



# Coberley C of E Primary School



*every child, every chance, every day*

## School Improvement Plan 2017-19

### Values

The staff and children at Coberley have agreed that our core values are:

*KINDNESS (Patch the Bear) - being kind to our peers, our family and our community.*

*PRIDE (Hamish the Hippo) - in our achievements & those of others.*

*PERSEVERANCE (Percy the Monkey) - to persevere with challenges that will be difficult.*

*CREATIVITY (Zara the Zebra) - to be creative.*

*COMMUNITY (Leafy the Hedgehog) - to care and foster a love of the environment.*

### Aims of the school:

The staff and governors at Coberley have agreed that our aims of the school are:

- To nurture the academic, personal and moral development of every child in our care.
- To promote the development by each child of their abilities and skill to their maximum potential.
- To create and maintain the ethos which encourages self-reliance, co-operation, enthusiasm and initiative.
- To lay firm foundations through the delivery of the National Curriculum and Religious Education.
- To work in partnership with parents, the church, community and other schools.

# School improvement Priorities 2017-2019

| Pride & Creativity                                                                                                                                                                                                                    | Kindness                                                                                                                                                                                                                                        | Community                                                                                                                                                                                                                                                               | Persevere                                                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>“the quality of teaching in the school”</b></p> <p>Teaching and Learning, curriculum, CPD, Learning environment</p>                                                                                                             | <p><b>“the behaviour and safety of pupils at the school”</b></p> <p>Learning behaviours, Safety, SMSC &amp; Values, Community</p>                                                                                                               | <p><b>“the quality of leadership &amp; management of the school”</b></p> <p>Managing performance, Governance, H&amp; S and finance</p>                                                                                                                                  | <p><b>“the achievement of pupils at the school”</b></p> <p>Attainment, progress, Assessment</p>                                                                                                                          |
| <ul style="list-style-type: none"> <li>- Create and deliver an exciting and inspiring curriculum</li> <li>- To monitor the provision for key groups (PP, SEN, LA)</li> <li>- Teaching and Learning to be consistently good</li> </ul> | <ul style="list-style-type: none"> <li>- Develop a whole school system to promote a sense of one community</li> <li>- To continue to be an outstanding Church School</li> <li>- To ensure attendance is good and robustly monitored.</li> </ul> | <ul style="list-style-type: none"> <li>- Health &amp; Safety</li> <li>- Monitoring Plan</li> <li>- School Finances</li> <li>- To improve the effectiveness of the governing body</li> <li>- To improve the school's systems aiding leadership and management</li> </ul> | <ul style="list-style-type: none"> <li>- Ensure accurate and effective use of data in supporting achievement</li> <li>- Accelerate boys' progress in reading</li> <li>- Monitor and improve writing progress.</li> </ul> |

