

Ashleigh Infant and Nursery School

School Improvement and Development Plan

April 2015 - March 2016

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Information about the School:

NOR as of Jan 2015: 251

Percentage SEN: 13.9%

Percentage Free School Meals (including Ever 6): 8.8%

Percentage EAL: 8.4%

Percentage LAAC: 0.8%

Percentage receiving Pupil Premium (Ever6): 10.8%

Teaching Staff

Miss L Eccleshall

Mrs L Carolan

Mrs J Green

Miss E Hindley

Mrs D Lacey-Scane

Mr L MacLean

Miss C Martin

Mrs J Miller

Mrs S Sprake

Non Teaching Staff

Mrs S Anderson

Mrs E Balls

Mrs M Barber

Mrs D Barrett

Mrs V Botwright

Ms E Brais

Mrs E Chester

Mr M Christmas

Mrs A Clarke

Mrs P Cowdry

Mrs S Digby

Mrs C Dumbrell

Mrs B English

Miss R English

Miss K Ethridge

Mrs T Feeney

Mr C Gately

Mrs C Greengrass

Mrs A Harvey

Mrs C Hubbard

Mrs S Lambert

Mrs C McPherson

Mrs B Moore

Miss L O'Donovan

Miss V Pratt

Mrs E Robinson

Miss H Smith

Mrs J Smith

Mrs S Smith

Mrs J Starling

Mrs C Stratton

Mrs S Walker

Ms A Ward

Ms E Watts

Governors

Mrs K Wood (Chair)

Ms B Brais

Mrs C Dixon

Mrs D Lacey

Mr S Newby

Mr C Read

Mrs T Riddle

Mrs J Satterley

Mrs S Williamson

The school's Aim and Values

- To develop lively and enquiring minds and positive attitudes towards learning

Aims and Values:

We are all stars: Ashleigh makes us shine.

- To ensure a safe, happy and positive place for children, staff and parents.
- To provide challenge and support to allow everyone to achieve their potential.
- To put the children at the centre of every decision we make.
- To create learning that allows children to make mistakes, explore, discuss and understand in an environment that excites the imagination.
- To encourage respect, kindness, tolerance and understanding.
- To celebrate our cultures and the cultures of others.
- To develop a love of learning that creates lifelong learners.

Ofsted Action Plan and Progress since the last inspection (2011)

Key Issue	Progress made	Continuing action
<p>Develop the curriculum further through: providing more regular opportunities for pupils to use ICT across the curriculum.</p>	<p>Curriculum Map in place iPads: bank regularly used in all classes- All teachers have use of own ipad for planning purposes -Claire Martin new ICT coordinator: See subject Action Plan New staff competence discussed with coordinator: training needs identified and acted upon Refresh programme;Resources reviewed: 18 ipads to be bought; Skype The Gambia; Power points for the Gambia G&T lunchtime club 2013-2014 review Summer 2015; Regular monitoring;Discrete ICT skills sessions (Family Learning Room)</p>	<p>Subject leader action plan KS2 development</p>
<p>Develop the curriculum further through: using writing skills more frequently across all subjects</p>	<p>Drama for writing Curriculum Map</p>	<p>Priority Three</p>
<p>Develop the curriculum further through: providing more opportunities for pupils to learn about different cultures.</p>	<p>Gambian Links are well established and curriculum links are made. An annual focus week is held. Power Points from the Gambia are used in assemblies as appropriate. Topic work includes global links. ICT includes Skyping the Gambia. COST £120.00 pa. Sent lap tops to the Gambia Sent books to the Gambia African Drumming lessons and after school club PATHS – coverage?</p>	<p>Across the curriculum</p>
<p>Provide greater challenge for the more able pupils by: making sure tasks are sufficiently challenging.</p>	<p>Intervention: Rigorous programme in place in all classes. TAs recruited. G&T identified in planning</p>	<p>Priority Two Brilliant Club?</p>
<p>Provide greater challenge for the more able pupils by: showing pupils clearly how to improve when marking their work.</p>	<p>Marking Policy reviewed October 2013 to include new staff members. Marking monitored by Jenny Green/Jen Miller TLR and Annie Catlin HT. Self-Assessment systems review Summer 2014 Differentiation including in planning for G & T to ensure challenge in place Questioning to develop learning an observation focus G & T art and PE groups identified and provision made G&T focused Celebration Assemblies</p>	<p>Priority One Priority Two</p>

