



Honiton School Development Plan 2018-2019.

We need:

- **High expectations delivering quality outcomes, remarkable consistency across the school, good or better rates of progress and clear lines of accountability.**

1) To Improve Pupil Outcomes:	Action	Date/ Further Action	Responsible Staff
<p>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.</p>	<p>Key item – change daily timetable to better meet need. GPS/Reading/Skills hour followed by Maths and Literacy hours before lunch to achieve better focus in these areas.</p>	<p>Sept 2018 implementation – ongoing monitoring through the year. Lesson observations and 'Blinks'</p>	<p>SLT and Subject leaders</p>
	<p>A culture change of clear messages and consistent messages now permeates the school. Underperformance both in staff and children is now being rigorously challenged by the headteacher and deputies.</p>	<p>Sept 2018 implementation – ongoing monitoring through the year. Assemblies, book scrutinies, lesson observations. (See CPD and Monitoring calendar)</p>	<p>HT/DHT/GOVS</p>
	<p>Beginning the autumn term, whole school writing development was planned and modelled by the headteacher. This demonstrated the level of expectation required in this new era.</p>	<p>Sept 2018 implementation. October book scrutiny. Literacy</p>	<p>HT</p>
	<p>Literacy sequences have been clarified to again place more focus on meeting identified need within the children. Assessment through the introduction of the 'Writaria' has focussed teachers' efforts more directly towards helping children meet the expected/greater depth standards.</p>	<p>Sept 2018 implementation. October book scrutiny. Literacy</p>	<p>HT</p>
	<p>CPD - Letterjoin handwriting system implemented and all children are having to earn a pen licence and certificate. Fully cursive handwriting is now expected to be taught from Nursery onwards.</p>	<p>Sept 2018 implementation – ongoing monitoring through the year of work, class displays and working walls</p>	<p>HT/SS</p>
	<p>CPD - Communicate in Print has been introduced as a vocabulary building tool to improve oracy understanding.</p> <p>Individual toolkits for all children help remove barriers to learning. Resources on hand and differentiated per pupil, particularly for SEND etc</p>	<p>Sept 2018 implementation – ongoing monitoring through the year of work, class displays and working walls</p> <p>October 2018 implementation – ongoing monitoring through the year via class room observations and 'blinks'</p>	<p>HT/SS</p> <p>SS/SBu</p>

	<p>Data system has been overhauled dramatically to improve clarity and usability for all teaching staff. Teachers are clearer on prior attainment groups and the progress rates various children /groups are required to make. DCC school improvement advisor input sought and ideas amalgamated into the school plan.</p> <p>'Ready Reckoner' tool used for key year groups, particular Year 6. Numerical targets generated for Maths and Reading. QL Analysis also completed for Year 6.</p> <p>Staff are more aware and more accountable for pupil outcomes due to the change in data system. Teachers are holding mark books to more deeply track their children to better meet need.</p>	<p>Sept 2018 implementation – Mock Drop October 2018 implementation – First full data drop. Reports to HT + Govs</p> <p>Sept 2018 implementation –</p> <p>Sept 2018 implementation –</p>	<p>HT/DHT/GOVS County</p> <p>DHT/RH</p> <p>All staff</p>
<p>Improve progress and attainment in maths across the school to at least in line with national.</p>	<p>Maths has been identified as a key area of underperformance and the AHT leading this is now being held to account for the subject more robustly. DHT is supporting through a coaching style and having robust conversations surrounding outcomes for children and support for teachers.</p> <p>Arithmetic expectation built into the skills hour of the new time table.</p> <p>The school is taking full advantage of funded support offered by the county and Babcock LDP to support maths and the AHT where possible. Due to current practice the Babcock support for leadership will commence in Spring when the teaching standard should be higher.</p> <p>Maths Mastery has been reviewed through rigorously observing practice in KS1 and the outcomes for children seen in lessons and demonstrated in books. The standards seen were not conducive to high rates of progress and latterly the data returns did not support continuing with this high cost resource. AHT and the coaching DHT are researching a new route forward in conjunction with Dr R Trundley (Babcock LDP) for maths across the whole school. Consultation with a high performing school (Hazeldown Primary) and a similar sized local school (Littletown) are featuring in this work.</p> <p>DfE Power Maths on trial. November 30th AHT with support from DHT leading whole school CPD relating to maths.</p>	<p>October 2018 implementation Ongoing coaching support</p> <p>Sept 2018 implementation –</p> <p>October 2018 implementation Data course x 2</p> <p>Sept 2018 implementation –</p> <p>October 2018 implementation November 2018 implementation</p>	<p>DHT - AHT</p> <p>BM/Dr RT/DHT/HT</p> <p>BM/Dr RT/DHT/HT</p> <p>DHT - AHT</p>
<p>Improve progress and attainment in reading across the school to at least in line with national.</p>	<p>QL Analysis also completed for Year 6. Dedicated time within the timetable both within the skills hour and immediately after lunch.</p> <p>Communicate in Print has been introduced as a vocabulary building tool to improve oracy understanding.</p> <p>Phonics in Year 2 and Year 3 has been rigorously planned and trained TA's are running bespoke tutorials to best meet need.</p>	<p>Sept 2018 implementation –</p> <p>Sept 2018 implementation –</p> <p>Sept 2018 implementation</p>	<p>RH</p> <p>HT</p> <p>HT</p>

