



TRANSFORM TRUST
'Together we Achieve'



Rosslyn Park Primary and Nursery School

School Development Plan

September 2016 – September 2017

Reviewed: April 2017

Rosslyn Park Primary and Nursery School - Context and Key Priorities

The Context of the School

School Context:

- A new Head Teacher was appointed and took up post on the 18th April 2016. This has allowed Acting Head Teacher to return to her substantive post of Deputy Head Teacher. Additionally the support of another local Head Teacher who had been supporting the school two days a week ended at this time.
- The appointment of the Head Teacher completed the leadership team at Rosslyn Park which now includes the Head Teacher, the Deputy Head Teacher and three Assistant Head Teachers.
- Rosslyn is a very large primary school and will have 670 pupils on roll by the end of the academic year.
- The school still has two more years of rising numbers which will increase the school population to 730 pupils by 2019.
- The local authority carried out building work in summer 2015 to accommodate the increasing numbers of children in the local community. This work was completed in early September 2015.
- Rosslyn Park Primary and Nursery School serves a community with an extremely high level of deprivation e.g. the 2015 Indices of Deprivation indicates the Aspley ward is in the top 10% for all categories of deprivation, and is the 78th most deprived ward in the country.
- In 2015/16 68.7% of our pupils were eligible for Pupil Premium with 69.2% eligible in 2016/17
- Most pupils' attainment on entry is well below the national average in all areas of learning e.g. OFSTED February 2014 'Children join the nursery with skills that are generally below, or well below, those typical for their age.'

The school converted to an academy in January 2015. At the inspection of February 2014 the school was placed in Special Measures with OFSTED identifying the following areas for improvement:

Improve the quality of teaching so that pupils make rapid progress by ensuring that:

- work is set at the right level of difficulty for pupils
- staff check on pupils' learning during lessons, especially in mathematics, so that they can be moved on or given extra support if needed
- best use is made of the available time so that pupils learn throughout lessons
- high-quality feedback is given to pupils so that they know how to improve their work
- teachers have secure subject knowledge and set a good example to pupils, especially in literacy.

Raise achievement in reading by:

- making sure that pupils are given plenty of opportunities to practise their reading skills across different subjects and to read frequently to adults
- focusing on the development of pupils' understanding of text as well as their ability to read unfamiliar words
- providing attractive areas within school where pupils are encouraged to choose books and develop enthusiasm for reading.

Improve teaching, achievement, behaviour and safety in the Early Years Foundation Stage by:

- providing an attractive, clean, tidy and stimulating learning environment, both inside and outdoors
- making sure that all staff are aware of how they can promote and support children's learning, especially in literacy and numeracy, through practical activities
- revising arrangements for children's access to the outdoor area so that they learn how to behave well and stay safe.

Improve pupils' behaviour and safety by making sure that:

- activities in lessons are interesting and engaging so that pupils maintain concentration and develop consistently good attitudes to learning
- systems for dealing with bullying are more effective so that pupils feel safe.

Raise the quality of leadership and management, including governance by:

- developing rigorous systems for checking the quality of the school's work so that the most urgent priorities are identified and tackled quickly
- making sure that checks on the quality of teaching focus closely on pupils' learning and progress
- making sure that all leaders are confident in using information on pupils' progress so that they understand how well different groups are achieving
- arranging training for all designated senior persons with responsibility for safeguarding so that the school meets statutory requirements
- making sure that the governing body holds leaders to account, particularly in relation to pupils' achievement and the quality of teaching

