

Honiton Primary School

Self Evaluation Summary 2018 -2019

(December 2018 update)



Introduction – The school’s context and recent history.

This school was judged as ‘Outstanding’ at the last inspection in 2015. Since the inspection, the school has declined, showing a downward trend over several years. Pupil outcomes currently still require improvement, parental confidence is steadily rising as the new regime instigates necessary changes and the school is largely full except within a ‘bulge’ Year 2 group.

In the period since the last inspection, the school had become isolated, not seemingly taking part in community and local learning community programmes to support self evaluation or action planning between inspections. Annual self-review does not appear to have been used effectively for the identification of action points with clear links to strategic development through a SIP and governance.

The school is currently still adjusting to new ways of working following a new Headteacher taking post in September 2018. This was a significant change for the school. We, as a school under new leadership, have worked extremely hard to successfully ensure that an immediate positive impact on our children, families and outcomes was clear and that our staff team were well supported through this transitional time. Parents have commented positively about there being a real ‘leadership presence’ now on site. This has now been cemented further with several large curriculum events planned and successfully delivered to foster a community ethos necessary for positive growth

The key areas for development are an integral part of our practice.

1. To improve pupil outcomes in all subjects, especially core areas.
2. Improve the Quality of teaching - Improving Quality First Teaching.
3. To ensure a rich and engaging curriculum, demonstrating comprehensive coverage for the application of knowledge, understanding and skill.
4. To develop leadership capacity across the school and make this fully distributed.
5. To develop further, strategic governance.

To move forward as a school, we are utilising the outstanding practice we have within the school in a wide range of activities including Lesson Study, shared practice and teachers at all levels being involved in leading CPD in groups of varying sizes. Learning is being checked frequently during lessons through a variety of means – peer and self assessment, use of a tutorial approach and a focus on ‘verbal feedback at the point of learning’. Regular feedback, reflection on learning by pupils, and the use of editing and redrafting mean that pupils make improved progress as a result of the guidance from our team of adults. The use of ‘purple (pens) for progress’ in pupil responses and re-drafting supports this as does a focus on achieving ‘greater depth’ through specific exemplification of both learning objectives and outcomes.

These new concepts have been introduced to the staff by the incoming Headteacher and the substantive Deputy Headteacher.

Our 'standing' within the professional community in the local learning community is currently is growing quickly. We have joined the Exeter Consortium Teaching School Alliance to widen our network and resource base. This is a huge resource for school improvement and a resource the new Headteacher has used widely to secure rapid school improvement in previous schools. The Honiton Local Learning Community hub meetings are being attended now regularly as a way to identify other sources of development potential for our school, and the smaller local schools have welcomed our inclusion. The headteacher and maths leader have used these extensively.

A clear leadership structure is now in place to significantly increase capacity to bring about school improvement. This was unclear and had led to slight unrest within the staff. Staff feedback has stated how much more clarity exists within the school and lines of accountability are now clear.

Leadership needs to be distributed further and more fairly. UPS teachers need to show 'value-for-money' and leadership to be enabling subject leaders to develop their knowledge, skills, understanding and involvement in school improvement. The headteacher has overhauled an unworkable appraisal system that was not being applied accurately or at all. We must continue to 'grow our own capacity' through a combination of high expectations, trust in individual expertise and potential, the use of professional development opportunities, appraisal, monitoring and feedback and have succession planning in mind as we determine the future of the school. These systems are coming on line but have not been in place with any rigidity or purpose seemingly in the last few years. This has led to the school 'drifting'.

The school no longer adrift.

Workload will be a real focus for the school through the coming year with the aim of achieving a sustainable level, but enabling teachers to flourish in the classroom. Discussions with the staff team around activities, pedagogy and principles have led to considerable changes in practice to achieve a positive balance already, the school will strive to reduce any unnecessary workload and simultaneously improve learning opportunities.

