

**St. Catherine's C of E Primary**

**School Development Plan  
& Ofsted Action Plan**

**September 2015 to July 2016**

## **Outcomes from School Development Plan/ Ofsted Action Plan focus areas 2014 2015:**

### **Raise the quality of teaching in Key Stage 1 by:**

– **teachers always providing work that stimulates pupils' interest in learning and helps pupils, including the most able, reach the levels of which they are capable.**

Monitored through lesson observations, book scrutiny and pupil conferencing. Key Stage 1 levels have improved and Key Stage 2 good progress is maintained.

– **improving the quality of teachers' marking of pupils' work, making sure that pupils are given clear guidance on how to improve and that pupils make the necessary improvements.**

Monitored through book scrutiny and pupil conferencing. The new marking policy has been implemented.

### **Raise pupils' achievement in mathematics and writing, especially by the end of Key Stage 1, by:**

– **raising teachers' and pupils' expectations of what pupils are expected to achieve. See Y2 assessments particularly those who have attended school throughout KS1.**

The majority of pupils across KS1 have made two sub-levels of progress per term. We are on target to make good progress from our starting points.

– **teachers making sure that the tasks given to pupils, especially those entitled to additional support, focus more strongly on what they need to learn next to progress well.**

The SENDCo has monitored classroom support and has recently implemented a pilot intervention programme for pupils with multiple needs. The SENDCo has delivered regular training to TA support staff and they have been included within whole staff training.

### **Strengthen leadership, management and governance, particularly of Key Stage 1, by:**

– **ensuring that the checking of pupils' progress is rigorous and that action is taken swiftly to stem any underachievement**

– **developing the role of middle leaders to enable them to make a more effective contribution to improving the quality of teaching and raising achievement.**

Senior Leadership Meetings are held weekly in which we discuss pupil progress and interventions required. Middle leadership development has been a focus for staff performance management targets this year. Staff are collecting and analysing pupil data and have monitored their subject through book reviews and lesson observations. They keep a subject leader's file of evidence. Department meetings feedback are a regular aspect of SLT meetings and agenda items for these meetings are established linked to particular focus areas. Staffing has been reorganised for September 2015. We have a new teacher in Reception. Jen Jago will be taking Year 1 and Liz Davy will take Year 2. Matthew Bevan has resigned his post as Year 2 teacher and Assistant Head and will return in September as 0.3 Teacher for ICT Development focussing on introducing tablets, e-safety and computing for KS2.

### **Governor Action Plan**

**An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and management may be improved.**

Governing Body working well and carrying out their responsibilities.

### **OTHER SCHOOL DEVELOPMENT AREAS:**

**To develop oral skills of pupils especially in developing the ability to explain processes followed in curriculum areas. For example how they tackled a maths problem, explained a science activity, described an event or experience.**

On-going and improvements evident in pupil conferencing/ informal discussions. Jon Phillpotts delivered staff training linked to this a created prompt cards

for staff to use to embed their questioning techniques.

**To re-organise RWI (phonics), Guided Reading, Writing and Mathematics timetabling for KS1.**

Completed. Liz Davy maintains good standards in phonics development and both Jen Jago and Liz Davy have modelled guided reading sessions for colleagues.

**To further develop Grammar teaching for KS2.**

On-going and further development planned for coming academic year. Attainment in Year 6 raised to 78% L4+. Assessed across KS2 as a separate area using our tracking system iTrack.

**To improve pupils' skills and attainment in writing across the school.**

Fully implemented Talk for Text and beginning to see improved skills and content in pupils' writing – fiction and non-fiction.

**To further develop pupil's reading and comprehension skills.**

Guided reading processes have been improved and Jon Phillpotts has worked with groups of pupils focussing on developing comprehension. We hope to extend this further next year.

**To complete the Kite Mark award for PE.**

Maintaining Bronze Level and on-going towards Silver as part of PE Development Plan.

**To develop PE curriculum and monitor impact of provision in line with PE Development Plan linked to DfE funding.**

Completed with impact report ready for Governing Body and posted on school website.

**To implement the INSPIRE curriculum and re-organise resources and undertake training linked to new units of work.** (MfL and Computing) Completed and revised schemes of work ready for publication. Further development of teaching computing through appointment for September 2015 of ICT Development Teacher.