		Ongoing monitoring through the year via class room observations and 'blinks' Books and working walls evidence.	AHT/JB/AJ tom support
Improve progress and attainment in writing and GPS across the school to at least in line with national.	<p>QL Analysis also completed for Year 6. Dedicated time within the timetable within the skills hour. A culture change of clear messages and consistent messages now permeates the school. Underperformance both in staff and children is now being rigorously challenged by the headteacher and deputies.</p> <p>Beginning the autumn term, whole school writing development was planned and modelled by the headteacher. This demonstrated the level of expectation required in this new era.</p> <p>Literacy sequences have been clarified to again place more focus on meeting identified need within the children. Assessment through the introduction of the 'Writeria' has focussed teachers' efforts more directly towards helping children meet the expected/greater depth standards.</p> <p>Letterjoin handwriting system implemented and all children are having to earn a pen licence and certificate. Fully cursive handwriting is now expected to be taught from Nursery onwards.</p> <p>Communicate in Print has been introduced as a vocabulary building tool to improve oracy understanding. This is linked to school analysis showing that we need to improve vocabulary exposure within our children. This is a clear needs led implementation.</p> <p>Individual toolkits for all children help remove barriers to learning. Resources on hand and differentiated per pupil, particularly for SEND etc.</p>	<p>Sept 2018 implementation –</p> <p>October 2018 implementation – Appraisal system running through the year</p> <p>Sept 2018 implementation –</p> <p>Sept 2018 implementation –</p> <p>Monitor through Book scrutiny and moderation events through the year.</p> <p>ongoing monitoring through the year via class room observations and 'blinks' Books and working walls evidence. Are Letterjoin and Communicate in Print evident?</p> <p>Sept 2018 implementation –</p> <p>Blinks ongoing</p>	<p>RH</p> <p>HT HT/SS</p> <p>HT/SS</p> <p>SS/SBu</p> <p>HT/DHT/AHT's</p>
Improve the RWM combined figure to at least national for the school.	Linked to Data. Teachers are now clear on which areas each child needs to work on to a much clearer extent. Efforts are being better matched to needs.	Pupil Progress Meetings – see monitoring calendar.	Teachers and SLT
Increased consistency in achievement across cohorts and between pupil groups	<p>Whole school messages and CPD are bringing teaching and learning closer together.</p> <p>The Senior Leadership team is clearer on how and where to hold class teachers to account. AHT's and DHT's are working with the teachers to analyse their team data and make adjustments for the benefit of the children.</p> <p>Acknowledged excellent or stronger teachers are being used as examples already to support and strengthen current practice within the school.</p> <p>Governors have been included to have a greater presence and provide a higher level of accountability for the teachers and SLT.</p>	<p>Pupil Progress Meetings – see monitoring calendar.</p> <p>October 2018 implementation – Appraisal system, monitored throughout the year</p> <p>Appraisal system, monitored throughout the year</p>	
In identified cohorts proportions at ARE have risen over school year	The newly implemented data system instils 6 half-termly data drops which further supports targeted progress.	Pupil Progress Meetings – see monitoring calendar.	HT/DHT/AHT's

