



School Improvement Plan
September 2018-19
“Strive, Believe & Achieve”

| Area for Development Effectiveness for Leadership and management | | | | | | RAG RATING Update | | |
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| Targets What do you want to achieve? | Tasks What will you do to make it happen? | Responsibility Who will do this? | Leadership Monitoring | Timescale/ Resources When, who, how much? | Evaluation and Learners' Predicted Outcomes (Reference to KPIs and HSAT Strategic Plan in blue) What has been achieved? What has been the impact on learners? | Dec 2018 | April 2019 | June 2019 |
| 1. Promote the school ethos effectively and promote high standards of practice through external recognition | <ul style="list-style-type: none"> Achieve Rights Respecting Level One (Green Gates achieved the recognition of achievement level in during 2016-17) Achieve Gold IIP across the Trust (18 months) | AVP/ PSHE Lead Trust IIP | Principal CEO | Achieved by Nov 30 th , 2018 Rights Respecting Level 1 (Cost £475) | Acquire National endorsement through national accreditation. Raise the profile of the school both locally and nationally. Development of good practices across the school to support school improvement and pupil outcomes. <u>Achievement of Quality Marks</u> Rights Respecting – Level One GOLD IIP across the Trust | | | |
| 2. Demonstrate a clear vision for the future so that all staff, children and the wider community understand our common purpose | <ul style="list-style-type: none"> Ensure that the web site reflects the new school vision: “Strive, Believe and Achieve” to ensure all stakeholders have a clear understanding of the academy’s common purpose Ensure all academy policies/guidelines reflect the academy vision. Ensure that the curriculum reflects the academy vision Ensure leadership drive forward with all staff and children the | Website Lead Leadership team | Principal | December 2018 Weekly leadership meetings Weekly assemblies Termly Parent newsletters Termly website meetings | Stakeholders will understand our commitment to ‘Excellence’ and will be further informed about the school and fully understand the academy vision and the academy purpose | | | |

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| | purpose of the school vision | | | | | | | |
| 3.Ensure that the quality of all teaching and learning is consistently good/outstanding to support good progress and high aspirations | <ul style="list-style-type: none"> Share effective teaching and learning through reflective practices and breakfast top tip sessions Share outstanding elements of teaching, learning and assessment with all staff, local and national schools Access external training for staff to share and cascade across school. Moderation of lesson observations through internal/external and trust moderation. Effective QA system in place with supportive and specific feedback given to staff to model how improvements to teaching and learning can be developed further Staff observe teaching and learning in similar schools through partnerships | Vice Principal AVP | Principal | <p>December 2018</p> <p>First round of lesson observations completed by 25/10/18</p> <p>Fortnightly top tips sessions during breakfast sessions</p> <p>Costs for immersive classroom environments £500</p> <p>Costs for Global Learning membership £500</p> | <p>Staff will be confident in analysing their own performance.</p> <p>Staff will share practise to ensure the delivery of outstanding lessons.</p> <p>QA procedures will challenge, support and drive forward outstanding practices in relation to teaching, learning and assessment</p> <p>All staff will recognise high quality learning experiences and therefore implement effective practice over time, thus improving the rate of progress.</p> <p>All staff will have high aspirations for all children and will modify their practices to suit the individual needs of the children</p> <p><u>KPI Target:</u> <u>100% of teaching staff deliver consistently good or outstanding lessons</u> <u>40% Good/60% Outstanding</u></p> <p><u>KPI Target:</u> <u>100% of all teachers are engaged in reflective practice</u></p> | | | |

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| | <p>organised through Global Learning</p> <ul style="list-style-type: none"> • Improve classroom environments through the development of the immersive classroom environment • All staff to use data to inform teaching and learning to ensure that all children are challenged to achieve their targets and beyond • Challenge mediocrity to ensure all staff drive forward outstanding practices | | | | | | | |
| 4. Continue to ensure safeguarding is effective. To ensure all pupils are safe and well supported. | <ul style="list-style-type: none"> • Further development of CPOMS to look at report development and accurate recording of information and actions. • Development of positive partnerships with external agencies in the local area to safeguard children. • Development of safeguarding case studies to share | Principal | Safeguarding Trust Lead | December 2018 Weekly supervision meetings for SLT with Trust safeguarding lead Half termly updates with all staff | <p>All staff understand school systems to ensure robust systems for safeguarding are provided for all pupils. Rich data to support reports to Directors.</p> <p>Engage with a range of partners. Offer the pupils and their families a range of opportunities to support early help needs.</p> | | | |

