



**ASSET Education - Ilkeshall St Lawrence School
SCHOOL DEVELOPMENT PLAN, 2017-2020**

The overall vision for schools in ASSET:

Our children deserve to be in the best schools in the country and we will relentlessly drive towards improvement and **excellence** to achieve this ambition. We will seek to recognise and maximise people's strengths and energy in order to **engage** everyone in the mission to raise aspirations, improve learning and achieve success. We will build a positive, resilient and **empowering** culture striving always to do better and aiming for '**excellence**'. Our pupils will have strong literacy and numeracy skills and talk confidently and knowledgeably about being the best they can be. We will build the skills, knowledge, behaviours and attitudes that enable every individual to be happy, successful and fulfilled. Our curriculum will be irresistible, relevant and life-enhancing for learners and learning pitched so that all pupils are supported and challenged to achieve success

Values that underpin our work:

Excellence - We strive for excellence in every aspect of school life and achievement, tackling disadvantage and inequality with determination and a desire for success. We relentlessly pursue improvement keeping the highest expectations of all and for all. We work with professionalism and efficiency and are self-disciplined, resilient and innovative in order to achieve our aims.

Empowerment - With a shared commitment to our vision and aspirations we empower individuals to be the best they can be. We balance ownership with accountability and build on strengths providing opportunities with positivity and optimism. We encourage trust by delegation and develop energetic, enthusiastic and committed leadership for improvement at all levels.

Engagement - Seeking out partnerships with others we value collaboration, cooperation and inclusion for the benefit of all. We take responsibility, acting with commitment, care and respect. We balance support with challenge to seek out the best. We commit to share, innovate and celebrate and require reflection and optimism.



ASSET School Profile Information - September 2017:

Context:

- Ilketchall is a small village school - serving an area with levels of deprivation in line with all primary schools nationally. Slightly more children than nationally receive support for special educational needs. In KS2 in 2017 Pupil Premium children did not achieve as well as other children in the school in maths.
- Ilketchall Primary joined ASSET Education in May 2017 having achieved a 'good' OFSTEd inspection result in June 2013. Sarah Winter joined the school as headteacher two years ago. The school has historically performed above national averages.
- The school's immediate priority is to ensure that maths attainment improves particularly for pupil premium children across the school

Strengths:

- Phonics in Year 1
- Reading in KS2
- Writing, particularly pupil premium in KS2

Areas for Development:

- Pupil premium performance in maths across the school
- Maths attainment for all pupils
- Restore previous high levels of combined attainment

Minimum Targets for 2018 and beyond

(this table will be populated by the Trust)

	combined	SPAG	Reading	Writing	Maths	Progress in reading	Progress in writing	Progress in maths
KS2 2017 national	61	72	71	76	75	0.0	0.0	0.0
2017 KS2 school results	63	79	79	79	68	-0.9	-1.6	-2.5
2016 KS2 school	83	92	100	83	100	3.9	-3.4	0.6



results								
2018 KS2 minimum targets	65	80	80	80	75	Above	In line	In line
KS1 2017 national	No data	No data	76	68	75			
2017 KS1 school results	71	TBC	71	71	71			
2016 KS1 school results	TBC	TBC	TBC	TBC	TBC			
2018 KS1 minimum targets	70	70	75	71	75			
Y2 2017 phonics national	91 TBC							
2017 Y2 phonics	50							
2016 Y2 phonics	100							
2018 Y2 phonics target	90							
Y1 2017 phonics national	81							
2017 Y1 phonics	85							
2016 Y1 phonics	69							
2018 Y1 phonics target	80							
EYFS 2017 national	71							
EYFS 2017 results	69							



EYFS 2016 results	57	
EYFS 2018 target	71	



KEY PERFORMANCE INDICATORS

In our school we are on a trajectory towards achieving excellence in all areas and ‘outstanding’ Ofsted judgements. The following Key Performance Indicators (KPIs) can be used by school leaders and governors to judge our progress at milestones over the next 2 years (3 points per year) and ultimately by July 2020.

	By Dec 2017	By Feb 2018	By July 2018	By Dec 2018	By Feb 2019	By July 2019	By July 2020
Pupil Outcomes	ATTAINMENT TARGETS FOR ALL YEAR GROUPS						
	At least 70% AE 70% combined	At least 72% AE 72% combined	At least 80% AE 80% combined	At least 82% AE 82% combined	At least 82% AE 82% combined	At least 85% AE 85% combined	At least 85% AE 85% combined
Teaching & learning	100% RI+ 80% Good+ 20% O/S+	100% RI+ 80% Good+ 40% O/S+	100% RI+ 100% Good+ 40% O/S+	100% RI+ 100% Good+ 60% O/S+	100% RI+ 100% Good+ 60% O/S+	100% RI+ 100% Good+ 60% O/S+	100% RI+ 100% Good+ 60% O/S+
Personal Development Behaviour & Safety	Good	Good	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding
Leadership & Management	Good	Good	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding

AE = at expected

RI = requires improvement

O/S = outstanding



OUR ASPIRATIONAL TARGETS AND PREDICTIONS FOR ACADEMIC YEAR 2017-2018 (updated at Focus Review meetings with the EP)

Although minimum targets for the school in each of these areas have been set above, these are our aspirational targets ie ones based on our thorough knowledge of the cohort and the number of children who should be able to achieve age related expectations. We aim for all children to achieve, unless they have significant SEN or EAL needs. When children have challenging behaviour for learning we aim for them to achieve age related learning objectives as far as possible. These targets are discussed with the EP when performance management targets are set for schools leaders in September. Smaller schools should use pupil numbers as well as percentages.

