

# Stickland's CE VA Primary School

## Single Action Plan

### 2017-2018

1	Expectations and challenge	<ul style="list-style-type: none"> <li>• Expectations have been raised particularly for the most able</li> <li>• Rigorous monitoring has taken place</li> <li>• Pupil's achievement has been accurately monitored</li> <li>• Clear evidence of differentiation for all pupils</li> </ul>
2	Assessment	<ul style="list-style-type: none"> <li>• All school staff can talk confidently, and with appropriate evidence, about the attainment and progress of relevant children in school</li> <li>• Data is shared with the GB, who can confidently challenge and support evidence relating to attainment and progress</li> <li>• Increased pupil progress in KS1 and KS2</li> <li>• Pupils' potential is realised</li> <li>• Outcomes are at least in line with national expectations</li> </ul>
3	English	<ul style="list-style-type: none"> <li>• Increased pupil progress in KS1 and KS2</li> <li>• Pupils' potential is realised</li> <li>• Outcomes are at least in line with national expectations</li> </ul>
4	Maths	<ul style="list-style-type: none"> <li>• Increased pupil progress in KS1 and KS2</li> <li>• Pupils' potential is realised</li> <li>• Outcomes are at least in line with national expectations</li> </ul>
5	EYFS	<ul style="list-style-type: none"> <li>• Expectations for all groups have been raised</li> <li>• Pupil's achievement has been accurately and regularly monitored - both formative and summative.</li> <li>• EYFS action plan has been successfully implemented. Impact is evident and measurable.</li> <li>• EYFS leader is confident to successfully lead and manage her team.</li> </ul>
6	Governance	<ul style="list-style-type: none"> <li>• Governors will support and challenge school leaders</li> <li>• Leaders rigorously monitor and evaluate pupils' achievements</li> <li>• Outcomes are at least in line with national expectations</li> <li>• Impact of Action changes can be seen and are evidenced</li> </ul>

1. Overall success criteria (expectations and challenge)	<ul style="list-style-type: none"> <li>• Expectations have been raised particularly for the most able</li> <li>• Rigorous monitoring has taken place</li> <li>• Pupil's achievement has been accurately monitored</li> <li>• Clear evidence of differentiation for all pupils</li> </ul>							
Action to be taken:	Key Personnel	Outcomes:	Monitoring/ Evaluation:	Monitoring dates:	Resources/CPD:	Success Indicators:		
						Autumn 17	Spring 18	Summer 18
HA Children are explicitly planned and provisioned for in lessons.	KM/RA	More Able register is accurate and regularly reviewed. (group identified on SPTO) Teachers deepen pupils' knowledge through clearly differentiated and more challenging tasks.	Planning/work scrutiny - Lesson drop ins Data analyses Governor learning walks Book scrutinies	Weekly planning scrutiny See monitoring timetable for dates and foci	CPD if identified to support staff with planning	<b>100% of L3/EYFS Exceeding children achieve GD in R,W and M Identified 2A /EYFS Developing children (Y2) are targeted to achieve GD in R, W and M 2018 (Y6 target = 23% R&amp;M, 15% W) Target to 75% achieve ARE across all year groups in R, W and M *1</b>	Weekly lesson plans show clear differentiation and challenges in English and Maths *1	100% of L3/EYFS Exceeding children achieve GD in R,W and M Identified 2A /EYFS Developing children (Y2) are targeted to achieve GD in R, W and M 2018 (Y6 target = 23% R&M, 15% W) Target to 75% achieve ARE across all year groups in R, W and M
Differentiation supports learners needs at all ability levels. LO/SC/tasks are differentiated where appropriate to enable all children to access learning at an appropriate level.	KM/RA MS/AL	Teachers' deepen pupils' knowledge at all ability levels through clearly differentiated tasks.	Planning/work scrutiny - Lesson drop ins Governor learning walks	Weekly planning scrutiny See monitoring timetable for dates and foci	Staff meetings Weekly book looks, alternating Maths and English, to include regular differentiation checks on random dates.	<b>Monitoring confirms that tasks clearly meet the needs of the individual learners and shows appropriate differentiation *2</b>	Monitoring confirms that tasks clearly meet the needs of the individual learners and shows appropriate differentiation. Pupils at all abilities show progress in their learning over time	Monitoring confirms that tasks clearly meet the needs of the individual learners and shows appropriate differentiation. KS2 data shows good progress from KS1 to KS2

