

Stratford sub Castle CE Primary School

School Improvement Action Plan # 12 (24.05.17)

URN: 126361

Ofsted inspection date: 13 / 14 May 2015

Headteacher: Mrs. Kay Bridson

Chair of Governors: Miss Angi Britten

This Action Plan outlines the major milestones on our improvement journey this year. A more detailed plan is written each term to include actions, responsibilities and dates.

Academic year 2016 / 2017:



ACTIVE LEARNING
DOING / THINKING / UNDERSTANDING

Contents.

	AREA FROM OFSTED INSPECTION FRAMEWORK	TARGET	WHY?	PAGE
Area 1	Teaching, learning and assessment.	Improve the teaching of <u>writing</u> to be as effective as that of reading and mathematics. <u>(Major focus on Y1, Y2 and Y6, GPS boys)</u>	(Moving forward from findings of OFSTED May 2015)	1-7
Area 2	Teaching, learning and assessment.	Improve the teaching of <u>maths</u> in Key Stage 2. <u>(Major focus on Y6 and girls in Y4, 5 & 6)</u>	(Moving forward from SATS results/analysis July 2016)	8-13
Area 3	Outcomes for children and learners: achievement.	Raise standards in <u>writing</u> at key stages 1 and 2. <u>(Major focus on Y1, Y2 and Y6, GPS boys)</u>	(Moving forward from findings of OFSTED May 2015)	14-17
Area 4	Outcomes for children and learners: achievement.	Raise standards in <u>maths</u> at key stage 2. <u>(Major focus on Y6 and girls in Y4, 5 & 6)</u>	(Moving forward from SATS results/analysis July 2016)	18-21
Area 5	The effectiveness of leadership and management.	Ensure that Governors hold the school to account more robustly for the pace and consistency of improvements.	(Moving forward from findings of OFSTED May 2015)	22-25

Area for Improvement 6 – The effectiveness of leadership and management:

See Plan for the areas for development.

(Moving forward from the external review of Governance (07/10/15) by David Marriott)

Green high-light = COMPLETED TASK and ACHIEVED **Yellow high-light = COMPLETED BUT REQUIRES FURTHER WORK TO ENSURE GREATER IMPACT.**

Area for Improvement 1: Teaching, learning and assessment

OFSTED Priority target: Improve the teaching of writing (grammar, punctuation, spelling) to be as effective as that of reading

- 1. By October 2016 teachers have had CPD to identify the quantity and quality of work to be expected, by December 2016 teachers plan for and provide pupils with opportunities to complete written work of increased quantity and quality (suitable challenge), by February 2017 all teachers have high expectations and are explicit in their demands for increased quality and quantity in written work. by May 2017 teachers routinely work with 'home' to promote and facilitate the learning of grammar, punctuation & spelling.**
- 2. By October 2016 pupils self-help routines, learning techniques and expectations have been established in all classes, by December 2016 all teachers and teaching assistants insist pupils grapple with their learning when they get stuck, before they ask for help from adults and apply learning to learn techniques, by May 2017 pupils are routinely observed independently accessing self-help resources in all classes and using learning to learn techniques.**
- 3. By December 2016 pupils respond more often to the feedback they are given, particularly in Y1 , Y2 and Y6 (applying learning to learn techniques to grammar, punctuation and spelling), by May 2017 all teachers routinely hold pupils accountable for response to marking time at the start of lessons, by June 2017 pupils improve their grammar, punctuation and spelling work in response to the feedback they are given, errors/ miscues do not persist into subsequent work, by June 2017 standards in the KS2 SATs GPS paper have improved**

<p>Governor Monitoring</p> <p>Who How and When</p>	<p>Subject Governors for English (<u>Katie Hill</u>) will meet termly with the Lead Persons/ Subject Leader (<u>Sarah Wareham</u>) to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan for Area 1. Katie Hill will report to the The Curriculum and Standards Committee. This committee will report to the FGB. 19.09.16, 14.11.16, 16.01.17, 13.03.17, 19.06.17.</p>	<p>Governor Evaluation</p> <p>Who How and When</p>	<p>The Curriculum and Standards Committee will meet 5 times a year to evaluate the progress of the SDP. Evidence of progress against the success criteria in will be provided by Subject Governor for English Katie Hill, Subject leader (Sarah Wareham), Headteacher (Kay Bridson) and by members of the Curriculum and Standards Committee. A summary report in the form of minutes and evaluation summary grid will be provided a summary report to governors at the FGB in term 2, 4 and 6. If necessary the Subject Governor will arrange further meetings with the Subject Leaders/ Lead Person for further information/ data.</p>
<p>LA Monitoring / Evaluation visits</p>	<p>LA WIA regular progress visits to the school to include classroom observations, data analysis, improvement planning review, 06.10.16, 24.11.16, 01.12.16 (HT Appraisal), 19.01.17, 23.03.17, 18.05.17,</p>	<p>LA School Effectiveness Reviews</p>	<p>LA WIA to lead regular School Effectiveness Reviews throughout the improvement process with SLT and Governors to evaluate progress / impact and identify further SER DATES: 10.11.16, 02.03.16, 13.07.16</p>
<p>Lead Person</p>	<p>HT: Kay Bridson English Leader: Sarah Wareham</p>	<p>Others involved</p>	<p>DHT , English Subject Team, SENCO, Class Teachers, TAs.</p>

**(OFSTED) PRIORITY TARGET 1: IMPROVE THE TEACHING OF WRITING (GRAMMAR, PUNCTUATION & SPELLING)
TO BE AS EFFECTIVE AS THAT OF READING**

1:1

1. **By October 2016** teachers have had CPD to identify the quantity and quality of work to be expected, **by December 2016** teachers plan for and provide pupils with opportunities to complete written work of increased quantity and quality (suitable challenge), **by February 2017** all teachers have high expectations and are explicit in their demands for increased quality and quantity in written work. **by April 2017** teachers routinely work with 'home' to promote and facilitate the learning of grammar, punctuation & spelling.

ACTION 1:1		START/ END DATE	RESOURCES / NOTES	COST	EVALUATION OF ACTIONS. IMPACT? NEXT STEPS?
1:1A	<p>By October 2016 teachers understand the quantity and quality of work to be expected. HT and Subject leader deliver CPD session to all teachers and TAs. Establish:</p> <ul style="list-style-type: none"> • End of KS2 expectations, what are we aiming for? • What should be expected for each age group? • How I will plan for and deliver this expectation? • What are our expectations / agreed routines and procedures as a school? • How do we measure, record, report progress? 	05.08.16	KS2 SATs paper 2016	£50 Photocopying	<p>Parents and pupils know the end of year expectations. Planning formats more consistent. Lesson objectives indicate higher expectations.</p> <p>NEXT STEPS: ENSURE VOCABULARY ON PLANNING IS EXPLICITLY SHARED WITH PUPILS ENSURE THE 'HOW' RELATES TO THE END OF YEAR EXPECTATIONS</p>
		OCTOBER 2016			
1:1B	<p>By October 2016 teachers understand the quantity and quality of work to be expected. SLT support all teachers to plan for the new agreed routines and expectations. Lesson time and Home Learning routines. Conduct baseline assessments and report to English Leader.</p>	05.09.16	Programme PDM slots in staff meetings. Home learning Policy.		<p>New home learning procedures in place. All teachers are implementing successfully.</p> <p>NEXT STEPS: ENSURE SPELLING LISTS / EXPECTATIONS ARE SHARED WITH PUPILS AND PARENTS.</p>
		OCTOBER 2016			
1:1C	<p>By December 2016 teachers plan for and provide pupils with opportunities to develop GPS (suitable challenge). Key Stage teams to work together to ensure planning is set at an appropriate level and suitable resources are being used.</p>	01.11.16	Programme PDM slots in staff meetings		<p>New GPS resources are being used well by teachers. Pupils enjoy using the workbooks and enjoy using quality resources. (KS2)</p> <p>NEXT STEPS: MONITOR AND EVALUATE THE IMPACT OF SPELLING DEVELOPMENTS AT END OF YEAR. ASSESS PROGRESS SO FAR AGAINST EOYE</p>
		DECEMBER 2016			
1:1D	<p>By February 2017 all teachers have high expectations and provide good challenge for children, in GPS. English Leader leads PDM session to establish:</p> <ul style="list-style-type: none"> • Are expectations high enough? • Suitable challenge? • Is there progression through the school? 	01.01.17		N/A	<p>Monitoring indicates that teachers have high expectations. Books and lesson observations indicate that pupils are working hard and are working towards end of year expectations. Progression ?</p> <p>NEXT STEPS: EVALUATE PUPIL PROGRESS AT MID YEAR STAGE. USE WILTSHIRE TRACKER / OWN MEASUREMENTS?; ENSURE CONSISTENCY OF APPROACH TO GPS ACROSS KS2</p>
		FEBRUARY 2017			
2:1E	<p>By May 2017 teachers routinely work with 'home' to promote and facilitate the learning of grammar, punctuation & spelling. English Leader leads PDM for teachers, in conjunction with KS teams to report back as to ideas and strategies which have worked in order to get pupils motivated and taking responsibility for learning.</p>	05.01.17			<p>Teachers agree that having a spelling book /x tables book has worked. Call it Home learning book next year. Impact pupils highly engaged and using the books to help them. Pupils motivated to use the commercially produced work books.</p> <p>NEXT STEPS: 2017/2018 ensure vocabulary acquisition is given greater emphasis</p>
		MAY 2017			

**(OFSTED) PRIORITY TARGET 1: IMPROVE THE TEACHING OF WRITING (GRAMMAR, PUNCTUATION & SPELLING)
TO BE AS EFFECTIVE AS THAT OF READING**

1:2

2. By October 2016 pupils self-help routines, learning techniques and expectations have been established in all classes, **by December 2016** all teachers and teaching assistants insist pupils grapple with their learning when they get stuck, before they ask for help from adults and apply learning to learn techniques, **by April 2017** pupils are routinely observed independently accessing self-help resources in all classes and using learning to learn techniques.

