

Davyhulme Primary School



School Development Plan Key Issues

2023-2024

Reaching for the Stars!

Davyhulme Primary School Development Plan Summary of Key Issues 2023-2024

A note on implementation and our approach at Davyhulme Primary School:

Sharples, J. et al (2018). Putting Evidence to Work - A School's Guide to Implementation stresses that implementation is a process, not an event, and must be planned and executed carefully and in stages. The leadership team must provide the teaching staff the time and the support to ensure that any strategies for improvement are implemented consistently and with fidelity. Implementation is not a quick fix and any change must be carried out in a calm and measured way, ensuring that all stakeholders are crystal clear of the strategic direction of the school; of its vision and values, and have a clear understanding of 'the why'. **This must be our guiding principle for implementing any of the proposals for change. Therefore, we have deliberately chosen to have only 6 key areas for our SDP for 2023-2024. Subject leaders have each created their own Action Plans for their subject areas which they will continue to work on throughout the year.**

1. Key Area: Excellent teaching of early reading through systematic synthetic phonics (SSP)

Our main priority this year is to embed the high quality teaching of early reading through systematic synthetic phonics (SSP). This will include supporting staff through coaching and mentoring, and providing additional training to meet identified needs.

Targets	Actions	Monitoring	Cost/resource implications	Evaluation
Phonics: To <u>embed</u> the use of our SSP programme, Read, Write,	Continue to monitor teaching and delivery of RWI I EYFS and Key Stage 1.	SLT and English leads to visit English Hub school to look at Fresh Start.	TBC	

<p>Inc., to teach phonics in EYFS and Key Stage 1.</p> <p>To <u>embed</u> the phonics catch up programme (Read, Write, Inc.) in Years 3 and 4 for those pupils who have been identified as requiring catch up intervention programme.</p> <p>To embed Fresh Start for those pupils in Year 5 and 6 who have been assessed as requiring intervention.</p>	<p>Use coaching model to share good practice and to ensure fidelity to the scheme.</p> <p>Identify good practitioners and use those staff to drive forward good practice across departments.</p> <p>Encourage staff to continue to use the RWI portal and to make regular use of the training videos to develop their pedagogy.</p> <p>Ensure regular, dedicated time is given for staff to practise teaching phonics during weekly assemblies (15 minutes).</p> <p>Ensure ongoing training and support is provided.</p> <p>Reading Leads to support staff by working alongside them (teaching and assessing of pupils).</p> <p>Reading Lead in KS 2 to continue to support and train TAs in Y3 and 4.</p> <p>Assessment team (TAs) and reading lead to monitor progress on a half termly basis.</p> <p>Rigorous, daily catch up interventions in place for target pupils.</p>	<p>Reading Leaders to work alongside staff to offer support and constructive feedback for improvement.</p> <p>Reading Leader - Progress meetings held every half term to analyse data and to identify those pupils in need of targeted intervention.</p> <p>SLT to monitor quality of teaching for SSP and/or receive feedback from the Reading Leader.</p> <p>Invite staff to offer feedback on how the scheme is going and identify training needs.</p>		
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	<p>Reading Leader to regularly report to SLT about the progress of children.</p> <p>Staff to carry out peer observations and team teaching in order to develop and refine their practice.</p> <p>Reading Leads to ensure website is updated to include information about RWI.</p>			
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2. Key Area: Marking and feedback

