Reevy Hill Primary School
'Getting to Good' Plan 2015-2016 (incorporating Ofsted July 2014 Areas for Improvement)

Senior Leaders: Jo Bradley (Headteacher) **Neil Barton** (Deputy Headteacher and maths leader) **Jude Kelby** (Assistant Headteacher/SENCo and Inclusion leader)

Middle Leaders: Penny Ratcliffe (Phase leader Y2/3/4/English leader) **Vicci O'Connell** (Phase leader: EYFS/Y1 Aspirations leader)

Partners: **Ken Poucher** (LA Primary Improvement Partner) **Adrian Francis** (School Improvement Partner) **Helen Jones** (Appleton Academy)

Futures Learning Partnership (Woodside Academy, Home Farm Primary, Farfield Primary, Hollingwood Primary, St. Paul's C of E Primary, Wibsey Primary, Buttershaw Business Enterprise College)

Consultants: Mills Hill Primary School (teaching school- Oldham)

Key Priorities:

Area for Improvement 1 (AFI 1)

Improve teaching so it is good or better by:

- ensuring that all staff have consistently high expectations for learning
- ensuring that the outstanding practice in school is shared more widely
- developing skills of the newly appointed staff through a comprehensive programme of support and training
- ensuring that the development of pupils' literacy skills have a high and consistent focus in all the subjects taught in school
- ensuring that pupils improve their handwriting and present their work neatly

Area for Improvement 2 (AFI 2)

Speed up pupils' progress and raise attainment by:

- ensuring that pupils have time to regularly make amendments and improvements to their work following feedback from teachers and other adults
- increasing the level of progress and attainment of pupils in mathematics in EYFS, Key Stage 1 and Key Stage 2 by developing the application of mathematical skills
- increasing the proportion of pupils who make good progress in reading, writing and maths
- ensuring that a larger proportion of the most able pupils attain the higher levels of attainment
- increasing the proportion of pupils (including boys and disadvantaged) meeting age related expectations at the end of EYFS in specific and prime areas

Area for Improvement 3 (AFI 3)

Improve the leadership and management of the school by further developing the skills of the newly formed senior leadership team in order to sustain the school's improvement

AFI 1 – Improve the quality of teaching and learning so that it is consistently good or better across school

Objective What objective is needed to move forward and impact on learners?	Responsibility Who will be leading on this action?	Resources What resources are needed to carry out necessary actions?	Actions What specific tasks will be delivered in order to meet the order? (linked to milestones)	Milestones			Monitoring How do we measure the impact of actions against pupil attainment?	Impact What are the measurable outcomes? How does it meet the needs of all learners throughout school?
				Aut 2015	Spr 2016	Sum 2016		
Carry out joint lesson observations alongside SIP and FLP HTs to quality assure judgements and identify clear next steps in T+L.	**Led By** JB **Supported By** SLT, AF, FLP HTs	Leadership Release – NB JK PR VOC (4 X 1 day)	Carry out joint lesson observations between school leaders, SIP and local authority officers.	14.09- 18.09 23.11	20.01- 22.01	18.04 20.06	**SLT** Measure % of lessons judged to be good or better and plan future support/challenge accordingly.	Formal lesson observations show that 55% of teaching was good or better. 3 members of teaching staff will leave at the end of the autumn term and there are two new appointments. Lesson observations to be completed in 20.01 will identify strengths and areas of development for new members of staff.
			Identify next steps in professional development for individual teachers/support staff.	21.09 30.11	27.01	25.04 27.06	**GB** Review outcomes of M+E to maintain a clear view of strengths and areas for development in T+L.	
			Triangulate teaching judgements alongside work scrutiny and progress data to gain clear view of strengths/areas for improvement across school.	04.12	24.03	01.07	**Evidence** – T+L overview grid, external T+L evaluations	**Strengths in teaching:** **Teacher standard 7** In all classes pupils are engaged (even where the task may not be inspiring!) **Key areas for development:** **Teacher standard 2, 4 and 5** Pitch of lessons- to meet the needs of all Increased expectations Plan engaging lessons Raise pupils' own expectations Individual improvement plans are in place for teachers.
			Success Criteria **What are our steps to success?**					
			75% of teaching judged to be consistently good, with 25% judged outstanding 83% of teaching judged to be consistently good, with 33% judged outstanding 92% of teaching judged to be consistently good, with 42% judged outstanding					
Implement Conscious Discipline procedures	**Led by** JB **Supported by** LT	Leadership time CPD budget: Mills Hill School	Attend CPD: Conscious Discipline-JB CPD: 0.5 day Mills Hill Primary School deliver INSET to all staff- theory and language of Conscious Discipline	Feb 2015 01.09			**SLT-** Learning walk to review the impact of Conscious Discipline and to plan future development **GB-** Review M+E evidence to have a clear overview of standards in T&L	Routines and procedures are in place in all classes: less lesson time is lost as a result. Conscious discipline action plan is in place and will form the major focus for CPD in the spring term.
			LT plan key actions to implement Conscious Discipline throughout school- action plan/ policy/procedures	15.01			**Evidence: Learning walk SERF M+E evidence**	
			CPD- 4 x staff meetings		27.01 02.03	13.04 11.05		
			Success Criteria **What are our steps to success?**					
			Agreed Conscious Discipline policies and procedures are applied consistently by all adults					

AFI 1-Improve the quality of teaching and learning so that it is consistently good or better by ensuring that all staff have consistently high expectations for learning

Objective What objective is needed to move forward and impact on learners?	Responsibility Who will be leading on this action?	Resources What resources are needed to carry out necessary actions?	Actions What specific tasks will be delivered in order to meet the order? (linked to milestones)	Milestones			Monitoring How do we measure the impact of actions against pupil attainment?	Impact What are the measurable outcomes? How does it meet the needs of all learners throughout school?
				Aut 2015	Spr 2016	Sum 2016		
Develop a range of key teaching and learning strategies to develop pupil engagement and independence, to raise expectations and to use time effectively	**Led by JB** **Supported by LT**	Teacher release time 3 X 0.5 days LT meeting CPD sessions (2 x 1hr each half term)	Attend BPIP Securing Good sessions 'Teach like a champion'- PR BW CPD: Teach like a champion- strategies to establish a positive classroom climate Identify key areas of development needed across school; plan staff teams to research and trial strategies in key foci Identified staff teams read, implement, monitor and feedback to whole staff team CPD: Chapter 3 High academic expectations and Chapter 6 Pacing	Summer 15 July 15 15.09 06.10 09.12	 13.01 24.02		**SLT-** Complete learning walk and drop-ins to monitor the consistent implementation of TLAC teaching strategies. Identify areas of strength to share good practice and plan future support **GB-** Review outcomes of M+E to have an overview of key priorities in T+L **Evidence: M+E evidence, teaching profile, learning walk SERF**	All staff have identified a key strategy to implement. Monitoring evidence shows that a range of strategies are in place in all classes. Staff are reflecting on their practice and adapting the strategies accordingly. Routines and procedures are in place in all classes: less lesson time is lost as a result. There remains a need to raise staff expectations in terms of what the pupils are capable of achieving and to pitch lessons at an appropriate level for all learners rather than teaching to the core.
			Success Criteria **What are our steps to success?**					
			Lesson time is used effectively with high expectations Clear routines/procedures are in place and followed consistently by all staff A range of teaching and learning strategies is used; pupils are engaged, motivated and making good progress					
Continue to develop staff understanding and use of end of year expectations to impact upon pupil progress	**Led by JB** **Supported by LT**	CPD sessions (2 X 1hr sessions per term) Directed time PPMs	CPD: KILPS assessment system (teachers and TAs) Phase meetings- develop staff expertise in using ongoing assessment information to make accurate judgements Planning and work scrutiny to evaluate the extent to which all pupils are challenged	02.09 28.09 12.10 29.09 13.10 10.11 01.12	03.02 12.01 20.01 09.02 08.03		**SLT-** Drop-ins and observations to identify strengths and areas for development in each cohort **GB-** Review half termly progress data to have an overview of progress towards targets **Evidence: M+E evidence, PPM notes, data analysis grid, teaching profile, KLIPS grids**	Developing staff knowledge of end of year expectations. This is not yet consistent across all year groups. Most staff are becoming more confident in identifying the gaps in learning and planning to close these. Further work is needed in the spring term on moderation to secure understanding of end of year expectations. (including with other schools)

