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***Equality Excellence Education***

***School Improvement Plan***

***2018-19***

**School Improvement Plan**

**Summary 2018-19**

|  |  |
| --- | --- |
| **AREA 1: LEADERSHIP AND MANAGEMENT** | **Strategic Lead** |
| 1. **To review capacity within the staff structure and leadership team** 2. **Continue to monitor the effective use of additional funding to benefit all children (PP/PE)** 3. **To review and find alternative building SLA provision** | **SD/GB/All staff**  **SD/CK/SG/HC**  **SD/Gary B/JB/GB** |
|  |  |
| **AREA 2: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE** |  |
| 1. **To finalise and implement a new behaviour policy including thermometer** 2. **To ensure safeguarding is maintained by introducing protocols to the beginning and end of the school day** 3. **To achieve the Respecting School Gold Award (RRSA)** | **ALL**  **SG/SD/GB**  **ALL/GB** |
|  |  |
| **AREA 3: QUALITY OF TEACHING, LEARNING AND ASSESSMENT** |  |
| 1. **Ensure teaching is highly effective in inspiring pupils so that they make rapid and sustained progress** 2. **To further develop teaching and learning by ensuring consistency and quality to challenge, differentiation and the use of Afl strategies** | **SD/SG/Subject leaders/ALL**  **SD/SG/ALL** |
| **AREA 4: OUTCOMES FOR CHILDREN AND LEARNERS** |  |
| 1. **Ensure strategic interventions impact children’s ability to achieve their potential** 2. **To ensure there is greater challenge for the more able (greater depth)** 3. **To improve writing attainment so it is more in line with reading and Maths** | **SD/SG/KL**  **SD/SG/HC/ ALL**  **ALL** |
| **AREA 5: CONDITIONS FOR LEARNING** |  |
| 1. **Ensure children have a stimulating, attractive and safe environment for learning and play which sets high expectations and meets their needs well** 2. **Develop the Reception class area of the school** 3. **Develop outdoor learning area – Garden area** | **SD/CK**  **EYFS/SD/GB/JB**  **HR/RM/ALL** |

**Our Mission Statement**

**Equality, Excellence, Education**

***TOGETHER AT ROXETH WE CAN ACHIEVE***

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**Aims of the School**

*In Partnership with parents*:

* To promote academic and personal achievement through finding joy in life and learning
* To maintain a happy, secure, healthy and safe school
* To give praise and encouragement so that every member of the community is valued
* To learn to express our own thoughts and ideas confidently
* To work together listening to one another in order to understand differences between us
* To prepare our pupils to become active, creative, healthy responsible citizens

**At Roxeth we are committed to developing a passion for learning in every child who attends the school. People who work at Roxeth Primary School have a passion for learning and see themselves as learners too; together, we seek to discover the potential in every child and adult and develop this into success and excellence. We constantly seek to revise and improve our work and to learn from what we do.**

**This plan is designed to enable the school’s vision to be shared and understood by the whole school community. As we work towards the aims of the plan, we seek to harness the talents of the whole school community and by working and learning together, realise our ambitions.**

**Children and young people learn and thrive when they are healthy, safeguarded from harm and engaged. Evidence shows clearly that educational achievement is the most effective way to improve outcomes for all children and break cycles of deprivation.**

**Our strategic plan is based upon:-**

* **External data such as the School Performance Summary report (ASP) 2018 and the IDSR data packages provided by Harrow Council**
* **Our own regular and thorough monitoring of the standards achieved in the school through for example: classroom observation, peer coaching, learning partner research, governor monitoring of the School Improvement Plan, pupil interviews, work sampling and parent and pupil questionnaires**
* **Preparation and scrutiny of internal data**
* **Reflective evaluation and review of the on-going work of the school by pupils, parents, staff and governors**
* **The needs of our pupils**
* **The needs of our staff**
* **Outcomes from the OFSTED inspection October 2015**
* **The available financial, human and material resources**

**Costings of School Improvement Priorities**

1. **Improvement priorities have been funded by the school budget, capital budget and parental support (RSA).**
2. **Training and development is costed in the school budget fund**
3. **Curriculum budget will cover mainly consumable items and curricular development**
4. **Pupil Premium is reported on separately**
5. **Future plans for our capital grant (2018-19) include:**