We must offer a broad and balanced curriculum, much of which will be delivered through a SOLE (Self Organised Learning Environment) approach meaning that high pupil engagement is achieved through learning journeys, hooks, enthusing, enjoyment, personalisation, pre-learning and creativity. Adopting a 'Head, Heart and Hands' approach this year will expand pupil ownership of and passion for their own work as well as rooting learning in the community. The school has previously bought into 'Cornerstones' a pre-paid curriculum package and the SOLE approach will be built around this resource. It is of high quality and can provide high quality - resources, exposure and tracking systems to ensure correct coverage.

Outcomes for children

Current Data Headlines (BASED ON SUMMER 2018 Outcomes)

- **Children in the foundation stage have achieved an overall 'good' level of development of 76% in 2018**
- **Attainment in Year One phonics is below national with 78% achieving the standard in 2018**
- **76% of children achieved the GLD standard in the EYFS, this is above national.**
- **In Year Two, outcomes are as follows:**
 - **Combined RWM: 53%, below national**
 - **ARE+ reading 70%, writing 65%, maths 68%,**
 - **Higher than Expected/GD: reading 33% above national, writing 13%, below national, maths 25% above national.**
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- **In Key Stage Two, outcomes for year six pupils are weak:**
 - **Combined RWM Exp+: 49% , (64% National).**
 - **Exp+: reading 61% (75% Nat), writing 74% (78% Nat), maths 59% (76% Nat),**
 - **Higher than Exp/GD: reading 20% (28% Nat), writing 16% (20% Nat), maths 21% (24% Nat),**

The school received external moderation this year with mixed outcomes and some valuable discussions resulting in some clear development points.

Outcomes in the Foundation Stage are good as result of self-review, school improvement work and excellent teaching.

Robust systems are now being embedded by the Headteacher and they are online with the first fundamental 'data drop' coming in October 2018 and a further drop at December 2018. These are imperative to track attainment and progress, identify pupils 'at risk of making slow progress', and target teaching to greatest effect across the school. This has clearly not been taking place robustly for several years previously due to a disconnect between teaching and learning, and the outcomes identified in the data.

Data will be forensically analysed at a teacher, year group, team and SLT level to identify achievements and areas where additional progress is required. The headteacher and Deputy have provided staff and SLT with bespoke CPD around the new data tracking and this was positively received. Teachers went through an additional 'data drop' to rehearse the new system. They commented positively that a 'run-through' had been both provided and supported.

Swift action was taken where improvements are required following the first data drop. A strong ethos of corporate responsibility has been created by the Head and Deputy resulting in a team approach where the most effective individual will provide support for individuals, groups or staff members. This needs time to embed and for mindsets to change, but this has already started. The tracking system has been refined and improved with the use of County advisory input, testing, fine progress tracking for PP and SEN pupils and improved links to the curriculum.

Data is shared across the school and with governors and will be regularly reviewed and referred to in the interests of 'catching pupils before they fall' in order to ensure ongoing progress. The headteacher has worked to calendar in the governors to data progress meetings at which they have worked constructively.

The role of Pupil Premium Champion is now held by a Deputy Headteacher who liaises closely with teachers, school leaders and parents to provide interventions that extend class based provision for these children. A dedicated board is utilised to enable support focused tracking work.

Established, research-based interventions such as Counting to Calculate are planned implementations as appropriate but a primary focus has been on improving first quality teaching for these pupils and interventions where required. School improvement has been informed by visits to schools recognised for excellence in this area and involvement in professional support activities from Exeter Consortium Teaching School Alliance schools. The teachers still need to better know who the disadvantaged pupils are, and target teaching activities appropriately to meet high, aspirational targets. The profile of these children has been raised hugely within the school and the headteacher set their needs as a non-negotiable element.

