



Inspiring minds through opportunity

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**SCHOOL IMPROVEMENT PLAN
TEACHING
RAISING ATTAINMENT PLAN 2014 – 2015 V11**

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Target 1 - Achievement and Standards: 2014 – 2015

- To ensure the attainment and progress of all children is in line or above that of national expectations.

English Results						Maths Results					
Year Group	Levels (national)	Autumn (Oct13)	Spring (Apr 14) (Incl Discounts)	Summer (May 14)	Predicted	Year Group	Levels (national)	Autumn (Oct13)	Spring (Apr 14)	Summer (May 14)	Predicted
Year 6	4C Writing (85%)	39%	69% (73%)		84%	Year 6	4C Mathematics (86%)	61%	82% (85%)		88%
	5 Writing (33%)	0%	5% (5%)		39%		5 Mathematics (42%)	24%	44% (45%)		51%
	4C Reading (89%)	68%	84% (87%)		89%		6 Mathematics		5% (5%)		9%
	5 Reading (50%)	22%	54% (56%)		62%		4C SPAG (76%)		82% (85%)		80%
Year 5	3A Writing	38%	46%		85%	Year 5	5 SPAG (52%)		44% (45%)		54%
	3B Writing	50%	68%		90%		3A Mathematics	60%	66%		89%
	3A Reading	60%	75%		86%		3B Mathematics	72%	76%		92%
	3B Reading	81%	83%		95%		3B Mathematics	45%	69%		90%
Year 4	3B Writing	22%	41%		73%	Year 4	3C Mathematics	70%	86%		95%
	3C Writing	50%	69%		92%		3C Mathematics	28%	53%		70%
	3B Reading	58%	78%		81%		2A Mathematics	50%	71%		88%
Year 3	3C Reading	77%	85%		89%	Year 3	3C Mathematics (24%)	0%	9%		25%
	2A Writing	37%	68%		80%		2B Mathematics (80%)	24%	56%		71%
	3C Reading	33%	53%		75%		2C Mathematics (92%)	66%	77%		81%
Year 2	2A Reading	65%	77%		87%	Year 2	2C Mathematics (92%)	66%	77%		81%
	3+ Writing (16%)	2%	7%		19%		2C Mathematics	0%	14%		21%
	2B Writing (70%)	10%	38%		66%		1A Mathematics	12%	36%		71%
Year 1	2C Writing (86%)	37%	60%		80%	Year 1	1B Mathematics	19%	64%		87%
	3+ Reading (31%)	2%	14%		36%		2C Reading	0%	21%		26%
	2B Writing (70%)	10%	38%		66%		1A Reading	7%	35%		74%
	2C Writing (86%)	37%	60%		80%		1B Reading	26%	61%		88%
	3+ Reading (31%)	2%	14%		36%						
	2B Reading (81%)	46%	69%		73%						
2C Reading (90%)	58%	78%		85%							
EYFS											

N.B., To ensure accelerated progress, the children in the identified target groups need to progress at least 1 NC level in an academic year, dependent upon their starting point and their potential to improve

Target 1 - Achievement and Standards: 2014 – 2015

- To ensure the attainment and progress of all children is in line or above that of national expectations.

School Actions (Process)	Monitoring Arrangements (Outputs)	Success Criteria (Outcomes)	Final Evaluation Evidence
<p>On-going 2014 - 2015 Achievement and Standards</p> <ul style="list-style-type: none"> • HT, DHT, PL and AHT (SENCO) to meet with all staff termly (Pupil Progress Meeting) • Teachers identify gaps in children’s subject knowledge linked to assessment, actions put in place to address where progress is not sufficient • Children to be grouped according to ability, identification and allocation of intervention • MTP reviewed to meet the needs of all pupils (termly) • Staff allocated to appropriate groups to maximise support • Pete to compile data termly and present to LMT and Governing Body (Autumn) 	<ul style="list-style-type: none"> • HT, DHT, PL and AHT (SENCO) check accuracy of levels of identified children throughout PPM • Accurate levels entered on to the tracker • PPM run smoothly and on time • Quality of children’s work is in line with standards and expectations • Intervention co-ordinator to check attendance and quality of interventions delivered 	<ul style="list-style-type: none"> • Individual pupils identified and actions put in place to close the gap • Under-performing groups identified and actions put in place to close the gap • MTP reflects the needs of the cohort • GB and SLMT have a clear understanding of the data across the school • Predicted data is ambitious but realistic 	<ul style="list-style-type: none"> • Raiseonline data presented to GB Autumn 2014 • RAP data shared summer 2015

<p>Autumn Actions:</p> <p>Year 6 Actions:</p> <ul style="list-style-type: none"> • 4th Teacher allocated to Year 6 enabling additional maths group and HLTA reading interventions before school • Rebecca (Science Cord) to release Michael, Viv or Alex (Year 6 Teachers) one afternoon per week for writing conferences Rebecca (science coordinator) to deliver science lesson in each class on the afternoon) • CGP Reading test used to ensure children aware of demands of new reading style tes • Helen (AHT)/ Shoshannah (DH) to generate reading style tests from testbase based on progressive Level 3, 4 and 5 questions for autumn 2 • Rebecca to plan guided reading – linked to science at the start of every science lesson • Year 6 Teachers, David Read (G&T Co-ord) and Helen Taylor (AHT) to attend Level 6 master class training at St Paul’s Way Trust school • Level 6 maths intervention led by Michael • Identified Level 6 children to attend weekly sessions at St Paul’s Way Trust school • Maths and reading booster pre-school – identified children • Focus children matched to established and committed learning partner • Individualise ‘Learning Partners’ packs for priority children in Year 6 • Summer homework packs printed to support learning at home with identified children • Reading GAPS analysis completed in Autumn 1 • Helen/Catherine complete maths gaps for Chris Loades Maths intervention, focus of each session timetable and questions produced for Chris to use 	<ul style="list-style-type: none"> • PPM – achievement and attainment to be monitored • Intervention co-ord / AHT to ensure questions and timetabled curriculum is being delivered 	<ul style="list-style-type: none"> • Children reach and exceed national expectations for progress and attainment 	<ul style="list-style-type: none"> • Achieved
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Target 1 - Achievement and Standards: 2014 – 2015

- To ensure the attainment and progress of all children is in line or above that of national expectations.

