



Ofsted Action Plan - All

Project Steps

Report published on: *Wednesday 29 June 2016*

A01		Attainment								
A01		Achievement		Andrew JOLLEY						
Year 6 Additional Funding						<i>Estimated Cost?</i>	£10,000.00			
Project Progress:	Embedded	SC Assessment:	Partially Met	RAG:	2 Amber	Jeremy HIMSWORTH				
Project Start Date:	22/12/2015	Success Criteria:	Outcomes for Year 6 are above average outcomes nationally. Children and teachers report, with recorded evidence, that the actions taken to secure accelerated progress with the local authority funding have had significant impact.							
Development Complete By:	11/01/2016	SC Review:	High levels of engagement with Year 6 children in							
Implementing Complete By:	10/05/2016		- revision booklets							
Project Complete By:	29/07/2016		- lunchtime tutorials							
			- Tues afternoon booster							
			Teachers report that revision booklets supported a coherently planned revision programme including homework.							
			(undertake Y6 impact questionnaire with staff and pupils)							
Yes	Rising Stars revision books - Achieve 100 and Achieve 100 plus. When bought in packs of 15 = 4.50 per book. 8 x packs of 15 = 540 potential - maths revision and question books SPAG revision and question books = 4 x 540 = 2160			Developing		25/01/2016	01/02/2016	-149		
								<i>Jeremy HIMSWORTH</i>		
Yes	Lunchtime booster - pay teachers 25 an hour for 4 x 45 mins (30 min contact time) = 3 hours per week = 75 pounds. X 4 teachers = 300. x 13 weeks = 3900			Implementing		01/02/2016	11/05/2016	-49		
								<i>Jeremy HIMSWORTH</i>		
Action initiated	Beth Collins - released 4 afternoons to release each teacher. BC could teach a foundation afternoon - leaving teachers to focus on core subjects. Computing could be used for research?? Potential timetabling of ICT suite could support. Teachers could be released for writing conferencing? Eg 13 weeks - 1 x pm per child (ensure evidence is secure) - limited scope for Chelsea therefore supply required. Could use student in Y6. Y4 student. BC x 2 afternoons??			Implementing		01/02/2016	11/05/2016	-49		
								<i>Bethan COLLINS , Jeremy HIMSWORTH</i>		

BS02 Equalities

BS02 Behaviour and Safety Andrew JOLLEY

2014-15 Pupil Premium Report				Estimated Cost?
Project Progress:	Developing	SC Assessment: Partially Met	RAG: 1 Red	Jeremy HIMSWORTH
Project Start Date:	08/03/2016	Success Criteria: Statutory reporting requirements are satisfied for 2014-15		
Development Complete By:	22/04/2016			
Implementing Complete By:	22/04/2016	SC Review: Largely complete (3/6/16)		
Project Complete By:	22/04/2016			
No	Create and publish 2014-15 pupil premium report		Developing	08/03/2016 22/04/2016 -68 <i>Andrew JOLLEY, Jeremy HIMSWORTH</i>

2015-16 Pupil Premium Report				Estimated Cost?
Project Progress:	Developing	SC Assessment: Not Yet Assessed	RAG: 1 Red	Jeremy HIMSWORTH
Project Start Date:	08/03/2016	Success Criteria: Statutory reporting requirements are satisfied for 2015-16		
Development Complete By:	26/07/2016			
Implementing Complete By:	26/07/2016	SC Review: Largely complete (3/6/16)		
Project Complete By:	26/07/2016			
No	Create and publish 2015-16 pupil premium report		Developing	08/03/2016 26/07/2016 27 <i>Andrew JOLLEY, Jeremy HIMSWORTH</i>

Assessment Recording and Reporting				Estimated Cost?
Project Progress:	Implementing	SC Assessment: Largely Met	RAG: 1 Red	Andrew JOLLEY
Project Start Date:	26/11/2015	Success Criteria: Almost all parents report they are fully and frequently informed of their child's achievements (half termly)		
Development Complete By:	05/03/2016	The system for recording and reporting is sustained in the long term enabling continuity of information.		
Implementing Complete By:	05/03/2017	The information within the spreadsheet enables leaders and academic staff to undertake specific reviews to determine the success or impact of provision - for individuals and sub groups.		
Project Complete By:	05/03/2017	SC Review:		

Yes	Create 'I will' statement bank and reference books for teachers.	Developing	26/11/2015	03/12/2015	-209	<i>Andrew JOLLEY</i>
Yes	Create spreadsheets to hold all assessment information for whole school. As a result of Ofsted - include progress judgement for teachers and tutorial impact judgement.	Developing	26/11/2015	05/03/2016	-116	<i>Andrew JOLLEY</i>
Yes	Create report system for parents and target sheets for children based on contextual information and 'I will' next steps targets selected by teachers.	Developing	26/11/2015	05/03/2016	-116	<i>Andrew JOLLEY</i>
Yes	use professional development time to support teacher understanding and completion of spreadsheets and use of I will reference guides.	Professional Development	03/12/2015	10/12/2015	-202	<i>Andrew JOLLEY</i>
Yes	Teachers enter teacher assessment and rising stars data. AJ enter accelerated reader data, progress test data. TE - publish parent and child reports with accompanying letter of explanation.	Implementing	03/12/2015	17/01/2016	-164	<i>Andrew JOLLEY, Tracy EDWARDS</i>
Yes	Develop reporting format for half termly reporting of context and next steps - parent and child. Design next step selection based on ability groups within each class - linking to core foci for following term.	Developing	04/01/2016	24/01/2016	-157	<i>Andrew JOLLEY</i>
Yes	use professional development time to support teacher understanding and completion of spreadsheets and use of I will reference guides.	Professional Development	18/01/2016	01/02/2016	-149	<i>Andrew JOLLEY</i>
Yes	AJ to complete achievement report for leaders and governors - reading, writing and maths; reading, writing and maths. Consider whole school, year groups, individual classes compared to whole cohort, gender, pupil premium, attendance, term of birth and tutorial impact	Quality Assuring	20/01/2016	29/02/2016	-121	<i>Andrew JOLLEY</i>

Yes Teachers enter teacher assessment and rising stars data spring 1 . AJ Implementing 01/02/2016 21/02/2016 -129
 enter accelerated reader data, progress test data.
 TE - publish parent and child reports with accompanying (revised) letter of explanation.

Andrew JOLLEY, Tracy EDWARDS

Yes Summer 2 teacher assessment - next steps: Developing 06/06/2016 21/07/2016 22
 -Final Teacher assessment 'next steps' would be selected from the next year group (not Y7) at the end of the summer term. Support 1st EIP day July teachers review expectations.
 -Second EIP day focus on 'starting point' expectations for achievement by the end of the year, creating first TA report for year

Andrew JOLLEY

Pupil Premium - Improving attendance and punctuality

Estimated Cost?

Project Progress: Implementing **SC Assessment:** Partially Met **RAG:** 1 Red Elaine BUTLER, Marika Ann WATERS

Project Start Date: 01/02/2016 **Success** Attendance of pupil premium group is in excess of 95% by the end of July 2016

Development Complete By: 01/04/2016 **Criteria:** The attendance team can demonstrate:

- action taken for all disadvantaged children with attendance less than 96%
- actions taken, leading to improved attendance for individual children.

Implementing Complete By: 01/04/2017

Project Complete By: 01/04/2017 **SC Review:** Significant action and intervention has been undertaken impacting on individual children with attendance <95% and persistent absentees including FPN, A6 prosecution, daily contact, home visits, referral and tracking system.

Yes Engage and support locality attendance project Implementing 04/01/2016 03/01/2017 188

Elaine BUTLER, Marika Ann WATERS

Action initiated Review and amend the protocol for intervention, support and challenge where children's attendance falls below 96% particularly with pupil premium children. Developing 22/02/2016 22/04/2016 -68

Andrew JOLLEY, Elaine BUTLER, Marika Ann WATERS

Yes Adjust the focus and structure of the learning mentor role to focus on: Developing 22/02/2016 22/04/2016 -68
 attendance issues of all children with a particular focus on those below 96% and registered as pupil premium
 punctuality issues of all children with a particular focus on pupil premium children.
 Adjust focus of the administration assistant role to focus on supporting the learning mentor with specific attendance and punctuality information.

Andrew JOLLEY, Elaine BUTLER, Marika Ann WATERS

Pupil Premium Review			<i>Estimated Cost?</i>	£250.00
Project Progress:	Embedded	SC Assessment: Largely Met	RAG: 1 Red	Jeremy HIMSWORTH
Project Start Date:	21/03/2016	Success Criteria:	The commissioned review has been undertaken.	
Development Complete By:	20/04/2016		Guidance, advice and direction from the review is implemented in full, as appropriate.	
Implementing Complete By:	19/07/2016		There is evidence that the gap between disadvantaged and non disadvantaged children is narrowing.	
Project Complete By:	19/07/2016	SC Review:	Pupil Premium review was completed on 11/5/16.	
			The process was very positive for the school with the assessor reporting via email - There is so much to be proud of in your school and I will make sure this is reflected in the report.	
			Report due 6/6/16	
			The process of using EEF to evaluate PP expenditure is embedded.	

Yes Commission Pupil premium review Developing 21/03/2016 20/04/2016 -70
Jeremy HIMSWORTH

Action initiated Support pupil premium review team visit providing information as appropriate. Implementing 20/04/2016 20/05/2016 -40
Andrew JOLLEY, Carolyn WILLIAMS, Elaine BUTLER, Jeremy HIMSWORTH, Laura JACKS, Sally HARVEY, Vanessa RADCLIFFE, Wendy BUTTON, Zoe MONGER

No Determine specific actions arising from the pupil premium report and include within Ofsted action plan with support of learning leadership team. Implementing 20/05/2016 19/07/2016 20
Jeremy HIMSWORTH

Tutorial structure, policy and guidance

Estimated Cost?

Project Progress:	Embedded	SC Assessment: Partially Met	RAG: 1 Red	Jeremy HIMSWORTH
Project Start Date:	26/11/2015	Success Criteria:	Progress outcomes demonstrate the gap is closing between PP and Non PP:	
Development Complete By:	10/01/2016		- Y6 Statutory Test Outcomes	
Implementing Complete By:	16/09/2016		- Teacher Assessment Outcomes all year groups	
			- Standardised assessments - PTE/PTM; Star Reader; Vernon	
			Teacher assessment judgements of tutorial impact are valid and reliable (as judged by LLT QA) and indicate the vast majority of children make 'significant' progress against specific individual targets determined for tutorials.	
Project Complete By:	16/09/2016	SC Review:	Substantial organisational and evidence collection changes have been in place since the spring term. Class teachers are able to provide a substantially clearer picture, with evidence, of impact of tutorials. Tutorial outcomes are communicated to parents. From the spring term TA outcomes it is apparent that Maths tutorials are securing a significant or very significant impact for the vast majority of participants. Tutorials for reading and writing have secured less favourable outcomes - reasoning for this includes disruption from Toy Story, length of term allied to timing changes to tutorials. We expect to see increase in significance for English in the summer term 2016.	

Yes	Tutorial guidance - review, revise and refresh tutorial guidance. Specifically, addressing consistent implementation by all teachers in all year groups. Keeping parents informed of tutorials and focus of tutorials Contacting parents as part of tutorial non contact (20 mins) about successes, next steps with home support. Reducing group size within tutorials Determining the extent to which non PP children gain access to this support. Include starting point reference that will be used to determine progress based on curricular targets set. -Tutorial redesign – half termly focus, same children throughout programme, adjusted lessons missed (PE music) half termly, alerting parents to tutorials.	Developing	26/11/2015 10/01/2016	-171	Jeremy HIMSWORTH
Yes	All class teachers implement the new tutorial structure in line with new tutorial guidance.	Implementing	04/01/2016 13/02/2016	-137	Jeremy HIMSWORTH

Yes	Review tutorial implementation and determine whether further adjustments or guidance is required to support improved efficacy in future terms. Use teacher assessment data to determine impact of tutorials within round 1.	Quality Assuring	08/02/2016 22/02/2016	-128
			<i>Jeremy HIMSWORTH</i>	
Action initiated	Tutorial round 2 Teachers plan and undertake tutorials, reflecting any revised tutorial guidance.	Implementing	22/02/2016 28/03/2016	-93
			<i>Jeremy HIMSWORTH</i>	
Yes	Review tutorial implementation and determine whether further adjustments or guidance is required to support improved efficacy in future terms. Use teacher assessment data to determine impact of tutorials within round 2.	Quality Assuring	11/04/2016 18/04/2016	-72
			<i>Jeremy HIMSWORTH</i>	
No	Undertake two further rounds of tutorials - round 3 (summer first half); round 4 (Summer second half)	Implementing	11/04/2016 20/07/2016	21
			<i>Jeremy HIMSWORTH</i>	
No	Against success criteria for this action determine the success or otherwise for this intervention model. If the model remains unsuccessful - it will cease alongside specialist teaching at the end of the summer term. During the summer period other options will be determined to replace the tutorial system from September 2016.	Quality Assuring	06/06/2016 26/07/2016	27
			<i>Jeremy HIMSWORTH</i>	

Pupil Premium - class allocation

Project Progress:	Developing	SC Assessment:	Not Yet Assessed	RAG:	2 Amber	Estimated Cost?	Laura JACKS
Project Start Date:	11/04/2016	Success Criteria:	Broadly equal distribution of children across each year group with pupil premium - 2016-17 Y3 and Y5 (possibly Y6 depending on funding). Secure equity of support for pupil premium children - particularly within tutorial programme.				
Development Complete By:	20/07/2016	SC Review:					
Implementing Complete By:	20/07/2017						
Project Complete By:	20/07/2017						

No	<p>Create classes with additional balancing factors beyond achievement, friendships and attitude/ behaviour. Include balance of pupil premium and FSM Build for: incoming Y3 current Y4 reducing from 5 to 4 classes in September 2016 current Y5 if a high needs class is optional in September 2016</p>	Developing	11/04/2016 20/07/2016	21
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Andrew JOLLEY, Laura JACKS

Pupil Premium - Achievement Recording and reporting

Estimated Cost?

Project Progress:	Embedded	SC Assessment:	Largely Met	RAG: 2 Amber	Jeremy HIMSWORTH
Project Start Date:	26/11/2015	Success Criteria:	All stakeholder have appropriate achievement information in their possession, at appropriate times to determine next steps for pupil premium provision.		
Development Complete By:	26/11/2015	SC Review:	Although some parents feel overwhelmed by the volume and frequency of information. Many parents have welcomed the clarity of information and have been prompted to address aspects with teachers. Teachers are now needing to have conversations regarding specific outcomes given they have been clearly reported.		
Implementing Complete By:	11/10/2016				
Project Complete By:	11/10/2016				

Yes	Report clearly on termly parent reports whether children are eligible for pupil premium support.	Developing	26/11/2015 26/12/2015	-186
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Andrew JOLLEY

Largely Complete	<p>Build increasing opportunities for recording and reporting outcomes for children registered as pupil premium into achievement reports. Enabling, leaders and governors to determine current issues and next steps. Teacher Assessment Standardised outcomes - Star reader, PTE/PTM, vernon spelling</p>	Developing	26/11/2015 25/03/2016	-96
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Andrew JOLLEY

Pupil Premium - Early bird readers

Estimated Cost?