Our aim is for teachers to be committed to ensuring that no child in their class remains unchallenged. A commitment to 'lid off learning', where pupils are afforded the opportunity to determine the route, and level of challenge for their own learning, ensures that more able pupils are truly able to push themselves, thus maximising learning opportunities. Moreover, challenging targets, personalised to each individual, extend our more able pupils, allowing them to progress at their own individual rate and ensuring that they are not hindered by group targets. Additional extension groups, and a whole-school focus on higher order questioning, also ensure that our highest attainers remain challenged, and are constantly striving to fulfil their potential. Honiton teachers are still not at this stage yet but the SLT have a planned rolling program of CPD through the year to tackle this area of highlighted weakness.

Intervention groups are in place, driven by data and assessment, focused and led primarily by teachers or HLTAs to enable children at risk of being slow moving, and those with particular needs, to have opportunities for additional learning. This is a difficult area to maintain in the current funding climate but it is important.

Overall, the school judges outcomes for pupils as **'Requires Improvement'**.

Quality of Teaching, Learning and Assessment

The quality of teaching and learning across the school was 60% 'good' or better, with 10% outstanding but with 40% 'requiring Improvement' at the first round of observations. This is judged on triangulated monitoring activities by the Head and substantive Deputy. This area is a major priority for the school to ensure improving pupil outcomes'

A dynamic professional learning culture is needed across the staff team. Professional Dialogue, corporate responsibility for outcomes, distributed leadership and high aspirations are to become a non-negotiable part of Honiton Primary School.

Of the current 19 classroom teachers, 1 is was new to the school this year. Many were students and NQTs who have stayed on at the school once qualified.

Counting 17 teachers (as two are leaving)

- 5 did 'require improvement'.
- 11 are typically good (60%), having met our aim to meet this by December 2018 Of these, 2 are outstanding (25%)
- CPD over the last few years, although well received by teachers, and based upon EEF (Education Endowment Foundation) research and key education priority areas, has not been focused enough on also addressing quality first teaching strategies, and consequently standards of teaching had not continued to improve. External support has mainly been offered through one source and consequently has not been varied or far-reaching enough. This has already changed and focused CPD related to quality first teaching and learning has already taken place since the new Headteacher has been in place, with rapid improvements in teaching already starting to be seen.
- All teachers who were below the standard have been individually supported and then re observed after a short period of time. The two DHT's have been used to model, demonstrate and team teach with these teachers and have then latterly been re-observed by the SLT and SLT with external Babcock advisors. Only two, after bespoke support packages, were still marginally to the standard.
- Two teachers have chosen to leave the school for differing reasons during this autumn term.

Teaching had not been robustly monitored and improved. The head is working to secure the strong use of internal leadership support, making the best use of the outstanding practice within school which is then offered to staff at all career stages. He has also looked further afield to schools well known for a track record of rapid improvement. It is vital that the school continually engages with others and begins to network properly and constructively.

Our new Membership of the Exeter Consortium Teaching School Alliance enables us, to now offer our teachers career stage focused CPD and networking activities on a regular basis through the year and will therefore further support the developing quality of teaching. The Head has been involved in providing additional SLE support for other schools within the Teaching School Alliance previously and had also recently been asked by the School Improvement Officer to provide additional leadership and teaching and learning support for a local school. He understands how the system can be used to best effect to support Honiton Primary.

Extensive time has been spent on clarifying expectations and direct support for developing teaching and learning already since the start of the new year. This has included ongoing revisions to current practice and key policies concerning: teaching and learning, feedback, positive behaviour management, tracking pupil progress, provision mapping and the development of the learning environment to support progress. This has led to improved consistency across classes, teams and the school, as the staff team has changed through positive challenge.

On-going tracking and analysis of attainment and progress will be used to focus appropriate teaching. Ambitious end of year pupil targets have been set, taking into account prior attainment and starting points. There, previously, has not been a strong focus on both progress and attainment alongside preparation for the next step in our pupils' education (Learning for Living). Staff and children are much clearer now on how and where attainment and progress can be made and in which areas. Targets have been set using the nationally recognised data from the Fisher Family Trust.

