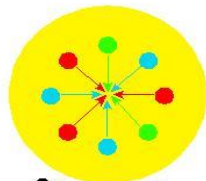
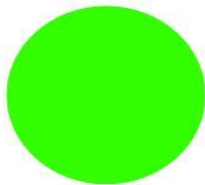
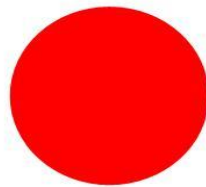


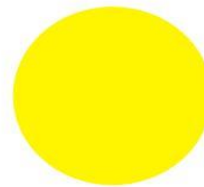
aspire



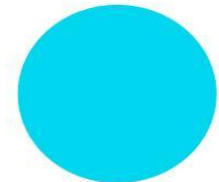
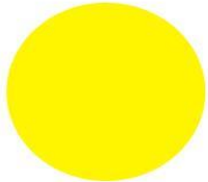
contribute



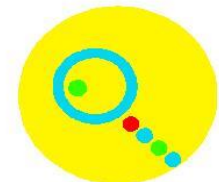
team work



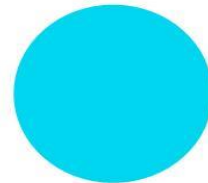
enjoy



respect



enquire



Thomas Buxton  
Primary School  
Learning Together

## School Improvement Plan 2016/17

A place of learning,  
laughter and friendship

[www.thomasbuxton.towerhamlets.sch.uk](http://www.thomasbuxton.towerhamlets.sch.uk)



	Page	School Improvement Plan Contents		
Intro	2	Vision and Values		
	3	SEF Summary		
	4	School Goals (Current School Year)		
	5	Context, Timeline, Financial Planning, Process for SIP		
	6	Signposting (Evidence Base and Links to Key Documents)		
	7-8	Attainment and Achievement Targets		
	9	Pupil Voice (SIP Questionnaires 2016)		
	10	Parent/Carer Voice (SIP Questionnaires 2016)		
	11	Staff Voice (SIP Questionnaires 2016)		
	12	Jargon Buster (Acronyms)		
Section 1		<b>School Goal 1 - Leadership and Management</b>	<b>Lead</b>	<b>Link Governor</b>
	13	Ofsted Descriptors of Leadership and Management from Section 5 Handbook		
	14-25	Action Plan (and reviews)	Claire Redpath (Deputy)	Sajjad Miah (Chair)
Section 2		<b>School Goal 2 - Teaching, Learning and Assessment</b>	<b>Lead</b>	<b>Link Governor</b>
	26	Ofsted Descriptors of Teaching, Learning and Assessment from Section 5 Handbook		
	27- 38	Action Plan (and reviews)	Sasha Elliott (AHT T/L)	Jenni Borg (C,S,W Chair)
Section 3		<b>School Goal 3 - Personal Development, Behaviour and Welfare</b>	<b>Lead</b>	<b>Link Governor</b>
	39	Ofsted Descriptors of Personal Development, Behaviour and Welfare from Section 5 Handbook		
	40- 48	Action Plan (and reviews)	Zinath Begum (AHT Inc.)	Aminul Hoque (Vice
Section 4		<b>School Goal 4 - Outcomes for Children</b>	<b>Lead</b>	<b>Link Governor</b>
	49	Ofsted Descriptors of Outcomes from Section 5 Handbook	James Downs/Sukey Symes (English Leaders)	Jenni Borg (C,S,W Chair)
	50- 60	Action Plan (and reviews)		
	61-62	Feedback from Children, Families and Staff		



## Our School Vision

Thomas Buxton Primary School will work with everyone to create a **happy, safe** and **stimulating** setting where children are motivated to **learn together**. By maintaining high expectations of ourselves and each other, our children will be equipped to encounter **opportunities** and **challenges** with **resilience** and **determination**. We encourage a **curiosity** about the world and strive to ensure that our children will contribute **positively**, now and in the future.



**contribute**



**respect**

## Our School Values

### CREATE

**Contribute** We can all make this an exciting place to learn, discover and create.

**Respect** Treat everyone in our school equally, in everything we say and do.

**Enjoy** Celebrate our love of learning and recognise effort and achievement.

**Aspire** Aim high to ensure that everyone fulfils their potential.

**Team Work** Our collaborative culture ensures children, families and staff work and learn together.

**Enquire** Ask questions, take risks, nurture curiosity and make discoveries.



**enjoy**



**aspire**



**enquire**



**team work**

## SELF-EVALUATION SUMMARY SHEET

### Introduction

"Learning Together" is the motto of our school. Children make good progress from very low starting points to ensure that they leave at levels in line with or exceeding national expectations. Secure systems support children and families so that high quality teaching is effective in achieving good outcomes for children. Skilled and dedicated staff work in partnership with all stakeholders to realise our high expectations for all.

### School Context

Thomas Buxton Primary School opened on 26<sup>th</sup> April 2011 following the amalgamation of Thomas Buxton Infant School and Thomas Buxton Junior School. The school is a larger than average, 2 form-entry, community school with 450 pupils on roll. Children are aged from 3-11 years old. We are situated in Whitechapel, within the London Borough of Tower Hamlets. It is a diverse and vibrant area with good access to all that the capital has to offer. There is a community farm next to the school which offers children the opportunity to experience rural and city life simultaneously. Most of the children live close to the school or in adjacent wards.

Figure 1. Basic characteristics of the school 2016

Characteristic	Natio nal	School	Comparison
Number on roll	263	<b>436</b>	Above average
% free school meal eligibility	26.6	<b>55</b>	Above average
% pupils from minority ethnic groups	29.7	<b>99.1</b>	Above average
% pupils with first language not English	18.8	<b>91.3</b>	Above average
Deprivation indicator	0.24	<b>0.59</b>	Above average

### Summary Judgements

Key aspect	Judgement
Leadership and Management	<b>Outstanding</b>
Teaching Learning and Assessment	<b>Outstanding</b>
Personal Development, Behaviour and Welfare	<b>Outstanding</b>
Outcomes for Children	<b>Outstanding</b>
Effectiveness of Provision in Early Years	<b>Outstanding</b>
<b>Overall effectiveness</b>	<b>Outstanding</b>

Thomas Buxton Primary School is a highly effective organisation, but it will never be a complacent one. The school has significant capacity to sustain what has been achieved and to further develop the range and quality of the provision on offer. Senior leaders are relentlessly ambitious and consistently aim for outstanding outcomes in all aspects of the school's work. The promotion of pupils' spiritual, moral, social and cultural development underpins all aspects of children's learning and experiences at school. This is evidenced in the high standard of behaviour throughout the school, the high levels of engagement and enjoyment seen in lessons and the positive relationships between all parts of the school community.

**Overall Effectiveness - Thomas Buxton Primary School is an outstanding school.**



# OUR SCHOOL GOALS 2016 — 2017



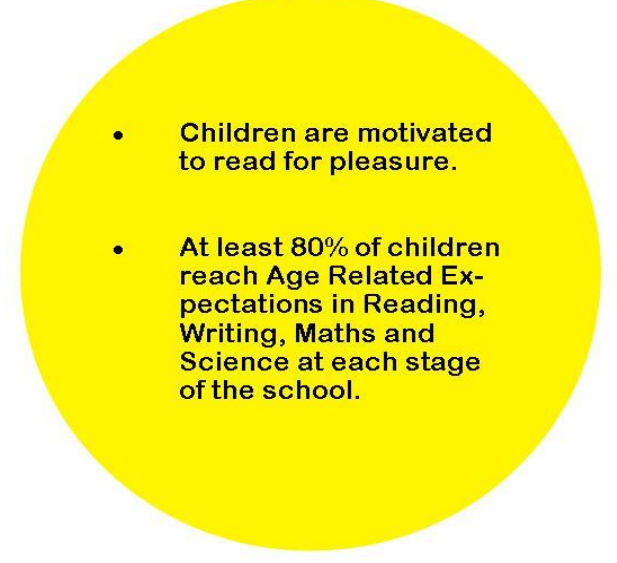
## Leadership and Management



## Teaching, Learning and Assessment



## Personal Development, Behaviour and Welfare



## Outcomes for Children



A place of learning,  
laughter and friendship



**Thomas Buxton  
Primary School**  
Learning Together

## Context for the School Improvement Plan (SIP) 2016 - 2017

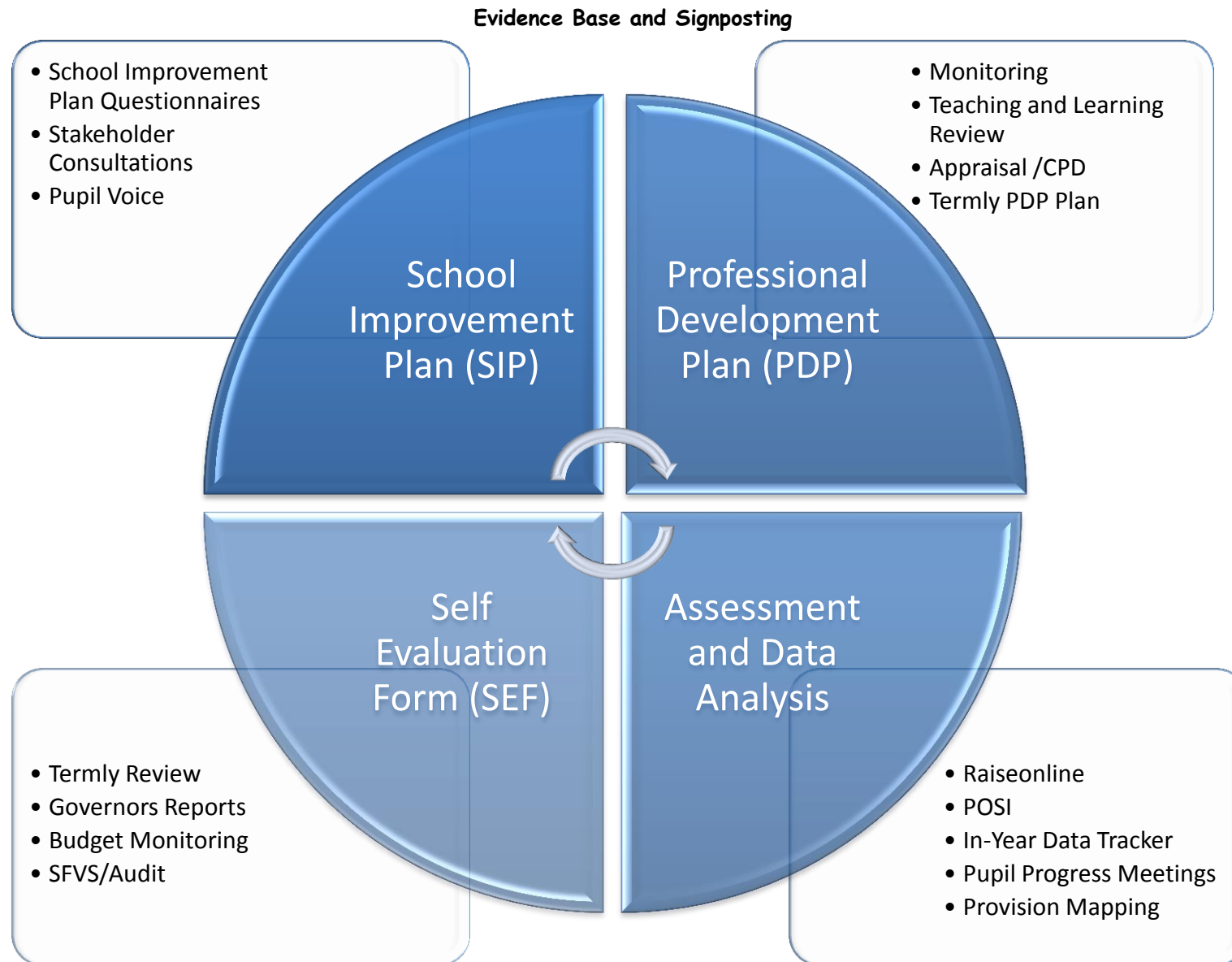
The starting point for this plan was a review of the previous School Improvement Plan 2015-2016 which was carried out by the school's Leadership and Management Team and the Governing Body. The Self-Evaluation Form (SEF) reflects the outcomes of the school review process (listed below) the School Improvement Plan questionnaires (March 2016) and responses from stakeholders (children and families consultations). The SIP consists of a detailed Action Plan for the financial year 2016/17 alongside the school year 2016/17.

This plan sets out the strategic direction for school improvement work during this school year. However, it is considered within the context of the previous year's plan and may refer to planned actions in the next school year. The plan will be reviewed in January and October of each year to align with changing priorities and to ensure consistency with financial planning.

Timeline	Event	Action
Jan 2016	Budget Review	Financial Monitoring 2015/6 against SIP 2015/16 School Improvement Plan Questionnaires
April 2016	Budget Setting	Financial Planning 2016/17 against SIP 2016/17
September 2016	School Goals Setting	Progress against previous SIP evaluated and used to formulate new school goals Action Plans published by postholders
October 2016	School Improvement Plan	Agreed by Governors and published for all stakeholders (SIP 2016/17)
Jan 2017	Budget Review	Financial Monitoring 2016/17 against SIP 2016/17 School Improvement Plan Questionnaires

### Process - Through the analysis of:

- ◆ Review of the current SIP/Action Plans - identifying progress on all the key issues for action and the impact on standards of teaching and learning.
- ◆ Formulation of a termly Professional Development Plan
- ◆ School Self Review Form (SEF)
- ◆ Review of curriculum monitoring feedback
- ◆ Review of resources
- ◆ Classroom observation information through Appraisal, partnership teaching and Teaching and Learning Review days
- ◆ Questionnaires responses from all staff, governors, pupils and parents/carers.
- ◆ Analysis of School Data Tracker
- ◆ Analysis of RAISEonline
- ◆ Analysis of Fischer Family Trust data
- ◆ Analysis of the Early Years Foundation Stage Data/Learning Journals/Baseline Assessments
- ◆ National Priorities - Review of Numeracy and Literacy Curriculum in line with the revised frameworks
- ◆ Targets set for Key Stage 1 and 2
- ◆ Teachers' Appraisal Objectives
- ◆ Workstream Target Setting
- ◆ Support staff Appraisal Objectives
- ◆ Outcomes from Pupil Progress Meetings
- ◆ Outcomes from SEN / Inclusion Reviews
- ◆ Financial Planning Review



Data Summary 2015/16 Data

Key Stage 1 Data Over Time

^ upwards trend (compared to national)		2013	2014	2015	National 2015
Reading	L2+	79% (-10%)	86% (-4%)	86% (-4%)	90%
	L2b+	64% (-14%)	75% (-6%)	82% (=)	82%
	L2a+	29% (-27%)	42% (-15%)	56% (-3%)	59%
	L3+	13% (-16%)	20% (-10%)	25% (-7%)	32%
	APS	14.1 (-2.2)	15.3 (-1.2)	16.2 (-0.4)	16.6
Writing	L2+	79% (-6%)	85% (-1%)	88% (=)	88%
	L2b+	63% (-5%)	59% (-10%)	74% (+2%)	72%
	L2a+	13% (-25%)	14% (-26%)	42% (+1%)	41%
	L3+	5% (-10%)	7% (-9%)	12% (-6%)	18%
	APS	13.4 (-1.5)	13.8 (-1.3)	15.2 (-0.1) ^	15.3
Maths	L2+	86% (-6%)	86% (-6%)	93% (=)	93%
	L2b+	63% (-16%)	80% (=)	88% (+6%)	82%
	L2a+	16% (-35%)	31% (-23%)	56% (+1%)	55%
	L3+	5% (-18%)	10% (-14%)	26% (=)	26%
	APS	13.9 (-2.2)	14.9 (-1.3)	16.6 (+0.2) ^	16.4
ALL SUBJECTS	APS	13.8 (-2.0)	14.7 (-1.2)	16.0 (-0.1) ^	16.1
ALL SUBJECTS	%2b+	63% (-12%)	71% (-6%)	81% (+2%)	79%

Overview of Outcomes for Pupils – EYFS & KS1				
^ upwards trend (compared to national)	2013	2014	2015	2016
EYFS GLD	29% (100% Below on entry)	69% (100% Below on entry)	76.5% (100% Below on entry)	55% * (100% Below on entry)
Phonics Year 1	32% (-37%)	77% (+3%)	78% (+1%)	85% (+4%)
Phonics Year 2	90% (+21%)	87% (+21%)	95% (+5%) *cumulative 2015 only	93% (+2%) *cumulative 2016 only

Key Stage 1 Data 2015/16

KS1 Outcomes		% Achieved Teacher Assessment	% Achieved Teacher Assessment Nationally	% Achieved Teacher Assessment Local Authority
2015-2016	Expected	75% (+1%)	74%	76%
	Higher	27% (+3%)	24%	25%
Reading	Expected	62% (-3%)	65%	70%
	Higher	15% (+2%)	13%	16%
Writing	Expected	60% (-13%)	73%	76%
	Higher	15% (-3%)	18%	22%
Maths	Expected	52% (-8%)	60%	65%
	Higher	5% (-4%)	9%	11%
R/W/M Combined	Expected			
	Higher			