* **Refurbishment of reception class outdoor learning**

**This plan for the years 2018-19 was based on our self-evaluation of where we are and where we would like to be in the next year.**

**The purpose of the School Improvement Plan is to manage the school’s drive towards long term strategic aims. It gives everyone an understanding of where the school is going and what actions will be taken to ensure we get there. It sets a timescale for implementation and plans for human and material resources to be directed towards specific goals. It helps us determine the pattern of expenditure within the budget and guides the planning of staff training.**

**MONITORING AND EVALUATING**

**Monitoring is the process of checking what is being achieved against what is intended. Regular and systematic monitoring of progress and the targets contained in the school improvement plan by staff, senior managers and governors is essential.**

**The Headteacher and staff are responsible for the day to day monitoring of targets. The governing body is concerned with having an overview of progress with the annual plan.**

**Methods of monitoring include:**

* **collecting and analysing relevant statistical information;**
* **observing and recording;**
* **enquiring, by talking to appropriate individuals or groups, updating action plans;**
* **preparing reports for staff and governors about progress.**

**Evaluating is the process of reviewing whether the targets have been met and what benefits have resulted for the pupils and the school. The professional staff are responsible for making the detailed analysis of successes and those things which have not worked as expected. The governing body will review what has been achieved in the broader context of school improvement.**

**The essential stages of evaluation:**

* **the success criteria established at the outset build a picture of what the school is trying to achieve;**
* **collecting evidence and reviewing what has been achieved against intentions;**
* **identifying any implications for the next annual plan or for the strategic plan.**

**The monitoring plan for the school 2018-19 is at Appendix 1 and teaching staff with responsibilities within the plan at Appendix 2 also at Appendix 3 is a costings plan.**

**We believe children are given a wide range of experiences and leave Roxeth as confident pupils who take their experiences with them as they embark on their next journey because:**

* **Teaching is maintained at a good and often an outstanding level**
* **All pupils continue to make at least good or better progress according to their starting points**
* **The school site is vibrant and rooms are efficiently used and well maintained**
* **Our curriculum is challenging and is delivered in a way that is exciting and engaging**
* **The school has a wide variety of clubs and activities**
* **Barriers to learning for those pupils who have them are either removed or reduced**
* **Pupils report that they enjoy coming to school and parents report that they are well informed and very satisfied with the standard of education**
* **Children’s attitude to learning and behaviour is outstanding and the school atmosphere reflects this**
* **The aims of the school are delivered**

**Mr S. Deanus**

**Headteacher**

**September 2018**

**OUR PERFORMANCE AND RESULTS 2018**

**EYFS Good Level of Development**

|  |  |  |  |
| --- | --- | --- | --- |
| **EYFS 2018** | **Roxeth** | *LA Harrow* | *National\** |
| **Good level of development** | **85%** | *74%* | *72%* |

**Year 1 phonics check**

|  |  |  |
| --- | --- | --- |
| **KS1** | *LA Harrow\** | *National* |
| **95%** | *87%* | *Not released yet* |

**Key Stage One (Year 2) 2018**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Working at**  **(EXP)** | *LA Harrow* | *National* |
| **Reading** | **85%** | *79%* | *76%* |
| **Writing** | **83%** | *74%* | *70%* |
| **Maths** | **85%** | *80%* | *76%* |

**Key Stage 2 (Year 6) SATS Results 2018**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **EXP** | *LA Harrow* | *National\** |
| **EGPS** | **96%** | *87%* | *78%* |
| **Reading** | **93%** | *81%* | *75%* |
| **Writing** | **88%** | *83%* | *78%* |
| **Maths** | **91%** | *85%* | *76%* |
| ***combined*** | ***84%*** | *72%* | *64%* |