A key focus moving into the future will be continually developing a deep Growth Mindset in our pupils. Extensive work as a whole school, classes and teams still needs to be undertaken to teach the children the principles behind a Growth Mindset and incorporate reference to this approach into our every day work. This is needs to be fully embedded to sit alongside our Social Bond as a core strand to continually focus the development of positive attitudes to learning around. The previous year of BLP training teachers received (based on EEF research outcomes) needs revitalizing.

The school judges this area as: **Requires Improvement.**

Personal Development, Behaviour and Welfare

The school has a good reputation for promoting positive behaviour and providing a safe environment. There are very few instances of poor behaviour and low-level disruption is rare. Pupils display positive attitudes to their learning and towards each other. As a result of our positive approach, high expectations, our learning values, 'social bond' and consistent rewards (GBB's) and sanctions, we are proud of the manner in which our children conduct themselves. We receive many compliments from the public when on school trips and residential visits about the manner in which our children both conduct themselves and tackle challenges.

This area continues to be a strength. Pupils work hard and readily give of their best in lessons when pushed. Pupils' willingness to learn, in response to good and better teaching, is a key factor in the rapidly improving progress that the school needs. Peer support and collaboration along with personal responsibility for own learning are key features of the school and children demonstrate positive approaches to supporting their own and others' learning.

The school has a very strong, positive atmosphere and is a cohesive learning community where mutual respect is a focus and pupil's Social, Moral, Spiritual and Cultural development is positively promoted in daily activities and British Values have been a focus for assemblies and are tracked as opportunity arises during curriculum learning.

Pupil ownership of their targets and learning objectives (for example through their 'Writeria' sheets) contributes to their good understanding of their own learning, what they need to do to improve and how they can achieve well.

Attendance is acceptable (currently just over 95.7%), with a clear process for monitoring and challenging attendance, including first day calling. We work closely with our EWO and met the latest targets set by the LA. We analyse attendance data, with an additional focus on disadvantaged pupils and take action to challenge or support attendance as appropriate. Very few children are subject to fixed term exclusions.

The school has made a significant commitment and investment to the social and emotional development of individuals through the various programmes.

The positive behaviour management policy has been a key feature of maintaining expectations across the staff team – elements of the staff handbook have been revised to ensure clarity and the use of CPOMS to log behaviour incidents allows leaders to monitor and intervene appropriately in order to support positive behaviour outcomes. Pupils' individual hard work and positive contribution to the whole school, their class and the school community, is recognised and rewarded through, GBB's, verbal praise, certificates and badges etc.

Pupils understand how to keep themselves safe and feel very confident that they would receive good support were any problem to arise.

The school judges this area as: **Good**

SAFEGUARDING

- We have established and transparent safeguarding procedures in place using a recognised electronic recording system (CPOMS)
- The Single Central Record is updated continuously
- All members of staff receive Child Protection Awareness training annually (September 2018)
- Child protection officers receive Level 3 Child Protection Training, attending DCC Safeguarding Forum events regularly as refreshers
- The safeguarding team meet regularly (roughly bi-weekly) to review cases and actions.
- All statutory Child Protection procedures are followed rigorously, liaising with other agencies as required and challenging other agencies for action where required
- Each term, staff meetings and training days refer to Child Protection procedures
- Safer Recruitment practices are followed – key staff and governors are trained.
- E-Safety receives school priority, with members of the School Leadership Team and ICT Subject Leader ensuring all of our parents/carers and children are aware of the dangers of cyber-bullying
- The school is part of Operation Encompass
- Every SLT meeting opens with the stage given to the DSL.
- Safeguarding questions each week introduced at the Monday briefing and tested throughout the week through various staff levels.

Effectiveness of Leadership and Management

Distributed leadership for the Quality of Teaching and Learning, with a common vision and purpose is a not yet a key strength of the school but it has improved. This remains a key driver for the Headteacher. Key roles and responsibilities are shared with the SLT and these roles and responsibilities have been clarified in meaning and expectations. The wider SLT still needs to be more effective and efficient and 'buy into' the new culture more robustly. The headteacher is currently tackling underperformance within the leadership team. This has cost several days of time but needs dealing with robustly and correctly. HR has been consulted where necessary.

