



Brigstock Latham's Primary School

School Development Plan 2016-2017

Key Priorities:

1. To maintain the quality of teaching and learning and raise achievement across the primary phase.
2. To increase the percentage of pupils making expected and better than expected progress, with a particular focus on attainment and progress of the more able, vulnerable, and the more able disadvantaged pupils.
3. To ensure faith is at the heart of the daily life of the school.
4. To continue improving leadership and management at all levels.
5. Ensure that the school continues to adhere to up to date best practice guidance for safeguarding.

School Targets for Improvement and Key Performance Indicators

Key Stage Two	2016 Results	2017 targets	2018 targets
% Reading, Writing and Maths at expected (combined)	53% (2016 N 53%)	88%	-
% of children reaching expected standard reading –	67% (2016 N 66%)	88%	-
% of children reaching expected standard writing –	80% (2016 N 74%)	88%	-
% of children reaching expected standard maths –	80% (2016 N 70%)	88%	-
% of children reaching expected standard G,P,S –	87% (2016 N 72%)	88%	-
KS1-KS2 Reading progress score	0.0 (-3.2 to 3.2)	-	-
KS1-KS2 Writing progress score	-1.8 (-5 to 1.4)	-	-
KS1-KS2 Maths progress score	-0.3 (-3 to 2.4)	-	-
Average scaled score in reading	104 (2016 N 103)	-	-
Average scaled score in writing	105 (2016 N 104)	-	-
Average scaled score in maths	104 (2016 N 103)	-	-

Key Stage One	Reading			Writing			Mathematics		
	2016 Results (2016 Nat)	2017 Targets	2018 Targets	2016 Results (2016 Nat)	2017 Targets	2018 Targets	2016 Results (2016 Nat)	2017 Targets	2018 Targets
Working towards	27% (%)	13%	-	20% (%)	13%	-	33% (%)	13%	-
At expected	73% (%)	87%	-	80% (%)	87%	-	67% (%)	87%	-
Greater Depth	33% (%)	27%	-	20% (%)	13%	-	13% (%)	20%	-

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Teaching Milestones (% Teaching Good or Better):

Teaching Baseline (Sept 2016)	December 2016	April 2017	July 2017
80%	80%	100%	100%

Key Priority 1: To maintain the quality of teaching and learning and raise achievement across the primary phase.

Success Criteria:

- Teaching and learning is judged consistently as 100% good or better by April 2017.
- Majority (86%) of children meeting or exceeding end of year age related expectations by July 2017.
- Attitudes towards learning are positive, and encourage independent learning and challenge.
- Each child is making at least expected progress, with a particular focus on those classified as vulnerable.

1.1	To maintain the standard of teaching so that it is 100% good or better by April 2017.	Review job descriptions to reflect expectations of the school in teaching, linked to the teaching standards.	Oct 16	WJ	All teachers understand expectations and have targets supporting their delivery of good or better teaching, with senior teachers working towards outstanding.	SLT Appraisal Training	80% of teaching observed is good or better	100% of teaching observed is good or better	100% of teaching observed is good or better	What is the impact of PM in improving teaching and raising achievement?			
		All teachers have appraisal targets that are linked to quality of teaching and pupil progress.	Oct 16 Review March 17	WJ, SE, JK									
		Staff to observe good or outstanding teaching within and beyond the school.	Jan 17	SLT							Monitoring shows that 100% of teaching by all staff is good by April 2017.	Corby 6 Schools COST: ½ day supply x 4	What has been the impact of the support from other schools?
		SLT to implement a Consistency Policy to ensure that there is an effective communication of expectations of the school.	Jan 17	SLT							Effective teaching partnerships exist contributing to 100% good or better teaching by April 2017.	How is the consistency policy improving teaching across the school?	
										Is the teaching improving in line with			

