# Kingsnorth and Brenzett CE Primary Schools

## School Plan 2018-2019

| | |
|---|---|
| **Executive Headteacher**: Mr Iain Witts | **Chair of Governors**: Anne Locke/Laura Paine |
| **HoS Brenzett:** Cassie Young | **Deputy Kingsnorth:** Sue Sullivan |
| **Owned by:** The School Governors, Leadership Teams and **ALL** staff | |

## Areas for Improvement identified from last Ofsted Inspection (18–19 November 2015)
This school is not yet outstanding because:

### Brenzett
> ➤ School leaders have not prevented a decline in the school's effectiveness since the previous inspection. All groups of pupils make inadequate progress
> ➤ Teaching is inadequate. Teachers' expectations of pupils are too low. Teachers do not make sure that the pitch of lessons is right. This means that work is often too easy or too difficult for pupils
> ➤ Teachers do not check pupil's progress in lessons well enough. Tasks are not adjusted as needed and feedback to pupils is not consistently helping them improve
> ➤ Teachers do not help pupils build their understanding step-by-step. Basic skills in grammar, spelling and punctuation are not well taught
> ➤ Teachers' understanding of mathematics and how to teach it effectively is underdeveloped
> ➤ When teaching is ineffective, pupils become restless and chat among themselves
> ➤ Leaders have not made sure that the support planned for disabled pupils and those who have special educational needs is helping them to catch up
> ➤ Leaders' evaluations of the quality of teaching are too generous and pay too little attention to the progress that pupils make
> ➤ Governors have not held leaders to account well enough. They have not made sure that subjects taught meet the needs of pupils and prepare them for life in modern Britain or that additional funding is used well
> ➤ Children make better progress in the early years than in the rest of the school. Even so, early years provision requires improvement because activities do not always promote good learning

## What does the school need to do to improve further?

### Brenzett
✓ **Quickly improve teaching to raise the achievement of all groups of pupils by making sure that all teachers:**
− always have high expectations of how hard pupils should work and what they should achieve
− use assessment information to guide their planning so that work set in lessons is consistently at the right level for all groups of pupils
− set interesting and challenging activities so that pupils do not become distracted and learn well
− check pupils' understanding effectively throughout lessons and adapt their teaching if necessary
− establish clear expectations for spelling, punctuation and grammar for each year group
− plan and teach lessons that build effectively on pupils' existing knowledge, understanding and skills
− give helpful feedback to pupils which enables them to improve and make strong progress.

✓ **Improve leadership and management at all levels by:**
− implementing a rigorous and effective system to check all aspects of the school's work, including provision for disabled pupils and those who have special educational needs, ensuring that the evaluations are based on pupils' achievement
− ensuring that all teachers develop a good subject knowledge in mathematics
− giving reading a high priority in the school and encouraging pupils' enjoyment of reading
− making sure the curriculum is broad and balanced and prepares pupils well for life in modern Britain.

✓ **Improve the early years by:**
− ensuring that children are consistently provided with a range of interesting activities that promote effective learning, particularly in the outdoor area.

As of 01 October 2016 Brenzett CE Primary school became a 'new school' under the Aquila MAT (Diocese of Canterbury Academy Trust). At that [point the school was judged by Ofsted in its most recent inspection as Inadequate and at conversion by Aquila and Improvement Advisors as inadequate.

| Brenzett<br>Outcome Judgements Ofsted November 2015 | | | | | |
|---|---|---|---|---|---|
| **Overall Effectiveness** | **Effectiveness of leadership and management** | **Quality of teaching, learning and assessment** | **Personal development, behaviour and welfare** | **Outcomes for pupils** | **Effectiveness of the early years provision: Quality and Standards** |
| 4 | 4 | 4 | 3 | 4 | 3 |
| **Outcome Judgements October 2016 – At conversion** | | | | | |
| 4 | 4 | 4 | 4 | 4 | 4 |
| **Outcome Judgements September 2017 – Federation starts with Kingsnorth** | | | | | |
| 4 | 4 | 4 | 4 | 4 | 4 |
| **School current Self Evaluation – 1 year of Federation** | | | | | |
| 3 | SLT 2<br>School 2<br>Middle 3 | 3 | 2 | EYFS - 2<br>KS1 - 2<br>KS2 - 3 | 2 |
| **Target Outcomes July 2019 – 2 years of Federation** | | | | | |
| 2 | SLT 1<br>School 2<br>Middle 2 | 2 | 1 | EYFS - 2<br>KS1 - 2<br>KS2 - 2 | 1 |

| **Budget Implications**: |
|---|
| Total cost of School Plan 2017-2018: £4,000<br><br>10 days release + £2000 for website update |