This demands further development through the work of subject leadership and the involvement of staff at all levels in taking ownership of and leading areas within the school. Leaders need to grasp that there is both accountability and 'permission to act' in appropriate degrees for leaders and a shared understanding of the direction of the school and key priorities supports development across all areas.

The School Improvement Plan is shared with the whole team and the appraisal process will be aligned to allow objectives to flow from the School Improvement Plan to HT Objectives (now set) and subsequently to DHTs, AHT's, T's and TA's. This supports progress towards common goals and outcomes.

The structure of leadership across the school now provides a stronger level of capacity which enables the focus to be on continuously improving outcomes for pupils by continuously improving practice and the quality of teaching and learning whilst ensuring the school is outward looking and connected professionally. This is not yet secure. Robust knowledge of the structures, responsibilities and expectations to be set/modelled by senior leaders is not universally understood. The headteacher, as mentioned, is clarifying and checking expectations, roles and responsibilities for the SLT to rapidly improve his available leadership capacity.

The Governing Body have further developed their structure this year to a combined system of committee/portfolio holders to enable the cycle of business to be covered whilst retaining time for strategic discussion and decision making. Regular visits to school are beginning to become a strong feature and are particularly challenging and supporting the leadership team's development of themselves and subject leadership during this year. The governors are gathering a clear understanding of the data picture and this will grow through the year, supported by meeting with leaders from across the school and timetabled opportunities to share the forensic analysis of data with the team/Headteacher/Chair.

A focus on pedagogical leadership, centred on developing staff to become expert in delivering the best learning opportunities continues to be a key improvement to secure in the quality of teaching and learning. 100% of teaching is needs to be good or better with new appointments this year being fresh, high quality staff to add to the team.

Leaders, including subject leaders and UPS staff, are not yet all in a position to lead by example, modelling high expectations at all times and providing consistency of approach. High expectations and direction have been lacking in these last years but the new expectations are consistently and persistently communicated to all. Practice in classrooms has already improved as a result of focused, robust lesson observations and staff development. The Head and Deputy are taking the time to up-skill the Senior Leadership Team and subject leaders to undertake future monitoring. This consists of a programme of 'full observations', 'blink' observations, book scrutiny, pupil conferencing, planning and data scrutiny as well as working alongside staff during planning and teaching activities.

Leadership aspects of the current SIP are focused on strengthening distributed leadership as a key driver for the continued pace of development and staff being empowered, supported and challenged to meet the expectations of their roles and responsibilities to maximise efficiency, notably subject leaders and UPS teachers.

Moderation activities previously presented as lacking a commonality of feedback, direction and focus for improvement for individual staff. It is clear that this area will be strengthened by partaking in work alongside other schools, within the Local Learning Community and through the Exeter Teaching School Alliance, to directly support and challenge leadership development, cement improvement strategies, focus teaching and learning developments and increase clarity. These are already booked for the Consortium dates and the Head and AHT have already attended Babcock updates.

Discussions focused on Pupil Progress led by the DHT, AHTs and Team leaders highlight focused, time limited interventions, both individual and group, in order to raise achievement. These are recorded in provision maps outlining exactly what is being done to move 'pupils at risk of making slow progress'. The link to individual targets and accurate assessment is a key focus of the leadership team when supporting and developing practice. This ensures that pupils know exactly what they need to do to improve and teachers are focused on diagnostic analysis of assessment to inform planning.

