

### Mission and Values

*The mission for the Trust is to secure high standards in every school by developing and sustaining outstanding leadership and outcomes for children and young people through inspirational teaching and creative learning opportunities.*

The school values are Confidence, Respect, Enjoyment and Wonder: CREW.

At Threemilestone School we are all CREW not passengers.

We strongly believe that all children are special and all children have different gifts and talents, with everyone striving to be the best they can be.

Our INSET day on 9<sup>th</sup> February 2018 all stakeholders will be reviewing the Mission and Values due to number of changes in staffing and in the governing body.

### School Development Priorities for 2017-18

- Boys reading and writing, especially at greater depth
- Increase the numbers of pupils achieving greater depth in maths
- Increasing attainment of spelling
- Narrowing the Pupil Premium gap and building resilience in children who are Pupil premium
  
- Subject teams raise standards across the curriculum and providing a STAR curriculum (Stimulating, Team-based, Aspirational and Relevant)
- There is a consistent pedagogical approach to learning; all staff use a clear model of learning (SPACE) with a clear learning intention
- Target tracker is used not only to assess subjects across all subjects, but to support staff in a skills based curriculum
- PSHE lesson work alongside the behaviour policy to build resilience, responsibility and understand the importance of positive relationships across the school

## Target Area 1: Outcomes for Children

### Success Criteria:

- Boys reading is now in line with girls in KS2
- Boys writing is now in line with girls at KS2, including writing at greater depth
- Spelling attainment has increased across the school in end of year assessment and in daily writing tasks.
- The percentage of pupils achieving the greater depth standard in maths is above the national average at both the end of KS1 and KS2.
- GLD at the end of EYFS remains at least in line with national expectations.
- Combined percentage at the end of KS2 continue to improve in an upward trend from the previous 2 years
- Progress in narrowing the Pupil Premium attainment gap is maintained in the next academic year across the school.

### Key Performance Indicators:

- school tracking and NFER tests show that attainment gap between boys and girls reading has narrowed in Y4,5 &6.
- FFT 20 estimates for writing:
  - KS2 Boys 82% at national standard and 22% at higher standard
  - KS2 Girls 87% at national standard and 34% at higher standard
  - KS1 Boys 73% at national standard and 13% at higher standard
  - KS1 Girls 84% at national standard and 29% at higher standard
- FFT 20 estimates shows percentage achieving Greater Depth in maths at the end of KS2 2018 is 28% and in KS1 is 27%
- School tracking shows that the Pupil Premium attainment gap is narrowing (priority year groups 5 & 6).
- NFER spelling tests show an increase in attainment to 70% achieving a standardised score of 100+ in Y3/4/5 and a scaled score of 100+ in KS2 SATS

Objective	Responsibility:	Start Date:	Key actions:	Resources:	Evaluation of Impact and evidence:
All groups of pupils to improve attainment in spelling (70% achieving Standardised Age Score 100+ or scaled score of 100+) in the end of year NFER assessments.	NC SLT All staff	Sept 2017	Ensure there is a rigorous teaching of spelling across the school Evaluate current scheme Ensure spelling progression and consistency of approach across the school Training on supporting spelling for the less able Review of marking policy Spelling workshops for families Monitoring of teaching of spelling	Training with Sandra Page Further training by ST & NC (less able spellers) Training - Progression of spelling NC	
Raise attainment in boys' reading	NC	Sept 2017	Library books are audited – boy fiction	Micro librarian is	

	WB SLT All staff		and non-fiction books – target spending as a result of the audit Library is refurbished Library is opened before school, lunchtime and after school and timetabled in classes during school Classes are involved in the reading cloud and all pupils have fiction books monitored by class teacher Reading diaries reviewed and expectation clarified. Less able readers are heard regularly in school as part of provision. All books are categorised and placed on micro-librarian system. 'Book talk' is daily practice in class. Guided reading provision is audited and improved practice is implemented as a result. Reading workshops for families.	purchased and books are catalogued  Library is redesigned and new furniture is bought  Investment in new books  Cover in library before, after school and lunchtime	
Improve children's mathematical reasoning skills	DH& TD SLT All staff	Sept 17	Challenge day with other schools and internal. T&L training. TPAT Training – October 2017 DH to work with Chris Gould for one day to audit maths reasoning. Maths workshops for families. Use of displays in classrooms. All classrooms to be well resourced for CPA progression.	1 day with CG  Maths resources for each classroom	
Raise attainment in boys' writing, especially working at greater depth	NC SLT All staff	Sept 17	Pupils have a purpose for writing within the innovative and exciting STAR curriculum. There are alternative options to record for less able pupils. NC to work with Pet Henshaw (dandelion Learning) for one day to audit writing.	Purchase of Clicker  1 day with PH	
To narrow the gap in attainment	SLT	Sept 17	SLT to identify barriers to learning	Pupil Premium Grant	

