

**ASSET Education - Ilketshall
SCHOOL DEVELOPMENT PLAN, 2018-2021**

The overall vision for schools in ASSET:

Our children deserve to be in the best schools in the country and we will relentlessly drive improvement so that our schools achieve **excellence**.

We will achieve this by

- Seeking 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
- Building a positive, resilient and **empowering** culture that is always striving to do better and aiming for **excellence**
- Ensuring our pupils have strong literacy and numeracy skills and talk confidently and knowledgeably about being the best they can be
- Building the skills, knowledge, behaviours and attitudes that enable every individual to be happy, successful and fulfilled
- Ensuring the curriculum is irresistible, relevant and life-enhancing for learners and learning is 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.

In every aspect of our work with our young people we will strive to achieve **equity for all.**

Background Context Information

Context:

- Ilketshall is a small village school - serving an area with levels of deprivation in line with all primary schools nationally.
- The school has a population which is almost exclusively white British.
- The school has 15% PP, 7% are FSM

- Slightly more children than nationally receive support for special educational needs.
- In KS2 in 2018 Pupil Premium children did not achieve as well as other children in the school in maths.
- Ilkeshall Primary joined ASSET Education in May 2017 having achieved a 'good' OFSTED inspection result in June 2013.
- Sarah Winter joined the school as headteacher three years ago.
- The school has historically performed above national averages.
- Attendance is above national average at 96.16%
- There is a private nursery which shares the Reception classroom space in the afternoons.

Strengths:

- Reading in KS2
- Writing, particularly pupil premium in KS2
- EYFS
- Attendance is above average

Areas for Development:

- Pupil premium performance in maths across the school
- Maths attainment for all pupils
- Phonics
- Consistent approaches to behaviour management and developing clearer lines of communication with parents around behaviour.
- Progress from key stage 1 to key stage 2

KEY PERFORMANCE INDICATORS

All ASSET schools are expected to plan a trajectory towards achieving excellence in all areas and ultimately 'outstanding' Ofsted judgements. The following Key Performance Indicators (KPIs) have provisionally been set for our school.

	By Dec 2018	By Feb 2019	By July 2019	By Dec 2019	By Feb 2020	By July 2020	By July 2021
	ATTAINMENT TARGETS FOR ALL YEAR GROUPS						

Pupil Outcomes	70% working at age expected	80% age expected in lessons	At NA	80% age expected in lessons	85% age expected in lessons	Above NA Progress +	All groups above NA
Teaching & learning	100% Good + 40% O/S	100% Good + 50% O/S	100% Good+ 50% O/S+	100% Good+ 60% O/S+	100% Good+ 60% O/S+	100% Good+ 70% O/S+	100% Good+ 80% O/S+
Personal Development Behaviour & Safety	Good	Good	Moving to Outstanding	Moving to Outstanding	Outstanding	Outstanding	Outstanding
Leadership & Management	Good SL secured	Good ML/SL	Good LGB	Moving to Outstanding SL/ML	Moving to Outstanding SL/ML	Outstanding SL/ML/LGB	Outstanding SL/ML/LGB

Ofsted Actions:

Date of last inspection: 27th June 2013

Ofsted Priorities	School Actions
Some pupils have too little to do at the start and end of some lessons.	School now uses three levels of self chosen challenge and an extension task is available for children who have completed their task.
Staff do not check pupils always listen when they should, nor that they read, understand and follow feedback about their work.	SMART marking systems have changed the way feedback is given. Children are now given the time to act on misconceptions during lessons and prior to next lesson.
Improvement plans do not make clear what success will look like	SDP clearer with defined measurable success criteria (see below)
A relatively high numbers of pupils miss a week or more of school because their families take holidays in term time.	Term time holidays are now subject to a fine. Attendance is encouraged through weekly and half termly attendance awards. Attendance for the last three years has averaged 96-97% annually.