The school judges this area as two elements:

ELT – Good

SLT – Requires Improvement

Effectiveness of the Early Years Provision and Nursery

- Pupil outcomes in the EYFS are good. In 2018 76% of children achieved an overall 'good' level of development which was above the national average.
- Careful planning and implementation of a range of interesting and challenging experiences ensures that we concentrate on developing the whole child, supporting them to become resilient, independent and exploratory learners.
- We have worked hard on getting our EYFS learning environment right, having re-modelled both the internal and external areas to enable quality learning experiences to take place for both Reception classes. This has enabled enhanced provision, supporting good outcomes for children.
- Induction into the foundation stage is carefully planned. This includes home visits, partnership visits to pre-schools and nursery settings as well as Stay & Play sessions and Parent Induction, which has a strong phonics input. All of this ensures that we are well informed and best placed to meet the needs of the children.
- From induction processes we gain valuable knowledge about the academic abilities of each child and use this to plan effectively and to set up learning areas that ensure the children have engaging and relevant learning experiences.
- Initially in the foundation stage there is a strong focus on personal and social aspects and the prime areas of learning, which ensures a good start to children's learning journey.
- On-going, formative assessment through observation is effectively used to inform future planning, amend current plans and add enhancements to the environment as required. All of this ensures that we respond quickly to the learning needs of our children. Spontaneous planning and the use of 'special weeks' further support a close match to the children's needs.
- We ensure a good balance between adult led, child-initiated and 'play partnered' activities and that there is depth and breadth across the areas of learning to create the best opportunities for learning.
- When planning, staff use knowledge about children's starting points, their current interests and make good reference to the Characteristics of Learning, which ensures the best learning opportunities.
- Given the whole school focus on continuing to improve outcomes, adult led sessions are used well to develop children's mathematical understanding, gross and fine motor skills and their communication and language skills. Mornings start with a focused phonics session and afternoons with a focused maths session. Guided group and individual work through the week enhances and reinforces these learning activities. Elements of self-assessment against success criteria are increasingly woven into these activities to prepare children for their journey through the school.
- All learning areas are well equipped with a range of open ended resources and activities to allow for Continuous Provision, increasing children's independence, engagement and child-initiated learning.

Behaviour and Safety:

- Through excellent interactions with children, staff discover where the children are at and can deliver the next steps in their learning. These times have a huge impact on children's academic development and social skills as staff consistently model good behaviour and support children in forming relationships with their peers.
- Staff are always available at the start and end of sessions for **parents to talk to** and to pass on important information about their child thus helping ensure the wellbeing of children.
- Through careful planning of activities and focused deployment of staff, we ensure children's safety at all times

Partnership with Parents and Carers:

- In the foundation stage, children's progress and achievements are recorded in their '**special books**', which provide an on-going reference for all staff as well as parents.
- We operate a '**open door**' system of reporting to parents, partnering with them and enabling them to support us with assessment and planning for their children. This is a rolling programme of parents meetings (instead of traditional parents' evenings) where a longer and more in-depth review of progress and next steps takes place. Planning for the coming weeks is then centred on the children's particular needs. **Disadvantaged pupils or other pupils with a particular need are brought into week planning activities as a matter of course.**
- **We invite small groups of parents in to watch phonics teaching** in action on a rolling programme. The aim of these sessions is to show parents and carers how we teach the children and to show them ways they can support their child at home. These sessions have proved invaluable to parents.

Leadership of EYFS:

- The team of staff meet on an on-going basis to discuss progress and practice and ensure consistency of approach.
- The foundation stage has a AHT who is a member of the SLT thus ensuring that EYFS remains a high profile in school and is carefully considered within SLT Meetings.

- Our Foundation Stage Team Leader leads the Early Years Hub which has had a positive impact on practice in our feeder settings and will impact on the level of development of the new children who join us in September. This leader oversees the Nursery provision which is not yet good.

The school judges this area as: **Requires Improvement.**

School improvement Priorities for 2018-2019

In order to CONTINUE TO IMPROVE OUTCOMES TOWARDS EXCELLENCE, we are working on the following priorities:

When developing these areas, the maintenance of the aspects of our work, which we do well, is a high priority.