## School Plan – 5 Key Priorities

**Improve Attendance in line with National expectations (96%)**

**Raise attainment in reading, writing and maths**

**Robust systems for inclusion and safeguarding**

**Greater engagement of pupils in their learning**

**Develop outdoor learning in early years**

**Monitoring Arrangements – How the School Plan will be monitored**

Monitored by the Headteacher (HT), School Leadership Team (SLT), Wider Leadership Team (WLT), Governors (Govs), Aquila (AQ), Local Authority (LA), Improvement Advisor (IA), School Collaboration (S2S), External Agency (EX),

| ✓ To show when monitoring takes place and delete/add as appropriate to list | Termly | Seasonally | Annually |
|---|:---:|:---:|:---:|
| Overall quality of teaching judgements formed from:<br>➢ Assessment Moderation<br>➢ Book Scrutiny<br>➢ Lesson Observations/Learning Walks/Classroom Visits<br>➢ Planning Monitoring | ✓ | | |
| Data capture and evaluation<br>Pupil Progress Meetings | ✓ | | |
| External Leadership Review | | ✓ | |
| External Teaching and Learning Review | | | ✓ |
| Appraisal Cycle<br>Coaching into Appraisal | ✓ | | |
| Pupil Voice | ✓ | | |
| Governor Monitoring Visits | ✓ | | |
| HT Report to Governors | | ✓ | |
| Governor Committee Meetings | ✓ | | |
| Subject Leader/SLT Impact Reports | | ✓ | |
| Attendance Monitoring + Reports to Governors (L+D) | ✓ | | |
| Trust/LA Progress and Impact Meetings<br>Improvement Advisor meetings | ✓ | | |
| SIP review and reflection | ✓ | | |
| Reporting to parents | | ✓ | |

| Effectiveness of Leadership and Management | Quality of Teaching, Learning and Assessment | Personal Development, Behaviour and Welfare | Outcomes for Pupils | Effectiveness of the Early Years provision: Quality and Standards |
|---|---|---|---|---|
| Leaders within School to model outstanding teaching.

Subject leaders to create, implement and monitor teaching and learning of their subject. Including effective analysis of data and IRIS Connect.

To increase capacity within the School through mentoring of NQT, School direct student and T.A training.

To create the school value and visions with a strong Christian Ethos. To build upon the 'Good' SIAMS inspection.

Ownership and accountability by staff for pupil outcomes through performance management and PPMs. | Improve the quality of writing across the curriculum through modelling, moderation, feedback and robust data.

Develop independence of mathematical understanding and problem solving for all pupils.

Develop accuracy, speed and resilience in reading, integrating writing and SPAG.

Create a foundation subject curriculum focused on rich vocabulary, knowledge, skills and active learning. | To improve the levels of attendance in line with national average of 96% (Including specific groups)

Robust and consistent use of the behaviour policy, including non-negotiables for ALL staff.

High quality workshops to support children and parents at home in maths and literacy.

Establish Inclusion team. Regular meetings, training and policies updated to move safeguarding to outstanding. | SEN/PP to make consistent progress term on term. (5 steps)

Raise attainment to above floor standards (65%) in reading, writing and maths.

Increase accelerated progress to close the gap in reading, writing and maths.

Teachers to take ownership of feedback policy with a focus on pupil responses.

Increase the proportion of children working at Greater Depth in reading, writing and maths. (minimum of 2 chn in writing and maths, to be reviewed at the end of term 1) | Create opportunities for creative and engaging activities to support prime areas of learning.

To enhance the outside area to develop learning opportunities in all EYFS areas.

To increase parental engagement through structured conversations and workshops.

Children to work towards editing and improving their own work and ownership over learning journeys. |

## 1 - Effectiveness of Leadership and Management

| Areas for improvement<br>What needs to improve to meet the outcome? | Success Criteria<br>What will this look like by July 2019? |
|---|---|
| 1.1 Leaders within School to model outstanding teaching.<br><br>1.2 Subject leaders to create, implement and monitor teaching and learning of their subject. Including effective analysis of data and IRIS Connect.<br><br>1.3 To increase capacity within the School through mentoring of NQT, School direct student and T.A training.<br><br>1.4 To create the school value and visions with a strong Christian Ethos. To build upon the 'Good' SIAMS inspection.<br><br>1.5 Ownership and accountability by staff for pupil outcomes through performance management and PPMs. | **Middle leaders will**:<br>➢ Evidence the impact their actions have made and present to the Governors.<br>➢ Greater understanding of work/progress across their team and as a school as a whole – using CIA to support development and for staff to set Smart targeted objectives to ensure good progress.<br>➢ Ensure regular feedback and discussion in Team Meetings<br>➢ Report progress ongoing to SLT<br>➢ Staff to be aware of children's needs in their class and have clear targets for children to ensure good progress across the curriculum. Staff will also have evidence of provisions provided for pupils who are not working at the expected level.<br><br>**Governors will**: **TBC meeting 20 September 2018**<br>➢ Continue to develop as a team and work effectively and robustly within the school.<br>➢ Have a clear and detailed understanding of what actions leaders have taken to improve outcomes and the impact of these actions against milestones<br>➢ Ensure there is both a SIP and SEF document that are working documents<br>➢ To hold reviews with key staff to discuss data and provisions for pupils are in place including termly PPMs<br><br>**Impact on Teaching, Learning and Assessment**: |