| Key Priorities | | |
|---|---|---|
| Priority 1 | Priority 2 | Priority 3 |
| <p>Raise achievement in reading and writing across the school so that pupils achieve standards and progress that are, at least, in line with pupils nationally by the end of each key stage.</p> | <p>Close the attainment gap at the end of Key Stage 2 between disadvantaged pupils and non-disadvantaged pupils in reading, writing and mathematics so that disadvantaged pupils in school achieve as well as non-disadvantaged pupils nationally.</p> | <p>Enhance the impact of Leadership and Management by increasing further parental engagement, developing the Governing Body's ability to challenge and support Senior Leaders and further developing leadership capacity.</p> |
| Success Criteria | | |
| <p>Success Criteria for Priority 1 By the end of Summer 2017:</p> <p>Pupils at the end of EYFS make at least good progress from their starting points in reading and writing.</p> <p>Raise attainment by the end of EYFS in reading and writing so that the gap to national average attainment is closed significantly.</p> <p>Pupils at the end of KS1 make good progress from their end of EYFS baseline in reading, writing and mathematics.</p> <p>Raise attainment by the end of KS1 in reading, writing and mathematics so that the gap to national average attainment is closed significantly.</p> <p>Pupils at the end of KS2 achieve broadly average attainment in reading, writing and maths.</p> <p>Progress of pupils by the end of KS2 is broadly average in reading, writing and mathematics</p> | <p>Success Criteria for Priority 2 By the end of Summer 2017:</p> <p>Disadvantaged pupils and non-disadvantaged pupils achieve broadly similar attainment in Literacy and mathematics by the end of EYFS.</p> <p>Disadvantaged pupils achieve broadly average attainment by the end of KS2 in reading, writing and mathematics.</p> <p>Disadvantaged pupils make accelerated progress across KS2 in reading, writing and mathematics.</p> <p>Disadvantaged pupils and non-disadvantaged pupils achieve broadly similar attainment in reading, writing and mathematics by the end of KS1.</p> | <p>Success Criteria for Priority 3 By the end of Summer 2017:</p> <p>Quality of Leadership and Management meets the OFSTED Criteria for Good by April 2016.</p> <p>Governance is judged to be strong with no areas of weakness identified based upon an external review of governance.</p> <p>Ensure that Success Criteria for Priority 1 and Priority 2 are met through robust Teacher Appraisal and targeted professional development.</p> <p>Parental engagement is increased, resulting in increased pupil progress, with a majority of parents actively engaging with school.</p> |

| Priority 1 | Raise achievement in Reading and Writing across the school | | |
|---|---|--|--|
| <p>Questions for Governors and Senior Leaders to ask when evaluating the impact:</p> <p>How effective is teaching in accelerating pupil progress? Are all pupils being challenged to achieve their very best in all lessons? Are pupils in school making progress that is line with pupils nationally? Which groups of pupils are making progress that is above pupils nationally? Is typical teaching improving over time? Does monitoring evidence including lesson observation, work scrutiny, pupil's discussions and data analysis reflect an improvement in the quality of teaching? Do teachers use time effectively in order to ensure that pupils learn at a consistently quick pace? Does pupil progress data triangulate and reflect an improvement in the quality of teaching? Is the teaching and learning policy being consistently applied? Does work scrutiny indicate that pupils are receiving precise guidance on how to improve their work?</p> | Success Criteria Based Upon Key Milestones By July 2017 | | |
| | By End of December 2016 | By End of April 2017 | So that by July 2017 |
| | <p>Baseline assessments are completed with external moderation confirming accuracy so that progress can be measured accurately.</p> <p>Aspirational pupil targets set within the EYFS in order to close the gap to national average attainment.</p> <p>Pupils at the end of Y2 are on track to achieve 63% at the expected standard in reading.</p> <p>Pupils at the end of Y2 are on track to achieve 59% at the expected standard in writing.</p> <p>Complete Prior Attainment Grouping analysis for years 4, 5 and 6 identifying pupils who are not on track to make at least expected progress.</p> | <p>The majority (80%) of pupils are on track to make 4 development points progress from their starting points.</p> <p>Pupil tracking indicates that at least 57% of pupils are on track to achieve a GLD by the end of EYFS.</p> <p>Pupils at the end of Y2 are on track to achieve 63% at the expected standard in reading.</p> <p>Pupils at the end of Y2 are on track to achieve 59% at the expected standard in writing.</p> <p>Pupils at the end of Y6 are on track to achieve 70% at the expected standard in reading.</p> <p>Pupils at the end of Y6 are on track to achieve 65% at the expected standard in writing.</p> | <p>Pupils at the end of EYFS make at least good progress from their starting points in reading and writing.</p> <p>Raise attainment to 57% of pupils achieving a GLD by the end of EYFS so that the gap to national average attainment is closed significantly.</p> <p>Pupils at the end of KS1 make good progress from their end of EYFS baseline in reading, writing and mathematics.</p> <p>Raise attainment by the end of KS1 in reading, writing and mathematics so that the gap to national average attainment is closed significantly.</p> <p>Pupils at the end of KS2 achieve broadly average attainment in reading, writing and maths.</p> <p>Progress of pupils by the end of KS2 is broadly average in reading, writing and mathematics</p> |
| <p>Internal Lead: Arran Chillman N. Haywood</p> <p>Supported By: S. Border C. Finch C. Salt S. Mason</p> | <p>External Support Transform Trust Transform Teaching School Alliance P6P</p> | | |

