

## Hoxton Garden Primary School School Self Evaluation and Development Planning Overview 2018-19

### What the School Self Evaluation Tells Us

#### School Data Set (June 2018)

- GLD at 74%, Year 1 Phonics 80%
- KS1 Results: R79%/Wr74%/M81%
- KS2 Results: R84%/Wr97%/M97% (National 2018 R75%, Wr78%, M76%)
- KS2 RWM Combined 84% (National 2018 64%)
- Year 1 R76%/Wr76%/M79% (current Year 2)
- Year 5 R81%/Wr81%/M88% (current Year 6)

#### Headline Outcomes (2018)

- At the end of **Key Stage 2** the combined RWM was 84%. Significantly higher than national averages and not significantly below average for any prior attainment group.
- Progress scores of R0.9, W2.5, M1.7 show that pupils in KS2 do better than those with similar prior attainment nationally and provisionally in the top 10% nationally.
- The percentage of most able disadvantaged pupils achieving a high standard in reading, writing & mathematics was above that of other pupils nationally.
- At the end of **Key Stage 1** the combined percentage of disadvantaged children achieving at the expected standard and at greater depth in RWM was below national averages for all pupils.
- At the end of **Year 1**, fewer pupils passed the phonics check than in previous years and at 79%, -4% than the national average.
- School tracking data shows the majority of pupils in years 1, 3, 4 and 5 are working at the expected levels or higher in reading, writing and mathematics.
- At the end of **Foundation stage** the percentage of pupils achieving a good level of development was broadly in line with national averages. This shows that children have made excellent progress from their low baselines / starting points.

#### Ofsted Report

- Hoxton Garden is not yet an outstanding school because not all teaching is of the very highest.
- The school must ensure that all teaching is as good as the very best by:
  - using the best teaching as a model for teachers early in their careers or new to the school.
  - using the school's current performance management processes more efficiently so that any teaching not of the highest quality is improved quickly.

#### School Monitoring & Scrutiny

- Consistently plan for reasoning and problem solving activities to challenge all pupils.
- Ensure differentiation caters for the wide range of abilities in the class, including the more able and adult time is planned for to ensure this group continue to make significant progress.
- Ensure that assessment grids are used as an on-going tool in order to assess and plan for next steps.
- Ensure IEP targets are embedded into planning and LI/SC when appropriate to enable the children to meet their targets and make good progress.
- In EYFS, the focus on planning for and the assembly of table top activities has resulted in practitioners developing both pitch and ways into learning both in the classroom and the outdoor environment. Daily learning walks should continue to ensure the planning translates into stimulating table tops and the role of adults in facilitating learning.

### School Improvement Plan

#### Leadership and Management

- To develop a longer term vision for the leadership and accountability structure of the Viridis Federation in light of changing local and national structures.
- To inform accurate self-evaluation of Governance using external measures which support informed strategic leadership.
- To minimise potential risks from changes to the National Funding Formula.
- To raise the public profile of the Viridis school to school support offer and action research projects.
- To minimise risks of teacher recruitment challenges and ensure that teaching continues to be of the highest quality on all three school sites.
- To continue to develop middle leaders and newly appointed senior leaders of learning, ensuring effective quality assurance of teaching, learning and accountability.
- To induct and develop provision for apprentice teachers to successfully complete the in-school training programme.
- To recruit and induct a new SENCo to support the inclusion DHT in ensuring that SEND provision enables all adults to confidently meet the needs of all the pupils to meet their IEP targets and make good progress.

#### Teaching, Learning & Standards

- To effectively induct new members of staff so that the teaching profile reflects an increasing % of excellence in teaching and outcomes across the year.
- To further develop high quality oracy skills to support enquiry, critical thinking and social communication across the curriculum.
- To embed curriculum development (Maths, Art and Design, Design Technology and ICT) to ensure that the received learning increases challenge through the pitch of skills, knowledge and opportunity to reason and explain.
- To further embed assessment within the wider curriculum (topic and science) and develop its usage to inform progression of skills and knowledge.
- To prepare for the accreditation and reaccreditation of identified awards to ensure reflection on the school provision. .
- To ensure teacher are differentiating all lessons which enable all groups of children make significant progress, with a particular focus on the more able.
- For all teachers to consistently and accurately complete assessment grids to effectively assess children's attainment and plan for their next steps.

