CAGE GREEN PRIMARY SCHOOL IMPROVEMENT PLAN

Headteacher: Graeme Garthwaite
Phoenix Centre Leader: Judi Beggs
Chair of Governing Body: Antonia Balaam

CAGE GREEN PRIMARY SCHOOL IMPROVEMENT PLAN

Headteacher: Graeme Garthwaite
Phoenix Centre Leader: Judi Beggs

Chair of the Governing Body: Antonia Balaam

Introduction: This plan sets out the actions being taken by the school to address the Ofsted key issues detailed in the last inspection in October 2016.

Summary of key findings detailed by OfSTED

Improve the quality of teaching and raise standards by ensuring the teachers:

- have higher expectations of what pupils can achieve and a better knowledge of national curriculum content, especially in mathematics, to inform their planning
- develop pupils' problem-solving and reasoning skills in mathematics
- check pupils' progress more effectively during their learning activities and adapt them to increase pace and challenge
- develop practice to secure greater consistency so that it provides appropriate support, stretch and challenge, particularly for pupils who have special educational needs and/or disabilities and the most able

Strengthen the impact of leadership and management on teaching by ensuring that:

- self-evaluation is more accurate and leads to better systems and rapid improvements in outcomes
- pupils' progress and the quality of teaching are monitored securely with more effectively planned activities and higher expectations, so that pupils achieve consistently strongly across a range of subjects
- governors have a more accurate understanding of pupils' achievement, based on more rigorous challenge to leaders over their evaluations and expectations of progress for all groups of pupils

Monitoring and Evaluation of Progress

The Senior Leadership Team and Governing Body will monitor progress against the school improvement plan with full evaluation at each Full Governing Body Meeting with progress communicated to parents twice a year.

Cage Green Learner

Collaborative sharers will

Have open discussion, listen to one another and take turns to share ideas.

Ask questions and value other opinions.

Help and inspire each other to consistently produce excellent work.

Creative explorers will

Always be on the look out for exciting new ideas, exploring different ways of doing things.

Find creative solutions to overcome difficulties using a range of methods and strategies.

Produce original work that is innovative and imaginative.

Independent thinkers will

Be self motivated with a passion to always learn more.

Use a wide range of resources to solve problems and overcome difficulties.

Develop the curiosity and ability to ask great questions that open up further potential for learning and understanding.

The school was last inspected by Ofsted Section 5 Inspection on 4th and 5th October 2016 and was judged as Requires Improvement.

Outcome Judgements:

Overall Effectiveness	Quality of Teaching, Learning and Assessment in School	Outcomes for Pupils	Effectiveness of Leadership and Management	Personal Development, Behaviour and Welfare of Pupils	Early Years Provision
3	3	3	3	2	2

These areas for improvement are the key priorities for the School Plan

1. The Quality of Teaching, Learning and Assessment in School	2. Outcomes for Pupils	3. Effectiveness of Leadership and Management in the school	4. Personal Development, Behaviour and Welfare of Pupils at the School	5. EYFS Provision
• Ensure teachers have high expectations of what pupils can achieve through greater understanding of the national curriculum • Teachers to develop pupils' problem solving and reasoning skills in mathematics • Teachers check pupils' progress more effectively during their learning and adapt them to increase pace and challenge	• Ensure that all pupils make consistently strong progress, developing secure knowledge, understanding the skills, considering their different starting points including disadvantaged • Ensure pupils' targets show exactly what they are aiming for and how well they are doing	• Ensure self-evaluation is accurate and leads to better systems and rapid improvements in outcomes • Ensure pupils' progress and the quality of teaching are monitored securely so that pupils achieve consistently strong across a range of subjects • Ensure Governors have a more accurate understanding of pupils' achievement, based on a more rigorous challenge to leaders	• Use the behaviour section on Pupil Asset consistently to help deal with incidents succinctly and appropriately • Ensure new Attendance Policy is implemented by all staff and follow procedures consistently	• Ensure that all pupils make consistently strong progress considering their different starting points including disadvantaged • To introduce electronic learning journals for all children including accurate detail about the child's progress

