

Priority area 1: Leadership and management

- Objectives:**
- To lead improvements in spelling and reading
 - To lead improvements in mathematics, with a particular focus on fluency and geometry
 - To lead improvements in the progress of vulnerable pupils
 - To maintain the school’s strategic approach to the expansion of the school
 - To develop the skills of middle leaders to ensure effective moderation of subject areas
 - To ensure that standards of attainment and progress at Netherfield Primary School improve significantly
 - To further improve safeguarding policy and practice

- Impact:**
- End of KS data shows improvements in spelling and reading
 - End of KS data shows improvements in maths, particularly fluency
 - Vulnerable pupils’ progress and attainment improve
 - Mellers ethos and standards continue to improve throughout expansion
 - Middle leaders effectively monitor provision
 - Governing body acting as critical friend, with appropriate challenge and support
 - Safeguarding practice is up to date

Objective	Specific Actions	Timeline	Lead staff	Monitoring/Evaluation	Cost
To lead improvements in spelling and reading	<ul style="list-style-type: none"> • Staff meetings • Spelling scheme • Guided reading resources • Spelling intervention introduced • Assessment of children’s reading speeds for baseline, trialled with Y6 initially 	Autumn and spring	Joy Buttress	<ul style="list-style-type: none"> • Pupils and curriculum committee talk to children • Feedback to gobs about impact of reading speeds baselining 	
To lead improvements in mathematics, with a particular focus on fluency and geometry	<ul style="list-style-type: none"> • Staff meetings • Introduce the explicit times tables teaching programme being trialled in Y6 	Autumn and spring	Lorna Dermody	<ul style="list-style-type: none"> • Mark to observe a times table trial session in Y6 • Feedback to gobs about impact 	

	<ul style="list-style-type: none"> • Purchase online package for development of fluency 				
To lead improvements in the progress of vulnerable pupils	<ul style="list-style-type: none"> • identify and analyse the data for those children in F2 last year that didn't achieve GLD, and were not PP • identify the progress of key pupils through pupil progress meetings • use internal data to match the correct intervention to the pupil, and measure the impact of it 	Spring	Sarah Elliott	<ul style="list-style-type: none"> • present to pupil progress committee 	
To maintain the school's strategic approach to the expansion of the school	<ul style="list-style-type: none"> • interrogate the data for the new double cohorts and identify any future trends • talent spotting and identification of future middle leaders and governing body members 	Autumn	SLT	<ul style="list-style-type: none"> • Governing body meetings • Appraisal process • Data analysis, pupil progress meetings • Staff turnover resent to pupil progress committee 	
To develop the skills of middle leaders to ensure effective moderation of subject areas	<ul style="list-style-type: none"> • Laura to coach and train middle leaders • Fortnightly 'book looks' 	Spring	SLT	<ul style="list-style-type: none"> • Governing body meetings • Pupil progress meetings • Monitoring and evaluation 	
To ensure that standards of attainment and progress at Netherfield Primary School improve significantly	<p>Support the school to:</p> <ul style="list-style-type: none"> • Improve end of key stage data, particularly KS2 • Build capacity of the school to lead the improvements that need to be made • Improve the quality of teaching and learning • Improve attendance and punctuality 	Autumn 17 Spring 18 Summer 18	SLT	<ul style="list-style-type: none"> • Netherfield gobs • Meetings with HT and DHT 	
To further improve safeguarding policy and practice	<ul style="list-style-type: none"> • Review chronology writing and start chronologies for all concerns • Review protocol for concern forms and record keeping with key staff • Monthly meetings • Separate meetings for key DSL staff 	Autumn	Amanda Dawson Senga Cannop Michelle Bramley Marjolein Roerhorst	<ul style="list-style-type: none"> • Safeguarding meetings • DSL network 	

Priority area 2: Personal development, behaviour and welfare

- Objectives:**
- To further decrease persistent absenteeism from 6 pupils to 3
 - To continue year on year improvements in pupil attendance
 - To maintain the Mellers ethos (the Mellers Way) through behaviour and attitudes, with school having expanded and building work completed
 - To further improve online safety
 - To ensure the PSHE curriculum supports pupils’ emotional health and wellbeing
 - To ensure compliance through major safeguarding initiatives

- Impact:**
- Persistent absenteeism reduced to 3 children
 - Overall attendance improved to 97%
 - Mellers Way consistent throughout school
 - Pupils are empowered to protect themselves online
 - PSHE curriculum supports wellbeing
 - School is safeguarding compliant

Attendance and punctuality objectives

	2018	2019
Attendance	97%	97.5%
Punctuality	99%	99.5%
Persistent absentees (number of children less than 90%)	3	2