**Termly Milestones Overview**
**Refer to the milestones for Quality of Teaching, Learning and Assessment and Outcomes for Pupils**

**Term 3/4** - 75%/40% 'Teaching' to be judged through triangulation (*DATA being the key driver for judgements*) as securely Good or better
*100% of all children to make 1-point progress each term from their individual starting point -* 85% of children to be at ARE (**B**) for that point of the year

| | Actions | Lead Person | Dates | Cost/Resources | Monitoring and Evaluation | | |
|---|---|---|---|---|---|---|---|
| | | | | | Who? | When? | What? |
| 1.1 | SLT to teach a subject and model teaching strategies to rest of team. Support in SENCo capacity in classes with high SEN % | SLT | T2 | **Planning time** | **IW** | Term 3 | Lesson obs |
| 1.2 | All subject leaders write an action plan outlining their plans across the year. In focus subject leaders to meet with curriculum leader to discuss progress and development. | JD/NS/SG/AL/CY | T1 | **Meeting time** | **SLT** | Term 2 | Planning documents Lesson obs |
| 1.3 | KS2 teacher to put in place timetable for support for NQT and School Direct Student. Robust outcome in line with course expectations. | JD | T1 | **Meeting time** | **CY** | Term 2 | Timetable and SDP documents |
| 1.4 | To establish a clear vision after collating the feedback from the vision board 2017-18 from whole school community. | SLT | T2 | **Meeting Time** | **IW** | Term 3 | Vision day planned |
| 1.5 | PPM paperwork and meeting dates set up with expectations and action plans for terms 1 &2. | CY/AL | T1 | **Meeting time** | **SLT** | Term 2 | Paperwork and staff feedback |
| 1.6 | Governors to monitor Key Stages in groups. Using SIP as guidance and KPS Pro Forma to set Agenda. Monitoring written up and feedback to staff community | AL/LP | T3/4 | **Specific Dates across term.** | **SLT/Govs** | Term4 | Meeting with KS Leaders |

**Termly Evaluation**:
1.1 HoS teaching RE in KS2. Hos Supporting 3/4 teacher with literacy planning.
1.2  Subject leaders getting baseline of where subjects currently are and where support needs to be. Maths lead shadowing KPS Maths leader.
    Both Literacy and Maths coordinators have held staff CPD around direct teaching, STEM sentences and progress monitoring.
1.3 Support in place for Schools Direct
1.4 Vision statement work booked in for Liz Peterson to work with SLT and then whole staff team to develop Vision statement I line with SIAMS.
    School ambassadors working with Mrs Chinnery on the substance of the school.
1.5 PPM's taken place. Action plans and intervention timetables in place.

## 2 - Quality of Teaching, Learning and Assessment
### 100% to 'teaching' to be judged through triangulation as securely Good, 50% judged Outstanding by July 2019

| Areas for improvement<br>What needs to improve to meet the outcome? | Success Criteria<br>What will this look like by July 2019? |
|---|---|
| 2.1 Improve the quality of writing across the curriculum through modelling, moderation, feedback and robust data.<br><br>2.2 Develop independence of mathematical understanding and problem solving for all pupils.<br><br><br><br>2.3 Develop accuracy, speed and resilience in reading, integrating writing and SPAG.<br><br><br><br>2.4 Create a foundation subject curriculum focused on rich vocabulary, knowledge, skills and active learning.<br><br><br><br><br>2.5 Use of IRIS to support teachers in their development by identifying good practice and support staff in finding areas for improvement. | **Teachers will**:<br>➢ Accurately assess, feedback and plan to ensure all children are challenged and make at least expected levels of progress (5+ pts)<br>➢ Use IRIS Connect to consistently review own practice and strive for improvement and excellence<br>➢ Maximise learning time and use of TAs to ensure all adults in the classroom can support children to achieve their best<br>➢ Create effective and inspiring learning opportunities.<br>➢ Engage in dialogue with parents about their children providing learning opportunities outside the classroom.<br>➢ Ensure that they are following the agreed school curriculum<br>➢ Proactively reflect on monitoring and seek support when required.<br><br>**All Children – including disadvantaged**:<br><br>➢ Will make at least 5 points progress across the year<br>➢ Will show increased resilience and independence when approaching tasks<br>➢ Will develop their ability to write/their writing<br>➢ Will be given work of appropriate challenge to ensure their own personalised progress and attainment is the best it can be<br><br>**Impact on Teaching, Learning and Assessment**:<br><br>➢ 100% 'teaching' judged as securely Good or better<br>➢ 50% 'teaching' judged as Outstanding<br>➢ Achievement targets for Summer 2018 will be met. |

