

Area for Improvement 1; Achievement of pupils

▪To raise standards and accelerate progress

Key entitlement is to ensure that all children progress two National Curriculum levels within Key Stage 1 and 2 and secure level 4 or above in both English and mathematics by the end of Key Stage 2

Priority target: All children to make expected progress across each key stage

Linked Wiltshire theme: Raising aspirations and narrowing the gap

Success Criteria

1. By July 2015, attainment in all subjects and particularly mathematics, reading & writing is accelerating, evidenced by number of pupils on track (OT) to achieve L2b+ by end of KS1, L4+ by end of KS2 and end of year Age Related Expectations

OUTCOME: **EYFS: 66% GLoD - incl 5 EHCPs. Figure rises to 74% without RB data (2015: LA 66%)**

KS1 2c+: Read: 73.3% Write: 76.7% Maths: 76.7% this incl 7 EHCPs. (2015 LA data Read: 90.2% Write: 86.9% Maths: 93.2%)

KS1 2c+ without EHCP data Read: 81% Write: 86% Maths: 86%. Data is comparable with LA figures & writing has improved since '14

KS2: R/W/M data L4+: 84.6% L4b+: 80.8% L5: 11.5% (2015 LA R/W/M data L4+: 79.5% L4b+: 68.5% L5: 24.4%)

2. By July 2015 all children in the identified target groups, including children in receipt of Pupil Premium Grant (PPG), demonstrate improved attainment and overall achievement along with increased confidence, motivation and attitudes to their learning

OUTCOME: See data analysis in SEF

3. By July 2015, staff understand revised systems for assessing progress/attainment and how they link to 'end of key stage' summative assessments: pupil, cohort and staff performance management goals reflect this ambition

OUTCOME: Achieved : evidence in Pupil Progress minutes, appraisal targets and outcomes. External moderation visits endorsed our judgements

4. By July 2015 all children can talk confidently about their learning and their targets in reading, writing, mathematics & science

OUTCOME: 96% say that they feel proud of themselves when they finish a good piece of learning and 85% children say that they like learning
: 69% children report knowing their next steps (this excluded Yr 6)

5. By October 2014 all classroom environments will support the children's achievement of targets in key aspects of reading, writing & maths

OUTCOME: Achieved: Learning walks evidence high quality learning environments with high levels of consistency in working walls

6. By July 2015 at least 80% of parents and carers support their children's achievement of their targets through engaging with the home learning activities and attending consultation meetings

OUTCOME: July 15 =91%: 13 consultation appointments were missed out of a possible 157 (8.2%) This rises to 93% when families are counted

7. Pupil Premium funding is used to enhance learning in order that progress of those children in receipt of the PPG equals pupils nationally:

OUTCOME: see Maximising Achievement Programme (MAP) action plan

8. From December 2014, all classes use the new Venn diagram proforma to record attainment and progress at termly Pupil Progress meetings