Project Progress:	Embedded	SC Assessment:	Partially Met	RAG: 2 Amber	Jeremy HIMSWORTH
Project Start Date:	25/01/2016	Success Criteria:	Children receiving reading buddy support demonstrate accelerated progress, as judged by:		
Development Complete By:	08/02/2016		- Star reader assessment		
Implementing Complete By:	25/03/2016		- children's reports of impact on them as readers		
Project Complete By:	25/03/2016	SC Review:	Early indications suggest that, as a group, children selected for SLT are making increased progress (AR SS) compared to peer group and are therefore closing the gap +1.5. It should be noted that there are significant variations between children.		

Yes	Identify, from autumn term outcomes year group requiring additional support. Identify children within year group that are pupil premium between 80-110 standardised score. Consult with class teachers on selected children - have any been omitted that should be selected? i.e. children without data. Design reading programme. Organise breakfast club places for those children attending reading groups	Developing	25/01/2016	08/02/2016	-142
					<i>Andrew JOLLEY, Jeremy HIMSWORTH</i>
Yes	Create mail merge and letter to communicate with parents. Distribute Organise groups based on replies - follow up non returns.	Developing	25/01/2016	08/02/2016	-142
					<i>Andrew JOLLEY, Jeremy HIMSWORTH</i>
Yes	Undertake reading programme 2 x 30 minutes per week. Four groups of 3-5 children. 16 pupil premium children receiving support.	Implementing	08/02/2016	24/03/2016	-97
					<i>Andrew JOLLEY, Jeremy HIMSWORTH</i>
Largely Complete	During and at the end of the process review outcomes against success criteria note within SC assessment. Determine whether the same or different year group/ children should receive support during the summer term.	Quality Assuring	08/03/2016	24/03/2016	-97
					<i>Andrew JOLLEY, Jeremy HIMSWORTH</i>

Pupil Premium - Specialist Subject Impact

Pupil Premium - Specialist Subject Impact			<i>Estimated Cost?</i>		
Project Progress:	Quality Assuring	SC Assessment: Largely Met	RAG: 2 Amber	Bethan COLLINS , Claire COSSINS, Jeremy HIMSWORTH , Timothy QUICK	
Project Start Date:	08/03/2016	Success Criteria:	Pupil premium children gain priority access to the increased range of music, PE and computing clubs.		
Development Complete By:	07/04/2016	All pupil premium children gain access to at least one extra curricular club each term - where a child is not participating the school has taken steps to encourage and secure participation. Specialist subject leaders account for opportunities secured with individual children; support provided and access gained to extra curricular provision for pupil premium children – reporting what impact it has had.			
Implementing Complete By:	07/04/2017	Subject leaders demonstrate attainment and progress outcomes, including starting points for pupil premium children.			
Project Complete By:	07/04/2017	SC Review:	There is substantial qualitative evidence of music, PE particularly that the increased range of clubs and activities e.g. Toy Story; Wembley arena (funded by E6); E6 and adoption sports team - winning. (Emails and letters from E6 families). High levels of uptake in computing clubs (Minecraft) for E6 children. E6 children focused support in computing lessons. Although significant effort has been made to encourage club participation for E6 children, further work is required to fully meet success criteria.		
Yes	Specialist teachers - create 'I will' statements aligned to year group curriculum.		Developing	14/12/2015 13/03/2016	-108
			<i>Bethan COLLINS</i>	<i>, Claire COSSINS, Timothy QUICK</i>	
Largely Complete	Specialist teachers through their curriculum teaching identify all pupil premium children. They actively seek to encourage children to join appropriate extra curricular activities during summer 2016 e.g. mine craft, choir, sports clubs		Developing	08/03/2016 07/04/2016	-83
			<i>Bethan COLLINS</i>	<i>, Claire COSSINS, Timothy QUICK</i>	
Action initiated	Specialist teachers with head teacher determine recording and reporting arrangements for subject and particularly for pupil premium children.		Developing	14/03/2016 13/05/2016	-47
			<i>Andrew JOLLEY, Bethan COLLINS</i>	<i>, Claire COSSINS, Timothy QUICK</i>	

No Specialist teachers report on the proportion of each club that has registered pupil premium children attending - it is expected that each club will demonstrate a proportion exceeding the the proportion of PP children within a specific year group. Specialist teacher to report on success of this action termly through leadership report to governors.

Quality Assuring

11/04/2016 20/07/2016

21

Bethan COLLINS, Claire COSSINS, Timothy QUICK

Estimated Cost?

Project Progress: Developing **SC Assessment:** Not Yet Assessed **RAG:** 3 Green **Estimated Cost?** Laura JACKS

Project Start Date: 15/06/2016 **Success Criteria:** PP children attending Take Away Task club report that they are engaged and proud of the work they have achieved in the club.

Development Complete By: 13/09/2016 Proportion of PP children submitting take away tasks is at least equal to non PP children.

Implementing Complete By: 22/12/2016

Project Complete By: 01/01/2017 **SC Review:**

Early Bird Reading buddies

Estimated Cost?

Project Progress: Implementing **SC Assessment:** Not Yet Assessed **RAG:** 3 Green **Estimated Cost?** Charlotte NICHOLSON, Jeremy HIMSWORTH

Project Start Date: 08/03/2016 **Success Criteria:** Children receiving reading buddy support demonstrate improved progress, as judged by:

Development Complete By: 12/04/2016

Implementing Complete By: 21/07/2016

- Star reader assessment
- Words read - accelerated reader record
- Teacher assessment progress judgement
- children's reports of impact on them as readers

Project Complete By: 28/07/2016 **SC Review:** Although this has only been running for 3 weeks, initial qualitative evidence suggest high levels of engagement and enthusiasm from children taking part. Good relationships between reading buddies are developing well.

Largely Complete Early Birds: develop a process for Y5&6 children with appropriate personal (and willing to work with a peer) and reading skills (Support readers must have SS 115 from star reader) to read with disadvantaged and SEN children requiring support with reading – use of 8:30 – 8:50 time.

Developing 08/03/2016 12/04/2016 -78

Andrew JOLLEY

Largely Complete	Identify potential support readers. Meet to discuss motivation towards helping Confirm number of reading helpers - confirm with parents that children could attend school from 8:25a.m. Identify children in Y3 & 4 who could benefit from the support. Confirm with parents that children could and would attend from 8:25 a.m. half term support then review.	Developing	21/03/2016	20/04/2016	-70	
						<i>Andrew JOLLEY</i>
No	Provide: training, support and guidance for support readers. Clear expectations for children being supported - reading book available, turn up and on time, listen carefully, be the best they can be.	Developing	11/04/2016	25/04/2016	-65	
						<i>Andrew JOLLEY</i>
No	During and at the end of the process review outcomes against success criteria.	Quality Assuring	25/04/2016	25/05/2016	-35	
						<i>Andrew JOLLEY</i>
No	Undertake reading buddy interventions	Implementing	25/04/2016	25/05/2016	-35	
						<i>Andrew JOLLEY</i>
No	Reading buddy summer 2. As a result of quality assurance from the first round undertake adjustments for the Summer 2 interventions	Implementing	06/06/2016	16/07/2016	17	
						<i>Andrew JOLLEY</i>
No	During and at the end of the process review outcomes against success criteria.	Quality Assuring	06/06/2016	16/07/2016	17	
						<i>Andrew JOLLEY</i>

Pupil Premium - Breakfast Club

Estimated Cost?

Project Progress: Implementing **SC Assessment:** Not Met **RAG:** 3 Green
Elaine BUTLER, Jeremy HIMSWORTH, Sally HARVEY

Project Start Date: 29/02/2016 **Success Criteria:** Attendance of pupil premium group increases and there is evidence that the gap has closed between PP and non PP attendance.

Development Complete By: 09/04/2016
Implementing Complete By: 09/04/2017
PP children attending (by invite) enjoy the experience and participate in calm family games leading to genuine enjoyment and belonging within the school environment.

Project Complete By: 09/04/2017 **SC Review:** No action at present due to adverse and unclear financial and staffing picture 25/04/2016. New member of staff appointed to allow for capacity - children are now being invited on a priority basis to support engagement at school / attendance - 5 at present - expect to increase to 15/20 (3/6/16) - attendance at breakfast club has increased school attendance and punctuality for individuals

Action initiated Appoint a pupil premium breakfast club leader with specific responsibility for attendance of pupil premium children at breakfast club. Seek to use funding generated by the club to fund PP places; using PP funding to cover any difference. Developing 29/02/2016 09/04/2016 -81

Andrew JOLLEY, Diane LYCETT

No Detail specific responsibilities for PPBCL. Liaise with inclusion team and attendance manager on integrating PPBCL - highlighting children for the club, managing numbers, identifying time bonded periods for attendance at the club, seeking opportunities for academic support within club time - have they got their school equipment, reading book 5 mins 1to1 reading. Developing 10/03/2016 09/04/2016 -81

Andrew JOLLEY, Elaine BUTLER, Jeremy HIMSWORTH, Marika Ann WATERS, Sally HARVEY, Vanessa RADCLIFFE

No Select and invite specific PP children to the breakfast club Implementing 25/04/2016 01/12/2016 155
Elaine BUTLER, Jeremy HIMSWORTH

No Determine the extent to which the success criteria set forth have been satisfied. Quality Assuring 20/06/2016 26/01/2017 211
Elaine BUTLER, Jeremy HIMSWORTH

Pupil premium - increasing and widening opportunities

Estimated Cost?

Project Progress:	No Progress	SC Assessment:	Not Yet Assessed	RAG:	3 Green	Jeremy HIMSWORTH
Project Start Date:	08/03/2016	Success Criteria:	Chesswood Junior School provides: family activity opportunities for Pupil premium children and their families - as a result there is increased evidence of families engaging with school, engaging in family activities and learning activities with children. Reward and recognition for children leading to increased confidence and engagement with school life, learning and opportunities.			
Development Complete By:	06/06/2016					
Implementing Complete By:	06/06/2017					
Project Complete By:	05/08/2017	SC Review:				

No	Celebrating achievement: Design termly celebration for children from each year group securing better than expected progress including attendance. Evening with pizza and entertainment - at school with new pizza oven.	Developing	11/04/2016	11/05/2016	-49
			<i>Jeremy HIMSWORTH</i>		
No	Investigate opportunities beyond the school day e.g. appreciating nature - Arundel bluebells, including weekends to provide life opportunities for disadvantaged children – link to clear achievable targets for individuals in extreme circumstances.	Developing	11/04/2016	25/07/2016	26
			<i>Jeremy HIMSWORTH</i>		
No	Develop opportunities for whole family activities 'stay and play' overnight camp, pizza in the playground – waiter service for parents!	Developing	11/04/2016	25/07/2016	26
			<i>Jeremy HIMSWORTH</i>		
No	Seek voluntary support before and after school from parents to support disadvantaged children – use of IPAD apps; small clubs 4-8 children learning a hobby – half term.	Developing	11/04/2016	28/10/2016	121
			<i>Jeremy HIMSWORTH</i>		
No	Celebrating achievement: undertake celebrations identified at the development stage within summer term	Implementing	12/05/2016	26/07/2016	27
			<i>Jeremy HIMSWORTH</i>		

Reading for pleasure buddies				<i>Estimated Cost?</i>		
Project Progress:	Developing	SC Assessment: Not Yet Assessed	RAG: 3 Green	Jeremy HIMSWORTH		
Project Start Date:	08/03/2016	Success Criteria:	Children receiving reading buddy support demonstrate improved progress, as judged by:			
Development Complete By:	12/04/2016	- Star reader assessment				
Implementing Complete By:	21/07/2016	- Words read - accelerated reader record				
		- Teacher assessment progress judgement				
		- children's reports of impact on them as readers				
Project Complete By:	28/07/2016	SC Review:	Project initiated - children selected and HIGHLY motivated to provide support. Parents have also been supportive of child involvement. Pupil progress meetings are supporting selection of reading buddies children from Y3 and 4.			
Largely Complete	Reading for pleasure: develop a process for Y5&6 children with appropriate personal (and willing to work with a peer) and reading skills (Support readers must have SS 115 from star reader) to read with disadvantaged and SEN children requiring support with reading during reading for pleasure. Likely format: Y6-4 Y5-3 potential 2-3 times per week during reading for pleasure time. 1:1 support.		Developing	08/03/2016	12/04/2016	-78
				<i>Andrew JOLLEY, Jeremy HIMSWORTH</i>		
Largely Complete	Identify potential support readers. Meet to discuss motivation towards helping Confirm number of reading helpers Identify children in Y3 & 4 who could benefit from the support.		Developing	21/03/2016	20/04/2016	-70
				<i>Andrew JOLLEY</i>		
No	Provide: training, support and guidance for support readers. Clear expectations for children being supported - reading book available, turn up and on time, listen carefully, be the best they can be.		Developing	11/04/2016	25/04/2016	-65
				<i>Andrew JOLLEY</i>		
No	Undertake reading buddy interventions		Implementing	25/04/2016	25/05/2016	-35
				<i>Andrew JOLLEY</i>		
No	During and at the end of the process review outcomes against success criteria.		Quality Assuring	25/04/2016	25/05/2016	-35
				<i>Andrew JOLLEY</i>		

No	Reading buddy summer 2. As a result of quality assurance from the first round undertake adjustments for the Summer 2 interventions	Implementing	06/06/2016	16/07/2016	17
					<i>Andrew JOLLEY</i>
No	During and at the end of the process review outcomes against success criteria note within SC assessment.	Quality Assuring	06/06/2016	16/07/2016	17
					<i>Andrew JOLLEY</i>

L01 Curriculum

L01 Leadership Jeremy HIMSWORTH

Curriculum - Systematic Evaluation Estimated Cost?

Project Progress: Implementing **SC Assessment:** Partially Met **RAG:** 2 Amber

Project Start Date: 10/03/2016 **Success Criteria:** In line with quality assurance guidance in subject policies:
 - subject planners will review outcomes from curriculum each term
 - determine changes for the same programme of study when delivered again
 - determine adjustments to different programmes of study improving the success of these e.g. efficient use of time, engagement, curriculum coverage, achievement outcomes.

