

## ACTION PLAN 2016 – 2017

### Year 1

#### Strategy 1: To ensure outstanding outcomes through attainment and progress of the children

Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start)	Monitor, Evaluate and Review
1. To develop Mastery of Maths Across Key Stage 2	<ul style="list-style-type: none"> <li>• Staff meetings/team teaching led by Maths Subject Leader to investigate how Mastery of Maths looks across Key Stage 2 and how it can be achieved in the classroom.</li> <li>• Maths Leader to lead staff meetings/1:1 support on mastery and develop, with staff, whole school approach to teaching of maths mastery.</li> <li>• See Maths Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are more confident and have knowledge of what mastery is and looks like in the classroom.</li> <li>• Resources available in the classroom allow pupils to demonstrate understanding at a 'greater depth'.</li> <li>• Staff are able to adapt teaching to ensure maths mastery is developed especially for more able pupils.</li> </ul>	LH – Maths leader  All staff	<ul style="list-style-type: none"> <li>• September 2016</li>   <li>• From October 2016 onwards</li> </ul>	
2. To ensure more able pupils make exceeding progress	<ul style="list-style-type: none"> <li>• Pupil progress meetings to track pupils who are more able and ensure progress is being maintained and exceeded.</li> <li>• All planning and particularly English to include appropriate challenge for more able pupils</li> <li>• Provide opportunities for more able children to further develop their abilities within specialist activities.</li> <li>• To provide high quality 'able learner' interventions in KS2 for Writing and Maths</li> </ul>	<ul style="list-style-type: none"> <li>• More able children are making at least secure progress across their learning</li> <li>• More able children are achieving 85%+ ARE and this will increase year on year.</li> <li>• More able children are identified and planned for appropriately</li> <li>• More able children experience a greater breadth and depth of learning opportunities.</li> </ul>	SS/ST  SS/ST  All staff	<ul style="list-style-type: none"> <li>• From October 2016</li> </ul>	

<p>3. To ensure that the middle ability children make accelerated progress.</p>	<ul style="list-style-type: none"> <li>• Focus on middle ability children during Pupil Progress meetings.</li> <li>• Ensure middle ability children gain equal support during English and Maths lessons across the week.</li> <li>• Ensure teachers track progress of these children.</li> <li>• To allow opportunities for 'talk time' in English and Maths.</li> </ul>	<ul style="list-style-type: none"> <li>• Middle ability children achieve 'Secure' at end of year expectations.</li> <li>• Middle ability children are more confident and able to develop their learning skills and knowledge.</li> </ul>	<p>All teaching staff</p>	<ul style="list-style-type: none"> <li>• From Oct 2016</li> <li>• On going</li> </ul>	
<p>4. To design, plan and introduce a new topic curriculum through-out Key Stage One and Two</p>	<ul style="list-style-type: none"> <li>• As a staff design a Curriculum Topic Overview that takes into account the NC and relevance to the pupils of North Road Primary. INSET training days 1<sup>st</sup>/2<sup>nd</sup> September 2016</li> </ul>	<ul style="list-style-type: none"> <li>• All NC subjects have cross curricular links to English and in particular writing.</li> <li>• The Curriculum that is offered to the pupils at North Road Primary School capitalizes on pupil's interests and local historical/events.</li> </ul>	<p>All staff/Subject Leaders</p>	<ul style="list-style-type: none"> <li>• September 2016</li> <li>• Introduction January 2017</li> </ul>	
<p>5. To ensure all SEN pupils have specific interventions appropriate to need to narrow the gap</p>	<ul style="list-style-type: none"> <li>• Identify barriers to learning for SEN children and plan strategies to support further achievement, i.e. attendance plan, behaviour program etc.</li> <li>• Staff to be specific in planning individual programmes relating to learning and improving outcomes, for pupils with identified SEN.</li> <li>• Programmes to be tailored to needs of pupils to enable rapid progress to be made and gap to peers attainment narrowed.</li> <li>• Progress to be maintained and tracked for pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Children and barriers to learning identified</li> <li>• SEN planning shows specific targets to meet the needs of individuals.</li> <li>• Gaps in learning are closing and identified children are making improved progress according to ability.</li> <li>• Intervention Planning address gaps in learning with objectives taken from ARE</li> </ul>	<p>All staff</p> <p>Class teachers</p> <p>Class teachers</p> <p>All staff</p>	<ul style="list-style-type: none"> <li>• From September 2016</li> </ul>	

