

Kerr Mackie Primary School Development Plan –Focus for improvement 2016-2017

Focus for improvement 1: Leadership and Management									
School targets: <ul style="list-style-type: none"> Leaders and governors have an accurate and comprehensive understanding of the quality of education in the school; Governance is improved so that they systematically challenge senior leaders; Rigorous and robust quality assurance processes are in place; Performance management is in place for all staff which is directly linked to improving outcomes for children; Leaders at all levels (including subject, middle and senior) are held accountable for impact on pupil outcomes. 									
Where do we want to be?	How do we get there?	When?	How much school budget?	External funding/ support	What will have changed? How will it impact?	Who leads?	How evaluated?	Impact	Sustainability
<p>Higher expectations for quality of education so all children achieve potential.</p> <p>Leaders and governors set high expectations of pupils and staff</p> <p>Ambitious expectations lead to improved outcomes.</p> <p>2017 - Attainment and progress at each Key Stage is improved</p> <p>Governors actively involved in determining strategic direction of the school and deploying staff skillfully and cost effectively to improve outcomes for all pupils</p>	<p>1.1 Governing Body elect a new Head Teacher, Chair and Vice Chair and recruit new Governors with School Improvement and Resource Management experience and attributes.</p>	<p>New HT in post for 1.9.16 New Chair and Vice Chair 15.9.16</p>	<p>LA Governor SLA £3200</p>		<p>Revised and enhanced structure for GB, full commitment to school with regular Governor attendance, challenge prevalent and consistent.</p>	<p>Chair of Gobs</p>	<p>Self-review July 2017</p>	<p>LA facilitated review of governance 12.7.17 reported that: Governors have made excellent progress against the 2016-17 action plan and are keen and committed to improve even further. Governors understand the schools strengths and areas for development. The Chair has demonstrated clear strategic leadership and is has been pivotal in moving the governing board forward. Governors have undertaken lots of training since the last review and understand the importance of continued self-development. School finances are robustly monitored by the Resources committee.</p>	<p>Strong commitment from all for sustained improvement.</p>
	<p>1.2 LA supported Governor self-evaluation and skills analysis.</p> <p>Action Plan in place to ensure that Governors have appropriate skills and</p>	<p>6.10.16</p>	<p>£60 Oct 16 £60 Review July 17</p>	<p>LA Governors Support Unit</p>	<p>GB rigorously focused on improvement agenda</p> <p>Gov CPD plan in place linked with school improvement agenda.</p>	<p>C of G with HT</p>	<p>Repeat self-review with LA July 2017</p>	<p>LA facilitated review of governance 12.7.17 reported that: Governors completed a skills audit prior to this meeting which evidenced a good representation of skills, experience and knowledge of the school.</p>	<p>Annual process now established</p>



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	<p>experience to challenge and support school leadership.</p> <p>Governor roles agreed based on expertise, clear protocol for involvement in strategic planning, monitoring and evaluation.</p> <p>Governor termly review of Pupil Premium strategy with focus on impact on outcomes and value for money.</p> <p>Gov termly review of Sports Premium –wider impact</p>	<p>15.9.16</p> <p>13.1.17 initially, then termly</p> <p>30.1.17 Initially, then termly</p>			<p>Associate Gov appointed to fill gap in school improvement</p> <p>Future Gov appointment linked to skills gap analysis</p> <p>Gov key role in determining direction for the school in partnership with HT/SLs, as evidenced through direct involvement in monitoring and evaluation. This will facilitate challenge to improve outcomes. Regular Governor involvement in monitoring and evaluation to ensure accurate analysis of strength and developments and next steps</p>	<p>PP Govs with Inclusion leader</p> <p>Sports premium Gov with PEW leader</p>	<p>Half termly feedback to GB committees and GB (termly)</p> <p>Termly through impact on progress of DPs/ all chn receiving intervention. Feedback to GB committees</p>	<p>Governors are allocated specific monitoring duties and are committed to visiting school to lead on these.</p> <p>All governors have made focused visits to school and have completed a standardised visit report form. Governors are committed to continuing to visit school to gather first evidence. Members of the SLT appreciate the level of support and professional challenge that they receive; governors are a crucial part of the overall strategic leadership team. Governor monitoring of Pupil Premium and Sports Premium has visited school termly to speak to staff members regarding the use and impact of this funding</p> <p>Refer to committee minutes to see challenge through questioning demonstrating deeper understanding of school position.</p> <p>Governor monitoring records show quality assurance and challenge.</p> <p>Resources Chair/ Chair of Governors closely involved in budget reviews and monitoring of resourcing to meet school priorities.</p>	
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<p>Rigorous and robust quality assurance processes are in place for performance management</p> <p>Performance management is in place for all staff which is directly linked to improving outcomes for children;</p>	<p>1.3 Governor and SIA involvement in determining HT's PM targets</p> <p>Layered approach for all teachers and support staff PM based on HT's targets and in line with SDP, with tailored CPD based on staff need for improvement.</p>	<p>23.11.16</p>	<p>1 day of 1st LA School Improvement SLA £510</p>	<p>SIA</p>	<p>Gov monitor and evaluation to inform rigorous PM processes.</p> <p>HT held to account for impact on outcomes for all pupils</p> <p>All staff held to account for impact on outcomes for all pupils</p>	<p>Chair of Govs with HT</p> <p>PM Govs</p> <p>HT</p>	<p>Twice yearly HT/SL and teacher reviews of performance based on compilation of evidence with impact on outcomes for pupils a key indicator</p> <p>Reporting to Gov by HT of outcomes from PM reviews judged against clear criteria to justify performance success/pay awards</p> <p>Twice yearly appraisal reviews for support staff</p>	<p>Mid-year review of HT targets completed with next steps agreed.</p> <p>Mid-year reviews in place. Majority of teachers are on track to achieve targets but where not bespoke CPD is in place, to complement generic CPD.</p> <p>SIA visit 19.5.17 stated that: Staff performance management has been tightened this year and will continue to be linked to whole school priorities next year.</p>	<p>Performance Management Policy and procedures reviewed annually</p>
<p>Devolved leadership implemented across school with clarity and rigor.</p> <p>Leadership across school will raise aspiration and facilitate drive for leadership having impact on outcomes at all levels</p> <p>Outward facing, quality assurance of actions to address improvements</p>	<p>1.4 Staffing structure devised with clear roles, responsibilities and accountabilities.</p> <p>Creation of Phase leaders and operational subject leaders across school.</p> <p>Rigorous monitoring and evaluation, with leaders spending regular time in class, supporting, modelling and providing feedback</p>	<p>Sept 16</p>	<p>Cost of UPS 3 cover teacher £38,632</p>		<p>Revised staffing structure in place</p> <p>Performance Management, linked with role, responsibility and accountability in place for all staff with a focus for improvement pupil outcomes.</p> <p>Cycle of CPD, assessment and moderation needs tightly coordinated.</p> <p>Quality assurance cycle in place.</p>	<p>HT</p> <p>SLs</p> <p>HT/PM Govs</p>	<p>Leaders report to governors about action and impact, derived out of data and with a clear focus on improving outcomes</p>	<p>LA SEND Review 23-25.1.17 commented that: 'The new SENCo has a very good understanding of inclusive practice and is able to form accurate judgements from observation.'</p> <p>SIA visit 19.5.17 stated that: The school has gone through a year of immense change and staff have risen to the challenge of the higher expectations. There are many indications that the quality of provision across the school is improving and that this will lead to better outcomes for pupils.</p>	<p>Annual review of staffing structure with Chair of GB and Resources committee to ensure sustainable 2.2.17</p> <p>Through HT PM impact of leadership across school evidenced</p>



