



Featherstone Primary School

Three Year Strategic School Development Plan Sept 2018

Focus	2018-2019	2019-2020	2020-2021
1. Leadership and management (including Governance)	<ul style="list-style-type: none"> a. The impact of the Senior Leadership Team incl Governors continues to strengthen leadership at all levels; b. Leaders continue to effectively monitor on the quality of Teaching and Learning across the school and implement effective strategies to improve areas of weakness. c. Ensure a relevant, appropriate and effective curriculum for all pupils taking into account their learning needs and interests. d. As a full growing school to continue to review and further develop strong and targeted parental involvement e. All GDPR data protection duties are completed and Cyber Solution Cert in place. f. The Governing Board ensure that all statutory duties are met for the year incl the school website meets all statutory requirements. g. Review and streamlining of Governing Board structure and programme of work for the year h. Appointment of a DHT / Acting DHT i. Multi Academy Trust options 		
2. Teaching and Learning	<ul style="list-style-type: none"> a. At least 100% of lessons judged to be good b. At least 30% of lessons judged to be outstanding 	<ul style="list-style-type: none"> At least 100% of lessons judged to be good At least 35% of lessons judged to be outstanding 	<ul style="list-style-type: none"> At least 100% of lessons judged to be good At least 40% of lessons judged to be outstanding
3. Marking and Feedback	Book scrutiny shows that workload has been reduced by that pupils are responding to feedback and progress is at least good across the school as a result	Book scrutiny shows that pupils are responding to feedback and progress is at least good across the school as a result	Book scrutiny shows that pupils are responding to feedback and progress is at least good across the school as a result
4. Assessment	<ul style="list-style-type: none"> Develop teachers understanding and subject knowledge on ARE and Greater Depth in Writing. a. Provide opportunities for in-school CPD around what ARE looks like for each year group. b. Develop Greater depth material for writing across school. c. Develop teachers' skills and confidence of assessing writing and teaching greater depth. d. Further develop the progress tracker for EYFS pupils and use this as part of pupils' progress. e. Further develop the school tracker to monitor outcomes/progress of different groups incl PP v NonPP across school as a whole f. Further develop the progress /attainment tracker for all pupils so that RWM combined are tracked half termly as part of pupil 		

	progress meetings.
5. Standards in Core Areas	<p>Maths Strengthen the quality of teaching in maths To continue to increase the number of opportunities that pupils have to develop estimation and calculation strategies and use these to solve number problems (Ofsted 2015 – development action) To raise standards in Maths by reinforcing knowledge of number and mathematical skills of reasoning and problem solving End of KS1 and KS2 (at least) National averages in Reading, Writing and Maths (including GDS) ARE: Combined Reading, Writing and Maths is at least in line with the Year Two base standard. Maths test material developed by LW to assess this. Number of % of pupils to achieve GD in RWM to be or at least in line with the Year two base standard. Progress scores all above 0 To improve combined ARE outcomes in RWM for each pupil from their starting points</p>
	<p>English Reading Establish a reading culture across the school resulting in improved standards and progress To further support teachers’ confidence and subject knowledge in quality of writing (in particular GD) arrange moderation of writing externally through Services for Education / Erdington Consortium / Other MAT schools.</p> <p>Writing – Quality Text Improve standards of writing for all pupils across the school and especially at the end of Key Stages (by improving cross curricular links and extended writing across all year groups) End of KS1 and KS2 (at least) National averages in Reading, Writing and Maths (including GDS) ARE: Combined Reading, Writing and Maths is at least in line with the Year Two base standard. Number of % of pupils to achieve GD in RWM to be or at least in line with the Year two base standard. Progress scores all above 0 English test material: JL to look into inference material (i.e Lexia) To improve combined ARE outcomes in RWM for each pupil from their starting points</p>
	Phonics Outcomes (KS1)

	To ensure that the % of pupils passing their phonics test is in line with outcomes for reading from EYFS for Year 1.		
	<p>SPAG (KS2) Continue to build on the success in GPS across the school Re-visit expectations for the teaching of GPS throughout the week – purchase resource books to maintain consistency across KS2. Positive impact in pupils’ writing (80% reaching EXS in each year group by the end of the year). Pupils weekly spelling scores increase and pupils apply their spelling knowledge in their written work – consistently</p>		
6. Standards in other Subjects	<p>The quality of teaching of foundation subjects to be in-line with core subjects: a. At least 100% of lessons judged to be good b. At least 30% of lessons judged to be outstanding</p>	<p>The quality of teaching of foundation subjects to be in-line with core subjects: At least 100% of lessons judged to be good At least 35% of lessons judged to be outstanding</p>	<p>The quality of teaching of foundation subjects to be in-line with core subjects: At least 100% of lessons judged to be good At least 40% of lessons judged to be outstanding</p>
7. EYFS	<p>GLD Expected and above to be at least in-line with national. To continue to develop the progress tracker for EYFS pupils to support pupils progress meetings. Assessment is accurate and based on high-quality progress evidence. Provision across all areas of learning is planned meticulously by DG/AG and TAs. It is based on rigorous and sharply-focused assessments of children’s achievement so that every child undertakes highly challenging activities. GLD Expected is in line with National averages in Reading, Writing and Maths (Number, SSM) At least 60% of Summer born children in Reception achieve a GLD Develop the skills of D Gravell to carryout external moderation in EYFS</p>		
8. Progress of different groups of learners	<p>All groups of learners make at least expected progress on average in each year group (Boys, Girls, SEN, EAL, PPG) b. At least 5% more PPG pupils than the previous year are EXS in each year group in each subject c. At least 65% of Summer born children in Reception achieve a GLD. d. Summer born children in Year 2 and Lower</p>	<p>All groups of learners make at least expected progress on average in each year group (Boys, Girls, SEN, EAL, PPG) b. At least 7% more PPG pupils than the previous year are EXS in each year group in each subject c. At least 65% of Summer born children in Reception achieve a GLD. d. Summer born children in Year 2 and</p>	<p>All groups of learners make at least expected progress on average in each year group (Boys, Girls, SEN, EAL, PPG) b. At least 8% more PPG pupils than the previous year are EXS in each year group in each subject c. At least 65% of Summer born children in Reception achieve a GLD. d. Summer born children in Year 2 and</p>