| OBJECTIVES<br>Success Criteria                                                                                                                                                    | STEPS TO ACHIEVE OBJECTIVES<br>How is it going to be done?                                                                                                                                                                                                                                                                                                                                                                                         | MONITORING<br>Who will check it?                                                                  | NEXT STEPS<br>What will success look like?                                                                                                                                                                                               | IMPACT<br>What is the improvement? |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>Pride &amp; Creativity – The Quality of teaching in the school</b>                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                   |                                                                                                                                                                                                                                          |                                    |
| <b>1.1 Create an exciting and inspiring curriculum</b><br>A whole school 3-year curriculum map, including all subjects and enrichment activities                                  | <ul style="list-style-type: none"> <li>Allocate all subjects to staff (Autumn 1)</li> <li>Create a file for each subject with specific contents. (Autumn 1)</li> <li>Create a curriculum map for each subject (rolling plan)</li> <li>To create a whole school curriculum map</li> <li>To incorporate enrichment activities and school trips.</li> <li>To review each subject each year and set an action plan for the subsequent year.</li> </ul> | All teachers/subject leaders                                                                      | A whole school 3-year curriculum map which is useful for school, parents and children.<br>All subjects have an action plan each year.                                                                                                    |                                    |
| <b>Governor Monitoring Question: Is the school curriculum plan for all classes easy to access and useful for parents?</b>                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                   |                                                                                                                                                                                                                                          |                                    |
| <b>1.2 To monitor the provision for key groups (PP, SEN, LA)</b><br>Ensure a rigorous provision map for these children and monitor the planning and progression.                  | <ul style="list-style-type: none"> <li>Ensure that the provision map is up to date</li> <li>Record a base line assessment</li> <li>Monitor intervention teaching</li> <li>Evaluate the result</li> <li>Ensure children with My Plans have rigorous timetables for reviews and target setting</li> </ul>                                                                                                                                            | SENDCO / SEND governor                                                                            | Evidence that all children in key groups are making progress and have appropriate targets.                                                                                                                                               |                                    |
| <b>Governor Monitoring Question: Is there evidence that all children in key groups are making expected progress? Have children with interventions met their specific targets?</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                   |                                                                                                                                                                                                                                          |                                    |
| <b>1.3 Teaching &amp; Learning to be consistently good</b><br>Regular book looks, lesson obs and pupil conferences demonstrating good teaching and learning.                      | <ul style="list-style-type: none"> <li>Regular lesson obs by HT, subject leaders and peer obs with constructive feedback.</li> <li>Regular pupil conferences to gauge targets, marking and learning</li> <li>Regular book looks as per monitoring plan which show differentiation, high expectations, relevant targets, range of work and is marked to enable progression.</li> </ul>                                                              | HT - Use of specific forms to aid monitoring<br>Ensure regular lesson obs as per monitoring plan. | <ul style="list-style-type: none"> <li>Lesson evaluations demonstrate good elements of teaching</li> <li>Children conferences highlight good, enthusiastic and knowledgeable learners</li> <li>Evidence of regular book looks</li> </ul> |                                    |
| <b>Governor Monitoring Evidence: Is there evidence of good t&amp;l from lesson observations and book looks?</b>                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                   |                                                                                                                                                                                                                                          |                                    |

| <b>OBJECTIVES</b><br>Success Criteria                                                                                                                                 | <b>STEPS TO ACHIEVE OBJECTIVES</b><br>How is it going to be done?                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>MONITORING</b><br>Who will check it?                                                                 | <b>NEXT STEPS</b><br>What will success look like?                                                                                               | <b>IMPACT</b><br>What is the improvement? |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| <b>Kindness – The behaviour and safety of pupils at the school</b>                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                         |                                                                                                                                                 |                                           |
| <b>2.1 Develop a whole system to promote a sense of one community</b><br>A consistent approach to behavior – use of rewards/sanctions<br>Healthy School accreditation | <ul style="list-style-type: none"> <li>Flow diagram to show how all behaviour is treated and recorded</li> <li>Monitor awards and house points and explore better methods of recording.</li> <li>Ensure all staff contribute to GHLL audit to achieve Healthy School accreditation</li> <li>Regular pupil led school council meetings with minutes disseminated to classes.</li> </ul>                                                                                                             | Regular monitoring of incident log/ behavior book / awards<br>Governor to attend school council meeting | Behaviour is very good, all children feel part of the community and can contribute to all areas of school life.<br>Healthy School accreditation |                                           |
| <b>Governor Monitoring Question: Have we achieved Healthy School status?</b>                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                         |                                                                                                                                                 |                                           |
| <b>2.2 To continue to be an outstanding Church School</b><br>SIAMS SEF completed<br>A successful interim visit and subsequent SIAMS inspection.                       | <ul style="list-style-type: none"> <li>Complete a mind map as to what we currently do regarding the 4 questions:               <ul style="list-style-type: none"> <li>Christian Distinctiveness</li> <li>Religious Education</li> <li>Worship</li> <li>Leadership</li> </ul> </li> <li>Complete an up to date SEF.</li> <li>Evaluate the impact of worship &amp; RE lessons.</li> <li>Evaluate how we can fulfill the SIAMS requirements and complete an action plan for any key areas.</li> </ul> | Governor visits and meetings with RE subject leader.                                                    | SIAMS inspection 2020 awards an outstanding report.                                                                                             |                                           |
| <b>Governor Monitoring Evidence: Completed SEF/Action Plan &amp; feedback from SIAMS interim visit.</b>                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                         |                                                                                                                                                 |                                           |
| <b>2.3 To ensure attendance is good and robustly monitored</b><br>All children's attendance is >95%                                                                   | <ul style="list-style-type: none"> <li>Analyse half termly attendance data using colour coding.</li> <li>Regular reminders in newsletters</li> <li>Letters to persistent late/absent children</li> <li>1-2-1 conversations with parents</li> <li>Create a late register</li> </ul>                                                                                                                                                                                                                 | SBM / HT                                                                                                | Attendance is consistently >95%                                                                                                                 |                                           |
| <b>Governor Monitoring Evidence: A breakdown of termly attendance figures and evidence of success from relevant action plan.</b>                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                         |                                                                                                                                                 |                                           |

