



Willow Primary School - Aspire Plan Priorities for 2015 – 2016

TARGET 1. Achievement of Pupils (Key issue 1 post OFSTED Inspection May 2014)

By July 2016 maintain and develop standards in EYFS and in Phonics screening test to ensure that they are maintained well above Slough and national averages, especially ensuring **the more able children are challenged from the time they arrive at school and make more than expected progress consistently.**

By July 2016, maintain the standards in English and mathematics in Year 2 so that progress and attainment in all core areas and at all levels is maintained at or above comparable national averages for 2015 and compare favourably with national benchmarks for new assessments in 2016.

By July 2018, improve the standards in English and mathematics in Year 6, so that at least 80% of pupils achieve new national standards in reading writing and mathematics combined, with 90% of pupils making expected progress and between 25% and 45% of pupils make more than expected progress in each area. SPAG standards and progress also continue to improve so that **80%+ achieve new national averages and between 25% and 50% make more than expected progress.** Continue to improve standards for **the most able so that at least 90% of pupils with high attainment in KS1 achieve above or well above average standards** in new Yr 6 SATs and teacher assessments. Finally ensure that new arrivals in KS2 make good or better progress from individual starting points.

Before July 2016 ensure that 95% of each cohort make at least expected progress (6 steps annually) and 35%+ make more than expected progress consistently (7+ steps annually). **Continue to narrow progress and attainment gaps** between groups e.g. EAL, SEN, disadvantaged children, English speaking, WBR boys.

TARGET 2. Quality of Teaching (Key issue 2 post OFSTED Inspection May 2014)

Ensure that teaching at Willow improves to typically good and by July 2016 85% of all observed lessons to be at least good. Specific foci: all SEN, engagement of boys, challenge for more able, marking, presentation, planning for differentiated learning, years 3, 4 and 5. Ensure pupils in all year groups are making consistently good progress by improving quality of teaching (and therefore learning).

TARGET 3. Behaviour and Safety (Key issue 3 post OFSTED Inspection May 2014)

Maintain efforts to raise attendance to the national average level of above 96% by July 2016. Additionally, maintain safeguarding provision at an effective level and improve behaviour still further, ensuring transitions are smooth and children are punctual to all lessons.

TARGET 4. Quality of Leadership and Management and Overall Effectiveness (Key Issue 4 post OFSTED Inspection May 2014)

Develop the expertise of all leaders (but especially middle leaders, such as phase and subject leaders), so that they have the skills to identify and arrest any decline or plateau in quality of teaching or standards and address key issues for school improvement promptly and rigorously. **Upskill middle leaders in using and analysing data, work scrutiny checks and observation information** to impact positively on school improvement key issues and pupil achievement so that the overall effectiveness of the school is judged at least good in next OFSTED inspection.

TARGET 5. Parental Engagement **Continue to improve parental engagement in any way we can** in order to improve partnership and positive impact on outcomes for all individuals and groups of children

Willow Primary School Aspire Plan September 2015 – July 2016

Targets and term	Staff involved & deadlines	Actions (steps)	Resource Implications	Success criteria	Progress monitoring
<p>1A. By July 2016 maintain and develop standards in EYFS to ensure that they are maintained well above Slough and national averages, especially ensuring the more able children are challenged from the time they arrive at school and make more than expected progress consistently</p>	<p><i>Seema and Angela to lead on ensuring ongoing progress towards this target</i></p> <p><i>All EYFS staff but Angela and Lyndsey and Julie Quinn to Lead</i></p> <p><i>Seema AHT trustwide with support from Lyndsey DHT</i></p> <p><i>All 2015-6 year</i></p>	<ol style="list-style-type: none"> 1. Each week in PPA, teachers need to use their observations they have made, to plan next steps in learning. Therefore, planning needs to have clear outcomes for the different groups of children in Nursery and Reception. 2. Further develop the links between indoor and outdoor learning particularly in writing and number work. 3. Ensure that activities/provision is exciting, engaging and develop skills further based on the interests of the children. 4. Using assessment evidence (ongoing) from Learning Journeys and TT to plan challenging lessons/activities. 5. Children's needs are identified early (using the baseline) 6. All staff to support children's learning through interacting and scaffold learning, using strategies to extend understanding. 	<p>Staff meeting time, assessment training and NCT for all staff to facilitate sharing of best practice</p> <p>Delay to start of term for Nursery children and home visits instead to facilitate new organisation</p> <p>Support of EYFS advisor each week for first term</p>	<p>75% Pupils achieve at least expected levels in all seven areas of learning in 2015.</p> <p>Data for 2015 GLD = all prime areas and Lit and maths</p> <p>willow = 68% 2013 68% 2014 65% 2015</p>	<p>Seema, Angela and Lyndsey daily and weekly during first half term with support from Julie Quinn.</p> <p>Data will be analysed and checked against evidence in profiles and books once a week by Seema and each half term by SLT</p>

