



**Kings Avenue Primary School**  
**Post Ofsted Development Plan**  
**September 2017 – July 2018**



# Ofsted Recommendations from the Ofsted Inspection April 2016

What does the school need to do to improve further?

1. Improve pupils outcomes in reading, writing and mathematics, by making sure that:
  - a - best practice is shared across the school so that teaching is consistently of high quality
  - b - Teachers develop their subject knowledge where they have weaknesses
  - c - Guidance on pupils' work contributes to pupils' better progress
  - d - The curriculum enables pupils to learn essential skills securely
  - e - Teachers select suitably demanding tasks that enable pupils to make swift progress in developing their skills
  - f - Disadvantaged pupils make similar progress to other pupils nationally.
2. Improve children's learning in the early years by making sure they make swift progress in reading, writing and mathematics skills.
3. Improve the effectiveness of leaders and managers, including governors, by making sure that:
  - a - information about pupils' outcomes is used to measure the school's effectiveness accurately and to identify where further improvement is needed
  - b - Development plans set out precisely the actions that need to be taken in order to secure swift improvements
  - c - Times scales for securing improvements are sharpened in order to increase the pace of improvement
  - d - The governing body develops its skills further to support and hold school leaders fully to account for the effectiveness of the school's work.
  - e - The changes in school leadership become embedded and facilitate rapid improvement in school effectiveness including in pupils outcomes
4. An external review of governance should be undertaken in order to assess how this aspect of leadership and governance may be improved.
5. An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and governance may be improved.

Ref	Priority	Action	Monitoring	Success criteria & Milestones (To be RAG rated at each point)		
				Evaluation		
				Oct 2017	February 2018	July 2018
<b>To improve pupils outcomes in reading, writing and mathematics, by making sure that:</b>						
1a	Teaching over time is consistently of high quality due to sharing of best practice across the school	<p>*SLT &amp; LA to review T &amp; L across the school.</p> <p>*Identify teachers requiring support in teaching &amp;/or subject knowledge.</p> <p>*Organise a programme of support by peers &amp; SLT</p> <p>Regular book scrutiny</p> <p>Ensure that high standards are consistent</p>	<p>SLT [daily Learning walk to focus on lessons, progress of particular children and various groups – review at Tuesday SLT meetings]. LA [every three weeks]</p> <p>DJ, DM, MP EM by 6<sup>th</sup> Oct.</p> <p>EYFS + KS1 is DM+MP, KS2 is DJ+MP] Action plan drawn up by 9<sup>th</sup> Oct</p> <p>DJ, DM, Head of School and HT to go into classes daily to look at children's work to look at 1. Good quality activities, 2. Maintain high standards, 3. Excellent progress, 4. Excellent presentation.</p> <p>Ensure judgements are sound by: Termly Cluster moderation, Federation moderation half termly. Every half term, invite Head of a cluster or Federation school to do a Learning walk with SLT</p> <p>Target Tracker CPD and data entry half termly</p>	<p>*new teachers:</p> <ol style="list-style-type: none"> <li>1. Plan with parallel / peer teacher – VP support planning [Thurs PM]</li> <li>2. New teachers to observe outstanding teacher / practice.</li> <li>3. VP's ensure new teachers are aware of policies and procedures.</li> </ol> <p>DJ DM + Head of School attend all Thursday after-school planning meetings.</p> <p>*Autumn term observations show <b>80% teaching good or better with 10% outstanding</b></p> <p>*Teachers have action plans as necessary to move teaching to good</p> <p>*Underperformance of teachers and TAs is challenged by VP, Head of School, EM during daily Learning Walk. TA's will keep a daily record of children they are supporting.</p>	<p>*Early Spring term observations show <b>100% teaching good or better with 20% outstanding</b></p>	<p>*Evidence of teaching over time indicates that teaching across the school is consistently of good quality.</p> <p><b>* 100% teaching good or better 25% outstanding</b></p>

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	Phonics is well taught, differentiated and meeting the needs of all pupils.	<p>*Teachers and TAs receive additional training and build on support from Federation EY leaders. This will happen in Autumn 1, 2 [Date TBC]</p> <p>* VP EY/KS1 to oversee and manage: grouping, practice, record keeping &amp; progress. Weekly.</p>	<p>*SLT and LA review quality of teaching and learning in phonics through:</p> <p>Observations of phonics in Nursery Reception Year 1 &amp; 2 SLT; Thursday by VP LA Dates; 21/9, 9/10, 8/11, 15/11.</p>	<p><b>*Summer outcomes show 81% (NA) of year 1 at expected level</b></p> <p><b>* Year 2 retakes show 80% of children successful</b></p> <p>*N, R Yr. 1, 2 and 3 teachers &amp; TAs have secure phonic subject knowledge; practice is consistent in EYs, Y 1 &amp; Y 2 &amp; challenges all pupil groups.</p>	<p>*N, R Yr. 1, 2 and 3 teachers &amp; TAs have secure phonic subject knowledge; practice is consistent in EYs, Y1 &amp; Y2 challenges all pupil groups.</p> <p><b>* Autumn outcomes show 65% of yr 1 at expected level for Dec 2017 &amp; 65% yr 2 on track</b></p>	<p>*N, R Yr. 1, 2 and 3 teachers &amp; TAs have secure phonic subject knowledge; practice is consistent in EYs, Y 1 &amp; Y 2 &amp; challenges all pupil groups.</p> <p><b>* Summer outcomes show 81% (NA) of y 1 &amp; 80% y2 at nationally expected level</b></p>