EYFS: Number of pupils in cohort in September 2017: 14 (record changes at each focus meeting) How many SEN? 2 How many EAL? 0

Baseline results for Sept 2017 are:

We are setting our target for 2018 based on the concept that we are aiming for every child to achieve a good level of development by July 2018 unless there are signs of significant special needs, behavioural issues or extremely low starting points. As a result our target is 85%.

Nov 2017 - based on the most recent teacher assessments we currently predict that xx% will achieve a good level of development

Feb 2018 - based on the most recent teacher assessments we currently predict that xx% will achieve a good level of development

May 2018 - based on the most recent teacher assessments we currently predict that xx% will achieve a good level of development

KEY STAGE 1:

Year 1 Phonics Screening Check 2018

Number of pupils in cohort in September 2017: 15 (record changes at each focus meeting) How many SEN? 4 How many EAL? 0

Our target of 70% for 2018 is based on all pupils passing the test unless they have SEN or EAL identified needs

Sept 2017 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

Nov 2017 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

Feb 2018 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

May 2018 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

Year 2 Phonics Re-check 2018

Number of pupils re-taking test: 2 (record changes at each focus meeting) How many SEN? 0 How many EAL? 0

We are targeting 100% of the pupils currently registered with us to achieve the pass mark by the test in 2018



Sept 2017 - based on the most recent assessments we predict that xx% will pass the re-check

Nov 2017 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

Feb 2018 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

May 2018 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

Year 2 SATS:

Number of pupils in cohort in September 2017: 13 (record changes at each focus meeting) How many SEN? 0 How many EAL? 0

Reading

Sept 2017 - we currently have 77% on track to reach the required standard in the test but have set a target of 84% to achieve

Nov 2017 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

Feb 2018 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

May 2018 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

Writing

Sept 2017 - we currently have 69% on track to reach the required standard but have set a target of 77% to achieve

Nov 2017 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

Feb 2018 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

May 2018 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

Maths

Sept 2017 - we currently have 77% on track to reach the required standard in the test but have set a target of 84% to achieve

Nov 2017 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

Feb 2018 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

May 2018 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

SPAG

Sept 2017 - we currently have 69% on track to reach the required standard in the test but have set a target of 77% to achieve



Nov 2017 - based on the most recent assessments we predict that xx% of pupils will pass the assessment
Feb 2018 - based on the most recent assessments we predict that xx% of pupils will pass the assessment
May 2018 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

OVERALL COMBINED KS1 TARGETS

Our overall combined target for 2018 is 77% (this target should be based on an ambition that every child will achieve the expected standard unless there are specific learning difficulties, significant behaviour issues or they have been learning English for less than 2 years)

KEY STAGE 2:

Year 6 SATS:

Targets have been set with an ambition that every child will achieve the expected standard unless there have specific learning difficulties, significant behaviour issues or they have been learning English for less than 2 years. 0 children will be disapplied in 2018 and have been excluded from the data (only include if their results will be excluded).

Number of children in cohort in September 2017: 11 (record changes over time) How many SEN? 3 How many EAL? 0

Reading

Sept 2017 - we currently have 72% on track to reach the required standard in the test but have set a target of 81% to achieve
Nov 2017- based on the most recent assessments we predict that xx% of pupils will pass the assessment
Feb 2018 - based on the most recent assessments we predict that xx% of pupils will pass the assessment
May 2018 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

Writing

Sept 2017 - we currently have 72% on track to reach the required standard but have set a target of 81% to achieve
Nov 2017 - based on the most recent assessments we predict that xx% of pupils will pass the assessment
Feb 2018 - based on the most recent assessments we predict that xx% of pupils will pass the assessment
May 2018 - based on the most recent assessments we predict that xx% of pupils will pass the assessment



Maths

Sept 2017 - we currently have 72% on track to reach the required standard in the test but have set a target of 81% to achieve

Nov 2017 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

Feb 2018 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

May 2018 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

SPAG

Sept 2017 - we currently have 72% on track to reach the required standard in the test but have set a target of 81% to achieve

Nov 2017 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

Feb 2018 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

May 2018 - based on the most recent assessments we predict that xx% of pupils will pass the assessment

OVERALL COMBINED KS2 TARGETS

Our overall combined target for 2017 is 81% (this target should be based on an ambition that every child will achieve the expected standard unless there are specific learning difficulties, significant behaviour issues or they have been learning English for less than 2 years)



KEY PRIORITIES FOR THE 2017/2018 YEAR

Our key priorities for this year have been identified as a result of:

- The analysis of pupil outcome data from previous years
- Surveys of the views of our parents, staff and children
- Input from our local governing body and their strategic plan for the school
- Locally agreed trust priorities
- An understanding of the national context and landscape

1. KEY PRIORITY 1: IMPROVE PUPIL OUTCOMES by:

- 1.1. Improve the oracy of our pupils so that over the year we have maximised opportunities for all pupils to speak aloud to an audience and worked with parents so that children are starting school in 2019 knowing some nursery rhymes
- 1.2. Improve maths outcomes so that standards exceed national expectations with a particular focus on reasoning and applying and the use of concrete, pictorial and abstract methods of learning.
- 1.3. Improve writing outcomes (particularly from Y2 up) so that standards exceed national expectations with a particular focus on spelling to include the consistent application of spelling rules, greater fluency in the use of common exception words and strengthening alternative strategies for learning unknown words.
- 1.4. Raise expectations of achievement across the school - take a step up - ensuring that all pupils, in all year groups, can achieve success against age related expectations with 85% commonly achieving success in lessons (or with immediate follow up) against the learning objective.

