



Abbey Park Primary Academy

Improvement Plan for 2016-2017

This plan details those aspects that are a major whole school development focus, following our latest Ofsted (June, 2015) and HMI (November, 2015) visits. It incorporates new priorities for this year following the 2016 SATs tests. Any statement in italics is directly lifted from our latest Ofsted report. Activities related to the general on-going maintenance and improvement of curriculum subjects and other areas directly related to learning and teaching are detailed in the subject leaders' action plans and in Phase Hand books.

The purpose of this year's Academy Improvement Plan is to accelerate progress for all groups of pupils and to build on a successive high GLD in EYFS by improving standards of attainment at KS1 and to ensure our KS2 pupils are thoroughly prepared for the rigour of the new tests through delivering a well-planned 'Learning Challenge' curriculum and developing capacity to more effectively meet pupils' individual learning needs.

Aspect 1: Linked to Ofsted Framework 'Outcomes for Pupils'.

Expected outcomes:

- Rates of accelerated progress from KS1 throughout KS2 are much improved; KS2 pupils achieve as well as, or better than their national counterparts
- Rates of attainment from 2016 are improved upon, now that the rigour of the new tests is a known quantity
- Children to show pride in their work and to produce writing that is of a high quality in both content in presentation, with handwriting being a high priority for teachers and children
- To ensure our children are confident, fluent and enthusiastic readers and build on consistent, strong phonics attainment
- To ensure our children can articulate themselves confidently, both orally and in writing, in different situations, with the appropriate use of Standard English and a wide vocabulary
- To provide excellent provision in EYFS to counteract the low starting points of children

Equalities links: ensure maximum achievement for any and all groups of learners described as 'disadvantaged' and reduce gender equalities in reading, writing and maths. Ensure that the cultural backgrounds of children learning English as an additional language are reflected in school life.

IMPACT - We will know we have been successful in accelerating progress, raising achievement and closing gaps when:

EYFS targets:

- Raised aspirations are shared with parents and parents are having an impact on their child's learning
- The overall GLD is sustained and is *at least* in line with the national level at 65%
- We achieve an overall average score of 2.2 and specifically an average points score of at least 2 in reading, writing, numbers (through targeted support and increasing the proportion of adult-direction and involvement during independent learning)
- We aim for boys and FSM groups to achieve an average of 2 points in every ELG
- To sustain R W and N attainment at 2 or 1 at 88% with thorough tracking and benchmarking phonics milestones and rigorous phonics teaching in Reception and also using RWInc techniques in Nursery

Year 1 targets:

- 80% of pupils will be at ARE at the end of 2016 in RWM
- 74 % of year 1 children will meet the expected standard in the phonics screening
- 72% of year 1 FSM pupils who have been with us since the start of reception, and do not have special or additional needs, will meet the expected standard in the phonics screen (sustained from 2015)
- Gaps in attainment of the main pupil groups are less than they were in 2015 with FSM groups making accelerated progress of at last 8 sub-steps

End of key stage 1 (Y2) targets:

- R 79% W 71% M 82%

- PP group to make accelerated progress of at least 8 points on TT
- To reduce the attainment gap between PP and non to > 15% in reading and writing and > 20% in maths in 2017
- At least 96% of Y2 children will meet the expected standard in the phonics screen re-take which will be equal to the NA

End of KS2 (Y6) targets

- R 67% W 62% M 62%
- To reduce the gap in attainment between PP and non PP to less than 20% in all subjects
- To reduce the gap between national rates of attainment and Abbey Park to less than 20%
- To ensure progress of Year 6 pupils meets the national rates for all groups
- GAPS attainment increases to at least 70% ARE

To ensure that pupils make at least good progress and that their attainment in reading, writing and maths is good and in line with appraisal agreements. These are:

- Year 1: at least 80% of pupils make 6+ NC sub-steps
- Year 2: at least 80% of pupils make 6+ NC sub-steps
- Year 3: at least 85% of pupils make 6+ NC sub-steps
- Year 4: at least 80% of pupils make 6+ NC sub-steps
- Year 5: at least 80% of pupils make 6+ NC sub-steps
- Year 6: at least 90% of pupils make 6+ NC sub-steps