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<p>and moderation of assessment judgements</p>	<p>1.5 External partnerships though cluster –focused on moderation across school, core skill improvement (reading first).</p> <p>Focused Learning Alliance support with quality assurance of T+L, Raise analysis to inform priorities, assessment systems and processes subject leadership, and progression in phonics from EY to KS1.</p> <p>Leeds based networking to share assessment practice, EAL provision, and EYs outdoor provision.</p> <p>Country wide links to share good practice of skill progressive wider curriculum practice (PBL)</p>	<p>7.10.16 21.11.16 10.1.17 27.2.17 24.4.17 17.7.17</p> <p>Termly</p>	<p>AHT release time/supply cover (1 day £175)</p>	<p>SIA 4 HTs in Learning Alliance</p> <p>Assessment Leader Immaculate Heart of Mary RC Primary</p>	<p>External quality assurance of practice to moderate and verify actions and impact</p>	<p>HT</p>	<p>Review with SIA and T+L committee/full GB based on improvement in outcomes</p>	<p>Local good/outstanding school to externally verify assessments has increased confidence and accuracy in judgement.</p> <p>Assessment systems revised following work with local school which has increased governor and teacher ownership, understanding and application to provide PM evidence. Positive feedback received from Govs as evidenced in T+L committee minutes.</p> <p>Local schools used as a benchmark in the first instance.</p> <p>SIA visit 19.5.17 stated that: The school is engaging widely in both internal and external moderation and validation of their judgements across all areas of the school’s work. Local heads note that the school has become much more outward facing this academic year. The Spring Term LA review of teaching and learning has supported the school to identify areas where further improvement could be secured.</p>	<p>Partnerships will continue to be embedded and also facilitated by LA.</p> <p>GB are committed to external partnership working.</p>
<p>Commentary: Significant progress has been made on all actions with significant improvement in progress by the end of KS2 as a result of the statutory outcomes. Despite standards for GLD, Phonics and KS1 lowering, there is confidence in secure judgements which provides a platform for continued improved outcomes in 17-18. Governor monitoring and evaluation holds leaders to account for actions, impact and next steps through leadership impact reports and through frequent visits to see practice first hand. Quality assurance actions and outcomes, for example SEND review in January 2017, highlighting aspirational leadership and management, with focus on vulnerable groups, strongly endorsed by parents interviewed by the Quality Assurer.</p>									

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Focus for improvement 2: Teaching, learning and assessment

School targets:

- To raise standards so consistently good or better across school
- End of year 2016/7 85% of teaching to be consistently good or better
- End of year 2016/7 20% to be outstanding
- End of 2017-18 100% consistently good or better