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| | <p>example of good practice.</p> <ul style="list-style-type: none"> Review and record actions of impact with individual children and record on CPOMS | | | | | | | |
| 5. Ensure that robust emergency procedures are in place. Through effective planning and management. | <ul style="list-style-type: none"> Staff training to be delivered to all staff Completion of new plan/documentation which is shared with all staff and pupils | Principal | Trust Health & Safety Officer Trust Safeguarding Lead | September 2018 (training costs TBC) | Clear and effective emergency procedure plan in place. | | | |
| 6. Continue to develop the breadth of the curriculum, further raising standards and improving rates of progress with a focus on the foundation subjects and vocational learning. | <ul style="list-style-type: none"> Review present curriculum Rebuild curriculum model through Connerstones Share new curriculum model with staff. Promote new curriculum model through website, displays etc Develop immersive classroom model across all classroom areas Provide curriculum planning time for all staff to review SOW and classroom areas Further develop a range of resources to | AVP/VP | Principal | Dec 2018 Costs for resources £500 Termly reviews of curriculum and planning curriculum with all staff | All staff deliver exciting lessons for all foundation subject which encourages the pupils to be excited and curious about each of the foundation subject areas <u>KPI Target:</u> <u>100% of teaching staff deliver consistently good or outstanding lessons</u> <u>40% Good/60% Outstanding</u> | | | |

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| | <p>promote selected topic areas</p> <ul style="list-style-type: none"> • Create excitement and curiosity with the children via the new curriculum developments • Further development of SEMH SHAPE curriculum | | | | | | | |
| 7. Development of a school parents forum to develop effective communications with parents and opportunities to develop best practice in the academy | <ul style="list-style-type: none"> • Set up a parent forum in school • Run meetings every term for parent's forum. • Develop effective communication with parents to ensure that all parents are fully informed about how well their child is developing and what the school is putting in place to support this • Demonstrate commitment to engage with all parents and evidence/showcase this | Principal | COE | December 2018 Termly meetings with parents | Parents voice can be implemented into school planning and development. Effective communication with parents is clear <u>KPI Target:</u> <u>90% satisfaction rate from parents re parent questionnaires</u> | | | |
| 8. The Children's Human Rights are embedded as part of the Academy's ethos and culture | <ul style="list-style-type: none"> • Achieve recognition as a Rights Respecting School • Teach children about their rights in relation to the United Nations | AVP | Principal | Resources = £1000 Regular meetings with Steering Group | Children know and understand their rights The academy environment represents the rights and the responsibilities of the children | | | |

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| | <p>Convention on the rights of a child.</p> <ul style="list-style-type: none"> • Model rights and respect in all relationships • Invest in resources • Update parents of the work that has been achieved in relation to becoming a Rights Respecting School | | | <p>Regular Tweets from leadership team</p> <p>Weekly references made in assemblies</p> | <p>Teachers planning identifies opportunities to refer to the Children's Human Rights</p> <p>The academy is recognised as a Rights respecting School (KPI Target)</p> | | | |
| <p>9.All staff have a whole school responsibility, supported through the appraisal system to further support purposeful staff development</p> | <ul style="list-style-type: none"> • All staff to be given a whole school responsibility. • Staff supported/monitored through their appraiser • Professional development provided for individual staff depending upon whole school responsibility. | Principal | CEO | <p>July 2019</p> <p>Regular staff appraisal meetings</p> | <p>All staff contribute towards whole school development which will provide a clear sense of purpose and professional development for all staff that is purposeful and relevant to individual staff needs</p> | | | |