School Actions (Process)	Monitoring Arrangements (Outputs)	Success Criteria (Outcomes)	Final Evaluation Evidence
<p>Year 1 Actions:</p> <ul style="list-style-type: none"> • Split RWInc timetable for Yr1 & Yr2 to provide smaller group sizes in order so that strongest RWInc teachers support our weakest readers (to be reviewed half-term) • Reorganisation and provision of resources so that children's books in KS1 are changed daily or when needed. • Afternoon timetable provides children with range of structured activities to develop and support basic English skills • Reading Managers complete tracker and in order that data can be presented in PPM • Sue / Natalie / Salma to carry out 1:1 Read Write Inc sessions with targeted children • Shainey to plan creative writing activities for Sue / Natalie to carry out with non-blending phonic children • Skadden learning partners working with identified 1:1 children with 'Early Words' • Sarah and Verity to run differentiated RWInc parent workshop 	<ul style="list-style-type: none"> • SIP monitoring termly with AHT T&L KS1 to ensure actions have been completed for Year 1 • Timetable shared of 1:1 Read Write Inc catch-up • Feedback from staff on master classes to ensure that high quality of training is being delivered • Read Write inc managers to prepare data for PPM 	<ul style="list-style-type: none"> • Children reach and exceed national expectations for progress and attainment • Children reach and exceed national expectations for progress and attainment 	<ul style="list-style-type: none"> • Achieved
<p>Year 2 Actions:</p> <ul style="list-style-type: none"> • Higher ability reading group access 5X focussed reading sessions per week • All year 2 children access 5 sessions of Read Write Inc phonics programme per week • Shared reading / writing 4x week • 1:1 reading am with all children each week • 1:1 Read Write Inc Interventions each day with identified children • Identified group of Year 2 children receive numicon maths intervention after school 	<ul style="list-style-type: none"> • PL to ensure timetabling is adhered to and reviewed half-termly 	<ul style="list-style-type: none"> • Children reach and exceed national expectations for progress and attainment 	<ul style="list-style-type: none"> • Achieved
<p>EYFS Actions:</p> <ul style="list-style-type: none"> • PDM for outdoor learning September 2014 • 1:1 maths sessions for identified children • 1:1 Read Write Inc sessions with targeted children • Shan to trial '2simple' electronic learning diary 	<ul style="list-style-type: none"> • FS Coordinator/Manager monitor observations, learning diaries and termly data 	<ul style="list-style-type: none"> • Children reach national expectations for progress and attainment 	<ul style="list-style-type: none"> • Achieved

Target 1 - Achievement and Standards: 2014 – 2015

- To ensure the attainment and progress of all children is in line or above that of national expectations.

School Actions (Process)	Monitoring Arrangements (Outputs)	Success Criteria (Outcomes)	Final Evaluation Evidence
<p>Spring 2015: Interventions & Clubs</p> <ul style="list-style-type: none"> • Key Stage One & Key Stage Two: 1 Reading, Writing, Maths club has been allocated per phase by teachers during PPM to provide targeted support. • LMT to support Club Planning Preparation sessions in order to develop 8 week programme of support and clear learning outcomes identified from PPM • Additional staff (2) run 1:1 RWinc Interventions for Yr1/Yr2 • KS2 Freshstart intervention x 5 week in addition to literacy (2 groups) • Social Workers to provide 1:1 tuition support Yr6 (children to be agreed) • Lower readers KS1/KS2) identified and provided with daily 1:1 reading (TBC) • Nursery - Speech and Language, social communication, physical development intervention groups. <p>Assessment</p> <ul style="list-style-type: none"> • All teaching staff provided with additional extra assessment/marketing day • 2x Spring Term PPM for Yr6 to ensure progress and attainment <p>Parental Support and Engagement</p> <ul style="list-style-type: none"> • Parent Focus Mornings with focus on talking homework (AEN groups), Basic maths skills and reading with your child at home/diaries. • Parent Worksop: FS basic assessments • Parent RWinc Workshops • DH/AHT to meet with parents whose children are struggling 	<ul style="list-style-type: none"> • PPM – achievement and attainment to be monitored • Reading Managers to monitor and provide support for new interventions • DH to ensure parent workshops take place • AHT T&L (SC) to ensure all staff receive the allocated extra time for marking and assessment • Mark Ripper to liaise with Yr6 and Student Social Workers 	<ul style="list-style-type: none"> • Children reach and exceed national expectations for progress and attainment 	<ul style="list-style-type: none"> • Achieved

Target 1 - Achievement and Standards: 2014 – 2015

- To ensure the attainment and progress of all children is in line or above that of national expectations.