**To implement the revised schemes of work for PE, for PSHE and for RE in line with Curriculum 2014 requirements.**

Completed

**To implement new curriculum for maths in line with 2014 requirements – 100 lessons/ Rising Stars schemes for maths and mental maths and Athletics for home/ school working.**

Completed. Pupils access Athletics at home and pupils have received certificates linked to the levels that they have achieved. New guidance created for staff by maths subject leaders particularly on using and applying maths skills.

**To finalise our SIAMS review and prepare for Church School Inspection.**

Completed, achieved Good with Outstanding for Collective Worship. Will incorporate areas to develop in this SDP.

**To further develop aspects of spirituality through four areas of development—Self, Others, Beauty, Beyond.**

Completed spirituality grid that links to areas of the curriculum for each year group.

**To increase the pupils' understanding of "So in everything, do to others what you would have them do to you."**

Behaviour policy re-written and received very positive comments from SIAMs Inspector.

**To implement the UIFSM initiative.**

Completed – 75to 80% take up. Introduced packed lunch option in the summer term 2015.

**To implement the revised Festival Matters resource for RE assessment.**

Completed and in use. Subject Leader maintains evidence file.

**To implement Global Dimension Action Plan.**

On-going project with partner schools in the area. Jen Jago is introducing and trialling particular techniques that she will share with colleagues through next year.

## **PUPIL RESULTS 2015**

### **Year 6, Year 2 SATS, Year 1 Phonics and Reception ELGs results**

**Reception** – There are 17 areas of learning that the children are assessed on. Broad categories are PSED – personal, social and emotional development, physical development, communication and language, literacy, mathematics, understanding the world and expressive arts and design. 60% of our pupils achieved a good level of development.

**Year 1** – 30 pupils—90 % of the class passed the phonics assessment.

**Year 2** – 31 pupils – end of Key Stage Teacher Assessments

### **KS1 Results (July 15)**

*(National Results in brackets)*

#### **Reading**

26 Pupils who have been in school all of KS1.	31 pupils including 5 in-year admissions	National Expectations 2014
36% level 3	32% level 3	31%
77% level 2A plus	67% level 2A plus	57%
88% /level 2B plus	81% /level 2B plus	81%
100% level 2C plus	97% level 2C plus	90%

#### **Writing**

26 Pupils who have been in school all of KS1.	31 pupils including 5 in-year admissions	National Expectations 2014
15% L3	13% L3	16%
42% L2A+	35% L2A+	39%
80% L2B+	67% L2B+	70%
92% L2C+	84% L2C+	86%

#### **Maths**

26 Pupils who have been in school all of KS1.	31 pupils including 5 in-year admissions	National Expectations 2014
35% Level 3	29% Level 3	24%
65% Level 2A plus	54% Level 2A plus	53%
92% Level 2B plus	90% Level 2B plus	80%
97% Level 2c+	93% Level 2c+	92%

## KS 2 RESULTS 2015

**Year 6** - 33 pupils

### KS2 Results (July 2015)

*(National Results in brackets)*

	Reading	Writing	GPS	Maths
Level 4 and above	97% (89%)	97% (87%)	78% (80%)	97% (87%)
Level 5	61%	58%	45%	39%
Level 6				3%

### Number of children making 2 levels of progress + from KS1 to KS2

18 boys and 15 Girls. 9 Pupil Premium pupils. 4 SEND pupils.

YEAR 6	All	Boys	Girls	PPG	SEND
English	32/33	18/18	14/15	8/9	3/4
Writing	32/33	18/18	14/15	8/9	3/4
Maths	30/33	17/18	13/15	7/9	3/4

## OVERVIEW OF FOCUS AREAS FOR 2015/ 2016

### OFSTED ACTION PLAN—IMPROVEMENT AREAS

This will be on-going and monitored by HMI—Sue Frater and CSIT—Pete Crispin.

#### Raise the quality of teaching in Key Stage 1 by:

- teachers always providing work that stimulates pupils' interest in learning and helps pupils, including the most able, reach the levels of which they are capable
- improving the quality of teachers' marking of pupils' work, making sure that pupils are given clear guidance on how to improve and that pupils make the necessary improvements.

#### Raise pupils' achievement in mathematics and writing, especially by the end of Key Stage 1, by:

- raising teachers' and pupils' expectations of what pupils are expected to achieve
- teachers making sure that the tasks given to pupils, especially those entitled to additional support, focus more strongly on what they need to learn next to progress well.