| OBJECTIVES<br>Success Criteria                                                                                                                       | STEPS TO ACHIEVE OBJECTIVES<br>How is it going to be done?                                                                                                                                                                                                                                                                                                                                 | MONITORING<br>Who will check it?        | NEXT STEPS<br>What will success look like?                                                                                                                     | IMPACT<br>What is the improvement? |
|------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>Community – The quality of leadership &amp; management of the school</b>                                                                          |                                                                                                                                                                                                                                                                                                                                                                                            |                                         |                                                                                                                                                                |                                    |
| <b>3.1 Health &amp; Safety</b><br>To ensure all H&S policies are robust and maintained.                                                              | <ul style="list-style-type: none"> <li>To create a new H&amp;S policy, based on SHE template, which is accurate and reflect H&amp;S assessment at Coberley.</li> <li>To create a Premises Risk Assessment and subsequent action plan.</li> <li>To create a School Risk Assessment and subsequent action plan.</li> <li>To create an Emergency Plan and execute a test lockdown.</li> </ul> | HT / SBM / Chair of Resources Committee | Review of these policies /risk assessments Feb 2019.<br>Complete action plans and source necessary funds using a sustainability grant for third party funding. |                                    |
|                                                                                                                                                      | <b>Governor Monitoring Question: Is there a robust H&amp;S policy, premises risk assessment, school risk assessment and emergency plan in place and has it been reviewed in 2018?</b>                                                                                                                                                                                                      |                                         |                                                                                                                                                                |                                    |
| <b>3.2 Monitoring plan</b><br>To create, follow and monitor results                                                                                  | <ul style="list-style-type: none"> <li>To create a monitoring plan for all aspects of school life</li> <li>To ensure that all key areas have relevant paperwork / forms which enable clear monitoring and specific target setting</li> <li>To ensure necessary action plans are completed and monitored.</li> </ul>                                                                        | HT / COG                                | A monitoring plan is in place for the school and the governors which is robust and promotes reflective thinking, challenge and relevant changes.               |                                    |
|                                                                                                                                                      | <b>Governor Monitoring Evidence: Is there evidence that the monitoring plan is on track and what is the evidence from the monitoring?</b>                                                                                                                                                                                                                                                  |                                         |                                                                                                                                                                |                                    |
| <b>3.3 School Finances</b><br>To ensure that the chart of accounts is up to date<br>To monitor the school fund<br>To create an approved outturn plan | <ul style="list-style-type: none"> <li>Ensure that monthly chart of accounts are reviewed by SMB/HT and signed off.</li> <li>Create a 3 year deficit plan which is approved by county</li> <li>To financially plan a strategic staffing plan</li> <li>To create a healthy school fund.</li> </ul>                                                                                          | HT / SBM / Chair of Resources Committee | Realistic and timely financial information                                                                                                                     |                                    |
|                                                                                                                                                      | <b>Governor Monitoring Evidence: Regular scrutiny by Resources Committees – minutes from meetings</b>                                                                                                                                                                                                                                                                                      |                                         |                                                                                                                                                                |                                    |
| <b>3.4 To improve the effectiveness of the governing body</b>                                                                                        | <ul style="list-style-type: none"> <li>To provide easy access to governor courses</li> <li>To ensure that monitoring visits are carried out and relevant paper trails are monitored and evaluated.</li> </ul>                                                                                                                                                                              | HT / COG / Clerk                        | A cohesive governing body that is proactive, regularly visits the school on monitoring visits and challenges all areas of school life                          |                                    |

