

Improving outcomes plan 2017/18

Evaluated 9.9.18

“Visible consistency, visible collaboration, visible challenge, visible creativity”

Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.

Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.

Visible challenge- The aim of visible challenge is to support our growth mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone.

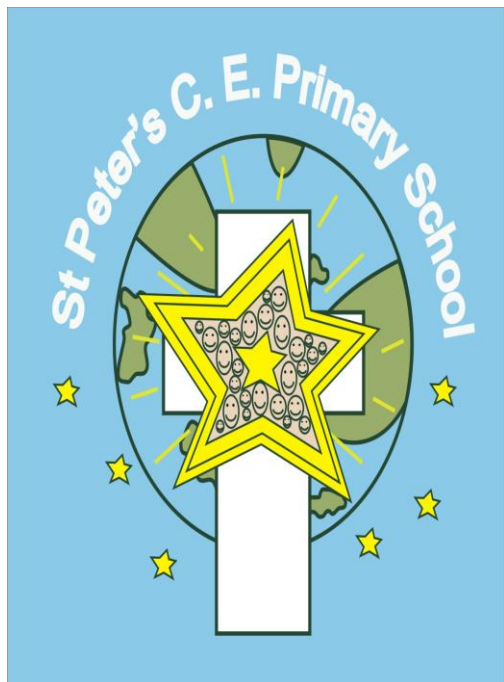
Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking

Section 1: Raising Achievement of pupils

Section 2: Improving the quality of teaching (arising from school self evaluation activity and lesson observations)

Section 3: Maintaining and improving Pupil behaviour, attendance, personal development and welfare

Section 4: Improving the effectiveness of leadership and management; embedding ambition and driving improvement



Long term aims;

Underlying principles to align action with aspiration.

“Where our children enter our classrooms neither impresses nor depresses us; we simply expect our children to know that they come to school to work hard and learn, growing to know and understand more through each day they spend walking down Progress Ave with us.”

L.M. Williams – Head Teacher

1. **Grow great staff, who in turn grow a great team, who in turn grow a great school.**
 - Continue to invest in the staff through maintaining our role as a strategic partner with the teaching school
 - Invest in future teaching staff by leading on the school direct teaching programme and driving forward the Teach Bolton Model
 - Extend the role of the school as a National Support School, with the head teacher taking a lead role as NLE.
 - Promote other staff to the role of SLE
2. **Develop learners who recognise their own learning goals, aspirations and the role they play in determining their own destiny.**
(Learn)
 - Promote the incremental learning theory – growth mindset approach
 - Reward effort and attribute success to hard work and determination
3. **Provide a curriculum that allows for a wide range of opportunities to be promoted and excellent outcomes achieved, across a wide range of areas. (Sparkle)**
4. **Promote a community of kind, respectful Christian learners, with an underlying value of hope for their own future and that of the wider extended community; underpinned by Christian and British Values. (Shine)**

Why the 4 visibles?

Visible consistency- The aim of visible consistency is to ensure that all staff and pupils receive the same messages regarding expectation of conduct, behaviour and work ethic thus ensuring a safe environment in which effective teaching and learning can take place and risks can be taken.

Visible collaboration- The aim of visible collaboration is to ensure that children receive the same experiences across year groups and that staff are able to share their expertise and strengths so as to learn from each other.

Visible challenge- The aim of visible challenge is to support our growth mindset philosophy and recognises that learning occurs when staff and pupils are given the opportunity to go beyond their comfort zone.

Visible creativity- The aim of visible creativity is to inspire a love of learning and deepen thinking.

Section 1 ; Raising Achievement Plan

Rationale

To raise the outcomes for all groups of pupils to outstanding.

- The progress and achievement of all groups exceeds national comparative data
- Pupils learn well and demonstrate a good quality of work in a range of subjects
- Pupils develop their skills in reading, writing, grammar, communication and maths and apply them across a wide range of subjects
- Keep up the drive to accelerate pupil's rates of progress in EYFS and KS1 to increase the proportion who are able to meet the standards expected for their age at the end of Year 2.

Analyse School Performance (ASP) Summary data report 2017 Progress at Key Stage 2

Ks2 Progress VA Achievement v Expected based on prior attainment only

	2014	2015	2016	2017
Combined ARE+/4b %	+19	+25	+34	+20
PR	10	5	2	8
Combined Above ARE/5 %	+4	+5	+3	+4
PR	22	18	23	23
Combined APS/Scaled score	+2.6	+4.2	+4.8	+2.6
Combined Prog rank /100	14	4	4	15

Progress in individual subjects	Reading	Writing	Maths
Progress Score	+2.07	+1.85	+3.10
Confidence Interval (Upper limit)	+4.34	+4.05	+5.15
Confidence Interval (Lower limit)	-0.19	-0.35	+1.06
Statistical significance*	In line	In line	Sig +
FFT Percentile rank	23	22	12

Making sense of statistical significance

Where progress is in line with average	Reading; -0.19 Writing; -0.35	This is the average score increase for each pupil required for progress to be sig+.
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Progress of groups; VA

	Combined VA	Reading VA	Writing VA	Maths VA
All pupils	2.6 sig +	2.1	1.85	3.1 sig +
Percentile Rank FFT	15	23	22	12

Boys	2.3	1.85	1.53	2.77
Girls	2.9	2.35	2.25	3.51 sig +
Disadv (nat others)	2.6	1.85 (+0.33)	1.33 (+0.17)	3.27 (+0.28)
Other	2.6	2.5	2.8	2.8
SEN Support	0.8	-2.67	0.9	4.23
No SEN	3.1 sig +	3.3 sig +	2.1	2.81 sig +
EAL	2.9	4.0	0.69	1.86
On roll in Y5+6	2.6	2.04	1.85	3.16 sig +
Low PA	2.6	0.79	1.56	5.67 sig +
Mid PA	2.3	1.33	1.33	2.51
High PA	3.3	4.82	4.82	2.84

Progress is significantly above national average for all groups pupils in reading, writing and maths combined and maths individually. PR overall is top 15%. **Each subject individually has a PR placing the school in the top 25% (top quartile) for progress.**

Progress is positive for all groups in all areas except those on SEN support in reading. This is due to one outlier scoring -17 VA individually (KJ) and other children with SEN support for dyslexia - thus low reading ability. (LB, PH)

Progress is strongest in maths, with many group showing sig + VA.

Progress of high PA group is strong across all subjects.

Girls make better progress than boys overall.

The progress of disadvantaged pupils matches that of non disadvantaged pupils overall (+ 2.6)

The progress of disadvantaged pupils is higher than that of non disadvantaged pupils in maths and GAPS

Progress of disadvantaged exceeds national others.

Progress of pupils using scatter plots

	Reading	Writing	Maths
No. of pupils with scores below -5	3	1 (KJ)	1 (KJ)
No. of pupils with scores below -10	1 (KJ)	0	0
VA recalculated removing KJ	2.76 sig +	2.19 sig +	3.41 sig +

Pupils with very low progress scores NB: one pupil with a very low score can be the cause of overall data not being significantly above average. Removing the data of one pupil ,(KJ) who did not do his KS1 assessments at St. Peters' and when assessed by the educational psychologist was found to have very low cognitive scores, moves all VA scores to be significantly above national average.

