# GARDEN FIELDS JMI SCHOOL



# School Improvement Plan
# 2016-17

# Garden Fields JMI School
# Vision Statement
# January 2016

(Review January 2017)

**Garden Fields School is a happy, inspiring and caring community which respects and values everyone -** empowering lifelong learning.

**AIMS:**

- ✓ Provide a safe environment where all children feel happy, secure and confident.
  *Health and Safety, Extra-curricular activities, Intervention support groups, Progress Children, Targets, Safeguarding, Nurture, Refurbished and new building*

- ✓ Develop individual personalities alongside respect and understanding of others.
  *Jobs and responsibilities around school, Circle Time, Reward Systems, Listening skills, Assemblies – success celebrated, Values, Golden Rules, Year 6 Captains* (Sport, Music, Library)

- ✓ Provide a positive atmosphere and learning culture where each child can be encouraged to develop their potential academically, physically, socially and emotionally.
  *Junior Leadership Team, More Able/Gifted and Talented Opportunities, Child Initiated Activities, Children's Fair, Network with other schools, Creative Curriculum, Extra-curricular activities, Displays, Nurture*

- ✓ Have fun and experience new, enriching, challenging, technological and stimulating opportunities from the world around us.
  *Visitors into school, Trips, Science, D and T, Lunchtime activities, ICT for all, Extra-curricular activities, Manor Adventure, Trip to France*

- ✓ Develop and support creativity and problem solving skills through a variety of experiences.
  *Problem solving in Maths, Science and D&T, Science/Maths Workshops, Creative Curriculum, Cross-curricular Mathematics, Literacy and ICT links, Displays*

- ✓ Support every child to make progress through the curriculum and to have high expectations for their achievements in each year they are within the school. *Teacher Assessments both summative and formative, Consistent approaches to planning and delivery of learning, Pupil Progress Meetings, Handwriting and Presentation*

# Vision Statement - Evaluation
# 2016 -17

**Garden Fields School is a happy, inspiring and caring community which respects and values everyone -** empowering lifelong learning.

**AIMS:**

✓ Provide an environment where all children feel happy and confident and are challenged to make the most of their abilities.
*Pupils always speak highly of their environment and confidently take part in a variety of activities; pupils in Year 5 and Year 6 have the opportunity to show parents around the school. We are extremely proud in the academic performance at the school with a large majority of pupils making more than expected progress. In Year 1 95% (fourth year in a succession) of pupils achieved the Phonic Screening Check expected 32+ with 100% in Year 2 retakes (no child as failed to pass the test), Year 2 pupils again achieved results above both the national and Herts levels. Year 6 pupils achieved very good results following the changes to SATs this year with 82% achieving age related in reading, writing and maths compared to 53% nationally, they also achieved 93% for reading compared with 66% nationally, 88% for writing compared with 74% nationally and 90% for maths compared with 70% nationally. The pastoral and nurture continues to be developed which included moving in to a larger space that now incorporates a cooking area for both nurture and food technology.*

✓ Develop individual personalities alongside respect and understanding of others.
*Pupils understand and accept the high expectations agreed within our core values. Assemblies, philosophy and circle times allow for the further development of mutual respect and it's been commented on how pupils challenge teacher's with respect which provides for greater independent and reflective thought. Ofsted (Nov. 2013) commented that* 'Pupils are confident enough to challenge one another's ideas, including the teacher's'

✓ Provide a positive atmosphere where each child can be encouraged to develop their potential academically, physically, socially and emotionally.
*Embedding of an inspiring curriculum to engage all learners along with a wide choice of extra-curricular clubs, which has also been supplemented by a variety of cross-curricular opportunities within school which is apparent through the high quality display both within and outside the classroom. All pupils have enjoyed the varied learning experiences which have included the opportunity to engage with Outdoor Learning and practical opportunities to develop learning skills. Nurture as also supported many pupils to become more confident and allowed them to take risks in order to solve problems.*

✓ Have fun and experience new, enriching, challenging, technological and stimulating opportunities from the world around us.
*Throughout this academic year pupils have had many enriching opportunities responding enthusiastically to each of these experiences provided by staff within school supported by the many external providers and a variety of trips.*

✓ Develop and support creativity and problem solving skills through a variety of experiences.
*The school's curriculum as provided the pupils with many opportunities to be creative which have included the Year 6 designing a Children's Fair for the rest of the school, along with inspiring and challenging way maths is taught – providing exciting problem solving opportunities. We continue to delight at the way the pupils curiosity is developed through the many different activities.*

✓ Support every child to make progress through the curriculum and to have high expectations for their achievements in each year they are within the school.
*The tracking of every individual pupil each term as led to challenging targets being set for all pupils which are monitored through the termly pupil progress meetings. The high expectations have led to excellent achievements being made a cross the school with a vast majority of pupils making more than expected progress.*

# Strategic Priorities 2016 – 2019

- *Develop robust, consistent and rigorous systems to ensure all aspects of Garden Fields leads to outstanding provision and outcomes.*
- *Enhance our core values and vision following the expansion of the school.*
- *Develop an appropriate and flexible staffing structure that supports a three-form entry school.*

# 2016-17 Improvement Plan

**In 2016 -17, we are defining and embedding our Core Values (Happy, Caring, Inspiring) in everything that we do; enabling achievement for all** *through our four priority areas*:

1. Develop a **high quality curriculum** which **inspires** all children; **optimising their social, emotional, creative and academic outcomes.**
2. Provide children with **engaging and rich learning opportunities** – nurturing values, skills and learning behaviours to **empower lifelong learning.**
3. Refine school-wide systems and organisation, resulting in a **collaborative school community.**
4. Build **effective Teaching Teams** across phases to **support high quality outcomes for all learners.**

| Progress and Attainment 2016-17 | | |
|---|---|---|
| | **Key Stage 1 School target for**      **Age related expectation  July 17  reading 90%**<br>**Age related expectations July 17 writing 90%**<br>**Age related expectations July 17  maths 90%**<br>**Key Stage 2 School target for**      **Age related expectation  July 17  reading 90%**<br>**Age related expectations July 17 writing 90%**<br>**Age related expectations July 17 maths 90%** | |

| **Review Dates** : | **The percentage of children working at or above age-related expectations by July 2017** | |
|---|---|---|
| | Year R | 85% achieve expected in 12 ELG areas of learning except for EAD and UW by end of Reception |
| *Midpoint reviews:*<br>*at the school:*<br>*01.12.16 + 23.03.17*<br><br><br>*Final review :  29.06.17* | Year 1 *age related expectations* | Reading 90% -<br>Writing 90% -      Mathematics 90% - |
| | Year 2 age related expectations | Reading 90% -<br>Writing  90%  -      Mathematics 90%  - |
| | | Combined Reading, Writing  & Maths 90% - |
| | Year 3 age related expectations | Reading 90% -<br>Writing  90% -      Mathematics 90% - |
| | Year 4 age related expectations | Reading 90% -<br>Writing 90% -      Mathematics 90% - |
| | | Combined Reading, Writing  & Maths 90%  - |
| | Year 5 age related expectations | Reading 90% -<br>Writing 90% **-**      Mathematics 90% - |
| | Year 6 age related expectations | Reading 90% -<br>Writing 90% -      Mathematics 90% - |
| | | Combined Reading, Writing  & Maths 90% - |

## Effectiveness of Leadership and Management

| Ofsted Criteria for Outstanding | SE |
|---|---|
| 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. | 1 |
| Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition. | 1 (2) |
| The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics. | 1 (2) |
| Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils. | 1 |
| 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. | 1 |
| 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. | 1 (2) |
| 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. | 2 |
| 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 linguistic, mathematical, scientific, technical, human and social, physical and artistic learning. | 1 (2) |
| 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. | 1 (2) |
| Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour. | 1 |
| 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. | 1 |
| 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. | 1 |

| Grade | Descriptor |
|---|---|
| 1 | Secure outstanding |
| 2 | Good |
| 3 | Requires Improvement |