| Area for Development Quality of Teaching, Learning and Assessment | | | | | | RAG Rating | | |
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| Targets What do you want to achieve? | Tasks What will you do to make it happen? | Responsibility Who will do this? | Leadership Monitoring | Timescale/Resources When, who, how much? | Evaluation and Learners' Predicted Outcomes What has been achieved? What has been the impact on learners? | Dec 2018 | April 2019 | June 2019 |
| 10. Continue to increase pupil progress and achievement in Maths. | <ul style="list-style-type: none"> Whole school target approach to maths linked to staff appraisals. Specific maths action plan developed and monitored to measure impact. AVP to lead on Maths Action Plan Further develop Maths interventions for pupils. Effective monitoring of pupil interventions Further develop homework opportunities for all pupils. Provide further support for parents to feel more confident supporting their child with maths at home in preparation for national tests Further develop teaching and | Assistant Vice Principal | Principal | <p>July 2019</p> <p>Internal half termly moderation sessions</p> <p>External moderation opportunities</p> <p>First round of lesson observations completed by 25/10/18</p> <p>Costs for Global Learning membership £500</p> <p>QA Termly reviews to include learning walks, pupil voice, book scrutiny</p> | <p>Pupils will have a deeper understanding of key skills and be confident and independent learners.</p> <p>Raise achievement in maths <u>(Measured through assessments, pupil progress and pupil workbooks, monitored using classroom monitor)</u></p> <p>KPI Target: 100% of all learners make good/outstanding progress in Maths from their individual given starting points</p> | | | |

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| | <p>learning strategies to promote challenge, skill, confidence and high aspirations.</p> <ul style="list-style-type: none"> • Further develop resources in school and home to promote pupil progress, challenge and engagement. • Staff to complete training to increase knowledge and skills within teaching and learning opportunities in maths. • Further develop target setting/interventions framework for specific focussed interventions. • Provide a range of cross curricular opportunities to promote the use of maths.eg maths day, enterprise day etc • Ensure medium term plans are effective and challenge pupils fully. • Ensure staff attend regular | | | | | | | |
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| | <p>moderation/training sessions in school and externally.</p> <ul style="list-style-type: none"> • Develop further opportunities to celebrate maths successes • Use GL PTM tests and compare against CAT4 qualitative results as a tool to measure progress and set targets effectively • TA maths specific responsibility. • Utilise staff meetings to ensure that staff have regular opportunities to develop their subject knowledge and understanding of how to increase their knowledge and skills. • Team teaching support for year 6 teachers via AVP lead on maths | | | | | | | |
| 11.Continue to increase pupil progress and achievement in Writing | <ul style="list-style-type: none"> • Staff training for Earth writing scheme through Future Steps • Parent training/support | Vice Principal | Principal | July 2019 Internal half termly moderation sessions | <p>Pupils will feel more confident in their handwriting skills.</p> <p>Pupils will feel confident in producing various examples of extended writing</p> | | | |

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| | <ul style="list-style-type: none"> • Clear monitoring and tracking/QA • Handwriting slot built into the timetable daily • Review of handwriting equipment and resources. • Celebration of good handwriting from children • Development of writing box in each class • Launch of the VR equipment to support extended writing for all pupils • Further development of spelling through Nessie programme • Further develop Maths interventions for pupils. • Effective monitoring of pupil interventions • Further develop homework opportunities for all pupils. • Provide further support for parents to feel more confident supporting their child with | | | <p>External moderation opportunities</p> <p>First round of lesson observations completed by 25/10/18</p> <p>Costs for Global Learning membership £500</p> <p>QA Termly reviews to include learning walks, pupil voice, book scrutiny</p> | <p>KPI Target: 100% of all learners make good/outstanding progress in Writing from their individual given starting points</p> | | | |
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| | <p>maths at home in preparation for national tests</p> <ul style="list-style-type: none"> • Further develop teaching and learning strategies to promote challenge, skill, confidence and high aspirations. • Further develop resources in school and home to promote pupil progress, challenge and engagement. • Staff to complete training to increase knowledge and skills within teaching and learning opportunities in writing • Further develop target setting/interventions framework for specific focussed interventions. • Provide a range of cross curricular opportunities to promote the use of writing. • Ensure medium term plans are effective and | | | | | | | |
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| | <p>challenge pupils fully.</p> <ul style="list-style-type: none"> • Ensure staff attend regular moderation/training sessions in school and externally. • Develop further opportunities to celebrate writing successes • Use GL PTE tests and compare against CAT4 qualitative results as a tool to measure progress and set targets effectively • TA English specific responsibility. • Utilise staff meetings to ensure that staff have regular opportunities to develop their subject knowledge and understanding of how to increase their knowledge and skills. • | | | | | | | |
| 12.Continue to increase pupil progress and achievement in reading | <ul style="list-style-type: none"> • All pupils to have a reading folder to record and monitor reading progress • Celebration of good reading for children | Vice Principal | Principal | July 2019 Internal half termly | Pupils reading ages will increase Pupils will be confident readers Reading folders will provide excellent evidence to show pupil progress in reading | | | |