School Actions (Process)	Monitoring Arrangements (Outputs)	Success Criteria (Outcomes)	Final Evaluation Evidence
<p>Year 6 Actions</p> <ul style="list-style-type: none"> • Groups – Rebecca to be switched to reading – review at PPM • Booster – Rebecca to take reading / Alice maths • Marking paper – gaps in class – green pen • Recording answers in books • Shared reading comprehension questions form BJ • Increase time for reading comprehension – shorter science lesson • Science reading <p>Reading:</p> <ul style="list-style-type: none"> • Replace short science with extra reading session (possibly two smaller groups lead by Rebecca and Shosh) • Children to regularly (x2week) record answers to questions in back of literacy books • 1x week reading conferences with tricky children • Next Week - Monday Gaps lesson / Mystery Novels with SATs style question (like in model provided) • Learning partners given readings test and answers to go through with children <p>Planning:</p> <ul style="list-style-type: none"> • completed planning responsibilities sheet - divide up planning, resource preparation and flipcharts equal across year group • Alex: skelton plan for Literacy, text for Focussed Reading by planning meeting • Michael; complete timetable for following week and share in planning meeting • All planning completed by Friday - must have aims/success criteria/key questions/activity - "see flipchart" comment <p>SMLT (Shosh/Gill) Parent Meetings</p> <ul style="list-style-type: none"> • Yr6 generate list of parents to see • Shosh to meet with Rebecca and go through test 	<ul style="list-style-type: none"> • PPM – achievement and attainment to be monitored • Reading Managers to monitor and provide support for new interventions • DH to ensure parent workshops take place • AHT T&L (SC) to ensure all staff receive the allocated extra time for marking and assessment • Mark Ripper to liaise with Yr6 and Student Social Workers 	<ul style="list-style-type: none"> • Children reach and exceed national expectations for progress and attainment 	<ul style="list-style-type: none"> • Achieved

Target 1 - Achievement and Standards: 2014 – 2015

- To ensure the attainment and progress of all children is in line or above that of national expectations.

School Actions (Process)	Monitoring Arrangements (Outputs)	Success Criteria (Outcomes)	Final Evaluation Evidence
<p>Summer 2015: Year 1 Actions:</p> <ul style="list-style-type: none"> • Reading - 1:1 interventions, Drive on reading diaries, Invite parents to come and read with their child on a rota basis, Library trip and story mapping focus • Maths – Numicon, Maths homework, additional problem solving activities and a fact focus • Writing - Story mapping focus, Cross curricular writing opportunities identified in MTP additional spelling activities within the timetable <p>Year 2 Actions:</p> <ul style="list-style-type: none"> • Reading - Potentially changing the 3 groups to 4 with a booster for the MA children, children still needing 1:1 RWInc support continue, continue to push reading diaries and reading at home and the use of story language through story time. • Maths - Numicon as starter for LA children, problem solving day every week, times tables daily intervention, changed maths homework and LA maths homework – in line with their own abilities. • Writing - Cross curricular creative writing opportunities, engaging boys – pirates/ space, increase story mapping within lessons, selection of engaging stories to promote writing and grammar is now more based around story and sentence work. <p>Year 3 Actions:</p> <ul style="list-style-type: none"> • Reading - Continue using AR to challenge children and encourage a love of reading (suitable books), storytime regularly (esp. books which support curriculum), freshstart, 1:1 reading in the morning (AF2 Focus) and regular opportunities to change books • Maths - Numicon club (level 2), problem solving weekly, times tables weekly and numicon in LA group to support learning • Writing - Teaching more grammatical skills/sentence level work, sentence club in registration, handwriting club, Freshstart, boys’ writing club, curriculum focussed on engaging boys and spelling homework – need new books 	<ul style="list-style-type: none"> • PPM – achievement and attainment to be monitored • PL / Intervention Co-ord to monitor interventions • SLT Review 	<ul style="list-style-type: none"> • Children reach and exceed national expectations for progress and attainment 	<ul style="list-style-type: none"> •

Target 1 - Achievement and Standards: 2014 – 2015

- To ensure the attainment and progress of all children is in line or above that of national expectations.

School Actions (Process)	Monitoring Arrangements (Outputs)	Success Criteria (Outcomes)	Final Evaluation Evidence
<p>Summer 2015: Year 4 Actions:</p> <ul style="list-style-type: none"> • Reading - Book Club for reluctant readers, emphasising engagement in focus reading and reducing emphasis on AFs, Power of Reading, continue to promote AR daily – target those children who have not completed sufficient, RWI Freshstart for underperforming children, speedy Readers for LA group • Maths – Numicon / mental maths club, X tables focus – link to PDM, problem solving taught at least once a fortnight, focus on achieving key fact targets in preparation for Year 5, Intervention – STA to target small group for rapid recall of mental maths facts – see HA target children, promote use of models and images throughout teaching • Writing - Emphasise links to grammar, Grammar Friday, ensure writing flows from a context provided by the reading, continue to provide high quality models of written examples, choose topics that engage and motivate, 1:1 Writing conferences and Get Spelling <p>Year 5 Actions:</p> <ul style="list-style-type: none"> • Reading - Non-fiction story times to engage boys, using shorter novels, speedy readers-support middle & high, Freshstart and Benchmarking to take place with identified children • Maths – Trialling Accelerated Maths, Cd’s for Mental Maths-continuity, Times table focus, Targets-non negotiables and After School Maths • Writing – Booster for Grammar during assemblies <p>Year 6 Actions:</p> <ul style="list-style-type: none"> • Reading - L6 children to take test, Identify L4c and 5c borderline children for focus, register scribe for identified pupils, children to come out of Freshstart and return to main class teaching to access SPAG, Identify 4a, 5c and 4c children for focus, Easter school – spag catch up and children to take Level 6 spag test • Maths – Borderline children identified for focus group and Easter school • Writing – Resume writing conferences and writing full stop club • All pupils provided with revision material for the holidays <p>Foundation Stage:</p> <ul style="list-style-type: none"> • Reading - • Maths – • Writing - 	<ul style="list-style-type: none"> • PPM – achievement and attainment to be monitored • PL / Intervention Co-ord to monitor interventions • SLT Review 	<ul style="list-style-type: none"> • Children reach and exceed national expectations for progress and attainment 	<ul style="list-style-type: none"> •

Target 2 – Teaching and Learning:

- To ensure the quality of teaching raises attainment and achievement across the curriculum.
- To ensure the delivery of consistently good and outstanding practice.
- To raise standards of attainment in reading and writing by building effective systems to embed a culture of reading.
- To ensure all children are confident communicators.

