

TARGETS What is the target and when in the school year will the target be worked on?	INTENDED OUTCOMES What will we see? What's going to be different? What will be in place that wasn't before?	INTENDED IMPACT What will be the desired effect on pupils, staff, or parents? How will the outcomes change the way children, staff or parents think or behave?	REVIEW AND EVALUATION Monitoring the progress Who will monitor? How often will they monitor? When will it take place?
To develop a tracking and monitoring system throughout the school that enables and empowers effective identification of the relative performance of individuals and groups of pupils	<p>*Teachers and staff teams actively engaged in the continuing discussion around pupil progress and in the identification and implementation of interventions where appropriate. *Quality assurance calendar in place that has key milestones/dates that enables regular monitoring and analysis.* Identified intervention strategies are implemented promptly and effectively. *Key groups needing additional support are identified and monitored regularly through teachers meetings/class meetings/key stage meetings/SLT meetings.* Pupil Premium, Sports Premium and Year 7 Literacy Catch Up Funding is monitored closely to measure impact on pupil progress. *Classroom Monitor' is used across the school to enable key groups data to be readily accessible for analysis. *Moderation is effective through comparisons with similar schools within the academy and nationally. *Assessment frameworks in place include the reception baseline assessment, phonics screening checks and GCSEs for the most able *Additional assessment frameworks in place that measure reading age and areas such as attention and engagement levels.</p>	<p>Pupils are more confident in their starting points and know their targets in key curricular areas. Key group intervention strategies are targeted and teachers know why they are applying them, how long they are applying them for and how to maintain the momentum once the strategy has been successful. Leaders are able to focus on and monitor specific aspects of teaching and learning and can ensure clear links between whole school CPD and performance management targets. Parents have greater confidence in the learning journey of their child because they have clarity in how and what is being done to ensure pupil progress is consistent, increasing parental confidence of the school's ability to raise standards. School leaders and teachers are able to cross-reference data and establish a solid picture of a pupil's attainment and progress.</p>	<p>HoS, AHoS and TLR (SLT) holders will monitor the progress weekly through a clear weekly monitoring programme. Principal, Ass HOS, HoS and AHoS will meet weekly to discuss and review findings from SLT meetings in this area. External consultants (eQualitas) will quality assure findings once a term and Education Adviser visits will take place once a term</p>
To implement and deliver relevant, consistent phonics and writing programmes across the school	<p>* Consistency and frequency of writing is consolidated and evident in classroom displays and in pupils' books. *Less reliance on worksheets with the expectation from leaders to teachers that pupils attempt more opportunities to complete writing activities independently. *Clear link between phonics, literacy and language and spelling through the introduction of external literacy programmes that have been adopted across the school. *Clear and transparent links with speech and language therapy and education psychology in identifying the differing types of readers/writers and adapting programmes that are relevant for PFS learners (including learners that use AAC) * The development of Clicker 6 and other IT based writing programmes. *Participation in cross academy writing moderation projects and external links with mainstream school writing moderation projects validates data obtained in this area. *Greater understanding of staff of why differing forms of writing promote relevant learning skills that promote independence.</p>	<p>Pupils confidence and enjoyment of writing is enhanced. Staff are more confident in how to deliver phonics programmes and there is a consistent school approach from Reception through to Key Stage 4. There is an expectation that ALL pupils gain increased literacy skills regardless of their starting points and learning disability. Leaders know how to deliver the relevant CPD due to attending training and plan for all teaching and teaching support staff to receive phonics training that positively impacts on literacy skills. With support from the school, parents actively support writing activities at home and, in conjunction with with school, develop their child's functional use of writing at home.</p>	<p>School leaders (SLT) monitor through regular learning walks, book and planning scrutinies. These take place at least once every three weeks. Key groups also have their progress monitored in this area and SaLT and SaLT TAs ensure their planning reflects additional input where necessary - HoS meet with SaLT fortnightly to monitor input and meet once every half term to measure impact. Principal, Ass HOS, HoS and AHoS meet weekly to discuss and review findings from SLT meetings in this area. The teaching and learning local governing body sub-committee also look at the monitoring process and quality assure processes utilised and will review every term.</p>
