



## Priority Area 1

### Teaching, Learning and Assessment

#### Area 1 Success Criteria

1. 100% of teaching, learning and assessment will be consistently good or better, with 50% consistently outstanding.
2. Teaching will be inspirational, engaging and exciting for all learners leading to better outcomes.
3. Attainment of more able/GDS pupils in each year group will be at least in line with national expectations (25%+ at GDS). Year R – Year 6.
4. Progress for pupils on SEN register will be at least good and at least in line with national average. Progress for SEN pupils from Year 2 to end of Year 6 will be at least good and in line with national average.
5. Progress for at least 70% pupils registered as Pupil Premium or E6 will be at least in line with national average.
6. The EYFS setting will be judged as good with “outstanding” features by July 2019.
7. Data drops will be consistent and accurate leading to agreement between staff for end of year assessments.
8. Staff will assess with confidence and accuracy leading to accelerated learning for all groups.
9. Pupils will become increasingly more independent in their work and progress will be accelerated as a result.
10. High quality interventions will impact on pupil attainment and progress.
11. All learning environments will be “outstanding” when compared against CRPS criteria.

Objective/Target	Action	Timescales	Monitoring Role	
			SLT/Subject Leaders	Governors
<b>1. Teaching, Learning and Assessment</b>	a. Research, observe, discuss and explore “outstanding” teaching, learning and assessing at Chalk Ridge and other educational settings. <b>1a</b>	Review July 2018 Review July 2019	See monitoring map and individual leaders’ action plans.	C&S

	b. Establish with all staff a definition and expectation of what “outstanding” looks like. <b>1b</b>	On going January 2018		
	c. Set up “teaching buddies” to promote discussion and support of practice, and use this strategy to develop practice. <b>1c</b>	November 2018		
	d. Effectively use staff meeting and INSET time to support all staff in development of own practice. <b>1d</b>	On going Staff audit July 2018		
	e. Visit other schools to observe “outstanding” practice – build in CPD time for professional discussions. <b>1e</b>	On going		
	f. Subject Leader action plans will be strategic and aspirational, leading to quality first teaching in all subject areas. Computing, science and RE will be focus areas for creating meaningful cross curricular links to impact on progress in English and Maths. <b>1f</b>	Termly – WIGL programme  On going		
	g. Review and update Homework Policy to enable greater links between school and home. <b>1g</b>	September 2017		
	h. Develop practice to ensure that <b>More Able pupils/GDS pupils</b> are effectively differentiated for. <b>1h</b>	July 2018	*See monitoring maps and individual subject leaders’ action plans.	C&S
	i. Use staff meeting time and INSET to explore and define strategies to challenge and extend pupils working at Greater Depth. <b>1i</b>	July 2019		
	j. Develop expected practice/non-negotiables booklet to include expectations for provision of GDS pupils. <b>1j</b>	November 2017		
	<b>SEN/EAL/Pupil Premium Pupils</b>			
	k. Ensure lesson planning and teaching effectively takes account of needs of SEN, EAL and Pupil Premium pupils, and pupils with additional needs. <b>1k</b>	December 2017	*	Resources C&S
	l. SEN register will be accurate and regularly updated to	On-going		

	<p>take account of changes in needs of SEN pupils. <b>1l</b></p> <p>m. Additional adults will be deployed effectively to ensure SEN pupils are supported and therefore make accelerated progress in every learning session. <b>1m</b></p>	On-going Review July 2018		
Provision in <b>EYFS</b> , both indoor and outdoor will be good or better leading to good or better teaching and learning.	<p>n. EYFS staff plan effective learning sessions in line with the EYFS profile and criteria for effective EYFS settings. <b>1n</b></p> <p>o. Resources are developed to enhance learning inside and outside so that learning for all groups is similar in all areas. <b>1o</b></p> <p>p. Staff are strategically deployed to support children with learning in areas, and this will include use of questioning and a mix of instruction, guidance and observation. <b>1p</b></p>	By October 2017 and on-going          Review July 2019	*	Resources C&S
<b>Assessment</b> by all staff will be timely, accurate and consistent. Based on confidence, and peer support and challenge.	q. Staff meeting time will be dedicated to staff CPD for understanding the importance of AfL. <b>1q</b>	July 2018	*	FGB Resources
	r. Review and update assessment policy. <b>1r</b>	October 2017	*	C&S
	s. Build staff confidence, peer support and challenge to enable accurate assessment to take place, both summative and formative. <b>1s</b>	July 2018	*	
	t. Pupil's self-assessment will be developed and will include greater independence in proof reading and editing in own work. <b>1t</b>	December 2017 April 2018 July 2018	*	
	u. All teaching staff will understand definition of "real time assessment" and this will ensure quality interventions within lessons to quickly close gaps for underachievement and challenge the more able. <b>1u</b>	December 2017 April 2018	*	
	v. Interventions by support staff will be timely and effective leading to accelerated progress. <b>1v</b>	On going	*	
<b>Learning Environments</b>	w. Establish and define what "outstanding" looks like for	By July 2018	*	C&S visit – Summer

