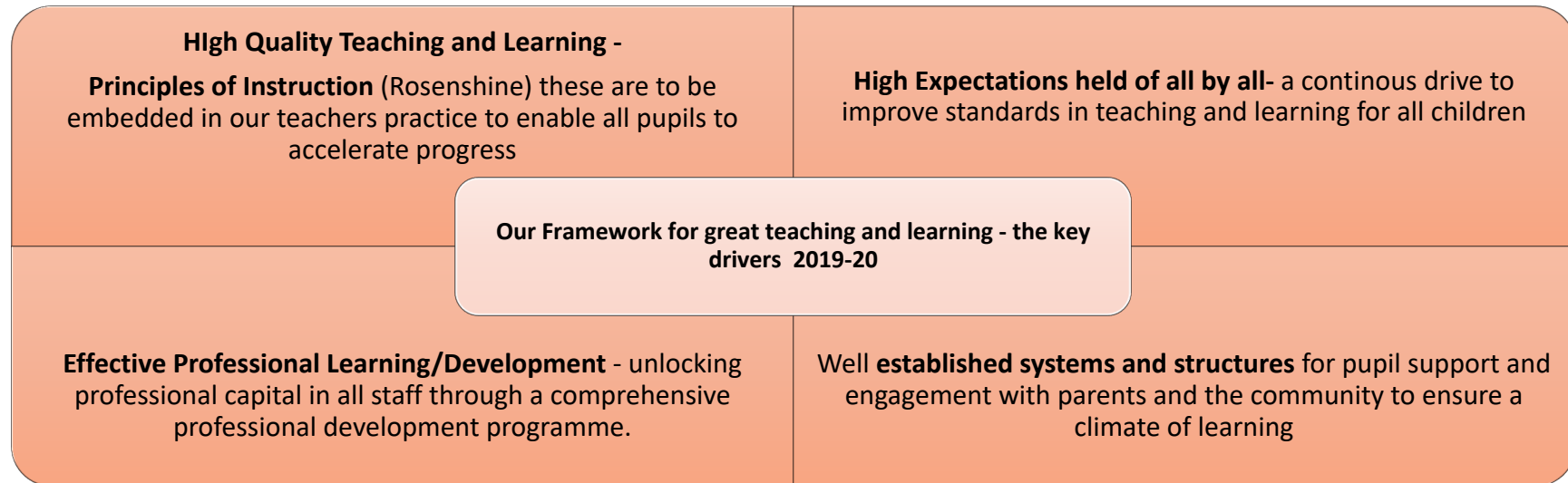




School Improvement Plan: 2019-20

Our Vision: to develop exceptional teaching practice by embedding an understanding of the drivers of effective teaching and learning:

We
will



ensure that every pupil, teacher and leader will unlock their potential by:

- Relentless high expectations supported by a programme of professional development for staff and interventions of support for pupils
- All staff role modelling a growth mindset and a love of learning
- Working together through collaboration, promoting respect for each other's uniqueness and contribution to our school community
- Providing an enriched aspirational curriculum designed to deeper children's knowledge equipping them for their future learning
- Encourage creativity and enthusiasm for learning through developing knowledgeable skilled learners
- Developing independence through nurture, resilience and confidence. Celebrating achievement at all levels.
- Building ambition through shared high expectations of all.

