings in school. | RESOURCES (Time/cost if applicable)Signing books for individual classes and visitor stickersPlanned activitiesCoffee morningsEngaging families support network to raise achievement |
| **Actions required**  | **Who** | **WHEN**  | **Monitoring** | **Quality Characteristics** |
| -Hold welcome meetings for each year group -Parents to understand the requirements for homework | DS/AWClass Teach | Sep 15 | Parental Surveys | -Improve communication and engagement between parents and staff-Provide parents with information to support their children at home |
| Parents feeling welcomed into school:-Open days-Positive Parents Meetings / Supporting Your Child At Home -Coffee Mornings-Celebration assemblies-Suggestions box-Finding out Fridays (once a month)-Family days/trips with Parental Engagement Worker | DS/AW/AMJasmin ArifLA Bartley Julie SmithP.CollinsJ.CoulsonN.HorselyClass Teachers | Termly½ TermlyOn demandWeeklyTermlyOngoingMonthly | Parent surveys/ discussion | -Parents feel welcomed into school and readily engage with the school to support their children-Parents feel that their views are listened to and considered-Parents co-operate and support the school in its developments |
| Development of a family room for the Pastoral care team to work with families and children in. a warm and welcoming environment | DS/PEW/JA/LeeAB/WS | By Sept 2015 | Pupil Interviews | - supported area for all families including more vulnerable ones. |
| Create working parties to establish the areas for development and gather evidence to enable the school to achieve the ‘Engaging Families’ Award | DS/AM/AW/NH/JC/JA/JS/LeeAB | By December 2015 | Working party | Improved parental partnership and links with the local communitySupport for pupils to impact on achievementDevelop next steps for improving parental partnerships  |
| -PEW to continue to rigorously follow up non-attendees with a phone call and communicate with LEA over concerns-Report on vulnerable families due to attendance | Julie SmithDS | Ongoing | Data Analysis | -Attendance in-line with National-Proactive in collecting children |

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| **SCHOOL DEVELOPMENT PLAN 15 - 16** |
|  | **Term 1** | **Term 2** | **Term 3** |
| **Goals:** | **1A** | **1B** | **2A** | **2B** | **3A** | **3B** |
| 1. **Improve the quality of teaching and learning across the school to consistently good and moving to outstanding to raise achievement.**
 | Pupil progress meetingsDHT – in class teachingPupil premium teaching groups – interventionsYear gp expectations | Lesson Observations 1Coaching - cycle 1Appraisal 1Book scrutinyTriangulation  | Shine moderation Year 2/6 Coaching - cycle 2Booster classesSATS parent workshops | Lesson Observations – 2 Shine Triad triangulationCoaching cycle 2 contStart cycle 3Appraisal 2 | Coaching cycle 3Pupil tutorialsSATS – targets Moderation shine groups | Lesson Observations 3Coaching cycle 4End appraisal cycle 2014/15 |
| 1. **Improve teaching and learning to raise achievement in Writing, Grammar, Punctuation and Spelling**
 | Work walls / Its only wordsSpelling programmePlanning new curriculum – Pupil progressLiteracy SpineSIP/Standards Coaching 1 | Its Only Words updates – Book ScrutinySpelling programme monitoringLM English CPDPupil progress meetingsTalk4writing training – | Talk4writing training – ModerationMonitoring GPSBook scrutinySIP / Standards CPDPupil progress meetingsCoaching 2 | Moderation EYFS/Year 2 and 6 prep meetings LAEnglish shine working party groupsEnglish CPDSIP/standards CPDPupil progress meetings | Leading schools – lesson observing leading teachers in BPIP selected schoolsBook scrutiny – SMTPeer to peer coachingSIP & Standards update | Pupil progress meetingsPeer to Peer coachingSIP updates and standards review2014/15 Curriculum Planning Coaching 3 |
| 1. **Pupils to engage with RE lessons, their spirituality and lead acts of worship**
 | Worship teamEid Assembly and BazaarPrayer trees/reflection areasHarvest Service – Church  | Amazing journey in schoolSIAMS Health Check – 24/1/14RE Book Scrutiny | RE Arts workshops – John FroudRE CPD – worship treesAmazing journey 2Artist workshops | Book scrutinyMonitor - I can stickersEaster service – worship teaRE DAY – Hand 2 Mouth | Worship teamWorship trees reviewSpirituality - Prayer Spaces | Planning spirituality for 2015/16Review RE T&LAmazing journey – YR6 |
| 1. **Improve Assessment for Learning, ensuring opportunities to respond to teachers’ marking are evident and it has an impact on pupils’ learning**
 | Marking and feedback response sheetsBook scrutinyDHTs – monitoring in classes | Book scrutiny with Richard Lait (SIO)Pupil tutorials weeklyMarking and feedback training – Support staff | Marking and feedback – monitoring use of pupil response time and teacher commentsBook scrutiny | Book scrutiny - SMT/SLTPupil tutorials weeklyMarking and feedback training – Support staff | Marking and feedback – monitoring use of pupil response time and teacher comments | Marking and feedback review – SLTPupil progress handover – moderation of books |
| 1. **Use models and images to Improve teaching and learning to raise achievement in Maths and Improve pupil’s use of mental arithmetic skills**
 | Working wallsBook scrutinyPlanning for M&ICalculation policy updatesMaths Wizard CertificatesShine maths group | Book scrutinyMaths Wizard Certificates, Best work on back of newslettersMaths workshops – chn & parents | Book ScrutinyMaths Wizard Certificates, Best work on back of newslettersMaths CPD - BPIP | Book ScrutinyMaths Wizard Certificates, Best work on back of newslettersMarvellous Maths dayParent maths workshops | Maths Presentation day for parents to attendBook scrutiny SMT/SLTBest work on back of newslettersMy Maths competition | Presentation day for parents to attendBest work on back of newslettersMore than just maths treasure hunt |
| 1. **Governors’ continue to develop knowledge and understanding of the effectiveness of the school’s work and implement an Action plan**
 | Governor training schedule DS/Chair to attend meeting Kadugli HouseSeptember Training day to share action plan ideas. | Admissions and GovernancePrevent training for GovsAut 1 data to Report to GovsOpen morning for GovsNew assessment & OFSTED | New governor induction trainingAutumn 2 data report to GovernorsLearning walk visit | Governor eve meeting – SLT/SMT Questions and answersGovernor training - SHINE Meet & Greet SLT | SENCO report to GovsOpen morning for GovsInvitation to SATS workshopsReview action plan | End of year report to GovernorsSLT report to governors standards and achievement |
| 1. **Continue to improve engagement with families and the community to increase attendance and achieve the Engaging Families award status**
 | Positive parent meeting PEW - coffee morningsAttendance follow up callsAttendance certificatesHarvest/ Eid celebrationsMarketing group and website updates. | Parent consultation eveningsOpen morningChristmas ConcertArt in school promoting school valuesSupporting your child at home – Reading  | Supporting your child at home meetings – Agenda TBC by parentsPositive parents meetingParent topic meetingsClass assemblies | Parent consultation eveOpen morningParent topic meetingsYear 3/4 productionEaster service – inc parent Class assembliesY6 SATS workshops | Supporting your child at home meetings – Agenda TBC by parentsPositive parents meetParent topic meetingsClass assemblies Y6 SATS workshops | Sports daysParent fun day – rounders/football against children and staffLeavers assembly inviteSet targets for next year. |