

KEY AREA	AUTUMN	SPRING	SUMMER
1. Leadership, management and governance	<ul style="list-style-type: none"> Update SEF Monitoring and School Self-Evaluation activities Governor Development – Action Plan Governors: Governors Day / RAISEonline and AM7 analysis Governors: Teaching / Learning Standards Group Appraisal Reviews and Target Setting Appraisal observations SEND: publish updated 'School Offer' / 'Local Offer' / Access Plan / SEN impact report SEND: Update Individual Pupil Trackers / update Provision Maps Foundation Stage Induction questionnaire Review Equality and Diversity Policy and targets Safeguarding / Health and Safety working group Renew ICT Mark Renew Inclusion Quality Mark 	<ul style="list-style-type: none"> Monitoring and School Self-Evaluation activities Appraisal Reviews and Target Setting Appraisal observations Governors: Teaching / Learning Standards Group SIDP review Review Equality and Diversity Policies / update on targets Governors: Governors Day Safeguarding / Health and Safety working group 	<ul style="list-style-type: none"> Review SEF Monitoring and School Self-Evaluation activities Appraisal Reviews and Target Setting Appraisal observations Formulate 2017/18 SIDP and required staffing structure Governors: Governors Day Governors: Teaching / Learning Standards Group Exit interviews: Y6 children and parents Subject Leader action planning based on MER activities INSET Twilight: Staff / Governor Review + Review of Aims / Values / Ethos Safeguarding / Health and Safety working group
2. Teaching, learning and assessment	<ul style="list-style-type: none"> Phonics: setting across Reception / KS1 Phonics: Parents workshop Maths: Developing reasoning / problem solving / fluency – EAL focus oral reasoning Maths: Calculations Policy English: Reading EAL: Effective strategies / Leicester Inference Project - GGR Moderation: Edgeley Cluster moderation group Foreign Language teaching programme commences – 'Niveau Bleu' PE: review progress and provision / Sport Premium RE: Introduce new Locally Agreed Syllabus Science: 'Working Scientifically' INSET Day: EAL strategies – GGR INSET Day: Safeguarding – Child Protection Basic Awareness / Educational Visits / Managing Medical Needs 	<ul style="list-style-type: none"> Lesson Study – Maths (oral reasoning) plan / deliver + observe / review lesson / repeat lesson / feedback to all staff Phonics: Review arrangements / impact on progress Maths: Review progress against YGE English: Review progress against YGE ICT: Review 'Computing' curriculum / 'Rising Stars' scheme of work National Curriculum: Review progress against revised YGE Planning for 4th Theme: 'GREAT Britain! 	<ul style="list-style-type: none"> Lesson Study – Guided Group Reading plan / deliver + observe / review lesson / repeat lesson / feedback to all staff Deliver 4th Theme: GREAT Britain SEND: Review intervention strategies to support SEND pupils / review of Target Groups & Provision Mapping/ Individual Pupil Tracker / new SEND targets 2017 / 18 SEND: Update Access Plan EAL: Review effective strategies / progress in LIP / GGR Annual written reports to parents National Curriculum: Review progress against YGE National Curriculum: Introduce thematic planner for mixed age group classes

3. Personal development, behaviour and welfare	<ul style="list-style-type: none"> • Cyber-Safety: Anti-Bullying Week – review ABCD ‘Spiral Curriculum’ • Cyber-bullying: Parent Forum • SEND - Multi Agency Meetings / ‘Living Life to the Full’ • Identifying ‘At Risk’ / vulnerable children cohort • Foundation Stage: Reading / Phonics / Maths workshops 	<ul style="list-style-type: none"> • PSHE: RSE parents workshop / resources • Cyber-safety: Internet Safety Day • Maths: Calculations Policy / Efficient Methods workshop • Managing Medical Needs Update 	<ul style="list-style-type: none"> • Foundation Stage: Home Visits • Restorative Approaches: Behaviour Policy / Behaviour Matters Leaflet / Anti-Bullying Policy / Racist Incident Policy review • LGBT Workshop • NSPCC Workshop • Transition: Year 6 ‘Chameleon Project’ • Transition: SEND
4. Outcomes for children and learners	<ul style="list-style-type: none"> • Review progress and targets from 2015/16 for all groups in all classes – EYFSP / PSC / KS1 SATs / KS2 SATs • Review progress for all groups in all classes from September – November • Early Years – baseline assessment • Update Estimates and Analysis / Record of Monitoring • Summative Assessment: Assessment Week • Review Equality targets and performance of EAL children • Reports to Governing Body on impact of PPG / SPG / RR / NC / SEND • SMT Review Day • INSET Twilight: PSHE (MBV / SSMC audits) / Maths – oral reasoning / Calculations Policy • INSET Twilight: Data Analysis / Moderation • Raising Achievement / Closing the Gap core plans - review 	<ul style="list-style-type: none"> • Review progress for all groups in all classes from December – March • Summative Assessment: Assessment Week • Update Estimates and Analysis / Record of Monitoring • Review EAL children progress • Reports to Governing Body on implementation of new NC / ‘Assessing without Levels’ / core plans • SMT Review Day • INSET Twilight: PSHE / Maths – oral reasoning • INSET Twilight: Data Analysis / Moderation • Raising Achievement / Closing the Gap core plans - review 	<ul style="list-style-type: none"> • Review progress for all groups in all classes from September – July • Set targets for September 2017 • Formal Assessment: Year 1 Phonics Screening Check • Formal Assessment: End of KS1 • Formal Assessment: End of KS2 • Summative Assessment: Assessment Week • Formal Assessment: Foundation Stage Profiles • Update Estimates and Analysis / Record of Monitoring • Review of Target Groups & Provision Mapping / AM7 • Report to Governing Body on implementation of GGR / maths / EAL strategies • SMT Review Day • INSET Twilight: Data Analysis / Moderation • Raising Achievement / Closing the Gap core plans – review + plan for 2017/18
5. Conditions for Learning	<ul style="list-style-type: none"> • Parent Consultations • PSHE week • RE Week • Design and Technology Week • Harvest celebration • Eid celebrations • Black History Month • RE: Christmas activities • Class theme presentations • Extended School / Services: Art Project / Baby and Toddler – Children’s Centre activities 	<ul style="list-style-type: none"> • Parent Consultations • Art Week: TBC • RE Activity Week: Easter activities • Class theme presentations • Extended School / Services: Art Project / Baby and Toddler – Children’s Centre activities 	<ul style="list-style-type: none"> • Parent Consultations • ‘Keeping Ourselves Safe’ Week • Year 6 Residential • Eid celebrations • Chameleon Project Presentations • Class theme presentations • Extended School / Services: Art Project / Baby and Toddler – Children’s Centre activities / Dads and Lads / Cooking Project • Leading Parent Partnership Award – autumn 2017



Review and Evaluation Cycle 2016-17

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1 2017
School Improvement Development Plan (SIDP)		Termly progress on key priorities on SIDP: SMT 07.12.16 FGB 07.12.16		Termly progress on key priorities on SIDP: SMT 29.03.17 FGB 30.03.17	SMT Day – review SDIP progress and priorities for 2017-18:	Termly progress on key priorities on SIDP: SMT 26.07.17 FGB 26.07.17	
Safeguarding/ Health and Safety	Whole Staff Safeguarding training: 02.9.16 Managing Medical Needs: 02.9.16 Educational Visit Coordinator: 02.9.16 Personal Development, Behaviour and Welfare (including Safeguarding) Review: 16.09.16 Stockport Safeguarding Children in Education Audit: 30.09.16 Managing Medical Conditions in School Self-Evaluation Tool: 21.10.16 Fire Risk Assessment: September: 20.10.16	Health and Safety Audit: 08.09.16 Safety Management System Audit Report:	Personal Development, Behaviour and Welfare (including Safeguarding) Audit: 13.01.17 27.01.17	Health and Safety Audit: 02.03.17	Prevent Duty Self-Assessment: 23.06.17	Health and Safety Audit: 15.06.17	
Raising	RAP presentation (staff):	Review RAPs: 14.12.16	RAP presentation (staff): 11.01.17	Review RAPs: 29.03.17	RAP presentation (staff): 19.04.17	Review RAPs: 19.07.17	RAP presentation

Achievement Plan (RAP)	EY/ KS1 KS2 EAL PPG 07.09.16 RAP presentation (governors): 21.09.16		RAP presentation (governors): 19.01.17		RAP presentation (governors): 25.04.17		(staff): TBC RAP presentation (governors): TBC
Assessment	Early Years baseline assessments- September 2016 Writing assessment-TATs: 12.09.16 – 16.09.16 Target Setting: 014.09.16 Assessment Week: 14.11.16: <ul style="list-style-type: none"> • Reading (PiRA) • Maths (Maths Hub) • GPS (FOCUS) 	Writing assessment-TATs: 07.11.16 – 11.11.16		Writing assessment-TATs: 27.02.17 – 03.03.17 Assessment Week: 13.03.17 <ul style="list-style-type: none"> • Reading (PiRA) • Maths (Maths Hub) • GPS (FOCUS) 	KS1 SATs	Phonics Screening Check-Y1 (retests Y2) KS2 SATs: 08.05.17 Writing assessment-TATs: 12.06.17 – 16.06.17 Assessment Week: 03.07.17 <ul style="list-style-type: none"> • Reading (PiRA) • Maths (Maths Hub) • GPS (FOCUS) 	
Assessment Data	Baseline Assessments/ target setting September 2015 EY (FS2) - Bright (maths) End-year progress analysis (SMT): 14.09.17	Autumn data input / Estimates and Analysis / Record of Monitoring - identify underperforming groups and more able progress: 23.11.16 RAISE online- analyse for key groups (SMT): TBC In-year progress analysis: 30.11.17	In-year progress analysis (SMT): 18.01.17 Autumn in-year progress analysis presentation (governors): 19.01.17	Spring data input / Estimates and Analysis / Record of Monitoring - identify underperforming groups and more able progress: 22.03.17 In-year progress analysis (SMT): 29.03.17	Spring in-year progress analysis presentation (governors): 25.04.17	Summer data input / Estimates and Analysis / Record of Monitoring - identify underperforming groups and more able progress: 12.07.17 End-year progress analysis (SMT): 19.07.17 Summer in-year progress analysis presentation	End-year progress analysis (SMT): TBC

		Pupil Progress data analysis- LA update- Sharon McBriarty: 21.09.16				(governors): 26.07.17	
		Governing Body Data Pack- SIP update- Laura Sparrow: 07.12.16					
Subject Leaders	Theme 1: Implement Action Plan Lesson Observation/ Book Scrutiny/ Pupil interview: EY/ KS1/ LKS2/ UKS2 (1 per theme- all to be covered by end of year)	Theme 2: Review and update Action Plan Lesson Observation/ Book Scrutiny/ Pupil interview: EY/ KS1/ LKS2/ UKS2 (1 per theme- all to be covered by end of year)	Theme 3: Review and update Action Plan Lesson Observation/ Book Scrutiny/ Pupil interview: EY/ KS1/ LKS2/ UKS2 (1 per theme- all to be covered by end of year)	Theme 4: Review and develop new Action Plan Lesson Observation/ Book Scrutiny/ Pupil interview: EY/ KS1/ LKS2/ UKS2 (1 per theme- all to be covered by end of year)			
Performance Management	Final review and update targets – to be completed: 21.10.16	Teacher observation/ work scrutiny/ pupil interview / review of progress following target setting (23.11.16) – to be completed: 09.12.16	Teacher observation/ work scrutiny/ pupil interview	Teacher observation/ work scrutiny/ pupil interview / review of progress following target setting (22.03.17) – to be completed: 31.03.17	Teacher observation/ work scrutiny/ pupil interview	Teacher observation/ work scrutiny/ pupil interview / review of progress following target setting (12.07.17) – to be completed: TBC	
Lesson Study			Lesson Study Project: Maths	Lesson Study Project: Maths	Lesson Study Project: EAL	Lesson Study Project: EAL	
Phonics	EB/LA to assess all children in Reception, Y1 and Y2. EB to group children according to their phonic ability	Phonics tracking/ target setting Phonics setting introduced- EB to observe EB delivering staff training sessions for teachers/TA's EB delivering parent meeting to discuss ways in which Phonics is moving forwards. Hand-outs for parents EB to prepare resources for staff to support them in delivering high quality phonic sessions	Phonics setting- EB/ SMcH to observe EB made available to team teach with staff if needed to ensure high quality phonics is being delivered EB to set up a phonics club which will support child's application and spelling	Phonics tracking/ target setting EB to run staff forum to allow parents to seek advice/offer support (1 per week for half term?) EB to plan for interventions to support those children on border line in passing Phonics Screening Test	Practice Phonics Screening Check Y1: TBC Retest Phonics Screening Check Y2: TBC	Phonics tracking/ target setting Phonics Screening Check: TBC	

SATs		Year 2 SATS meeting- EB / SI: TBC	Year 6 SATs meeting – SMcH: TBC	Phonics Screening meeting- EB / MC: TBC	Year 6 SATs week: 08.05.17 Year 2 SATs:	Review SATs:	
Moderation	Book Moderation- English/ maths/ science books (2 x EAL / 2 x HA / 2 x PP: 05.10.16	Cluster Moderation	Book Moderation- English/ maths/ science books (2 x EAL / 2 x MA / 2 x PP: 18.01.17	Cluster Moderation Book Moderation- theme books: 15.03.17 DHT report to Head Teacher Cluster: TBC	Book Moderation- English/ maths/ science books (2 x EAL / 2 x LA / 2 x PP: 10.05.17 Y2 writing moderation- Y2/3 teachers: TBC Y6 writing moderation- all teachers/ HLTA: TBC	Cluster Moderation Book Moderation- English/ maths/ science books (2 x EAL / 2 x HA / 2 x PP: 21.06.17	
Pupil Voice	School Council elections PSHE questionnaires: 05.09.16	School Council to seek views on reading in school	Internet Safety questionnaires: 07.02.17		Anti-Bullying audit: 12.06.17	Y6 exit questionnaires PSHE questionnaires: 17.07.17	
Transition			Nursery Intake		Nursery Intake Home-visits: Nursery / Reception Y6 transition : Chameleon Project	Home-visits: Nursery / Reception Moving –On / Pre Processing day : 18.07.17 Y6 transition : Chameleon Project	
Governing Body	Teaching and Learning Standards Group: 21.09.16	General Purposes Subcommittee: 03.11.16 Full Governing Body: 07.12.16 Headteacher Report: 30.11.16 Health and Safety / Safeguarding Working	Teaching and Learning Standards Group: 19.01.17	General Purposes Subcommittee: 02.03.17 Full Governing Body: 30.03.17 Headteacher Report: 23.03.17 Health and Safety / Safeguarding Working	Teaching and Learning Standards Group: 25.04.17	General Purposes Subcommittee: 15.06.17 Full Governing Body: 26.07.17 Headteacher report: 19.07.17 Health and Safety / Safeguarding Working	