#### Personal Development and Well Being

- To continue to embed strategies to improve the school's attendance % to ensure pupils gain maximum benefit from their education.
- To reduce the persistent absenteeism %.
- To continue to develop the visibility and role of pupil voice and pupil ambassadors to raise their profile, and enrich the curriculum.
- To embed the revised PSHCE and RE curriculums so that children develop a greater sense of school community.
- To further raise the profile of safety amongst pupils by obtaining the Anti-Bullying Quality Mark and to work with parents and children to establish and embed healthier living habits.

#### Outcomes for Pupils

- To increase the % of children who achieve the expected standard in reading at the end of KS2
- To raise standards for high prior attaining pupils at the end of KS2 so that a greater number of children are working at 'Greater Depth'.
- To ensure an increasing number of pupils achieve at greater depth in reading, writing maths at the end of KS1, particularly most able disadvantaged pupils.
- To further develop teaching and monitoring of phonics in year 1 to ensure a greater number of children meet the expected standard for phonics by the end of that year.
- To raise standards in writing for high prior attaining pupils cross years 1-6 so that a greater number of pupils are working at 'Greater Depth'.
- To ensure disadvantaged pupils make similar progress when compared to all children.
- To review the pitch and access to independent learning for the most able pupils in EYFS



## **Hoxton Garden Primary School**

### **School Development Planning 2018-19**

- Leadership and Management
- Teaching, Learning & Standards
- Personal Development and Well Being
- Outcomes for Pupils