OUTCOME: Achieved: See Pupil Progress minutes/outcomes

Action		Impact	Next steps
1.1	Undertake HMI Maximising Achievement Programme	See separate action plan →	
1.2	Devise and implement a CPD programme that addresses the school's priorities: encompassing the MAP ambitions, addressing staff needs given the advent of the new curriculum, new assessment procedures; tailoring support to acknowledge that most staff are working with new age groups	CPD programme devised/delivered according to school priorities. Data and observations evidence success of approach. 90% staff believe they have been supported with their personal and professional development	Continue to design need-based CPD opportunities for all staff so that the school can secure best outcomes for all
1.3	Revise tracking and provision mapping procedures so that they reflect national assessment criteria	2014-15 was used to implement and embed new assessment procedures. Teachers are confident with agreed procedures	Ensure that staff 'new to role' are conversant with assessment procedures
1.4	Implement 1st year of new curriculum; focusing upon skills-based learning and new assessment expectations. Collate portfolios of core and foundation subjects evidence termly	100% families feel that the school provides a broad and balanced curriculum. Children's questionnaires evidence the success of the learning themes. Subject leaders now take responsibility for planning	Implement Yr 2: develop portfolios & delegate collation to subject leaders
1.5	Clearly identify all vulnerable groups and assign advocates to ensure that their needs are represented	Equality Information published June 2015. All groups have an advocate	Ensure staff changes are reflected in advocacy roles
1.6	Review Home Learning: content, level of challenge and organisation. Consider in view of MAP - create a Home Learning Club	Home Learning Club created. Weekly attendance varies: some children are invited to attend and some children/families have requested it. 93% families have access to a computer that can be used for home learning	Further develop by reviewing staffing and timing of the club. Investigate families' suggestions to improve Home Learning
1.7	Revise and re-launch 'passport' system designed to enable children and their families to engage with 'next steps' in learning	Passports have undergone several revisions this year to reflect changes. Only 69% children say they know their next steps	Re launch passports with children: robustly address in "Reflect/Perfect" time
1.8	Develop policy, practice and provision in Science to secure its role as a core subject: consolidating existing best practice whilst embedding expectations of the new National Curriculum	New curriculum overview and assessment procedures in place: termly data harvested on tracker	Consolidate developments and monitor, review and evaluate regularly. CPD ↑
1.9	Devise a format/aide memoir for Consultation Events that supports effective communication of children's progress and attainment with their families: data sharing, sharing books and structured conversations.	Format improved. 98% families think consultations provide constructive information about achievement & next steps. 88% families say they receive regular feedback and understand it. 99% families believe that their child is making good progress and 93% believe that the school supports them to help their child at home	Monitor, review and evaluate regularly. Provide multiple opportunities to support families with their understanding of information provided by the school
1.10	Lead Family Learning workshops to raise awareness of the new curriculum revised assessment procedures	Workshops held: SATs, Maths, assessment & E safety; 42% of respondents had attended a workshop	Consider feedback re timing and publicity

Area for Improvement 2: Quality of Teaching

- To improve the quality of teaching and the use of assessment to support learning and raise achievement.

Key entitlement is to high-quality teaching and learning that enables all children to make good progress to reach or exceed national expectations

OFSTED Priority Target December 2012: "Teaching is not outstanding: there are not yet enough opportunities for outstanding practice to be fully shared with colleagues across the school to improve teaching further"

Linked Wiltshire theme: Raising aspirations and narrowing the gap

Success Criteria

- From September 2014, teachers will implement effective, high quality teaching and learning that meets the needs of all pupils

OUTCOME: Lesson observations/data evidence the high quality of Teaching for Learning. 96% children feel pleased when they finish a good piece of learning

- By July 2015, lesson observations will evidence that teaching is 'Good' in at least 80% of observations and 50% outstanding teaching

OUTCOME: By July 2015, 100% lesson were judged to be 'good': 30% 'outstanding'

- From September 2014, teachers will have a clear understanding of where the pupils are in their learning against nationally set criteria and have high aspirations for their achievement: engaging them in challenging tasks that consolidate skills and extend learning

OUTCOME: Evidenced in Pupil Progress meetings: by July 2015, all teachers were able to populate the tracker independently

- From November 2014, teachers will use assessment evidence and information from discussions with families to set clear and ambitious targets for each child

OUTCOME: Embedded understanding of new assessment procedures meant that target setting developed over the course of the year

- From September 2014, each child will know and understand their curriculum targets and how they can achieve them

OUTCOME: Not achieved as only 69% of children say they know their next steps. In lesson observations, however, this is found to be higher

- From September 2014, rigorous marking and constructive feedback will be evidenced in book scrutinies and lesson observations

OUTCOME: Marking and feedback was evidenced in observations and scrutinies - consistency to be addressed through revised policy and procedures

- From September 2014, all teaching staff will be clear about what constitutes good progress within the new National Curriculum and how this is assessed

OUTCOME: Achieved through CPD and Pupil Progress meetings

- From November 2014, teachers will implement effective, time-limited interventions to reduce identified gaps in learning for each pupil. Interventions will be honed to address identified needs and will be regularly evaluated for their efficacy. Provision mapping will evaluate interventions to assess impact and value for money: supporting future planning for pupil progression

OUTCOME: Actions implemented & regularly monitored in Pupil Progress meetings. Identification of most successful interventions will inform 2015's provision

- Performance targets (used as evidence for performance-related pay) will incorporate expectations of accelerated progress.