Development Complete By: 24/04/2016

Implementing Complete By: 10/11/2016

Project Complete By: 20/11/2016 **SC Review:** The process of curriculum review is now in place for planning units of work. This process will be front-loaded by undertaking a broader whole curriculum review on INSET 6/7/16 - essential when considering the large change in staff for academic year 16/17

Action initiated	Establish curriculum review meetings with representatives from each year group in line with the curriculum year (five term year). Develop expectations for recording of outcomes from subject meetings - include written statement and guidance within subject policies. Keep original copies of short term planning creating new versions of the file when a new unit commences each year. Reflect on proportions of children successfully securing learning objectives.	Developing	10/03/2016	09/04/2016	-81
					<i>Jeremy HIMSWORTH</i>
Largely Complete	Adjust short term planning documents to include evaluation of unit.	Developing	10/03/2016	09/04/2016	-81
					<i>Jeremy HIMSWORTH</i>
Action initiated	Develop subject teams including key planners from each year group.	Developing	10/03/2016	09/04/2016	-81
					<i>Jeremy HIMSWORTH</i>
No	First round of subject review meetings undertaken	Implementing	02/05/2016	23/05/2016	-37
					<i>Jeremy HIMSWORTH</i>
No	Determine from the first round of subject review meetings the extent to which the success criteria has been satisfied and the system is sustainable. Make adjustments as appropriate to the system.	Quality Assuring	24/06/2016	08/07/2016	9
					<i>Jeremy HIMSWORTH</i>
No	Second round of subject review meetings undertaken	Implementing	01/07/2016	15/07/2016	16
					<i>Jeremy HIMSWORTH</i>

No Determine from the second round of subject review meetings the extent to which the success criteria has been satisfied and the system is sustainable. Make adjustments as appropriate to the system. Quality Assuring 15/07/2016 29/07/2016 30

Jeremy HIMSWORTH

Establishing curriculum theme starting points

Estimated Cost?

Project Progress: Implementing **SC Assessment:** Not Yet Assessed **RAG:** 2 Amber Carolyn WILLIAMS, Laura JACKS, Wendy BUTTON, Zoe MONGER

Project Start Date: 18/04/2016 **Success Criteria:** Teachers and leaders can account for impact of the curriculum against curricular targets - in foundation subjects
Development Complete By: 08/05/2016 Children are acutely aware of the starting points and progress they are making in all subjects
Implementing Complete By: 24/12/2016 **SC Review:** The process has now been introduced for Summer 2. Assessment will take place at end of Summer 2.
Project Complete By: 12/02/2017

Action initiated Develop exemplar starting and ending points assessment sheets. Developing 18/03/2016 02/05/2016 -58
 Year teams to design relevant starting point assessments for Summer 2 term - focus on key curricular targets.

Jeremy HIMSWORTH

No Introduce starting point assessments for themes in all year groups - Professional Development 03/05/2016 24/05/2016 -36
 record in Year books within staff meeting.

Jeremy HIMSWORTH

No Teacher use starting point assessment - end point assessment sheets Implementing 06/06/2016 21/07/2016 22
 within summer second half term

Carolyn WILLIAMS, Laura JACKS, Wendy BUTTON, Zoe MONGER

No Determine from the first assessment round of foundation subjects the extent to which the success criteria has been satisfied and the system is sustainable. Make adjustments as appropriate to the system. Quality Assuring 18/07/2016 01/08/2016 33

Jeremy HIMSWORTH

No Teacher use starting point assessment - end point assessment sheets Implementing 05/09/2016 14/12/2016 168
 within autumn term 1 and 2

Carolyn WILLIAMS, Laura JACKS, Wendy BUTTON, Zoe MONGER

No

Determine from the first assessment round of foundation subjects the extent to which the success criteria has been satisfied and the system is sustainable. Make adjustments as appropriate to the system.

Quality Assuring

12/12/2016 11/01/2017

196

Jeremy HIMSWORTH

L05 Safeguarding

L05 Leadership Andrew JOLLEY

Inclusion team - making a difference			<i>Estimated Cost?</i>		
Project Progress:	Implementing	SC Assessment: Partially Met	RAG: 2 Amber		
Project Start Date:	11/03/2016	Success Criteria: Inclusion team can demonstrate impact for all children requiring intervention at individual and group levels.			
Development Complete By:	12/03/2016				
Implementing Complete By:	10/06/2016	SC Review: The new processes enable inclusion team members to maintain clarity and account for difference made with interventions - this need to be embedded and routinely involve stakeholders in judging impact.			
Project Complete By:	20/06/2016				

Yes	Create, with inclusion team a 'making a difference' process with opportunities for inclusion team, parent, child and class teacher to determine whether the successful outcomes have been secured.	Developing	11/03/2016	12/03/2016	-109
					<i>Andrew JOLLEY</i>
Yes	Inclusion team use process for all referrals and current cases	Implementing	14/03/2016	12/06/2016	-17
					<i>Elaine BUTLER, Sally HARVEY</i>
Largely Complete	Determine the extent to which the success criteria have been secured.	Quality Assuring	13/06/2016	23/06/2016	-6
					<i>Andrew JOLLEY, Elaine BUTLER, Sally HARVEY</i>

L07 Personnel

L07 Leadership Andrew JOLLEY

Performance management				<i>Estimated Cost?</i>	
Project Progress:	Embedded	SC Assessment: Partially Met		RAG: 1 Red	Jeremy HIMSWORTH
Project Start Date:	01/09/2015	Success Criteria:	Performance management (appraisal) meet statutory requirements.		
Development Complete By:	10/12/2015		All policies and procedures relating to performance management align		
Implementing Complete By:	19/03/2016		Performance management content actively support and guides teacher development and improvement.		
Project Complete By:	19/03/2016	SC Review:	All teachers have their draft performance management aligned to Ofsted improvement plan and career stage expectations.		
			Overwhelming majority of meetings have been held - 1 outstanding (3/6/16)		

Yes Create and align performance management, career stage expectations, quality assurance and pay policy. Create new performance management pro formas. Developing 01/09/2015 01/10/2015 -272

Andrew JOLLEY

Yes Consult with governors, academic staff and union representatives. Adjust, as appropriate, policies and guidance. Quality Assuring 01/10/2015 31/10/2015 -242

Andrew JOLLEY

Yes Ratify all policy and procedures Quality Assuring 01/11/2015 01/12/2015 -211

Andrew JOLLEY

Largely Complete Partially complete performance management proformas - achievement expectations, individual teaching and leadership expectations. Plan performance management meetings for all teaching staff. Developing 18/12/2015 17/01/2016 -164

Andrew JOLLEY, Jeremy HIMSWORTH

No Finalise all performance management expectations for all teaching staff. Implementing 17/01/2016 17/03/2016 -104

Andrew JOLLEY, Jeremy HIMSWORTH

Staffing structure - September 2016

Estimated Cost?

Project Progress:	Embedded	SC Assessment: Partially Met	RAG: 1 Red
Project Start Date:	15/02/2016	Success Criteria:	Sufficient qualified and talented teachers appointed to lead classes.
Development Complete By:	31/03/2016		Appointed to leadership positions - English & Maths; and year leadership roles.
Implementing Complete By:	09/07/2016		Achievement outcomes for English and maths as judged by statutory assessment and progress tests in English and maths improve and can be considered good i.e. attainment above national average; progress strong - particularly for pupil premium children.
Project Complete By:	16/03/2017	SC Review:	Recruited to maths and year leadership roles (appointing two teachers to maths role). No applications were received for English and this will remain with DHT and English team. In spring it was thought 6 teacher would be required - it is now between 9 and 11. Six appointments have been made and the staffing structure and the structure itself is designed to accept a further five. The timing of recruitment means experienced teachers may still be appointed.

Action initiated	Review and amend staffing structure for September 2016 - identify and pursue new opportunities. Calculate differential cost between maternity leave teachers and M1-3 teachers - seeking to appoint NQt teachers for the full academic year (improving quality of applicant). Determine based on resignations received and other potential scenarios the leadership positions that may be advertised before Easter	Developing	15/02/2016	16/03/2016	-105	
						<i>Andrew JOLLEY, Diane LYCETT</i>
Yes	Arrange interview process including advertising posts - Main Scale Leadership posts	Implementing	21/03/2016	20/04/2016	-70	
						<i>Andrew JOLLEY, Diane LYCETT</i>
Yes	Interview and appoint were appropriate	Implementing	18/04/2016	25/04/2016	-65	
	<i>Andrew JOLLEY, Carolyn WILLIAMS, Diane LYCETT, Jeremy HIMSWORTH, Laura JACKS, Zoe MONGER</i>					
Largely Complete	Determine whether further interview rounds are required based on quality of appointments and further resignations received in the interim.	Quality Assuring	25/04/2016	30/04/2016	-60	
						<i>Andrew JOLLEY, Jeremy HIMSWORTH</i>

Subject and area leadership - roles and responsibilities

Estimated Cost?

Project Progress:	Developing	SC Assessment: Not Yet Assessed	RAG: 2 Amber
Project Start Date:	11/04/2016	Success Criteria:	-Job profiles are securely in place – each employee to hold a copy of job profile within their career development portfolio.
Development Complete By:	26/05/2016		-Each lead teacher attached to a subject or area will have clearly defined role and responsibilities – the subject leader will be responsible for the development and success of this.
Implementing Complete By:	26/05/2017		All leaders will adhere to and refer to job profile expectations during the course of their work and as part of school evaluation.
Project Complete By:	26/05/2017	SC Review:	Year leadership and core subject leadership job profiles are in place. Responsibilities for foundation leaders are in policy. As a priority, subject leaders have been developing policy to support - - foundation subject assessment and reporting - large change of staff in Sept 16 Large majority of policies complete (check during INSET 6/6/16) Year leader capacity has been increased through introduction of performance meetings - Year leaders report a broader understanding of their year teams and are increasingly able to hold them to account.

No	Review all available job profiles Revise job profiles as appropriate Share job profiles with all leadership personnel - determine the extent to which the job profiles reflect current actions and foci with leaders - integrate this with performance management.	Developing	11/04/2016 26/05/2016	-34
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Andrew JOLLEY

Leadership Capacity - 2016-17 Budget

Estimated Cost?

Project Progress:	Implementing	SC Assessment: Partially Met	RAG: 1 Red	Andrew JOLLEY, Jeremy HIMSWORTH
Project Start Date:	07/03/2016	Success Criteria:	Despite significant reductions in school budget whilst the number on roll is increasing; and significant necessary changes in teaching staff: Balance school budget Secure a coherent staffing structure with sufficient capacity to meet the needs of: Children (as measured by statutory assessments, standardised assessments and teacher assessments) - improving achievement and closing PP gap. Providing additional support for children that support achievement. Families - continuing to provide events, communication, support and guidance at current levels.	
Development Complete By:	06/05/2016			
Implementing Complete By:	06/05/2017			
Project Complete By:	06/05/2017	SC Review:	Coherent staffing structure plan is secure although leadership at senior level and within some foundation areas is compromised. 2 x maths leaders have been appointed for Sept 16 - increasing middle leadership capacity (at Year leadership and subject leadership level).	

Largely Complete	Determine staffing requirements in the context of staff changes Permanent contracts Known 2 (English and maths leader) Potentially 3 more would recruit May (M1-M4) Temporary contracts Maternity 3 - Recruiting April (M1-M4) - seek to appoint for one full year	Developing	07/03/2016 21/04/2016	-69
				<i>Andrew JOLLEY</i>
Largely Complete	Create draft budget determine which elements of current expenditure will be cut to balance the budget with an expected saving of @£150,000	Developing	07/03/2016 21/04/2016	-69
				<i>Andrew JOLLEY</i>
Largely Complete	-Given current financial capacity teachers will need to fund their own release from class using 'ITT' funding and where a student is sufficiently competent and experienced release during the placement. One day will be granted to all teachers to be used to support the writing of the personal pupil reports – due to be published in May. Student funding varies from £60 - £1200.	Developing	11/03/2016 11/03/2017	255

Jeremy HIMSWORTH

Action initiated Ratify budget with governors Quality Assuring 03/05/2016 02/06/2016 -27
Andrew JOLLEY

Leadership capacity - additional funding *Estimated Cost?*

Project Progress: Embedded **SC Assessment:** Largely Met **RAG:** 1 Red
Project Start Date: 04/01/2016 **Success Criteria:** Secure additional funding ensuring:
Development Complete By: 03/02/2016 the school budget remains 'in the black' at the end of 2015-16 financial year.
Implementing Complete By: 03/02/2016 An English leader is appointed for the summer term 2016
Project Complete By: 03/02/2016 **SC Review:** £16K received from a request in excess of £40K. The school will remain in the black at the end of the 15/16 financial year.
 Insufficient funds were received to support recruitment of English leader.

Yes Meet D Gwenlan to discuss 'schools in financial difficulty' procedures. Developing 04/01/2016 03/02/2016 -147
 Define aspects of funding that would be supported by the process.

Andrew JOLLEY

Yes Review budget for expenditure within 2015-16 that may reasonably be Implementing 18/01/2016 01/02/2016 -149
 supported by the SiFD process.
 Draft letter and request for items.

Andrew JOLLEY

L10 Governance

L10 Leadership Robin THELWELL

Governance - meeting structure and alignment *Estimated Cost?*

Project Progress:	Implementing	SC Assessment: Partially Met	RAG: 2 Amber	Andrew JOLLEY
Project Start Date:	04/01/2016	Success Criteria: Governors are consistently provided with: - valid and reliable evidence upon which leaders may be held to account. - Information by or in advance of expected publication dates		
Development Complete By:	03/02/2016			
Implementing Complete By:	19/12/2016			
Project Complete By:	19/03/2017	SC Review: Meeting structure aligned. Staff meetings undertaken with leadership focus - budget development, leadership report and policy development. Completion for leadership aspects expected 9th May.		

Yes create an aligned structure between staff meeting foci particularly achievement outcomes; leadership impact; policy schedules & updates and governor reporting and meeting schedules. Developing 04/01/2016 03/02/2016 -147

Andrew JOLLEY

Action initiated Undertake meeting structure within the summer term - staff meetings and governor meetings aligned. Implementing 11/04/2016 20/07/2016 21

Andrew JOLLEY, Tracy EDWARDS

No Governors determine the extent to which they have the appropriate information, available in advance of the meetings. Quality Assuring 11/04/2016 20/07/2016 21

Jill Elizabeth ALDOUS, Simon BROADHURST

L11 Leadership Development

L11 Leadership **Andrew JOLLEY**

Academic staff meetings - structure and focus

Estimated Cost?

Project Progress:	Embedded	SC Assessment: Largely Met	RAG: 1 Red	Carolyn WILLIAMS , Jeremy HIMSWORTH , Laura JACKS, Vanessa RADCLIFFE, Wendy BUTTON , Zoe MONGER
Project Start Date:	18/01/2016	Success Criteria:	Create, implement and sustain a new academic staff meeting structure that aligns with leadership expectations for reporting (including alignment with governor meetings) and professional development priorities for staff and subject leaders.	
Development Complete By:	18/03/2016		Key areas are provided with systematic professional development time each term e.g. leadership development, Pastoral and safeguarding; learning and teaching.	
Implementing Complete By:	18/03/2017		Governors receive leadership information on time and aligned to governor meeting schedule.	
Project Complete By:	18/03/2017	SC Review:	Staff meeting structure has been created and implemented. It aligns to leadership reporting. Key areas are built into the structure - Leadership, pastoral, teaching & learning. Staff meetings align with performance meetings to ensure monitoring of impact of actions taken.	

