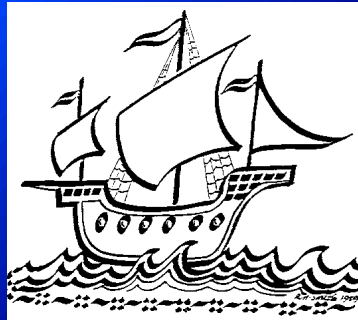




School Improvement Plan



for

UPTON JUNIOR SCHOOL

2018/19

Part of the Viking Academy Trust



DfE Number: 8862523

'One Childhood One Chance'

Executive Headteacher: **MRS M LEWIS**

Head of School: **MISS D ARTHUR**

Chair of LAB: **MR R CURTIS**

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SCHOOL IMPROVEMENT PLAN (SIP) FOR UPTON JUNIOR SCHOOL

Personnel in School

Some staff have multiple responsibilities and could be featured in varying functional areas

Leadership	
Executive Headteacher	Mrs M Lewis
Head of School	Miss D Arthur
Deputy Headteacher	Mr D Walker
Assistant Headteacher	Mr J Jackson
CFO	Mrs T Higgin
COO	Mrs L Blatchford
SENCo (Trust-wide)	Mrs E Hughes

Head of Year (Y3)	Mrs Pellet
Head of Year (Y5)	Mrs C Blunden
Head of Year (Y3)	Mrs Sedgewick
Head of Year (Y5)	Miss Papa Adams

Local Advisory Body (Local Governors)	
Chair of LAB	Mr R Curtis
Vice Chair of LAB	Mr A Emby
Clerk to the Trust	Mrs C Southern
Staff Governors	Mrs A Mullin
Co-opted Governors	Mrs C Turner Mr P Votta Mr M Webb Mr M White
Parent Governors	Mr J Cleverdon Mr P Downes

Class Teachers			
Year 3	Year 4	Year 5	Year 6
Mrs Pellet (HoY)	Mrs Blunden (HOY)	Mrs Sedgewick (HoY)	Miss A Papa-Adams (HoY)
Mrs P Cooke	Mr P Coleman	Mrs S Ballen	Miss C Hayes
Miss I Reed	Miss N Lebaigue (NQT)	Miss S Bunce (NQT)	Miss G Scarr
Miss Watmough	Miss N Lewis	Mr R Kettle	Mr T White

Additional Teachers	
Mrs K Edwards (Y5)	
Mr J Jackson (Computing)	
Mrs L Votta (Y4)	
Mrs Walton (Y6)	

Year 3	Year 4	Year 5	Year 6
N/A	1. Paul 2. Lynn 3. Nikki 4. Caroline 5. Nina	1. Sharon 2. Nicola 3. Ross 4. Stevie 5. Kelly	1. Dave 2. Gemma 3. Corinne 4. Athanasia 5. Tom 6. Lynne

Senior TAs			
Year 3	Year 4	Year 5	Year 6
Miss K Arthur	Mrs N Harding	Mrs A Laffey	Mrs S Macey
Mrs M Denby			

Pastoral Care - Learning Mentors	
Mrs A Turner (Lower School - Years 3 & 4)	
Ms Z Danson (Upper School - Years 5 & 6)	

Teaching Assistants across the school			
Year 3	Year 4	Year 5	Year 6
Mrs A Baker Mr N Bullock Mrs J Hart Mrs K Shaw Mrs A Sharp	Mr J McLauren Mrs L Barrett Mrs L Regan Mrs S Winstone	Mrs A Mullin Mrs K Neal Mrs J O'Donnell Mrs C Williams-Verrall	Mrs R Brown Mrs G Budge Mrs J Moynan Mr P Richards

Admin Team	
Office Manager	Mrs C Winter
Finance Officer	Mrs D Daley
Clerical Assistant/Receptionist	Mrs L Crompton

	Mrs T Hailey
Resources Assistants	Mrs L Barratt / Mrs C Higgins
ICT Technician	S2S: Steve & Harvey

Sports Staff	

Premises Staff	
Senior Caretaker	Mr S Denny
Assistant Caretaker	Mr M Strand

Mid-Day Meals Supervisors	
Mrs C Amini (Senior)	
Mrs H Kasim	
Mrs J O'Donnell	
Mr J Kirkaldie	
Mrs A Outram	
Mrs K Shaw	
Mrs P Sutherland	

Other Support Staff	
Road Crossing Patrol	Mr N Callahan
Breakfast Club Supervisor	Mrs A Baker
Breakfast Club Assistant	Mrs A Laffey
Breakfast Club Assistant	Vacancy
Breakfast Club Assistant	Mrs A Turner
After-School Club Supervisor	Mrs J Moynan
After-School Club Deputy	Mrs C Williams-Verrall
After-School Club Assistant	Mr N Bullock

Introduction

The **Viking Academy Trust** comprises of three Thanet primary schools: Chilton Primary School, Ramsgate Arts Primary School and **Upton Junior School**.

Viking Academy Trust (VAT) was established on 1st September 2016.

Viking Academy Trust (VAT) priorities for action across 2017/18 have been identified through consultation with all stakeholders of the three schools; pupils, parents, governors and staff. The Trust Leadership Team worked alongside the Trustees and Local Advisory Bodies (LABs) to discuss the short and long term focus for the Trust as a whole and the individual schools within the Trust.

The priorities for action across 2017-18 have been identified through consultation with all stakeholders of Upton Junior School; pupils, parents, governors and staff. The Leadership Team worked alongside the Governing Body to discuss the short and long term focus for Upton and the priorities for 2017-18 evolved from there.

This plan has been designed to align self-evaluation with the School Improvement Plan (SIP).

The overall judgement is that Upton Junior School is providing an outstanding quality of education for its pupils; a judgement Ofsted agreed during our inspection November 2014 where Upton achieved outstanding judgements across all criteria. As a junior school, we received pupil attainment from our feeder schools and continue education from this point. At the end of KS2 all pupils continue to be well above the national average in English and Maths. (2016-17 data). We strive to ensure every pupil makes or exceeds their expected progress and achieves or exceeds national expectations in attainment. At the previous inspection, teaching was judged to be outstanding and we have been committed to maintaining this high standard as well as further developing and improving issues emerging from our own robust self -evaluation; the staff, as empowered leaders, now hold themselves to account for the progress of all pupils.

The latest round of pupil progress meetings offer strong evidence that learning and progress continues to accelerate in all four year groups.

Pupils' pride in Upton is shown by their excellent conduct and manners in class, outside lessons and on visits out of school. The pupils' attitude to learning are outstanding, with all pupils' feeling safe at school and having a very good understanding of what constitutes unsafe situations.

Without exception the staff team, leadership at all levels, is united in the pursuit of an ambitious vision for the children of Upton and at this point in the school's history, demonstrate excellent capacity to maintain the outstanding quality of education provided.

Ofsted Key issues including progress towards the key issues identified at the last inspection

What does the school need to do to improve further? Ofsted November 2014

Increase pupils' knowledge of how to improve their work by:

