

Stratford sub Castle
Church of England VC Primary School

School Improvement Action Plan # 5 (24.09.17)

URN: 126361

Ofsted inspection date: 06 / 07 June 2017

Chair of Governors: Angela Britten

Headteacher: Kay Bridson

2017/2018

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.



ACTIVE LEARNING
DOING / THINKING / UNDERSTANDING

Stratford-sub-Castle Church of England Voluntary Controlled Primary School

Stratford Road, Stratford-sub-Castle, Salisbury, Wiltshire SP1 3LL

Inspection dates

6–7 June 2017

Full report

What does the school need to do to improve further?

- Teachers should develop the reading skills of the most able pupils by:
 - ensuring that pupils develop a deep understanding of reading comprehension skills such as inference and deduction, and apply these skills in other areas of the curriculum
 - introducing their pupils to a wide range of challenging books and other reading matter, and ensuring that pupils, including the most able, respond to and discuss what they have read.
- Further develop numeracy skills throughout the school by:
 - improving pupils' knowledge of number facts so that they have instant recall to help with their calculations
 - ensuring that pupils have a good knowledge and understanding of the mathematics concepts they are learning.



THE CHURCH
OF ENGLAND
EDUCATION OFFICE

The **Methodist** Church 

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Date of inspection

| 23 March 2017

Areas to improve

- Develop creative opportunities to explore a personal spirituality through high quality experiences that enable children to express a growing depth of understanding in innovative ways.
- Develop planning for collective worship so that Christian values are explored in greater depth through links to biblical stories.
- Establish a robust system of monitoring and evaluation of all aspects of church school life that involves all members of the school community.

	<u>Area from OFSTED Inspection Framework</u>	<u>Target</u>	<u>Why?</u>	<u>Page</u>
TLA 1	Teaching, learning and assessment.	<u>READING:</u> <i>Develop the reading skills of the most able pupils by: ensuring that pupils develop a deep understanding of reading comprehension skills such as inference and deduction, and apply these skills in other areas of the curriculum.</i>	To implement recommendations of OFSTED Inspection June 2017 To move forward from analysis of statutory & school assessments summer 2017 – inference questions most poorly answered on Reading paper KS2 Reading	
TLA 2	Teaching, learning and assessment.	<u>READING:</u> <i>Introduce pupils to a wide range of challenging books and other reading matter, and ensure that pupils, including the most able, respond to and discuss what they have read.</i>	To implement recommendations of OFSTED Inspection June 2017 To move forward from analysis of statutory & school assessments summer 2017 – inference questions most poorly answered on Reading paper KS2 Reading.	
TLA 3	Teaching, learning and assessment.	<u>MATHEMATICS:</u> <i>Improve pupils' knowledge of number facts so that they have instant recall to help with their calculations – ensuring that pupils have a good knowledge and understanding of the mathematics concepts they are learning.</i>	To implement recommendations of OFSTED Inspection June 2017 To move forward from analysis of statutory & school assessments summer 2017 – more marks dropped on Arithmetic Paper than problem solving papers. KS2 Maths.	
TLA 4	Teaching, learning and assessment.	<u>WRITING:</u> <i>To develop oracy skills and ensure opportunities for talking lead into improved opportunities/ outcomes for writing.</i>	To move forward from analysis of statutory & school assessments summer 2017 KS1 Writing weakest subject (50% @ Expected / NA = 68%)	
OL:A 1	Outcomes for learners: achievement.	<u>READING:</u> <i>Raise standards in READING at KS2.</i> <ul style="list-style-type: none"> Improve the % of marks gained on the inference questions Increase % of more able pupils gaining higher scaled scores <u>Main focus: Y3, Y4, Y5 and Y6</u>	To implement recommendations of OFSTED Inspection June 2017	
OL:A 2	Outcomes for learners: achievement.	<u>READING:</u> <i>Raise standards in READING at KS2.</i> <ul style="list-style-type: none"> Improve the % of marks gained on the inference questions Increase % of more able pupils gaining higher scaled scores. <u>Main focus: EYFS, KS1 & KS2</u>	To implement recommendations of OFSTED Inspection June 2017	
OL:A 3	Outcomes for learners: achievement.	<u>MATHEMATICS:</u> <i>Raise standards in MATHEMATICS at end of KS2.</i> <ul style="list-style-type: none"> Improve the % of marks gained on the arithmetic paper Increase % of more able pupils gaining higher scaled score Mathematics nearer the national average at the end of KS2. Pupils have instant recall of number facts to help with their calculations Pupils have a good knowledge and understanding of the mathematics concepts they are learning.	To implement recommendations of OFSTED Inspection June 2017	
OL:A 4	Outcomes for learners: achievement.	<u>WRITING:</u> <i>Raise standards of WRITING at the end of KS1</i> <ul style="list-style-type: none"> Improve standards so they are nearer the national average Increase % of more able pupils gaining higher scaled score 	To move forward from analysis of statutory & school assessments summer 2017	
L&M 1	The effectiveness of leadership and management.	To establish a robust system of monitoring and evaluation of all aspects of church school life that involves all members of the school community. (SIAMS)	To move forward from the recommendations of the SIAMS inspection report March 2017	