Higher proportions of high attainers achieve 'greater depth' in reading, writing and maths than in 2018	<p>The SOLE curriculum as part of the schools wider Cornerstone Curriculum offer yields opportunity for reading/writing and maths across various genres and with a high level of independence. This is a key opportunity.</p> <p>Work within sequences should be planned against the 'Writeria' that the children are becoming increasing familiar with to know how to secure the greater depth objectives.</p> <p>Teachers are more aware through the data system structure - which children are secure and/or 'at risk' of tipping out?</p>	<p>Sept 2018 implementation –</p> <p>October 2018 follow up input.</p> <p>Pupil Progress Meetings – see monitoring calendar.</p>	Teachers and SLT
Identified middle prior attainers achieve 'greater depth' in reading, writing or maths	<p>Data system has been overhauled dramatically to improve clarity and usability for all teaching staff. Teachers are clearer on prior attainment groups and the progress rates various children /groups are required to make. DCC school improvement advisor input sought and ideas amalgamated into the school plan.</p> <p>Staff are more aware and more accountable for pupil outcomes due to the change in data system. Teachers are holding mark books to more deeply track their children to better meet need.</p>	Pupil Progress Meetings – see monitoring calendar.	Teachers and SLT
Identified gender gaps have closed in each cohort during the school year		Sept 2018 implementation – Mock Drop	Teachers and SLT
Identified disadvantaged gaps have closed in each cohort during the school year		October 2018 implementation – Full Drop	Teachers and SLT
SEND/ PP pupils secure good or better in-year progress in line with targets		Appraisal system monitored throughout the year Pupil Progress Meetings – see monitoring calendar.	Teachers and SLT
All pupils secure good or better in-year progress in line with targets set			ELT/SLT

2) Improve the quality of teaching so that pupils make the best progress possible. 'How we teach' – the 'craft'	Action	Date/Further Action	Responsible Staff
<p>All Quality first, Wave One teaching to be 'at least good' with a significant proportion of 'Outstanding' episodes evident.</p> <p>Teachers will have opportunities to work in pairs and triads engaged in lesson study activities, self-reflection and tailored professional development. Input from skilled</p>	<p>The headteacher and deputy headteacher have conducted in-depth observations of each teacher and followed this up with detailed feedback. Resultant action plans for key staff are being acted upon already.</p> <p>Acknowledged excellent or stronger teachers are being used as examples already to support and strengthen current practice within the school. This is set to continue and more peer to peer modelling is planned to be forth coming.</p> <p>Observe all class teachers across the school teaching maths or English and provide tailored feedback and next steps.</p>	<p>Sept 2018 implementation – January Monitor/ May monitor.</p> <p>October 2018 implementation – Wider involvement as the pool of strength grows. Regular Staff meetings to be used across the year to share teaching strategies that</p>	HT/DHT