Attainment at KS2; Compared to national average (national comparative groups)

Key to grading for difference to national average (number of pupils)

3 pupils less than NA	2 pupils less than NA	1 pupil less than NA	Equal to NA	1 pupil more than NA	2 pupils more than NA	3 pupils more than NA
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No. pupils: 29	School	LA	National	diff from Nat %	Diff No. pupils
% EXS RWM	69	60	61	+8	+2.3
% High RWM	10	8	9	+1	0
Ave score R	103.3	103.1	104.1	-0.8	n/a
Ave score M	104.7	104.4	104.2	+0.5	n/a

KS2 Attainment by groups (RWM combined) Difference from national comparative group i.e., national other for disadvantaged, national all for SEN, national all for EAL

	Cohort	% EXS RWM	% diff from National	Diff No. pupils *
All pupils	29	69	+8	+2.3
Boys	16	56	-1	-0.16
Girls	13	85	+20	+2.6
Disadvantaged *	19	58	-9 (nat others)	-1.71
Other	10	90	+23	+2.3
SEN Support	6	17	-44 (national all)	-2.64
No SEN	23	83	+13	+2.99
EAL	3	33	-28 (nat all)	-0.84
On roll in Y5+6	28	68	+5	+1.4
Low PA (overall)	5	0	-7	-0.35
Mid PA (overall)	20	80	+25	+5.0
High PA (overall)	4	100	+5	+0.2

Overall summary on attainment; The % of pupils achieving ARE in reading, writing and maths combined is above NA, by 2 pupils. The % achieving higher standard is in line with national average. The attainment of the middle PA group and the group no SEN support is much higher than the comparative group nationally. The attainment of girls & others in achieving ARE is also above national average by more than 2 pupils. The attainment of the SEN support group, EAL and disadvantaged group is below that of their national comparative group, but this is not a like for like comparison.

KS2 Attainment by groups (separate subjects) Difference from national comparative group i.e., national other for disadvantaged, national all for SEN, national English first language for EAL

	Cohort	% Difference from national (number of pupils)					
		EXS Reading	Higher standard reading	EXS Writing	Higher standard writing	EXS Maths	Higher standard maths
All pupils	29	-0.29	-1.16	-1.16	-1.16	+2.32	-2.61
Boys	16	-0.8	-1.28	-1.12	-1.12	0	-1.76
Girls	13	+1.3	+0.39	+0.26	=	+2.21	-0.78
Others	10	+1.3	+0.1	+0.9	+0.9	+1.0	-0.7
Disadvantaged	19	-2.66	-4.37	-3.42	-4.64	-0.19	-3.04
SEN Support	6	-3.24	-1.5	-3.54	-1.08	-1.5	-1.38
No SEN	23	+1.84	-0.46	+0.23	-0.92	+1.84	-2.07
EAL	3	+0.12	+0.24	-1.29	+0.6	-0.24	+0.3
On roll in Y5+6	28	-0.56	-1.12	-1.96	-1.12	+1.68	-2.52
Low PA (overall)	5	+0.15	-0.05	-0.85	=	+1.0	=

Mid PA (overall)	20	+2.0	-0.8	+1.4	-1.4	+3.2	-1.2
High PA (overall)	4	+0.12	+1.76	+0.08	+2.16	+0.08	+0.84

Identify groups with notably high/low attainment at KS2.

In all subjects the attainment of pupils on SEN support is lower than their national comparative group i.e. all pupils, this is to be expected.

The attainment of disadvantaged pupil is also below that of their national comparative group – other pupils nationally.

Mid and high PA groups generally perform better than the national comparative group at reaching their expected level of attainment, with more mid PA converting to ARE and more High PA converting to higher standard than that found nationally.

Reading; Attainment in reading is generally in line with national. Attainment of Middle PA is good (more than 2 pupils above NA and % of High PA achieving higher standard is also good)

% achieving higher standard is lower than national comparative groups generally, however the higher PA group exceeds the national comparative group.

Writing; No areas of significant weakness, although one pupil below NA generally across the board in each sub group. (except mid PA who do comparatively well and High PA at reaching GD)

Raising attainment in writing is to be an action on the Literacy improvement plan 1718

Maths; Attainment is generally in line with national, although it is above national for Mid PA group (more than 3 pupils above NA) and girls and overall (more than 2 pupils above NA)

% achieving higher standard in maths is below that found nationally. **Raising the % of middle & higher prior attaining children achieving higher standard in maths is an action on the maths improvement plan 1718**

Achievement of pupils summary Ks1 2017 including groups

	Number in cohort	Attainment						Progress – difference to expected VA	
		% expected standard School	% expected standard National	Diff Number of pupils	% above expected standard School	% above expected standard National	Diff number of pupils	% expected standard	% above expected standard
R,W,M combined		63			13			+15	+2
PR		60			38			9	36
Boys	34	56			12			+12	+4
Girls	22	73			14			+19	-2
Disadvantaged	30	58			13			+10	+4
Other	26	68			12			+21	0

	Number in cohort	Attainment						Progress – difference to expected VA	
		% expected standard School	% expected standard National	Diff Number of pupils	% above expected standard School	% above expected standard National	Diff number of pupils	% expected standard	% above expected standard
Reading	56	75	76	-0.56	27	25	+1.12	+14	+7
PR		59			43			6	24
Boys	34	71	71	0	18	22	-1.36	+13	+2
Girls	22	82	80	+0.44	41	29	+2.64	+15	+16
Disadvantaged	30	73	61	+3.6	27	28	-0.3	+10	+8
			79	-1.8					
Other	26	77	79	-0.6	27	28	-0.26	+19	+6

	Number in cohort	Attainment						Progress – difference to expected VA	
		% expected standard School	% expected standard National	Diff Number of pupils	% above expected standard School	% above expected standard National	Diff number of pupils	% expected standard	% above expected standard
Writing	56	66	68	-1.12	20	16	+2.24	+13	+6
PR		65			34			11	23
Boys	34	59	61	-0.68	15	11	+1.36	+12	+6
Girls	22	77	75	+0.44	27	20	+1.54	+14	+8
Disadvantaged	30	63	52	+3.3	23	18	+1.5	+9	+11
			72	-2.7					
Other	26	69	72	+0.78	15	18	-0.78	+17	0

	Number in cohort	Attainment						Progress – difference to expected VA	
		% expected standard School	% expected standard National	Diff Number of pupils	% above expected standard School	% above expected standard National	Diff number of pupils	% expected standard	% above expected standard
Maths	56	77	75	+1.12	23	21	+1.12	+16	+6
PR		50			39			4	27
Boys	34	76	74	+0.68	21	22	+0.34	+16	+5
Girls	22	77	76	+0.22	27	19	+1.76	+18	+8
Disadvantaged	30	70	60	+3.0	27	23	+1.2	+8	+9
			79	-2.7					
Other	26	85	79	+1.56	19	23	-1.04	+27	+1

Ks1 Progress since EYFS

		2016			2017		
		Writing	Reading	Maths	Writing	Reading	Maths
Emerging to expected	School	28	26	26	32	52	53
	National 2016 (17)	30	36	36	28	34	34
	Difference sch to nat	-2	-10	-10	+4	+18	+19
	No of pupils	0	1	1	+1	+4	+3
Expected to expected	School	78	79	97	100	95	96
	National 2016 (17)	82	85	86	84	87	87
	Difference sch to nat	-4	-6	+11	+16	+8	+9
	No of pupils	0	1	3	+3	+1	+2
Expected to Greater depth	School	9	7	12	11	33	21
	National 2016 (17)	13	20	18	14	20	20
	Difference sch to nat	-4	-13	-6	-3	+13	+1
	No of pupils	0	3	2	0	+2	0
Exceeding to greater depth	School	44	50	60	100	89	80
	National 2016 (17)	52	65	59	61	70	67
	Difference sch to nat	-8	-15	+1	+39	+19	+13
	No of pupils	0	1	0	+3	+1	+1

Ks1 Conclusion attainment and progress

Identify groups with notably high/low attainment at KS1.

