

# Academy Improvement Plan 2018-2019

*Investing in Excellence*



## Shiphay Learning Academy

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## Aspiration Statement

Our aspiration for Shiphay Learning Academy is to enable all children to reach out to their full potential in a safe, welcoming and happy environment

We will strive to serve our community and create responsible citizens, who are independent and confident lifelong learners, equipped to meet the challenges of a changing future. This will be achieved within an inclusive and respecting environment that values every individual, encourages creativeness and celebrates the diversity of our community.



**We are what we  
repeatedly do.  
Excellence, then is not  
an act but a habit.  
Aristotle**

## Overview

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### Strategic Highlights

The Academy Improvement Plan is our corporate plan for the whole school, detailing how the published aims of the school will be translated into practice and is our most important planning device. It indicates our priorities as agreed through consultations between the Governing Body, Headteacher, Strategic Leadership Team and Learning Teams. The plan is shown in detail over the Academy's academic and financial year 2018-2019. It also looks forward for an additional two years, outlining our estimated budgets and the broad indications of possible priorities in order to control the time and pace of development. Each Action Plan is developed by our Learning Teams and managed by a member of the Strategic Leadership Team who report progress on the plan termly to the R.E.T. Standards Committee.

This plan sits alongside our **Academy Standards Plan** that details our strategy for addressing standards in pupil attainment and progress, for any groups, that need to improve. We also have an **Academy Management Plan** that details the aspects of school improvement that are being

The purpose of the Academy Improvement Plan is to:

- Provide a strategy for the implementation of our published Core Values.
- Show how we are responding to the needs of all our learners, adults and children, throughout all spheres of our work.
- Create an ethos where all adults can develop the skills and competences necessary to provide the very best service to our children and their families together with fulfilling their own ambitions.
- Enable us to plan for the improvement of the quality of teaching and learning.
- Enable us to facilitate progress for all children.
- Enable us to focus on raising standards.

- Provide a vehicle for managing change in a planned and systematic manner.
- Link the Core Values of the Academy and financial planning to future needs.
- Establish how we will measure our own efficiency and effectiveness.
- Illustrate how successfully we achieve value for money.
- Provide a sound, but flexible and adaptable planning cycle, spanning at least three years.
- Provide an accountable framework that enables us to provide information to others and explain and justify our decisions in the context of our particular circumstances and needs.
- Provide a comprehensive and co-ordinated approach to all aspects of the planning, implementation, monitoring and evaluation of developments.

## Looking Ahead

A key facet in the success of our Academy has been the institution-wide commitment to innovation; we exhibit and value both a courageous and evaluative approach led by colleagues and governors, who are encouraged to seek out the most effective and engaging ways to deliver leadership, teaching and learning, organisation and services to the children and families whom we serve. Recently we took an '**innovations break**' to take a close look at all aspects of our work and ensure a cohesive and effective approach across the Academy. We are now better placed to continue on the innovations route and have highlighted two new initiatives in the AIP.

The roll out of our 1:1 iPads to Years 4-6 has seen one of the most significant pedagogical changes in the last decade. The initial success in raising attainment, particularly in reading, has led us to extend the initiative to include Years 2 and 3 with 1:2 provision.

Since becoming an Academy, progress on our capital priorities has been accelerated and we have been able to remodel and extend our wholly inadequate accommodation for YR and Y1 to create our Early Years Centre incorporating an Immersive Room, together with additional administrative and group facilities together with a new Families Reception. Our roof and building refurbishment will give us the impetus and ability to continue to improve the built environment. In this year we plan to continue to remodel the outdoor environment, constructing sports facilities, an Early Years Garden together with completing the creation of an outdoor theatre and a Forest School facility to increase physical activity across the Academy.

## Core Values

### Our Core Values



#### Aspiration

We want everyone to have ambition and strive to not only achieve their best but continually seek ways of improving beyond that.



#### Aspiration is about being:

- Ambitious
- Motivated
- Open to Challenge
- Resilient
- Fulfilled



#### Contribution

We want everyone to have a sense of belonging and to show active commitment to their communities and to their own personal development.



#### Contributing is about being:

- Committed
- Proactive
- Efficient
- Self-Aware
- Goal Orientated



#### Creativeness

We want everyone to generate and extend ideas, explore possibilities, make connections, solve problems and turn imagination into reality.



#### Creativeness is about being:

- Open minded
- Reflective
- Resourceful
- Divergent
- Inquisitive



#### Respecting

We want everyone to value and celebrate diversity and difference in their learning, relationships and interactions.



#### Respecting is about being:

- Considerate
- Empathic
- Evaluative
- Inclusive
- Informed



Our Core Values drive every aspect of our organisation and all staff need to be committed and sign up to the values for this to be the reality we aspire to. For the values to impact on our community, we have to all intrinsically believe in them, live them and breathe them.

You should see our Core Values in everything we do and our buildings and environment.

Children need the skills and dispositions made explicit in order to recognise their worth and make connections to other experiences.

Our curriculum is values led; we take the values and then consider the context that will drive them. It is a turning on its head of traditional practice where you take the knowledge to be taught and think about how you will teach it.

There always has been, and always will be, knowledge in our National

Curriculum. We don't let it control what we do; we use it a tool to develop the skills and dispositions children need.

## Progress on Long Term Developments

All long term developments are focused on raising the standards of achievement and progress by all pupils in the school.