Summary of key priorities: 2019-20					
Priority	Key Issue 1	Key Issue 2	Key Issue 3	Key Issue 4	Key Issue 5
Leadership and Management Governance	<p>Leadership capacity: To develop middle and senior leadership through:</p> <ul style="list-style-type: none"> • Training • Leadership forum • Wider opportunities • Development of roles SLEs; phase leaders • Systems and structures • Policy 	<p>Finance, HR and other office systems: To establish:</p> <ul style="list-style-type: none"> • Clarity of roles • Clear systems • Wider capacity • Paperless/ cashless systems <p>Through</p> <ul style="list-style-type: none"> • Training/ retraining 	<p>Long term financial viability: To ensure OM has a balanced budget in the medium-long term.</p> <p>Through:</p> <p>Financial modeller to show whole school 'efficiency', i.e. curriculum staffing effective and leadership is balanced</p>	<p>Leadership of SEND: To develop robust systems and processes to support SEND pupils:</p> <ul style="list-style-type: none"> • EduKey • Wave 2/3 provision maps • SEND training and support 	<p>Effective leadership of support staff: To rollout findings of MITA research to maximise TA effectiveness:</p> <ul style="list-style-type: none"> • TA standards • PDRs • Peer coaching and mentoring <p>Robust, effective induction</p>
The Quality of Education – the curriculum	<p>Curriculum intent, implementation and impact To develop a curriculum that reflects:</p> <ul style="list-style-type: none"> • OM's ambition and commitment to excellence; • context; • And brings together core/ foundation subjects under a holistic vision; • Progressive learning of knowledge and skills 	<p>Teacher skills and knowledge: To develop:</p> <ul style="list-style-type: none"> • Understanding of core teaching skills (Rosenshine) • Delivery of Maths Mastery • Teaching of Science • Assessment practices across the curriculum, including pop quizzes, knowledge organisers, mastery tasks 	<p>The effective teaching of reading:</p> <ul style="list-style-type: none"> • Whole class reading • RWInc • Interventions, e.g. Fresh-start 		
Personal Development	<p>Quality of the well-being curriculum: To develop a curriculum offering that supports wellbeing through:</p> <ul style="list-style-type: none"> • PSHE lessons (SEAL) • Key themes and questions in all subjects • Growth mindset • Feedback 	<p>Pupil leadership: To develop tiers of pupil leaders across the school, e.g.:</p> <ul style="list-style-type: none"> • School captains • Learning ambassadors • Digital leaders • Play leaders • Librarians 	<p>Pupil enrichment opportunities: To provide an inspiring, wide-ranging enrichment offering:</p> <ul style="list-style-type: none"> • Trips • Visits (in-school) • Clubs • Disadvantaged pupils • Breakfast club 		

Behaviours and Attitudes	Pupil behaviour: To improve pupil behaviour through: <ul style="list-style-type: none"> • Clear systems and processes • Staff training • Pupil Triage meetings • Targeted interventions • Effective agency liaison 	Attendance: To improve whole school attendance through: <ul style="list-style-type: none"> • Addressing of key groups • Bespoke strategies • Dedicated attendance role • Clear policies • Robust processes 	Continuous provision: To develop a positive experience for pupils at break/ lunch times through: <ul style="list-style-type: none"> • Structured play • Pupils leaders • Targeted interventions 		
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Leadership and Management

Context:

This academic year has seen significant change in leadership. New Head Teacher in post and New Executive Principal and 2/3 Assistant Head Teachers new in role. SENco appointment needs to be made. Leadership structure is new with key roles and responsibilities in place to drive the school forward. Leadership Forum will be developed to ensure capacity and succession planning.

Key Issue No.	Actions	Lead: (Gov. Mon)	Milestone 1 Nov 19	Milestone 2 Jan 20	Milestone 3 March 20	Milestone 4 July 20	Desired Impact
1.	Leadership capacity: To develop middle and senior leadership through: <ul style="list-style-type: none"> • Training • Leadership forum • Wider opportunities • Development of roles SLEs; phase leaders • Systems and structures • Policy 	WP; HPW-C; SLT	✓ Leaders PDR in place for clarity of key performance indicators to drive standards ✓ Leadership forum established with extended curriculum leadership and CPD	✓ United Learning Scheme of delegation shared and understood with clarity of Governance monitoring ✓ Rolling leadership release time	✓ Development of teaching coaches to support professional development and rapid professional development ✓ Middle leadership training	✓ Middle leaders regularly participate in monitoring activities, which ensures that their support is well-focused	School leaders have a clear vision for the direction of the school and a plan for rapid school improvement. Staff understand clearly this vision, their part in making it real and the expectations leaders have of them. Communication is multi-layered to ensure that key messages are understood and leaders robustly ensure stakeholders are held to account. Leaders are developed through a