| Termly Milestones Overview | | | | | |
|---|---|---|---|---|---|
| **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| 75% 'Teaching' to be judged through triangulation as securely | 85% 'Teaching' to be judged through triangulation as securely | 95% 'Teaching' to be judged through triangulation as securely | 100% 'Teaching' to be judged through triangulation as securely | 100% 'Teaching' to be judged through triangulation as securely | 100% 'Teaching' to be judged through triangulation as securely |

| Good or better | Good or better | Good or better | Good, 10% Outstanding | Good, 25% Outstanding | Good, 50% Outstanding |
|---|---|---|---|---|---|

## Term 3/4

| Milestone | | Actions | Lead Person | Dates | Cost/Resources | Monitoring and Evaluation | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Who? | When? | What? |
| | 2.1 | Writing across all subjects are monitored to ensure the same standards are evident | CY | Ongoing | **2 days supply** | **SLT** | Term 2 | Work scrutiny |
| | 2.2 | CPD from KPS Maths lead to support the teaching of maths to all year groups. BPS maths lead to begin shadowing KPS lead. | CY | Ongoing | **2 days supply** | **SLT** | Term 1 | Staff feedback Maths books |
| | 2.3 | Literacy lead to implement schemes and strategies to raise standards in SPAG. | SLT | Ongoing | **Meeting Time** | **CY** | Term 2 | Work Scrutiny |
| | 2.4 | Block sessions of subjects – stepping away from 'Topic' based curriculum. Feedback on T1 vocabulary rich subject. | SLT | Ongoing | **Meeting Time** | **CY** | Term 2 | Planning documents Lesson obs |
| | 2.5 | Staff meeting led by Iris Connect lead, expectations of 1 lesson this term using the CPD technique. | JD/NS | T2 | **Meeting Time** | **CY** | Term 1 | Staff feedback Lesson obs |
| | 2.6 | Observations focused on feedback and questioning in lessons. | Teachers | T3/4 | **Meeting Time** | **SLT** | Term 3/4 | Staff meeting/Book Scan/Lesson Obs |
| | 2.7 | Gap Analysis of NFER/SATS papers to inform planning | Teachers | T3/4 | **PPMs/Meeting Time** | **SLT** | Term 3/4 | PPMS |

**Termly Evaluation**:
2.1 Monitoring of wider curriculum in place. Class books looking at wider curriculum in place and up to date. Writing opportunities across all subjects needs consistency year on year.
2.2 Maths lead working closely with KPS maths lead. Monitoring supported by SLT.
2.3 Work with Literacy lead to implement modelled writing in all classes. Vocabulary word banks to be used in all classes.
2.4 Block teaching and curriculum map in place. Whole school monitoring has taken place.
2.5 IRIS connect meeting held. All staff expected to have one lesson recorded by end of term 2. Problems with upload speed!

| **Teaching Milestone**: met/not met – 75% teaching judged good or better | **Implications for next term**: KPS supporting teaching strategies. SENCo supporting high level SEN Pupils. |
|---|---|