#### Strengthen leadership, management and governance, particularly of Key Stage 1, by:

- ensuring that the checking of pupils' progress is rigorous and that action is taken swiftly to stem any underachievement
- developing the role of middle leaders to enable them to make a more effective contribution to improving the quality of teaching and raising achievement.

Continue to work on Ofsted Action Plan focus areas. Monitoring plan in place to include planning and work scrutiny, pupil conferencing, lesson observations. Monitored externally by HMI and CSIT. Internal monitoring by Governing Body Ofsted Working Party.

### Governor Action Plan

An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and management may be improved.

### SCHOOL DEVELOPMENT AREAS:

#### School Self –Evaluation Overview:

##### **Maths:**

Still dipping in attainment compared to other areas. Pupils generally make good progress. However need to work on more problem solving practice for pupils to enable them to use and apply their knowledge and skills. New programme of work developing this to be put into place. Raise awareness of staff in the content of new test papers in Y2 and Y6 for 2016.

##### **English:**

**Writing** - Continue to develop pupils' writing skills. Evaluate the impact of Talk for Text by collecting work samples. This will carry on through 15/16 with the continuation of this project.

Familiarise staff with expectations in the new test papers for 2016.

**Spelling** – In SPAG tests 2015 the points lost for some was in the area of spelling therefore we will continue in KS2 the RWInc pilot that started in Summer 15. Further training for RWInc manager to ensure full impact of this 15mins a day scheme is realised.

**Assessment Without Levels:**

Create provision map of assessment for each term. Full use of iTrack which staff will update termly.  
Introduction of Pupil Progress books – use throughout school for literacy and numeracy. Planning to be strongly linked to main assessment points.

**Science**

Action plan for subject development towards Science Mark. Look at resources and monitor teaching. Staff training linked to developing staff skills and re-invigorate pupils' interest in Science.

**ICT**

Development plan for refurbishing KS2 area and library. Use of tablets and netbooks, less reliance on desktop systems. Specific teaching linked to computing skills development.

**PE**

Implementation of new scheme—REAL PE. Continue to develop teaching skills linked to Year 3 of PE Development Plan.

**Foundation Stage**

Sharing of resources/ spaces across Reception and Nursery linked to children's needs. Tracking progress using iTrack. Introduction of Reception Baseline Assessment.

**Intervention Pilot**

Impact of project this term. Continuation of project making appropriate changes linked to evaluation carried out in summer term.

**Policy Reviews:**

Subject Leader responsibility to link to Curriculum 2014 and in-school practice. Post on school website September 2015.

**Foundation Subjects/ Topic Themes**

Inspire re-write moving from three topics a term to two—subject leaders track coverage. Autumn term ready to implement. Spring and Summer to be completed in Autumn Term.

**SLT/ Dept meetings**

Set up programme and ensure themed agendas linked to SDP/ OFSTED ACTION PLAN.

**Focus Areas will therefore be as follows:**

- ◆ To raise attainment in maths, writing and spelling
- ◆ To achieve Science Quality Mark
- ◆ To further develop pupils' computing skills, refurbishment the Junior Work Area and Library into an open learning area, and introduce the use of tablets – Learn Pads. Complete e safety review.
- ◆ To fully implement AWL and iTrack system
- ◆ To raise staff awareness of the new 2016 tests for KS1 and KS2.
- ◆ To implement the revised INSPIRE topic themes
- ◆ To implement new PE Scheme – REAL PE
- ◆ To further develop use of teaching areas and resources across Foundation Stage.
- ◆ To implement Baseline Assessment in Reception – Early Excellence Scheme.
- ◆ To further develop Intervention Project
- ◆ To introduce THRIVE scheme for particular pupils.
- ◆ To update Life Skills programme linked to topic themes and in school events/ activities.
- ◆ To convert to academy status and join An Daras MAT.
- ◆ Continue working with partner schools to plan joint events for pupils and moderation meetings for teachers.
- ◆ To implement development areas highlighted in SIAMS Inspection.