	<u>Area from OFSTED Inspection Framework</u>	<u>Target</u>	<u>How?</u>	<u>Page</u>
TLA 1	Teaching, learning and assessment.	<u>READING:</u> <i>Develop the reading skills of the most able pupils by: ensuring that pupils develop a deep understanding of reading comprehension skills such as inference and deduction, and apply these skills in other areas of the curriculum.</i>	Develop Inference skills by developing a whole school strategy per term. Term 1: A Picture A Day. Framework for all teachers / TA to use. Support parents and helpers to improve skills when listening to children read.	
TLA 2	Teaching, learning and assessment.	<u>READING:</u> <i>Introduce pupils to a wide range of challenging books and other reading matter, and ensure that pupils, including the most able, respond to and discuss what they have read.</i>	Develop reading list challenge for whole school / class Raise profile of classic authors in each class.	
TLA 3	Teaching, learning and assessment.	<u>MATHEMATICS:</u> <i>Improve pupils' knowledge of number facts so that they have instant recall to help with their calculations – ensuring that pupils have a good knowledge and understanding of the mathematics concepts they are learning.</i>	Adapt the Maths Planet Booklets to include division skills. Develop Maths working walls.	
TLA 4	Teaching, learning and assessment.	<u>WRITING:</u> <i>To develop oracy skills and ensure opportunities for talking lead into improved opportunities of writing.</i>	Adopt and embed 'Talk for Writing' across the school.	
OL:A 1	Outcomes for learners: achievement.	<u>READING:</u> <i>Raise standards in READING at KS2.</i> <ul style="list-style-type: none"> Improve the % of marks gained on the inference questions Increase % of more able pupils gaining higher scaled scores <u>Main focus: Y3, Y4, Y5 and Y6</u>	As above	
OL:A 2	Outcomes for learners: achievement.	<u>READING:</u> <i>Raise standards in READING at KS2.</i> <ul style="list-style-type: none"> Improve the % of marks gained on the inference questions Increase % of more able pupils gaining higher scaled scores. <u>Main focus: EYFS, KS1 & KS2</u>	As above	
OL:A 3	Outcomes for learners: achievement.	<u>MATHEMATICS:</u> <i>Raise standards in MATHEMATICS at end of KS2.</i> <ul style="list-style-type: none"> Improve the % of marks gained on the arithmetic paper Increase % of more able pupils gaining higher scaled score Mathematics nearer the national average at the end of KS2. Pupils have instant recall of number facts to help with their calculations Pupils have a good knowledge and understanding of the mathematics concepts they are learning.	As above	
OL:A 4	Outcomes for learners: achievement.	<u>WRITING:</u> <i>Raise standards of WRITING at the end of KS1</i> <ul style="list-style-type: none"> Improve standards so they are nearer the national average Increase % of more able pupils gaining higher scaled score 	As above	
L&M 1	The effectiveness of leadership and management.	To establish a robust system of monitoring and evaluation of all aspects of church school life that involves all members of the school community.		

