

# St. Malachy's Primary School

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School Post Inspection Action Plans  
2015-17

# Post Inspection Action Plans

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<b>School Name</b>	St. Malachy's Primary School
<b>Principal</b>	Mr. Dermot Flynn
<b>Chair Board Governors</b>	Very Rev. Fr. Michael Mc Ginnity
<b>School Type</b>	Primary
<b>Sector</b>	Maintained
<b>Deni Code</b>	104-6466
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## St Malachy's Primary School Belfast

### Areas for Improvement Identified by the Inspection:

- Ensure that leadership and management at all levels apply a more strategic approach to self-evaluation, action-planning and target setting leading to sustained school improvement;
  - Action Plan 1: Leadership and Management
  
- Develop further the planning, teaching, and assessment for learning in order to improve the children's learning experiences;
  - Action Plan 2: Learning and Teaching
  
- Raise further the standards in literacy and numeracy attained by the children;
  - Action Plan 3/4: Literacy and Numeracy
  
- Improve the quality of leadership and management and the provision for learning in nursery unit in order to raise further the standards the children achieve;
  - Action Plan 5: provision for Learning in Nursery

Actions taken as a result of inspection feedback and subsequent E.T.I. report.

- A pre-action plan was drawn up and communicated to teachers focusing on areas for attention advised by the E.T.I.
- A review of teacher planning was initiated.
- A review of assessment arrangements and target setting strategies was initiated.
- A review of management and coordinator practices was initiated.
- Links were made with four schools graded as 'Outstanding' by E.T.I. and a number of visits have taken place. Based upon these visits key coordinators have highlighted areas for classroom learning / teaching development linked to the E.T.I. inspection report and the implications of these outlined to staff.
- Four new members of staff have been appointed.
- Monitoring and evaluation arrangements are being improved.
- Board of Governors have created Coordinator and S.L.T. links to enable more effective evaluation of school improvement measures.
- Finances have been reallocated to facilitate improvements highlighted by E.T.I.
- The E.A. are providing guidance and support.
- Assistance from recommended external 'advisers' has also been secured.

	St. Malachy's Primary School	Reference Number: 103-6466	September 2015
Post Inspection Action Plan		Leadership and Management	
<b>Target 1:</b> Ensure that leadership and management at all levels apply a more strategic approach to self-evaluation, action-planning and target setting leading to sustained school improvement.			
<b>Where are we now?</b>			
<b>What's working well?</b>	<ul style="list-style-type: none"> <li>• The senior leadership team have identified accurately, with the support of the governors and staff, significant areas for improvement in the school's achievements and standards, learning and teaching, and in leadership and management.</li> <li>• The principal, in his short time in post, has sought the <b>views of the staff, children and governors to inform the school development plan and to re-establish a culture and ethos of collegiality and self-evaluation</b> throughout the school to <b>effect improvement</b>.</li> <li>• The parents, staff and school community can have <b>confidence in the aspects of governance evaluated</b></li> <li>• Under the leadership of the new principal, the governors report that they receive <b>more detailed information</b> on action plans including costings, and how action plans are linked and tracked within the school development planning process to effect improvement</li> </ul>		
<b>Areas for Development</b>	<ul style="list-style-type: none"> <li>• It will be important for the governors <b>to exercise their challenge function to monitor and evaluate rigorously</b> the work of the school in addressing the significant areas for improvement identified in the report.</li> <li>• <b>The school development plan contains a number of areas for development</b>, covering a three year period which needs to be <b>prioritised in light of the inspection findings</b>.</li> <li>• The associated action plans <b>lack measureable targets</b> to enable management at all levels to monitor and evaluate rigorously the children's progress in to effect improvement.</li> <li>• There have been a number of significant changes in leadership and coordinator roles within the school over the last year</li> <li>• The principal has been <b>care-taking the key curricular areas</b> of numeracy and special educational needs along with the role of designated teacher for safeguarding. Leading these areas has placed significant demands and constraints on his time and workload</li> <li>• There is an urgent need for the senior leadership and the governors of the school to complete <b>the review and reorganisation of middle management roles as soon as possible</b>, in order to afford the school the <b>stability it requires in developing further the curriculum and the children's learning experiences</b></li> <li>• The coordinators, both new and existing, need to <b>monitor and evaluate more rigorously</b> the quality of the children's learning experiences and attainments</li> </ul>		

Target 1.1						
Targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time, materials, staff develop./ costings	External Support required?	Staff / lead responsibility	Timescale
<p>Governors have a clear understanding of their accountability, responsibilities and provide strategic direction, support and challenge to take forward the process of improvement.</p>	<p>Governors provide strategic leadership to the school by:</p> <ul style="list-style-type: none"> <li>Overseeing the development of a strategic School Development Plan which drives forward the school's improvement process ensuring the development of leadership, high quality learning and teaching and raising standards.</li> <li>Effectively supporting and challenging the school.</li> <li>Through effectively monitoring and evaluating their post inspection actions, governors discharge their roles efficiently and effectively.</li> </ul>	<ul style="list-style-type: none"> <li>Governors will attend training to develop their skills to enable them to discharge their duties effectively.</li> <li>Governors' ensure Action Plans are enacted.</li> <li>Agree a timetable to review, monitor and evaluate the schools progress against the post inspection action plan.</li> <li>Governors will be linked with development areas: Literacy / Maths; Nursery, S.L.T., Health and Safety.</li> <li>All staff will be made aware of these links.</li> <li>Governors will be more visible and widely recognised through school activities and celebrations.</li> <li>Clearer channels of communication between governors and lead coordinators.</li> <li>Termly reports will be provided to B.O.G.</li> <li>Governors invited to Key meetings.</li> </ul>	<p>Termly meetings between Key Coordinators and linked Governors to create feedback reports.</p> <p>Coordinators making themselves available to report at B.O.G. meetings.</p>	<p>Advice will be sought as necessary from link E.A./CCMS support officer.</p> <p>C.C.M.S. representative will attend B.O.G. meetings.</p> <p>Governors will attend training.</p>	<p>Chairperson of Board of Governors. Principal.</p> <p>Key Coordinators</p>	<p>First reports will be completed by Dec. 18<sup>th</sup> 2015 and ongoing.</p> <p>Coordinator Reporting to B.O.G. Jan. 2016.</p>

Target 1.2						
Targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time, materials, staff development, costings	External Support required?	Staff / lead responsibility	Timescale
The School Development Plan provides clear strategic direction and drives school improvement.	<ul style="list-style-type: none"> <li>The School Development Plan is reviewed and reflects the areas of development identified by the ETI and provides clear strategic direction and drives school improvement.</li> <li>Associated action plans will reflect clearly areas for development identified in the SDP and will have clear measurable targets focused on pupil outcomes/learning.</li> </ul>	<ul style="list-style-type: none"> <li>Principal and SLT will review School Development Plan to include recommendations from recent inspection.</li> <li>New priorities will be agreed by governors and staff.</li> <li>New SLT will be established with clear roles and responsibilities identified.</li> <li>Procedures for rigorous monitoring and evaluating of SDP and associated action plans will be put in place.</li> <li>Targets will be agreed by the assessment coordinator / Cross Curriculum Coordinators and S.L.T.</li> </ul>	<p>S.L.T. meetings</p> <p>S.L.T. meetings</p>	Advice from E.A. sought on planning	Principal S.L.T.  Assessment and Cross Curricular Coordinators.	November 2015

Target 1.3						
Targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time, materials, staff development, costings	External Support required?	Staff / lead responsibility	Timescale
There is a clear and coherent management structure with middle managers empowered to effectively promote improved learning provision and standards for pupils.	<ul style="list-style-type: none"> <li>Leadership at all levels is competent and confident in leading and implementing the processes of effective school improvement.</li> <li>There are effective self-evaluation strategies and routines embedded.</li> <li>Action planning is used as a key vehicle to drive and raise standards of learning and teaching.</li> <li>Target setting is employed as a major strategy for improvement at classroom, Key Stage and whole school level.</li> </ul>	<ul style="list-style-type: none"> <li>New management structure in place and roles and responsibilities clarified and agreed.</li> <li>Through review meetings coordinators are aware of the need to plan, evaluate and promote improvement.</li> <li>Procedures to be put in place to develop a comprehensive system for collecting, analysing and using data. To improve the quality of the children's learning experiences and attainments.</li> </ul>	P.R.S.D. meetings.  S.D. Days.	None	Principal and Vice Principal	November 2015.  June 2015-October 2016
		<ul style="list-style-type: none"> <li>An implementation programme put in place with clearly defined aims/objectives that will be monitored and reviewed regularly.</li> <li>Strategies determined that will improve provision and outcomes.</li> <li>S.L.T. will seek out and promote examples of best practice.</li> </ul>	S.L.T. meetings	Advice will be sought from E.A. and C2K on opportunities available	Principal and Vice Principal  Literacy Numeracy Assessment Coordinators	February 2016  May 2016  Ongoing
		<ul style="list-style-type: none"> <li>To identify and agree a continuing programme of professional development which empowers leaders at all levels.</li> <li>Codes drawn up.</li> </ul>	P.R.S.D. meetings.  S.D. Days.	None	Principal and Vice Principal	Ongoing.  December 2015

Targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time, materials, staff development, costings	External Support required?	Staff / lead responsibility	Timescale
<p>To develop teachers professional capacity in raising standards and improving the quality of provision for pupils.</p>	<p>Teacher professional development will:</p> <ul style="list-style-type: none"> <li>• focus planning on improving pupil learning;</li> <li>• impact on teaching and classroom practice); and</li> <li>• raise standards.</li> </ul> <p>All staff carry out their roles effectively in developing high quality learning and teaching.</p>	<ul style="list-style-type: none"> <li>• Staff engage in a programme of professional development.</li> <li>• PRSD will be used to set targets and monitor improvement.</li> <li>• Importance of roles in relation to raising standards emphasised.</li> <li>• Literacy, Numeracy and Assessment coordinators' roles made explicit.</li> <li>• Documentation linked to monitoring and evaluation discussed and agreed.</li> <li>• Introduction of concepts of 'Action Research' and the 'Critical Friend'</li> <li>• Strategies are in place for raising standards of attainment.</li> <li>• Questionnaires completed to ascertain needs.</li> </ul>	<p>Cover teacher days.</p> <p>Informal meetings</p> <p>S.L.T. meetings.</p> <p>Exemplars and advice used.</p> <p>Measures of performance and timetable agreed</p>	<p>None</p> <p>Advice on the effectiveness of documents created linked to Action Planning, monitoring and evaluation will be sought from EA.</p> <p>Advice will be sought from E.A. and C2K on opportunities available.</p>	<p>Principal and Vice Principal</p> <p>Literacy Numeracy Assessment Coordinators</p>	<p>Ongoing.</p>