			<ul style="list-style-type: none"> ✓ Leadership Roles and Responsibilities confirmed for clarity of accountability ✓ Review of current staffing on UPS and potential middle leadership to develop curriculum leadership ✓ Clear PDR process for all staff to ensure clarity of key priorities for school 	<ul style="list-style-type: none"> ✓ Middle leadership training schedule completed ✓ Phase leader job descriptions finalised ✓ Middle leader evidence folders ✓ Middle leader action plans completed 	<ul style="list-style-type: none"> programme (internal) ✓ Middle leadership training programme (UL) ✓ Subject leader action plans reviewed and show over 70% of actions completed. 	<ul style="list-style-type: none"> and impactful ✓ Leadership action plans for senior and middle leaders show that their leadership is impactful ✓ Middle leader evidence folders show impact of leadership 	bespoke leadership development programme so that they take ownership of key drivers for change. Leadership is relentlessly driven by a focus on improving educational outcomes.
2.	<p>Finance, HR and other office systems:</p> <p>To establish:</p> <ul style="list-style-type: none"> • Clarity of roles • Clear systems • Wider capacity • Paperless/ cashless systems <p>Through</p> <ul style="list-style-type: none"> • Training/ retraining 	HPW-C & WP	<ul style="list-style-type: none"> ✓ Clarity of roles of office staff to ensure efficient and effective school business management ✓ Evaluation of current structures to measure impact of systems on school business 	<ul style="list-style-type: none"> ✓ All office roles in place ✓ CPD for office staff in specific roles: HR, finance ✓ Cluster meeting to review structures 	<ul style="list-style-type: none"> ✓ School is 80% cash free (via Arbor MIS) ✓ Cluster future plan for 2020 written 		Systems and structures are in place to support the smooth running of the school. Staff use cloud based systems to manage finance, HR and MIS data; electronic systems are used for parent communications, e.g. booking parent evenings. Use of cash is vastly reduced.

				of cluster roles/ demands			
3.	<p>Long term financial viability: To ensure OM has a balanced budget in the medium-long term. Through:</p> <ul style="list-style-type: none"> Financial modeller to show whole school 'efficiency', i.e. curriculum staffing effective and leadership is balanced 	HPW-C & WP	<ul style="list-style-type: none"> Finalise budget for 2019-20 School modeller set up to provide leadership with key priorities for effective budgeting of resources Audit Nursery numbers and project future uptake 	<ul style="list-style-type: none"> Modeller evaluation completed; Spring term completed on new staffing posts 	<ul style="list-style-type: none"> Modeller evaluated to inform budget 2020-21 	<ul style="list-style-type: none"> School has no negative alerts for modeller budgeting (caution with pupil numbers as school under-roll) 	The school has a balanced budget for 2020-21 and has a balanced staffing cost ratio; staffing and costs meet the educational goals of the organisation.
4.	<p>Leadership of SEND: To develop robust systems and processes to support SEND pupils:</p> <ul style="list-style-type: none"> EduKey Wave 2/3 provision maps SEND training and support <p>Effective leadership of support staff: To rollout findings of MITA research to maximise TA effectiveness:</p>	PT & RC	<ul style="list-style-type: none"> Audit current provision for SEND including interventions in place and processes Advertise and appoint Director of Inclusion (SENCo) Identify pupils in need of further agency support, include 	<ul style="list-style-type: none"> SENCO in place to monitor and lead on SEN Offer for the school to ensure waved approach to support pupils providing quality offer 1:1 support staff have 	<ul style="list-style-type: none"> All SEND pupils have support in place to meet their needs All pupils with pending diagnoses have relevant plans to take forward provision Nurture group pupils 	<ul style="list-style-type: none"> SEND pupils make accelerated progress against starting points: band level of progress (CM SEND) Staff skills map shows significant specialism in SEND intervention 	SEND pupils receive a high level of specialised provision that supports them to make accelerated progress. Where possible SEND children are included fully in learning opportunities in class. Children with significant SEMH issues are supported through a bespoke nurture programme that is led by a qualified teacher.