SCHOOL IMPROVEMENT PLAN FOR CAGE GREEN PRIMARY SCHOOL

STANDARDS: STANDARDS AND ACHIEVEMENT IN THE SCHOOL TO IMPROVE SO THAT THEY ARE IN LINE OR ABOVE NATIONAL AVERAGES BY JULY 2018

KS1 Summer 2018: 61 children in the cohort (including 3 children in the Phoenix Centre)

- 74% (78% ExPC) (45 children) to achieve expected+ in reading (2017 National 76%)

- 69% (72% ExPC) (42 children) to achieve expected+ in writing (2017 National 68%)

- 74% (78% ExPC) (45 children) to achieve expected+ in maths (2017 National 75%)

- 21% (22% ExPC) (13 children) to achieve greater depth in reading (2017 National 25%)

- 15% (16% ExPC) (9 children) to achieve greater depth in writing (2017 National 16%)

- 20% (21% ExPC) (12 children) to achieve greater depth in maths (2017 National 21%)

Year 1: 63 children in cohort (including 5 children in the Centre)
76% (78% ExPC) (48 children) achieving 32+ in phonics assessment (2017 National 81%)

Year R: 51 children in cohort (including 5 children in the Phoenix Centre) (2017 National 71%)
Early Years below/ broadly average 67% (74% ExPC) (34 children) achieving GLD

KS2 Summer 2018: 60 children in the cohort (including 4 children in the Phoenix Centre)

- 73% (79% ExPC) (44 children) to achieve expected+ in Reading (2017 National 71%)

- 75% (80% ExPC) (45 children) to achieve expected+ in Writing (2017 National 76%)

- 73% (79% ExPC) (44 children) to achieve expected+ in Maths (2017 National 75%)

- 75% (80% ExPC) (45 children) to achieve expected+ in SPAG (2017 National 77%)

- 25% (27% ExPC) (15 children) to achieve greater depth in Reading (2017 National 25%)

- 23% (25%ExPC) (14 children) to achieve greater depth in Writing (2017 National 18%)

- 23% (25% ExPC) (14 children) to achieve greater depth in Maths (2017 National 23%)

- 25% (28% ExPC) (15 children) to achieve greater depth in SPAG (2017 National 31%)

- 72%(77% ExPC) (43 children) to achieve expected+ in RWM combined (2017 National 61%)

- KS2 progress score for Reading to be above 0

- KS2 progress score for Writing to be above 0

- KS2 progress score for Maths to be above 0

PRIORITY 1: THE QUALITY OF TEACHING, LEARNING AND ASSESSMENT IN SCHOOL

FOCUS	SUCCESS CRITERIA **In order to be judged good, the following criteria will need to be met:**
• Ensure teachers have high expectations of what pupils can achieve through greater understanding of the national curriculum • Teachers to develop pupils' problem solving and reasoning skills in mathematics • Teachers check pupils' progress more effectively during their learning and adapt them to increase pace and challenge	• Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils. • In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind and intervene quickly to help them to improve their learning. • Teachers use their secure subject knowledge to plan learning that sustains pupils' interest and challenges their thinking. They use questioning skilfully to probe pupils' responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils' strengths. • Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve. • Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come. • Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words. • Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress. • Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities. • Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills. • The school gives parents information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve. • Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.