Target 1.4						
Targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time, materials, staff development, costings	External Support required?	Staff / lead responsibility	Timescale
To ensure that self-evaluation is rigorous, effective and leads to improvement and is underpinned by effective analysis and interpretation of relevant qualitative and quantitative data.	<p>A culture of self-evaluation is evident within the school.</p> <p>Teachers effectively analyse and interpret relevant qualitative and quantitative data to inform learning leading to the raising of standards. Data is collected and analysed to:</p> <ul style="list-style-type: none"> <li>Evaluate class/pupil progress.</li> <li>Promote self-evaluation to improve future strategies, planning and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>A timetable is in operation to enable monitoring and feedback on planning, assessment, data outcomes and pupil book sharing to promote improvement.</li> <li>Data collected in May, September and January will be analysed by S.L.T. and discussed with staff.</li> <li>Targets will be set and reviewed linked to data collected.</li> <li>Explanations for performance will be identified and reported at all levels.</li> <li>Team teaching and 'trusted colleague' arrangements are in place with agreed codes of practice.</li> <li>New arrangements to allow teachers time to work in each other's classrooms will be introduced. (clarify)</li> </ul>	<p>Staff and Key Stage meetings will be set aside in October, January and June to discuss implications of data for self-evaluation and improvement.</p> <p>An August School Development Day will also be set aside.</p> <p>Principal will operate a timetable to enable team teaching to take place.</p>	None.	Principal lead linked to S.L.T and Literacy and Numeracy coordinators.	<p>November 2015 changing as improvements require.</p> <p>Initial target setting September 2015.</p> <p>Review target setting November 2015</p> <p>Review target setting February 2016</p> <p>Evaluation June 2016</p> <p>Finalised arrangements October 2016.</p>

**Self-Evaluation Planning Grid**

**Area of Focus:** Leadership and Management  
**Area Coordinator:** Principal / Vice Principal

**Key Target:** Raising achievement and supporting learners  
**Team Members:** S.L.T.

**Year:** September 2015 – June 2017

**Target 1.1**

<p align="center"><b>Key Questions</b> <i>(What do I want to know?)</i></p>	<p align="center"><b>Key Evidence</b> <i>(What information will I need?)</i></p>	<p align="center"><b>Monitoring Procedures</b> <i>(How will I gather this information?)</i></p>	<p align="center"><b>Staff Roles</b> <i>(Who will I do it?)</i></p>
<p>Are governors clear about their roles and responsibilities?</p>	<ul style="list-style-type: none"> <li>• Details of the training courses undertaken by governors each year.</li> <li>• Dissemination of training to all governors with key areas for action noted.</li> <li>• Completed self-evaluation of the role of governors which highlight areas of strength and areas for development.</li> </ul>	<ul style="list-style-type: none"> <li>• List of attendance at E.A. training and ETI self-evaluation training</li> <li>• In house training recorded.</li> <li>• Minutes of governors meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Chair of Governors</li> <li>• Principal</li> </ul>
<p>Has the governors' support and challenge function impacted in carrying forward the process of improvement?</p>	<ul style="list-style-type: none"> <li>• Record of methods and outcomes of consultations for the School Development Plan with stakeholders.</li> <li>• A record of the involvement of governors in the formulation of the School Development plan and relating action plans.</li> <li>• Record of lead governor meetings with appropriate staff – key questions, decisions and feedback on progress.</li> <li>• Progress update on action plans timetabled as part of the governors meeting agenda.</li> <li>• Key actions and communication with staff recorded.</li> </ul>	<ul style="list-style-type: none"> <li>• School Development Plan.</li> <li>• Minutes of governors meetings.</li> <li>• Evidence recorded in files on progress of action plans.</li> <li>• Governors meeting minutes.</li> <li>• Governors' attendance at staff training/ professional development where areas are being addressed.</li> <li>• School Development Plan / Action plans.</li> <li>• Governors' minutes.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Chair of Governors</li> </ul>

Target 1.2			
Key Questions <i>(What do I want to know?)</i>	Key Evidence <i>(What information will I need?)</i>	Monitoring Procedures <i>(How will I gather this information?)</i>	Staff Roles <i>(Who will I do it?)</i>
Has the School development plan clearly identified priorities, targets and timeframes and monitored and evaluated school improvement effectively on a regular basis?	<ul style="list-style-type: none"> <li>• 3 year overview of Action plans that address areas from the inspection and key issues have timeframes included.</li> <li>• Governor's evidence of monitoring and evaluation processes and key questions.</li> <li>• Records of progress meetings – Principal, SLT, MLT and staff.</li> <li>• A calendar of development is evident.</li> </ul>	<ul style="list-style-type: none"> <li>• Collected and collated information from all audits.</li> <li>• Governor minutes.</li> <li>• SLT Minutes.</li> <li>• Meetings/work groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Board of Governors</li> <li>• SLT</li> </ul>
What impact has the SDP / action plans had on pupils' standards and achievement?	<ul style="list-style-type: none"> <li>• Evidence collated from Learning and Teaching action plan and evaluated by Governors, SLT and MLT. Files show progress.</li> <li>• Outcomes of classroom observation.</li> <li>• Evaluation of standards across the school and progress made towards targets.</li> <li>• Tracking of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole staff meetings</li> <li>• Key Stage meetings/work groups</li> <li>• Coordinator reports</li> <li>• Governors' minutes.</li> <li>• Monthly Monitoring and Evaluation of Action Plans implemented</li> <li>• Teachers' records.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• SLT</li> <li>• Teachers</li> </ul>
Target 1.3			
How has the strategic leadership contributed to high quality education?	<ul style="list-style-type: none"> <li>• Evidence of training – evaluated and areas for development targeted.</li> <li>• Whole school self-evaluation against criteria.</li> <li>• Action plans focused on pupil learning and achievement.</li> <li>• Evidence of sharing and discussion of information to gather a whole school perspective.</li> </ul>	<ul style="list-style-type: none"> <li>• Governors meetings.</li> <li>• SLT meetings.</li> <li>• Whole school staff meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Board of Governors</li> </ul>

<b>Key Questions</b> <i>(What do I want to know?)</i>	<b>Key Evidence</b> <i>(What information will I need?)</i>	<b>Monitoring Procedures</b> <i>(How will I gather this information?)</i>	<b>Staff Roles</b> <i>(Who will I do it?)</i>
<p>How have clearly defined roles and responsibilities impacted on learning and teaching and classroom practice?</p>	<ul style="list-style-type: none"> <li>• Job descriptions.</li> <li>• Staff feedback – clarity of roles.</li> <li>• Evidence from meetings with staff.</li> <li>• PRSD.</li> <li>• Action plans – review of progress.</li> <li>• Outcomes of classroom observations.</li> <li>• SLT / coordinator progress reports.</li> <li>• Reports of progress to governors.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation.</li> <li>• PRSD.</li> <li>• Governor meetings.</li> <li>• Principal Visits, classroom monitoring and Book Scoop evaluations outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• VP</li> <li>• SLT</li> </ul>
<b>Target 1.4</b>			
<b>Key Questions</b> <i>(What do I want to know?)</i>	<b>Key Evidence</b> <i>(What information will I need?)</i>	<b>Monitoring Procedures</b> <i>(How will I gather this information?)</i>	<b>Staff Roles</b> <i>(Who will I do it?)</i>
<p>Are assessments conducted, analysed, targets set and self/school-evaluated to improve pupil progress?</p> <p>How effective are new PRSD/Trusted colleague arrangements?</p>	<ul style="list-style-type: none"> <li>• Data is collected, presented, and discussed with records of how effective strategies have been on progress.</li> <li>• Outcomes of a teacher questionnaire will be used to gauge effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>• Information will be collected and collated by Assessment Coordinator and principal linked to Assessment Timetable.</li> <li>• Collected and collated by Principal.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• VP</li> <li>• SLT</li> <li>• Cross-Curricular coordinators.</li> </ul>

Evaluation <i>(How well have we done?)</i>	Evaluation Team: S.L.T. / Board of Governors.		Date:
Judgement	Strengths	Areas for Improvement	
T 1.1			
T 1.2			
T 1.3			
T 1.4			

Post Inspection Action Plan	Learning and Teaching
<b>Target 2:</b> Develop further the planning, teaching, and assessment for learning in order to improve the children’s learning experiences.	
<b>Where are we now?</b>	
<b>What’s working well?</b>	<ul style="list-style-type: none"> <li>• The senior leadership team have identified accurately, with the support of the governors and staff, significant areas for improvement in the school’s achievements and standards and learning and teaching.</li> <li>• The school leadership team has identified appropriately the need to <b>review and broaden the current range of assessment for learning strategies</b> to ensure there is <b>sufficient qualitative and quantitative assessment</b> information to evaluate the children’s progress in line with their ability</li> <li>• The recent focus on the development of a more <b>topic based approach provides a more meaningful everyday context</b> for teaching</li> </ul> <p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Staff have agreed to use the World Around Us STEM topic planners</li> </ul> <p><b>Teaching / Classroom Practice</b></p> <ul style="list-style-type: none"> <li>• In English most of the children are making progress in line with their ability or above expectation</li> <li>• The teaching is well paced and builds on the children’s prior learning and understanding</li> <li>• The teachers use effective questioning and plenary sessions to extend the children’s thinking and consolidate their learning</li> <li>• The children benefit from well-planned opportunities to work collaboratively in pairs and in small groups and take appropriate responsibility for their own learning</li> <li>• Good use is made of ICT as a tool for learning</li> <li>• The children learn within a caring and supportive environment</li> <li>• Children engage in class and group discussions throughout the school</li> </ul> <p><b>Assessment for Learning</b></p> <ul style="list-style-type: none"> <li>• A significant minority of children who require assistance with their learning are <b>achieving in line with or above their ability</b> in English</li> <li>• A significant minority of children who require assistance with their learning are achieving in line with or above their ability in mathematics.</li> </ul>