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		<p>Rigorous monitoring and evaluation put in place to include observations, learning walks, book and planning scrutiny, analysis of progress data and pupil voice.</p> <p>Teachers provided with focused feedback and support, with clearly identified targets for development, which are regularly reviewed.</p> <p>To embed the tracking and assessment system in line with the new national curriculum and assessment without levels.</p>	<p>Sept 16</p> <p>Sept 16 - Ongoing</p> <p>Sept 16 - Ongoing</p>	<p>SLT</p> <p>SLT</p> <p>SLT, VB</p> <p>SLT Curr Comm</p>	<p>All teaching is good or better by April 2017 to enable all pupils in their classes to make good or better progress.</p> <p>All staff to follow the consistency policy (Jan 2017) ensuring all teaching is good or better and all children make good or better progress.</p> <p>Staff will ensure areas identified for development are addressed and improvements are made.</p> <p>Ongoing assessment of attainment and progress ensures all children are on track for end of year targets and support is in place for those children not making sufficient progress.</p>	<p>SLT ongoing monitoring and evaluation in leadership non-contact time. Additional time allocated to subject leaders.</p> <p>SLT through observations and feedback.</p> <p>Symphony assessment system training for staff and governors.</p> <p>I-track Assessment Package - £500</p>				<p>milestones – and if not, why not?</p> <p>How effective is time spent in monitoring in raising standards and improving teaching?</p> <p>How effective is the tracking system and what impact is it having on raising standards?</p>
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1.2	<p>All children are given opportunities for independent learning and are suitably challenged.</p> <p>To ensure marking and feedback is timely, constructive and is an aid to pupils learning.</p>	Regular drop-in observations and Learning Walks to monitor the engagement of learners.	Sept - Ongoing	SLT	Increased staff accountability and focus on engagement, enabling all children to make good or better progress.	Pupil voice interviews, learning walks with governors.	Engagement of chn leads to 80% good or better teaching	Engagement of chn leads to 100% good or better teaching	Engagement of chn leads to 100% good or better teaching	How is questioning improving teaching and learning?
		Expectations in planning to clearly identify opportunities for paired talk and higher order questioning	Ongoing	SLT	Chn are able to describe themselves as learners, and are able to describe what good learning looks like.	Planning scrutiny, lesson observations, pupil voice interviews.	Good use of questioning and pupil talk contributes to 80% good or better teaching.	Good use of questioning and pupil talk contributes to 100% good or better teaching.	Good use of questioning and pupil talk contributes to 100% good or better teaching.	Are children becoming better at asking meaningful questions?
		Expectations of marking clearly defined in the Marking Policy.	Sep 16 – Ongoing	SLT	Developmental feedback and support is personalised and identifies clearly improvements and next steps.	Ongoing monitoring and evaluation in leadership non-contact time. Work sampling, staff meetings.				How do you judge pupil attitude to learning?
		Teaching and learning partnerships created to improve practice, strengthen feedback and assessment judgements. Marking provides children with next steps and challenge.	Sep 16 - Ongoing	SLT	A dialogue is established between marker and pupil. Children are aware of their targets and their next steps to make progress.	Staff meetings designated to oversee expectations. Non-negotiables. Pupil interviews. Work sampling. Consistency Policy. Marking Policy. Subject Lead release time.				Are children becoming more independent in their learning?
									How is marking impacting on children's learning?	
									Is marking manageable for teachers?	

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Key Priority 2: To increase the percentage of pupils making expected and better than expected progress, with a particular focus on attainment and progress of the more able, vulnerable, and the more able disadvantaged pupils.

- Attainment and progress of any vulnerable learners e.g LAC, PP, EAL, MA&T is at least in line with National, all pupil, attainment and progress data.
- In year progress data for all years groups indicates that all pupils are on a trajectory to make better than expected progress
- Majority (86%) of children meeting or exceeding end of year age related expectations by July 2017.

