Buckfastleigh Primary School
School Improvement Plan
As at October 2018

Plans with red are priorities according to the Devon Quintile ranking data

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Main Priorities

Objective 1		Specifically by making sure	Actions	Success criteria	Timeframe/owner	Costs	Monitoring
1	Improve the effectiveness of leadership and management, including governance, by making sure that						
1.1		leaders' plans for improvement link more closely to improving the quality of teaching and learning	All improvement plans need to focus on improving the quality of teaching (and then to have impact on standards)	All plans and performance management objectives clearly link to school improvement priorities	JH by 21/9/18	-	Plans to be reviewed by RS and Local Governing Body (LGB) and review dates agreed.
1.2		governors, including trust officers, have a precise picture of the school's effectiveness so they can hold leaders rigorously to account	Revisit governance by external reviewer Autumn term		GB	Cost of Ext reviewer ~£300 ?	Evidence- review document and GB minutes/visits
1.3		leaders and governors gain an exact understanding of the extent of poor behaviour by pupils and take effective action to eliminate it	LGB monitoring CI monitoring weekly SLT monitoring during learning walks and lesson observations	In 100% of all lessons pupils show respect to the teacher (and other adults) and their classmates.	JH		- Evidence – GB visit notes and Behav lead review
1.4		performance management targets are precise and relevant, so that teachers can develop their practice and be held to account more efficiently	PM objectives set in line with whole school priorities	All teachers have PM objectives	Completed in w/c 8/10/18 JH	-	
		performance management targets are precise and relevant, so that teaching support staff can develop their practice and be held to account more efficiently	PM objectives set in line with whole school priorities	All teaching support staff have PM objectives	Completed in w/c 19/11/18 JA/JPS		
1.5		leaders develop further the skills of middle leaders so that they can check on and influence improvements in teaching	Achievement for All Twilight 12 Oct 2018	Middle leaders will respond confidently in their evaluation of standards (in their area) and have plans for impact which they have evaluated.	A for All October session on this	Directed non-contact time already planned into timetables. Covered by carousels.	

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Objective 2 What outcome are we trying to achieve?		Specifically by making sure Actions	Success criteria How will we know if the actions have been successful?	Timeframe and owner	Costs	Monitoring
2	Improve the quality of teaching so that it is consistently good or better			JH		See individual plans
2.1.1		raising teachers' expectations of what pupils can achieve across all subjects with a special focus on Phonics, Reading and Mathematics by Achievement for All professional development and use of individualized twilight training. This to specifically include the development of middle leaders	Teachers will plan lessons with the correct pitch and expectations to stretch pupils. Leaders will audit and produce action plans for their led area which focus on the impact and outcomes. Leaders will monitor and evaluate progress and report to SLT at least half termly, with clear evidence to support their findings.	JH	Achievement for all is a £10 000 investment over two years.	
2.1.2		For actions- see individual plans	% pupils at expected or above will be: EYFS 83-76, Disadv 100-60 Phonics 93-87, Disadv 93-87 KS1 R 86-80. Disadv 100-67 KS1 W 80-74. Disadv 100-67 KS1 M 85-79, Disadv 100-67 KS2 Comb 80-68, Disadv 75-50 KS2 Progress KS2 R 2.3 – 0.8, Disadv 2.7 – 0.3 KS2 W 2.0 – 0.7, Disadv 2.2 – 0.5 KS2 M 2.2 – 0.6, Disadv 2.0- 0.1 All pupils reading at least 5 times a week, recorded in reading records. Decrease (from around a third) in pupils who think reading is not enjoyable or worthwhile.		Accelerated Reader set up: £5100 over 3 years Phonics Apps : See	
2.2		providing pupils, particularly the most able, with more opportunities in mathematics to use and apply their skills to deepen their understanding	Audit fluency- Children and staff PD on number and calculation Autumn 1. Audit reasoning and problem solving- Children and staff	JH/TE		

			PD on reasoning and problem solving Autumn 2. Audit greater depth maths – pupils and staff. PD on Challenge Maths Spring 1 Increase in % pupils achieving GD to national levels in KS2 and KS1 specifically in reasoning and problem solving			
2.3		ensuring that all staff have a good understanding of how to teach phonics effectively	Teaching of phonics will be good or better from observations	JH/JA	-	
2.4		ensuring that teachers across the school plan activities that are not too hard or too easy for pupils.	Planning for progress using the Feedback and Marking books demonstrates this and triangulates with work in books and pupil voice.	JH/JA	-	