	Attaining perform in line with all pupils in Reading, Writing and Maths	Lower Attaining perform in line with all pupils in Reading, Writing and Maths	Lower Attaining perform in line with all pupils in Reading, Writing and Maths
9.Behaviour	<p>Work towards behaviour as being judged as Outstanding.</p> <p>a. Zero permanent exclusions (<i>of children who have been at the school for more than 2 years</i>)</p> <p>b. No more than 8 days in total of fixed term exclusions (<i>not including children who joined the school in the last year</i>)</p> <p>c. Behaviour for learning judged to be at least good in 90% of lessons</p>	<p>Work towards behaviour as being judged as Outstanding.</p> <p>a. Zero permanent exclusions (<i>of children who have been at the school for more than 2 years</i>)</p> <p>b. No more than 5 days in total of fixed term exclusions (<i>not including children who joined the school in the last year</i>)</p> <p>c. Behaviour for learning judged to be at least good in 95% of lessons</p>	<p>Work towards behaviour as being judged as Outstanding.</p> <p>a. Zero permanent exclusions (<i>of children who have been at the school for more than 2 years</i>)</p> <p>b. No more than 5 days in total of fixed term exclusions (<i>not including children who joined the school in the last year</i>)</p> <p>c. Behaviour for learning judged to be at least good in 100% of lessons</p>
10.Personal Development /Social and Welfare (inc Mental Health)	<ul style="list-style-type: none"> • To continue with Place2be to support children’s Emotional Wellbeing issues and mental health support plan through counselling. • Plan with Place2b a plan for 2018-2020 so that they offer children with the support to cope with emotional and behavioural difficulties which has a positive impact on the whole class, and helps teachers focus on teaching. • Make comparison to 2017-18 data and monitor trend of issues in 2018-19 that are arising and support pupils with coping strategies with issues that affect them. • Consolidate the school values through the school Healthy Minds Healthy Body curriculum and SMSC • To continue with the Featherstone Enrichment Promise • To promote ‘entrepreneurial / independence skills’ • To create a Pupil Leadership Team 		
11.Attendance	<p>To improve attendance and reduce persistent absenteeism</p> <p>Average attendance of all pupils at least 96.5%</p> <p>Average attendance of PPG pupils at least 94%</p> <p>Rewards for attendance in the awards</p>	<p>Average attendance of all pupils at least 96.8%</p> <p>Average attendance of PPG pupils at least 94.5%</p>	<p>Average attendance of all pupils at least 97%</p> <p>Average attendance of PPG pupils at least 95%</p>

	assemblies including: <ul style="list-style-type: none"> • “Attendance shop.” • Inter-phase competitions i.e. best attendance of the week/term etc. 			
12. Pupil Premium Grant	Closing the gap between PP and others nationally in Reading, Writing and Maths through quality first teaching. <ul style="list-style-type: none"> • Close the progress gap between FSM6 and Non FSM6 at the end of Key Stage 2. • At least 70% of PPG pupils achieve RWM combined in KS2 • Rapidly narrow the attainment gap of pupils in Key Stage 1 in all subjects (R.W.M) 	Pupil Premium children are provided with instant and rapid intervention to ensure that their progress matches or exceeds that of the non PP children in R, W and M. Review the current use of Teaching Assistants and using EEF research develop their timetable structure so that their input in class involved rapid booster support to close the gap in the area of learning. Success: The difference between the proportion of PP achieving expected standard in Year 2 and Year 6, compared to other non PP children nationally is smaller than academic year 2017-18		
	All Pupil Premium attendance to be 95%+ and rarely late for school. Pastoral Care through Place2be for PP children and families Persistent absence to be below national %	Success: Attendance of PP to will be in line with Non-PP children and above the national average. (National average 96.1% for 2016-17) Persistent Absence rates for PP is 90% and below: 8.8% 85% and below: 2.7%		
	To narrow the gap in EAL pupils and Boys Communication and Language in EYFS	At least 80% PP children to attain ‘at least Expected’ across all Communication and Language ELGs Additional TA in EYFS to develop and support language skill of pupils newly arrived and also EAL pupils. Develop a programme of language support for the Boys so that they are in line with Girls.		
Vulnerable Pupils / SEND	Provision for SEND child is closely monitored and supported through the SENco impacting pupils’ progress.			
13. Safeguarding	<ul style="list-style-type: none"> • Annual Safeguarding Audit sec 175 identifies that the school meets all statutory duties • Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of 			

	<p>education</p> <ul style="list-style-type: none"> • To continue to promote Online Safety to ensure children are aware of how to stay safe online and on social networking sites. • Continue to provide effective welfare provision to ensure pupils are safeguarded • Safer recruitment 		
14. Health and Sports Premium Grant	<p>Establish a culture of 'Healthy eating – healthy living' to reduce the % of obesity in school.</p> <p>a. At least 20% of children in KS2 take part in an inter-school sports activity</p> <p>b. Target group of inactive pupils take part in specific regular planned physical activities on a weekly basis through Sport Plus</p> <p>c. At least 2 hours per week of PE lessons for all children</p> <p>d. Sports leaders running play activities on a daily basis (L Richards / Sport Plus)</p> <p>e. (well-being) Children are happier (95% state that they enjoy school – fewer than 2% of pupils say they have been bullied)</p> <p>g. (well-being) Fewer instances of poor behaviour (use AHT behaviour tracker)</p> <p>h. Implement and monitor Change4Life programme (Zoe)</p>	<p>Establish a culture of 'Healthy eating – healthy living' to reduce the % of obesity in school.</p> <p>a. At least 25% of children in KS2 take part in an inter-school sports activity</p> <p>b. Target group of inactive pupils take part in specific regular planned physical activities on a weekly basis through Sport Plus</p> <p>c. At least 2 hours per week of PE lessons for all children</p> <p>d. Sports leaders running play activities on a daily basis (L Richards / Sport Plus)</p> <p>e. (well-being) Children are happier (97% state that they enjoy school – fewer than 2% of pupils say they have been bullied)</p> <p>g. (well-being) Fewer instances of poor behaviour (use AHT behaviour tracker)</p>	<p>Establish a culture of 'Healthy eating – healthy living' to reduce the % of obesity in school.</p> <p>a. At least 28% of children in KS2 take part in an inter-school sports activity</p> <p>b. Target group of inactive pupils take part in specific regular planned physical activities on a weekly basis through Sport Plus</p> <p>c. At least 2 hours per week of PE lessons for all children</p> <p>d. Sports leaders running play activities on a daily basis (L Richards / Sport Plus)</p> <p>e. (well-being) Children are happier (99% state that they enjoy school – fewer than 2% of pupils say they have been bullied)</p> <p>g. (well-being) Fewer instances of poor behaviour (use AHT behaviour tracker)</p>
15. Parents and the Wider Community	<p>a. At least 90% of parents have downloaded the Marvellous me app</p> <p>b. All parents have signed and returned consent forms (including data consent)</p> <p>c. Parent involvement – Aspirations / Careers drop in sessions</p> <p>d. Re-set up the Parent / Friends partnership (more about partnership rather than raising funds).</p> <p>e. Provide timely information to parents regarding the curriculum through information meetings, letters, curriculum maps and newsletters, mid-year and end of year reports.</p> <p>f. Provide clarity and consistency for parents regarding homework, i.e. deadlines and expectations.</p>		