School Actions (Process)	Monitoring Arrangements (Outputs)	Success Criteria (Outcomes)	Final Evaluation Evidence
<p>Autumn Term 2014 INSET Days x 2</p> <ul style="list-style-type: none"> • Grammar – Support Staff • New History Curriculum – KS1 & KS2 Teachers • Staff discussion regarding all reading actions that should be in place throughout the school • Outdoor learning (FS Staff) – developing understanding of the world / nature / past and present • Registered Behaviour Technician Training • New CJ staff attending two day RWInc training <p>Professional Development Meetings – Teachers:</p> <ul style="list-style-type: none"> • ‘Now press play’ – language development to support writing • Accelerated Reader • New maths curriculum - problem solving and numicon • Phase writing moderation and target setting meeting • Whole school writing moderation (extended session) • PE (new curriculum) • Science (new curriculum) • Signalong • EYFS – outdoor learning • Numicon - FS and SEN staff 	<ul style="list-style-type: none"> • Feedback forms completed for all staff training • Monitoring of lessons (English and Maths Autumn 1) • Monitoring of learning environments (Autumn 1) • Monitoring of books (English, Maths, Science and FS Autumn 1) 	<ul style="list-style-type: none"> • Staff training develops practice and standards of teaching • 100% of all lessons graded as good or better for all staff. • Points for development identified, acted upon resulting in more effective learning and teaching. • 100% of all books / profiles are deemed to be good or outstanding. • Learning Environments are exemplary across the phases • 	<ul style="list-style-type: none"> • See data below on the quality of teaching and learning • Completed PDM review forms

Target 2 – Teaching and Learning:

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- To ensure the delivery of consistently good and outstanding practice.
- To raise standards of attainment in reading and writing by building effective systems to embed a culture of reading.
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School Actions (Process)	Monitoring Arrangements (Outputs)	Success Criteria (Outcomes)	Final Evaluation Evidence
<p>Professional Development Meetings – Support Staff:</p> <ul style="list-style-type: none"> • Grammar x 2 • Marking • Science • Learning Environments and Display’s that engage learners • Winter art’s day • Signalong <p>NQTs:</p> <ul style="list-style-type: none"> • SEN, differentiation, EYFS, Safeguarding, behaviour, learning walks, literacy and observations, maths in the FS <p>External Training and Support</p> <ul style="list-style-type: none"> • Year 6 and Year 2 teachers attend relevant LA training • Rupa (TA), Catherine (Intervention) and Lucy (Maths Team) attend Numicon training 	<ul style="list-style-type: none"> • Observations of all support staff 	<ul style="list-style-type: none"> • NQT observations demonstrate improvement over time. • 100% of all lessons graded as good or better for all staff. • 	<ul style="list-style-type: none"> • Completed PDM Review forms • NQT Reports • Review / Outcomes LA

Target 2 – Teaching and Learning:

- To ensure the quality of teaching raises attainment and achievement across the curriculum.
- To ensure the delivery of consistently good and outstanding practice.
- To raise standards of attainment in reading and writing by building effective systems to embed a culture of reading.
- To ensure all children are confident communicators.

School Actions (Process)	Monitoring Arrangements (Outputs)	Success Criteria (Outcomes)	Final Evaluation Evidence
<p>Year 6 Actions:</p> <ul style="list-style-type: none"> • Helen (AHT) out with Alex for PPA to support with planning • Helen (AHT) to support in Year 6 maths on Thursday (year 5 early lunch) • Year 5 music on Wednesday; Helen (AHT) to support Viv with her literacy/numeracy planning • Rebecca (Science Co-ord) to lead science teaching in Year 6 • Helen (AHT) to attend Year 6 planning meetings – Year 5 to plan on Thursday evening • All staff induction / reminder of accelerated reader • Helen to support Rebecca with planning appropriate pitch of Year 6 target level 5 group • Shoshannah (DH) planned closing the gap reading lessons for A2 based on A1 gaps • Shoshannah (DH) to support in development of learning environment to support reading, speaking and listening and writing gaps • Michael to attend Grammar for Writing course 	<ul style="list-style-type: none"> • SIP monitoring termly with AHT T&L KS2 to ensure actions have been completed for Year 6 • Year 6 children receive homework packs • Induction on Accelerated Reader completed 	<ul style="list-style-type: none"> • 100% of all lessons graded as good or better for all staff. 	
<p>Year 1 Actions:</p> <ul style="list-style-type: none"> • Sarah / Verity (Read Write Inc managers) to identify ‘master class’ timetable and release to improve the quality of teaching 	<ul style="list-style-type: none"> • Feedback from staff on the impact of training 	<ul style="list-style-type: none"> • 100% of all lessons graded as good or better for all staff. 	
<p>Foundation Stage Actions:</p> <ul style="list-style-type: none"> • Fewer planned adult-led activities to allow for more time to co-play and observe children • AHT (Sarah) to support planning for literacy in Communication Group • AHT (Amy) to support planning for maths in Communication Group 	<ul style="list-style-type: none"> • FS Coordinator/Manager monitor learning diaries, observations and analyse data to ensure good progress 	<ul style="list-style-type: none"> • Children will make good progress in all areas of learning and reach national expectations 	

Target 2 – Teaching and Learning:

- To ensure the quality of teaching raises attainment and achievement across the curriculum.
- To ensure the delivery of consistently good and outstanding practice.
- To raise standards of attainment in reading and writing by building effective systems to embed a culture of reading.
- To ensure all children are confident communicators.

