



STUART ROAD
PRIMARY ACADEMY

growing every day

SCHOOL IMPROVEMENT PLAN 2017/18

Outcomes Action Plan 2017-18

OUTCOMES ACTION PLAN 2017-18				
Key Priority: (Identify the specific priority here) Accelerate progress and raise attainment for more able pupils in all subjects but particularly in English and maths	Year 2017-18 Lead person accountable for the plan: Steph Blake	Finance Plan How much will the plan cost - £0 Which account code/s will fund the plan -		
Success criteria:	Focus on outcomes. Specific, measurable impact on pupils. (Write this before you identify the actions to be taken). <ul style="list-style-type: none"> At the end of EYFS at least 18% of the cohort to be exceeding At the end of KS1 at least 25% of children to be exceeding in reading, 20% exceeding in writing and 25% in maths At the end of KS2 at least 30% of children to be exceeding in reading, 25% in writing and 30% in maths 			
Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
Ensure all staff members know the HA children in their classes (exceeding from EYFS or high PAG in KS2)	SB	September '17	none	30 minutes to map for each class
Offer CPD to all staff (twilight sessions to include TAs) to ensure all are aware of how to maximise progress for HA children	SB	9/17 – 12/17	SB	1 x Twilight session
Track the progress of HA groups in all classes to ensure rates of progress are suitable to ensure the outcomes/targets set – adjust provision where needed to support pupils where it looks like targets may not be met	SB/SLT	Ongoing	None	Pupil Progress Meetings 6 x per year
Monitoring				
Who	What	Where	When	External Validation
<i>Steph Blake</i>	<i>Data drops Pupil profile meetings SLT meetings Moderation/ learning walks</i>	<i>SLT Appraisal review meetings Governors</i>	<i>Termly data reviews Weekly SLT meetings. Twice yearly Reach review meetings</i>	<i>Sarah Cobb via teaching and learning reviews and yearly MTR from Reach.</i>
Impact: <i>What will the outcomes on pupils be?</i>	Update <i>How close are you to the stated outcomes?</i>	Final Evaluation <i>Have the intended outcomes been achieved?</i>		
Progress for HA children will be improved on historical data - all ALL HA children will make good progress based on their starting points				
Data for each group will match the success criteria (above)				

<p>Lessons are well planned and tailored to cohorts meaning that ALL pupils will be able to discuss the good level of challenge within their classes and the opportunity to make good progress regardless of their starting point</p>		
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Quality of Teaching, Learning & Assessment Action Plan 2017-18

QUALITY OF TEACHING, LEARNING & ASSESSMENT ACTION PLAN 2017-18				
<p>Key Priority: (Identify the specific priority here) Develop consistency of matching work to the needs of learners, marking and feedback so that it is at least good or outstanding in all classes</p>	<p>Year 2017-18</p> <p>Lead person accountable for the plan: MF</p>		<p>Finance Plan</p> <p>How much will the plan cost - £6000 Which account code/s will fund the plan – EL30/STU2800</p>	
Success criteria:	<p>Focus on outcomes. Specific, measurable impact on pupils. (Write this before you identify the actions to be taken).</p> <ul style="list-style-type: none"> Lesson observations evidence work matched to the needs of pupils to drive good/outstanding progress Book scrutinies evidence good progress (from their starting points) for ALL pupils Marking and feedback in all books reflects the intentions of the school's marking policy Feedback from pupils evidences that they feel challenged and that they can specifically reference how marking and feedback supports their progress Percentage of children making good or outstanding and outstanding progress will be in line with national outcomes. 			
Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
Monitoring - quick flicks/learning walks/lesson observations	MF/SB	Ongoing	None	None
VL – use to develop approaches to marking and feedback	MF/SB	Ongoing	VL training over 3 years	£6000
Pupil Conferencing to ensure the marking and feedback given is meeting the needs of learners	MF/SB	Ongoing	None	None
Pupil progress meetings	SLT	6 x per year	None	None
Monitoring				
Who	What	Where	When	External Validation
<i>Mitch Frame</i>	<i>Monitoring/ moderation days Pupil profile meetings Feedback to Reach South</i>	<i>In SLT In Governors In Reach South review meetings</i>	<i>Weekly SLT Termly governor meetings Twice yearly Reach South reviews</i>	<i>Reach South Governors</i>
Impact: <i>What will the outcomes on pupils be?</i>	Update <i>How close are you to the stated outcomes?</i>	Final Evaluation <i>Have the intended outcomes been achieved?</i>		
Pupil conferencing will show that over time (from baseline to end of year) children's understanding of how marking and feedback develops their learning and can discuss it confidently				

Visible learning questionnaires show that both staff and children are confident in using marking and feedback to develop learning and increase rates of progress		
Progress is improved for all learners over time – current data compared to historical data		