| Actions | Lead Personnel | Resources | Timescale | Monitoring | | | Intended Impact | How Reported |
|---|----------------|--|----------------|--|-------------|----------------|---|---------------------------------|
| | | | | Who? | How? | When? | | |
| Staff trained in Read Write Inc to develop reading skills in Lower school and EYFS and Fresh Start used in upper school and implemented | N. Haywood | INSET Day | September 2016 | S. Border C. Finch C. Salt S. Mason | Observation | September 2016 | Staff have a clear understanding of Read, Write Inc and are trained in teaching it effectively. | HT Report to Govs – Autumn Term |
| EYFS lead and Lower School lead have been trained in RWI- as have all lower school and EYFS staff | C. Finch | INSET Day | September 2016 | S. Border N. Haywood C. Salt S. Mason | Observation | September 2016 | Staff have a clear understanding of Read, Write Inc and are trained in teaching it effectively. | HT Report to Govs – Autumn Term |
| Lower school have a full hour long session of RWI and then an additional 50 minute English session in which they can transfer skills taught in RWI into extended pieces of writing. | N. Haywood | Leadership Time 1 hour per day Staffing for Sessions | September 2016 | S. Border C. Finch C. Salt S. Mason | Observation | September 2016 | Read, Write Inc taught daily, rigorously and consistently. | HT Report to Govs – Autumn Term |

| Actions | Lead Personnel | Resources | Timescale | Monitoring | | | Intended Impact | How Reported |
|---|-------------------------------------|--|----------------|---|------------------------------|----------------|---|-------------------|
| | | | | Who? | How? | When? | | |
| <p>Upper school implement RWI spelling programme with Year 4 to 6 following training in Summer Term 2016.</p> <p>January Review Implemented but further development needed. RWI spelling inset booked on 10th February instead of in school refresher training.</p> <p>April Review Training completed on the 10th February. Programme implemented after Spring Half Term. English Coordinator to monitor implementation and impact of programme during Summer Term</p> | A. Chillman | Directed Spelling Time within Timetable. | September 2016 | S. Border C. Finch C. Salt S. Mason | Learning Walk | October 2016 | Pupils make accelerated progress in spelling patterns. | Feedback to SLT |
| Lego Grammar session timetabled daily from Years 1 to 6. | A. Chillman | Directed Lego Grammar Time within Timetable. | September 2016 | S. Border C. Finch C. Salt S. Mason | Learning Walk/ Timetables | October 2016 | Pupils make accelerated progress in use of Grammar and punctuation. | Monitoring Report |
| Staff trained in Shared Reading ensuring focus upon deconstructing texts. | A. Chillman S. Border A. Lees | Staff Meeting Time | September 2016 | C. Finch C. Salt S. Mason N. Haywood | Meeting Notes | September 2016 | Pupils make accelerated progress in reading. | HT Report to Govs |
| Upper school implement Shared Reading training focussing on reading targets. | A. Chillman | Directed Shared Reading Time within Timetable. | September 2016 | S. Border C. Finch C. Salt S. Mason | Learning Walk/ Timetables | October 2016 | Pupils make accelerated progress in spelling patterns. | Feedback to SLT |

| Actions | Lead Personnel | Resources | Timescale | Who? | Monitoring How? | When? | Intended Impact | How Reported |
|--|--------------------------|-------------------------------------|---|--|--|---|--|---------------------------------|
| <p>EYFS staff will model Literacy sessions to parents throughout the year.</p> <p>January Review These sessions have happened in both Autumn Terms. The next session is booked for February.</p> <p>April Review February/April session completed. Parents engaging in high numbers for sessions.</p> | C. Finch | Assessment Time for lead personnel. | October 2016 December 2016 February 2016 April 2017 May 2017 July 2017 | S. Border C. Salt S. Mason N. Haywood | Parent Questionnaire Observation | October 2016 December 2016 February 2017 April 2017 May 2017 July 2017 | Phonic progression is closely monitored ensuring pupils receive teaching which meets their next steps in learning. | HT Report to Govs |
| 'Super writer' implemented in EYFS to celebrate writing and encourage reluctant children to write. | C. Finch | None | October 2016 | S. Border C. Salt S. Mason N. Haywood | Learning Walk Learning Journeys Pupils Discussions | November 2016 | Boys make accelerated progress in writing development. | Monitoring reports |
| Targeted Reciprocal reading used in Year 3 to enhance reading skills for identified pupils. | N. Haywood A. Hollick | Teaching Assistant Time | October 2016 | S. Border C. Finch C. Salt S. Mason | Observations | November 2016 | Targeted pupils make accelerated progress in reading | HT Report to Govs – Autumn Term |
| <p>Assess impact of Read, Write Inc upon phonic progression of all pupils involved.</p> <p>January Review October and December assessments completed. Alterations to groups and provision amended where necessary.</p> <p>April Review Ongoing assessments taking place. Assessment indicate accelerated</p> | C. Finch N. Haywood | Assessment Time for lead personnel. | October 2016 December 2016 February 2016 April 2017 May 2017 July 2017 | S. Border C. Salt S. Mason | Completed Assessments | October 2016 December 2016 February 2016 April 2017 May 2017 July 2017 | Phonic progression is closely monitored ensuring pupils receive teaching which meets their next steps in learning. | Assessment File Feedback to SLT |

