Hoxton Garden Primary School
School Self Evaluation and Development Planning Overview 2019-20

What the School Self Evaluation Tells Us

Statutory Data Returns
- EYFS GLD is 79% (Exceeding 11%)
- Year 1 Phonics 84 %
- KS1 data: R 78%, W 72%, M 78%, RWM 69%
- KS1 Exceeding: : R 28%, W 19%, M 28%, RWM 19%
- KS2 data: R 90%, W 92%, M 97%, SPAG 92% RWM 85%
- KS2 Exceeding: R 47%, W 25%, M 37%, SPAG 45% RWM 20%
- KS1 to KS2 Progress Scores: R 4.8, W 2.6, M 4.4
- Number of Exclusions: 6 Fixed term / 0 Permanent
- Attendance: 96.2%

Internal Assessment Information (June 2019)
- Year 1 data: R 79%, W 75%, M 77 %
- Year 3 data: R 78%, W 78%, M 81%
- Year 4 data: R 84%, W 80%, M 90%
- Year 5 data: R 80%, W 71%, M 78%

Headline Analysis (Data Booklet and In House)
- At the end of **Key Stage 2** the combined RWM was 85%, which is significantly higher than national averages.
- Progress scores of R4.8, W2.6, M4.4 show that pupils in KS2 do better than those with similar prior attainment nationally and in the top 20% nationally.
- The percentage of most able disadvantaged pupils achieving a high standard in reading, writing & mathematics was above that of other pupils nationally.
- 88-100% of African and 100% Caribbean children reached at least the expected standard in all areas.
- At the end of **Key Stage 1** the percentage of children achieving the expected standard was broadly in line with national averages whilst the percentage of children achieving greater depth was higher than national averages.
- The percentage of disadvantaged children achieving at the expected standard in RWM was below national averages for all pupils. However, the percentage of disadvantaged children achieving greater depth in RWM was in line with or higher than national averages for all pupils.
- 100% of African and Caribbean children reached at least the expected standard in all areas.
- 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 above national averages. This shows that children have made excellent progress from their low baselines / starting points.

School Monitoring & Scrutiny
- Our long term and medium-term curriculum planning is structured to ensure a progression of a broad range of knowledge and skills from Nursery to Year 6. Outcomes in all subjects demonstrate age appropriate opportunities to make links between prior and new learning and apply this in different contexts.
- The school has developed a curriculum which is rich in oracy, key skills and real life experience to support the high percentages of EAL and disadvantaged pupils and to reflect the diversity of the children. Curriculum plans are well-structured and set out in a way which builds on prior learning, ensures high expectations and supports teacher workload.
- Achievement across the wider curriculum demonstrates a high quality of provision and achievement across subjects with links made between different areas of learning such as science and mathematics. Pupils take pride in their learning with well-presented outcomes that illustrate independent application of key skills.

Ofsted Report (February 2016)
- 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 Improvement Plan

The Quality of Education

- 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 continue to develop the quality and effectiveness of modelling, questioning, marking and feedback (pedagogy) to ensure that it maximises direct impact upon outcomes for children.
- To ensure continued rigour in assessment and moderation of phonics groups for Year 1 and 2 to ensure a greater number of children meet the expected standard for phonics by the end of that year.
- To increase the % of disadvantaged children who achieve the expected standard in reading, writing and maths at the end of KS1
- To increase the % of children who achieve the greater depth standard in writing at the end of KS2
- To increase the progress score in writing at the end of KS2
- To embed curriculum development (History and Geography) to ensure that the received learning increases challenge through the pitch of skills, knowledge and opportunity to reason and explain.

Behaviour & Attitudes

- 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 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
- To reduce the number of fixed term exclusions

Personal Development

- To continue to develop the visibility and role of pupil voice and pupil ambassadors to raise their profile and enrich the curriculum.
- To increase the take up of peripatetic lessons and to increase the range of instruments and clubs currently offered.
- To review the PSHCE and SRE curriculum to reflect the new relationships and health changes to the curriculum 2020.