OFSTED Area for Improvement 1: Teaching, learning and assessment (READING at END OF KS2)

Ofsted Priority Target: *Develop the reading skills of the most able pupils by: ensuring that pupils develop a deep understanding of reading comprehension skills such as inference and deduction, and apply these skills in other areas of the curriculum.*

1. **By October 2017** teachers have had CPD to identify/ understand the higher order reading skills requiring improvement/development. **By December 2017** all teachers plan and provide pupils with opportunities to develop inference skills. All teachers implement agreed strategies (A- Picture- A- Day) and (Location skills: questioning). **By February 2018** teachers plan for and provide pupils with opportunities to use their inference skills across the curriculum. Teachers insist on pupils explaining/ justifying their thinking. **By June 2018** Teachers have high expectations and are explicit in their demands for increased quality of response from pupils both oral and written to reading material.

<p>Governor Monitoring</p> <p>Who How and When</p>	<p>Subject Governors for English (Katie Hill). Governor will meet termly with 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 1. The Subject Governors will report to the Evaluation Governors (Curriculum & Standards Committee)</p>	<p>Governor Evaluation</p> <p>Who How and When</p>	<p>Subject Governors for English (Katie Hill) will report to the Curriculum and Standards Committee 3 times a year (Terms 2, 4 and 6) providing 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 Curriculum and Standards Committee will arrange a further meeting with the Subject Leaders/ Lead Person for further information/ data.</p>
<p>Monitoring / Evaluation by SLT</p>	<p>Classroom observations and Learning Walks (termly), data analysis and regular updates to the Termly Task Sheets by the SLT (every two weeks)</p>	<p>School Effectiveness Review</p>	<p>A School Effectiveness Review will take place half way through the academic year. The SLT will provide Governors with information to allow governors to evaluate progress / impact and identify further actions: DATE</p>
<p>Lead Person</p>	<p>Kay Bridson</p>	<p>Others involved</p>	<p>Subject Leaders, Class Teachers. Justine Watkins (DHT / SENDco) Hannah Crook (SLT)</p>

	Action SECTION 1	Start date	End date	Resources Needed / Notes	Cost to School	Evaluations of Actions. Impact? NEXT STEPS
1.1	<i>By October 2017 teachers have had CPD to identify/ understand the higher order reading skills requiring improvement.</i> English Subject Leader to share KS2 SATs papers / question analysis from ASP with teachers. Agree strategy with staff (1 focus for developing inference skills per term. Develop 6 over the year)	September 2017 01.09.17 05.09.17 TD Days	October 2017	ASP website.	None	
1.2	<i>By October 2017 teachers and teaching assistants have had CPD to identify/ understand the higher order reading skills requiring improvement.</i> English Subject Leader to deliver 2PDM sessions which establish framework and the agreed strategy (A-Picture-A-Day) <ul style="list-style-type: none"> • Understanding of 'inference' • Need to use variety of language (deduce, read between the lines) • What should be expected for each year group • How will I plan for and deliver this expectation / strategy? 	September 2017 01.09.17 05.09.17 TD Days PDM September/ October	October 2017	ASP website. A-Picture-A-Day website and framework <u>A picture a Day</u> ; What can I see? What would I want to ask? What can I infer? <u>Reading; Location skills</u> ; Where When Who What Why Who is telling the story? Reviewed planning formats for reading	£300.00	
1.3	<i>By October 2017 all teachers plan and provide pupils with opportunities to develop inference skills.</i> EYFS teachers and English share the importance of reading practice and talking about books with new parents. Share 'The Learning Journey'.	September 2017 28.09.17	October 2017 12.10.17 13.10.17			
1.4	<i>By October 2017 all teachers plan and provide pupils with opportunities to develop inference skills.</i> Year 6 teacher and English Leader purchase 'Comprehension' resources for Y6 pupils to use for home learning. Ensure wide range of genre and authors. Y6 teacher to implement Y6 home learning policy.	September 2017	October 2017		£40.00	
1.5	<i>By October 2017 all teachers plan and provide pupils with opportunities to develop inference skills.</i> All teachers communicate with parents regarding the End of Year expectations in READING for their child and specifically talk about inference skills / ideas for developing them. Share 'The Reading Journey'.	October 2017 12.10.17 13.10.17 Mop up!	October 2017	P/c End of year expectations for reading for Parents' Evening:		
1.6	<i>By October 2017 all teachers plan and provide pupils with opportunities to develop inference skills.</i> All teachers develop new whole school planning format for reading.	October 2017 30.10.17 31.10.17	October 2017			

