

# Eyres Monsell Primary School

## School Development Plan

### 2016 - 2019



Aspire - Enjoy - Achieve

To all our pupils, our vision:

Every day at Eyres Monsell Primary School, the staff & governors are working to make sure that by the time you leave us:

- You will know what it feels like to be good at something & have achieved your very best; (1)
- You will love learning new things & want to keep on learning more; (2)
- You will understand just how incredible you are, believe in yourself & have confidence in your abilities; (3)
- You will be able to confidently read, write and use mathematics to tackle any challenges (4)
- You will have grown healthy & strong & understand how to look after your body; (5)
- You will have develop core personal values (aspiration, respect, resilience, co-operation) and have learned how to get along well with other people; (6)
- You will be able reflective and know how you can develop and move forwards (7)
- You will feel part of your local community & proud of your school. (8)

We wrote this plan following input from staff, pupils, parents & governors. It was ratified at the full governing body meeting on Thursday 29<sup>th</sup> September 2016.

The plan is our path to success & the achievement of our vision for Eyres Monsell pupils & their families. It is our mission to continue to develop EMPS as a successful place of learning within our local community, to further raise aspirations & enable all learners to fulfil their potential. The areas we are working to improve are chosen based on evidence from self-review. This means that our school self-evaluation ties directly into our plans for improvement. Each year of the plan begins on 1<sup>st</sup> April to link with the financial year & we focus on 3 key areas for improvement every year. Governors monitor the SDP each term via the Headteachers' report & meetings with subject leaders.

## **Abbreviations**

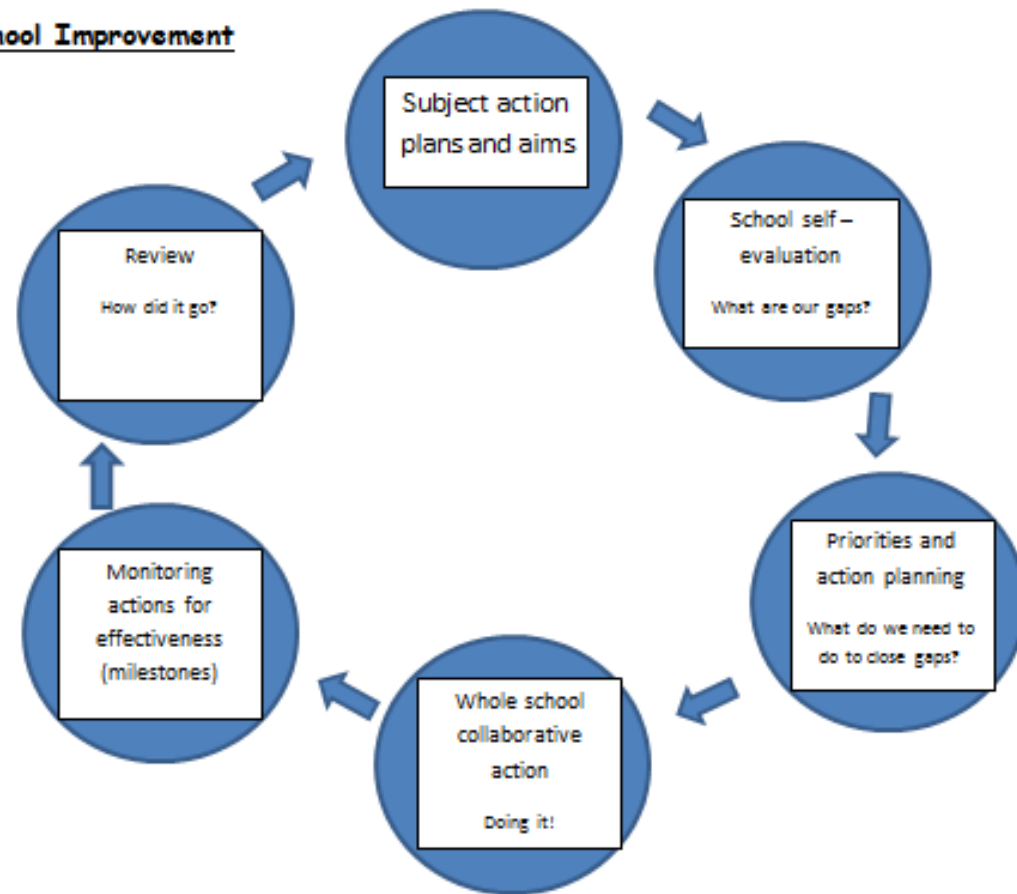
Abbreviations used:

AfL - Assessment for Learning  
AHT - Assistant Head  
ARE - Age Related Expectations  
AWO - Attendance & Welfare Adviser  
AO - Admin Officer  
CPD - Continuing Professional Development  
DHT - Deputy Head  
DT - Design & Technology  
EAL - English as an Additional Language  
EMA - Ethnic Minority Achievement  
ENGCO - English Leader  
EPPa - Effective Parent Partnerships group  
EYFS - Foundation Stage  
G&T - Gifted & Talented  
HSLW - Home School Liaison Worker  
HT - Head Teacher  
ICT - Information & Communication Technology  
INSET - In Service Training  
KS1 - Key Stage 1  
KS2 - Key Stage 2  
KTC - Knowledge Transfer Centre  
LA - Local Authority  
LBTH - London Borough of Tower Hamlets  
LT - Leadership Team  
MLT - Middle leadership Team  
NCTL - National College of Teaching & Leadership  
PE - Physical Education  
PM - Performance Management  
PO - Premises Manager  
PSHCE - Personal, Social, Health and Citizenship Education  
RE - Religious Education  
SATs - Standard Attainment Tests  
SBM - School Business Manager  
SDP - School Development Plan  
SEF - School Evaluation Form  
SEN - Special Educational Needs  
SENCO - Special Educational Needs Leader  
SIP - School Improvement Partner  
SLT - Senior Leadership Team  
TA - Teaching Assistant  
VBE - Values Based Education\*

\*All other abbreviations are the initials of staff members

\*EMPS is a Values Based Education School

## Planning for School Improvement



### 3 year key performance priorities overview

These are core elements that we are improving in the next three years.

2016-2017	Core aim: Accelerate pupil achievement to narrow to national ARE	Autumn	<b><u>Strengthen the School Governance to provide critical and strategic leadership support to enhance and strengthen the school.</u></b> Ensure that governors are knowledgeable in their roles and are providing strategic support to school leadership. Governors actively engage in monitoring and evaluating the schools' effectiveness.
		Spring	<b><u>Provide opportunities to aspire, attain and achieve</u></b> Ensuring that our children have a varied, immersive, stimulating and enhancing curriculum, which is underpinned by strong basic reading, writing, spelling and grammar and numeracy skills.
		Summer	<b><u>Excellence and Inclusivity for all:</u></b> All pupils, regardless of background or starting point, progress, attain and achieve to the highest levels; narrowing gaps to national at key points EYFS, end of KS1 and end of KS2.
2017-2018	Core aim: All pupils and staff aspire to achieve and reach their potential	Autumn	<b><u>Learning outdoors:</u></b> No walls; no ceiling - outstanding learning outside the classroom complements & enhances the outstanding learning indoors
		Spring	<b><u>Success through excellent professional development:</u></b> All staff engage enthusiastically with research & professional development that moves on their learning & has a positive impact on schools & pupils near & far
		Summer	<b><u>Thinking for ourselves:</u></b> Ensure all pupils develop their critical thinking, questioning and self -awareness skills through embedding the Philosophy 4 Schools programme. <i>Consolidation and review</i>
2018-2019	Core aim: Strengthen the whole school learning community through collaboration	Autumn	<b><u>We're better together:</u></b> Close partnership working with other schools, businesses and agencies means that we offer the very best education to all our pupils
		Spring	<b><u>Employability:</u></b> Pupils identify & nurture their own talents; they are independent & responsible & learn from one another; they are positive, confident & resilient & take risks to succeed
		Summer	<i>Consolidation and review</i>

## Links to 2016 OFSTED

Ofsted Key Judgement and areas to improve	Whole School Action through SDP	Proposed Outcomes
<p><b>Strengthen the quality of Leadership &amp; Management (Area for improvement)</b></p> <p><b>OFSTED areas for improvement:</b></p> <ul style="list-style-type: none"> <li>• Ensure that governors responsible for recruitment and safeguarding undertake up to date safeguarding training and those responsible for overseeing safeguarding practices are sufficiently skilled and knowledgeable to carry out their roles effectively.</li> <li>• Monitoring and supporting the designated leader for safeguarding more effectively.</li> <li>• Designing a plan of action to strengthen the knowledge and skills of the governors, so they better hold senior leaders to account.</li> </ul>	<ul style="list-style-type: none"> <li>• Appointment of new governors with the necessary skills to strengthen the governing body.</li> <li>• Governors show greater strategic awareness and involvement in the strategic leadership of the school through training and development of a clear cycle of school improvement.</li> <li>• Leaders show clear and robust knowledge of strengths and weaknesses of EMPS.</li> <li>• Regular opportunities are in place to support those in positions of designated safeguarding leaders.</li> <li>• Governors have undertaken safeguarding training.</li> <li>• Review of key safeguarding and child protection policies, which are shared with stakeholders.</li> <li>• Governor monitoring to be linked to all areas of the SDP.</li> <li>• Governors to develop their critical knowledge and thinking about key school improvement areas, through a clear strategic cycle of M and E.</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthened governing body in terms of size and skillsets</li> <li>• Governors knowledge and experience in supporting school improvement and strategic direction is increased.</li> <li>• School leaders continue to develop, showing confidence and competence in their roles.</li> </ul>
<p><b>Quality of teaching, learning and assessment</b></p> <p>To be judged as at least 'good' as the teachers are determined that pupils achieve well, they have deep knowledge and understanding of the subjects they teach and have high expectations of all.</p>	<p>See school development plan for teaching, learning and assessment actions</p>	<ul style="list-style-type: none"> <li>• Teachers plan lessons very effectively and the content is progressive and demands more of pupils.</li> <li>• Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.</li> <li>• All vulnerable groups (EAL, Pupil premium, LAC, SEND) make at least expected progress and are narrowing the gap. Teachers have</li> </ul>

