

Transforming Lowbrook Academy and maintaining Outstanding

Vision, Objectives and Plan
October – 2018-19

[Click here to see our vision in action](#)



The overriding annual objective for the academic year 2018/2019 is set out below



To ensure
Lowbrook ends the Academic year
2018/2019 as
Outstanding, as defined by **Ofsted**
Inspection Handbook.

How this plan works?

How this plan works?

Post Ofsted Action Plan

The school has no major issues needing attention, but the inspector agrees the staff should implement the wide range of ambitious projects in the school development plan, to consolidate and take forward this excellent provision. (The school has funded and built 4 new classrooms and tripled in size since the last inspection).

Quote - Ofsted 2008.

An interim report was issued during 2010 - 11 agreeing with our self-assessment that the school maintained its Outstanding status. It is likely that the school will receive an inspection to revalidate this during the current academic year. External validation since inspection include : Arts Mark Gold, ICT Mark, Naace Mark for the More Able Gifted and Talented, and the Green Flag Eco-Schools award.

The school uses this plan alongside Domain development plans to manage planning of priorities that are set out within this summary Continuous Improvement Plan. This plan also contains targets and checkpoints for our key areas. This plan has arranged our priorities under the new OFSTED arrangements 2016 and updated Guidance September 2018.

The Continuous Improvement Plan

This key document is drawn up following the analysis of the SEF, historic RAISEonline, Analysing School Performance (ASP), external moderations, Target Tracker, SATs results, Optional QCA , Performance Management, Triangulation, classroom assessment, and outcomes realised during the schools self-evaluation cycle. This encompasses the key areas for improvement identified for this plan and should be viewed as an overview document.

School leaders have assessed their priorities and set them out in their Domain Plans.

This plan should be read in conjunction with the school SEF and the whole school analysis of results documents and termly dashboards.

The Domain Areas are: Arts and Creativity, Citizenship and Ethics, Faith and Belief, Language, Oracy and Literacy, Mathematics, Physical and Emotional Health, Place and Time, and Science and Technology.

British Values, SMSC and the pedagogy of Growth Mindset pervade all domains and aspects of school life.

LAETI SANI MULTA PERFICIENTES

Happy, Healthy and High Achievers

OUR VALUES AND GOALS

Enjoyment, Commitment and Achievement
(Engagement, Exploring, Knowing, Understanding and Making Sense, Fostering Skills, Exciting Imagination and Enacting Dialogue)

Equality of Opportunity

Fairness and Justice

Respect, Reciprocity, Responsibility and Honesty

Innovation and Creativity

High Aspirations

Autonomy, Independence and Resilience

Wellbeing and Healthy Living

Local, National and Global Citizenship

Sustainability and Interdependence



The improvement strategy for 2018-2019 is focused on the four Ofsted priority areas, engaging parents and carers and developing our grounds.

01

Outcomes for Children and Learners

(SEF Grade 1)

02

Quality of Teaching, Learning & Assessment

(SEF Grade 1)

03

Personal Development, Behaviour & Welfare

(SEF Grade 1)

04

Leadership and Management

(SEF Grade 1)

05

Engaging parents and carers in the improvement journey

06

Buildings and grounds for this generation and beyond

This plan focusses on Achievement of Pupils with priorities in [Writing](#), raising the attainment of disadvantaged and in year transfer children as well as ensuring a broad and balanced curriculum.

01

Outcomes for Children and Learners

Ofsted commented on the quality of provision stating that we need to continue to maintain Outstanding and develop the ambitious plans that we have in place. This is the current view of the Executive Principal, Governing Body and successive SEF documents.

(Detailed action points can be located in schoolcentre.net prior to 2011. Subject specific plans support this CIP)

Ofsted Said...	What we have done and what are we doing?
<p>The staff should implement a wide range of ambitious projects in the school development plan to consolidate and take forward this excellent provision.</p>	<p><u>Our Curriculum</u></p> <p>Lowbrook School converted to Academy status in 2011 and embarked upon creating a new vision and a bespoke curriculum based upon research, our locality and uniqueness of our school and surrounding community. Currently the school is organised into eleven classes with a Teacher and at least one Teaching Assistant in each class. Depending on the need, there may be more than one TA in each class, this is currently the case in Foundation Stage class. This is successfully managed through the school's provision map. The school has four bulge year groups (current Year 2, Year 3, Year 4 and Year 5 classes) in response to the local authority requesting additional places through demand. Meeting the demand for places in this school for September 2017 was a priority. Unfortunately, this school was unable to meet this objective and therefore will continue to work towards this within this plan within the next two years. The sites priority for 2018-19 now is to improve the quality of the six classrooms in the 1978 built areas of the school and to develop the current Year 4 classroom so as to eliminate traffic from children at lunch times.</p> <p>Each Domain (Subject) has a leader who ensures that there is a long-term curriculum map in place and that the objectives link where possible to other curriculum areas. Staff collaboratively draw on the relative strengths of colleagues including those within our link school Holy Trinity. Previous plans, schemes and the new National Curriculum are used where relevant. Reports to Governors take place regularly to inform Governors of overall curriculum plans and changes. Written reports for all subjects are received by the Governors annually.</p> <p>Our school strategy and domain development focusses on the core outcomes in relation to our vision , 'Happy, Healthy, High Achievers' together with our aims and values already outlined in the Cambridge Review. Accelerated learning principles are key features of the way we, as a school, facilitate learning. We provide a broad and balanced curriculum where emphasis is given to Literacy, Mathematics, ICT, Physical and Emotional Well-being and Science and Technology. Curriculum Policy Link</p> <p>A detailed annual review is carried out of the Year 2 and Year 6 SAT results, optional standardised tests (PUMA, PIRA and GAPS), FSP scores, the phonics screening and other results from yearly assessments. Children are routinely assessed every 6 weeks in core subjects; these along with PUMA, PIRA and GAPS, annual scores and assessments are combined to produce an overall level for each child allowing us to measure progress. The school has transitioned from level based assessment and has effectively baselined all pupils on the new 2014 curriculum changes. Progress is measured using Target Tracker (Target Tracker was introduced in 2015 – 2016 and is used to track progress at the end of each large term). Progress and results are analysed by the SLT, Staff, Governors and individually with parents. This information is used when setting new priorities and targets. Progress on targets is reviewed on a 6 weekly basis by the SLT, teachers and governors to ensure action can be taken that ensures every child at Lowbrook fulfils their potential.</p>

Ofsted commented on the quality of provision stated that we need to continue to maintain Outstanding and develop the ambitious plans that we have in place. This is also the view of the Executive Principal, Governing Body and successive SEF documents.

Ofsted Said...	What we have done and what are we doing?
Continue to develop with the ambitious plans that the school has in place.	<p>National data, historic Raiseonline, Analysing School Performance (ASP) and FFT, along with the school's assessment system are used to compare our school to national, local and similar schools. Where necessary and where appropriate, external validation is sought to confirm our self review and analysis. Good examples of this include the use of Steve Hutchinson (our external advisor and previous SIP), External review of performance by Succeed Ed, NACE, IIP, ICT Mark, Green Flag and Arts Mark validations and re-validations.</p> <p>Lowbrook has been an exceptionally high performing school since its last inspection. In 2012 - 13 it was the highest attaining Academy in England and third highest performing in 2013 – 2014 and has maintained a place in the top 50 schools in National league tables since. In addition to exceptional attainment, Lowbrook children have consistently made excellent progress in all core areas with the vast majority of its pupils consistently outperforming national and group averages in progress measures. In 2016-17, Lowbrook was ranked 5th in the Times Top 250 schools and 2nd overall in the Independent. In 2016-17, Lowbrook's attainment overall for children upon leaving primary school was in the top 1% with progress being measured in the top 8% compared to all school's nationally. 4th in the Times Top 250 school. Unvalidated results for 2017-18 indicate we are the highest performing primary school in RBWM across all measures.</p> <p>Since the previous inspection, the school national data demonstrates that progress and attainment in Writing, Reading, SPAG and Maths is consistently Outstanding over time (Reading and Pupil Premium curriculum development will remain high profile priorities until after the next inspection).</p> <p>A detailed analysis of results including those in non statutory year groups is attached to this document as an appendix. Historic analysis of every year since our last inspection is maintained in the school office.</p> <p>Extensive rebuilding and refurbishment has been undertaken since our last inspection including six new classrooms largely funded by the school (80% self funded).</p> <p>Priorities 1 and 2 for this Academic year under the heading of Achievement are:</p> <ol style="list-style-type: none"> 1. Historically, the attainment gap between reading and writing was to improve the higher level reading standards across the school and narrowing the attainment gap from reading and writing. This has been largely achieved by accelerating the progress of the KS1 2B groups of children and by targeting boys who were at the expected level in EYFS. It is now recognised under the new framework that closing the gap between writing and reading (with writing attainment being lower than reading attainment) is our new priority this year. This priority is representative of the national picture). 2. Raising attainment and pupil achievement for disadvantaged pupils across all areas of the school. This is a strength at Lowbrook but remains a priority to keep it so.