School Actions (Process)	Monitoring Arrangements (Outputs)	Success Criteria (Outcomes)	Final Evaluation Evidence
<p>Spring 2015:</p> <ul style="list-style-type: none"> • Observations of Maths across the school • Revisit of book looks addressing points for development • TAs planning support sessions to develop Get Writing in KS1 • Health check Yr2 and Yr6 with the support of the LA • Reading Review Day to evaluate progress towards meeting school goals • RWINc Development Day <p>PDMs</p> <ul style="list-style-type: none"> • Marking with a focus on peer and self-evaluation • Accelerated reader – reading reports informing teaching and learning • Phonics’ Screening preparation and intervention • Writing (follow up from Alan Peat training) to review new learnt strategies / continue to embed as part of whole school practise. • Moderation of Writing • Grammar including high quality talk and participation • FS – review of understanding the world & outdoor learning linked to science theme for term, shape, space, measure and expressive arts and design <p>Support Staff PDMs</p> <ul style="list-style-type: none"> • Language Structures • Marking Surgery • Grammar Glossaries 	<ul style="list-style-type: none"> • Lessons Learned updated and feedback lessons and book looks copied to HT • External feedback for LA and Ruth Miskins team. • Staff feedback forms from PDMs 	<ul style="list-style-type: none"> • 100% of all lessons graded as good or better for all staff. • 100% of all books / profiles are deemed to be good or outstanding. • 	<ul style="list-style-type: none"> • See Teaching and Learning data at the end of Target 2

Target 2 – Teaching and Learning:

- To ensure the quality of teaching raises attainment and achievement across the curriculum.
- To ensure the delivery of consistently good and outstanding practice.
- To raise standards of attainment in reading and writing by building effective systems to embed a culture of reading.
- To ensure all children are confident communicators.

School Actions (Process)	Monitoring Arrangements (Outputs)	Success Criteria (Outcomes)	Final Evaluation Evidence
<p>Summer Term 2015 INSET Days x 2</p> <ul style="list-style-type: none"> • Writing – Alan Peat (part 2 Exciting Sentences) • Philosophy for All <p>Professional Development Meetings – Teachers:</p> <ul style="list-style-type: none"> • ICT Clicker • Science Assessment • Alan Peat – Review • Working Walls – World Map / Display / Maths Language • Moderation of writing • Handover • Understanding the World – FS • Maths Language and display – FS • Outcomes from T&L review afternoon – FS <p>Support Staff PDMs:</p> <ul style="list-style-type: none"> • As above • Display <p>External Training and Support:</p> <ul style="list-style-type: none"> • Year 6 LA Moderation • Year 2 and Year 6 Health check <p>Department Meetings:</p> <ul style="list-style-type: none"> • Department Meeting - Points for development for summer term - Independence, challenge, resources, balance of teacher / child talk. • Department Meetings - Review end of year jobs/Review lessons / BL / CI / Routines / Critical Incident plan / Induction policy / Behaviour / IRIS / Library / Writing conferences • Department meetings - systems (behaviour, homework, induction, library, end of term tasks) • Department Meetings – Marking and Book Look (self-assessment) / Learning Diaries 	<ul style="list-style-type: none"> • PL / Department Meetings provide clarity for all staff on systems and procedures • Feedback forms completed for all staff training • Staff to self-assess book looks against criteria and upload to lessons learned 	<ul style="list-style-type: none"> • Staff training develops practice and standards of teaching • 100% of all lessons graded as good or better for all staff. • Points for development identified, acted upon resulting in more effective learning and teaching. • 100% of all books / profiles are deemed to be good or outstanding. • Learning Environments are exemplary across the phases 	<ul style="list-style-type: none"> • See data below

Target 2 – Teaching and Learning:

- To ensure the quality of teaching raises attainment and achievement across the curriculum.
- To ensure the delivery of consistently good and outstanding practice.
- To raise standards of attainment in reading and writing by building effective systems to embed a culture of reading.
- To ensure all children are confident communicators.

School Actions (Process)	Monitoring Arrangements (Outputs)	Success Criteria (Outcomes)	Final Evaluation Evidence
<p>Summer Term 2015 Partnership Teaching:</p> <ul style="list-style-type: none"> • All staff identified to partnership teach with colleague, focus of observation to include (areas identified from spring term monitoring): <ol style="list-style-type: none"> 1. Independence - children not having everything modelled before having a go and allowing children time to complete work before intervening 2. Challenge for the more able 3. Resources to support differentiation 4. Quality talk throughout the lesson 5. Balance of Teacher / Child Talk 	<ul style="list-style-type: none"> • Staff to self-assess lesson looks against criteria and upload to lessons learned 	<ul style="list-style-type: none"> • 100% of all lessons graded as good or better for all staff. • Points for development identified, acted upon resulting in more effective learning and teaching. • 	<ul style="list-style-type: none"> • See data below

Target 2 – Teaching and Learning:

To ensure that a large majority of staff (65-79%) are ‘Outstanding’ in their practice and that ‘Good’ teachers are making rapid progress towards ‘Outstanding’.

Triangulated overall judgment of staff

	Summer 2014	Autumn 2014	Spring 2015	Summer 2015
Inadequate No. / %	<ul style="list-style-type: none"> 97% of teaching staff are graded good or outstanding, and over 60% were outstanding (Including NQTs) 	<ul style="list-style-type: none"> 86% (25/29) of the teaching staff were graded Good or Outstanding 	<ul style="list-style-type: none"> 90% (28/41) of the teaching staff were graded Good or Outstanding 	
Requires Improvement No. / %				
Requires Improvement with Good No. / %				
Good No. / %				
Good with Outstanding No. / %				
Outstanding No. / %				

Target 2 – Teaching and Learning:

To ensure that a large majority of staff (65-79%) are ‘Outstanding’ in their practice and that ‘Good’ teachers are making rapid progress towards ‘Outstanding’.