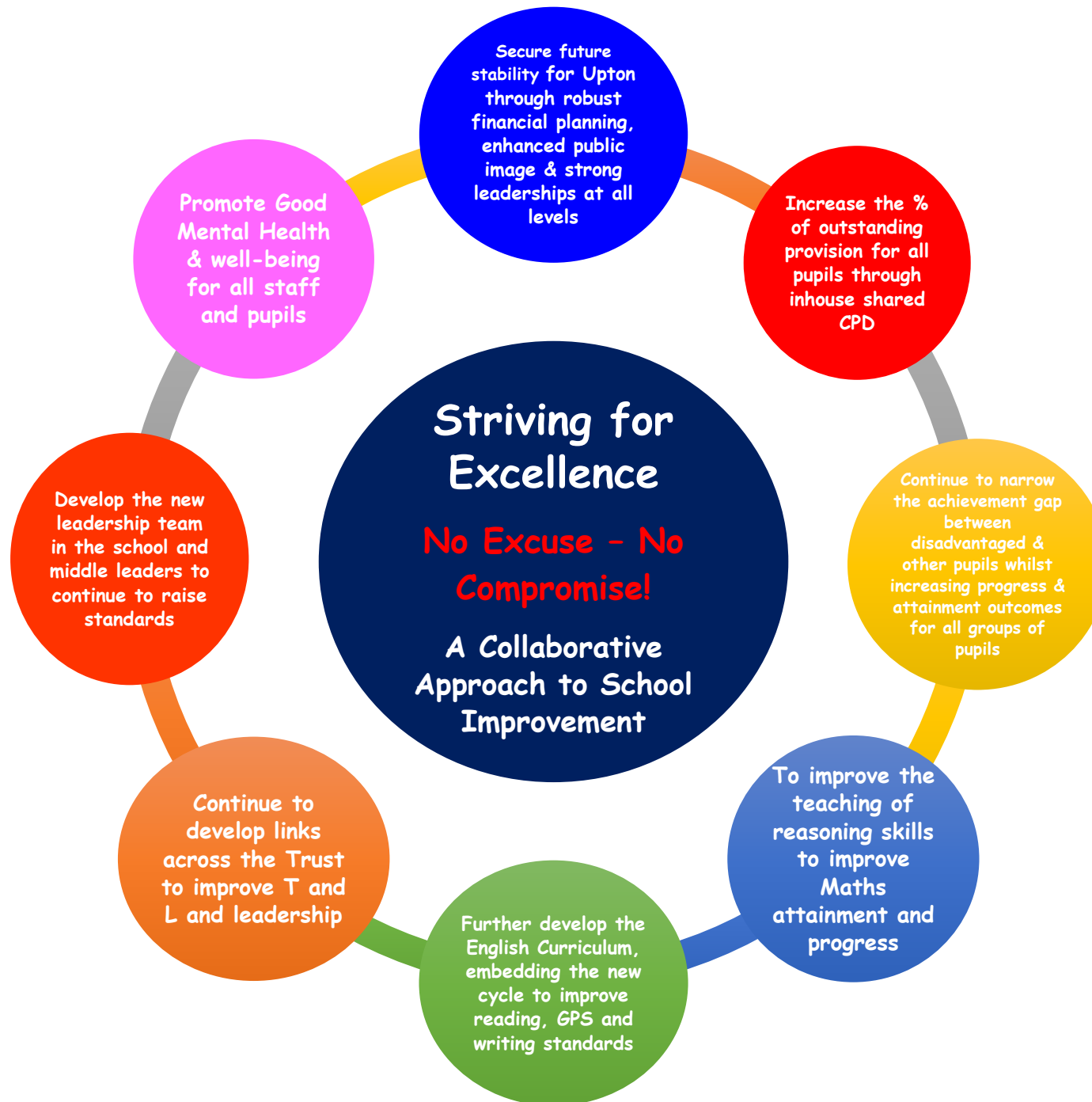
- Continue to raise the high standards of writing by providing more opportunities to write at length in all subjects across the curriculum.

SEF (full copy) gives detailed breakdown of actions. Below is an extract from SEF (summary copy):

PROGRESS IN PREVIOUS INSPECTION KEY ISSUES	Key Issues	Progress
	<ul style="list-style-type: none"> • Continue to raise the high standards of writing by providing more opportunities to write at length in all subjects across the curriculum. 	<ul style="list-style-type: none"> • HT to lead standards team to ensure writing priority • 'Curriculum Hubs' in place - with responsibility for writing identified as key focus in the 'Language for Life' Hub. • 'Future Leaders' training for identified teachers - school based project promoting high level writing across the curriculum • Weekly Book monitoring involving leaders across the school • Effective Marking A4L developmental marking of writing - training for staff • Inter-school opportunities within the VAT and beyond to moderate and share practice • Non Negotiables set out for teaching of writing - monitoring in place to ensure followed

The 'Key Target Areas for Improvement' will align with Ofsted's key judgements and links directly to our school self-evaluation.

Key Target 1	Outcomes for pupils
Key Target 2	Quality of teaching, learning & assessment
Key Target 3	Personal development, behaviour & welfare
Key Target 4	The effectiveness of leadership & management



Targets for Improvement: Summary

Key Target 1: Increase the outcomes of pupils at the school (Monitored & Reviewed by Standards Govs)

To ensure the attainment and progress of all children is in line or above that of national expectation. Specifically, ensure the Maths & English curriculum adequately prepares the pupils to achieve expectations in their end of KS2 SATs. Teachers are able to measure progress using both formative and summative assessment methodology and assessment feeds back into specific intervention and progress

Key Target 2: Improve the quality of teaching, learning & assessment in the school (Monitored & Reviewed by Standards Govs)

To ensure that a large majority of staff are outstanding in their practice and that good teachers are making rapid progress towards outstanding. This target is to ensure the drive & expectation to deliver consistently high quality lessons is clearly articulated & staff are supported through focused CPD & robust monitoring.

Every opportunity is taken to ensure the curriculum inspires, engages and enthuses all pupils. The implementation of 'Curriculum Hubs' to deliver high quality education, with every member of teaching staff accountable for this.

Key Target 3: The personal development, behaviour and welfare of pupils at the school (Monitored & Reviewed by Personnel Govs)

To drive behaviour so that it is consistently outstanding across every aspect of the school day. Routines are consistently applied throughout the school. Behaviour for learning is key to this and the onus is very much on the pupils. Consequences for positive and negative behaviour, with celebration and reward at the heart of the behaviour policy. This will impact upon achievement and progress for all pupils.

Key Target 4: The effectiveness of leadership and management of the school (Monitored & Reviewed by Strategy Govs)

To ensure the highest, consistent standards of T&L and assessment across the school. Appraisal linked to performance & standards with career progression developing leadership capacity across staff groups. Our vision, 'One Childhood One Chance' is embraced by all stakeholders and permeates all aspects of life at Upton.

To ensure the effectiveness of governance: The Governing Body base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes.

Key Target 1: Increase the outcomes of pupils at the school (Monitored & Reviewed by Standards Gvs)

To ensure the attainment and progress of all children is in line or above that of national expectation. Specifically, ensure the Maths & English curriculum adequately prepares the pupils to achieve expectations in their end of KS2 SATs. Teachers are able to measure progress using both formative and summative assessment methodology and assessment feeds back into specific intervention and progress

Success criteria: The achievement of pupils to be consistently GOOD with % OUTSTANDING by end of July 2019

Inclusion of the appropriate Ofsted criteria ensures that the staff & governors at Upton retain a clear vision of where we are and where we intend to stay!

In order to maintain our outstanding judgement, the following criteria will need to be met:

- Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points.
- The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.
- Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.
- Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.
- For pupils generally, and specifically for disadvantaged pupils and those who have special educational needs, progress is above average across nearly all subject areas.
- From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of the national expectation
- The attainment of almost all groups of pupils at the end of KS2 is in line with or above national averages.
- The progress of all groups of pupils at the end of KS2 is in line with or above national average.
- Pupils are exceptionally well prepared for the next stage of their education, training or employment and have attained relevant qualifications. Compared with the national average for all pupils, higher proportions of pupils and of disadvantaged pupils, progress on to a range of higher and further education establishments, apprenticeships, employment or training. These destinations strongly support their career plans.

1.1 School Development Plan 2018-19

1.1 To ensure the attainment and progress of all children is in line or above that of national expectation. Specifically, ensure the Maths & English curriculum adequately prepares the pupils to achieve expectations in their end of KS2 SATs. Teachers are able to measure progress using new methodology & all stakeholders understand how progress & achievement is tracked & analysed. Assessment must measure not just pupil outcomes but provide teachers with information to target specific pupils and specific gaps in knowledge

Success Criteria - what will be the impact by the end of the action plan? - what will be better? (Outcomes)

- Provision Maps reflects the needs of the cohort
- Under-performing groups identified and actions put in place to close the gap
- Individual pupils identified and actions put in place to close the gap
- Increase in standards and outcomes across R, W M
- Teachers are confident in assessing writing & acknowledge levels set are accurate
- Teachers able to access class progress and attainment data to allow closer monitoring of data targets
- Writing progress across the school to be in line with Reading & Maths progress
- Y3 baseline judgements secure and made across term 1, not in first few days of Sept. Data from a range of assessments used to make secure judgements
- Vulnerable groups to achieve in line with expectations & meet targets set
- 85%+ of pupils achieving in line with expectation by end of year (see milestones)
- Particular focus on pupil progress within meetings.
- Milestones in place for pupil attainment and progress. *The new SATs accountability calculation for pupil progress means that the progress measure vs national levels will change every year based on the progress of national cohorts. There is no standard progress measure any more as there was in the days of NC levels. Upton JS will use the calculations from the previous year's SATs as the most accurate possible progress measurement.*
Pupil progress measurement to be determined once Bromcom is operational but milestone points are the same as for attainment.
Pupil progress can also be measured at the same milestones using teacher assessment against year group objectives via Bromcom
- An initial 25% of pupils make exceeding progress and attain exceeding attainment at end of KS2 against curriculum standards
- HAP pupils to achieve at least expected progress & 25% to exceed expectation

Milestones: Milestone Attainment Expectations - assessment points in Dec; March and June for Years 3-5 and in Dec & Feb, April and May for Year 6. The new curriculum advocates attainment against year group-only objectives. Assessment using standardised testing at all assessment points will be against end of year objectives and these objectives will be covered increasingly as the year progresses. Children therefore have additional knowledge and skills as the year progresses.