		<p>high expectations of these pupils.</p> <ul style="list-style-type: none"> <li>• Increased Age Related attainment across all year groups to narrow the gaps.</li> <li>• Curriculum underpinned by clear teaching of basic skills in reading, grammar, punctuation and spelling and mathematical calculations and mental arithmetic.</li> </ul>
<p><b>Personal development, behaviour and welfare</b></p> <p>To enable all pupils to behaviour impeccably at unstructured and learning times.</p>	<p>See school development plan for specific actions in context</p> <ul style="list-style-type: none"> <li>• Pupils value their education and absence rates reduce across the whole school.</li> <li>• Pupils can explain accurately and confidently how to keep themselves healthy and safe.</li> <li>• Parents, staff and pupils are positive about both behaviour and safety.</li> <li>• Pupils behave well as school strategies promote high standards of behaviour.</li> <li>• Reduced exclusions from pupils identified with SEMH needs.</li> <li>• Whole school values are embedded and engrained in to EMPS life.</li> </ul>	<ul style="list-style-type: none"> <li>• To reduce the gap between school and National with regards to whole school absence and persistent absence rates.</li> <li>• Introduction of a new PSHE curriculum embedding core values to enable pupils to explain accurately their views, behaviours and how to keep themselves safe and healthy.</li> <li>• To ensure all pupils develop positive attitudes to learning and value an education.</li> <li>• To introduce EAL / Pastoral Files for all classes to actively promote all aspects of pupils' welfare.</li> </ul>
<p><b>Outcomes for Pupils</b></p> <p>To ensure 'outcomes' are at least by pupils making substantial and sustained progress to narrow the gap.</p>	<p>See school development plan for actions</p>	<ul style="list-style-type: none"> <li>• The % of pupils attaining the phonic standard in Year 1 and the re-test in Year 2 shows a rise in line with national.</li> <li>• Ensure Reading attainment at KS1 narrows the gap in line with National expectations.</li> <li>• Cohort and group progress is never less than '6 steps' to ensure sustained progress for pupils in Year 1-6.</li> <li>• GPS is taught effectively to support writing skills.</li> <li>• Pupils acquire mental maths and arithmetic skills appropriate to their</li> </ul>

		<p>age.</p> <ul style="list-style-type: none"> <li>• Ensure age related attainment for pupils in KS2 is closer to National and therefore school gap is closing.</li> <li>• New end of year expectations in Year 2 and Year 6 are closing to national.</li> </ul>
<p><b>Early Years</b></p> <p>To ensure all children leaving the EYFS are 'school ready'.</p>	<ul style="list-style-type: none"> <li>• To provide a stimulating, engaging learning environments both inside and outside, to develop children's experiences and their potential for rich, learning opportunities.</li> <li>• Focused adult directed teaching to develop children as 'readers', 'writers' and 'mathematicians'.</li> <li>• Embed KTC to provide quality early phonic skills and strategies.</li> <li>• Manage high mobility and turbulence for pupils new to English, new arrivals and no previous schooling to ensure they make expected progress.</li> </ul>	<ul style="list-style-type: none"> <li>• School <b>GLD</b> is improving and is closing to be in line with National GLD</li> <li>• Expected level in <b>Reading</b> is at National</li> <li>• EYFS team aware and managing mobility needs as school numbers rise.</li> <li>• Early intervention in core areas such as reading, mathematics and communication ensure no child is left behind</li> </ul>



## Monitoring and Evaluation Cycle 2016 - 17

	<b>Autumn 2016</b>	<b>Spring 2017</b>	<b>Summer 2017</b>	<b>Autumn 2017</b>
<b>Book Scrutiny</b> Focus on - implementation of teaching and learning policy, standards and expectations and feedback/marking	Maths- Problem Solving & language English writing- SPAG English comprehension Science - skills Creative Curriculum Review coverage / progress	Maths- Calculation English - handwriting English reading inference Science - investigative ability PSHCE/ values/ RE	Maths - coverage and progression English Writing - creative English reading - breadth and depth Science - recording Computing	Maths - mental arithmetic progression English writing - English reading - inference and deduction Science - skills
<b>Lesson observations</b> Half termly (approximately every 6 weeks)	Teachers - maths (questioning, mental arithmetic and calculations) Guided reading - inference, comprehension and questioning TA observations - questioning Interventions (T and TA)	Teachers - literacy basic skills (GPS) & pitch  TA observations TA interventions	Teachers TBC  Interventions (T and TA)	Teachers TBC  TA observations
<b>Learning walks</b>  Focus on key performance indicators	Behaviour and VBE language SENCO - SEND Learning environment to aid progression	More able Pupil premium and LAC TA added value SEND & personalisation Basic skills	Use of language & questioning (talk4writing, talk4maths) SEND EAL Pupil Premium	TBC
<b>Planning Scrutiny</b> Planning scrutinised on a half termly basis	assessment / marking Curriculum coverage - breadth and depth Maths Literacy	Maths Literacy Computing Humanities PE/Sports	Science MFL Art/DT Creative curriculum (link to lit and maths)	Coverage - breadth and depth Literacy Maths
<b>Pupil voice</b>	Progress interviews	School council / sports council	Progress interviews School captains	School council / sports council
<b>Parental engagement</b>	Meet and greets Literacy workshop Maths workshops	Parents evening questionnaire Home learning Mid year report (new)	Annual questionnaire End year report	Meet and greets Literacy workshop Maths workshops
<b>Focus on areas not addressed through other monitoring activities</b>	Pupil progress meetings Behaviour logs Nurture Attendance	Pupil progress meetings Behaviour logs Nurture Attendance	Pupil progress meetings Behaviour logs Nurture Attendance	Pupil progress meetings Behaviour logs Nurture Attendance

## Attainment and Progress

Year group	Attainment 2015-16				Progress 2015 - 2016 Expected or above			Progress minimum	School aims for closing the gap
	reading	writing	maths	science	reading	Writing	maths		
<b>N</b>	66%	41%	58%		96%	100%	96%	<b>6 steps</b>	<b>7 steps</b>
<b>R</b>	50%	50%	53%		91%	91%	98%	<b>6 steps</b>	<b>7 steps</b>
<b>1</b>	44%	48%	53%	46%	53%	76%	69%	<b>5 steps (Jan - July)</b>	<b>6 steps (Jan - July)</b>
<b>2</b>	48%	48%	55%	55%	70%	76%	73%	<b>6 steps</b>	<b>7 steps</b>
<b>3</b>	41%	20%	31%	31%	62%	51%	58%	<b>6 steps</b>	<b>7 steps</b>
<b>4</b>	20%	10%	30%	10%	63%	60%	76%	<b>6 steps</b>	<b>7 steps</b>
<b>5</b>	20%	0%	28%	0%	63%	77%	74%	<b>6 steps</b>	<b>7 steps</b>
<b>6</b>	25% (SAT)	75% (TA)	32% (SAT)	71% (TA)	89%	89%	82%	<b>6 steps</b>	<b>7 steps</b>

Teacher Assessments						
	2016			2017 targets (TA)		
	reading	writing	maths	reading	Writing (TA)	maths
<b>Year 2</b>	<b>48%</b>	<b>48%</b>	<b>55%</b>	<b>48%</b>	<b>53%</b>	<b>55%</b>
<b>Year 6</b>	<b>25% (SAT) 71% (TA)</b>	<b>75% (TA)</b>	<b>32% (SAT) 71% (TA)</b>	<b>56%</b>	<b>63%</b>	<b>63%</b>

## Individual Area Targets 2016 - 2017 (Link to individual action plans)

Area	Key targets for each area:
English	<ul style="list-style-type: none"> <li>• Provide clear teaching programmes for Spelling and Grammar to enable all pupils to achieve against national Age related indicators.</li> <li>• Develop stronger practices of shared and guided reading to support inference and comprehension skills through KTC in KS2.</li> <li>• Improve ARE in reading, GPS and writing across the whole school.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Improve ARE in maths across school.</li> <li>• Ensure a structured and progressive maths curriculum is in place to allow children to achieve in line with the new national expectations.</li> <li>• Ensure Talk4Maths supports challenging mathematical knowledge, underpinned through high level questioning in planning, teaching and learning.</li> <li>• To provide enrichment to interest and engage learners in maths.</li> </ul>
Science	<ul style="list-style-type: none"> <li>• To ensure that the teaching of Science is consistently good or better in all lessons.</li> <li>• To ensure a clear, robust and regular system of assessment is being used to monitor and improve pupil progress in Science.</li> </ul>
Computing	<ul style="list-style-type: none"> <li>• Ensure planning coverage of all computing aspects of the curriculum.</li> <li>• To ensure that the assessment of computing is accurate and consistent across the school</li> </ul>
PSHCE and Values	<ul style="list-style-type: none"> <li>• To review teaching and learning of school values / PSHCE to ensure robust focus and coverage of school values to underpin a strong school ethos.</li> </ul>
Sport & PE	<ul style="list-style-type: none"> <li>• To ensure a consistent standard of PE and Sports lessons and provision which is at least good.</li> <li>• To improve rates of participation in sport, sports clubs and competitive sport.</li> </ul>
RE	<ul style="list-style-type: none"> <li>• To ensure there is a clear cycle of RE knowledge, skills and opportunities that this is being used to deliver effective RE curriculum.</li> <li>• KS2 pupils to visit a place of worship.</li> </ul>
Art, Design and Tech	<ul style="list-style-type: none"> <li>• To ensure planning of DT/Art shows continuity and progression of skills across the school.</li> </ul>
Music	<ul style="list-style-type: none"> <li>• To extend the music provision offered so there are greater opportunities for children to perform, see and hear music.</li> </ul>
MFL	<ul style="list-style-type: none"> <li>• Ensure clear and consistent teaching of MFL within KS2 and extend modern language opportunities into KS1.</li> </ul>
Inclusion / SEND	<ul style="list-style-type: none"> <li>• Raise attainment and achievement of SEND pupils</li> <li>• Ensure additional provisions (nurture, intervention etc) meet pupils needs and add value</li> </ul>
EAL	<ul style="list-style-type: none"> <li>• Introduce language proficiency assessments to monitor and assess language competence.</li> <li>• Ensure staff are aware of barriers to learning for EAL and have strategies to address these so EAL pupils make at least expected progress.</li> </ul>
More able	<ul style="list-style-type: none"> <li>• Ensure more able are identified and have personalised targets for their learning needs.</li> </ul>

Behaviour, safety and attitude	<ul style="list-style-type: none"> <li>• Pupils display positive learning attitudes and behaviour is of a high standard.</li> <li>• Learning walks show evidence of VBE good practice and use of reflection and emotional language development.</li> </ul>
Parental engagement	<ul style="list-style-type: none"> <li>• To provide greater opportunities for parents to support pupils learning through year group literacy and numeracy workshops.</li> <li>• To increase % of parents engaging in learning / academic activities across the year e.g. parents evenings, meet and greet,</li> </ul>
Learning Environment indoor and outdoor	<ul style="list-style-type: none"> <li>• To develop planned and purposeful outdoor education opportunities linked to the curriculum to support pupil achievement, resilience and confidence.</li> </ul>
Premises	<ul style="list-style-type: none"> <li>• To gain a completed school extension build which fits the purpose and need of the school.</li> <li>• Ensure clear cyclical planning for premises and technology development.</li> </ul>

## Strengthen the School Governance to provide critical and strategic leadership support to enhance and strengthen the school - Autumn 2016

Ensure that governors are knowledgeable in their roles and are providing strategic support to school leadership. Governors actively engage in monitoring and evaluating the schools' effectiveness.