ACTION 1:2		START/ END DATE	RESOURCES / NOTES	COST	EVALUATION OF ACTIONS. IMPACT? NEXT STEPS?
1:2A	By October 2016 pupils' independent learning /self-help routines and expectations have been established in all classes. Michele Williams provides feedback from Home Learning Questionnaire (July 2016). Whole staff review Home Learning Policy and establish new expectations.	05.09.16	Copies of analysis.	£5	New home learning procedures are largely met with enthusiasm by parents and pupils. Questionnaire shows lots of varying viewpoints. NEXT STEPS: ENSURE MID YEAR FEED BACK SOUGHT.
		05.09.16	Copies of HL policy.		
1:2B	By October 2016 pupils' independent learning /self-help routines and expectations have been established in all classes. All teachers implement new Home Learning Policy and routines. Children are held accountable for the learning set each week.	05.09.16			Children show higher levels of motivation being held accountable and look forward to their time to recite X tables. Mixed reviews on reading policy from parents and some older pupils. Feel they read more before? NEXT STEPS: MONITOR READING. ARE CHILDREN ON SAME AIRE SCORE READING APPROPRIATE BOOKS?
		SEPTEMBER 2016			
1:2C	By October 2016 pupils' independent learning /self-help routines and expectations have been established in all classes. HT to communicate new expectations to parents via newsletter.	05.09.16			Parents have understanding of new HL procedures. NEXT STEPS: FOLLOW-UP QUESTIONNAIRE MID YEAR.
		09.09.16			
1:2D	By October 2016 pupils' independent learning /self-help routines and expectations have been established in all classes. English Leader / Y6 teacher to set up target groups (Y6) and establish Booster sessions.	05.09.16			Sessions taking place. X2 weekly sessions. Pupil are attending regularly. Report to be motivated and take ownership of their learning. Children feel more confident. NEXT STEPS: MEASURE IMPACT ON STANDARDS MID-YEAR.
		09.09.16			
1:2E	By October 2016 pupils' independent learning /self-help routines and expectations have been established in all classes. All teachers communicate with pupils and parents regarding the expectations for their child.	05.09.16			Parents and pupils know the end of year expectations. The school website has a link to the NAHT website where parents can view the entire primary year's end of year expectations. NEXT STEPS: SUPPORT PARENTS TO SUPPORT THEIR CHILDREN BY STRATOSPHERE AND WORKSHOPS. EYFS: ACTIVITIES IN BOOKS POINT OUT TO PARENTS.
		SEPTEMBER 2016			
1:2E	By October 2016 pupils' independent learning /self-help routines and expectations have been established in all classes. English Subject Leader shares end of year expectations with parents through letters and parents meeting (22.09.16).	w/c 12.09.16			Parents and pupils know the end of year expectations. The school website has a link to the NAHT website where parents can view the entire primary year's end of year expectations. NEXT STEPS: SUPPORT PARENTS TO SUPPORT THEIR CHILDREN BY STRATOSPHERE AND WORKSHOPS.
		OCTOBER 2016			

ACTION 1:2		START/ END DATE	RESOURCES / NOTES	COST	EVALUATION OF ACTIONS. IMPACT? NEXT STEPS?
1.2F	By December 2016 all teachers and teaching assistants insist pupils learn spellings and hold pupils accountable for their learning / knowledge. HT, Subject Governor and EL undertake focused learning Walks, scrutiny of work and pupil interviews to evaluate the impact of this improvement initiative. Outcomes of this evaluation are shared with Governors and fed back to teachers, TAs and pupils.	w/c 12.09.16 DECEMBER 2016			Lesson observations indicate that pupils across the school are working far more independently. English and Maths Packets are used consistently by all Year groups. Teachers are holding pupils more accountable for achieving learning targets. Teachers are communicating to the DHT and HT when pupils do not respond and parents need to be involved. NEXT STEPS: ARE SPELLINGS BEING USED AND APPLIED? OPPORTUNITIES? PROVIDE THEM!
1:2G	By February 2017 pupils are routinely observed, independently taking responsibility to learn spellings and apply in their writing and in all classes. HT formal lesson observations.	w/c 02.01.17 FEBRUARY 2017			Lesson observations indicate that pupils are working independently and are taking more responsibility for their learning. Pupils are responding to higher expectations in spellings, evidence in spelling assessments. NEXT STEPS: ENSURE PUPILS IN UKS2 ACTIVELY HELD ACCOUNTABLE FOR LEARNING SPELLINGS (word order varied) AND SPELLING CORRECTIONS ARE CORRECT
1:2H	By May 2017 teachers and parents report increased activity, motivation and success by pupils to learn spellings at home and school. English Leader and English Governor canvas pupil and parental opinions.	w/c 20.02.17 MAY 2017			Teachers agree that having a spelling book /x tables book has worked. Call it Home learning book next year. Impact pupils highly engaged and using the books to help them. Pupils motivated to use the commercially produced work books. NEXT STEPS: PROVIDE FEEDBACK FOR QUESTIONNAIRE TO PARENTS. INTERVIEW PUPILS FOLLOWING SATS WEEK.

**(OFSTED) PRIORITY TARGET 1: IMPROVE THE TEACHING OF WRITING (GRAMMAR, PUNCTUATION & SPELLING)
TO BE AS EFFECTIVE AS THAT OF READING**

1:3

3. By December 2016 pupils respond more often to the feedback they are given, particularly in Y2,3 & 4 (applying learning to learn techniques to grammar, punctuation and spelling), by April 2017 all teachers routinely hold pupils accountable for response to marking time at the start of lessons, by June 2017 pupils improve their grammar, punctuation and spelling work in response to the feedback they are given, errors/ miscues do not persist into subsequent work, by June 2017 standards in the KS2 SATs SPAG paper have improved.

ACTION 1:3		START/ END DATE	RESOURCES / NOTES	COST	EVALUATION OF ACTIONS. IMPACT? NEXT STEPS?
1:3A	By December 2016 pupils respond more often to the feedback they are given, particularly in Y1, Y2 and Y6 (applying learning to learn techniques to GPS. HT undertakes focused learning Walks, scrutiny of work and pupil interviews to evaluate the impact of this improvement initiative. Outcomes of this evaluation are shared with Governors and fed back to teachers, TAs and pupils.	05.09.16 OCTOBER 2016			Lesson observations indicate that pupils across the school are working far more independently. English and Maths Packets are used consistently by all Year groups. Teachers are holding pupils more accountable for achieving learning targets. Teachers are communicating to the DHT and HT when pupils do not respond and parents need to be involved. NEXT STEPS: ARE SPELLINGS BEING USED AND APPLIED? OPPORTUNITIES? PROVIDE THEM!
1:3B	By May 2017 all teachers routinely hold pupils accountable for response to marking time at the start of lessons. English Governor and EL undertake focused learning Walks, scrutiny of work and pupil interviews to evaluate the impact of this improvement initiative. Outcomes of this evaluation are shared with Governors and fed back to teachers, TAs and pupils.	31.10.16 DECEMBER 2016			Observations / Books show that RTM is happening. Was too regularly to give pupils time to really embed the learning. Has raised the profile of GPS across the different curriculum areas. We need encourage the pupils to respond a bit more in some cases. (Y1) The marking is becoming more manageable. Pupils would like more encouragement in the marking. NEXT STEPS: CONTINUE TO FOCUS ON CONSISTENCY, IMPACT AND IS MEANINGFUL.
1:3C	By June 2017 pupils improve their grammar, punctuation and spelling work in response to the feedback they are given, errors/ miscues do not persist into subsequent work. Formal lesson observations by HT: all lessons judged good or better.	03.01.17 FEBRUARY 2017			
1:3D	By June 2017 standards in the KS2 SATs GPS paper have improved. HT report to Curriculum and Standards Committee. Monitor and evaluate boys' attainment.	May 2017 JUNE 2017			