for Pupil Premium pupils across the school,	All staff		<p>within their phase.                      Ensure that all pupil premium pupils are identified within the phase.                      Ensure that intervention is specific and progress is recorded.                      Camps and visits are funded 50% so that all Pupil Premium pupils are able to take up the opportunity.                      Regular review of Pupil Premium pupils and their 'barriers' – SLT                      Pupils are identified early in EYFS and support and intervention given</p>		
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**Target Area 2: Leadership and Management**

**Success Criteria:**

- SLT are effective in monitoring and raising standards in phases (with a focus on Pupil Premium pupils within their phase) and have significant strategic impact on the whole school, providing inspirational and rigorous leadership
- UPS staff have increased impact on standards
- Subject leadership teams are in place and drive an improved curriculum which is aspiration and has opportunities for enrichment
- The budget is closely monitored and any spending is strategically linked to the SDP
- Changes to support staff job descriptions are successfully managed.
- NQTs are supported fully and their induction is successful.
- Performance management of all staff is rigorous and raises performance, impacting on standards.
- All stakeholders contribute to revisiting whole school aims and vision.
- There has been a smooth transition of the school with a change in leadership

**Key Performance Indicators and links to School Aims:**

- All job descriptions are in place and used to inform performance management objectives.
- Regular monitoring of the budget (at least monthly) by HT, DHT and SBM – budget remains on course to be balanced.
- Monitoring shows that values and aims are aligned with curriculum planning and are consistently applied.

<b>Objective</b>	<b>Responsibility:</b>	<b>Start Date:</b>	<b>Key actions:</b>	<b>Resources:</b>	<b>Evaluation of Impact and evidence:</b>
Job Descriptions in place for all staff	SLT	Sept 2017	TPAT advise on TA banding and new job descriptions UPS descriptors in place for job descriptions	TPAT – TA job descriptions MPS – Teaching standards descriptors	

			Performance management focus on descriptions, evaluating impact on standards Teaching Standards used for MPS job descriptions	UPS – descriptors worked through in conjunction with HR SLT - worked through in conjunction with HR	
Subject teams have a rigorous approach to raising standards	All staff	July 2017	Subject teams, including governors meet 3x a year (at least) and provide detailed SEF and action plan to support the STAR curriculum July 17 – SEF Sept 17 - Action plans Feb 18 – review Action plans July 18 – SEF Additional time may be requested for actions impacted on standards	Release time for February cover  Additional time if requested	
Monthly management accounts reflect spending to support SDP	ST DH MR SD RD	Sept 17	Monthly management accounts unpicked and challenged All lines accurately coded	Monthly meetings with all involved	
Performance Management is robustly carried out	ST All staff SD and CW	Sept 17	Sept/Oct – lesson observations Oct – PM review Mtgs Feb – lesson observations Feb/March – PM review Mtgs HT PM by CW and SD DH to carry out HLTA PM – Nov 17 SLT and SENDCo to carry out TA PM	Class teacher release – Nov & Feb Additional release if needed	
NQTS are supported, inductions are successful	LG GL ST DH	Sept 17	Mentor and review meetings in place Additional lesson observations Visits to other school to see good practice	Statutory NQT release – DH to cover (no additional cost)	
Vision aims and ethos are reviewed in light of leadership changes	All stakeholders	Sept 17	INSET day – revisit strengths and values of the school	All stakeholders involvement	
STAR curriculum and SPACE Model of learning is embedded	All staff	July 17	Training for model of learning INSET Monitoring of impact	PM and lesson observations to monitor SDP	

## Target Area 3: Teaching, Learning & Assessment

- Success Criteria**
- There is a consistent pedagogical approach to teaching and learning.
  - Teaching and learning is consistently good or better and therefore improves outcomes.
  - Threemilestone’s STAR curriculum is embedded (*Stimulating .... Team-based, ..... Aspirational .....Relevant.....*)
  - All teachers are confident in the use of assessment to inform next steps in learning.
  - Families have been invited to learning workshops on how to support children at home  
Teachers are confident in the teaching of spelling

- Key Performance Indicators and links to School Aims:**
- A model of learning is embedded and used consistently to improve teaching and learning.
  - Target Tracker is regularly updated and monitoring shows that teachers are using this to review the attainment and progress of all groups.
  - Triangulation of monitoring (lesson observations, book scrutiny and pupil voice) shows that teaching and learning is at least good.
  - Family workshops are well attended – questionnaire at the end used to evaluate impact
  - STAR curriculum – pupils are motivated and engaged in all learning sessions, and able to learn as a team - evidence from monitoring