		<ul style="list-style-type: none"> <li>• Attainment of SEN children improves to expected or better outcomes.</li> </ul>	SS		
6. To ensure all PP pupils have specific interventions appropriate to need to narrow the gap	<ul style="list-style-type: none"> <li>• Identify barriers to learning for PP children and plan strategies to support further achievement, i.e. attendance plan, behaviour program etc.</li> <li>• Staff to be specific in planning individual programmes relating to learning and improving outcomes, for Pupil Premium pupils.</li> <li>• To provide the opportunity for pupils to read daily with a reading mentor.</li> </ul>	<ul style="list-style-type: none"> <li>• Children and barriers to learning identified</li> <li>• Appropriate therapy put in place and evaluated to analyse impact against progress.</li> <li>• Evidence from tracking data that the gap in attainment for reading is narrowing</li> </ul>	ET/ All staff  All staff/Subject Leaders.    SS/ST	<ul style="list-style-type: none"> <li>• From September 2016</li> <li>• Termly</li> </ul>	

### Strategy 2: To ensure all personal development, behaviour and welfare including safeguarding is outstanding

Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start)	Monitor, Evaluate and Review
1. To further develop awareness and understanding of British Values	<ul style="list-style-type: none"> <li>• Link British Values to School Values to enable coverage alongside current aspects.</li> <li>• British Values to be highlighted and investigated during assemblies and through Termly classroom displays.</li> </ul>	<ul style="list-style-type: none"> <li>• Children know what the terms value is and how this relates to the relevant British Value.</li> <li>• Specific teaching of British Values will be evident in assemblies.</li> </ul>	SS/All staff	From September 2016	
2. To improve outdoor provision for both curriculum and playtimes.	<ul style="list-style-type: none"> <li>• A plan for outdoor provision is drawn up.</li> <li>• Implementation of resources and introduction to pupils.</li> <li>• New quiet area developed on the playground to provide outdoor reading and imaginative play both during curriculum time and playtime.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan for outdoor provision in place.</li> <li>• New resources sourced and purchased and pupils are using resources effectively</li> <li>• Removal of stone circles and new surface in place with pupils using the area.</li> </ul>	SS  SS	September 2016  August 2016	

	<ul style="list-style-type: none"> <li>Improve KS1 outdoor area in order to improve directed and free play learning</li> </ul>	<ul style="list-style-type: none"> <li>Improved scores within aspects of NC in KS1.</li> </ul>	SS/LH	From September 2016	
3. To develop an awareness of healthy personal development	<ul style="list-style-type: none"> <li>To begin working towards the 'Health in School' award</li> <li>To produce a 'healthy lunchbox' leaflet to be given to all pupils/parents.</li> <li>To introduce 'wake and shake' twice a week before school to increase children's physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>To achieve at least the 'Bronze Award' for Health in Schools</li> <li>All children are eating a healthy, balanced dinner if they bring their own lunch box.</li> <li>All children are aware of the importance of physical activity on their bodies and for learning.</li> </ul>	LH/ET  SS/School Council  ET/All staff	From September 2016  November 2016  From September 2016	
4. To introduce a discrete e-safety curriculum to teach about the importance of Internet Safety.	<ul style="list-style-type: none"> <li>To introduce the teaching of 'Hector's World' to each class in Key Stage One and Two.</li> <li>To provide homework linked to ICT safety lessons.</li> <li>To provide home-school links on the school website to support the teaching of ICT safety at home.</li> <li>To provide an advice leaflet for parents</li> </ul>	<ul style="list-style-type: none"> <li>All children will be able to explain the dangers/safety issues surrounding e-safety.</li> <li>Parents will feel confident in supporting their child to stay safe when using ICT.</li> </ul>	All staff  All staff  SS – ICT Subject Leader	September 2016	
5. To firmly establish the roles of the eco monitors/lunchtime crew/school council/head pupils etc.	<ul style="list-style-type: none"> <li>Head boy/girl will take the lead role in chairing the school council.</li> <li>School Council to meet with governors/be represented at a Governors meeting C&amp;P twice yearly.</li> <li>The Lunchtime Crew will develop their role/responsibilities to include whole school events.</li> </ul>	<ul style="list-style-type: none"> <li>Pupil's voice is active in all areas of the school day and pupil's feel ownership over these roles as they develop leadership qualities.</li> </ul>	SS/ET	September 2016 – then ongoing.	