OBJECTIVE	KEY STAFF	ACTIONS/ RESOURCES/ TRAINING	SUCCESS CRITERIA	MONITORING/ EVALUATION/ IMPACT
<b>To raise attainment in mathematics</b>	<b>Libby Bruce Tracey Laithwaite</b>	Coordinators to complete problem solving/ using and applying guidance materials for staff. Subject leaders to monitor teaching using these materials and undertake half termly book scrutiny. Staff to feedback to subject leaders on impact of materials.	Teachers confident in using materials created by SLs. Pupil confidence in problem solving improved. Book scrutiny show progress in pupils' using and applying skills and across all areas are at least in line with year group expectations.	Analysis of data, lesson observations, feedback from pupils through discussion and/ or work sampling. Book scrutiny.
<b>To raise attainment in writing</b>	<b>Liz Davy Jon Phillpotts</b>	Continuation of Talk for Text scheme. Subject leaders to complete medium term plans for literacy genre for each year group. Subject leaders to create sample texts guidance for staff. Subject leaders to monitor delivery of talk for text methodology. Subject Leaders create an evidence file of genres of writing across all age groups.	Book scrutiny shows progress in pupils' writing skills. Termly assessments show that reading progress is maintained and writing attainment is on track to achieve year group expectations in at least 80% of each year group.	HT to monitor impact of initiative with subject leaders. Report to Governing Body.
<b>To raise pupils' spelling skills</b>	<b>Liz Davy Jon Phillpotts</b>	Use of RWInc Spelling Programme. Summer Term 15 pilot of scheme completed. Reading manager to complete training update. Establish baseline levels for measuring progress. Continue 15 minutes daily spelling work in KS2. Reading manager to monitor. Spelling tests used to monitor progress half termly. Subject Leaders to report to HT.	Start of Year Baseline for measuring progress undertaken. Spelling programme is carried out daily. Pupils' spelling skills are improved and are at least in line with year group expectations.	HT and coordinators to report to Governing Body.

OBJECTIVE	KEY STAFF	ACTIONS/ RESOURCES/ TRAINING	SUCCESS CRITERIA	MONITORING/ EVALUATION/ IMPACT
<b>To raise staff awareness in requirements for 2016 KS1 and KS2 assessments tests.</b>	<b>Literacy and numeracy coordinators</b>	Subject leaders to familiarise themselves with content of tests. Use Staff meeting time to feedback to staff. Use Dept meeting time to develop activities to help pupils understand the types of questioning used. Class teachers to implement use of these activities within class lessons. Staff feedback to subject leaders half termly in dept meetings.	Staff confident in content of new end of KS Tests. Pupils' work shows evidence of their ability to address a range of question formats and show their workings and explain their responses.	Subject Leaders to outline changes to governing body through presentation at curriculum committee meeting. Subject leaders to monitor half termly through feedback and book scrutiny. Report to HT.
<b>To achieve Science Quality Mark</b>	<b>Jon Phillpotts</b>	Subject leader to create action plan. Use staff meeting to inform staff. Undertake lesson observations to monitor areas for development. Get feedback from staff. Select appropriate resources for teaching and for termly assessment. SL to feedback to SLT half termly.	Action Plan focus areas addressed. Assessment in place. Baseline established and pupil progress tracked Resources updated and linked to science themes. Science Mark achieved.	Subject leader to report to HT. HT report progress to Governing Body termly.
<b>To implement the use of tablets to support pupils' learning</b>	<b>Matthew Bevan</b>	SL to undertake delivery and initial set up of tablets. SL to undertake training with staff. SL to support and work alongside class teachers and pupils. SL to collect a range of sample materials used by colleagues and share at allocated staff meetings. SL to undertake further development work as required.	Staff and pupils confident in using tablets to support and enhance learning.	Subject Leader to report to HT & Governing Body. ICT Governor to monitor progress with subject leader termly.

OBJECTIVE	KEY STAFF	ACTIONS/ RESOURCES/ TRAINING	SUCCESS CRITERIA	MONITORING/ EVALUATION/ IMPACT
<b>To implement a programme of developing ICT and computing skills in KS2 and ensuring that E Safety review is completed.</b>	<b>Matthew Bevan</b>	To review the topic themes and develop a scheme of work linked to these. Work with teaching staff to outline focus areas and establish a teaching timetable. Work alongside staff in KS2 to ensure staff confidence in teaching computing. Support staff in undertaking termly assessments of pupils' ICT and computing skills. Undertake 360 degree of e-safety review.	Pupils can understand and apply the principles and concepts of computer science—abstraction, logic, algorithms and data representation. Pupils can analyse problems in computational terms, and have experience of writing computer programs in order to solve such problems. Pupils can evaluate and apply information technology to solve problems. Pupils are responsible, competent, confident and creative users of ICT. E Safety Review is completed.	Subject Leader to report to HT & Governing Body. ICT Governor to monitor progress with subject leader termly.
<b>To fully implement use of Assessment without levels</b>	<b>SLT All staff</b>	Full use of iTrack by all staff for literacy and numeracy and FS. Assessments for literacy and numeracy updated half termly. Introduction of Pupil Progress books for literacy and numeracy. Foundation subjects updated termly and passed to subject leaders using Not As We Know It target sheets.	iTrack in full use and assessments updated half termly. Pupil progress books in use. Foundation subjects assessed termly to assist SL monitoring.	HT to monitor and report to Chair of Governors. HT to present to Full Board.
<b>To implement revised INSPIRE curriculum half termly topic themes</b>	<b>All staff Jon Phillpotts Subject Leaders</b>	Three termly topics revised and re-written as half termly topics. Autumn completed and Spring Summer to be completed in Autumn Term. Subject Leaders and Teaching and Learning Coordinator to monitor coverage and receive feedback from staff at dept meetings. Review and evaluate at end of school year.	Revised INSPIRE Curriculum fully implemented. Reviewed, evaluated and any changes made ready for September 2016.	Teaching and Learning Coordinator to monitor and report to Governing Body.