		Group: 02.12.16		Group: 17.03.17		Group: 07.07.17	
Parental Involvement	Family Assembly – every Friday PSHE week: 05.09.16 RE week: 19.09.16 Harvest Assembly: 07.10.16 Family Forum: Safeguarding – walking home unaccompanied 23.09.16 Parent workshops: Leicester Intervention Project	Parent Consultations: 02.11.16 Family Assembly – every Friday Anti-Bullying week: 18.11.16 Road Safety week: 25.11.16 Family Forum: RE 04.11.16 Anti-bullying 25.11.16 Class visits: 09.11.16 Theme assembly: 11.11.16 Parent workshops - Year 2 SATs meeting: TBC	Family Assembly – every Friday Class visits: 01.02.17 Theme assembly: 03.02.17 Family Forum: Safer Internet 10.02.17 Family Forum: School Uniform Parent workshops – Year 6 SATs meeting TBC	Parent Consultations: 28.03.17 Family Assembly – every Friday RE week: 27.03.17 Family Forum: Parent workshops:	Family Assembly – every Friday Class visits: 26.04.17 Theme assembly: 28.04.17 Sports Day: 16.6.17 PSHE week: 17.07.17 Family Forum: Parent workshops:	Parent Consultations: 13.07.17 Family Assembly – every Friday Class Visits: 12.07.17 Theme assembly: 14.07.17 Year 6 Leavers Assembly: 21.07.17 Family Forum: Parent workshops:	
Learning Walks	Learning Walk focus: GGR PSHE	Learning Walk focus: RE EAL	Learning Walk focus:	Learning Walk focus:	Learning Walk focus: Number Facts	Learning Walk focus: Spelling Presentation / Handwriting	

Area highlighted in **Red** involve the Governing Board
Areas highlighted in **Yellow** still to be confirmed / dates needed

Cale Green Primary School

School Improvement Development Plan 2016 / 2017

Introduction

The following School Improvement Development Plan (SIDP) contains an outline of the activities for the academic year 2016/2017. The format is similar to that used last year:

- each of the identified priorities has a specific plan attached
- there are 4 core plans for closing gaps / raising achievement for Early Years / Key Stage 1 / Key Stage 2 / EAL
- there is a detailed breakdown of Governor Development activities
- procedures are in place for regular interim monitoring of success

Overall the SIDP has reduced the number of plans from previous years. This has been achieved by concentrating on development rather than maintenance activities. These plans do not of course represent the full spectrum of activity within the school but they do reflect the priorities we have identified through school self-evaluation. There are 4 core raising Achievement / Closing the Gap plans which detail the support provided so that all children make the progress they are capable of and that any gaps between groups of children is closed.

This is a practical document which guides our development and records our priorities for the year ahead. Teachers, support staff and governors have all had input and influence in deciding our priorities for development. Subject Leaders have audited their subject against the National Curriculum expectations and their analysis has been a key factor in deciding ensuing curriculum priorities. Close analysis of tracking data through the use of 'Assessment Manager 7' and end of Key Stage results have also informed our priorities, as have the results of children and parental consultation. Therefore this document is a valuable and relevant tool for school development and is 'owned' by the Cale Green school community.

The SIDP will be reviewed at each full governing body meeting and progress against each 'plan' will be discussed at subcommittees. Feedback will be through oral reports and a final report to the full governing body in autumn 2017. This will include a comment on the impact of the SIDP on standards and achievement in school.

This is still a time of change as the educational landscape is altering rapidly. This presents new opportunities and, of course, challenges. These include embedding the new National Curriculum this year, as well as assessing progress without levels. The expansion project (moving the school from a 1 form entry to 1.5 entry primary school over 7 years) has presented significant challenges but it is now complete it represents an opportunity to provide more places for children from the Cale Green / Shaw Heath community so that they can attend the local school of their choice.

Progress in the Early Years, in Year 1 Phonics Screening Check and in Year 2 was very pleasing. Attainment at the end of Year 6 was mixed – with reading being an area of concern. This is being addressed through a series of actions this year which will impact on overall progress. Progress measures for this cohort are still being investigated however in the previous year, despite their SATs results at Key Stage 1 being significantly below the national average, they achieved an APS of 28.3 and almost all made a least 2 levels progress.

It was a year of success in many areas of school life. The children achieved the School Games Mark Silver award in PE as well as a host of Stockport School partnership awards for PE. The school was placed 2nd in the national Accord Inclusion Award and became the first school in Stockport to achieve the Sustrans Gold award for the impact of the range of activities designed to promote safe and healthy travel to school by bicycle, scooter or walking. Finally, we were delighted to have a good practice study published by Ofsted for our work to promote effective and inclusive relationships and sex education in an ethnically diverse school. We continue to pursue externally validated awards to demonstrate our school improvement journey. This year we aim to achieve the Artsmark, ICT Mark and the Inclusion Quality Mark

There are continuing concerns about budgetary pressures following Stockport Schools' local formula funding reform and the impact of shifting demographics. However, the core purpose of this plan remains to raise achievement for all the children across the school and close any gaps between different groups of children. In doing so we continue to ensure the implementation of a creative approach to delivering the curriculum to enable each individual child fulfil their own potential.

Section 1

The School Aims and Vision Statement

The School Improvement Development Plan is firmly rooted in our School Vision Statement which articulates the aims and mission of the school.

Cale Green Primary School is a truly 'comprehensive' primary school. The children come from a wide range of backgrounds and this helps to create such a vibrant school community.

With such hard working, well behaved and happy children, the continued support of families and the thorough commitment and dedication of a professional staff our school will continue to achieve its stated aim and mission **to provide the best possible education for all the children of Cale Green.**

Each class has created a set of aims for the school year which they have presented in the Friday Family Assembly. At the end of term members of the school council, governors and staff met together to design a series of statements which articulate our shared vision, values and beliefs.

A common thread was that the school should raise the aspirations of all the children and ensure that they are literate, numerate and articulate. In addition our school should be a place where children are listened to, are treated fairly and with respect and where there are opportunities for new experiences in a supportive and organised environment.

Cale Green will be a school in which:

- Each child is valued and seen as a unique individual
- Each child will fulfil their potential in a structured and caring environment with access to a broad curriculum and a wide range of enrichment and engagement activities
- Each child will have the confidence, skills and perseverance to approach new challenges – embracing a ‘can do’ culture
- Independent and collaborative learners are created, children who are creative and critical thinkers and who grow in confidence, understanding and tolerance together
- The whole community is embraced, encouraging participation and ownership
- We will provide the best possible education for all the children of Cale Green - preparing them for life in modern British society!

Section 2

Contextual Analysis (Local Authority Data) / Basic Characteristics (RAISEonline Data)

From September 2014 the school has begun an expansion to a 1.5 entry school with a 40 place (part-time) nursery. A new Early Years building has been established in the school grounds. All other classes are housed in traditional buildings on two storeys. It is structurally sound.

Contextual Analysis / Basic Characteristics

Contextual information is drawn from the SIMs School Report (SR), the RAISEonline Report (RO), the Inspection Dashboard (ID) and the Local Authority Data Pack (DP). Headline data follows below:

- There are currently 270 pupils on roll. This makes the school slightly smaller than the national average – RO.
- The numbers will increase in the main school as an additional 15 children have been admitted in September 2016.
- There are more boys than girls in the school (154 / 116). There are significantly more boys in Year 1, Year 4 and Year 5 next year – SR.
- Currently, there are 51 pupils known to be eligible for free school meals which is the first time since 2000 that this figure is below than the national average (19% / 26%) – SR / RO.

- There are currently 66 pupils in receipt of Pupil Premium.
- There are more pupils from minority ethnic groups than the national average (36.1 / 30.7%) - RO.
- There are more pupils whose first language is not believed to be English than the national average (26.1 / 19.5%) - RO. School data indicates that 34% of children have EAL – SR.
- The numbers of pupils at SEN support is below the national average (11.7 / 13.0%) - RO. There are more pupils than nationally with SEN statements / Education Health Care Plans (1.9 / 1.4%) – RO.
- More pupils remain at Cale Green for the whole of their primary schooling than average (91.7/ 85.9%) – RO. In 2015/16 10 children have moved out of school and 18 have arrived (this includes 15 children who started in the Nursery either in January or April).
- The school deprivation indicator is above the national average (0.25 / 0.24) - RO. In October 2015 84 children were identified as living in the top 25% of deprived areas, this was 36% of the children (excluding Nursery), above the Local Authority average of 21% and which placed the school 22 out of 79 in terms of social deprivation - DP. In 2013 this ranking was 48, in 2014 it was 45.
- The children are from a wide range of social and cultural backgrounds. The most recent 'in-year' data indicates that 51 are currently in receipt free school meals. 161 (60%) of pupils are from White-British backgrounds and 67 (25%) are from Asian Pakistani backgrounds.
- The school deprivation indicator has remained stable (0.25) for the past 3 years and is between the 60th and 80th percentile when compared to all schools nationally. Contextual data shows that the intake of the school is becoming more comprehensive.
- The effectiveness of the current systems in place, and planned improvements, to teaching, learning and progress will continue to be effective as a result of the staffing structure in 2016 / 17 as it provides the basis for continuity across the school.
- The leadership structure reflects the requirements of the school at the present time. However, as a result of expansion this structure will be reviewed in 2016/17 for the following academic year.
- We are currently operating in the most challenging financial context in many years. A combination of a zero cash increase, increases as a result of pay progression, increases in other costs (such as National Insurance contributions) changes to the local funding formula and, most importantly, a decline in numbers in the Nursery class in 2015 / 16 (as a result of competition from the PVI) and subsequently in the Reception class in 2016/17 has resulted in unforeseen financial 'claw-backs' and lower pupil numbers.
- The most recent comparative data for October **2015** ranks the school as 20th most deprived in Stockport (in 2014 it was 45th) with the number of pupils living in the top 25% most deprived areas lower than the Local Authority average. **However, this does not recognise the pockets of deprivation found in the Cale Green part of the Cale Green and Davenport ward from which this data is drawn.**

In Summer 2016 71 children were identified as disadvantaged of which:

- 8 have attendance issues (95% and below)
- 11 have SEND
- 16 have EAL
- 1 is LAC
- are adopted
- is identified as coming from a Service Family
- 3 are at TAC / Social Care

- children have social care involvement following referral
- 2 are identified as Young Carers
- Cale Green Primary School is truly comprehensive and we celebrate our diverse and inclusive community. We recognise that as English is often not spoken in the home the level of spoken English on entry is often low. As a result we focus much of our additional bi-lingual support in the EYFS. In addition, many families do not access pre-school education resulting in low levels of social skills and social and communication difficulties. Consequently we host both a weekly pre-school 'Baby and Toddler' group and English language classes. Health visitors, bilingual and Children's Centre staff and Learning Mentors also attend these activities to encourage participation in pre-school learning to ensure that the children are ready for school.

The socio-economic background of the children who attend Cale Green is changing. It is becoming more 'comprehensive' with a declining number of children in receipt of Free School Meals and who live in the areas of highest social deprivation in Stockport. However, a Children's Fund profile recognises that Cale Green has a high incidence of 'risk factors' and categories it as an area where 'groups of young people or isolated individuals in the area (are) most at risk of social exclusion' (although the decline in the numbers of children claiming Free School Meals does not necessarily indicate a change in demographics – as the Universal Free School Meal initiative and a lack of access to the appropriate information has impacted on numbers claiming).

In October 2012 the school had an Ofsted inspection. Overall the school achieved a 'good' judgement. However, we were unfortunate not to achieve 'outstanding' as both Behaviour and Safety and Leadership and Management were judged as 'outstanding' with both 'Teaching' and 'Achievement' being graded as 'good'. The aim of this School Improvement Development Plan, and subsequent plans, is to achieve 'outstanding' at our next inspection.

Staffing

For the first time in many years there has been significant staffing movement. At the end of the last academic year two outstanding teachers left the school – our Early Years and Key Stage 1 support teacher retired and our Maths / EAL Subject Leader, Year 5 teacher and SMT member moved to the Learning Support Service. These moves created challenges and opportunities. To support the governors aims of early intervention a teacher was appointed to Key stage 1 to allow for 4 smaller classes for 1 year until the anticipated move to 3 Key stage1 classes in 2017/18 (Year 1 / Year 1+ 2/ Year 2). These will be supported on a Wednesday / Thursday / Friday by an outstanding teacher with experience in Key stage 1 at Cale Green.

In Key stage 2 a teacher was appointed to Year 3. The Year 3 teacher moved into Year 4 and the Year 4 teacher moved into Year 5. The Year 6 teacher remained in Year 6. These will be supported on a Wednesday / Thursday / Friday by an outstanding teacher with experience in Key stage 2 at Cale Green. The Number Counts / Year 1 teacher becomes Subject Leader for maths and the headteacher has taken over responsibility for EAL. During 2016/17 it is anticipated that the SMT will be strengthened with the appointment of an experienced teacher for an expanded Key stage 2 in 2017/18. It is anticipated that this appointment will further strengthen teaching in Key stage 2, as well as broadening the strength and depth of the SMT.

A TA in the Early Years left after having a period of maternity leave. Another Early Years TA successfully completed her teacher training and has left to take up her first substantive post and a TA left to join the Sensory Support Service. An experienced TA has been appointed to the Early Years and a teacher has

been appointed to another of the vacancies. The final vacancy was filled with appointment of a student / volunteer who will now complete her National Diploma (Level 3) whilst at Cale Green.

Performance Data

By the end of their time at Cale Green the children's we consider the outcomes across the school to be **Good**.

These results are achieved as a result of the rigorous implementation of a well-focussed SIDP (which is based on robust self-evaluation) resulting in successful action to improve to the highest levels of individual pupil's achievements and personal development. However, the combined percentage of children making the expected progress in Reading / Writing / Maths was disappointing.

Further analysis of progress data is described below. This is draft data and will be updated when the final data is published:

Early Years

- The children arrive in school well below with Age Related Expectations
- The proportion of children that achieved GLD was similar to the national figure
- 66% of children (60% of the boys and 74% of the girls) achieved a good level of development (GLD) at the end of EYFS in 2016 and this was only just below the national data and the outcomes for 2016. The national average increased from 66% to 69%. The judgements made by the school are externally validated by the Local Authority. This was an increase from 55% in 2015, 27% in 2014 and from 25% in 2013
- This is an indication of the impact of the decision to recruit an additional experienced teacher to the proposed 45 place Reception class and to have 2 smaller classes. In addition, most children have made at least 3 steps progress – where 2 steps is considered good progress in number, speaking and listening, writing and reading
- The average total point score across the 17 Early Learning Goals was 33.3 and this was an increase from 2015. The provisional national average is 34.5
- The percentage of pupils achieving the expected levels in reading, writing and number of 68%,68%,73% was below the LA average and below the national 77%, 73% 79% respectively
- The percentage of pupils exceeding the expected levels in reading was 18% and below the LA average and national average of 20%. Writing of 16% and number of 25% was above the LA average and national average of 12% and 16% respectively. Writing achievement was lower than reading and writing
- There were 2 pupils with SEN
- GLD for Pupil Premium pupils was 82% (8/11)
- The Early Years requires practitioners to be able to demonstrate how children make progress in their learning and development. It is therefore important that their progress is tracked and reviewed regularly

- The assessments help staff to identify and explain the differing rates of progress that all children are making in their learning and development. They will also help to identify children who are working at levels above and below the expected development band
- Evidence is gathered through on-going formative assessment (annotated photographs, spontaneous and planned observations, information from home and samples of children's experiences and achievements) building a picture of overall progress so that staff can make a 'best fit' judgement of the development band that the child is working within
- These formative assessments are an integral part of the learning and development process because they inform and help staff to plan their provision and meet individual children's needs and interests
- In order to identify children's starting points an assessment is made on entry (within the first six weeks if the child attends part time or within a shorter time frame if the child attends full time) to the school and is then reviewed a further three times during the year. In the Early Years our aim is to ensure each child makes good progress and no child is left behind so that the foundations for further progress are in place.