	Action SECTION 1	Start date	End date	Resources Needed / Notes	Cost to School / LA	Evaluations of Actions. Impact? NEXT STEPS
1.7	<i>By December 2017 all teachers plan and provide pupils with opportunities to develop inference skills. (Suitable challenge for the most able)</i> All teachers use planning format to provide suitable challenge for most able pupils.	October 2017	December 2017			
1.8	<i>By December 2017 all teachers plan and provide pupils with opportunities to develop inference skills. (Suitable challenge for the most able)</i> All teachers have established an 'Author of the term' display in their classroom. Pupils are encouraged to read the author of the term and share their thoughts and opinions. (Age appropriate)	October 2017	December 2017			
1.9	<i>By February 2018 teachers plan for and provide pupils with opportunities to use their inference skills across the curriculum. Teachers insist on pupils explaining/ justifying their thinking.</i> English leader / Subject governor lesson observations and work scrutiny.	January 2018	February 2018			
1.10	<i>By February 2018 teachers plan for and provide pupils with opportunities to use their inference skills across the curriculum.</i> All teachers routinely provide opportunities for pupils to draw inferences across the curriculum by particularly in Art and History.	January 2018	February 2018			
1.11	<i>By June 2018 teachers have high expectations and are explicit in their demands for increased quality of response from pupils both oral and written, to reading material.</i> All teachers plan appropriately for their age group and can demonstrate that questioning in the classroom leads to pupils making inferences and deduction. HT Learning Walks.	February 2018	June 2018			

OFSTED Area for Improvement 2: Teaching, learning and assessment (READING at END OF KS2)

Ofsted Priority Target: *Introduce pupils to a wide range of challenging books and other reading matter, and ensure that pupils, including the most able, respond to and discuss what they have read.*

1. **By October 2017** teachers have had CPD to identify/ understand the expectations for introducing pupils to a wider range of literature. A whole school strategy for raising the profile of books has been agreed. **By December 2017** KS2 teachers plan and provide pupils with opportunities to read more challenging books (Class readers). The whole school strategy for raising the profile of books has been implemented in all classrooms. **By February 2018** the profile of books has been raised across the school and pupils are able to access a wider range of reading material. Pupils' reading material is regularly monitored for suitability and challenge. **By June 2018** Teachers have high expectations and hold pupils to account over their reading material.

<p>Governor Monitoring</p> <p>Who How and When</p>	<p>Subject Governors for English (Katie Hill). Governor will meet termly with 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 2. The Subject Governors will report to the Evaluation Governors (Curriculum & Standards Committee)</p>	<p>Governor Evaluation</p> <p>Who How and When</p>	<p>Subject Governors for English (Katie Hill) will report to the Curriculum and Standards Committee 3 times a year (Terms 2, 4 and 6) providing 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 Curriculum and Standards Committee will arrange a further meeting with the Subject Leaders/ Lead Person for further information/ data.</p>
<p>Monitoring / Evaluation by SLT</p>	<p>Classroom observations and Learning Walks (termly), data analysis and regular updates to the Termly Task Sheets by the SLT (every two weeks)</p>	<p>School Effectiveness Review</p>	<p>A School Effectiveness Review will take place half way through the academic year. The SLT will provide Governors with information to allow governors to evaluate progress / impact and identify further actions: DATE</p>
<p>Lead Person</p>	<p>Kay Bridson</p>	<p>Others involved</p>	<p>Subject Leaders, Class Teachers. Justine Watkins (DHT / SENDco) Hannah Crook (SLT)</p>