Total Lessons

	Summer 2014 (92 lessons)	Autumn 2014	Spring 2015	Summer 2015
Inadequate No. / %	1% (1 Lesson)	3% (1 lessons)	<ul style="list-style-type: none"> Lessons observed in the spring term have not been graded. The Leadership and Management team know the quality of teaching in the school and feel it is right to move the monitoring system to one where all staff are coached to improve. The school does not have any teaching staff on support plans (a number of support staff are currently on plans as outlined in the appraisal policy), therefore all staff have committed fully to continuous development without grades. 	
Requires Improvement No. / %	3% (3 Lessons)	3% (1 Lessons)		
Requires Improvement with Good No. / %	9% (8 Lessons)	6% (2 Lessons)		
Good No. / %	28% (26 Lessons)	29% (10 Lessons)		
Good with Outstanding No. / %	27% (25 Lessons)	32% (11 Lessons)		
Outstanding No. / %	31% (29 Lessons)	26% (9 Lessons)		

Target 2 – Teaching and Learning:

To ensure that a large majority of staff (65-79%) are 'Outstanding' in their practice and that 'Good' teachers are making rapid progress towards 'Outstanding'.

Book Looks

Summer 2014	Autumn 2014	Spring 2015	Summer 2015
<ul style="list-style-type: none">• 94% of English and RWInc books were graded good or outstanding• 95% of Mathematics books and were graded good or outstanding• 91% of Science books were graded good or outstanding• 100% of Humanities books were graded good or outstanding• 100% of FS Learning Diaries were graded good or outstanding	<ul style="list-style-type: none">• 83% (19/23) of English and RWInc books were graded Good or Outstanding• 88% (22/25) of Mathematics books were graded Good or Outstanding• 100% (8/8) of Humanities books were graded Good or Outstanding• 100% (9/9) of FS Learning Diaries were graded Good or Outstanding	<ul style="list-style-type: none">• All books deemed RI have been monitored in the spring term and points for development have been addressed.•	<ul style="list-style-type: none">•

Target 3 - Behaviour and Safety:			
<ul style="list-style-type: none"> To ensure a consistent approach to learning behaviours and school systems. 			
School Actions (Process)	Monitoring Arrangements (Outputs)	Success Criteria (Outcomes)	Final Evaluation Evidence
Autumn 2014 Staff Training <ul style="list-style-type: none"> INSET Day 01/09/14 – Fire Training Behaviour Policy <ul style="list-style-type: none"> Monitoring of rewards and sanctions across the school to ensure consistency of policy Revamped the reward charts to reflect positive learning behaviours Expectations for recording of incidents of positive handling shared with key staff Learning Behaviours <ul style="list-style-type: none"> Stop hand signal, MTYT, TTYP in consistent use in all lessons 	<ul style="list-style-type: none"> PL to monitor rewards and sanctions half-termly SLMT to feedback on consistency of practice for Stop hand signal, MTYT, TTYP 	<ul style="list-style-type: none"> Decrease in sanctions throughout the term High profile children identified for further intervention and support Consistency in individual and whole school rewards across year groups, phases and the whole school Consistency of learning behaviours throughout the school 	
Year 6 Actions: <ul style="list-style-type: none"> HLTA Intervention to report Year 6 absences immediately to Vicky Weekly phone calls home if homework not completed Rukeya (HSW) to visit high profile children if absent with Mark R (CP Officer) or LMT member (Rebecca) 	<ul style="list-style-type: none"> HSW to complete record of phone calls and visits 	<ul style="list-style-type: none"> Children reach and exceed national expectations for progress and attainment 	
Spring 2015: <ul style="list-style-type: none"> Achievement Certificates TFL Safety Workshop Yr6 Childline Assembly & Workshop Yr5/Yr6 	<ul style="list-style-type: none"> Assemblies to be supported by staff DH to ensure certificate migration 	<ul style="list-style-type: none"> Newly created certificates which have designed by children Yr5/6 have greater awareness of how they keep themselves safe 	
Summer 2015: <ul style="list-style-type: none"> PL to review systems for behaviour, homework and learning environments to ensure consistency of expectation Assemblies: Keeping safe, Healthy School's week (food safety), safe in the sun and VE Day (Can you be friends with someone who was once the enemy?) SRE meetings with parents 	<ul style="list-style-type: none"> PL to feed back to SLMT Assemblies to be supported by staff SRE workshops delivered 	<ul style="list-style-type: none"> Consistency of policies for behavior, homework and libraries applied Assemblies promote and reinforce expectations of safety Children feel confident and informed with age appropriate SRE lessons and materials 	

Target 4 – Leadership and Management:			
<ul style="list-style-type: none"> To ensure the highest, consistent standards of teaching and learning across the school 			
School Actions (Process)	Monitoring Arrangements (Outputs)	Success Criteria (Outcomes)	Final Evaluation Evidence
<p>Autumn Term 2014</p> <p>Appraisal meetings:</p> <ul style="list-style-type: none"> Career stage progression document shared with all staff Support staff – tailored appraisal document that focusses on driving standards in: Grammar, marking, ABLLS and communication for children <p>Leadership Actions:</p> <ul style="list-style-type: none"> Implementation and development of Intervention co-ordinator post to monitor the quality of interventions and impact Lessons Learned – monitoring of teaching and the quality of work in books. Review of criteria to ensure highest standards and expectations are clear for all staff and managers 	<ul style="list-style-type: none"> HT to monitor that all appraisals have been completed and filed LMT and SLMT meetings are focused with clear, achievable agendas for each meeting Learning walks 	<ul style="list-style-type: none"> Appraisal meetings completed and successful SLT and SLMT meet weekly / fortnightly to review and lead Under-performing staff identified and supported comprehensively with a ‘support plan’ Monitoring and reports actioned in a timely fashion and written feedback to be sent to the HT within 5 days of the task. HT to be notified if deadlines will be missed. 	<ul style="list-style-type: none"> Appraisal meetings completed and sent to HT Leadership Actions completed
<p>Curriculum Development:</p> <ul style="list-style-type: none"> Medium term planning grids introduced to ensure coverage and depth of all curriculum subjects from agreed frameworks School Improvement Plan review days for all subject co-ordinators with DH and HT Review new national curriculum requirements – geography Introduction of ‘Philosophy 4 All’ across the school Senior Leadership Team members to attend LA subject forums: English, maths, science, MFL and RE <p>Geography and History:</p> <ul style="list-style-type: none"> Curriculum Review and gaps identified against new framework Child Interviews took place to gauge interest and enthusiasm New schemes of work written (compliant with national curriculum) Resources ordered Training Delivered (expectations and coverage) 	<ul style="list-style-type: none"> Curriculum development is under continual review and development Child interviews Book looks Lesson observations 	<ul style="list-style-type: none"> Books and other sources reflect anticipated outcomes from the MTP framework Curriculum meets the needs of all pupils Children have good subject knowledge Children enthusiastic about learning in history and geography Chronological delivery of history phases Classroom displays demonstrate relevant taught knowledge and skills 	<p>Curriculum Development:</p> <ul style="list-style-type: none"> MTP grids reviewed and implemented in light of the new curriculum Staff leading P4A attended training in preparation to cascade LA forums attended