## 3 - Personal Development, Behaviour and Welfare

| Areas for improvement<br>What needs to improve to meet the outcome? | | Success Criteria<br>What will this look like by July 2019? |
|---|---|---|
| 3.1 | To improve the levels of attendance in line with national average of 96%<br>(Including specific groups) | **Teachers will**:<br>➢ Keep in regular contact with the FLO and have a clear picture of attendance and behaviour for their class/area of responsibility<br>➢ be proactive in their engagement with children and their families<br>➢ Will support the school in running workshops<br>➢ Liaise closely with SLT keeping them fully informed of any concerns.<br>➢ Will be consistent, firm but fair in their approach to issues in and around the classroom<br>➢ Ensure that ALL low-Level behaviour issues are dealt with within the jurisdiction of the classroom<br>➢ Ensure My Concern is used to accurately record information regarding safeguarding.<br>➢ Ensure they are up-to-date on all policies within school.<br>➢ Support other staff with incidents regarding behaviour |
| 3.2 | Robust and consistent use of the behaviour policy, including non-negotiables for ALL staff. | |
| 3.3 | High quality workshops to support children and parents at home in maths and literacy. | |
| 3.4 | Establish Inclusion team. Regular meetings, training and policies updated to move safeguarding to outstanding. | |
| 3.5 | My Concern used consistently by staff across the school for safeguarding. | **All Children – including disadvantaged**:<br><br>➢ will make at least 5 pts progress in year this year<br>➢ will be at **ARE** by the end of this year!<br>➢ Have positive learning behaviours<br><br>**Impact on Teaching, Learning and Assessment**:<br><br>➢ 100% teaching will show good or better learning behaviours<br>➢ Learning behaviours are a strength of the school<br>➢ All children making the expected progress measure<br>➢ Achievement targets for Summer 2018 will be met<br>Attendance milestone will be met. |

| Attendance Targets: | Targets for Current Year 2018-2019 | Actuals for last Year 2017-2018 | Targets for Current Year 2018-2019 | Actuals for last Year 2017-2018 |
|---|---|---|---|---|
| **Overall attendance** | 97.5 | 96.63 | **96%** | 93.44 |
| **Attendance Disadvantaged** | - | - | **90%** | 86.89 |
| **Attendance Non-Disadvantaged** | - | - | **96%** | 95.71 |

| | | | | |
|---|---|---|---|---|
| **Persistence Absenteeism (90%)** | 1.5 | 3.02 | **3 chn** | 5 children |
| **Persistence Absenteeism (90%) Disadvan** | 10.0 | 23.08 | **3 chn** | 7 children |
| **Fixed Term Exclusions** | 0 | 0 | **5 days** | 12 days 2 pupils totalling |
| **Permanent Exclusions** | 0 | 0 | **0** | None |

| Termly Milestones Overview | | | | | |
|---|---|---|---|---|---|
| **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| 75% children good or better learning behaviours | 80% children good or better learning behaviours | 85% children good or better learning behaviours | 90% children good or better learning behaviours | 95% children good or better learning behaviours | 100% children good or better learning behaviours |
| 96% attendance | 96.5% attendance | 97% attendance | 97.5% attendance | 98% attendance | 98% attendance |
| 90% staff consistently using behaviour policy | 95% staff consistently using behaviour policy | 100% staff consistently using behaviour policy | 100% staff consistently using behaviour policy | 100% staff consistently using behaviour policy | 100% staff consistently using behaviour policy |

| Term 3/4 | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Milestones** | | **Actions** | **Lead Person** | **Dates** | **Cost/Resources** | **Monitoring and Evaluation** | | |
| | | | | | | **Who?** | **When?** | **What?** |
| | 3.1 | FLO to work with families of persistent absentees to improve engagement with | RL/CY JD | Jan 2019 | **Meeting Time** | **EHT** | Jan 2019 | Parental feedback |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | school and increase attendance<br>A4A meetings to continue and to be focused on the needs of the child<br>Updated website to support parental engagement with the school | | | **Training for staff – meeting time**<br>**Website update - £5000 (3/2)** | | | Meeting feedback Website content and effectiveness |
| | 3.2 | Behaviour policy more explicit and linked to attainment/progress in PPM. | CY/AL | Term 2 | **Meeting time** | **SLT** | Term 3 | Analysis of behaviour/s across the school |
| | 3.3 | Parental poll conducted to find out what workshops they would like. Time/day specific and KS specific. | FLO | Term 1 | **Meeting time** | **CY** | Term 2 | feedback |
| | 3.4 | Weekly inclusion meeting held with a focus on behavioural needs and attendance. | CY/JD/RL | Term 2 | **Meeting Time** | **CY** | Term 3 | Attendance and behaviour analysis |
| | 3.5 | Safeguarding update and MYconcern training for all staff. Non-negotiables put in place. | SS | Term 1 | **3 days supply** | **CY** | Term 1 | Safeguarding documents - SCR |
| | 3.6 | Punctuality and attendance to be tackled in a timely manner. Letters sent and meetings made before 6 sessions are missed/late. | RL | Term3/4 | | **SLT** | Term 4 | Parent meetings/Work with Attendance officer. |

**Termly Evaluation**:

3.1 FLO has worked incredibly hard to engage all parents – 100% attendance at A4A meetings from parents. Attendance currently 95.1%

3.2 Behaviour incidents down 80% with a higher expectation that all incidents are recorded. Inclusion meetings (Cassie, James and Rebecca) pinpoint persistent behaviour from pupils and call in for family meeting or strategic meeting with SENCo and Class Teacher.