ASSET Education - School Summary Evaluation Sheet

These areas might be included in a short term Raising Attainment Plan or would be more detailed in the School Action Plan

These areas would be included in the School Action Plan

These areas would be highlighted to the trust and a plan produced to share with other schools

Areas:	Requires Improvement: Key areas of our work that are a priority in order to ensure that practice is consistently good.	Good: Key areas that, as a result of our self-evaluation, we are going to work on next to move more of our practice to outstanding - Key areas in the School Development Plan	Strengths: Key areas of strength in our school, practice we will share
Pupil Outcomes	For pupil premium pupils to achieve in line with non-disadvantaged pupils. Progress to be at least expected for all pupils Maths	Higher number of pupils achieving greater depth, pushing children on from SATs standardised scores of 108-109. Raising standards in Maths through Maths Mastery and times tables rockstars	
Teaching and Learning	Phonics and key skills teaching and teaching for progress Writing at LKS2	Power of reading (Trust priority) Development of reading advocate Meta-cognition and self regulation (Trust priority) Enquiry based learning Implementation of new curriculum (Trust priority)	Standards in Reading
Leadership and Management	Improving communication around behaviour	Further development of coordinator roles. Assessment (Trust priority)	

		To further develop leadership team	
Personal Development, Behaviour and Welfare		<p>Safeguarding (Trust priority)</p> <p>Playground behaviour</p> <p>Sharing awareness of how behaviour is managed</p> <p>Emotional literacy and developing the language for self management for behaviour and mental well-being</p> <p>Jigsaw - Mindful approach to PSHE</p> <p>Development of structured Pupil Voice / School Council</p>	
EYFS			Early Excellence principles

On the basis of this summary, the Trust will produce the following indicator of the school's overall performance:



Target Setting and record of assessment for July 2019 (this table will be populated by the Trust)

Y6	Number	Nov	Feb	June	Combined Last year school:82 Last year national:64 Target range: 75-100			Reading Last year school:91 Last year national 75 Target:80			Writing Last year school:91 Last year national:78 Target 83			Maths Last year school:82 Last year national:76 Target 76			SPAG Last year school:73 Last year national 78 Target :78			
	Total	16																		
	SEN	1			Nov	Feb	June	Nov	Feb	June	Nov	Feb	June	Nov	Feb	June	Nov	Feb	June	
	EAL	0			75			81			81			75			88			
Y2	Number	Nov	Feb	June	Combined Aspirational Cohort Target:			Reading Last year school:85 Last year national:75 Target 81			Writing Last year school:69 Last year national:70 Target: 68			Maths Last year school:77 Last year national:76 Target: 75			Phonics Last year school:100 Last year national:92			
	Total	12																		
	SEN	2			Nov	Feb	June	Nov	Feb	June	Nov	Feb	June	Nov	Feb	June	Nov	Feb	June	
	EAL	0			66			66			66			66			33			
Y1	Number	Nov	Feb	June	Phonics Last year school:77 Last year national:82 Target: 81			Link to Assessment Timetable Autumn Focus Review - Discuss: maths intervention in Y6 to raise combined, support for Y2, EYFS.												
	Total	14																		
	SEN				Nov	Feb	June													
	EAL				79															
EYFS	Number	Nov	Feb	June	GLD Last year school:85 Last year national:71.5 Target:76			Link to Assessment Timetable Autumn Focus Review - Discuss: maths intervention in Y6 to raise combined, support for Y2, EYFS.												
	Total	15																		
	SEN				Nov	Feb	June													
	EAL				40															

Improvement planning in three sections:

1. Raising Attainment Plan - detailed planning for the issues raised in the “development priorities” column above:

1. Pupil Outcomes				
Person with LENS (LT): SW /CS		Person responsible: SW	Governor Link: JH/KW	
Trust support:				
Issue	Actions (person taking actions) - RAG	Success criteria - RAG	Cost - revenue or capital?	Timescales/milestones for monitoring - RAG
<p>At the end of Key Stage 2 only 33% of PP children achieved ARE in RWM combined.</p> <p>PP children across the school do not perform as well as their non PP peers.</p>	<ul style="list-style-type: none"> ● Identification of PP children and support plans and interventions put in place. ● Releasing leaders to support and monitor planning for PP children and if appropriate teaching interventions. ● Pre-lesson teaching ● SMART marking support ● Targeted TA support ● Pastoral support for well-being and self esteem ● Monitoring attendance 	<p>81% of disadvantaged pupils across the school have achieved ARE in RWM through having their learning gaps directly and rapidly addressed.</p> <p>21% of disadvantaged children across the school have achieved greater depth in RWM.</p> <p>Targeted, rapid and personalised intervention has had a positive impact on PP children’s learning with 100% making at least expected progress.</p> <p>By the end of the year, 40 % of lessons observed are outstanding.</p>	<p>See PP strategy</p>	<p>Governor Monitoring Qs:</p> <p>Do staff know who their pupil premium children are?</p> <p>How often are leaders released to monitor?</p> <p>What is pre-lesson teaching?</p> <p>Describe the interventions put in place.</p> <p>What is the impact?</p> <p>How do you know?</p>

<p>Progress to be at least as expected for all pupils</p>	<ul style="list-style-type: none"> ● Identification of any child who is starting to fall behind and support plans and interventions put in place ● Pre-lesson teaching ● Support through SMART Marking ● Targeted TA Support 	<p>Targeted, rapid and personalised intervention has had a positive impact on all children's learning with 100% make at least expected progress.</p> <p>By the end of the year, 40 % of lessons observed are outstanding</p> <p>Progress scores at the end of KS2 are in line with National or beyond and progress is positive.</p>		<p>Governor Monitoring Qs: How often are leaders released to monitor?</p> <p>What is pre-lesson teaching?</p> <p>Describe the interventions put in place.</p> <p>What is the impact?</p> <p>How do you know?</p>
<p>Attainment and progress in Maths is significantly below reading and writing at the end of KS2. Last year 82% of children achieved ARE in Maths at the end of Year 6 and progress in Maths was -2.8.</p>	<ul style="list-style-type: none"> ● Keep up to date with Maths Mastery developments and plans ● Embed Maths Mastery approach ● Ensure that all classrooms with required resources to teach through Maths Mastery approach ● No excuses in Big Maths groups. Use last ¼ of Big Maths lesson to address misconceptions and teach next steps ● Introduce and implement Times Table Rock Stars ● Use White Rose assessments to confirm teacher judgements and ensure that children have a secure understanding of what has been taught. ● Regular monitoring of maths through learning walks and book scrutinies both by subject coordinator and leadership team ensures that maths is being effectively taught. 	<p>Staff confident in use of concrete, pictorial and abstract when planning.</p> <p>All lessons observed in maths are at least good and 40% outstanding.</p> <p>When questioned at least 90% of children are able to describe the concept behind the arithmetical processes.</p> <p>All books show a variety of approaches used to record mathematical learning.</p> <p>At the end of KS2 progress for Maths is at or above 0 and at least in line with National.</p>		<p>Governor Monitoring Qs: Have all pupils been given opportunities in this area?</p> <p>How are the school able to judge the level of success?</p> <p>What do the children say about Mastery Maths, how well do they understand the approach and the impact it has had on them?</p> <p>What is times tables rock stars? What has its impact been? How do you know?</p> <p>How many children have needed SEN support for maths?</p> <p>What kind of interventions do you use?</p>