Year 1

- The proportion of Year 1 pupils at 83% (35/42) that met the expected standard in phonics was slightly above the national figure of 81%
- There were 12 disadvantaged pupils. There was a 1% difference in outcomes between disadvantaged pupils at the school (69%) and nationally (70%) and a 14% gap between these pupils and all pupils nationally (83%) **TBC**
- There were 11 children in receipt of FSM. There was a 3% difference in outcomes between FSM pupils at the school (73%) and nationally (70%) and a 10% gap between these pupils and all pupils nationally (83%)
- 88% of boys and 76% of girls achieved the level. National boys was 77% and girls 84%
- There were 5 SEN pupils in the cohort and 3 of them achieved the threshold (60%) against the national average of 46%
- This cohort had 18 summer births who had a difference at 78% had a difference of 14% with autumn born children (92%)
- In Year 2, 100 %, of the pupils achieved the threshold. This means all pupils will enter KS2 at the required standard in phonics. They are now working securely in Phase 5 ready to begin Phase 6 when entering Key Stage 2
- This improvement demonstrates the success of the revised approach to the teaching of phonics in the Early Years and Key Stage 1 led by Miss Best. This has resulted in vertically aligned groups based on ability not age, centralised planning and resourcing, phonics being delivered at the same time, training for teachers, and training for TAs and information sessions for parents.

Year 2

- The proportion of Year 2 pupils (31) that met the expected standard in reading, writing and mathematics (61%) was above the national average (60%)
- In 2014 27% of this cohort achieved GLD at the end of EYFS and they entered KS1 from a low baseline. The majority of pupils made better than expected progress
- There were 10 disadvantaged pupils in the Year 2 cohort (32%) and 30% (3 pupils) achieved the expected standard in reading, writing and maths.

Reading

- The percentage of pupils at the expected standard was 81% (92% for boys, 72% for girls) compared to the national average of 74% (+7%)
- 65% of children made progress to the expected standard from 'emerging' at EYFS to the expected standard at KS1 in comparison with 36% nationally (+29%)

- 100% of children made progress to the expected standard from 'expected' at EYFS to the expected standard at KS1 in comparison with 85% nationally (+15%)
- 43% of disadvantaged children made progress to the expected standard from 'emerging' at EYFS to the expected standard at KS1 in comparison with 39% nationally (+5%)
- 100% of disadvantaged children made progress to the expected standard from 'emerging' at EYFS to the expected standard at KS1 in comparison with 87% nationally (+13%)
- The percentage of pupils working at greater depth was 13% (8% for boys, 17% for girls) compared to the national average of 24% (-11%).

Writing

- The percentage of pupils at the expected standard was 65% (77% for boys, 56% for girls) compared to the national average of 65% (0%)
- 53% of children made progress to the expected standard from 'emerging' at EYFS to the expected standard at KS1 in comparison with 30% nationally (+23%)
- 83% of children made progress to the expected standard from 'expected' at EYFS to the expected standard at KS1 in comparison with 82% nationally (+1%)
- 29% of disadvantaged children made progress to the expected standard from 'emerging' at EYFS to the expected standard at KS1 in comparison with 33% nationally (-4%)
- 67% of disadvantaged children made progress to the expected standard from 'emerging' at EYFS to the expected standard at KS1 in comparison with 83% nationally (-16%)
- The percentage of pupils working at greater depth was 10% (0% for boys, 17% for girls) compared to the national average of 13% (-3%).

Mathematics

- The percentage of pupils at the expected standard was 74% (92% for boys, 61% for girls) compared to the national average of 73% (+1%)
- 56% of children made progress to the expected standard from 'emerging' at EYFS to the expected standard at KS1 in comparison with 36% nationally (+20%)
- 100% of children made progress to the expected standard from 'expected' at EYFS to the expected standard at KS1 in comparison with 86% nationally (-15%)
- 25% of disadvantaged children made progress to the expected standard from 'emerging' at EYFS to the expected standard at KS1 in comparison with 40% nationally (-15%)
- 100% of disadvantaged children made progress to the expected standard from 'emerging' at EYFS to the expected standard at KS1 in comparison with 87% nationally (+13%)
- The percentage of pupils working at greater depth was 6% (0% for boys, 11% for girls) compared to the national average of 18% (-12%).

Overall Performance (Reading, writing and mathematics)

- The percentage of pupils at the expected standard was 61% (77% for boys, 50% for girls) compared to the national average of 60%
- The percentage of pupils working at a high standard was 6% (0% for boys, 11% for girls)
- There were 7 pupils with SEN and they were below the expected standard
- This is still a very challenging cohort with 23% on SEN register, 35% EAL, 42% summer birthdays and 32% Pupil Premium

- A group of 7 girls in receipt of Pupil Premium are not yet achieving the expected standard and have had additional support throughout the year and will continue to receive additional support next year. This group also has other barriers including SEN and EAL
- This cohort have had significant support with 4 children receiving Reading Recovery (100 extra reading lessons each) and 10 taking part in the TELL programme, and 8 taking part in firstclass@number. All the additional activities have had a significant impact on progress.

Year 6

- Overall, the results at the end of Key Stage 2 were broadly average and not statistically significantly different from national results
- 59% achieved the expected standard in Reading (16/27 with a further 3 scoring 97 / 98 / 99) against a national score of 66%. The school average scaled score was 102 against a national scaled score of 103
- 67% achieved the expected standard in Maths (18/27 with a further 8 scoring 97 / 98 / 99) against a national score of 70%. The school average scaled score was 104 against a national scaled score of 103
- 93% achieved the expected standard in GPS (25 / 27 with a further 2 scoring 97 / 99) against a national score of 72%. The school average scaled score was 106 against a national scaled score of 104
- By the end of Key Stage 2 Teacher Assessment data indicates that in Reading 78%, Writing 74 %, Maths 67% and Science 85 % achieved the expected standard.
- There were 10 disadvantaged pupils in the Y6 cohort and 50% pupils achieved the expected standard in reading, writing and maths above the cohort average of 44% and non-disadvantaged at 41%. The difference in outcomes between disadvantaged pupils at the school and the national average for other pupils was 10 percentage points. 10 disadvantaged pupils is 37% of the Year 6 cohort

Reading

- The percentage of pupils at the expected standard was 59% (56% for boys, 64% for girls) compared to the national average of 66% (16/27 with a further 3 scoring 97 / 98 / 99)
- The percentage of pupils at the high standard was 19% (25% for boys, 9% for girls) compared to the national average of 19%
- The average scaled score was 101.9 compared to the national average of 103
- Progress for disadvantaged children was 0.37 above the national figure
- Average attainment for disadvantaged children at 102.5 was above that of other children at the school (102.3) and below that of disadvantaged children nationally (103.8)
- The progress score for reading was -0.7 which was not statistically significant

Writing

- The percentage of pupils at the expected standard was 74% (56% for boys, 100% for girls) compared to the national average of 74%
- The percentage of pupils working at greater depth was 4% (6% for boys, 0% for girls) compared to the national average of 15%
- Progress for disadvantaged children was -2.58 below the national figure
- 60% disadvantaged children achieved the expected standard compared to 74% in school and 79% nationally
- The progress score for writing was -1.1 which was not statistically significant.

Mathematics

- The percentage of pupils at the expected standard was 67% (63% for boys, 73% for girls) compared to the national average of 70% (18/27 with a further 8 scoring 97 / 98 / 99)
- The percentage of pupils at the high standard was 19% (19% for boys, 18% for girls) compared to the national average of 17%
- The average scaled score was 103.6 compared to the national average of 103
- Progress for disadvantaged children was 0.65 above the national figure
- Average attainment for disadvantaged children at 103.4 was 0.2 below that of other children at the school (103.6) and below that of disadvantaged children nationally (104.1)
- The progress score for mathematics was 0.5 which was not statistically significant

Grammar, Punctuation and Spelling (GPS).

- The percentage of pupils at the expected standard was 93% (88% for boys, 100% for girls) compared to the national average of 72 % (25 / 27 with a further 2 scoring 97 / 99)
- The average scaled score was 106.4 compared to the national average of 104
- 90% of disadvantaged children achieved a scaled score of 100+ against 78% nationally but below that of 93% overall in school

Overall Performance (Reading, writing and mathematics).

- The percentage of pupils at the expected standard was 44% (38% for boys, 55% for girls) compared to the national average of 53%
- The percentage of pupils achieving the high standard was 4% (6% for boys, 0% for girls) compared to the national average of 5%
- By the end of Key Stage 2 *Teacher Assessment* data indicates that in Reading 78%, Writing 74 %, Maths 67% and Science 85 % achieved the expected standard. National was 80%, 74%, 78% and 81% respectively
- There were no pupils with SEN.

Floor Standards: Met

Coasting Schools: Not Coasting

2014 / 15

- The standards in the school for 2015, based on end of key stage assessments, were below the national mean for the Early Years Foundation Stage, above the national average point score in Key Stage 1 and below it in Key Stage 2.
- At the end of KS1 pupils achievement gap with national is + 0.1 with school APS at 16.2 (national 16.1). The vast majority of pupils made better expected progress with just 25% of this cohort achieving a GLD in 2013.
- L2B+ Reading, Writing and Maths combined was 87% compared to 79% nationally.
- L2B+ Reading 83.9% (N=82%), Writing 77.4% (N=72%), Maths 83.9% (N=82%). L3 Reading 35.5% (N=32%), Writing 29% (N =18%), Maths 29% (N=26%).
- At KS2 L4+ English and Maths combined 68% compared to 80% nationally.
- The Disadvantaged gap for combined was 6% in school and 8% nationally.

- L5 English and Maths combined was 14% compared to 24% nationally. Reading 46% (N=48%) Writing 29% (N=36%) Maths 43% (N=41%) is above national.
- At the end of KS2 progress for all subjects is significantly above national at 101.0 and in Reading at 101.1 with a percentile rank of 17th.
- 2 levels progress in Reading 100%, writing 96.3 %, Maths 96.3% and 3 levels progress Reading 67%, Writing 44% and Maths 41%.
- KS1 - KS2 progress indicates an improvement of 15.1 APS above the minimum expectation of 12 points. A gap of 2.2 APS at KS1 between school and national was closed to 0.5 APS.

Overall

- Results demonstrate good and sustained progress throughout year groups across many subjects from very low starting points.
- The impact of the actions we have taken to secure greater progress in the EY and Key Stage 1 in closing any gaps between groups in school and nationally is evident. The range of strategies is carefully planned through Raising Achievement / Closing the Gap Plans and the success of these is carefully monitored.
- As a consequence of carefully designed opportunities within Early Years Foundation Stage and KS1, children develop the appropriate learning behaviours so that in KS2 a large majority of pupils tackle challenging problems with high levels of confidence and they work with concentration and perseverance.
- Pupils develop and apply a wide range of skills to good effect in reading, writing, communication, computing and mathematics in subject specific lessons and theme based activities so that they are well prepared for the next stage in education.

Special Educational Needs and Disability (SEND)

Mrs Harding oversees provision for SEND pupils. The new SEN Code of Practice has been implemented. The school and local offer and the Access Plan are all published – outlining the provision available for children with SEND. All the SEND provision in the school is audited and children placed appropriately on the SEN register. Provision and Access Maps are regularly updated, as is the Disability Equality Scheme. Individual Pupil Trackers have replaced IEPs. Multi-agency meetings continue to be held at the school. There is a growing number of children with significant and complex needs particularly in the Foundation Stage / Key Stage 1 and securing additional support for them as soon as possible is a priority. The following breakdown of the SEND figures indicates the progress made in the effective identification of pupils with SEND as well as in the general progress being made in the school:

SEN Numbers from Audit

2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000
32	28	36	42	43	36	52	53	48	40	40	32	24	42	48	58	76

In comparison with other schools in the Local Authority in the autumn 2015 the school is ranked 44 when comparing the number of pupils on roll with SEN compared with the other 83 schools (with 1 representing the highest percentage of pupils with SEN). This again is a significant change from a ranking of 19 in

2012. The school has been successful in addressing the needs of the children earlier which has resulted in fewer needing additional support (this at a time when the numbers of children in school is increasing).

The further improvement in the behaviour and attitudes of the pupils, in academic results and in the stability in staffing, continued to build parent's confidence in the school. This is reflected in pupil numbers in the Reception classes and provides a sound basis on which to implement the 2015/16 SIDP.

Section 3

The School Improvement Development Plan 2016/2017

This plan was written with the aim of continuing to build on the achievements of the previous years and the need to promote improved attainment at Cale Green Primary School.

The overall priorities remain to raise pupil attainment (especially for more able children), increase progress rates and close gaps between EAL children and their peers and disadvantaged children and their peers. to improve the quality of teaching and learning to ensure that teaching is at least consistently Good, if not Outstanding and as result improve standards in Mathematics and English across the school so that at least 85% meet the expected standards each year.

Developing basic skills and intervening early when children begin to fall behind their peers in the Early Years, Year 1 and Year 2 remains a key focus. 4 'Raising Achievement / Closing the Gap' plans contain the core actions which have been put in place to ensure that from the beginning of the Foundation Stage and throughout the rest of their time at Cale Green all the children make accelerated progress towards national averages and at least 85% meet year group expectations (2016).

There are now 2 smaller Reception and Year 1 classes which will allow for greater progress towards Age Related Expectations. The continued appointment of a Reading Recovery Teacher to support children in Foundation Stage 2, Year 1 and Year 2 represents a significant investment by the school using Pupil Premium funds and the main school budget allocation to enable those children to achieve nationally expected standards. As a result children in Key Stage 1 are making improved progress throughout the Early Years and to the end of Year 2.

Progress against objectives and success criteria in the plan are discussed at staff meetings, Senior Management Team meetings and at each governing body meeting so that our actions are based on a deep and accurate understanding of progress in the school.