Milestone December: 50% of cohort achieving end of year standard RAG: Yr 3: R / W / M Yr 4: R / W / M Yr 5: R / W / M	Milestone March: 70% of cohort achieving end of year standard RAG: Yr 3: R / W / M Yr 4: R / W / M Yr 5: R / W / M	Milestone July: 85% of cohort achieving end of year standard RAG: Yr 3: R / W / M Yr 4: R / W / M Yr 5: R / W / M
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Yr 6: R / W / M		Yr 6: R / W / M		Yr 6: R / W / M	
School Actions (Process)		Lead person	By When	Resources Time/£ and Source	Monitoring (Outputs) Who, How often, When and How Governing Body Committee: Standards Assess Lead Gov: RC Curriculum Lead Gov: PV
Objective 1 Ensure all groups of children are making progress in R, W and M and that they are meeting expected or greater depth attainment levels. <ul style="list-style-type: none"> Implement changes to the English cycle to incorporate more reading Improve tracking and direction of reading -pupil progress in reading slows when pupils are 'free readers' and no longer have the same regimented reading pattern what increase in difficulty. Introduce reading tracking across the entire cohort with graded readers up Revisit the effectiveness of intervention and booster groups to ensure precision and purpose within reduced time span Guided reading/ reciprocal reading introduced across the school Teach English in mixed ability classes to ensure all children have access to the higher language and can learn from their peers Monitor and track all groups of children. Regular Pupil Progress Meetings to hold teachers to account for all groups of children. 		DW, GS	Term 1	PDM and teacher support PPM	Monitoring of work in books- SLT
		DW, GS	Term 2	Entry and exit data analysis	Monitoring of Curriculum Hub action plan- Termly- DW
		EH, JJ	Termly-ongoing	Budget item - new books to teach in classes and required for reading scheme progression.	Monitoring of planning - AHT/ HoT- fortnightly
		CB, FP, APA, NS	By Term 1		Assessment data- 2 x a year- DA/JJ and LAB
		DA, DW	Term 1		Monitoring Teacher assessment 6 x a year- DA/JJ
		JJ	Termly-ongoing	Release time for staff for PPM	PPM records and actions- DA and JJ. Recorded on SEF
		JJ	Termly-ongoing		Writing moderation records- L4L team
					Audit weeks- throughout the year.

				<p>EH and JJ- Monitor the impact of intervention at the end of every term</p> <p>GS- monitor the effectiveness of guided reading sessions being taught and reading comprehensions.</p> <p>DA JJ- monitor the impact- data analysed</p>
<p>Objective 2</p> <p>To improve the teaching of reasoning skills to improve Maths attainment and progress</p> <ul style="list-style-type: none"> Teachers to plan specifically for reasoning within lessons. Increase pace of lessons so children have more time for consolidation and themselves in books - aids retention of knowledge Increase amount of Reasoning that takes place within lessons. Reasoning should take place most days so pupils can apply their knowledge and skills in differing contexts Build a resource question resource bank for year groups to aid progression. Save on SharePoint PDMs booked in to support the teaching of reasoning as well as how to teach specific areas using concrete resources and the bar model. 	<p>RK GS</p> <p>RK, GS</p> <p>RK GS</p> <p>RK, GS, DW</p> <p>DA, DW, RK</p>	<p>Term 1</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing Term 1</p>	<p>NA</p> <p>CPD and PDM time</p>	<p>Through audit weeks and maths monitoring Impact: Increased pupil attainment when judged vs National expectations</p> <p>Through lesson obs during audit weeks and drop-ins Impact: Improved independent ability to calculate</p> <p>Monitored through pupil progress meetings with JJ.</p>

<ul style="list-style-type: none"> • Introduction of parallel maths groups for lowest two LG's will ensure that lower ability pupils have access to maths rich environment and access to peer support and modelling • LL hub leader/AHT to determine group targets based on gap analysis needs. Groups to be much more fluid this year rather than having fixed termly targets 	<p>DA</p> <p>JJ</p>	<p>Ongoing</p>	<p>TA wages for intervention before school</p>	<p>Impact: Higher attainment</p> <p>Monitored through intervention data. Impact: Higher attainment</p>
<p>Objective 3 Diminish differences in achievement and progress between disadvantaged and other pupils</p> <ul style="list-style-type: none"> • Ensure 'vulnerable groups' achieve in line with expectations: <ul style="list-style-type: none"> - Tracking progress of all vulnerable groups - PP as a particular focus - More Able as a vulnerable group: Particular focus on More Able PP • Ensure intervention grps / provision maps have vulnerable grps identified & tracked as priority <ul style="list-style-type: none"> - Maximise pupils' potential through directed use of Pupil Premium funding: - Appoint additional teachers to provide R, W & M interventions via targeted Learning groups. - Provision Map compiled to meet the needs of all pupils. This is preceded by Communication meetings with support staff involved • Ensure children that need 1:1 provision are provided with this. 	<p>JJ, DA, DW, HoY</p> <p>DA, EH</p>	<p>Ongoing throughout the course of the year. Intervention grps: staffing of & resources for & cost of additional teachers on staff: see 3yr budget plan.</p> <p>Additional staff to cover Learning Grps Additional teacher - FT £ 0.6 £ (UPR)</p> <p>PP budget to support this</p>	<p>Pupil Progress Meetings Entry and exit data analysis Provision map meetings termly Vulnerable grps discussed at PPM</p> <p>TA wages for 1:1 support</p>	<p>Assessment data- 2 x a year- DA/JJ and LAB</p> <p>PPM records and actions- JJ. Recorded on SEF</p> <p>EH and JJ- Monitor the impact of intervention at the end of every term</p> <p>DW/DA/JJ produce data report for each year grp following assessment points 2 x year; BROMCOM teacher assessment as a starting point</p> <p>Formal audit Weeks to focus on specific cohort twice a year. Self-Audit within year group to improve practice</p> <p>Termly- EH and JJ report to DA re: intervention grps and progress of vulnerable pupils. JJ and EH report to Standards mid & end of yr</p>

				Standard Gov focus on all groups of pupil achievement.
<p>Objective 4.</p> <p>Develop the English Curriculum, embedding the new cycle to improve reading, GPS and writing standards</p> <ul style="list-style-type: none"> • Regular English PDMs • CPD release timetable will allow teachers to see teachers or even team-teach • Regular curriculum and lesson monitoring and feedback • Regular Monitoring and feedback of planning and books • Class teachers 100% responsible that children reach the required level • Teachers specially track that pupils are reading at home and ensure this happens in school if not. • Teachers to be responsible for class libraries to ensure they have sufficiently challenging books for their children. • Targeted teacher support in lessons for those children in danger of not reaching 100 . Teacher to arrange volunteer readers and target these. 	<p>GS</p> <p>DW</p> <p>DA, DW, GS</p> <p>DA, DW, GS</p> <p>Class teachers</p> <p>Class teachers</p> <p>Class teachers</p> <p>Class teachers</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>PDM time</p> <p>STA time</p> <p>£3200 required to update class reading books</p>	<p>Audit weeks x 3</p> <p>Work Scrutiny 2x term all classes</p> <p>Impact - positive impact upon pupil outcomes</p> <p>Monitored through pupil progress meetings</p> <p>Monitored through L4L hub time and Core Curric leader release</p> <p>Class teachers to monitor and track reading record daily</p> <p>PM RWI/Freshstart monitored</p> <p>Impact - Raising of Standards, particularly in the 20% of pupils</p>