	g. Review the current homework policy together with the staff; devise an approach in making homework more enjoyable, allowing for parents and children to work together (academic and practical homework tasks).		
16. Curriculum / British Values	<p>Teaching to embed the four key themes of BV through Healthy Minds and Healthy Bodies Curriculum.</p> <p>At least 3 pieces of writing over the year, linked to British Values, in pupils' books through the HMHB curriculum.</p>	<p>Teaching to embed the four key themes of BV through Healthy Minds and Healthy Bodies Curriculum.</p> <p>At least 3 pieces of writing over the year, linked to British Values, in pupils' books through the HMHB curriculum.</p>	<p>Teaching to embed the four key themes of BV through Healthy Minds and Healthy Bodies Curriculum.</p> <p>At least 3 pieces of writing over the year, linked to British Values, in pupils' books through the HMHB curriculum.</p>
17. Staff CPD	<p>Each member of staff has a programme of CPD for the year through performance management and personal progression plan. Staff to take ownership of their CPD through the Principles of Excellence.</p> <p>b. Every member of staff can identify at least 2 CPD activities they have undertaken during the year to further develop the quality of teaching and learning.</p> <p>Agree time in lieu on staff INSET for 2018-2019 instead of training days at the end of the academic Year Maximising the impact of support staff across the school to ensure good and better progress for all pupils.</p>	<p>Each member of staff has a programme of CPD for the year through performance management and personal progression plan Staff to take ownership of their CPD through the Principles of Excellence</p> <p>b. Every member of staff can identify at least 2 CPD activities they have undertaken during the year to further develop the quality of teaching and learning.</p> <p>Agree time in lieu on staff INSET for 2019-2020 instead of training days at the end of the academic Year. Maximising the impact of support staff across the school to ensure good and better progress for all pupils.</p>	<p>Each member of staff has a programme of CPD for the year through performance management and personal progression plan. Staff to take ownership of their CPD through the Principles of Excellence</p> <p>b. Every member of staff can identify at least 2 CPD activities they have undertaken during the year to further develop the quality of teaching and learning.</p> <p>Agree time in lieu on staff INSET for 2020-2021 instead of training days at the end of the academic Year Maximising the impact of support staff across the school to ensure good and better progress for all pupils.</p>
18. Subject	Group A: Role model their own subject area	Group A– role model their own subject area	Group A– role model their own subject

Leader	to others so that they are the experts Group B: Develop the role of new subject leaders.	to others / mentor Group B Group B: Role model their own subject area to others so that they are the experts. To develop the skills of other staff to support core leaders with projects around English and Maths – TLR3 Project payments. Identify the need through SEF/Previous Outcomes	area to others / mentor Group B Group B: Role model their own subject area to others so that they are the experts To develop the skills of other staff to support core leaders with projects around English and Maths – TLR3 Project payments. Identify the need through SEF/Previous Outcomes
19. Performance management	Use the structure of The Four Principles to strengthen teachers pedagogy and Personal Progression Plans so that pupil outcome continue to rise year on year.	Use the structure of The Four Principles to strengthen teachers pedagogy and Personal Progression Plans so that pupil outcome continue to rise year on year	Use the structure of The Four Principles to strengthen teachers pedagogy and Personal Progression Plans so that pupil outcome continue to rise year on year

1. Pupil Outcomes - Improving outcomes at the end of Reception, KS1 and KS2 (particularly KS1)						Indicator		
<i>Why? ...because this is how the overall success of the school is measured and is an indication of the impact of the quality of teaching and learning over time at Featherstone Primary...and because KS1 results in 2018 were, overall not close enough or above national</i>								
What do we want to improve linked to three year plan	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact ?	Cost ?	Who will monitor its impact and to whom will this be reported?	Au	Sp	Sm
1.1 EYFS Outcomes (7) Standards in EYFS	To continue to develop the progress tracker for EYFS pupils to support pupils progress meetings. Assessment is accurate and	On-going and by July 2019	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	Release time for LW and DG to work on data and assessment.	HT Report to EYFS Gov			

	<p>based on high-quality progress evidence.</p> <p>Provision across all areas of learning is planned meticulously by DG/AG and TAs. It is based on rigorous and sharply-focused assessments of children's achievement so that every child undertakes highly challenging activities.</p>		<p>to their starting points.</p> <p>GLD Expected and above is in line with National averages in Reading, Writing and Maths (Number, SSM)</p> <p>At least 60% GLD for 2018-2019</p> <p>At least 60% of Summer born children in Reception achieve a GLD</p>					
<p>1.2 Maths Outcomes (5 &__)</p> <p>To improve the number of children achieving the expected standard in Maths at the end of KS2</p>	<p><i>To track</i> in each half term the progress of each class and check that we are closing the gap between the Milestone set for each class in maths. <i>LW / ND and JL and EG</i></p> <p>LW: Year 3/ 5 ND: Year 4 / 6 EG: Year 2 and 6 JL: Year 1</p> <p>ARE: Maths is at least in line with the Year Two base standard.</p>	<p>On-going and by July 2019</p>	<p>KS1 and KS2 % EXS+ reaches at least National averages in Maths (and GDS).</p> <p>The maths leaders through her action plan a robust action plan to lead maths across school so that both teachers' confidence in maths is strong.</p> <p>Progress scores all above 0 in KS2.</p> <p>To increase the % of pupils achieving Greater Depth in KS1 and KS2 to be in line with Nat Av.</p> <p>Progress of different groups of learners(8)</p>	<p>Release time planned for monitoring and training.</p> <p>Staff INSET time in lieu has been planned.</p>	<p>HT and Ian Scarrett to monitor the development on a half termly basis</p> <p>Report to Curriculum Committee</p>			

	<p>Maths test material developed by LW to assess this.</p> <p>English test material: JL to look into inference material (i.e Lexia)</p> <p>Number of % of pupils to achieve GD in RWM to be or at least in line with the Year two base standard.</p> <p>Progress scores all above 0</p>		<p>All groups of learners make at least expected progress on average in each year group (Boys, Girls, SEN, EAL, PPG)</p> <p>b. At least 5% more PPG pupils than the previous year are EXS in each year group in each subject</p> <p>c. At least 65% of Summer born children in Reception achieve a GLD.</p> <p>d. Summer born children in Year 2 and Lower Attaining perform in line with all pupils</p>					
<p>1.3 English Outcomes (5 & 8)</p> <p>Reading, Writing outcomes at the end of KS1 to rise and in KS2 to be in line / above National</p>	<p>Across almost all year groups current pupils make consistently strong progress, developing secure knowledge, understanding and skills, considering their different starting points</p>	<p>On-going and by July 2019</p>	<p>KS1 and KS2 % EXS+ reaches at least National averages in Reading, Writing and Maths (and GDS)</p> <p>Progress scores all above 0 in KS2.</p> <p>GDS in writing at the end of KS1/ KS2 in line with National %.</p> <p>Summer born children in Year 2 and Year 6 perform in line with all pupils in English.</p> <p>Progress of different groups of learners(8)</p> <p>All groups of learners make at least expected progress on average</p>	<p>Release time planned for monitoring and training.</p> <p>CPD for JL</p>	<p>HT and David Miller to monitor the development on a half termly basis</p> <p>Report to Curriculum Committee</p>			