<p><b>EMPS vision:</b>          You will know what it feels like to be good at something &amp; have achieved your very best; (1)          You will love learning new things &amp; want to keep on learning more; (2)          You will understand just how incredible you are, believe in yourself &amp; have confidence in your abilities; (3)</p>		<p><b>Vision for school governance</b>          Strong leadership exists at all levels of the school providing support, critical challenge and accountability through all leadership layers.</p> <p>Governors are knowledgeable in the roles, their understanding of the school and act strategically to enhance school leadership and development.</p>			
<b>What we're aiming for</b>	<b>What we're going to do</b>	<b>who</b>	<b>when</b>	<b>cost</b>	<b>What we'll see when we've done it</b>
To involve everyone at EMPS in thinking about what we	a)Use questionnaires & the school website to find out what parents think about school governance and leadership b)Ask school staff for their views of strengths and development aspects for governance. C ) Ask school governors to give their ideas about the school d)seek external support to fully understand what are the strengths and areas to develop with governance. e)Governors to complete a skills audit to identify strengths and skills gaps.	staff	October 2016  December 2016  August 2016  Oct16	-  £1500	Clear understanding of the strengths and areas for development of school governance. School governors know their own strengths and are proactive in developing areas of weakness.
To find out what the experts say about what makes an effective governing body	a)external audits and reviews to support self-evaluation of the governing body b)Utilise external information sources such as The Key, National Governors Association, OFSTED, EEF to consider development aspects for the Governing Body	govs	Oct 16  Dec 16	£1500	Governors are up to date in their knowledge and practices.

	c)Governors to attend training and development to ensure that they are knowledgeable to the requirements of governance and their key roles.		July 2017		
To ensure governors are competent and confident in their roles.	a)Mentoring and induction arrangements in place for new governors. b)Governors to attend training through local and / or national bodies to develop their knowledge, understanding and confidence in their roles. c)Governing body meets all statutory requirements for Governor training e.g. new governor training, safeguarding, Safer recruitment etc. d) Governors have a clear cycle for monitoring and evaluation so they are aware of the strategic working of the school and can contribute to its development. e)Governors to make regular visits to the school each term to support their understanding and contribute to strategic leadership f)governors keep themselves up to date with statutory changes related to education.	govs	Oct 16 July 2017 Jan 2017 Oct 2016 July 2017	£1000	Governors are proactive in developing their knowledge of education and EMPS.  School governance fulfils the statutory duties required.  Leadership is strengthened through having a more robust and strong governing body.
Governors to fulfil statutory duties and provide support and oversight to leaders fulfilling safeguarding roles.	a)all governors have received updated safeguarding training within the past 12 months. b)governors provide support to the Senior DSLs and DSLs c) Governors know the statutory policies and when they need reviewing. d) governors know when there are statutory changes made to safeguarding through maintaining an up to date knowledge. e)Clerk to governors is providing regular updates regarding statutory and educational changes to support governor knowledge.	Govs    Clerk to gov	July 2017 July 17 July 17 July 17		Governors maintain an up to date knowledge and are able to discharge statutory responsibilities.  Governors support key safeguarding roles within the school to ensure a robust safeguarding practice exists,
To ensure governors support the leadership of the school.	a)clear cycle for M and E exists so governors understand the school and key leaders roles. b)governors are clear of their roles and the importance of 'critical friendship' and discharge their strategic duties effectively. c) Governors provide support to the school leadership, acknowledging successes as well as areas to develop. d)governors to have annual meetings with middle leaders to	govs	Oct 16 July 17 July 2017 July 17		Governance and School leadership work collaboratively to secure the future developments of the school. Leadership is supported by governance as well as held to account. Governors are knowledgeable of

	<p>understand their roles, provide strategic support and develop a strong understanding of the position of the school for increased accountability.</p> <p>e) Regular meetings between the Head teacher and Chair of Governors to ensure effective communication and leadership support.</p>				<p>the leadership roles, strengths and developments and support and enhance the leadership of the school.</p>
<p>To ensure pupils, parents and community are aware of the Governance of the school.</p>	<p>a) governors to be linked with a class to provide opportunities to meet children and staff each year.</p> <p>b) parental views are sought to support school development</p> <p>c) staff views are sought to support school development</p> <p>d) Governors are visible within and around the school e.g. for M and E, class visits, trips and events etc.</p> <p>e)</p>	<p>Govs</p> <p>HT</p> <p>HT</p> <p>Govs</p>	<p>Oct 16</p> <p>July 17</p> <p>July 17</p>		<p>Governors are a visible presence across the school year.</p> <p>Parents are aware of the governors and understand their roles.</p>

### **Monitoring and evaluation of school governance:**

- **Governors to monitor their actions during FGB**
- **Clear cycle of M and E for governors exists**
- **Governance monitoring are planned within the school calendar**
- **Actions to be monitored through sub committees and Head teachers report**

## Actions to continue to Spring 2017

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What we're aiming for	What we're going to do	who	when	cost	What we'll see when we've done it



## Provide opportunities to aspire, attain and achieve - Spring 2017

Ensuring that our children have a varied, immersive, stimulating and enhancing curriculum, which is underpinned by strong basic reading, writing, spelling and grammar and numeracy skills so all pupils aspire and achieve their potential. Children narrow gaps to national age related expectations through clear, robust teaching and curriculum practices.

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<b>What we're aiming for</b>	<b>What we're going to do</b>	<b>who</b>	<b>when</b>	<b>cost</b>	<b>What we'll see when we've done it</b>
To involve everyone at EMPS in thinking about what we like about the school curriculum & what could be better	a) Ask school council to gather the views of pupils on what they learn about (the curriculum) at school b) Use questionnaires & the school website to find out what parents think about what their children are learning about at school c) All staff to work together in staff meeting to review the curriculum & make it better d) Ask school governors to give their ideas about the school curriculum at the summer term Governing Body meetings	staff	October 2016  December 2016 August 2016  July 2017	-	The National Curriculum is shaped around the needs of the school and pupils. Pupils articulate their strengths and how the curriculum has shaped their learning

<p>To make sure that the curriculum is interesting &amp; exciting and is underpinned through clear assessment practices</p>	<p>a)HT/DHT will make sure that she meets with anyone who leads a subject to talk about the new curriculum  b)teachers planning makes sure that there is always an exciting &amp; clear purpose for learning (outcomes)  c) teachers are able to assess pupils to see how well they are learning  d)pupils read and respond to clear, well informed marking  e)give pupils the chance to learn by organising exciting events in school  f) Plan trips across the year to exciting places that will give pupils more chances to learn  g) Improve the quality of teaching to consistently good or better for all pupils with additional Educational Needs (AEN)  h)ensure adequate working spaces for staff to plan and review assessments</p>	<p>MLT</p>	<p>Review  Dec 16  March 17  July 17</p>	<p>£4000</p>	<p>The school has a consistent approach to assessing without levels throughout the curriculum Assessment is used by strive to inform planning and engage learners</p> <p>Teachers are assessing pupils progress &amp; are doing things to help pupils improve</p>
<p>To ensure a clear focus on improving standards of spelling, punctuation and grammar.</p> <p>Children achieve in line with age related expectations (ARE) to support writing development.</p>	<p>a) Review how we teach grammar, punctuation and spelling (GPS)  b) Establish clear expectations within each year group for GPS  c) Ensure GPS is embedded in to our writing provision, linked with talk4writing  d) Ensure teachers fill gaps in GPS through clear, consistent GPS scheme to ensure knowledge and ability.  e) Raise profile of GPS across the school e.g. super spellers of the week (100% of weekly spellings correct, writing awards etc)  f) Staff training to increase knowledge and confidence in GPS.  g) Clear assessment methods used so teachers can track, monitor and adapt learning and teaching to enable pupils to progress.  h) begin to consider and embed stronger attitudes to learning through the use of growth mindset strategies</p>	<p>JT</p>	<p>Sept 16  Sept 16  Dec 16  Dec 16  Dec 16  July 16</p>	<p>£1000 GPS scheme  £400 HT and AHT to attend mastery in grammar and spelling T4W course  £300 awards</p>	<p>Pupils leaving at end of KS2 achieve new national standards to narrow the gap.  Y6 - 60% ARE</p> <p>Gaps are narrowing at the end of KS1 in ARE for GPS and writing.</p> <p>Pupils make expected school progress in GPS and writing.</p> <p>Pupils confident in spelling and grammar and demonstrate clear understanding of these skills when applying to their writing.</p> <p>Teachers are knowledgeable and skilled in teaching GPS so children meet ARE.</p>
<p>To embed clear, progressive scheme</p>	<p>a) Review how teachers plan for maths - what are the gaps, what do we need support in?</p>	<p>SJ</p>	<p>Aug 16</p>	<p>£2000</p>	<p>Pupils leaving at end of KS2 achieve new national standards to</p>