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| | <ul style="list-style-type: none"> • Develop further opportunities to practice comprehension skills and raise confident levels • Further develop reading interventions for pupils. • Effective monitoring of pupil interventions • Further develop homework opportunities for all pupils. • Provide further support for parents to feel more confident supporting their child with maths at home in preparation for national tests • Further develop teaching and learning strategies to promote challenge, skill, confidence and high aspirations. • Further develop resources in school and home to promote pupil progress, challenge and engagement. | | | <p>moderation sessions</p> <p>External moderation opportunities</p> <p>First round of lesson observations completed by 25/10/18</p> <p>Costs for Global Learning membership £500</p> <p>QA Termly reviews to include learning walks, pupil voice, book scrutiny</p> | <p>KPI Target: 100% of all learners make good/outstanding progress in Reading from their individual given starting points</p> | | | |
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| | <ul style="list-style-type: none">• Staff to complete training to increase knowledge and skills within teaching and learning opportunities in reading• Further develop target setting/interventions framework for specific focussed interventions.• Provide a range of cross curricular opportunities to promote the use of reading.• Ensure medium term plans are effective and challenge pupils fully.• Ensure staff attend regular moderation/training sessions in school and externally.• Develop further opportunities to celebrate reading successes• Use GL PTE tests and compare against CAT4 qualitative results as a tool to measure | | | | | | | |
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| | <p>progress and set targets effectively</p> <ul style="list-style-type: none">• TA English specific responsibility.• Utilise staff meetings to ensure that staff have regular opportunities to develop their subject knowledge and understanding of how to increase their knowledge and skills. | | | | | | | |
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| Area for Development Personal development, behaviour and welfare | | | | | | RAG Rating | | |
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| Targets What do you want to achieve? | Tasks What will you do to make it happen? | Responsibility Who will do this? | Leadership Monitoring | Timescale/Resources When will it be completed? How much staff time will it take? How much will it cost? | Evaluation and Learners' Predicted Outcomes What has been achieved? What has been the impact on learners? | Dec 2018 | April 2019 | June 2019 |
| 13.Continue to promote and expect high levels of attendance for all pupils and low numbers for exclusions | <ul style="list-style-type: none"> Attendance will be celebrated as part of the rewards system. Further development of Sims to support and track attendance Continued support will be given to prevent persistent absence through Early Help, working with the LA Attendance officer and Residential Unit. High expectations of attendance through regulation promotion and emphasis of expectations through regular communication with stakeholders | Tutors Vice Principal | Principal | July 2019 Cost of rewards for attendance £100 Review of attendance every half term. Half termly attendance reports | Attendance will be at least 95% and problems in attendance will be quickly identified and addressed. <u>KPI Target:</u> <u>95.5% whole school attendance</u> <u>KPI Target:</u> <u>0% of pupils excluded from school</u> | | | |
| 14.Provide children with a range of skills and knowledge to keep themselves safe | <ul style="list-style-type: none"> Encourage healthy eating through breakfast club, PSHE, school lunches. Development of local partnerships to support healthy living. Further development of peer massage. | PSHE Lead | Principal | July 2019 Weekly assemblies Enrichments day commitments through academy calendar | Pupils will have an increased understanding into how to keep themselves healthy and safe. <u>Measured through pupil questionnaire)</u> <u>KPI Target:</u> <u>100% of pupils participate in an e safety training programme</u> | | | |