***\*Provisional***

**AREA 1: LEADERSHIP AND MANAGEMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVE** | **ACTION** | **LEAD** | **HOW WILL WE KNOW?** |
| 1. **To review capacity within the staff structure and leadership team** | * Analyse current financial situation in order to plan a sustainable staffing structure * To review the TLR group by creating a small SLT team that includes HT, DHT and SENCO * To advertise, appoint and create a new DHT role * Potential appointment of phase leader for lower and upper KS2 * All members of the leadership team have clear defined roles and responsibilities. They are held to account for the impact of their work by the governing body * Continue to offer quality and focus of professional development training to meet whole school priorities and strengthen the teaching profile | **SD/ED/**  **GB** | * Roxeth School is seen as a school where developing staff, nurturing talent and empowering leadership is a core value * Staffing structure remains relevant to meet the needs of the school within the school’s budgetary considerations (to be reviewed in January) * Improved leadership capacity and accountability * A distributed leadership which ensures good or better outcomes for pupils with high expectations, high quality teaching and high standards * Links to the SIP ensures that teachers know the school’s ambitions and are working towards achieving them * Secure continuous improvement through successful succession planning for the future * Members of the school feel they have a key role in creating a climate that promotes effective teaching and learning * To sustain high levels of governance, to provide appropriate support and challenge * Succession planning is in place for the next two years * Governors have a clear view of progress towards objectives on School Improvement Plan |
| 1. **Continue to monitor the effective use of additional funding to benefit all children**   **(PP/PE)** | * Effective monitoring of interventions is in place to demonstrate diminishing differences for Disadvantaged Pupils (DPs) * To allocate a TA to solely complete interventions throughout the school to ensure continuity * Ensure HA DPs are making progress * Update website to show current and past budget spend * Continue PP reading interventions and support programs across all school * Develop effective tuition after school for booster groups in Year 6 * Reading groups to continue with Harrow school boys * Continued use of Catholic Children’s Society (Art Therapy) * Establish and develop support with John Lyon school for reading and Maths * Continue to monitor spending for PE | **SG/HC/**  **KL/CK** | * SENCo regularly reviews interventions to ensure maximum benefit to pupils * Budgets are carefully planned and collated * Differences for DP groups continue to narrow * Offer is maintained for pupils to gain access to good quality interventions and access to extra-curricular activities * Outcomes for DP activities measured * Careful plan in place to reduce risk if PP income reduces and sports grant ceases * Successful implementation of new PE resouces |
| 1. **To review and find alternative building SLA provision** | * To analyse current provision provided by Harrow Council SLA * To source external providers/contractors that can provide services with different sectors e.g. electricians, heating engineers * Potential contract/agreements in place * To ensure essential routinely checks (PPM’s) are carried out when appropriate | **SD/JB/**  **Gary B/GB** | * Quicker response times for urgent works to be carried out * Quotes received faster * Rapport built up with each contractor * Getting the best possible price for the school and children * Reducing cost to budget * Time saving for both Headteacher, finance manager and caretaker |
| **Resources** | * HSIP advisor * Local authority support including HR and finance department * The Key access * John Lyon and Harrow School * External contractors | | |

**AREA 2: PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE**

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVE** | **ACTION** | **LEAD** | **HOW WILL WE KNOW?** |
| 1. **To finalise and implement a new behaviour policy including thermometer** | * Set up working behaviour party consisting of staff members and governors * Review current practice and share new ideas during planned meetings * Draft new thermometers for each key stage * Share with staff thermometers for each key stage during September inset day * Implement the new thermometer in and out of the classroom * Draft policy to include new thermometer procedures * Policy to be approved by GB * Notify parents about the updated policy and add to website | **Working party/ALL** | * Policy and thermometers are all understood by staff, parents and children * New procedures are followed and carried out consistently * Updated policy communicated to parents and added to website |
| 1. **To ensure safeguarding is maintained by introducing protocols to the beginning and end of the school day** | * Identify children who consistently arrive very early on school site * Caretaker to adapt opening of the gates * DSL to communicate with parents who leave children unsupervised too early or behind at the end of the day * Remind parents via newsletter * Potential for staff member on duty to start earlier if required * Children sent to breakfast club/after school club and parents will be charged (if happens frequently) * Front and back gates to be fully functional and replaced where necessary | **SD/SG/GB ALL** | * Site is secure at the beginning of the day * Children are supervised at appropriate times * Children attend the breakfast club and after school club who are too early on site * Safeguarding is maintained throughout the school day * Gates are set on a timer and are secure during the school day |
| 1. **To become a Gold Award Rights Respecting School** | * RRSA Co-ordinator to carry out audit of current practice against the new Gold Award Accreditation benchmarks and raise awareness of steps to achieving the Gold award * Continue to implement and embed RRSA in the life of the school * Insets during Autumn term to refresh staff and prepare for assessment in November 2018 * Training given to staff and governors when appropriate * RRSA linked to charities and school values | **KP/VF/ALL** | * Re-draft of audit and action plans will be completed * Clear and achievable next steps and areas for development will have been agreed by all staff * Shared understanding and commitment amongst all staff * Agreed recognition by all stakeholders of just and fair systems, where all pupils feel they are treated equally * Pupils even more engaged in the life of the school * Assessment date booked for Wednesday 14th November 2018 * RRSA Gold award has been achieved |
| **Resources** | * Subject leader release time * Behaviour working party * Cluster Group sharing RRSA work | | |

**AREA 3: QUALITY OF TEACHING, LEARNING AND ASSESSMENT**

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVE** | **ACTION** | **LEAD** | **HOW WILL WE KNOW?** |
| 1. **Ensure teaching is highly effective in inspiring pupils so that they make rapid and sustained progress** | * Ensure that learning tasks are relevant, engaging and matched to pupils’ learning needs * SENCO & class teachers to monitor the support staff to ensure effectiveness of their deployment * Using the Ofsted framework to monitor teaching and set standards for school performance * Extra support for teachers to observe good practice and team teach to implement some of these strategies * Training for observers for delivering feedback * Opportunities are created for teachers to go and observe good practice in other classrooms * External validation (HSIP Milton Keynes) of teaching sought to ensure judgements of SLT are accurate * Subject leaders to monitor planning to ensure work is pitched appropriately for all ability levels to make good+ progress * Subject leaders to implement any actions and monitor its impact (action plans) | **SD/SG/TLR/HC/GB/**  **Subject leaders** | * The profile of teaching, based on triangulated evidence (work scrutiny, lesson observations and a review of pupils’ progress) continues to improve * Pupil attainment and progress continues to improve * Senior staff act decisively to resolve any instances of teaching that does not contribute to good learning and progress so that there is no inadequate teaching * All teachers are knowledgeable about their strengths and about those aspects of their practice that require further improvement as reflected in their appraisal objectives * Regular scrutiny of learning shows that marking and feedback is in line with agreed policy and pupils are given opportunity to feedback * The performance of all teaching staff is reviewed termly in accordance with the schools appraisal procedures * Appraisal targets linked to outcomes for teaching and learning * Staff trained in observing and feeding back techniques to develop Learning & Teaching in order to quality assure work of SLT * Regular tracking meeting ensure teachers are accountable for their data * CPD meets the needs of teaching staff to develop practice and enhance subject knowledge |
| 1. **To further develop teaching and learning by ensuring consistency and quality to challenge, differentiation and the use of Afl strategies** | * To provide further training for teachers on using differentiation and Afl in the classroom effectively (CPD) * Differentiation inset to be carried out during the autumn term * The key objectives for Autumn monitoring week will be differentiation and Afl (assessment for learning strategies e.g. traffic lights, self and peer assessment) * Provide specific feedback to teachers that relates to differentiation – positive and areas for development * Book scrutiny during monitoring weeks to check for differentiation | **SD/SG/ TLR team** | * Teachers use a range of Afl strategies to accelerate progress and overall attainment * Teaching targets to be evidenced during monitoring weeks through observations * Staff evaluations documents following CPD inset * Book scrutiny will display a range of outcomes * Challenging activities will set relating to the children’s next steps |
| **Resources** | * Learning Ladders software * Standardised testing materials * SIMS SLA, HSIP Milton Keynes | | |