OUTCOME: Achieved: appraisal cycle to be completed before October 31st

Action		Impact	Next steps
2.0	Ensure that staff (most of whom will be teaching a new year group) have a clear understanding of age-related expectations given the revision of the National curriculum and its assessment procedures.	CPD programme tailored to address staff development. 100% say they have a clear understanding of what is expected of them and they strive to fulfill that expectation	Continue to deliver tailored CPD programme 7.9.15: LA Tracker Assessment training to investigate development of mini-trackers that will support ongoing assessment and formulation of judgments
2.1	Plan, deliver, monitor, review and evaluate a peer observation package designed to raise the standard of teaching from "good" to "outstanding"(OFSTED , December 2012)	Assessed in SIA visit on 10.7: "3 KS2 teachers explored methods for children to give feedback on their learning, using peer observation. SLT reported that it had been a very valuable experience which had impacted on all the teachers' practice. They reported that children responded well to verbal feedback and written guidance on their current learning.	Outcomes of this activity will be fed back to other staff. Replicate successes of project with EYFS/KS1 specifically to improve phonics teaching
2.2	Staff will become competent with new assessment procedures in order to to set clear and ambitious targets for each pupil: being clear about what constitutes good progress	Evidenced in Pupil Progress meetings. By July 2015, all teachers were able to populate the tracker independently. All are ambitious for the children and are aware of what constitutes good progress	More fully embed understanding of target-setting using FFT aspire where appropriate
2.3	Further develop Assessment for Learning strategies: feedback talk for learning, self/peer assessment, next steps, questioning Links with MAP	See 2.1. Observations indicate high quality of talk, questions, feedback and mini plenaries. CPD has been dedicated to revising the Marking Policy to acknowledge a more direct response to marking	Amend school timetable to allow time for "next steps" and responding to marking. 8.10 Marking and Feedback cluster 'Teachmeet' @ PPark
2.4	Review and amend the proformas used for Lesson observations, learning walks & book scrutinies to reflect updated OFSTED guidelines and to support SLT reviews	New protocols implemented - particularly focusing upon PPG children	Further revise all proformas to acknowledge new inspection guidelines, September 2015
2.5	With another Maths Specialist Teacher, Jane Fielding to continue to lead Maths training for cluster schools designed to improve teaching: producing an impact report to inform next steps	Not undertaken: the demands of the new Maths curriculum meant that the LA provided frequent, high-quality CPD for all maths subject leaders so Jane's support was not needed	9.2. Jane to lead cluster Maths 'Teachmeet' @ Manor Fields
2.6	Through their involvement in the MAP, to enhance the role of Teaching Assistants, ensuring that they have the training necessary to enable them to work effectively to raise standards	100% staff say that they know what we are trying to achieve as a school and 100% understand how PP monies are being spent to narrow the gap between disadvantaged children and their peers.	Continue to engage with LA advocated 'Closing the Gap' programme. LA CPD planned to further develop practice in Aut '15
2.7	In Maths, consolidate zoning (<i>where children's self-assessment determines the differentiated teaching and grouping</i>) in KS2 to raise standards, particularly for More Experienced learners	Maths zoning is well-establish in KS2	Support KS1/NQT to develop strategies as appropriate.

Area for Improvement 3; Behaviour and Safety of pupils

- To improve the conditions for learning so that all members of the community are highly positive about behaviour and safety.

Key entitlement is for all children to access a high-quality, secure learning environment that facilitates good progress so that they can reach or exceed national expectations

OFSTED Priority Target, December 2012: "Some pupils do not attend regularly enough and a few are late too frequently".