Priority 1a:

We will raise attainment and improve pupil achievement in Writing at the 'Greater Depth' standard.



Scope

To raise achievement and accelerate pupils progress in Writing by:

- Raising teaching standards in writing, by providing more opportunities for children to write for a variety of meaningful for sustained periods. Successful and embedded quality questioning using the higher order Blooms approach to challenge the understanding of texts studied and linking this to quality writing.
- Using lesson observations to ensure that the teaching of writing is at least deemed 'Good' and largely 'outstanding', and is following the best practice as set out by the National Framework, research and schools demonstrating Outstanding practice.
- Monitoring marking to ensure quality questioning with opportunities for pupils to read and re-read sections of their writing in order to improve it.
- Developing the leadership of writing to ensure that all staff are aware of their responsibilities and to provide leadership for the improvement of Literacy. A new subject leader was appointed in 2017-2018. Cross school subject leadership with Holy Trinity.
- Working with parents to ensure that they support this focus and help the children accelerate their progress. e.g. Handwriting workshops,
- Target all KS2 children who were working just within age-related expectations at the end of KS1 (old 2B level) ensuring interventions accelerate progress to above 100 as a scaled score and to target boys in KS1 who were expected at EYFS with a view of moving a higher percentage into greater depth, and similarly the gap between boys and girls remains largely insignificant at end of KS2.
- To ensure rigour around children's posture, grip and core handwriting principles.
- Exceptionally high standards of SPAG are maintained across all Key Stages.
- Ensure that all classrooms display quality pupil writing with an emphasis on effort and progress in writing for Work of The Week.

Leaders

SLT Lead: Bianca Iasi

Governor Lead:
Mrs Dominique du Pre
Teaching/Learning/Curriculum
Committee

Additional Team

SLT/Subject co-ordinators

Anna Smith – Head of School, Holy
Trinity

Success Criteria

1. We will know we have succeeded if the lesson observations demonstrate:
 - Well planned and executed Big Write lessons.
 - Lessons demonstrate appropriate challenge, differentiation and address the needs of all pupils.
 - Lessons include 'awe and wonder' and inspire, motivate and enthral children to achieve the best possible outcomes in writing.
 - Children are given ample opportunity to talk about what they are going to write, to structure their ideas and express their thoughts and ideas coherently.
 - All pupils recognise the importance of the presentation of their writing and strive to achieve their best results.
 - 40% of children achieve above the new national standard. All pupils who achieved L3 at KS1 to achieve above 110 scaled score by the end of KS2.
 - Book scrutiny will reflect outstanding writing pupil outcomes with SPAG across all domains will reflect high level of understanding.
 - Attainment for SPAG at end of KS1 and KS2 will remain in top 10 percentile nationally.
2. We will know we have succeeded if attainment and progress in Writing remains well above the national averages and pupils make accelerated progress – At least 100 scaled score and above for all pupils, with accelerated scores from L2B children and all L3 children to have a standardised score of 110 or above.
3. We will know we have succeeded if the training put in place to support teachers, shows improved results and the gap between writing and reading remains narrow and statistically insignificant.

Priority 1b:

We will raise attainment and improve pupil achievement for Disadvantaged children.



Scope

To raise achievement and accelerate pupils progress in reading, writing and mathematics amongst our disadvantaged children by:

- Ensuring the progress across the curriculum of disadvantaged pupils matches or is improving towards that of other pupils with the same starting points.
- Ensuring that progress is at least expected across nearly all subject areas for disadvantaged pupils and that their progress matches or is improving towards that of other pupils nationally.
- Monitoring Pupil Premium Feedback sessions and books to ensure quality marking with opportunities for pupils to correct their work and respond to feedback.
- Working with Parents to ensure that they support this focus and help the children accelerate their progress.
- The emotional and social well being of disadvantaged pupils is essential to the high achievement of this group. Appropriate monitoring coupled with a variety of the correct interventions (e.g. Social Stories, ELSA mentoring) will be used to ensure high self esteem of this group.

Success Criteria

We will know we have succeeded if:

- Analysis of disadvantaged pupils' progress in reading, writing and mathematics clearly shows that disadvantaged pupils have made progress at least in line with their non-disadvantaged peers and in some cases better than their non-disadvantaged peers.
- The gap in attainment in reading, writing and mathematics between our disadvantaged pupils and their non-disadvantaged peers is narrower than the national gap and is at least on a track to achieve parity.
- Book scrutiny and intervention monitoring will show challenge, corrections and opportunities for them to respond to feedback. Through high quality marking and feedback, disadvantaged pupils know what they do well; know what they need to improve and are able to identify the impact of teachers' marking and feedback in supporting their learning.
- Disadvantaged pupils have the confidence, dispositions and skills to evaluate the quality of their own work and levels of understanding. They can work well with their teachers and peers and independently to take the next steps in their learning.
- Children make at least expected progress from KS1 to end of year 6 KS2 SATs. Attainment will be at least 'expected'.
- Pupil surveys, observations and behaviour logs will demonstrate a high level of well-being amongst this group.

Leaders

SLT Lead: Bianca Iasi,
Governor Lead:
Mr James Spiteri
Teaching/Learning/Curriculum
Committee

Additional Team

SLT

Priority 1c:

We will raise attainment and improve pupil achievement for In Year Transfer children by exit in Year 6.



Scope

To raise achievement and accelerate pupils progress for In Year Transfers:

- Assessing the children within two weeks of entry to enable a full gap analysis can be carried out.
- Ensuring the progress across the curriculum of in year transfer pupils matches or is improving towards that of other pupils with the same starting points.
- Ensuring that progress is at least expected and is accelerated across all subject areas for in year transfer pupils and that their progress matches or is improving towards that of other pupils nationally.
- Working with Parents to ensure that they support this focus and help the children accelerate their progress in order to access the curriculum of their peers.

Success Criteria

We will know we have succeeded if:

- Analysis of in year transfer pupils' progress in reading, writing and mathematics clearly shows that they have made progress at least in line with their peers and in some cases better than their peers if their starting point is below the class mean.
- The gap in attainment in reading, writing and mathematics between our in year transfer pupils and their peers is narrower and non existent after two years.
- Book scrutiny and intervention monitoring will show challenge, corrections and opportunities for them to respond to feedback. Through high quality marking and feedback, in year transfer pupils know what they do well; know what they need to improve and are able to identify the impact of teachers' marking and feedback in supporting their learning.
- In year transfer pupils have the confidence, dispositions and skills to evaluate the quality of their own work and levels of understanding. They can work well with their teachers and peers and independently to take the next steps in their learning.

Leaders

SLT Lead: Bianca Iasi,
Governor Lead:
Mrs Dominique du Pre
Teaching/Learning/Curriculum
Committee

Additional Team

SLT

Priority 1d:



Curriculum Review- The wider curriculum Domains(Maths and English exempt) will all be fully reviewed this academic year to reflect the latest research, innovations, agreed schemes of work and resources.

Scope

To ensure that the Curriculum is broad, reflects the modern world the children live in, embraces innovation and technology is appropriately resourced and is balanced.

- Ensuring all Leaders are appropriately trained and understand what effective subject (Domain) leadership is.
- The Principal will initialise the academic review seeking input from all teaching staff and use the findings to facilitate action plans for this priority.
- Priority Domains will be developed in line with this annual plan by the identified subject leaders with the full support of the SLT.
- Domain plans will be agreed and appropriately actioned implementing agreed curriculum changes supported by appropriate resourcing and staff training.
- Domain changes will be communicated to the Parental community via the appropriate agreed methodology including the school's website.

Success Criteria

We will know we have succeeded if:

- The curriculum review identifies gaps in innovation, technology and resources that would improve childrens outcomes and learning experience.
- Priority Domains are identified, and developed to reflect the above.
- By September 2019 full schemes of work, with appropriate resources are fully implemented into the school curriculum.
- The curriculum changes enrich and enhance our curriculum making it more enjoyable (pupil survey) and reflective of the most up to date research available.
- Resources reflect innovation, technology and modern pedagogical resources that enhance the priority Domains.
- Outcome in the prioritised Domains improve based on the school's prior attainment measures. (It is understood that this will not be possible where and if new content is added). Perception surveys will be used where this is the case.