1) To Improve Pupil Outcomes: This Includes:	RAG
Continue to improve pupil outcomes in key areas of reading, writing, maths and EGPS (ELG) at all key stages: Foundation, KS1 and KS2 so that across almost all year groups and in a wide range of subjects including in English and Mathematics current pupils make consistently good or better progress developing secure knowledge understanding and skills considering their different starting points.	
Improve progress and attainment in maths across the school to at least in line with national.	
Improve progress and attainment in reading across the school to at least in line with national.	
Improve progress and attainment in writing and GPS across the school to at least in line with national.	
Improve the RWM combined figure to at least national for the school.	
Increased consistency in achievement across cohorts and between pupil groups	
In identified cohorts proportions at ARE have risen over school year	
Higher proportions of high attainers achieve 'greater depth' in reading, writing and maths than in 2018	
Identified middle prior attainers achieve 'greater depth' in reading, writing or maths	
Identified gender gaps have closed in each cohort during the school year	
Identified disadvantaged gaps have closed in each cohort during the school year	
SEND/ PP pupils secure good or better in-year progress in line with targets	
All pupils secure good or better in-year progress in line with targets set	

2) Improve the quality of teaching so that pupils make the best progress possible. 'How we teach' – the 'craft' What will we do?	I	D	E
	n	e	m
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	r	e	e
	o	l	d
	d	o	
	u	p	
	c		
	e		
All Quality first, Wave One teaching to be 'at least good' with a significant proportion of 'Outstanding' episodes evident. Teachers will have opportunities to work in pairs and triads engaged in lesson study activities, self-reflection and tailored professional development . Input from skilled practitioners both internal and external .			
Provide regular and varied opportunities for pupils to respond to the oral and written guidance they receive from teachers, consequently making the required improvement in their subsequent work, thus demonstrating good or better progress .			
Frequently check pupils' understanding during lessons so they can be moved on to more challenging work and quicken their progress . Incisive use of verbal feedback (VF)			
Secure consistent high level modelling of processes through with high-level exemplars .			

Aim to have secured fully cursive handwriting for all children by the end of KS1 at the latest .			
Regularly using children's work to provide contextual examples and model improvements during lessons .			
Deeper learning opportunities will be provided through the self and peer assessment process and the process of text analysis prior to 'co-creating' success criteria for their writing.			
Deeper learning opportunities will be provided by children self-selecting activities , particularly in maths, having to clearly assess the difficulty of the work for themselves rather than always being presented with labelled, differentiated work.			
Focus on developing aspects of learning attitudes around 'The Learning Pit', children being entitled to access 'the struggle of learning', self reliance, application of knowledge, skills and understanding and growth mind-set in line with our learning values.			
Home learning activities will predominantly be 'pre-learning' where possible, using the website more to support access to materials.			
Adults understanding the needs of each vulnerable pupil and consistently demonstrate the skills to remove barriers to learning and participation.			
Providing challenging learning opportunities for More Able and Talented children in classes.			
Providing opportunities for More Able and Talented children across the LLC to access a range of challenging and motivating activities.			
Providing clear and raised expectations of all parents for involvement in their child's reading along with understanding of how to help and support .			
Providing opportunities for all parents to develop their understanding of how to help and support their child in maths .			
Providing opportunities for all parents to develop their understanding of how to help and support their child in Literacy and GPS .			
Providing access to support for identified families in order to remove barriers to their child's learning .			
Ensuring information for parents to support and be involved in their child's education is easily accessible to all, including through the website .			