Targets	Actions	Monitoring	Cost/resource implications	Evaluation
<p>To carry out a thorough review of our current Marking Policy.</p> <p>To develop a Feedback Policy in order to reduce the amount of secretarial marking carried out by teachers, and to replace it with high quality, impactful verbal feedback. Focus on writing in particular.</p> <p>To replace secretarial marking with a feedback sheet - teachers make brief notes on what went well and, most importantly, areas to</p>	<p>Review current Marking Policy - what works? What doesn't work and why? Conduct staff audit to ascertain our staff's view on our current approach to marking and feedback.</p> <p>Liaise with educational consultant, Barry Brogan, to plan our approach to reviewing and adapting our Marking Policy to a Feedback Policy.</p> <p>Plan in half termly staff development staff meetings with Barry Brogan to implement our new approach to feedback.</p> <p>Focus on providing feedback in writing first as this area is identified as the most challenging and time consuming by teachers.</p>	<p>Staff audits</p> <p>Half termly book looks alongside teaching staff - review impact of feedback on quality of writing.</p> <p>Staff feedback - half termly during staff meetings.</p> <p>Pupil voice - do you know what you have to do to improve your writing?</p> <p>Lesson observations</p> <p>Monitoring of feedback sheets V work in books.</p>	<p>Barry Brogan - consultancy fee.</p> <p>TBC</p>	

<p>address in 'fix it time', daily review the next day.</p> <p>Re-write our Marking Policy and replace it with a Feedback Policy.</p>	<p>Ask staff to trial new approach by trying new approach with a focus group initially e.g. higher attainers.</p> <p>SLT to monitor impact of new approach to feedback on quality of writing and pupil outcomes.</p> <p>Ensure that staff voice is heard regularly - take feedback on a half termly basis.</p> <p>Book looks - ensure staff are invited to attend meetings to talk about their books and specific lessons and impact of feedback.</p> <p>Involve all stakeholders in this process: staff, pupils, parents and governors.</p>			
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3. Key Area: English - to continue to promote reading for pleasure & to focus on greater depth writing. Early Language Development

Targets	Actions	Monitoring	Cost/resource implications	Evaluation
<p>To <u>continue</u> our relentless focus on Reading, ensuring it remains a whole school priority.</p> <p>To continue to promote reading for pleasure.</p>	<p>English subject leads and Reading Leads to continue to focus on teaching of reading across the whole school - monitor and evaluate reading in EYFS > Key Stage 1 > Key Stage 2.</p> <p>Follow up staff meeting to be held on the explicit teaching of reading skills - see Schofield and Sims Skills Desk mats for KS 1.</p> <p>English leads to monitor how regularly and effectively this scheme is being taught</p>	<p>English subject leads and SLT</p> <p>Book looks</p> <p>Informal lesson drop-ins</p> <p>Formal lesson observations</p> <p>Learning walks - how is reading promoted around the school?</p> <p>Pupil voice</p>	<p>Oxford Owl subscription to whole school eBook library - £500</p> <p>Oxford Owl subscription to Project X (reading intervention)</p>	