### Overview

#### Revising our approaches to the teaching and learning of mathematics to encompass the key elements of Maths Mastery teaching:

- KL has completed 3 residential as part of the first year of the Maths Mastery training. This has enabled her to begin the process of developing her own teaching practices and pedagogies with a focus on mastery in Maths.
- KL has developed a network of contacts within the NCETM team and within the South-West community of Mastery Specialist.
- KL has worked with Y1 colleagues to begin to develop mastery teaching principles, with a focus on addition and subtraction and the use of the NCETM CPD materials to support colleagues in developing coherent small step planning.
- KL led INSET to model the use of S-planning as a tool for supporting small steps planning. Colleagues have been using s-plans and submitting these to KL for support and feedback.
- INSET sessions have focused on developing colleagues' knowledge and understanding of teaching for mastery through the development of subject knowledge. This has included:
  - fluency (with a focus on addition/subtraction)
  - planning for coherence,
  - problem solving,
  - an overview of intelligent practice and variation and
  - an introduction to pre-teach and assigning competence.
- KL and CW have worked in partnership to develop mastery pedagogies in the EYFS maths curriculum following the input from Sue Gifford and the Maths Subject Leaders' meeting and at the Maths Conference.

#### Enabling pupils to develop a love of reading and support them to understand and evaluate the texts that they read:

- Accelerated Reader has been launched across the whole school.
  - Upper School Autumn Term 2017
  - Middle School Spring Term 2018
  - Lower School (12 children in Year 1) Summer 2018
  - 15 children achieved Word Millionaire Status with the top child reading 3,642,412 words

Classes in order of word count:

- Sycamore (Y6): 18,598,727
- Oak (Y6): 16,590,847
- Elm (Y5): 10,888,511
- Chestnut (Y5): 8,408,346
- Woodpecker (Y4): 4,090,505
- Skylark (Y4): 3,483,642
- Robin (Y3): 2,027,001
- Heron (Y2): 605,527
- Avocet (Y2): 307,951
- Dragonfly (Y1): 40,990
- Ladybird (Y1): 20,975

- Progress report indicates a positive decrease in the number of children at risk needing

# Progress on Long Term Developments

intervention (Summer Term Data to follow):

- Progress Report – Children at Risk
  - Avocet: Start: 73% May: 43%
  - Heron: Start: 90% May: 40%
  - Kingfisher: Start 41% May: 35%
  - Robin: Start 53% May: 43%
  - Skylark: Start 66% May: 48%
  - Woodpecker: Start: 62% May: 41%
  - Chestnut: Start 64% May: 32%
  - Elm: Start 48% May: 32%
  - Oak: Start 63% May: 46%
  - Sycamore: Start: 43% May: 23%
- Increase in children taking more literacy and vocabulary skills test on AR. May: 1,000 new words learnt. (Summer data to follow)
- Increase in Home connect users: Students that Logged In 444 with a total of Emails Sent 2,209
- Children (Years 2-6) are continuing to read a greater number of books as they are engaged with AR. May: 8,588 books read. (Summer data to follow)
- Classes have continued to promote reading in a variety of ways, through displays, charts for children to complete, AR boards, Children's Laureate (Lauren Child) displays, World Book day, class story time, assembly stories.
- Able Writers and Reluctant Writer workshops with Authors Abroad have brought authors workshops into school each term. A timetable of termly workshops has been agreed for 2018-2019.
- Lead LTE trainers (EGor and SD) have attended all the second series of training session with Michael Walsh to support the delivery and embedding of LTE across the school. LTE set as AIP Priority for 2018-2019 and a timetable for 5 CPD sessions with intersession tasks has been established.

## **Ensuring that joining the Riviera Education Trust will be beneficial to our Academy and the whole Multi-Academy Trust**

Shared INSET has allowed staff to access a wider range of expertise, such as Art (Oldway), PE (Roselands) and Computing/Use of Technology (Shiphay), allowing experiences to be disseminated throughout the RET.

- Cross-School Moderation of Reading, Maths and Writing has taken place and has supported all staff to engage in professional dialogue regarding the Age Related Expectations for all Year Groups. There has been challenge and support.
- Resources across the RET can be shared, e.g. we have accessed the swimming pool at Oldway and four Year Groups have benefitted from the expertise of the staff.
- Economies of Scale
- Shared Governance
- Ability to work together as two National Support School – utilising expertise from both
- Shared expertise of IT Team and Site Team, Debbie Wieble School Improvement, Emma Gorman and Shakespeare Training, Claire Foulds Director of HR, Roselands Kitchen support
- Opportunities for our children e.g.:
  - Joint Sports Events, including Sports Event and Swimming Gala
  - Young Voices shared music experience
- Joint Strategic Planning
- Joint Governor Training

## **Next Steps**

# Progress on Long Term Developments

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- New A Plans in AIP
- Pupil data priority target - Increase the percentage of disadvantaged pupils attaining at least Age Related Expectation (ARE) in Reading and Writing at the end of KS2, and the percentage of disadvantaged pupils achieving greater depth across KS2 in Reading, Writing and Maths.
  - Governance of disadvantaged pupils - Establish frequent links with PP governor (C Foulds) to share data, progress and priorities. Further develop challenge from LSB around outcomes for disadvantaged pupils. This should include the development of governor subject knowledge.
  - Disadvantage pupil expenditure - Teaching staff and Inclusion team to Identify and record provisions in place for each individual disadvantaged pupil. This information/document is to be integrated into pupil progress meetings and impact must be seen.
- To redesignate the Inclusion Team with a focus on a Universal Service for Emotional Health and Wellbeing, alongside individual and group interventions and a training and support programme for staff
- To develop our full and active partnership in The Riviera Education Trust

Vision is not enough; it must be combined with venture. It is not enough to stare up the steps. We must step up the stairs.

## Key Strategic Questions

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**The Academy Improvement Plan is driven by the Key Strategic Questions that require us to seek solutions to the priority challenges that face us in the coming year.**

### Overview 2018-19

The Key Questions are designed to generate a strategic approach to the challenges and opportunities that face the Academy. Despite the traditional high achievement of our pupils at the end of KS2, we are ever mindful that we have areas to improve both within teaching and learning and the organisational structures that enable us to maximize our time and energy so that we can focus those on our first priority; the children and their families. This year we have three questions that we will respond to with actions to improve current practice and in some cases, significantly revise approaches.