Termly Milestones Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
80% (16) of Teaching to be judged through triangulation as securely good or better and 15% (3) to be outstanding	80% (16) of Teaching to be judged through triangulation as securely good or better and 20% (4) to be outstanding	90% (18) of Teaching to be judged through triangulation as securely good or better and 25% (5) to be outstanding	90% (18) of Teaching to be judged through triangulation as securely good or better and 25% (5) to be outstanding	100% (20) of Teaching to be judged through triangulation as securely good or better and 25% (5) to be outstanding	100% (20) of Teaching to be judged through triangulation as securely good or better and 30% (6) to be outstanding

ACTION PLAN						
	ACTION	LEAD PERSON	MONITORING	RESOURCES / COSTS	TIMESCALE	SUCCESS CRITERIA	EVALUATION AND STATUS
1.1	Improve teachers understanding of setting the correct pitch of the lesson. • NC expectations for year groups to be circulated/ sign posted • Differentiation ideas and strategies shared in PPA / Staff Meetings	JW – Maths AR – Eng SC – Sci RC – Foundation Subjects	HT and IA	£28 000 supply costs to release AAHT for one year (much of this cost is used on cover teachers who work at the school already)	On-going monitoring	Lesson Observations: % of teachers evidencing clear differentiation through triangulation (book scrutiny/ lesson observation/ data analysis)	
1.2	Setting rigorous and challenging WALT statements (and these linked to the teaching and learning) • Examples shared of effective WALT's in PPA / Staff Meetings / Teaching Triads	JW – Maths AR – Eng SC – Sci RC – Foundation Subjects	HT and IA		On-going monitoring	Lesson Observations and Planning Scrutiny: % of teachers using effective WALT and Success Criteria	
1.3	Ensuring the pace of a lesson is suitable for all learners • Model lessons to be demonstrated / observed by all through the Teaching Triads	AHT	HT and IA		On-going monitoring	Lesson Observations: % of teachers who maximise learning time for all learners	
1.4	Ensuring reasoning skills are embedded in mathematics teaching and learning • JW to continue make available a	JW	HT and IA		On-going monitoring	Lesson Observations: % of teachers using reasoning within their mathematics lesson	

	resource of reasoning activities • JW to continuing to model how reasoning skills need to be embedded in lessons for those teachers that need support					
1.5	To use Numicon to support learning in mathematics throughout the school • JW to support Numicon use in Year R and KS1 • To continue to show how it can be used as a resource at KS2	JW	HT and IA		On-going monitoring	Data Analysis: % of pupils' reaching ARE in mathematics	
1.6	Develop provision across the school ensuring challenge and support for all pupils. • Ensure challenge tasks for HA are embedded in learning and not just tokenistic. AR to share resources and ideas. • Support for SEND is accessible and furthers learning.	AR and KM	HT and IA		On-going monitoring	Data Analysis: % of high attainers achieving GDS % of SEND achieving ARE	
1.7	Ensure all children's responses to marking are effective. • Examples given of high order marking questions that further learning • Children must answer fully to allow marking to be effective	AHT	HT and IA		On-going monitoring	Book Scrutiny: % of books that shows adherence to marking policy	
1.8	Teachers to develop their use of questioning • Focus on high order questioning to check understanding, to encourage engagement and focuses thinking on key concepts and ideas	AR	HT and IA		On-going monitoring	Data Analysis: % of pupils' reaching ARE	
1.9	To continue to develop teachers subject knowledge in mathematics • To ensure full understanding of	AR and JW	HT and IA		On-going staff development within mathematics	Data Analysis: % of pupils' reaching ARE	

	expectations in mathematics • Analysing the KS1 and KS2 SAT's and knowing the end of year expectations						
1.10	Teachers to continue to develop knowledge of Assessment for Learning (AfL)	AR	HT and IA		On-going monitoring	Data Analysis: % of pupils' reaching ARE	
1.11	Embed the assessment of pupils' learning against age related expectations. • Using Pupil Asset to assess and track pupils' progress in the core subjects including GPS • To develop a manageable system to track achievement in the foundation subjects	HT	IA		At the end of each data cycle	Moderation: % of judgements agreed with by colleagues which shows understanding of ARE	
1.12	Teachers closely monitor the progress made by disadvantaged and SEND pupils when compared to other pupils	SC/CW/KM	HT and IA	N/A	At the end of each data cycle	Data Analysis: % of pupils' reaching ARE	
1.13	To embed and deepen understanding of the teaching of GPS • To understand the requirements for grammar in the curriculum and assessment criteria • To develop subject knowledge • To ensure GPS is embedded into the teaching of writing • To develop the use of games and activities that can be used in SPAG lessons	AR	HT	Release time for English Team £190 for supply costs	Term 3	Lesson Observations and Data Analysis: % of pupils' reaching ARE in GPS	