2.1	To ensure the majority (86%) of children are meeting or exceeding end of year expectations in reading and writing by July 2017.	All children to have access to high quality, systematic synthetic phonics teaching taught daily through the RWI schme.	Sept 16 - Ongoing	SLT	Observations show that teaching is at least good. 81% of children reach the GLD for 2016-2017 (LA target);	Read Write Inc Phonics Resources Read Write Inc Training £230 + VAT Subject Lead release time Learning Walks Governor visits	86% meeting or exceeding ARE	86% meeting or exceeding ARE	86% meeting or exceeding ARE	How is RWI improving phonics outcomes? What impact is 'Book Talk' having on children's progress? Do the children enjoy reading the new books and what impact are they having on children's reading? Do parents know how to support their children's reading at home and having an impact?
		To improve spelling attainment in KS1 and KS2 through weekly Spelling investigations.	Sept 16 - ongoing	SE, Link Gov	87% of chn to reach the expected standard for Spag at the end of KS1 88% of chn to reach the expected standard for Spag at the end of KS2	SL observations Learning Walks Governor visits Standards Committee HT report to gov				
		To develop opportunities for reading across the curriculum.	Sept 16 - ongoing	SE, JB	The school library will be used by all classes on a weekly basis. Books to be audited and input on the Junior Librarian System.	Governor visits Parent questionnaires Subject Lead release time SL observations		86% meeting or	86% meeting or	What impact is the new library having

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		<p>To improve outcomes in reading at the end of Key Stage 1 and 2 through:</p> <ul style="list-style-type: none"> • weekly comprehension tasks; • daily interventions for identified children; • Y6 chn to sit reading SAT style test every half term • Daily guided reading sessions 	Sept 16 - ongoing	SE, Link Gov	88% of chn to reach the expected standard at the end of Key Stage 2. 21% of children to achieve the greater depth standard in reading at the end of Key Stage 2	<p>Learning Walks Governor visits Standards Committee HT report to gobs Data analysis Pupil progress meetings</p>	86% meeting or exceeding ARE	exceeding ARE	exceeding ARE	<p>on reading in school? What do pupils think about the 'Fantastics' approach to writing?</p> <p>Is writing across the curriculum to the standard of writing in Literacy lessons?</p> <p>Does moderation of writing show staff are in line with their judgements?</p> <p>Are school staff in the local cluster in line with our judgements?</p> <p>Have writing standards improved as a result of the increased focus on teacher modelling?</p>
		<p>Develop opportunities for wider reading and writing throughout the curriculum to the standard evidenced in Literacy lessons.</p>	Sept 16 - ongoing	SE, Link Gov	<p>Evidence of extended, independent writing in Science/Topic and Literacy books.</p> <p>Opportunities for wider reading and writing identified during moderation of books R/1/2/3/4/5/6</p>	<p>SL observations Learning Walks Governor visits Standards Committee HT report to gobs Work sampling</p>				
		<p>Year 5/6 teacher to trial aspects of the Jane Considine 'Fantastics' approach to writing.</p>	Dec 16 - ongoing	SLT	<p>Children supported in the writing process by frequent teacher modelling and engaging lessons. Increase in attainment.</p>	<p>Pupil interviews Governor Learning Walks Work Sampling Planning Scrutiny Lesson observations Writing Moderation</p>				

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		<p>Moderation partnerships with local schools to continue to enable secure assessment of writing and next steps identified.</p> <p>To raise the profile of writing through half-termly 'Writing Champion'</p> <p>To improve the presentation of recorded work through a consistent approach to Handwriting and staff expectations.</p> <p>To raise the profile of reading through a cross-curricular Day 10 project.</p>	<p>Jan 17 – Ongoing</p> <p>Jan 17 – Ongoing</p> <p>Oct 16 – Ongoing</p> <p>June 2017</p>	<p>WJ</p> <p>SE</p> <p>All Staff</p> <p>SE</p>	<p>Ongoing monitoring to ensure school expectations are met. Standards Files compiled across the school cluster</p> <p>Efforts and achievements of pupils recognised and rewarded across the ability range.</p> <p>Children to have designated weekly handwriting practice. Consistent approach using Lets Write cursive script.</p> <p>Cross-curricular reading project to support with reading comprehension and help to promote an enjoyment of reading.</p>	<p>Staff meetings x 4 for moderation of writing assessments. Cluster writing moderation arranged termly with Weldon, Gretton, Stanion and COVPS.</p> <p>Monthly awards, Celebration assembly & newsletter.</p> <p>Display & school book</p> <p>Subject Lead release time. Book scrutiny sessions Lets Write Handwriting S.O.W - £300</p> <p>Summer Term – Day 10 project Subject Lead release time £250 for resources</p>				
2.2	To ensure the majority (86%) of children are meeting or exceeding end of year	To ensure all children and groups of children make at least expected progress and some to make better than expected, leading to a mastery standard.	Sept 16 - Ongoing	JK, SLT	All children making expected progress. Identified children are given appropriate interventions that enable them to reach a mastery standard.	TA to deliver mathematics interventions at mastery level. Mastery standard resources; nrich, Collins - £200	86% meeting or exceeding ARE	86% meeting or exceeding ARE	86% meeting or exceeding ARE	<p>How effective are maths interventions in raising standards?</p> <p>What impact do practical</p>