<p>1B. By July 2016 maintain and develop standards in Phonics teaching and learning to ensure screening test results are maintained well above Slough and national averages.</p>	<p><i>Amanda and Shabana to lead on ensuring ongoing progress towards this target</i></p> <p><i>All 2015-6 year</i></p>	<ol style="list-style-type: none"> 1. Phonics managed across Year 1 and Year 2 in stage not age groups. 2. Extra intervention and support put in for those children who are not on track to pass from September. 3. Any children still a concern at October half term to be reviewed and customised support put in place. 4. More able children extended with specific provision to develop their writing as well as reading. 5. Phonics lessons observed weekly by senior leaders and children also heard read regularly in year 1 and 2 by senior leaders. 6. Where required, ensure that staff/new staff receive further support and training so they have the expertise required to teach phonics well. 	<p>Training for new staff and staff meeting and inset time to facilitate sharing of best practice.</p>	<p>90% Pupils pass the phonics screening test.</p> <p>(69% passed in 2015)</p>	<p>SLT will hold team leaders to account re data analysis once a half term and teachers on more regular basis as they observe and hear children read.</p>
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<p>1C. By July 2016, maintain the standards in English and mathematics in Year 2 so that progress and attainment in all core areas and at all levels is maintained at or above comparable national averages for 2015 and compare favourably with national benchmarks for new assessments in 2016.</p>	<p><i>Amanda, Shabana Becky and Davinder lead on ensuring tracking data (with the support of Monica and Manali) and interventions up to date and SLT informed</i></p> <p><i>All Yr 2 staff but Amanda to lead with Shabana's and Becky's support</i></p> <p>All yr 2015-2016</p>	<p>Use tracking data from 2014-5 in PPA and Phase weekly meetings to identify pupils who are underachieving and provide specific booster, intervention or support recorded in TT and provision maps to accelerate them from start of year.</p> <p>-All staff closely monitor YR2 and YR6 all pupils' progress and tailor lessons, interventions and support, including 121 to their needs</p> <p>- All team leaders need to regularly dip into the books of their team's classes and check marking and presentation, as well as arranging regular book scrutiny in phase or year teams, in addition to those completed by SLT.</p> <p>-Best practice held within year groups each week will provide another opportunity to discuss how to improve each teacher's delivery and impact on learning-</p> <p>- Impact team keeping an overview of data on weekly basis and checking it matches evidence of progress in books and recorded on target cards and lesson observation data, so we can safeguard the school from nasty surprises during inspections!</p> <p>- Ensure a consistent approach to how target cards are being used.</p>	<p>Booster and 121 funding.</p> <p>Staff meeting time, assessment training and NCT for all staff to facilitate sharing of best practice</p> <p>Pupil progress meetings half termly</p> <p>Support of RR advisory teacher</p> <p>Impact and TLC teams have NCT each week to analyse data, complete work scrutiny, carry out joint observations and coach/mentor teachers.</p>	<p>Y2 progress and attainment in all core areas and at all levels is maintained at or above comparable national averages for 2015 and compare favourably with national benchmarks for new assessments in 2016</p>	<p>Ongoing all year but evaluated each half term for each class at Pupil progress meetings.</p> <p>Impact team will focus on Yr 2 and 6 to start with and ensure data matches progress in books</p> <p>Robust data analysis followed up by intervention and support continuously HT, DHT and SLT responsible</p>
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<p>1D By July 2016, improve the standards in English and mathematics in Year 6, so that at least 80% of pupils achieve in line with national benchmarks for 2016 in Reading writing and mathematics combined. SPAG standards also to improve to 80% in line with national expectation and those exceeding expectations to be maintained at more than 50%.</p>	<p><i>Amanda, Wendy, Ros and Gill to Lead on ensuring tracking data and interventions up to date and SLT informed</i></p> <p><i>All staff but especially upper KS2 team and David to lead with Natasha, Estelle and Helen's support</i></p> <p>All yr 2015-2016</p>	<p>_ Each teacher held to account for pupil progress through performance management and linked pupil progress meetings held five times each year, as well as in weekly PPA meetings by their team leader reviewing attendance and provision inclusion maps and creating pupil groups in TT to track any intervention.</p> <p>-Between these meetings, SLT and Impact team assess cohorts' progress and direct resources to areas needed most. Eg SEN progress in issue identified. Each half term Impact team will ask each phase to identify main issues in their year groups and see if they can do this correctly and come up with a solution</p> <p>- led by SLT, all staff continue to embed assiduous assessment practice including use of new framework of bands and steps, half termly data tracking, weekly updates of provision and inclusion maps and monthly work/planning and target assessment scrutinies</p> <p>-Teachers with individual training needs or on a support plan will be supported by TLC (Teaching and Learning Coaching) team and helped to improve their practice, with the dual aim of improving them and the outcomes for their class.</p> <p>- Ensure a consistent approach to how target cards are being used.</p>	<p>Booster and 121 funding, Staff meeting time, assessment training and NCT for all staff to facilitate</p> <p>Pupil progress meetings half termly</p> <p>Impact and TLC teams have NCT each week to analyse data, complete work scrutiny, carry out joint observations and coach/mentor teachers.</p>	<p>Yr 6 progress and attainment in all core areas and at all levels is maintained at or above comparable national averages for 2015 and compare favourably with national benchmarks for new assessments in 2016</p>	<p>Ongoing all year but evaluated each half term for each class at Pupil progress meetings.</p> <p>Impact team will focus on Yr 2 and 6 to start with and ensure data matches progress in books</p> <p>Robust data analysis followed up by intervention and support continuously HT DHT and SLT responsible</p>