<ul style="list-style-type: none"> • Guided reading to take place immediately after lunch for small focused groups • IPC planning to incorporate Specific English links to increase reading and writing and to ensure that the edit and correction process from morning lessons moves into afternoons also • PM time for teachers to pick up additional literacy and reading. • Teachers to read to pupils (modelling good practice) and explain vocabulary; • Intense PM fresh-start groups running daily. • Have a big drive to increase the number of volunteer readers we have at school to support children who do not read at home. • Introduce a Spelling Bee 	<p>GS, Class teachers</p> <p>DW, CH,</p> <p>Class teachers</p> <p>Class teachers</p> <p>DA, DW</p> <p>GS</p> <p>GS</p>	<p>Ongoing</p> <p>By Term 2</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing. Term 1</p>	<p>TA overtime</p> <p>Cost of prizes</p>	<p>currently not on target to achieve</p> <p>Monitored through pupil progress meetings</p> <p>Monitored through L4L hub time and Core Curric leader release</p> <p>Class teachers to monitor and track reading record daily</p> <p>PM RWI/Freshstart monitored</p> <p>Impact - Raising of Standards, particularly in the 20% of pupils currently not on target to achieve</p> <p>L4L monitoring through work scrutiny.</p>
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Milestones Term 1	Milestones Term 2	Milestones Term 3	Milestones Term 4	Milestones Term 5	Milestones Term 6
<p>Objective 1- Guided reading started and initially monitored by GS. PDM- Maths and English Year 4 and 5 audit weeks completed. Work scrutiny taken place weekly. Change to the English cycle implemented. Pupil progress meetings taken place. Monitor the effectiveness of booster and intervention groups. Monitor the effectiveness of teaching English in classes</p> <p>Objective 2-</p> <p>Objective 3- Pupil progress meetings to take place. Monitor the effectiveness of</p>	<p>Objective 1- Changes to the English cycle monitored. Assessments taken place and data analysed. Gap analysis created PDM- Maths and English Year 3 and 6 audit weeks completed. Work scrutiny taken place weekly. Monitor the effectiveness of booster and intervention groups.</p> <p>Objective 2-</p> <p>Objective 3- Monitor the effectiveness of booster and intervention groups. Updated PP report completed and on the website. Sports Premium Tracking identifies targeted pupils. Put on website.</p>	<p>Objective 1- Pupil progress meetings to take place. Monitor the effectiveness of booster and intervention groups. PDM- Maths and English Work scrutiny taken place weekly Year 4 and 5 audit weeks taken place.</p> <p>Objective 2-</p> <p>Objective 3- PPM- discussed all vulnerable groups. Monitor the effectiveness of booster and intervention groups.</p> <p>Objective 4-</p>	<p>Objective 1- Monitor the effectiveness of booster and intervention groups. Assessments taken place and data analysed. PDM- Maths and English</p> <p>Objective 2-</p> <p>Objective 3- Monitor the effectiveness of booster and intervention groups.</p> <p>Objective 4-</p>	<p>Objective 1- Monitor the effectiveness of booster and intervention groups. Pupil progress meetings to take place. PDM- Maths and English</p> <p>Objective 2-</p> <p>Objective 3- PPM- discussed all vulnerable groups Monitor the effectiveness of booster and intervention groups..</p> <p>Objective 4-</p>	<p>Objective 1- Monitor the effectiveness of booster and intervention groups. Assessments taken place and data analysed. Pupil progress meetings to take place. PDM- Maths and English</p> <p>Objective 2-</p> <p>Objective 3- PPM- discussed all vulnerable groups. Intervention groups discussed ready for next year. SEN transition meetings taking place to ensure these children are a focus. Monitor the effectiveness of booster and intervention groups.</p> <p>Objective 4-</p>

<p>booster and intervention groups. Initial PP report completed. Baseline Year 3 data taken.</p> <p>Objective 4-</p>	<p>Data analysed and broken down in to different groups.</p> <p>Objective 4 -</p>				
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Key Target 2: Improve the quality of teaching, learning & assessment in the school (Monitored & Reviewed by Standards Govs)

To ensure that a large majority of staff are outstanding in their practice and that good teachers are making rapid progress towards outstanding.

This target is to ensure the drive & expectation to deliver consistently high quality lessons is clearly articulated & staff are supported through focused CPD & robust monitoring.

Every opportunity is taken to ensure the curriculum inspires, engages and enthuses all pupils. The implementation of 'Curriculum Hubs' to deliver high quality education, with every member of teaching staff accountable for this.

Success Criteria: The quality of teaching in the school to significant % of teaching to be outstanding or cusp of outstanding. Every observed lesson to have elements of outstanding practice. 7 P's be at least subjects to be at least good with elements of outstanding in every lesson observed. (Exc NQTs and UnQ - who will be good in at least 5 of the 7 P's) 30% Outstanding 50% outstanding.

Milestones:

- **December 2018** - All teaching and learning in the core
- **April 2019** - All teaching and learning in the core subjects to be at least good and 35% to be outstanding and over 50% of lessons 'on the cusp of outstanding. (Exc NQTs and UnQ - who will be good in all 7 P's and achieve outstanding in at least 1 of the 7)
- **July 2019** - All teaching and learning in the school to be good, with all teachers making rapid progress towards outstanding. 60% of lessons on cusp of outstanding or outstanding (Exc NQTs and UnQ - who will achieve 'solid' good in observation with elements of outstanding practice. At least 2 of the & P's to be outstanding).

Milestones: Teaching

September 2018 All Teachers & Senior TAs & TAs trained in Upton T&L policy & understand Upton whole sch strategies Learning Walks show 100% teaching using these in daily practice.	December 2018 100% teaching Good or better 100% observed lessons showed outstanding practice- 60% observed lesson cusp of outstanding or outstanding All UPR & LT teachers cusp of outstanding / outstanding	April 2019 100% teaching Good or better 100% observed lessons showed outstanding practice 60% observed lesson cusp of outstanding or outstanding All UPR & LT teachers cusp of outstanding / outstanding	July 2019 100% teaching Good or better 100% observed lessons showed outstanding practice 60% observed lesson cusp of outstanding or outstanding All UPR & LT teachers cusp of outstanding / outstanding
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In order to maintain our outstanding judgement, the following criteria will need to be met:

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.
- Teachers provide adequate time for practice to embed the pupils' knowledge, understanding and skills securely. They introduce subject content progressively and constantly demand more of pupils. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. The pupils use this feedback effectively.
- Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.

- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities beyond their immediate experience. Pupils love the challenge of learning.

2.1 School Development Plan 2018-19

2.1 To ensure that a large majority of staff are outstanding in their practice and that good teachers are making rapid progress towards outstanding.

This target is to ensure the drive & expectation to deliver consistently high quality lessons is clearly articulated & staff are supported through focused CPD & robust monitoring.

Success Criteria - what will be the impact by the end of the action plan? - what will be better? (Outcomes)

- 100% of all lessons graded as good or better for all staff.
- Points for development identified, acted upon resulting in more effective learning and teaching.
- Development observations (e.g. new member of staff being supported with RWInc techniques / GR) demonstrate improvement over specified time.
- NQT observations demonstrate improvement over time.
- 100% of planning meets the needs of all pupils.
- 100% of all books are deemed to be good or outstanding.
- Learning Environments are exemplary across the four year groups
- All staff following policy, expectations and procedures for reading, writing and mathematics
- Under-performing staff identified and supported comprehensively with a 'support plan'
- Monitoring and reports actioned in a timely fashion and written feedback to be sent to the HT within 5 days of the task. HT to be notified if deadlines will be missed.
- Personalised targets and next step marking alongside self & peer assessment & GPQ used consistently in Maths & English
- 100% good 50% outstanding in EM monitoring by Term 3, 100% outstanding by term 6 monitoring
- Team of teachers accountable for leading curriculum areas, distributive leadership ensuring workload shared with impact seen across each term
- Curriculum teams directed beneath three overarching targets:
 'Foundation Blocks'- including subject essentials such as Planning; Robust Assessment; Coverage; School Policies etc
 'Impact on Standards, Stakeholders and T&L' - measuring impact through work scrutiny; pupil conferencing and pupil voice; learning walks; MAPs provision, etc
 Progressive; Pioneering; Innovative - moving the subjects forward as befits an Outstanding school - CPD; Pupil opportunities; Kitemarks/ Good practice recognition
- Books rated as 'Good' or 'Outstanding in light of strong English and Maths links across the curriculum
- Assessment in place across foundation subjects
- Observation of curriculum subject teaching to take place
- Children will use their skills and resources in a variety of contexts
- Shared ideas to improve practice and policy

- All national Curriculum Subject requirements met
- Progression of subjects - particularly within the IPC - as a result of increased subject focus and accountability