| OBJECTIVES<br>Success Criteria                                                                                                                                                                                                                                                                             | STEPS TO ACHIEVE OBJECTIVES<br>How is it going to be done?                                                                                                                                                                                                                                                                                                                                                                                                                                          | MONITORING<br>Who will check it?                                    | NEXT STEPS<br>What will success look like?                                                                                                               | IMPACT<br>What is the improvement? |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
|                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"><li>To ensure that all SIP questions and evidence are assigned to specific governors / committees</li><li>To enable time to reflect on practices</li></ul>                                                                                                                                                                                                                                                                                                        |                                                                     | to drive improvement.                                                                                                                                    |                                    |
| Governor Monitoring Evidence: Monitor governor courses, school visits and effective feedback and response to key questions fed from SIP Plan.                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                     |                                                                                                                                                          |                                    |
| <b>3.5 To improve the school’s systems of leadership and management</b><br>An effective and motivated staff body with a good sense of cohesion                                                                                                                                                             | <ul style="list-style-type: none"><li>Governors to attend a HT appraisal course</li><li>TA appraisal targets and subsequent meetings</li><li>Teachers performance management targets are monitored</li><li>Staff well-being and morale is good</li></ul>                                                                                                                                                                                                                                            | HT / Governors to monitor PM.<br>Governors to monitor staff morale. | <ul style="list-style-type: none"><li>Transparent and robust PM process for HT and teachers</li><li>Staff morale high and work loads realistic</li></ul> |                                    |
| Governor Monitoring Question: Do staff have appropriate PM targets and do they have the resources and understanding to know how to achieve them?                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                     |                                                                                                                                                          |                                    |
| PERSEVERE – The achievement of pupils at the school                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                     |                                                                                                                                                          |                                    |
| <b>4.1 Ensure accurate and effective use of data in supporting achievement</b> <ul style="list-style-type: none"><li>- Tracking of phonics progress</li><li>- Tracking of reading bands/ages</li><li>- Tracking of RWM AREs</li><li>- Tracking of summative Maths, spelling, reading assessments</li></ul> | <ul style="list-style-type: none"><li>Ensure a timetable is produced and adhered to by all staff.</li><li>Ensure data is discussed at termly pupil profile meetings.</li><li>Ensure English / Maths leads accurately monitor children using summative data / AREs and feed back in meetings.</li><li>Present accurate information to governors using INSIGHT to show attainment, progress and predictions.</li><li>Use data and prior attainment to monitor key groups for interventions.</li></ul> | All teachers / HT / Governor                                        | Clear information regarding attainment and progress of all groups presented in staff / governor meetings.                                                |                                    |
| Governor Monitoring Evidence: Monitor the data stored in INSIGHT and ensure attainment data is presented clearly to governors.                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                     |                                                                                                                                                          |                                    |