NEXT STEPS

PRIORITY 2: OUTCOMES OF PUPILS AT THE SCHOOL

FOCUS	SUCCESS CRITERIA **In order to be judged good, the following criteria will need to be met:**
• Ensure that all pupils make consistently strong progress, developing secure knowledge, understanding the skills, considering their different starting points including disadvantaged • Ensure pupils' targets show exactly what they are aiming for and how well they are doing	• Across almost all year groups and in a wide range of subjects, including in English and mathematics, current pupils make consistently strong progress, developing secure knowledge and understanding, considering their different starting points. • In a wide range of subjects, the progress of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll is close to or is improving towards that of other pupils with the same starting points. • Pupils read widely and often, with fluency and comprehension appropriate to their age. The very large majority of children in Year 1 achieve the expected standard in the national phonics check. • Pupils' progress is above average or improving across most subject areas. Progress from starting points of disadvantaged pupils and pupils who have special educational needs and/or disabilities is above average or improving across most subject areas. • From different starting points, progress in English and in mathematics is close to or above national figures. The progress from different starting points of the very large majority of disadvantaged pupils is similar to or improving in relation to other pupils nationally. • Where attainment overall is low, it shows consistent improvement. • Pupils are well prepared for the next stage of their education, training or employment and have attained relevant qualifications. The proportion of pupils progressing to higher and further education establishments, apprenticeships, employment or training is close to or above average. These pupils do so at a level suitable to meet appropriate career plans.

Targets for Statutory Assessments	Outcomes Previous Year All / Main School	Targets for July 2017 All / Main School	National 2017
EYFS GLD	71% / 76%	67% / 74%	71%
Phonics Screening Year 1	69% / 75%	76% / 78%	81%
Pupils achieving the expected standard in Year 2 Reading Writing Mathematics	 70% / 75% 59% / 63% 73% / 76%	 74% / 78% 69% / 72% 74% / 78%	 76% 68% 75%
Disadvantaged pupils achieving the			**Kent Average 2017**

expected standard in Year 2			
Reading	60% / 64%	80% / 86%	65%
Writing	40% / 43%	60% / 64%	57%
Mathematics	53% / 57%	73% / 79%	65%
Pupils achieving the expected standard in Reading, Writing and Maths in Year 6	56% / 61%	59% / 62%	61%
Disadvantaged pupils achieving the expected standard in Reading, Writing and Maths	45% / 50%	52% / 54%	48% (Kent Average)
Progress Score at Year 6			
Reading	-1.7 / -0.6	0	
Writing	1.3 / 2.0	0	
Mathematics	-2.2 / -1.7	0	
Pupils achieving the expected standard in Year 6			
Reading	65% / 71%	73% / 79%	71%
Writing	76% / 83%	75% / 80%	76%
Maths	75% / 78%	73% / 79%	75%
GPS	57% / 62%	75% / 82%	77%
Disadvantaged pupils achieving the expected standard in Year 6			**Kent Average 2017**
Reading	55% / 61%	64% / 67%	61%
Writing	75% / 83%	72% / 75%	68%
Maths	65% / 67%	72% / 75%	62%
GPS	50% / 56%	72% / 75%	62%

% of pupils on track to meet ARE (Main school figures)	Cycle 1 (November 2017) (Actual)	End of Year Targets (Exc Phoenix Centre)
EYFS (GLD)		**74%**
Year 2 (R / W / M)		**78% / 72% / 78%**