In-order to achieve the above:

Allocated budget:	<p>£4000 for new maths scheme</p> <p>£2000 for Yr 5 and 6 children to access 'Third Space Learning' – 1:1 online maths tutorials</p> <p>£900 for SPAG.com subscription – half termly grammar and punctuation testing</p> <p>£1000 'Test base' subscription for all teachers to have access to examples of questions from national tests</p> <p>£10000 on Apprentice programme in EYFS and Yr. 1 to provide additional support for vulnerable groups</p> <p>£600 for additional training in RWInc for new EYFS staff</p> <p>£100 handwriting resource for Yr. 1 and Yr. 2</p> <p>£3000 for Accelerated Reader for the whole school</p>
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Responsibility	Actions	Milestones	Evidence
<p>The SLT (EF, DW PK) will:</p>	<ul style="list-style-type: none"> Use data to inform the planning of intervention groups at ensuring resources are deployed in response to pupil need (DW) Provide information and training related to the new SEN Code of Practice including training for high incidence SEN (DW) Update and share information on our 'Local Offer' for SEN pupils with staff (DW) Plan, monitor and evaluate the spending of the Pupil Premium to ensure impact on eligible pupils and disadvantaged groups with a particular focus on Yr. 2 and Yr. 6 (EF/DW) Provide TA training on modelling letter formation so that handwriting does not stop children achieving the expected level in KS1 and KS2 (EF) Set accurate targets using FFT data and accurate bench lining Monitor the use of TT to set children's curriculum targets Provide CPD to ensure all staff have the depth of teacher knowledge to deliver the curriculum rigorously 	<p>Reviewed at each data collection – half termly Reviewed annually September 2016</p> <p>September 2016 Review termly</p> <p>September 2016 then reviewed half termly</p>	<p>Assessment information published on website. Staff meeting minutes and feedback show teacher judgments moderated and outcomes inform planning. AP NOV will show moderation of teacher judgments. SLT minutes and reports to governors show data review. EYFS lead to monitor and report on new assessment using iPad. Staff meeting minutes for SEN training. SEN pupil progress data shows impact.</p>
	<p>For English:</p> <ul style="list-style-type: none"> Continue to provide guidance to new staff staff on statutory requirements of the Assessments in KS1 and KS2(PK) Ensure rigorous systems are in place for tracking progression in phonics from Reception through KS1 –(PK) including fortnightly RWInc review meetings Continue to develop the Abbey Park Reading Partnership so that parents are more involved with children's reading (PK lead) Continue the relentless push on reading for pleasure in order to expose children to high quality texts and new vocabulary (PK lead) Introduce the Bellenden spelling scheme in KS2 (PK) Develop whole school knowledge of Accelerated Reader Programme and Star Assessments Ensure staff expose children to a wide range of vocabulary in all learning opportunities Monitor guided reading planning and delivery to ensure staff are exposing children to the appropriate types of questions 	<p>At induction, Sept 2016</p> <p>Continued from Summer 2016</p> <p>Review at half-termly scrutinies</p> <p>See monitoring schedule-staff meetings at least once per term (see M and E schedule)</p> <p>On-going with interim reviews</p>	<p>Planning and activities show teachers comply with new statutory requirements. Phonics tracking sheets. Intervention group tracking Case studies</p>
<p>Phase and subject</p>	<ul style="list-style-type: none"> Consider outcomes of data analysis in planning for specific groups 	<p>At half termly PPMs</p>	<p>Notes from data analysis and</p>

