



Orchard Meadow Primary School
The best in everyone™
Part of United Learning

Academy Improvement Plan 2020-2021

Framework For Excellence

Our School Improvement Plan is written against The Framework for Excellence. The Framework for Excellence is at the heart of everything we do at Orchard Meadow Primary Academy. It sets out the five key principles that we believe are vital to an excellent education for children and young people.

The Best From Everyone	Powerful Knowledge	Education With Character	Leadership In Every Role	Continuous Improvement
<p>'Whether you think you can, or you think you can't, you're right.' Henry Ford</p>	<p>'Knowledge is power' Francis Bacon</p>	<p>'Seven deadly sins: ... knowledge without character...' Mahatma Gandhi</p>	<p>'The function of leadership is to create more leaders, not more followers.' Ralph Nader</p>	<p>Never doubt that a small group of thoughtful and committed citizens can change the world. Indeed, it is the only thing which ever has.' Margaret Mead</p>
<p>Our aim is to bring out the best in everyone. So we must expect the best from everyone, all the time. Every child is a special individual, capable of extraordinary things. Who can know the limits of any child's potential? So, we expect unreasonably – we constantly challenge children to do what they think they can't, to persist, to work hard and to be at their best. From every adult we expect the same: that they are at their best, expect unreasonably of themselves, are determined and resilient and pass those expectations on to the children in all they do. We act with the utmost love, care and good faith – the highest standards come with the greatest attention to the wellbeing of all</p>	<p>Our most important purpose is to teach young people things they would not learn outside school, which free them to think and act more powerfully in their lives. Words and numbers are our most powerful ways of representing the world. Mastery of language and fluent mathematical skills are therefore our top priority. We aim to prepare young people to make a success of their lives: a core entitlement to subject-based learning; the development of talents; an understanding of work and society. Worthwhile learning is often hard. Inspiring teaching is what gives access to difficult concepts and the thrill of intellectual discovery. Powerful knowledge is not static or backward-looking. It includes the ability to critique, challenge the status quo, think and learn.</p>	<p>Academic success is very important. Exam passes are an important aspect of that. But there is more to a good education. Our school also aims to develop character, compassion and service. Young people are expected to contribute to their school and to society; to try things which they think they cannot do; to persist in the face of difficulty; to become resilient in overcoming obstacles; to manage themselves; to work independently on things which challenge them; to work with others and in teams; to be courageous and caring; to lead. We want young people to look back on a joyful schooling which has inspired and challenged them, given them wide opportunity and prepared them for the ups and downs of life.</p>	<p>Our children are leaders of the future. We expect them to start today – taking advantage of structured opportunities to lead and taking responsibility for themselves and others. Every adult in the school is a leader. In every word, tone and gesture, they set direction and expectation. We expect every adult to take responsibility and the initiative to do what is right for the children. All those in formal leadership positions create the climate in which others work. They demand the highest standards, build a performance culture, develop their teams and create the space for others to lead. All leaders listen, grow relationships, act with integrity and care and expect the best from themselves and others in building a happy, confident school</p>	<p>However good we are, we can be better. We constantly look for improvements, and implement them with pace. We look for ideas for improvement inside the organisation and out; we observe one another; we steal good ideas with pride and look to make them better; we work together to improve. We always look at the evidence, and are rigorous in evaluating impact. We stop or change things which aren't working; we improve things which are. We aim for high leverage: high impact for low effort and low cost. We constantly look to have more impact for less cost and effort and to spend every pound wisely</p>

To achieve the best in everyone, this is what we will be continuously improving and why...

	Key Principles		
	Powerful Knowledge	Education with Character	Leadership at all Levels
EIF Focus	Quality of Education	Behaviour and Attitudes Personal Development	Leadership and Management
Priority 1	To ensure high quality Teaching and Learning by embedding the Rosenshine Principles of instruction in all classrooms, interventions and provision.	To embed 'Conscious Discipline' so that pupils are empowered to take responsibility for their behaviour; to foster positive learning behaviours; and provide consistency in adult interaction and routines.	To introduce a Leadership Forum – for Middle Leadership and Senior Leadership Development to ensure strong accountability and impact (succession planning).
Priority 2	To embed the new school curriculum. Stress testing our intent and auditing its implementation to ensure equity of access and breath. (Measure the impact through outcomes, pupil voice and teacher voice).	To develop pupils' cultural capital through an enhanced programme of enrichment (hidden and visible).	To embed System Leadership across the schools to ensure clear levels of responsibility for direct action in the improvement in pupil outcomes.
Priority 3	To embed the school's new assessment practices, ensuring robust moderated teacher assessment, that identify gaps and guide next steps. (FFT Aspire)	To embed restorative principles of behaviour management and relational management.	Governance – secure practice in monitoring and evaluating impact of the quality of education. Governance systematically challenges effective deployment of provision and funding i.e. pupil premium and sports premium.
Priority 4	To ensure that EYFS is preparing pupils for their next stage in education, through high quality interactions (teaching) and continuous provision. EYFS: Parental Engagement and School Readiness.	To develop pupil leadership through a number of leadership programmes to allow peer impact and support.	To enhance parental engagement to ultimately improve pupil outcomes.
Priority 5	To embed high quality reading practices throughout the school. To develop reading for pleasure and passion. To embed Read Write Inc phonics (N-Y1) and Language and Literacy (Y2), ensuring high quality provision and impact on standards	To embed attendance improvement initiatives to address persistent absenteeism and encourage high levels of school engagement for all pupils.	To embed continued professional development that is steeped in educational research to ensure impact on pupil outcomes. Leadership secures opportunities for debate and on-going evaluation of the impact of CPD.