<p>practitioners both internal and external.</p>	<p>Identify 3 different groups of teachers from these observations:</p> <p>Those strong (outstanding) teachers who can be used for demonstration and coaching purposes to support the development of other weaker teachers</p> <p>Those teachers who are good but now need further CPD opportunities to support their development into outstanding teachers</p> <p>Those teachers who have been judged to be requiring improvement/ inadequate. These teachers will be then given personalised action plans to improve with support given from the outstanding teachers in school or from other schools. They will also benefit from the input at staff meetings and other outside opportunities such as the Consortium CPD.</p> <p>Targeted and focused Blink observations to take place several times a term to ensure that key messages are impacting on teaching and learning. Lesson study / video project used to further develop high quality teaching</p>	<p>can be used by all teachers to improve teaching and learning in all lessons. (10.10.18 first of these staff meetings)</p> <p>Symposium input for all teachers Action plans drawn up November 2018 and reviewed regularly with observations and demonstrations as part of that process from stronger teachers</p> <p>Targeted and focused Blink observations</p> <p>Spring/Summer CPD opportunities October 2018 implementation –</p>	
<p>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.</p>	<p>Ensure consistency in marking and high quality interactions between teachers and children to ensure feedback is having an impact. Whole staff meetings to share expectations and ongoing book scrutinies will ensure that feedback is being used effectively. Children will be conferenced to talk about the feedback that has made the most impact on their progress and staff meeting time will be used to ensure that best practice is shared and everyone’s practice is developed.</p> <p>Maths subject leader to ensure feedback in maths is helping children make rapid progress and securing understanding English subject leaders to ensure feedback in writing and GPS books is helping children make rapid progress and securing understanding</p> <p>Purple progress pens introduced to work alongside verbal feedback marking style (VF). Children talked with and feedback at the point of learning offered.</p> <p>Children taught to reflect on work and engage in written ‘dialogue’ with teachers.</p>	<p>Ongoing book scrutinies looking at written feedback</p> <p>Pupil conferencing focusing on asking pupils about the impact feedback has had on their progress. Autumn, Spring and Summer</p> <p>Subject leader time for book scrutinies and feedback Ongoing monitor during book scrutinies and Blink observations</p> <p>November staff CPD</p>	<p>All teaching staff + SLT</p>
<p>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)</p>	<p>CPD to share key messages about pace, engagement, active learning Lesson observations/ Blink observations focusing on pace and challenge Book scrutinies Children will be conferenced to talk about the feedback that has made the most impact on their progress and staff meeting time will be used to ensure that best practice is shared, and everyone’s practice is developed. Introduced during lesson observation feedback to multiple staff.</p>	<p>Sept 2018 implementation – January Monitor/ May monitor.</p> <p>Staff meetings to share teaching and learning strategies that ensure pace, challenge, engagement and active learning</p> <p>Lesson observations/ blinks to look at challenge and pace Pupil conferencing</p>	<p>DHT Leading/ All teaching staff</p>

Secure consistent high level modelling of processes through with high-level exemplars .	Literacy sequences have been clarified to again place more focus on meeting identified need within the children. Assessment through the introduction of the 'Writeria' has focussed teachers' efforts more directly towards helping children meet the expected/greater depth standards.	Lesson study Demonstration lessons	SS/SB
Aim to have secured fully cursive handwriting for all children by the end of KS1 at the latest .	Letter join introduced across the school from FS – Year 6 and used by children, on smartboards, on teaching scaffolds etc	CPD delivered by CT Sept 2018	SS/SB
Regularly using children's work to provide contextual examples and model improvements during lessons .	Pen licences given to children who demonstrate consistently high quality handwriting in the required format Interventions in place from nursery upwards to ensure that those children who find cursive handwriting difficult are supported through e.g. High Fives.	CPD Spring 2019	All teaching staff
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.	All classes use the skills hour at the start of the day to support the development of children's cursive handwriting. Introduced as a consistent message at start of September 2018 CPD - Letterjoin handwriting system implemented and all children are having to earn a pen licence and certificate. Fully cursive handwriting is now expected to be taught from Nursery onwards. CPD - Communicate in Print has been introduced as a vocabulary building tool to improve oracy understanding.	Monitor at regular intervals Monitor at regular intervals Monitor at regular intervals	SS/SB SS/SB SS/SB
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.	Acknowledged excellent or stronger teachers are being used as examples already to support and strengthen current practice within the school. This is set to continue and more peer to peer modelling is planned to be forth coming. Ways and means to 'stretch' higher ability pupils built in through choice and content variation. Development of the learning without limits approach Greater depth children will be given a more flexible participation in lessons so they are not sitting through parts that are irrelevant for them	Lesson study/ book scrutinies / lesson observations/blinks to look at the challenge involved in lessons Spring 2019	HT/SBe All staff
Home learning activities will predominantly be 'pre-learning' where possible, using the website more to support access to materials.	Cornerstone Curriculum have a range of engaging activities to support children's learning by linking home and school. Parents will be engaged in their children's learning more fully with activities sent from school and opportunities to come into school to share learning. Linked to maths, literacy and SOLE. Pre-learning elements to be implemented by all year groups. Topic based largely, with choice and engagement at the heart. Assisting in curriculum coverage and expansion.	Home learning opportunities to start in October 2018 Monitor at regular intervals	SLT
Adults understanding the needs of each vulnerable pupil and consistently demonstrate the skills to remove barriers to learning and participation.	Install a PPG Champion designated with raising performance in this bespoke area and promotes the profile of this group amongst staff. PP children will be a key focus in data scrutiny discussions PP children to have their own board and DHT to lead the discussions regarding where those children are and what is being done to support them more fully to ensure progress is sustained and rapid. SEN pupils to be tracked by SENCOs and discussed at SLT Safeguarding meetings several times a term to discuss vulnerable children and the ongoing use of the CPOMs system to track all children.	Allocated time for DHT to focus on PP children each week DHT and HT to meet to discuss data presentation Nov 2018 ½ termly Pupil Progress meetings to focus on discussions of PP and SEN and CiC children and their progress and ongoing support Safeguarding meetings several times a term	DHT/SN