	<ul style="list-style-type: none"> • TA standards • PDRs • Peer coaching and mentoring • Robust, effective induction 		EHCP applications ✓ Ensure staff deployment appropriately supports high need SEN pupils ✓ TA PDRs ✓ Staff profiles for TAs to include TA standards	clear plan for supporting pupils ✓ Plan for nurture group curriculum	receive bespoke provision specific to needs; significant emphasis on SEMH interventions	provision support (all 1:1 TAs to lead an intervention)	
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The Quality of Education

Context:

Leadership baseline (September 2019): Overall T&L judged to be inadequate, with some teachers and learning RI; some teacher showing elements of Good. Teaching across subjects is not consistent. Teachers have clear planning resources in core subjects: United Learning Curriculum and Power Maths (Maths Mastery. Planning materials are used to varying degrees of confidence and bespoke CPD is required to move teachers on to meet expectations. Rosenshine Audit has shown that some strands are understood but all strands need revisiting to ensure consistent application. Agency staff are being used to support classes as we await recruitment from Term 3.

Key Issue No.	Actions	Lead:	Milestone 1 Nov 19	Milestone 2 Jan 20	Milestone 3 March 20	Milestone 4 July 20	Desired Impact
5.	Curriculum intent, implementation and impact: To develop a curriculum that reflects: <ul style="list-style-type: none"> • OM's ambition and commitment to excellence; • context; 	WP & Academic leadership team	✓ Audit current curriculum provision ✓ Define curriculum	✓ Curriculum materials completed – pop quizzes ✓ Whole school intent	✓ Knowledge organisers for foundation subjects completed	✓ Teachers use knowledge organisers to assess attainment and progress in	Pupils have a breadth of knowledge and skills that is retained through regular

	<ul style="list-style-type: none"> And brings together core/ foundation subjects under a holistic vision; Progressive learning of knowledge and skills 		<ul style="list-style-type: none"> vision to align with OM vales ✓ Select curricula ✓ Staff training around new curricula (UL curriculum, Maths Mastery, RWInc) ✓ Write curriculum statements for subjects and whole school ✓ T1 book trawls shows curriculum being taught 	<ul style="list-style-type: none"> statement completed ✓ Power maths training completed ✓ Power maths roll-out ✓ Update website with curriculum statements and OM Pledge ✓ T3 book trawl shows sequential learning 	<ul style="list-style-type: none"> ✓ T4 book trawl shows sequential learning with progression of skills ✓ RAPs show highlighted children of concern in foundation subjects 	<ul style="list-style-type: none"> foundation subjects ✓ Pop quizzes and pupil voice (through surveys and observations) shows recall of knowledge and skills 	<ul style="list-style-type: none"> recall activities and a curriculum that is designed to build skills and knowledge progressively. High quality resources support teachers to deliver effective T&L that raises pupil attainment and progress across the curriculum.
6.	<p>To develop teacher skills and knowledge:</p> <ul style="list-style-type: none"> Understanding of core teaching skills (Rosenshine) Delivery of Maths Mastery Delivery of United Learning Curriculum ensuring sequential learning 	WP & Academic leadership team	<ul style="list-style-type: none"> ✓ Share OM T&L non-negotiables ✓ Staff coaching CPD: modelling (T2) ✓ INSET – sharing curriculum resources with teachers ✓ Employ teachers of 	<ul style="list-style-type: none"> ✓ Staff coaching CPD: scaffolds (T3); ✓ LW shows modelling as area of strength (80% of classes) ✓ Book monitoring shows progress in Maths/English 	<ul style="list-style-type: none"> ✓ Staff coaching CPD: check student understanding (T4) ✓ of knowledge learnt. Pre and Post assessments in place for self-assessment 	<ul style="list-style-type: none"> ✓ LW shows assessment as area of strength (80% of classes) ✓ To develop a toolkit for metacognition and regulation in the classroom to develop children’s ability to think and 	<ul style="list-style-type: none"> Teaching and Learning is consistently good. Teachers use planning resources skilfully so that curriculum objectives are achieved. Teachers understand the underpinning