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1a & 1b	Guided reading sessions are planned in line with the school's reading policy to develop reading skills as well as a love of reading.	<p>Teachers &amp; TA's will: Have training through CPD. Observe good GR sessions</p> <p>Ensure progression in reading skills and objectives from N to Y6</p> <p>*To develop reading for pleasure</p> <p>*Ensure teachers are familiar with the Guided Reading policy &amp; give to all staff on 19/9 at staff meeting. Policy now with appendix of suggested activities.</p> <p>Children given platform to talk about their book[s] at assembly; 9/10, 13/11, 4/12</p> <p>Children engaged in paired reading activities weekly; reading buddies.</p> <p>Readathon termly</p>	<p>Staff meeting led by Curriculum leader, supported by HoS, HT. on 10/10. Revisit in Staff meeting in Autumn 2.</p> <p>Curriculum leader KS1 &amp; KS2, complete skills analysis by 29/9</p> <p>Children update reading display board half termly</p> <p>Targeted children [weak readers] to read regularly with adult in class. Better Reading Partnership to target specific children who are read with on Tuesdays, Wednesdays and Thursdays. Targeted children to be discussed at Pupil Progress Meetings</p> <p>SLT, HT &amp; HoS Bi-weekly drop ins &amp; half termly scrutiny of GR records &amp; pupil discussions.</p>	<p>*All teachers delivering guided reading daily &amp; good practice is consistent across the school as judged during visits [LA: 9/10, 8/11, 15/11]</p> <p>* 25% teachers have made peer observations by 6/10*</p> <p>*Reading for pleasure more prevalent with children; children asking to read more books out of school time.</p> <p>*GR Learning Walks show 100% children engaged in reading activities</p> <p><u>Reading [Based on prev. summer data]</u> *Y1 69% *Y2 66% *Y3 71% *Y4 69% *Y5 65% *Y6 66%</p>	<p>*All teachers delivering guided reading daily &amp; good practice is consistent across the school. 100%</p> <p>* 75% teachers have made peer observations leading to improved teaching and learning of GR</p> <p>*Autumn / Early Spring Assessment data indicates</p> <p><u>Reading:</u> *Y1 70% *Y2 69% *Y3 72% *Y4 71% *Y5 67% *Y6 68%</p>	<p>All teachers delivering guided reading daily &amp; good practice is consistent across the school.</p> <p>*Reading underpins learning across the curriculum.</p> <p><u>Reading:</u> *Y1 72% *Y2 72% *Y3 74% *Y4 73% *Y5 68% *Y6 71%</p>

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1b	All children are challenged in all maths lessons as a result of good teacher subject knowledge & skills	<p>*SLT to observe during daily learning walks &amp; identify teachers who are not providing challenge in maths lessons. [VP KS2 + HoS, VP KS1 Tues &amp; Thurs]</p> <p>*Begin action plan to include SLT / AVP / Subject leader support for identified teachers</p> <p>Teachers and TA's to receive maths CPD</p>	<p>SLT, HT and HoS through: monitoring weekly &amp; by 29/9</p> <p>Performance management action plans, set through PM meetings w/b 9/10</p> <p>Half termly maths staff meeting by curriculum leader</p> <p>Maths CPD by LA Maths consultant. Mental Maths 7/11 &amp; Reasoning 14/11</p> <p>Maths book scrutiny carried out weekly during Learning Walks by SLT</p> <p>Planning scrutiny carried out weekly by SLT; Friday</p> <p>Observations and drop ins carried out half termly / weekly by SLT</p>	<p>*Outcomes of action plans, lesson observations, pupil discussions &amp; book scrutiny demonstrate children are being challenged</p> <p><b>70% maths teaching good or better with 20% outstanding</b></p> <p><u>Maths [Based on prev. summer data]</u></p> <p>*Y1 60%</p> <p>*Y2 60%</p> <p>*Y3 71%</p> <p>*Y4 60%</p> <p>*Y5 60%</p> <p>*Y6 60%</p>	<p>*Observations of Maths lessons, pupil discussions &amp; book scrutiny demonstrate children are being challenged.</p> <p><b>100% maths teaching good or better with 20% outstanding</b></p> <p>*Autumn Assessment data indicates more pupils at ARE &amp; progress is at least 'good'. At least 90% making good progress</p> <p><b>Maths:</b> <b>*65% on track to achieve ARE in all year groups</b></p> <p><u>Maths</u></p> <p>*Y1 69%</p> <p>*Y2 66%</p> <p>*Y3 71%</p> <p>*Y4 69%</p> <p>*Y5 65%</p> <p>*Y6 66%</p>	<p>*Observations of Maths lessons, pupil discussions &amp; book scrutiny demonstrate children are being challenged.</p> <p>*Summer Assessment data indicates more pupils at ARE &amp; progress is at least 'good'.</p> <p><b>Maths:</b> <b>*75% achieve ARE in maths in all year groups with 20% achieving greater depth</b></p> <p><u>Maths</u></p> <p>*Y1 69%</p> <p>*Y2 66%</p> <p>*Y3 71%</p> <p>*Y4 69%</p> <p>*Y5 65%</p> <p>*Y6 66%</p>