Where do we want to be?	How do we get there?	When?	How much school budget?	External funding/support	What will have changed? How will it impact?	Who leads?	How evaluated?	Impact	Sustainability
<p>82% of teaching will be consistently good or better by Summer 2017 with 24 % outstanding.</p> <p>Over time, 100% of teaching is good or better.</p> <p>As a result of consistently good and increasingly outstanding teaching over time, outcomes for pupils will improve.</p> <p>Robust ongoing external review confirms the accuracy of the school's judgements of the quality of teaching.</p>	<p>2.1 Ofsted criteria shared to raise expectations. Impact on outcomes the focus</p> <p>Expectation for learning strategies and environment shared and regularly reviewed Informal ,followed by in depth (observation, data, all monitoring) reviews of T, L and A and appraisal linked judgements</p> <p>SEN review (see 2.3)</p> <p>Provision for core skills in PBL and Impact of PBL on core skills reviewed</p> <p>LA assisted T+L review -Project Based learning and Core Skills (SIA/Senior Advisor)</p> <p>Request LA moderation for EYFS (18.5.17), KS1 and KS2.</p>	<p>Termly -2nd half of each term over a 4 week period.</p> <p>Aut 2: 14.11.16-9.12.16</p> <p>Sum 2: 12.6.17-7.7.17</p> <p>23-25.1.17</p> <p>PBL 30.1.17 Sp 2: 6.3.17-24.3.17</p>	<p>£750</p> <p>Part of 1st SLA £2,600</p> <p>Part of 2nd SLA £5,100</p>	<p>LA SEN Quality Assurer</p> <p>SIA/Senior Advisor</p>	<p>Local Authority moderation at EYFS, KS1 and KS2 will have verified that the school's assessments are accurate.</p> <p>Judgements more rigorously based on broad range of evidence (data, observation, planning, books, environment and pupil voice), most teaching to be good or better over time, with increasing amount of outstanding</p>	<p>HT/DHT with SLs</p> <p>Inclusion Leader</p> <p>Curriculum Leader</p> <p>Assessment Leader/Key Stage Leaders</p>	<p>In depth reviews of T+L to feed into performance management reviews</p> <p>LA Quality Assurance Report</p> <p>Note of Visit report</p> <p>Note of visit report</p>	<p>Autumn Term: 71% G but no O.</p> <p>Spring term: 67% good with 20% outstanding. This was based on 15 teachers due to 2 teachers leaving who were RI/G.</p> <p>Summer Term: 72% Good or better with 12% outstanding. 28% RI.</p> <p>Wider curriculum was reviewed in the summer term and planning and provision clearly identifies core skills being taught more discreetly.</p> <p>Targets have been based on aspirational trajectory (FFT 20).</p>	<p>Annual process established</p> <p>SL and Governor review of effectiveness based on impact on outcomes</p> <p>Benchmark practice against partner schools</p>

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<p>Outward looking... Core skill focused... Clear use of good practice examples/ research and outcome improvement driven strategies though core skill leader training and internal monitoring outcomes to inform next step CPD.</p>			Training £250					<p>Combined FFT 50 targets were surpassed by 6%. Maths and SPAG targets were also exceeded.</p> <p>2016 outcomes for combined attainment were increased from 48% to 53%.</p>		
	2.2	<p>Based on outcomes from T+L reviews in Autumn term, commission LA consultancy support for: Reception and Y1 to plan effectively to meet all children's needs in focused activities and using areas of provision based on assessment information.</p>	<p>Planning support 13.1.17 Session 1 27.1.17 (3 more to agree)</p>	<p>Part of 1st SLA £2,600</p>	<p>LA Early Years Consultant</p>	<p>Provision and focused group learning tailored to meet individual needs based on assessment outcomes</p> <p>Progress accelerating</p>	<p>Key Stage Leaders</p>	<p>Judgement of T+L consistently good or better based on range of evidence</p> <p>Improved outcomes to meet targets</p>	<p>LA SIC support for Y1 in place, supporting increase in attainment from end of Aut to end of Sp Term (R increased by 15% ARE+, Ab ARE by 41%, in W ARE+ increased by 11 for ARE, 31% increase for Ab ARE, in M 31% increase ARE and 38% Ab ARE.</p> <p>Reception: 63% on track for GLD following LA moderation 18.5.17 Average progress across the 12 areas of GLD is 86% with 57% making accelerated progress</p>	<p>Quality assure judgements with partner HT</p>
	2.3	<p>LA commissioned reviewed of leadership plan for Early Years</p>	<p>15.9.16 SEN audit 23.1.17- 25.1.17</p>	<p>Part of 1st SLA £2,600</p>		<p>Data driven action plan improving provision to accelerate progress</p>	<p>Early Years leader</p>	<p>Progress data analysis to achieve targets</p>	<p>LA moderation in June 2017 in EYFS (all areas) and Year 6 Writing Statutory</p>	<p>Progress review of SEN and EAL provision using LA consultants</p>



