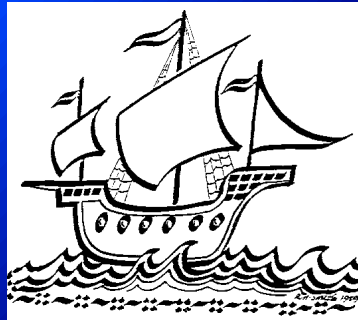




School Improvement Plan



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 F Pellet
Head of Year (Y4)	Mrs C Blunden
Head of Year (Y5)	Mrs N Sedgewick
Head of Year (Y6)	Miss A Papa Adams

Head of Core Curriculum (+ English Leader)	Miss G Scarr
Head of Logic Led (Incl. Maths)	Mr R Kettle
Head of Creative Cats	Miss C Hayes
Head of Healthy Body Healthy Minds	Mrs C Blunden

Local Advisory Body (Local Governors)	
Chair of LAB	Mr R Curtis
Vice Chair of LAB	Mr A Emby
Trust Secretary	Mrs C Southern
Staff Governor	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 G Budge (Y5)
Mrs K Edwards (Y5) (currently on Maternity_
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. Gemma	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	Mrs L Barrett Mrs L Regan Miss L Mayo Miss F Spellward	Mrs A Mullin Mrs K Neal Mrs J O'Donnell Mrs C Williams-Verrall Mrs G Morris	Mrs R Brown Mrs J Moynan Mr P Richards

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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	
Mr J MacClauren	Mr C Noble

Premises Staff	
Senior Caretaker	Mr M Sharpe
Assistant Caretaker	

Mid-Day Meals Supervisors
Mrs G Morris (Senior)
Mrs H Kasim
Mrs J O'Donnell
Miss F Spellward
Mrs A Outram
Mrs P Sutherland
Mrs R Brown
Mrs K Neal
Mrs A Baker

Other Support Staff	
Road Crossing Patrol	Mr N Callahan
Breakfast Club Supervisor	Mrs A Baker
Breakfast Club Assistant	Mrs A Laffey
Breakfast Club Assistant	Mr N Bulloch
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 Bulloch

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 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:

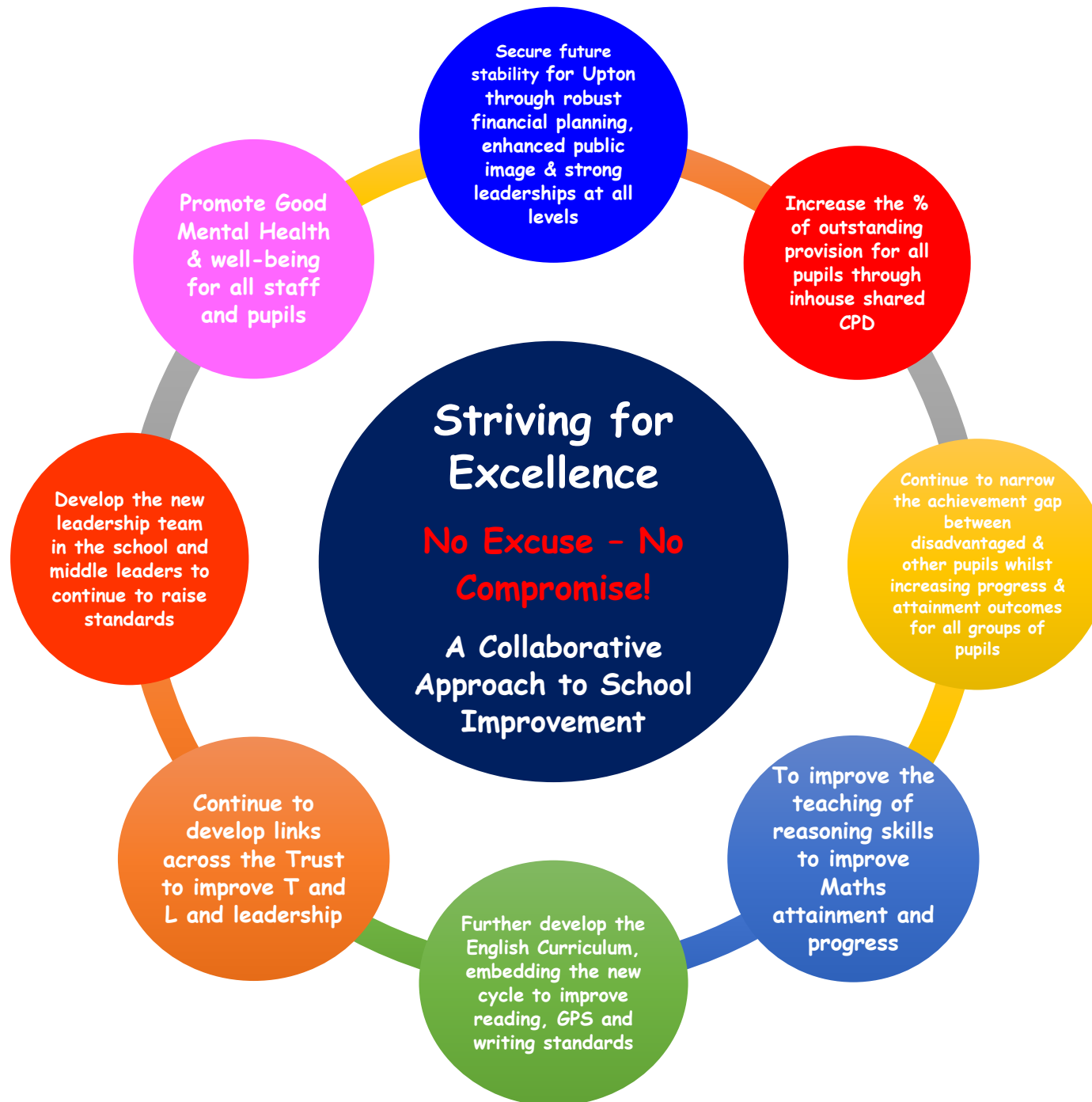
- Continue to raise the high standards of writing by providing more opportunities to write at length in all subjects across the curriculum.