<p>for the teaching of mathematics, which encourages thinking skills, Talk4Maths and mastery.</p>	<ul style="list-style-type: none"> <li>b) Establish clear expectations for what pupils must achieve by the end of each term in each year group to arrive at end of year expectations.</li> <li>c) To ensure parents know the end of year expectations and what the 'average' child should be achieving.</li> <li>d) To embed a structured and progressive maths scheme to support the teaching of maths across the school to the national expectations.</li> <li>e) Monitor the effectiveness of planning, teaching and learning in key maths areas such as mental calculations, arithmetic, questioning and reasoning.</li> <li>f) Monitor pupil progress and attainment to ensure all pupils are making progress, gaps identified and narrowed.</li> <li>g) Ensure rigorous and robust assessments are in place to track pupil progress and attainment</li> <li>h) Support staff development in high order questioning in mathematics.</li> <li>i) use growth mindset strategies to support talk4maths and attitudes to mathematical learning.</li> </ul>		<p>Aug 16</p> <p>Dec 16</p> <p>Oct 16</p> <p>July 17</p> <p>Half termly</p> <p>Half termly</p>		<p>narrow the gap in arithmetic and reasoning.</p> <p>Gaps are narrowing at the end of KS1 in ARE for mental calculations, arithmetic and reasoning. Y2 55% target at expected</p> <p>Pupils make expected school progress in maths.</p> <p>Pupils confident in mental calculations, arithmetic and problem solving and demonstrate clear understanding of these skills when applying to their maths work.</p> <p>Teachers are knowledgeable and skilled in teaching mathematics so children meet ARE.</p>
<p>To ensure relentless drive to raise reading standards, with particular emphasis on inference and comprehension within KS2.</p>	<ul style="list-style-type: none"> <li>a) Establish KTC across KS2, so consistent quality first teaching of reading.</li> <li>b) Ensure appropriate guided reading materials available for quality sessions.</li> <li>c) Establish enrichment opportunities for reading e.g reading areas, Free Range Reading, Reading weeks etc.</li> <li>d) KTC Staff to go on training to learn more about KTC</li> <li>e) KS1 / FS staff to mentor and support KS2 reading provision</li> <li>f) AHTs and phase leaders to check the quality of guided and shared reading opportunities</li> <li>g) Planning shows purposeful planned reading (shared and guided) links</li> </ul>	<p>JT</p> <p>Ann Smallberger</p>	<p>July 17</p> <p>Oct 16</p> <p>July 16</p> <p>July 16</p> <p>July 16</p> <p>On-going</p>	<p>£8000 WIT</p> <p>£2500</p>	<p>Pupils leaving at end of KS2 achieve new national standards to narrow the gap. Y6 - 56% ARE</p> <p>Pupils confident in reading and demonstrate clear understanding of what they have read. Teachers are knowledgeable and skilled in developing inference and comprehension skills. Teachers are skilled and knowledgeable in developing early reading strategies and phonics.</p>
<p>To improve our 'out of hours' learning</p>	<p>a)Review current offer and provisions for enrichment for quality and effectiveness and VFM</p>	<p>MLT MW</p>	<p>Oct 16</p>	<p>£800 more able maths</p>	<p>The majority of pupils attend an after school club</p>

(clubs) to support academic achievement.	<ul style="list-style-type: none"> <li>b) Make sure that clubs offer a wide range of activities</li> <li>c) Give pupils the chance to continue to develop talents in the arts e.g. drama, learning musical instrument</li> <li>d) coverage of range of subjects to enhance learning</li> <li>e) develop after school learning groups &amp; include opportunities for parents</li> <li>f) provide more opportunities for specific pupil groups e.g. more able mathematicians / literacy / artists</li> <li>g) plan for greater active enrichment at unstructured times such as playtime and lunchtimes</li> <li>h) improve playground facilities to support learning e.g. word, number signs, key words, board games etc.</li> </ul>		<p>July 16</p> <p>July 16</p> <p>July 16</p>	<p>club (50% school 50% parents)</p> <p>£4000 enrichment clubs</p>	<p>Pupils regularly take part in sports with other schools</p> <p>People from the local community visit the school &amp; pupils are involved in their community</p>
To have an Excellent curriculum that meets the needs of our youngest learners	<ul style="list-style-type: none"> <li>a) Ask parents what they would like their children to learn in the Foundation Stage.</li> <li>b) review learning and progress in FS and KS1 and question whether it is meeting the needs of pupils</li> <li>c) Ask the advice of experts &amp; look at what the Government is telling us to do in the foundation stage</li> <li>d) staff to visit outstanding settings to learn from best practice (out of county / national)</li> <li>e) Make sure outstanding learning happens both inside &amp; outside</li> </ul>	JT	July 2017	£1000	The learning & progress of our youngest learners is consistently good and often outstanding
To make sure our leaders and governors do an excellent job at improving our curriculum  (OFSTED link to leadership)	<ul style="list-style-type: none"> <li>a) All staff to take responsibility for a curriculum area, with clear expectations for the role.</li> <li>b) HTs to check that the work planned to improve the curriculum is being done</li> <li>c) AHT/ DHT to go on training to learn more about outstanding school curricular</li> <li>d) SL and ML to learn about what's happening in classes by looking at lessons, teacher's plans &amp; pupil's work</li> <li>e) Office staff will make sure we have enough resources to do our learning &amp; that they are easy to find</li> <li>f) AHTs and Phase leaders ensure the governors know about any changes we make to our curriculum</li> <li>g) SLT will make sure any changes to our curriculum are going well in all classes</li> <li>h) AHT / DHT will check that the school's tracking can still</li> </ul>	KH Governors	July 2017	Target tracker costs	<p>Subject leaders are knowledgeable about their area</p> <p>Leadership and Management of the curriculum ensures effective planning and teaching</p> <p>The school leaders know what is happening in classes</p> <p>The school leaders know how much progress pupils are making in their learning</p> <p>Governors know what is happening to the school curriculum</p> <p>All school leaders are doing their jobs well</p>

	<p>help us to see pupils progress after making changes to the curriculum</p> <p>i) Governors to understand any curriculum changes to enhance their knowledge and understanding of our curriculum.</p> <p>j)governors to meet with subject leads to monitor and evaluate the strength, successes and areas of development for the curriculum.</p>				
To make sure the school building helps us to learn better	<p>a)review needs of the school for learning environments linked to the curriculum</p> <p>b) design a long term plan for developing the learning environment and seek other sources of financial support e.g. grants, funds</p> <p>c) Make sure that learning can happen outside as well as inside the school building</p> <p>d) Make sure that the ways classrooms are set up helps pupils to learn e.g. displays, information, books, role-play, equipment</p> <p>e) Ensure a productive and completed build to develop the schools' capacity as numbers increase</p>	MLT	July 2017	£5000	We can see learning happening outside All classrooms are set up to a high standard
Review & improve parental involvement in planning, implementing and reviewing their children's progression	<p>a)make sure children are engaging with home learning</p> <p>b)speak to parents about how the school can improve parental support in home learning</p> <p>c)ensure parents up to date and familiar with the new curriculum expectations</p> <p>d)targeted family support for vulnerable pupils and families</p> <p>e)ensure home learning is reviewed and consistent across KSs and the school</p> <p>f) provide parental learning opportunities from the Leicester Learning partnership</p>	Teachers CB	July 2017	PLW	All parents have opportunities to learn and understand how to support their children. All children given appropriate home learning

### Monitoring & evaluation of Creative Curriculum priority:

- Line managers to monitor progress against actions in weekly meetings
- LT to evaluate progress half way through term in LT meetings
- Governors to monitor progress against actions in meetings with subject leaders & through the HTs' report.
- Governing Body to monitor impact through a report to the Governing Body.

**Actions to be carried forward to Summer 2017**

<p><b>EMPS vision:</b>                  You will know what it feels like to be good at something &amp; have achieved your very best; (1)                  You will love learning new things &amp; want to keep on learning more; (2)                  You will understand just how incredible you are, believe in yourself &amp; have confidence in your abilities; (3)                  You will be able to confidently read, write and use mathematics to tackle any challenges (4)                  You will have grown healthy &amp; strong &amp; understand how to look after your body; (5)                  You will have known friendship &amp; learned how to get along well with other people; (6)                  You will feel part of your local community &amp; proud of your school. (7)</p>		<p><b>Vision for 'Enhancing Curriculum</b>                  Learning is exciting, pupil-owned &amp; relevant to these times &amp; this community. All pupils leave with basic skills in reading, writing and maths for successful lifelong learning.                   New ideas are adopted that make the EMPS Curriculum better than ever.</p>			
What we're aiming for	What we're going to do	who	when	cost	What we'll see when we've done it

## Excellence and Inclusivity for All - Summer 2017

All pupils, regardless of background or starting point, progress rapidly & attain the **very highest levels** because their learning, emotional & pastoral needs are met; no-one is left behind; they believe success is theirs for the taking and have an awareness of how to become capable learners. Key progress measures at EYFS, end of KS1 and end of KS2 narrow to national.