## Leadership and Management

Priority	Core Tasks	Monitoring	TimeLine/ Costs	Impact
<b>To develop a longer term vision for the leadership and accountability structure of the Viridis Federation in light of changing local and national structures.</b>	<ul style="list-style-type: none"> <li>Governors to consider all communications &amp; updates regarding the Hackney Schools Partnership and the National agenda the role of local Governance within this.</li> <li>To establish an ongoing Governor dialogue and consideration of aims of proposed changes to local structures and non negotiables as an agenda item.</li> <li>To further develop communication of purpose, actions and aims with stakeholders.</li> <li>Self-evaluation and review used to further develop a clear focus on risks and priorities.</li> </ul>	<ul style="list-style-type: none"> <li>Risks and aims identified and evaluated systematically in school committees and full governing body meetings. Advice and clarification sought from external parties and a strategic direction agreed.</li> <li>Review and actions related to content of governor page on website and newsletter in line with statutory requirements demonstrating transparency of process.</li> <li>Governors adhere to agreed code of conduct including attendance at meetings and Governor visit mornings. Decisions agreed and minuted.</li> </ul>	Partnership decision by May 2019.	
<b>To inform accurate self-evaluation of Governance using external measures which support informed strategic leadership.</b>	<ul style="list-style-type: none"> <li>Provision of key reports by school leadership team and consideration of external reviews and reports of school performance support understanding of standards, risks and priorities.</li> <li>All Governors undertake relevant CPD using Modern Governor and HLT training opportunities.</li> <li>NASGA self-review undertaken and related actions agreed.</li> </ul>	<ul style="list-style-type: none"> <li>Records of training demonstrate that Governors have attended/completed courses which will successfully inform role.</li> <li>Minutes from meetings evidence relevant challenge and support.</li> <li>NASGA self-review report and related actions agreed.</li> </ul>	HLT Governor training SLE £3500 Modern Governor Training £350 NASGA Review £1000	
<b>To minimise potential risks from changes to the National Funding Formula.</b>	<ul style="list-style-type: none"> <li>To ensure that pupil rolls at Southwold and Hoxton Garden continue to grow as a result of successful marketing &amp; promotion activities.</li> <li>To revise the parent &amp; pupil surveys to facilitate easier management and use of resultant data.</li> <li>Surplus amount to be maintained at around £450K (£150K per school).</li> <li>Risk factors such as salary increased built into projected budget.</li> <li>Opportunities for additional funding sought e.g. Apprenticeship funding, NLE/Ofsted funding, SIP payments, School to School support funding.</li> </ul>	<ul style="list-style-type: none"> <li>Three year financial planning undertaken, with quarterly review of financial performance.</li> <li>Outcomes of audit considered, and actions undertaken.</li> <li>Income from additional work summarised.</li> <li>Outcomes from parent surveys.</li> </ul>	Quarterly reviews of finance.	
<b>To raise the public profile of the Viridis school to school support offer and action research projects.</b>	<ul style="list-style-type: none"> <li>New Viridis Website completed alongside new schools websites.</li> <li>External partners actively sought through best practice visits.</li> <li>Online research hub established.</li> <li>18/19 action research compiled into book and disseminated.</li> <li>Outcomes of action research shared and opportunities to develop linked MA programme with LMU further established.</li> </ul>	<ul style="list-style-type: none"> <li>Viridis Website established</li> <li>Records of visits to and from partner schools.</li> <li>Termly reporting on annual cycle of action research projects leading to publishable research projects. Funding &amp; FE links sought where possible.</li> <li>First tranche of MA studies enacted with interested staff members.</li> </ul>	Website Building £10K Action Research Book £1K	
<b>To minimise risks of teacher recruitment challenges and ensure that teaching continues to be of the highest quality on all three school sites.</b>	<ul style="list-style-type: none"> <li>Use of links with LMU and Middlesex University to attract teaching students.</li> <li>Talent spotting, training, professional development and use of partnership school opportunities used to retain current staff.</li> <li>Early recruitment and use of a variety of sources including social media to increase reach of teacher advertisements.</li> <li>Talent spotting of current staff to undertake apprentice teacher programme.</li> <li>New school websites and marketing of the Viridis Schools partnership used to attract potential teachers.</li> <li>Impact on teacher workload considered in all strategic actions, methods to manage workload shared and disseminated across sites. Non-contact time maximised.</li> <li>Facilitate Teaching Apprentice Programme (below).</li> </ul>	<ul style="list-style-type: none"> <li>Number &amp; quality of application to teaching posts monitored.</li> <li>Student placements successfully undertaken and strongest students recruited to the organisation.</li> <li>Weekly CPD evaluated and used to inform need, leadership training evaluated and adapted to suit starting points.</li> <li>Staff questionnaire undertaken and used to inform operational management of schools.</li> <li>Individual and peer CPD training programmes for teachers embedding good practice and developing excellent practice evaluated.</li> <li>Successful retention of key staff.</li> </ul>	CPD & training costs £5K Survey Monkey subscription £300	
<b>To continue to develop middle leaders and newly appointed senior leaders of learning, ensuring effective quality assurance of teaching, learning and accountability.</b>	<ul style="list-style-type: none"> <li>In house leadership training &amp; mentoring programme which caters for middle leaders, leading to successful succession to roles.</li> <li>Individual coaching and support from school senior leaders.</li> <li>Investment in systematic release time which is tracked for impact.</li> <li>SLT line management responsibilities established and half termly developmental meetings undertaken.</li> <li>Impact of middle leaders benchmarked against quality marks, external awarding bodies and outcomes of children through learning walks, book and planning looks.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluations of leadership training &amp; mentoring.</li> <li>Successful recruitment to all key roles, performance management undertaken.</li> <li>Implementation of agreed Viridis subject leader standards with robust performance management against outcomes. Minutes from half termly meetings.</li> <li>Middle leader files contain key documentation and evidence a trail of monitoring and related actions which have impact on standards.</li> <li>Evaluations and related actions inform wider school improvement and CPD.</li> <li>Awards gained, processes contribute to wider school improvement.</li> </ul>	£TLR & Subject Release time	
<b>To induct and develop provision for apprentice teachers to successfully complete the in-school training programme.</b>	<ul style="list-style-type: none"> <li>Links with LMU &amp; partner schools fully established Attendance at LMU steering group meetings.</li> <li>Marketing opportunities maximised including school experience days, resulting in eight successful applications for 2019/20.</li> <li>Planned programme of training implemented for both mentors and apprentices.</li> </ul>	<ul style="list-style-type: none"> <li>Successful induction and subsequent employment of apprentices.</li> <li>Increased number of applications made through UCAs to train with Viridis Schools resulting in 8 successful applications for 2019/20.</li> <li>Programme of training and support implemented and evaluated for effectiveness through feedback and ongoing self-review.</li> </ul>	Marketing Costs £2K CPD & training costs Release to attend LMU meetings	

