



Brooklands Primary School Action Plan
2016-2017



SCHOOL PRIORITIES OVERVIEW

Priority 1: QUALITY OF TEACHING, LEARNING & ASSESSMENT – Improve and develop the quality teaching throughout the school so when all evidence is triangulated, 100% is good or better in order to accelerate pupil progress and to raise attainment to exceed national outcomes by:

- A.) Ensuring that there is a high focus on the quality of the teaching school which includes a bespoke CPD package for staff and rigorous monitoring of standards.
- B.) Ensuring teachers assess work accurately through moderation both within and beyond school and that they have high expectations of what pupils can achieve.
- C.) Ensuring that teaching enables all pupils, including the most able pupils to make at least expected progress in lessons with many making significantly better progress (especially where there has been underperformance).(see Priority 3)
- D.) Ensuring that and those pupils who have **special educational needs or in are receipt of Pupil Premium funding** make accelerated progress so that their achievement and progress is at least in line with other pupils.(see Priority 3)
- E.) Continuing to develop a consistent approach to feedback and marking so that it gives pupils advice on how to improve, and ensures that teachers check whether pupils are using this information to improve their work.
- F.) Ensuring that all books demonstrate high standards of presentation and feedback so that progress is evident.
- G.) Ensuring that all adults model good use of vocabulary and grammar to pupils and correct inappropriate grammar whenever heard.
- H.) Continuing to ensure that all lessons are planned with a precise and clear learning objective (WALT) and appropriate success criteria (WILF) and challenging questions, all of which are used for ongoing assessment purposes.
- I.) Improving pupils' attitudes to learning and their acquisition of appropriate 'Thinking Skills' within a whole school framework.
- J.) Revising the whole school planning model so that differentiation is integral to all lessons and that work is matched skilfully to the children's ability.

Priority 2 EFFECTIVENESS OF LEADERSHIP & MANAGEMENT- Foster a culture of devolved leadership in school providing middle leaders with the opportunity to develop their own leadership so that all areas of school leadership impact positively on pupil progress and attainment by:

- A.) Ensuring that subject leaders are clear what their roles and responsibilities are; that they take ownership of their curriculum area, holding others to account when necessary.
- B.) Ensuring that everyone in school is aware of their leadership role and how this contributes to whole school improvement and development.
- C.) Ensuring that subject leaders check that assessment information collected by the school is accurate so that teachers can be held to account for progress of their learners.
- D.) Planning for additional funding for the pupil premium and sports activities to be used effectively; with regular and rigorous evaluation of the impact carried out by governors and Derbyshire LA.
- E.) Creating a culture of effective continuing professional development which is personalised to the needs of individuals, that everyone can contribute to and benefit from and that impacts positively on outcomes for pupils.(see Priority 1)
- F.) Ensuring robust systems for managing performance are consistent and used effectively to identify training needs and to improve teaching (Linked with E)
- G.) Ensuring evidence is effectively used from lesson observation and work scrutinies to check against data on pupils' performance to provide a rounded and accurate view of the quality of teaching and to target strategies for improvement.
- H.) Ensuring better use is made of tracking and target-setting to improve pupils' achievement and that staff take ownership for and are accountable for pupils' performance
- I.) Ensuring attendance of disadvantaged and SEN pupils improves to be above that seen nationally.
- J.) Ensuring that British values are promoted throughout the school so that children know about their national identity and are proud of it.
- K.) Recruiting new members of the governing body (especially parents) so that there are no vacancies.
- L.) Developing the role and capacity of the Governing body and ensuring that governors are clear about their role, have the knowledge and understanding to appropriately challenge and support the school to ensure governance impacts positively on school improvement and pupil outcomes.