	<p>through Book Looks and lesson observations to ensure that the explicit teaching of reading skills is taking place:</p> <p>Word meaning Retrieval Sequencing Inference Prediction</p> <p>Key Stage 2: Word meaning Retrieval Summarising Inference Prediction Relationship Word Choice Comparison</p> <p>English subject lead to extend online subscription to Oxford Owl to enable pupils to access a greater number of e book titles (Whole School EBook Library)</p> <p>English leads and staff to continue to rigorously monitor daily home reading on Seesaw/ Planners and bookmark incentive scheme to be used.</p> <p>Ensure that children carry out research which requires them to read to obtain the information they need.</p> <p>Ensure that daily read of class novel (ten minutes) is taking place - this is a non-negotiable and must be ring fenced.</p>	<p>Robust systems are in place for monitoring reading at home on Seesaw and in planners.</p> <p>Rigorous assessment of pupils - NFER reading tests, Salford Sentence Reading Test and RWI phonic assessments.</p> <p>Reading Lead to monitor catch up intervention sessions and track progress.</p> <p>Half termly assessments of phonics and follow up progress meetings with SLT - Reading Leads.</p>	<p>£250</p> <p>Subscription to Power of Reading website: £300</p>	
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	<p>Ensure that the explicit teaching of reading strategies is taking place through whole class guided reading activities, following 'Book Talk' format - English leads to monitor and evaluate this through lesson drop ins and pupil voice. Continue to promote the use of high quality, engaging texts as stimulus for Writing in English - e.g. Power of Reading website.</p> <p>Continue to use reading buddies across the whole school on a half-termly basis. Continue contact with Urmston Bookshop to invite authors to come into school once more.</p> <p>Organise a Book Fair.</p> <p>Continue to foster links with PTA to purchase books which celebrate diversity. Weekly purchase of First News (children's newspaper) to engage reluctant readers.</p> <p>Set up reading book clubs.</p> <p>Continue to review and update both our school libraries.</p> <p>Provide training on our school library computer system for key TAs and admin staff.</p> <p>Rigorously monitor home reading through computerised system.</p> <p>Promote reading through 'Extreme Reading' event.</p> <p>Celebrate World Book Day.</p>			
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	<p>Ensure that daily reading is taking place for lower attaining readers in every year group and monitor on provision sheet for lower 20% of readers.</p> <p>Rigorous monitoring of reading of lower 20% of readers - termly provision sheets.</p> <p>Continue monthly reading assemblies - 'Book of the Month', book review of the month - award prizes.</p> <p>Closing the gap - use NFER assessment data from Autumn 2 to identify pupils who have gaps in learning. So what? Ensure these pupils are focus for any targeted reading interventions which take place.</p> <p>Assess pupils in Key Stage 2 for phonics catch up intervention (Y3 & 4) and Fresh Start (Y5 & 6) and put the necessary intervention in place.</p>			
<p>To raise attainment in writing, focusing specifically on increasing the % of pupils working at greater depth at the end of Key Stage 1 and Key Stage 2.</p>	<p>How well is writing taught across the school?</p> <p>What does progression look like across the school?</p> <p>How is feedback used to improve writing? Is it impactful?</p> <p>How can we move children on from expected standard to achieving greater depth?</p> <p>Provide quality CPD on teaching writing - recommended practice/pedagogy:</p> <ul style="list-style-type: none"> Modelling writing process Shared writing 	<p>Moderation of writing on a half termly basis</p> <p>Book looks</p> <p>Informal lesson drop-ins</p> <p>Learning Walks</p> <p>Formal lesson observations</p> <p>Pupil Voice</p> <p>Peer observations</p> <p>Review planning</p> <p>Monitor displays</p>	<p>Power of Reading website: £300</p> <p>Subject leader time</p> <p>Staff meeting time</p>	

	<p>Scaffolding Relentless focus on vocabulary Quality feedback leading to improvement (up levelling) Editing and improving - explicitly taught and modelled Use of sample texts - 'what a good one looks like' Creating writing toolkits Creating high quality, word rich environments for children to use when writing independently Use subject leader time to monitor the quality of teaching by carrying out lesson observations (both formal and informal) to ensure that the quality of teaching is at the least good, with many example of outstanding practice seen. Focus on pedagogy - skilful use of modelling to teach writing using the 'I do, we do, you do' strategy. Half-termly writing moderation meetings to ensure consistency in marking, feedback and expectations. Arrange peer observations to share good practice amongst colleagues - identify outstanding practitioners. Targeted writing interventions to move pupils from expected standard to greater depth - short, sharp, focused interventions.</p>	<p>Monitor impact of verbal feedback on writing process. Pupil progress meetings - involve teachers in discussions.</p>		
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	<p>When providing feedback, ensure that staff clearly identify 'gaps' in pupils writing - in other words, what they need to do to take their writing to the next level. Identify clear targets for improvement.</p> <p>Lesson Observations/Drop-ins is there a consistent approach to the teaching of writing? Do staff use high quality texts to inspire, engage and stimulate excellent writing? (e.g. Power of Reading website and resources). Do teachers use a model text to illustrate the features of an excellent piece of writing? Are children given the opportunity to identify these features themselves? Are steps to success/writer's toolkits created and used during the lesson? Is the classroom a word rich/literary environment? E.g. ambitious vocabulary is clearly displayed, model texts displayed, 'washing lines' created with model words, phrases and sentences for children to use? Does the teacher use Shared Writing consistently to model the writing process and to 'think out loud' his/her choices as a writer? Are children given the opportunity to 'talk the text' first? E.g. Talk for Writing.</p>			
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	<p>Are creative approaches used to inspire writing? E.g. draw an image in your head first before you write it.</p> <p>Is writing scaffolded? (pedagogy)</p> <p>Is the planning process specifically taught?</p> <p>Is the editing/up levelling process explicitly taught?</p> <p>Are children given the opportunity to share their writing and carry out peer assessments?</p> <p>Are children given the opportunity on a regular basis to respond to feedback to improve their writing?</p> <p>Work Scrutiny:</p> <p>Is the work neatly presented, with high expectations for handwriting?</p> <p>Is there evidence of clear progression... from beginning of the year to present day?</p> <p>Is there progression between year groups and phases?</p> <p>Does the teacher's feedback lead to improvement? Constructive comments so that the pupil knows what to do to improve.</p> <p>Is there evidence that the pupils are encouraged to go back and check, edit and improve their work?</p>			
<p>EYFS To focus on supporting early language development.</p>	<p>EYFS lead and SLT to attend training course, 'Supporting Early Language Development' at Lacey Green English Hub (AM, EM and KB). EYFS lead and AH (KS 1) to cascade learning from course (5 x3 hour sessions throughout</p>	<p>Learning walks Pupil data Lesson drop ins Staff feedback</p>	<p>Cost of x 3 places on course - tbc.</p>	