Linked Wiltshire theme: Promoting healthy lifestyles

Success Criteria

- By July 2015, data will evidence the school's commitment to ensuring that the most vulnerable learners are able to access all provision and extra-curricular activities through tailored actions and use of Pupil Premium

OUTCOME: See Maximising Achievement Plan data and PPG data. This action plan will be renamed "Closing the Gap" from September 2105 as we maintain our commitment to supporting vulnerable learners

- All Safeguarding and Health and Safety audits will be approved by the Local Authority, with provision judged to be 'good' with many outstanding features

OUTCOME: Achieved: 29.6.2015 Safeguarding audit was "outstanding". 6.11.14 Health & Safety audit was "good" (judgments are 'good' 'fair' or 'weak')

- By July 2015, to demonstrate that the school has worked to address issues regarding attendance and punctuality through robust data

OUTCOME: Attendance and punctuality have improved: 95.45% attendance and the number of children who are persistently absent has fallen.

- By December 2014, to achieve Bronze Level revised Healthy Living Award

OUTCOME: Achieved: Miss Mair was responsible for re-accreditation

Action		Impact	Next steps
3.1	OFSTED action December 12: work with the EWO to set challenging targets in order to improve attendance and punctuality: supporting and reporting individuals, classes and families	June 2015: 95.45% attendance: the school has met its 95% attendance target for the second year running - despite 3 significantly- reduced timetables. Punctuality has improved.	Maintain current procedures: continue to work closely with EWO & raise % target. Analyse data : PPG children's attendance data With/without reduced timetables.
3.2	Complete and submit annual Local Authority Safeguarding audit	29.6.2015 Safeguarding audit was "outstanding". 88% children report that teachers ask them where they have been if they are absent	Undertake audit in Oct 2015. Create/share revised action plan
3.3	Undertake H&S audit, establishing an action plan as necessary	6.11.14 H&S audit was "good" (judgments are 'good' 'fair' or 'weak') 96% children feel safe at school and 95% believe that if they have a problem or feel unhappy, there is always an adult to help them.100% families and staff believe that the children are safe at school. 100% of staff also feel safe at school.	Support SBM with her H&S responsibilities. Repeat audit in Autumn 2015 and formulate/share an action plan

3.4	Ensure that all staff, governors and volunteers receive Child Protection and Fire awareness updates	All training is up-to-date Fire drills held termly, as advocated	1.9. Statutory fire updates 30.9: Fire Safety for SBM 14.10 Volunteers' Child Protection training; SLT to lead 2.11: CP training 4:1: First Aid training
3.5	Update all necessary Risk Assessments and create a schedule for their renewal	Risk Assessments are maintained and updated on a rolling programme	Provide training for SBM so that she can assume this role
3.6	Develop ELSA/counselling provision through timetabling for individuals and groups in KS1 and KS2	Children across the school continue to benefit from ELSA support. Timetabling has supported manageable caseloads for both ELSAs 43% Yr 6 'exit' feedback mentioned the positive role that ELSA support had played in their well-being	HT/SENCOs to further develop referral procedures to ensure that provision is appropriate and sustainable and that impact is readily available as case studies or "before/after" data
3.7	To continue to develop the range of visits & visitors visits that promote health and safety: Junior Citizen, Road Safety, PCSO, Bikeability, healthcare professionals, Fire Officers	22.6.15: EVOLVE participation endorsed by LA leader, Gary Burns: <i>"The level of LOTC activity recorded by Manor Fields Primary School is amongst the top 25% of primary schools across the county and I would congratulate you not only on the quantity of activity taking place, but more importantly, the quality of the activity and the resulting benefits it brings to supporting, enriching and extending teaching and learning."</i> 97% families feel that the school is helping their child to lead a healthy lifestyle. Yr 6 qualitative feedback listed the extensive range of provision available to support children's awareness of Health and Safety, from the Life Bus to school nurse visits	Investigate possibility of being accredited with the Learning Outside of the Classroom (LOTC) Quality Badge. Continue to enrich the range of health and safety-enhancing opportunities offered Investigate participation in the NSPCC's Year 5 & 6 programme
3.8	Become accredited as a UNICEF 'Rights Respecting School'	Evidence submitted by Mrs Tedd in July 2015 94% children felt that other children are friendly and 92% feel that teachers are fair. 100% families feel that the relationship between children and staff is respectful and 100% staff believe that MF is building a diverse and inclusive culture.	Await outcome and consider pursuing next award

