



Pakeman Primary School

School Improvement Plan

2016-18



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Ethos and Vision Statement

"Success with No Limits"



Our vision is of Pakeman Primary as an outstanding school which:

- Is optimistic, reflective, ambitious and relentless in its drive for continual improvement and excellence **(See Optimistic School Charter Appendix 2)**
- Is a challenging, stimulating and rewarding place for children and staff to learn, work and enjoy themselves
- Supports children to be happy, curious, positive, healthy, resilient young people, with high self- esteem and self-belief, who love to learn, contribute fully and achieve well
- Encourages children to develop as confident learners with “growth mindsets”, who learn well with and from others, enjoy challenge and appreciate constructive criticism, understand the learning process, are resilient and recognise that success comes through effort, practice and perseverance. **(See Appendix 1)**
- Offers an attractive, safe, stimulating environment for teaching, learning and play, and is well organised, staffed and managed to achieve the highest standards
- Provides a dedicated team of staff who are committed to developing children’s knowledge, skills, attitudes and understanding and inspires them to enjoy learning, achieve success and feel content and fulfilled
- Is inclusive, with high aspirations and ambition for all pupils and enables each and every pupil to make the very best progress and achieve the very best results they are capable of
- Recognises and celebrates success and where happy memories are created
- Provides full and genuine equality of opportunity for all
- Has the full confidence of parents and carers who work with the school in positive partnership and are involved in decisions affecting their children's education and learning.

STATEMENT OF INTENT

Pakeman Primary is a flourishing, continually improving school, striving for excellence. Our school motto 'Success with No Limits' reflects our high expectations of the whole school community. We are determined to ensure that no child is left behind. We have worked towards creating a culture of optimism in the school – developing “can do” attitudes in order to overcome the barriers we face. We have established a culture in which staff do not place artificial ceilings on what pupils can achieve or make excuses for pupil underachievement.

We believe that every child should receive at least good teaching on a day to day basis and increasing percentages of outstanding teaching. It is to this end that we set out this School Improvement Plan, which has been formulated using information gathered from analysis of data and school attainment together with feedback from all stakeholders. The purpose of the school improvement plan is to review and evaluate the impact of previous developments, identify key areas for school improvement over the coming year and to outline the action to be taken in key areas.

The school budget is matched to the priorities for the school improvement plan.

The school has been judged as good with a growing number of outstanding elements in the past 2 inspections. We have made a significant number of improvements since the last inspection.

IMPROVEMENTS SINCE LAST INSPECTION

We have worked hard to improve provision since our last inspection, please see the summary of improvements listed below:

- **PROGRESS FOR ALL PUPILS** is outstanding with high proportions of pupils making more than expected progress compared to national
- **PROGRESS OF DISADVANTAGED PUPILS** outstrips all pupils (both nationally and at school)
- **KEY GROUPS (EAL / SEND)** make exceptional progress by the end of KS2
- **ATTAINMENT** is above 2015 national (86% Reading writing and maths combined level 4+)
- **EXCEPTIONAL PERSONAL DEVELOPMENT AND ATTITUDES TO LEARNING** enable children to move confidently with the right skills to the next stage in education
- **SAFEGUARDING** is highly effective
- **HIGH LEVELS OF PARENTAL ENGAGEMENT** is an area of high challenge
- School has **CAPACITY AND EXPERTISE TO SUPPORT OTHER SCHOOLS** nationally, particularly in raising attainment of disadvantaged pupils
- School has **SUBSTANTIAL TRACK RECORD IN IMPROVING OUTCOMES** for pupils in an area of high challenge.
- **EQUALITY OF OPPORTUNITY** underpins British Values and provides children with best life chances
- New **SCIENCE/ART LAB** to raise aspirations and build specific expertise in Science and Art
- Newly developed **PROVISION for 2 YEAR OLDS** for early intervention, development of language and development of strong parental relationships
- The School is an **“OPTIMISTIC SCHOOL”** –with a positive culture of high expectations in which everyone can reach their full potential
- School named as **“NATIONAL PRIMARY SCHOOL OF THE YEAR”** in Pupil Premium Awards 2013 for raising attainment of disadvantaged pupils – PP pupils meeting and exceeding national at KS2
- **RISING ROLL** and school a **“FIRST CHOICE SCHOOL”** of parents
- **EXCELLENT SAFEGUARDING** (audit February 2012)
- **EXCELLENT BEHAVIOUR** – “It’s Good to be Green” and restorative justice supporting purposeful climate for learning
- Team Leaders (an additional non-class based teacher) established across each phase (EYFS, 1/2, 3/4, 5/6) has resulted in **IMPROVED QUALITY OF TEACHING**, greater consistency in practice and higher expectations thus reducing within school variance
- Introduction of workstreams has resulted in **INCREASED IMPACT OF MIDDLE LEADERS**
- Art Therapists, based at school, providing **IMPROVED SUPPORT FOR CHILDREN WITH SOCIAL, EMOTIONAL AND BEHAVIOURAL ISSUES**
- **HOST SCHOOL OF SATURDAY SCHOOL**, funded by SHINE/Richard Reeves Foundation, providing targeted places and additional learning hours for 60 children across 5 local schools – Improved attitudes to learning, increased rates of progress / improved transition / supporting social and emotional skills
- **INCREASED OUTCOMES IN READING** - New library and teaching space to support teaching of reading and 1:1/small group interventions and

extensive new reading resources

- New building (“The Lodge”) facilitates **IMPROVED TARGETED SUPPORT FOR INDIVIDUALS AND SMALL GROUPS**, especially in reading, with increased numbers of voluntary readers working in the school
- **INCREASED UPTAKE OF EXTENDED SCHOOL PROVISION**
- Leading Parent Partnership awarded in recognition of **EXCELLENT PARTNERSHIP WORKING WITH PARENTS**
- Financial - School FMSiS and SFVS ensures **GOOD VALUE FOR MONEY** - used as example of best practice by local education authority
- **EXTENDED PARTNERSHIP WORKING** with Futurezone (a collaboration of 17 local schools), Duncombe Primary School and Mount Carmel Secondary School, Music First, Shine, Beanstalk, Hornsey Road Children’s Centre and Families First. Collaboration with the Institute of Education to improve practice and develop a research based culture
- **EXTENSIVE INVESTMENT IN AND DEVELOPMENT OF PEOPLE** - CPD: Mindsets - Carole Dweck, Formative Assessment – Shirley Clarke, Outstanding Teaching Programme (KS2), Power of Reading, Philosophy for Children, CAME, ECERs Training (EYFS environments), Workstreaming, Leadership training, ERASMUS International Professional Development Study on More Able Provision
- **BROADER USE OF RESEARCH TO INFORM DECISION MAKING AND POLICY** – Sutton Trust Toolkit interventions, within school variance and Carol Dweck’s Mindsets, Pre-teaching, Metacognition
- **IMPLEMENTATION OF P4C ACROSS THE SCHOOL** – supporting greater participation, confidence, thinking and debating skills
- **CHILDREN ACTING AS “LEADERS”** across the school in a variety of roles – new coordinator post and child leaders’ accreditation
- **INCREASED HIGH QUALITY SPORTS PROVISION** – golf, squash, football and a new school sports coordinator
- **BEST PRACTICE ACCREDITATIONS** include: Financial Management in School; Healthy School Mark; Arts Mark (Gold); Science Mark (Silver); Sports Mark (Silver); Sing Up (Gold); Active Mark; Leading Parent Partnership Award; Core Offer in Extended School Provision; Pupil Premium Award and Schools Financial Value Standard, SSAT Educational Outcomes Award.
- **IMPROVED COMMUNICATION WITH PARENTS AND WIDER COMMUNITY** – School website / text 2 parents / newsletter

We are not complacent and are relentless in our drive for continual improvement. We belong to a cluster of schools providing support and challenge for each other and we regularly invite the LEA and Educational consultants to conduct school reviews on specific areas for improvement. We welcome this challenge so that we continue to develop our school and our standards further.

School Improvement Plan Priorities - 2016-18



READING

**Raise attainment
in READING**



WRITING

**Raise attainment
in WRITING**



**PROBLEM SOLVING/
REASONING**

**Develop PROBLEM SOLVING
and REASONING skills**



**LEVEL OF
CHALLENGE**

**Raise LEVEL OF CHALLENGE to meet
high demand of new National
Curriculum**



SCIENCE

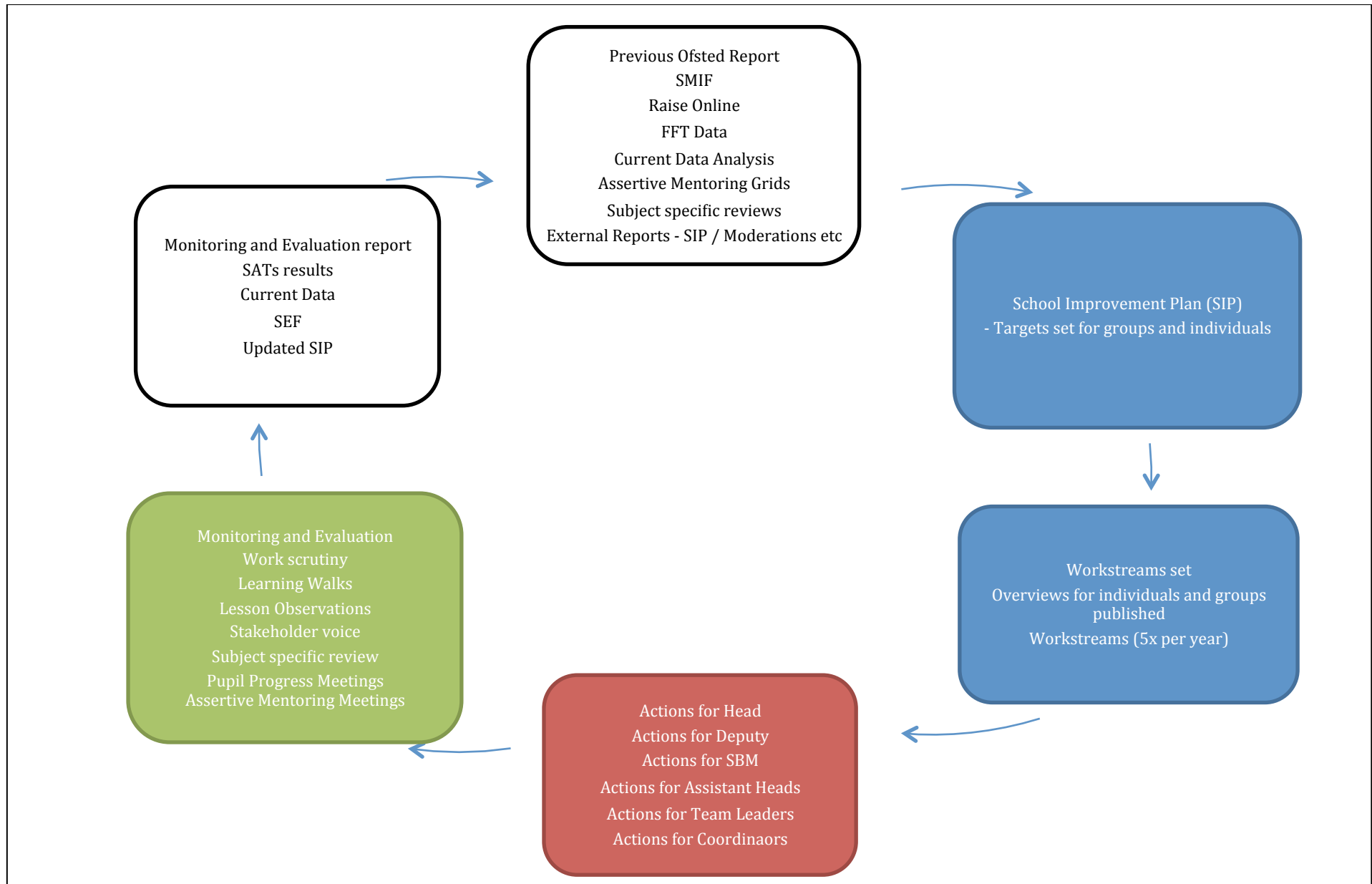
**Provide high quality provision
in SCIENCE**



**OUTDOOR
LEARNING**

**Provide high quality
OUTDOOR LEARNING experiences**

SCHOOL IMPROVEMENT CYCLE



School review and self-evaluation cycle - Autumn term

SLT	RS / EE Team	Governors	Inclusion team	Head	Deputy	Team Leaders	Teachers	
September		October			November		December	
Performance management			Performance management objectives setting Headteacher / staff performance management					
Monitoring of learning – teaching staff	Book Looks Informal drop ins Team teaching (team leaders/ Aysha)	Self evaluation Book Looks Informal drop ins Team teaching (team leaders/ Aysha)			Book Looks Informal drop ins Team teaching (team leaders/ Aysha) Developmental observations		Book Looks Informal drop ins Team teaching (team leaders/ Aysha) Developmental observations	
Monitoring of learning – support staff	Informal intervention observations Developmental observations	Intervention book look Intervention observations Developmental observations			Intervention observations Developmental observations		Intervention observations Developmental observations	
Scrutiny of work	Literacy Books Learning walk Maths Books Mental maths EYFS portfolios Topic books Transition Books	Guided reading Handwriting Literacy Books Maths Books Transition Books Topic books			Maths Books Mental maths Literacy Books Guided reading books Topic books EYFS learning walk		Guided reading Literacy books	
Learning environment monitoring	Learning walk EYFS Learning walk	Learning walk			EYFS Learning walk Learning walk		Learning walk	
Assessment and data analysis	Pupils targets sent home Whole school previous year analysis Target Setting Assessment Week	Pupils targets sent home Target Setting			EYFS moderation Assessment week		Analysis of teacher assessments and targets Assessment week Pupil progress meetings	
Key stage school data analysis	Smif analysis Baseline assessment Key stage 1 and Key stage 2 SATs analysis EYFSP analysis	Raise online and FFT analysis EYFS baseline			Nursery baseline		Analysis of new assessment data	
Inclusion	EHCP planning meetings	Inclusion meetings			SEN reviews		Monitor SEN records Identify interventions for the spring term	
Assertive Mentoring	Assertive Mentoring Meetings – Pupils and class teacher				Assertive Mentoring Meetings – Pupils and class teacher			
Workstream meetings	Workstream support meetings	Workstream support meetings			Workstream support meetings		Workstream support meetings Workstream ML/SLT formal meeting	

SIP review and evaluation	SIP implemented			SIP progress review
Governors			Learning walk with SLT	
Stakeholders	Pupil Voice School Council	Staff Survey Parent Survey School Council	Pupil Voice Parents' Evening Pupil Voice School Council	Pupil Survey School Council

School Review and Self-Evaluation Cycle - Spring Term and Summer Term - To be added

Staffing Responsibilities and Line Management Structures at Pakeman School

September 2016/17

Pakeman Primary School is a complex organisation. There are many and varied jobs at the school completed by over 60 members of staff (many of whom have more than one role) who each ensure, in their way, that the school is an effective organisation which is able to meet the needs of its pupils.

It is vital that roles are clarified to all staff and that lines of accountability are unambiguous in order to ensure the smooth running of such a large organisation. This document is intended to clarify these roles and line management structures.

Roles at the School

The Headteacher is responsible for the day-to-day running of the school and has overall responsibility for everything that happens within the organisation. The main duties of the Headteacher are outlined on the Staffing Responsibility list on the back page. The Head is the direct line manager of the Deputy Head, Assistant Heads, the Raising Standards Team Leader, the Excellence and Enjoyment Team Leader, the Class Teachers, the School Business Manager and the Site Manager. The Head also assumes responsibility for the co-ordination of assessment across the school

The Deputy Head's responsibilities are also outlined in the Line Management Structures chart on page 3 of this document. The Deputy is the 2nd most senior manager and deputises for the Headteacher and assumes overall responsibility for the school during these times. The Deputy Head is the designated Child Protection Officer. She is also the **Inclusion Manager**, a role which focuses the school's provision for SEN & EAL, & the more Able Children. The Deputy Head line manages the Inclusion team - Special Needs Support Worker and Special Needs Teaching Assistants and the School Home Support Worker and Language Assistants.

The Assistant Head is 3rd in line of seniority and has responsibility for the Excellence and Enjoyment Team FOUNDATION subjects, the new curriculum and parental engagement (Inc. PTA). She is also the KS1 team leader.

Senior Leadership Team is made up of The Headteacher, Deputy Headteacher and the Leader of the Excellence and Enjoyment Team and School Business Manager.

Team Leaders are responsible for ensuring consistency throughout a year group, supporting staff and raising the quality of teaching and learning. Also responsible for developing relationships with parents/carers. The KS2 team leader is the Raising Standards Team.

The Raising Standards Team comprises five members, a Team Leader and four Team Members. The Team Leader is the line manager of the other members of the team and is also the 4th most senior manager. Together the team are responsible for developments and raising standards in the subjects of the core curriculum and the EYFS.

The Excellence and Enjoyment Team comprises four members. The Team Leader is the 3rd most senior manager and is the direct line manager of the team members. Together the team are responsible for developments and standards within the foundation subjects of the curriculum.

The Class Teachers have management responsibility for their classes, and have direct line management responsibilities for their allocated Classroom Assistants. They also have day – to – day responsibility for the work of the Special Needs Assistants in their class.

2+ Centre Lead has direct line management responsibilities for her allocated education workers. They are under the management of the EYFS team leader.

The Special Educational Needs Worker, who is line managed by the Inclusion Manager, is responsible for the identification and support of groups and individual children who are deemed to have ‘Special Educational Needs.’ They are also responsible for advising and supporting the practice of the class teachers and the Special Needs Teaching Assistants in order to improve inclusive practices within lessons including differentiation of the curriculum. The term ‘Special Educational Needs’ includes areas of ‘More Able’ provision.

EAL Teacher who is line managed by the Inclusion Manager, is responsible for the identification and support of groups and individual children who are deemed to have EAL requirements.

The Bilingual support workers are line managed by the Inclusion Manager; work with the inclusion team to ensure that EAL provision at the school is appropriate and effective for pupils.

The School Home Support Worker has overall responsibility for developing and monitoring systems of tracking punctuality and attendance at the school. They also work with specific children and their families in order to support them within challenging circumstances. Organises parent workshops, Inc. ESOL. The School Home Support Worker is line managed by the Inclusion Manager.

HLTA is directly line managed by the Deputy Headteacher. The HLTA has an increased level of responsibility and status is awarded to support staff who meet the national HLTA standards. The HLTA can teach classes on her own, cover planned absences and allow teachers time to plan and mark. She is expected to mark the work of the class she teaches.

Sports in School and Children as Leaders Coordinator (out of class) is responsible for monitoring and raising standards of provision and achievement within the foundation subjects – is directly under the management of the Assistant Head.

Nursery Nurses To work as a member of a team to support and assist the nursery /reception teachers with the physical, emotional and educational needs of the children. To plan activities to encourage play and sensory stimulation. Although the nursery nurse will work under the direction of the teacher he/she will need to work on his/her own in a 1:1 or 1:2 situation away from the main class base.

2+ Education worker and Education support are responsible for learning support for groups and individuals under the direction of the 2+ centre lead.

Teaching Assistants work within classes in partnership with the Teachers and their primary role is to assist the teacher in providing a rich and relevant curriculum to children within a stimulating environment.

Special Needs Teaching Assistants are in class primarily to ensure that specific children who have statements are integrated effectively. This however, sometimes involves working with a number of children, in the class to ensure a stimulating and lively environment. Special Needs Assistants are managed on a day – to –day basis by the class teacher, but their direct line manager is the Inclusion Manager.

Lunchtime Supervisors ensure that lunchtimes are well managed. The **Senior Lunchtime Supervisor**, who is accountable to the School Business Manager, is the line manager of all of the Lunchtime Staff. It is the Senior Lunchtime Supervisor who is responsible for drawing up lunchtime rotas and allocating staff during the lunch break.

The School Business Manager is directly accountable to the Headteacher. This role is to ensure the smooth running of the administrative aspects of the School but has specific finance and HR responsibilities. She is the line manager of the Senior Administration Officer, the Receptionist/clerical assistant and Marketing & Communications Co-ord

The Senior Administration Officer's main role is to ensure the smooth running of the school office with its many varied tasks.

Receptionist/Clerical Assistant's main role is front of house and general administrative duties. She is responsible for day to day communications, plus any duties given by line manager.

Marketing & Communications Coordinator, Working, in conjunction with the School Business Manager (SBM), to attract external funding to the school. To market the school, helping to continue to raise the profile of the school in the wider community and to manage communications (website and media) promoting the school to visitors and other agencies.

The Premises Manager is directly responsible to the Headteacher and has responsibilities for ensuring that the school site is safe and secure. He also completes minor repairs and maintenance to the building as well as liaising with contractors where necessary.

Playcentre Co-ordinator's main role is to organise and supervise the efficient running of the after-school provision. She is line managed by the Headteacher.

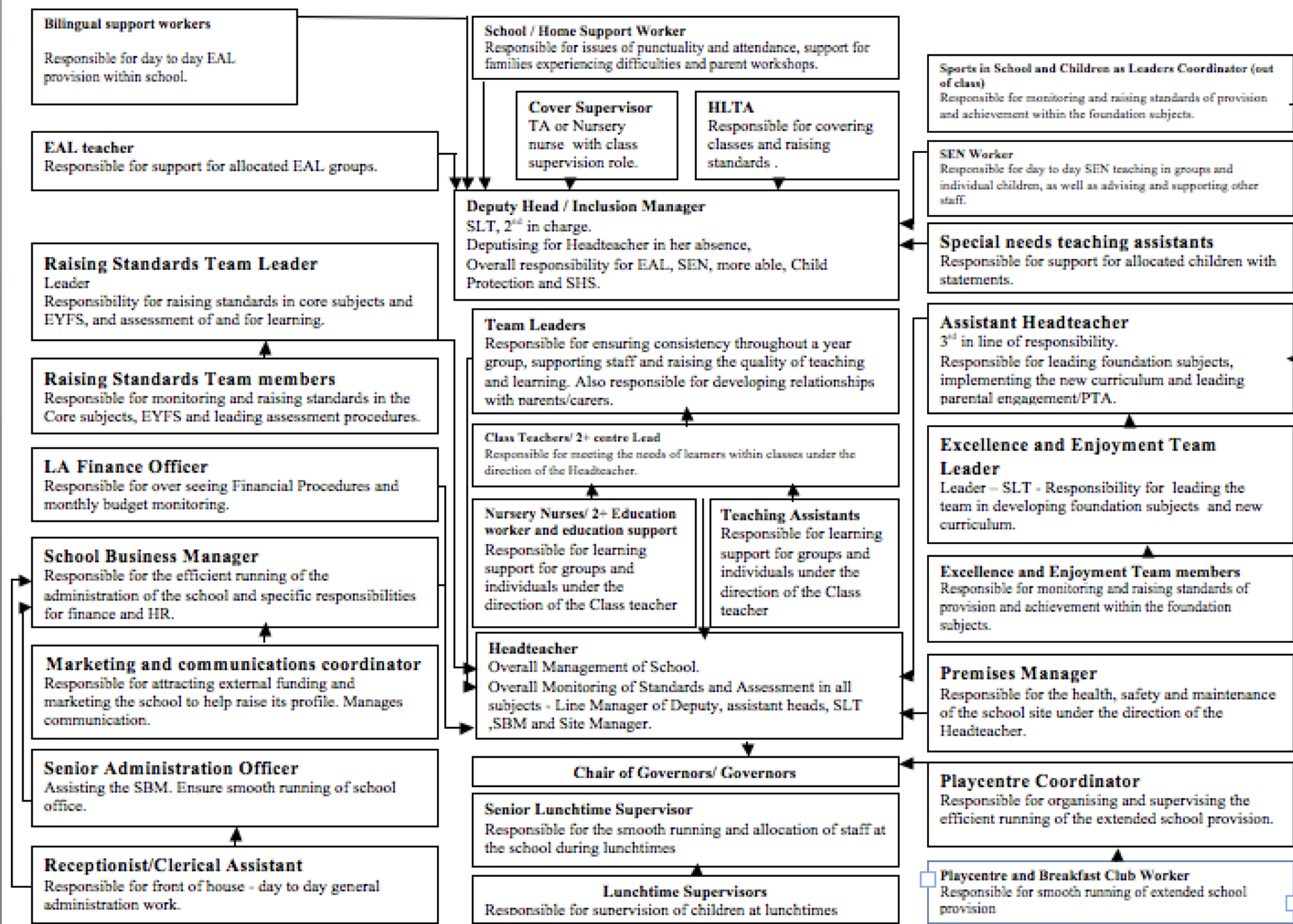
Breakfast club and playcentre workers are responsible for the smooth running of the extended school provision.

LA Finance Officer is directly responsible to the Borough, but advises the Headteacher and is responsible for overseeing the SBM with the Financial Procedures and monthly budget monitoring.

Chair of Governors works with the headteacher to promote and maintain high standards of educational achievement .Ensures that the governing body sets a clear vision, ethos and strategic direction for the school .Along with the governing body holds the headteacher to account for the educational performance of the school and its pupils, and for the performance management of staff. She ensures oversight of the financial performance of the school and effective use of the schools resources

Governors work in conjunction with the chair of governors to support and challenge the school.

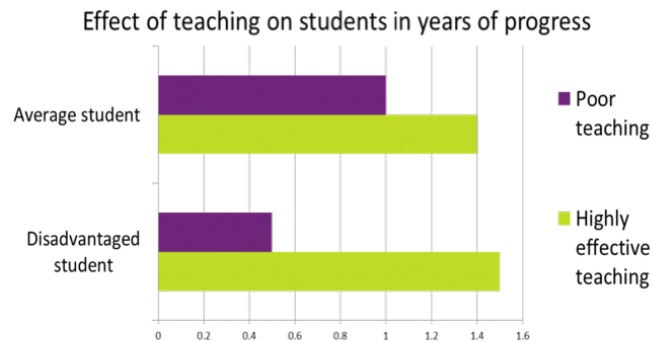
Line Management Structures across Pakeman School – 2016/2017



Team Leader Model

Our aim is to ensure that ALL children receive at least good teaching on a day-to-day basis.

Research below shows the quality of teaching in a school can have a significant impact on outcomes for pupils, especially for disadvantaged pupils.



Source: Sutton Trust (2011)

To set expectations, support improvements in the quality of teaching and address inconsistencies, we have developed a "Practice and Expectations" document which has been implemented across the school.

In addition to this, we have established a Team Leader Model to address any "within school variance" and increase the percentage of outstanding teaching.

Team Leaders are responsible for:

- Setting high expectations and being positive role models.
- Ensuring consistent implementation of school initiatives and our "Practice and Expectations".
- Ensuring high quality assessment and moderation of pupils in the team.
- Ensuring high quality planning across the team.
- Monitoring and developing the quality of teaching in the team (team teaching, modelling lessons, releasing teachers to observe best practice and providing support and guidance).

Our Team Leader model places an additional experienced non- class based team leader across each phase - 5/6, 3/4 and 1/2. Our Team leader in EYFS is currently class based.

TEAM LEADER MODEL			
Non-Class Based	Class based	Class Based	Class Based
Team Leader 5/6	Teacher 5	Teacher 5/6	Teacher 6
Team Leader 3/4	Teacher 3	Teacher 3/4	Teacher 4
Team Leader 1/2	Teacher 1	Teacher 1/2	Teacher 2
	Teacher Nurs	Teacher Rec	Team Leader Rec

- Monitoring and developing the quality of marking and work in books.
- Ensuring effective use of data to track achievement across the phase.
- Planning and implementing effective interventions to ensure children make rapid progress.
- Ensuring consistency in terms of behaviour and learning by covering staff who are absent.
- Supporting positive behaviour for learning of pupils.

WORKSTREAM OVERVIEW

Pakeman Primary School Improvement Plan 2015-17

Aiming for:

O U T S T A N D I N G

OUTCOMES FOR PUPILS	QUALITY OF TEACHING, LEARNING AND ASSESSMENT	PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE	EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT
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HEADTEACHER:		
RESPONSIBILITIES	WORKSTREAM	OUTCOMES
<i>Staffing</i> <i>Policies</i> <i>Recruitment</i> <i>Shine on Saturday</i> <i>Premises Development</i> <i>SEF / SIP</i> <i>Ethos / Vision</i> <i>Marketing</i>	TO ENSURE DISADVANTAGED CHILDREN MAKE GOOD OR BETTER PROGRESS	<ul style="list-style-type: none"> • Progress of disadvantaged children matches or is improving towards or that of other pupils with the same starting points • There is effective challenge for disadvantaged children

DEPUTY HEAD: Inclusion Manager		Reporting to: HT
RESPONSIBILITIES	WORKSTREAM	OUTCOMES
<i>Inclusion</i> <i>Child Protection Behaviour</i> <i>NQTs</i> <i>Attendance and punctuality</i> <i>Interventions</i> <i>School council</i> <i>Pupil / Parent Staff Voice</i> <i>Behaviour Monitoring/</i> <i>Good as Gold</i>	TO ENSURE SEN CHILDREN MAKE GOOD OR BETTER PROGRESS	<ul style="list-style-type: none"> Progress of SEN children matches or is improving towards or that of other pupils with the same starting points
	TO ENSURE HIGH QUALITY TEACHING AND LEARNING FOR SEN CHILDREN	<ul style="list-style-type: none"> 100% good or better teaching in class and in interventions 40% outstanding across school in class and in interventions Quality interventions for SEN are in place There is effective challenge for all children
	TO IMPROVE ATTENDANCE AND PUNCTUALITY, especially for persistent absentees	<ul style="list-style-type: none"> There is a 97% rate of attendance and 99% rate of punctuality

ASSISTANT HEAD: Curriculum and Enrichment		Reporting to: HT
RESPONSIBILITIES	WORKSTREAM	OUTCOMES
<i>Curriculum</i> <i>Enrichment</i> <i>Assessment</i> <i>Timetabling</i> <i>Quality of playtime provision</i>	TO ENSURE CHILDREN MAKE GOOD OR BETTER PROGRESS IN FOUNDATION SUBJECTS	<ul style="list-style-type: none"> • Progress rates are good or better • 100% of teaching is good or better • 40% of teaching is outstanding • There is effective challenge for all children
<i>Assemblies</i> <i>Forward Planning</i>	TO EMBED THE NEW CURRICULUM	<ul style="list-style-type: none"> • A new rich and relevant curriculum is in place which meets the needs, aptitudes and interest of pupils
<i>School Events</i> <i>Transition</i> <i>Parents' Evening / PTA</i> <i>Team Leader 1/2</i>	TO INCREASE PARENTAL ENGAGEMENT THROUGH PTA	<ul style="list-style-type: none"> • There are at least 3 highly successful, well attended whole school events

SCHOOL BUSINESS MANAGER:		Reporting to: HT
RESPONSIBILITIES	WORKSTREAM	OUTCOMES
<i>Extended Schools</i> <i>Premises / Maintenance</i> <i>Sickness and Cover</i> <i>Staff Attendance and Punctuality</i>	TO ATTRACT EXTERNAL FUNDING AND ENSURE BEST VALUE FOR MONEY	<ul style="list-style-type: none"> External funding is obtained to expand and sustain provision – TARGET £50,000
<i>Health and Safety</i> <i>Risk Assessments</i> <i>School Dinners</i> <i>Trips</i> <i>Letters / Communication</i> <i>Allocation of rooms and space</i> <i>Accidents and First Aid</i> <i>Returns</i> <i>HR Personnel Finance</i> <i>Marketing</i> <i>Fund raising</i> <i>Resourcing</i> <i>New Parents / Applications</i>	TO INCREASE NUMBERS OF CHILDREN ATTENDING EXTENDED SCHOOL PROVISION	<ul style="list-style-type: none"> Percentage of children attending breakfast club and playcentre increases to 25+ per day 100% of observations of extended provision are good or outstanding

TEAM LEADER: KS2		Reporting to: RS Team Leader – Core Subjects EE Team Leader- Foundation Subjects / Comp.
RESPONSIBILITIES	WORKSTREAM	OUTCOMES
<i>Achievement / Progress</i> <i>Quality of teaching and learning</i> <i>Modelling and sharing of outstanding practice</i> <i>Assessment</i> <i>Consistency in Implementation of initiatives (non-negotiables)</i> <i>Behaviour</i> <i>Quality of provision (including interventions)</i> <i>Monitoring (Planning, work scrutinies, learning walks & moderation)</i> <i>Quality assurance</i> <i>Increasing parental engagement</i> <i>CPD and Insets</i> <i>Evaluation of impact</i> <i>Reporting to stakeholders</i>	TO ENSURE ATTAINMENT OF KS2 CHILDREN IS IN LINE WITH OR ABOVE NATIONAL	<ul style="list-style-type: none"> • Attainment at KS2 is at or above national • Pupils make substantial and sustained progress from their different starting points
	TO IMPROVE QUALITY OF TEACHING IN KS2	<ul style="list-style-type: none"> • 100% good or better • 40% outstanding • There is effective challenge for all children • Children in interventions make good or better progress.
	TO ENSURE OUTSTANDING BEHAVIOUR IN KS2	<ul style="list-style-type: none"> • 95% of children are on green in their half termly assessments of both inside and outside behaviour • There are no incidents of bullying behaviour • No of exclusions are reduced to 0 • Children on red show improvement over time (decrease in negative points)
	TO INCREASE PARENTAL ENGAGEMENT OF TARGETED KS2 PARENTS	<ul style="list-style-type: none"> • Targeted children make expected / more than expected progress each year • Effective home reading systems are in place across the school and evidence shows that children read regularly at home

TEAM LEADER: KS1		Reporting to: RS Team Leader – Core Subjects EE Team Leader- Foundation Subjects / Comp.
RESPONSIBILITIES	WORKSTREAM	OUTCOMES
<i>Achievement / Progress</i> <i>Quality of teaching and learning</i> <i>Modelling and sharing of outstanding practice</i> <i>Assessment</i> <i>Consistency in</i> <i>Implementation of initiatives (non-negotiables)</i> <i>Behaviour</i> <i>Quality of provision (including interventions)</i> <i>Monitoring (Planning, work scrutinies, learning walks & moderation)</i> <i>Quality assurance</i> <i>Increasing parental engagement</i> <i>CPD and Insets</i> <i>Evaluation of impact</i> <i>Reporting to stakeholders</i>	TO ENSURE ATTAINMENT OF KS1 CHILDREN IS IN LINE WITH OR ABOVE NATIONAL	<ul style="list-style-type: none"> • Attainment at KS1 is at or above national • Pupils make substantial and sustained progress from their different starting points
	TO IMPROVE QUALITY OF TEACHING IN KS1	<ul style="list-style-type: none"> • 100% good or better • 40% outstanding • There is effective challenge for all children • Children in interventions make good or better progress.
	TO ENSURE OUTSTANDING BEHAVIOUR IN KS1	<ul style="list-style-type: none"> • 95% of children are on green in their half termly assessments of both inside and outside behaviour • There are no incidents of bullying behaviour • No of exclusions are reduced to 0 • Children on red show improvement over time (decrease in negative points)
	TO INCREASE PARENTAL ENGAGEMENT OF TARGETED KS1 PARENTS	<ul style="list-style-type: none"> • Targeted children make expected / more than expected progress each year • Effective home reading systems are in place across the school and evidence shows that children read regularly at home

TEAM LEADER: EYFS		Reporting to: RS Team Leader – Core Subjects EE Team Leader- Foundation Subjects / Comp.
RESPONSIBILITIES	WORKSTREAM	OUTCOMES
<i>Achievement / Progress</i> <i>Quality of teaching and learning</i> <i>Modelling and sharing of outstanding practice</i> <i>Assessment</i> <i>Consistency in</i> <i>Implementation of initiatives (non-negotiables)</i> <i>Behaviour</i> <i>Quality of provision (including interventions)</i> <i>Monitoring (Planning, work scrutinies, learning walks & moderation)</i> <i>Quality assurance</i> <i>Increasing parental engagement</i> <i>CPD and Insets</i> <i>Evaluation of impact</i> <i>Reporting to stakeholders</i>	TO ENSURE ATTAINMENT OF EYFS CHILDREN IS IN LINE WITH OR ABOVE NATIONAL	<ul style="list-style-type: none"> • Attainment at EYFS is at or above national • Pupils make substantial and sustained progress from their different starting points
	TO IMPROVE QUALITY OF TEACHING IN KS2	<ul style="list-style-type: none"> • 100% good or better • 40% outstanding • There is effective challenge for all children • Children in interventions make good or better progress.
	TO ENSURE OUTSTANDING BEHAVIOUR IN KS2	<ul style="list-style-type: none"> • 95% of children are on green in their half termly assessments of both inside and outside behaviour • There are no incidents of bullying behaviour • No of exclusions are reduced to 0 • Children on red show improvement over time (decrease in negative points)
	TO INCREASE PARENTAL ENGAGEMENT OF TARGETES KS2 PARENTS	<ul style="list-style-type: none"> • Targeted children make expected / more than expected progress each year • Effective home reading systems are in place across the school and evidence shows that children read regularly at home

COORDINATOR: ENGLISH		Reporting to: RS Team Leader
RESPONSIBILITIES	WORKSTREAM	OUTCOMES
<i>Achievement / Progress</i> <i>Quality of teaching / learning</i> <i>Assessment in English</i> <i>Identify strengths / weaknesses</i> <i>Consistency of</i> <i>Implementation of initiatives</i> <i>(non-negotiables)</i>	TO ENSURE ATTAINMENT IN READING IS IN LINE WITH OR ABOVE NATIONAL	<ul style="list-style-type: none"> • Attainment in reading is at or above national at each key stage • Pupils make substantial and sustained progress from their different starting points
<i>Quality of provision (including literacy interventions)</i> <i>Monitoring (Planning, work scrutinies, learning walks & moderation)</i> <i>Quality assurance</i> <i>Resourcing</i> <i>Development of cross curriculum links especially S&L, reading, writing, maths and ICT</i> <i>Increasing parental engagement</i> <i>CPD and Insets</i> <i>Evaluation of impact</i> <i>Reporting to stakeholders</i>	TO ENSURE ATTAINMENT IN WRITING IS IN LINE WITH OR ABOVE NATIONAL (THROUGH A SPECIFIC FOCUS ON SPELLING)	<ul style="list-style-type: none"> • Improved spelling means that attainment in writing is at or above national at each key stage • Pupils make substantial and sustained progress from their different starting points • There is effective challenge for all children • Marking picks up on spellings (Dates, titles, subject specific vocabulary)

COORDINATOR: MATHS		Reporting to: RS Team Leader
RESPONSIBILITIES	WORKSTREAM	OUTCOMES
<i>Achievement / Progress</i> <i>Quality of teaching and learning</i> <i>Assessment</i> <i>Identify strengths / weaknesses</i> <i>Consistency of Implementation of initiatives (non-negotiables)</i> <i>Quality of provision (including literacy interventions)</i> <i>Monitoring (Planning, work scrutinies, learning walks & moderation)</i> <i>Quality assurance</i> <i>Resourcing</i> <i>Development of cross curriculum links especially S&L, reading, writing, maths and ICT</i> <i>Increasing parental engagement</i> <i>CPD and Insets</i> <i>Evaluation of impact</i> <i>Reporting to stakeholders</i>	TO ENSURE ATTAINMENT IN MATHS IS IN LINE WITH OR ABOVE NATIONAL	<ul style="list-style-type: none"> • Attainment in maths is at or above national at each key stage • Pupils make substantial and sustained progress from their different starting points • There is effective challenge for all children
	TO DEVELOP MORE OPPORTUNITIES FOR BUILDING PROBLEM SOLVING AND REASONING SKILLS	<ul style="list-style-type: none"> • Staff are confident in teaching problem solving and reasoning • Children are more confident and resilient when tackling problems • There are increased opps for talk in the classroom to support problem solving • A bank of problem solving activities is built up across the school

COORDINATOR: SCIENCE		Reporting to: RS Team Leader
RESPONSIBILITIES	WORKSTREAM	OUTCOMES
<p><i>Achievement / Progress</i></p> <p><i>Quality of teaching and learning</i></p> <p><i>Assessment</i></p> <p><i>Identify strengths / weaknesses</i></p> <p><i>Consistency of Implementation of initiatives (non-negotiables)</i></p> <p><i>Quality of provision (including literacy interventions)</i></p> <p><i>Monitoring (Planning, work scrutinies, learning walks & moderation)</i></p> <p><i>Quality assurance</i></p> <p><i>Resourcing</i></p> <p><i>Development of cross curriculum links especially S&L, reading, writing, maths and ICT</i></p> <p><i>Increasing parental engagement</i></p> <p><i>CPD and Insets</i></p> <p><i>Evaluation of impact</i></p> <p><i>Reporting to stakeholders</i></p>	<p>TO ENSURE ATTAINMENT IN SCIENCE IS IN LINE WITH OR ABOVE NATIONAL</p>	<ul style="list-style-type: none"> • Attainment in science is at or above national at each key stage • Pupils make substantial and sustained progress from their different starting points • There is effective challenge for all children
	<p>TO IMPROVE PROVISION IN SCIENCE</p>	<ul style="list-style-type: none"> • Develop extra curricular opportunities for science • Expand opps for children to develop practical skills (SC1) • Ensure science lab for whole school is used effectively

COORDINATOR: COMPUTING		Reporting to: EE Team Leader
RESPONSIBILITIES	WORKSTREAM	OUTCOMES
<i>Achievement / Progress</i> <i>Quality of T and L</i> <i>Assessment</i> <i>Identify strengths / weaknesses</i> <i>Consistency of</i> <i>Implementation of initiatives (non-negotiables)</i> <i>Quality of provision (including lit interventions)</i> <i>Monitoring (Planning, work scrutinies, learning walks & moderation)</i> <i>Quality assurance</i> <i>Resourcing</i> <i>Development of cross curriculum links especially S&L, reading, writing, maths and ICT</i> <i>Increasing parental engagement</i> <i>CPD and Insets / Evaluation of impact</i> <i>Reporting to stakeholders</i>	TO ENSURE HIGH QUALITY PROVISION IN COMPUTING	<ul style="list-style-type: none"> • Teachers are increasingly confident in delivering the computing national curriculum • Children are working at age related expectations in computing • Children have a wide range of opportunities in computing and produce high quality work • Coding and programming is developed across the school • There is effective challenge for all children
	TO RAISE AWARENESS OF SAFETY ONLINE	<ul style="list-style-type: none"> • Assemblies are provided for key phases highlighting issues about online safety • Children can talk confidently about ways to keep safe online