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<p>1E. Continue to improve standards for the most able so that 45% of pupils exceed expectations reading and maths and 33% in writing.</p>	<p>All staff remember: asking for help promptly is not a sign of weakness but rather a strength which safeguards us all and enables us to meet learning or training needs.</p>	<p>-Teachers who are stuck with what to do to move a specific pupil on can ask their team leader, mentor, ECM surgery or inclusion surgery, or any member of SLT, Impact team and TLC team. In weekly PPA meetings each team will review attendance and provision inclusion maps, decide what interventions are appropriate and for whom, ensure interventions are happening, create pupil groups in TT to track any interventions.</p> <p>SLT to provide focused subject training for staff, especially in reading, writing & mathematics at each staff meeting throughout academic year.</p> <p>-Booster sessions for Most able in Year 6 for Band 7 plus will get underway at beginning of October- and from January these will be offered before and after school.</p> <p>- lesson observations scheduled during first half autumn term will focus on Literacy and Maths and any issues will be feedback to TLC team so they can support teacher concerned.</p> <p>-Booster sessions will move to Yr 5 and yr 1 once Sats are over in Yr 6 and yr 2 or once issues in those year groups are resolved</p> <p>- Setting work at the right level for the most able pupils so they are challenges to fulfil their potential.</p> <p>(see calendar for scheduled PPMs and scrutinies)</p>	<p>Inset for provision most able, SEND, reading and Maths planned in during year</p>	<p>See aside and await national information on what will replace Level 6</p>	<p>Robust data analysis evidenced by progress in books and lessons, followed up by intervention and support continuously HT DHT and SLT responsible</p>
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<p>1F. Before July 2015 ensure that 90% of each cohort make at least expected progress and 33%+ make more than expected progress consistently focusing especially on yrs 3, 4, and 5.*</p>	<p><i>Phase leaders Lead on ensuring tracking data and interventions up to date and SLT informed</i></p> <p><i>SLT responsible but all team leaders and Helen/Nichola/Wendy/David to have overall responsibility for yrs 4, 5, and 6 and Seema/Lyndsey/Amanda/Shabana for EYFS yrs 1, 2 & 3.</i></p>	<p>A -Use tracking data to identify pupils who are underachieving and provide specific booster</p> <p>B.-All staff closely monitor all pupils' progress and tailor lessons to their needs but especially those in yrs 3,4 and 5, the most able, all SEN, English speakers and boys.</p> <p>C - Ensure provision of specific training for staff, especially in reading, writing, mathematics, SEN/inclusion and for more able pupils. (Refer Inclusion Provision and reading and maths action plans and Inset planned at Target 1)</p> <p>E- Maintain improvement of writing outcomes by continuing to upskill new teachers and TAs in teaching, assessment and moderation of writing.(Refer Staff meeting schedule which schedules this training)</p> <p>F- Ensure all pupils but especially the more able and all children with SEN make best possible progress because of personalised provision, appropriate differentiation from the start of each lesson and quality extra-curricular and inclusion provision.</p> <p>G- Marking to a next step and a target to be embedded for Literacy and Maths on a regular thrice weekly basis and feedback time given and other curriculum work marked to literacy and Maths targets to ensure opportunities for these skills are built in across the curriculum.</p> <p>H Targets referred to in planning, marking and on display in classrooms and also shared with children and parent</p> <p>- Ensure a consistent approach to how target cards are being used.</p>	<p>Intervention funding and training, Staff meeting time, assessment training and NCT for all staff to facilitate sharing of best practice</p> <p>Impact and TLC teams have NCT each week to analyse data, complete work scrutiny, carry out joint observations and coach/mentor teachers</p>	<p>Able to shift Pupils Achievement grade from 4 to secure 2 by July 2016</p> <p>Attainment wise 80% + of any cohort achieves average or above age related expectations We expect 6 steps in a year and 7+ for exceeding expectations.</p> <p>More able children are challenged and achieve their potential throughout their time at Marish</p>	<p>Ongoing all year but evaluated each week by team leaders in PPA and each half term for each class at Pupil progress meetings.</p> <p>Reading standards are monitored regularly to ensure the training impacts and in consequence outcomes improve to in line with those for Writing and Maths</p>
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<p>1G. Continue to narrow progress and attainment gaps between groups e.g. disadvantaged children, EAL, SEN, English speaking and boys.</p>	<p><i>Inclusion team leads to monitor provision inclusion maps supported by year and Phase leaders</i></p>	<p>-Use tracking data to identify pupils who are underachieving and provide specific booster</p> <p>All staff closely monitor all pupils' progress and tailor lessons to their needs but especially those in yrs 3,4 and 5, the most able, English speakers and boys. SEND also a major focus from 2015</p> <p>- Ensure all pupils but especially the more able and SEND, make best possible progress because of personalized, appropriate differentiation from the start of each lesson and quality extra-curricular and inclusion provision. Impact of interventions is monitored assiduously via provision and inclusion map which is updated each week in PPA sessions.</p> <p>- New to English pupils: ensure that assessments on a pupil's entry to school are carried out in the pupil's home language and their needs are met effectively in all lessons.</p>	<p>Intervention funding and training, Staff meeting time, assessment training and NCT for all staff to facilitate sharing of best practice</p>	<p>Variation of achievement between groups of pupils is minimized and progress enables those currently not on track to catch up.</p>	<p>Impact team monitors any groups not on track each week and holds team leaders to account</p>
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<p>2. Ensure that Willow remains an inadequate teaching free zone and by July 2016 85% of all observed lessons to be at least good.</p> <p>Specific foci: writing, teaching of reading, engagement of boys, challenge for more able, provision for SEND, marking, presentation, planning for differentiated learning, years 3, 4 and 5.</p>	<p><i>All SLT and PM team leads- but Nichola, Helen and Gill lead</i></p> <p><i>Nichola/Helen to maintain data base and ensure best practice observations are happening</i></p> <p><i>All SLT responsible but led by Literacy and Maths teams.</i></p> <p><i>All staff but monitored through lesson observations</i></p> <p><i>All EYFS team responsible but Seema to monitor.</i></p> <p><i>All staff but monitored through learning walks</i></p> <p><i>Literacy and Year 6 teams</i></p> <p><i>All teaching staff</i></p>	<p>Across the Trust-</p> <p>A. Embed rigorous programme of termly lesson observations and subsequent feedback and training and support as required. Autumn term 2015 foci: learning, triangulating data, work scrutiny and lesson evidence in Literacy and mathematics, use of TAs and challenge for all, ensuring no child is left behind.