Priority 6	Ensure that the most disadvantaged pupils make accelerated progress (FFT 20) through intelligent provision and intervention programmes and class room inclusive practice		
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Powerful Knowledge										
Quality of Education										
Objective	Start Date	Lead Person	Key Levers & Actions	Resources (Cost if applicable)	Milestone 1 (T1 Report/Autumn LGB Report)	Milestone 2 (T2 Report/Spring LGB Report)	Desired Outcome (T3 Report/Summer LGB Report)	Evaluation		
								RAG T1	RAG T2	RAG T3
PRIORITY 1										
To ensure high quality Teaching and Learning by embedding the Rosenshine Principles of Instruction (RPI) in all classrooms, interventions and provision.										
To establish and/ or embed teacher knowledge and understanding of RPI through an ongoing program of staff CPD.	July 20	MGR	Induction presentation for all new staff on Principles of Instructions Presentation. Inset programme to progressively develop teacher skills and knowledge of RPI.	MGR time	Monitoring shows RPI focus areas (modelling; new material in small steps) are consistently taught well in 85% of instances observed. PP attainment gap is reduced – baseline: []; T1 target []	Monitoring shows RPI focus areas (ask questions; check student understanding) are consistently taught well in 85% of instances observed. PP attainment gap is reduced – baseline: []; T2 target []	The RPI are securely embedded into daily teacher practice, supported by the curriculum and secure T&L routines and assessment. Pupil progress is good for all pupils and rapid for targeted groups. PP attainment gap is reduced – baseline: []; T3 target []			
To model effective practice delivering RPI through a CPD model of coaching triads, led by Teachers of Excellence.	Sept 20	WPR; MGR	Induction for teachers of excellence so that their role is clearly understood. Line management structure and accountability is defined.		ToE complete x2 rounds of coaching with focus year groups. X2 whole school CPD delivered	ToE complete x2 rounds of coaching with focus year groups.	Teachers of excellence lead the development of pedagogy, informed by dialogue with senior leaders and subject leaders. They deliver whole school CPD and support development of specific RPI skills so			

			<p>Year plan for teachers of excellence CPD.</p> <p>Termly action plan with weekly/ termly objectives defined (RPI focus area; attainment outcomes; focus subjects/ teachers).</p> <p>Release timetable completed and reviewed.</p>		<p>RPI focus strands are taught well for 90% of instances observed for coached groups.</p>	<p>X2 whole school CPD delivered</p> <p>RPI focus strands are taught well for 90% of instances observed for coached groups.</p>	<p>that school-wide practice is rapidly improved.</p>			
<p>To create a programme of monitoring and evaluation that is developmentally focused on teacher next steps, based on RPI and linked to teacher profiles.</p>	<p>July 20</p>	<p>WPR; HPWC</p>	<p>Create Monitoring and Evaluation timetable</p> <ul style="list-style-type: none"> • Link to RPI non-negotiables • Define line management for all staff – who monitors and key M&E milestones; PDR process • Learning walks; formal observations; subject leader M&E <p>Create teacher profile matrix linked to Hays training package</p>		<p>85% of teachers are on track to meet PDR targets.</p> <p>Teachers complete x6 CPD opportunities as logged on HAYS profile</p>	<p>85% of teachers are on track to meet PDR targets.</p> <p>Teachers complete x6 CPD opportunities as logged on HAYS profile</p>	<p>Robust systems track the impact of CPD linked to RPI so that school improvement work impacts on pupil outcomes. Teachers have clear targets to work towards, linked to RPI, that they can refer to and track progress against. CPD informs and is informed by the cycle of M&E.</p> <p>85% teachers are consistently 'good' as evidenced through monitoring in areas identified as RPI focus.</p>			
<p>To maximise the impact of teaching assistants on pupil outcomes through high quality professional development and training.</p>	<p>Sept 20</p>	<p>PTA RGR to lead MITA working group</p>	<p>Evaluate MITA report to identify key levers for TA effectiveness and RAG against TA skills baseline. Create action plan for TA CPD; timetable of CPD and M&E schedule; non-negotiables document for TAs.</p> <p>Specific plan of action for SEND TAs linked to baseline skills and pupil need; timetable of CPD and M&E schedule.</p> <p>Work with cluster and to share best practice and pool CPD opportunities, including in-house and external (SENS, OCC SEND, ULT SEND).</p>		<p>TA PDR process completed with key targets set against MITA criteria.</p> <p>T1 evaluation of targets: 85% on track to achieve</p> <p>TAs support SEND pupils to achieve IEP/ EHCP targets and SEND attainment is significantly improved: baseline []; T1 target []</p>	<p>T2 evaluation of targets: 85% on track to achieve</p> <p>TAs support SEND pupils to achieve IEP/ EHCP targets and SEND attainment is significantly improved: baseline []; T2 target []</p>	<p>TAs have a significant impact on pupil attainment and progress through work that is T&L focused. TAs proactively support T&L by assisting the class teacher to identify gaps in pupil understanding and providing high-quality Wave-2 interventions. TAs understand their work in the context of RPI.</p> <p>TAs support SEND pupils to achieve IEP/ EHCP targets and SEND attainment is significantly improved: baseline []; T3 target []</p>			

			Use of technology to empower TAs to support learning: e.g. facilitating assessment recording on Chromebooks.							
To develop and embed high quality provision for SEND pupils based on quality-first teaching model.	July 20	PTA	<p>Create provision map for OM:</p> <ul style="list-style-type: none"> • Expectations for Wave-1 (quality first teaching) • Role of TAs in supporting Wave-2 interventions • Wave-3 offer: who/ what/ when <p>Develop nurture provision programme:</p> <ul style="list-style-type: none"> • Groups of children • Pre/ post assessments (Boxall) • Learning outcomes map • Links to IEP/ IBP <p>Embed Edukey as recording tool for SEND</p> <p>Ongoing review of SEND provision and identification:</p> <ul style="list-style-type: none"> • EHCP applications • Alternative placement applications • SEND register update <p>Staff CPD regarding SEND T&L</p>	Purchase Boxall assessments (£150)	<p>95% of pupils on track to achieve the targets listed on IEP/ EHC: T1 milestone</p> <p>Nurture provision outcomes: Progress against 80% Boxall outcomes for all pupils.</p> <p>Reduction in behaviour incidents for nurture pupils.</p> <p>Weekly SEND masterclass CPD provision</p>	<p>95% of pupils on track to achieve the targets listed on IEP/ EHC: T2 milestone</p> <p>Nurture provision outcomes: Progress against 80% Boxall outcomes for all pupils.</p> <p>Reduction in behaviour incidents for nurture pupils.</p>	<p>Teachers have detailed knowledge of the learning needs of SEND pupils and are intimately involved in creating bespoke plans to address their needs. As a result, SEND pupils make excellent progress. Provision is rooted in the classroom, with the vast majority of support classroom based and led by the class teacher. There is a wider map of provision for Wave-3 interventions to support pupils that encompasses in-house and wider agency support.</p> <p>Teachers take ownership of the A2E targets, which leads to excellent outcomes for SEND pupils: 95% of pupils achieve the targets listed on IEP/ EHCP.</p>			

Priority 2

To embed the new school curriculum. Stress testing our intent and auditing its implementation to ensure equity of access and breath. (Measure the impact through outcomes, pupil voice and teacher voice).