Leadership and Management

- To ensure the transition and induction of the new leadership team is successful.
- To ensure effective operational leadership is sustained with enough capacity to facilitate excellent outcomes for pupils.
- To raise the public profile of the Viridis school to school support offer and action research projects.
- To ensure that teacher workload is managed and ensure policies offer efficiencies whilst maximising impact on pupil learning.
- To ensure the success of the Teacher Apprenticeship programme and maintain a higher rate of teacher retention.
- To ensure that the curriculum offer demonstrates a clear progression of knowledge and skills over time responsive to on-going pupil need and that this is represented in pupil outcomes and experiences.
- To ensure that high standards provision for PPG and SEND pupils are maintained and that achievement gaps are minimised.
- To ensure that Safeguarding arrangements remain fully compliant and that all staff are aware of their role and vigilant to risks.
- To ensure that statutory health & safety responsibilities are effectively managed and that the school estate is maintained to a high standard.
- Governor terms of office and successful succession strategies established and enacted.
- To minimise potential financial risks and ensure continued financial stability.
- To ensure that the changing expectations of external accountability measures are met and understood by Governors and staff.
- To raise the profile of the school to ensure an increase in pupil numbers

The Quality of Early Years Education.

- To maintain attendance rates of pupils across EYFS with a particular focus on those whose attendance falls below 95%.
- To ensure that the pitch and access to independent learning for key groups, including disadvantaged pupils and boys in EYFS.
- To prepare for the new Profile and Baseline Assessment so EYFS is compliant by 2020.
- To embed a revised provision for early reading.
- To develop independent and outside learning opportunities in EYFS through effective facilitation.

Hoxton Garden Primary School

School Development Planning 2019-20

- **The Quality of Education**

- **Behaviour & Attitudes**

- **Personal Development**

- **Leadership and Management**

- **The Quality of Early Years Education**

The Quality of Education

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	• Teaching profile compiled in September identifying teachers strengths/areas for development • Plans (NQT / AT/ Embedding Good / DEPP) are put in place with weekly opportunities to improve own practice through team teaching, peer observations and mentoring / coaching • Evaluation and analysis of observation outcomes to identify common themes of development and areas of outstanding practice • Monitoring and scrutiny formats/schedule to ensure continued self-evaluation and impact (core and non-core). • Local CPD is responsive to school need	• 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 • Evidence from both informal and formal lesson observations • Work and planning scrutinies undertaken half termly by senior leaders, middle leaders and subject leaders co-ordinated with timely feedback • Feedback from teaching & learning consultant/specialist teachers • Review of teaching profile document regularly	Autumn onwards CPD budget Release costs Cost of teaching & learning consultant/specialist teachers	
To continue to develop the quality and effectiveness of modelling, questioning, marking and feedback (pedagogy) to ensure that it maximises direct impact upon outcomes for children.	• Teaching profile compiled in September identifying teachers strengths/areas for development • Plans (NQT / AT/ Embedding Good / DEPP) are put in place with weekly opportunities to improve own practice through team teaching, peer observations and mentoring / coaching • Evaluation and analysis of observation outcomes to identify common themes of development and areas of outstanding practice • Monitoring and scrutiny formats/schedule to ensure continued self-evaluation and impact (core and non-core). • Local CPD is responsive to school need	• 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 • Evidence from both informal and formal lesson observations • Work and planning scrutinies undertaken half termly by senior leaders, middle leaders and subject leaders co-ordinated with timely feedback • Feedback from teaching & learning consultant/specialist teachers. • Review of teaching profile document regularly	Autumn onwards CPD budget Release costs Cost of teaching & learning consultant/specialist teachers	
To ensure continued rigour in assessment and moderation of phonics groups for Year 1 and 2 to ensure a greater number of children meet the expected standard for phonics by the end of that year.	• Embed changes to phonics resources, teaching and expectations • Embed rigorous monitoring of phonics attainment by DHT/HT to ensure significant progress • Key children identified and interventions put in place to target pupil development	• Weekly DSR meetings between CTs and literacy SL • Gap analysis undertaken regularly and used to inform planning • Tracking of identified pupils demonstrate progress as a result of focus and review	Monitoring commitment HT / DHT Weekly meetings with literacy lead(s)	