The % of children at GD is above national average in all subjects – although broadly in line.

The % achieving ARE is slightly below NA in reading and writing, slightly above in maths - although generally broadly in line.

Given their starting points, however, attainment at Ks1 is very good, with very strong attainment being shown against that of comparative prior attainment groups.

By subject and group:

Reading; Disadvantaged pupils attain much higher than the same group nationally (3 more pupils), however their attainment is slightly lower than the national comparative group of Non FSM. Attainment of girls is very positive & much higher than NA in achieving high standard.

Progress made to reach ARE by all pupils combined is significantly above national average. PR = 6

Writing; Disadvantaged pupils attain much higher than the same group nationally (3 more pupils), however their attainment is lower than the national comparative group of Non FSM . Attainment of girls is positive. **Raising attainment in writing is to be an action on the Literacy improvement plan 1718**
Progress made in writing in Ks1 is PR 11

Maths; Disadvantaged pupils attain much higher than the same group nationally (3 more pupils), however their attainment is lower than the national comparative group of Non FSM. The achievement of girls at higher standard exceeds national average.**Progress made to reach ARE by all pupils combined is significantly above national average. PR = 4**

Phonics:

No. pupils: 60	School	LA	National	diff from Nat	Diff No. pupils*
% achieving Y1	85	81	81	+4	+2.4

Phonics attainment by group:

	Cohort	School	National	diff from Nat	Diff No. pupils*
Boys	34	79	78	+1	+0.34
Girls	26	92	85	+7	+1.82
FSM	25	76	68	+8	+2.0
FSM v nat comp group	25	76	84	-8	-2.0
Non-FSM	35	91	84	+7	+2.45

Identify groups with notably high/low attainment in phonics.

Given their starting points attainment in phonics is good, in that the groups are in line with and on the positive side of national average.

Disadvantaged pupils and non disadvantaged pupils do well compared to the same group nationally, although the attainment of disadvantaged pupils is below that of non disadvantaged pupils.

Non disadvantaged pupils do very well compared to the comparative group nationally.

EYFS:

No. pupils:	School	LA	National	diff from Nat	Diff No. pupils*
% GLD	60	66	71	-11	-6.6

EYFS attainment of GLD by group:

	Cohort	School	National	diff from Nat	Diff No. pupils*
Boys	36	67	64	+3	+1.08
Girls	24	50	78	-28	-6.7

Identify groups with notably high/low EYFS attainment noting specific ELGs

GLD is below that found nationally.
Boys attainment however at the end of FS exceeds that found nationally, whilst that of girls is well below that found nationally.

Progress in EYFS

The improvement in attainment across the foundation stage at least matches the improvement made in Bolton as a whole in 19/24 areas.
Improvements made at St Peter's exceed the Bolton improvement in 12/24 areas and improvement is much greater in the areas of maths and understanding the world.
The area where improvement does not match the Bolton pattern is Physical development and in particular HSC.

Extending the amount of progress made in EYFS Physical; health and self care is an area for improvement on the EYFS improvement plan


Strand	Average on entry 16/17	Average on exit	Average progress
Pse; MR	14.25 30b	18.43 40a	4.18
Pse; SC	14.47 30b	18.57 40a	4.1
Pse; MF	14.35 30b	18.37 40a	4.02
PSE overall	13.98 30c	18.3 40a	4.32
PHY; MH	14.85 30b	18.83 40a	3.98
PHY; HSC	14.82 30b	18.58 40a	3.77
PHY overall	14.65 30b	18.55 40a	3.9
COM; LA	14.05 30b	18.43 40a	4.38
COM; U	14.57 30b	18.48 40a	3.92
COM;S	14.17 30b	18.37 40a	4.2
COM overall	13.87 30c	18.27 40a	4.4
Lit; R	13.9 30c	18.4 40a	4.5
LIT;W	13.87 30c	18.35 40a	4.48
LIT overall	13.72 30c	18.3 40a	4.58
MAT; N	14.23 30b	18.42 40a	4.18
MAT; Sh,sp	14.13 30b	18.38 40a	4.25
MAT overall	13.95 30b	18.35 40a	4.4
UTW;PC	14.0 30b	18.33 40a	4.33
UTW; W	13.87 30c	18.43 40a	4.57
UTW; T	14.45 30b	18.58 40a	4.13
UTW overall	13.8 30c	18.25 40a	4.45
EXP;I	14.08 30b	18.52 40a	4.43
EXP;E	14.18 30b	18.48 40a	4.3
EXP overall	14.0 30b	18.43 40a	4.43

16/17 Exit (ages and stages)												
Strand	<30-50	%30-50	Total well below	% 40-60	Total below	% ELG	% EX ELG	Total in line +	Gap At start exp	Bolton in line +	Gap At end	Narrowing the gap
Pse; MR	0%	3%	3%	32%	35%	57%	8%	65%	-23%	84	-19	Nar
Pse; SC	0%	2%	2%	32%	34%	55%	12%	67%	-14%	84	-17	Wid
Pse; MF	0%	2%	2%	35%	37%	55%	8%	63%	-17%	83	-20	Wid
PSE	0%	3%	3%	33%	36%	57%	7%	64%	-14%	79	-15	=