<p style="text-align: center;"><b>Areas for Development</b></p>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• Need to ensure all classes have interesting lessons with children actively engaged</li> <li>• Focus on independence and flexibility of thinking</li> <li>• Need plan for differentiation and talking and listening</li> <li>• Insufficient differentiation in the teachers’ planning and classroom practice to meet the children’s learning needs</li> </ul> <p><b>Teaching / Classroom Practice</b></p> <ul style="list-style-type: none"> <li>• Need to ensure all staff focus on talking and listening throughout curriculum [change in emphasis to active learning]</li> <li>• There is a need for all teachers to provide more opportunities for the children to engage in problem solving, problem posing and investigative activities, in order to develop further their mathematical thinking alongside their understanding and use of mathematical language.</li> <li>• The teachers in the Foundation Stage and Key Stage 1 have appropriately identified the need to develop further the planning and provision for play and activity based learning</li> <li>• The staff need to promote the children’s confidence to share their ideas through discussion, group work and effective plenary sessions</li> <li>• Insufficient differentiation in the teachers’ planning and classroom practice to meet the children’s learning needs</li> </ul> <p><b>Assessment for / of Learning</b></p> <ul style="list-style-type: none"> <li>• There is limited use of effective assessment for learning strategies</li> <li>• The coordinators, both new and existing, need to <b>monitor and evaluate more rigorously</b> the quality of the children’s learning experiences and attainments</li> <li>• The S.L.T. has identified appropriately the need to review and broaden the current range of assessment for learning strategies to ensure there is sufficient qualitative and quantitative assessment information to evaluate the children’s progress in in line with their ability</li> </ul>
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**Target 2.1 To develop the curriculum further and improve children's learning experiences.**

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time, materials, staff develop & costings	External Support?	Staff / lead responsibility	Timescale
<p>Connected learning, Thinking Skills and Personal Capabilities will be effectively planned for.</p>	<ul style="list-style-type: none"> <li>• Planning to include cross curricular opportunities and the promotion of the TSPC framework.</li> <li>• Children will be engaged in purposeful work, have the opportunity to participate in group work, collaborate with their peers and be able to understand the relevance of what they are learning in relation to the real world.</li> </ul>	<ul style="list-style-type: none"> <li>• New 'active' teaching methods will be planned for and promoted through staff training, team teaching and disseminated effective practice.</li> <li>• Improvement to targeted groups will be planned for; linked to performance and data outcomes.</li> <li>• The importance of language based teaching will be promoted through staff training.</li> <li>• Effective approaches will be formally agreed and disseminated at meetings and written into Teaching File.</li> <li>• Coordinators will monitor planning notes and evaluations and provide feedback.</li> <li>• Exemplars will be used to create more flexible planning formats closely linked to the needs of pupils.</li> </ul>	<p>School Development Days.</p> <p>E.A. support.</p> <p>Funding for external advisor support and teaching cover to release teachers.</p>	<p>E.A. support for teachers in active learning and talking and listening will be sought.</p>	<p>Principal and Vice principal will organise links with E.A. and external school support.</p> <p>Principal will coordinate development of new planners.</p> <p>Literacy Coordinator will organise external advisor support to develop literacy</p> <p>Numeracy Coordinator will promote problem solving and practical mathematics.</p>	<p>Trial notes Sept – October 2015.</p> <p>December 2015 agreed connected learning notes.</p> <p>February 2016 flexible planning formalised.</p> <p>May 2016 full planning notes formalised.</p> <p>June 2017 school planners complete.</p>

Target 2.2 To ensure that self-evaluation is rigorous, effective and leads to improvement and is underpinned by effective analysis and interpretation of relevant qualitative and quantitative data						
See Leadership and Management Target 1.4						
Classroom Practice: Target 2.3						
Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time, materials, staff develop. & costings	External Support?	Staff / lead responsibility	Timescale
<p>A range of differentiated active learning strategies incorporating the TSPC framework will engage pupils in their learning and challenge them in their thinking.</p> <p>Work is differentiated appropriately to challenge children linked to levels of ability.</p>	<ul style="list-style-type: none"> <li>Children will be engaged in purposeful learning experiences, working together including group and peer work. These will give them the opportunity to take more responsibility for their own learning.</li> <li>These skills will be evident in planning and classroom activities.</li> <li>Data outcomes and assessment is used effectively to differentiate learning/teaching</li> <li>Learning is differentiated in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>Key Stage Coordinators will visit other schools and disseminate their experiences to staff.</li> <li>Allocated time for staff to explore a range of active learning strategies and to plan /discuss how to integrate these into practice.</li> <li>Staff to trial new strategies and to share practice within their key stage area.</li> <li>Data and assessment /differentiation strategies will inform planning.</li> <li>Regular review of practice and the effectiveness of differentiated strategies.</li> <li>Effective guidance for teachers will be placed in Learning and Teaching File.</li> <li>Additional Resources will be made available</li> </ul>	<p>Substitute cover for teachers to visit other schools.</p> <p>Staff and Key Stage meetings</p> <p>S.D. Days linked to E.A. support.</p> <p>Funding for new resources.</p> <p>Two staff meetings linked to classroom observations, monitoring and dissemination will take place.</p>	<p>E.A. support.</p> <p>External advisor support</p> <p>Practice from other schools and effective practice from within will be disseminated.</p>	<p>Key Stage Coordinators</p> <p>Principal and vice principal linked to PRSD visits.</p> <p>All coordinators</p> <p>Principal, Vice principal and Cross curricular coordinators.</p>	<p>June 2015</p> <p>December S.D.D.</p> <p>Ongoing throughout year.</p>

**Target 2.4**

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time, materials, staff develop. & costings	External Support?	Staff / lead responsibility	Timescale
To develop further the planning and provision for play and activity-based learning.	<ul style="list-style-type: none"> <li>• There is a consistent approach to planning for challenging and purposeful play and activity-based learning</li> <li>• Classrooms and play areas are stimulating and well-resourced</li> <li>• Adults are clear about their role during play</li> <li>• Procedures for effectively monitoring and evaluating play provision are clearly established</li> </ul>	<ul style="list-style-type: none"> <li>• Staff develop shared understanding of play and activity-based learning</li> <li>• Review of current approach to play and layout for play provision</li> <li>• Explore the role of the adult during play</li> <li>• Visit other settings to and discuss practice observed</li> <li>• Agree approach to planning for play and activity based learning</li> <li>• Develop and implement agreed process for tracking children’s progress</li> <li>• Review meetings to share practice and discuss impact on learning.</li> </ul>	<p>A series of meetings will take place throughout to develop effective planning and improvement.</p> <p>Substitute cover for teachers.</p> <p>Funding will be made available to improve resources.</p>	E.A. support.	Foundation and K.S. 1 Coordinators.	Ongoing throughout the year.

**Target 2.5 Assessment of/for Learning**

A range of Assessment for Learning strategies will be identified and used throughout the school.	<ul style="list-style-type: none"> <li>• Appropriate AFL practices will be used throughout the school. Children will be clearer about what they are learning and how they are learning. Children will be engaged in setting their own personal goals and targets</li> </ul>	<ul style="list-style-type: none"> <li>• INSET to ensure A shared understanding of all Assessment for Learning strategies.</li> <li>• Share different approaches used throughout the school reflect on what works best and why.</li> <li>• INSET to review and agree appropriate effective feedback and marking for improvement.</li> </ul>	S.D.D. to focus on improvement.	Exemplars and advice from good practice schools.	Principal, Vice principal	Ongoing meetings linked to monitoring throughout school year
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Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time, materials, staff develop. & costings	External Support?	Staff / lead responsibility	Timescale
<p>All staff will engage in an agreed whole school approach to Assessment which will inform planning, learning and teaching.</p>	<ul style="list-style-type: none"> <li>A new assessment policy and timetable will enable effective targeting of children. Monitoring and evaluation will be imbedded.</li> <li>A new Assessment Policy and timetable will enable effective targeting of children.</li> </ul>	<ul style="list-style-type: none"> <li>Improved data collection and use procedures will be introduced.</li> <li>Improved monitoring and evaluation strategies will be implemented.</li> <li>Dissemination of best practice and inculcation of new practices to staff.</li> </ul>	<p>Staff meetings will be allocated linked to significant times throughout schools year linked to monitoring and targeting.</p> <p>Designated time allocated to enable discussion and improvement meetings to take place.</p> <p>Substitute teacher cover.</p>	<p>Support will be sought to help set up Comet on SIMs system.</p> <p>Principal and Vice principal, assessment coordinator attend related training clusters.</p>	<p>Assessment and Literacy and Numeracy coordinators.</p> <p>Key Stage Coordinators.</p>	<p>New assessment policy and timetable will be completed by November 2015.</p> <p>Termly feedback and evaluations</p>

### Self-Evaluation Planning Grid

**Area of Focus:** Leadership and Management  
**Area Coordinator:** Principal

**Key Target:** Develop further the planning, teaching, and assessment  
**Team Members:** SMT

**Year:** September 2015 – June 2016

Key Questions <i>(What do I want to know?)</i>	Key Evidence <i>(What information will I need?)</i>	Monitoring Procedures <i>(How will I gather this information?)</i>	Staff Roles <i>(Who will I do it?)</i>
<b>Target 2.1</b>			
<ul style="list-style-type: none"> <li>Are the new two monthly and two weekly planners being created and monitored effectively to ensure improved learning?</li> <li>Are the Learning and Teaching Policy / Files being maintained, updated and discussed?</li> </ul>	<ul style="list-style-type: none"> <li>Planners show evidence of development and improvement in focus areas in coordinators' feedback.</li> <li>There is evidence of gradual development and ownerships of files and notes in meeting minutes and reports.</li> </ul>	<ul style="list-style-type: none"> <li>Action Plan coordinators provide two monthly feedback to SLT / principal.</li> <li>Vice principal and principal will review the files on a two monthly basis.</li> </ul>	<ul style="list-style-type: none"> <li>Principal / Vice principal</li> <li>Literacy Coordinator and Numeracy Coordinator</li> <li>Key Stage Coordinators</li> <li>Curriculum Coordinator</li> </ul>
<b>Target 2.2</b>			
<ul style="list-style-type: none"> <li>Are assessments conducted, analysed, targets set and self/school-evaluated to improve pupil progress?</li> <li>How effective are new PRSD/Trusted colleague arrangements?</li> </ul>	<ul style="list-style-type: none"> <li>Data is collected, presented, and discussed with records of how effective strategies have been on progress.</li> <li>Outcomes of a teacher questionnaire will be used to gauge effectiveness.</li> </ul>	<ul style="list-style-type: none"> <li>Information will be collected and collated by Assessment Coordinator and principal linked to Assessment Timetable.</li> <li>Collected and collated by Principal.</li> </ul>	<ul style="list-style-type: none"> <li>Principal / Vice principal</li> <li>Literacy and Numeracy Coordinators</li> <li>Key Stage Coordinators</li> <li>Assessment Coordinator</li> <li>S.L.T.</li> </ul>
<b>Target 2.3</b>			
<ul style="list-style-type: none"> <li>How has a skills based approach been reflected in planning?</li> <li>How has adopting a skills based approach to learning impacted upon lesson delivery?</li> <li>What impact has it had on assessment outcomes?</li> <li>How have the children improved in explaining their activities?</li> </ul>	<ul style="list-style-type: none"> <li>Planning will demonstrate how thinking and language skills are central to learning.</li> <li>There will be evidence of changes in classroom organisation, interactions and ethos.</li> <li>Classrooms will be more practically based and learning will be group based.</li> <li>The quality of children's learning in these areas will have improved.</li> </ul>	<ul style="list-style-type: none"> <li>Coordinators will report on outcomes of monitoring planning.</li> <li>Feedback on classroom visits will be given both formally and informally by S.L.T. leaders.</li> <li>Assessment outcomes will be collected by relevant coordinators and feedback given on performance outcomes.</li> <li>Teachers will be invited to give their opinions on developments.</li> </ul>	<ul style="list-style-type: none"> <li>Principal / Vice principal</li> <li>Literacy and Numeracy Coordinators</li> <li>Key Stage Coordinators</li> <li>Assessment Coordinator</li> <li>S.L.T.</li> </ul>