			Half termly assessments and PPMs to monitor pupil progress against individual targets. Identify support/interventions/staffing for each cohort	12.10 07.12		25.04 27.06		
			CPD: Lancashire pupil tracker-NB to disseminate training to teaching staff	10.10				
			Success Criteria **What are our steps to success?**					
			KLIPS grid identify gaps in learning					
			Pupils of all abilities (key focus: SEN/ disadvantaged/most able) are sufficiently challenged and on track to meet their individual targets		08.02			
Run moderation workshops alongside schools across the district, to quality assure judgements and share strategies to improve attainment.	**Lead By** JB **Supported By** FLP heads	Directed time (2 X 1hr sessions per term)	Hold moderation sessions with schools from FLP	TBC	TBC with Woodside	26.04.16	**SLT** Review feedback from moderation sessions to collate key issues to be addressed for school. **Evidence** – Moderation feedback forms, progress data	Several FLP schools complete moderation in other partnerships. Therefore at present only in school moderation has taken place. During the spring term, moderation will take place with Woodside Academy. Accuracy of assessment judgements continue to lack consistency across year groups. Phase meetings and whole school staff meetings are planned to develop staff subject knowledge and to agree expectations for the different year groups.
			Carry out work 'levelling to highlight key areas of strength and areas for further development in reading, writing and mathematics.	21.10				
			Success Criteria **What are our steps to success?**					
			Teacher judgements are accurate and secure as evidenced through moderation across the different schools.					

AFI 1-Improve the quality of teaching and learning so that it is consistently good or better by ensuring that the outstanding practice in school is shared more widely

Objective What objective is needed to move forward and impact on learners?	Responsibility Who will be leading on this action?	Resources What resources are needed to carry out necessary actions?	Actions What specific tasks will be delivered in order to meet the order? (linked to milestones)	Milestones			Monitoring How do we measure the impact of actions against pupil attainment?	Impact What are the measurable outcomes? How does it meet the needs of all learners throughout school?
				Aut 2015	Spr 2016	Sum 2016		
Establish the use of lesson study for teachers judged to be good to further develop outstanding practice	Led by NB	Staff Release sessions- (1 X 0.5 day per ½ term)	Establish lesson study teams to develop effective shared practice across school. Identify key areas for development within teaching practice to act as lesson study foci Develop the use of lesson study strategy to review teaching strategies and engagement Review evaluations and feedback from lesson study to identify next steps in practice	29.09 29.09 12.10-20.11 24.11		20.06.16	**SLT** Measure % of lessons judged to be outstanding and plan future support/challenge accordingly. Review outcomes of peer coaching evaluations to identify elements of strength and areas for improvement. <u>**Evidence**</u> – **T+L overview grid, external T+L evaluations, peer coaching evaluations and feedback.**	Formal lesson observations show that 55% of teaching was good or better. 3 members of teaching staff will leave at the end of the autumn term and there are two new appointments. Lesson observations to be completed in 20.01 will identify strengths and areas of development for new members of staff. **Strengths in teaching:** **Teacher standard 7** In all classes pupils are engaged (even where the task may not be inspiring!) **Key areas for development:** **Teacher standard 2, 4 and 5** Pitch of lessons- to meet the needs of all Increased expectations Plan engaging lessons Raise pupils' own expectations Individual improvement plans are in place for teachers.
			Success Criteria **What are our steps to success?**					
			Lesson study provides clear opportunities for staff to identify strength and areas for improvement in their own practice. 75% of teaching judged to be consistently good, with 25% judged outstanding 83% of teaching judged to be consistently good, with 33% judged outstanding 92% of teaching judged to be consistently good, with 42% judged outstanding					
Establish effective peer coaching models for teachers consistently judged to be requiring improvement to further develop good practice.	**Lead By** JB **Supported BY** SLT	Staff Release Sessions – Plan, Teach, Evaluate (1 x 1 day per ½ term)	Establish peer coaching teams to develop shared effective practice across school. Identify key areas for development within teaching practice to act as peer-coaching foci. Develop the use of video-sessions to review teaching strategies and engagement.	29.09 29.09 14.10		20.06.16	**SLT** Measure % of lessons judged to be good or better and plan future support/challenge accordingly. Review outcomes of peer coaching evaluations to identify elements of strength and areas for improvement.	Formal lesson observations show that 55% of teaching was good or better. 3 members of teaching staff will leave at the end of the autumn term and there are two new appointments. Lesson observations to be completed in 20.01 will identify strengths and areas of development for new members of staff.

				Autumn	Spring	Summer		
			Review evaluations and feedback of sessions alongside SLT to identify next steps in practice.	23.11			**Evidence** – T+L overview grid, external T+L evaluations, peer coaching evaluations and feedback.	**Strengths in teaching:** **Teacher standard 7** In all classes pupils are engaged (even where the task may not be inspiring!) **Key areas for development:** **Teacher standard 2, 4 and 5** Pitch of lessons- to meet the needs of all Increased expectations Plan engaging lessons Raise pupils' own expectations Individual improvement plans are in place for teachers.
			Success Criteria **What are our steps to success?**					
			Peer coaching sessions provide clear opportunities for staff to identify strength and areas for improvement in their own practice. 75% of teaching judged to be consistently good, with 25% judged outstanding 83% of teaching judged to be consistently good, with 33% judged outstanding 92% of teaching judged to be consistently good, with 42% judged outstanding					
Carry out joint lesson observations alongside SIP, and FLP HTs to quality assure judgements and identify clear next steps in T+L.	**Lead By** JB **Supported By** SLT, AF, FLP HTs	Leadership Release – NB JK PR VOC (4 X 1 day)	Carry out joint lesson observations between school leaders, SIP and local authority officers. Identify next steps in professional development for individual teachers/support staff. Triangulate teaching judgements alongside work scrutiny and progress data to gain clear view of strengths/areas for improvement across school.	14.09-18.09 23.11 21.09 30.11 04.12	20.01-22.01 27.01 24.03	18.04 20.06 25.04 27.06 01.07	**SLT** Measure % of lessons judged to be good or better and plan future support/challenge accordingly. **GB** Review outcomes of M+E to maintain a clear view of strengths and areas for development in T+L. **Evidence** – T+L overview grid, external T+L evaluations	Formal lesson observations show that 55% of teaching was good or better. 3 members of teaching staff will leave at the end of the autumn term and there are two new appointments. Lesson observations to be completed in 20.01 will identify strengths and areas of development for new members of staff. **Strengths in teaching:** **Teacher standard 7** In all classes pupils are engaged (even where the task may not be inspiring!) **Key areas for development:** **Teacher standard 2, 4 and 5** Pitch of lessons- to meet the needs of all Increased expectations Plan engaging lessons Raise pupils' own expectations Individual improvement plans are in place for teachers.
			Success Criteria **What are our steps to success?**					
			75% of teaching judged to be consistently good, with 25% judged outstanding 83% of teaching judged to be consistently good, with 33% judged outstanding 92% of teaching judged to be consistently good, with 42% judged outstanding					

