

Primary Science Department Action Plan including NAP 2018-19

1 STUDENTS ATTAINMENT, PROGRESS AND LEARNING SKILLS (PS1)				Leader: Head of Science Department (Primary) Line Manager: Head of Primary Achievement Governor: LAB member External Evaluator: Vice President-GEMS		
Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Impact
❖ To embed learning skills in Science consistently across phase 2 with greater focus on 1.3.1 and 1.3.4. (1.3.1: Students' engagement in, and responsibility for their own learning. 1.3.4: Further enhance innovation and enterprise)	<ul style="list-style-type: none"> ▪ Strengthen students' learning skills in Primary Science through: extended independent research and enquiry based learning with sustained responsibility and ensure most students have secure knowledge of their starting points and diligently work to ensure better than expected progress. 	Ongoing	<ul style="list-style-type: none"> ▪ Time for PD/Modelling by outstanding practitioners as needed by department. ▪ Reviewed SOW, Rubrics, Student IEP, ILP sheet, Data Analysis, Samples of student-work and self- and peer-marked rubrics. ▪ Time for lesson observations and feedback ▪ Team teaching 	<ul style="list-style-type: none"> ▪ Most students have secure knowledge of their starting points through regular self-marking using rubrics and reflection of their own PT and CAT4 results along with internal school assessments. In lessons, they demonstrate sustained responsibility and are actively involved in their own learning and development. ▪ Most students are innovative, enterprising and independent learners and they can find things out for themselves using a variety of different sources. They use learning technologies independently and very effectively, and display strong critical thinking and problem solving skills. 	Primary Science HOD, HOKS, HOS, LAB members monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action	In process of ensuring, all teachers have one to one counselling with each child of end of year PT scores and new CAT4 scores. Increased opportunities seen for embedding 1.3.1 and 1.3.4 and increased progress.

1 STUDENTS ATTAINMENT AND PROGRESS: NATIONAL AGENDA PARAMETERS

To further raise attainment and progress in NAP

Leader: Head of Science Department (Primary)

Line Manager: Head of Primary

Achievement Governor: LAB member

External Evaluator: Vice President-GEMS

Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Impact
<p>Year 3</p> <p>❖ TIMSS</p> <ul style="list-style-type: none"> • Content Domain: Earth Science Addressing gaps in knowledge • Cognitive Domain: Reasoning To further enhance the students' inductive reasoning skills and systematic thinking to explain scientific phenomena in real life settings. <p>❖ Progress Test Science</p> <ul style="list-style-type: none"> • Scientific enquiry skills 	<p>Modification of curriculum:</p> <ul style="list-style-type: none"> ➤ SOW already modified to accommodate: Earth Science (Rocks and soil) along with in-depth student-led activities and thorough discussions in lessons. <p>In lessons:</p> <ul style="list-style-type: none"> ➤ Provision in lesson plan through starter/ mid-plenary/ plenary to enhance students' understanding and reasoning: <ul style="list-style-type: none"> • Starter – Concept cartoon to provide question based enquiry • Mid plenary/ plenary – TIMSS style questions to gauge progress • Challenging students to create questions ➤ Raise challenge through differentiated activities and effective questioning to enhance: <ul style="list-style-type: none"> • Reasoning skills of the students by giving them appropriate Thinking Time • Critical thinking and application of concepts in real world scenarios <p>Scientific Enquiry:</p> <ul style="list-style-type: none"> • Revisit Fair Test, and give more frequent opportunities for students to explain their methods and findings to the teacher and their peers to make 	Ongoing	<ul style="list-style-type: none"> ▪ PD sessions/ Modelling by outstanding practitioners as needed. ▪ Reviewed SOW, rubrics, student IEPs, ILPs, revised lesson plans, data analysis, samples of student-work and self- or peer-marked rubric. ▪ Time for lesson observations and feedback ▪ Internal assessments ▪ Learning walks ▪ Home learning <p>Useful links: https://www.education.com/workshops/third-grade/earth-science/</p>	<ul style="list-style-type: none"> ▪ Most students demonstrate secure levels of understanding of Earth Science concepts (rocks and soil) as evidenced by their performance in ongoing assessments (AFL/ Summative) and evaluation in rubrics, and apply their factual knowledge to practical situations and real life scenarios using scientific terminology in their explanations. ▪ Most students will be able to use and apply their knowledge and enquiry skills to write Aim and Prediction with reason independently in their scientific enquiry write-up. ▪ Most students demonstrate ability to interpret information in pictorial diagrams and draw conclusions. ▪ Most students demonstrate deep thinking and reasoning skills and greater understanding as evidenced by skilful questioning by students and teachers. 	<p>Primary Science HOD, HOKS, HOS, LAB members monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action</p>	<p>Students consistently make meaningful connections between areas of learning and use these to deepen their understanding of concepts, and demonstrate success in applying their skills to real life situations.</p>