To complete all curriculum resources and materials ready for curriculum delivery (September 2020).	July 20	WPR; HPWC	<p>Complete:</p> <ul style="list-style-type: none"> • Curriculum summary documents (all subjects). • Subject Road Maps (all subjects) • Skills progression documents (all subjects) 	Theme read book purchase (£500)	Core subject attainment data shows an increase in attainment: baseline: []; T1 target [].	Core subject attainment data shows an increase in attainment: baseline: []; T2 target [].	The OM curriculum has a clear intent that aligns with the values of the school, its context and the needs of its pupils (our key drivers). Pupil wellbeing and positive behaviour for learning is developed across the curriculum alongside core skills that			
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To deliver the new curriculum from September 2020.			<ul style="list-style-type: none"> • '5Cs' unit cover sheets for all units in each subject. • Knowledge organisers for all units in each subject. • T1 individual lesson plans and resources (all subjects) 		Pupil attainment in key groups increases rapidly. PP attainment gap is reduced – baseline: []; T1 target []	Pupil attainment in key groups increases rapidly. PP attainment gap is reduced – baseline: []; T2 target []	are taught progressively and embedded. The '5Cs' are used to stress test all aspects of the curriculum so that it supports this intent. The curriculum is rigorous, ambitious and leads to positive pupil outcomes (hard and soft): Core subject attainment data shows an increase in attainment: baseline: []; target []. Pupil attainment in key groups increases rapidly. PP attainment gap is reduced – baseline: []; target []			
To embed monitoring processes so that the curriculum is regularly and robustly audited for effectiveness and intent.	Sept 20	Subject leaders	<p>Subject leader monitoring schedule (as part of whole school M&E)</p> <p>Cross school moderation in all subjects.</p>		<p>Weekly monitoring of subject area; Termly: minimum x1 formal monitoring foundation subjects.</p> <p>T&L 'good' for 80% of all opportunities monitored.</p>	<p>Weekly monitoring of subject area; Termly: minimum x1 formal monitoring foundation subjects.</p> <p>T&L 'good' for 85% of all opportunities monitored.</p>	<p>Leaders have a clear overview of T&L effectiveness in their subject area due to regular, robust monitoring: Weekly monitoring through formal/informal methods against subject action plans, with a focus on identifying best practice and areas for development. LMM reviews this process weekly.</p> <p>Moderation to show coverage of curriculum and quality against key drivers.</p> <p>T&L 'good' for 90% of all opportunities monitored.</p>			
To embed Power Maths and the mastery approach in maths.	July 20	RGR	<p>Identify key areas of strength and development for mastery teaching at OM and integrate into subject action plan, with clear CPD plan and link to Teacher of Excellence roles.</p> <p>Weekly monitoring of maths and informal CPD – planning support and live coaching.</p>		<p>Pupil attainment: baseline []; T1 target []</p> <p>PP attainment gap is reduced – baseline: []; T1 target []</p> <p>T&L 'good' for 80% of all opportunities monitored.</p>	<p>Pupil attainment: baseline []; T2 target []</p> <p>PP attainment gap is reduced – baseline: []; T2 target []</p> <p>T&L 'good' for 85% of all</p>	<p>Teachers have a deep understanding of Power Maths and are able to put into practice the pedagogies of mastery with confidence, so much so that they are effectively adapting planning to learners' needs. Teaching is consistently good, with several teachers demonstrating consistently outstanding practice, so that overall pupil attainment increases significantly: baseline []; T3 target []</p>			

			<p>Create a resource and progression map for maths meetings and times tables sessions.</p> <p>Develop and embed the calculations policy for OM that links to Power Maths pedagogies; mental maths progression document.</p> <p>Link with BBO Maths Hub and Power Maths hub group (ULT)</p>			opportunities monitored.	<p>PP attainment gap is reduced – baseline: []; T3 target []</p> <p>OM is a leading school within the BBO hub and Power Maths hub. We are a model for excellence in delivery of Power Maths.</p> <p>T&L ‘good’ for 90% of all opportunities monitored.</p>			
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Priority 3

To embed the school’s new assessment practices, ensuring robust moderated teacher assessment, that identify gaps and guide next steps. (FFT Aspire)

To develop a clear and effective system of assessment for core subjects that supports the delivery of the OM curriculum.	July 20	WPR	<p>Define attainment expectations for all year groups for teachers to use to assess and gap fill.</p> <p>Create a set of assessment tasks that support consistent judgement and moderation of attainment descriptors.</p> <p>Revise the assessment policy to reflect emphasis on formative assessment and new systems.</p> <p>Use FFT to track all elements of formal pupil assessment.</p>		<p>Moderation of assessment at key points show increasing accuracy of teacher assessments.</p> <p>Variance of PUMA/PIRA and TA: +-15%.</p>	<p>Moderation of assessment at key points show increasing accuracy of teacher assessments.</p> <p>Variance of PUMA/PIRA and TA: +-10%.</p>	<p>The assessment system supports teachers to plan proactively to address gaps in pupil understanding. Attainment descriptors link closely to curriculum statements to ensure that what is assessed is what has been taught and that this reflects appropriate statutory expectations and the needs of OM pupils.</p> <p>Moderation of assessment at key points show increasing accuracy of teacher assessments. Variance of PUMA/PIRA and TA: +-5%.</p>			
To develop a clear and effective system of assessment for non-core subjects that supports the delivery of the OM curriculum.	July 20	WPO	<p>Establish clear framework and expectations for assessment in non-core subjects: frequency; type; how recorded.</p> <p>Complete knowledge organisers and POP quizzes for non-core subject units of work.</p> <p>Moderate assessment termly to ensure accuracy of judgements.</p>		<p>Attainment: baseline []; T1 target []</p> <p>PP attainment gap is reduced – baseline: []; T1 target []</p>	<p>Attainment: baseline []; T2 target []</p> <p>PP attainment gap is reduced – baseline: []; T2 target []</p>	<p>Knowledge and skills in non-core subjects are effectively assessed to ensure an accurate understanding of attainment (EXS and GDS). Robust moderation ensures confident judgement. Curriculum documentation supports judgements by defining in detail the skills being taught and expectations per unit, as well as how learning fits into the wider progression.</p>			

			Analyse subject attainment to track key areas of strength and development (termly).				Termly subject evaluation shows increase in attainment over time, with a growing understanding of school development needs in each subject, informed by data. Attainment: baseline []; T3 target [] Pupil attainment in key groups increases rapidly. PP attainment gap is reduced – baseline: []; T3 target []			
To align assessment practice with SEND toolkit (A2E)	July 20	PTA	Embed A2E as the assessment tool for SEND: Staff training in use of A2E. Ensure that A2E aligns with wider assessment system: <ul style="list-style-type: none"> • Consistent (but appropriate) language • Clear expectations for amount of progress that is aspirational for each child. 	Purchase of A2E licence	80% of pupils on track to achieve the targets listed on IEP/ EHCP.	85% of pupils on track to achieve the targets listed on IEP/ EHCP.	The assessment system effectively integrates attainment outcomes for SEND pupils so their individual progress can be captured meaningfully against their IEP. Attainment and progress is communicated to parents through regular meetings (as appropriate and linked to level of need) and is recorded on pupil profiles to be shared at parent consultations. Teachers take ownership of the A2E targets, which leads to excellent outcomes for SEND pupils: 95% of pupils achieve the targets listed on IEP/ EHCP.			