All monitoring is regular, timetabled, has a clear focus linked to raising attainment and progress. Feedback is given to all involved, with targets for improvement	KM /MS/AL/ GB	Monitoring is linked to identified areas requiring improvement. Targets for improvement are followed with further monitoring, and changes and impact can be evidenced	Planning/work scrutiny - Lesson drop ins Child interviews Monitoring reports	Subject monitoring See monitoring timetable for dates	staff meeting feedback dates	Monitoring reports show evidence of change, improvements and impact *3	Monitoring reports show evidence of change, improvements and impact *3	Monitoring reports show evidence of change, improvements and impact
Development and support of middle leaders ensuring their impact on subject areas.	KM	Middle leaders are confident and knowledgeable to provide effective impact on outcomes for all children.	CPD – timetabled meetings to evaluate understanding action plans and impact Joint monitoring with subject leaders and KM	Timetabled Thursday meetings – KM/RA with Maths and English co-ordinators + EYFS lead	CPD – understanding data Using SPTO (INSET 30 <sup>th</sup> Oct 2017)	Clear impact shown in RAG of action plans that are challenging but attainable. *4	Clear impact shown in RAG of action plans that are challenging but attainable. *4	Clear impact shown in RAG of action plans that are challenging but attainable.

\*1 Detailed pupil progress meetings show evidence of focussed targeting and interventions. Data needs to be looked at in the context of each cohort. Current year 6 – 100% of level 3 children targeted for GD in R, W and maths, plus other children who achieved Level 2

\*2 See staff meeting minutes for evidence of monitoring, also Governor and subject leader reports

\*3 See visit reports and also Governor monitoring reports for evidence of improvements

\*4 Action plan based on identified areas of need for improvement – RAGd showing improvement within the subject, but with areas that continue to need focus. Groups identified with SMART targets. Plans and monitoring are focussed on impact of actions.

\*1 - Staff provide weekly lesson plans to KM, who monitors for differentiation and challenge

\*2 - See staff meeting minutes for evidence of monitoring, also Governor and subject leader reports

\*3 – whilst monitoring has continued (see Governor and subject leader reports), due to staff absences, not all feedback has been timely or detailed enough.

\*4- Action plans have been revised to take account of progress and up to date needs identified within specific groups and areas of subjects.

2. Overall success criteria (assessment)	<ul style="list-style-type: none"> <li>All school staff can talk confidently, and with appropriate evidence, about the attainment and progress of relevant children in school</li> <li>Data is shared with the GB, who can confidently challenge and support evidence relating to attainment and progress</li> <li>Increased pupil progress in KS1 and KS2</li> <li>Pupils' potential is realised</li> <li>Outcomes are at least in line with national expectations</li> </ul>							
Action to be taken:	Key Personnel	Outcomes:	Monitoring/ Evaluation:	Monitoring dates:	Resources/CPD:	Success Indicators:		
						Autumn 17	Spring 18	Summer 18
Identify assessments (formative and summative) used in the classrooms and update assessment cycle Including SPAG and half termly data collections	KM / RA / teaching staff	Assessments used clearly identify what children know and next steps.		Staff meeting 18-9-17, P&S committee meeting 12-9-17		Assessment cycle in use. Evidence of assessments that identify what pupils know and next steps. *1	Evidence of assessments that identify what pupils know and next steps. *1	Evidence of assessments that identify what pupils know and next steps.
The system of assessment expectations across the school is clear for all staff, completed regularly and monitored closely by SLT to identify pupil progress	KM/RA	Leaders promote improvement effectively, and all staff are ambitious for all pupils	Data can be clearly understood. Planning clearly linked to identified needs in children's learning *5	Progress meetings, P&S Governors meetings Half termly data checks	SPTO CPD	Assessment cycle in use. Evidence of assessments that identify what pupils know and next steps. *2	Expected assessments and associated data analysis completed for classes and groups of pupils on a termly / half termly basis *2	Evidence of assessments that identify what pupils know and next steps.
The system of recording attainment and progress across the school, ensures subject leaders can clearly identify attainment and progress of specific individuals groups of pupils. *6	KM/RA /AL/MS	Attainment of pupils recorded using new system Interventions quickly planned if needed, children make at least good progress from their starting points Pupils' potential is realised and	Data can be clearly understood. Planning clearly linked to identified needs in children's' learning *5	See monitoring timetable	SPTO CPD	All staff and subject leaders can use the system to identify progress and attainment across classes, groups and subjects, gaps in learning are quickly	All staff and subject leaders can use the system to identify progress and attainment across classes, groups and subjects, gaps in learning are quickly identified and	All staff and subject leaders can use the system to identify progress and attainment across classes, groups and subjects, gaps in learning are quickly identified and interventions planned.