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expectations in mathematics by July 2017.	To review practical maths resources across the school.	Oct 16	JK	Children will have access to practical resources supporting their understanding in mathematics lessons.	Inventory of resources, monitoring indicates that resources are used effectively to enhance teaching & learning – subject leader release time Cost - £250				resources have on understanding ?
	To implement weekly arithmetic, mental maths and times-tables practice sessions.	Oct 16 – Ongoing	All	Children will continue to be tested on the new style arithmetic tests. Regular testing will improve children’s number fluency.	JK to monitor through observations, tracking data and pupil interviews				How prepared are children for the new style arithmetic tests?
	To implement a progression map using the symphony assessment system and 2014 NC.	Nov 16	JK	Pupils are deepening their learning before moving on. Children demonstrate fluency, reasoning and problem solving.	Subject Leader release time. SLT – monitoring and tracking, governor visits.				Has regular arithmetic testing improved children’s number fluency?
	To implement a ‘Talk for Maths’ initiative to increase pupil confidence and ability to apply mathematical knowledge and skills to a range of problem solving tasks.	May 17	JK, SLT	Pupil focus group evidence shows growth of confidence, able to apply mathematical knowledge and skills.	Implement and embed the ‘Talk for Maths’ strategies. Staff meetings. Lesson observation, work sampling, planning scrutiny. Governor visits – learning walks. Monthly awards presented by Gov. Celebration assembly & newsletter.				What impact is regular testing having on attainment and progress?
To raise the profile of maths through monthly ‘Mathematics Champion’.	Jan 17 – Ongoing	JK, Link Gov	Efforts and achievements of pupils recognised and rewarded across the ability range.	Display & school book				Are parents better prepared to support their child at home with calculations?	
									How do children demonstrate mathematical understanding across the curriculum?

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2.3	To ensure pupils considered vulnerable learners, more able, disadvantaged and more able disadvantaged make expected progress and better than expected progress.	Children identified as vulnerable have individual profiles	Jan 17 - Ongoing	NH, SLT	Profiles continually updated with evidence and data.	Management time to monitor profiles Triangulation, including observations of pupils, scrutiny of work and pupil interviews. Pupil progress meetings. Governor visits. Intervention programmes. Higher order questions identified on planning. Data tracking Pupil progress meetings More able register tracked for progress	50% making expected progress	70% making expected progress	86% making expected progress	Is there evidence of pupils making expected progress? Is there evidence of intervention where appropriate?
		Children identified on SIMS and this is translated to I-track Assessment system	Jan 17 Apr 17 Jul 17	NH, All staff	Profiles are regularly updated by the class teacher and T.A					
		Identified children's profiles are monitored, reviewed and updated regularly.	Jan 17 Apr 17 Jul 17	NH, SLT	Progress data is analysed 3 times per year and fed into PPMs					
		Pupil Progress meetings are conducted each half-term to ensure children are tracked and interventions are in place to raise attainment.	Half-termly	NH, SLT	Profiles are rigorously monitored by SENCo and outcomes are shared during PPMs.					
		More able and talented register to be reviewed termly and children tracked to ensure they make expected and better than expected progress.	Jan 17 – ongoing	SLT, CT	Children making expected and better than expected progress through quality teaching and targeted interventions.					