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| | <ul style="list-style-type: none"> • Support for emotional and sensory regulation • E safety training for pupils and parents. • Effective tracker in place to track support that pupils have accessed. • All pupils will receive a Children's Charter Certificate to celebrate all of the activities that they have accessed | | | Costs picture News £95 per year | <p><u>KPI Target:</u> <u>100% of pupils report that they feel safe in school</u></p> <p><u>KPI Target:</u> <u>100% of pupils participate in health and well-being programme</u></p> <p><u>KPI Target:</u> <u>90% satisfaction rate from pupils re pupil outcomes</u></p> | | | |
| 15.Ensure pupils are ready for learning through a range of regulation and health and well - being activities | <ul style="list-style-type: none"> • Development of various spaces to support across school. • Development of another calm room • Link with a range of professionals to provide support and guidance to support pupil health and well being • Staff training • Purchase resources to support delivery and programmes • Develop pupil and parent awareness • Development of individual support plans • Introduction of a health and well-being slot built into the curriculum model daily to support | <p>Play Therapy Lead</p> <p>Sensory Lead Assistant Vice Principal- Interventions support</p> <p>OT-Future Steps Future in Minds Champion</p> | Principal | <p>July 2019</p> <p>Cost of Play Therapist £10,000</p> <p>OT Support £15,000</p> <p>Cost of resources for teaching and learning £500</p> | <p>A range of support mechanisms to support pupil progress and development.</p> <p>(Impact of interventions identified through interventions report)</p> | | | |

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| | <p>pupil's health and well-being.</p> <ul style="list-style-type: none"> School to be part of Stockton Future in Minds programme | | | | | | | |
| 16.Achieve anti bullying award | <ul style="list-style-type: none"> Complete assessment standards to meet award requirements. Regular meetings with pastoral team | PSHE Lead | Principal | Dec 2018 | <p>Bullying workshop £200</p> <p>Anti – Bullying Week w/c 20/11/18</p> | Achieve anti bullying award | | |
| 17.Become an attachment friendly school | <ul style="list-style-type: none"> Complete national framework to meet requirements of an attachment friendly school Whole school staff training | Teacher lead - Behaviour HLTA – Behaviour support | Vice Principal | July 2019 | <p>Whole school staff training Oct 2018</p> <p>Champion training – costs for cover £1000</p> | Become an attachment friendly school | | |
| 18.To develop the outdoor environment so that it is safe, purposeful and enriches learning and teaching | <ul style="list-style-type: none"> Audit present resources Complete surveys with children in relation to pupil voice Meet with a range of playground suppliers to look at costs and designs Formulate design of playground requirements with costings Apply for funding to support costs for design requirements | Principal | Business Manager Health & Safety lead | July 2019 | <p>Costs for playground developments £30,000</p> <p>Regular meetings for working party group</p> | <p>Pupils are fully supported at break times and lunch times through a range of play opportunities outside the classroom</p> <p>A range of opportunities available on school grounds to promote outdoor learning</p> <p>A range of opportunities on school grounds to support holiday clubs and after school clubs</p> | | |
| 19.Develop effective | <ul style="list-style-type: none"> Further develop the use of rewards | Vice Principal | Principal | July 2019 | | Effective systems in place to show the progress that children have | | |

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| <p>systems to show positive impact on pupils social and emotional development in school</p> | <ul style="list-style-type: none"> • Monitor and track rewards effectively • Use boxall profiles to inform teaching and learning. • Use boxall profile data to show individual pupil progress • Monitor and track detention data, use of green room, access to cloud room to look at individual pupil progress. • Continue with MIR data analysis • Use data to inform individual pupil progress and next steps to be taken | | | <p>Weekly pastoral meetings</p> <p>Half termly monitoring and recording</p> | <p>made socially, emotionally and improvement in their behaviour and engagement in learning</p> | | | |
| <p>20.Develop learners with high aspirations and high levels of self esteem</p> | <ul style="list-style-type: none"> • Review careers education offer within school • Develop a new careers programme across school • Host a careers fair within school for all children to access. • Provide guidance for children to create high aspirations to reach their goals. • Incorporate careers guidance opportunities in assemblies/workshops and classroom learning | <p>VP/Principal</p> | <p>COE</p> | <p>July 2019</p> <p>Yearly careers fair</p> | <p>All pupils have high aspirations and understand what next steps they need to take to reach their goals</p> | | | |