3.3 KS2 Workshops taken place. KS1 next term.

3.4 Weekly inclusion meetings taken place. Early intervention actioned and parents supported by FLO

3.5 My concern used by all staff. Mrs Chinnery has cascaded training to all staff. Non-negotiables in place and monitored by SLT.

**Behaviour Milestone**: met/not met – Met
**Attendance Milestone**: met/not met – Not Met
**Staff Milestone**: met/not met – Not Met

**Implications for next term**:
Attendance letters sent out
Hospital school contacted for one pupil
Attendance officer meeting, Feb with FLO
Staff CPD session on behaviour policy – monitoring taking place.

## 4 - Outcomes for Pupils
### To meet ALL Statutory Assessment Targets for 2019

| Areas for improvement<br>What needs to improve to meet the outcome? | Success Criteria<br>What will this look like by July 2019? |
|---|---|
| 4.1 SEN/PP to make consistent progress term on term. (5 steps)<br><br>4.2 Raise attainment to above floor standards (65%) in reading, writing and maths.<br><br>4.3 Increase accelerated progress to close the gap in reading, writing and maths.<br><br>4.4 Teachers to take ownership of feedback policy with a focus on pupil responses.<br><br>4.5 Increase the proportion of children working at Greater Depth in reading, writing and maths. (minimum of 2 chn in reading, writing and maths, to be reviewed at the end of term 1)<br><br>4.6 Staff to encourage 'Reading for pleasure' – World book day, drop and read events, filming staff reading books for families to access at home. | **Impact on Outcomes for ALL children**:<br>➢ Achievement targets for Summer 2018 will be met<br>➢ Progress Targets for Summer 2018 will be met<br>➢ Targets for ALL statutory Assessments will be met<br>➢ Attainment will meet floor standards in RWM<br>➢ The gap between different groups, including disadvantaged children, will be reduced.<br>➢ % of exceeding judgement increases by at least 10%<br>➢ Number of children working at GDS in RWM will be at least 2 children<br><br>**Triangulated evidence shows:**<br>➢ The difference is diminishing between reading/writing/maths<br>➢ The difference is diminishing between Disadvantaged and Non-Disadvantaged pupils in ALL classes in ALL subjects at ALL Key Stages against National<br>➢ Updated marking policy is being used and effective in supporting children's outcomes<br>➢ Progress will be evident in books as a result of feedback policy. |

| Statutory Assessment Targets: | | Targets for Current Year 2018-2019<br>*(% children meeting Expected Standard)* | Actuals for last Year 2017-2018<br>*(significant areas highlighted in Red/Green)* | Targets for Current Year 2018-2019<br>*(% children meeting Expected Standard)* | Actuals for last Year 2017-2018<br>*(significant areas highlighted in Red/Green)* |
|---|---|---|---|---|---|
| **EYFS GLD** | | *90 %* | *90%* | *80%* | *75%* |
| | Cohort Size | *60 children* | *60 children* | *5 children* | *6 children* |
| **Year 1 PSC** | | *95 %* | *97%* | *83%* | *67%* |
| | Cohort Size | *60 children* | 60 children | *6 children* | 9 children |

| | | | 60 children | 59 children | 10 children | 9 children |
|---|---|---|---|---|---|---|
| **Year 2 All Children**<br>**School Targets** | Reading | | 85 % | 85% | 75 % | 64% |
| | Writing | | 85 % | 76% | 75 % | 64% |
| | Maths | | 85 % | 83% | 75 % | 64% |
| **Year 2 Disadvantaged Children**<br>**School Targets** | Reading | | 50 % | 33% | 10 % | 0 |
| | Writing | | 50 % | 33% | 10 % | 0 |
| | Maths | | 50 % | 33% | 10 % | 0 |
| **Year 6 Expected All Children**<br>**FFT-D Targets Minimum** | Combined | | 62 children 78% | 61 children 71% | 9 children 67% | 11 children 27% |
| | Reading | | 85% | 79% | 78% | 36% |
| | Writing | | 89% | 89% | 84% | 46% |
| | Maths | | 88% | 80% | 82% | 46% |
| | GPS | | 90% | 87% | 84% | 46% |
| **Year 6 Exceeding All Children**<br>**FFT-D Targets Minimum** | Combined | | 15% | 10% | 12% | 0 |
| | Reading | | 37% | 36% | 29% | 18% |
| | Writing | | 29% | 21% | 22% | 0 |
| | Maths | | 35% | 25% | 26% | 0 |
| | GPS | | 46% | 49% | 35% | 9% |
| **Year 6 Expected Disadvant**<br>**FFT-D Targets Minimum** | Combined | | | 38% | | 20% |
| | Reading | | | 50% | | 20% |
| | Writing | | | 63% | | 40% |
| | Maths | | | 63% | | 40% |
| | GPS | | | 75% | | 40% |
| **Year 6 Exceeding Disadvant**<br>**FFT-D Targets Minimum** | Combined | | | 0 | | 0 |
| | Reading | | | 0 | | 20% |
| | Writing | | | 13% | | 0 |
| | Maths | | | 13% | | 0 |
| | GPS | | | 25% | | 0 |
| **Key Stage 2 Progress**<br>**FFT-D Targets Minimum** | Reading | | | 0.5 | | -3.4 |
| | Writing | | | 0.7 | | -3.4 |
| | Maths | | | 0.2 | | -5.3 |