		outcomes are at least in line with national expectations				identified and interventions planned. *3	interventions planned. *3	
The assessment system enables data to be shared with Governors and external visitors in a way that clearly shows attainment and progress of groups of pupils within the school	KM	All staff and subject leaders can use the system to identify progress and attainment across classes, groups and subjects	Data can be clearly understood. Planning clearly linked to identified needs in children's learning *5	TBA		Data is shared with the GB, who can confidently challenge and support evidence relating to attainment and progress. The system is robust when shared with external visitors. *4	Data is shared with the GB, who can confidently challenge and support evidence relating to attainment and progress. The system is robust when shared with external visitors. *4	Summary data sheets produced termly to show in year progress

\*1 See assessment cycle

\*2 and \*3 Data from SPTO used to feed into PP meetings. Half termly data checks are carried out in specific areas and individual learning walls are updated, but data uploads to SPTO for specific pupils only to ensure that staff time is being used efficiently

\*4 GB have had data training. Members attend PP meetings. P&S meetings focus on data – minutes show challenge from Governors and questions asked about progress and attainment. KM to request examination of system during next SEP visit from Mike Randall.

\*5 Planning sent weekly to KM by staff, enabling focus for lesson drop-ins

\*6 RA, MS and AL monitor data following SPTO updates for pupil attainment and progress

\*1 See assessment cycle

\*2 and \*3 See progress meeting records and data analysis for specific subjects and groups of pupils

\*4 Data is currently presented in too much detail for committee meetings, as progress meetings sheets are anonymised and shared. A new way of showing overall summary data will be investigated.

3. Overall success criteria (English)	<ul style="list-style-type: none"> <li>Increased pupil progress in KS1 and KS2 (refer to summary progress sheets)</li> <li>Pupils' potential is realised</li> <li>Outcomes are at least in line with national expectations</li> </ul>							
Action to be taken:	Key Personnel	Outcomes:	Monitoring/ Evaluation:	Monitoring dates:	Resources/CP D:	Success Indicators:		
						Autumn 17	Spring 18	Summer 18
Development and support of middle leaders	KM/RA /AL	Middle leaders are confident and knowledgeable to provide effective impact on outcomes.	CPD – timetabled meetings to evaluate plans and support needs /consultant support meetings	Timetabled Thursday meetings – with RA Joint monitoring as per English monitoring timetable	CPD – understanding data	Clear impact shown in RAG of action plans that are challenging but attainable. *1	Clear impact shown in RAG of action plans that are challenging but attainable.	Clear impact shown in RAG of action plans that are challenging but attainable.
Clear subject Action plan produced with SMART targets and groups clearly identified (incl MA& PP). Plans focus on outcomes, and impact for pupils	AL	Specific areas targeted and impact is measurable and evident.	Identified on Action plans	Identified on Action plans	Consultant support /SLT support/time for monitoring	Clear impact shown in RAG of action plans that are challenging but attainable. *1	Clear impact shown in RAG of action plans that are challenging but attainable.	Clear impact shown in RAG of action plans that are challenging but attainable.
Long term planning review to identify opportunities using in the wider curriculum to support and develop English.	AL	Clearly identified opportunities using the wider curriculum to support and develop English.	Planning/work scrutiny - Lesson drop ins Child interviews	Weekly planning scrutiny		Clearly identified opportunities using the wider curriculum to support and develop English are in long term plans. *2	Clearly identified opportunities using the wider curriculum to support and develop English are in long term plans. *2	Clearly identified opportunities using the wider curriculum to support and develop English are in long term plans.