1. How do we continue to revise our approaches to the teaching and learning of mathematics, including the use of technology, to encompass the key elements of the next steps in Maths Mastery teaching, thus maximising the impact on attainment and progress?
2. How do we utilise the principles of Let's Think in English to improve the skills set of pupils?
3. How do we ensure that the wellbeing and emotional health of pupils and staff is well supported?
4. How do we ensure that our processes, particularly in our use of Teaching Assistants and HLTAs, have the maximum impact on the standards achieved by our disadvantaged and vulnerable pupils together with their welfare?

## Key Strategic Questions

1. How do we continue to revise our approaches to the teaching and learning of mathematics, including the use of technology, to encompass the key elements of the next steps in Maths Mastery teaching, thus maximising the impact on attainment and progress? Year 2 of 2

Learning Team: Provision and Standards in Mathematics and Computing

Learning Team Chair: Jannice Boot

Managed by: Kate Lee

Monitored by: The Local Standards Board

Actions	Led by	Involving	Milestones	Indicators	Costs
<p>a) <b><u>Develop the use of pre-teach and assigning competence across the school</u></b></p> <ul style="list-style-type: none"> <li>● INSET to introduce assigning competence and pre teach</li> <li>● Pre-reading for colleagues to be aware of research project</li> <li>● Pen portrait - TAs to complete for max 6 target children</li> <li>● Pupil questionnaire for the 6 pupils (max) to be involved (Jill to look at using Survey Monkey for this in order to gather data)</li> <li>● Teachers to begin pre-teach - expectation at least once a week until Oct half term, increasing to 3x weekly as a minimum by end Aut Term</li> <li>● Opportunities to feedback through teams</li> <li>● PSMC team to monitor informally</li> <li>● KL/D Weible to offer support, team planning, team teaching etc</li> </ul>	<p>KL PSMC Team</p>	<p>PSMC Team</p> <p>Teams and Team Leaders</p> <p>Teachers</p> <p>TAs</p> <p>RET Maths Team</p> <p>D Weible</p> <p>LSB</p>	<p>Sept 2018 pre-teach questionnaire and pen portrait</p> <p>Sept 2018 JW to design Survey Monkey using questionnaire as a base</p> <p>Aut 1 2018 - Pre-teach established and completed at least once a week</p> <p>From Aut 2018 KL and PSMC team to support with planning and delivery of pre-teach session in</p>	<ul style="list-style-type: none"> <li>● Inset is delivered and understood by staff.</li> <li>● Teachers across the school are confident with the principles of pre-teach and are delivering it effectively.</li> <li>● There is a sound understanding of the key principles of pre-teach as evidence through observation and team teaching.</li> <li>● There is a sound understanding of assigning competence as evidenced through observation and team teaching.</li> <li>● Teachers have selected an appropriate group of children and have completed pen portraits and questionnaires for each child participating.</li> <li>● Teachers are delivering pre-teach 3x weekly by the end of the Autumn term</li> <li>● Teachers see the impact of pre-teach through improved confidence and application of skills by their selected group.</li> </ul>	<p>0.5 day preparation for each INSET</p>

# Key Strategic Questions

<ul style="list-style-type: none"> <li>• Complete pen portrait at end of Autumn Term to evaluate</li> <li>• Pre-teach to continue with same 6 pupils for complete year. Evaluate through questionnaire, anecdotal feedback, pen portrait, progress data</li> <li>• Recommendations for future to be published by PSMC team in order to inform future practice</li> <li>• PSMC team to consider implications for using pre-teach and assigning competence practices in other subject areas.</li> </ul>			<p>form of TRG (teacher research group)</p> <p>LSB to review provision during maths blink.</p> <p>Aut 2 2018 - Pre-teach to take place at least 3x a week</p> <p>Dec 2018 pre-teach questionnaire and pen portrait</p> <p>Summer 2018 evaluate pre-teach and assigning competence.</p>	<ul style="list-style-type: none"> <li>• 6 focus pupils are beginning to be of higher status within the maths lessons.</li> <li>• The pen portrait and questionnaires completed at the end of the Autumn term show improved confidence and application of skills by the selected group.</li> <li>• PSMC team gather information from feedback from teachers to report to SLT.</li> </ul>	
<p>b) <b><u>Developing fluency and application of key number fact knowledge with a particular focus on multiplication</u></b></p> <ul style="list-style-type: none"> <li>• Compile a bank of resources to ensure that children are having a range of opportunities to practise multiplication facts. This should include games, personal practise, pencil and paper exercises, use of ICT, singing, active maths.</li> <li>• Colleagues to develop resources and planning to teach multiplication facts with a greater depth of understanding</li> <li>• Include active maths wherever possible, including opportunities to do this across the curriculum (in PE, during the register for example)</li> <li>• Make CDs available for colleagues to use when practising daily</li> <li>• Fluency practise should take place every day for at least 10 minutes</li> </ul>	<p>KL PSMC team</p>	<p>All Teaching Staff and TAs</p> <p>LSB</p>	<p><b>Autumn Term</b></p> <p>INSET - multiplication and division</p> <p>Parent Workshop</p> <p>Class observations</p> <p>Aut 1 - initial baseline assessments</p> <p>Aut 1 - colleagues complete target setting for tables knowledge in their class</p> <p><b>Spring Term</b></p> <p>Class observations with team and LSB</p>	<ul style="list-style-type: none"> <li>• Through carefully planned daily fluency lessons, using the No Nonsense Number Fluency document and associated resources, the children improve their understanding of the structures behind key number facts.</li> <li>• Through daily practise and a relentless focus on challenging the children, pupils develop confidence and accuracy in the rapid recall and application of key numbers facts.</li> <li>• All pupils achieve success, fluency and accuracy with multiplication facts and related division facts as appropriate to their year group</li> <li>• Observation of lessons , scrutiny of planning, pupil conferencing and book scrutiny demonstrate that there are opportunities for the children to access:             <ol style="list-style-type: none"> <li>1. high quality resources/ manipulatives, such as Numicon.</li> <li>2. imagery, such as pictures of everyday objects (e.g if one car has 4 wheels then how many</li> </ol> </li> </ul>	<p>Purchase further tables resources once these have been identified</p>