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1C	Children's work is well presented and of a consistently high standard across the school.	<ul style="list-style-type: none"> <li>*Review expectations with staff &amp; children about neat presentation &amp; hand-writing including corrections to work</li> <li>*reinforce 'letter-join' programme to support the teaching of handwriting at school &amp; home</li> <li>* Ensure teachers are modelling neat joined handwriting.</li> <li>*Review marking policy &amp; update re presentation</li> <li>*External review of writing standards through LA review</li> </ul>	<p>SLT , HT &amp; HoS and Governors through:</p> <p>Regular, usually daily scrutiny of books across the curriculum to look at children's work &amp; teachers' comments</p> <p>Monitoring of handwriting lessons</p> <p>LA review</p>	<p>*Teachers are following the marking and presentation policy consistently. Presentation of children's work is neat &amp; improving</p> <p><b>Writing baseline in 2017:</b>  *68% achieve KS1 ARE  * 77% achieve KS2 ARE</p>	<p>*Presentation of work is consistently good.</p> <p>* Final draft books provide clear evidence of good or better progress.</p> <p>*Children take pride in their written work &amp; use a joined cursive script</p> <p><b>Writing:</b>  *65% on track to achieve KS1 ARE  * 65% on track to achieve KS2 ARE  * 65% in years 3, 4, 5 on track for ARE</p>	<p>*Presentation of work is consistently good.</p> <p>* Final copy in English books provides clear evidence of good or better progress.</p> <p>* Children take pride in their written work &amp; use a joined cursive script</p> <p><b>Writing:</b>  *70% (68% NA) achieve KS1 ARE  * 76% achieve KS2 ARE  * 75% in years 3, 4, 5 achieve ARE</p>
1C	The school's marking policy is being used consistently across the school and is positively impacting children's progress	<ul style="list-style-type: none"> <li>*Children edit work during &amp; at the end of lessons to improve all aspects of their work</li> <li>* Children have sufficient time to respond to marking at the beginning of each lesson</li> <li>*SLT identify effective marking – and where marking is not having enough of an impact on learning &amp; progress.</li> <li>* consistency developed through sharing of the impact of effective marking &amp; good practice</li> </ul>	<p>SLT HT &amp; HoS and Governors through:</p> <p>Book scrutiny by SLT to show children are making consistent good progress</p> <p>Teachers use of stamps and questioning shows pupils interacting with their learning</p> <p>Adults in class check children's response is correct daily</p>	<p>*Consistent editing, marking and feedback systems are in place</p> <p>* Children are consistently responding to all feedback and children's responses show they are making progress.</p>	<p>* Consistent editing, marking and feedback systems are in place. Children are consistently responding to all feedback and children's responses show they are making progress.</p>	<p>*The marking and feedback policy is embedded into school culture and forms the basis of effective assessment for learning.</p> <p>Dialogic marking underpins practice and is embedded throughout the school.</p>

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1C/1D	Children are equipped with basic (essential) writing skills and use them competently.	<p>*Use marking policy &amp; practice ensuring mistakes around basic skills in writing, including spelling &amp; punctuation are addressed &amp; neatly corrected</p> <p>*Ensure all resources such as 'word banks', working walls and teachers' modelled writing is always accurate.</p>	<p>SMT, HT, HoS and Governors to monitor through:</p> <p>Book scrutiny focussed on children having basic skills and correcting mistakes through editing &amp; response to marking.</p> <p>Learning walks checking accuracy of displays and resources.</p> <p>Writing Moderation in school, with Cluster, Federation and SIA.</p>	<p>*Books show children are addressing 'basic' skills in writing through correcting mistakes when editing their writing using their basic skills prompt cards.</p> <p><b>80% books show improvement in handwriting, spelling, punctuation &amp; presentation since the previous school year</b></p>	<p>*Books show children are addressing 'basic' skills in writing through correcting mistakes when editing their writing using their basic skills prompt cards.</p> <p>*Books show progress as common errors are not repeated.</p> <p><b>90% books show improvement in handwriting, spelling, punctuation &amp; presentation</b></p>	<p>*Books show an improvement in spelling and basic grammar and punctuation.</p> <p>*Books show progress as common errors are not repeated.</p> <p>*Assessment data is robust as children are equipped with basic skills.</p> <p><b>100% books show improvement in handwriting, spelling, punctuation &amp; presentation since the start of September</b></p>
1E	Children are challenged in all lessons and as a result make swift progress.	<p>*SLT monitor quality of teaching &amp; learning regularly &amp; over time, challenging teachers where children are not making sufficient progress due to lack of challenge.</p> <p>* SLT/AVP/Subject leader support programme in place &amp; monitored for identified teachers.</p> <p>* half termly pupil progress meetings</p>	<p>HoS, HT and LA</p> <p>Performance management action plans</p> <p>Planning &amp; book scrutiny</p> <p>Observations and drop ins, SLT Expect to see high pupil engagement and pupil wellbeing.</p> <p>Half termly pupil voice discussions.</p>	<p>*Autumn term observations show <b>80% teaching good or better with 10% outstanding</b></p> <p>*Teachers have action plans as necessary to move teaching to good.</p> <p>*Outcomes of lesson observations and book scrutiny demonstrate children are being challenged and tasks are suitably demanding: Less teacher input and more independent and investigative work</p>	<p>* Early Spring term Learning walks and books show <b>100% teaching good or better with 20% outstanding</b></p> <p><b>*Autumn Assessment data indicates a rise in proportions of pupils at ARE and children's progress is at least 'good'. 90% good progress</b></p> <p>*Outcomes of lesson observations and book scrutiny demonstrate children are being challenged and tasks are suitably demanding.</p>	<p><b>* 100% teaching good or better 25% outstanding</b></p> <p><b>*75% on track to achieve ARE (see above for individual subjects)</b></p> <p>*Outcomes of lesson observations and book scrutiny demonstrate children are being challenged and tasks are suitably demanding</p>