There is to be no negative significant difference between the school's progress and the National figure at KS2
The difference between school Disadvantaged children and other pupils nationally to diminish by at least 2.00 in all subject areas.

## Termly Milestones Overview

| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|---|---|---|---|
| *100% of all children to make **at least** 1-point progress each term from their individual starting point*<br><br>85% of children to be at | 100% of all children to make **at least** 1-point progress each term from their individual starting point<br><br>85% of children to be at | 100% of all children to make **at least** 1-point progress each term from their individual starting point<br><br>85% of children to be at | 100% of all children to make **at least** 1-point progress each term from their individual starting point<br><br>85% of children to be at | 100% of all children to make **at least** 1-point progress each term from their individual starting point<br><br>85% of children to be at | 100% of all children to make **at least** 1-point progress each term from their individual starting point<br><br>85% of children to be at |

| ARE (**B**) for that point of the year | ARE (**B+**) for that point of the year | ARE (**D**) for that point of the year | ARE (**D+**) for that point of the year | ARE (**S**) for that point of the year | ARE (**S+**) for that point of the year |
|---|---|---|---|---|---|
| Disadvantaged children not on track to meet ARE by the end of the year to make accelerated progress | Disadvantaged children not on track to meet ARE by the end of the year to make accelerated progress | Disadvantaged children not on track to meet ARE by the end of the year to make accelerated progress | Disadvantaged children not on track to meet ARE by the end of the year to make accelerated progress | Disadvantaged children not on track to meet ARE by the end of the year to make accelerated progress | Disadvantaged children not on track to meet ARE by the end of the year to make accelerated progress |

| **Term 3/4** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Milestones** | | **Actions** | **Lead Person** | **Dates** | **Cost/Resources** | **Monitoring and Evaluation** | | |
| | | | | | | **Who?** | **When?** | **What?** |
| | 4.1 | Identify the vulnerable groups of children in each year group and set targets for progress for each year group, class and individual pupils. | FLO/CY | Term 1 | **Meeting Time** | **SLT** | Term 2 | Pupil lists |
| | 4.2 | Establish data baselines for Reading, Writing and Maths for each year group and set targets for attainment and progress. | CY/AL | Term 1 | **Meeting Time** | **EHT** | Term 2 | Data sets provided |
| | 4.3 | Introduce new proformas for Pupil progress meetings showing an emphasis on the progress of vulnerable children and groups and link these with teaching and learning observations, assessment data, monitoring of books and progress made.  Targets will then be made to increase progress for those identified as underachieving. | CY/AL | Term 1 | **3 days supply** | **EHT** | Term 2 | Paperwork and staff feedback |
| | 4.4 | Monitor the quality of feedback in observations and triangulate this with progress data and pupil voice. | SLT | Term 1 | **Meeting Time** | **CY** | Term 2 | Feedback sheets, lesson obs |
| | 4.5 | Ensure teachers have clear exemplification and strategies for identified 'Greater depth' | SLT | Term 3 | **Meeting Time** | **CY** | Term 2 | Staff feedback and planning |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | pupils. | | | | | | docs |
| | 4.6 | Brenzett 'Bedtime' stories – Staff to encouraging reading accessible at home. | JD/NS | Term 4 | **Filming time** | **SLT** | Term 4 | Pupil/parent feedback |

