

## Stickland's CE VA Primary School Single Action Plan 2018-2019

1	Leadership and management	<ul style="list-style-type: none"> <li>• Strengthen leadership at all levels - Building capacity and capability in effective school self-review, peer review and school-to-school support and improvement.</li> <li>• Further increase the skills of the Governing body in monitoring and evaluating school improvement and providing rigorous challenge at all levels</li> </ul>
2	Teaching, Learning and Assessment	<ul style="list-style-type: none"> <li>• To raise standards and pupil confidence in the application of spelling skills in written work across the curriculum (EYFS to Year 6).</li> <li>• To raise attainment in R/W/M combined at KS1 and 2 at expected and GD</li> <li>• Ensure assessment cycle is rigorous and robust, so that it includes the foundation subjects and streamlines classroom testing.</li> </ul>
3	Outcomes for Pupils	<ul style="list-style-type: none"> <li>• Increase targeted groups outcomes and progress overall (LA / PP / SEND/ boys/borderline)</li> <li>• To raise standards in reading throughout the school ensuring that more children meet &amp; particularly <u>exceed</u> national expectations by the end of KS2.</li> <li>• Increase engagement of all pupils in writing, with a focus on boys</li> <li>• Increase the number of children achieving EXS in Writing and Maths at statutory tests in Yr 6.</li> </ul>
4	EYFS	<ul style="list-style-type: none"> <li>• Further increase the number of children exceeding at writing – to match the number exceeding at reading and maths</li> <li>• Extend and strengthen links with pre-schools</li> </ul>

1. Leadership and management Overall success criteria	<ul style="list-style-type: none"> <li>Strengthen leadership at all levels – (Building capacity and capability in effective school self-review, peer review and school-to-school support and improvement.)</li> <li>Further increase the skills of the Governing body in monitoring school improvement and providing rigorous challenge at all levels</li> </ul>							
Action to be taken:	Key Personnel	Outcomes:	Monitoring/ Evaluation:	Monitoring dates:	Resources/CPD:	Impact:		
						Autumn 18	Spring 19	Summer 19
HT and DH to engage fully with SSIF leadership project	KM/RA	SLT able to identify areas for improvement, provide effective school self-review and peer review	Provided as part of the Schools Partnership Programme – see handbook	November 2018, February 2019, July 2019	Time for KM, RA and AL out of school for review sessions and to attend training  Time for preparation for peer review visits	First peer review cycle complete – KM and RA have both visited schools and a visit has taken place at Stickland's *1	90 day post review 'check-in' meeting and follow up completed	Review of the peer reviews completed and evaluated
Ensure the website is fulfilling statutory requirements	KM/ KR (gov link)	Website fulfils statutory requirements	KR to check ½ termly against list and report to FGB	Oct, Dec, Feb, Apr, May, Jul	Up to date list of statutory requirements	All statutory documents on website *2	All governor profiles and policies up to date on website.	Website fully compliant and up to date
Yearly monitoring plan in place for Governors to visit school and meet with staff as appropriate	RC / KR / FGB	Governors have relevant and up to date knowledge of school practice that can be used to provide question and support at meetings	Visit reports and feedback linked to SAP, and are used as discussion and challenge points at committee meetings	Timetable of visits agreed linked to SAP		Subject Governors have a good understanding of co-ordinator action plans, monitoring expectations and school monitoring cycle *3	Visits are followed by timely reports that are shared and issues followed up	Governors use visits to provide challenge and support to the SLT
To further develop the strategic role of the governing body and develop skills of individual members.	S O'D / FGB / SM	Governors upskilled and assigned to SDP priorities for monitoring and evaluation purposes	Clerk to Governors to produce training list and keep up to date, with reminders sent to Governors and out of date training reported at FGB	End of Autumn and Spring terms – training completed  GB and committee	(LA bids) Fund external consultant to run effective monitoring and role of the link governor training = 2xhr bespoke	IDSR training completed  Ensure all relevant, available and statutory training is	Effective monitoring and role of link Governor training completed  Governor training record up to date	