Key Questions <i>(What do I want to know?)</i>	Key Evidence <i>(What information will I need?)</i>	Monitoring Procedures <i>(How will I gather this information?)</i>	Staff Roles <i>(Who will I do it?)</i>
<b>Target 2.4</b>			
<p>Are there clear defined learning areas?</p> <p>Are play planners developing effectively?</p> <p>Is monitoring of play outcomes effective?</p>	<ul style="list-style-type: none"> <li>• Classrooms and play areas will be clearly organised for activity based learning.</li> <li>• Play planners will be produced two monthly.</li> <li>• Assessment of children’s play is available and effective.</li> </ul>	<ul style="list-style-type: none"> <li>• Two monthly play planners will be monitored by Foundation coordinator and S.L.T.</li> <li>• Assessment outcomes will be evaluated by S.L.T.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal / Vice principal</li> <li>• Literacy and Numeracy Coordinators</li> <li>• Key Stage Coordinators</li> <li>• S.L.T.</li> </ul>
<b>Target 2.5</b>			
<p>Are staff aware of key assessment strategies?</p> <p>Are staff using the new Marking Policy effectively?</p> <p>Is the new Assessment and Monitoring timetable being used effectively?</p> <p>Is the new timetable manageable?</p>	<ul style="list-style-type: none"> <li>• To what extent are teachers using a range of assessment for learning strategies.</li> <li>• Book sharing and moderation activities.</li> <li>• Are documents and feedback provided on time?</li> <li>• Teachers’ views will be sought.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions will be ongoing with S.L.T. members regarding assessment strategies.</li> <li>• Linked to the assessment timetable book sharing and moderation will provide evidence.</li> <li>• S.L.T. meetings will be held to evaluate working of assessment timetable.</li> <li>• Evidence in teachers’ planners</li> <li>• Book Sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Principal / Vice principal</li> <li>• Literacy and Numeracy Coordinators</li> <li>• Key Stage Coordinators</li> <li>• Assessment Coordinator</li> <li>• S.L.T.</li> </ul>

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<b>Evaluation</b> <i>(How well have we done?)</i>	<b>Evaluation Team: S.L.T.</b>	<b>Date:</b>
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<b>Judgement</b>	<b>Strengths</b>	<b>Areas for Improvement</b>
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T 2.1		
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T 2.2		
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T 2.3		
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T 2.4		
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T 2.5		

<b>Post Inspection Action Plan</b>	<b>Literacy and Numeracy</b>
<b>Targets 3 and 4: Raise further the standards in literacy and numeracy attained by the children.</b>	
<b>Where are we now?</b>	
<b>Achievement and Standards: Satisfactory</b>	
<b>What's working well?</b>	<ul style="list-style-type: none"> <li>• The children are <b>very well behaved</b> and <b>eager</b> to learn</li> <li>• The children <b>listen attentively</b> in class and are <b>respectful</b> of their teachers, each other and visitors</li> </ul>
<b>Areas for Development</b>	<p>The children settle well to the learning tasks <b>when provided with:</b></p> <ul style="list-style-type: none"> <li>• <b>Interesting</b> and <b>appropriately differentiated</b> learning activities</li> <li>• They become more <b>actively engaged</b> in the lessons and demonstrate <b>independence</b> and <b>flexibility</b> in their learning and thinking</li> </ul>
<b>Provision: Inadequate</b>	
<b>What's working well?</b>	<p style="text-align: center;"><b>Classroom practice in the majority (50-74%) of the lessons observed:</b></p> <ul style="list-style-type: none"> <li>• The teaching is <b>well paced</b> and <b>builds on the children's prior learning</b> and understanding</li> <li>• The teachers use <b>effective questioning</b> and <b>plenary sessions</b> to extend the children's thinking and consolidate their learning</li> <li>• The children benefit from <b>well-planned opportunities to work collaboratively</b> in pairs and in small groups and take appropriate responsibility for their own learning</li> <li>• Good use is made of <b>ICT as a tool for learning</b></li> </ul>

<b>Areas for Development</b>	<p style="text-align: center;"><b>Classroom practice in a significant minority (30 – 49 %) of the lessons observed:</b></p> <ul style="list-style-type: none"> <li>• There is <b>limited use of effective assessment for learning strategies</b></li> <li>• <b>Insufficient differentiation</b> in the teachers’ planning and classroom practice to meet the children’s learning needs</li> <li>• The S.L.T. has identified appropriately the need <b>to review and broaden the current range of assessment for learning strategies</b> to ensure there is <b>sufficient qualitative and quantitative assessment</b> information to evaluate the children’s progress in in line with their ability</li> <li>• The teachers in the foundation stage and key stage 1 have appropriately identified the need to <b>develop further the planning and provision for play and activity based learning.</b></li> <li>•</li> </ul>
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**Target 3: Raise further the standards in literacy attained by the children.**

**Literacy: Where are we now?**

<b>What’s working well?</b>	<ul style="list-style-type: none"> <li>• The <b>most able children</b> in Year 7 <b>read with fluency and expression</b> and <b>can discuss plot and character in some detail</b></li> <li>• They <b>write in a variety of forms</b> with an appropriate level of detail and vocabulary and can <b>plan, edit and review their writing to make improvements</b></li> <li>• Throughout the school, the children engage in <b>class and group discussions</b></li> <li>• The school’s internal performance data indicates that , in English, <b>most of the children are making progress</b> in line with their ability or above expectation</li> <li>• A significant minority of children who require assistance with their learning are <b>achieving in line with or above their ability</b> in English</li> <li>• They <b>use ICT</b> software programs and programmable devices in literacy activities.</li> </ul>
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<b>Areas for Development</b>	<p><b>Throughout the school:</b></p> <ul style="list-style-type: none"> <li>• The children have <b>limited opportunities</b> to develop their <b>talking and listening skills</b> across <b>all areas of learning</b></li> <li>• The staff need to <b>promote the children’s confidence</b> to share their ideas through <b>discussion, group work and effective plenary sessions</b></li> <li>• The teachers in the <b>foundation stage</b> need to ensure that the children are provided with more opportunities to develop <b>their independent writing</b></li> <li>• The staff have identified appropriately the need to <b>develop further the planning for writing</b> to ensure that <b>all children</b> have opportunities to write in a <b>range of forms</b> and for a <b>variety of audiences and purposes</b></li> <li>• <b>The standards in literacy are satisfactory.</b></li> </ul>
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<b>Baseline measures and targets for June 2015-6.</b>	
<ul style="list-style-type: none"> <li>• The standardised scores (grouped into stanine bands) indicate a significant level of underperformance.</li> </ul>	

- An analysis of the scores indicate that by a strategic targeting of underperforming children it will be possible to make major improvements in outcomes.
- Targets have been set for each individual class linked to performance.
- Teachers will target and track groups of children to secure improvement.

A target of 60% is calculated to be achievable for English and Reading while a further improvement in spelling outcomes to 76% is sought.

School Performance Outcomes June 2014-15 and Targets for June 2015-16					
English			NFER Progress in English (PIE) %		
Class / Year	Group	Below target	On target	Above target	60% Target for On target and above
Year 4:	Actual	63	12	26	38
	Target	33	35	32	67
Year 5:	Actual	67	5	28	33
	Target	40	30	30	60
Year 6:	Actual	64	7	29	36
	Target	40	30	30	60
Year 7:	Actual	35	43	22	65
	Target	27	40	33	73
Overall	Actual	57	17	26	43
	Target	35	34	31	65

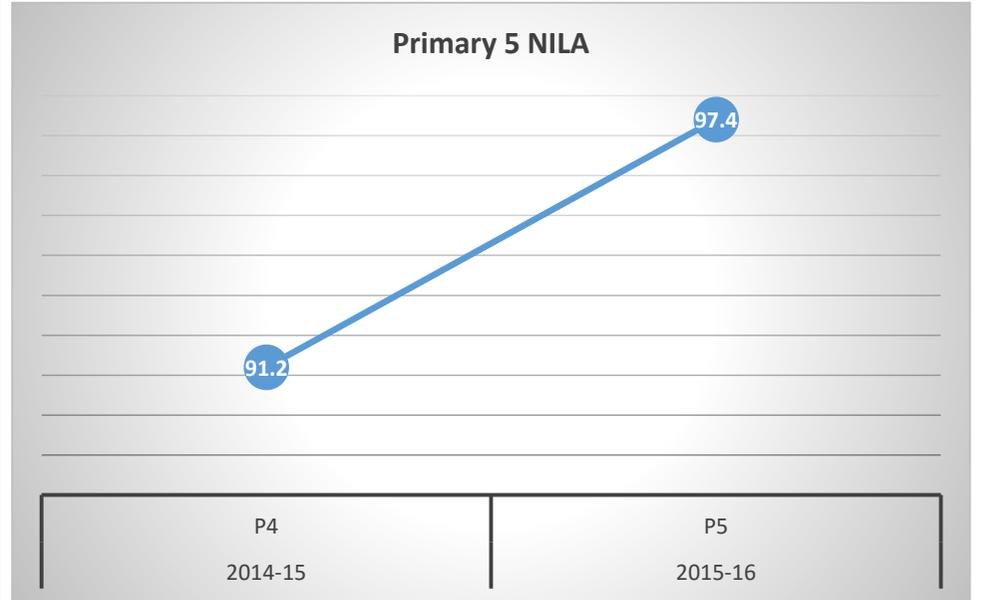
School Performance Outcomes June 2014-15 and Targets for June 2015-16					
Reading			Suffolk %		
Class / Year	Group	Below target	On target	Above target	60% Target for On target and above
Year 4:	Actual	50	23	27	50
	Target	30	35	35	70
Year 5:	Actual	35	28	38	66
	Target	25	30	45	75
Year 6:	Actual	48	21	31	52
	Target	36	28	36	64
Year 7:	Actual	46	24	30	54
	Target	25	35	40	75
Overall	Actual	45	24	31	55
	Target	29	32	39	71