| OBJECTIVES<br>Success Criteria                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | STEPS TO ACHIEVE OBJECTIVES<br>How is it going to be done?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | MONITORING<br>Who will check it?                                                                                                        | NEXT STEPS<br>What will success look like?                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | IMPACT<br>What is the improvement? |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <p><b>4.2 ACCELERATE BOYS PROGRESS IN READING</b></p> <ul style="list-style-type: none"> <li>- <b>All boys will make at least typical progress</b><br/>YR/1 – phonics - 7 levels throughout 2 years<br/>YR – Y1 – 3 book band levels p.a<br/>Y2-3 – 2 book band levels<br/>Y4-6 – 1 book band levels<br/>Y4-6 reading ages - 1 year progress</li> <li>- <b>50% boys will make good progress</b><br/>YR/1 – phonics 10 levels throughout 2 years<br/>YR-Y1 – 4 book band levels p.a.<br/>Y2-3 – 3 book band levels<br/>Y4-6 – 2 book band levels<br/>Y4-6 reading ages - 15 months progress</li> <li>- <b>Boys with SEN or PP make similar progress to non-SEN/PP</b></li> </ul> | <ul style="list-style-type: none"> <li>• Carry out accurate baseline of all children and record prior attainment and term of birth.</li> <li>• Compare to current book banding to ensure it correlates.</li> <li>• Brainstorm ideas how to boost the profile of boys' reading</li> <li>• Enable a daily opportunity for all children to read</li> <li>• World Book Day raises the profile and enjoyment of reading</li> <li>• Boosting Reading Potential scheme for specific boys (TAs attended course Dec 17)</li> <li>• Conduct a reading assessment Feb 2019 to analyse progress</li> <li>• Create a smart method to ensure that parents not only read with their children and begin to explore text in greater detail.</li> </ul>                               | <p>Record baseline on INSIGHT<br/>LB / staff meeting<br/>CT</p> <p>CT</p> <p>All</p> <p>HT / AL</p> <p>CT</p> <p>HT / LB</p>            | <ul style="list-style-type: none"> <li>• Assessment in term 5 will clearly show progress</li> <li>• Children's book band levels relate to reading age assessments</li> <li>• Boys make progress in reading comprehension from prior attainment to next national tests (e.g. KS1 to KS2)</li> <li>• Children enjoy and have the opportunity to read every day</li> <li>• BPR intervention has an impact as an intervention</li> <li>• Reading records show how children can improve using simple methods.</li> </ul> |                                    |
| <p><b>Governor Monitoring Evidence: Analyse and report using statistical evidence of boys reading progress and be aware of the process the school took to raise progress.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                    |
| <p><b>4.3. Writing – Pupils' Progress</b><br/>Senior leaders regularly and accurately monitor pupils' writing progress from prior attainment.</p> <ul style="list-style-type: none"> <li>- All children will make at least typical progress (Progress score 0)</li> <li>- 10% children will make good progress (Progress score &gt;0)</li> </ul>                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Create a writing plan for the school</li> <li>• Cluster moderation biannually for HA, MA &amp; LA</li> <li>• Assign governor to oversee progress.</li> <li>• Termly staff meeting for work scrutiny</li> <li>• Regular ad hoc checks to monitor marking usefulness</li> <li>• Monitor the use of AREs to track progress</li> <li>• Ensure all pupils' have a baseline attainment</li> <li>• Specific interventions to improve writing to include spelling and handwriting.</li> <li>• Report writing progress to governors</li> <li>• Regular lesson observation by subject lead and peer observations</li> <li>• Introduce the "A-Z of writing" for Class 3 to find a viable method to track grammar progress.</li> </ul> | <p>HT / LB<br/>CT</p> <p>Governor – progress<br/>CT<br/>HT / LB</p> <p>HT / LB<br/>HT<br/>All staff</p> <p>HT</p> <p>CT<br/>HT / LB</p> | <ul style="list-style-type: none"> <li>• A robust plan</li> <li>• Successful moderation</li> <li>• Governor assigned</li> <li>• Book looks to monitor marking</li> <li>• INSIGHT data</li> <li>• INSIGHT data</li> <li>• Interventions in place</li> <li>• Consistent reports</li> <li>• Lesson observation &amp; feedback</li> <li>• Simple system to record grammar</li> </ul>                                                                                                                                    |                                    |
| <p><b>Governor Monitoring Evidence: Be aware how the school tracks writing progress throughout the year groups and examine evidence of progress from prior attainment groups.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                    |

## Governor Questions

| Key Priority | Governor Question / Evidence                                                                                                                                               | Governor | Impact |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|--------|
| 1.1          | Governor Monitoring Question: Is the school curriculum plan for all classes easy to access and useful for parents?                                                         | CS       |        |
| 1.2          | Governor Monitoring Question: Is there evidence that all children in key groups are making expected progress? Have children with interventions met their specific targets? | UH       |        |
| 1.3          | Governor Monitoring Evidence: Is there evidence of good t&l from lesson observations and book looks?                                                                       | GGC      |        |
| 2.1          | Governor Monitoring Question: Have we achieved Healthy School status?                                                                                                      | CS       |        |
| 2.2          | Governor Monitoring Evidence: Completed SEF/Action Plan & feedback from SIAMS interim visit.                                                                               | CP       |        |
| 2.3          | Governor Monitoring Evidence: A breakdown of termly attendance figures and evidence of success from relevant action plan.                                                  | PO       |        |
| 3.1          | Governor Monitoring Question: Is there a robust H&S policy, premises risk assessment, school risk assessment and emergency plan in place and has it been reviewed in 2018? | FE       |        |
| 3.2          | Governor Monitoring Evidence: Is there evidence that the monitoring plan is on track and what is the evidence from the monitoring?                                         | CP / PO  |        |
| 3.3          | Governor Monitoring Evidence: Regular scrutiny by Resources Committees – minutes from meetings                                                                             | FE       |        |
| 3.4          | Governor Monitoring Evidence: Monitor governor courses, school visits and effective feedback and response to key questions fed from SIP Plan.                              | GGC      |        |
| 3.5          | Governor Monitoring Question: Do staff have appropriate PM targets and do they have the resources and understanding to know how to achieve them?                           | GGC      |        |
| 4.1          | Governor Monitoring Evidence: Monitor the data stored in INSIGHT and ensure attainment data is presented clearly to governors.                                             | UH       |        |
| 4.2          | Governor Monitoring Evidence: Analyse statistical evidence of boys' reading progress and be aware of the process the school took to raise progress.                        | VP       |        |
| 4.3          | Governor Monitoring Evidence: Be aware how the school tracks writing progress throughout the year groups and examine evidence of progress from prior attainment groups.    | VP       |        |