# Key Strategic Questions

<ul style="list-style-type: none"> <li>● INSET - multiplication and the development of understanding of multiplication - Aut 2018</li> <li>● PSMC team to ensure colleagues have access to NCETM resources to support planning and development of skills in addition / subtraction</li> <li>● PSMC team to ensure colleagues have access to NCETM resources for multiplication and division</li> <li>● Baseline questionnaire for colleagues to assess multiplication knowledge and set targets and deadlines for their class</li> <li>● Weekly multiplication tests to focus on children's development</li> <li>● Parent workshop - KL and PSMC team to lead Parent workshops to aid parents to support children at home. A focus on Y3 and Y4 parents to begin with.</li> <li>● Parent support booklets - KL and PSMC team to develop booklets to support parents</li> </ul>			<p>Assessments</p> <p>Parent booklets</p> <p><b>Summer Term</b> Pupil interviews/ assessments</p> <p>PSMC team to assess each classes' progress linked to baseline</p> <p>Y4 times tables test</p> <p><b>All terms</b> Cross curricular links embedded throughout all school team's planning.</p>	<p>wheels do 7 cars have?) and arrays to identify corresponding multiplication facts, and to encourage them to create their own pictures as a tool for solving and recording problems.</p> <ol style="list-style-type: none"> <li>3. practise using Shanghai Maths strategies. For example, bar modelling to develop a greater understanding to support problem solving.</li> <li>4. daily practice of multiplication facts</li> <li>5. Use of resources from NCETM to support the small steps teaching of key facts knowledge</li> </ol> <p>to enable them to visualise, thus understand multiplication as repeated addition.</p> <ul style="list-style-type: none"> <li>● Use Youtube videos, BBC Super Movers, GoNoodle, Times Tables CDs etc are in regular use to encourage interest and to engage all learners.</li> <li>● Weekly timed multiplication challenges are in place and are proving successful in encouraging the children to challenge themselves to improve their best score. E.g. such as 'Beat That' timed challenges from Big Maths.</li> <li>● Encourage parental involvement through homelearning tasks.</li> </ul>	
<p>c) <b><u>Continued focus on coherence within planning for maths mastery, supported by the use of s-planning</u></b></p> <ul style="list-style-type: none"> <li>● stem sentences - continue to develop the use of these where appropriate</li> <li>● s-plans shared with KL for each block - feedback and support to enable colleagues to develop more confidence with small step planning</li> <li>● maths book scrutiny to evaluate the coherence of planning and teaching</li> <li>● s-plans uploaded to Google Drive for the future</li> <li>● research the effective use of stem sentences, talking to colleague from Oldway and</li> </ul>	<p>KL PSMC team</p>	<p>Teachers and TAs</p>	<p><b>Ongoing through:</b> book scrutiny planning scrutiny individual feedback maths blinks LSB focus group visit</p>	<ul style="list-style-type: none"> <li>● Colleagues have continued to develop their use of stem sentences where these are appropriate in maths teaching. Evaluated through book scrutiny, s-planning scrutiny and maths blinks .</li> <li>● KL is having to add less to s-plans / support less with development of small steps planning.</li> <li>● Colleagues confident with the use of s-plans to support them in the development of small step planning leading to clear coherence in planning, teaching and learning.</li> <li>● Maths book scrutiny and maths blinks show clear evidence of coherence through the small steps of maths learning.</li> </ul>	<p>Matched funding to purchase textbooks. £500 would be needed for full set of both textbooks to be used for reference.</p>

# Key Strategic Questions

<p>considering whether a standardised wording should be used</p>				<ul style="list-style-type: none"> <li>•</li> </ul>	
<p>d) <b><u>Develop the use of conceptual and procedural variation as a learning tool to support teaching and learning within the maths mastery curriculum.</u></b></p> <ul style="list-style-type: none"> <li>• KL to continue to develop her understanding of procedural and conceptual variation through teaching for Mastery and TRGs with 7 partner schools</li> <li>• KL to work with team members of PSMC team to develop their understanding so that good practice can be disseminated</li> </ul>	<p>KL PSMC team</p>	<p>All teaching staff</p>	<p><b>Aut</b> KL to evaluate and purchase examples of textbooks to support colleagues thinking</p> <p><b>Aut / Spring</b> KL to work with some members of PSMC team to develop their understanding LSB - Maths Mastery demo to establish understanding <b>Summer Term 2019</b> KL INSET Staff reading and research Staff research groups</p>	<p>e) <b><u>Develop the use of conceptual and procedural variation as a learning tool to support teaching and learning within the maths mastery curriculum.</u></b></p> <ul style="list-style-type: none"> <li>• KL to continue to develop her understanding of procedural and conceptual variation through teaching for Mastery and TRGs with 7 partner schools</li> <li>• KL to work with team members of PSMC team to develop their understanding so that good practice can be disseminated</li> </ul>	<p>Matched funding to purchase textbooks. £500 would be needed for full set of both textbooks to be used for reference.</p> <p>0.5 day preparation for INSET</p>
<p>f) <b><u>Develop the use of coding as a tool to drive the development of mathematical thinking, computational thinking and problem solving.</u></b></p> <ul style="list-style-type: none"> <li>• JW to ensure all colleagues have access to the coding curriculum (tier 3)</li> <li>• develop the use of unplugged activities to develop thinking skills and maths development skills</li> <li>• coding INSET - linked to RTC</li> </ul>	<p>JW EGor</p>	<p>All Teaching Staff and TAs</p>	<p><b>Autumn Term</b> Reorganisation of Team Drive to curate resources for easy access to Computing curriculum <b>Spring Term</b> INSET Tues 17th January 2019 Coding Twilight RTC <b>Autumn/Spring/Summer</b> Observations throughout each term to support</p>	<ul style="list-style-type: none"> <li>• Staff have coding clearly embedded in effective planning</li> <li>• Staff have at their disposal a wide range of resources both plugged and unplugged to personalise delivery for learners.</li> <li>• Teachers are confident in teaching and delivery of coding and assessing children's knowledge and skills.</li> <li>• Children are coding showing understanding and progression.</li> <li>• Pupils are completing and sharing coded projects to showcase abilities, challenging themselves and applying the skills of logical thought, precision and problem solving</li> </ul>	<p>0.5 day preparation for INSET for JW and Egor</p>