Personal Development, Behaviour & Welfare Action Plan 2017-18

PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE ACTION PLAN 2017-18				
Key Priority: (Identify the specific priority here) Reduce persistent absenteeism, particularly within disadvantaged families		Year 2017-18 Lead person accountable for the plan: Becky Cartlidge	Finance Plan How much will the plan cost - £180 Which account code/s will fund the plan – EL305/STU6000	
Success criteria:		Focus on outcomes. Specific, measurable impact on pupils. (Write this before you identify the actions to be taken).		
		<ul style="list-style-type: none"> Percentage of absenteeism is below that of national outcomes across the school and within our disadvantaged cohort Cases of persistent absences are in line or below national with our target families 		
Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
Create a document that records actions and outcomes/impact of EWO intervention.	BC	By December '17	None	None
Attendance lottery	MF/LS	Weekly/July 2017	None	Bike (sponsored)
Create a walking bus to collect children from the local area	MF	By December 2017	1 day for parents	Funding from LA
Engage PSA with persistent offenders	MF/BC	Ongoing	None	None
Update and Review policy	MF/BC	By December '17	None	None
Use pupil voice to identify the reasons why children are not engaging with school to help develop an appropriate strategy	BC	By February '18		Two half days to pupil conference at £90 a session.
Identify persistent lateness and liaise with EWO and PSA	LS/BC	Ongoing		None
Monitoring				
Who	What	Where	When	External Validation
<i>Becky Cartlidge</i>	<i>Pupil profiling Meet with EWO to look at support for PA children. Review pupil voice outcomes and define support from these.</i>	<i>SLT Pupil profile meetings Appraisal reviews Governors</i>	<i>SLT meetings - termly Termly governor meetings Mid- year appraisal meetings</i>	<i>Governors Reach South</i>
Impact: What will the outcomes on pupils be?		Update How close are you to the stated outcomes?	Final Evaluation Have the intended outcomes been achieved?	
Attendance for the persistent absentee children is in line with national data				
Data trawls at each point show dis gap diminishing due to increased attendance				

Early Years Action Plan 2017-18

EARLY YEARS ACTION PLAN 2017-18				
Key Priority: (Identify the specific priority here) To ensure good progress for dis and HA children To reduce absenteeism		Year 2017-18 Lead person accountable for the plan: SH	Finance Plan How much will the plan cost - £0 Which account code/s will fund the plan -	
Success criteria:	Focus on outcomes. Specific, measurable impact on pupils. (write this before you identify the actions to be taken). <ul style="list-style-type: none"> Absence rates amongst the school age children are reduced to ensure that attendance is at 96% By the end of the year 18% of children to be exceeding in reading, writing and number 			
Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
To liaise and challenge parents of children with persistent absenteeism	SH	Ongoing	None	None
To create and implement interventions to support the progress of the HA children to meet the agreed target	SH	Ongoing	In school HA inset	Inset sessions
Monitoring				
Who	What	Where	When	External Validation
Sarah Haddy	Weekly review of attendance Meetings with PA parents. Review of data	SLT meetings Pupil profile meetings Meetings with the EWO	Termly for the data. Weekly for SLT meetings Monthly for the EWO updates	Governors Reach South
Impact: What will the outcomes on pupils be?	Update How close are you to the stated outcomes?	Final Evaluation Have the intended outcomes been achieved?		
18% of children to be assessed as exceeding by July				
Absence rates in EYFS school aged children to meet national target of 96%				

Leadership & Management Action Plan 2017-18

LEADERSHIP & MANAGEMENT ACTION PLAN 2017-18				
<p>Key Priority: (Identify the specific priority here) To raise attainment for all disadvantaged children across the school.</p>	<p>Year 2017-18</p> <p>Lead person accountable for the plan: SB/BC</p>	<p>Finance Plan</p> <p>How much will the plan cost - £0</p> <p>Which account code/s will fund the plan -</p>		
Success criteria:	<p>Focus on outcomes. Specific, measurable impact on pupils. (Write this before you identify the actions to be taken).</p> <ul style="list-style-type: none"> The gap between dis and non dis is diminished by the end of the year 			
Action	Lead person accountable for the action	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
Complete book scrutinises to compare dis to non dis attainment	SB/MF	Ongoing	None	Moderation x 12
Monitor progress of dis children x 6 per year	SLT/BC	Ongoing	None	Meetings x6
Identify any pivotal children who are not converting to exceeding and discuss with SLT	All staff/BC	Ongoing	None	Meetings x6
Ensure that all adults know which children are PP and those who are pivotal to convert to exceeding	BC	Ongoing	None	Staff meeting
Collate information from Floor Data Meetings and Pupil Progress Meetings on the progress of pivotal PP children	BC	Ongoing	None	Meetings x6
Revise dialogue sheet so that all PP children are identified.	BC/All staff	Ongoing	None	Inco time
.Monitoring				
Who	What	Where	When	External Validation
<i>Steph Blake/ Becky Cartlidge</i>	<i>Moderation. Data trawls Review of interventions</i>	<i>SLT meetings Pupil profile meetings Moderation days</i>	<i>Weekly for SLT Termly for pupil profile Half termly for moderation</i>	<i>Governors Reach South</i>
Impact: <i>What will the outcomes on pupils be?</i>	Update <i>How close are you to the stated outcomes?</i>	Final Evaluation <i>Have the intended outcomes been achieved?</i>		
Gap between dis and non dis diminishes throughout the year in each subject, in each class				
Progress of dis pupils matches other children nationally				
Attainment of dis pupils is no more than 15% less than non-dis pupils in each subject, in each class				