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	<p>Based on Autumn term outcomes commission a LA review of provision for historical vulnerable groups – SEN learners Planning reviewed for differentiation and impact on improved outcomes</p>	<p>EAL audit 31.1.17</p> <p>Follow up visits to be confirmed w/c/30.1.17</p> <p>Summer Term /Aut Term 17</p>	<p>£750 (part funded by LA)</p> <p>Part of SLA £2,600</p>	<p>£750 LA funding</p>	<p>Gaps between vulnerable groups and 'other' children diminished</p> <p>Learning for all groups supported to improve progress</p> <p>Leaders impacting on outcomes</p>	<p>Inclusion Leader</p> <p>Senior Leaders</p>		<p>Teacher Assessment concluded that the school's teacher assessment judgments in EYFS and Year 6 matched those of the moderators.</p> <p>Year 1 phonics was monitored by LA.</p> <p>Internal moderation across school has secured judgements in all key stages.</p> <p>Cluster schools have been used to quality assure judgements and LA training has been accessed.</p> <p>Progress in maths is the strongest across school. In Y1-5, progress across reading, writing and maths is 82%+</p> <p>HA, Girls and Summer born children are above all others in Maths.PP children are closing the gap in maths. HA and Girls are above all others in Reading .PP</p>	<p>Join EAL Project for Leeds schools with high number of Pakistani and Bangladeshi children</p> <p>SL/Gov involved in CPD and its M+E</p>
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	<p>NLE to facilitate leadership development work</p> <p>NLE support accessed to embed effective use of data by leaders and governors to show impact on outcomes.</p>			Teaching Schools Alliance bid due to outcome from review of CS plan		NLE with HT/T+L Gov (MH)	Paired M+E Leadership impact statements/data	<p>children are closing the gap in reading. HA, Girls and Summer born children are above all others in Writing. EAL children are closing the gap in writing. Girls and HA children are making strong progress across school for combined progress.</p> <p>Outcome of funding bid due September 2017</p>	
2.4	Commission SIA to review assessment systems and processes to ensure awareness and use of data aligns with gap plans and provision maps	30.1.17	<p>O-Track £900 SLA</p> <p>Part of 1st SLA £2,600</p>	Progress measure used to track progress closely for individuals, cohorts, key stages and school	HT/DHT	Note of visit from SIA	<p>SIA visit 19.5.17 stated that: Improved assessment and greater scrutiny by senior leaders is enabling a much deeper analysis of data across the school which is enabling intervention and support to be more tightly focused. The current indications are that progress is positive from Years 2-6 and that the end of Key Stage outcomes will be favorable.</p>	Continue to benchmark practice against other good/outstanding schools (Talbot Primary)	

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	<p>2.5 Training for core skill leaders -3 staff, 4 days.</p> <p>CPD for whole staff team on core reading, writing, maths skill improvement –provision, assessment and moderation.</p> <p>Use of partner school HT and Assessment leader to externally verify judgements. Use of half termly cluster based year group moderation session.</p> <p>Reading leader project with Learning Alliance Schools – strategies for higher order reading skill development and assessment.</p> <p>Maths Hub match funded training (4 days)</p> <p>Sept 17 EAL Leader – Temporary TLR3 to develop EAL practice</p>	<p>Writing: 6.10.16 24.11.16</p> <p>Maths: 5.1.17 12.1.17 26.1.17 2.2.17</p> <p>Reading: 23.2.17 23.3.17 1.2.17 15.3.17 10.5.17</p> <p>Summer Term 2 17</p> <p>2017-18</p>	<p>Fiction Day £240.00</p> <p>Talk 4 Writing £350 x 2</p> <p>Deep Learning £125.00</p> <p>LS Maths £125</p> <p>ICT Wand £170</p> <p>£330</p> <p>£1000</p>	<p>£1000 funding from the Maths Hub/LA</p> <p>£1500 LA funding</p>	<p>Tight half termly focus on pupil progress link directly to teachers’ short term teaching and learning and intervention strategy.</p> <p>Rigorous pupil progress meetings</p> <p>As a result of CDP, staff feel confident when teaching core skills, assessing attainment, setting useful next steps and assured of judgments through moderation.</p>	<p>Key Stage Leaders</p>	<p>Progress data analysis to achieve targets</p> <p>PM evidence</p>	<p>SIA visit 19.5.17 stated that: The school is engaging widely in both internal and external moderation and validation of their judgements across all areas of the school’s work.</p> <p>Reading Summer 2 data: Whole school reading Progress at/above is 78%</p> <p>See NOVACs 23.6.17 27.6.17</p> <p>Internal Appointment secured July 17</p>	<p>Continue to benchmark practice against other good/outstanding schools</p>
<p>Commentary Significant progress has already been made on all actions. SEND review in January 2017 highlighted interventions were generally very high quality and well targeted on children’s needs.</p>									

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								<p>evenings, new letters re-worded, new late log spreadsheet, new method of processing fines, late gate support.</p> <p>Spring II Whole School Attendance stands at 95.5 towards our target of 96% (it had dipped to 94.2 in Spring I)</p>	
<p>Level 2 achieved</p> <p>Good practice embedded across the school and across the curriculum</p> <p>Good practice shared with other schools –by Leader and children</p> <p>Promoting confidence and self-belief as characteristic for learning</p> <p>Target support for emotional literacy, wellbeing and mental health</p>	<p>1.2 Action plan and Level 2 audit completed Attend Level 2 training Staff CPD Assembly timetable based on UNCRC and RRSA Steering group meetings Take assembly to other local schools Work to galvanize pupils about issues important to them linked to the SDGs (Sustainable Development Goals) Share best practice with other schools – Manston Primary School Continue to monitor class charters and develop charter for lunchtime and the playground</p>	<p>Spring II Aut I Every half term Spring II Summer I Spring II and Summer I Aut I onwards for monitoring and Summer II for new charters</p>	<p>Prevent £100 and UNICEF £150 (HC)</p> <p>Transport cost £10</p>		<p>Improved self-esteem and wellbeing Improved relationships and behaviour</p> <p>Improved engagement in learning</p> <p>More involvement in decision making in their school</p> <p>More positive attitudes towards diversity in society and reduced prejudice</p> <p>Enhanced moral understanding</p> <p>A greater understanding of global justice.</p> <p>Local pupils and schools will be more aware of</p>	DHT	<p>Level 2 assessment HC evaluation documents provided by RRSA systems Pupils questionnaire as part of the routine for RRSA</p> <p>Reduction in behavior incidents</p>	<p>Assembly and PSHE planned to link to Global Values and RRSA Articles of the Week. Pupils aware of current issues that affect children’s rights and are becoming keener to take action.eg steering group wrote to local councilors and Theresa May and had replies from 10 Downing St and the Home Office. Pupils in Steering Group monitored charters and fed back to staff – pupils are more empowered.</p>	<p>HC off in June, New DHT to take the lead with RRSA after thorough handover – may be training needs.</p>

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					RRSA and want to take it up				
					Calmer lunch hall and playground – empowers staff to refer to the charter.				
Preventative learning within PSHE curriculum, to include ESafety, CSE, FGM, Prevent agenda, anti-bullying	1.3 Introduce additional ethos – ‘can be, can do, can change, can achieve’ through assemblies and link with new characteristics for learning :confidence for independence, nurturing respect for all, resilient, collaborative, inquisitive and reflective.				Positive attitudes to learning impacting on improved outcomes for pupils	HT initially, supported by whole team	Staff team SDP review July 17		Governor and staff team commitment to addressing barriers to learning to raise achievement.
	Enhanced Pastoral Team Local Area Inclusion Partnership to support wider range of interventions	Spring and Summer Terms 2017	PSW salary for 2 terms: £3093.33		Barriers to learning addressed and progress for vulnerable children improved	Pastoral Team	Support Plans reviewed		Parental involvement in supporting and removing potential barriers to learning
Ensure children are safeguarded, are safe and feel safe	Set up Nurture provision	Spring and Summer Terms 2017	Cost for 1 year (£18,746)	£2000 AIP funding	Boxhall profiles assess on entry and exit of provision		Outcomes from profile analysis		
			Part of cluster contribution £13,293	Ruth Moore Locality Inclusion Leader		PSHE Leader DHT, RRSA Leader	Pupil surveys		
Raised awareness of safety from children and parents	Introduce new PSHE curriculum, linking with RRSA and delivered through Key Stage assemblies and class curriculum								
	1.4 Review Safeguarding policies with Governors and staff	Aut Term 16	£80		Procedures embedded to ensure all children feel, and are, safe	HT with GB	Safeguarding Gov involvement in Safeguarding review and termly monitoring and evaluation opportunities	All safeguarding training up to date. Staff well informed about CSE and FGM. Training was well received .	Designated Safeguarding lead trained every 2 years
	Commission LA Safeguarding Review	18.1.17	£80		Quality assurance of procedures	HT with Pastoral Team			
	Access LA safeguarding training for Governors for :	25.1.17				HT/Chair of Govs			Designated teacher for LAC (DSL)

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<p>Parent voice supportive of school direction and strategies for safeguarding</p>	<p>Statutory responsibility and accountability</p> <p>Access LA safeguarding training for staff for :</p> <p>CSE 16.3.17 FGM 30.3.17 Positive Handling (Team Teach) 6.9.17</p> <p>Access NSPCC support for E Safety for pupils and parents Spring 2 TBC</p> <p>Set up parent learning sessions Core skills based Weekly from 26.9.16</p> <p>Conduct pupil and parent surveys to ensure children feel safe and parents feel any concerns raised are acted upon Parent: 19.10.16 & 20.10.16 Pupil: 27.2.17</p> <p>Completion of Parent View strongly promoted at termly parents evening and other events, as well as through regular newsletters.</p>	<p>£80 £80 £1200</p>		<p>Leeds City College funding</p>	<p>Govs aware and fulfilling statutory responsibilities/ Requirements</p> <p>Close monitoring based on greater awareness</p> <p>Early help identified and supported</p> <p>Parents informed and reinforcing safety</p> <p>School community voice heard, listened to and acted upon</p>	<p>HT to organize</p> <p>HT/Parent Support Advisor</p> <p>DHT</p> <p>Govs with HT/DHT</p>	<p>Feedback from staff following training</p> <p>Feedback from parents</p> <p>Questionnaires</p> <p>Statistical review with key next steps identified</p>	<p>Safeguarding audit all complete.</p> <p>Pupil Voice impacting on national tweets for Clean Air Day June 17</p>	<p>All CP Designated staff keep up to date with training</p> <p>Annual review of relevant policies</p> <p>3 year training for all staff</p> <p>GB trained on statutory responsibilities every 2 years</p> <p>Designated Safeguarded Gov trained every 3 years</p>
<p>Commentary</p> <p>Significant progress has already been made on a number of actions. There is already evidence of what has changed, but, until there is sustained evidence of improvement on outcomes for pupils, we are reluctant to mark these actions as complete.</p> <p>Significant increase (double) in children with 100% from Aut 1 to Aut 2 with growing number 95%+</p> <p>There is 1% overall improvement on this time last year in attendance.</p> <p>Year on year the evaluation shows that 100% attenders have gone from 59 pupils to 206 for the same time period.</p>									

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Focus for improvement 4: Outcomes for pupils								
School targets: To accelerate progress and raise attainment for all children across school so at least in line with national								
GLD: 72% 63%								
Y1 Phonics 80% 75%								
%	KS1 Targets	FFT 50	Outcomes	National	KS2	FFT 50	Outcomes	National
Reading	75	75	70 (3.5% below nat)	76	70	64	62	71
Writing	68	66	63 (1.0% above nat)	68	80	74	68	76
Maths	77	73	70 (0.3% above nat)	75	72	66	67	75
Combined SPAG	68		59 (above LA but 4.7% below nat)	64	56	50	54	61
					72		78 (above nat)	77