	<ul style="list-style-type: none"> ● SENCO to ensure that targeted support is put in place for children who are having significant problems understanding mathematical concepts. 	<p>Children improve their tables tables recall. 85% children achieve Rock Star status by end of KS2.</p> <p>100% of children across the school make at least expected progress in Maths from their starting points.</p>		
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2. Teaching and learning				
Person with LENS (LT):	SW	Person responsible: SW/CS	Governor Link: JH/KW	
Trust support:				
Issue	Actions (person taking actions) - RAG	Success criteria - RAG	Cost - revenue or capital?	Timescales/milestones for monitoring - RAG
<p>Phonics and key skills teaching - Not enough children reaching National averages at end of Year 1. Phonics was 77% which was below National</p>	<ul style="list-style-type: none"> ● Regular assessment of phonic skills, Nov, Feb and Apr. ● Interventions in place for children not on track to achieve by end of year to pre-teach or for additional teaching. ● Smaller, more focused, personalised teaching groups - daily, across whole school. ● Spelling shed introduced across the school, focused and personalised ● Subject leader to monitor teaching of phonics and progress of children. ● Pupil progress meetings to include update on phonic progress. ● Weekly home learning to link directly to the teaching. 	<p>85% of children have achieved the expected standard in phonics at the assessment point.</p> <p>66% of Year 2 children have achieved the expected standard at the assessment point in the Yr2 retake.</p>	<p>Nil</p>	<p>Governor Monitoring Qs:</p> <p>How often are subject leaders released to monitor the teaching of Phonics?</p> <p>How are the smaller groups working out?</p> <p>What is the data each drop for Phonics?</p> <p>Describe the interventions put in place.</p> <p>What is the impact?</p> <p>How do you know?</p>

<p>Writing at LKS2 - historically there is a significant dip in writing between KS1 and LKS2. It can take a significant time to catch up to their starting points.</p>	<ul style="list-style-type: none"> ● Regular assessment of writing skills, Nov, Feb and Apr. ● Interventions in place for children not on track to achieve by end of year. ● Embedding the use of 'no excuses' to ensure that children are clear about the expectations of writing. ● Multidisciplinary approach to writing, immersing children in the topic, giving them vocabulary and a purpose for writing. ● Use of working walls. ● Linking writing to Power of Reading ● Subject leader to monitor teaching of writing and progress of children. ● Pupil progress meetings to include update on writing progress. ● Development of a Year 2-3 transition unit. 	<p>Progress has been maintained from Year 2 into Year 3 and to continue through Year 4.</p> <p>At least 69% of children have achieved ARE with 23% maintaining greater depth at the end of Y3.</p>	<p>Nil</p>	<p>Governor Monitoring Qs:</p> <p>How often are subject leaders released to monitor the teaching of writing?</p> <p>What is no excuses?</p> <p>What is the writing data looking like?</p> <p>What are working walls?</p> <p>How does writing link with the Power of Reading?</p> <p>Describe the interventions put in place.</p> <p>What is the transition unit going to be?</p> <p>What is the impact?</p> <p>How do you know?</p>
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<p>3. Leadership and management</p>				
<p>Person with LENS (LT): SW</p>		<p>Person responsible: SW/CS</p>		<p>Governor Link: JH/KW</p>
<p>Trust support:</p>				
Issue	Actions (person taking actions) - RAG	Success criteria - RAG	Cost - revenue or capital?	Timescales/milestones for monitoring - RAG
<p>To further develop the leadership opportunities within the school. There are teachers in the school with the</p>	<ul style="list-style-type: none"> ● Highlighting teachers on UPS or those with management potential and developing a structure which delegates areas of responsibility to those teachers, this includes both 	<p>Data shows the impact of the leaders on outcomes in all areas of the school. Across the school 80% of children to be working at ARE or beyond in RWM.</p>	<p>Release time for SLT £2000</p>	<p>Governor Monitoring Qs:</p> <p>Who are leaders in school and what are their responsibilities?</p> <p>What CPD has taken place?</p>