# Key Strategic Questions

			teachers with planning and delivery		
<p>g) <b>Develop the mastery approach within EYFS</b></p> <ul style="list-style-type: none"> <li>• CW to continue to develop resources and approaches with colleagues in EYFS in order to have a maths-rich environment</li> <li>• Maths audit across foundation stage</li> <li>• Invite parents to visit the setting and engage in activities with their children with a maths focus.</li> <li>• Develop joint planning across Nursery and Reception</li> <li>• Further develop 'sustained shared mathematical thinking' with children</li> <li>• Use the ILD to promote Maths Home Learning</li> </ul>	CW to lead with support of KL and JB	EYFS colleagues and Y1 Colleagues	<p><b>Ongoing</b></p> <p>CW to support EYFS team in developing a maths rich environment</p> <p>Good practice shared wider into KS1</p> <p><b>Autumn Term</b></p> <p>Maths audit of skills, teaching and resources</p> <p>KL CW Jbo maths blink in EYFS</p> <p><b>Spring Term</b></p> <p>Opportunities for Parents to join maths mornings and share maths learning with their children</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Children use and apply their mathematical knowledge, skills and understanding across all areas of the provision.</li> <li>• Adults plan for maths throughout the continuous provision.</li> <li>• Adults develop practical resources to support Maths learning in the continuous provision.</li> <li>• EYFS staff are confident to support children to create and think critically, with a focus on thinking skills, making links between ideas and using strategies to solve problems.</li> <li>• Parents engage in visits to the setting and use ILD to support Home Learning participation.</li> </ul>	Essential resources – 10s frames etc as needed based on audit
<p>2. How do we utilise the principles of Let's Think in English to improve the skills set of pupils? Year 1 of 1</p> <p>Learning Team: Provision and Standards in English</p> <p>Learning Team Chair: Julie Jenkins</p> <p>Managed by: Emma Gorman</p> <p>Monitored by: The Local Standards Board</p>					
<b>Actions</b>	<b>Led by</b>	<b>Involving</b>	<b>Milestones</b>	<b>Indicators</b>	<b>Costs</b>

# Key Strategic Questions

<p><b>1. Introduce and embed Let's Think in English from Year 1-6 through a series of 5 CPD sessions across the year and intersession tasks to be completed.</b></p> <ul style="list-style-type: none"> <li>● Session 1: Introduction to LTE Pedagogy and research of LTE Simulation of a lesson</li> <li>● Intersession task 1: LTE lead teacher models lesson with relevant Year Groups.</li> <li>● Session 2: Lead feedback on modelled lessons. Provide lesson simulation on 2/3 lessons for teachers to try with their classes. Present the teaching and learning recommendations.</li> <li>● Intersession Task 2 (8 weeks): Teach the 2/3 lessons explored at session 2.</li> <li>● Session 3: Review LTE lessons so far. Work through LTE group work scenarios and discuss group work research. Get teachers to fill in LTE talk grid. Model further lessons to be taught over the next 10 weeks. Set up peer to peer observation with LTE teacher in attendance.</li> <li>● Intersession Task 3 (12 weeks) Continue to teach LTE on a fortnightly basis. Continue with peer observation partners:</li> <li>● Session 4: Review LTE progress Focus on metacognition Teachers to review previous LTE talk grid and agree on new next steps. Provide lesson simulation with specific focus on reasoning patterns. Set next peer to peer observation date. Also set transcript of part of a lesson task.</li> <li>● Intersession Task 4: Continue to teach LTE on a fortnightly basis. Continue with peer observation partners: Create transcript of lesson.</li> <li>● Session 5: Review transcript.</li> </ul>	<p>EGor SD</p>	<p>All Teaching Staff &amp; TAs</p>	<p>End of Autumn Term: Session 1 &amp; 2 Intersession Task 1&amp;2</p> <p>End of Spring Term: Session 3 &amp; 4 Intersession Task 3 &amp; 4</p> <p>Mid-Summer: Session 5 Intersession Task 5</p>	<p>An effective timetable of CPD will be established.</p> <p>All relevant staff will have attended all the training session and completed all the intersession tasks.</p> <p>Evaluations of CPD and feedback from Intersession Tasks will be reported back to SLT, and any points arising will be actioned.</p> <p>Opportunities for modelled lessons paired observations and peer feedback in place and monitored.</p> <p>All online planning and resources shared with Year 1-6 teachers. I</p> <p>All Year 1-6 teachers confident to teach LTE and lessons by the Spring term, LTE lessons being taught on a fortnightly basis.</p>	<p>a. £150 Annual subscription for LTE</p> <p>b. Planning and preparation time to deliver CPD EGor &amp; SD</p>
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## Key Strategic Questions