2.2 School Development Plan 2018-19

<p>2.2 Every opportunity is taken to ensure the curriculum inspires, engages and enthuses all pupils. 'Curriculum Hubs' accountable for delivery of high quality education, with every member of teaching staff also accountable for this.</p>	<p>Lead person</p>	<p>By When</p>	<p>Resources Time/£ and Source</p>	<p>Monitoring (Outputs) Who, How often, When and How <i>Governing Body</i> <i>Committee: Standards</i> <i>Assess Lead Gov: RC</i> <i>Curriculum Lead Gov: PV</i></p>
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<p>Objective 1</p> <p>Formal assessments are informed by teacher assessments and inputted on BromCom</p> <ul style="list-style-type: none"> • NFER test materials used to add greater information to assessments • Bromcom training for new staff • Ensure accurate assessment of children's writing is in place across the school • Year 3 to take baseline assessment in writing, reading & maths in term 1. By Oct be confident with the levels Y3 are working at. These results to support assessments made at end of term 1 • Y3 assessment data to be analysed and compared with KS2 predictions based upon KS1 results. • Rigorous whole school moderation processes to be timetabled in. These include: internal moderation; cross-school moderation; external moderation by county adviser • Foundation Subject Assessment to be in place and data collected for pupil attainment using BROMCOM • Assessment data to be used rigorously to set Teacher targets for individual pupils. BROMCOM • Monitoring and moderation with senior leaders and external agencies where appropriate to ensure consistency & accuracy in judgements made 	<p>DA, DW, JJ</p> <p>Teachers</p> <p>JJ</p> <p>Teachers</p> <p>Year 3 team</p> <p>JJ</p> <p>JJ</p> <p>DW</p> <p>JJ</p> <p>All</p>	<p>Following assessment points.</p> <p>Teacher Assessment on Bromcom completed every term by teachers</p> <p>NFER tests- Term 2 and Term 6</p> <p>YGM & PDMs to moderate work across yr grp team & LA support</p> <p>Moderation with Chilton and RAPS</p> <p>Following assessment points.</p>	<p>Bromcom cost</p> <p>PDM time - staff training</p> <p>Cost of test materials</p> <p>Release time for moderation</p>	<p>AHT/ HoY - records of moderation activities between schools.</p> <p>After every assessment- 2 x a year. JJ- to export data and analyse JJ to hold PP meetings at least 3 x a year</p> <p>Term 3- internal writing moderation.</p> <p>Term 4- Cross moderation throughout the trust</p> <p>Weekly SLT meetings to discuss.</p> <p>Weekly book looks and audit weeks</p>
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<p>Objective 2</p> <p>Exploit and develop enrichment opportunities across the curriculum to engage learners and/ or parents</p> <ul style="list-style-type: none"> • Increase 'Engage' session for parents that enable them to help their child at home • Parent Meetings / Workshops across the year to ensure home school partnership effective having positive impact upon pupil progress / attendance <ul style="list-style-type: none"> - New Year 3 Welcome meeting - Year 3 Reading / RWI meeting - New parents (& refresher) Behaviour Policy Meeting - Tea and Topic sharing Meetings - Residential Trip Meetings: Kingswood & Swattenden - PESE meetings x 2: Kent test & SCAF - Open Day: <p>IPC WOW Exit points: Yr Grps to plan for parents celebrations in school</p> <ul style="list-style-type: none"> • Use the website to share information with parents/ potential parents • Ensure Pete (Press Man) is aware of events and publishes these. 	<p>DW Curriculum Hub leaders</p> <p>ML, DA & Y3 staff FP DA SE SE C Hub leaders</p> <p>All staff Teachers</p> <p>TH, Teachers</p>	<p>Throughout the course of the year</p> <p>Throughout the course of the year</p> <p>Throughout the course of the year</p> <p>Ongoing</p>	<p>Prep time and cover from class while sessions in progress</p> <p>Cost of refreshment s supplied</p> <p>Release cover for Ts if meeting also held during school day</p> <p>PB cost</p>	<p>DW- Ensure all sessions are in the diary for the year. A member of the SLT to look through 'Engage' sessions before delivery.</p>
<p>Objective 3</p> <p>Increase the percentage of outstanding provision for all pupils through shared CPD across the school and the Trust</p> <ul style="list-style-type: none"> • Career stage progression document shared with all staff. 	<p>DA</p>	<p>Termly- PDMs booked to ensure high</p>	<p>Timetabling of CPD sessions- STA timetable</p>	<p>DA analysis of teacher's experience & next steps in CPD</p>

<ul style="list-style-type: none"> End of year career progression review -training & development needs considered and planned for. Key Survey CPD impact review statements completed by every member of staff following training, coaching, internal / external observation of other teachers <ul style="list-style-type: none"> PDM focused upon T&L: What makes inspirational T&L? Learning Environments, Planning and Observations, Work scrutiny & presentation expectations, subject specifics New to Viking sessions in place for new staff to ensure awareness of Upton processes and expectations Increased shared practice opportunities across the Trust but also within Upton - dedicated CPD time each week available for this, including self audit weeks- focus on areas of expertise to magpie (all staff) Continue to develop extra-curricular provision for all children Monitor books across the Trust. 	<p>ML</p> <p>DA, DW</p> <p>DW</p> <p>Trust SLT</p>	<p>quality CPD takes place</p> <p>Ongoing</p> <p>Term 2</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Depending on what the activities are</p>	<p>Personnel governors to monitor 3 x a year</p> <p>VAT SEF records training and impact - each term</p> <p>DA</p>
<p>Objective 4- Ensuring T and L is at the appropriate pitch and that the children are making progress</p> <ul style="list-style-type: none"> Audit weeks: for each year grp - Triangulation of evidence - as well as formal observations for T & TAs. (twice a year + self audit) External moderator to observe a sample of teaching alongside SLT to monitor judgements made: T&L Monitoring timetable involving SLT, AHT & Subject leaders (RWI, E, M, PE etc) Monitoring lessons, book scrutiny & learning environments. English, Maths & IPC Books to be handed into SLT on a rotational basis (work scrutiny monitoring to take place weekly) <ul style="list-style-type: none"> Focus on books: <ul style="list-style-type: none"> - Presentation - Progress 	<p>DA</p> <p>DW</p> <p>AHT/ HoY</p>	<p>Term 1- Audit week year 4 and 5</p> <p>Term 2- Audit week year 3 and 6</p> <p>Term 3- Self audit week year 4 and 5</p>	<p>Time out for AHTeachers during audit week.</p>	<p>Monitoring of work in books- SLT</p> <p>Monitoring of planning - AHT/ HoT- termly</p> <p>Assessment data- 3 x a year- DA/DW and LAB</p> <p>PPM records and actions- DA and DW. Recorded on SEF</p>

<ul style="list-style-type: none"> - Clear differentiation - Effective marking - Target setting - All books or a sample of children will be requested - (specific grps of pupils eg PP, EAL, SEN) • Gap analysis carried out after every assessment to assist teachers planning. • Ensure that challenge is evident and appropriate for all learners • Lead PPM effectively to ensure correct children are targeted. • Monitor the effectiveness of interventions and booster groups regular • Hold PDMs for TAs to teach them how to lead groups with maximum impact. • Plan what is going to be taught in interventions and booster groups using gap analysis. 	<p>JJ</p> <p>All</p> <p>JJ</p> <p>JJ, EH</p> <p>SLT</p> <p>JJ, MLT</p>	<p>Term 4- Self audit week year 3 and 6</p> <p>Term 5- Audit week year 4 and 5</p> <p>Term 6- Audit week year 3 and 6</p> <p>T3-5 Regular PDM and work scrutiny - SLT and as a staff team Phase meetings and through year group coaching meetings</p> <p>PPM- at least 3x a year</p> <p>Gap analysis- after every assessment</p>	<p>Audit weeks- throughout the year.</p> <p>SLT meetings weekly DA- monitor the impact- data analysed</p> <p>DA Standards committee</p>
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		Termly- monitoring intervention s and boosters		
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Milestones Term 1	Milestones Term 2	Milestones Term 3	Milestones Term 4	Milestones Term 5	Milestones Term 6
<p>Objective 1- BromCom introduced to new staff. Teacher assessments onto BromCom Year 3 Baseline Tests taken. Moderation dates booked. Pupil progress meetings to be held</p> <p>Objective 2- Curriculum hubs to plan out their engage sessions for the year.</p>	<p>Objective 1- Teacher assessments onto BromCom. Test data onto BromCom Data analysed by JJ. Foundation subjects on to BromCom ready for data collection.</p> <p>Objective 2- Engage sessions held. Wow entry and exit points.</p>	<p>Objective 1- Teacher assessments onto BromCom. Foundation subject data collected. Term 2 data shared with LAB. Pupil Progress meetings to be held.</p> <p>Objective 2- Engage sessions held. Wow entry and exit points.</p> <p>Objective 3- N2V sessions CPD release time to 'magpie' good practice</p>	<p>Objective 1- Teacher assessments onto BromCom</p> <p>Objective 2- Engage sessions held. Wow entry and exit points.</p> <p>Objective 3- N2V sessions CPD release time to 'magpie' good practice PDMs weekly focusing on CPD</p> <p>Objective 4- Year 3 and 6 audit week. Weekly book scrutiny</p>	<p>Objective 1- Teacher assessments onto BromCom</p> <p>Objective 2- Engage sessions held. Wow entry and exit points.</p> <p>Objective 3- N2V sessions CPD release time to 'magpie' good practice Year 4 and 5 self-audit weeks PDMs weekly focusing on CPD</p>	<p>Objective 1- Teacher assessments onto BromCom Test data onto BromCom. Foundation subject data collected. Pupil Progress meetings to be held.</p> <p>Objective 2- Engage sessions held. Wow entry and exit points.</p> <p>Objective 3- N2V sessions CPD release time to 'magpie' good practice</p>