		Greater awareness of Ofsted's risk assessment and use of data to identify strengths and areas for improvement	Governors provide challenge as seen in Committee reports and recorded questioning	meetings	inhouse training session (£150) Fund LA Data Advisor to run 1.5xhr in-house training in interpreting and using the IDSR & governor dashboard (£150)  Governors will need to attend training, meetings and school visits	accessed by the GB  *4	and monitored regularly	
Development and support of middle leaders ensuring impact on provision and outcomes	KM / RA / KW / AL / MS / LW (gov link)	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 Performance management dates EYFS Ofsted Preparation led by MR – SIP	Timetabled meetings – KW with RA  Data monitoring with KM  As PM calendar and SIP dates.	Release time to visit other schools. (KW)  CPD in identified areas for improvement	Evidence – developing evidence file against OFSTED criteria.  Subject action plans written and effectively monitored  *5	Leaders have an accurate view of the school's strength and areas for development and work together to secure improvements.	Key areas of leadership (Eng, Maths, EYFS, SEND) are showing good progress and achievement of pupils through data outcomes

\*1 SSIF training and review sessions complete – see associated paperwork and diary

\*2 KR checks and produces list

\*3 Governor monitoring shown within SAP. Joint subject co-ordinator and Governor monitoring reports available

\*4 Statutory and new Governor training has been accessed plus extra bespoke training – data and monitoring

\*5 See action plans, subject monitoring and evaluative reports

<p>2. Teaching, Learning and Assessment</p> <p>Overall success criteria</p>	<ul style="list-style-type: none"> <li>To raise standards and pupil confidence in the application of spelling skills in written work across the curriculum (EYFS to Year 6).</li> <li>To raise attainment in R/W/M combined at KS1 and 2 at expected and GD</li> <li>Ensure assessment cycle is rigorous and robust, so that it includes the foundation subjects and streamlines classroom testing.</li> </ul>							
<p>Action to be taken:</p>	<p>Key Personnel</p>	<p>Outcomes:</p>	<p>Monitoring/Evaluation:</p>	<p>Monitoring dates:</p>	<p>Resources/CPD:</p>	<p>Impact:</p>		
						<p>Autumn 18</p>	<p>Spring 19</p>	<p>Summer 19</p>
<p>Specific identified targets as detailed in English Action plan to raise standards in spelling</p>	<p>AL / KM / all staff</p>	<p>Pupils will be accurately using phonics knowledge, age-appropriate common exception words and spelling patterns in all of their written work across a range of subjects.</p>	<p>Regular book scrutinies, book looks at staff meetings, learning walks, planning scrutiny, case study and twice yearly spelling assessments</p>	<p>See English Action Plan</p> <p>GB monitoring through subject link (AL) see timetable and reports</p> <p>Spring term, GB learning walk – focus on book scrutiny for cross curricular writing</p>	<p>Monitoring time, staff meeting time</p> <p>Reading into Writing approach training for staff</p>	<p>Focus chn identified and receiving additional support.</p> <p>Weekly WFM shows confident application of target spellings in sentences.</p> <p>Evidence in books shows children beginning to identify &amp; correct some of their own and others spellings</p> <p>*1.</p>	<p>All groups of chn on track to achieve or exceed their progress targets.</p> <p>Focus chn (1 per year group) showing improved use of spelling patterns and phonics in their daily writing.</p> <p>All chn to be making at least month on month or better progress.</p>	<p>EOY writing moderation shows majority of chn confident using age expected spellings in their daily writing</p> <p>EOY writing moderation &amp; KS2 SPAG test shows improved % of children achieving EXS standard of spelling (Target 70% achieving 10+).</p> <p>Spelling - % of chn achieving ARE will have increased from 74% to 80%.</p>
<p>Specific identified targets as detailed in Maths Action plan</p>	<p>MS/KM/ all staff</p>	<p>Exit data shows improvement of skills; improvement in EOT tests reflect the successful and on-going application of these skills</p> <p>KS1 and KS2 SATs results will show children at EXS+, is in line with or</p>	<p>fortnightly monitoring sessions; focussing on specific areas, through:</p> <ul style="list-style-type: none"> <li>*Learning walks</li> <li>*Planning &amp; assessment</li> <li>*Book scrutiny</li> <li>*Pupil interviews</li> <li>*Lesson</li> </ul>	<p><b>Autumn Term:</b></p> <p>11/09/18 25/09/18</p> <p>09/10/18 30/10/18 (with RC)</p> <p>15/11/18 &amp; 27/11/18</p>	<p>See maths action plan</p>	<p>End of term assessments show 60% of children are at ARE+</p> <p>*2</p>	<p>End of term assessments show continued improvements</p> <p>60-65% of children to be meeting ARE+</p>	<p>End of term assessments from across all year groups show 67%+ of children to be meeting ARE+</p> <p>KS1 SATs Results: 73% to meet ARE+ 18%+ GD</p>