Area for Improvement 2: Teaching, learning and assessment

School Priority target: Improve the teaching of maths in KS2 (mental arithmetic)

1. **By October 2016** teachers understand the quantity and quality of work to be expected, **by December 2016** teachers plan for and provide pupils with opportunities to develop mental arithmetic (suitable challenge), **by February 2017** all teachers have high expectations and provide good challenge for children, in mental arithmetic, **by May 2017** teachers routinely work with 'home' to promote and facilitate the learning of number facts.
2. **By October 2016** pupils' independent learning /self-help routines and expectations have been established in all classes, **by December 2016** all teachers and teaching assistants insist pupils learn number facts by rote and hold pupils accountable for their learning / knowledge **by February 2017** pupils are routinely observed, independently taking responsibility to learn number facts, using and mastering known number facts in lessons to solve problems in all classes, **by May 2017** teachers and parents report increased activity, motivation and success by pupils to learn number facts at home and school.
3. **By October 2016** pupils understand the importance of learning number facts and understand the quantity (pace) and quality (facts) of learning expected of them, **by December 2016** all pupils take part in 'Number Facts Time' at the agreed point in the day/ on a daily basis, **by February 2017** pupils learn appropriate number facts (age/ skills) and respond positively to the feedback they are given, **by May 2017** pupils work independently (with the support of home / school) to learn number facts and are held accountable for their learning, **by May 2017** pupils know the appropriate number facts for their age, **by June 2017** standards in the KS2 SATs Mental Arithmetic paper have improved.
- 4.

Governor Monitoring Who How and When	Subject Governors for Mathematics (<u>Richard Fowle</u>) will meet termly with the Lead Persons/ Subject Leader (<u>Hannah Crook</u>) to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan for Area 2. Richard Fowle will report to the The Curriculum and Standards Committee. This committee will report to the FGB. 19.09.16, 14.11.16, 16.01.17, 13.03.17, 19.06.17.	Governor Evaluation Who How and When	The Curriculum and Standards Committee will meet 5 times a year to evaluate the progress of the SDP. Evidence of progress against the success criteria in will be provided by Subject Governor for Maths (Richard Fowle), Subject leader (Hannah Crook), Headteacher (Kay Bridson) and by members of the Curriculum and Standards Committee. A summary report in the form of minutes and evaluation summary grid will be provided a summary report to governors at the FGB in term 2, 4 and 6. If necessary the Subject Governor will arrange further meetings with the Subject Leaders/ Lead Person for further information/ data.
LA Monitoring / Evaluation visits	LA WIA regular progress visits to the school to include classroom observations, data analysis, improvement planning review, 06.10.16, 24.11.16, 01.12.16 (HT Appraisal), 19.01.17, 23.03.17, 18.05.17.	LA School Effectiveness Reviews	LA WIA to lead regular School Effectiveness Reviews throughout the improvement process with SLT and Governors to evaluate progress / impact and identify further actions. SER SER DATES: 10.11.16, 02.03.16, 13.07.16
Lead Person	HT: Kay Bridson Maths Leader: Hannah Crook	Others involved	DHT , Maths Subject Team, SENCO, Class Teachers, TAs.

SCHOOL PRIORITY TARGET 2: IMPROVE THE TEACHING OF MATHS (MENTAL ARITHMETIC) TO BE AS EFFECTIVE AS THAT OF READING

2:1

1. **By October 2016** teachers understand the quantity and quality of work to be expected, **by December 2016** teachers plan for and provide pupils with opportunities to develop mental arithmetic (suitable challenge), **by February 2017** all teachers have high expectations and provide good challenge for children, in mental arithmetic, **by May 2017** teachers routinely work with 'home' to promote and facilitate the learning of number facts.

ACTION 2:1		START/ END DATE	RESOURCES / NOTES	COST	EVALUATION OF ACTIONS. IMPACT? NEXT STEPS?
2:1A	<p>By October 2016 teachers understand the quantity and quality of work to be expected. HT and Subject leader deliver CPD session to all teachers and TAs. Establish:</p> <ul style="list-style-type: none"> End of KS2 expectations, what are we aiming for? What should be expected for each age group? How I will plan for and deliver this expectation? What are our expectations / agreed routines and procedures as a school? How do we measure, record, report progress? 	05.08.16	KS2 SATs paper 2016	£50 Photocopying	Parents and pupils know the end of year expectations. Planning formats more consistent. Lesson objectives indicate higher expectations. NEXT STEPS: ENSURE VOCABULARY ON PLANNING IS EXPLICITLY SHARED WITH PUPILS ENSURE THE 'HOW' RELATES TO THE END OF YEAR EXPECTATIONS
		OCTOBER 2016	Copies of planets number facts booklets for each year group.	2 copies per pupil. 1 school, 1 home	
2:1B	<p>By October 2016 teachers understand the quantity and quality of work to be expected. SLT support all teachers to plan for the new agreed routines and expectations. Conduct baseline assessments and report to Maths leader.</p>	05.09.16		Use SLT release time.	New home learning procedures are largely met with enthusiasm by parents and pupils. Questionnaire shows lots of varying viewpoints. NEXT STEPS: ENSURE MID YEAR FEED BACK SOUGHT.
		OCTOBER 2016			
2:1C	<p>By December 2016 teachers plan for and provide pupils with opportunities to develop mental arithmetic (suitable challenge). Maths subject leader works with each teacher to ensure planning is set at an appropriate level and suitable resources are being used.</p>	01.11.16	Release time for Maths Subject leader to work with each teacher for 2 x ½ hour sessions during PPA time.	£150 supply cover	Planet Booklets have had a major positive impact on learning. Children are motivated and understand and talk about their targets. Teacher are using Abacus to support Number Time well. NEXT STEPS: MONITOR AND EVALUATE THE IMPACT OF IMPROVED NUMBER FACTS ON OTHER TASKS.
		DECEMBER 2016			
2:1D	<p>By February 2017 all teachers have high expectations and provide good challenge for children, in mental arithmetic. Maths Leader leads PDM session to establish:</p> <ul style="list-style-type: none"> Are expectations high enough? Suitable challenge? Is there progression through the school? 	01.01.17		N/A	Discussions with pupils and observations indicate that pupils are expected to work towards end of year expectations and are enjoying the challenge and the success of learning times tables etc. CPD including Boolean Maths courses have led to raised expectations. NEXT STEPS: MONITOR AND EVALUATE THE IMPACT OF IMPROVED NUMBER FACTS ON MASTERY TASKS.
		FEBRUARY 2017			
2:1E	<p>By May 2017 teachers routinely work with 'home' to promote and facilitate the learning of number facts. Maths Leader leads PDM for teachers to report back as to ideas and strategies which have worked in order to get pupils motivated and using Planets booklets at home.</p>	05.01.17			A poll of KS2 showed that the vast majority of pupils feel that the Planet Booklets have enabled them to improve their learning of x tables and number facts. Monitoring shows that the number of parents signing off the number facts has been increasing. The messy nature of many booklets shows that they are really living documents for the pupils. (Highlighted, stars, stickers etc!) Increasing number of pupils visiting the Happy Book for Maths facts. NEXT STEP: ADAPT THE FRONT COVER; INCLUDE DIVISION FACTS. STRATEGY FOR KS2: REGULAR OPPORTUNITIES FOR MINI-ASSESSMENTS SO THE PUPILS CAN SEE THEIR OWN PROGRESS. MEASURE FACTS/ X TABLES GRID; SEPT/DEC/MARCH/JUNE.
		MAY 2017			

SCHOOL PRIORITY TARGET 2: IMPROVE THE TEACHING OF MATHS (MENTAL ARITHMETIC) TO BE AS EFFECTIVE AS THAT OF READING

2:2

2. **By October 2016** pupils' independent learning /self-help routines and expectations have been established in all classes, **by December 2016** all teachers and teaching assistants insist pupils learn number facts by rote and hold pupils accountable for their learning / knowledge **by February 2017** pupils are routinely observed, independently taking responsibility to learn number facts, using and mastering known number facts, in lessons, to solve problems in all classes, **by May 2017** teachers and parents report increased activity, motivation and success by pupils to learn number facts at home and school.