School Performance Outcomes June 2014-15 and Targets for June 2015-16					
Spelling			Young %		
Class / Year	Group	Below target	On target	Above target	60% Target for On target and above
Year 4:	Actual	36	18	45	63
	Target	29	26	45	71
Year 5:	Actual	32	29	39	68
	Target	25	30	45	75
Year 6:	Actual	38	17	45	62
	Target	25	25	50	75
Year 7:	Actual	35	14	51	65
	Target	18	23	59	82
Overall	Actual	35	20	45	65
	Target	24	26	50	76

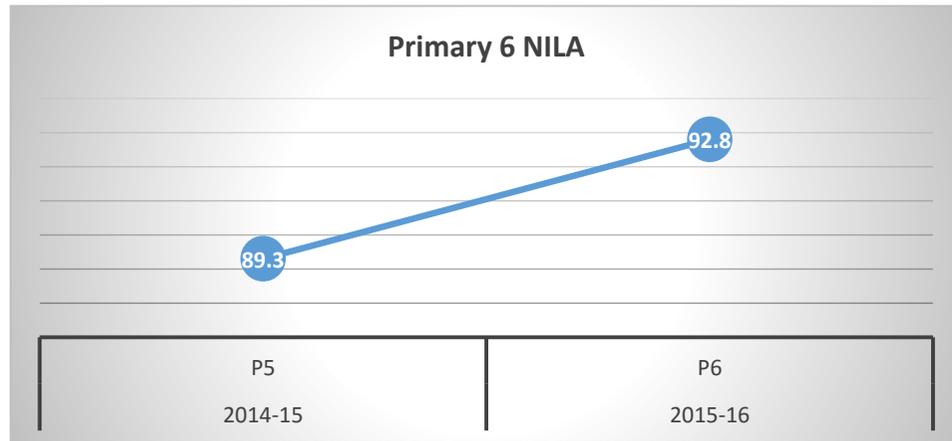
**NILA Literacy C.B.A. Outcomes**

- The standardised scores demonstrate improvements in in all three year groups over time.
- Teachers have been provided with updated information linking C.B.A. outcomes and previous targets set.

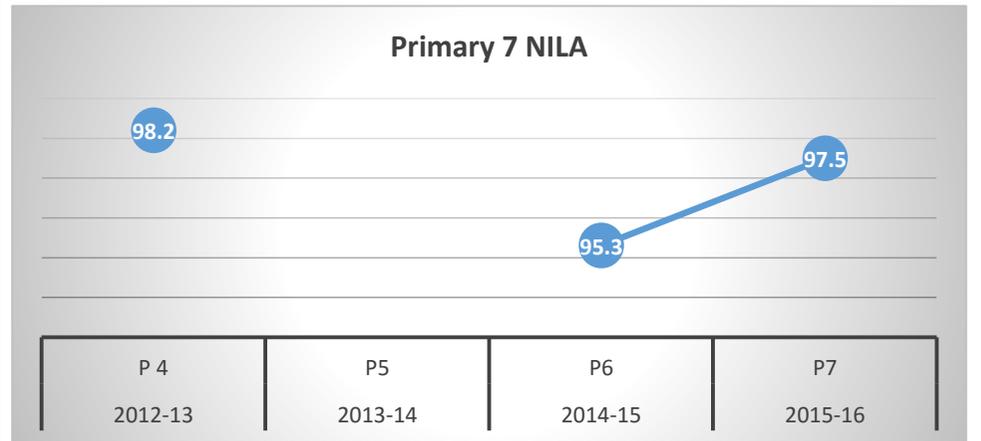
**Primary 5 NILA**



**Primary 6 NILA**



**Primary 7 NILA**



Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time, materials, staff develop. & costings	External Support required?	Staff / lead responsibility	Timescale
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Target 3.1						
<p>To improve literacy planning for Talking and Listening in all areas of the curriculum.</p> <p>To improve the quality of teacher questioning linked to 'enabling' responses from children.</p>	<ul style="list-style-type: none"> <li>Evidence in all planning of talking/listening opportunities</li> <li>Lesson plenaries are being used well to promote expression</li> <li>Oral comprehension strategies are developed and effective questioning is a regular feature of learning / teaching</li> <li>Children share ideas and speak with increased confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Inset training on the development of Talking and Listening skills and approaches to questioning.</li> <li>Visits to exemplar schools to discuss best practice.</li> <li>Staff will agree a new approach to planning, ensuring that talking and listening experiences are linked to teacher assessment of impact in classroom.</li> <li>Planning will be monitored and evaluated by S.L.T and Coordinator.</li> <li>Staff will review impact of changes during regular review meetings.</li> </ul>	<p>Monthly /Two monthly feedback by Coordinators</p> <p>School Development Days.</p> <p>Funding allocated to purchase materials.</p> <p>Schools visits sub cover.</p> <p>Staff meetings</p>	<p>Visits to best practice schools.</p> <p>E.A. support on improving Talking and Listening skills.</p>	<p>Literacy Coordinator supported by Vice Principal</p> <p>Key Stage coordinators to promote development.</p>	<p>Advice and exemplar notes completed by June 2016.</p> <p>E.A. Support and Dissemination of good practice ongoing.</p>
Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time, materials, staff develop. & costings	External Support required?	Staff / lead responsibility	Timescale
Target 3.2						
<p>To develop a whole school approach to writing in a range of forms and for a variety of audiences and purposes.</p> <p>Children in Foundation Stage will develop independent writing through an increased range of writing opportunities.</p>	<ul style="list-style-type: none"> <li>Children will use experiences gained and skills acquired to write in a variety of 'purposeful contexts'.</li> <li>Children in Foundation stage will demonstrate increased independence in the writing</li> <li>A new Marking Policy will be in use with effective feedback leading to improved pupil engagement and outcomes.</li> </ul>	<p>Inset to develop a:</p> <ul style="list-style-type: none"> <li>Shared understanding of progression in writing</li> <li>Shared approach to developing use of genre in real life contexts and across all areas of learning</li> <li>Developmental scheme for writing, including a genre map linked to WAU.</li> <li>Regular review of children's writing to track progress through:</li> </ul>	<p>Monthly /Two monthly feedback by Coordinators</p> <p>School Development Days.</p> <p>Directed Times.</p> <p>External advisor funding</p> <p>Literacy resources.</p>	<p>Visits to best practice schools.</p> <p>E.A. support on improving writing.</p>	<p>Literacy Coordinator supported by Vice Principal</p> <p>Key Stage coordinators to promote development.</p>	<p>Ongoing E.A. Support.</p> <p>External advisor support ongoing.</p> <p>Marking Policy completed by January 2015</p>

	<ul style="list-style-type: none"> <li>Improvements will be evident during PRSD classroom visits.</li> </ul>	<ul style="list-style-type: none"> <li>on-going teacher assessment</li> <li>Key stage/ whole school review meetings</li> <li>whole-school moderation sessions</li> <li>monitoring of progress by Lit co / SMT</li> </ul> <ul style="list-style-type: none"> <li>Staff will review marking policy and implement agreed strategies</li> <li>Pupils will be encouraged to self-reflect on writing and to discuss the impact of teachers' responses to their work.</li> </ul>				
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**Target 3.3**

To improve assessment outcomes in Literacy. Pupil responses will indicate a positive impact on their learning experiences.	<ul style="list-style-type: none"> <li>All pupils will demonstrate progress towards the next level of progression and GL scores will show each year group having 60% of children achieving Stanine 5 and above.</li> </ul>	<ul style="list-style-type: none"> <li>Staff will meet to the use of a range of data to set targets for pupil progress, including levels of progression, CBAs and GL stanines.</li> </ul>	One staff meeting. (Directed time sessions)	None.	Numeracy and Assessment Coordinators.	Ongoing throughout year.
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**Self-Evaluation Planning Grid**

**Area of Focus:** Literacy      **Key Target:** Raise further the standards in literacy attained by the children.      **Year:** September 2015 – June 2016  
**Area Coordinator:** Literacy Coordinator      **Team Members:** SLT

Key Questions <i>(What do I want to know?)</i>	Key Evidence <i>(What information will I need?)</i>	Monitoring Procedures <i>(How will I gather this information?)</i>	Staff Roles <i>(Who will I do it?)</i>
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**Target 3.1**

How has talking and listening improved in English and throughout the curriculum?		<ul style="list-style-type: none"> <li>New planners will be monitored and evaluated by S.L.T and Coordinator.</li> </ul>	<ul style="list-style-type: none"> <li>Literacy Coordinator</li> </ul>
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<p>Has the quality of questioning improved? What do children think of changes?</p>	<ul style="list-style-type: none"> <li>• Planning indicates that talking and listening is effectively integrated across all area of the curriculum</li> <li>• Teachers will share impact on learning and evidence of pupil progress, e.g. information on plenaries.</li> <li>• Feedback from children about their experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• PRSD visits and trusted colleague feedback.</li> <li>• Principal / vice principal will visit classrooms to assessing developments.</li> <li>• Informal teacher feedback at meetings and through questionnaires.</li> <li>• Children asked informally in classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Key Stage Coordinators</li> <li>• S.L.T.</li> <li>• Vice Principal</li> </ul>
<b>Target 3.2</b>			
<p>Has the variety and quality of children's writing improved?</p>	<ul style="list-style-type: none"> <li>• Planning indicates a range of opportunities for writing</li> <li>• Quality of writing in children's books demonstrates improvement</li> <li>• Quality of marking in children's books highlights areas for improvement and scaffolds responses</li> <li>• Feedback from children about their experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Planning notes will be monitored by Literacy coordinator.</li> <li>• Comparisons of writing outcomes in children's books trough book sharing.</li> <li>• Evaluation of Marking Policy strategies for improvement used.</li> <li>• Pupils will be asked to comment on experiences by Principal and Vice principal.</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Coordinator</li> <li>• Key Stage Coordinators</li> <li>• S.L.T.</li> <li>• Vice Principal</li> </ul>
<b>Target 3.3</b>			
<p>Have the strategies used improved levels of progression and standardised scores? What can be learned from the assessment outcomes to improve future planning? How do pupils view changes?</p>	<ul style="list-style-type: none"> <li>• Analysis and evaluation of progress towards levels and standardised scores.</li> <li>• Teacher feedback on strategies.</li> <li>• Pupil views on new approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• From SIMS</li> <li>• From end of year questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>• Literacy Coordinator</li> <li>• Assessment Coordinator</li> <li>• Key Stage Coordinators</li> <li>• S.L.T.</li> <li>• Vice Principal</li> </ul>
<b>Summative Evaluation</b>			
<ul style="list-style-type: none"> <li>• End of action plan evaluation will be conducted by the Literacy and Key Stage coordinators and this will be shared with staff.</li> <li>• Action plan evaluation will be conducted by whole staff</li> <li>• Literacy and Key Stage coordinators will prepare evaluation report on action plan delivery and success for the Board of Governors.</li> <li>• Data outcomes and assessment of success criteria being met at the end of the Action Plan.</li> <li>• Attitudes of staff and pupils will be reported back to SLT by the literacy coordinator.</li> </ul>			
<b>Evaluation</b> ( <i>How well have we done?</i> )		<b>Evaluation Team:</b> S.L.T.	<b>Date:</b>