<p><b>EMPS vision:</b>          You will know what it feels like to be good at something &amp; have achieved your very best; (1)          You will love learning new things &amp; want to keep on learning more; (2)          You will understand just how incredible you are, believe in yourself &amp; have confidence in your abilities; (3)          You will develop a growth mindset to enable you to be resilient and aspire to achieve your best (4)</p>		<p><b>Vision for 'Excellence and inclusivity for all':</b>          All pupils, regardless of background or starting point, progress rapidly &amp; attain the very highest levels; they believe success is theirs for the taking.          Pupils love coming to school, have a thirst for learning and no child is left behind due to the academic, social and pastoral programmes.</p>			
What we're aiming for	What we're going to do	who	when	cost	What we'll see when we've done it
To involve everyone at Eyres Monsell in thinking about what we could do to make sure all children here achieve excellence	a) Ask school council to gather the views of pupils on what they think about how they learn best at school b) Use questionnaires to find out what parents think about how we can make sure all children achieve excellence at Eyres Monsell c) All staff work together in staff meetings to review the curriculum & think about what we do well & how we could improve d) Ask school governors to give their ideas about how we could make sure all pupils achieve excellence, in Governing Body meetings	Staff pupils	October 2016  December 2016 August 2016  July 2017		Pupils, parents, staff & governors all say that they are able to share their ideas & that they are listened to.
To find out what the experts say about how we can make sure all pupils achieve	a) Look at what the government, Ofsted & researchers say about how we can make sure all pupils achieve excellence b) Find out what other outstanding schools across the	MLT	July 2016	£2000	EMPS staff are up to date with the latest research & best examples of teaching & learning.

excellence and embed inclusivity	world are doing to 'close the gap' & think about how we could learn from them c) Ask experts to come to school to give staff training d) Embed peer learning projects so staff to learn more and it is embedded in practice				
All groups of pupils in every year (including the EYFS) Make minimum good progress in all subjects in relation to new curriculum standards  (esp -SEND, pupil premium, LAC, EAL, boys)	a) Plan alongside staff to ensure that pupils have many chances to succeed & also challenge themselves b) Improve staff knowledge of what to expect of their pupils in all subjects & the best ways to get the highest standard of work from pupils c) Teachers to assess pupils accurately so that they have a good understanding of their starting points d) Make sure that the learning planned matches the needs of all pupils e) Make sure all adults have high expectations of all pupils f) Organise activities to help pupils become more ambitious for themselves g) Invite parents to share their children's achievements	KH JT SJ AR	July 2017  Dec 17  July 17  July 17  July 17  July 17	£1000	Pupil tracking data shows that pupils in every year are making at least good progress in all subjects  85% of pupils making 6 steps 60% of pupils making 7 steps
To ensure every teaching team is aware of their individual pupils and what they need academically, socially, emotionally and behaviourally to make progress.  All other staff incl the admin & midday teams are well trained & motivated to support the learning of every child  As a result, pupils' personal development,	a) Ensure teaching teams know their pupils, backgrounds and barriers to learning b) Carry out research to find out what difference barriers make to pupils learning such as new arrivals, deprivation, SEND c) Class teams & other key staff receive specific training for specific children incl medical needs d) Training on SEN & specific diagnoses such as ADHD, OCD, autism, global delay and attachment e) Review a variety of intervention strategies to find out which ones help all pupils achieve excellence. f) Ensure key staff receive training in specific intervention for their success g) Make sure to find out what pupils' learning needs are early on & provide support in the EYFS for early issues. h) Give teachers the opportunity to learn from one another by observing one another & discussing ideas i) Key staff to attend training on specific areas to support pastoral provision such as theraplay, play intervention, peer mentoring and counselling, peer on peer abuse, children out	CA RP CB SENCO MLT	July 2017  April 17  June 17  Dec 17  Nov 16  June 17  Jan 17  Dec 17  Dec 17	£500    £1500 Nurture costs  Release costs  £1000 £2200 RELATE	The quality of teaching is never less than good and becoming consistently outstanding  Staff deliver outstanding inclusive provision; there is evidence in tracking meetings of staff using combined knowledge & expertise to understand & meet children's needs  Pupil tracking data shows that pupils in every year are making outstanding progress; all major groups make at least expected progress  KS2 SATs results move in terms



behaviour & welfare are outstanding	<p>of education</p> <p>j) Review the behaviour policy and ensure it is underpinned by the school values and has inclusive practices for all pupils.</p> <p>k) raise aspirations and ensure all children know they are capable of great things and making effective and outstanding progress</p> <p>l) develop EAL procedures and practices to support new arrivals, parents with no English etc.</p> <p>m) Ensure admin team have access to bilingual support and templates for core letters / documents.</p> <p>n) investigate ways to strengthen positive behaviour at lunchtimes through structured and unstructured activities.</p> <p>o) Ensure staff utilise ALL available assessment information to support individuals including E PACE, external reports etc</p> <p>p) Core individual groups have targeted individual plans to improve progress rates and personalised learning - more able, SEND, EAL</p>		<p>Dec 16</p> <p>July 17</p> <p>July 17</p> <p>July 17</p> <p>April 17</p> <p>July 17</p> <p>April 17</p> <p>17EPACE</p> <p>July/Dec/ March</p>	<p>£500 EAL support</p> <p>£800</p>	<p>of the proportion of pupils achieving the expected standard</p> <p>reading 56% ARE</p> <p>writing 63% ARE</p> <p>maths 63% ARE</p> <p>Attendance &amp; pupils' personal development, behaviour &amp; welfare are outstanding; they love coming to school &amp; have a thirst for new learning</p>
To make sure that extra-curricular activities help all pupils to achieve excellence	<p>a) Investigate how different clubs could help all pupils achieve excellence</p> <p>b) Find out if going to school in holiday time can help all pupils achieve excellence</p> <p>c) Investigate the how well Saturday schools help all pupils achieve excellence</p> <p>d) Target certain groups of pupils for extra learning</p> <p>e) Help parents to learn how to support their children's learning at home including what makes good homework</p>	CA MW teachers	<p>Oct 16</p> <p>Dec 16</p> <p>Dec 16</p> <p>Oct 16</p> <p>July 16</p>	£3000	<p>school data shows us that pupils who attend extra-curricular activities achieve excellence</p> <p>Homework is making a positive difference to pupils' achievement</p>
<p>To remove social and emotional barriers to learning.</p> <p>To involve parents in learning and inclusivity</p>	<p>a) Increase Parental Engagement - particularly 'hard to reach' parents</p> <p>b) Continue preventative learning mentor intervention and multi-agency support, as appropriate, for children with attendance below 90%.</p> <p>c) Raising aspirations (role models) through school staff and experts brought in</p> <p>d) Hold parent workshops on e-safety, healthy lifestyles, first aid, fitness clubs, phonics, reading, maths.</p>	All staff	July 17	£500	<p>No child to have attendance below 85%, unless educated elsewhere e.g. in hospital</p> <p>A greater proportion of parents are involved in the life of the school &amp; in their children's learning</p>

	<p>e) Parent Link worker to support parents with positive behaviour management</p> <p>f) Hold structured conversations with parents of pupils with EHCP and other identified SEND pupils and their teachers.</p> <p>g) Hold structured conversations with parents of pupils with EHCP and other identified SEND pupils and their teachers</p> <p>h) provide support to families of children with poor attendance.</p> <p>i) provide support to families new to English and England</p> <p>j) review and embed consistent policy for learning behaviours</p> <p>k) review and refresh Values based education, ensuring all staff echo this model and ensure it is embedded across school practices and policies.</p> <p>l) investigate feasibility of a parent and child homework club.</p> <p>m) investigate ways to support parent involvement in workshops and parents evenings e.g. crèche, 'dads only workshops'</p> <p>n) provide information for parents on key workers in the school, so they know sources of support, advice etc.</p> <p>o) work with Leicester Learning to investigate the feasibility of supporting adult qualifications and personal learning within the school</p>			<p>£1000</p> <p>£1200</p> <p>£500</p>	<p>Parents report that workshops provided by the school have had a positive impact on their children's learning &amp; on their personal development, behaviour &amp; welfare</p> <p>The school benefits from more parents volunteering</p> <p>Whole school attendance to be 95%+</p> <p>Families and pupils are supported to limit barriers to learning.</p> <p>No child left behind due to outside influences</p>
That parents are able to support their children with academic learning	<p>a) Clear plan of engaging parents in learning across the year and in each year group.</p> <p>b) Review parental progress visits e.g. parents evening and ensure appropriate and regular parental information opportunities.</p> <p>c) Plan opportunities for parents to know what their children are learning about through newsletters, meet and greet sessions, parents evenings etc</p> <p>d) Plan opportunities to support academic parental engagement e.g. workshops in literacy and numeracy.</p>	TK	July 2017	-	<p>There is a whole school commitment to supporting parental engagement in curriculum and academic progress.</p> <p>Parents are informed how they can support pupils and show positive attitudes towards education.</p>
That our leaders and governors	a) SLT to check that the work planned to make sure all pupils are successful is being done & is working	Governors MLT/SLT	July 2017		School leaders know what is happening in classes

<p>do a good job at making sure all pupils are included and achieve excellence</p> <p><b>(OFSTED link to leadership)</b></p>	<p>b) Leaders in school to go on training &amp; visits to learn more about how other make sure all learners are successful</p> <p>c) Leaders (including governors) to learn about what's happening in classes by looking at lessons, teachers' plans, pupils' work &amp; progress data</p> <p>d) All leadership to share what they find out with the HTs &amp; each other</p> <p>e) Responsible staff to make sure we have enough resources to do our learning &amp; that they are easy to find</p> <p>f) Core Subject leaders to make sure that governors know about any changes we make to how we learn at EMPS</p> <p>g) Leaders to plan &amp; provide training for staff in the areas we need to get better at</p> <p>h) Leaders make sure teachers are able to assess pupils accurately to see how well they are learning</p> <p>i) Governors are knowledgeable of the schools assessment methods and how reliable and rigorous this is.</p>			<p>Release time</p>	<p>School leaders know how much progress pupil groups are making in learning</p> <p>School leaders know which strategies are working to make sure all pupils are successful</p> <p>Governors know what is happening in the school</p>
<p>To make sure the school premises are set up to help all pupils feel included and achieve excellence</p>	<p>a) Provide enough good quality display areas to celebrate what you have done well incl in central &amp; shared areas</p> <p>b) Provide outstanding areas of learning in outside areas of the school including Foundation Stage</p> <p>c) Make sure the resources in classrooms are the best for the job &amp; of good quality</p> <p>d) ensure there are communication friendly spaces within classrooms so pupils with specific SEND and CLL needs can be included within the class.</p> <p>e) review provision for high need children and how needs are being met within KS2 as nurture is a KS1 provision.</p> <p>f) all classes have reading areas to support the development and acquisition of language, including multi lingual displays for EAL and new arrivals.</p> <p>g) ensure areas available within the school as safe / calm zones e.g. nurture</p>	<p>WB DW teachers</p>	<p>July 2017</p>	<p>£5000</p>	<p>The places children learn inside &amp; outside provide them with what they need to be successful and support pupil inclusion.</p>

**Monitoring & evaluation of 'Excellence and inclusivity for all' priority:**

- Line managers to monitor progress against actions in weekly meetings
- LT to evaluate progress half way through term in LT meetings
- Governors to monitor progress against actions in meetings with subject leaders & through the HTs' report.
- Governing Body to monitor impact through a report to the Governing Body.