Key Stage 2 Data – Over Time

^ upwards trend (compared to national)		2013	2014	2015	National 2015
Reading	L4+	89% (+4%)	91% (+2%)	95% (+6%)	89%
	L4b+	75% (=)	76% (-2%)	88 (+8%)	80%
	L5+	32% (-13%)	35% (-15%)	49% (+1%)	48%
	L6	2% (+2%)	0% (=)	0% (=)	0%
	APS	28.3 (-0.2)	28.3 (-0.7)	29.4 (+0.4)	29.0
Writing	L4+	86% (+3%)	87% (+2%)	92% (+5%)	87%
	L5+	16% (-14%)	27% (-6%)	34% (-2%)	36%
	L6	0% (-2%)	2% (=)	0% (-2%)	2%
	APS	26.8 (-0.7)	27.8 (-0.1)	28.2 (=)	28.2
Maths	L4+	79% (-6%)	91% (+5%)	93% (+6)	87%
	L4b+	63% (-10%)	85% (+10%)	88% (+11%)	77%
	L5+	25% (-16%)	51% (+9%)	41% (=)	41%
	L6	4% (-2%)	9% (=)	7% (-2%)	9%
	APS	27.2 (-1.5)	29.9 (+0.9)	29.3 (+0.3)	29.0
EGPS (Grammar, Punctuation and Spelling)	L4+	88% (+14%)	87% (+11%)	93% (+13%)	80%
	L4b+	77% (+13%)	84% (+15%)	93% (+20%)	73%
	L5+	61% (+14%)	58% (+6%)	71% (+16%)	55%
	L6	7% (+5%)	7% (+4%)	5% (+1%)	4%
	APS	30.1 (+2.1)	30.1 (+1.5)	31.0 (+1.9)	29.1

KS2 2015-2016		% Achieved in Test	% Achieved in Test Nationally	% Achieved Teacher Assessment	% Achieved Teacher Assessment Nationally	% Achieved Local Authority
Reading	Expected	78% (+12%)	66%	74% (+8%)	66%	70%
	Higher	20% (+1%)	19%		18%	19%
Writing	Expected	N/A	N/A	83% (+9%)	74%	81%
	Higher	N/A	N/A	30% (+11%)	19%	15%
Maths	Expected	87% (+17%)	70%	78% (+8%)	70%	78%
	Higher	19% (+2%)	17%		20%	17%
GPS	Expected	80% (+8%)	72%	-	72%	80%
	Higher	25% (+2%)	23%	-	26%	23%
Combined R/W/M	Expected	72% (+19%)	53%	69% (+16%)	53%	61%
	Higher	7% (+2%)	5%		7%	5%

Average Progress Measures	Thomas Buxton	Local Authority
Reading	1.8	+1.02
Writing	4.7	+1.99
Maths	3.2	+1.67

Average Scaled Scores	Thomas Buxton	National	Local Authority
Reading	102	103	103
GPS	105	104	105
Maths	105	103	104





## School Improvement Plan Questionnaires – Children's Views March 2016

No	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	% Strongly Agree/Agree
5	I am taught well at this school	149	52	7	2	210	<b>96</b>
3	I am making good progress at this school	105	93	8	4	210	<b>94</b>
9	The school is well led and managed	130	65	9	6	210	<b>93</b>
11	My parents know about my progress and what I can do in school	130	62	11	6	209	<b>92</b>
2	I feel safe at this school	120	72	13	5	210	<b>91</b>
4	I am well looked after at this school	126	62	18	3	209	<b>90</b>
1	I am happy at this school	106	82	18	4	210	<b>90</b>
7	The school makes sure its pupils are well behaved	113	72	21	3	209	<b>89</b>
8	The school deals effectively with Bullying	132	53	18	7	210	<b>88</b>
6	I receive appropriate homework	115	69	15	11	210	<b>88</b>
10	The school responds well to any concerns I raise	101	76	25	8	210	<b>84</b>

### Key Priorities and Link to UNCRRC Articles :

- To improve the physical and emotional wellbeing of all groups in the school community.
- To develop children's awareness of their place in the world as global citizens.
- UNCRRC Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.



## School Improvement Plan Questionnaires – Parents and Carers Views March 2016

No	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	% Agree or Strongly Agree
3	My child makes good progress at this school	24	26	0	0	50	<b>100</b>
5	My child is taught well at this school	23	27	0	0	50	<b>100</b>
9	This school is well led and managed	21	29	0	0	50	<b>100</b>
1	My Child is happy at this school	28	21	1	0	50	<b>98</b>
2	My Child feels safe at this school	28	20	1	0	49	<b>98</b>
4	My child is well looked after at this school	22	26	1	0	49	<b>98</b>
7	This school makes sure its pupils are well behaved	20	27	3	0	50	<b>94</b>
10	This school responds well with any concerns I raise	17	30	3	0	50	<b>94</b>
6	My child receives appropriate homework for their age	22	24	3	0	49	<b>94</b>
8	This school deals effectively with bullying	15	30	3	0	48	<b>94</b>
11	Parents/Carers receive valuable information from the school about my child's progress	23	23	4	0	50	<b>92</b>

### Key Priorities and Link to UNCRC Articles:

- Children, families and staff are motivated to live healthy lives.
- Effective forms of assessment inform parents, children and staff of attainment and progress.
- UNCRC Article 24: Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.



## School Improvement Plan Questionnaires – Staff Views March 2016

No	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total	% Agree or Strongly Agree
1	I'm proud to be a member of staff at this school	35	23	0	0	58	100
2	Children are safe at this school	45	13	0	0	58	100
3	Behaviour is good at this school	34	23	0	0	57	100
4	Behaviour of pupils is consistently well managed	30	28	0	0	58	100
5	The school deals with any cases of bullying effectively	35	22	0	0	57	100
6	leaders do all they can to improve teaching	31	27	0	0	58	100
9	I know what we are trying to achieve as a school	35	23	0	0	58	100
11	The school is well led and managed	35	23	0	0	58	100
8	The school successfully meets the differing needs of individual pupils	26	30	2	0	58	97
10	All staff consistently apply school policies	36	20	2	0	58	97
7	The school makes appropriate provision for my professional development	22	30	5	0	57	91

### Key Priorities and Link to UNCRC Articles:

- Ensure that Continuous Professional Development is effective in motivating and empowering staff.
- UNCRC Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



**Abbreviations used:**

AfL - Assessment for Learning  
 AHT - Assistant Head  
 AWO - Attendance & Welfare Officer  
 AO - Admin Officer  
 CPD - Continuing Professional Development  
 DHT - Deputy Head  
 DT - Design & Technology  
 EAL - English as an Additional Language  
 EMA - Ethnic Minority Achievement  
 ENGCO - English Leader  
 EYFS - Early Years (Foundation Stage)  
 FS - Foundation Stage  
 G&T - Gifted & Talented  
 HT - Head Teacher  
 INSET - In Service Training  
 KS1 - Key Stage 1  
 KS2 - Key Stage 2  
 L1 - Level 1  
 LA - Local Authority  
 LBTH - London Borough of Tower Hamlets

LT - Leadership Team  
 LMT - Leadership and Management Team  
 NCSL - National College of School Leadership  
 NPQH - National Professional Qualification for Headship  
 PE - Physical Education  
 PM - Performance Management  
 PM - Premises Manager  
 PSHE - Personal, Social & Health Education  
 RE - Religious Education  
 RRSA - Rights Respecting Schools Award  
 SATs - Standard Attainment Tests  
 SBM - School Business Manager  
 SEF - School Evaluation Form  
 SEN - Special Educational Needs  
 SENCO - Special Educational Needs Leader  
 SIP - School Improvement Partner or School Improvement Plan  
 SLT - Senior Leadership Team  
 TA - Teaching Assistant  
 Y1 - Year 1  
 Y2 - Year 2  
 Y3 - Year 3

Y4 - Year 4  
 Y5 - Year 5  
 Y6 -Year 6

\*All other abbreviations are the initials of staff members



**Ofsted grade descriptors for the effectiveness of leadership and management (September 2016)**

Note: Grade descriptors are not a checklist.

**Outstanding (1)**

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.
- Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

**School Goal 1 Leadership and Management - Children, staff and families are empowered through effective coaching and mentoring.**



**UNCRC Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.**

Our main objectives are:

- a.) To ensure that children and families are actively engaged in their learning at all ages. (Mentoring)
- b.) To motivate staff to take ownership of their own professional development. (CPD Framework implementation)
- c.) To develop teaching through coaching.
- d.) To provide opportunities for leadership development for all.

Outcome What are we aiming to achieve?	Actions What will happen to achieve the outcome?	Timeline Term/Year Lead	Resources and Costs	Success Criteria and Evaluation What will we see when we have achieved the outcome?
<p>a.) To ensure that children and families are actively engaged in their learning at all ages.</p>	<p><b>Parental Engagement:</b></p> <ul style="list-style-type: none"> <li>• Renew Service Level Agreement with the local authority Parental Engagement Team. We will link the workshops around the school goals. Sessions on Reading at Home, Reading for Pleasure and Health and Well Being will be delivered.</li> <li>• In order to develop parents as learners at every level we will offer and monitor uptake of ESOL classes (provided by Toynbee Hall). We will ensure there are Level 1 and 2 ESOL provision with an assessment and certificate.</li> <li>• We will continue to provide ICT open door sessions (weekly session) to upskill parents and offer basic computing support. 'Internet safety' will also be addressed so that parents are better equipped to safeguard children from online abuse.</li> <li>• Offer Nursery induction sessions to all nursery parents. Parents will undergo a half day induction which explores 'early learning' and TBP expectations around behaviour and learning.</li> <li>• Continue to hold three 'Open Mornings' (one every term) where all parents and carers are invited into their child's class to see learning in action.</li> <li>• We aim to develop leadership amongst parents. We will be form parent and carer 'Fundraising / Healthy Living Committee' to lead events and food sale throughout the year. Healthy Living Ambassadors (parents already identified) will take a lead on this and work with Pathways (senior teaching assistants).</li> </ul>	<p><b>AHT - Inclusion</b></p> <p>Throughout the year.</p> <p>Weekly</p> <p>Weekly</p> <p>Autumn term</p> <p>3 x year</p> <p>Ongoing</p> <p>3 x year</p>	<p>£3,000 Parental SLA Renewal 2016/17</p> <p>E1 Schools Partnership Funding for ESOL</p> <p><b>Release of Pathways Team</b></p>	<ul style="list-style-type: none"> <li>• Increased parental engagement.</li> <li>• Hard to reach parents are engaged in events / workshops.</li> <li>• Children and families are actively engaged in their learning at all ages (mentoring).</li> <li>• Parents are supportive and engaged with the behaviour system.</li> </ul>

	<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>Continue to hold 'Welcome Mornings' 3 x a year. This is where parents and carers come into class, meet the teachers and find out about the topics, learning, and trips planned for that term. Parents will also be reminded of the school behaviour policy.</li> <li>Phase leaders / AHT will meet with parents where there are patterns of negative behaviour and communicate the Individual Behaviour Plan when required.</li> </ul>	<p>Ongoing</p>		
<p>a.) To ensure that children and families are actively engaged in their learning at all ages.</p>	<ul style="list-style-type: none"> <li>Run parents workshop about engaging pupils with mastery across the curriculum.</li> <li>Re-establish the E1 Partnership Scholars programme and invite parents to partake in sessions and attend aspirational trips to Halibury School and University of Cambridge.</li> <li>Parents Coffee mornings to be planned termly to continue parental engagement with RRSA and ensure parents are actively participating in whole school events/campaigns.</li> </ul>	<p><b>Pupil Voice Leader</b></p> <p>Once a term</p> <p>Autumn</p>	<p>Leadership time.</p> <p>Apply for funding for trips.</p> <p>E1 Scholars activities funded by E1 Partnership</p>	<ul style="list-style-type: none"> <li>Parents have a better understanding of the ways to broaden and deepen their children's knowledge across the curriculum.</li> <li>Children and families involved in raising aspirations of Scholars participants.</li> <li>Most parents/carers and governors know about the Convention, and the school provides opportunities to contribute to the school's development as a Rights Respecting School.</li> </ul>
<p>a) To ensure that children and families are actively engaged in their child's learning.</p>	<p><b>Early Years Foundation Stage</b></p> <ul style="list-style-type: none"> <li>Establish Parents/carers as partners working together with school. AHT to plan a programme of Parents workshops - Reading, Phonics, Maths, Healthy eating.</li> <li>Parents/Carers to work alongside school to create baseline for nursery children using development matters document.</li> <li>AHT to hold Nursery Parent Induction for new parents. Early Reading and Phonics, Early Writing and Maths</li> <li>To create an EYFS Parental engagement staff lead.</li> <li>Interest and Needs document to be completed early in Autumn Term by staff/parents.</li> </ul>	<p><b>AHT - EYFS</b></p> <p>Autumn/Spring/Summer</p> <p>Autumn 1 Ongoing</p> <p>Autumn 1 Week 5</p>	<p>Leadership and Management Time</p>	<ul style="list-style-type: none"> <li>Parents feel supported in helping their child develop.</li> <li>Children are highly engaged in all areas of the continuous provision</li> </ul>



	<ul style="list-style-type: none"> <li>Interests and needs to be reviewed half termly and used in medium term planning.</li> <li>To continue to hold weekly team planning meeting for continuous provision that is targeted to children interests.</li> </ul>	Autumn/Spring/Summer	CPD time	
<b>a) To ensure that children and families are actively engaged in their learning at all ages.</b>	<ul style="list-style-type: none"> <li>Re-establish Parent ICT Workshops to educate parents about how to use technology to their advantage. Publicise the workshops by sending letters home and using the school's Twitter account to inform parents of the weekly sessions.</li> </ul>	<b>Computing Leader</b> Spring term	Leadership time	<ul style="list-style-type: none"> <li>Parents attending weekly workshops on a Friday morning.</li> </ul>
<b>a.) To ensure that children and families are actively engaged in their learning at all ages.</b>	<ul style="list-style-type: none"> <li>Host parent fitness sessions without child attendance to give parents advice then with children to put into practice.</li> <li>Promote through flyers and texts and hold at the right time of year i.e. not Ramadan.</li> <li>Inform parents of more ways in which they can exercise and different local events they can take their children to.</li> </ul>	<b>PE Leader</b>  Autumn 2016 and then termly  Ongoing	Leadership time	<ul style="list-style-type: none"> <li>A bigger take-up on parent participation as well as more children becoming members of local sports clubs and classes.</li> </ul>
<b>a) To ensure that children and families are actively engaged in their learning at all ages.</b>	<ul style="list-style-type: none"> <li>Re-establish the eco-committee with children and a parent governor to ensure all views are considered.</li> </ul>	<b>Eco Schools Coordinator</b> Autumn term	Leadership time	<ul style="list-style-type: none"> <li>Eco-committee is known to all pupils and parent governor contributes to issues raised through the eco-committee.</li> </ul>
<b>b) To motivate staff to take ownership of their own professional development</b>	<ul style="list-style-type: none"> <li>Use DfE publications and Local Authority guidance to ensure all staff are clear on job description and expectations of their role.</li> <li>Audit of Teaching and Learning needs for Teaching Assistants and Midday meals staff.</li> <li>Line Management structure in place with all Line Managers supported to carry out effective appraisals - use of GROW Model used to structure appraisal meetings, professional dialogue for target setting, reviewing actions and providing challenge.</li> </ul>	<b>DHT</b> Autumn Term  Autumn Term  Autumn Term	Leadership time	<ul style="list-style-type: none"> <li>All staff will understand best practice in their roles and demonstrate the necessary skills to carry out their role effectively.</li> <li>All staff will be clear on the school goals and the role they play in supporting these</li> </ul>

	<ul style="list-style-type: none"> <li>Through appraisal meetings, staff to identify own targets, actions and needs linked to Teaching standards/job description and school goals.</li> <li>Ensure Induction for all new staff is carried out so they are aware of policies, schemes and expectations.</li> <li>INSET and Professional Development Meetings linked to CPD</li> </ul>	<p>Termly</p> <p>First half term of employment</p> <p>Continually as identified in PDP</p>		<p>to be achieved.</p> <ul style="list-style-type: none"> <li>Staff will have appropriate appraisal targets and will be supported well to achieve these.</li> </ul>
<p><b>b.) To motivate staff to take ownership of their own professional development.</b></p>	<ul style="list-style-type: none"> <li>Administer questionnaire to team to allow staff to consider their own professional development and what they would like to develop.</li> <li>Questionnaire for staff about what further training they would like in implementing PE with their classes.</li> <li>Offer guidance on areas of weakness, through drop in sessions during staff planning time.</li> <li>Research current outstanding practice in PE through professional reading.</li> <li>Engage in CPD courses on ways to make PE sessions more effective and increase knowledge and implementation of whole school initiatives.</li> </ul>	<p><b>DHT</b></p> <p><b>PE Leader</b></p> <p>Ongoing</p>	<p>Leadership Time</p> <p>Leadership time</p> <ul style="list-style-type: none"> <li>PE Level 5</li> </ul> <p>£995 also covers Sport Leaders cost</p> <p>Whole day supply £180</p>	<ul style="list-style-type: none"> <li>Staff take ownership of their own professional development and organise their own opportunities to develop their teaching- i.e. observations, courses reading tasks etc.</li> <li>Staff planning good PE lessons and building on previous areas of weakness in lessons.</li> <li>Improved knowledge of current practice to better support staff in implementing their own PE.</li> </ul>
<p><b>c) To develop teaching through coaching.</b></p>	<ul style="list-style-type: none"> <li>Ensure new staff are clear on the school's vision by revisiting the journey so far.</li> <li>External support from Brad Wray to ensure the Coaching Leaders are confident facilitating coaching sessions.</li> <li>Staff are organised into coaching teams with a named leader.</li> <li>The quality of learning and teaching will be judged accurately through a range of processes including - Learning Walks, Observations, Work Moderation and Professional Dialogue.</li> <li>GROW model will be used in coaching sessions for individuals to ensure their teaching is effective.</li> <li>Through the PAM Assessments teachers will identify individual targets and hold termly coaching sessions with children.</li> <li>Staff will have access to an electronic resource bank including videos</li> <li>Staff will be trained to use IRIS in the classroom.</li> </ul> <p>Autumn - LMT Spring - Teachers Summer - Teaching Assistants</p>	<p><b>DHT</b></p> <p>Autumn</p> <p>As identified in PDP</p> <p>Autumn</p> <p>Ongoing throughout the school year</p> <p>Termly</p> <p>Ongoing</p>	<p>Brad Wray</p> <p>£500 per day (3 x per school year)</p> <p>Release time for class teachers for PAM Mentoring sessions (5 days supply 3 termly @ £180 per day)</p>	<ul style="list-style-type: none"> <li>Staff will be confident participating in coaching conversations and have a clear understanding of their successes and areas for development.</li> <li>Coaching will be a flexible process, timetabled to meet the needs of individuals whilst also managed by Coaching Leaders to provide a productive structure and ensure all staff are participating.</li> <li>Teaching will be highly effective and all children will be able to communicate their successes and next steps to making progress.</li> </ul>