<p>leaders will: (PK,DW,PH))</p>	<ul style="list-style-type: none"> • Have an overview of MTP to ensure progression and the laying down of building blocks for future learning • Continue to monitor the impact of intervention groups • In EYFS, implement regular 'pupil progress' meetings with all staff focusing on progress and targeted interventions and provision to maximise progress and development • Monitor the delivery and impact of the spelling programme in KS2 <p>For English: (PK lead)</p> <ul style="list-style-type: none"> • In EYFS – implement RWInc robustly • Provide quality assurance on writing moderation • Model correct, high quality handwriting <p>For Mathematics: (SD lead)</p> <ul style="list-style-type: none"> • Ensure planning and delivery provides opportunities for reasoning and mastery • Provide training for all staff on on-line times tables resource • Work with teachers to evaluate re-written maths plans (EF/SD) • Develop parent involvement and home-learning opportunities for maths (EF/SD) • Raise the profile of maths through engagement with a lesson study approach (EF) • Ensure TAs are effectively supported to deliver maths through continued attendance and training on the TA project (EF) • Provide CPD on teaching maths linked to CPA and bar modelling for all staff and through sharing analysis of the KS2 papers and the implications of this analysis (EF/SD) • Implement the reasoning and mastery approach to MTP through appropriate materials (SD lead) • Embed Maths hub materials for assessments (SD lead) 	<p>Reviewed half-termly</p> <p>On-going with interim reviews</p> <p>On-going with interim reviews</p> <p>September, 2016 November, 2016 September, 2016</p> <p>On-going reviewed half termly</p> <p>Spring term, 2017</p> <p>Re-commencing, September, 2016</p> <p>At induction for new staff At induction for new staff INSET 1/9/16 INSET 1/9/16</p>	<p>planning. Phase meeting minutes. SL planning scrutiny. Records of leadership time/SLT meetings.</p> <p>Progress meeting notes</p> <p>Evaluation of feedback models and target getting time.</p> <p>Planning meetings evaluate maths plans and agreed changes going forward. SL to keep notes and report to SLT. Maths learning walks. INSET notes/planning meetings. Assessments, data analysis and progress tracking.</p>
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<p>Class teachers will:</p>	<ul style="list-style-type: none"> Develop the skills and aptitudes necessary to be able to ensure all children access all learning opportunities Maintain a clear ongoing focus on the progress and attainment of each pupil group within their class as a result of on-going formative assessment with the aid of a Target Tracker Set challenging but achievable targets in Target Books and set aside 'target time' daily for teachers and TA to support the deepening of children's learning Ensure the descriptors on Target Tracker are highlighted thoroughly in books and electronically when achieved, to highlight gaps in children's learning <p>For English:</p> <ul style="list-style-type: none"> Use appropriate intervention to address and minimise any gaps In EYFS – implement daily RWInc and the new phonics tracking system Ensure handwriting is modeled on the IWB daily Provide opportunities for weekly, effective/deep feedback and the development of pupils' writing so all children know what they have to do to improve <p>For Mathematics:</p> <ul style="list-style-type: none"> Explicitly plan for fluency, reasoning, mastery and problem solving opportunities in medium term maths plans Embed bar modelling techniques in problem solving especially in algebra and fractions and decimals Use concrete, pictorial and abstract methodology in MTP of mathematics 	<p>As per M and E schedule SEN training Autumn Term with follow up as required. Ongoing – reviewed at appraisal Half termly</p> <p>September, 2016 Daily Weekly – reviewed half termly</p> <p>Half termly – monitored</p>	<p>Data is available. Planning and lesson observations show response to AfL. SENCo evaluation and teacher evaluations of training.</p> <p>Lesson observations and progress data for all groups of children</p> <p>Lesson observations and progress data. Pupil conferencing. VEO records</p>
<p>Teaching assistants will:</p>	<ul style="list-style-type: none"> Know the individual and group targets of children they support Provide feedback in a range of forms on pupils' learning that link to the learning objective/outcome or the learning success criteria Attend training on handwriting and model correct letter formation Re-band and organize books for Accelerated Reader programme Teach RWInc daily and provide feedback to teachers on their groups 	<p>Daily focus in 'Target Time' Daily</p> <p>September, 2016 October, 2016</p>	<p>Progress data from interventions shows enhanced progress. Observations of teaching.</p>

<p>Governors will:</p>	<ul style="list-style-type: none"> • Monitor and evaluate the assessment, data collection and target setting for all groups of children in all key year groups • Monitor and evaluate the impact of CPD on mathematics provision, achievement & attainment throughout the school. • Monitor and evaluate the planning of the Learning Challenge curriculum • Hold the Principal to account for the spending of the PE Sports premium grant and Pupil Premium funding 	<p>Ongoing and reviewed termly</p>	<p>Agendas Governor engagement reports FGB minutes Action log</p>
<p>Children will:</p>	<ul style="list-style-type: none"> • Continue to show excellent behavior for learning • Respond to their teachers comments in maths , English and writing books, using success criteria • Read widely across the curriculum • Yr 6 'Reading Leaders' will provide extra reading practice at breakfast club • Children who attend breakfast club will use programmes in the IT suite to improve their learning 	<p>Daily</p>	<p>Lesson observations, analysis of behavior logs, celebration assembly certificates</p>

EVALUATION: A summary report will be presented to governors toward the end of each term. The final evaluation will be recorded here by July 2017.