**The following activities will be continued in the Autumn Term 2017**

<b>Excellence for all</b> You will know what it feels like to be good at something & have achieved your very best; (1) You will love learning new things & want to keep on learning more; (2) You will understand just how incredible you are, believe in yourself & have confidence in your abilities; (3)		<b>Vision for 'Excellence for all':</b> All pupils, regardless of background or starting point, progress rapidly & attain the very highest levels; they believe success is theirs for the taking			
What we're aiming for	What we're going to do	who	when	cost	What we'll see when we've done it

## Learning Outdoors: Autumn 2017

No walls; no ceiling - outstanding learning outside the classroom complements & enhances the outstanding learning indoors

<p><b>Learning Outdoors: EMPS vision:</b>          You will understand the importance of the world around you and the value of outdoor education (1)          You will learn, grow and gain greater confidence in a wide range of environments (2)          You will develop a growth mind set to enable you to be resilient through outdoor sessions such as Forest Schools, OAA (outdoor and adventurous) (3)          You will be able to make greater links between what you learn indoors and outdoors to help you become successful learners and citizens. (4)          You will build core values such as friendship, team work, aspiration (5)</p>		<p><b>Vision for 'Learning Outdoors':</b>          That all children at Eyres Monsell Primary School are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum           That we are providing regular, frequent, enjoyable and challenging opportunities for all children to learn outdoors throughout their school career and beyond.           That our teachers and educators embed outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for all children and young people.</p>			
What we're aiming for	What we're going to do	who	when	cost	What we'll see when we've done it
To involve everyone at Eyres Monsell in thinking about what we could do to make sure all children access a wide range of outdoor activities, sessions and experiences.	a) Ask school council to gather the views of pupils on what they think about how they learn best at school b) Use questionnaires to find out what parents think about how we can make sure all children achieve excellence at Eyres Monsell c) All staff work together in staff meetings to review the curriculum & think about what we do well & how we could improve d) Ask school governors to give their ideas about how we could make sure all pupils achieve excellence, in Governing Body meetings	AR SB MLT	Dec 16  Jan - Mar 17  Mar 17		Pupils, parents, staff & governors all say that they are able to share their ideas & that they are listened to.
To find out what the experts say about outstanding learning outdoors	a) Find out what experts say about learning outdoors such as OFSTED, the Government, Outdoor Learning Association. b) To liaise with outdoor organisations e.g. National Trust so all pupils at Eyres Monsell complete holistic activities such as the '50 things to do by	MLT SLT SB	March 17		All pupils have opportunities and experiences outside of the classroom.  Clear aims for what pupils should experience by the time they leave

	<p>11 <math>\frac{3}{4}</math> programme</p> <p>c) Find out what outstanding settings are doing to develop outdoor learning</p> <p>d) Seek advice from professionals of how to develop effective outdoor education practices</p> <p>e) Ask governors to share their ideas about what effective outdoor learning may look like</p>				<p>EMPS.</p> <p>Best practice is used to develop outdoor learning.</p>
To ensure a year by year calendar and programme of outdoor education events	<p>a) Make sure teachers are planning regular outdoor activities</p> <p>b) Develop an outdoor friendly curriculum, with clear links to where outdoor experiences and opportunities can link in.</p> <p>c) To ensure trips, reidententials, visits and links with e.g. Goldhills, OAA centres, farms, National Trust etc are created to support an outdoor curriculum.</p> <p>d) Establish lead practitioners trained in Forest Schools to lead outdoor practice.</p> <p>e) Train teachers to use the outdoors when teaching, improve knowledge of what to expect in the lessons and from their pupils</p> <p>f) Train midday supervisors in making the most use of outdoor space and increased use of the school grounds such as the field etc.</p> <p>g) Assemblies linked to the environment to engage and inspire pupils in outdoor education.</p> <p>h) Raise profile and importance of outdoor education through newsletters, website, twitter, media.</p> <p>i) Provide outdoor learning prompts to encourage children to self-initiate outdoor learning activities.</p> <p>j) Encourage new range of outdoor learning clubs such as gardening, grow it, cook it, eat it, OAA,</p> <p>k) Ensure children know risks and how to keep themselves safe outside e.g. sun safety, water safety, identify hazardous plants, dangers etc</p> <p>l) Encourage &amp; reward high levels of resilience, confidence &amp; independence in pupils when they tackle challenging activities</p> <p>m) Adults to model enthusiasm for outdoor learning</p>	<p>SB MLT</p> <p>Staff</p> <p>SB / TS</p> <p>CA</p> <p>AR/NC/SB</p> <p>AR/SB</p> <p>AR/SB</p> <p>SB/RP/AR</p> <p>Teachers</p> <p>MLT</p>	<p>Dec 16</p> <p>Dec 16</p> <p>July 2017</p> <p>Mar 17</p> <p>July 17</p> <p>Dec 17</p> <p>Jan 18</p> <p>Jan 18</p> <p>Jan 18</p>	<p>£1000</p> <p>£1000</p> <p>£2000</p> <p>£2500</p> <p>£1000</p>	<p>Clear calendar of outdoor provision is intrinsically linked to the EMPS curriculum.</p> <p>Planned and purposeful outdoor experiences.</p>

	<p>activities</p> <p>n) Investigate possibility of 'no pens' days (Weds)</p>	SLT			
<p>To ensure Science and Environmental curriculum to identify outdoor learning curriculum needs</p> <p>Ensure the learning environments are suitable to support outdoor learning</p>	<p>a) Build quality designated spaces to support particular outdoor activities e.g. tree house, fire pit, Hobbit hole, water feature, gardening area for each yr group, challenging physical apparatus, pizza oven, Forest Schools area, nature area</p> <p>b) Ensure there are a variety of spaces (big and small)</p> <p>c) Ensure appropriate clothing for all year round outdoor experiences e.g. welly and wet weather clothing.</p> <p>d) Involve children in the design and maintenance of outdoor areas e.g. raised beds, nature area.</p> <p>e) Ensure resources are most appropriate for the job, easily accessible (storage) and enough for adequate pupil involvement.</p>	<p>SB AR NC</p> <p>CA/EH</p>	<p>Dec 2017</p>	<p>£6000</p> <p>£500</p>	<p>EMPS environments consider how they can be effectively utilised to support learning.</p> <p>Pupils accessing learning through the curriculum outdoors.</p> <p>Pupils show greater positive attitudes to learning and resilience through the use of outdoor activities.</p>
<p>To make sure our leaders and governors do a good job at securing effective outdoor learning.</p> <p><b>(Link to OFSTED)</b></p>	<p>a) HT to check plan are being implemented.</p> <p>b) Key co-ordinators e.g. Science, Environmental review planning to ensure curriculum coverage.</p> <p>c) Leaders learn from other schools, INSET and training to deliver and develop effective outdoor provision.</p> <p>d) Leaders plan and provide training for staff on outdoor learning.</p> <p>e) Governors are knowledgeable of the outdoor education and activities the school provides through information from leaders and their own visits.</p> <p>f) Leaders make sure that new things we try out are going well and what changes we might need to make</p> <p>g) Leaders are enthusiastic and motivate whole school, in particular staff to develop their teaching to include outdoor education.</p>	<p>KH Teaching and Learning Comm'</p>	<p>July 2017</p>	<p>-</p>	<p>Governors understand how the outdoor curriculum is being developed and understand its impact on:</p> <p>Teaching and learning Achievement Attitudes to learning / behaviour</p> <p>Governors value and support the developing use of the outdoors to enhance learning and character development of pupils. Teachers and pupils speak passionately about the outdoor enrichment opportunities.</p>

**Monitoring & evaluation of the ‘Learning Outdoors’ priority:**

- Line managers to monitor progress against actions in weekly meetings
- LT to evaluate progress half way through term in LT meetings
- Governors to monitor progress against actions in meetings with subject leaders & through the HTs’ report

**The following activities will be continued in to Spring 2018**

<p><b><u>Learning Outdoors: EMPS vision:</u></b>                  You will understand the importance of the world around you and the value of outdoor education (1)                  You will learn, grow and gain greater confidence in a wide range of environments (2)                  You will develop a growth mind set to enable you to be resilient through outdoor sessions such as Forest Schools, OAA (outdoor and adventurous) (3)                  You will be able to make greater links between what you learn indoors and outdoors to help you become successful learners and citizens. (4)                  You will build core values such as friendship, team work, aspiration (5)</p>		<p><b>Vision for ‘Learning Outdoors’:</b>                  That all children at Eyres Monsell Primary School are participating in a range of progressive and creative outdoor learning experiences which are clearly part of the curriculum                   That we are providing regular, frequent, enjoyable and challenging opportunities for all children to learn outdoors throughout their school career and beyond.                   That our teachers and educators embed outdoor learning in the curriculum so that learning in the outdoor environment becomes a reality for all children and young people.</p>			
What we’re aiming for	What we’re going to do	who	when	cost	What we’ll see when we’ve done it



## 'Success through excellent professional development' - Spring 2018

<p><b>'Success through excellent professional development':</b>          You will know what it feels like to be good at something &amp; have achieved your very best; (1)          You will love learning new things &amp; want to keep on learning more; (2)          You will understand just how incredible you are, believe in yourself &amp; have confidence in your abilities; (3)          You will have grown healthy &amp; strong &amp; understand how to look after your body; (4)          You will have known friendship &amp; learned how to get along well with other people; (5)          You will feel part of your local community &amp; proud of your school. (6)</p>		<p><b>Vision for 'Success through excellent professional development':</b>          All staff engage enthusiastically with research &amp; professional development that moves on their learning &amp; has a positive impact on schools &amp; pupils near &amp; far</p>			
What we're aiming for	What we're going to do	who	when	cost	What we'll see when we've done it
To involve everyone at EMPS in thinking about how we could offer excellent professional development	<ul style="list-style-type: none"> <li>a) Ask school council to gather the views of pupils on what they think about the way they learn at school &amp; the way teachers teach</li> <li>b) Use the questionnaires &amp; the school website to find out what parents think about the way we teach &amp; learn at school</li> <li>c) All staff work together in staff meetings to review the way we improve the quality of teaching &amp; consider how we could make it better</li> <li>d) Ask school governors to give their ideas about staff professional development at school in a Governing Body meeting</li> </ul>	LT	Mar 18		Pupils, parents & staff all say that they are able to give their ideas & that they are listened to
To find out what the experts say about how to give staff excellent professional development	<ul style="list-style-type: none"> <li>a) Look at what the government &amp; Ofsted say about outstanding professional development in schools</li> <li>b) Find out what other outstanding schools are doing &amp; think about how we might learn from them</li> <li>c) Ask experts to come to school to give share best practice</li> <li>d) Embed peer learning projects so staff to learn more and it is embedded in practice</li> </ul>	LT	Mar 18	£1000	EMPS school's professional development is based on the latest best practice models globally



	<p>other outstanding schools and Academies provide professional development</p> <p>c) Leaders to learn about what's happening in classes by looking at lessons, teachers' plans, pupils' work &amp; progress data</p> <p>d) All leaders to share what they find out with the HTs &amp; each other</p> <p>e) Office staff to make sure we have enough resources to do our learning &amp; that they are easy to find</p> <p>f) Leaders to make sure that governors know about any changes we make to how we learn at EMPS</p> <p>g) Leaders to plan &amp; provide training for staff in the areas we need to get better at</p> <p>h) Leaders make sure new things we're trying out are going well in all classes</p>				<p>the quality of teaching as a result of improved CPD</p> <p>Governors know what is happening in the school</p>
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### Monitoring

- Line managers to monitor progress against actions in weekly meetings
- LT to evaluate progress half way through term in LT meetings
- Governors to monitor progress against actions in meetings with subject leaders & through the HTs' report.
- Governing Body to monitor impact through a report to the Governing Body.