**AREA 4: OUTCOMES FOR CHILDREN AND LEARNERS**

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVE** | **ACTION** | **LEAD** | **HOW WILL WE KNOW?** |
| * 1. **To ensure there is greater challenge for the more able** | * Identify current children to raise the aspirations of all children, through excellent teaching and support for vulnerable groups * Continue with half termly tests to monitor and check progress – identifying gaps in learning * Maintain rigorous systems for tracking pupils’ progress & attainment for greater depth children and those that are borderline expected to greater depth * Class teachers & SLT scrutinise termly progress and attainment to ensure greater depth children are consistently progressing * Identify extra-curricular support to target gifted and talented children * Home learning club for pupils in Year 6 supported by Harrow School boys * Gifted and talented groups from year 5 and 6 to visit John Lyon for Maths, Art and drama workshops during Autumn and Spring term * Harrow School boys to read with PP children and borderline greater depth pupils (selected via analysis of data) * Harrow School workshops including G+T Maths Masterclass * Monitoring week and book looks will focus on greater depth pupils ensuing there is appropriate challenge | **SD/HC/TLR/ALL** | * Newly arrived pupils are assessed and monitored in a timely manner through the assessment framework * Half termly tests are consistently managed and used effectively to inform future teaching * Evidence of challenge in book and observations show that teachers have planned for the more able children in their class * An increase for children achieving the greater depth standard in all key stages following SATS * Greater depth targets are maintained throughout the school * Continued moderation across phases and cluster   Current Great depth children and Target:  **Year 1**  Reading = 5% 10%  Writing = 3% 10%  Maths = 3% 10%  **Year 2**  Reading = 28% 30%  Writing = 17% 20%  Maths = 23% 25%  **Year 3**  Reading = 20% 25%  Writing = 15% 20%  Maths = 19% 25%  **Year 4**  Reading = 40% 45%  Writing = 25% 30%  Maths = 25% 30%  **Year 5**  Reading = 33% 37%  Writing = 23% 25%  Maths = 35% 38%  **Year 6**  Reading = 42% 46%  Writing = 25% 32%  Maths = 27% 35% |
| **2.**  **To improve writing attainment so it is more in line with reading and Maths** | * Key stage 2 progress in writing at 0.4 (in contrast to reading at 4.2 and maths at 3.0) * Tracking and concern meetings when writing is closely scrutinised * Prepare for possible KS2 moderation via Harrow Council * Subject leader to look at writing samples across the school * English lead to monitor year group overviews * To monitor LL (learning ladders) to identify key groups along with the assessment lead * English lead to deliver CPD inset on differentiation and how to improve writing for greater depth pupils * Year 2 and year 6 team to attend moderation and assessment training * Year 6 teachers to visit Longfield School to discuss potential moderation evidence required and liaise with the English lead * Moderation organised within year groups during PPA time * Moderation within cluster to look at cusp of greater depth and greater depth writers 4th March 2019 * Workshops and samples of writing arranged with Secondary school (Whitmore)– summer term * Year 5 focus – certificates achieved once a week in each class for excellent examples of writing progress | **SD/AP/HC/All** | * Writing is specifically celebrated during achievement assemblies every Friday to ensure focus is maintained especially in Year 5 * Teachers are secure about their judgements for writing following moderations across the cluster and year groups * Year 6 teachers will have gathered evidence and assess appropriately in the event of being moderated * Teachers share practice and outcomes across the year group * English lead has a clear overview of coverage, progress and attainment across the whole school * Attainment and progress will increase the average points progress on LL by July 2019 * Teachers subject knowledge had increased due to CPD input |
| **3.**  **Strategic interventions ensure all children achieve their potential.** | * To ensure all children, irrespective of disability, race, gender, religion, culture or economic disadvantage, have an entitlement to effective learning experiences, which will enable them to achieve their maximum potential * Continue to formally assess and monitor pupils’ progress in termly tracking meetings so that difficulties are identified at an early stage and a plan for intervention can be put in place * To allocate a specific experience TA to solely manage and deliver interventions * To monitor and observe the effective use of interventions to ensure they are effective and offer value for money * To keep up to date effective interventions * To ensure the graduated approach is part of planning and assessment for SEND pupils | **ED/KL** | * Evidence in data of closing the gap interventions working e.g. phonic screen testing results * Observations of interventions display effectiveness and progress for the children identified * Case studies that reflect the qualitative impact information * SENCO collates evidence on which interventions are effective and value for money * Our graduated approach secures what is ‘additional to’ and ‘different from’ what is available for all pupils and doing this is part of the cycle of planning, teaching and assessing for all pupils. * Governors have regular reports on effectiveness of interventions including use of TAs |
| **Resources** | * The Governing Body have allocated supply costs /CPD costs and HSIP Milton Keynes * Pupil premium funding | | |

