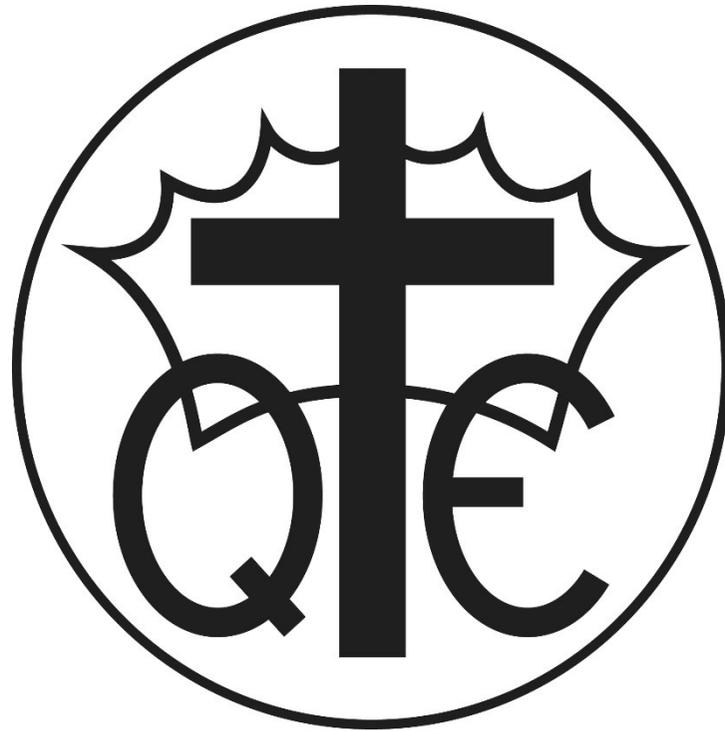


QUEEN ELEANOR'S COFE JUNIOR SCHOOL



School development plan 2016 - 2017

Contents Page

- Aims & Objectives p.3
- Teaching and Learning Priority 1..... p.4
- Teaching and Learning Priority 2..... p.8
- Teaching and Learning Priority 3..... p.11
- Teaching and Learning Priority 4..... p.14
- Teaching and Learning Priority 5.....p.17
- Leadership and Management Priority 1..... p.22
- Leadership and Management Priority 2..... p.24
- Leadership and Management Priority 3..... p.26

Aims & Objectives

The aim of this development plan is to improve the overall effectiveness and efficiency of the school and thereby raise standards of achievement.

All staff and governors were involved in the creation of this plan through a series of meetings that canvassed opinion on the strengths and weaknesses of the school. The responses were also very useful in charting the future strategic direction of the school.

The feedback was also cross - referenced to the school's self-evaluation review. The review also included an evaluation of the previous improvement plan and was linked to the Good Shepherd Trusts' School Improvement Advisor's review of the school.

School self-review also included an audit of the staff training needs assessed through lesson observation, work samples, external inspection and individual subject action plan. The review also incorporated the SIP and Post Ofsted Action Plans.

The result of the consultation and review process was the identification of the key priorities for 2017-2017 and an overview of the strategic direction of the school.

Common development issues were identified and classified under the following headings;

- Improving the teaching and learning of writing.
- Developing the pupils involvement with their learning
- Encourage pupils to challenge themselves with their learning
- Develop middle leadership across the school
- Improving Governance

Teaching & Learning Priority 1

To ensure opportunities exist to write effectively for sustained periods of time.

Rational/Current position

School information, nationally published data and the School Effectiveness Partner's (SEP) report, shows that the attainment of writing is significantly high whereas progress is below average compared with peers nationally. More opportunities need to be created across all subjects to ensure the gap between progress and attainment is closed.

Research suggests that sustained writing practice improves writing, improves reading, makes students more fluent in the writing process, makes writers more comfortable with writing, promotes transfer between contexts, deepens thinking about content and helps students construct new knowledge.

Success criteria (How we will know we have been successful.)

- End of year progress in writing at the end of Key Stage 2 will be above their peers nationally
- Disadvantaged pupil's progress will be at least in line with their peers nationally
- The proportion of pupils making their expected progress in writing will meet the school's target of 80%
- Weekly planning feedback will show an increase in extended writing opportunities across all year groups in all subjects.
- English planning shows that extended writing is being planned and taught effectively in all year groups across the school.
- There is an increase in high quality, sustained writing in books and displays across the school.
- Teaching of writing judged to be good or better in all subjects observed.

Evidence of success (detailed against milestones)

- Planning Feedback
- Learning Walks
- Book Looks
- Appraisal Observations
- Writing moderations
- Pupil Interviews
- Target Tracker Data
- Staff Meeting/INSET Training Time

Objectives	Actions	Who	Timescale 2016-17	Milestones - demonstrating impact	Key Evidence	Monitoring by who reporting to
1.1 To ensure effective sustained pieces of writing are planned into English, as well as Foundation subjects.	<ul style="list-style-type: none"> • Year groups plan for cross curricular writing in Literacy lessons. • Year groups plan quality writing opportunities in other subjects. • Examples of high quality writing are evident in displays in both classrooms and around the school – not just from Literacy lessons. • Subject leaders to suggest appropriate ways to incorporate effective pieces of writing into the foundation subjects. • Focus termly book looks on evidence of longer pieces of writing in a range of subject. • Writing moderation to include examples of writing from a range of curriculum subjects. • Learning walks to focus on evidence of pupils writing longer pieces in class. 		Introduce in September 2016 and run until the end of the academic year before completing a review for 2017-2018	<ul style="list-style-type: none"> • SEPT 16 – Year groups have cross curricular writing planned for within foundation subjects on their MTPs. • SEPT 16 – Year groups have cross curricular writing planned for within Literacy lessons on their MTPs. • DEC 16 – Literacy book & writing portfolios reviews (book looks) focusses on showing evidence of longer pieces of writing from different subjects. • APRIL 17 – Spring term writing moderation includes examples of written work from Sept – April inclusive of Literacy and foundation subjects showing longer opportunities to write. 	Medium Term and Weekly Planning Learning walks/ appraisals Writing moderation judgements Book Looks	SLT & English Co-ordinators