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Key Priority 3: To ensure faith is at the heart of the daily life of the school.

- To develop the use of prayer as a form of worship
- To raise the profile of prayer in school
- To raise the number of faith visitors in school to deliver worship assemblies.
- To involve the children in decision making through the church council and the link with the Foundation Governors.

3.1	To develop the use of prayer as a form of worship across the school community.	<p>Review the opportunities for daily prayer in the classroom.</p> <p>Develop a range of styles of prayer for use in assembly; formal prayer, school prayer, Lords Prayer, children's prayers, reflective silence.</p>	<p>Sept 16</p> <p>Sept 16</p>	<p>SE, CK</p> <p>SE, CK</p>	<p>Children will be involved and in some cases leading daily prayer in class daily. A range of styles of prayer will be used in daily worship. Children will feel more involved in prayer in school.</p>	<p>Pupil interviews Subject Leader release time Governor Visits Learning Walks</p> <p>Worship Plan Assembly rota Prayer books School prayer</p>				<p>How often are children leading prayer?</p> <p>What impact is prayer in daily worship having?</p>
3.2	To include in all areas of learning and throughout the year, an awareness of different cultures and faiths.	<p>Awareness of different cultures and faiths promoted throughout the curriculum. Pupils have a greater understanding of different faiths and cultures. Invite different faiths into school for assemblies. Children to take part in multi-faith sessions during the Spring Day 10 project.</p>	<p>Sept 16 - ongoing</p>	<p>SE, CK</p>	<p>Pupils will have knowledge, awareness, appreciation & experience of different faiths, festivals & cultures</p>	<p>R.E subject lead release time R.E link governor visits Pupil interviews Day 10 Spring Project</p>				<p>How often are children leading prayer?</p> <p>Are Prayer Spaces in school being used by the children?</p>
	To ensure children are making	<p>Subject lead for R.E to track the children's</p>	<p>Oct 16 - ongoing</p>	<p>SE, CK</p>	<p>Children to make expected and better than expected progress in R.E.</p>	<p>R.E subject lead release time. Governor visits. Learning walks. Book monitoring.</p>				

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	<p>expected or better than expected progress in R.E</p> <p>To create physical spaces for prayer within the school.</p>	<p>attainment and progress in R.E through the Symphony assessment grids, lesson observations, pupil interviews and work sampling.</p> <p>Subject lead and link governors for R.E will develop prayer spaces in school allowing children and staff the opportunity for prayer and reflection.</p> <p>To ensure the school gains a good or outstanding SIAMS inspection grading.</p> <p>To establish a Church Council in school that meet frequently to shape an develop worship and faith in school.</p>	<p>Jan 17</p> <p>Jan 17</p> <p>Sept 16 - ongoing</p>	<p>SE, CK</p> <p>SLT, All Govs</p> <p>SE</p>	<p>Children are able to talk about how the teaching of R.E influences their understanding and views of daily life.</p> <p>Prayer spaces will be created within school providing children and staff with areas for prayer and reflection.</p> <p>The school will be recognised as a good to outstanding church school demonstrating that faith is at the heart of daily life.</p> <p>Children will meet to consider the school worship plan, plan and lead worship assemblies, share prayers in school.</p>	<p>Analysis of RE symphony assessment grids. Staff meetings.</p> <p>Church council Link governor visits. £500 towards the cost of prayer spaces.</p> <p>R.E Lead release time. Lesson observations. Work sampling. Pupil interviews. Staff and Governor questionnaires.</p> <p>Church Council meetings Link Governor visits Pupil interviews</p>				
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Key Priority 4: To continue improving leadership and management at all levels.

- Senior and middle leaders effectively monitor and evaluate teaching and learning and pupil outcomes.
- Improvement targets and actions are regularly reviewed, evidence and outcomes evaluated and reports on impact of actions provided termly to governors.
- Senior and middle leaders are clear on the strengths and weaknesses in their area of responsibility and actions they take to improve teaching and learning, and progress and attainment of pupils.
- Governing Body is highly effective at being a critical friend.