			<p>excellence (SLEs) to model and lead on T&L</p> <ul style="list-style-type: none"> ✓ LW and book trawl shows all classes following OM non-negotiables ✓ Monitoring and evaluation calendar produced in line with SIP ✓ Teacher Research Group BBO Hub signed up and attendance 	<p>learning and clear sequence of knowledge</p> <ul style="list-style-type: none"> ✓ Embed live marking practice for effective feedback in the classroom – Teachers and TAs ✓ Introduce strategies for explicitly teaching and reviewing the use of vocabulary 	<p>and teacher assessment.</p> <ul style="list-style-type: none"> ✓ LW shows scaffolding as area of strength (80% of classes) ✓ Foundation subjects are embedded and assessment in place to ensure progress and retention of pupil knowledge 	<p>process knowledge.</p> <ul style="list-style-type: none"> ✓ Develop exemplification of ARE folders for teachers to use for assessment ✓ SEND pupils make band level of progress (CM SEND) ✓ Student outcomes: 95% of pupils make good progress by end of year ✓ Amber pupils make accelerated progress 	<p>components of effective teaching and consistently deploy these to good effect.</p>
7.	<p>To embed the effective teaching of reading:</p> <ul style="list-style-type: none"> • Whole class reading • RWInc • Interventions, e.g. Fresh-start • Through masterclasses and coaching support the development and accuracy of RWInc programme for teaching of phonics – ensuring outstanding progress 	NP	<ul style="list-style-type: none"> ✓ Whole school training completed ✓ Complete RML inspection audit ✓ Create logins for RWInc portal access ✓ Timetable for masterclasses and live 	<ul style="list-style-type: none"> ✓ Follow-up support visit ✓ All classrooms have an attractive reading area which pupils use regularly and reflects engagement and enjoyment of reading. 	<ul style="list-style-type: none"> ✓ RML reading inspection audit shows most (80%) statements are 'A' or 'B' 	<ul style="list-style-type: none"> ✓ PSC target achieved; Y3/4 reading project target achieved ✓ All Reception children are reading at 'red ditty' level by Summer 2020; most reading at Green/ Purple 	<p>Reading outcomes exceed targets for pupils at ARE and those making good progress. Children have a love of reading and every child reads every day. Children read</p>

	Embed the profile of reading across the school through opportunities and enrichment		coaching (weekly) ✓ Baseline assessments completed ✓ Y3+ assessments completed ✓ FreshStart resources ordered	✓ Daily skill-focused reading sessions are planned for and taught using the National Curriculum ✓ RWInc groups embedded with full literacy sessions taught for Y1		✓ All children able to read blue books by end of Y1 ✓ RML reading inspection audit shows most (80%) statements are 'A'	books that are at their comprehension and decoding level and have the confidence to choose a book they like. Reading sessions are purposeful, skills-focused and rapidly move children forward.
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Personal Development & Behaviour Attitudes

Context:

- There are more behaviour incidents involving SEND pupils and boys
- Exclusions this year are higher than previous
- Response to behaviour has been very re-active, tiered intervention is not established
- Behaviour policy has been updated, there has been introduction of seclusion and reflection stations. PSP and IBAP system in place with some rigour.
- Limited support and interventions in place
- Attendance is below national and PA is significantly high – new structures to be in place supported by new post of Attendance Officer