will be outstanding and used by all staff to promote and foster positive teaching and learning	different year groups and key stages. <b>1w</b>			2018
	x. Develop practice across the school to ensure that outstanding learning environments are the “norm.” <b>1x</b>			
	y. Build these expectations into non negotiables and expectation booklet for all staff. <b>1y</b>			

<b>Impact Statements</b> (These should be read alongside evaluations by subject leaders in action plans each term)		
Autumn 2017	Spring 2018	Summer 2018

**Priority Area 2**  
**The School Community**  
**Personal Development, Pupil Behaviour and Welfare**

<b>Area 2 Success Criteria</b>				
<b>Pupil behaviour and attitudes to learning will be consistently good or better, with the long term aim that all behaviours will be outstanding.</b>				
<b>Objective/Target</b>	<b>Action</b>	<b>Timescales</b>	<b>Monitoring Role</b>	
			<b>SLT/Subject Leaders</b>	<b>Governors</b>
<b>Behaviour</b>  Pupil behaviour and learning behaviours will be good or better.  Longer term aim – behaviour and learning behaviours will be outstanding.	Introduction of behaviour charters for classroom – based on school values. <b>2a.</b>  Assemblies will be linked to school values, citizenship, British values and diversity. <b>2b.</b>	June 2017	See SLT monitoring map *	Attend whole school assemblies. Autumn 2 and Summer 1
	House Point system introduced based on school values and behaviour code of conduct. <b>2c.</b>	June 2017	*	Pupil interviews. Autumn 2
	Continue to develop the Curriculum in Citizenship, RE and PSHE. Ensure that all learning promotes positive behaviours. <b>2d</b>	On going	*	Pupil interviews with RRR ambassadors. Meeting with PSHE lead. Spring 2
	Use external professional support for the small minority of pupils who do not respond to the behaviour policy in place within the school. Link with Primary Behaviour Service to support pupils, staff and parents. Provide staff with relevant training to equip them to deal with pupils who present with more challenging behaviours. E.g. Team Teach training, support from Educational Psychology. Use the support of the PSA for parents and pupils. <b>2e</b>	On going	*	
	Encourage other providers to be included in promotion of school values and school behaviour policy – including breakfast club, sports clubs and After School Club – Squidge Kids. <b>2f</b>	On going	*	
School Profile	A Long term plan is created and formulated for the use of	April 2018	*	Spring 1

	outdoor space. The outdoor space will be developed to enhance teaching and learning. <b>2g</b>			
	Increase participation in off- site events including sports competitions. <b>2h</b>	On going		
Increase links between governors, staff, parents and community, including PTA.	Governors and PTA representatives to meet regularly to focus fund raising efforts. <b>2i</b>	Termly		PTA meeting Autumn 2
	Promote and encourage the engagement of parents in the life of the school. Provide curriculum sessions to raise awareness, increase communication about the curriculum and how parents can support. <b>2j</b>	On going. Subject Leaders		
	Governors to attend school events such as Open Days, parent consultation meetings and school events. <b>2k</b>	Autumn 1/2 On going		September 2017 October 2017 November 2017
	Governor newsletter is sent on a regular basis to forge stronger links between parents, school and governors, and keep parents aware of the work of the governing body. <b>2l</b>	Termly		
	Continue to support the school to raise its profile within the community through means such as in local media. <b>2m</b>	On going		

<b>Impact Statements</b>		
(These should be read alongside evaluations by subject leaders in action plans each term)		
Autumn 2017	Spring 2018	Summer 2018