Year 6 (RWM combined)		62%

ACTION PLAN							
	ACTION	**LEAD PERSON**	**MONITORING**	**RESOURCES**	**TIMESCALE**	**SUCCESS CRITERIA**	**EVALUATION**	**STATUS**
2.1	Conduct regular, robust pupil progress meetings to identify groups that aren't making accelerated progress.	HT	IA		End of each assessment cycle	Data Analysis:\n\n% of pupils' at ARE including GPS		
2.2	Success Criteria and WALT revisited resulting in clear understanding of the expectations for the learner	JW – Maths\nAR – Eng\nSC – Sci\nRC – Foundation Subjects	HT		Term 1+2	Lesson Observations and Planning Scrutiny:\n\n% of teachers using effective WALT and SC		
2.3	AHT to monitor tracking data of all groups in particular the progress of middle ability	JW – Maths\nAR – Eng\nSC – Sci\nRC – Foundation Subjects	HT		End of each assessment cycle	Data Analysis:\n\n% of middle prior attainment reaching ARE including GPS		
2.4	HT to monitor tracking data in mathematics regarding GDS	HT	JW		End of each assessment cycle	Data Analysis:\n\n% of children reaching GDS in mathematics		

2.5	SC to track disadvantaged Vs other pupils with the same starting points through data analysis as well as the 'menu' of learning and opportunity the group receives. (see PP plan)	SC	HT + IA	£7500 to provide release time	On-going	Gap is diminishing between disadvantaged and other pupils with the same starting points through data analysis / provision maps	
2.6	Set up intervention groups for pupils' not making accelerated progress	CW / KM	HT		On-going	Data Analysis: % of pupils achieving the outcomes stated on the Provision Map	
2.7	Pupil interviews with those not making accelerated progress to determine the barriers to learning	JW – Maths AR – Eng SC – Sci RC – Foundation Subjects	HT		End of each assessment cycle	Data Analysis: % of pupils achieving ARE including GPS	
2.8	To monitor and identify children not making the expected progress resulting in clear targeted support	AR				Update Progress Board in AHT office which clearly shows the children not making enough progress in each subject. The number of children on board to decrease throughout the year.	

NEXT STEPS

Actions will develop in response to the on-going monitoring and evaluation of teaching and learning

PRIORITY 3: EFFECTIVENESS OF LEADERSHIP IN AND MANAGEMENT IN THE SCHOOL

FOCUS	SUCCESS CRITERIA **In order to be judged good, the following criteria will need to be met:**
• Ensure self-evaluation is accurate and leads to better systems and rapid improvements in outcomes • Ensure pupils' progress and the quality of teaching are monitored securely so that pupils achieve consistently strong across a range of subjects • Ensure Governors have a more accurate understanding of pupils' achievement, based on a more rigorous challenge to leaders	• Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school. • Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics. • Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work. • Leaders and governors use professional development effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school. • Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning. Teaching is consistently strong across the school or, where it is not, it is improving rapidly. • Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils. • The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual, moral, social and cultural development. • Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development. • Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. • Safeguarding is effective. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils. • Leaders protect pupils from radicalisation and extremism. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils. •
ACTION PLAN	

	ACTION	LEAD PERSON	MONITORING	RESOURCES	TIMESCALE	SUCCESS CRITERIA	EVALUATION	STATUS
3.1	Undertake a follow-up external teaching and learning review in July 2018 (Julie Ward – ex HMI)	HT	IA	£600	July 2017	Areas of development identified and included in SIP		
3.2	A robust monitoring schedule agreed and adhered to	HT and AHT	IA	N/A	On-going	Lesson Observations and Data Analysis: % of teachers judged through triangulation as securely good or better		
3.3	Continue to fulfil the expectations regarding the Phoenix Centre (SRP) Service Level Agreement	Leader of Phoenix Centre	HT	£2000	On-going	Outreach provided for local schools as part of the LIFT process		
3.4	Ensure AHT / LofL action plans show exactly what will be done to raise standards to help leaders and Governors check progress	AHT/ LofL	HT	£4800 for release cover (6 days per team per year)	Termly	Plan shows actions that impact directly on the quality of teaching and learning resulting in achievement targets being met		
3.5	AHT to support learning in the classroom through team teaching and provide individual coaching plans for those teachers falling below the expected standard	SC	HT	£2000 for release cover for SC	Weekly	Data Analysis, Book Scrutinies and Lesson Observations: % of teachers judged through triangulation as securely good or better		
3.6	Governors to have a clear and detailed understanding of actions leaders have taken to improve outcomes through: • Strategy Meetings • Learning Team Meetings • Governor Visits • Headteacher's Report	CofG	IA	£300 for Governor expenses	On-going	Governors will have a clear and detailed understanding of what actions leaders have taken to improve outcomes and the impact of these against the school's milestones		