This plan seeks to celebrate recent achievements as well as to set out the priorities of the school for the future. The priority areas for development are covered in specific Raising Achievement / Closing the Gap action plans as are those for the National Curriculum, Assessment, Maths, English and Early Years. Other areas are added (and some removed from the plan when they have been achieved) throughout the year.

The plan has been drawn up within the context of five main agendas:

1. School Self Evaluation

Our current judgements about the school (as evaluated through the school's system of monitoring and evaluation described earlier) are detailed in the SEF. The SEF is updated at least termly and is shared with staff and governors. The information gathered from these activities feeds directly into the SIDP.

In addition there additional challenges the school faces:

- Staffing / loss of 2 experienced outstanding staff at a time when the school is expanding – current data suggests strategy of early intervention is successful (see previous attainment / progress data). Appointing 2 new staff / reallocating roles and responsibilities including the structure of the SMT
- Year 5 (2016/7) complex needs of class – class teacher (SENCO) has moved up with class from Year 4 to 5 along with TA team (both qualified teachers) / continued additional support from PPG teacher (Nicola Lewis)
- Budget constraints due to competition from PVI (Early Years) and zero increase budgets – budget 2016/17 determined on anticipated reduction in numbers to prevent a 'claw-back' scenario / marketing the school / reduction in spending in some curriculum areas resulting in alternative arrangements (e.g. music service KS1 provision / Foreign Language Assistant). Balanced budget set which maintains small Early Years / Key Stage 1 classes and additional outstanding teacher support in Key Stage 1 and Key Stage 2
- Attendance / extended absence abroad –detailed action plan and monitoring of attendance to ensure overall attendance rate is above national figure

2. Ofsted Key Issues

The key issues following the Ofsted inspection which took place in October 2012:

Progress since previous Ofsted (2012):

'The overall quality of teaching is good. It is improving continuously, but it is not yet consistently outstanding. This is the main reason pupils 'achievement across the school is also good, rather than outstanding.'

Proportion of good / better teaching (over time) has increased as a consequence on focus of developing effective formative assessment strategies, implementation of new National Curriculum (including higher aspirations), developing a mastery approach in maths and Writing and appointing high quality staff. This can be seen by improved progress rates in all areas.

'More time is needed for some improvements to impact fully, all across the school. More work is needed, for example, in Key Stage 1 to help more-able pupils to reach the higher levels by the end of Year 2. Ensure that a greater proportion of the more-able pupils in Key Stage 1 reach the higher levels in reading, writing and mathematics'.

In 2015/16 children at the end of Key Stage 1 achieved above the national averages at Level 2B+ and Level 3. APS was above

national. This cohort has a Good Level of Development (GLD) at the end of Early Years of 25%.
In the Early Years GLD has increased from 27% to 55% to 64%.
In 2015/16 children at the end of Key Stage had an overall Average Point Score of 15.1 (above the expected minimum of 12)
Progress at 101.0 for all subjects combined was significantly above the national figure.
These demonstrate the impact of strategies / actions.

Further 'outcomes' data for 2015/16 is available in section 2 of this report.

'Increase the proportion of outstanding teaching by increasing the frequency of the school's already rigorous checks on the quality and impact of teaching'.

The school has reviewed its school self-review procedures in the light of new Teachers Standards and revised Ofsted Handbooks. Each teacher is observed at least 3 times for Performance Management. Joint lesson observations have taken place with SMT and the School Improvement Partner. Subject Leaders observe at least 3 lessons annually. Lesson Study has been embedded as a primary tool to increase outstanding teaching – previously this has focussed on formative assessment, mastery in maths and writing. This year the focus is on Guided Group Reading and strategies to support EAL learners – particularly in maths.

3. DfE / National Priorities

4. Local Authority Priorities

The School Improvement Development Plan is our prime tool in ensuring purposeful and successful planning for the future. It sets out our priorities and our strategic planning to improve upon our past best. All staff, governors, parents, pupils and members of the community contribute to the continuous evaluation of the school's performance throughout the year. Informally or formally, comments or complaints are considered as part of the process of school improvement and development. Routinely, problems are solved at all levels by the stakeholders in the school who all work together in the school's best interests.

Additional factors in the creation of the plan include:

- outstanding developments from the 2015/16 plan
- involving and consulting the children through discussions / questionnaires / School Council / etc

- analysis of performance data (RAISEonline / Fischer Family Trust / SATs / other summative assessments / Foundation Stage Profile / Reading Ages / TATs / BME tracker / G+T register)
- recommendations from the LA after monitoring visits
- discussions with governors, parents and staff
- data generated through school self-review activities *such as* analysis of lesson observations / monitoring planning and pupils work / pupil interviews
- numeric targets for achievement as set out by the governors
- analysis of parent / governor / staff / pupil questionnaires

Section 5

Whole school key priorities for 2016/17

1. Leadership, management and governance:

- Use Pupil Premium Grant funds to support disadvantaged pupils and close the attainment gap between them and their peers. In addition, be accountable for how it is intended that the allocation will be spent and the impact of this expenditure on the educational attainment of those pupils at the school, in respect of whom grant funding was allocated
- Review the SEF for 2016/17 and implement a revised SEF from autumn 2016
- Governance to effectively support further developments in teaching so as to increase the rate of pupil progress

2. Teaching, learning and assessment:

- Improve teaching to outstanding through the use of 'Lesson Study' to accelerate progress in reading and of EAL learners
- Improve the quality of learning and teaching in Mathematics by ensuring that a consistent Calculations Policy is used across the school and that there are regular opportunities to apply maths skills, solve practical problems and mental calculations in addition to developing oral reasoning
- Implement strategies to support the learning of all identified pupil groups – including those in receipt of Pupil Premium – through 4 core action plans

3. Personal development, behaviour and welfare:

- Rapidly improve attendance rates so that they meet / exceed local / national averages and continue to reduce unauthorised / persistent absence. Achieve 97% attendance.
- Maintain (and improve even further) the behaviour of the children through the implementation of restorative approaches

4. Outcomes for children and learners:

- Accelerate progress so that at least 85% of children meet year group expectations for their age group
- Accelerate progress in KS2 so that at least 85% children achieve national averages by end of Year 6
- Accelerate progress in KS1 so that at least 85% children achieve national averages by end of Year 2
- Ensure the numbers of children who meet the required standard in the phonics screening check is above local and national scores
- Ensure that the gap between the school and local / national averages of children reaching a good level of development is further closed
- Ensure that there is no performance gap between significant groups in school - EAL focus

Each of the priorities is detailed in the main section of the School Improvement Development Plan.

However, there are many additional developments taking place alongside priority actions. These include:

- small group support for pupils in receipt of Pupil Premium – high quality 1st teaching / clearly identified TA support
- specialist teaching to support children's progress in ICT
- Promote Equality and Diversity: update Equality and Diversity policies
- achieve ICT Mark award
- achieve Arts Mark award
- achieve Inclusion Quality Mark award
- use Sport Premium to provide specialist teaching and access to a range of additional activities
- specialist teaching in music, including the Guitar (KS2) to support children's progress in Music

As an 'Extended School' we are now looking to ensure that we can further involve / maintain the community in the use of the school. There will continue to be a wide range of extension and engagement activities to support learning and increase participation for both children and their families.

Pupil attitudes and behaviour will continue to be a high priority along with attendance and punctuality. There will also be a focus on inclusion and monitoring the performance and attendance of pupils from ethnic minorities, gender groups and pupils with disabilities to ensure that Cale Green remains a fully inclusive community and that any gaps in progress are addressed. This aim will also be achieved by meeting the requirements of the Equality Act and the SEND Code of Practice wherever possible and the commitment of the school to inclusion.

Section 6

Appraisal / Performance Management

This School Improvement Development Plan represents the school's overall aims and objectives together with strategic and operational targets. It is written to develop outstanding teaching, learning and achievement.

The production of the plan enables the governing body to give itself, and the Senior Management, direction. It reflects the very highest expectation for each individual pupil. It is the source document for the identification of Appraisal / Performance targets and in providing focussed professional development for all staff.

Appraisal / Performance Management is not seen as an isolated process in school. The review and planning cycle which begins each autumn term provides the vehicle for all staff to agree and review priorities and objectives within the scope and context of the SIDP. Targets reflect the priorities of the SIDP, are often shared with other staff and they reflect the desire to encourage, challenge and support teacher improvement. The targets are also informed by the Teachers Standards and provide an opportunity for staff to achieve pay progression.

Section 7

Individual School Improvement Development Plans beginning Autumn 2016

These are detailed immediately after this contextual review.

There are 4 core plans:

- Early Years / KS1 Raising Achievement / Closing the Gap
- KS2 Raising Achievement / Closing the Gap
- EAL Raising Achievement / Closing the Gap
- PPG Raising Achievement / Closing the Gap

There are 3 priority plans:

- English: Reading – GGR / improving outcomes as a result of developing inference, and deduction, restructuring GGR and individual reading , targeted support for children and families, developing a love of reading through enrichment and engagement activities / grammar – embedding grammar into writing
- Maths: Reasoning / oral reasoning
- Early Years Foundation Stage: Talk for Writing

Section 8

Governing Body Development Plan

This section details activities to be carried out by the Governing Body in monitoring and evaluating achievement and standards, the personal development and well-being of children, the quality of provision, leadership and management, performance management, finance, staffing and premises.

In particular the plan focuses on ensuring that governors have a deep and accurate understanding of the performance of the school. In achieving this governors will be able to robustly hold the headteacher and Senior Management Team to account for all aspects of the school's performance.

Section 9

School Budget / Financial Management Development Plan

The financial stability of the school allows the efficient and effective deployment of financial resources and the deployment of staff and resources necessary to achieve the successful implementation of the SIDP.

Resources have been deployed to achieve the aims of the SIDP in securing the best possible progress for each child. Currently resources are targeted at providing 2 small classes in the Reception, Year 1 and Year 2. Additional staffing provides 2 outstanding teachers working part-time to support children at risk of not making expected progress – this is part funded by the Pupil Premium. A member of the SMT acts as a 'Pupil Premium Champion'. A copy of the school budget for the current financial year is contained at the end of this plan.

As always the SIDP is used to drive the spending decisions which impact on the budget – not the other way around!

Section 10

Staff Development Programme

Details of INSET / staff meetings for the current academic year.

In 2012/13 the Ofsted inspection recognised many of the strengths of the school. We expect an inspection in 2016/17.

There is also a real need to reflect on all the changes made to the school organisation and curriculum in preparation for changes to be introduced in the next year. Therefore this SIDP contains fewer activities than previous plans to facilitate this.

In conclusion, we feel that this Plan is *the* vital document which we use. It ensures that all the decisions taken in the school are based on our shared values and principles and an understanding that all the schools' stakeholders are working together to implement our strategic aim of providing the best possible education for all the children of Cale Green.

D.Marshall

L. Skelhorn

EAL RAP / CTG Plan 2016-17

Objectives:

- To increase the number of EAL children in each cohort achieving 'secure' in Year Group Expectations and the numbers of children achieving at / above the 100 scaled score meets / exceeds national averages by the end of Key stage 2
- To ensure EAL children make expected progress in language development (listening & understanding, speaking, writing and reading)
- To close the gap between underperforming EAL pupils and English 1st language peers
- Support accelerated progress for advanced bilingual learners
- Increase access / involvement of EAL families in learning at school / home
- Revised guided reading approach embedded from September 2016
- To ensure the 8 key reading strategies from Leicester Inference Training are explicitly taught and embedded consistently throughout the school
- To improve the quality of pupil talk during guided reading sessions and provide a strong purpose for reading
- To improve the teacher's role in guided reading as a facilitator of conversational instruction
- Over time all 8 strategies should be used as a full repertoire during pre-processing task, guided reading sessions, and independent book groups

Success Criteria:

- Number of EAL children in each cohort achieving 'secure' in Year Group Expectations and the numbers of children achieving at / above the 100 scaled score meets / exceeds national averages
- Pupils identified as advanced bilingual learners supported to achieve / develop academic language / improved extended writing
- Pupils arrive to guided reading prepared to have a conversation having pre-read the text
- Quality of pupil talk during guided reading sessions is improved by spending sessions discussing the text rather than reading it aloud
- Proportion of teacher talk during guided reading session decreases over time as the proportion of pupil talk increases
- Pupils have the full repertoire of 8 key reading strategies from Leicester Inference Training, can use them in different contexts, and are able to talk about them using vocabulary that is consistent throughout school
- Independent book groups operate in each classroom, allowing pupils to internalise and use the 8 key strategies through peer conversation
- Accelerated progress in reading results for EAL cohort as measured by Salford Reading Test – above 12 months progress

Tasks	Responsible	Training implications	Resources / costs	Time frame
<p><u>Introducing 8 key strategies in the classroom</u></p> <ul style="list-style-type: none"> Teachers to be equipped with CD whiteboard resources and key strategies visuals Whole class teaching and modelling of a strategy using short text extracts over 8 weeks From Y3, use 'read aloud – think aloud' whiteboard resources on CD to model strategies in whole class shared reading lessons. They should be introduced one at a time and the full repertoire of 8 strategies built up over 4-8 sessions (Autumn 1) 	<p>SMCh/KI/NC Class Teachers</p>	<p>Teacher INSET required to share and demonstrate CD resources: 01/09/16</p>	<p>Teacher INSET Resource CD EAL Pocketbook p.95 - 108</p>	<p>September 2016 Autumn Term 1 2016</p>
<p><u>Leicester inference training – intervention groups</u></p> <ul style="list-style-type: none"> Salford Reading Test introduced replacing Hodder to assess reading age at start and end of intervention period. Class Teachers identify target children for intervention groups Intervention groups to run for 12 week period (2 sessions per weeks) over Autumn 2/Spring 1 Parent engagement sessions planned for beginning (and possibly end) of intervention period, targeting parents of children involved in intervention to share good reading practise 	<p>SMCh/TA's Class Teachers TA's SM/KI</p>	<p>TA's to be trained in using Salford Reading test: TBC Parent training session: TBC</p>		<p>Autumn Term 1 2016 Autumn 2 / Spring 1 Autumn 2</p>

<p><u>Embedding guided reading pre-processing task</u></p> <ul style="list-style-type: none"> • Take the same strategies modelled for whole class lesson using 'read aloud – think aloud' • Choose a short extract for each group containing easier decoding but rich discussion possibilities around the focus strategies • Give it to pupils the day before their guided reading session with bullet points/a planner • Pupils have to read it several times then, use the bullet points/planner and prepare to have a conversation in the guided reading session • Time to prepare for a conversation in advance is likely to raise quality of pupil talk, and pre session provides a strong purpose for reading 	Class Teachers	Teacher INSET: 01/09/16	Resource CD Text extracts & guided reading texts	Autumn Term 1 ongoing
<p><u>Embedding guided reading session</u></p> <ul style="list-style-type: none"> • Opportunity for rich conversation about extract used for pre-processing task, using the same focus strategies • Pupils share what they noticed/liked and the strategies they used • Maximise talk time; minimise reading aloud time • Monitor how much teacher talks and minimise where possible • Build in time to be responsive to pupils' comments/questions acting as facilitator of conversational instruction • Avoid over planning and exploit teachable moments and pupils conversation 	Class Teachers	Teacher INSET: 01/09/16	Resource CD Text extracts & guided reading texts	Autumn Term 1 ongoing