| progress and on track to improve phonics outcomes for pupils. | | | | | | | | |
|--|--|--------------------------|--|--|--|--|--|-------------------|
| Actions | Lead Personnel | Resources | Timescale | Monitoring | | | Intended Impact | How Reported |
| | | | | Who? | How? | When? | | |
| EYFS and Lower school lead receive support with a RWI consultant during a development day. | C. Finch N. Haywood | Development Day | November 2016 | S. Border C. Salt S. Mason | Development Day Feedback Reports | November 2016 | EYFS and Lower school lead have a thorough knowledge of monitoring the impact of Read, Write Inc | Feedback to SLT |
| Fine motor – boxes set up in EYFS and are used as part of daily continuous provision | C. Finch | Fine motor box equipment | November 2016 | S. Border C. Salt S. Mason N. Haywood | Learning Walk Learning Journeys Pupils Discussions | November 2016 | Progress in writing is accelerated throughout the EYFS. | Monitoring Report |
| Assess quality of provision of Lego Grammar throughout school. January Review Grammar sessions are taking place daily and lead into English session. English coordinator has linked the teaching of Grammar to Genre. | A. Chillman S. Border N. Haywood | Leadership Time | November 2016 April 2017 | C. Finch C. Salt S. Mason | Lesson Observations/ Work Scrutiny | October 2016 | Pupils make accelerated progress in use of Grammar and punctuation. | Monitoring Report |
| Lower school lead is booked onto 3 training days for reading leader and assessment support for Read, Write Inc | N. Haywood | Leadership Days x 3 | December 2016 April 2017 June 2017 | S. Border C. Finch C. Salt S. Mason | Leadership Day Information | December 2016 April 2017 June 2017 | Lower School is able to refine practice resulting in accelerated pupil progress. | Feedback to SLT |

| Actions | Lead Personnel | Resources | Timescale | Who? | Monitoring How? | When? | Intended Impact | How Reported |
|--|----------------|-----------------------|---------------|--|-----------------|--------------|--|-----------------|
| <p>Refresher training of RWI spelling programme with Year 4 to 6 following implementation in September 2016</p> <p>January Review RWI spelling inset booked on 10th February instead of in school refresher training.</p> | A. Chillman | INSET Day/CPD Time | January 2017 | S. Border C. Finch C. Salt S. Mason | CPD Materials | January 2017 | Pupils make accelerated progress in spelling patterns. | Feedback to SLT |
| <p>Lego Grammar CPD for all staff ensuring that subject knowledge in Grammar meets the demands of the National Curriculum</p> <p>January Review Not Completed CPD to be planned inot Summer Term staff meetings.</p> <p>April Review Lego Grammar has been reviewed and will be replaced to the 'Alan Peat' approach to teaching writing/grammar. The training for this has been booked as an INSET Day on the 7th July 2017.</p> | A. Chillman | Staff Meeting CPD x 2 | February 2017 | S. Border C. Finch C. Salt S. Mason N. Haywood | CPD Materials | January 2017 | Pupils make accelerated progress in spelling patterns. | Feedback to SLT |
| <p>Monitor impact of RWI spelling programme with Year 4 to 6 following implementation in September 2016</p> <p>April Review Monitoring to take place throughout Summer Term due to later implementation of RWI Spelling</p> | A. Chillman | Leadership Time | March 2017 | S. Border C. Finch C. Salt S. Mason N. Haywood | Assessment Data | April 2017 | Pupils make accelerated progress in spelling patterns. | Feedback to SLT |

| programme. | | | | | | | | |
|---|----------------|-----------------|------------|--|-------------------|------------|--|-----------------|
| Actions | Lead Personnel | Resources | Timescale | Who? | Monitoring How? | When? | Intended Impact | How Reported |
| Monitor impact of shared reading upon the progress of pupils within reading in upper school | A. Chillman | Leadership Time | April 2017 | S. Border C. Finch C. Salt S. Mason N. Haywood | Assessment Data | April 2017 | Pupils make accelerated progress in reading. | Feedback to SLT |
| Assess impact and value for money of RWI spelling programme upon upper school. Decide continuation into 2017/18 based upon impact findings. | A. Chillman | Leadership Time | June 2017 | S. Border C. Finch C. Salt S. Mason N. Haywood | Monitoring report | June 2017 | Pupils make accelerated progress in spelling patterns. | Feedback to SLT |
| Assess impact and value for money of Lego Grammar. Decide continuation into 2017/18 based upon impact findings. | A. Chillman | Leadership Time | June 2017 | S. Border C. Finch C. Salt S. Mason N. Haywood | Monitoring report | June 2017 | Pupils make accelerated progress in Grammar knowledge. | Feedback to SLT |