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1F	Gaps in performance between PP and Non-PP pupils has narrowed where there was variation.	<ul style="list-style-type: none"> <li>*Ensure quality first teaching through book scrutiny, planning scrutiny and Learning Walks</li> <li>*Continue to monitor and evaluate attainment and progress, particularly in reading through pupil progress meetings &amp; review of data; interventions in place to accelerate progress and close gaps. vulnerable children are identified, specific targets set, interventions occur and are robustly evaluated]</li> </ul>	SLT, Governors and LA  Impact of teaching & interventions on learning, gaps & progress as seen through data and book scrutiny	<ul style="list-style-type: none"> <li>*Summer Assessment data indicates gaps in performance between PP and Non PP pupils has narrowed and is in line with the National Average.</li> <li>*Clear provision mapping shows how groups are being supported to close gaps in attainment and progress.</li> </ul>	<ul style="list-style-type: none"> <li>*Autumn Assessment data indicates gaps in performance between PP and Non PP pupils has narrowed</li> <li>*Clear provision mapping shows how intervention is being adapted to accelerate the closing of gaps in attainment and progress.</li> </ul>	<ul style="list-style-type: none"> <li>*Spring Assessment data indicates gaps in performance between PP and Non PP pupils has narrowed and is at least in line with the National Average. Variation, sometimes gap is closing</li> <li>*Clear provision mapping shows how intervention has closed gaps in attainment and progress.</li> </ul>
1F	Teaching Assistants have a significant impact on learning	<ul style="list-style-type: none"> <li>*TA's should be actively engaged in the lesson and teaching with the teacher.</li> <li>*TA's keeping a log book and notes on the children's learning and interaction.</li> <li>*In-House CPD: Marking [26/9] Phonics 17/10, Maths [7/11, 14/11], GR Nov]. Regular CPD on a needs basis.</li> <li>*Use performance Management to hold TA's to account.</li> </ul>	SLT, HoS & HT to monitor through:  Learning walks  Lesson observations  TA record keeping	<ul style="list-style-type: none"> <li>*Teaching assistants are well deployed in lessons &amp; positively impacting learning through interactions with children</li> <li>*attainment gaps closing for identified pupils.</li> </ul>	<ul style="list-style-type: none"> <li>*Teaching assistants are well deployed in lessons &amp; positively impacting learning, held to account through Perf Management</li> <li>* Impact of TAs to increase progress &amp; attainment of identified pupils evident through improved data for target children and groups</li> </ul>	Teaching assistants are well deployed in lessons, positively impacting learning & held to account through Performance Management  <ul style="list-style-type: none"> <li>* Positive impact of TAs to increase progress &amp; attainment of identified pupils recorded in school data</li> </ul>

**To improve children's learning in the early years by making sure they make swift progress in reading, writing and mathematics skills:**

Planning clearly shows how assessments & interventions have been used to cater for the individual needs of children and indicate next steps. As a result, children have made rapid progress.	<ul style="list-style-type: none"> <li>*Review EYs approach to planning</li> <li>*Ensure evidence in profiles indicate next steps</li> <li>*All adults to share outcomes of daily observations adapting provision by identifying the next steps for children's learning</li> <li>*Ensure provision for speaking and listening</li> <li>*Local authority / Federation EYs</li> </ul>	<ul style="list-style-type: none"> <li>*Weekly monitoring of profiles and planning</li> <li>*Learning walks &amp; observations of practice &amp; progress</li> <li>*targeting of PP &amp; EAL needs</li> </ul>	<ul style="list-style-type: none"> <li>*Planning &amp; practice show a clear focus on identifying &amp; meeting the needs of children.</li> <li>*Baseline assessments completed</li> </ul>	<ul style="list-style-type: none"> <li>*Planning shows a clear focus on identifying and meeting the needs of children so they make swift progress in R, W,M</li> <li>*Autumn term assessment data indicates rapid progress towards GLD with 65% children on track</li> </ul>	<ul style="list-style-type: none"> <li>*Planning shows a clear focus on identifying and meeting the needs of children so they make swift progress in R, W,M</li> <li>*Summer term assessment data indicates rapid progress towards GLD of 71% (NA) children on track/ achieving</li> </ul>
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		advisor to advise & monitor proposed formats *Support to include Phonics training [17/10], ILD Training, Regular Early Years meetings				
	The learning environment in Early years supports children to become independent learners. Starting points for learning come from teacher's knowledge of the children.	*Ensure outside provision enhances indoor provision  *Ensure full coverage of the Foundation Stage Curriculum in the environment  To work with cluster and federated schools half-termly on moderating profiles and observing learning environment	HoS, HT, & VP EY	*The learning environment in both Reception and Nursery classes is well organised.  *Children are able to access resources independently.  Planned learning opportunities allow children to grow & embed knowledge and skills.  <b>*Baseline assessments completed</b>	*The learning environment in both Reception and Nursery classes is well organised.  *Children are able to access resources independently. *Children make rapid progress as a result of practitioners building on children's prior learning experiences. <b>*Autumn term assessment data indicates rapid progress towards GLD with 65% children on track</b>	*Planned learning opportunities allow children to embed knowledge and skills.  *Children make rapid progress as a result of practitioners building on children's prior learning experiences.  <b>*Summer term assessment data indicates rapid progress towards GLD of 71% (NA) children on track/ achieving</b>
	By the end of Reception, children meet the targets set for GLD and all learning goals.	*VP to meet with class teachers to review every child's progress in the prime areas and identify next steps, which will feed into planning. *Local authority EYs advisor to support & review profiles and moderate assessments *AVP to deliver intervention sessions for children at risk of not achieving GLD *AVP to attend LA Training & CPD Early Years staff to visit federated schools.	Weekly meetings with teachers to review key children's progress.	*Key children have been identified and there is clear evidence showing impact of targeted intervention  <b>*Baseline assessments completed</b>	*Key children have been identified and there is clear evidence showing rapid progress through targeted intervention  <b>*Autumn term assessment data indicates rapid progress towards GLD with 65% children on track</b>	*Key children have been identified and there is clear evidence showing rapid progress through targeted intervention  <b>*Summer term assessment data indicates rapid progress towards GLD of 71% (NA) children on track/ achieving</b>
	All support staff in N & R clear about their roles & responsibilities & are using questioning to challenge children.	*Support staff to attend pupil progress and planning meetings. *AVP to team teach with support staff, modelling use of questioning and observations to accelerate learning.	Informal observations of support staff	*All support staff are well deployed and are using questioning effectively to move children's learning on so that children make rapid progress	All support staff are well deployed and are using questioning effectively to move children's learning on so that children make rapid progress	*All support staff are well deployed and are using questioning effectively to move children's learning on so that children make rapid progress