AFI 1-Improve the quality of teaching and learning so that it is good or better by developing skills of the newly appointed staff through a comprehensive programme of support and training

Objective What objective is needed to move forward and impact on learners?	Responsibility Who will be leading on this action?	Resources What resources are needed to carry out necessary actions?	Actions What specific tasks will be delivered in order to meet the order? (linked to milestones)	Milestones			Monitoring How do we measure the impact of actions against pupil attainment?	Impact What are the measurable outcomes? How does it meet the needs of all learners throughout school?
				Aut 2015	Spr 2016	Sum 2016		
Carry out joint lesson observations alongside SIP, and FLP HTs to quality assure judgements and identify clear next steps in T+L.	**Lead By** JB **Supported By** SLT, AF, FLP HTs	Leadership Release – NB JK PR VOC (4 X 1 day)	Carry out joint lesson observations between school leaders, SIP and local authority officers.	14.09-18.09 23.11	20.01-22.01	18.04 20.06	**SLT** Measure % of lessons judged to be good or better and plan future support/challenge accordingly.	Formal lesson observations show that 55% of teaching was good or better. 3 members of teaching staff will leave at the end of the autumn term and there are two new appointments. Lesson observations to be completed in 20.01 will identify strengths and areas of development for new members of staff.
			Identify next steps in professional development for individual teachers/support staff.	21.09 30.11	27.01	25.04 27.06	**GB** Review outcomes of M+E to maintain a clear view of strengths and areas for development in T+L.	
			Triangulate teaching judgements alongside work scrutiny and progress data to gain clear view of strengths/areas for improvement across school.	04.12	24.03	01.07	Evidence – T+L overview grid, external T+L evaluations	**Strengths in teaching:** **Teacher standard 7** In all classes pupils are engaged (even where the task may not be inspiring!)
			Success Criteria **What are our steps to success?**					**Key areas for development:** **Teacher standard 2, 4 and 5** Pitch of lessons- to meet the needs of all Increased expectations Plan engaging lessons Raise pupils' own expectations
			75% of teaching judged to be consistently good, with 25% judged outstanding					
			83% of teaching judged to be consistently good, with 33% judged outstanding					Individual improvement plans are in place for teachers.
			92% of teaching judged to be consistently good, with 42% judged outstanding					
Develop the skills of the newly appointed NQT	**Led by PR** **Supported by LT**	**Leadership time** **NQT release time**	Complete NQT mentor training- PR	17.09			**PR-** regular monitoring and evaluation of performance and pupil progress in Y4	**Key strengths:** Greatest progress has been made in developing relationships with pupils. There is a positive ethos in the classroom and behaviour management strategies are developing.
			Carry out regular drop-ins/observations to identify and plan future support	Weekly	Weekly	Weekly	**SLT**- Complete planning and work scrutiny, drop ins and formal observations to identify areas for further support to impact upon pupil progress	
			Attend NQT conference	TBC	Bradford not hosting a conference this year		**GB**- Review M+E evidence to have a clear overview of standards in T&L	**Areas for development:** Develop subject knowledge and use of assessment information to plan and teach interesting lessons which meet the needs of all pupils.
			Success Criteria **What are our steps to success?**					
			Teaching and learning over time is graded as RI				Evidence: - M + E evidence, NQT planner	
			Teaching and learning over time is graded as consistently RI with good features					

AFI 1-Improve the quality of teaching and learning so that it is good or better by ensuring that the development of pupils' literacy skills have a high and consistent focus in all the subjects taught in school

Objective What objective is needed to move forward and impact on learners?	Responsibility Who will be leading on this action?	Resources What resources are needed to carry out necessary actions?	Actions What specific tasks will be delivered in order to meet the order? (linked to milestones)	Milestones Aut 2015	Spr 2016	Sum 2016	Monitoring How do we measure the impact of actions against pupil attainment?	Impact What are the measurable outcomes? How does it meet the needs of all learners throughout school?
Develop Talk for Learning strategies to ensure that purposeful talk is central to learning and the curriculum.	Led By PR Supported By JK	Additional Twilight CPD Sessions (4 x 2 hours) Video-Camera	Deliver twilight CPD sessions for teaching staff and TAs on developing T4L approaches. Deliver T4L strategies and 'gap-tasks' from CPD sessions within classrooms to evaluate impact. SLT to carry out half-termly learning walks to review impact of T4L strategies within the classroom. Develop a clear progression within T4L showing how language skills develop through school. **Success Criteria** **What are our steps to success?** 75% of teaching judged to be consistently good, with 25% judged outstanding 83% of teaching judged to be consistently good, with 33% judged outstanding 92% of teaching judged to be consistently good, with 42% judged outstanding	19.11. 08.12	Jan 16 Jan 16		**PR** Conduct pupil interviews to assess understanding of T4L strategies to enhance learning. **SLT** Gather evidence from M+E to identify strengths in T4L practice and identify areas for further improvement i.e. lesson observations, leadership walk, scrutiny of walk, saturation monitoring feedback. **GB** Review outcomes of M+E and questionnaires to evaluate impact. **Evidence – M+E feedback, lesson observations, saturation monitoring feedback, leadership walk evaluation.**	Following on from the CPD staff have begun to implement greater use of T4L strategies in their teaching. Drop ins show a greater focus on talking, especially before beginning to write. This needs to now be further developed to ensure consistency across all year groups. Planned implementation or Red, Write Inc: Language and Literacy will further develop the use of talk to improve standards in English.
Its only words	Led by PR Supported by JK	**Leadership time** **Twilight CPD sessions (4 X 2 hours)**	Attend CPD: It's Only Words- JK Develop a clear and consistent whole-school system for the teaching of vocabulary. Monitor progression of language and vocabulary development throughout school. Carry out work scrutiny to review level of vocabulary being used throughout school **Success Criteria** **What are our steps to success?**	May 15 29.09	Feb 16 March 16		**SLT** Carry out planning/book scrutiny to ensure expectations around vocabulary are consistent across different year groups in school. **Evidence – Scrutiny of work, planning, observations, KLIPS grids, M+E evidence and feedback.**	Work scrutiny shows that in some classes the expectations for vocabulary are still too low. There remains a need for continued emphasis on the explicit modelling of ambitious vocabulary along with the need to insist that pupils use this in their spoken and written language.

