



# SINGLE PLAN TO FOCUS SCHOOL IMPROVEMENT

OFSTED REPORT PUBLISHED 3<sup>rd</sup> May 2017

Improve the effectiveness of leadership and management by ensuring that:

- leaders make accurate evaluations of the school's strengths and weaknesses
- leaders identify in plans for improvement precise actions and who is responsible for carrying them out
- the governing body holds leaders to close account for rapidly improving the quality of education provided by the school
- leaders use additional funding more effectively so that disadvantaged pupils and pupils who have special educational needs and/or disabilities make faster progress, particularly in reading and mathematics
- all middle and subject leaders take effective action to make improvements in their areas of responsibility
- leaders take action to improve pupils' attendance, particularly for disadvantaged pupils and those who have special educational needs and/or disabilities.

Improve the quality of teaching and, thereby, outcomes by ensuring that all teachers:

- have high expectations of what pupils are able to achieve
- improve the accuracy of their assessment of pupils' work and use assessment information to inform their planning
- plan more demanding work so that pupils of all abilities are sufficiently challenged in their thinking
- target work for the most able pupils that allows them to achieve the higher standards in reading and mathematics.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Revised November 2017

<p><b>PRIORITY 1:</b></p> <p><b>1: Raise attainment in Reading and Maths for all groups by using Assessment data effectively.</b></p> <p><b>Ofsted links</b></p> <ul style="list-style-type: none"> <li>▪ The teaching of reading is not effective. Activities are not planned to meet pupils' needs. There is too much emphasis on completing activities rather than learning from them.</li> <li>▪ Pupils make poor progress in reading and mathematics and make much less progress in these subjects than other pupils nationally.</li> <li>▪ target work for the most able pupils that allows them to achieve the higher standards in reading and mathematics.</li> <li>▪ improve the accuracy of their assessment of pupils' work and use assessment information to inform their planning</li> </ul>	<p><b>Priority Target:</b></p> <p><b>By the end of 2017-18 data analysis will show that each group in each subject are at least in line or above the outcomes for all pupils.</b></p> <p><b>By the end of 2017-18 the expectation is that children will have made 6 points progress from their end of previous summer result.</b></p>	<p><b>Priority coordinator:</b> <b>Headteacher and Chair of Governors</b></p>
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**Raise Achievement throughout the school by:**

- a) embedding systematic analysis of assessment data so that all teachers and managers demonstrate a thorough understanding of how well individual pupils are progressing from joining to leaving the school
- b) enabling all teachers to use this data to monitor individual pupil's progress, spot gaps in knowledge and target additional support towards those who need it
- c) checking that teachers use assessment information effectively to plan suitable learning tasks for pupils of different abilities in mathematics and reading, and monitoring the impact this has on their achievement
- d) Taking every opportunity to reinforce pupils' basic English and numeracy skills across the whole curriculum and making clear links between reading and writing.

Specific Actions (dated)	Person/s Responsible		Success Criteria and intended impact on pupil attainment and progress	Specific Monitoring (dated)	Evaluation of impact on monitoring outcomes
	Lead School Person	External Verification			
<p>Termly data analysis by maths and English Subject Leaders and SMT shared with Class Teachers. Highlighted trends for next steps for</p>	<p>English and Maths coordinators</p>		<p>All pupils make at least expected progress.</p>	<p>PROGRESS MEETINGS (ACHIEVEMENT MEETINGS) half TERM</p>	<p>Coordinators have been involved in the triangulation of monitoring tasks. Data has been reviewed as a senior leadership team.</p>