<p><u>Embedding independent book groups</u></p> <ul style="list-style-type: none"> • Plan a series of sessions in which the responsibility for using the strategies is gradually released to pupils through peer discussion • Students read a short extract together, which could follow on from the one used in guided reading, but still working on same focus strategies • Teacher provides a book group format to help guide pupils giving a structure and clear aims • As teacher shares more strategies in class, pupils will find working in book groups easier as they will have more to share 	Class Teachers	Teacher INSET: 01/09/16	Resource CD Text extracts & guided reading texts	Autumn 1 Term ongoing
<p><u>EAL Pupil Support</u></p> <ul style="list-style-type: none"> • NC (EDS) to provide 1 morning per week of EAL Support in 2016-17 • EAL pupil support focus year groups will be: Year 3 and Year 5 for autumn and spring terms • Talk Partners in each class rotated fortnightly • The key focus will be SPAG with a particular emphasis on improving quality of talk for EAL pupils • Independent writing tasks to assess and monitor use of grammar will be done by children before and after the teaching input • Assessment (start / finish of intervention) based on free writing with 4/5 grammar targets from NC YGEs (word / sentence / text / punctuation) – set by teacher / NC • Self / peer assessment also involved • Reading For Gold – focus on EAL children (Wednesdays / Thursdays) 	NC / DM / KI Class Teachers	Tuesday am	EDS buyback	Autumn 1 Term ongoing

<p><u>Leicester Inference Training</u></p> <ul style="list-style-type: none"> Leicester Inference Training to run once per term in Years 3,4,5 and 6 4 target pupils take part in intervention groups for 10 weeks (20 lessons) <ul style="list-style-type: none"> 2 x 45 min sessions weekly KI to monitor delivery of intervention in role as mentor, and conduct observations of groups in Autumn Term KI to deliver 1 x 3hr training session to new KS2 Teacher on Inference Strategies – term/date to be agreed between KI / DM GGR in each class to have comprehension activity led by TA using LIP strategies 	<p>KI KS2 TA's</p>	<p>Ongoing Leicester Inference training to be provided (NC) as needed</p> <p>1 x 3hr training session for KS1 Teacher: TBC</p>	<p>Leicester Inference Training Resource Folders – 1 per year group</p>	<p>Autumn 2 2016 – Summer 2017</p> <p>One intervention group per term</p>
<p><u>Strategies to support bilingual children - Language Structures</u></p> <ul style="list-style-type: none"> Staff to share highlighted planning / outcomes + Pocketbook / Placemat strategies at initial meeting Revisit 'Progression in Language Structures' (Tower Hamlets) with a focus on developing language to support explanation in a mathematical context to develop oral reasoning / use of technical vocabulary in mathematics Review range of strategies to support children learning EAL Planning in all subjects to be highlighted focussing on specific strategy used Planning identifies specific vocabulary to be taught Lesson Study Spring 2017 to focus on impact of EAL strategies on progress (Language structures / LIP + GGR / Placemats + Pocketbooks) DM to attend termly Primary EAL Network Meetings 	<p>DM/KI/NC</p>	<p>Staff Meetings: 01/09/16 09/11/16 14/06/17</p> <p>Lesson Study: 11/01/17 15/02/17 01/03/17</p>	<p>Progression in Language Structures (Tower Hamlets)</p> <p>EAL Pocketbook p.51, 52,55, 56, 70, 76, 77</p>	<p>Autumn 2 ongoing</p>

<p><u>Advanced Bilingual Learners</u></p> <ul style="list-style-type: none"> Review current provision Use attainment / progress data to identify whole school development priorities Plan strategically for the progress of ABLs 	DM / NC / KI	<p>Staff Meetings: 14/06/17</p> <p>Lesson Study: 11/01/17 15/02/17 01/03/17</p>	National Strategies resources (national archive)	Spring 2017
<p><u>Early Years bilingual support</u></p> <ul style="list-style-type: none"> BTA phonics support (Tuesday / Thursday Reception – Wednesdays Nursery) BTA weekly 1-2-1 reading for all EAL children Early Years display / continuous provision to include multicultural resources / books / real life photos / appropriate practical resources (including picture dictionaries) 	DM/KI/NC	Tuesday, Wednesday, Thursday (weekly)	2 days provided by EDS 1 day 'bought back' by school:	Autumn 1 ongoing
<p><u>NASSEA assessments</u></p> <ul style="list-style-type: none"> Ensure all EAL learners proficiency data is assessed in time for Autumn Census – EY staff Ensure all EAL learners are assessed using the NASSEA EAL Assessment Framework – use alignment grid to assign DfE code Collect EAL data from parents – identify those having heard another language other than English first 	DM/KI/NC	Tuesdays (weekly)	NASSEA EAL Assessment Framework DfE proficiency guidance	Autumn 1 ongoing Assessments completed prior to September 2016 for all pupils
<p><u>EAL Core School File</u></p> <ul style="list-style-type: none"> Update EAL cohort lists for 2016-17 Ensure EAL Assessments are updated termly for target EAL children receiving EAL pupil support, and at least annually for all other EAL pupils Ensure termly programmes of work and weekly work logs are completed and stored in the Core School File 	NC DM Class Teachers NC	Tuesdays (weekly)		Autumn 1 ongoing

<p>Parent Support</p> <ul style="list-style-type: none"> • Targeted support where necessary • Daily parent support (including TI - EDS BCLM - on Wednesdays) • BTA support T / W / Th am for parents - SY • Introduce Playclub Bags to EAL parents in Early Years / Key Stage 1 - SY • Parent volunteers support for EAL children – to support Play club Bags • BTA to provide vocabulary lists for each Early Years challenge and in Key stage 1 / 2 themes • Bilingual support for parent curriculum information sessions – supported by EDS teacher • Parent Workshop: Developing independence in the Early Years 	<p>SY (BTA) LA / SPh / HC (EY) TI (BCLM) GK / SM (TAs)</p>	<p>EDS BTA training</p>	<p>Playclub Bags</p>	<p>Autumn 1 ongoing</p>
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Monitoring and Evaluation:

- What difference has the revised guided reading approach and LIP interventions made? How do we know? What has been the impact of these action plans on pupil progress?
- SMcH / SMT to review guided reading approach and LIP interventions by outcomes to ensure accelerated progress in pupils reading, gaining an overview of progress data
- Termly review with staff to evaluate guided reading approach and LIP interventions impact, and identify further training needs
- Half termly review with DM (EAL lead) / NC (EDS) / KI (governor) to review progress / impact
- Report to GPSC Spring 2017 on progress

Pupil Premium Grant 2016/17

(Allocation 2016/17 £103,682)

Objectives:**Achievement of Pupils**

- To close / narrow the gap between disadvantaged and non-disadvantaged children in school and with their peers nationally
- To ensure identified children in Year 6 achieve 85% ARE in reading, writing, maths combined
- To ensure termly analysis of attainment / progress in completed / reported on and acted upon for children receipt of PPG both as a separate group and in comparison to non- disadvantaged pupils in school
- To continue to provide early targeted intervention for underperforming groups as identified through AM7 data – including those in receipt of PPG or EYPP
- To develop 'lines of enquiry' through 'In Year Progress' reporting to identify individual pupils attainment and progress more thoroughly / explore further individual disadvantages that may act as a barrier to learning
- To ensure more able pupils in receipt of PPG have progress monitored termly and targeted opportunities / intervention is allocated if necessary to ensure these pupils continue to attain at achieve / exceed their potential

Quality of Teaching

- To ensure never less than good / outstanding teaching for those children in receipt of PPG and all children
- To employ 2 part time outstanding teachers to support learning for underperforming groups (including those in receipt of PPG)
- To ensure Teaching Assistants are highly trained and understand and use Formative Assessment strategies to support accelerating progress
- To ensure all teaching follows the mastery approach to support excellence in attainment, progress and learning

Behaviour and Safety

- Attendance / punctuality and behaviour of children in receipt of PPG is monitored and in-line with other children in school and nationally
- Access to enrichment activities and intervention to tackle barriers to learning closely monitored and acted upon for children in receipt of PPG to ensure opportunities to engage with learning in line with other children in school

Leadership and Management

- Ensure high quality early intervention is delivered from experienced and skilled teaching staff – impact of any intervention recorded termly through RAP/ discussed with SMT / Gov.
- Analyse progress of children in receipt of PPG to determine and identify strategies / interventions to address any issues in performance /closing the gaps
- Ensure children in receipt of PPG are identified to all staff and ensure their progress / provision is tracked in relation to their class, non-pupil premium grant pupil and nationally
- Appointed Pupil Premium Champion to oversee provision, spending (value for money) and impact, reporting to SMT, HT, Governing Body and Parents
- Pupil Premium Grant Champion identified on governing board - Louise Skelhorn (Chair of Governors)
- Ensure governing board have full knowledge and awareness of allocation / spending / impact of actions
- PPG LT / HT attend all relevant training for leading PP – Guidance and information will be shared with all staff

Success Criteria:**Achievement of Pupils**

- Pupils make year on year progress and meet / exceed national averages or exceeding their year group expectations in all areas and exceed floor standards (Year 2/6 achieve national average levels or above)
- Analysis of children taking part in early targeted intervention demonstrates progress above that expected and is being accelerated / gaps closing
- Intervention for underperforming groups in English and Maths is directed by staff / Leadership Team and takes place across school resulting in accelerated progress above that expected – such interventions are analysed termly for impact / value for money by PP champion / leadership team
- Analysis of this cohort using AM7 demonstrates a closing / narrowing of the gap with peers in school and nationally

Quality of Teaching

- Teaching never less than good - mainly outstanding - using AM7 data / lesson observations (linked to Appraisal process) to evaluate impact
- Targeted intervention for underperforming groups to take place including those in receipt of PPG from the start of each term
- Staff will use Formative Assessment strategies to impact on quality of teaching / learning and thus progress of children
- Targeted early intervention (EY/KS1) in reading, writing and maths as outlined in Raising Achievement / Closing the Gap plans
- More able pupils in receipt of PPG highlighted on RAP / CTG as Teacher focus group. Subject leaders aware of able pupils across the school
- Internal and external learning / enrichment opportunities will be targeted to pupils to raise aspirations and ensure these learners continue to achieve their potential

Behaviour and Safety

- If attendance / punctuality and behaviour of children in receipt of PPG not in-line with other children in school and nationally then provide school based interventions such as additional Learning Mentor / parenting support / Stockport Family Worker working alongside families
- Pupil Premium Champion to monitor cohort termly within classes to assess impact of intervention or work with class teachers to address any issues in performance completed and reported to SMT / HT / Governing Body
- Pupil Premium Champion to track additional information and direct resources appropriately based on outcomes using Individual Pupil Tracker. Areas: attendance, parental attendance at consultations, involvement in extra - curricular activities

Leadership and Management

- Action plan identifies provision and expected impact – links directly to school's Raising Achievement / Closing the Gap Plans (RAP / CTGs)
- PP Champion acts as advocate and is able to carefully track progress and impact of intervention strategies (3 x yearly and ongoing with teachers / Learning mentor / parental request / SENCO)
- Named governor and rest of governing body have a detailed knowledge of actions / their rationale / cost and impact (Louise Skelhorn – Chair)
- PP Champion to collate information regarding progress and impact across range of interventions and activities offered to this cohort through a tracking grid. Completed 3 x yearly and presented to SMT / HT / governing board
- PP Champion to share training and up to date guidance with SMT / Governors throughout year
- PP Champion to support RAP / progress review process – to have an overall understanding of where funding has been allocated each term, the value for money of spending and the impact of spending on individuals (both PP eligible and non- PP eligible – as per recent guidance)

Tasks	Responsible	Training implications	Resources / costs	Time frame	
<p>Provide targeted intervention for children underperforming in English / Maths / Science in receipt of FSM / PPG (as identified by AM7)</p> <p>Early Literacy Skills</p> <ul style="list-style-type: none"> • Small FS1 / KS1 classes allows quality first teaching • BTA – processing / early vocabulary skills / parental engagement (N) • Reception additional phonics support x 2 • Play club bags parental engagement / vocabulary development (N) • Parental workshops reading (N) • Non-negotiable displayed for parental engagement • Home/school sharing books introduced after meeting • Nursery streamed with Reception / KS1 phonics when appropriate • ‘Tales Toolkit’ training for staff – develop confidence oral storytelling (FS) • WELLCOMM – training and assessment screen for N-age children • ‘Greater Sports’ Programme 10 x 1 hour weekly (FS) • Reception Phonics grouping from Autumn 2 • Language Link Assessments • Play bags developed for more able pupils • More able challenges developed / expectations for independence / individual challenge books for more able learners • All PP eligible pupils to receive additional intervention to support basic skills in Y1 • Daily phonics setting in EY / KS1 	<p>All staff PPC (NL) lead</p> <p>SY/LA/SM/CK/TS</p> <p>CH – SENCO</p> <p>LA/CK/SY</p> <p>SP</p> <p>R team</p> <p>MC/MB/SP</p> <p>SP All staff SP</p>	<p>Ensure TAs have up to date training in 1st class at number (KH/ MC / JB to oversee)</p> <p>Performance of PPG RAISEonline (LS/HT/NL)</p> <p>WELCOMM training EY team 14 + 21/09/16</p> <p>Staff to be trained prior to programme starting</p> <p>Ensure TAs are trained sufficiently to deliver high quality interventions supported/ monitored by KH and teaching staff</p>	<p>Timetabling resources already in school</p> <p>3 x TA day</p> <p>Cost of resourcing bags for maths £500 Toolkit</p> <p>£350 WELCOMM</p> <p>Funded externally</p>	<p>Autumn 1 ongoing</p>	

<p>Early Maths Skills</p> <ul style="list-style-type: none"> • Maths grouping from Easter • Maths Play club bags to be introduced • Outdoor provision evaluated regularly to provide opportunities to explore maths skills • 'Non' Negotiables' in maths shared with parents (display / meeting) <p>Reading</p> <ul style="list-style-type: none"> • Leicester Inference Project (Y2-6) 6 pupils per class, 2 x 45 mins weekly 10 weeks • Daily 1:1 readers • Y1 SP in class support 2x 45mins weekly • Y1 Salford Reading Test age 4.5 below (administered by SP) • Y1 ELS group 2 x 45 mins weekly 12 weeks • Motor skills United Y1 3 x 30mins weekly • Y2 cross class groupings in Maths / English • Year 4 small group teaching / intervention by PP teacher (NL) 1 hour weekly (13 children) • Year 2 TELL1a x 3 weekly 45 mins (JH) • Y2 SP 2 x 1 hour weekly targeted intervention 8 pupils • Year 3 Reading for Gold Group 3 pupils • Phonics setting (FS/KS1) • Bilingual learning mentor • Y4 3 pupils Toe by Toe 1:1 intervention • Y4 LSS support 3 pupils 30 mins weekly • Y4 Handwriting booster 9 children 1 x 30min weekly • Y4 phonics / Spelling group 2 x 45 mins weekly 6 children • Y5 Phonics(11 children 1x30 mins weekly) and spelling intervention group • LSS support for individuals – ongoing 	<p>SY/LA/SM/CK/TS</p> <p>TAs EDS</p> <p>SP NL JH SP JH EB/SI TS All staff</p> <p>TS / SM/ LSS/ CH</p> <p>NL / MB CH / GD / CK GD / CK</p> <p>SD/CR SD/CR LSS</p> <p>NL/MB GD/CK/CH</p> <p>SS</p>	<p>time for organising groups / T work with lowest ability</p>	<p>Outdoor provision resources £300</p> <p>2 x 45mins weekly x 30 weeks (x Y2-6) £3,037</p> <p>Y4 NL £240 Y1 class SP £360 Y1 Salford Read £100 Y1 ELS £360</p> <p>Y2 TELL £270 (Auto)</p> <p>Y2 SP £520 Reading for gold £171 (yearly cost)</p> <p>Toe by Toe Auto £540 LSS £540 Handwriting £108 Phonics £135 Easter School £400 Phonics £400 Beanstalk £342</p>	<p>Autumn 2</p>	
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<ul style="list-style-type: none"> Easter school booster for Year 6 pupils Y6 Beanstalk reading 2 x 20 mins weekly 3 pupils Y6 					
<p>Writing</p> <ul style="list-style-type: none"> Y2 TELL x 3 weekly (JH) Y3 LSS support for individuals 1 x 30min weekly 6 pupils Y3 Literacy support programme (AUT 2) NL 2 x hours weekly small group 12 children Y4 Literacy support programme (AUT 1) NL 2 x hours weekly small group 12 children Y4 PP teacher 12 pupils year 6 x 2 hours weekly reading/writing intervention – Autumn Y4 PP teacher 8 pupils 2 hours per week maths intervention Handwriting intervention group (Y2/3/4/5) Y6 PP teacher 12 pupils year 6x2 hours weekly reading/writing intervention Y6 8 PP Teacher pupils 2 hours weekly maths intervention NWGT event at Cale Green – Autumn Easter school booster for Year 6 pupils (2 days additional teaching time 15 year 6 pupils) Year 6 handwriting / phonics session incorporating dyslexia friendly techniques (6 pupils 1 x hour weekly) – Autumn Y6 Phonics / Handwriting group 2 pupils 30mins weekly Toe by Toe 2 pupils 20mins daily <p>Maths</p> <ul style="list-style-type: none"> ‘Mastery Approach’ developed Specialist maths teacher in year 1 NWGT event at Cale Green – Autumn Y2 1st class at number 3 x 45mins weekly Y3 PP Teacher Numeracy support programme 2 x hours weekly small group 12 children Y4 PP Teacher Numeracy support programme 2 x hours 	<p>SMcH – SL CH - SENCO SMcG – RRT JH – TELL DH – Y2 TA</p> <p>JH / SI</p> <p>NL NL – G+T NL – 1-2-1</p> <p>NL</p> <p>NL / MB</p> <p>KS1/2 staff MB</p> <p>SM / GK</p> <p>All staff NL / MB MB Ks1/2 staff MB/SMcH SS NL</p>	<p>Performance of PPG RAISEonline (LS/HT/NL)</p> <p>Auto term</p>	<p>TELL £410</p> <p>LSS £324 (Auto)</p> <p>£960 NL Y6 writing £960 NL Y6 Maths £480 NL AUT Y4 English £480 NL AUT Y4 Maths £960 NL Y3 Lit £960 NL Y3 Lit 960 NL Y3 maths £960 NL Y3maths G and T Funding top-up £400</p> <p>Resources already in school Children and activities already identified in RAPs and Pupil Premium Tracker Y6 Phonics / Handwriting £54 Y6 Toe by Toe £378</p> <p>Supply 2 x full days 1 teacher 1 TA (Easter School)</p>	<p>Autumn Term 1 ongoing</p> <p>Summer Term Booster classes</p>	

<p>weekly small group 8 children</p> <ul style="list-style-type: none"> Year 4 Plus 1 – 1 pupil 30 mins daily Year 5 Plus 1 - 3 children 10mins daily Y5 Class split into smaller groups (quality first teaching) for some aspects of maths curriculum Y6 3 x pupils targeted in class support daily maths Easter school booster for Year 6 pupils <p>Science</p> <ul style="list-style-type: none"> Y6 2 hours weekly specialised science teaching Subsidised access to G and T science events NW 	<p>CH/CK/GD SMcH/MB JH SD/LSS GD/CK/CH</p> <p>SMcH / MB</p> <p>NL</p>		<p>Y2 1st class @ number £270</p> <p>£108 Y5 Plus 1 £162</p> <p>Easter school cost above</p> <p>NL cost above</p> <p>NL Science 2 hours x 38 weeks £1, 520</p>		
<p><u>Provide access to full range of educational experiences:</u></p> <ul style="list-style-type: none"> Guitar tuition – free tuition / instrument hire / resources – KS2 On-line learning at school and home (my maths / Education City) Daily Homework Club – extending the school day Sport Premium grant – daily lunchtime sports coach Subsidised Lacrosse club (Sports Premium) Subsidise enrichment and engagement activities 	<p>Music Service / NL (music coordinator) Class teachers / parents / MB – homework club MB SI/AH Stockport Lacrosse All staff</p>		<p>Guitar tuition / Stockport Music Service - £3700 Swimming Lessons £1478 Computing £3000 Lacrosse subsidy £300 Homework club £342</p>	<p>Autumn Term 1 ongoing</p>	
<p><u>Teaching:</u></p> <ul style="list-style-type: none"> Use Formative Assessment strategies – including effective feedback / peer support (Sutton Trust) including TAs Teaching to be never less than ‘good’ across the 	<p>DM / SMcH / SMT All staff</p>	<p>2 x INSET Staff Meetings</p> <p>Staff / INSET planner</p>	<p>2 x PP teachers part time NL 0.6 SP 0.5 £53,837 (including on costs)</p>	<p>Autumn Term 1 ongoing</p>	

English 2016-2017

Objectives:

- Raise standards in all areas of English so that at least 85% children achieve Year Group Expectations
- Provide targeted support and intervention to close the gap and raise achievement for individual children and groups at risk of falling behind
- Identify more able cohort and evaluate provision and progress across the school
- Provide opportunities to apply English skills / knowledge / understanding in other curriculum areas
- Develop a consistent and progressively challenging approach to spelling across the school
- To promote the use of specific strategies to support EAL children in English
- To embed GPS in composition to further improve attainment

Success Criteria:

- Good Level of Development Foundation Stage 2 by end of 2016/ 017 meets national averages
- 85% of children meet national expectations in all areas by end of 2016/17
- Additional support for targeted groups ensures accelerated progress and any gaps between groups is closed
- More able cohort achieve 'secure' and are working at / towards 'greater depth'
- Progress accelerated so that numbers of higher attainers in Year 6 in Writing / Reading / GPS is in line with FFT estimates
- Progress of EAL children monitored termly and reported on to SMT / class teachers – specific strategies identified and impact evaluated
- Rigorous teaching of phonics and setting across FS2-Y2 so that all children meet age appropriate phonics / reading band (FS2 children yellow band / secure at phase 3 with challenge of working at phase 4 / blue band + Year 1 meet / exceed national Phonics Screening Check average + KS1 meet national average and Year 6 national average)
- CPD develops increased confidence / knowledge of teaching / standards / progress
- Effective assessment of Reading in place, including developing effective comprehension and understanding – Salford Reading Test for Leicester Inference Project
- Lesson observations demonstrate teachers regularly check learning and adjust activities so that pupils are continuously challenged and can move onto the next steps in learning quickly and consistently promote good progress.

Tasks	Responsible	Training implications	Resources / costs	Time frame
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<p>Improve rate of progress in Reading ensuring that all children meet year group expectations:</p> <p>Reading:</p> <ul style="list-style-type: none"> • Update Reading for Pleasure Policy • Renewed focus on Guided Reading- <ul style="list-style-type: none"> - format to include the strategies laid out in the Leicester Inference Project - Guided Reading weekly timetable - Pre-reading activity/ teacher led session/ post book group (TA led up until Autumn 2) - All chn to be heard read at least once a week outside of the Guided Reading timetable - Embed higher order reading skills to develop ability through the Leicester Inference Project • Set expectations for reading at home every school night • Establish set of non-negotiable reading titles to ensure high quality literature is being read- KS1/2 • Purchase additional books within the reading scheme to maintain interest and further stock the EYFS • 'Free readers' trained to use Library lending system to give wider choice • Continue with phonics setting for FS2- Y2 • English lessons built around high quality texts – each KS2 class to have an ongoing class story / novel + EY / KS1 • Continue to engage reading volunteers- parents and Beanstalk Charity targeting reluctant readers or those who aren't heard read at home • Provide a range of opportunities to practice and consolidate English writing skills in other subjects • DM to read high quality text to all chn during assembly time- home-based activities linked to encourage parental participation • Parental workshops – in all phases - to develop good reading practices • Involvement in the 'Big Friendly Read' summer project • Develop a Chatterbox Reading Group- KS2 • Raise profile of good quality authors/ books <ul style="list-style-type: none"> - Roald Dahl week (whole school) - William Shakespeare workshop (Y6) • Continue following the EY / KS1 + KS2 + EAL RAPs detailed interventions • Monitor reading standards across the school through whole school moderation- monitor sound record in Autumn 1/ rerecord at end of Autumn 2 (3 chn from each focus grp to prove progress eg More able/ Pupil Premium etc) • Continue to monitor phonics assessment and setting in light of the end of year expectations • Develop reading areas within each classroom • Create list of resources for each classroom to promote reading in each class 	<p>SMcH All staff SMcH/EB</p> <p>EB All staff (KS2)</p> <p>All staff</p> <p>SMcH/ ME</p> <p>SMcH/ EB SMcH/EB</p> <p>MB</p> <p>EB/ All staff</p> <p>ME</p> <p>SMcH</p> <p>All staff</p> <p>DM</p> <p>DM/ SMcH</p> <p>?</p> <p>SMcH/EB</p> <p>SMcH/EB</p> <p>EB</p> <p>All staff</p> <p>EB/SMcH</p>	<p>Leicester Inference Project training NP / NC / KI (EDS) 02/09/16 09/11/16</p> <p>Liaise with Madeline Lindley/ Simply Books</p> <p>'Little Big Write'</p> <p>Stockport Library Service The Reading Agency</p> <p>www.roalddahl100.co.uk Stockport Library Service</p>	<p>Autumn 1 1.9.16/ 30.11.16</p> <p>Autumn 2016 ongoing</p> <p>Summer holidays- Autumn 1</p> <p>w/c 12.9.16 w/c 22.10.16</p> <p>18.1.17/ 15.3.17/ 10.5.17/ 21.6.17/</p> <p>44</p>	<p>Spring 1</p>
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<p>Close the gap in English for identified groups and ensure interventions are well targeted to meet pupils' needs: Provide intervention for underperforming groups:</p> <ul style="list-style-type: none"> careful selection for interventions continue following the EY / KS1 + KS2 + EAL RAPs detailed interventions 	<p>All Staff SMCh EB</p>	<p>As per RAP</p>		<p>Autumn 2016 ongoing</p>
<p>Improve rates of progress and challenge for identified more able pupils in Reading, GPS and Writing:</p> <ul style="list-style-type: none"> Identify more able readers and writers within each class, Y1/2 point 3 EY; Y2-6 Greater depth/ Level 3 KS1 SATs Develop use of more open-ended tasks with an English focus to provide additional challenge for more able writers/ readers Continued involvement with Stockport High School for more able Y4/5 pupils as part of the Saturday Challenges. Host G+T North-West event for Y1/2 pupils 	<p>SMCh/KH EB SMCh / SP/ HH / NL</p>			<p>Autumn 2016 ongoing</p>
<p>Continue to develop the use of AfL for pupils to enable them to understand how best to improve their learning:</p> <ul style="list-style-type: none"> Structured feedback with response time (Fix-it) included in planning (ARC) Assess / Review / Check Individual targets set termly using summative assessment for guidance. Shared with parents at parent Consultation Self/ peer assessment to be used regularly 	<p>DM/ SMT</p>			<p>Autumn 2016 ongoing</p>
<p>Lesson Study: (Guided Reading/ Writing):</p> <p>2 x Early Years syndicates (mixed N/R) 1 x Key Stage 1 syndicate 2 x Key stage 2 syndicates (Year 3 / 4 and Year 5 / 6)</p>	<p>SMT to lead each syndicate</p>	<p>1 x introductory staff meeting (DM) 3 x planning / review meetings 19/4/17 17/05/17 28/06/17</p>		<p>Spring 2017 15.2.17 1.3.17 17.5.17 28.6.17</p>

<p>Maintain progression within the English curriculum:</p> <ul style="list-style-type: none"> • Review the teaching of handwriting to ensure pupils are meeting the statutory requirements of handwriting and presentation – publish guidelines - focus during book scrutinies/ moderation • Review English planning so that it clearly identifies genre of writing and rich texts to be taught within the new curriculum • Develop consistent target setting procedures across the school to help support the pupils to make progress • Monitor the effectiveness of marking through whole school work scrutiny in writing and pupil interviews • Carry out whole school / cluster writing moderations 	<p>SMCh / EB / SMT</p>			<p>Autumn 2016 ongoing</p> <p>Y4 writing cluster: 20.9.16 (1st session)</p> <p>Y3 writing cluster: 27.9.16 (1st session)</p> <p>Y5 writing cluster: 4.10.16 (1st session)</p> <p>Y1 writing cluster: 11.10.16 (1st session)</p>
<p>Conditions For Learning:</p> <ul style="list-style-type: none"> • Identify a range of enrichment and engagement activities designed to support interest and enthusiasm in English, to motivate pupils to read and to support reading for pleasure and enjoyment at home: Stockport / Cale Green Book Awards / Book Fair / Library visits (accompanied by parents) / Story Sacks (FS) / 'Reading for Gold' / Parent Workshop on SPAG at KS1 / 'Support for EAL parents' workshops / 'Bear Start' Book Club / author visits / story time / etc • Class visits to Edgeley Library - how to use a library correctly - Arrange regular visits for each class. • Develop links with local theatres (Stockport Plaza, The Lowry, NK Theatre, Z-Arts and Royal Exchange) - activities will be sought to ensure projects tie in with each year group's curriculum overview • Displays in classrooms / public areas support English learning and share excellence 	<p>DM / SMCh / EB All staff</p> <p>EB</p> <p>SMCh/ CH</p> <p>All staff</p>			<p>Autumn 2016 ongoing</p> <p>Termly</p>

All staff to attend relevant CPD through the year and feedback to others at regular opportunities.	SMcH EB All TS and TA	Courses from SMBC	As needed	Autumn 2016 ongoing
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Monitoring and Evaluation:

- What difference has this AP made? How do we know?
- SL to complete MER of Writing / GPS / Phonics / GGR / Reading / S+L as outlined in SL Portfolio and this Action Plan to ensure good practice is both maintained and shared and appropriate CPD identified
- A range of data (including TATs / summative termly data/ RAs) is analysed and inputted into AM7. Data analysed by SMcH termly - looking for patterns in progress in each class - support can then allocated and to gain an overview of progress in English across the school
- SMcH to share outcomes of moderation with HT / SMT termly
- Report / position statement to governors Teaching / Learning Impact group – Summer 2017
- Report position at Governors / Subject Leaders annual standards review
- A PM target for all staff to identify progress of More able learners

Maths Action Plan 2016 / 17

Objectives:

- Raise standards in Maths so that at least 85% children achieve Year Group Expectations
- Provide targeted support and intervention to close the gap and raise achievement for individual children and groups at risk of falling behind
- Identify more able cohort and evaluate provision and progress across the school
- Provide opportunities to apply Mathematics skills / knowledge / understanding in other curriculum areas and in problem solving activities
- Ensure delivery of a broad and balanced curriculum in Maths which meets the requirements of the National Curriculum and which promotes modern British values
- Improve learning through high quality first teaching and assessment of Maths so that children are fully prepared for the next stage of learning
- Teachers adjust their teaching or re-shape activities to ensure that pupils receive sufficient challenge throughout lessons to enable them to make the progress of which they are capable.
- Raise the profile on reasoning in lessons.
- Update policy to reflect current practice.