To increase the % of disadvantaged children who achieve the expected standard in reading, writing and maths at the end of KS1	• Key children identified and interventions put in place to target pupil development e.g. homework club and phase leader groups • Regular meetings in place to review progress of all pupils with a particular focus on tracking disadvantaged pupils from starting points (EYFS data point)	• Gap analysis undertaken regularly and used to inform planning • Tracking of identified pupils demonstrate progress as a result of focus and review • Assessment grids demonstrate progress against the Teacher Assessment Framework for writing	Monitoring commitment DHT Half termly meetings CTs	
To increase the % of children who achieve the greater depth standard in writing at the end of KS2	• Effective baseline supports robust assessment of starting points • Monthly tracking evidences sustained progress. • Intervention groups undertaken • HLT CPD and X site moderation to ensure standards	• Monthly Year 6 meetings • Moderation of outcomes on site, cross site and borough	Effective baseline supports robust assessment of starting points. Monthly tracking evidences sustained progress. Intervention groups undertaken.	
To increase the progress score in writing at the end of KS2	• Effective baseline supports robust assessment of starting points • Monthly tracking evidences sustained progress • Intervention groups undertaken • HLT CPD and X site moderation to ensure standards	• Monthly Year 6 meetings • Moderation of writing outcomes on site and cross site.	Monitoring commitment HT / DHT	
To embed curriculum development (History and Geography) to ensure that the received learning increases challenge through the pitch of skills, knowledge and opportunity to reason and explain.	• Introduce and embed revised Humanities progression document • INSET/CPD used to introduce and unpick new Humanities curriculum • Meetings with subject leaders to create a plan for profile, revisit, modelling and identified support • Exemplars and guidance materials disseminated to teachers to support in delivery • Opportunities at cross-site meetings to share books/outcomes/examples	• Feedback from INSET shows that teachers are confident in delivering curriculum planning • 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. • On site and cross site termly moderation of outcomes provide opportunity to identify and share good practice • SLT subject specific visits to all schools	Autumn onwards Ongoing CPD/release costs Monitoring schedule Subject release	

Behaviour & Attitudes

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.	• 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. • 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. • Continue with parental proforma to ensure clear communication regarding reason for absences • Regular and targeted HT letters outlining attendance expectations	• Minutes from attendance panel show pupils/families targeted from improvement. • Half termly data shows an increasing trend. • School attendance remains at 97% or above. • Data shows that number of persistent absentees drop, particularly in EYFS.	Fortnightly Cost of LA attendance officer Learning mentor costs. Cover costs for absence meetings	•
To reduce the persistent absenteeism %.	• 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 • Liaise with external agencies e.g. HCS to gain support for families • Regular and targeted HT letters outlining attendance expectations	• Minutes from attendance panel show pupils/families targeted from improvement • Half termly data shows a decreasing trend • School attendance remains at 97% or above • Data shows that number of persistent absentees drop, particularly in EYFS	Fortnightly Cost of LA attendance officer Learning mentor costs. Cover costs for absence meetings	
To 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	• Gather evidence and apply for the Anti-Bullying Quality Mark • Use of peer mediators in playground to support children • Participate in Everyone Health Child Weight Management Programme and Obesity Prevention programme • Embed the new PSHCE curriculum so children are aware of bullying and healthy eating • Coffee mornings to education parents regarding healthy eating • Enforce healthy eating expectations within school	• Achievement of ABQM • Peer mediators and mentors working effectively around school • Feedback from parent coffee mornings and events • Pupils benefit from additional enrichment opportunities as the result of events organised • Evidence from surveys and pupil voice shows awareness of healthy living	Autumn onwards Reviewed termly £TLR & Subject Release time Enrichment and subject budget costs	