<p>pupils and CPD. Adjust support and intervention accordingly.</p> <p>Use performance information to feed into quality of teaching profile.</p>	HT	DDAT	Outcomes help from profile of Teaching and Learning	<p>Governor pupil interviews on reading 29.6.17</p> <p>INSET 5.9.17</p> <p>Half Termly</p>	<p>Monitoring focus to become even tighter and for findings to then be checked upon in a set time.</p> <p>Coordinators have networked with the cluster of LA schools and dates have been planned in for the coordinators to network with DDAT schools.</p>
<p>Teachers use AFL/Pre/Post assessment to effectively plan next steps in learning.</p> <p>To adjust the timetable to allow for the teacher to address lack of progress made in a lesson through AfL (AfL time during Collective Worship and intervention time).</p> <p>Challenge the more able reading by ensuring reading material is suitably challenging and questioning is more in-depth – monitor guided reading sessions for the more able and provide CPD on questioning.</p>	CB/CC Maths & English Co-ordinator	<p>LA Consultants</p> <p>DDAT</p>	<p>No wasted time or repetition of learning by rehearsing known skills and knowledge.</p> <p>Reshape lessons to meet the needs of the pupils.</p> <p>Learning Outcomes are met each lesson.</p>	<p>Teaching and Learning walk of AFL time during 10.7.17</p> <p>Teaching and Learning walk 29.9.17</p> <p>DDAT to carry out joint Book Trawl with leaders (CPD) Maths and English marking and feedback –</p>	<p>Pre and post assessments have been reviewed. There was little impact with these and so they have been removed. AfL strategies have been explored through a variety of staff CPD.</p> <p>AfL time monitoring shows it is being used to address areas of misconception. TA's are also being deployed well during the AfL time.</p> <p>HT and English coordinator have networked with DDAT schools to explore how reading is tailored so that it is appropriately challenging. Staff meetings in Spring term are planned in to explore the structure of guided reading and the depth of questioning.</p>

				appropriate challenge. 13.12.17 16.1.18	
<p>To increase reading at home by introducing a new reading system for Summer 2 in 2017.</p> <p>Inform parents of progress made through the assessment system on a half-termly basis (Accelerated Reading Programme sends out emails once the children have completed a quiz).</p>	Maths & English Co-ordinator supported by TAs		<p>All pupils read at home at least 3 times a week from September.</p> <p>System ready to roll out for September.</p>	<p>Staff meeting 5.6.17</p> <p>Governor pupil interviews on reading 29.6.17</p>	<p>Diagnostic reports are shared with parents during parents evening. A report of quiz progress is emailed out to parents once children have completed a quiz.</p> <p>The English coordinator is looking into ways in which the time period can be extended for children quizzing at home.</p>
<p>Maths and English subject lead to review maths and reading coverage, planning and progression in each class.</p>	Maths & English Co-ordinator	Bolsover Cluster and LA Maths and English Support Group	<p>English and Maths leads to have a clear understanding of the quality of provision in their subject and understand how they need to impact further to ensure the quality of teaching and learning is 100% Good in order to raise standards of achievement.</p>	<p>Twilights 12.6.17 and 13.6.17</p> <p>Maths consultant 13.6.17 in to work with subject leader</p>	<p>The carousel approach to teaching English (including reading, writing, spelling and SPAG) has been replaced with a restructure of the English curriculum.</p>

<p>To hold Pupil Progress review meetings each half-term with class teachers to identify children who have not made progress or who are off track.</p> <p>Leaders are in a position where they fully understand the strengths and weaknesses across the school as identified through the end of term outcomes.</p>	<p>CB supported by DDAT</p>	<p>DDAT</p>	<p>Teachers have a good understanding of the performance of different groups of children in their class.</p> <p>The most appropriate interventions are put into place to close gaps and remove barriers to learning.</p> <p>Training carried out in analysis of data using DDAT tracker. SLT have understanding and have identified strengths and weaknesses.</p> <p>Outcomes at the end of each term identify/triangulate strengths and areas for improvement.</p>	<p>DDAT to train CB on 13.12.17</p> <p>CB to train staff by 19.12.17</p> <p>21.3.18</p> <p>15.7.18</p>	<p>Progress review meetings are now being held each half-term to identify children who have not made progress or who are off track. Discussions are held on the interventions available.</p> <p>The SEND Co is to now be part of the progress review meetings so that progress can be discussed, the effectiveness of interventions can be reviewed and the appropriate support planned in.</p>
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<p>Bolsover signposted to St Andrew's, Dronfield to learn about a successful approach to improving reading.</p> <p>Receive support from NLE (Ex literacy consultant) in successful implementation of reading strategies. (Loscoe CE Primary School).</p>	<p>English Lead/HT</p> <p>English Lead/HT</p>	<p>HT/DDAT</p>	<p>Positive reading progress score at the end of Key Stage 2 2018.</p>	<p>Spring term (TBA)</p>	
<p>Reading review carried out by Ex Senior HMI</p>	<p>DDAT consultant</p>	<p>DDAT</p>	<p>Strengths and weaknesses identified to inform planning for next year.</p>	<p>Summer term 2018</p>	
				<p>Checked by</p>	
<p>Date</p>	<p>Milestones</p>		<p>SLT/DDAT</p>	<p>Governors</p>	
<p>On-going- weekly</p>	<p>Through book trawls, ensure marking and feedback is used to inform teacher assessment.</p> <p>Ensure marking is following expectations set out in the marking policy.</p>		<p>SLT evaluation, two per half term.</p>	<p>HT report to Governors</p>	
<p>September 2017 November 2017 January 2018 February 2018 April 2018 June 2018</p>	<p>Pupil progress review meetings and PP progress review meetings ensure staff are clear of those children who are prior low, middle and high attainers; their baseline and whether or not they are PP.</p>		<p>HT and DDAT</p>	<p>HT report to Governors</p>	