<p>To ensure the very best outcomes in early language development.</p>	<p>the year) to the rest of the EYFS team to ensure good practice is shared and consistently applied.</p> <p>Aims of course:</p> <p>To gain an understanding of a working model of language through which to observe children's language development through the primary years, and beyond.</p> <p>To gain an understanding of the stages of 'typical' language development, concentrating on the expected milestones that occur during primary years.</p> <p>To be introduced to practical classroom skills and techniques for quality first teaching in YR and KS 1 that will create skilled and confident classroom practitioners and improve outcomes for all children.</p> <p>To develop ways and tools to identify children who may not be developing language skills as expected and ways to support these children in class.</p>	<p>Evidence of positive outcomes for pupils in early language development - gaps closing.</p>		
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4. Core Curriculum Area: Mathematics - mastery curriculum

Targets	Actions	Monitoring	Cost/resource implications	Evaluation
<p>To continue to develop staff pedagogy of the mastery curriculum in Mathematics.</p>	<p>School continue to be a part of the NCETM Maths hub attending work groups for Sustaining Mastery and Continuity Years 5 - 8.</p> <p>2 TAs from KS1 to attend 4 days training on mastery from the NCETM.</p>	<ul style="list-style-type: none"> Teachers from across school (EYFS - KS2) will attend lesson study sessions led by NCETM. 	<p>Maths association subscription £63.</p> <p>Cover for staff attending training £</p>	

	<p>Maths lead to lead a Continuity Years 5 - 8 project.</p> <p>Maths lead training to be Professional development lead.</p>	<ul style="list-style-type: none"> • TAs across school (EYFS - KS2) attending training by NCETM. • Monitor lesson design - staff meeting training on core areas of mastery. 	<p>NCETM provide grant payment of £4250.</p>	
<p>To develop the use of mathematical vocabulary to support pupils in developing their mathematical thinking, understanding concepts and making connections.</p>	<p>Ensure all classrooms have a 'working wall' at the front of the classroom which includes models, vocabulary, stem sentences.</p> <p>Staff to use stem sentences as a part of the daily routing within Mathematics lessons.</p>	<ul style="list-style-type: none"> • Learning walks • Book scrutiny with discussion with teachers. • Monitoring of data. 	<p>N/A</p>	

5. Key Area: Pupil Premium and disadvantaged - to narrow the attainment gap and to ensure that pupils make expected progress. To ensure pupils have access to enrichment opportunities.