Priority 3 OUTCOMES FOR CHILDREN – To ensure that 100% of children make progress at an appropriate rate depending on their starting points and that there is a significant reduction in any gaps for significant groups (i.e. Pupil Premium and SEN children) by:

- A.) Ensuring high quality teaching across the school enables children to make progress and attain highly (See Priority 1)
- B.) Ensuring teachers have a good understanding of current data and how this impacts on their planning and teaching. (linked to C)
- C.) Ensuring teachers set achievable and realistic targets in all areas which are monitored rigorously by senior leaders through PPR meetings.
- D.) Supporting subject leaders to take responsibility for progress and attainment in maths, reading and writing and ensuring that senior leaders hold them to account (See Priority 2 and appraisal docs)
- E.) Implementing effective assessment systems (Classroom monitor) that are used to effectively plan and assess in all three areas; ensuring teachers have a thorough working knowledge of Classroom Monitor in order to do this. (See priority 1)
- F.) Providing opportunities to compare standards through moderation of assessment both within school and in the Teaching School's alliance and the LA.
- G.) Ensuring interventions are planned appropriately and that TSAs have access to and participate in appropriate and relevant CPD.
- H.) Ensuring 'groups of pupils' are monitored separately so that they can attain in line with their peers and that additional funding is deployed effectively.
- I.) Embedding improved provision for phonics and reading across the school so that progress in reading accelerates.
- J.) Ensuring maths skills and practical problem solving are embedded across the curriculum.

Priority 4: PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE – Make well-being a priority across the whole school community so that pupils, staff and governors feel valued as a member of the Brooklands team by:

- A. Making sure wellbeing / work-life balance is discussed each half term at staff meetings and governors meetings
- B. Increasing the opportunities for staff to talk about their well being
- C. Ensuring procedures and policy are manageable for all staff and governors and not bureaucratic
- D. Facilitating strategies for staff to promote their well being
- E. Ensuring staff have a place in school to unwind, relax away from the classrooms
- F. Securing the safety of everyone by ensuring safeguarding requirements are up to date and that correct procedures are followed consistently
- G. Embedding the 6Rs behaviour framework so that there is a consistency of approach based on the school values and that these are celebrated regularly in school and with the wider community.
- H. Developing further the PSHE curriculum especially SRE so that there is a rigorous system in place to ensure all children have access to high quality PSHE teaching
- I. Ensuring E-safety is high profile throughout school.
- J. Continuing to promote and develop pupil voice through the school council
- K. Improving pupils' attitudes to learning. (See Priority 1)
- L. Ensuring attendance of disadvantaged and SEN pupils improves to be above that seen nationally. (See Priority 2)

Priority 1: QUALITY OF TEACHING, LEARNING & ASSESSMENT – Improve and develop the quality teaching throughout the school so when all evidence is triangulated, 100% is good or better in order to accelerate pupil progress and to raise attainment to exceed national outcomes by:

- A.) Ensuring that there is a high focus on the quality of the teaching school which includes a bespoke CPD package for staff and rigorous monitoring of standards.
- B.) Ensuring teachers assess work accurately through moderation both within and beyond school and that they have high expectations of what pupils can achieve.
- C.) Ensuring that teaching enables all pupils, including the most able pupils to make at least expected progress in lessons with many making significantly better progress (especially where there has been underperformance).(see Priority 3)
- D.) Ensuring that and those pupils who have **special educational needs or in are receipt of Pupil Premium funding** make accelerated progress so that their achievement and progress is at least in line with other pupils.(see Priority 3)
- E.) Continuing to develop a consistent approach to feedback and marking so that it gives pupils advice on how to improve, and ensures that teachers check whether pupils are using this information to improve their work.
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- I.) Improving pupils’ attitudes to learning and their acquisition of appropriate ‘Thinking Skills’ within a whole school framework.
- J.) Revising the whole school planning model so that differentiation is integral to all lessons and that work is matched skilfully to the children’s ability.