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| <p>21.Ensure all staff have a clear understanding of the differing needs of the children at Green Gates Academy through effective and relevant professional learning opportunities</p> | <ul style="list-style-type: none"> • Provide training for staff to support their understanding of students with specific diagnosis e.g. attachment, ADHD, Autism, sensory processing etc. • Ongoing investment in developing teachers and teaching within the Academy. • Induction pathway to support the training and development of new staff. • Opportunities to develop future leaders to be utilised, teachers of excellent/TA of excellence, NPQSL/HLTA/NPQML. • Provide PGCE students with the opportunity to team teach and observe outstanding practice. • Utilise staff meetings to ensure that staff have regular opportunities to develop their subject knowledge and understanding of how children learn. • | <p>Principal Vice Principal</p> | <p>Professional Learning Lead</p> | <p>July 2019</p> <p>October 2018 Attachment Training</p> <p>Mental Health First Aid Training</p> <p>Future in Minds training opportunities for all staff</p> <p>Play therapy training for school pathway twilight training</p> <p>Attachment training built into staff meetings via LA attachment programme</p> <p>Boxall profile training</p> | <p>Staff will be able to support the differing needs of students effectively.</p> <p>Increase student engagement within lessons.</p> <p>Development of a best practice case study.</p> <p>Reduction of MIR by 20%</p> | | | |
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| Targets What do you want to achieve? | Area for Development Pupil Outcomes | | | | | RAG Rating | | |
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| | Tasks What will you do to make it happen? | Responsibility Who will do this? | Leadership Monitoring | Timescale/Resources When will it be completed? How much staff time will it take? How much will it cost? | Evaluation and Learners' Predicted Outcomes What has been achieved? What has been the impact on learners? | Dec 2018 | April 2019 | June 2019 |
| 22.Ensure all pupils make good/outstanding progress in teacher assessments from their original starting points in maths/writing/reading | <ul style="list-style-type: none"> Provide all children with a target to achieve throughout the academic year. Review the target every term All staff to participate in pupil progress meetings Specific interventions to be put in place to suit individual needs | AVP/VP | Principal | July 2019 Costs for Classroom monitor £550 per year Teacher training Parent training TA training Termly pupil progress meetings | All pupils make good/outstanding progress from their initial starting points KPI Target: 100% of all learners make good/outstanding progress in Maths/Writing/Reading from their individual given starting points | | | |
| 23.Ensure all year 6 pupils meet/exceed DFE progress measure for Maths/Writing/Reading | <ul style="list-style-type: none"> Provide all children with a target to achieve throughout the academic year. | AVP/VP | Principal | July 2019 Teacher training Parent training TA training | All pupils at least meet their DFE progress score or better | | | |

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| | <ul style="list-style-type: none"> • Review the target every term • Complete regular mock SATS to look at individual progress and review next steps • Regular homework for children • Specific interventions put in place for individual pupils • Team tech support for year 6 teachers • Review through pupil progress meetings | | | Termly pupil progress meetings | | | | |
| 24.Narrow the gap for pupil progress measure for Maths against Reading/Writing | <ul style="list-style-type: none"> • Provide all children with a target to achieve throughout the academic year. • Review the target every term | AVP | Principal | July 2019 Teacher training Parent training TA training | | | | |

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| | <ul style="list-style-type: none">• Complete regular mock SATS to look at individual progress and review next steps• Team teaching with AVP/Year 6 maths teacher• Regular homework for children• Specific interventions put in place for individual pupils• Further development of maths resources.• Effective use of maths TA to support individual progress and support• Parent training sessions• Team tech support for year 6 teachers | | | | | | | |
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| | <ul style="list-style-type: none"> Review through pupil progress meetings | | | | | | | |
| <p>25. Assessment information is used by all staff to inform teaching and learning to achieve good or better progress and achievement</p> | <ul style="list-style-type: none"> All staff to use data to inform individual pupil progress and next steps to be taken All staff to use GL assessment data to ensure specific interventions are put in place to meet the individual needs of the children. All staff to use DFE progress measure data to set targets, pupil aspirations and inform teaching and learning to challenge | AVP/VP | Principal | <p>December 2018</p> <p>GL training</p> <p>Staff interventions training</p> <p>Staff meetings to share data and targets for individuals</p> <p>Termly pupil progress meetings</p> | <p>All staff use assessment information to inform teaching and learning to challenge children for all children make good/outstanding progress/attainment</p> <p><i>KPI Target: 100% of all learners make good/outstanding progress in Maths/Writing/Reading from their individual given starting points</i></p> | | | |

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| | <p>pupils further</p> <ul style="list-style-type: none">• Ensure that all interventions are tracked and monitored effectively to show individual pupil progress• All staff to ensure that objectives on classroom monitor inform planning and drive forward teaching and learning to challenge pupils further | | | | | | | |
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