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<b>To improve the effectiveness of leaders and managers, including governors, by making sure that:</b>						
<b>3a 3b 3c</b>	<p>Information about pupils' outcomes is used to measure the school's effectiveness accurately and to identify where further improvement is needed.</p> <p>Development plans set out precisely the actions that need to be taken in order to secure swift improvements.</p> <p>Times scales for securing improvements are sharpened in order to increase the pace of improvement</p>	<p>*Analysis of all data sources throughout the year,  <b>-Summer term</b>            Internal executive summary, Externally marked NFER tests, KS1 and KS2 SATs and Year 1 phonics  <b>-Autumn term</b>            Lambeth Profile            Analyse School Performance (ASP)            Ofsted dashboard            Internal executive summary of R,W,M and groups  <b>-Spring term</b>            Internal executive summary of R,W,M and groups            *Identify areas for improvement            *to measure impact: interrogate data half-termly, identify children and / or groups, set robust targets, put intervention groups in place, evaluate 5 – 6 weeks.</p>	<p>Governors  SIA</p>	<p>*Year end data has been analysed.            *School development plan clearly identifies where improvement is needed, actions and how impact will be measured.            *The school has a clear and accurate self evaluation based on pupil outcomes and work in books</p>	<p>*ASP has been used effectively to identify where improvement is needed, actions and how impact will be measured.            *Governors have a clear understanding of ASP &amp; the school's strengths and areas for development.            *Governors challenge Leaders and hold them to account on progress against targets and the impact of each of the actions.</p> <p>Early Spring term observations show <b>100% teaching good or better with 20% outstanding</b></p> <p><b>*Autumn Assessment data indicates a rise in proportions of pupils at ARE and children making accelerated progress</b></p>	<p>*Internal autumn term data has been used effectively to evaluate progress towards targets.</p> <p>*Governors have a clear understanding of ASP and the school's strengths and areas for development.</p> <p>*Governors challenge Leaders and hold them accountable for progress against targets and the impact of each of the actions.</p> <p><b>*75% + on track to achieve ARE (see above for individual subjects)</b></p>
<b>3d</b>	<p>All governors are well trained with the necessary skills; governors robustly question and challenge school leaders, rigorously holding them to account for the effectiveness of the work of the school.</p>	<p>*Review of governance by NLG            *Governors visit school regularly to focus on aspects on the Ofsted Action Plan            *Governors question leaders &amp; view evidence of the effectiveness of school leaders, particularly relating to achievement            *Fornightly conference calls to update them on school progress and standards</p>	<p>* GB &amp; SIA</p>	<p>* Review of Governance carried out            * Action plan for governors agreed</p>	<p>*Visits to school + challenging questioning of HoS &amp; HT around standards            *Reports from governors as well as HT &amp; HoS to committees &amp; FGB            *Governors &amp; SIA review school data &amp; minutes of meetings, &amp; challenge governors on their understanding of the effectiveness of the school</p>	<p>* Continue cycle as below:            *Visits to school + challenging questioning of HoS &amp; HT around standards            *Reports from governors as well as HT &amp; HoS to committees &amp; FGB            *CEO &amp; SIA review school data &amp; minutes of meetings, &amp; challenge governors on their understanding of the effectiveness of the school            *CEO reports to CoFed GB</p>
<b>3d</b>	<p>The governing body develops its skills further to support and</p>	<p>*Leaders and governors review outcomes of KS2 SATs and agree management action that will be</p>	<p>Governors  Evidenced through GB</p>	<p>*HT &amp; HoS Performance Management carried out by governors &amp; SIA setting KPIs</p>	<p>*HT &amp; HoS Performance Management review carried out by governors shows swift</p>	<p>*HT &amp; HoS Performance Management carried out by governors shows KPIs met</p>

