

Dee Point Primary School – Strategic School Development Plan 2017-18

| Ofsted Handbook | School Judge- ment | Key Priorities in 2017-18 | Staff member responsible (red denotes lead member) | Governor responsible |
|--|--------------------------|--|---|-------------------------------|
| Outcomes for Pupils | | | | |
| <ul style="list-style-type: none"> • Progress across the curriculum • Disadvantaged pupils' progress across the curriculum • Above Average Progress • Progress in comparison to national • Reading & Phonics Skills • Pupils' Ability to Communicate their learning • Attainment • Preparation for the pupils' next stage of education, learning or employment | | <p><u>Key Priority 1</u> To increase the rates of progress in reading, writing and maths for all groups of learners across all year groups.</p> <p><u>Key Priority 2</u> To diminish differences in outcomes for boys across all year groups in Reading and writing.</p> | <p>LB / KB / DW / GW</p> <p>LB / KB / DW / GW</p> | <p>JM / CO</p> <p>JM / CO</p> |
| Quality of Teaching, Learning & Assessment | | | | |
| <ul style="list-style-type: none"> • Teachers' Subject Knowledge and use of Questioning • Teachers' Planning & Management in Lessons • Teachers' High Expectations • Teachers Deepening, Challenging & Supporting Learning • Impact of Teachers' Assessment & Feedback on Pupils' Learning • Impact of Homework • Teaching of Key Subjects & Skills • Pupils' Resilience, Enjoyment of and Interest in their Learning • Teachers' Promotion of Equality & Diversity and the Impact of this on Pupils' Learning • Support for Parents | | <p><u>Key Priority 3</u> To secure teacher knowledge and understanding of assessment ensuring pupil outcomes are accurately recorded.</p> | <p>CG / RJ / KB / LB / DW</p> | <p>CO</p> |
| Personal Development, Behaviour and Welfare | | | | |
| <ul style="list-style-type: none"> • Pupils' Attitudes to Learning & the Impact of this on their Progress. • Preparation for the Next Stage of their Education, Employment or Training. | | <p><u>Key Priority 4</u> To reduce the rate of persistent absenteeism across the school for identified groups (boys and SEN pupils).</p> | <p>TS / CG</p> | <p>CO / MO</p> |

| | | | | |
|--|--|--|--|---------------------------------------|
| <ul style="list-style-type: none"> • Pupils' Attendance • Pupils' Conduct, Self- Discipline and Behaviour • Pupils' Health, Welfare, Well-Being & Safety • Impact of anti- bullying approaches • Pupils' SMSC & British Values | | | | |
| The Effectiveness of the Early Years Provision: the quality and standards | | | | |
| <p><u>ACHIEVEMENT IN THE EARLY YEARS</u></p> <ul style="list-style-type: none"> • Pupils rates of progress and achievement • Attainment Gaps closing • Pupils' needs and attitudes to learning <p><u>TEACHING IN THE EARLY YEARS</u></p> <ul style="list-style-type: none"> • Learning Environment, programmes and imaginative experiences • Teaching impact • Assessment, quality of observations and planning <p><u>BEHAVIOUR & SAFETY IN THE EARLY YEARS</u></p> <ul style="list-style-type: none"> • Positive behaviour, health safety and well-being <p><u>LEADERSHIP & MANAGEMENT IN THE EARLY YEARS</u></p> <ul style="list-style-type: none"> • Engagement with parents and carers • impact of leaders actions on pupil outcomes, including securing improvement in the quality of teaching | | <p><u>Key Priority 5</u> To increase the rates of progress in reading, writing and maths for all groups of learners across FS1 and FS2.</p> | <p>HS / CG / DW</p> | <p>JM / CO</p> |
| Effectiveness of Leadership and Management | | | | |
| <ul style="list-style-type: none"> • High expectations, direction and impact • Robust self evaluation and strategic planning: Securing improvement in teaching, learning and outcomes, including for disadvantaged pupils • Monitoring for Improvement in Teaching: Performance Management & the Professional Standards • Governors deployment of their duties • Pedagogy, positive climate and innovation • Impact of the curriculum • SMSC & British Values • Equality of opportunity for all • The effectiveness of safeguarding procedures • Protecting pupils from radicalisation and extremism | | <p><u>Key Priority 6</u> Further develop leadership and management with a specific focus on Subject Leadership and Governance</p> <p><u>Key Priority 7</u> To further explore opportunities to become part of a Multi-Academy trust.</p> | <p>DW / CG</p> <p>DW / CG</p> | <p>CO</p> <p>TBC</p> |

OUTCOMES ACTION PLAN 2017-18

Key Priority 1

To increase the rates of progress in reading, writing and maths for all groups of learners across all year groups.