6. Pupil Leadership – PE/Sports	<ul style="list-style-type: none"> <li>• ‘Sports Crew’ to be set up. This crew will lead a sporting event one a term.</li> <li>• Young Leaders Training for Year 5/6 to be implemented.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are taking an active role in leading and managing sporting activities (level 1).</li> <li>• At least 10% of children are leading, managing and officiating school games activities.</li> <li>• Achievement of the Silver School Games Award.</li> </ul>	LH ET	October 2016 Ongoing	
7. To introduce the philosophy of proximal development – Purple Learners	<ul style="list-style-type: none"> <li>• INSET training by Di Pardoe cascaded to all staff.</li> <li>• All classes to implement training on: Language of Learning, the 5 point plan, Movers and Blockers to learning and How to embrace challenge and build independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Children understand and can demonstrate that they know: how to be a successful, confident and responsible learner.</li> <li>• Purple Learner displays in all classrooms.</li> </ul>	CJ	September 2016 and ongoing. Embedded by Term 6, July 2107  Displays on the walls by latest Term 4, April 2017	

**Strategy 3: To ensure high quality teaching, learning and assessment with the majority of it to be outstanding and none less than good**

Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start)	Monitor, Evaluate and Review
1. To continue to embed a focus on improving writing through ‘high quality texts’	<ul style="list-style-type: none"> <li>• Staff meeting training led by English Subject Leader</li> <li>• <a href="#">See English Action Plan</a></li> </ul>	<ul style="list-style-type: none"> <li>• Planning and teaching shows progression through lessons and units.</li> </ul>	<ul style="list-style-type: none"> <li>• ST</li> </ul>	<ul style="list-style-type: none"> <li>• On Going</li> </ul>	
2. To increase the quality of ‘narrative writing’ across Key Stage 1 and 2.	<ul style="list-style-type: none"> <li>• INSET training to be led by Vicky Gordon</li> <li>• <a href="#">See English Action Plan</a></li> </ul>	<ul style="list-style-type: none"> <li>• When moderated work in books demonstrates high quality narrative writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Vicky Gordon – 31/10/16</li> <li>• SS/ST</li> </ul>	<ul style="list-style-type: none"> <li>• October 2016</li> <li>• Termly</li> </ul>	

<p>3. To introduce a consistent policy and scheme for handwriting across the school.</p>	<ul style="list-style-type: none"> <li>• New handwriting policy to be developed and shared with parents.</li> <li>• Introduction of handwriting scheme during whole school staff meeting - July 2016, for staff training on correct letter formations, joins and expectations across the school.</li> <li>• Staff to be implement the new handwriting policy</li> <li>• All displays to use modelled joined handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff and parents aware of policy and able to support pupils.</li> <li>• Staff are able model correct handwriting when working with pupils and aware of year group expectations.</li> <li>• Work sampling shows an increase in the use of correct letter formation and joins. Expectations: <ul style="list-style-type: none"> <li>• Children consistently joining diagraphs by the end of KS1</li> <li>• Children consistently joining high frequency words by the end of Year 1</li> <li>• Children consistently joining by the end of KS1 and throughout KS2</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ST</li> <li>• ST</li> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>•September 2016</li> <li>•Autumn Term 2016</li> <li>•On going</li> </ul>	
<p>4.Ensure the marking policy is consistent and that pupils respond to feedback</p>	<ul style="list-style-type: none"> <li>• Monitor marking of Maths, English &amp; Science and across the subjects.</li> <li>• Pupils given time to ensure they respond to feedback and marking on a regular/daily/weekly basis depending on the subject and content.</li> <li>• Identified next steps are apparent in books and acted upon in the next piece(s) of work. If not then teacher acts and identifies intervention for pupils.</li> <li>• Pupils are able to respond positively to marking and</li> </ul>	<ul style="list-style-type: none"> <li>• Marking is consistent across the school.</li> <li>• Pupils respond to feedback and marking positively on a regular basis making changes appropriately or extending their piece of work/learning.</li> <li>• Pupils make good progress against their next steps and move on quicker.</li> </ul>	<ul style="list-style-type: none"> <li>• Subject leaders through scrutiny of books</li> <li>• All staff</li> <li>• All staff</li> <li>• All staff</li> </ul>	<ul style="list-style-type: none"> <li>•On going</li> </ul>	