Success Criteria:

- 85% of children meet national expectations in all areas by end of 2015/16
- Additional support for targeted groups ensures accelerated progress and any gaps between groups is closed
- More able cohort achieve 'secure' and are working at / towards 'greater depth'
- Systematic programme to provide evidence of children's achievement in Maths and effectively measure standards and progress in Maths – including through the application of skills in other curriculum areas
- SL to identify staff CPD to develop increased confidence / knowledge of teaching / standards / progress
- Intervention for underperforming groups takes place in all year groups and are evaluated for impact on accelerated progress (see RAPs)
- Lesson observations demonstrate teachers regularly check learning and adjust activities so that pupils are continuously challenged and can move onto the next steps in learning quickly and consistently promotes good progress.
- During lessons teachers regularly check learning and adjust activities so that pupils are continuously challenged and can move onto the next steps in learning quickly - consistently promoting good progress
- Calculations Policy updated and implemented

Tasks	Responsible	Training implications	Resources / costs	Time frame	Notes
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<p>To update the Calculations Policy in line with current teaching models - support new staff and changes to year group teaching</p>	<p>MC Whole Staff</p>	<p>Staff meeting 28/09/16</p>	<p>School policy and Maths hub resources</p>	<p>Introduced in SM 28/9/2016</p>	
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Develop the teaching and learning of reasoning as a whole school focus with a specific focus on EAL To use Tower Hamlets progress in language structures. All lessons to have a planned reasoning component.	MC All TS (KS1 and 2) TA invited to SM	Staff meeting Gap task 28/09/16 Review meeting and collect evidence	Resources on shared areas. All classes already have a copy	Autumn 2016 Ongoing INSET 19/10/16	
Reintroduce Number Facts sessions in each class daily and move on to Rapid Recall in Year 5 / 6. Monitor its delivery. Ensure all classes complete the weekly 1 min test and keep a record of score	MC to monitor class timetables All TS (KS1 and 2)	Staff meeting 28/09/16 24/06/17 Monitor through learning walk TBC	Check resource locations in class/cellar	In place by end of half term 1 Moderated during SM 5/10/16	
Maintain progression within the Maths curriculum: <ul style="list-style-type: none"> Develop consistent target setting procedures across the school to help support the pupils to make progress Highlight strategies to support EAL children, language structures and vocabulary Ensure more able children have additional challenge / expectation to achieve mastery of secure / working at greater depth Monitor the effectiveness of marking through whole school work scrutiny in maths and pupil interviews Carry out whole school / cluster maths moderations 	MC	Staff meeting 28/09/16 INSET 19/10/16 01/02/17 Lesson Study 11/01/17 15/02/17 01/03/17		Autumn 2016 ongoing	
Pupils to be exposed to a range of visual images to support and develop their mastery of concepts, to include the bar model, toolkit and practical resources DM / MC to feedback from lesson observations / planning / book scrutiny / pupil voice	DM /MC / SMcH		Resources purchased July 2016	Autumn 2016	
Lesson Study: Focus on reasoning 2 x Early Years syndicates (mixed N/R) 1 x Key Stage 1 syndicate 2 x Key stage 2 syndicates (Year 3 / 4 and Year 5 / 6)	SMT to lead each syndicate			Spring 2017	

Enrichment activities to be delivery over the year to develop cross curricular links to the theme – Autumn term – Theme Maths Challenge day 19/10/2016 Spring term – Theme Maths Challenge day 18/1/2017 Sumer Term - Theme Maths Challenge day 21/5/2017	MC All TS (KS1 and 2)	Support staff as needed		Autumn 2016 ongoing	
To implement, monitor and review interventions. NL support Yr4/5 (high % of children at E and D) SP Early Years /KS1 SP to Sandwell LA group in KSI Monitor ZM and ER for LSS support	MC	SP trained on intervention resources.		Progress monitored on review days Autumn 14/12/16 Spring 29/03/17 Summer 19/07/17	
Ensure marking and feedback is developmental and in line with the depth of English marking. Teachers check pupils understanding systematically in lesson provide constructive feedback and ensure it is used effectively – reshaping tasks as needed	MC All TS and TA		None	Termly monitoring Autumn 5/10/2016 Spring 18/01/17 + 15/03/17 Summer 10/05/17 + 21/06/17	
All staff to attend relevant CPD through the year and feedback to others at regular opportunities. NQT new staff to be trained on maths hub resources JH to attend Promoting mathematical learning for TA cascade training to all TAs	MC All TS and TA	Courses from SMBC	As needed	Autumn 2016 Ongoing Autumn Subject Leader 12/10/16 TA training 15/11/16 22/11/16 29/11/16	
Staff to use Maths Hub assessments to be in line with planning and coverage. Termly overviews to be stuck in the front of books	MC			28/9/16 Then updated termly Assessment Weeks Autumn 10//16 Spring 13/03/17 Summer 03/7/17	

<p>Deliver parental workshops to explain to parents how to help their children become better mathematicians. Session to include practical ideas, year group expectations, calculation methods, mastery.</p> <p>Maths expectations to be shared with parents during Autumn Year ahead meetings</p> <p>Share visual progression with parents , to be added to the website</p>	<p>All staff ME – target parents</p>			<p>Autumn Year Ahead meetings 2016</p>	
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Monitoring and Evaluation:

- What difference has this AP made? How do we know? What has been the impact on pupil progress?
- SL to complete Strategic Review of Maths as outlined in SL Portfolio and this Action Plan to ensure good practice is both maintained and shared and appropriate CPD identified
- A range of data is analysed and inputted into AM7. Data analysed by SL termly - looking for patterns in progress in each class - support can then allocated and to gain an overview of progress in Maths across the school
- Report / position statement to governors Teaching / Learning Standards group and Governors / Subject Leaders annual standards review
- Governors have a detailed overview of current standards in Maths and have the information available to support effective strategic planning for Maths

Early Years Action Plan 2016-17

Objectives:

- To improve the number of pupils achieving a 'Good Level of Development' in line with Local and National averages
- To improve outcomes in Reading, Writing and Maths for all children so that they are ready for the next stage in learning
- To ensure children's progress in the Prime Areas of learning is closely monitored, especially in 'Communication and Language,' and parents/ other agencies are involved in supporting this development at the earliest stage
- To identify and provide for underperforming groups
- To use the 2014 statutory Special Educational Needs and Disability (SEND) system for children and young people aged 0 to 25 as a guide for identifying and supporting those with disabilities and SEN
- To develop children's confidence in oral story-telling
- To provide supportive appraisal of TA's performance and impact and identify appropriate CPD
- To implement a Raising Achievement Plan
- To develop 'Physical Literacy' through the 'Greater Sports' programme
- To identify Speech and Language difficulties early
- To introduce 'Tapestry' on-line Learning Journal

Success Criteria:

- A greater number of pupils achieve a 'Good Level of Development' than in previous years – more closely in line with the national average
- Pupils make expected progress from entry to EY to the Early Learning Goals
- On exit from Nursery, pupils are secure and at age related expectations in the Prime Areas of Learning
- Analysis of children's progress as a result of Early Intervention Plan
- All children have a reading book and a home school book
- Pupils' development and progress is tracked from starting points throughout EYFS, and cohort data is used regularly to identify 'performance gaps' and inform provision and practice ensuring all groups make expected progress
- Arrangements are in place to support pupils with SEN or disabilities - identifying need at the earliest point, and then making effective provision, to improve long-term outcomes for pupils
- Parents are engaged in supporting children's outcomes in Reading, Writing and Maths through termly parent workshops and regular opportunities to share and contribute to MLJ's (Tapestry)
- Training for all EY staff for Tales Toolkit – Principles and resources are used effectively
- Training for Nursery Teachers – WELCOMM – Speech and Language concerns are identified early
- Greater Sport 10 weekly movement sessions commencing 19th /22nd September

Tasks	Responsible	Training implications	Resources / costs	Time frame	Notes
To raise the achievement of all pupils through high quality first teaching in all areas of the EYFS (focus on Writing / phonics / number / EAL / quality interactions) - LA to identify CPD /monitor impact on provision and outcomes	LA to identify for TAs CPD for all EYFS staff	CPD: Local Authority Cluster Tales Toolkit		Autumn 2016 ongoing	
To audit and improve provision and teaching of Writing / phonics / reading and Mathematics in EYFS	LA DM EB / SMcH /			Autumn 2016 ongoing	
Tales Toolkit programme to develop staff skills in quality interactions and supporting children's oral story-telling	LA	LA to meet with SD/ NL	£45 per session 4 sessions each Wednesday	Autumn 2016 ongoing	

<p>The formative and summative assessment identifies and ensure progress for all children - including those with SEND</p> <p>Review progress with SENDCO</p>	<p>LA CK SPh HC CH</p>	<p>Inclusion update with SENDCO</p>		<p>Autumn 2016 ongoing</p>	
<p>Accelerate progress within / across EYFS to meet our challenging targets:</p> <ul style="list-style-type: none"> • Reading books / Home-School books introduced in FS1 classes • Reading progresses across FS2 with a combination of individual / GGR reading – all children expected to be on ‘yellow’ band books by end of FS2 • Balance of child initiated / adult directed activities changes across / within EYFS There is a gradual shift towards more direct teaching to support readiness for Year 1 • Classroom environment in both FS1 / FS2 adapted during the year to support increased progress – facilitates active learning / independence / choice making / cooperation (turn taking etc) / good behaviour • FS2 included in daily differentiated phonics lessons • All children assessed before grouping begins / progress tracked / groupings flexible • Early Numeracy Project initial assessment (Reception) is carried out and teaching targets the specific needs of individuals • Language Link screen (Reception) is carried out and identified pupils receive targeted support 	<p>LA All EYFS staff EB – Phonics</p>	<p>1 x half-termly EYFS meeting</p>	<p>See Phonics Action Plan</p> <p>See Raising Achievement Plan</p>	<p>Autumn 2016 ongoing</p>	
<p>Parental Involvement in learning supported by:</p> <ul style="list-style-type: none"> • Home-school project (Play Club) takes place in Nursery and Reception, including an introduction for parents • Reading, writing and Maths workshops for parents take place throughout the year 	<p>LA CK HC SP</p>	<p>1 x termly parents workshop</p> <p>Termly animoto slideshow</p>	<p>Cost of Tapestry</p> <p>Additional pay for teachers to come in for workshops</p>	<p>Autumn 2016 ongoing</p>	

<ul style="list-style-type: none"> Regular opportunities for parents to share Learning Journeys/ log-in to Tapestry/ watch animotos and provide feedback to staff and children Continuation of 'Star of the Week' personal observation sheet, focusing closely on a child over a week, identifying next steps, and sharing with home. Bi-lingual learning mentor to support families with EAL to engage in their child's learning. 		<p>Access to Tapestry on-line</p> <p>Each class to focus on 1 child per week and share findings with family</p>			
Identified additional support for children with EAL from Bilingual Teaching Assistant	LA CK HC SP SY		Ethnic Diversity Service 'buy-back'	Autumn 2016 ongoing	
WELCOMM training for Nursery teachers to support early identification of Speech and Language difficulties	LA CK	2 training sessions in September	Assessment booklet £250	Autumn 2016 ongoing	
All EY staff to attend 5 Training sessions and implement strategies from Tales Toolkit to engage children in story-telling	All EY staff LA to monitor and feed back to SLT	Meetings/ training as required		Autumn 2016 ongoing	
10 movement sessions to take place with 'Greater Sport' facilitator to improve children's physical development and imagination. Nursery staff to take part and continue after the programme finishes. Parental engagement to be sought	Nursery staff	Alongside trainer	N/A	Autumn 2016 ongoing	

Monitoring and Evaluation:

- What difference has this AP made? How do we know? What impact have our actions had on children's progress?
- SL to complete MER as outlined in SL Portfolio and Action Plan to ensure good practice is both maintained and shared and appropriate CPD identified
- Trackers and assessment data is analysed and used to inform future intervention/ provision/ enhancements/ teaching – including progress of EAL children
- Data analysed by Team Leader to gain an overview of progress across the EY
- TS / SL to share outcomes of moderation with HT / SMT termly
- Report to GB Spring 2017 on progress within / across the EY

Governing Board Development Plan 2016-17

Objectives:

Leadership and Management

- Ensure that the Governing Board effectiveness and strategic role is strengthened – especially in relation to the school improvement planning process
- Further develop role of Governing Board in school self-evaluation – review meeting / visits pattern
- Develop the Governing Board role as ‘critical friend’ providing support and challenge – setting high expectations for all pupils
- Provide the Governing Board with the information it needs to ensure that it is accountable for the performance of the school to the parents and the wider community
- Review effectiveness of deployment of resources – reducing marking workload and increasing marking impact

Success Criteria:

Leadership and Management

- The Governing Board helps to share the vision and direction of the school, it is ambitious in its pursuit of the school being outstanding
- Governors understands the schools strengths and areas for development and is able to plan and deliver effective whole school improvement
- Governors robustly hold senior leaders to account for school’s performance and parent and pupil views leading to further improvement
- Governors are able to reflect on effectiveness of the school’s actions and make changes where necessary
- Marking that does not have an impact on outcomes reduced
- The Governing Board is able to achieve the school aims and mission of providing ‘ **the best possible education for the children of Cale Green**’ in developing modern British values and in preparing them for life in modern British society