Emerging priorities at the end of the Autumn term, 2016:

1. To ensure that feedback in books is consistent across the school, is relevant and impacts on pupil's progress. That teachers continue to do 'live marking' (feedback in lessons) and that TAs write feedback on post its as per school policy and also that pupils respond to marking.
2. To prioritise intervention time with appropriate class teachers, 1;1 teachers and TAs so that pupil's progress is not stalled due to lack intervention.
3. To continue to monitor the impact on QFT and intervention on the progress of vulnerable groups and to ensure that progress is rapid.
4. To use TT to effectively monitor the progress of pupils in specific subjects to ensure that the combined figure is achieved in RW and M.
5. To use Abbey Park reading friends to prioritise reading with those children who we know do not read at home in order to ensure these children do not fall behind.

Aspect 2: Linked to Ofsted framework 'Quality of Teaching, Learning and Assessment' .

Expected outcomes:

- For teachers to be aspirational and to ensure that all learning opportunities are of the highest quality and inspire a love of learning, linking to the 'Learning Challenge Curriculum'
- To improve the subject knowledge and confidence of teachers in teaching to the demands of the new assessments
- To ensure all staff know how high the new KS2 standards are pitched and raise expectations accordingly
- For all groups of children to make progress, due to teachers understanding the differing needs of children in their classes and planning, teaching and assessing accordingly

- > For children to make rapid improvements and to know how to improve because they will be set specific targets that enable rapid progress
- > The setting of ambitious numerical targets based on realistic projections from FFT, TT and effective baselining of our children

Equalities Links: Ensure that the quality of teaching is high as good and better teaching disproportionately impacts on groups described as 'disadvantaged'.

IMPACT - We will know we have been successful in ensuring the quality of teaching and learning and assessment across school when:

- 100% of teaching **over time** is good or better and at least 50% is outstanding from teachers on M2 and above
- NQTs develop to 50% being good by the end of the first term and 100% good by Summer 2, 2017
- Foundation subject planning identifies progression in key skills and that this results in clear and focused learning objectives effectively communicated to the children
- Assessments in Reading, Writing, EGPS and Maths are re-calibrated in line with what is known about the pitching of KS2 standards
- From their various starting points, pupils are making at least good progress in Reading, Writing, Maths and Spelling
- When the quality of feedback to pupils has a demonstrable improving effect on children's learning (recorded and otherwise)
- Children are able to talk with confidence and accuracy about their own engagement in learning and how their targets are helping them make progress
- Children can assess their own learning using differentiated success criteria confidently
- Handwriting shows consistency throughout school with entry and exit strokes introduced into KS1 and all children using cursive writing from the end of Yr. 2
- Teachers use and children understand a wide range of vocabulary at every opportunity

In-order to achieve the above:

Allocated budget:	£2000 maths CPD with White Rose maths hub £3500 to support quality trips to support the Learning Challenge curriculum £1000 from educational resources budget to develop outdoor learning £5000 for Nursery deprivation funding £500 on Focus training materials to support in school CPD (Ros Ferrara or similar)		
Responsibility	Actions	Milestones	Evidence
The SLT will: (EF/PK)	<ul style="list-style-type: none"> • Provide opportunities for CPD directly linked to staff's appraisal targets as well as academy priorities • Provide training for NQTs on continuous academy priorities (marking and feedback, Kaleidoscope, demonstrating progress in lessons, maths techniques) • Use data to ensure all interventions are appropriately targeted • Have a half termly focus on each foundation subject (English and Maths have a 	<p>Every half term</p> <p>Half -termly data reviews.</p> <p>SL time to be allocated throughout the year</p>	<p>Curriculum overview on website.</p> <p>Lesson observation data.</p> <p>Staff meeting minutes share good practice.</p> <p>All interventions linked to data about need and evaluated as</p>