Leaders

SLT Lead: Laura Denham
Governor Lead:
Mrs Dominique du Pre
Teaching/Learning/Curriculum
Committee

Additional Team

SLT
Mr Dave Rooney

Priority 1e:



Curriculum Review- The Science and Technology curriculum has been identified by SLT as a priority area to focus on this academic year. Standards in this Domain are excellent however the SLT wish to review the subject with a view of incorporating the ever changing technology and general STEM research and guidance.

Scope

To ensure that the Science and Technology domain reflects the modern world the children live in, embraces innovation and up to date 2019 technology ensuring the domain is appropriately resourced and is balanced.

- Ensuring all teachers are appropriately trained and understand what effective Science and Technology teaching and assessment is.
- The Principal will initialise the academic review of all subjects with a specific focus on STEM seeking input from all teaching staff and use the findings to facilitate action plans for this priority with a view of ensuring cross-curricular age appropriate practice.
- STEM will be developed in line with this annual plan by the Executive Principal with the full support of the SLT.
- STEM plans will be agreed and appropriately actioned implementing agreed curriculum changes supported by appropriate resourcing and staff training.
- STEM activities and Domain changes will be communicated to the Parental community via the appropriate agreed methodology including the schools website.

Success Criteria

We will know we have succeeded if:

- The curriculum review identifies gaps in innovation, technology and resources that would improve children's outcomes and learning experience.
- By September 2019, full schemes of work, with appropriate resources are fully implemented into the school curriculum.
- The curriculum changes enrich and enhance STEM making it more enjoyable (pupil survey) and reflective of the most up to date research available.
- Resources reflect innovation, technology and modern pedagogical resources that enhance the priority Domains.
- Outcome in domain of STEM improve based on the schools prior attainment measures. They are already very high. Several year groups greater depth are below the school's averages. These will be identified as target year groups. Similarly several contexts within the Domains e.g. materials will be target for improved outcomes.

Leaders

SLT Lead: Dave Rooney
Governor Lead:
Mrs Dominique du Pre
Teaching/Learning/Curriculum
Committee

Additional Team

SLT
Mrs Laura Denham

Priority 1f:

We will enhance the curriculum through the introduction of 'Philosophy for Children' across the school.



Scope

To develop children's emotional awareness and thinking skills, the pupils will be introduced to philosophy using the 'Philosophy for Children' (P4C) programme. This will be achieved by:

- developing an understanding of what philosophy is, notably the study of the fundamental nature of knowledge, reality and existence which gives us an understanding of why people want to do things and directs us in how to live a good life. The original meaning of the word 'philosophy' coming from Greek roots, "philo" meaning 'love' and "Sophos", meaning 'wisdom' will be understood.
- establishing clear intent for introducing the programme, implementing P4C successfully (January 2019) and evaluate the impact and achievements of the pupils using agreed systems which will clearly demonstrate gain.
- ensuring all staff are appropriately trained in the delivery of P4C and understand the approach.
- agreeing and appropriately implementing a P4C action plan which allows for the implementation of agreed curriculum changes supported by appropriate resourcing and staff training.
- setting up a bank of age appropriate resources to cover a wide range of topics which interest and stimulate the children.
- communicating the programme to governors and the parental community via the appropriate agreed methods including the school's website

Success Criteria

We will know we have succeeded if:

- a plan for P4C is in place and implemented.
- by September 2019 full schemes of work for delivering P4C with appropriate resources are fully embedded into the school curriculum.
- the introduction of P4C enriches and enhances our curriculum and adds to the children's emotional awareness and thinking skills.
- the Curriculum Policy reflects our intentions for delivering P4C.
- children develop a working idea of what philosophy is and have language, rituals and expectations that set philosophy apart from other curriculum activities.
- pupils speak positively about P4C lessons (pupil survey) and their level of engagement increases as the programme becomes embedded.
- weekly P4C lessons are timetabled with suitable concepts and questions for enquiry which relate to the curriculum, identified.
- philosophy and enquiry based learning are seen as part of the culture of Lowbrook Acadmey; the idea that people think differently about things is celebrated and children understand that it is okay to disagree and they find it interesting to see why others think as they do.
- the outcomes of sessions impact the way children learn and how teachers teach. Pupils show increased confidence and become more thoughtful and articulate drawing on different strategies to express their opinions. Their speaking and listening skills develop and their range of vocabulary and grammar is widened. In essence the programme will serve to impact positively on:

Leaders

SLT Lead: Bianca Iasi
Governor Lead:
Dominique Du Pre
Teaching/Learning/Curriculum
Committee

Additional Team

SLT
Subject Co-ordinators
Miss Anna Smith

- cognitive ability
- critical reasoning skills and dialogue in the classroom
- emotional and social awareness



Set out in the table below are the attainment targets for Reading

Attainment Targets for Reading

1

In EYFS, the majority pupils (90%) will meet expected levels of development (GLD) at the end of the stage.

100% of pupils to pass the phonics Year 1 tests.

All pupils to achieve the new 'national expectation' standard within the new Assessment schedule. At least 40% will achieve 'greater depth'. Attainment will remain well above national means.

2

KS1 – The vast majority of children who achieved 'expected level' at EYFS at achieve at least 'national expectation' standard at end of KS1 (exception of one child. 97% of children to achieve 'expected level'. At least 47% to achieve 'Greater Depth'.

KS2 - to close the small gap between writing and reading to make it statistically insignificant. This will be done by careful targeting of level 2b children and ensuring that 2a+children attain scaled scores of above 107+ (2018 - 100% 2b above achieved this 109.3 average for those with 2A 3 out of 9 2As greater depth-Continue 2019).

3

96% of pupils to score above 100 scaled score in the end of Year 6 KS2 SATs.

All Level 3 pupils in KS1 will score 110 or above scaled score in the new end of Year 6 tests ('greater depth'.) Value Added Average Point Score Target for 2018-19 KS2 is 3.5.

4

All pupils to make at least expected progress in KS1 and KS2 demonstrated by Target Tracker.

40% of all pupils in this school will make better than expected progress in each year group for 2018-19 (defined by Target Tracker).

5

Ensure there is little disparity in attainment and progress of boys and girls in KS1 and KS2.

KS1 – progress/attainment boys writing and reading

6

In EYFS, at least 70% pupils be secure in phase 3 Letters and Sounds

Set out in the table below are the attainment targets for Writing

Attainment Targets for Writing

1

In EYFS, most pupils (90%) will meet expected levels of development (GLD) at the end of the stage.
100% of pupils to pass the phonics Year 1 tests.
All pupils to achieve the new 'National Expectation' standard within the new Assessment schedule. At least 40% will achieve 'Greater Depth'. Attainment will remain well above national means.

2

KS1 – The vast majority of children who achieved 'expected level' at EYFS at achieve at least 'national expectation' standard at end of KS1 (exception of one child. 97% of children to achieve 'expected level'. At least 47% to achieve 'Greater Depth'.
KS2 - to close the small gap between writing and reading to make it statistically insignificant. 96% of children to achieve 'National Expectation' level and 52% to achieve 'Greater Depth' at end of Key Stage 2.

3

96% of pupils to score above 100 scaled score in the end of Year 6 KS2 SATs.
All Level 3 pupils in KS1 will score 110 or above scaled score in the new end of Year 6 tests ('greater depth'.) Value Added Average Point Score Target for 2018-19 KS2 is 3.3.

4

All pupils to make at least expected progress in KS1 and KS2 demonstrated by Target Tracker.
40% of all pupils in this school will make better than expected progress in each year group for 2018-19 (defined by Target Tracker).

5

Ensure there is little disparity in attainment and progress of boys and girls in KS1 and KS2.
KS1 – progress/attainment boys writing and reading

6

In EYFS, at least 80% pupils be secure in phase 3 Letters and Sounds

Set out in the table below are the attainment targets for Mathematics

Attainment Targets for Maths

1	In EYFS most pupils (90%) will meet expected levels of development (GLD) at the end of the stage. All pupils to achieve the new 'national expectation' standard within the new Assessment schedule. At least 40% will achieve 'greater depth'. Attainment will remain well above national means.
2	KS1 – The vast majority of children who achieved 'expected level' at EYFS at achieve at least 'national expectation' standard at end of KS1 (exception of one child. 97% of children to achieve 'expected level'. At least 47% to achieve 'Greater Depth'. To continue to extend our more able pupils and to have at least 68% of Y6 children attain above 110 standardised score in 2018-19 ('greater depth').
3	All pupils to make at least expected progress in KS1 and KS2 demonstrated by Target Tracker. 40% of all pupils in this school will make better than expected progress in each year group for 2018-19 (defined by Target Tracker). Value Added Average Point Score Target for 2018-19 KS2 is 3.2.
4	Value added for 2B pupils at KS1 will be an average of 2 Value Added Points.
5	Ensure there is little disparity in attainment and progress of boys and girls in KS1 and KS2.