</p> <p>B. Programme to share best practice aimed at raising expectations, developing inclusion and quality of teaching ongoing from Sept 2014; this includes the consequent Data base and skills development needs analysis. This has been extended to include TAs and HLTAs and will include videoing of lessons in 2015/6</p> <p>C. Work scheduled for 2015/6 to improve standards and teaching of Maths trust wide is beginning to impact. (Refer Maths Action Plan). A similar approach is to be used to improve teaching of, and outcomes for Reading in KS2 in 2015/6. (Refer reading Action Plan)</p> <p>D. 2014/5 saw a specific focus on use of draft books instead of mini white boards in all yrs 2 and up trust wide. In 2015/6 this practice will be tweaked to provide whiteboards for some lessons such as Mental Maths and BW input.</p> <p>E. Introduction of Literacy and Numeracy books in EYFS to show evidence of progress is now established practice. Next step is for parents to contribute to learning journeys regularly.</p> <p>F. Both schools need to continue to work on work on displays which evidence learning, a sense of pride in the school and our community and which address SMSC and British values.</p> <p>G. Build on the success Marish has at teaching Reading continuing to develop best practice and extend further into KS2.</p> <p>H. Maximise use of formative assessment data to refine the planning of every lesson in the light of</p>	<p>NCT for SLT, staff meeting time to share good practice</p> <p>Timetable will be designed to facilitate this but may be extra PPA costs</p> <p>TLC provides coaching in any identified areas for development.</p> <p>Literacy Team, , IMPACT, Maths, Attendance and Inclusion teams all deliver INSET and coach teachers and TAs to improve practice and standards.</p> <p>SMSC evidence data base and display forms used but not always completed to show impact. This will be headed up by Bernie and Natasha G</p> <p>Booster Provision made to get some top attaining readers in new SATs 2016.</p> <p>All team leaders responsible but Gill and Wendy/Amanda to monitor groups weekly.</p> <p>All team leaders responsible but Gill and Wendy/Amanda to monitor groups weekly.</p>	<p>All inadequate teaching eradicated. At least 85% of lessons by July 2016 to be good and of these at least 25% to be judged outstanding.</p> <p>Expectations are consistently high and Teaching is judged as good overall by July 2016</p> <p>Reading standards are improve to in line with those for writing and Maths</p> <p>Engagement improved because of interest, consistency of expectations and progression being more evident in every lesson</p> <p>More able children are challenged and achieve their potential throughout their time at Willow.</p> <p>Provision/ Outcomes for all pupils but especially more able and SEND continue to improve.</p> <p>Use of target cards enhances learning partnerships and</p>	<p>Interim milestones for October 2015 are 60% of observed lessons being at least good, (allowing for an inevitable dip due to new NQTs in September). 65% in December 2015, 75% in March 2015, rising to 85% by July 2016 and this being maintained and improved into the 2016/7 academic year.</p> <p>In 2015/6 Marish has only one NQT, but two second year TFs, one GTTP and three experienced but unqualified teachers. All have experienced mentors and team leaders and all have worked within our trust before.</p> <p>TWSLT/IMPACT to monitor weekly and over time.</p> <p>Checking on Target card usage is added to lesson observation, work scrutiny, learning walks and child questionnaire forms.</p> <p>Use of ICT added to observation and learning walk forms</p>
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	<p><i>Monitored and supported by Team leaders and SLT</i></p> <p><i>All teaching staff Monitored and supported by Team leaders and SLT</i></p> <p><i>All teaching staff Monitored and supported by Team leaders and SLT</i></p> <p><i>All teachers and learning support staff</i></p>	<p>what has gone before, especially given new literacy and numeracy targets, new curriculum and new life after levels assessment processes.</p> <p>I. Ensure all pupils, but especially the more able and SEND, make best possible progress because of personalized provision, appropriate differentiation from the start of each lesson and quality extra-curricular and inclusion provision. Impact of interventions is monitored assiduously via provision and inclusion map which is updated each week in PPA sessions.</p> <p>J. Once again the Curriculum is has been updated this year following the launch of new NC in September 2014 and our own new assessment processes in summer 2015. Use of target cards has been adapted and extended to bring them into line with the new assessments process based around Target Tracker. In September 2015, these will be monitored assiduously whilst we embed our new assessment process to ensure they are completed by both children and teachers each lesson.</p> <p>K. Make provision in every lesson when it is used for children not just teachers, to use the IWB, especially in EYFS and KS1. Ensure that use of IWB or other technology is appropriate and enhances learning.</p> <p>L. Make use of the wider expertise available within the Trust and providing appropriate training to enable teachers to become as effective as possible (supporting teachers so they know how to best help pupils improve their skills).</p> <p>M. Agree the same principles for teaching (the non-negotiables).</p> <p>N. Teachers use assessment information effectively to set work at the right level for different abilities/needs.</p>	<p>All team leaders responsible but Helen and Wendy/Amanda to monitor groups weekly.</p> <p>SLT/Team leaders to check on this during September 2015</p> <p>SLT/Team leaders to check on this during September 2015</p>	<p>children take ownership</p> <p>Use of ICT supports rather than hampers learning</p>	
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| | | <ul style="list-style-type: none">O. Teachers provide pupils with clear guidance about how to improve and expect the guidance they give them in marked work will always be responded to.P. Adults consistently check on pupils' understanding in lessons, and move learning on at an appropriate pace. | | | |