<p>Dates for parent meetings added to the diary. Behaviour meeting held.</p> <p>Objective 3- CPD discussed during appraisals. Career stage progression review- training and development needs sent out. N2V sessions booked in for the year. CPD timetable shared with staff. PDMs weekly focusing on CPD</p> <p>Objective 4- Year 4 and 5 audit week. Weekly book scrutiny. All new members of Team Upton observed. PPMs held Monitor the effectiveness of interventions and booster groups.</p>	<p>Objective 3- N2V sessions CPD release time to 'magpie' good practice PDMs weekly focusing on CPD</p> <p>Objective 4- Year 3 and 6 audit week. Weekly book scrutiny. Monitor the effectiveness of interventions and booster groups. TA training sessions held- specific to groups they are leading Gap analysis completed</p>	<p>PDMs weekly focusing on CPD</p> <p>Objective 4- Year 4 and 5 audit week. Weekly book scrutiny PPMs held Monitor the effectiveness of interventions and booster groups. TA training sessions held- specific to groups they are leading</p>	<p>Monitor the effectiveness of interventions and booster groups. TA training sessions held- specific to groups they are leading</p>	<p>Objective 4- Year 4 and 5 self- audit week. Weekly book scrutiny Monitor the effectiveness of interventions and booster groups. TA training sessions held- specific to groups they are leading</p>	<p>Year 3 and 6 self-audit weeks PDMs weekly focusing on CPD</p> <p>Objective 4- Year 3 and 6 self-audit week. Weekly book scrutiny PPMs held. Monitor the effectiveness of interventions and booster groups. TA training sessions held- specific to groups they are leading</p>
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Key Target 3: The personal development, behaviour and welfare of pupils at the school

3.1 To drive behaviour so that it is consistently outstanding

Routines are consistently applied throughout the school. Behaviour for learning is key to this and the onus is very much on the pupils. Consequences for positive and negative behaviour, with celebration and reward at the heart of the behaviour policy. This will impact upon achievement and progress for all pupils.

3.1 School Development Plan 2017 - 2018

3.1 To drive behaviour so that it is consistently outstanding

Routines are consistently applied throughout the school. Behaviour for learning is key to this and the onus is very much on the pupils. Consequences for positive and negative behaviour, with celebration and reward at the heart of the behaviour policy. This will impact upon achievement and progress for all pupils.

Success Criteria - what will be the impact by the end of the action plan? - what will be better?

- The values and vision of the school will be lived and walked by all
- Incidents of behaviour will be less frequent
- Behaviour will be outstanding
- No form of bullying will be tolerated and will be dealt with appropriately
- Staff will be up-to-date with all relevant training
- Staff will be consistent in all approaches
- High wellbeing for both staff and children in the school
- Attendance target = Our aim is to have 95%+ attendance. Our vulnerable groups to meet this and show increase of % 2016/17. Attendance increasing across all groups

In order to maintain our outstanding judgement, the following criteria will need to be met:

- Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.
- High quality, impartial careers guidance helps pupils to make informed choices about which courses suit their academic needs and aspirations. They are prepared for the next stage of their education, employment, self-employment or training.
- Pupils understand how their education equips them with the behaviours and attitudes necessary for success in their next stage of education, training or employment and for their adult life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. The attendance of pupils who have previously had exceptionally high rates of absence is rising quickly towards the national average.
- Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.
- For individuals or groups with particular needs, there is sustained improvement in pupils' behaviour. Where standards of behaviour were already excellent, they have been maintained.
- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying.
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.
- Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation.
- Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.
- Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.

School Actions (Process)	Lead person	By When	Resources Time/£ and Source	Monitoring: Who, How often, When and How <i>Governing Body Committee: Personnel</i>
Objective 1 Ensure consistency of approaches in regards to behaviour to meet the needs of all pupils <ul style="list-style-type: none"> • To ensure consistency of the behaviour policy across the school- ensuring all new staff are aware of expectations 	DA All staff	September - training of all new staff. Refresher for everyone else	All staff to receive additional support & training. DA time- Parent's information evening for new parents at Upton.	Ongoing Weekly point check 3 weekly point check Termly analysis Report to personnel governors at every meeting

<ul style="list-style-type: none"> To improve behaviour in corridor ensuring prompt timings and procedures for pupils entering school building, lessons swaps, movement to/from assembly. To ensure if a member of staff is on training/ ill duties are swapped to ensure duty teachers are outside promptly Duty teacher to have routine in place for their grp lining up immediately after break MDMS to blow whistle together (13:08) to disperse pupils quickly at end of lunch & teachers are waiting 'visible' at doorway to receive & welcome class for pm session To ensure all playtime issues are reported correctly and any incidents involving potential bullying, racism, violence are reported to parents within 24 hours. Key Survey data completed on every incident. Analysis of data completed termly To deal with any form of bullying appropriately. If any children are reported to be bullying another child (cyber, race, religion, homophobic etc) it will be dealt with by SLT. Behaviour monitoring visits by Governors, reported at committee meetings. DA informed on Friday of pupils less than 22 points. DA speak personally to child putting in place sanctions as required. Parents to be contacted by class teacher (1st time), HOY (2nd time) or DW (3rd time). 	<p>MDMS</p> <p>All staff</p> <p>Personnel Governors</p> <p>Teachers</p> <p>DW MDMS</p>	<p>Term1:Parents Meeting T1 Wk 1 Term 1- Training to children</p> <p>Ongoing</p> <p>Term 2 Term 4 Term 6</p> <p>Term 1- ongoing</p>	<p>Cost of behaviour badges- £840</p> <p>Cost of silver and gold badges-£1500</p> <p>Cost of lanyards- £1000</p> <p>Cost of cinema trip- £500</p>	<p>DA & Personnel Govs. 3 visits a year:</p> <p>DW</p>
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<ul style="list-style-type: none"> All lunchtime behaviour incidents to go through DW to ensure consistency Start a lunchtime 'nurture group' every day of the week to support children with social and behaviour difficulties. 	DA LM	Term 1- ongoing	LM hours allocated	DA Personnel governors
<p>Objective 2 Improve attendance percentages for all groups of children</p> <ul style="list-style-type: none"> Promote and celebrate outstanding attendance Weekly Attendance awards for classes- car display in hall. Class competition termly for best attendance- racing cars theme Promote attendance figures in newsletters, TV screens around school. Attendance section in every newsletter - stating class % and reinforcing our expected % level Termly attendance certificate & prize for 100% (bronze, silver, gold award) as well as 100% for year and 100% throughout their time at Upton (Year 6) Termly attendance badges for children with 97% or higher attendance Free Fruit Friday- for the class with the highest attendance the previous week in each year group. Sending penalty notices out to the families as and when needed. 	DA TH DA LC	Ongoing	DA time LC and TH office time £20 a week fruit. 1 hour overtime for ZD daily. £10 a week breakfast. £10 diesel a week minibus.	DA- Monitor attendance data at the end of every term Personnel committee- Discuss attendance data at every committee meeting LC- Monitoring persistent absentees daily

<ul style="list-style-type: none"> To improve attendance and punctuality for our PP children. Minibus collection service to provide transport for identified PP children to school every morning. School to provide a free breakfast for all of these children when they arrive at school. Hold attendance meetings with parents when attendance does not improve. 	DA ZD SD DA LC			
<p>Objective 3 To ensure children and staff at Upton have good mental health and well-being so they feel happy, safe and secure at school.</p> <ul style="list-style-type: none"> Children to have access to the Learning Mentors in the Rainbow room throughout the day to see as and when children need to see them. Learning Mentors to carry out Mindfulness sessions with children who require it. Start a lunchtime 'nurture group' every day of the week to support children with social and behaviour difficulties. Bring in art therapists and play therapists as and when needed. Learning Mentors to liaise with parents about the sessions they are carrying out with their children. Parents to be kept updated throughout the work. To monitor the wellbeing, self-esteem and involvement of children at Upton 	LM LM LM DA EH DA APA All staff	Ongoing Ongoing Term 1- ongoing Ongoing Term 1- initial training Term 2- further training Ongoing	LM wages LM hours Unsure at present Cost of SLT training (A. Peach)	EH- Intervention analysis at the end of every term to see impact on interventions carried out by LM. DA Personnel governors DA EH