Set out in the table below are the attainment targets for Phonics

Attainment Targets for Phonics

1

By the end of the EYFS, at least 91% of pupils secure in Phase 3 letters and Sounds.

2

At the end of Yr 1, 100% of pupils achieve the expected level of attainment and pass Phonics screening.

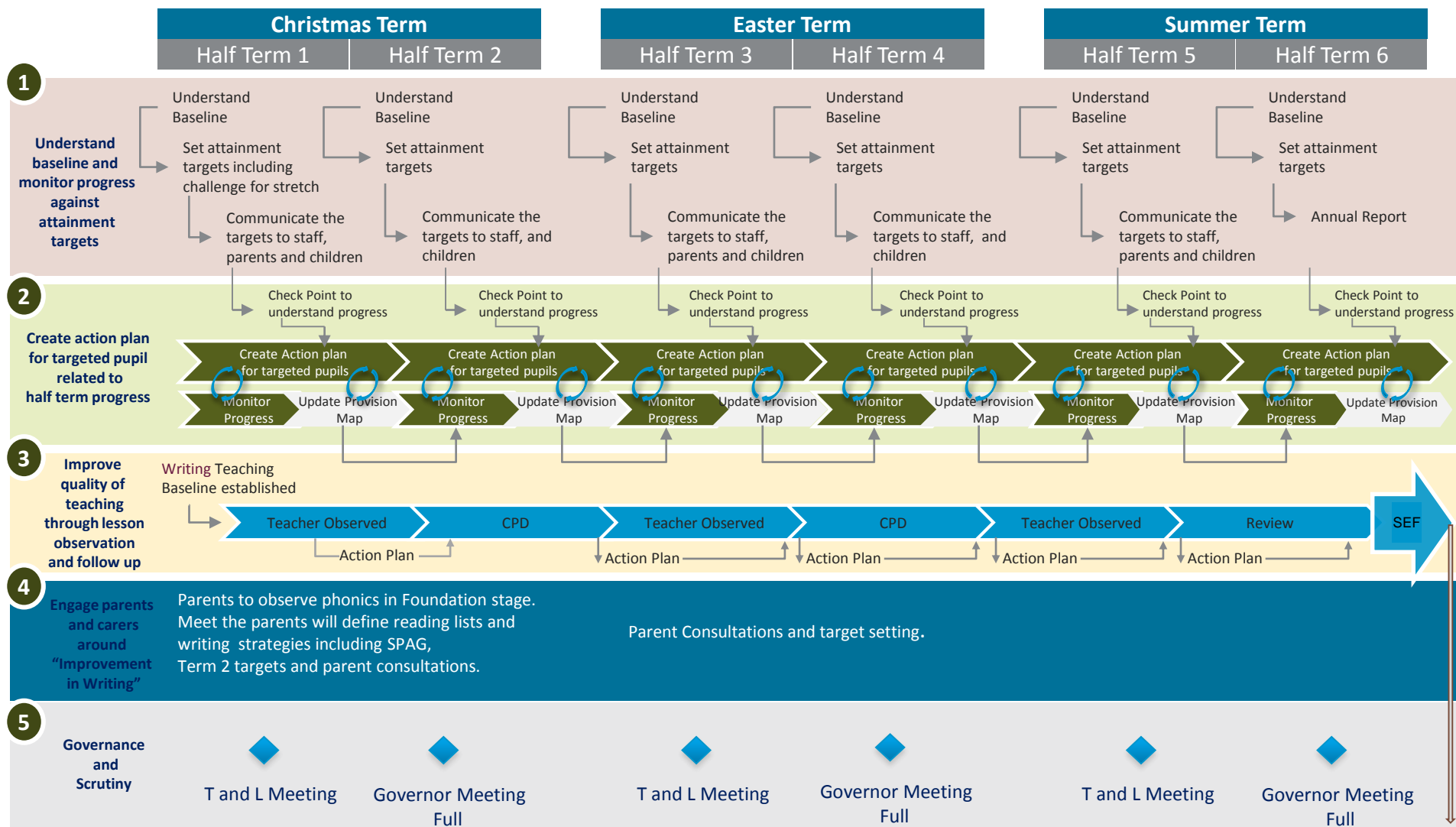
3

In Year 3, Term 2, all pupils will be secure in Phase 6 of Letters and Sounds

Set out below is the detailed plan that we will use throughout the year to manage our progress with our No 1 Priority – to raise attainment and improve pupil achievement in Writing at the ‘Greater Depth’ standard.

(All other subject observations will be managed within the SEF rota 2017-18)

Improvement of Attainment in Writing



We have checkpoints with the full Governing Body and Teaching and Learning Committee where we will present progress to date.

1

Detail of the base line of pupil performance in Phonics, Reading and Writing and Mathematics and highlight any areas of concern in relation to our ability to meet the National targets

2

Detail of the Schools Targets for Mathematics, Phonics, Reading and Writing. (Agreed within this plan)

3

Detail of the baseline of Teacher performance in the teaching of Mathematics, Phonics, Reading and Writing (The dashboards).

4

Detail of the number of lesson observations completed and their results, since plan implementation and last checkpoint

5

The future observation programme that highlights that all teachers will have been observed before the Half Term check points

6

A nominated Governor will listen to children read on a weekly basis feeding back to SLT and Governors regularly.

Quality of teaching is always a key priority at the Academy, where we always strive to be Outstanding practitioners.