2. KEY PRIORITY 2: IMPROVE TEACHING AND LEARNING by:

- 2.1. Promote research and evidence led practice by encouraging teachers to be involved in research projects, coaching triads, sharing of good practice across the school and trust and ensure that Education Endowment Fund strategies are being used to improve the pace of learning
- 2.2. Ensure that year group expectations are made clear to children through modelled examples, learning walls, high quality feedback and marking, and use of 'no excuses' lists
- 2.3. Embed the 'early excellence' approach to teaching and learning in EYFS and KS1 through the development of continuous and enhanced provision.
- 2.4. Strengthen the consistency of teaching approaches to maths and writing across the school.



3. KEY PRIORITY 3: IMPROVE LEADERSHIP AND MANAGEMENT by:

- 3.1. Introduce and embed the Trust's consistent approaches to assessment, monitoring teaching and learning and school self evaluation - this has been populated for you below
- 3.2. Improve leadership of the curriculum so that every co-ordinator is monitoring and improving standards and ensuring good curriculum coverage - improve middle leadership - develop expertise and specialisms to be able to share practice across the trust
- 3.3. Develop the role of the lead teacher within the school.

4. KEY PRIORITY 4: IMPROVE PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

- 4.1. Ensure that everyone within the school can communicate and demonstrate school values, trust values, British values
- 4.2. Strengthen the recording of incidents both positive and negative within the school so that all staff are accountable for the development of behaviour records.



DETAILED ACTION PLANS FOR 2017/2018 SCHOOL YEAR:

KEY PRIORITY 1: IMPROVE PUPIL OUTCOMES

1.1 Improve the oracy of our pupils so that over the year we have maximised opportunities for all pupils to speak aloud to an audience and worked with parents so that children are starting school in 2019 knowing some nursery rhymes

Person with LENS (LT): Sarah Winter		Person responsible: Sarah Stacey/Tracey Palmer		Governor Link: Ruth Walker	
Issue	Actions (person taking actions) - RAG	Success criteria - RAG	Resources	Timescales/milestones for monitoring - RAG	
Children start school not knowing rhymes and familiar stories Speaking and listening is a growing issue in our school	<ul style="list-style-type: none"> Identify lead person and decide on level of involvement in trust activities they will take on Use Trust EYFS baseline assessment in Sept 2017 to establish starting points Contribute ideas for pack of materials for parents Make contact with parents of as many children starting our school in Sept 18 as possible - identify where they are Distribute publicity materials from Trust Organise school events for parents to attend Repeat baseline assessment with Sept 18 cohort and analyse against Sept 17 	<ul style="list-style-type: none"> Our school is fully involved in this trust wide project We have established our own baseline for our school ie the level of knowledge of nursery rhymes of Sept 17 cohort We have made contact with 90%+ of the parents of children who will join our school in Sept 18 and distributed materials to them We have run at least two events to promote nursery rhymes and reading to this group of parents The Sept 18 cohort have started school with higher levels of oracy than the 17 cohort 	Funding from Laurel Trust grant TBC	Lead person & baseline assessment - Sept 17 Preparation - Autumn term 17 Launch to parents - Spring 18 School events - Summer 18 Repeat assessment - Sept 18 Governor Monitoring Qs: To what extent have the school managed to engage the parents of children starting school in Sept 18 in this project? Which of the activities have been most successful at engaging parents? Has this project made a difference to school readiness?	
Children's ability to think through and articulate their ideas, thoughts and feelings is a	<ul style="list-style-type: none"> Identify lead person (could be same as above) Establish current levels of knowledge/existing resources for Philosophy for Children (P4C) in school Gather staff views on ways in which we can maximise the opportunities for children to 	<ul style="list-style-type: none"> The school has developed a strategy and plan to maximise opportunities for all pupils to speak aloud The plan encourages and develops children's ability to think deeply 	£500 allocated in trust budget to support competition	Lead person - Sept 17 Form plan - Autumn 17 Interim review of success of plan - Spring 18 Public speaking comp - Summer 18 Governor Monitoring Qs:	



focus area across the trust	<p>Speak aloud during the year - form a plan for the school and each year group</p> <ul style="list-style-type: none"> ● Provide opportunities for debating ● Encourage children to take part in Trust public speaking competition (further details to follow) 	<ul style="list-style-type: none"> ● Some of our pupils have taken part in a trust wide public speaking competition ● We have successfully raised the profile of oracy and can see the impact in their reading and writing results 		<p>Have all pupils been given opportunities in this area? How are the school able to judge the level of success? What do the children say about this and the impact it has had on them?</p>
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1.2 Plan to improve maths - Improve maths outcomes so that standards exceed national expectations.