<p><b>c.) To develop teaching through coaching.</b></p>	<ul style="list-style-type: none"> <li>As Teaching and Learning lead, work with phase leaders to coordinate support plans for teachers who require them.</li> <li>With phase leaders set up a coaching 'Leverage Leadership drop in style programme with a focus on innovation.</li> <li>Organise and provide feedback from Teaching and Learning Review Days to identify strengths and areas for development in year groups,</li> <li>Mentor the schools NQTs through their probationary year.</li> <li>Staff to engage in coaching opportunities through Leverage Leadership Programme.</li> </ul>	<p><b>AHT - T/L</b> To start second half of spring term</p> <p>Ongoing</p> <p><b>LMT and all staff</b> Ongoing</p>	<p>Leadership Time</p>	<ul style="list-style-type: none"> <li>All teachers are given an opportunity to access ongoing coaching and mentoring to support their professional development.</li> <li>Accountability remains high and school leaders are able to assess accurately the quality of teaching and learning.</li> <li>NQTs are supported to pass their first year.</li> <li>Leverage Leadership program to allow for shorter, sharper coaching opportunities which will increase the confidence of staff and develop the quality of provision within the school.</li> </ul>
<p><b>c) To develop teaching through coaching.</b></p>	<ul style="list-style-type: none"> <li>To coach a member of support staff to assist with the facilitation of the Computing provision across the school. Establish time to communicate about the Computing provision within the weekly timetable. Ensure new skills are modelled to this member of staff for example using the tripod and camera to film school performances.</li> <li>To hold a support staff professional development meeting to develop blogging, video editing and uploading skills. Support staff will be coached through the process of recording, saving, retrieving, editing and publicising school events.</li> <li>To support teachers with planning and exemplars of outcomes. Teachers have been given an overview for Computing units for the academic year. Examples of the outcomes they are working towards will be provided on a term by term basis. Regular conversations with teaching staff to take place to identify progress within each unit.</li> <li>Team teaching with members of staff who identify Computing as an area for development. Staff who do so after their appraisal will have the opportunity to provide video footage of their teaching to subject leader for professional development.</li> <li>Continue working with the Royal Bank of Canada to ensure high quality after-school club provision and share learning with Code Clubs in local community. By allowing children to meet professional programmers, Computing is given a real life context.</li> </ul>	<p><b>Computing Leader</b> Ongoing throughout year</p> <p>Autumn term</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Leadership time</p> <p>Leadership time</p>	<p>Active contribution to the facilitation of ICT across the school, for example aiding members of staff with troubleshooting technical problems and providing staff with appropriate resources.</p> <p>Teaching staff will be able to delegate video outcomes and blog posts to support staff, thus resulting in a greater amount of activity on the school website.</p> <p>High quality outcomes evidenced on the school website and on display in the Infant ICT Suite. Evidence of staff contributing to school website (videos, tweets, blogs) with special events and unit outcomes</p> <p>Staff feel supported and have increased confidence teaching Computing.</p>

	<ul style="list-style-type: none"> <li>Increase membership of iPad club by promoting club within classes and using the Life Channel screens and website.</li> </ul>	Ongoing		<p>At least one Computing related after school club held each term. Trip organised to reinforce aspirational intentions of the club.</p> <p>Increased number of children on clubs register. Increased exposure of Computing.</p>
<b>c.) To develop teaching through coaching.</b>	<ul style="list-style-type: none"> <li>Team teach with staff to develop their confidence in PE and offer feedback on points for development</li> <li>Provide support with planning of dance and gymnastics during PPA</li> </ul>	<b>PE Leader</b>  Autumn/Spring 16/17 Ongoing	Leadership time	<ul style="list-style-type: none"> <li>Broader view of the quality of PE teaching throughout the school.</li> <li>Improved teaching of PE and where teaching is not yet good, staff know how to improve.</li> </ul>
<b>c.) To develop teaching through coaching.</b>	<ul style="list-style-type: none"> <li>Utilising coaching and mentoring strategies to empower teachers with planning and teaching support for BHM Art Day</li> <li>Monitoring of planning and displays to ensure a range of high quality outcomes are planned and resourced for</li> </ul>	<b>Arts Leader</b> Autumn Term  Ongoing each term	£200 (D&T budget)  Leadership time	<ul style="list-style-type: none"> <li>High quality art outcomes for BHM displayed in Junior hall and corridors</li> <li>High quality planning and outcomes for art, a variety of medium used</li> </ul>
<b>c.) To develop teaching through coaching.</b>	<ul style="list-style-type: none"> <li>Utilising coaching and mentoring strategies to empower teachers with the planning and teaching support for BHM Curriculum</li> <li>Ensure that a range of high quality outcomes are planning for, taught and celebrated.</li> <li>Effective monitoring, feedback and support on Learning Environments, Books and Planning</li> </ul>	<b>Humanities Leader</b> Sep/Oct Aut/Spr/Sum Aut/Spr/Sum	N/A  Leadership Time  Leadership Time	<b>Outcomes + BHM Celebration Assembly                      Book Looks + Display Deadlines                      Monitoring Feedback (See Subject Leader File)</b>
<b>d.) To provide opportunities for leadership development for all.</b>	<b>Early Years Foundation Stage</b> <ul style="list-style-type: none"> <li>1:1 meeting with AHT to identify staff interests/passions</li> <li>CPD opportunities in areas for staff.</li> <li>PDM time to be made available to staff for dissemination of training.</li> <li>Re-organisation of continuous provision outside zones to allow for the allocation of a lead adult for each zone.</li> <li>Organise children into tidy up teams to lead, organise and resource areas</li> </ul>	<b>AHT - EYFS</b>  Autumn Ongoing	Staff Training Courses (£1000)	<ul style="list-style-type: none"> <li>Staff feel empowered to take ownership of their area.</li> <li>Children to be actively involved in the setting up of activities.</li> </ul>



	alongside adult.			
<b>d.) To provide opportunities for leadership development for all.</b>	<ul style="list-style-type: none"> <li>• Be involved in and contribute to a local research project (THLA) - maths mastery</li> <li>• Begin developing a 'maths team' of passionate teachers - RQT (RR)</li> <li>• Staff to share deeper thinking LA training attended last year (CS)</li> <li>• In school experts for teachers and staff to seek advice from</li> </ul>	<p><b>Maths Leader</b></p> <p>Throughout year - starts in October</p>	Cover x3 full days	<ul style="list-style-type: none"> <li>• Multiple maths lead practitioners in the school willing to share excellent practise</li> <li>• Successful and useful outcomes from research project for both the school and borough</li> <li>• Transparency between staff about strengths and areas to develop</li> </ul>
<b>d.) To provide opportunities for leadership development for all.</b>	<ul style="list-style-type: none"> <li>• Maths Week - every child leads the group at some stage across the week</li> <li>• Chn to reflect on what made a successful leader at the end of each session</li> <li>• Teachers to observe the level of leadership our chn are capable of and provide opportunities in other lessons</li> </ul>	<p><b>Maths Leader</b></p> <p>November</p>	Whole school workshops £1,200	<ul style="list-style-type: none"> <li>• All chn developing leadership skills - beginning to volunteer to lead groups and tasks in all lessons</li> <li>• Chn able to reflect on and identify the skills of leadership</li> </ul>
<b>d.) To provide opportunities for leadership development for all.</b>	<ul style="list-style-type: none"> <li>• Encourage staff in signing up to a team within school (e.g. computing team, GT, RRS team etc.).</li> <li>• Train KS2 RRS lead teacher and support staff to become good models and lead ks2 with the expectation of Rights Respecting Schools.</li> <li>• Invite teaching staff to help lead Global Learning Project training sessions with over 30 schools within the borough.</li> </ul>	<p><b>Pupil Voice Leader</b></p> <p>Autumn</p>	Leadership Time	<ul style="list-style-type: none"> <li>• Staff involved in different aspects of wider school community and lead in whole school activities.</li> <li>• Develop teachers to make an impact within a network of schools.</li> </ul>

<b>Leadership and Management - Leadership Team Actions</b> by all Postholders				
<b>Outcome - What?</b> <i>What are we aiming to achieve?</i>	<b>Actions - How?</b> <i>What will happen to achieve the outcome?</i>	<b>When?</b> <i>Term/Year</i>	<b>Resources</b> <b>Costs</b> <b>Budget Code</b> <b>CFR</b>	<b>Success Criteria and Evaluation</b> <i>What will we see when we have achieved the outcome?</i>
<b>Leadership and Management Goal 2016 - 2017</b>  Children, staff and families are empowered through effective coaching and mentoring.	<b>Model of excellence</b> <ul style="list-style-type: none"> <li>As a school leader, partnership teaching with teaching and support staff is carried out to model good or outstanding lessons for colleagues</li> <li>Model teaching strategies to colleagues - consistently and effectively</li> <li>Ensure that all points for development as identified in feedback are actioned.</li> <li>Develop knowledge of coaching and mentoring as part of partnership teaching work</li> <li>Carry out observations of teaching and learning through teaching and learning review days</li> <li>Maintain awareness through informal day to day dialogue with staff of success and challenges in teaching and learning</li> <li>Ensure that school leaders are a model of excellence by demonstrating all the qualities in the document "Expectations of School Leaders"</li> </ul>	Termly as identified in the PDP	Leadership and Management Time  * Additional Cover as requested £180 per day.	<ul style="list-style-type: none"> <li>100% of all lessons graded as good or better for all staff</li> <li>Development observations (e.g. new members of staff , NQTs ) demonstrate improvement over time</li> <li>100% of planning meets the needs of all pupils -; opportunities for shared reading, writing; use of writing frames; high quality talk and drama are used regularly; accurate AFL and clear differentiation so that the needs of all learners are met</li> <li>100% of planning supports all staff within the setting / year group.</li> <li>Planning, teaching and learning is consistent</li> </ul>
	<b>Monitoring and Accountability</b> <ul style="list-style-type: none"> <li>Monitor children's outcomes and provide effective feedback which highlights strengths and areas for development</li> <li>Monitor planning and provide effective feedback that highlights strengths and areas for development:</li> <li>Monitor learning environments</li> <li>Ensure that all points for development as identified in feedback are actioned.</li> <li>Monitor data termly - SIMs data and (Raiseonline annually).</li> <li>Underperforming groups are identified and actions for curriculum and additional support put in place.</li> </ul>	Termly as identified in the PDP	Leadership and Management Time  * Additional Cover as requested £180 per day.	<ul style="list-style-type: none"> <li>100% of all books / profiles are deemed to be good or outstanding. Books show excellent progress over time</li> <li>Marking is consistently of a very high quality: focussed, diagnostic questioning that aids improvement</li> <li>Work is presented to an high standard/children share teachers high standards</li> <li>100% of teachers adhere to the learning environment policy: consistently organised to enable children to operate independently</li> </ul>
	<b>Financial Planning</b> <ul style="list-style-type: none"> <li>Submit budget bids which link to School Improvement Plan actions.</li> <li>Ensure that finance requests are realistic and meet the needs of children and their learning.</li> <li>Read and understand the school's Financial Procedures Manual.</li> <li>Review budget spending regularly, checking that all allocations are made against the correct headings.</li> </ul>	Termly as identified in the PDP  Feb/October	Leadership and Management Time  * Additional Cover as requested £180 per day.	<ul style="list-style-type: none"> <li>School money is used effectively and meets the needs of children</li> <li>All school procedures for ordering and spending are adhered to.</li> <li>Resources are purchased, used and maintained efficiently. There is no waste or discarding of resources which may be recycled or redistributed.</li> </ul>

<p><b>CPD and Induction</b></p> <ul style="list-style-type: none"> <li>• Audit of teaching and support staff CPD needs and identify training opportunities both from external providers and internal expertise.</li> <li>• Lead CPD through PDM or INSET days for teaching and support staff as identified in PDP</li> <li>• Carry out induction for new staff to ensure that they are aware of schemes and policies</li> <li>• Work with ITT students and NQTs or work experience placements to ensure understanding of subject/area of responsibility</li> <li>• Check with supply teachers (daily or long term) for understanding of school policies/procedures.</li> </ul>	<p>Termly as identified in the PDP</p>	<p>Leadership and Management Time</p> <p>* Additional Cover as requested £180 per day.</p>	<ul style="list-style-type: none"> <li>• 100% of staff understand best practise in subject/area of responsibility and demonstrate the skills required to teach effectively</li> <li>• New staff are able to meet school expectations quickly</li> <li>• Staff are set appropriate targets and provided with appropriate support in order to raise standards of attainment and achievement</li> </ul>
<p><b>Strategic Planning</b></p> <ul style="list-style-type: none"> <li>• Appraisal discussions / School Improvement Plan Reviews to focus on national standards for career progression and provide CPD opportunities to support those developments for all staff</li> <li>• Contribute to school improvement systems such as RAP/SIP and contribute to school self-evaluation (SEF)</li> </ul>	<p>Termly as identified in the PDP</p>	<p>Leadership and Management Time</p> <p>* Additional Cover as requested £180 per day.</p>	<ul style="list-style-type: none"> <li>• Staff share an understanding of the whole school priorities and what we are doing to achieve them.</li> <li>• Staff are aware of the strengths of the school</li> </ul>
<p><b>National Agenda, International Perspective, Innovation</b></p> <ul style="list-style-type: none"> <li>• Use DFE/Ofsted websites to maintain knowledge of changes to education</li> <li>• Identify other opportunities to deepen knowledge of developments in teaching and learning.</li> <li>• Share learning with support staff and teaching staff</li> <li>• Encourage innovation in subject/area of responsibility</li> </ul>	<p>Termly as identified in the PDP</p>	<p>Leadership and Management Time</p> <p>* Additional Cover as requested £180 per day.</p>	<ul style="list-style-type: none"> <li>• School leaders are aware of changes in education and understanding in pedagogy which occur at a national and global level</li> <li>• School improvement work is based on accurate research evidence on effectiveness from national and international sources.</li> <li>• Staff are willing to try new approaches but remain evidence focussed in terms of measuring impact</li> </ul>
<p><b>Consultation (Staff and Pupil Voice) <i>separate section for Parental Engagement</i></b></p> <ul style="list-style-type: none"> <li>• Review and agree subject/teaching and learning policy document so that all staff and parents are clear about the expectations and procedures within subject/area of responsibility</li> <li>• Discussions with children are held as part of teaching and learning review days and other pupil voice opportunities</li> </ul>	<p>Termly as identified in the PDP</p>	<p>Leadership and Management Time</p> <p>* Additional Cover as requested £180 per day.</p>	<ul style="list-style-type: none"> <li>• Children know how well they have done and can confidently discuss what they need to do to sustain good progress.</li> <li>• Children feel challenged, motivated and engaged in all lessons.</li> <li>• Children are able to identify and explain how they achieve the good standards of English and maths throughout all curriculum areas.</li> </ul>

<b>Governors - Leadership Team Actions by all Postholders</b>				
<b>Outcome - What?</b> <i>What are we aiming to achieve?</i>	<b>Actions - How?</b> <i>What will happen to achieve the outcome?</i>	<b>When?</b> <i>Term/Year</i>	<b>Resources</b> <b>Costs</b> <b>Budget Code</b> <b>CFR</b>	<b>Success Criteria and Evaluation</b> <i>What will we see when we have achieved the outcome?</i>
<p><b>Leadership and Management Goal 2016 - 2017</b></p> <p>Children, staff and families are empowered through effective coaching and mentoring.</p>	<ul style="list-style-type: none"> <li>• Contact Governors each term to share events, celebrations and progress in area of responsibility</li> <li>• Support Class Teachers with Adopt A Governor work</li> <li>• Governors are invited to observe teaching and learning during Teaching and Learning Review Days or informally at appropriate points in the term.</li> <li>• Prepare contributions to Headteacher's Report to Governors</li> <li>• Inform Governors of area of responsibility through presentations to governor meetings or at governor events in school</li> </ul>	<p>Termly as identified in the PDP</p>	<p>Leadership and Management Time</p> <p>* Additional Cover as requested £180 per day.</p>	<ul style="list-style-type: none"> <li>• Governors understand and support the aims of the schools</li> <li>• Governors are aware of changes and developments in education and are able to bring this understanding to bear in making decisions about the school</li> <li>• Class Governors and Link Governors are aware of changes and developments in school</li> <li>• Class Governors are informed of events and celebrations in school.</li> <li>• Governors can talk confidently about their links and role in school and feed back to the Governing Body</li> <li>• Governors are fully informed of postholders actions and progress against the school improvement plan</li> </ul>