Objective	Responsibility:	Start Date:	Key actions:	Resources:	Evaluation of Impact and evidence:
To have a consistent model of learning in place across the school with the focus on learning and raising standards (SPACE)	All staff	May 2017	Staff to contribute towards what makes a good quality learning experience. Staff to discuss which acronym to use. Staff to unpick model of learning and use a default practice. Use SPACE model of learning during lesson observations and drop ins to observe progress towards SDP. Discussions with pupils about stages of learning, design characters	Posters made to support SPACE model of learning Teaching and Learning training	
To develop an exciting and innovative curriculum in place to inspire pupils (STAR curriculum)	All staff	June 2017	Teaching and learning training – what makes an exciting curriculum is discussed. Allocate budget so that money is available for curriculum enrichment. Planning format is reviewed to allow flexibility and increase learning outcomes. Learning is blocked to ensure deep learning experiences.	Teaching and learning training Classroom budget for enrichment (£800 per class)	

To develop skills toolkit to support learning outcomes for all foundation subjects which drive the curriculum	All staff	Sept 17	In subject teams, review Target Tracker skills assessments and contribution towards planning.	Release time for subject teams in February	
Assessment for learning is impacting on learning outcomes (summative and formative – developmental marking is moving learning on)	All staff	Sept 17	Review marking policy. Once reviewed, opportunities to make amendments to marking policy to ensure impact on learning is significant. Impact of FIT time evaluated. Develop NCETM use of maths marking policy.	Learning scrutiny (no cost) Teaching and learning training	
Parents are able to support children in learning	SLT leading workshops	Sept 17	6x family learning workshops a term on key areas of the SDP. Evaluation of impact through questionnaire	SLT leadership time	

## Target Area 4: Personal development, Behaviour and Welfare

### Success Criteria:

- There is a consistent approach to the teaching of PSHE across the school which is having a positive impact
- There is a consistent approach to behaviour management throughout the school.
- Play opportunities at lunchtime is improved and subsequently has a positive impact on behaviour.
- Safeguarding systems are up to date and efficient.

There is a robust programme of esafety across the school and involving parents.

### Key Performance Indicators and links to School Aims:

- PSHE scheme/resources are purchased – monitoring shows that these are being used consistently.
- New behaviour policy is in place and monitoring shows it is consistently applied
- Safeguarding audit shows best practice – all stakeholders understand their responsibilities
- Electronic system used by all staff – links are made to safeguarding and behaviour concerns
- Reduction in 'red cards' and physical incidences at play times

All pupils and families are confident in how to be safe on line

Objective	Responsibility:	Start Date:	Key actions:	Resources:	Evaluation of Impact and evidence:
Pupils have high quality provision for PSHE and therefore relationships, resilience and respectful behaviour are strengthened	LL (well being team) All staff	Sept 17	Jigsaw PSHE scheme is implemented and monitored Training for JIGSAW – July 17 and November 2017 JIGSAW evaluated and gaps identified	Release time for LL/wellbeing team JIGSAW scheme of work (£3000)	

			e.g. SRE curriculum Evidence of JIGSAW in each classroom display and commonality of language used JIGSAW implementation evidenced in SEF		
Pupils' individual and specific needs are understood by all staff and a positive behaviour policy is consistent throughout the school based on responsibility and choices	All staff	Sept 17	Behaviour policy ratified by governors Revisit in September Training for Individual learning needs, specific behaviour and communication difficulties and attachment are included in the training schedule to support understanding pupils with specific needs. Commonality language used when dealing with challenging behaviours.	Training led by external professionals - tba	
Pupils behave in a respectful way on the playground and are involved in meaningful activities	All staff DH (Playleaders)	Sept 17	Play equipment outside following pupil consultation, timeline agreed, built H&S checks for equipment robust Grand opening! Structure and rota in place to enable all pupils feel safe. Training for lunchtime supervisors Training for Y5&6 Play Leaders Playground markings for a range of games	Play equipment (£28000)	
Safeguarding, behaviour and bullying incidents are recorded in a robust, electronic system	All staff SLT	Sept 17	CPOMS implemented and staff receive training	CPOMS £900 Teaching and learning training	
Pupils and families have access to a robust programme of esafety	IB SLT All staff	Sept 17	Robust progression of learning throughout the school Safety workshops organised for the Spring term – by IB and external professionals.	Cost of external professionals	



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