# Effectiveness of Leadership and Management

| Target | Actions | Lead | Timescale | Monitoring | Success Criteria | Review and Evaluation (RAG) |
|---|---|---|---|---|---|---|
| *Key Priority Areas: Refine school-wide systems and organisation, resulting in a collaborative school community.*<br><br>**Development of effective, collaborative and visible leadership/management systems, ensuring a smooth transition to a new HT** | • Outline to the SLT the leadership systems to be used within the school and the expectations to allow this to be visible across all aspects of school.<br>• All leaders to have roles and responsibilities identified that are communicated to all staff.<br>• Clear objectives and outcomes for all meetings. Clear time-line for actions to be implemented and reviewed.<br>• HT, DH and SLT to work closely during transition to handover key roles and procedures, to enable induction of a new HT<br>• Teams to use personality questionnaires to identify strengths and development needs within the school. | CJ | Spring term | To monitor the roles and responsibilities are being undertaken – if not why not.<br><br>Personality questionnaires strengths and needs identified, plan created to support.<br><br>Meetings are consistently using objectives and outcomes. | • Leadership systems are understood and adhered to, allowing for visibility of support and challenge.<br>• All staff within school know and understand the roles/responsibilities of the leadership teams.<br>• All formal meetings have a stated outcome that relates to continuous school improvement.<br>• Questionnaires used support the development of each of the leadership teams. | |
| *Key Priority Areas: Develop a high quality curriculum which inspires all children; optimising their social, emotional, creative and academic outcomes.*<br><br>**Subject coordinators to lead on the development of a high quality innovative curriculum** | • Subject leaders to use the long term plan to resource their subjects and signpost staff towards innovative ideas.<br>• Use of subject leader carousels to monitor the quality of curriculum being planned for.<br>• Subject leaders to write a termly report celebrating the innovative aspects of their curriculum and identifying aspects that need further support.<br>• Subject leaders and phase leaders to be provided with regular release time to monitor and support effectively<br><br>• Termly subject leader meetings and carousels to monitor outcomes and identify areas for development. Outcomes to be fed back to curriculum leader and next steps identified | MC | Reviewed with CJ: Aut, Spring and Summer | Subject Leaders carousels each term will allow the SLs to check on the development of innovation and quality of teaching and learning.<br><br>Release time to be monitored to show that it is having impact through the development of each curriculum area.<br><br>Termly subject leader meetings demonstrate the SL understanding of the subject's needs. | • Subject leaders support staff through acquiring appropriate resources and providing innovative support.<br>• Subject carousels allow SL to continuously develop their subject through effective monitoring and high expectations.<br>• Release time used by SL and PL to be used effectively and monitored by the SLT.<br>• Subject Leaders to meet regularly with the curriculum leader to agree on-going actions that impact on the school priorities. | |
| *Key Priority Areas: Build effective Teaching Teams across phases to support high quality outcomes for all learners.*<br><br>**Create effective teaching teams that impact on outcomes for all learners** | • Plan strategic SLT meetings, staff meetings and phase meetings to support collaboration between teaching teams<br><br>• Staffing for all year groups to be identified with both experience and appropriate skills sets.<br><br>• Teaching Assistants to be used effectively both within phases and year groups to ensure all class teachers have support within class and for interventions.<br>• Phase timetables created to identify the deployment of each of the teaching assistants focusing on need within the phase – looking at support provided for PPG and SEND pupils.<br>• Termly evaluation of the teaching teams to be established to allow all members of each of the teams an opportunity to feedback areas for improvement. | CJ, MC, RP and MW<br><br><br>SW/LD<br><br><br>CJ/MC | | Teaching teams are monitored by the SLT each half term to identify strengths or any concerns/developments within the team.<br><br>Timetables are created to show the deployment of TAs in each of the phases<br><br>Each member of the teaching team to feedback to the Phase Leader their evaluation each term and actions to be supported. | • All staff understand what is meant by collaboration between teaching teams.<br>• Teaching teams develop an effective timetable to support all pupil needs<br>• Teaching teams meet regularly to discuss the required expectations and next steps for learning.<br>• Teaching Assistants understand their expectations within the teaching team and begin to develop innovative practice.<br>• Evaluation of impact of teaching teams allows for continuous improvements. | |

## The Quality of Teaching, Learning and Assessment

| Ofsted Criteria for Outstanding | SE |
|---|---|
| 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. | 2 |
| 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. | 1 (2) |
| 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. | 1 (2) |
| Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support. | 1 |
| Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively. | 1 |
| Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come. | 1 |
| Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words. | 1 |
| Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning. | 1 (2) |
| Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities. | 1 |
| Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve. | 1 |
| Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve. | 1 |

| Grade | Descriptor |
|---|---|
| 1 | Secure outstanding |
| 2 | Good |
| 3 | Requires Improvement |

# Quality of Teaching, Learning and Assessment

| Target | Actions | Lead | Timescale | Monitoring | Success Criteria | Review and Evaluation (RAG) |
|---|---|---|---|---|---|---|
| *Key Priority Areas: high quality curriculum; Engaging and rich learning opportunities*<br><br>**To create whole school long term mapping of the curriculum to develop cross-curricular learning opportunities** | • Set up a curriculum team look at whole school mapping of the curriculum.<br>• Create a whole school curriculum map with trips planned onto and overview of each year group.<br>• Year group LTPs to plan links for topics, skills and statuary requirements; making the most of cross-curricular links<br>• Introduce more flexible timetabling and curriculum 'chunking' to enable deeper learning opportunities. Classes to trial this and utilising cross-curricular links.<br>• Rich learning opportunities planned for including those initiated by the children – including <u>termly trips and visitors</u>. All year groups to include one RE trip or visit per year. These to be recorded and planned on whole school curriculum map.<br>• In termly staff meeting (before end of Autumn, Spring and Summer)  year group teams will be given time to plan creative cross-curricular links, chunking  and create MTP topic webs to be used to plan cross-curricular opportunities, including wow moments.<br>• Curriculum group to look at LTPs and provide support as required for utilising cross-curricular opportunities.<br>• Curriculum team to use curriculum plans created each term to identify strengths to share good practice and identify if year groups need support with broadening opportunities. Coaching for medium term planning provided where needed.<br>• GFS planning to be finalised and weekly planning to identify cross-curricular links within (and between) lessons.<br>• GFS Skills document to provide further guidance of skills developed within in each year group. | MC | Summer 2 2016<br><br><br>Start Summer 2 2016 on Transition staff meeting, continue to revisit every half term and in phase meetings | Curriculum team, phase and subject leaders to monitor planning, books and pupil voice for evidence on this<br><br>Subject leaders to monitor use in their subject.<br><br>Curriculum leader to monitor subject leaders. | • There will be an exciting and innovative curriculum which inspires all learners<br>• Pupil voice will demonstrate pupils' awareness of, and engagement with, cross-curricular links and utilisation of chunking for curriculum subjects<br>• Curriculum leader to use Ipad to capture and share curriculum opportunities<br>• Whole class books/projects will be undertaken<br>• Long term planning will show clear curriculum links<br>• Pupils feel they have ownership of their learning as a result of high quality planning and teaching and embedded Assessment for Learning. |  |
| *Key Priority Areas: Nurturing values, skills and learning behaviours to empower lifelong learning.*<br><br>**To regularly provide pupils with enriched and active learning opportunities, including 'wow moments', cross-curricular links, and real learning opportunities.** | • Curriculum lead to set up whole school curriculum topics and weeks to enhance and enrich the curriculum, for example Roald Dahl Topic, Year 5/6 West End theatre trip. Dates to put in the diary in Summer term and September.<br>• Link whole school celebration of special days and festivals. These to be planned into the assembly rota and subject leaders (e.g. RE) to lead on these each term.<br>• Provide teachers with planning and collaboration time to create rich learning opportunities planned - including <u>termly trips and visitors</u>. All year groups to include one RE trip or visit per year.<br>• Teachers discuss and develop ideas with pupils at the beginning of each topic – how would they like their learning developed?  Include learning initiated by the children throughout the curriculum.<br>• Use a variety of strategies and sharing of ideas to continue to embed independent learning throughout the curriculum.<br>• Provide opportunities each term for teachers to share ideas and resources with colleagues, identifying chunking of learning and the benefits.<br>• Enriched curriculum opportunities to be recorded by Curriculum leader and promoted on class blogs and the GFS website.<br>• Learning Journals and topic books to be used to record learning throughout the curriculum. | MC | Summer 2 2016<br><br><br>Start Summer 2 2016 on Transition staff meeting, continue to revisit every half term and in phase meetings | Curriculum team, phase and subject leaders to monitor planning, books and pupil voice for evidence on this<br><br>Subject leaders to monitor use in their subject.<br><br>Curriculum leader to monitor subject leaders. | • There will be an exciting and innovative curriculum which inspires all learners<br>• Pupil voice will demonstrate pupils' awareness of, and engagement with, cross-curricular links and utilisation of chunking for curriculum subjects<br>• High quality outcomes will be taught through a broad and balanced curriculum |  |