Objective 3 What outcome are we trying to achieve?		Specifically by making sure	Actions What will be the specific actions taken to achieve the objective?	Success criteria How will we know if the actions have been successful?	Timeframe and owner When will the actions be completed and by whom?	Costs What are the financial implications of the actions?	Monitoring How will improvements be monitored?
3	Improve the personal development, behaviour and well-being of pupils						
3.1		ensuring good behaviours for learning through eradicating low-level disruptive behaviour	Audit in-lesson behaviour Audit lunchtime behaviour Ensure adherence to behaviour approach	October 18 99 % lesson time devoted to learning not behaviour management. By November All lesson observations and learning walks have behaviour at 'outstanding'	JH/CI		JH during monitoring CI during weekly monitoring LGB- visits
3.2		taking more robust action to improve the attendance of pupils who are persistently absent, so pupils can benefit from their education.	Informing, enforcement and celebration see Action Plan	September 18 Girl PA attendance 96.2% PP PA attendance 96.2%	JH (MAllsop MA))	-	JH during weekly monitoring MA- twice daily monitoring

Obj 2 *** School Improvement Plan – Reading	Success criteria
What is required: 2.1 Improve the quality of teaching so that it is consistently good or better by raising teachers' expectations of what pupils can achieve in Reading 2.4 Ensure that teachers across the school plan Reading activities that are not too hard or too easy for pupils.	- Specific (simple, sensible, significant). - Measurable (meaningful, motivating). - Achievable (agreed, attainable). - Relevant (reasonable, realistic and resourced). - Time bound (time/cost limited, time-sensitive). - Evaluated - Reviewed

Current position: data and results/Ofsted and book reviews/pupil conferences etc
- For KS1, in 2018, Reading was above national (for 2017) at 81.5%
- For KS2, in 2018, Reading was 59% and progress was -2.3

End of year success criteria (June 2019):
What specific thing will we be able to measure, evaluate and review?

KS1 Reading 86-80%, Disav 100-67%
KS2 Reading Progress 2.3 – 0.8 , Disadv 2.7-0.3

Rationale:
Teacher's planning and teaching plus expectations of what pupils can achieve in Reading needs to be raised

Predicted Impact on Pupils and staff:
What will it look like when it happens- what will we see
- Staff will be consistent in delivering high quality teaching, moderation and assessment of pupil's progress in reading.

Actions	Member of staff leading and accountable	Monitoring (by whom, by when and how)	Cost /Resources	Success criteria How will we know if the actions have been successful?	
What will be the specific actions taken to achieve the objective?		How will improvements be monitored?	Will this require people, time, materials?	Key Milestone1 December 2018	Key Milestone2 June 2019
• Monitor planning, assessment and teaching of Reading • All teachers/TAs will update SPTO Reading half-termly at least. • Identify adults needing additional training by audit/observations/discussions and plan quick corrective action • In each year group, identify pupils who are not on track to meet expected standard and plan quality teaching plus intervention • In week before October half-term, identify pupils who have not made enough progress over Aut 1 and discuss with SENDCo • Plan high impact intervention and evaluate in December 18 • Replan for Spring and Summer	JPS Teachers and TAs JPS Teachers JPS RK	JPS JPS to report to SLT after data drops JPS to report to SLT JPS/ By end of Aut 1 JPS/RK JPS/RK and report to SLT before end of Aut 2	Leadership time	All children on track for yearend attainment at age related or above Staff knowledge & understanding improved Children making accelerated progress to be on track/catch up	All children at expected attainment at age related or above with the exception of those identified by the SENDCo who will contribute to year end pupil progress meetings and who will create case study and provision map for each child. At expected standard KS1 Reading 86-80%, Disav 100-67% KS2 Reading Progress 2.3 – 0.8 , Disadv 2.7-0.3

Evaluation Process
(who, when, how?):
Key evaluation questions (at least three) for governors:
• Are all Pupils able to access the curriculum using their phonics independently?
• Are lessons differentiated correctly for pupils leading to high impact and output?
• Are staff and pupils motivated to raise standards in phonics?