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<p>3A Continue to maintain safeguarding provision at an effective level.</p>	<p><i>ECM team reps and all staff including PC (Pupil champion), Govs for SEN and CP</i></p> <p><i>CPD led by Helen/ Nichola but Carol has overall responsibility for CP/ECM training and Gill for leadership training</i></p> <p><i>ECM Team but Natasha is responsible</i></p> <p><i>Responsibility of inclusion team.</i></p> <p><i>ECM Team but Carol and Natasha are responsible</i></p>	<p>A. Continuing to develop ECM provision across the school through the ECM team but also by developing community responsibility for the well-being of all individuals</p> <p>B. First Aid provision widely shared to ensure balance of workload/responsibility and that skills are maintained across team. All staff trained in basic safeguarding, asthma provision and epipen training annually or at induction.</p> <p>C. Continue high level of investment in training for ECM team and other team members to build capacity for the future and ensure that case studies showing impact are updated each half term. ECM AHT collates these as evidence of the impact of school's interventions, as well as monitoring pupil premium cohorts progress each term and compares with non PP cohort</p> <p>D. Develop to inclusive practice and positive multi agency partnerships across the school maximising impact of resource base, nurture group, learning mentors and training and expertise of all staff- including ensuring the impact of any intervention is tracked and no intervention is put in place unilaterally.</p> <p>E. Continue to develop personalised inclusion and curriculum offers, so removing barriers to learning. Please refer to the Trust wide inclusion provision action plan which is produced by Inclusion and ECM teams and which Ros and Carol White lead on.</p> <p>F. ECM support is also provided through external support services such as SEBDOS and the EP. Year group meetings with EP and strategies such as solution circle can be used to put self help strategies in place in each year group.</p> <p>G. E-safety: Involve parents more in raising awareness of e-safety for their children both at home and at school.</p>	<p>Vulnerable children feature in category on provision, inclusion map and these are monitored weekly in PPA sessions</p> <p>David to have responsibility for overview of First aid and making sure medical needs policy is followed</p> <p>Make time for inclusion team ad ECM team to work together and strengthen relationships so that more staff develop an overview of need and the provision we have available to meet it.</p>	<p>Safeguarding provision moving towards outstanding but also develop ECM still further so that we can meet needs and signpost appropriate for all struggling children and families before they get to crisis point</p> <p>Children who are PP/SEN/vulnerable/k nown to ECM still make as good progress at school as their peers without issues</p>	<p>PC and CP champion and two ECM leads monitor attendance, mini bus, late children and list of CPP and CIN and learning mentor children weekly to ensure no child is missed and a learning barrier not removed.</p> <p>Evidence that provision is tailored to meet the needs of all groups/individuals is monitored in in planning, evaluations and in assessments</p>
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<p>3B. To continue to improve management of behaviour and develop self-motivation through rules, repercussions and rewards system of Simply Behave and engaging cross curricular provision. Specific foci: ensuring transitions are smooth; children are punctual to all lessons; ensuring low level disruption eradicated; behaviour at lunchtime and playtimes is exemplary and Internet safety kept high profile</p>	<p><i>All staff and all year 2014-2015</i></p> <p><i>All staff but SLT has overall responsibility for B, C, D, E and F.</i></p>	<p>A. Continue to reward appropriate behaviour in a variety of innovative ways under our simply Behave policy. Eg praise postcards, happy hours, cinema treats, outings, responsibilities, certificates and awards, books, time to do a favourite activity, awards evenings. Each team leader to be responsible for each weekly/half termly competition and ensure it happens and parents are informed of individual achievements.</p> <p>B. Continue to maintain high expectations of all and to apply repercussions and to reward good role models consistently. Focus this year on tidiness in the school and pride in appearance and school uniform. Weekly cup for tidiest cloakroom/classroom/shared areas decided by caretakers/ cleaners and individual certificates awarded in assembly for smart uniform and good presentation of work for September 2015.</p> <p>C. Ensure that children adhere to our three core rules when not directly supervised by a teacher, such as during transitions between lessons, changing for PE and when moving around the school by providing rewards and incentives for classes who do this well. From September 2015 this will take the form of a weekly competition and the winners will be decided by TAs, playground champions and PE staff.</p> <p>D. Continue to train new staff in Simply Behave and R time practice and emphasise the impact of role models. Greg Sampson to provide training for all new staff and observe R-Time being delivered.</p> <p>E. Develop use of R time further as PSHE vehicle and curriculum tool linking to citizenship and junior leadership programme, ensuring parents are informed when their child behaves well.</p>	<p>Time to enable staff to undertake regular data analysis of behaviour incidents.</p> <p>Estelle/Sally and Shabana to ensure these competitions happen and are celebrated</p> <p>Learning mentor and counsellor time for referrals</p> <p>Training budget for Greg Sampson</p> <p>Behaviour budget and behaviour leader appointed</p> <p>TWSLT and behaviour lead responsible</p> <p>All team leaders responsible for ensuring this happens</p>	<p>Less bad behaviour, bullying or racism</p> <p>Better learning environment and access to professional help for children/families in difficulty</p> <p>Simply Behave and R time practices embedded and used to improve relationships</p> <p>Staff are aware of, well trained and apply Simply behave proactively and consistently, supported readily by senior leaders.</p> <p>R time is used effectively to support the Children's personal, social and emotional development</p>	<p>Behaviour lead. TWSLT and governors monitor behaviour, step 5 and exclusions half termly.</p> <p>Team leaders and teachers weekly and behavior lead ensures any repeated transgressions are followed up with parents.</p> <p>Greg Sampson visits and reviews behaviour at least twice annually.</p>