<b>Parents and Community Links - Leadership Team Actions by all Postholders</b>				
<b>Outcome</b> <i>What are we aiming to achieve?</i>	<b>Action</b> <i>What will happen to achieve the outcome?</i>	<b>Timeline</b> <i>Term/Year</i>	<b>Resources and Costs</b>	<b>Success Criteria and Evaluation</b> <i>What will we see when we have achieved the outcome?</i>
<b>Leadership and Management Goal 2016 - 2017</b>  Children, staff and families are empowered through effective coaching and mentoring.	<ul style="list-style-type: none"> <li>• Parent Workshops / Events are planned as part of the termly Professional Development Plan</li> <li>• Homework is reviewed termly and support for parents/carers is offered where appropriate</li> <li>• Explore opportunities to further parental awareness of curriculum matters at parent evening/welcome morning events</li> <li>• Newsletters are sent home (School and Year Group) to include subject specific material on a weekly or termly basis</li> <li>• Curriculum / Topic Weeks are planned as part of the termly Professional Development Plan. Parent Events are planned for to support learning.</li> <li>• Work with e1 Partnership Schools to build support network of postholders and outside agencies</li> <li>• Learning partners are matched to children so that the maximum number of children benefit from intensive one to one support.</li> <li>• Continue to develop relationships with business partners to secure the best outcomes and possibilities for children.</li> </ul>	Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.	<ul style="list-style-type: none"> <li>• Parents feel equipped to support their child's learning</li> <li>• Parents / Community agencies are skilled in supporting children</li> </ul>
		Termly as identified in the PDP	Leadership and Management Time * Additional Cover as requested £180 per day.  Curriculum Budget and parental contribution  Release costs as per E1 Budget	<ul style="list-style-type: none"> <li>• Parents kept informed of developments within the Inclusion Team and can support learning at home</li> <li>• Parents / Community agencies are inspired and motivated in supporting children</li> <li>• Parents and children are part of a broader network within the community and are able to access a range of resources and opportunities</li> <li>• As many children who would benefit from a learning partner received focused one to one support on a weekly basis.</li> <li>• Children receive focused one to one learning support. They develop confidence and benefit from the support of a concerned adult</li> <li>• Parents are aware of what children are learning and why</li> </ul>

<b>Inclusion - Leadership Team Actions</b> by all Postholders				
<b>Outcome</b> <i>What are we aiming to achieve?</i>	<b>Action</b> <i>What will happen to achieve the outcome?</i>	<b>Timeline</b> <i>Term/Year</i>	<b>Resources and Costs</b>	<b>Success Criteria and Evaluation</b> <i>What will we see when we have achieved the outcome?</i>
<p><b>Leadership and Management Goal 2016 - 2017</b></p> <p>Children, staff and families are empowered through effective coaching and mentoring.</p>	<ul style="list-style-type: none"> <li>• Check planning has clear differentiation for both less and more able pupils. Check planning has extension activities and appropriate levels of challenge for all. Suggest efficient ways to differentiate work</li> <li>• Ensure that all interventions are resourced and staff appropriately trained to deliver programmes.</li> <li>• Check that all children are able to access provision in subject/area of responsibility as appropriate to their needs. Identify resources or support as required</li> <li>• Gifted and talented children identified on register and enrichment opportunities identified throughout the year.</li> <li>• OOSHL opportunities are used to develop your subject/area of responsibility</li> <li>• Support AHT Inclusion and Pathways Team with workshops to facilitate understanding of curriculum and curriculum changes</li> </ul>	<p>Termly as identified in the PDP</p>	<p>Leadership and Management Time * Additional Cover as requested £180 per day.</p>	<ul style="list-style-type: none"> <li>• Highly effective differentiation shows the teacher's ability to give all students access to the lesson as well as extending each child's current stage of development.</li> <li>• Excellent use of differentiated questioning to challenge and extend students' thinking.</li> <li>• Provision and/or adjustments are made to meet the needs of all groups, including G&amp;T, SEN and EAL new arrivals, which shows a good understanding of students' learning needs and development</li> <li>• Targeted children make accelerated progress.</li> <li>• Gifted and Talented children have opportunities to be challenged and their achievements celebrated</li> </ul>

## ***Ofsted Grade descriptors for the quality of teaching, learning and assessment (September 2016)***

Note: Grade descriptors are not a checklist

### **Outstanding (1)**

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers give pupils feedback in line with the school's assessment policy. Pupils use this feedback well and they know what they need to do to improve.
- Teachers set homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning and prepares pupils well for work to come.
- Teachers develop pupils' reading, writing and communication, and where appropriate mathematics, well across the curriculum. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Pupils develop the capacity to learn from mistakes and they become keen learners who want to find out more. Most are willing to find out new information to develop, consolidate and deepen their knowledge, understanding and skills, both in lessons and in extra-curricular activities.
- Most pupils commit to improving their work. They are given time to apply their knowledge and understanding in new ways that stretches their thinking in a wide range of subjects, and to practise key skills.
- The school gives parents accurate information about how well their child is progressing, how well their child is doing in relation to the standards expected, and what their child needs to do to improve.
- Teachers challenge stereotypes and the use of derogatory language in lessons and around the school. Teachers promote equality of opportunity and diversity in teaching and learning.



**School Goal 2 - Teaching, Learning and Assessment Goals**

- *Staff are able to innovate successfully.*
- *Children are independently able to make connections in learning.*
- *Effective forms of assessment inform parents, children and staff of attainment and progress.*

**UNCRC Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously**

Our main objectives are:

- a.) To empower staff to take risks in teaching in ways which are right for their pupils.
- b.) To develop staff confidence in teaching computing and PE.
- c.) To ensure that P4C is used to effectively to deepen and broaden knowledge and thinking skills.
- d.) To formulate an assessment framework which effectively aligns statutory, interim and formative assessment requirements.

Outcome What are we aiming to achieve?	Actions What will happen to achieve the outcome?	Timeline Term/Year Lead	Resources and Costs	Success Criteria and Evaluation What will we see when we have achieved the outcome?
<p><b>a.) To empower staff to take risks in teaching in ways which are right for their pupils.</b></p>	<ul style="list-style-type: none"> <li>• Coordinate a term by term review of the curriculum alongside post holders to identify and create better cross curricular links in the lead up to Medium Term Planning</li> <li>• Create opportunities for staff to lead curriculum changes by adopting a distributed leadership approach.</li> <li>• Create more opportunities for innovation in the medium term planning process by giving teachers a degree of autonomy over the process.                             <ul style="list-style-type: none"> <li>-All year groups to plan an 'off piste' introduction/conclusion for their half termly topics.</li> <li>-Share the outcomes of these lessons via school website</li> </ul> </li> <li>• Create more opportunities for sharing information and innovative practice so that is accessible to all and acts as a motivation.</li> <li>• Organise Spring term as a 'term of innovation; with a goodly number of PDMs (tbc at Strategy Day) devoted to planning innovative lessons cross phase and sharing outcomes along the lines of lesson study in the first half of the term. (Six PDMs, ideally half of them to be around cross phase innovations) in the latter half (max of 4 minimum 2) to be phases sharing</li> </ul>	<p>AHT - T/L Termly</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Leadership Time</p>	<ul style="list-style-type: none"> <li>• Curriculum supports and promotes children finding links between subjects and prior learning.</li> <li>• Staff are given time and opportunities for professional discourse to innovate.</li> <li>• A collaborative culture that supports and celebrates innovation and risk taking.</li> <li>• An appraisal system that holds teachers accountable but also promotes risk taking in teaching and learning.</li> <li>• The Spring term is used productively to give teachers time, opportunity and mutual support to try new things.</li> <li>• When planning, teachers 'it is there a different /more creative/unusual way of doing this?' and consider new approaches without prompt.</li> <li>• A resource exists to document this year's</li> </ul>

	<p>their innovations.</p> <ul style="list-style-type: none"> <li>• Week 1 and Week 12 of Spring term to be a hook/outcome week. All classes to have an impact outside their class.</li> <li>• At the end of the summer term, collate innovative ideas and lesson outcomes into a record to be kept in the PPA room.</li> <li>• Use coaching and mentoring, in phases, to specifically support staff with innovation. Run on the lines of a 'Leverage Leadership' style fixed term programme to work through 'off piste' alternatives in day to day teaching.</li> <li>• Modify process of teacher appraisal to support a culture that, whilst holding teachers accountable, encourage risk and novelty,</li> <li>• Ensure, through clear expectations in MTP and monitoring, that the high quality outcomes from across the curriculum are evident both physically (in the school environment/children's books) and virtually (on the school website).</li> </ul>	<p>Spring Term</p> <p>Beginning of Autumn Term</p> <p>Ongoing</p> <p>To begin in second half of Autumn Term and again in Summer Term</p> <p>Ongoing</p>		<p>efforts and is available to serve as a prompt for teachers' future planning..</p>
<p><b>a.) To empower staff to take risks in teaching in ways which are right for their pupils.</b></p>	<ul style="list-style-type: none"> <li>• Define innovation within teaching e.g. activities/ structure etc and consider a menu of options in which to do this</li> <li>• Share OFSTED outstanding criteria for teaching ('progress' looked at last year) - reflect on the aspects we do confidently and EBIs</li> <li>• Support teachers with planning - MTP days and NQT time with new staff</li> <li>• Model lessons for teachers at all stages and levels - also model strategies in PDMs</li> </ul>	<p><b>AHT - T/L</b></p> <p>Throughout year</p>	<p>Leadership Time</p>	<ul style="list-style-type: none"> <li>• Teaching staff taking risks to ensure variation in lessons across a week e.g. timing, resources, representation of learning, use of adults, learning environment, trips</li> <li>• Teachers to have begun exploring their own style of innovation to increase levels of teaching and learning</li> <li>• Confident in differences between Good and Outstanding teaching</li> </ul>
<p><b>a.) To empower staff to take risks in teaching in ways which are right for their pupils.</b></p>	<ul style="list-style-type: none"> <li>• Maths Week to focus on investigational learning and problem solving (Nov)</li> <li>• PDM - share concrete, pictorial, abstract calculation policy and the importance of connectionist teaching within FDPRP</li> <li>• Develop the use of photos and annotations in chn's books to promote more practical maths' lessons</li> </ul>	<p><b>Maths Leader</b></p> <p>PDM - Oct</p> <p>Maths Week - Nov</p>	<p>Leadership Time</p>	<ul style="list-style-type: none"> <li>• Clear display outcome of investigational work in Maths Week</li> <li>• Teachers to magpie ideas to apply in maths units</li> <li>• Strong questioning in lessons</li> </ul>

	<ul style="list-style-type: none"> <li>Monitor planning for the use of rich activities and maths hub documents shared with teachers</li> </ul>			<ul style="list-style-type: none"> <li>Consistent use of CPA ideas from policy across all age ranges</li> <li>Variation in ways learning is evidenced</li> </ul>
<p>a.) To empower staff to take risks in teaching in ways which are right for their pupils.</p>	<ul style="list-style-type: none"> <li>Support teachers to think outside of the box when teaching literacy. What exciting ways can they find to 'hook' the children's interest? For example, setting up experiences (banquets) or 'police tape' mysteries.</li> <li>Monitor and support teachers through medium term planning to ensure these experiences are maximised.</li> <li>Set up experiences (see Punch drunk in reading), Shakespeare workshops, author visitors as part of CPD for teachers</li> <li>Run a PDM in the Spring term to share ideas and show teachers how exciting experiences result in exciting writing.</li> <li>Work alongside the non-core subject leaders to embed and maximise these opportunities.</li> <li>Encourage teachers to 'follow children's interests' as appropriate.</li> </ul>	<p><b>English Leaders</b></p>	<p>English Budget 2016/17</p> <p>£2000</p> <p>English Request 2017/18</p> <p>Fundraising for PunchDrunk (Barclays Bid)</p>	<ul style="list-style-type: none"> <li>The levels of writing will improve across the school.</li> <li>Children's writing will be engaging and exciting</li> <li>The teachers will have ideas and feel confident to teach exciting and engaging English lessons.</li> </ul>
<p>a.) To empower staff to take risks in teaching in ways which are right for their pupils.</p>	<ul style="list-style-type: none"> <li>Monitoring of planning and lesson observations (including TLR day) to ensure that a positive rights respecting ethos is embedded throughout school.</li> <li>Work with curriculum leads to promote and develop innovative lessons which engage pupils within a rights respecting environment.</li> </ul>	<p><b>Pupil Voice Leader</b></p>	<p>Leadership Time</p>	<ul style="list-style-type: none"> <li>Young people and adults demonstrate respect for the right of others to learn within engaging lessons. Young people's attitudes are thoughtful and create a positive learning ethos in nearly all lessons.</li> <li>Children are engaged in lessons which interest them, leading to raised attainment.</li> </ul>
<p>a.) To empower staff to take risks in teaching in ways which are right for their pupils.</p>	<p><b>Early Years Foundation Stage</b></p> <ul style="list-style-type: none"> <li>CPD on questioning for all staff in EYFS to help develop children's thinking.</li> <li>Partnership teaching to share outstanding practice within the phase and across phase with KS1 and KS2.</li> <li>Opportunities to peer observe outside of the phase in other phases to develop staff knowledge of where children have to get to at different stages.</li> <li>LMT/Post holders to provide training for EYFS in their area to develop staff knowledge and skills.</li> <li>Continued development of outside area to mirror inside environment to ensure it is language rich and children are actively engaging with opportunities for learning inside and out.</li> </ul>	<p><b>AHT - EYFS</b></p> <p>Autumn PDM Termly</p> <p>PDM time</p> <p>Termly/ ongoing</p>	<p>Medium term planning -Supply £180/day</p>	<ul style="list-style-type: none"> <li>Lesson Observations judged to be "good" moving to "outstanding"</li> <li>Increase in children's progress and attainment</li> </ul>



	<ul style="list-style-type: none"> <li>• Half termly Gap and strength analysis of data to be completed by AHT and presented to key workers and used to plan in the long , medium and short term.</li> <li>• Termly, weekly planning meetings.</li> <li>• Streamline planning of continuous provision to account for gaps across Nursey and Reception.</li> <li>• All staff to be aware and working towards areas of improvement highlighted through data.</li> <li>• Planned focussed activities outside in Phase planning meetings with a clear Area of learning, objective and adult focus.</li> <li>• Re-plan and organise outside area into zones which can be enhanced by resources and adult questioning/prompting</li> <li>• Planned opportunities for children to 'write' outside.</li> <li>• Capture children interests and needs and use them to plan activities.</li> <li>• Review of books used in Literacy across Nursery and Reception with English team.</li> <li>• To complete a review of curriculum /themes in light of interest and needs document and current data analysis.</li> <li>• To include reception children in school council</li> <li>• To produce medium term plans for EYFS that make explicit reference to planned area of learning to take place during that week.</li> </ul>	<p>Autumn</p> <p>Autumn 1</p> <p>Autumn 2</p>	<p>Resources</p> <p>Leadership and Management Time</p> <p>Medium term planning -Supply £180/day</p>	<ul style="list-style-type: none"> <li>• Outstanding learning environments observed</li> <li>• Increase in children's progress and attainment</li> <li>• Children will independently actively engaging in planned learning activities</li> <li>• Observed adult intervention to extend children's development.</li> </ul>
<p><b>a) To empower staff to take risks in teaching in ways which are right for their pupils.</b></p>	<ul style="list-style-type: none"> <li>• Ensure staff have the peripheral resources needed to adapt the Computing curriculum for example plasticine for animations and circuit boards/robots for programming. Computing units will be looked at prior to each half term to ensure resources can be ordered.</li> <li>• Ensure iPads are regularly updated with new apps by exploring the work of other schools through blogs, Twitter and examples of excellent teaching of Computing. Keep up-to-date with most recent and popular iPads to engage children and establish a bridge between using technology.</li> <li>• Ensure resources are relevant and fulfil staff needs. Equipment in ICT suite to reviewed termly and updated and teaching ideas are shared amongst staff through informal conversations and medium term planning.</li> </ul>	<p><b>Computing Leader</b></p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn term</p>	<p>£100</p> <p>SBS Technician SLA</p>	<ul style="list-style-type: none"> <li>• Diverse use of resources incorporated into lesson plans evidenced through a range of outcomes.</li> <li>• Range of apps used cross-curricularly and embedded into medium term planning. Children's excitement about their learning evidenced through comments on the school blog.</li> <li>• Staff using a range of equipment as evidenced on the equipment sign out sheets and in planning.</li> </ul>

	<ul style="list-style-type: none"> <li>To ensure pupils have the opportunity to use reliable technology to explore their learning in Computing, laptop provision to be upgraded for pupils by exploring grants for technology in schools and investing in current technology.</li> <li>Attend BETT exhibition for innovative teaching strategies by attending talks by experts in the field of Computing and exploring cutting edge technology with potential to be implemented in school.</li> <li>Organise Computing Week alongside Shakespeare Week by communicating to staff a range of strategies they can use in class to inspire a love of learning about Shakespeare through Computing and publicise learning and experiences.</li> <li>Re-establish the school Twitter account to share outcomes and teaching ideas. Ensure conversations take place with a nominated member of staff in each phase of the school to give them login details and guidelines on using Twitter safely.</li> </ul>	<p>Spring term</p> <p>Spring term</p> <p>Spring term</p> <p>Ongoing</p>	<p>£2000 (dependent on receipt of a grant)</p>	<ul style="list-style-type: none"> <li>Teachers feel confident using laptops regularly and bringing technology into the classroom using up to date and reliable equipment.</li> <li>Ideas communicated to staff and updated on planning and generate excitement about technology by discussing fair with children and staff.</li> <li>A range of Computing outcomes, for example film, animations, photo stories, music, games, interactive blog posts and Shakespeare related problem-solving activities that amalgamate Shakespearean times with the present day.</li> <li>Evidence of regular tweets on school account and retweets within the community.</li> </ul>
<p><b>a) To empower staff to take risks in teaching in ways which are right for their pupils.</b></p>	<ul style="list-style-type: none"> <li>Explicitly provide curriculum links to staff, including regularly sharing the whole school curriculum overview.</li> <li>Review curriculum (2 Year Review)</li> <li>Review the RE Yearly Overview to reflect interfaith week, Festival Assembly and Tower Hamlets Units.</li> <li>Use coach and mentoring to ensure pupils experience curriculum enrichment that supports learning and links between learning.</li> <li>Work with Art Co-ordinator to provide links within BHM Curriculum. (BHM Art Day)</li> </ul>	<p><b>Humanities Leader</b></p> <p>Aut/Spr/Sum</p> <p>Aut/Spr/Sum Spring</p> <p>Aut/Spr/Sum</p> <p>Autumn</p>	<p>Leadership Time</p> <p>Leadership Time</p> <p>Leadership Time</p>	<ul style="list-style-type: none"> <li>Lesson Observations and Pupil Voice shows an increase in pupils independently making links between learning.</li> <li>Updated/reviewed curriculum</li> <li>Updated RE curriculum</li> <li>SMSC document update with curriculum enrichment</li> <li>BHM Outcomes on display</li> </ul>