			KLIPS reflects progress is being made towards key skills within year group expectations.					
			All year groups on track to make at least good progress (3 stages per cohort)					
Implement new systems and procedures for spelling	Led by PR Supported by LT		CPD: spelling strategies; introduce Look cover write check as school strategy to learn new spellings	23.09			PR-Carry out drop-ins to identify strengths and areas for future development	Assertive mentoring spelling system is now established in school Good practice has been shared. Continued CPD is needed for the NQTs in the teaching of spelling. Pupils' knowledge of spelling strategies is beginning to improve and pupils are more aware of the need to spell words accurately, however standards are generally still below expectations.
			CPD: Assertive mentoring- spelling programme	23.09			SLT- Complete planning and work scrutiny to evaluate standards and progress in spelling	
			Carry out drop ins and lesson observations to identify examples of good practice to share and to monitor pupils' knowledge of spelling strategies	09.11	27.01.16 02.03.16		GB- Work scrutiny to review standards in spelling. **Evidence: M+E evidence, pupil data, govs. work scrutiny SERF**	
			Success Criteria **What are our steps to success?**					
			Discussions with pupils show that they have a good knowledge of spelling strategies Standards in spelling have risen. Work shows evidence that pupils are spelling words more accurately					
Ensure regular opportunities for writing across the curriculum	**Led by PR** **Supported by SLT**		Review and add opportunities for written outcomes to LC whole school plan.	Summer 15			PR-Carry out pupil questionnaires to evaluate pupils' attitude to writing to inform future development	Pupils' writing portfolios have been established. Pupils are positive about Big Write and proud of their books. They are beginning to develop their ability to write for a sustained period. Area for development: to ensure consistency in quality marking and the impact of CTG tasks Increase the number of opportunities for writing in the Learning Challenge curriculum Standards: Standards in writing continue to be below expectations in all year groups and in some classes are well below reading. Planned implementation of Language and Literacy in Feb 2016 will address this.
			Carry out planning and work scrutiny to identify strengths and areas for development	13.10	01.02.16		SLT- Carry out planning and work scrutiny to evaluate standards and progress in writing. Formal lesson observations	
			Success Criteria **What are our steps to success?**					
			Pupils are writing using a range of genres for a variety of purposes. Pupils are on track to make accelerated progress (3 stages for each cohort)				GB- Review outcomes of monitoring and evaluation to maintain a clear view of strengths and areas for development in T+L, focusing on standards in writing **Evidence: M+E evidence, pupil questionnaire feedback, pupil data**	
Ensure English planning shows clear progression throughout a unit, expectations for LA/C/MA and show attainment and progress of groups.	**Led by PR** **Supported by LT**	Leadership time SLT meeting	Adjust unit plans to address the gaps in learning and understanding from assessment data.	13.10			SLT Carry out planning scrutiny to identify strengths and areas for development with new planning. Ensure each year group on-track to make rapid progress from starting points i.e.3 stages in each cohort; greater number of children reaching and exceeding ARE.	Planning in most classes shows clear progression through a unit of work. Where it is not teachers have been supported by English leader. Focus for improvement is to ensure that all staff have consistently high expectations based on end of year expectations and that gaps inform planning.
			Identify underachieving cohorts/key groups to ensure appropriate objectives are clearly indicated within planning.	22.10 14.12				
			Success Criteria					

			What are our steps to success?				Evidence – Planning scrutiny, evidence from M+E, APS Analysis Grids, Pupil Level Targets	Boys in all cohorts are performing less well than girls. Work to be completed to evaluate how effectively provision is meeting their needs.
			All year groups on track to make rapid progress in reading and writing (3 stages in each cohort)					
			Identified key groups who are underachieving against national averages to make rapid progress					

AFI 1-Improve the quality of teaching and learning so that it is good or better by ensuring that pupils improve their handwriting and present their work neatly

Objective What objective is needed to move forward and impact on learners?	Responsibility Who will be leading on this action?	Resources What resources are needed to carry out necessary actions?	Actions What specific tasks will be delivered in order to meet the order? (linked to milestones)	Milestones			Monitoring How do we measure the impact of actions against pupil attainment?	Impact What are the measurable outcomes? How does it meet the needs of all learners throughout school?
				Aut 2015	Spr 2016	Sum 2016		
Raise the expectations of adults and pupils in terms of standards in handwriting and presentation	**Led by PR** **Supported by SLT**	Leadership time Phase meetings Leadership time	Create Handwriting Contracts with all children in school to model excellence in writing**.** Review implementation of handwriting scheme and handwriting policy. Carry out drop-ins and work scrutiny to monitor the quality of teaching handwriting and standards of presentation **Success Criteria** **What are our steps to success?** Handwriting is taught daily in all classes, with regular modelling and pupils identified for additional support Where standards in handwriting and presentation are not high enough staff address this	**16.09** **16.09** **29.09** **13.10** **10.11**	**11.01** **25.01**	**25.04.16** **23.05.16** **21.06.16**	**PR-** carry out regular drop ins to monitor the quality of teaching of handwriting. **SLT- w**ork scrutiny to identify strengths and areas for development in each cohort **GB**-work scrutiny to monitor standards in handwriting and presentation **Evidence: M+E** evidence, GB report, scrutiny of work	Handwriting policy has been implemented and all staff are clear of the expectations. Teacher modelling and feedback is being used effectively in some classes. Evidence that standards are improving **Area for development**: consistent use of modelling and feedback to impact upon standards. Pupils to apply their handwriting style consistently in all pieces of work.
Implement procedures to celebrate excellent handwriting and presentation	**Led by PR**	Leadership time Handwriting contracts Display board	Develop a system for recognising and rewarding excellent handwriting and presentation. Create Excellent Writing display in school. **Success Criteria** **What are our steps to success?** Pupils have high expectations for their work in terms of handwriting and presentation. Consistently rigorous focus on high standards in handwriting and presentation	**16.09** **16.09**			**SLT- w**ork scrutiny to identify strengths and areas for development in each cohort **GB**-work scrutiny to monitor standards in handwriting and presentation **Evidence: M+E** evidence, GB report, scrutiny of work	Wow display and portfolio of our wow work. Positive feedback from parents and pupils. Pupils are able to talk about the expectations for handwriting and presentation. Standards are rising. **Area for development:** ensure that all pupils are meeting the expectations for handwriting and presentation

AFI 2 – Speed up pupils' progress and raise attainment

Objective What objective is needed to move forward and impact on learners?	Responsibility Who will be leading on this action?	Resources What resources are needed to carry out necessary actions?	Actions What specific tasks will be delivered in order to meet the order? (linked to milestones)	Milestones			Monitoring How do we measure the impact of actions against pupil attainment?	Impact What are the measurable outcomes? How does it meet the needs of all learners throughout school?
				Aut 2015	Spr 2016	Sum 2016		
Implement Conscious Discipline procedures	Led by JB Supported by LT	Leadership time CPD budget: Mills Hill School	Attend CPD: Conscious Discipline CPD: 0.5 day Mills Hill Primary School deliver INSET to all staff- theory and language of Conscious Discipline LT plan key actions to implement Conscious Discipline throughout school- action plan/ policy/procedures CPD: Staff meetings **Success Criteria** **What are our steps to success?** Agreed Conscious Discipline policies and procedures are applied consistently by all adults	**Feb 2015** **01.09** 15.09	 27.01		**SLT-** Learning walk to review the impact of Conscious Discipline and to plan future development **GB-** Review M+E evidence to have a clear overview of standards in T&L **Evidence: Learning walk SERF M+E evidence**	All teaching staff understand the concept of Conscious Discipline. Action plan is written and CPD will begin in the spring term.
Implement and embed Assertive mentoring systems	Led by JB Supported by LT	Assertive mentoring systems Assertive mentoring files	Attend Assertive mentoring CPD CPD: Introduce all staff to Assertive Mentoring systems for maths, spelling, grammar and writing CPD: Model Assertive mentoring meeting Staff to complete AM grids Hold half termly AM meetings (Y2 –Y6) **Success Criteria** **What are our steps to success?** Pupils know precisely what they need to do to make accelerated progress Pupils are on track to make accelerated progress in maths and writing (3 stages)	**June 15** 01.09 23.09 14.10 **Oct 15** 02.11	 11.01-15.01 22.02-29.02		**SLT-**Half termly PPMs to review the impact of AM on pupil progress, identifying support needed in each cohort. **GB-**Review progress data and pupil level target information **Evidence – Scrutiny of work, progress data, M+E evidence and feedback**	First round of Assertive mentoring meetings has been completed. Positive feedback from staff and pupils. The impact on standards is not yet evident.
Continue to develop pupils' learning behaviour to impact upon progress	Led by JB Supported by LT	Year group Learning to Learn expectations	Plan year's timetable for Learning to Learn curriculum Develop and implement assessment system for Learning to Learn **Success Criteria** **What are our steps to success?**	**July 2015**		April 16	**SLT-** Learning walk and lesson observations to review learning behaviour, informing future development and support **GB-** Review outcomes of M+E evidence to evaluate impact	Monitoring shows that there is little low level disruption in classes and the majority of pupils appear to be engaged (even where teaching is not yet good) Focus for development:

			Pupils demonstrate resilience, independence and collaboration skills when working in a range of different situations. Pupils demonstrate high expectations in lessons when any adult is teaching the class				**Evidence: M+E evidence, teaching profile, learning walk SERF**	To develop pupils' independence and their expectations of themselves so that standards raise.
Carry out a Saturation week focusing on standards in learning behaviour	Led by SLT Supported by LT	**Leadership time** **LT meeting**	Create timetable for saturation monitoring of standards in learning behaviour delegating clear leadership roles. Observe lessons for quality of learning behaviour of all pupils Carry out pupil interviews/questionnaires for views of learning behaviour CPD: planning engaging lesson		**11.01** **20.01** **21.01** **23.01**	**18.05.16**	**SLT** Review progress data and pupil level target information for learners and those targeted for Y2 mastery/Y6 above. Scrutinise work and planning for evidence of improved standards in learning behaviour. **Evidence – Scrutiny of work, progress data, M+E evidence and feedback, saturation report**	There is a direct correlation between the quality of teaching and learning and learning behaviour. Where lessons are inspiring and motivating, learners are engaged.
			Success Criteria **What are our steps to success?**					
			Quality of learning behaviour within lessons enables children to make rapid progress across the lesson and over time. Scrutiny of work highlights how learning behaviour impacts so that pupils make accelerated progress.					
Carry out a Saturation Week focusing on the quality of feedback.	Led By SLT Supported By LT	Leadership Release – Leadership Team Leadership Meeting – Scrutiny of Work (1 x 1.5 hours)	Create timetable for saturation monitoring of quality of feedback delegating clear leadership roles. Observe lessons for quality of feedback and how work is pitched to ensure children can make rapid progress from their starting points. Carry out scrutiny of work for quality of feedback. Carry out pupil interviews for quality of feedback.	23.11 23.11 24.11 25.11	20.01-22.01 25.01 12.01-14.01	27.06.16	**SLT** Review progress data and pupil level target information for learners and those targeted for Y2 mastery/Y6 above. Scrutinise work and planning for evidence of quality of feedback. **GB** Review progress data and pupil level target information for learners and those targeted to reach Y2 mastery/Y6 above **Evidence – Scrutiny of work, progress data, M+E evidence and feedback, saturation report.**	Marking and feedback are becoming increasingly consistent. There is evidence that marking is impacting on progress, however this could still be further developed so that all pupils understand and respond to feedback. Most pupils understand the importance of marking and how it can impact upon their learning.
			Success Criteria **What are our steps to success?**					
			Quality of feedback within lessons enables children to make rapid progress across the lesson and over time. **Scrutiny of work highlights how quality of feedback challenges learners and ensures all can make rapid progress.**					

AFI 2 – Speed up pupils' progress and raise attainment by ensuring that pupils have time to regularly make amendments and improvements to their work following feedback from teachers and other adults

Objective What objective is needed to move forward and impact on learners?	Responsibility Who will be leading on this action?	Resources What resources are needed to carry out necessary actions?	Actions What specific tasks will be delivered in order to meet the order? (linked to milestones)	Milestones			Monitoring How do we measure the impact of actions against pupil attainment?	Impact What are the measurable outcomes? How does it meet the needs of all learners throughout school?
				Aut 2015	Spr 2016	Sum 2016		
Review and update the marking and feedback policy with all staff.	Led by JB Supported by SLT	CPD meeting Leadership time SLT meeting	Review and update Marking and Feedback Policy ensuring clear strategies for indicating targets and next steps in children's learning. Identify through lesson observations how effective opportunities are explored to reflect on feedback and make an appropriate response. Carry out work scrutiny to highlight examples of effective practice in marking and feedback. **Success Criteria** **What are our steps to success?** **All work is marked effectively and clearly indicates to learners what they have done well, and how to improve their learning further.** **Closing the gap tasks are completed consistently in all classes**	01.09 14.09 23.11 24.11	 20.01-22.01 25.01	25.04.16 Weekly From 20.06.116	**SLT** Carry out work scrutiny to review range of comments used within marking and feedback. Review children's responses to marking and feedback strategies, in particular how they use this to accelerate progress and address next steps. **GB** Scrutinise samples of books across different year groups to gather an overview of comments made, and how children respond to next steps. **Evidence** – Work scrutiny feedback, evidence from M+E, lesson observations, saturation monitoring.	All staff (including new appointments) follow the marking policy. Quality of Closing the Gap tasks are improving and there is increasing evidence that marking is impacting on progress. The majority of pupils complete their gap tasks, although this still remains a key area for improvement.
Share examples of effective marking and feedback practice with whole staff.	Led by JB Supported by SLT	Leadership time CPD meeting	Identify through lesson observations how effective opportunities are explored to reflect on feedback and make an appropriate response. Share examples of effective marking and feedback practice with all teaching staff and TAs. **Success Criteria** **What are our steps to success?** **Pupils are able to talk about how marking and feedback has helped them to improve.** **Clear evidence can be seen where marking has impacted upon pupil progress**	14.09 23.11 30.11	20.01-22.01 25.04.16	27.06.16	**SLT** Carry out work scrutiny to review range of comments used within marking and feedback. Review children's responses to marking and feedback strategies, in particular how they use this to accelerate progress and address next steps. **GB** Scrutinise samples of books across different year groups to gather an overview of comments made, and how children respond to next steps. **Evidence** – Work scrutiny feedback, evidence from M+E, lesson observations, saturation monitoring.	Strengths in marking identified in Year 5. Marking workshop held to support all staff in quality marking. Staff feel more confident in writing appropriate Closing the Gap tasks. Most pupils understand the importance of marking and how it can impact upon their learning.