<ul style="list-style-type: none"> • Reading to extract information • Using scientific vocabulary • Interpreting and evaluation of data scientifically 	<p>connections and develop both their scientific thinking.</p> <ul style="list-style-type: none"> • Give students questions with data to help enhance their data analysis skills. <p><u>NAP focused Home Learning to further enhance critical thinking and reasoning skills:</u></p> <ul style="list-style-type: none"> • TIMSS style questions • Comprehension based question • Project based learning (PBL) and STREAM based Home Learning activities • Enquiry based questions • Data based questions 		<p>http://geology.com/teacher/</p> <p>http://www.e-learningforkids.org/science/lesson/center-of-the-ocean-the-sun-the-earth/</p>	<ul style="list-style-type: none"> ▪ Most students will be able to comprehend an analyse text and answer questions related to it. 		
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1 STUDENTS ATTAINMENT AND PROGRESS: NATIONAL AGENDA PARAMETERS

To further raise attainment and progress in NAP

Leader: Head of Science Department (Primary)

Line Manager: Head of Primary

Achievement Governor: LAB member

External Evaluator: Vice President-GEMS

Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Impact
<p>Year 4</p> <p>❖ TIMSS</p> <ul style="list-style-type: none"> • Content Domain: Earth Science Addressing gaps in knowledge • Cognitive Domain: Reasoning To further enhance the students' inductive reasoning skills and systematic thinking to explain scientific phenomena in real life settings. <p>❖ Progress Test Science</p> <ul style="list-style-type: none"> • Gaps: Branching database • Scientific enquiry skills 	<p>Modification of curriculum:</p> <ul style="list-style-type: none"> ➤ SOW already modified to accommodate: Physical features of the soil and various resources available in Earth, along with in-depth student-led activities and thorough discussions in lessons. ➤ Review of the SOW (done), and lesson plans to include thorough practice and application of branching database (keys) <p>In lessons:</p> <ul style="list-style-type: none"> ➤ Provision in lesson plan through starter/ mid-plenary/ plenary to enhance students' understanding and reasoning: <ul style="list-style-type: none"> • Starter – Concept cartoon to provide question based enquiry • Mid plenary/ plenary – TIMSS style questions to gauge progress • Challenging students to create questions ➤ Raise challenge through differentiated activities and effective questioning to enhance: <ul style="list-style-type: none"> • Reasoning skills of the students by giving them appropriate Thinking Time • Critical thinking and application of concepts in real world scenarios 	<p>Ongoing</p>	<ul style="list-style-type: none"> ▪ PD sessions/ Modelling by outstanding practitioners as needed. ▪ Reviewed SOW, rubrics, student IEPs, ILPs, revised lesson plans, data analysis, samples of student-work and self- or peer-marked rubric. ▪ Time for lesson observations and feedback ▪ Internal assessments ▪ Learning walks ▪ Home learning <p>Useful links: http://www.rsc.org/learn-chemistry/resource/res00002190/science-ideas-web-the- </p>	<ul style="list-style-type: none"> ▪ Most students demonstrate competent levels of understanding of Earth Science concepts (the various physical features of Soil and resources available in Earth) as evidenced by their performance in ongoing assessments (AFL/ Summative) and evaluation in rubrics. ▪ Most students are able to apply their knowledge and understanding to explain phenomena in everyday and abstract contexts, using scientific terminology in their explanations. ▪ Most students can confidently use keys to independently classify and derive information; large majority of students can create keys independently from real life scenarios. ▪ Most students will be able to use and apply their knowledge and enquiry skills to write Aim and Prediction with reason and record observations independently in their scientific enquiry write-up. 	<p>Primary Science HOD, HOKS, HOS, LAB members monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action</p>	<p>Students consistently make meaningful connections between areas of learning and use these to deepen their understanding of concepts, and demonstrate success in applying their skills to problems in real life situations, both familiar and unfamiliar.</p>
		Ongoing				