Priority 4

To ensure that EYFS is preparing pupils for their next stage in education, through high quality interactions (teaching) and continuous provision. EYFS: Parental Engagement and School Readiness.

To embed consistent high-quality interactions and continuous provision as hallmarks of practice in EYFS via a clear CPD programme.	Sept 20	TPD	Link MITA CPD schedule to continuous provision plan in EYFS. EYFS subject leader action plan to identify key areas for development: <ul style="list-style-type: none"> • Assessment practices; long/ short assessments: • Adult-focused group work 		This has a clear impact on pupil attainment: baseline []; target T1 [] PP attainment gap is reduced –	This has a clear impact on pupil attainment: baseline []; target T2 [] PP attainment gap is reduced –	There is a clear programme of CPD that is EYFS specific. Outside support is deployed thoughtfully to maximise teacher targets (profiles) and focus on key areas for development. This has a clear impact on pupil attainment: baseline []; target T3 []			
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			<ul style="list-style-type: none"> Deeper questioning <p>Fortnightly live coaching monitoring to track TA development of skills</p> <p>Activities based around curriculum statements to support staff to understand ELG expectations</p>		baseline: []; target T1 []	baseline: []; targetT2 []	Pupil attainment in key groups increases rapidly. PP attainment gap is reduced – baseline: []; target T3 []			
To develop and embed systems of assessment that support our intent and approach in EYFS – Tapestry; new Reception baseline assessment	July 20	TPD	<p>Introduce Tapestry – training for staff and parents:</p> <ul style="list-style-type: none"> Staff have specific areas of focus for each pupil to promote their development CPD on ELG expectations 		Moderation consistency: judgements are 85% accurate	Moderation consistency: judgements are 90% accurate	EYFS staff have a strong understanding of age and stage attainment expectations and can adapt their practice accordingly to ensure that pupil progress is maximised. Tapestry is used effectively to capture learning moments and this data is reviewed to feed into planning and gap-filling.			
To develop the EYFS curriculum in line with key drivers and intent of wider curriculum	July 20	TPD	<p>Audit curriculum work so far completed, ready for roll-out:</p> <ul style="list-style-type: none"> Overview documents completed <p>CPD with EYFS team around curriculum roll out; small adult led group activities</p>		Monitoring of curriculum to show effectiveness of practice:	Monitoring of curriculum to show effectiveness of practice:	The EYFS component of the OM curriculum links coherently and supports the progressive development of skills and knowledge. This supports school readiness, especially in core subjects: Maths and literacy attainment ensures that all pupils (except SEND) enter Y1 at EXS.			
To foster parental engagement so that learning moments are captured and developed outside of school time. Focus on key curriculum development areas, e.g. PSED, PD (potty training) (Parental Engagement Initiative)	July 20	TPD	<p>Tapestry training for parents so that learning is captured and commented on.</p> <p>Home-school activities programme – bear sent home; weekly breakdown of learning</p> <p>Parent meetings</p>		X2 parent workshops completed; 75% attendance	X2 parent workshops completed; 85% attendance	Tapestry is used effectively to capture learning in and outside school. This increases parental engagement and dialogue around academic attainment and progress. 90% of parents attend workshops. All parents attend at least one workshop by the end of the year.			
					Minimum x1 parental comments per child weekly - Tapestry	Minimum x1 parental comments per child weekly - Tapestry				

To ensure that all pupils are 'school ready' <Reception and <Y1	Sep 20	TPD	<p>Develop action plan for school readiness, identifying key areas of need (baseline).</p> <p>Transition SWAY to communicate expectations before September. Actions to share with parents weekly: stage/age expectations.</p> <p>Review of curriculum to assess areas</p>		Attainment target for GLD: baseline []; T1 target []	Attainment target for GLD: baseline []; T2 target []	<p>As above in terms of curriculum readiness.</p> <p>Attainment target for GLD: baseline []; T3 target []</p>			
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Priority 5

To embed high quality reading practices throughout the school. To develop reading for pleasure and passion. To embed Read Write Inc phonics (N-Y1) and Language and Literacy (Y2), ensuring high quality provision and impact on standards

To embed Read Write Inc (N-Y1)	July 20	NPA	<p>Finalise groups and plan/ prepare for September, including the likelihood of bubble-teaching of phonics.</p> <p>Top-up training for all staff; induction training for staff new to RWI.</p> <p>Plan CPD schedule and deliver CPD for RWI practitioners, including live coaching, masterclasses and Wednesday CPD.</p> <p>Integrate RWI into reading assessment system. Support Pegasus to introduce RWI</p>	£400 top up resources	<p>Attainment: on track to pass PSC: baseline []; T1 target []</p> <p>Monitoring confirms consistent 'good' practice in all RWI groups: 80% of sessions observed</p> <p>Ofsted RWI checklist: 75% 'A/B' statements</p>	<p>Attainment: on track to pass PSC: baseline []; T2 target []</p> <p>Monitoring confirms consistent 'good' practice in all RWI groups: 85% of sessions observed</p> <p>Ofsted RWI checklist: 80% 'A/B' statements</p>	<p>Phonics teaching is of an exceptionally high standard. Teachers are skilled and proactively plan to identify and fill gaps in pupil knowledge. Consequently, pupils make excellent progress and most pupils (except SEND) pass the PSC.</p> <p>Attainment: on track to pass PSC: baseline []; T3 target []</p> <p>Monitoring confirms consistent 'good' practice in all RWI groups: 90% of sessions observed</p> <p>Ofsted RWI checklist: 85% 'A/B' statements</p>			
To introduce Language and Literacy (Y2).	July 20	NPA	<p>Y2 staff training and support; embed with CPD plan</p> <p>Order resources</p> <p>Integrate L&L into reading assessment system.</p>	£750 package cost	Attainment: on track to EXS: baseline []; T1 target []	Attainment: on track to EXS: baseline []; T2 target []	The teaching of reading in Year 2 is of an exceptionally high standard. Teachers are skilled and proactively plan to identify and fill gaps in pupil knowledge. Links made backwards (to RWI phonics programme) and			