Tasks	Responsible	Training implications	Resources / costs	Time frame	Notes
Adopt the LA recommended ‘Governing Remits and Responsibilities’ Policy and Chair of Governors Handbook	FGB GSO (AL)	1 x termly Steering Group (LS / DM / Vice Chair) meeting 15/09/16	Venue / refreshments Governor Services Buyback Alma lodge (following	Autumn Term 1 ongoing	

		19/01/17 26/04/17	LA briefing for governors)	
<p>Annual review to ensure all strategic responsibilities are fulfilled and allocate specific governors to specific roles following skills audit:</p> <p>Chair of Governors: LS Chair FGB Vice Chair: KI Chair GPSC Development Governor: LS Safeguarding Governor: KH Health and Safety Governor: RF Equality and Diversity Governor: KI SEN Governor: KH Looked After Children and Young Carers Governor Champion: SD Pupil Premium Champion: LS Primary Curriculum Governor(s): English TBC / Maths TBC / Science TBC – to be reviewed GPSC 03/02/16 Subject Link Governors – to be reviewed T/L standards group 11/02/16</p>	FGB GSO (AL)	3 x FGB meetings: 07/12/16 30/03/17 26/07/17	Governor Services Buyback	Autumn Term 2 2016 Spring Term 4 2017 Summer Term 6 2017
<p>Annual review of structure and remits of reconstituted Governing Board Committees:</p> <p>Steering Committee: (LS / DM / KI) General Purposes Sub Committee (Finance / Premises / Curriculum / Staffing): All GB Teaching and Learning Standards group (Curriculum / Pupils): All GB Performance Pay Group (x 3 governors) Performance Pay Appeal Group (x 3 governors) Headteacher Performance: LS / KI / WW Safeguarding Working Group (including H+S): All GB SFVS Working Group: All GB</p>	FGB GSO (AL)	3 x Committee meetings 03/11/16 02/02/17 15/06/17 TLSG x termly SGWG x termly SFVS x annual review TBC SFVS x audit 17/01/17 (4.00pm)	Venue / refreshments Governor Services Buyback	Autumn Term 1 2016 Spring Term 3 2017 Summer Term 5 2017

<p>Ensure all policies / plans to be adopted / reports are in place as detailed in 'Stockport Governor Services Summary of GB Policies (2015)'</p>	<p>FGB GSO (AL)</p>	<p>3 x FGB meetings 07/12/16 30/03/17 26/07/17</p>	<p>Governor Services Buyback</p>	<p>Autumn Term 2 2016 Spring Term 4 2017 Summer Term 6 2017</p>	
<p>Development Governor:</p> <ul style="list-style-type: none"> • Complete skills matrix x 2 • Identify training needs • Identify training opportunities • Facilitate feedback • Maintain record of governor training • Collate certificates • Provide template for GB profiles 	<p>LS</p>	<p>3 x FGB meetings 07/12/16 30/03/17 26/07/17</p>	<p>Governor Services Buyback</p>	<p>Autumn Term 2016 ongoing</p>	
<p>Ensure policy requirements for Health and Safety are in place under the title 'Health and Safety / Safeguarding Working Group' to meet termly</p> <p>All governors to complete on-line 'Prevent' training: https://www.elearning.prevent.homeoffice.gov.uk/</p>	<p>FGB - delegated to: DM KH RF RD LS</p>	<p>Health and Safety / Safeguarding Working Group to meet termly 02/12/16 17/03/17 07/07/17 Safeguarding audit 30/09/16 Managing Medical Needs Audit 21/10/16 Health and Safety Review TBC Health and Safety Audit 08/09/16 02/03/17 15/06/17</p>		<p>Autumn Term 1 2016 ongoing</p>	

<p>Equality and Diversity:</p> <ul style="list-style-type: none"> • Ensure all Equality and Diversity policies and equality objectives are up to date • Analyse and review equality objectives / set new objectives to close the gap between different groups of pupils 	<p>FGB DM KI CH</p>	<p>Equality and Diversity working group meetings 3 x meetings 13/09/16 01/11/16 TBC</p>		<p>Autumn Term 1 / 2 2016 Spring Term 4 2017 Summer Term 6 2017</p>	
<p>Develop Governing Board role in improving teaching standards:</p> <ul style="list-style-type: none"> • Monitor CPD provision • Review Appraisal / Pay Policy arrangements • Monitor pupil progress / attainment through reports • Monitor staff well-being • Recruit high quality staff • Monitor SMSC / MBV during school visits • Develop use of Key Questions for each area – to be included in Headteacher Report • Eliminating unnecessary workload around marking – working group to meet with SMT to review actions 	<p>FGB Chair LS Vice Chair KI</p>	<p>TLSG x termly 21/09/16 19/01/17 24/04/17</p> <p>GPSC x termly 03/11/16 02/02/17 15/06/17</p> <p>21/09/16 TBC</p>		<p>Autumn 2016 ongoing</p>	
<p><i>Review Governing Board involvement with school (draft):</i></p> <ul style="list-style-type: none"> • Hold all governor meetings in classrooms on a rolling programme throughout the year • Governors Day linked to FGB dates - Review timing of meetings so that governors can meet staff prior to each meeting: 2.00 – 3.30 visit classes to take part in lessons 3.30 – 3.45 meet all staff in meeting venue with refreshments 3.45 – 4.00 teacher to provide a tour of the classroom 4.00 – 6.00 governors meeting • Class teacher to give a 15 minute tour of their class / children’s work / displays prior to the meeting and to stay 	<p>LS / KI FGB</p>	<p>Academic Year 2016 / 2017</p> <p>07/12/16 30/03/17 26/07/17</p>	<p>Refreshment costs</p>	<p>Autumn 2016</p>	

as an observer for that meeting					
<p>Governors to be presented with overview of pupil performance:</p> <ul style="list-style-type: none"> Data Pack Assessment Manager 7, Fischer Family Trust and RAISEonline / Data Dashboard / Inspection Dashboard 	<p>FGB DM SMcB (LA) LS (LA)</p>	<p>1 x information session 21/09/16 07/12/16</p>	<p>School Improvement Service Buyback</p>	<p>Autumn Term 1 / 2 2016</p>	
<p>Health and Safety annual updates:</p> <ul style="list-style-type: none"> Whole School Risk Assessment Fire Safety Risk Assessment (external provider TBC) Site Security Risk Assessment Critical Incidents Policy Review 	<p>DM RF KH CL JM LA rep SMT</p>	<p>Whole School Risk Assessment: TBS Autumn 2 Fire Safety Risk Assessment: 20/09/16 Site Security Risk Assessment: 08/09/16 03/11/16 02/02/17 15/06/17 Critical Incidents Policy Review 1 x Risk Assessment activity day: TBC</p>	<p>Health and Safety Buyback Fire Safety Risk Assessment (external provider TBC)</p>	<p>Autumn Term ongoing</p>	
<p>Financial Stability:</p> <ul style="list-style-type: none"> Governor to attend Finance Officer Report feedback each term Complete School Financial Value Standard training Complete SFVS audit Complete SFVS assessment 	<p>DM LS KH CL</p>	<p>3 x FO feedback sessions 1 x SFVS training session TBC 1 x SFVS assessment day: 17/01/17</p>	<p>Financial Services Buyback</p>	<p>Autumn Term 2016 ongoing</p>	
<p>Regular programme of informal / formal governor visits to gather information about the school at work – underpinned by clear protocols identifying purpose of visit. Outcomes shared with HT</p>	<p>FGB ME (LM) LS (DG)</p>	<p>Governors Day(s): Any GPSC pm:</p>		<p>Autumn Term 1 2016 ongoing</p>	

<p>and other governors on agreed proforma. To include:</p> <ul style="list-style-type: none"> • Visiting classrooms with a focus on SIDP priorities and to monitor the quality of provision • Parent Forum / PTA (FROGs) • Learning Walks • School Council / Eco Council meetings – to explain their role / gather ‘pupil voice’ • Governor Days • Family Assemblies • Attendance at other whole school celebration events (Parent Consultation activity) • Parent Forum (Safeguarding / Anti-bullying + Restorative Approaches / Uniform / SMSC + PSHE + MBV) • Annual governor / staff meeting – review aims / values / mission statements / receive reports from Subject Leaders 	<p>All TS</p>	<p>03/11/16 02/02/17 15/06/17</p> <p>Any FGB pm: 07/12/16 30/03/17 26/07/17</p> <p>Any class visit / assembly:</p> <p>Family Forum 1 x termly TBC</p> <p>Staff / Governor shared INSET: 26/07/17</p>		
<p>Continue to develop effective Governing Board self-review through:</p> <ul style="list-style-type: none"> • Annual Governor / staff meeting • Regular informal meetings between governors / Subject Leaders • Self-review of GB against Ofsted Grade Descriptors for Quality of leadership and management of the school (School Inspection Handbook p40 – 43) 	<p>FGB</p> <p>GM working group: RD LS DM</p>	<p>1 x governor / staff meeting 26/07/17</p> <p>Ofsted review 1 x training TBC</p>		<p>Autumn 2016 ongoing</p>

<p>Actions following Governor Mark Award:</p> <ul style="list-style-type: none"> • Ensure website information is up to date • Introduce a Governors Charter • Review self-evaluation against revised Quality Mark for School Governance 	<p>KH – website LS / KI – charter All GB – self-evaluation</p>	<p>Website report Autumn 2016</p> <p>Self-Evaluation Summer 6 2017</p>	<p>Website Report £250</p>	<p>Autumn 2016 ongoing</p>
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Monitoring and Evaluation:

- How governors ensure the school has clear strategic direction?
- What has the impact of our actions been on pupil progress?
- How can we as governor's best support and challenge our school leaders holding them to account for the quality of teaching, pupil's achievement, behaviour and safety?
- How is the management of finances / resources, including the use of Pupil Premium helping pupils to overcome barriers to learning?
- Audit our performance against Ofsted Level Descriptors.
- Are our actions promoting the highest possible aspirations for all the children of Cale Green?

STAFF MEETING / INSET PLANNER 2016/17

Date:	MAIN FOCUS OF STAFF MEETING / INSET
1 st Sep 2016 (8)	INSET Day: GGR (NP – EDS) SIDP / School Year / SIDP (DM)
2 nd Sep	INSET Day: Safeguarding: Child Protection / Educational Visits / Managing Medical Needs
7 th Sep	Target Setting / RAPs – Early Years + KS1 / KS2 / EAL / PPG (SMT)
14 th Sep	RE (CK)
21 st Sep	SL More able / underperforming groups (DM) / Subject Leader Portfolios / Prevent feedback (DM)
28 th Sep	Science (NL) / Maths (MC) /
5 th Oct	E/ M/ S moderation – standards / progress / effective marking / presentation (SMCh / MC / NL)
12 th Oct	MFL (HH)
19 th Oct	INSET Twilight: PSHE (SPH) / Maths (MC)
2 nd Nov	Parent Consultation 1 (Wednesday): 1.30 – 6.30
9 th Nov	EAL (NC EDS)
16 th Nov	End of theme 1 data input / SLs Rom
23 rd Nov	INSET Twilight – DATA ANALYSIS
30 th Nov	SEN 'Living Life to the full- (EP – LD / CH)
7 th Dec	GGR Evaluations
14 th Dec	RAP evaluations / review / update (SMT)
21 st Dec	Phase Meetings
11 th Jan (6)	RAPs + Lesson Study:
18 th Jan	E/ M/ S moderation – standards / progress / effective marking / presentation (SMCh / MC / NL)
25 th Jan	End of theme 2 data input / SLs Rom
1 st Feb	INSET Twilight: PSHE (SPH) / Maths (MC)
8 th Feb	Phase Meetings
15 th Feb	Lesson Study Review x 1
1 st Mar (6)	Lesson Study – Directed Time
8 th Mar	RE review (CK)
15 th Mar	E/ M/ S moderation – standards / progress / effective marking / presentation (SMCh / MC / NL)
22 nd Mar	INSET Twilight – DATA ANALYSIS
28 th Mar	Parent Consultation 2 (Tuesday): 1.30 – 6.30
29 th Mar	RAP evaluations / review / update (SMT)
19 th Apr (6)	RAPs + Lesson Study:
26 th April	End of theme 3 data input / SLs Rom
3 rd May	4 th Theme Planning – Great Britain
10 th May	E/ M/ S moderation – standards / progress / effective marking / presentation (SMCh / MC / NL)
17 th May	Lesson Study Review x 1
24 th May	Maths (MC)
14 th Jun (7)	EAL review (EDS – NC)
21 st Jun	E/ M/ S moderation – standards / progress / effective marking / presentation – SMCh
28 th Jun	Lesson Study Review x 2 / Phase Meetings
5 th July	
12 th July	INSET TWILIGHT- TARGET SETTING / DATA ANALYSIS + End of theme 4 data input / SLs Rom
13 th July	Parent Consultation 3 (Thursday): 1.30 – 6.30
19 th July	RAP evaluations / review / update (SMT)
26 th July	INSET TWILIGHT – GOVERNOR / SUBJECT LEADER LINKS +RAP evaluation

TATs to be completed:

Autumn 1: 12/09/16 – 16/09/16
 Autumn 2: 07/11/16 – 11/11/16
 Spring: 27/02/17 – 03/03/17
 Summer: 12/06/17 – 16/06/17 (not Y6)

Target Setting Day / AM7:

23/11/16
 22/03/17
 12/07/17

Assessment Week:

14/11/16
 13/03/17
 03/07/17

Lesson Study Feedback:

23/03/17
 06/07/17

INSET Twilights (6):

1. 19/10/16 - PSHE / Maths
2. 23/11/16 - Data Analysis / Moderation
3. 01/02/17 – PSHE / Maths
4. 22/03/17 - Data Analysis / Moderation
5. 12/07/17 - Data Analysis / Moderation
6. 26/07/17 - Governors Review

Additional Activities:

PSHE Week: 05/09/16
 Harvest: 07/02/16
 RE Week: 19/09/16 + 27/03/17
 Anti-Bullying Week: 14/11/16
 Safer Internet Day: 07/02/17
 Easter: 31.03.17
 Art Week: TBC
 D+T week: TBC
 KOSSW: 12/06/17 + Sports Day 16/06/17

Theme Blocks / PPA Scheme:

1st: 05/09/16 – 07/11/16 (CV 09/11 A 11/11)
 2nd: 07/11/16 - 30/02/17 (PP 24/10 CV 01/02 A 03/02)
 3rd: 07/02/17 – 28/04/17 (PP 16/01 CV 26/04 A 28/04)
 4th: 02/05/17 – 21/07/17 (PP 18/04 CV 12/07 A 14/07)

PP - Pre-processing
 CV - Class visit
 A - Assembly

INSET / Occasional Days:

01/09/16 1 x day
 02/09/16 1 x day
 22/12/16 2 x INSET Twilights
 23/12/16 2 x INSET Twilights
 10/07/17 2 x INSET Twilights