| End of Year Targets             |                                                                |                                  |                                           |                                           |                                  |                                           |                                           |                                  |                                           |                                           |
|---------------------------------|----------------------------------------------------------------|----------------------------------|-------------------------------------------|-------------------------------------------|----------------------------------|-------------------------------------------|-------------------------------------------|----------------------------------|-------------------------------------------|-------------------------------------------|
|                                 |                                                                | Reading                          |                                           |                                           | Writing                          |                                           |                                           | Maths                            |                                           |                                           |
|                                 | National Tests                                                 | BASELINE<br>Start of the<br>Year | Mid Year                                  | Minimum %<br>at ARE by<br>End of Year     | BASELINE<br>Start of the<br>Year | Mid Year                                  | Minimum %<br>at ARE by<br>End of Year     | BASELINE<br>Start of the<br>Year | Mid Year                                  | Minimum %<br>at ARE by<br>End of Year     |
| <b>Reception</b><br>8 (2b, 6 g) | EYFSP –<br>expected to<br>pass GLD                             | 25% EXS                          |                                           | 75% GLD                                   | 25% EXS                          |                                           | 75% GLD                                   | 25% EXS                          |                                           | 75% GLD                                   |
| Notes                           |                                                                |                                  |                                           |                                           |                                  |                                           |                                           |                                  |                                           |                                           |
| <b>Year 1</b><br>9 (5b, 4g)     | Phonics                                                        | 67% EXS                          | 89% EXS<br>78%<br>Phonics                 | 100% phonics<br>pass<br>89% EXS           | 56% EXS                          | 66% EXS                                   | 66% EXS                                   | 56% EXS                          | 78% EXS                                   | 66% EXS                                   |
| Notes                           | 1 boy in – below EXS, 1 b pp,                                  |                                  |                                           |                                           |                                  |                                           |                                           |                                  |                                           |                                           |
| <b>Year 2</b><br>9 (5b, 4g)     | Key Stage 1<br>SATs                                            | 89% passed<br>phonics<br>89% EXS | KS1 SATs<br>11% WTS<br>55% EXS<br>33% GDS | KS1 SATs<br>11% WTS<br>55% EXS<br>33% GDS | 89% EXS                          | KS1 SATs<br>11% WTS<br>55% EXS<br>33% GDS | KS1 SATs<br>11% WTS<br>55% EXS<br>33% GDS | 89% EXS                          | KS1 SATs<br>11% WTS<br>44% EXS<br>44% GDS | KS1 SATs<br>11% WTS<br>44% EXS<br>44% GDS |
| Notes                           | 1 boy in - EXS                                                 |                                  |                                           |                                           |                                  |                                           |                                           |                                  |                                           |                                           |
| <b>Year 3</b><br>11 (6b, 5g)    | 1 boy in, 1<br>boy left                                        | 55% EXS                          | 55% EXS                                   | 55% EXS                                   | 55% EXS                          | 55% EXS                                   | 55% EXS                                   | 64% EXS                          | 64% EXS                                   | 64% EXS                                   |
| Notes                           | 1 boy in – EXS, 1 g pp                                         |                                  |                                           |                                           |                                  |                                           |                                           |                                  |                                           |                                           |
| <b>Year 4</b><br>9 (6b, 3g)     |                                                                | 88% EXS                          | 77% EXS                                   | 77% EXS                                   | 75% EXS                          | 66% EXS                                   | 77% EXS                                   | 88% EXS                          | 88% EXS                                   | 88% EXS                                   |
| Notes                           | 1 girl in (Autumn), 1 boy in (Spring) – both below EXS, 1 b pp |                                  |                                           |                                           |                                  |                                           |                                           |                                  |                                           |                                           |
| <b>Year 5*</b><br>11 (7b, 4g)   |                                                                | 73% EXS                          | 82% EXS                                   | 82% EXS                                   | 55%                              | 63% EXS                                   | 63% EXS                                   | 90% EXS                          | 82% EXS                                   | 90% EXS                                   |
| Notes                           | 2 girls in – both EXS                                          |                                  |                                           |                                           |                                  |                                           |                                           |                                  |                                           |                                           |
| <b>Year 6</b><br>9 (5b, 4g)     | Key Stage 2<br>SATs                                            | 66% EXS                          | 22% WTS<br>78% EXS                        | KS2 SATs<br>22% WTS<br>56% EXS<br>22% GDS | 75% EXS                          | 33% WTS<br>44% EXS<br>22% GDS             | KS2 SATs<br>22% WTS<br>56% EXS<br>22% GDS | 62% EXS                          | 33% WTS<br>44% EXS<br>22% GDS             | KS2 SATs<br>33% WTS<br>44% EXS<br>22% GDS |
| Notes                           | 1 boy in (Spring) – borderline EXS                             |                                  |                                           |                                           |                                  |                                           |                                           |                                  |                                           |                                           |