<ul style="list-style-type: none"> • SLT to monitor wellbeing during observations. • LM to intervene and work with the children who are showing a low wellbeing. • To ensure staff at Upton have a high well-being so they provide the best education for the children. • Staff 1:1 meetings with HOS with the focus on well-being. • Open door policy so staff can approach • Support given to any staff member that needs support. • "Offload up" if staff are feeling pressurised. • Mentors given to new members of staff and any staff members needing additional support. • Staff social events throughout the year • To monitor workload for staff and work/ life balance • Research the benefits of peer massage and yoga and implement if positive. • Worry boxes provided for all children in every classroom 	SLT	Term 4-6	Release time - senior TAs cover	
	LM	Ongoing		
		Ongoing		
	SLT	Ongoing		
	DA			
	DA	Term 1 and 3		
	All staff	Ongoing		
	DA LB/CW		Senior TA cover (release time for teachers)	
	Any staff member	Ongoing		
	SLT	Ongoing		
EH	Term 2		DA	
DA, LM	Term 1	Cost of boxes	Personnel governors	
Objective 4- All staff to have up to date training in regards to Child Protection				

<ul style="list-style-type: none"> All staff to have safeguard refresher training. All new staff to complete Prevent, CSE and FGM training online. To ensure all safeguarding files are completed and read on the 1st Friday of every term. Files to be saved on shared area. Staff to sign register when completed. Safeguard My Child online form filled in if a concern is raised. Staff to carry out up-to-date and relevant training on anti- terrorism, safeguarding, FGM etc as and when needed. 	<p>DA</p>	<p>Term 1</p> <p>Term 1</p> <p>Ongoing Termly</p> <p>As and when needed</p>	<p>PDM</p> <p>Staff time</p> <p>All staff- 15 minutes</p> <p>All staff 30 minutes each term.</p> <p>Timing dependant on course</p>	<p>Term 1- Ensure all certificates are handed in to CW</p> <p>Termly checking of register to ensure staff have signed it.</p>
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Milestones Term 1	Milestones Term 2	Milestones Term 3	Milestones Term 4	Milestones Term 5	Milestones Term 6
<p>Objective 1 - Behaviour training to all new staff. Behaviour meeting for parents. Training for the children. Points tracking will demonstrate a reduction in points lost for the children this time last year. Instances of lost points will be rare and isolated rather than</p>	<p>Objective 1 - Tracking continues to show reduction in points lost over time. Silver badges ordered.</p> <p>Objective 2 - Attendance monitored to ensure the correct children are on minibus collection service. Monitor attendance to ensure the PP</p>	<p>Objective 1 - Tracking continues to show reduction in points lost over time.</p> <p>Objective 2 - Attendance monitored to ensure the correct children are on minibus collection service. Monitor attendance to ensure the PP children's attendance is</p>	<p>Objective 1 - Tracking continues to show reduction in points lost over time.</p> <p>Objective 2 - Attendance monitored to ensure the correct children are on minibus collection service. Monitor attendance to ensure the PP children's attendance is improving. Monitor</p>	<p>Objective 1 - Tracking continues to show reduction in points lost over time. Gold badges ordered.</p> <p>Objective 2 - Attendance monitored to ensure the correct children are on minibus collection service. Monitor attendance to ensure the PP children's attendance is</p>	<p>Objective 1 - Tracking continues to show reduction in points lost over time.</p> <p>Objective 2 - Attendance monitored to ensure the correct children are on minibus collection service. Monitor attendance to ensure the PP children's attendance is improving. Monitor</p>

<p>due to ongoing issues. Appropriate support in place will ensure that behaviour is consistently excellent. Mediation training takes place for Y6. Lanyards ordered Meeting with MDMS to ensure that they are aware of expectations. DW to oversee the cards issued at lunchtime to ensure consistency.</p> <p>Objective 2 -Minibus collection up and running Monitor Year 3 attendance to see if any new children need to be added to the pick-up service. Penalty notices sent out for holidays. Free fruit Friday up and running Attendance badges-100% and great attendance badges ordered.</p> <p>Objective 3- Change LM timetable to ensure lunchtimes are covered.</p>	<p>children's attendance is improving. Monitor persistent absentees-send penalty notices out.</p> <p>Objective 3- Nurture group at lunchtimes Have staff well being 1:1 meetings</p> <p>Objective 4-. Safeguarding file check.</p>	<p>improving. Monitor persistent absentees-send penalty notices out.</p> <p>Objective 3- Nurture group at lunchtimes Have staff well being 1:1 meetings</p> <p>Objective 4- Safeguarding file check.</p>	<p>persistent absentees-send penalty notices out.</p> <p>Objective 3- Nurture group at lunchtimes</p> <p>Objective 4- Safeguarding file check.</p>	<p>improving. Monitor persistent absentees-send penalty notices out.</p> <p>Objective 3- Nurture group at lunchtimes</p> <p>Objective 4- Safeguarding file check.</p>	<p>persistent absentees-send penalty notices out.</p> <p>Objective 3- Nurture group at lunchtimes</p> <p>Objective 4- Safeguarding file check.</p>
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<p>Nurture group at lunchtimes up and running. Ensure all new staff have a mentor. Have staff well being 1:1 meetings</p> <p>Objective 4- All staff trained with safeguarding. New staff to complete CSE, FGM and Prevent training. Safeguarding file check.</p>					
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Key Target 4: The effectiveness of leadership and management

4.1 To ensure the highest, consistent standards of T&L & assessment across the school. Appraisal linked to performance & standards with career progression developing leadership capacity across staff groups. Centred in robust & rigorous monitoring & quality assurance.

4.2 To ensure the effectiveness of governance: The Governing Body base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes

4.1 School Development Plan 2018 - 2019

4.1 To ensure the highest, consistent standards of T&L & assessment across the school. Appraisal linked to performance & standards with career progression developing leadership capacity across staff groups. Centred in robust & rigorous monitoring & quality assurance.

Success Criteria - what will be the impact by the end of the action plan? - what will be better?

- The values and vision of the school will be lived and walked by all
- The governing body are highly effective in their role
- Leadership and management to be outstanding at every level

- Leadership roles and opportunities amongst the staff continuing to build leadership capacity with CPD at the heart of the appraisal process
- New Head of Schools to be driving the school forwards
- Successful induction of new staff across the school.
- LTeam are united in purpose & work as team to fulfil common goal- in Upton and across the Viking Academy Trust.
- Clear roles and responsibilities in place.
- Effective communication shown through well planned & organised events ensuring smooth running of the school at all times
- Positive, supportive r/ships in place based upon mutual respect amongst all staff
- Staff wellbeing is high

In order to maintain our outstanding judgement, the following criteria will need to be met:

- Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
- Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
- The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics.
- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and SEN funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils.
- Leaders and governors have a deep, accurate understanding of the school's effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
- Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement. Teaching is highly effective across the school.
- Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The broad and balanced curriculum inspires pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.
- Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.
- Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school counters any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.
- Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their

concerns. Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.

➤ Leaders' work to protect pupils from radicalisation and extremism is exemplary. Leaders respond swiftly where pupils are vulnerable to these issues. High quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate.