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 affect 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)

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					
Objectives		Success Criteria - what will this look like in July 2019?			
Objective 1 Introduce changes to English teaching cycle to create comprehensive curriculum		All children will demonstrate good or better progress in reading and writing as measured by our level descriptors.			
Objective 2 To improve the teaching of reasoning skills to improve Maths attainment and progress		All children will demonstrate good or better progress in maths as measured by our level descriptors.			
Objective 3 Diminish differences in achievement and progress between disadvantaged and other pupils		At the end of KS2, all groups of children's attainment and progress will exceed national averages.			
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 Introduce changes to English teaching cycle to create comprehensive curriculum					
<ul style="list-style-type: none"> • Training for staff through on going CPD and coaching and mentoring 		GS	Termly	As contracted	Action plans- LAB governors
<ul style="list-style-type: none"> • Formal and informal monitoring 		SLT, GS	Weekly	As contracted	Strategy Gov- Teaching and Learning reports shared
<ul style="list-style-type: none"> • Review impact of groupings and adjust as appropriately 		SLT, GS	Termly	As contracted	GS- report to LAB

<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"> • Training and resources - white rose and mastery / reasoning materials + PA Maths • Staff coaching and subsequent monitoring • Use peer observation and learning 	<p>RK</p> <p>SLT, GS and RK</p> <p>DW</p>	<p>Termly</p> <p>Termly</p> <p>Weekly</p>	<p>£5000 budget</p> <p>Additional release time for monitoring</p> <p>Additional release time for observation</p>	<p>Action plans- LAB governors</p> <p>Strategy Gov- SEF</p> <p>RK- report to LAB</p>
<p>Objective 3</p> <p>Diminish differences in achievement and progress between disadvantaged and other pupils</p> <ul style="list-style-type: none"> • Develop effective processes to identify the gaps for children 	<p>JJ</p>	<p>Termly</p>	<p>BromCom cost</p>	<p>Tracking systems presented to Standards gov. Gov invited to PPM.</p>

<ul style="list-style-type: none"> Hold teachers to account for disadvantaged children's progress 	JJ and HOY	Termly	Contracted time	Head of School
<ul style="list-style-type: none"> Support strategies, deployment of support staff, quality first teaching strategies to accelerate progress 	JJ and EH	Daily	Additional resources cost- if required (£5000)	Standards gov