| Priority 2 | Close the attainment gap between disadvantaged pupils in school and non-disadvantaged pupils nationally | | |
|--|--|--|--|
| Questions for Governors and Senior Leaders to ask when evaluating the impact: | Success Criteria Based Upon Key Milestones By July 2017 | | |
| | By End of December 2016 | By End of April 2017 | By End of July 2017 |
| <p>How much disadvantaged premium was the school allocated in 2015/16?</p> <p>What percentage of pupils at Rosslyn Park receive the disadvantaged premium?</p> <p>How was the money spent? What impact did the spending of this money have upon the progress of disadvantaged pupils?</p> <p>How has leadership altered it's spending of the disadvantaged premium based upon impact during 2015/16?</p> <p>How do disadvantaged pupils at Rosslyn Park attain compared to all other pupils nationally?</p> <p>How is the school spending the disadvantaged premium during 2016/17?</p> <p>What impact is the spending of the disadvantaged premium?</p> <p>Has the school engaged in external reviews of its pupil premium spending?</p> <p>If it has engaged in external reviews what are the findings of these reviews?</p> | <p>Targets are set for disadvantaged pupils across school ensuring that they are prioritised for focussed interventions.</p> <p>Complete Prior Attainment Grouping analysis for years 4, 5 and 6 identifying disadvantaged pupils who are not on track to make at least expected progress.</p> <p>Raiseonline and Inspection dashboard analysis completed and trends in vulnerable group attainment and progress identified and shared with governors.</p> | <p>Disadvantaged pupils and non-disadvantaged pupils are on track achieve broadly similar attainment in Literacy and mathematics by the end of EYFS.</p> <p>Summative assessment data indicates that disadvantaged pupils are on track to achieve broadly average attainment by the end of KS2 in reading, writing and mathematics.</p> <p>Disadvantaged Pupils within KS1 are on track to diminish the difference to national other pupils in reading, writing and mathematics.</p> | <p>Disadvantaged pupils and non-disadvantaged pupils achieve broadly similar attainment in Literacy and mathematics by the end of EYFS.</p> <p>Disadvantaged pupils achieve broadly average attainment by the end of KS2 in reading, writing and mathematics.</p> <p>Disadvantaged pupils make accelerated progress across KS2 in reading, writing and mathematics.</p> <p>Disadvantaged pupils and non-disadvantaged pupils achieve broadly similar attainment in reading, writing and mathematics by the end of KS1.</p> |
| <p>Internal Lead C. Salt</p> <p>Supported By: S. Border C. Finch C. Salt S. Mason N. Haywood</p> | <p>External Support Transform Trust Transform Teaching School Alliance</p> | | |

| Actions | Lead Personnel | Resources | Timescale | Monitoring | | | Intended Impact | How Reported |
|---|-------------------------------------|--|---------------------------------------|--|---------------------|----------------|--|---|
| | | | | Who? | How? | When? | | |
| Implement overstaffing model allowing the release of 3 AHT's to ensure greater capacity to monitor standards in teaching and learning and ensure accelerated pupil progress for disadvantaged pupils. | S. Mason | 3 x M6 Teachers £99,480 | September 2016 | C. Salt | Staffing Structure | September 2016 | Increase in accountability of teachers for the progress of disadvantaged pupils. | HT Report to Govs |
| Data is tracked half-terminly in lower and upper school and termly in EYFS to ensure disadvantaged pupils are making better than expected progress. | S. Border C. Finch N. Haywood | Leadership Time | Half termly Yr 1 - 6 Termly - EYFS | S. Mason | Assessment Tracking | Half termly | Disadvantaged pupils make accelerated progress. | HT Report to Govs |
| AHTs hold half termly target setting and pupil progress meetings which focus upon the progress of disadvantaged pupils | S. Border C. Finch N. Haywood | Leadership Time Pupil Progress Meetings | Half termly Yr 1 - 6 Termly - EYFS | S. Mason | Assessment Tracking | Half termly | Disadvantaged pupils make accelerated progress. | Pupil Progress Meetings and documentation |
| Interventions are planned for and closely monitored and tracked to ensure progress of disadvantaged pupils. | S. Border C. Finch N. Haywood | Leadership Time Pupil Progress Meetings | Half termly Yr 1 - 6 Termly - EYFS | S. Mason | Assessment Tracking | Half termly | Disadvantaged pupils make accelerated progress. | Pupil Progress Meetings and documentation |
| Lower school have a full hour long session of RWI and then an additional 50 minute English session in which they can transfer skills taught in RWI into extended pieces of writing. | N. Haywood | Leadership Time 1 hour per day Staffing for Sessions | September 2016 | S. Border C. Finch C. Salt S. Mason | Observation | September 2016 | Read, Write Inc taught daily, rigorously and consistently. | HT Report to Gove – Autumn Term |
| Upper school implement RWI spelling programme with Year 4 to 6 following training in Summer Term 2016. | A. Chillman | Directed Spelling Time within Timetable. | September 2016 | S. Border C. Finch C. Salt S. Mason | Learning Walk | October 2016 | Pupils make accelerated progress in spelling patterns. | Feedback to SLT |