Obj 2 *** School Improvement Plan – Phonics	Success criteria
What is required: 2.1 Improve the quality of teaching so that it is consistently good or better by raising teachers' expectations of what pupils can achieve in Phonics 2.4 Ensure that teachers across the school plan Phonics activities that are not too hard or too easy for pupils.	• Specific (simple, sensible, significant). • Measurable (meaningful, motivating). • Achievable (agreed, attainable). • Relevant (reasonable, realistic and resourced). • Time bound (time/cost limited, time-sensitive). • Evaluated • Reviewed
Current position: Phonics Check last year 2017-18 – 77.3% met standard or re-check (77.1% Y1)	
End of year success criteria (June 2019): What specific thing will we be able to measure, evaluate and review? • Phonics Check shows that 93-87% of pupils pass the screening check • Phonic Check shows 93-87 % of disadvantaged pupils pass the screening check This is likely to raise us into Q2- Devon Quintile	
Rationale: Teacher's planning and teaching plus expectations of what pupils can achieve needs to be raised	
Predicted Impact on Pupils and staff: What will it look like when it happens- what will we see • Staff will be consistent in delivering high quality teaching, moderation and assessment of pupil's progress in phonics.	

Actions	Member of staff leading and accountable	Monitoring (by whom, by when and how)	Cost /Resources	Success criteria How will we know if the actions have been successful?	
What will be the specific actions taken to achieve the objective?		How will improvements be monitored?	Will this require people, time, materials?	Key Milestone1 December 2018	Key Milestone2 June 2019
• Monitor planning, assessment and teaching of daily phonics • All teachers/TAs will update SPTO phonics fortnightly at least. • Identify adults needing additional training by audit/observations/discussions and put in place quick corrective action • Review resources and planning to support Letters and Sounds (PhonicsPlay) for Phonics especially Phase 4 & 5 • In Y2, identify pupils who did not achieve Y1 phonics check. Ensure Direct Phonics is being taught by TA daily • In week before October half-term, ensure teacher have identified Y1 pupils at risk of not meeting Phonics Check with quality teaching and make arrangements for Direct Phonics in week 1 Aut 2 • Review at December	JPS Teachers and TAs JPS JPS JPS JPS	JPS JPS to report to SLT fortnightly [insert date] Aut 1 report progress and planned actions to SLT [insert date- early enough to make orders/book training if needed.] Report findings and recommendations to SLT JPS/RK JPS/RK JPS report to SLT Aut 2 [insert date] Week 1	Use of CJ directed time on Thu mornings (30 mins) Leadership time	All children on track for year end attainment at age related or above Staff knowledge & understanding improved Children making accelerated progress to be on track/catch up	All children at expected attainment at age related or above with the exception of those identified by the SENDCo who will contribute to year end pupil progress meetings. Phonics Check shows that 93-87% of pupils pass the screening check Phonic Check shows 93-87 % of disadvantaged pupils pass the screening check

Evaluation Process
(who, when, how?):
Key evaluation questions (at least three) for governors:
- Are all Pupils able to access the curriculum using their phonics independently?
- Are lessons differentiated correctly for pupils leading to high impact and output?
- Are staff and pupils motivated to raise standards in phonics?

	Success criteria
Obj 2 * School Improvement Plan- Mathematics** What is required: 2.1 Improve the quality of teaching so that it is consistently good or better by raising teachers' expectations of what pupils can achieve in Maths 2.4 Ensure that teachers across the school plan mathematics activities that are not too hard or too easy for pupils.	- Specific (simple, sensible, significant). - Measurable (meaningful, motivating). - Achievable (agreed, attainable). - Relevant (reasonable, realistic and resourced). - Time bound (time/cost limited, time-sensitive). - Evaluated - Reviewed

Current position:

OFSTED Dec 2017 : Outcomes in mathematics for pupils in key stage 2 are too low, particularly those of most-able pupils… work planned for them is at too low a level and does not build on their prior achievements. There are too few opportunities for pupils to apply their mathematical skills to solving problems that require reasoning, and so they do not develop a greater understanding of what they are learning.

DATA : In 2017, only 10% of pupils achieved at the greater depth level (23% national)

There is a pattern of underachievement of those who achieved at the highest levels in KS1 in KS2

Analysis of the 2018 SATs scripts where only 25% (with progress) -5.4 of pupils attained expected, in Maths in particular, showed that pupils did not answer enough questions and that there was a lack of test technique. This combined with poor teaching over time in previous years meant that this cohort had a lot of catching up to do during Y6. The cohort's performance in mocks (under very similar conditions to the official SATs) and the work in books was much more in line with the teacher assessment data.