**The following activities will be continued in the Summer 2018**

<p><b>'Success through excellent professional development':</b>                  You will know what it feels like to be good at something &amp; have achieved your very best; (1)                  You will love learning new things &amp; want to keep on learning more; (2)                  You will understand just how incredible you are, believe in yourself &amp; have confidence in your abilities; (3)                  You will have grown healthy &amp; strong &amp; understand how to look after your body; (4)                  You will have known friendship &amp; learned how to get along well with other people; (5)                  You will feel part of your local community &amp; proud of your school. (6)</p>		<p><b>Vision for 'Success through excellent professional development':</b>                  All staff engage enthusiastically with research &amp; professional development that moves on their learning &amp; has a positive impact on schools &amp; pupils near &amp; far</p>			
What we're aiming for	What we're going to do	who	when	cost	What we'll see when we've done it

## Thinking for ourselves: Summer 2018

Ensure all pupils develop their critical thinking, questioning and self-awareness skills through the Philosophy 4 Schools programme.

<p><b>'Thinking for ourselves':</b>          You will have the language and vocabulary to communicate and express your views, opinions and thoughts with confidence (1)          You will be able to think critically, creatively, collaboratively and caringly. (2)          You will have opportunities to make decisions about your learning and school experiences (3)          You will be able to communicate with others socially and develop meaningful, positive friendships and encourage you to respect others (4)          You will be able to think through problems and challenges and recognise how you can overcome them (5)          You will have the skills to be a resilient and reflective learner (6)</p>		<p><b>Vision for 'Thinking for ourselves'</b>          Pupils at Eyres Monsell will have the confidence to speak, listen and communicate critically, creatively, collaboratively and caringly.</p>			
What we're aiming for	What we're going to do	who	when	cost	What we'll see when we've done it
<p>To find out from everyone what we do well at EMPS, and what we could do better to 'Think for Ourselves'</p>	<ul style="list-style-type: none"> <li>a) Ask school council to gather the views of pupils on what they think about working in partnership with other schools. Ideas for how to make partnerships with schools work well</li> <li>b) All staff to work together in staff meetings to see how we can further develop P4C work</li> <li>c) Ask school governors how we can develop partnership work</li> <li>d) Seek views of how other groups of schools are promoting growth mindset and P4S (philosophy for Schools)</li> </ul>	<p>teacher</p>	<p>May 2018</p>	<p>-</p>	<p>Leaders know the actions required to develop thinking for ourselves at EMPS&gt;</p> <p>Whole school community is committed to developing growth mindset and p4c</p>

Find out what the experts say about developing growth mindset	<ul style="list-style-type: none"> <li>a) SLT to engage in training and development to fully understand P4C Philosophy for Schools &amp; growth mindset and its implications.</li> <li>b) Consider research e.g. Carol Dweck, EEF, Philosophy for schools to consider the strengths and benefits of growth mindset teaching.</li> <li>c) Visit schools using growth mindset or P4C to support developing learning and behaviour.</li> </ul>	MLT	May 18	£2500	Staff have received training in Philosophy for Schools and are using in daily life to support positive attitudes.
To involve everyone at EMPS in embedding the P4S (philosophy for schools Programme)	<ul style="list-style-type: none"> <li>a) Ask school council to gather the views of pupils on what they think about the way they learn at school &amp; the way teachers teach</li> <li>c) All staff work together in staff meetings and INSET day to learn about the P4C ethos</li> <li>d) Review our curriculum to identify links to develop p4c e.g. in stories, talk4writing, pshe lessons.</li> </ul>	MLT	May 18	£1500	<p>Pupils, parents &amp; staff all say that they are able to give their ideas &amp; that they are listened to</p> <p>All staff know the philosophies, ethos and programme of study for Philosophy for schools.</p>
P4C and Growth Mindset is a central feature of the schools ethos and values	<ul style="list-style-type: none"> <li>a) Regular teaching on Growth mindset to support pupils development and resilience for learning.</li> <li>b) teachers confident in the use of growth mindset as a teaching and learning tool.</li> <li>c) all staff understand and use the principles across the school day.</li> <li>d) learning environment show use of growth mindset e.g. displays, posters etc for constant reminders about positive mindsets.</li> <li>e) pupil behaviours show use of growth mindset to aid overcoming challenges and problems.</li> <li>f) emotional language is a key component of daily discussions so children can articulate their feelings and emotions with confidence.</li> </ul>	teachers	July 18	£1000	<p>Behaviour is outstanding across the school day.</p> <p>Children and adults show resilience and the ability to use emotional language appropriately.</p> <p>The learning environment reflects a growth mindset approach.</p>
Higher order thinking and questioning is embedded across all teaching and learning features	<ul style="list-style-type: none"> <li>a) INSET to ensure all staff are able to promote higher order thinking and questioning.</li> <li>b) Teachers actively plan challenging questions across the curriculum.</li> <li>c) class displays show higher order questioning</li> </ul>	SJ	July 18	£1000	<p>Higher order questioning and philosophical questioning are part of daily life at EMPS.</p> <p>Planning shows links to P4C</p>

	related to learning behaviours and mindsets. d)planning shows clear links to thinking and questioning in all subjects				
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### Monitoring

- Line managers to monitor progress against actions in weekly meetings
- LT to evaluate progress half way through term in LT meetings
- Governors to monitor progress against actions in meetings with subject leaders & through the HTs' report.
- Governing Body to monitor impact through a report to the Governing Body.
- PSHCE co-ordinator to ensure regular pupil voice activities for qualitative measures e.g pupil questionnaires, interviews and collate.

### The following activities will be continued in to Autumn 2018: Thinking for ourselves: Summer 2018

Ensure all pupils develop their critical thinking, questioning and self -awareness skills through the Philosophy 4 Schools programme.

<b>'Thinking for ourselves':</b> You will have the language and vocabulary to communicate and express your views, opinions and thoughts with confidence (1) You will be able to think critically, creatively, collaboratively and caringly. (2) You will have opportunities to make decisions about your learning and school experiences (3) You will be able to communicate with others socially and develop meaningful, positive friendships and encourage you to respect others (4) You will be able to think through problems and challenges and recognise how you can overcome them (5) You will have the skills to be a resilient and reflective learner (6)		<b>Vision for 'Thinking for ourselves'</b>  Pupils at Eyres Monsell with have the confidence to speak, listen and communicate critically, creatively, collaboratively and caringly.			
What we're aiming for	What we're going to do	who	when	cost	What we'll see when we've done it

## We're Better Together - Autumn 2018

<p><b><u>We're better together: EMPS vision:</u></b>          You will know what it feels like to feel part of a school, local community and global community (1)          You will know what it feels like to be good at something &amp; have achieved your very best; (2)          You will love learning new things &amp; want to keep on learning more; (3)          You will understand just how incredible you are, believe in yourself &amp; have confidence in your abilities; (4)          You will build friendships, understanding and tolerance of a wide range of people (5)</p>		<p><b>Vision for 'We're better together':</b>          Close partnership working with other schools means that we offer the very best education to all our pupils</p>			
What we're aiming for	What we're going to do	who	when	cost	What we'll see when we've done it
To find out from everyone what we do well at EMPS, and what we could do better to support partnership work.	<ul style="list-style-type: none"> <li>e) Ask school council to gather the views of pupils on what they think about working in partnership with other schools. Ideas for how to make partnerships with schools work well</li> <li>f) All staff to work together in staff meetings to see how we can further develop partnership work</li> <li>g) Ask school governors how we can develop partnership work</li> <li>h) Seek parents views through questionnaires about their views of our current partnership links and what they might like to see.</li> <li>i) Seek views of how other groups of schools e.g. academies, chains etc work together.</li> </ul>	SLT	Dec 18	-	<p>Pupils, parents &amp; staff all say that they are able to give their ideas &amp; that they are listened to</p> <p>Their ideas can be seen in plans to improve our partnership working with other schools</p>
To learn what the experts say about making partnerships.	<ul style="list-style-type: none"> <li>a) Look at what OFSTED, government, NAHT say about partnership.</li> <li>b) Find out what outstanding partnerships look like.</li> <li>c) Ask experts to come to EMPS to give advice</li> </ul>	LT	Dec 18	£2000	School staff are experts in the latest thinking & research into partnership working between schools People from other schools come to EMPS to learn about