	TA meetings to happen regularly to ensure that consistent messages are clearly understood and being demonstrated by all TAs. TA training needs to be assessed by Sencos with a view to identify in-house or external training that can be of benefit across the school.	TA meetings to start again Nov 2018	
Providing challenging learning opportunities for More Able and Talented children in classes.	Acknowledged excellent or stronger teachers are being used as examples already to support and strengthen current practice within the school. This is set to continue and more peer to peer modelling is planned to be forth coming. Ways and means to 'stretch' higher ability pupils built in through choice and content variation. Incisive feedback that pushes children on faster rather than stymies progress. Subject leaders to meet to agree ways to support more able and talented children in every lesson. Share ideas with staff at staff meeting. Monitor through book scrutiny and lesson blinks/observations. Share good practise across the school. Identify enrichment opportunities available across the learning community.	Subject leader time Staff meetings Book scrutiny Blinks	DHT/JR
Providing opportunities for More Able and Talented children across the LLC to access a range of challenging and motivating activities.	Proactively re-engage with HLLC (Honiton Local Learning Community) Maths Hub Science Hub	October 8 th 2018 December 17 th 2018 February 11 th 2019 March 18 th 2019	
Providing clear and raised expectations of all parents for involvement in their child's reading along with understanding of how to help and support.			KS/AP
Providing opportunities for all parents to develop their understanding of how to help and support their child in maths.	Self-help – Letters Open evenings	As required	JB (JR coaching)
Providing opportunities for all parents to develop their understanding of how to help and support their child in Literacy and GPS.	Open mornings/including open lessons. Web pages hosted by HPS with self-help sections.	Termly Ongoing	SS/SBu
Providing access to support for identified families in order to remove barriers to their child's learning.	Workshops.	As required	DHT/SN
Ensuring information for parents to support and be involved in their child's education is easily accessible to all, including through the website.	Homework and pre-learning resources available		SM

<p>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’</p> <p>What will we do?</p>	<p>Action</p>	<p>Date/Further Action</p>	<p>Responsible Staff</p>
<p>Provide regular and progressive opportunities for learning through the Cornerstone Curriculum, in support of the National Curriculum expectations</p>	<p>Middle leader (ShBe) appointed to lead the subject area and ensure that coverage is being considered and progression is taking place across the school.</p> <p>Middle leader to keep a record of coverage and address any gaps in subject areas with teachers.</p> <p>Regular reviewing of the curriculum and how well it is addressing the needs of our children and being used to support the teaching and learning of English and maths is planned into the monitoring calendar.</p> <p>Curriculum leader to share adaptations to our curriculum to ensure full coverage is being promoted, at staff meetings.</p> <p>ShBe and SLT to monitor SOLE books every half term</p> <p>UPS teacher (SR) to monitor parental engagement in our curriculum and find opportunities to promote more parental engagement opportunities.</p>	<p>Middle leader to be given time (Tues pm covered by SS extra time) to monitor the quality of provision across the curriculum. Findings and related developments to be addressed in team meetings/staff meetings.</p> <p>SLT Monitoring time used for SOLE every half term</p> <p>UPS teacher to use part of staff meeting(s) to share expectations and achievements related to parental engagement.</p>	<p>ShBe and SR with SLT</p>