3) Ensure we offer a rich, engaging and inspiring curriculum demonstrating comprehensive coverage which provides varied opportunities built on a foundation of acquiring knowledge, understanding and skills – 'What we teach' What will we do?	I n t r o d u c e	D e v e l o p	E m b e d
Provide regular and progressive opportunities for learning through the Cornerstone Curriculum , in support of the National Curriculum expectations			
Ensure that pupils have opportunity to learn about fundamental British Values , in line with expectations, supplementing the Rights Respecting work.			
Ensure and monitor Full Coverage of the National Curriculum within our wider curriculum.			
Ensure that aspects of PSHE, keeping safe, safeguarding, PRE, Prevent, CSE, online safety bullying and risk assessment are secure features of our taught curriculum			
Provide carefully crafted learning journey activities to engage, inspire and motivate children, instilling passion, devotion and enthusiasm for learning.			
Subject leaders to ensure that subject content is introduced progressively and constantly demands more of pupils. This is to include sub-elements such as Spelling/Grammar/Times tables .			
Ensure that curriculum planning for Self Organised Learning Environment (S.O.L.E.) secures full coverage of the curriculum and provides opportunities to embed reading, writing, communication and, where appropriate, mathematics skills across the curriculum.			
Focus on achieving the highest quality outcomes in SOLE , ensuring that the recording of and reflecting on learning represents the high quality learning taking place.			
Develop the skills and understanding of Journalling in SOLE, providing opportunities to reflect on and revisit learning, securing deeper learning with reference to 'the forgetting curve'.			

4) Further develop leadership capacity and its impact across the school (to improve the quality of teaching and learning) through extending distributed senior leadership into the subject leader role and beyond. What will we do?	I n t r o d u	D e v e l o p	E m b e d
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	c	o	p
Further develop the assessment process, assimilating and disseminating understanding of national changes, further develop the use of target setting, re-focus on progress measures and ensure that <i>starting points and prior attainment</i> are fully accounted for in practice.			
Leaders set high expectations of all pupils and staff, are ambitious for all pupils and promote improvement effectively.			
Leaders have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the schools work.			
Provide support, direction, robust and tailored CPD opportunities and clear expectations for senior leaders, subject leaders and UPS teachers			
Make best and incisive use of the appraisal process to maximise efficiency and improve the quality of teaching and learning through encouraging, challenging and supporting teachers' improvement.			
Ensure subject leaders have clear responsibilities and accountabilities, which are monitored through the year.			
Senior and Subject leaders support teachers in demonstrating deep knowledge and understanding of the subjects they teach and ensure that content is introduced progressively and that it constantly demands more of pupils.			
Ensure UPS teachers have clear responsibilities and accountabilities, which are monitored through the year. UPS impact sheets to be upheld.			
Leaders will ensure increased consistency in achievement across cohorts and between pupil groups through enhanced and supported monitoring and implementation of identified actions.			
Leaders at all levels will look to high quality, successful examples of practice within and beyond school to identify and implement actions for improvement.			
Extend systems for collection of the views of parents, staff and children (through school council and pupil conferencing) in order to better inform evaluation and improvement planning.			
Provide structured and supported opportunities for senior/middle leaders to monitor finance in line with DCC support. Impact of money spent will be reported to relevant governing body committee.			

5. To further develop strategic governance What will we do?	I	D	E
	n	e	m
	t	v	b
	r	e	e
	o	l	d
	d	o	
	u	p	
	c		
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Work effectively with senior leaders to communicate the vision, ethos and strategic direction of the school to develop a culture of ambition. They set high expectations for all staff and pupils.			
The governors have a clear understanding of the strengths and areas for development. They have an accurate and comprehensive understanding of the quality of education. They understand the impact of teaching, learning and assessment on the progress of pupils currently in the school. This helps them to plan, monitor and refine actions to improve all key aspects of the schools work.			
Ensure Governor data visits are calendared and contain elements of challenge and robust questioning whilst developing the supportive aspects of the role to empower leaders at different levels to undertake their duties with measurable impact.			
Ensure Governor curriculum visits are calendared and contain elements of challenge and robust questioning whilst developing the supportive aspects of the role to empower leaders at different levels to undertake their duties with measurable impact.			
Ensure that the structure for 2018-2019 enables full coverage of the annual governor business through timely reporting, accurate recording and internal monitoring.			
Governors ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils.			
Look to develop use of The Governor Mark as a template for improvement and direction?			
Governors will performance manage the head teacher rigorously			