<ul style="list-style-type: none"> • Reading to extract information • Using scientific vocabulary • Interpreting and evaluation of data scientifically • Interpreting graphs <p>❖ CAT4</p> <ul style="list-style-type: none"> • To analyse and continue using CAT 4 data to identify groups and provide early intervention. • To personalise lesson plans using student implications and plan next steps. • Enhance reasoning skills and critical thinking skills. 	<p><u>Scientific Enquiry:</u></p> <ul style="list-style-type: none"> • Revisit Fair Test, and give more frequent opportunities for students to explain their methods and findings to the teacher and their peers to make connections and develop both their scientific thinking. • Give students questions with data and graphs to help enhance their data and graphical analysis skills. <p><u>NAP focused Home Learning (HL)</u></p> <p>➤ To further enhance critical thinking and reasoning skills:</p> <ul style="list-style-type: none"> • TIMSS style questions • Comprehension based question • Project based learning (PBL) and STREAM based HL activities • Enquiry based questions • Data based questions • Support to lower stanine using individualised HL <p><u>Personalization using CAT 4 data</u></p> <p>Use CAT4 data especially for G&T (ALP/ TLP) and low achievers to personalize lessons and strategies, involving parents to support the students' progress.</p> <p><u>Enhancing verbal skills</u></p> <p>Use of visual media such as videos, concept cartoons, think pair share, group discussions To utilize PBL in helping decipher text (comprehension) and apply the knowledge</p> <p><u>Enhancing reasoning skills</u></p> <p>Give students opportunities to create critical thinking questions using Bloom's taxonomy, thinking time, concept cartoons</p>		<p>romans?cmpid=CMP00007417</p> <p>http://physics.tutorvista.com/scientific-methods/scientific-investigation</p>	<ul style="list-style-type: none"> ▪ Most students will be able to analyse data in tables and graphs and draw conclusions. ▪ Most students demonstrate deep thinking and reasoning skills and greater understanding as evidenced by skilful questioning by students and teachers. ▪ Most students will be able to comprehend an analyse text and answer questions related to it. ▪ Lower achievers will make increased progress, narrowing their GAPS in the assessments. ▪ High achievers and G&T pupils will show accelerated progress and greater depth. 	<p>Most of the students perform according to their potential in internal and external assessments.</p>
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1 STUDENTS ATTAINMENT AND PROGRESS: NATIONAL AGENDA PARAMETERS				Leader: Head of Science Department (Primary) Line Manager: Head of Primary Achievement Governor: LAB member External Evaluator: Vice President-GEMS		
To further raise attainment and progress in NAP						
Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Impact
<p>Year 5</p> <p>❖ TIMSS</p> <ul style="list-style-type: none"> • Content Domain: Life Science Addressing gaps in knowledge • Cognitive Domain: Reasoning To further enhance the students' inductive reasoning skills and systematic thinking to explain scientific phenomena in real life settings. <p>❖ Progress Test Science</p> <ul style="list-style-type: none"> • Gaps: Flowering and Non-Flowering Plants 	<p>Modification of curriculum:</p> <ul style="list-style-type: none"> ➤ SOW already modified to accommodate: Flowering and Non-Flowering Plants, along with in-depth student-led activities and thorough discussions in lessons. ➤ Lesson plans to include thorough practice and application of life cycles of plants and animals. <p>In lessons:</p> <ul style="list-style-type: none"> ➤ Provision in lesson plan through starter/ mid-plenary/ plenary to enhance students' understanding and reasoning: <ul style="list-style-type: none"> • Starter – Concept cartoon to provide question based enquiry • Mid plenary/ plenary – TIMSS style questions to gauge progress • Challenging students to create questions ➤ Raise challenge through differentiated activities and effective questioning to enhance: <ul style="list-style-type: none"> • Reasoning skills of the students by giving them appropriate Thinking Time • Critical thinking and application of concepts in real world scenarios <p>Scientific Enquiry:</p> <ul style="list-style-type: none"> • Give opportunities for students to independently design simple experiments to answer questions 	<p>Ongoing</p>	<ul style="list-style-type: none"> ▪ PD sessions/ Modelling by outstanding practitioners as needed. ▪ Reviewed SOW, rubrics, student IEPs, ILPs, revised lesson plans, data analysis, samples of student-work and self- or peer-marked rubric. ▪ Time for lesson observations and feedback ▪ Internal assessments ▪ Learning walks ▪ Home learning <p>Useful links: http://www.ducksters.com/science/biology/non-flowering_plants.php</p>	<ul style="list-style-type: none"> ▪ Most students demonstrate competent levels of understanding of flowering and non-flowering plants, and life cycles of plants and animals, as evidenced by their performance in ongoing assessments (AFL/ Summative) and evaluation in rubrics. ▪ Most students apply knowledge and understanding of scientific processes and relationships and show appreciable knowledge of the process of scientific inquiry, as evidenced through work samples. ▪ Most students demonstrate the ability to interpret results in the context of a simple experiment, reason and draw conclusions from descriptions and diagrams, and evaluate and support an argument. ▪ Most students analyse data, draw conclusions and come up with a generalization (trend) based on observations collected. 	<p>Primary Science HOD, HOKS, HOS, LAB members monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action</p>	<p>Students consistently make meaningful connections between areas of learning and use these to deepen their understanding of concepts, and demonstrate success in applying their skills to problems in real life situations, both familiar and unfamiliar.</p>

<ul style="list-style-type: none"> Scientific enquiry skills Reading to extract information Using scientific vocabulary Interpreting and evaluation of data scientifically Interpreting data <p>❖ CAT4</p> <ul style="list-style-type: none"> To analyse and continue using CAT 4 data to identify groups and provide early intervention. To personalise lesson plans using student implications and plan next steps. Enhance reasoning skills and critical thinking skills. 	<p>based on real life experiences, including identifying experimental variables.</p> <ul style="list-style-type: none"> Give students questions with data and graphs to help enhance their data and graphical analysis skills. <p><u>NAP focused Home Learning (HL)</u></p> <p>➤ To further enhance critical thinking and reasoning skills:</p> <ul style="list-style-type: none"> TIMSS style questions Comprehension based question Project based learning (PBL) and STREAM based HL activities Enquiry based questions, including planning and data analysis questions Support to lower stanine using individualised HL <p><u>Personalization using CAT 4 data</u> Use CAT4 data especially for G&T (ALP/ TLP) and low achievers to personalize lessons and strategies, involving parents to support the students' progress.</p> <p><u>Enhancing verbal skills</u> Use of visual media such as videos, concept cartoons, think pair share, group discussions To utilize PBL in helping decipher text (comprehension) and apply the knowledge</p> <p><u>Enhancing reasoning skills</u> Give students opportunities to create critical thinking questions using Bloom's taxonomy, thinking time, concept cartoons</p>		<p>http://study.com/academy/practice/quiz-worksheets-flowering-nonflowering-plants-facts-for-kids.html</p> <p>http://daleyscience.weebly.com/uploads/1/3/8/7/13871944/conducting_a_scientific_investigation.pdf</p>	<ul style="list-style-type: none"> Students will be able to use and apply their knowledge and enquiry skills to identify variables, decide the scientific method and write a detailed conclusion independently, as evidenced by their work samples and evaluation of rubrics (AFL). Most students will be able to comprehend an analyse text and answer questions related to it. Lower achievers will make increased progress, narrowing their GAPS in the assessments. High achievers and G&T pupils will show accelerated progress and greater depth. 	<p>Most of the students perform according to their potential in internal and external assessments.</p>
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To further raise attainment and progress in NAP

Leader: Head of Science Department (Primary)

Line Manager: Head of Primary

Achievement Governor: LAB member

External Evaluator: Vice President-GEMS

Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Impact
<p>Year 6</p> <p>❖ TIMSS</p> <ul style="list-style-type: none"> • Content Domain: Life Science Addressing gaps in knowledge • Cognitive Domain: Reasoning To further enhance the students' inductive reasoning skills and systematic thinking to explain scientific phenomena in real life settings. <p>❖ Progress Test Science</p> <ul style="list-style-type: none"> • Gaps: Forces • Scientific enquiry skills 	<p>Modification of curriculum:</p> <ul style="list-style-type: none"> ➤ Modify SOW to integrate: Transmission, symptoms and prevention of common communicable diseases, along with in-depth student-led activities and thorough discussions in lessons. ➤ Lesson plans to include thorough practice and application of forces. <p>In lessons:</p> <ul style="list-style-type: none"> ➤ Provision in lesson plan through starter/ mid-plenary/ plenary to enhance students' understanding and reasoning: <ul style="list-style-type: none"> • Starter – Concept cartoon to provide question based enquiry • Mid plenary/ plenary – TIMSS style questions to gauge progress • Challenging students to create questions ➤ Raise challenge through differentiated activities and effective questioning to enhance: <ul style="list-style-type: none"> • Reasoning skills of the students by giving them appropriate Thinking Time • Critical thinking and application of concepts in real world scenarios <p>Scientific Enquiry:</p> <ul style="list-style-type: none"> • Give opportunities for students to independently design simple experiments to answer questions 	Ongoing	<ul style="list-style-type: none"> ▪ PD sessions/ Modelling by outstanding practitioners as needed. ▪ Reviewed SOW, rubrics, student IEPs, ILPs, revised lesson plans, data analysis, samples of student-work and self- or peer-marked rubric. ▪ Time for lesson observations and feedback ▪ Internal assessments ▪ Learning walks ▪ Home learning <p>Useful links: http://www.learnhive.net/learn/icse-grade-6/physics/force https://sites.google.com/a/yarmouth</p>	<ul style="list-style-type: none"> ▪ Most students demonstrate competent levels of understanding of different communicable diseases with their symptoms and prevention, as evidenced by their performance in ongoing assessments (AFL/ Summative) and evaluation in rubrics. ▪ Most students apply knowledge and understanding of scientific processes and relationships and show appreciable knowledge of the process of scientific inquiry, as evidenced through work samples. ▪ Most students demonstrate the ability to interpret results in the context of a simple experiment, reason and draw conclusions from descriptions and diagrams, and evaluate and support an argument, including evaluating sources of error and if their investigation was a fair test. ▪ Most students analyse data, draw conclusions and detect causal 	<p>Primary Science HOD, HOKS, HOS, LAB members monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action</p>	<p>Students consistently make meaningful connections between areas of learning and use these to deepen their understanding of concepts, and demonstrate success in applying their skills to problems in real life situations, both familiar and unfamiliar.</p>