Personal Development

Priority	Core Tasks	Monitoring	TimeLine/ Costs	Impact
To continue to develop the visibility and role of pupil voice and pupil ambassadors to raise their profile and enrich the curriculum.	• Successful elections of pupil voice roles in Autumn 1. • Pupil Voice presence evidenced on school website and social media • Priority of pupil roles across the school in place, in line with the pupil voice overview document	• Pupil Voice roles in place as evidenced in the Pupil Voice policy • Pupil Voice is evident around the school through displays (e.g. art ambassadors, peer mediators) and best work • Pupil voice evident through senior leader monitoring	Weekly from September Subject leader release time Enrichment costs	•
To increase the take up of peripatetic lessons and to increase the range of instruments and clubs currently offered.	• Recruit and induct a new music teacher • Introduce and raise profile of lunchtime music clubs • Raise profile of a range of peripatetic instruments through a range of mediums: coffee mornings, assemblies, events, social media	• Number of children participating in instrument lessons and clubs to increase • Increase in pupil engagement in external music events • Outcomes in music demonstrate age appropriate opportunities to make links between prior and new learning and apply this in different contexts		
To review the PSHCE and SRE curriculum to reflect the new relationships and health changes to the curriculum 2020	• INSET/CPD used to introduce new PSHCE/RE curriculums. • SMSC guidance to be updated by subject leader to support teachers in understanding expected outcomes • Training to be followed up by bespoke support, e.g. NQT planning support • Phase Leader and Subject Leader monitoring of SMSC books with feedback and exemplification support. • Opportunities at cross-site meetings to share SMSC special book outcomes	• Feedback from INSET shows that teachers are confident in using revised curriculum • Impact seen through subject leader planning and book scrutinies. • Informal learning walks and SLT learning walks/observations. • Feedback from SLT cross-site visits	September/December /June CPD time Class context/pupil progress meeting release time	

Leadership and Management

Priority	Core Tasks	Monitoring	TimeLine/ Costs	Impact
To ensure the transition and induction of the new leadership team is successful.	• Recruitment and induction of Executive Headteacher and Headteacher posts at Orchard • To further develop communication of purpose, actions and aims with stakeholders • Self-evaluation and review used to further develop a clear focus on risks and priorities • The new Executive headteacher sets a clear vision and direction of continued high standards of provision	• Performance management and target setting undertaken • Advice and clarification sought from external parties and a strategic direction agreed • Termly reporting to the governing body & SIP reports • Risks and aims identified and evaluated systematically in school committees and full governing body meetings	New leadership structure fully in place by June 2020.	
To ensure effective operational leadership is sustained with enough capacity to facilitate excellent outcomes for pupils	• Recruitment to key leadership roles successful. • In house leadership training & mentoring programme which caters for three stages of leadership undertaken and leading to successful succession to roles • Risk management of impact of absence of key staff members considered • Individual coaching and support from school senior leaders. • Investment in systematic release time which is tracked for impact • SLT line management responsibilities established and monthly developmental meetings undertaken • Impact of curriculum leaders benchmarked against quality marks and external awarding bodies	• Evaluations of leadership training & mentoring • Successful recruitment to all key roles, performance management undertaken. • Implementation of agreed Viridis subject leader standards with robust performance management against outcomes. Minutes from monthly meetings • Middle leader can articulate an evidence trail of monitoring and related actions which have impact on standards • Evaluations and related actions inform wider school improvement and CPD • Awards gained, processes contribute to wider school improvement	Reviewed termly £TLR & Subject Release time	
Update School Self Evaluation and priorities to ensure they reflect the 2019 Inspection Schedule, in particular the quality of education judgement	• School self-evaluation & action planning revised to conform to new inspection handbook including 'Quality of Education' judgement • SEF and SDP shared and discussed with key stakeholders. • Actions in SDP and SEF reflect current priorities including ensuring the broader curriculum and assessment demonstrate best practice	• Presentations to Governing body Autumn term 2019 • Minutes from SLT and local SLT meetings reflect a focus on new priorities • CPD and feedback for staff related to actions defined in planning • Middle leader action plans demonstrate an understanding of the new priorities	Reviewed termly £TLR & Subject Release time	
To raise the public profile of the Viridis school to school support offer and action research projects	• Collaborative partnerships with Hackney Learning Trust further developed • External partners actively sought through best practice visits • Online research hub established • 19/20 action research compiled into book and disseminated	• Viridis Website demonstrates a wide offer • Records of visits to and from partner schools • Termly reporting on annual cycle of action research projects leading to publishable research projects. Funding & FE links sought where possible • First tranche of MA studies enacted with interested staff members	Website Building £10K Action Research Book £1K	