<p>capacity and potential to become senior leaders and the school should be providing opportunities for them to develop.</p>	<p>subject coordination and other management tasks.</p> <ul style="list-style-type: none"> ● CPD for leaders ● Regular meetings of middle leaders within the school ● Middle leaders to be accountable for their area of responsibility ● Middle leaders to contribute to the monitoring of teaching and learning spreadsheet. ● Middle leaders to take responsibility for some of the operational management of the school. 			<p>How often do you have meetings with middle leaders?</p> <p>How is the operational management of the school going?</p> <p>What is the impact?</p> <p>How do you know?</p>
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4. Personal development, behaviour and welfare				
Person with LENS (LT):	SW	Person responsible: SW/CS	Governor Link: JH/KW	
Trust support:				
Issue	Actions (person taking actions) - RAG	Success criteria - RAG	Cost - revenue or capital?	Timescales/milestones for monitoring - RAG
<p>Although overall behaviour is good, there are inconsistencies in the management of behaviour, especially in the playground. Recent parental perception surveys highlighted a view that behaviour and bullying is not effectively</p>	<ul style="list-style-type: none"> ● Implementing Jigsaw as a mindful approach to PSHE, including circle time and developing emotional literacy to support independent problem-solving around behaviour. ● Pastoral support ● Anti-Bullying Week ● Development of a pupil voice committee to give children ownership of behaviour in the school ● Check in circles 	<p>Jigsaw is implemented across the school</p> <p>Leaders are monitoring the teaching of PSHE, teaching of PSHE is at least good with 40% of lessons observed is outstanding.</p> <p>Scholarpack shows that Behaviour incidents are managed effectively.</p> <p>Behaviour management is seen as a positive within the school.</p>	<p>£450 for resourcing Jigsaw</p>	<p>Governor Monitoring Qs:</p> <p>What is restorative practice, how does this work?</p> <p>How is behaviour logged on Scholarpack?</p> <p>Is the behaviour policy up to date?</p> <p>What are check in circles?</p> <p>What training have the MDSA's had?</p>

<p>managed or communicated.</p>	<ul style="list-style-type: none"> ● Restorative practice training for all staff ● MDSA training on behaviour management ● Leaders to monitor that behaviour management processes are being used consistently. ● All staff to log behaviour incidents on Scholarpack ● Raising awareness of the behaviour management systems and policies within the school ● Regular updates via newsletters and the app highlighting behaviour matters. ● Implementing Jigsaw approach to PSHE workshop ● Pupil voice committee to write a regular letter to parents to include progress in behaviour matters. ● Further parent perception survey to monitor changes 	<p>Through perception surveys at least 90% of children feel that behaviour is managed effectively.</p> <p>Parent perception shows perceived improvement in behaviour with at least 90% of parents stating that behaviour and bullying is managed effectively.</p>	<p>Have there been many incidents of behaviour in school? What does this look like for the year? - (Governor reports)</p> <p>What is the impact?</p> <p>How do you know?</p> <p>Governor Monitoring Qs:</p> <p>What is Jigsaw?</p> <p>Is the behaviour policy consistent across the school? Does it need updating?</p> <p>Is the website and APP up to date?</p> <p>Have we had feedback from the parents about the letters from the pupil voice committee?</p> <p>What did the parent perception survey tell us?</p> <p>What is the impact?</p> <p>How do you know?</p>
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2. Whole Trust plans - planning generated at trust level for general shared improvement initiatives:

- CLPE Power of Reading project - embedding training and curriculum planning
- School 21 Oracy project - embedding training and disseminating to all ASSET schools
- Embedding maths mastery approaches to improve maths results
- Focus on strategies for assessing learning in class and maximising learning opportunities
- Developing meta-cognition and self-regulation in pupils through explicit teaching
- Ensuring the curriculum is broad and balanced
- Pupil premium - maximising known high impact strategies to ensure consistency