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<p>3C. Take steps to raise attendance to a high level (above 96%) by July 2016</p>	<p>Lead by Nichola as SLT rep and attendance officers (Alka, Carol and Jason) but also all staff and governors</p> <p><i>Alka, Jason, Nichola to lead</i></p>	<p>A.-Informing parents staff and children of the 'Every day counts' strategy -celebrating 100% and high levels of attendance each half term in assembly and providing rewards such as whole family cinema ticket packages and bike raffles</p> <ul style="list-style-type: none"> - a small prize such as an ice lolly or pencil to every child with 100% attendance at the end of each half term.-posting attendance leagues on website and in assemblies each half term - each year group to consider any children with attendance issues each week in PPA -letters home to all parents with the attendance figures for each term and their own child's percentage -call home on first day of absence for any non-attendance -letter to parents of any child whose attendance drops below 96% without any adequate explanation -parents of any child whose attendance drops below 90% to meet with SLT member and attendance officer to discuss strategies for improving attendance -involvement of EWO and LA implementation of fixed term penalties as necessary. - parents invited to join PSA< PVF or help out as a volunteer or join Family learning to get them involved - children with poor attendance given free spaces at breakfast club and priority (golden tickets) for clubs - staff are attendance role models so ensure we follow through staff attendance procedures <p>Further work needs to be done with the persistent absentees and we are endeavouring to bridge build with a key member of staff assigned to each of these families from the ECM team</p> <p>A. Visits mad prior to start of term in September for any family with below 90% attendance and incentives put in place to encourage them to attend well from the start this year</p> <p>B. extra focus on reception and Yr 1 attendance and persistent absentees continues during 2015-6</p> <p>C. extra focus on group that are biggest attendance issue white British PP children- Check this remains the case?</p>	<p>Money for prizes, certificates, bikes etc.</p> <p>Staff time to follow up parents who need it with home visits if necessary- Pupil Champion, Attendance Champion and Learning mentors to take the lead here, organised by CP lead, Carol Conlon</p> <p>Every day counts letter out to all families in early September.</p>	<p>Attendance overall is maintained at 95%+ and by end of 2015 is moving towards 96.%+ and so graded as high</p> <p>Achievement of all groups and individuals is at least good because attendance is high and teaching and learning are good or better</p>	<p>All staff to take responsibility for attendance in their class, year and phase on ongoing basis reviewed each week with aim of above average attendance of 96% + to be achieved by July 2016 or earlier.</p> <p>Persistent absentees tracked from start of autumn term by class teachers , phase leaders and attendance officers as necessary. Parents invited to meet with senior leader from first absence</p>
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<p>4A. Develop the expertise of all leaders (but especially middle leaders, such as phase and subject leaders), so that they have the skills to identify and arrest any decline or plateau in quality of teaching or standards and address key issues for school improvement promptly and rigorously.</p>	<p><i>All staff and governors extending to wider stakeholders- Gill/Helen/ Nichola and trustees to be responsible</i></p> <p><i>All yr 2015-2016 and all staff but team leads</i></p> <p><i>SLT to be responsible</i></p>	<p>A. All teaching staff to take on a subject or other whole school responsibility linked to MAT aspire plan/Empower to deliver teams and use these as vehicle to launch, develop or embed whole school improvements (eg Inclusion, Parental engagement, Attendance, Literacy, Impact and Maths teams.)</p> <p>B. Maintain and embed Aspire initiatives further by applying for awards eg Inclusion quality Mark with volunteers taking the lead on specific aspects for a fixed period of time and coaching another less experienced colleague who will shadow/support them.</p> <p>C. Ensure all middle leaders understand how to monitor and evaluate the quality of teaching and analyse pupil outcomes through triangulating work scrutiny, observation records and tracking data</p> <p>D. Ensure all teachers and TAs develop their own practice and subject knowledge and this is shared by providing regular opportunities and training which is subject specific as well as leadership and school improvement focused.</p> <p>E. Ensure the curriculum is developed well enough to show progression in key subject specific skills such as chronology in history, mapping in geography and investigation in science.</p>	<p>Two former HMI contracted to train Impact team leads and support school evaluation.</p> <p>New teams run for academic year and take responsibility for liaising with SLT and ALT about meeting time and inset Sessions</p> <p>Two former HMIs contracted to train middle and senior leaders in the skills aside.</p> <p>Time for TLC team to analyse teacher training needs and make personalised provision for development through coaching</p>	<p>School improvement embedded at Willow- all aspire to be outstanding and safeguard each other by tackling issues promptly</p> <p>New teams impact positively on key priorities and more staff have further opportunities to lead.</p> <p>Middle leaders have a good understanding of pupil outcomes and how to improve these.</p>	<p>Aspire Plan single target review at each SLT and ALT meetings. Every third staff meeting to focus on one of the three sets of teams:</p> <ol style="list-style-type: none"> 1. Phase, 2. Inclusion, Attendance, Parental Engagement 3. Literacy and Numeracy teams with focus on IMPACT. <p>TWSLT TO grill various senior leaders and teams to check that training has had an impact and their skills have developed each week</p>
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<p>4B. Upskill middle leaders in using and analysing data, work scrutiny checks and observation information to impact positively on school improvement key issues and pupil achievement so that the overall effectiveness of the school is judged at least good in next OFSTED inspection.</p>	<p><i>All staff and governors extending to wider stakeholders- Gill/Helen/ Nichola and trustees to be responsible</i></p> <p><i>All yr 2015-2016 and all staff but team leads</i></p> <p><i>SLT to be responsible</i></p>	<p>All teaching staff to attend Empower to deliver leadership training over next year to include:</p> <ol style="list-style-type: none"> 1. being assigned to a whole school improvement focus team as outlined in 4A 2. having their school improvement team work linked to their Performance management leadership target 3. an individualised programme of development from the Teaching and learning coaching team 4. Regular INSET lead by IMPACT team on how to use observation, data analysis and work and planning scrutinies to evidence progress. 5. New lesson observation form to show impact of good teaching and progress made in each lesson by groups. 6. When being observed, teachers are given development areas which are then their targets for next obs – coaching and improvement provided for them from teaching and learning team to address these areas for development as necessary <p>The above training is designed to develop the abilities of all leaders to impact positively on whole school improvement by identifying issues promptly and addressing these rigorously.