		<p>exceeding National Expectations (KS1: 73% KS2: 70% - <b>2017</b>)</p> <p>Exit data shows improvement of skills; improvement in EOT tests reflect the successful and on-going application of these skills</p>	<p>observations (Teachers &amp; TAs) *Assessment &amp; data analysis (See termly monitoring grid)</p>	<p>18/12/18 (with RC) GB monitoring through subject link (RC) see timetable and reports</p>				<p>KS2 SATs Results: 70% to Meet ARE+ 18%+GD</p>
<p>The system of recording attainment and progress across the school, ensures SLT and subject leaders can clearly identify attainment and progress of specific individuals and groups of pupils.</p>	<p>KM/RA /AL/MS</p>	<p>Attainment of pupils recorded according to the assessment cycle. Interventions quickly planned if needed, children make at least good progress from their starting points</p> <p>In all subjects and in all year groups pupils' potential is realised and outcomes are at least in line with national expectations, with virtually no drop off.</p>	<p>Planning clearly linked to identified needs in children's learning</p>	<p>See assessment cycle</p> <p>Dec, Apr, July – staff to analyse SPTO data to monitor progress of year groups and identified groups</p> <p>Governor attendance at PP meetings in September. P&amp;S committee agenda item following PP meetings</p>	<p>Time for staff to update SPTO</p>	<p>MA, SEN, PP, borderline and vulnerable pupils identified according to data at progress meetings. Lists of pupils available to all staff</p> <p>*3</p>	<p>All staff and subject leaders can use data effectively to identify progress and attainment across classes, groups and subjects. Gaps in learning are quickly identified and interventions planned.</p>	<p>Individual progress of those on each list shows at least expected progress from starting points and official data points.</p>

Foundation subjects are assessed to monitor children's progress in a way that aids future planning, but also makes efficient use of staff time	SLT and teaching staff	Foundation assessments produce information that aids planning for current teacher and on handover to next class.	Amount of time taken half termly to complete assessments is relative to the information gained	End of each half term following assessment update	Time planned during staff meetings to update Foundation subject assessments (half termly)	Methods of recording Foundation subjects agreed by staff  *4	Assessment of foundation subjects is being completed, in an appropriate amount of time	Foundation assessment provides useful information for the next teacher / year.
Investigate methods of data tracking following announcement of removal of SPTO	KM / RA	Data is transferred from SPTO to new system	All staff aware of chosen system and consulted to ensure that it gives appropriate information		Training for SIMS assessment manager – RA / KM / LC 28 <sup>th</sup> June and 11 <sup>th</sup> July			Transfer to new system will allow staff to continue to use data to track and monitor progress of pupils

\*1. See English monitoring and reports

\*2 See SPTO and tracking

\*3 Lists for pupils available and updated after Autumn term. Progress looked at alongside interventions to monitor success

\*4 Methods trialled, but not time manageable compared to usefulness. To be looked at again during Spring term staff meetings