COORDINATOR: ART, DT AND HUMANITIES		Reporting to: EE Team Leader
RESPONSIBILITIES	WORKSTREAM	OUTCOMES
<i>Achievement / Progress</i> <i>Quality of teaching and learning</i> <i>Assessment</i> <i>Identify strengths / weaknesses</i> <i>Consistency of Implementation of initiatives (non-negotiables)</i> <i>Quality of provision (including literacy interventions)</i> <i>Monitoring (Planning, work scrutinies, learning walks & moderation)</i> <i>Quality assurance</i> <i>Resourcing</i> <i>Development of cross curriculum links especially</i> <i>Increasing parental engagement</i> <i>CPD and Insets</i> <i>Evaluation of impact</i> <i>Reporting to stakeholders</i>	TO ENSURE PROVISION IN ART / DT AND HUMANITIES IS OF HIGH QUALITY	<ul style="list-style-type: none"> • High quality art / DT and humanities is evident across the school including in books • There is effective challenge for all children
	TO IMPROVE QUALITY AND CONSISTENCY OF DISPLAYS IN AND OUT OF CLASSROOMS	<ul style="list-style-type: none"> • Display policy is shared and implemented. • 100% of lesson observations and learning walks show display and classroom environments are good or better and reflect current topic

COORDINATOR: SHINE ON SATURDAY		Reporting to: HT
RESPONSIBILITIES	WORKSTREAM	OUTCOMES
<i>Achievement / Progress</i> <i>Quality of teaching and learning</i> <i>Identify strengths / weaknesses in provision</i> <i>Consistency of Implementation of initiatives (non-negotiables)</i> <i>Quality of provision</i> <i>Monitoring (Planning, work scrutinies, learning walks & moderation)</i> <i>Quality assurance</i> <i>Increasing parental engagement</i> <i>CPD and Insets</i> <i>Evaluation of impact</i> <i>Reporting to stakeholders</i>	TO ENSURE CHILDREN MAKE GOOD PROGRESS IN ENGLISH AND MATHS	<ul style="list-style-type: none"> • Children attending develop improved attitudes to learning and increase in self confidence • Children make expected / more than expected progress in reading, writing and maths
	TO IMPROVE QUALITY OF TEACHING IN SHINE ON SATURDAY	<ul style="list-style-type: none"> • 100% of teaching is good or better • 40% of teaching is outstanding • There is effective challenge for all children
	TO IMPROVE ATTENDANCE AND PUNCTUALITY	<ul style="list-style-type: none"> • 90% rate of attendance and punctuality • Waiting list of children wanting to join Shine at Pakeman • Effective follow up / involvement from participating schools supporting good attendance
	TO IMPROVE LEADERSHIP AND MANAGEMENT OF SHINE	<ul style="list-style-type: none"> • Shine at Pakeman is used as an example of best practice • Shine effectively promotes its aims and values within the wider community • There is a clear link between attendance at Shine and increased attainment (Case study) • Funding is sought and obtained to enable Shine on Saturday to continue for another next 3 years

COORDINATOR: EXTENDED SCHOOL		Reporting to: SBM
RESPONSIBILITIES	WORKSTREAM	OUTCOMES
<i>Quality of provision</i> <i>Identification strengths / weaknesses in provision</i> <i>Monitoring</i> <i>Quality assurance</i> <i>Increasing parental engagement</i> <i>Evaluation of impact of actions</i> <i>Budgeting and Reporting to stakeholders</i>	TO ENSURE GOOD QUALITY EXTENDED SCHOOL PROVISION	<ul style="list-style-type: none"> 100% of observations of extended provision are good or outstanding
	TO INCREASE PARTICIPATION IN EXTENDED SCHOOL PROVISION	<ul style="list-style-type: none"> The number of children attending each day increases to between 25 - 30
	TO ENSURE EXTENDED SCHOOL IS FINANCIALLY VIABLE	<ul style="list-style-type: none"> The additional grant/ subsidy is agreed as returns are completed accurately and on time

COORDINATOR: P4C / PSHEE		Reporting to: EE Team Leader
RESPONSIBILITIES	WORKSTREAM	OUTCOMES
<i>Achievement / Progress</i> <i>Quality of T and L</i> <i>Assessment</i> <i>Identify strengths / weaknesses</i> <i>Consistency of</i> <i>Implementation of initiatives (non-negotiables)</i> <i>Quality of provision (including literacy interventions)</i> <i>Monitoring (Planning, work scrutinies, learning walks & moderation)</i> <i>Quality assurance</i> <i>Resourcing</i> <i>Development of cross curriculum links especially</i> <i>Increasing parental engagement</i> <i>CPD and Insets</i> <i>Evaluation of impact</i> <i>Reporting to stakeholders</i>	TO ENSURE PROVISION IN P4C/PSHEE IS OF HIGH QUALITY	<ul style="list-style-type: none"> • High quality P4C / PHSEE is evident across the school including in books • There is effective challenge for all children

COORDINATOR: RE		Reporting to: EE Team Leader
RESPONSIBILITIES	WORKSTREAM	OUTCOMES
<i>Achievement / Progress</i> <i>Quality of T and L</i> <i>Assessment</i> <i>Identify strengths / weaknesses</i> <i>Consistency of</i> <i>Implementation of initiatives (non-negotiables)</i> <i>Quality of provision (including literacy interventions)</i> <i>Monitoring (Planning, work scrutinies, learning walks & moderation)</i> <i>Quality assurance</i> <i>Resourcing</i> <i>Development of cross curriculum links especially</i> <i>Increasing parental engagement</i> <i>CPD and Insets</i> <i>Evaluation of impact</i> <i>Reporting to stakeholders</i>	TO ENSURE PROVISION IN RE IS OF HIGH QUALITY	<ul style="list-style-type: none"> • High quality RE is evident across the school including in books • There is effective challenge for all children