Target 4 – Leadership and Management:

- To ensure the highest, consistent standards of teaching and learning across the school

School Actions (Process)	Monitoring Arrangements (Outputs)	Success Criteria (Outcomes)	Final Evaluation Evidence
<p>Reading:</p> <ul style="list-style-type: none"> • Reading for pleasure expectations and role of the teacher shared with all staff • Classroom libraries updated with accelerated reader display and charts • Reading policy updated • Reading journals monitored <p>English:</p> <ul style="list-style-type: none"> • New SOW written for Year 1 – Year 5 • Long term planning over-views updated with core texts <p>Maths:</p> <ul style="list-style-type: none"> • Introduce ‘numicon’ to class teaching (FS/Middle Year 1 / Middle ability Year 2) 	<ul style="list-style-type: none"> • Curriculum development is under continual review and development • Learning walks – to monitor reading for pleasure • PL to monitor classroom environments • English Co-ord to monitor reading journals 	<ul style="list-style-type: none"> • Books and other sources reflect anticipated outcomes from the MTP framework • Curriculum meets the needs of all pupils 	<p>Curriculum Development:</p> <ul style="list-style-type: none"> • Reading actions completed • SOW written and implemented, with core texts identified • Numicon in place where identified

Target 4 – Leadership and Management:			
<ul style="list-style-type: none"> To ensure the highest, consistent standards of teaching and learning across the school 			
School Actions (Process)	Monitoring Arrangements (Outputs)	Success Criteria (Outcomes)	Final Evaluation Evidence
Monitoring / Quality of Teaching: <ul style="list-style-type: none"> Teachers’ targets collated to ensure areas for development are addressed Joint monitoring of lessons to ensure consistency in lesson judgements Partnership teaching for new and identified staff (Autumn 2) Teacher appraisal observations – Autumn 1 Book looks – Autumn 2 Lit, Maths, Science and Humanities Partnership teaching allocations Phase Leader to monitor learning environments 	<ul style="list-style-type: none"> Data collected related to the quality of teaching and learning Learning Environments monitored English, Maths and FS outcomes / work scrutinies monitored 	<ul style="list-style-type: none"> 100% of all lessons graded as good or better for all staff. Points for development identified, acted upon resulting in more effective learning and teaching. NQT observations demonstrate improvement over time. 100% of all books / profiles are deemed to be good or outstanding. Learning Environments are exemplary across the phases 	Monitoring / Quality of Teaching: <ul style="list-style-type: none"> Teaching and learning analysis completed and presented to LMT. Targets driving current observations
Governors: <ul style="list-style-type: none"> Governor Meeting autumn 2 2014 to share Raiseonline data 	<ul style="list-style-type: none"> Clerk to ensure GB receive statutory information 	<ul style="list-style-type: none"> Governors receive accurate information in a timely manner. 	<ul style="list-style-type: none"> Completed
Policies and Procedures: <ul style="list-style-type: none"> Code of conduct, whistle blowing, child protection and health and safety policies shared and signed by all staff 	<ul style="list-style-type: none"> All staff sign agreed policies and procedures 	<ul style="list-style-type: none"> All staff following school policies and procedures, 	<ul style="list-style-type: none"> Completed
Parents: <ul style="list-style-type: none"> Welcome mornings for all parents Autumn 1 with class teachers RWInc workshops x 2 Sarah and Verity to deliver parent workshop to support parents using reading diaries E-safety Eid lunch and parties Christmas concert and performance BHM celebrations Speech and Language Resource Base parent Tea and Chat Learning diary information session 	<ul style="list-style-type: none"> Parent meetings well attended and informative 	<ul style="list-style-type: none"> Parents are enabled to support the education of their children 	<ul style="list-style-type: none"> Completed