	d) Send leaders on INSET and training courses to gain knowledge and understanding of developing effective partnerships.				outstanding partnership working between schools
To create strong partnerships with other schools.	<ul style="list-style-type: none"> <li>a) Select schools, organisations that share EMPS vision and ethos.</li> <li>b) Make sure any partnership work has a clear focus and objective.</li> <li>c) Develop shared values for partnership work</li> <li>d) Agree ways of working together that are beneficial and promote successful collaboration</li> <li>e) Make sure that staff in all schools are clear about the vision for partnership working, think it is a good idea &amp; are clear about the structure &amp; arrangements in place to make it work well</li> <li>f) Make sure that staff, pupils, governors &amp; parents are kept fully informed about how the partnership of schools is developing</li> <li>g) Re-invigorate school links locally, nationally and internationally</li> </ul>	Govs	Dec 18	release	<p>Staff, pupils &amp; parents are positive about the partnership of schools</p> <p>Other school come to visit to learn about the partnership</p>
Partnership working improves pupil outcomes and the quality of teaching and learning.	<ul style="list-style-type: none"> <li>a) Share planning documents across schools</li> <li>b) Develop joint activities across schools e.g. sporting, arts, creative, musical.</li> <li>c) Organise joint training events</li> <li>d) Review feasibility of shared staff resources e.g. specialist teachers, expert teachers, pastoral support.</li> <li>e) Organise peer to peer support across schools to secure improved teaching and learning and reflective practitioners.</li> </ul>	Govs	Dec 18	release	<p>Pupil tracking data shows that pupils in every year are making outstanding progress</p> <p>National end of key stage data is better than the national average</p> <p>Pupils report that they love coming to school &amp; attendance is high 96%+</p> <p>100% of teaching is graded good or better &amp; innovative technology contributes to outstanding teaching</p>
To make sure leaders and governors are doing an outstanding job at supporting partnership work.	<ul style="list-style-type: none"> <li>a) HT to check the work planned for partnership and ensure it is working effectively.</li> <li>b)Governing Board to make sure the governance structure of the partnership of schools (e.g. Trust) ensures that board members have the right skill-sets</li> <li>c) LT &amp; governors to look at the school's leadership structure, roles &amp; responsibilities &amp; make sure it is the</li> </ul>	Govs	Dec 18	release	<p>The quality of leadership and governance is excellent.</p> <p>Staff, pupils &amp; parents report that they feel positive about changes made at the school</p>

	<p>best structure for the school.</p> <p>d) make sure leaders are clear about delegated responsibilities and decision making and that this is clear to staff and parents.</p> <p>e) leaders to manage change with a growth mindset and approach with optimism.</p> <p>f) leaders to keep governors fully updated with any changes</p>				<p>The school provides good value for money.</p> <p>The school does everything it legally has to do</p> <p>Audit grade the school as having 'full assurance'</p>
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### Monitoring and evaluation: We're better together

- Line managers to monitor progress against actions in weekly meetings
- LT to evaluate progress half way through term in LT meetings
- Governors to monitor progress against actions in meetings with subject leaders & through the HTs report.
- Governing Body to monitor impact through a report to the Governing Body.

### Actions to be carried over to Spring 2019

<p><b><u>We're better together: EMPS vision:</u></b></p> <p>You will know what it feels like to feel part of a school, local community and global community (1)</p> <p>You will know what it feels like to be good at something &amp; have achieved your very best; (2)</p> <p>You will love learning new things &amp; want to keep on learning more; (3)</p> <p>You will understand just how incredible you are, believe in yourself &amp; have confidence in your abilities; (4)</p> <p>You will build friendships, understanding and tolerance of a wide range of people (5)</p>		<p><b>Vision for 'We're better together':</b></p> <p>Close partnership working with other schools means that we offer the very best education to all our pupils</p>			
<p>What we're aiming for</p>	<p>What we're going to do</p>	<p>who</p>	<p>when</p>	<p>cost</p>	<p>What we'll see when we've done it</p>

## Employability - Spring 2019

<b>EMPS vision:</b> You will know what it feels like to be good at something & have achieved your very best; (1) You will love learning new things & want to keep on learning more; (2) You will understand just how incredible you are, believe in yourself & have confidence in your abilities; (3) You will have grown healthy & strong & understand how to look after your body; (4) You will have known friendship & learned how to get along well with other people; (5) You will feel part of your local community & proud of your school. (6)		<b>Vision for Employability:</b> Pupils identify & nurture their own talents & ambitions; they are independent & responsible & learn from one another; they are positive, confident & resilient & they take risks to succeed			
What we're aiming for	What we're going to do	who	when	cost	What we'll see when we've done it
To involve everyone at EMPS in thinking about how well we prepare pupils for life beyond school & what we could do better	a) Ask school council to gather the views of pupils on what they think about how well we prepare pupils for life beyond school b) Use the AGM, questionnaires & the school website to find out what parents think about how well we prepare pupils for life beyond school c) All staff work together in staff meetings to review the way we prepare pupils for life beyond school & consider how we could make it better d) Ask school governors to give their ideas about how well we prepare pupils for life beyond school at Governing Body meetings	SLT	March 2019	-	Pupils, parents & staff all say that they are able to give their ideas & that they are listened to Their ideas contribute well to our plan to improve employability skills
To create experts on school staff	a) Look at what the government & Ofsted say about outstanding employability skills in schools eg resilience, confidence, independence, collaboration & risk-taking b) Find out what other outstanding schools are doing & think about how we might learn from them c) Establish a definitive EMPS view of what 'employability skills' are & of how & why they are important d) invite experts and employers in to school to inspire	PSHCE co	May 2019	£1000	Staff at school are experts in the latest thinking on employability skills. They use their expertise to improve their teaching

	pupils				
A focus on employability skills contributes to outstanding teaching & learning & to outstanding achievement	<p>a) Assess accurately the employability skills of pupils in their classes with a view to developing them</p> <p>b) Use assessments to plan lessons with opportunities for pupils to develop employability skills eg resilience, confidence, independence, collaboration &amp; risk-taking</p> <p>c) Make sure learning intentions for all subjects include opportunities learn employability skills (ie process LIs about the way we learn things)</p> <p>d) Encourage/teach children to identify &amp; nurture their own talents &amp; ambitions</p> <p>e) Promote entrepreneurialism through events such as 'Dragon's Den'- style competitions &amp; class fundraising weeks</p> <p>f) Teach &amp; use problem solving approaches to promote resilience, independence, collaboration &amp; risk-taking</p> <p>g) Make sure staff provide excellent models of resilience, confidence, independence, collaboration &amp; risk-taking for pupils to emulate</p> <p>h) Teach &amp; learn about social intelligence, confidence &amp; the ability to communicate well in different situations, including eg performance skills</p> <p>i) Give opportunities for pupils to learn &amp; practice employability skills through assemblies, working in the office, taking visitors round, making small talk, debating clubs &amp; sessions in classes</p> <p>j) Visit workplaces where pupils will experience excellent employability skills in action &amp; establish a sense of their purpose</p> <p>h) Engage with the INVESTORS IN PUPILS programme</p>	<p>SLT</p> <p>BLMs</p> <p>Subj cos</p> <p>SLT</p> <p>SLT</p> <p>Teachers</p> <p>SLT</p>	<p>March 2019</p>	<p>£3000</p> <p>£1600</p> <p>£1000</p> <p>£2000</p>	<p>Staff &amp; pupils understand the importance of outstanding communication &amp; the effect it has on outstanding learning</p> <p>Pupils are confident speaking with different kinds of people in different situations</p> <p>Pupil tracking data shows that pupils in every year are making outstanding progress ie no fewer than 6 sublevels a year &amp; a class average of at least 7 sublevels</p> <p>KS2 results than the national average</p>
Employability skills such as independence & collaboration, resilience & risk-taking begin in the	<p>a) Go &amp; see what is happening in other outstanding EYFS settings</p> <p>b) Ask the advice of experts &amp; look at what the government &amp; Ofsted think 'outstanding employability</p>	EYFS co	May 2019	£1500	The learning & progress of our youngest learners is outstanding Skills like independence,

foundation stage	skills in schools eg resilience, confidence, independence, collaboration & risk-taking' means in the foundation stage c) Plan for opportunities for pupils to develop employability skills d) Make sure outstanding employability skills are practiced both inside & outside e) Identify pupils' communication & special needs early & provide early support				collaboration & resilience are evident throughout the FS
To make sure our leaders do a good job at improving pupils' employability skills	a) HTs check that the work planned to improve employability skills is being done b) Leaders in school to go on training & visits to learn more about how other outstanding schools develop outstanding employability skills c) Leaders to learn about what's happening in classes by looking at lessons, teachers' plans & pupils' work d) Leaders to share what they find out with HTs & each other e) Leaders to make sure the governors know about any changes we make f) Leaders plan & provide training for staff in the areas we need to get better at g) Leaders make sure new things we're trying out are going well in classes h) Leaders to make sure teachers are able to assess pupils to see how well they are doing & how much progress they're making.	Govs	June 2019	£1500	School leaders know what is happening in classes School leaders know how much progress pupils are making Governors know what is happening in the school Teachers are assessing pupils accurately & are helping them improve
To make sure our school building & admin team help us to learn employability skills better	a) Make sure that the way classrooms & shared areas are set up helps us to develop employability skills e.g. displays, signs & labels, teaching walls b) Put up professional-looking signage both outside & inside the building c) Ensure the office provides an excellent model of professional practice for pupils to emulate d) Provide professional opportunities within school e.g. office roles, peer counsellors	SLT	May 2019	£1000 £2000 £1500	Pupils behave in a 'professional' way because the school environment looks professional & adults lead by example

**Monitoring & evaluation of Employability priority:**

- Line managers to monitor progress against actions in weekly meetings
- LT to evaluate progress half way through term in LT meetings
- Governors to monitor progress against actions in meetings with subject leaders & through the HTs report.
- Governing Body to monitor impact through a report to the Governing Body.

**Actions to continue in Summer 2019**

<p><b>EMPS vision:</b>                  You will know what it feels like to be good at something &amp; have achieved your very best; (1)                  You will love learning new things &amp; want to keep on learning more; (2)                  You will understand just how incredible you are, believe in yourself &amp; have confidence in your abilities; (3)                  You will have grown healthy &amp; strong &amp; understand how to look after your body; (4)                  You will have known friendship &amp; learned how to get along well with other people; (5)                  You will feel part of your local community &amp; proud of your school. (6)</p>		<p><b>Vision for Employability:</b>                  Pupils identify &amp; nurture their own talents &amp; ambitions; they are independent &amp; responsible &amp; learn from one another; they are positive, confident &amp; resilient &amp; they take risks to succeed</p>			
What we're aiming for	What we're going to do	who	when	cost	What we'll see when we've done it