	<p>continuous focus)</p> <ul style="list-style-type: none"> • Ensure opportunities are provided for teacher/TA liaison • Implement the use of VEO app to make classroom observations more meaningful as a CPD tool for all staff • Produce and share an IT strategy to ensure IT provision is fully compliant with the demands of the National Curriculum and also helps engage children's learning • Provide CPD on providing effective feedback to pupils • Ensure all TAs have relevant training to support the above effectively • Baseline assessments of the quality of teaching are done by Principal and AP in September, 2016 and outcomes are used in setting precise Appraisal targets 	<p>Every half term</p> <p>Ongoing weekly staff meetings that have an impact on outcomes for children</p>	<p>effective using post intervention data. SL time is planned – see cover schedules. Timetables. Book scrutiny data</p>
<p>Phase and subject leaders will: (PK/KW/PH)</p>	<ul style="list-style-type: none"> • Develop the role of TAs in effective adult/child interaction to support learning • Model outstanding teaching and classroom practice • Maintain the rich provision in EYFS and ensure that staff direct children to specific provision that will address and support specific learning and development needs, including RWinc/child led/adult led activities 	<p>Autumn term 1 Autumn term 1</p> <p>Starting Autumn 1, then on-going – reviewed half termly</p>	<p>Plans available on the system. RWinc observations and lessons show effective use of TAs. Phase meeting minutes. Notes of SL time.</p>
<p>Class teachers will:</p>	<ul style="list-style-type: none"> • Liaise with staff delivering interventions to ensure that class level planning and intervention group planning are joined up • Implement training in ongoing classroom practice and be able to identify and discuss its impact with specific reference to maths CPD • Impart relevant information to enable TAs to do the same • Use the 'imitate, innovate, Invent' approach to teaching writing • Ensure that WW reflect the current LO of lessons and that steps to success are visible on WW and in books • Share Lo and SC with children, providing clear learning steps • Ensure planning is shared with TAs as part of the TA project 	<p>Give and receive feedback at planning meetings and staff meetings</p> <p>Provide half termly MTP and weekly STP for English and maths - ongoing but reviewed half termly</p> <p>Daily</p>	<p>Minutes of staff meetings and planning from PPA shows evidence of feedback. Teachers' plans show annotations. Lesson observations show AfL being used to inform teaching. Assembly plans and teaching plans Working Walls Monitoring notes</p>
<p>Teaching assistants will:</p>	<ul style="list-style-type: none"> • Use feedback in a precise way to improve learning outcomes and attitudes • Implement improved practices for adult/child interaction in EYFS • Provide information on interventions to class teachers, SENCo and SLT • Work with teachers on the TA project 	<p>Daily Daily Daily On-going, half termly review Weekly</p>	<p>Observations of teaching areas and teaching. EYFS assessment data includes notes from TAs. Feedback to teachers (Post It).</p>

	<ul style="list-style-type: none"> Continue to plan for quality RWInc sessions 		
Governors will:	<ul style="list-style-type: none"> Monitor the impact of the CPD provision and mentoring of staff at ALL levels Ensure they are aware of the impact of quality feedback Develop relationship and meet with subject leaders to monitor the implementation of the new Primary curriculum Monitor, through feedback from Principal, the expenditure and the effectiveness of CPD and ICT hardware in terms of best value, products and learning outcomes. 	Ongoing	Agendas Governor Engagement reports Governor visit reports
Children will:	<ul style="list-style-type: none"> Provide responses to marking Evaluate their learning according to their success in achieving the LO or SC 	Daily	Responses in books, lesson observations, pupil interviews, assemblies

EVALUATION: A summary report will be presented to governors toward the end of each term. The final evaluation will be recorded here by July 2017.