| Actions | Lead Personnel | Resources | Timescale | Monitoring | | | Intended Impact | How Reported |
|---|-------------------------------------|---------------------------------------|--|--|---|----------------|--|-----------------------------|
| | | | | Who? | How? | When? | | |
| CPD given to all staff upon lesson observation and focussing upon pupil progress. | S. Mason | Staff Meeting Time | September 2016 | S. Border C. Finch C. Salt N. Haywood | Meeting Notes | September 2016 | All staff have clear understanding of teaching contributing to pupil progress. | HT Report to Govs |
| Peer to peer coaching model implemented in school utilising skills developed in peer to peer coaching CPD. | C. Finch N. Haywood S. Border | Cover for staff release and write up. | Weekly beginning September 2016 Half Termly Reviews | C. Salt S. Mason | Peer to Peer lesson observation forms | Half Termly | All staff have clear understanding of teaching contributing to pupil progress. | HT Report to Govs |
| Liaise with Transform Trust to establish a Disadvantaged pupil Health Check across Trust schools. | S. Mason | None | October 2016 January 2016 April 2016 | S. Border C. Finch C. Salt S. Mason N. Haywood | Disadvantaged Group Minutes Health Check Paperwork | October 2016 | Head Teacher is able to see best practice from Trust schools in closing the gap. | Disadvantaged Group Minutes |
| Complete initial Disadvantaged Pupil Health Check within a Trust school and report back to Disadvantaged group. | S. Mason | None | November 2016 | S. Border C. Finch C. Salt S. Mason N. Haywood | Disadvantaged Group Minutes Health Check Paperwork | October 2016 | Head Teacher is able to see best practice from Trust schools in closing the gap. | Disadvantaged Group Minutes |

| Actions | Lead Personnel | Resources | Timescale | Monitoring | | | Intended Impact | How Reported |
|---|---------------------|---------------------------------|--------------|--|---------------------------------------|---------------|---|-------------------|
| | | | | Who? | How? | When? | | |
| <p>Organise Trust level review of Disadvantaged Premium spend and impact allowing school to identify best practice and areas for development.</p> <p>January Review Review scheduled for March 2017</p> <p>April Review The review did not take place in March 2017 and will now be rescheduled for Summer 2017</p> | S. Mason C. Salt | None | January 2017 | S. Border C. Finch N. Haywood | Health Check Disadvantaged Review | February 2017 | School is clear which strategies are providing value for money and can adjust spend accordingly. | HT Report to Govs |
| Fresh start reading is targeting disadvantaged children working below expected standard in upper school. | S. Border | TA Intervention Time | January 2017 | C. Finch C. Salt S. Mason N. Haywood | Assessment Data | February 2017 | Disadvantage pupils make accelerated progress in reading | HT Report to Govs |
| Begin Curriculum review and development which results in a school curriculum which supports the development of vulnerable groups including disadvantaged pupils and boys. | C. Salt | INSET Day Staff Meeting Time | January 2017 | S. Border C. Finch S. Mason N. Haywood | Meeting Notes Curriculum Overviews | February 2017 | Strengths and areas of development identified within current school curriculum | SDG Meeting |
| Complete Curriculum development which results in a school curriculum which supports the development of vulnerable groups including disadvantaged pupils and boys. | C. Salt | INSET Day Staff Meeting Time | July 2017 | S. Border C. Finch S. Mason N. Haywood | Meeting Notes Curriculum Overviews | July 2017 | School curriculum which supports the accelerated progress of vulnerable groups including boys and disadvantaged pupils. | School Website |