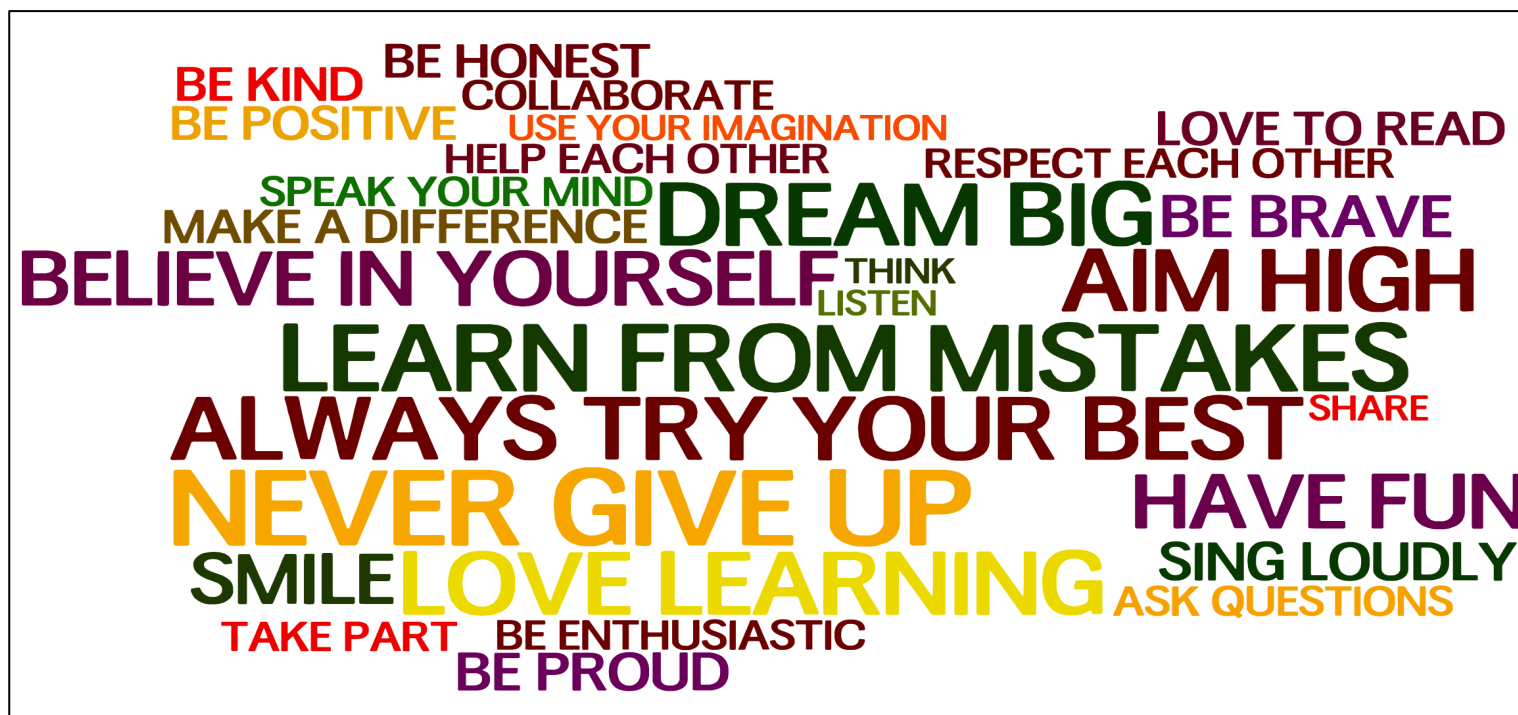
COORDINATOR: CHILDREN AS LEADERS		Reporting to: EE Team Leader
RESPONSIBILITIES	WORKSTREAM	OUTCOMES
<i>Providing positive role model</i> <i>Developing range of formal and informal leadership opportunities</i> <i>Extending children taking leadership roles</i>	TO PROVIDE TRAINING FOR LEADERS ACROSS THE SCHOOL	<ul style="list-style-type: none"> Children are provided with regular training Children are confident of the roles and responsibilities in terms of leaders.
<i>Building children's confidence in themselves in terms of leadership</i> <i>Providing leadership training</i> <i>Celebrating pupils' achievements as leaders</i>	TO CELEBRATE PUPILS' ACHIEVEMENTS AS LEADERS	<ul style="list-style-type: none"> Set up and implement a system for accreditation of children's leadership skills

COORDINATOR: SPORTS IN SCHOOL		Reporting to: EE Team Leader
RESPONSIBILITIES	WORKSTREAM	OUTCOMES
<i>Providing positive role model</i> <i>Extending range of sports opportunities available</i>	TO ENGAGE LEAST ACTIVE CHILDREN IN MORE SPORTING ACTIVITIES	<ul style="list-style-type: none"> Evidence shows that least active children are participating more regularly in sport
<i>Supporting children to engage in sports, especially least active children</i>	TO DEVELOP RANGE OF AFTER SCHOOL SPORTS OPPORTUNITIES ACROSS THE SCHOOL	<ul style="list-style-type: none"> A wide range of children across the school (from different year groups and key groups) take part in regular after school sporting activities
<i>Providing training . resourcing</i> <i>Promoting a healthy lifestyle and the importance of regular physical exercise</i> <i>Working with other agencies to organise, and coordinate sporting activities</i> <i>Increasing intra and interschool representation</i>	TO INCREASE PARTICIPATION OF PAKEMAN IN INTRA AND INTER SCHOOL COMPETITIONS	<ul style="list-style-type: none"> Children from Pakeman take part in a wide range of intra and inter school competitions

COORDINATOR: PHONICS		Reporting to: RS Team Leader
RESPONSIBILITIES	WORKSTREAM	OUTCOMES
<i>Achievement / Progress</i> <i>Quality of teaching / learning</i> <i>Assessment in phonics</i> <i>Identify strengths / weaknesses</i>	TO ENSURE ATTAINMENT IN PHONICS IS IN LINE WITH OR ABOVE NATIONAL	<ul style="list-style-type: none"> • Attainment in phonics is at or above national at each key stage • Pupils make substantial and sustained progress from their different starting points
<i>Consistency of Implementation of initiatives (non-negotiables)</i> <i>Quality of provision</i> <i>Monitoring (Planning, work scrutinies, learning walks & moderation)</i> <i>Quality assurance</i> <i>Resourcing</i> <i>Increasing parental engagement</i> <i>CPD and Insets</i> <i>Evaluation of impact</i> <i>Reporting to stakeholders</i>	TO IMPROVE QUALITY OF TEACHING IN PHONICS	<ul style="list-style-type: none"> • 100% good or better • 40% outstanding • There is effective challenge for all children • Children in interventions make good or better progress.

COORDINATOR: MORE ABLE COORDINATOR		Reporting to: RS Team Leader
RESPONSIBILITIES	WORKSTREAM	OUTCOMES
<i>Achievement / Progress</i> <i>Quality of teaching and learning</i> <i>Assessment</i> <i>Identify strengths / weaknesses</i> <i>Consistency of implementation of initiatives (non-negotiables)</i> <i>Quality of provision (including literacy interventions)</i> <i>Monitoring (Planning, work scrutinies, learning walks & moderation)</i> <i>Quality assurance</i> <i>Resourcing</i> <i>Development of cross curriculum links especially S&L, reading, writing, maths and ICT</i> <i>Increasing parental engagement</i> <i>CPD and Insets</i> <i>Evaluation of impact</i> <i>Reporting to stakeholders</i>	TO ENSURE ATTAINMENT OF MORE ABLE CHILDREN IS IN LINE WITH OR ABOVE NATIONAL	<ul style="list-style-type: none"> • Attainment or more able pupils is at or above national at each key stage • Pupils make substantial and sustained progress from their different starting points
	TO IMPROVE QUALITY OF PROVISION OF MORE ABLE CHILDREN	<ul style="list-style-type: none"> • More able children are accurately identified and targeted • More able children are well catered for across the curriculum • There is effective challenge for all children which is clearly evidenced in lesson observations, books and through pupil voice.

APPENDIX 1: OUR PAKEMAN PROMISE



We want to develop confident learners with “growth mindsets” who understand that achieving success requires effort, practice and perseverance. To this end we support every child to:

- | | | | |
|---|--|---|--|
| <ul style="list-style-type: none"> • Love learning • Have fun • Aim high • Always try their best • Dream big • Believe in themselves • Enjoy challenge • Be proud • Listen carefully • Learn well with and from others • | <ul style="list-style-type: none"> • Love to read • Develop positive attitudes to learning • Know that success comes from effort, practice and perseverance • Never Give up • Recognise and appreciate excellent teaching • Be motivated to learn and achieve high standards | <ul style="list-style-type: none"> • Take risks • Feel confident to speak their mind • Ask questions • Make and learn from mistakes • Be enthusiastic • Be kind • Show respect and help each other • Be resilient • Make a difference • | <ul style="list-style-type: none"> • Display creativity and imagination • Smile, laugh and sing loudly • Give and receive feedback effectively • Discuss their learning with their parents • Be lifelong learners • Behave well • Achieve the best they can • Be healthy |
|---|--|---|--|