<p><b>To recruit and induct a new SENCo to support the inclusion DHT in ensuring that SEND provision enables all adults to confidently meet the needs of all the pupils to meet their IEP targets and make good progress.</b></p>	<ul style="list-style-type: none"> <li>• Recruitment to SENCo role successful.</li> <li>• In house training &amp; mentoring programme by Inclusion DHT</li> <li>• Individual coaching and support from school senior leaders.</li> <li>• Investment in systematic release time which is tracked for impact.</li> <li>• Enrolment and successful completion of SENCo role after successful probationary period</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluations of leadership training &amp; mentoring.</li> <li>• Outcomes from performance management undertaken.</li> <li>• Successful induction and subsequent employment of SENCo</li> <li>• Book looks of SEND children show well pitched outcomes for all groups of children.</li> <li>• Data shows impact of high quality provision of SEND pupils</li> </ul>	<p>Reviewed termly £TLR &amp; Subject Release time</p>	
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## Teaching, Learning & Standards

Priority	Core Tasks	Monitoring	TimeLine/ Costs	Impact
To effectively induct new members of staff so that the teaching profile reflects an increasing % of excellence in teaching and outcomes across the year.	<ul style="list-style-type: none"> <li>Teaching profile compiled in September identifying teachers strengths/areas for development.</li> <li>Plans (NQT / Embedding Good / DEPP) are put in place with weekly opportunities to improve own practice through team teaching, peer observations and mentoring / coaching.</li> <li>Evaluation and analysis of observation outcomes to identify common themes of development and areas of outstanding practice.</li> <li>Embed revised monitoring and scrutiny formats to ensure continued self-evaluation and impact (core and non-core).</li> <li>Local CPD is responsive to school need.</li> </ul>	<ul style="list-style-type: none"> <li>Review of plans at weekly local SLT meetings. Senior and middle leaders provide mentoring support and precise action plans for EG and DEPP identifying how to further improve teaching</li> <li>Evidence from both informal and formal lesson observations.</li> <li>Work and planning scrutinies undertaken half termly by senior leaders, middle leaders and subject leaders co-ordinated with timely feedback.</li> <li>Feedback from teaching &amp; learning consultant/specialist teachers.</li> <li>Review of teaching profile document regularly.</li> </ul>	Autumn onwards CPD budget Release costs Cost of teaching & learning consultant/specialist teachers	
To further develop high quality oracy skills to support enquiry, critical thinking and social communication across the curriculum.	<ul style="list-style-type: none"> <li>Application of revised vocabulary focus in the curriculum map.</li> <li>Guidance and CPD to develop more precision in questioning and assessment for learning which allows for language acquisition.</li> <li>Continued whole school focus on use of vocabulary in class (in learning environments, lessons, reading programme delivery and pupil outcomes) to enable word knowledge / association / connection / development.</li> <li>Core pupil voice responsibilities overseen by a member of the senior team to support oracy development.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil interviews undertaken half termly by senior leaders, phase leaders and subject leaders provide opportunity to monitor impact of vocabulary use.</li> <li>Phase meetings provide regular and planned opportunities to discuss pupil oracy outcomes.</li> <li>Pupil voice overview is regularly reviewed by senior leaders with a focus on opportunities for public speaking.</li> </ul>	Reviewed termly CPD and training commitment	