<p><b>a) To empower staff to take risks in teaching in ways which are right for their pupils</b></p>	<ul style="list-style-type: none"> <li>• Art coordinator to add art planning to all MTP throughout the year</li> <li>• Develop ideas, support teachers to innovate outcomes</li> <li>• Resource for activities, support teachers with identifying new medium and resources to utilise</li> <li>• Set TB up as an Arts Award centre</li> <li>• Complete internet application</li> <li>• Support TA staff with planning for Arts Award certificates</li> <li>• Organise applications for certificates</li> </ul>	<p><b>Art Leader</b> Autumn, Spring Summer</p> <p>Ongoing</p>	<p>£200 (resources throughout the year)</p> <p>£3.50 per certificate £140 for 40 children over the year</p>	<p>Planning to show innovative ideas and experiences Quality artwork displayed throughout school and classrooms</p> <p>TB to become an Arts Award Centre Children to gain Arts Award certificates throughout the year</p>
<p><b>b.) To develop staff confidence in teaching computing and PE.</b></p>	<ul style="list-style-type: none"> <li>• All teaching staff to identify an aspect of computing or PE to develop as part of the appraisal process.</li> </ul>	<p><b>LMT - All Staff</b> <b>Termly Review</b></p>	<p>Release time for appraisal meetings</p>	<ul style="list-style-type: none"> <li>• Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.</li> </ul>
<p><b>b.) To enable staff to become more confident in teaching PE and enable them to plan effectively and independently.</b></p>	<ul style="list-style-type: none"> <li>• Hold Professional Development Meeting on gymnastics and dance, as these are areas staff will be teaching on their own this year. Clarify expectations and model dance lesson linked to topic themes.</li> <li>• Monitoring of gymnastics and dance lessons. Arrange times with staff to drop in and monitor the implementation of Professional Development Meeting training.</li> <li>• Offer constructive lesson feedback and ways to improve future PE lessons.</li> <li>• Hold Professional Development Meeting on athletics, to enable teachers to become confident in leading their children to a successful Sports Day. Cover all sports included in the Sports' Day and model how to teach.</li> </ul>	<p><b>PE Leader</b> Autumn 2016</p> <p>Autumn - Summer 16/17</p> <p>Spring 2016</p>	<p>n/a</p> <p>8 x Supply ½ day (£90)</p> <p>n/a</p>	<p>Staff teaching effective PE lessons showing quality dance outcomes during performances, in addition to gymnastics badges earned.</p> <p>Successful Sports Day with all sports played correctly and confidently.</p>

<p>b) To develop staff confidence in teaching computing and PE.</p>	<p><b>Early Years Foundation Stage</b></p> <ul style="list-style-type: none"> <li>Teaching staff to attend PE CPD.</li> <li>Timetabled sessions in the hall/outside for EYFS PE.</li> <li>Model sessions with PE lead.</li> <li>Audit of EYFS PE resources</li> </ul>	<p><b>AHT - EYFS PE Leader</b> Spring term</p> <p>Autumn term</p>	<p>Supply £180/day for PE Lead</p> <p>EYFS specific PE resources -£200</p>	<ul style="list-style-type: none"> <li>Increased engagement in physical development provision</li> <li>Increase in children's progress and attainment in Physical development.</li> </ul>
<p>b) To develop staff confidence in teaching computing and PE.</p>	<ul style="list-style-type: none"> <li>Develop teaching staff confidence of Programming through professional development meeting, showing staff how to produce differentiated outcomes and increasing enthusiasm about creatively teaching Computing. Ensure all staff are aware of the three strands of Computing and requirements of the National Curriculum.</li> <li>Ongoing planning support with teaching staff through regular informal conversations and planning meetings to ensure that staff are clear about the structure and purpose of implementing practical activities in their lessons. Hold drop in sessions for staff to support with areas of development</li> <li>Regular communication with staff to take place about unit progress. Informal conversations to occur weekly to identify how children are progressing within a unit and identify any adaptations that need to occur or barriers to completing a unit.</li> <li>Team teaching with members of staff who identify Computing as an area for development. Staff who do so after their appraisal will have the opportunity to provide video footage of their teaching to subject leader for professional development.</li> <li>Communicate innovative ideas derived from blog posts, Twitter and training with teaching staff through email and weekly conversations to engage and motivate staff with a range of ways they can use technology creatively across the curriculum.</li> <li>Ensure resources are organised and labelled for ease of access and to ensure that staff aware of the resources available.</li> </ul>	<p><b>Computing Leader</b></p> <p>Autumn term</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn term</p>		<ul style="list-style-type: none"> <li>Staff engaged and enthused about programming. Staff feel confident to use coding with pupils, having worked in teams to create their own example. The games created to be shared on school website to foster a love of coding amongst staff and pupils.</li> <li>Evidence of Powerpoints in planning folders shows conversations have been actioned. Follow up conversations will identify the effectiveness of the support.</li> <li>Evidence of completed outcomes on school blogs and displayed in Infant ICT Suite.</li> <li>Monitoring of PowerPoints shows staff development. Staff self-evaluate as being more confident teaching Computing through appraisal.</li> <li>High quality outcomes achieved at the end of each unit and plans adapted to</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure timetables are made clear to staff to ensure that timing/availability of resources is not a barrier to Computing taking place weekly.</li> <li>• Update ICT Suite learning environment to reflect 3 strands of Computing Curriculum so the displays make the expectations of the National Curriculum clear to staff and pupils.</li> <li>• Upgrade classroom PCs for teaching staff</li> </ul>	<p>Termly</p> <p>Autumn term</p> <p>Spring term</p>	<p>£50</p> <p>£9000</p>	<p>show innovation across all subjects in the curriculum.</p> <ul style="list-style-type: none"> <li>• ICT Suite labelled clearly and sign out sheets show that staff are utilising the range of available equipment.</li> <li>• Weekly timetables and iPad/laptop trolley sign put sheets show that Computing is taking place weekly in the allocated timetable slots.</li> <li>• ICT Suite learning environment updated and interactive (for example chalkboard backing paper used for staff and pupils to generate discussion and excitement about aspects of Computing)</li> <li>• Staff feel confident to use technology without technical issues as a barrier.</li> </ul>
<p><b>c.) To ensure that P4C is used to effectively to deepen and broaden knowledge and thinking skills.</b></p>	<ul style="list-style-type: none"> <li>• To develop rights based p4C sessions and weekly reflections which engage pupils as global citizens.</li> </ul>	<p><b>Pupil Voice Leader</b> Spring</p>	<p>Leadership Time</p>	<ul style="list-style-type: none"> <li>• Pupils are reflective and deepen their knowledge of the global world we live in.</li> </ul>
<p><b>c.) To ensure that P4C is used to effectively to deepen and broaden knowledge and thinking skills.</b></p>	<ul style="list-style-type: none"> <li>• Create a folder on T-drive with interesting, thought provoking images that could be used for P4C sessions</li> </ul>	<p><b>Art Leader</b> Autumn Ongoing</p>	<p>Leadership time</p>	<ul style="list-style-type: none"> <li>• Folder on T-drive (P4C images)</li> <li>• Use of images in P4C planning</li> </ul>



progress.				
<b>d)Assessment and tracking of children's development and attainment to be consistent across the phase.</b>	<p><b>Early Years Foundation Stage</b></p> <ul style="list-style-type: none"> <li>To moderate teacher assessments across local authority schools.</li> <li>CPD on EYFS assessment for new and existing staff.</li> <li>For reception teachers to meet with cluster schools to moderate baseline assessments.</li> <li>To complete moderation with KS1 staff in summer term.</li> <li>Completion of baseline to quickly identify gaps.</li> <li>Termly Pupil progress meetings to continue.</li> <li>AHT to introduce and attend planning phase planning meetings.</li> <li>Target children to be identified in planning.</li> <li>Use data and discussions to determine any further areas where support is needed.</li> </ul>	<p><b>AHT - EYFS</b></p> <p>Autumn term</p> <p>Termly</p>	<p>Release time Supply £180/day</p> <p>Leadership and Management Time</p>	<ul style="list-style-type: none"> <li>Lesson Observations judged to be "good" moving to "outstanding" in <b>UTW, EAD and C&amp;L</b>.</li> <li>Increase in children's progress and attainment</li> <li>Gaps closed for target groups of children.</li> </ul>
<b>Other Actions</b>	<ul style="list-style-type: none"> <li>Embed Thomas Buxton BHM Curriculum (To be reviewed Summer Term)</li> </ul>	<p><b>Humanities Leader</b></p> <p>Autumn Term</p>	<p>£600 budgeted Workshops</p>	<ul style="list-style-type: none"> <li>BHM Outcomes shared during Celebration Assembly</li> </ul>
<b>Other Actions</b>	<ul style="list-style-type: none"> <li>Embed the use of Thomas Buxton Timelines in all classes. Utilise coaching mentoring strategies to ensure pupils develop a sense of continuity and change as well as a better grasp of the chronological narrative of these British Isles.</li> </ul>	<p><b>Humanities Leader</b></p> <p>On going</p>	<p>£218 Budgeted</p>	<ul style="list-style-type: none"> <li>Timelines are referred to in planning lessons or pupil voice.</li> </ul>
<b>Other Actions</b>	<ul style="list-style-type: none"> <li>Ensure the full range of Curriculum enrichment is logged on the TBPS SMSC document.</li> </ul>	<p><b>Humanities Leader</b></p> <p>On going</p>	<p>£60 pounds per class budgeted (Workshops)</p>	<ul style="list-style-type: none"> <li>SMSC document update with curriculum enrichment</li> </ul>
<b>Other Actions</b>	<ul style="list-style-type: none"> <li>Embed TBPS Interfaith Week to ensure pupils experience opportunities to learning about different faiths including those who choose not to have a faith.</li> </ul>	<p><b>Humanities Leader</b></p> <p>Spring term</p>	<p>£500 budgeted Leadership time</p>	<ul style="list-style-type: none"> <li>Interfaith outcomes shared during celebrations assembly and on the blog.</li> </ul>

<p><b>Other Actions</b></p>	<ul style="list-style-type: none"> <li>Produce troubleshooting guide for technical issues, email to staff so they are able to independently attempt to resolve minor technical issues and prevent barriers to teaching and learning.</li> <li>Introduce ticketing system for efficient reporting/solving of technical issues so that staff have a clear line of communication with school's technician and the systems for reporting issues are re-established, commonly known and deemed effective. The school's technician will be able to place technical issues in a queue based on urgency and importance and assist members of staff while off-site to increased capacity to solve issues.</li> </ul>	<p><b>Computing Leader</b> Autumn term</p> <p>Autumn term</p>		<p>Fewer technical support issues raised with schools' technician and Computing lead. Staff are able to assist each other with common technical issues.</p> <p>All staff using the online ticketing system solely to report any technical issues. Staff feel reassured that their issue will be dealt with as quickly as possible.</p>
<p><b>Other Actions</b></p>	<ul style="list-style-type: none"> <li>Children will experience working with visiting artists, linking their learning to various art forms and specialists</li> <li>Research local artists</li> <li>Research funding/ grants e.g. Samuel Butler Trust</li> <li>Work alongside teachers to plan for outcomes</li> <li>Children will visit art galleries in order to link their curriculum work with art, artists and different ways of thinking</li> <li>Keep in contact with galleries e.g. Tate, Whitechapel to find out about workshops</li> <li>Liaise with curriculum lead to discuss trips</li> </ul>	<p><b>Art Leader</b> Autumn, Spring Summer</p>	<p>£500</p>	<ul style="list-style-type: none"> <li>Children work with artists- create high quality outcomes, photo evidence, photos on art gallery blog on website</li> <li>Trips organised to galleries</li> <li>Art projects taking place using funding from grants</li> <li>Links with galleries enable children to attend free art workshops</li> </ul>
<p><b>Other Actions</b></p>	<ul style="list-style-type: none"> <li>Children to participate in whole school art days, summer carnival</li> <li>Art days planned for throughout the school, e.g. Black History, Spring, Summer</li> <li>Children will produce costumes for carnival</li> <li>Collaborate with other schools</li> </ul>	<p><b>Art Leader</b> Ongoing, summer term</p>	<p>£500 enrichment budget £180 release time for organisation</p>	<p>Summer carnival Children create own costumes Art days throughout the year (BHM) Partnership work with local schools</p>
<p><b>Other Actions</b></p>	<ul style="list-style-type: none"> <li>Create whole school Book of Wonder to demonstrate the art outcomes for each year group/term</li> <li>Artwork collected from each year group throughout the year</li> <li>Collate work to create a book demonstrating the work that the children carry out</li> </ul>	<p><b>Art Leader</b> Termly</p>	<p>Leadership time</p>	<p>Art Book of Wonder</p>
<p><b>Other Actions</b></p>	<ul style="list-style-type: none"> <li>Support teachers with exhibiting children's work</li> <li>Buy display boards</li> <li>Support with organising exhibition</li> <li>Invite children from E1/ parents for viewing</li> <li>Make short film/ record children's reactions/ thoughts to the exhibition</li> </ul>	<p><b>Art Leader</b> Summer term</p>	<p>Display boards £500? Leadership time</p>	<p>Exhibition for children, parent/carers Outcomes on website and newsletter Feedback from children and visitors about exhibition</p>



<p><b>Other Actions</b></p>	<ul style="list-style-type: none"> <li>• Evidence gathering in the form of class art folders and whole class portfolios</li> <li>• Distribute portfolios</li> <li>• Distribute class art folders</li> <li>• Remind teachers to gather art work</li> </ul>	<p><b>Art Leader</b></p> <p>Ongoing</p>	<p>Leadership time</p>	<p>Class portfolio of work Class folder of portraits</p>
<p><b>Other Actions</b></p>	<ul style="list-style-type: none"> <li>• Children to participate in whole school art days, summer carnival</li> <li>• Art days planned for throughout the school, e.g. Black History, Spring, Summer</li> <li>• Children will produce costumes for carnival</li> <li>• Collaborate with other schools</li> </ul>	<p><b>Art Leader</b></p> <p>Ongoing, summer term</p>	<p>£500 enrichment budget £180 release time for organisation</p>	<p>Summer carnival Children create own costumes Art days throughout the year (BHM) Partnership work with local schools</p>

**Ofsted grade descriptors for personal development, behaviour and welfare (September 2016)**

Note: Grade descriptors are not a checklist

**Outstanding (1)**

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others’ ideas and points of view.
- In secondary schools, high quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils’ impeccable conduct reflects the school’s effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils’ behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school’s open culture actively promotes all aspects of pupils’ welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online and of the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils’ spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.



**School Goal 3 - Personal Development, Behaviour and Welfare Goals (UNCRC Article)**

- *Children, families and staff are motivated to live healthy lives.*
- *Rights Respecting work is strengthened through the achievement of an Eco Schools Award and participation in the Global Learning Programme.*

*Article 24: Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.*

Our main objectives are:

- a.) To improve the physical and emotional wellbeing of all groups in the school community.
- b.) To develop children's awareness of their place in the world as global citizens.