Questions for Governors and Senior Leaders to ask when evaluating the impact:

- How effective is teaching in accelerating pupil progress?
- What evidence is there to show that all pupils are being challenged to achieve their very best in all lessons?
- Are pupils in school making expected and more than expected progress that is line with pupils nationally?
- Are focus groups (i.e. SEN and PP children making accelerated progress so their attainment is in line with their peers?
- Is typical teaching improving over time?
- Does monitoring evidence including lesson observation, work scrutiny, pupil’s discussions and data analysis reflect an improvement in the quality of teaching?
- What has been the impact of CPD programmes in school? Has teaching improved as a result?
- Do teachers use Classroom Monitor and other assessments effectively so they know what the children need to learn next?

Success Criteria end of school year 2017

- Pupil data, observations and books show that the proportion of good teaching has improved so that 90% of the teaching is at least good with a significant proportion being outstanding.
- Attainment at the end of KS1 is at least in line with national in reading, writing, maths and EGPS at expected level and above.
- Attainment at the end of KS2 exceeds that seen nationally in reading and maths.
- All pupils are making progress that is at least as expected nationally in all subjects and in all year groups. Those with SEN and in receipt of PP funding make accelerated progress.
- Staff engage well in CPD activities and are keen to share practice with each other and with other schools
- Staff are confident in reflecting on their current practice and some are starting to use peer to peer lesson studies and video recording of lessons to improve and develop their teaching more.
- Relationships with external support systems are embedded E.g. the relationship with teaching schools and Challenge Partners.



- How do we know our assessments are accurate and in line with other similar schools?
- Does pupil progress data triangulate and reflect an improvement in the quality of teaching?
- Is the teaching and learning policy being consistently applied?

- Teachers are confident to moderate work within school as well as outside of school.
- Embedded & consistent use of planning proforma.
- Pupils have a positive approach to learning and are aware of the skills needed for successful metacognition.
- A consistent approach to marking and feedback results in all pupils making good progress.

<u>Actions</u>	<u>Who</u>	<u>Impact/Milestones</u>	<u>Evaluation/Quality Assurance</u>
Regular monitoring of teaching performance (especially new staff). Training for NQT mentors and clear revision of non-negotiables for all staff.	KO / JH / SR / CH	Maintain the Q of T even through staff are new. Set out clear, high expectations for non-negotiables.	Use regular (weekly / daily) monitoring to ensure staff are looking regularly at non-negotiables and consistently adhering to the school policy.
Training for new teachers on Classroom Monitor (update training for existing staff)	JH	Staff aware of how to use CM effectively in order to both assess and to plan future activities.	JH to monitor use of CM half termly in order to prepare for PPMs. Teachers can evidence the effective use of CM through planning and assessment and the assessment is also evidenced in books.
Teaching & Learning Handbook (Induction booklet) created and devised for all staff to refer to and to use in their daily practice	CH, JH, KO, SR	To be shared with teachers in a series of staff meetings and built up to a substantial document over time.	Monitored by SLT and regularly reviewed. More consistent approach to teaching evident throughout the school and teachers are adhering to new systems and non-negotiable which impacts on learning.
All teachers have individualised teaching and learning plans which are reviewed regularly and updated to show development of skills and pedagogy	KO, JH	Rigorous PM procedure ensures all staff are responsible for developing their own teaching. Any inconsistencies or difficulties can be picked ups straight away and support put in place.	Triangulation of evidence shows that teaching is moving learners on and that outcomes are getting better for children (especially those in vulnerable groups SEN / PP)
Robust targets are set for pupil performance in all key areas through PPMs and appraisal targets.	CH, JH, KO		
Moderation of reading, writing and maths for all staff – Staff meeting time to be given for moderating within school. Other opportunities for cross school moderation to be given within the cluster.	JH, KO	Staff are more confident to assess correctly under the new curriculum and know what the new standards look like	Our standards are consistent with other schools across the cluster so that we know our assessment is accurate and in line with other schools.