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				Evaluation		
				Oct 2017	February 2018	July 2018
	hold school leaders fully to account for the effectiveness of the school's work.	<p>taken to rapidly improve progress</p> <p>*Rigorous management action plan to be written and shared with SIA</p> <p>*Monthly meetings with the Director of Education to focus on key areas of development</p> <p>*Governors responsible for each curriculum area to carry out a book scrutiny and learning walk</p>	minutes	<p>to hold leaders to account</p> <p>*Governors write &amp; agree a management action plan to hold leaders to account</p> <p>*GB and school leaders write &amp; agree a SDP whereby actions will ensure accelerated progress for children</p> <p>*Monthly meetings with DoE sight evidence that shows rapid improvement</p>	<p>progress towards KPIs</p> <p>*Governors monitor milestones in management plan and hold leaders to account</p> <p>*GB, school leaders &amp; SIA monitor data &amp; milestones in SDP and hold leaders to account for accelerated progress for children</p> <p>*Monthly meetings with DoE cite evidence that shows rapid improvement</p>	<p>*Governors monitor milestones in management plan and cite evidence that shows outcomes in line with the National Average</p> <p>*GB, school leaders &amp; SIA monitor data &amp; milestones in SDP and hold leaders to account for children's outcomes</p> <p>*Monthly meetings with DoE cite evidence that shows outcomes in line with the National Average</p>
3e	New VPs fully inducted & familiar with KA, working closely with HT & SLT to give robust & timely leadership in both the on-going work of the school & in school improvement (SI)	<p>*HT &amp; current HoS to induct new HoS in the day to day running of KA including staffing &amp; plans for 2017/18</p> <p>*SLT in place for Sept led initially by HT with HoS taking an increasing role</p> <p>*New HoS leading school improvement with HT</p>	HoS & HT	<p>*Initial meetings for new HoS with HT, previous HoS, SLT, staff, governors &amp; parents</p> <p>*KA fully staffed, INSET &amp; CPD for autumn organised</p>	<p>*Staff &amp; children confident in the new leadership, school running smoothly. HoS increasingly taking responsibility for whole school with HT support.</p> <p>*VP picked up role &amp; working with SLT</p> <p><b>* pupils outcomes meet R, W &amp; M targets for the Autumn term</b></p>	<p>*HoS taking responsibility for whole school with HT monitoring</p> <p>*VP fully engaged in role in leadership in school</p> <p><b>* pupils outcomes meet R, W &amp; M targets for the Summer term</b></p>
5	School's use of Pupil Premium Funding externally reviewed and action taken to increase effectiveness of the use of funding so that disadvantaged pupils make similar progress to those nationally	<p>*HT &amp; SBM to attend NAHT Pupil Premium Training Course 19<sup>th</sup> September 2017</p> <p>*Action plan implemented to improve outcomes for disadvantaged pupils</p>	Governors, SIA	<p>* Course undertaken</p> <p>* Review undertaken</p> <p>*Action Plan for 2017-2018 agreed</p> <p>*Evidence from data used to make informed decisions about provision and staffing adjusted to unlock barriers for PP pupils and implement effective interventions for September</p>	<p>*Staff trained to foster a climate of success for pupils</p> <p>*Effective systems used for assessment &amp; tracking</p> <p>*Clear provision mapping shows how groups are being supported to close gaps in attainment and progress.</p> <p>*Autumn Assessment data indicates gaps in performance between PP and Non PP pupils has narrowed.</p>	<p>*Clear provision mapping shows how groups are being supported to close gaps in attainment and progress.</p> <p>*Spring Assessment data indicates gaps in performance between PP and Non PP pupils has narrowed and is at least in line with the National Average</p>

Addendum:

## Kings Avenue Governor Roles and Responsibilities

Name	Role	Responsibility
Alan Sendorek	Pupil premium and LAC	To understand how the pupil premium is being spent. To understand the progress and achievement of the pupils who are eligible for the pupil premium.
Richard Grant	Safeguarding, safer recruitment and child protection	To ensure the safety and wellbeing of all the children at Kings Avenue. To check the safeguarding register once per term. To ensure that recruitment is carried out in line with the Safer Recruitment Guidance.
Tanya Jones	English, reading and phonics	To be responsible for overview of curriculum, pupil achievement and progress in these subject areas
Matthew Bryant	SEND	To be responsible for overview of children with Special Educational Needs within the school
Alison Lodge	Performance Management and CPD	To be responsible for undertaking the Headteacher's appraisal, setting objectives and regularly reviewing performance. To ensure performance is managed across the school.
Tana Wollen	PHSE	To be responsible for overview of the schools teaching in PHSE
Melissa Smith	Governor Training	To be responsible to understanding governors training requirements in line with the skills matrix. To work with the SMT to organise specialised training where relevant and to ensure governors are aware of training run by Lambeth.
Julia Carleysmith	Early years	To be responsible for overview of the school's early years provision
Jessica Matthew	Maths	To be responsible for overview of curriculum, pupil achievement and progress in Maths
Kit Gunasekera	Pupil and parent engagement	To regularly engage with parents and pupils telling them about the work of the governing body by contributing to newsletters and other methods of communication

Other key responsibilities have been delegated to committees. Policies relating to these committees will be reviewed annually:

- Resources – health & safety, buildings maintenance, financial strategy, HR,
- Achievement – balanced curriculum, assessment – data analysis and marking
- PPC – extra-curricular and school visits, attendance, discipline, bullying, equality etc