\*1 and \*1 Action plan based on identified areas of need for improvement – RAGd showing improvement within the subject, but with areas that continue to need focus. Groups identified with SMART targets. Plans and monitoring are focussed on impact of actions.

\*2 Cross curricular English units of work evident in planning. High expectations of English work within lessons is also evident in other subjects through book scrutinies.

\*2 Whilst opportunities are now identified, long term plans need more focus and update – subject leader time and staff meetings needed

4. Overall success criteria (Maths)	<ul style="list-style-type: none"> <li>Increased pupil progress in KS1 and KS2</li> <li>Pupils' potential is realised</li> <li>Outcomes are at least in line with national expectations</li> </ul>							
Action to be taken:	Key Personnel	Outcomes:	Monitoring/ Evaluation:	Monitoring dates:	Resources /CPD:	Success Indicators:		
						Autumn 17	Spring 18	Summer 18
Development and support of middle leaders.	KM /MS	Middle leaders are confident and knowledgeable to provide effective impact on outcomes.	CPD – timetabled meetings to evaluate understanding of expectations/ consultant support meetings	Timetabled Thursday meetings – with KM  Joint monitoring as per maths monitoring timetable	CPD – understanding data	<b>Clear impact shown in RAG of action plans that are challenging but attainable.</b> <b>*1</b>	<b>Clear impact shown in RAG of action plans that are challenging but attainable.</b>	Clear impact shown in RAG of action plans that are challenging but attainable.
Clear subject Action plan produced with SMART targets and groups clearly identified (incl MA& PP) Plans focus on outcomes, and impact for pupils	MS	Specific areas targeted and impact is measurable and evident.	Identified on Action plans	Identified on Action plans	Consultant support /SLT support/time for monitoring	<b>Clear impact shown in RAG of action plans that are challenging but attainable.</b> <b>*1</b>	<b>Clear impact shown in RAG of action plans that are challenging but attainable.</b>	Clear impact shown in RAG of action plans that are challenging but attainable.
Long term planning review to identify opportunities using in the wider curriculum to support and develop Maths.	MS	Clearly identified opportunities using the wider curriculum to support and develop Maths.	Planning/work scrutiny - Lesson drop ins Child interviews	Weekly planning scrutiny	staff meetings	<b>Clearly identified opportunities using the wider curriculum to support and develop Maths are in long term plans. *2</b>	<b>Clearly identified opportunities using the wider curriculum to support and develop Maths are in long term plans. *2</b>	Clearly identified opportunities using the wider curriculum to support and develop Maths are in long term plans.

**\*1** and **\*1** Action plan based on identified areas of need for improvement – RAGd showing improvement within the subject, but with areas that continue to need focus. Groups identified with SMART targets. Plans and monitoring are focussed on impact of actions.

**\*2** Some evidence – maths week, but more need to be identified

**\*2** Maths week moved and longer term plans need looking at

5. Overall success criteria	<ul style="list-style-type: none"> <li>Expectations for all groups have been raised</li> <li>Pupil's achievement has been accurately and regularly monitored - both formative and summative.</li> <li>EYFS action plan has been successfully implemented. Impact is evident and measurable.</li> <li>EYFS leader is confident to successfully lead and manage her team.</li> </ul>							
Action to be taken:	Key Personnel :	Outcomes:	Monitoring/ Evaluation:	Monitoring dates:	Resources/ CPD:	Success Indicators:		
						Autumn 17	Spring 18	Summer 18
Development and support of EYFS leader ensuring impact on required academic areas and in raising expectations for all groups of children.	RA	EYFS leader is confident and knowledgeable to provide effective impact on outcomes.	CPD – timetabled meetings to evaluate understanding of expectations and monitoring of EYFS action plan	28 <sup>th</sup> Sep – Let's explore and Ofsted file. 12 <sup>th</sup> Oct – EYFS Governor Learning walk 2 <sup>nd</sup> Nov – Phonics Learning Walk and Ofsted file. 9 <sup>th</sup> Nov – guided reading obs - and Ofsted file. (14 <sup>th</sup> Nov Maths MS) SIP Visit – EYFS interview County revisit – review KW to arrange KW/ES school visits – KW to arrange	Dates from staff meetings timetable and EYFS monitoring dates	<b>Evidence – developing evidence file against OFSTED criteria. *1</b>  <b>Clear impact shown in RAG of action plans that are challenging but attainable. *2</b>	Children on track to make targets – those whom are not, are targeted for intervention or extension.	Children achieve at least in line with national average Expected and exceeding
Development and support of EYFS leader's managerial and leadership skills.	KW/KM	EYFS leader is confident to lead her team.	Performance management dates  EYFS Ofsted Preparation led by	As PM calendar and SIP dates.	Release time to visit other schools.	<b>Evidence – developing evidence file against OFSTED criteria. *1</b>	Clear impact shown in RAG of action plans that are challenging but attainable.  EYFS leader can	EYFS leader can confidently answer OFSTED questions – show progress and set targets.