| | | | | | | |
|---|---|---|---|---|---|---|
| *Key priority: Build effective Teaching Teams across phases to support high quality outcomes for all learners*<br>*High quality curriculum*<br><br>**To use coaching and collaboration to share good practice and improve the consistency of outstanding teaching and learning throughout the curriculum** | • Continue to provide training for SLT members on effective coaching.<br>• Coaching continued throughout the school - through appraisal, phase teams and by subject leaders. Regular time invested in this.<br>• Use staff meetings to develop a GFS Teaching and Learning Handbook – exemplifying what outstanding teaching and learning looks like at GFS.<br>• Use the GFS Teaching and Learning Handbook to help induct new staff and to develop consistency of high quality outcomes throughout the school.<br>• Use INSET and staff meetings in Autumn term to work with Teaching and Learning Handbook, refine and develop it. Coaching sessions to use it to help support with developing high quality teaching and learning. The focus for 2016/17 will be on: learning environments, active learning, talk for writing, teaching sequence for writing, independent learning, peer and self-editing and assessment<br>• Create a video archive exemplifying areas of the Teaching and Learning Handbook. Share with staff. Use to help support with developing high quality outcomes throughout the school.<br>• Timetable systems for sharing good practice to develop high quality teaching and learning. Including lesson study and videoing<br><br>• Continue to embed (and induct new staff) with high expectations for presentation, feedback and marking throughout the school through the use of coaching and mentoring.<br><br>• Support staff managers to attend staff meetings which are linked to key areas of teaching and learning (for example feedback and marking). Work with Curriculum leader and phase leaders to train support staff in these areas.<br><br>• Regular and timetabled opportunities set up for peer observations for teachers and TAs. Half-termly focus decided (for example questioning) | MC<br><br><br><br><br><br><br>SLT/subject leaders | Autumn term and throughout the year | See monitoring timetable<br><br>HT/DH/Phase monitoring<br><br>Monitoring by subject leaders | • The GFS Teaching and Learning Handbook will help to further develop consistency of teaching and learning throughout the school<br>• Active learning and high quality outcomes will be evident in lesson observations, through pupil voice and in the children's books<br>• There will be a collaborative learning community in the school.<br>High quality outcomes are promoted through independent learning . Resources and the physical environment. Ensure that resources are well organised and adequate through expansion | |

## Personal development, behaviour and welfare

| Ofsted Criteria for Outstanding | SE |
|---|---|
| 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. | 1 |
| Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view. | 1 |
| 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. | 1 |
| 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. | 2 |
| 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. | 1 |
| 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. | 1 |
| 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. | 1 |
| Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. | 1 |
| Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language. | 1 |
| 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. | 1 |
| 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. | 1 |
| Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites. | 2 |
| Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. | 2 (1) |

| Grade | Descriptor |
|---|---|
| 1 | Secure outstanding |
| 2 | Good |
| 3 | Requires Improvement |

# Personal development, behaviour and welfare

| Target | Actions | Lead | Timescale | Monitoring | Success Criteria | Review and Evaluation (RAG) |
|---|---|---|---|---|---|---|
| *Key priority: Provide children with engaging and rich learning opportunities – nurturing values, skills and learning behaviours to empower lifelong learning.*<br><br>**To develop learning behaviours throughout the curriculum** | • Behaviour for Learning skills to be decided in SLT and through staff/pupil consultation; which lifelong learning and values are we developing?<br>• Staff CPD about the Learning Behaviours work by Guy Claxton and growth mindset.<br>• Set up whole school themes on learning behaviours (linked to work on values). Introduce these through assemblies, the house system and within classes.<br>• In lessons, teaching teams to ensure learners know their successes, what they are aiming to achieve and what they need to do to achieve this. For example through the use of targets and high quality assessment for learning, feedback and marking.<br>• Develop the use of growth mindsets – staff training about it, display throughout the school.<br>• Collaboration and sharing of good practice for developing this in staff and phase meetings.<br>• Subject leaders to use pupil voice to audit children's understanding and attitudes towards learning within the different areas of the curriculum<br>• Class teachers to provide opportunities for children to reflect on learning throughout the curriculum; including the use of self and peer-assessment/marking/editing<br>• Staff and phase meetings to feedback and work collaboratively to share good practice and work at further developing this throughout the school.<br>• All staff to uphold and model school's expectations for learning behaviours | TL/INCO<br><br>SLT | Autumn term 2016<br><br>Impact evident by Autumn 2 | Curriculum team, phase and subject leaders to monitor planning, books and pupil voice for evidence on this<br><br>Lessons to be monitored for active use of learning behaviours and opportunities for reflection.<br><br>Phase meetings to be used for staff to discuss strengths and areas of developments around learning behaviours and how these be actively developed through the curriculum. | • Learning is underpinned by skills development and real life opportunities. Children and staff are clear about their learning and what skills they are developing.<br><br>• Pupils demonstrate a positive growth mindset in relation to their own and others' potential.<br><br>• Pupil voice will demonstrate that children have excellent attitudes to learning and demonstrate a growth mindset<br><br>• Pupils will be able to reflect on the purpose of what they are learning and are developing skills which will help them throughout their lives<br><br>• Behaviours for learning will be clear and consistent throughout the school<br><br>• Children will be regularly involved in setting their individual learning targets.<br><br>• Pupils and teachers regularly talk about learning, how they learn and what is most effective. | |
| *Key priority: Develop a high quality curriculum which inspires all children; optimising their social, emotional, creative and academic outcomes.*<br><br>**Developing and embedding a values based curriculum** | • Staff and pupils to identify monthly values to complement the school's three core values.<br>• Monthly values assembly held at the beginning of each month to celebrate the new value for that month.<br>• All stakeholders to be able to nominate both pupils and staff each months who demonstrate the value each month – to be presented in monthly values assembly.<br>• Character Education to be used to develop values based curriculum through termly CPD.<br>• INSET Day training for all staff on Character Education, weekly assembly on each value.<br>• Use and development of the use of values in the curriculum to be monitored by the SMSC leader.<br>• All staff to uphold and model school's expectations for values | Talla Lee | On-going.<br><br>On-going<br><br>Summer 2016 | Subject leader to monitor the use and development of values within the curriculum and across all aspects of school life.<br><br>SL and Nurture leader to monitor the use of circle time and follow up by teachers of Character Education. | • Character Education will be an integral part of a High Quality Curriculum.<br>• The core values along with monthly values to be visible in displays, discussions, books and as part of class/school rules | |

| Key Priority Areas: *Nurturing values, skills and learning behaviours to empower lifelong learning.*  **To embed the Positive Behaviour Policy, inducting new staff and ensuring smooth transitions** | • Revisit the Positive Behaviour Policy on the INSET Days with all staff, ensuring all are clear about positive rewards, golden time and consequences (use of behaviour levels and recording on Sims)<br>• MSA training led to further develop staff use of positive reinforcement, for example use of green cards<br>• SLT lunchtime rota to continue, supporting positive behaviour at lunchtimes<br>• All staff to work on setting high (and consistent) expectations of transitions around the school – walking in corridors etc. Assemblies and Character Education used to support this.<br>• Staff meetings in Autumn, Spring and Summer term to further develop high quality 'wave 1' pastoral support, circle time and Character Education in classes. Support and training given as needed from Pastoral/Nurture team.<br>• Referral forms/strategies will be used to support Pastoral team with supporting pupils and teachers as needed.<br>• All staff will be aware of the needs of vulnerable pupils throughout the school.<br>• Staff training to HCC level on Autism training | CJ  H Robbins  R Palmer | End of autumn term | SLT to monitor  Pupil voice  Staff and parent questionnaires | • All staff will be confident with using the Positive Behaviour Policy; ensuring consistent approaches are used throughout the school.<br>• MSAs will feel confident with supporting positive behaviour at lunchtime<br>• Circle time and Character Education will be used to further develop and enhance already in place Pastoral provision. | |

## Outcomes for Pupils

| Ofsted Criteria for Outstanding | SE |
|---|---|
| Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points. | 1 |
| The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points. | 1 (2) |
| 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. | 2 (1) |
| Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age. Children in Year 1 achieve highly in the national phonics check. | 1 |
| For pupils generally, and specifically for disadvantaged pupils and those who have special educational needs, progress is above average across nearly all subject areas. | 2 |
| From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally. | 1 |
| The learning, quality of work and progress of groups of pupils, particularly those who are disabled, those who have special educational needs and those for whom the pupil premium provides support, show that they achieve exceptionally well. | 2 |
| The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly. | 2 (1) |
| 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. | 2 |

| Grade | Descriptor |
|---|---|
| 1 | Secure outstanding |
| 2 | Good |
| 3 | Requires Improvement |

## Outcomes for Pupils

| Target | Actions | Lead | Timescale | Monitoring | Success Criteria | Review and Evaluation (RAG) |
|---|---|---|---|---|---|---|
| *Key Priority Area: Support high quality outcomes for all learners*<br><br>***Ensure all pupils are making the expected levels of progress in reading, writing and maths*** | • Termly work and planning scrutinies to ensure necessary pitch and challenge in all year groups to enable progress (subject leader carousel and SLT scruitinies)..<br>• Induct all new staff into using Target Tracker. Use staff meetings and phase meetings to share good practice and how to use it effectively to plan and assess in each year group.<br>• All new staff trained in data analysis and Target Tracker reports to look at pupil progress and attainment to target under achieving pupils.<br>• Termly summative assessment analysed by class teachers to identify children not making progress.<br>• Termly pupil progress meetings for Maths and English with further review of impact.<br>• Pupils not making progress or slow progress will be monitored using B Squared or 'Snap B'.<br>• Teachers to refer children whose progress is causing concern to InCo and Pastoral Support Team and work with them to determine any barriers to learning through early identification, advice and support for wave 1 teaching and/or wave 2 and 3 intervention. | SLT<br>HT<br><br><br><br><br><br><br><br><br><br>RP | Termly meetings | Summative data put on Target Tracker<br><br>Termly Pupil Progress meetings and reviews<br><br>INCO to monitor wave 2 and wave 3 intervention each term – looking at outcomes<br><br>Fortnightly planning/work scrutiny – carefully targeted<br><br>Moderation internally and externally to monitor age related expectations. | • At least 85% of children will meet age related expectations in Reading, Writing and Maths.<br>• Wave 2 and 3 interventions in place to support children with making expected levels of progress.<br>• SLT and core subject leaders to monitor regular and support class teachers with putting in place strategies for children as required.<br>• Coaching and mentoring developed to share good practice within the school.<br>• SPLD teacher provides appropriate support for pupils as well as teacher | |
| *Key Priority Area: Support high quality outcomes for all learners*<br><br>***Provide additional support for pupil premium, SEN and EAL pupils to ensure they make at least expected progress for their year group.*** | • Snap B, Working Memory and SPLD diagnostic software to used and teachers trained to support early identification of barriers to Learning.<br>• Continued development of effective pupil progress meeting each term.<br>• Pupil focused observations, work scrutiny and interviews conducted for children identified in PPM meetings and those in vulnerable groups.<br>• All observations of teachers and support staff to comment on progress of vulnerable pupils in lessons.<br>• Wave 2 and 3 interventions for Maths to be investigated and developed.<br>• EAL interventions to be developed through CPD, mentoring, team planning-team teaching-observation-review cycle.<br>• Wave 2 programme invested into for Maths<br>• INCO to support and monitor implementation of Wave 2 (or 3) intervention as necessary. Pupils identified as stuck, making slow progress or falling behind in PPM meetings to be the focus of work scrutinies, pupil focused observations, and pupil interviews. Interventions for these children will be included in light touch, ten minute observation drop ins by either HT/DHT/INCO or SSM | INCO<br>Team<br><br>SPLD<br><br>EAL<br>Leader | July 2017 | Summative data put on Target Tracker.<br><br>Termly Pupil Progress meetings<br><br>Fortnightly planning/work scrutiny – carefully targeted to include PP children. | • A greater proportion of SEN, EAL and PP children will make expected progress – 90%<br>• Pupil Premium funding strategically planned for – staff meeting to discuss ideas,<br>• INCO to regularly meet with CTs requiring additional support | |

| | | | | | |
|---|---|---|---|---|---|
| *Key Priority Areas: Build effective Teaching Teams across phases to support high quality outcomes for all learners*<br><br>**Develop understanding of formative and summative assessment between all staff teams.** | • Phase meetings to undertake termly moderation – ensuring consistency of assessment – MC to evaluate consistency<br>• Continue moderation with St Albans Target Tracker cluster group<br>• Continue staff CPD for subject knowledge required for each year group – in particular with SPAG progression throughout the school.<br>• Develop the tracking of progress for core and Foundation subjects using Target Tracker<br>• Investigate use of Target Tracker app on Ipads to support with formative assessment and recording on Target Tracker. | Chris Jukes and Michelle Cole<br><br>Phase leaders and core subject leaders | Assessments through Target Tracker in place monitored and evaluated throughout year. | Summative assessment termly.<br><br>Phase meetings to focus on assessment at least once a half term. | • All staff will be confident with assessing writing and moderation will ensure consistency throughout the school, and across phases.<br>• SPAG results will increase in line and above national average.<br>• All staff and year groups understand and use the Target Tracker KPIs for formative assessment<br>• Clear tracking of progress for core subjects and use of curriculum skills document for foundation stage assessments. |

# Subject Leader Action Plans

**Subject:** Curriculum Leader        (£2000)                                          **Subject Leader:** Michelle Cole

| Target | Actions – *What will I do?* | Lead | Timescale | Monitoring | Success Criteria | Review and Evaluation (RAG) |
|---|---|---|---|---|---|---|
| Achievement:<br>*Key Priority Areas: develop a high quality curriculum to support high quality outcomes for all learners*<br><br>**Develop the assessment of skills and the tracking of skills progression by subject leaders** | • Professional Practice meetings to further develop and embed assessment and tracking of skills.<br>• A clear whole school 'map' of statuary objectives to ensure sufficient coverage.<br>• Develop use of Target Tracker to assess key NC objectives for Computing.<br>• Investigate use of Target Tracker to assess other foundation subjects. | Michelle Cole,<br><br>Subject leaders | Spring 17 | • Termly staff meeting work carousels for all subject leaders to monitor standards in their subjects.<br>• Termly Creative Curriculum Team meeting to look at assessment and tracking of skills. | • Statuary coverage is in place for all subjects – used within the Creative Curriculum.<br>• All subject leaders will be confident in monitoring the progression of skills within their subject area.<br>• Middle leaders beginning to take ownership for their subject – ensuring NC 2014 is in place. | |
| Quality of Teaching and Learning<br>*Key Priority Areas: build effective Teaching Teams across phases to support high quality outcomes for all learners*<br><br>**Further develop the consistency of pitch and challenge in foundation subjects and through the use of cross-curricular links, including a focus on cross-curricular writing** | • INSET and staff CPD to develop understanding and pedagogy for high quality cross-curricular writing<br>• Whole school topic on Roald Dahl to launch an exciting and innovative curriculum<br>• SLT and Subject leaders to ensure cross-curricular and creative links are being utilised – for example through the use of 'chunking'<br>• Curriculum leader to work with subject leaders to develop how observations are distributed throughout the year and how they are fed back to SLT<br>• Use work and planning carousels to identify strengths and areas for development. Time given to feedback in staff meetings.<br>• Encourage the sharing and celebration of good practice (see coaching and mentoring target).<br>• Subject leaders to audit the resources needed for their subject in light of NC2014 and expansion – feeding back in staff meetings/INSET as required.<br>• Use staff audit to identify teachers requiring more support. | Michelle Cole,<br><br>Subject leaders | Spring 17 | Termly staff meeting work carousels for all subject leaders to monitor standards in their subjects<br>Termly planning carousel for subject leaders to monitor standards in their subjects.<br>Termly Creative Curriculum Team meeting. | • Teaching will be increasingly outstanding in all foundation subjects<br>• Subject leaders will feedback effectively to SLT – identifying good/excellent practice and teachers who require more support will be given it<br>• Work and planning scrutinies will show high quality pitch and challenge of all pupils' learning | |

| Leadership and Management: *Key Priority Areas: Refine school-wide systems and organisation, resulting in a collaborative school community* **Further strengthen and develop the leadership of middle leaders** | • Continued staff meetings to develop the teaching of a broad and balanced curriculum – subject leaders to lead meetings relating to their area of the curriculum<br>• Work carousel to provide subject leaders with time to monitor their subject. Time given in strategically planned staff meetings to feedback about 'strengths and even better ifs'<br>• Termly subject leader review meetings, looking at impact.<br>• Pairing of experienced with less experienced subject leaders to offer support, especially for staff leading a subject for the first time<br>• Use of Level 5 Coaching training to support and develop this | Michelle Cole | September 2016-July 2017 | Termly work carousel for subject leaders<br>Termly planning carousel for subject leaders<br>MC to feedback half-termly to SLT. | • Middle leaders will be confident and innovative in the leadership of their subject.<br>• Garden Fields will have a united team of senior and middle leaders all striving for, and utilising, a progressive high quality curriculum. | |

# Subject Leader Action Plans

**Subject:** English          (£1,500)          **Subject Team:** Adele Girdwood, Cathy Riordan, Ian Randall and Sasha Roth

| Target | Actions – *What will I do?* | Lead | Timescale | Monitoring | Success Criteria | Review and Evaluation (RAG) |
|---|---|---|---|---|---|---|
| Achievement:<br>*Key Priority Areas: develop a high quality curriculum to support high quality outcomes for all learners*<br><br>**To further embed and develop extended writing opportunities, Including the development of SPaG from KS1 to KS2.** | • Staff training and INSET on SPaG – sharing of the new tests and end of key stage expectations – where we aiming towards.<br>• HFL support looking at development of The Teaching Sequence for Writing (TS4W) through Literacy and Language.<br>• Staff CPD and sharing of good practice through staff meetings and HFL coaching sessions<br>• Revisit staff training about redrafting marking. Also focusing on the use of skills based marking in Literacy. Sharing good practice. Induct new staff with marking policy – have in each classroom.<br>• Development of cross-curricular writing opportunities and use of extended writing opportunities throughout Language and Literacy. Work with Humanities and Science subject leaders to develop this.<br>• Continue to embed marking and presentation throughout the school, including induction of new staff.<br>• Marking and redrafting to include editing for ARE grammatical features<br>• Literacy and Language Development Day in Spring term to further embed and develop practice throughout the school. | AG/IR | Spring term | Learning walks<br>Book looks<br>Pupil voice<br>Subject leader carousel | • Greater evidence of high quality writing throughout the school<br>• Writing consistency will be improved throughout the school.<br>• More evidence of skills based marking and redrafting marking, clearly linked to writing progression.<br>• All staff confident with expectations for their year group for SPaG and key writing features.<br>• Writing targets will be clear and consistent, leading to effective progress of all learners.<br>• Greater variety of cross-curricular writing opportunities utilised | |
| Quality of Teaching and Learning:<br>*Key Priority Areas: provide children with engaging and rich learning opportunities*<br><br>**To further develop high quality English pedagogy throughout the school. (Focus: TS4W, active learning opportunities and effective modelling)** | • Clear induction for new staff using Professional Practice Meetings, GFS Teaching and Learning Handbook and coaching/mentoring.<br>• Set up/embed routines to share good practice – masterclasses, coaching, drop ins and paired observations.<br>• Video staff teaching particular areas of English effectively – share in staff meetings and masterclasses.<br>• Regular English and Literacy and Language release time used to team teach, model and coach staff requiring more support.<br>• Meetings to focus on the development of writing in Language and Literacy and through topic. HFL Teaching and Learning Support days to support this.<br>• HFL coaching day led with AG and IR to coach staff on adapting L and L units.<br>• Begin to develop Literacy/texts outside of L and L.<br>• Guided reading planning/recording worked on and developed with staff – share good practice.<br>• Staff CPD about cross-curricular writing. Work with Humanities and Science Subject leaders to embed throughout the curriculum.<br>• Continue to embed marking and presentation throughout the school.<br>• Continue to develop the quality and quantity of the reading scheme to support with high quality reading. | Adele Girdwood and Ian Randall | Impact shown by end of Autumn term | Learning walks<br>Regular Language and Literacy meetings<br>Book look<br>Pupil voice<br>Subject leader carousel | • Continued improvements to the quality of teaching and learning throughout the school.<br>• Greater proportion of lessons observed will be 'outstanding'.<br>• Staff will be engaged and confident with teaching, and adapting as necessary, Language and Literacy.<br>• Increased evidence of writing opportunities in children's personal logs and topic books.<br>• More evidence of skills based marking and redrafting marking, clearly linked to writing progression.<br>• All staff confident with expectations for their year group for SPaG and key writing features.<br>• Writing targets will be clear and consistent, leading to effective progress of all learners. | |

| Leadership and Management *Key Priority Areas: build effective Teaching Teams across phases to support high quality outcomes for all learners* **Development of a new English team (with clear roles and responsibilities) to continue to actively impact of learning, incorporating the sharing of good practice, subject knowledge and coaching.** | • Induction of new English leader and staff – meetings to share good practice<br>• Creation of a clear English Team roles and responsibilities – supporting English development through KS1, RWI and KS2.<br>• Regular learning walks, coaching, peer assessments and pupil voice to monitor consistency of standards throughout the school.<br>• Identify teaching 'buddies' – pairing less confident/new members of staff with engaged and confident teachers of Literacy and Language.<br>• Use of video to share good practice.<br>• Staff meetings on SPaG and extension of writing through Language and Literacy, and throughout the curriculum to develop staff's confidence with key terminology.<br>• HFL support meetings and coaching with staff to further develop this.<br>• School librarian to take on support role for Reading Scheme – developing continuity between reading resources and support in the school. | Adele Girdwood and Ian Randall | September 16-June 17 | Learning walks Regular Language and Literacy meetings Book look Pupil voice Subject leader carousel | • Improved proportion of outstanding teaching.<br>• Increased quantity of writing in pupils' books.<br>• Marking shows evidence of skills development – marking to the band criteria.<br>• Redrafting and extended writing opportunities utilised throughout the curriculum.<br>• Staff engaged and enthusiastic about teaching Literacy and Language. | |
|---|---|---|---|---|---|---|

# Subject Leader Action Plans

**Subject:** Maths (£1500)　　　　　　　　　　　**Subject Leader:** James Berman

| Target | Actions – *What will I do?* | Lead | Timescale | Monitoring | Success Criteria | Review and Evaluation (RAG) |
|---|---|---|---|---|---|---|
| Achievement:<br>*Key Priority Areas: develop a high quality curriculum to support high quality outcomes for all learners*<br><br>**Develop children's mastery of the fundamentals of mathematics, especially in KS1/the early years** | • Lead staff INSET in Aut 1 on mastery teaching in line with NC expectations – continued development of depth and breadth.<br>• Ensure that benefits from subscription to HFL Primary Plus are maximised by raising awareness amongst staff of the documents there that will most support (teaching and) learning<br>• Work with Gill Shersby-Fox and Rosemary Ghosh to structure coaching and support in areas of greatest need<br>• Continue to develop use of thinking and problem solving throughout all mathematical strands, using HFL materials to support this.<br>• Continue to develop marking and feedback to support thinking and reasoning.<br>• Continue to focus upon use of these things in staff meetings and when setting expectations for lesson observations; | James Berman and Rosemary Ghosh | Summer2017 | • Observations and book looks<br>• Subject leader carousel<br>• Feedback from teachers | • Lesson observations will show that children are achieving a deep(er) understanding; rather than an emphasis on challenging children with larger numbers etc<br>• Data will show a greater proportion of children achieving age-related targets<br>• Books will show a greater use of manipulatives and visual models to support understanding, as well as evidence of more explicit reasoning; less reliance on worksheets<br>• Evidence of teachers using HFL resources in planning/teaching | |
| Quality of Teaching and Learning:<br>*Key Priority Areas: refine school-wide systems and organisation, resulting in a collaborative school community*<br><br>**Develop a consistent school-wide approach to calculation, based on a robust and clear calculation policy** | • Introduce new calculation (and mental mathematics) policy (based on HFL model(s)) early in academic year;<br>• Staff meeting to support effective introduction;<br>• Purchase necessary resources to enable teachers' reliance on new polic(ies);<br>• Linking of calculation with concrete resources – using HFL model policy for support.<br>• Observations and book looks to ensure polic(ies) are being implemented;<br>• Scrutinise results (and tests themselves) of arithmetic tests taken. | James Berman and Rosemary Ghosh | Spring 2017 | • Observations and book looks<br>• Feedback from coaches/mentors | • A consistent approach to calculation will be in place throughout the school<br>• All staff will be able to access HFL Maths support materials<br>• Seen in all observed lessons;<br>• Reasoning observed in books | |

| Leadership and Management: *Key Priority Areas: build effective Teaching Teams across phases to support high quality outcomes for all learners* **Develop mathematics coaching and mentoring across the school, establishing a Maths team with KS1 and KS2 lead** | • Develop a whole-school mathematics leadership team with R Ghosh<br>• Strategic Maths subject leader release time to support coaching opportunities throughout the school<br>• Work with G Shersby-Fox and R Ghosh to develop coaching/mentoring programme across key stages;<br>• Identify strong teachers of Mathematics across school and encourage identified weaker and/or inexperienced teachers to work with them to develop teaching and learning in line with objectives set out in subject priorities 1 and 2 | James Berman and Rosemary Ghosh | Summer 2017 | • Through catch up meetings with all parties and lesson observation<br>• Subject leader carousel<br>• Maths termly review | • Quality of teaching observed in all lessons will be at least 'good'; and the majority 'outstanding'<br>• Teaching observed – especially in KS1 – will show that subject priorities 1 and 2 are being achieved<br>• Recipients of coaching/mentoring will become more confident in developing these skills and will be observed to use them in own teaching, resulting in higher quality learning | |

# Subject Leader Action Plans

**Subject:** Science (£1,000)                                             **Subject Leader:** Gemma Ellwood

| Target | Actions – *What will I do?* | Lead | Timescale | Monitoring | Success Criteria | Review and Evaluation (RAG) |
|---|---|---|---|---|---|---|
| Achievement: *Key Priority Areas: develop a high quality curriculum to support high quality outcomes for all learners* <br><br> **Continue to monitor and develop support for Pupil Premium and EAL children.** | • Review the key vocab document to check its suitability and see whether anything needs updating. <br> • Continue to laisse with Andrea Lawson re: the use of the key vocab document with EAL pupils during EAL interventions. <br> • Conduct learning walks to monitor the use of vocab packs and vocab assessment sheets. <br> • Continue to monitor progress of key groups in science. <br> • Continue to monitor and encourage the use of Target Tracker as a means of carrying out accurate formative assessment that doesn't overly rely on literacy skills. | Gemma Ellwood | Spring term | • Review TT data <br> • Learning walks looking at the availability of key vocab in science. <br> • Book scrutinises focusing on the use of vocab assessment sheets. <br> • Observations <br> • Pupil voice | • Monitoring shows that effective use of vocab packs and assessment sheets is embedded across the school. <br> • 2015/16 data shows improved outcomes for PP and Ethnic Minority groups. <br> • Key vocab is displayed and used in classrooms. <br> • Target Tracker data shows progress amongst groups. | |
| Quality of Teaching and Learning: *Key Priority Areas: refine school-wide systems and organisation, resulting in a collaborative school community* <br><br> **To review the whole school assessment of Science.** | • Monitor the use of TT and data <br> • Provide support and assistance to those teachers who require it, particularly when it comes to new staff. <br> • Work together with teachers to assess science and develop a moderation book for staff to refer to. (i.e. is it providing teachers with the support they require?) | Gemma Ellwood | Assessment to be implemented and embedded by the end of the academic year. | • Teacher voice <br> • Book scrutiny <br> • Learning walk <br> • Observations | • Monitoring shows that teachers are inputting data onto TT and that they are using their assessment to aid them in planning and delivering engaging science lessons, at an appropriate pitch and with sufficient coverage of the curriculum. <br> • Have a folder of work from across the year groups (and the terms) to show the progress of children working At Age Related Expectations for staff to refer to. | |
| Leadership and Management: *Key Priority Areas: build effective Teaching Teams across phases to support high quality outcomes for all learners* <br><br> **To continue to update resources across the school through expansion to 3fe** | • Review the appropriateness of the current resources to the new curriculum and 3fe school development <br> • Cull obsolete and acquire additional resources as necessary <br> • Develop resource storage and organisation solutions that work in the context of the new scheme of work and new school layout | Gemma Ellwood | Summer term | • Teacher voice <br> • Observations | • The resources we have are well matched to the curriculum we teach. <br> • Teachers have easy access to the resources they need in order to teach high quality science lessons. | |

# Subject Leader Action Plans

**Subject:** Computing    (£2000)　　　　　　　　　　　　　　　　　　　**Subject Leader:** Cathy Riordan and Jon Ryan

| Target | Actions – *What will I do?* | Lead | Timescale | Monitoring | Success Criteria | Review and Evaluation (RAG) |
|---|---|---|---|---|---|---|
| Outcome for pupils: *Key Priority Areas: refine school-wide systems and organisation, resulting in a collaborative school community* <br><br> **To develop assessment of Computing throughout the school** | • Investigate ways to develop the assessment of Computing throughout the school using Target Tracker <br> • Lead staff training on using Target Tracker for Computing assessment | Jon Ryan and Sophie Lincoln | Autumn term – staff training in phase meetings <br> In place – Spring term <br> Monitor – Summer term | • Overview of Target Tracker assessment. <br> • Subject leader carousel | • Computing assessment will be tracked throughout the scale <br> • Staff will be confident assessing Computing in a manageable way <br> • Subject leaders will be able to monitor Computing coverage and assessment | |
| Quality of Teaching, Learning and Assessment: *Key Priority Areas: develop a high quality curriculum to support high quality outcomes for all learners* <br><br> **Review 'Rising Stars' scheme of work to ensure consistency of quality first teaching and delivery of Computing.** <br> **To develop the use of ICT for cross-curricular work**. | • Feedback from staff half-termly – strengths and weaknesses of the units taught. <br> • Produce a list of available resources to share with staff. <br> • Arrange INSET's/raise awareness of courses to increase competence and confidence to teach Computing effectively. <br> • Keep staff updated with new developments. <br> • Ensure that Computing is being embedded into all curriculum areas. <br> • Lead staff meeting input about including cross-curricular ICT work | Jon Ryan <br><br> Sophie Lincoln | 1. Once every half-term: <br> • Get feedback from staff and review 'Rising Stars' units of work. <br> 2. As required: <br> • Provide staff with updates on the Computing curriculum. <br> 3. Every term: <br> • Check planning & monitor cross-curricular work. | 1. Completion of further staff audits – keep updated on areas for development. <br> 2. Feedback and updates in staff meetings. <br> 3. Regular discussions with staff. <br> 4. Monitoring of planning & cross-curricular work. <br><br> Monitor booking system & address any technical problems. <br> Lead person = M Cooper | • Staff will be aware of the available resources to support their planning of computing lessons. <br> • Staff will be able to use the adapted scheme to plan and teach effectively. <br> • Computing skills will be evident in cross-curricular planning. <br> • The teaching of Computing will be consistent throughout the school. <br> • There will be more ICT used for cross-curricular work throughout the school | |
| Effectiveness of Leadership and Management: *Priority Areas: build effective Teaching Teams across phases to support high quality outcomes for all learners* <br><br> **To develop effectiveness of the ICT/Computing team.** <br><br> **To develop management and availability of ICT devices** | • Monitor new booking system & support staff as required. <br> • Regular checks to ensure that all devices have been returned. <br> • Assign Y5/Y6 monitors to check equipment (morning, lunch time & end of day). <br> • Schedule and lead regular ICT/Computing team meetings. <br> • Feedback to staff as required. <br> • Observe ICT/Computing lessons throughout the school. | Jon Ryan <br><br> Sophie Lincoln | Timescale – half term and termly monitoring | Assign Y5/6 Monitors to check equipment. <br><br> Lead person = SL/JR <br><br> 1. Once every half-term: Schedule an ICT/Computing team meeting to discuss updates etc. <br> 2. As required: Feedback areas discussed in team meetings to staff, during staff meetings. <br> 3. Every term: Observe the teaching of ICT/Computing. | • Staff can manage their own bookings based on their teaching requirements. <br> • All ICT resources will be available and ready for use, as required. <br> • Minutes to be distributed from each meeting. <br> • Updates to be included in staff meeting minutes. <br><br> • Observations to be carried out regularly. | |