<b>OBJECTIVE</b>	<b>KEY STAFF</b>	<b>ACTIONS/ RESOURCES/ TRAINING</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING/ EVALUATION/ IMPACT</b>
<b>Year 3 PE Development Plan Introduce REAL PE programme</b>	<b>Jo Williams</b>	Implement Real PE Scheme. Complete programme of development outlined in Year 3 Plan—continue to improve the teaching of gymnastics and dance. Address the downward trend in pupil’s swimming skills.	REAL PE Scheme fully implemented. Successful completion of Year 3 Development Plan and impact assessed and reported to Governors.	Subject Leader to monitor and report termly to curriculum committee. Impact Report completed at end of year.
<b>To ensure that vulnerable pupils ( SEND, PPG and Intervention) are making good progress.</b>	<b>Tracey Laithwaite Support Staff</b>	Following summer term pilot fully implement Intervention Pilot. Establish areas that need developing following staff feedback. Present to teaching and support staff. Establish baseline for monitoring progress. Set up target groups, liaise with teachers and instruct support staff. Implement and monitor. Feedback to SLT half termly. Report to Governing Body termly.	All staff aware of pupil premium pupils, SEND pupils and their progress. Vulnerable pupils make good progress across school year. Impact of this targeted support shows pupils made progress within the year group expectations in which they are working. Teaching Staff feedback is positive.	SEND Governor and Subject Leader to monitor and report termly to curriculum committee.
<b>To fully utilise resources across Foundation Stage classes</b>	<b>Julia Pollard</b>	Review information available from assessment and observations of children’s progress in order to identify the priority areas for development for both reception and nursery children. Staff then use these findings to help inform the development of the environment in both nursery and reception areas- using both spaces to develop particular specialist environments. Resources available to both classes should be reviewed and duplication of resources avoided.	Following assessments priority areas identified. FS environment re-organised to develop particular specialist environments. Resources used reviewed to create more effective learning spaces for each class.	Subject Leader to monitor and report to HT who will report termly to curriculum committee.

<b>OBJECTIVE</b>	<b>RESPONSIBILITY KEY STAFF</b>	<b>ACTIONS/ RESOURCES/ TRAINING</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING/ EVALUATION/ IMPACT</b>
<b>To research and train for the THRIVE programme</b>	<b>Tracey Laithwaite SENDCo  SLT</b>	Visit partner schools to gain information on the training and implementation and outcomes of THRIVE programme. Undertake training. Train support staff. Implement programme for selected pupils,	Thrive programme implemented.	SENDCo to monitor with SEND Governor and report termly to Full Board.
<b>To Implement the Baseline Assessment programme— Early Excellence</b>	<b>Morwenna Ashley  Julia Pollard</b>	Reception teacher to undertake initial training. Feedback to FS Coordinator and SLT. Undertake baseline assessment for new intake in September/ October. Meet with colleagues from partner schools to discuss outcomes. Adapt teaching plans to address outcomes from Baseline Assessment. Monitor pupil progress.	Baseline Assessment successfully implemented.	Subject Leader to monitor and report to HT who will report termly to curriculum committee.
<b>To update the Life Skills programme to link with the INSPIRE curriculum topics and school events.</b>	<b>Pippa Warner</b>	Review current programme and make changes linked to new thematic topics and planned school events. Promote revised scheme to staff, pupils and parents. Implement new programme giving guidelines to staff. Monitor implementation. Give out awards when pupils achieve bronze, silver and gold levels.	Life Skills programme updated and linked into new half termly topic themes and school events.	Subject Leader to monitor and report to HT who will report termly to curriculum committee.
<b>To implement development areas from SIAMS Inspection.</b>	<b>Sarah Chapman  Pippa Warner</b>	Develop the spiritual dimension across all subjects in the curriculum. Extend children's global awareness by increasing their knowledge of the multi-cultural dimension of the Christian faith. Develop regular visits by foundation governors to formally monitor and evaluate the quality and impact of collective worship using observations and pupil conferencing.	Pupils are aware of the spiritual dimension of all subjects in the curriculum. Pupils are familiar with the multi-cultural dimension of Christian faith. Foundation governors regularly and formally monitor and evaluate the quality and impact of collective worship.	Subject Leader and HT to monitor with RE Governor and report termly to curriculum committee.