			Regular monitoring to support Y2 teachers including live coaching and weekly masterclass (adapt from RWI model).				forwards (KS2 curriculum) are clear and progressive. Attainment: on track to EXS: baseline []; T3 target []			
To embed high quality reading practices across the school.	July 2020	NPA	Develop a non-negotiables guide to the teaching of reading (KS2). Monitor the implementation of Theme Reads and support teachers to develop their practice in delivering theme read through planning support and live-coaching. Support teachers to use the new reading assessment attainment framework and use data (PIRA) to analyse and plan for gaps.		Attainment: on track to EXS: baseline []; T1 target [] Portfolio of reading evidence shows impact of Theme read in reading attainment (KS1).	Attainment: on track to EXS: baseline []; T2 target [] Portfolio of reading evidence shows impact of Theme read in reading attainment (KS1/2).	The teaching of reading is a strength of the school, with reading sessions consistently 'good' and pupil attainment strong: baseline []; T3 target []. Theme Read sessions are deployed to support teaching of reading skills, which is done very effectively. Links between texts and their context (other foundation subjects) are made thoughtfully and deepens understanding of core skills and knowledge in both reading and those subjects. Reading assessment proactively supports teachers to deliver the curriculum and identify/ fill gaps in knowledge.			
To foster a love of reading, particularly for target groups (e.g. boys).	July 2020	NPA	Complete stock of library and develop systems (timetables and monitors etc) for library use. Audit reading corners and create a framework of non-negotiables to ensure that reading corners become a classroom focus for reading.		Every child accesses the library once per week. 80% pupils have a reading book at their stage level when asked. Pupil voice: 'I love reading': baseline []; T1 target []	85% pupils have a reading book at their stage level when asked. Pupil voice: 'I love reading': baseline []; T2 target []	All aspects of the curriculum and school environment are considered to ensure that reading has high status. Reading corners are inviting, well stocked and have a regularly rotated range of age-appropriate texts. Pupils regularly use the school library and these sessions are used as learning opportunities. Pupil voice: 'I love reading': baseline []; T3 target [] Focus group: Boys: reading			

Education With Character

Behaviour and Attitudes/Personal Development

Objective	Start Date	Lead Person	Key Levers & Actions	Resources (Cost if applicable)	Milestone 1 (T1 Report/Autumn LGB Report)	Milestone 2 (T2 Report/Spring LGB Report)	Desired Outcome (T3 Report/Summer LGB Report)	Evaluation		
								RAG	RAG	RAG
Priority 1										
To embed 'Conscious Discipline' so that pupils are empowered to take responsibility for their behaviour; to foster positive learning behaviours; and provide consistency in adult interaction and routines.										
To introduce Conscious Discipline as an approach via CPD and inset so that its principles are embedded across the school.	Sep 2020	RCA	<p>Develop and introduce CPD programme to support the introduction of Conscious Discipline.</p> <ul style="list-style-type: none"> September inset Wednesday CPD Informal coaching and CPD Behaviour masterclass <p>Regular monitoring of behaviour data to identify and address key trends/ individuals/ groups.</p> <p>Monitoring: learning walks and observations with focus on adult interactions and class routines.</p>	CD resource packs £200	<p>Serious behaviour incidents: baseline []; target []</p> <p>Pupil voice shows that []% of pupils feel safe and secure at school</p> <p>[% Case-study children show a decrease in high-level behaviours.</p>	<p>Serious behaviour incidents: baseline []; target []</p> <p>Pupil voice shows that []% of pupils feel safe and secure at school</p> <p>[% Case-study children show a decrease in high-level behaviours.</p>	<p>Adult interactions and routines are driven by a positive, child-centred approach that emphasises responsibility-taking and intrinsic motivation. Pedagogies are shared in assemblies and used by staff to de-escalate and manage behaviour such that the level of serious incidents has decreased: baseline []; target []</p> <p>Pupil voice shows that []% of pupils feel safe and secure at school</p> <p>[% Case-study children show a decrease in high-level behaviours.</p>			
To introduce 'Brain, Smart, Start' as a daily school readiness programme.	Sep 2020	RCA	<p>Develop and introduce CPD programme to support the introduction of B, St, Sm and embed key routines and pedagogies, e.g. the class family.</p> <p>Prepare and develop resource packs for teachers to deliver programme.</p>	Brain Smart Start resource packs £200	[]% of children said that the class family model makes them feel safe.	[]% of children said that the class family model makes them feel safe.	The 'class family' model (referenced daily during (B,Sm,St) supports well-being so that pupils feel safe in school and their peers feel a collective responsibility to support the behaviour of all. Monitoring shows fidelity of approach and corresponding decrease in behaviour incidents.			

			Monitoring: learning walks and observations with focus on adult interactions and class routines.					[]% of children said that the class family model makes them feel safe. []% of children said that they feel ready to learn after completing B,St,Sm.			
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Priority 2

To develop pupils' cultural capital through an enhanced programme of enrichment (hidden and visible).

To create and deliver a weekly programme of enrichment	Sep 2020	ABE	<p>Devise schedule and structure for enrichment programme.</p> <ul style="list-style-type: none"> Activities Outcomes for each year group Groups Adult leaders Timings Resource needs Outside providers: logistics and safeguarding <p>Introduce programme to staff via CPD. Script transitions and expectations.</p> <p>Introduce programme to pupils via assembly. Communicate expectations.</p> <p>Focus plan for PP pupils to ensure they are targeted for enrichment and are given access to all opportunities (subsidised trips; BC/TTC etc); create tracker for these pupils.</p>	To be budgeted	<p>Pupil voice: 'I make a positive contribution to my school': baseline []; target []</p> <p>'I make a positive contribution to my community': baseline []; target []</p> <p>Focus groups: PP; impact of enrichment assessed with case study of PP pupils. Number of accessed enrichment activities per year: target []</p>	<p>Pupil voice: 'I make a positive contribution to my school': baseline []; target []</p> <p>'I make a positive contribution to my community': baseline []; target []</p> <p>Focus groups: PP; impact of enrichment assessed with case study of PP pupils. Number of accessed enrichment activities per year: target []</p>	<p>Pupils have an array of opportunities to deepen their understanding of the world through a focused, structured programme: weekly Wednesday PM: creative; physical; community. Pupils achieve clear outcomes at the end of each 10-week programme. All pupils to complete x3 10-week courses; impact assessment of each module against intended outcomes.</p> <p>Pupil voice: 'I make a positive contribution to my school': baseline []; target []</p> <p>'I make a positive contribution to my community': baseline []; target []</p> <p>Focus groups: PP; impact of enrichment assessed with case study of PP pupils. Number of accessed enrichment activities per year: target []</p>			
To embed continuous provision to support positive break and lunch times		RCA	<p>Devise schedule and structure for 2020_21 continuous provision.</p> <ul style="list-style-type: none"> Activities Outcomes for each year group Groups Adult leaders Timings 		<p>Pupil voice: 'I look forward to break/ lunch times: baseline []; target []. 'I feel safe at break time and lunch times.'</p>	<p>Pupil voice: 'I look forward to break/ lunch times: baseline []; target []. 'I feel safe at</p>	<p>Break and lunch times become the 'extended curriculum' as pupils access a range of enrichment clubs and activities.</p> <p>Pupil voice: 'I look forward to break/ lunch times: baseline []; target []. 'I</p>			