Where do we want to be?	How do we get there?	When?	How much school budget?	External funding/support	What will have changed? How will it impact?	Who leads?	How evaluated?	Impact	Sustainability
<p>An assessment system facilitating improved outcomes.</p> <p>Outcomes showing consistent rising trajectory above national in progress and attainment across school</p> <p>In year achievement data reviewed for</p>	<p>1.1 Review use and effectiveness of Assertive Mentoring and OTrack so 'fit for purpose' -SIA supporting Liaise with Leeds schools using Positive Mentoring and Otrack</p> <p>Pre Key stage outcomes, historical and end of year (2015-16) data used alongside FFT data/Raise to set</p>	<p>Aut Term 16</p> <p>30.1.17</p> <p>November 2016</p> <p>9.1.17</p>	<p>OTrack £900</p> <p>Part of 2nd LA SLA £2600</p> <p>FFT Aspire &</p>	SIA	Staff aware of where pupils need to be both by the end of their year	<p>HT and DHT</p> <p>HT and DHT</p>	<p>Internal and external moderation, accuracy of assessments and discuss confidence with staff.</p> <p>Evaluated each half term as summative marks are recorded.</p>	<p>Staff and gobs confident in the new tracking reports provided through our new 'Deeper Learning' section of Otrack.</p> <p>Average step progress is above expected (5 points) in all areas. Combined 60% for KS1 is on track, Year</p>	Teachers need to keep targets in mind – pupil progress meetings

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<p>accelerated progress to increase expected and greater depth attainment by the end of Year 6</p>	<p>aspirational targets across school</p> <p>Expectations for Progress and Attainment Measure devised to secure achievement in line with national by the end of the year</p>		<p>Perspective Lite £490</p>	<p>EAL CPD – LA Consultant</p>	<p>but the end of Key Stage. Targets are used by core skills leaders to focus support. Interventions matched carefully to targets where necessary.</p> <p>Staff working with a clearer focus on diminishing the difference between vulnerable groups. EAL-focused Quality First teaching to impact progress.</p> <p>Inclusion Leader tracking data a monitoring intervention by Teaching Assistants and Teachers leads to more rapid progress for these pupils. Staff more accountable for pupil outcomes</p> <p>Pupil Premium Funding being used effectively to improve outcomes for children</p> <p>Pupil Premium Strategy in place based on best practice from evidence-based research.</p>	<p>Alex Hill EAL lead</p> <p>AHT for Inclusion & SENCo</p> <p>HT &AHT for Inclusion</p>	<p>Moderations will help to evaluate targets especially in Spring and Summer Term. Evaluate in Summer II when SATs results are in. Requesting external moderation at KS1 and KS2 – this will help to verify end of year targets.</p>	<p>3 its 69%, Y3 73%, Y5 75%, Y6 achieved 54%</p> <p>Reading: Y1 78% at/above Y2 72% Y3 79% Y4 78% Y5 85% Y6 62%</p> <p>Writing: Y1: 63% Y2: 66% Y3: 71% Y4: 77% Y5: 78% Y6: 68%</p> <p>Maths: Y1 70% Y2 74% Y3 85% Y4: 83% Y5: 85% Y6: 67%</p> <p>Year 6 Greater standards have risen in all 3 core subjects, reading by 12.2%, writing by 4.2% and maths by 0.8%.</p> <p>This year internal data is more secure due to rigorous moderation at cohort, phase and whole school level. Assessment procedures are more coherent because</p>	<p>will verify pupil progress towards these and ensure accurate next steps are identified (then evaluated).</p> <p>CDP from LA Consultant booked for : 19th April, 15th June and September 5th Training Day</p>
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								<p>expectations around use of data is clearer. Experience of LA moderation will be used to shape developing moderation practice in the core subjects. Staff training and FFT training for leaders – all teachers set aspirational targets based on FFT 50/20.</p> <p>Tracking trajectories are based on national/aspirational targets.</p>	
1.2	<p>Half termly data outcomes rigorously analyzed at individual, class, cohort KS and school</p> <p>End of Key Stage Progress review so at least in line with national expected progress and attainment for all cohorts and groups</p> <p>System for tracking DP children and those with SEND separately devised using B Squared and number of Assertive Mentoring statements</p> <p>Clearer use of assessment and needs, especially key vocabulary and concepts, used to plan for differentiation to meet the needs of all children</p>	<p>End of each half term</p> <p>SEN Review 23-25.1.17</p>	<p>£750</p>	<p>LA SEN Quality Assurance Officer Patrick Kelly</p>	<p>Phase leaders, Core Skills leaders and DHT producing reports with thorough analysis of data at class, cohort, KS and school level. Gobs feel well informed about the position the school is in and where we are aiming to get to by the end of the school year.</p>	<p>Phase leaders, Core Skills leaders and DHT, HC</p> <p>AHT for Inclusion (SENCo)</p>	<p>Governor feedback. It can be evaluate by the challenge provided by governors in meetings/visits – is it useful, meaningful data? KS leaders and Core skills leaders have an up to date knowledge of the data picture. The impact is that they are aware of strengths and weaknesses in their areas and know immediately where to focus support. Pupil progress and attainment increases.</p>	<p>Spring 2 Disadvantaged Pupils:</p> <p>Whole school reading Progress at/above is 82%, writing 83%, maths 83%</p> <p>EAL and BME progress has closed gaps across all year groups in reading, writing and maths.</p>	<p>Teaching and Learning Committee continues to request these reports.</p> <p>Review with SIA Review with Full GB</p>