13 <sup>th</sup> July 2018	The PP meetings ensure that children receive the appropriate support for accelerated learning.		
Beginning October 2017 (and the beginning of every half term thereafter).	To have in place an effective and rigorous assessment system; to track children's progress and attainment.	SLT/DDAT	HT report to Governors
Beginning November 2017 19 <sup>th</sup> December 2017 16 <sup>th</sup> February 2018 23 <sup>rd</sup> March 2018 25 <sup>th</sup> May 2018 4 <sup>th</sup> July	Data will reflect expected progress.	SLT/Teachers/DDAT	HT report to Governors (TLCL)
10 <sup>th</sup> October 2017 3 <sup>rd</sup> November 2017	School data review using ASP, ensuring core subject co-ordinators are able to make accurate evaluations of their subject's strengths and weaknesses.	SLT/DDAT	HT report to Governors
25 <sup>th</sup> September 2017 16 <sup>th</sup> October 2017	Review the effectiveness of AFL time, ensuring it is used to remove barriers to learning or deepen understanding.	HT/DH/DDAT	HT report to Governors
12 <sup>th</sup> October 2017 10 <sup>th</sup> November 2017 24 <sup>th</sup> November 2017 6 <sup>th</sup> December 2017 14 <sup>th</sup> December 2017 8 <sup>th</sup> January 2018 24 <sup>th</sup> January 2018 7 <sup>th</sup> February 2018 7 <sup>th</sup> March 2018 19 <sup>th</sup> March 2018 16 <sup>th</sup> April 2018 7 <sup>th</sup> May 2018 29 <sup>th</sup> May 2018 11 <sup>th</sup> June 2018 27 <sup>th</sup> June 2018 11 <sup>th</sup> July 2018	Review the effectiveness of ERIC time, ensuring that reading materials are suitably challenging and questioning is in depth.  The area identified for development and shared with staff on the monitoring report proforma will have been addressed/improved upon.	HT/English Co-ordinator/DDAT	English Co-ordinator to feedback to designated Governor.

Weekly throughout the year	Teaching and Learning Walks showing the positive impact of strategies/systems implemented. <i>Attitudes to learning have changed. Key principles of teaching and learning have been reintroduced.</i>	HT/SLT/DDAT	HT report to Governors
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<p><b>Priority 2: To improve the quality of teaching and learning.</b></p> <p><b>OFSTED LINKS –</b></p> <ul style="list-style-type: none"> <li>▪ have high expectations of what pupils are able to achieve</li> <li>▪ improve the accuracy of their assessment of pupils' work and use assessment information to inform their planning</li> <li>▪ plan more demanding work so that pupils of all abilities are sufficiently challenged in their thinking</li> <li>▪ target work for the most able pupils that allows them to achieve the higher standards in reading and mathematics.</li> </ul>	<p><b>Priority Target:</b>  <b>100% of learning and teaching to be Good over time.</b></p>	<p><b>Priority coordinator:</b>  <b>Senior Leadership Team and Chair of Governors</b></p>
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**2. Improve the quality of teaching by:**

- a) raising expectations of what all pupils are capable of achieving.
- b) Improving the accuracy of assessment which is rigorously monitored to ensure that teachers plan lessons that:
  - a. identifies clear learning outcomes and every learning opportunity is utilised.
  - b. match the ability of pupils, particularly the disadvantaged and those with SEN so that they make accelerated progress.
- c) ensuring lessons make effective use of time and include meaningful and enjoyable learning experiences for pupils.
- d) setting pupils, particularly the most able, challenging but attainable targets and giving them regular feedback on how well they are doing and what they need to do to improve their work.
- e) rigorously monitoring how well all teachers are implementing these improvements including regular timetabled reviews to measure impact of interventions.
- f) Introduce Teaching and Learning Action Plans for all teachers and link to Performance Management.