</p> <p>In consequence the school safeguards itself from unpleasant surprises during Ofsted inspections and all leaders are accountable for outcomes in their teams</p> <ul style="list-style-type: none"> - Understand better how to use assessment information effectively to accelerate rates of progress for pupils and to raise attainment so that it is at least in line with the national average, with an increased proportion of pupils attaining the higher levels, particularly in upper key stage 2 classes. 	<p>Training time on INSET days, staff meeting opportunities to share good practice in leadership and time given for coaching and mentoring partnerships.</p> <p>Two former HMI contracted to train Impact team leads and support school evaluation.</p> <p>Leaders have NCT each week to enable them to carry out their leadership tasks and responsibilities and undertake training, including evaluating the implication of school improvement initiatives and training</p>	<p>Leadership and management is improved to at least as good overall by July 2015 and overall effectiveness also improves to good.</p> <p>Leadership Capacity and succession planning are secure going forward into 2016-7</p> <p>Middle leaders have a good understanding of strengths and weaknesses of school and can implement improvement and evaluate the school effectively</p>	<p>Termly review of Leadership progress and evaluation of SLT corporate competence reflected in SEF grade</p> <p>Weekly grilling in TWSLT minutes demonstrate</p> <p>calibre of senior and middle leaders and impact of their training on their development.</p> <p>Lesson Observations and learning walk records show evidence of impact of training and coaching on quality of teaching over time.</p>
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<p>4C.To strengthen the leadership of the GB and their involvement and impact on school improvement.</p> <p>To develop governors as school leaders, extending our model of distributed leadership into innovative best practice</p>	<p><i>All staff and governors</i></p> <p><i>All yr 2015-2016</i></p> <p><i>Gill and trustees to be responsible</i></p>	<p>During academic year 2015/16:</p> <ol style="list-style-type: none"> 1. Governors to continue to attend training and visioning sessions as appropriate, to help set the strategic priorities of the school and ensure statutory compliance. Their work is then aligned to these priorities as recommended by HMI. 2. Governors involve themselves regularly in school improvement work by being linked to the E2D improvement teams established in school and work with them to support their progress through action plans. 3 Governing body meet with SLT members regularly to provide challenge and support and to become involved in scrutiny and holding the leadership and consultants to account. They undertake to write a note of visit to show their findings and suggest ways forward which is discussed at next GB meeting. 4. Gobs meet with school council and junior leaders on twice yearly basis to celebrate what went well and inform future practice 5. In summer 2015 Governors develop a policy and framework to organise their monitoring and evaluation work in school throughout the academic year and share out responsibilities across the governing body. 	<p>Training led by SIP and other consultants.</p> <p>Time in school and partnership working with SLT to support and challenge strategic decisions undertake work scrutiny, learning walks and data analysis.</p> <p>Expenses for Governor travel, training costs and refreshments</p>	<p>Governors are increasingly aware of the impact of the school's work. They are informed critical friends and ambassadors for the school in the community, who ultimately extend their positive impact beyond Marish/Willow. Governors judged as good at least by July 2016.</p>	<p>Impact of governors work, challenge and support is colour coded in the GB records to easily evidence their involvement in different priority areas.</p> <p>Effectiveness of Gb is reviewed at least termly through discussion and an evaluation is recorded in HTs report</p>
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<p>5. Continue to improve parental engagement in any way we can in order to improve partnership and positive impact on outcomes for all individuals and groups of children</p>	<p><i>Lead by SLT, PC and Governors parental engagement, ECM and all teams including GB and School council</i></p>	<p>A. Regular opportunities for parental feedback planned in each term, such as questionnaires</p> <p>B. <i>During visioning day in June 2015, the parental engagement team agreed a new focus for 2015-6 to reach vulnerable families and try to build relationships and strategies to engage these parents.</i></p> <p>C. <i>The PE Department are working with parents on a project called family funs. This encourages the whole family to take part in physical activities based on the create development programme.</i></p> <p>D. <i>Nurture group and Resource base continue to build positive partnerships with their children's parents.</i></p> <p>E. <i>Consider and arrange a survey of parents to confirm there is a good level of satisfaction with the school's work.</i></p>	<p>Time and money to support families, broker partnerships and champion children. New role for Pupil Champion Key here</p> <p>Hard to reach families are assigned a key worker who is someone they like and trust- time and effort needs to go into facilitating these relationships</p>	<p>High attendance at all school events but especially consultation evenings</p> <p>Parental feedback indicates confidence in school is high</p> <p>Outcomes for all groups of children move towards outstanding</p>	<p>Ongoing through PP action plan but to be achieved by July 2016 or earlier.</p> <p>Helen/Brendan/ Jason to complete review each term</p>
<p>5A By July 2016 endeavour to involve more parents in school based learning activities which they can then model to other parents in order to increase parental engagement with learning.</p>	<p>Lead by Helen Brendan and All Year Group teams</p>	<p>Continue to use HLTAs to place and train parent volunteers in school. Identify those parents who are willing and able to model their skills to other parents</p> <p>Identify parents who are hard to reach/not engaged with school, and invite them to school to watch other parents working with children.</p> <p>To raise awareness of range of parent skills and encourage teachers to involve parents within their lessons, particularly creative curriculum-</p> <p>Trial a Termly parent led workshop designed to engage other parents</p>	<p>Time to build partnerships with hard to reach parents. Pupil Champion and leading mentors have some time to meet with parents, invite them in or home visit as most appropriate</p>	<p>Every year group to involve parents within their CC lessons at least once a term.</p> <p>Double the uptake of parent volunteers within the school</p>	<p>Ongoing throughout academic year 2015-16 by PC</p> <p>Monitored by E2D Parental engagement each half term</p>