			<p>in each year group (Boys, Girls, SEN, EAL, PPG)</p> <p>b. At least 5% more PPG pupils than the previous year are EXS in each year group in each subject</p> <p>c. At least 65% of Summer born children in Reception achieve a GLD.</p> <p>d. Summer born children in Year 2 and Lower Attaining perform in line with all pupils</p>					
<p>1.4 Phonics KS1 Outcomes (5 & 8)</p>	<p>To ensure that the % of pupils passing their phonics test is in line with outcomes for reading from EYFS for Year 1.</p> <p>JL to develop staff knowledge in KS1 on the teaching of phonics and support for spellings</p>	<p>On-going and by July 2019</p>	<p>Current Year 1 Outcomes for Year 1 to be at least in line with outcomes from EYFS (July 2018)</p> <p>Current Year 2 pupils – 90% of pupils of up to Year 2 to have passed their phonics screening.</p> <p>Current Year 3: Track the 12% of pupils who still need to pass their phonics from Year 2.</p>	<p>CPD for Year 1 staff</p> <p>CPD for JL</p>	<p>HT and D Miller to monitor the development on a half termly basis</p> <p>Report to Curriculum Committee</p>			
<p>1.5 SPAG KS2 (5 & 8) Continue to build on the success in GPS across the school</p>	<p>Re-visit expectations for the teaching of GPS throughout the week – purchase resource books to maintain consistency across KS2.</p> <p>ND to develop staff knowledge in KS2 on the teaching of SPAG</p>	<p>On-going and by July 2019</p>	<p>Positive impact in pupils' writing (80% reaching EXS in each year group by the end of the year).</p> <p>Pupils weekly spelling scores increase and pupils apply their spelling knowledge in their written work - consistently</p>	<p>CPD for KS2 staff</p> <p>CPD for JL</p>	<p>HT and D Miller to monitor the development on a half termly basis</p> <p>Report to Curriculum Committee</p>			

<p>1.6 Vulnerable Pupils Outcomes incl SEND (12)</p> <p>Improve the outcomes of vulnerable pupils</p>	<p>SEND and Pupil Premium Continue to ensure good or better progress for all pupils by tracking and evaluating pupil premium spending. Track Pupil Premium V Non-Pupil data through tracker devised by LW</p> <p>Manage, track and evaluate pupil premium spending into clear cost centres – (ND / LW/ JL / EG) further develop and tracks data on a half termly basis.</p>	<p>On-going and by July 2019</p>	<p>Close the gap - PPG pupils must make more progress than non-vulnerable pupils</p> <p>Increasing the percentage of PPG pupils at expected and above in each year group.</p>	<p>Release time planned for ND and EG</p>	<p>HT and AHT to monitor</p> <p>Report to Pupil Premium Governor and Curriculum Committee</p>											
<p>1.7 (5 & 8) Combined Outcomes in RWM</p>	<p>To improve combined ARE outcomes in RWM for each pupil from their starting points using data from end of Key Stage outcome</p> <table border="1" data-bbox="389 1059 757 1198"> <thead> <tr> <th>Year</th> <th>Starting point</th> </tr> </thead> <tbody> <tr> <td>Year 1 and Year 2</td> <td>Starting from EYFS</td> </tr> <tr> <td>Year 3,4,5</td> <td>End of KS1</td> </tr> <tr> <td>Year 6</td> <td>End of KS1</td> </tr> </tbody> </table>	Year	Starting point	Year 1 and Year 2	Starting from EYFS	Year 3,4,5	End of KS1	Year 6	End of KS1	<p>On-going and by July 2019</p>	<p>KS1 Combined Reading, Writing and Maths at 66% (in line with EYFS outcome).</p> <p>GDS in writing at the end of KS1 and KS2 in line with national Summer born children in Year 2 and Year 6 perform in line with all pupils in Reading, Writing and Maths</p>	<p>Release time planned for pupils progress meeting</p>	<p>HT and all SLT to monitor the development on a half termly basis</p> <p>Report to Curriculum Committee</p>			
Year	Starting point															
Year 1 and Year 2	Starting from EYFS															
Year 3,4,5	End of KS1															
Year 6	End of KS1															
<p>1.8 Maths (8) Number and mathematical skills</p> <p>To raise standards in</p>	<p>To ensure reasoning and problem solving opportunities are given to all pupils at least twice per</p>	<p>On-going and by July 2019</p>	<p>The proportions of pupils making better than expected progress in Key Stage 2 to rise to national average and progress to be at</p>	<p>Release time to plan training for staff</p>	<p>HT and I Scarrett to monitor the development on a half termly basis</p>											

Maths by reinforcing knowledge of number and mathematical skills of reasoning and problem solving	week To continue to increase the number of opportunities that pupils have to develop estimation and calculation strategies and use these to solve number problems (Ofsted 2015 – development action)		above 0 Across the school, pupils’ ability to use estimation and mental calculations strategies are developed well enough to allow them to solve more complex mathematical problems effectively.		Report to Curriculum Committee			
1.9 Reading (8) Establish a reading culture across the school resulting in improved standards and progress	Literacy leader to develop a long term plan in stages so that ‘Every child to read a 100 books before leaving primary school’	On-going and by July 2019	Pupils love the challenge of reading. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.	Cost of additional books in class and library through Peters Books.	HT and David Miller to monitor the impact of this across			
1.10 Writing – Quality Text (8) Improve standards of writing for all pupils across the school and especially at the end of Key Stages (by	Continue to improve the teaching and learning of writing in school so that children’s outcomes (attainment and progress) are always at least good, through ‘The Power of Reading,’ starting with staff CPD – ensuring excellent subject knowledge in	On-going and by July 2019	More work on the planning process leading to extended writing (including Talk for Writing / power of writing) so by year 4/5 the techniques are instilled into pupils. Higher percentage of GDS in writing at the end of KS2 (e.g. 20/25%)		HT and David Miller to monitor the development on a half termly basis Report to Curriculum Committee			