3. Outcomes for Pupils Overall success criteria	<ul style="list-style-type: none"> <li>• Increase targeted groups outcomes and progress overall (LA / PP / SEN/ boys/borderline)</li> <li>• To raise standards in reading throughout the school ensuring that more children meet &amp; particularly <u>exceed</u> national expectations by the end of KS2.</li> <li>• Increase engagement of all pupils in writing, with a focus on boys</li> </ul>							
Action to be taken:	Key Personnel	Outcomes:	Monitoring/ Evaluation:	Monitoring dates:	Resources /CPD:	Impact:		
						Autumn 18	Spring 19	Summer 19
Identify and target children who are lower borderline at the end of EYFS and then each year group to ensure that they achieve expected standards at the end of each Key Stage	KM / RA / teachers	Target groups will achieve ARE at the end of each year, ensuring they make at least expected progress in core subjects	Termly progress meetings – interventions and progress evaluated  P&S meeting agenda item	Beginning of each term – progress meetings		Data collected will show expected progress in core subjects for target pupils  *2	Data will show all children making expected progress, with 25% on track for achieving standards at the end of the year	End of year data will show expected progress, with 25% achieving expected standards
To raise standards in reading throughout the school	AL / KM / all staff	80% of children will achieve ARE in 2019 (71% in 2018) and 22% of children will achieve GD in 2019 SATS (7% in 2018).	Detailed monitoring in English Action plan	Pupil Interviews Parental Feedback YARC assessment English monitoring – see English action plan  Subject Governor joint monitoring with co-ordinator	Reading into Writing approach training for staff	Teachers will regularly read high quality texts (*) aloud in class → student engagement increased.  *3	All chn will have made at least month on month reading age gains.  All chn confident applying effective strategies to reading comprehension (as detailed in inference skills training).  GD showing depth of understanding.	All chn will have made at least mth on month reading age gains.  Target chn achieve GDS in KS2 reading SATS.  PP chn achieve ARE.  Target chn will achieve EXS level in EOY assessments.  End of year survey will show increased enjoyment of reading in target group of boys.
Increase engagement of all pupils in writing, with a focus on boys *1	AL / KM / all staff	73% of boys will achieve ARE by the end of KS2 in 2019 (60% achieved ARE/30% GD in 2018) and all staff will be	Detailed monitoring in English Action plan	See English Action plan  Part of cross curricular Governor monitoring	Talk for Writing training  Active Writing training	Teachers will be confident using books/topic to teach grammar.  *4	All teachers will be confident planning sequences of learning starting from a high-quality text.	Boys (PP & SEN focus) will have made better than expected progress in VGP and will be in line with other groups of chn.  Chn achieving age-related

		confident using the Reading into Writing approach to teach writing.		Spring term		Boys will be showing an improved understanding of VGP in books.  *5  Targeted pupils (PP & SEN) are making rapid progress and are closing the gap with their peers.  *6  'Active Writing' – to be used Class 2-4 a minimum of once per unit of work.  *7	Children forming all letters correctly in daily writing (March 2018).  Standards in VGP in boys will be seen in book scrutiny and in EOT data on SPTO.	handwriting targets. All chn able to write in legible, cursive style by end of KS2.
Improve the self-esteem, wellbeing, emotional health and social skills of targeted (particularly PP) pupils through a high quality pastoral program	KM / RA / all staff	Targeted vulnerable pupils will show increase in well-being and self-esteem. All children will show progress according to schemes and activities followed	½ termly staff meetings to look at content, coverage and impact.	1x half termly staff meeting agenda item  GB learning walk focus summer '19 with pupil interviews	INSET training *1  Staff meetings	List of vulnerable pupils identified with barriers to learning and current intervention strategies identified  *8	Opportunities for male role models to work and support children have been identified and recorded	Identified pupils will have made at least expected progress in all subjects at end of year assessments.
Increase engagement of parents of PP children with school	KM / LC	Increased parental engagement impacts on academic success (EEF – teaching and learning toolkit and Sutton Trust)	KM to monitor booking and attendance at parents evenings	Parents evenings – 23 <sup>rd</sup> and 24 <sup>th</sup> April (summer term)	LC to send extra e-mail and text to parents as reminders			All PP parents will attend Parent's Evenings and at least 1 other event in school. PP pupils will make at least expected progress in all subjects at end of year assessments



Ensure that regular, weekly PSHE sessions are taking place in all classes, with a focus on mindfulness and emotional and mental well-being	KM / all staff	Improvements in self-esteem shown through questionnaires	Self-esteem questionnaire completed at start and end of year  Staff meeting agenda item – staff feedback	1x half termly staff meeting agenda item	Activities / scheme for teaching. Class time for teaching	Class timetables show weekly PSHE sessions, which are 'protected' in the event of disrupted weeks.  *9  Self-esteem questionnaires completed by target pupils  *10	Monitoring of teaching and outcomes shows positive impact	
--	----------------	--	--	--	---	--	---	--

\*1 See folder in teaching staff area of network. Powerpoint delivered and discussion. Email sent to staff during the term as a reminder to not use the language of 'top group / moving up and down groups etc' as it can affirm negative feelings. Positive male role models actively sought for all areas of school life. Whole school stories – famous / male readers, Martin Maudsley and Stuart Ross – poet and author worked with the whole school on English activities, male volunteers sought for trips, local vicar in to work with groups of children in Raven class.