Largely Complete Review governor meeting organisation - seek to align leadership report and capacity to report with new governor meeting schedule. Determine a repeatable structure for each school term. Developing 18/01/2016 18/03/2016 -103

Andrew JOLLEY

Yes Learning leadership team - Determine actual content based on school and leadership priorities for summer term 2016. Ensure all staff meeting leaders know dates for their meetings and expectations of sticking to the plan. Implementing 07/03/2016 28/03/2016 -93

Andrew JOLLEY

Largely Complete Summer Term 2016 - Undertake staff meeting and INSET day arrangements as planned. Implementing 11/04/2016 20/07/2016 21

Andrew JOLLEY

No Learning leadership team and governing body determine the extent to which leadership requirements have been fulfilled and appropriate information has been shared within time frames for governors. Quality Assuring 04/07/2016 24/07/2016 25

Andrew JOLLEY

No	Autumn Term 2016 - Undertake staff meeting and INSET day arrangements as planned.	Implementing	07/09/2016	16/12/2016	170
					<i>Andrew JOLLEY</i>
No	Learning leadership team and governing body determine the extent to which leadership requirements have been fulfilled and appropriate information has been shared within time frames for governors. Determine the extent to which all success criteria have been met.	Quality Assuring	30/11/2016	20/12/2016	174
					<i>Andrew JOLLEY</i>

Improvement Planning - Steps to success

Estimated Cost?

Project Progress:	Implementing	SC Assessment: Partially Met	RAG: 1 Red	Jeremy HIMSWORTH
Project Start Date:	01/03/2016	Success Criteria:	All leaders	
Development Complete By:	31/03/2016	- routinely evaluate the impact of their actions detailed within the school improvement plan - as a priority ofsted action plan.		
Implementing Complete By:	06/12/2016	- consistently establish whether actions and steps taken have satisfied specific success criteria - making a direct or indirect difference to pupil achievement.		
Project Complete By:	06/12/2016	SC Review:	Improvement planning guidance is largely complete - leadership staff meetings (2x termly) are embedded to support leadership development - particularly improvement planning process and reporting to governors.	
		Success criteria review is now integral part of improvement planning. As priority, the Ofsted Improvement plan is systematically evaluated by leaders.		

Action initiated	-Develop improvement planning policy and guide to secure consistent understanding from all leaders. Particularly: - Inclusion of milestones and updating these as actions proceed. - Structuring measurable success criteria - use of curricular targets i.e. at whole school, year group, sub group areas what are the key learning skills that needs to be developed (this may also include professional development so that teachers are confident to develop skills – we have to date not focussed sufficiently on this area) Actions that could be undertaken include: oCore foci for half term/term for various group – evidence showing before and after within books. OWhole school foci show milestones to include curricular targets at a high level rather than data (or to support data) - Noting specific action driver	Developing	01/03/2016	31/03/2016	-90
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Andrew JOLLEY

No	- AJ to lead staff meeting on key aspects of improvement planning based on improvement planning guide.	Quality Assuring	11/04/2016	18/04/2016	-72
					<i>Andrew JOLLEY</i>
No	Set up one hour meetings with leaders to review self evaluation and improvement planning. Each Thursday 3:30 - 4:30 (adjusted for part time staff). Include meeting preparation guidance in improvement planning policy.	Quality Assuring	11/04/2016	20/07/2016	21
					<i>Andrew JOLLEY</i>

Learning and teaching quality assurance policy and procedure				Estimated Cost?	
Project Progress:	Implementing	SC Assessment: Partially Met	RAG: 1 Red	Jeremy HIMSWORTH	
Project Start Date:	07/12/2015	Success Criteria:	All academic staff are conscious of new quality assurance procedures		
Development Complete By:	21/01/2016	The policy and procedures are subject to consultation and agreement by staff and governors. The priority foci structure underpins the revised learning and teaching policy.			
Implementing Complete By:	27/09/2016	Leaders can demonstrate: a substantial and sustained quality assurance programme is embedded and aligned to agreed policy and practice - including the use of 'securing expected outcomes' as appropriate. Practice within the overwhelming majority of classrooms is in line with or exceeding CJS expectations - where it is not there is clear evidence of intervention and improvement on behalf of the academic staff member.			
Project Complete By:	27/10/2016	SC Review:	All academic staff are fully briefed on new quality assurance procedures. Procedures have been subject to consultation and agreed by governors. Priority foci underpin learning and teaching policy. Leaders can demonstrate sustained use of QA procedures for drop in and book scrutiny alongside impact on classroom practice. Inconsistent practice has been noted and action has been taken to address this with individuals, through staff meetings, pupil progress meetings and year group performance meetings.		

Yes	Learning Leadership Day - reorganise and reprioritise quality assurance work. Typically, the morning of LLT day will focus on quality assurance - mainly drop-ins and book scrutiny	Implementing	01/01/2016	31/12/2016	185
					<i>Carolyn WILLIAMS, Laura JACKS, Vanessa RADCLIFFE, Zoe MONGER</i>
Action initiated	When undertaking quality assurance work all leaders are expected to record good practice that is seen and categorise it for future reference. Leaders will take video or photographs and save within agreed directory for future reference - staff meeting, policies etc. (to be included within policy)	Professional Development	07/03/2016	07/03/2017	251
					<i>Andrew JOLLEY, Carolyn WILLIAMS, Jeremy HIMSWORTH, Laura JACKS, Vanessa RADCLIFFE, Zoe MONGER</i>

Largely Complete Use the final LLT day per half term to plan quality assurance, professional development and improvement expectations for the forthcoming term. Implementing 09/03/2016 09/03/2017 253

Andrew JOLLEY, Carolyn WILLIAMS , Jeremy HIMSWORTH , Laura JACKS, Vanessa RADCLIFFE, Wendy BUTTON , Zoe MONGER

Action initiated LLT to plan timetable of quality assurance
o1 drop-in per teacher in year group per half term
o1 book scrutiny per half term
oRemainder of time – supporting weaker teachers; subject leadership time; curriculum overview Implementing 11/03/2016 25/04/2016 -65

Andrew JOLLEY, Carolyn WILLIAMS , Jeremy HIMSWORTH , Laura JACKS, Vanessa RADCLIFFE, Wendy BUTTON , Zoe MONGER

Self Evaluation

Estimated Cost?

Project Progress: Implementing **SC Assessment:** Not Yet Assessed **RAG:** 1 Red

Project Start Date: 11/04/2016 **Success Criteria:** Ofsted judgements align with school leadership judgements on self evaluation.

Development Complete By: 11/04/2016 **Criteria:** All leaders have completed self evaluation judgements and have communicated supporting evidence that is valid and reliable taking into account pupil achievement as central determiner. Leaders can demonstrate that self evaluation, improvement actions and quality assurance work is aligned.

Implementing Complete By: 17/12/2016

Project Complete By: 17/12/2016 **SC Review:**

Action initiated Use school database system already established and the adjusted staff meeting schedule to structure self evaluation. Provide English, maths and science teams with achievement reports and outcomes for each term to support judgements. Subject and area leaders update 2015/16 self evaluation. Where information is not available to support judgements - actions will be developed to ensure sufficient information is available to determine a judgement. Implementing 11/04/2016 11/05/2016 -49

Andrew JOLLEY

No Governors and senior leaders review update 2015/16 self evaluation and particularly evidence on which it is based. Determine next steps, if any, for subject/area lead. Quality Assuring 11/05/2016 10/06/2016 -19

Andrew JOLLEY

No Subject and area leads finalise 2015/16 self evaluations for refence in the next academic year. Implementing 13/06/2016 01/10/2016 94

Andrew JOLLEY

Subject and Area Policy and Guidance		Estimated Cost?	
Project Progress:	Implementing	SC Assessment: Partially Met	RAG: 1 Red
Project Start Date:	26/10/2015	Success Criteria: All leadership areas are supported by current policy and procedure particularly related to: quality assurance assessment procedures homework inclusion and equal opportunities. Subject and area leader can demonstrate that their policy and procedures are: understood and embedded in school practice leading to improved performance	
Development Complete By:	04/01/2016		
Implementing Complete By:	03/01/2017		
Project Complete By:	03/01/2017	SC Review: An expectation of all foundation polices being complete by May 9th	

Yes Develop a policy framework with generic expectations Developing 26/10/2015 25/11/2015 -217

Andrew JOLLEY

Action initiated Review policy framework with teachers supporting their ability to adjust specifically for their subject. Professional Development 26/11/2015 21/12/2015 -191

Andrew JOLLEY

No Subject and area leads: support year groups in implementing the guidance and expectations within the documents. Professional Development 04/01/2016 02/06/2016 -27

Andrew JOLLEY

No Subject and area leads use a range of quality assurance opportunities to determine the extent to which success criteria have been met. Quality Assuring 06/06/2016 14/09/2016 77

Andrew JOLLEY

No As a result of quality assurance: review and revise appropriate aspects of policy and guidance - communicating changes as appropriate. Update self evaluation and leadership report to governors Developing 14/09/2016 29/10/2016 122

Andrew JOLLEY

Year Team Meetings - Performance and quality assurance

Estimated Cost?

Project Progress:	Developing	SC Assessment: Partially Met	RAG: 1 Red	Carolyn WILLIAMS , Laura JACKS, Wendy BUTTON , Zoe MONGER		
Project Start Date:	15/03/2016	Success	Middle leaders are secure in implementing leadership decisions consistently across the school.			
Development Complete By:	30/03/2016	Criteria:	Middle leaders secure a quality assurance focus in Year Team meetings leading to increase in consistency and quality within the year team and across year teams.			
Implementing Complete By:	29/05/2016	SC	The process is now implemented and significant professional discussion and purposeful direction has been secured e.g. band sheet use, tutorial process, planning expectations and moderation.			
Project Complete By:	26/07/2016	Review:	Year leaders work with teachers to set individual and year group targets - these are due for review 6/6/16 to enable impact to be assessed.			
Yes	Establish clear understanding of expectations of middle leadership and the use of year team meeting time. Agree to increase the amount of performance related discussion / quality assurance		Developing	15/03/2016	25/03/2016	-96
	<i>Carolyn WILLIAMS , Jeremy HIMSWORTH , Laura JACKS, Wendy BUTTON , Zoe MONGER</i>					
Yes	Agree performance / quality assurance of year team meetings with learning leadership team. Agree recording format for year team minutes		Developing	16/03/2016	26/03/2016	-95
	<i>Carolyn WILLIAMS , Jeremy HIMSWORTH , Laura JACKS, Wendy BUTTON , Zoe MONGER</i>					
Yes	Ensure new format and expectations carried out within year team meetings.		Implementing	17/03/2016	16/05/2016	-44
	<i>Carolyn WILLIAMS , Jeremy HIMSWORTH , Laura JACKS, Wendy BUTTON , Zoe MONGER</i>					
Action initiated	Quality assure minutes and outcomes of the Year Team meetings - is there consistency within and across year groups?		Quality Assuring	13/06/2016	26/07/2016	27
	<i>Andrew JOLLEY, Jeremy HIMSWORTH</i>					

Pupil Information database

Estimated Cost?

Project Progress:	Developing	SC Assessment: Not Yet Assessed	RAG: 2 Amber
Project Start Date:	01/09/2015	Success Criteria:	All academic staff are able to record and reference information for individual and groups of children over time. The use of a database with centralised information significantly improves efficacy of information retrieval, analysis, data management and child's needs review. Database structure has been developed.
Development Complete By:	31/08/2016		
Implementing Complete By:	31/08/2017		
Project Complete By:	31/08/2017	SC Review:	

Action initiated	Review range of information available for individual children within school at present time - academic and pastoral. Design and build database to contain current information and consider potential requirements for the future.	Developing	01/09/2015	31/08/2016	63
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Andrew JOLLEY

Year leadership - quality assurance

Estimated Cost?

Project Progress:	Developing	SC Assessment: Partially Met	RAG: 2 Amber	Carolyn WILLIAMS , Jeremy HIMSWORTH , Laura JACKS, Vanessa RADCLIFFE, Wendy BUTTON , Zoe MONGER
Project Start Date:	09/03/2016	Success Criteria:	Teaching within school and within each year group can be reliably described as: consistently in line with expectations (policy and practice) leading to 'strong progress' for a large group of children (in excess of 2/5) reducing 'gap' between disadvantaged and non disadvantaged Where teaching is persistently not in line and strong progress is not secured particularly for disadvantaged children the securing expected outcomes process will be implemented by year leaders .	
Development Complete By:	09/03/2016			
Implementing Complete By:	07/06/2016			
Project Complete By:	17/06/2016	SC Review:	Thorough book scrutinies have been completed in maths (including revisiting), science and largely complete in English (due completion 10/6). These have a disproportionate focus on Ever 6 children and boys - whilst also including more able. Maths book scrutiny - 6% below expectations, 11% working towards expectations, 67% in-line with expectations, 17% exceeding. Revisiting those below or working towards, saw one of 3 teachers move to in-line. Science book monitoring - 11% below, 39% working towards, 44% in line, 6% exceeding - key curriculum planning issues underlying judgements. Science leader working with planners to make necessary improvements. Triangulating quality assurance work has led to 2 teachers currently being placed on 'securing expected outcomes' programme.	

Largely Complete Review year leader job profiles to determine the extent to which there is clarity on responsibility for improving quality of learning and teaching, and achievement outcomes within the year group. Developing 09/03/2016 23/03/2016 -98

Andrew JOLLEY, Jeremy HIMSWORTH

Action initiated

Adjust structure of quality assurance rounds - include adjustments within the quality assurance policy:
-Lower school year leaders will undertake joint observations of general learning and teaching and performance management together in Y3&4. They will undertake subject observations separately and linked to improvement plan. Y5&6(DH) leaders will undertake role in the upper school.
Observation will be undertaken in context of achievement outcomes from the latest achievement round.