PHY; MH	0%	2%	2%	17%	19%	67%	15%	82%	-5%	86	-4	=
PHY; HSC	0%	2%	2%	35%	37%	52%	12%	64%	-18%	86	-22	Wid
PHY	0%	2%	2%	25%	27%	53%	10%	63%	-7%	82	-19	Much wid
COM; LA	0%	3%	3%	35%	38%	47%	15%	62%	-19%	80	-18	=
COM; U	0%	5%	5%	33%	38%	45%	17%	62%	-16%	79	-17	=
COM;S	0%	7%	7%	27%	34%	52%	13%	65%	-19%	79	-14	Nar
COM	0%	7%	7%	32%	39%	48%	13%	61%	-14%	75	-14	=
Lit; R	0%	7%	7%	32%	39%	37%	25%	62%	-8%	72	-10	=
LIT;W	0%	7%	7%	32%	39%	45%	17%	62%	-13%	69	-7	Nar
LIT	0%	7%	7%	32%	39%	45%	17%	62%	-7%	68	-6	=
MAT; N (2)	0%	5%	5%	28%	33%	52%	15%	67%	-14%	73	-6	Much Nar
MAT; Sh,sp (1)	0%	5%	5%	28%	33%	53%	13%	66%	-20%	75	-9	Much Nar
MAT	0%	7%	7%	28%	35%	53%	13%	66%	-18%	72	-6	Much nar
UTW;P C	0%	5%	5%	33%	38%	53%	8%	61%	-18%	78	-17	=
UTW; W	0%	5%	5%	28%	33%	55%	12%	67%	-18%	77	-10	Much Nar
UTW; T	0%	0%	0%	35%	35%	63%	2%	65%	-23%	87	-12	Much Nar
UTW	0%	5%	5%	33%	38%	62%	0%	62%	-18%	75	-13	Nar
EXP;I	0%	2%	2%	35%	37%	60%	3%	63%	-24%	81	-18	Nar
EXP;E	0%	3%	3%	32%	35%	62%	3%	65%	-26%	82	-17	Nar
EXP	0%	3%	3%	37%	40%	57%	3%	60%	-23%	79	-19	Nar

REFER TO CURRICULUM LEADER SUBJECT SPECIFIC ACTION PLANS FOR SPECIFIC DETAIL RELATED TO EACH CURRICULUM AREA

Section 1 Yearly action

Sep 17	Oct	Nov	Dec	Jan 18	Feb
<p>Evaluate raising achievement section of SIP 16/17 Analysis of data for vulnerable groups. Pupil progress data and action plan completed by new class teacher in collaboration with new teacher Individual needs meeting re new classes.</p> <p>Identify intervention for Autumn term - what, by whom, when.</p> <p>Copies of interventions to be collated and monitored for quality.</p> <p>Provision maps to be written for specific SEN children by new class teacher.</p> <p>Update provision summary sheets for all pupils. Inc nurture groups and RR better reading partners</p> <p>Identify children to take part in reading comprehension and inference development programmes.</p> <p>SATs meeting – educate parents re the Y6 test (parents leaflet)</p>	<p>Full analysis of all comparative data available; Foundation stage profile Raise on line FFT National benchmark data Write comparative data Self evaluation – update SEF</p> <p>Parents evening with specific targets and next steps for each child</p> <p>Update writing portfolios and displays around school</p>	<p>Assessment week.</p> <p>Update all pupil trackers. Identify new FFT targets as published to account for cohort mobility.</p> <p>Update all summary data. Include spelling data</p> <p>Writing WOW week</p>	<p>Analysis of data for vulnerable groups.</p> <p>Pupil progress meetings with class teacher. Identify intervention for Spring term - what, by whom, when.</p> <p>Update writing portfolios and displays around school</p>	<p>Copies of interventions to be collated and monitored for quality by HT.</p> <p>Provision maps to be written for specific SEN children</p> <p>Update provision summary sheets for all pupils. Inc nurture groups and RR better reading partners</p>	<p>Writing WOW week</p> <p>Update writing portfolios and displays around school</p>
Mar	Apr	May	June	July	
<p>Assessment week Update all pupil trackers. Identify new FFT targets as published to account for cohort mobility. Update all summary data including spelling</p> <p>Provision maps to be written for specific SEN children by new class teacher.</p> <p>Update provision summary sheets for all pupils. Inc nurture groups and RR better reading partners</p>	<p>Analysis of data for vulnerable groups. Pupil progress meetings with new class teacher. Identify intervention for Summer term - what, by whom, when.</p> <p>Update writing portfolios and displays around school</p>	<p>Writing WOW week</p>	<p>Assessment Week Update all pupil trackers. Identify new FFT targets as published to account for cohort mobility. Update all summary data including spelling</p> <p>Analysis of data for vulnerable groups.</p> <p>Update writing portfolios and displays around school</p>	<p>Analysis of data for vulnerable groups. Pupil progress meetings with new class teacher.</p>	

Section 1 ; Raising Achievement Plan; Evaluation

Extend the amount of progress made in EYFS Physical; health and self care

Achieved

Attainment in the HSC strand rose to 83% ELG and 22% Exceeding ELG in 2018, from 64% ELG and 12% exceeding in 2017.

Progress in 2018 rose to 4.03 in 2018 compared to 3.77 in 2017

Progress across EYFS ensured that the gap between the pupils at St. Peter's compared to those in Bolton narrowed to only 1%, compared to a 9% gap at the start of the year.

A greater % of children moved from expected to exceeding at St. Peter's than in Bolton overall (50% compared to 30%)

Strand	17/18 exit data				16/17 exit data		Comparative progress data			
	% emerging 17/18	% ELG 17/18	% EX ELG 17/18	Total ELG +17/18	Total in line + 16/17	% EXC 16/17	Gap At start exp	Bolton in line +	Gap At end	Narrowing the gap
PHY; MH	15	62	23 ↑	85 ↑	82%	15%	-2			
PHY; HSC	17	62	22 ↑	83 ↑	64%	12%	-17			
PHY				83 ↑	63%	10%	-9	84%	-1	nar

Strand	Average on entry 16/17	Average on exit	Average progress	Average on entry 17/18	Change since 16/17	Average on exit	Average progress
PHY; MH	14.85 30b	18.83 40a	3.98	14.77 30a	-0.08	18.77	4.0
PHY; HSC	14.82 30b	18.58 40a	3.77	14.65 30a	-0.17	18.68	4.03
PHY overall	14.65 30b	18.55 40a	3.9	14.53.30a	-0.1	18.62	4.07

Conversion data 1718		PHY
Emerging to expected	Sch	80%
	Bol	80%
Expected to expected	Sch	100%
	Bol	100%
Expected to exceeding	Sch	50%
	Bol	30%

Raise attainment in writing
Achieved

	Ks1 % expected		Ks2 % expected		Ks2 progress across Ks	
	2017	2018	2017	2018	2017	2018
All	66%	67%	72%	84%	+1.8	+2.6
Boys	59%	59%	63%	80%	+1.5	+2.2
Girls	77%	77%	85%	92%	+2.3	+3.4
Non disadvantaged	69%	75%	90%	100%	+2.8	+2.9
Disadvantaged	63%	57%	63%	74%	+1.3	+2.4

For the vast majority of indicators data for 2018 exceeds that for 2017. Ks1 % of disadvantaged achieving age related expectations has dipped. Progress across Ks2 has improved a lot for all groups (non dis has improved but only slightly)

Raise the % of middle & higher prior attaining children achieving higher standard in maths
Achieved

	Progress score		Average scaled score		% at expected level		% at higher level	
	2017	2018	2017	2018	2017	2018	2017	2018
Mid PA	2.5	3.9	104.5 (102.7)	105.7 (102.7)	90% (74%)	100% (74%)	5% (11%)	6% (11%)
High PA	2.8	5.0	113.8 (110)	113.6 (109.9)	100% (98%)	100% (98%)	75% (54%)	88% (54%)

(figures in brackets are national figures)

Progress across KS increased from 2017 to 2018 for both high and mid PA groups
The % achieving expected level increased for both mid and high PA groups from 2017-2018 and exceeds national comparative data.
Scaled score for mid and high PA groups increased from 2017 and 2018 and exceeds national average.
The % achieving higher level increased for the high PA group from 2017 to 2018 and is above the national comparative group.
However, the % achieving the higher level from the mid PA group remains slightly below NA.