			MR – SIP				confidently answer OFSTED questions – outcomes lead into action plan.	
Planning review to identify opportunities to use ‘let’s explore/child initiated activities’ to further support and develop English and Maths.	KW (AL/MS)	Clearly identified opportunities using ‘let’s explore’ to support and develop English and Maths.	Planning/work scrutiny - Lesson drop ins Child interviews	As monitoring timetable And SIP dates.	Dates from staff meetings timetable and EYFS monitoring dates	<b>Expectations of how to use Let’s Explore to further children’s learning is firmly understood by all staff. *3</b>  <b>County EYFS review recommendations are in place and impact is evident – evidenced by County revisit. *4</b>  <b>Evidence – developing evidence file against OFSTED criteria. *1</b>	<b>County review evidences improvements.</b>  <b>Evidence – developing evidence file against OFSTED criteria.</b>	Clearly identified opportunities using the wider curriculum to support and develop English and Maths are in weekly plans.  Children achieve at least in line with national average Expected and exceeding
Implementation of RWI phonics scheme (Speed sounds).	KW (RA/AL)	EYFS leader is confident to plan, deliver and assess RWI phonic scheme – including judging effectiveness of RWI V Letters and	Planning/work scrutiny - Lesson drop ins Child interviews RWI assessment	As monitoring timetable And SIP dates.	Dates from staff meetings timetable and EYFS monitoring dates  Visits to other	<b>Initial set 1 assessments made and repeated – assessments show that children are inline to meet 2017 national average yr 1 phonics</b>	<b>Initial set 2 assessments made and repeated – assessments show that children are inline to meet 2017 national average yr 1 phonics screening –release date 28.9.17</b>  <b>% Children on track</b>	Children achieve at least in line with national average Expected and exceeding  Reading and writing

		Sounds			schools	screening – release date 28.9.17 *5	to make Expected and Exceeding in R, W at least in line with national average - - those whom are not, are targeted for intervention or extension.	
					RWI training	% Children on track to make Expected and Exceeding in R, W at least in line with national average *6		
Differentiation is clear – all groups of Children are explicitly planned and provisioned for in lessons including SEN/LA/HA.	KM/RA/K W	More Able and SEN registers are accurate and regularly reviewed as part of half termly data analysis. Teachers deepen pupils’ knowledge through clearly differentiated and more challenging tasks.	Planning/work scrutiny -  Lesson drop ins  Data analyses	EYFS Action Plan  Lesson observation and monitoring dates	Dates from staff meetings timetable and EYFS monitoring dates	New cohort of children are assessed quickly and accurately - Children on track to make ‘Exceeding’ in R, W and M is at least in line with National average *6  Evidence – developing evidence file against OFSTED criteria. *1	Children on track to make Expected and Exceeding in R, W and M is in line with National average - those whom are not, are targeted for intervention or extension.  Evidence – developing evidence file against OFSTED criteria.	Children achieve at least in line with national average Expected and exceeding

\*1 See file

\*2 see evidence from file, progress meetings and monitoring reports

\*3 arrangements for staff to meet is developing the process of ensuring that staff know what is expected from planned activities and how these can be developed further

\*4 See visit reports and also Governor monitoring reports for evidence of improvements

\*5 Current indications with the Rec cohort are that 9/11 (82% are on track to meet yr 1 phonics. 2017 national= 81%)

