



Priority One – Improve outcomes for pupils by improving the quality of teaching all the school so it is consistently good or better

Key Outcomes –

Percentage of children at ARE for RWM combined at KS1 will be at the very least 55% (2016 LA 50%, Nat. 60%).

Percentage of children at ARE for RWM combined at KS2 will be at the very least 60% (2017 LA 58%, Nat. 61%).

Actions required to address the priority (O – Ofsted action 2017)	Lead person(s)	Monitoring Activity	Resources/financial implications	Key Outcomes
<p>CPD for staff – 4th September 2017</p> <ul style="list-style-type: none"> - Safeguarding training and Behaviour expectations - High expectations for learning - Quality first teaching – Top Teaching Toolkit - English and Maths input – planning, teaching, assessment - Whole school curriculum - Effective use of the learning environment <p>Each staff member to be issued with a new 'CPD' book – what will make a difference to teaching at Dean Field' to record CPD, feedback and reflections in order to impact practise.</p> <p><i>O - teaching assistants are highly skilled, especially in the teaching of phonics</i></p>	<p>HT DHT SIC</p> <p>GOVERNOR TBC</p>	<p>Lesson Observations & feedback Work scrutiny Triangulation</p> <p>Review the impact of CPD on training days throughout the year 27th October 15th January 16th April</p>	<p>TAs attendance – 18 x 1 day 40 professional development books</p> <p>TAs attendance – 18 x 3 days</p>	<p>Improvements in the quality of teaching show notable impact on outcomes for children. Staff skills and knowledge have increased.</p> <p>CPD is provided to address any needs identified in the audit. This is seen to have a positive impact on the quality of teaching.</p>
<p>Ongoing CPD for staff – identified through self-evaluation and T&L reviews/ performance management.</p> <p>Areas of focus – Systematic and effective checking of pupil understanding within lessons leading to intervention with notable impact</p> <p><i>O - pupils' understanding of what they are reading is checked effectively to strengthen their vocabulary and comprehension;</i></p> <p>Challenge</p> <p><i>O- staff have high expectations of what pupils, including the most able, can achieve;</i></p> <p>Adapting to pupil responses and needs in lessons; Monitoring pupil progress over time, using information to adapt planning;</p> <p>Frequent and accurate assessments informing planning and setting challenging work building on prior knowledge, understanding and skills</p> <p><i>O - assessment is accurate and used skilfully to set challenging work that matches pupils' needs and abilities, including the most able;</i></p> <p>Marking and feedback; Pupil understand of how to improve their work.</p>	<p>HT, DHT SLT</p>	<p>Lesson Observations & feedback Work scrutiny Triangulation Performance Management Pupil Interviews</p> <p>Dates in M&E plan.</p>	<p>TA attendance at twilights – 18 x 6 hours</p>	<p>Improvements in the quality of teaching show notable impact on outcomes for children.</p> <p>Staff skills and knowledge have increased.</p> <p>Marking and feedback is used effectively to improve pupil outcomes.</p>
<p>Devise with all teaching staff non-negotiables for good teaching and learning to include review of T&L policy, Positive Behaviour Policy, Safeguarding, involvement of governors.</p> <p><i>O - behaviour is managed consistently well in all lessons.</i></p> <p>Use of weekly Professional Development meetings with teaching staff and weekly training sessions with TAs to cover these training needs.</p>	<p>HT</p> <p>Governor TBC – behaviour, safeguarding</p>	<p>Head teacher drop ins etc, to support the implementation of policies such as behaviour, T&L. Behaviour team review incident log daily; shared with SLT at weekly meeting.</p>	<p>TA attendance at training throughout the year.</p>	<p>All staff throughout school are adhering to the non-negotiables and policies.</p>
<p>Create a robust Monitoring & Evaluation Plan to include:</p> <ul style="list-style-type: none"> - Formal observations of T&L - Developmental observations of TAs - Book scrutinies - Drop ins - Pupil Interviews - Learning environment - Learning behaviour - Governance 	<p>HT, DHT</p> <p>Governor TBC</p>	<p>Review for effectiveness half termly. All timetable activities undertaken.</p>		<p>Assessments and work in books match. Progress is evident in all books Pupils can speak confidently about their learning and what they need to do to improve. Pupils are applying skills at a greater depth, not only covering.</p>
<p>Teaching and Learning Review carried out by the Leadership Team and School Effectiveness Officer 19th October 2017.</p> <p>Additional monitoring visits from LA and new academy sponsor (Family of Learning Trust) to be arranged.</p>	<p>HT, DHT, SEO</p>	<p>Lesson Observations & feedback Identification of individual and whole school development points Work scrutiny Triangulation Pupil interviews</p>		<p>The quality of teaching has improved significantly; proven through observation and work in books.</p>
<p>Continually monitor the quality of teaching and learning across the school and continue to develop the Senior Leadership Team to accurately assess the quality of teaching and learning across school using effective triangulation.</p> <p><i>O - Leaders should make sure that:</i></p> <ul style="list-style-type: none"> - adults are highly skilled to ensure disadvantaged pupils and those who have special educational needs and/or disabilities make good progress - the work of teaching assistants is checked thoroughly and managed well - pupil premium funding is used well to raise standards for disadvantaged pupils - pupils' experiences of other cultures are strengthened - middle leaders access high-quality professional development so that their skills in checking the curriculum, the quality of teaching and pupils' work improve quickly - information provided by the school on its website meets requirements - staff knowledge of safeguarding procedures is checked more effectively. 	<p>HT DHT SEO SLT</p> <p>GOVERNOR TBC</p>	<p>Joint observations & scrutiny of work SLT meetings Cross checking using triangulation</p> <p>All dates available on school M&E calendar.</p>	<p>Release time for observations.</p>	<p>Monitoring strategies throughout the school are more robust. Judgements of all Leaders are quality assured and found to be compatible.</p> <p>Support plans to be put in place for teachers when necessary in line with the school's capability policy and procedure.</p>
<p>Provide an effective mentoring programme for the 2 NQTs within school. Each NQT to have an SLT member as mentor and the programme to be overseen by NQT coordinator.</p>	<p>NQT co NQT Mentors</p>	<p>Half termly review meetings and coordinator meeting.</p>	<p>Release time for NQT programme.</p>	<p>Successful completion of NQT induction year by both NQTs. Support in place is necessary.</p>



School Improvement Plan 2017-18

<p>Increase the percentage of pupils attaining ARE and above in Reading, Writing and Maths (and combined) by:</p> <ul style="list-style-type: none"> - consistently providing quality first class teaching <i>O - planned work captures pupils' interests to strengthen their attitudes to learning and help them develop greater confidence and independence in learning;</i> - promoting sufficient challenge - providing more opportunities for independent learning and investigation, particularly for the more-able pupils <i>O - increased opportunities are available for pupils to apply their mathematical skills and write at length across a wide range of subjects</i> - appropriate differentiation - use of effective interventions to accelerate progress - effective use of other adults to impact learning <i>O - teaching assistants are highly skilled, especially in the teaching of phonics</i> 	<p>HT T&L committee</p> <p>GOVERNOR TBC</p>	<p>Lesson observations Pupil interviews Work scrutiny Triangulation Data analysis</p> <p>Pupil progress meetings SEN review meetings Pupil Premium review meetings</p>		<p>Notable increase in percentage of pupils attaining ARE and above in Reading, Writing and Maths.</p> <p>Pupils actively know what to do to improve.</p> <p>Teachers are consistently meeting the needs of all groups of learners within each cohort.</p> <p>Support packages are in place for vulnerable cohorts.</p>
<p>Improve the provision in the early years by making sure that:</p> <ul style="list-style-type: none"> - progress information is used well by adults to plan the next steps in learning - learning journals record children's achievement fully to inform future learning so children make good progress and are challenged more effectively - indoor and outdoor resources are further developed to strengthen children's progress in reading, writing and mathematics. 	<p>DHT SEO</p> <p>GOVERNOR TBC</p>	<p>All identified on M&E calendar.</p>		
<p>Provide CPD for staff on the effective delivery Guided Reading sessions 13th September 2017</p> <p><i>O - teaching assistants are highly skilled, especially in the teaching of phonics</i></p>	<p>SIC English Leader</p> <p>GOVERNOR TBC</p>	<p>Lesson observations by English Leader w/c 25th September</p>	<p>SIC 1 days - £450</p>	<p>Improved delivery of Guided Reading and notable impact on outcomes for pupils.</p>
<p>Half termly programme (outlined on Monitoring and Evaluation calendar) in place to monitor teaching and learning: Pupil progress meetings with HT at the beginning of each half term, lesson observations, fortnightly work scrutiny, moderation training meeting, dedicated maths training session, assessment week in each cohort, two days release for assertive mentoring meetings with pupils, SEN review meetings with SENCo, Pupil Premium review meetings with PP champion.</p> <p><i>O - assessment is accurate and used skilfully to set challenging work that matches pupils' needs and abilities, including the most able;</i> <i>- pupil premium funding is used well to raise standards for disadvantaged pupils</i></p>	<p>HT, DHT All SLT (SENCo Ma & Eng Leader PP champion)</p>	<p>Lesson observations Pupil interviews Work scrutiny Triangulation</p> <p>All dates outlines on M&E calendar.</p>	<p>1 supply teacher x 6 weeks in the year Internal cover for meetings</p>	<p>Increase in staff accountability for pupils' attainment, progress and outcomes, particularly in English and Maths. Improved outcomes are evident for all children.</p>
<p>Provide additional 1:1 tuition for targeted Y6 pupils in the spring term. Training for tutors to be provided by the HT and English leader.</p>	<p>HT/ English leader</p>	<p>Training sessions with tutors Review meeting after 5 sessions.</p>	<p>18 tutors at £15 per hour for 10 hourly sessions.</p>	<p>All children who receive 1:1 tuition to achieve ARE in reading and maths.</p>
<p>Individual support programmes in place with Beech Hill School for every teacher to strengthen practise and develop quality of teaching. Plans and actions to be personalised to each teacher's strengths and areas for development and to be used to support development and provide evidence for performance management.</p>	<p>DHT DHT @ Beech Hill</p>	<p>Cross school working Lesson observations Pupil interviews Work scrutiny Triangulation</p>	<p>Use of PPA and NQT time for release to visit other schools. Some internal cover may be used.</p>	<p>All teachers receive tailored support to develop their own practise and improve outcomes for pupils in their cohort.</p>
<p>Increase the involvement of parents in their children's learning by increasing social/ school events and introducing class newsletters fortnightly. Ofsted update newsletters and school Facebook page.</p>	<p>DHT</p> <p>GOVERNOR TBC</p>			<p>Increased involvement of parents. Creation of action plan.</p>