<p>Ensure that pupils have opportunity to learn about fundamental British Values, in line with expectations, supplementing the Rights Respecting work.</p>	<p>UPS leader (NL) to keep a clear record of all the places in the PSHE curriculum where British Values are being taught. UPS leader to work with the Curriculum leader to identify ways that British Values can be promoted across the whole curriculum.</p>	<p>Curriculum leader/ RR leader to attend curriculum planning meetings to promote the inclusion of work related to British values</p>	<p>NL with SLT</p>
<p>Ensure and monitor Full Coverage of the National Curriculum within our wider curriculum.</p>	<p>Middle leader (ShBe) to keep a record of coverage and address any gaps in subject areas with teachers. Regular reviewing of the curriculum and how well it is addressing the needs of our children and being used to support the teaching and learning of English and maths is planned into the monitoring calendar. Curriculum leader to share adaptations to our curriculum to ensure full coverage is being promoted, at staff meetings. ShBe to meet with SLT regularly to share findings and suggest adaptations moving forward with the curriculum. ShBe and SS (Literacy leader) and JB (maths leader) to meet regularly to look at planning together, and monitor SOLE books to ensure that all opportunities for enhancing the English curriculum within the wider curriculum are being taken. Feedback to SLT and to staff at staff meetings</p>	<p>Time for middle leader covered by SS Tuesday pm time</p> <p>SLT meetings with ShBe attending ½ termly</p> <p>Staff meeting focusing on the curriculum at least termly</p>	<p>ShBe</p>
<p>Ensure that aspects of PSHE, keeping safe, safeguarding, PRE, Prevent, CSE, online safety bullying and risk assessment are secure features of our taught curriculum</p>	<p>UPS teacher (NL) to ensure full coverage within our taught curriculum. UPS teacher (NL) to take responsibility for keeping abreast of latest developments in all these areas and adapt our PSHE accordingly. UPS teacher (NL) to meet with SLT regularly to update about latest developments and suggest adaptations to our taught curriculum. UPS teacher (NL) to observe PSHE sessions to ensure that the quality of these sessions is consistent and high quality</p>	<p>NL to attend SLT meeting 1 x per term</p> <p>NL to observe PSHE sessions 1 x a term – time covered by middle leader/SLT</p>	<p>NL and SLT</p>
<p>Provide carefully crafted learning journey activities to engage, inspire and motivate children, instilling passion, devotion and enthusiasm for learning.</p>	<p>Cornerstone curriculum activities monitored in planning by Curriculum leader</p>	<p>Lesson observations (ShBe, SS, SLT) Book scrutiny – SS and all staff</p>	<p>ShBe, SS and SLT</p>

	<p>Cornerstone Curriculum activities observed by SLT and curriculum leader and adaptations to these sessions to ensure that they are engaging, inspiring and motivating shared at following staff meetings</p> <p>Literacy leader (SS) to monitor planning, observe lessons and conference pupils to ensure that teaching sequences are teaching the necessary skills whilst also inspiring and engaging our children.</p>	<p>Pupil conferencing – ShBe and SS</p> <p>Planning scrutiny – ShBe and SS</p>	
<p>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.</p>	<p>All subject leaders to create an action plan for their area of focus. All subject leaders to identify the areas to develop across the school based upon the data given to them. All subject leaders to proactively identify needs for their subject area in terms of staff meeting time, book scrutinies, pupil conferencing etc</p> <p>UPS teacher (NS) to consolidate understanding of spelling processes in school and develop them with staff as the year progresses to ensure that spelling skills are being developed across the school. NS to observe spelling sessions and do book scrutinies to ensure processes are being introduced by staff consistently and with clear impact. NS to be clear about spelling standards across the school related to SPAG testing.</p> <p>NS to monitor the impact of phonics teaching across KS1 and into Year 3. NS to observe phonics teaching sessions in order to suggest developments and ensure consistency and progression towards school phonics targets.</p> <p>Literacy leader (SS) to consolidate understanding of SPAG teaching in school and develop GPS skills sessions with staff as the year progresses to ensure that GPS skills are being developed across the school. SS to observe GPS skill sessions and do book scrutinies to ensure skills are being introduced by staff consistently and with clear impact. SS to be clear about GPS standards across the school related to the data generated by SPAG testing.</p> <p>Maths leader (JB) to introduce a whole school approach to times tables consolidation and celebration. JB to monitor the impact of times tables teaching across the school and to direct support to those areas where times tables acquisition has not been achieved as expected.</p>	<p>Lesson obs (Spelling and GPS)</p> <p>Book scrutiny (Spelling and GPS)</p>	<p>NS</p> <p>SS</p> <p>JB</p> <p>Subject leaders</p> <p>SLT</p>
<p>Ensure that curriculum planning for Self Organised Learning</p>	<p>Middle leader (ShBe) to keep a record of coverage and address any gaps in subject areas with teachers.</p>	<p>Time for middle leader covered by SS</p> <p>Tuesday pm time</p>	