Targets	Actions	Monitoring	Cost/resource implications	Evaluation
<p>To continue to raise attainment of Pupil Premium & disadvantaged pupils in all year groups so that the gap between Pupil Premium and not Pupil Premium pupils and</p>	<p>For all teachers to continue to specifically target PP & disadvantaged pupils in their class (QFT) by:</p> <ul style="list-style-type: none"> • Identifying barriers to learning; • Setting individual targets for improvement; 	<p>Half-termly review of provision maps for PP and disadvantaged pupils.</p> <p>Track attainment and progress of PP and</p>	<p>See PP strategy for staffing costs.</p>	

<p>disadvantaged/not disadvantaged is diminished</p> <p>To ensure that there is a more consistent picture across the school for narrowing the gap between PP and not PP pupils & disadvantaged/not disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Highlighting PP/disadvantaged pupils in planning; • Focusing on PP/disadvantaged pupils when tracking and monitoring progress and attainment on Target Tracker; • Targeting PP/disadvantaged pupils through performance management targets; • Discussing progress/attainment of PP & disadvantaged pupils during termly Pupil Progress Meetings to identify gaps in learning; • Skilful and appropriate use of adaptation if and when necessary (avoiding differentiation for differentiation's sake). • Case studies completed for selected pupils; • Targeted interventions. • Liaise with SENDCo - SEND pupils; • Provision maps completed for target pupils and reviewed on termly basis; • Ensure all teaching staff are aware of prior attainment of PP & disadvantaged pupils; • Use of NFER assessments to identify gaps in learning; • Providing high quality feedback to PP and disadvantaged pupils. • Pre-teach/pre-learn intervention. 	<p>disadvantaged pupils on termly basis.</p> <p>Identify gaps in learning.</p> <p>Measure impact of targeted interventions.</p> <p>Pupil progress meetings.</p> <p>Learning walks.</p> <p>Lesson drop-ins/observations.</p> <p>Book Looks.</p> <p>Pupil voice.</p>		
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	<ul style="list-style-type: none"> • Catch up sessions for target pupils - same day intervention. 			
<p>To continue to promote enrichment activities for PP & disadvantaged children.</p> <p>To ensure all PP pupils have opportunities to attend enrichment activities to further aspirations and widen their horizons which will impact positively on life experiences that can be used in learning.</p> <p>To increase involvement in extra-curricular activities on offer in school.</p> <p>To ensure all PP pupils have equal access to a broad and balanced curriculum.</p> <p>To widen the 'cultural capital' of our PP pupils by exploring the rich artistic, cultural, spiritual and social heritage of the UK.</p>	<p>To ensure full inclusion for PP & disadvantaged children in enrichment activities. Focus especially on those PP pupils who are working at A.R.E. or above and who do not receive any intervention.</p> <p>Provision Maps to identify/target key PP pupils - review on half-termly basis.</p> <p>To ensure that all PP pupils have the opportunity to participate in at least one enrichment opportunity.</p> <p>Letter sent out to all PP parents to explain PP funding and invite them to suggest an activity which their child would like to do.</p> <p>Discussion with parents about support available. Office staff to ensure payments are made from PP fund.</p> <p>Possible activities to include:</p> <p>Music tuition (brass, guitar and violin)</p> <p>Forest Schools;</p> <p>Tactile Arts Club;</p> <p>School of Sport - extracurricular sports clubs</p> <p>Dance Club</p> <p>The PP Grant can also be used as follows:</p> <p>Contribution to Year 6 Residential;</p> <p>Funding school trips for some PP pupils that will provide a stimulus for learning;</p> <p>Access to after school clubs;</p> <p>Weekly access to First News newspapers for children - target PP pupils</p>	<p>Review of provision maps on half-termly basis.</p> <p>Relentless pursuit for parental response to letters and access to clubs etc. by BQ.</p> <p>Pupil voice.</p>	<p>See PP Strategy 2023-2024 for a detailed breakdown of costs.</p>	

	<p>11 + tuition for target PP pupils Subscription to Book Trust Book Packs for LAC pupils. Enrichment 'intervention' time provided for those PP pupils who are working above the Expected Standard, and who do not require additional academic support - e.g. Science club, dance lessons etc.</p> <p>Additional opportunities for children including: visitors, workshops, music tuition etc.</p>			
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6.Key Area: Quality of Teaching and Staff Professional Development. Explicit focus on pedagogy - what makes great teaching at DPS?