| Priority 3 | Enhance the Impact of leadership and management | | |
|---|---|---|--|
| <p>Questions for Governors and Senior Leaders to ask when evaluating the impact:</p> <p>Have improvement measures had a clear impact upon pupil outcomes?</p> <p>Does Governor Monitoring indicate that the school is effectively operating a distributed leadership model?</p> <p>Is the leadership model providing value for money?</p> <p>Does the school leadership have a clear vision and has this been clearly communicated with all stakeholders?</p> <p>Are changes to the school curriculum clearly impacting upon pupil outcomes, personal development, behaviour and welfare of pupils?</p> <p>Is CPD focussed upon school priorities and is it providing value for money?</p> <p>Has parental engagement increased and do parents actively support pupil's progress?</p> <p>Is leadership capacity being developed through effective CPD ensuring that leaders at all levels are supported and developed?</p> <p>Is the school actively engaging with external reviews to support its development? Are findings of these reviews shared with Governors?</p> <p>Does the school have a clear policy upon the retention and recruitment of staff?</p> | Success Criteria Based Upon Key Milestones By July 2017 | | |
| | By End of December 2016 | By End of April 2017 | By End of July 2017 |
| | <p>CPD Plan is in place which identifies on-going CPD for middle and senior leadership.</p> <p>Teacher Appraisal Targets set which are based upon aspirational but achievable targets. Targets take into account pupil starting points and are indicative of good progress.</p> <p>Parental questionnaire completed and analysed identifying barriers to parental engagement.</p> <p>Governor's Action Plan developed based upon school priorities.</p> <p>December 2016 success Criteria met for Priority 1 and 2.</p> | <p>CPD record tracking in place allowing analysis of the impact of senior and middle leadership CPD.</p> <p>Governance audit of Teacher Appraisal Mid-year reviews completed.</p> <p>Governor's Action Plan implemented with identified actions completed.</p> <p>Percentage of Parents attending Parents Evening has increased to 70%.</p> <p>Vast majority of Success Criteria for April 2017 met for both Priority 1 and Priority 2.</p> | <p>Quality of Leadership and Management meets the OFSTED Criteria for Good by April 2016.</p> <p>Governance is judged to be strong with no areas of weakness identified based upon an external review of governance.</p> <p>Ensure that Success Criteria for Priority 1 and Priority 2 are met through robust Teacher Appraisal and targeted professional development.</p> <p>Parental engagement is increased, resulting in increased pupil progress, with a majority of parents actively engaging with school.</p> |
| <p>Internal Lead: S. Mason</p> <p>Supported By: S. Border C. Finch C. Salt S. Mason N. Haywood</p> | <p>External Support P6P Transform Trust Transform Teaching School Alliance Challenge Partners</p> | | |

| Actions | Lead Personnel | Resources | Timescale | Monitoring | | | Intended Impact | How Reported |
|---|----------------|-----------|------------------------|--|----------------------|----------------|---|-------------------|
| | | | | Who? | How? | When? | | |
| Improve relationships with parents through developing an open door policy. Non class based senior leaders to meet and greet parents at the beginning and end of the school day. | S. Mason | None | September 2016 - Daily | C. Salt | Parent Questionnaire | November 2016 | Parental engagement is improved as parent regain trust in school leadership | HT Report to Govs |
| Session times in F1 changed to provide a quality 3 hour session led by both the teacher and teaching assistant | C. Finch | None | September 2016 | S. Border C. Salt N. Haywood S. Mason | Lesson Observation | September 2016 | Increase in the quality of provision and pupil outcomes for pupils within the EYFS | HT Report to Govs |
| In F1 the N1 and N2 children have been split. Allowing staff to focus on the development needs of pupils | C. Finch | None | September 2016 | S. Border C. Salt N. Haywood S. Mason | Lesson Observation | September 2016 | Increase in the quality of provision and pupil outcomes for pupils within the EYFS | HT Report to Govs |
| Implement Class Dojo to further develop relationships and engagement with parents and carers. | S. Border | None | September 2016 | S. Mason C. Salt N. Haywood C. Finch | Class Dojo Usage | October 2016 | Parental engagement is increased as parents aware of children's learning in school. | HT Report to Govs |

