

The Priority Areas 2016-2017 focus on the following:**Evaluation July 2017**

1. LEADERSHIP & MANAGEMENT
2. TEACHING & LEARNING & ASSESSMENT
3. PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE
4. OUTCOMES FOR PUPILS
5. EARLY YEARS
6. SMSC

Achieved – Green
Partly Achieved – Yellow
Not Achieved – Red
Not Evaluated – White

1. LEADERSHIP & MANAGEMENT To better self-evaluate the quality of education to ensure continued improvement	
Strategies	Success Criteria
1A) Induct new staff into the expectations/ways of Lace Hill Academy	Staff understand the expectations of LHA
1B) Programme of regular learning walks and formal observations to ensure teaching is effective and strong and identified areas of development are addressed in a timely way	100% of teaching is effective and consistently strong
1C) Programme of book monitoring/ evaluation to ensure feedback is in line with school policy and areas of development are addressed in a timely way	Feedback is in line with school policy
1D) Programme of pupil conversations	Pupils can explain what and who helps them with their learning
1E) Moderation of standards both within the school, across the Trust and other local schools to ensure consistency of standards and expectations	Summative judgements are consistent with standards and expectations
1F) Effective deployment of additional funding which secures good outcomes for pupils	Additional funding secures good outcomes for pupils
1G) Effective deployment of SEND funding which secures good outcomes for pupils	SEND funding secures good outcomes for pupils
1H) Engage well with parents/carers to support all pupils	Parents feel that the school appropriately supports their child
1J) Effective Governing Body	Governors are effective in discharging their statutory functions

2. TEACHING & LEARNING & ASSESSMENT

To improve the quality of teaching so all teachers are at least good and many outstanding AND To effectively use assessment information so that all pupils are enabled to make good progress and achieve well (assessment information used for planning effective teaching and learning strategies, identification of pupils who need additional support)

2A) Developing knowledge and skills of assessment systems and interpretation of data	Staff understand the assessment system used by LHA and can interpret the data
2B) Effective planning which consolidates and deepens pupils knowledge, understanding and skills	Pupils make good progress and achieve well
2C) Skilful questioning so pupils understand better and misconceptions are tackled	Questioning supports pupils to make good progress and achieve well
2D) Pupil improve their learning through feedback	Feedback supports pupils to make good progress and achieve well
2E) Effective homework for pupils	Homework supports pupils to make good progress and achieve well
2F) Parents know how well their child is doing	Parents know how well their child is progressing and how well their child is doing in relation to the expected standard

3. PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE

To embed a culture which promotes pupil welfare

3A) Monitoring attendance and punctuality of pupils	Pupils punctual to school and Attendance at least in line with national data
3B) Consistency in implementation of schools Behaviour Policy	Pupil behaviour is dealt with in line with school policy
3C) Children are safe when using technology	Pupils are safe

4. OUTCOMES FOR PUPILS

To ensure pupils progress well from their starting points and achieve or exceed the standards expected for their age

4A) EYFS	
4B) Y1 Phonics To develop Phonics and Reading skills of pupils	To maintain the % of pupils to at least National % who attain the expected standard
4C) Key Stage 1 Reading, Writing Maths To develop Reading comprehension, Grammar, Punctuation and Spelling and Maths skills of pupils	To increase the number % of pupils who attain the expected standard from their EYFS starting point
4D) Groups – PPvNonPP To allocate funding so that resources are well deployed	PP pupils attain at least as well as their peers

4E) Groups – SEND To allocate funding so that resources are well deployed	SEND pupils progress at a rate that is at least as well as their peers
4F) Groups – More Able To develop provision so that More Able pupils are well catered for in the curriculum so that identified pupils continue to progress well	More able to attain greater than expected standard for their age.
4G) Groups – MvF	Refer to 5B

5. EARLY YEARS To further develop EYFS practice and improve provision for pupils	
5A) EYFS To develop writing opportunities for pupils	Increase the number % of pupils who attain the expected standard in Writing
5B) Groups – MvF To develop provision so that Boys interests are catered for in the EYFS	Increase the number % that attain a good level of development
5C) Enhancement of schemes of work, planning and resources for EYFS classes with increased pupil numbers	Curriculum Provision of EYFS pupils is at least 'good'
5D) Teaching, Learning & Assessment developed further	Information from assessment is used to secure timely interventions and support based on comprehensive knowledge of the child and their family
5E) Developing the characteristics of effective learning, particularly within the outdoor environment	Outdoor environment provides opportunities for pupils to show high levels of curiosity, imagination and concentration
5F) Developing leadership and management of EYFS	effectiveness of leadership and management is 'good'

6. SMSC To enable pupils to thrive through deliberate and effective actions to promote SMSC	
6A) Research effective actions which positively develop SMSC	Deliberate and effective action is taken to promote SMSC
6B) Implement actions to enrich SMSC and evaluate the impact of them	Pupils are enabled to thrive

Success Criteria Evaluation – Met (Green) Partly Met (Yellow) Not Met (Red)