	• Data Analysis with HT • Attending staff INSET days • Monitoring Visits						
3.7	Facilitate a rigorous and robust appraisal process for all staff	HT	CofG	£3000 for release cover for Appraisees (3 days per year for 5 Appraisees)	Term 1, Term 3, Term 6	Appraisal targets focused on school improvement resulting in predicted outcomes met	
3.8	To regularly update the SEF, SIP and Triangulation Tracker	HT	IA	N/A	On-going	Self-evaluation is accurate and continues to lead to improved outcomes	

NEXT STEPS

Targets	Outcomes for Previous Year	Targets for Current Year (2017-18)
Attendance	95.1%	96.2% (National 96.1%)
Attendance Disadvantaged Pupils	94.3%	96.2% (FSM National 94.8%)
Persistent Absentees (90%)	9.4%	8% (National 8.8%)
Persistent Absentees Disadvantaged Pupils	18.9%	12% (FSM National 15.1%)
Fixed Term Exclusions	2	2
Permanent Exclusions	0	0

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
94.7% Attendance No more than 1 FTE end of T1 70% of pupils engaged in learning % of children on behaviour points has dropped throughout the year.	95.0 % Attendance No more than 1 FTE end of T2 75% of pupils engaged in learning % of children on behaviour points has dropped throughout the year.	95.3% Attendance No more than 2 FTE end of T3 80% of pupils engaged in learning % of children on behaviour points has dropped throughout the year.	95.6% Attendance No more than 2 FTE end of T4 – 85% of pupils engaged in learning % of children on behaviour points has dropped throughout the year.	95.9% Attendance No more than 2 FTE end of T5 – 90% of pupils engaged in learning % of children on behaviour points has dropped throughout the year.	96.2% Attendance No more than 3 FTE end of T6- 95% of pupils engaged in learning - % of children on behaviour points has dropped throughout the year.

PRIORITY 4: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE OF PUPILS AT THE SCHOOL

FOCUS	SUCCESS CRITERIA **In order to be judged outstanding, the following criteria will need to be met:**
• Use the behaviour section on Pupil Asset consistently to help deal with incidents succinctly and appropriately • Ensure new Attendance Policy is implemented by all staff and follow procedures consistently	• Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. • Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view. • Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life. • Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average. • Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. • For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained. • Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. • Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language. • The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have. • Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation. • Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites. • Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

ACTION PLAN							
	ACTION	LEAD PERSON	MONITORING	RESOURCES	TIMESCALE	SUCCESS CRITERIA	EVALUATION	STATUS

4.1	Assembly rotas designed to use religious festivals and other important nationally and internationally recognised days to strengthen the values of respect, tolerance and equality as well as increasing awareness of keeping safe	JW	HT	£500 for external speakers	On-going	Positive attitudes displayed by pupils towards all members of the school community Gathering pupils' views regarding keeping themselves safe
4.2	Ensure consistency in recording of serious incidents and outcomes using Pupil Asset	JW	HT	N/A	On-going	% of serious behavioural incidents to decrease
4.3	Behaviour Policy revisited to ensure teachers and TA's have clear understanding of procedures, rewards and sanctions	JW	HT	£500	Term 1	
4.4	Refine the school's lockdown procedure	HT	MP	N/A	Term 1	A robust system is in place allowing the school to 'lockdown' in an emergency
4.5	To ensure the school fulfils its duties following the implementation of the General Data Protection Regulation (GDPR)	HT	AB	£500	May 2018	To ensure all procedures are in place to cover all the rights individuals have and whether we need to put systems in place to verify children's ages and to obtain parental consent for any data processing activity.