Developing

11/04/2016 20/07/2016

21

Alison HAMILTON , Carolyn WILLIAMS , Jeremy HIMSWORTH , Laura JACKS, Wendy BUTTON , Zoe MONGER

T01 Teaching

T01 Teaching **Jeremy HIMSWORTH**

Planning for learning - learning NOT activity focus *Estimated Cost?*

Project Progress: Implementing **SC Assessment:** Partially Met **RAG:** 1 Red Andrew JOLLEY, Carolyn WILLIAMS, Laura JACKS, Vanessa RADCLIFFE, Wendy BUTTON, Zoe MONGER

Project Start Date: 08/02/2016 **Success Criteria:** Short term Planning formats fundamental focussed on learning outcomes, aligned to Bloom's taxonomy in English and maths have been reviewed, revised and implemented consistently in all year groups.
Development Complete By: 19/03/2016
Implementing Complete By: 14/12/2016
 Teaching Assistants receive plans in advance of all learning - their preparation and ability to prepare for small group interventions improves significantly.
 Quality assurance by Ofsted confirms good and outstanding teaching is securely and consistently in place in the overwhelming majority of classrooms. Internal QA confirms practice within the overwhelming majority of classrooms is in line with or exceeding CJS expectations - where it is not there is clear evidence of intervention and improvement on behalf of the academic staff member.

Project Complete By: 13/01/2017 **SC Review:** Blooms taxonomy is incorporated into planning. The planning format is being used in all year groups. Following a year group planning review against key criteria questions, targets have been set and are being acted upon. Initial evidence, through PPA planning meetings indicates much more focused planning with teachers reporting that they are thinking in much more depth about appropriate differentiation and learning focused outcomes. There has been some inconsistency of learning choice - currently a focus for year leaders. Teaching assistants are in receipt of plans in advance (previously not consistent).
 Further planning review is planned for 6/6/16

Yes Review current planning formats, their consistency of use and the extent to which they support learning focussed lessons (avoiding activity focussed lessons).
 Undertake necessary adjustments to current planning format. Ensure PPA, planning and learning week are aligned - planning within 48 hours of learning week commencing.
 Agree changes with learning leadership team in preparation for implementation. Developing 08/02/2016 19/03/2016 -102

Andrew JOLLEY, Jeremy HIMSWORTH

Yes	<p>Create a planning guidance document detailing expectations and specific guidance for lead planners and teachers. Agree overall guidance with LLT Introduce revised expectations with all class teachers within staff meeting time. Focus on developing guidance further by sharing good practice ideas from teachers for different lesson parts e.g. Demonstrate learning & Review and Recall - activities</p>	Professional Development	22/02/2016	07/04/2016	-83
<i>Jeremy HIMSWORTH</i>					
Largely Complete	All year groups use planning formats as part of normal planning practice. Implementing		19/03/2016	14/12/2016	168
Action initiated	<p>Adjust year leader responsibilities from undertaking responsibility for specific subject planning TO guiding supporting and quality assuring the planning undertaken by members of their teaching team. In addition, the year leader would, undertake book reviews and discussions with academically vulnerable children addressing issues as they arise and liaising with Deputy Head Teacher for complex cases. Senior leaders overview whole process determining the extent to which new planning system meets success criteria.</p>	Quality Assuring	11/04/2016	20/07/2016	21
<i>Carolyn WILLIAMS , Jeremy HIMSWORTH , Laura JACKS, Wendy BUTTON , Zoe MONGER</i>					

Teaching and learning policy development

Estimated Cost?

Project Progress:	Developing	SC Assessment: Not Yet Assessed	RAG: 1 Red	Andrew JOLLEY, Carolyn WILLIAMS, Laura JACKS, Vanessa RADCLIFFE, Wendy BUTTON, Zoe MONGER		
Project Start Date:	22/02/2016	Success Criteria: A reviewed, revised and refreshed teaching and learning policy is implemented consistently as part of normal classroom practice. Quality assurance by Ofsted confirms good and outstanding teaching is securely and consistently in place in the overwhelming majority of classrooms. Internal QA confirms practice within the overwhelming majority of classrooms is in line with or exceeding CJS expectations - where it is not there is clear evidence of intervention and improvement on behalf of the academic staff member.				
Development Complete By:	22/04/2016					
Implementing Complete By:	19/10/2016					
Project Complete By:	18/11/2016	SC Review:	Teaching and learning policy is 90% complete and aligned to the school's quality assurance foci - engagement, challenge, resources. For each aspect, key foci 'What we are looking for?' have been developed - these are included in the staff handbook as an executive summary of teaching and learning expectations. Detailed guidance is added in the policy. This has been shared with staff 6/7/16.			
Action initiated	Review, revise and refresh current teaching and learning policy. Align policy to current quality assurance framework - learning resource; challenge and expectation; Engagement. Include as part of normal classroom practice one or more jigsaw/ learning review opportunities under the pressure of time – what are the key features of; what further applications are there for?; create a problem based on... 30 secs 1min...		Developing	11/02/2016	11/04/2016	-79
No	With learning leadership team finalise L&T policy ready for publication, professional development and implementation.		Professional Development	21/03/2016	20/04/2016	-70
	<i>Andrew JOLLEY, Jeremy HIMSWORTH, Laura JACKS, Vanessa RADCLIFFE, Wendy BUTTON, Zoe MONGER</i>					
No	Circulate new policy and guidance to all academic staff. Use staff meeting or INSET time within summer term to discuss, discover and determine how to apply policy guidance within classroom settings		Professional Development	20/04/2016	19/07/2016	20
	<i>Andrew JOLLEY, Jeremy HIMSWORTH</i>					

No UPR teachers support professional development of others directly and indirectly - create and distribute videos of specific practice related to T &L policy and guidance Professional Development 01/06/2016 01/06/2017 337

Jeremy HIMSWORTH

No Learning leadership team establish the extent to which the L&T policy is being implemented consistently within all individual classrooms. Providing support, guidance and challenge to colleagues to align practice to expectations. Quality Assuring 04/07/2016 31/12/2016 185

Andrew JOLLEY, Carolyn WILLIAMS, Jeremy HIMSWORTH, Laura JACKS, Wendy BUTTON, Zoe MONGER

Growth Mindset		Estimated Cost?	
Project Progress:	Developing	SC Assessment: Not Yet Assessed	RAG: 2 Amber
Project Start Date:	21/03/2016	Success Criteria: Children, particularly disadvantaged children are able to verbalise and use 'growth mindset' aspects when meeting challenges, obstacles, criticism, more effort is required and when others are seemingly more successful. Growth mindset, as an integral part of daily classroom life and support groups e.g. tutorials and intervention groups, leads to the gap closing between disadvantaged and SEN children and groups of children not registered.	
Development Complete By:	20/05/2016		
Implementing Complete By:	16/12/2016		
Project Complete By:	16/12/2016	SC Review: Staff meeting 11th May launched growth mindset principles. Year teams researched together and decided vary approaches to launching growth mindset in their classes - eg series of videos, display etc. Due to review in performance meetings in Summer 2.	

Action initiated UPR teachers and year leaders, as part of performance management, will take a lead in developing 'Growth Mindset' classrooms. Developing 21/03/2016 20/05/2016 -40
 Researching and implementing ideas within the classroom, within tutorials and with teaching assistants within intervention groups.

Jeremy HIMSWORTH

Action initiated UPR teachers and year leaders seek and use opportunities to guide and develop practice e.g. weekly performance meetings; staff meetings; video/ explain everything. Professional Development 23/05/2016 19/12/2016 173

Jeremy HIMSWORTH

Action initiated	All teachers during the summer, autumn and spring term will include 'Growth Mindset' models and culture within the classroom - ensuring it is part of normal daily practice - particularly with disadvantaged children i.e they can refer to quotes, expectations and models.	Implementing	20/06/2016	25/02/2017	241
				<i>Jeremy HIMSWORTH</i>	
No	UPR teachers develop 'Growth Mindset' section of learning and teaching policy to support consistent practice in classrooms throughout Chesswood Junior School.	Developing	05/09/2016	14/12/2016	168
				<i>Jeremy HIMSWORTH</i>	
No	Learning leadership team determine the extent to which 'Growth Mindset' is embedded in normal daily classroom and intervention group practice.	Quality Assuring	09/01/2017	10/03/2017	254

Carolyn WILLIAMS , Jeremy HIMSWORTH , Laura JACKS, Vanessa RADCLIFFE, Wendy BUTTON , Zoe MONGER

High Expectations - Presentation, layout, handwriting

Estimated Cost?

Project Progress:	Quality Assuring	SC Assessment:	Partially Met	RAG:	2 Amber	Carolyn WILLIAMS , Laura JACKS, Wendy BUTTON , Zoe MONGER
Project Start Date:	01/03/2016	Success Criteria:	Almost all children regardless of sub group - pupil premium, gender or SEN: Layout work aligned to expectations and high standards. Secure high standards of presentation Secure fluent handwriting Each class teacher can demonstrate			
Development Complete By:	15/03/2016					
Implementing Complete By:	20/11/2016					
Project Complete By:	20/12/2016	SC Review:	Of books looked at during book scrutiny - 8% showed no evidence of pride in presentation 3% showed insufficient pride in presentation 72% showed evidence of pride in presentation 18% showed strong evidence of pride However - of those below expectation (11%), 73% of them are Ever 6 pupils. This must be a key focus for teachers. Individual targets for children are being set on INSET day 6/7/16)			

Largely Complete	Learning leadership team confirm all guidance is available for Maths, English and general learning for presentation, layout and handwriting. Subject to any appropriate amendments recirculate expectations.	Developing	10/03/2016	24/03/2016	-97
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Carolyn WILLIAMS , Jeremy HIMSWORTH , Laura JACKS, Vanessa RADCLIFFE, Wendy BUTTON , Zoe MONGER

Yes	Year leaders, as part of year team meetings, review expectations for presentation, layout and handwriting.	Professional Development	11/04/2016	25/04/2016	-65
Action initiated	All class teachers expected to be insistent, persistent and consistent in relation to expectations for presentation, layout and handwriting.	Implementing	25/04/2016	24/07/2016	25
No	Year leaders (and SENCO for SEN children), as part of weekly book reviews within PPA consider the extent to which presentation, layout and handwriting is aligned to expectations. Supporting and challenging teachers and children to meet expectations.	Quality Assuring	02/05/2016	18/11/2016	142

Recognising and celebrating children's achievement **Estimated Cost?**

Project Progress: Implementing **SC Assessment:** Partially Met **RAG:** 2 Amber

Carolyn WILLIAMS, Laura JACKS, Vanessa RADCLIFFE, Wendy BUTTON, Zoe MONGER

Project Start Date: 29/02/2016 **Success Criteria:** Leaders, teams and individual academic staff recognise academic success progress and attainment as part of normal classroom practice and at specific intervals– hall display, certificates, weekly communication, enter into raffle – raffle assembly for defined prizes per term e.g. most progress with accelerated reader, attendance etc.

Development Complete By: 30/03/2016

Implementing Complete By: 30/03/2017

Project Complete By: 13/04/2017 **SC Review:** Gold awards, Spark of the week, top tens, attendance, millionaire readers all implemented and clearly positive reception from children impacting on their motivation for success

Largely Complete	Review current areas for award and reward with Leaders, teams and individual academic staff. Sustain good practice; identify new opportunities to celebrate success of individuals and publicly - within and beyond school. Record in appropriate policy and guidance consistent expectations for all academic staff e.g. Spark of the week certificates; accelerated reader - most words; class cups; termly attendance awards and rewards.	Developing	29/02/2016	14/03/2016	-107
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Andrew JOLLEY

No	Determine whether rewards and or certificates should be used to promote higher achievement - achievement lottery - attainment, progress; rewards pupil premium specifically?	Developing	01/03/2016	15/03/2016	-106	<i>Andrew JOLLEY</i>
No	Use hall spaces, media - reception, Y3 corridor to celebrate children's achievements formally – -Highest achievement awards – attainment and progress top 10 per year group – AR, PTE, PTM Rising stars. -Pastoral - attendance, gold awards; outside school awards.	Developing	01/03/2016	29/07/2016	30	<i>Andrew JOLLEY</i>
No	Implement, in line with written policy, the rewards, awards and celebrations expected by academic staff at Chesswood Junior School.	Implementing	14/03/2016	12/07/2016	13	<i>Andrew JOLLEY</i>
No	Based on the agreed rewards and awards set up - determine the extent to which these are part of normal classroom and school practice and the impact on improving outcomes e.g. does the average number of words increase; does attendance increase overall and for specific groups; are classrooms and corridors actively celebrating children's outcomes.	Quality Assuring	05/09/2016	04/12/2016	158	<i>Andrew JOLLEY</i>

Successful Outcomes and Success Criteria - consistent use of				Estimated Cost?	£0.00
Project Progress:	Implementing	SC Assessment: Partially Met	RAG: 2 Amber	Carolyn WILLIAMS , Laura JACKS, Vanessa RADCLIFFE, Zoe MONGER	
Project Start Date:	08/02/2016	Success Criteria: Learning & teaching policy and procedures; planning frameworks focus and guide consistent use of success criteria as part of normal daily classroom practice. Leaders can demonstrate: Practice within almost all classrooms is in line with or exceeding CJS expectations - where it is not there is clear evidence of intervention and improvement on behalf of the academic staff member.			
Development Complete By:	09/03/2016				
Implementing Complete By:	07/07/2016				
Project Complete By:	07/07/2016	SC Review: Learning and teaching policy details definition and expectations for use of successful outcomes and criteria. The planning format has changed and is in use in all classrooms - a focus on appropriate wording / use of success criteria and professional development in this area is now the key focus 26/04/16.			

Largely Complete	Review the definition of successful outcomes & success criteria- determine a CJS definition and expectation for SO and SC. Revise the success criteria section within the learning and teaching policy. Establish a consistent structure and expectations for use of success criteria within school - planning and structures within the classroom.	Developing	08/02/2016	09/03/2016	-112
				<i>Jeremy HIMSWORTH</i>	
Yes	INSET - use professional development time to review the revised guidance and expectations on planning for successful outcomes and developing success criteria within lessons. Link within new planning structures and expectations and use of blooms to guide outcomes.	Professional Development	01/03/2016	31/03/2016	-90
				<i>Jeremy HIMSWORTH</i>	
Action initiated	Professional development time will be arranged for inter year group discussions to review existing plans and undertake discussions on further opportunities for SO and SC to be learning focussed.	Professional Development	11/04/2016	20/07/2016	21
	<i>Carolyn WILLIAMS , Jeremy HIMSWORTH , Laura JACKS, Vanessa RADCLIFFE, Wendy BUTTON , Zoe MONGER</i>				
Action initiated	Year group planning seeks to implement the new policy and practice. Year teams briefly review and discuss outcomes from previous week and the extent to which SO and SC were sufficiently learning focussed.	Implementing	11/04/2016	20/07/2016	21
	<i>Carolyn WILLIAMS , Laura JACKS, Wendy BUTTON , Zoe MONGER</i>				
Action initiated	Summer term drop in observations and book scrutiny will maintain successful outcomes and success criteria as one key foci for quality assurance work. SC and SO will be included within performance management expectations Drop Ins will focus on children can verbalise the skill, concept or understanding that they must acquire within the lesson – this is especially important at the lesson outset and at the plenary stage i.e. In this lesson I expect you to show you can use X,Y,Z in your writing. Although you are writing a poem it is XY and z in the poem that I will concentrate on. Effective use of the SC structure by children within lessons	Quality Assuring	11/04/2016	28/10/2016	121
	<i>Carolyn WILLIAMS , Jeremy HIMSWORTH , Laura JACKS, Wendy BUTTON , Zoe MONGER</i>				

Visual exemplar materials - normal daily classroom practice

Estimated Cost?