We now recognise that the pupils across the school (and the community) have a significant issue with resilience and this has been borne out by some of the Boxall profiling and feedback from parents. This is why we have now developed our own 'Daring Pioneer' curriculum which will change as the pupils develop over the years.

We believe that fluency is an area for focus across the school and the application of number facts. We are currently auditing maths across pupils and staff.

Audit 2018-19

Fluency in children, fluency teaching by adults – currently auditing

End of year success criteria (June 2018):

What specific thing will we be able to measure, evaluate and review?

KS1 Maths at 85-79% , Disadv 100-67%

KS2 Maths progress 2.2 – 0.6, Disadv 2.0 -0.1

Rationale: Improving teacher subject knowledge and pedagogy will lead to higher quality lessons.

Predicted Impact on Pupils and staff:

Pupils- Higher challenge that is 'just right' will lead to increased enjoyment and engagement

Staff – Audit and CPD will develop confidence and enjoyment and lead to better teaching

Actions	Member of staff leading and accountable	Monitoring	Cost /Resources	Success criteria How will we know if the actions have been successful?	
What will be the specific actions taken to achieve the objective?		How will improvements be monitored? (by whom, by when and how)	Will this require people, time, materials?	Key Milestone1 December 2018	Key Milestone2 June 2019
• Monitor planning, assessment and teaching of Maths with focus on fluency & GD • Audit children's attitudes • RAG Maths by class/yr gp • Audit teachers' current skills, knowledge and understanding to identify gaps and put plan in place to deliver using Ach for All (The Bubble), the NCETM self –audit for teachers [Action plan will add detail around the CPD required to have impact when we have outcomes from above.] • All teachers will update SPTO pupils fortnightly from lesson obs, pupils work	JH JH JH JH JH JH	JH/JA Weekly observations of maths lessons with feedback both verbal & written JH to monitor progress weekly. JH to monitor and to chair fortnightly 'Progress Clinics' around underachievers/non movers. TE to report fortnightly to SLT		Evidence of consistency of opportunities to improve fluency and to develop reasoning in books and in discussions with pupils. Improved RAG rating by teachers across all classes and groups Increase in number of positive responses in children's maths questionnaire. All key groups make progress shown by NfER tests and SPTO TA. Progress showing narrowing of gap where needed on individual basis too.	At expected standard, KS1 Maths at 85-79% , Disadv 100-67% KS2 Maths progress 2.2 – 0.6, Disadv 2.0 -0.1 Increase in % pupils achieving greater depth to national levels in KS2 and KS1

Evaluation Process (who, when, how?):
Key evaluation questions (at least three) for governors:
Is there evidence of increased confidence in fluency across all key groups?
Is there consistency of opportunities to develop reasoning in books and in discussions with pupils?
Is there an increase in % pupils achieving expected and greater depth to national levels in KS2 and KS?
Is the provision for the more able challenging and engaging and designed to develop higher order thinking skills?

Obj 2 School Improvement Plan- Reading Engagement	Success criteria
What is required: 2.1 Improve the quality of teaching so that it is consistently good or better by raising teachers' expectations of what pupils can achieve across all subjects with a special focus on Reading Engagement 2.4 Ensure that teachers across the school plan reading activities that are not too hard or too easy for pupils.	• Specific (simple, sensible, significant). • Measurable (meaningful, motivating). • Achievable (agreed, attainable). • Relevant (reasonable, realistic and resourced). • Time bound (time/cost limited, time-sensitive). • Evaluated • Reviewed

Current position:
OFSTED Dec 17:
- Pupils in KS1 have mixed attitudes towards reading and this slows progress, particularly that of less able readers.
- Teachers' expectations are too low, when they monitor what and how frequently pupils read.''
- Pupils in KS1 have mixed attitudes towards reading and this slows progress, particularly that of less-able readers. This is partly because some have reading books that are not suitable for them and partly because they do not have the key skills in phonics to tackle unfamiliar words.

READING SURVEY (Spring 2018)
- 16.5% of pupils either rarely or never read outside of school.
- 38% of pupils say that they do not read at home with someone.
- 36% of pupils haven't used the school library.
- Attitudes to reading are very mixed with around a third of pupils feeling that reading is not worthwhile or enjoyable.