NEXT STEPS

PRIORITY 5: EARLY YEARS PROVISION

FOCUS	SUCCESS CRITERIA **In order to be judged outstanding, the following criteria will need to be met:**
• Ensure that all pupils make consistently strong progress considering their different starting points including disadvantaged • To introduce electronic learning journals for all children including accurate detail about the child's progress	• The pursuit of excellence by leaders and managers is shown by an uncompromising, highly successful drive to improve outcomes or maintain the highest levels of outcomes, for all children over a sustained period. • Incisive evaluation of the impact of staff's practice leads to rigorous performance management and supervision. Highly focused professional development improves the quality of teaching. • Safeguarding is effective. • There are no breaches of statutory welfare requirements. • Children's health, safety and well-being are greatly enhanced by the vigilant and consistent implementation of robust policies and procedures. • Leaders use highly successful strategies to engage parents and carers, including those from different groups, in their children's learning in school and at home. • A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences. • Teaching is consistently of a very high quality, inspirational and worthy of dissemination to others; it is highly responsive to children's needs. • Assessment is accurate and based on high quality observations. It includes all those involved in the child's learning and development. Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children's achievement so that every child undertakes highly challenging activities. • Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration. They are highly responsive to adults and each other. They do not distract others or become distracted easily themselves. • Children are developing a very good understanding of how to keep themselves safe and manage risks. They demonstrate exceptionally positive behaviour and high levels of self-control, cooperation and respect for others. • Almost all children, including those who have special educational needs and/or disabilities, disadvantaged children and the most able, are making substantial and sustained progress in relation to their starting points. They are extremely well prepared academically, socially and emotionally for the next stage of their education.

ACTION PLAN							
	ACTION	LEAD PERSON	MONITORING	RESOURCES	TIMESCALE	SUCCESS CRITERIA	EVALUATION	STATUS

5.1	Analyse MFSFT data and identify gaps and look for patterns and trends and areas for development	RC	HT	Management Release Time for RC – 1 day per week = £7000	Term 2	Gaps identified and disseminated to Year 1 Areas of development identified and reflected in change of practice	
5.2	Analyse Baseline data and identify areas for development. Focus on boys and Disadvantaged children	RC	HT		Term 2	Data analysis completed and gaps in learning identified. Planning will reflect this.	
5.3	To ensure that teaching and learning during Teacher Directed and Child Initiated Activities is consistently good across the whole of the EYFS	AHT	HT	Management Release Time for AHT – 1 day per AHT 6 times per year = £4500	On-going	Lesson Observations and Data Analysis: % of Year R teachers judged through triangulation as securely good or better	
5.4	Embed the provision across EYFS ensuring challenge and support for all children regardless of their starting point.	RC	HT	Included in resource above	On-going	Lesson Observations and Data Analysis: % of teachers judged through triangulation as securely good or better % of children reaching the GLD	
5.5	Provide a highly stimulating environment, giving all children rich, varied and imaginative experiences, that is responsive to the children's needs.	RC	HT	Included in resource in 5.4	On-going	Lesson Observations and Planning Scrutiny % of teachers using effective use of the environment	
5.6	Embed the assessment of pupils' learning against age related expectations • Use Tapestry to assess and track pupils' progress • Create Tapestry Learning Journals to evidence	RC	HT	Included in resource in 5.4 Release time for AP – 1 day per term = £1140	Term 6	Tapestry tracking system in place Learning Journals compiled and available to view	

	learning and progress						

NEXT STEPS