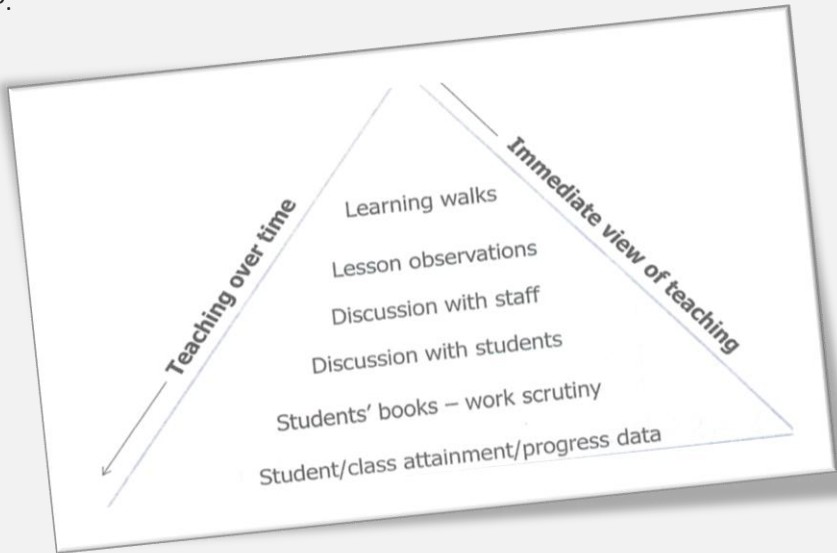
02

Quality of Teaching, Learning &
Assessment

Quality of Teaching, Learning & Assessment: 2018-19

What our SEF identifies for this year	What we have done and what are we doing to maintain Outstanding.
<p>- Developing use of data beyond levels is needed to effectively plan lessons that challenge pupils.</p>	<p>A new Assessment Policy and rota was developed and effectively implemented during the 2011-12 academic year. This is reviewed annually to reflect DFE changes and pedagogical research into this area. The staff currently understand national scaled score, Target Tracker steps, standardised tests and age related scores and track progress using these. Tracking and planning for groups including Pupil Premium has improved allowing staff to use data to plan interventions more effectively. All staff have been trained in interpreting historic RAISEonline, Analysing School Performance (ASP), PIRA testing , Puma testing and Rising Star Assessment (Reading, Science and Maths) and how they can track their own class and subjects more effectively using Target Tracker data. Analysis of this data is used effectively to plan further development areas, identify strengths and trends. Assessment Policy Link</p>
<p>When marking, teachers make it clear to pupils how they can improve their work. Pupils are given opportunities to reflect and respond. This is an area the staff have targeted and wish to be consistently outstanding at.</p>	<p>A consistent marking and feedback policy is in place and embedded.</p> <p>Comments made by staff link directly to the lesson intentions.</p> <p>Next steps are identified for the pupils.</p> <p>Pupils are given planned opportunities to respond to comments, self correct and re-draft work. (Purple Pen of Progress).</p> <p>Recent scrutiny has demonstrated excellent marking and improved consistency across the school. Children can tell us how feedback helps their learning.</p> <p>Targeted pupil premium pupils are receiving one to one verbal feedback daily. The success of this project is being monitored by the school's SENCO. An analysis of this over the over time including the period of 2017-18 clearly highlights this strategy is a true strength. This is ongoing this academic year.</p>
<p>Renewed focus on the delivery of a lesson focus and on individual targets for all subjects.</p>	<p>INSET has a relentless focus as to what is expected when delivering Good or Outstanding lesson objectives. It is referred to as a learning intention, is in child speak and contain specific targeted verbs so that the children know what they are doing. Over the past 3 years we have simplified the school's approach. Learning walks and observations are used to evaluate the effectiveness of the lesson focus. Children need to explain what they are doing in a lesson, this has to link to the 'Big Picture,' which is displayed and in addition all children must know their targets or in simple terms what they need to do next to improve their learning. Lessons and classroom environments reflect the principles of Growth Mindset which pervades through all domains. The learning intention at Lowbrook is often written as a question so that the children can respond to it providing us with feedback and allowing them to self assess their own success. The schools own generic targets are modelled and displayed alongside the children's.</p>
<p>To implement the new SEN code of practice and to ensure the provision for students who receive pupil premium continues to accelerate their learning.</p>	<p>The SENCO and Pupil Premium Manager successfully develops effective provision maps which respond to this action plan, and the assessment checkpoints. Observations, assessment and learning walks determine the effectiveness of the Teaching Assistants in lessons along with pupil outcomes. The school has a SENCO and Pupil Premium leader. Targeted children are receiving feedback daily as a specific intervention identified within our Pupil Premium project plan for targeted feedback. Accelerated progress is expected and will continue to be measured at 6 weekly intervals. Currently the provision and achievement of children with SEND is excellent as is that of children who receive Pupil Premium. (Detail on the provision and attainment of children who receive Pupil Premium is held in the plan and summarised online.) Pupil Premium Link SEND Policy Link</p>

Quality of Teaching, Learning & Assessment: 2018-19

What our SEF identifies for this year	What we have done and what are we doing,
<p>To expand on our current delivery of PE and sport by effectively targeting the Sports Premium money</p>	<p>Lowbrook is a school which has a proud and successful sporting tradition and reputation. It competes locally and within the County with success in many sports including Rugby, Football, Hockey, Cricket and Netball. The Rugby team has been RBWM champions for three successive years and our Football team was promoted into the A league after being undefeated in league B 2 years ago. They still remain in this league. The cricket team play real cricket against local private schools and have an excellent win/loss record. This year, the Sports Premium is focussing on maintaining this standard of competition through CPD, coaching and introducing the children to a wider range of sports and skills,. E.g. Kayaking, frisbee golf, fencing and orienteering. All children at Lowbrook participate in the "Daily Mile", building healthy fitness and reducing obesity. A detailed action plan for sports premium is included on schoolcentre.net. Lowbrook Sports Premium Link</p>
	<p>In addition, the SLT will continue to use the triangulation model for grading the effectiveness of teaching, learning & assessment. A rota and evidence folders was developed for this purpose in 2014-15 and subsequent heatmaps were developed to assist us with our SEF and CIP.</p> 

Priority 2: We strive for outstanding teaching to ensure consistency driving up attainment, progress and outcomes for children and learners.

Scope

To ensure the quality of teaching is Outstanding by:

- Ensuring learning is consistently Outstanding when compared to the OFSTED framework and our Teaching & Learning policy. This covers **all** teaching (Writing teaching gets additional focus in Priority One). The overall judgement for teaching will be determined by using the Triangulation method. (Please refer to triangulation folders and the current Heatmaps).
- Ensuring that all teachers know how well each pupil is doing and set work of the correct level to stretch and challenge.
- Ensure that all lessons are delivered with a good pace and the focus is on the children taking an active part in the lesson not just listening.
- Lessons are effectively differentiated, personalised, well planned and challenging. Under growth Mindset principles, promoted within the Academy, the Lowbrook child will not say, "I can't do it," they will say "I can do it **yet...**"
- Children understand what they are learning and how they can improve and succeed. The LI is explicit and is appropriately responded to by the children.
- Developing an effective policy and practice for assessment, marking and feedback beyond levels.
- The curriculum is broad, balanced and stimulating. It has a high focus on SMSC and celebrates British Values.
- Support Staff will be used effectively to enrich learning during lesson by developing their own teaching skills and qualifications.
- The national and in school gap will continue to be narrow or non-existent demonstrating effective provision for pupils with Pupil Premium funding.
- The new SEND code of practice will be in place and children with SEND will continue to receive Outstanding provision within the new framework.
- The children at Lowbrook will continue to have a high uptake of sporting opportunities, have exposure and success in competitions and experience new sporting activities. They will have a good understanding of what it means to be healthy.

Leaders

SLT Lead: Mr Dave Rooney
Governor Lead:
Mrs Dominique Du Pre

Additional Team

- SLT/Subject co-ordinators
- Mathematics Leader
- Literacy Leader
- Mrs Dominique du Pre

Success Criteria

1. We will know we have succeeded if the lesson observations demonstrate:
 - The staff have a well developed Teaching and Learning policy, reflecting up to date research and pedagogy, that they all buy into and is reflected within each teacher's practice,
 - Well planned, challenging, personalised and differentiated lessons continue to be the norm,
 - Children know what they are learning and what they have to do next,
 - That in all lessons observed the vast majority of teaching standards are judged to be at least good and mostly outstanding in conjunction with triangulation of performance,
 - Book scrutiny in all subjects will show high quality work with effective marking with pupil corrections/responses,
 - Appropriate questioning is used in all parts of the lesson by all facilitators,
 - Developing resilience, get out what you put in, perfect practice,
 - The vast majority of lessons are interesting and captivate the children (Awe and Wonder).
 - Children are resilient to failure and understand that purposeful practice will help them improve.
2. We will know we have succeeded if attainment continues to be well above national means and progress is significantly better than national expectations across the core curriculum.
3. We will know we have succeeded if the SEND code of practice is adhered to within school policy and the children identified with SEND continue to make excellent progress.
4. We will know we have succeeded if there is no gap between children receiving pupil premium compared to national averages and peers.
5. We will know we have succeeded if all children have two hours quality sport and PE each week, we have a full uptake in sporting clubs, the vast majority of children respond positively to sport and exercise and we have continued success in local and regional competitions. Obesity rates are low at Lowbrook.

We have checkpoints with the full Governing Body and Teaching and Learning committee where we will present progress to date

1

Details of the base line of pupil performance in Mathematics, Phonics, Reading and Writing and highlight any areas of concern in relation to our ability to meet the National targets (Autumn Dashboard)

2

Detail of the National and School targets for Mathematics, Phonics, Reading and Writing

3

Detail of the baseline of Teacher performance in the teaching of Mathematics, Phonics, Reading and Writing and Science

4

Detail of the number of lesson observations completed and their results, since planned implementation and last checkpoint - highlight key issues where performance (including full triangulation) is not Good

5

The new SENCO and Pupil Premium Leader will detail the new SEND policy and provision map which reflects this along with a Pupil Premium action plan, provision map and review of implementation document.

6

Detail of an ongoing action plan for Sports Premium with an evaluation of its success.

03

Personal Development, Behaviour and Welfare

Ofsted graded the behaviour and safety of pupils as Outstanding.

What Ofsted said and our self evaluation tells us over time...

Safety - This is no longer OFSTED graded. It is either effective or not.

The safety of pupils and staff remains paramount in all we do at Lowbrook.

What we have done and what are we doing.

1. All statutory requirements including maintaining the Single Central Record and all related policies are met by the senior leaders and Governing body. Annual updates are regular, effective and thorough. All staff are *Prevent* trained.
2. At the start of each academic year, whole school assemblies are held with the children followed by a Health and Safety walk around the school. The school then regroup and discuss rules including safe movement around the school. The children have subsequently written their own rules and have ownership over these. Behaviour and in turn safety around the school site is excellent.
3. The children are moving around the school safely and make sensible and safe decisions most of the time, resulting in very few incidents. There have been no major incidents since the last inspection.
4. The lunch time behaviour book currently used now all come to the team leader for weekly analysis and where necessary trends are acted upon. These are regularly analysed by the SLT and reported to Governors. Behaviour is reported every six weeks to governors via the schools dashboard. Significant observations are also recorded by teachers and analysed at team meetings and SLT.
5. Training for all lunchtime supervisors and TAs regarding positive reinforcement and assertive discipline adds to calm, well resourced and relaxed lunchtimes. Morning breaks are individual to each class where the children are supervised by their own class teacher or TAs. Consequently, behaviour at lunchtime is exceptional.
6. The school is well maintained and has all its Health and Safety documents up to date and accessible to Governors at all times.
7. All staff have current first aid certificates and have received their comprehensive fire training. Fire evacuations are frequent and completed to an excellent standard. Staff in EYFS are paediatric first aid trained.
8. E-Safety: Extensive training of parents and staff is the norm, firewalls are robust and whilst 100% safety cannot be assured, our record in this area is exceptional.