ACTION 2:2		START/ END DATE	RESOURCES / NOTES	COST	EVALUATION OF ACTIONS. IMPACT? NEXT STEPS?
2:2A	By October 2016 pupils' independent learning /self-help routines and expectations have been established in all classes. Michele Williams provides feedback from Home Learning Questionnaire (July 2016). Whole staff review Home Learning Policy and establish new expectations.	05.09.16	Copies of analysis.	£5	New home learning procedures are largely met with enthusiasm by parents and pupils. Questionnaire shows lots of varying viewpoints. NEXT STEPS: ENSURE MID YEAR FEED BACK SOUGHT.
		05.09.16	Copies of HL policy.		
2:2B	By October 2016 pupils' independent learning /self-help routines and expectations have been established in all classes. All teachers implement new Home Learning Policy. Children are held accountable for the learning set each week.	05.09.16			New home learning procedures in place. All teachers are implementing successfully. NEXT STEPS: ENSURE ABACUS EXPECTATIONS ARE SHARED WITH PUPILS AND PARENTS. PURCHASE APPROPRIATE HARDWARE TO USE X TABLES APPS
		SEPTEMBER 2016			
2:2C	By October 2016 pupils' independent learning /self-help routines and expectations have been established in all classes. HT to communicate new expectations to parents via newsletter .	05.09.16			Expectations shared with parents and pupils; newsletter and assembly. Parents are aware of new expectations. NEXT STEPS: MONITOR MID YEAR.
		09.09.16			
2:2D	By October 2016 pupils' independent learning /self-help routines and expectations have been established in all classes. HT to recruit Maths intervention teacher to work with Y6 pupils. Aim to specifically drill Maths facts and hold pupils accountable in Y6.	05.09.16			Pupils are motivated by sessions with teacher to check up X tables / number facts. Teacher successfully helping pupils to 'bite off' the chunk of learning they can manage. NEXT STEPS: DOUBLE THE AMOUNT OF TIME SPENT BY TEACHER IN KS2.
		09.09.16			
2:2E	By October 2016 pupils' independent learning /self-help routines and expectations have been established in all classes. All teachers communicate with pupils and parents regarding the expectations for their child.	05.09.16			Embedded in KS2 and KS1. NEXT STEPS: CONTINUE TO DEVELOP STRATEGIES FOR KS1. ENCOURAGE STAFF TO USE ALL RESOURCES AVAILABLE TO US IN THE CLASSROOMS ALREADY. DICTIONARIES / TEXT BOOKS.
		SEPTEMBER 2016			
2:2F	By October 2016 pupils' independent learning /self-help routines and expectations have been established in all classes. Maths Subject Leader delivers Parent Workshop to communicate with parents the expectations for mental arithmetic and to introduce the Planets booklets to them (22.09.16).	22.09.16		£300	Positive feedback. Parents also like the Maths book provided for each family. NEXT STEPS: WORKSHOP FOR CALCULATION POLICY, REQUEST FOR REPEAT OF LAST YEAR. PUT PLANETS BOOKLETS ONTO THE WEB-SITE.
		OCTOBER 2016			

ACTION 2:2		START/ END DATE	RESOURCES / NOTES	COST	EVALUATION OF ACTIONS. IMPACT? NEXT STEPS?
2:2G	By October 2016 pupils' independent learning /self-help routines and expectations have been established in all classes. HT and ML undertake focused learning Walks, scrutiny of work (Planet Booklets) and pupil interviews to evaluate the impact of this improvement initiative. Outcomes of this evaluation are shared with Governors and fed back to teachers, TAs and pupils.	05.09.16 OCTOBER 2016	Use SLT time.		Planet Booklets are motivating children to learn times tables and number facts. Pupils taking responsibility for their own learning. NEXT STEPS: ENSURE A CONSISTENT APPROACH ACROSS THE SCHOOL AND CONTINUE TO DEVELOP COMMUNICATION WITH PARENTS OVER THE USE OF THE BOOKLETS
2:2H	By December 2016 all teachers and teaching assistants insist pupils learn number facts by rote and hold pupils accountable for their learning / knowledge. Subject Governor and ML undertake focused learning Walks, scrutiny of work (Planet Booklets) and pupil interviews to evaluate the impact of this improvement initiative. Compare base-line data with December data. Outcomes of this evaluation are shared with Governors and fed back to teachers, TAs and pupils.	31.10.16 DECEMBER 2016			Subject Governor and SL gained evidence that pupils are motivated and enjoy their learning of number facts. Improved rote learning. Better use of Planet Booklets by pupils and parents. (See Summary) NEXT STEPS: CONTINUE TO DEVELOP COMMUNICATION WITH PARENTS OVER THE USE OF THE BOOKLETS. REMINDER LETTER IN NEW YEAR. Hannah's booklet??? Websites / aps
2:2I	By February 2017 pupils are routinely observed, independently taking responsibility to learn number facts, using and mastering known number facts in lessons to solve problems in all classes. HT formal lesson observations.	03.01.17 FEBRUARY 2017			Pupils continue to show enthusiasm for learning number facts. Monitoring in March showed that pupils were able to point in their books where number facts had helped in their problem solving. Understand why tables and division facts are useful. NEXT STEPS: MONITORING IN MASTERY IMPACT – EVALUATE AT THE END OF THE YEAR MAY: THE WALTS HAVE APPLY ETC IN THEM BUT NOT USING THE BLUE HIGHLIGHTING ENOUGH.
2:2J	By May 2017 teachers, pupils and parents report increased activity, motivation and success by pupils to learn number facts at home and school. Maths Leader and Maths Governor canvas pupil and parental opinions.	20.02.17 MAY 2017			A poll of KS2 showed that the vast majority of pupils feel that the Planet Booklets have enabled them to improve their learning of x tables and number facts. Monitoring shows that the number of parents signing off the number facts has been increasing. The messy nature of many booklets shows that they are really living documents for the pupils. (Highlighted, stars, stickers etc!) Increasing number of pupils visiting the Happy Book for Maths facts. NEXT STEP: ADAPT THE FRONT COVER; INCLUDE DIVISION FACTS. STRATEGY FOR KS2: REGULAR OPPORTUNITIES FOR MINI-ASSESSMENTS SO THE PUPILS CAN SEE THEIR OWN PROGRESS. MEASURE FACTS/ X TABLES GRID; SEPT/DEC/MARCH/JUNE.

SCHOOL PRIORITY TARGET 2: IMPROVE THE TEACHING OF MATHS (MENTAL ARITHMETIC) TO BE AS EFFECTIVE AS THAT OF READING

2:3

3. **By October 2016** pupils understand the importance of learning number facts and understand the quantity (pace) and quality (facts) of learning expected of them, **by December 2016** all pupils take part in 'Number Facts Time' at the agreed point in the day/ on a daily basis, **by February 2017** pupils learn appropriate number facts (age/ skills) and respond positively to the feedback they are given, **by May 2017** pupils work independently (with the support of home / school) to learn number facts and are held accountable for their learning, **by May 2017** pupils know the appropriate number facts for their age, **by June 2017** standards in the KS2 SATs Mental Arithmetic paper have improved.

ACTION 2:3		START/ END DATE	RESOURCES / NOTES	COST	EVALUATION OF ACTIONS. IMPACT? NEXT STEPS?
2:3A	<p>By October 2016 pupils understand the importance of learning number facts and understand the quantity (pace) and quality (facts) of learning expected of them. HT and ML undertake focused learning Walks, scrutiny of work (Planet Booklets) and pupil interviews to evaluate the impact of this improvement initiative. Outcomes of this evaluation are shared with Governors and fed back to teachers, TAs and pupils.</p>	05.19.16			<p>Planet Booklets are motivating children to learn times tables and number facts. Pupils taking responsibility for their own learning.</p> <p>NEXT STEPS: ENSURE A CONSISTENT APPROACH ACROSS THE SCHOOL AND CONTINUE TO DEVELOP COMMUNICATION WITH PARENTS OVER THE USE OF THE BOOKLETS</p>
		OCTOBER 2016			
2:3B	<p>By December 2016 all pupils take part in 'Number Facts Time' at the agreed point in the day/ on a daily basis. Governor and ML undertake focused learning Walks, scrutiny of work (Planet Booklets) and pupil interviews to evaluate the impact of this improvement initiative. Compare base-line data with December data. Outcomes of this evaluation are shared with Governors and fed back to teachers, TAs and pupils.</p>	31.10.16			<p>Timetables and planning, learning walks indicates Number Time is implemented across the school. At December progress in Maths is: Rapid: Y2, Y4, Y6 Expected Y1 and Y3. Year 5? Check. Y5 boys What is going on?</p> <p>NEXT STEPS: HOLD PUPIL PROGRESS MEETINGS AND RE- PRIORITISE INTERVENTIONS. MONITOR Y5 BOYS.</p>
		DECEMBER 2016			
2:3C	<p>By February 2017 pupils learn appropriate number facts (age/ skills) and respond positively to the feedback they are given. Formal lesson observations by HT: all lessons judged good or better.</p>	03.01.17			<p>Discussions with pupils, lesson observations and learning walks show that high levels of engagement are having a positive impact on learning. Pupils learn number facts with greater urgency and respond to the feedback they are given by taking responsibility for their learning. NEXT STEPS: MONITOR IMPACT ON PROGRESS</p>
		FEBRUARY 2017			
2:3D	<p>By May 2017 pupils work independently (with the support of home / school) to learn number facts and are held accountable for their learning. Maths Leader and Maths Governor canvas pupil and parental opinions. Report to Standards and Curriculum Committee.</p>	20.02.17			<p>See 2.2J</p>
		MAY 2017			
2:3E	<p>By May 2017 pupils know the appropriate number facts for their age. Teachers provide Maths leader with comparative data (from Base-line targets at the beginning of the year) Maths leader to report to HT.</p>	01.05.17			<p>Y1 95%, Y2 72%, Y3 77%, Y4 72%, Y5 85%, Y6 86%. Rapid progress @ T5.</p>
		MAY 2017			

ACTION 2:3		START/ END DATE	RESOURCES / NOTES	COST	EVALUATION OF ACTIONS. IMPACT? NEXT STEPS?
2:3A	<p>By June 2017 standards in the KS2 SATs Mental Arithmetic paper have improved. SLT data analysis shows standards in Mental arithmetic are nearer to N/A. Monitor and evaluate attainment of girls.</p>	May 2017			
		JUNE 2017			

Area for Improvement 3: Outcomes for children and learners - achievement

Ofsted Priority target: Raise standards in writing at key stages 1 and 2

1. **By December 2016** teachers have identified challenging/ appropriate learning targets for all pupils (GPS) and use them routinely in lessons, **by May 2017** pupils use the GPS targets teachers have given them to improve their writing in all subjects, **by May 2016 pupils** know and can talk about their targets.