<ul style="list-style-type: none"> • Reading to extract information • Interpreting and evaluation of data scientifically • Interpreting graphs <p>❖ CAT4</p> <ul style="list-style-type: none"> • To analyse and continue using CAT 4 data to identify groups and provide early intervention. • To personalise lesson plans using student implications and plan next steps. • Enhance reasoning skills and critical thinking skills. 	<p>based on real life experiences, including identifying experimental variables.</p> <ul style="list-style-type: none"> • Give students questions with data and graphs to help enhance their data and graphical analysis skills. <p><u>NAP focused Home Learning (HL)</u></p> <p>➤ To further enhance critical thinking and reasoning skills:</p> <ul style="list-style-type: none"> • TIMSS style questions • Comprehension based question • Project based learning (PBL) and STREAM based HL activities • Enquiry based questions, including planning and data analysis questions • Support to lower stanine using individualised HL <p><u>Personalization using CAT 4 data</u></p> <p>Use CAT4 data especially for G&T (ALP/ TLP) and low achievers to personalize lessons and strategies, involving parents to support the students' progress.</p> <p><u>Enhancing verbal skills</u></p> <p>Use of visual media such as videos, concept cartoons, think pair share, group discussions To utilize PBL in helping decipher text (comprehension) and apply the knowledge</p> <p><u>Enhancing reasoning skills</u></p> <p>Give students opportunities to create critical thinking questions using Bloom's taxonomy, thinking time, concept cartoons</p>	<p>Ongoing</p>	<p>schools.org/testing/steam/grade-6</p> <p>https://www.pinterest.com/jhallrodbaugh/steam-force-and-motion/</p> <p>https://www.sciencebuddies.org/science-fair-projects/science-fair/steps-of-the-scientific-method</p> <p>http://practice.ukat.ac.uk/pages/meanu.aspx?pack=ce630588-89fd-40a6-b325-4c55070e9fb5</p> <p>https://www.tcyonline.com/tests/mock-cat-4</p>	<p>relationships based on observations collected.</p> <ul style="list-style-type: none"> ▪ Students will be able to use and apply their knowledge and enquiry skills to identify variables, decide the scientific method and write a detailed conclusion and evaluate their investigations independently, as evidenced by their work samples and evaluation of rubrics (AFL). ▪ Most students will be able to comprehend an analyse text and answer questions related to it. ▪ Lower achievers will make increased progress, narrowing their GAPS in the assessments. ▪ High achievers and G&T pupils will show accelerated progress and greater depth. 	<p>Most of the students perform according to their potential in internal and external assessments.</p>
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2. QUALITY OF TEACHING AND ASSESSMENT (PS3)

Leader: MLs and SLT
Line Manager: Principal
Achievement Governor: Parent, Student, and GEMS - LAB members
External Evaluator: VP

Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Impac
<ul style="list-style-type: none"> To embed consistency in outstanding teaching and assessment practices across school and raise Phase 4 Teaching to Outstanding. To ensure all teachers across phases have secure understanding of assessment data and use it most effectively for plan and deliver to meet the needs of all students. To enhance personalised support and challenge for all groups of students. 	<ul style="list-style-type: none"> Embed systems to share outstanding high quality teaching thus build consistency in high standard of T&L across all phases. Regular practices across all subjects to share outstanding learning in lessons (videos, work samples, peer observations). Primary Science: Outstanding practitioners identified in various aspects such as investigations, effective questioning, effective research based lessons. These outstanding practitioners have been buddied-up with teachers who need support, with the latter peer-observing the former. All teachers across the school to have at least one paired observation with a senior or middle leader to establish clarity on good or better learning in lessons. Ensure that most teachers have secure understanding and effectively use all internal and benchmark data to personalise support and appropriate challenge for all students from their starting points to meet their specific needs and make better than expected progress. All identified acceptable and good teachers have IPP and timetabled support to raise T&L and effective personalisation based on data in their lessons. Embed outstanding AfL strategies and build rigour in moderation of assessments and measuring progress in lessons through effective use of rubrics and high quality diagnostic feedback. Peer-marking and self- marking of scientific enquiry and content based rubrics done regularly. Students identify target for improvements. Share the outstanding practices and rigorously monitor provision in lessons to ensure consistent implementation of social model of disability, securing instructional accommodations support and assistive technologies as needed for SEND students. Ensure all assessment data and lesson observation is used most effectively to identify all students who are academically G and T in Phase 2 and 3. 	<p>March 2018 ongoing</p>	<p>Monitoring forms, IPPs, modelling, peer observation, team teaching.</p> <p>PD sessions on effective use of data for impactful personalisation.</p> <p>Regular and rigorous data analysis.</p> <p>PD and sharing best practices on effective personalisation and appropriate challenge IEPs, ALPs, TLPs, ILPs.</p> <p>Student notebook work samples, peer- and self-marked rubric samples.</p>	<ul style="list-style-type: none"> Most teachers confidently and consistently deliver Very good with outstanding features or better lessons with enhanced personalisation and challenge based on effective use of all data enabling excellent progress for all groups of students from their starting point especially in Phase 4. Almost all teachers made progress and achieved their targets identified in IPP and rigorous support in place. All groups of students make outstanding progress in most lessons due to personalised support and stretched challenge to maximise their potential across all phases. All G&T students identified with rigorous and effective use of data and lesson observations. Almost all G&T students are effectively engaged and challenged in lessons and make progress from their starting points. 	<p>HODS and HOKS HOS, LAB members monitor and review provision (lesson observation, Book look, SOW, lesson plans, data) termly with prompt action.</p> <p>SENDCo, HODs, HOKS and HOS monitor the provision through lesson observations, Book looks, personalised lesson plans, IEPs -termly with prompt action</p> <p>HODs, HOKS, DHOS and VP to accurately identify and monitor the provision for G&T through lesson observations, Book looks, personalised lesson plans, ALPs, TLPs- termly with prompt action</p>	<p>All teachers will complete paired observation with either senior or middle leader by end of term1. Very positive feedback on deeper understanding of good or better lessons and how to look for and ensure learning / progress in lesson.</p> <p>Understanding of all data is getting deeper, however use of data to personalize is variable and support is being put in place promptly. Ongoing monitoring and support.</p> <p>SEND and G&T lists under review again after CAT4 assessments and 6 weeks of induction for all students.</p>