End of year success criteria (June 2019):
What specific thing will we be able to measure, evaluate and review?
Increase in reading enjoyment as measured by KS2 survey (compared to Spring 18) and by pupil conferencing
Increase in reading for choice outside school as measured by pupil and parental survey (compared to Spring 18)
Higher enthusiasm for reading across KS1 between September and June (measured by pupil survey and monitoring reading records)

Rationale:
Pupils don't enjoy reading at the moment because they are not motivated or challenged.
More reading should lead to improvement in decoding /comprehension achievement and progress.

Predicted Impact on Pupils and staff:
Pupils enjoy reading a wide range of different genres by a range of different authors.
Pupils as a result gain a passion for reading which allows them to make good-outstanding progress in the subject.
Staff plan reading activities that are not too easy and not too hard for the pupils.
Staff share a love of reading with pupils and use engaging and stimulating texts in lessons.

Actions	Member of staff leading and accountable	Monitoring	Cost /Resources	Success criteria How will we know if the actions have been successful?	
What will be the specific actions taken to achieve the objective?		How will improvements be monitored? (by whom, by when and how)	Will this require people, time, materials?	Key Milestone1 December 2018	Key Milestone2 June 2019
Introduce Teach your Monster to Read for Reception and Y1 and monitor its use.	JPS/SM/SR	JPS	JPS/SR/SM information to parents	All EY/Y1 pupils Using TYMtR	All pupils reading at least 5 times a week, recorded in reading records.
Introduce Accelerated Reader to KS2 and Y2 and monitor its use. Train staff.	SR	JPS		All KS2 and Y2 pupils using AR	
Improve stock of AR books	SR		KS2 Assembly		Reduce the proportion of children who feel that reading is not enjoyable or worthwhile- from a third.
Manage AR admin including library book banding	SR	JPS	WI volunteers		
Improve engagement of reluctant readers throughout the school by:		JPS		Increase in regular reading outside school as shown in reading records from 17% to at least 50%.	
• Identify and train Reading Champions (NLT)	SR (Spr)				
• Obtain more engaging books across school	SR				
• Use of school library	SR				
• Creating reading ambassadors for each class.	SR (Spr)				

Evaluation Process (who, when, how?):
Key evaluation questions (at least three) for governors:
Are more pupils reading outside school?
Has the level of reading enjoyment increased?
What impact have Teach your Monster to Read and Accelerated Reader had on reading engagement so far?

Obj 2 School Improvement Plan-Early Years

What is required:

2.1 Improve the quality of teaching so that it is consistently good or better by raising teachers' expectations of what pupils can achieve across all subjects with a special focus on Reading

2.4 Ensure that teachers across the school plan activities that are not too hard or too easy for pupils.

Current position: data and results/Ofsted and book reviews/pupil conferences etc
- EYFS-the provision requires improvement because teaching is not good, particularly the development of writing skills. Phonics learning is not secure, and the pupils do not apply the skills consistently to their reading or writing.

End of year success criteria (June 2019):

What specific thing will we be able to measure, evaluate and review?
- Pupils in FS will be able to develop and apply their (phonics) reading skills across the curriculum at all opportunities with consistency .
- Pupils in FS will show secure development in writing skills.
- Pupils make GLD at 83-76%, with 100-60% of pupils who are disadvantaged making GLD

Rationale:

Teacher's planning and teaching plus expectations of what pupils can achieve across all subjects with a special focus on Phonics & Writing needs to be raised

Predicted Impact on Pupils and staff:

What will it look like when it happens- what will we see
- Staff will be consistent in delivering high quality teaching, moderation and assessment of pupil's progress in both phonics & writing.
- Pupils will be more able to lead their independent learning across the curriculum, in a positive way in an appropriate environment.

Actions	Member of staff leading and accountable	Monitoring	Cost /Resources	Success criteria How will we know if the actions have been successful?	
What will be the specific actions taken to achieve the objective?		How will improvements be monitored? (by whom, by when and how)	Will this require people, time, materials?	Key Milestone1 December 2018	Key Milestone2 June 2019
• FS staff will update SPTO Phonics fortnightly from lesson obs, pupils work and 1:1 weekly phonics/home school books	JPS, SA	JH Written update to SLT fortnightly [date]	-	Pupils moving steadily through phases and using their knowledge to apply in cross-curricular context	Pupils in FS will be able to develop and apply their (phonics) writing skills across the curriculum at all
• Use SPTO for next steps & group overview	JPS, SA			Effective strategies being used by pupils to decode unfamiliar words	opportunities with consistency Pupils in FS will be able to develop and apply
• Improve opportunities for mark making and writing outdoors	JPS	JH by 5th Oct		Increase in opportunities for outdoor mark making	their (phonics) reading skills across the curriculum at all
• Ensure a clear focus and learning intention for role play area	JPS	JH by 5th Oct		Role play area offers clear opportunities to speak, write and use number at all times	opportunities with consistency
• Ensure that FS environment (indoor and outdoor) is attractive and engaging at all times with a clear and communication sense of where learning is heading.	JPS	JH by 5th Oct		Data on track to show GLD heading to keep us at Q2 or above.	EYFS GLD 83-76%, Disadv 100-60%
• Planning has structure and plans are in place on a Friday for resources to be set up for the following Monday.	JPS	JH by 12th Oct and written report to SLT			