- Focus on reasoning and applying
- Use of concrete, pictorial and abstract methods of learning.
- Introduction of White Rose Maths Mastery approach

Person with LENS (LT): Sarah Winter		Person responsible: Donna Dwyer		Governor Link: Nick Williams	
Issue	Actions (person taking actions) - RAG	Success criteria - RAG	Resources	Timescales/milestones for monitoring - RAG	
Reasoning and using and applying is not as well embedded as arithmetic. Too many fragile mathematicians who can follow a process without fully understanding the concept.	<ul style="list-style-type: none"> ● Staff training with Liz Gibb on PD day to strengthen understanding of mastery approach. ● Additional training through the year to be booked to further embed practice ● Headteacher to visit Long Sutton Primary to see White Rose Maths in action. ● Staff files to be created to include all White Rose materials ● White Rose planning for maths mastery to be used across the school ● White Rose assessments used at key data points to support teacher judgement and ensure coverage and map progress across each academic year 	<ul style="list-style-type: none"> ● Staff confident in use of concrete, pictorial and abstract when planning lessons (planning scrutiny) ● Clearly differentiated lessons show differing levels of challenge (lesson observations) ● Children are using manipulatives confidently and independently, (learning walks) ● Children can describe the concept behind the arithmetical processes (Pupil perception interviews) 	Training £400	<p>Autumn term - staff training and introduction of white rose planning across the school First assessment used and data analysed to monitor impact Resources reviewed Spring term - Assessment used Staff files created Planning reviewed Summer term Assessment used, data analysed Pupil perceptions surveys Governor Monitoring Qs:</p>	



	<ul style="list-style-type: none">● EYFS staff to develop continuous and enhanced provision to ensure that children develop confidence and independence in the use of manipulatives and early mathematical language and concepts.● Resourcing reviewed and any additional resources purchased to ensure that all classes have access to manipulatives.● Consistent planning format devised to ensure differentiated levels of challenge.● Fortnightly problem-solving/ open ended investigations planned to apply and embed taught skills using rising stars and NRich materials linked to the learning focus.● Support staff trained in mastery approach to ensure consistency of support across the school● Maths coordinator to monitor mastery curriculum through lesson observations and book scrutiny.● Staff involved in joint planning sessions across key stages to ensure coverage and progression.	<ul style="list-style-type: none">● Books show a variety of approaches used to record mathematical learning (Book scrutiny)● Assessments show that children have a thorough understanding of the mathematical concepts taught at each assessment point. (Scholarpack)● School environment shows a greater mathematical focus, working walls are up-to-date and match current teaching (learning walks)●		
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1.3 Plan to improve reading

- Introduction of PIRA assessments in the autumn, spring and summer terms.
- Teaching reading through both group and whole class reading sessions
- Raising the profile of reading in school through assemblies, displays, library provision, reading advocates, volunteers, etc.
- Introduction of a whole school reading challenge such as 'reading round the world'

Person with LENS (LT): Sarah Winter/Chris Stone

Person responsible: Chris Stone

Governor Link:

Issue	Actions (person taking actions) - RAG	Success criteria - RAG	Resources	Timescales/milestones for monitoring - RAG
<p>Reading is taught well within the school and children achieve well, but there needs to be greater consistency in record keeping and assessment</p>	<ul style="list-style-type: none"> ● PIRA assessments and mark schemes to be purchased for use across the school ● Staff to look at assessments and ensure that they are aware of expectations for each year group. ● Consistent approach to record keeping for taught reading across the school to be used as evidence of achievement ● Book at breakfast to be organised by the school librarian, inviting parents in to enjoy a book with their child ● Story cafes in each class ● Structured buddy reading, older children with a reading buddy listening to them read. ● Book week 	<ul style="list-style-type: none"> ● Staff are confident in use of PIRA ● Children achieving well in PIRA tests ● Teaching of reading is recorded consistently across schools ● Evidence of progress in reading is available. ● Children are participating in varied reading activities 	<p>PIRA Resources £1000</p> <p>Tea, coffee etc for parent/child reading £50</p>	<p>Autumn term - PIRA used and data analysed Guide/ taught reading records introduced First book at breakfast organised Reading buddies set up Spring term - Story cafe set up, each class has opportunity to take part Data analysed from PIRA Summer term - Data analysed and impact reviewed Governor Monitoring Qs:</p>



<ul style="list-style-type: none"> • Writing skills to be taught across the school through the use of the Alan Peat sentences. 			
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<p>1.4 Raise expectations of achievement across the school - take a step up - ensuring that all pupils, in all year groups, can achieve success against age related expectations with 85% commonly achieving success in lessons (or with immediate follow up) against the learning objective. Embed the value of 'excellence' throughout school life ensuring that children are encouraged to be the best they can be.</p>				
Person with LENS (LT): Sarah Winter		Person responsible: Sarah Winter/Chris Stone		Governor Link:
Issue	Actions (person taking actions) - RAG	Success criteria - RAG	Resources	Timescales/milestones for monitoring - RAG
<p>Staff and pupils sometimes talk more about the excuses or reasons why children haven't achieved - expectations of PP children can be lower than for others</p>	<ul style="list-style-type: none"> • Whole staff training in raising expectations (can be delivered by CF - or slides shared) • Introduce "Be The Best You Can Be!" or similar programme (details from CF) - taught curriculum through PSHE lessons • Achieve buy in from all staff so that all are observant of language being used and can stop ie "Well that's a lack of support at home!" or "He really struggles with writing" said in front of child • Provide training and then monitor learning objectives against NC standards • Look for inspirational examples of children and adults who have achieved despite their personal challenges - use in class and assemblies • Monitor to check that 'no excuses' lists are widely known and understood by pupils 	<ul style="list-style-type: none"> • The majority of "excuses talk" has noticeably disappeared • Children talk about the skills and characteristics they need in order to be the best they can be • Lessons are pitched at age-related expectations and all children experience challenge and talk about choosing their level of challenge to stretch their thinking • 'No excuses' lists are displayed in every classroom from Y1-6 	<p>Cost of BTBYCB programme</p>	<p>Autumn - training sessions and standard setting Spring - project launch? Summer - governor monitoring</p> <p>Governor Monitoring Qs: Is there a noticeable difference in expectations around the school? Do pupils talk positively about being the best they can be?</p>