Section 2; Improving the quality of teaching (arising from school self evaluation activity and lesson observations)

<p>Rationale To raise the quality of teaching from good to outstanding;</p>	<ul style="list-style-type: none"> • teachers demonstrate high expectations, enthuse, engage and motivate pupils so that they learn and make progress • teachers set challenging tasks • teachers use their expertise to deepen pupils' subject knowledge and understanding and teach them the skills needed to learn for themselves • teachers assess pupils' progress, provide them with constructive feedback, and plan lessons to match their needs • teaching and other support provides for each pupil's individual needs including those of disabled pupils and pupils with special educational needs • pupils are effectively taught to read and to develop their skills in literacy and numeracy
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What?	How?	Who?	Outcome
<p>To create learning teams/pairs to allow teachers to share excellent practise</p>	<ul style="list-style-type: none"> • To observe subject leaders/SLT, with particular specialisms and implement good practise in own classroom • To reflect on the observations and improve own practise • Send questionnaires to staff to identify areas they would like to develop • Regularly share research papers and educational documents with staff as a starter to staff meetings – to develop professional knowledge and expertise. 	<p>JR/EW/SLT/Subject leaders</p>	<p>Visible collaboration Visible consistency Visible challenge</p>
<p>Secure the achievement of the Science Quality Mark (refer to Science subject plan)</p>	<ul style="list-style-type: none"> • Identify criteria to secure the award • Find evidence, with staff, towards the specific standards • Organise a WOW Science week • Improve the quality of investigations in Science • Ensure all classrooms have a Science display after the WOW week and that there is a whole school science display in a central area – using the environment to promote learning challenges. 	<p>VB</p>	<p>Visible challenge Visible creativity Visible collaboration</p>
<p>To ensure that the curriculum promotes challenges and thinking skills whilst maintaining statutory coverage</p>	<ul style="list-style-type: none"> • Subject leaders to research the learning challenge curriculum for their subject and evaluate current practise in school • Subject leaders to share best practise with all staff in staff meetings • Subject leaders to evaluate termly planning/books to ensure that children are given opportunities to 'think' in lessons 	<p>JR/EW Subject leaders</p>	<p>Visible consistency Visible challenge Visible creativity</p>

	<ul style="list-style-type: none"> Subject leaders to schedule lesson observations throughout the year to evaluate the quality of provision 		
To improve the quality of handwriting and presentation in EYFS/KS1	<ul style="list-style-type: none"> To revise handwriting policy and make changes with staff To share and implement the policy across EYFS and KS1 To regularly assess progress and impact Ensure regular handwriting sessions are taught throughout the week 	YP/ZQ	Visible consistency Visible collaboration

Section 2 Yearly action

Sep 17	Oct	Nov	Dec	Jan 18	Feb
<p>Staff reflect on professional logs record – file on record</p> <p>Continue to maintain a personalised training record for each teacher to be updated throughout the year.</p> <p>Devise Autumn term monitoring programme</p> <p>Update SEN policy</p> <p>Gather evidence for Science award</p> <p>Subject leaders research learning challenge curriculum</p>	<p>16/17 performance management cycle to be completed.</p> <p>17/18 targets to be set linked to ind self evaluation outcomes, inc pupil progress data</p> <p>Continue monitoring programme</p> <p>Lesson obs- learning pairs/teams</p> <p>Gather evidence for Science award</p> <p>Evaluate planning-foundation subjects and science</p> <p>Subject leaders research learning challenge curriculum and share with staff</p>	<p>Continue monitoring programme</p> <p>Lesson obs- learning pairs/teams</p> <p>Science wow week</p> <p>Gather evidence for Science award</p> <p>Handwriting monitoring</p>	<p>Continue monitoring programme</p> <p>Update assessment policy</p> <p>Lesson obs- learning pairs/teams</p> <p>Gather evidence for Science award</p> <p>Evaluate planning and books-foundation subjects and science</p> <p>Subject Portfolio monitoring</p>	<p>Devise Spr term Monitoring prog</p> <p>Lesson obs- learning pairs/teams</p> <p>Send evidence for Science award</p> <p>Handwriting monitoring</p>	<p>Continue monitoring programme</p> <p>Lesson obs- learning pairs/teams</p>
Mar	Apr	May	June	July	
<p>Continue monitoring programme</p> <p>Lesson obs- learning pairs/teams</p> <p>Evaluate planning and books-foundation subjects and science</p> <p>Subject Portfolio monitoring</p>	<p>Devise Summer term Monitoring prog</p> <p>Lesson obs- learning pairs/teams</p>	<p>Continue monitoring programme</p> <p>Lesson obs- learning pairs/teams</p> <p>Evaluate planning-foundation subjects and science</p>	<p>Continue monitoring programme</p> <p>Lesson obs- learning pairs/teams</p> <p>Subject Portfolio monitoring</p>	<p>Continue monitoring programme</p> <p>Evaluate planning and books-foundation subjects and science</p> <p>Handwriting evaluation</p>	

Section 2; Improving the quality of teaching (arising from school self evaluation activity and lesson observations) - Evaluation

To create learning teams/pairs to allow teachers to share excellent practise

Achieved

Learning pairs continued to be used effectively across the school year with a varying focus depending on the work of the school at the time. The learning pair work is well received by staff and they find it beneficial to observe what is happening in another class and to engage in a professional discussion with another member of staff.

It is clear from what staff wanted others to see that the schools continual drive to promote learning is foremost in staffs minds and that they prioritise this above all else. Other key areas of development such as reasoning and modelling of work were also commented upon by staff as something they hoped others would see.

The use of split inputs to challenge all ability groups effectively was something that several staff commented that they were going to add into their practice and may be something that is discussed further in school.

The process appeared to generally run smoothly as staff are able to organise the times that best suited both parties and although the suggestion was made to observe in pairs this would potentially complicate organisation much further.

The learning pair process will continue in the new school year and SLT will discuss alongside staff what the areas of focus will be.

Secure the achievement of the Science Quality Mark (refer to Science subject plan)

This action is ongoing and has continued into 1819

During the last year, the school entered the assessment process for the PSQM. This is a rigorous self evaluation process that involves the completion of various tasks throughout the summer term of 2018 and into the academic year 2018/9. Last term, the science subject leader (VB) attended the first two training sessions and completed the initial tasks. These included a review of current provision completed in partnership with the rest of the SLT and the creation of a new document on the principles of science at St Peters. A staff meeting to agree the shared vision for science followed and this created a new open forum for discussion based around good science practise. The target setting process has been sharpened up through the PSQM process as expert advice has been taken from course advisers on the finer details of how to move the subject forward from our already high quality existing position. A higher profile has been given to science across school and the addition of science weeks to the school calendar has helped to achieve this. The high quality of science display in classrooms and around school was praised by our SIP on his most recent visit and the focus on science has become obvious to all visitors to the school. A review of the investigation process used in school has taken place and been adapted and improved as a result of CPD training that was held in school during the summer term.