<p>improving cross curricular links and extended writing across all year groups)</p>	<p>grammar and the writing process; pedagogical knowledge incl. the use of planning frames, peer editing, support prompts and getting the children thinking like authors (writing as a reader and reading as a writer).</p> <p>Moderation of writing – internal and external through Erdington Consort</p> <p>Encourage children to think of themselves as writers as soon as they enter our school.</p> <p>We share and celebrate the processes children go through to become successful writers through our themed assemblies to celebrate excellent work. I.E. Week one writing, two maths, three S&L, four art etc.</p>		<p>Moderation/book scrutiny shows an improvement in writing across the school with clear evidence of the writing process.</p> <p>Evidence of cross-curricular writing opportunities.</p> <p>Writing KS1 and KS2 % EXS+ reaches at least National Average. 85-90% of pupils to reach EXS in each year group by the end of the year.</p> <p><i>End of KS1 and KS2 (at least)</i> <i>a. National averages in Writing (including GDS)</i> <i>b. Progress score in writing above 0 in KS2</i></p>					
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2. Teaching, Learning and Assessment - Improving the quality of Teaching and Learning (particular in mathematics)						Indicator																																						
<i>Why?... High quality teaching and learning will lead to improved outcomes, mental health and well-being (and vice-versa).</i>																																												
What do we want to improve linked to three year plan	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact?	Cost?	Who will monitor its impact and to whom will this be reported?	Au	Sp	Sm																																				
2.1 Teaching and Learning (2 & 6) Maintain the quality of teaching as good or better	Quality of teaching for 2017-2018 was 93% good or better. For 2018-2019 a. At least 100% of lessons judged to be good b. At least 30% of lessons judged to be outstanding	On-going and by July 2019	Through monitoring, demonstrate the impact of Principle Two on lesson design. Teachers to use the lesson design structure to further develop their pedagogy in quickly identifying and supporting pupils who are falling behind. Teachers to use PM targets linked to their cohort.	Release time planned for monitoring	Edris Gaibee Jay Lacey Nathan Douglas Laura Whitehouse HT report to GB.																																							
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2.2 Performance Management (19 & 6) Use the	Year two of consolidate ‘The Principle of Excellence’. The quality of teaching to rise as a result of teachers taking ownership of their Personal Progression Plan.	Sept 2018 - July 2019	Through The ‘Four Principles of Excellence in Teaching at Featherstone’, which will further aims to: <ul style="list-style-type: none"> Provide incisive performance management and 	Release time planned for monitoring	Edris Gaibee Jay Lacey Nathan Douglas Laura Whitehouse HT report to GB.																																							

<p>structure of The Four Principles to strengthen teachers pedagogy and Personal Progression Plans</p>	<p>Provide a transparent monitoring approach, making clear and accurate judgments. This will support the school's evaluation process.</p> <p>Plan INSET on 4th September 2018 on Quality of Teaching Overtime 2017-18 and set targets / expectations for 2018-19.</p>		<p>accountability linked to pay.</p> <ul style="list-style-type: none"> • Supports Teachers to improve their own practice. • Informs CPD and coaching. • For teaching assistants – to develop their skills via Personal Progression Plan. 					
<p>2.3 Maths (2, 5 & 6) Strengthen the quality of teaching in maths</p>	<p>Maths leaders to devise a clear action plan to improve the standards of maths in all year groups.</p> <p>Monitor the provision given to FSM pupils every half term to ensure all PP children are given support to allow them to make good progress and reach expected standards by looking at <i>data, books and updating Pupil Premium Provision maps</i> (see new provision mapping to be devised by EG/LW/ND)</p> <p>Conduct <i>pupil interviews</i> once a term with pupils to assess how they feel about Maths and if they feel supported/what is used to help them.</p>	<p>On-going and by July 2019</p>	<p>To improve the number of children achieving the expected standard</p> <p>The action plan shows how maths CPD for teacher, structure of monitoring, resources are clearly planned to raise standards.</p>	<p>Release time planned for monitoring</p> <p>Meet with teachers to discuss progress and support.</p>	<p>Monitoring by Ian Scarrett</p> <p>HT report to GB.</p>			

<p>2.5 Core Subjects (5 & 2) Quality of teaching in writing across school</p>	<p>To further support teachers' confidence and subject knowledge in quality of writing (in particular GD) arrange moderation of writing externally through Services for Education / Erdington Consortium / Other MAT schools.</p>	<p>On-going and by July 2019</p>	<p>Writing assessment judgement in greater depth across school to rise as a result of regular moderation.</p>	<p>Release time to attend events.</p>	<p>JL / EG to arrange. Report to Curriculum Committee on standards and staff CPD</p>			
<p>2.5 Science Standards in other Subjects (6) Ensure science is effectively taught across KS1 and KS2</p>	<p>HB to create planning prompts for each year group that identifies a range of appropriate enquires for each topic, covering all strands (with list of class based resources needed)</p> <p>HB to create enquiry planning templates to support with the development of write-up skills and the range of coverage – This will further aim to support pupils writing skills.</p> <p>Book Scrutiny to be carried out by HB looking at Working Scientifically coverage and the use of enquiry planning templates in lessons.</p> <p>Staff CPD and Sharing of Good Practice of Working Scientifically in each year group (also see Science Subject Action Plan).</p>	<p>On-going and by July 2019</p>	<p>Standards in Science as just as good as RWM combined.</p> <p>The teaching of science through books and displays is of high quality.</p>	<p>Release time planned for monitoring</p>	<p>ND to mentor Helen and support. EG to monitor Report to Curriculum Committee on standards.</p>			

<p>2.6 Develop consistency of precision of feedback enabling pupils to make improvements to their work</p>	<p>Teachers provide pupils with incisive feedback, in line with the school's Marking and Feedback Policy, both verbally and in writing about what pupils can do to improve their knowledge, understanding and skills.</p> <p>Pupils understand how to improve as a result of useful feedback, written or oral, from teachers.</p> <p>Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.</p>	<p>On-going and by July 2019</p>	<p>Feedback points can be seen as an ongoing dialogue. Pupils understand in detail how to improve their work.</p> <p>Regular responses to feedback can be seen through monitoring.</p> <p>Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve across the curriculum.</p>	<p>Release time planned for JL to monitor</p>	<p>JL to lead EG / ND to monitor</p> <p>HT to report to curriculum committee as part of workload development</p>			
<p>2.7 Refine assessment procedures and systems to support accurate tracking of pupils' progress and standards which can be analysed for further improvement.</p>	<p>Further develop the internal tracking system (LW) so that progress and attainment can be tracked for all pupils in RWM combined.</p> <p>Using Frog for curriculum coverage and internal tracker to monitor standards data.</p> <p>Track English and Maths combined from starting points for Year 1 from EYFS and Year 6 from end of KS1 / EYFS from baseline.</p>	<p>On-going and by July 2019</p>	<p>Pupils' combined data in RWM is carefully tracked and intervention / support from teacher is rapid. Teachers will also know exactly which children are achieving and falling behind in combined subjects using school assessment tracker / frog curriculum planner and pupil progress meetings.</p> <p>Teachers, through pupil progress meetings with English</p>	<p>Release time planned for LW to develop assessment tracker.</p> <p>Release time planned for staff through additional</p>	<p>SLT support LW in developing this.</p> <p>HT to monitor and report data to curriculum committee.</p>			