# Subject Leader Action Plans

**Subject:** SEND **Subject Leader:** Ruth Palmer, Helen Robbins, Su Kemp-Robertson and Inger Howe                    (£2000)

| Target | Actions – *What will I do?* | Lead | Timescale | Monitoring | Success Criteria | Review and Evaluation (RAG) |
|---|---|---|---|---|---|---|
| **Achievement:** *Priority Areas: build effective Teaching Teams across phases to support high quality outcomes for all learners* <br><br> **To develop staff training and resources for SEN need in the school** | • Use resources (SPLD Teacher, Wellcom, SNAP B, SNAP infant, EAL Assessment) to identify and prioritise areas of need throughout the school. <br> • Develop SPLD training for support staff focusing on HFW reading and spelling. Designated SPLD intervention time to be timetabled so that pupils on Specialist Teacher's caseload are supported appropriately in class with frequent over learning of strategies taught <br> • Complete AET Audit <br> • Train Staff to Tier 3 in Autism practice | Ruth Palmer | Summer 17 | Feedback to SLT fortnightly. <br><br> Minutes from Team Meetings <br><br> Pupil Interviews Staff questionnaire | Comprehensive Map of Need and Support developed. <br> Pupils identified and baseline assessment completed <br> Support programme developed and delivered <br> Outcomes of support within intervention show progress over time <br><br> Evidence in books of strategies taught in intervention being used independently. <br><br> Pupil Voice is gathered and acted upon. <br><br> Staff are confident in teaching the support programmes and can measure impact effectively. <br><br> Pupils make progress and narrow the gap between themselves and their peers | |
| **Quality of Teaching and Learning:** *Priority Areas: build effective Teaching Teams across phases to support high quality outcomes for all learners* <br><br> **To develop robust systems of support to promote high quality outcomes for all learners** | • Clearly define pathways to support (Identification methods- SNAP B,SLCN checklist etc - referral forms, expectations of evidence needed, progress and attainment tracking) <br> • Through Pupil Progress Meetings - Continue to work with Teachers who refer children whose progress is causing concern to InCo and Pastoral Support Team to determine any barriers to learning through early identification, advice and support for wave 1 teaching and/or wave 2 and 3 intervention. <br> • Develop a rolling programme of workshops to upskill all teaching teams in dyslexia friendly wave 1 teaching provision, supportive learning environments and strategies for wave 2 interventions. <br> • Using strategies developed in Nurture to train TA's in the delivery of character education through weekly circle time session | RP/HR/IH/SKR | Summer 17 | | Barriers to learning will be identified and teachers will have an understanding of the best methods to meet an individual's needs. <br><br> Teaching teams have a working document that accurately reflects the pupils, their barriers to learning and the interventions in place to meet the need. <br><br> Coordinators will be able to use document to monitor the impact of support. <br><br> In observations Wave 1 teaching is seen to have developed from baseline to include frequent, robust consolidation of core skills. <br><br> Pupil Voice on effectiveness of circle time shows that pupils can identify values taught and how this impacts on them and others. | |

| Leadership and Management:<br>*Priority Areas: refine school-wide systems and organisation*<br><br>**To develop robust monitoring and observation timetables to ensure outcomes for learners.** | • Develop robust monitoring and observation timetables to ensure outcomes for learners.<br>Focusing on:<br>Pupil Voice<br>Intervention groups<br>Use of TAs<br>Book looks – evidence of interventions impacting on independent work. | Ruth Palmer/Adele Girdwood/Lucy Gleeson/Melissa Wood | Summer 2017 | | | |

| | 2016 – 2017 | | | 2017 – 2018 | | | 2018 - 2019 | |
|---|---|---|---|---|---|---|---|---|
| | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring |
| **Staff Appointments and Management Issues** | Induct new staff including: Class teachers and Support Staff | Induct new staff | Continue to appoint and induct new staff as appropriate | | | | | |
| **Safeguarding and Safer Recruitment** | New Staff to undertake Safeguarding Training Prevent training for new staff | Headteacher to undertake Safer Recruitment refresher training. New Staff to undertake Safeguarding Training | All Staff to undertake Safeguarding Training by end of September 2017 | | | | | |
| **Appraisal and Performance Management** | Continue with the appraisal cycle for all teaching and non-teaching staff. Review Pay Policy and Performance Management Policy in September 2016. Three governors + support/guidance of external adviser to support Headteacher's Appraisal. Headteacher to act as Appraiser for Headship Team. SLT to act as Appraiser and Line Manager for their Phase team. Senior Support Staff to act as Appraiser and Line Manager for all non-support staff. Professional Development Interviews will be carried out in the second half of the Spring Term. | | | | | | | |
| **Building Works/Premises**<br><br>Health and Safety Walk – **8th Nov 16**<br><br>Asbestos Walk – **15th March 17**<br><br>Premises Walk - **20th June 17** | Gutters and Canopies (To be reviewed and repair work carried out as needed).<br><br>Continued snagging of new building.<br><br>New media and theatre system for Upper School Hall | Audit Trees on Site (Trees will be looked at in autumn half term)<br><br>Window Cleaning<br><br>Refurbishment of windows – Double Glazing (will be looking at grants post expansion)<br><br>Snagging of new building. | Rolling programme of painting<br><br>Carpet Cleaning<br><br>Deep cleaning of Lower and Upper School Hall. | Continue rolling maintenance programme to secure, refurbish and update all areas of the school (i.e. carpets, furniture and decoration) as funds allow.<br><br>Roof leaks to be audited (All roof leaks to be looked at after main expansion). Application to be made in respect of a new flat roof. | | | | |