To ensure that teacher workload is managed and ensure policies offer efficiencies whilst maximising impact on pupil learning	• Revised marking policy is reflected in practice and monitoring templates are in line with this • Schedule of policy review includes a consideration of impact on workload • Continuing audit and dialogue with staff through phase and staff meetings supports a collaborative approach to reducing workload • All staff made aware of the employee assistance helpline • Continued commitment to a teaching assistant per class and class teacher release for MLF/Music and breaktimes	• Revised marking policy is reflected in practice • Staff audit outcomes • Schedule of policy review and update demonstrates consideration and consultation re workload implications	Staffing costs re teaching assistant and specialist teaching support.	
To ensure the success of the Teacher Apprenticeship programme and maintain a higher rate of teacher retention.	• Links with LMU & partner schools fully established Attendance at LMU steering group meetings • Marketing opportunities maximised including school experience days, resulting in eight successful applications for 2019/20 • Planned programme of training implemented for both mentors and apprentices • School is responsive to arising priorities from staff surveys	• Successful induction and subsequent employment of apprentices • Increased number of applications made through UCAs to train with Viridis Schools resulting in 8 successful applications for 2019/20 • Programme of training and support implemented and evaluated for effectiveness through feedback and ongoing self-review	Marketing Costs £2K CPD & training costs Release to attend LMU meetings	
To ensure that the curriculum offer demonstrates a clear progression of knowledge and skills over time responsive to on-going pupil need and that this is represented in pupil outcomes and experiences.	• Shared CPD programme address concerns over teacher subject knowledge and increases proportion of pupils attaining greater depth, particularly in KS1 • Focussed programme of teaching and tracking phonics outcomes in KS1 ensures higher standards in 2019/20 at Hoxton Garden School • Online X table programme undertaken systematically by all pupils to ensure fluency at least at an age appropriate level. • Updated planning and assessment documents are embedded in practice and result in a greater consistency in high quality teaching across years groups and schools, demonstrating a progression of skills and knowledge over time • Pupil interviews and steering groups are a feature of the on-going school' self-evaluation	• Half termly book scrutinies, monitoring and reviews shared across sites and used to inform next steps • Half termly staff book looks & CPD programme used to support consistency and staff outcomes/impact evaluated • Subject leader action plans reflect wider school aims and ambitions • X table & Phonics data (KS1) tracked and used to inform knowledge of standards with cross site comparisons used to inform effectiveness of current programme • Mathematics outcomes at KS1 & KS2 continue to show achievement better than national averages at both the expected standard and at greater depth • CPD programme & teacher evaluations demonstrate enough attention to, and impact on, key priorities • Pupil voice is high profile and a feature of provision at all three schools	Times table online programme £4K Subject Leader release time equivalent to one or three days per half term CPD time	
To raise the profile of the school to ensure an increase in pupil numbers.	• Use of social media to share school events • To distribute leaflets to feeder nurseries / libraries • Develop links with local community	• Weekly updates if school events on social media • Half termly visits to local businesses/facilities/local events • Visits to nurseries	Marketing Costs	