## WORKING WITH PARTNER SCHOOLS

OBJECTIVE	RESPONSIBILITY KEY STAFF	ACTIONS/ RESOURCES/ TRAINING	SUCCESS CRITERIA	MONITORING/ EVALUATION/ IMPACT
<b>To successfully convert to academy status and join An Daras MAT.</b>	<b>Sarah Chapman</b> <b>Rebecca Brewer</b>	Undertake consultation. Achieve approval from DBE. Submit application. Respond to DfE queries. Work with partners to achieve conversion.	Conversion to Academy successfully achieved.	Governing Body to monitor and report to DBE where required.
<b>To work with partner schools and successfully complete the areas outlined in the Ofsted Action Plan</b>	<b>SLT/ partner schools</b>	Programme of work/ support for working with partners linked to Ofsted Action Plan. Work with Learning Institute to visit schools, audit and review and set up future improvement planning.	Action plan implemented. Monitored and reported on regularly. Procedures in place. Successful Section 5 Inspection.	Governor Working Party. Partner schools CSIT/ HMI
<b>To develop strength in assessment across all three schools by regular Year group moderation meetings</b>	<b>All Year Group staff from all three schools</b>	Set meeting dates and agree assessment focus areas. Head Teachers enable release time for meeting with trust colleagues during working day.	All year group teams agree assessment focus areas and meet termly to moderate work.	Head Teachers will monitor progress and evaluate impact.
<b>To create joint annual event for each Year Group and set up plan for action.</b>	<b>All staff from all three schools</b>	Each Year group to establish an annual event for pupils	A programme of events set in place.	Head Teachers will monitor progress and evaluate impact.

## **PERFORMANCE MANAGEMENT** **FOR 2015/ 2016**

The annual performance review meetings take place during the first half of the Autumn Term 2015. Individual teaching staff meet with the Head Teacher to discuss action planning and target setting for 2015/2016. Each teacher was allocated a half day release for this meeting. Their targets in the previous year were self evaluated at the end of the Summer Term 14.

Staff used the following documentation for discussion:

- Personal reflection and future planning statement.
- 2014/2015 Action Plans with mid year and end of year reviews.
- Draft proposals for 2015/ 2016 subject responsibility Action Plans.
- Pupil Tracker records from previous class to review progress for 2014/2015
- iTrack overviews of curricular targets for 2015/ 2016. and focus areas for intervention.
- Draft proposed Performance Management targets for class, professional responsibility area/s and personal development.

Copies of this documentation is held centrally. Individual staff targets are confidential to the head teacher.

Targets set that were achieved have been further developed. Those not achieved ( teacher absence, other factors—changes in school and or national focus, other work demands—all legitimate reasons) have been discussed and reset or adapted for the current year. New initiatives have also been introduced by staff and have been set as targets.

Each teacher's targets have three focus areas—class (linked to pupil attainment), professional (linked to developments within their whole school subject responsibility or whole school development) and personal (specifically linked to each individual teacher's own continuing professional development in an area of their choice.) All targets are linked to school development planning and staff responsibilities are outlined during PM interviews and within job descriptions..

Staff targets are embedded within the school development plan and will not be individually listed for reasons of confidentiality.

Performance Review of the Leadership Team.

The review of the Deputy Head Teacher will be carried out by HT. The HT performance review will be undertaken by the Governing Body Review committee. Salary reviews will be undertaken by the Governing Body.

The cycle of performance review is well embedded within the school. Staff are to be congratulated for their personal rigour in achieving their targets.

