

Transforming Lowbrook Academy and maintaining Outstanding

Vision, Objectives and Plan
October – 2015

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



The overriding annual objective for the academic year 2015/2016 is set out below



To ensure
Lowbrook ends the Academic year
2015/2016 as
Outstanding, as defined by **Ofsted**
September 2015 Schedule –
Expected this academic year.

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.

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 2015.

The Continuous Improvement Plan

This key document is drawn up following the analysis of the SEF, RAISEonline, SPAR, 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.

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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 2014-2015 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 Reading and the new Mathematics measures.

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)

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 plane 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 ten 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 both Foundation Stage class and Year 6. This is successfully managed through the school’s provision map. The school has three bulge year groups (current Foundation, Year 1 and Year 2 classes) in response to the local authority requesting additional places through demand. Meeting the demand for places in this school for September 2016 remains a large strategic priority. 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. 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 , ‘<i>Happy, Healthy, High Achievers</i>’ 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, Numeracy, 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 SATs, FSP scores, the phonics screening and other results from yearly assessments. Children are routinely assessed every 6 weeks in core subjects, these along with optional SATs, 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 – 2015 curriculum. Progress will now be measured using Target Tracker (Target Tracker has been introduced for 2015 – 2016 and will be used to track progress at the end of term 1). 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?
<p>Continue to develop with the ambitious plans that the school has in place.</p>	<p>National data, Raiseonline and FFT, along with the school's assessment 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. 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.</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 Mathematics 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.</p> <p>Extensive rebuilding and refurbishment has been undertaken since our last inspection including two new classrooms largely funded by the school.</p> <p>Priorities 1 and 2 for this Academic year under the heading of Achievement are:</p> <ol style="list-style-type: none">1. Improving the higher level reading standards across the school and narrowing the attainment gap from reading and writing. This will be achieved by accelerating the progress of the KS1 2B groups of children.2. Further developing and implementing the new mathematics curriculum with a focus on arithmetic.

Priority 1a:



We will raise attainment and improve pupil achievement in reading.

(Excellent progress has been made against this objective –: Please see the subject Leaders file and the recent dashboard and observation of Reading-a detailed action plan for Reading is outlined in the reading Domain plan

Scope

To raise achievement and accelerate pupils progress in Reading by:

- Raising teaching standards in reading, by providing more opportunities for children to read a variety of literature for sustained periods and for a meaningful purpose (
- Successful and embedded quality questioning using the higher order Blooms approach to challenge and understanding text.
- Using lesson observations to ensure that the teaching of reading 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 discuss inference and deduction of their texts (across all subjects).
- Developing the leadership of reading to ensure that all staff are aware of their responsibilities and to provide leadership for the improvement of Literacy. (New subject leader 2015-2016).
- Working with parents to ensure that they support this focus and help the children accelerate their progress. e.g. Reading workshops, reading in school, etc.
- Target the L2B children across KS2 ensuring interventions accelerate progress to above 100 as a standardised score.
- Ensure that all classrooms have a quality reading area and displays . Also ensure that there is large range of quality reading literature in all classes.

Success Criteria

1. We will know we have succeeded if the lesson observations demonstrate:
 - Well planned and executed lessons.
 - Children can read a variety of genres with clarity and understanding at or above age related expectations. 40% above in all classes in 2015 – 2016.
 - Children in KS2 with 2b's in KS1 are making accelerated progress.
 - That the vast majority of lessons observed show that teaching of phonics and reading was judged to be Good or above. 100% pass the Year 1 Phonics Test.
 - Book scrutiny will show excellent coverage of genre and feedback, differentiation and appropriate challenge.
2. We will know we have succeeded if attainment in reading remains well above the national averages and pupils make accelerated progress – At least 100 standardised score and above for all pupils with accelerated scores from L2B children. All L3 children to have a standardised score of 110.5 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 reading and writing is narrow and statistically insignificant. It is anticipated that with a L6 test being abolished and careful interventions for children at L2b in KS1 this will be the case.