Milestones Term 1	Milestones Term 2	Milestones Term 3	Milestones Term 4	Milestones Term 5	Milestones Term 6
<p>Objective 1- Inset day- expectations in English. Year 4 and 6 audit weeks</p> <p>English book scrutiny. Whole class teaching started.</p> <p>PPM to monitor attainment and progress in English.</p> <p>Teacher assessments- T1 online and analysed to inform next steps.</p> <p>Objective 2-</p>	<p>Objective 1- PDM- Changes to the English cycle.</p> <p>Change to the English cycle implemented.</p> <p>Assessments taken place and data analysed.</p> <p>Gap analysis created.</p> <p>Year 3 and 6 audit weeks completed.</p> <p>English book scrutiny.</p> <p>Trust writing moderation</p> <p>Teacher assessments- T2 online and analysed to inform next steps.</p>	<p>Objective 1- R.Epps moderates practice and next steps</p> <p>Year 4 and 6 audit weeks</p> <p>Trust Leadership Team monitoring books at KIM.</p> <p>Mini CPDs to promote best practice.</p> <p>Teacher assessments- T3 online and analysed to inform next steps.</p> <p>Objective 2-</p>	<p>Objective 1- Introduction of reading ambassadors raises profile of reading for pleasure.</p> <p>Key year groups coached to improve understanding of best practice.</p> <p>Reinvigoration of book corners to promote reading and reading for pleasure</p> <p>Mini CPDs to promote best practice.</p>		

<p>Inset day training- use of reasoning in lessons. Teachers are planning reasoning within their lessons. CPD release timetable up and running.</p> <p>Objective 3- Pupil progress meetings to take place. Fluid groups up and running. Baseline Year 3 data taken. Baseline year 3 data analysed. Teacher assessments uploaded onto BromCom and analysed.</p>	<p>Objective 2- PDM- reasoning. Additional resources ordered. Peer support/ coaching put in place where needed.</p> <p>Objective 3- Monitor the effectiveness of the fluid intervention groups. Test data analysed and broken down in to different groups. Teacher assessment data analysed. Gap analysis of test used to inform future planning.</p>	<p>Book looks demonstrate improved reasoning evidence. Focused support to key year groups improves reasoning practice (and CPD). Promotion of basics ensures maths lessons embed fundamentals. Key staff on PA training.</p> <p>Objective 3 - Teacher assessment thoroughly identified the gaps in learning. Monitoring of support strategies to ensure learning is effective. Fresh Start training from partner school redesigns a bespoke approach Y5/6 groups. TA training taken place.</p>	<p>Groups looked at and children changed if needed.</p> <p>Objective 2- Maths PDM to take place. Book looks will demonstrate further improvements to the teaching of reasoning. Target sheets put in at the start of each block of learning.</p> <p>Objective 3- PPM to take place for Year 6. Monitoring of the fluid intervention groups. Teacher assessment inputted onto Broadstairs. JJ to unpick disadvantaged data further and look at next steps.</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.

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

2.1 School Development Plan 2018-19

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.

Objectives	Success Criteria - what will this look like in July 2019?			
Objective 1 Reinvigoration of outstanding toolkit for teaching and learning	Every teacher demonstrates elements of outstanding practice. All teachers to have met their appraisal target.			
Objective 2 Embed consistency in the Upton Way	The Upton Way is consistently used across the school and seen during formal and informal monitoring.			
Objective 3 Wider curriculum is broad, balanced, rich and relevant	A range of learning opportunities which enrich children's experiences are taking place in all areas of the curriculum. Challenge and stretch are demonstrated through monitoring, data and books and from children's feedback from lessons.			
	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 Reinvigoration of outstanding toolkit for teaching and learning <ul style="list-style-type: none"> • Formal monitoring identifying strength and areas for development in practice • Appraisal targets hold teachers accountable for quality of T and L • Peer learning to learn from and direct best practice 	DA	Audit weeks	Additional release time for observation	Standards Govs Through formal and informal monitoring- books and lessons.
	SLT	Term 1, Term 4 and end of year	Contracted time	Personnel Govs Appraisal progression and pay prediction reported to LAB.
	SLT	Weekly	Additional release time for observation	Standards Gov- SEF
Objective 2 Embed consistency in the Upton Way				

