

Orton Wistow Primary School



Development Plan for School Improvement

2014-2017

‘Taking **PRIDE** in all we do.’

1. Introduction

This plan seeks to celebrate recent achievements as well as to set out the priorities of the school for the future.

The **Development Plan School Improvement (DPSI)** is our prime tool in ensuring purposeful budget planning for the future. It sets out our priorities and our strategic planning to improve upon our past best. All staff, governors, parents, pupils and members of the community contribute to the continuous evaluation of the school's performance throughout the year. Informally or formally, comments or complaints are considered as part of the process of school development. Routinely, problems are solved at all levels by the stakeholders in the school who all work together in the school's best interests.

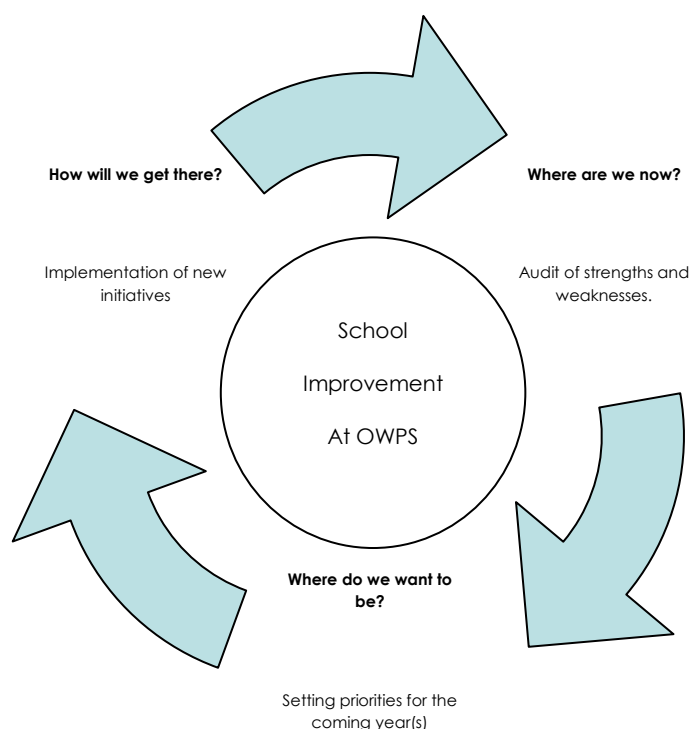
The main purpose of our DPSI is to manage the school's drive towards long-term strategic aims through setting out a cycle of actions that reflects a commitment to continuous self-review and improvement.

- It gives everyone an understanding of where the school is going and what actions will be taken to ensure we get there.
- It sets a timescale for implementation and plans for human and material resources to be directed towards specific goals.
- It helps us determine the pattern of expenditure within the budget and guides the planning of staff training.

The overall schedule is based on the OFSTED Framework, which is applied within the inspection process and defines a regular cycle of review identifying strengths and weaknesses within the School. The identified weaknesses become actions for improvement and form a basis for evaluation of the intended outcomes. Although there is a regular review schedule for all subjects and aspects contained within the OFSTED Framework, the flexibility remains for staff, governors and children to make contributions to the whole SIP process. Additionally, the SIP also reflects a response to local and national priorities and initiatives.

The plan is not a static document. It has been designed to be reviewed and revised at regular intervals throughout the year. It can be added to and changed at any point. It is linked to the budget setting process and will be formally reviewed annually. Staff and Governors will be fully involved in the process.

Ultimately the process is a cyclical one. This can be illustrated by the diagram below.



At OWPS:

At the heart of all that we do, we teach children the skills, knowledge and understanding of what it means to be an independent, active learner and to participate in their own education.

We use a topic-based approach to learning, which begins with an element of mystery, awe and wonder to inspire the children. Our curriculum provides hands on, practical learning, using real life contexts. Learning is child-centred, enquiry based and topical, reflecting the times and culture in which the children live. We bring humour into learning, making it fun, interesting and relevant whilst ensuring that we challenge all pupils regardless of their ability.

Each child's uniqueness is valued and children are given the opportunity to showcase their talents. They are encouraged to pursue and share their own interests and present these in their own way.

Creative learning environments allow children to work independently and collaboratively to make discoveries of their own. Our children can choose their preferred method for learning; drawing on different techniques and media. They understand that making mistakes is part of the learning process.

Our school's success is built on an ethos of a supportive and caring school community where everybody's strengths are utilized. Through effective communication throughout the school, as well as time for teachers and support staff to come together regularly, we ensure that we meet the needs of all children.

All staff are given the opportunity to lead new initiatives and to have a say in how the school can improve. We regularly share expertise and best practice among staff by using their skills and talents. By allowing flexibility in timetabling and having a creative approach to our curriculum we ensure that teachers and children have time to discuss individual needs.

We have also agreed that our new Mission Statement will be:

Orton Wistow Primary School

'Taking **PRIDE** in all we do.'

Values – Our Pride Code:

Our PRIDE Code underpins all that we do as a school.

Polite

Respect

Independent

Do your best

Everybody Matters



New Ofsted Framework

A new Evaluation Schedule for the inspection of Maintained Schools and Academies was introduced for September 2014.

Ofsted explains that schools will be judged on the following areas:

- The overall effectiveness: the quality of education provided in the school
- The quality of the leadership in and management of the school
- The behaviour and safety of pupils at the school
- The quality of teaching in the school
- The achievement of pupils at the school

Inspectors will also consider:

- The spiritual, moral, social and cultural development of pupils
- The extent to which the education provided by the school enables all pupils to achieve, in particular disabled pupils and pupils who have special educational needs.

In light of these changes, the DPSI has been redesigned so that priorities are aligned with the Ofsted Framework.

Review of Previous Year

Achievement	Quality of Teaching
<p>96% of parents in the Annual Questionnaire said that their child was making Good progress because the teaching was Good at the school.</p> <p>100% of staff in the Annual Questionnaire said that children achieve their full potential</p> <p>100% of staff believe that the school is successful.</p> <p>EYFS Reading = 76% of children Expected+ Writing = 75% of children Expected+ Numbers= 74% of children Expected+ Shape, space and measure = 74% of children Expected+</p> <p>69% of children achieved an overall grade of Expected+ in the 5 key areas</p> <p>73% of children in Year 1 achieved the pass rate in the Phonics Screening Test</p> <p>KS1 93% L2b+ in Reading – target 93% 91% L2b+ in Writing – target 89% 86% L2b+ in Maths – target 93%</p> <p>31% L3 in Reading – target 42% 25% L3 in Writing – target 30% 25% L3 in Maths – target 40%</p> <p>KS2 93% L4+ in Reading – target 95% 87% L4+ in Writing – target 90% 70% L4+ in SPAG test 92% L4+ in Maths – target 100%</p> <p>55% L5+ in Reading – target 69% 53% L5+ in Writing – target 59% 56% L5+ in Maths – target 55%</p> <p>8% L6 in Maths</p>	<p>Teaching judged as Good by Ofsted (2011)</p> <p>87% of lessons observed were judged as Good or better. 48% of lessons observed were judged as Outstanding</p> <p>96% of parents in the Annual Questionnaire said that teaching was Good at the school</p> <p>96% of staff in the Annual Questionnaire said that the school tackled the curriculum well and innovatively.</p>
Leadership and Management	Behaviour and Safety
<p>Leadership at all levels praised in the Ofsted report.</p> <p>94% of parents in the Annual Questionnaire said that Leadership and Management was Good.</p> <p>86% of staff in the Annual Questionnaire said that Leadership and Management was Good.</p> <p>Deputyhead commenced National Professional Qualification in Senior Leadership</p> <p>Maths Leader commenced Maths Advanced Skills Teacher Qualification</p> <p>Team Leader commenced her Masters</p> <p>SENCO attained the National Award for Special Educational Needs Coordinators</p> <p>Head appointed as Lead Headteacher for the School to School Improvement System</p>	<p>"Behaviour is good. Pupils are extremely discriminating about what constitutes best behaviour." –Ofsted 2011</p> <p>93% of parents in the Annual Questionnaire said that children behave well.</p> <p>98% of parents in the Annual Questionnaire said that high standards of behaviour are encouraged at all times.</p> <p>89% of staff in the Annual Questionnaire said that children behave well.</p>

Results 2014

FOUNDATION STAGE Results 2014

TEACHER ASSESSMENT				
	Percentage at each level			
	1	2	3	A
Listening and attention	17	55	28	0
Understanding	21	55	24	0
Speaking	17	60	22	0
Moving and handling	12	66	22	0
Health and self care	17	60	22	0
Self-confidence and self-awareness	16	60	24	0
Managing feelings and behaviour	19	57	24	0
Making relationships	10	66	24	0
Reading	24	50	26	0
Writing	26	59	16	0
Numbers	26	48	26	0
Shape, space and measures	26	50	24	0
People and communities	21	60	19	0
The world	21	59	21	0
Technology	12	66	22	0
Exploring and using media and materials	16	69	16	0
Being imaginative	16	69	16	0

Year 1 Phonics screening – 73% pass

Key Stage 1 Targets v Results 2014

2014	L2+ Target	L2+ Result	L2b+ Target	L2b+ Result	L3 Target	L3 Result
Reading	95%	98%	93%	93%	31%	42%
Writing	95%	98%	91%	89%	25%	30%
Mathematics	97%	100%	86%	93%	25%	40%

Key Stage 1 Results 3 Year Averages

	12 L2+	13 L2+	14 L2+	3 Year Ave
R	91%	89%	98%	93%
W	87%	91%	98%	92%
M	93%	91%	100%	95%

	12 L2b+	13 L2b+	14 L2b+	3 Year Ave
R	73%	69%	93%	78%
W	64%	73%	89%	75%
M	71%	78%	93%	81%

	12 L3	13 L3	14 L3	3 Year Ave
R	27%	22%	42%	30%
W	4%	13%	30%	16%
M	7%	18%	40%	22%

Gender %

2014	All L2+	Boys L2+	Girls L2+	All L3	Boys L3	Girls L3
R	89	81	96	22	19	25
W	91	86	96	13	0	21
M	91	90	92	18	19	17

Key Stage 2

Targets 2014	L4+ Original Target	L4+ Revised Target	L4+ Revised Result	L5 Original Target	L5 Revised Target	L5 Revised Result	2 Levels Progress Target	2 Levels Progress Result
English	96%	96%	92%	47%	45%	55%		
Reading	96%	96%	93%	64%	70%	55%	98%	100%
Writing	96%	96%	87%	38%	45%	53%	100%	97%
Mathematics	96%	96%	92%	33%	45%	56%	95%	90%
En & Ma	96%	96%	83%	24%	23%	40%		

SPAG RESULTS

	2013 L4+	2014 L4+	2013 L5+	2014 L5+
SPAG	85%	70%	50%	35%

	2012 L4+	2013 L4+	2014 L4+	3 Year Average	2012 L5	2013 L5	2014 L5	3 Year Average
R	91%	91%	93%	90%	46%	57%	55%	52%
W	91%	96%	87%	89%	30%	45%	53%	48%
M	89%	91%	92%	90%	33%	50%	56%	29%

	2012 APS	2013 APS	2014 APS	2012 2 Levels Progress	2013 2 Levels Progress	2014 2 Levels Progress	3 Year Average 2LP
En	30.6	30.8	29.3	91%	99%	99%	96%
R		31.59	29.35	81%	98%	100%	93%
W		29.93	29.25	84%	100%	97%	94%
M	28.8	30.24	29.3	83%	95%	90%	89%
All	29.7	30.5	29.3				

Value Added

VA	2011	2012	2013	2014
All Subjects	99.8	99.4	102.2	101.4
English	99.8	99.8		
Reading			102.2	100.9
Writing			102.7	102.4
Maths	99.8	99.1	101.8	100.9

% of SEN Children in Y6	2011	2012	2013	2014
SEN	24%	26%	22%	23%

FLOOR STANDARDS

The Department for Education (DfE) sets floor standards showing expected levels of performance for state-funded mainstream primary schools.

The floor standards changed in 2014 so that schools will be seen as underperforming if:	Our Results
fewer than 65% of pupils at the end of Key Stage 2 (KS2) achieved level 4 or above in Reading, Writing and maths and	83%
below the average percentage of pupils at the end of KS2 made expected progress in Reading (compared with the 2014 national median) and	100%
below the average percentage of pupils at the end of KS2 made expected progress in Writing (compared with the 2014 national median) and	97%
below the average percentage of pupils at the end of KS2 made expected progress in Maths (compared with the 2014 national median)	90%

The DfE have confirmed that to be **below** the floor standards, a school's attainment must be below 65% **and** progress must be below the national average in reading, writing **and** maths (not reading, writing or maths)

The provisional KS2 national median for the percentage of pupils making expected progress in each of reading, writing and mathematics in 2014 will be published in October 2014. The revised and final data will be published in December 2014.

Targets 2015**Key Stage 1**

Targets 2015	L2+	L2b+	L3
Reading	98%	87%	33%
Writing	93%	84%	22%
Mathematics	89%	76%	31%

Key Stage 2

Targets 2015	L4+ Revised Target	L5 revised Target
Reading	100%	72%
Writing	98%	53%
Mathematics	100%	56%

Review of 2013/14

Lesson Observations

	O	O/G	G	G/RI	RI	RI/I	I
AUTUMN 13	42%	8%	33%	17%	0%	0%	0%
	83%						
SPRING 14	50%	8%	25%	8%	8%	0%	0%
	84%						
SUMMER 14	56%	11%	33%	0%	0%	0%	0%
	100%						
OVERALL	48%	9%	30%	9%	3%	0%	0%
	87%						

In 2013/14, 87% of lessons observed were judged as Good or Outstanding.

In 2012/13, it was 100% of lessons.

In 2011/12 it was 78% of lessons.

Although there was a decrease in the percentage of lessons judged as Good or better on the previous year, any teacher who was judged as Requires Improvement in the Autumn or Spring terms, improved for their final observation. 100 % of lessons observed in the Summer term were judged as Good or better.

Review of 2013/14

Book Scrutiny

	O	O/G	G	G/RI	RI	RI/I	I
AUTUMN 13	0%	33%	11%	33%	11%	0%	11%
	44%						
SPRING 14	22%	11%	44%	11%	0%	0%	11%
	77%						
SUMMER 14	38%	0%	50%	12%	0%	0%	0%
	88%						
OVERALL	19%	15%	35%	19%	4%	0%	8%
	69%						

In 2013/14, 69% of the Book Scrutinies we conducted were judged as Good or Outstanding.

- Although this percentage is lower than we would have hoped, it is also a reflection of the high expectations we have.
- The quality of feedback has improved significantly over the last three years and we share best practice each term.
- Children respond to feedback and make improvements to their work.
- There is good evidence of children self assessing and peer assessment.
- The use of WALT slips is consistent across the school and these continue to evolve. A good example of this is where teachers now indicate which Alan Peat sentence types are recommended or a mini version of Punctuation Pete.
- In our last round of book scrutiny, we identified that there should be more written evidence in books or files. This has raised the issue that we have created other ways for children to record their ideas and that these are stored in other books or places. This will be addressed in 2014/15 as we will create more opportunities for children to produce written outcomes.

Orton Wistow Primary School – Self-Evaluation Summary Sheet

	Sections	Summary Evaluation	
2	Areas for Whole School Development	For all lessons to be Good, and to increase the percentage of Outstanding lessons from 41% to 60% by July 2015.	
		To raise attainment in Y1 phonics and Y6 SPAG in order to exceed National levels.	
		To raise the impact of parental engagement when supporting their child in mathematics.	
3	Progress in Previous Inspection Key Issues	Key Issue	Progress
		Further develop teaching and learning in order to raise attainment to the highest levels by July 2013 by: 1. refining teachers' use of data at all levels 2. ensuring that work is carefully matched to pupils' abilities and enables them to make outstanding progress.	1. All teachers involved in rigorous pupil progress meetings and setting ambitious targets for each child. 2. Evidence of work well matched to abilities through a better match for SEND children and the use of HOTS to challenge the MA.
4	Achievement	Strengths	Next Steps
		20% increase in L3 at Y2 in Reading, 17% in Writing and 22% in Maths.	1. To raise standards in Phonics Screening in Y1 from 73% to 90% by 2015 2. To raise standards in SPAG results at Y6 from 70% L4+ to 85% and from 35% L5 to 50%.
		Attainment in 2014 was 29.4 in Reading and 29.3 in Writing and Maths.	
		Pupil Premium children 2014 made an average of 4.1 APS progress in all subjects across the school.	
5	Teaching	Strengths	Next Steps
		84% of teaching is at least Good and 41% of teaching is Outstanding	1. Raise the percentage of Outstanding lessons to 60%. 2. Ensure consistency of teaching expectations and policy are completely embedded across the school.
		Learning and Teaching is engaging and challenging, for children of all levels.	
		The curriculum is broad and balanced, creating meaningful experiences for children. It draws heavily on learning dispositions and collaborative ways of working.	
6	Behaviour and Safety	Strengths	Next Steps
		The Raise Responsibility System is well established across the school and children set their own sanctions.	1. To introduce Behaviour Contracts for the minority of children who were given a higher proportion of Stage 1 forms. (9% of children)
		There has been a consistently positive perception of behavior at the school. (91% of parents say it is consistently good and 89% of staff agree)	
7	Leadership and Management	Strengths	Next Steps
		Distributed leadership systems are outstanding and ensure a rigorous and cohesive approach to school improvement.	1. Develop parental engagement further through the Impact in Learning programme.
		An outstanding partnership with parents is established at the point of transition and is maintained throughout the school.	
		Governors are astute, challenging and have an exceptional range of expertise, enabling them to hold the school to account.	

Our 3-year School Improvement Priorities linked to Ofsted Core Aspects

	Achievement	Quality of Teaching																																
2012/13	<p>To increase the rate of progress of HA pupils in reading and writing.</p> <p>In 2012 the rate of conversion from KS1 L3 to KS2 L5 is: Reading 100% Writing 89% Maths 89%</p> <p>In 2013 the rate of conversion from KS1 L3 to KS2 L5 is: Reading 86% (1 CHILD DIDN'T ACHIEVE) Writing 100% ACHIEVED Maths 100% ACHIEVED</p>	<ul style="list-style-type: none">All teachers have consistently high expectations of all pupils. Drawing on excellent subject knowledge, teachers plan astutely and set challenging tasks based on systematic, accurate assessment of pupils' prior skills, knowledge and understandingThey use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately.																																
2013/14	<p>In addition to the above:</p> <p>To increase the conversion rate of KS1 L2a to KS2 L5.</p> <p>Current conversion rates:</p> <table><tr><td></td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>Reading</td><td>60%</td><td>68%</td><td>88%</td></tr><tr><td>Writing</td><td>30%</td><td>64%</td><td>100%</td></tr><tr><td>Maths</td><td>21%</td><td>63%</td><td>69%</td></tr></table> <p>Increase the percentage of L3 children in Y2</p> <table><tr><td>13 L2b+</td><td>13 L3</td><td>14 L2b+</td><td>14 L3</td></tr><tr><td>69%</td><td>22%</td><td>93%</td><td>42%</td></tr><tr><td>73%</td><td>13%</td><td>89%</td><td>30%</td></tr><tr><td>78%</td><td>18%</td><td>93%</td><td>40%</td></tr></table> <p>In 2014 the rate of conversion from KS1 L3 to KS2 L5 is: Reading 86% (1 CHILD DIDN'T ACHIEVE) Writing 100% ACHIEVED Maths 100% ACHIEVED</p>		2012	2013	2014	Reading	60%	68%	88%	Writing	30%	64%	100%	Maths	21%	63%	69%	13 L2b+	13 L3	14 L2b+	14 L3	69%	22%	93%	42%	73%	13%	89%	30%	78%	18%	93%	40%	<ul style="list-style-type: none">Teaching promotes pupils' high levels of resilience, confidence and independence when they tackle challenging activities. Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learningTeachers regularly listen astutely to, carefully observe and skilfully question groups of pupils and individuals during lessons in order to re-shape tasks and explanations to improve learning.
	2012	2013	2014																															
Reading	60%	68%	88%																															
Writing	30%	64%	100%																															
Maths	21%	63%	69%																															
13 L2b+	13 L3	14 L2b+	14 L3																															
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73%	13%	89%	30%																															
78%	18%	93%	40%																															
2014/15	<p>In addition to the above:</p> <p>To increase the conversion rate of KS1 L1a to KS2 L4.</p> <p>Current conversion rates:</p> <table><tr><td></td><td>2012</td><td>2013</td><td>2014</td></tr><tr><td>Reading</td><td>50%</td><td>60%</td><td>66%</td></tr><tr><td>Writing</td><td>60%</td><td>0%*</td><td>50%</td></tr><tr><td>Maths</td><td>0%</td><td>0%**</td><td>0%***</td></tr></table> <p>*no child achieved a 1a ** 2 children failed to move their 1a to a L4 *** 1 child failed to move their 1a to a L4</p> <ul style="list-style-type: none">To raise standards in Phonics Screening in Y1 from 73% to 90% by 2015To raise standards in SPAG results at Y6 from 70% L4+ to 85% and from 35% L5 to 50%.		2012	2013	2014	Reading	50%	60%	66%	Writing	60%	0%*	50%	Maths	0%	0%**	0%***	<ul style="list-style-type: none">Raise the percentage of Outstanding lessons to 60%.Tailor support for individual teachers through the Good to Outstanding programme and through Professional Partners.																
	2012	2013	2014																															
Reading	50%	60%	66%																															
Writing	60%	0%*	50%																															
Maths	0%	0%**	0%***																															

	Leadership and Management	Behaviour and Safety
2012/13	<ul style="list-style-type: none"> For leaders at all levels to work collaboratively in the new Faculties to ensure that the curriculum provides : highly positive, memorable experiences and rich opportunities for high quality learning; has a very positive impact on all pupils' behaviour and safety; and contributes very well to pupils' achievement and to their spiritual, moral, social and cultural development. <p>Key leaders focus relentlessly on improving teaching and learning, resulting in teaching that is likely to be outstanding and at least consistently good.</p>	<ul style="list-style-type: none"> To develop children's understanding about individuality relating to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability They are highly adept at managing their own behaviour in the classroom and in social situations, supported by systematic, consistently applied approaches to behaviour management.
2013/14	<ul style="list-style-type: none"> As above. Develop greater cross curricular links. 	<ul style="list-style-type: none"> They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe.
2014/15	<ul style="list-style-type: none"> As above. Develop parental engagement further through the Impact in Learning programme. 	<ul style="list-style-type: none"> They make every effort to ensure that others learn and thrive in an atmosphere of respect and dignity. To introduce Behaviour Contracts for the minority of children who were given a higher proportion of Stage 1 forms. (9.4% of children)

OFSTED Action Plan

Further develop teaching and learning in order to raise attainment to the highest levels by:

Sub Target 1: Refining teachers' use of data at all levels

- Introduce new 'after levels' assessment system
- Introduce Target Tracker and ensure teachers are able to interpret the reports that are generated
- Continue to refine Pupil Progress meetings and embed AFA meetings within the process

Sub Target 2: ensuring that work is carefully matched to pupils' abilities and enables them to make outstanding progress.

- Teachers to plan differentiated activities for pupils
- Differentiation to be clearly detailed in planning, evident in lessons and pupil's work.
- HOTS to be used to stretch all pupils.
- All tasks set to be suitably challenging for all pupils, particularly for Higher Attaining pupils

How Key Priorities are linked to Performance Management

Performance Management Objective (in bold)/Key Priority as a bullet point	Activity/Method	Success Criteria
1. Classroom practice performance management objective for whole staff -ensure that work is carefully matched to pupils' abilities and enables them to make outstanding progress. <ul style="list-style-type: none"> • to plan differentiated activities for pupils • Differentiation to be clearly detailed in planning, evident in lessons and pupil's work. • HOTS to be used to stretch all pupils. • All tasks set to be suitably challenging for all pupils, particularly for Higher Attaining pupils • Detailed feedback to be given regularly and children to respond 	Activity based INSET Feedback from lesson observations by senior staff G2O observations Pupil Progress meetings Scrutiny of pupils work Triangulation Reports	Tasks differentiated clearly in planning and evident in lessons and work scrutiny. MA pupils making outstanding progress. (3.6+APS)
2i. Pupil progress performance management objective for Foundation Stage <ul style="list-style-type: none"> • 80% of all FS children to achieve their end of year target 	Research Visit other schools	High quality outdoor play for the reception classes
2ii. Pupil progress performance management objective for Key Stage 1 & 2 - 90% of under achieving pupils to achieve their target bringing them back in line with expected progress. <ul style="list-style-type: none"> • Teachers to use the tracking grids in Assertive Mentoring • Teachers to use previous summative assessments to set ambitious targets for their pupils • Teachers to carefully track the progress of their pupils and to take action where progress is not sufficient to reach targets Y2 Increase the percentage of L3 children in Y2 Y3-6 To increase the conversion rate of KS1 L2a to KS2 L5.	Classroom Monitor training 3 September 2012 Pupil Progress meetings Classroom Monitor used as an integral part of formative assessment in order to plan appropriate tasks for target children	90% of under achieving pupils to achieve their target bringing them back in line with expected progress.
3 Subject Leadership target from DPSI action plan		

Appendix 5 - Management of School Policies

2014/15

Accessibility Plan	S	AFR	Site Off	SE	AU
Admissions Arrangements	S	FGB	HT	SE	AU
Appraisal and Capability Policy	S	AFR	HT/DHT	SE	AU
Charging and Remissions Policy	S	AFR	Site Off	SE	AU
Continuous Professional Development of Staff Policy	O	AFR	DHT	CM	AU
Critical Incident Management Plan	R	FGB	HT/DHT	SE	AU
Curriculum Policy	R	P&S	DHT	CM	AU
Emergency and First Aid Policy	R	P&S	Office	SE	AU
Employment Policy	R	AFR	HT	SE	AU
Governor Allowances & Expenses Policy	S	AFR	N/A	SE	AU
Home School Agreement	S	P&S	DHT/PSHE	CM	AU
Instrument of Government	S	AFR	N/A	SE	AU
Lesson Observation Protocol	R	AFR	HT/DHT	SE	AU
Medical Conditions and Medicines Policy	O	P&S	Inclusion	SE	AU
School Self Evaluation Policy in DPSI	R	P&S	HT/DHT	SE	AU
SEND Offer	S	P&S	Inclusion	SE	AU
Staff Pay Policy	S	AFR	N/A	SE	AU
Staffing Reductions Policy	R	AFR	HT	SE	AU
Target Setting Policy	R	P&S	DHT	CM	AU
Vision Statement	O	P&S	HT	SE	AU
Visitors in School Policy	O	AFR	Des CP	SE	AU
Volunteers in School Policy	O	AFR	Des CP	SE	AU
Whistle-Blowing Policy and Procedure	O	AFR	Des CP	SE	AU
Behaviour Policy	S	FGB	DHT	CM	SP
Data Protection Policy	S	FGB	HT	SE	SP
E-safety Policy	O	P&S	ICT	CM	SP
Educational Visits, Activities and Outdoor Learning Policy	R	P&S	Out/Ad	CM	SP
Equality and Diversity Policy - including PSED	S	AFR	Inc	SE	SP
EYFS Policy	S	P&S	EYFS	CM	SP
Freedom of Information Act Publications Scheme	S	FGB	Office	SE	SP
Health and Safety Policy	S	AFR	SBM	SE	SP
Intimate Care Policy	O	P&S	Des CP	SE	SP
Pupil Premium Policy and Guidelines	O	AFR	HT	SE	SP
Anti-Bullying Policy	O	P&S	PSHE	CM	SU
Dealing with Prejudice Related Incident Policy	O	FGB	HT	SE	SU
Homework Policy	O	P&S	DHT	CM	SU
Inclusion Policy	S	P&S	Inclusion	CM	SU
Literacy & Drama Policy	O	P&S	Literacy	CM	SU
Mathematics Policy (including Calculation Policy)	O	P&S	Numeracy	CM	SU
Policy for the Management of Sickness Absence	R	AFR	HT	SE	SU
Safer Care Code of Conduct	S	AFR	Des CP	SE	SU
SEN Policy	S	P&S	Inclusion	CM	SU
Staff Special Leave of Absence Policy	O	AFR	N/A	SE	SU

Governor Allowances & Expenses Policy	S	AFR	N/A	SE	AU
Healthy Eating/Food in School Policy	R	P&S	Cook	SE	AU
Home School Agreement	S	P&S	DHT/PSHE	CM	AU
Instrument of Government	S	AFR	N/A	SE	AU
Lesson Observation Protocol	R	AFR	HT/DHT	SE	AU
Mobile Device Policy	O	AFR	HT/DHT	CM	AU
Prejudice Related Incidences Policy	R	P&S	PSHE	SE	AU
School Self Evaluation Policy in DPSI	R	P&S	HT/DHT	SE	AU
SEND Offer	S	P&S	Inclusion	SE	AU
Sex and Relationship Education (SRE) Policy	S	P&S	PSHE	CM	AU
Staff Dismissal Capability Procedure - All Employees	S	AFR	N/A	SE	AU
Staff Dismissal Capability Procedure - Headteacher	S	AFR	N/A	SE	AU
Staff Dismissal Misconduct Procedure - All Employees	S	AFR	N/A	SE	AU
Staff Dismissal Misconduct Procedure - Headteacher	S	AFR	N/A	SE	AU
Staff Greivance Policy	S	AFR	HT	SE	AU
Staff Pay Policy	S	AFR	N/A	SE	AU
Target Setting Policy	R	P&S	DHT	CM	AU
Teaching & Learning Policy	O	P&S	HT/DHT	CM	AU
Collective Worship Policy	R	P&S	RE	CM	SP
Equality and Diversity Policy - including PSED	S	AFR	Inc	SE	SP
Freedom of Information Act Publications Scheme	S	FGB	Office	SE	SP
Governor Visits Policy	R	FGB	N/A	SE	SP
Health and Safety Policy	S	AFR	SBM	SE	SP
Lettings Policy	O	AFR	Office	SE	SP
Marking and Feedback Policy	R	P&S	Assess	CM	SP
Pupil Premium Policy and Guidelines	O	AFR	HT	SE	SP
Role of Governors Policy	O	AFR	N/A	SE	SP
Smoke Free Policy	O	AFR	PSHE	SE	SP
Attendance Policy	R	FGB	HT	SE	SU
Drug Education Policy	R	P&S	PSHE	CM	SU
Literacy & Drama Policy	O	P&S	Literacy	CM	SU
Mathematics Policy (including Calculation Policy)	O	P&S	Numeracy	CM	SU
Safer Care Code of Conduct	S	AFR	Des CP	SE	SU
Spiritual, Moral ,Social Cultural Policy	R	P&S	RE	CM	SU
Staff Induction Policy	R	AFR	DHT	CM	SU
Staffing Policy	R	AFR	HT	SE	SU

Monitoring & Evaluation

Key Objective	Monitoring Strategy	Evaluation	Report Date to Govs.
1.	Lesson observations by senior staff G2O observations Pupil Progress meetings Scrutiny of pupils' work Triangulation Reports		Reports to Teaching and Learning Sub Committee each term
2i.	Pupil Progress Meetings Review of new FS Tracker Grid Data		
2ii	Pupil Progress Meetings Assessment scrutiny Scrutiny of pupils' work		Reports to Teaching and Learning Sub Committee each term
3.	Lesson Observation Work and Planning Scrutiny Assessment Results		

Lesson Observations

Term	Autumn Term Focus	Spring Term Focus	Summer Term Focus
Subject	Literacy	Maths	Topic
Focus	Opportunities for extended writing Implementation of marking and feedback policy	Use of concrete materials, Pitch to match new NC expectations, Implementation of marking and feedback policy	Topic taught imaginatively/ Teachers making use of HOTs/ Implementation of marking and feedback policy
Observers	LH (SE) LP (SE/CM) JM (SE) CM (SE) HW (SE) SB (SE/AG) RM (SE) LC (CM) AC (SE/AG) KW (CM) AG (CM) MM (SE/AG) LM (CM)	LH (SE) LP (KW/CM) JM (SE) EB (SE) HW (CM/KW) SB (SE/AG) RM (SE) LC (CM/KW) AC (CM) KW (CM/SE) AG (SE/KW) MM (SE/CM) LM (CM)	LH LP JM EB HW SB RM LC AC KW AG MM LM

Highlighted = Subject Leader Monitoring

Governors' Development Plan – Linked to Schools Financial Value Standard (SFVS)

Financial Management Competencies	Activity/Method	Who	Time
A. The Governing Body and School Staff			
1. In the view of the governing body itself and of senior staff, does the governing body have adequate financial skills among its members to fulfil its role of challenge and support in the field of budget management and value for money?	Annual Skills Matrix	Accounting for Resource Committee	July
2. Does the governing body have a finance committee (or equivalent) with clear terms of reference and a knowledgeable and experienced chair?	Terms of Reference updated annually for Accounting for Resource Committee Chair selected with greatest experience	Accounting for Resource Committee	October June
3. Is there a clear definition of the relative responsibilities of the governing body and the school staff in the financial field?	Financial Procedures approved annually	Accounting for Resource Committee	July
4. Does the governing body receive clear and concise monitoring reports of the school's budget position at least three times a year?	Quarterly Return distributed	Accounting for Resource Committee	Quarterly
5. Are business interests of governing body members and staff properly registered and taken into account so as to avoid conflicts of interest?	Pecuniary/Business Interests Forms completed Interests declared as an Agenda Item	All Governors/Budget Holders Governors	Annually All Governor Meetings
6. Does the school have access to an adequate level of financial expertise, including when specialist finance staff are absent, eg on sick leave?	School Business Manager holds the ADSBM qualification Director of Finance at local secondary school is a governor. School has a Service Level Agreement with the LA Finance Department	Headteacher/CoG	In place
7. Does the school review its staffing structure regularly?	Annual review of Staffing Structure conducted as part of Budget Setting process	Accounting for Resource Committee	April

Financial Management Competencies	Activity/Method	Who	Time
B. Setting the Budget			
8. Is there a clear and demonstrable link between the school's budgeting and its plan for raising standards and attainment?	Yes, as part of DPSI Action Planning and Budget Setting Process	Accounting for Resource Committee	Apr/July
9. Does the school make a forward projection of budget, including both revenue and capital funds, for at least three years, using the best available information?	Budget Tool Kit completed annually with 5 yr projection	Accounting for Resource Committee	April
10. Does the school set a well-informed and balanced budget each year (with an agreed and timed plan for eliminating any deficit)?	Budget Tool Kit completed annually with 5 yr projection	Accounting for Resource Committee	April
11. Is end year outturn in line with budget projections, or if not, is the governing body alerted to significant variations in a timely manner, and do they result from explicitly planned changes or from genuinely unforeseeable circumstances?	SBM's report distributed quarterly with annotated changes to original budget. Governors discuss and challenge before approval.	Accounting for Resource Committee	Quarterly

Financial Management Competencies	Activity/Method	Who	Time
C. Value for Money			
12. Does the school benchmark its income and expenditure annually against that of similar schools and investigate further where any category appears to be out of line?	School uses the LA VFM Benchmarking Toolkit	Accounting for Resource Committee	October
13. Does the school have procedures for purchasing goods and services that both meet legal requirements and secure value for money?	Robust procedures in place (including pecuniary interests register) for Budget Holders to purchase goods and services, checked termly by the Responsible Officer.	SBM/Responsible Officer Accounting for Resource Committee	Termly
14. Are balances at a reasonable level and does the school have a clear plan for using the money it plans to hold in balances at the end of each year?	Budget Tool Kit completed annually and balances reviewed	Accounting for Resource Committee	April
15. Does the school maintain its premises and other assets to an adequate standard to avoid future urgent need for replacement?	Property Projects Report included in Headteacher's Report to Governors Service Level Agreement with Property Surveyor All Statutory Checks Completed Workplace RISK Management conduct annual H&S check.	Headteacher Headteacher/SBM H&S Governors	Termly
16. Does the school consider collaboration with others, eg on sharing staff or joint purchasing, where that would improve value for money?	Economies of Scale discussed at the School Business Managers Forum SBM recommends opportunities to save money	SBM	Termly
17. Can the school give examples of where it has improved the use of resources during the past year?	Each Service Level Agreement is reviewed on a rolling cycle Staffing structured reviewed annually to ensure Best Value and maximum impact Collaborative projects with other local schools	HT/SBM/ Accounting for Resource Committee	Termly

Financial Management Competencies	Activity/Method	Who	Time
D. Protecting Public Money			
18. Is the governing body sure that there are no outstanding matters from audit reports or from previous consideration of weaknesses by the governing body?	Responsible Officer to report back on any action that needs taking after their visit and as a result of any external audit	Responsible Officer	Termly
19. Are there adequate arrangements in place to guard against fraud and theft by staff, contractors and suppliers (please note any instance of fraud or theft detected in the last 12 months)?	Robust procedures in place for Budget Holders to purchase goods and services, checked termly by the Responsible Officer Financial Procedures included in Staff Handbook School purchases financial support from the LA which includes monitoring.	SBM/Responsible Officer Accounting for Resource Committee	Termly
20. Are all staff aware of the school's whistleblowing policy and to whom they should report concerns?	Policy included in Staff Handbook Staff to sign that they have read it	All Staff	September and as new staff join school
21. Does the school have an accounting system that is adequate and properly run and delivers accurate reports, including the annual Consistent Financial Reporting return?	E1 (as recommended and hosted by LA)	SBM/Headteacher	Termly
22. Does the school have adequate arrangements for audit of voluntary funds?	N/A		
23. Does the school have an appropriate business continuity or disaster recovery plan, including an up-to-date asset register and adequate insurance?	Insurance provided by LA and reviewed annually Asset Register completed Disaster Policy to be completed	HT/SBM/ DHT/SBM SBM/HT	Annually As necessary October

Appendix 1 – The School Self Evaluation Schedule

	Views of Stakeholders	Achievement and Standards	Personal Development and Well-Being	Quality of Provision	Leadership & Management
Aut Term	Fortnightly Class Council meetings Fortnightly School Council meetings Half Termly Parents' Forum Discuss targets with parents Governors meeting Parent Feedback on Consultations Pupil interviews – HA Literacy	Set individual/group targets Identify Target Children Set end of year targets RAISE Online Standards in core subjects Standards & Progress of SEN and other groups Meeting with LA/SIP	Walk to School Week Incidents of bullying and prejudice Attendance	Performance Management Cycle Lesson observations – Literacy Work Scrutiny G2O Observations Scrutiny of medium term plans Child Protection procedures Risk assessment	Presentation of DPSI Review Job descriptions and roles and responsibilities Meeting with LA/SIA Setting a clear direction Performance Management interviews Monitoring performance
Spr Term	Fortnightly Class Council meetings Fortnightly School Council meetings Half Termly Parents' Forum Discuss targets with parents Governors meeting OFSTED questionnaire for Parents OFSTED questionnaire for Pupils Parent Feedback on Consultations Pupil interviews – HA Maths	Review individual/group targets Review Y2 and Y6 progress towards targets Meeting with LA/SIP	Behaviour policy & records Walk to School Week Incidents of bullying and prejudice Attendance Healthy lifestyles Review of how pupils make a positive contribution	Performance Management Cycle Lesson observations – Maths Work Scrutiny G2O Observations Scrutiny of short term plans	Investors in People application Meeting with LA/SIA Incidents of Prejudice Promotion of community cohesion Financial Benchmarking & Best Value Inclusion
Sum Term	Fortnightly Class Council meetings Fortnightly School Council meetings Half Termly Parents' Forum Discuss targets with parents Governors meeting Annual Parent report feedback Pupil interviews – ICT	Set individual/group targets Standards & Progress of SEN and other groups Target setting following analysis of optional SATs SATs-attainment & progress Scrutiny of progress in writing Evaluation of standards of Foundation Stage Meeting with LA/SIP	Behaviour policy & records Walk to School Week Incidents of bullying and prejudice Attendance	Performance Management Cycle Lesson observations G2O Observations Full review of pupil welfare Scrutiny of medium term plans Review procedures for Looked After Children Promotion of a cohesive community Homework	Set budget Meeting with LA /SIA Links with other providers Review of governance Review of DPSI Performance Management review meetings – end of cycle

Appendix 2 – Target Setting Progress

July, Aug, Sept	<ul style="list-style-type: none"> Analyse 2014 results and compare with targets set. Which pupils did not achieve targets and why? Did any pupils exceed their targets? Were there significant discrepancies between targets and outcomes? Look at all assessment data (e.g. optional test results, teacher assessment) at the end of Y3, Y4, Y5 in reading, writing and maths to review progress of individual children. Review pupils tracking to identify which pupils are working at age related expectations, which ones are not making sufficient progress and which are showing evidence of accelerated progress over the year For pupils or groups of pupils who are not making sufficient progress and who may be at risk of not achieving end of Key Stage target levels, and pupils who are on track to achieve above target levels, arrange appropriate intervention/support or develop more stretching teaching plans, particularly those mid-key stage Ensure PEPs for children in care are updated to take account of previous year's results and that targets remain sufficiently ambitious. How can the LA virtual school head/education of children in care team support the school with the education of children in care? Ensure tracking procedures for pupils working below Level 1 are effective Confirm additional resources for each year group according to prioritised needs Ensure analysis of results feeds into the School's Self-Evaluation (SSE), DPSI and Performance Management systems
Oct, Nov, Dec	<ul style="list-style-type: none"> At target setting meeting with SIA review progress towards 2015 targets for Y6 pupils and look at projected outcomes for 2016 based on prior attainment and progress of current Y1 and Y5 cohorts Discuss and agree targets for 2015 with SIA including for any children in care and report provisional school targets to LA Taking account of any further discussion with the LA, formally agree statutory school performance and attendance targets with the Governing Body
Jan	<ul style="list-style-type: none"> Continue to focus provision on Y2 and Y6 target pupils. Closely monitor progress of identified 'borderline' children in Y5 to maximise progress of target children Review use of additional resources to ensure impact on identified pupils or groups

Appendix 3 - The Duties of the Full Governing Body in supporting Leadership & Management

Rationale: In addition to the traditional duties undertaken by governors, the governors of OWPS will understand the process of School Self Evaluation and OFSTED by being rigorous and challenging the judgements made by the leadership of the school.

Autumn term	Spring term	Summer term
<p>STATUTORY TASKS Elect Chair & Vice Chair Confirm Committee Membership and Responsibilities Confirm dates for future meetings Establish terms of reference Review Standing Orders and Code of Conduct Complete business interest form Review existing policies Agree pupil targets and attendance targets Disability Access Scheme</p> <p>RECOMMENDED TASKS Approve Development Plan for School Improvement Induction training for new governors and approve induction pack Review prejudice related incidents Review incidents of bullying Register of business interests Review School Performance in SATs Review questionnaire results</p> <p>SCHOOL SELF EVALUATION (using SEF) Standards</p>	<p>STATUTORY TASKS Review existing policies Admissions arrangements Agree school prospectus Report on Performance Management Systems</p> <p>RECOMMENDED TASKS Review prejudice related incidents Review incidents of bullying Register of business interests</p> <p>SCHOOL SELF EVALUATION (using SEF) Personal development and well being Quality of Provision</p>	<p>STATUTORY TASKS Review existing policies Prepare draft DPSI Agree budget and staffing structure Approve financial regulations (including any variations) Review Powers of delegation form</p> <p>RECOMMENDED TASKS Review attendance of pupils, staff and governors Review pupil exclusions Review prejudice related incidents Review incidents of bullying Financial benchmarking Register of business interests Agree Best Value Statement Approve staffing structure Approve Statement of Internal Control Approve Service Level Agreements Approve Financial Controls and Procedures Manual Approve Finance Manual Approve Fair Funding Scheme Confirm anticipated pupil numbers Agree expected dates for meetings in new year</p> <p>SCHOOL SELF EVALUATION (using SEF) Leadership & Management Overall Effectiveness</p>

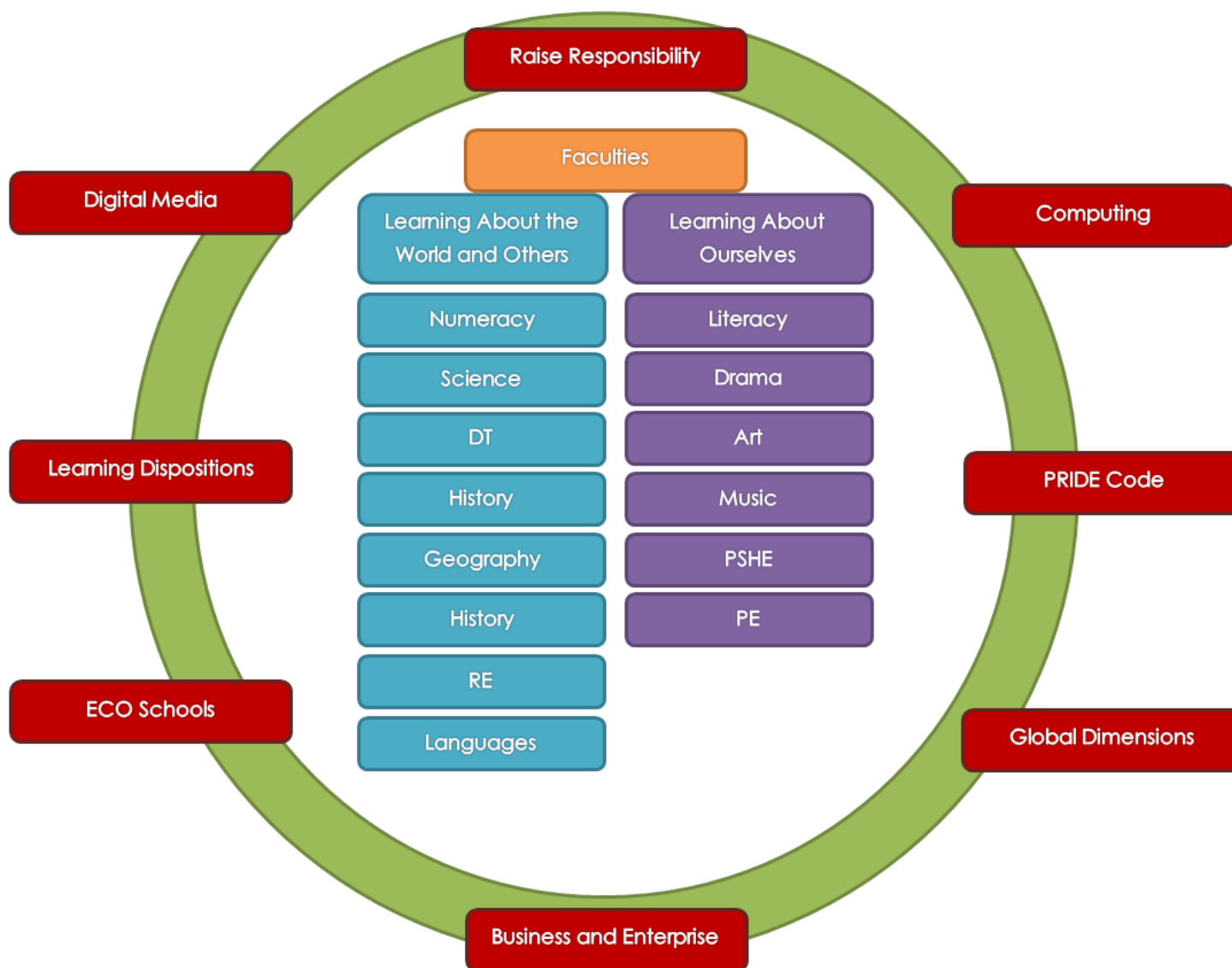
Appendix 4 - The Duties of the Sub Committees in supporting Leadership & Management

Autumn Term	Spring Term	Summer Term
<u>Performance and Standards</u> Curriculum issues Pupil achievement data – in comparison with Local and National data (RAISE) Closing the Gap (incl SEN and PP) Pupil development Parent Satisfaction Community involvement DPSI HSA	<u>Performance and Standards</u> Curriculum issues Pupil achievement data Closing the Gap (incl SEN and PP) Pupil development Parent Satisfaction Community involvement DPSI	<u>Performance and Standards</u> Curriculum issues Pupil achievement data Closing the Gap (incl SEN and PP) Pupil development Parent Satisfaction Community involvement DPSI
<u>Accounting for Resources- Finance</u> Review expenditure and spending Establish Financial Management Training needs Review Benchmarking data and prepare action plan Review SFVS questions 1 to 7 section entitled The Governing Body and School Staff	<u>Accounting for Resources - Finance</u> Review expenditure and spending Set budget Risk Management Audit Follow up to Benchmarking Review Fair Funding Scheme Review SFVS questions 8 to 11 entitled Set the Budget and questions 12 to 17 entitled Value for Money Prepare SFVS outcome of self assessment	<u>Accounting for Resources - Finance</u> Review expenditure and spending Review pupil forecast Review Service Level Agreements Review DFC expenditure Cost Centre Summary Transactions Review SFVS questions 18 to 23 entitled Protecting Public Money
<u>Accounting for Resources - Premises</u> Review premises Review Asset Management Plan Health & Safety DDA	<u>Accounting for Resources - Premises</u> Review premises Health & Safety	<u>Accounting for Resources - Premises</u> Review premises Health & Safety
<u>Accounting for Resources - Personnel</u> Staffing Structure Staffing issues	<u>Accounting for Resources - Personnel</u> Staffing Structure Staffing issues	<u>Accounting for Resources - Personnel</u> Staffing issues Review staffing structure
<u>Leadership & Management</u> Review Headteacher performance Review performance management policy	<u>Leadership & Management</u> Review Headteacher performance Monitor DPSI	<u>Leadership & Management</u> Review Headteacher performance Monitor DPSI
<u>Pay Review Panel</u> Review pay of Head and Deputy Review pay of teachers on upper pay scale	<u>Pay Review Panel</u> Review Pay Policy and procedures (FMSIS Doc. 19)	<u>Pay Review Panel</u> Review pay of teachers (not UPS) and support staff

Yr	Yr Grp	Class	Teacher	Leadership Responsibilities	Subject Leadership
FS	FS	Hedgehogs	Linda Harries	FS Unit Leader	SENCO
	FS	Penguins	Laura Porter/Alison Potter		Eco Schools
KS1	1	Marmosets	Jessica McIntosh/Colin Marks (Emma Bumford Feb 15)		DT / Art
	1	Wallabies	Hayley Wells		Website
	2	Bats	Sylvia Boulton		PSHE/ Languages
	2	Monkeys	Ros Mark	Yr1/2Unit Leader	Science
LKS2	3	Chameleons	Lauren Collison		Digital Media
	3 4	Crocodiles	Anna Crook		Shadow PE
	4	Wombats	Katy Wyatt	Yr 3/4 Unit Leader	Numeracy
UKS2	5	Geckos	Andrew Grainger		Literacy/Computing
	5 6	Merlins	Martin McHugh	Yr 5/6 Unit Leader	History & Geography/PE
	6	Mountain Lions	Laura Mackway		Music

Yr	Yr Grp	Class	TA	Speacilaist Support	HLTA Support	
FS	FS	Hedgehogs	Anita Lewis	Tina Wilbert	Tracy O'Hara	
	FS	Penguins	Shvonne Carrington			
KS1	1	Marmosets	Fiona Schneider	Rosie Maccoll Lynda Johnson Susan Gladwin		Tracy O'Hara
	1	Wallabies	Kelly Judd			
	2	Bats	Sue Matthewman / Caroline Heaton			
	2	Monkeys	Rosie Maccoll			
LKS2	3	Chameleons	Julianne Lawrence		Kim Kempster	
	3 4	Crocodiles	Karen Banham			
	4	Wombats	Sylvia Danahar			
UKS2	5	Geckos	Kelly Joiner			
	5 6	Merlins	Marisa Gauder			
	6	Mountain Lions	Lynne Swindells			

Appendix 7 - Faculty Model



Appendix 8 - Asset Management Plan Summary

	Element	2013/14	Total	Anticipated 2014/15 projects
01	Roofs	Safety check completed on safety wire	£250	annual
02	Floors			Replacement carpets in KS1
03	Ceilings	Repair water damage to Rocket Room and Boys toilets	£500	
04	External walls windows and doors			
05	Internal walls and doors	One key system throughout school Maintenance of movable walls	£2000 £1000	
06	Sanitary services	Replace blenders on taps		
07	Mechanical services	Annual checks	£900	
08	Electrical services	Annual checks including PATT	£514	
09	Redecorations			Redecorate KS1/2 Classrooms
10	Fixed furniture and fittings			
11	External areas			FOWS funded play equipment
12	Playing fields			
13	Test and Inspection	Water, Fire Alarm, Fire Extinguishers, Safety wire on roof, Gas Valve, Fridges,	£2000	

Training

INSET Days

	Autumn 1 Mon 1 Sept	Spring 1 Fri 13 Feb	Spring 2 Mon 13 April	Summer 1 Fri 17 July
am	Welcome	Alan Peat Reading Strategies	PLP Festival of Learning	Assessment Update Priorities for 15/16
pm	Assessment Update			

NB the remaining one Professional Days is made up through one Twilight training sessions per term.

STAFF MEETINGS

Wk	Day	SM	Autumn Term	Wk	Day	SM	Spring Term	Wk	Day	SM	Summer Term
1	01-Sep		PROFESSIONAL DAY	1	06-Jan	1	Assessment Data Review	1	14-Apr	1	Assessment Data Review
2	09-Sep	1	Curriculum Evening Planning	2	13-Jan	2	Timelines/Seasons displays	2	21-Apr	2	
3	17-Sep		Curriculum Evening	3	20-Jan	3	PSHE	3	28-Apr	3	Professional Partners
4	23-Sep		No Staff Meeting – Residential Trip	4	27-Jan	4	Numicon Training	4	05 May	4	Creating New Classes- Colin
5	30-Sep	2	TWILIGHT (3.30-6.00)	5	03-Feb	5	Moderated Writing	5	12 May	5	
6	07-Oct	3	Curriculum Document	6	10-Feb	6	Singing	6	19 May	6	TWILIGHT (3.30-6.00)
7	14-Oct	4	Professional Partners	6	13-Feb		Professional Day	7	26 May		HALF TERM
8	21-Oct	5	Art Week Prep	7	16-Feb		HALF TERM	8	02-Jun	7	
9	28-Oct		HALF TERM	8	24-Feb	7	Professional Partners	9	09-Jun	8	Teach Meet- Simon
10	04 Nov	6	AFA	9	3-Mar	8	TWILIGHT (3.30-6.00) Andy Cope	10	16-Jun	9	Transition Week Planning
11	11 Nov		No Staff Meeting – Parents' Evenings	10	10 Mar		No Staff Meeting – Parents' Evenings	11	23-Jun	10	
12	18 Nov	7	Reading	11	16 Mar	9		12	30- Jun	11	Faculty Twilight (3.30-6.00)
13	25 Nov	8	Science Investigations	12	24 Mar		No Staff Meeting - Production	13	07-Jul	12	Transition new classes
14	2-Dec	9	ICT	13				14	14-Jul		No Staff Meeting- Production
15	9-Dec	10	Teach Meet- Simon					15	17-Jul		Professional Day
16	16 Dec		No Staff Meeting - Production								

What are the Priorities this Year?

Main Priorities

IN ALL SUBJECT AREAS:

- Ensure that learning is well differentiated and matched to children's abilities.
- Ensure teaching and learning is in line with the new National Curriculum expectations
- Continue to embed our feedback policy giving team leaders more time to oversee standards across their classes
- Provide opportunities for children to develop higher order thinking skills across the curriculum

LITERACY

- Research best practice in the teaching of phonics and spelling in KS2 to improve Y1 Phonics pass rate and Y6 SPAG scores.
- Y3/4 to pilot Assertive Mentoring strategies in reading/ writing.
- Replenish colour band reading scheme.
- Improve staff confidence with regards to teaching of reading.

NUMERACY

- To develop the use of physical resources, models and images to raise standards in teaching and Learning mathematics.

PSHE & BEHAVIOUR

- Begin to use the new behaviour contracts with identified children
- Improve the respect ALL children have for all members of staff

CITIZENSHIP

- Continue to develop the AMBASSADOR PROGRAMME
- Train children through the peer-coaching program to help develop their leadership skills and support other children.
- Develop the children's leadership skills through the roles in the family groups

HISTORY/GEOGRAPHY

- To improve children's understanding of chronology in British History
- Implementation of the new curriculums
- Develop children's locational knowledge

Secondary Priorities

Music:

To improve the quality of singing as a curriculum element.

DT:

To ensure consistent progression of skills through the school

RE:

To raise children's awareness of religious festivals.

Art:

To improve the quality of drawing across the school to culminate in Big Art week

PE:

To increase children's participation in sports in school
To increase children's participation in sport outside of school
To increase levels of children's fitness and ability in sport.
To improve children's attitudes to sports

Drama:

Team leaders to ensure drama opportunities are being explored and are included in planning.

MFL:

To ensure that all KS2 teachers are familiar with the resources we have to teach French especially the 'Tout Le Monde' programme and where they are stored in school.

Ensure that 'Tout Le Monde' has been networked so teachers and children have access

Obtain a DVD of French songs to aid teaching.

Science:

Sort through resources and re-organise the boxes in-line with the new curriculum, ordering new resources as appropriate – exploring ideas for new topics i.e. evolution, seasons and fossils

To plan a staff meeting for all new members of staff on effective Science teaching and to link it with new assessment

Explore ideas re Seasons wall display

PSHE:

To improve children's empathy and understanding of differences and groups that can be discriminated against with a focus on disability.

ICT:

To ensure the new Computing program for KS1 and KS2 is being planned for across the school

Train teachers in the use of new software such as Scratch

UKS2 to make best use of new technology and share new knowledge with the rest of the school

Appendix 9
Faculty Action Plans

Faculty/ Subject	Objective	Action	Start date	End date	Est. no. of release hrs	Other Costs (£)	Notes on other costs	Monitoring/ Evaluation	Success Criteria
LAWO Numeracy	To develop the use of physical resources, models and images to raise standards in teaching and Learning mathematics.	Audit of school's Maths resources and to redistribute to the new teams and order new resources for the next year.		SM 4.11.14		£2300			
		Dave Morgan from LA to deliver training on using Numicon in school		Jan 2015		FOC			
		New calculation Policy in line with Peterborough LA to be written and put onto the school's website		3.10.14					
LAWO Science	To ensure resources and displays are matched to the new NC	Sort through resources and re-organise the boxes in-line with the new curriculum, ordering new resources as appropriate – exploring ideas for new topics i.e. evolution, seasons and fossils	Nov	Nov	1 whole day with T/A support	Cover for RM			
		To plan a staff meeting for all new members of staff on effective Science teaching and to link it with new assessment <ul style="list-style-type: none"> • 'Post it' planning KS2, • Discovery Dog – KS1 	25.11.14						
		Develop a seasons wall display to be added to by all classes throughout the year, to include adopting a tree	Display up by Jan 15	On going		£250			

LAWO/DT	To ensure consistent progression of skills through the school	Teachers to ensure that planning and teaching takes account of the skills that a year group have already developed and plan for progression.		On going				JM to distribute progression of skills to all staff.	
		2x Year Six children to be selected as ambassadors and work alongside Art ambassadors to keep resources in check and in a central location. JM to meet ambassadors to discuss the role and to train them.	Aut 1	Sum 2		£650		JM to monitor effective use of ambassadors.	
LAWO/History and Geography	To improve children's understanding of chronology in British History	Key focus in 2014/2015. Use corridor displays as timelines children add their work to. Permanent displays in each class of timelines. Book theatre group Timetridders to launch History in September and focus on chronology of British history.	Spr 1	Sum 2		£150	Resources for timelines. Approx. £150 Timetridders paid for by Childrens trip fund	Children will be able to place key events in correct order on a timeline. Assessed through sample of children tested.	Children will show a greater understanding of chronology in history especially British History
	Implementation of the new curriculums	Dissemination of new curriculum criteria to all staff. Support through help with planning and appropriate resources in class.	Jul 14	Aut 1		NA	NA	Teachers will demonstrate through planning and lesson observations	Teachers will report confidence in teaching new curriculum and lessons will reflect the focus on chronology.
	Develop children's locational knowledge	Focus on improving children's locational knowledge by making a focus to teachers and providing new permanent resources in class and other areas of school e.g. playground.	Aut 1	Aut 2		£300		Children will be able to locate main cities, continents, oceans. Assessed through sample of children tested.	Children will show a greater understanding of world locations.
LAWO/RE	To raise children's awareness of religious festivals	2 x Y6 children to be selected as RE Ambassadors. Ambassadors to monitor the RE display and work with a class at a time. KC to meet ambassadors to discuss the role and to train them.		Aut 1				EB/KC to monitor effective use of ambassadors.	RE display updated regularly with high quality work. Ambassadors used across the school.
		KC to contact other schools in order to plan visits to enhance our children's understanding of other faiths. Suggested: Hampton Hargate, West Town, Caverstede		Aut 1		£150	for new resources	CM to meet with KC to plan visits from other schools.	Each team to have had one visit during the year linked to one of their RE topics. Children's understanding and appreciation of world faiths enhanced.

LAWO/ Languages	Ensure staff are adequately trained and lessons resourced to meet the higher demands of the NC.	To ensure that all KS2 teachers are familiar with the resources we have to teach French especially the 'Tout Le Monde' programme and where they are stored in school. Hold a staff meeting early in the Autumn term.	Aut 2		2 hrs			SB/CM	Teachers familiar with the Scheme of Work and resources. Evidence in planning.
		Ensure that 'Tout Le Monde' has been networked and, if possible, have 'Tout Le Monde' on UKS2 netbooks so children can access the children's resources section of the programme. Check with ICT support	Summer Term '14					SB	All teachers have access to programme on their laptops. Chn have access to resources.
		Obtain a DVD of French songs to aid teaching Order DVD from http://www.little-linguist.co.uk/traditional-french-songs-rhymes/mon-gne-dvd.html and have it put on the network	Autumn Term			£24 for DVD	ICT support time to install DVD on network	SB	Resource available for all on network.
		Liaise with Ormiston Bushfield Academy to ensure continuous support is available to support our teaching of languages. Agree dates for Ormiston's language ambassadors to teach our Year 5 class three times. Ensure KS2 staff know that they can liaise with Ormiston Bushfield Academy through me.	Termly		N/A			SB/CM	Language ambassadors have taught successful lessons to our children. Expert advice available to our staff if needed.

LAO/ English	Research best practice in the teaching of phonics and spelling in KS2 to improve Y1 Phonics pass rate and Y6 SPAG scores.	Audit current practice and discussion with Lesley Kelly re Best Practice in KS2 spelling and phonics.	6 Oct 14	27 Oct 14				LH/AG to monitor planning and work scrutiny.	Spelling and phonic strategies to be embedded in practice.
	Y3/4 to pilot Assertive Mentoring strategies in reading/ writing.	SE/CM to work with Y3/4 Team to introduce Assertive Mentoring strategies in reading and writing. Y3/4 Team to pilot strategies in their team and to feedback at end of autumn term.	15 Sept 14	20 Oct 14				SE/CM to monitor with the Y3/4 team. Progress to pupils to be tracked closely.	Improved pupil assessment results. Teacher's planning to indicate better match to needs.
	Replenish colour band reading scheme.	AG/LH to audit current colour band books and replenish/ update current reading scheme AG to research 'Bug Club' reading scheme and implement this scheme if necessary	15 Sept 14	27 Oct 14	0.5 days	£2000		AG/LH to monitor number of children using colour band books.	Greater number of children using colour band books – recorded via Reading Diaries.
LAO/ Drama	To identify opportunities for drama across the curriculum.	Team leaders to ensure drama opportunities are being explored and are included in planning.	ongoing					LH to monitor planning across all teams	Drama opportunities included in 'feet' on planning wheels Staff seen using a variety of techniques
LAO/ Music	To improve the quality of singing as a curriculum element.	Contact Joy Castell-Evans and arrange a staff meeting on whole class singing.	10.2.15				Cost of contact hours		Staff more confident in singing with whole class ensembles.
		Develop a choir club Contact Will Prideux for support.	Sept 2014	July 2015					Choir club developed.
		Yr 3 & 4 to take part in the Peterborough Music Hub project: Rock and Roll	Sept 2014	Oct 2014		FOC			Yr 3 & 4 singing in the Music Hub choir and concert in October

LAO/ Art	To improve the quality of drawing skills across the school to culminate in Big Art week	Secure a twilight (whole staff) session to focus on drawing skills, preparing teachers and support staff for Big Art Week.	Aut 1				JM/CM/SE to work in collaboration for this session	JM to evaluate the effectiveness of the training and keep record of the outcomes from Big Art week.	Teachers and support staff more confident using drawing skills in art lessons. Big Art week displays reflect the children's improved skills and natural progression from FS to UKS2 is visible.
		Art resources to be ordered as required for Big Art Week. Current art resources to be reviewed and organized as necessary.	Aut 1			£900		JM to evaluate current resources available and monitor those used regularly.	Resources available to cover the art areas being taught throughout the year. Enough drawing resources for all teams/children.
		Year 6 art leaders to work with JM and DT ambassadors to assist art lessons and improve attitude across the school for looking after resources.	ongoing					JM to monitor effective use of ambassadors.	Year 6 leaders helping in art lessons across the school Looking after the resources and setting the example of how to take care of them.
LAO/ PE	To increase children's participation in sports in school	To offer more sports based after school clubs and use more professional coaches and celebrate children's achievements.	Feb 2014		PE Premium : £2000			Measure levels of participation with whole school PE questionnaire	In questionnaire a higher number of children will join clubs and be involved with sport beyond the PE lessons
	To increase children's participation in sport outside of school	To make stronger links to outside clubs, provide range of sport's taster days to showcase new sports.	Feb 2014		PE Premium £1000			Measure levels of participation with whole school PE questionnaire.	In questionnaire more children will be members of a sports club outside school
	To increase levels of children's fitness and ability in sport.	Focus on improving children's fitness and ability by providing more games based pe that improve balance, speed, fitness and hand eye coordination.	Sep 2014		na			Measure with fitness tests at start and end of year.	Children will get higher scores in each year group in fitness tests
	To improve children's attitudes to sports	Broaden and improve children's perception and access to sport. To update and improve PE resources.	Feb 2014		PE Premium £1000			Measure levels of participation with whole school PE questionnaire	In questionnaire more children will report a higher level of enjoyment in sport and pe.

LAO/ PSHE	Identify children's knowledge of drugs to inform future planning	Carry out a Dogs and Rugs survey throughout the school.	Autumn Term			1 Day supply	Will need time to gather the information and analyse the results which is no longer done by outside agency.	SB	Survey carried out, analysed and results fed back to teaching staff to inform planning.
	Ensure that staff are familiar with the various elements of the PSHE curriculum that are not covered by SEAL , especially 'Staying Safe'	Hold a staff meeting (after CD installed) to familiarise all teaching staff with the SEAL/PSHE map and resources to support the teaching of the PSHE curriculum.	20.1.15					SB/CM	All staff aware of the differences between SEAL/PSHE schemes of work and are teaching both.
		Obtain an up to date copy of the PSHE curriculum on CD so that staff have easy access to the plans/ resources on the school network. (Order via Gaynor Mansell)	Autumn Term			£500	CD has increased in price since it was first introduced but it is automatically updated as and when required.	SB	Contents of CD loaded on to the school network so that all teachers have easy access to the materials they need.

Faculty/ Subject	Objective	Action	Start date	End date	Est. no. of release hrs	Other Costs (£)	Notes on other costs	Monitoring/ Evaluation	Success Criteria
Computing	To plan, teach and assess the new Computing objectives	To ensure the new Computing program for KS1 and KS2 is being planned for across the school	Aut 1	Ongoing			Scheme of work	Colin Marks	NC objectives for KS1 and 2 are being covered Teachers are planning effective lessons that will meet the new requirements
		Train teachers on how to use new software such as Scratch	Aut 1					Colin Marks	KS2 teachers start to use Scratch in Computing lessons. Progress of skills being seen through KS2.
		UKS2 to make best use of new technology and share new knowledge with the rest of the school	Ongoing					Colin Marks	New iBoards / laptops / iPads being used by teachers and children imaginatively and purposefully to enhance the teaching of Computing and other subjects
		2 x Computing ambassadors to be chosen to assist with Computing related tasks across the school	Ongoing					Colin Marks	2 x Yr 6 regularly helping in assemblies, looking after equipment, assisting in Computing lessons and being role models to others.