	<p>Compare pupil's attainment and progress from their starting points and build this in PM targets for teachers.</p> <p>Assessment information is used to plan appropriate teaching and learning strategies, including to identify pupils who are falling behind in their learning or who need additional support, enabling pupils to make good progress and achieve well.</p>		<p>and maths lead, follow up and use any assessment starting points data to modify teaching so that pupils achieve their potential by the end of a year or key stage.</p>	<p>INSET for pupil progress meetings.</p>				
<p>2.8 Staff CPD (17) Performance Management (19)</p> <p>Maximising the impact of support staff across the school to ensure good and better progress for all pupils.</p>	<p>Providing training in questioning skills for all TA</p> <p>Opportunities for shadowing from successful LSAs</p> <p>Use The Principles for TA as a base for the quality for support to be good/outstanding.</p>	<p>On-going and by July 2019</p>	<p>Support staff using far more higher order questioning 'how...?', 'why...?' and 'explain...'</p> <p>The quality of support from TA to be good to outstanding.</p>	-	<p>TH to lead and core subject leaders to monitor the impact.</p>			

3. Personal Development Behaviour and Welfare						Indicator		
<i>Why? – High quality intervention will lead supporting pupils mental health and well-being.</i>								
What do we want to improve linked to three year plan	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact ?	Cost?	Who will monitor its impact and to whom will this be reported?	Au	Sp	Sm
<p>3.1 Curriculum / British Values (16)</p> <p>Consolidate the school values through the school Healthy Minds Healthy Body curriculum and SMSC</p> <p>Teaching to embed the four key themes of BV through Healthy Minds and Healthy Bodies Curriculum.</p>	<p>To continue to promote our strong set of school values to prepare children for modern Britain and becoming global citizens.</p> <p>To develop the ability in pupils to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.</p>	Sept 2018- July 2019	<p>Values are lived and understanding deepens across school life to help consolidate pupils’ knowledge, understanding and skills in all aspects of their education. Pupils can explain accurately and confidently how to keep themselves healthy and safe. 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.</p> <p>At least 3 pieces of writing over the year, linked to British Values, in pupils’ books through the HMHB curriculum.</p>	Cost of general Certificates	<p>Monitor: HT / AHT</p> <p>Report: Curriculum Committee</p>			
<p>3.2 (PDBW 10)</p> <p>To continue with the Featherstone</p>	‘The Championship Award Scheme,’ part of ‘The Featherstone Enrichment	Autumn 2018-2019	The Featherstone Championship Award Scheme (part of our enrichment curriculum) inspires,	Cost of trophies	<p>Monitor: HT / AHT</p> <p>Report: Curriculum</p>			

Enrichment Promise	Programme' is undertaken by all children so that every child in school has the opportunity to work towards the next stage of their award – Wood or Tin.		enthuses and motivates children to work towards a self-led yet structured programme of events in seven stages: children undertake volunteering, skills and physical activities to work towards completing a personalised programme which culminates in the final award that they are striving for – Platinum.	£400	Committee			
3.3 Behaviour (9) To work towards behaviour as being Outstanding across school.	Behaviour for learning judged to be good/outstanding in 97% of lessons. Monitoring through the school behaviour tracker and identify children with repeat behaviour patterns. Use the support of school mentor (L Richards) to improve pupils behaviour through a restorative justice approach.	Autumn 2018-2019	a. Zero permanent exclusions (<i>of children who have been at the school for more than 2 years</i>) b. No more than 5 days in total of fixed term exclusions (<i>not including children who joined the school in the last year.</i>)		Monitor by all SLT Report to Jason Hayles (Safeguarding Governor)			
3.4 Place2be (10) Continue to provide effective welfare provision to ensure pupils' emotional incl	To continue with Place2be to support children's Emotional Wellbeing issues and mental health support plan through counselling. Plan with Place2b a plan for	Autumn 2018-2019	Pupils have a consistent opportunity where they can discuss issues close to them. Make comparison to 2017-18 data and monitor trend of issues in 2018-19 that are arising and	Use of pupils premium funding from 2018/19 and 2018/20 £36K	Monitor by HT and Pupil Premium Governor Reporting to FGB			

mental health needs are met.	2018-2020 so that they offer children with the support to cope with emotional and behavioural difficulties which has a positive impact on the whole class, and helps teachers focus on teaching.		support pupils with coping strategies with issues that affect them.					
3.5 Safeguarding (13) Continue to provide effective welfare provision to ensure pupils are safeguarded	Raise awareness and tackle any form of bullying and further develop awareness and understanding of homophobia and gender identity. Use learning mentor to deliver lessons across school / Arrange workshops with CPSO (Carolyn Oates)	Autumn 2018-2019	Behaviour incidents on record drop by 30% from previous year. Fewer instances of poor behaviour both inside and outside (use ND's behaviour tracker to monitor) Children are happier (98% state that they enjoy school – fewer than 2% of pupils say they have been bullied.	Cost of Jane Daniel – LA Safeguarding Board to carry out check.	Monitor by SLT HT to Report to Jason Hayles (Safeguarding Governor)			
3.6 Safeguarding (13) To continue to promote Online Safety to ensure children are aware of how to stay safe online and on social networking sites.	Termly sessions for pupils to raise their awareness of online safety. E-Safety is embedded in Computing LTP. Ciaran Brady (Place2be) MA research 'Online Gaming'. Work with Ciaran Brady on delivering sessions on gaming to pupils in KS2.	Autumn 2018-2019	Policy Central records to show online activity. Fewer incidents from home coming into school. Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.	-	Monitor by HT/ICT leader (JP) Termly report to Jason Hayles (Safeguarding Governor)			

<p>3.7 Safeguarding (13) Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education</p>	<p>Continue to build second year of the PHSE '<i>Lime Project</i>' in pupils making choices in how to keep themselves and others safe in different situations and settings.</p>	<p>Summer 2019</p>	<p>Leaders' fulfil to raise awareness and keep pupils safe from the dangers.</p>		<p>Organised by the AHT (ND) / JP / LW</p> <p>Monitored by the Safeguarding Governor (J Hayles)</p>			
<p>3.8 Safeguarding (13) To arrange further training to raise staff and Governor awareness in Safeguarding through external trainers in line with KCSIE</p>	<p>Annual Safeguarding Audit sec 175 identifies that the school meets all statutory duties</p> <p>Where training is need to arrange this through external agencies.</p> <p>Training for staff in the following:</p> <ul style="list-style-type: none"> • Attachment disorder(Place2be) mindfulness training (Place2be) • County Lines (Hope for Justice) • Domestic Violence – 	<p>Autumn Spring</p>	<p>Leaders' fulfil to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism.</p> <p>Leader raise awareness of what the staff need to do when they suspect that pupils are vulnerable to these issues.</p>	<p>Cost of Jane Daniel – LA Safeguarding Board to carry out check.</p>	<p>Organised by the HT</p> <p>Monitored by the Safeguarding Governor (J Hayles)</p>			