**AREA 5: CONDITIONS FOR LEARNING**

|  |  |  |  |
| --- | --- | --- | --- |
| **OBJECTIVE** | **ACTION** | **LEAD** | **HOW WILL WE KNOW?** |
| 1. **Ensure children have a stimulating, attractive and safe environment for PE and playtimes** | * Develop an environment conducive to learning * Reorganise and increase the amount of playground equipment for all key stages * Improve the training of midday supervisors * Continue the work of the Sports captains * Introduce match officials * Redesign layout of playground to maximise space and range of activities * Barnet Premier League stars to attend during Autumn term to assist PE lessons and provide lunchtime and after school clubs | **SD/CK/subject leaders/ALL** | * Children and staff are proud of their environment * Positive playtimes for all using RRSA language and charters * Reduced instances of reporting inappropriate behaviour at lunchtimes * More attractive environment for play * Evidence of playground equipment used appropriately to develop basic PE skills * High level of active play assisted through the work of the sports captains in school * Evidence of wide range of sporting activities including inter house competitions * Matches that are officiated effectively * Lunchtime and after school clubs are more engaging with new equipment and improved environment |
| 1. **Develop the outside Reception class area** | * Apply for RSA funds * Liaise with EYFS team identify plan and resources to improve the provision of outdoor learning * Obtain quotes for building options * Obtain planning permission from Harrow Council for the removal of two trees * New fencing to incorporate play area for trikes and scooters * Quotes for electricity to be connected to both outdoor sheds * New outdoor learning resources identified and ordered | **SD/AS/EYFS team/GB** | * The outdoor learning area is of high quality and reflects the needs of the children, offering challenge and choice * Children further explore through play * Mud kitchen and other areas encourage PD progress   Current data  PD 2018 – over 92% achieved physical development goals last year compared with 88% for the LA. |
| **3. Develop and maintain a new outdoor/garden learning environment (outside year 6)** | * Source additional funding via Tesco grant scheme * Source funding from RSA if Tesco application unsuccessful * Obtain quotes to remove current decking and replace with new surface (shingle) * Plan insets for staff about using the garden to its full potential * Further develop the Eco warriors | **SD/RM/HR** | * New outdoor learning environment created * Children learn in new ways developing their Science knowledge and linked to other areas of the curriculum when appropriate * Children learn the importance of sustainability and being Eco friendly * Garden is maintained and used effectively * Science is linked to area when applicable |
| **Resources** | Planning permission to be approved for tree removal  PE funding  Playground development company  Harrow School  Capital formula up to £9,300  RSA funding | | |

**APPENDIX 1**

**ROXETH PRIMARY SCHOOL**

**MONITORING & EVALUATION SCHEDULE 2018/19**

|  |  |
| --- | --- |
| **Monitoring & Evaluation Activity** | **Staff responsible** |
| **Autumn Term 2018**   * Teacher Appraisal Reviews & Objective setting * Review EYFSP/KS1phonics/KS1 results/KS2 results * EYFS baseline assessment * Lesson observations with learning focus based on results from summer * Teachers appraisal objective setting * HT appraisal Review & Objective setting * Pupil Tracking meetings * Target setting for all groups * Monitoring of plans by subject leaders * Subject leader action plan scrutinies * SIP visit (Milton Keynes) – standards, LA monitoring * Termly work scrutinies – marking & feedback focus with TLR team * SEN SUPPORT PLAN Scrutiny * Termly SIP review of progress & HT Report to Governors * Governor monitoring through curriculum & resources committees & HT report | * Senior Leadership Team * LT and all staff * EYFS staff * Leadership Group * HSIP (Milton Keynes), Sonny Peart and Emily Antcliff * Headteacher * Headteacher & SENCo * All subject leaders/curriculum coordinators * Headteacher & subject leaders * SENCO, LT & CPD Leader * Senior Leadership Team * Maths & English & Science leaders * All governors-monitoring of budget * GB Groups/Committees & HT |
| **Spring Term 2019**   * Appraisal focus lesson observations * Interim appraisal reviews * Governor monitoring visits * Learning Walk * Year 6 Pupil Interviews –target setting * Termly work scrutiny * Subject leader action plan scrutinies * Pupil Tracking meetings * Review of pupil targets * Punctuality monitoring-reporting to parents at pupil parent meetings * SEN SUPPORT PLAN reviews * Half termly monitoring of plans * Termly SIP review of progress & HT Report to Governors * Governor Monitoring through committees & HT report | * Headteacher, Deputy Head, LT * NQT Induction tutor & Headteacher & LT * Senior Leadership Team * Leadership Team * Headteacher, Deputy Head, KS1/PSHE Co-ordinator * Assessment Leader * All subject leaders/ CPD Leader & LT * Headteacher & SENCO * Class teachers * Headteacher/Attendance Officer * SENCO’s/ SD * Senior Leadership Team/ Subject Leaders * Headteacher & SLT * All governors -monitoring of budget |
| **Summer Term 2019**   * Support Staff Performance Management Reviews & Objective setting * Lesson observations * Termly tracking meetings * Review of pupil targets * SEN SUPPORT PLAN reviews * Half termly monitoring of plans * Annual SIP Review of school self-evaluation & report * Work Scrutiny * Termly SIP review of progress & HT Report to Governors * Appraisal reviews * End of year whole school data analysis * Governor Monitoring through committees & HT report | * SENCO & Headteacher * SLT/ Class teachers * Headteacher/SENCO & HC * School Improvement Partner * Headteacher & SENCO * All teachers/ Subject Leaders * Senior Leadership & Middle Management Teams * SLT/SD/School Governors * HT & SLT * LT/HT/CPD Leader * Data Analyst/SLT/HT/DHT * All governors-monitoring of budget |