<p>Review and update LTE talk grid. Evaluation of LTE Planning your own lesson using the LTE pillars.</p> <ul style="list-style-type: none"> <li>• Intersession Task 5: Teach on lesson. Review and evaluation lesson and prepare WWW and EBI to share with staff.</li> </ul>					
<p><b>2. Whole School Blink of LTE to review how well the scheme is embedded and to identify any additional training needs for staff.</b></p>	<p>EGor JJ</p>	<p>KS1 &amp; 2</p>	<p>End of Autumn Term / Beginning of Spring Term</p>	<p>All KS1 and KS2 teachers and relevant TAs observed teaching a LTE session. Feedback from Blink shared with KS1 and KS2 Teachers and relevant TAs and any points arising actioned including any further training needed. Feedback form Blink reported back to SLT and any points arising actioned.</p>	<p>c. Management time for Blinks, preparing and delivering feedback EGor &amp; JJ</p>
<p><b>3. Introduce the underlying principles of LTE into the EYFS.</b></p>	<p>HP JJ EGor</p>	<p>EYFS staff</p>	<p>End of Autumn Term: baseline assessment of pupils Observation of EYFS staff EYFS staff to observe a lesson from KS1 EYFS staff to teach the observed lesson</p>	<p>EYFS will have completed an initial baseline assessment of children. All EYFS Staff to attend LTE CPD. All EYFS staff observed with a focus on monitoring adult speak - allowing children to talk. All EYFS staff will have observed and evaluated a lesson from KS1. Appropriate EYFS staff to adapt the planning from the observed LTE lesson to teach.</p>	<p>d. HLTA Cover in classes to enable staff to observe each other.</p>
<p><b>4. Establish processes to accurately assess attainment in oracy to monitor and support improvement.</b></p>	<p>EL EGor</p>	<p>Teachers</p>	<p>Autumn Half Term: Baseline Assessment  Early October  December and inline with school data drops</p>	<p>Universally Speaking introduced and first baseline assessment completed to assess the development of communication. Assessment completed inline with all data drops. First 2 talk moved introduced ( i Can website)</p>	<p>e. Planning and preparation time for EL to introduce Universally Speaking and to support staff where appropriate.</p>

## Key Strategic Questions

			Talk moves introduced in stages. 1 move introduced during each LTE CPD sessions.		
5. <b>Monitor the impact upon reading.</b>	JJ JD EGor	Teachers	<p>Beginning of Autumn Term: AR Star Test for baseline assessment</p> <p>End of Autumn Term: AR Star Test</p> <p>PIRA Test</p>	<p>All pupils in Y2-6 will have completed beginning of year AR Star Test. Any children identified as being too low for the scheme will be assessed using Early Star Literacy</p> <p>Teachers will have analysed data and established intervention groups for children requiring intervention and children requiring urgent intervention.</p> <p>Data will have been reviewed by the Learning Team and reported back to SLT. Any issues arising from the data will be addressed.</p> <p>Weekly data from AR will be analysed, and any issues arising from the data will be actioned.</p> <p>All pupils in Y2-6 will have completed an end of term AR Star Test or Early Star Literacy Test.</p> <p>Teachers will have analysed data and tracked progress.</p> <p>Data will have been monitored and reviewed by the Learning Team and reported back to SLT. Any issues arising from the data will be addressed.</p>	f. Time to meet to analyse data JJ, JD, EGor

## Key Strategic Questions

<b>6. Identify the effective practice and strategies of the Oracy Project and Vocabulary Project that will support and enhance the delivery of LTE sessions.</b>	EL EGor	EL EGor	End of Autumn Term Appropriate practices and strategies identified	EL and EGor will have reviewed and identified the effective practices and strategies of the Oracy and Vocabulary Project. EL and EGor will have identified the effective practice and strategies of the Oracy and Vocabulary Project that support the underlying principles of LTE. (Spring term: Best practice guide created and introduced to staff during inset)	Research time for EL and EGor to review Oracy and Vocabulary project and identify links.
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### 3. How do we ensure that the wellbeing and emotional health of pupils and staff is well supported?

#### Year 1 of 2

Learning Team: Provision and Standards in Emotional Wellbeing

Learning Team Chair: Kylie Waters

Managed by: Suzanne Drew and Sally Davies

Monitored by: The Local Standards Board

Actions	Led by	Involving	Milestones	Indicators	Costs
<p><b>1. Identifying Need and Monitoring (Key Principles of Emotional Wellbeing - KP)</b></p> <ul style="list-style-type: none"> <li>- Identify the support required to actively promote emotional wellbeing for both pupils and staff.               <ul style="list-style-type: none"> <li>- Following the initial survey, Team to develop age appropriate surveys for staff and pupils that can be retaken at different points in the year.</li> <li>- Carry out and analyse surveys for each class and staff members, in order to identify an autumn term priority.</li> <li>- GAS scaling created to monitor identified pupils and track from there on.</li> <li>- Adult play to explore the strategies and tools used to promote wellbeing for priorities.</li> </ul> </li> </ul>	Elaine Kylie	Teachers - analysis  All staff - surveys	<p>*Key priorities identified for classes and measurable improvement seen by the end of Autumn term (GAS scaling).</p> <p>*Next steps for Spring</p>	<p>Relevant information obtained, analysed and key priorities identified and acted upon.</p> <p>GAS scaling in place as a monitoring system and effectively tracking the impact of emotional wellbeing learning and interventions.</p> <p>Improvements in emotional wellbeing will have a positive impact on learning and behaviour.</p>	Time for surveying, analysing and research.