	<p>Women's Aid)</p> <ul style="list-style-type: none"> • Online Gaming and dangers (Place2be) • SSS online training for staff 							
<p>3.9 Sport Premium (14) Establish a culture of 'Healthy eating – healthy living' to reduce the % of obesity in school through the use of Sports Premium</p>	<p>a. At least 30% of children in KS2 take part in an inter-school sports activity through afterschool club/enrichment or lunchtime sports games.</p> <p>b. Target group of inactive pupils take part in specific regular planned physical activities on a weekly basis through Sport Plus.</p> <p>c. At least 2 hours per week of PE lessons for all children.</p> <p>d. Sports leaders running play activities on a daily basis (L Richards / Sport Plus)</p> <p>e. Implement and monitor Change4Life programme (Zoe)</p> <p>f. Develop the role of acting P.E Lead to oversee P.E (J Vasta)</p>	<p>Autumn 2018-2019</p>	<p>Children are happier (95% state that they enjoy school – fewer than 2% of pupils say they have been bullied)</p> <p>)Well-being) Fewer instances of poor behaviour (use AHT behaviour tracker)</p>	<p>Use of Sports Premium</p>	<p>Sport Premium Governor to monitor impact of sport provision.</p>			
<p>3.10 PDBW (10) To promote</p>	<p>Develop Employability Skills in pupils through the <i>Job Shop</i> in school (organised by TA in Key</p>	<p>Oct 2018-2019</p>	<p>Job Centre running – at least 40% of KS2 and 30% of KS1 pupils (including sports leaders) have a</p>	<p>Cost of creating a Job Centre</p>	<p>Organised by Helen Beach</p>			

'entrepreneurial / independence skills'	2 and Key 1). Roles include: Prefects/Monitors/Playground roles/Lunchtime roles/ Reading/Writing Buddies/ attendance shop assistant / prefects / head boy & girl. Pupils to be 'paid' with 'enrichment cheques' which are then banked into their award hours.		whole school responsibility 'job'. This is linked to school values – Aspiration. Pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to school life in modern Britain.		Monitored by HT			
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4. Leadership & Management - Improving the quality (and, thus, the impact) of Leadership and Management						Indicator		
<i>Why? ...because the leadership team provide the strategic guidance and thrust for all school improvement</i>						Au	Sp	Sm
What do we want to improve linked to three year plan	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact?	Cost?	Who will monitor its impact and to whom will this be reported?	Au	Sp	Sm
4.1 Leadership and Management (1) The impact of the Senior Leadership Team To continue to strengthen leadership at all	This will be a new SLT and will need structure and organisation to become established and effective with clearly defined: <ul style="list-style-type: none"> • Roles and responsibilities • Monitoring responsibilities • Communication links and mentoring roles • Reporting to Governors 	Autumn 2018-2019	Ensure that the marking and feedback policy is followed consistently in line with 2.7 Headteacher and AHT (ND / JL /LW) to review the curriculum and ensure continuity and avoid repetition. The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding	-	School Improvement Partner Nominated Governor (D Miller and I Scarrett leadership experience)			

levels; senior leadership, middle leaders subject leaders and Governors			<p>and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.</p> <p>Evidence from monitoring shows a wide range of coverage linked to year group objectives.</p> <p>Subject leaders to monitor coverage and engage in more robust evaluation reflecting from training on subject leadership given by HT and AHT.</p>					
<p>4.2 Leadership and Management (1)</p> <p>Leaders continue to effectively monitor on the quality of Teaching and Learning across the school and implement effective strategies to improve areas of weakness.</p>	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.	Sept 2018 to July 2019	<p>Linked to 2.1</p> <p><u>Quality of teaching for 2018-2019</u></p> <p>a. At least 100% of lessons judged to be good</p> <p>b. At least 30% of lessons judged to be outstanding</p> <p>Leaders' actions have secured substantial improvement in progress for all and in particular disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.</p>	-	HT to monitor	Report to FGB through HT report on the quality of Teaching and Learning		

<p>4.3 Leadership and Management (1)</p> <p>Ensure a relevant, appropriate and effective curriculum for all pupils taking into account their learning needs and interests.</p>	<p>EYFS: A highly stimulating environment and exceptional organisation of the curriculum provides rich, varied and imaginative experiences for pupils.</p> <p>KS1/2: Continue to further develop the Foundation Curriculum so that the broad and balanced curriculum inspires pupils to learn through technology.</p> <p>The design, implementation and evaluation of the curriculum to be effective, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare in school (HMHB / SMSC). Curriculum is relevant, purposeful, challenging and stimulating.</p>	<p>Sept 2018 to July 2019</p>	<p>EYFS: Pupils outcomes are consistent across areas of learning, particularly in the prime areas and the specific areas of literacy and mathematics.</p> <p>KS1/2 – Evidence in pupils' books and learning journals shows clear evidence that teachers plan so that curriculum coverage helps pupils acquire knowledge, understanding and skills in all aspects of their education.</p> <p>Long and medium term planning is high quality, rigorous yet flexible.</p>	<p>-</p>	<p>HT / ND / JL to monitor foundation curriculum HB to monitor Science</p> <p>LW monitor Maths DG / EG – monitor EYFS</p>			
<p>4.4 –Subject Leaders (18)</p> <p>Middle leaders to take greater</p>	<p>Senior Leaders to coach middle leaders to have greater autonomy to develop standards for their</p>	<p>Sept 2018 to July 2019</p>	<p>Subject leaders reflect on and feel deeply involved in their own professional development. Leaders have created a climate in which</p>	<p>Release time for LW/JL/ND</p>	<p>HT to monitor and evaluate the impact of the mentoring. Use staff self-</p>			

accountability and responsibility for moderation and assessment for their subject areas	own subjects areas.		<p>teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.</p> <p>Group A: Role model their own subject area to others so that they are the experts</p> <p>Group B: Develop the role of new subject leaders.</p>		evaluation on mentoring.			
<p>4.5 CPD (17) To provide effective and timely CPD to all staff and ensure quality first teaching in every class</p>	<p>To support the quality of continuing professional development for teachers at the start and middle of their careers and later, including to develop leadership capacity and how leaders and governors promote effective practice across the school.</p> <p>Leaders and governors use high quality professional dialogue to encourage, challenge and support teachers' improvement. Teaching is highly effective across the school.</p>	Sept 2018 to July 2019	<p>Each member of staff has a programme of CPD for the year through performance management and personal progression plan. Staff to take ownership of their CPD through the Principles of Excellence.</p> <p>b. Every member of staff can identify at least 2 CPD activities they have undertaken during the year to further develop the quality of teaching and learning.</p> <p>Agree time in lieu on staff INSET for 2018-2019 instead of training days at the end of the academic Year Staff feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to</p>	Release time for teacher to carry out lesson studies – linked personal progression plan	HT to monitor and evaluate the impact of CPD to Personal Progression / Development Plans.			