Key Issue No.	Actions	Lead: (Gov. Mon)	Milestone 1 Nov 19	Milestone 2 Jan 20	Milestone 3 March 20	Milestone 4 July 20	Desired Impact
8.	Personal Development:	RC	✓ Pupil Voice gathered to	✓ PSHCE taught weekly	✓ LW and book trawls show	✓ Book trawls in core and	Specific opportunities for PSHCE sessions are

	<p>Quality of the well-being curriculum: To develop a curriculum offering that supports wellbeing through:</p> <ul style="list-style-type: none"> • PSHE lessons (SEAL) • Key themes and questions in all subjects • Growth mindset • Feedback 		<p>inform PSHE curriculum and support needed for pupils to feel safe and know how to keep themselves safe</p> <ul style="list-style-type: none"> ✓ Curriculum statements in line with whole school vision and ethos, promoting positive pupil behaviours and well-being ✓ Growth mindset assemblies 	<p>(evidence through LWs and book trawls)</p> <ul style="list-style-type: none"> ✓ CPD: developing a positive feedback culture ✓ SEL-inspired curriculum for PSHCE finalised 	<p>evidence of growth mindset language, e.g. embracing mistakes; regular editing and peer feedback</p> <ul style="list-style-type: none"> ✓ PHSCE curriculum embedded 	<p>foundation subjects shows impact of well-being curriculum</p> <ul style="list-style-type: none"> ✓ 	<p>embedded into the curriculum as well as a wider theme across subjects that promotes well-being and positive pupil behaviours, particularly resilience. Pupils use the language of 'growth mindset' to describe their learning and how they embrace challenges.</p>
9.	<p>Pupil leadership: To develop tiers of pupil leaders across the school, e.g.:</p> <ul style="list-style-type: none"> • School captains • Learning ambassadors • Digital leaders • Play leaders • Librarians 	RC	<ul style="list-style-type: none"> ✓ Identify structure for pupil leadership ✓ Student ambassador applications ✓ Introduce pupil voice roles in assembly 	<ul style="list-style-type: none"> ✓ Student Council meets monthly ✓ Digital leaders selection process ✓ Play leaders selection process 	<ul style="list-style-type: none"> ✓ Play leaders support continuous provision at break/ lunch ✓ Develop matrix for pupil leadership – what does it look like? 	<ul style="list-style-type: none"> ✓ Pupil training in conflict resolution for play helpers ✓ Pupils support in playground to resolve conflict 	<p>Pupils have a voice in key aspects of the school and feel empowered to contribute their ideas to whole-school development. Pupils show leadership in class and the playground.</p>

	<p>Pupil enrichment opportunities: To provide an inspiring, wide-ranging enrichment offering:</p> <ul style="list-style-type: none"> • Trips • Visits (in-school) • Clubs • Disadvantaged pupils <p>Breakfast club</p>	RC	<ul style="list-style-type: none"> ✓ Audit current provision, including compliance and safety 	<ul style="list-style-type: none"> ✓ PP tracker to ensure enrichment opportunities for disadvantaged pupils 	<ul style="list-style-type: none"> ✓ Plan for in-house enrichment activities (after school clubs); leadership expectation to run a club 	<ul style="list-style-type: none"> ✓ Track enrichment opportunities (trips and visits) against curriculum 	All children access enrichment opportunities through the curriculum and extra-curricular. PP children and other vulnerable groups are targeted to ensure take-up of activities.
10.	<p>Pupil behaviour: To improve pupil behaviour through:</p> <ul style="list-style-type: none"> • Clear systems and processes • Staff training • Pupil Triage meetings • Targeted interventions • Effective agency liaison 	RC	<ul style="list-style-type: none"> ✓ Finalise behaviour policy and share with parents/ staff ✓ Embed behaviour non-negotiables, e.g. use of traffic light system ✓ Point5 behaviour audit to identify next steps ✓ CPD: positive handling ✓ CPD: de-escalation strategies ✓ Weekly pupil triage to monitor 	<ul style="list-style-type: none"> ✓ Behaviour Plan structure – embedded and teachers taking increased ownerships, parents fully involved as a partnership. ✓ To embed the behaviour systems, particularly around consequence, ensuring a consistent approach to higher level behaviour management across the school. 	<ul style="list-style-type: none"> ✓ Seclusions – embedded system and structure. ✓ Reflection Stations – embedded system and structure which supports children in developing self-regulation skills. ✓ Develop a tiered approach to SEMH interventions, ensuring that children’s needs are 	<ul style="list-style-type: none"> ✓ Develop the work with parents around understanding school systems for relational management e.g. anti-bullying strategy ✓ Plan project for parent workshops and liaison with OCC regarding parenting workshops at OM 	Children feel safe and secure in school at all times. Any negative behaviour is managed successfully via in-class and high-level processes. Persistent poor behaviour is identified and addressed proactively via pupil triage, which ensures a holistic nurture approach. Pupils show excellent behaviour for learning.

			behaviour and identify high level children ✓ Streamline CPOMs to ensure reporting is effective ✓ Clear processes for dealing with common behaviours	✓ Refine transitions at break/ lunch so that moving around school is calm and orderly ✓ CPD: Zones of regulation	met effectively with the correct level of support. -Nurture Group -Drawing & Talking -Wave 2 intervention group		
11.	Attendance: To improve whole school attendance through: <ul style="list-style-type: none"> • Addressing of key groups • Bespoke strategies • Dedicated attendance role • Clear policies • Robust processes 	RC & BP	✓ Attendance policy reviewed and ratified ✓ Officer appointed to address PA and attendance ✓ Attendance policy and process communicated to parents ✓ Attendance officer and DSL attend training so can issue FPN	✓ Parents contract meetings take place ✓ Where appropriate sanctions imposed on poor attendance ✓ Weekly reporting on attendance at pupil triage ✓ Analysis of attendance and PA by groups	✓ PA pupils RAG'd amber or green due to reduction in PA from September 2019	✓ School achieves attendance target, including for PA ✓ Absences due to holiday (and other unauthorised) are significantly reduced from September 2019	Attendance is good (96.5% minimum); PA is significantly reduced to at least 8%. Parents and carers understand the importance of good attendance and the impact on learning of poor attendance. Robust systems and processes ensure attendance is monitored and issues addressed rapidly.
12.	Continuous provision: To support positive relationship and interactions for children during play	RC	✓ Identify current provision and	✓ Review number of incidents in	✓ Reduction in number of pupils	✓ Pupil voice survey to assess	Break and lunch times are purposeful, rich opportunities to develop

	<p>and lunch (teaching hidden Curriculum)</p> <ul style="list-style-type: none"> • Structured play • Pupils leaders • Targeted interventions 		<p>interactions at play times.</p> <ul style="list-style-type: none"> ✓ To investigate skills set of the TA and staff ✓ Training of staff for interactions with children (adult led) ✓ Pupil Survey about safety ✓ Staff CPD on adult led interactions and vision for the playground. ✓ Provision identified and plan in place for January start 	<p>the playground to identify impact of provision</p> <ul style="list-style-type: none"> ✓ Trained up pupil leaders to support social interaction and mediate conflict ✓ Staff CPD in restorative approaches 	<p>needing 1:1 or small group support during lunchtimes</p> <ul style="list-style-type: none"> ✓ LW during unstructured times shows calm, behaviour and structured, purposeful play ✓ Adult interaction is positive and proactive 	<p>perception of safety and enjoyment of break/ lunch</p> <ul style="list-style-type: none"> ✓ Play leaders manage activities at break/ lunch as appropriate 	<p>the 'hidden curriculum'. The structure and content of break and lunch times promote positive behaviours and support children during the transition back to classes. Children are happy and enriched by the learning opportunities on offer.</p>
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