CLPE POWER OF READING PROJECT				
Overall Lead Person in School: Chris Stone				
Issue	Planned Actions (person taking actions) - RAG	Success criteria - RAG	Cost - revenue or capital?	Timescales/milestones for monitoring - RAG
<p>Being able to read well is crucial to long term success - not all our pupils are reaching expected standards in reading by Y6</p> <p>Boys enjoyment of reading - is a factor in why they lag behind girls across the trust</p>	<p>Key teachers trained</p> <p>Training disseminated to rest of staff</p> <p>Reading Advocate trained</p> <p>Reading club established</p> <p>Parents support provided</p>	<p>Power of Reading texts and curriculum plans are embedded across all classes in the school.</p> <p>Reading attainment from 2018 to 2019 has shown improvement</p> <p>Reading attainment in 2019 is at or above national and/or progress is above 0.</p>	<p>Funded from SSIF bid</p>	<p>Milestones - see assessment timetable</p> <p>All teachers trained and using resources by Dec 18</p> <p>Governor Link Person:</p> <p>Governor Monitoring Qs:</p> <p>When asked about the Power of Reading initiative what do teachers say about the impact it has had?</p> <p>Can the school demonstrate a rise in reading attainment as a result of the Power of Reading project?</p> <p>What do pupils think about reading? Can teachers demonstrate a change in pupil attitudes to reading?</p>
Evidence Base:	What we Know Works (Power of Reading Project Research from CLPE) Link			
ORACY PROJECT - VOICE IPSWICH				
Overall Lead Person in School: Chris Stone				
Issue	Planned Actions (person taking actions) - RAG	Success criteria - RAG	Cost - revenue or capital?	Timescales/milestones for monitoring - RAG
<p>Often children with disadvantaged backgrounds do not have the same level of confidence and articulacy as others</p> <p>Our ambition is to provide an education that equals that</p>	<p>Ipswich Schools:</p> <p>School 21 Oracy Lead Person</p> <p>Training Days</p> <p>Benchmark for school agreed</p> <p>Focus group set up</p> <p>School Audit</p> <p>School Action Plan</p>	<p>Ipswich Schools:</p> <p>The school has moved at least one place on the School 21 school assessment grid which demonstrates considerable improvement in provision</p>	<p>Funded from SSIF bid - Ipswich schools</p> <p>One SLE visit per school</p>	<p>School to add in timescales as appropriate eg School Audit undertaken by xx</p> <p>Governor Link Person:</p> <p>Governor Monitoring Qs:</p> <p>Can I see the school's benchmarked starting point and be convinced that progress has been made since then?</p>

<p>often provided by public schools in boosting self-confidence and the ability to articulate ideas.</p>	<p>All teachers trained in school by Oracy Lead Other schools: Teaching staff to attend Oracy Training Day in Oct 18 Disseminate key messages to TAs Request support from Ipswich SLE/Lead to undertake school audit School training session to implement some initial ideas</p>	<p>Our target group has made accelerated progress across all subjects and this can be demonstrated in reading, writing and maths attainment results</p> <p>Other Schools: Oracy has a higher profile</p> <p>The school has been audited for oracy provision</p>	<p>funded from central - £200 x 7 = £1400 (from 18/19 budget)</p>	<p>Does the Oracy Lead talk positively about the training, the school's audit and the action plan? Can I see evidence that the actions planned have brought about improvements in school provision? Do pupils say they have benefitted?</p>
<p>Evidence Base:</p>	<p>Improving Literacy in KS1 EEF guidance report - link Improving Literacy in KS2 EEF guidance report - link Oral language interventions - EEF evidence summary - link Voice 21 - link to website</p>			
<p>MATHS MASTERY Overall Lead Person in School: Donna Dwyer</p>				
Issue	Planned Actions (person taking actions) - RAG	Success criteria - RAG	Cost - revenue or capital?	Timescales/milestones for monitoring - RAG
<p>Maths mastery teaching is not completely embedded in all schools</p> <p>Maths attainment is not at national averages</p>	<p>Ipswich schools are involved in Samuel Ward SSIF bid - record key actions here</p> <p>Free Mastery training is available through the Maths Hubs - all schools to access in some way and detail key actions taken here - eg training for staff and dissemination to all</p> <p>Teachers to attend "New to Year: Setting Standards" (Aut18) training if year-group are working significantly below expected standards</p> <p>Follow up Maths SLE visits to individual classes where less than 60% of children are achieving LOs and HT is concerned about progress</p>	<p>All teaching of maths uses a maths mastery approach</p> <p>Attainment in maths is at least at national averages by 2019</p>	<p>Should be no cost (apart from release for training) as maths mastery training is DfE funded at present</p> <p>Maths SLE visits - schools to bid (allocated fund of 10 visits allowed = £2000)</p>	<p>Milestones - see assessment timetables</p> <p>Governor Link Person:</p> <p>Governor Monitoring Qs: How is the school benefitting from maths hub training? Is teaching for mastery fully embedded in all classrooms? Is mastery teaching having an impact on maths results? If not, why not? What are standards like in each class? Is the school requesting additional support where less than 60% of children are achieving the LO?</p>