Staff meetings focused on quality of teaching. Each half term staff meetings will have time for individual teams to meet to discuss teaching and learning. (see SM timetable)		Staff build up a file of CPD input from staff meetings to ensure their practice is up to date.	SLT to keep minutes and monitor effectiveness of staff meeting time.
Half termly Pupil Progress meetings with staff to check progress and to focus on vulnerable learners. (Especially those with SEN / PP funding) (CF. appraisal targets)	All staff	Learners who are not progressing at the correct pace can be identified and teachers can address their progress needs.	JH monitor via CM.
Development of thinking skills across school through a series of staff meetings and through a planned strategic approach by senior staff.	JH/KO	Children become more aware of the skills they need in order to become better learners and to be able to improve and reflect through metacognition.	KO/JH through monitoring and planning files
Review of the TLA support staff in school so that interventions have a more targeted approach and that the impact of these is measured carefully in order to raise standards further.	LMc / KO	TLAs have better skills to elicit a higher level of response from learners. Progress better.	LM/ KO/SLT. JH via PPM meetings
Improve writing through introduction of Rainbow Grammar (Through INSET day in February)	JH / SP to organise	See English subject action plan.	SLT
Regular Training for all TAs linked to the staff meeting input of that week.	CH	TLA's knowledge is up to date and in line with teaching staff development.	SLT
Regular programme of visits to other schools as models of good practice for staff to see exemplary teaching and learning.	SLT	Staff to get their knowledge of other school's practice up to date with other schools.	SLT
Introduce and develop Evidence Based Teaching (EBT) studies throughout school.	CH / KO / JH	Give teachers the opportunity to research and develop good practice and how they can develop their own skills and pedagogy to maximise the impact on learning.	
Introduce and develop a more rigorous assessment process for foundation subjects and science	SLT – Science subject leaders (EMB/PM)	Science leaders to introduce assessment spreadsheets and to follow these up with staff so that assessments are accurate and moderated internally.	SLT to monitor this, staff meeting minutes show evidence of support for these assessments, assessments are available for external information required.

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- A.) Ensuring that subject leaders are clear of their roles and responsibilities; that they take ownership of their curriculum area, holding others to account when necessary.
- B.) Ensuring that everyone in school is aware of their leadership role and how this contributes to whole school improvement and development.
- C.) Ensuring that subject leaders check that assessment information collected by the school is accurate so that teachers can be held to account for progress of their learners.
- D.) Planning for additional funding for the pupil premium and sports activities to be used effectively; with regular and rigorous evaluation of the impact carried out by governors and Derbyshire LA.
- E.) Creating a culture of effective continuing professional development which is personalised to the needs of individuals, that everyone can contribute to and benefit from and that impacts positively on outcomes for pupils.
- F.) Ensuring robust systems for managing performance are consistent and used effectively to identify training needs and to improve teaching (Linked with E)
- G.) Ensuring evidence is effectively used from lesson observation and work scrutinies to check against data on pupils' performance to provide a rounded and accurate view of the quality of teaching and to target strategies for improvement.
- H.) Ensuring better use is made of tracking and target-setting to improve pupils' achievement and that staff take ownership for and are accountable for pupils' performance
- I.) Ensuring attendance of disadvantaged and SEN pupils improves to be above that seen nationally.
- J.) Ensuring that British values are promoted throughout the school so that children know about their national identity and are proud of it.
- K.) Developing the role and capacity of the Governing body and ensuring that governors are clear about their role, have the knowledge and understanding to appropriately challenge and support the school to ensure governance impacts positively on school improvement and pupil outcomes.

Questions for Governors and Senior Leaders to ask when evaluating the impact:

- What training is available for those members of staff new to leadership?
- How are new governors being inducted?
- Do governors have first-hand knowledge of the strengths and weaknesses throughout school?
- Is the Head Teacher being effectively challenged and supported? Do Governing Body Meeting Minutes reflect this?
- Have Governors undertaken their monitoring roles and have these been reported back to the full Governing Body?
- Are Governors clear about School Improvement Priorities and is the School being challenged and supported effectively in achieving its priorities?
- Are pupils on track to achieve broadly average attainment at the end of Key Stage One and Key Stage Two?
- What strategies are in place to ensure attendance improves?