Area for Improvement 4; Quality of Leadership and Management of the school

- To develop leadership, management and professionalism at all levels to secure high standards of quality and performance

Key entitlement is that school leadership directly promotes leadership of learning that impacts on pupil progress and attainment

Priority Target: To ensure leadership and management of the school is effective and leads to sustainable improvements in attainment and rates of progress

Linked Wiltshire theme: Raising aspirations and narrowing the gap

Success Criteria

- School leadership identifies those pupils at risk of falling behind, making slow progress or stuck and plans appropriate additional interventions to ensure that those children are given robust opportunities to catch up and keep up

OUTCOME: Identification evidenced through Pupil Progress meetings with plans implemented to address areas for support.

- By July 2015, school leadership judges itself to be at least "good" with "outstanding" capacity to sustain improvement

OUTCOME: SIA Note of Visit, 10.7.15: "high expectations...in what I judge to be an outstanding school; I hope this will be recognized in the next Ofsted

- By July 2015, to have successfully implemented the first year of our revised, skills based curriculum: adhering to the National Curriculum 2014

OUTCOME: Achieved: questionnaires demonstrate that children enjoyed the 3, new learning themes: "Shine", "Worldly Wise" and "Make a Mark"

- By December 2014 staff with leadership responsibilities, and governors with specific responsibilities, to have formulated action plans in order to achieve agreed performance targets and goals

OUTCOME: Achieved 100% families believe that the school is well-led and moving forward

- By December 2014, all governors have a clear understanding of their role in holding the school to account: using the School Development Plan to monitor, review and evaluate agreed actions and their impact on pupils' achievements

OUTCOME: Achieved; evidence in Governors' Evidence Folder

- By July 2015, to have a developing portfolio of opportunities experienced by the children designed to prepare them for life in a modern Britain and a global society in addition to enhancing their response to aesthetic, sporting and cultural stimuli.

OUTCOME: Achieved and evidenced through questionnaires

- By July 2015, to be able to demonstrate the use of the PE award and its impact on pupils' lifestyles and physical wellbeing.

OUTCOME: Achieved: updated Sports Grant statement on website. Children enjoy a broad range of physical activity & are healthier (height/weight data)

- By 2015, to be able to demonstrate the value of CPD on improving outcomes for all children

OUTCOME: Evidenced by rising standards, internal data, results of safeguarding audits,

- By July 2105, to ensure that the school is well-resourced with appropriate, high-quality equipment that supports the children, staff and governors to perform to the best of their ability. The rolling programme of building maintenance/development will ensure that the building is always safe, well-decorated and fit for purpose

OUTCOME: Feedback from the community indicates that school provides a well-equipped learning, and working, environment. One family wrote, " school is tidy, cared for and well-maintained"; 80% staff feel that they have the resources they need: children would like more apparatus, new laptops & a pool!

