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

**School Development Plan**

**September 2015 – July 2016**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 | | | | | |
| **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 better  43% (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/AM  PF/PC/PCL/JB/NH/TW/SK/RI/JS/EW/AW  CPD – staff training  Shine Moderation and peer coaching.  Coaching programme within school  Moving 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 term  Class teachers work with KS Leaders to identify groups/individuals needing intervention to improve progress  Devise 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 Meet  Mod  D Analysis  Class Obs | Data Analysis of pupil progress by teachers with pupils responding to individual targets  Teachers 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 needs  Good 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 Scrutiny  CPD | Teachers use accurate assessment to inform planning |
| Coaching – peer to peer and coached pairs | | See programme | Oct – Dec  Jan-March  Mar - May | PP Meet  D 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/AW  Led by TLR’s | Oct 15 | Class Obs  CPD | 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 teaching Evaluation 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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. | | | | | |
| **LEADER**  LM (Eng Lead AHT) Monitor AM (DH) Monitor  AW (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 stage  Median 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 GPS  85+% 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 teacher  CPD – staff meeting time (moderation, teaching development)  Support from re structure of SLT - DH in classes  Coaching – 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 assemblies  Writing on the newsletter to promote high quality written pieces  Authors and poets in school to model high quality writing  School magazine - each term that prints pieces of high quality written pieces – share and celebrate.  Written pieces recorded and as script on the website  Primary 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 | | DS  T4W CPD  LM/SB/  TW | Nov training day 2/11/15  29/2/16  + 5 additional days for project team | CPD  Plan Scrutiny  Work 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 sessions  Monitor % of children reaching Key Performance Indicators  CPD for talk4writing follow up – staff meetings  Coaching by AW/JS with staff in KS2  Writing challenge week and competitions (including Shine schools) throughout the year to increase enthusiasm for writing as an author – printing work in school magazine | | JS  AW  Class Teachers | ½ termly monitoring  CPD timetabled  Coaching programme  Termly competitions | CPD  Plan Scrutiny  PP Meet | Staff are enthusiastic about teaching mental maths  Increased 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 clarity  CPD on new planning format to incorporate Talk4writing activities  Coaching 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 independently  Monitor children not making good progress and provide high quality interventions with pupil premium teacher and leading teacher | | JS  AW  Class Teachers  JC  JS | ½ termly monitoring  CPD timetabled  Coaching programme | PP Meet  CPD  Plan Scrutiny  Work Scrutiny | Staff are clear about the idea behind phased planning (with end goals) and deliver it effectively  Staff feel supported to improve their practice in relation to teaching Talk4writing  Improved and engaging learning environments in classrooms  Gap between Teacher Assessment and Test in Year 6 improves  Accelerated progress in Reading/GPS/Writing |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. | | | | | |
| **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 governors  Prayer 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 | | DS  HLTAs  Hand to Mouth | CPD - 23rd September CPD timetable  Nov/Dec  March  July | CPD  RE 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 CPD  Providing opportunities and discussion around Awe and Wonder  Children 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 Scrutiny  Pupil 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 worship  Improving 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 Interview  Parent discussion | Parents feel able to contribute to prayer book and tree and attend acts of worship |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 | | | | | |
| Leader  DS (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 marking  Marking and feedback impact on future learning | | **RESOURCES**  Marking and Feedback templates  CPD 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 | | JS  LM  AW  AM | 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 | | AW  AM | Jul 15/  Sep 15  Dec 15 | Class Observations  Pupil 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 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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. | | | | | | |
| **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 stage  Median 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 maths  85+% 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 activities  Parent surveys show 87% of parents enjoy engaging with their children in home learning maths challenges | | | | RESOURCES (Time/cost if applicable)  Additional Pupil Premium Teachers  CPD – staff meeting time (moderation, teaching development)  Support from re structure of SLT - DH in classes  Coaching – staffing cover  Refresher training on models and images – Sam Adams  BPIP – sharing good practise with leading teachers from other schools  SHINE maths groups for Maths leaders – shared practise  Review calculation policy – effectiveness of practical use in delivering lessons  Book scrutiny and monitoring of pupils work  Monitoring the use of models and images / working walls / planning / lessons  Rising 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 clarity  CPD on new planning format to incorporate mental maths activities  Coaching 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 independently  Monitor children not making good progress and provide high quality interventions with pupil premium teacher and leading teacher | | | DS  AW  AM  LM | October 2015 onwards | SLT  LM | Staff are clear about the idea behind phased planning (with end goals) and deliver it effectively  Staff feel supported to improve their practice in relation to teaching Talk4writing  Improved and engaging learning environments in classrooms  Gap between Teacher Assessment and Test in Year 6 improves  Accelerated progress in Reading/GPS/Writing |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 | | | | | |