Outcome What are we aiming to achieve?	Actions What will happen to achieve the outcome?	Timeline Term/Year Lead	Resources and Costs	Success Criteria and Evaluation What will we see when we have achieved the outcome?
a) To improve the physical and emotional wellbeing of all groups in the school community.	<ul style="list-style-type: none"> <li>• Identified Wellbeing Week in PDP to promote emotional and physical wellbeing across school</li> <li>• Phase Leaders carry out activities within their own phases to promote emotional wellbeing of staff.</li> <li>• Open door policy is practised by all staff</li> <li>• Policies, procedures and systems are in place and reviewed with staff. New staff are made aware of these at induction stage.</li> <li>• Through staff voice, strengths and areas for development can be identified and responded to.</li> <li>• Staff are provided with information so they can make changes and are aware of available opportunities through appropriate communication</li> </ul>	<p><b>DHT</b> Identified in PDP</p> <p>Termly</p> <p>Ongoing Autumn</p> <p>Start of Spring Term and end of Summer Term Ongoing</p>	<p>Leadership time</p>	<ul style="list-style-type: none"> <li>• Staff are able to spot potential issues and can signpost to appropriate sources of support.</li> <li>• Everyone understands the significance of good emotional wellbeing in school.</li> <li>• Staff feel valued and rewarded.</li> <li>• Reduction in staff absence.</li> </ul>
a.) To improve the physical and emotional wellbeing of all	<ul style="list-style-type: none"> <li>• Empower children to be Health Leaders and to encourage other children to lead a healthier lifestyle, though sport and diet. This will be done though implementation of Sport Leaders Award, focussing on Y6, to help children learn, run and lead in motivating other children to be active in the playground.</li> </ul>	<p><b>PE Leader</b> Start Autumn 2016 Ongoing</p>	<p>Sport Leaders UK Award pack £48 Energy cards £48</p>	<ul style="list-style-type: none"> <li>• Y6 children clearly leading sports and games, whilst coaching and encouraging other year groups to be more active. All children aware of Sports Leaders and</li> </ul>

<p>groups in the school community.</p>	<ul style="list-style-type: none"> <li>Children to sell healthy food options to parents near home-time, once a week as part of the Health Leaders programme.</li> <li>Implementation of the Daily Mile across KS2. All classes will start with attempting this twice a week and building up to taking part in daily sessions. Fitness will be monitored with timed runs of 1 km.</li> </ul>		<p>Fruit £20 per week</p>	<p>their roles.</p>
<p>a.) To improve the physical and emotional wellbeing of all groups in the school community.</p>	<ul style="list-style-type: none"> <li>Re-establish WWW and suggestion boxes to engage pupils in voicing their opinions about their learning, health and wellbeing.</li> <li>School ambassadors to be set up and established as a platform for ensuring all children within the school are being heard and are part of the decision making process. Members to wear badge and have notebook. Classes to timetable class ambassador's discussion time to ensure class issues are raised and discussed at School Ambassador meeting.</li> <li>Plan assemblies and circle times linking physical and emotional wellbeing with the rights of every child.</li> </ul>	<p><b>Pupil Voice Leader</b> Autumn 1</p>	<p>£100</p>	<ul style="list-style-type: none"> <li>Young people are empowered to access information that enables them to make informed decisions about their learning, health and wellbeing.</li> <li>Nearly all children and young people have a strong voice in decisions affecting their lives in school.</li> </ul>
<p>a.) To improve the physical and emotional wellbeing of all groups in the school community</p>	<p><b>Safeguarding and Behaviour</b></p> <ul style="list-style-type: none"> <li>To target and plan for therapeutic support for the children in most 'need'.</li> <li>Review and evaluate the therapeutic work - assess the impact in the classroom and playground (liaise with class teachers and review the behaviour tracker to see progress).</li> <li>To plan with the therapist (Adriana) effective training sessions for Pathways around 'emotional awareness'. Develop a whole school approach to spotting and supporting children with emotional needs and signposting for 'Early Help' to appropriate Pathways lead. Use whole staff briefing and training session to communicate this.</li> <li>To provide a parent and carer drop in therapy service afterschool. This will initially be targeted at 'vulnerable families' and then become an 'open door' service which is aimed at supporting parents through managing their child's challenging behaviours / emotions at home.</li> <li>To support MEND delivery of healthy living sessions. Target families in most 'need' and invite them to sessions. Support Pathways lead in ensuring attendance and impact.</li> </ul>	<p><b>AHT - Inclusion</b> Ongoing</p> <p>Spring Term</p> <p>Ongoing</p> <p>Spring term</p> <p>Weekly</p>	<p>£19,000 (Child inTime SLA)</p> <p>2 days per week of therapist time</p> <p><b>Release of Pathways</b></p>	<ul style="list-style-type: none"> <li>Improved the physical and emotional wellbeing of all groups in the school community.</li> <li>Vulnerable children receive effective therapeutic support to meet their individual emotional needs.</li> <li>Children at risk of obesity / underweight have improved healthy lifestyles.</li> <li>Increased number of 'healthy families'.</li> <li>Father figures are engaged in school life.</li> </ul> <p>Improved whole school attendance.</p>

	<ul style="list-style-type: none"> <li>Ensure Healthy Families Workshop (5 week programme) is delivered and that families where there is weight concern attend. Work with the school nurse to ensure the families in most 'need' are targeted. The workshop will explore how to develop a healthy diet and lifestyle.</li> <li>Continue to run 'Father Figures Sports' activities. This is a weekly session led by Russell (sports coach) which engages our 'hard to reach' fathers. Target these fathers to also engage in curriculum and fundraising activities over the year.</li> </ul> <p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>To work closely with the Attendance Welfare Advisor and Pathways in analysing patterns of absence and investigating underlying causes (emotional / health).</li> <li>Use half termly 'Highlighting' meeting to identify needs and provide appropriate support. Direct families to 'It's Your Life' charity service where there are concerns around housing, abuse, finance and parenting. Direct to the school therapist where there are deeper emotional needs which need to be explored. Lower level concerns will be managed by Pathways senior teaching assistants.</li> </ul>	Weekly	<p>FUDGE Week £500</p> <p>AWA SLA 2017/18 £6500 per annum</p>	
<p><b>a.) To improve the physical and emotional wellbeing of all groups in the school community</b></p>	<p><b>Early Years Foundation Stage</b></p> <ul style="list-style-type: none"> <li>Nursery parents to attend - Healthy workshops.</li> <li>Support staff to trained to encourage children to eat during lunch times. Fun with Food</li> <li>Increase opportunities for physical development in continuous provision.</li> <li>Timetable regular PE sessions for Reception children.</li> <li>Children to participate in daily 5 a day /Time to chill sessions.</li> <li>Planned use of school kitchen to prepare healthy meals into medium term planning so that children are cooking healthy food each half term.</li> </ul>	AHT - Early Years	<p>Supply £180/day</p> <p>£150 for food resources</p>	<ul style="list-style-type: none"> <li>Increased engagement in physical development provision</li> <li>Increase in children's progress and attainment in Physical development.</li> <li>Children can talk about healthy foods.</li> </ul>
<p><b>b) To develop children's awareness of their place in the world as global citizens.</b></p>	<ul style="list-style-type: none"> <li>SLT and school community promote and maintain a <u>right respecting ethos</u> in school and establish further links with global citizenship and sustainably.</li> <li>Establish TBP as a Global Learning Programme (GLP) Expert Centre where schools from across the borough will attend training sessions and open days.</li> <li>Re-establish E-twinning Projects with selected classes where children will communicate with other children from schools in the Midlands. Children to also take part in the rights respecting pen pals project, photography workshop and residential trip to corresponding school to learn about life outside of London.</li> </ul>	<p><b>Pupil Voice Leader</b></p> <p>On going</p> <p>On going</p> <p>On going</p>	<p><b>CPD</b></p> <p>Will be receiving funding for GLP programme (approx. <b>£5000</b> due to large number of schools who have signed up</p>	<ul style="list-style-type: none"> <li>SLT describe the practice and vision, commitment and values of the school in terms of rights-respecting values and link them to global citizenship and sustainability. They provide evidence of how becoming rights respecting has contributed to improved wellbeing and achievement, including attainment, reduced exclusions and improved attendance.</li> </ul>

	<ul style="list-style-type: none"> <li>• Take part in <i>Community Cohesion</i> project with schools within the borough to develop our school council and engage them in a community project which has a real impact to the community.</li> <li>• Establish <i>British Council</i> to establish links with schools abroad to help develop our pupils as active global citizens.</li> <li>• Join worldwide campaigns to promote children's rights locally, nationally and internationally - I.e. <i>CRAE's</i> project, <i>Outright</i>, <i>Global &amp; Sustainability Goals</i> etc),</li> <li>• Training and workshops for whole school community on teaching and learning about global citizenship and sustainable development.</li> <li>• Work with curriculum leads to ensure that the curriculum provides comprehensive coverage of global citizenship and sustainable development guided by the values and the principles of the <i>Convention</i>.</li> <li>• Re-establish <i>RRS</i> lanyards, <i>UNCRC</i> posters and language support document.</li> </ul>	<p>On going</p> <p>Autumn</p> <p>On going</p> <p>Termly</p> <p>Termly</p>	<p>to be Partner Schools).</p> <p>Curriculum budget- £100</p> <p>Curriculum budget- £100</p> <p>Leadership time</p>	<ul style="list-style-type: none"> <li>• To become a <i>GLP</i> hub for good practice and provide local peer-led training and support for teachers in Partner Schools over four terms.</li> <li>• Young people's involvement in the school and their interaction in the community locally and globally are substantial, highly valued and effective.</li> <li>• Pupils to initiate and lead on community work which engages the whole school community.</li> <li>• The <i>Convention</i> is embedded in teaching and learning about global citizenship and sustainable development.</li> <li>• School leadership ensures that global citizenship and sustainable development guided by the values and principles of the <i>Convention</i> is a priority.</li> <li>• There are examples of planning and actions taken by the school leadership team to ensure coverage of global citizenship and sustainable development across the school linked to the <i>Convention</i>. There is evidence of a systematic and embedded approach.</li> <li>• Rights-respecting language and attitudes are established throughout the whole school.</li> <li>•</li> </ul>
<p><b>b) To develop children's awareness of their place in the world as global citizens.</b></p>	<ul style="list-style-type: none"> <li>• Work with <i>Eco Schools</i> co-ordinator, <i>P4C</i> lead and <i>RRSA</i> Co-ordinator to find opportunities to prepare for award through curriculum links and enrichment.</li> </ul>	<p><b>Eco Schools Leader</b>  <b>AHT T/L</b>  <b>Pupil Voice Leader</b>  Ongoing</p>	<p>Leadership time</p>	<ul style="list-style-type: none"> <li>• <i>RRSA</i> level 2 achieved</li> <li>• <i>Eco-Schools</i> award achieved</li> <li>• <i>P4C</i> embedded and linked to curriculum</li> </ul>

<p><b>b) To develop children's awareness of their place in the world as global citizens.</b></p>	<p><b>Early Years Foundation Stage</b></p> <ul style="list-style-type: none"> <li>To continue to use the rights respecting language with children.</li> <li>To embed school behaviour policy consistently across the phase.</li> <li>Develop KUW focus activities in outside provision.</li> <li>All staff to model positive social interactions - Full sentences, i.e Please and Thank you at all times. including at dinner times.</li> <li>Children to using a wider variety of natural materials in continuous provision both indoors and out- i.e Mud kitchen, tree stumps, gravel, bark, wood, sticks</li> </ul>	<p><b>AHT EYFS</b></p> <p>Ongoing Autumn /reviewed termly during learning walks</p>	<p>£100 for prizes</p> <p>£500 outside resources</p> <p>Leadership and Management Time</p> <p>Supply £180/day</p>	<ul style="list-style-type: none"> <li>Outstanding Learning environments particularly for <b>UTW</b>, <b>EAD</b> and <b>C&amp;L</b>.</li> <li>Behaviour rules being consistently used across the Early Years.</li> <li>Lesson observations show that class teachers are using the EYFS behaviour flash cards/behaviour rules</li> <li>Each classroom in Early Years will have a behaviour display board</li> <li>Children are using good manners at all times</li> <li>Children are actively and independently engaging with natural materials.</li> </ul>
<p><b>b) To develop children's awareness of their place in the world as global citizens.</b></p>	<ul style="list-style-type: none"> <li>Monitor weekly E-Safety provision is taking place through Powerpoints. Remind staff of expectations set during Autumn Term professional development meeting if there is no evidence of E-Safety taking place weekly. Provide support and guide staff to documents stored on the school's shared drive.</li> <li>Hold Safer Internet Day in February to raise the profile of E-Safety within the school and to embed the ethos of the weekly e-safety sessions taking place throughout the year.</li> </ul>	<p><b>Computing Leader</b></p> <p>Ongoing</p> <p>Spring term</p>	<p>Leadership Time</p>	<ul style="list-style-type: none"> <li>Children able to articulate how to respond to a variety of E-Safety issues and feel confident using the internet. Children feel safe and positive about using the internet as a learning tool both in school and at home.</li> <li>Children are able to communicate how to stay safe using technology. Fewer incidents of online issues raised with safeguarding team.</li> </ul>
<p><b>b) To develop children's awareness of their place in the world as global citizens.</b></p>	<ul style="list-style-type: none"> <li>Ensure that all classes have an eco-monitor to switch off lights and boards when the classroom is not in use to reduce energy consumption in the school.</li> <li>Work with PE leader to publicise children's participation in the Daily Mile as active and healthy learners.</li> <li>Work with Spitalfields City Farm and Special Needs Coordinator to upkeep planting areas and promote use of compost bins.</li> </ul>	<p><b>Eco Schools Leader</b></p> <p>Autumn term</p> <p>Ongoing</p>	<p>Leadership Time</p>	<ul style="list-style-type: none"> <li>Lights and boards switched off during lunch times, break times and assemblies. Achievement certificates reflect children positively contributing to school's environmental impact.</li> <li>Twitter accounts show that all phases are partaking in the Daily Mile and children are enthused about active learning.</li> </ul>

	<ul style="list-style-type: none"> <li>• Ensure environmental links are made throughout the curriculum by contributing to medium term planning.</li> <li>• Work with Rights Respecting leader to raise awareness of Fairtrade fortnight.</li> <li>• Create an eco-code for the school in collaboration with the school ambassadors to raise the profile of Eco-Schools and the work towards a Silver Award.</li> <li>• Work with schools in the local community to discuss learning ideas and curriculum links for Eco-Schools.</li> <li>• Partake in project work in one of the nine eco-school's topics with the school ambassadors to positively affect the school's environmental impact.</li> </ul>	<p>Autumn term</p> <p>Ongoing</p> <p>Spring term</p> <p>Spring term</p> <p>Autumn term</p> <p>Spring term</p>		<ul style="list-style-type: none"> <li>• Compost heaps used by children to deposit fruit eaten at playtimes. Children can explain the use of a compost bin.</li> <li>• Staff planning and outcomes show a range of environmental issues have been discussed.</li> <li>• Children are able to discuss the work of Fairtrade and its implications.</li> <li>• Eco-code is shared with classes and on display and referred to in lessons.</li> <li>• Children to engage with pupils from a local school via the school blog to discuss eco-schools issues.</li> <li>• Project work to be publicised on the school website and communicated to the Eco-School's Twitter account. The Eco-Schools environmental review shows a significant impact from the project work undertaken.</li> </ul>
<p><b>b) To develop children's awareness of their place in the world as global citizens.</b></p>	<ul style="list-style-type: none"> <li>• Establish or develop links with other schools' Arts Leaders (St Annes, E1 schools)</li> <li>• Children experience working with other children from different communities, e.g. during BHM Art Day, summer carnival</li> </ul>	<p><b>Art Leader</b></p> <p><b>Humanities Leader</b></p> <p><b>Pupil Voice Leader</b></p> <p>Autumn, Spring</p> <p>Summer</p> <p>Ongoing</p>	<p>Leadership time</p>	<ul style="list-style-type: none"> <li>• Arts links with other schools</li> <li>• Children working in collaboration with children from other local schools</li> </ul>



<p><b>b) To develop children's awareness of their place in the world as global citizens.</b></p>	<ul style="list-style-type: none"> <li>• Host and organise more competitions at TBPS - including new and different sports, like Boccia, starting with St. Annes as it is closest.</li> <li>• Each year group will have the opportunity to represent the school at a sport.</li> <li>• National and local competitions entered.</li> <li>• Research local and national incentive programs. Taster sessions for more sports to come to school and broaden children's experiences of what is available to them.</li> <li>• Apply for all grants that come up from local and national sources.</li> </ul>	<p><b>PE Leader</b></p> <p>Autumn 2016</p> <p>Ongoing</p> <p>Autumn 16</p> <p>As they arise 16/17</p>	<p>Leadership Time</p>	<ul style="list-style-type: none"> <li>• More children throughout the school experiencing competition and regular arrangements upheld with local schools.</li> <li>• Children gaining experience of more sports and new equipment organised well and being utilised to its full capacity.</li> </ul>
<p><b>Other Actions</b></p>	<ul style="list-style-type: none"> <li>• Class charters to be set up and established in every class which is referred to throughout the year.</li> <li>• Re-establish playground, dining hall, trip etc charters.</li> </ul>	<p><b>Pupil Voice Leader</b></p> <p>Termly</p>	<p>Leadership Time</p>	<ul style="list-style-type: none"> <li>• Charters or agreements have created a whole-school ethos based on mutual respect for rights in which a traditional structure of rules is rarely required. All pupils know their rights and the way they will respect these rights through the agreement they made. All pupils know their class charter thoroughly and where to find them.</li> </ul>
<p><b>Other Actions</b></p>	<ul style="list-style-type: none"> <li>• Insets for teaching staff to ensure RRSA and the convention is embedded in all curriculum areas which lead to high quality outcomes in the school.</li> <li>• Rich opportunities provided for wider personal development and wellbeing.</li> <li>• Monitor the impact of RRSA on the wellbeing, achievement and progress of young people.</li> </ul>	<p><b>Pupil Voice Leader</b></p>	<p>Leadership Time</p>	<ul style="list-style-type: none"> <li>• Nearly all curriculum areas provide rich opportunities for high quality learning about the Convention and wider personal development and wellbeing.</li> <li>• There are examples of planning and actions taken by the school's leadership team to develop an inclusive and participatory ethos.</li> </ul>