Judgement	Strengths	Areas for Improvement
T 3.1		
T 3.2		
T 3.3		

**Target 4: Raise further the standards in numeracy attained by the children.**

**Mathematics: Where are we now?**

<p>What's working well?</p>	<ul style="list-style-type: none"> <li>• The children are <b>very well behaved</b> and <b>eager</b> to learn</li> <li>• The children <b>listen attentively</b> in class and are <b>respectful</b> of their teachers, each other and visitors</li> <li>• <b>Classroom practice in the majority (50-74%) of the lessons observed:</b></li> <li>• The teaching is <b>well paced</b> and <b>builds on the children's prior learning</b> and understanding</li> <li>• The teachers use <b>effective questioning</b> and <b>plenary sessions</b> to extend the children's thinking and consolidate their learning</li> <li>• The children benefit from <b>well-planned opportunities to work collaboratively</b> in pairs and in small groups and take appropriate responsibility for their own learning</li> <li>• Good use is made of <b>ICT as a tool for learning</b></li> <li>• By year 7, <b>the most able children</b> are <b>secure in their understanding of mental mathematics</b> and are <b>knowledgeable in the majority of the areas</b> of the mathematics curriculum</li> <li>• The school's internal performance data indicates that, in mathematics, <b>the majority of the children are making progress in line with their ability or above expectation</b></li> <li>• A significant minority of <b>children who require assistance with their learning are achieving in line with or above their ability in mathematics</b></li> <li>• They <b>use ICT</b> software programs and programmable devices in numeracy activities</li> <li>• In the most effective practice the <b>mental mathematics session is well paced</b> and provides the children with opportunities <b>to practice, in an active and interesting way</b>, the key skills they would need to employ later in the lesson</li> <li>• The recent focus on the development of a more <b>topic based approach provides a more meaningful everyday context</b> for using mathematics and enables the children to transfer their mathematical knowledge and skills to other areas of the curriculum. <b>This effective practice needs to be disseminated to all classes.</b></li> </ul>
<p>Areas for Development</p>	<p>The children settle well to the learning tasks <b>when provided with:</b></p> <ul style="list-style-type: none"> <li>• <b>Interesting</b> and <b>appropriately differentiated</b> learning activities</li> <li>• They become more <b>actively engaged</b> in the lessons and demonstrate <b>independence</b> and <b>flexibility</b> in their learning and thinking</li> <li>• <b>Classroom practice in a significant minority (30 – 49 %) of the lessons observed:</b></li> <li>• There is <b>limited use of effective assessment for learning strategies</b></li> <li>• <b>Insufficient differentiation</b> in the teachers' planning and classroom practice to meet the children's learning needs</li> <li>• The S.L.T. has identified appropriately the need <b>to review and broaden the current range of assessment for learning strategies</b> to ensure there is <b>sufficient qualitative and quantitative assessment</b> information to evaluate the children's progress in in line with their ability</li> <li>• The teachers in the foundation stage and key stage 1 have appropriately identified the need to <b>develop further the planning and provision for play and activity based learning</b></li> <li>• There is a <b>variation in the effectiveness of the mental mathematics</b> sessions across the school</li> <li>• There is a need for all teachers to <b>provide more opportunities</b> for the children to engage <b>in problem solving, problem posing and investigative activities</b>, in order to <b>develop further</b> their <b>mathematical thinking</b> alongside their <b>understanding and use of mathematical language.</b></li> <li>• <b>The standards in numeracy are satisfactory.</b></li> </ul>

School Performance Outcomes June 2014-15 and Targets for June 2015-16					
Maths		NFER Progress in Maths (PIM) %			
Class / Year	Group	Below target	On target	Above target	60% Target for On target and above
Year 4:	Actual	60	24	17	41
	Target	37	40	23	63
Year 5:	Actual	49	28	23	51
	Target	40	30	30	60
Year 6:	Actual	64	12	24	36
	Target	40	30	30	60
Year 7:	Actual	46	19	35	54
	Target	30	26	46	72
Overall	Actual	55	21	24	45
	Target	37	31	32	61

#### Baseline measures and targets for June 2015-6.

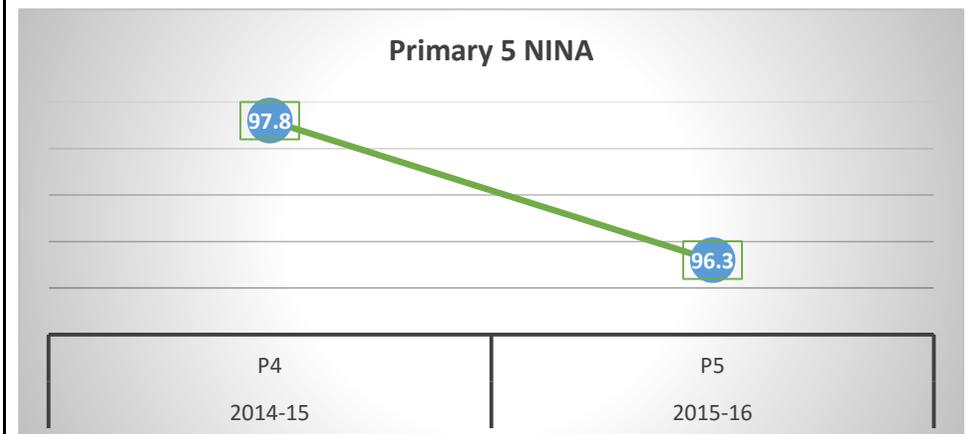
- The standardised scores (grouped into stanine bands) indicate a significant level of underperformance.
- An analysis of the scores indicate that by a strategic targeting of underperforming children it will be possible to make major improvements in outcomes.
- Targets have been set for each individual class linked to performance.
- Teachers will target and track groups of children to secure improvement.

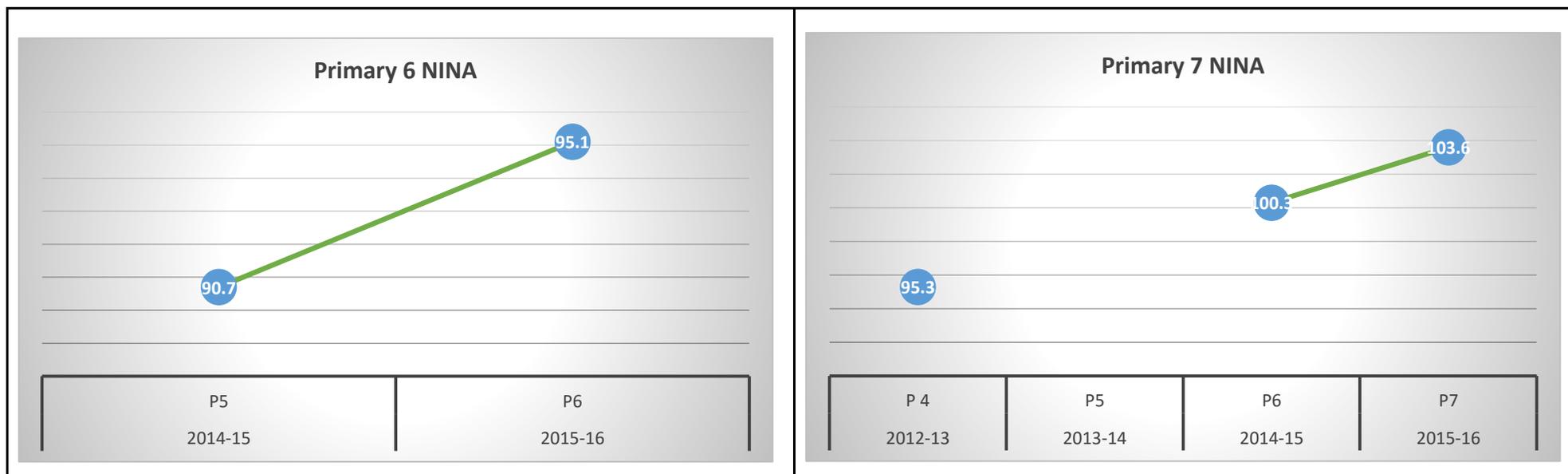
A target of 60% is calculated to be achievable.

#### NINA Numeracy C.B.A. Outcomes

- The standardised scores demonstrate improvements in in two year groups over time with improvement work to focus on the current P. 5 year.
- Teachers have been provided with updated information linking C.B.A. outcomes and previous targets set.

#### Primary 5 NINA





Target 4.1						
Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time, materials, staff develop. & costings	External Support required?	Staff / lead responsibility	Timescale
<p>To improve assessment outcomes in Numeracy.</p> <p>Pupil responses will indicate a positive impact on their learning experiences.</p>	<p>Targets set for classes (outlined in the table above) will have been achieved.</p>	<ul style="list-style-type: none"> <li>A staff meeting will focus on standardised scores / stanines and targets to be met.</li> <li>Outcomes from C.B.A.'s will assist targeting.</li> </ul> <p>One staff meeting to:</p> <ul style="list-style-type: none"> <li>analyse standardised scores and stanine distribution</li> <li>analyse CBA outcomes</li> <li>set targets</li> </ul>	<p>One staff meeting.</p>	<p>None.</p>	<p>Numeracy and Assessment Coordinators</p>	<p>Ongoing throughout year.</p>

Target 4.2						
Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time, materials, staff development & costings	External Support required?	Staff / lead responsibility	Timescale
To improve the children's talking and listening and thinking skills in mathematics.	<ul style="list-style-type: none"> <li>Children will show improvement in their use of mathematical language to explain their work.</li> <li>Thinking skill processes will be evident in classroom environment and children's work.</li> <li>Teacher's planning indicates practical approaches, investigations and problem solving activities.</li> <li>Teacher evaluations focus on children's learning through these approaches</li> <li>Children will be able to explain different ways of approaching a task.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will receive Inset support on how to develop thinking skills.</li> <li>Teachers will receive inset support on how to develop mathematical language.</li> <li>Teachers will be encouraged to focus on maths as a process rather than simply an outcome.</li> <li>Teachers will be encouraged to team teach to disseminate best practice with children working in problem solving groups with changing roles.</li> <li>Teachers receive training on use of Assessment for learning strategies and implement these into numeracy lessons.</li> </ul>	<p>School Development Day</p> <p>Substitute / principal / vice principal cover to allow team teaching to take place. All teachers to have at least two sessions.</p>	<p>Advice on:</p> <p>Use of language to children</p> <p>Advice on how best to teach thinking skills and problem solving in maths.</p>	<p>Maths coordinator to lead with advice from principal.</p> <p>E.A. support linked to SEELB resources.</p>	<p>Ongoing support linked to E.A. support dates.</p> <p>Evidence from Classroom visits in March 2016 classroom visits and linked planning throughout the time period.</p>
Target 4.3						
Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time, materials, staff development & costings	External Support required?	Staff / lead responsibility	Timescale
To improve the quality and interest level of mental mathematics delivery.	<ul style="list-style-type: none"> <li>Mental maths is based on connected learning and lesson development</li> <li>Observations will show practice is used.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers who use these strategies already will disseminate practice. INSET on maths. language use</li> </ul>	<ul style="list-style-type: none"> <li>Key Stage meetings.</li> <li>School Development Days.</li> </ul>	None	Coordinator to lead with advice from principal and World Around Us coordinator	Ongoing.