Leaders

SLT Lead: Bianca Iasi

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

Additional Team

SLT/Subject co-ordinators

Mary Gallop – Assistant Head

Priority 1b:

We will raise attainment and improve pupil achievement in Mathematics by fully embedding and resourcing the National Mathematics Curriculum 2015 – 2016

(Please note current attainment and progress are both Outstanding - Detailed plans for maths are outlined on schoolcentre.net)

Scope

To raise achievement and accelerate pupils progress in Mathematics by:

- Raising teaching standards in Mathematics, by providing more opportunities for children to carry out mathematical investigations and solve word problems as outlined in the new curriculum. (Where possible we still link this to financial literacy and real world scenarios).
- Ensuring that all pupils understand and use a wider range of mathematical terminology as defined by the new curriculum. Children will be able to spell these words.
- Effectively redesigning the Lowbrook Competencies, X tables, arithmetic schemes in line with the new curriculum recommendations.
- Using lesson observations to ensure that the teaching of Mathematics is at least **'Good'** and mostly **'Outstanding'** within the new framework, and is following the best practice as set out by the National Framework and the OFSTED framework *September 2015*.
- Monitoring books to ensure quality marking with opportunities for pupils to correct their work and respond to feedback.
- Developing the leadership of Mathematics to ensure that all staff are aware of their responsibilities and to provide leadership for the improvement of Mathematics beyond the Subject Leader. David Morgan to assist Margaret Brown.
- Working with Parents to ensure that they support this focus and help the children accelerate their progress.
- Effectively research and implement an assessment scheme beyond levels. It must be formative and summative in its approach and allow teachers to identify strengths and weakness, plan for next steps and allow senior leaders to track pupil progress, identify trends and report with accuracy. To develop a school wide approach to teaching arithmetic that emphasises speed and accuracy and appropriateness of levels.

Leaders

SLT Lead: Mrs Margaret Brown,
Governor Lead:
Mrs Dominique du Pre
Teaching/Learning/Curriculum
Committee

Additional Team

SMT/SLT/Subject co-ordinators

David Morgan

Success Criteria

1. We will know we have succeeded if the lesson observations demonstrate:
 - Well planned and executed lessons with an emphasis on using and applying skills in line with the new curriculum,
 - Children have a good working knowledge of terminology and process,
 - In the vast majority of lessons observed the Maths teaching was judged to be Good or above in line with the schools Triangulation Process,
 - The more able children are effectively catered for during lessons,
 - Planning is challenging, effectively differentiated and adapted to individual and group needs,
 - Book scrutiny will show excellent marking, differentiation, appropriate challenge with time for corrections.
 - Arithmetic is systematically and currently taught and the children are using the appropriate methodology at pace
2. We will know we have succeeded if attainment in Maths continues to significantly exceed the national targets. 100% to achieve over 100 standardised score. 100% of all L2a pupils to achieve standardised scores of 110.5 or above.
3. We will know we have succeeded if new resources are well suited to the new curriculum and the children continue to demonstrate a love for maths.
4. We will know that we have succeeded if we have in place an effective assessment scheme for Maths that is formative, summative and an effective tool for teachers and senior leaders.



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

Attainment Targets for Reading

1

All of pupils to make at least expected progress in KS1 and KS2 demonstrated by Target Tracker. All pupils above 100 standardised score in Year 6.

KS1 – 100% of pupils to pass the phonics Year 1 tests. All pupils achieve the new national standard within the new Assessment schedule. 40% will achieve above the new standards of expectation. Attainment will remain well above national means.

2

KS2 to close the small gap between writing and reading to make it statistically insignificant. This will be done by careful targeting of L2b children and ensuring that 2a+children attain standardised scores of above 110.5.

3

40% of all pupils in this school will make better than expected progress in each year group for 2015-16 (defined by Target Tracker)

4

All L3 pupils in KS1 will score 110.5 or above in the new end of Year 6 tests.

5

In EYFS most pupils (95%) will meet expected levels of development (GLD) at the end of the stage

6

In EYFS 95% 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

All pupils to make at least expected progress in KS1 and KS2 demonstrated by Target Tracker. All pupils above 100 standardised score in Year 6.

KS1 – All pupils achieve the new national standard within the new assessment schedule. 40% of children to be above.

KS2 – All pupils above standardised score in Year 6 and all L3 KS1 pupils to achieve above 110.5 standardised score.

2

To continue to extend our more able pupils and to have at least 34% of Y6 children attain a 116.5 standardised score in 2015 - 16

3

40% of pupils will make better than expected progress in each year. (Defined by Target Tracker).

4

50% of pupils with a 2B at KS1 and 100% 2A at KS1 achieve at least a standardised score of 110.5 at the end of Year 6.