<p><b>Other Actions</b></p>	<ul style="list-style-type: none"> <li>• RRS to be highlighted in SDP and a strong plan to be put in place of how we will achieve level 2 and how we will continue to develop our inclusive and participatory ethos</li> <li>• Further policies to be reviewed in light of the UNCRC.</li> <li>• Meet with SLT and update them of the progress so far.</li> </ul>	<p><b>Pupil Voice Leader</b></p> <p>Termly</p>	<p>SDP Policies</p>	<ul style="list-style-type: none"> <li>• Becoming rights respecting is clearly referenced in the school's development plan (SDP) and there is evidence of how this focus will be sustained. Succession planning is in place. Policies have been reviewed to refer explicitly to the Convention.</li> </ul>
<p><b>Other Actions</b></p>	<ul style="list-style-type: none"> <li>• Set up open days to share good practice with other schools (E1 partnership schools and beyond) and communities. This will help our school become an ambassador for the RRSa.</li> </ul>	<p><b>Pupil Voice Leader</b></p> <p>Spring</p>	<p>Leadership Time</p>	<ul style="list-style-type: none"> <li>• The school's leadership can show how the school has shared good practice in becoming rights respecting with other schools and the local community. The head teacher and senior leaders provide evidence of impact.</li> </ul>
<p><b>Other Actions</b></p>	<ul style="list-style-type: none"> <li>• Each class to have behaviour and speaking and listening targets which are set in consultation with the children, reviewed and rewards agreed. Link to UNCRC.</li> </ul>	<p><b>Pupil Voice Leader</b></p>	<p>Leadership Time</p>	<ul style="list-style-type: none"> <li>• Rights-respecting language and attitudes are established throughout the whole school.</li> </ul>
<p><b>Other Actions</b></p>	<ul style="list-style-type: none"> <li>• Training (PDM/INSET) and workshops for whole school community on utilising the rights respecting language to help everyone become rights respecting global citizens and learn how to promote the attitudes expected in level 2 RRSa School.</li> <li>• Questionnaire to find out what the school community knows about the rights which help create a safe and healthy environment where all children are heard.</li> </ul>	<p><b>Pupil Voice Leader</b></p>	<p>Leadership Time</p>	<ul style="list-style-type: none"> <li>• The values and language of the Convention help all young people and adults become rights-respecting global citizens.</li> <li>• The whole-school community understands how the values and principles of the Convention help to create a safe and healthy environment. Nearly all young people say they feel safe at school at all times.</li> </ul>
<p><b>Other Actions</b></p>	<ul style="list-style-type: none"> <li>• Students to participate in E1 Pupil Parliament, meeting school councillors from other school as well as guest speakers such as local MPs.</li> <li>•</li> </ul>	<p><b>Pupil Voice Leader</b></p> <p>November</p>	<p>Transport costs for accompanying adults.</p>	<ul style="list-style-type: none"> <li>• Pupils will write a blog post summarising what has been discussed and decided, to be published on school website.</li> <li>• Pupils to plan and deliver assembly based on E1 parliament.</li> </ul>

<p><b>Other Actions</b></p>	<ul style="list-style-type: none"> <li>Meet with governors termly to share updates about RRSA/GLP and get them to activity participate in events and campaigns.</li> </ul>	<p><b>Pupil Voice Leader</b></p> <p>Termly</p>	<p>Leadership Time</p>	<ul style="list-style-type: none"> <li>Governors well informed about work in RRS and GLP.</li> </ul>
<p><b>Other Actions</b></p>	<ul style="list-style-type: none"> <li>T&amp;L Review Day and Learning Walks to include interviews/surveys with children around the UNCRC and rights, learning and their interests. Children to evaluate topics and subjects.</li> </ul>	<p><b>Pupil Voice Leader</b></p> <p>AHT - T/L</p> <p>Termly</p>	<p>Leadership Time</p>	<ul style="list-style-type: none"> <li>Children are engaged in interesting lessons and make links with UNCRC and the rights of all.</li> <li>Global links clearly established.</li> </ul>
<p><b>Other Actions</b></p>	<ul style="list-style-type: none"> <li>Training (PDM/INSET) and workshops for whole school community on utilising the rights respecting language to help everyone become rights respecting global citizens and learn how to promote the attitudes expected in level 2 RRSA School.</li> <li>Questionnaire to find out what the school community knows about the rights which help create a safe and healthy environment where all children are heard.</li> </ul>	<p><b>Pupil Voice Leader</b></p>	<p>Leadership Time</p>	<ul style="list-style-type: none"> <li>Whole school community able to use the language of the rights and understand how rights must be respected.</li> </ul>
<p><b>Other Actions</b></p>	<ul style="list-style-type: none"> <li>Top Table continues to run with a member of SLT having lunch with the selected pupils on Fridays.</li> </ul>	<p><b>AHT - INCLUSION</b></p> <p>Ongoing</p>	<p>Staff school dinner</p>	<ul style="list-style-type: none"> <li>Multi-layered relationships between staff and pupils ensuring that the class and dining hall charters are being promoted.</li> </ul>
<p><b>Other Actions</b></p>	<ul style="list-style-type: none"> <li>Job Centre scheme to continue to allow children to perform important roles within school. Children to be given opportunities to feedback how their job could be improved/made more efficient. Peer mediation provides children with the tools to resolve conflicts. Y6 Takeover to continue - pupils run Friday assembly. Reading partnerships across KS1-KS2.</li> </ul>	<p><b>AHT - INCLUSION</b></p> <p><b>Pupil Voice Leader</b></p> <p>Termly</p>	<p>*Behaviour budget</p>	<ul style="list-style-type: none"> <li>Job Centre runs successfully and children gain independence and understanding of life outside of school.</li> <li>Promote sustainability through plant, light, recycling monitors.</li> <li>Children behave well and respect the rights of others.</li> <li>See global dimension- understand that work in third world countries is very different</li> </ul>

## ***Ofsted grade descriptors for outcomes for pupils (September 2015)***

Note: Grade descriptors are not a checklist

### **Outstanding (1)**

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge, understanding and skills, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Pupils in Year 1 achieve highly in the national phonics check.
- For pupils generally, and specifically for disadvantaged pupils and pupils who have special educational needs and/or disabilities, progress is above average across nearly all subject areas.
- From different starting points, the progress in English and in mathematics is high compared with national figures. The progress of disadvantaged pupils from different starting points matches or is improving towards that of other pupils nationally.
- The attainment of almost all groups of pupils is broadly in line with national averages, if below these, it is improving rapidly.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.



**School Goal 4 - Outcomes for Pupils**

- *Children are motivated to read for pleasure.*
- *At least 80% of children reach Age Related Expectations in Reading, Writing, Maths and Science at each stage of the school.*

*UNCRC Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.*

Our main objectives are:

- a.) To promote reading so that books are celebrated through; inspiring storytelling and the high quality teaching of reading skills.
- b.) To develop children's spoken and written vocabulary.
- c.) To establish exemplars for Age Related Expectations for each year group to provide clarity of expectation in reading, writing, maths and Science.

Outcome What are we aiming to achieve?	Actions What will happen to achieve the outcome?	Timeline Term/Year Lead	Resources and Costs	Success Criteria and Evaluation What will we see when we have achieved the outcome?
<p>a.) To promote reading so that books are celebrated through; inspiring storytelling and the high quality teaching of reading skills.</p>	<p>Calendar of activities drawn up to raise the profile of reading:</p> <ul style="list-style-type: none"> <li>• Roald Dahl Week (Guided reading)</li> <li>• GET CAUGHT READING</li> <li>• National Poetry Week</li> <li>• Parent Reading Workshop launch</li> <li>• Prizes for Reading Events</li> <li>• Relaunch of school library Part 1</li> <li>• Guest teacher reader</li> <li>• Creation of reading zone for the school playground(s)</li> <li>• Reading Wall of Fame</li> <li>• Father Christmas delivery (book presents)</li> <li>• Guest adult speakers in class (re: reading) with a focus on FUDGE role models.</li> <li>• D.E.A.R</li> <li>• Guest teacher readers</li> <li>• World Book Day inc. celebration assembly.</li> </ul>	<p>English Leaders</p> <p>September</p> <p>October</p> <p>November</p> <p>December</p> <p>January</p> <p>February</p> <p>March</p> <p>April</p>	<p>n/a</p> <p>£200</p> <p>£200</p> <p>£300</p> <p>£40</p> <p>Class gift budget</p> <p>n/a</p> <p>n/a</p> <p>£100</p> <p>Next year's budget</p> <p>£500</p> <p>£100</p> <p>£3000 (fundraising through reading partners)</p>	<ul style="list-style-type: none"> <li>• Children actively reading for pleasure within and beyond the school.</li> <li>• 80% of children reaching A.R.E in assessed reading across the school.</li> <li>• Parents and carers to understand the value of reading for pleasure and take more of an active role in their child's reading.</li> <li>• The school will be a warm, exciting, engaging environment designed to allow children's reading to flourish.</li> <li>• All teaching staff to have the tools to motivate and encourage children to read for pleasure</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Shakespeare Week</b></li> <li>• <b>Bookmaking – exemplar stories from children to go in library</b></li> <li>• <b>Guest teacher reading – story from a child in teachers class.</b></li> <li>• <b>Relaunch of the library part 2 – Punchdrunk</b></li> <li>• <b>FUDGE focus reading</b></li> <li>• <b>Possible author visit</b></li> </ul>	<p>May</p> <p>June</p> <p>July</p>	<p>n/a</p> <p>Possible £2000</p>	
<p><b>a.) To promote reading so that books are celebrated through; inspiring storytelling and the high quality teaching of reading skills</b></p>	<ul style="list-style-type: none"> <li>• Improve the range of reading opportunities, e.g. comics/graphic novels, using tablets.</li> <li>• Re-launch of <i>Bug Club</i> as a reading resource and increased monitoring of how often children are accessing it. Member of staff to take responsibility for this role.</li> <li>• Registration reading to be established as a routine for children alongside early morning work. (Drop Everything and Read/Calm Down And Read/Stop And Read - D.E.A.R/S.A.R/C.D.A.R)</li> <li>• To promote volunteer parent and carer readers to be trained as afternoon reading partners.</li> <li>• Plan and deliver PDMs on Guided Reading and reading for pleasure (inc. support staff PDM)             <ol style="list-style-type: none"> <li>1) Reading for pleasure</li> <li>2) Guided Reading</li> <li>3) Introducing calendar of events and 'team' jobs to give teachers more ownership of their reading activities. For example, World Book Day</li> </ol> </li> </ul>	<p><b>English Leaders</b></p> <p>Autumn 2</p>	<p>£500</p> <p>Bug Club Subscription £930 2016/17</p>	<ul style="list-style-type: none"> <li>• The engagement and levels of reading in children will improve.</li> <li>• Teaching staff will be clear on how to move reading forward as a school.</li> <li>• Teaching staff to feel a sense of ownership over achievements in reading across the school.</li> <li>• Teaching staff and parents will feel more confident using <i>Bug Club</i> as a resource to engage home reading.</li> </ul>
<p><b>a.) To promote reading so that books are celebrated through; inspiring storytelling and the high quality teaching of reading skills</b></p>	<p><b>Guided Reading</b></p> <ul style="list-style-type: none"> <li>• Invest in series of comprehension books to be used for Guided Reading. Monitor other sources of comprehension resources such as Bug Club and Espresso.</li> <li>• Streamline Guided Reading and re-focus it on reading, with an emphasis towards comprehension of a wide range of texts and not just decoding.</li> <li>• Ensure that all Guided Reading sessions across KS2 are taught before the English lesson if possible.</li> <li>• Continue monitoring of the already effective teaching of Guided Reading in KS1.</li> </ul>	<p><b>English Leaders</b></p> <p>Autumn 2</p>	<p>£100</p>	<ul style="list-style-type: none"> <li>• Guided Reading structure to be embedded and normalised across the school.</li> <li>• Children to access a wide range of comprehension texts.</li> <li>• 80% of children reaching A.R.E in reading.</li> </ul>

<p>a.) To promote reading so that books are celebrated through; inspiring storytelling and the high quality teaching of reading skills</p>	<p><b>Home reading</b></p> <ul style="list-style-type: none"> <li>• Ensure that children know what book band they are on in KS2.</li> <li>• Children to have a choice of appropriate books at their band, in their class. This will be monitored by Ann Squires.</li> <li>• Lower ability readers in KS2 will have their reading ability monitored weekly by a member of staff in their team.</li> </ul>	<p><b>English Leaders</b></p> <p>Ongoing throughout the year.</p>	<p>Leadership Time</p>	<ul style="list-style-type: none"> <li>• Assessment and attainment records of lower achieving children in KS2 will be more tightly monitored.</li> <li>• Children will more confident in their choice of reading and will be able to recap and explain their texts.</li> </ul>
<p>a.) To promote reading so that books are celebrated through; inspiring storytelling and the high quality teaching of reading skills</p>	<p><b>Library</b></p> <ul style="list-style-type: none"> <li>• The school library will be developed into a more magical and welcoming place.</li> <li>• Pupil voice survey circa Oct.2016 evidences that this is what the children want to see in their library.</li> <li>• Employ use of Punchdrunk to promote the library and make it a exciting and magical place.</li> <li>• Ensure that adults are setting positive reading examples when they are in the library and are shown to be reading for pleasure.</li> <li>• Have a author visit as outlined above in the timetable of activities.</li> </ul>	<p><b>English Leaders</b></p> <p>Ongoing throughout the year</p>	<p>£1000</p> <p>School Library SLA £7254 2016/17</p> <p>Fundraising for Punchdrunk</p>	<ul style="list-style-type: none"> <li>• School library to have an energy and dynamism that ensures children want to come in and read.</li> <li>• The positive examples set by adults reflect in the children's reading behaviours.</li> </ul>
<p>a) To promote reading so that books are celebrated through; inspiring storytelling and the high quality teaching of reading skills.</p>	<ul style="list-style-type: none"> <li>• Create and publish monthly Green Screen Book Reviews with all year groups to foster a community of readers and inspire children to engage with each other about the books they enjoy. Communicate to staff when new videos are posted to the website so they can watch with their class and hold discussions about the books they are reading as well.</li> </ul>	<p><b>Computing Leader</b></p> <p>Autumn term</p>	<p>Leadership Time</p>	<ul style="list-style-type: none"> <li>• Videos shared on the school website and children are able to express their opinions about the books they are reading and motivate others to read for pleasure too.</li> </ul>

<p>a.) To promote reading so that books are celebrated through; inspiring storytelling and the high quality teaching of reading skills</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• Baseline assessments in KS1 and EYFS</li> <li>• Grouped according to progress made so far. <ul style="list-style-type: none"> <li>• Small group teaching</li> <li>• Half termly assessments</li> <li>• All children tracked and grouped by PL/AHT</li> </ul> </li> <li>• All staff informed of progress of children taught in groups.</li> </ul>	<p><b>English Leaders</b>  <b>AHT - EYFS</b>  <b>KS1 Phase</b>  <b>Leader</b></p> <p>Autumn 1  Week 3</p>	<p>£400 Jolly Phonics Resources</p>	<ul style="list-style-type: none"> <li>• Good or better teaching observed in learning walks</li> <li>• Children make rapid progress through eh programme</li> </ul>
<p>a.) To promote reading so that books are celebrated through; inspiring storytelling and the high quality teaching of reading skills</p>	<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• <b>Staff training</b>  All new members of staff teaching phonics to receive in school training on how to deliver programme.</li> <li>• Whole school staff PDM on Phonics.</li> <li>• Teaching is consistent across the groups.</li> <li>• Complete learning walks</li> <li>• Plan for the development of phonological awareness.</li> <li>• Nursery parents phonics workshop.</li> <li>• Year 2 children to receive grammar and spelling lessons after finishing phonics programme</li> <li>• Entrance strokes to be modelled and taught in EYFS.</li> <li>• Use of spelling strategies modelled by staff across the curriculum  Phoneme fingers, segmenting and blending.</li> <li>• Programme delivered using IWB/SMART Tables.</li> <li>• Spaces allocated for all groups.</li> <li>• Displayed in classrooms -</li> <li>• Tricky word tree,</li> <li>• JP Alternative frieze in KS1,</li> <li>• Sounds cards available for all children both in school and at home.</li> <li>• Outside space EYFS</li> <li>• Staff model using phonics whilst reading and writing in all other subjects</li> </ul>	<p><b>English Leaders</b>  <b>AHT - EYFS</b>  <b>KS1 Phase</b>  <b>Leader</b></p> <p>Half termly.  Nursery CT/NN  Phonics  lead/English team</p>		<ul style="list-style-type: none"> <li>• Phonics is taught in systematic and consistent way to all children</li> <li>• Children make rapid progress through eh programme</li> <li>• Children are able form letters correctly</li> </ul>