	<p>feedback to improve their learning and have knowledge of this being able to explain the impact.</p> <ul style="list-style-type: none"> <li>Vulnerable Learners (including PP pupils) are provided with weekly 1:1 feedback time with a TA</li> </ul>	<ul style="list-style-type: none"> <li>Pupils use their pens to demonstrate their understanding.</li> <li>All pupils make good progress against their next steps.</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> </ul>		
5. Teaching and learning consistently Good to Outstanding (continued from last year)	<ul style="list-style-type: none"> <li>Identify which elements of teaching &amp; learning can be moved from good to outstanding.</li> <li>Identify CPD opportunities to support above action.</li> <li>Monitor &amp; Review outcomes through lesson observation and work scrutiny.</li> </ul>	<ul style="list-style-type: none"> <li>Areas for further development are identified.</li> <li>Target to form part of Teacher Appraisal</li> <li>Individual CPD opportunities are planned to support further development of teaching &amp; learning.</li> <li>Observation and work scrutiny demonstrate teaching is consistently good or better.</li> </ul>	<ul style="list-style-type: none"> <li>SS/Subject Leader/ ET - Appraisal Leader</li> <li>SS/ET/All staff</li> <li>SS/ET</li> </ul>	<ul style="list-style-type: none"> <li>On going</li> </ul>	
6. Achievement of 'The Artsmark Award.'	<ul style="list-style-type: none"> <li>To begin working towards the 'Artsmark Award' – self assessment/ <a href="#">See Artsmark Action Plan and Statement of Commitment</a></li> <li>Increase all pupil's participation with musical instruments.</li> <li>Enthuse pupil's musical experiences through visiting teachers and the introduction of 'Charranga' music scheme.</li> </ul>	<ul style="list-style-type: none"> <li>To achieve at least the 'Bronze Artsmark Award'.</li> <li>All children are provided with and enjoy a creative curriculum that covers all areas of the arts.</li> </ul>	<ul style="list-style-type: none"> <li>LP – Arts Subject Leader</li> </ul>	<ul style="list-style-type: none"> <li>September 2016 and then ongoing.</li> </ul>	