## Priority Area 3 The Curriculum

### Area 3 Success Criteria

1. 80% plus in each cohort will attain ARE or above, in reading, writing and maths (some cohort data may be specific and will be lower than 80%)
2. 25% plus will attain GDS in reading, writing and maths
3. Progress scores at Year 6 will be at least in line with NA
4. 80% pupils will know 100% spellings from NC word lists.
5. 70% pupils in each cohort will achieve NC SPAG targets.
6. 80% plus of Year 1 pupils will achieve in Phonics screening.
7. All Year 2 pupils will pass Phonics screening test
8. A cohesive and creative curriculum will be created to provide rich learning experiences across a wide range of subjects.

Objective/Target	Action	Timescales	Monitoring Role	
			SLT Subject Leaders	Governors
<p><b>English - Reading</b></p> <p>Progress of higher attaining pupils will be at least in line with national averages. (Evidence - 2016 and 2017 – higher attaining pupils in reading progress scores were below the national average.)</p> <p>Attainment of Year 2 and Year 6 pupils in maths will be at least in line with National and LA.</p>	a. Quality First Teaching of reading, including Guided Reading. <b>3a</b>	On going	*	C & S Visit Autumn 2
	b. Library development with Librarian promoting library visits and author visits. Greater support form SLS to widen range of reading books available for staff to use in teaching. <b>3b</b>	Review December 2017		Resources Spring 1
	c. Ensure consistent use of Bug Club to promote reading at home and school. <b>3c</b>	Review April 2018		Resources
	d. Non negotiables and expectations booklet for the teaching of reading is followed by all staff. <b>3d</b>	Review July 2018		
<p><b>English - Writing</b></p> <p>Spelling, Punctuation and Grammar</p>	e. High quality text types used in all English teaching sessions. <b>3e</b>	On going Review December 2017 Review July 2017	*	C & S Summer 2
	f. Curriculum map created and used by all staff. <b>3f</b>			
	g. A wide variety of strategies will be used to engage children in accessing a wide range of reading material. E.g. Bug			



	Club, library and author visits. <b>3g</b>			
	h. Marking and feedback will focus on children's errors and development required in SPAG. (WS PM target) <b>3h</b>	On going		
	i. Grammar, spelling rules and strategies will be taught across the school in a progressive and cohesive manner in accordance with the National Curriculum. (WS PM target) <b>3i</b>	On going Review December 2017 Review July 2018		
	j. HIAS English Advisor will provide support for staff and lead INSET training. <b>3j</b>	Autumn 1 and Autumn 2		
<b>English - Phonics</b>	k. Early Years and KS1 staff will implement the requirements of Letters and Sounds phonics programmes to ensure progression across phases. <b>3k</b>	On-going Review December 2017 Review July 2018	*	C & S Summer 2
<b>Mathematics</b>  Progress of higher attaining pupils will be at least in line with national averages. (Evidence - 2016 and 2017 – higher attaining pupils in maths progress scores were significantly below the national average.)  Attainment of Year 2 and Year 6 pupils will be in line with National and LA.	l. All teaching staff will be supported to understand the concept of maths mastery and the links with assessment. <b>3l</b>	July 2018	*	C & S Summer 1
	m. CPD and training for teaching staff to be confident in teaching concepts within the mastery curriculum, and in particular a focus on arithmetic and calculations. <b>3m</b>	July 2018		Pay and Personnel Spring 2
	n. Maths curriculum will become richer as a result of consistent planning and teaching of mathematical problems, puzzles and challenges. <b>3n</b>	July 2018		
	o. Staff will model reasoning and mathematical explanations in problem solving. <b>3o</b>	On going Review July 2018		
	p. Greater emphasis on teaching and learning of timetables and number facts to ultimately impact on accuracy in calculation work and problem solving. <b>3p</b>	On going		
<b>Creative Curriculum development</b>	q. Develop a Creative Curriculum to provide stronger links between subjects, knowledge and skills. <b>3q</b>  Use this to drive standards in English and Mathematics, and provide an exciting and motivating curriculum. Continue to develop the provision of sport and completion	July 2018 July 2019	*	C & S Summer 2

	across the school.			
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<b>Impact Statements</b>		
(These should be read alongside evaluations by subject leaders in action plans each term)		
Autumn 2017	Spring 2018	Summer 2018