			<ul style="list-style-type: none"> Resource needs <p>Reiterate expectations and routine to pupils.</p>			break time and lunch times.'	feel safe at break time and lunch times.'			
To deliver enrichment through the new OM curriculum – pupil pledge and trips/ visits	Sep 2020	ABE	<p>Stress-test the new curriculum against enrichment model:</p> <ul style="list-style-type: none"> record pupil pledge activities and opportunities for trips/ visits. Identify gaps to ensure enrichment offer is evenly spread and appropriate. <p>Establish clear systems for trips: Evolve and communicate process with staff.</p>		<p>Pupil voice: 'I enjoy the experiences learning at OM gives me': baseline []; target []</p> <p>Number of pupil pledge activities completed: baseline []; T1 target []</p>	<p>Pupil voice: 'I enjoy the experiences learning at OM gives me': baseline []; target []</p> <p>Number of pupil pledge activities completed: baseline []; T2 target []</p>	<p>The OM curriculum provides rich scope for developing character and broadening experiences. All pupils benefit from activities that deepen understanding of curriculum topics through regular trips and visits. Minimum one pupil pledge opportunity per curriculum unit.</p> <p>Number of pupil pledge activities completed: baseline []; T3 target []</p> <p>Pupil voice: 'I enjoy the experiences learning at OM gives me': baseline []; target []</p>			
To develop the OM pupil pledge so that there is a clear framework of enrichment outcomes and goals for every pupil	Sep 2020	ABE	<p>Compile pledge activities in the curriculum and cross-reference with ULT pledge to create 'the OM' pledge.</p> <ul style="list-style-type: none"> Map pledge against year groups to create pledge outcomes for each year group. <p>Monitor and evaluate pledge activities to ensure quality and impact.</p> <ul style="list-style-type: none"> Pupil voice survey to be completed at the start and end of year Pupil voice survey to be completed at the end of each unit. 		<p>Pupil voice surveys show progressive impact of pledge activities as increased confidence of pupils: 'I feel confident to try new things': baseline []; T1 target []</p>	<p>Pupil voice surveys show progressive impact of pledge activities as increased confidence of pupils: 'I feel confident to try new things': baseline []; T2 target []</p>	<p>Enrichment is at the heart of the OM learning experience, with a structured set of enrichment outcomes (activities, skills, experiences) defined for each year group and defined as 'the OM Pledge'. Activities are constantly evaluated to ensure they are adding to pupils' cultural capital and are in line with our values and drivers.</p> <p>Pupil voice surveys show progressive impact of pledge activities as increased confidence of pupils: 'I feel confident to try new things': baseline []; T3 target []</p>			

Priority 3

To embed restorative principles of behaviour management and relational management.

To embed restorative principles of behaviour management and relational management.	Sep 2020	RCA	<p>Review behaviour policy to stress test against restorative approach.</p> <p>Clear flow chart of behaviours and response to indicate where/ when restorative practices are used.</p> <p>Integrate restorative practices into CPD timetable.</p> <p>Staff profiles to identify staff member skills in relation to restorative practice</p> <p>ELSA training for x1 member of staff</p> <p>Monitoring of behaviour and staff response to behaviour:</p> <ul style="list-style-type: none"> Data analysis (weekly) Learning walks <p>Set up ELSA intervention for targeted SEMH pupils</p>		<p>Serious behaviour incidents are reduced: baseline []; T1 target []</p> <p>Disruptive (amber-level) behaviour is reduced: baseline []; T1 target []</p> <p>Pupil voice: 'I feel safe at school': baseline []; T1 target []</p> <p>'Incidents of poor behaviour are dealt with by staff effectively': baseline []; T1 target []</p>	<p>Serious behaviour incidents are reduced: baseline []; T2 target []</p> <p>Disruptive (amber-level) behaviour is reduced: baseline []; T2 target []</p> <p>Pupil voice: 'I feel safe at school': baseline []; T2 target []</p> <p>'Incidents of poor behaviour are dealt with by staff effectively': baseline []; T2 target []</p>	<p>Restorative practices are the basis for conflict resolution and this approach is supported by effective systems and staff training. Restorative meetings are the consistent approach to managing a range of behaviours and this feeds into the 'class/ school family approach' advocated by Conscious Discipline. Consequently, pupils take greater ownership of their behaviour because they have understanding of the impact of their behaviour choices on others.</p> <p>Serious behaviour incidents are reduced: baseline []; T3 target []</p> <p>Disruptive (amber-level) behaviour is reduced: baseline []; T3 target []</p> <p>Pupil voice: 'I feel safe at school': baseline []; target []</p> <p>'Incidents of poor behaviour are dealt with by staff effectively': baseline []; T3 target []</p>			
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Priority 4

To develop pupil leadership through a number of leadership programmes to allow peer impact and support.