KEY PRIORITY 2: IMPROVE TEACHING AND LEARNING:

2.1 Promote research and evidence led practice by encouraging teachers to be involved in research projects, coaching triads, sharing of good practice across the school and trust and ensure that Education Endowment Fund strategies are being used to improve the pace of learning				
Person with LENS (LT): Sarah Winter		Person responsible: Sarah Winter/Chris Stone		Governor Link:
Issue	Actions (person taking actions) - RAG	Success criteria - RAG	Resources	Timescales/milestones for monitoring - RAG
This is a national priority - we need to improve the professional training for our staff	<ul style="list-style-type: none"> ● Ensure common readers are available to all staff <ul style="list-style-type: none"> ○ John Hattie, Visible Learning ○ Ron Berger, Ethic of Excellence ○ Dave Burgess, Teach like a Pirate ○ Carol Dweck, Growth Mindsets ○ Shirley Clarke, AfL ○ Alison Peacock, Learning without Limits, Assessment for Learning without Limits ○ Doug Lemov, Teach like a Champion ● Ensure leaders are aware of - <ul style="list-style-type: none"> ○ JWB leadership dialogues ○ John Hattie, Visible Learning into Action ● Involve staff in NE Ipswich research project (following PD day on 20 Oct 17) ● Involve staff in Oracy research project ● Provide some time in staff meetings for reading and discussion of parts of above texts ● Ensure all teachers are aware of EEF website and the top 5 strategies 	<ul style="list-style-type: none"> ● Teachers at our school talk about teaching and learning - there is a noticeable culture ● Teachers say they are supported to develop their ideas and encouraged to be innovative in their practice ● Teachers know that improving learning is the school's number one priority ● Teachers have opportunities in meetings to discuss their learning and feedback on any research or reading undertaken. 	£200 for copies of books	<p>Summer 2017 -LT - copies of The Ethic of Excellence circulated and read</p> <p>Teacher book library established - October 2017</p> <p>Use of short portions of text in all phase/staff/SLT meetings from October (after start of term)</p> <p>Governor Monitoring Qs: (general ethos) Is there discussion about teaching and learning in the staff room/amongst staff informally? Can teachers talk about their practice in relation to research/texts they have read? Do teachers talk about improving learning as their priority?</p>



2.2 Ensure that year group expectations are made clear to children through modelled examples, learning walls, high quality feedback and marking, and use of 'no excuses' lists

Person with LENS (LT): Sarah Winter Person responsible: Subject Leaders Governor Link: Pam Fenner

Issue	Actions (person taking actions) - RAG	Success criteria - RAG	Resources	Timescales/milestones for monitoring - RAG
<p>Although consistency of expectations has improved across the school there is still room for improvement, with staff needing a greater awareness of what happened before/next.</p>	<ul style="list-style-type: none"> ● Staff will all move year group from Autumn 2017 to develop expertise across the curriculum and re-invigorate teaching and learning. ● New marking and feedback policies and protocols being implemented across school to ensure that there is greater focus on feedback and reduction in marking workload. ● All Staff have already received training in some of the new approaches and more is planned for Autumn term to support the implementation of new methods. ● Non- negotiables introduced for staff to ensure consistency of approach. ● New approaches in both Maths and English include opportunities for modelled examples, clearly defined structures for staff and children to follow. ● Teachers will be expected to provide opportunities for children to challenge themselves 	<ul style="list-style-type: none"> ● Good quality teaching, all lessons observed as good or better ● SMART marking being used consistently across the school, staff providing good feedback to move learning on. ● Support staff trained in the use of SMART marking and feedback sessions ● No excuses shared with staff following the training, staff and children referring to and using these consistently. ● Staff trained in new approaches to Maths ● Books show evidence of differing levels of challenge ● Staff all given a document outline consistency of expectation, (non-negotiables) 	<p>Training budget £800</p>	<p>Autumn term - Staff all in new classrooms and implementing the new teaching methods SMART marking implemented Staff training to continue Spring term - SMART marking review Summer term - measure impact of SMART marking on pupil progress Governor Monitoring Qs:</p>



2.3 Embed the 'early excellence' approach to teaching and learning in EYFS and KS1 through the development of continuous and enhanced provision.				
Person with LENS (LT): Sarah Winter		Person responsible: Sarah Stacey/Donna Dwyer		Governor Link: Ruth Walker
Issue	Actions (person taking actions) - RAG	Success criteria - RAG	Resources	Timescales/milestones for monitoring - RAG
Good results in RWM at the end of EYFS, but social skills and independence were weaker.	<ul style="list-style-type: none"> Staff to complete the transformation project, all staff (including TAs) to receive training in the role of the adult Classrooms to be organised to include opportunities for continuous and enhanced provision both inside and outside Early excellence principles to be shared with parents, staff and governors. 	<ul style="list-style-type: none"> Children will achieve GLD in all areas, especially the areas that social and independence. <i>Assessments - Tapestry</i> Children become more autonomous and make choices in their learning. <i>Learning walks/lesson observations</i> Children show greater levels of engagement in their learning <i>Learning walks/lesson observations</i> 	Training £500 Resources for EYFS £1000	<i>Autumn term - reorganisation of classes and setting up of new class environment</i> <i>Parents' meeting organised</i> <i>Baseline completed to show starting points</i> <i>Tapestry set up</i> <i>Spring term - progress analysed against GLD</i> <i>Tapestry continuing to be used</i> <i>Summer term - Progress analysed against GLD</i> <i>Governor Monitoring Qs:</i>