4.1	To ensure clear actions plans are in place, with time limited targets for sustaining improvements in teaching and learning, and pupil outcomes.	<p>School Development Plan to be implemented, identifying:</p> <ul style="list-style-type: none"> • Clear actions for improvement • Timings • Measurable milestones for improvements in teaching and pupil achievement • Monitoring action • Evaluation arrangements <p>School Development Plan communicated clearly to all staff and governors with areas of responsibility understood. SLs and SENCo to develop Action Plans in line with actions on the School Action Plan.</p>	<p>Oct 16 - ongoing</p> <p>Dec 16</p>	<p>SLT, SO</p> <p>SLT, CT, SENCo</p>	<p>Teaching is improving in line with milestones and achievement milestones are met.</p> <p>SLs action plans are focused on key priorities and impacting on quality of teaching and pupil outcomes within their areas.</p>	<p>SLT to monitor impact of actions on an ongoing basis and provide termly reports to governors.</p> <p>Specific SL meetings focused on the creation of actions plans, and the implementation and monitoring of these.</p> <p>Management time to monitor SL action plans to ensure that actions are having an impact on teaching and learning and pupil outcomes.</p>	<p>80% of teaching observed is good or better</p> <p>86% meeting or exceeding ARE</p>	<p>100% of teaching observed is good or better</p> <p>86% meeting or exceeding ARE</p>	<p>100% of teaching observed is good or better</p> <p>86% meeting or exceeding ARE</p>	<p>How effective is the school action plan?</p> <p>How is the school action plan being used by subject leaders to ensure milestones are met?</p> <p>How is the partnership with other schools improving leadership at all levels?</p>
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4.2	To ensure rigorous monitoring and evaluation is in place with impacts on improvements in teaching and learning, and pupil outcomes.	<p>SLT to develop a rigorous monitoring and evaluation plan, to include:</p> <ul style="list-style-type: none"> • Data analysis • Observations • Work scrutiny • Focused learning walks • Monitoring of assessments • Planning scrutiny • Pupil interviews • Review of SIP actions & impact • Triangulation of evidence • Monitor interventions <p>Clear areas of responsibility to be identified in plan so staff have clarity on their roles.</p> <p>Clear short term targets are set to develop staff following monitoring and review takes place to assess impact of support / actions.</p> <p>Monitoring and evaluation reports are shared with governors termly.</p>	<p>Sept 16 - Ongoing</p> <p>Sept 16</p> <p>Half-termly</p> <p>Termly</p>	<p>SLT</p> <p>SLT</p> <p>SLT</p> <p>SLT</p>	<p>Monitoring and evaluation and resulting actions are impacting on teaching and pupil achievement so that milestones are met.</p>	<p>SLT meeting and time to discuss monitoring and evaluation schedule.</p> <p>Monitoring and Evaluation Plan</p> <p>SLT ongoing monitoring and evaluation in leadership non-contact time and additional days added termly to SLs.</p>	<p>80% of teaching observed is good or better</p> <p>86% meeting or exceeding ARE</p>	<p>100% of teaching observed is good or better</p> <p>86% meeting or exceeding ARE</p>	<p>100% of teaching observed is good or better</p> <p>86% meeting or exceeding ARE</p>	<p>Are PM systems in school effective in improving teaching and raising standards?</p>