Targets	Actions	Monitoring	Cost/resource implications	Evaluation
<p>To ensure that the quality of teaching over time is outstanding and never less than consistently good; it is highly responsive to children's needs.</p> <p>To focus on what makes great teaching by using key pedagogical strategies consistently in all classes.</p>	<p>All teachers have <u>high expectations</u> of all pupils. Teachers plan, where appropriate and necessary, adapted learning to enable all pupils to learn exceptionally well. Growth mind set culture established and continually referenced in lessons. KB to provide high quality CPD for staff on what makes great teaching - recommended strategies for classroom pedagogy: Retrieval practice Modelling (I do, we do, you do)</p>	<p>Evidence through: Book and planning monitoring Learning walks Lesson observations Pupil progress data Peer observations Staff coaching Staff feedback</p>	<p>Cost of courses/training for individual teachers.</p>	

<p>To follow an evidenced-based approach to effective pedagogy.</p> <p>To recognise that teacher quality is a crucial factor in raising pupil attainment.</p> <p>EEF, <i>'the best available evidence indicates that great teaching is the most important level schools have to improve pupil attainment.'</i></p>	<p>Spaced practice</p> <p>Allow time for staff's professional learning - all staff to read evidence-based research on effective pedagogy: Rosenshine and Dean's Science of Learning.</p> <p>Teachers systematically and effectively check pupils' understanding during direct learning activities and act to deepen and extend learning, along with clarifying any misconceptions.</p> <p>Focus on questioning and independent learning.</p> <p>Peer observations to share good practice.</p> <p>Coaching to develop pedagogy and improve practice - encourage teachers to be reflective practitioners.</p> <p>Utilise the strengths and skills of all staff to lead and develop others.</p> <p>High quality CPD for teachers, closely aligned to main priorities in SDP.</p> <p>Signpost teachers to relevant courses and training opportunities.</p> <p>Close monitoring of the quality of teaching by Senior Leaders - action taken quickly where the quality is not being met.</p> <p>Support networks in place.</p>			
<p>To continue to establish a professional learning culture within our school where every teacher & teaching assistant strives for professional excellence.</p>	<p>SLT to establish this 'learning culture' within our school - model the value of professional research (e.g. EEF) and 'walk the walk' by ensuring that we are constantly learning and growing professionally.</p> <p>Encourage staff to partake in NPQs.</p>	<p>Feedback from staff.</p> <p>Evidence of improvements made in pedagogy/quality of teaching over time.</p>	<p>Coaching Course - Leadership Edge (KB) £1500</p> <p>Staff meetings x 2 (coaching and</p>	