Therefore, the PSQM process so far has allowed the school to consolidate the current good practise in evaluation work across the school. It has made the school become more aware of the amount of good work we already do and allowed us to set targets for continuous development to achieve the award and then beyond. When the PSQM award is achieved, this will provide the school with recognition for the high standard of science provision given to our pupils across the school. The compilation of the evidence portfolio for the award will provide valuable information for the subject leader to move forward with into the future.

To ensure that the curriculum promotes challenges and thinking skills whilst maintaining statutory coverage

Achieved

During the last academic year the Learning Challenge curriculum, which is used within the foundation subjects, was revisited and discussed with staff to remind them of the theory behind it and how it could be used effectively in classes to promote thinking skills. Following this staff have altered and adapted the Learning challenge questions that they use so that the children are prompted to think about the lesson that they are about to take part in before it begins rather than using a WALT which can sometimes tell the children what they are learning rather than make them think about this. Self-evaluation showed that staff are considering these questions carefully and that there have been some very well thought out questions that have prompted children to think more deeply about the topic.

In addition to the use of learning challenge questions to begin the lesson, the way lessons are ended has also been altered. In the past work was marked and if children had achieved the lesson objective they may have been set a challenge question that was meant to probe their thinking further. There were not always sufficient opportunities for children to respond to these in an appropriate depth and not all children had access to these. This system has now been altered so that humanities, RE and science lessons end with either a challenge question that the teacher has pre-planned as part of the plenary or the children re-consider the Learning Challenge question that begun the lesson and respond to this in that time. This change has allowed the deepening of children's understanding to be planned into every lesson so that the children complete the session reflecting on the content and taking their thoughts a little further.

Statutory coverage continues to be monitored by subject leaders with the curriculum leaders keeping an overview through the self-evaluation process. Foundation subject staff monitor the National Curriculum objectives through the objectives that staff use on their plans and then follow up any areas of the curriculum that have not been taught. Literacy and Maths subject leaders have provision trackers that staff complete weekly and then leaders monitor half termly. Again this is followed up if there are areas that have not been taught.

We have found as a school that the national curriculum objectives form a basis for our teaching and that the development of challenges and thinking skills can be extended through our teaching styles and whole school focus.

To improve the quality of handwriting and presentation in EYFS/KS1

Ongoing 2018-2019

Handwriting has been a high profile area across KS1 this year. In Y1/2 lessons have been delivered weekly to support children with their handwriting and letter formation. TAs have been used to support smaller groups within these handwriting lessons to maximise progress. We have seen good progress across all classes this year with handwriting and it is clear to see in children's curriculum books that there has been an improvement in children's handwriting and presentation. The pirate ship displays have been used throughout the year to show children where they currently are with their handwriting; however, this could be more high profile and next year we will aim to promote this more within classes.

All classes apart from YRG have made progress from baseline assessments to now in their handwriting. However, this is the first year we've trialled the new handwriting policy and expectations in EYFS/KS1. We have completed assessments at the end of each term and used the expectations created together to assess the children. However, this has been used as more of a checklist for teachers to assess against. Next year, we will be moving to using moderation to look at handwriting to ensure that the application of correct letter formation is independent and consistent. EYFS will use independent writing from continuous provision and Y1/Y2 will use foundation curriculum subject books (R.E., Topic and Science) to assess their independent writing.

Section 3: Maintaining and improving Pupil behaviour, attendance, personal development and welfare


<p>Rationale To ensure the pupils behaviour and attitude to learning is the best it can be.</p> <p>To ensure the highest standards of safety and pupil well being are maintained at all times.</p>	<ul style="list-style-type: none"> • to ensure a positive ethos is maintained both inside lessons and beyond • To ensure pupils have a positive attitude to learning • to ensure appropriate conduct and manners are displayed in lessons and around school • to maintain good attendance and punctuality • to ensure appropriate behaviour and attitudes to others and respect for others • to ensure pupils are protected from bullying • to ensure safeguarding procedures reflect national expectations
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What?	How?	Who?	Outcome
To continue to review the organisation of lunchtimes to accommodate cafeteria service demands and additional numbers of pupils in school (2014 – 2018)	<ul style="list-style-type: none"> • Rolling timetable so that all classes experience the full choice of foods. • Specific staff on duty to support both indoor and outdoor provision. • Range of interesting activities provided for indoor and outdoor clubs including outdoor providers Sport Premium money • Develop KS2 pupils as leaders within KS1 • Develop buddy system for specific children who find dinner time challenging • Continue to develop training for lunchtime staff in order to be proactive rather than reactive to incidents. 	SR SLT SR/dinner staff JR/SLT	Visible collaboration Visible consistency
To continue to provide targeted support to children exhibiting challenging behaviours to enable them to make the right choices.	<ul style="list-style-type: none"> • Develop staff skills as behaviour analysts; targeting intervention and support staff appropriately, through staff training in; <ul style="list-style-type: none"> ▪ neuro linguistic programming and ▪ psychological understanding of behaviour theory, ▪ BOXALL profiling ▪ Increase level of communication with parents to inform and support their understanding of the work learning mentors carry out. 	JR/DBir SEN gov	Visible collaboration Visible consistency Visible challenge
To devise a new behaviour chart	<ul style="list-style-type: none"> • Devise a new behaviour chart that is fit for purpose, outlining children's specific targets and rewards • Ensure all staff are using the same chart • Ensure that charts are shared with parents and headteacher on a weekly basis 	LW/JR	Visible collaboration Visible consistency Visible challenge

To develop and extend pupil voice	<ul style="list-style-type: none"> Investigate investors in pupils award Implement the Young Leaders Award Implement the children's University Award scheme 	JC/VB	<p>Visible collaboration</p> <p>Visible consistency</p> <p>Visible challenge</p>
To improve levels of punctuality	<ul style="list-style-type: none"> Headteacher to liaise with attendance team on a daily basis and identify children who are regularly late for school Headteacher to arrange visits to homes for late/non attending children and send formal letters/make phone calls on a daily basis to targeted families. Lateness to always trigger a reaction from school. 	LW/SP	<p>Visible collaboration</p> <p>Visible consistency</p>
To renew LPPA award in collaboration with parents	<ul style="list-style-type: none"> Reapply for award, gathering appropriate evidence. 	LW	<p>Visible collaboration</p> <p>Visible consistency</p>

Section 3 Yearly action

Sep 17	Oct	Nov	Dec	Jan 18	Feb
<p>Attendance evaluation of 16/17 data</p> <p>Shine Team selection, define roles & responsibilities</p> <p>Dinner time rota organised, staff assigned to roles</p> <p>Breakfast club to continue</p> <p>Walking bus to continue</p> <p>Devise and share new beh chart</p> <p>Renew LPPA</p> <p>Launch childrens university</p> <p>Launch young leaders award</p>	<p>Attendance evaluation Sad-pad analysis & evaluation</p> <p>Shine team develop & enhance worship practices following pupil voice survey</p> <p>Monitor behaviour of children with challenging behaviour, consider new strategies needed. BOXALL</p> <p>LPPA award</p>	<p>Attendance evaluation</p> <p>Observe worship (evaluate & put plans in place)</p>	<p>Attendance evaluation</p> <p>Sad-pad analysis & evaluation</p> <p>Monitor behaviour of children with challenging behaviour, consider new strategies needed. BOXALL</p> <p>Evaluate effectiveness of breakfast club and walking bus scheme</p>	<p>Attendance evaluation</p> <p>Pupil voice questionnaire linked to lunchtime</p>	<p>Attendance evaluation</p> <p>Monitor behaviour of children with challenging behaviour, consider new strategies needed. BOXALL</p>
Mar	Apr	May	June	July	

Attendance evaluation Pupil Perception survey and analysis (general) Parent perception survey Staff perception survey	Attendance evaluation Sad-pad review Monitor behaviour of children with challenging behaviour, consider new strategies needed. BOXALL	Attendance evaluation Pupil perception – anti bullying	Attendance evaluation Monitor behaviour of children with challenging behaviour, consider new strategies needed. BOXALL	Attendance evaluation Sad-pad analysis & evaluation	
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Section 3: Maintaining and improving Pupil behaviour, attendance, personal development and welfare Evaluation

To continue to review the organisation of lunchtimes to accommodate cafeteria service demands and additional numbers of pupils in school (2014 – 2018)

Achieved

See dinner time rotas and schedules for the year.

To continue to provide targeted support to children exhibiting challenging behaviours to enable them to make the right choices

Achieved

The pastoral support team have continued to provide targeted support for children exhibiting challenging behaviours, alongside class teachers and teaching assistants. Behaviour across school is monitored on a weekly basis by the Inclusion Leader and Headteacher and daily discussions take place as to how specific children are presenting. Where children need specific intervention, they are given this initially in house but in some instances external support is requested. 1:1 mentoring, circle time, Golden club and Sunflower club all remain high quality interventions and will be built on further next year through the introduction of a Key Stage 1 Nurture Group. Children's behaviour charts are taken in weekly and monitored. In general, the Key Stage 2 children have responded very well to intervention over time and have many more successful days/weeks than not. Key Stage 1 children struggle more hence the need for planned intervention and the new nurture group.

To devise a new behaviour chart

Achieved

A new behaviour chart was devised for the start of the year to encourage a more consistent, corporate approach to recording children's progress; linked to social, emotional, mental health needs. The chart is completed in the same way by all staff and includes space to record targets, successes and comments. The comments allow teachers and parents to observe patterns in behaviour and discuss them with the child. The charts are monitored weekly by the Deputy and Head, and further action is discussed. The charts allow staff to provide children with rewards and children can clearly see what they are achieving. The percentage of successful lessons is recorded weekly and children achieving over 90% earn a special reward with the Headteacher.

To develop and extend pupil voice

Achieved

Young Leader's Award Members of the Shine Team have worked through the Archbishop of York's, Youth Trust Programme, to achieve the Young Leader's Award. This provided a real focus at meetings for children to develop understanding about leadership and that if we all play our part, no matter how small, then bigger things can be achieved. The Shine team considered ways to help others in our community, nationally and globally, looking at a variety of Christian Charities.

School council have continued to support the work of the school by helping to organise coffee mornings.

To improve levels of punctuality and attendance.

Achieved

Attendance rates at St. Peter's are above that found nationally for all groups including disadvantaged.
Persistent absentee rates (which would identify those persistently late) are below that found nationally for all groups.

	% of sessions missed due to Overall Absence							
	2016-17		2015-16		2014-15		2013-14	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
All Pupils	3.5	4.0	3.4	3.9	3.7	4.0	4.0	3.9
Free School Meals*								
FSM	3.8	5.5	4.0	5.2	4.9	5.4	4.7	5.1
Non FSM	3.1	3.5	2.7	3.4	2.4	3.5	2.8	3.3
	% Persistent absentees - absent for 10% or more sessions							
	2017		2016		2015		2014	
	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools	School	National average for primary schools
All Pupils	7.5	8.3	7.4	8.2				
Free School Meals*								
FSM	8.5	15.7	9.9	15.1				
Non FSM	5.3	5.4	4.8	6.2				

To renew LPPA award in collaboration with parents

Achieved

[Click here to view the LPPA assessors comments](#)


Section 4: The effectiveness of leadership and management; embedding ambition and driving improvement

<p>Rationale To ensure leadership drives improvement and raises standards</p>	<ul style="list-style-type: none"> • leaders and managers demonstrate ambition for pupils and improvements in their achievement • Self evaluation is accurate and leads to a thorough understanding of the school's performance • Leaders focus relentlessly on improving teaching and learning and provide focussed professional development, linked to robust performance management • The curriculum provides rich opportunities for high quality learning, which prepares pupils for life in modern Britain, with particular regard to British Values, physical well being and Spiritual, Moral, Social and Cultural development • Engages successfully with parents • Governance ensures the school is held to account • Safeguarding procedures are secure; equality is promoted and leaders take steps to promote pupil safety for those vulnerable to abuse, exploitation, radicalisation or extremism
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What?	How?	Who?	Outcome
<p>Continue to develop a school staffing structure to provide for the expansion of the school, including allocation of new subject leadership roles. (2014-2018)</p>	<ul style="list-style-type: none"> • Work with Govs and Bolton LA HR dept to restructure the staffing to ensure it is in apposition to lead and manage a 2 form entry school • Allocate new subject leader roles as school expands to match staff specialisms, ensure succession planning and effective subject leadership teams 	<p>HT/Govs</p>	<p>Visible collaboration</p>
<p>Develop the role of subject leaders in driving standards forwards.</p> <p>OFSTED key issue – raise subject leaders curriculum knowledge.</p>	<ul style="list-style-type: none"> • Subject leaders to research and identify opportunities for staff to develop their subject knowledge. • Subject leaders to carry out lesson observations and drop ins to monitor and evaluate the teaching within their subject. • Information from drop ins used to strengthen the information within the subject leader portfolio. • Investigate subject specific websites and organisations promoting strong subject knowledge • Make use of subject specialists where possible • Develop a termly subject specific news bulletin for staff 	<p>EW/JR/All staff</p>	<p>Visible collaboration</p> <p>Visible consistency</p> <p>Visible challenge</p> <p>Visible creativity</p>
<p>Delivering a systematic and planned approach to TA training and development</p>	<ul style="list-style-type: none"> • Group TAs on a 2 week rolling programme and schedule slots in the timetable for training sessions • Timetable training based on priority and allocate a member of staff to deliver 	<p>LW/JR/NS</p>	<p>Visible collaboration</p> <p>Visible consistency</p> <p>Visible challenge</p>
<p>To develop the collaboration with other schools through art</p>	<ul style="list-style-type: none"> • Design four Art/DT projects that can be advertised to other schools. 	<p>ZQ/NS</p>	<p>Visible collaboration</p>

What?	How?	Who?	Outcome
	<ul style="list-style-type: none"> Offer other schools the opportunity to bring their children to St Peter's to take part in a short art project, with a finished project 		Visible creativity
Governors to develop their own action plan			

Section 4 Yearly action

Sep 17	Oct	Nov	Dec	Jan 18	Feb
<p>Implement new staffing structure 17-8 All induction safeguarding paper work to collect SCR Induction to new role processes.</p> <p>Write and collect all curriculum improvement plans 17/18 , linked to subject self evaluation (T+L sheets).</p> <p>Governors to create an action plan.</p> <p>Send out art flyers and start to accept bookings.</p>	<p>Subject leaders to research ways for staff to develop their subject knowledge</p> <p>Subject leaders to carry out lesson drop ins</p>	<p>Subject leaders to carry out lesson drop ins</p>	<p>Monitor statutory coverage of curriculum - all subject leaders</p> <p>Subject leaders evaluate the terms actions against curriculum action plan including information gathered from drop ins</p> <p>Publish Termly Subject news bulletin/update</p>	<p>Governors to create an action plan.</p>	<p>Subject leaders to carry out lesson drop ins</p>
Mar	Apr	May	June	July	
<p>Subject leaders evaluate the terms actions against curriculum action plan</p> <p>Monitor statutory coverage of curriculum - all subject leaders</p> <p>Subject leaders to carry out lesson drop ins</p>	<p>Review coaching opportunities offered to SLT</p> <p>Subject leaders to carry out lesson drop ins</p> <p>Publish Termly Subject news bulletin/update</p>	<p>Learning groups review mtg</p> <p>Governors to create an action plan.</p> <p>Subject leaders to carry out lesson drop ins</p>	<p>Monitor statutory coverage of new curriculum - all subject leaders</p> <p>Subject leaders to carry out lesson drop ins</p>	<p>Subject leaders evaluate the terms actions against curriculum action plan</p> <p>Complete Ofsted subject specific evaluation – How good is out T+L curriculum evaluation sheets.</p> <p>Evaluate curr imp plans 16/17</p> <p>Implement new staffing structure for Sep18</p> <p>Publish Termly Subject news bulletin/update</p>	

Section 4: The effectiveness of leadership and management; embedding ambition and driving improvement Evaluation

Continue to develop a school staffing structure to provide for the expansion of the school, including allocation of new subject leadership roles. (2014-2018)

Achieved

See updated staffing structure

Staffing Structure – September 2018

This model is based on

- 1 teacher per class
 - 0.1 PPA per teacher
 - 0.1 additional PPA per NQT
 - 0.1 additional management time per SLT member
 - 0.1 additional management time for DHT
 - 0.1 additional time per week for SLE's
 - 2 teachers in UPKS2
 - ECAT - 3 hours
 - Provision for a nurture group PT as finances allow
- Blue indicates pupil premium expenditure

This model does not include provision for statemented pupils or pupils with additional high needs as that is funded over and above this structure as needed

Head teacher		Head teacher
School Self evaluation Overall quality of provision; teaching and learning Record-keeping & assessment – data management Quality of leadership and management Parents & Governor Community cohesion Equal opportunities Finance		NLE Head of national support school
class teacher Deputy head teacher	class teacher Deputy head teacher – Education inclusion leader/Support school leader	
Teaching and learning throughout school Curriculum throughout school	(Inclusion), SEN provision Managing children's services for SEN including nurture group National Support School SLE's, ITT School direct. ECM hub leader	
class teacher Assistant head teacher	Assistant head teacher class teacher	
Teaching and learning Y3 Y4 Y5 Y6 ITT School direct	Community links/Enrichment/trips/Pupil Voice/Eco team School Council/Children's University	
class teacher + TLR2	class teacher + TLR2	class teacher + TLR2
Teaching and learning Y1 Y2	Teaching and learning EYFS	Spiritual. Moral, Social, Cultural development EVC

class teachers – one per class, inclusive of the above management team members		
Additional teacher in UPKS2		
0.7 additional capacity SEN/Intervention/ Reading Recovery		
Provision for a nurture group in Ks1 from the teaching team part time		
School business manager + Deputy DSP grade 8		
Finance – value for money Buildings Staff training & Development Attendance		Care, support and guidance Health & safety Parental involvement
Higher level teaching assistant TA4 hours including cover for PPA time Care, support and guidance Attendance	Higher level teaching assistant TA4 hours including cover for PPA time Care, support and guidance Attendance	Pastoral and safeguarding lead Safeguarding lead – deputy DSP Managing Early help assessments Parental Involvement
Learning mentor - 16 hours per week		TA 3 Grade 5 30 hrs Speech, language and phonics intervention leader
Clerical support 30 hrs per week		
Additional Classroom and dinner time support TA		
25hrs support per class (Y1 – Y6) (TA2) 30 hours support in each reception class (TA2/3) Breakfast club - TA support Additional TA2 support in reception (school readiness) 2 x TA3 30 hours - Behaviour management across Ks1 and ks2 To work in a Ks2/1 class as a TA, whilst also being responsible for behaviour management strategies across Ks1/2		Additional 25hrs Outdoor play support in EYFS (TA2) 5 hrs per class – dinner time supervision (TA1) 5 hrs per class - Basic skills support - reading (TA1)
Site manager		
Cleaning staff		

Develop the role of subject leaders in driving standards forwards.

Ongoing

OFSTED key issue – raise subject leaders curriculum knowledge.

Following our Ofsted inspection the subject leadership policy was rewritten so that the role of the subject leader was clarified and the different aspects of their role explained in greater detail. Historically there had been some leaders who monitored and maintained the subject in terms of resourcing but there had been less focus on the development of subject knowledge or developing and improving the teaching and learning within the subject. The new policy makes the link between developing subject leaders own knowledge and moving the teaching of the subject forwards much clearer.

This policy was shared with staff and as a result several staff have joined the professional associations linked to their subjects as a way of developing their knowledge and keeping up to date with changes in the subject. As part of the process staff also created individual sheets for their subject that had key information on such as useful websites, apps, visits etc. these are saved on the system and will be re-shared with new staff. Finally staff also gave subject leader updates in staff meetings that allowed the rest of the staff to understand the key focus for the leader and any changes that were taking place.

These initiatives were effective at the time and moved staff knowledge forward however they were not necessarily needed as a long term strategy. In the forthcoming year the focus will be on extending subject knowledge through the development of knowledge organisers which will concisely explain the key information that is needed for the unit and is shared with the children. This almost becomes a map of where the topic is going and gives the children an understanding of how their learning will develop and link together key points.

Delivering a systematic and planned approach to TA training and development

Achieved

This year there has been a planned, purposeful CPD programme delivered to the teaching assistants on a fortnightly basis. Various staff have delivered training around current issues in school such as 'Supporting children with Special Needs', 'The use of practical equipment in maths' and 'Improving the teaching of spelling in Key stage 2.'

Feedback suggests that staff have found this useful, not only in developing their knowledge and skills, but also in ensuring that key messages are communicated to all staff regularly and discussed in teams.

It has improved communication and provided greater consistency in the delivery of intervention and support in classes.

To develop the collaboration with other schools through art

Achieved

See website for evidence of school to school art support work and [the school offer](#).