Action		Impact	Next steps
4.1	Revisit the school's key aims to demonstrate vision, ambition & high expectations: ensuring all staff are aware of our goal to become an outstanding school and that our intentions and actions are clearly communicated via our website	100% staff know what we are trying to achieve as a school: 80% think that the SLT clearly communicate the strategy for improvement. 92% families believe that the website is informative. As a result of feedback we will ensure that all photographs are regularly updated - removing images of past pupils as necessary	1.9 Staff and governors Vision and Values workshop to inform new SDP.
4.2	Review the roles and responsibilities school's Special Educational Needs Coordinators (SENCoS) to ensure effective leadership and management given the addition of a trainee SENCo and wide scale changes to SEN policy and practice	SENCo accreditation to be completed in December 2015 Staff are aware of new policies and practices. 12% children have EHCPs so the SENCoS each have their own 'caseload' based on age of children	Embed wide-scale changes to SEN & support NQT. Continually monitor review and evaluate re-defined roles and responsibilities
4.3	Complete first year of revised skill-based curriculum, adhering to the new National Curriculum	See 1.4 →	
4.4	Critically review the quality of opportunities provided by residential opportunities for KS2 children	£1655 Pupil Premium funding enabled all of the children in Years 5 & 6 to participate in trips to Ypres, Leeson House and Wales. New Yr 5 venue was a definite improvement for learning & facilities. Yr 5 families surveyed to ascertain support for Tregoyd: the response was positive. 100% Yr 6 exit feedback was positive about the residential opportunities: 70% felt they were the most enjoyable aspect of their time at Manor Fields	Monitor success against intended outcomes. In 2016, Yr 6 trip will happen after SATs and before Whitsun to ease summer term congestion.
4.5	To develop robust monitoring systems to give an accurate account of the money spent on CPD and its impact on pupil outcomes and staff professional development	£5658 was spent on 20 staff, 90% of whom feel that they are provided with opportunities for personal and professional development & 90% believe that there are opportunities to share best practice and development learning with all staff members Current systems determine how much money is spent on CPD, which staff benefit and individuals make judgments about whether training outcomes were met. It remains challenging to judge quantitative impact - particularly in relation to impact on raising standards	Continue to seek ways to ensure that money spent has the desired impact
4.6	To further develop best use of the government's PE grant: devising inclusive, sustainable programmes that build capacity	£8870 has been awarded since November '14 and its allocation is detailed on the website. Children enjoy an increasingly broad range of physical activity & are healthier; demonstrated by height/weight data	Update website information more frequently. Extend swimming lessons for other year groups to ensure that all

		Swimming introduced for younger children with EHCPs Positive experiences of Sport and competitions featured heavily in the questionnaires, particularly in Yr 6 feedback	children can swim by the time they leave MF. Strive to introduce alternative sports as listed in children's feedback. Seek Kite Mark accreditation Investigate possibility of children attending sporting fixtures (see exit questionnaires)
4.7	Commit to cluster action plan: priority areas based on revised OFSTED framework (2014) See separate plan	Cluster plans monitored termly; outcomes largely achieved	New plan created June 2015: launch at Cluster TD event on 2.10.2015
4.8	Develop leadership capacity across the school: using the appraisal process to provide staff with opportunities to formally assume greater professional responsibilities	All teachers' appraisal targets include a leadership target. All teachers lead at least once aspect of school life as do several senior teaching assistants. Capacity and confidence has grown. With regard to assuming professional responsibilities, 100% staff have a clear understanding of what is expected of them and they strive to fulfil this	Further development of leadership practices will be embedded in 2015-2016's SDP. Reallocate responsibilities in view of staff changes. Complete Appraisal cycle in Term 1 and report to Pay Panel
4.9	To be reaccredited with the ArtsMark Gold Award	Achieved - successfully reaccredited thanks to Mrs Fielding, Mrs Painter, Miss Harris, Miss Rainsley	Continue to support Arts, theatre project and extend scope of Trinity College Arts Award for children
4.10	To support and develop Early Years practice and practitioners given that from Sept 2014, Ofsted inspectors are required to report a numerical grade for the quality of education provided in the early years and write a section in the inspection report that summarises its effectiveness.	EYFS moderation visit was very successful and the highest-ever GLOD outcomes were achieved in 2015. Interactive Learning diaries have been successfully introduced to produce high-quality learning journeys. Children from the RBase have been regularly, frequently and successfully positively integrated with their mainstream peers. Learning environments and resources reflect ambitions and requirement of the EYFS curriculum Robins (14 families) returned the highest number of questionnaires and they were overwhelming positive.	Recruit and support new EYFS team; ensuring parity of provision with RBase children. To engage with Early Excellence baseline screening. To maximise the potential benefits of the interactive learning diaries by enabling families to access, and contribute to, them from home. To develop the outside learning area for Kingfisher 1 (awaiting news of Lottery Grant)