<ul style="list-style-type: none"> Lesson structures consistently used Upton Way B4L embedded Non negotiables introduced across the school to raise expectation of learning 	SLT	Daily	Contracted time	LAB- SEF and audit week reports
<p>Objective 3 Wider curriculum is broad, balanced, rich and relevant</p> <ul style="list-style-type: none"> Coverage of curriculum ensures balance and appropriate time given to individual subjects Embed use enrichment experiences throughout the curriculum Design meaningful strategies to add stretch and challenge to wider curriculum 	DW	Termly	Contracted time	Through formal and informal monitoring- books and lessons.
	DW	Termly	Enrichment budget £15,000 to be used as needed.	Through formal and informal monitoring- books and lessons.
	DW	Weekly	Wider Curriculum budget- £5000 plus PES and Music budget	Through formal and informal monitoring- books and lessons. Assessment tracking system on BromCom

Milestones Term 1	Milestones Term 2	Milestones Term 3	Milestones Term 4	Milestones Term 5	Milestones Term 6
<p>Objective 1- Training on Outstanding Toolkit for new members of staff. Appraisals for SLT and teachers opened. Peer on peer monitoring timetable produced. Learning weeks and audit weeks + additional monitoring identifies best practice and areas for development.</p> <p>Objective 2- Training of the Upton Way for new members of staff.</p> <p>Objective 3- Trust wide curriculum collaboration enriches children's learning. Each year group having stunning starts and fabulous finish at the beginning and end of each topic.</p>	<p>Objective 1- Appraisals for support staff opened. Peer on peer monitoring in place. Learning weeks and audit weeks + additional monitoring identifies best practice and areas for development.</p> <p>Objective 2- Learning weeks and audit weeks + additional monitoring identifies best practice and areas for development.</p> <p>Objective 3- Trust wide curriculum collaboration enriches children's learning. Each year group having stunning starts and fabulous finish at the beginning and end of each topic.</p>	<p>Objective 1- CPD refreshes expectations for teacher toolkit. Learning walks and audit weeks + additional monitoring identifies best practice and areas for development.</p> <p>Objective 2 - Raise profile of UW; Environment refreshed. Children retaught expectations. Trust wide learning walks Chair of Trust visit</p> <p>Objective 3- PDM - reviewed expectations of UW afternoons - promotion of practical, engaging learning. Curriculum overviews redesigned to reflect best practice Trust wide curriculum collaboration enriches children's learning. Each year group having stunning starts and</p>	<p>Objective 1- Mid- year appraisals taken place and all staff on target to achieve. Year 3 and 5 audit weeks both show teaching with at least good with elements of outstanding. CPD- teaches are directed to watch certain staff, depending what their areas of development were from their last observation.</p> <p>Objective 2- Learning walls updated and pertinent. All Upton staff to carry out learning walk at Chilton. Non-negotiables/ marking criteria in the front of the children's books in both English and Maths.</p> <p>Objective 3-</p>		

		fabulous finish at the beginning and end of each topic.	<p>Afternoon lessons all monitored and all at expected standards. Tracking of data for afternoon subjects being used effectively and efficiently.</p> <p>Term 5 topics looked at to ensure all subjects are being taught.</p> <p>Teachers writing IALT for each separate subject on display boards.</p> <p>Children writing the subject next to the IALT in their books.</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 2018- 2019	
3.1 To maintain the highest standards of pupil conduct and wellbeing	
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.	
Objectives	Success Criteria - what will this look like in July 2019?
Objective 1 Consistent conduct across all parts of the day	Behaviour expectations consistent across the whole of the school and used effectively by every member of staff.
Objective 2 To introduce effective wellbeing strategies	Training for staff, learning for children and strategies used across the school provide demonstrable impact on children's welfare and achievement