Specific Actions (dated)	Person/s Responsible		Success Criteria and intended impact on pupil attainment and progress	Specific Monitoring (dated)	Evaluation of impact on monitoring outcomes
	Lead School Person	External Verification			
Coaching and Mentoring Plan to be in place and effectively used for Teachers who are not consistently good over time.	CB/CC	DDAT	Quality of Teaching is improving every teacher with individual targets so that 100% of teaching is good.	Learning walk 29.6.17  Learning walk 16.10.17  PM observations Oct 17  Termly Report to Governors	CPD opportunities have been organised for staff to observe good practice in other schools (both within the cluster of DDAT schools and the LA schools).  Team teaching has taken place within school across different year groups.

Teachers to meet their PM target of being consistently good through directed CPD.	CB/CC		100% of teachers' quality of teaching is good.	Week beginning 18 <sup>th</sup> September, 25 <sup>th</sup> September, 2 <sup>nd</sup> and 9 <sup>th</sup> October.	<p>A tracking system has been introduced into school and staff have been trained on using this system to record and analyse the performance of pupils.</p> <p>Monitoring activities have taken place within the LA and have shown accuracy in teacher judgements for writing.</p> <p>HT has met with the HT from Newbold to discuss rigorous assessment systems which are accurate.</p> <p>Data analysis reports are now used within school to track children's individual progress as well as the progress of key groups of children.</p> <p>Opportunities are planned in for the Maths and English leads to work with the coordinators from schools within the DDAT cluster of schools (including Newbold and Loscoe Primary School).</p>
Introduce Teaching and Learning Action Plans	CB/CC	DDAT	All teaching at least good. Strengths that have been identified are disseminated and staff model and coach to bring about wider improvement across the school.	External scrutiny by DDAT team. 13.12.17 1.2.18 6.2.18 22.2.18	
Review the assessment procedures in school so that teachers are supported to make accurate judgements to inform their planning.	CB/CC	DDAT	Book trawls show that pupil of all ability are sufficiently challenged so that they are engaged and make accelerated progress leading to '0' progress scores	<p>Termly Pupil progress Meeting 26.9.17 and Sept 17</p> <p>Planning &amp; Book Trawl Maths 6.6.17</p> <p>Planning and Book trawl English 27.6.17 PP review 15.6.17</p> <p>Work with ASIA</p> <p>Inset on AFL strategies 5.9.17</p>	
Subject leader focused lesson observation and learning walks to monitor and give action	CB/CC	DDAT	Subject leader reports to named Governors.  Subject leaders demonstrate their	Teaching and Learning walk 29.6.17 on reading	

<p>points to individual teachers to raise standards of teaching.</p> <p>Create a data base of teachers' strengths and areas of development to inform CPD.</p> <p>1 day of intense training for staff on quality first teaching in the morning followed by middle training in the afternoon.</p>	DDAT	DDAT	<p>impact in raising standards of teaching.</p> <p>Higher proportion of Quality First Teaching so less need for intervention. Middle leaders are better equipped to carry out monitoring of the quality of teaching in their subject area.</p>	<p>Teaching and Learning walk 16.10.17</p> <p>Teaching and Learning walk Science 12.7.17 PM observation's Oct 17</p> <p>Teaching and Learning walk Maths 12.9.17</p> <p>21<sup>st</sup> December 2017</p> <p>2.1.18</p>	<p>Staff meetings have been held on the key principles of teaching and learning.</p> <p>A joint staff meeting has already taken place with Newbold and staff meetings on reading are planned in with Loscoe Primary School.</p>
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<p>Marking is very specific and has an impact on pupils' next pieces of work.</p>	<p>CB/CC</p>	<p>ASIA</p>	<p>Each feedback opportunity has an associated impact on the pupil making progress in 85% of books.</p>	<p>Staff meeting with infants 24.5.17  PP review – external 15.6.17  Marking and feedback review staff meeting 28.6.17    END OF SEPTEMBER 2017</p>	<p>Next steps are beginning to focus on editing responses from the children or opportunities to work at a greater depth.</p>
<p>Regular monitoring, including teaching and learning walks, books trawls, observations and pupil interviews are conducted.</p>	<p>CB/CC</p>	<p>DDAT</p>	<p>The quality of teaching and learning improves over time.    Areas of strength are identified.    Areas for development are addressed and the appropriate provision is planned for.</p>	<p>Monitoring calendar:  Teaching and learning walks and book trawls take place weekly</p>	<p>Weekly monitoring now takes place. Findings are shared with the Senior Leadership Team and in staff meetings. A tighter focus is now planned in for follow up work on the findings.</p>