To embed curriculum development (Maths, Art and Design, Design Technology and ICT) to ensure that the received learning increases challenge through the pitch of skills, knowledge and opportunity to reason and explain.	<ul style="list-style-type: none"> <li>INSET/CPD used to introduce and unpick new curriculum developments in Maths, Art and Design, Design Technology and ICT.</li> <li>Meetings with subject leaders to create a plan for profile, revisit, modelling and identified support.</li> <li>Exemplars and guidance materials disseminated to teachers to support in delivery.</li> <li>Opportunities at cross-site meetings to share books/outcomes/examples.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from INSET shows that teachers are confident in delivering curriculum planning.</li> <li>Senior leader and subject leader monitoring and review evaluate pitch, progression and pupil outcomes. Pupil outcomes show age appropriate skill progression and are high quality – monitored through subject leader planning and work checks.</li> <li>On site and cross site termly moderation of outcomes provide opportunity to identify and share good practice.</li> <li>SLT subject specific visits to all schools</li> </ul>	Autumn onwards Ongoing CPD/release costs Monitoring schedule Subject release	
To further embed assessment within the wider curriculum (Topic and Science).	<ul style="list-style-type: none"> <li>INSET/CPD used to exemplify assessment in non-core subjects.</li> <li>Further enhance teacher subject knowledge through medium term plans and CPD.</li> <li>Exemplars and guidance that demonstrates attainment/assessment and pupil response.</li> <li>Sharing of exemplars with all staff through INSET and cross-site moderation.</li> <li>Opportunities at cross-site meetings to share books and examples.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from INSET shows that teachers are confident in using revised assessment formats in non-core subjects.</li> <li>Pupil outcomes demonstrate specific links between assessed task and next steps to ensure maximum progress in pupils' learning.</li> <li>On site and cross site termly moderation of outcomes and core systems (marking policy / assessment grids).</li> <li>At pupil progress meetings class teachers articulate cohort needs and accurately plan to ensure that all groups make good progress.</li> <li>Assessments are reliable and show all groups are making good or better progress.</li> </ul>	September/December/ June Reviewed termly CPD time Class context/pupil progress meeting release time	
To prepare for the accreditation and reaccreditation of identified awards to ensure reflection on the school provision.	<ul style="list-style-type: none"> <li>Submit the file of evidence for ABQM Award.</li> <li>Apply for re-accreditation of the Basic Skills Award.</li> <li>Apply for re-accreditation of the Science Quality Mark Outreach.</li> <li>Apply for re-accreditation of the Inclusion Quality Mark.</li> </ul>	<ul style="list-style-type: none"> <li>File assessment monitored by awards subject leader</li> <li>SLT review of core evidence</li> </ul>	CPD release costs Award application costs	
To ensure teacher are differentiating all lessons which enable all groups of children make significant progress, with a particular focus on the more able	<ul style="list-style-type: none"> <li>Key children identified (SEN, more able) and interventions put in place to target pupil development e.g. homework club and boosters.</li> <li>Inclusion DHT scrutinies and feedback to ensure personalised learning.</li> <li>Weekly SEND book looks at local SLT meetings</li> <li>DHT planning support provided to individuals</li> <li>Regular local and cross site CPD including moderation with inclusion DHT support / input.</li> <li>Regular tracking evidences sustained progress. Regular meetings (class context and pupil progress) to monitor progression.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from book looks and CPD shows that teachers are confident in delivering curriculum to all groups of children.</li> <li>At pupil progress meetings class teachers articulate cohort needs and accurately plan to ensure that all groups make good progress.</li> <li>Pupil outcomes demonstrate specific links between assessed task and next steps to ensure maximum progress in pupils' learning</li> </ul>	Monitoring commitment HT / DHT	
For all teachers to consistently and accurately complete assessment grids which effectively assess children's attainment and plan	<ul style="list-style-type: none"> <li>INSET/CPD used to exemplify assessment in core subjects.</li> <li>SLT learning walks and book looks</li> <li>Phase meetings used to exemplify and monitor assessment in core subjects</li> <li>DHT scrutinies and feedback to monitor completion</li> <li>Senior leaders and phase leaders monitor and evaluate pitch, progression and pupil</li> </ul>	<ul style="list-style-type: none"> <li>Planning and work checks. Show pupil outcomes that demonstrate specific links between work completed and next steps to ensure maximum progress in pupils' learning</li> </ul>	Monitoring commitment HT / DHT	