Objective 3 Targeted support strategies for vulnerable children	Personalised plans will show clear steps of progress for the vulnerable children and case studies will provide evidence of impact.
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School Actions (Process)	Lead person	By When	Resources Time/£ and Source	Monitoring: Who, How often, When and How <i>Governing Body Committee:</i> <i>Personnel</i>
Objective 1 Consistent conduct across all parts of the day <ul style="list-style-type: none"> • Targeted training for staff • Redesigning of active play and break time arrangements • Regular reinforcement of expectations - pastoral and academic approaches 	SLT DW SLT	Termly Term 1 Termly	Cost of training throughout the year Playground equipment (£5000) and staff costs for 2 x active play leads (Sports staff-KR3) Contracted time	Monitoring information and outcomes reported termly at LAB. SLT monitoring lunchtimes. Behaviour governor in for monitoring visits. Personnel and standards committee. Monitoring information and outcomes reported termly at LAB.
Objective 2 To introduce effective wellbeing strategies <ul style="list-style-type: none"> • LM training • PSHE and pastoral curriculum 	EH DW and HBHM hub	Termly Term 4 Daily	Cost of training throughout the year Training cost Contracted time	Outcome of any training reported termly to Personnel committee Action plans from HBHM team to be discussed by SLT. Personnel committee to oversee. LAB- SEF and audit week reports.

<ul style="list-style-type: none"> Consistent school strategies for wellbeing used across the school 	Pastoral team			Monitoring of books and lessons.
Objective 3 Targeted support strategies for vulnerable children <ul style="list-style-type: none"> Staff safeguarding training regularly updated and added to Training for support strategies and support deployed Development of personalised approaches to support most vulnerable 	DA EH SLT EH Pastoral team	Termly Ongoing As and when needed	Contracted time Cost of training throughout year. Contracted time. Cost of any resources that may be needed.	Personnel committee. Robin Curtis and Jo Brand as Safeguarding governors. Monitoring of impact of training. Monitoring of impact of personalised plans.

Milestones Term 1	Milestones Term 2	Milestones Term 3	Milestones Term 4	Milestones Term 5	Milestones Term 6
Objective 1 - Behaviour training to all new staff. Behaviour meeting for parents. Training for the children. Points tracking demonstrated a reduction in points lost for the children this time last year. Instances of lost points are rare and	Objective 1 - Tracking continues to show reduction in points lost over time. Silver badges ordered. LM timetable to ensure lunchtimes are covered. Nurture group at lunchtimes up and running. Objective 2 - Worry boxes introduced. LM	Objective 1- MDMS and sports coach training ensures consistent supervision at lunchtime PSHE curriculum launched for pastoral learning on conduct Introduction of class non negotiables (class assemblies) Visual prompts for non-negotiables.	Objective 1- MDMS meeting completed, containing further training regarding behaviour management. Sports team to be leading specific sports sessions at lunchtimes to include key children. Assemblies and class assemblies to constantly reinforce		

<p>isolated rather than 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. Active play remodelled.</p> <p>Objective 2 -</p> <p>Learning mentors attended the TES show and carried out training workshops.</p> <p>Objective 3-</p> <p>New staff to complete CSE, FGM and Prevent training. Safeguarding file check. KCSIE Part 1 read by all staff. Governor training on the changes of KCSIE</p>	<p>timetable to ensure lunchtimes are covered. Nurture group at lunchtimes up and running.</p> <p>Objective 3- Safeguarding file check. Individualised behaviour plans in place for key vulnerable children.</p>	<p>Objective 2- Explore additional wellbeing procedures and launch PSHE curriculum. HeadStart training and Contented Child training attended by Learning Mentors and key staff.</p> <p>Objective 3 Updated safeguarding training for all Headstart training informs support strategies and future planning Emotional regulation training - informs support and planning</p>	<p>non-negotiables and the Upton Way.</p> <p>Objective 2- Evaluate PSHE curriculum launched. Work started with the children identified as needing HeadStart. PSHE assemblies taking place weekly in class.</p> <p>Objective 3 Succession planning for DSL. Training booked for SLT and LM. Individual personalised plans made for anyone needing individual/ differentiated support.</p>		
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and Working Together to Safeguard Children.					
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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.				
Objectives	Success Criteria - what will this look like in July 2019?			
Objective 1 Establish cohesive new structure within leadership team	Upton has moved forwards in all areas under the new leadership team.			
Objective 2 Develop use of Bromcom for effective teacher assessment	Assessment systems provide an accurate picture of pupil progress and attainment and drives further improvement planning for outcomes and Teaching and Learning.			
Objective 3 Monitoring systems ensure that teaching and learning is consistently effective	Systems and procedures consistently secure across the school to monitor teaching and learning. Every teacher demonstrates elements of outstanding practice.			
School Actions (Process)	Lead person	By When	Resources Time/£ and Source	Monitoring: Who, How often, When and How Governing Body Committee: Strategy & Personnel
Objective 1 Establish cohesive new structure within leadership team				