Viridis Schools: Orchard / Southwold / Hoxton Garden School Improvement Plan 2019-20

To ensure that high standards provision for PPG and SEND pupils are maintained and that achievement gaps are minimised	• PPG Action plans reviewed and enacted all sites, demonstrating responsive strategic actions related to local concerns which maximise impact of PPG spend • Opportunities for shared best practice actively facilitated through partnership working • School attendance officer engaged, and robust programme of monitoring and challenge initiated • Tracking, provision mapping and engagement with external agencies ensures that provision for individual SEND need continues to be of the highest quality	• PPG action plan reviews demonstrate an impact on standards • Consistency in outcomes across school sites maintained • School attendance continues to be above national averages with persistent absence showing a decreasing trend • SEND achievement demonstrates strong impact from actions undertaken	£ PPG Spend (see separate action plan £9K School Attendance Officer SLA	
To ensure that Safeguarding arrangements remain fully compliant and that all staff are aware of their role and vigilant to risks	• Safeguarding policies updated in line with reviewed KCSIE guidance (September 2019) • Training programme for all staff enacted, with a programme of update training for key staff ongoing • All senior leaders undertake, and update, DSL training. • Governors undertake online SG training and are aware of policies • SCR checked monthly by Headteacher on site. • Safeguarding remains on weekly SLT agendas and is high profile • Systems for referrals and reporting continue to be monitored for effectiveness.6 weekly premises meetings and fire drills undertaken • Annual H&S audit commissioned, and actions undertaken	• Annual safeguarding report to Governors • Staff training records • SCR reviews and safeguarding audits • Minutes from premises meetings • Health & Safety records and audits	Safeguarding training for DSL's £3K H& S audits £6K	
To ensure that statutory health & safety responsibilities are effectively managed and that the school estate is maintained to a high standard.	• Annual audit conducted and outcomes shared with Governors • On-going programme of premises works includes statutory testing and pre-emptive repairs • Continued liaison with HLT in regard building and repair works • Half termly premises meetings undertaken which identify arising risks and repairs • Risk assessments updated and maintained for common areas of the school • Online Health & Safety training undertaken by all staff	• H&S Audit documents • Governor minutes • Premises meeting minutes • Staff training records • Risk assessments and records	£10K H&S audits. £40K Repairs and renewals £120K Capital renewals	
Governor terms of office and successful succession strategies established and enacted.	• Terms of office embedded into terms of reference • Posts of Associate Governors filled • Skills audit reviewed and used as a benchmark for any new appointments	• Terms of office on website • Recruitment to newly vacant positions undertaken • Skill set of Governors represents agreed priorities	n/a	
To minimise potential financial risks and ensure continued financial stability	• To ensure that the pupil roll at Hoxton Garden continues to grow as a result of successful marketing & promotion activities • To ensure that school' census is an accurate reflection of disadvantaged/SEND/EAL pupils ensuring maximised funding • Actions from 2019 audit completed including reporting	• Three year financial planning undertaken, with quarterly review of financial performance • Outcomes of audit considered, and actions undertaken	Quarterly reviews of finance.	

Viridis Schools: Orchard / Southwold / Hoxton Garden School Improvement Plan 2019-20

	• requirements being met • Risk factors such as salary increased built into projected budget • Opportunities for additional funding sought e.g. Apprenticeship funding, HLT & Government Grants, SIP payments, School to School support funding	• Income from additional work summarised. • Outcomes from parent surveys • Surplus amount to be maintained at around £400K		
To ensure that the changing expectations of external accountability measures are met and understood by Governors and staff.	• Programme of preparation for Year 4Times tables test and a focus on the teaching of times tables enacted • Reception baseline trial undertaken and key staff trained • Middle leaders and Governors training/familiarisation in the Ofsted framework • Ofsted Inspection Handbook used to structure headteacher termly reports	• Middle leader action plans demonstrate strategic preparation for external accountability measures • Challenging targets and robust pupil tracking in evidence and driving a individualised provision. • Data from times table & baseline trials • Minutes from Governing body records • Staff training records	Reviewed termly £TLR & Subject Release time	

The Quality of Early Years Education.

Priority	Core Tasks	Monitoring	TimeLine/ Costs	Impact
To maintain attendance rates of pupils across EYFS with a particular focus on those whose attendance falls below 95%.	• Monitor and track pupils' attendance with clear follow up in response to the attendance policy to tackle persistent absences including targeted intervention following revised attendance process map • 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 • Continue with parental proforma to ensure clear communication regarding reason for absences • Regular and targeted HT letters outlining attendance expectations	• Minutes from attendance panel show pupils/families targeted from improvement. • Half termly data shows an increasing trend. • School attendance remains at 97% or above. • Data shows that number of persistent absentees drop, particularly in EYFS	Fortnightly Cost of LA attendance officer Learning mentor costs. Cover costs for absence meetings	•
To ensure that the pitch and access to independent learning for key groups, including disadvantaged pupils and boys in EYFS.	• 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 • Daily learning walks undertaken by the Phase Leader to provide modelling, coaching and bespoke support where identified • Teaching and learning consultancy support to develop ways into learning • Weekly joint outdoor planning meetings involving the Reception and Nursery team • Expectation of mini me's to pitch learning opportunities across the environment in all Reception classrooms	• On site and cross site learning walks to observe good practice • EYFS lead file contains key documentation and evidence a trail of monitoring and related actions which have impact on standards. • Book outcomes (work and special books) show well pitched outcomes for all groups of children • Data shows impact of high quality provision. • Learning environment reflects high quality learning opportunities both indoor and outdoor • Triangulation of key data (observations, special books, data submission)	CPD training EYFS phase leader release time	

To prepare for the new Profile and Baseline Assessment so EYFS is compliant by 2020.	• Participate in Pilot Baseline Assessment and review tasks/outcomes • Bespoke CPD for CTs and NEO's to ensure staff are familiar with the assessment approach, systems and guidance • Assessment guidance made available to staff in advance of the assessment windows	• Analysis of trialling data and review practitioner feedback • Monitor progress of pupils from baseline data	CPD training EYFS phase leader release time	
To embed a revised provision for early reading.	• To order a range of phonics books to go home with reading book • Regular and bespoke CPD for CTs and NEO's on reading opportunities that provide robust levels of challenge and evidence progression from Nursery through to Reception • Daily learning walks undertaken by the Phase Leader to provide modelling, coaching and bespoke support where identified	• On site and cross site learning walks to observe good practice • EYFS lead file contains key documentation and evidence a trail of monitoring and related actions which have impact on standards • Data shows impact of high quality provision • Learning environment reflects high quality learning opportunities both indoor and outdoor reading	CPD training EYFS phase leader release time	
To develop independent and outside learning opportunities in EYFS through effective facilitation.	• Regular and bespoke CPD for CTs and NEO's on pitch outdoor learning opportunities that provide robust levels of challenge and evidence progression from Nursery through to Reception • Daily learning walks undertaken by the Phase Leader to provide modelling, coaching and bespoke support where identified. • Teaching and learning consultancy support to develop ways into outdoor learning • Weekly joint outdoor planning meetings involving the Reception and Nursery team	• On site and cross site learning walks to observe good practice • EYFS lead file contains key documentation and evidence a trail of monitoring and related actions which have impact on standards • Data shows impact of high quality provision • Learning environment reflects high quality learning opportunities both indoor and outdoor	CPD training EYFS phase leader release time	