Ofsted graded the behaviour and safety of pupils as Outstanding.

What Ofsted said and our self evaluation tells us over time...	What we have done and what are we doing.
<p>Pupils' personal development is outstanding. Their behaviour is excellent and they have very positive relationships with each other and adults.</p>	<ol style="list-style-type: none"> 1. Teachers know what constitutes an Outstanding lesson and are striving to deliver Good lessons as a minimum. They know children must demonstrate a thirst for learning, have high motivation and make progress for a lesson to be judged Outstanding. Observations and scrutiny evidence demonstrates excellent differentiation, personalisation and challenge in all classrooms leading to outstanding behaviour towards learning. Staff know what constitutes an expert teacher and strive towards these qualities and behaviours. Teaching & Learning Policy Link 2. We have continued to develop a Teaching and Learning policy and a programme of CPD that addresses the teaching and learning of children and identifies outstanding practice. Lessons are planned with CICV (connecting into children values) and WIIFM (What's in it for me) and use Awe and Wonder to engage our learners. New staff are inducted into what makes Outstanding teaching at the Academy. 3. The children display self confidence and self awareness. They are able to articulate how best they learn and what aims/targets/aspirations they have. They increasingly do not say, "I cant do it," they instead say, "I cant do it yet.." to reflect the principles of Growth Mindset promoted within the Academy. 4. The children are engaged and ready for learning. No lessons have been disrupted due to poor behaviour (2017-18 observation and dashboard data). Incidents of poor behaviour are rare. Attendance at Lowbrook is consistently above national average (improved every year since our last inspection) and there is a 0 % exclusion rate since becoming an Academy. (Evidenced in data dashboard, observations and learning walks from staff, governors and visiting staff and colleagues). 5. Pupil surveys over the past 3 years indicate that vast majority of children believe that the pupils are well behaved and that they learn well in most lessons. 6. A high priority has been given to staying safe online. Children at Lowbrook have well developed strategies that are reinforced at school and in collaboration with parents. External providers train the staff and deliver lessons and assemblies biennially, as well as delivering Parent workshops. Online safety is taught every year across the curriculum. Children buy into the school Healthy Food policy and have healthy lunches. (The school advises the Local Authority and local schools). They eat healthily at play and lunchtime. The children are enthusiastic about fitness and display good strategies for keeping calm and focussed. The children understand the need for regular exercise and run the daily mile willingly. 7. The parents also support this with 100% believing this is the case. Parent Perceptions Link. 8. Attendance is an indication of wellbeing. It continues to be higher than national and local averages. (98%)

Priority 3: The Behaviour and Safety of pupils is paramount to its success. We aim to be recognised as having exemplary procedures in place during our impending inspection.

Scope

To ensure all Health and Safety policies and registers comply with up to date standards and are adhered to within the Academy. SCR is a key document, is always up to date and regularly scrutinised.

To ensure that all staff are appropriately trained in child protection procedures and regular updates are appropriate and effective (at least annually).

To ensure there is an ethos where children will demonstrate self confidence and self awareness. They will be able to demonstrate a clear understanding of what they need to do to become successful learners.

To ensure all children have a thirst for learning and that their attitude towards learning is positively influenced by our practice and pedagogy.

To monitor and ensure behaviour of pupils is excellent when unsupervised around the school upholding our ethos.

To ensure an effective mechanism to monitor behaviour trends within the school are up to date, reviewed and acted upon annually.

To regularly review our policies that govern teaching and learning, behaviour and the safety of the children within our care ensuring that they reflect up to date research and best practice.

Leader

SLT Lead: Mrs Pauline Reid
Governor Lead:
Mrs Dominique Du Pre
Teaching, Learning and Curriculum
Committee

Additional Team

- SMT/SLT/Subject co-ordinators
- Year group leaders
- Head of School – Bianca Iasi

Success Criteria

1. We will know we have succeeded if:

- THE SCR is always up to date as are all child protection procedures, Policies and training of staff.
- All staff have a full understanding of the documents; Keeping Children Safe in Education September 2016 and Working Together to Safeguard Children March 2015.
- Health and Safety policies and procedures take the highest priority, are up to date and reflect the day to day practice within school.
- Outstanding lessons are observed where the children are engaged, ready to learn, enthusiastic and make rapid progress.
- Relationships between pupils and staff are exemplary.
- Children's readiness to learn and resilience is observed throughout the school.
- We continue to have high attendance levels that remain above the national average for all groups. (Highest in RBWM in 2017-18).
- We have an effective behaviour policy in place that clearly outlines how we track behaviour within the school. This is reviewed regularly.
- Exclusions remain exceptionally low at 0%.
- Incidents of bad behaviour remain low and children's attitudes are positive.
- Behaviour demonstrates a respect for the school and others.
- Children's and parental perceptions of behaviour and safety of the children in the school is good - 96% or better in surveys.
- The children are learning in a safe and well kept learning environment fit for modern day learning.
- British Values are celebrated and understood by our pupils
- Effective measure are in place to tackle extremism.
- All staff are trained in Prevent.



We have a checkpoint with the full SLT, Governing Body and the Teaching and Learning committee termly where we will present progress to date

1

Details of the base line of attendance levels for 2018-19 and behaviour levels observed in observations (Reported in the termly dashboard and HT report). This includes Governor observations during visits.

2

Details of the current behaviour policy and how it needs to be improved and monitored in the future

3

Details of behaviour logs, complaints and parent questionnaires are monitored to measure improvement and plan next steps.

4

Details of all safety policies and logs along with all safety registers.

5

Governors will gain first hand evidence by regularly visiting and conducting learning walks followed by professional meetings with the SLT.

The improvement strategy for Leadership and management is based around developing excellence within the Lowbrook staff and those in Holy Trinity.

04

Leadership and Management

Leadership and Management

	What we have done and are doing
<p>The schools many strengths stem from its outstanding leadership and management. <i>Lowbrook Ofsted.</i></p> <p>The SLT have remained stable since the last inspection.</p>	<ol style="list-style-type: none"> 1. The leadership, including the Governors of the school, in collaboration with all stakeholders successfully developed a new vision and curriculum once converting to an Academy. The success of this is demonstrated by our continued ambitious culture of all round achievement. This is a true buy in to our Vision of 'Happy, Healthy, High Achievers' from parents, children and staff. 2. Since converting to Academy, the school has supported several schools the most significant being Holy Trinity C of E school in Cookham. The Academy was approached by the Local Authority to provide an executive Headteacher and support the whole school via the Lowbrook leadership model. This has been successfully in place since September 2013. The school has developed the leadership structure through the Executive Principal 0.5, Head of School, SENCO, Key Stage 2 Leader and the School Business Manager. All staff have areas of curriculum responsibility and are considered middle school leaders. All staff are seen as leaders. Developing the skills of the Curriculum Leaders is central to our improvement. This is on-going, well resourced and central to our succession planning, including the future success of Holy Trinity School. Holy Trinity was graded Outstanding in October 2015 and similarly it was graded Outstanding in all areas by SIAMS in October 2016. 3. Performance management procedures are rigorous and CPD is key to improving the performance of all staff. The Executive Principal and Head of School are performance managed by the Governing body and an external advisor. New curriculum leader job accountabilities have been written along with agreed formats for subject monitoring and development guidelines that mirror the new agreed curriculum. All Lowbrook teachers have a buddy teacher at Holy Trinity. Coaching and mentoring are the norm. 4. Developing leaders within Lowbrook remains a strength. An excellent example include: the Current Headteacher has been internally promoted having starting her career here at Lowbrook as a TA. 5. "The school has excellent financial leadership, always seeking best value, providing the highest quality resources for its pupils." This statement is expanded upon later in this document. The 2017-18 Audit is the latest document evidencing the quality of financial leadership. 6. The school Governors self evaluate their own performance using GSET and skills audits, challenge their own priorities and manage these through skills audits and the GSET tool. Please refer to GSET audits and Governor files. 7. Innovation and use of ICT has remained at the forefront of our teaching and development planning. The visioning document which the school used was claimed to be the most effective document the NACE accreditor had viewed. 8. Safeguarding arrangements are robust, meeting statutory requirements. These protect pupils, promote welfare and prevent radicalisation and extremism. Updates are regular, effective and the norm.
<p>New systems and procedures introduced by the executive principal to check on pupils achievement and the quality of teaching are proving successful</p> <p><i>Holy Trinity Section 8</i></p>	<ol style="list-style-type: none"> 1. The collaboration between Lowbrook and Holy Trinity is rapidly improving the quality of Education received by the pupils of Holy Trinity school. This has been clearly evidenced within the Section 8 report written by HMI, the recent Section 5 inspection grading which was Outstanding and the SIAMS Outstanding grading received this academic year. In addition to the highly impressive rate of improvement, leadership opportunities across both schools are developing the future leaders therefore contributing positively towards both schools succession planning.