Emerging priorities at the end of Autumn Term 2016:

1. To use the new maths scheme to ensure consistency of approach across year groups and to support staff who are less confident in teaching mathematics and use the scheme to provide an overview of teaching and learning objectives for the half term.
2. To embed the new assessment calendar, tests and the programmes of moderation so we know that assessments and predictions are accurate.
3. To continue to provide support from colleagues for those teachers whose performance is still less than good to ensure that they know how to focus on the learning. Do this through lesson study approach and the use of VEO.
4. To ensure that foundation subjects – in particular science – are taught as per the LTP and that they are assessed each half term.
5. To review the curriculum as the year progresses to ensure the chosen quality texts provide a solid foundation on which to build the learning challenge curriculum. To change books/topics if the learning opportunities are not rich enough as a result.

Aspect 3: Linked to Ofsted framework ‘Personal Development, Behaviour and Welfare’.

Intended outcomes:

- Parent involvement in our school is good, especially in reading, through the Abbey Park Reading Partnership
- Our school vision and values are displayed and demonstrated in school
- Pupil and staff well-being is high with reduced rates of absence from both groups
- Our children can articulate themselves confidently with an awareness of social etiquette and moral values
- Our children can self-regulate their behaviour and can adapt effectively to a range of social situations
- Our children demonstrate emotional intelligence and resilience
- Attendance remains good (over 96%)
- The number of Pupil Premium children who are PA is reduced from 14.49 % to >10%
- Children are healthier with improved physical activity

Equalities Links: Pupils, staff, parents and governors from all groups will feel welcome in the school. Attendance, behaviour and wellbeing data will be examined for signs that this is the case, and this will be responded to. The school environment will be appropriate to enable all to feel welcome and promote positive images regardless of gender, race, sexuality, disability and age.

Impact - We will know we have been successful in improving the development, behaviour and welfare at school when:

- Staff wellbeing questionnaire shows 90% of staff feel safe and valued at work; parent questionnaire shows 90% of parents think their child feels safe and valued at school; pupil voice shows 90% of pupils feel safe and valued at school
- Incidents on the playground are reduced or maintained at current level (even as pupil numbers are increased)
- Attendance is at least 96% and the percentage of persistent absentees is reduced to below 4%.
- Punctuality improved so that there are less than 50 ‘lates’ per term
- The logging of Safeguarding and all other incidents improves communication and response times so that early help for pupils is highly effective
- The ‘Kaleidoscope’ programme is embedded in our school and drives our whole school ethos including attitudes to learning

In-order to achieve the above:

Allocated budget:	<p>£1,500 ‘Kaleidoscope’ training – to continue raising confidence and improving well-being</p> <p>£500 play leader training</p> <p>£9000 for Pastoral/Kaleidoscope practitioner 2 ½ days per week to support intense 1:1 work</p> <p>An identified budget from the Pupil Premium breakdown for training and supervision re vulnerable pupils (see separate plan)</p> <p>£500 for enrichment activity (after school) resources</p> <p>£600 MDSA training</p>
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Responsibility	Actions	Milestones	Evidence
The SLT will: (EF in this case, supported by AP)	<ul style="list-style-type: none"> Develop a safe and stimulating outdoor environment to enable larger numbers of pupils to be able to play safely, taking into account pupil voice Provide training for MDSAs Implement Supervision training for DSL and EY staff Provide training for staff on specific needs of vulnerable pupils Provide 'Kaleidoscope' training for additional staff Provide opportunities for parents to come into school to enhance their understanding of their children's learning Monitor very closely the rates of PP attendance 	Developed by July 2017 November, 2016 Start summer 2016 INSET 2/9/16 Guided reading lessons from October, 2016 Weekly	Pupil voice. Accident and incident logs. Observations of outside area. Supervision timetable in place. Staff confidence in understanding needs of vulnerable pupils. SDQs from teachers, TAs and parents Case studies Attendance policy, data and letters
Phase/subject leaders will: (PK/KW/PH/JC)	<ul style="list-style-type: none"> Ensure the needs of vulnerable pupils are considered and reflected in planning Provide training on the PE strategy and monitor impact (JC) Promote and implement the 1Km per day at Abbey Park 	MTP – monitored half-termly INSET, October, 2016	Planning scrutiny. Phase meeting minutes.
Class teachers will:	<ul style="list-style-type: none"> Consistently promote good behaviour, attendance and punctuality within their class Regularly promote the 'I can because I believe I can' ethos of Abbey Park Provide opportunities for parents to come into class and learn with their children in a range of subjects 	Ongoing – reviewed weekly at assemblies Every half term	Attendance data. Welfare logs. Staff survey
Teaching assistants and lunchtime supervisors will:	<ul style="list-style-type: none"> Undertake training on health, safety and play Ensure incidents are recorded and the red card system is used effectively Model practices to promote well-being and feelings of safety Provide a range of play activities to meet the needs of all pupils Promote the 'I can because I believe I can' ethos of Abbey Park 	October, 2016 On-going	Accident logs. Reviews of incidents. Staff survey. Observations of playtimes. Pupil voice.

<p>Governors will:</p>	<ul style="list-style-type: none"> • Ensure every Governor has appropriate and up-to-date training on safeguarding so that they can monitor school practices effectively • Monitor and evaluate the health & safety of the site in respect of staff and children through governor engagement activities • Support the HT in implementing the attendance policy and monitor the impact of school actions on maintaining attendance levels and improving punctuality. • Monitor and evaluate the well-being of staff at all levels. 	<p>Ongoing and reviewed termly</p>	<p>Agendas Minutes of meetings Governor visit reports</p>
<p>Children will:</p>	<ul style="list-style-type: none"> • Keep the golden rules and look after the playground and all other school equipment and resources • Continue to practice and consolidate 'Kaleidoscope' methods • Engage in the 'I can because I believe I can' ethos of Abbey Park 	<p>Daily</p>	<p>Playground incident logs, lesson observations, champions certificates</p>

EVALUATION: A summary report will be presented to governors toward the end of each term. The final evaluation will be recorded here by July 2017.

Emerging priorities at the end of Autumn Term 2016:

1. To provide examples of pupil voice in terms of how Kaleidoscope supports them.
2. To provide more evidence of British Values in displays, class files and pupil voice.
3. Provide more opportunities for parents to come into school and learn specifically in phonics and kaleidoscope.
4. To ensure that governors have a robust knowledge of the school and its priorities.

Aspect 4: Linked to Ofsted framework 'Leadership and management'

Intended outcomes:

Learning Challenge Curriculum by September 2016

- All foundation subjects link to the overall standards in Reading and Writing through high quality, cross curricular vocabulary, reading and writing
- Learning is enriched through a curriculum that provides opportunities to interact with and learn from the rich, stimulating environment both in the immediate vicinity and in the local or wider area
- Subject leaders have a secure overview of their subject area and support staff in delivering this effectively through rigorous monitoring of curriculum overview, teaching and learning and **assessment**
- Governors are effective and will know key areas of their portfolio responsibilities
- Subject leaders can talk confidently about their subjects and can provide relevant evidence to support their judgements
- There are clear and established lines of accountability within the teaching structure of the school with phase leadership fully established

Equalities Links: Leadership will promote equality of opportunity for all pupil groups and for staff and parents within the school. Pupils and staff will be supported in their development regardless of gender, race, sexuality, disability and age.

Impact - We will know that the quality of leadership in, and management of, the School is effective when:

- We have achieved or exceeded the targets in aspects 1 – 3 above
- Every subject leader has a role in monitoring and evaluating standards through a thorough knowledge of their subject area, including using assessment data
- Phase leaders have completed Phase Reviews which provide an up-to-date record of the standards in their phase
- Phase leaders are held to account for progress, effective intervention, impact of interventions, class attendance
- Our school's self-evaluation in Summer 2016 can clearly evidence 'Good' in all areas and is quality assured by our Achievement Partner
- The school's ICT and resources are fit for purpose and robust enough to support teaching and learning highly effectively
- The governing body will have key responsibilities and will show engagement in the school in specific areas half termly

In-order to achieve the above:

Allocated budget:

£3000 Leadership and management time for subject leaders to meet with governors and be involved in lesson observations (covered through additional Artis provision and HLTA cover)
£1,000 Leadership fees to support middle leaders CPD on leadership
£1,000 to support Cluster involvement with specific subject actions