			take risks and innovate in ways that are right for their pupils.					
4.7 Leadership and Management (1) To ensure that statutory Responsibilities are met	The school website meets all statutory requirements All data protection duties are followed under GDPR and staff are fully trained. Annual Safeguarding Audit identifies that the school meets all statutory duties	Sept 2018 to July 2019	The governing body ensure that all statutory duties are met for the year incl statutory information on website (https://www.gov.uk/guidance/what-maintained-schools-must-publish-online)	Cost of Cyber Essential Certification through Andrew Mogg	Cath Foster – to check off each term and report to FGB Cyber Essentials Certification in place for August 2018 – D Miller to check off Privacy Notices on website. I Scarrett to check Safeguarding Report and Section 175 Audit to be signed off by J Hayles			
4.8 Attendance (11) To improve attendance and reduce persistent absenteeism.	To improve attendance and reduce persistent absenteeism Average attendance of all pupils at least 96.5% Average attendance of PPG pupils at least 94% Rewards for attendance in	Sept 2018 to July 2019	Average attendance of all pupils at least 96.5% Average attendance of PPG pupils at least 94% Rewards for attendance in the awards assemblies	Attendance training course. Cost of ZL Family Support	Monitoring by PP Governor TH to report attendance data to HT half termly and to Governors (termly) ND to further devise			

	<p>the awards assemblies including:</p> <ul style="list-style-type: none"> • “Attendance shop.” <p>Inter-phase competitions i.e. best attendance of the week/term etc.</p>				the Attendance Shop and work with K Gunning / TA			
<p>4.9 (Attendance 11) To develop and share reporting of attendance and monitoring with all DSL/ SLT and Lead Governor for Attendance</p>	<p>To further develop the format of reporting pupils attendance across school for all and vulnerable pupils.</p> <p>Provide training and work with TH on attendance. Use the expertise of Attendance Improvement Officer (ZL Attendance) to track persistent absenteeism.</p>	<p>Sept 2018 to July 2019</p>	<p>Reports are shared and trends are analysed regularly. HT, together with TH and ZL are able to further monitor attendance arrange intervention /support for child and family through school and Early Help.</p>	<p>Cost of Jane Daniel – LA Safeguarding Board to carry out check.</p>	<p>Monitoring by PP Governor</p> <p>TH to report attendance data to HT half termly and to Governors (termly)</p>			
<p>4.10 Leadership and Management (1) As a full growing school to continue to review and further develop strong and targeted parental involvement</p>	<p>a. At least 90% of parents have downloaded the Marvellous me app</p> <p>b. Continue to increase the level of input for the hard to reach parent</p> <p>c. All parents have signed and returned consent forms (including data consent)</p> <p>d. Parent involvement – Aspirations / Careers drop in sessions</p> <p>e. Re-set up the Parent / Friends partnership (more about partnership rather than raising funds).</p> <p>f. Provide timely information to parents regarding the curriculum through</p>		<p>Share data from Parent Questionnaire Aug 2018 and look at areas of further development.</p> <p>Re-establish the PTA and their active involvement in school (M Blair and A Stubbington / M Felletti)</p> <p>Parent forum meeting to support school on the reviewing of policies i.e. Homework (etc) Theresa Harrington to lead.</p>		<p>Monitoring by parent Governor</p> <p>TH to report parent view to GB</p>			

	<p>information meetings, letters, curriculum maps and newsletters, mid-year and end of year reports.</p> <p>g. Provide clarity and consistency across the school regarding homework, including 'relevance' of tasks set for children (ND / JL / LW)</p> <p>h. Review the current homework policy together with the staff; devise an approach in making homework more enjoyable, allowing for parents and children to work together (academic and practical homework tasks).</p>	<p>Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of parents/staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.</p> <p>Conduct staff questionnaire – use NFER Staff questionnaire</p>					
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Governance, Development and Monitoring Plans		
Term	Focus	Committee /specific Governor / FGB
Autumn	<ul style="list-style-type: none"> • Skills Audit to be undertaken by whole Governing Board • Governor Monitoring Visits (curriculum partners and learning walks) • Headteacher Performance Management (through Sandwell LA) • Review of school's financial management versus the budget agreed in Summer Term 2018 • Governing body to review its own effectiveness / audit skills 	
Spring	<ul style="list-style-type: none"> • Review of school's financial management versus the budget agreed in Summer Term 2018 • Governing Board to review its own effectiveness 	
Summer	<ul style="list-style-type: none"> • Governor Monitoring Visits (curriculum partners and learning walks) • Review of Governance structure to consider relevance and effectiveness for 2019/2020 school year • Governing Board to review its own effectiveness <p>Involve specific Governors to be involved in the evaluation process (Strengths and weakness tasks)</p>	

Governance, Development and Monitoring Plans				
What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like/ what is the impact ?	Who will monitor COG / VCOG/CC/Clerk / HT
To consider the skills and knowledge of the school's governing board through the completion of Audit Skill	Completion of individual skills audits forms to identify skills, competencies and experience and determine where gaps may exist so that these can be addressed through training.	To be undertaken and completed by the Training Governor by the end of the Spring Term. Training Governor then to arrange appropriate training for governors as required.	The Governing Board ensure that all statutory duties are met for the year	HT / Clerk
To ensure that Governor's knowledge of the school is up to date and relevant	Governors to undertake individual learning walks on a regular but ad hoc basis but to ensure that they visit the school twice a year to formally meet with their curriculum partner / class	Learning Walks – Ad hoc and agreed with HT in advance to ensure availability of the staff etc. Governor monitoring visits to be undertaken as per the Governors Programme of Work for 2018/2019	Review Governing Board structure and programme of work for the year – through meeting on 12 th Sept 2018	COG
Ensure that objectives and targets for the school are consistent and flow down from the Headteacher's objectives to staff	Completion of the Head teacher's Performance Management. Ensuring SMART objectives that are then consistent with individual staff objectives and targets for the 2018/2019 year.	Initial Performance Management meeting TBC with a review date also agreed for the Spring Term in 2019.	The Governing Board ensure that all statutory duties are met for the year	PM Governors
Governing Board to review its own effectiveness and self-	Completion of the Governor Self-Evaluation Tool (NGA) to	All Governors to participate in an exercise, to	Review Governing Board structure and	FGB and Clerk

evaluate C Foster to lead.	enable a frank and honest review of its strengths and weaknesses. Contact us by phone on 0121 237 3780 or email consultancy@nga.org.uk	be completed in the Spring Term in 2019	programme of work for the year	
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