Project Progress:	Implementing	SC Assessment:	Not Yet Assessed	RAG:	2 Amber
Project Start Date:	01/03/2016	Success Criteria:	Learning & teaching policy and procedures guide consistent use of visual exemplars as part of normal daily classroom practice.		
Development Complete By:	30/04/2016		Leaders can demonstrate:		
Implementing Complete By:	27/10/2016		Practice within almost all classrooms is in line with or exceeding CJS expectations - where it is not there is clear evidence of intervention and improvement on behalf of the academic staff member.		
Project Complete By:	26/11/2016	SC Review:	Exemplars are being used regularly within lessons across year groups - some planned for, some through sharing work in mini-plenaries (all year groups report use in English and maths). Visualisers are in all classrooms (need to ensure all are working). There is evidence of exemplar work and presentation on display in classrooms. As part of the curriculum review, year teams have begun to save exemplars of children's work to use next year.		

No	Within learning and teaching policy - include guidance on use of visual support: 1. Core expectations used daily i.e. presentation and layout. 2. Outcomes from previous lessons to guide children on expectations and deconstruct so learning is clear.	Developing	01/03/2016	22/03/2016	-99
				<i>Jeremy HIMSWORTH</i>	
No	Summer term drop in observations will maintain use of visual challenge and support as one key foci for quality assurance work. Drop Ins will focus on active visual cues for: 1. Core expectations used daily i.e. presentation and layout. 2. Outcomes from previous lessons to guide children on expectations and deconstruct so learning is clear.	Quality Assuring	11/04/2016	20/07/2016	21
	<i>Andrew JOLLEY, Carolyn WILLIAMS</i>	<i>, Jeremy HIMSWORTH</i>	<i>, Laura JACKS, Wendy BUTTON</i>	<i>, Zoe MONGER</i>	
No	Year leaders use planning and professional meeting time weekly to review opportunities for sharing visual representations ensuring 1 & 2 are covered as part of normal daily classroom practice.	Professional Development	11/04/2016	08/09/2016	71
	<i>Carolyn WILLIAMS</i>	<i>, Laura JACKS, Wendy BUTTON</i>	<i>, Zoe MONGER</i>		

Classroom environment - Display

Estimated Cost?

Project Progress:	Developing	SC Assessment: Not Yet Assessed	RAG: 3 Green	Claire Christine READ, Laura GILES		
Project Start Date:	10/03/2016	Success Criteria: Display in every classroom demonstrates: - celebration of children's learning and wider achievements - high standards of work - as exemplars (content and presentation)				
Development Complete By:	24/04/2016					
Implementing Complete By:	30/12/2016					
Project Complete By:	30/12/2016					
		SC Review: Impact review due as part of performance meetings in Summer 2 - initial observations - increase in celebration - especially use of Top 10 increase in display promoting 'perfect presentation				
No	Review costs and opportunities for additional display boards to be purchased and installed in all classrooms in the new building. Budget 2016-17		Developing	10/03/2016	25/03/2016	-96
						<i>Andrew JOLLEY, Maurice Charles George LINK</i>
No	Enable teachers to observe other schools 'primary display' ideas within and beyond the classroom		Developing	11/04/2016	26/05/2016	-34
		<i>Claire Christine READ, Jeremy HIMSWORTH</i>				<i>, Karen Deborah BASSETT, Laura GILES, Libby Louise SMITH</i>
No	Review and revise display policy and guidance. Include significant visual representation within guidance to support teachers understanding of expectations		Developing	11/04/2016	26/05/2016	-34
		<i>Claire Christine READ, Jeremy HIMSWORTH</i>				<i>, Karen Deborah BASSETT, Laura GILES, Libby Louise SMITH</i>
No	Year leaders and SENCO as part of weekly team meeting consider revised policy and guidance - seek opportunities with year team colleagues to develop high quality learning displays comprised of and celebrating high standards at Chesswood.		Professional Development	30/05/2016	14/07/2016	15
		<i>Carolyn WILLIAMS</i>				<i>, Laura JACKS, Vanessa RADCLIFFE, Wendy BUTTON</i>
No	Year leaders (and SENCO) ensure the displays are increasingly aligned to the best primary practice, celebrating high standards of work and where they are not identify solutions and address with team members.		Quality Assuring	05/09/2016	14/12/2016	168
		<i>Carolyn WILLIAMS</i>				<i>, Laura JACKS, Vanessa RADCLIFFE, Wendy BUTTON</i>
						<i>, Zoe MONGER</i>

Classroom environment - flexible display

Estimated Cost?

Project Progress:	Developing	SC Assessment: Not Yet Assessed	RAG: 3 Green
Project Start Date:	10/03/2016	Success Criteria:	Lessons in all classrooms are supported by easily available reference material for all children. Children's learning and achievement within lessons is demonstrably supported by developing 'aide memoir' as part of normal classroom practice.
Development Complete By:	24/04/2016	SC Review:	Trestle flipchart has been ordered to enable review of quality and affordability before purchase.
Implementing Complete By:	11/10/2016		
Project Complete By:	11/10/2016		

No	Determine affordability of trestle whiteboards and flipchart paper to model for each class. If affordable: Purchase squared flipchart paper (blank if substantially cheaper) Trestle board Washing line and pegs for each classroom. (ensure these do not obscure children's view). Request and receive photos from Southway Juniors of their boards and flip chart sheets in action Site manager to block classroom sensors to avoid accidental break in alarms being set.	Developing	10/03/2016	09/04/2016	-81
					<i>Andrew JOLLEY, Diane LYCETT</i>
No	Year leaders develop opportunities with their teams to develop the use of flip charts as part of normal daily classroom practice - supported by photographs of their use at Southway.	Professional Development	25/04/2016	25/05/2016	-35
					<i>Carolyn WILLIAMS, Laura JACKS, Wendy BUTTON, Zoe MONGER</i>
No	Class teachers throughout the school use resources as part of normal daily classroom practice.	Implementing	25/05/2016	22/10/2016	115
					<i>Carolyn WILLIAMS, Laura JACKS, Wendy BUTTON, Zoe MONGER</i>
No	Year leaders ensure the resources are used as part of normal daily classroom practice and where they are not identify solutions.	Quality Assuring	01/06/2016	29/10/2016	122
					<i>Carolyn WILLIAMS, Laura JACKS, Wendy BUTTON, Zoe MONGER</i>

Continuity of learning			Estimated Cost?		
Project Progress:	Developing	SC Assessment: Not Met	RAG: 3 Green		
Project Start Date:	04/07/2016	Success Criteria:	Continuity of assessment and expectation is secured during transition between year groups. Initial teacher assessment judgements are aligned with previous year - challenges to previous decisions are supported by valid and reliable evidence, moderated as part of pupil progress meetings.		
Development Complete By:	04/07/2016				
Implementing Complete By:	01/11/2016				
Project Complete By:	21/11/2016	SC Review:	Due to significant staffing changes moving on eteacher up with their current year group will not be possible in 2016-17.		
Action initiated	Seek to ensure that one teacher from each year group remains with the cohort as they move i.e. Y3 - Y4. The teacher will be able to advise on the curriculum journey so far and account for assessment decisions.	Developing	11/03/2016	09/06/2016	-20
			<i>Andrew JOLLEY, Jeremy HIMSWORTH</i>		
No	All children continue into the next year group with the same exercise books from the previous year group. Teachers ensure that the final piece of work in the books is 'the best they can be'.	Implementing	04/07/2016	02/10/2016	95
			<i>Carolyn WILLIAMS, Laura JACKS, Wendy BUTTON, Zoe MONGER</i>		
No	As part of initial teacher assessment, teachers determine the extent to which children are expected to be on track by the end of the year.	Implementing	10/10/2016	09/11/2016	133
			<i>Carolyn WILLIAMS, Laura JACKS, Vanessa RADCLIFFE, Wendy BUTTON, Zoe MONGER</i>		
Action initiated	Class teachers supported by year leaders will determine whether similar proportions remain on track to meet expectations. Where differences exist and are lower than the previous year these will be subject to a pupil progress and moderation discussion with the year leader.	Quality Assuring	07/11/2016	21/11/2016	145
			<i>Carolyn WILLIAMS, Jeremy HIMSWORTH, Laura JACKS, Vanessa RADCLIFFE, Wendy BUTTON, Zoe MONGER</i>		

T02 Assessment

T02 Assessment Jeremy HIMSWORTH

Assessment Policy and Procedures Estimated Cost?

Project Progress:	No Progress	SC Assessment: Not Yet Assessed	RAG: 1 Red	Andrew JOLLEY
Project Start Date:	02/03/2016	Success Criteria: Assessment policy and guidance underpins: consistent expectations by all and of all academic staff consistent and sustained actions by all academic staff Increased confidence, validity and reliability in judgements by academic staff.		
Development Complete By:	01/05/2016			
Implementing Complete By:	08/05/2016			
Project Complete By:	08/05/2017	SC Review:		

No	Review, revise and refresh assessment policy and guidance to support new assessment processes adopted with the new curriculum e.g. accelerated reader – star test; rising stars assessments. Frequency, recording and use of data.	Developing	02/03/2016	01/05/2016	-59
					<i>Andrew JOLLEY, Jeremy HIMSWORTH</i>
No	Consult with LLT on outcomes and final draft solutions for use of band sheets. Agree final changes and publish.	Developing	02/05/2016	09/05/2016	-51
					<i>Andrew JOLLEY, Carolyn WILLIAMS, Jeremy HIMSWORTH, Vanessa RADCLIFFE, Wendy BUTTON, Zoe MONGER</i>
No	Use professional development (year meetings) time to introduce changes, guidance and expectations in assessment policy and guidance.	Professional Development	09/05/2016	08/06/2016	-21
					<i>Carolyn WILLIAMS, Laura JACKS, Wendy BUTTON, Zoe MONGER</i>
No	LLT determine extent to which assessment policy becomes fully embedded based on the wide range of actions and activities within.	Quality Assuring	08/06/2016	08/06/2017	344
					<i>Andrew JOLLEY, Carolyn WILLIAMS, Jeremy HIMSWORTH, Laura JACKS, Vanessa RADCLIFFE, Zoe MONGER</i>

Disadvantaged pupil progress meetings				Estimated Cost?	£0.00
Project Progress:	Embedded	SC Assessment: Partially Met	RAG: 1 Red	Carolyn WILLIAMS , Laura JACKS, Vanessa RADCLIFFE, Wendy BUTTON , Zoe MONGER	
Project Start Date:	22/02/2016	Success Criteria:	Leaders and teachers can demonstrate their knowledge of children within less than 'strong' progress.		
Development Complete By:	23/03/2016		They can undertake appropriate risk assessment, given their capacity, identifying specific children for the forthcoming half term/ term as key foci.		
Implementing Complete By:	21/07/2016		Teachers will be able to demonstrate: practical actions taken to accelerate progress for specific children including tutorials, parent liaison, supporting improved attendance. That their interventions through QFt and additional support and intervention have led to stronger and/or strong progress.		
Project Complete By:	21/07/2016	SC Review:	Running records have been completed for all E6 children in school (except SEN who have pupil passports regularly reviewed) focusing on Key Issues; What has been tried?; Impact; Frustrations and Next steps. Good evidence of impact has been gathered - tutorials, homework programme, high expectations. DHT has held meetings with 15 class teachers - first round to be finished by 10/7/16. All next steps to be reviewed before end of Summer Term.		
Largely Complete	Review current PPM meeting format. Determine and agree a process that is fit for purpose - including pupil premium passports (SEN pupil passports will supercede PP passports). Document process to ensure there are consistent procedures and teachers understand expectations.		Developing	29/02/2016 14/03/2016	-107
				<i>Jeremy HIMSWORTH</i>	
Largely Complete	Lead initial round of DPPM meetings with class teachers		Implementing	14/03/2016 28/03/2016	-93
				<i>Jeremy HIMSWORTH</i>	
No	Complete initial 'process' review of success criteria		Quality Assuring	11/04/2016 25/04/2016	-65
				<i>Jeremy HIMSWORTH</i>	
No	Round 2 DPPM meetings - establish impact of initial DPPM with class teachers - using expected outcomes data & progress judgements . Determine next steps for disadvantaged children		Implementing	09/05/2016 23/05/2016	-37
				<i>Jeremy HIMSWORTH</i>	

No Round 3 DPPM meetings - establish impact of round 2 DPPM with class teachers - using expected outcomes data & progress judgements . Determine next steps for disadvantaged children in autumn term.

Implementing

04/07/2016 18/07/2016

19

Jeremy HIMSWORTH

Marking and feedback - daily classroom practice

Estimated Cost?

Project Progress:	Developing	SC Assessment: Partially Met	RAG: 1 Red	Andrew JOLLEY
Project Start Date:	26/11/2015	Success Criteria:	Key priorities for marking and feedback as part of normal daily classroom practice are satisfied: use of age and ability appropriate success criteria underpin marking and feedback. Marking next to children and expecting a learning response within current lesson. Self and peer marking aligning tightly to the learning not the activity. Guidance from WSCC for assessment and moderation is not compromised with marking policy expectations. Included as a fundamental aspect of performance management 2015-16	
Development Complete By:	25/03/2016	SC Review:	Marking and feedback policy updated in line with new expectations - shared 4th May staff meeting	
Implementing Complete By:	25/03/2016		Book monitoring to date - books which show marking demonstrates good teacher knowledge and moves children on - 11% below expectations, 11% working towards, 60% in line with expectations, 18% exceeding expectations. Pupils responding to marking Below expectations 7%, Insufficient evidence 25%, In line with expectations 61%, Exceeding expectations 7%. Feedback has been given to all teachers - where expectations are not in line, follow up takes place. Where improvements are not seen, securing expected outcomes is being used. 2 teachers are currently on this programme.	
Project Complete By:	23/07/2016			

Action initiated	Review, revise and refresh school marking and feedback guidance in the light of: West Sussex moderation and assessment guidance (Post it notes?!) Ofsted findings Priority success criteria Determine current position of marking workload, detail, extent to which it is undertaken away from point of learning.	Developing	26/11/2015 25/03/2016	-96
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Andrew JOLLEY, Jeremy HIMSWORTH

No Relaunch marking and feedback policy with all academic staff. Professional Development 07/03/2016 28/03/2016 -93
 Invite and share academic staff good practice suggestion on managing demands and securing impact as part of normal daily practice.