\*6 Spring progress meeting shows that pupils are at least in line for Expected and Exceeding in R, W &M with 2017 Dorset data

6. Overall success criteria (Governance)	<ul style="list-style-type: none"> <li>Governors will support and challenge school leaders</li> <li>Leaders rigorously monitor and evaluate pupils' achievements</li> <li>Outcomes are at least in line with national expectations</li> </ul> <p>Impact of Action changes can be seen and are evidenced</p>						
	<p><b>Key Issues</b></p> <ol style="list-style-type: none"> <li>Further to develop the Strategic Role of the Governing Body</li> <li>To develop the skills of individual members of the Governing Body</li> <li>To introduce a clear and effective induction process for new Governors.</li> <li>Have a clearer understanding of options and implications of Academisation for Sticklands.</li> </ol>						
Action to be taken:	Key Personnel:	Outcomes:	Monitoring/ Evaluation:	Resources/CPD:	Success Indicators:		
					Autumn 17	Spring 18	Summer 18
1a To ensure, through HT & School Leaders, the improved attainment & progress in Maths & English for all groups of pupils	*AK & P&S Cttee *Pupil Progress meetings * Subject Governors AL/RC	All Children to be at least in line with National Avgs for expected progress from KS1	*Data analysis from –HT & -Pupil Progress Meetings, Subject Govs to attend Inset Days, learning walks & meetings with external visitors.	Govs to attend Courses on measuring Attainment  *1	Monitor predicted levels of attainment	Monitor expectations for this Academic Year to be at least in line with National Averages 6*	Results for Y6 to be at least in line with National Averages for progress & attainment.
1.b To call to account, HT & School Leaders, through critical questioning, the progress of all pupils by analysing the data provided.	All Governors	All Govs have a clear understanding of anticipated outcomes.	To ensure FGB Minutes record all critical questions. KR as SEN Gov. to meet with RA ½ Termly	Governors up to date with training. Especially Effective Governance  *2	Predictions for attainment to be above national averages.  *3	Monitoring achievement this year.  *3a	Successful SATs results at least in line with National Averages
2. 1 week per term (possibly ½ Term) Governor Learning Walks	All Governors	Better Knowledge in their specialist areas for all Governors.	Every Governor to visit School at least twice per term  *4	Keep training up to date. Clerk to keep Log up to date.  *5	More Governor visits & visit logs fed back to FGB	Continued  *7	Continued
3. AL & KR initial and follow up meetings with new	Existing Govs with HT & clerk.	New Governors obtain clear understanding of	*Are they making an effective contribution. * Clerk's log of training	* Statutory requirements * Identify	As & When	Ditto	Ditto

governor		role.	completed	courses & ensure attendance			
<b>4. Academisation</b> *Seek Briefings * Develop Knowledge * Use & develop Collaboration Group * Pass to FGB to keep up to date.	RC & KM  All Governors to attend when necessary	Ability to consider rationally positive & negative points	Discussion leading to informed decision.	Attendance at meetings & reading.	<b>Grow knowledge</b>	<b>Ditto</b>  *8	Consider after next Ofsted.

Governors' section – December 2017 - [Updated June 2018](#)

Notes:

- \*1 Governors still to attend a “measuring Attainment” course. TM to enquire whether Sticklands could host Governor training
- \*2 Governors still to attend an “Effective Governance” course . TM to enquire whether Sticklands could host Governor training
- \*3 Whist the majority of targets for 2018 are at least as good, if not better, than 2017 it is noted that for some areas achievement may not be as good in 2017. (see Data predictions document, P&S minutes and FGB minutes)
- \*3a [Expected – lower than 2017 in Maths and R,W&M](#) [Greater Depth – lower than 2017 in Reading & Writing](#)
- \*4 Most governors have made one visit to school this term but not all governors 2 visits
- \*5 Governors to check whether clerk has made a log of governor training
- \*6 [At Expected -inline or above Nat Av in Reading, Writing, RW &M and SPAG but below in Maths. At GD inline in all areas](#)
- \*7 [See note from FGB minutes 5/2/18 point 18/095](#)
- \*8 [See note from FGB minutes 21/5/18 point 18/126](#) - the school continues to strengthen the links with the Area Collaboration