**Addendum:****Kings Avenue Governor Roles and Responsibilities**

Across all:

- To visit the school at least twice per academic year (in addition to the all-governor's visit), to talk to school staff about the link area of responsibility, including objectives, progress and any challenges in this area
- To challenge the staff on how they are contributing to the school improvement in these areas, vs. the school's post-Ofsted development plan where appropriate
- To report back to the FGB on findings from the visits and escalate any concerns that need to be addressed by governors and/or the school leadership

Name	Role	Responsibility
Alan Sendorek	Pupil premium and LAC	To challenge the school on how the pupil premium is being spent, to make sure this is being used in the most effective manner to accelerate progress of this group. To review the progress and achievement of the pupils who are eligible for the pupil premium and work with the school to review and change how this funding is being used over time.
Alison Lodge	Safeguarding, safer recruitment and child protection	To oversee the safety and wellbeing of all the children at Kings Avenue. To check the safeguarding register once per term. To work with the school to make sure that recruitment is carried out in line with the Safer Recruitment Guidance.
Tanya Jones	English, reading and phonics	To challenge and work with the school to make sure that targeted achievement and progress are reached in these subject areas. To review the curriculum in these areas and make sure it provides a suitable range of experience.
Matthew Bryant	SEND	To work with the school to understand the particular needs, progress and achievement children with Special Educational Needs within the school. To challenge how these children's specific needs are being met.
Alison Lodge	Performance Management and CPD	To be responsible for undertaking the Headteacher's appraisal, setting objectives and regularly reviewing performance. To oversee and challenge performance is managed across other school staff, to make sure that standards continually improve and that any performance issues are addressed.

Tana Wollen	PHSE	To be work with the school to make sure that the school's teaching in PHSE is sufficient and appropriate.
Melissa Smith	Governor skills and training	To be responsible for understanding governors skills and training requirements in line with the skills matrix. To work with the school's leadership and external organisations to organise specialised training where relevant and to ensure governors are aware of training run by Lambeth.
Julia Carleysmith	Early years	To be work with the school to make sure the school's early years' provision meets or exceeds targets. To review the curriculum in these areas and make sure it provides a suitable range of experience.
Jessica Matthew	Maths	To challenge and work with the school to make sure that targeted achievement and progress are reached in this subject area. To review the curriculum and make sure it provides a suitable range of experience.
Tana Wollen	Pupil and parent engagement	<p>To regularly engage with parents and pupils, keeping them up-to-date with the work of the governing body by contributing to newsletters and other methods of communication.</p> <p>To oversee feedback from parents and pupils and review how the school uses this information to improve the standard of education it provides and how it engages these groups.</p>

## Kings Avenue Governing Body Governance Review – Actions

Following the OFSTED report in 2016, it was recommended that the Governing Body undertook a review. This chart lists the various recommendations and actions which the Governing Body undertook following the review. It is discussed at every Governing Body meeting and updated regularly. Many of the recommendations will be ongoing and part of the Governors responsibilities in holding the School to account.

As at 15<sup>th</sup> September 2017

Recommendation	Responsible	Action taken	Date completed	Date to be completed
The Governing Board should review their structure to ensure that it aids them to be efficient and prevent the duplication of work.	All Governors	Meeting held to review committee structures.	5 <sup>th</sup> Sept 16	
The Governing Board should review their terms of reference, to ensure all responsibilities as delegated from the Federated Governing Board, are covered, whether within the full governing board meeting, or within committees	Chair of Governors	Meeting held to discuss. Responsibilities confirmed	3 <sup>rd</sup> Oct 16	
A skills audit, including financial skills, should be completed by all governors.	Clerk	This was completed in 2017 but should be undertaken again with retirement of the Chair of Governors in August 2017.		9 <sup>th</sup> Oct 17
Governors should review the code of conduct and confirm their agreement to it.	All Governors	This was completed in on 10 <sup>th</sup> Oct 16 but should be undertaken every year at the full Governing Body meeting in the Autumn term		9 <sup>th</sup> Oct 17
Governors should create a welcome pack and develop an induction / mentoring process for new governors.	Clerk with Governors	No action taken on this yet. No new Governors have started but will in the next term so this needs to be prioritised. Chairs to arrange with Clerk.		By end of Autumn term 2017

Meeting Minutes				
<ul style="list-style-type: none"> <li>a. An agreed standard template should be prepared for all agendas, with a clear focus on school improvement.</li> <li>b. An agreed minute template should be prepared, which will clearly highlight discussion, questions and actions to be taken, by whom and when.</li> <li>c. Draft minutes and outstanding actions should be issued for review to the Chair and Head within seven days of the board meeting.</li> <li>d. Governor challenge and questioning should be more prominently highlighted in the minutes</li> </ul>	Clerk	A new Clerk was appointed in October 2016 and all these actions have now been completed.	Dec 16	No need to review
All draft minutes presented should be carefully reviewed by the Chair of the meeting to ensure that all governor challenge and questioning is accurately captured and fairly reflects the workings of the Governing Board.	Clerk and Chair	A new Clerk was appointed in October 2016 and all these actions have now been completed.	Dec 16	No need to review
The effectiveness of the current list of rolling action points is reviewed to ensure that all agenda items which are deferred to the next meeting or need to be ratified by the Board are picked up, when agenda setting, to ensure no key documents and issues are missed from governor review and discussion.	Clerk and Chair	A new Clerk was appointed in October 2016 and all these actions have now been completed.	5 <sup>th</sup> Sept completed and ongoing	No need to review
Governors will allocate one governor the role (on a rotating basis) of noting down all governor challenge and questioning posed in board meetings and then collaborating with the Chair to ensure that it is accurately captured in the formal minutes.	Tana Wollen (1 <sup>st</sup> meeting)	A new Clerk was appointed in October 2016 and all these actions have now been completed.	10 <sup>th</sup> Oct 16	No need to review
All supporting documentation should be distributed to the board with the agenda at least seven days prior to the meeting.	SMT	This has not always been happening. Some improvements made but not consistent. New Chairs have explained the importance of this to the Headteacher. Will be an objective in appraisal.		9 <sup>th</sup> Oct 17