## Key Strategic Questions

<ul style="list-style-type: none"> <li>- Gather feedback from staff about strategies with pupils, GAS scaling data and pupil voice.</li> <li>- Learning Team to review class progress of emotional wellbeing.</li> <li>- Opportunities for adults to improve emotional wellbeing identified and ideas implemented.</li> </ul>			<p>Term identified Dec 2018.</p> <p>* Staff have begun to identify effective strategies and tools for their focus.</p>	<p>Happy staff! A range of mechanisms and paths in place for staff to access.</p>	
<p><b>2. Ethos of Environment (KP)</b></p> <p>Create an ethos and environment that promotes respect and values diversity.</p> <ul style="list-style-type: none"> <li>- Welcome weeks utilised to reacquaint all with the Core Values and Sparkling Learning Powers. An ethos and conditions that support positive behaviours for learning and for successful relationships.</li> <li>- Blink ethos and environment, including gauging the pupil voice. LSB to monitor blinks.</li> <li>- Ensure feedback from blinks support the further development of wellbeing, including the ensuring of an emotionally secure and safe environment where children will be confident to share.</li> <li>- Staff and pupils to explore and understand the strong links between emotional wellbeing and our Core Value of respecting.</li> </ul>	<p>Suzanne Becky Elaine Sally</p>		<p>*Individual needs identified and support in place where possible.</p> <p>*Social calendar created.</p> <p>* Relevant information obtained and analysed.</p> <p>*A structure of supervision across the staff in place.</p>	<p>The environment, where the pupils and staff spend a high proportion of their day, has a beneficial impact on their physical, emotional and mental health and wellbeing as well as impacting on attainment.</p> <p>Relationships between staff and children, and between children promote pupil wellbeing and help engender a sense of belonging to and liking of school.</p> <p>Incidents of bullying are reduced as a result of positive peer interactions.</p>	<p>(TESS - supervision service)</p>

## Key Strategic Questions

<p><b>3. Staff Development (KP)</b> Staff support their own wellbeing and that of pupils.</p> <ul style="list-style-type: none"> <li>- Staff to access INSET and related research (e.g. <a href="http://www.minded.org.uk/">www.minded.org.uk/</a>) to increase their knowledge of emotional wellbeing and to equip them to identify mental health needs in the pupils.</li> <li>- Research emotional wellbeing to support quality and range of provision available for children and staff.</li> <li>- Staff to be aware of the structure for accessing support both internally and externally. Staff to know trained staff in school.</li> <li>- Identify the needs of all staff, including NQTs and teachers at an early stage of career as well as returning staff.</li> <li>- Provide support to enable staff to reflect on and to take actions to enhance their own wellbeing and promote a work life balance. LSB to monitor support for staff and work life balance.</li> </ul>	<p>Sally Teresa Suzanne Jodie</p>	<p>Inclusion team, teachers &amp; TA's</p>	<p>*Autumn: Monitoring systems used (such as mood pictures) and this informs planning. Collect feedback through discussion from staff and pupils on impact of these systems. * Workplace Wellbeing Charter National Standards <a href="http://www.wellbeingcharter.org.uk">www.wellbeingcharter.org.uk</a></p>	<p>INSET carried out and seen in practice. Monitoring systems improve emotional wellbeing for all.</p> <p>Staff needs identified.</p> <p>Staff aware and using the support system.</p>	<p>INSET planning time</p> <p>Time allocation for analysis and setting up of support mechanisms.</p>
<p><b>4. Curriculum Teaching and Learning (KP)</b> Develop whole school guidance (link with research) to promote resilience and support social and emotional learning.</p> <ul style="list-style-type: none"> <li>- Create a mechanism/toolkit of support for groups (classes, small groups etc) and individuals.</li> <li>- Complete Core Values documentation and share again.</li> <li>- Identify in subjects and planning for SMSC learning across the breadth of the curriculum.</li> <li>- Blinks to look for Core Values, SMSC etc LSB to join for blinks.</li> </ul>	<p>Learning Team</p>	<p>All staff</p>	<p>By end of Autumn: *Blink 1 undertaken *Resources, activities, strategies trialling begun</p>	<p>Toolkit created that identifies the areas of need and links these to resources, strategies, activities that support the development of these areas. Core Values Assessment document for N-Y6 completed and ready to use Spring 19.</p> <p>Blinks undertaken and feedback given - progress in EHWB in evidence.</p>	<p>Time for Blinks and feedback.</p>

## Key Strategic Questions

<ul style="list-style-type: none"> <li>- Gather evidence of SMSC teaching and learning (see NICE guidance).</li> <li>- Establish relevance and purpose and outstanding practice.</li> </ul>			<p>*CV Assessment doc completed and approved</p>	<p>Broad coverage of SMSC teaching embedded into LTP and MTP.</p> <p>Outstanding practice of SMSC; evidence gathered and portfolio created as a guide to support staff.</p>	
<p><b>5. Student Voice (KP)</b> To enable student voice to influence decisions.</p> <ul style="list-style-type: none"> <li>- Wellbeing survey (linked with 1st Wellbeing AIP target)</li> <li>- Ensure pupil groups are established in the Autumn term (School Council, Eco-Council, SNAG, Class Councils, Sports Council).</li> <li>- Create case studies of the pupil voice in relation to behaviour and SEMH, and plan next steps.</li> <li>- Further develop partnerships between young people and staff to formulate, implement and evaluate Wellbeing approaches.</li> <li>- Establish a pathway that allows and encourages pupils to contribute to decisions that will impact on their social and emotional wellbeing.</li> <li>- LSB to monitor pupil voice.</li> </ul>	<p>Suzanne Sally Fiona Lisa</p>	<p>Inclusion team All teachers and TAs</p>	<p>By Autumn half term - surveys carried out and pupil groups are established By end of autumn term, create the beginnings of an emotional wellbeing toolkit for staff to use to promote consistency.</p>	<p>Relevant information obtained, analysed and key priorities identified and acted upon.</p> <p>School councils/groups embedded and fully functioning.</p> <p>Pupil voice - A sample from a range of pupil groups, including that of SEN, CLA, MH needs and disabled pupils. Link to this the plan, do review process.</p> <p>Key children targeted by inclusion team and wellbeing impact reports created.</p>	<p>Time for staff to collate strategies and build toolkit.</p> <p>Time allocated for developing case studies.</p>

4. How do we ensure that our processes, particularly in our use of Teaching Assistants and HLTAs, have the maximum impact on the standards achieved by our disadvantaged and vulnerable pupils together with their welfare? Year 1 of 2