To improve outcomes for pupils through more effective differentiation, the development of more personalised learning and the implementation of a range of pedagogies designed to promote more pupil engagement in their learning	<p>*Evidence from monitoring of pupil progress strongly supports a judgement of good to outstanding learning across the school. * All classes plan to meet the different needs of pupils by organising individual and small group work supported by an adult. * Learning activities are effective in both content and level of demand. *All work is well matched to pupils' needs and current targets. *Regular self assessment by pupils takes place in all lessons and all teachers are aware of all pupils abilities and make regular checks on their learning. * All marking and feedback is well matched to pupils' understanding and helps them to move forward with their learning. *All pupils are given extension activities where appropriate to enhance their learning</p>	<p>Teachers' expectations of all pupils, including those who are more able are met because expectations are high. Teachers understand, through modelling from school leaders and outstanding practitioners, how to utilise differing delivery methods, changing between whole class and small group delivery, and know when and how to utilise delivery skills to full effect. All classes are purposeful and ensure effective learning takes place because teachers, support staff and pupils understand the learning process and fully subscribe to it. The expectation to achieve is explicit through modelling from all adults. Parents have regular opportunities to communicate their thoughts and expectations on their child's progress and they receive clear communication on how this is being achieved. The lesson observation recording across the school have a focus on pupils' learning and all teachers have a personalised target that relates to this strategic target as part of their performance management. Pupil confidence is evidenced by their increased engagement and control over their own learning. Pupils also feel empowered evidenced by active contributions to their school and home communities.</p>	<p>School leaders (SLT) will monitor through regular learning walks, book and planning scrutinies. These will take place at least once every three weeks. Principal, Ass HOS, HoS and AHoS will meet weekly to discuss and review findings from SLT meetings in this area. External consultants (eQualitas) will quality assure findings once a term and Education Adviser visits will take place once a term. The teaching and learning sub committee will monitor the work of school leaders and will carry out learning visits once each half term to validate data obtained by SLT. The full LGB will receive written reports and/or presentations from SLT twice a term.</p>

<p>To promote and sustain the skills of learning support assistants across the school</p>	<p>*LSAs are well positioned when working with pupils in classes * LSAs actively encourage effective interactions between pupils. * LSAs provide questioning and scaffolding opportunities that are fully implemented in all learning opportunities throughout the school day. * LSAs contribute to 'good or better' teaching and learning through the active promotion of facilitation & independence skills . *LSAs utilise their skills in communicating how learning has taken place and communicate next steps in appropriate language that is relevant to all pupils both verbally and in written form.</p>	<p>LSAs feel more confident in their role as facilitators of learning and support the learning . Teachers have the confidence in and the expectation of LSAs to lead specific aspects of all learning LSAs have a clear understanding of what differentiation means within their class teams. They are able to make a positive contribution to the learning process through professional dialogue in class, key stage and department meetings.</p>	<p>School leaders (SLT) will monitor through regular learning walks, book and planning scrutinies. These will take place at least once every three weeks. Principal, Ass HOS, HoS and AHoS will meet weekly to discuss and review findings from SLT meetings in this area. LSAs will meet once a month with SLT to have targeted CPD sessions that all LSAs can make a contribution to regarding the content of the training.</p>