2.4 Strengthen the consistency of teaching approaches to maths and writing across the school.				
Person with LENS (LT): Sarah Winter		Person responsible: Chris Stone/Donna Dwyer		Governor Link:
Issue	Actions (person taking actions) - RAG	Success criteria - RAG	Resources	Timescales/milestones for monitoring - RAG
Still too great a variation in the approaches to the planning and teaching of maths and	<ul style="list-style-type: none"> Standards documents for assessment shared with staff Consistent expectations document shared with staff at the beginning of the year to ensure that all staff have the same understanding of excellence in teaching and learning White Rose Maths used across the school to ensure a consistent approach to the teaching of 	<ul style="list-style-type: none"> Staff are using the standards documents to support assessment of the children and as a guide to planning Evidence in books show that all staff are working from expectations document <i>(book scrutiny)</i> 		<i>Autumn term - New approaches implemented and staff trained</i> <i>Consistent expectations document shared with all staff</i> <i>Spring term - Further CPD on writing and maths</i> <i>Summer term - review progress against targets</i>



writing across the school	<p>concrete, pictorial and abstract concepts in mathematics</p> <ul style="list-style-type: none"> • No excuses documents for the modelling of expectations for each year group in writing • Staff CPD in maths and writing through the year with a focus on improving standards. • Lessons will be planned to allow for different levels of challenge with children having autonomy over choices of challenge 	<ul style="list-style-type: none"> • White Rose maths is planned across the school using the mastery approach, White Rose assessments used. <i>(lesson observations and learning walks)</i> • No excuses documents evident in classroom, children referring to them and using them to improve their learning <i>(book scrutiny - lesson observations)</i> • Lesson planning shows different levels of challenge. <i>(planning scrutiny)</i> • Children engaged in learning and making choices about challenge <i>(learning walk - lesson observations)</i> 		Governor Monitoring Qs:
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KEY PRIORITY 3: IMPROVE LEADERSHIP AND MANAGEMENT

3.1 Introduce and embed the Trust's consistent approaches to assessment, monitoring teaching and learning and school self evaluation				
Person with LENS (LT): Clare Flintoff		Person responsible: Sarah Winter		Governor Link: Pam Fenner
Issue	Actions (person taking actions) - RAG	Success criteria - RAG	Resources	Timescales/milestones for monitoring - RAG
ASSET's consistent systems and procedures need to be introduced in the school	<ul style="list-style-type: none"> • Attend EIT training sessions (see plan) and access resources on ASSET website • All teachers to complete T&L SEF for PM meetings (Leadership SEF for leaders) • Use school's teaching priorities to plan internal CPD and monitoring - use T&L monitoring 	<ul style="list-style-type: none"> • School can evidence direct improvement of teaching • Monitoring is undertaken regularly and is leading to improvement • Accurate records exist of the support given to teachers to ensure children 		<p>Leadership, Teaching & learning SEFs - September</p> <p>T&L spreadsheets - Oct</p> <p>Outcomes SEF, Data drop - November</p>



	<p>spreadsheet (from training on 27.9.17) and implement in school</p> <ul style="list-style-type: none"> • Provide assessment training for staff (book with trust) so staff can complete first data drop in November on SP • All teachers to complete Outcomes SEF at Nov data drop - use for PPMs • Populate headline data document (JC to advise) before focus review meeting with CF • RAG rate SDP and update targets for focus review meeting with CF • Produce T&L, Outcomes reports for LGB meetings - obtain latest copy of school data dashboard from trust for LGBs • Repeat and embed processes in spring and summer terms (see trust timelines) 	<p>are learning well and these have had a high impact on results</p> <ul style="list-style-type: none"> • Teachers feel they are highly involved and have ownership of their own improvement • The school has a very accurate overall picture of the quality of T&L, pupil achievement and whole school self evaluation 		<p>Behaviour SEF - January (see ASSET timetables)</p> <p>Governor Monitoring Qs: Are the reports we receive at LGB meetings consistent and accurate - how do we know? How well does the school know its strengths and areas for development? Do all staff know?</p>
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<p>3.2 Improve leadership of the curriculum so that every co-ordinator is monitoring and improving standards and ensuring good curriculum coverage - improve middle leadership - develop expertise and specialisms to be able to share practice across the trust</p>				
<p>Person with LENS (LT): Sarah Winter</p>		<p>Person responsible: Sarah Winter/Chris Stone</p>		<p>Governor Link: Pam Fenner</p>
Issue	Actions (person taking actions) - RAG	Success criteria - RAG	Resources	Timescales/milestones for monitoring - RAG
<p>Curriculum leadership roles have been developing within the</p>	<ul style="list-style-type: none"> • All staff to be allocated leadership roles • Staff to develop leadership files for each subject • Management time to be given to staff to allow opportunities to develop curriculum folders and monitor teaching and learning. 	<ul style="list-style-type: none"> • Staff files completed, including action plans • Staff have monitoring timetable in place for their subject. • Lessons will show good coverage of the curriculum for each subject 	<p>HLTA time to cover class for staff release £25 per session</p>	<p>Autumn term - Action plans in place Spring term - Training reviewed and additional CPD booked in Summer term- Progress reviewed</p>



