**School’s Self-Evaluation judgment**

Requires Improvement → **Good** → Outstanding

Leaders and those responsible for governance should ensure that:

1. Their plans are sharply focused on further strengthening teaching, so that the most able pupils are able to achieve the higher standards, especially at the end of Key Stage 1.
2. They continue to develop science, computing and design & technology in the school, so that pupils deepen their understanding and develop their skills more effectively.

Leaders: SLT - IMOGEN WOODS / ANNA BENJAMIN / KATHARINE BROOKS / CHARLOTTE CORDEY

Reviewed: To be reviewed: SEPTEMBER 2019 MARCH 2020

<table>
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<tr>
<th>Specific objectives (Specifically what we want to achieve)</th>
<th>Actions (What we need to do to make it happen)</th>
<th>Resources (human, financial &amp; timescale)</th>
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<td><strong>1: Quality of Education</strong></td>
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<td><strong>Mid-year Appraisal</strong></td>
<td>Governor monitoring (Q of E)</td>
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<td>To maintain GLD at 90% and KS1 90%+</td>
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<td>Greater Depth KS1:</td>
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</table>
| KS2 combined results 90%+  
Greater Depth KS2 Combined: 18%  
Reading: 30%  
Writing: 32%  
EGPS: 70% | CPD (Directed tasks)  
Staff training (Spring Term)  
Parents’ evenings/workshops  
Maths interventions  
Focus on DP children | | Review in March 2020 |
| --- | --- | --- | --- |
| Continue to improve teaching so that all pupils are given the opportunity to reach the highest standards, including the most able, SEN and DP pupils in order to close the gap. | Directed Tasks  
Curriculum lead monitoring – regular cycle of book and planning scrutiny.  
English lead will lead modelled writing staff meeting and Grammar/Phonics meeting  
Y2/3 writing project | SLT / Middle leaders meetings  
Staff meetings  
Staff coaching | Feedback from peer observations and book monitoring | Review in March 2020 |
| Sharp focus on ensuring younger children gain phonics knowledge and language comprehension necessary to read. | Library  
Story Sacks  
Reading Buddies  
Directed Tasks | Letters and Sounds materials  
Phonics Check materials | Regular check ins (SLT)  
Data analysis  
Test monitoring (SLT) | Review in March 2020 |
| Further develop quality first teaching across all subjects through the use of effective questioning. | | P4C training | | Review in March 2020 |
| All children are able to flourish through the development of an innovative curriculum of a high standard which incorporates opportunities for extended writing across the curriculum. | All staff to place end of year writing targets in English, RE, Science and Knowledge and Understanding books. | SLT/Middle Leaders’ book audits Autumn 2 , Spring 2 and Summer 2 | SLT lesson observations  
Autumn 2  
Middle Leaders’ actions (see monitoring cycle) | Review in March 2020 |
| Continue to raise the standard of presentation and handwriting across the school. | Embed handwriting policy | Agreed texts (writing)  
Handwriting policy | SLT Monitoring  
Middle Leader Monitoring | Review in March 2020 |

### 2: Behaviour and Attitudes

| To raise the profile of English throughout the school following Literacy Tree | Monitoring cycle  
Book Week  
Regular use of library  
Peer reading schedule | Middle leaders meetings  
Middle leaders times tables check KS2 | SLT Monitoring  
Middle Leader Monitoring  
Data analysis | Review in March 2020 |

### 3: Personal Development

| To develop fluency in English lessons by enhancing the curriculum through the use of | Book look  
Planning – socratic questions | Middle leaders management time for | SLT Monitoring  
Middle Leader | Review in March 2020 |
effective questioning across all groups of children.

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<th>4: Leadership and Management</th>
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- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

| Handwriting  
Good knowledge of grammar  
Lesson observations  
CPD  
Phonics  
Ensure staff have a secure understanding of the grammar appendix and year on year progress in grammar |
| DfE guidance  
Tracking of times tables tests |

Year 2 and Year 6 teachers to attend statutory SATS training

| Dates for SATS training |
| SATS carried out as per regulations.  
Year 2 and Year 6 teachers informed and given time to attend training |

Leaders and Governors to be ambitious for all pupils and promote improvement effectively. Ensure that the disadvantaged pupils’ progress in line with other pupil groups.

| Continue to hold termly Pupil Progress Meetings ensuring end of year expectations are on track  
Bespoke interventions for MA pupils to enable most able to achieve their full potential. |
| FGB Committee meetings  
Inclusion team to include DP champion X1 pw  
Inclusion meetings X 1pm |

Leaders have a clear and ambitious vision for providing high quality education to all pupils, including GD, DP and SEN.

| Termly Pupil Progress Meetings. Interventions for GD children. |
| Monitoring of Curriculum lead  
Intervention monitoring by SENCO and Inclusion team.  
Middle Leader monitoring Pupil Progress  
Lesson observations  
Pathway Plan meetings  
Governor monitoring |

Review in March 2020