<p>To develop, monitor and implement a robust curriculum across the school that provides clear and fit for purpose pathways matched to pupil needs and progress</p>	<p>*Different curricular pathways in place, based upon NC2014 descriptors where appropriate, matched to the needs and abilities of the pupils. *A long term curriculum plan in place to support teaching and the relevance of why pupils are learning specific topics/subjects. *Curricular pathways 'Ready To Learn' (MLD/SLD) and 'Ready For Life' (SLD) are in place and are personalised to meet the needs of all learners regardless of their starting points *EHCP targets are clearly linked to pupils curriculum targets in the classroom that ensure that there is a 'golden thread' ensuring personalised targets are regularly monitored and updated by all staff who work with the pupil" All staff are able to make a positive contribution to pupil progress by following and delivering the curricular frameworks and guidelines that lead to increased clarity of learning outcomes and activities</p>	<p>Staff are confident on their knowledge and understanding of ALL aspects of the pupils in their care. Pupils are fully engaged and this is evidenced through increased attendance, the rate of pupil progress and knowledge of what to do to improve because of their understanding of WHY they are learning . Staff utilise EHCP plans that provide the basis for personalised targets that clearly link to curricular targets. Pupils are more aware of their targets through clear signposting in their books and on display utilising appropriate language. Parents know of their child's learning journey through curriculum maps and have regular opportunities to contribute including formal parent consultation evenings and informal meetings throughout the school year.</p>	<p>HoS, AHoS and TLR (SLT) holders will monitor the progress on a day-to-day level. Principal, Ass HOS, HoS and AHoS will meet weekly to discuss and review findings from SLT meetings in this area. HoS and AHoS will present progress in this target to LGB once a term. External consultants (eQualitas) will quality assure findings once a term and Education Adviser visits will take place once a term</p>
<p>To promote and strengthen parent voice and engagement across the school</p>	<p>*Pupil premium funding used to invest in interventions to improve parental engagement with families from disadvantaged backgrounds. *Social media utilised to engage parents more effectively in pupils' learning. *English language skills being developed to support children's learning through partnership work with local EAL organisations. *Parents' Forum established where parent meetings/drop ins are held in out-of-school locations e.g. local community centres, supermarkets and coffee shops. * 'Stay and Play' and 'Wow' afternoons established once a term to actively encourage all parents to come and share in their child's learning. * Displays in place about the range of home languages/countries of origin/cultural heritage across the school to which parents have contributed. *Displays generate much interest from pupils, staff, parents and visitors and increase the awareness of cultural diversity in the school community.</p>	<p>Parents share their knowledge and skills and are partners in the encouragement of respect for other cultures. There is a clear emphasis on the promotion of social, moral, spiritual and cultural awareness across the school. Parents are stakeholders, making an active, positive contribution in the learning process and a valuable resource to staff and pupils. Invitations to parent workshops and meetings ensure an inclusive ethos. Feedback from the meetings inform the leadership team and strategic direction of parental voice.</p>	<p>SLT and Family Services Co-ordinator will monitor parental strategies and its impact on a monthly basis. CoG and parent governor will report to LGB through written reports once a term. CoG will commission current and future parental surveys and will report back to parents the results of parental surveys and follow up actions.</p>
<p>To develop the current senior management structures and systems of the school in response to the expanding pupil roll</p>	<p>*Review of current structures leads to greater capacity to meet increasing demands of a larger school. *Weekly PF Strategy Team monitors and supports the progress of the SDP and the accompanying action plan. *Weekly SMT incorporating the new TLR posts ensures smooth operational running of the school. *Greater clarity of roles & responsibilities for both senior and middle management. *Improved alignment of strategic and operational roles and functions of senior & middle management</p>	<p>The school is confident that it has responded well to the increased pupil roll since September 2016. There is a clarity about roles and responsibilities that ensures a reduction in the gaps and overlap of functions of leaders and managers. This means staff confidence in the leadership & management of the school is high and teachers and LSAs feel freed up to concentrate on the core purpose of promoting excellent learning. Due to the smooth and efficient running of the school, pupils feel supported, well taught and make good progress. This is clear and evidenced by a well organised monitoring and intervention system that is understood by staff, parents and pupils. Parental satisfaction is high and there is a general consensus that the school is well run and responsive to pupils' and families' needs</p>	<p>The weekly Strategy Group meetings will discuss and review the current structures in the light of the increased roll. The LGB will play a part in the ratification of any changes that are made through its half termly meetings. The robust monitoring of the SDP and its associated action plan will provide an evidence based evaluation of the impact any changes in management structure are having</p>