	<ul style="list-style-type: none">▪ Ensure high levels of personalized challenge, enrichment, extension and acceleration opportunities for G and T students in all lessons. Primary Science: Talented students challenged with extended independent research tasks, deep critical thinking and application questions, STREAM based projects in STREAM Cafe					
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3. LEADERSHIP AND MANAGEMENT (PS6)

Leader: Heads of Schools, MSO, H&S officer and Vice Principal
Line Manager: Principal
Achievement Governor: LAB Governors
External Evaluator: VP

Prioritised Objectives	Actions	Time Frame	Resources	Success Criteria	Monitoring & Evaluation	Impact
<ul style="list-style-type: none"> To raise Effectiveness of Leadership and Self Evaluation and improvement planning to outstanding. 	<ul style="list-style-type: none"> To embed systematic and rigorous self – evaluation using both internal and external data and all priorities to be accurately identified and analysed. To ensure all action plans are more coherent and focused across school and SEF is more precise and celebratory. School improvement plans to include extensive strategic and operational actions, which promote innovative and creative solutions to National and school priorities. Build rigour and consistency in accurate evaluation and monitoring of actions and priorities of school improvement plan to ensure accurate evaluation of teaching and learning in relation to students’ achievements. Innovative and creative solutions to ensure the provision of Art and Music 	March 2018 ongoing	Training for secure and accurate Self Evaluation and writing of SEF- Precise and celebratory, Training for all leaders, sharing outstanding samples of SEF and action plans.	<ul style="list-style-type: none"> All priorities identified including feedback from all stakeholders Accurate, precise and celebratory SEF. School knows its strengths and areas of weaknesses exceptionally well and effective actions are taken to ensure impact. Rigorous Monitoring – paired observations and impact evaluation by leaders at all levels enabling improved student outcomes across all phases. Outstanding exam results for June 2018 and continued improvement over time and improving trends of PT results. Art and Music provision enhanced across all phases. 	SLT and MLs	<p>All operational actions almost implemented. Strategic actions like paired observations, Individual progress Plan are ongoing and rigour in monitoring impact and prompt support is enabled.</p> <p>Positive outcomes of all the rigour and monitoring has improved T&L and use of assessment data hence, outstanding student outcomes.</p> <p>Work in progress now for new cohort for 2018-19 and rigour in place for monitoring highest standards and support in place.</p>