Evaluation Process (who, when, how?): Key evaluation questions (at least three) for governors:
- Are all Pupils able to access the curriculum using their phonics (reading & writing) independently? (book look/learning walks)
- Are activities differentiated correctly for pupils leading to high impact Pupils and output? (book look/learning walks)
- Are staff and pupils motivated to raise standards in phonics & writing? (ask them)
- Are pupils (groups & individuals) tracking showing that GLD will be met?

Obj 3 School Improvement Plan- Attendance	Success criteria
What is required: Improve the personal development, behaviour and well-being of pupils by 3.2 taking more robust action to improve the attendance of pupils who are persistently absent, so pupils can benefit from their education.	- Specific (simple, sensible, significant). - Measurable (meaningful, motivating). - Achievable (agreed, attainable). - Relevant (reasonable, realistic and resourced). - Time bound (time/cost limited, time-sensitive). - Evaluated - Reviewed

Current position (Audit) : data and results/Ofsted and book reviews/pupil conferences etc
Leaders continue to work with outside agencies and families to improve the attendance of girls and disadvantaged *pupils, who are more persistently absent. This is a concern, because it* *is affecting their progress, particularly that of girls. (Ofsted 2017)* PA (<90%) Girls   Sept-Feb 9th 2018 85.2%   2017-18   85.7% PA (<90%) PP   Sept-Feb 9th 2018 85.4%   2017-18   86.8%

End of year success criteria (June 2019): What specific thing will we be able to measure, evaluate and review? Decrease in the number of pupils who are PA
Rationale: Higher attendance will lead to higher attainment
Predicted Impact on Pupils and staff: What will it look like when it happens- what will we see Pupils in school, learning at 96.2% and above

Actions	Member of staff leading and accountable	Monitoring	Cost /Resources	Success criteria How will we know if the actions have been successful?	
What will be the specific actions taken to achieve the objective?		How will improvements be monitored? (by whom, by when and how)	Will this require people, time, materials?	Key Milestone1 December 2018	Key Milestone2 June 2019
Identify PA girls and PP pupils Produce specific weekly tracking monitor for each of those groups Notify teachers weekly of up to date PA attendance 'Early help' needed identified via flow chart and put on place Issue letters (green, amber, red) to parents/carers when attendance is below falling, warning, formal meeting with HT, EWO referral Copy to class teachers for signing and return to MA Awards for attendance Award Keith McHoot, Attendance Owl to class Award Snowy McHoot to a 100% attender (randomly chosen)	MA (Attendance) MA MA MA with FL MA JH JH	JH will check lists and weekly tracking FL will CPOMS all interactions with parents and children JH will check all letters before sending. JH to check this is done weekly.	Week 5 September, MA to contact each class teacher to discuss pattern and trends as well as historic patterns. Teachers to discuss with parents as soon as attendance triggers on flowchart. to check all okay and to explain following process- Letters issued: Green – End October Amber – as required Red- as required	November attendance all groups at least 96.2.	Girl PA attendance 96.2%+ PP PA attendance 96.2%+ [Target 97.3% whole school by end of 2020]

Evaluation Process
(who, when, how?): Evaluation of impact by governor group in Spring 2 and Summer 2
Key evaluation questions (at least three) for governors:
- Has girl PA absence improved?
- Has PP PA absence improved?
- What has had the most impact on improving attendance?