Evidence Base:	Teaching for Mastery: supporting research, evidence and argument from NCETM - link Improving Mathematics in KS2 and KS3 - EEF guidance report - link			
ASSESSMENT Overall Lead Person in School: Sarah Winter/Chris Stone				
Issue	Planned Actions (person taking actions) - RAG	Success criteria - RAG	Cost - revenue or capital?	Timescales/milestones for monitoring - RAG
<p>Focus needed on in-class AfL as key trust progress measure is looking at children's work</p> <p>We need all teachers to be highly skilled in pupil response so that maximum progress can be made</p>	<p>Staff meeting to highlight and share approaches to AfL in this school and discuss WWW for our children</p> <p>Hub staff meetings to share approaches</p> <p>Reading materials shared with staff from Shirley Clarke, Dylan William and discussed in staff meeting - focus of Trust PD day in Jan19</p>	<p>Learning walk evidence shows that AfL techniques are more widely used in classrooms when compared with Sept 18 benchmark data</p> <p>Staff room talk is about pupil response and AfL - professional dialogues have taken place in and out of meetings on this subject</p> <p>Children say that teachers check what they can do in every lesson and help them to move on so that they make great progress in their learning</p>	<p>Nil</p>	<p>Learning walk benchmark - Sep 18 Learning walk reviews - Nov, Feb, May Initial staff meeting - Aut18 Hub staff meeting - Aut18 PD day training - Jan19 Reading materials used - ongoing all year Pupil perception survey - Jul19</p> <p>Governor Link Person:</p> <p>Governor Monitoring Qs: Are the teachers aware of the evidence base? How are staff working together to improve assessment for learning? Are individual teachers using new techniques that they find successful?</p>
Evidence Base:	Visible Learning: Feedback, Shirley Clarke and John Hattie (published August 2018) Outstanding Formative Assessment: Culture and Practice, Shirley Clarke Active Learning through Formative Assessment, Shirley Clarke Feedback EEF evidence summary - link			
METACOGNITION AND SELF-REGULATION Overall Lead Person in School: Sarah Winter/Chris Stone				
Issue	Planned Actions (person taking actions) - RAG	Success criteria - RAG	Cost - revenue or capital?	Timescales/milestones for monitoring - RAG
<p>Evidence shows that better progress is made by pupils when teachers have explicitly discussed and incorporated metacognition and self-regulation techniques into lessons</p> <p>Developing teacher expertise at all levels is key</p>	<p>Teachers PD day - Sept 18 will launch focus on this</p> <p>School staff meetings to continue focus - could divide up areas for individual teachers or teams to work on and feedback?</p>	<p>Teachers know that incorporating metacognition and self-regulation techniques into their teaching has improved the pupil experience, engaged more learners, and ensured more rapid progress</p> <p>Teachers feel empowered to talk about how using these techniques has made them a better teacher</p>	<p>Nil</p>	<p>PD day launch - Sep 18 Initial staff meetings - Aut18 PD day to share - Jan 19 Follow up staff meeting - Spr19 Follow up staff meeting - Sum19</p> <p>Governor Link Person:</p> <p>Governor Monitoring Questions:</p>