for their next steps.	outcomes. Pupil outcomes show age appropriate skill progression and are high quality		
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## Personal Development and Well Being

Priority	Core Tasks	Monitoring	TimeLine/ Costs	Impact
To continue to embed strategies to improve the school's attendance % to ensure pupils gain maximum benefit from their education.	<ul style="list-style-type: none"> <li>Monitor and track all pupils' attendance with clear follow up in response to the attendance policy to tackle persistent absences including targeted intervention following revised attendance process map.</li> <li>Early identification of focus families in EYFS to build collaborative relationships with parents to secure attendance at 95% plus, despite the timescale of statutory attendance monitoring.</li> <li>Embed new parental proforma to ensure clear communication regarding reason for absences</li> <li>Regular and targeted HT letters outlining attendance expectations</li> </ul>	<ul style="list-style-type: none"> <li>Minutes from attendance panel show pupils/families targeted from improvement.</li> <li>Half termly data shows an increasing trend.</li> <li>School attendance remains at 97% or above.</li> <li>Data shows that number of persistent absentees drop, particularly in EYFS.</li> </ul>	Fortnightly Cost of LA attendance officer Learning mentor costs. Cover costs for absence meetings	
To reduce the persistent absenteeism %.	<ul style="list-style-type: none"> <li>Monitor and track all pupils' attendance with clear follow up in response to the attendance policy to tackle persistent absences including targeted intervention following revised attendance process map.</li> <li>Liaise with external agencies e.g. HCS to gain support for families</li> <li>Regular and targeted HT letters outlining attendance expectations</li> </ul>	<ul style="list-style-type: none"> <li>Minutes from attendance panel show pupils/families targeted from improvement.</li> <li>Half termly data shows a decreasing trend.</li> <li>School attendance remains at 97% or above.</li> <li>Data shows that number of persistent absentees drop, particularly in EYFS.</li> </ul>	Fortnightly Cost of LA attendance officer Learning mentor costs. Cover costs for absence meetings	
To continue to develop the visibility and role of pupil voice and pupil ambassadors to raise their profile, and enrich the curriculum.	<ul style="list-style-type: none"> <li>Successful elections of pupil voice roles in Autumn 1.</li> <li>Pupil Voice presence evidenced on school website and social media.</li> <li>Priority of pupil roles across the school in place, in line with the pupil voice overview document.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil Voice roles in place as evidenced in the Pupil Voice policy.</li> <li>Pupil Voice is evident around the school through displays (e.g. art ambassadors, peer mediators) and best work.</li> <li>Pupil voice evident through senior leader monitoring.</li> </ul>	Weekly from September Subject leader release time Enrichment costs	
To embed the revised PSHCE and RE curriculums so that children develop a greater sense of school community.	<ul style="list-style-type: none"> <li>INSET/CPD used to introduce new PSHCE/RE curriculums.</li> <li>SMSC guidance to be updated by subject leader to support teachers in understanding expected outcomes.</li> <li>Training to be followed up by bespoke support, e.g. NQT planning support.</li> <li>Phase Leader and Subject Leader monitoring of SMSC books with feedback and exemplification support.</li> <li>Opportunities at cross-site meetings to share SMSC special book outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from INSET shows that teachers are confident in using revised curriculum.</li> <li>Impact seen through subject leader planning and book scrutinies.</li> <li>Informal learning walks and SLT learning walks/observations.</li> <li>Feedback from SLT cross-site visits.</li> </ul>	September/December /June CPD time Class context/pupil progress meeting release time	
To further raise the profile of safety amongst pupils by obtaining the Anti-Bullying Quality Mark and to work with parents and children to establish and embed healthier living habits.	<ul style="list-style-type: none"> <li>Gather evidence and apply for the Anti-Bullying Quality Mark.</li> <li>Use of peer mediators in playground to support children</li> <li>Participate in Everyone Health Child Weight Management Programme and Obesity Prevention programme.</li> <li>Embed the new PSHCE curriculum so children are aware of bullying and healthy eating</li> <li>Coffee mornings to education parents regarding healthy eating</li> <li>Enforce healthy eating expectations within school.</li> </ul>	<ul style="list-style-type: none"> <li>Achievement of ABQM.</li> <li>Peer mediators and mentors working effectively around school.</li> <li>Feedback from parent coffee mornings and events</li> <li>Pupils benefit from additional enrichment opportunities as the result of events organised.</li> <li>Evidence from surveys and pupil voice shows awareness of healthy living</li> </ul>	Autumn onwards Reviewed termly £TLR & Subject Release time Enrichment and subject budget costs	