<p>5B To boost parental engagement (i.e. parental support at home with school) by developing a whole school ethos of establishing engagement in any parent activity we organise</p>	<p>Led by Jason, Brendan, Helen and all subject leaders</p>	<p>Ongoing education of all staff members and stake holders in the difference between Communication/Involvement/Engagement as well as highlighting the importance of engagement and its impact on pupil attainment.</p> <p>Teachers to plan a practical aspect to take home to do with the children (Year Group leaders to organise) eg How to read most effectively with pupils/ PE workshops with Jason.</p> <p>Use the opportunities provided through Create development Family Funs, new homework learning experiences, Junior leadership programme to engage parents and get their feedback on whole school initiatives.</p>	<p>Create development SL/Team Leader resources (eg FUNS for PE)</p>	<p>Use planning format from John Crawley for involvement activities that encourages engagement</p> <p>Verbal feedback from parents Written feedback in form of book to be kept in reception and social media</p>	<p>Ongoing throughout academic year 2015-16</p> <p>Monitored by Team leaders and fed back to E2D Parental engagement team each half term</p>
<p>5C To broaden the range of communication tools in terms of increasing involvement in order to boost engagement</p>	<p>Led by Jason, Brendan, Helen and all subject leaders</p>	<p>To provide each year group with the email contact for their parents, in order to communicate and update parents with notices, achievements and success.</p> <p>To include a Kids Zone on each year group's page with links to fun games/activities for children to do with their parents at home.</p> <p>Review school website with the potential to make it more user friendly with our community.</p> <p>Continue to develop personalised inclusion and curriculum offers, communicating these to parents using a variety of accessible media</p>	<p>Time is a major resource in order to do this effectively</p>	<p>Double the range of communication tools currently used by the school (Text, email, website)</p> <p>Academy Trust website up and running by September 2015.</p>	<p>Ongoing throughout academic year 2015-2016</p> <p>Monitored by E2D Parental engagement each half term</p>