Review lesson planning/delivery to ensure children are responding to marking and feedback promptly.	**Led by JB** **Supported by SLT**	**Phase meetings**	Deliver CPD focusing on developing opportunities for learners to respond to feedback within lessons and reviewing planning formats.	16.11			**SLT** Carry out work scrutiny to review range of comments used within marking and feedback. Review children's responses to marking and feedback strategies, in particular how they use personal targets.	All staff (including new appointments) follow the marking policy. Quality of Closing the Gap tasks are improving and there is increasing evidence that marking is impacting on progress. The majority of pupils complete their gap tasks.
		Leadership time	Identify through lesson observations how effective opportunities are explored to reflect on feedback and make an appropriate response.	14.09 23.11	20.01-22.01	25.04.16		
		SLT meeting	Carry out work scrutiny to identify how children respond to comments and the impact on progress.	24.11	25.01	Weekly from 20.06.16	**GB** Scrutinise samples of books across different year groups to gather an overview of comments made, and how children respond to next steps. **Evidence – Work scrutiny feedback, evidence from M+E, lesson observations, saturation monitoring.**	
			Success Criteria **What are our steps to success?**					
			All work is marked effectively and clearly indicates to learners what they have done well, and how to improve their learning further. **Closing the gap tasks are completed consistently in all classes**					

AFI 2 – Speed up pupils' progress and raise attainment by increasing the level of progress and attainment of pupils in mathematics in EYFS, Key Stage 1 and Key Stage 2 by developing the application of mathematical skills

Objective What objective is needed to move forward and impact on learners?	Responsibility Who will be leading on this action?	Resources What resources are needed to carry out necessary actions?	Actions What specific tasks will be delivered in order to meet the order? (linked to milestones)	Milestones Aut 2015	Spr 2016	Sum 2016	Monitoring How do we measure the impact of actions against pupil attainment?	Impact What are the measurable outcomes? How does it meet the needs of all learners throughout school?
Ensure Maths planning shows clear progression throughout a unit, expectations for LA/C/MA and show attainment and progress of groups.	Led by NB Supported by PR BG	Leadership time	Adjust unit plans to address the gaps in learning and understanding from assessment data. Identify underachieving cohorts/key groups to ensure appropriate objectives are clearly indicated within planning. CPD: Mastery in Maths **Success Criteria** **What are our steps to success?** All year groups on track to make rapid progress in mathematics (3 stages in each cohort) Identified key groups who are underachieving against national averages to make rapid progress.	23.10 23.10	05.01		**SLT** Carry out planning scrutiny to identify strengths and areas for development with new planning. Ensure each year group on-track to make rapid progress from starting points i.e.3 stages in each cohort; greater number of children reaching and exceeding ARE. **Evidence – Planning scrutiny, evidence from M+E, Data Analysis Grids, Pupil Level Targets, saturation week feedback report.**	Planning scrutiny identifies that in the best classes teachers use the Lancashire planning materials effectively to meet the needs of pupils. In several classes expectations are too low and the more able pupils are not yet being stretched. Work to be completed in the spring term to support class teachers in planning lessons which are appropriately pitched.
Improve staff subject knowledge in teaching maths	Led by NB Supported by LT	Leadership time CPD meeting	Attend HMI maths seminar CPD to deliver key messages from HMI seminar Carry out lesson observations to monitor staff subject knowledge and quality of teaching and learning in maths **Success Criteria** **What are our steps to success?** 75% of teaching judged to be consistently good, with 25% judged outstanding 83% of teaching judged to be consistently good, with 33% judged outstanding 92% of teaching judged to be consistently good, with 42% judged outstanding	June 2015 04.11 23.11	20.01-22.01	03.07.16	**SLT Measure** % of lessons judged to be good or better and plan future support/challenge accordingly. **GB Review** outcomes of M+E to maintain a clear view of strengths and areas for development in T+L. **Evidence – Scrutiny of work, scrutiny of planning, progress data, KLIPS grids, M+E evidence and feedback.**	Formal lesson observations show that 55% of teaching was good or better. 3 members of teaching staff will leave at the end of the autumn term and there are two new appointments. Lesson observations to be completed in 20.01 will identify strengths and areas of development for new members of staff. **Strengths in teaching:** **Teacher standard 7** In all classes pupils are engaged (even where the task may not be inspiring!) **Key areas for development:** **Teacher standard 2, 4 and 5** Pitch of lessons- to meet the needs of all Increased expectations Plan engaging lessons Raise pupils' own expectations

									Individual improvement plans are in place for teachers.
Continue to develop the use of data to identify and target key pupils/gaps in learning	Led by NB Supported by LT	Leadership time PPMS KLIPS grids	Update all assessment grids to identify gaps in progress/attainment for key groups/cohorts. Adjust STP and MTP to address the gaps in learning and understanding from assessment data. Deliver PPMs with all year groups across school and provide clear feedback to SLT and teachers on gaps in knowledge and understanding.	**23.10** **12.12** **02.11** **08.09** **04.11**	**04.01** **22.02**	**04.05.16** **11.07.16**		**LT** Measure progress data in reading, writing and mathematics. Ensure each year group on-track to make rapid progress from starting points i.e. 3 stages; greater number of children reaching and exceeding ARE. **GB** Review attainment and progress data alongside outcomes of the PPMs. **Evidence – Data analysis grids, KLIPS grids, pupil level targets, PPM meeting feedback.**	Although standards are still below where we would want them to be, the proportion of pupils at national expectations has risen.
			Success Criteria **What are our steps to success?**						
			Cohorts/key groups underachieving have been identified and appropriate provision planned for. All year groups on track to make rapid progress in mathematics Identified key groups who are underachieving against national averages to make rapid progress						
Introduce 2x weekly Assertive Mentoring basic skills sessions	Led by NB Supported by SLT	Assertive mentoring materials Leadership time INSET day	Convert NC levels to new stages for all pupils Timetable 2 X weekly basic skills sessions Organise AM groupings and staffing to deliver 2x 30 mins sessions CPD to deliver Assertive mentoring training to all teachers and Tas Half termly analysis of data to identify areas of strengths and development in each cohort to inform timetabling/staffing	**July 15** **01.09** **01.09** **01.09** **02.11** **12.12**	**08.02**	**04.05.16** **11.07.16**		**NB-** carry out drop-ins, pupil interviews and work scrutiny to monitor improvements in maths basic skills compared to ARE **SLT-** Lesson observations to identify strengths in each teaching group, along with areas for development to plan future support **GB-** Review outcomes of M+E to maintain a clear view of strengths and areas for development in T+L. **Evidence – Scrutiny of work, scrutiny of planning, progress data, KLIPS grids, M+E evidence and feedback.**	Weekly basic skills lessons are consistently taking place. Pupils are positive about these lessons and progress is evident for most pupils. Good progress has been seen See PR assertive mentoring data
			Success Criteria **What are our steps to success?**						
			Assessment information is used to identify gaps in learning. Lessons address key gaps in learning. % of pupils at ARE in each cohort has increased						