Learning Team: Provision and Standards for Vulnerable Pupils

Learning Team Chair: Katherine Luker

Managed by: Karen Pollock and Elaine Gill

## Key Strategic Questions

Monitored by: The Local Standards Board					
Actions	Led by	Involving	Milestones	Indicators	Costs
<p><b>a. Staff knowledge and awareness of vulnerable and disadvantaged pupils and available resources.</b></p> <ul style="list-style-type: none"> <li>- All teachers and TAs to have a clear understanding of the definitions of Vulnerable and Disadvantaged pupils, as stated in the register.</li> <li>- A directory of interventions, including external agencies, and their purpose is available for staff.</li> <li>- Teachers to identify these pupils, including the more able disadvantaged, and the appropriate interventions and provisions for them.</li> </ul>	<p>TP</p> <p>KLu</p>	<p>Teachers and TAs</p> <p>Teachers</p>	<p>By the next Team Meeting: Full explanation of acronyms and definitions provided for staff. By October half term: Interventions Checklist completed by staff; Baseline Monitoring sheets completed by teachers and TAs.</p>	<p>Teachers and TAs consistently use the Intervention Group Monitoring and Impact document to review and monitor the progress of pupils.</p> <p>Vulnerable and Disadvantaged Pupils become a standing item on Team agendas to enable TLs to track and monitor progress.</p>	<p>Time allocated for developing a directory of interventions</p>
<p><b>b. Communication</b></p> <ul style="list-style-type: none"> <li>- Ensure that there is clear communication for all teachers and TAs regarding the interventions and provisions available;</li> <li>- Ensure that scripts for intervention programmes are written;</li> <li>- Guidelines for staff leading intervention programmes are written;</li> <li>- Ensure that there are clear entry and exit assessment tools for interventions.</li> </ul>	<p>Learning Team</p> <p>ISLAs</p> <p>TP</p>	<p>Teachers and TAs</p>	<p>By October half term, scripts for interventions to be written and shared;</p> <p>By the Spring term 2019, the Communication actions will be reviewed by the Learning Team, as at least one cycle will have been completed and evaluated.</p>	<p>During monitoring of interventions and provisions, there will be clear evidence that scripts and guidelines are being used effectively by teachers and TAs.</p> <p>The use of entry and exit assessment criteria for interventions can be used by teachers as evidence of progress.</p>	<p>Time allocated for ISLAs to write scripts and guidelines for intervention programmes.</p>
<p><b>c. MITA training:</b></p> <ul style="list-style-type: none"> <li>- Ensure that all TAs and HLTAs have maximum impact on the progress of Vulnerable and Disadvantaged pupils through the MITA project</li> </ul>	<p>External agencies</p> <p>SLT</p>	<p>HLTAs, TAs and Teachers</p>	<p>MITA training programme implemented</p>	<p>Teachers and TAs to consistently use the Intervention Group Monitoring and Impact</p>	<p>Cost of involvement with Challenge Partners Hub,</p>

## Key Strategic Questions

<ul style="list-style-type: none"> <li>- TAs to use consistent approaches, language and strategies when working with children.</li> </ul>			<p>during Autumn term;</p>	<p>document to review and monitor the progress of pupils; Evidence from Blinks and monitoring visits;</p>	<p>predominantly to pay for the MITA training programme (to be delivered by external trainers) This should enable TAs and teachers to be trained; Time allocated to release TAs to attend training.</p>
<p><b>d. Pupil Premium children</b></p> <ul style="list-style-type: none"> <li>• To make progress towards closing the gap in Maths and English and Foundation Stage Prime Areas.</li> </ul>	<p>SDa KP KL</p>	<p>Teachers and TAs; LSB</p>	<p>Data analysis at termly data drops.</p>	<p>At key data drop times across the year and at pupil progress meetings, SLT and TAs to analyse class data to ensure that PP children are making adequate progress in order to close the gap.</p>	<p>Time allocated to release teachers from classes to attend Pupil Progress meetings; Kate and Elaine's time over a fortnight to meet with all class-based teachers</p>
<p><b>e. More able disadvantaged:</b></p> <ul style="list-style-type: none"> <li>- Clarify the definition of a more able disadvantaged child;</li> <li>- Teachers to identify these pupils and the appropriate interventions and provisions for them.</li> <li>- Ensure that staff focus on progress and outcomes for the more able disadvantaged to ensure that they make appropriate progress and attainment.</li> </ul>	<p>SLT</p>	<p>Teachers and external agencies</p>	<p>By October half term, teachers will have a clear picture of who their more able disadvantaged pupils are.</p>	<p>At key data drop times across the year and at pupil progress meetings, SLT and TAs to analyse class data to ensure that the more able disadvantaged pupils are making appropriate progress; Evidence from Blinks and monitoring visits will indicate that the more able disadvantaged pupils are being effectively supported challenged.</p>	<p>Time allocated to SLT to carry out Blinks and monitoring visits.</p>

## Monitoring and Evaluation 1: Spring 2019

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## Monitoring and Evaluation 1: Spring 2019

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<b>Progress and Impact Summary</b>			

Monitoring and Evaluation 2: Summer 2019

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## Monitoring and Evaluation 2: Summer 2019

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<b>Progress and Impact Summary</b>			

## Local Standards Board Monitoring Report

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### Key Strategic Question 1

How do we continue to revise our approaches to the teaching and learning of mathematics, including the use of technology, to encompass the key elements of the next steps in Maths Mastery teaching, thus maximising the impact on attainment and progress?

### Key Strategic Question 2

How do we utilise the principles of Let's Think in English to improve the skills set of pupils?

### Key Strategic Question 3

How do we ensure that the wellbeing and emotional health of pupils and staff is well supported?

### Key Strategic Question 4

How do we ensure that our processes, particularly in our use of Teaching Assistants and HLTAs, have the maximum impact on the standards achieved by our disadvantaged and vulnerable pupils together with their welfare?

### Evaluation Summary

### Key Strategic Questions 2019-2020

- 1.
- 2.



Whether  
you think  
you can  
or think  
you can't  
- you are  
right.  
Henry  
Ford