| Actions | Lead Personnel | Resources | Timescale | Monitoring | | | Intended Impact | How Reported |
|---|--|---|--|--|-------------------------------|--|---|-------------------------------|
| | | | | Who? | How? | When? | | |
| <p>Four Senior Leaders become Challenge Partner Quality Assurance reviewers and carry out reviews on Challenge Partner schools throughout the year.</p> <p>January Review All 4 leaders have completed Challenge Partners QAR Training with all 4 scheduled for reviews.</p> <p>April Review All 4 reviewers have completed Challenge Partners reviews and have brought best practice back to school.</p> | S. Border C. Salt N. Haywood C. Finch | <p>Release time for training x 4</p> <p>3 days release for all four leaders to carry out reviews.</p> | <p>October 2016 November 2016 February 2017 March 2017</p> | S. Mason | Challenge Partner QAR Reports | <p>October 2016 November 2016 February 2017 March 2017</p> | Reviewers observe and implement best practice from other schools. | HT Report to Govs |
| <p>Parent Evening to be spread over two nights in order to encourage greater depth in discussions with parents.</p> | S. Mason | Staffing | <p>November 2016 January 2016 April 2016</p> | S. Border C. Salt N. Haywood C. Finch | Parental Attendance Registers | <p>November 2016 January 2017 April 2017</p> | Greater parental engagement | Parental Attendance Registers |
| <p>Instigate initial parents evening in November to discuss pupils transition and targets for the coming year.</p> | S. Mason | None | November 2016 | S. Border C. Salt N. Haywood C. Finch | Parental Attendance Registers | November 2016 | Parents understand how their child needs to improve and the support they need | Parental Attendance Registers |

| Actions | Lead Personnel | Resources | Timescale | Monitoring | | | Intended Impact | How Reported |
|--|----------------|--|--|--|---|--|--|---|
| | | | | Who? | How? | When? | | |
| Introduce Career Conversations ensuring all staff, including middle and senior leadership, are identified and appropriately stretched. | S. Mason | Career Conversation sessions – one hour per teacher. | November 2016 | S. Border C. Salt N. Haywood C. Finch | Career Conversation documentation | December 2016 | Sustainability and succession planning supported through early talent identification | Career Conversation documentation |
| Ensure that SLT and Middle leaders are given appropriate CPD to support their ability to support and challenge members of their team. | S. Mason | £20,000 CPD Budget | Review of CPD <ul style="list-style-type: none"> October 2016 January 2017 May 2017 | S. Border C. Salt N. Haywood C. Finch | Teacher Appraisal and Career Conversation documentation | October 2016 January 2017 May 2017 | Senior and Middle leaders are given skills to support and challenge resulting in improved pupil outcomes | Teacher Appraisal and Career Conversation documentation |
| Receive a Challenge Partners Quality Assurance review focussing upon school improvement priorities. | S. Mason | None – Paid for from MAT offer | February 2017 | S. Border C. Salt N. Haywood C. Finch | Challenge Partner QAR Report | February 2017 | Strengths and Areas for development identifies from Quality Assurance Review | Challenge Partner Report |

| Actions | Lead Personnel | Resources | Timescale | Monitoring | | | Intended Impact | How Reported |
|---|-------------------------------------|---|---|--|--------------------------------|--|--|--------------------------------|
| | | | | Who? | How? | When? | | |
| <p>Increased capacity to allow half termly pupil progress meetings addressing specifically school development priorities one and two.</p> <p>January Review All teachers have completed pupil progress reviews for Autumn 1 and Autumn 2.</p> <p>April Review Pupil Progress meetings taking place every half term. Focussing upon intervention is resulting in accelerated pupil progress in most year groups.</p> | N. Haywood C. Finch S. Border | Leadership Time Release time for teachers. | <p>October 2016</p> <p>December 2016</p> <p>February 2017</p> <p>April 2017</p> <p>May 2017</p> <p>July 2017</p> | S. Mason C. Salt | Pupil Progress Meeting Reports | <p>October 2016</p> <p>December 2016</p> <p>February 2017</p> <p>April 2017</p> <p>May 2017</p> <p>July 2017</p> | Pupil Progress is accelerated as pupils learning needs are quickly identified and interventions planned to support progress. | Pupil Progress Meeting Reports |
| <p>Engage with the Transform Teaching School Alliance Health Check undertaking and receiving whole school review.</p> <p>April Review One Health Check completed with another rearranged. Health Check of Rosslyn to take place on 15th June.</p> | S. Mason | None | <p>Undertake Review:</p> <ul style="list-style-type: none"> Nov 16 March 17 <p>Receive Review</p> <ul style="list-style-type: none"> June 17 | C. Salt | Health Check Reports | <p>Nov 16</p> <p>March 17</p> <p>June 17</p> | Best practice observed. External review of school' performance undertaken. | Health Check Report |
| <p>Introduce transition to new year group and class teacher prior to the Summer term.</p> | S. Mason | <p>Cost of release of newly appointed teachers for 1 week.</p> <p>£1000 per teacher</p> | July 2017 | S. Border C. Salt N. Haywood C. Finch | Internal Monitoring | July 2017 | Parental engagement is increased and transition is improved. | HT Report to Govs |