**APPENDIX 2**

**Staff roles and responsibilities 2018-19**

|  |  | ***Responsibilities*** | ***PT*** | ***UPS/LG*** |
| --- | --- | --- | --- | --- |
| **Steven** | **Deanus** | Headteacher |  | LG |
| **Suzanne** | **Gibson** | Deputy Headteacher/DSL | 0.8 | LG |
| **Erika** | **Day** | Acting SENCO |  |  |
| **Andrea** | **Procopiou** | English-**TLR** |  | UPS |
| Zainab | Aliraza | ICT curriculum |  | MS |
| Sarah | Anwer | PPA/Groups | 0.5 | MS |
| Nira | Bhudia | MFL | 0.8 | UPS |
| **Gilian** | **Flashman** | CPD/Appraisal  **TLR** | 0.6 | UPS |
| **Preeti** | **D'Souza** | KS1/ITT **TLR** |  | UPS |
| **Kate** | **Linscott** | SENCO/Music **TLR** | 0.6 | UPS |
| Ami | Gandhi | PSHE/Healthy schools |  | UPS |
| Suzi | Goldsmith | Groups/boosters | 0.5 | UPS |
| Chris | Karaiskos | PE |  | UPS |
| Sabeena | Merali | RE |  | UPS |
| Ros | Moradian | Environment | 0.5 | UPS |
| **Rupal** | **Pert** | Maths | 0.8 | UPS |
| Kate | Priest | RRSA |  | UPS |
| Harun | Shafiq | Humanities |  | MS |
| **Angelyn** | **Stonham** | EYFS **TLR** |  | UPS |
| Ania | Stuart | DT |  | UPS |
| **Hayley** | **Ryan** | Science -**TLR** |  | MS |
| Morgan | Brazil | NQT |  | MS |
| Helen | Clague UQT | Assessment lead and groups | 0.5 | TU |
| Sam | Davies | Office and ICT technical |  |  |
| Elaine | Hempenstall | Health and safety/EVC/attendance |  |  |
| Gary | Byrne | Site supervisor |  |  |

**Teachers in bold are all part of the TLR group**

**APPENDIX 3**

**SUMMARY OF RESOURCE COSTS IN IMPROVEMENT PLAN 2018-19**

|  |  |  |
| --- | --- | --- |
| **Resource** | **Action Summary** | **School Delegated Budget 2018-189** |
| Training | Training to improve the quality of teaching | £6,000 |
| HSIP | Contribute to raising standards through high quality training and support | £7,450 |
| Curriculum resources | Purchase of resources in order to deliver the curriculum effectively | £8,593 |
| Training costs TAs | NVQ qualifications etc | £600 |
| Capital | Continued school improvements | £17,894 |
|  | **TOTAL RESOURCE COSTS IN PLAN** | **£40,537** |