	<ul style="list-style-type: none"> • Monitor weekly planning to check that longer pieces of writing are being planned, written and edited in English lessons and across other curriculum subjects. • To review the current use of writing targets. 			<ul style="list-style-type: none"> • APRIL 17 – evidence of pupils writing longer pieces in class is gathered through learning walks and appraisals • JULY 17 – weekly planning monitored over the year has shown longer pieces of writing are planned, written and edited in English lessons and across other curriculum subjects – if this hasn't been done, it has been addressed by SLT. • JULY 17 - actions have been implemented and books/writing portfolios show a quantity of quality writing of various types, across subjects. 		
1.2 To develop pupils' stamina and resilience for writing longer pieces of work.	<ul style="list-style-type: none"> • Teachers to teach skills explicitly to promote stamina for writing • Less able writers to be given appropriate support to complete their written work • Use the increasing high quality, sustained writing in books and displays both in the class and across the school to give children good examples to follow and to increase their motivation. • Locate a dedicated writing display in each classroom to provide realistic models and targets for the children across the ability range. 		Introduce in Summer 2016 to be implemented in planning starting September 2016	<ul style="list-style-type: none"> • DEC 16 – Weekly planning shows explicit teaching of skills to promote stamina for writing. • DEC 16 – Planning shows how LA writers are being supported with their written work • APRIL 17 – High quality, sustained writing is evidenced in displays both within the classroom and in the corridors. • JULY 17 - A dedicated writing display is referenced by pupils who are able to explain how they have used these over the year to guide their own writing. 	Weekly planning Learning walk Appraisals Pupil interviews	English Coordinators Head – through planning monitoring Year Group Leaders
1.3 Increase in high quality, sustained writing in all books across the school.	<ul style="list-style-type: none"> • Monitor the amount of 'big write' time during Literacy book looks. • Monitor and feedback on Literacy planning –focussing on how writing time is planned for and taught. • Observe writing lessons as part of the appraisal cycle. • Track progress in writing using Target Tracker – both in class, across year group, and groups of pupils. 		Introduce in Summer 2016 to be implemented in planning starting September 2016	<ul style="list-style-type: none"> • DEC 16 – All teachers have had at least one writing appraisal observation by SLT • APRIL 17 – Literacy planning feedback shows a focus on how 'big' writing time is planned for and taught • JULY 17 – Target Tracker has tracked the progress in writing of classes, year groups and groups of pupils 	Book Looks Weekly Planning Appraisals Planning Feedback Target Tracker data	English Coordinators Head – through planning monitoring Year Group Leaders
1.4 All teaching of writing will be	<ul style="list-style-type: none"> • Observe writing lessons as part of the appraisal cycle. • Literacy coordinator to observe writing lessons across the school. 		Staff informed	<ul style="list-style-type: none"> • DEC 16 – All teachers have had at least one writing appraisal observation by SLT and/or Literacy coordinator 	Staff Meeting time	All staff carrying out appraisals

judged to be good or better.	<ul style="list-style-type: none"> • Staff INSET training on what makes a good or outstanding writing lesson. 		September 2016	<ul style="list-style-type: none"> • JULY 17 – All staff have been observed teaching good or outstanding writing lessons at least once if not more. 	Appraisal	
1.5 Ensure that both LO and SC are informed by the national curriculum and accessible to the children without excessive explanation – child speak	<ul style="list-style-type: none"> • Staff INSET training on how to make sure the LO and SC are informed by the curriculum and child friendly • Ensure the SC are the steps to take to meet the LO. • Planning feedback should reflect that the LO and SC are informed by the curriculum and in child speak • Evidence from book looks shows that LO and SC are meeting expectations in terms of the NC and child speak. • Discussion with pupil observations demonstrate their understanding of the LO and SC. 		INSET training carried out Summer 2016 and implemented immediately, staff secure on this to start September 2016	<ul style="list-style-type: none"> • DEC 16 – Pupils can articulate the purpose of the LO and SC as well as demonstrate their understanding of it. • DEC 16 - All staff are clear in their expectations of how the LO and SC are to be used. • APRIL 17 - Planning feedback has monitored how the SC and LO are linked as well the language they are phrased in. • JULY 17 – Book look evidence shows pupils understanding of the LO and SC. 	Book Looks Weekly Planning monitoring feedback Pupil Interview Staff meeting	SLT English Coordinator Year Group Leaders
1.6 Ensure children edit and improve written work, increasing their awareness of target areas.	<ul style="list-style-type: none"> • Pupils are aware of their own targets and can vocalise this. • Pupils use child-friendly target cards which are suitable to their ability and year group. • Pupils can verbalise how to improve written work, with and without adult supervision. • Teachers plan interactive and useful editing lessons, implementing WAT training ideas. • Editing lessons are monitored and feedback upon in planning feedback. • Editing lessons are observed during the appraisal cycle. • Evidence of editing and writing improvements are seen during book looks. • Teachers to audit children’s awareness of targets. 		Ensure pupils start September 2016 with consistent target cards to build upon throughout the year.	<ul style="list-style-type: none"> • DEC 16 – All pupils have a writing target card which they can discuss with confidence • DEC 16 – Book Looks show pupil target cards are in use and are of a suitable level and language for pupil access • APRIL 17 – Book Looks show pupils are editing their work with reference to their target cards and in some cases, setting their own targets • APRIL 17 – Weekly planning shows evidence of editing lessons with appropriate focuses for the different classes and needs within the classes. • JULY 17 – Writing moderations includes written work that is edited and refers to pupils’ target cards. 	Pupil Interview Book Looks Appraisal observations Writing Moderations	SLT Assessment and English Coordinators Year Group Leaders
1.7 Ensure that there is the opportunity for children to respond to comments and	<ul style="list-style-type: none"> • Dedicated time is given to allow pupils to respond to comments from teachers • Lesson observations show evidence of learning conversations • Book looks to focus on identifying learning conversations. 		Training carried out in Summer 2016 to start monitoring in	<ul style="list-style-type: none"> • DEC 16 – Weekly planning incorporates times for pupils to refer back to/respond to marking comments from teachers. • DEC 16 – Book Looks show a learning conversation happening between pupils and teachers 	Book Looks Pupil Interviews Appraisal Observations	SLT Year Group Leaders

develop dialogues between teachers and pupils.	<ul style="list-style-type: none"> • Pupil interviews show a clear understanding of the value of learning conversations to pupils. 		September 2016.	<ul style="list-style-type: none"> • JULY 17 – Pupils demonstrate their understanding of the value of the learning conversations. 		
<p>Estimated cost/resources</p> <ul style="list-style-type: none"> • INSET day training – No cost • Staff meeting time – No cost • SLT member’s time – No cost • TA training time – No cost 						
<p>Evaluation</p>						

Teaching & Learning Priority 2

- To ensure there is consistency in planning that provides pupils with the opportunities to challenge themselves to improve their progress.

Rational/Current position

The schools own self review and School Effectiveness Partner's (SEP) report shows that pupil challenge is not yet consistently in place in all year groups and in all subjects. This is key to ensuring all pupils have the opportunity to progress further by deepening and applying their knowledge in a range of core curriculum subjects. This system of pupil challenge is currently in place across the school but it is not yet consistent amongst year groups or across subjects.

Success criteria (How we will know we have been successful.)

- End of year attainment will increase
- Pupil confidence will increase
- Pupil motivation to learn will increase
- Pupils able to verbalise how they are challenged
- Pupils able to make educated choices about how to challenge themselves
- Differentiation on planning will improve
- The proportion of pupils exceeding expected progress will increase

Evidence of success (detailed against milestones)

- Lesson observations
- Learning walks
- Book looks
- Pupil interview
- Teacher planning
- Classroom displays
- Pupil tracking data

Objectives	Actions	Who	Timescale 2015-16	Milestones - demonstrating impact	Key Evidence	Monitoring by who reporting to
1.1 Train teachers on how to plan and implement 'chilli challenge' or equivalent pupil challenge.	<ul style="list-style-type: none"> CPD session to develop understanding of pupil challenge and how to plan. Monitor pupil challenge in weekly planning feedback Focus termly book looks on evidence of pupil challenge Focus learning walks on pupil challenge Teachers develop current planning to include pupil challenge 	<p>SLT</p> <p>All teachers</p>	Start in September 2016, reviewed in July 2017	<ul style="list-style-type: none"> September 2016 - CPD session on INSET day showing how to use chilli challenge effectively September 2016 - Planning format changed so chilli challenge is explicitly put on December 2016 - monitoring of planning will show 'chilli challenge' is being used successfully. December 2016 – book look shows pupils are being challenged December 2016 – learning walks show evidence of pupils being sufficiently challenged in discussions with pupils March and July 2017 – book looks show progress in pupil challenge from December 2016 book look March and July 2017 – learning walks show progress in pupil challenge from December 2016 learning walk 	<p>Weekly planning</p> <p>Weekly planning feedback</p> <p>Notes from CPD training</p> <p>Book look feedback sheets</p> <p>Learning walk feedback sheets</p> <p>Children's books</p>	<p>SLT member in charge of teaching and learning</p> <p>Head teacher</p>

<p>1.2 To develop and focus planning to include a range of differentiated activities in English, Maths and Science.</p>	<ul style="list-style-type: none"> • Planning feedback focuses specifically on pupil challenge • Planning reflects a range of pupil challenge activities • Teachers explain pupil challenge to the pupils • Progress monitored closely by subject co-ordinators • Raise pupils expectations and confidence by ensuring all have an opportunity to challenge themselves 	<p>SLT All teachers Selection of mixed ability pupils from all year groups for interviews</p>	<p>Start in September 2016, reviewed in June 2017</p>	<ul style="list-style-type: none"> • September 2016 - CPD session on INSET day showing how to use chilli challenge effectively • September 2016 – teachers explain the chilli challenge to their new class • October 2016 – Appraisal observations to focus on pupil challenge and continue to be monitored in Spring and Autumn appraisal observations • October 2016 – interview with selection of pupils in each year group to determine pupils expectations and confidence by whether they feel they have an opportunity to challenge themselves • December 2016 - monitoring of planning will show ‘chilli challenge’ is being used successfully. • December 2016 – Subject co-ordinators to check pupil challenge of planning • January 2017 – subject co-ordinators to feedback on planning to year group leaders • June 2017 – interview with same selection of pupils in October 2016 to compare findings 	<p>Weekly planning Weekly planning feedback Children’s books Feedback from pupil interviews</p>	<p>SLT member in charge of teaching and learning Head teacher</p>
<p>1.3 Review planning feedback to ensure comments focus on consistency of challenge for pupils.</p>	<ul style="list-style-type: none"> • Planning feedback gives greater focus to pupil challenge • SLT to review planning regularly and focus comments as feedback • Feedback given to teachers and picked up in appraisal observations • Regular feedback is given to all staff on their planning for pupil challenge • Evidence of staff development in terms of planning 	<p>SLT Headteacher</p>	<p>Start in September 2016, reviewed in June 2017</p>	<ul style="list-style-type: none"> • October 2016 – Staff inset on planning December 2016, March 2017 and June 2017 – SLT to review planning and the consistency of challenge for all pupils and check for progress over the three terms • December 2016 - monitoring of planning will show ‘chilli challenge’ is being used successfully. • Continuous weekly planning feedback from Headteacher with focus on pupil challenge 	<p>Weekly planning Weekly planning feedback Notes from staff training on planning</p>	<p>SLT Head teacher</p>
<p>1.4 Ensure pupil challenge is a key focus of all lesson observations.</p>	<ul style="list-style-type: none"> • Teachers plan pupil challenge activities for all core sessions • Appraisal leaders focus on pupil challenge during classroom observations • Feedback on pupil challenge is given to appraisees 	<p>SLT All teachers</p>	<p>Start in September 2016, reviewed in June 2017</p>	<ul style="list-style-type: none"> • September 2016 – appraisal observation forms will be changed to ensure pupil challenge is emphasised • September 2016 - Planning format changed so chilli challenge is explicitly put on • December 2016 - monitoring of planning will show ‘chilli challenge’ is being planned successfully. 	<p>Appraisal observation sheets Weekly planning Weekly planning</p>	<p>SLT member in charge of teaching and learning Head teacher</p>

				<ul style="list-style-type: none"> December 2016 – SLT to report back on observations and how well pupil challenge is being used. This will be repeated in the other two appraisal cycles. December 2016 – SLT to feedback on pupil challenge to appraisees after appraisal observations. This will be repeated in the other two appraisal cycles. 	Weekly planning feedback	
1.5 Complete learning walk with a focus on observing challenge in pupil's work.	<ul style="list-style-type: none"> Teachers to be made aware of the focus of learning walks Learning walk identifies areas in the classroom where pupil challenge is highlighted Learning walk book look includes examples in pupil's books of pupil challenge 	SLT All teachers	Start in September 2016, reviewed in June 2017	<ul style="list-style-type: none"> September 2016 – Teachers to be made aware of learning walks being conducted and how the focus will be on pupil challenge October 2016 – Learning walks to be conducted focusing on pupil challenge. This will include looking in children's books. November 2016, March 2017 and June 2017 – feedback from learning walks will be given to class teachers February 2017 and May 2017 – Learning walks conducted again to check progress from the October 2016. 	Learning walk feedback sheets Children's books Displays in classrooms	SLT member in charge of teaching and learning Head teacher
<p>Estimated cost/resources</p> <ul style="list-style-type: none"> INSET day training – No cost Staff meeting time – No cost SLT member's time – No cost TA training time – No cost 						
Evaluation						

Teaching & Learning Priority 3

- To encourage all pupils to take part in learning conversations to challenge themselves in order to fulfil their potential.

Rational/Current position

The schools own self review and School Effectiveness Partner's (SEP) report shows that pupil challenge is not yet consistently in place in all year groups and in all subjects. This is key to ensuring all pupils have the opportunity to progress further by deepening and applying their knowledge in a range of core curriculum subjects. This system of pupil challenge has been introduced across the school but it is not yet consistent amongst year groups or across subjects.

There is a close correlation between pupils' learning and progress and how effectively assessment supports learning. This includes giving oral or written feedback to support the evaluation of progress, noting levels of attainment reached and identifying next steps in learning and using well-planned group discussions, peer and self-assessment to help pupils develop as independent learners.

Success criteria (How we will know we have been successful.)

- End of year attainment will increase
- Pupil confidence will increase
- The proportion of pupils exceeding expected progress will increase
- Teacher confidence will be increased
- Quality and consistency of planning increases

Evidence of success (detailed against milestones)

- Lesson observations and learning walks will show pupils taking on greater challenges
- Book looks will show pupils' and teachers' learning conversations focused on challenge
- Pupil interviews will show that pupils have an understanding of how the challenges are helping them to make progress
- Teachers' planning will show effective differentiation supporting pupil challenges
- Classroom displays will reflect the language of pupil challenge and show evidence of successful work produced by pupils engaged in the different challenges

Objectives	Actions	Who	Timescale 2015-16	Milestones - demonstrating impact	Key Evidence	Monitoring by who reporting to
1.1 Improve pupil confidence in the core subjects.	<ul style="list-style-type: none"> Pupils made aware of the emphasis of pupil challenge Lesson observations show an increase in pupil confidence and pupils demonstrate an awareness of self-challenge Pupil interviews show an increase in pupil confidence Pupil progress increases each term in line with expected end of year target 		Introduce in Autumn term Developing through Spring/Summer	<ul style="list-style-type: none"> Sept 2016 pupils reminded of or introduced to pupil challenge Apr 2017 and July 2017 Lesson observations show greater pupil confidence and awareness of self-challenge than previous term July 2017 Pupil interviews show an increase in pupil confidence Apr 2017 and July 2017 pupil progress increases each term 	lesson observations, pupil interview responses, pupil comments in books,	SLT and Subject Leaders

					termly tracking meetings	
1.2 Increase opportunities for pupils to select their own challenge task.	<ul style="list-style-type: none"> Teachers plan pupil challenge activities into all core subjects Planning feedback focuses on pupil challenge SLT monitor plans and focuses classroom observations on pupil challenge Teachers share best practice amongst year teams 		Introduce in Autumn term Developing through Spring/Summer	<ul style="list-style-type: none"> Dec 2016 planning shows that pupil challenge is included in all core subjects Dec 2016 planning feedback shows appropriate challenges are being set Dec 2016, Apr 2017 and July 2017 plans and observations show opportunities for pupil challenge are becoming embedded Dec 2016, Apr 2017 and July 2017 teachers will share best practice in year group meetings which will be evident in consistency across year group planning and implementation 	weekly planning, planning feedback sheets, lesson observations, notes from year group meetings	SLT and Subject Leaders
1.3 Pupils are aware of their responsibilities in terms of choosing an appropriate task.	<ul style="list-style-type: none"> Teachers talk through pupil challenge with the pupils Pupils to be encouraged to select appropriately challenging task Class teachers to feedback to pupils on their choice of task via marking and discussion Whole school book looks to focus on evidence of teacher comments to challenge pupils 		Introduce in Autumn term Developing through Spring/Summer	<ul style="list-style-type: none"> Sept 2016 teachers to introduce and explain pupil challenge to their class Sept 2016 teachers and TAs to guide and encourage pupils to select appropriate challenges Sept 2016 teachers marking and verbal feedback to focus on choice of task Dec 2016, Apr 2017, July 2017 book looks to analyse evidence of appropriate choice of challenge and teachers' feedback 	learning walks, lesson observations, comments in books, pupil interviews	SLT and Subject Leaders
1.4 Build in opportunities for pupils to review and evaluate their progress.	<ul style="list-style-type: none"> Teachers should explain the review process to the pupils Time in lessons allocated to pupils to review the feedback they have been given Teacher marking is evaluative and reflects the contribution of pupils. End of half term survey created and given to pupils to complete on the impact of pupil challenge on their work and their confidence SLT to review pupil survey results 		Introduce in Autumn term Developing through Spring/Summer	<ul style="list-style-type: none"> Sept 2016 teachers to introduce and explain how pupils review and evaluate their progress Sept 2016 teachers to plan lesson time for pupils to review and evaluate their progress over the lesson Dec 2016, Apr 2017, July 2017 observations and book looks show teachers reflecting on pupils self-evaluation Oct 2016, Dec 2016, Feb 2017, Apr 2017, June 2017, July 2017 pupil surveys carried out and analysed by SLT to monitor the impact of pupil challenge on progress and confidence 	learning walks, lesson observations, comments in books, pupil survey and analysis	SLT and Subject Leaders
1.5 Analyse impact of pupil challenge on pupil progress.	<ul style="list-style-type: none"> Pupil tracking data analysed to look for increase in pupil progress Pupils not making expected progress are interviewed to ascertain the impact of pupil challenge 		Introduce in Autumn term	<ul style="list-style-type: none"> Dec 2016, Apr 2017, July 2017 pupil tracking meetings followed by analysis of pupil challenge and progress 	tracking data and teachers comments from tracking	SLT

	<ul style="list-style-type: none"> • SLT to review impact across the school of pupil challenge in all data and to case study individual groups or pupils. 		Developing through Spring/Summer	<ul style="list-style-type: none"> • Dec 2016, Apr 2017, July 2017 pupils identified as not making expected progress interviewed to determine the impact of pupil challenge • Dec 2016, Apr 2017, July 2017 SLT to monitor and analyse evidence of the impact of pupil challenge 	meetings, pupil interviews, SLT analysis	
Estimated cost/resources						
Evaluation <ul style="list-style-type: none"> • INSET day training – No cost • Staff meeting time – No cost • SLT member's time – No cost • TA training time – No cost 						

Teaching & Learning Priority 4

- To develop opportunities in marking for learning conversations to take place which enhance pupil progress.

Rational/Current position

The schools own self review and School Effectiveness Partner's (SEP) report shows that pupils do not regularly or consistently respond to learning prompts from teachers. Where practice is at its best, there is evidence of effective interactions between pupils and teachers which actively engages learning. This is not as yet consistent amongst teachers or year groups. High quality interactions between learners and staff lie at the heart of assessment as part of learning and teaching. These interactions should promote thinking and demonstrate learning and development. They should be based on thoughtful questions, careful listening and reflective responses and effective feedback strategies. Conversations about learning between teachers and children and young people, among teachers and among learners should be part of the planned activities or experiences.

Success criteria (How we will know we have been successful.)

- Pupil's books will show a range of learning conversations
- Staff will feel confident in supporting in supporting pupil's learning through their interactions in their books
- Pupil progress will increase as a result of feedback
- Pupil's will be more involved in their learning

Evidence of success (detailed against milestones)

- Lesson observations
- Pupil interviews
- Book looks
- Work scrutiny
- Pupils survey feedback
- Appraisal meeting notes
- Planning feedback
- Pupil tracking data

Objectives	Actions	Who	Timescale 2016-17	Milestones - demonstrating impact	Key Evidence	Monitoring by who reporting to
1.1 Train teachers on how to develop learning conversations with pupils.	<ul style="list-style-type: none"> Staff meeting to explain to staff how to design tasks to allow for pupil learning conversations Set expectations for teachers on what to expect and how to develop the pupil's expectations Opportunity for staff to look at their future planning 	SLT	Introduce in the Autumn Term and review throughout the year	<ul style="list-style-type: none"> Sept 2016 - CPD given to staff during INSET day on how to develop learning conversations. Jan 2017 - SLT to complete work scrutiny to monitor the use of pupil learning conversations in English and Maths books April 2017 – SLT to review planning and monitor opportunities for pupil learning conversations July - SLT to conduct pupil interviews to judge the impact of pupil learning conversations 	Planning Work scrutiny Planning feedback Pupil interview	SLT will review termly
1.2 Planning and task design to be reviewed to build in time and opportunities for learning conversations to take place.	<ul style="list-style-type: none"> Changes made to the start of the day procedure to enable pupils to have time to engage in learning conversations Year teams to review all future planning to build in opportunities for pupil learning conversations Teachers to run a session with their children to talk through the pupil learning conversations and to establish expectations 	HT CT SLT	Introduce in Autumn term and developing throughout the Spring and Summer	<ul style="list-style-type: none"> Sept 2016 - Planning to be reviewed by the end of the Autumn term for both Autumn and Spring term. Sept 2016 - Changes to the start of day procedures are implemented Sept 2016 - Appraisers see impact of teacher's session on pupil learning comments during lesson observations ad work scrutiny 	Weekly planning Work scrutiny Book looks Planning feedback	SLT

	<ul style="list-style-type: none"> • SLT to monitor pupil learning conversations through book looks and appraisal work scrutiny 			<ul style="list-style-type: none"> • Dec 2016 - Planning feedback will show development of pupils learning conversations opportunities. • June 2017 - SLT to complete a review of pupil learning conversations through book looks and work scrutiny 		
1.3 Planning feedback should reflect opportunities for learning conversations to take place.	<ul style="list-style-type: none"> • Planning feedback focuses purely on pupil learning conversations • Teachers adapt planning from feedback • SLT review progress given against feedback 	HT SLT	Begin in the Autumn term and running throughout the Academic Year	<ul style="list-style-type: none"> • Sept 2016 - Planning feedback to be reviewed by SLT to ensure it focuses on opportunities for learning conversations • Sept 2016 onwards - Planning is monitored by SLT in 'snap' inspections to ensure • July 2017 - Pupil progress data is compared to pupil learning conversations and an analysis completed by the SLT 	Planning Planning Feedback Pupil tracking data	HT SLT
1.4 Pupils to receive consistent marking from teachers on their pupil challenge conversations	<ul style="list-style-type: none"> • Expectations of teacher marking are made clear during staff training session • Year teams to regularly review a selection of books in planning\year team meetings and moderate marking of pupil's conversations. 	HT SLT	Introduce in Autumn term and developing throughout the Spring and Summer terms	<ul style="list-style-type: none"> • Sept 2016 - Staff training session is delivered an expectations of pupil learning conversations are made explicit • Sept 2016 onwards - Year teams to review books in their planning sessions and record the use of pupil learning conversations • July 2017 - End of year appraisal meeting reflect effectiveness of pupil learning conversations 	Feedback from year groups Appraisers reports	HT Appraisers SLT
1.5 Lesson observations to show increased evidence of learning conversations.	<ul style="list-style-type: none"> • Appraisers to focus on marking of learning conversations during classroom observations and reflect any required feedback to appraisees. • Pupil interviews with appraisers show a good understanding of pupil learning conversations 	HT SLT	Introduce in Autumn term and to run throughout the year	<ul style="list-style-type: none"> • Dec 16 – First term's lesson observations show evidence of leaning conversations following the September training session • Mar 17 – Pupil interviews are conducted and show the effectiveness of the pupil learning conversations • July 17 – End of year pupil interviews and lesson observations show pupil learning conversations are well embedded 	Lesson observations Pupil interviews Appraiser reports	HT Appraisers SLT
1.6 To focus book looks on evidence of pupil conversations	<ul style="list-style-type: none"> • SLT to monitor a selection of books to check for consistency across year groups. • Whole school book looks to focus on evidence of pupil learning conversations 	SLT	Autumn, Spring & Summer Term	<ul style="list-style-type: none"> • Dec 16 – SLT to collect a selection of books and do a thorough review. Written feedback will be given to each year team 	SLT feedback Book look feedback	HT SLT

				<ul style="list-style-type: none"> • Dec 16 – Whole school book looks to provide feedback to class teachers on progress with pupil learning conversations so far • Mar 17 – SLT to complete second review and provide feedback • July 17 – SLT to complete final review and feedback 		
1.7 Pupils are aware of learning conversations and know how to use them.	<ul style="list-style-type: none"> • Teachers to run a session with their children to talk through the pupil learning conversations and to establish expectations • Pupils to regularly complete pupil learning comments • Teachers and pupils to review success of pupil learning comments during Pupil Conferencing 	CT	Introduce in Autumn term and to run throughout the year	<ul style="list-style-type: none"> • Sep 16 – Teachers introduce pupil learning conversation • Dec 16 – Class teachers to complete a review of the effectiveness of pupil learning conversations so far • Mar 17 – Midyear review of the effectiveness of pupil learning conversations to take place • July 17 – End of year review completed by teachers 	Class teachers feedback Work scrutiny	Class teachers
1.8 Pupil views on learning conversations are sought through interview.	<ul style="list-style-type: none"> • SLT to gain insight on pupil views through interview • Class teachers to understand pupil attitudes to pupil learning conversations and their impact • Pupils to complete a questionnaire on pupil learning comments 	SLT	Introduce in Autumn term and to run throughout the year	<ul style="list-style-type: none"> • Dec 16 – SLT to conduct pupil interviews with a selection of pupils from each class to gain an understanding of the impact of pupil learning conversations so far • Mar 17 – SLT to complete second review of pupils • Jul 17 – SLT to complete final review of pupil's understanding of pupil learning conversations 	SLT feedback Pupil interview	HT SLT
<p>Estimated cost/resources</p> <ul style="list-style-type: none"> • INSET day training – No cost • Staff meeting time – No cost • SLT member's time – No cost • TA training time – No cost • Supply Teacher days (x6) - £1,200 						
Evaluation						

Teaching & Learning Priority 5

- To develop a programme of effective assessment for reading comprehension.

Rational/Current position

Staff confidence in the assessment of reading does not match their confidence in the assessment of writing and maths. Making accurate judgements of pupils' comprehension skills in particular is an area of staff CPD as is a review of the current group reading session. There is a gap in some teacher's knowledge and understanding of how to accurately assess reading comprehension and how to develop it.

Gains in reading comprehension have positive effects not only on children's attainments but also on their enjoyment of reading and on their self-esteem. It is vitally important to be aware of individual differences in reading comprehension in children of all ages, to identify early children who are falling behind their peers and to put interventions in place.

Success criteria (How we will know we have been successful.)

- When the children are able to discuss own progress and targets
- When children are involved in targeting for themselves
- When staff have embedded questioning into planning
- When there is a clear idea of what the questioning should look/sound like
- When tracking is effective and there are professional dialogues taking place

Evidence of success (detailed against milestones)

- Through learning walks and drop-ins
- Teacher appraisal
- Planning
- Staff meetings and INSET
- Data from Tracker
- New test materials chosen, bought and in place
- Book looks
- Displays
- Pupil feedback

Objectives	Actions	Who	Timescale 2016-2017	Milestones - demonstrating impact	Key Evidence	Monitoring by who reporting to
1.1 Review assessment policy so that it reflects current practice	<ul style="list-style-type: none"> SLT and assessment coordinators go through assessment policy in light of new curriculum and assessment model. Open discussion to staff over how progress will be tracked in a meaningful way. Consider how traditional reading ages or spelling ages could or should be used to provide a different model of progress. Engender an understanding of how discussion and pupil conversation can feed into assessment so that more traditional written comprehension models do not completely dominate assessment. 	SLT Assessment coordinator(s) English Coordinator	Begin process September 2016 with view to present by start of Spring 2017	<ul style="list-style-type: none"> October 16 -Staff meeting – Autumn term. Staff aware of the review and able to contribute. Start discussion on the value of keeping more traditional RA and SAs. December 16-Staff meeting led by English Coordinator on use of discussion and pupil conversation in assessment. Jan 17-Assessment Document available January 2016 	Guided reading observations, assessment	English Coordinator reporting to SLT

1.2 To train teachers how to assess reading according to the new National Curriculum.	<ul style="list-style-type: none"> • Staff trained in INSET session on how to assess reading. • Resources available to make accurate judgements on assessing progress in reading. • Support is available to help those teachers less confident in assessing reading. 	Coordinator		<ul style="list-style-type: none"> • Autumn Term 16 – Inset session run • Sept 16 onwards – Materials made available • Sept 16 onwards, English coordinator assistance for teachers 	Materials bought, INSET/staff meetings executed, support in place	English Coordinator reporting to SLT
1.3 Improve the accuracy of tracking pupils' attainment and progress in reading	<ul style="list-style-type: none"> • Use of target tracker to become embedded. • Professional discussions led by literacy coordinator on how the group reading is used in the assessment model. • Engender an understanding of how discussion and pupil conversation can feed into assessment so that more traditional written comprehension models do not completely dominate assessment. 	Assessment Coordinator(s) English Coordinator	Target tracker embedded at start of 2016-17	<ul style="list-style-type: none"> • Second half of Autumn Term 2016 English coordinator led meeting, modelling the assessment in Group Reading sessions. • Ongoing professional discussion on traditional comprehension model versus discussion and conversation model. 	All teachers more confident in use of target Tracker, training undertaken	Assessment and English Coordinator
1.4 Improve the impact teachers' developmental marking has on pupils' understanding	<ul style="list-style-type: none"> • Link to priority 4. Provide meaningful and understandable next steps for the children which improve progress. <p>Ensure next steps are identified on staff feedback forms.</p>	English Coordinator, Book Looks	September 16 onwards	<ul style="list-style-type: none"> • Autumn Term book looks, follow up discussion to Literacy Coordinator's staff meeting. 	Book looks show next steps	Whole staff reporting to SLT via book look forms
1.5 Improve the use of summative and formative assessment information so that progress and the proportions of pupils meeting the standard are accurately measured (summative) and so that pupils are clear as to the next steps in their learning (formative)	<ul style="list-style-type: none"> • As test styles and outcomes are made clear, invest in year based test materials (summative) • Assessment coordinators to assess gaps and differences between teacher assessment and the tests. • To research and purchase new assessment resources that meet the needs of reading in the new National Curriculum with a focus on tests suitable for every year group for summative assessment. 	SLT English Coordinator Assessment Coordinator(s)	Tests investigated from September 16 on	<ul style="list-style-type: none"> • New tests bought for all years by Easter 2017 	New Tests bought and in place by Spring 2017 so that they can be used in end of year summative assessment	Assessment Coordinator(s) reporting to SLT
1.6 Develop and trial a robust system of assessment in reading that reflects the new	<ul style="list-style-type: none"> • Use Target tracker for 2016-2017 but with an open mind. Monitor the assessments made by Year Group Staff and consider how they reflect the test results for the cohort. 	SLT Assessment Coordinator(s)	Starting with 2016 SATS, look at teacher assessment within school.	<ul style="list-style-type: none"> • September onwards, Target Tracker in use. Data from 2015-2016 studied and put against test results from SATS. • September 2016 Assessment Grids introduced. 	Tracker and grids in use across school	Assessment Coordinators and English Coordinator (making grid)

assessment expectations	<ul style="list-style-type: none"> Keep all staff aware of developments and refinements in the Target Tracker. To set up an assessment format to allow teachers to accurately assess and record evidence of progress in reading (similar to old Babcock grids)! 		Whole year data led investigation	<ul style="list-style-type: none"> October 2016 Assessment grids in place 		reporting to SLT
1.7 Review the teaching of reading comprehension to ensure all abilities are well served.	<ul style="list-style-type: none"> Literacy coordinator and SLT to review the KS1 to Year 3 results. Are all areas of perceived ability well served? What does the progress model look like? 	SLT English Coordinator	Look at KS1 results and assess progress against these for 2016-2017. Whole year investigation.	<ul style="list-style-type: none"> By October 2016, English coordinator staff meeting link to 1.3 	English Coordinator has identified areas for discussion	Literacy Coordinator reporting to SLT
1.8 For teachers and Teaching Assistants (TAs) to develop their skills in planning and implementing effective guided reading sessions.	<ul style="list-style-type: none"> Training will be provided for teachers and TAs unfamiliar with teaching and assessing guided reading. Planning will be monitored to see if suitable tasks and questions are being set for the pupils. Learning walks or observations will show that teachers are teaching and questioning pupils effectively in guided reading sessions. 	Training implications assessed by Training Lead	Whole year 2016-2017	<ul style="list-style-type: none"> Monitoring of planning by SLT, Head. (ongoing) Book looks by October 2016 Designated learning walks by SLT September to October 2016 Sept 2016 onwards Teacher Appraisal feedback to SLT 	Planning and teaching show use of questioning	Training Lead reporting to SLT. SLT discussion on planning – specific to English planning
1.9 To embed strategies for pupils to self-assess, act on feedback & set their own targets	<ul style="list-style-type: none"> Gather school's own examples of good practice in assessment. How do children feedback most meaningfully? Look at how the challenges might include an element of self-assessment so that children can not only choose an appropriate challenge but also be aware of what their next steps might be. 	Subject Co-ordinators SLT discussions following book - looks	September 16 on, review teacher-pupil conversations in book looks	<ul style="list-style-type: none"> Autumn /Spring/Summer book looks Autumn planning reviews by English Coordinator Embed this element in Appraisal observations from September 2016 	Good practice examples available to all staff via website or hard copy	Book Looks discussed by SLT. Feedback collated.
1.10 Good use of data analysis has tracked the performance of children across the school in relation to target groups, EAL, SEN, More Able, Gender and Ethnicity. This information has been used to identify pupils	<ul style="list-style-type: none"> SLT to consider different models of data presentation and layout for analysis. What models would be most clear and meaningful? To define groups from data on Target Tracker. Look at target groups for 2015-16 Ensure that a robust system is in place for 2016-17, with target groups defined for the assessment models at QE and for class teachers to be in the tracking. 	SLT Assessment Coordinator(s)	Start in the Autumn of 2016 following the first full year of the new curriculum	<ul style="list-style-type: none"> September 2016 Assessment Coordinator(s) lead SLT meeting looking at available data models via Target Tracker Sept – Oct 2016 SLT to define groups to be tracked and which will be defined as target groups. 	Data presented effectively	Assessment Coordinators feeding back to SLT and Governors.

for a range of booster and intervention groups.						
1.11 To research and purchase new reading resources that meet the needs of the new National Curriculum.	<ul style="list-style-type: none"> • Research new resources • Contact suppliers for samples of new materials to use with the pupils • Purchase new resources 	English Coordinator Year teams SLT	SLT to agree budget for new resources -	<ul style="list-style-type: none"> • September – December 2016, English Coordinator to assess needs and look at possible choices – use SLT time in decision making as necessary. 	Tests bought ready for end of year 2016-2017	English Coordinator feeding back to SLT
1.12 To develop a consistent means of assessing and recording pupil's progress in reading without relying on written tests.	<ul style="list-style-type: none"> • A guided reading grid using performance indicators will be used in sessions to target the teachers' questioning and to record the pupils' progress. • Self-assessment and peer-assessment will be encouraged so that children are conscious of the reading skills they are using and how to improve. 	English Coordinator	In place by Christmas 2016. Self-assessment ongoing	<ul style="list-style-type: none"> • Link to 1.6 • From October 2016 onwards, self and peer assessment to be addressed in appraisal documents and linked to the whole school identification of the importance of pupil/teacher conversation 	Grids in place and in use, pupil discussion shows understanding of skills	Class teachers using grids – implementing pupil self and peer assessment - responsible to Appraisers.
1.13 To monitor planning of Guided Reading/Comprehension lessons.	<ul style="list-style-type: none"> • English coordinator to monitor and feedback termly on guided reading/comprehension planning. • Evidence of training (staff meeting) ideas in planning. • Evidence of questions being planned for. 	English Coordinator	From Sept 2016	<ul style="list-style-type: none"> • Staff and SLT meetings planned in to allow feedback by coordinator • Staff meetings planned into yearly cycle • Ongoing overview of planning shows questioning. 	Monitoring in place, questions in planning, training completed	English Coordinator responsible to SLT
1.14 To include Guided Reading in the observation/appraisal cycle.	<ul style="list-style-type: none"> • Appraisal schedule includes observations of Guided Reading sessions. • Teaching of Guided Reading is good or better in all observed lessons. 	Head SLT	September 2016 onwards October 2016 on for new appraisal cycle.	<ul style="list-style-type: none"> • Guided reading added to appraisal document • Observations from start of new cycle in October 2016 	Guided reading in planning cycle	Appraisers reporting back to HT
1.15 To develop quality of discussion through questioning techniques.	<ul style="list-style-type: none"> • Quality questions are planned for and evident in planning. • Questioning during observed lessons use a range of question types as well as open/closed questions. • Staff focus questions to specific pupils to meet their needs. • Discussion amongst staff and pupils demonstrates pupil involvement and engagement in the texts. 	English Coordinator	September 2016 and ongoing as training/appraisal cycle unrolls.	<ul style="list-style-type: none"> • October 16 onwards planning review identifies questions planned in. • October 2016 onwards guided reading observations show questioning and book looks show pupil teacher dialogue. • Quality text/image video identified and shown as exemplars in Staff Meetings 	Planning shows questioning, appraisal and learning walks	As above

	<ul style="list-style-type: none"> • Use of Guided Comprehension texts/images/videos enhances pupil discussion and comprehension answers. 					
1.16 Class teachers become more familiar with the use of assessment/levelling guidelines so they can effectively assess reading comprehension.	<ul style="list-style-type: none"> • Following staff meeting, staff use the Target Tracker objectives to guide questions during class/group discussion. • Staff use the objectives to guided assessment during class/group discussion. • Staff are aware of which pupils are working below year group expectations and focus their questions/discussion on suitable objectives. • Assessment is ongoing and continuous in all Guided Reading lessons. 	English Coordinator Assessment Coordinators scrutiny of target Tracker	Summer term 2016 onwards, carrying into the next school year so teachers have data ready with their new classes.	<ul style="list-style-type: none"> • Summer term 2016 - discussions on feasibility of the Target Tracker providing clear objectives – assessment coordinator(s) SLT and English Coordinator. • October 2016 onwards, involve Guided reading in observation cycle • Summer 2016 Ensure DATA from 2015-2016 is in place and made available so that identification of children working below expectations are identified for the following year. • October 2016 on Assessment Coordinator checking the Tracker, Year group planning shows assessment opportunities. 	Staff able to identify focus groups, clear objectives for reading provided	Class teachers reporting back to senior staff and SLT.
<p>Estimated cost/resources</p> <ul style="list-style-type: none"> • INSET day training – No cost • Staff meeting time – No cost • SLT member’s time – No cost • TA training time – No cost • Supply teacher days – (x4) - £800 						
Evaluation						

Leadership & Management Priority 1

- To identify future leaders and develop their potential in order to secure the school's long term leadership structure.

Rational/Current position

The school has recently changed its leadership and management structure to increase the size of the Senior Leadership Team (SLT). This has allowed for more middle leader development opportunities across the school. The next step in this development is to formalise how middle leaders are recruited, trained and given opportunities to gain relevant experience to their role.

Success criteria (How we will know we have been successful.)

- End of year attainment will increase
- Staffing structure is clear and sustainable;
- All staff have good understanding of their role within school
- Parents have clear understanding of whom to contact when
- Staff have opportunities to shadow/step up into leadership
- Leadership moves towards outstanding;
- SLT members hold effective challenge conversations around pupil progress
- Teaching continues to improve towards outstanding
- All pupils make at least typical progress in their learning
- 30%+ of pupils make exceeding progress against their targets
- Emerging leaders are identified and make a positive contribution to the leadership of the school
- Emerging leaders are ambitious and understand how they can impact on standards and progress for all learners

Evidence of success (detailed against milestones)

- Lesson observations notes & Feed Back
- HT's report to GB
- Parent questionnaires & analysis
- SLT meeting minutes
- Pupil progress data
- Subject/aspect leader evaluations
- Work Scrutiny feed back
- CPD Take up

Objectives	Actions	Who	Timescale 2015-16	Milestones - demonstrating impact	Key Evidence	Monitoring by who reporting to
1.1 Ensure that the staffing structure secures strong and sustainable leadership throughout school;	<ul style="list-style-type: none"> Undertake staffing restructure in the light of changes to the leadership team; Agree clear job descriptions which reflect Teachers Standards/Head Teacher Standards, individual pay scales and responsibilities; Create opportunities for high quality CPD e.g. aspiring HT/DHT/NPQH/ NPQML/NPQSL; research study lessons; 	SLT GST LGB	Before end of Summer 16 Sept 16 Ongoing throughout the year	<ul style="list-style-type: none"> September 2016: New SLT members have been recruited December 2016: All SLT have a revised job description which more closely reflects their role. May 2017: CPD review shows opportunities for high quality CPD have been made available to Middle and Senior Leaders 	CPD Monitoring SDP objectives are met	HT LGB GST SLT
1.2 Ensure that senior leaders have the necessary skills and competencies to challenge colleagues and hold them to account;	<ul style="list-style-type: none"> Create opportunities for high quality CPD e.g. aspiring HT/DHT/NPQH/ coaching & mentoring; Appraisal targets link to accountability; Senior/Middle leaders to complete appraisal training. 	SLT LGB	Ongoing throughout the year	<ul style="list-style-type: none"> September 2016: Training courses for senior leaders are identified. October 2016: New SLT members to complete appraisal training. October 2016 – July 2017: HT reviews of appraisals with SLT show senior leaders are doing an effective job with appraisal. 	CPD Feedback Appraisal meeting notes SLT minutes	HT LGB SLT

1.3 Continue to improve the effectiveness of middle leaders;	<ul style="list-style-type: none"> • Create opportunities for high quality CPD e.g. aspiring SLT members e.g. NPQML; • Continue to create opportunities for joint lesson observations & feed back; • Continue to offer Middle Leadership release time to support SDP; 	SLT LGB	Ongoing throughout the year	<ul style="list-style-type: none"> • September 2016: Identify courses for Middle Leaders e.g. NPQML. • January 2017: Review of Middle Leadership by SLT shows they are being effectively deployed. • July 2017: Middle Leaders successfully complete NPQML. 	HT Report to LGB Appraisal meeting notes	HT Governors Appraisers SLT
1.4 Develop opportunities for emerging leaders to influence and impact on provision and thus improve pupil outcomes.	<ul style="list-style-type: none"> • Create opportunities for shadow roles alongside core subject/aspect leaders and include these in the staffing structure/succession plan: SEND/ English/Maths/ Assessment/Computing & e safety • Middle leaders to have a greater say in the development of the School Development Plan (SDP) 		Ongoing throughout the year	<ul style="list-style-type: none"> • September 2016: Identify joint subject coordinator roles to shadow core subjects (Eng\Maths\Science). • September 2016: Allocate staff members to new shadow roles. • March 2017: SLT to complete a full review of subject leader coordinatorship across the school. 	Work scrutiny Book Looks Appraisal Meeting reports	HT Governors Appraisers SLT
<p>Estimated cost/resources</p> <ul style="list-style-type: none"> • NPQSL training cost approximately £1,500 per Senior Leader + supply cover (per leader) • NPQML £350-£400 per Middle leader + supply cover (per leader) • Staff cover time for Senior and Middle release time • Appraisal training for Senior Leaders £200 + supply cover (per leader) 						
Evaluation						

Leadership & Management Priority 2

- To Ensure the governing body is properly constituted and the tools for governance are in place.

Rational/Current position

Since becoming part of a multi academy trust the Local Governing Board (LGB) has had an extensive change in members and a change in its constitution. The LGB has carried out a review of the strengths and weaknesses of the LGB which highlighted a poor structure.

Success criteria (How we will know we have been successful.)

- Governors are aware of the structure of the LGB and its relationship with the GST.
- Governors are aware of the powers and responsibilities delegated to them by the GST.
- Governors understand the roles of the sub-committees and specific governor positions.

Evidence of success (detailed against milestones)

- School Development Plan
- Schedule of Delegation
- LGB actions have appropriate impact on the governance of the school

Objectives	Actions	Who	Timescale 2015-16	Milestones - demonstrating impact	Key Evidence	Monitoring by who reporting to
1.1 Governors to develop a framework for governance	<ul style="list-style-type: none"> Governors to have in place an agreed schedule of delegation Committees to have agreed terms of reference having regard to the schedule of delegation. Role descriptions for each governor role, such as Link Governor. Meetings for the LGB and each sub-committee are timetabled for the whole school year. Sub-committee chairs report back on discussions and actions to whole LGB. A timetable of actions for the year is agreed. An action log of open and closed actions is maintained 	GST HT LGB	December 2016	Schedule of delegation is on the school's website Minutes of LGB showing report from sub-committee Evidence of completion of actions	Planning and delivery	GST
1.2 Governors ensure that the the LGB is fully constituted.	<ul style="list-style-type: none"> LGB to carry out a skills audit to identify gaps. LGB to work with the HT and GST to identify persons with appropriate skills to fill vacant governor posts. LGB to ensure parent governor elections are held. 	GST HT LGB	Skills audit by 31 October 2016 Parent elections by [end of November 2016]	A new parent governor is appointed Other vacant governor positions are filled Identified skills gaps are closed	Appointment of governors	GST
1.3 All school documents are available to	<ul style="list-style-type: none"> Governor's virtual office is set up and all governors have access and training on its use Documents are regularly added or updated as required. 	LGB HT Clerk	GVO to be Available to all governors by [GVO log book	GVO website	GST

Governors for regular access through the Governor's Virtual office (GVO).	<ul style="list-style-type: none"> All governors access the GVO regularly 		November 2016]			
1.4 LGB identifies areas for governance improvement and develops an appropriate action plan	<ul style="list-style-type: none"> Identify an appropriate evaluation tool Complete self-evaluation and create action plan for implementation 	LGB HT Chair	January 2017	Identify self-evaluation November 2016 Complete self-evaluation Dec 2016 Action plan January 2017	Evaluation and action plan	GST
Estimated cost/resources						
Evaluation						

Leadership & Management Priority 3

- To Ensure the governing body is highly effective and is carrying out its three core functions

Rational/Current position

An impact of the poor current structure is that the LGB is unable to oversee its three core functions.

Success criteria (How we will know we have been successful.)

- Governors know the school's strengths and areas for development very well;
- Governors are rigorous in ensuring high standards in teaching, learning, safeguarding and ethos are maintained
- All Governors have sound understanding of the pupil tracking process.
- There is evidence through scrutiny of the governing body minutes that challenging and appropriate questions are being asked in order to hold the school to account.

Evidence of success (detailed against milestones)

- Lesson observations
- Learning walks
- Book looks
- Pupil interview
- Teacher planning
- Classroom displays

Objectives	Actions	Who	Timescale 2015-16	Milestones - demonstrating impact	Key Evidence	Monitoring by who reporting to
2.1 Ensure all Governors have appropriate training for their role.	<ul style="list-style-type: none"> Regular training attended as appropriate All new governors to receive induction training [and a welcome pack] Link governor to keep a log of all training carried out by governors. Governors to have a clear system of accountability with regards to their focus area. Governor self-evaluation at end of academic year to identify training needs for the next year. 	LGB Link Governor Chair	Sept 2016-july 2017	Review of training log December 2016 Quality of discussions through scrutiny of LGB minutes	Self evaluation form Skills audit Training logs	HT GST
2.2 Governors to ensure clarity of vision, ethos and strategic direction	<ul style="list-style-type: none"> Governors to have an input into the school development plan. LGB meetings to always contain an item on strategic development 	LGB HT	[October 2017]	School development plan is in place and LGB minutes show active engagement in development and monitoring of goals by LGB	School development plan	
2.3 Governors oversee the financial performance of the school and ensure its money is well spent.	<ul style="list-style-type: none"> Financial benchmarking will be completed. LGB have clear understanding of; <ul style="list-style-type: none"> -Operational costs of the school -sources of income available to the school -priority areas for school improvement 	LGB HT		Annual financial budget is approved Spending is within budget Priority list for areas of school improvement		

<p>2.4 Governors hold senior leaders to account for all aspects of the school's performance; they have a clear understanding of the school's strengths and its areas for development</p>	<ul style="list-style-type: none"> • Pupil progress will be discussed each term by the full governing body. • There will be a standing agenda item to discuss the issues to ensure all governors have sound knowledge and understanding of the process. • Governor training will focus on areas identified as needing more development. • LGB to use Ofsted questions when examining data and observations • Regular timetable of governor visits to view progress against SDP 	<p>HT LGB</p>	<p>Sept 2016-july 2017</p>	<p>HT report shows pupils progression Raisonline</p>	<p>HT report Raisonline</p>	
<p>2.5 Governors to gain a greater understanding of the day to day running of the school.</p>	<ul style="list-style-type: none"> • A timetable of Governor visits is established • Govenors to have regular learning walks with the Headteacher and other senior leaders. • Governors to undertake regular meetings with subject coordinators. • Ensure that subject link governors challenge & support subject leaders on a regular basis • Encourage attendance at QE events (learning walks, workscrutiny, pupil voice; SDP evenings and curriculum workshops); 	<p>LGB Subject link Governors</p>	<p>December 2016</p>	<p>Log of governor visits kept Minutes show reports from subject link governors of conversations with subject leaders</p>	<p>Governor visitor reports</p>	
<p>2.6 Governors to improve communication with other stakeholders</p>	<ul style="list-style-type: none"> • Website to be updated with LGB names, CV's and photographs. • LGB to write to the parents on an annual basis with an overview of the schools performance and objectives. • Governors to be identified as such at school functions with name badge. 	<p>HT</p>	<p>School website updated by December 2016</p>	<p>School Website End of year letter to parents</p>	<p>School Website</p>	
<p>Estimated cost/resources</p>						
<p>Evaluation</p>						