		Checked by	
Date	Milestones	SLT/ASIA	Governors
4 <sup>th</sup> September 2017	Ensure a monitoring calendar is in place.	ASIA	ASIA report to Governors
4 <sup>th</sup> -5 <sup>th</sup> September 2017 11 <sup>th</sup> September- 20 <sup>th</sup> October 2017	Staff will take part in a range of CPD opportunities including staff meetings and INSET.	SLT	
26 <sup>th</sup> September 2017 3 <sup>rd</sup> October 2017 12 <sup>th</sup> October 2017 14 <sup>th</sup> November 2017 28 <sup>th</sup> November 2017 12 <sup>th</sup> December 2017 16 <sup>th</sup> January 2018 6 <sup>th</sup> February 2018 6 <sup>th</sup> March 2018 20 <sup>th</sup> March 2018 17 <sup>th</sup> April 2018 9 <sup>th</sup> May 2018 12 <sup>th</sup> June 2018 3 <sup>rd</sup> July 2018 17 <sup>th</sup> July 2018	Subject coordinators are involved with monitoring to ensure Teaching and Learning is at least good.	SLT	Subject leaders to report to designated Governor
Beginning October 2017-July 2018	To have in place an effective and rigorous assessment system; to track children's progress and attainment.	SLT/ASIA	HT report to Governors
Weekly throughout the year 26 <sup>th</sup> September 2017 3 <sup>rd</sup> October 2017 12 <sup>th</sup> October 2017 15 <sup>th</sup> November 2017 28 <sup>th</sup> November 2017 12 <sup>th</sup> December 2017 17 <sup>th</sup> January 2018 6 <sup>th</sup> February 2018 6 <sup>th</sup> March 2018 21 <sup>st</sup> March 2018 17 <sup>th</sup> April 2018	Teaching and Learning Walks showing the positive impact of strategies/systems implemented.  Triangulation (monitoring of books, pupil interviews and T&L obs) shows the quality of T&L is at least good.	HT/SLT/ASIA/HT mentor	HT report to Governors

10 <sup>th</sup> May 2018 13 <sup>th</sup> June 2018 3 <sup>rd</sup> July 2018 18 <sup>th</sup> July 2018			
2 <sup>nd</sup> January 2018	Children are given appropriate targets in the core subjects.	SLT/Teachers	
October 2017 Interim Review March 2018	Performance Management for teaches and TAs focusses on key aspects of teaching and learning	HT/DH/ASIA	Performance management meetings have been held and targets set. Reviews are to take place in March 2018 for both teachers and teaching assistants.

<p><b>Priority 3: To Improve Leadership and Management.</b></p> <p><b>OFSTED LINKS –</b></p> <ul style="list-style-type: none"> <li>▪ leaders make accurate evaluations of the school's strengths and weaknesses</li> <li>▪ leaders identify in plans for improvement precise actions and who is responsible for carrying them out</li> <li>▪ the governing body holds leaders to close account for rapidly improving the quality of education provided by the school</li> <li>▪ leaders use additional funding more effectively so that disadvantaged pupils and pupils who have special educational needs and/or disabilities make faster progress, particularly in reading and mathematics</li> <li>▪ all middle and subject leaders take effective action to make improvements in their areas of responsibility</li> <li>▪ leaders take action to improve pupils' attendance, particularly for disadvantaged pupils and those who have special educational needs and/or disabilities.</li> </ul>	<p><b>Priority Target: To ensure leadership and management of the school leads to improved capacity and sustainable improvements in standards towards 85% combined Reading, Writing and Maths.</b></p>	<p><b>Priority coordinator: Senior Leadership Team and Chair of Governors</b></p>
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**3. Improve the quality of leadership and management by:**

- a) Further developing the SMT and Subject Leadership skills so that they are able to:
  - a. accurately evaluate the school's strengths and weaknesses impacting on standards.
  - b. formulate clear plans for improvement with precise actions and who is responsible for carrying them out.
- b) Governors to have a bespoke monitoring and impact schedule related to SES which allows them to hold leaders to account.
- c) Rigorous Monitoring and Review Schedule for SMT.
- d) taking action to improve pupils' attendance, particularly for disadvantaged pupils and those who have special educational needs and/or disabilities.
- e) Adopting and monitoring the newly structured School Improvement Plan