Introduce Singapore bar method	Led by NB	Leadership time	Attend Maths Hub training on Singapore bar method	**May 15**			**NB**-conduct pupil interviews, work scrutiny and drop-ins to evaluate consistent implementation of the method	Singapore bar training was completed at the end of the autumn term due to NB's resignation.
		INSET	CPD to deliver training on Singapore bar method		**06.01**			Following NB's resignation CPD has focused on developing the use of models and images, practical resources and developing mastery.
		Leadership time	Complete demonstration lessons to share good practice in using this method to teach mathematical concepts		**13.01**		**SLT**-work scrutiny to monitor the consistent use of models and images across school and its impact on progress	See PR maths file.
		Leadership time	Carry out lesson observations, including discussions with pupils to monitor and evaluate the impact of CPD on quality of teaching and standards		**20.01**	**25.04**	Lesson observations to identify strengths in each teaching group, along with areas for development to plan future support	
		Success Criteria **What are our steps to success?**					**GB**- work scrutiny to monitor the consistent use of models and images across school	
		Pupils are able to use models and images to support their progress in maths.					**Evidence – Scrutiny of work, scrutiny of planning, progress data, KLIPS grids, M+E evidence and feedback.**	
		75% of teaching judged to be consistently good, with 25% judged outstanding						
		83% of teaching judged to be consistently good, with 33% judged outstanding						
		92% of teaching judged to be consistently good, with 42% judged outstanding						
Complete regular moderation to agree assessment judgements	Led by NB Supported by SLT	Phase meetings (3 X 1hr) Directed time (3 X 1hr) KLIPS Assessment folders	Establish new assessment folders for Y1-6 to include KLIPS grids	**July 15**			**NB**- monitor consistent use of KLIPS system across school from assessment folders and planning	KLIPS folders established in all classes. Staff are developing their knowledge of the end of year expectations, however these are not yet consistently used to ensure the highest expectations for all pupils (particularly the more able)
			CPD: KLIPS assessment procedures so that all staff have increased expectations for all pupils		**02.09**		**SLT**- PPMs to evaluate use of KLIPS in identifying gaps in learning. Support for cohorts planned as a result.	
			CPD: Phase meetings to secure staff knowledge of end of year expectations and to agree assessment judgements		**12.10** **19.10**	**11.01** **01.02**	**GB**- Review pupil outcomes to maintain an overview of strengths and areas for development	
			Organise and complete FLP moderation sessions to agree assessment judgements with similar schools		**TBC**	**25.04.16**	**Evidence: Assessment folders, KILPS grids, moderation portfolio**	Shared moderation with Appleton Academy- School to School support shows that the majority of our assessment judgements were in line with national standards
			Success Criteria **What are our steps to success?**					
			Work is planned to meet the needs of all pupils, challenging and developing mastery					

| | | | Assessment judgements are accurate and there is agreement within school and across schools.

Portfolio of evidence exemplifies assessment judgements | | | | | |

AFI 2 – Speed up pupils' progress and raise attainment by increasing the proportion of pupils who make good progress in reading, writing and maths

| Objective
What objective is needed to move forward and impact on learners? | Responsibility
Who will be leading on this action? | Resources
What resources are needed to carry out necessary actions? | Actions
What specific tasks will be delivered in order to meet the order? (linked to milestones) | Milestones | | | Monitoring
How do we measure the impact of actions against pupil attainment? | Impact
What are the measurable outcomes?
How does it meet the needs of all learners throughout school? |
|---|---|---|---|---|---|---|---|---|
| | | | | Aut 2015 | Spr 2016 | Sum 2016 | | |
| Continue to use outcomes from half-termly tracking to identify key gaps in reading, writing and mathematics to be addressed at cohort/school level. | **Lead By**
JB

Supported By
LT | Attainment Grids + Pupil Level Targets

KLIPS Grids

Progress Summary Analysis | Update all assessment grids to identify gaps in progress/attainment for key groups/cohorts.
Adjust STP and MTP to address the gaps in learning and understanding from assessment data.

Deliver PPMs with all year groups across school and provide clear feedback to SLT and teachers on gaps in knowledge and understanding.

Success Criteria
What are our steps to success?

Cohorts/key groups underachieving have been identified and appropriate provision planned for.

All year groups on track to make rapid progress in reading, writing and mathematics (3 stages in each cohort)

Identified key groups who are underachieving against national averages to make rapid progress. | 23.10
12.12

02.11

08.09
04.11 | 05.01-08.01
22.02-26.02 | 04.05.16
11.07.16 | **LT** Measure progress data in reading, writing and mathematics. Ensure each year group on-track to make rapid progress from starting points i.e. 3 stages, greater number of children reaching and exceeding ARE and FFT D Targets.

GB- Review attainment and progress data alongside outcomes of the PPMs.

<u>Evidence</u> **– Data analysis grids, KLIPS grids, pupil level targets, PPM meeting feedback** | |

AFI 2 – Speed up pupils' progress and raise attainment by ensuring that a larger proportion of the most able pupils attain the higher levels of attainment

Objective What objective is needed to move forward and impact on learners?	Responsibility Who will be leading on this action?	Resources What resources are needed to carry out necessary actions?	Actions What specific tasks will be delivered in order to meet the order? (linked to milestones)	Milestones			Monitoring How do we measure the impact of actions against pupil attainment?	Impact What are the measurable outcomes? How does it meet the needs of all learners throughout school?
				Aut 2015	Spr 2016	Sum 2016		
Increase the number of children who achieve L3+ (Y2 mastery) at the end of KS1.	**Led by JK** **Supported by PR NB BG**	Leadership time PPMs	Review progress of more able children (i.e. those targeted for a L3+ (Y2 mastery) at the end of KS1) in PPMs. Share effective strategies between Y1 and Y2 to challenge more able learners within guided activities and in provision in the classroom. Identify gaps in skills/understanding through KLIPS and adjust planning to meet these needs. Restructure of groups/timetables/provision/staff carried out to target and accelerate progress for more able.	04.11 12.12 11.11 12.12 04.11 12.12 04.11 12.12	04.01 22.02 11.01 22.02	**04.05.16** **11.07.16**	**SLT** Review progress data for more able learners and those targeted for a L3+ (Y2 mastery) at KS1. Analyse KLIPS grids to identify gaps in provision, skills and understanding. Scrutinise work and planning for evidence of extended challenge for more able learners. **GB-** Review progress data for more able learners and those targeted to reach a L3+ (Y2 mastery) at the end of KS1. <u>**Evidence – Scrutiny of work, scrutiny of planning, progress data, KLIPS grids, M+E evidence and feedback.**</u>	All more able pupils in Year 2 are working at least at age related expectations. However none are working above these expectations. Following sample paper testing specific gaps have been identified and provision adapted accordingly. Where pupils in other cohorts are not working at expectations, these have been identified in pupil progress meetings and specific strategies put in place to ensure accelerated progress by April 16.
			Success Criteria **What are our steps to success?**					
			31% of pupils in Y2 achieve Y2 mastery at the end of KS1 in reading, 24% in maths and 16% in writing					
Increase the number of children who achieve L5+ (Y6 above) at the end of KS2.	**Led by JK** **Supported by PR BG NB**	Leadership time PPMs Attainment Information	Review progress of more able children (i.e. those targeted for a L5+ at the end of KS1) in LPPMs. Share effective strategies between Y5 and Y6 to challenge more able learners and ensure that work is pitched appropriately to meet needs.	04.11 12.12 11.11 12.12 04.11			**SLT** Review progress data and FFT D pupil level target information for more able learners and those targeted for a L5+ (Y6 above)at KS2. Analyse KLIPS grids to identify gaps in provision, skills and understanding. Scrutinise work and planning for evidence of extended challenge for more able learners.	See Year 6 data

| | | | Identify gaps in skills/understanding through KLIPS and adjust planning to meet these needs.

Restructure classes/provision/staff to target and accelerate progress for more able.

Success Criteria
What are our steps to success?

45% of children in Y6 reach L5+ (Y6 above) at end of KS2 in reading, 28% in writing and 33% in mathematics. | 12.12

04.11
12.12 | | | **GB** Review progress data and pupil level target information for more able learners and those targeted to reach a L5+ (Y6 above) at the end of KS2..