<p>a.) To promote reading so that books are celebrated through; inspiring storytelling and the high quality teaching of reading skills.</p>	<ul style="list-style-type: none"> <li>To work with curriculum leads to reinvigorate reading for pleasure and establish guided reading as an opportunity to work with every child to develop their reading skills.</li> </ul>	<p><b>English Leaders</b></p>	<p>£500 to replenish GR Books KS2 £500 to replenish GR Books KS1 2017/18 Budget</p>	<ul style="list-style-type: none"> <li>Guided Reading to be streamed across each year group in KS1 so that every child is working with an adult to develop their reading skills.</li> </ul>
<p>a.) To promote reading so that books are celebrated through; inspiring storytelling and the high quality teaching of reading skills.</p>	<ul style="list-style-type: none"> <li>Develop an area in the library/ a display around the school to highlight books about artists, art / creativity</li> </ul>	<p><b>Art Leader</b> Spring term</p>	<p>Leadership time</p>	<p>Visible display of books and posters/ artwork in corridor/ library</p>
<p>a.) To promote reading so that books are celebrated through; inspiring storytelling and the high quality teaching of reading skills</p>	<ul style="list-style-type: none"> <li>Develop book hooks, including e-resources for each unit in the curriculum.</li> <li>Utilise effective coaching and mentoring strategies to ensure teachers are providing wider reading materials/opportunities across the curriculum.</li> </ul>	<p><b>Computing Leader</b> Autumn Term  Aut/Spr/Sum</p>	<p>Leadership time</p>	<ul style="list-style-type: none"> <li>Wider reading and book hooks for each unit are developed and shared with staff. Pupils voice reveals pupils read widely and for pleasure.</li> </ul>
<p>a.) To promote reading so that books are celebrated through; inspiring storytelling and the high quality teaching of reading skills</p>	<p><b>Parental Engagement:</b> Launch the whole school reading goal with parents (Open Morning in the Autumn term). Deliver workshops throughout the year to support parents with:</p> <ul style="list-style-type: none"> <li>Reading for Pleasure</li> <li>Early Reading</li> <li>Reading at Home</li> </ul> <p>Pilot 'Open Door Reading' – Parents invited in class on designated 30min slot every week to read with their child in class (Yr 1 and 2). This is aimed at developing parent skills and confidence in listening and supporting their child read. EYFS will also offer this in Spring term.</p>	<p><b>AHT - Inclusion</b>  Autumn term    Ongoing</p>	<p><b>Release of Pathways</b></p>	<ul style="list-style-type: none"> <li>Increased parental engagement with reading at home which in turn has an impact on children's interest and attainment in reading.</li> </ul>

a.) To promote reading so that books are celebrated through; inspiring storytelling and the high quality teaching of reading skills	<p><b>Inclusion/SENCO</b></p> <ul style="list-style-type: none"> <li>• Training for TAs in 'good books' approach</li> <li>• Talk to parents about home reading for pleasure, family reading, use of library</li> </ul>	<b>SENCO</b>		<ul style="list-style-type: none"> <li>• Children choose to read as a leisure activity (feedback from parents) and can talk positively about books, authors etc.</li> </ul>
a.) To promote reading so that books are celebrated through; inspiring storytelling and the high quality teaching of reading skills	<p><b>Early Years Foundation Stage</b></p> <ul style="list-style-type: none"> <li>• To create book corners are inviting-streamlined and accessible for children at times</li> <li>• To develop reading spaces in outside provision.</li> <li>• Timetable Reception library visits.</li> <li>• To hold Nursery Parents/Child school library visits.</li> <li>• To introduce weekly open reading morning with parents.</li> <li>• Review the teaching of reading across the phase.</li> <li>• To introduce EYFS- guided reading for all Reception children</li> <li>• To staff to monitor home school reading and provide regular 1:1 reading for children who do not read at home.</li> <li>• Parental workshops to be organised to show parents how to read with and support their child</li> </ul>	<p><b>AHT - EYFS</b></p> <p>Autumn Autumn</p> <p>Autumn 2 Half termly</p> <p>Spring 1</p> <p>Spring 2 To start Autumn 2</p>	<p>Display Resources Scrap project £250 membership fee.</p> <p>Leadership and Management Time</p>	<ul style="list-style-type: none"> <li>• Increase in children are using reading areas.</li> <li>• Attainment and progress in reading is good or outstanding.</li> <li>• Pupils progress through Jolly Phonics is tracked.</li> </ul>
b.) To develop children's spoken and written vocabulary.	<p><b>Early Years Foundation Stage</b></p> <ul style="list-style-type: none"> <li>• Continuous Provision / Lesson Planning Develop planning format for continuous provision, inside and outside that includes :Name of Zone, Area(s) of Learning it targets, provision/resources in place, Assessment to inform planning.</li> <li>• To create a Nursery and Reception Staff Lead for outside provision.</li> </ul>	Start Autumn term. -ongoing	<p><b>CPD time</b></p> <p>Supply £180/day</p>	<ul style="list-style-type: none"> <li>• Planning format consistently used by all staff.</li> <li>• Increase in focussed engagement by all staff monitored during learning walks</li> </ul>

<p><b>b.) To develop children's spoken and written vocabulary</b></p>	<p><b>Link to Writing</b></p> <ul style="list-style-type: none"> <li>• Audit - planning, outcomes in books, by half term - what found/what going to do</li> <li>• English team to audit and lead change in TfW planning and teaching sequence. This will involve a new focus on phases, not weeks, of planning and a move away from 'Big Writing' towards drafting and upstaging.</li> <li>• Drafting and upstaging to be rethought and embedded as a more fluid process for the children, engaging them as writing to read (Reading Writers).</li> <li>• Improve upon current T4W rainbow, including more skills work and a higher focus on the imitation stage.</li> <li>• Staff to be retrained to use the TfW teaching sequence during a PDM in Autumn 2.</li> <li>• Monitoring of planning and books to ensure that staff are following the teaching sequences.</li> <li>• Introduce TFW in the early years setting to ensure continuity and embed it further into the whole school</li> </ul>	<p><b>English Leaders</b></p> <p>Ongoing</p>	<p>Additional time for PPA/LT £240</p>	<ul style="list-style-type: none"> <li>• Children will have a range of embedded stories and texts from a higher focus on the imitation stage of T4W.</li> <li>• All teaching staff will be clear on how to teach T4W and have clear ideas on how to move writing forward in their classroom.</li> <li>• 80% of children reaching A.R.E in writing.</li> <li>• As a result of the audit, a clear road map for writing can be developed.</li> <li>• TfW will be a more focused and easily followed structure, with a key focus on editing and redrafting extended pieces of writing.</li> </ul>
<p><b>c.) To establish exemplars for Age Related Expectations for each year group to provide clarity of expectation in reading, writing, maths and Science.</b></p>	<p><b>Prepare children for expectations of new SATs/arithmetic tests</b></p> <ul style="list-style-type: none"> <li>• Weekly tests in years 2-6 (Testbase) to build stamina and resilience - marks to be shared with parents weekly</li> <li>• Introduction of Maths Champion badges for knowing number facts - number bonds to 10, 100, 1000 and multiplication and division facts. Raising the profile of maths and creating a culture of pride linked to the subject. Y6 chn to be trained up to test younger chn</li> <li>• Use White Rose Paper sample tests - same layout and pitch as SATs</li> </ul>	<p>Starting in week 1 and continue throughout the year</p>	<p>£400 for badges</p>	<ul style="list-style-type: none"> <li>• Chn and adults familiar with expectations and layout of arithmetic tests</li> <li>• Stronger maths facts knowledge across the school - maths passion evident through chn (and staff) wearing the badges around school</li> <li>• A selection of practice papers being used with all year groups</li> </ul>
<p><b>c.) To establish exemplars for Age Related Expectations for each year group to provide clarity of expectation in</b></p>	<p><b>Raise quality of teaching and learning around FDPRP</b></p> <ul style="list-style-type: none"> <li>• Parent workshops - build on workshops done previously. Use resources which are sold at the maths shop</li> <li>• PDM - 'parts of a whole' - build confidence in teaching FDPRP over 3 PDMs</li> <li>• Relaunch Numicon - look at interventions and see which lend themselves well to using Numicon in particular</li> <li>• Monitor work in books and planning as stated in school PDP - use consistent format to</li> </ul>	<p>Termly monitoring</p> <p>Release time for workshops</p>	<p>n/a</p>	<ul style="list-style-type: none"> <li>• Confidence in teachers to link concepts</li> <li>• Parents to have a better understanding of FDPRP</li> <li>• Talk around 'parts of a whole' and linking to bar modelling in lessons</li> <li>• Numicon is being used alongside other resources to support learning</li> </ul>

<p>reading, writing, maths and Science.</p>	<p>other postholders to give clear and succinct feedback to teachers</p>			<ul style="list-style-type: none"> <li>Sequencing of lessons promotes connections in units</li> </ul>
<p>c.) To establish exemplars for Age Related Expectations for each year group to provide clarity of expectation in reading, writing, maths and Science.</p>	<p><b>Diminish the differences between groups</b></p> <ul style="list-style-type: none"> <li>Basic Skills</li> <li>Interventions</li> <li>Continue to monitor CPA strategies in all areas of the school - informal learning walks during lessons and Basic Skills</li> <li>Develop use of guided groups as a tool for moving learning forward in lessons - adults are our biggest resource!</li> <li>Develop use of PAM for identifying gaps and trends in cohorts</li> <li>Evaluate use of middle room</li> <li>Share class data and targets with all teachers in first half term</li> </ul>	<p>Ongoing</p>	<p>n/a</p>	<ul style="list-style-type: none"> <li>Strong interventions taking place - schemes differentiated where necessary</li> <li>More use of teacher guided groups in lessons to accelerate learning of specific groups</li> <li>Middle rooms reviewed each half term/ in PPMs</li> <li>Teachers to be familiar with their class data and clear about EOY targets along with steps to reach these (aware of KS1 data where relevant)</li> </ul>
<p>c.) To establish exemplars for Age Related Expectations for each year group to provide clarity of expectation in reading, writing, maths and Science.</p>	<p><b>Challenge higher achievers</b></p> <ul style="list-style-type: none"> <li>Georgios' group - extending the higher thinking mathematicians in Y6 (old level 6 chn) on a weekly basis</li> <li>Work alongside assessment lead to create an ethos of deepening understanding rather than accelerating - build on work done last year with teaching staff (links to maths mastery training)</li> <li>E1 maths competition (trial with St Anne's) - invite parents and other pupils to watch the tournament</li> </ul>	<p>Spring term</p>	<p>£100 for prizes</p>	<ul style="list-style-type: none"> <li>Regular, well-structured group with Georgios to extend the lower more able mathematicians</li> <li>High engagement from chn in maths competition</li> <li>Adults to further engaged with the idea of deepening learning when working within the same stage as lower attaining chn</li> </ul>
<p>c.)To establish exemplars for Age Related Expectations for each year group</p>	<p><b>Pupil conferencing against year group objectives</b></p> <ul style="list-style-type: none"> <li>JS to complete in autumn then summer term with EYFS-Y6 children - 6 from across each year group</li> <li>Feedback will be used by teachers to inform planning (moderation of assessments could be considered here too)</li> </ul>	<p>October and June</p>	<p>n/a</p>	<ul style="list-style-type: none"> <li>Coverage and sequencing of curriculum matches yearly overviews created last year</li> <li>Strong talk from chn in regards to their maths learning</li> </ul>

<p>to provide clarity of expectation in reading, writing, maths and Science.</p>				
<p>c.)To establish exemplars for Age Related Expectations for each year group to provide clarity of expectation in reading, writing, maths and Science.</p>	<p><b>Ensure maths embedded into daily lives of the children</b></p> <ul style="list-style-type: none"> <li>• Ensure maths shop open consistently for parents – member of support staff to manage and order resources when necessary. Make sure revision books are relevant to new curriculum</li> <li>• All children completing Maths Whizz as weekly homework – raise profile of Maths Whizz trophy</li> <li>• Teachers to use Maths Whizz teaching resource for consistency of images</li> <li>• FDPRP parent workshops (as mentioned above)</li> <li>• Maths diaries to record maths used at home during Maths Week in November</li> <li>• Cross curricular links – include outcomes on MTP day agenda for staff to refer to</li> <li>• Remind staff of connectionist teaching theories in PDMs – clear link to school goals</li> </ul>	<p>Throughout year – launch in autumn term</p>	<p>Lunch time staff running lunch time Maths Whizz catch up sessions</p>	<ul style="list-style-type: none"> <li>• High uptake on maths shop resources</li> <li>• Minimum 45 mins of maths week for each child pw</li> <li>• Maths skills used across the curriculum areas</li> <li>• Maths Champions display in dinner hall</li> <li>• Maths Whizz resources more relied upon in lessons</li> </ul>
<p>c.) To establish exemplars for Age Related Expectations for each year group to provide clarity of expectation in reading, writing, maths and Science.</p>	<p><b>Children previously in Ark to have access to literacy and numeracy in own classes at appropriate level</b></p> <ul style="list-style-type: none"> <li>• SENCo to join planning meetings with Year 4 and 5 teachers</li> <li>• SENCo to monitor planning for appropriate differentiation</li> <li>• SENCo to observe pupils in class in the mornings</li> <li>• SENCo to support TAs in ensuring independence is encouraged</li> </ul>	<p><b>AHT – SENCo</b></p> <ul style="list-style-type: none"> <li>• Autumn 1</li> <li>• Autumn 2</li> <li>• Rolling programme</li> </ul>		<ul style="list-style-type: none"> <li>• Planning shows evidence of strategies discussed with teachers – 'differentiation plus' and TA role is made clear.</li> <li>• Observations in class show children working independently and not over reliant on TA</li> </ul>
<p>c.) To establish exemplars for Age Related</p>	<p><b>Effective support for high needs children (in addition to ex Ark)</b></p> <ul style="list-style-type: none"> <li>• SENCo to join planning meetings with Year 1, 2, 3, 6 teachers</li> <li>• SENCo to monitor planning for appropriate differentiation</li> <li>• SENCo to observe pupils in class in the mornings</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn 1</li> <li>• Autumn 2</li> <li>• Rolling programme</li> </ul>		<ul style="list-style-type: none"> <li>• Planning shows evidence of strategies discussed with teachers – 'differentiation plus' and TA role is made clear.</li> <li>• Observations in class show children</li> </ul>

<p><b>Expectations for each year group to provide clarity of expectation in reading, writing, maths and Science.</b></p>	<ul style="list-style-type: none"> <li>• SENCo to support TAs in ensuring independence is encouraged</li> </ul>			<p>working independently and not over reliant on TA</p>
<p><b>c.) To establish exemplars for Age Related Expectations for each year group to provide clarity of expectation in reading, writing, maths and Science.</b></p>	<p><b>TAs confident in how to support children in their role as 1:1</b></p> <ul style="list-style-type: none"> <li>• Training in strategies to use e.g. active listening, access to group and pair work, using a planner/prompt</li> <li>• Observation and feedback on their work</li> <li>• Liaise with class teachers on how well they can enable TAs to fulfil their role</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn 1</li> <li>• Rolling programme</li> </ul>		<ul style="list-style-type: none"> <li>• TA role is clear in teacher input and activity part of lessons.</li> <li>• Pupils engaged appropriately in intro, modelling etc.</li> <li>• Pupils can complete tasks with increasing degree of independence</li> </ul>
<p><b>c.) To establish exemplars for Age Related Expectations for each year group to provide clarity of expectation in reading, writing, maths and Science.</b></p>	<p><b>Children with statements/EHCIP to participate in their annual reviews</b></p> <ul style="list-style-type: none"> <li>• Training for TAs e.g. in use of Talking Mats</li> <li>• Sheuli trained as SEN TA to do follow up before ARs to make sure all is in place.</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn 1</li> <li>• Rolling programme</li> </ul>		<ul style="list-style-type: none"> <li>• Pupil voice is more evident and pupils are involved in contributing to and updating their web pages throughout the year, not just before AR.</li> </ul>

<p>c.) To establish exemplars for Age Related Expectations for each year group to provide clarity of expectation in reading, writing, maths and Science.</p>	<p><b>Streamline use of interventions so that only the most effective are used</b></p> <ul style="list-style-type: none"> <li>• Training for TAs e.g. in maths coaching, spelling and reading</li> <li>• Diagnostic and standardised test to be used for reading, maths, spelling</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn 1</li> <li>• Autumn 1 and Spring 2</li> </ul>		<ul style="list-style-type: none"> <li>• Children make good or better progress so that their attainment is inline than their peers.</li> </ul>
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**What Ofsted says about Thomas Buxton Primary School (June 2012)**

- An exciting vision and strong ambition underpin the work of the headteacher and the governing body.
- Pupils behave well and show admirable attitudes to learning. They are polite and courteous to visitors and their actions show that they care about their school.
- Pupils respond well to praise and to their teachers' high expectations of their behaviour.
- Teachers set work that challenges pupils to think for themselves.

<p><b>What Children say they like about our school: (Questionnaires 2016)</b></p> <ul style="list-style-type: none"> <li>• Friendly staff and children</li> <li>• Fun learning and trips</li> <li>• Good with bullies</li> <li>• Keeping us safe</li> <li>• Kind and helpful teachers</li> <li>• Listening and understanding</li> <li>• Looking after people</li> <li>• Managing behaviour</li> <li>• Organising clubs and trips</li> <li>• Respect rights and fun learning</li> <li>• Setting up job centre</li> <li>• Sports day, teaching, PE, homework and clubs</li> <li>• They explain things when we don't understand</li> <li>• Telling people to do homework</li> <li>• Teaching well. We are all getting better</li> <li>• Whoop Whoop Friday, teaching and solving problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching, attendance, clubs and trips</li> <li>• Teaching well and assembly</li> <li>• Deals with things effectively</li> <li>• They make sure we learn life skills and engage us</li> <li>• They take bullying really seriously. They make sure you do your homework and we have a good playground</li> <li>• If somebody is gloomy a teacher invites them to talk. The school respects everybody's rights</li> <li>• Monday assemblies are really good because they get children ready for the rest of the day</li> <li>• Healthy snacks</li> <li>• Fun staff</li> <li>• Teachers help children who don't understand</li> <li>• Having fun and learning at the same time</li> <li>• They do good stories</li> <li>• Marble jar treats, competitions and trips</li> <li>• The school is amazing.</li> </ul>
<p><b>Parents and Carers and Staff say: (Questionnaires 2016)</b></p> <ul style="list-style-type: none"> <li>• Parental involvement is great</li> <li>• Creating a safe and inclusive environment. Focus on the right of the child</li> <li>• Maths Whizz is really good</li> <li>• Our curriculum is something to be proud of. High quality</li> <li>• Working as a team</li> <li>• Good teaching</li> <li>• We are very focused on the impact of what we do on children's learning. Amazing staff who are supportive but professional</li> <li>• Very good leadership team</li> </ul>	<ul style="list-style-type: none"> <li>• Managing behaviour. Good opportunities and upholding community involvement</li> <li>• Behavior is excellent thanks to consistent and well applied policies. Children and staff are respected and treated well</li> <li>• Staff leadership and planning support. I have felt very supported since commencing work here</li> <li>• Trips are wonderful</li> </ul>





Vision without action is merely a dream.  
Action without vision just passes the  
time.

Vision with action can change the world.  
(Barker, 1991 )