School Actions (Process)	Lead person	By When	Resources Time/£ and Source	Monitoring: Who, How often, When and How <i>Governing Body Committee: Strategy & Personnel</i>
<p>Objective 1 Ensure there are rigorous and robust appraisal systems in place.</p> <ul style="list-style-type: none"> Maintain the Teacher's and Support Staff Appraisal pay progression statement Detailed objectives and a differentiate pay and reward for teachers according to performance. Start of App.Cycle teachers detail what they are aiming for - this focuses their expectations as well as allowing for draft budget setting. This format then cascaded out to support staff - with expected 'grade' stated at start of cycle. Greater emphasis on accountability with rigorous appraisal for Leadership Team 	<p>DA DW HOY</p>	<p>Term 1- Initial meeting</p> <p>Term 3/4 - Mid year review meeting</p>	<p>Release time for all staff to attend appraisal meetings.</p> <p>DA/DW & LB to build budget meeting & review time as part of budget monthly monitoring</p>	<p>DA to oversee appraisal decisions</p> <p>ML to finalise decisions</p> <p>Personnel to receive appraisal updates.</p> <p>Resources to receive pay progression info to link to budget setting</p> <p>Senior gobs part of Leadership appraisal teams</p>
<p>Objective 2 Develop a new senior and middle leadership team to continue to raise standards</p> <ul style="list-style-type: none"> Leadership Structure in place with HOS, DHT, AHT, and HOYs x 4- all have a shared vision and are all accountable. All staff to be aware of who leads in which areas. 	<p>DA and DW</p>	<p>Annual prog.</p>	<p>Ongoing.</p> <p>Release time for HoYs, costed in to school budget with Senior TAs to cover</p>	<p>DA to report to governors at every LAB meeting regarding staffing</p>

<ul style="list-style-type: none"> • Develop the new leadership team in the school-AHT CPD to drive standards further - coached by DA and DW to ensure consistency in practice- continued support • HOY and Core subject leaders release time to follow monitoring timetable, with key foci explicit. Monitoring in pairs to grow capacity. • Continue to build leadership capacity with focused CPD programme and Coaching / Mentoring • Career progression policy followed with in-house & external coaching & training specifically to 'grow' leaders • New Curriculum Hub leaders in place- training specifically given to support them in their new role. 	<p>DA and DW</p> <p>DA and DW</p> <p>All staff</p> <p>DW</p>	<p>Ongoing</p>		
<p>Objective 3 Secure future stability for Upton through robust financial planning</p> <ul style="list-style-type: none"> • DA to meet monthly with TJH to discuss key areas of budget • Pupil Premium funding to ensure we continue to narrow the achievement gap between disadvantaged and other pupils. • High needs funding applied for key children across the school. 	<p>TJH DA</p> <p>TJH, DA</p> <p>EH</p>	<p>Ongoing</p> <p>Term 2</p> <p>Ongoing</p>	<p>DA and TJH time</p>	<p>Term 2- DA- ensure PP report and Sport Premium are put online.</p> <p>Ensure HNF is applied for when needed.</p>

<ul style="list-style-type: none"> • Sports Premium used to impact on high quality PE & Sport provision. Sport Premium report to detail action & impact in detail • Avoid wastage, through shared resources, stock takes, re-cycling etc. 	<p>DW</p> <p>All staff</p>	<p>Term 2</p> <p>Ongoing</p> <p>Term 2</p>		<p>Resources committee</p>
<p>Objective 4 To continue to develop links across the Trust to improve leadership</p> <ul style="list-style-type: none"> • Meet fortnightly at KIM meetings. • Core Curriculum Hub leaders time together 3 x a year. 	<p>ML</p> <p>Trust SLT</p> <p>ML</p> <p>RK, GS</p>	<p>Ongoing</p> <p>Term 1, 3 and 5</p>	<p>SLT time</p> <p>Staff time</p>	<p>ML</p> <p>ML</p>
<p>Refer to Trust Improvement Plan for Trust-wide actions including SEND.</p> <p>To ensure SEND pupils receive high quality provision across every aspect of the curriculum</p> <p>To ensure that all staff continue to understand and know how to teach and support children with SEND as part of their everyday quality first teaching</p> <p>To ensure that all children's achievement (attainment and progress) constitutently exceeds national expectation.</p> <p>PLEASE SEE TRUST IMPROVEMENT PLAN – TRUST WIDE SENCO ACTIONS – EMILY HUGHES</p>	<p>All staff and EH</p>	<p>Across the year</p>	<p>Costs as and when appropriate</p>	<p>EHT</p>
<p>4.2 School Development Plan 2018 - 2019</p>				
<p>4.2 To ensure the effectiveness of governance: The reconstitution of Upton's GB in light of academy conversion and becoming Viking MAT need to understand workings of a MAT and base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes and how this sits within the Trust as a whole. <i>See Trust Improvement Plan for priorities & actions to be undertaken 2018-19</i></p>				

Milestones Term 1	Milestones Term 2	Milestones Term 3	Milestones Term 4	Milestones Term 5	Milestones Term 6
<p>Objective 1- Initial meetings held. Appraisal - targets linked to SIP 1:1 staff well-being meetings held</p> <p>Objective 2 - Roles of LT defined and documented. Key areas of responsibility feed action planning. Release timetable made and circulated to staff.</p> <p>Objective 3- Devised initial PP report and shared to website. DA to meet with TJH monthly. HNF applied for</p> <p>Objective 4- KIM timetable sent out. DA to attend KIM meetings</p>	<p>Objective 1- On track</p> <p>Objective 2- HOY and core curriculum leaders having release time.</p> <p>Objective 3- Costed PP report and shared to website. Sports Grant completed and shared to website. DA to meet with TJH monthly.</p> <p>Objective 4- DA to attend KIM meetings</p>	<p>Objective 1- 1:1 Staff well being meetings- staff given the opportunity to clarify anything in regards to appraisal.</p> <p>Objective 2- HOY and core curriculum leaders having release time. Objective 3- DA to meet with TJH monthly.</p> <p>Objective 4- DA to attend KIM meetings GS and RK to attend core- curriculum Trust meetings.</p>	<p>Objective 1- Mid-year appraisal meetings</p> <p>Objective 2- HOY and core curriculum leaders having release time.</p> <p>Objective 3- DA to meet with TJH monthly.</p> <p>Objective 4- DA to attend KIM meetings</p>	<p>Objective 1- On track</p> <p>Objective 2- HOY and core curriculum leaders having release time.</p> <p>Objective 3- DA to meet with TJH monthly.</p> <p>Objective 4- DA to attend KIM meetings GS and RK to attend core- curriculum Trust meetings.</p>	<p>Objective 1- On track. ML met with N2V staff to go through appraisal processes.</p> <p>Objective 2- Review of Leadership Team for next year. HOY and core curriculum leaders having release time.</p> <p>Objective 3- DA to meet with TJH monthly.</p> <p>Objective 4- DA to attend KIM meetings</p>

GS and RK to attend core- curriculum Trust meetings.					
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Section 4: Monitoring and Evaluation of Progress

The VAT Board of Trustees have delegated that Upton's SIP will be monitored and evaluated by the Upton Local Advisory Body (LAB). It will be reviewed six times a year during termly LAB Meetings. The Local Advisory Bodies (LABs) monitor the impact of actions and will feed back to the Trustees.

LAB visits and links with their school will relate back to priorities highlighted in this document and individual school SIP.

The Head of School will monitor and evaluate Upton's Improvement Plan along with the Trust Leadership Team, also monitoring relevant aspects of the Trust Improvement Plan,

RAG rated across the year:

Actions completed/implemented

Action in process

Action not yet implemented

Action added in light of evaluation of need post Sept 2018

Appendix 1

Curriculum Hub Cycle

Through the Year:

- Audit Weeks
- Lesson observations
- Learning Walks (inc.10 min 'drop-in')
- Monitoring planning
- Moderation of work
- Work scrutiny / Book sampling
- Pupil conferencing
- Termly Pupil Progress Meetings
- Provision Map termly discussions on targeted groups of children & interventions

LTeam report to Standards Governors; specifically PV as Curriculum RC as Assess Gov

Curriculum Hub Action Plan (Jan)
Review and bid

July Subject Report to Governors

April 'Action Plan' with financial implications and bids

Language
for Life

English
(RWI, Fresh
Start,
Spelling,
Reading,
Writing,)
MFL

Healthy
Mind
Healthy
Body

PE, PSHE,
Pupil
Council, RE
& Outdoor
Learning

Creative
Cats

IPC, Art &
Design, Music
Learning
Environment

Logic Led
Maths,
Computing &
ICT

GLOSSARY

MAT / VAT	Multi Academy Trust / Viking Academy Trust
LAB	Local Advisory Body (previously known as Governing Body)
SEF	Self Evaluation Form
TIP /SIP	Trust/School Improvement Plan
SEN /SEND	Special Educational Needs / Special Educational Needs and Disability
T&L	Teaching & Learning
7 P's	7 Key things T&L must consider: Pace, Positive, Purpose, Partner work, Participation, Passion, Progress,
TTYP	Turn To Your Partner
B4L	Behaviour for Learning
A4L	Assessment for Learning
LAC / ChIC	Looked After Child (Child in Care)
SEN	SEN = Special Educational Needs
PP	Pupil Premium
EAL	English as Additional Language
PES	PE & Sport (Funding)

CPD	Continuing Professional Development
NQT / UQT	Newly Qualified Teacher / Unqualified Teacher
MPR / UPR / LS	Main Pay Range / Upper Pay Range / Leadership Spine
EHT/HoS	Executive Headteacher / Head of School
TBM / SBM	Trust Business Manager / School Business Manager
TLT / SLT AHT / LOL	Trust / Senior Leadership Team Assistant Headteacher / Leader of Learning