	Review with individual teachers when undertaking T&L SEF reviews			Has the work on meta-cognition and self-regulation made you think about how you teach? Have you done anything differently? What impact has it had on learning?
Evidence Base:	Metacognition and Self Regulation EEF evidence summary - link			
CURRICULUM Overall Lead Person in School:				
Issue	Planned Actions (person taking actions) - RAG	Success criteria - RAG	Cost - revenue or capital?	Timescales/milestones for monitoring - RAG
Last year curriculum principles were developed through consultation. These must now be applied to all school curriculum planning. Ofsted focus on curriculum - broad and balanced	Make sure all teachers are aware of trust curriculum principles - share in staff meeting and apply them to all planning Take part in Trust curriculum audit in summer 2019	Leaders and teachers have analysed how the trust curriculum principles can be fulfilled in the school's curriculum plans and can say how they have tweaked/ revised planning accordingly.	Nil	Staff meeting - Aut18 Trust audit - Sum19 Governor Link Person: Governor monitoring questions: How have the trust curriculum principles impacted on curriculum planning across the school?
Evidence Base:	Include all the latest research based evidence for schools to use and look up (use links)			
Maximising known high impact strategies to ensure accelerated progress for vulnerable, disadvantaged groups - EAL,Roma, Boys, White British Boys, SEN Overall Lead Person in School: Sarah Winter				
Issue	Planned Actions (person taking actions) - RAG	Success criteria - RAG	Cost - revenue or capital?	Timescales/milestones for monitoring - RAG
There is an attainment gap nationally between disadvantaged children and their peers, which is reflected within the trust, particularly in the smaller schools We are not measuring impact of intervention well enough and are not sharing high impact strategies across all schools	Training for teachers on PD Day by Marc Rowland - plan follow up staff meeting to add actions to school plans School lead person to take part in trust network meetings to identify and share high impact interventions Monitor funded activity and intervention, measuring starting and end points closely for intended impact	Pupil premium strategies identify barriers to learning, intended actions to overcome barriers and details of individual funded activity, with challenging and measurable success criteria reflecting high expectations of disadvantaged pupils Strategies for 18-19 and review of 17-18 are published on websites by 30th September.	PD day training - £15 approx per person attending (school budget)	PD day training - Sep18 Follow up staff meeting - Aut18 Measure baselines for key interventions and record - Aut18 Trust network meetings - one per term PD day follow up - Jan19 Governor Link Person: Governor Monitoring Questions: Is the 2017/2018 Pupil Premium Plan reviewed and impact summarised on the school website? Is the Strategy for 2018/2019 published? What was the gap last year between disadvantaged pupils and others nationally? What is the predicted gap for this year? Have interventions been more successful?

		The gap between disadvantaged pupil outcomes and national other is smaller than in 17-18		
		High impact interventions and known and shared with other schools.		
Evidence Base:	Closing the attainment gap EEF report 2018 - link NGA Spotlight on Disadvantage report - link Particularly useful for governors Include all the latest research based evidence for schools to use and look up (use links)			
Safeguarding		Overall Lead Person in School: Sarah Winter		
Issue	Planned Actions (person taking actions) - RAG	Success criteria - RAG	Cost - revenue or capital?	Timescales/milestones for monitoring - RAG
KCSiE requirements from Sep 2018 have changed	All staff to be re-trained and training records kept School policies to be written and adopted following trust template	The school has an up to date Safeguarding/Child Protection Policy which follows latest guidance Safeguarding audits have been followed up and all actions taken.	PD Day training - £15 pp	PD day training - Sep18 Policies fully in place by Oct18 Safeguarding audits (JP) ongoing Governor Link Person: Governor Monitoring Questions: Have the actions from the previous audit been fully implemented? Is the policy completed? Is all staff training up to date?

(ABOVE TABLE is written by the trust and can be adapted as necessary for school use, or kept in this format. This could be subject to further change once a full analysis of results has taken place)

3. School Specific plans - outline plans for school improvements planned this year (reference the “good” column on the summary evaluation above) Small schools should record less detail here. The following table might be an alternative to using the one above...divided into three terms

Autumn Term 2018			
Improvement Actions planned	Person Responsible	Cost	RAG
Children achieving greater depth	SW/CS	Nil	
Developing role of reading advocate	CS/HB	£500	
Enquiry based learning	AP	Nil	
Coordinator roles	All teaching staff	£2000	

Spring Term 2019			
Improvement Actions planned	Person Responsible	Cost	RAG
Children achieving greater depth	SW/CS	Nil	
Developing role of reading advocate	CS/HB	£500	
Enquiry based learning	AP	Nil	
Coordinator roles	All teaching staff	£2000	

Summer Term 2019			
Improvement Actions planned	Person Responsible	Cost	RAG
Children achieving greater depth	SW/CS	Nil	
Developing role of reading advocate	CS/HB	£500	
Enquiry based learning	AP	Nil	
Coordinator roles	All teaching staff	£2000	