### Strategy 4: To ensure outstanding leadership and management across the school community

Targets	How are these to be achieved?	Success criteria / Outcomes	Led by	Timescale (start)	Monitor, Evaluate and Review
1. To provide support to new curriculum subject leads	<ul style="list-style-type: none"> <li>Staff are assigned curriculum leadership according to skill set and necessity.</li> <li>Staff are supported either by the LA leads or established leads from other schools either in cluster or wider.</li> <li>Staff are given specific training on new aspects within the subject or updates regularly. English and Maths teams to attend the cluster leaders meetings termly.</li> <li>Curriculum Leaders provide advice and support to rest of the staff through staff meetings, regular informal and formal support, discussions and advice.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Leaderships are formed successfully and feel they are well trained and support in their new roles.</li> <li>Staff are confident in their new found skills and knowledge to be able to provide advice and support to others when and where needed.</li> </ul>	<ul style="list-style-type: none"> <li>SS and LA leads</li> </ul>	<ul style="list-style-type: none"> <li>From September 2016 then on going</li> </ul>	
2. Develop the leadership skills for all subject leaders (continued from last year) and new Pupil Premium Champion /Senior teacher	<ul style="list-style-type: none"> <li>ET to join SLT and develop leadership skills and role of PP Champion.</li> <li>Look for opportunities for further develop leadership by the school through cluster meetings/supporting other small schools.</li> </ul>	<ul style="list-style-type: none"> <li>Successful and effective SLT meetings on a regular 2 weekly basis.</li> <li>Subject leaders to support other small schools/cluster school through assisting with cluster meetings etc.</li> </ul>	<ul style="list-style-type: none"> <li>SLT and training</li> </ul>	<ul style="list-style-type: none"> <li>On going</li> </ul>	
3. To enter into partnership with other small schools to employ a SENCo.	<ul style="list-style-type: none"> <li>Heads of local small schools to advertise and appoint a SENCo to work collaboratively across the schools.</li> </ul>	<ul style="list-style-type: none"> <li>A SENCo will be in role and leading SEN across 2 or more local small schools.</li> </ul>	<ul style="list-style-type: none"> <li>SS/ET</li> </ul>	<ul style="list-style-type: none"> <li>June 2017</li> </ul>	
4. To improve the quantity of	<ul style="list-style-type: none"> <li>Increased input on GoogleDoc RAP document and increased</li> </ul>	<ul style="list-style-type: none"> <li>All Governors contributing to RAP document.</li> </ul>	<ul style="list-style-type: none"> <li>All Governors</li> </ul>	<ul style="list-style-type: none"> <li>October 2016 Ongoing</li> </ul>	



input into the SDP and RAP	attendance at Termly RAP review. <ul style="list-style-type: none"> <li>• Working Party input on SDP</li> <li>• Whole School INSET 1/9/16</li> </ul>	<ul style="list-style-type: none"> <li>• Each Governor to attend at least one RAP review a year.</li> <li>• Governors in attendance for the SDP training.</li> </ul>			
5. To have clarity of the Governors Actions and priorities for the future and be proactive in working towards these.	<ul style="list-style-type: none"> <li>• To review/update Action Plan</li> <li>• Working Party to work together on Actions from the Governor's Action Plan and deliver at FGB.</li> </ul>	<ul style="list-style-type: none"> <li>• All Governors to provide input and feedback into the Action Plan.</li> </ul>	<ul style="list-style-type: none"> <li>• All Governors</li> </ul>	October 2016	
6. To review the impact of Leaders on achieving improvement.	<ul style="list-style-type: none"> <li>• Link governor reporting</li> <li>• Suitable challenging of Leadership</li> <li>• Impact of interventions</li> </ul>	<ul style="list-style-type: none"> <li>• All Link Reports to be agreed and on the website by the end of the term in which they took place.</li> <li>• Pupil Premium Governor to take on the role of ensuring Governors have information about the Impact of interventions for PP pupils.</li> <li>• SEN Governor to report to all Governors on the Impact of Interventions for SEN pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• All Governors</li> <li>• PP Governor</li> <li>• SEN Governor</li> </ul>	<ul style="list-style-type: none"> <li>• October 2016</li> </ul>	

Now the school looks at each strategy to consider its resource implications in terms of:

- ❖ Buildings
- ❖ Equipment
- ❖ Staffing and Staff development needs

### **Resource Implications**

<b>Buildings –</b>	2016/17	2017/18	2018/19
1.			

<b>Equipment – estimated costs</b>	2016/17	2017/18	2018/19
1. New resources for new curriculum	£1,500 (utilising existing resources)	£2,000	
2. New resources for Artsmark award	£600		
3. Updating IT hardware	£3,000 ( iPad)	£5,000 (final set of laptops)	
4. Outdoor provision upgraded	FONR Fund raising/Grants		

<b>Staffing – estimated costs</b>	2016/17	2017/18	2018/19
1. CPD	£2,000	£2,000	
2.			