**Termly Evaluation**:

4.1 PPM's taken place – strategies and interventions in place specific to pupil and year group.

4.2 Baselines completed – end of year targets to be changed in line with NoV Wendy Simmons

4.3 Pro forma completed. Will be changing to support decreased workload for staff.

4.4 Triangulation of data, monitoring and observation – needs ongoing work.

4.5 We need to work on expected standard to ensure we are confident in judgements before looking at Greater Depth.

| **Milestones**: | **Implications for next term**: |
|---|---|
| | |

| 5 - Effectiveness of the Early Years provision: Quality and Standards | |
|---|---|
| **To be an Outstanding provision for EYFS** | |
| **Areas for improvement** | **Success Criteria** |
| What needs to improve to meet the outcome? | What will this look like by July 2019? |

| 5.1 | Create opportunities for creative and engaging activities to support prime areas of learning. | **Teachers will**: |
|---|---|---|

| | | **Teachers will**:<br>• Have learning logs, class books and core subject books evidencing inspiring and creative work.<br>• Outside area will be developed to support all areas of learning with distinction of theme, subject or content of lessons.<br>• Teachers will model sentences and expectations through scaffolding and verbal feedback.<br>• Through parent feedback and collaborative conversation, parents are aware of their child's current academic ability and next steps for learning and improvement.<br>• Books will show evidence of ownership by the children with pupil voice and evidence of improving their own work through pupil voice and direct instruction. |
|---|---|---|
| 5.1 | Create opportunities for creative and engaging activities to support prime areas of learning. | |
| 5.2 | To enhance the outside area to develop learning opportunities in all EYFS areas. | |
| 5.3 | To increase parental engagement through structured conversations and workshops. | |
| 5.4 | Children to work towards editing and improving their own work and ownership over learning journeys. | **All Children – including disadvantaged**:<br>• Children will be able to talk about their learning in a clear and confident manner.<br>• Children will be aware of their next steps and how to be successful learners<br>• Children will be able to edit and improve their own work independently.<br><br>**Impact on Teaching, Learning and Assessment**:<br>• All children will meet ELG's by the end of the year.<br>• Teaching will be outstanding in all areas.<br>• Attendance will exceed national expectations. |

**Termly Milestones Overview**

| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|---|---|---|---|---|
| Planning changed accordingly<br><br>Outside area plans | Classroom set up improved accordingly<br><br>Costed and purchased | Workshops for parents around GLD expectations | Feedback from workshops analysed, reflective planning. | Collaborative conversations completed, targets given to parents and | TBD |

| drafted and shared | Parent body consulted over plans | Workshops for Phonics support. | Reflection on child voice, actions put in place. | children. |  |
| Parents surveyed |  |  |  | TBD |  |
|  | LJ in place and used daily | Child voice conferencing by governors. | Collaborative conversations organised and booked. Specific targets produced for pupils |  |  |
| Learning Journeys planned and drafted |  |  |  |  |  |

## Term 3/4

| Milestone | | Actions | Lead Person | Dates | Cost/Resources | Monitoring and Evaluation | | |
|---|---|---|---|---|---|---|---|---|
|  |  |  |  |  |  | Who? | When? | What? |
|  | 5.1 | Using POR to create immersive literacy activities that inspire and engage. | SG | Aut1 | **Meeting Time** | **CY** | End of T2 | Planning docs |
|  | 5.2 | Playground markings and zoning of all areas will be resourced. | IM/RE | Aut1 | **Meeting Time** | **CY** | End of T2 | Plans for the outside area |
|  | 5.3 | Collaborative conversations will take place for all Acorn class and phonics workshop to take place in Term 1. | SG/CM | Aut1 | **Meeting Time** | **CY** | End of T2 | Parents feedback |
|  | 5.4 | 1 to 1 time given weekly for child voice to become evident in learning logs. | SG/CM/VP | Aut1 | **Meeting Time** | **CY** | End of T2 | Learning Journey books |
|  | 5.5 | New Children are baselined within 3 weeks. Parents invited in for a transition collaborative conversation. | SG | Term 3 | **Meeting Time** | **CY** | T4 | Baseline Collaborative conversations |
|  | 5.6 | New staff support in place. Observations and feedback available in conjunction with NVQ | SG | Term 4 |  | **SLT** | T4 | Obs, Coaching Mentoring |

**Termly Evaluation**:
5.1 POR used within setting – more immersive experiences are evident – supported by NoV.
5.2 Markings completed and used to zone specific areas reflecting learning environment.
5.3 100% parents attended conversations – Workshop taking place early Term3.
5.4 Child voice evident in books, more ownership of learning logs by children.

# Annual Review of key priorities for the School Plan: To be completed Summer Term 2019
## What IMPACT has there been across the year?

| Effectiveness of Leadership and Management | Quality of Teaching, Learning and Assessment | Personal Development, Behaviour and Welfare | Outcomes for Pupils | Effectiveness of the Early Years provision: Quality and Standards |
|---|---|---|---|---|
| Impact: | Impact: | Impact: | Impact: | Impact: |

**Implications for Next Academic Year:**

|  |  |  |  |  |
|  |  |  |  |  |