## Outcomes for Pupils

Priority	Core Tasks	Monitoring	TimeLine/ Costs	Impact
To increase the % of children who achieve the expected standard in reading at the end of KS2	<ul style="list-style-type: none"> <li>Effective baseline supports robust assessment of starting points.</li> <li>Monthly tracking evidences sustained progress.</li> <li>Intervention groups undertaken.</li> <li>Weekly booster classes</li> </ul>	<ul style="list-style-type: none"> <li>Monthly Year 6 meetings.</li> <li>Moderation of reading outcomes on site and cross site.</li> </ul>	Monitoring commitment HT / DHT	
To raise standards for high prior attaining pupils at the end of KS2 so that a greater number of children are working at 'Greater Depth'.	<ul style="list-style-type: none"> <li>Effective baseline supports robust assessment of starting points.</li> <li>Monthly tracking evidences sustained progress.</li> <li>Intervention groups undertaken.</li> <li>Weekly booster classes</li> </ul>	<ul style="list-style-type: none"> <li>Monthly Year 6 meetings.</li> <li>Moderation of outcomes on site and cross site.</li> </ul>		
To ensure an increasing number of pupils achieve at greater depth in reading, writing maths at the end of KS1, particularly most able disadvantaged pupils.	<ul style="list-style-type: none"> <li>Regular meetings in place to review progress of all pupils with a particular focus on tracking disadvantaged pupils from starting points (EYFS data point).</li> <li>Key children identified and interventions put in place to target pupil development e.g. homework club and boosters.</li> <li>Regular moderation and bench marking of progress cross site and onsite.</li> </ul>	<ul style="list-style-type: none"> <li>Gap analysis undertaken regularly and used to inform planning</li> <li>Tracking of identified pupils (disadvantaged, most able) demonstrate progress as a result of focus and review.</li> <li>Assessment grids demonstrate progress against the Teacher Assessment Framework for writing.</li> </ul>	Meeting commitment: Year 2 / SENCo / DHTs / HT	
To further develop teaching and monitoring of phonics in year 1 to ensure a greater number of children meet the expected standard for phonics by the end of that year.	<ul style="list-style-type: none"> <li>Embed changes to phonics teaching and expectations</li> <li>Embed rigorous monitoring of phonics attainment by DHT/HT to ensure significant progress</li> <li>Key children identified and interventions put in place to target pupil development</li> </ul>	<ul style="list-style-type: none"> <li>Gap analysis undertaken regularly and used to inform planning</li> <li>Tracking of identified pupils demonstrate progress as a result of focus and review.</li> </ul>		
To raise standards in writing for high prior attaining pupils across years 1-6 so that a greater number of pupils are working at 'Greater Depth'.	<ul style="list-style-type: none"> <li>Key children identified and interventions put in place to target pupil development e.g. homework club and boosters.</li> <li>Effective baseline supports robust assessment of starting points.</li> <li>Regular tracking evidences sustained progress. Regular meetings (class context and pupil progress) to monitor progression.</li> <li>Intervention groups undertaken in years 2 and 6.</li> <li>DHT/inclusion monitoring and scrutiny to ensure sustained progress</li> <li>Regular in-house and cross site moderation and bench marking opportunities</li> <li>Regular CPD for CTs on greater depth pitch and expectations with DHT planning support.</li> <li>Use of revised curriculum guidance</li> </ul>	<ul style="list-style-type: none"> <li>Regular year 2 and 6 meetings.</li> <li>Weekly year 6 book looks at local SLT meetings</li> <li>Moderation of writing outcomes on site and cross site.</li> <li>Assessment grids demonstrate progress against the Teacher Assessment Framework for writing.</li> </ul>	Monitoring commitment HT / DHT	
To ensure disadvantaged pupils make similar progress when compared to all children	<ul style="list-style-type: none"> <li>Key children identified and interventions put in place to target pupil development e.g. homework club and boosters.</li> <li>Regular meetings in place to review progress of all pupils with a particular focus on tracking disadvantaged pupils from starting points (EYFS data point).</li> </ul>	<ul style="list-style-type: none"> <li>Gap analysis undertaken regularly and used to inform planning</li> <li>Tracking of identified pupils demonstrate progress as a result of focus and review.</li> <li>Assessment grids demonstrate progress against the Teacher Assessment Framework for writing.</li> </ul>		
To review the pitch and access to independent learning for key groups, including disadvantaged pupils, in EYFS.	<ul style="list-style-type: none"> <li>Regular and bespoke CPD for CTs and NEO's on pitch of table tops and outdoor learning opportunities that provide robust levels of challenge and evidence progression from Nursery through to Reception.</li> <li>Daily learning walks undertaken by the Phase Leader to provide modelling, coaching and bespoke support where identified.</li> <li>Teaching and learning consultancy support to develop ways into learning.</li> <li>Weekly joint outdoor planning meetings involving the Reception and Nursery team.</li> <li>Expectation of mini me's to pitch learning opportunities across the environment in all Reception classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>On site and cross site learning walks to observe good practice</li> <li>EYFS lead file contains key documentation and evidence a trail of monitoring and related actions which have impact on standards.</li> <li>Book outcomes (work and special books) show well pitched outcomes for all groups of children.</li> <li>Data shows impact of high quality provision.</li> <li>Learning environment reflects high quality learning opportunities both indoor and outdoor.</li> <li>Triangulation of key data (observations, special books, data submission).</li> </ul>	CPD training EYFS phase leader release time	