Specific Actions (dated)	Person/s Responsible		Success Criteria and intended impact on pupil attainment and progress	Specific Monitoring (dated)	Evaluation of impact on monitoring outcomes
	Lead School Person	External Verification			
School Improvement Plan (SIP) to be presented to all staff and governors	CB/CC Chair of Govs	LA	Staff and Governors understand the development focus for each area. Governors allocated a key area to focus on and report back to Full Governing Body.	ASIA 14.6.17 Governors- 16.6.17	The school improvement plan is shared regularly with governors and staff.

				Staff- 21.6.17 at staff meeting	<p>The SES has now been shared with the (Head of School Improvement) HOSI and the Senior School Improvement Officer (SSIO).</p> <p>Coordinator review meetings are to be held on 18.12.17.</p> <p>Coordinators are to be involved in the weekly work with DDAT and the HOSI and the SSIO.</p>
Review and update safeguarding paperwork to include actions and follow up. Update school policy and staff training to reflect the changes.	Safeguarding Lead Safeguarding Gov.		Staff and Governors understand the cause for concern process including follow up by the Safeguarding Lead.	11.7.17 Training during INSET 4.9.17	
The school's self-evaluation is updated and accurate.	CB		The SES captures the school's strengths and areas for improvements and their impact on learning, progress and attainment	14. 06.17 with ASIA Governors on 16.6.17 21.6.17 with staff	
Identify the professional development needs of the subject leaders and provide appropriate input supporting subject leader to monitor and evaluate their subject.  Coaching from DDAT	CB/CC	DDAT	All subject leaders demonstrate effective support and challenge within their role. Subject leader's work has impact on attainment through tight monitoring programme.	<p>Maths consultant to work with subject leader 13.6.17</p> <p>Cluster work 15.6.17</p> <p>Data review with subject leaders to produce a summary of school data for 2017 5.7.17</p> <p>Ongoing</p>	

<p>Each Pupil to be tracked by prior attainment, targets to be set for each year.</p> <p>Pupil Progress/Achievement meetings used to track individuals half termly.</p> <p>Barriers highlighted and interventions put in place and tracked.</p>	<p>Assessment Lead</p>	<p>DDAT</p>	<p>85% on track with national for their Age-Related Outcomes.</p>	<p>Data review with subject leaders to produce a summary of school data for 2017 5.7.17. Targets to then be set.</p> <p>INSET on AFL 5.9.17</p>	<p>Intervention monitoring has taken place. Booster group content has been planned by the class teacher and the adult delivering the intervention.</p> <p>An assessment system has been introduced for tracking the impact of the interventions.</p>
<p>Subject Leaders to monitor the curriculum on an agreed schedule, meeting with report to named Governors on a termly basis - Middle leader training and coaching from DDAT</p>	<p>SMT</p>	<p>DDAT</p>	<p>Subject leaders can evidence improvements in standards resulting from their actions.</p> <p>Governors are able to ask direct questions linked to the Impact Sheets.</p>	<p>See monitoring calendar</p>	<p>A monitoring calendar has been introduced. The maths coordinator and lead governor have met to review the work carried out so far in maths.</p> <p>The maths governor and coordinator have planned in a triangulation of monitoring to look at the challenge being presented to children.</p>
<p>Pastoral Leader to target support for families with persistent absence.</p> <p>Implement strategies such as 'late gate' and access to free breakfast club to encourage attendance.</p>	<p>Pastoral Leader</p>	<p>EWO</p>	<p>The level of persistent absence will reduce. The attainment of those families affected by persistent absence will improve.</p>	<p>CPD with Infants staff- May 2017</p> <p>Work with EWO- May 2017</p> <p>Late Gate initiative May 2017</p>	<p>The Pastoral Leader's work has been evaluated by the EWO.</p> <p>The strategies in place target the key school issues linked to attendance.</p>

				Attendance meetings 5.6.17	An external review of governance has taken place. An action plan was drawn up.	
Implement an external review of Governance to further develop Governors' monitoring role- termly Governor monitoring schedule in place and having an impact.	Chair of Governors	External Reviewer	Governors are confident in their monitoring roles and their evidence is in the minutes.	Review started on 29.6.17		
All teachers to monitor rigorously the impact of interventions for disadvantaged pupils from their prior attainment at the end of KS1.	SMT	DDAT	Disadvantaged pupils will make accelerated progress and be in line with national progress and attainment measures	Data review with teachers  PP review meetings with teachers and TA's		The new tracking system is to be used in December to monitor the impact of the half-term's interventions for the disadvantaged pupils.
Implement an external review of Pupil Premium (PP) to ensure the effective use of PP funding.	CB/CC	External Reviewer		One day 15-6-17		An external review of Pupil Premium has taken place. A Pupil Premium action plan has been drawn up and is now being used.
2 <sup>nd</sup> Review against identified areas				Spring Term		Pupil Premium review books are completed by the class teacher.
Appoint a substantive headteacher.	DDAT/ Governors			Autumn 2017		
Assessment Review	SSIO	DDAT	Accuracy of teacher assessment validated	Spring 2018		

Governor Training	DDAT	DDAT	Governors understand their roles and responsibilities and have considered a governance restructure. Have an independent view of the school's strengths and weaknesses and are able to challenge and support appropriately.	Spring 2018	
Safeguarding Review	SSIO	DDAT	Safeguarding procedures are robust and effective. A clear culture of safeguarding is prevalent.	Spring 2018	
Support for Headteacher and senior leaders by linking with Newbold and St Laurence.	HT/NLE and HT who has taken a school from SM to good.	DDAT	Effective support network. Procedures put in place that have proved successful elsewhere.	Dec 2017	
Moderation of English and maths books for levelling and quality of next step comments by external partner schools and cluster.	Moderation with infants Moderation with St Josephs Moderation with Cluster			24.5.17 12.7.17 Oct 17 Nov 17 Feb 18 April 18 June 18	
			Checked by		
Date	Milestones		SLT/ASIA	Governors	
21 <sup>st</sup> July 2017 19 <sup>th</sup> October 2017 11 <sup>th</sup> December 2017 12 <sup>th</sup> February 2018 23 <sup>rd</sup> April 2018 9 <sup>th</sup> July 2018	Middle leaders have a good understanding of their subject's strengths and areas for development. Action plans reflect this. Demonstrated in coordinator reviews		HT/DH		
September 2017 October 2017	Review of the school's current vision and ethos including whether this		SLT	Governors	

November 2017- following appoint of Headteacher INSET 2.1.18	reflects the school's Christian distinctiveness.		
19 <sup>th</sup> October 2017 18 <sup>th</sup> December 2017 12 <sup>th</sup> February 2018 19 <sup>th</sup> March 2018 21 <sup>st</sup> May 2018 16 <sup>th</sup> July 2018	Middle leaders are developed to take ownership for their subject by taking the lead on the different monitoring exercises on the calendar.	HT/DH/ASIA	
6 <sup>th</sup> September 2017 16 <sup>th</sup> October 2017 November 2017	Review the SIP to identify appropriateness of actions set.	HT/DH	
6 <sup>th</sup> September 2017 16 <sup>th</sup> October 2017	The school's self-evaluation reflects current practise.	HT/DH	
18 <sup>th</sup> September 2017	The PP spending strategy identifies the different interventions in order to accelerate the learning of PP children.	HT/DH	
6 <sup>th</sup> September 2017 31 <sup>st</sup> October 2017 3 <sup>rd</sup> January 2018 27 <sup>th</sup> February 2018 11 <sup>th</sup> April 2018 6 <sup>th</sup> June 2018	A PP provision map to clearly identify the different interventions which remove barriers to learning/accelerating learning for PP children.	SLT	
June 2017 3 <sup>rd</sup> November 2017	External review of PP to ensure that PP funding is now being used effectively.	LLE/ASIA	
16 <sup>th</sup> October 2017 12 <sup>th</sup> March 2017	Performance Management for teaches and TAs focusses on key aspects of teaching and learning	HT/DH/ASIA	
September 2017	Attendance policy updated and shared with all Stakeholders.	HT/Pastoral leader	Full Governors
	CPD for new Pastoral Leader	HT	
	Ensure that the attendance policy is being rigorously followed.	HT	
September 2017 onwards	Ensure the Safeguarding policy and Safeguarding portfolio are up-to-date following the attendance of Safeguarding Lead forums. <i>Ongoing</i>	HT	Safeguarding governor Governors

	Safeguarding updates to go on the agenda for Senior Leadership meetings, Staff meetings and TA meetings weekly.		
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