Priority 4: We will continue to develop outstanding Leadership throughout the Academy.

Scope

Training of leadership at a senior level will remain a priority allowing the school to have the capacity to maintain its current grading of Outstanding whilst the Executive Principal and leadership structure is in place to support Holy Trinity School.

The Leaders will continue to develop a shared vision with all stakeholders and develop a culture of excellence throughout the organisation.

The Senior Leaders will develop the leadership of all staff members and oversee the leadership of curriculum development with all members of staff.

The Academy will continue to grow its own leaders through internal training and planned leadership opportunities with appropriate supervision.

The SLT and Governors will continue to ensure safeguarding arrangements are robust and meet statutory requirements.

The Governors will self evaluate their own performance and continue to develop their own CPD so that they can execute their duties fully and continue to appropriately and accurately hold senior leaders to account.

Leaders

SLT Lead: Mr Dave Rooney and
Miss Bianca Iasi
Governor Lead:
Mrs Dominique Du Pre
Leadership Committee

Additional Team

- Stuart Muir
- Pay Review Committee

Success Criteria

1. We will know we have succeeded if:

- A Senior Leadership team is effectively developing and driving forward the vision and aspirations of this school.
- A shared vision and values document is in place and has buy in and commitment from all key stakeholders. The new updated website and school video is an example of our innovative approach at reaching a wider audience. [Vision in video!](#)
- Holy Trinity continues to maintain its standards and 'Outstanding' status in all areas this academic year and during the SEF cycle.
- The priorities within this document are being measured and met, revised and prioritised with the key aim of maintaining 'Outstanding' at the end of this school development cycle.
- The Governing body are effectively driving the strategic vision of the school alongside the senior leaders, are effectively managing their own terms of reference in relation to the annual governing body review and skills audit and effective challenging, support and hold the senior leaders of this school to account.
- This development plan and actions ensure we are operating within the parameters of 'Outstanding' within the OFSTED framework 2016.
- Safeguarding is effective and remains a model of excellence [link to Safeguarding audit.](#)

We have a checkpoint with Leadership Governors planned for each term where we will present progress to date:

1

Details of the changes to the leadership and management structure including job description and accountabilities, leadership models along with Evidence folders outlining progress for each priority identified within this plan. (Located in SEF folders and schoolcentre.net historically)

2

The Pay Review Committee oversee the effectiveness of the Performance Management and staff training measuring it against this plan and school targets. Pay is awarded fairly.

3

Details of the impact of leaders in order that the Governors can ensure the capacity is being used to improve teaching and learning. This has to be directly linked to performance management.

This improvement strategy recognises the importance of engaging parents in the continuous improvement journey.

05

Communications and engaging parents and carers in the improvement journey

Ofsted did not directly comment on parental engagement but because of the value we place on this we have included this in the CIP.

What OFSTED said and what we know from surveys...	What we have done and are doing
<p>The parents strongly feel that communication between the school and themselves is excellent.</p> <p>Parents are overwhelmingly supportive of the school, praising the leadership of the Headteacher, the way the school has improved and its care for individuals.</p>	<ol style="list-style-type: none">1. The school was recognised for excellence for parent partnership by being accredited for LPPA (Leading Parent Partnership Award) after its last inspection.2. Staff continue to be accessible to the parents. All teachers including the Executive Principal and Head of School stand in the playground before and after school every day so that the parents can communicate with us. For more important meetings we set meeting dates with a response time of one day where at all possible.3. We formally report and meet with parents. We meet the parents on week 2, have two further Parents' Evenings in terms 2 and 4 and issue a formal report in term 6 with a follow up meeting where required. Education classes for Big Write, Phonics and Mathematics strategies are planned for term 1 in each academic year. These have been very successful in the past.(Please see past surveys).4. All IEPs and EEPs are updated on a minimum six week cycle and parents will be strongly encouraged to be fully involved in the setting of child friendly targets.5. We send a weekly newsletter to parents as well as termly curriculum newsletters-this is via email or paper where requested. All newsletters are posted on the school website.6. The school successfully introduced a texting system to communicate with parents, 2011-12 onwards.7. The school has a well-embedded website much more informative than before, meeting statutory requirements and communicating our vision through video . www.Lowbrookacademy.co.uk8. The school successfully tweets and has over 500 followers. Tweet @LowbrookAcademy. The school positively engages in parent lobby groups for the greater good of the community, e.g. #LA60PAN9. Lowbrook has provided a Breakfast Club and Study Support Club every morning from 8.00 am since 2005. In 2012-13 the school successfully opened a Prep Club and Afterschool Club that runs up until 6.15pm. This is now self funding and very successful club allowing the school to offer wrap around care from 8.00am until 6.15pm.

Priority 5: We will further develop and build positive communications and parent and career engagement in the School

Scope

We recognise that parents are the biggest influence on a child's life therefore their support and involvement is paramount in raising standards. We will communicate and engage parents and carers by:

- Continuing to be accessible to parents.
- Continuing to conduct regular formal meetings with parents to discuss progress, future targets and joint working.
- Providing opportunities for parents to observe and understand the way we teach e.g. phonics information sessions, KS2 SATs information sessions.
- Providing further opportunities for parents to have their say and help shape the vision for their children's school and education (surveys, parents evenings and open door discussions).
- Encouraging parents to become involved in the day to day aspects of school life, e.g. encouraging class visits and participation during Theme Weeks.
- Providing available up to date media such as websites, Tweets and texting to keep in touch with the school.
- Developing a Home School Agreement is in place that represents the school and parents. The over-riding principles will have the highest quality impact for children.
- Providing a Cashless system of payments for parents.
- Providing quality and cost effective wrap around care from 8.00am until 6.15pm.
- The school continues to lobby the EFA and RBWM with a view of meeting the needs of all catchment pupils regarding school places and will continue to listen to the community with regards to catchment areas, and consult when and if necessary. This action is to address the lack of places and in particular the statistic of 42% of catchment children being denied a place in 2017-18.

Leaders

SLT Lead: Bianca Iasi

Governor Lead:
Mrs Dominique du Pre
Teaching, Learning & Curriculum
Committee

Additional Team

Pauline Reid

Success Criteria

1. The parents will demonstrate an exceptional high level of satisfaction during surveys and discussions.
2. The parents will have access to teachers and school leaders at short notice and feel they can meet with the professionals within the school regarding all aspects of their children's education and wellbeing.
3. The parents will be well informed about the schools' operation, curriculum, policies and procedures, key dates and the annual calendar.
4. The parents will be well informed about their child's attainment and targets. Where appropriate they will assist us with our judgements.
5. The parents will receive key information through a variety of appropriate media including email, texting and Tweeting.
6. The parents will be able to support their child's learning at home and if they feel unable to do so, the school can offer them support in doing so, e.g. master classes, prep club and Parent's Evenings.
7. The parents will be able to use the school's website to pay for activities, lunches and purchased items such as uniforms.
8. Parents respond positively in relation to this priority during surveys. [Click here to view up to date surveys](#)
9. The parents will be fully supported by the school providing quality wrap-around care from 8.00am until 6.15pm.
10. The parents will be involved in further developing our ethos vision and practice.



We have a checkpoint with the full Governing Body meetings termly

1 Parent perception surveys and feedback from meetings will be key to understanding if we are meeting this priority.

2 Key data such as mobility, attendance at parents meetings, complaint letters, etc. will be important indicators for us when attempting to measure our success.


The Leadership of the school recognises the importance of developing our buildings, assets and grounds so as to deliver quality education fit for this generation.

06

Buildings and grounds for this generation and
beyond

The site, grounds and buildings at Lowbrook have changed dramatically since our last inspection.