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time, materials, staff development & costings	External Support required?	Staff / lead responsibility	Timescale
	<ul style="list-style-type: none"> <li>Mental maths is evident in planning and connected to all aspects of the curriculum</li> <li>Children demonstrate a greater proficiency with mental strategies</li> <li>Children use a greater range of mathematical language to explain their thinking and use of strategies.</li> </ul>	<p><b>Staff training</b></p> <ul style="list-style-type: none"> <li>mental strategies</li> <li>progression from year one – year seven</li> <li>developing opportunities to use mathematical language</li> </ul> <p><b>Coordinator monitors</b></p> <ul style="list-style-type: none"> <li>mental maths in planning</li> <li>teacher evaluations relating to impact on children’s learning</li> </ul>	<p>Directed time sessions for</p> <ul style="list-style-type: none"> <li>Foundation Stage</li> <li>Key Stage One</li> <li>Key stage two</li> </ul> <p>Training sessions for whole staff on progression</p>	E.A. support		
<b>Target 4.4</b>						
To improve mathematical planning for: problem solving, mathematical vocabulary use and connected learning.	<ul style="list-style-type: none"> <li>Teacher planning indicates opportunities for problem solving, development of mathematical language and connected learning</li> <li>Teacher planning indicates differentiated learning opportunities for children</li> <li>Teacher evaluations focus on the impact the teaching of above has on children’s learning</li> </ul>	<ul style="list-style-type: none"> <li>Written guidance is being implemented for classroom use of Heinemann Scheme and overall school planners.</li> <li>Numeracy planning to has real life situations and connected learning as a key approach.</li> <li>SELB problem solving guidance resources will be in use</li> <li>A mathematics vocabulary resource book will be being used</li> <li>School Maths programme is in place.</li> <li>Exemplar notes will be provided and disseminated</li> <li>New WAU topics will be reinforced through practical maths to embed mathematical concepts.</li> </ul>	<p>Visits to best practice schools.</p> <p>Formal school planning meetings.</p> <p>Informal meetings to discuss planning.</p> <p>Numeracy coordinator will require periodic time allocations to work on school maths programme.</p>	<p>Visit to best practice school.</p> <p>E.A. support on practical lesson planning.</p> <p>Note exemplars obtained from several best practice schools.</p> <p>SEELB guidance resources made available.</p> <p>BELB materials on mathematical language used.</p>	<p>Maths coordinator to lead with advice from principal and World Around Us coordinator.</p>	<p>Advice and exemplar notes completed January 2016.</p> <p>SEELB guidance made available from end December 2015</p> <p>BELB guidance made available</p>

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time, materials, staff development & costings	External Support required?	Staff / lead responsibility	Timescale
	<p>There is evidence of children using a greater range of mathematical language and problem solving approaches in children's work</p> <ul style="list-style-type: none"> <li>There is evidence of marking and assessment for improvement.</li> </ul>	<p><b>Coordinator monitors</b></p> <ul style="list-style-type: none"> <li>planning - differentiation</li> <li>teacher evaluations</li> <li>provides feedback from monitor planning</li> <li>arranges moderation sessions to look at children's work</li> <li>arranges visits to schools with outstanding practice</li> </ul> <p>Review meetings with staff to monitor children's progress.</p>				<p>from end November 2015</p> <p>School maths outline programme will be completed by September 2016.</p>
<b>Target 4.5</b>						
To improve the resources available to promote practical mathematics activities and individual targeting of children.	<ul style="list-style-type: none"> <li><b>Numicon</b> will be used in P.3 and P4 as an aid to developing conversation, mathematical reasoning and problem-solving.</li> <li><b>Alta Maths</b> will be being as a tool to help support assessment for learning.</li> <li><b>Children make progress</b></li> </ul>	<ul style="list-style-type: none"> <li>P. 4 Teacher trained in Numicon will disseminate ideas.</li> <li>Numicon workshops will take place for P. 3 and 4 teachers. [U-tube]</li> <li>Alta Maths will be introduced across Key Stage 2.</li> </ul>	<p>Numeracy workshops</p> <p>New Numicon sets.</p> <p>Sub cover days.</p>	<p>Numicon Sales demonstration.</p> <p>Visits to schools using Numicon and Alta Maths.</p>	<p>Maths Coordinator and Key Stage 1 and 2 Coordinators</p> <p>.</p>	<p>Numicon /Alta in operation by February 2016</p>

**Self-Evaluation Planning Grid**

**Area of Focus:** Numeracy      **Key Target:** Raise further the standards in numeracy attained by the children.      **Year:** September 2015 – June 2017  
**Area Coordinator:** Numeracy Coordinator      **Team Members:** SLT

<b>Key Questions</b> <i>(What do I want to know?)</i>	<b>Key Evidence</b> <i>(What information will I need?)</i>	<b>Monitoring Procedures</b> <i>(How will I gather this information?)</i>	<b>Staff Roles</b> <i>(Who will I do it?)</i>
<b>Target 4.1</b>			
Is written guidance on planning being adhered to? Is there evidence of connected learning, thinking skills and vocabulary improvement in planning? Is the simplified Maths scheme on target?	<ul style="list-style-type: none"> <li>Evidence will be available from planning notes.</li> <li>Progress of new maths scheme will be available for monitoring on a termly basis.</li> </ul>	<ul style="list-style-type: none"> <li>Co-ordinator will monitor practical maths provision, language development, mathematical thinking skills through planning notes, informal discussions with staff and children and provide a termly report.</li> <li>Principal will provide feedback following PRSD visit linked to observation of the focus areas during classroom visit.</li> <li>Principal will monitor maths scheme progress termly.</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy Coordinator</li> <li>Key Stage Coordinators</li> <li>S.L.T.</li> <li>Principal</li> </ul>
<b>Target 4.2</b>			
Has delivery of mental maths become more connected to learning and less book based?	<ul style="list-style-type: none"> <li>Observations will show effective practice is used.</li> <li>Evidence will be available from planning notes.</li> </ul>	<ul style="list-style-type: none"> <li>Co-ordinator will monitor practical maths provision, language development, mathematical thinking skills through planning notes, informal discussions with staff and children and provide a termly report.</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy Coordinator</li> <li>Key Stage Coordinators</li> <li>Principal</li> </ul>
<b>Target 4.3</b>			
Are children more proficient in explaining their work mathematically?  Is problem solving evident in classroom practice and classroom organisation and display?	<ul style="list-style-type: none"> <li>Thinking skill processes will be evident in classroom environment and children’s workbooks.</li> <li>Children will be able to explain different ways of approaching a task.</li> <li>Teachers will express outcomes of team teaching experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Staff feedback will be given at staff update meetings</li> <li>Principal will monitor progress as he releases teachers for team teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy Coordinator</li> <li>Key Stage Coordinators</li> <li>Principal</li> </ul>

Target 4.4			
Are teachers and children confident when using Numicon and Alta? Are both regularly used?	<ul style="list-style-type: none"> <li>Both resources will be in regular use</li> <li>Children will be able to use resources confidently.</li> </ul>	<ul style="list-style-type: none"> <li>Principal will monitor progress as he releases teachers for team teaching.</li> <li>Alta assessments will be monitored by the Numeracy Coordinator.</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy Coordinator</li> <li>Key Stage Coordinators</li> <li>Principal</li> </ul>

Target 4.5			
Have the strategies used improved standardised scores? What can be learned from the assessment outcomes to improve future planning? How do pupils view changes?	<ul style="list-style-type: none"> <li>Analysis and evaluation of standardised scores.</li> <li>Teacher feedback on strategies.</li> <li>Pupil views on new approaches.</li> </ul>	<ul style="list-style-type: none"> <li>From SIMS</li> <li>From end of year questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>Numeracy Coordinator</li> <li>Key Stage Coordinators</li> <li>S.L.T.</li> <li>Principal</li> </ul>

Summative Evaluation			
<ul style="list-style-type: none"> <li>End of action plan evaluation will be conducted by the Maths and Key Stage coordinators and this will be shared with staff.</li> <li>End of year evaluation report on action plan delivery and success to the Board of Governors.</li> <li>Data outcomes and assessment of success criteria being met at the end of the Action Plan.</li> <li>Attitudes of staff and pupils will be reported back to SLT by the numeracy coordinator.</li> </ul>			

Evaluation (How well have we done?)	Evaluation Team: S.L.T.	Date:
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Judgement	Strengths	Areas for Improvement
T 4.1		
T 4.2		
T 4.3		