<ul style="list-style-type: none"> • Roles and responsibilities clearly defined • Regular strategic communication • Joint evaluation of impact 	DA	Term 1	Contracted time	EHT
	DA	Daily	Contracted time	SEF report sent to LAB
	SLT	Daily	Contracted time	LAB will monitor through reports and conversations at LAB to hold us to account.
Objective 2 Develop use of Bromcom for effective teacher assessment <ul style="list-style-type: none"> • Teachers understand and can effectively use assessment statements • Assessment for learning processes inform teaching and learning • Leaders use teacher assessment information to hold teachers to account 	JJ	Term 1- Ongoing termly	Contracted time. BromCom cost	Tracking systems presented to Standards gov. Gov invited to PPM.
	JJ	Termly and daily	Contracted time	Through formal and informal monitoring- books and lessons. Standards gov- being present at PPM.
	JJ	After every data deadline and ongoing	Contracted time	SLT to ensure assessment lead is holding teachers to account.
Objective 3 Monitoring systems ensure that teaching and learning is consistently effective <ul style="list-style-type: none"> • Comprehensive systems design staff development priorities through a multi-faceted approach • Light touch book dips consistently inform leadership actions 	SLT, GS and RK	Ongoing	Contracted time	LAB- through SIP and SEF report
	SLT, GS and RK	Weekly	Contracted time	Through formal and informal monitoring- books SEF presented to LAB

Milestones Term 1	Milestones Term 2	Milestones Term 3	Milestones Term 4	Milestones Term 5	Milestones Term 6
<p>Objective 1- SLT meet daily for strategic discussion. Leadership roles clearly defined and document sent out to staff to ensure they are fully aware. Joint SIP planning.</p> <p>Objective 2- Pupil progress meetings to take place. Fluid groups up and running. Baseline Year 3 data taken. Baseline year 3 data analysed. PDM- to develop teacher skill to use systems accurately. Teacher assessments uploaded onto BromCom and analysed.</p> <p>Objective 3- Audit week information targets support and coaching.</p>	<p>Objective 1- Daily SLT meetings taking place as well as weekly more strategic meetings. Middle leadership meetings taking place with HOY and Core subject leaders.</p> <p>Objective 2- Monitor the effectiveness of the fluid intervention groups. Test data analysed and broken down in to different groups. Crib sheets made to support teachers with data input on BromCom. Teacher assessment data analysed. Gap analysis of test used to inform future planning.</p> <p>Objective 3- Audit week information targets support and coaching</p>	<p>Objective 1- Reinvigoration of structured SLT meetings. Joint SIP planning. Visual systems to identify weekly objectives. Trust Key Indicators meeting attended - informs curriculum development</p> <p>Objective 2 - Identify gaps in use of system. Evaluate accuracy of teacher assessments on Bromcom systems. PDM - further training to develop teacher skill to use systems accurately. New wider curriculum assessment finalised and introduction planned for T4. Year 6 data analyses gaps and informs teaching and learning and support strategies</p>	<p>Objective 1- SLT meetings continue to be thorough and pertinent to what is happening or needing to happen across the school. Core curriculum leaders meetings held. KIM held across the term involving SLT and Trust SLT.</p> <p>Objective 2- Teachers given all statements in paper copy as well to help them see overall picture and assess more accurately. Wider curriculum assessment started by all teachers. Year 6 PPM taken place to inform next steps in the lead up to SATS.</p>		

<p>Work scrutiny taken place weekly (see overviews for specific areas) More formal look of books during audit week</p>	<p>Mentoring and guidance continues to improve standards in key year groups Work scrutiny taken place weekly (see overviews for specific areas) More formal look of books during audit week</p>	<p>Teacher assessment thoroughly identified the gaps in learning. Objective 3 - Audit week information targets support and coaching Curriculum approaches redesigned in response to audit information Mentoring and guidance continues to improve standards in key year groups Work scrutiny taken place weekly (see overviews for specific areas) More formal look of books during audit week</p>	<p>Teacher assessments for Term 4 completed. Objective 3- New lesson observation form introduced. Audit week information targets support and coaching. Work scrutiny taken place weekly (see overviews for specific areas) More formal look of books during audit week</p>		
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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 2019