Success Criteria end of school year 2017

- All support staff including admin staff and the SBM have had an appraisal meeting and have been set targets for development.
- Leadership has had a noticeable impact on T&L through coaching and monitoring of Q of T, which is demonstrated through progress data.
- Middle leaders, including UPS teachers, are impacting positively on progress of their areas of responsibility and have evidence to support this.
- Monitoring timetable embedded into the school timetable, bringing about greater levels of accountability and improved outcomes for pupils.
- The governing body is effective in its role and has robust systems in place to secure development, as shown in governors' minutes.
- An effective, professional and collaborative working relationship is fully embedded between governors and senior leaders
- New governors are inducted effectively into the working practices of the Governing Body

- Judgements on the school Self Evaluation are a result of a consensus between senior leaders and governors.
- The outcomes of the agreed Self Evaluation lead to the accurate identification of school priorities.
- Attendance of disadvantaged and SEN pupils is at least in line with that seen nationally, ensuring that in-school gaps are closing.

<u>Actions</u>	<u>Who</u>	<u>Impact/Milestones</u>	<u>Evaluation/Quality Assurance</u>
Staff have training so there is clarity about what the expectations are for their leadership responsibilities. (1 twilight session to start this off and then 1 staff meeting per half term to follow this up)	Arranged by CH with DG	Teaching staff attend twilight training with DG about leadership Staff attend staff meetings	Each staff meeting evaluate the impact from the previous one. Staff bring evidence with them to show how they have moved their own practice forward
Identify training opportunities for senior staff in improving their own leadership (Challenge Partners reviews for SLT, opportunities for DHT to attend HT meetings with HT and to participate in reviews, coaching sessions for SLT, opportunities to visit other settings)	CH in liaison with SLT	Complete the CPD log which shows impact of the training. Discuss as part of PM and PM reviews.	Is leadership capacity being expanded in school to ensure standard of teaching and support for other staff is in place? Review during appraisal review meetings.
Establish a culture of shared CPD opportunities through 15 minute forums in addition to regular staff meetings.	SLT	Staff hold 15 minute forums voluntarily and at least 1 per term. Attendance at 15 min forums is good.	Ask subject leaders to review the impact of their forums and report back to SLT to review effectiveness.
Ensure robust appraisal systems are in place with relevant and individualised targets which are linked closely to school priorities.	SLT	Appraisals completed by end of October 2016 and reviewed in February.	Are staff hitting the milestones at the review point.
Ensure that regular Pupil Progress meetings take place to monitor the progress of individual pupils and to ensure that any barriers to learning can be addressed.	SLT	Half termly PP meeting in the school diary.	All children's progress is closely monitored and all children make good progress (with vulnerable groups making accelerated progress)
Use support from the LA (Mel Lawson) to develop leadership capacity in priority areas e.g. SEN.	CH / ML TS	Review every half term at a meeting (involve SEN governor)	Leadership of SEN is impacting positively on pupil progress for SEN children.