Action SECTION 2		Start date	End date	Resources Needed / Notes	Cost to School	Evaluations of Actions. Impact? NEXT STEPS
2.1	<i>By October 2017 teachers have had CPD to identify/ understand the expectations for introducing pupils to a wider range of literature. A whole school strategy for raising the profile of books has been agreed.</i> English Subject Leader to lead discussions and document the strategy and agreed milestones. English Subject Leader to share strategy with English subject governor who will report to Curriculum and Standards Committee.	October 2017 30.10.17 31.10.17 TD Days	October 2017	Research:	£1000 for books	
2.2	<i>By December 2017 KS2 teachers plan and provide pupils with opportunities to read more challenging books (Class readers).</i> English Subject Leader to interview pupils about class readers.	October 2017	December 2017	Sets of class readers at least		
2.3	<i>By December 2017 All teachers have implemented the agreed whole school strategy for raising the profile of books.</i> All teachers have established an 'Author of the term' display in their classroom. Pupils are encouraged to read the author of the term and share their thoughts and opinions. (Age appropriate)	October 2017	December 2017			
2.4	<i>By February 2018 All teachers have raised the profile of books across the school and pupils are able to access a wider range of reading material. Pupils' reading material is regularly monitored for suitability and challenge.</i> English Subject Leader and English Subject Governor to interview pupils about books, their access to reading material. Gather evidence about the monitoring of reading material.	January 2018	February 2018		£40.00	
2.5	<i>By June 2018 Teachers have high expectations and hold pupils to account over their reading material.</i> English Subject Leader and English Subject Governor to complete learning walks and interviews with pupils. Headteacher to conduct Lesson observations.	February 2018	June 2018			

OFSTED Area for Improvement 3: Teaching, learning and assessment (ARITHMETIC at KS1/2)

Ofsted Priority Target: *Improve pupils' knowledge of number facts so that they have instant recall to help with their calculations – ensuring that pupils have a good knowledge and understanding of the mathematics concepts they are learning.*

By September 2017 teachers have had CPD to identify/ understand the shortfalls in skills and knowledge of Y6 leavers. **By September 2017** the Mathematics Subject Leader has adapted the 'Mathematics Planet Booklets' to include division facts. **By October 2017** all teachers have provided all pupils with Mathematics Planets Booklet and established routines for monitoring the learning and retention of Mathematics facts and multiplication tables. **By October 2017** all teachers have a Maths working wall in the classroom (working not static / relevant)

By December 2017 all teachers plan and provide pupils with opportunities to develop instant recall of number facts through engaging and challenging Mastery Tasks. **By February 2018** all teachers plan and provide pupils with opportunities to develop instant recall of number facts through engaging and challenging Mastery Tasks. Teachers are more challenging in their demands for speed. **By June 2018** Teachers have high expectations and are explicit in their demands for increased speed and accuracy when pupils work on 'Arithmetic tasks'.

<p>Governor Monitoring</p> <p>Who How and When</p>	<p>Subject Governors for Maths (Richard Fowle). Governor will meet termly with 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 Governor will report to the Evaluation Governors (Curriculum & Standards Committee)</p>	<p>Governor Evaluation</p> <p>Who How and When</p>	<p>Subject Governors for Maths (Richard Fowle) will report to the Curriculum and Standards Committee 3 times a year (Terms 2, 4 and 6) providing 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 Curriculum and Standards Committee will arrange a further meeting with the Subject Leaders/ Lead Person for further information/ data.</p>
<p>Monitoring / Evaluation by SLT</p>	<p>Classroom observations and Learning Walks (termly), data analysis and regular updates to the Termly Task Sheets by the SLT (every two weeks)</p>	<p>School Effectiveness Review</p>	<p>A School Effectiveness Review will take place half way through the academic year. The SLT will provide Governors with information to allow governors to evaluate progress / impact and identify further actions: DATE</p>
<p>Lead Person</p>	<p>Hannah Crook</p>	<p>Others involved</p>	<p>Subject Leaders, Class Teachers. Justine Watkins (DHT / SENDco) Hannah Crook (SLT)</p>

	Action SECTION 3	Start date	End date	Resources Needed / Notes	Cost to School	Evaluations of Actions. Impact? NEXT STEPS
3.1	<i>By September 2017 teachers have had CPD to identify/ understand the shortfalls in skills and knowledge of Y6 leavers.</i> Mathematics Subject Leader to lead session analyzing the Question Level Analysis tool on ASP.	September 2017 01.09.17 TD Day	September 2017	ASP website: Question Level analysis tool.		
3.2	<i>By September 2017 the Mathematics Subject Leader has adapted the 'Mathematics Planet Booklets' to include division facts.</i> Mathematics Subject Leader to make available to teachers on SharePoint and on the school web-site.	September 2017 01.09.17 TD Day	September 2017		Photocopying costs of PB. £10.00	
3.3	<i>By October 2017 all teachers have provided all pupils with Mathematics Planets Booklet and established routines for monitoring the learning and retention of Mathematics facts and multiplication tables</i> Mathematics Subject Leader to interview pupils about Planet Booklets.	October 2017	October 2017	CPG Arithmetic books for Y6	Purchase of arithmetic books for Y6 home learning. £40.00	
3.4	<i>By October 2017 all teachers have a Maths working wall in the classroom (working not static / relevant)</i> Mathematics Subject Leader to conduct a Learning Walk and feedback to teachers and Governors (Curriculum and Standards Committee)	October 2017	October 2017	During SLT time.		
3.5	<i>By December 2017 all teachers plan and provide pupils with opportunities to develop instant recall of number facts through engaging and challenging Mastery Tasks.</i> Mathematics Subject Leader and Mathematics Subject Governor to interview pupils about Planet Booklets. Gather evidence about the monitoring of Planet Booklets and how arithmetic skills are developed in each class.	October 2017	December 2017			
3.6	<i>By February 2018 all teachers plan and provide pupils with opportunities to develop instant recall of number facts through engaging and challenging Mastery Tasks. Teachers are more challenging in their demands for speed.</i> Mathematics Subject Leader and Headteacher conduct Book Scrutiny.	January 2018	February 2018	During SLT time.		
3.7	<i>By June 2018 Teachers have high expectations and are explicit in their demands for increased speed and accuracy when pupils work on 'Arithmetic tasks'.</i> Mathematics Subject Leader and Headteacher conduct Learning Walks / Lesson Observations.	February 2018	June 2018	During SLT time.		

SCHOOL Area for Improvement 4: Teaching, learning and assessment (WRITING at KS1)

School Priority Target: WRITING: *To develop oracy skills and ensure opportunities for talking lead into improved opportunities/ outcomes for writing.*

1. **By October 2017** teachers have had CPD to learn about 'Talk for Writing'. All teachers have begun to implement HOOK/IMITATE/INNOVATE/INVENT strategy and are learning the Pie Corbett signs with pupils. **By December 2017** all teachers use the HOOK/IMITATE/INNOVATE/INVENT strategy with increasing confidence and have used it effectively on more than two occasions. The Pie Corbett signs are being used more confidently by teachers and pupils. **By February 2018** all teachers are able to use the Pie Corbett signs with confidence and are using the HOOK/IMITATE/INNOVATE/INVENT routinely. **By June 2018** Teachers are able to present to colleagues a variety of age appropriate writing written as a result of 'Talk for Writing'.

<p>Governor Monitoring</p> <p>Who How and When</p>	<p>Subject Governors for English (Katie Hill). Governor will meet termly with 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 2. The Subject Governors will report to the Evaluation Governors (Curriculum & Standards Committee)</p>	<p>Governor Evaluation</p> <p>Who How and When</p>	<p>Subject Governors for English (Katie Hill) will report to the Curriculum and Standards Committee 3 times a year (Terms 2, 4 and 6) providing 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 Curriculum and Standards Committee will arrange a further meeting with the Subject Leaders/ Lead Person for further information/ data.</p>
<p>Monitoring / Evaluation by SLT</p>	<p>Classroom observations and Learning Walks (termly), data analysis and regular updates to the Termly Task Sheets by the SLT (every two weeks)</p>	<p>School Effectiveness Review</p>	<p>A School Effectiveness Review will take place half way through the academic year. The SLT will provide Governors with information to allow governors to evaluate progress / impact and identify further actions: DATE</p>
<p>Lead Person</p>	<p>Kay Bridson</p>	<p>Others involved</p>	<p>Subject Leaders, Class Teachers. Justine Watkins (DHT / SENDco) Hannah Crook (SLT)</p>