<p>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.</p>	<p>Regular reviewing of the curriculum and how well it is addressing the needs of our children and being used to support the teaching and learning of English and maths is planned into the monitoring calendar.</p> <p>Curriculum leader to share adaptations to our curriculum to ensure full coverage is being promoted, at staff meetings.</p> <p>ShBe to meet with SLT regularly to share findings and suggest adaptations moving forward with the curriculum.</p> <p>ShBe and SS (Literacy leader) and JB (maths leader) to meet regularly to look at planning together, and monitor SOLE books to ensure that all opportunities for enhancing the English curriculum within the wider curriculum are being taken. Feedback to SLT and to staff at staff meetings</p>	<p>SLT meetings with ShBe attending ½ termly</p> <p>Staff meeting focusing on the curriculum at least termly</p>	
<p>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.</p>	<p>CT to demonstrate SOLE sessions to Year 6 first followed by other year groups. Year 6 and CT to then support other year groups in ensuring all children produce high quality outcomes.</p> <p>Book scrutiny in SLT meetings and staff meetings so that all staff know the standards required and consistency and progression across the school is achieved.</p> <p>All teachers to ensure that they model high quality outcomes and focus on presentation and a range of engaging activities throughout SOLE work</p>	<p>Demo lesson – CT to Year 6 - 2nd half of Autumn term 2018</p> <p>Year 6 + CT to then support other year groups late autumn early spring term</p> <p>Book scrutiny in SLT and staff meetings</p>	
<p>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’.</p>	<p>CT to demonstrate SOLE sessions to Year 6 first followed by other year groups. Year 6 and CT to then support other year groups in ensuring all children produce high quality outcomes.</p> <p>Book scrutiny in SLT meetings and staff meetings so that all staff know the standards required and consistency and progression across the school is achieved.</p> <p>All teachers to ensure that they model high quality outcomes and focus on presentation and a range of engaging activities throughout SOLE work</p>	<p>Demo lesson – CT to Year 6 - 2nd half of Autumn term 2018</p> <p>Year 6 + CT to then support other year groups late autumn early spring term</p> <p>Book scrutiny in SLT and staff meetings</p>	