Develop subject leadership and make sure that teachers have full accountability for their area. (including budgets and strategic plans – January 2016, staff to write action plans for their subjects which will include a bid for funding so that accurate budgets can be set)	SLT	There will be a more strategic approach to budget setting and subject development so that all developments are linked to SSE and SDP.	SLT to monitor, SBM to consider plans and discuss with resources committee of GB.
Ensure all new governors are fully inducted in their role and that all governors are aware of their roles and responsibilities.	CH, governors,	Governors have a good knowledge of the school and can provide good	CH to monitor with CofG to ensure governors are meeting their responsibilities.
Work with governors to ensure the governor development plan is in line with the School priorities	Governors, SLT	Governors and school staff are clearly working together to the same priorities	CH to work with C of G to ensure the plan is linked. SDP
Evaluate the effectiveness of the Challenge Curriculum and develop it to ensure that it remains broad and balanced and that it provides exciting learning opportunities and impacts on overall attainment and progress.	CH, SLT	Revise the curriculum leadership roles and monitor the teaching of the curriculum especially the cross curricular links where skills are applied.	Subject leaders to develop their own monitoring routines and report to the curriculum leader (SR) who will report to governors and SLT.
Re-evaluate the allocation of TAs in school to ensure that they are being used effectively to impact on the learning. Ensure that provision is well matched to pupils needs through a robust provision map.	LMc, KO, TS (SENCO)	Shorter and timed interventions mean that there should be more impact in a shorter length of time and the progress of individuals should be greater. (especially vulnerable groups including disadvantaged)	KO to meet with the inclusion team regularly (fortnightly), CH to meet with the team half termly and progress to be measured in PP meetings half termly.

Priority 3 OUTCOMES FOR CHILDREN – To ensure that 100% of children make progress at an appropriate rate depending on their starting points and that there is a significant reduction in any gaps for significant groups (i.e. Pupil Premium and SEN children) by:

- A.) Ensuring high quality teaching across the school enables children to make progress and attain highly (See Priority 1)
- B.) Ensuring teachers have a good understanding of current data and how this impacts on their planning and teaching. (linked to C)
- C.) Ensuring teachers set achievable and realistic targets in all areas which are monitored rigorously by senior leaders through PPR meetings.
- D.) Supporting subject leaders to take responsibility for progress and attainment in maths, reading and writing and ensuring that senior leaders hold them to account (See Priority 2 and appraisal docs)
- E.) Implementing effective assessment systems (Classroom monitor) that are used to effectively plan and assess in all three areas; ensuring teachers have a thorough working knowledge of Classroom Monitor in order to do this. (See priority 1)
- F.) Providing opportunities to compare standards through moderation of assessment both within school and in the Teaching School’s alliance and the LA.
- G.) Ensuring interventions are planned appropriately and that TSAs have access to and participate in appropriate and relevant CPD.
- H.) Ensuring ‘groups of pupils’ are monitored separately so that they can attain in line with their peers and that additional funding is deployed effectively.
- I.) Embedding improved provision for phonics and reading across the school so that progress in reading accelerates.
- J.) Ensuring maths skills and practical problem solving are embedded across the curriculum.

Questions for Governors and Senior Leaders to ask when evaluating the impact:

- Are all pupils making good progress in line with national expectations?
- How do SLT monitor and track pupil progress and are PPR meetings effective? How are these followed up?
- What does the SENCO do to monitor the progress of SEN children?
- How effective / accurate is Classroom Monitor?
- How do subject leaders monitor outcomes and how do they monitor performance in classrooms.
- How does the school’s attainment compare to national standards
- How are different performing groups monitored?
- Are strategy meeting effective?

Success Criteria end of school year 2017

- Attainment at the end of KS1 continues to be at least in line with national in reading, writing, maths and EGPS at expected level and above
- Attainment at the end of KS2 improves so that it is at least in line with national in reading, writing, maths and EGPS and that the SATs results show the combined RWM percentage is above floor and in line with other similar schools.
- Gaps between disadvantaged and others in school; and nationally close.
- The progress of SEN / lower prior attainers has improved.
- The progress of middle prior attainers in RWM improves.
- Action planning is embedded practice in the school development cycle and these are regularly evaluated, monitored and reviewed by subject leaders.
- Higher prior attainers at the end of KS1 maintain their progress rates
- Cross curricular links are embedded and planned for the whole year.