2. **By December 2016** the improved model for differentiating the curriculum (established in all classes 2015/2016) is embedded in all Key Stages and classrooms, **by February 2017** teachers planning identifies how stretch and challenge is provided for the most able in all GPS lessons, **by May 2017** the most able pupils work at higher levels and on their own, more frequently and from an earlier age, **by June 2017** standards in KS2 SATs GPS paper have improved. Boys attainment has improved and is nearer the national average.

<p>Governor Monitoring</p> <p>Who How and When</p>	<p>Subject Governors for English Katie Hill. will meet termly with the Lead Persons/ Subject Leader (<u>Sarah Wareham</u>) to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan for Area 3 Katie Hill report to the The Curriculum and Standards Committee. This committee will report to the FGB. 19.09.16, 14.11.16, 16.01.17 13.03.17, 19.06.17.</p>	<p>Governor Evaluation</p> <p>Who How and When</p>	<p>The Curriculum and Standards Committee will meet 5 times a year to evaluate the progress of the SDP. Evidence of progress against the success criteria in will be provided by Subject Governor for English (Katie Hill) Subject leader (Sarah Wareham), Headteacher (Kay Bridson) and by members of the Curriculum and Standards Committee. A summary report in the form of minutes and evaluation summary grid will be provided a summary report to governors at the FGB in term 2, 4 and 6. If necessary the Subject Governor will arrange further meetings with the Subject Leaders/ Lead Person for further information/ data.</p>
<p>LA Monitoring / Evaluation visits</p>	<p>LA WIA regular progress visits to the school to include classroom observations, data analysis, improvement planning review, 06.10.16, 24.11.16, 01.12.16 (HT Appraisal), 19.01.17, 23.03.17, 18.05.17,</p>	<p>LA School Effectiveness Reviews</p>	<p>LA WIA to lead regular School Effectiveness Reviews throughout the improvement process with SLT and Governors to evaluate progress / impact and identify further actions SER SER DATES: 10.11.16, 02.03.16, 13.07.16</p>
<p>Lead Person</p>	<p>HT: Kay Bridson English Leader: Sarah Wareham</p>	<p>Others involved</p>	<p>DHT , English Subject Team, SENCO, Class Teachers, TAs.</p>

(OFSTED) PRIORITY TARGET 3: RAISE STANDARDS IN WRITING AT KEY STAGES 1 AND 2

3:1

1. **By December 2016** teachers have identified challenging/ appropriate learning targets for all pupils (GPS) and use them routinely in lessons, **by May 2017** pupils use the GPS targets teachers have given them to improve their writing in all subjects, **by May 2016** pupils know and can talk about how their targets have helped them to improve their work.

ACTION 3:1		START/ END DATE	RESOURCES / NOTES	COST	EVALUATION OF ACTIONS. IMPACT? NEXT STEPS?
3:1A	By December 2016 teachers have identified challenging/ appropriate learning targets for all pupils and use them routinely in all lessons. (GPS) Teachers allocate children with GPS targets (marking) in all subjects. Pupils are held accountable during RTM time.	05.09.16			Lesson observations, learning walks and book scrutiny indicate that pupils are using RTM more effectively to improve and take responsibility for their learning. NEXT STEPS: TEACHERS USE ASSESSMENT SHEETS MORE REGULARLY TO INFORM MARKING AND TARGET SETTING.
		DECEMBER 2016			
3:1B	By December 2016 teachers have identified challenging/ appropriate learning targets for all pupils and used them routinely in lessons.(GPS) Teachers implement the Marking for Learning Policy and ensure that short term targets are set routinely and are appropriate and challenging.	05.09.16			Policy in place and being implemented. Marking monitored by ESL and MSL. NEXT STEPS: SLT MONITOR MARKING EARLY IN NEW YEAR. (ALL BOOKS)
		DECEMBER 2016			
3:1C	By December 2016 teachers have identified challenging/ appropriate learning targets for all pupils and used them routinely in lessons. (GPS) School leadership to monitor the implementation of marking/ feedback policy and ensure a school wide approach is consistently applied by all teachers and teaching assistants.	05.09.16			Policy in place and being implemented. Marking monitored by ESL and MSL. NEXT STEPS: SLT MONITOR MARKING EARLY IN NEW YEAR. (ALL BOOKS)
		DECEMBER 2016			
3:1D	By December 2016 teachers have identified challenging/ appropriate learning targets for all pupils and used them routinely in lessons. Teachers provide pupils with clear short term writing targets in all subjects. These are routinely used by teachers and pupils to provide 'stretch' and challenge and to aid self-assessment.	05.09.16			Policy in place and being implemented. Marking monitored by ESL and MSL. NEXT STEPS: SLT MONITOR MARKING EARLY IN NEW YEAR. (ALL BOOKS)
		DECEMBER 2016			
3:1E	By December 2016 teachers have identified challenging/ appropriate learning targets for all pupils and used them routinely in lessons. SLT/ELT monitor to ensure that marking and feedback provides pupils with clear targets and that pupils are given time to respond to marking/targets, held accountable and	05.09.16			Policy in place and being implemented. Marking monitored by ESL and MSL. NEXT STEPS: SLT MONITOR MARKING EARLY IN NEW YEAR. (ALL BOOKS)
		DECEMBER 2016			

transfer their improvement to subsequent pieces of writing.					
ACTION 3:1		START/ END DATE	RESOURCES / NOTES	COST	EVALUATION OF ACTIONS. IMPACT? NEXT STEPS?
3:1F	By May 2017 pupils use the GPS targets teachers have given them to improve their writing in all subjects. SLT/ English Governor and Subject leader monitor and evaluate: Have teachers provided pupils with clear short term writing targets in all subjects. Are these routinely used by teachers and pupils to provide 'stretch' and challenge and to aid self-assessment?	MARCH 2017 APRIL 2017			English governor talked with pupils who were all able to use their Writing Tutorials to show their future targets. Pupils have ownership of targets. Planning shows the expectations for the lesson are clearly linked to the End of Year Expectations. Post-it notes are used in other books. NEXT STEPS: STRETCH VOCABULARY LINKED TO SPELLING.
3:1G	By May 2017 pupils use the GPS targets teachers have given them to improve their writing in all subjects. School leadership to monitor the implementation of marking/ feedback policy and ensure a school wide approach is consistently applied by all teachers and teaching assistants.	MARCH 2017 APRIL 2017			Marking Policy is consistent across the school and across subjects. As above. Better understanding of cohort expectations. NEXT STEP: ENSURE FOCUS ON CONSISTENCY
3:1H	By May 2017 pupils know and can talk about how their targets have helped them to improve their work. SLT/ELT monitor to ensure that marking and feedback provides pupils with clear targets and that pupils are given time to respond to marking/targets and transfer their improvement to subsequent pieces of writing across the curriculum. Evaluate.	APRIL 2017 MAY 2017			English governor talked with pupils and they were able to discuss their targets and what was expected of them. Across classes pupils know what to aim for and expectations. NEXT STEP: ALLOW PUPILS TO DEMONSTRATE CREATIVITY AND LINKAGE OF LEARNING IN THEIR WORK. (SHOOTING STARS)
3:1I	By May 2017 pupils know and can talk about how their targets have helped them to improve their work. English Governor / Curriculum and Standards Governors monitor to ensure that marking and feedback provides pupils with clear targets and that pupils are given time to respond to marking/targets and transfer their improvement to subsequent pieces of writing across the curriculum. Evaluate.	APRIL 2017 MAY 2017			English governor: Teachers are adapting RTM to suit the age and ability of the pupils. NEXT STEP: HOW CAN WE PROVIDE MAXIMUM OPPORTUNITIES FOR MEANINGFUL FEEDBACK.