Objective	Specific Actions	Timeline	Lead staff	Monitoring/Evaluation	Cost
To further decrease persistent absenteeism To continue year on year improvements in pupil attendance	<ul style="list-style-type: none"> • Monitor registers for missing marks and unexplained absence • Tighten system of parents evidencing appointments • Adhere to new LA policy on penalty notices • Refer persistent absentees to Education Welfare Service • Monitor attendance data for identification of persistent absentees, patterns of absence and lateness 	Weekly Autumn 1.1 Monthly	Laura Patel Senga Cannop Paulette Gdaniec	<ul style="list-style-type: none"> • Head teachers report to Governors • Feedback to Governor’s committees • Feedback to / from staff and parents • Feedback from Education Welfare Service • Data analysis 	

	<ul style="list-style-type: none"> • Revise reward system for attendance and punctuality • Share information on attendance with parents and families 	Autumn 1.1 Autumn 1.2			
To maintain the Mellers ethos (the Mellers' Way) through behaviour and attitudes, with school having expanded and building work completed	<ul style="list-style-type: none"> • Establish use of class names not year groups throughout school • Ensure all reading cafes and open classrooms take place • CPD/twilight sessions focus on ethos and well being • Develop children's voice as school continues to expand • Revise and promote curriculum statement and school aims • Review and ascertain Code of Conduct • Maintain high quality learning environments, including outdoors • Further develop coaching and induction capacity and programmes 	Autumn 17 spring 18 summer 18	SLT All staff	<ul style="list-style-type: none"> • Head teachers report to Governors • Feedback to / from staff, parents and children • Outcomes of CPD • Learning walks 	
To further improve online safety	<ul style="list-style-type: none"> • Review of online internet training for staff, pupils and parents • Parent workshops • Internet safety week • Termly internet safety sessions for all classes 	Spring	Jo Kervick All staff	<ul style="list-style-type: none"> • Governing body meetings • Feedback from parents • Staff meetings 	
To ensure the PSHE curriculum supports pupils' emotional health and wellbeing	<ul style="list-style-type: none"> • Review of PSHE teaching • Lesson observations • Review of policy 	Spring	Marjolein Roerhorst Shailey Sokoli	<ul style="list-style-type: none"> • Governing body meetings • Governors' monitoring 	
To ensure compliance through major safeguarding initiatives	<ul style="list-style-type: none"> • DSL network • Training for key people • Refer to Safeguarding children e-academy and Safeguarding Children Board • Compliant staff training 	Spring	All staff	<ul style="list-style-type: none"> • Governors' monitoring • Safeguarding team meetings 	

Priority area 3: Quality of teaching, learning and assessment

- Objectives:**
- To ensure that all teaching is good or better
 - To further develop improvements in the quality of teaching through peer coaching and support
 - To ensure that the Mellers curriculum meets the needs of all pupils

- Impact:**
- Teaching at Mellers is at least good throughout school
 - The curriculum is exciting and inspires all children to achieve their potential

Objective	Specific Actions	Timeline	Lead staff	Monitoring/Evaluation	Cost
To ensure that all teaching is good or better	<ul style="list-style-type: none"> • To further develop the teaching research groups • CPD to launch the year • Lesson study • Measure impact of teacher research groups using data • Each group looks at a different theme: <ul style="list-style-type: none"> ○ Verbal feedback and praise ○ Parents ○ Attachment ○ Vocabulary development 	Autumn	Laura Patel SLT	<ul style="list-style-type: none"> • Each group baselines and measures against intended outcomes • HT report to govts • Teach meets with govts present • Blogs for govts to access • Whole school monitoring day with Carol Norman and Sarah Fielding in the spring term 	
To further develop improvements in the quality of teaching through peer coaching and support	<ul style="list-style-type: none"> • Embed NQT+1 programme in school with focus on peer coaching and mentoring • Ensure that the newly established F1 team is supported, coached and mentored to ensure continuity 	Throughout the year	Jo Kervick Amy Lightfoot and Romy Waldrom	<ul style="list-style-type: none"> • Appraisal system • Feedback to govts – Anne Peach as EYFS governor 	
To ensure that the Mellers curriculum meets the needs of all pupils	<ul style="list-style-type: none"> • School council consultation about how/whether the curriculum meets their needs and inspires them to learn • Ensure the curriculum is current and relevant • Ensure whole school planning meetings reflect the outcomes of the children’s wants/needs re the curriculum 	Autumn	All staff Shailey and school council	<ul style="list-style-type: none"> • Present to pupils and curriculum committee • Work scrutiny 	

	<ul style="list-style-type: none"> • Adjust long term plans if necessary • Establish a middle leader post with responsibility for curriculum development and assessment 				
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Priority area 4: Outcomes for children and learners

Objectives:

- To further raise standards in English at KS1 and KS2, particularly spelling and reading
- To further raise standards in maths at KS1 and KS2, particularly fluency
- To ensure that the outcomes of the peer review focusing on vulnerable pupils are further developed

Impact:

- KS data shows improvements at all key stages
- Vulnerable pupils' progress and attainment improves
- Pupil progress meetings are sharper and more focused with clear impact
- Interventions are reviewed and amended to support pupil need
- Safeguarding protocols support vulnerable pupils' progress

Attainment predictions for 2017 and 2018:

Key Stage	2018	Greater depth	2019	Greater depth
F2 GLD	70%			
Y1 phonics	83%		86%	
Y2 reading	70%	13%	83%	15%
Y2 writing	80%	7%	80%	10%
Y2 maths	70%	10%	86%	15%
Y6 maths	78%	7%	86%	3%
Y6 reading	70%	7%	86%	3%
Y6 writing	70%	0%	80%	3%
Y6 combined	70%	0%	80%	0%

Objective	Specific Actions	Timeline	Lead staff	Monitoring/Evaluation	Cost
To further raise standards in English at KS1 and KS2, particularly spelling, writing and reading	<ul style="list-style-type: none"> • Review of spelling and reading fluency teaching (as above) • Amend appraisal targets to reflect the drive towards more children achieving greater 	Autumn and spring	Joy Buttress	<ul style="list-style-type: none"> • Joint moderation with other schools of writing and reading 	

	<p>depth</p> <ul style="list-style-type: none"> • Changes to exciting writing – topic focus to embed subject knowledge prior to writing tasks (more topic led than writing led) • Streamline success criteria so that they are more age-related • Tighten up marking of writing with a focus on spelling 				
To further raise standards in maths at KS1 and KS2, particularly fluency	<ul style="list-style-type: none"> • Amend appraisal targets to reflect the drive towards more children achieving greater depth • More focussed assessment of pupils' fluency in calculation 	Autumn and spring	Lorna Dermody	<ul style="list-style-type: none"> • Joint moderation with other schools of maths 	
To ensure that the outcomes of the peer review focusing on vulnerable pupils are further developed	<ul style="list-style-type: none"> • To ensure that vulnerable pupils make at least expected or better progress in reading, writing and maths • Continue to use the revised pupil progress format • Agree criteria for who is vulnerable used at pupil progress meetings • Review and measure the impact of the interventions overview sheet • Ensure information about vulnerable pupils continues to be shared effectively 	Throughout the year	Sarah Elliott and Laura Patel	<ul style="list-style-type: none"> • Pupil progress meetings and pupil progress committee • Lesley Lyon to attend pupil progress committee to observe • Data outcomes • Final review with the peer review team: Vincent, Natalie and Kate to discuss impact 	

Priority area 5: Early years' provision

Objectives:

- To consolidate and embed recent improvements in Early Years to secure consistently outstanding provision and outcomes in EYFS
- To improve outdoor provision
- To further develop early SEND identification and support
- To ensure that the newly-expanded F1 team is embedded
- To develop a mastery approach to the teaching of maths in early years

Impact:

- Data at the end of F1 and F2 shows that pupils make accelerated progress from their low starting points
- All learning opportunities, outside and inside, give the pupils opportunities to engage in high quality learning

Objective	Specific Actions	Timeline	Lead staff	Monitoring/Evaluation	Cost
To consolidate and embed recent improvements in Early Years to secure consistently outstanding provision and outcomes in EYFS	<ul style="list-style-type: none"> • New observation format (Tapestry) is used effectively to record observations • Continuous provision is planned rigorously and is objective led, not activity led: provocation, invitation to learn 	Autumn	Grace Atherton	<ul style="list-style-type: none"> • Early years governor continues to be involved • Learning walks termly • Leadership team drop ins 	
To improve outdoor provision	<ul style="list-style-type: none"> • Observe excellent outdoor environments elsewhere eg St Mary's Hyson Green • Plan for the outdoor environment and train children to use it effectively, with staff trained to support and provoke 	Autumn and spring	F1 and F2 teams	<ul style="list-style-type: none"> • Drop ins • Learning walks 	
To further develop early SEND identification and support	<ul style="list-style-type: none"> • Concern forms to be submitted early • FS staff training to recognise early indicators • Coventry grid – looks at autism vs attachment 	Autumn and spring	Romy Waldrom Amy Lightfoot	<ul style="list-style-type: none"> • Provision maps • SEND register • SEND governor Carol McCrone 	
To ensure that the newly-expanded F1 team is embedded	<ul style="list-style-type: none"> • Coaching and mentoring of F1 TAs, and F1 lead 	Autumn and spring	Romy Waldrom Amy Lightfoot Laura Patel Laura Shingles	<ul style="list-style-type: none"> • Leadership meetings • Appraisal • Drop ins 	
To develop a mastery approach to the teaching of maths in early years	<ul style="list-style-type: none"> • Maths mastery course • Lesson study • Observing other settings 	Autumn and spring	Grace Atherton Kiran Dhanjal	<ul style="list-style-type: none"> • Drop ins • Lesson observation • Work scrutiny 	