<u>Actions</u>	<u>Who</u>	<u>Impact/Milestones</u>	<u>Evaluation/Quality Assurance</u>
Staff meetings, training and appraisal targets to ensure children make good progress and that specific underachieving groups are given high priority (i.e. SEN / PP)	All staff led by SLT	Evidence through staff training, appraisal and inset of raising subject knowledge, staff reading encouraged.	Monitoring by SLT of planning and lesson obs, positive impact on progress and attainment. (See separate subject action plans)
Ensure interventions are effective (see priority 1 & 2)	SLT and SENCo / class teachers	Positive impact on Pupil Progress of vulnerable groups	Evaluation every half term at the PPR meetings
All staff attend regular moderation meetings in all areas (see priority 1)	JH to arrange and liaise with SLT	Staff meeting time given to moderation meetings,	Comparisons from external moderators
Audit of all resources to ensure that adequate and appropriate resourcing is evident	Sub leaders, DB	Resource audit included on action plan and requests for resources are planned through budget not requested ad hoc.	SLT – See separate action plans
Close monitoring of subject leader action plans in Maths, Reading, writing, SEN and EYFS to ensure there is good progress by vulnerable groups.	SLT	Strategy meetings once per month with SLT to monitor effectiveness of action plans.	SLT Meetings / governor meetings
Cross curricular links are embedded and demonstrate deep learning	Class teachers with input from SLT	There is evidence of skills being applied in books and through assessments.	Monitoring of planning by SLT
Staff are able to use data effectively to plan learning opportunities and to plug gaps in attainment.	SLT	Regular staff meetings on the use of Classroom monitor, data is evident in planning and through PPM discussions	SLT / HT / Govs
Reading remains high profile throughout the school community	SR	Highlighted on newsletters, website etc. Staff meeting input and discussions at PPMs	SLT / Govs

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- A. Making sure wellbeing / work-life balance is discussed each half term at staff meetings and governors meetings
- B. Increasing the opportunities for staff to talk about their well being
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- F. Securing the safety of everyone by ensuring safeguarding requirements are up to date and that correct procedures are followed consistently
- G. Embedding the 6Rs behaviour framework so that there is a consistency of approach based on the school values and that these are celebrated regularly in school and with the wider community.
- H. Developing further the PSHE curriculum especially SRE so that there is a rigorous system in place to ensure all children have access to high quality PSHE teaching
- I. Ensuring E-safety is high profile throughout school.
- J. Continuing to promote and develop pupil voice through the school council
- K. Improving pupils’ attitudes to learning. (See Priority 1)
- L. Ensuring attendance of disadvantaged and SEN pupils improves to be above that seen nationally. (See Priority 2)

Questions for Governors and Senior Leaders to ask when evaluating the impact:

- How are we supporting staff to ensure they are happy at school and therefore giving their best to their role?
- Is Wellbeing a regular agenda item in staff meetings / governor meetings? Do minutes reflect this?
- How are we ensuring that we retain and develop our staff?
- How are Facebook and Twitter accounts used to positively promote the school’s ethos?
- How do parents know safeguarding procedures are robust and what our safeguarding protocol is?
- How effective is our parental communication? How do we know?
- What impact does the school council have on the school’s ethos and development?
- Does the school website provide the best and most up to date information for parents? Is it easy to navigate?

Success Criteria end of school year 2017

- Staff have places to work effectively and relax in school
- Staff feel valued (staff survey)
- Attendance figures have improved on previous years due to all parents and stakeholders being compliant and aware of the new attendance policy.
- PTA has organised events in school and has raised funding to be spent in school on the advice of the school council
- The school council is well established and has routines for disseminating information to the rest of the stakeholders.
- Newly revised website is live on line and complies with statutory requirements.
- Attendance of disadvantaged and SEN pupils is at least in line with that seen nationally, ensuring that in-school gaps are closing.