(OFSTED) PRIORITY TARGET 3: RAISE STANDARDS IN WRITING AT KEY STAGES 1 AND 2

3:2

2. **By December 2016** the improved model for differentiating the curriculum (established in all classes 2015/2016) is embedded in all Key Stages and classrooms, **by February 2017** teachers planning identifies how stretch and challenge is provided for the most able in all GPS lessons, **by May 2017** the most able pupils work at higher levels and on their own, more frequently and from an earlier age, **by May (July) 2017** standards in KS2 SATs GPS paper have improved.

ACTION 3:2		START/ END DATE	RESOURCES / NOTES	COST	EVALUATION OF ACTIONS. IMPACT? NEXT STEPS?
3:2A	By December 2016 the improved model for differentiating the curriculum (established in all classes 2015/2016) is embedded in all Key Stages and classrooms. All teachers routinely use 'Sun, moon, stars and shooting stars' to differentiate the curriculum.	05.08.16			In place in all classrooms. NEXT STEPS: CONTINUE TO MONITOR AND REFINE. HAVE WE A BALANCE OF SETTING CHALLENGING TARGETS FOR PUPILS AND THEM SETTING THEIR OWN?
		DECEMBER 2016			
3:2B	By December 2016 the improved model for differentiating the curriculum (established in all classes 2015/2016) is embedded in all Key Stages and classrooms. School leadership to monitor the implementation of agreed procedures for differentiating the curriculum. Work sampling, discussions with pupils and learning walks.	31.10.16			In place in all classrooms. NEXT STEPS: CONTINUE TO MONITOR AND REFINE. HAVE WE A BALANCE OF SETTING CHALLENGING TARGETS FOR PUPILS AND THEM SETTING THEIR OWN?
		DECEMBER 2016			
3:2C	By February 2017 a teacher planning identifies how stretch and challenge is provided for the most able in all GPS lessons. School leadership to monitor planning. Does it identify stretch and challenge for the more able?	03.01.17			Planning and marking indicates that GPS is given a high priority in all subjects. More able are expected to write high quality pieces in Topic Books. NEXT STEPS: BOOK SCRUTINY TO FOCUS ON WRITING IN TOPIC BOOKS – IS THE QUALITY OF GPS THE SAME AS IN ENGLISH?
		FEBRUARY 2017			
3:2D	By May 2017 the most able pupils work at higher levels and on their own, more frequently and from an earlier age. SLT, EL and English Governor to monitor level of challenge and stretch for the more able. Evaluate and report to Standards and Curriculum Committee.	20.02.17			The quantity of work produced by the older more able pupils requires another raising of expectations. Pupils need to be encouraged to write 'with flow' and to be ready for the requirements of secondary school. NEXT STEPS: PROVIDE OPPORTUNITIES FOR THE MORE ABLE TO WORK COLLABORATIVELY.
		APRIL 2017			
3:2E	By May 2017 standards in KS2 SATs GPS paper have improved. Boys' attainment has improved and is nearer the national average.	01.09.16			
		May 2017			

Area for Improvement 4: Outcomes for children and learners - achievement

School Priority target: Raise standards in maths at key stage 2 (Major focus on Y6 and girls in Y4, 5 & 6)

1. **By October 2016** teachers have identified challenging/ appropriate learning targets for all pupils and used them routinely in lessons, **by December 2016** pupils use the targets teachers have given them to develop 'number facts' in maths, **by May 2017 pupils** know and can talk about their targets and understand how they may use in their demonstration of mastery in maths.

2. **By October 2016** the agreed an improved model for differentiating the curriculum (for the more able) is being introduced into all classes, **by December 2016** teachers planning identifies how stretch and challenge is provided for the most able in all lessons, **by May 2017** pupils work at higher levels, with greater intensity and responsibility, more frequently and access the resources they need to help them independently and from an earlier age, **by May 2017** pupils know the appropriate number facts for their age, **by June 2017** standards in the KS2 SATs Mental Arithmetic paper have improved.

Governor Monitoring Who How and When	Subject Governors for Maths (<u>Richard Fowle</u>) will meet termly with the Lead Persons/ Subject Leader (<u>Hannah Crook</u>) to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan for Area Richard Fowle will report to the The Curriculum and Standards Committee. This committee will report to the FGB. 19.09.16, 14.11.16, 16.01.17, 13.03.17, 19.06.17.	Governor Evaluation Who How and When	The Curriculum and Standards Committee will meet 5 times a year to evaluate the progress of the SDP. Evidence of progress against the success criteria in will be provided by Subject Governor for Maths (Richard Fowle), Subject leader (Hannah Crook), Headteacher (Kay Bridson) and by members of the Curriculum and Standards Committee. A summary report in the form of minutes and evaluation summary grid will be provided a summary report to governors at the FGB in term 2, 4 and 6. If necessary the Subject Governor will arrange further meetings with the Subject Leaders/ Lead Person for further information/ data.
LA Monitoring / Evaluation visits	LA WIA regular progress visits to the school to include classroom observations, data analysis, improvement planning review, 06.10.16, 24.11.16, 01.12.16 (HT Appraisal), 19.01.17, 23.03.17, 18.05.17,	LA School Effectiveness Reviews	LA WIA to lead regular School Effectiveness Reviews throughout the improvement process with SLT and Governors to evaluate progress / impact and identify further actions SER SER DATES: 10.11.16, 02.03.16, 13.07.16
Lead Person	HT: Kay Bridson Maths Leader: Hannah Crook.	Others involved	DHT , Maths Subject Team, SENCO, Class Teachers, TAs.

(SCHOOL) PRIORITY TARGET 4: RAISE STANDARDS IN MATHS AT KEY STAGES 1 AND 2

4:1

1. **By October 2016** teachers have identified challenging/ appropriate learning targets for all pupils and used them routinely in lessons, **by December 2016** pupils use the targets teachers have given them to develop 'number facts' in maths, **by April 2017 pupils** know and can talk about their targets and understand how they may use in their demonstration of mastery in maths.

ACTION 4:1		START/ END DATE	RESOURCES / NOTES	COST	EVALUATION OF ACTIONS. IMPACT? NEXT STEPS?
4:1A	By October 2016 teachers have identified challenging/ appropriate learning targets for all pupils and used them routinely in lessons. All pupils understand what they are required to learn, the time scales involved and how they will be held accountable for their learning.	05.08.16 OCTOBER 2016	Planets Booklets.		Expectation have been raised and pupils are showing enthusiasm for mastery tasks. NEXT STEPS: DEVELOP THE USE OF TECHNICAL VOCABULARY IN LESSONS. BE EXPLICIT!
4:1B	By October 2016 teachers have identified challenging/ appropriate learning targets for all pupils and used them routinely in lessons. All pupils understand how they can use different strategies to learn number facts: link to Building Learning Power.	05.09.16 OCTOBER 2016			Children know which times table facts to learn and motivated to learn them. The number/measure/geometry facts are less well used. NEXT STEPS: PROMOTE THE USE OF THE NUMBER/MEASURE/GEOMETRY SECTION OF THE PLANET BOOKLETS IN KS2.
4:1C	By October 2016 teachers have identified challenging/ appropriate learning targets for all pupils and used them routinely in lessons. All pupils have the opportunity to report back to The School Council regarding the pace and intensity of learning number facts. Evaluation by SC	05.09.16 OCTOBER 2016			Books being used well. Feedback from children is positive. NEXT STEPS: DISCUSS HOW TO USE BOOKLETS FOR EXCEL
4:1D	By December 2016 pupils use the targets teachers have given them to develop 'number facts' in maths. All teachers provide pupils with the opportunity to demonstrate their number facts knowledge in mastery activities.	05.09.16 DECEMBER 2016			Mastery tasks are evident in KS2. More work needed in KS1/ lower KS2 NEXT STEPS: DISCUSS AT CPD SESSION JANUARY. MASTERY COURSE FOR KS and JR.
4:1E	By December 2016 pupils use the targets teachers have given them to develop 'number facts' in maths. Governor and ML undertake focused learning Walks, scrutiny of work (Planet Booklets) and pupil interviews to evaluate the impact of this improvement initiative. Compare base-line data with December data. Outcomes of this evaluation are shared with Governors and fed back to teachers, TAs and pupils. What has been the impact on pupils/ standards so far?	05.09.16 DECEMBER 2016			Completed by Richard Fowle (Maths Governor) and Visitt by Lloyd Turner (Governor) See Summary sheet. At December progress in Maths is: Rapid: Y2, Y4, Y6 Expected Y1 and Y3. Year 5? Check. Y5 boys What is going on? NEXT STEPS: HOLD PUPIL PROGRESS MEETINGS AND RE- PRIORITISE INTERVENTIONS. MONITOR Y5 BOYS.
4:1F	By May 2017 pupils know and can talk about their targets and understand how they may use in their demonstration of mastery in maths. Monitoring by HT, Subject Governor and Subject Leader, as above .Are number fact skills demonstrated in mastery tasks?	05.09.16 May 2017			Pupils are able to point out facts that have helped them. Y5 more able very articulate about the links. (measure facts) Y2 My counting in 10s helped me to solve money problems. Y6 Prime numbers. Use of White Rose resources becoming evident now in lower KS2.

(SCHOOL) PRIORITY TARGET 4: RAISE STANDARDS IN MATHS AT KEY STAGES 1 AND 2

4:2

2. **By October 2016** the agreed an improved model for differentiating the curriculum (for the more able) is embedded in all classes, **by December 2016** teachers planning identifies how stretch and challenge is provided for the most able in all lessons, **by April 2017** pupils work at higher levels, with greater intensity and responsibility, more frequently and access the resources they need to help them independently and from an earlier age, **by May 2017** pupils know the appropriate number facts for their age, **by June 2017** standards in the KS2 SATs Mental Arithmetic paper have improved.

ACTION 4:2		START/ END DATE	RESOURCES / NOTES	COST	EVALUATION OF ACTIONS. IMPACT? NEXT STEPS?
4:2A	By October 2016 the agreed an improved model for differentiating the curriculum (for the more able) is embedded in all classes. All pupils understand what is expected of them in lessons and how they know if they have succeeded.	05.08.16 OCTOBER 2016	Planets Booklets.		Mastery tasks (in blue) are evident in EYFS Y4-6. NEXT STEPS: MONITOR MASTERY TASKS ACROSS THE SCHOOL
4:2B	By December 2016 a teacher planning identifies how stretch and challenge is provided for the most able in all lessons. Pupils understand how to challenge themselves and feel they are expected to work hard and to take responsibility for their own learning.	05.09.16 OCTOBER 2016			Feedback from SC and pupil interview Pupils are making links and understand what to do next. NEXT STEPS: NEED TO ENSURE THE TIMESTABLES AND NUMBE FACTS ARE LEARNED IN TANDEM. ARE BIG ENOUGH BITES ENCOURAGED? AWARE OF HOW TO NOT REPEAT OR REPEAT WHEN NECESSARY. DIVISION FACTS?
4:2C	By December 2016 a teacher planning identifies how stretch and challenge is provided for the most able in all lessons. Pupils understand and are developing the skills to learn number facts / find strategies which suit them.	05.09.16 DECEMBER 2016			Feedback from SC and pupil interview Pupils are making links and understand what to do next. NEXT STEPS: NEED TO ENSURE THE TIMESTABLES AND NUMBE FACTS ARE LEARNED IN TANDEM. ARE BIG ENOUGH BITES ENCOURGAED? AWARE OF HOW TO NOT REPEAT OR REPEAT WHEN NECESSARY. DIVISION FACTS?
4:2D	By December 2016 a teacher planning identifies how stretch and challenge is provided for the most able in all lessons. Governor and ML undertake focused learning Walks, scrutiny of work (Planet Booklets) and pupil interviews to evaluate the impact of this improvement initiative. Compare base-line data with December data. Outcomes of this evaluation are shared with Governors and fed back to teachers, TAs and pupils. What has been the impact on pupils/ standards so far? Answer 4:2B and C	05.09.16 DECEMBER 2016			At December progress in Maths is: Rapid: Y2, Y4, Y6 Expected Y1 and Y3. Year 5? Check. Y5 boys What is going on? NEXT STEPS: HOLD PUPIL PROGRESS MEETINGS AND RE- PRIORITISE INTERVENTIONS. MONITOR Y5 BOYS.
4:1E	By May 2017 pupils work at higher levels, with greater intensity and responsibility, more frequently and access the resources they need to help them independently and from an earlier age. Pupils are using skills to learn number facts and have gained strategies which suit them.	05.09.16 MAY 2017			Observations made during KS2 SATS week include: <ul style="list-style-type: none"> • All pupils worked methodically and quickly through the papers • Worked with focus/ intensity and able to recall x tables and number facts quicker than in previous years • Better toolkit of strategies on display!

ACTION 4:2		START/ END DATE	RESOURCES / NOTES	COST	EVALUATION OF ACTIONS. IMPACT? NEXT STEPS?
4.1F	<p>By May 2017 pupils work at higher levels, with greater intensity and responsibility, more frequently and access the resources they need to help them independently and from an earlier age.</p> <p>Governor and ML undertake focused learning Walks, scrutiny of work (Planet Booklets) and pupil interviews to evaluate the impact of this improvement initiative. Compare base-line data with December data. Outcomes of this evaluation are shared with Governors and fed back to teachers, TAs and pupils. What has been the impact on pupils/ standards so far?</p> <p>Are pupils are using skills to learn number facts and have gained strategies which suit them?</p>	05.09.16			<p>Governor Visit 24/05/17 meeting with Maths subject leader and interviews with pupils.</p> <p>Evident in books and Wiltshire Tracker that pupils have made rapid progress @ T5.</p> <p>Planet Booklets are valued and pupils know they have made a difference to their attainment/ progress. Pupils able to identify challenges to learning.</p> <p>NEXT STEPS: EDIT NEXT YEAR. ENSURE THE ASSESSMENT ACTIVITIES ARE USED / AGREED STRATEGY. DIVISION FACTS TO BE INCLUDED ON THE FRONT COVER.</p>
		APRIL 2017			
4.1G	<p>By May 2017 pupils know the appropriate number facts for their age. All teachers provide assessment data for Maths Leader and HT to analyse.</p>	05.09.16			<p>Y1 95%, Y2 72%, Y3 77%, Y4 72%, Y5 85%, Y6 86% T5 Rapid Progress. See Wiltshire Tracker.</p>
		MAY 2017			
4.1H	<p>By June 2017 standards in the KS2 SATs Mental Arithmetic paper have improved. Girls attainment has improved and is nearer the national average.</p>	05.09.16			
		JUNE 2017			

Area for Improvement 5: The effectiveness of leadership and management

Ofsted Priority Target: Ensure that Governors hold the school to account more robustly for the pace and consistency of improvements

(Including more specific recommendations from Full Review of Governance conducted in October 2015)

Review recommendations: AREAS FOR DEVELOPMENT: 1. Governors' understanding of their roles and responsibilities. 2. Fully addressing the three recommendations for the governing board from the Ofsted report. 3. Recruiting and appointing a new professional clerk. 4. Consideration of a possible increase in the size of the board to enable new members to join, providing a wider pool of potential new chairs and enabling all committees to be equally effective.

5. Ensuring a proper focus on mid-long term strategic development of the school as well as on the immediate issues. 6. Seeking to become more outward – looking and embracing opportunities to meet governors from other schools. 7. Considering more regular reviews of the chair and governors. 8. Ensuring that governors' visits are better focused on monitoring aspects of the school's improvement and strategic plans.

1. **By September 2016** The Safeguarding Committee has updated the Safeguarding and Child Protection Policy in line with 'Working Together to Safeguard Children in Education (for implementation by 05.09.16). **by October 2016** the Safeguarding Committee has ensured that key policies for Safeguarding are compliant with current with legislation and practice, these policies are on the school web-site and the 'Share point', **by December 2016** Governors have received information updates regarding the most up-to-date legislation and practice, especially those related to keeping pupils safe. Governors know how to access the most up-to-date information on the schools new 'Share point'.
2. **By September 2016** Governors have a clear understanding of what needs to be improved and why, **by December 2016** Governors have developed a concise format to collect outcomes from monitoring and evaluating the impact of improvement initiatives, **by July 2017** Governors check that improvements are implemented quickly and consistently to have a rapid impact upon pupils' progress.
3. **By September 2016** The FGB has recruited and appointed a new professional clerk, **by December 2016** Governor 'Share point' is used for information sharing and all governors have an official e-mail address, **by December 2016** new school web-site has been audited and has all statutory requirements fulfilled, **by January 2017** Governors have introduced themselves and raised their profile with pupils and parents. Parents have a better understanding of the role of the FGB and how to contact governors, **by March 2017** all stake-holders have contributed to the future vision for the school (ensuring the mid-to-long term strategic development of the school includes milestones and key performance indicators) to enable the governors to monitor and evaluate progress, **by July 2016** introduce regular reviews of the chair and governors.