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	<p>1.3 CPD layered as universal for all, with focused direction through sharing internal and external good practice for those teachers identified in full reviews of T+L (informal support plan) moving into focused support plans, if required, following Spring Term T+L reviews. Capability procedures implemented if required.</p>	<p>CPD every Thursday T&L reviews penultimate 3 weeks of Autumn & Spring Term</p>	<p>Training Budget 2016-17:£11,560 17-18: £12,120 Raise Online £250</p>	<p>SIA supporting Spring Term review to moderate HT and DHT judgements</p>	<p>As a result of CPD, staff are clear about teaching of Core Skills Consistency throughout core skills and expectations Bespoke support in place for weaker teachers Best practice shared.</p>	<p>HT, DHT, Core Skills Leaders</p>	<p>% of Good teaching improves % of outstanding teaching improves Pupil outcomes improves as a result of increasing good teaching</p>		<p>Review with SIA Review with Full GB</p>
	<p>1.4 Following in depth reviews of teaching, adjustment to strategies not impacting on outcomes: Introduction of more ability group learning Adult determining level of learning based on AfL, Flexible use of support staff to facilitate pre and post teaching, same session/day intervention Expectations for presentation of learning reviewed and higher expectations</p>	<p>Jan 17 Jan 17</p>		<p>Support from SIA and Immaculate Heart of Mary Primary School</p>	<p>Pupils' outcomes improved – progress within lessons and over time improved. Increased attainment</p>	<p>HT & DHT English Leader</p>	<p>Internal and external moderation Book scrutiny T&L governor evaluation Data analysis of pupil outcomes.</p>		
<p>Commentary Significant progress has already been made on a number of actions. There is already evidence of what has changed, but, until there is sustained evidence of improvement on outcomes for pupils, we are reluctant to mark these actions as complete.</p>									

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Focus for improvement 5: Early Years									
<p>School targets: GLD 72% APS increased and in line with national GLD and APS for disadvantaged pupils in line with non-disadvantaged</p> <ul style="list-style-type: none"> • Provide a language rich environment across the foundation stage (inside and outside), to support and develop the language skills of EAL pupils. • Develop a consistent approach across the foundation stage. Provision inside and outside provides a range of challenging opportunities. Progression and consistency are evident between nursery and reception. • All staff have confidence in their assessment judgements, through training and moderation opportunities. • All staff are aware of school, EYFS, group and individual priorities and have the skills to adapt their teaching and interactions accordingly. This will require staff training in quality interactions, staff contributing to planning in response to pupil needs and interests. • Parents are more involved in their child’s development in the EYFS. They have opportunities to contribute to their child’s initial and ongoing assessments. 									
Where do we want to be?	How do we get there?	When?	How much school budget?	External funding/ support	What will have changed? How will it impact?	Who leads?	How evaluated?	Impact	Sustainability
<p>By 2018, outcomes for all pupils will be above their peers nationally.</p> <p>In 2017, EYFS profile GLD will be in line with national.</p> <p>In 2017, the difference between disadvantaged pupils and other pupils at the school will be narrowed.</p> <p>Build an effective EYFS team will clear understanding of improvement agenda.</p>	<p>1.1 Clear expectations for improved outcomes shared with whole team, roles and responsibilities clear</p> <p>Previous year data shared, baseline conducted, targets set and assessment analysed on a half termly basis</p> <p>Monitoring and evaluation calendar devised and embedded</p> <p>Commissioned LA consultant to review leadership plan</p>	<p>Sept 16</p> <p>Aut 1 key stage meetings</p> <p>Half termly schedule of monitoring and evaluation</p> <p>29.9.16</p> <p>Regular Phase meetings, weekly moderation across EYs, half</p>	<p>Part of 2nd SLA £2,600</p>	<p>EYs consultant</p>	<p>Teamwork established, high expectations and focus on progress.</p> <p>Clarity over progressive starting points following assessment cycle to ensure actions in place to address specific gaps in learning for each child.</p> <p>Leader clear about quality of provision to ensure targeted</p>	<p>EYs Leader</p>	<p>Leader monitoring/evaluation impact reports for SLs and Govs</p> <p>Leader monitoring/evaluation impact reports for SLs and Govs</p> <p>EYs leader PM</p> <p>Note of visit</p>	<p>GLD was 62.7 which was 8% below national but ATPS is line with national at 34.5.</p> <p>5/6 DPs, 83.3% secured GLD which is higher than non FSM and LA</p> <p>LA moderated GLD judgements to be accurate on 18.5.17.</p> <p>Standards of T+L in Nursery are consistently good</p>	<p>EYs Leader new to role in April 2016 and no plan to change role –time to embed own skills and expertise</p>