<u>Actions</u>	<u>Who</u>	<u>Impact/Milestones</u>	<u>Evaluation/Quality Assurance</u>
Continue to use Facebook, Twitter account and ensure these are kept up to date. Alert parents to dates via texting service and the school website	CH, DB, OF-T, PB	Facebook / Twitter is updated several times a week and responses to posts are relevant.	Evaluate the number of followers on Twitter and FB. Send out parent questionnaires to see if parents value this service.
Work effectively with the PTA to involve more parents in school life.	KO / CH	School events run by the PTA, e.g. disco, summer fare. Raise additional funding for school	SLT, governors, DB
Continue to hold regular HT coffee mornings which keep the views of the parents in mind and enables school to share with parents on an informal basis.	CH	HT coffee morning dates are planned in the school diary and reminders are in the weekly school email to parents.	Feedback from parents.
Establish a new attendance policy, share this with parents (through newsletters, parents meetings, website, HT coffee morning). Monitor attendance closely as a result of this being implemented.	SLT & EJ	Monitor attendance every half term. Report to governors and parents.	Has the attendance improved, especially for vulnerable groups?
Maintain established routines for informing parents of events in school (half termly newsletters, monthly newsletters, texting updates, and links to FB, Twitter, and website.)	CH, DB, PB	Decrease in queries from parents.	Comments from parents
Send out a website survey for parents and in the light of this, develop and update the school website so that it is easier to navigate, reflects the vision of the school and complies with statutory requirements.	CH, DB, OF-T, PB, external designer	More people are able to access the website particularly the links to the children's learning so this impacts on progress.	Monitor the hits on the website and comments from parents. Parent questionnaire.
Install a new school signing in and entry system which is secure and is able to identify who is in school at all times.	CH, DB	School is secure and in the case of fire or other emergency safeguarding info is readily available.	Governors and CH
Ensure safeguarding action plan is in place and addresses issues raised from the safeguarding audit.	CH, KO	All systems are in place and the safeguarding procedures are regularly reviewed.	Governors and CH
Redesign school reception area making best use of the space available and ensuring the school building is secure.	DB, CH & governors	School building is secure and visitors have a welcoming space by which to enter school.	Governors
Refurbish the communal areas for staff so that there is a comfortable area for them to relax (staff room) and an	DB, CH, stakeholders	Staff use the newly refurbished areas and feel valued as part of the Brooklands team.	Governors and SLT



appropriate place for them to work away from the class room during PPA.			
Continue to explore the links with the local community through local business links (hold business breakfast, meetings, lunches etc.)	CH, PB, DB	Raise the profile of the school and make links to benefit the children	Governors and SLT
Make wellbeing a high priority so that it is a regular item on the staff meeting agenda.	SLT CH	Well being is included in agenda for staff meeting (well being target for staff on appraisal targets?)	Governors / SLT
Review PSHE provision in school and appoint a new PSHE manager (See priority 2) Specifically develop SRE provision in school. Share this with parents. Link with HT coffee morning.	VH, SLT	Ensure we are meeting the statutory requirements for PSHE and SRE.	SR (curriculum leader) SLT, governors
Develop e-safety and ensure it has a high priority in school, appoint new manager for e-safety (see priority 2). Observe national safer internet days e.g. Safer internet Day on Tuesday 7 th Feb. 2017. Invite parents into school to observe this. Links with HT coffee morning	NP, SLT	Monitor attendance at safer internet day. Feedback from parents.	Natalie P, CH, SLT, governors
Continue to develop further the role of the school council so that they are more effective in representing the view of the children.	VH, SLT	Pupils have a voice in school and can be part of the decision making process.	CH, SLT, governors.
Ensure breakfast club is an embedded part of school culture and target vulnerable children who will benefit from attending.	KO, SLT	Breakfast club available to those children who need it so that they are ready to learn.	CH, governors.
Establish the demand for after school care and respond to this if appropriate to establish Brooklands after school club provision.	SLT	Send out a survey to parents to establish demand and act accordingly.	Governors