Develop a format for the headteacher's report so that it becomes a key tool to further assist governor understanding in how the data presented links through to explanations and interventions in place.	Elizabeth Maxted	This has not always been happening. Some improvements made but not consistent. New Chairs have explained the importance of this to the Headteacher. Will be an objective in appraisal.		9 <sup>th</sup> Oct 17
Report progress against the strategic priorities in the post Ofsted development plan and the whole school development plan in a succinct way so that governors are able to see in <b>summary form</b> , progress against the identifiable milestones and the evidence to support that progress.	SMT	This has not always been happening. New Chairs have explained the importance of this to the Headteachers.		9 <sup>th</sup> Oct 2017
<b>School Visits and External Triangulation</b>				
Each governor to be allocated an area of responsibility to monitor, based on the school improvement plan.	All governors	Responsibilities confirmed following a full governors meeting	5 <sup>th</sup> Sept 16	To be reviewed every year
Governors should aim to visit the school once a term, in order to monitor their areas of responsibility.	All governors	New Chairs will emphasise again the importance of School visits.		To be reviewed every year
Formal written reports to be written by all governors following in-school visits and distributed to the full board.	All governors	New Chairs will emphasise again the importance of School visits.	One per term	
Reports from the School Improvement Adviser should be distributed to the Board for review and discussion as well as governors (not necessarily the Chair) being invited to attend the Head's meetings with the Adviser and hear the independent feedback first hand and to ask strategic questions.	All governors	This has been consistently happening and are very helpful. The new Chairs meet regularly with the local authority and SIPs where possible	Mar 17	
<b>Statutory Compliance</b>				
The training and development opportunities for the new Clerk should be reviewed	Chair and	New Clerk is excellent and fully aware	Mar 17	

to ensure that s/he is able to keep abreast of governance guidelines and changes to legislation to ensure that the most up to date advice and guidance is offered to the Board.	Clerk	of all changes		
An annual planner is devised in order to help the governing board ensure all statutory duties, including key policies and documentation, that need to be agreed by the Governing board are brought to the board in a timely fashion.	Clerk	This still needs to be undertaken.		End of Autumn term 2017
Link governor responsibilities include the highlighting of statutory areas, linked to their role, so that this monitoring can be done through specific governor monitoring and planned school visits.	Alison Lodge	All Governors are clear about their responsibilities and when undertaking visits will particularly look at their specific area	Oct 16	Regular review needed
<b>Performance Management</b>				
Governors should be involved in the performance management of the head teacher and head of school.	Chairs and Alan Sendorek	Appraisal dates set for new school year		29 Sept 17 30 Oct 17
The results from the committee's scrutinisation of the performance management process should be fed back, on an anonymised basis, to the rest of the governing board.	Chairs	To be completed when appraisals undertaken		End Autumn term 17
As well as the formal annual performance management process, the governing board should receive at least termly, and potentially half termly, updates on the quality of teaching within the school.	Alison Lodge (as link) Achievement Committee	This has not been consistently happening. Alison and Julia are now new Chairs and will discuss teacher performance at the regular fortnightly meetings with the Headteachers.		Every half term

<p>Whilst there is no set manner in which the SFVS should be completed, best practice would indicate that:</p> <ul style="list-style-type: none"> <li>a. Governors are actively involved in the drafting of the SFVS document alongside the school’s finance officer as it is the governing board that must be confident in the robustness of the financial management systems that are in place at the school and needs to understand why questions are answered as yes, in part or no.</li> <li>b. A draft document should be tabled to the full Governing Board to ensure that the collective board has had oversight of the document, the answers and any actions for which they, as a collective entity, are responsible for ensuring are monitored and completed. <ul style="list-style-type: none"> <li>i. The draft document should be tabled in a timely manner to ensure that any challenge and questioning from the collective board can be responded to in a time efficient manner, ensuring compliance with the statutory reporting deadline.</li> <li>ii. Governing board minutes, which are core in providing evidence of the effectiveness of governance accountability, need to ensure that governor discussions and challenge are accurately reflected.</li> </ul> </li> </ul>	<p>Following discussion with Governing Body, decided not to take this action</p> <p>Chair of Finance Committee to feedback to whole governing body</p>		No action	
<p>Governing body to develop the profile of the collective governing body and clarify its role with all stakeholders – parents, pupils and staff.</p>	Tana Wollen	New post identified and Tana will now take this on		Every half term
<p>Governing Board communicate with all stakeholders at least termly, to inform stakeholders about the role of governors and to keep them informed about their work and the impact they are having.</p>	Tana Wollen	This has not been happening regularly. New Chairs have asked Tana Wollen to take on this responsibility		Every half term