	Action SECTION 4	Start date	End date	Resources Needed / Notes	Cost to School	Evaluations of Actions. Impact? NEXT STEPS
4.1	<i>By October 2017 teachers have had CPD to learn about 'Talk for Writing'. All teachers have begun to implement HOOK/IMITATE/INNOVATE/INVENT strategy and are learning the Pie Corbett signs with pupils.</i> English Subject Leader to lead on-line training for 'Talk for Writing'. All teachers to 'have a go'!	September 2017 01.09.17 TD Day	October 2017	ASP website: Question Level analysis tool.		
4.2	<i>By October 2017 teachers have had CPD to learn about 'Talk for Writing'. All teachers have begun to implement HOOK/IMITATE/INNOVATE/INVENT strategy and are learning the Pie Corbett signs with pupils.</i> English Subject Leader to lead feedback at CPD session regarding last two months attempts from all teachers. Share successes and challenges.	September 2017 01.09.17 TD Day	October 2017	CPD slot at staff meeting October.		
4.3	<i>By December 2017 all teachers use the HOOK/IMITATE/INNOVATE/INVENT strategy with increasing confidence and have used it effectively on more than two occasions. The Pie Corbett signs are being used more confidently by teachers and pupils.</i> English Subject Leader to interview pupils about 'Talk for Writing' / Conduct learning Walk.	October 2017	December 2017			
4.4	<i>By February 2018 all teachers are able to use the Pie Corbett signs with confidence and are using the HOOK/IMITATE/INNOVATE/INVENT routinely.</i> English Subject and English Subject Governor to interview pupils and conduct Book Scrutiny.	January 2018	February 2018			
4.5	<i>By June 2018 Teachers are able to present to colleagues a variety of age appropriate writing written as a result of 'Talk for Writing'</i> English Subject Leader to conduct Lesson Observations and follow-up CPD session where all teachers share the work the pupils have produced during the year as a result of 'Talk for Writing'.	February 2018	June 2018			