Red - children arriving mid-year which will alter the percentages. \* including Jessica

## Monitoring Timetable

| Term   | Lesson Observations                      | Pupil Progress Meetings & Performance Management             | Parent, Pupil, Staff questionnaire           | Regular Monitoring (targets, INSIGHT, Earwig, spelling) | Governor Monitoring                                  | Scrutinies                            | Pupil Conferencing                            | Validation of assessment data |
|--------|------------------------------------------|--------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------|------------------------------------------------------|---------------------------------------|-----------------------------------------------|-------------------------------|
|        |                                          |                                                              |                                              |                                                         |                                                      |                                       |                                               |                               |
| Term 1 |                                          | Pupil Progress Meeting                                       |                                              |                                                         | SEN audit                                            |                                       | School Council – Wet Play, House competitions |                               |
| Term 2 | English obs (EB)                         | Performance Management Meetings                              | Parent questionnaire<br>Ofsted questionnaire | Spelling Assessments<br>Maths Ass                       | Safeguarding audit<br>GDPR                           | LA Writing                            |                                               |                               |
|        |                                          |                                                              |                                              |                                                         |                                                      |                                       |                                               |                               |
| Term 3 | RE Lesson Obs (AM)<br><br>Maths Obs (JB) | Pupil Progress Meeting                                       |                                              | Reading Assessment Y4-6                                 | Christian Distinctiveness / SIAMS Premises/H&S audit | Mid Year teacher assessments          | School Council - Events                       | Cluster Writing Moderation    |
| Term 4 | PE observations (MW)                     | PM Review / support staff meetings<br>Pupil Progress Meeting |                                              | Maths Ass                                               | Writing Progress                                     | Writing -Y1, Y2 & Y4<br>Reading bands | Pupils – RE<br><br>School Council             | County EYFS Moderation        |
|        |                                          |                                                              |                                              |                                                         |                                                      |                                       |                                               |                               |
| Term 5 | English obs (EB)                         | Pupil Progress Meeting                                       | Staff questionnaires                         |                                                         |                                                      | Writing – Y3, Y5 & Y6                 | Pupils – Reading<br><br>School Council        |                               |
| Term 6 |                                          |                                                              | Pupil questionnaire                          | Maths Ass                                               |                                                      |                                       | Pupils – Writing<br><br>School Council        | KS results / EYFS / Phonics   |
|        |                                          |                                                              |                                              |                                                         |                                                      |                                       |                                               |                               |