| **LEADER**  DS/Ian Grant | | M & E CODES: Work Scrutiny WS Data analysis DA | | | |
| **Targets**  To improve the role of governors as school leaders  To develop their understand of school systems  To hold leaders to account and to ask probing questions | | **Resources**  Governors’ meetings  Meetings within school  Jim 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 | DS  IG | 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 | | JM  Governors | TBC | JM | Improve their roles as effective leaders as governors of the school  Respond positively to actions required. |
| Be proactive in questioning how the school will improve and how the unique qualities are contributing to school life. | | SLT  Governors | 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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 | | | | | |
| **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 stickers  Planned activities  Coffee mornings  Engaging 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/AW  Class 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/AM  Jasmin Arif  LA Bartley  Julie Smith  P.Collins  J.Coulson  N.Horsely  Class Teachers | Termly  ½ Termly  On demand  Weekly  Termly  Ongoing  Monthly | 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 community  Support for pupils to impact on achievement  Develop 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 Smith  DS | Ongoing | Data Analysis | -Attendance in-line with National  -Proactive in collecting children |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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 meetings  DHT – in class teaching  Pupil premium teaching groups – interventions  Year gp expectations | Lesson Observations 1  Coaching - cycle 1  Appraisal 1  Book scrutiny  Triangulation | Shine moderation Year 2/6  Coaching - cycle 2  Booster classes  SATS parent workshops | 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 | Lesson Observations 3  Coaching cycle 4  End appraisal cycle 2014/15 |
| 1. **Improve teaching and learning to raise achievement in Writing, Grammar, Punctuation and Spelling** | Work walls / Its only words  Spelling programme  Planning new curriculum –  Pupil progress  Literacy Spine  SIP/Standards  Coaching 1 | Its Only Words updates –  Book Scrutiny  Spelling programme monitoring  LM English CPD  Pupil progress meetings  Talk4writing training – | Talk4writing training – Moderation  Monitoring GPS  Book scrutiny  SIP / Standards CPD  Pupil progress meetings  Coaching 2 | Moderation EYFS/Year 2 and 6 prep meetings LA  English shine working party groups  English CPD  SIP/standards CPD  Pupil progress meetings | Leading schools – lesson observing leading teachers in BPIP selected schools  Book scrutiny – SMT  Peer to peer coaching  SIP & Standards update | Pupil progress meetings  Peer to Peer coaching  SIP updates and standards review  2014/15 Curriculum Planning  Coaching 3 |
| 1. **Pupils to engage with RE lessons, their spirituality and lead acts of worship** | Worship team  Eid Assembly and Bazaar  Prayer trees/reflection areas  Harvest Service – Church | Amazing journey in school  SIAMS Health Check – 24/1/14  RE Book Scrutiny | RE Arts workshops – John Froud  RE CPD – worship trees  Amazing journey 2  Artist workshops | Book scrutiny  Monitor - I can stickers  Easter service – worship tea  RE DAY – Hand 2 Mouth | Worship team  Worship trees review  Spirituality - Prayer Spaces | Planning spirituality for 2015/16  Review RE T&L  Amazing 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 sheets  Book scrutiny  DHTs – monitoring in classes | Book scrutiny with Richard Lait (SIO)  Pupil tutorials weekly  Marking and feedback training – Support staff | 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 |
| 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 walls  Book scrutiny  Planning for M&I  Calculation policy updates  Maths Wizard Certificates  Shine maths group | Book scrutiny  Maths Wizard Certificates,  Best work on back of newsletters  Maths workshops – chn & parents | Book Scrutiny  Maths Wizard Certificates,  Best work on back of newsletters  Maths CPD - BPIP | Book Scrutiny  Maths Wizard Certificates,  Best work on back of newsletters  Marvellous Maths day  Parent maths workshops | Maths Presentation day for parents to attend  Book scrutiny SMT/SLT  Best work on back of newsletters  My Maths competition | Presentation day for parents to attend  Best work on back of newsletters  More 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 House  September Training day to share action plan ideas. | Admissions and Governance  Prevent training for Govs  Aut 1 data to Report to Govs  Open morning for Govs  New assessment & OFSTED | New governor induction training  Autumn 2 data report to Governors  Learning walk visit | Governor eve meeting – SLT/SMT Questions and answers  Governor training - SHINE  Meet & Greet SLT | SENCO report to Govs  Open morning for Govs  Invitation to SATS workshops  Review action plan | End of year report to Governors  SLT 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 mornings  Attendance follow up calls  Attendance certificates  Harvest/ Eid celebrations  Marketing group and website updates. | Parent consultation evenings  Open morning  Christmas Concert  Art in school promoting school values  Supporting your child at home – Reading | Supporting your child at home meetings – Agenda TBC by parents  Positive parents meeting  Parent topic meetings  Class assemblies | Parent consultation eve  Open morning  Parent topic meetings  Year 3/4 production  Easter service – inc parent  Class assemblies  Y6 SATS workshops | Supporting your child at home meetings – Agenda TBC by parents  Positive parents meet  Parent topic meetings  Class assemblies  Y6 SATS workshops | Sports days  Parent fun day – rounders/football against children and staff  Leavers assembly invite  Set targets for next year. |