<p>To ensure that all our staff have access to high quality, sustained professional development opportunities that are closely aligned with the priorities identified in the SDP.</p> <p>To foster a learning culture in which staff are actively encouraged to take responsibility for their own professional development.</p> <p>To recognise that teacher development is a key mechanism for developing teacher quality.</p>	<p>Signpost staff to relevant courses/training opportunities e.g. TTSA courses. Encourage staff to join professional associations e.g. History Association. Continue to develop and update our professional learning libraries in the school and work towards providing staff with time (in addition to PPA) to carry out professional research and study. Closely link appraisal process to the individual professional development needs/interests of staff. Ensure staff CPD is closely linked to main priorities in SDP e.g. Read, Write, Inc. training and development. Establish a coaching culture within school in order to create reflective practitioners who are constantly striving to improve. Team teaching/peer observations to share good practice. Mentoring put in place for those staff who may require it.</p>	<p>Increased attendance on courses of staff. Staff to provide feedback from courses/training. Learning culture beginning to be established - e.g. more staff taking up NPQ opportunities. Increase in coaching sessions/peer observations and team teaching in order to continue professional development of staff.</p>	<p>reflective practice).</p> <p>Cost of staff to attend courses - individual case by case basis.</p>	
<p>To create, then embed, a coaching culture within our school in order to raise standards and to unlock teaching potential.</p> <p><i>‘A coaching culture is a place where authentic leaders and managers help people to grow, thrive and perform through</i></p>	<p>KB to continue coaching course (Leadership Edge) moving on from foundation stage to practitioner stage - begin to use with staff in school as part of this course. Revisit at staff Inset - all on board. Allow time for implementation. Release time for coaching to happen. Begin with small group before rolling out coaching model to larger groups.</p>	<p>Moderate success and impact to coaching by beginning with small, focus group before rolling out to larger groups. Has teaching pedagogy improved? Feedback from staff.</p>	<p>Leadership Edge coaching course - KB</p>	

<p><i>effective conversations and honest feedback underpinned by trust.'</i></p> <p><i>'The culture in school is vital in developing and maintaining high standards. Frequent coaching conversations with staff and students are vital in ensuring that long-term, sustainable improvements can be achieved...'</i></p> <p><i>Teacher Toolkit</i></p>	<p>Appoint leading coaches across school who have had coaching training - EB, KB...</p> <p>Ensure that we allow for a simple mind-set shift from where leaders feel that they should have all the answers, to having the right questions instead.</p> <p>Create a growth mind set ethos amongst staff.</p> <p>Ensure that coaching is used as a tool for self-development, and not just to address issues of under-performance.</p> <p>Encourage staff to ask open and curious questions so that they are enabled to find their own solutions.</p> <p>Encourage the staff to be solution focused.</p> <p>Establish and develop a culture of trust so that staff feel enabled and empowered to find solutions themselves.</p> <p>Provide 'in the moment' feedback.</p> <p>Provide staff with the tools to solve their own problems/answer their own questions.</p> <p>Embed the coaching in the Performance Management process.</p> <p>Staff to attend Coaching Culture training and feedback to staff - model the coaching process.</p>	<p>Evidence that coaching is used in Performance Management process.</p>		
<p>To ensure that all staff have consistently high expectations.</p> <p>To ensure that all staff are ambitious for all pupils,</p>	<p>Ensure our vision/culture of high expectations (linked to our mission statement of Reaching for the Stars) is firmly embedded across the school.</p> <p>Encourage all pupils and staff to 'live' our core values - we are AMBITIOUS.</p>	<p>Learning walks.</p> <p>Lesson drop-ins.</p> <p>Monitoring of corridors during transitions.</p> <p>Coaching - ask pertinent questions: How can we</p>		

<p>particularly disadvantaged pupils.</p> <p>Focus specifically on: Pupil behaviour Presentation of work Attainment and progress</p> <p><i>'The culture in school is vital in developing and maintaining high standards. Frequent coaching conversations with staff and students are vital in ensuring that long-term, sustainable improvements can be achieved...'</i> Teacher Toolkit</p>	<p>Set consistently high expectations for attainment and progress, closely aligned with Performance Mgt process - 80% of pupils to achieve expected standard or above in Reading, Writing and Maths. Consistently high standards for behaviour across the school.</p> <p>SLT challenge if expectations for pupil behaviour fall short. Focus in particular on transitions and movement around the school. Ensure staff all follow behaviour policy consistently - revisit frequently. Close attention to detail.</p> <p>All staff to be familiar, and to follow, our Presentation Policy.</p> <p>Staff to insist on high standards of presentation - ensure regular handwriting practice is taking place.</p> <p>Daily monitoring of pupil behaviour by SLT - walk bys, lesson-drop ins, transitions.</p>	<p>ensure we consistently have high expectations? What does 'we are ambitious' mean to you and your teaching?</p>		
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