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4.3	To increase the effectiveness of Middle Leaders, to allow them to have increased impact on the quality of teaching and learning, and pupil outcomes.	<p>Provide opportunities for SLs to access training to develop their capacity to become effective in leading improvements across the school.</p> <p>SLs to work with colleagues in schools with good leadership to develop skills in subject leadership, e.g. joint learning walks, planning and book scrutiny, and discussion around effective practice.</p> <p>SLs to prepare evidence files to demonstrate their impact on standards in their areas of responsibility.</p>	<p>Sept 16 - Ongoing</p> <p>Oct 16 - Ongoing</p> <p>Termly reports to SLT</p>	<p>SLT</p> <p>SLT</p> <p>SLT</p>	<p>Subject leaders are aware of strengths and weaknesses in their subject and have the skills to lead staff in improving teaching and learning and pupil outcomes.</p> <p>Evidence folders will demonstrate strengths and areas for development. Action Plans to be RAG rated demonstrating progress.</p>	<p>Maths training courses to support maths subject leader.</p> <p>Partnership work with Corby 6 schools.</p> <p>SL management time to be provided for internal monitoring.</p> <p>SL staff meetings allocated to focus solely on the development of leadership.</p> <p>Subject Lead release time Governor Visits</p>	<p>Increased effectiveness of SLs leading to 80% of teaching observed is good or better</p> <p>86% meeting or exceeding ARE</p>	<p>Increased effectiveness of SLs leading to 100% of teaching observed is good or better</p> <p>86% meeting or exceeding ARE</p>	<p>Increased effectiveness of SLs leading to 100% of teaching observed is good or better</p> <p>86% meeting or exceeding ARE</p>	<p>Given the focus on maintaining and improving writing and maths, how are you developing the roles of middle leaders?</p>
4.4	To ensure governors are rigorous in their role as critical friend to the school.	<p>Governors to further develop their role as critical friend and involvement in the monitoring process.</p> <ul style="list-style-type: none"> Clear responsibilities outlined for governors 	<p>Sept 16 - Ongoing</p>	<p>FGB SLT</p>	<p>Governors are aware of the strengths and weaknesses of the school and providing challenge and support to leaders, contributing to achievement of actions to improve</p>	<p>Governors undertake any additional training needed to update their skills</p> <p>Termly reports to governors on progress against key priorities and pupil progress.</p>	<p>Increased effectiveness of FGB leading to 80% of teaching observed as good or better</p>	<p>Increased effectiveness of FGB leading to 100% of teaching observed as good or better</p>	<p>Increased effectiveness of FGB leading to 100% of teaching observed as good or better</p>	<p>How effective are governors in their monitoring role?</p> <p>What impact are governors having by holding the</p>

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		<ul style="list-style-type: none"> Governor visits timetable <p>Governors to identify areas of School Development Plan to:</p> <ul style="list-style-type: none"> Monitor and evaluate progress made against actions on School Development Plan Review progress of pupils regularly, with particular focus on vulnerable groups Report any financial implications of the plan to FGB Support and challenge SLT in achieving the actions to improve teaching and learning and pupil achievement. <p>Governors to review statutory policies to ensure they are up-to-date and put a timetable for review in place.</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Sept 16 – Ongoing</p> <p>Jan 17 - ongoing</p>	<p>FGB</p> <p>FGB</p> <p>FGB</p> <p>Resources Comm</p> <p>FGB</p> <p>SO, WJ</p>	<p>teaching and learning and pupil achievement.</p> <p>Policies will be up-to-date and reviewed in line with DFE recommendations.</p>	<p>Lead governors identified to monitor each priority in School Development Plan.</p> <p>Vice Chair of Governors to monitor termly. Clerk to circulate policies for review 1 week prior to FGM.</p>	<p>86% meeting or exceeding ARE</p>	<p>86% meeting or exceeding ARE</p>	<p>86% meeting or exceeding ARE</p>	<p>school to account for pupil outcomes?</p> <p>How effective is governor training?</p> <p>Does the governing body have the right mix of skills?</p>
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		<p>The named Computing Governor continues to review the school website regularly to ensure that all statutory requirements are fulfilled in terms of policies and information.</p> <p>The named Governor for Pupil Premium and more able disadvantaged children to meet with SLT to track impact of provision and progress against the national picture.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>WJ, Link Gov</p> <p>SLT FS, AMF</p>	<p>Website continues to meet statutory requirements in line with DFE and Ofsted expectations.</p> <p>Progress data will be checked against national judgements. Pupil premium fund will be checked for actions and impact.</p>	<p>Computing Governor monitoring termly. School administrator or Head to action and implement changes.</p> <p>Named governor visits Pupil progress meetings</p>				
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Key Priority 5: To ensure that the school continues to adhere to up to date best practice guidance for safeguarding.