Responsibility	Actions	Milestones	Evidence
The school's SLT will: (EF/PK/DW)	<ul style="list-style-type: none"> Establish a leadership structure which supports progression in all subjects and contributes to a system of distributed leadership through the appointment of phase leaders in the new year (EF) Follow the monitoring programme including lesson observations, work scrutiny and collection of qualitative data (in addition to subject leadership) (EF) Develop appraisal as an effective CPD tool for teachers (EF) Ensure teachers at all levels are able to fulfil their responsibilities regarding SEN (DW) Attend appropriate leadership training (EF) Ensure that NQTs have experienced and effective mentors (EF) Deployment ensures most experienced teachers are in the key year groups (EF) 	<p>September 2016</p> <p>Monitoring overview grid – see half termly focus</p> <p>Review appraisal following full year (Sept 2015) and action plan arising from that</p> <p>Effective from September, 2016</p>	<p>Leadership structure in place.</p> <p>Lesson observations and records of other monitoring activities.</p> <p>Plans for ICT agreed and monitored.</p> <p>SEN pupils make good progress</p> <p>Monitoring schedule implemented</p>
Phase leaders will: (PK/PH)	<ul style="list-style-type: none"> Carry out assessment and monitoring activities in line with the school timetable Produce up-to-date Phase Handbooks and review of phases Ensure the effective induction and mentoring of the NQTs (PK) 	<p>Termly</p> <p>Summer 2017</p> <p>Autumn 2016</p>	<p>SLT minutes</p> <p>Phase handbooks</p> <p>Phase action plans</p>
Subject leaders will:	<ul style="list-style-type: none"> Continue to develop skills of middle leadership including lesson observation and other monitoring skills and mentoring 	<p>Plans available Spring term 2016</p> <p>Termly monitoring.</p>	<p>Monitoring schedule</p>
Governors will:	<ul style="list-style-type: none"> Monitor the effectiveness of the development of middle managers on professional development and the impact on learning by the children. Monitor the effectiveness on the revised lesson observation/appraisal process on the quality of teaching across the school (use of VEO) Monitor the effectiveness of the training plan and professional development of staff at all levels DEVELOP THE OVERALL EFFECTIVENESS OF THE GB: Implementing the portfolio holder model of governance Reviewing the remit of each portfolio holder and link governor roles To achieve effective and efficient challenge to maximise the impact of provision for the children. 	<p>Termly</p> <p>At half-termly lesson observations 1:1 with staff and at appraisal reviews mid-year</p>	<p>Agendas</p> <p>Minutes of meetings</p> <p>Governor visit reports</p> <p>Relevant documentation</p> <p>Strategic plan on website</p>

	<ul style="list-style-type: none"> • Work with the Principal to provide strategic direction, developing a 3 year strategic over-view 		
Children will:	<ul style="list-style-type: none"> • Look after equipment and use it properly in learning • Feed into the school development process through the Pupil Parliament 	Daily	Lesson observations, Pupil Parliament

EVALUATION: A summary report will be presented to governors toward the end of each term. The final evaluation will be recorded here by July 2017.

Emerging priorities at the end of Autumn Term 2016:

1. To ensure subject leaders have up-to-date action plans.
2. To provide training on 'Ofsted' questions that phase and subject leaders will be asked.
3. To ensure phase and subject leaders have files complete with current data and monitoring activities.
4. To provide monitoring activities for phase leaders.

Glossary of Terms

ARE	Age related expectations
CPA	Concrete, pictorial and abstract
CPD	Continued professional development
EGPS	English, grammar , punctuation and spelling
EYFS	Early Years Foundation Stage
GLD	Good level of development (the attainment of EYFS)
HLTA	Higher level teaching assistants (who provide cover)
HMI	Her Majesty's Inspector
Kaleidoscope	Our programme of well-being and raising self-esteem
KS1/KS2	Key stage 1/Key stage 2
LO	Learning Objectives
NA	National Average
NC	National Curriculum
NC	National curriculum
PP	Pupil Premium

RWInc	Read,write,inc – phonics scheme
RWM	Reading, writing, maths
SC	Success Criteria (used to measure pupils progress in lessons)
SLT	Senior leadership team
TA	Teaching assistants
QFT	Quality First Teaching