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<p>External validation judges the quality of Early Years to be good or better.</p> <p>Provide a language rich, varied and stimulating environment (inside and outside) which provides challenge and meets the learning needs of all pupils</p> <p>Develop 'effective' interactions with pupils.</p> <p>Involve parents in the ongoing development and assessment of their child.</p>	<p>Time facilitated for whole team CPD, assessment and moderation</p>	<p>termly involvement in whole school moderation</p>	<p>Overtime for EYS support staff £1000</p>		<p>appropriately and impacting positively</p>		<p>Leaders file of evidence, quality assured by SLs or core skills leaders</p> <p>EYs leader PM</p>	<p>or better but standards in Reception continue to require improvement.</p>	
	<p>1.2 Commissioned LA consultant to review progression in provision from Nursery to Y1 and outdoor provision</p>	<p>Jan/Feb 2017</p>	<p>Part of SLA £2600</p>	<p>LA Consultant</p>	<p>Provision linked to curriculum needs. Impact on pupil outcomes as a result of more rapid progress following learning in provision areas.</p> <p>More effective use of the outdoors increase engagement of BME boys and DPs in particular, and to increase pupil outcomes.</p>	<p>EYFS Leader and KS1 Leader</p>	<p>LA Note of Visit</p> <p>Pupil progress and attainment data analysis. Links to performance management.</p>	<p>Progression in provision still under review but improving. LA consultant support with outdoor learning has started (summer term) but will continue in 17-18</p>	<p>Ongoing evaluation from EYFS leader coupled with external moderation from cluster of schools.</p>
	<p>1.3 ECAT audit –devising actions to follow</p> <p>Strategies for promoting effective interactions shared, opportunities for child initiated learning developed</p> <p>Use of full time Speech and Language TA, along with NHS Therapist 1 day a week to provide individual/small group targeted interventions –evaluate interventions against outcomes</p>	<p>16.1.17 (Internal audit)</p> <p>23.1.17</p>	<p>£10,663</p>	<p>LA consultant provided the audit tool on her visit 29.9.16</p> <p>NHS Therapist</p>	<p>Adults fully aware of how to model language structures effectively in order to increase speed of language acquisition and impact on pupil outcomes.</p>	<p>EYFS Leader</p> <p>Inclusion leader</p>	<p>Re-audit to show progression. Quality assure through partner school EYFS leader. Links to performance management.</p>	<p>Language rich environment strong in Nursery and improvements were see in Reception Interactions formed part of a support plan for Reception which improved by the end of year –still require more focus and purpose for impact and closer link with childrens interests.</p>	<p>Leadership reports shared with leaders and governors every half term.</p>

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								Adjusted team for September means this work will continue to develop and improve.	
1.4	Regular 'stay and learn through play' sessions Open morning, open afternoon, open evening for parents of nursery children. Training provided for parents –use of Tapestry, phonics, reading, maths calculation strategies	28 & 30.11.16 1 & 2.12.16 18.1.17 1.2.17 7.11.16,8.11.16, 9.11.16 Throughout Autumn Term and ongoing	Publicity to be confirmed £215.40 Tapestry		Parent body are confident to enter school, more aware of how the curriculum is delivered and are able to support both in and out of school. Increased parental contribution to evidence gathering which supports outcome judgements.	EYFS staff team	Tapestry contributions from parents Attendance records from stay and play Parent Questionnaire	Profile of school in community increasingly positive: Parents finding access to Tapestry difficult have been targeted for support. A workshop for parents will be early Aut 1 to support access. This will lead onto maths and reading. Statistics for Reception admission 2017 show that the cohort will be drawn from an area closer to school. % of first preference places has increased by 10% to 77%. 28/38 have secured a place in our Reception for	Continue to welcome parents in school for 15 mins every morning and to the stay and play sessions.



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									<p>Sept 17. 3 chose elsewhere. Sept 23 moved into our Reception last year.</p> <p>Children remain on our waiting list</p>
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Commentary

Significant progress has already been made on all actions.

Progress data

Nursery 2

% On track across areas for GLD (at least 40-60m b)

On entry 25.7% (9) on track across areas for GLD (at least 22-36m s).

Autumn 2 40% (14) pupils on track across areas for GLD.

Spr 2 63% (24) pupils on track across areas for GLD.

Sum 2 32.4% (12) pupils on track across areas for GLD (at least 40-60m b) NB/ raised expectation from 30-50m s to 40-60m b.

Reception

% On track for GLD (40-60s or above)

On entry 28% (17) pupils on track for GLD.

Autumn 2 53.3% (32) pupils on track for GLD.

Spring 2 52% (31 pupils) are on track for GLD

Summer 2 EYFSP 63% (37 pupils) achieved GLD

Early Years:

Nursery:

Increase from 25.7%-32.4% (3 ch) from baseline to end of year in all areas for GLD.

% On track across areas for GLD (Including Sum born 30-50m s + Aut/Spr born 40-60m b)Sum 2 43% (16) pupils on track across areas for GLD.

81% have made at least expected progress (3 steps) in all areas and 55% have made accelerated progress (4+ steps) in all areas.

Boys attainment remain lower than girls in all areas but for progress the gap between both is closing. Average progress of boys is above that of girls in 12/17 areas.

2 EYPP, 1 with SEN and 1 on track.

Progress is good for SEN.

In 5/17 areas higher % of EAL compared to non and in line with non in 2 areas.

EAL average progress is above non in 16/17 areas.

Reception:

GLD confirmed as 67% with ATPS increased by 2.4 due to wider opportunities to attain exceeding.

Expected progress (5 steps or more) 88% on average.

Expected progress (5 steps or more) in the Prime areas 92% on average showing accelerated progress.

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