Year 2017-18

Lead person accountable for the plan:

Finance Plan

How much will the plan cost -

Which account code/s will fund the plan -

Success criteria:

Focus on outcomes. Specific, measurable impact on pupils:

- The teaching of reading, writing and maths is at least consistently good, with 30-40% being outstanding, as observed over time during all monitoring activities as evidenced by the Quality of Teaching & Learning summary.
- All pupils are making at least good progress, from their starting points, as evidenced by regular work scrutiny, pupil voice discussions, learning walks and termly pupil progress meetings.
- Almost all pupils (80%) in the identified target groups make 'at least' good progress across the year (appraisal target)
- All teachers expectations are consistently high and reflect age-related and above age related objectives within lessons.
- Use of success criteria, marking and responding to children's work is consistently of a high quality, resulting in pupils who know what they need to do to sustain at least good progress in their learning.
- All school identified groups will make at least good progress from their starting points resulting in the differences between these groups and 'all pupils' in school and nationally closing rapidly (for appraisal focus on gender/disadvantaged)
- By the end of the Year 2, the school's judgement on attainment is **above average**. The judgement on progress is **good**.
- By the end of the Year 6, the school's judgement on attainment is **average**. The judgement on progress is **outstanding**.

End of KS Outcomes

- At the end of KS2 in 2018 the proportion of pupils reaching the expected level in Reading is 66%, the proportion of pupils exceeding the expected level is 14%. This represents outstanding progress from the pupils' starting points on entry/ at the end of KS1 (see Cohort tracking). All assessment information is triangulated with the outcomes of weekly senior leader monitoring to ensure a moderated and accurate picture of progress is secured throughout our school.
- At the end of KS2 in 2018 the proportion of pupils reaching the expected level in Writing is 71%, the proportion of pupils exceeding the expected level is 10%. This represents outstanding progress from the pupils' starting points on entry/ at the end of KS1 (see Cohort Tracking). All assessment information is triangulated with the outcomes of weekly senior leader monitoring to ensure a moderated and accurate picture of progress is secured throughout our school.
- At the end of KS2 in 2018 the proportion of pupils reaching the expected level in Maths is 70%, the proportion of pupils exceeding the expected level is 12%. This represents outstanding progress from the pupils' starting points on entry/ at the end of KS1 (see Cohort Tracking). All assessment information is triangulated with the outcomes of weekly senior leader monitoring to ensure a moderated and accurate picture of progress is secured throughout our school.
- At the end of KS1 in 2018 the proportion of pupils reaching the expected level in Reading is 80%, the proportion of pupils exceeding the expected level is 28%. This represents good progress from the pupils' starting points on entry. All assessment information is triangulated with the outcomes of weekly senior leader monitoring to ensure a moderated and accurate picture of progress is secured throughout our school.

| | <ul style="list-style-type: none"> At the end of KS1 in 2018 the proportion of pupils reaching the expected level in Writing is 71%, the proportion of pupils exceeding the expected level is 18%. This represents good progress from the pupils' starting points on entry. All assessment information is triangulated with the outcomes of weekly senior leader monitoring to ensure a moderated and accurate picture of progress is secured throughout our school. At the end of KS1 in 2018 the proportion of pupils reaching the expected level in Maths is 79%, the proportion of pupils exceeding the expected level is 23%. This represents good progress from the pupils' starting points on entry. All assessment information is triangulated with the outcomes of weekly senior leader monitoring to ensure a moderated and accurate picture of progress is secured throughout our school. | | | |
|---|--|---|---|---|
| Actions & Monitoring (for monitoring activities see CPD, Monitoring Overview & Subject Leader files) | Lead person accountable for the action | Time Scale Start and End dates | Training/CPD needs | Resources/Costs/Time |
| Reading | | | | |
| All teaching staff to follow the school's newly implemented shared / guided reading system. | GW / DW | Mon 11 th Sept onwards | Sept 4 th Inset Day | 2 x 1 day Half termly monitoring (see CPD Monitoring overview) |
| 30-40 minutes of daily shared / guided reading will ensure children are exposed to higher level texts and the appropriate comprehension style questions linked to this. | All teaching staff | Ongoing | 2 x PDM's per term based on monitoring outcomes | N/A |
| Children will have increased use of the school library to develop and improve attitudes to reading. (Pre & Post attitudes survey to be completed) | KB / CP | Ongoing | n/a | £2000 for new books |
| Specific reading interventions will be planned and delivered to identified children and groups of children to improve their reading and comprehension skills. | All key stage leads | Termly based on pupil progress outcomes | 1 x half termly evaluation with KS leads to review impact | 1 x day non-contact for KS leads & HLTA's identified to deliver intervention. |
| Review the purpose and effectiveness of feedback to children through the marking of reading journals. | GW/DW | Termly monitoring | Support new staff in the monitoring systems | 2 x 2 day non-contact for subject leads for monitoring of marking |
| Writing | | | | |
| All teaching staff to continue to use the adapted Talk for Writing model for the teaching of writing. | LB / KB | Ongoing monitoring | 1 x termly talk for writing PDM | 2 x 2 day non-contact for subject leads |
| To continue to ensure writing application is consistently applied across other curriculum areas. | LB / KB | Ongoing monitoring | 1 x half termly writing monitoring | 2 x 2 day non-contact for subject leads |
| To implement the newly planned consistent approach to the daily teaching of spelling. | LB / KB and all teaching staff | Ongoing monitoring | 1 x half termly writing monitoring | 2 x 2 day non-contact for subject leads |
| To implement the newly planned whole school handwriting policy and timetable across EYFS & KS1. | LB / KB and all teaching staff | Ongoing monitoring | 1 x half termly writing monitoring | 2 x 2 day non-contact for subject leads |
| Specific writing interventions will be planned and delivered to identified children and groups of children to improve their writing skills. | LB / KB / RJ and identified support staff | 1 st week of each half term | 1 x half termly evaluation with KS leads to review impact | 1 day non-contact for subject leads & identified support staff |
| Maths | | | | |
| Subject leads to evaluate the teaching of Maths across the school to inform | RJ / AJ | Autumn 1 st half | 1 x half termly maths | 2 x 2 day non-contact for |

| | | | | |
|--|--------------|--|---|--|
| decisions about future whole school Maths teaching styles. | | term | monitoring | subject leads |
| Subject leads to monitor the teaching of reasoning and problem solving and develop a consistent approach to how it is taught across the school. (exposure to summative assessment materials) | RJ / AJ | Autumn 1 st half term | 1 x half termly maths monitoring & follow up PDM | 2 x 2 day non-contact for subject leads |
| Subject leads to monitor the teaching of mental arithmetic and develop a consistent approach to how it is taught across the school. | RJ / AJ | Autumn 2 nd half term | 1 x half termly maths monitoring & follow up PDM | 2 x 2 day non-contact for subject leads |
| To continue to ensure Maths application is consistently applied across other curriculum areas. | RJ / AJ | Ongoing monitoring | 1 x half termly maths monitoring | 2 x 2 day non-contact for subject leads |
| Specific maths interventions will be planned and delivered to identified children and groups of children to improve their mathematical skills. (including peer tutoring) | RJ / LB / KB | 1 st week of each half term | 1 x half termly evaluation with KS leads to review impact | 1 day non-contact for subject leads & identified support staff |

External Validation *Will there be any external validation of your work (eg School Improvement Partner, Governors etc)?*

- Termly subject governor visits for Reading, Writing & Maths
- Termly BEV moderation for Writing & Maths
- 2 X Learning Partner visits (Aut & Sum)
- 1 x Teaching & Learning Review (Spr)
- Potential KS1 & KS2 External Local Authority Moderation
- HT Appraisal Review

Impact Update *How close are you to the stated outcomes? What will the outcomes on pupils be?*

| | |
|--|--|
| Autumn | |
| Spring | |
| Summer Final Evaluation <i>Have the intended outcomes been achieved?</i> | |

OUTCOMES ACTION PLAN 2017-18

| | | | | |
|--|---|---|---|---------------------------------------|
| Key Priority 2: To diminish differences in outcomes for boys across all year groups in reading and writing. | Year 2017-18 Lead person accountable for the plan: | Finance Plan How much will the plan cost - Which account code/s will fund the plan - | | |
| Success criteria: | <p>Focus on outcomes. Specific, measurable impact on pupils</p> <p>Outcomes at the end of 2017/18 working at age related:</p> <p>Year 1: Reading current difference of 32% to be reduced to no more than 15% (boys 60%, girls 92%) Writing current difference of 38% to be reduced to no more than 20% (boys 50%, girls 88%)</p> <p>Year 2: Reading current difference of 25% to be reduced to no more than 10% (boys 62%, girls 87%) Writing current difference of 32% to be reduced to no more than 15% (boys 51%, girls 83%)</p> <p>Year 3: Reading current difference of 23% to be reduced to no more than 10% (boys 52%, girls 75%) Writing current difference of 45% to be reduced to no more than 20% (boys 30%, girls 75%)</p> <p>Year 4: Reading current difference of 23% to be reduced to no more than 10% (boys 54%, girls 77%) Writing current difference of 16% to be reduced to no more than 8% (boys 43%, girls 59%)</p> <p>Year 5: Reading current difference of 8% to be reduced to no more than 5% (boys 57%, girls 65%) Writing current difference of 21% to be reduced to no more than 10% (boys 37%, girls 58%)</p> <p>Year 6: Reading current difference of 9% to be reduced to no more than 5% (boys 47%, girls 56%) Writing current difference of 25% to be reduced to no more than 10% (boys 44%, girls 69%)</p> <p>Progress: Almost all boys are tracked and evidenced to be making at least good, and in some cases, outstanding progress from their starting points (PAG).</p> <p>For persistent absence of boys to reduce to be in line with national (Raise 2016: school 14.5%, national 9.0%)</p> | | | |
| Actions & Monitoring (for monitoring activities see CPD, Monitoring Overview & Subject Leader files) | Lead person accountable for the action | Time Scale Start and End dates | Training/CPD needs | Resources/Costs/Time |
| Whole school training linked to Gary Wilson 'raising boys achievement' following a 1 day training course for identified SLT leads will include: appropriate teaching and learning skills effective for boys without disadvantaging the girls | CG / LB / KB | Autumn Term PDM | 1 x day Gary Wilson training -22 nd Sept | £25 per candidate – 3 staff attending |
| Pastoral team to explore through pupil voice activities, other barriers i.e. | SO / SP | Ongoing termly | Gary Wilson training | 1 x 1 day half termly learning |

| | | | | |
|--|--------------------------------|--|---|--|
| Emotional intelligence, peer pressure and teacher expectations. | | activities | | mentor monitoring |
| Identify barriers for boys from Early Years onwards across individual cohorts and implement appropriate strategies and interventions to help to break them down. | All staff led by pastoral team | Autumn & Spring Term PDM's | 1 x PDM all school staff | 1 x 1 day half termly pastoral team monitoring |
| Improving reading opportunities through appropriate reading interventions, the use of reading volunteers and specific library initiatives targeting specific boys and their reading needs. | CG / KB / CP | Ongoing and reviewed termly re: impact | 1 x half termly evaluation with KS leads to review impact | 1 day non-contact for subject leads & identified support staff |
| Ensure the learning environment is conducive to the learning style of boys and that working walls / resources / visual cues reflect and support their needs. | All staff | Autumn Term PDM | Gary Wilson training | 1 x Autumn Term PDM SLT Environment Monitoring |
| Ensure that the tracking of behavior for learning, identifies passive boys and appropriate intervention and support for them is implemented and monitored throughout the year on a half termly basis. | SO / SP | Ongoing | Ensuring new staff are clear on the system used in school | Weekly monitoring time for behavior leads |
| External Validation <i>Will there be any external validation of your work (eg School Improvement Partner, Governors etc)?</i> | | | | |
| <ul style="list-style-type: none"> • Termly subject governor visits for Reading & Writing • 2 X Learning Partner visits (Aut & Sum) • 1 x Teaching & Learning Review (Spr) • HT Appraisal Review | | | | |
| Impact Update <i>How close are you to the stated outcomes? What will the outcomes on pupils be?</i> | | | | |
| Autumn | | | | |
| Spring | | | | |
| Summer Final Evaluation <i>Have the intended outcomes been achieved?</i> | | | | |

QUALITY OF TEACHING, LEARNING & ASSESSMENT ACTION PLAN 2017-18

| | | |
|--|---|--|
| Key Priority 3: To secure teacher knowledge and understanding of assessment ensuring pupil outcomes are accurately recorded. | Year 2017-18 Lead person accountable for the plan: CG / RJ | Finance Plan How much will the plan cost - Which account code/s will fund the plan - |
|--|---|--|

| | |
|--------------------------|---|
| Success criteria: | Focus on outcomes. Specific, measurable impact on pupils. <ul style="list-style-type: none"> To further develop the assessment system used to measure attainment and progress of all pupils across reading, writing and maths to ensure consistency of judgements To ensure that pupil progress evidence in books matches the judgements made on the school's assessment system To secure an understanding of what the curriculum looks like at the expected standard/greater depth in reading, writing and maths particularly in non-statutory assessment years Cross phase and cross school moderation show consistency and agreement in judgements made about the levels pupils are working at |
|--------------------------|---|

| Action & Monitoring (for monitoring activities see CPD, Monitoring Overview & Subject Leader files) | Lead person accountable for the action | Time Scale Start and End dates | Training/CPD needs | Resources/Costs/Time |
|--|--|--------------------------------|--|--|
| Ensure that the whole school has termly in-house moderation to secure judgements in all subjects but with particular emphasis on Reading and Writing. | CG / RJ | Termly moderation | 1 x PDM termly for moderation | PDM planning time |
| All teaching staff from Y1 – Y6 to continue in their current year group to allow them the opportunity to consolidate and become increasingly confident in the assessment system and curriculum expectations of that year group. | CG / DW | Complete | n/a | n/a |
| To explore a range of formal assessment materials / resources to inform teaching, learning and assessment judgements throughout the year. | CG & Key Stage Leads | Termly | 1 x PDM termly to explain the tools being used | Key Stage leads time to explore materials |
| Continue termly moderation with BEV colleagues across the same year groups to ensure consistency of judgements. | CG / Ma & Eng subject leads | Termly | 1 X PDM termly for Maths & English | n/a |
| Implement training across the BEV cluster in relation to the school's chosen tracking system (target tracker) to ensure a consistent approach to securing judgements and ensuring children are working at or above age related expectations. | CG | Termly | Specific to needs of individual staff | 1 x day training for specific staff / 1 x PDM termly |
| To provide training to support and upskill teaching staff in securing a best fit judgement for writing | CG / LB / KB | Autumn Term | 1 x PDM | 1 x 1 day non-contact for subject leads to monitor accuracy of judgements. |

External Validation Will there be any external validation of your work (eg School Improvement Partner, Governors etc)?

- Teaching & Learning Committee termly assessment review

- Termly BEV moderation for Writing & Maths
- 2 X Learning Partner visits (Aut & Sum)
- 1 x Teaching & Learning Review (Spr)
- Potential KS1 & KS2 External Local Authority Moderation

Impact Update *How close are you to the stated outcomes? What will the outcomes on pupils be?*

Autumn

Spring

Summer Final Evaluation

Have the intended outcomes been achieved?

PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE ACTION PLAN 2017-18

| | | | | |
|--|---|--|---------------------------|--|
| Key Priority 4: To reduce the rate of persistent absenteeism across the school for identified groups (boys and SEN pupils). | Year 2017-18 Lead person accountable for the plan: TS/CG | Finance Plan How much will the plan cost - Which account code/s will fund the plan - | | |
| Success criteria: | Focus on outcomes. Specific, measurable impact on pupils. <ul style="list-style-type: none"> For persistent absence of boys to reduce to be in line with national (Raise 2016: school 14.5%, national 9.0%) For persistent absence of SEN support to reduce to be in line with national (Raise 2016: school 21.2%, national 14.2%) For persistent absence of SEN statement/EHCP to reduce to be in line with national (Raise 2016: school 25.0%, national 19.1%) | | | |
| Action & Monitoring (for monitoring activities see CPD, Monitoring Overview & Subject Leader files) | Lead person accountable for the action | Time Scale Start and End dates | Training/CPD needs | Resources/Costs/Time |
| Continue to embed clear and consistent approaches to tracking persistent absenteeism with a specific focus on boys and SEN children. | TS / CG | Ongoing | n/a | Ensure time is built into weekly timetable to monitor this key focus |
| To ensure the school's policy for tracking persistent absenteeism is adhered to and attendance panel meetings are implemented to deal swiftly with persistent absenteeism linked to boys and SEN in particular. (monitored through regular meetings with SLT member) | TS / CG / DW | Ongoing | n/a | Attendance panel meetings are organised with DW / CG as soon as possible |
| Provide support for families facing challenges regarding regular attendance through the implementation of a TAF where appropriate. | TS / AL / SO / SP | Ongoing | n/a | All pastoral staff allocate appropriate time to manage TAF process |
| Ensure the school works pro-actively with the education welfare service to reduce and eradicate persistent absenteeism across the school. (monitored through regular meetings with SLT member) | TS / CG | Ongoing | n/a | Regular contact with Education Welfare Service |
| To continue to provide practical support for identified families to ensure they attend school on time and regularly each day – breakfast club / transport. | TS / CG / DW / AL | Ongoing | n/a | Use of pupil premium to support identified families to attend breakfast club |
| External Validation <i>Will there be any external validation of your work (eg School Improvement Partner, Governors etc)?</i> | | | | |
| <ul style="list-style-type: none"> Teaching & Learning Committee termly attendance review External EWO visits 2 X Learning Partner visits (Aut & Sum) | | | | |
| Impact Update <i>How close are you to the stated outcomes? What will the outcomes on pupils be?</i> | | | | |
| Autumn | | | | |

| | |
|---|--|
| Spring | |
| Summer Final Evaluation <i>Have the intended outcomes been achieved?</i> | |

EARLY YEARS ACTION PLAN 2017-18

| | | |
|---|--|--|
| Key Priority 5: To increase the rates of progress in reading, writing and maths for all groups of learners across all FS1 and FS2. | Year 2017-18 Lead person accountable for the plan: HS | Finance Plan How much will the plan cost - Which account code/s will fund the plan - |
|---|--|--|

| | |
|--------------------------|--|
| Success criteria: | <p>Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken).</p> <ul style="list-style-type: none"> The teaching of reading, writing and maths is at least consistently good, with 30-40% being outstanding, as observed over time during all monitoring activities as evidenced by the Quality of Teaching & Learning summary. All pupils are making at least good progress, from their starting points, as evidenced by regular work scrutiny, pupil voice discussions, learning walks and termly pupil progress meetings. Almost all pupils (80%) in the identified target groups make 'at least' good progress across the year (Reading: boys, FSM; Writing: boys; Maths: boys) All teachers expectations are consistently high and reflect age-related and above age related objectives within lessons. Observations effectively support the making of accurate judgements and identifying next steps All school identified groups will make at least good progress from their starting points resulting in the differences between these groups and 'all pupils' in school and nationally closing (for appraisal focus on gender/disadvantaged) By the end of the nursery, progress will be good from their starting points to ensure readiness for reception. By the end of the reception, the school's judgement on attainment is predicted to be in-line with national (National 2016 reading 78%, writing 73%, maths number 80%, SSM 84%). The judgement on progress is outstanding. |
|--------------------------|--|

| Action & Monitoring (for monitoring activities see CPD, Monitoring Overview & Subject Leader files) | Lead person accountable for the action | Time Scale Start and End dates | Training/CPD needs | Resources/Costs/Time |
|--|--|--------------------------------|------------------------------------|---|
| Provide children with continuous and enhanced provision that enables them to take the next steps in their learning. | HS | Ongoing | New to EYFS training/NQT RC, LR | 1 x non-contact day for RC, LR |
| Ensure the outdoor provision enables each child to demonstrate their learning and development in reading, writing and maths through regular monitoring of learning book by the EYFS manager. | HS | Ongoing | Outdoor Classroom Training- HSed | 1 x non-contact day for HSed £15,000 spent on outdoor provision? |

| | | | | |
|---|----|---|---------------------------------------|---|
| Develop whole FS staff understanding of the framework for assessment in order to gather accurate, reliable and meaningful observations. | HS | INSET 4 th and 5 th Sept | N/A | 1 x non-contact day termly for Hsed to monitor and identify gaps. |
| To develop whole FS staff in the consistency of making reliable, valid and accurate assessment judgements of individual children. | HS | INSET 4 th and 5 th Sept | PDM follow-up from monitoring termly. | 1 x non-contact day termly for Hsed to monitor and identify gaps |
| To ensure termly moderation is externally assessed by LA Early Years team. | HS | Termly | PDM follow-up from monitoring termly. | 3 x day non-contact for EYFS teachers and teaching assistants |

External Validation *Will there be any external validation of your work (eg School Improvement Partner, Governors etc)?*

- Termly subject governor visits for Reading & Writing
- 2 X Learning Partner visits (Aut & Sum)
- 1 x Teaching & Learning Review (Spr)
- HT Appraisal Review
- External LA termly moderation
- BEV EYFS termly moderation / meetings

Impact Update *How close are you to the stated outcomes? What will the outcomes on pupils be?*

| | |
|--|--|
| Autumn | |
| Spring | |
| Summer Final Evaluation <i>Have the intended outcomes been achieved?</i> | |

LEADERSHIP & MANAGEMENT ACTION PLAN 2017-18

| | | | | |
|---|--|--|-------------------------------------|--|
| Key Priority 6: Further develop leadership and management with a specific focus on Subject Leadership and Governance | Year 2017-18 Lead person accountable for the plan: DW/CO | Finance Plan How much will the plan cost - Which account code/s will fund the plan - | | |
| Success criteria: | <p>Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken).</p> <ul style="list-style-type: none"> • Subject leadership is further improved so that all leaders are able to give clear account for the impact of their work on achievement, the quality of teaching, curriculum and leadership & management in their own subject areas. • A strategic <u>whole school overview</u> of the monitoring and evaluation cycle is put into place as an overview and plan for the year, providing a clear outline for areas of focus on a weekly basis- this will be used by all leaders including governors to monitor provision, provide CPD opportunities and gather evidence to demonstrate evidence of subject improvement. • All leaders of all subjects have a clear overview of their areas of responsibility for monitoring, evaluating and reporting on the impact of actions on the specific SUCCESS CRITERIA relating to improvements in pupils achievement. Records show clear evidence of how leadership is improving the quality of teaching in the school, resulting in pupil progress being at least good and outstanding in some cases. • All leaders report to governors (link subject governors English & Maths) on at least a termly basis, evidencing the IMPACT of actions against specific success criteria relating to pupil progress. • All link governors are able to report back to the full governing body on the IMPACT of focused area action plans on pupils' achievement, quality of teaching, the curriculum and leadership & management (subjects as well as CLA, SEN, Pupil Premium). See governor role descriptions. • All governors are able to fulfil their governor responsibility (see governor role description) and as a result by July 2018 governance is further judged to be at least good. | | | |
| Action & Monitoring (for monitoring activities see CPD, Monitoring Overview & Subject Leader files) | Lead person accountable for the action | Time Scale Start and End dates | Training/CPD needs | Resources/Costs/Time |
| Subject Leadership | | | | |
| To ensure all subject leaders follow the subject leader handbook and use the appropriate monitoring tools the school has created and review the impact of the handbook to enable subject leaders to demonstrate impact. | DW / CG | Ongoing | New SL's to shadow existing leaders | 2 x 2 SL's non-contact days for monitoring |
| Subject leaders will have planned and allocated subject leader non-contact time to monitor the impact of teaching and learning across the school. | All subject leaders | Ongoing | n/a | 2 x 2 SL's non-contact days for monitoring |
| Where appropriate, new subject leaders will be provided with appropriate training to ensure they consistently use the monitoring reporting formats to drive impact and improvement in their allocated subject area. | DW / CG | Autumn Term | New SL's to shadow existing leaders | 2 x 2 SL's non-contact days for monitoring |

| | | | | |
|---|------------------------|----------------------------------|-----------------------------|---|
| All subject leaders will write an individual action plan for their subject area, identifying key priorities with clear, concise and measurable success criteria. SLT monitor the quality of these to ensure they demonstrate impact. | DW / CG | Autumn Term 1 st half | 1 X PDM | Non-contact time to be negotiated according to priority |
| The quality of teaching and learning will be measured and recorded in individual staff folders with monitoring evidence provided by subject leaders. | All subject leaders | Ongoing | n/a | 2 x 2 SL's non-contact days for monitoring |
| SLT will provide a termly summary of the quality of teaching and learning through the collation of monitoring records undertaken by subject leaders and appraisers. | DW / CG / LB / KB / RJ | End of each term | n/a | 1 x SLT meeting to agree gradings |
| English & Maths Subject leaders will have an allocated governor who they will report findings to on a termly basis through an agreed and consistent format. This will be reviewed by the FGB on a termly basis. | Ma & Eng SL's | Termly | n/a | 1 x termly meeting with Ma / Eng lead governor |
| Governance | | | | |
| A designated governor is allocated to work closely with English and Maths subject leaders. They will receive a report at least termly on the IMPACT of subject leader actions and the quality of teaching and learning. This will be reviewed by the FGB on a termly basis through governor logs. | JM / CO | Termly | n/a | Termly visits agreed with subject leads |
| The designated governor may also join subject leaders for any of the following: monitoring which could incorporate the following: learning walk, book scrutiny, pupil voice discussions. | JM / CO | Ongoing each term | n/a | 2 x ½ day |
| All governors have a new role profile that identifies their key role, the expectations and tasks they are expected to undertake within this role. | All governors | From Autumn Term | 1 x visioning day July 2017 | 1 x day training venue |
| External Validation <i>Will there be any external validation of your work (eg School Improvement Partner, Governors etc)?</i> | | | | |
| Subject Leadership: Learning Partner visit Teaching & Learning Review Governance: External governance review | | | | |
| Impact Update <i>How close are you to the stated outcomes? What will the outcomes on pupils be?</i> | | | | |
| Autumn | | | | |
| Spring | | | | |
| Summer Final Evaluation <i>Have the intended outcomes been achieved?</i> | | | | |

LEADERSHIP & MANAGEMENT ACTION PLAN 2017-18

| Key Priority 7: To further explore opportunities to become part of a Multi-Academy trust. | Year 2017-18 Lead person accountable for the plan: DW/CO | Finance Plan How much will the plan cost - Which account code/s will fund the plan - | | |
|--|---|--|------------------------------------|---|
| Success criteria: | Focus on outcomes. Specific, measurable impact on pupils. <ul style="list-style-type: none"> For SLT/governors to be well informed of the benefits and barriers to becoming part of a MAT To present to stakeholders, a balanced, well-informed overview of becoming part of a MAT To make a decision on the future of Dee Point as an LA maintained school or part of a MAT | | | |
| Action | Lead person accountable for the action | Time Scale Start and End dates | Training/CPD needs | Resources/Costs/Time |
| To continue to explore the challenges and opportunities of working in a multi-academy trust alongside Blacon High School and Highfield Community Primary School. | DW | Ongoing | Visits to existing MATs | Day visits to MATs across the UK – 1 per term |
| To visit other multi academy trusts across the UK with similar contextual picture to our own school and cluster of schools. | DW | Ongoing | Visits to existing MATs | Day visits to MATs across the UK – 1 per term |
| To explore the opportunity of expanding our own multi- academic trust and invite other schools from outside the BEV cluster. | DW | Ongoing | Meetings with HT colleagues | n/a |
| Seek the views of school staff through informative, factual presentations related to MAT conversion | DW / CG | Spring Term 2018 | 1 X PDM Visits to existing MATs | 1 x PDM |
| Agree, explore and cost the financial implications of conversion. | DW | Ongoing | Meetings with HT colleagues | n/a |
| External Validation Will there be any external validation of your work (eg School Improvement Partner, Governors etc)? | | | | |
| Seek views of learning partner | | | | |

Regional Commissioner re: Coasting Schools Agenda
Governor decision making

Impact Update *How close are you to the stated outcomes? What will the outcomes on pupils be?*

Autumn

Spring

Summer Final Evaluation

Have the intended outcomes been achieved?