<p>school, but need further embedding. Changes of staff have meant changes of role.</p>	<ul style="list-style-type: none"> • Subject leaders to attend training in subject areas • Monitoring timetable to be set up to support 	<ul style="list-style-type: none"> • Subject leaders will be able to show impact of action plans 		<p>Governor Monitoring Qs:</p>
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3.3 Develop the role of the lead teacher within the school.				
Person with LENS (LT): Sarah Winter		Person responsible: Sarah Winter/ Chris Stone		Governor Link: Sue Taylor
Issue	Actions (person taking actions) - RAG	Success criteria - RAG	Resources	Timescales/milestones for monitoring - RAG
<p>SLT consists of Headteacher, impacting on Headteacher workload/well-being, No alternate lead in headteacher absence.</p>	<ul style="list-style-type: none"> • Lead teacher appointed at the end of last academic year. • Lead teacher job description to be reviewed and agreed between LT and HT • Training for Lead teacher in learning walks, book scrutiny etc. • Lead teacher to complete Leadership SEF • Release time to complete management role. • ASSET SLT Overview to be adapted and priorities highlighted for each term. • Monitoring timetable in place for SLT • Fortnightly SLT strategic meetings to include HT/LT and SENCO • Lead teacher to spend some time in each of the classes, teaching a lesson and gaining additional experience of different year groups • Safeguarding weekly meeting between designated leads 	<ul style="list-style-type: none"> • Lead teacher has expectations of what the role involves and the impact this role should have on raising standards in the school. • Lead teacher confident in the use of the ASSET approach to monitoring teaching and learning • Lead teacher completed leadership SEF, development priorities highlighted. • SLT overview used as a working document for planning termly priorities • Monitoring timetable ensures that excellence is being achieved across the school 		<p>Autumn term - Lead teacher appointed - job description and roles/responsibilities reviewed Regular SLT meetings timetabled Autumn term focus agreed Training Spring term Spring term focus agreed Progress reviewed Summer term -Summer term focus agreed. Next year's targets developed</p> <p>Governor Monitoring Qs:</p>



		<ul style="list-style-type: none"> ● SLT have a clear focus and regular updates ensure drive in moving school forward ● LT will have a clearer understanding of expectations across all year groups. ● Rigorous monitoring of Safeguarding to take place 		
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KEY PRIORITY 4: IMPROVE PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

4.1 Ensure that everyone within the school can communicate and demonstrate school values, trust values, British values				
Person with LENS (LT): Sarah Winter		Person responsible: Sarah Winter	Governor Link: Sarah Doyle	
Issue	Actions (person taking actions) - RAG	Success criteria - RAG	Resources	Timescales/milestones for monitoring - RAG
Consistent use of the same language needed across school and the trust to ensure that everyone is clearly communicating values.	<ul style="list-style-type: none"> ● Revisit and review school values, what do we stand for as a school, how do we communicate that to other people. ● Assemblies to share our school values with the children. ● Displays to support and evidence those values ● Review of the school British values document to ensure that it ties in with current topic plans. ● Trust values revisited in staff meetings, staff using the language of excellence. ● Review of the half termly themes for assemblies, values for life. ● Celebration assembly, staff to use the language of excellence and engagement when giving celebration awards 	<ul style="list-style-type: none"> ● Language of school, trust and British values visible around the school ● Children can use the language that demonstrates an understanding of school, trust, British values ● Staff using language of excellence etc. ● Clearly defined plan for British values which ties in with current topic plans. ● Evidence of the communication of values visible in lesson planning, especially in PSHE. ● Some discreet teaching of certain values to take place in PSHE /RE and through assemblies 		Autumn term - revisit of school values with staff Focus of assemblies - school/trust values Spring term - Focus of assemblies - British values Summer term - Review of British Values principles for the school Governor Monitoring Qs:



4.3 Strengthen the recording of incidents both positive and negative within the school so that all staff are accountable for the development of behaviour records. Ensure that there is consistency in the language used to develop good behaviour. For all staff to have consistently high expectations of behaviour within the school.

Person with LENS (LT): Sarah Winter		Person responsible: All staff		Governor Link:	
Issue	Actions (person taking actions) - RAG	Success criteria - RAG	Resources	Timescales/milestones for monitoring - RAG	
Behaviour is good, but there needs to be more consistency in staff management of behaviour and in the record/reporting of incidents.	<ul style="list-style-type: none"> ● Behaviour element of Scholarpack - all staff to be trained in its use and recording details of any concerns regarding behaviour that they deal with either in lessons or outside ● Staff training to develop a clearer understanding that everyone is responsible for behaviour and the need for consistency ● Staff to consistently use the language of the positive when managing behaviour. ● Transition times between lessons, playtimes, assembly etc. to be more closely monitored by all staff ● Behaviour book to be completed by lunchtime staff, all entries to be reported to HT ● MDSA training in behaviour management. ● School to take part in anti-bullying week ● High five approach to anti-bullying to be revisited with the children. ● School rules to be revisited and reviewed, focusing on positive rather than negative behaviours. ● School continues to use the language of rights of a child from UNICEF ● Achievements to be celebrated in assembly both academic and personal. 	<ul style="list-style-type: none"> ● Scholar pack is a clear and concise means of evidencing behaviour across the school ● Behaviour both in class and out of it is consistently good/outstanding ● All staff are treated equally by the children and there is an understanding that all adults have an equal role when it comes to expectations of behaviour. ● Transition times are quieter, children are making the choice to behave sensibly without reminders ● All staff including MDSAs keep records of behaviour. ● Children have developed their own strategies for managing conflict and finding a resolution ● All students are aware of the expectations for behaviour ● Everyone has a clear understanding of rights, roles and responsibilities when it comes to managing behaviour. 		Autumn term - Staff trained in use of schola pack to record incidents Anti - bullying week Review of school rules Spring term- MDSA training Summer term - Review of progress Governor Monitoring Qs:	



	<ul style="list-style-type: none">• Family assembly each week will continue celebrate the positive attitudes and behaviours	<ul style="list-style-type: none">• There are clear reward systems in place for children who do follow the rules and make the right choices.		
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MONITORING AND EVALUATION - how we intend to monitor progress made against actions and targets on this plan

This plan is reviewed in November/December, February/March and May/June at Focus Review meetings with the Executive Principal and RAG rated reports are produced for the Local Governing Body end of term meetings. Judgements are benchmarked against other ASSET schools and through external consultant visits.