- Governing body to be aware of their roles and responsibility in accordance with safeguarding practice.
- All staff and governors to receive annual training and be made aware of changes to local and national guidance relating to safeguarding.
- The school ensures Safeguarding procedures are regularly updated and the school continues to be compliant.

5.1	All staff and governors to have initial or refresher safeguarding training in line with statutory requirements.	Ensure all staff and governors complete their child protection training in line with statutory requirements. Register of training updated accordingly.	Ongoing	SLT	Existing and new staff/governors will undertake child protection training and have an up to date understanding of safeguarding issues and procedures in school.	Child Protection Powerpoint, time to train regular volunteers, governor training.	All staff and governors trained by Jan 2017			What provider will be used to deliver the training?
	All involved in staff recruitment to have Safer Recruitment Training every 3 years	In line with the KCSIE guidance (Sept 2016) create a time table of statutory training and organise safer recruitment training for key personnel.	Termly	SLT PA-P	All staff and governors involved in staff recruitment will be compliant and have up to date understanding of key issues.	£200 individual refresher course every 3 years.				How will the information be shared with other stake holders?
	Ensure the relevant Safeguarding policies and guidance are reviewed annually by staff and governors.	Statutory safeguarding policies and guidance notes to be circulated to staff and governors and signed as read.	Ongoing	SLT	All staff and governors will have up to date understanding of safeguarding in schools.	Policies to be circulated when renewed, implemented or annually.	Ongoing			Does the intercom system ensure the school is inaccessible without appropriate permission? Are suggestions from the annual Safeguarding Audit implemented?

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	Ensure all staff and visitors are issued the code of conduct for safe practice.	There is a code of conduct for safe practice which reflects DCSF guidance, which applies to all staff, visitors and volunteers who come into school Information about the code of conduct and about Safe Working Practice is known to all staff, visitors and volunteers who come into school	Termly	SLT	All staff, visitors and volunteers to receive a copy of Stanion Safeguarding leaflet.	Office staff to issue visitors with outline of safeguarding procedures.	Ongoing			What impact is the Safeguarding Audit having on actions?
	Ensure that all safeguarding files are updated and in line with current best practise.	Continue to overview current cases and ensure that all files are stored appropriately. Designated Safeguarding Leads revise cases weekly and the DSL meets with the named governor each month to update and review cases.	Ongoing Weekly Monthly	SLT JK, WJ, SE, PA-P	All files are kept in accordance with current LA and national guidance. All files are continually reviewed and DSL/ named governor are updated frequently.	All safeguarding files are stored in separate folders in locked cabinet. Weekly Safeguarding meetings Named Governor to meet DSL monthly.	Ongoing Ongoing			Are Governors kept updated about Safeguarding concerns in school? Does the lead Safeguarding Governor meet with the DSL monthly?
	Ensure that all staff and visitors are identifiable	Ensure that signing in book is used for visitors. Ensure that all staff and governors are wearing photocard ID badges*	Ongoing - *Apr 17	SLT	All staff and governors are identifiable, visitors are identifiable.	Signing in books £250	Ongoing			

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	<p>Governors to be kept up to date with all relevant safeguarding legislation.</p> <p>Ensure that any recommendations for good practice from the annual Safeguarding Audit are actioned and implemented.</p>	<p>SLT to ensure that governors are provided with upto date information and latest advice from Ofsted and the DfE. Governors are to complete an audit of safeguarding procedures.</p> <p>Designated Leads for Safeguarding to implement recommendations for good practice coming from the Safeguarding Audit in April 2016.</p>	<p>Sept 2016 - Ongoing</p> <p>Ongoing</p>	<p>SLT</p> <p>SLT PA-P</p>	<p>School safeguarding procedures are in line with LA and national guidance.</p> <p>School remains updated with current legislation and suggested actions are implemented.</p>	<p>Annual Safeguarding Audit conducted by Lesley Pollard DSL release time</p>	<p>Ongoing</p> <p>Ongoing</p>			