Obj 3 School Improvement Plan - Behaviour	Success criteria
What is required: Improve the effectiveness of leadership and management, including governance, by making sure that: 1.3 leaders and governors gain an exact understanding of the extent of poor behaviour by pupils and take effective action to eliminate it Improve the personal development, behaviour and well-being of pupils by: 3.1 ensuring good behaviours for learning through eradicating low-level disruptive behaviour	• Specific (simple, sensible, significant). • Measurable (meaningful, motivating). • Achievable (agreed, attainable). • Relevant (reasonable, realistic and resourced). • Time bound (time/cost limited, time-sensitive). • Evaluated • Reviewed

Current position: data and results/Ofsted and book reviews/pupil conferences etc

- A small proportion of pupils throughout the school do not have positive attitudes towards learning and too frequently, pupils disturb one another's learning when they find the work not well matched to their needs. C.f. 2.1 & 2.4
- Too often, pupils lose concentration and chatter to each other while the teacher is talking.
- Pupils do not always respond quickly enough to teachers' instructions.
- In discussion with pupils, across a range of year groups, there were complaints that the behaviour of their classmates is not always good and they find it difficult to concentrate at times.

(Ofsted 17)

Current Audit 2018-19 :
Sept 18 Lesson observations and learning walks showing occasional call out. Teacher has been given specific feedback to improve.

End of year success criteria (June 2019):

What specific thing will we be able to measure, evaluate and review?
- Pupils are ready to learn in all lessons:
  Shown by attention, quick to start, listening carefully to instructions
- Pupils show respect to the teacher (and other adults) and their classmates:
  No talking or calling out, staying in seats, staying on task.
- All lesson time devoted to learning not behaviour management

Rationale:
Use of Ready, Respect and Safe as our Steps to Success will lead to consistent behaviours in school especially as they are underpinned by Visible Consistency of adults and an agreed behaviour approach that can be used by all adults in all situations. Consistency of high expectations will permeate all behaviour.

Predicted Impact on pupils and staff:
What will it look like when it happens- what will we see
Adults:
Visible Consistency: Welcoming, Positive, Calm
Pupils:
Ready, Respect, Safe

Actions	Member of staff leading and accountable	Monitoring	Cost /Resources	Success criteria How will we know if the actions have been successful?	
What will be the specific actions taken to achieve the objective?		How will improvements be monitored? (by whom, by when and how)	Will this require people, time, materials?	Key Milestone1 December 2018	Key Milestone2 June 2019
Ensure Visible Consistencies for adults are being used by all adults	JH	JH/JA/CI		100% of all staff showing Visible Consistencies	100 % of all staff showing Visible Consistencies
Train all new staff including Midday staff including Stepped Sanctions, Microscripts and Above and Beyond	CI	JH	Pay midday staff to attend session.	A sample of pupils on any day can say what the three steps to success are.	A sample of pupils can explain 'stepped sanctions' and 'Above and Beyond'.
Remind pupils Ready, Respect, Safe – The three steps to success- to pupils Remind pupils Stepped Sanctions, Above and Beyond- to pupils.	CI	JH Observation, Learning walks CI to monitor behaviour in corridors, lunch hall, playtime including lunchtimes, and to discuss behaviour in lessons with school council.	Assemblies	**In 99% of all lessons, pupils are ready to learn: Shown by attention, quick to start, listen carefully to instructions**	In 100% of all lessons, pupils are ready to learn: Shown by attention, quick to start, listen carefully to instructions
Explain new behaviour approach to parents- Newsletter, workshop	CI/Rosina Kellman	Report to SLT fortnightly, in writing.		In 99% of all lessons pupils show respect to the teacher (and other adults) and their classmates: No talking or calling out, staying in seats, staying on task.	In 100% of all lessons pupils show respect to the teacher (and other adults) and their classmates: No talking or calling out, staying in seats, staying on task. All lesson time devoted to learning not behaviour management
Gather feedback from pupils	CI JH/CI	Hub visit Oct 18 JH		All lesson time devoted to learning not behaviour management.	
Create 'Quick start'	CI	CI to monitor this weekly during Aut 2. TAs to head count children on task quickly and report to Craig.			

Evaluation Process   (who, when, how?): Evaluation of impact by governor group in Spring 2 and Summer 2

Key evaluation questions (at least three) for governors:
- Are pupils ready to learn in lessons? Shown by attention, quick to start, listening carefully to instructions. C.f. 2.1 & 2.4
- Are pupils showing respect to the teacher (and other adults) and their classmates? Shown especially by no talking or calling out, staying in seats, staying on task. C.f.

2.1 & 2.4
- Is all lesson time devoted to learning (not behaviour management) c.f. 2.1 & 2.4
- What do pupils say about learning behaviour in lessons? Compare to Ofsted Dec 17