Jeremy HIMSWORTH

No Using drop ins and book scrutiny ensure the marking and feedback expectations are consistently implemented in all classrooms - whilst the priority remains English and maths; science and foundation marking will also be a focus. Quality Assuring 11/04/2016 20/07/2016 21

Carolyn WILLIAMS , Jeremy HIMSWORTH , Laura JACKS, Zoe MONGER

Moderation

Estimated Cost?

Project Progress: Implementing ***SC Assessment:*** Not Met ***RAG:*** 1 Red

Andrew JOLLEY, Carolyn WILLIAMS , Charlotte NICHOLSON, Laura JACKS, Sarah Henrietta LEVIN, Una O'LEARY, Vanessa RADCLIFFE, Wendy BUTTON , Zoe MONGER

Project Start Date: 04/01/2016 ***Success Criteria:***
Development Complete By: 13/04/2016
Implementing Complete By: 08/01/2017

Secure consistent teacher assessment judgements between classes in all year groups. Improve teacher confidence and understanding of evidence base required for judgements. Year or Subject Leaders can demonstrate clear outcomes from each moderation process; the resulting actions and impact on teachers practice.

SC Review: Middle leaders visited Maidenbower School in Crawley to meet with the Deputy Head who is a locality moderator. She shared the system for moderation and recording used at her school which is now being used at Chesswood. Moderation has been undertaken in reading, writing and maths (external locality and internal). Externally, all judgements have been agreed, with moderators impressed with the evidence provided. Internally, teachers prepare their evidence during performance meetings and share these with their year team at a whole school staff meeting. Teachers have found these valuable - however, discrepancies in teacher assessment are evident - particularly in maths. This is partly due to changes in the messages regarding expectations of what 'met' looks like from West Sussex and the DFE. Extra moderation is required and planned for Summer 2. This will focus on discrepancies in progress based on starting points.

Project Complete By: 07/02/2017

Action initiated	As part of assessment policy review - include section on moderation and standardisation -Include guidance on the processes below within the assessment policy when, who, how, what. What 'Met' looks like in line with the developing guidance nationally and locally. -Whole School – one moderation focus per half term within staff meeting – RWM x2 per year. A focus on evidence demonstrating ‘on track or met’ -Year group - undertaken by year group team every term for reading, writing and maths. A subject leader must be invited to observe process. Science will be undertaken once per year. Focus will be guided from exceptions with assessment e.g. child making better than expected progress or exceeding or well below. -Create consistent ability group names throughout the school. -create standard format for moderation - subject lead will be responsible for overall report following each moderation - determining next steps and actions as appropriate.	Developing	04/01/2016	13/04/2016	-77
					<i>Andrew JOLLEY</i>
Largely Complete	Arrange and undertake professional development conversations or visits to schools with embedded moderation processes.	Professional Development	11/02/2016	21/05/2016	-39
					<i>Andrew JOLLEY, Carolyn WILLIAMS, Jeremy HIMSWORTH, Zoe MONGER</i>
Action initiated	LLT to agree final draft of moderation structure and processes for CJS.	Developing	11/04/2016	18/04/2016	-72
					<i>Carolyn WILLIAMS, Jeremy HIMSWORTH, Laura JACKS, Vanessa RADCLIFFE, Wendy BUTTON, Zoe MONGER</i>
No	Use staff meeting time to review structure, processes and expectations for moderation	Professional Development	11/04/2016	10/07/2016	11
					<i>Carolyn WILLIAMS, Jeremy HIMSWORTH, Zoe MONGER</i>

Assessment - Rising Stars

Estimated Cost?

Project Progress:	Implementing	SC Assessment: Partially Met	RAG: 2 Amber	Andrew JOLLEY, Carolyn WILLIAMS, Zoe MONGER
Project Start Date:	14/12/2015	Success Criteria:	Rising stars tests provide supporting information and underpin valid and reliable teacher assessment judgements.	
Development Complete By:	28/12/2015	SC Review:	Rising Stars tests have been undertaken half-termly. Children have found them very difficult and demoralising - this is reported consistently in other schools nationally. As they do not give standardised scores, they have limited use in measuring progress. The maths content does not align with the school's medium term plan. In consultation with the new maths leader, recently appointed, the school will be moving to use PUMA tests which give standardised scores and are being used successfully in other schools. Rising Stars tests will still be used as a question bank.	
Implementing Complete By:	02/03/2016			
Project Complete By:	01/04/2016			
Yes	Purchase rising stars tests for reading, writing, maths and science. Admin team print tests for year groups. Create formula to determine outcomes given varied tests and raw scores within teacher assessment spreadsheet.		Developing	14/12/2015 28/12/2015 -184 <i>Andrew JOLLEY</i>
Yes	Year groups review rising stars test procedures. Undertake autumn 1 tests for reading, writing and maths. Science to be aligned with specific units - undertaken within the spring term. Record outcomes within autumn teacher assessment spreadsheet.		Implementing	04/01/2016 18/01/2016 -163 <i>Carolyn WILLIAMS, Laura JACKS, Wendy BUTTON, Zoe MONGER</i>
Yes	Include rising stars data outcomes within termly achievement report - . Compare and contrast with teacher assessment reports and other standardised assessments..		Quality Assuring	20/01/2016 29/02/2016 -121 <i>Andrew JOLLEY</i>
Yes	Undertake rising stars tests for reading, writing, maths - spring 1. Record outcomes within spring 1 teacher assessment spreadsheet.		Implementing	08/02/2016 13/02/2016 -137 <i>Andrew JOLLEY, Carolyn WILLIAMS, Wendy BUTTON, Zoe MONGER</i>

No Following two rounds of rising stars assessments determine the impact and use of the assessment - giving consideration to future organisation. Quality Assuring 02/03/2016 01/04/2016 -89
 Set out written guidance for expectations with RS tests - timing, frequency, test conditions, reporting - parents.

Andrew JOLLEY, Carolyn WILLIAMS , Jeremy HIMSWORTH , Laura JACKS, Vanessa RADCLIFFE, Wendy BUTTON , Zoe MONGER

Teacher Assessment Band Sheets

Estimated Cost?

Project Progress: Implementing **SC Assessment:** Partially Met **RAG:** 2 Amber Andrew JOLLEY
Project Start Date: 26/11/2015 **Success Criteria:** Consistent use of band sheets is secured between all class teachers - leading to improved validity and reliability of teacher assessments.
Development Complete By: 05/03/2016 Consistent implementation of assessment processes is secured by all class teachers.
Implementing Complete By: 05/03/2017 **SC Review:** Latest performance review of band sheets across reading, writing, maths (6/6/16)
Project Complete By: 05/03/2017 Red - not being used = 8%
 Amber - being used by the teacher but with some inconsistencies across the class = 41%
 Green - Fully up to date for all children = 51%
 This is progress from Red 36%, Amber 12%, Green 51%
 Teachers find the band sheets valuable yet time consuming to ensure fully up to date for all children. Staff meeting has been held (2 May) to discuss good, efficient use where teachers shared good practice. This will be developed into guidance.
 Issues - reading was optional to begin with (allowing time for maths and writing to be embedded) - the reading leader has now requested they are used consistently. Writing - Year 6 switched to the interim assessment for writing as this focused on aspects across the whole writing curriculum and not just Y6. This is to be used for submitting Y6 writing assessments.

Yes Review current use of Band sheets - consistency between classes, how and when are teachers completing the sheets; what is the workload attributable to band sheets?; what is there perceived use and impact by teachers? Should the band sheets continue in current form (the only directly related document between child and NC available)? Professional Development 02/03/2016 01/05/2016 -59
 Could band sheets be available at parent child conferences?
 As part of assessment policy review include section on the agreed structure and processes for the band sheets.

Jeremy HIMSWORTH

Yes Consult with LLT on outcomes and final draft solutions for use of band sheets. Agree final changes and publish. Developing 02/05/2016 09/05/2016 -51

Andrew JOLLEY, Carolyn WILLIAMS , Jeremy HIMSWORTH , Vanessa RADCLIFFE, Wendy BUTTON , Zoe MONGER

No	Use professional development (year meetings) time to introduce changes, guidance and expectations for band sheets.	Professional Development	09/05/2016	08/06/2016	-21
					<i>Carolyn WILLIAMS , Laura JACKS, Wendy BUTTON , Zoe MONGER</i>

Y3 Valid and reliable starting points				Estimated Cost?
Project Progress:	Developing	SC Assessment: Not Yet Assessed	RAG: 2 Amber	Andrew JOLLEY
Project Start Date:	06/06/2016	Success Criteria:	Valid and reliable starting points are established for Y3 children for core subjects. Support teacher, child and family with determining challenging expectations.	
Development Complete By:	04/09/2016			
Implementing Complete By:	19/10/2016	SC Review:		
Project Complete By:	18/11/2016			

Ensure KS1 test papers are collected and filed in Record of Achievement files. Ensure phonics screening data is transferred from feeder schools and is understood by teachers.	Implementing	06/06/2016	06/07/2016	7
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No	Review and revise current Y3 curriculum within reading, writing, maths and science to provide children with significant and sustained independent opportunities to demonstrate their existing skills, knowledge and conceptual understanding within the classroom (not through standardised assessment)	Developing	06/06/2016	04/09/2016	67
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Jeremy HIMSWORTH

No	As part of early intervention planning process, Y3 teachers select 2-3 typical pieces of work from KS1 books to glue into new work books at Chesswood. These will be used as reference guides for starting points in writing, maths and science where possible.	Implementing	11/07/2016	09/09/2016	72
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Carolyn WILLIAMS , Jeremy HIMSWORTH , Laura JACKS, Vanessa RADCLIFFE, Wendy BUTTON , Zoe MONGER

No	Provide all class teachers with opportunity to record their initial assessment of a child's ability to meet expectations at the end of the first half of the autumn term.	Developing	05/09/2016	19/09/2016	82
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Jeremy HIMSWORTH

No	Y3 follow new Y3 curriculum, continually assessing children's skills, knowledge and understanding.	Implementing	05/09/2016	20/10/2016	113
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Laura JACKS

No	Class teachers determine initial judgement on the extent to which children are likely to meet expectations for the year group.	Quality Assuring	26/09/2016 26/10/2016	119
				<i>Laura JACKS</i>
No	Y3 teachers can demonstrate their curriculum choices i.e. challenge, are directly related to children's starting points and can demonstrate children's 'strong' progress from there.	Quality Assuring	03/10/2016 17/12/2016	171
				<i>Jeremy HIMSWORTH , Laura JACKS</i>

T03 Homework

T03 Teaching Jeremy HIMSWORTH

Homework - sustained consistent practice Estimated Cost?

Project Progress: Embedded **SC Assessment:** Met in full **RAG:** 2 Amber **Carolyn WILLIAMS**

Project Start Date: 04/01/2016 **Success** There is a consistent homework structure implemented by all classes each week.

Development Complete By: 13/02/2016 **Criteria:** The homework structure underpins basic skills assessment processes e.g. spelling
The structure promotes choice and ambition for children and families

Implementing Complete By: 23/05/2016 **SC** Homework is much more consistent across the school. Pupils receive basic skills work in reading,
Project Complete By: 22/06/2016 **Review:** x tables, spellings and written methods. Extension tasks are available in all areas including Brain
Academy maths tasks focusing on reasoning for more able pupils. There were many comments
at parents' evening stating that it was much better. Teachers report significant improvement in
times-tables knowledge as a result. Include a question in both child and parent questionnaires in
Summer 2.

Yes Adjust the existing spelling programme of study - arranging and differentiating the statutory word list to support homework foci and spelling test organisation. **Developing** 23/11/2015 22/01/2016 **-159**

Jeremy HIMSWORTH

Largely Complete Develop a home learning support section on the school web site - sign post guidance, websites, IPAD apps available for families **Developing** 04/01/2016 22/07/2016 **23**

Bethan COLLINS , Carolyn WILLIAMS , Jeremy HIMSWORTH , Laura JACKS

Yes Review consistency of homework provision including frameworks for parental guidance; alignment with basic skills assessments. Adjust current systems and formats to enable SC to be met. Develop flexible approach to extension activities for most able pupils. **Developing** 05/01/2016 14/02/2016 **-136**

Jeremy HIMSWORTH

Largely Complete Create progression in tables map - publish and include in weekly tables assessments. Differentiate - gold, platinum, kryptonite **Developing** 01/02/2016 02/03/2016 **-119**

Jeremy HIMSWORTH

Yes Purchase Rising Stars Maths Brain Academy to support extension for most able mathematicians homework. **Developing** 15/02/2016 06/03/2016 **-115**

Jeremy HIMSWORTH

Yes	Year groups and class teachers create weekly guidance documents to support consistent homework. <i>Carolyn WILLIAMS , Jeremy HIMSWORTH , Laura JACKS, Wendy BUTTON , Zoe MONGER</i>	Implementing	22/02/2016	21/06/2016	-8
Yes	LLT quality assure documents each Wednesday before communication to parents.	Quality Assuring	24/02/2016	23/06/2016	-6
				<i>Jeremy HIMSWORTH</i>	
Yes	Undertake 'take away task' celebration afternoon at the end of each half term (variable by theme length)	Implementing	21/03/2016	25/03/2016	-96
				<i>Jeremy HIMSWORTH</i>	
No	Homework policy - review. Subsequent to changes being successful; homework policy will be revised to align with current practice.	Developing	11/04/2016	20/07/2016	21
				<i>Jeremy HIMSWORTH</i>	

Reading policy and practice

Estimated Cost?

Project Progress:	Implementing	SC Assessment: Largely Met	RAG: 1 Red	Charlotte NICHOLSON
Project Start Date:	30/11/2015	Success Criteria: Against all aspects of reading there is clear policy and procedure guidance available to all academic staff. Quality assurance outcomes strongly indicate practice throughout the school is consistent and is in line with policy and procedure expectations. Reading achievement as determined by Star Reader assessments and progress tests English (GL assessment) demonstrates improving achievement as judged by improved standardised scores overall and for specific groups - disadvantaged and boys.		
Development Complete By:	29/01/2016			
Implementing Complete By:	27/06/2016			
Project Complete By:	18/07/2016	SC Review: Reading Policy has been updated and presented to staff at staff meeting. Changes to structure of guided reading lessons to ensure consistency across school implemented Feb 16. Changes presented to staff by CN in staff meeting. Policy and changes shared with Jill Aldous. Mini learning walk carried out March 16 in Year 3 and Year 6 showing changes made were in place.		

Writing policy and practice

Estimated Cost?