T 4.4		
T 4.5		

Post Inspection Action Plan		Nursery				
<b>Target 5:</b> <b>Improve the quality of leadership and management and the provision for learning in nursery unit in order to raise further the standards the children achieve.</b>						
<b>Where are we now?</b>						
<b>What's working well?</b>	<ul style="list-style-type: none"> <li>The children who require support with aspects of their learning are <b>well supported by their individual classroom assistants</b></li> <li>The <b>staff are caring</b> and often sit with the children and join their play</li> </ul>					
<b>Areas for Development</b>	<ul style="list-style-type: none"> <li>There are <b>significant weaknesses in the leadership and management of the nursery unit</b></li> <li>The nursery staff need to develop a <b>robust culture of self-evaluation</b> leading to improvement in the quality of planning, teaching, learning and assessment</li> <li>The principal needs to work more closely with the head of the nursery unit <b>to monitor and evaluate the provision for learning and the standards the children achieve</b></li> <li>The nursery programme is <b>underdeveloped</b></li> <li>The planned activities <b>do not provide sufficient challenge</b> for children nearing the end of their pre-school year</li> <li>There is an <b>urgent need</b> for the nursery teachers to <b>develop further the planning</b> to provide a <b>broader, more balanced educational programme</b> which ensures appropriate <b>progression in learning</b></li> <li>The staff make limited observations of the children's responses to play</li> <li>The <b>observations need to be used more effectively</b> to inform the planning and better meet the specific needs of all of the children</li> <li>There is a need to <b>improve further the quality</b> of the <b>adult interactions</b> with the children to ensure that the opportunities for learning are exploited fully.</li> </ul>					
<b>Target 5.1</b>						
Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time, materials, staff develop. costings	External Support?	Staff / lead responsibility	Timescale
To develop a robust culture of self-evaluation within the nursery leading to improvement in the quality of planning, teaching, learning and assessment	<ul style="list-style-type: none"> <li>All staff involved in process of self-evaluation</li> <li>Changes made to practice, with an emphasis on next steps for learning and using children's spontaneous responses as guide for planning</li> <li>Improved planning, provision and outcomes for children.</li> </ul>	<ul style="list-style-type: none"> <li>Share observations and evaluations during weekly and monthly planning sessions and during informal dialogue</li> <li>Make changes to provision following shared evaluation and review impact</li> </ul>	Monthly and weekly planning meetings	E.A. support	Principal /Nursery team	On-going: Sept 2015 – June 2016

Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time, materials, staff develop. costings	External Support?	Staff / lead responsibility	Timescale
To ensure that provision for learning and the standards children achieve is more closely monitored by the Principal and Nursery team.	<ul style="list-style-type: none"> <li>Procedures in place to monitor and evaluate the provision for learning and the standards the children achieve.</li> </ul>	<ul style="list-style-type: none"> <li>Establish regular review meetings with Principal and Play co-ordinator</li> <li>Liaise with Foundation stage and Nurture staff to share practice</li> </ul>	<p>Monthly review meeting</p> <p>Attendance at seasonal events</p>	E.A. support	Principal	On-going: Oct 2015 – June 2016
<b>Target 5.2</b>						
To develop planning to provide to provide a broader, more balanced educational programme which ensures appropriate progression in learning	<ul style="list-style-type: none"> <li>Reflective planning which provides a range of opportunities for children to develop in their learning</li> <li>The environment will stimulate independent learning</li> </ul>	<ul style="list-style-type: none"> <li>Review approach to planning</li> <li>Revisit the Pre-school Curriculum Guidance</li> <li>Visit other settings and join cluster group to share practice</li> <li>Audit existing resources and extend to better meet their children's needs</li> <li>Review and organise environment to promote more independent learning</li> </ul>	<p>Directed time sessions</p> <p>Sub-cover release</p> <p>Additional resources to update nursery</p>	<p>E.A. support</p> <p>Shared practice from other schools</p>	<p>Nursery Team</p> <p>Principal</p> <p>Involvement of caretaking staff</p>	<p>Sept 2016</p> <p>Terms 1 and 2</p> <p>Term 1 with on-going review</p>
To increase opportunities for mark making	<ul style="list-style-type: none"> <li>Children will demonstrate mark making in a variety of play areas for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>Provide a range of stimulating resource to encourage mark making</li> <li>Respond enthusiastically to children's attempts at mark-making</li> </ul>				
To ensure that observations are used more effectively to inform planning and better meet the needs of all the children	A modified observation system will be agreed including actions for specific children. Observations will feed into planning.	<ul style="list-style-type: none"> <li>Agree revised approaches to observing and assessing children using a range of evidence.</li> <li>Encourage parents to share observations about children's progress.</li> <li>Use observations as a basis for planning with actions for specific children.</li> <li>Regular review of recording progress.</li> </ul>	<p>Directed time</p> <p>Parent meetings /display board</p>	E.A. support	<p>Nursery Team</p> <p>Principal</p>	Sept 2016: on-going review

Target 5.3						
Objectives/targets to bring about improvement	Success Criteria	Actions to bring about improvement	Time, materials, staff develop. costings	External Support?	Staff / lead responsibility	Timescale
To improve the quality of adult interactions to ensure that opportunities for learning are fully exploited	Adult interaction leading to improved talking and listening skills. More opportunity for open ended discussions and child initiated discussion. Allow waiting time.	Attendance at COMET training. Implement agreed strategies throughout the day.  Regular discussion about promoting listening, talking and thinking skills.  Regularly share ideas and responses of observations regarding interactions. Feed into planning.  Regularly review impact.	COMET course  Directed times  Weekly and monthly planning meetings  Monthly review meetings		Nursery Team   Principal	August 2015  Sept 2015- June 2016  Sept 2015- June 2016

**Self-Evaluation Planning Grid**

**Area of Focus:** Leadership and Management      **Key Target:** Develop further the planning, teaching, and assessment      **Year:** September 2015 – June 2016  
**Area Coordinator:** Principal      **Team Members:** SLT

Key Questions <i>(What do I want to know?)</i>	Key Evidence <i>(What information will I need?)</i>	Monitoring Procedures <i>(How will I gather this information?)</i>	Timescale <i>(When will I do it?)</i>
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Target 5.1			
<p>Are all staff involved?</p> <p>Have changes been made to practice, with an emphasis on next steps for learning and children's spontaneous responses?</p> <p>Is there improved planning, provision and outcomes for children?</p> <p>Are procedures in place to monitor and evaluate the provision for learning and the standards the children achieve?</p>	<ul style="list-style-type: none"> <li>• Input of staff at meetings</li> <li>• Planning highlights children's responses to play and changes made as a result</li> <li>• Records of children's progress</li> <li>• Evaluation of weekly activities</li> <li>• Records of meetings and agreed outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Review of meeting notes, planning</li> <li>• Regular review of children's records</li> </ul>	<p>On-going October 2015 – June 2016</p> <ul style="list-style-type: none"> <li>• Monthly review meetings lead by Principal</li> <li>• Weekly and monthly review and planning meetings by Nursery Team</li> </ul>

Key Questions (What do I want to know?)	Key Evidence (What information will I need?)	Monitoring Procedures (How will I gather this information?)	Timescale (When will I do it?)
<b>Target 5.2</b>			
<p><b>(i)</b> Is planning reflective and does it provide a range of opportunities for children to develop in their learning?</p> <p>Does the environment stimulate independent learning?</p> <p>Do children will demonstrate mark making in a variety of play areas for a range of purposes?</p>	<ul style="list-style-type: none"> <li>• Planning</li> <li>• Observations of children’s play</li> <li>• Feedback from staff</li>   <li>• Observations of children’s play, photographic and video evidence</li>   <li>• Feedback from staff</li> <li>• Children’s comments</li>   <li>• Evidence of children’s mark making i.e. samples and photographs</li> </ul>	<ul style="list-style-type: none"> <li>• Review of planning</li>   <li>• Review meetings</li>   <li>• Weekly review/ planning meetings</li> <li>• Informal discussion</li>   <li>• On-going review of evidence including displays and records of progress</li> </ul>	<p>On-going October 2015 – June 2016</p>
<p><b>(ii)</b> Is there an agreed observation system including actions for specific children?</p> <p>Do observations feed into planning?</p>	<ul style="list-style-type: none"> <li>• Range of agreed observation methods in use</li>   <li>• Records of progress</li>   <li>• Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Regular review meetings</li>   <li>• Monitoring of records</li> </ul>	<p>On-going October 2015 – June 2016</p> <ul style="list-style-type: none"> <li>• Monthly review meetings led by Principal</li>   <li>• Weekly and monthly review and planning meetings by Nursery Team</li> </ul>
<b>Target 5.3</b>			
<p>Does adult interaction lead to improved talking and listening skills.</p> <p>Is there more opportunity for open ended discussions and child initiated discussion?</p>	<ul style="list-style-type: none"> <li>• Observations of children’s language and interactions</li>   <li>• COMET Profile</li>   <li>• Planning</li> <li>• Observations, including video clips</li> </ul>	<ul style="list-style-type: none"> <li>• Regular review meetings to look at evidence of interaction</li>   <li>• Monitoring of records</li> </ul>	<p>On-going October 2015 – June 2016</p> <ul style="list-style-type: none"> <li>• Monthly review meetings led by Principal</li>   <li>• Weekly and monthly review and planning meetings by Nursery Team</li> </ul>

**Summative Evaluation**

- End of action plan evaluation will be conducted by Nursery Team and Principal and this will be shared with staff.
- End of year evaluation report on action plan delivery and success to the S.L.T. and Board of Governors.

<b>Evaluation</b> ( <i>How well have we done?</i> )	<b>Evaluation Team: S.L.T.</b>	<b>Date:</b>
<b>Judgement</b>	<b>Strengths</b>	<b>Areas for Improvement</b>
5.1		
5.2		
5.3		

<b>Financial Resource Allocation</b>			
<b>Area of Focus</b>	<b>Resource</b>	<b>Purpose</b>	<b>Cost</b>
<b>Staff Development</b>	Substitute teacher cover	Release teachers to visit exemplar schools	£ 2 000
		To develop skills linked to E.A. training	£ 3 000
<b>Support Active Classroom Play</b>	Classroom assistance	To support teachers in class	£ 10 000
	Play Materials	Furnish and renew resources	£ 2 000
<b>Literacy / Additional Needs / E.A.L.</b>	Lexia Computer (3 year licence)	Target: Low achievers Underachievers High achievers E.L.T. children	£ 7 500
	Classroom Assistant	Operate project	£ 8 000
	I.E.P. Writer licence	Support teachers in the use of I.E.P's	£ 800
<b>Literacy</b>	Comprehension Resource	Improve engagement, talking and listening, and thinking skills.	£ 1 000
	External support adviser	Staff development training and revision of approach to literacy planning and delivery.	£ 2 000
<b>Numeracy / Additional Needs</b>	Substitute teacher cover	Release of teachers to develop skills.	£ 2 000
	Alta Maths	Improve maths skills.	£ 500
	Numicon Resources	Improve practical mathematics and problem solving approaches.	£ 3 000
<b>Nursery</b>	Teacher support for Mathematics	Teacher employed to help improve standards.	£ 20 000
	Update nursery materials and furniture	Improve general fabric of nursery and the quality of materials available.	£ 4 000
	Improve ICT resources	Install Wifi, purchase iPads and an interactive whiteboard.	£5 500
<b>Grand Total</b>			<b>£ 71 300</b>