	Outcomes for learners: achievement.	DECEMBER 2017	FEBRUARY 2018	JUNE 2018
OL:1	<p>READING: Raise standards in READING at KS2.</p> <ul style="list-style-type: none"> Improve the % of marks gained on the inference questions Increase % of more able pupils gaining higher scaled scores <p>Main focus: Y3, Y4, Y5 and Y6</p>	<p>By December more able pupils in Y5 and Y6 are able to demonstrate the ability to infer and draw inferences from their own reading book. By December all pupils are beginning to make inferences from pictures.</p>	<p>By February more able pupils in Y3 and Y4 are able to demonstrate the ability to infer and draw inferences from their own reading book. By December all pupils are able to make inferences from pictures.</p>	<p>By June all year groups show improved inference skills. Inference questions on the KS2 Reading Paper show an improvement in attainment.</p>
		<p>Monitoring by English Leader and Governor from the C&S Committee. Listen to pupils read. Teachers report assessment data to Assessment Leaders / HT.</p>	<p>Monitoring by English Leader and Governor from the C&S Committee. Listen to pupils read. Teachers report assessment data to Assessment Leaders / HT.</p>	<p>English Leader to report to Curriculum and Standards Committee.</p>
OL:2	<p>READING: Raise standards in READING at KS2.</p> <ul style="list-style-type: none"> Improve the % of marks gained on the inference questions Increase % of more able pupils gaining higher scaled scores. <p>Main focus: EYFS, KS1 & KS2</p>	<p>By December most pupils are more aware of their reading material choices and are more likely to choose from a wider variety of genre/ authors.</p>	<p>By February most pupils are aware of their reading material choices and are more likely to choose from a wider variety of genre/ authors. They are able to talk about the above!</p>	<p>By June all year groups assessment and tracking show rapid progress in inference. Attainment at KS1 and KS2 shows more pupils attaining high scaled scores/ improved APS for inference questions.</p>
		<p>Monitoring by English Leader, KS1 Leader Governor from the C&S Committee. 'Spot checks-ins' with pupils.</p>	<p>Monitoring by English Leader, KS1 Leader Governor from the C&S Committee. 'Spot checks-ins' with pupils.</p>	<p>English Leader to report to Curriculum and Standards Committee.</p>
OL:3	<p>MATHEMATICS: Raise standards in MATHEMATICS at end of KS2.</p> <ul style="list-style-type: none"> Improve the % of marks gained on the arithmetic paper Increase % of more able pupils gaining higher scaled score Mathematics nearer the national average at the end of KS2. <p>Pupils have instant recall of number facts to help with their calculations. Pupils have a good knowledge and understanding of the mathematics concepts they are learning.</p>	<p>By December most pupils understand why rapid recall of number facts is important and are working to improve their recall of x tables and number facts at the timescales set by class teachers. .</p>	<p>By February most pupils are making rapid progress in Arithmetic and are working at an increased intensity / speed to recall of number facts. Take base-line assessment in September (X grid) compare with February. Y3 –Y6.</p>	<p>By June most pupils are making rapid progress in Arithmetic. The % of marks gained on the arithmetic paper at the end of KS2 has increased. More pupils are gaining higher scaled scores across KS2. At the end of KS2 Mathematics is nearer the national average for 2018.</p>
		<p>Monitoring by Mathematics Leader and Governor from the C&S Committee. 'Spot checks-ins' with pupils.</p>	<p>Monitoring by Mathematics Leader and Maths Governor followed by evaluation from the C&S Committee.</p>	<p>Mathematics Leader to report to Curriculum and Standards Committee.</p>
OL:4	<p>WRITING: Raise standards of WRITING at the end of KS1</p> <ul style="list-style-type: none"> Improve standards so they are nearer the national average Increase % of more able pupils gaining higher scaled score 	<p>By December most pupils in Y2 are making rapid progress towards achieving expected outcomes at the end of KS1 (Y2). More able pupils are successfully working towards gaining higher scaled scores. (Set target with teachers October)</p>	<p>By February most pupils in Y2 are making rapid progress towards achieving expected outcomes at the end of KS1 (Y2). More able pupils are successfully working towards gaining higher scaled scores.</p>	<p>By June most pupils in Y2 have made rapid progress in Writing. Overall standards have improved so they are nearer the national average There has been an increase in the % of more able pupils gaining higher scaled score.</p>
		<p>Monitoring by English Leader, KS1 Leader Governor from the C&S Committee: Book scrutiny. Evaluate assessment data.</p>	<p>Monitoring by English Leader, KS1 Leader Governor from the C&S Committee: Book scrutiny. Evaluate assessment data and monitor the target set with teachers in October.</p>	<p>English Leader to report to Curriculum and Standards Committee.</p>

The effectiveness of leadership and management.

To establish a robust system of monitoring and evaluation of all aspects of church school life that involves all members of the school community.

By October 2017 All governors have received information / training and understand ‘what’ needs monitoring and evaluating in terms of ‘the distinctiveness of a Church school’ and have agreed a framework ‘how’ to monitor and evaluate this. **By December 2017** Foundation Governors have begun to implement the monitoring and evaluation framework and have feedback to the FGB. **By February 2018** Foundation Governors have continued to implement the monitoring and evaluation framework and have feedback to the FGB. **By June 2018** Foundation Governors have continued to implement the monitoring and evaluation framework and have feedback to the FGB. The FGB have a good understanding of the processes and findings of the Foundation Governors and are able to set the areas for focus 2018/2019.

<p>Governor Monitoring</p> <p>Who How and When</p>	<p>Foundation Governors reporting to the FGB. All governors who make visits to school and are able to contribute to the framework. (Those who have observed relevant contributions)</p>	<p>Governor Evaluation</p> <p>Who How and When</p>	<p>Foundation Governors reporting to the FGB 5 x per year. September November January March June</p>
<p>Monitoring / Evaluation by SLT</p>	<p>RE Subject leader: Hannah Crook and Collective Worship Leader: Kay Bridson To report towards the School Effectiveness Review</p>	<p>School Effectiveness Review</p>	<p>A School Effectiveness Review will take place half way through the academic year. The Foundation Governors will provide Governors with information to allow governors to evaluate progress / impact and identify further actions: DATE</p>
<p>Lead Person</p>	<p>Carole Long and</p>	<p>Others involved</p>	<p>RE Subject leader: Hannah Crook Collective Worship Leader: Kay Bridson Justine Watkins (DHT / SENDco) Hannah Crook (SLT)</p>