4) Further develop leadership capacity and its impact across the school through extending distributed senior leadership into the subject leader role and beyond.	Action	Date/ Further Action	Responsible Staff
Leaders set high expectations of all pupils and staff, are ambitious for all pupils and promote improvement effectively.	<p>Culture shift. Daily HT presence at school, greeting children and parents, being widely seen and available to children, staff and parents.</p> <p>HT setting a clear level of expectation and exemplifying through actions, examples and talks. Whole school writing topic planned and exemplified by HT.</p> <p>HT conducting whole school review of practice and systems to identify 'quick wins' and longer terms areas of need.</p> <p>HT bringing Governors more onboard to support and challenge the leadership team.</p> <p>HT holds all leaders to account fairly but robustly through PM, observations and data scrutiny of responsible areas.</p>	Sept 2018 implementation	HT ELT/SLT
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.	<p>HT plus DHT conducting a full review of the inherited school systems alongside DCC appointed School Improvement advisor B Murray and Chair of Governors.</p> <p>HT working with DHT and more sharply, the AHT's to check their understanding of high-quality learning.</p> <p>The HT and DHT have conducted in-depth observations of each teacher and followed this up with detailed feedback. Resultant action plans for key staff are being acted upon already and shared with the AHT's</p> <p>Observe all class teachers across the school teaching maths or English and provide tailored feedback and next steps.</p> <p>Identify 3 different groups of teachers from these observations:</p>	Sept/October 2018 implementation	HT ELT/SLT
Provide support, direction, robust and tailored CPD opportunities and clear expectations for senior leaders, subject leaders and UPS teachers	<p>Reference RAG rated SDP</p> <p>Monitoring Calendar</p> <p>Exeter Consortium Teaching school Alliance membership.</p> <p>UPS/ Subject leader impact sheets</p> <p>Targeted use of SLE's to support growing devolved leadership model.</p>		HT ELT/SLT
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.	<p>Overhaul the current appraisal system which seems unfit for purpose and has not been rigorously maintained. Replace with simplified system linked to out from key starting points for pupils, teaching expertise and evidenced wider school impact.</p>	October 2018 October 2018 implementation	HT/DHT
Ensure subject leaders have clear responsibilities and accountabilities, which are monitored through the year.	<p>Reference RAG rated appraisal documents and/or UPS/ Subject leader impact sheets</p>	October 2018 implementation	AHT's

<p>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.</p>	<p>Subject leader folders set up formerly and uniformly. Evidence portfolio to showcase impact.</p>	<p>November 2018 implementation</p>	<p>AHT's</p>
<p>Ensure UPS teachers have clear responsibilities and accountabilities, which are monitored through the year. UPS impact sheets to be upheld.</p>	<p>Roles and responsibilities for all staff clarified and related expectations specified.</p>	<p>November 2018 implementation</p>	<p>AHT's</p>
<p>Leaders will ensure increased consistency in achievement across cohorts and between pupil groups through enhanced and supported monitoring and implementation of identified actions.</p>	<p>Overhaul the current data system which seems unwieldy and unfit for purpose. Replace with simpler yet more robust system linked to key starting points for pupils, teaching coverage and standardised tests.</p> <p>This will require six data drops throughout the year. SEPT/OCT/DEC/FEB/MARCH/MAY/JULY</p>	<p>September 2018 implementation – ongoing monitoring process.</p> <p>September 2018 implementation – ongoing monitoring process. SEPT/OCT/DEC/FEB/MARCH/MAY/JULY</p>	<p>ELT/SLT</p>
<p>Leaders at all levels will look to high quality, successful examples of practice within and beyond school to identify and implement actions for improvement.</p>	<p>Exeter Consortium Teaching school Alliance membership - Targeted use of SLE's to support growing devolved leadership model alongside excellent teaching</p>		<p>HT/DHT</p>
<p>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.</p>	<p>Designated staff member/s and Governors to routinely monitor. 2 UPS staff designated as their respective area: UN Rights Respecting programme and Community and Parent links.</p>	<p>Termly and monitored through the appraisal cycle.</p>	<p>Govs/NL/SR</p>
<p>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.</p>	<p>The leadership structure will/may change due to budgets next year. This will be the time, in the new financial year to look to empower the leaders within the school to manage their own budgets for their area of responsibility</p>	<p>APRIL 2019</p>	<p>HT/DHT/JR</p>

5. To further develop strategic governance What will we do?	Action	Date/Further Action	Responsible Staff
<p>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.</p>			

<p>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.</p>			
<p>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.</p>			
<p>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.</p>			
<p>Ensure that the structure for 2018-2019 enables full coverage of the annual governor business through timely reporting, accurate recording and internal monitoring.</p>			
<p>Governors ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils.</p>			
<p>Look to develop use of The Governor Mark as a template for improvement and direction?</p>			
<p>Governors will performance manage the head teacher rigorously</p>			