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School Actions (Process)	Monitoring Arrangements (Outputs)	Success Criteria (Outcomes)	Final Evaluation Evidence
Year 6 Actions: <ul style="list-style-type: none"> DH to meet with parents of key children to set out expectations/review attendance Transition meeting held with Helen (AHT) and new Year 6 team to review key dates, timetables, planning and teaching Higher Level Teaching Assistant to monitor quality of learning partner session of focus children 	<ul style="list-style-type: none"> DH update to PPM on meetings with parents Feedback from HLTA on reading partner sessions 	Year 6 Actions: <ul style="list-style-type: none"> Children reach and exceed national expectations for progress and attainment Improved attendance of identified children from the previous academic year 	<ul style="list-style-type: none"> Completed
Year 2 Actions: <ul style="list-style-type: none"> Timetable to include two hours of English (Reading and Writing) daily Trainee teacher allocated to Year 2 / Year 5 	<ul style="list-style-type: none"> AHT KS1 to ensure timetable is adhered to 	<ul style="list-style-type: none"> Children reach and exceed national expectations for progress and attainment 	<ul style="list-style-type: none"> Completed
Year 1 Actions: <ul style="list-style-type: none"> Increased number of teachers delivering Read Write Inc programme to Year 1 pupils Identified (highly competent) TAs to work in KS1 delivering the Read Write Inc programme Staff identified to deliver 1:1 phonics – catch-up programme Review Year 1 timetable to increase the opportunities for, speaking and listening, Reading and writing throughout the day Timetable to change children’s home reading books (rota) Catalogue of books typed so that children work through progressively difficult texts appropriate to their levels for home reading Sarah (AHT) / Verity (Reading Managers) to identify ‘master class’ timetable and release Sarah & Shainey (Induction Co-ordinator) to support Parents in Year 1 with handwriting and early morning activities during registration period 	<ul style="list-style-type: none"> SIP monitoring termly with AHT T&L KS1 to ensure actions have been completed for Year 1 Timetable shared of 1:1 Read Write Inc catch-up Feedback from staff on master classes to ensure that high quality of training is being delivered Parents support children in their Read Write Inc groups throughout the morning 	<ul style="list-style-type: none"> Children reach and exceed national expectations for progress and attainment Quality of teaching is good or better for all Read Write Inc lessons Children change books regularly for home reading 	<ul style="list-style-type: none"> Completed
Foundation Stage Actions: <ul style="list-style-type: none"> Sarah and reception team to support parents in reception with handwriting and early morning activities during registration period Reading diaries introduced for all FS children Shan trialling electronic diary ‘2simple’ with a nursery parent 	<ul style="list-style-type: none"> Parents support children in their Read Write Inc groups throughout the morning 	<ul style="list-style-type: none"> Children reach and exceed national expectations for progress and attainment 	<ul style="list-style-type: none"> Completed

Target 4 – Leadership and Management:

- To ensure the highest, consistent standards of teaching and learning across the school

School Actions (Process)	Monitoring Arrangements (Outputs)	Success Criteria (Outcomes)	Final Evaluation Evidence
<p>Spring 2015:</p> <ul style="list-style-type: none"> • Child Interviews: focus on new curriculum and marking (how well children feel they are achieving) • Appraisal Reviews – review all targets and evidence linked to meetings the school goals – identifying actions to be addressed for remaining spring and summer term. • SIP Reviews to ensure actions are being addressed and discussions related for future priorities related to individual post holders • SIP Questionnaires for all stake holders to inform the school self-evaluation cycle • All school post holders to draft SIP 2015-16 section linked to school finances and priorities for the year ahead • Opening and restructuring of the curriculum to establish new library • DH Joint Learning Walks with Phase Leaders 	<ul style="list-style-type: none"> • CI Feedback to LMT • HT and DH review current and newly drafted SIP • Updated Appraisal documents copied to HT • Lesson Learned updated 	<ul style="list-style-type: none"> • Children’s feedback informs SIP • Staff are aware of strengths and weaknesses and proactivity work to achieving their targets • School is making progress towards achieving school targets and goals • School finances support the priorities of the school • Environments support teaching and learning 	<ul style="list-style-type: none"> • Completed

Target 4 – Leadership and Management:

- To ensure the highest, consistent standards of teaching and learning across the school

School Actions (Process)	Monitoring Arrangements (Outputs)	Success Criteria (Outcomes)	Final Evaluation Evidence
<p>Summer 2105:</p> <ul style="list-style-type: none"> • Child Interviews: focus on new curriculum and marking (how well children feel they are achieving) – Science • Book Looks reviewed summer 2 • All SLMT to partnership teach with identified staff with a focus on areas identified through the spring monitoring grid • Learning Review Day (FS) – To ensure all children are confident communicators • Rigorous PPM to ensure actions have been completed for summer and new actions set for autumn 2015 • Final Appraisal reviews • Induction meetings for all new staff • NQT Reports completed • GB to receive whole school data update (July 2015) • NQT Induction programme summer term <p>LMT Meetings:</p> <ul style="list-style-type: none"> • Receive feedback form DL meetings on routines and procedures • PL Data preparation for PPM & LMT • RAP, SEF and SIP Review • Writing conferences • RWInc Groupings • Curriculum meetings – MTP preparation / English Non-Negotiables • Library • SIMs demo <p>SLT Meetings:</p> <ul style="list-style-type: none"> • PDP preparation • Staffing <p>Parents’ events</p> <ul style="list-style-type: none"> • Transition and new to FS meetings for parents • Sports’ Days • Summer Fair • Eid 	<ul style="list-style-type: none"> • Science co-ordinator informed regarding children’s views on the science curriculum • Book looks demonstrate achievement and progress • Partnership teaching outcomes recorded on lessons learned • Outcomes from Learning Review day to be discussed with FS team and actions generated • PL to monitor PPM actions • Appraisal reviews completed and recommendations to HT • Induction documentation to NA • NQT reports to LA / NQT Induction programme supports NQT development • All meetings provide outcomes to support the school • FS Co-ordinator to oversee transition meetings • Sports day well attended by parents 	<ul style="list-style-type: none"> • Child Interviews inform science curriculum • Book Look reviews ensure consistency of practice following the self-assessment by teachers themselves • Partnership teaching develops the teaching throughout the school • Learning Review Day – FS will ensure progress is being made against identified whole school goal • SLT and LMT meetings drive the school’s goals • Parents and children fully aware of transition arrangements and can support school and children as required • Children have the opportunity to experience competitive sport and engage in whole school event. 	<ul style="list-style-type: none"> •