Project Progress:	Implementing	SC Assessment: Not Yet Assessed	RAG: 1 Red	Charlotte NICHOLSON, Laura JACKS
Project Start Date:	10/03/2016	Success Criteria: Against all aspects of writing there is clear policy and procedure guidance available to all academic staff. Quality assurance outcomes strongly indicate practice throughout the school is consistent and is in line with policy and procedure expectations. Reading achievement as determined by Star Reader assessments and progress tests English (GL assessment) demonstrates improving achievement as judged by improved standardised scores overall and for specific groups - disadvantaged and boys.		
Development Complete By:	08/06/2016			
Implementing Complete By:	25/12/2016			
Project Complete By:	24/01/2017	SC Review:		

Action initiated	Existing writing policy and guidance to be reviewed. Determine expectations particularly for: Big Write Independent writing and new assessment requirements Assessment of writing Talk for writing v school writing work flow	Developing	10/03/2016	24/04/2016	-66	
						<i>Jeremy HIMSWORTH</i>
No	JH & LJ Lead staff meeting to introduce adjusted expectations from writing policy and guidance. Confirm teacher acceptance of revised expectations.	Developing	11/04/2016	26/05/2016	-34	
						<i>Jeremy HIMSWORTH , Laura JACKS</i>
No	All academic staff implement writing policy and procedures in line with guidance and professional development.	Implementing	26/05/2016	12/12/2016	166	
						<i>Jeremy HIMSWORTH , Laura JACKS</i>
No	LJ JH to undertake learning walk with English governor to observe the initial implementation of the revised procedures. Observation to be undertaken on basis of quality assuring in classes where teachers have requested further guidance for understanding or have suggested that they have created their own system. LJ/JH to use QA forms for each observation and create a professional report on the change, improvements and impact of the policy and guidance revisions.	Quality Assuring	03/10/2016	11/01/2017	196	
						<i>Jeremy HIMSWORTH , Laura JACKS</i>

E3	Teaching	Jeremy HIMSWORTH		
Accelerated Reader - Maintaining challenging expectations		Estimated Cost?	£0.00	
Project Progress:	Implementing	SC Assessment:	Not Yet Assessed	RAG: 1 Red
Project Start Date:	26/11/2015	Success Criteria:	Current practice in all classrooms demonstrates teachers are optimising reading challenge for children - moving children on through AR challenge between AR Star reader assessments. Children and teachers remain acutely aware of expected AR challenge levels at all time, with children selecting and being actively guided to select AR books.	
Development Complete By:	24/04/2016			
Implementing Complete By:	21/10/2016			
Project Complete By:	21/10/2016	SC Review:	There has been a clear emphasis on teachers checking children's book levels regularly - this has been observed on a number of occasions. Star Reader test outcomes show average increase in standardised scores, suggesting appropriate increasing challenge - Y3 +8.4, Y4 +7.5, Y5 +3.5, Y6 +5.5	

Yes	-Change AR reading stickers to enable class teachers to update mid-term for band expectations.	Developing	30/11/2015	14/01/2016	-167	
						<i>Andrew JOLLEY</i>
Largely Complete	Review to ensure all teachers have stuck stickers on books and children use as a guide (Include expectations in reading policy)	Quality Assuring	29/02/2016	14/04/2016	-76	
						<i>Charlotte NICHOLSON</i>
Action initiated	English team undertake professional development with class teachers on determining when and how to increase a child's 'accelerated reader' expectations - mid term. Within appropriate policy (reading - accelerated reader section, most likley) detail the expectations and guidance for staff in this area.	Professional Development	29/02/2016	14/04/2016	-76	
						<i>Charlotte NICHOLSON</i>

Spelling - Assessment Processes and Guidance			Estimated Cost?			
Project Progress:	Implementing	SC Assessment: Partially Met	RAG: 1 Red	Laura JACKS		
Project Start Date:	04/01/2016	Success Criteria:	Establish consistent and sustained spelling programme of study - leading to spelling assessments (weekly and overtime) recorded and guiding academic staff, pupils and parents for next steps.			
Development Complete By:	18/02/2016	Quality assurance outcomes strongly indicate practice throughout the school is consistent and is in line with policy and procedure expectations.				
Implementing Complete By:	25/10/2016	Spelling achievement as determined by Statutory Assessments (2016); Vernon Spelling and progress tests English (GL assessment) demonstrates improving achievement as judged by improved standardised scores overall and for specific groups - disadvantaged and boys.				
Project Complete By:	24/11/2016	SC Review:	A consistent spelling programme is in place, including homework. This maps out the National Curriculum expectations in a cyclical way, revisiting patterns and rules. Bi-weekly spelling tests are completed in homework books.			
		Next steps are identified on pupil reports (half-termly).				
		Vernon spelling test was used across the school - however, the complexity of administering the test led to unreliable outcomes. Infant feeder schools have also dropped this test from their practice.				
		Spelling leader is investigating other potential standardised spelling tests.				
Largely Complete	Finalise spelling programme of study to include 100 hundred word list and curriculum specific words (to be added and developed by term as curriculum develops). Introduce challenge levels to support flexibility in home learning.	Developing	04/01/2016	18/02/2016	-132	
						<i>Laura JACKS</i>

Yes	Vernon spelling test - establish a process to record 'vernon spelling test outcomes' leading to automatic calculation of standardised score once raw score is established.	Developing	08/02/2016	09/03/2016	-112	
						<i>Andrew JOLLEY, Laura JACKS</i>
Action initiated	Establish a consistent record of children's spelling outcomes for all children, from each spelling assessment.	Developing	08/02/2016	09/03/2016	-112	
						<i>Andrew JOLLEY, Laura JACKS</i>
Yes	All class teachers undertake Vernon spelling test and record raw score within appropriate spreadsheet.	Implementing	22/02/2016	07/03/2016	-114	
						<i>Andrew JOLLEY, Laura JACKS</i>
Yes	In line with Homework developments detailed elsewhere in plan. Introduce and sustain spelling programme of study as a core part of the home learning programme. Write to parents to detail expectations and responsibilities of school, parents and children. Sustain weekly communication of differentiated spelling expectations.	Implementing	22/02/2016	29/10/2016	122	
						<i>Jeremy HIMSWORTH, Laura JACKS</i>
Action initiated	Vernon Spelling Test - include spelling test outcomes within report to parents within appropriate term. Include assessment timing for future years within appropriate assessment documents and guidance.	Developing	29/02/2016	29/05/2016	-31	
						<i>Andrew JOLLEY</i>

Accelerated Reader - information leading to impact

Estimated Cost?

Project Progress:	Developing	SC Assessment: Not Yet Assessed	RAG: 2 Amber	Charlotte NICHOLSON, Claire BURDOCK
Project Start Date:	29/02/2016	Success Criteria: English leaders and librarian: are conscious of the management information available to support academic staff track reading progress. Academic staff are in possession of apposite information which directly supports their challenge and intervention with individual children, particularly disadvantaged children. Reading achievement as determined by Statutory Assessments (2016); Star reading tests demonstrate improving achievement as judged by improved standardised scores overall and for specific groups - disadvantaged and boys. National Curriculum Targets are met or exceeded in reading for cohorts and sub groups - for defined periods.		
Development Complete By:	29/04/2016			
Implementing Complete By:	29/04/2017			
Project Complete By:	29/04/2017	SC Review:	Librarian provides weekly reports to teachers on quizzes taken and word count (overall and within the last week). This has supported teachers in challenging children to read more and set targets for them. Millionaire Reader assembly strongly promoted reading, bringing a competitive element. There are currently 33 millionaire readers in school (8/6/16). It is expected this element will have very strong impact over time. Star Reading data shows Pupil Premium children are closing the gap in Y3,4,6 - progress is exceptionally strong in Y3. Mean outcomes for accelerated reader are above average at 106.9. Y6 attainment is the highest within the school at 110, closely followed by Y3&4 at 106 and 107 respectively. Y5 demonstrates lower attainment, however it is above 100 - 104.	

Action initiated	English team review reports available within accelerated reader. Identify information that is most likely to support teachers improve performance of children within each class e.g. increasing word count, book turnover, quiz completion, book selection, level challenge. Identify: the frequency teachers could and should receive the reports. The capacity of the team to sustain the report communication in the medium and longer term.	Developing	22/02/2016 02/05/2016	-58
			<i>Charlotte NICHOLSON, Claire BURDOCK, Jeremy HIMSWORTH</i>	
No	Within reading policy, develop guidance for accelerated reader to include the reports available for teachers, the frequency of reporting and the expectations of class teacher use of information.	Developing	11/04/2016 11/05/2016	-49

Charlotte NICHOLSON, Claire BURDOCK

No Using report available and the policy guidance, academic staff are supported in understanding and applying new expectations as part of normal daily classroom practice. Professional Development 25/04/2016 24/06/2016 -5

Charlotte NICHOLSON, Claire BURDOCK

No English leaders quality assure the extent to which the use of accelerated reader information is sustained; is being used consistently by class teachers and ultimately is making a difference to children's achievement. Leaders create an impact report for governors. Quality Assuring 04/07/2016 01/12/2016 155

Charlotte NICHOLSON, Claire BURDOCK, Jeremy HIMSWORTH

M**Maths****M1****Achievement****Carolyn WILLIAMS****Learning of times tables****Estimated Cost?**

Project Progress:	Implementing	SC Assessment: Partially Met	RAG: 1 Red	Alison HAMILTON , Sarah Henrietta LEVIN		
Project Start Date:	05/10/2015	Success Criteria:	In 2017, year 6 will be at least in line with national outcomes.			
Development Complete By:	10/01/2016		The vast majority of children can accurately recall their age appropriate times tables.			
Implementing Complete By:	08/06/2016		In 2016, 60% of year 3 pupils meet aged related expectations.			
			In 2016, 60% of year 4 pupils meet aged related expectations.			
			In 2016, 75% of year 5 pupils meet aged related expectations.			
			In 2017, 80% of year 3,4 and 5 pupils meet aged related expectations.			
Project Complete By:	08/07/2016	SC Review:	Year3-5 now learning facts as in first draft guidance. This is now part of homework and children are already showing tables facts knowledge is increasing considerably (20/4/16) Times table software now chosen to be trialled in 1 class. Teachers report significant improvements in times tables knowledge for children.			
Yes	Maths team to develop key maths facts that need to be learnt.		Developing	12/10/2015	19/10/2015	-254
			<i>Alison HAMILTON , Carolyn WILLIAMS , Una O'LEARY</i>			
Yes	Researching good practice in other schools.		Developing	19/10/2015	18/11/2015	-224
			<i>Alison HAMILTON , Carolyn WILLIAMS , Una O'LEARY</i>			
Largely Complete	Create times table programme of facts to be taught.		Developing	18/11/2015	17/01/2016	-164
			<i>Alison HAMILTON , Carolyn WILLIAMS , Una O'LEARY</i>			
Yes	Programme shared with staff.		Professional Development	17/02/2016	18/02/2016	-132
			<i>Alison HAMILTON , Carolyn WILLIAMS , Una O'LEARY</i>			
Yes	Guidance and resources collected and shared on the school website, for parental support.		Implementing	17/02/2016	18/03/2016	-103
			<i>Alison HAMILTON , Carolyn WILLIAMS , Una O'LEARY</i>			
Yes	Year groups begin to implement programme into maths planning and weekly homework for years 3,4 and 5. Testing system devised.		Implementing	18/02/2016	19/03/2016	-102
			<i>Alison HAMILTON , Carolyn WILLIAMS , Una O'LEARY</i>			

Yes	Research times tables apps and programmes online to enable practice and assessment.	Developing	29/02/2016	14/03/2016	-107
			<i>Alison HAMILTON</i>	<i>, Carolyn WILLIAMS</i>	<i>, Una O'LEARY</i>
Yes	Weekly homework includes times tables facts and test dates	Quality Assuring	14/04/2016	15/04/2016	-75
			<i>Alison HAMILTON</i>	<i>, Carolyn WILLIAMS</i>	<i>, Una O'LEARY</i>
Action initiated	Purchase chosen programme and trial in maths team classes.	Implementing	18/04/2016	17/07/2016	18
			<i>Alison HAMILTON</i>	<i>, Carolyn WILLIAMS</i>	<i>, Una O'LEARY</i>
No	Share IT programme with staff and prepare to implement for September 2016	Implementing	29/06/2016	13/07/2016	14
			<i>Alison HAMILTON</i>	<i>, Carolyn WILLIAMS</i>	<i>, Una O'LEARY</i>
No	End of year assessments meet percentages as success criteria.	Quality Assuring	11/07/2016	18/07/2016	19
			<i>Alison HAMILTON</i>	<i>, Carolyn WILLIAMS</i>	<i>, Una O'LEARY</i>

M3	Teaching	Carolyn WILLIAMS			
Maths - Long and medium term planning			Estimated Cost?		
Project Progress:	Developing	SC Assessment: Not Yet Assessed	RAG: 2 Amber		Alison HAMILTON , Sarah Henrietta LEVIN, Una O'LEARY
Project Start Date:	12/02/2016	Success Criteria:	Maths long and medium term planning provides all teachers with a reliable guide and challenge expectation (time and thinking) for maths learning at CJS.		
Development Complete By:	01/09/2016	Maths achievement as determined by Statutory Assessments (2016); Progress test maths demonstrate improving achievement as judged by improved standardised scores overall and for specific groups - disadvantaged and boys.			
Implementing Complete By:	01/09/2017	National Curriculum Targets are met or exceeded in maths for cohorts and sub groups - for defined periods.			
		Quality assurance by school leaders and Ofsted confirms achievement is improving as evidenced in children's books.			
Project Complete By:	31/10/2017	SC Review:	Staff report that Abacus MTP does not support deep learning / mastery. Other MTP's have been looked at - White Rose. Maths team have developed principles they will include in MTP - resources are being reviewed to decide best way forward April		
		Maths team have now selected the basis for the MTPs.			
		White Rose resources including problem solving and reasoning shared in staff meeting March 16			
		Planning in years 3-5 shows year teams are using White Rose resources in their planning. April			

Largely Complete	Review the extent to which the Abacus medium term planning provides the best possible guide to embedding learning in maths.	Developing	22/02/2016	23/03/2016	-98
			<i>Alison HAMILTON , Carolyn WILLIAMS , Sarah Henrietta LEVIN, Una O'LEARY</i>		
Largely Complete	Review alternatives (if necessary) medium term plans available or consider developing bespoke mtp for Chesswood.	Developing	23/03/2016	22/04/2016	-68
			<i>Alison HAMILTON , Carolyn WILLIAMS , Sarah Henrietta LEVIN, Una O'LEARY</i>		
No	Develop and communicate new medium term plan to all academic staff. Provide training as appropriate. Ensure appropriate resourcing and guidance is in place.	Professional Development	25/04/2016	22/09/2016	85
			<i>Carolyn WILLIAMS</i>		
No	Begin use of new mtp from September 2016	Implementing	01/09/2016	01/09/2017	429
			<i>Carolyn WILLIAMS</i>		
No	Quality assure the delivery of the new mtp in maths. Assess the impact of the new mtp on embedding learning.	Quality Assuring	31/10/2016	31/10/2017	489
			<i>Carolyn WILLIAMS</i>		