To embed pupil leadership roles already established: School Ambassadors;	Sep 2020	RCA	<p>Audit provision of opportunities for leadership and evaluate impact of pupil leadership opportunities already in place.</p> <p>Timetable of meetings and expectations for school councillors.</p>		<p>Pupil voice: 'I make a positive contribution to my school': baseline []; T1 target []</p> <p>'I make a positive contribution to my community': baseline []; T2 target [].</p>	<p>Pupil voice: 'I make a positive contribution to my school': baseline []; T2 target []</p> <p>'I make a positive contribution to my community': baseline []; T2 target [].</p>	<p>There are opportunities for pupils in all year groups to develop leadership roles and responsibilities. Pupils feel that they are able to influence and impact positively on the direction of the school as measured through pupil voice surveys:</p> <p>Pupil voice: 'I make a positive contribution to my school': baseline []; T3 target []</p> <p>'I make a positive contribution to my community': baseline []; T3 target [].</p>			
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To develop pupil leadership through additional roles: Play leaders; digital leaders; librarians	Sep 2020	RCA	Establish framework for new leadership roles: teacher leads; selection of children; times; expectations for role		Pupil voice: 'I make a positive contribution to my school': baseline []; T1 target [] 'I make a positive contribution to my community': baseline []; T2 target [].	Pupil voice: 'I make a positive contribution to my school': baseline []; T2 target [] 'I make a positive contribution to my community': baseline []; T2 target [].	Leadership roles are taken up by pupils in an increasing number of areas in the school. This supports the 'school family' ethos and sense of shared responsibility for school improvement: everyone has a stake in making the school feel safe and enriching. Measures as above (pupil voice).			
To establish a programme of volunteering and community involvement through the enrichment programme	Sep 2020	ABE	Design enrichment programme (community strand): <ul style="list-style-type: none"> Types of activities Staff leads Pupil groups 		Minimum x2 outreach 'community' programme per key stage (involving another organisation in the community). X1 programme for KS1 Pupil voice: 'I make a positive contribution to my school': baseline []; target [] 'I make a positive contribution to my community': baseline []; target [].	Minimum x2 outreach 'community' programme per key stage). X1 programme for KS1 Pupil voice: 'I make a positive contribution to my school': baseline []; target [] 'I make a positive contribution to my community': baseline []; target [].	Weekly enrichment features a 10-week programme for all pupils across the year that relates to community involvement and/ or volunteering. For older pupils this is in the form of activities to support younger pupils (reading sessions etc) or outreach programmes. Minimum x2 outreach 'community' programme per key stage (involving another organisation in the community). X1 programme for KS1 Pupil voice: 'I make a positive contribution to my school': baseline []; target [] 'I make a positive contribution to my community': baseline []; target [].			

Priority 5

To embed attendance improvement initiatives to address persistent absenteeism and encourage high levels of school engagement for all pupils.

To embed systems for tracking attendance so that attendance of key groups and individuals is monitored	Sep 2020	BPE	Weekly monitoring of attendance to produce data: <ul style="list-style-type: none"> Graded at 2% intervals to identify key groups <p>Bespoke strategy for different groups: action plan developed and implemented.</p>		To increase overall attendance: baseline: 95.5%; target: 96%	To increase overall attendance: baseline: 95.5%; target: 96%	Attendance is not a barrier for learners. The vast majority of pupils attend daily. PA is monitored carefully with pupil-specific strategies employed to improve attendance.			
To embed systems for encouraging parental engagement and incentivising attendance for hard to read individuals/ groups.	Sep 2020	BPE	Incentivise attendance: <ul style="list-style-type: none"> Weekly 100% award Termly 100% award with aspirational prize, e.g. bike hung from hall; treat for 100% attenders '100-club' badge Pizza prize for class attendance winners 	£200	To increase overall attendance: baseline: 95.5%; target: 96%	To increase overall attendance: baseline: 95.5%; target: 96%	Attendance is not a barrier for learners. The vast majority of pupils attend daily. PA is monitored carefully with pupil-specific strategies employed to improve attendance.			

Leadership At All Levels

Leadership and Management

Objective	Start Date	Lead Person	Key Levers & Actions	Resources (Cost if applicable)	Milestone 1 (T1 Report/Autumn LGB Report)	Milestone 2 (T2 Report)/Spring LGB Report)	Desired Outcome (T3 Report/Summer LGB Report)	Evaluation		
								RAG T1	RAG T2	RAG T3
Priority 1										
To introduce a Leadership Forum – for Middle Leadership and Senior Leadership Development to ensure strong accountability and impact (succession planning).										
Introduce and develop the Leadership Forum for 2020-21	Sep 2020	HPWC	Plan Leadership Forum aims and objectives (outcomes) for 2020-21		85% of subject leader targets	85% of subject leader targets achieved	Leaders in the school have a clear pathway for their development, structured via regular CPD, reflective			

			<p>Create clear system for Leadership Forum: meeting dates; coaching triad partners</p> <p>CPD opportunities for Leaders: ILM:</p> <ul style="list-style-type: none"> Communicate aims and objectives Establish baseline of leadership skills and gaps <p>Embed coaching model for leadership</p> <p>Create a competency and behaviours framework for senior leaders to baseline and then track their progress:</p> <ul style="list-style-type: none"> Integrate into LMM and PDR processes <p>Link to key SIP priorities</p>		<p>achieved (green) for term.</p> <p>Review of data targets show minimum +-5% away from target.</p> <p>Leadership development review shows on track to achieve year development target.</p>	<p>(green) for term.</p> <p>Review of data targets show minimum +-5% away from target.</p> <p>Leadership development review shows on track to achieve year development target.</p>	<p>opportunities and PDR targets. Leadership skills and competencies framework guide leaders to be able to identify their areas of strength and development and consequently they develop rapidly in their roles. Senior leader impact is high, as measured through evaluation of action plans and weekly LMMs. Data targets for all senior leaders are met by end of academic year.</p> <p>85% of subject leader targets achieved (green) for term.</p> <p>Leaders show progress in leadership development as measured through competency matrix , 360 evaluation and NPQS/ML achievement.</p>			
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Priority 2

To embed System Leadership across the schools to ensure clear levels of responsibility for direct action in the improvement in pupil outcomes.

To create a model of system leadership in key SIP priority areas that are shared across Pegasus and OM	Sep 2020	HPWC	<p>Identify areas of strength and development in key subject areas: SEND; EYFS; Early reading; Power Maths</p> <p>Allocate system leaders to work across settings:</p> <ul style="list-style-type: none"> Aims and rationale Intended outcomes Timetables for release and support Key levers, e.g. shared action planning; joint CPD etc. 		<p>Subject leader action plan to show x1 change project across schools and on track to achieve targets</p> <p>Review of data targets show minimum +-5% away from target.</p>	<p>On track to achieve targets (85% of actions RAG'd green)</p> <p>Review of data targets show minimum +-5% away from target.</p>	<p>Leadership capacity is rationalised to ensure consistent and effective practice across settings (OM and Pegasus). Leaders are given pathways to develop their leadership in collaboration with others and to share best practice so that pupil outcomes are maximised.</p> <p>Senior leader impact is high, as measured through evaluation of action plans and weekly LMMs. Data targets for all senior leaders are met by end of academic year.</p> <p>All OM senior leaders complete at least one cross-school change project by end of the year.</p>			
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							Leaders show progress in leadership development as measured through competency matrix and 360 evaluation.			
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Priority 3

Governance – secure practice in monitoring and evaluating impact of the quality of education. Governance systematically challenges effective deployment of provision and funding i.e. pupil premium and sports premium.