\*2 data indicates many showing good progress, others still being closely targeted – see Pupil Progress sheets

\*3 Reading spine list (based on Pie Corbett list) provides high quality class texts, read regularly

\*4 book linked to each unit of work now across classes

\*5 Boys made gain in progress +0.2 progress comparison in VGP this term. (PP still a focus).

\*6 KS2 SNIP intervention ongoing – assessed in Feb 2019.

\*7 All children will have had the opportunity to apply specific, targeted VGP skills in a range of genres and to have edited and improved their work.

\*8 list of vulnerable pupils completed by staff, includes potential barriers to learning

\*9 PSHE discussed and monitored at staff meetings. W-P in particular does not have weekly, but short daily sessions to support the class, including peer massage, yoga.

\*10 A questionnaire was completed, although indicated that all pupils were completely happy and showed no issues. Other methods of measurement being looked at

4. EYFS Overall success criteria	By the end of the year: <ul style="list-style-type: none"> <li>• Extend and strengthen links with pre-schools</li> <li>• Further Increase the number of children exceeding at writing – to match the number exceeding at reading and maths</li> <li>• Organise outdoor area so it is inviting to children and resources are easily accessible</li> </ul>							
Action to be taken:	Key Personnel:	Outcomes:	Monitoring/ Evaluation:	Monitoring dates:	Resources/ CPD:	Impact:		
						Autumn 18	Spring 19	Summer 19
Pre-schools links strengthened through staff contact and meetings, curriculum support and opportunities for children to visit Stickland's	RA / KW	Regular planned events and meetings to link with pre-schools to discuss specific children and trends	Diary records and feedback of events and meetings	Half termly checks on progress during meetings between KW and RA	Time for KW to visit nurseries and pre-schools	Contact made by KW with preschools. Opportunities to link up identified in the diary *1	Early support available to pre-school staff and children  Early understanding of needs of children in 2019 cohort to plan for transition sessions	
Planning review to identify opportunities to use 'let's explore/child initiated activities' to ensure literacy and numeracy are used advantageously both inside and outside	KW (AL/MS)	Clearly identified opportunities using 'must do' and 'let's explore' to support and develop English and Maths.	Planning/work scrutiny - Lesson drop ins Child interviews	As monitoring timetable And SIP dates. EYFS link Governor visit Spring term	Dates from staff meetings timetable and EYFS monitoring dates	Expectations of how to use Let's Explore to further children's learning is firmly understood by all staff. *2 *3 Evidence – developing evidence file against OFSTED criteria. *4	County EYFS review recommendations are in place and impact is evident – evidenced by County revisit	
Alter planning and timetable to use Literacy Tree planning and adapt activities to be used during let's explore.  MA children given	KW	Must do jobs planned, routines established with the children	Planning/work scrutiny - Lesson drop ins				Children are inspired and engaged by the use of high quality texts  Children confidently apply their letters and sounds	Target for writing: 80% EXP+ 33% EXC  This is at least in line with reading and maths

further planned opportunities to extend learning during phonics and 'must do' extension activities							knowledge across the curriculum	
Outdoor area zones are clearly identifiable, organised, resourced and understood by children to enable purposeful, carefully planned, play based activities.	KW	The environment is engaging and inspiring, allowing children to develop literacy and numeracy skills independently	Observation of outdoor area	EYFS link governor visit Spring term			The area is well resourced and has been thought out carefully – it is both stimulating and inviting. The activities provided engage the children; motivating and sustaining their interests.	Children are challenged to apply their own learning to solve problems, and as a result make at least good progress (EYFS data target 80% GLD)
Differentiation is clear – all groups of Children are explicitly planned and provisioned for in lessons, must do jobs and interventions, including SEN/LA/MA.	RA/KW	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 - KM Lesson drop ins KM/RA Data analyses	Lesson observation and monitoring dates  EYFS link governor visit Summer term	Dates from staff meetings timetable and EYFS monitoring dates	<b>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</b>  *5 <b>Evidence – developing evidence file against OFSTED criteria</b>  *4	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.	80% target for GLD  <b>27% target for exceeding GLD</b>  All children make at least expected progress from starting points

\*1 Contact made and meetings in diary

\*2 Increased challenge for children – 'Must do' jobs established during CI activities focusing on R, W, M. English and maths circuses initiated – play based activities allowing for differentiation and independence.

\*3 See 'Key points for change' document

\*4 See audit

\*5 Cohort assessed promptly through baseline. 80% target for GLD 27% target for exceeding GLD