(Detailed action points can be located in schoolcentre.net under Asset Management and ICT)

What OFSTED said...	What we have done and are doing
<p>Recent major improvements to the building and grounds have been very successful but have not distracted leaders from their focus on raising achievement.</p>	<p>Improvements to the school site have been undertaken. These include:</p> <ul style="list-style-type: none">• The re-wiring of the main building and re-designation of the playground and car-park.• The development of the Eco block, which was largely funded by the school in 2010-11 and has now been paid off. This development was an Eco-Friendly child centred and flexible space that has dramatically improved Lowbrook’s facilities. (2 classrooms currently housing EYFS and Year 5)• The Pavilion was opened in 2015, funded 100%, by the school to the meet the demand of local residents for places at this school.• Two new Eco-Classroom have been added onto the 1978 site; one in 2013 to incorporate the 2013/14 bulge year group and a further classroom adjoining it which was completed in 2017. This block was jointly funded with the Local Authority and now houses two year 4 classes.• In conjunction with the second Eco-Classroom in the Year 4 block, the internal development of the library and ICT area was completed in 2016 to provide a temporary classroom enabling an intake of 60 pupils in 2016, at the request of the Local Authority.• In total, 5 classrooms have been built, developed and largely funded by the school since the last inspection (80% self funded).• The school continues to work with the EFA and RBWM to realise its vision to become a two-form entry school. <div data-bbox="707 1029 1512 1339"></div> <p><i>The Lowbrook Suite - Opened October 2009</i></p>

The site, grounds and buildings at Lowbrook have changed dramatically since our last inspection. (Detailed action points and evidence can be located in schoolcentre.net under Asset management and ICT)

What OFSTED said...

Recent major improvements to the building and grounds have been very successful but have not distracted leaders from their focus on raising achievement.

What we have done and are doing

- A new kitchen was been installed in 2012, bringing our catering facilities up to the new standards and regulations (EFA Grant). Further remodelling of the kitchen was undertaken in 2016-17.
- All external existing wooden windows were replaced during the summer 2013.
- The Early Years play equipment was replaced in the summer of 2013 and again in 2016.
- A new entrance canopy was installed for the convenience of our parents.
- In academic year 2016-17, a running track was installed along the perimeter of the school field to enable all classes to take part in the Lowbrook Mile throughout the year, including winter months.



Canopy and Year 4 Class completed in 2014.

The site, grounds and buildings at Lowbrook have changed dramatically since our last inspection. (Detailed action points and evidence can be located in schoolcentre.net under Asset management and ICT)

What OFSTED said...

Recent major improvements to the building and grounds have been very successful but have not distracted leaders from their focus on raising achievement.

What we have done and are doing

- An environmental and pond area has been developed, adding greatly to our outdoor learning provision.
- Indoor and outdoor gardening plots have been created for each class.
- A shelter has been installed adjacent to the school hard play area for the children to shelter from the weather and use as a quiet space.
- A Hobbit House has been added to the playground.
- A cycle shelter and scooter park has been added to the school's car park.
- Replacement doors for the internal structure of the 1978 building were recently installed in 2016 (EFA Grant).



Foundation play area



Nature Area

The site, grounds and buildings at Lowbrook have changed dramatically since our last inspection.

What our auditors said...	What we have done and are doing
<p data-bbox="65 518 384 765">“Lowbrook Academy met all its academic targets whilst being fully staffed and within budget. Resource management is successfully managed in the budget and the learning environment within the academy.”</p> <p data-bbox="65 803 363 858">2016-17 Accounts External Audit</p>	<ul data-bbox="430 565 1870 1065" style="list-style-type: none">• On conversion to Academy a new finance system (Sage Professional) was installed. This is now embedded within the academy allowing us to function effectively and report within the financial world beyond local authority control. -At the end of each financial year the Trust’s accounts are audited by MHA MacIntyre Hudson. For the year end August 2018, it was reported the current guidance from the EFA(Education Funding Agency and the AAD (Academies Accounts Direction) were fully met by the Academy.• We make the best use of financial resources available and bring in a significant funding stream through our trading company, which has resulted in high quality resources to provide an exceptionally high quality education.• The budget planning ensures that the highest proportion of the school’s budget is reserved for staffing costs, allowing us to maintain high teaching standards. The remainder is spent using domain and senior leader budget request forms which are agreed by the SLT and Governing body at the annual budget meeting.• Significant funds and human resources have continued to develop our ICT vision since conversion. This was a strength at our last inspection and continues to be so. Budgeting for ICT change is key to providing this quality provision.• The school has reached its current capacity and has no financial reserve to rebuild or add additional classrooms. The demand for places at Lowbrook remain extremely high. The Governors have requested the help of the Local Authority and the EFA to assist us with this difficult issue.

Priority 6: We will continue to develop the grounds, buildings and resources so we can effectively meet the needs of a growing school and technological society.

(Detailed action points can be located in schoolcentre.net under Asset Management and ICT)

Scope

We will improve the ground, buildings and resources by:

- Utilizing the existing resources at Lowbrook Academy to benefit the children's educational needs and to raise overall standards across the curriculum.
- Maintaining, modernising and improving the buildings, grounds and furnishings and continue with the planned expansion this academic year. The focus for this academic year is to continue the refurbishment of the lighting and flooring in all 1978 classrooms.
- Developing the ICT vision so that the school's hardware and software can accommodate new innovations and technologies - Please see ICT vision document 2017-18.
- Developing a long term vision for replacing the existing 1978 site with a view of ensuring it is more inclusive and can accommodate a full 2 form entry-this is an ongoing ambition that was promised by RBWM in 2017-18 but was pulled by the Council due to budget restraints out of our control. In this year 42% of catchment children were denied a place at this school.
- Providing a fully cashless booking system for parents for all clubs and activities.
- Continue to build on the robust accounting procedures by addressing all minor recommendations in the annual Audit and responding to any new EFA guidance or policy.

Success Criteria

1. The existing school building and grounds are well maintained and of a high standard of cleanliness and repair.
2. A walkway will be created by remodelling the Year 4 classroom minimising lunch time disruption.
3. Phase 1 of the expansion project completed within this improvement plan cycle and planning for stage 2 is accepted by RBWM.
4. The resources within the school are the highest quality, fit for purpose, well maintained and support up to date pedagogy.
5. Learning walks and site inspections by external agencies and Governors confirm our site is safe, well maintained and fit for purpose.
6. The schools ICT infrastructure, hardware and software match the ambitious vision for this subject within the school.
7. The school has a long term plan that addresses the medium and long term plan to accommodate the popularity of the LAPAN in this Academy.
8. Audit of our accounts continue to acknowledge excellence.

Leaders

SLT Lead: Mr Dave Rooney

Governor Lead:
Mr James Spiteri
Finance, Sites & Building
Committee

Additional Team

- SLT, Office Manager
- Pauline Reid

How will we evaluate the school ? The SEF.

1

This document will inform our SEF judgments and will be written as a summative report in November 2018

2

The effectiveness of this plan and SEF will be reviewed and tested by: the Governing body and ultimately OFSTED at its next inspection.

Glossary

Summary of Education Speak

- **VCOP** – this is an abbreviation we use to remind children to use Vocabulary, Conjunctions, Openers and Punctuation. The level of VCOP used is determined by year group and children's ability.
- **WIIFM** – this is an abbreviation for 'What's in it for me?'. All of our lessons are planned so as to be relevant to the children.
- **EYFS** – Early Years Foundation Stage. This used to be called Reception.
- **CICV** – This stands for 'Connecting into children's values. The best learning occurs when this is done during lessons.
- **SS** – Scaled score - attainment bands which have replaced the former APS score.
- **SEND** – Special Education Needs and Disabilities.
- **SENCO** – Special Educational Needs Co-Ordinator.
- **Provision Maps** – A management tool providing an 'at a glance' way of documenting and showing the range of provision, additional staffing and support that a school makes available to its pupils. Provision can then be planned to meet those needs and track pupil progress so as to improve learning outcomes.
- **IEPs** – Individual Education Plan. This is a document created to set personalised targets for children with specific learning needs.
- **EEPs** – Exceptional Education Plan. This is a document created to set personalised targets for children who require specific targets for areas of the curriculum in which they excel.
- **RAISEonline** – This is a statistical analysis of schools data completed annually by OFSTED.
- **ASP** – Analysing School Performance. This replaced RAISEonline in 2017/18 and is the revised statistical analysis of schools data completed annually by OFSTED.
- **GSET** - Governors Self Evaluation Tool. **Pupil Premium** - The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.