Evidence – Scrutiny of work, scrutiny of planning, progress data, KLIPS grids, M+E evidence and feedback. | |

AFI 2 – Speed up pupils' progress and raise attainment by increasing the proportion of pupils (including boys and disadvantaged) meeting age related expectations at the end of EYFS in specific and prime areas

Objective	Responsibility	Resources	Actions	Milestones			Monitoring	Impact
What objective is needed to move forward and impact on learners?	Who will be leading on this action?	What resources are needed to carry out necessary actions?	What specific tasks will be delivered in order to meet the order? (linked to milestones)	Aut 2015	Spr 2016	Sum 2016	How do we measure the impact of actions against pupil attainment?	What are the measurable outcomes? How does it meet the needs of all learners throughout school?

Improve the use of assessment to identify and address gaps in learning	Led by VOC Supported by SLT	Leadership time	Introduce assessment overview to be displayed and used in EYFS classes to identify next steps in learning for all pupils	14.09			**VOC**- Complete drop ins to monitor the implementation of assessment systems in EYFS classes and pupil progress as a result	Next steps boards are established in EYFS. Staff are aware of gaps in learning, however these are not yet rigorous or precise enough to ensure that all pupils are making accelerated progress.
		Leadership time	Half termly data analysis to identify gaps in learning	23.10 12.12			**SLT**- Monitor the progress of pupils half termly, focusing on our key groups: boys and disadvantaged	
		Leadership time	Carry out half termly pupil progress meetings to hold staff to account and to identify interventions	07.09 04.11	05.01 22.02		**GB**- Review pupil outcomes to maintain an overview of strengths and areas for development	
		SLT meetings	Carry out planning and work scrutiny to evaluate how effectively the individual needs of pupils are being met	29.09 13.10	20.01		**Evidence**- M+E evidence, lesson observations, data analysis	
			Success Criteria **What are our steps to success?**					
			Next steps in learning for all pupils are displayed in classes. Clear systems are in place and followed by all staff. Opportunities are planned to close gaps in learning. Pupils are making accelerated progress so that the gap between school and NA data narrows					
Monitor and improve provision (indoors and outdoors)	Led by SLT Supported by VOC	Leadership time	Half termly data analysis to identify gaps in learning	23.10 12.12	05.01 22.02		**SLT**-Measure % of lessons in EYFS graded as good or better identifying strengths in practice and areas for development	Opportunities for outdoor learning are planned for more consistently. The outdoor learning environment is still a need for urgent development. Governors have approved funding for this in summer 2 ready for September
			Identify through drop-ins and lesson observations how effectively provision is used to accelerate progress (Key focus: CLL, PSED)	14.09 23.11	20.01- 22.01		**GB Review** outcomes of M+E to maintain a clear view of strengths and areas for development in T+L.	
			Success Criteria **What are our steps to success?**				**Evidence**- M+E evidence, lesson observations, teaching profile, data analysis	
			Pupils have regular access to high quality learning opportunities both indoors and outdoors					
Increase the opportunities for child initiated learning	Led by VOC	Phase leader meeting Leadership time	Phase meeting: To ensure staff agreement on what is child initiated learning and to identify how to plan opportunities in all lessons Identify through lesson observations how effective opportunities are planned and developed for child initiated learning- good practise is shared	14.09 12.10			**VOC**- Complete regular drop-ins, including discussions with pupils- identify key strengths and areas for development	EYFS staff are becoming more confident in planning for child initiated learning. This is still generally at a whole class level and further work needs to continue to develop opportunities for individual pupils to initiate their own learning.
		Leadership meeting	Carry out work scrutiny to highlight examples of effective practice in child initiated learning	21.10 25.11	20.01		**SLT**- -Measure % of lessons in EYFS graded as good or better identifying strengths in practice and areas for development	School to school support began in January 2016 and in summer 2 will focus on coaching individual staff

			Success Criteria				GB- KT to complete learning walk with VOC to evaluate pupils' characteristics of effective learning	
			What are our steps to success?					
			Opportunities are planned to enable pupils to initiate their own learning. Staff are confident and skillful in facilitating learning				**Evidence: M+E evaluation, planning scrutiny, teaching profile**	

AFI 3- Improve the leadership and management of the school by further developing the skills of the newly formed senior leadership team in order to sustain the school's improvement

Objective	Responsibility	Resources	Actions	Milestones			Monitoring	Impact
What objective is needed to move forward and impact on learners?	Who will be leading on this action?	What resources are needed to carry out necessary actions?	What specific tasks will be delivered in order to meet the order? (linked to milestones)	Aut 2015	Spr 2016	Sum 2016	How do we measure the impact of actions against pupil attainment?	What are the measurable outcomes? How does it meet the needs of all learners throughout school?
Effective induction for newly appointed phase leaders	Led by JB Supported by	**Leadership time**	**Review job descriptions/protocols for senior and middle leaders**	01.09 08.09			**SLT**- Review progress made by pupils within each phase half termly.	Newly appointed leaders are clear about their roles and the key priorities in their phase/subjects area.

	NB JK		Hold meetings with senior and middle leaders to discuss key roles, responsibilities and expectations Review SDP to enable leaders to write leadership plans clearly linked to school priorities Complete coaching sessions to review leadership plans and to write impact reports	**15.09** **08.09** **21.09** **14.12**	**20.01**		Measure % of lessons judged to be good or better and plan future support/challenge accordingly. **GB**-Review outcomes of M+E to evaluate impact of leaders. Ask challenging questions of leaders at GB meetings throughout the year.	Leadership plans are becoming increasingly rigorous with timely actions. Support in place for new middle leader-School to School and other local schools, led to subsequent resignation of Phase 1 leader Focus for development: To effectively use in school data to identify key actions in leadership planning.
			Success Criteria **What are our steps to success?** **Leaders have a clear understanding of the key school priorities and their role in impacting upon these** **Leadership plans are written with rigorous, timely actions planned, monitored and evaluated in accurate impact reports**					
Complete joint monitoring activities	**Led by** **JB** **Supported by** **SLT/AF**	**Leadership time** **Leadership time**	Half termly analysis of data followed by PPMs Complete joint lesson observations to ensure agreement of judgements of teaching and learning	**23.10** **12.12** **14.09** **23.11**	**20.01-** **22.01**		**SLT-** Review progress made by pupils within each phase half termly. Evaluate performance of phase leaders and plan future support accordingly **GB**-Review outcomes of M+E to evaluate impact of leaders. Ask challenging questions of leaders at GB meetings throughout the year.	Leaders have a shared understanding of what is quality teaching and learning. Newly appointed leaders are developing their ability to identify key strengths and areas for development for individual teachers. Leadership time is used to model and coach other staff to improve the quality of teaching and learning.
			Success Criteria **What are our steps to success?** **All leaders demonstrate shared agreement in judging the quality of teaching and learning** **Leaders plan appropriate actions to improve the quality of teaching and learning**					
Identified staff to complete leadership training	**Led by** **JB** **Supported by** **AF NB JK**	**Adrian Francis 2 X half days**	Identify key staff and areas of strength and development Complete leadership coaching sessions based on individual needs	**06.10** **14.12**	**20.01** **24.03.16**	**27.05.16**	**SLT-**Review and evaluate leadership plans and impact reports to ensure key actions have been prioritised based on M+E **GB**- Ask challenging questions of leaders at GB meetings throughout the year.	Leaders are positive about coaching sessions in helping them to prioritise actions. Areas of strength and development for individual leaders have been identified to inform spring term coaching.
			Success Criteria **What are our steps to success?** **Leaders have a clear understanding of the key school priorities and their role in impacting upon these** **Leadership plans are written with rigorous, timely actions planned, monitored and evaluated in accurate impact reports**					