Priority 1	To develop a consistent approach to marking and feedback that improves learning across the school						
Rationale	<ul style="list-style-type: none"> - Research (see Sutton Trust document from Staff training) shows that the most effective change in practice to ensure all pupils progress is the feedback given to children http://educationendowmentfoundation.org.uk/toolkit/ - A variation in the approach, quality and focus of feedback across classes - Pupil and group specific areas of need (based on achievement) would be partially met through an improvement in the quality of feedback to children - Staff development of assessment and progression knowledge in line with the new curriculum 						
Success Criteria	<ul style="list-style-type: none"> - Across the school the marking system is clear, effective and standardised - All books are marked regularly, positive reinforcement of success and progress is evident, next steps in learning is clearly signposted. - Accelerated progress for children due to quality of feedback - There is an age appropriate expectation that children respond to marking - A manageable workload is agreed 						
OFSTED	Attainment Teaching Behaviour and Safety Leadership and management SMSC						
School Vision	<ul style="list-style-type: none"> - To provide challenge and support to allow everyone to achieve their potential. - To create learning that allows children to make mistakes, explore, discuss and understand in an environment that excites the imagination. 						
Key Objective	To maximise learning by providing high quality, regular and developmental feedback.						
Intended Outcomes	Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation	
1.1	All staff have a clear understanding of the research rationale.	<ul style="list-style-type: none"> - All staff review relevant literature at staff training. - Review latest OFSTED framework and the triangulation of learning 	HT	INSET time/ Staff meeting time	March 2015	Minutes of meeting	HT teacher reports to GB in HT report Governor questions Deep dive day
1.2	Consistent expectations are set across the school including daily practice	<ul style="list-style-type: none"> - Marking and Feedback policy is introduced across the school. - Marking Policy is shared with children and evident in every book (stickers) and classroom (display) - Children demonstrate understanding of feedback and expectations 	HT Teachers	Staff meeting time ½ day supply in each year group	April 2015	Policy agreed Book scrutinies Learning Walks Lesson observation	<ul style="list-style-type: none"> - Policy approved by Governors - Evaluate work scrutiny - Learning Walk with governor
1.3	Regular monitoring of new expectations to ensure consistent practice	Book Scrutiny process to take place every half term per term. Dates shared with teachers year planner. This should be a supportive professional dialogue.	Phase leaders	Phase leader release time	See gant plan for specific dates	Leadership team review	Report on standards of marking submitted to EH and GB
1.4	Review of policy and the impact of changes made	Review policy and approach to marking and feedback. Look at pupil perceptions of marking and feedback	SLT	SLT meeting	March 2016		EH to report to govs Deep dive day book scrutiny records and data analysis

Priority 2		To ensure the progress of vulnerable groups across the school								
Rationale		<ul style="list-style-type: none"> - Pupil premium funding allow schools to direct extra support to those who need it most - Changes in SEN funding streams places a greater emphasis on the autonomy of schools - An Inclusion Manager/SENCo role exists over seeing provision across the school - G and T highlighted as a development area at the last OFSTED 								
Success Criteria		<ul style="list-style-type: none"> - Data monitoring across the school is accurate and consistent - Data monitoring and pupil progress successfully identify and track vulnerable children - Staff focus and spending decisions reflect data/pupil progress - 'Narrowing the gap' data improves against national averages 								
OFSTED		Attainment		Teaching		Behaviour and Safety		Leadership and management		SMSC
School Vision		- To provide challenge and support to allow everyone to achieve their potential.								
Key Objective		Ensure vulnerable children achieve and any gaps are narrowed.								
Intended Outcomes		Actions			Who		Resource/Time	Timescale	Monitoring	Evaluation
2.1	Data is consistent, reliable and accurate across the school	<ul style="list-style-type: none"> - Move all existing school data to Pupil Asset - Arrange training for all teaching staff) - Arrange SLT training for monitoring of data 			HT, SLT, Pupil Asset support		Cost approx. £2000 plus release time	See monitoring plan	Ongoing by HT and key subject leaders	-Quality of data shared with govts
2.2	Pupil progress meetings closely monitor vulnerable individuals and groups	<ul style="list-style-type: none"> - Agree dates and format with the staff - SENCo to attend all Pupil Progress meetings or receive written feedback - Structure of meetings to explicitly recognise key priority groups of pupil premium, SEN and G and T/More Able 			<ul style="list-style-type: none"> -HT to lead first round -Phase leaders to lead second round - All teachers to complete termly 		Staff release/time	See monitoring plan	Written evidence trail	Anonymised examples shared with Govs
2.3	All adults working in the school are aware of vulnerable groups and the extra support they may need	<ul style="list-style-type: none"> - Pupil Group Sheets (PGS) are introduced across the school - PGS included in teacher planning folders, observed lesson plans and shared with TAs (not displayed publicly but available to adults) - Quality first teaching and marking and feedback account for agreed needs 			<ul style="list-style-type: none"> -HT at first round of pupil progress meetings -Phase leaders to lead second round -All teachers 		Staff meeting time with some leadership release	Termly beginning in Spring 2015	Written evidence in class files Adult knowledge of class	Monitoring of progress of vulnerable groups
2.4	Individual provision is put in place where suitable for Pupil Premium, SEND, LAC, G and T and EAL.	<ul style="list-style-type: none"> - Budget created for inclusion manager to adjust provision - Intervention TAs to be line managed by Inclusion manager to ensure target children are prioritised - Clear record keeping of vulnerable children's provision and the impact of that provision 			<ul style="list-style-type: none"> -Inclusion manager -Intervention TAs -Teachers monitor date and progress 		See separate PP costing document	Ongoing in line with Pupil progress and assessment	Impact measures of intervention	Governor linked to Inclusion Manager
2.5	SLT regularly review the provision for	<ul style="list-style-type: none"> - Termly meetings to review impact of initiatives - Training priorities identified for staff to deliver 			SLT		Leadership/release meeting	Monthly agenda	Minutes and impact	Data review

	vulnerable children and its impact	intervention and support		time	item	assessments	
2.6	To develop a Nurture group provision	<ul style="list-style-type: none"> - Identify children through Boxall - Support already trained staff to develop 5 morning per week nurture provision for identified children - Contract Jeni Barnacle to audit support and develop our Nurture provision - Provide necessary financial support, release time and training 	<ul style="list-style-type: none"> - HT - 2 Nurture TAs - Inclusion Manager - Jeni Barnacle 	1 x HLTA 1 x TA JB - £1200 approx Inclusion manager time	Implement in full from Spring 2 2015.	JB to audit and report on 3 occasions Learning walks Observations	Progress of children (Boxall and academic)

Priority 3	To improve boys writing achievement across the school						
Rationale	<ul style="list-style-type: none"> - Gender gap exists in school where girls outperform boys - Boys writing at end of KS1 was above national but L3 was below girls this is predicted to repeat in 2015 - Current Y1 boys writing (2016 KS1 cohort) shows lower percentage are predicted to be in line with age related expectations 						
Success Criteria	<ul style="list-style-type: none"> - 2015 cohort shows gender gap has narrowed at L3 - Monitoring shows curriculum has been adjusted to facilitate boys' writing opportunities - Suitable interventions to support writing are evident and embedded - Attainment prediction for 2016 boys cohort improves 						
OFSTED	Attainment	Teaching	Behaviour and Safety	Leadership and management	SMSC		
School Vision	- To provide challenge and support to allow everyone to achieve their potential.						
Key Objective	The quality of boys writing improves						
Intended Outcomes		Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation
3.1	Embed writing throughout the curriculum	<ul style="list-style-type: none"> - Literacy learning walks to take place termly. Teachers know when they are to take place and feedback is supportive and productive. - Lesson observations linked to Literacy - Planning scrutiny to take place termly to look at how writing skills are being taught and how writing is embedded through links across the curriculum with purposeful writing activities 	<p>SN and JM first round JM termly thereafter</p> <p>SN first round JM termly thereafter to monitor literacy</p> <p>SN and SLT</p>	<p>SLT release time</p> <p>SLT release time SLT release time</p> <p>Ongoing</p>	<p>Spring 1</p> <p>Spring 2 Summer 1</p> <p>Spring 2</p>	Ongoing by JM	<p>Learning walk write ups and actions followed up</p> <p>Lesson observation feedback and actions followed up</p> <p>Planning embeds writing</p> <p>Improvement in standards shown through tracking</p>

3.2	Improve the monitoring of Literacy teaching and standards across the curriculum	<p>Literacy learning walks to take place termly. Teachers know when they are to take place and feedback is supportive and productive.</p> <ul style="list-style-type: none"> - Lesson observations linked to Literacy - Planning scrutiny to take place termly to look at how writing skills are being taught and how writing is embedded through links across the curriculum with purposeful writing activities 	<p>SN and JM first round JM termly thereafter</p> <p>SN first round JM termly thereafter to monitor literacy</p> <p>SN and SLT</p>	<p>SLT release time</p> <p>SLT release time SLT release time</p> <p>Ongoing</p>	<p>Spring 1</p> <p>Spring 2 Summer 1</p> <p>Spring 2</p>	Ongoing by JM	<p>Learning walk write ups and actions followed up</p> <p>Lesson observation feedback and actions followed up</p> <p>Planning embeds writing</p>
3.3	Develop drama for writing across the school	<ul style="list-style-type: none"> - Role play areas to promote writing - Experienced drama trained staff to model how to use drama for writing in lessons and support the planning for this 	<p>All staff</p> <p>CM and EH (JM to coordinate)</p>	<p>Staff meeting time to discuss PPA time to plan</p> <p>Release time for CM and EH</p>	<p>Summer</p> <p>Autumn 2015</p>	<p>JM</p> <p>Lesson monitoring, planning scrutiny JM and SN</p>	<p>Children have access to role play areas whether ongoing or through curriculum time</p> <p>Teachers are more confident in using drama for writing in their lessons</p>
3.4	Use Talk to improve writing across the school	<ul style="list-style-type: none"> - Staff Meeting to discuss Talk for Writing to establish initial understanding and the impact it could have on children's writing - Staff training from an external consultant - Staff observe each other teach through a lesson study model, focusing of the use of talk 	<p>JM and SN</p> <p>SN and JM to source</p> <p>JM/LE</p>	<p>Staff meeting time</p> <p>Staff meeting/inset</p> <p>Release costs</p>	<p>Summer 1</p> <p>Autumn 2015</p> <p>Spring 2016</p>	<p>Reflection journals</p>	<p>Baseline of understanding established to support further training</p> <p>Staff understand how to use talk for writing to improve children's writing</p>

3.5	Develop fine motor skills	<ul style="list-style-type: none"> - Write Handwriting Policy to ensure progression and development of pre-writing and handwriting skills are appropriate in each stage - EYFS staff understand the importance of emergent writing and how they can develop - Train all staff to use Dough Gym (a Fine Motor Skills Intervention) - Monitor use of intervention and impact on children by identifying focus groups, establishing baseline and tracking progress - Children in EYFS to have ongoing access to resources that build on their fine motor development and supports pincer grip, pivotal points, thumb opposition and hand-eye coordination - Write Dance training from external 	<p>JM</p> <p>JM</p> <p>JM</p> <p>All staff to identify group and establish baseline – track progress through writing progression</p> <p>EYFS team</p> <p>JM to arrange</p>	<p>Completed</p> <p>EYFS meeting at lunchtime</p> <p>Staff meeting and additional training session at lunchtime for TAs</p> <p>Termly</p> <p>Ongoing</p> <p>Staff training – staff meeting/inset TBC</p>	<p></p> <p>Spring 1</p> <p>Spring 1</p> <p>Termly</p> <p>Started in Spring 1</p> <p>Autumn 2015</p>	<p></p> <p></p> <p>JM</p> <p>JM</p> <p>JM</p>	<p>All staff know progression of handwriting skills across school</p> <p>All staff delivering Dough Gym as intervention</p> <p>Tracking and data shows increase in writing attainment</p> <p>Writing and Physical Development attainment shows an increase</p>
3.6	Provide engaging and inspiring writing opportunities	<ul style="list-style-type: none"> - Author visits to inspire writing - 6 boy 2C/2B writers to be part of an online blog using their nsix accounts to inspire their writing and write recounts, articles etc - Reception Animation Project to inspire writing 	<p>Cluster Literacy project, JM</p> <p>JM to organise – Year 2 intervention to implement</p> <p>JM to coordinate with external visitor</p>	<p>Spring 1 – Cluster funding</p> <p>Spring 2</p> <p>Spring 2 – Cluster funding</p>	<p>2 x 1 day visits</p> <p>1 session a week</p> <p>1 x day visit</p>	<p>JM</p> <p>JM</p> <p>JM</p>	<p>Children’s work displayed on Cluster Writing Project blog</p> <p>Children achieve higher than predicted</p> <p>Animation video shows children</p>

		<ul style="list-style-type: none"> - BBC Voices to engage children in writing using different approaches - Creative writing weeks – GoGo Dragons (Summer Term) 	<p>JM to coordinate</p> <p>JM and JG</p>	<p>Summer 1 – cluster funding</p> <p>Cost of dragons (School purchased 1 at £495, PTA purchased a 2nd)</p>	<p>½ day visit</p> <p>Summer 1</p>	<p>JM</p> <p>JM and JG</p>	<p>writing in a variety of ways</p> <p>Writing to contribute to blog</p> <p>Children inspired to write and work scrutiny of work produced shows impact of creative writing. Attainment raised</p>
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Priority 4	To develop outdoor education in the school as part of a broad and balanced curriculum						
Rationale	<ul style="list-style-type: none"> - Outdoor learning provides opportunities to develop rounded learning opportunities - Boys writing needs appropriate inspiration and experience to develop skills - 						
Success Criteria	<ul style="list-style-type: none"> - A well planned outdoor learning provision is developing in the school - Staff are suitably trained and are developing their skills to incorporate outdoor learning into the curriculum - 						
OFSTED	Attainment Teaching Behaviour and Safety Leadership and management SMSC						
School Vision	-To develop a love of learning that creates lifelong learners. - - To create learning that allows children to make mistakes, explore, discuss and understand in an environment that excites the imagination.						
Key Objective	Outdoor learning is successfully embedded in our curriculum						
Intended Outcomes	Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation	
4.1	Outdoor learning areas for all classes are in place and their use is embedded in the learning	<ul style="list-style-type: none"> - Create Year 2 outdoor area space to improve curriculum opportunities - Resource area to provide a curriculum that meets current children's needs 	HT Class teachers	£3500	Complete by end of Spring term 2015	<ul style="list-style-type: none"> -Finance -Learning walks to see use -Behaviour improvements 	<ul style="list-style-type: none"> -Learning walk at Deep Dive - Curriculum coverage elements
4.2	Forest Schools training has been provided for suitable staff to develop a Forest School approach	<ul style="list-style-type: none"> -Train a suitable number of staff to deliver a Forest Schools curriculum - Develop an outdoor education lead to oversee cross curricular links and site development 	Teachers/TAs Outdoor Ed lead	Complete FS budget of £10,000	Autumn 2015	Training review Leader's Action plan	<ul style="list-style-type: none"> Meetings with link governor Learning walk
4.3	Grounds development provides and maintains suitable space and provision	<ul style="list-style-type: none"> - Develop our outdoor learning environment (tied in with new build) - Contrast building styles and techniques with a traditional building project - Purchase equipment and resources - 	Outdoor Ed lead	Complete FS budget of £10,000	Autumn 2015/Spring 2016	<ul style="list-style-type: none"> - Learning walks - Curriculum maps 	Resources committee
4.4	Subject leader and teacher develop the use of outdoor education to improve outcomes across the	<ul style="list-style-type: none"> - Links to core subjects developed and to SIDP Priority 3 - History link to building project 	Outdoor Ed lead Lit Lead History lead	Complete FS budget of £10,000	Ongoing		Core subject governors

Priority 5	To develop the leadership potential within the school staff						
Rationale	<ul style="list-style-type: none"> - The school is developing into a Primary which will result in rapid growth and the school needs to grow its leadership accordingly - There are individuals with identified Leadership potential in the school who are driving improvement in Teaching and Learning which is benefiting the school; we need to recognise, support and develop this further - Clearer areas of responsibility need to be developed to increase effectiveness of initiatives 						
Success Criteria	<ul style="list-style-type: none"> - Aspiring leaders will be given access to suitable training and development supported by in school mentoring - Leadership of projects across the school led by a variety of staff improve provision - The school has clear lines of responsibility facilitating its growth to a primary 						
OFSTED	Attainment	Teaching and Learning	Behaviour and Safety	Leadership and management	SMSC		
School Vision	- To provide challenge and support to allow everyone to achieve their potential.						
Key Objective	To create a distributed leadership model through the professional development of leaders and future leaders within the school						
Intended Outcomes	Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation	
5.1	Review staffing structure to build a leadership structure for a large primary	<ul style="list-style-type: none"> - Appoint DH for April 2015 start - Create a leadership structure with clear phase leadership and inclusion leadership 	Govs HT	<ul style="list-style-type: none"> - 2015-16 budget to show increased leadership staff costs 	Spring 2015		
5.2	Develop shared practices and approaches as a leadership team	<ul style="list-style-type: none"> - HT to lead data, pupil progress, learning walks and lesson observations alongside new leadership team - External advisor work with phase leaders to jointly review teaching and learning in their phases 	HT Leadership team Advisor	<ul style="list-style-type: none"> - Leadership release time - Advisor N2GG funded (£500) 	Spring/Summer 2015		
5.3	Delegate those shared practices to phase leaders	<ul style="list-style-type: none"> - Phase leaders assume responsibility for pupil progress and data for their phases reporting to HT 	HT Phase leaders	<ul style="list-style-type: none"> - Leadership release 	From Autumn 2015 (with support) Spring 2016 without support		
5.4	Support leadership development in other schools	<ul style="list-style-type: none"> - HT to lead Cohort to of Encompass Teaching school Headteacher training course (HSP) - Leadership team to be released on a rota when HT is out 	HT	<ul style="list-style-type: none"> - Cost in time reimbursed by teaching school. Used to cover Leadership team release. 	Summer 2015 Review requirements and capacity for following terms		
5.5	Leadership team to all complete relevant training	<ul style="list-style-type: none"> - LTSP for phase leaders - Inclusion specific training for Inclusion lead - Leadership talent pool for 2 school 		<ul style="list-style-type: none"> - Summer term place, Simon Davis funded by N2GG 	1 candidate per term starting Summer 2015		

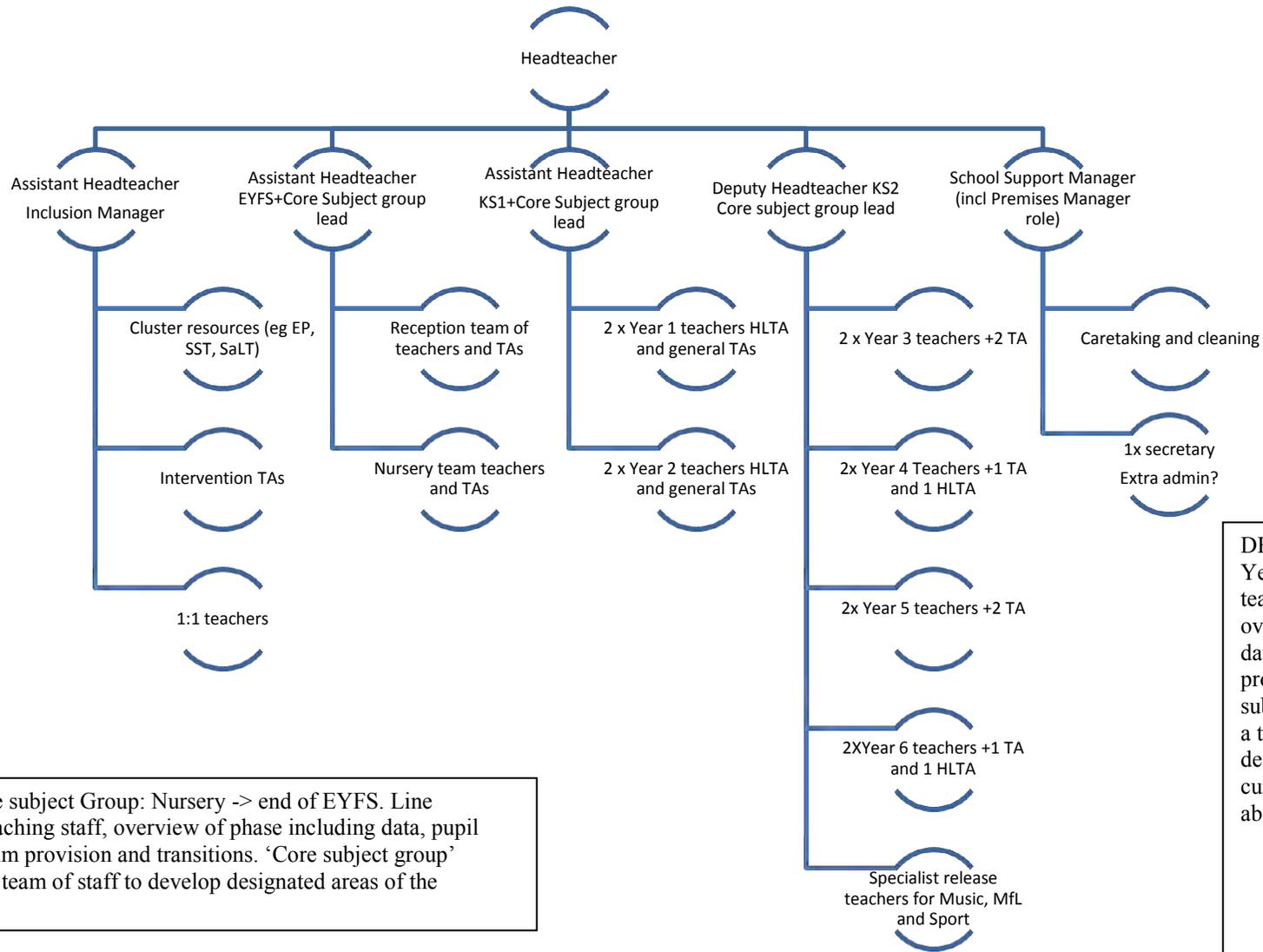
		<ul style="list-style-type: none"> leaders - Advisor Simon davis to support data management of leadership team (half day) 		<ul style="list-style-type: none"> - 1 further place at £400 	Simon Davis in Summer 2015 Talent pool ongoing			
5.6	Develop governor monitoring and challenge	<ul style="list-style-type: none"> - Introduce Deep Dive days - Carry out raiseonline and internal data training - Reassign governor monitoring roles in line with SIDP - External advisor to work alongside governing body to assess impact 	Govs	<ul style="list-style-type: none"> - Release time for Deep Dive days - Advisor paid for by N2GG 	Spring Term for data training Summer term for advisor visit			

Priority 6	To embed the new national curriculum and the assessment of the curriculum						
Rationale	<ul style="list-style-type: none"> - KS1 have transferred to the new curriculum but the school is growing to become a primary so will be introducing KS2 year by year - Assessment of the new national curriculum currently needs to be in place for Year 1 and for Y2 and Y3 next year - Agreed practices for assessing and reporting need to be established 						
Success Criteria	<ul style="list-style-type: none"> - Whole school system are in place to assess children's progress - The school can track progress to support off track children - Parents are clear about the attainment and progress of their children - Children know their next steps but do not feel labelled by their ability 						
OFSTED	Attainment	Teaching	Behaviour and Safety	Leadership and management	SMSC		
School Vision	-To provide challenge and support to allow everyone to achieve their potential.						
Key Objective	- Assessment allows all children to be supported in achieving under the new curriculum						
Intended Outcomes	Actions	Who	Resource/Time	Timescale	Monitoring	Evaluation	
6.1	Data is consistent, reliable and accurate across the school	<ul style="list-style-type: none"> - Move all existing school data to Pupil Asset - Arrange training for all teaching staff) - Arrange SLT training for monitoring of data 	HT, SLT, Pupil Asset support	Cost approx. £2000 plus release time	See monitoring plan	Ongoing by HT and key subject leaders	Deep dive and data shared at Govs meetings
6.2	Introduce new 'in house' assessment criteria for Maths and Reading and implement Big Write for Writing	<ul style="list-style-type: none"> - Agree format and approach with leadership team - Implement in Y1 for Maths in Spring 2 2015 - Year to begin to use after SAT tests to prepare for Y3 - Y1 and Y2 begin to use Big Write from Spring 2 2015 - Year 3 to begin system in Sept 2015 	HT SLT Teachers	Pupil Asset cost above Release time to implement TA time to monitor and manage?	Noted by actions	HT	Shared at Deep Dive
6.3	Map the lower Key Stage 2 curriculum	<ul style="list-style-type: none"> - Map Y3 and Y4 curriculum - Consult parents (see 1st parent forum) - Consult children - Produce document for parents 	DH	Release time Earlier start of DH	Summer 2015	HT to monitor Advisor if needed	Curriculum maps to governors
6.4	Introduce termly age standardised assessments for Reading and Maths	<ul style="list-style-type: none"> - Purchase PUMA and PIRA - Implement in Y1 and Y2 to inform teacher assessment 	Subject Leaders Teacher	Paid for by cluster £1000 approx	Begin Spring 2015 then termly repeat	Track progress	Deep Dive data
6.5	Arrange moderation and standardisation	<ul style="list-style-type: none"> - Await standardisation and DfE performance descriptors - Internal moderation across KS1 and KS2 	Key subject leaders	Release time Advisor cost	Summer 2015 then internal twice per year and external annually		Staff meeting and moderation reports

		- Cluster moderation, moderation with Banham Primary and advisor support						Link governors

AH1 – Inclusion Manager: SENDCo, G and T, Pupil Premium, Behaviour support, Vulnerable groups...

AH3 – KS1 Core subject Group: Year 1 and Year 2. Line management of teaching staff and general TAs, overview of phase including data, pupil progress, curriculum provision and transitions. 'Core subject group' involves leading a team of staff to develop designated areas of the curriculum.



AH2 – EYFS Core subject Group: Nursery -> end of EYFS. Line management of teaching staff, overview of phase including data, pupil progress, curriculum provision and transitions. 'Core subject group' involves leading a team of staff to develop designated areas of the curriculum.

DH – KS2 Core subject Group: Year 3-6. Line management of teaching staff and general TAs, overview of phase including data, pupil progress, curriculum provision and transitions. 'Core subject group' involves leading a team of staff to develop designated areas of the curriculum. Deputises in HT absence.

School Support Manager: Managing admin team, finance, premises staff and the school site.