5

In EYFS most pupils (95%) will meet expected levels (GLD) of development at the end of the stage

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

Attainment Targets for Phonics

1

By the end of the EYFS, 70 % 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

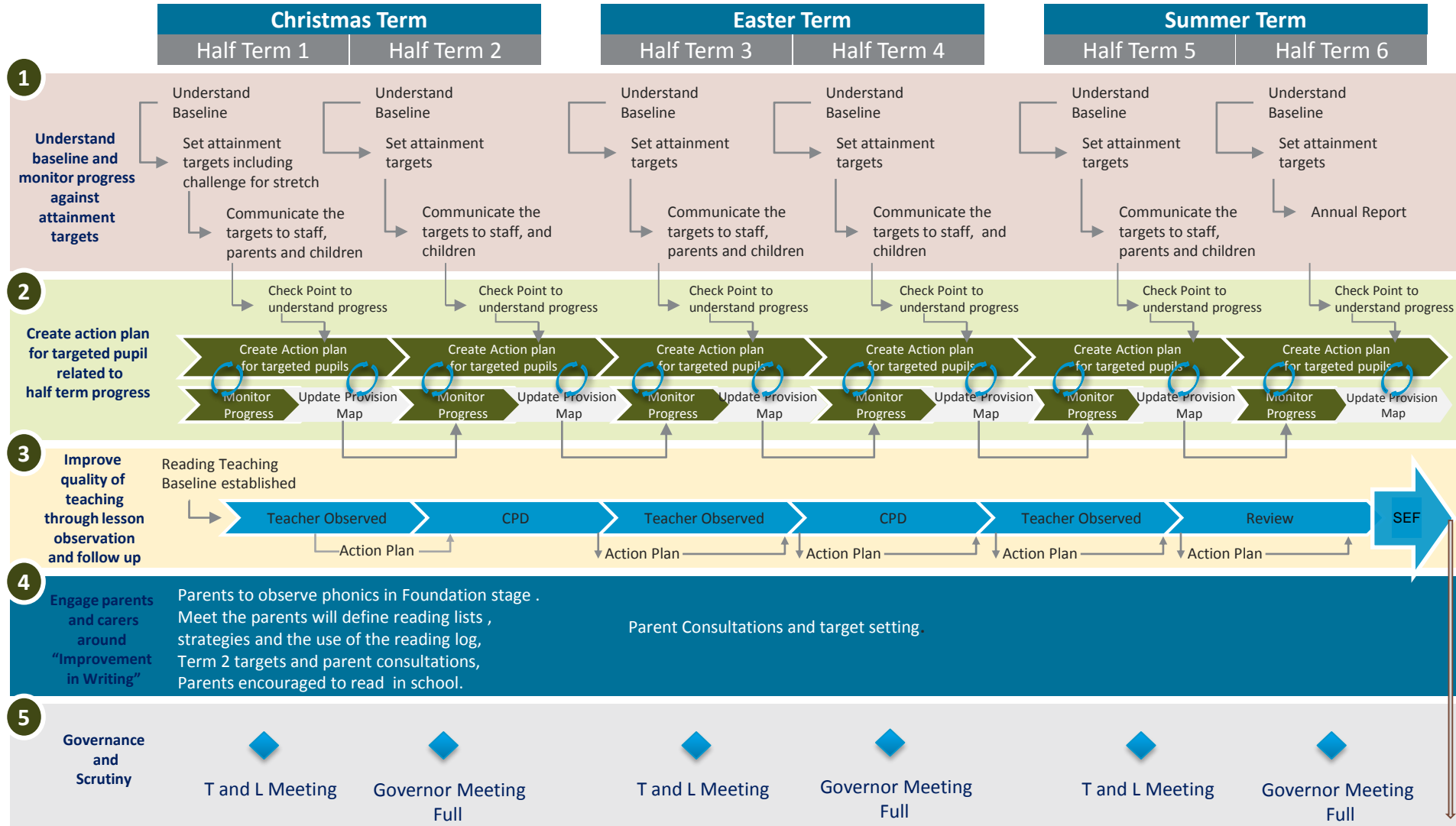
3

In Year 3, Term 2, all pupils will be secure in at least 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-Reading.

(All other subject observations will be managed within the SEF rota 2015-16)

Improvement of Attainment in Reading



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: 2015-16

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 was reviewed in 2014-15 to reflect DFE changes. The staff currently understand national levels, 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 RAISEonline data, PIRA testing, P tracker and Star tracker (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. We are currently working alongside the LA working committee to introduce assessment without levels fully in 2015-16. A member of our school's SLT is taking a lead on this within the LA. 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 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 period of 2014-15 clearly highlights this strategy is a true strength.</p> <p>Marking Policy Link</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 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. The learning intention at Lowbrook is sometimes 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 childrens.</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 who began in September 2013 and has been promoted to the position of Assistant Head. She is in the process of implementing all statutory changes this Academic year and has now completed her statutory SEN training. 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 SEN 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 SEN Policy Link</p>

Quality of Teaching, Learning & Assessment: 2015-16

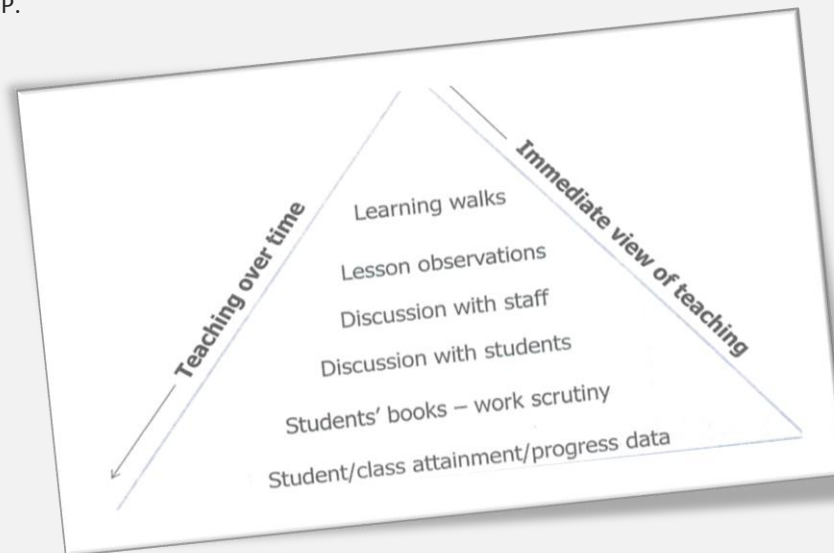
What our SEF identifies for this year

To expand on our current delivery of PE and sport by effectively targeting the Sports Premium money

What we have done and what are we doing,

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 have been RBWM champions for three successive years and our Football team was promoted into the A league after being undefeated in league B. 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 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](#)

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.



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 (Reading 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.
- 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.

Leaders

SLT Lead: Mr Dave Rooney, Mrs Mary Gallop
Governor Lead:
Mr Ian Harvey

Additional Team

- SLT/Subject co-ordinators
- Numeracy Leader
- Literacy Leader
- Mrs Pat Capp
- Mrs Dominique du Pre

Success Criteria

- 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 triangulating 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,
 - The vast majority of lessons are interesting and captivate the children (Awe and Wonder).
- 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.
- 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.
- We will know we have succeeded if there is no gap between children receiving pupil premium compared to national averages and peers.
- 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 polices are met by the senior leaders and Governing body.
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 smilies and frownies 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 record by teachers and analysed.
5. Training for all lunchtime controllers 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.

Ofsted graded the behaviour and safety of pupils as Outstanding.

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

Pupils' personal development is outstanding. Their behaviour is excellent and they have very positive relationships with each other and adults.

What we have done and what are we doing.

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 and have high motivation 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. 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.
3. The children will display self confidence and self awareness. They will be able to articulate how best they learn and what aims/targets/aspirations they have.
4. The children are engaged and **ready for learning**. No lessons have been disrupted due to poor behaviour (2014-15 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 2014-15 indicate that 100% 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. 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.
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. 2013 – 2014 attendance was the highest in the LA, RBWM.

Priority 3: The Behaviour and Safety of pupils is paramount to its success. We aim to be graded Outstanding 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 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 Mary Gallop, Mrs Pauline Reed

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

Additional Team

- SMT/SLT/Subject co-ordinators
- Year group leaders
- Assistant Head – 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.
- 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 last year).
- 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 around 0%.
- Incidents of bad behaviour remain low and children's attitude 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.



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 2015-16 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

	<h2 style="text-align: center;">What we have done and are doing</h2>
<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 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, Assistant Headteacher, SENCO and Pupil Manager and the School Business Managers. 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. 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. Excellent examples of this include: the Current Assistant Head has been promoted from senior leadership, the new SENCO and Pupil Premium leader began her career at Lowbrook as a TA as did the EYFS leader. 5. “The school has excellent financial leadership, always seeking best value , providing the highest quality resources for its pupils.” This statement is expanded later in this document. 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.
<p>New systems and procedures introduced by the executive principal to check on pupils achievement and the quality of teaching are proving successful</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 and recent Section 5 inspection grading is Outstanding. 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 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 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, Miss Bianca Iasi and Mrs Mary Gallop

Governor Lead:
Mr Ian Harvey
Leadership Committee

Additional Team

- Steve Hutchinson
- 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 video vision is an example of our innovative approach at reaching a wider audience. [Vision in video!](#)
- Holy Trinity improves in all measures and moves from a 'Requires Improvement' school to an 'Outstanding' school this academic year.
- 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 2015.
- Safeguarding is effective and remains a model of excellence.

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 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 has successfully introduced a texting system to communicate with parents, 2011-12 onwards.7. The school has launched a new website that is 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 350 followers. Tweet @LowbrookAcademy 9. 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.10. A new Assistant Head position has been created for 2015-16 that is focusing on parent liaison.

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

Scope

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,
- 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),
- Holding workshops with parents demonstrating how we teach, e.g. Phonics sessions, Maths master classes and 'All about VCOP'.
- 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.
- Developing the post of Parent Liaison through the Assistant Head.

Leaders

SLT Lead Mrs Mary Gallop

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

Additional Team

- SLT, Julie Everard.

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, key dates and 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 feel that if they don't know how to support their child's education we can offer them support in doing so, e.g. master classes 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 6.1 pm.
10. The parents will be further 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.

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

Prior to our last inspection, the building was re-wired and the playground and car-park were re-designated. Extensive work on the school site has been undertaken since the last inspection including:

- The development of the Lowbrook Suite and the Sun Foundation classroom. This Eco-build was largely funded by the school and it will be paid off by the end of this academic year. This development was an Eco-Friendly child centred and flexible space that has dramatically improved Lowbrook's facilities.



The Lowbrook Suite - Opened October 2009

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 has been installed, bringing our catering facilities up to the new standards and regulations. (EFA Grant)
- All external existing wooden windows were replaced during the summer 2013.
- The Early Years play equipment was replaced in the summer of 2013.
- A new classroom has been added onto the 1978 site to incorporate the 2013 bulge year group. This project was jointly funded with the Local Authority.



Canopy and new Year 5 Class. Opened 2013-14.

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 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.
- A new entrance canopy has been installed for the convenience of our parents.
- Replacement doors for the internal structure of the 1978 building have been recently installed during this academic school cycle. (EFA Grant).
- The Pavilion was planned and funded 100% by the school to meet the demand of local residents for places at this school.

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

“Lowbrook Academy practice robust accounting procedures and are continually monitoring and implementing methods to maintain this high standard.”

2013-14 Accounts External Audit

- 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.
- 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.
- Since conversion, the budget has incorporated the major developments in buildings and grounds as highlighted above.
- 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.
- Developing the ICT vision so that the school's hardware and software can accommodate new innovations and technologies - Please see ICT vision document.
- Develop a short term strategy that will enable a bulge class to enter the cohort 2015-16.
- 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.
- Providing a fully Cashless system for parents.
- 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. The Pavilion project and replacement doors are completed within this improvement plan cycle.
3. The resources within the school are the highest quality, fit for purpose, well maintained and support up to date pedagogy.
4. Learning walks and site inspections by external agencies and Governors confirm our site is safe, well maintained and fit for purpose.
5. The schools ICT infrastructure, hardware and software match the ambitious vision for this subject within the school.
6. The school has a long term plan that addresses the medium and long term plan to accommodate the popularity of the PAN in this Academy.
7. Audit of our accounts continue to acknowledge excellence.

Leaders

SLT Lead: Mr Dave Rooney

Governor Lead:
Mrs Christine Rogers
Mr Ian Harvey
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 2016

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, Connectives, 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.
- **APS** – Average Point Score. e.g. If the average level in Year 6 was a 4 the APS would be 27. This would be calculated by a simple formula of $= (4 \times 6) + 3$
- **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.
- **CICV** – This stands for ‘Connecting into children’s values. The best learning occurs when this is done during lessons.
- **RAISEonline** – This is a statistical analysis of schools data completed annually by OFSTED.
- **Provision Maps** – This is the timetabling of TA support across the school.
- **GSET** - Governors Self Evaluation Tool.