**Garden Fields JMI School**
**Curriculum Targets 2016 – 2017**

| | Lower Phase EYFS/Yr1 | Mid - Phase Yr2/Yr3 | Upper Phase Yr4 – Yr6 | MFL | SMSC Character Education | Humanities | Art/D&T | Music | PE | More Able | Assessment, Reporting and Recording |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Budget** | £1000 | £300 + PTA | £300 + PTA | From LR Budget | | **From CC budget** | | | | **Sports Premium** | | **£1000** |
| **Leader** | MW | LG | AG | BC | TL | CW | BH | RW | JJ | TL | CJ |
| **Autumn 2016** | Induct new children and Teachers - *see induction timetable*<br><br>New EYFS Parents Meeting ( 14th Sept. 2016)<br><br>Maths EYFS Workshop – (5th Oct 2016)<br><br>RWI + Reading Workshop – (12th Oct. 2016)<br><br>Baseline Entry moderation for EYFS completed by 7th Oct 2016<br><br>Parents Consultations (22nd and 24th Nov 2016)<br><br>Lower Phase Nativity (19th and 20th Dec. 2016) | Curriculum Workshop – (21st Sept 2016)<br><br>RWI + Reading Workshop – (12th Oct. 2065)<br><br>Parents Consultations (22nd and 24th Nov 2016)<br><br>Middle Phase Xmas Production (8th 9th Dec 2016) | Curriculum Workshop (21st Sept 2016)<br><br>Parents Consultations (22nd and 24th Nov 2016)<br><br>Upper Phase Xmas Concert – Christ Church (16th Dec 2016)<br><br>Year 6 moderation and discussion about Teacher Assessments and agreeing support (30h Nov. 2016) | Further refine and develop LTP in collaboration with MFL team<br><br>Induction of new MFL leader. 3 day subject leader course. | Launch Character Education – staff INSET and training<br><br>Make sure all staff aware of what these means and point out where we are already covering the 4 areas of British Values<br><br>Anti-Bullying Week (w/b 14th Nov 2016) | Use NC and Creative Curriculum document to support teachers with developing cross-curricular links with Humanities<br><br>Planning from an enquiry question to support engaging and interactive teaching and learning in the subject<br><br>Development of cross-curricular writing in Humanities | Monitor skills and offer support with implementing Art and DT to support an enriched, broad and balanced curriculum.<br><br>Continue to develop use of outside professional artist<br><br>Improve planning and implementation of DT in light of Creative Curriculum/topic led planning.<br><br>Update, buy and review resources used in light of new curriculum/Food | Continue to develop extra-curricular opportunities for Music throughout the school.<br><br>Develop Music technology in the curriculum (for example with use of Ipads)<br><br>Include music throughout other areas of the curriculum – development of cross-curricular links | Continue to embed the PE assessment and recording folders, induction of new staff into using them for assessment<br><br>Use new dance scheme (Imoves) to support teacher-led PE<br><br>Develop links between consistency of PE policy, whole school timetabling and communication of PE events<br><br>Delivery of PE INSET internally for ALL staff | Update more able children register and monitor provision<br><br>To improve achievement for More Able pupils<br><br>Subject Leaders understanding of provision for More Able pupils in their subject | Use of RaiseOnline to support data analysis/Target Setting<br><br>Order NFER and SATs papers<br><br>Reading/Spelling Test for Year 2 – Year 6 (w/b 26th Sept 2016)<br><br>Yr 6 SATs practice – check whether they are on track to achieve targets (w/b 17th Oct & 21st Nov 2016)<br><br>Year 2 – Year 6 Assessment Week (w/b 17th Oct 2016) Writing assessments (w/b 1 0th October)<br><br>Teacher Assessments completed (by 4th November)<br><br>IIP Meetings (parents eve linked) (w/b 21st Nov 2016)<br><br>Pupil Progress meetings – (8/9th/10th Nov. 2016) |
| **Spring 2017** | Mid – year moderation of EYFS Profile (23rd Feb 2017) | Mid-year moderation of Year 2 data Profile (2nd March 2017) | Year 6 moderation and discussion about Teacher Assessments and SATs (Writing) (22nd March 2017) | | Develop Character Education throughout the school | | | | | Update 'More Able Children' register and monitor provision<br><br>Monitor plans/book of more able pupils. | Annual written reports for R – Y6<br><br>Yr 6 SATS practice – check whether they are on track to achieve targets (w/b 16th Jan + 13th March 2017) |

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| | | | | | | | | | | | | IIP Meetings **(20th Feb. 2017)**<br><br>Year 2 – Year 6 Assessment Week **(w/b 20th Feb 2017)**<br><br>Teacher Assessments completed **(3rd March 2017)**<br><br>Pupil Progress Meetings **(14th/15th March 2017)** |
| **Summer 2017** | Final moderation of EYFS Profile **(18th May 2017)**<br><br>Complete EYFS Profile and analyse, send to MIU **(9th June 2017)**<br><br>New Parents Meeting **(28th June 2017)**<br><br>Parent Consultation **(4th / 6th July 2017)** | Finalise Teacher Assessments and writing moderation for Year 2 **(16th June 2017)**<br><br>Parent Consultation **(4th / 6th July 2017)** | Optional SATs/ SATs – Final Year 6 moderation and discussion about Teacher Assessments and SATs (Writing) **(14th June 2017)**<br><br>Liaise with secondary schools – send transition forms<br><br>Cycling Proficiency – Year 5<br><br>Children's Fair – Year 6 to raise money for visit of their choice.<br><br>Parent Consultation **(4th / 6th July 2017)** | Preparation for Year 5 Trip to France<br><br>French Assembly to Year 4 and below/Parents **(23rd June 2017)** | Children's Fair – Year 6 to raise money for visit to of their choice | | Monitor skills and offer support with implementing Art and DT to support an enriched, broad and balanced curriculum.<br><br>Revise past audit and purchase appropriate kits in light of new planning/curriculum and new classrooms | | | Update more able children register and monitor provision<br><br>Tracking of MA children | Yr 6 SATS practice – check whether they are on track to achieve targets **(w/b 24th April 2017)**<br><br>SATs **(w/b 8th May 2017)**<br><br>Testing Week (Year 3 – Year 5 **(w/b 5th June 2017)**<br><br>Teacher Assessments completed and analysed **(by 16th June 2017)**<br><br>IIP Meetings( **4th and 6th July 2017- with parents consultations)**<br><br>Pupil Progress reviews **20th 21st June 2017)** |

# Garden Fields JMI School
# Organisation and Management/Leadership Targets 2016 – 2017

| | NOR/Classes | Staff | Appraisal and Performance Management | Governors | School Awards<br>*Artmark* | | | *Junior Leadership Team (JLT)*<br>Pupil Council<br>House System | Charities |
|---|---|---|---|---|---|---|---|---|---|

| | | | | | | Ambassadors Music, Sports and Library Captains | |
|---|---|---|---|---|---|---|---|
| **Leader** | CJ | CJ | CJ + Headship Team | C of G | CJ | CW +SC | CJ |
| **Autumn 2016** | 16 Classes

Induction of EYFS classes

Induction of new classes in Year 1 and Year 4 | Induction of new teachers and support staff | Review Pay Policy

Review Appraisal Policy

Teaching staff to audit skills against national standards **(w/b 26th Sept. 2016)**

Appraisers hold new objective setting meetings with all teachers **(w/b 10th Oct. 2016)**

Classroom Observations linked to Appraisal – supported coaching opportunities | Appoint Committee Members

Appointed Govs – Head's Performance Management

Review of Finance Policies

Programme of Business Agreed

Staff Questionnaire | Year 5 to continue to develop links with school in France through internet and other activities

Forest Schools | Review work of the JLT this year – what worked well? What did they enjoy most?

How could their work be improved?

Election of House, Music and Sports Captains

Library Captains

House Meetings | RNLIB Appeal

Poppy Appeal

JLT to decide on the Charity that the school will support over the year -

Support Children in Need and Childline

Year 3 to select Charity to support during Xmas Concerts

Continued sponsorship for a defibrillator.

*Save the Children* – Christmas Jumper Appeal |
| **Spring 2017** | 16 Classes | Professional Development Interviews + Mid Term Reviews **(2nd half of Spring Term)** | Ensure on track to attain targets

Classroom Observations linked to subject leadership.

Professional Development Interviews held for all staff | Parent + Pupil Questionnaire

Agree Budget | | Continue half termly meetings

House Meetings | Support Comic Relief |
| **Summer 2017** | 16 Classes

Transition Day **(13th July 2017)**

Preparation for extra EYFS and Year 1 class as part of School Expansion | Classes announced to all Teaching and Support Staff

Succession Planning

Final Review Meetings – Appraisal/PM **(2nd half of Summer Term)** | Appraisers hold Appraisal Review meetings with all staff. | Agree School Improvement Plan | Year 5 to visit school as part of French Trip | Elect new JLT

Agree plan of work for the year ahead

House Meetings | Charity to be decided by Year 6 |