The following is a summary of the monitoring that takes place in our school and at trust level.

School Leaders	Local Governing Body	ASSET Trust – Executive Principal/Board
<p>The following is a list of possible examples:</p> <ul style="list-style-type: none"> ● Termly Pupil Progress Meetings with SLT, SENCo, Class teacher ● Pupil progress and intervention impact discussions with SLT with focus on disadvantaged pupils ● Fortnightly learning walks are used to check progress against T&L priorities ● Pupils’ work in books is monitored at least at least half termly by senior leaders and more regularly by teachers ● Pupil perception surveys are carried out at least once a year ● Half termly monitoring of teacher’s plans to check against age related LOs and tailored challenges to meet the LO ● Peer critique of pupil work (overseen by SLT) ● Weekly behaviour and learning walk by member of SLT ● Half termly data analysis by HT with DHTs including attainment and progress for whole 	<ul style="list-style-type: none"> ● Receive and scrutinise evaluative reports at every review point. These reports will form the main agenda point of all LGB meetings. ● Termly data analysis to include attainment by year group and by vulnerable groups in comparison with other pupils and where applicable, national averages (against targets set) ● Termly meetings for link governors with English and Maths subject leaders to view action plans and impact of actions taken to report to SLT and governors ● Twice yearly meetings for other key governors to ascertain progress eg how the use of pupil premium funding is resulting in accelerated achievement of disadvantaged pupils, SEN, Early Years, etc ● Governor visits programme linked to specific school improvement initiatives reported back to SLT and LGB ● Termly governor learning walks and governor training 	<ul style="list-style-type: none"> ● The EP is responsible for overseeing this plan and reviewing actions three times a year to ensure actions taken will result in quick improvement and no time is wasted ● The Education Committee will be involved in monitoring progress and providing advice and external verification to all levels of leadership judgements about data analysis, lesson observations, work scrutiny, effectiveness of intervention, etc ● The EP will work closely with school leaders to commission any additional support that might be needed to ensure the school improves speedily ● Regular line management meetings with the EP and HTs are used to check progress against the HTs performance targets and action on this plan. HT PM is reported to the Board via the Education Committee.



<p>cohorts and groups to evaluate against targets set and report back to LGB and Board</p> <ul style="list-style-type: none">• Half termly line management meetings and progress review against PM targets with HT• Drop in monitoring of T&L as appropriate		
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BUILDINGS AND SCHOOL ACCOMMODATION PLAN

School building improvements and accommodation changes planned in 2017/18 school year

1. Library improvement				
Person with LENS (LT): Chris Stone		Person responsible: Helen Bealing		Governor Link:
Issue	Actions (person taking actions) - RAG	Success criteria - RAG	Cost - revenue or capital?	Timescales/milestones for monitoring - RAG
The library space is in need of reorganisation	<ul style="list-style-type: none"> ● Cull old books ● Re-organise remaining books to make them more appealing to the eye. 	<ul style="list-style-type: none"> ● The profile of books has been raised and children are enjoying using the library - as a result children are reading more 	£300 to display books	Autumn term - Book sort and re-organise May - governor monitoring Governor Monitoring Qs: How can I check that we have secured value for money? What has been the impact on reading results?

2. Nurture/ quiet learning space				
Person with LENS (LT): Sarah Winter		Person responsible: Karen Thurston		Governor Link: Ruth Walker
Issue	Actions (person taking actions) - RAG	Success criteria - RAG	Cost - revenue or capital?	Timescales/milestones for monitoring - RAG
Space needed for smaller groups of children with additional	<ul style="list-style-type: none"> ● Space needs re-organisation ● Cushioned/quiet area to be created to allow for time out space ● Resourcing needed to suit the needs of the children 	<ul style="list-style-type: none"> ● Nurture/quiet space created, children with additional needs accessing curriculum in supportive environment 	£500 - resourcing, revenue	Autumn term - start to develop space Resource space Summer term - review of effectiveness



needs to work quietly.	<ul style="list-style-type: none"> Furniture reflects both learning and nurture 			Governor Monitoring Qs:
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3. Redecoration of Eagle Owls classroom and Nurture space (Owl's nest)				
Person with LENS (LT): Sarah Winter		Person responsible: Sue Gee		Governor Link: Ruth Walker
Issue	Actions (person taking actions) - RAG	Success criteria - RAG	Cost - revenue or capital?	Timescales/milestones for monitoring - RAG
Paint peeling and rooms in need of decoration, not appealing environments	<ul style="list-style-type: none"> Quotes requested from three different sources for redecoration Remedial work on damp and rotten wood undertaken Rooms repainted 	<ul style="list-style-type: none"> Class spaces are bright and inviting Children enjoy going into the spaces Cleaner more inspiring learning spaces 	£2000 Capital	Governor Monitoring Qs: