



“A caring, supportive community, grounded in a Christian ethos, where children are inspired to explore their potential and develop skills for life.”

Strategic Priority 1: To improve standards of attainment in Writing across the whole school.		Rationale (from Self Evaluation): <i>Queen Eleanor's was inspected in September 2017 by Ofsted and rated as 'Good' in all areas. The SDP incorporates actions as a result of latest pupil outcomes, the Ofsted and SIAMS (November 2017) reports' developmental points and the outcomes from the 2017/2018 SDP. Writing continues to be a key focus at Queen Eleanor's, this priority will continue, with new actions and more focus on embedding / further enhancing good practice and ensuring maximum impact on children's outcomes.</i>			
Success Criteria: <u>Year 6 End of KS2 targets 2018:</u> Attainment in KS2 national assessments is above national averages and GST averages for RWM (targets TBA) <u>All other year groups:</u> Progress of focus pupil groups* across the school is better than expected * pupil groups to be identified as a result of data analysis (baseline assessments in Autumn 1)		Monitoring Milestones: Autumn: End of term data indicates that pupils on track to achieve at least expected progress and that any issues have been actioned via PPMs. Spring: End of term data indicates that pupils on track to achieve targets (at least 3 points) and that any issues have been actioned via PPMs Summer: End of term data indicates that pupils on track to achieve targets (at least 5 points) and that any issues have been actioned via PPMs	Monitoring & Evaluation Evidence: <ul style="list-style-type: none"> • Scrutiny of HT reports prepared for governors e.g. data reports, updated SDP, SEF etc., and associated challenge and follow-up activities through questions at LGC. • Analysis of GST monitoring reports (produced following termly consultant visits) and follow-up actions taken by the school. • Scrutiny of SDP and associated evidence of in-house monitoring processes and reports. • Learning walks with focus on key strategic priorities within the SDP and follow-up actions taken. 		
Objective:	Actions:	Expected Impact:	Lead	By when	Costs

1.1 To ensure that the use of text maximises creativity and innovative learning in the teaching of writing.	<ul style="list-style-type: none"> Year groups to continue to plan for quality texts to be used in the teaching of writing. Cross-curricular writing opportunities to be planned for to engage and stimulate. 	Start of year Inset results in teaching staff being fully briefed on main priorities.	JD/CW	-October half term -Spring half term -Summer half term	
	<ul style="list-style-type: none"> English subject leader/SLT to monitor planning and children's writing books to ensure use of quality texts and progression across year groups. 	Impact is clearer in pupil's books and through the quality of work produced.	JD/CW	-October half term -Spring half term -Summer half term	
	<ul style="list-style-type: none"> Develop reading areas in the classroom and around school that engage the children and develop a love of reading. 	Children are inspired and have pride in their work by the quality of presentation in their work and in the learning environment.	JD/CW	By October half term	
1.2 To monitor, evaluate and review the quality of the planning and teaching of writing across the whole school.	<ul style="list-style-type: none"> 'Drop-in' observations to take place in the first few weeks of September. 	Teachers will incorporate main school priorities into their practice, along with development points raised from monitoring feedback, resulting in teaching and learning that is good or better.	LJ/JD	By end Sept	
	<ul style="list-style-type: none"> All teachers observed (planned observation) and autumn schedule of monitoring completed. 	Teachers will incorporate school priorities into their practice, along with development points raised from monitoring feedback, resulting in teaching and learning that is good or better. Work scrutiny to show evidence of main priorities and progression.	SLT	By Christmas holidays By October half term	
	<ul style="list-style-type: none"> English subject leader to use subject leadership time to monitor and evaluate planning, children's English/writing books across the whole school. 	English subject leader to identify areas of success and areas for development in the teaching of writing across the school. Subject leadership findings to be presented to staff and Governors.	CW	By October half term	

1.3 To monitor the effectiveness of marking feedback in the children's writing books and implement new strategies to support the children in improving their written work.	<ul style="list-style-type: none"> All teachers observed (planned observation) and autumn schedule of monitoring completed. Observations to include a focus on the effectiveness of marking feedback. 	<p>Teachers will incorporate school priorities into their practice, along with development points raised from monitoring feedback, resulting in teaching and learning/marketing that is good or better.</p> <p>Marking to be observed to be having an impact on the children's learning. Learning conversations to be evident.</p>	SLT	By October half term	
	<ul style="list-style-type: none"> English subject leader to use subject leadership time to monitor and evaluate planning, children's English/writing books across the whole school. 	<p>English subject leader to identify areas of success and areas for development in the teaching of writing across the school. Subject leadership findings to be presented to staff and Governors.</p>	CW	By October half term	
1.4 Provide opportunities to observe 'good practice' in the teaching of writing within the confederation and local area.	<ul style="list-style-type: none"> Identify and observe Primary Schools within and outside of the confederation, teaching 'good/outstanding' writing. 	<p>English Subject Leader clear about this year's priorities and know what to do to create a plan that helps the school achieve priorities within SDP.</p> <p>HOS/AS/English Subject Leader to observe the teaching of English/writing outside of QE and present their findings to staff.</p>	JD/KC and CW	<ul style="list-style-type: none"> -End of autumn term -Spring half term -Summer half term 	
1.5 Enhance teacher expertise in assessing writing across the year groups.	<ul style="list-style-type: none"> English Subject Leader/SLT to lead staff training on assessing writing across the year groups. English Subject Leader to introduce adapted writing assessment sheets. AH to lead Staff Development meeting linked to June 2017 Year 6 Writing moderation. Carry out a baseline assessment for Writing across all year groups 	<p>Staff to participate in writing assessment training throughout the school year. Staff to develop a confidence in assessing writing across KS2. Staff to complete a baseline assessment for writing in September to assess where their children are out in their learning.</p>	CW and SLT	<ul style="list-style-type: none"> -October half term -Spring half term -Summer half term 	

Evaluation Commentary

Autumn:

- Staff Meeting on Year 6 Writing Moderation was led by AH on 26/9/18. The writing moderated was writing from last year's Year 6 children that have been externally moderated and so the levels had been verified. The teachers were generally able to level all pieces of writing successfully with only one exception. This resulted in an increase in teachers' confidence in moderating and a greater understanding of the standard of writing that is expected in Year 6.

- All year groups have assessed writing – baseline assessments.
- The English Leader (CW) has adapted the writing assessment sheets for years 3-5.
- Pupil Progress Meetings have taken place with a focus on writing.
- Drop in observations were completed before October half term by Louise Johnson and Jo Davies and follow-up actions taken.
- Writing moderations within the Guildford confederation have taken place in Years 3-6.
- The English Leader (CW) has completed a writing book look for all classes, fed back to staff and led a staff meeting addressing the areas she identified.
- Formal observations have begun and will be completed by the Christmas holidays. The observations all have a focus on the teaching of writing.
- English Leader has led staff meetings providing additional training for staff on the 'Talk for Writing' initiative.
- Teachers have updated displays in classrooms and corridors to promote and celebrate high quality examples of children's writing.
- Subject leaders supported with template for action planning and tasked to complete draft plans by Friday 30th November 2018 with at least one objective around writing development.
- Work underway to migrate data to new assessment tracking system (Pupil Asset) and staff training planned – to enable more accurate and meaningful data tracking and analysis.
- MLT have been given the action to organise an internal moderation within the year group/s they lead.

Spring:

Summer:

<p>Strategic Priority 2:</p> <p>Develop a middle leadership team to have a significant impact on children's progress.</p>	<p>Rationale (from Self Evaluation): <i>The September 2017 Ofsted inspection report identified the need for there to be opportunities for a middle leadership team to be identified at QE and for new subject leaders to be supported in reviewing and planning for further improvement in their subjects.</i></p>	
<p>Success Criteria:</p> <p><u>Year 6 End of KS2 targets 2018:</u> Attainment in KS2 national assessments is above national averages and GST averages for RWM (targets TBA)</p>	<p>Monitoring Milestones:</p> <p>Autumn:</p> <p>Spring:</p>	<p>Monitoring & Evaluation Evidence:</p> <ul style="list-style-type: none"> • Learning walks to investigate evidence of enhanced learning environment, pupil engagement

<u>All other year groups:</u> Progress of focus pupil groups* across the school is better than expected * pupil groups to be identified as a result of data analysis (baseline assessments in Autumn 1)		Summer:	and high standards of children's curriculum work. <ul style="list-style-type: none"> Involvement of senior / middle leaders in governor meetings / monitoring activities 		
Objective:	Actions:	Expected Impact:	Lead	By when	Costs
2.1 Develop Middle Leaders at Queen Eleanor's to work alongside the SLT.	<ul style="list-style-type: none"> Appoint and deploy Middle Leaders. Hold in-school training for Middle Leaders. Some Middle Leaders to attend external training (budget dependant). 	Staff identified to take on the role of Middle Leaders and go on to lead Year groups within KS2. Identifying ML will empower staff and make them feel valued at QE. Clear structure at Queen Eleanor's to support the behaviour and learning of all children, alongside the SLT.	GP	Nov 18	
2.2 Enhance the impact of middle leadership in ensuring the highest standards of children's work and learning environment.	<ul style="list-style-type: none"> MLT to have in-house training on enhancing their ability to manage challenging conversations effectively. 	MLT empowered to deal with challenging situations e.g. with parents, staff they are managing, feeding back on less than effective practice etc.	GP	Jan 19	
	<ul style="list-style-type: none"> MLT to have regular 1:1 progress meetings with GP, incorporating coaching and appropriate resources to support their leadership role. 	Middle Leaders able to promote learning and lead monitoring effectively within their Year groups/core subject.	GP	Half Termly	
	<ul style="list-style-type: none"> MLT take effective minutes of Year Group Meetings and ensure actions are addressed. 	Standardised formats for Year Group Meeting agenda & minutes lead to greater consistency across the school and more effective leadership of each year group.	GP	-October half term -Spring half term -Summer half term	
2.3 Further develop subject leadership to ensure high quality provision across the curriculum.	<ul style="list-style-type: none"> Schedule of regular meetings with curriculum teams to support progress. Deepen teacher subject knowledge through targeted CPD, high quality constructive feedback and frequent opportunities for collaborative 	Subject Leaders clear about this year's priorities and know what to do to create their team plan that helps the school achieve priorities within SDP. SL's develop expertise which is then disseminated to all staff.	KC/JD	Half Termly	

	sharing of best practice.				
	<ul style="list-style-type: none"> Develop a schedule for meaningful monitoring of wider curriculum across the school. 	Curriculum teams enable teachers to work collaboratively and therefore more effectively and consistently. This deepened subject knowledge leads to improved pupil outcomes in the wider curriculum.	KC/JD	Subject leadership Time – 1 subject per half term	
	<ul style="list-style-type: none"> Enhance monitoring proforma to be used by middle leaders to ensure focus on diversity of life in modern Britain, opportunities for reflection, impact and pupil voice. 	MLT ensuring that focus is on pupil outcomes and impact through their monitoring.	KC/JD		
	<ul style="list-style-type: none"> Each Team Action Plan reviewed and updated termly 	Curriculum teams enable teachers to work collaboratively and therefore more effectively and consistently.	KC/JD		
2.4 Middle Leaders to ensure that accurate assessments (Reading, Mathematics, Spag and Writing) are being carried out in their year groups.	<ul style="list-style-type: none"> Middle Leaders to plan for assessments in the core subjects. Meet with Year group teams to complete moderation exercises on completed assessments. 	MLT through moderating exercises to ensure that accurate assessments are being carried out in their year groups.	MLT		

Evaluation Commentary

Autumn:

- MLT team recruitment process undertaken and 3 middle leaders appointed – Y4 leader, Y5 leader and Y6 & 3 leader. GP (SLT) will oversee their development as coach/mentor.
- LJ has led staff training on Subject leadership, curriculum and action planning (07/11/18).
- Subject leaders supported with template for action planning and tasked to complete draft plans by Nov 18 with themed objectives around writing development and inspirational curriculum.
- GP (SLT) has met with the newly appointed MLT – identifying actions with them. They have arranged to meet again at the start of the spring term with Gary.
- LW (Year 4 MLT) has identified the need for training around ‘difficult conversations.’ Jo Davies has suggested that all MLT would benefit from this.
- LW trained to start a parent volunteer reading programme to run across the whole school.

Spring:

Summer:

Strategic Priority 3: Promote pupils' SMSC development through broadening children's understanding of life in modern Britain within our ethos of Christian Distinctiveness.		Rationale (from Self Evaluation): <i>The November 2017 SIAMS inspection report identified that the provision for SMSC at QE was excellent with pupils demonstrating a willingness to explore new ideas and experiences through the use of weekly Thoughtful Time sessions and in Prayer Spaces week. The focus now needs to be on ensuring the connection between the school values and Christian teaching are understood by all and are applied in collective worship, religious education lessons and whole curriculum in order to strengthen the Church school distinctiveness.</i>			
Success Criteria: SIAMS Strand 1: Vision and Leadership (1) Children and staff have a secure understanding of the school Christian vision and values and how these link with reflection time, PSHE and RE. (2) The school environment is effective in promoting the Christian distinctiveness of the school. (3) The school uses its vision to shape development plans and school policies. SIAMS Strand 4: Community and Living Well Together (1) Children are able to flourish and live well together through development of school behaviour policy and behaviour strategies. (2) Children equipped with strategies to support positive mental health through SMSC development. (3) Children able to develop their personal spirituality through provision for quality reflection.		Monitoring Milestones: Autumn: New Christian Vision introduced to whole school community and is prominent within the school environment. Learning environment promotes school's Christian ethos more effectively. Spring: Summer:	Monitoring & Evaluation Evidence: <ul style="list-style-type: none"> • Learning Walks linked with SP3 – focus on behaviour, learning environment, ethos & vision • Scrutiny of SDP (updated termly) • Governor visits linked to themes of Christian Distinctiveness through school environment/ collective worship / reflection opportunities • Regular communication with pupils via School Council • Diocesan evaluation via Jane Whittington work with RE leader and Head of School • RE lessons as Summer Term focus for governor visit 		
Objective:	Actions:	Expected Impact:	Lead	By when	Costs
3.1 Develop understanding of how high quality reflection time can support the growth of personal spirituality.	<ul style="list-style-type: none"> • Devise a plan for development of reflection, linked in with school Values / PSHE / RE curriculum. 	Children and staff will have a secure understanding of the school values and how these can link in with reflection time, PSHE and the teaching of RE. This will also give the school values a purpose and develop the children, staff and families' understanding of them.	SLT	October half term	

	<ul style="list-style-type: none"> Ensure time allocated within timetables to allow children time for reflection. 	Provides time for the children and staff to explore new ideas and experiences individually or with others and allows for them to constantly share and reflect on their own experiences.	SLT	October half term	
	<ul style="list-style-type: none"> Introduce a creative way for pupils to reflect on their emotional and social development through the school. 	Pupils' social and emotional development enhanced through quality of reflection.	SLT	October half term	
3.2 To develop the School Behaviour Policy and behaviour strategies to support all children in growing in self-confidence and to learn to take responsibility for themselves and others.	<ul style="list-style-type: none"> Meet as a staff and SLT to discuss and make changes to the current behaviour policy and behaviour strategies used at QE. 	Children, staff and families will have a good understanding of the behaviour expectations at QE and the strategies in place. Children will look after the school building, showing that they are proud of their school and keen to show it off to visitors/prospective parents.	Staff	Sept 18	
	<ul style="list-style-type: none"> Work with the school council to discuss and make changes to the current behaviour policy at behaviour strategies used at QE. 		School Council and SLT	Oct 18	
	<ul style="list-style-type: none"> PSHE sessions to focus on behaviour, responsibility, developing self-confidence and self-esteem. 		From Sept 18		
	<ul style="list-style-type: none"> HSLW to identify and continue to work with/support children who are struggling with behaviour. 		HSLW		
	<ul style="list-style-type: none"> Good communication between school and home to be promoted. 		Staff		
	<ul style="list-style-type: none"> All staff to work with the children on looking after their learning environment. 		Staff		
3.2 Improve opportunities for purposeful use of reflection areas to support learning across all areas of the curriculum.	<ul style="list-style-type: none"> Create new reflection areas within school entrance area and in classrooms. 	Positive feedback regarding the Christian Distinctiveness and atmosphere of the school from pupils (learning walk), parents, visitors, governors. Provides somewhere for children and staff to reflect as and when they wish to. Such areas will strengthen the Church school distinctiveness.	SLT/VK	Nov 18	
	<ul style="list-style-type: none"> Enhance partnership work with All Saint's Church to enrich children's Christian experiences both at 	More opportunities to work with the local Church e.g. Messy Church,	JD/VK	Ongoing	

	church and in school.	Prayer Spaces Week, Harvest celebrations and assembly visits will develop the children's understanding and support them in reflecting on their different experiences.			
	<ul style="list-style-type: none"> Develop classroom prayer/thoughtful time areas. 	Positive feedback regarding the Christian Distinctiveness and atmosphere of the school from pupils (learning walk), parents, visitors, governors. Provides somewhere for children and staff to reflect as and when they wish to. Such areas will strengthen the Church school distinctiveness.	SLT/VK	October half term	
3.3 Connection between the values and Christian teaching are understood by all and are applied in collective worship, religious education lessons and whole curriculum.	<ul style="list-style-type: none"> Evaluate effectiveness of RE curriculum. 	RE subject leader to monitor and evaluate RE planning and learning to identify areas of strength and areas for development. Staff development time to be used to develop RE in school and identify how the subject is assessed. This will support the staff in delivering good/outstanding RE lessons across the Key Stage.	VK	By Dec 19	
	<ul style="list-style-type: none"> Ensure learning environment promotes ethos of Christian Distinctiveness. 	Positive feedback regarding the Christian Distinctiveness and atmosphere of the school from pupils (learning walk), parents, visitors, governors.	SLT/VK	By Feb 19	
	<ul style="list-style-type: none"> Link to school values. 	Children and staff will develop a secure understanding of the school values and be able to link them to reflection time, RE lessons etc.	VK	July 19	
3.4 Develop an outdoor Spiritual Reflection Area.	<ul style="list-style-type: none"> Create an area in the outdoor space where children can go to reflect / contemplate. 	Children have a special quiet place in the school grounds for reflection / contemplation, supporting their spiritual and personal growth.	JD	April 19	

Evaluation Commentary

Autumn:

- All teachers have developed a reflective area within their classrooms.
- School entrance foyer being updated to provide a more welcoming and Christian environment, with school vision prominently displayed.
- PSHE has been introduced to the school timetable and is taught once a week in all year groups.
- Weekly Golden time, Celebration Assembly and a new behaviour log has been introduced.
- RB (HSLW) and NS (SENCO) are attending a Mental Health first aid course and will disseminate key points to staff.
- Two teaching assistants and the SENCO have attended Theraplay training (13/11/18).
- Links with All Saints and St Nic's Church have continued – assemblies, prayer spaces, harvest celebrations and messy church.
- Year 6 house captains have been trained to lead prospective parents' tours; the tours have been particularly successful.
- Pets as Therapy has been introduced on a Friday afternoon. Children have been identified by the SENCO to read with a trained dog.
- Staff training planned for Nov 18 on PSHE / Wellbeing development, led by OR (Wellbeing Leader at St Paul's).
- Governor visits to Queen Eleanor's have started with a focus on the school environment/learning.

Spring:

Summer: