



Ashleigh C of E (VC) primary school

SCHOOL IMPROVEMENT PLAN

2016/2017

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SCHOOL STRATEGIC OBJECTIVES

OUTCOMES FOR PUPILS	QUALITY OF TEACHING, LEARNING & ASSESSMENT	PERSONAL DVPT, BEHAVIOUR AND WELFARE	LEADERSHIP AND MANAGEMENT	EARLY YEARS
1.1 Increase the proportion of pupils attaining at national expectations in all year groups with a particular focus on KS2 (RWM combined)	2.1 Ensure all teaching is good and an increasing proportion is outstanding	3.1 Ensure that routines and policies enable self-discipline as a key attribute of children's behaviour	4.1 Ensure that roles and accountabilities are clear at all levels of the organisation	5.1 Increase the proportions of higher attainment by the end of reception
1.2 To increase the number of pupils achieving ARE+	2.2 Planning and thus lessons meet the needs of individuals and provides appropriate challenge to close attainment gaps.	3.2 Develop a community culture that embodies both the school's Christian and wider British values	4.2 Develop a vision and mission statement for the school that sets a direction of travel for Ashleigh for the next 5 years which is in keeping with our Christian beliefs and values	5.2 Increase parental engagement with the Early Learning Goals
1.3 Close attainment gaps between groups of pupils with a particular focus on the disadvantaged	2.3 Ensure teacher assessment is accurate and robust with high levels of impact upon learning and minimal bureaucracy	3.3 Continue to raise attendance and punctuality levels	4.3 Develop the wider curriculum to ensure pupils are exceptionally well prepared for the next stages of their education and will excel in the modern world	5.3 Review practice in the Nursery to ensure progress is maximised
1.4 Ensure that the outcomes of pupils in Year 6 are at least in line with national averages and that progress measures are >0.	2.4 Continue to develop a programme of professional development to effectively improve personal and collective practice	3.4 Develop a co-curriculum model that ensures that children's experiences at Ashleigh are enriching and fulfilling	4.4 Continue to develop strong community links which ensure parents are supportive of and actively involved in their child's education	5.4 Continue to develop the continuous provision (including the outdoor space) to ensure the highest challenge for all children at all times
1.5	2.5 Ensure all children take pride in their work and its presentation	3.5 Continue to develop approaches for securing excellent behaviour for learning from our more vulnerable pupils	4.5 Ensure the financial health of Ashleigh for the next 3 years	5.5

ATTAINMENT

EYFS Attainment Targets (Leaving Nursery)

Measure	School 2014 Actual	School 2015 Actual	School 2016 Actual	School 2017 target
% achieving 40-60 in all Prime Areas	0%	4%	8%	80%

EYFS Attainment Targets (Reception)

Measure	School 2014 Actual	School 2015 Actual	School 2016 Actual	School 2017 target
% achieving GLD	56 (Nat: 61)	67 (Nat: 66)	71	80*
Total average point score <i>(i.e. all 17 ELGs)</i>	33	34	35	39

* targets may be raised in light of baseline data.

Phonics Targets

Year	School 2014 Actual	School 2015 Actual	School 2016 Actual	School 2017 target
Year 1 (%)	79 (Nat: 74)	84 (Nat: 77)	87	100
Year 2 (re-sit %)	N/a	91 (Nat: 90)	91	100

Key Stage 1 Attainment Targets

Subject	School 2016 Actual	School 2017 target		School 2016 Actual	School 2017 target
	Working at the Expected Standard			Working at Greater Depth	
Reading	79 (Nat TBC)	> Nat ave		36 (Nat TBC)	> Nat ave
Writing	60 (Nat TBC)	> Nat ave		0 (Nat TBC)	> Nat ave
Maths	71 (Nat TBC)	> Nat ave		5 (Nat TBC)	> Nat ave
RWM	60 (Nat TBC)	> Nat ave		0 (Nat TBC)	> Nat ave

Key Stage 2 Attainment Targets

Subject	School 2016 Actual	School 2017 target		School 2016 Actual	School 2017 target
	Working at the Expected Standard			Working at Greater Depth / Higher Standard (110+)	
Reading	48 (Nat 66)	70		10 (Nat 19)	20
Writing	55 (Nat 74)	75		0 (Nat 15)	17
Maths	45 (Nat 70)	72		3 (Nat 17)	20
RWM	28 (Nat 53)	60		0 (Nat 5)	6

Progress targets

Focus	Descriptor	School 2017 Target
Expected progress	Pupils progress from ARE to ARE Pupils progress from ARE+ to ARE+	100%
Accelerated progress	Pupils progress from ARE- to ARE Pupils progress from ARE to ARE+	20%

Disadvantaged Targets

Focus	School 2016 Actual	School 2017 Target
Attainment	TBC	Attainment gap between disadvantaged pupils and non-disadvantaged pupils is less than national in Yrs 2 and 6
More able disadvantaged	TBC	Progress of pupils is in line with national expectations

	School 2015 Actual	School 2016 Actual	School 2017 Target
Good or better	60	94	100
Outstanding	0	0	25

MEASURING IMPACT THROUGH OUR KEY PERFORMANCE INDICATORS: PERSONAL DVPT, BEHAVIOUR AND WELFARE

	School 2016 Actual	School 2017 Target
Fixed Term Exclusions (FTE days)	4	<5
Permanent Exclusions	0	0
Attendance	95.8%	96.7%
Punctuality	TBC	On average <5% children are late each week

MEASURING IMPACT THROUGH OUR KEY PERFORMANCE INDICATORS: FINANCIAL AND OPERATIONAL HEALTH

	School 2016 Actual	School 2017 Target
NOR as a % of capacity	75%	85%
Number 1 st Choice Applications for reception	TBC	45
Intake into reception in September	30	45
% expenditure: staffing costs	70%*	<78%*
Surplus (% of income)	8%	1.5%

* Financial year not academic year.

ACTION PLAN: OUTCOMES

Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
1.1a Increase the proportion of pupils attaining at national expectations in all year groups with a particular focus on KS2 (RWM combined)	Ensure all pupil level and cohort targets are aspirational but achievable	CG	Oct-16	None	Targets agreed by T&L committee	Evaluate outcomes against school performance indicators and national data	<p>Pupil level targets are in place</p> <p>When aggregated, they ensure aspirational, achievable cohort targets</p> <p>Targets are known and used by teaching staff to measure impact and intervene</p>
1.1b Increase the proportion of pupils attaining at national expectations in all year groups with a particular focus on KS2 (RWM combined)	Class teachers use class attainment/progress profile (which shows progress against baselines, gaps between subjects and discrete pupil groups) to intervene and close gaps	MD	Half termly updates from Oct -16	<p>Printing costs.</p> <p>Supply costs for pupil progress meetings</p>	Data outcomes through teacher assessment and testing	Evaluate outcomes against school performance indicators and national data	<p>There is clarity for teachers about where attainment gaps are at individual, group and class level</p> <p>Robust intervention plans are put in place which close such gaps</p> <p>Pupil outcomes in line with indicators of national averages in all year groups</p>
1.1c Increase the proportion of pupils attaining at national expectations in	Ensure that all year groups are making good progress towards targets. SLT review and support	CG/MD	Half Termly from Oct-16	Supply costs for pupil progress meetings	Data outcomes through teacher assessment	Evaluate outcomes against school performance	<p>Half termly data indicators used to inform support plans</p> <p>SLT intervention is incisive and timely with clear SMART plans in place</p>

all year groups with a particular focus on KS2 (RWM combined)	plan to be implemented for any class or group within a class not achieving at least expected progress				and testing	indicators and national data	Next half term's indicators show any gaps have been closed
1.1d Increase the proportion of pupils attaining at national expectations in all year groups with a particular focus on KS2 (RWM combined)	Regular, timetabled monitoring and assessment of pupils' books to ensure that they are good evidence for ARE judgements	MH JC	Weekly from Sep-16	Release time for Subject Leaders	HT 1:1's IL	Evaluate outcomes by comparing with local schools	There is a system of regular, timetabled monitoring and assessment of feedback through book scrutiny. Evidence in books is of an increasingly higher standard. Evidence in books is moderated across the school and with partner schools
1.1e Increase the proportion of pupils attaining at national expectations in all year groups with a particular focus on KS2 (RWM combined)	To use class teachers to deliver catch up sessions	MD	Oct-16	Release time for subject leaders and teaching staff to scrutinise records and observe sessions	Observations of catch up sessions Pupil progress meets	Evaluate outcomes against school performance indicators and national data	Catch up and pre-teach sessions are taking place are having a positive impact on the outcomes of pupils needing to catch up. Pupil outcomes in line with indicators of national averages in all year groups
1.1f Increase the proportion of	To use achievement and progress data	MD/CF	Nov-16	Release time for subject	Observations of	Evaluate outcomes	Pupil Progress Meetings are conducted every 6 weeks. Achievement and progress data are

pupils attaining at national expectations in all year groups with a particular focus on KS2 (RWM combined)	frequently to check whether interventions or techniques are working and make adjustments as necessary			leaders and teaching staff	interventions Pupil progress meets	against school performance indicators and national data	used to check whether interventions or techniques are working and adjustments have been made as necessary.
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Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
1.2a To increase the number of pupils achieving ARE+	To identify and track closely those pupils targeted to achieve at greater depth in Year 2 and 110+ in Year 6	MD	½ Termly from Sep- \$6	Supply costs for pupil progress meets	½ termly data capture Specialist Ldr obs and book scrutiny to focus on aspect	Evaluate progress and attainment of high attainers against national	Pupil progress meetings to include focus on high attainers Focus to form part of work scrutiny and observations
1.2b To increase the number of pupils achieving ARE+	Collaboration at teacher level with Outstanding schools. To moderate pitch of lesson plans and outcomes with local schools to ensure sufficient challenge for most able pupils	JC MH	Jan-16	Possible supply costs for school visits	IL weekly/biweekly planning scrutiny Maths and English planning scrutiny	Evaluate planning and outcomes against outstanding schools	Planning is moderated with outstanding settings Relevant actions are taken Planning ensures all pupils are challenged

1.2d To increase the number of pupils achieving ARE+	Ensure planning and teaching provide appropriate challenge for all learners	See Objective 2.2
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Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
1.3a Close attainment gaps between groups of pupils with a particular focus on the disadvantaged	Ensure that all assessment information and exercise books states PP status and prior attainment	MD	Sep-16	Release time for subject leaders	Book scrutiny	N/a	All records state PP status and prior attainment Pupils become part of focussed group children with high levels of support and challenge form staff Pupil progress meetings used to identify interventions Impact evaluated and plans revised as needed
1.3b Close attainment gaps between groups of pupils with a particular focus on the disadvantaged	Reintroduce an Achievement for All style programme and use to impact on key vulnerable pupils	MD	Oct-16	Release time for structured conversations	Feedback from parental meets Data analysis Targets updates (met/not met?)	Evaluate progress information of those pupils identified. Evaluate overall school outcomes for disadvantaged	Identify those disadvantaged pupils most at risk of not meeting expectations Ensure staff know who these pupils are and train staff in the use of structured conversations Use structured conversations with parents to identify action points

						gaps	Use Family Support workers to ensure effective home-school links (incl actively promoting useful opportunities at school to target parents such s workshops) Targets are reviewed with parents at regular intervals (approximately half termly)
1.3d Close attainment gaps between groups of pupils with a particular focus on the disadvantaged	Use an enrichment programme to ensure disadvantaged pupils have appropriate life experiences	MD/CF	Dec-16	PP funds targeted at enrichment	Monitor programme against school vision and values	Evaluate progress information of those pupils identified. Evaluate overall school outcomes for disadvantaged gaps	Programme is in place that ensures experiences for all pupils allow them to be confident citizens Programme ensures their wider knowledge and experiences help them to engage with the curriculum
1.3e Close attainment gaps between groups of pupils with a particular focus on the disadvantaged	Use thrive and other appropriate interventions to support emotional and social development	CF	Sep-16	N/a	Behavioural records	Behaviour analyses show that disadvantaged pupils' behaviour is as positive as the rest of the school	All pupils are ready to learn for as much curriculum time as possible
1.3f Close attainment gaps between groups	Use Babcock project 'Leading Literacy to	JC/MD	Nov-16	N/a	SLT 1:1's Data	Evaluate progress	English leader is able to use a lesson study approach to impact

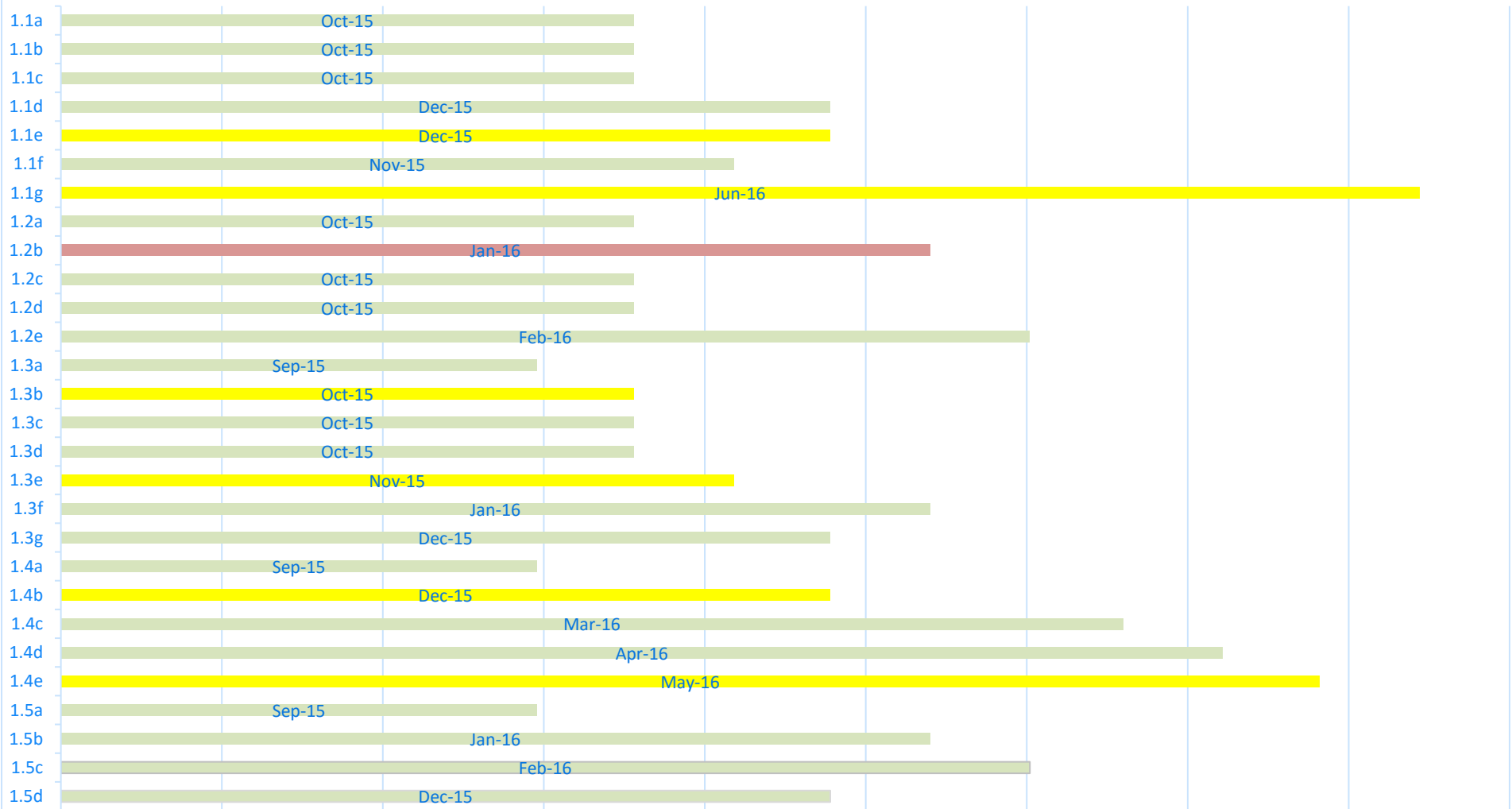
of pupils with a particular focus on the disadvantaged	narrow the gaps' to ensure subject leadership is focussed upon the disadvantaged				analyses	information of those pupils identified. Evaluate overall school outcomes for disadvantaged gaps	incisively on targeted classes This leads to a significant closing of the gap Leadership practice is captured and shared across the SLT
1.3g Close attainment gaps between groups of pupils with a particular focus on the disadvantaged	Ensure that more able disadvantaged pupils achieve at ARE+	MD	Nov-16	N/a	Focused observations Data analyses	Progress of the more able disadvantaged is in line with national expectations	Flightpaths for more able disadvantaged are shared with staff Staff know who they should target Data is used to track progress and intervene as needed

Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
1.4a Ensure that the outcomes of pupils in Year 6 are at least in line with national averages and that progress measures are >0.	Design and implement a Y6 intervention and catch up programme; led by teachers and members of SLT if req'd	CG	Oct-16	Redistribution of Year 6 HLTA from PPA to in class support (already budgeted for)	½ termly data captures Work scrutiny Lesson obs	Evaluate outcomes against Year 6 performance indicators and national data	Data analysis each half term identifies those most in danger of not meeting ARE Priority given to those that can make it Interventions programmes used incisively to close gaps The proportion of pupils at ARE is

							maximised
1.4b Ensure that the outcomes of pupils in Year 6 are at least in line with national averages and that progress measures are >0.	Ensure assessment is accurate and robust throughout the year	CG/MD	Oct-17	Costs for printing assessment criteria Test costs (TBD)	Moderation with local schools Work scrutiny Data analysis of test outcomes versus Teacher assessment	Evaluate outcomes against school performance indicators and national data	Multimodal assessment is used including tests to provide triangulation The Interim Teacher assessment Framework is used straight away for all teacher assessment The gap between teacher assessment and test results is <5% for R, W and M
1.4c Ensure that the outcomes of pupils in Year 6 are at least in line with national averages and that progress measures are >0.	Easter school used as required to ensure pupils are all prepared for the tests	CG	Mar-17	Staffing costs	Observation of practice Data analyses	Evaluate outcomes of those at Easter school with those not	Targeted pupils are identified who are not ARE but could get there Personalised programme prepared and delivered Outcomes measured
1.4d Ensure that the outcomes of pupils in Year 6 are at least in line with national averages and that progress measures are >0.	Develop a programme to close Key Stage 2 arithmetic gaps between Ashleigh and national	MH	Oct-16	Printing arithmetic tests	Observation of practice Data analyses	QLA of 2017 arithmetic tests shows a <5% variation with national	Curriculum and teaching approaches reviewed to ensure best practice A focussed plan is developed to widen pupils' arithmetic ability Increased tracking of this component through the use of half termly arithmetic tests Tests used to intervene as necessary

							with curriculum, teaching, pupils
1.4e Ensure that the outcomes of pupils in Year 6 are at least in line with national averages and that progress measures are >0.	Develop a programme to close Key Stage 2 vocabulary gaps between Ashleigh and national	JC	Oct-16	None	Observation of practice Data analyses	QLA of 2017 reading tests shows a <5% variation with national for this aspect	Curriculum and teaching approaches reviewed to ensure best practice A focussed plan is developed to widen pupils' vocabulary knowledge (including the use of high quality, challenging texts) QLA of reading tests used throughout the year to plan interventions
1.4f Ensure that the outcomes of pupils in Year 6 are at least in line with national averages and that progress measures are >0.	Use Question Level Analyses to identify gaps throughout the year	MD	Dec-16	Test costs (TBD)	Pupil progress meets	Evaluate outcomes against school performance indicators and national data	QLA used to identify curriculum gaps at cohort, class and pupil level Interventions put in place Gaps are reduced

Objectives Tracking



ACTION PLAN: QUALITY OF TEACHING

Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
2.1a Ensure all teaching is good and an increasing proportion is outstanding	<p>Timetabled programme of lesson observations:</p> <ul style="list-style-type: none"> -Instructional lead approach (Team, guided and supported teaching programme) - Specific foci 	CG JC MH CF	Ongoing	Leadership cover	Weekly 1:1's with CG	<p>Half termly reviews with staff to ensure that individual targets are being addressed</p> <p>Quality of teaching evaluated against Ofsted criteria for 'good'</p>	<p>All members of staff are aware of areas for development and are receiving support in order to achieve this</p> <p>All teaching is at least 'good'</p>
2.1b Ensure all teaching is good and an increasing proportion is outstanding	Staff meetings focus on particular areas of whole school development with a focus on T&L	All staff	Ongoing	N/a	Weekly staff meetings	Clarity and consistent approaches implemented throughout school	All staff are clear about the systems and expectations for teaching and learning. There is consistency across the school.
2.1c Ensure all teaching is good and an increasing proportion is outstanding	Regular support from English and Maths leaders to support staff with individual targets	JC MH	Ongoing	Leadership cover	Weekly	Quality of teaching evaluated against Ofsted criteria for 'good'	<p>Improvement in the quality of T&L</p> <p>Development of staff</p> <p>All children making progress</p> <p>All teaching is at least 'good'</p>

<p>2.1d Ensure all teaching is good and an increasing proportion is outstanding</p>	<p>Increasing the pace of learning</p>	<p>MH JC CG</p>	<p>Oct-16</p>	<p>Release time for Subject Leaders</p>	<p>Il obs Specific obs 1:1's</p>	<p>Quality of teaching evaluated against Ofsted criteria for 'good'</p>	<p>The pace of learning is effective to ensure good progress is made by all groups of children both within lessons and over time.</p>
<p>2.1e Ensure all teaching is good and an increasing proportion is outstanding</p>	<p>Marking policy used consistently by all staff</p>	<p>CG MD</p>	<p>Sept 2016</p>	<p>N/a</p>	<p>Book Scrutiny to monitor the impact of marking and feedback</p>	<p>Progress data Outcomes in books</p>	<p>All children are aware of their next steps in order to make progress. Through daily assessment and marking teachers provide regular 'responding to marking' opportunities</p>
<p>2.1f Ensure all teaching is good and an increasing proportion is outstanding</p>	<p>To ensure all adults in classrooms support learning for independence</p>	<p>CG CF</p>	<p>Dec-16</p>	<p>N/a</p>	<p>Il obs Specific obs 1:1's</p>	<p>Quality of teaching evaluated against Ofsted criteria for 'good' Pupils with TA support make greater than expected progress</p>	<p>All TAs have had TA Appraisal meeting All TAs have been observed and high value targets TAs receive IL feedback as appropriate</p>

Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
2.2a Planning and thus lessons meet the needs of individuals and provides appropriate challenge to close attainment gaps	Regular scrutiny to monitor the impact of planning on the progress of children within a lesson/over time	CG CF JC MH	Autumn term	N/a	Planning and work scrutiny Data analysis	Evaluate progress of pupils against expectations	Through regular observations/ book scrutiny – coaching and feedback all staff are continuing to develop T&L to ensure all children make a good level of progress
2.2b Planning and thus lessons meet the needs of individuals and provides appropriate challenge to close attainment gaps	Using assessment both in lessons and when marking to match learning tasks more exactly to pupils' needs	MH JC	Oct-16	Release time for Subject Leaders	Planning and work scrutiny Data analysis	Evaluate progress of pupils against expectations	Learning tasks are well matched to pupils' needs through efficient and effective formative assessment both within lessons and when marking learning. Pupil outcomes are in line with ARE
2.2c Planning and thus lessons meet the needs of individuals and provides appropriate challenge to close attainment gaps	Intervening more astutely during lessons to move learning forward	MH JC CG	Oct-16	Release time for Subject Leaders	Planning and work scrutiny Data analysis IL obs Obs	Evaluate progress of pupils against expectations	Teachers are moving learning forward effectively within lessons by astutely intervening when appropriate. All teaching is at least good
2.2d Planning and thus lessons meet	In mathematics: Developing the use of	MH	Nov-16	Release time for Subject	Planning and work	Evaluate progress of	Elicitation tasks in Maths have been developed so that they provide useful

the needs of individuals and provides appropriate challenge to close attainment gaps	elicitation tasks in so that they provide useful information about next steps in learning			Leaders	scrutiny Data analysis IL obs Obs	pupils against expectations	information about next steps in learning. Progress of pupils increases
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Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
2.3a Ensure teacher assessment is accurate and robust with high levels of impact upon learning and minimal bureaucracy	An assessment system established and agreed to collate information about the progress of all children	CG/MD	Oct-16	Copying costs	Work scrutiny Data Analyses Test/Teacher ast comparison	Against Ofsted criteria for good. Teacher asst and test indicators are within 5%	Criteria are clearly linked to the NC and Interim TA framework Evidence for the criteria is clear in books Teacher assessment is accurate and robust with a high level of overlap with tests indicators
2.3b Ensure teacher assessment is accurate and robust with high levels of impact upon learning and minimal bureaucracy	Staff meetings during PPA and staff training to share good examples, clarify expectations and discuss how best to broaden the range of evidence for English and Mathematics.	MD JC MH	Nov-16	Release time for Subject Leaders	HT	Moderation shows high degree of alignment	A broad range of evidence on the standard of English and Mathematics is applied in other areas of the curriculum. Evidence in books is of a higher standard.
2.3c Ensure teacher	Moderation across	MD	Dec-16	Release time	HT	Teacher asst	Moderation of pupil outcomes

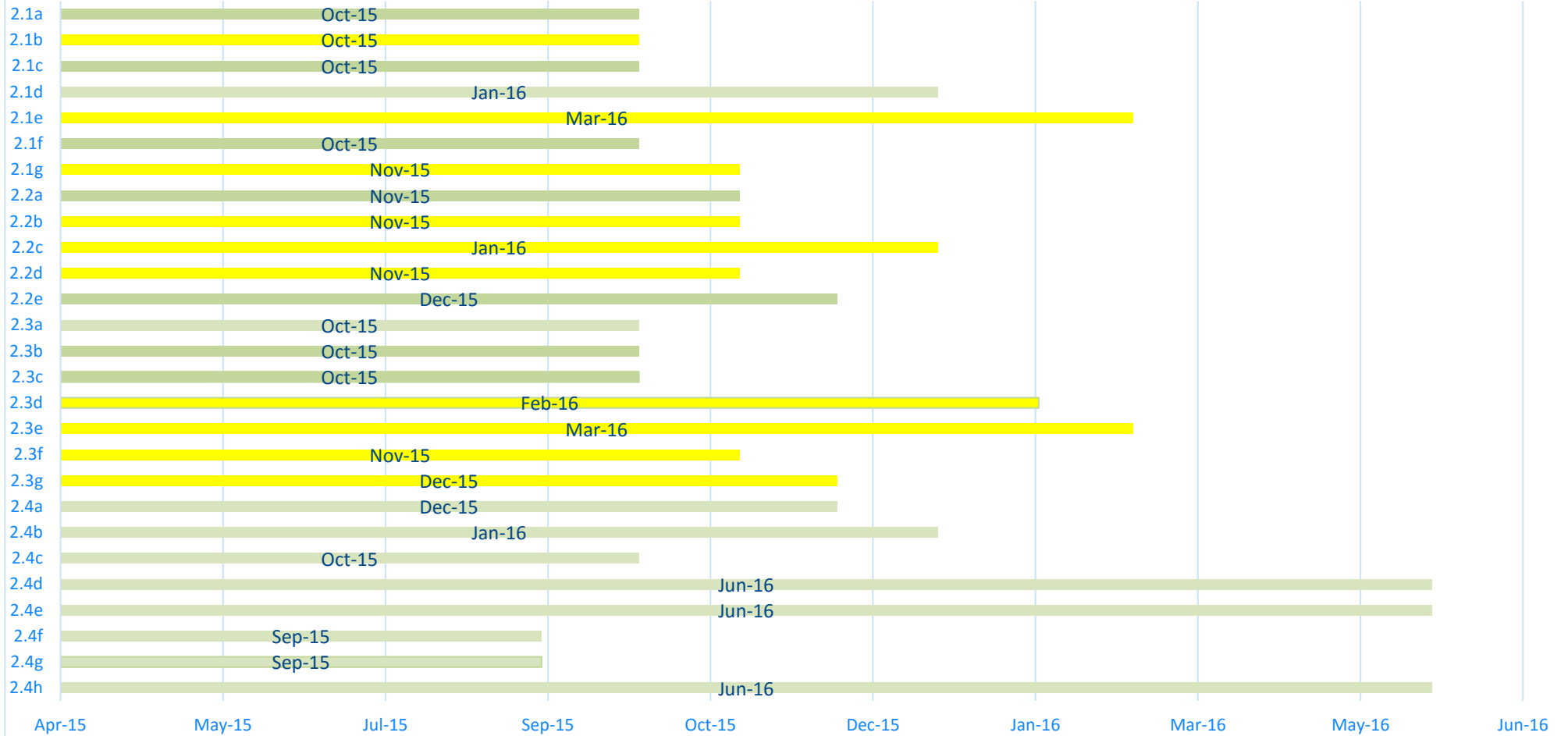
assessment is accurate and robust with high levels of impact upon learning and minimal bureaucracy	the school and across schools	JC MH		for Subject Leaders		and test indicators are within 5%	against ARE criteria takes place in year teams Moderation takes place with local schools Portfolios of exemplar work are built up for each criterion
2.3d Ensure teacher assessment is accurate and robust with high levels of impact upon learning and minimal bureaucracy	Robust testing is used to support judgements	MD	Dec-16	TBC	HT	Teacher asst and test indicators are within 5%	Tests give additional indicators of ARE Tests are used to provide QLA to provide next steps for teaching Test outcomes show a high correlation with Key Stage 2 papers
2.3e Ensure teacher assessment is accurate and robust with high levels of impact upon learning and minimal bureaucracy	Trial the use of comparative judgement	CG/MD	Nov-16	N/a	HT Data Analyses LA moderation	Teacher asst and test indicators are within 5%	Comparative judgement is trialled for use as an additional indicator of ARE Test outcomes show a high correlation with Key Stage 2 papers

Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
2.4a Continue to develop a programme of professional development to	Clarity over how teaching to be developed using a coaching for all model	CG	Sep-16	N/a	Work scrutiny MER schedule	Quality of teaching against Ofsted criteria for	- IL model in place - Staff development responds to need and identified areas of development

effectively improve personal and collective practice					Data analyses	'good' and KPI's	
2.4a Continue to develop a programme of professional development to effectively improve personal and collective practice	Teacher led CPD through action research and lesson study	CG	Jan-16	Supply for trios work	Work scrutiny MER schedule Data analyses	Quality of teaching against Ofsted criteria for 'good' and KPI's	Processes of action research and lesson study understood by staff Used to improve personal practice
2.4a Continue to develop a programme of professional development to effectively improve personal and collective practice	Consistent language of learning at Ashleigh with a T&L rubric developed by us	CG	Jan-16	N/a	Work scrutiny MER schedule Data analyses	Quality of teaching against Ofsted criteria for 'good' and KPI's	Clarity over language used around teaching and learning used to facilitate more incisive conversations
2.4a Continue to develop a programme of professional development to effectively improve personal and collective practice	Link the rubric to a video bank of Ashleigh best practice	CG	Jul-16	£100 pa for website space	Work scrutiny MER schedule Data analyses	Quality of teaching against Ofsted criteria for 'good' and KPI's	Ensure clarity and consistency around teaching practice

Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
2.5a Ensure all children take pride in their work and its presentation	Staff meeting to clarify a clear and precise marking system for all members of staff	CF MD	Sept 2016	none	SLT	Through observations and book scrutiny	All staff are effectively using precise marking system and children are responding to this
2.5b Ensure all children take pride in their work and its presentation	Non negotiables for learning in books shared with all children in worship	CG/JC	Sept 2016	none	SLT	Child conferencing	Children are aware of the expectations for presentation of learning and are taking greater pride in the learning they produce
2.5a Ensure all children take pride in their work and its presentation	Re introduce school 'wonder wall' to all children and staff	CG/JC	Sept 2016	none	SLT	Book scrutiny	Praise and recognition given to those children who display a high standard of presentation in books

Objectives Tracking



Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
3.1a To ensure that routines and policies enable self-discipline as a key attribute of children's behaviour	To ensure the behaviour policy is up to date and reflects current practise.	CF	January 2017	Staff INSET	Behaviour learning walks Behaviour logs Exclusion rates	Behaviour is evaluated against Ofsted criteria for 'good.' KPIs for behaviour and safety are met	The behaviour policy has been reviewed and reflects current practise.
3.1b To ensure that routines and policies enable self-discipline as a key attribute of children's behaviour	Review our practise regularly in Staff Inset sessions to ensure consistency across all areas of school life.	CF	October 2016	Staff INSET	Behaviour learning walks Behaviour logs Exclusion rates	Behaviour is evaluated against Ofsted criteria for 'good.' KPIs for behaviour and safety are met	A timetable of opportunities for reviewing our practise in Staff Inset has been established to ensure consistency across all areas of school life. (Shown on school calendar)

<p>3.1c To ensure that routines and policies enable self-discipline as a key attribute of children's behaviour</p>	<p>To develop lunchtime provision to enable self-discipline as a key attribute of children's behaviour:-</p> <p>A variety of structured activities to be available to children including Mealtime Assistants (MTAs) leading games with the support of Sports Leaders, Film club, Colouring club and OCC.</p>	<p>CF AS</p>	<p>Sept 2016</p>	<p>1 x 1hr meeting CF / AS</p>	<p>LA health check Learning walks Lunchtime behaviour incident logs</p>	<p>Behaviour is evaluated against Ofsted criteria for 'good.' KPIs for behaviour and safety are met</p>	<p>There is a variety of activities available to children, which they are accessing.</p>
<p>3.1d To ensure that routines and policies enable self-discipline as a key attribute of children's behaviour</p>	<p>Top Table will be re-established in the dining hall, to reward excellent behaviour in line with our Golden rules of Respect and Responsibility.</p>	<p>CF AS</p>	<p>October 2016</p>	<p>Cost of setting up Top Table (£25)</p>	<p>LA health check Learning walks Lunchtime behaviour incident logs</p>	<p>Behaviour is evaluated against Ofsted criteria for 'good.' KPIs for behaviour and safety are met</p>	<p>Top Table is set up in the hall as a reward for excellent behaviour in line with our Golden rules of Respect and Responsibility.</p>

3.1e To ensure that routines and policies enable self-discipline as a key attribute of children's behaviour	Observations of lunchtime provision with Lisa Wallis-Reep (Behaviour Support Advisor) to be developed through an action plan.	CF RD AS	October 2016	1 X 2.5hr meeting CF / AS	LA health check Learning walks Lunchtime behaviour incident logs	Behaviour is evaluated against Ofsted criteria for 'good.' KPIs for behaviour and safety are met	An action plan for developing lunchtime provision has been written and is being implemented.
3.1f To ensure that routines and policies enable self-discipline as a key attribute of children's behaviour	Implement family dining trial	CF AS	January 2017	Cost of setting up TBC	LA health check Learning walks Lunchtime behaviour incident logs	Behaviour is evaluated against Ofsted criteria for 'good.' KPIs for behaviour and safety are met	Children actively take the role of parents in a family dining setting building their confidence and self-esteem (and table manners!)

Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
3.2a Develop a community culture that embodies both the school's	To develop our vision for Ashleigh, which embodies our Christian and wider British values.	CG	Sept 2016 – January 2017	Staff INSET	Gov Body	Evaluate vision against Diocese mission	A vision which embodies our Christian and wider British values has been developed and is reflected in all areas / aspects of school life.

Christian and wider British values.						statement	
3.2b Develop a community culture that embodies both the school's Christian and wider British values.	To re-emphasise the SEAL curriculum to develop a sense of pride and belonging in our school community.	SP	Nov-16	STAFF INSET	Learning walks Topic plans School council Draw and Write analyses	Evaluate against Ofsted criteria for 'good'	Staff INSET to re-emphasise the SEAL curriculum with a specific focus on responsibility and belonging.
3.2c Develop a community culture that embodies both the school's Christian and wider British values.	To develop our community room in to an inviting and welcoming space that parents can access during school hours to meet with other parents, staff and outside agencies.	CF / RD	January 2017	TBC	Parental questionnaires Parental uptake of opps	Evaluate responses from parents and feedback from outside agencies Behaviour KPIs	Our community room is an inviting and welcoming space that is available to parents during school hours.

3.2d Develop a community culture that embodies both the school's Christian and wider British values.	To develop & extend the family learning / courses for parents that we offer, to help parents further their own education and understand how they can best support their children with their learning.	MD	March 2017	N/A	Parental questionnaires Parental uptake of opps	Evaluate responses from parents and feedback from outside agencies Behaviour KPIs	A range of courses are available to parents in school, including phonics, Family Thrive, Maths and English GCSE.
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Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
3.3a Continue to raise attendance and punctuality levels	To improve the attendance and punctuality of a small minority of persistent absentees and late arrivals. CF to hold weekly meetings with the Educational Welfare Officer (EWO) to identify children whose attendance is falling below 97% and assigning an action for the EWO to follow up.	CF	Sept 2016	Weekly attendance award Termly prize draw	Weekly attendance reviews	Against KPIs	The attendance and punctuality of a small minority of persistent absentees and late arrivals has improved and is in line with the whole school attendance rate.

	This will include a visit to the family home, a letter, meetings, formal warning. CF to keep a log of the actions discussed and the outcome from them.						
3.3b Continue to raise attendance and punctuality levels	Detailed analysis of the attendance data will be undertaken weekly by CF focusing on vulnerable groups including SEND and disadvantaged. Trends in the data to be identified and raised with the EWO and actions assigned.	CF	Sept 2016	None	Weekly attendance reviews	Against KPIs	Weekly analysis is completed and any concerns / trends are discussed in weekly SLT meetings and with class teachers.
3.3c Continue to raise attendance and punctuality levels	Children who have an attendance rate of 97% + will be entered into the termly attendance draw. Parents will be informed weekly via Parentmail that their child's attendance has been above 97% and therefore are being entered into the attendance draw.	DJ	October 2016	£100 for prizes	Weekly attendance reviews	Against KPIs	Parents receive weekly Parentmail texts informing them when their child's attendance is at 97% +.

3.3d Continue to raise attendance and punctuality levels	To move whole school worship time to the afternoon to enable children to begin lessons at 8:45am. This will remove the 'buffer' of children 'only missing worship' when they are late. Parents to be informed via the school newsletter.	CG	Sept 2016	None	Monitor weekly numbers of lates and persistent lateness	Against KPI's	All children will be in class to begin lessons at 8:45am.
3.3e Continue to raise attendance and punctuality levels	SIMS will be used more effectively to monitor attendance and will be set up to generate the required reports automatically. The reports will be viewed electronically to reduce the amount of paper being used. Pertinent records will be printed.	DJ	Nov 2016	None	Monitor weekly numbers of lates and persistent lateness	Against KPI's	Sims will generate the required reports automatically and viewed electronically.

Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
3.4a Develop a co-curriculum model that ensures that children's experiences at Ashleigh are enriching and fulfilling.	To investigate the use of quality provision in the locality to enrich and fulfil the experiences of our children at Ashleigh, such as Falcons Gymnastic Academy, Tarka Tennis, Dance input, Barnstaple Football Club, Barnstaple Rugby Club etc. To lead lessons / clubs in school or at their site.	PE leader	Nov 2016	Not yet known	Club uptake including analysis of groups	Against Ofsted criteria for curriculum	The range of enriching and fulfilling activities in school increases for all children. All children have access to a range of the activities.
3.4b Develop a co-curriculum model that ensures that children's experiences at Ashleigh are enriching and fulfilling.	All year groups to ensure a minimum of two enriching experiences for their children a term, including educational visits, visitors into school.	Year groups	Dec 2016	Not yet known	Club uptake including analysis of groups	Against Ofsted criteria for curriculum	Every child has experienced enriching activities a minimum of twice every term. To design a gurantee of experiences at Ashleigh booklet

3.4c Develop a co-curriculum model that ensures that children's experiences at Ashleigh are enriching and fulfilling.	To extend the number and range of after school activities for children of all ages in school.	PE leader	February 2017	Not yet known	Club uptake including analysis of groups	Against Ofsted criteria for curriculum	An increased range of after school activities are available for children of all ages.
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Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
3.5a Continue to develop approaches for securing excellent behaviour for learning from our more vulnerable pupils.	To continue to develop approaches and opportunities for securing excellent behaviour for learning from our most vulnerable pupils.	CF / RD	January 2017	Play therapy £35 per session (5 sessions weekly)	Behaviour learning walks Behaviour logs Exclusion rates	Behaviour is evaluated against Ofsted criteria for 'good.' KPIs for behaviour and safety are met	Our most vulnerable children will demonstrate excellent behaviour for learning.
3.5b Continue to develop approaches for securing excellent behaviour for learning from our	To re-emphasise the skills and language associated with the individual Learning to learn characters. All classes to have a	TBC	Nov 2016	N/a	Rota of learning skills in place	Pupil outcomes and teaching and learning	Children will be familiar with and understand the skills and language linked to the Learning to learn characters. This will be evident in the behaviour for learning they demonstrate and vocabulary they use.

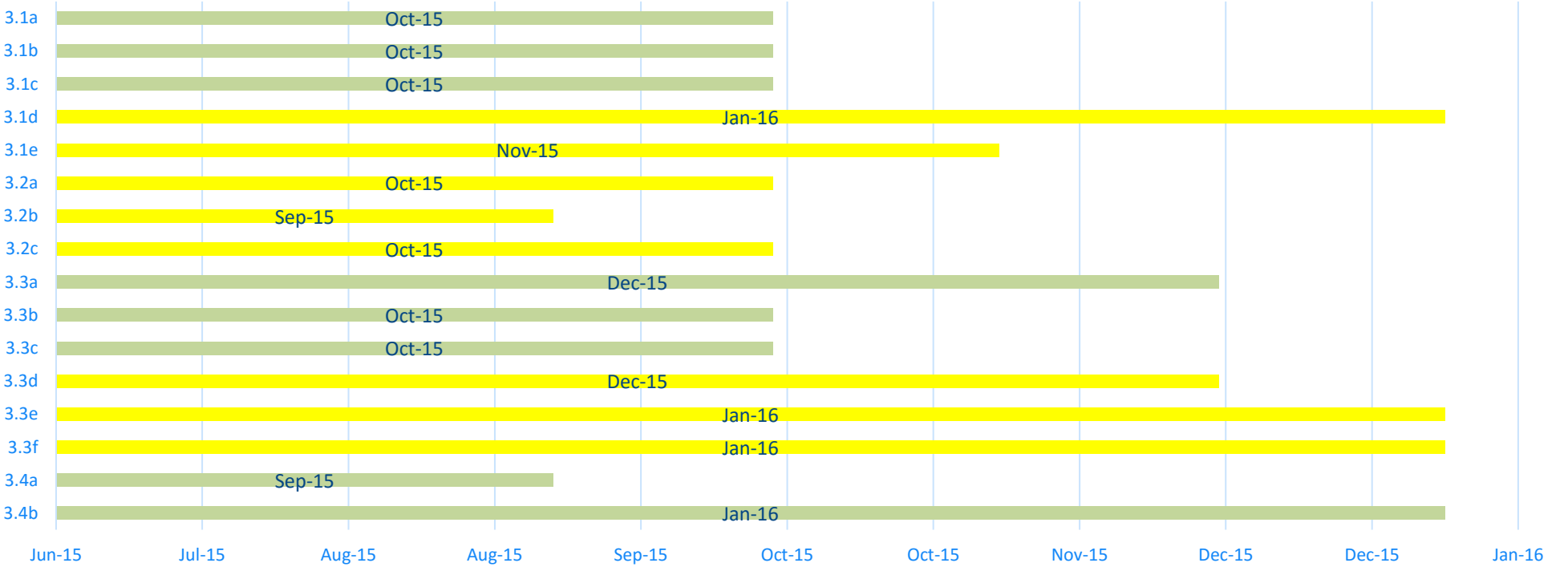
more vulnerable pupils.	display of the Learning to learn characters and the associated skills.					rated as 'good'	
3.5c Continue to develop approaches for securing excellent behaviour for learning from our more vulnerable pupils.	To re-emphasise A Growth Mindset in all areas of learning, as a vehicle for good learning behaviours for all classes and year groups.	MH	Nov 2016	Staff INSET	CG through Instructional lead	Pupil outcomes and teaching and learning rated as 'good'	Growth Mindset practices are embedded across the school as a vehicle for good learning behaviours for all subjects, classes and year groups.
3.5d Continue to develop approaches for securing excellent behaviour for learning from our more vulnerable pupils.	To establish STARS throughout the school in all areas of school life: S- Sit up T- Tracking (the speaker) A-Ask and answer questions R – Respect those around you S - Smile	CG / CF	November 2016	Staff INSET Whole school worship	CG through Instructional lead	Behaviour is evaluated against Ofsted criteria for 'good.' KPIs for behaviour and safety are met	STARS is established and embedded throughout the school in all areas of school life.

<p>3.5e Continue to develop approaches for securing excellent behaviour for learning from our more vulnerable pupils.</p>	<p>To seek the advice of external agencies including Behaviour Support Team / Advisor, CAMHS, Play therapist for supporting our most vulnerable children to be able to demonstrate excellent behaviour for learning.</p>	<p>CF</p>	<p>Ongoing as appropriate Behaviour Health-check review booked in for 5th October 9.30am.</p>	<p>Play therapy £35 per session (5 sessions weekly) Behaviour support advice where not covered by SDA</p>	<p>SLT 1:1's Behaviour and exclusion logs</p>	<p>Behaviour is evaluated against Ofsted criteria for 'good.' KPIs for behaviour and safety are met</p>	<p>External advice has been sought to ensure the best provision to enable our most vulnerable pupils to demonstrate excellent behaviour for learning.</p>
<p>3.5f Continue to develop approaches for securing excellent behaviour for learning from our more vulnerable pupils.</p>	<p>To extend the provision offered through Play therapy to meet the needs of more of our most vulnerable children from 3 sessions / children to 5.</p>	<p>CF</p>	<p>September 2016</p>	<p>Play therapy £35 per session (5 sessions weekly)</p>	<p>SLT 1:1's Behaviour and exclusion logs</p>	<p>Behaviour is evaluated against Ofsted criteria for 'good.' KPIs for behaviour and safety are met</p>	<p>The provision offered through Play therapy has been extended to 5 sessions / children.</p>
<p>3.5g Continue to develop approaches for securing excellent behaviour for learning from our</p>	<p>To support our most vulnerable children through Nurture groups on a daily / weekly basis dependent on need.</p>	<p>CF / RD</p>	<p>September 2016</p>	<p>N/a</p>	<p>SLT 1:1's Behaviour and exclusion logs</p>	<p>Behaviour is evaluated against Ofsted criteria for</p>	<p>Our most vulnerable children have access to nurture groups dependent on their level of need. To enable Rio Dorbin (Nurture TA) to attend the ELSA (Emotional Literacy Support Assistants) training in 2017.</p>

more vulnerable pupils.						'good.' KPIs for behaviour and safety are met	
3.5h Continue to develop approaches for securing excellent behaviour for learning from our more vulnerable pupils.	Rio Dorbin (Nurture TA) to attend Bereavement training which is being arranged through Early Help and then support children who have experienced bereavement in school.	CF	January 2017	£25 (TBC)	SLT 1:1's Behaviour and exclusion logs	Behaviour is evaluated against Ofsted criteria for 'good.' KPIs for behaviour and safety are met Pupil questionnaires	Rio Dorbin (Nurture TA) has attended Bereavement training and is able to support children experiencing bereavement in school.
3.5i Continue to develop approaches for securing excellent behaviour for learning from our more vulnerable pupils.		CF	July 2017	None – funded by DCC			Rio Dorbin (Nurture TA) has attended the ELSA (Emotional Literacy Support Assistants) training.

3.5j Continue to develop approaches for securing excellent behaviour for learning from our more vulnerable pupils.	To investigate the possibility of offering a Summer school for the last two / three days of the holiday for our most vulnerable children to help them manage the transition back into school after a long break.	CG / CF	March 2017	Not yet known	SLT 1:1's Behaviour and exclusion logs	Behaviour is evaluated against Ofsted criteria for 'good.' KPIs for behaviour and safety are met	The possibility of offering a summer school will have been investigated and any implemented where practicable and possible.
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Objectives Tracking



ACTION PLAN: LEADERSHIP/MANAGEMENT

Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
4.1a Ensure that roles and accountabilities are clear at all levels of the organisation	Ensure the roles for SLT include clear accountabilities and ownership of KPI's	CG	Nov-16	Leadership time	Impact have on outcomes	SLT on KPI's	All members of SLT are clear on their roles and accountabilities All SLT have ownership and are held to account for their area of responsibility
4.1b Ensure that roles and accountabilities are clear at all levels of the organisation	Develop a clear programme for succession planning at all levels of the organisation	CG	Jan-17	TBD	Staff questionnaires Recruitment and retention	SEF: L&M	All staff are aware of clear progression opportunities Talent is identified and nurtured When leaders leave, there is the opportunity for replacement from within
4.1c Ensure that roles and accountabilities are clear at all levels of the organisation	The temporary TLR structure is reviewed and a permanent SLT team established	CG/Gov Body	Mar-17	None	N/a	SEF:L&M	A permanent structure is established which will take the school to self-evaluating as outstanding within 3 years
4.1d Ensure that roles and accountabilities are clear at all levels of the	A clear structure for wider curriculum leadership and accountabilities is established using the	CG	Mar-17	Team meet time	Team meeting action logs Subject and curriculum	Wider curriculum outcomes including data	Distinctive curriculum area teams are established with individual subject leaders Curriculum teams and subject leaders

organisation	disbanded curriculum team approach				team action plans	analysis, pupil outcomes	have an incisive view of the outcomes within their area and a clear vision for improvement
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Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
4.2a Develop a vision and mission statement for the school that sets a direction of travel for Ashleigh for the next 5 years which is in keeping with our Christian beliefs and values	Develop a mission statement and accompanying values	CG/GB	Dec-16	Time for stakeholder meets Vision and values document printing costs (TBD)	N/a	Evaluate vision against Diocese vision	All stakeholders have had an opportunity to input into the process Vision and values are clearly communicated to all stakeholders
4.2b Develop a vision and mission statement for the school that sets a direction of travel for Ashleigh for the next 5 years which is in keeping with our	Ensure all branding material reflects the new vision etc.	CG	Mar-17	Costs of printing new prospectus	Increase in pupil numbers	% NOR KPI	Branding material is vibrant, inspirational and attractive to new stakeholders giving a clear sense of the Ashleigh vision

Christian beliefs and values							
4.2c Develop a vision and mission statement for the school that sets a direction of travel for Ashleigh for the next 5 years which is in keeping with our Christian beliefs and values	Develop a 5 year plan to take Ashleigh to outstanding and beyond	CG	Apr-17	Costs of printing	GB	GB and SEF	There is a clear articulation of broad strategic aims for the next 5 years in keeping with the Ashleigh vision

Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
4.3a Develop the wider curriculum to ensure pupils are exceptionally well prepared for the next stages of their education and will excel in the modern world	Review the wider curriculum approach and set use this to set a clear action plan for overall curriculum development	CG	Apr-17	TBD	Team meeting action logs Subject and curriculum team action plans Pupil outcomes	Wider curriculum outcomes including data analysis, pupil outcomes	The curriculum provides a broad and balanced entitlement that combines the development of powerful knowledge with the necessary wider skills (e.g. rhetoric) to enable pupils to be successful in the modern world

4.3b Develop the wider curriculum to ensure pupils are exceptionally well prepared for the next stages of their education and will excel in the modern world	Ensure there is highly effective leadership of the wider curriculum (cross reference 4.1d)	CG	May-17	TBD	Team meeting action logs Subject and curriculum team action plans	Wider curriculum outcomes including data analysis, pupil outcomes	Distinctive curriculum area teams are established with individual subject leaders Curriculum teams and subject leaders have an incisive view of the outcomes within their area and a clear vision for improvement
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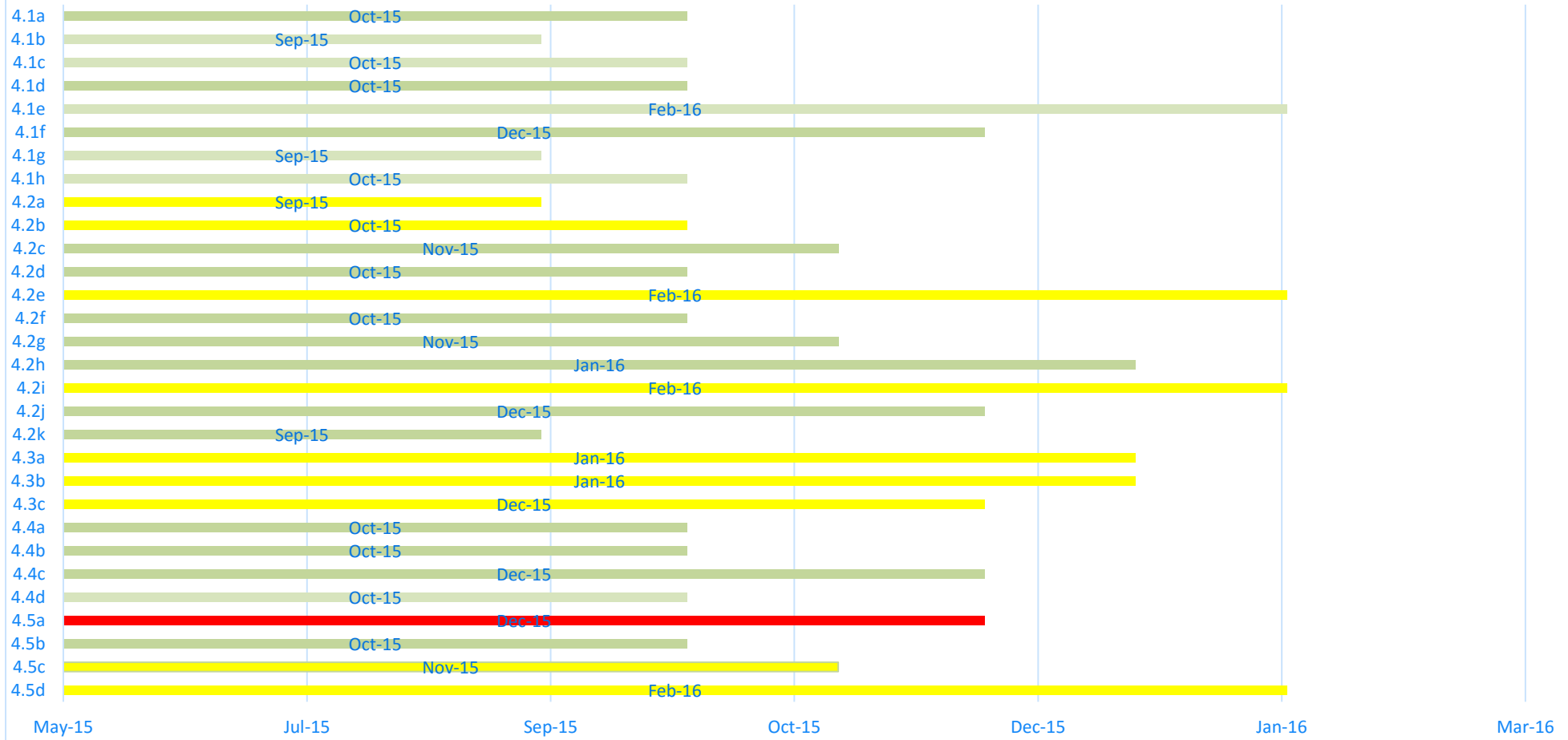
Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
4.4a Continue to develop strong community links which ensure parents are supportive of and actively involved in their child's education	Develop a rota for class led worships from Ashlings-Yr6 where parents are informed and invited to attend	CF	Jan-17	N/a	Rota plan	Parents questionnaire	A rota is established and parents are informed of the dates with at least 2 week's notice
4.4b Continue to develop strong community links which ensure parents are supportive of and actively involved in	Develop a programme of opportunities for parents; including open days, workshops, courses to develop understanding of day	SLT	Nov-16	Release time	Plan evaluated by CG	Parents questionnaire	A programme of opportunities is in place with a good take up from parents. Parents questionnaires will show deepening understanding of their child's education.

their child's education	to day practice						
4.4c Continue to develop strong community links which ensure parents are supportive of and actively involved in their child's education	Launch an improved website which will enable parents better access to statutory information and guidance of their child's education	DN/CG	Oct-16	£100 pa	CG to monitor for statutory compliance	Parent questionnaire	The website will be launched and parents will have easier access to school information.
4.4d Continue to develop strong community links which ensure parents are supportive of and actively involved in their child's education	Use social media to promote the school and involve parents in their child's learning journey	CG	Oct-16	None	Number of followers	Parent questionnaire	Parents have greater access to information
4.4e Continue to develop strong community links which ensure parents are supportive of and actively involved in their child's education	Develop a 'Family' lunch rota whereby each class can invite a family member to share lunch with them once in school year.	CF	Feb-17	None	Number of parents attending	Parent questionnaire	A rota will be in place enabling one class every month to invite family members to lunch

Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
4.5a Ensure the financial health of Ashleigh for the next 3 years	Produce monthly budget reports instead of half termly in order to track income & expenditure more effectively	SO	Sep-16	Administrative time	1:1's Finance committee	Operational KPI's are met	Governors & SLT have up to date information regarding current budget position
4.5b Ensure the financial health of Ashleigh for the next 3 years	Review pupil numbers regularly and input to budget calculator to update forecast budget for next 3 years	SO	Oct-16	Administrative time	1:1's Finance committee	Operational KPI's are met	More accurate forecasting is in place to assist with future staff planning, spending on resources, and building improvement projects
4.5c Ensure the financial health of Ashleigh for the next 3 years	Ensure effective use is made of our Finance Officer, and all purchased SLA hours are used up each year in reviewing the budget and attending meetings as required	SO	Jan-17	Administrative time SLA	1:1's Finance committee	Operational KPI's are met	Governors & SLT have independent confirmation the budget is on track
4.5d Ensure the financial health of Ashleigh for the next 3 years	Agree an effective marketing strategy in order to increase pupil numbers,	CG	Autumn 2016 /Spring 2017 and	Marketing costs TBD	1:1's Finance committee	Operational KPI's are met	Numbers on roll grow resulting in increased funding to ensure future sustainability

	especially into Nursery and Reception. Arrange open days in Ashlings and promote these through flyers, advertising and news items in local media.		annually thereafter prior to January deadline for Reception applications		Parental feedback		
4.5e Ensure the financial health of Ashleigh for the next 3 years	Investigate opportunities to receive additional funding through grants, community projects and sponsorship from external organisations	CG/ SO	Feb-17	Administrative time	1:1's Finance committee	Operational KPI's are met	Grants are awarded to fund additional resources and to improve and update facilities throughout the school, thereby reducing pressure on the budget
4.5f Ensure the financial health of Ashleigh for the next 3 years	Review staffing structure to ensure it enables the vision of Ashleigh and is cost effective	CG	Mar-17	Administrative time	GB	Against vision, leadership criteria from Ofsted, Operational KPIs	The staffing structure of the school ensures that pupil outcomes can be maximised and is financially sustainable

Objectives Tracking



ACTION PLAN: EARLY YEARS

Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
5.1a Increase the proportions of higher attainment by the end of reception	Ensure targets set across the Eys are aspirational	CG	Oct-16	None	GB to sign off on cohort targets	Evaluate against national statutory outcomes	Pupil level targets are in place When aggregated, they ensure aspirational, achievable cohort targets Targets are known and used by teaching staff to measure impact and intervene
5.1b Increase the proportions of higher attainment by the end of reception	Class teachers to use clear monthly assessment system to track progress and plan personalised next steps through the Early Years Outcomes	MD EM	Oct-16	Tapestry costs	Monitor assessment data against Ashleigh flightplan	Evaluate against national statutory outcomes	Teachers are clear about where attainment gaps are at individual, group and class level Plans are put in place which close such gaps
5.1c Increase the proportions of higher attainment by the end of reception	Class teachers to use Baseline Assessments to identify children starting reception above ARE in order to plan and explicitly deliver 'exceeding' content	MD	Oct-16	Baseline asst costs	Monitor assessment data against Ashleigh flightplan	Evaluate against national statutory outcomes	Teachers are clear about the expected progress of children based on their starting points
5.1d Increase the proportions of	Half termly Pupil Progress Meetings will	CG/MD	Oct-16	Supply costs	Monitor assessment	Evaluate against	Achievement and progress data are used to check whether interventions

higher attainment by the end of reception	include a focus on children who are expected to exceed the ELG				data against Ashleigh flightplan	national statutory outcomes	or techniques are working and adjustments have been made as necessary.
5.1e Increase the proportions of higher attainment by the end of reception	To ensure planning, teacher led sessions and the continuous provision provide appropriate challenge for learners at all levels with a particular focus on children expected to exceed ELGs	CG	Nov-16	N/a	IL observations Planning scrutiny Data against flightplan	Evaluate against national statutory outcomes	Children will be engaged in high quality and objective driven learning inside and in the outdoor classroom

Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
5.2a Increase parental engagement with the Early Learning Goals	Structured conversations/home visits used for pupils falling behind expected attainment	MD	Dec-16	Supply costs	Data against flightplan	Evaluate against national statutory outcomes	Parents will know and understand their child's barriers to learning and how to support progression
5.2b Increase parental engagement with the Early Learning Goals	Enable parents to contribute to their child's online learning journey via Tapestry	MD/EM	Nov-16	Cost of Tapestry	Tapestry parental inputs	GLD outcomes Parental questionnaires	Parents will sign a conduct agreement and attend a workshop to support their contributions. Parents provide assessment information for Tapestry

5.2c Increase parental engagement with the Early Learning Goals	Provide parent workshop/courses that focus supporting their children in specific areas of learning	MD/EM	Nov-16	Cost of supply	% of parents attending Impact upon outcomes	GLD outcomes Parental questionnaires	An ever growing % of parents will attend courses throughout the year and will gain confidence in supporting their children at home
5.2d Increase parental engagement with the Early Learning Goals	To run regular (half termly) "Drop everything and..." sessions where family members join in with planned activities	MD/EM	Nov-16	Cost of supply	% of parents attending Impact upon outcomes	GLD outcomes Parental questionnaires	An ever growing % of parents will participate in their children's learning
5.2e Increase parental engagement with the Early Learning Goals	All classrooms to display age appropriate Early Years Outcomes on displays	All EY team	Dec-16	N/a	Learning walks	GLD outcomes Parental questionnaires	Parents understand what progression towards the ELG looks like in day to day practice.

Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
5.3a Review practice in the Nursery to ensure progress is maximised	Set fixed session times so that children attend for a minimum of 3 hours per session.	CG	Sep-16	N/a	N/a	N/a	Sessions are fixed at 9-1pm and/or 12-3:15 In each 3 hour session all children participate in early reading, writing and maths led by an adult
5.3b Review	Class teachers to use	EM	Oct-16	N/a	Pupil	Evaluate	Teachers are clear about the expected

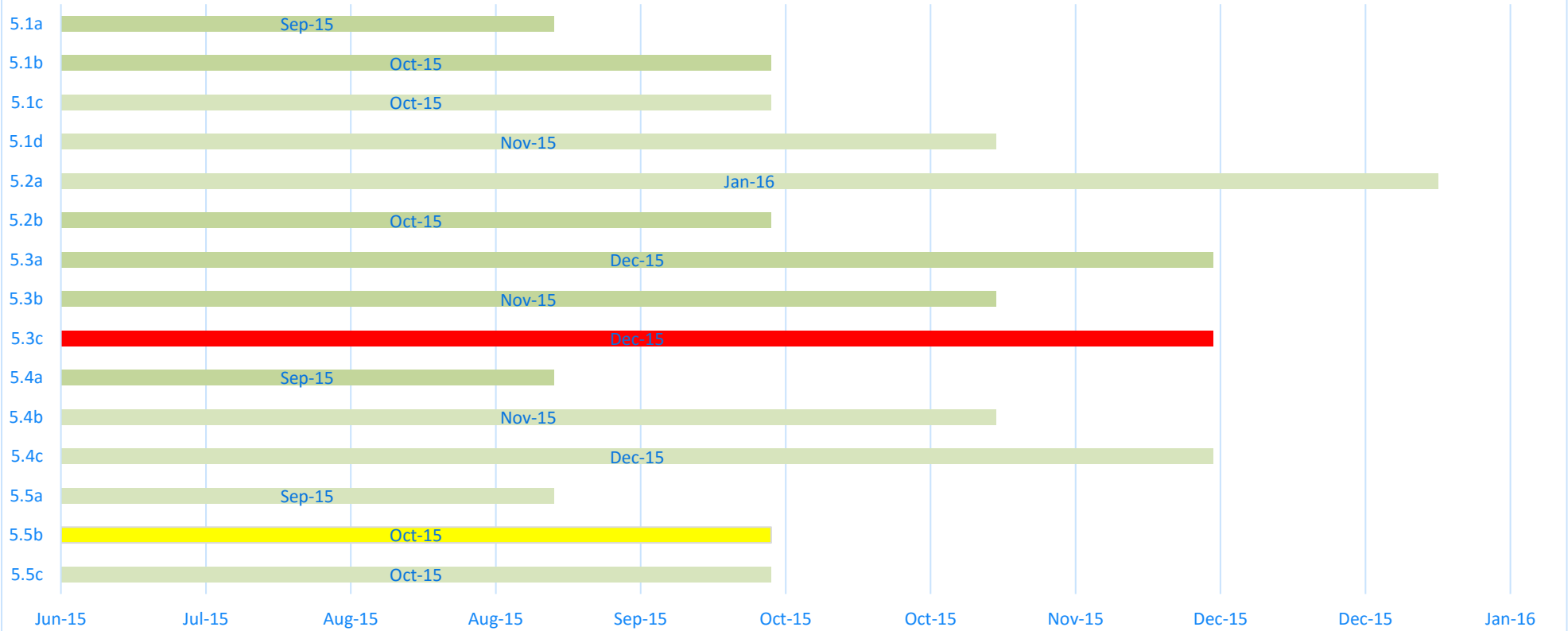
practice in the Nursery to ensure progress is maximised	baseline line assessment and clear monthly tracking system to track progress and plan personalised next steps through the Early Years Outcomes				progress meets Planning Asst outcomes	progress against Ashleigh flightpath	progress of children based on their starting points
5.3c Review practice in the Nursery to ensure progress is maximised	Planning, teacher led sessions and the continuous provision provide appropriate challenge for learners at all levels with a particular focus on high attaining children	EM	Oct-16	N/a	IL obs Planning scrutiny Tapestry scrutiny	Evaluate progress against Ashleigh flightpath	Children will be engaged in high quality and objective driven learning inside and in the outdoor classroom
5.3d Review practice in the Nursery to ensure progress is maximised	The different needs of Rising 3 and 4 children are catered for through planned, differentiated activities and provision	EM	Oct-16	N/a	IL obs Planning scrutiny Tapestry scrutiny	Evaluate progress against Ashleigh flightpath	Children's potential will be maximised by ensuring that the children in each cohort receive objective led teaching that is tailored to their different developmental stages.

Objective	Actions	Lead Person(s)	Time Scale	Resources & Cost	Monitoring	Evaluation	Success Criteria
5.4a Continue to	The activities in the	EY team	Nov-16	Printing	IL obs	Tapestry	Teacher will plan high quality

<p>develop the continuous provision (including the outdoor space) to ensure the highest challenge for all children at all times</p>	<p>continuous provision will reflect the whole class experiences shared by all children (e.g. maths linked to weekly focus) to ensure consolidation of skills</p>			<p>costs</p>	<p>Envt health check/audit</p>	<p>obs used to evaluate impact of the outdoor area on outcomes</p>	<p>opportunities to extend their learning through play.</p>
<p>5.4b Continue to develop the continuous provision (including the outdoor space) to ensure the highest challenge for all children at all times</p>	<p>All classrooms and outdoor space will reflect the 7 areas of learning</p>	<p>EY team</p>	<p>Nov-16</p>	<p>Printing costs</p>	<p>IL obs Envt health check/audit</p>	<p>Tapestry obs used to evaluate impact of the outdoor area on outcomes</p>	<p>Children will have the opportunity to develop their learning in all seven areas of the curriculum across the provision.</p>
<p>5.4c Continue to develop the continuous provision (including the outdoor space) to ensure the highest challenge for all children at all times</p>	<p>The permanent features of the environment (sand tray, water tray) will be enhanced regularly to provide challenges in line with children's growing abilities and understanding.</p>	<p>EY team</p>	<p>Nov-16</p>	<p>Printing costs</p>	<p>IL obs Envt health check/audit</p>	<p>Tapestry obs used to evaluate impact of the outdoor area on outcomes</p>	<p>Teachers will plan specific enhancements linked to current learning objectives and next steps for groups of children.</p>

<p>5.4d Continue to develop the continuous provision (including the outdoor space) to ensure the highest challenge for all children at all times</p>	<p>Each classroom to display examples of high quality learning that the children can aspire to and use as exemplars</p>	<p>EY team</p>	<p>Nov-16</p>	<p>Printing costs</p>	<p>IL obs Evt health check/audit</p>	<p>Tapestry obs used to evaluate impact</p>	<p>Each classroom will have a 'Wonder Wall/Door' where examples are shared. In the Autumn term this will include adult led shared writing.</p>
<p>5.4e Continue to develop the continuous provision (including the outdoor space) to ensure the highest challenge for all children at all times</p>	<p>All independent activities to follow a multiple entry-high ceiling approach to cater for all children and are introduced with an imperative</p>	<p>EY team</p>	<p>Nov-16</p>	<p>Printing costs</p>	<p>IL obs Evt health check/audit</p>	<p>Tapestry obs used to evaluate impact</p>	<p>Activities are accessible to all children from Nursery to Reception and offer multiple layers of challenge.</p>
<p>5.4f Continue to develop the continuous provision (including the outdoor space) to ensure the highest challenge for all children at all times</p>	<p>All areas of the environment to feature 'success photos' to help foster a culture of autonomy and independence</p>	<p>EY team</p>	<p>Nov-16</p>	<p>Printing costs</p>	<p>IL obs Evt health check/audit</p>	<p>Tapestry obs used to evaluate impact</p>	<p>Teachers will display photos or images of what a successful learning environment will look like.</p>

Objectives Tracking



School Improvement Plan Milestones

Sep 2015	Oct 2015	Nov 2015	Dec 2015	Jan 2016	Feb 2016	March 2016	April 2016	May 2016	June 2016	July 2016
<ul style="list-style-type: none"> •1.3a •1.4a •1.5a •2.4f •2.4g •3.2b •3.4a •4.1b •4.1g •4.2a •4.2k •5.1a •5.4a •5.5a 	<ul style="list-style-type: none"> •1.1a •1.1b •1.1c •1.2a •1.2c •1.2d •1.3b •1.3c •1.3d •2.1a •2.1b •2.1c •2.1f •2.3a •2.3b •2.3c •2.4c •3.1a •3.1b •3.1c •3.2a •3.2c •3.3b •3.3c •4.1a •4.1c •4.1d •4.1h •4.2b •4.2d •4.2f •4.4a •4.4b •4.4d •4.5b •5.1b •5.1c •5.2b •5.5b •5.5c 	<ul style="list-style-type: none"> •1.1e •1.3e •2.1g •2.2a •2.2b •2.2d •2.3f •3.1e •4.2c •4.2g •4.5c •5.1d •5.3b •5.4b 	<ul style="list-style-type: none"> •1.1d •1.1e •1.3g •1.4b •1.5d •2.2e •2.3g •2.4a •3.3a •3.3d •4.1f •4.2j •4.3c •4.4c •4.5a •5.3a •5.3c •5.4c 	<ul style="list-style-type: none"> •1.2b •1.3f •1.5b •2.1d •2.2c •2.4b •3.1d •3.3e •3.3f •3.4b •4.2h •4.3a •4.3b •5.2a 	<ul style="list-style-type: none"> •1.2e •1.5c •2.3d •4.1e •4.2e •4.2i •4.5d 	<ul style="list-style-type: none"> •1.4c •2.1e •2.3e 	<ul style="list-style-type: none"> •1.4d 	<ul style="list-style-type: none"> •1.4e 	<ul style="list-style-type: none"> •1.1g •2.4d •2.4e •2.4h 	<ul style="list-style-type: none"> •N/a