To ensure the school is held to account against key indicators: school improvement (esp. quality of education strand); provision funding (SP/ PP funding).	Sep 2020	WPO; HPWC	<p>Embed clear systems and structures for monitoring and evaluation:</p> <ul style="list-style-type: none"> M&E timetable linked to SIP priorities and CPD Regular monitoring: qualitative and quantitative Accountability systems for all strands of leadership – LMMs; action plan updates; subject SEFs M&E systems feed into termly evaluation of performance against SIP; shared with SIB. <p>EP accountability: Weekly LMM with HT to track progress against priorities (SIP).</p> <p>SIP board meetings (termly):</p> <ul style="list-style-type: none"> Analysis of key indicators of performance Safeguarding standing item PP/ SP funding update Subject presentations and reports SIB learning walks linked to SIP priorities 		<p>T1 target: 85% actions green RAG'd</p> <p>PP attainment gap is reduced – baseline: []; target T1 []</p>	<p>T2 target: 85% actions green RAG'd</p> <p>PP attainment gap is reduced – baseline: []; target T2 []</p>	<p>The cycle of monitoring and evaluation integrates class-level assessments into school-wide evaluation against SIP targets. Systems and processes ensure that this evaluation is formative and used dynamically to inform next steps so that school improvement is rapid. Leaders across all levels take ownership of this process so there is shared accountability: 80% of subject action plans and SIP milestone priorities 'green' at the end of each term.</p> <p>SIB meetings collate and interrogate this data to ensure that the overall trajectory of the school is positive and in line with priorities. X3 yearly. Key to success plan RAG'd termly: T3 target: 85% actions completed</p> <p>Funding is documented against impact so that effectiveness of deployment is clear. X3 yearly report to show evaluation of SP/PP spending.</p> <p>PP attainment gap is reduced – baseline: []; target T3 []</p>			
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Priority 4

To enhance parental engagement to ultimately improve pupil outcomes.

To increase parent knowledge of the schools aims, objectives, pedagogy and the curriculum	Sep 2020	WPO; HPWC	<p>Develop a program of parent workshops focusing on key curriculum content:</p> <ul style="list-style-type: none"> How to read with your child Phonics EYFS specific – e.g. potty-training (work with agency) Maths calculations policy New curriculum <p>Explore ways to increase parent involvement: running clubs, reading support etc.</p>		% parents attend a parent workshop event: baseline []; T1 target % of all parents attend parent consultations: baseline: []; T1 target []	% parents attend a parent workshop event: baseline []; T2 target % of all parents attend parent consultations: baseline: []; T2 target []	<p>Parents are empowered to support their pupils to achieve well because they have the requisite curriculum knowledge. Parent workshops and information about academic subjects is shared frequently in parent-friendly language in a way that supports lifestyle etc.</p> <p>% parents attend a parent workshop event: baseline []; T3 target % of all parents attend parent consultations: baseline: []; T3 target []</p>			
To capture parent voice through parental leadership models: Parental Engagement Strategy	Sep 2020	WPO; HPWC	Look at models of parent leadership and effective templates that could work at OM		Set up parent body;		A strong parent voice is articulated through a formal body, e.g. PTA. Curriculum and academic focused issues are fed into PTA events and PTA supports introduction of initiatives and events.			

Priority 5

To embed continued professional development that is steeped in educational research to ensure impact on pupil outcomes. Leadership secures opportunities for debate and on-going evaluation of the impact of CPD.

To develop and embed models for staff CPD that maximise effectiveness/ impact on pupil attainment	Sep 2020	HPWC	<p>CPD priorities developed in line with SIP:</p> <p>CPD provision mapped:</p> <ul style="list-style-type: none"> Type of provision; aims and expected outcomes Who/ what/ when <p>Establish staff work space (spare classroom)</p> <p>Enrolment of staff onto professional development courses (external, ULT etc).</p> <p>CPD driven by SIP</p>		<p>Hays CPD profile shows x10 discrete CPD opportunities completed per staff member.</p> <p>Staff enrolled onto professional development courses: x3</p> <p>Staff voice: 'I feel supported to fulfil my potential':</p>	<p>Hays CPD profile shows x20 discrete CPD opportunities completed per staff member.</p> <p>Staff voice: 'I feel supported to fulfil my potential': baseline []; T2 target [] I have a positive impact on pupil</p>	<p>There is a clear CPD offer that is informed by school priorities and based on best practice. All staff have a development pathway that is appropriate to their role and career stage. CPD offer is designed around this so that year on year, skills and knowledge are developed.</p> <p>A range of CPD models empower staff to contribute to the school's development, e.g. via professional learning communities; working groups.</p>			
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			CPD triangulated throughout the Monitoring and Evaluation process		baseline []; T1 target [] I have a positive impact on pupil attainment: baseline[]; T1 target []	attainment: baseline[]; T2 target []	Hays CPD profile shows x30 discrete CPD opportunities completed per staff member. Staff members complete external professional development courses. Staff voice: 'I feel supported to fulfil my potential': baseline []; T3 target [] I have a positive impact on pupil attainment: baseline[]; T3 target []			
To ensure that staff understanding of expectations is clear across school development strands	July 2020	WPO	New staff induction process. Update staff handbook: <ul style="list-style-type: none"> • Non-negotiables • Code of conduct Define directory of key documentation; online Line management responsibilities; accountability; governance roles defined		Staff voice: 'I know what is expected of me': baseline []; T1 target [] 'I have the skills and knowledge to do my job effectively': baseline []; T1 target[]	Staff voice: 'I know what is expected of me': baseline []; T2 target [] 'I have the skills and knowledge to do my job effectively': baseline []; T2 target[]	Staff understand their roles and responsibilities based on clear systems, e.g. line management reporting structures, document directories, expectation documents etc. Line management processes run regularly to reflect PDR and action plan targets. Staff turnover is minimal and staff are managed well: Staff voice: 'I know what is expected of me': baseline []; T3 target [] 'I have the skills and knowledge to do my job effectively': baseline []; T3 target[]			