Who How and When	Subject Governors for Mathematics, Reading and Writing and Teaching and Learning Governor will meet termly with the Lead Persons/ Subject Leaders to discuss progress made against the actions by monitoring that detailed actions have taken place in a timely and effective manner; and note any changes to the action plan for Area 3. The Subject Governors will report to the Evaluation Governor (see Evaluation). 19.09.16, 14.11.16, 16.01.13.03.17, 19.06.17.	Governor Evaluation Who How and When	Evaluation Governor will meet with the Subject Governors 3 times a year (Terms 2, 4 and 6) to receive a report on evidence of progress against the success criteria in at the end of term 2,3,4,5 and 6; then provide a summary report to governors at the FGB in term 2, 4 and 6. If necessary, the Evaluation Governor will arrange a further meeting with the Subject Leaders/ Lead Person for further information/ data.
LA Monitoring / Evaluation visits	LA WIA regular progress visits to the school to include classroom observations, data analysis, improvement planning review, 06.10.16, 24.11.16, 01.12.16 (HT Appraisal), 19.01.17, 23.03.17, 18.05.17,	LA School Effectiveness Reviews	LA WIA to lead regular School Effectiveness Reviews throughout the improvement process with SLT and Governors to evaluate progress / impact and identify further actions: SER DATES: 10.11.16, 02.03.16, 13.07.16
Lead Person	HT CoG	Others involved	Curriculum and Standards Committee will meet with the Subject Governors 3 times a year (Terms 2, 4 and 6) to receive a report on evidence of progress against the success criteria in at the end of term 2,3,4,5 and 6; then provide a summary report to governors at the FGB in term 2, 4 and 6. If necessary, the Committee will arrange a further meeting with the Subject Leaders/ Lead Person for further information/ data.

(OFSTED) PRIORITY TARGET 5: ENSURE THAT GOVERNORS HOLD THE SCHOOL TO ACCOUNT MORE ROBUSTLY FOR THE PACE AND CONSISTENCY OF IMPROVEMENTS

5:1

- By September 2016** The Safeguarding Committee has updated the Safeguarding and Child Protection Policy in line with 'Working Together to Safeguard Children in Education (for implementation by 05.09.16). **by October 2016** the Safeguarding Committee has ensured that key policies for Safeguarding are compliant with current with legislation and practice, these policies are on the school web-site and the 'Share point', **by December 2016** Governors have received information updates regarding the most up-to-date legislation and practice, especially those related to keeping pupils safe. Governors know how to access the most up-to-date information on the schools new 'Share point'.

ACTION 5:1		START/ END DATE	RESOURCES / NOTES	COST	EVALUATION OF ACTIONS. IMPACT? NEXT STEPS?
5:1A	By September 2016 The Safeguarding Committee has updated the Safeguarding and Child Protection Policy in line with 'Working Together to Safeguard Children in Education (for implementation by 05.09.16). Safeguarding Committee cross reference changes / updates with current CP and Safeguarding Policy.	22.08.16 05.09.16	'Working Together to Safeguard Children in Education (for implementation by 05.09.16).		The Safeguarding Committee has updated the Safeguarding and Child Protection Policy in line with 'Working Together to Safeguard Children in Education (for implementation by 05.09.16). NEXT STEPS: ENSURE POLICIES ARE UPDATED WITH FUTURE DEVELOPMENTS; ALTER THE SINGLE CENTRAL RECORD
5:1B	By September 2016 The Safeguarding Committee has updated the Safeguarding and Child Protection Policy in line with 'Working Together to Safeguard Children in Education (for implementation by 05.09.16). Policy Governor to check Safeguarding Committee cross references changes / updates with current CP and Safeguarding Policy.	05.09.16 SEPTEMBER 2016			
5:1C	By October 2016 the Safeguarding Committee has ensured that key policies for Safeguarding are compliant with current with legislation and practice, these policies are on the school web-site and the 'Share point'. Safeguarding Committee cross reference changes / updates with current CP and Safeguarding Policy and all specific safeguarding policies.	05.09.16 OCTOBER 2016			Policy has been checked by governor (Peter Habert). NEXT STEPS: FINAL CHECK OF POLICY AND UPLOAD TO WEBSITE (07.11.16) <i>* This has not been completed in the time frame due to time allocated being used to cover teacher sickness ('sick-bug')</i> Done
5:1D	By December 2016 Governors have received information updates regarding the most up-to-date legislation and practice, especially those related to keeping pupils safe. Governors know how to access the most up-to-date information on the schools new 'Share point'. Staff governor has briefed governors on how to access 'Share-point'.	05.09.16 DECEMBER 2016			Safeguarding File in place on the Sharepoint. NEXT STEPS: CONTINUE TO UPDATE.

(OFSTED) PRIORITY TARGET 5: ENSURE THAT GOVERNORS HOLD THE SCHOOL TO ACCOUNT MORE ROBUSTLY FOR THE PACE AND CONSISTENCY OF IMPROVEMENTS

5:2

2. **By September 2016** Governors have a clear understanding of what needs to be improved and why, **by December 2016** Governors have developed a concise format to collect outcomes from monitoring and evaluating the impact of improvement initiatives, **by July 2017** Governors check that improvements are implemented quickly and consistently to have a rapid impact upon pupils' progress.

ACTION 5:1		START/ END DATE	RESOURCES / NOTES	COST	EVALUATION OF ACTIONS. IMPACT? NEXT STEPS?
5:2A	By September 2016 Governors have a clear understanding of what needs to be improved and why. Headteacher and C of G to share SIAP with all governors and to discuss data analysis 2015/ 2016 at first FGB of academic year. Check rapid progress.	22.08.16			Governors have a clear understanding of the SIAP targets. These were further refined at the Curriculum & Standards Meeting (07.09.16) NEXT STEPS: USE RAISEONLINE AND DATA DASHBOARDS TO COMPARE RESULTS TO THE NATIONAL PICTURE
		19.09.16			
5:2B	By December 2016 Governors have developed a concise format to collect outcomes from monitoring and evaluating the impact of improvement initiatives. Curriculum and Standards Committee develop summary sheet for each term. (HC and KB)	05.09.16			Summary sheets in place and shared with other schools via WIA Jim Smith! NEXT STEPS: CONTINUE TO USE AND PUT ONTO WEBSITE TO SHARE WITH PARENTS.
		DECEMBER 2016			
5:2C	By July 2017 Governors check that improvements are implemented quickly and consistently to have a rapid impact upon pupils' progress. Headteacher to provide FGB with performance data at School Effectiveness Reviews. (Run by the governing body)	05.09.16			
		JULY 2017			

(OFSTED) PRIORITY TARGET 5: ENSURE THAT GOVERNORS HOLD THE SCHOOL TO ACCOUNT MORE ROBUSTLY FOR THE PACE AND CONSISTENCY OF IMPROVEMENTS

5:3

3. **By September 2016** The FGB has recruited and appointed a new professional clerk, **by December 2016** Governor 'Share point' is used for information sharing and all governors have an official e-mail address, **by December 2016** new school web-site has been audited and has all statutory requirements fulfilled, **by January 2017** Governors have introduced themselves and raised their profile with pupils and parents. Parents have a better understanding of the role of the FGB and how to contact governors, **by March 2017** all stake-holders have contributed to the future vision for the school (ensuring the mid-to-long term strategic development of the school includes milestones and key performance indicators) to enable the governors to monitor and evaluate progress, **by July 2016** introduce regular reviews of the chair and governors.

ACTION 5:3		START/ END DATE	RESOURCES / NOTES	COST	EVALUATION OF ACTIONS. IMPACT? NEXT STEPS?
5:3A	By September 2016 The FGB has recruited and appointed a new professional clerk. Chair of Governors to recruit new clerk following resignation in summer 2015 of previous clerk.	22.08.16			A new professional clerk has been recruited. NEXT STEPS: TRAINING CLERK; ENSURE EMAILS ARE BEING RECEIVED FROM GOVERNOR SUPPORT
		05.09.16			
5:3B	By December 2016 Governor 'Share point' is used for information sharing and all governors have an official e-mail address. Hannah Crook to ensure all governors have correct information and training as necessary.	05.09.16			In place. Documents more accessible for governors.
		DECEMBER 2016			
5:3C	By December 2016 new school web-site has been audited and has all statutory requirements fulfilled. Richard Fowle (e-governor) and Hannah Crook (staff governor) to ensure website meets statutory requirements.	05.09.16			Audited by Richard Fowle (Governor) NEXT STEP: DO AGAIN BY END JANUARY 2017
		JULY 2017			
5:3D	By January 2017 Governors have introduced themselves and raised their profile with pupils and parents. Parents have a better understanding of the role of the FGB and how to contact governors. Lloyd Turner (governor) has developed information for parents and publicised new e-mail contacts for governors.	September 2016			Website updated and Governor section renamed. Questionnaire and follow up letter sent. Board revamped. NEXT STEP: GOVERNORS TO ASK PARENTS AT PARENTS MEETING IN FEBRUARY, DO THEY KNOW WHO GOVERNORS ARE AND THEIR ROLE?
		JANUARY 2017			
5:3E	By March 2017 all stake-holders have contributed to the future vision for the school (ensuring the mid-to-long term strategic development of the school includes milestones and key performance indicators) to enable the governors to monitor and evaluate progress.	05.09.16			Strategic plan updated and shared with staff and governors. Strategic plan on website for parents and others to review NEXT STEP: REVIEW STRANDS WHEN POLICIES ARE UPDATED
		MARCH 2017			
5:3F	By July 2016 introduce regular reviews of the chair and governors.	tbc			